



*COMPREHENSIVE STRATEGIC PLAN*

*FOR*

*CAREER DEVELOPMENT SYSTEM*

*EXECUTIVE SUMMARY*

Michigan Works! The Job Force Board  
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## **I. Introduction**

In March of 2000, Michigan Works! The Job Force Board (JFB) and its Career Connections Group embarked upon an extensive community-based strategic planning process involving key community stakeholders. This initiative began in response to the Michigan Department of Career Development's challenge to local Michigan Works! Workforce Development Boards and their Education Advisory Groups to create a Career Development System that is effective and responsive to local and regional needs along with supporting the Mission of the Department of Career Development (MDCD) "To develop a system that produces a workforce with the required skills to maintain and enhance the Michigan Economy." The framework for the Career Development System set by the MDCD consists of three subsystems:

- **The Career Preparation System** – including K-12 School Districts, Intermediate School Districts (ISD's), Community Colleges, Private Technical Schools, Colleges and Universities;
- **The Workforce Development System** – including the Michigan Works! System and Service Centers, (Vocational Rehabilitation, Employment Service, Workforce Investment Act, Adult Education and Work First Services); and
- **The Worker Enhancement System** – including apprenticeship programs, employer-based training programs and customized training activities.

*In September of 2002, the Michigan Works! The Job Force Board and its Career Connections Group provided the leadership to review and align its operational plan for year 2002-2003 to reflect environmental changes and progress made to date on each of the five goals.*

## **II. Mission**

Michigan Works! The Job Force Board believes that a sound economic base is essential to maintain the quality of life in the six county region it serves. The Board fosters economic development and encourages and supports employers to promote full employment for our residents.

## **III. ROLE OF THE JOB FORCE BOARD**

The strategic role for The Job Force Board is defining strengths, weaknesses, opportunities and threats in our region. We focus on desired economic and workforce development results in all segments of the community, develop short and long-term community goals for workforce development and also encourage community involvement.

Business requirements shape the goals and services of The Job Force Board, its Career Connections and the Michigan Works! Service Center System. By listening to business, the Board is able to direct workers to education and training that offers marketable, in-demand skills and, at the same time, serves the workforce needs of business.

#### **IV. PURPOSE**

The purpose of this strategic planning process is to identify strategies, actions, tasks and measurements to create and maintain a healthy and growing economy, with an equipped local workforce that has the knowledge and skills needed by business in a technological and competitive market place. The process will identify and strengthen partnerships in which coordination of career development services will be enhanced, allocation of available resources will be optimized, and the career development system will successfully meet the needs of both business and workers.

In an effort to create a comprehensive strategic plan for a successful career development system, the Job Force Board has convened community leaders from business and industry, education, economic development, organized labor, government, and nonprofit organizations. These stakeholders have contributed to the environmental scan, reviewed data and prioritized regional workforce development needs in an effort to create relevant strategic workforce development goals.

By 2004, The Job Force Board will help establish an increasingly effective career development system that is flexible, dynamic and intimately in tune with our changing economy. This market driven system will pull together human resources and training from education, business, and industry to accomplish three primary goals:

1. Increase the academic achievement and career employability of our students
2. Ensure students have opportunities to experience and/or understand the linkage between academic success, employability skills and success beyond school
3. Promote a demand-driven, competency-based workforce development system centered on life-long learning

The result will be an ability to draw year-round from a vibrant pool of skilled workers enabling business and industry to thrive. In turn, this business vitality creates more high-paying jobs improving the regional economy for everyone.

## V. Strategic Planning

In order to better understand this report, it is necessary to define what Strategic Planning is and why it was necessary.

*Strategic planning is a leadership tool.* As with any leadership tool, it is used for one purpose only: to help a community do a better job - to focus its energy, to ensure that members of the community are working toward the same goals, to assess and adjust the community's direction in response to a changing environment. Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what a community is, what it does, and why it does it, with a focus on the future. (Adapted from Bryson's Strategic Planning in Public and Nonprofit Organizations)<sup>i</sup>

Strategic planning determines where a system is going over the next year or more, how it's going to get there and how it'll know if it got there or not. Far more important than the strategic plan document, is the planning process itself.<sup>ii</sup> In that process, The Job Force Board and its Community Stakeholder leadership have come together for the first time and have asked, "What are the most important issues to respond to?" and "How shall we respond?" In order to answer and to respond to these questions, The Job Force Board and its Community Stakeholder leadership embarked upon an environmental scanning process.

## VI. Environmental Scan

To identify gaps in the Career Development System, Michigan Works! The Job Force Board set out to learn more about factors affecting the regional workforce. The Board and its Community Stakeholders performed an environmental scan. During the environmental scan, a review was completed for both the overall community (external environment) as well as the Career Development System (internal environment). The external environment includes: demographics, economic and business conditions, education and training, technological needs/trends, socio-cultural concerns, political, legal and environmental considerations, as well as health and transportation. This was a three-step process:

1. Collect the data/information
2. Dialogue about and analyze the results
3. Report findings and then integrate results into the Strategic Planning Process

*In the Spring and Summer of 2002, the Job Force Board scanned the environment to ensure the critical trends and issues identified in 2000 were still current and accurate.*

## **VII. Critical Trends and Issues**

*The Key findings and issues identified in Year 2000 remain essentially unchanged for the Central Upper Peninsula. The internal and external factors that must be dealt with if the region is to achieve its goals regarding the career development system are as follows:*

- The population growth of the region is static to slow, with the birth rates declining.
- Twenty to twenty-nine year olds are leaving the area and the population is aging (occupation demand will come from replacement of retiring workers).
- Aging population will present challenges to the region as demand for health care services increases.
- Enrollments in the K-12 districts are declining resulting in fewer dollars and requiring leveraging of all resources at a time when greater focus is required on those students in the “middle.”(60-70% of all students)
- *According to a Standard and Poor’s analysis, MEAP scores for the region have stayed generally the same as in the year 2000.*
- The average drop out rate for the schools in the six county region *continues to stay around 2.52%*, which is less than the state average of 3.9%, but is still significant.
- While the region has a well-established secondary CTE system and a M-TEC, employers are reporting a need for higher skilled employees in sectors including manufacturing, health, information technology and retail.
- Region contains two post-secondary institutions offering occupational and technical programs as well as associate, bachelor and master’s degrees.
- Post secondary level is experiencing a *slight increase* in enrollments.
- The community appears to value and promote college preparatory education over career technical education.
- Regional employers are reporting a perceived decline in work ethics
- Continuing education and lifelong learning needs are increasing to keep job skills current

- Information is sparse concerning labor availability, wages, skill levels, skill needs and number of underemployed individuals specific to the six county region.
- More needs to be known about the nature and frequency of training done by area employers.
- M-Tec shows promise for being able to offer flexible learning opportunities for area business and industry employees.
- Attracting workers to low paying jobs is difficult and may not provide a livable wage.
- Large numbers of low paying service jobs exist.
- Many service jobs are seasonal in nature.
- Recruitment of business to the area needs to be enhanced.
- Good technological infrastructure is available for “knowledge economy jobs”

*The Job Force Board and its Career Connections Group continue to maintain* the focus to four major areas of concern. These are:

- 1) Improving Work based Contextual Learning,
- 2) Career and Employability Skill Preparation,
- 3) Enhancing Workforce Readiness and
- 4) Business Retention/Expansion supported by local labor market data

This is an ongoing effort to strengthen and enhance the Career Development System under the framework of a business driven system. The Job Force Board, its Career Connections Group and their community stakeholders will continue to strengthen their strategic partnerships, continuously improve by refining goals and benchmarking progress according to the criteria as set forth in the strategies and activities that support the community goals.

## **VIII. Strategic Direction**

### **A. Developing a Comprehensive Strategic Plan:**

Global competition demands that even at the local level we must rethink workforce and economic development. Cooperative action is required by all community stakeholders to encourage and sustain community growth. Throughout the environmental scanning and strategic planning process, emphasis was on collaboration and alignment of goals and activities among community stakeholders. The work we do as leaders is important. In order to be competitive tough decisions will be made through strong leadership by community stakeholders. Improved communication will eliminate duplication of efforts and maximize community resources

Our most valuable asset is intellectual capital and trainable people. The need for improvement in basic skills, career preparation, occupational skill enhancement and real time access to strategic labor market information is critical in order for the central Upper Peninsula to be regionally and globally competitive.

“If you don’t know where you’re going, it’s hard to figure out when you get there,” *Yogi Berra*. Through strategic direction, with clear goals, strategies and activities, the central Upper Peninsula’s future is promising.

Successful Business Education partnerships are an essential component in our strategic direction. The goals forged within the comprehensive strategic plan center around the necessity for education and training to meet the demands of business and industry now and in the future. Education and Training must provide optimal learning environments and the opportunity for all members of the workforce to develop the education and workplace skills needed to compete in a technologically driven economy.

This Executive Summary will describe the evidence that our community leaders are dedicated to an integrated and aligned workforce development system.

### **B. Creating and Implementing the Operational Plan**

Michigan Works! The Job Force Board and its Career Connections Group, has established working committees around the goals established as a result of the strategic planning process. Working groups review and continue to address each of the agreed upon goals. They are meeting with concerned citizens from a broad cross-section of community groups to enhance communication, develop marketing strategies, and facilitate cooperation.

## **IX. Strategic Goals**

Strategic goals are statements defining the desired future direction of the region's career development system. While the goals may be broad they must also be measurable. Each subsystem of the Career Development System has formed work groups around the five goals identified as a result of the strategic planning process. As noted above, the three parts to this system are:

1. Career Preparation System
2. Workforce Development System
3. Worker Enhancement System

The Job Force Board and its Career Connections Group has developed goals that will be pursued in addition to, and not in replacement of, existing career development initiatives under the MDCD Career Preparation System. The goals augment the strategic planning and implementation efforts already undertaken by Career Connections Group.

In the Spring/Summer of 2002, the Job Force Board and the Career Connections Group revised the Goals to align more with current environmental trends and progress made towards the goals.

### **GOALS (REVISED):**

- Goal 1: *35% of employers with 25 to 35 employees or more will indicate that job seekers academic and employability skills are at or above those desired by the employer.*  
*(Career Preparation System, assigned to Career Connections Group)*
- Goal 2: *In order to prepare workers for the nature of life-long learning, career contextual leaning curriculums will be integrated within the education systems.*  
*(Career Preparation System, assigned to Career Connections Group)*
- Goal 3: *Develop a labor market information exchange system that tracks local current and future trends and needs, which partners with 80% of the Upper Peninsula's economic development partners.*  
*(Workforce Development System and Worker Enhancement System, assigned to Job Force Board, Michigan Works! Service Center System, M-TEC, Economic Development Corporations and Chambers of Commerce)*

Goal 4: Recruit and provide an adequate supply of job seekers to at least 90% of employers utilizing the Michigan Works! MDCD Michigan Talent Bank/Job Bank Labor Exchange System.

*(Workforce Development System assigned to Job Force Board, Michigan Works! Service Center System, including MDCD Michigan Rehabilitation Services, the MDCD Employment Service Agency Veteran Services and the CIS Unemployment Agency)*

Goal 5: *Provide incumbent worker skill enhancement training or human resources technical assistance to avert a downsizing or lay off to 100 employers during Year 1, 50 employers during Year 2 and 75 employers during Year 3.*

*(Worker Enhancement System, assigned to Job Force Board, Michigan Works! Service Center System, M-TEC, Northern Michigan University, Bay College, Intermediate School Districts, Chambers of Commerce and Economic Development Corporations)*

## **X. OPERATIONAL PLAN**

*In order to design a comprehensive workforce development system, which creates a workforce with the knowledge necessary to sustain and improve the economy of the Central Upper Peninsula, the Job Force Board and its Career Connections Group reviewed the Goals and Strategies defined under its operational plan. The Career Preparation System, the Workforce Development System and the Workforce Enhancement system were redefined and re-prioritized.*

*Under the environmental scanning phase the Job Force Board and its Career Connections Group set forth an initial Prioritization of Activities Designed to Improve the Quality of the Six County Employment Alliance Workforce System.*

*In June of 2002, the Board had Discussion and analysis of trends to ensure that the environmental scanning data was current and reflected environmental changes in the following areas:*

- 1. Demographics Trends*
- 2. Economic and Business Condition Trends*
- 3. Education and Training Trends*
- 4. Technological Trends*
- 5. Political/Legal/Environmental Trends*
- 6. Socio-Cultural Trends*
- 7. Transportation Trends*
- 8. Health Trends and*
- 9. Global Trends Affecting the Six County Region*

*Overall there has been little change in the above trends as defined in the Spring of 2001, except for the increase in unemployment rates due to local, state, national and international economic conditions.*

*During the summer of 2002, the Board also referred goals 1 and 2 back to the Career Connections Group to review and rework the achievable measurements with timeframes for accomplishment. The Board also began work on benchmarking progress made and submitted a progress report to the Michigan Department of Career Development.*

*As a result of the review of current achievements and areas in need of completion, the Job Force Board and its Career Connections Group identified the need to re-align the goal definitions and as well, to re-prioritize the activities initially designed out of the environmental scanning process.*

The following tables illustrates the Ranking of Priorities under each of three Workforce Development Systems from last year to this year's operational plan.

**CAREER PREPARATION SYSTEM**  
Goals 1 and 2

<b>07/01/02-06/03/03 RANKING</b>	<b>07/01/01-06/30/02 RANKING</b>	<b>PRIORITY</b>
<b>#1</b>	<b>#1</b>	<b>Make Education Relevant to Students (activities under Goal 2)</b>
<b>#2</b>	<b>No Rank</b>	<b>Provide Work Readiness Skills (activities under Goal 1)</b>
<b>#3</b>	<b>No Rank</b>	<b>Strong General Academic Base (activities under Goal 1)</b>
<b>#4</b>	<b>#3</b>	<b>Inform Students and Community About Available Career Choices. (activities under Goal 1)</b>
<b>#5</b>	<b>#4&amp;6</b>	<b>Exposure to business and industry and development of partnerships with business and industry (activities under Goal 1)</b>
<b>#6</b>	<b>#2</b>	<b>All students in the region must have an up to date and Meaningful EDP (activities under Goal 1)</b>
<b>#7</b>	<b>No rank</b>	<b>Strong technical skills (activities under Goal 1)</b>
<b>#8</b>	<b>No Rank</b>	<b>Better articulation between secondary and post secondary education systems (activities under Goal 1)</b>

**WORKFORCE DEVELOPMENT SYSTEM: UNDEREMPLOYMENT**

**Goals 3, 4 and 5**

<b>07/01/02-06/03/03 RANKING</b>	<b>07/01/01-06/30/02 RANKING</b>	<b>PRIORITY</b>
<b>#1</b>	<b>#2</b>	Assistance to employer who hire entry level workers (activities under goal 4)
<b>#2</b>	<b>#1</b>	Labor Market Survey (activities under goal 3)
<b>#3</b>	<b>#4</b>	Easier access to training funds for small business(0% loans) (activities under goal 5)
<b>#4</b>	<b>#3</b>	Convenient/Flexible training (on site) (activities under goal 5)
<b>#5</b>	<b>No rank</b>	Promote M-TEC involvement with economic development linkages (activities under goal 5)
<b>#6</b>	<b>No rank</b>	Develop formal partnerships with EDCs and Chambers for Goldmine and Membership Application Database data-sharing (activities under goal 3)
<b>#7</b>	<b>No rank</b>	Increase business participation in Michigan Works! Service Centers (activities under goal 4)
<b>#8</b>	<b>No rank</b>	Develop Memorandums of Understanding with training vendors, universities and colleges (activities under goal 5)
<b>#9</b>	<b>No Rank</b>	Develop Memorandums of Understanding with K-12 Schools (activities under goal 4)
<b>#10</b>	<b>#5</b>	Management training to understand how to deal with different cultural, age groups/styles. (activities under goal 4)
<b>#11</b>	<b>No Rank</b>	Increase Michigan Works! Service Center Linkages with NMU and Bay de Noc Community College placement offices (activities under goal 4)

**WORKFORCE ENHANCEMENT SYSTEM:  
UNDER-UNEMPLOYMENT  
Goal 5**

<b>07/01/02- 06/03/03 RANKING</b>	<b>07/01/01- 06/30/02 RANKING</b>	<b>PRIORITY</b>
<b>#1</b>	<b>#2</b>	<b>Improve marketing of the M-TEC/NMU involving a partnership with Michigan Works! to inform the Upper Peninsula employers of its ability to offer an “anytime, anywhere” training capacities to improve and enhance worker skills.</b>
<b>#2</b>	<b>No rank</b>	<b>Survey major employers to see types of training they have been outsourcing and annual cost of training</b>
<b>#3</b>	<b>No rank</b>	<b>Rural Entrepreneurship through Action Learning(REAL)</b>

*The Job Force Board and the Career Connections Group have now integrated these priorities under each of its revised goals for implementation under the Operational Plan for 2002-2003.*

*The following specific, measurable and achievable goals have been reviewed and redefine as follows:*

**By 2004:**

**Goal 1:** *35% of employers with 25 to 35 employees will indicate that job seekers' academic and employability skills are at or above those desired by the employer. (revised)*

**Rationale:**

Today's Central Upper Peninsula business and industry are constantly being challenged to keep sharpening its workforce edge in a competitive economy. As revealed in the environmental scan, technology has and will increasingly change the way business is done. These changes have also impacted our education institutions and are being felt across all career areas including those traditionally requiring a baccalaureate degree. The Job Force Board, and its Career Connections Group have identified that Central Upper Peninsula business and industry has expectations for well-prepared, motivated employees who possess the required academic skills in mathematics, communications and science. Initial business surveys have revealed that business and industry across the region are seeking people with good work ethics, teamwork skills, critical thinking and a desire for continued learning. Our region's business and industry fear that they are experiencing a decline in the number of qualified employees. *A survey of regional business and industry revealed that only 11 (18%) out of 140 businesses surveyed responded that its applicants/new hires possessed the employability skill level the business desired. These skills were not the technical skills, but the "soft" skills the business community desires of its workers.*

In order to maintain our region's competitive advantage, The Job Force Board and its strategic partners must assist students and all potential workers in gaining the academic, workplace and occupational knowledge and skills required for educational advancement for continuing success in meeting the changing demands of the workplace.

*During a recent scanning process the MEAP scores for the region are consistent to the scores established in the Spring of 2000. While overall local employers are generally satisfied with the performance of local central Upper Peninsula Schools, the survey noted about reflects that the critical "soft" skills are not at the level required by business and industry.*

The Michigan Department of Career Development's Office of Career and Technical Preparation have set standards and benchmarks for Career and Employability Skills. These benchmarks are standards for the provision of appropriate content for classroom instruction in various curricular areas, guidance activities and school/community workplace involvements. They incorporate career planning activities such as career

awareness, career exploration and the individual planning and guidance curriculum of the Michigan Comprehensive Guidance and Counseling Program. The benchmarks also include employers' general workforce expectations as identified in the Michigan Employability Skills Task Force Report and the national Secretary's Commission on Achieving Necessary Skills (SCANS) report.

*The Career Employability Skills Committee of the Career Connections Group along with business and education has redefined "Employability Skills," that is an accepted common definition by regional business and education partners. See Attachment 1. This definition will be promoted as detailed below under the operational plan to business and education to set the foundation upon which to accurately measure the implementation of employability skills with K-12 curriculums.*

Aligning our academic and career preparation systems to these benchmarks will strengthen and enhance the Career Development System under the framework of a business driven system thereby meeting the demands of business and industry now and in the future. Throughout the environmental scanning process it was the consensus that business and education partnerships are integral components to meet these expectations.

#### **Strategy Number One:**

Strengthen basic academic skills and employability skills curriculum. *(The Job Force Board and Career Connections Group viewed this strategy as a priority)*

#### **Current Assets:**

The Intermediate School Districts throughout the region are providing guidance and materials to local schools on career pathways through the Career Preparation Act. These activities also include working with schools to develop educational development plans for all students. *Currently 28 out of the 31 School districts in this region have or re working on EDPs. An Electronic Education Development Plan has been developed and is being implemented by the Dickinson Iron Intermediate School district.* Career Technical Education teachers assist teachers in delivering employability skill concepts to students. Currently, all school districts have implemented career and employability skills at some level. Various partners, including the Michigan Department of Career Development's Rehabilitation Services, provide additional career preparation and academic support in the classroom to students with special needs.

The Michigan Works! Service Center System offers employability skills workshops at its Service Centers. Michigan Works! Service Center Staff are beginning to work with schools districts to coordinate classroom presentations on careers and employer expectations and are also beginning to participate with schools in the development of Career Fairs. These Career Fairs are also designed to focus on the transitional population of students.

*In the first year of the Job Force Board's Operational plan, the Job Force Board's Youth Council began the implementation of the Youth Works! initiative across the region. This initiative is based on partnerships among local business, area schools and the Michigan Works! Service Centers. Youth Works! provides area youth employability skill preparation and serves as a referral of a youth applicant pool to the business community. Businesses who hire youth through the Michigan Works! Service Center System will be sent only those youth who have completed a series of workshops on employability skills and expectations. 350 youth have participated in Youth Works! during the 2001-2002 school year.*

### **Identified Gaps:**

Business and education do not always speak the same language when it comes to an agreed upon understanding of business expectations and a common definition of career and employability skills. At the same, it is not always consistent among school districts or within classrooms. In addition, benchmarking of progress towards implementation of employability skills within the regions school districts has not occurred on a regular basis as evidenced on survey results from School To Work initiatives.

In the winter of 2001, teachers, counselors and administrators completed a Career Preparation System Self-Assessment Questionnaire across the region. This tool is a numerical instrument (a five (5) point Likert Scale) that measures the level of perceived implementation of the Career and Employability Skills standard in our schools. The results of this survey indicated a lack of common definition to "Employability Skills"

*Under year one of the operational plan, the Career and Employability Skills Workgroup partnered with local business and education representatives to develop a common definition of employability skills. This definition can be found in Attachment I of this document. There is a need now to promote this definition throughout the region for universal knowledge and meaning.*

*Developing a strong general academic base was ranked as a top priority of the Job Force Board in support of goal one. The Career and Employability Skills workgroup has incorporated "APPLYING ACADEMIC SKILLS" into its definition of Career and Employability Skills. This definition incorporates the ability to Comprehend written and verbal information well, to follow instructions, Carry out math calculations with accuracy, solve problems using math skills, write and speak clearly and to the point,*

locate information from a variety of sources and to use correct grammar, punctuation, and spelling

**New Initiatives:**

To strengthen employability skills curriculum within local educational agencies, the Job Force Board and the Career Connections Group has determined the following prioritization of activities for 2002-2003:

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Provide Work Readiness Skills	750 regional youth will participate in Youth Works! demonstrating competencies in employability skills and receive certificates of completion	Michigan Works! Service Centers  ISDS  K-12 Districts
	The Common Definition of Career and Employability Skills will be promoted to all 31 school districts, and will be presented to a minimum Business Organizations and/or Business Meetings	Career and Employability Skills Committee and Job Force Board
2. Strong General Academic Base	The “No Child Left Behind” legislation will be promoted through promotion of legislation to schools and public.  The Common Definition of Career and Employability Skills will be promoted to all 32 school districts, and will be presented to a minimum Business Organizations and/or Business Meetings	Career and Employability Skills Committee and Job Force Board
3. Inform Students and Community about available career choices	Michigan Works! Service Centers will participate with local schools in a minimum of 6 Career Fairs Michigan Works! Service Center system with local schools will make a minimum of 100 classroom presentations	Michigan Works! Service Centers  ISD and Local School Systems
4. All students in region must have an up to date and meaningful EDP	All 31 school districts in the region will have implemented EDPs.	Career Connection Group, ISDs and K-12 districts
5. Better articulation agreements between secondary and postsecondary institutions	At least 3 new articulation agreements with Bay College or NMU will be implemented	ISDs Bay College NMU

## ***FUTURE:***

### **Year 2004-2005**

- *Issue the Career Preparation System Self-Assessment Questionnaire in 31 school districts seeking an average score gain of 3.08 to 4.50 on the Likert scale.*
- *Develop career and employability skills outcomes that can be assessed to determine each graduate's level of competence on employability skills that will result in an instrument that can be used in each of the 31 districts.*
- *The Michigan Works! Service Centers will survey 5000 business across the region utilizing the 2000-2001 survey instrument and will record outcomes in a report card format to be distributed to local education institutions*
- *60% of businesses surveyed will report satisfaction with the level of career and employability skill of its applicants/hires.*
- *The Michigan Works! Service Centers will work with local schools and participate in a minimum of 15 Career Days/Fairs.*
- *The Job Force Board Youth Works! Initiative will serve 1000 youth across the region providing career and employability skills and referral to employment opportunities.*

### **Strategy Number Two:**

Provide multiple assessment opportunities for all high school students, potential workers and unemployed workers.

### **Current Assets:**

The Michigan Works! Service Center System in partnership with M-TEC is beginning the promotion of the WorkKeys System to area business and industry. At the same time increasing the use of the WorkKeys assessment throughout the Michigan Works! Service Center system.

### **Identified Gaps:**

WorkKeys Assessments and Profiling are occurring on an inconsistent basis among partners across the region. The assessment instrument is currently proctored only at the Michigan Works! Service Centers based on business demand. There is no formal plan for the full implementation of the WorkKeys system across the region. It was revealed in the environmental scanning process that there is limited attention on the WorkKeys assessment instrument in our K-12 schools, unless it is related to the Merit

Scholarship system. As a result, there is limited opportunity for all high school students to access the WorkKeys assessment. In addition, local education agencies are still learning about this assessment tool and how it can bring academic relevancy to the classroom and to the workplace. If the WorkKeys system is to be successfully implemented, it must first have the “buy in” of the business community. Local schools will embrace the WorkKeys system only if there is a perceived added value that it will provide.

The Michigan Works! Service Centers and M-TEC are beginning the promotion of WorkKeys across the region to business and industry. There are now **5** Certified WorkKeys Profilers in the region. WorkKeys profiling has occurred at Lakeside Machine in Escanaba for CNC's , U.P. Special Delivery for Data Entry, *Marquette General Hospital and St. Francis Hospital for Medical Coders*, Manistique Paper for Millwright Helper, Millwright 3rd Class, Millwright 2nd Class and Millwright 1st Class, Mead Paper for Machine Trimmer/Scheduler and Bay College for Maintenance. Mead Paper Company has expressed interest in utilizing the WorkKeys assessment system. M-TEC and the Michigan Works! Service Center System will promote this initiative with Mead Paper.

**New Initiatives:**

*To strengthen employability skills curriculum within local educational agencies, the Job Force Board and the Career Connections Group has determined the following prioritization of activities for 2002-2003:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Provide Work Readiness Skills	At least one school system will adopt Work Keys as an accepted measurement tool.	Michigan Works! Service Centers  ISDS  K-12 Districts
	3 more Michigan Works! Service Center Personnel will be trained as Work Keys Profilers Total for region: 8	Job Force Board

**Measures of Success:**

**FUTURE:**  
**Year 2004:**

- *A public relations campaign will be implemented promoting the benefits of the WorkKeys profiling system to regional employers.*
- *The Michigan Works! Service Center System will have 8 certified WorkKeys Profilers*

- *M-TEC and the Michigan Works! Service Centers will engage 20 new business and industry and profiling an additional 30 occupations.*
- *2 major businesses will embrace the WorkKeys system and the Michigan Works! Service Center system will provide WorkKeys assessments to a minimum of 500 job seekers.*

## **BY 2004:**

**Goal 2:** *“In order to prepare workers for the nature of life long learning, career contextual learning curriculums will be integrated within education systems”(measurements to be added once benchmarking occurs)  
(Revised)*

## **Rationale:**

The Career Preparation System’s(Career Preparation) standard for implementation of career contextual learning is, “The participating education agency board of education or designee will have adopted academic learning in a career context (Career Contextual Learning) as a teaching/learning strategy in the K-12 curriculum by using authentic workplace applications and expectations to make learning more relevant, improve student academic achievement and create a greater awareness of career options.”

Research shows that contextual learning produces positive results for high-risk students. The *Career Academics Reports* (1999 and 2000) provides information on career academies (a rapidly expanding form of contextual learning that engages students in academic work and workplace experiences focused on specific business and industry.) The research polled 1700 students. Of these 1700 students polled, 40% of the high-risk students who had contextual learning based curriculum earned enough credits for graduation compared to 26% of the high-risk students who were not privy to contextual learning activities. In 1998, a report by the Center for Economic Development indicated that school programs that use contextual learning “may result in better course-taking patterns, improved reading and math scores, fewer dropouts and more college enrollments.”

Under the Career Preparation System, academic preparation is to focus on an integrated curriculum. This integrated curriculum is defined by the Career Preparation System as an instructional and assessment approach combining career-related content and is presented in coordinated learning activities. The four elements of this approach are:

- 1.) Standards based instruction from academic and career related content
- 2.) Aligned and coordinated assessment including performance or problem-solving skills applications to academic and career-related content
- 3.) Learner-centered activities, involving students’ learning strengths and areas of high interest; and
- 4.) Real world career contexts as focal points for instruction.

Within the state of Michigan, the Career Preparation Plan for 2001-2002 required Career Preparation Activities to focus on the EDPs and Career Pathways. Subsequent to the mandatory activities, the Career Connections Group identified Career Contextual Learning as an additional standard. *Career Contextual Learning implementation is viewed as the number one priority under this goal.*

### **Strategy Number One:**

Create -12 curriculums that provide opportunities for contextual learning.

### **Current Assets:**

The Michigan Works! Service Center System design for the delivery of youth services incorporates project-based learning activities within its work experience programs. Whether the experience be paid or non-paid, Michigan Works! Service Center staff work with business to design a strategy that will develop project-based activities for the youth and business to implement. Under the Workforce Investment Act, the ability to work with private industry is helping to expand this concept. For example, youth participated in a summer project with a local radio station. These youth designed marketing campaigns to include determining budget costs and amount of “air” time; wrote scripts that were used on the “air” and developed a promotional campaign that included planning a community event that included food, entertainment and giveaways to the public.

Under Perkins’s funding, Intermediate School Districts and Resource Education Service Agencies are working to adapt curriculum to meet the needs of special populations in regards to an integrated curriculum.

Tech Prep has provided contextual workshops for teachers in the areas of science, math and communication. Career Preparation activities are providing leadership and materials to local schools on career pathways and are working with schools to develop educational development plans for all students. Job shadowing takes place in 6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades offering youth minimal exposure to real world of work activities, while work study is offered to career and technical education students in the 11<sup>th</sup> and 12<sup>th</sup> grades. “Curriculum for Careers,” an in-service training for all school districts within the central Upper Peninsula, provides educators with hands-on learning experience on designing career education specific to subject area.

*The Career and Contextual Committee assigned to this goal, have been working with Big Bay School district and the Gwinn Area Schools which are Co-Nect schools. Both schools are beginning their fourth year under Co-nect. In addition, the committee has invited in representatives of Co-nect to determine best practices and costs associated with this system. Two other school districts, Escanaba and Gladstone, have structured their middle level education around the Middle School Concept. This concept focuses on bringing business, education, teachers, guidance counselors, mentors and parents*

together as a community to support junior high students in academic success. Business is invited into the schools to help create an environment that supports contextual learning in the classroom.

### Identified Gaps:

For the past two summers, the Marquette/Alger Resource Education Agency has offered internship opportunities to teachers. Of the 830 teachers in this district, only a combined total of 18 teachers participated. Some educators felt that the internship was too long (6-8 weeks) and they preferred to not “work” during the summer to having some trepidation about going into a business setting. The latter reason alone is fuel to encourage more business and education partnership within this area. The teacher internship program is in the process of being re-evaluated. Teacher internships exposed teachers to an actual business environment, giving teachers the opportunity to bring the relevancy of academia into the “real world of work.”

Career Preparation and Tech Prep dollars have contributed somewhat to the advance of contextual learning in classroom activities. We do not know the extent of contextual learning activities within the classroom. Again, there lacks a common definition of contextual learning. *In revisiting this goal, the committee feels that a common definition must be completed. The committee has engaged local education institutions in developing the following common definition of Contextual learning:*

*Contextual Learning is a teaching and learning model that encompasses the following:*

- ❑ *Focuses on the curriculum concepts and disciplines*
- ❑ *Enables learners to develop and employ their academic understandings and abilities in a variety of in-and out-of school contexts*
- ❑ *Enables learners to solve simulated or real world problems that could appropriately connect to a student pathway.*

*In order to determine goals and measurable outcomes for this year, the Committee would like to do distribute a Contextual Learning Survey to our regional school districts. In revisiting this goal, the committee feels that we must benchmark current contextual learning practices within this region’s school system. Under the Career Preparation Grant, some regional school districts have identified in their annual report/plan that they are working on contextual learning. This survey would help to identify the extent of implementation of contextual learning in schools and also to identify best practices. The committee wants to work with Career Preparation Coordinators to assist in the survey with a completion date of early October 2002. Upon review of the survey results, this committee will then determine goals and outcomes for this year.*

*It is proposed that a website of best practice be developed that hosts contextual learning lesson plans for teachers. The intent is not to duplicate already existing resources, but to learn what resources currently exist; to educate teachers as to the availability of such resources.*

**New Initiatives:**

*To strengthen and promote career contextual learning curriculum within local educational agencies, the Job Force Board and the Career Connections Group has determined the following prioritization of activities for 2002-2003:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Make Education Relevant to Students	At least one school district that did not identify Contextual Learning as a Career Preparation Activity will do so by June 2003.	ISDs K-12 Districts
	At least 50 teachers across the region will participate in an internship with business.	ISDs K-12 Districts
	A clearing house for best practices in contextual learning will be established by June 2003	Career Connections ISDs K-12 Districts
	1 region wide Work based learning conference will take place by June 30, 2002.	CCG ISDS K-12
	A survey of schools using the Likert scale will indicate best practices and degree of implementation of contextual learning across the region	CCG ISDs K-12
	Michigan Works! Service Centers will engage business to participate in and help coordinate 10 Career Fairs  At least 50 teachers across the region will participate in an internship with local business and industry  The Michigan Works! Service Center will engage 3 businesses to adopt a classroom by June 2003	Michigan Works! Service Centers  Local Business K-12s and ISDS
3. Strong Technical Skills	Job Force Board will feature Technical Education Activities in regional newsletter as a means to promote contextual learning	Job Force Board ISDs

### **Resources Deployed:**

*The Job Force Board and the Career Connections Group will research funding for grants that support Work Based Learning opportunities including Co-Nect. Additional resources will come from the Career Connections Group, the consortium of ISDs and RESA; Career Prep, Tech Prep and Perkins III budgets.*

### **Measures of Success:**

*Once the definition is supplied to regional schools a survey will be provided to benchmark current trends through the review of school improvement plans and surveying of school personnel.*

### **FUTURE:**

#### **Year 2003-2004**

- *The Career Connections Group and Job Force Board will work to advocate the use of the best practices website.*
- *The usage of the website will increase by 25% in the second year.*
- *There will be a 25% increase of integrated contextual learning activities in all of region's schools identified by the implementation of the survey tool.*
- *Plans for the implementation of contextual learning into the Education Degree curricula at Northern Michigan University will be completed.*

### **By 2004:**

<b>Goal 3:</b>	Develop a labor market information exchange system that tracks local current and future trends and needs that will result in: business attraction to the area, just in time demand occupation training and enhanced career preparation that will result in an increase in the number of job seekers placed into employment.
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### **Rational:**

The availability of labor is a key regional economic factor. A sufficient supply of skilled labor is necessary for continued economic development, as firms locate or expand in the Central Upper Peninsula. Potential labor supply is derived from several sources, including current workers, the unemployed, recent graduates entering the workforce and persons re-entering the workforce seeking employment.

*Recent scanning of the two major local area supply components, (total unemployed and school graduates) total unemployed reflects an increase while the number of post secondary school graduates reflects a decline. This may result in an increasing*

shortage of workers in certain occupations.

Employment growth was moderate during the 1990s, yet the region experienced a major employment gain of 13.2 percent. Its unemployment rate generally exceeds the the state rate, partly due to the impact of seasonal layoffs in the winter months. *However, since September 11, 2001, this region has seen a rise in mass layoffs and closures in area business and industry, most notably, the Marquette Iron Range, Emerson, Partek and downsizing at Mead and other paper related industries. In predicting the supply of specific skill sets, the Michigan Talent Bank can only provide a portion of the universal population who may be seeking work.*

Future trends in job growth by occupations are of interest to students, job seekers, workforce development professionals, business and educators. It is necessary to have current local occupational job forecasting done on a real time basis. This is critical for career exploration, education and training program development and strategic economic development. As indicated in the environmental scan, access to local data on a real time basis is not always available. This not only impacts planning for training or career development, but also plays a significant role in business retention, expansion and attraction for the region. Employment trends and occupational job forecast data are not readily available by a specific business or industry. As a result, it is difficult to alert career path educators, training institutions and workforce development professionals of local workforce occupational gaps.

The link between labor supply and employer demand needs to be enhanced to improve and sustain the economy of the region. The enhanced linkage will ensure employers and educators a more effective training system and a labor exchange to provide the workforce needed to respond to employer requirements.

Useful workforce information is already available from the Michigan Department of Career Development Employment Service Agency's Annual Planning Information Report, the Bureau of Labor Statistics, the Census Bureau and others, but surveys of local economic development organizations, chambers of commerce and business indicates that this information is not enough to help answer tough questions specific to the central Upper Peninsula region. What is the area's job structure; how has it changed? How responsive is our regional economy to business cycles? What are job trends and earnings in a specific local industry sector? Which industries are high-growth locally and what are the implications for training our local labor supply and upgrading skills for incumbent workers. How can we identify skill sets of workers (employed and unemployed) who access the Michigan Works! Service Centers and how can we make a better match to meet industry needs? What are the wage rates of job seekers accessing the Michigan Works! Service Centers and how can we document improvement in income?

## **Strategy Number One:**

Develop and maintain a workforce labor market information system at each Michigan Works! Service Center that will track workforce availability and workforce labor market information regarding skill sets, pre and post wage data, occupation and education levels on a continuous basis. This system will identify underemployed workers in the area and match skills with existing or emerging careers.

### **Current Assets:**

*The Michigan Works! Service Centers were identified as the vehicle to institute a formalized data collection process to track specific labor market information along with the generation of query reports that will provide local economic development organizations and training institutions with specific data upon request. The Job Force Board has designed a Membership Application Data Base System(MADb), which is being implemented by Michigan Works! Service Centers operated by the Board.*

*The Job Force Board established the goal that a fully functional membership application database system would be in place by June 30, 2002 with 20,000 job seekers registered as members of the Michigan Works! Service Centers. As of April 12, 2002, data on 16,561 job seekers has been collected. Labor market data has been provided to area economic developers for attraction purposes and to the Job Force Board for workforce development planning and policy making. The Board has reached its year one goal with one business attraction to the area.*

### **Identified Gaps:**

*The Membership Application Data base system is operational and can provide real time labor market data to community stakeholders. To date, generation of this data has been minimal and needs to be promoted across the region to local partners. The MADb has yet to be used a means to implement career progression models among local business and industry. Finally, local state partners require training to assist in the implementation of this system.*

**New Initiatives:**

*To strengthen and promote a real time, local labor market information system, the Job Force Board and its community stakeholders has determined the following prioritization of activities for 2002-2003:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Assistance to employer who hire entry-level workers	At least 4,000 of the regions employers receive an outreach call from a Michigan Works! representative.	Michigan Works! Service Centers
	A minimum of 30,000 Michigan Works! Membership Applications will be stored in the MADb.	Michigan Works! Service Centers
	At least 3,500 labor matches(placements) will be recorded in the MADb.	Michigan Works! Service Centers
	Michigan Works! will be an active partner in the recruitment of at least 2 businesses with economic development utilizing data from MADb.	Michigan Works! Service Centers
2. Labor Market Survey	At least 20 customized reports will be published using the MADb for Community stakeholders including Job Force Board and the Career Connections Group.	Michigan Works! Service Centers
4. Develop Formal Partnerships with EDCs, Chambers and State Partners	Access to electronic database will be offered to chambers, economic development organizations and State partners with the outcome of at least 3 usage agreements established.	Job Force Board  Chambers of Commerce  Economic Development Organizations  State Partners

## **Measure of Success:**

### **Year 2004:**

- *A minimum of 35,000 job seekers will be part of the Michigan Works! Membership Application Database System.*
- *Michigan Talent Bank Applicants will increase to 7,337*
- *A minimum of 20 customized labor market information reports will be generated upon request to local economic development corporations that will result in the recruitment of two (2) new businesses to the region.*
- *A minimum of 20 customized labor market information reports will be generated upon request to local post secondary training institutions that will result in the recruitment of students for business demand occupational training.*
- *Return on investment report cards will be generated for all six Michigan Works! Service Centers that will document job seeker access, job placement and retention, pre and post wage data and job seeker satisfaction levels that will reflect an overall 5% increase in job placements, wage earnings and job seeker satisfaction levels.*

### **Strategy Number Two:**

Develop and implement a business retention database system with regional economic development organizations to gather, organize, analyze and report specific business and industry data to identify growth potential, workforce demands and training needs that will improve the retention and success of local business and industry.

### **Current Assets:**

*The second strategy to support goal three was to have the Job Force Board, and its Michigan Works! Service Centers enter into a partnership with the Upper Peninsula Economic Development Alliance(UPEDA) to participate in a common data gathering instrument via "Synchronist."*

### **Identified Gaps:**

The Central Upper Peninsula is a large geographic area that makes it difficult for one organization to fully implement a regional business retention survey that will provide real time information to forecast specific local business and industry growth or local business at risk. There is no central repository to access data regarding short and long term hiring needs. As a result, planning for demand occupation training does not occur on a regular and consistent basis.

**New Initiatives:**

*Michigan Works! The Job Force Board, its Michigan Works! Service Centers, and The Upper Peninsula Economic Development Alliance have entered into a partnership which a common data-gathering instrument is being utilized by all partners. The following activities will support Strategy #2, during 2002-2003.*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Labor Market Surveyt	At least 150 business are contacted under the Synchronist system by the Michigan Works! Service Centers and 300 by partners.	Michigan Works! Service Centers  UPEDA
	At least 20 customized labor market information reports will be published using the UP Business Barometer(Synchronist)	Michigan Works! Service Centers

**Measure of Success:**

**FUTURE**

**Year 2004:**

- *A minimum of 750 businesses are contacted with survey results entered into the database.*
- *A minimum of 7 customized occupational training initiatives based on business demand will be developed and implemented. (M-TEC, NMU, Bay College)*
- *Michigan Works! will provide on site job retention training to 6 area business*

**Strategy Number Three:**

Develop and maintain a regional database system that tracks regional business and industry data, including human resource needs, skill sets required, training needs and just in time labor market information that will align with the economic development communities business retention system and the development of demand occupation training with M-TEC and other regional training institutions. Service after the sale for all services rendered with be collected and analyzed for the purpose of job seeker satisfaction.

**Current Assets:**

*The strategic plan also identified a strategy to implement a business tracking system that would allow stakeholders to interface via a database(Goldmine) in tracking hiring trends, job placement, service after the sale and customer satisfaction.*

*The Goldmine system has been installed with training completed for the full Michigan Works! System. State partners, M-TEC Personnel and Economic Development partners will also be trained so that they can have access to data on the 8,800 central upper peninsula businesses contained within the Goldmine System. The Michigan Works! Service Center personnel are beginning to use the system to track job orders, business contacts and service after the sale*

**Identified Gaps:**

*Extension of Goldmine to State partners, M-TEC and EDCs needs to occur.*

**New Initiatives:**

*Michigan Works! The Job Force Board, its Michigan Works! Service Centers, and its community partners will strengthen the Goldmine system during 2002-2003 through the following activities:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Labor Market Survey	At least 750 business are contacted under the Goldmine system by the Michigan Works! Service Centers.	Michigan Works! Service Centers
	At least 20 customized labor market information reports will be published using the Goldmine System	Michigan Works! Service Centers
2. Formal partnerships with EDCs, Chambers, MTEC and State Partners	Access to electronic database will be offered to the chamber and/or economic development organizations, M-TEC, NMU and State partners with agreements among at least 3 partners.	Job Force Board Chambers/EDCs MTEC, NMU, State partners

**Measure of Success:**

**FUTURE:**

**Year 2004:**

- A minimum of 1750 businesses are contacted with survey results entered into the database.
- A minimum of 7 customized occupational training initiatives based on business demand will be developed and implemented. (M-TEC, NMU, Bay College)
- A minimum of 10 regional high demand occupations with growth rates will be provided to area schools to alert career path educators.
- A minimum of 10 Career Fairs will occur in local school districts to promote student awareness of local demand occupations.
- *A minimum of 2 industry related training curriculum will be developed and implemented.*

## By Year 2004:

<b>Goal 4:</b> Recruit and provide an adequate supply of job seekers to at least 90% of employers utilizing the Michigan Works! Michigan Department of Career Development's Michigan Talent Bank/Job Bank Labor Exchange System.
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## Rational:

The availability of labor is a key regional economic factor. A sufficient supply of skilled labor is necessary for continued economic development as firms locate or expand in our region. The labor supply is represented by current workers, the unemployed, recent graduates entering the workforce and persons reentering the workforce seeking employment.

As noted in the environmental scanning process, the population of the central Upper Peninsula in 1999 was 171,870 and since 1990, the area's population has declined by 5,822 or 3.3 percent. 165,770(96.5%) of the population's racial profile are white, while Native Americans represent 1.7% or 2,948.

Between 1998-1999 there were 5,225 unemployed central Upper Peninsula residents. Those groups experiencing relatively high unemployment were Hispanic males, non-black minority males and 16-24 year old males.

*The population of the region is growing slowly, (which may limit long term economic growth,) the youth population is shrinking, and the aging population reflects more retirees (an indicator for a greater need for senior services.)*

*The environmental scanning process revealed that demographics, skills, transportation systems, childcare availability, education and labor exchange systems are factors affecting the labor force participation. Potential labor supply (workers with below average participation rates) include, minorities, older workers, high school dropouts, disabled workers, welfare recipients, recently discharged veterans, displaced homemakers and ex-offenders. Each of these areas requires attention in order to increase participation of underutilized groups key to area workforce expansion.*

In order for the region to maintain its competitive viability, the Job Force Board and its strategic partners must assist individuals in gaining the academic, workplace and occupational knowledge and skills required for continuing success in meeting the changing demands of the workplace and to provide employers with a workforce that meets their needs.

To that end, the regional workforce and career preparation system must provide increased assistance to the unemployed and underemployed workers willing to take entry level positions.

## **Strategy Number One:**

*Provide incentives for employers to hire unemployed and under employed workers.*

### **Current Assets:**

*Customer satisfaction measures on service covering staff assistance, especially with worker recruitment, Center facilities provided, referral and information services encompassing labor market data, customized training, workplace accommodations, worker training incentives and tax credits, and business start-up and expansion services are in the process of implementation throughout the Michigan Works! Service Center System.*

### **Identified Gaps:**

*If improvements in the local workforce development system are to occur, systemic change will be necessary to train the unemployed and to match the skills of the underemployed to high pay/high skill jobs. Strategies need to be identified and implemented in order to promote local business and industry to hire unemployed or entry level workers to meet their expansion or replacement needs.*

### **New Initiatives:**

*Michigan Works! The Job Force Board, its Michigan Works! Service Centers will implement the following activities during 2002-2003:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Assistance to employers who hire entry level workers	A best practice for the development of career progression programs will be identified.	Michigan Works! The Job Force Board
	Michigan Works! with private industry will begin a pilot project of a career progression model.	Michigan Works! Service Centers
2. Increase business participation in Michigan Works! Service Centers.	At least 200 businesses will receive job retention technical assistance from the Michigan Works! Service Centers.  Two Small Business Development Resource Centers will be located in Michigan Works! Service Centers as a partnership with First Step, Inc.	Michigan Works! Service Centers  Job Force Board  First Step
	Expand use of Worker Opportunity Tax Credit to 15 area business	Michigan Works! Service Centers

## **Measure of Success:**

### ***FUTURE:***

#### **Year 2004:**

- *A minimum of 500 businesses are utilizing the Michigan Works! Service Centers' Job Retention Services.*
- *A minimum of 3 entrepreneurs have established their own business in the region as a result of the Small Business Centers within the Michigan Works! Service Centers.*

## **Strategy Number TWO:**

Provide basic skills and employability skills training for entry-level employees.

### **Current Assets:**

*Customer satisfaction measures on service covering staff assistance, especially with worker recruitment, job retention training, employability skill training, Center facilities provided, referral and information services encompassing labor market data, customized training, workplace accommodations, worker training incentives and tax credits, and business start-up and expansion services are in the process of implementation throughout the Michigan Works! Service Center System.*

### **Identified Gaps:**

*If improvements in the local workforce development system are to occur, systemic change will be necessary to train the unemployed and to match the skills of the underemployed to high pay/high skill jobs. Strategies need to be identified and implemented in order to promote local business and industry to hire unemployed or entry level workers to meet their expansion or replacement needs. Systems will be in place to ensure that a connection will be made between individuals seeking employment and employers who are looking for qualified workers and that Unemployed workers, individuals seeking to enhance their employability skills and people with special needs will have access to job training and employment services*

**New Initiatives:**

*Michigan Works! The Job Force Board, its Michigan Works! Service Centers will implement the following activities during 2002-2003:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Increase assistance to entry level workers	Four Job Retention Workshops will be established in the Michigan Works! Service Centers and will be accessed by 150 entry level workers.	Michigan Works! Service Centers
2. Develop Memorandums of Understandings with K-12 Schools to promote career employability and job retention training for entry level workers.	MOUs will be established with at least 7 school districts.	Michigan Works! Job Force Board  Local K-12s
3. Increase Michigan Works! Service Center linkages with NMU and Bay College Placement Offices	Service Centers will coordinate at least one event annually with each placement office.	Michigan Works! Service Centers  NMU  Bay College

**Measure of Success:**

**FUTURE:**

**Year 2004:**

- *A minimum of 500 entry level workers are utilizing the Michigan Works! Service Centers' Job Retention Services.*
- *A minimum of 12 school districts have entered into Memorandums of Understandings.*

### **Strategy Number Three:**

*Provide advanced training options for successful entry-level employees.*

#### **Current Assets:**

*Customer satisfaction measures on service covering staff assistance, especially with worker recruitment, job retention training, employability skill training, Center facilities provided, referral and information services encompassing labor market data, customized training, workplace accommodations, worker training incentives and tax credits, and business start-up and expansion services are in the process of implementation throughout the Michigan Works! Service Center System.*

#### **Identified Gaps:**

*If improvements in the local workforce development system are to occur, systemic change will be necessary to train the unemployed and to match the skills of the underemployed to high pay/high skill jobs. Strategies need to be identified and implemented in order to promote local business and industry to hire unemployed or entry level workers to meet their expansion or replacement needs. Systems will be in place to ensure that a connection will be made between individuals seeking employment and employers who are looking for qualified workers and that Unemployed workers, individuals seeking to enhance their employability skills and people with special needs will have access to job training and employment services*

#### **New Initiatives:**

*Michigan Works! The Job Force Board, its Michigan Works! Service Centers will implement the following activities during 2002-2003:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Easier access to training funds for small business	<p>Job Force Board/Michigan Works! Service Center will be active members in the U. P. Training Network.</p> <p>Michigan Works! Business Consultants will be trained on identifying a business external training needs and will work to partner businesses with common training needs to reduce per participant training costs.</p>	<p>Job Force Board</p> <p>Michigan Works! Service Centers</p>
2. Convenient/flexible training	A minimum of 5 customized occupational training initiatives based on business demand will be developed and implemented.	<p>Michigan Works! Service Centers</p> <p>MTEC</p> <p>NMU</p>
3. Management Training to understand how to deal with different cultural, age groups, styles, etc. of entry level workers.	An electronic clearinghouse of training vendors and funding data will be identified and created.	Michigan Works! Service Centers

## **Measure of Success:**

### ***FUTURE:***

#### **Year 2004:**

- *3 business consortias have received entry level worker training*
- 10 businesses have accessed the electronic clearinghouse of training vendors and funding data

### ***BY 2004:***

**GOAL 5:** *Provide incumbent worker skill enhancement training or human resources technical assistance to avert a downsizing or layoff to 100\* employers during Year 1, 50 employers during Year 2 and 75 employers during Year 3. (Revised)*

### **Rational:**

As indicated in the environmental scanning process, technological trends reveal that employers are requiring skill upgrading of current employees to keep technologically competitive and that most employees will need some type of post-secondary training to maintain their own competitiveness in today's workplace.

At the same time the scanning process revealed that the number of workers qualified to work in a high tech environment continues to decline as a result of an aging population, an exodus of workers aged 20-29 and declining K-12 school enrollments.

In order for our region to maintain its competitive viability, the Job Force Board and its training partners must assist individuals (incumbent workers, unemployed workers and youth) in gaining the academic, workplace and occupational knowledge and skills required for continuing success in meeting the changing demands of the workplace and to provide employers with effective support in the development of high performance work organizations that maximize the potential and skills of their workforce.

While business and economic development associations have continue to indicate a Need for incumbent worker training in order for their businesses to remain competitive in a global economy there is limited data on the type of training needed, the availability of funding to support training and what current resources are in place to support incumbent worker training. With the increasing need for an adequately trained workforce, Central Upper Peninsula employers recruit outside of the region to find high skilled workers and train in-house or use proprietary training to give workers the necessary skills.

Initial data collection from the environmental scanning process revealed that there currently exists three (3) top area computer-training companies. These private companies provide incumbent worker training in the areas of information processing, local/wide area networks and various software packages.

Economic Development Training grants have been accessed by Bay College and

Northern Michigan University in the areas of Computer Aided Design, Machine Tool Technology, Hydraulics, Blueprint reading, Applied Math, Statistical Process Control, Electrical Apprenticeships, Electrical Code, Welding, ISO 9000, Computer Simulation and Team Building,

M-TEC is located at Bay College and was designed to provide innovative and flexible training to employers seeking upgraded skills for employees or potential employees. Northern Michigan University has begun to work with regional business and industry to provide incumbent worker training. However, improvement in tracking the training needs through data collection across the region will result in more employers using the M-TEC and Northern Michigan University for incumbent worker training and increase the number of incumbent workers trained.

The Michigan Works! Service Center System and M-TEC have partnered to bring profiling services to regional business. The Michigan Works! Service Center System and M-TEC are educating the business community about WorkKeys and are working with regional businesses to help administer WorkKeys assessments to potential workers. In order to consistently identify specific skill training needs the WorkKeys system needs increased “buy in” from the business community.

Future trends in job growth by occupations are of interest to students, job seekers, and training providers. It is necessary to have current local occupational job forecasting done on a real time basis. This is critical for career exploration, education and training program development. As indicated in the environmental scan, access to local data on specific business and industry training needs is not available on a routine basis. As a result, it is difficult to alert career pathways educators, training institutions and workforce development professionals of local workforce occupational gaps.

### **Strategy Number One:**

Increase the number of incumbent worker training to assist in developing the capacity of the workforce enhancement system.

### **Current Assets:**

Currently, Northern Michigan University, M-TEC and the local Michigan Works! Service Centers have begun to survey a specific industry sector to identify their specific training needs. In addition, in partnership with Chambers of Commerce, and Economic Development Organizations, the local Michigan Works! Service Centers have begun to survey business and industry accessing the Michigan Works! Service Centers and are gathering baseline training needs data. M-TEC at Bay College has a WorkKeys Service Center and has partnered with the Michigan Works! Service Center System to provide profiling services to regional businesses. Profiling helps businesses to identify the skill levels an employee must have to perform a specific job in a specific company.

### **Identified Gaps:**

There currently lacks specific data on the incumbent worker training needs of business and industry outside of data collected as a result of the EDJT and CDBG. Data gaps

exist related to incumbent worker training. More data is needed on the skill levels of incumbent workforce: what type of incumbent worker training are employers providing throughout the region, how much money is spent in the region on upgrading skills and what the need is for customer training services for regional business and industry. In addition current efforts to capture this data are sporadic and not coordinated. The large geographic area makes it difficult for one organization to provide this service.

**New Initiatives:**

*Michigan Works! The Job Force Board, its Michigan Works! Service Centers will implement the following activities during 2002-2003:*

<b>Priority Activity:</b>	<b>Outcomes:</b>	<b>Responsible Parties</b>
1. Improve marketing of the M-TEC/NMU involving partnerships with Michigan Works! to inform the Upper Peninsula employers of its ability to offer anytime anywhere training, to improve worker skills.	A minimum of 5 customized occupational training initiatives based on business demand will be developed and implemented.	Job Force Board M-TEC NMU
2. Survey major employers to see types of training they have been outsourcing and annual cost of training	At least 150 UP Business Barometer Surveys are completed by Michigan Works! Representatives and 300 by partners.	Michigan Works! Service Centers UPEDA
3. Promote M-TEC/NMU involvement with economic development linkages	Michigan Works! will work with the Upper Peninsula Economic Development Alliance to coordinate a presentation by M-TEC and NMU to the regions economic developers to begin forming partnerships.	Job Force Board UPEDA M-TEC NMU
4. Rural Entrepreneurship Through Action Learning(REAL)	Michigan Works! will approach Northern Initiatives to establish an MOU for adult learners.	Job Force Board Northern Initiatives

**Measure of Success:**

***FUTURE:***

**2004**

- *At least 10 customized training will be completed*
- *900 businesses have participated in the UP Business Barometer survey*
- *The number of employers receiving assistance through M-TEC and NMU will increase by 5%.*
- *REAL services will be provided at Michigan Works! Service Centers on a routine basis.*

## **XI. Summary Statement**

The strategic planning process is a work in progress. In the skill intensive economy of the 21<sup>st</sup> Century, knowing means growing. In order for our community to prosper and grow, the only defense is strategic information that gives community decision makers invaluable insight into the dynamics of our local economy. Now more than ever before employer success is determined by the quality of the workforce. In every business, the competencies of individual employees serve as the competitive advantage.

In the Central Upper Peninsula, business and industry are responding to these new realities, along with our educators, trainers and workforce development system partners.

The central purpose of the Job Force Board and its Career Connections Group is to work with business and industry, educators, training providers, coalitions, and policymakers to align the learning opportunities at all levels of the education and training system with the increasing demands of the Knowledge Economy.

## XII. Career and Employability Skills -definition

What I do and how I do it impacts my employer and ultimately me.

### PERSONAL MANAGEMENT SKILLS (attributes of work ethics)

- Accept responsibility for actions
- Reliability- get to school/work consistently and on time
- Take initiative and work without supervision
- Complete tasks on time and to expectations
- Willing to follow directions promptly
- Demonstrates interest in continuous learning in school or at work

### APPLYING ACADEMIC SKILLS

- Comprehend written and verbal information well
- Ability to follow instructions
- Carry out math calculations with accuracy
- Solve problems using math skills
- Write and speak clearly and to the point
- Locate information from a variety of sources
- Use correct grammar, punctuation, and spelling

### TEAM WORK SKILLS

- Willingness to work with others in all types of situations
- Interact efficiently with co-workers and customers
- Listen carefully to others
- Work toward group goals and provide leadership when appropriate
- Promote own ideas effectively and appropriately while respecting the contributions of others