



Macomb/St. Clair Workforce Development Board

Workforce Innovation and Opportunity Act (WIOA)

Four-Year Local Plan 2024

**Program Years 2024 through 2027
September 1, 2024 – August 31, 2028**

Macomb/St. Clair Michigan Works! is an equal opportunity employer/program. A proud partner of the American Job Center Network. Supported in part by state and/or federal funds. Auxiliary aids and services are available upon request to individuals with disabilities. TTY #711

Local Plan Requirements

Section 108(b) (1) through (22) of the WIOA requires local boards and CEOs to develop and submit a comprehensive four-year Local Plan that is consistent with the State Plan and based on an analysis of regional labor market data. The local plan shall include:

1. An analysis of regional labor market data and economic conditions including:

- ***The regional analysis prepared as part of the Regional Plan. (See Section I, #2)***

The Regional Analysis prepared as part of the Regional Plan is attached to the end of this local plan as Attachment A.

- ***A description of the local board's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to performance accountability measures based on primary indicators of performance as described in WIOA Section 116(b)(2)(A) in order to support regional economic growth and economic self-sufficiency. Expected performance levels may be used to evaluate outcomes. Such levels vary across core programs.***

Macomb/St. Clair Michigan Works! (M/SC MW!) has a vision of a workforce system that is demand driven and leads all customers to self-sufficiency. In 2023, we established the following Mission and Vision statements:

Mission Statement - Connect and support employers and job seekers to strengthen our economy and community.

Vision Statement - To be the premier resource for workforce development and retention.

Performance accountability goals for Fiscal Year 2024 have yet to be negotiated and finalized with the department of Labor and Economic Opportunity. Like in past years, M/SC MW! will design programming to meet or exceed these goals. Issues will be identified and addressed promptly.

Some of the Board's strategies that will support our Mission and Vision are:

- Implementation of the Strategic Plan approved in March 2023. The Strategic Goals are:
 - Expand Workforce Development Services to businesses
 - Regularly research and apply for more diverse funding
 - Expand Professional Development and staff training opportunities
 - Expand outreach and marketing of services to job seekers
- Integrate workforce development into adult education and post-secondary education
- Integrate the adult learning system to create a unified approach to increase basic skills and post-secondary education
- Increase the integration of workforce development into secondary education
 - Including Career Exploration activities
- Increase work-based learning opportunities for high school age students
- Develop activities to support retention of employees currently employed
- Better alignment of workforce development with economic and community development
- Enhance the career counseling system to provide better guidance to those that are structurally unemployed
- Continuously monitor the workforce system to assure the needs of those individuals with barriers to employment are being addressed
- Increase virtual programming to satisfy customer demand

- ***A description of the local board's strategy to align local resources, required partners, and entities that carry out core programs to achieve the strategic vision and goals.***

Macomb/St. Clair Michigan Works! will address the alignment of local resources and required partners that carry out core programs by including those partners in the development of strategies to achieve the vision and goals. Working with the expertise on the Workforce Development Board and the variety of committees, work groups and task forces through the community, we will focus on collaborative services that reach more employers and job seekers and/or deepen the level of service available.

Much of this work has occurred through core program operators on committees of the board including involvement in the Career and Education Advisory Council. Other strategies include co-locating core partners in the Michigan Works! Career Centers. Every partner is invited to use space even if they have chosen not to co-locate.

2. A description of the workforce development system in the local area including:

- ***The programs that are included in that system.***

Many of the programs in the workforce development system include required core partners as outlined in the Workforce Innovation and Opportunity Act and other key partners. They include:

- Workforce Innovation and Opportunity Act (WIOA) – Adult, Dislocated Worker, and Youth
- Wagner-Peyser Act – Employment Services
- Partnership Accountability Training Hope (PATH) – Temporary Assistance to Needy Families (TANF)
- Trade Adjustment Assistance (TAA)
- Senior Community Service Employment Program (SCSEP)
- Foster Care Summer Youth Employment Program for Chafee Eligible Youth
- Michigan Skilled Immigrant Integration Program
- WIOA Statewide Funding Activities
- Michigan Rehabilitation Services
- Bureau of Services for Blind Persons
- Adult Education and Literacy Activities
- Veteran Employment Services
- Migrant and Seasonal Farm Workers
- Going Pro Talent Fund/Going Pro Apprenticeship Grant
- Apprenticeship grants including Statewide Apprenticeship Expansion Grant and **MISTAIRS**

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- ***A description of the local board's strategy to work with entities carrying out core programs and other workforce development programs to provide service alignment (including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006).***

The M/SC WDB works closely with the other core programs of the WIOA. While directly administering and implementing Titles I and III, there is a strong, working relationship with Title II and IV partners. Our strategy focuses on making referrals to the best positioned agency to serve the job seeker or with co-enrollment, training each other's staff, and discussing trends and patterns seen in the workforce. This occurs through a concentrated effort to develop and strengthen the ongoing collaborative relationships with core partners and recognizing opportunities to develop relationships with new partners.

Job seekers who come to M/SC MW! Career Centers take part in a guided process to ensure that they are linked to the services that are required to assist them in obtaining gainful employment. To avoid duplication of services, each unit within the career center is assigned to provide a service that is unique from that provided by the other units. Memorandums of Understanding (MOUs) have been established with organizations and agencies that operate core

programs and outline the responsibilities of each program and service being delivered.

The plan for the delivery of programs operated under the Carl D. Perkins Career and Technical Education Act of 2006 has been presented to and approved annually by the M/SC WDB. This approval is only granted if the plan aligns with the overall goals of the Workforce Board.

3. A description of how the local board, working with the entities carrying out core programs, will:

- **Expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.**
- **Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.**
- **Improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).**

The key to expanding access to employment, training, education, and other necessary services for the eligible population, especially those individuals with barriers to employment, begins with providing an awareness of opportunities through outreach and marketing.

The M/SC WDB & M/SC MW! will continue to expand outreach through social and digital media channels. Growth will be focused on Facebook, Twitter, YouTube and LinkedIn to increase brand awareness and center traffic. The M/SC WDB has a cross-functional team of administrative and program staff to ensure EEO/ADA compliance, brand adherence, and accessibility of all outreach materials. Site integration with these online services allows for pre-recorded online employability workshops, live online training, and expedient automated responses to request for information via forms, email, and a chat feature.

The M/SC WDB has updated the M/SC MW! website to make it more user friendly, provide more information about Michigan Works! services and make it more interactive and accessible for job seekers and employees alike. By contracting the site out, our outreach staff will have more time to spend on content and less time on development, basic site maintenance and server management of a website. Revisions and updates to the website with additional integrated online services are ongoing.

Increasing access to employment, training, education, and supportive services also occurs through partnerships with the entities carrying out core programs. For example, a two-way formal referral process with Adult Education and Michigan Rehabilitation Services (MRS) partners is in place to link individuals to appropriate services. Additionally, an Adult Education provider proctors CASAS assessments in the M/SC MW! Career Centers. The proximity of Michigan Rehabilitation Services being co-located in two M/SC MW! Career Centers offers an opportunity for smooth referrals and co-case management, as needed. M/SC MW! and the Bureau of Services for Blind Persons also work cooperatively through direct referrals to offer a full range of services to participants.

The M/SC WDB is the award recipient of or a partner in several grants that has expanded access to postsecondary credentials. Whenever possible, braided funding is considered to supplement training costs or supportive services in addition to grant funds.

- Electric Vehicle Jobs Academy- Funding for job seekers and current, eligible employees to train for credentials needed to support the expansion of the Electric Vehicle industry. There is a broad variety of approved trainings including battery technician, robotics and cybersecurity.
- State Apprenticeship Expansion provides on-the-job training funds for apprentices in healthcare occupations. Apprentices are screened for eligibility for alternate funding sources for tuition assistance for the classroom training portion of the apprenticeship.

M/SC MW!, in partnership with the Michigan Works! Association, recently added the Michigan Skilled Immigrant Integration Program. This program dedicates a Career Planner to support recent immigrants and refugees with updating/renewing/re-testing for a credential in the State of Michigan.

The M/SC WDB will take reasonable steps to ensure individuals with limited English proficiency have access and an equal opportunity to participate in services, activities, and programs. All interpreters, translators and other aids will be provided without cost to the individual. Assistance will be provided through competent interpretation or translation services, or technology and telephonic interpretation services.

In consideration of individuals needing accommodations, each career center offers assistive technology workstations that include a screen magnifier, JAWS screen reader, adjustable desk, enhanced keyboard. American Sign Language interpreting services are also available.

The M/SC WDB will provide supportive services under a local policy to assist with barrier removal for individuals to successfully participate in employment and training activities.

To facilitate the development of career pathways the M/SC MW! staff will develop an individual service strategy collaboratively with participants to meet employment goals. This process will ensure that individuals will be enrolled in training/education or engaged in a strategy that is part of a career pathway leading to family self-sufficiency. Plans will include portable or stackable credentials in demand and emerging occupations. Participants will be assessed for eligibility and the value of co-enrolling in partner programs.

Career pathway development will also occur working with M/SC WDB training partners to ensure that newly created education and training programs prepare individuals to earn industry recognized credentials that are portable and stackable as part of career pathways.

The M/SC WDB will participate in the National Apprenticeship Week and National Youth Apprenticeship Week, coordinating employer and career seeker events. These events provide a stage for the U.S. DOL Office of Apprenticeships, local training providers and participating employers to directly deliver detailed registered apprenticeship information. Apprenticeship 101 sessions targeted towards employers, students, counselors, parents, and job seekers, participation in the LEO – WD facilitated RACE Day and a potential Apprenticeships Job Fair/Meet the Employer event. We have also established a “near peer” panel of youth apprentices as well as showcasing apprenticeships during the Blue Water Building Trades Career Fair.

4. A description of the strategies and services that will be used in the local area to:

- ***Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs.***
- ***Support a local workforce development system that meets the needs of businesses in the local area.***
- ***Improve coordination between workforce development programs and economic development.***
- ***Strengthen links between the one-stop delivery system and unemployment insurance programs.***

several The M/SC WDB facilitates the engagement of employers through a Business Services team that is comprised of certified Business Solutions Professionals. Business Service Professionals (BSPs) are managed by a Business Services Program Administrator and Program Specialist. All are trained to work with and address the individual needs of local businesses. The Business Services team uses a variety of methods to connect with the local business community. We have a related team of staff that focuses on Apprenticeship intermediary work and the management of awarded Apprenticeship grants. Business Service Activities include the following:

- **Job Postings**– Often, a member of the Business Services Team will first connect with an employer by assisting them with the posting of the company’s jobs on the Pure Michigan Talent Connect. Jobs are also posted to a “Featured Jobs” section of our website.
- **Workforce Task Force Group**- In St. Clair, we are part of a team that includes The Economic Development Alliance of St. Clair County, St. Clair County Community College, MEDC, MMTC and several local employers.

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- Promotion of Business Services – Marketing materials have been developed to outline the services available for employers. These items are distributed directly to local businesses, chambers of commerce and made available at business service related events to provide awareness. In addition, M/SC MW! business service staff often provide information during partner meetings and make presentations on business services when requested.
- Informational Sessions – Periodically, the Business Services Team will offer informational sessions to employers on various topics of interest. Examples of subject matter are the Going Pro Talent Fund, registered apprenticeships, and accommodation requirements for workers with disabilities.
- Apprenticeships- As a recently established Apprenticeship Intermediary, M/SC MW! will continue to grow the number of employers and apprentices in Macomb and St. Clair counties.
- Salesforce – This web-based system is used for record keeping and tracking of Business Services engagement and activities with employers. It provides a database of employers with integration to Outlook which allows for mass emails to quickly provide information to employers.
- “Cold” Calls – Connections with local businesses by searching job postings listed on Pure Michigan Talent Connect and other online job boards. Welcome visits also occur with new business in the area.
- Job/Career Fairs – Facilitate job fairs at M/SC MW! Career Centers, at an employer’s location or held virtually. These may include company specific or multiple employers at a time or be industry specific.
- On-the-Job Training (OJT) – Provide the opportunity to train eligible job seekers through OJT programs offering a reimbursement for a portion of the new hire’s wages during the training period. Emphasis is placed on those employers who have a need for trained employees who possess in-demand skills and for which there is a shortage of workers who possess those skills.
- Paid Work Experience- For our Youth participants, we offer Paid Work Experiences and Job shadowing with our local employers. This is a great opportunity for employers to showcase their industry and specific business, while connecting with job seekers.
- “4M” workgroup- With the Department of Macomb County Planning and Economic Development, Macomb Community College and the Michigan Economic Development Corporation, M/SC MW! meets regularly to discuss new/expanding employers as well as coordinating services to employers.
- Customized Training – When contacted by an employer who require workers that possess skills that are unique to their organization, the Business Services team will work as an intermediary between the employer and the local community college to assist with the development of needed training.
- Incumbent Worker Training/Going Pro Talent Fund – In instances in which local employers request assistance with the training of incumbent workers, members of the Business Services team will work with the employer to connect them with appropriate resources such as the Going Pro Talent Fund.
- Constant Contact- A tool to easily send information on training opportunities and other pertinent information.

To support a local workforce development system that meets the need of businesses in the local area the M/SC WDB participates in the following initiatives:

- Collaboration with Region 10 Michigan Works! Agencies – The M/SC WDB is a partner in the Southeastern Michigan Works! Agency Coalition (SEMWAC). The organization provides a forum where MWAs can share information and best practices, partner on regional workforce initiatives and identify ways to align resources to support the needs of local employers.

- Workforce Intelligence Network (WIN)- M/SC MW! is also a founding member of WIN. WIN applies for grants to implement workforce development and educational programming across southeast Michigan.
- Detroit Regional Workforce Partnership (DRWP)- M/SC MW! is a member of the recently established DRWP. DRWP focuses on addressing long-term workforce development issues such as child care, transportation and business support. DRWP aims to be a connection/collaborator between large employers and Michigan Works! Agencies.
- Business Services Users Group – Facilitated by the Michigan Works! Association, this statewide closed-door meeting brings together all MWA Business Service Coordinators for confidential discussion on a wide range of business/employer issues, policies, and regulations. LEO-WD staff join for an open-door meeting for additional discussion, as needed.
- Business Services Staff Meetings – Organized by the Business Services Coordinator, monthly meetings are held in partnership with MRS, BSBP, and Veteran Services business teams. This ensures that there is opportunity for the sharing of program and services updates, training, and coordination between organizations to serve employers.

In a continuing effort to improve coordination between workforce development and economic development, the M/SC WDB will continue to expand engagement with local Chambers of Commerce. Priority will also be given to maintaining the strong relationships currently held with the Macomb County Department of Planning and Economic Development and the Economic Development Alliance of St. Clair County.

To strengthen linkages between the One-Stop delivery system and Unemployment Insurance Agency (UIA) programs, the following services will be available:

- Offer basic information and referrals to access Unemployment Insurance benefits.
- Provide computers/internet for claim filing.
- Use of office equipment to connect with UIA – such as phones, fax, photocopying, ‘chat’ feature.
- Register for work to comply with the UI benefit requirement.
- Reemployment services and job search activities.
- Serve Reemployment Services and Eligibility Assessment (RESEA) claimants referred by UIA.
- Continuation of the working relationship with UI representatives designated by the UIA as a liaison with the agency.

M/SC MW! is also exploring the possibility of hosting and even co-locating UIA staff and Michigan Works! staff on a periodic or permanent basis. This will improve customer service by allowing UIA applicants to complete their claims and required registration for work in a single visit to one location.

5. *A description of how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and microenterprise services.*

The M/SC WDB coordinates with both local and regional economic development organizations in Macomb and St. Clair Counties and includes activities in the 4M Group in Macomb County and the Workforce Task Force in St. Clair County. These groups bring together representatives of workforce development, economic development, and education and were established to provide opportunities for the coordination and collaboration of workforce and economic development activities within the region.

The M/SC MW! Business Services team, representatives of The Macomb County Department of Planning and Economic Development, the Michigan Economic Development Corporation, and Macomb Community College make up the ‘4M Group’ participants. Members of this group meet regularly for status updates on the businesses each organization is working with and to identify potential partnerships to meet the needs of employers and businesses.

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A similar group, 'Workforce Task Force' was established and meets monthly to address the workforce and economic challenges of St. Clair County. In addition to the M/SC MW! Business Services team, members include the Economic Development Alliance of St. Clair County, St. Clair County Community College, and the Michigan Economic Development Corporation.

In addition, the Business Services team has an active role in the Eastern Michigan Manufacturing Association (EMMA) in St. Clair County. This group was established to provide a forum for the manufacturing community to converse on local and regional issues affecting them, identify solutions to challenges, and to develop collaborative programs and services designed to improve the local business environment.

Entrepreneurial skills, training, and microenterprise services are promoted through the services of the Michigan Small Business Development Center (SBDC). The SBDC supports new ventures or existing small businesses with no-cost consulting, training, market research, business plan development, business education, strategic planning, and financial management with guidance from experienced business consultants. Entrepreneurial skills training and microenterprise services are also available through the economic development organizations, business incubators, and MSU Extension.

6. A description of the one-stop delivery system in the local area, including:

- ***How the local board will ensure the continuous improvement of eligible providers of services through the system and that such providers will meet the employment needs of local employers, workers, and jobseekers.***
- ***How the local board will facilitate access to services provided through the One-Stop delivery system, including in remote areas, through the use of technology and other means.***
- ***How entities within the One-Stop delivery system, including One-Stop operators and the One-Stop partners, will comply with the nondiscrimination provisions of the WIOA (Section 188), if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 United States Code [U.S.C.] 12101, et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.***

One of the methods the M/SC WDB uses to ensure the continuous improvement of eligible providers of service is to offer opportunities for training and staff professional development. Providing resources for professional development is an investment in the agency's own talent. Staff training leads to improved team performance with increased competence resulting from learning new skills and increasing knowledge. Selective trainings also guarantee that key staff, including those in employment services, career planners, and business service professionals understand the latest trends to help meet the needs of employers, workers, and job seekers.

Examples of talent development include:

- The One Stop Operator's In-house Training Topics:
 - Business Writing
 - Stress Management
 - Microsoft Word/Excel
 - Domestic Violence awareness
 - Others as identified by staff survey
- Mental Health First Aid Training and Trauma Informed Care Training that offers instruction to individuals to understand and respond to people in distress.
- Staff, along with some employers, will participate in WindMills Disability Awareness Training presented by MRS. The goal is to assist individuals with and without a disability to better understand the culture of disability in the workplace.
- Workday Training: Learning Management System used by a primary service provider to manage policies, courses, and training crafted for specific positions and/or department.

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- In-house staff trainings related to policies, procedures, and performance.
- The Michigan Works! Association annual workforce conference providing education, networking, and demonstration of best practices.
- Multiple individual workshops offered through the Michigan Works! Association and/or LEO-WD.
- [AI](#)
- [De-Escalation](#)

Additionally, the M/SC WDB now has a mix of direct/contracted services. Wagner-Peyser Employment Service staff are direct employees of the Board, while other program areas (Adult/DW/TAA, PATH, Youth) are contracted. Through a competitive "Request for Proposal" (RFP) process, qualified organizations are selected as service providers to operate certain programs. It is in the best interest and the responsibility of the M/SC WDB to ensure its contractors are supported in their roles to provide quality programming and achieve expected or higher performance measures. Contractors are monitored through a formal process for compliance of service delivery terms, status of enrollment and training goals, performance measures and a fiscal audit. Informal monitoring occurs often as administrative staff are engaged regularly with contractor staff. This provides an awareness of real-time activity, gives staff accessibility to administrative staff for questions or guidance, to share views and ideas, identifies areas of concern, and highlights strengths and best practices. The M/SC WDB administration team meets regularly with the supervisory staff of the contracted service providers for status updates, to address any concerns, and assess program needs.

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The M/SC WDB is updating the M/SC MW! website to make it more user friendly, provide more information about Michigan Works! services and make it more interactive and accessible for customers and staff. Website access includes recorded workshop videos, free on-line information and tools related to featured jobs, career planning, training providers, student financial aid, finances and budgeting, labor market information, community resources, veterans' resources, and tutorials. Access is provided to Pure Michigan Talent Connect and its offerings for career exploration, skilled trades, jobs, and employer features. Also, accessible electronically through M/SC MW! staff are career planning tools such as Kuder Journey, BESE and RIASEC. Employers are also able to connect with the Business Services team using similar electronic means for talent recruitment, virtual career fairs, and pre-hire assistance.

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M/SC MW! social media platforms are used to promote local services as well as events related to career opportunities, hiring, community resources, unemployment insurance, training opportunities and partnering agencies hosting similar activities.

The M/SC WDB has local policies designed to ensure compliance with Section 188 of the WIOA and applicable provisions of the Americans with Disabilities Act of 1990. Active policies include Discrimination Complaints, Grievance Procedures, Equal Opportunity, Service Animals, CASAS Testing Accommodations, and Limited English Proficiency.

The M/SC WDB's Equal Opportunity Officer attends training offered by the Michigan Works! Association, the LEO-WD and other relevant sessions. The EO Officer provides training to M/SC MW! administrative staff and contractors on policies and matters related to equal opportunity. The M/SC WDB maintains a relationship with Vocational Rehabilitation and values their expertise to provide staff training and guidance related to supporting individuals with disabilities in achieving suitable employment. The accessibility of the career center facilities, communication, materials, and programming are regularly evaluated for adherence to federal requirements.

- **A description of the roles and resource contributions of the One-Stop partners.**

A description of the roles that will be played and the resource contributions that each of the One-Stop partners will contribute to the system are negotiated between the M/SC WDB and partners. The Infrastructure Agreements (IFAs) and the Memorandum of Understandings (MOUs) outline specific roles and contributions of the partners.

7. A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

The M/SC MW! goal is to prepare job seekers for in-demand careers and to help employers connect with a skilled workforce. During an initial visit to a M/SC MW! Career Center, the job seeker meets one-on-one with an Employment Service staff person. A discussion on the purpose of the visit and completion of a Job Seeker Survey helps staff to connect the job seeker with appropriate services.

All individuals have access to employment-related information and self-service tools through Basic Career Services without regard to program eligibility or registration. These include:

- Determination of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs
- Outreach, intake and orientation to information and other available services
- Initial assessment of skill levels including reading, math and English language proficiency, aptitudes, abilities (including skills gaps) and supportive service needs
- Labor exchange services, including:
 - Job search and placement assistance
 - Information on in-demand industry sectors and occupations
 - Information on non-traditional employment
- Referrals to and coordination of activities with other programs and services, including those within the One-Stop system and, when appropriate, other workforce development programs
- Provision of workforce and labor market employment statistics including the provision of accurate information relating to local, regional, and national labor market areas, including:
 - Job vacancy listings
 - Information on job skills necessary to obtain the vacant jobs listed
 - Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement
- Provision of performance information and program cost information on eligible training providers by program and type of providers
- Provision of information about how the local area is performing on local performance accountability measures, as well as additional performance information relating to the local One-Stop system
- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals including:
 - Childcare
 - Child support
 - Medical or child health assistance available through Medicaid and MICHild
 - Supplemental Nutrition Assistance Program
 - Earned Income Tax Credit
 - Housing counseling and assistance services sponsored by the U.S. Department of Housing and Urban Development
 - Temporary Assistance for Needy Families
- Assistance in establishing eligibility for financial aid assistance for training and education programs not provided under the WIOA
- Provision of information and assistance regarding filing claims under UI programs, including:
 - On-site staff who are properly trained in UI claims, filing and/or the acceptance of information necessary to file a claim, or
 - By phone or via technology, with assistance provided by trained and available staff within a reasonable time

No cost services and resources include updated workshops offering the latest trends to help individuals access employment. Regularly scheduled ~~in-person~~ workshops are offered **in a hybrid method (ability to attend in-person or live virtual)** at each of the career centers. Recorded workshops are also available through the M/SC MW! website. Current ~~staff present~~ workshop **topics** include resume writing, interviewing and on-line job search. Other workshops will be developed and added if the need arises.

SELF-SERVE CAREER NAVIGATION

M/SC MW! Career Centers also feature self-serve career navigation rooms or areas with a variety of resources which include:

- Computer access for online resources related to:
 - Career exploration
 - Skills assessment
 - Community resources
 - Training exploration
 - Job readiness tools
 - Job search tools
 - Veterans' resources
 - Filing for unemployment insurance benefits
- Use of office equipment - phones, fax, photocopying

When an individual seeks or needs more than Basic Career Services, the individual must be registered and eligibility for services and must be determined to move beyond basic services **and** into Individualized Career Services/Case Management and Training Services.

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INDIVIDUALIZED CAREER SERVICES/CASE MANAGEMENT

More comprehensive and tailored to particular needs, Individualized Career Services are available if appropriate for an individual to obtain or retain employment. These activities require an Adult or Dislocated Worker WIOA eligibility and registration.

Available services include:

- Comprehensive and specialized assessment of the skill levels and service needs of adults and dislocated workers, which may include:
 - Diagnostic testing and use of other assessment tools
 - In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- Development of an Individual Employment Plan (IEP) to identify employment goals, achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of and information about eligible training providers
- Group and/or individual counseling and mentoring
- Career planning/case management
- Short-term pre-vocational services, including development of foundational skills
- Internships and work experiences linked to career
- Workforce preparation activities designed to help an individual acquire basic academic skills, critical thinking skills, digital literacy skills and self-management skills, including competencies necessary for successful transition into and completion of post-secondary education, or training, or employment
- Financial Literacy Skills
- Out-of-area job search assistance and relocation assistance
- English Language acquisition and integrated education and training programs

TRAINING SERVICES

Training services are provided to equip individuals to enter the workforce and retain employment. This requires an Adult or Dislocated Worker WIOA eligibility and registration. Training services are linked to in-demand employment opportunities in the local region.

Training services are available when after an interview, evaluation, or assessment and career planning, it is determined that an individual:

- is unlikely or unable to retain employment that leads to economic self-sufficiency or to wages comparable to or higher from previous employment
- needs training services to obtain or retain employment that leads to economic self-sufficiency or to wages comparable to or higher from previous employment
- has the skills and qualifications to participate in training services
- is unable to obtain grant assistance from other sources including state and federal funding or requires assistance beyond that available from other sources to pay for the cost of training.

The evaluation, assessment and career planning process will contain multiple activities designed to help the customer examine their skills, abilities, and interests and how they relate to opportunities in the local labor market. The development of a career pathway that will lead to self-sufficiency is the goal of these activities.

Self-sufficiency is the amount of income required for working families to meet basic needs at a minimally adequate level, considering family composition, ages of children, and geographic differences in cost without having to rely on any public or private assistance. Determining self-sufficiency supports good career planning and the development of long-term career goals. The M/SC WDB has determined that as part of a comprehensive assessment, career planners will assist customers with conducting a self-assessment to define self-sufficiency for their individual family. Tools are available for adult services staff to use with customers to help them choose training with occupational goals that pay adequate wages to meet self-sufficiency. Discussion tools include the Michigan Bureau of Labor Market Information and Strategic Initiatives, the Living Wage Calculator-Massachusetts Institute of Technology, monthly budget financial sheets, and money management resources.

Training services may include:

- Occupational skills training
- Work Based Training
 - Registered apprenticeships
 - On-the-Job Training (OJT)
 - Incumbent worker training
 - Transitional job training
- Entrepreneurial training
- Adult education and literacy activities
- Customized training

The adult services staff's recommendation that an individual is a suitable candidate for training services signals a decision has been made by the customer based on thorough consideration of:

- personal abilities,
- skills, aptitudes, and needs,
- an exploration of career opportunities,
- labor market information and demand occupations,
- review of training institutions and the curriculum that will best prepare the individual for employment, and
- consideration of funding sources other than or in addition to WIOA dollars.

Upon determination that training services are an appropriate activity for the individual, documentation will be collected that demonstrates the justification for use of WIOA training funds. The availability of braided funding will be considered for each training plan.

Individual Training Accounts (ITAs) may be approved for training plans that lead to employment identified as in demand occupations that result in the earning of a recognized credential. The requested training is required to be posted on the State's Eligible Provider Training List (EPTL), Michigan Training Connect (MITC). ITA Training Services may be approved for training plans that:

- do not exceed two calendar years and result in a recognized credential upon completion of the training plan or

Commented [KP9]: Added commas after all bullets and a period after the last bullet.

Commented [KP10]: Changed customer to individual

Commented [KP11]: Changed customer to individual

Commented [KP12]: Added caps and (EPTL)

- include no more than 70 credits hours for an associate degree that results in a degree being granted upon completion of the training plan or
- include no more than 70 credit hours towards the completion of a bachelor's degree that results in a bachelor's degree being granted upon completion of the training plan.

The TAA/WIOA Program Coordinator must be consulted for training approval for individual career training needs that fall outside of these parameters. Consideration may be given to unique circumstances.

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Training plans that grant a degree above a bachelor's degree, graduate certificates, and post-graduate certificates will not be approved.

Dependent on the training program, up to four calendar years from the start of the training plan will be available to complete the approved training plan if the customer maintains consistent attendance with satisfactory progress and the M/SC WDB receives sufficient funding allocations.

An OJT contract may be offered when a new paid employee is engaged in productive work which provides knowledge or skills essential to the full performance of the job. OJT allows the employer to be reimbursed for the cost of providing training and additional supervision. The OJT employer may receive a 50% wage reimbursement for wages paid during the initial training period. The OJT contract must offer the OJT participant a minimum starting wage for full-time work. Currently, the minimum starting wage is set at \$14.00 hourly but may be adjusted based on changes in the labor market. The maximum OJT reimbursement is for 480 hours dependent on the training need. The wage reimbursement will not exceed \$10.32 hourly.

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FOLLOW-UP SERVICES

Follow-up will be conducted for exited participants through monthly contact from the adult services staff for a twelve-month period. During these check-ins, staff will determine if the participant continues employment, and if the employment appears stable. If any barriers have developed since the last contact, appropriate assistance and resources will be offered. As needed, other services may include career pathway information, training and education opportunities, and workplace counseling.

Commented [KP16]: Language to be added for active participants.

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8. **A description of the design framework for youth programs in the local area, and how the 14 program elements required in 20 CFR Section 681.460 are to be made available within that framework. Program Design Framework.**



Young Professionals
Educate • Empower • Employ

Since the enactment of the WIOA in 2014, the M/SC WDB has identified Local Title I WIOA Youth programming as Michigan Works! Young Professionals. This branding is a helpful marketing tool to promote the workforce investment activities available for young adults and provides an identity within the community. The branding incorporates the goals and principles of the legislation to educate, empower, and employ young adults. Michigan Works! Young Professionals are young adults engaged in activities and education that lead to employment, careers, and self-sufficiency.

The M/SC WDB awards a contract based on a competitive process for a service provider to deliver youth workforce investment activities in Macomb and St. Clair Counties. Respondents proposing to provide services must be prepared to operate and staff career center locations in Warren (Macomb County) and Port Huron (St. Clair County).

The broad workforce development goals for Michigan Works! Young Professionals are to:

- Emphasize work readiness skills which includes career planning and decision making, labor market information and effective problem-solving skills
- Promote and enhance academic achievement and post-secondary readiness for long-term career employment
- Improve educational achievements with such elements as tutoring, study skills training, secondary school completion, dropout prevention and alternative secondary school offerings
- Prepare for and succeed in employment including paid and unpaid work experience; internships; job shadowing opportunities and occupational skills training utilizing the M/SC WDB industry clusters
- Supportive services including mentoring and comprehensive guidance and counseling

Michigan Works! Young Professionals is designed on a comprehensive case management model that is participant-centered, facilitates positive youth development and extends from recruitment through follow-up activities. Essentially a problem-solving approach, case management is a process followed by the Career Planners for assessing needs, interests, skills, personal goals; determining which services are needed and providing assistance to locate and access those services. It includes creating customized service plans in collaboration with each young professional and coordinating the provision of services and activities. It also offers a continuity of service while supporting young adults with successful completion and positive outcomes. Viewed as advocates for young adults, the nature of the Young Professionals program requires dedicated staff that will make a personal commitment to the success of each young adult participant.

Another feature of Young Professionals is a youth-specific Business Services team. Business Services staff engage with employers and develop relationships that promote career exploration, job experience, soft skill development, workplace etiquette, and occupational skills training for young adults. Part of the broader M/SC MW! Business Services, they work to meet business talent needs. They have the ability to develop and maintain business partnerships in a collaborative effort to offer young adults work-based training opportunities that match the skill and interests of participants and address the specific needs of both the participant and employer.

Young adults will be considered for participation in WIOA funded activities if they meet standard eligibility under the WIOA legislation. Equally important, is a determination that the individual also meets suitability. A young adult's suitability for enrollment as a Michigan Works! Young Professional will be assessed as to their interest in personal growth; capacity to honor commitments; willingness to develop a realistic plan of action regarding education, training, and employment; ability to address major personal issues that may prevent full participation; and willingness to be open minded to new ideas and concepts.

Prospective participants are invited and subsequently scheduled to attend a youth specific orientation to learn more about the Young Professionals. The orientation serves as an initial assessment to screen for eligibility and suitability. Additionally, the orientation helps to engage and retain participants by clearly highlighting the benefits of the services available and how the youth must contribute to and be responsible for the fulfillment of their employment plan.

Enrollment of out-of-school youth has been the primary focus for the M/SC WDB to meet the WIOA requirement for expending 75% of local funds on this population. However, The M/SC WDB is in the process of expanding its in-school presence to increase high school graduation rates. A redistribution of the WIOA funds allowable through the waiver that lowers to 50% the amount of local funds that is required to be expended on OSY will be utilized. Additionally, the in-school programming expansion will continue to be supported with a multi-year award from the Ballmer Foundation.

Young adults who are ineligible or unsuitable for enrollment, will be offered basic career services. When appropriate, individuals will be referred directly to an adult career planner for eligibility assessment. Those who may need services not available through M/SC MW! will be helped through other community resources.

The Young Professionals will serve residents of Macomb and St. Clair Counties. ISY who reside outside of the two counties, but attend a high school located in Macomb or St. Clair County through school of choice, may also be considered for enrollment.

The WIOA fourteen program elements are made available to all Michigan Works! Young Professionals. The specific services and activities provided will be determined by each young professional's unique objective assessment and outlined in their individual service strategy. In instances where the service provider does not deliver a needed program element, direct referrals are made to local partners to ensure the availability of a needed service. The Career Planner will provide a warm handoff and maintain case management.

9. A local definition of Part B of Basic Skills Deficiency, which reads "a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society."

Local policy identifies a youth who meets any one of the following criteria, as an individual with basic skills deficiency. An individual who:

- computes, reads, writes, or speaks English at a grade level of 8.9 or below as determined by a standardized assessment which includes: Test for Adult Basic Education (TABE), Comprehensive Student Assessment System (CASAS), Wonderlic General Assessment of Instructional Needs (GAIN), or Massachusetts Adult Proficiency Test (MAPT).
- is an English language learner who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.
- is enrolled in Adult Education or other community instruction classes for English language acquisition, adult basic education, high school completion or high school equivalency instruction.
- is referred to Michigan Works! by an Adult Education provider as an individual who within the previous six weeks participated in Adult Education for English language acquisition, adult basic education, high school completion or high school equivalency instruction.
- self identifies as a non-reader or non-writer of the English language.
- lacks a high school diploma or equivalency and is not enrolled in secondary education.
- is enrolled in secondary education but is lacking .5 or more credits at the rate required to graduate on time.
- is enrolled in secondary education with a grade point average of less than 2.00.
- graduated from secondary education with a certificate of completion and not a high school diploma. (*Note: Certificate of completion does not refer to a GED. This certificate is often awarded to students with IEPs [Individualized Education Plan] that completed high school but did not meet all the requirements for a high school diploma.*)
- had an Individualized Education Plan (IEP) while attending secondary education.

10. A description and assessment of the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which shall include an identification of successful models of such activities. Further, local areas are to define "requires additional assistance" for In-School and Out-of-School Youth eligibility criterion in their local plan.

Youth Workforce Investment Activities – Michigan Works! Young Professionals

Intake and Registration

An interview to obtain information to determine eligibility and suitability. The collection of supporting documentation to meet eligibility requirements and a decision for enrollment.

Reasonable and necessary accommodations are provided for youth with disabilities to allow access to WIOA services. Young Professionals staff are collaborative partners with Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP).

Objective Assessment

A review of the basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, academic levels, and other needs of the individual. Assessments also include consideration of the young adult's strengths. The results of the assessment are used to develop and update, as needed, an individualized, written plan that includes short and long-term goals. This plan is referred to as the Individual Service Strategy (ISS).

Individual Service Strategy

With the young adult as an active participant of the plan, the ISS identifies a career pathway that include appropriate services to assist individuals in reaching their education and employment goals. The ISS is directly linked to one or more indicators of performance.

The ISS is the plan that drives the services that the young adult will access through the Young Professionals. The ISS is a fluid document that changes as needs, barriers, experiences, and skills change. It will be reviewed and updated regularly. The ISS will document progress, activities completed, benchmarks reached, credential obtained and progress toward career pathways. It is directly tied to meeting WIOA performance measures and ensuring that the WIOA 14 program elements are addressed.

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that leads to completion of the requirements for a high school diploma, GED, (including a recognized certificate of attendance or similar document for individuals with disabilities) or a recognized postsecondary credential.

- The focus is supporting young adults to remain in school and earn a high school diploma.
- High school completion instruction is available in the traditional high school, adult education, alternative education and virtual classrooms.
- Young Professionals employ an in-house tutor to provide academic support that may be provided in an individualized setting, small groups, and/or computer-based setting.

Alternative secondary school services or dropout recovery services.

- The goal is to help youth re-engage and persist in education that leads to attainment of a high school diploma or a recognized high school equivalent.
 - Basic education skills training and academic instruction
 - Credit recovery courses
 - Enrollment in alternative school program
- Referral to high school equivalency instruction or high school completion/credit recovery at local Adult Education providers.
- Online high school equivalency instruction including practice exams, preparations courses and guides, skills improvement exercises.
- The in-house tutor is also utilized to prepare participants for the GED, along with GED ready practice tests.
- Virtual high school completion offerings.

Paid and unpaid work experiences that have an academic and occupational education component which may include summer employment and other employment throughout the school year, pre-apprenticeship programs, internships, job shadowing and on-the-job training opportunities.

- Provides opportunities for career exploration and skill development.
- The Young Professionals Business Services team will partner with employers in the development of work-based learning opportunities that match the skill and interests of participants and address the specific needs of both the young professional and employers.
- The M/SC WDB will provide wages for paid work experience (PWE) opportunities with local business and employer partners for up to 480 hours per PWE. This will help the young professional to build occupational

knowledge and skills in addition to career exploration. PWE may be offered as a summer or year-round activity.

- Wage reimbursement of 50% will be available with employers providing on-the-job training with a wage of at least \$14 hourly.
- Pre-apprenticeship training partners including Macomb Community College and local union partners.
- Job shadowing and internships will be arranged on an individual basis and may be considered an incentive or stipend activity.
- The M/SC WDB operates the Summer Youth Employment Program (SYEP) for Chafee-Eligible Foster Youth. The SYEP will provide paid work experience and a work readiness component for foster care youth referred by the Department of Health and Human Services, ages 14–20.
- Additional programs such as LEO Young Professionals (Statewide activities funding), conducted in partnership with MRS, offer summer programming to Youth with a disability status.
- Youth in our High School Young Professional program also have the opportunity to engage in summer work experience and career exploration programming.

Occupational skills training with priority considerations for training programs that lead to recognized postsecondary credentials that are aligned with demand in the local area

- Career Planners will guide participants through the process of exploring potential careers and what factors should be considered before making any decisions to pursue training.
- Career Planners will assist participants in pursuing credentials that are aligned with their personal career goals as established in their ISS and result in marketable skills upon completion of training.
- Individual Training Accounts will be available for Young Professional OSY participants.
- Occupational skills training funds will be available for ISY participants.

Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

- Integrated education and training model - simultaneous instruction in basic academic skills, workforce preparation activities, and occupation skills training connected to a specific occupation or occupational cluster.
- Career Technical Education
- Registered Apprenticeships

Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive and social civic behaviors

- Opportunities that encourage responsibility, confidence, employability, and positive social behaviors.
 - Community and service-learning projects.
 - Teamwork activities.
 - Citizenship training including life skills such as parenting and work behavior training.
 - Activities that place youth in leadership roles.

Supportive Services

- Assistance with identified needs that enables a participant to successfully participate in WIOA activities. Young Professionals staff will address the personal, social, and family needs that may be barriers to successful goal attainment. Connections and partnerships are in place with multiple community resources.
- If program staff justifies the needs of the participant and investigates the availability of contributions from other resources, they have the flexibility to move forward with the purchase. Payments will be made according to the local WIOA supportive service policy. Workforce Development Board staff will monitor/audit support service purchases.

Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months

- A formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement.

- Volunteers from an established network and recruitment for mentors will be utilized to meet individual need for adult mentors.
- A partnership with Winning Futures based in Warren is being explored. Winning Futures runs a robust, youth mentoring program with dozens of employers. They are looking to access more youth for their programming.

Follow-up services for not less than 12 months after completion of participation

- Services provided for 12 months after program exit to ensure the participant's successful continuation/transition to employment and/or post-secondary education.
- Locally, follow-up services to Young Professionals are identified as Alumni Services. The types of services provided, and the duration of services are based on the individual need of the participant.
- Alumni services include the support of a trusting relationship, offers engaging activities to help participants stay connected to program staff, and offer supportive services.

Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral

- Individualized professional counseling provided that may include substance use, mental health counseling, and referral to community partners, as appropriate.
- The service provider contracts with a local counseling agency to provide services in-house with a licensed counselor. This agency provides individual and group activities as appropriate.
- When needed, participants may be referred to other mental health providers. Referrals to outside partners include coordination with the organization to ensure provision of service.

Financial Literacy Education

- Activities that offer a set of skills and knowledge that support a participant's ability to make informed financial decisions on how to earn, invest, spend, and save money.
- In addition to staff-led financial literacy education workshops and activities, the program staff will leverage resources with financial institutions, community organizations, and initiatives to provide workshops and resources that provide the opportunity for participants to build their financial capability.
- Includes programs and financial empowerment materials such as "Money Smart", the "National Endowment for Financial Education", "Your Money, Your Goals" toolkit and training resources from local banks and credit unions.
- We leverage Khan Academy's online Financial Literacy training modules for individuals to explore, in-depth, a wide variety of financial topics germane to their personal situation. After completing a training module on a specific topic, the young professional has a discussion with their Career Planner.

Entrepreneurial Skills Training

- Provides the basics of starting and operating a small business and developing associated skills.
- Michigan Small Business Development Center informational and training events
- Social media informational campaigns and activities during National Entrepreneurship month (November) and National Entrepreneurship Week (February)
- Introduction of entrepreneurship through Talent Tours with business owners.
- Junior Achievement
- Business/Employer mentors

Labor Market and Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness and career exploration services

Research within several resources is used to assist participants make informed decisions related to career pathways, including:

- Labor market information and employment information about in-demand occupations along with career awareness, career counseling, and career exploration.
- Use of career related assessments
- Talent Tours
- Use of online tools and applications such as Pure Michigan Talent Connect, O*Net Online and Career One Stop

- Résumé development and interviewing skills

Activities that help youth prepare for and transition to postsecondary education and training

- Activities that assist participants with career planning to help with targeting desired post-secondary credentials for their career plan
- Exploring community colleges, universities, trade schools and apprenticeships.
- College admissions, testing prep and FAFSA application.
- Skill development for time management and independent living.
- Tutor to increase basic skills with the goal of enrolling in training.

Local definition for “requires additional assistance” for In-school and Out-of-School Youth eligibility criterion

The M/SC WDB has determined that the following definition of an “individual who requires additional assistance to enter or complete an educational program or to secure or hold employment,” shall apply:

An OSY (16-24 years old)

- With a high school diploma or equivalent that requires additional education or training in order to obtain or retain employment that leads to self-sufficiency, as demonstrated by:
 - o no previous work history or
 - o work experience is limited to entry level positions or
 - o lacking marketable skills in a demand occupation or
 - o has held two or more jobs within a six-month period or
 - o has been terminated from a job within the last six months
- Has a currently incarcerated parent or guardian
- Has previously been placed in out of home care, i.e., foster care, group home, or kinship care

An ISY (14-21 years old)

- At least 1.0 credits behind the rate required to graduate from high school on schedule with his or her peer group
- Has been suspended from high school within the last 12 months
- At risk of dropping out of high school as documented by the school
- Currently on academic probation at a postsecondary training institution
- With or without a high school diploma or equivalent that requires additional education or training in order to obtain or retain employment that leads to self-sufficiency, as demonstrated by:
 - o no previous work history or
 - o work experience is limited to entry level positions or
 - o lacking marketable skills in a demand occupation or
 - o has held two or more jobs within a six-month period or
 - o has been terminated from a job within the last 6 months
- Has a currently incarcerated parent or guardian
- Has previously been placed in out of home care, i.e., foster care, group home, or kinship care

11. Information regarding any waivers being utilized by the local area, in accordance with any Michigan Department of Labor and Economic Opportunity (LEO), Workforce Development (LEO-WD) communicated guidelines or requirements regarding the use of the waiver(s).

The M/SC WDB plans to increase its use of WIOA Title I funds for in-school youth with increasing progression each year towards the 50% waiver.

12. A description of how the local board will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

The M/SC WDB works in collaboration with multiple secondary and postsecondary educational partners to coordinate workforce investment activities through various projects. Involved in the planning process, the participation of the M/SC WDB contributes to the coordination of strategies, enhanced services, and work to avoid duplication of services.

CAREER & EDUCATIONAL ADVISORY COUNCIL (CEAC)

The M/SC WDB has appointed local CEAC members to advise the Board on career and educational issues. Representatives, as required by law, from secondary and postsecondary institutions, career technical education, and employers are included to provide direction and feedback in partnership and execution of career and educational initiatives.

MSC MW! is also planning to explore utilization of CEAC to coordinate post-secondary activities across public, private and non-profit agencies in Macomb and St. Clair Counties in support of the Sixty by 30 goal. Establishment of a Local College Access Network (LCAN) in Macomb County will be explored and CEAC may fill this role pending exploration of the best approach.

MANUFACTURING DAY

Each year Manufacturing Day (MFG) launches on the first Friday of October with events occurring across the U.S. throughout the month. MFG Day activities place a spotlight on the importance of manufacturing to the economy, dispel the myth that the work is 'dark, dirty, and dull', and, instead, showcase the industry's modern appeal to students, their parents, educators, and community leaders.

Manufacturing partners across Macomb and St. Clair counties generously open their doors each October and invite local high school students and Michigan Works! Young Professionals onto their campuses.

In its 10th year of programming in 2023, Macomb MFG Day hosted over 1,600 students at 70 local businesses. Tours are designed to be interactive and inspirational, and participating businesses often arrange for experiential learning using games and allowing students to manipulate various tools.

The event in Macomb County is coordinated by the Macomb County Department of Planning & Economic Development and the Macomb Intermediate School District. M/SC MW! is represented as members of the executive planning committee. For those districts and students unable to attend an in-person tour, The Macomb Intermediate School District developed professional videos highlighting career pathways at a handful of industry partners.

Post-Covid, St. Clair County school districts have returned to actively participating in MFG Day celebrations. With the support of the St. Clair Regional Educational Services Agency, there is an initiative to take every sophomore in the county on a MFG Day tour.

MICAREERQUEST SOUTHEAST (MICQSE)

After the pandemic, MICQSE returned in November 2023 hosting 7,000 students across southeast Michigan showcasing more than 200 unique occupations. Another MICQSE is planned for November 2024 in Novi, MI.

M/SCMW is a key planning partner supporting the efforts of the lead agency, Oakland County Michigan Works! M/SCMW provides \$25,000 of its annual career events funding to MiCareerQuest Southeast and actively recruits local industry and education partners to exhibit and sponsor. M/SCMW staff also comprise about 10% of event day volunteers.

TEC TALENT SHOWCASE

Piloted in 2022 M/SC MW!, TEC Talent Showcase was designed in partnership with St. Clair County RESA, to connect graduating career technical education (CTE) seniors to local employment opportunities. Sixty (60) highly skilled students with training in welding, robotics, metal machining and engineering had the opportunity to schedule interviews with twenty-three businesses hiring for internships, apprenticeships, and full-time employment. To help prepare students for the Showcase, M/SC MW! hosted a bootcamp prior to event day. At bootcamp, students rotated amongst eight (8) Michigan Works! staff for mock interviews and resume evaluation. Feedback from the inaugural Showcase indicates that industry would like to participate in an annual event and with even more students.

We continue to provide a TEC Talent Showcase bootcamp each year for graduating CTE students. Bootcamp continues to be comprised of resume review and feedback as well as mock interviews and has expanded from skilled trades students to include healthcare students as well.

BLUE WATER BUILDING TRADES CAREER FAIR

Designed to introduce rural students in St. Clair County and the greater thumb-area high school students to career pathways in construction trades, the Blue Water Building Trades Career Fair launched its inaugural event in May 2022. The co-branded one-day event, produced and sponsored by M/SC MW! in partnership with the Laborer's International Union of North America (LIUNA) is held annually at Goodells County Park where 30 unique exhibitors from construction skilled trades set up booths with hands-on activities. Additionally, the BWBT Career Fair doubles as a hiring event for graduating high school seniors actively seeking employment and apprenticeship in the skilled trades. Exhibitors offer on-the-spot interviews that have increasingly led to offers of employment in the event's three year history. For the 2024 event, M/SC MW! staff registered 1,000+ students from 25 schools. In partnership with St. Clair RESA, event planners have identified an ultimate goal of every 9th grade student in St. Clair County attending the Blue Water Building Trades Career Fair as part of their career planning curriculum. To ensure that the greatest number of schools can participate, M/SC MW offers free boxed lunch to all students and chaperones.

13. A determination of whether the MWA has elected to provide supportive services and needs related payments. The MWAs that elect to provide supportive services to participants during program enrollment must describe the procedure to provide supportive services. The procedure will include the conditions, amounts, duration, and documentation requirements for the provision of supportive services.

The M/SC WDB has determined that supportive services will be provided, however, needs related payments will not be provided.

Supportive services may be used for individuals who are facing hardships that would directly prohibit their success toward long-term employment and self-sufficiency. Eligible individuals include participants enrolled in M/SC MW! funded training or employment related activities. Other potential candidates for supportive services include low-income individuals who receive public assistance or whose annual family income is at or below 200% of the Federal Poverty Guidelines (excluding Unemployment Insurance payments).

Low-income will be documented with a copy of Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI), Temporary Assistance to Needy Families (TANF), or other public assistance benefit record. A WIOA income worksheet shall be used to document wages and other includable income following WIOA guidelines. An applicant statement may be used to document an unemployed individual.

Individuals must be a resident of Macomb or St. Clair Counties or a non-resident that has been laid-off/terminated in either county.

If staff justifies the need of the customer, investigates the availability of contributions from other resources and subsequently requests support funds, the M/SC WDB or approved sub-recipient may approve supportive service payments to assist in resolution of the barrier.

The following three principles guide supportive service requests:

- provided to address an identified barrier based on individual circumstances and beyond the ability of the customer to pay.
- the minimum investment required to address a barrier.
- only used to provide supportive services when other resources are not available. Staff shall assist customers in identifying appropriate community resources for alternative funding.

Generally, all supportive service requests must include three estimates. Except where noted, no purchases can be made before the supportive service request has been approved. All requests must be reasonable, appropriate, and considered a necessary expense. Consideration of the customer's ability to contribute toward the total cost of the request is determined by staff asking the customer.

Supportive Services Guidelines

Supportive service requests must be:

1. Approved prior to purchase and include three written estimates describing the needed service or purchase and the cost. Funds will generally be approved for the lowest estimate provided and deemed reasonable. One estimate only may be acceptable and approved under the following conditions:
 - Customer vehicle needs repair, and the vehicle is not drivable.
 - Need can only be met through payment or purchase from a sole merchant or vendor.

If less than three estimates are provided, the reason must be documented on the M/SC MW! Supportive Service Request form.

2. Under certain circumstances with pre-approval, payment of a supportive service may be made as a reimbursement to the customer. Customer reimbursements will only be made with paid receipts submitted to M/SC MW! staff within fifteen days of the purchase.

Reimbursement will not be approved for auto repairs, auto insurance, auto loan/lease, auto purchase, eye exams, eyeglasses, phone, or utility payments.

When a check is issued for a supportive service, the check is made payable to the approved vendor or merchant. The customer must agree to provide the original paid receipt to the appropriate M/SC MW! staff within fifteen days of the check being issued.

SPECIFICATIONS FOR COMMON REQUESTS

AUTO REPAIR available only for participants enrolled in a M/SC MW! funded training activity or program or that are actively engaged in a job search activity with M/SCMW! Career Center staff following completion of the training and have not been exited.

Funding will only be approved for automotive repairs for a vehicle owned by the customer or the customer's spouse. Documentation of the customer's valid driver's license, proof of auto insurance on the vehicle, and title to the vehicle verifying customer or spousal ownership, must be attached to the M/SC MW! Supportive Service Request form.

- Auto repair costs may not exceed \$1,200 per consecutive twelve-month period.
- Repairs must be an appropriate repair to make the vehicle drivable.
- Tire replacement will be considered for safety purposes only. Replacement cannot exceed four tires during the customer's enrollment.
- Auto repairs must be completed at a licensed automotive repair facility. Requests for purchasing parts for do-it-yourself repairs will not be approved.
- Collision repair, including cracked windshields, will only be approved with documentation that the repair is not covered by the current auto insurance policy. Repairs that are cosmetic only will not be approved.
- An auto repair cost is not available within the first sixty days following the purchase of the vehicle through auto purchase assistance. Consideration may be granted for auto purchase assistance in crisis situations.

AUTO INSURANCE available only for participants enrolled in a M/SC MW! funded training activity or program or that are **actively** engaged in a job search **activity with M/SCMW! Career Center staff** following completion of the training and have not been exited. Approval for auto insurance is limited to a onetime only payment for up to three months of insurance.

AUTO LEASE/LOAN PAYMENT available only for participants enrolled in a M/SC MW! funded training activity or program or that are **actively** engaged in a job search **activity with M/SCMW! Career Center staff** following completion of the training and have not been exited.

Aid with back-payment assistance to become current on auto payment/lease not to exceed a maximum of \$1,500 as a one-time benefit. Documentation from the financial authority or leasing agency is required showing the amount owed/past due amount. Funding will only be approved for a vehicle verifying participant or spouse ownership. Documentation of the customer's valid driver's license, proof of auto insurance on the vehicle, and title to the vehicle verifying customer or spousal ownership must be attached to the Supportive Service Request form.

CLOTHING

Uniforms or other clothing, including footwear, suitable for work or interviews is available for up to \$500.

EMPLOYMENT RELATED FEES

Fees for required drug screens or medical exams, fingerprinting and background checks, license, and certification exams, etc. are allowable when necessary for employment and not funded by the employer.

EYEGLASSES

If not covered by insurance, a onetime only payment not to exceed \$250.00 may be approved for an eye exam and glasses. Payment will not be approved for the cost of transition lenses (lenses that darken in the sunlight).

MI RECONNECT

Community college required fees, books, and supplies that are not covered through the scholarship.

PHONE AND UTILITIES

Onetime only payment of up to \$200 to avoid shut off and provide continuation of service. Documentation must be provided that the customer investigated alternative resources for assistance and does not qualify for benefits or qualifies only for partial assistance.

TECHNOLOGY

A maximum of \$500 may be approved for a laptop or other device for individuals participating in a M/SC MW! approved training program where there is a documented need.

WIOA Adult and Dislocated Worker participants must be identified as low-income individuals participating in an approved training program that requires a laptop for training completion can submit documentation of need.

TRANSPORTATION- Available only for current participants enrolled in a Macomb/St. Clair Michigan Works! funded training activity or program or that are actively engaged in a job search activity with M/SCMW! Career Center staff and have not been exited from the program

Short-term temporary assistance for transportation for individuals enrolled in M/SC MW! funded programs related to employment or training:

- Gift cards for ridesharing services
- Fuel only gas gift cards
- Bus tickets

WORK TOOLS/SUPPLIES

Items that an individual worker is responsible to provide for their own use on the job and that are not supplied or paid for by the employer.

OTHER

Additional items, service or circumstances not addressed specifically in this policy will be considered on an individual customer basis with guidance from the TAA/WIOA Program Coordinator.

Commented [KP18]: Updated job title

14. A description of how the local board will coordinate the WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.

Macomb and St. Clair Counties continue to experience transportation challenges for job seekers. The major transportation provider in Macomb County is Suburban Mobility Authority for Regional Transportation (SMART) which operates a bus system on some of the major roads in the county. A commuter system is used to deliver riders to the primary routes covered by SMART. The system is effective if your commute to work is short and falls in the southern half of the county.

The major public transportation system in St. Clair County is the Blue Water Area Transit. This system provides a fixed route with scheduled bus service to the city of Port Huron and Fort Gratiot Township. On-call service within the system is available for individuals with disabilities. Dial-a-ride service is available for residents of Burtchville, Port Huron and Fort Gratiot Townships, and Marysville. Outside of these specific areas is rural and lacking an effective transportation system. M/SC MW! may supplement these limited transportation systems with temporary options for enrolled participants eligible for supportive services. Available options include bus tickets/passes or ride share gift cards. Fuel gift cards or transportation stipends in some cases may be provided for those that have access to an automobile.

15. A description of the local per participant funding cap, if applicable.

The M/SC WDB may set a per participant funding cap depending on funding availability and/or the number of job seekers requesting services.

16. A description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the One-Stop delivery system.

Learning Designs Inc. (LDI) is the current contractor to provide One-Stop Operator services in partnership with the M/SC MW! agency. The services will build on quality existing programs and services, incorporate federal/state-level monitoring reviews and avoid all possible duplication of services. They will also be provided in a blended format to ensure a continuous improvement; inclusion methodology is maintained.

LDI will facilitate staff professional development in consultation with the M/SC WDB. Review, monitoring, and assessment of MOUs with required partners will also be conducted along with ADA/EO compliance of career centers.

M/SC MW! Executive staff meet regularly with LDI to discuss problems/issues arising in the career centers and to discuss new ideas to improve the efficiency and effectiveness of services.

17. A description of how the local area is planning to deliver employment services in accordance with the Wagner-Peyser Act of 1933, as amended by Title III of the WIOA.

This description shall include:

- ***The identification of a point of contact (name, address, phone number, email).***

Employment Services will be delivered in accordance with the Wagner-Peyser Act, as follows:

Erin O'Brien, Career Center and Employment Services Manager, coordinates the delivery of Wagner-Peyser funded services and is the point of contact:

43630 Hayes Road., Suite 250
Clinton Township, MI 48038
586-469-5096
erin.obrien@MSC-MW.org

Commented [KP19]: Updated the POC to Erin

- ***Information regarding whether the MWA is providing employment services directly in the local area or if service providers are being used. If service providers are being used, please include the name of the provider, the type of entity, and whether or not the provider is a merit-based organization. For type of entity, please choose from the following: state governmental agency, local unit of government, special purpose unit of government, school district, intermediate school district, public community college, public university, or other.***

All Wagner-Peyser funded employment services will be provided by Workforce Development Board staff. As a part of Macomb County government, Board staff are part of a merit-based organization.

- ***A description of how Wagner-Peyser funded services will be provided at no cost to employers and job seekers.***

All Wagner-Peyser funded employment services are available at each of the four M/SC MW! Career Centers at no cost to employers or job seekers. Employment Service staff will assist both categories of customers and provide all the required services.

- ***An explanation of how labor exchange services will be provided using the three tiers of services: self-services, facilitated services, and staff-assisted services.***

The Labor Exchange services offered through M/SC MW! will be delivered using three tiers of service:

- ✓ Self-Services: Services provided as an electronic resource or in-person with little staff involvement. This includes activities such as accessing Pure Michigan Talent Connect (PMTc) for job order registration and résumé search.
- ✓ Facilitated Services: Staff assisted services required beyond self-services such as help with navigating PMTC and its available tools.
- ✓ Staff Assisted Services: Services that require a significant amount of staff time such as registering PMTC job orders, conducting résumé searches for job orders, contacting job seekers for initial interview screening, or scheduling interviews for employers.

- ***A description of the manner in which career services are being delivered.***

Career services are delivered at each of the four M/SC MW! Career Centers by providing three levels of service to job seekers.

- ✓ Basic Career – Self Service: Services provided through an electronic resource or in-person with little staff involvement. This includes activities related to self-directed job search such as utilizing PMTC and labor exchange information, use of the resource room with accessibility to computers, internet, printer, copier, fax, and phones. It may also include general information on the availability of supportive services, M/SC MW! programs and services, local demand occupations, and labor market information.
- ✓ Basic Career – Staff Assisted: Services required beyond self-services such as help with navigating PMTC and its available tools, printing and making copies of résumés, provision of information and assistance filing for unemployment insurance, job search assistance, and an initial assessment of skills.
- ✓ Individualized – Staff Assisted: Services that require a significant amount of staff time such as specialized assessments, career planning, workforce preparation activities, short-term prevocational services, and training services. Some activities require a referral to a career planner or business service professional.

- ***A listing of how many staff at each site will be available to provide services.***

Number of ES staff available at each career center to provide services:

Clinton Township – 6 full-time
 Port Huron – 4 full-time
 Roseville – 5 full-time
 Warren – 4 full time

Commented [KP20]: Updated # of staff

- ***A description of how the Unemployment Insurance Agency (UIA) Work Test will be administered. This description must include an explanation of how the registration of UIA claimants will be conducted and how reporting claimant non-compliance with the “able, available, and seeking work” requirements will be managed.***

Commented [KP21]: Sent to Erin to review for suggested modifications

UIA claimants will receive instruction, and assistance as needed, to enter a profile in PMTC for the UI claimant’s Register for Work requirement. Claimants will be encouraged to create and upload their resume to PMTC. ES staff will verify that the profile is entered to meet the registration requirement and will provide information on the available reemployment services. ES staff will inform the UI claimant that they will receive a Work Registration email as their confirmation that they Registered for Work. ES staff will enter the registration information in the One-Stop Management Information System (OSMIS) Wagner-Peyser registration screen as required.

The work test helps to assure that UI claimants receive exposure to job opportunities and demonstrates that UI claimants are meeting the basic requirements for receiving UIA benefits: UI claimants must be able, available, seeking employment, and cannot refuse any suitable employment. ES staff will report to the UIA any incidents of claimant non-compliance.

- ***A description of how the Reemployment Services and Eligibility Assessment requirements will be administered.***

ES staff will schedule appointments for UI claimants who are referred by the UIA for Reemployment Services and Eligibility Assessment (RESEA). The referred claimants are responsible for calling M/SC MW! for an appointment following their receipt of notice from the UIA. Individuals are allowed 10 business days from the "Letter Sent Date" to schedule their appointment. ES staff will complete their appointment in-person, virtually, or by phone within 15 business days of the "Letter Sent Date".

If the UI claimant does not contact M/SC MW! within the allowable time period, ES staff will not refer the claimant back to UI. The UIA will send the UI claimant a fact-finding form requesting details on why they missed their deadline.

When a UI claimant contacts M/SC MW! to schedule their RESEA appointment, ES staff must determine the status of the UI claimant's OSMIS registration. ES staff will then choose which of the following apply to the UI claimant and take the action indicated:

- The UI claimant has an active Wagner-Peyser (W-P) registration. ES staff will match the UI claimant to an active W-P registration by creating a RESEA activity. After the RESEA activity has been created, OSMIS will change the status of the UI claimant from "Pending resolution" to "Resolved" on the "RESEA Weekly Claimants Report." This allows for the RESEA appointment to be scheduled in OSMIS.
- The UI claimant does have a W-P registration; however, it has been exited. The ES staff will select "activate it now!" and update the W-P registration. Once the UI claimant's registration is updated, the ES staff will then be able to access the "RESEA Weekly Claimants Report", enter a RESEA activity and scheduled the UI claimant a RESEA appointment in OSMIS.
- The UI claimant does not have a W-P registration. In the rare case this occurs, ES staff will make a new registration over the phone. Once the UI claimant's W-P registration is active, ES staff will go back to the "RESEA Weekly Claimants Report", enter a RESEA activity and scheduled the UI claimant a RESEA appointment in OSMIS.

During the first RESEA appointment, at a minimum, ES staff will complete the following elements with the UI claimant:

- UI eligibility assessment,
- discussion of UI work search, labor market information and career information based on the UI claimant's needs,
- orientation to all M/SC MW! services available to UI claimant,
- confirmation of having an active profile on PMTC,
- development of an Individual employment Plan (IEP), and
- referral to appropriate reemployment services.

During any subsequent RESEA appointments, at a minimum, ES staff will complete the following elements with the UI claimant:

- UI eligibility assessment,
- Review and update the UI claimant's IEP, and
- Referral to appropriate reemployment services

Record of activity, outcomes and compliance will be documented in the OSMIS. The M/SC WDB will comply with all the requirements established by the UIA and LEO-WD.

- ***An explanation of how the MWA will participate in a system for clearing labor between the states by accepting and processing interstate and intrastate job orders as a component of the National Labor Exchange System.***

The M/SC MW! will participate in the National Labor Exchange System by providing access to PMTC. Guidelines outlined in the Employment Services manual will be followed for accepting and processing interstate and intrastate job orders.

- ***An explanation of how the MWA will ensure veterans will be provided access to the same employment services received by the general population. This explanation must include a description of the screening process the MWA uses to refer eligible veterans to Veteran Career Advisors for case management services and how priority of service for veterans and eligible spouses will be applied in the delivery of Wagner-Peyser funded services.***

As part of implementing priority of service for veterans and eligible spouses and to ensure that veterans will be provided access to the same employment services received by the public, each job seeker is asked if they ever served in the U.S. military or if they are a spouse of someone who served in the military. Veterans and eligible spouses will be notified that they may qualify for additional services through veteran career services. A confidential, voluntary Military Service Questionnaire (MSQ) will be provided to those interested in the additional services.

The veteran will then meet with M/SC MW! staff for review of the MSQ to determine qualification for referral to a Veteran Career Advisor (VCA). VCAs will provide added assistance and career services to veterans with significant barriers to employment. Concurrent services or co-case management may also occur to meet the needs of the veteran. Veterans who do not qualify for VCA services will continue to receive services available through M/SC MW!

- ***An assurance that Migrant and Seasonal Farm Workers (MSFWs) will have equitable access to and receive the full range of employment services that are provided to non-MSFW customers.***
- ***An explanation of the services and staffing the MWA will use to ensure that MSFWs will be provided access to the same employment services, benefits, protections, counseling, testing, and job and training referral services received by the general population. This explanation shall include a description of the referral process to state MSFW staff or other appropriate MWA staff.***

The M/SC WDB will ensure that Migrant and Seasonal Farm Workers (MSFWs) will be provided access to the same employment services, benefits, protections, counseling, testing, and job and training referral services available to non-MSFWs. All MSWs who contact a M/SC MW! Career Center will receive the same level of services and will have access to the full range of services. If needed, language translation services will be provided at no cost to the customer.

The M/SC WDB will also continue to coordinate with the State's Department of Foreign Labor Services to identify job opportunities for MSWs with a referral process to connect workers with job orders.

- ***A description of any other planned services or activities for which Wagner-Peyser funds will be utilized.***

There are no other planned services or activities for Wagner-Peyser funds at this time

18. ***A description of any navigators being utilized in the local area to provide targeted support and resources to specific groups of individuals with barriers to employment.***

Commented [KP22]: Font change to match

A Skilled Immigrant Integration Job Coach provides support and access to resources to assist recent migrants to the service area with obtaining United States recognized credentials. This may include assistance with contacting proper agencies and classroom training. Job search assistance is provided as well.

19. A description of how the local board will coordinate the WIOA Title 1 workforce investment activities with adult education and literacy activities under the WIOA Title II. This description shall include how the local board will carry out the review of local applications submitted under Title II consistent with the WIOA Sections 107(d)(11)(A) and (B)(i) and the WIOA Section 232.

The M/SC WDB will coordinate workforce investment activities and adult education and literacy activities in the following ways:

- Continued relationship building and strengthening communication with adult education providers.
- Consideration of co-enrollment for participants to receive maximum benefit and services.
- Maintain a formal referral process between M/SC MWI and adult education partners. Adult education providers have named a navigator and M/SC MWI have a career planner identified in each career center to facilitate access to services.
- Program services and activities are shared through formal and informal presentations between M/SC MWI and adult education partners.
- CASAS assessment is offered in-house by an adult education provider at each career center.
- The CEAC advises the M/SC WDB on Title II Adult Education and Literacy Activities.
- The Macomb Intermediate School District's Adult Education consultant is a board member for the M/SC WDB.

Staff of the M/SC WDB will review the local applications submitted under Title II consistent with WIOA Sections 107(d)(11)(A) and (B)(i) and the WIOA Section 232. Reviews will determine if they align with the regional and local workforce development plans. The review process, comments, and recommendations will follow the guidance and policies provided by LEO-WD.

20. Copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local One-Stop delivery system. This includes cooperative agreements (as defined in WIOA Section 107(d)(11)) between the local Workforce Development Board (WDB) or other local entities described in WIOA Section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under Title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than Section 112 or Part C of that Title (29 U.S.C. 732, 741) and subject to Section 121(f)) in accordance with Section 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

Memorandums of Understanding (MOUs) with all required WIOA partners are signed and submitted to LEO-WD. This list of partners may change at any given time as new partners are identified or need to be removed. Below is a short list of the most common partners:

- Bureau of Services for Blind Persons
- Chippewa Valley Schools Adult Education
- Lakeshore – St. Clair Shores Adult Education
- L'Anse Cruse Adult Education
- Macomb Community College
- Michigan Rehabilitation Services

- Michigan State Housing Development Authority (HUD)
- Oakland County Workforce Development Board
- Port Huron Schools – Harrison Center Adult Education
- Southeastern Michigan Indians, Inc.
- St. Clair County Community College
- Utica Community Schools Adult Education
- Warren Woods Adult Education
- Unemployment Insurance Agency
- Veterans Employment Services

M/SC MW! also has MOUs with several non-WIOA required partners. These are organizations that don't receive Federal funding for workforce development activities, but rather, with funding from other sources, support the work of WIOA programs. A short list includes:

- Economic Development Alliance of St. Clair County
- Macomb Planning and Economic Development
- NextOp Vet
- The Center for Climate and Energy Solutions
- The Detroit Regional Workforce Partnership
- The Macomb Foundation
- Southwest Economic Solutions

21. A description of the entity responsible for the disbursal of grant funds (Grant Recipient).

M/SC WDB is the MWA operating services in Macomb and St. Clair Counties. An Intergovernmental Transfer of Function and Responsibilities between County of Macomb and County of St. Clair under Public Act No. 8 of 1967 and the Governor of the State of Michigan designation that both counties to be the Macomb/St. Clair Michigan Works! Area; transfers function and responsibility of Michigan Works! activities to the Grant Recipient, the County of Macomb. Macomb County is the Grant Recipient and fiduciary, Macomb/St. Clair Workforce Development Board is the Administrative Agent.

22. A description of the competitive process that will be used to award the sub-grants and contracts for the WIOA Title I activities.

M/SC WDB uses a procurement policy developed with standards from LEO-WD and set forth in 2 CFR Part 200. The agency will follow any and all procurement guidelines as provided to the LEO-WD.

Full and open competition, including adding to contact lists any identified minority businesses, woman-owned businesses, is the focus of all procurements over the micro-purchase threshold. Sub grantees and contractors are solicited using Requests for Proposals (RFPs) or Request for Quotes (RFQs), as appropriate. Both are presented as public notices and posted using electronic media. RFPs/RFQs are also posted to BidNet. Clear definition of performance criteria is included in the RFP. Evaluations with scoring are presented to the appropriate committee for discussion and recommendation with final approval from the Board, when required. The selected award having shown the most benefit to the program using price, technical aspects, and other factors. Justification for the selected bid is fully transparent.

The M/SC WDB, its contractors, and sub-grantees, are held to the standards of procurement required by Federal and State rules and regulations. Sound judgment in all procurement transactions is expected, disallowing any unnecessary or duplicative transactions, and having accurate and properly allocated expenses.

The vast majority of purchases fall under the “Micro-purchase” threshold. “Sole Source” and “Sealed Bid” procurements are very rare.

- 23. *The local levels of performance negotiated with the Governor and CEO(s) to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under the WIOA Title I Subtitle B, and the One-Stop delivery system in the local area. Local boards are not required to provide or negotiate performance levels for those measures designated by USDOL as baseline measures as described in Section II.***

PY 2024 local levels of performance have yet to be negotiated. Once agreed upon by M/SC MW! and LEO-WD, programs and policies may need to be adapted to meet the negotiated standards.

Commented [KP23]: Should we change to reflect PY 25 or 26?

- 24. *A description of the actions the local board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the State Board. For this section local boards shall include:***

- *Effectiveness and continuous improvement criteria the local board will implement to assess their One-Stop centers.*
- *A description of how the local board will allocate One-Stop center infrastructure funds.*
- *A description of the roles and contributions of One-Stop partners, including cost allocation.*

To remain effective with continuous improvements the M/SC WDB has organized itself in a committee structure. These committees are charged with designing, monitoring, and improving the overall delivery system. This committee structure is designed to assure that the Board continuously assesses the total delivery system of services to those with barriers to employment. The Board and committee meet on a regular basis, generally scheduled for monthly meetings.

The following is a description of the standing committees of the Board. Additional standing and/or ad hoc committees may be formed depending on the needs of the Board.

Administrative Committee

- Monitor compliance with federal and state administrative and programmatic regulations
- Monitor planned benchmarks and negotiated performance standards
- Review federal, state and local monitoring reports, develop corrective action, if necessary, implement appropriate corrective action
- Review personnel policies that assure fair and equal treatment to all employees and prospective employees of the M/SC WDB
- Review and recommend a budget for each grant or funding source received by the M/SC WDB
- Review and recommend approval/disapproval of administrative contracts

One-Stop Delivery Committee

- Coordinate the delivery of services at the M/SC WDB Career Centers including programmatic, formula grants and services to Veterans, people with disabilities and the ALICE population
- Make recommendations to the Board on the selection of service providers at the M/SC MW! Career Centers
- Evaluate the effectiveness of occupational skills training and other contracted services
- Make recommendations to improve the delivery of services at Michigan Works! Career Centers including additional services to be provided
- Make recommendations on location, size, and services to be provided at each Michigan Works! Career Center
- Develop marketing strategies for Michigan Works! Career Centers

An Executive Committee, when needed under special circumstances as identified by the Board Chair or Vice-Chair, is available although it does not meet on a regularly scheduled basis. The Executive Committee includes all members of the One-Stop Delivery Committee, the Administrative Committee and the Chair of the CEAC Committee. The Executive Committee has approval authority on behalf of the entire Workforce Development Board when there are time constraints before the next scheduled full board meeting. All Executive Committee approvals must be ratified at the next full Workforce Development Board meeting.

Additional actions to ensure that the Board remains a high-performing board:

- A strategic plan was developed and approved by the Board in 2023. This five year strategic plan will serve as “guideposts” for ways both the Board and staff can continue high performance.
- Continual monitoring and evaluation of local levels of performance standards and participant enrollments and allow for adjustment as needed to make certain that targeted goals will be met.

The Board allocates One-Stop center infrastructure costs to each program funding source by full-time equivalency (FTE). The One-Stop partners that the Board does not receive direct funding for are also allocated for infrastructure cost by FTE. MOUs with the Infrastructure Funding Agreements describe the partner roles and contributions.

25. A description of how training services outlined in the WIOA Section 134 (Adult and Dislocated Worker) will be provided through the use of individual training accounts, including:

- ***If contracts for training services will be used.***

Contracts for training services will be used primarily for work-based learning activities.

- ***Coordination between training service contracts and individual training accounts.***

An Individual Training Account (ITA) is the funding mechanism established for Adult and Dislocated Workers for whom occupational skills training have been determined to be an appropriate training service.

- ***How the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.***

The career planner’s request for ITA funding signals a decision has been made by the participant based on thorough consideration of their personal abilities, skills, aptitudes, and needs; an exploration of career opportunities, labor market information and demand occupations; review of training providers and the curriculum that will best prepare the participant for employment; and exploration and application for grant assistance from funding sources other than or in addition to WIOA dollars.

- The career planner will help guide the customer in selecting a training program and training provider, but the final selection will be based on informed customer choice.
- Completion of selected training must lead to employment identified locally as a demand occupation that results in the earning of a recognized credential.
- The requested training is required to be posted on Michigan’s Eligible Training Provider List (ETPL) – Michigan Training Connect (MITC).
- The job seeker has reviewed three schools that offer training that leads to the occupational goal. The review should consist minimally of cost and program comparisons and school accreditation. A personal visit to more than one school by the job seeker is encouraged.

Commented [KP24]: added

- Participants are required to complete the Free Application for Federal Student Aid (FAFSA) for each year of training. Any grants, scholarships or PELL awarded will be applied to the training costs prior to the use of WIOA funding. Application for FAFSA is not required for participants choosing a training provider that is not eligible to accept state and federal grants.
- When training funds are limited, ITAs will be distributed based on priority of service which includes:
 - Individuals who are residents of Macomb or St. Clair Counties.
 - Individuals who are non-residents of Macomb or St. Clair County that have been terminated or dislocated from their most recent job with an employer located in Macomb or St. Clair County.
 - A U.S. military veteran, regardless of county of residence.
 - The spouse of an active-duty Armed Forces member and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member, regardless of county residence.
- ITAs will not be approved for students already enrolled and attending the requested training prior to a determination of WIOA eligibility, unless there is documentation of significant financial loss following enrollment. The TAA/WIOA Program Coordinator will consider requests on individual circumstances and dependent on funding availability.
- The customer will sign a Michigan Works! Training Agreement for Individual Training Accounts that outlines the terms and conditions under which the customer will retain access to training funds and other authorized supportive services provided through M/SC MW!

Commented [KP25]: Updated job title

26. A description of the process used by the local board, consistent with Section III, to provide a 30-day public comment period prior to submission of the plan, including an opportunity to have input into development of the local plan, particularly for representatives of businesses, labor organizations, and education.

The M/SC WDB will make its local and regional plans available to the public for 30 days before it submits the plans to the Governor to allow for public review and comment. The plans will be posted on the M/SC MW! website and notices on the M/SC MW! social media sites.

Any comments that express disagreements with the plan will be submitted to the Governor with the plan. In accordance with the American with Disabilities Act (ADA) the plans will be made available in alternative formats as necessary upon request.

27. A description of how One-Stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under the WIOA and by One-Stop partners.

The One-Stop Management Information System (OSMIS) is the technology-enabled intake and case management information system used for record keeping and participant reporting. This web-based system allows staff access through an internet connection with a secure login process. Each applicant record is available with viewing and/or data entry rights based on the permission granted to specific staff.

The Salesforce platform is another web-based system that is used for record keeping and tracking of Business Services connections and activities with employers.

Commented [KP26]: Should we add LaunchPad for GEM?

28. A description of the local priority of service requirements.

Priority of service will be given to low-income individuals who meet the definition of a low-income individual as defined in WIOA Section 3 (36). This section states that a low-income individual is an individual who:

- receives or in the past 6 months received or is a member of a family that receives or in the past 6 months received federal, state, or local income-based public assistance.
- is in a family with a total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level.
- is a homeless individual as defined in Section 41403(6) of the Violence Against Women Act of 1994 (42 USC 14043e-2(6)); a homeless child or youth as defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)).
- receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751).
- is a foster child on behalf of whom State or local government payments are made.
- is an individual with a disability whose own income meets the income requirements, but who is a member of a family whose income does not meet this requirement.

Priority of service will also be given to veterans and eligible spouses. An eligible spouse is defined by the U.S. Department of Labor as:

- a spouse of a veteran who died of a service-connected disability.
- a spouse of any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days: missing in actions, captured in the line of duty by a hostile force, or forcibly detained or interned in the line of duty by a foreign government or power.
- a spouse of any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs.
- a spouse of any veteran who died while a disability was in existence without regard to income.

The M/SC WDB has also established the following local criteria:

- Individuals whose annual family income is at or below 200% of the Federal Poverty Guidelines (excluding Unemployment Insurance payments).
- Individuals who meet the M/SC WDB's local definition of basic skills deficiency.

Periodically the M/SC WDB may open a window for other populations based on available resources.

29. A description of how the local board will coordinate workforce investment activities carried out in the local area with statewide Rapid Response (RR) activities.

The TAA/WIOA Program Coordinator is the M/SC WDB's designee as the agency's representative as a Rapid Response partner. Working in cooperation with and at the direction of LEO-WD, assistance is provided to employers and their workers experiencing a closure, mass layoff, or natural disaster that results in job dislocation.

Knowledge of the potential for layoffs and/or notification of immediate or pending layoffs can come from various sources. First-hand notice may initially come to LEO-WD, the MWA, economic development, local government, or other community partners. Regardless of where the information originates, sharing this information is key to planning and expediting appropriate services.

When LEO-WD staff or Michigan Works! staff receives information regarding such an event, the other party should immediately be alerted to begin the response activity. A mutual decision will be made as to who will take the lead and initiate contact with the employer.

The lead should attempt to obtain the information below from the employer and will be responsible for sharing it with appropriate partners:

1. Company name with address and phone number

Commented [KP27]: Update job title

2. Contact name & title
3. Description of the business including North American Industry Classifications (NAICS)
4. Type of dislocation (closure, mass layoff)
5. Notification type (Worker Adjustment and Retraining Notification (WARN), News Article, Letter, Phone call, other)
6. Number of impacted workers and total workers at the facility
7. Descriptions of impacted employee skill sets and corresponding occupations
8. Identification of potential days and times for a Rapid Response Meeting and or Worker Orientation.

The M/SC WDB's TAA/WIOA Program Coordinator, or in their absence, other designated M/SC WDB administrative staff, will participate in all Rapid Response meetings. Dissemination of information to assist the workers with reemployment through Michigan Works! and community partners will be provided.

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30. A description of RR activities.

The RR activities encompass activities necessary to plan and deliver services to dislocated workers to facilitate a relatively quick and unencumbered transition to employment or training, following either a permanent closure or mass layoff or a natural (or other) disaster resulting in a mass job dislocation.

The state staff is assigned a geographic territory with the responsibility for the coordination of RR activities between the state and the local area. A Worker Adjustment Retraining Notification (WARN) Act notice typically activates the RR intervention in plant closings and mass layoffs. The WARN Act requires employers with more than 100 employees to provide at least 60 days advance notice of a covered plant closing or mass layoff at a site where the plant closing/mass layoff will affect at least one-third of the workforce and a minimum of 50 employees.

The state monitors media reports and uses a network of local contacts, such as the MWAs, state and local economic development officials, the Michigan Economic Development Corporation, union officials, United Way, and other partners to identify plant closings or layoffs.

- **Services included as part of the RR process include:**
 - a. **Initial RR meeting with the company and union officers (if applicable).**
 - b. **Worker orientation meetings for employees. These meetings may include presentations by M/SC MW! staff and provide information on re-employment services; WIOA-funded career services (basic and individualized) and training services; Trade Adjustment Assistance, if applicable; special population services (Vocational Rehabilitation, Veterans' services), and local/community services (United Way, local community colleges, credit union counseling, etc.). Collaboration with other state agencies (e.g., Office of Retirement Services, Friend of the Court) are planned as needed. Michigan Unemployment Insurance Agency representatives may also participate in worker orientation meetings and provide information on how to file/claim unemployment insurance benefits. Establishment and organization of a Joint Adjustment Committee (JAC). A JAC is an ad hoc group of workers and managers who organize to provide adjustment services on behalf of the employees who are about to lose their jobs due to a plant closure or a mass layoff. The purpose of a JAC is to help displaced workers make a successful transition to a satisfactory job or training in the shortest possible time.**
 - c. **Layoff Aversion Incumbent Worker Training (IWT), which includes an assessment of the potential for averting layoffs in consultation with the state or local economic development agencies, including private sector economic development entities and other key partners, up to a year in advance of an actual or potential dislocation event. An IWT is the actual employment and training instrument to upgrade and alter skills to maintain employment or transition to similar employment, a preventative measure, to save jobs, increase economic productivity, and decrease the negative impacts of unemployment.**
 - d. **National Dislocated Worker Grants (NDWGs) are another form of assistance provided to dislocated workers. The NDWGs are discretionary grants awarded by the Secretary of Labor to provide employment-**

related services for dislocated workers in specific circumstances. The M/SC WDB will work with LEO-WD when additional funding is warranted to develop the application and project design for an NDWG, in response to a specific dislocation event.

Rapid Response Activities

The TAA/WIOA Program Coordinator or other designated M/SC WDB administrative staff, will participate in all scheduled RR meetings with the company and union officials. Dissemination of information to assist the workers with reemployment through Michigan Works! and community partners will be provided. Every attempt will be made with the company to arrange a worker orientation meeting for the affected employees prior to layoff dates. If the company is not agreeable to on-site meetings or if short notice does not allow for a meeting prior to layoffs, efforts will be made to provide printed and/or electronic materials to the affected workers.

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Although not always feasible, ideally the orientations will be held on-site at the location the workers are being dislocated from. When this is not possible, arrangements will be made at an alternate site such as the union hall, M/SC MW! Career Center or educational center. Video-conferencing or virtual meetings will be an option.

It is preferable that there is representation at the worker orientation meetings from the UIA, in addition to the RR meeting. LEO-WD is responsible for making the request from UIA and the availability of a representative will be relayed by the LEO-WD to the TAA/WIOA Program Coordinator.

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The TAA/WIOA Program Coordinator will arrange for M/SC MW! program staff to attend scheduled worker orientations. The presentation will include an overview of available activities and services with distribution of an information consisting of reemployment resources, training options, and community resources. Electronic versions of the materials will also be available in addition to a pre-recorded general services video that can be accessed through the M/SC MW! website. Workers are strongly encouraged to visit a Michigan Works! Career Center for further guidance. Collaboration with other organizations may result in additional presenters based on the worker group and circumstances of the layoffs.

The TAA/WIOA Program Coordinator will also coordinate with M/SC MW! Program staff to offer on-site resume review, interviewing skills workshop and arranged job fair assistance to affected workers.

Joint Adjustment Committee (JAC)

In situations where the RR team has determined that the formation of a JAC is appropriate, the M/SC WDB's TAA/WIOA Program Coordinator or another designee will participate as a member of the committee. Assistance will be provided to inform and educate committee members on available dislocated worker reemployment services and to coordinate the delivery and presentation of these services and other resources to the workers. Additional facilitation will occur as the committee identifies needs of the worker group.

Layoff Aversion

As part of the local rapid response activities an immediate and on-site contact is made with the employers, representatives of the affected workers and appropriate members of the community to assess the potential for averting the layoffs. This activity is made in consultation with the State and/or local economic development agencies, including private sector economic development organizations. If it appears that layoff(s) can be averted, a plan is drafted and executed to avoid the layoffs. The key component of any strategy is establishment of an early warning system. The sooner the system is aware of a potential layoff(s) the more interventions can be used to avert the layoff(s).

An effective early warning network:

- County and Local Economic Development Organizations serve as points of entry
 - Public, nonprofit, and private partners direct at-risk businesses to economic development organizations
 - Economic development organizations coordinate assessment and delivery of services

- Tap into existing public/nonprofit and private networks to identify at risk businesses, including:
 - Public/Nonprofit – EDO, MWA, MMTC and other partner business outreach staff
 - Private – bankers, accountants and turn around consultants
- Educate partners about the early warning network process, available resources, and targets.

A critical aspect of our outreach to the employer and business community is assessing the health of a company with respect to employment issues. This assessment is part of the business professional solutions process. If employee layoff appears to be eminent, necessary community partners, including economic development agencies and education will be brought together to determine if a plan can be developed to assist the company in averting any layoffs.

The activities that are included as part of a layoff aversion include but are not limited to:

- Prefeasibility studies
- Support for new product development
- Success planning/loan programs
- Data collection
- Employee training including customized and OJT
- Peer counseling
- Incumbent worker training*
- Technical assistance

*The M/SC WDB will fund incumbent worker training only if it is used as part of a strategic plan to avoid potential layoff(s). Support will be provided to local business to apply for incumbent worker training grants when made available through the state's Going Pro Training Fund or similar funding source.

National Dislocated Worker Grants (NDWGs)

~~The M/SC WDB will continuously monitor its expenditure and obligation of WIOA dislocated worker funds. When funding is obligated and the need for additional resources is necessary to serve a specific disclosure or mass layoff event, the M/SC WDB may apply for a NDWG. If state resources are not available, the M/SC WDB will work with LEO-WD to apply for a NDWG.~~

The M/SC WDB gives primary responsibility for JACs to the TAA/WIOA Program Coordinator:

Kimberly Prusak
Macomb/St. Clair Workforce Development Board
43630 Hayes Road, Suite 250
Clinton Township, MI 48038
kimberly.prusak@msc-mw.org
586-469-6030

The M/SC WDB gives primary responsibility for NDWGs to the Executive Director:

Justin Al-Igoe
Macomb/St. Clair Workforce Development Board
21885 Dunham Road, Suite 11
Clinton Township MI 48036
jal-igoe@macomb-stclairworks.org
586-577-6618

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PUBLIC REVIEW AND COMMENT PROCESS

Prior to the date on which the local board submits a local plan to the Governor for approval, M/SC WDB will:

- Make available copies of the proposed local and/or regional plan to the public through electronic and other means, such as public hearings and local news media.
- Allow members of the public, including representatives of business, labor organizations, and education, to submit to the local board for consideration comments on the proposed local and/or regional plan. Local boards shall provide no more than a 30-day period for comment on the plan before its submission to the Governor for approval, beginning on the date on which the proposed plan is made available.
- Submit any comments that express disagreement with the plan to the Governor along with the plan.

ATTACHMENT A

Part II: Labor Market Data and Economic Conditions Analysis

Provide a thorough analysis of regional labor market data and economic conditions. This shall include an analysis of existing and emerging in-demand industry sectors and occupations, and the employment needs of employers in those existing and emerging in-demand industry sectors and occupations. All core partners (WIOA Titles I-IV) should be involved in both providing and analyzing the data.

The following labor market data and analysis represent Region 10, which, as noted above, consists of Macomb, Monroe, Oakland, St. Clair, and Wayne counties.

Core Partner Involvement

To ensure an accurate analysis of regional labor market data economic conditions, the MWAs engaged core partners during all phases of the process. MWA leadership identified the following core partners that represent WIOA Titles I – IV programs:

- Title I: Job Corps, YouthBuild, and Migrant Seasonal Farm workers;
- Title II: Local and intermediate school districts and literacy programs;
- Title III: MWA-contracted service providers; and
- Title IV: Michigan Rehabilitation Services and the Michigan Bureau of Services for Blind Persons.

Core partners were asked to identify available data that clarifies the nature and special needs of service populations, to identify the strengths and weaknesses of workforce development activities, and the regional partners' capacity to provide workforce services for respective populations. The survey questions and responses are identified below.

When the draft regional plan was made available for their comment, core partners were notified and encouraged to make comments on their organizations' behalf. During the initial comment phase, no formal comments were made. Core partners who have representatives on WDBs could also review and comment on the regional plan. Several WDB members made comments during the review process, many of which have been incorporated into this plan.

Employment Needs

The knowledge and skills necessary to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.

Existing In-Demand Occupations

Occupations in Figure 1 include those that require a high school diploma or more, experienced high demand through calendar year 2023, and are expected to grow, in the short-term, over the next two years (through 2025). Additionally, these occupations offer an hourly wage above the statewide median wage of \$21.88 per hour, and occupations with lower wages have been filtered out. Region 10 MWAs support career pathway opportunities for occupations that require high levels of education, including those in Figure 1. Figure 3 displays high-demand jobs available with shorter-term training.

Figure 1: WIOA Region 10's Top 50 Existing/Current In-Demand Occupations

SOC	Job Title	2023 Jobs	2025 Jobs	2023 - 2025 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
13-1081	Accountants and Auditors	18,704	18,948	1.3%	1,551	4,127	\$37.95	Bachelor's degree
15-1243	Aerospace Engineers	184	206	11.8%	21	264	\$43.54	Bachelor's degree
11-9021	Architectural and Engineering Managers	7,876	7,998	1.5%	552	1,727	\$67.12	Bachelor's degree
15-1253	Civil Engineers	4,309	4,579	6.3%	390	2,279	\$38.08	Bachelor's degree
17-3022	Clinical and Counseling Psychologists	824	864	4.8%	61	422	\$35.95	Doctoral or professional degree
11-3013	Computer and Information Systems Managers	7,495	7,628	1.8%	550	229	\$67.23	Bachelor's degree
13-2099	Computer Occupations, All Other	3,942	4,003	1.5%	279	9,060	\$46.32	Bachelor's degree
11-3131	Construction Managers	2,984	3,125	4.7%	282	1,940	\$50.64	Bachelor's degree
15-1231	Data Scientists	2,178	2,308	6.0%	196	4,023	\$43.66	Bachelor's degree
19-4092	Dentists, General	1,614	1,644	1.8%	62	579	\$93.51	Doctoral or professional degree
15-1255	Electrical Engineers	5,605	5,697	1.6%	347	2,877	\$49.12	Bachelor's degree
29-1217	Electrical Power-Line Installers and Repairers	1,182	1,240	4.9%	124	179	\$48.82	High school diploma or equivalent
11-3021	Financial Managers	10,252	10,551	2.9%	842	4,882	\$63.98	Bachelor's degree

SOC	Job Title	2023 Jobs	2025 Jobs	2023 - 2025 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
27-4021	First-Line Supervisors of Construction Trades and Extraction Workers	6,947	7,188	3.5%	674	593	\$35.62	High school diploma or equivalent
29-1125	First-Line Supervisors of Mechanics, Installers, and Repairers	5,777	5,903	2.2%	540	2,747	\$37.53	High school diploma or equivalent
29-2036	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	7,168	7,458	4.0%	863	1,119	\$28.17	High school diploma or equivalent
11-1021	General and Operations Managers	38,642	39,477	2.2%	3,491	7,288	\$49.18	Bachelor's degree
29-2053	Heavy and Tractor-Trailer Truck Drivers	23,116	24,438	5.7%	3,103	10,568	\$25.74	Postsecondary nondegree award
11-3111	Human Resources Managers	2,529	2,563	1.3%	205	1,795	\$58.99	Bachelor's degree
15-2021	Industrial Engineers	14,853	15,105	1.7%	947	5,253	\$46.69	Bachelor's degree
13-2041	Information Security Analysts	1,836	1,916	4.4%	150	642	\$49.34	Bachelor's degree
27-2032	Insurance Sales Agents	6,561	6,828	4.1%	659	1,546	\$24.47	High school diploma or equivalent
19-3094	Interior Designers	734	803	9.4%	102	537	\$29.31	Bachelor's degree
19-2021	Lawyers	9,772	9,856	0.9%	414	1,484	\$51.62	Doctoral or professional degree
13-1011	Logisticians	5,008	5,207	4.0%	500	2973	\$39.75	Bachelor's degree
13-1031	Management Analysts	7,978	8,225	3.1%	768	2,674	\$45.71	Bachelor's degree
11-9121	Managers, All Other	5,134	5,247	2.2%	429	2,418	\$60.24	Bachelor's degree
13-1074	Market Research Analysts and Marketing Specialists	10,274	10,639	3.6%	1,117	3,056	\$36.74	Bachelor's degree
11-2011	Marketing Managers	2,878	2,953	2.6%	265	2,936	\$62.69	Bachelor's degree
15-2051	Mechanical Engineers	20,162	20,403	1.2%	1,214	4,898	\$48.03	Bachelor's degree

SOC	Job Title	2023 Jobs	2025 Jobs	2023 - 2025 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
11-9039	Medical and Health Services Managers	6,328	6,679	5.5%	618	4,787	\$49.14	Bachelor's degree
21-2021	Nurse Practitioners	3,460	3,741	8.1%	296	1,679	\$53.78	Master's degree
19-1023	Occupational Health and Safety Specialists	1,080	1,134	5.0%	142	799	\$36.99	Bachelor's degree
21-1018	Occupational Therapists	1,892	1,963	3.7%	139	811	\$40.52	Master's degree
29-1021	Operating Engineers and Other Construction Equipment Operators	3,393	3,568	5.2%	376	369	\$32.02	High school diploma or equivalent
15-1212	Operations Research Analysts	749	789	5.3%	65	740	\$40.55	Bachelor's degree
19-5012	Optometrists	625	645	3.2%	43	300	\$65.76	Doctoral or professional degree
25-9044	Physical Therapist Assistants	1,443	1,548	7.3%	253	895	\$27.26	Associate's degree
21-1019	Physical Therapists	3,212	3,366	4.8%	201	1,590	\$44.92	Doctoral or professional degree
21-1013	Physician Assistants	2,200	2,310	5.0%	164	733	\$55.78	Master's degree
13-1028	Project Management Specialists	11,914	12,192	2.3%	968	5,710	\$48.50	Bachelor's degree
11-9051	Property, Real Estate, and Community Association Managers	3,184	3,308	3.9%	306	1,461	\$30.24	High school diploma or equivalent
27-3011	Real Estate Sales Agents	1,129	1,201	6.4%	132	1,483	\$24.77	High school diploma or equivalent
11-2021	Sales Managers	6,879	6,936	0.8%	525	4,928	\$65.21	Bachelor's degree
13-2071	Software Developers	23,200	23,747	2.4%	1,515	12,922	\$50.39	Bachelor's degree
13-2072	Software Quality Assurance Analysts and Testers	1,428	1,467	2.7%	108	788	\$41.17	Bachelor's degree
21-1029	Speech-Language Pathologists	1,702	1,796	5.5%	139	1,825	\$39.92	Master's degree
11-3061	Transportation, Storage, and Distribution Managers	3,635	3,769	3.7%	354	2,827	\$44.66	High school diploma or equivalent

SOC	Job Title	2023 Jobs	2025 Jobs	2023 - 2025 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
21-1093	Veterinarians	839	877	4.5%	47	683	\$57.40	Doctoral or professional degree
13-2082	Web and Digital Interface Designers	605	629	3.9%	55	810	\$39.13	Bachelor's degree

Source: Bureau of Labor Statistics (2023) and Lightcast (2024)

Emerging In-Demand Occupations

Occupations in Figure 2 include those that require a high school diploma or more, that are projected to record solid job expansion over the long-term (through 2033), and that have high annual job openings and median wages above the state median of \$21.88 per hour. Selection criteria included a combination of projected growth, both numeric and percent, that showcased growth as constant or positive for all occupations, sizable annual openings, and occupations that require more than a high school diploma.

Figure 2: WIOA Region 10's Top 50 Emerging/Future In-Demand Occupations

SOC	Description	2023 Jobs	2033 Jobs	2023 - 2033 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
13-1081	Accountants and Auditors	18,704	19,280	3.1%	1,508	\$37.95	Bachelor's degree
11-3012	Administrative Services Managers	2,666	2,800	5.0%	222	\$51.15	Bachelor's degree
11-9041	Architectural and Engineering Managers	7,876	8,098	2.8%	527	\$67.12	Bachelor's degree
13-1199	Business Operations Specialists, All Other	12,186	12,888	5.8%	1,140	\$37.34	Bachelor's degree
17-2051	Civil Engineers	4,309	5,090	18.1%	354	\$38.08	Bachelor's degree
11-3021	Computer and Information Systems Managers	7,495	7,954	6.1%	542	\$67.23	Bachelor's degree
15-1299	Computer Occupations, All Other	3,942	4,135	4.9%	273	\$46.32	Bachelor's degree
11-9021	Construction Managers	2,984	3,404	14.1%	267	\$50.64	Bachelor's degree
15-2051	Data Scientists	2,178	2,671	22.7%	193	\$43.66	Bachelor's degree
29-1021	Dentists, General	1,614	1,726	6.9%	59	\$93.51	Doctoral or professional degree
49-9051	Electrical Power-Line Installers and Repairers	1,182	1,334	12.8%	115	\$48.82	High school diploma or equivalent
11-3031	Financial Managers	10,252	11,346	10.7%	834	\$63.98	Bachelor's degree
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	6,947	7,608	9.5%	645	\$35.62	High school diploma or equivalent

SOC	Description	2023 Jobs	2033 Jobs	2023 - 2033 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	5,777	6,126	6.0%	525	\$37.53	High school diploma or equivalent
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	7,168	7,971	11.2%	836	\$28.17	High school diploma or equivalent
11-1021	General and Operations Managers	38,642	40,999	6.1%	3,397	\$49.18	Bachelor's degree
53-3032	Heavy and Tractor-Trailer Truck Drivers	23,116	26,985	16.7%	3,017	\$25.74	Postsecondary nondegree award
17-2112	Industrial Engineers	14,853	15,255	2.7%	884	\$46.69	Bachelor's degree
15-1212	Information Security Analysts	1,836	2,137	16.4%	148	\$49.34	Bachelor's degree
41-3021	Insurance Sales Agents	6,561	7,448	13.5%	645	\$24.47	High school diploma or equivalent
27-1025	Interior Designers	734	938	27.7%	96	\$29.31	Bachelor's degree
23-1011	Lawyers	9,772	10,205	4.4%	422	\$51.62	Doctoral or professional degree
13-1081	Logisticians	5,008	5,654	12.9%	488	\$39.75	Bachelor's degree
13-1111	Management Analysts	7,978	8,726	9.4%	747	\$45.71	Bachelor's degree
11-9199	Managers, All Other	5,134	5,491	7.0%	419	\$60.24	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	10,274	11,486	11.8%	1,104	\$36.74	Bachelor's degree
11-2021	Marketing Managers	2,878	3,106	7.9%	258	\$62.69	Bachelor's degree
31-9011	Massage Therapists	869	1,086	25.0%	152	\$25.83	Postsecondary nondegree award
17-2141	Mechanical Engineers	20,162	20,536	1.9%	1,155	\$48.03	Bachelor's degree
11-9111	Medical and Health Services Managers	6,328	7,743	22.4%	626	\$49.14	Bachelor's degree
29-1171	Nurse Practitioners	3,460	4,592	32.7%	290	\$53.78	Master's degree
19-5011	Occupational Health and Safety Specialists	1,080	1,260	16.6%	141	\$36.99	Bachelor's degree
29-1122	Occupational Therapists	1,892	2,156	13.9%	136	\$40.52	Master's degree
31-2011	Occupational Therapy Assistants	751	939	25.0%	134	\$28.45	Associate's degree
47-2073	Operating Engineers and Other Construction Equipment Operators	3,393	3,899	14.9%	360	\$32.02	High school diploma or equivalent
15-2031	Operations Research Analysts	749	891	18.9%	64	\$40.55	Bachelor's degree

SOC	Description	2023 Jobs	2033 Jobs	2023 - 2033 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
29-1041	Optometrists	625	692	10.8%	35	\$65.76	Doctoral or professional degree
31-2021	Physical Therapist Assistants	1,443	1,848	28.1%	264	\$27.26	Associate's degree
29-1123	Physical Therapists	3,212	3,783	17.8%	190	\$44.92	Doctoral or professional degree
29-1071	Physician Assistants	2,200	2,643	20.1%	163	\$55.78	Master's degree
13-1082	Project Management Specialists	11,914	12,640	6.1%	925	\$48.50	Bachelor's degree
11-9141	Property, Real Estate, and Community Association Managers	3,184	3,571	12.2%	297	\$30.24	High school diploma or equivalent
29-1141	Registered Nurses	44,225	45,566	3.0%	2,561	\$38.86	Bachelor's degree
15-1252	Software Developers	23,200	25,239	8.8%	1,493	\$50.39	Bachelor's degree
15-1253	Software Quality Assurance Analysts and Testers	1,428	1,568	9.8%	106	\$41.17	Bachelor's degree
29-1127	Speech-Language Pathologists	1,702	2,073	21.8%	137	\$39.92	Master's degree
15-2041	Statisticians	205	260	26.9%	19	\$50.85	Master's degree
11-3071	Transportation, Storage, and Distribution Managers	3,635	3,995	9.9%	336	\$44.66	High school diploma or equivalent
29-1131	Veterinarians	839	979	16.7%	44	\$57.40	Doctoral or professional degree
15-1255	Web and Digital Interface Designers	605	699	15.4%	55	\$39.13	Bachelor's degree

Source: Bureau of Labor Statistics (2023) and Lightcast (2024)

In-Demand Middle Skills Occupations

Occupations in Figure 3 show high real-time demand, provide relatively high wages, and require training or education beyond high school, but less than a bachelor's degree. Wages are above the state median wage of \$21.88 per hour for each occupation, and most are also above the MWA-defined threshold for economic self-sufficiency in the City of Detroit, defined as about \$24.00 per hour. While the top current in-demand occupations generally require a bachelor's degree or higher education, many Region 10 MWA customers seek shorter-term education or training to find work. Figure 3 provides a snapshot of Region 10's middle skills occupations.

Figure 3: WIOA Region 10's Top 50 Currently In-Demand Middle Skills Occupations

SOC	Job Title	2023 Jobs	2033 Jobs	2023 - 2033 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
17-3021	Aerospace Engineering and Operations Technologists and Technicians	152	185	21.8%	18	\$31.37	Associate's degree	None

SOC	Job Title	2023 Jobs	2033 Jobs	2023 - 2033 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
53-2021	Air Traffic Controllers	278	300	8.0%	27	\$72.97	Associate's degree	Long-term on-the-job training
49-3011	Aircraft Mechanics and Service Technicians	1,999	2,194	9.8%	173	\$28.82	Postsecondary nondegree award	None
53-2022	Airfield Operations Specialists	215	240	11.8%	22	\$36.28	High school diploma or equivalent	Long-term on-the-job training
17-3011	Architectural and Civil Drafters	999	1,144	14.5%	115	\$27.56	Associate's degree	None
49-3023	Automotive Service Technicians and Mechanics	9,506	10,033	5.5%	877	\$23.95	Postsecondary nondegree award	Short-term on-the-job training
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	3,710	4,079	10.0%	359	\$25.60	High school diploma or equivalent	Long-term on-the-job training
43-5011	Cargo and Freight Agents	1,411	1,631	15.6%	178	\$22.45	High school diploma or equivalent	Short-term on-the-job training
47-2031	Carpenters	6,900	7,389	7.1%	639	\$28.30	High school diploma or equivalent	Apprenticeship
17-3022	Civil Engineering Technologists and Technicians	989	1,078	9.0%	104	\$28.10	Associate's degree	None
47-4011	Construction and Building Inspectors	2,008	2,140	6.5%	249	\$28.40	High school diploma or equivalent	Moderate-term on-the-job training
29-1292	Dental Hygienists	3,174	3,389	6.8%	237	\$34.92	Associate's degree	None
33-3021	Detectives and Criminal Investigators	1,123	1,172	4.4%	89	\$45.31	High school diploma or equivalent	Moderate-term on-the-job training
29-2032	Diagnostic Medical Sonographers	1,373	1,493	8.7%	85	\$36.08	Associate's degree	None
17-3023	Electrical and Electronic Engineering Technologists and Technicians	1,188	1,263	6.3%	126	\$31.01	Associate's degree	None
49-9051	Electrical Power-Line Installers and Repairers	1,182	1,334	12.8%	115	\$48.82	High school diploma or equivalent	Long-term on-the-job training
47-2111	Electricians	12,274	12,526	2.0%	1,124	\$31.77	High school diploma or equivalent	Apprenticeship
33-2011	Firefighters	3,144	3,375	7.3%	264	\$28.07	Postsecondary nondegree award	Long-term on-the-job training
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	6,947	7,608	9.5%	645	\$35.62	High school diploma or equivalent	None
33-1021	First-Line Supervisors of Firefighting and Prevention Workers	818	868	6.0%	55	\$39.13	Postsecondary nondegree award	Moderate-term on-the-job training
39-1013	First-Line Supervisors of Gambling Services Workers	677	752	11.1%	84	\$30.62	High school diploma or equivalent	None
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	5,777	6,126	6.0%	525	\$37.53	High school diploma or equivalent	None

SOC	Job Title	2023 Jobs	2033 Jobs	2023 - 2033 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
33-1012	First-Line Supervisors of Police and Detectives	1,174	1,223	4.2%	84	\$44.61	High school diploma or equivalent	Moderate-term on-the-job training
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	7,168	7,971	11.2%	836	\$28.17	High school diploma or equivalent	None
53-2031	Flight Attendants	2,679	2,761	3.0%	366	\$31.07	High school diploma or equivalent	Moderate-term on-the-job training
11-9051	Food Service Managers	3,695	3,889	5.3%	439	\$31.32	High school diploma or equivalent	None
29-9021	Health Information Technologists and Medical Registrars	311	359	15.4%	25	\$31.71	Postsecondary nondegree award	None
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,842	4,094	6.5%	358	\$25.35	Postsecondary nondegree award	Long-term on-the-job training
53-3032	Heavy and Tractor-Trailer Truck Drivers	23,116	26,985	16.7%	3,017	\$25.74	Postsecondary nondegree award	Short-term on-the-job training
49-9041	Industrial Machinery Mechanics	8,390	9,006	7.3%	736	\$29.61	High school diploma or equivalent	Long-term on-the-job training
41-3021	Insurance Sales Agents	6,561	7,448	13.5%	645	\$24.47	High school diploma or equivalent	Moderate-term on-the-job training
29-2061	Licensed Practical and Licensed Vocational Nurses	4,339	4,739	9.2%	385	\$29.11	Postsecondary nondegree award	None
31-9011	Massage Therapists	869	1,086	25.0%	152	\$25.83	Postsecondary nondegree award	None
49-9062	Medical Equipment Repairers	682	759	11.2%	73	\$27.54	Associate's degree	Moderate-term on-the-job training
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1,604	1,789	11.6%	159	\$28.44	High school diploma or equivalent	Long-term on-the-job training
31-2011	Occupational Therapy Assistants	751	939	25.0%	134	\$28.45	Associate's degree	None
47-2073	Operating Engineers and Other Construction Equipment Operators	3,393	3,899	14.9%	360	\$32.02	High school diploma or equivalent	Moderate-term on-the-job training
51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers	73	97	32.7%	10	\$38.45	High school diploma or equivalent	Moderate-term on-the-job training
31-2021	Physical Therapist Assistants	1,443	1,848	28.1%	264	\$27.26	Associate's degree	None
47-2152	Plumbers, Pipefitters, and Steamfitters	5,901	6,043	2.4%	532	\$35.86	High school diploma or equivalent	Apprenticeship

SOC	Job Title	2023 Jobs	2033 Jobs	2023 - 2033 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
33-3051	Police and Sheriff's Patrol Officers	8,604	8,886	3.3%	702	\$31.43	High school diploma or equivalent	Moderate-term on-the-job training
43-5061	Production, Planning, and Expediting Clerks	3,531	3,795	7.5%	399	\$25.43	High school diploma or equivalent	Moderate-term on-the-job training
11-9141	Property, Real Estate, and Community Association Managers	3,184	3,571	12.2%	297	\$30.24	High school diploma or equivalent	None
41-9021	Real Estate Brokers	726	820	12.9%	74	\$26.53	High school diploma or equivalent	None
41-9022	Real Estate Sales Agents	1,129	1,346	19.2%	125	\$24.77	High school diploma or equivalent	Moderate-term on-the-job training
29-1126	Respiratory Therapists	1,956	2,114	8.1%	115	\$31.67	Associate's degree	None
41-9091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	13,228	13,332	0.8%	1,267	\$33.00	High school diploma or equivalent	Moderate-term on-the-job training
25-3021	Self-Enrichment Teachers	2,910	3,253	11.8%	407	\$23.25	High school diploma or equivalent	None
53-6051	Transportation Inspectors	254	278	9.2%	26	\$44.00	High school diploma or equivalent	Moderate-term on-the-job training
11-3071	Transportation, Storage, and Distribution Managers	3,635	3,995	9.9%	336	\$44.66	High school diploma or equivalent	None

Source: Economic Modeling Specialists, Intl (EMSI)

The next section presents an analysis of the knowledge, skills, and abilities these occupations require. The tools and technologies as well as the required certifications are presented, where available.

Knowledge, Skills, and Abilities Needed in Industries and Occupations In-Demand

A close look at Region 10's existing and emerging high-demand, high-wage occupations reveals that these positions are concentrated in a handful of categories, including the Healthcare Practitioners and Technicians, Information Technology, Architecture and Engineering, Businesses and Financial, and Management occupations. It is critical to understand what knowledge, skills, and abilities, and what tools, technologies, and certifications (if available) are expected, of successful job candidates in these occupations.

These occupations all require a solid foundation in such basic skills as reading, communication, math, and cognitive abilities that influence the acquisition and application of knowledge in problem solving. Most occupations require active learning and critical thinking skills, and all require workers to possess technical skills and knowledge related to their specific occupational discipline, and to master certain tools and technologies and even achieve specific certifications.

Healthcare Practitioner and Technical Occupations

Knowledge, Skills, and Abilities

Knowledge of the information and techniques one needs to diagnose and treat human injuries and diseases is important in all critical healthcare occupations. This includes knowledge of symptoms, treatment alternatives, drug properties and interactions, and preventive healthcare measures.

Knowledge

Medicine and Dentistry
Biology
Customer and Personal Service
Therapy and Counseling
Psychology

Skills

Active Listening
Reading Comprehension
Speaking
Critical Thinking
Monitoring

Abilities

Problem Sensitivity
Near Vision
Oral Expression
Deductive Reasoning
Information Ordering

Tools, Technologies, and Certifications

Tools and technologies related to healthcare occupations include several that ensure quality in the delivery of health services as well as increasing efficiencies in delivery of care, such as electronic medical records and time management.

Many certifications are required in healthcare occupations because most careers involve licensure. Beyond occupational-specific requirements, important certifications are concentrated in specific areas of patient care.

Tools and Technologies

Medical Software
Microsoft Office
Scheduling Software
Information Retrieval
Categorization Software

Certifications

Basic Life Support (BLS)
Cardiopulmonary Resuscitation (CPR)
Advanced Cardiovascular Life Support (ACLS)
Licensed Practical Nurse (LPN)
American Registry of Radiologic Technologists (ARRT)

Information Technology Occupations

Knowledge, Skills, and Abilities

These positions require an important mix of technical, business, and problem-solving skills. Information technology jobs require knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Design and systems analysis skills are also vital.

Abilities for these occupations are typically related to computer usage and programming. For example, job seekers should have the ability for mathematical reasoning, information ordering, and deductive reasoning.

Knowledge

Computer and Electronics
Engineering and Technology
Customer and Personal Service
Mathematics
Communications and Media

Skills

Critical Thinking
Active Listening
Complex Problem-Solving
Systems Analysis
Time Management

Abilities

Information Ordering
Deductive Reasoning
Mathematical Reasoning
Problem Sensitivity
Oral Expression

Tools, Technologies, and Certifications

Computer occupations require a diverse set of technologies. Depending on the occupation, individuals employed in these occupations will need to know everything from traditional software packages to such advanced computer programming languages as Structured Query Language, Java, and Linux.

Similarly, numerous certifications are associated with computer occupations. Often, certifications are specific to some software package or technology (e.g., the Cisco Network Associate certification). In other instances, certifications are more general (e.g., Project Management Professional). These and other certifications for Information Technology occupations follow:

Tools and Technologies

Data Base User Interface and Query Software
Development Environment Software
Enterprise Resource Planning
Project Management
Web Platform Development

Certifications

Certified Information Systems Security Professional
Project Management Professional Certification
CompTIA A+
Cisco Certified Network
Certified Information System

Architecture and Engineering Occupations

Knowledge, Skills, and Abilities

Architecture and Engineering occupations are both technical and practical, so they require a mix of knowledge, skills, and abilities. Mechanical applications, design, and the laws of physics are among the most important areas of knowledge for this category of occupations.

Skills needed involve making decisions after analyzing tremendous volumes of data. Leading skills are complex problem solving, critical thinking, and judgment and decision making.

Knowledge

Engineering and Technology
Design
Mechanical
Building and Construction
Physics

Skills

Complex Problem Solving
Critical Thinking
Quality Control Analysis
Judgment and Decision-Making
Systems Analysis

Abilities

Information Ordering
Mathematical Reasoning
Written Expression
Deductive Reasoning
Visualization

Tools, Technologies, and Certifications

Many Architecture and Engineering occupations are expected to use tools and technologies targeted at improving quality and reducing defects or inefficiencies (e.g., Quality Assurance and Six Sigma).

Similarly, certification for Engineers and other occupations in this category are also concentrated in quality improvement. High demand certifications include Six Sigma Green Belt, LEED Accredited Professional, and Project Management Professional.

Tools and Technologies

Project Management
Quality Assurance

Certifications

Professional Engineer License
Six Sigma Green Belt

Scientific Software	Engineer in Training
Computer Aided Design	LEED Accredited Professional
Photo Imaging Software	Project Management Professional Certification

Business and Financial Occupations

Knowledge, Skills, and Abilities

Occupations in this category require workers to possess such skills as communication, critical thinking, and time management. These workers must also establish and maintain cooperative working relationships with others and have knowledge of economic and accounting principles and practices, the financial markets and banking, and be able to analyze and report financial data.

Knowledge

Customer and Personal Service
Administration and Management
Economics and Accounting
Administrative
Mathematics

Skills

Active Listening
Critical Thinking
Reading Comprehension
Speaking
Monitoring

Abilities

Oral Comprehension
Written Comprehension
Deductive Reasoning
Problem Sensitivity
Information Ordering

Tools, Technologies, and Certifications

Most of the occupations in this category require office productivity software, including Microsoft Office for documents, spreadsheets, publications, and database administration.

In addition to productivity software, tools and technologies for business and financial occupations may involve risk management and such technical proficiencies as Generally Accepted Accounting Principles.

Many certifications in this area are occupation specific, including Certified Public Accountant (CPA) and Series 7, which allow an individual to practice their trade in conformity with state and federal licensure requirements.

Tools and Technologies

Accounting Software
Business Intelligence and Data Analysis Software
Human Resource Software
Financial Analysis Software
Microsoft Office

Certifications

Certified Public Accountant
Project Management Professional Certification
Enrolled Agent
Certified Internal Auditor
Chartered Financial Analyst

Management and Supervisory Occupations

Knowledge, Skills, and Abilities

Occupations in this category require workers to possess such skills as judgment and decision making, complex problem solving, and critical thinking. Workers must also have knowledge of administration, management, personnel, and human resources. These workers shall also have the ability to express and comprehend oral and written communication.

Knowledge

Administration and Management
Customer and Personal Service
Sales and Marketing
Personnel and Human Resources
Economics and Accounting

Skills

Judgment and Decision Making
Complex Problem Solving
Critical Thinking
Coordination
Management of Resources

Abilities

Deductive Reasoning
Oral Expression
Problem Sensitivity
Information Ordering
Written Expression

Tools and Technologies

Most of the occupations in this category need to use management software, including Customer Relationship Management (CRM) and Enterprise Resource Planning (ERP) programs.

Tools and Technologies

Office Suite Software
Enterprise Resource Planning
Customer Relationship Management
Document Management Software
Project Management Software

Workforce Development Activities

An analysis of workforce development activities in the region, including available education and training opportunities. This analysis must include the strengths and weaknesses of workforce development activities in the region and the region's capacity to provide the workforce development activities necessary to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers in the region.

An analysis of the workforce development activities in Region 10 indicate that gaps exist and currently range from a lack of talent to fill jobs related to new technology, and the increasing numbers of skilled workers leaving the workforce for retirement. The following gaps are top priorities for the MWAs:

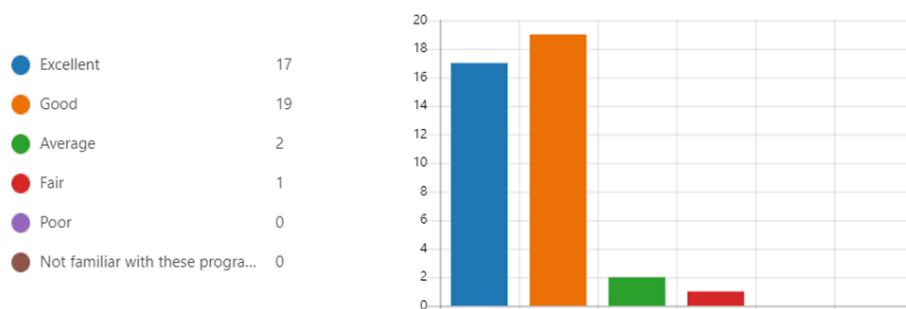
- Aging workers are leaving the workforce and taking skilled knowledge with them: MWAs in the region are working together on several grants to encourage more apprenticeship programs with employers. This will help younger workers learn from more experienced workers and will ensure companies do not lose important knowledge.
- Educational attainment does not match employer needs: MWAs are encouraging workers and job seekers to pursue career pathways that lead to industry-recognized, portable, stackable credentials so individuals can fill in-demand jobs and increase earnings.
- Job seekers and entry-level workers lack the employability skills necessary for successful employment: MWAs in the region are collaborating with non-profits and other local programs to train job seekers in employability skills making it more likely to gain and retain employment.

- Workers need to be upskilled for new technologies: MWAs and partners in the region are continuing to encourage employers to use workforce programs and funding provided by the state and federal government to help upskill current workers, increasing retention of workers and increasing wages.

Strengths and Weaknesses

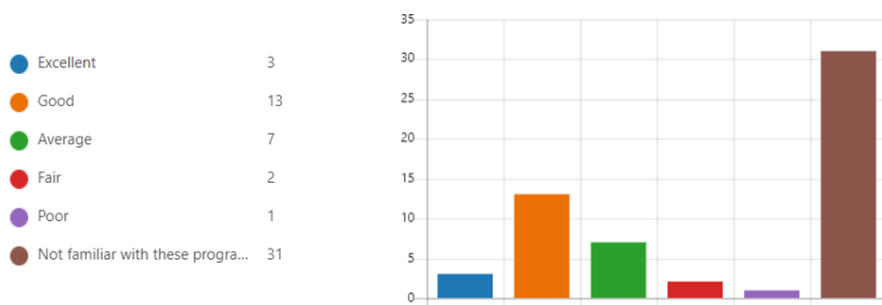
To help inform this plan, core partners from Region 10 were sent a questionnaire for input on workforce system strengths, weaknesses, and the region’s capacity to provide the needed workforce development activities. Once these comments were received, a team of MWAs directors and lead staff met to review the feedback and identify other strengths and weaknesses in the system. What follows are the questions asked and a summary of the types of comments received.

Question 1: How would you rate the strength of the Michigan Works! Agency’s WIOA programs and services in your region? This includes services to unemployed and underemployed adults, laid-off workers, and youth programs.



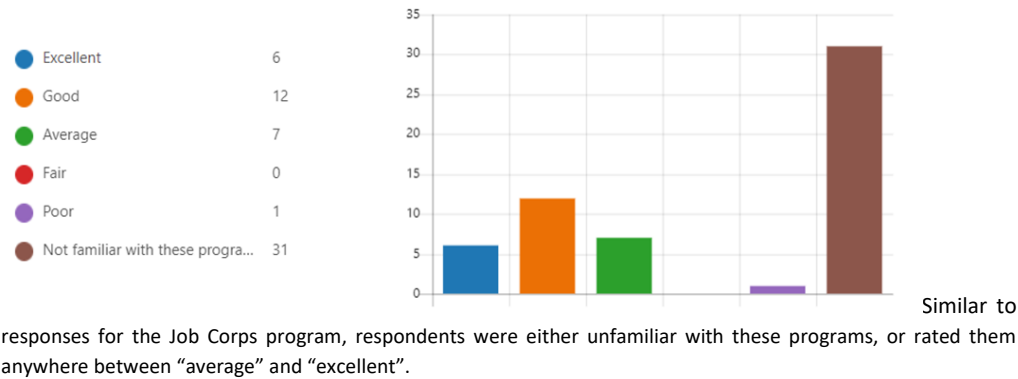
The general sentiment toward Michigan Works! Agency WIOA Title I – IV programs were very positive. Most respondents provided a rating of either “Excellent” or “Good” for these programs, although three respondents provided a rating of “Average” or worse.

Question 2: How would you rate the strength of the Job Corps program (Title I) in your region? This includes the program and services delivered by the Job Corps Center in Detroit.

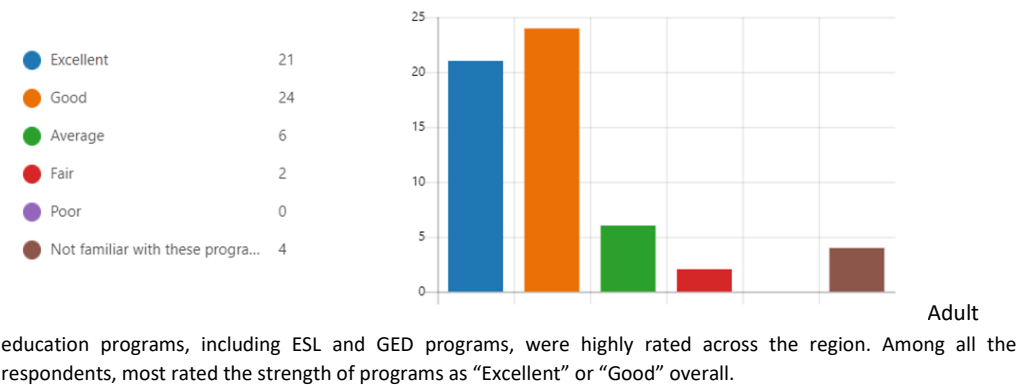


Respondents were less optimistic, in general, about the strength of the Job Corps program compared to WIOA programs and services. Most of those respondents were either not familiar with these programs, or rated them Good-to-Average, in aggregate.

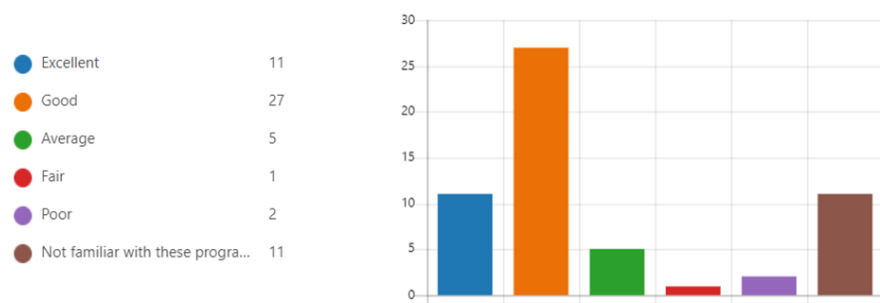
Question 3: How would you rate the strength of the YouthBuild program (Title I) in your region? This includes the YouthBuild program delivered by Detroit at Work.



Question 4: How would you rate the strength of the adult education (Title II) programs in your region? This includes adult education programs delivered at local school districts and non-profit organizations in your community, including English as a Second Language (ESL), General Education Development (GED), and high school completion programs.



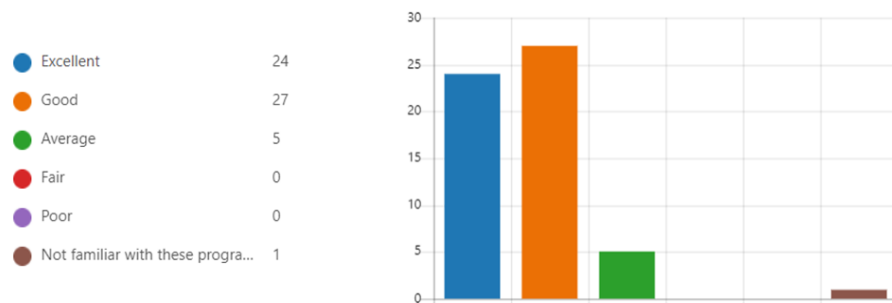
Question 5: How would you rate the strength of adult literacy (Title II) programs in your region? This includes literacy providers, non-profit organizations, etc.



Results

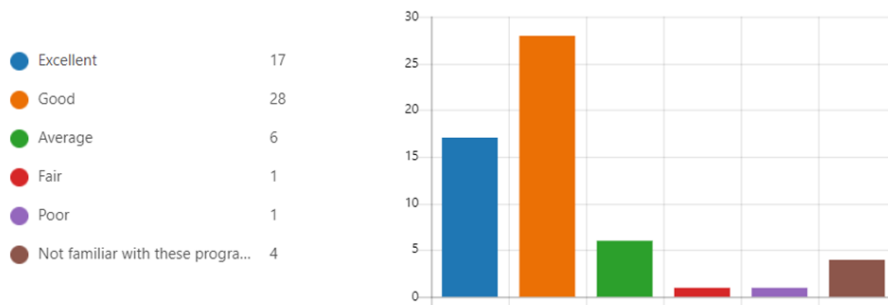
for adult literacy were mixed compared with previous responses. Although a significant majority still rated programs “Good” overall, the responses were even, including eight responses in the Poor-to-Average range. Compared to ratings of other services, the data suggests that adult literacy programs have the most room for improvement.

Question 6: How would you rate the strength of the Michigan Works! Agencies’ services to the general public and employers, as funded through Wagner-Peyser Employment Services (Title III)? This includes workshops, computer labs, job fairs, general job search assistance, resource navigation, referrals, and more.



Michigan Works! Agencies’ services were very highly rated in this survey. There were no responses for “Fair” or “Poor” and only five that selected the next lowest option of “Average”.

Question 7: How would you rate the strength of the vocational rehabilitation services (Title IV) in the region? This includes programs and services delivered by Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP).



Vocational rehabilitation services, including Michigan Rehabilitation Services and Bureau of Services for Blind Persons, were rated quite high by respondents. On average, most of those answering the survey selected a rating of “Good”, although several responses were also collected with a rating of “Excellent” or “Average”.

Question 8: Of the programs previously mentioned, identify any regional strengths. This may include the ability to address the workforce needs of individuals and employers, including individuals with barriers to employment. Be program specific.

- **Innovative training** for youth, persons with different abilities, and adults
- **Equitable wages** for staff to increase retention and facilitate success for program participants.
- **Connectivity** with various organizations and services provided.
- **Supportive services** eliminate barriers to employment like childcare and transportation.
- **Adaptability, timeliness, teamwork, and adequate staffing** of programs.
- **Collaboration** between Michigan Works! Agencies (MWA) and Community Colleges.
- **Employer-driven training** through the Going Pro Talent Fund (GPTF).
- **Knowledge and support** of clients’ needs in the region, especially Detroit.
- **Coordination** with other programs/organizations.
- **Apprenticeship opportunities**, including youth apprenticeships.
- **Partnerships** in adult education and Michigan Works!
- **Professional services** to help clients meet their employment and training goals.
- **Employment and Resource Fairs** on a continuing basis.
- **Vocational rehabilitation services** are easy to navigate.
- **Commitment to learning** for students whose first language is not English.
- **Paid work experience** programs.
- **Funding** across many sources to support jobseekers and employers.

- **Well-informed WIOA partners** of community needs.
- **High-quality services** to clients, especially with the increase of refugee numbers.
- **Veterans' Services** onsite at the American Job Centers.
- **Young Professionals Program** has consistently produced great candidates who are well-prepared for the workforce.
- **Alignment** of training programs with industry needs.

Question 9: Of the programs previously mentioned, identify any regional weaknesses. This may include the ability to address the workforce needs of individuals and employers, including individuals with barriers to employment. Be program specific.

- **Communication issues** with Michigan Works offices, including unclear communication and changing rules.
- **Limited information and collaboration** among WIOA partners.
- **Staffing shortages** in some offices.
- **Lack of ESL and adult literacy programming** in some regions.
- **Lack of flexibility with funding** for training.
- **Need for more outreach and engagement** with agencies, partners, and potential clients.
- **Challenges with regional transportation** and limited **childcare options**.
- **Limited workforce-ready skills** often prevent students' entry into the workforce.
- **Minimum education requirements** for training and pre-apprenticeship programs.
- **Difficulty in making contact** with agencies.
- **Limited community awareness** of available programs.
- **Challenges in assisting justice-involved individuals**.
- **Delays in program start, signing up, and assessment**.
- **Need for better communication** between all stakeholders and opportunities for collaboration.
- **Not enough multilingual staff** to assist individuals who do not speak English.

Education and Training Alignment with Industries and Occupations

Information regarding the employment needs of employers, including how education and training align with targeted industries and occupations.

A close look at the Region 10 existing and emerging high-demand, high-wage occupations reveals that these positions are concentrated in a handful of categories, including the Healthcare Practitioners and Technicians, Information Technology, Architecture and Engineering, Businesses and Financial, and Management occupations. Moreover, 12 of the region's top 15 existing in-demand, high-wage occupations require a bachelor's degree for entry-level openings. Figure 4 shows the number of programs available in Region 10 for each of the top 15 existing in-demand

occupations. The education and training availability was found via the Michigan Training Connect (MITC) portal on the Pure Michigan Talent Connect (PMTTC) website.

In addition to the programs available in the following table, several large four-year universities and other educational providers are in the region. In 2023, 36,002 postsecondary completions were awarded in the five-county region according to Integrated Postsecondary Education Data System (IPEDS) data. Some top jobs have ample training available beyond the MITC-available data: just over 9.3 percent of these completions were in Engineering and Engineering Technology programs, and 19.3 percent were for Health Professions. Among all degrees conferred, a total of 20.6 percent of healthcare completions were for a credential beyond a bachelor's degree, a requirement for certain top jobs, including Physical Therapists, Speech-Language Pathologists, and Physician Assistants, all of which typically require at least a master's degree.

Note: The data in Figure 4 provides a snapshot of education and training opportunities based on the data available within the MITC portal and does not necessarily encompass all the education and training opportunities for each occupation in Region 10.

Figure 4: Education Opportunities for the Top 15 Existing In-Demand Occupations in Region 10

SOC	Job Title	2023 Jobs	2023 - 2025 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education	Programs Available
15-1253	Civil Engineers	4,309	6.3%	390	2,279	\$38.08	Bachelor's degree	4 Associate 1 Bachelor's 3 Certificates
11-3131	Construction Managers	2,984	4.7%	282	1,940	\$50.64	Bachelor's degree	8 Associate 9 Bachelor 12 Certificates
15-1231	Data Scientists	2,178	6.0%	196	4,023	\$43.66	Bachelor's degree	1 Associate 3 Bachelor's 16 Certificates
11-3021	Financial Managers	10,252	2.9%	842	4,882	\$63.98	Bachelor's degree	1 Associate 3 Bachelor's 2 Certificates
11-1021	General and Operations Managers	38,642	2.2%	3491	7,288	\$49.18	Bachelor's degree	7 Associate 13 Bachelor's 11 Certificates
13-1011	Logisticians	5,008	4.0%	500	2,973	\$39.75	Bachelor's degree	3 Associate 7 Bachelor's 7 Certificates
13-1031	Management Analysts	7,978	3.1%	768	2,674	\$45.71	Bachelor's degree	5 Associate 9 Bachelor's 9 Certificates
11-9039	Medical and Health Services Managers	6,328	5.5%	618	4,787	\$49.14	Bachelor's degree	1 Associate 5 Bachelor's 6 Certificates
21-2021	Nurse Practitioners	3,460	8.1%	296	1,679	\$53.78	Master's degree	4 Master's 4 Doctoral or Professional Degrees
21-1019	Physical Therapists	3,212	4.8%	201	1,590	\$44.92	Doctoral or professional degree	2 Doctoral or Professional Degrees
21-1013	Physician Assistants	2,200	5.0%	164	733	\$55.78	Master's degree	4 Associate 1 Bachelor's 32 Certificates

SOC	Job Title	2023 Jobs	2023 - 2025 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education	Programs Available
13-1028	Project Management Specialists	11,914	2.3%	968	5,710	\$48.50	Bachelor's degree	5 Associate 8 Bachelor's 16 Certificates
13-2071	Software Developers	23,200	2.4%	1515	12,922	\$50.39	Bachelor's degree	8 Associate 5 Bachelor's 36 Certificates
21-1029	Speech-Language Pathologists	1,702	5.5%	139	1,825	\$39.92	Master's degree	1 Master's 1 Doctoral or Professional Degree
11-3061	Transportation, Storage, and Distribution Managers	3,635	3.7%	354	2,827	\$44.66	High school diploma or equivalent	6 Associate 8 Bachelor's 7 Certificates

Source: Bureau of Labor Statistics (2023), Lightcast (2024), MITC (2024)

Overall, Region 10's education and training program availability is strong, with a number of colleges and universities located in the area. Data in Figure 4 shows that the Software Developers for Applications job have gained at least two available bachelor's degree programs in Region 10 since 2018, according to the PMTC portal. This, however, is not enough to satisfy the needs of Region 10's employers, particularly in the growing tech hub of Detroit. Because of training deficiencies, such non-degree programs as Experience IT and Grand Circus have been created in the Detroit area to generate a pipeline of qualified IT workers.

The in-demand management positions in Figure 4 have a strong number of education and training opportunities available in Region 10. Despite the high number of programs, employers struggle to find workers with the appropriate credentials for high-wage management positions, according to anecdotal feedback from employers and MWAs across the State.

Workforce Analysis

An analysis of the current workforce in the region, including employment/unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment.

The City of Detroit's population is currently well below the regional average educational attainment, according to the 2022 Census Bureau data displayed in Figure 5. In the City of Detroit, 16.9 percent of individuals hold a bachelor's degree or higher, compared to 31.1 percent in the state as a whole. In addition, the educational attainment rate (bachelor's or higher) in Oakland County is 49.5 percent, one of the highest rates in the State of Michigan, while the rates in Wayne, Monroe, St. Clair and Macomb counties are 26.5 percent, 22.6 percent, 19.9 percent and 26.8 percent, respectively. The current educational attainment levels in the City of Detroit, Region 10, and the state of Michigan do not align with increasing employer needs. Too few individuals are prepared for in-demand jobs as more employers require higher skills for employment.

Figure 5: Educational Attainment

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Population 25 years and over	6,938,439	623,718	109,932	906,930	114,600	1,205,390	417,331	2,960,570

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
High school graduate or higher, number of persons, age 25+, 2018-2022	6,366,037	565,282	100,775	859,267	105,342	1,058,102	345,689	2,688,768
High school graduate or higher, percent of persons, age 25+, 2018-2022	91.8%	90.6%	91.7%	94.7%	91.9%	87.8%	82.8%	90.8%
Bachelor's degree or higher, number of persons, age 25+, 2018-2022	2,160,351	167,161	24,842	449,241	22,800	319,402	70,464	983,446
Bachelor's degree or higher, percent of persons, age 25+, 2018-2022	31.1%	26.8%	22.6%	49.5%	19.9%	26.5%	16.9%	33.2%

Source: 2018-2022 ACS Five-Year Estimates

The most recent labor force participation rates show Macomb and Oakland counties well above the state average of 61.5 percent, and the City of Detroit well below. These rates have been steadily increasing, with more individuals of working age participating in the labor force over the last several years. This achievement for Michigan occurred despite an aging workforce and slow population growth. Figure 6 highlights these values.

Figure 6: Labor Force Participation Rates

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Population 16+	8,166,427	719,240	126,258	1,044,318	131,970	1,408,500	496,762	3,430,286
In civilian labor force, count of population age 16+, 2018-2022	5,022,353	460,314	75,376	693,427	79,446	836,649	272,226	2,145,212
In civilian labor force, percent of population age 16+, 2018-2022	61.5%	64.0%	59.7%	66.4%	60.2%	59.4%	54.8%	62.5%

Source: 2018-2022 ACS Five-Year Estimates

At approximately 17.0 percent, Region 10's youth unemployment rate is significantly larger than the overall unemployment rate of 6.7 percent. To a lesser degree, the same is true for African American individuals.

Figure 7: Civilian Labor Force by Demographic Group – 2023 WIOA Region 10

Demographic Group	Civilian Labor Force	Total Employment	Total Unemployment	Unemployment Rate
Total Population 16+	2,142,938	1,998,911	144,027	6.7%
Sex				
Male 16+	1,131,548	1,053,856	77,692	6.9%

Demographic Group	Civilian Labor Force	Total Employment	Total Unemployment	Unemployment Rate
16-19	43,580	35,391	8,189	18.8%
20-24	104,437	91,017	13,420	12.8%
25-54	717,678	674,556	43,122	6.0%
55-64	199,903	190,448	9,455	4.7%
65 Plus	65,950	62,444	3,506	5.3%
Female 16+	1,011,390	945,055	66,335	6.6%
16-19	44,871	38,260	6,611	14.7%
20-24	99,869	87,978	11,891	11.9%
25-54	634,023	596,769	37,254	5.9%
55-64	177,120	169,247	7,873	4.4%
65 Plus	55,507	52,801	2,706	4.9%
Race				
White	1,455,589	1,381,158	73,322	5.0%
Black/African American	444,632	389,070	55,484	12.5%
Native American	4,808	4,481	329	6.8%
Asian	111,430	107,218	4,217	3.8%
Native Hawaiian / Pacific Islander	390	*	*	*
Some Other Race	31,295	28,387	2,895	9.3%
Two or More Races	97,315	89,025	8,188	8.4%
Ethnicity				
Hispanic	100,050	92,415	7,519	7.5%

Source: 2018-2022 ACS Five-Year Estimates

Figure 8: Labor Market Trends – 2017 – 2023 WIOA Region 10

Figure 8a: Labor Force, Persons

Geography	2017	2019	2021	2023	2017–2023 Numeric Change	2017–2023 Percent Change
WIOA Region 10	2,073,966	2,118,121	2,042,888	2,111,979	38,013	1.8%
Macomb	447,838	457,368	439,919	455,508	7,670	1.7%
Monroe	76,087	75,885	72,122	77,534	1,447	1.9%
Oakland	673,030	689,483	660,789	687,933	14,903	2.2%
St. Clair	76,071	77,287	74,301	77,012	941	1.2%
Wayne	800,940	818,098	795,757	813,992	13,052	1.6%
Michigan	4,911,000	4,980,000	4,775,000	5,008,000	97,000	2.0%
United States	160,320,000	163,539,000	161,204,000	167,116,000	6,796,000	4.2%

Figure 8b: Employment, Persons

Geography	2017	2019	2021	2023	2017–2023 Numeric Change	2017–2023 Percent Change
WIOA Region 10	1,978,724	2,028,345	1,915,403	2,034,326	55,602	2.8%
Macomb	428,149	438,286	414,146	439,505	11,356	2.7%
Monroe	72,521	72,902	67,771	74,284	1,763	2.4%
Oakland	649,306	666,319	630,128	667,877	18,571	2.9%
St. Clair	72,179	73,566	69,936	74,088	1,909	2.6%
Wayne	756,569	777,272	733,422	778,572	22,003	2.9%
Michigan	4,686,000	4,777,000	4,501,000	4,812,000	126,000	2.7%
United States	153,337,000	157,538,000	152,581,000	161,037,000	7,700,000	5.0%

Figure 8c: Unemployment, Persons

Geography	2017	2019	2021	2023	2017–2023 Numeric Change	2017–2023 Percent Change
WIOA Region 10	95,242	89,776	127,485	77,653	-17,589	-18.5%

Macomb	19,689	19,082	25,773	16,003	-3,686	-18.7%
Monroe	3,566	2,983	4,351	3,250	-316	-8.9%
Oakland	23,724	23,164	30,661	20,056	-3,668	-15.5%
St. Clair	3,892	3,721	4,365	2,924	-968	-24.9%
Wayne	44,371	40,826	62,335	35,420	-8,951	-20.2%
Michigan	225,000	203,000	274,000	195,000	-30,000	-13.3%
United States	6,982,000	6,001,000	8,623,000	6,080,000	-902,000	-12.9%

Figure 8d: Unemployment Rate, Percent

Geography	2017	2019	2021	2023	2017-2023 Rate Change
WIOA Region 10	4.6%	4.2%	6.2%	3.7%	-0.9%
Macomb	4.4%	4.2%	5.9%	3.5%	-0.9%
Monroe	4.7%	3.9%	6.0%	4.2%	-0.5%
Oakland	3.5%	3.4%	4.6%	2.9%	-0.6%
St. Clair	5.1%	4.8%	5.9%	3.8%	-1.3%
Wayne	5.5%	5.0%	7.8%	4.4%	-1.2%
Michigan	4.6%	4.1%	5.7%	3.9%	-0.7%
United States	4.4%	3.7%	5.3%	3.6%	-0.7%

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives,
Local Area Unemployment Statistics (LAUS)

Important Industry Sectors in WIOA Region 10

An analysis of what sectors/industries are considered mature but still important to the regional economy, current and in-demand, and which are considered emerging in the regional economy.

Figure 9 highlights the top 15 most in-demand industry sectors (2-digit NAICS level) in Region 10. In-demand is defined as those industries with the highest number of job postings during the past two years and growing with an average annual wage over \$35,000. This average wage aligns with that used in the regional in-demand and emerging industries in the Michigan WIOA Unified State Plan. Various occupations exist within the local industries, which offer wages dependent on tenure and other factors. While the industry average is an important wage factor, the wages

paid to workers in each occupation are a more relevant metric for workforce development. Figures 1 and 2 provide more detail on occupations. The 2023 employment levels for the highlighted industries are also shown in Figure 9.

Figure 9: WIOA Region 10’s Top 15 In-Demand Industries

NAICS	Description	2023 Job Postings	2023 Jobs	2025 Jobs	2023-2025 Change	2023-2025 % Change	Avg. Earnings Per Job
72	Accommodation and Food Services	37,960	151,234	154,246	3,013	2.0%	\$29,923
71	Arts, Entertainment, and Recreation	5,128	24,496	25,580	1,084	4.4%	\$69,610
23	Construction	10,274	76,726	79,123	2,397	3.1%	\$98,748
61	Educational Services	13,376	26,700	26,929	229	0.9%	\$57,021
52	Finance and Insurance	18,179	80,486	80,529	43	0.1%	\$123,418
62	Health Care and Social Assistance	87,874	269,665	275,408	5,743	2.1%	\$77,310
55	Management of Companies and Enterprises	2,059	48,655	50,131	1,476	3.0%	\$171,141
21	Mining, Quarrying, and Oil and Gas Extraction	999	921	956	35	3.8%	\$123,181
81	Other Services (except Public Administration)	14,349	74,148	75,105	957	1.3%	\$48,350
54	Professional, Scientific, and Technical Services	55,779	189,987	192,652	2,664	1.4%	\$130,594
53	Real Estate and Rental and Leasing	7,262	31,262	32,407	1,145	3.7%	\$80,276
48	Transportation and Warehousing	56,231	90,142	96,524	6,382	7.1%	\$80,672
99	Unclassified Industry	13,090	6,563	8,106	1,543	23.5%	\$63,407
22	Utilities	2,147	8,444	8,477	33	0.4%	\$194,350
42	Wholesale Trade	22,342	75,990	76,103	114	0.1%	\$119,345

Source: Lightcast (2024); DTMB (2023)

Figure 10 highlights Region 10’s top emerging industries. Emerging industries are those with high growth (numeric and percent) expected over the next ten years, through 2033, and a high number of annual openings through 2033.

Figure 10: WIOA Region 10 Top 15 Emerging Industries

NAICS	Description	2023 Jobs	2033 Jobs	2023-2033 Change	2023-2033 % Change	Avg. Earnings Per Job
72	Accommodation and Food Services	151,234	157,992	6,758	4.5%	\$29,923
11	Agriculture, Forestry, Fishing and Hunting	3,806	5,317	1,511	39.7%	\$49,129
71	Arts, Entertainment, and Recreation	24,496	27,284	2,788	11.4%	\$69,610
23	Construction	76,726	82,757	6,030	7.9%	\$98,748
52	Finance and Insurance	80,486	81,057	571	0.7%	\$123,418
62	Health Care and Social Assistance	269,665	291,949	22,285	8.3%	\$77,310
51	Information	22,817	22,507	(310)	(1.4%)	\$121,255
55	Management of Companies and Enterprises	48,655	53,318	4,663	9.6%	\$171,141

NAICS	Description	2023 Jobs	2033 Jobs	2023- 2033 Change	2023- 2033 % Change	Avg. Earnings Per Job
21	Mining, Quarrying, and Oil and Gas Extraction	921	1,006	85	9.2%	\$123,181
81	Other Services (except Public Administration)	74,148	78,070	3,922	5.3%	\$48,350
54	Professional, Scientific, and Technical Services	189,987	196,246	6,259	3.3%	\$130,594
53	Real Estate and Rental and Leasing	31,262	34,480	3,218	10.3%	\$80,276
48	Transportation and Warehousing	90,142	107,326	17,185	19.1%	\$80,672
99	Unclassified Industry	6,563	11,667	5,105	77.8%	\$63,407
22	Utilities	8,444	8,276	(168)	(2.0%)	\$194,350

Source: Lightcast (2024); DTMB (2023)

Geographic Factors

A discussion of geographic factors (inherent geographic advantages or disadvantages) that may impact the regional economy and the distribution of employers, population, and service providers within the region.

Region 10 is a relatively small geographic area, representing about 3,230 square miles. The most recent Census estimate puts the region's population at 4.21 million, 42.0 percent of the state's population. Region 10 is also home to 43.1 percent of the state's business establishments and 44.4 percent of the state's employed population. The region is dense compared to the state. Region 10 has an average of 2,042 individuals per square mile, compared to the state's average of 178 individuals per square mile.

Most workers in the region commute to some degree. Nearly 60.0 percent travel more than 10 miles to their jobs each direction, and 21.7 percent travel more than 25 miles each direction, according to data from the LEHD Origin-Destination Employment Statistics (LODES) survey and Census OnTheMap. The region's average travel time to work was about 26.9 minutes each direction. This is just above the state's average of 24.5 minutes each direction. While the travel time across Region 10 does not vary much from the City of Detroit to the outer counties, the means of travel does differ. The typical Detroit household has only one, if any, vehicles available for travel to and from work, while the typical Region 10 household outside of Detroit has two vehicles available, according to American Community Survey data. The housing ownership and vacancy rates in Region 10 communities are also notable. 2022 Census data indicates that nearly 23.0 percent of housing units in the City of Detroit are vacant, but city estimates suggest that the actual rate is much higher. In contrast, Region 10's vacancy rate averages 8.6 percent. Wayne County's vacancy rate is 13.3 percent but drops to 6.4 percent when the City of Detroit is excluded. The disparity between the City of Detroit and the region's other communities cannot be overemphasized.

The region is heavily concentrated and well connected by highways. However, for workers without regular access to a vehicle, traveling to employment may be difficult because the region lacks a comprehensive transit system. Most available jobs for individuals with lower-than-average education (typical of job seekers in the City of Detroit) are located beyond city limits in the outlying counties, which are not effectively connected by public transit. According to OnTheMap data, only 30.6 percent of Detroiters live and work in the city. Almost 70.0 percent commute outside of the city for their primary job, and 9.2 percent commute more than 50 miles each direction for work. Oakland County is vastly different, however; 55.7 percent of the population lives and works in the county, and only 7.1 percent of those who travel commute more than 50 miles each direction for work.

Demographic Characteristics

The demographic characteristics of the current workforce and how the region's demographics are changing in terms of population, labor supply, and occupational demand.

Region 10's geographic make-up is unique in Michigan. It is home to not only the largest city (which is also one of the most impoverished), but it is also home to some of the wealthiest and most populated communities in the state. The City of Detroit presents exceptional challenges for the region, though recent years have demonstrated significant progress.

Most job opportunities available within close geographic proximity to Detroiters, and those in the region without reliable transportation, are inaccessible for various reasons. The fastest-growing jobs and those with the most hiring in the region are in occupations that require post-secondary training and often a bachelor's degree. A strong mismatch exists between the available jobs, particularly the highest demand jobs as shown in Figures 1 through 3, which consistently require at least a college degree, and the current talent pool's skill and education level, where about 30.0 percent of Region 10's workers possess a college degree. Figure 5 provides education attainment information.

Figure 11 highlights the region's population demographics. The region is ethnically diverse, with a higher concentration of ethnic minorities than the state on average. This is particularly true in Wayne County and the City of Detroit.

Figure 11: Population Demographics

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Population	10,057,921	878,453	154,823	1,272,264	160,257	1,781,641	636,787	4,247,438
White	7,617,085	680,537	142,046	913,135	147,655	905,956	77,788	2,789,329
White Percent of Total	75.7%	77.5%	91.7%	71.8%	92.1%	50.8%	12.2%	65.7%
Black or African American	1,363,539	108,151	3,322	167,691	3,753	670,722	495,533	953,639
Black or African American Percent of Total	13.6%	12.3%	2.1%	13.2%	2.3%	37.6%	77.8%	22.5%
American Indian and Alaska Native	45,662	1,799	157	2,236	284	5,497	2,274	9,973
American Indian and Alaska Native Percent of Total	0.5%	0.2%	0.1%	0.2%	0.2%	0.3%	0.4%	0.2%
Asian	327,551	39,992	569	102,915	759	61,624	10,252	205,859
Asian Percent of Total	3.3%	4.6%	0.4%	8.1%	0.5%	3.5%	1.6%	4.8%
Native Hawaiian and Other Pacific Islander	2,780	462	12	405	22	350	94	1,251
Native Hawaiian and Other Pacific Islander, Percent of Total	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	543,305	40,084	7,250	70,819	6,531	91,998	23,902	216,682
Two or more races, Percent of Total	5.4%	4.6%	4.7%	5.6%	4.1%	5.2%	3.8%	5.1%

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Hispanic or Latino	550,427	25,208	6,134	57,851	5,832	112,699	48,054	207,724
Hispanic or Latino Percent of Total	5.5%	2.9%	4.0%	4.5%	3.6%	6.3%	7.5%	4.9%
White alone, not Hispanic or Latino	7,394,140	669,918	139,170	889,221	144,743	866,868	64,186	2,709,920
White alone, not Hispanic or Latino Percent of Total	73.5%	76.3%	89.9%	69.9%	90.3%	48.7%	10.1%	63.8%

Source: 2018-2022 ACS Five-Year Estimates

Figure 12 shows that Region 10 is home to a large veteran population. As of 2022, 36.0 percent of the state's veterans lived in the region, including 4.6 percent in the City of Detroit.

Figure 12: Veteran Population

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Civilian Population 18+	7,903,494	695,215	122,132	1,011,234	127,257	1,361,166	479,926	3,317,004
Veterans, 2018-2022	498,788	39,559	9,318	48,275	9,628	72,681	22,765	179,461
Share of Veterans in the State	100.0%	7.9%	1.9%	9.7%	1.9%	14.6%	4.6%	36.0%

Source: 2018-2022 ACS Five-Year Estimates

Figure 13 highlights the region's age distribution. The population across Michigan is aging, and Region 10's age distribution generally reflects the state averages.

Figure 13: Age Distribution

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Population	10,057,921	878,453	154,823	1,272,264	160,257	1,781,641	636,787	4,247,438
Persons under 5 years, 2022	552,803	46,844	7,919	66,132	7,885	113,837	43,814	242,617
Persons under 5 years, 2022 percent	5.50%	5.33%	5.11%	5.20%	4.92%	6.39%	6.88%	5.71%
Persons under 5 years, 2018	572,374	47,677	7,960	68,288	8,098	115,396	49,366	247,419
Persons under 5 years, 2018 percent	5.69%	5.43%	5.14%	5.37%	5.05%	6.48%	7.75%	5.83%
Persons under 18 years, 2022	2,149,464	182,534	32,602	260,597	32,905	420,181	156,754	928,819
Persons under 18 years, 2022 percent	21.37%	20.78%	21.06%	20.48%	20.53%	23.58%	24.62%	21.87%
Persons under 18 years, 2018	2,196,098	186,502	32,824	269,153	34,121	420,346	169,766	942,946
Persons under 18 years, 2018 percent	21.83%	21.23%	21.20%	21.16%	21.29%	23.59%	26.66%	22.20%
Persons 65 years and over, 2022	1,786,825	153,699	29,207	222,540	31,019	281,455	91,780	717,920

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Persons 65 years and over, 2022 percent	17.77%	17.50%	18.86%	17.49%	19.36%	15.80%	14.41%	16.90%
Persons 65 years and over, 2018	1,522,156	131,194	20,371	181,557	23,641	251,248	81,925	608,011
Persons 65 years and over, 2018 percent	15.13%	14.93%	13.16%	14.27%	14.75%	14.10%	12.87%	14.31%

Source: 2018-2022 ACS Five-Year Estimates

Region 10 has a greater share of foreign-born residents than Michigan on average. In addition, the region has a greater share of families where a language other than English is spoken in the home. According to Census data, a larger share of Region 10's individuals have limited English language proficiency than the state on average. Figure 14 highlights the foreign-born population within the region and the percentage of homes that speak a primary language other than English.

Figure 14: Foreign Born and Primary Language Spoken at Home

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Population, 2018-2022	10,057,921	878,453	154,823	1,272,264	160,257	1,781,641	636,787	4,247,438
Foreign-born persons, 2018-2022	694,860	99,284	3,512	166,176	3,081	168,249	35,917	440,302
Foreign-born persons, percent, 2018-2022	6.9%	11.3%	2.3%	13.1%	1.9%	9.4%	5.6%	10.4%
Population 5 years and over	9,505,118	831,609	146,904	1,206,132	152,372	1,667,804	592,973	4,004,821
Language other than English spoken at home, number of persons age 5 years+, 2018-2022	943,593	123,078	5,088	189,384	3,656	255,583	63,878	576,789
Language other than English spoken at home, percent of persons age 5 years+, 2018-2022	9.9%	14.8%	3.5%	15.7%	2.4%	15.3%	10.8%	14.4%

Source: 2018-2022 ACS Five-Year Estimates

A "limited English-speaking household", as shown in Figure 15, is one in which all members, 14 years and over, have at least some difficulty with the English language.

Figure 15: Limited English-Speaking Households by County

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Households	4,009,253	354,251	62,240	524,762	65,989	688,461	249,518	1,695,703
Limited English-speaking households, 2018-2022	67,271	11,095	189	13,514	270	18,831	5,803	43,899
Limited English-speaking households, percent of total, 2018-2022	1.7%	3.1%	0.3%	2.6%	0.4%	2.7%	2.3%	2.6%

Source: 2018-2022 ACS Five-Year Estimates

Figure 16 highlights Region 10’s disabled population. Monroe, St. Clair, and Wayne counties, and the City of Detroit, have a higher share of disabled individuals under the age of 65 than the state on average.

Figure 16: Percent of Population Under 65 with a Disability

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total civilian noninstitutionalized population	9,949,793	871,490	153,758	1,265,417	158,988	1,770,251	631,434	4,219,904
Persons with a disability, under age 65 years, 2018-2022	831,675	68,592	13,933	78,104	16,148	172,704	83,270	349,481
With a disability, under age 65 years, percent of total, 2018-2022	8.4%	7.9%	9.1%	6.2%	10.2%	9.8%	13.2%	8.3%

Source: 2018-2022 ACS Five-Year Estimates

Figure 17 indicates that 41.9 percent of the state’s disabled population resides in Region 10. The region is home to 42.2 percent of the state’s overall population. This indicates that the region has a slightly, but not significantly, lesser share of the state’s disabled population.

Figure 17: Individuals with Disabilities in Michigan by County –2022

Geography	2018 – 2022 Estimate	2018 – 2022 Share of State
Macomb County	121,934	8.7%
Monroe County	22,691	1.6%
Oakland County	144,565	10.3%
St. Clair County	26,582	1.9%
Wayne County	273,385	19.5%
State of Michigan	1,403,198	100.0%

Source: 2018-2022 ACS Five-Year Estimates

Figure 18 shows that the current disabled population in Region 10 is primarily female, of working age (18-64), and white. Compared to the general population distribution, however, a higher share of disabled Black/African American individuals reside in Region 10 than would be expected, based on the overall share of Black/African American individuals in the region.

Figure 18: Individuals with Disabilities by Demographic Group

Demographic Group	2022 Estimate	Percent Distribution
Total Population	589,157	100.0%
Sex		

Demographic Group	2022 Estimate	Percent Distribution
Male	276,255	46.9%
Female	312,902	53.1%
Age		
17 and Under	40,935	6.9%
18-64	308,546	52.4%
65 +	239,676	40.7%
Race		
White	377,162	64.0%
Black / African American	162,624	27.6%
Native American	2,132	0.4%
Asian	13,081	2.2%
Hawaiian / Pacific Islander	259	0.0%
Some Other Race	9,022	1.5%
Two or More Races	24,877	4.2%
Ethnicity		
Hispanic	21,348	3.6%

Source: 2018-2022 ACS Five-Year Estimates

Region 10's income distribution differs widely from the state and within the region. Just under one-fourth of Detroit's households live on less than \$14,999 annually. The federal poverty guideline for a family of four in 2024 is \$31,200. In the City of Detroit, 46.9 percent of families live near or below this income level, compared to 24.8 percent in the state of Michigan and 17.6 percent in Oakland County. Figure 19 details the income bracket of households within the region.

Figure 19: Households by Income Bracket

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Households	4,009,253	354,251	62,240	524,762	65,989	688,461	249,518	1,695,703
Households with Income of \$0 - \$9,999	202,166	14,210	2,264	19,033	2,749	54,749	32,472	93,005
Households with Income of \$0 - \$9,999, Percent	5.0%	4.0%	3.6%	3.6%	4.2%	8.0%	13.0%	5.5%

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Households with Income of \$10,000 - \$14,999	165,381	11,058	2,167	14,230	2,749	41,807	26,240	72,011
Households with Income of \$10,000 - \$14,999, Percent	4.1%	3.1%	3.5%	2.7%	4.2%	6.1%	10.5%	4.2%
Households with Income of \$15,000 - \$24,999	301,401	24,667	4,411	26,586	4,829	62,082	30,935	122,575
Households with Income of \$15,000 - \$24,999, Percent	7.5%	7.0%	7.1%	5.1%	7.3%	9.0%	12.4%	7.2%
Households with Income of \$25,000 - \$34,999	327,120	27,164	5,096	32,436	5,573	60,593	27,371	130,862
Households with Income of \$25,000 - \$34,999, Percent	8.2%	7.7%	8.2%	6.2%	8.4%	8.8%	11.0%	7.7%
Households with Income of \$35,000 - \$49,999	484,737	41,540	6,787	47,896	8,704	89,208	38,264	194,135
Households with Income of \$35,000 - \$49,999, Percent	12.1%	11.7%	10.9%	9.1%	13.2%	13.0%	15.3%	11.4%
Households with Income of \$50,000 - \$74,999	689,069	60,757	11,326	73,471	11,580	112,968	37,811	270,102
Households with Income of \$50,000 - \$74,999, Percent	17.2%	17.2%	18.2%	14.0%	17.5%	16.4%	15.2%	15.9%
Households with Income of \$75,000 - \$99,999	539,098	50,375	8,506	66,840	9,807	81,293	23,035	216,821
Households with Income of \$75,000 - \$99,999, Percent	13.4%	14.2%	13.7%	12.7%	14.9%	11.8%	9.2%	12.8%
Households with Income of \$100,000 - \$149,999	660,499	65,060	11,321	99,062	10,961	96,000	20,859	282,404
Households with Income of \$100,000 - \$149,999, Percent	16.5%	18.4%	18.2%	18.9%	16.6%	13.9%	8.4%	16.7%
Households with Income of \$150,000 - \$199,999	312,858	33,127	5,734	58,814	5,109	43,596	6,555	146,380
Households with Income of \$150,000 - \$199,999, Percent	7.8%	9.4%	9.2%	11.2%	7.7%	6.3%	2.6%	8.6%
Households with Income of \$200,000+	326,924	26,293	4,628	86,394	3,928	46,165	5,976	167,408
Households with Income of \$200,000+, Percentage	8.2%	7.4%	7.4%	16.5%	6.0%	6.7%	2.4%	9.9%
Average Household Income	\$92,835	\$93,292	\$92,489	\$126,488	\$85,544	\$81,036	\$54,054	\$98,258
Median Household Income	\$68,505	\$73,876	\$72,573	\$92,620	\$66,887	\$57,223	\$37,761	\$72,595
Per Capita Income	\$37,929	\$38,015	\$37,704	\$53,157	\$35,483	\$32,643	\$22,861	\$40,410

Source: 2018-2022 ACS Five-Year Estimates

Region 10's income disparities are a problem, with many residents living in poverty. In 2023, 49.1 percent of the state's public assistance registrants lived in the region. Compared to the region's overall share of the state's population, this is a significant number and share of those living on public assistance. The numbers are increasing, possibly due to policy changes and the COVID-19 pandemic. Many individuals are either approaching their limit or have already maxed out their benefits. The public assistance population disproportionately uses Region 10's workforce system, creating a strain on resources. Figure 20 highlights the number of individuals who are registered to receive state assistance, and who also have a work requirement.

Figure 20: Public Assistance Registrants in Michigan by County: 2021 – 2023

Geography	2021	2023	2021 - 2023 Percent Change	2023 Share of the State
Macomb County	31,180	34,476	10.6%	8.2%
Monroe County	4,305	4,621	7.3%	1.1%
Oakland County	25,598	26,279	2.7%	6.2%
St. Clair County	6,145	6,857	11.6%	1.6%
Wayne County	128,314	134,553	4.9%	32.0%
Michigan	393,338	420,873	7.0%	100.0%

Source: Michigan Department of Health and Human Services

Figure 21 indicates that Region 10's 2023 public assistance population is 61.7 percent of individuals aged 22 to 44, and 49.3 percent African American. Compared to the general population demographics in the region, these groups are over-represented.

Figure 21: Public Assistance Registrants: December 2023

Demographic Group	Assistance Program Registrants	Percent of Total
Total	206,786	100.0%
Sex		
Male	92,665	44.8%
Female	114,118	55.2%
Age		
14-15	981	0.5%
16-19	15,020	7.3%
20-21	9,565	4.6%
22-44	127,526	61.7%
45-54	39,132	18.9%
55-64	14,535	7.0%
65+	27	0.0%
Race		

Demographic Group	Assistance Program Registrants	Percent of Total
White	71,390	34.5%
Black / African American	101,923	49.3%
Native American	1,179	0.6%
Other	10,316	5.0%
Hispanic	7,730	3.7%

Source: Michigan Department of Health and Human Services