

BUILDING BRIDGES FOR CAREER PATHWAYS IN MICHIGAN

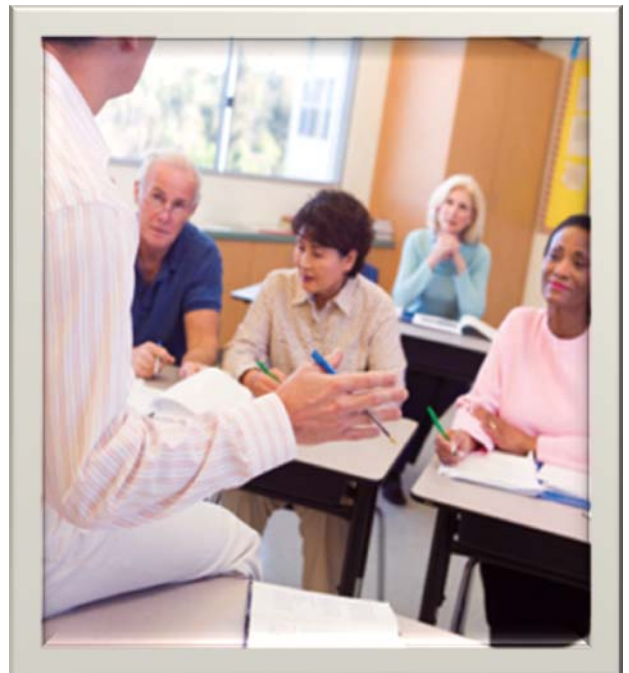


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2011

GETTING STARTED TOOLKIT: CONDUCTING A GAP ANALYSIS

MICHIGAN DEPARTMENT OF ENERGY, LABOR, AND ECONOMIC GROWTH



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TABLE OF CONTENTS

OVERVIEW.....	5
ORGANIZING YOUR STEERING COMMITTEE	6
IDENTIFYING YOUR REGION’S TARGET POPULATION.....	8
IDENTIFYING CRITICAL REGIONAL INDUSTRIES AND OCCUPATIONS.....	12
COMPARING OCCUPATIONAL SKILL NEEDS TO TARGET POPULATION.....	16
IDENTIFYING EDUCATIONAL/TRAINING PROVIDERS.....	20
CONDUCTING AN INITIAL REGIONAL FUNDING/RESOURCE AUDIT.....	21
IDENTIFYING AND RECOMMENDING REGIONAL PRIORITIES	23
TOOLS:	
#2.1: SAMPLE AGENDA FOR STEERING COMMITTEE.....	24
#2.2: SAMPLE CENSUS TABLES.....	25
#2.3: NAAL SYNTHETIC LITERACY ESTIMATES FOR MICHIGAN COUNTIES	34
#2.4: SAMPLE REGIONAL WORKFORCE ANALYSIS	37
#2.5: SAMPLE OCCUPATIONAL EMPLOYMENT FORECAST	68
#2.6: BIBLIOGRAPHY OF DELEG ELECTRONIC RESOURCES FOR GAP ANALYSIS.....	69
#2.7: WORKSHEET FOR TRACKING ECONOMIC DATA	71
#2.8: MAPPING EDUCATIONAL AND SKILL REQUIREMENTS CHART	72
#2.9: QUESTIONS TO ASK OF EDUCATION AND TRAINING PROVIDERS.....	73
#2.10: SAMPLE – FEDERAL PROGRAM SUMMARY OF ALLOWABLE EXPENDITURES	74
#2.11: FUNDING /RESOURCE AUDIT CHART.....	76
#2.12: SAMPLE HEALTHCARE CAREER PATHWAY	79
#2.13: AN OVERVIEW OF FUNDING RESOURCES	81
#2.14: SAMPLE WORKSHEET FOR STEERING COMMITTEE.....	85
SOURCES	88

OVERVIEW

The foundation of a successful career pathways system involves engaging collaborating partners in developing a solid understanding of the regional labor market, including a look at both the regional demographics and the current and projected need for workers. That process requires a close examination of questions such as:

- How do the skill and educational levels of the current labor supply compare to those required in growing and critical occupations?
- Are there any organizations currently addressing the needs identified in the gap analysis for the following populations?
 - Out-of-school youth
 - Low-wage/low-skill workers
 - Speakers of languages other than English
 - Dislocated workers
 - Incumbent workers
 - Others
- What is the capacity of these organizations to meet future demand?
- What gaps are not being addressed?
- What can be done to address these gaps?

Conducting a thorough gap analysis process should not be accomplished by a single educational, training, or workforce entity. There are many organizations and agencies that can provide valuable input and data related to the **needs** of undereducated adults and the **resources** their organization or agency have to contribute. Their input into the overall development of the career pathways system is critical so they need to be involved from the start. (Toolkit #2: Partnership Development and Planning explores this in more detail.)

The purpose of this toolkit is to provide strategies and tools for critical partners to collectively conduct a comprehensive and thorough gap analysis and begin the development of career pathways in critical or high demand occupations. This toolkit builds upon the concepts provided in *Toolkit 1: Introduction to Career Pathways and Bridge Programs in Michigan* and *Toolkit 2: Partnership Development and Planning*. **It is highly recommended that you review these toolkits before proceeding with this one.**

As with all of the toolkits, sample tools have been collected from Michigan’s Adult Learner Demonstration projects, identified or adapted from similar projects in other states, or developed to meet the needs of Michigan stakeholders. Resources are clearly designated with a tool icon.



ORGANIZING YOUR CAREER PATHWAYS STEERING COMMITTEE

As mentioned in Toolkit #2, Partnership Development and Planning, you may find it helpful to form a Career Pathways Steering Committee to begin preliminary planning on your regional career pathways system. More information on the Steering Committee is contained in Toolkit 2. This toolkit focuses on the role of the Steering Committee in conducting the gap analysis.



Members: The committee should include representatives from the (1) adult education and literacy providers, (2) community colleges, and (3) Michigan Works! agencies within the region.

Planning the First Gap Analysis Meeting: Based on the recommendations and sample agenda in Toolkit 2, the Steering Committee's **first** meeting will focus on an understanding of the career pathways concept itself and how that concept will be shared with the full Adult Learning Collaborative Board. Subsequent committee meetings, however, should include a focus on the gap analysis.

Prior to the Steering Committee's gap analysis meeting, members should read *Toolkit 3: Conducting a Gap Analysis* and/or view the online tutorial. It will also be helpful to ask the Steering Committee members to collect and bring any data their agency has related to the following:

- Target population of low-skilled, under-educated, and/or unemployed/under-employed adults;
- Critical or high demand regional industries and occupations;
- Educational and training providers in the region; and
- Funding streams and other resources available to serve the target population.

A sample Gap Analysis agenda is included in **Tool 2.1** on page 24.



One of the many benefits of working with partners is the division of labor that results from a good working relationship. No one agency has to do all of the work. For example, workforce agencies will likely have ample data on high growth jobs and potential training providers; educational agencies will have data on educational levels and training options, etc. By working together on a gap analysis, the research work is divided, and the end product will be more comprehensive.

The remaining sections of this toolkit provide tips, resources, and samples to assist the Steering Committee in conducting the gap analysis by:

1. Identifying the region's target population
2. Identifying critical regional industries and occupations
3. Comparing education and skills to occupational needs
4. Identifying education and training providers
5. Conducting a funding/resource audit
6. Identifying and recommending regional priorities

IDENTIFYING YOUR REGION'S TARGET POPULATION

One of the first steps in planning career pathways and subsequent services is learning as much as you can about the population you plan to serve in your region. One of the main target populations for the Adult Learning Collaborative Boards is the under-educated and under-skilled sector. The Steering Committee should examine data that will provide answers to questions such as:

- What is the breakdown of skill and educational levels of the current population in relation to functional literacy, high school completion, and postsecondary?
- What percentage of the target population has limited English proficiency?
- What has the graduation rate been over the past three years? Is this projected to change within the next five years?
- Is the region experiencing any “in migration” or “out migration” of workers that will impact the labor pool?
- What percentage of students must complete developmental studies before pursuing credit-bearing college coursework?

Answers to these types of questions will provide a good demographical overview of your region. While the focus of adult education and literacy providers will be on those adults with educational skills/credentials below a high school level, the comprehensive data will be necessary for the full development of a career pathways system since it includes multiple entry points for adults with varying educational levels.

Data Sources: There are a variety of sources that can help you assess the demographics and skill and educational levels in your region. The Michigan Department of Energy, Labor, and Economic Growth has prepared a number of resources for each Michigan Works! region. For example, the regional workforce planning data reports provide population and educational data such as the example shown in Tool 2.4 on page 37.



The screenshot shows the Michigan Labor Market Information website. The main heading is "Regional Workforce Planning Information". Below this, there is a table with columns for "Workforce Planning Data" and "Occupational Forecasts". The table lists three Michigan Works! Areas (MWAs):

MWA Name	Workforce Planning Data	Occupational Forecasts
Area Community Services Employment and Training (ACSET) Council (Betsy Adams)	Workforce Planning Data	Occupational Forecasts
Calhoun Intermediate School District (Betsy Branch, Calhoun)	Workforce Planning Data	Occupational Forecasts
Capital Area Michigan Works!	Workforce Planning Data	Occupational Forecasts

Obviously, another good source is the US Census as well as the National Assessment of Adult Literacy. These two sources will give you a better idea of the scope of the target population in your region. Based on that information, you will then be able to dig deeper into learning more about their characteristics and needs.

US Census: The US Census is a valuable source of data. However, finding what you need can be daunting. In hopes of taking you directly to the information you need, this toolkit includes several tools to help you. There are two main sources of data: the ten-year Census data <http://www.census.gov/> and the American Community Survey <http://www.census.gov/acs/www/>.



The ACS is an ongoing survey that produces important statistics about our nation's people and housing. It covers the same type of information that had been collected every 10 years from the decennial census long form questionnaire.

Unlike the ten-year Census, ACS data are collected continuously throughout the year and throughout the decade. This allows the Census Bureau to produce new data every year about how communities are changing. ACS data are released annually in the form of single- and multi-year estimates. Annual one-year estimates are available for areas with populations of 65,000 or more. Three-year estimates for areas with populations of 20,000 or more were first released in 2008, and five-year estimates were released for **all** areas in 2010.

The American Community Survey is not the official source of population counts. The official population count — including population by age, sex, race and Hispanic origin — comes from the once-a-decade census, supplemented by annual population estimates (the Population Estimates Program). **The ACS data will, however, give you a fairly accurate idea of the student population in your area - and more recent data than the 2000 Census that we previously used!**



Tool #2.2 on page 25 includes samples of the most popular Census tables from the ACS that can assist you in identifying information about your region's population.



National Assessment of Adult Literacy (NAAL): The 2003 **National Assessment of Adult Literacy** was a nationally representative assessment of English literacy among American adults age 16 and older. Sponsored by the National Center for Education Statistics (NCES), NAAL is the nation's most comprehensive measure of adult literacy since the 1992 National Adult Literacy Survey (NALS). In 2003, over 19,000 adults age 16 and older participated in the assessment that measured how adults use printed and written information to adequately function at home, in the workplace, and in the community.

Since adults use different kinds of printed and written materials in their daily lives, NAAL measured three types of literacy — **prose, document, and quantitative**. The chart on the next page clarifies each of these types of literacy.



Prose literacy

The knowledge and skills needed to perform prose tasks, (i.e., to search, comprehend, and use continuous texts). Examples include editorials, news stories, brochures, and instructional materials.



Document literacy

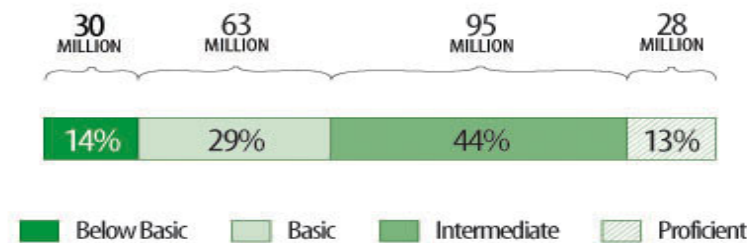
The knowledge and skills needed to perform document tasks, (i.e., to search, comprehend, and use non-continuous texts in various formats). Examples include job applications, payroll forms, transportation schedules, maps, tables, and drug or food labels.



Quantitative literacy

The knowledge and skills required to perform quantitative tasks, (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Examples include balancing a checkbook, figuring out a tip, completing an order form or determining the amount.

NAAL results revealed that 43% of individuals 16 years of age and older possessed no higher than basic literacy skills or the ability to perform only simple, everyday tasks.



What the terms mean:

Below Basic: No more than simple and concrete literacy skills

Basic: Can perform simple and everyday literacy activities

Intermediate: Can perform moderately challenging literacy activities

Proficient: Can perform complex and challenging literacy activities

In response to a demand for estimates of the percentage of adults with low literacy in individual states and counties, the National Center for Education Statistics (NCES) produced estimates of the percentage of adults lacking *Basic Prose Literacy Skills (BPLS)*. These estimates were developed using statistical models that related estimated percentages of adults lacking *BPLS* to county characteristics, such as levels of educational attainment and race/ethnicity distributions. The estimates are thus predictions of how the adults in a state or county would have performed had they been administered the prose literacy assessment.

The literacy of adults who lack *BPLS* ranges from being unable to read and understand any written information in English to being able to locate easily identifiable information in short, commonplace prose

text, but nothing more advanced. The estimates include adults who were not able to communicate in English or Spanish and could not be tested, classifying them as lacking *BPLS*. **Tool #2.3** on page 35 provides the list of state and county literacy estimates in Michigan.



To access results online, go to <http://nces.ed.gov/NAAL/estimates/index.aspx>

IDENTIFYING CRITICAL REGIONAL INDUSTRIES AND OCCUPATIONS

Successful career pathways are built around critical and high growth regional industries and occupations within those industries. Before we begin discussing the process to determine what those are, let's clarify the terminology we will be using in this toolkit.

Industries are broad groups of businesses or organizations with similar activities, products, or services. For example, health care and social assistance is an industry.

Career Clusters are groups of occupations based upon work performed, skills, education, training, and credentials. For example, health science is a career cluster.

Occupations within that career cluster might include licensed practical nurses, registered nurses, and nurse practitioner.

Determining the critical and high growth regional industries and occupations in your region requires answers to labor market information questions such as:

- What industries are most critical to your region's economy?
- What industry(ies) is(are) projected to experience the highest growth in new jobs over the next five years?
- What are the average projected earnings for those positions?
- How does the rate of growth for the particular industries in your region compare to the rate of growth for those industries statewide?
- What industries are projected to show a decline over the next five years?
- What specific occupations within those growing or critical industries are showing a projected increase?
- What is the projected increase for those occupations over the next five years?

The good news is that you don't have to go digging or web-surfing to collect all of this information. The Michigan Department of Energy, Labor, and Economic Growth has developed a one-stop source for reliable information on recent employment trends, wages, detailed industries, and jobs in demand at <http://www.milmi.org/?PAGEID=70>.

If you would like to learn more about the features of this website, you can take a tour at <http://www.milmi.org/cgi/sitetour/>

A Good Place to Start: Labor market information, however, can be a bit overwhelming to the non-economist. For that reason, the Bureau of Labor Market Information has put together the **Michigan LMI Quick Reference Guide** publication. This publication is for you if you need a brief overview of key labor market information topics and products, but don't want to get lost in the details. **It will let you know what key information is available, why it's important, and how to find it.** It can be downloaded at http://www.milmi.org/admin/uploadedPublications/1273_LMI_REF_GUIDE.pdf

Regional Workforce Planning Information: The **Bureau of Labor Market Information & Strategic Initiatives** prepares and publishes Regional Workforce Planning Information (<http://www.milmi.org/?PAGEID=67&SUBID=152>) for 25 Michigan Works! Areas (MWAs). The spreadsheets provide planning data by county and MWA for a variety of workforce information indicators, such as population, labor force, job trends by detailed industry, unemployment and labor supply, occupational outlook, income, and demographics.

1. **The Workforce Planning Data** spreadsheet for each MWA region includes information in such as areas as labor force and employment trends; employment forecast by major occupational category; annual job openings by major occupational category; high growth jobs requiring a bachelor's degree, an associate degree, and moderate on-the-job training; fastest growing occupations; and high demand/high wage occupations. You can view a sample report on page 37, tool 2.4.



2. The **Occupational Employment Forecasts** provide ten-year occupational projections, including growth and hourly wage information, for hundreds of jobs. Tool #2.5 on page 68 provides an example of one page from a forecast report.



Another particularly helpful tool is **Industry Focus** <http://www.milmi.org/?PAGEID='67&SUBID=211> The Industry Focus tool allows you to do customized rankings of industries by county/region on any of the Quarterly Workforce Indicators. It can quickly answer questions such as:

- What are the top ten industries in my region in growth of hiring?
- What are the top industries in number of new hires?
- Which industries lead the way in growth in average monthly earnings?

Industry Focus also allows users to choose a specific industry of interest, and immediately see how that industry ranks among the various workforce indicators (growth in employment, growth in hiring, number of new hires, firm job change, average monthly earnings for all workers, growth in average monthly earning for all workers, and average monthly earnings for new hires). It also produces charts and tables of the characteristics of workers in specific industries.

Since your career pathways will begin with undereducated adults and progress through technical and professional level training, another helpful resource is the **Economic Developers** webpage that provides information on high, moderate, and basic skill jobs in Michigan’s demand occupations between 2008 – 2018. Below is the website and a sample of the kind of information you will find.

<http://www.milmi.org/?PAGEID=67&SUBID=172>

Michigan Demand Occupations 2008 - 2018

	Annual Growth Job From Openings	% 2008	Average 2009 Hourly Wage
High Skills			
Registered Nurses	3,285	20.2	\$30.82
Accountants and Auditors	1,290	16.9	\$30.93
Industrial Engineers	774	13.2	\$38.11
Computer Systems Analysts	593	15.5	\$38.55
Network Systems & Data Comm Analysts	495	41.8	\$34.83
Moderate Skills			
Nursing Aides, Orderlies, & Attendants	1,364	17.6	\$12.41
Licensed Practical & Licensed Voc Nurses	946	17.7	\$20.45
Hairdressers/Hairstylists/Cosmetologists	581	11.5	\$12.67
Insurance Sales Agents	416	12.0	\$29.41
Dental Hygienists	385	23.0	\$28.67
Basic Skills			
Customer Service Representatives	2,853	14.2	\$16.58
Combined Food Prep & Serving Workers	2,471	12.9	\$8.97
Home Health Aides	1,771	44.4	\$10.02
Truck Drivers, Heavy & Tractor-Trailer	1,540	11.1	\$19.02
Landscaping & Groundskeeping Workers	817	13.6	\$11.80

In addition, the DELEG website includes a variety of additional tools and resources to assist in conducting a gap analysis. **Tool #2.6** on page 69 includes a list of resources and URL’s.



Don’t Forget To Ask the Employers: While you may have data that indicates critical or growth industries in your region, it is wise to seek input directly from the major employers in your region. In today’s economy, occupational data can become outdated quickly so it is best to double-check its reliability. Local or regional Chambers of Commerce can be a good source for this contact. Share the data you collected and ask them to evaluate it based on their occupational realities and projections.

As you examine the economic data for your region and communicate with its business leaders, there are certain questions that you will want answered. **Tool #2.9** on page 73 provides a worksheet you can use to obtain answers to these questions.



COMPARING OCCUPATIONAL SKILL NEEDS TO THE TARGET POPULATION

Once you have confirmed the critical and growth occupations in your region, you will need to find answers to the following questions:

- What are the skill and educational levels required for employment in these occupations?
- How do the skill and educational levels of the current labor supply compare to those required in growing and critical occupations?

To find the answers to these questions, you have a number of resources that can help. Let's begin with identifying the skill and educational levels required in your region's critical and high growth occupations.

Determining Skill and Education Requirements for Targeted Occupations: Below are a few examples of helpful resources.

- State
 - Occupational Explorer**
 - <http://www.milmi.org/cgi/databrowsing/occExplorerQSSelection.asp?menuChoice=occExplorer>
 - Allows you to insert a **county** and an occupational title, key word, or occupation code and access educational requirements, needed skills, pay levels, nature of work, work values, activities and tasks, etc.
- National
 - Career InfoNet – Occupational Profile**
 - http://www.careerinfonet.org/Occupations/select_occupation.aspx?next=occ_rep&level=&optstatus=111111111&id=1&nodeid=2&socode=&stfips=&jobfam=
 - Allows you to build an occupational profile based on your state with career videos; employment; wages; knowledge, skills, and abilities; tasks and activities; tools and technology; education and training; and related occupations.
 - O*NET**
 - <http://online.onetcenter.org/>
 - Contains information on hundreds of standardized and occupation-specific descriptors. Occupational information by state includes tasks, tools and technology, knowledge, skills, abilities, work context, job zone, education, interests, work styles, work values, related occupations, and wages and employment.

Occupational Outlook Handbook

- <http://www.bls.gov/oco/>
- Provides national information on training and education needed, earnings, expected job prospects, what workers do on the job, and working conditions.

Competency Model Clearinghouse

- <http://www.careeronestop.org/COMPETENCYMODEL/default.aspx>
- Sponsored by the US Department of Labor, the clearinghouse provides validated industry competency models and tools to build a career ladder

Analysis of Skill Requirements: These data sources will provide helpful information to help you to begin mapping the educational requirements of your region's critical and growth occupations. You may also want to determine whether anyone in the region has conducted a formal analysis of the skills requirements of the targeted occupations using ACT WorkKeys, CADUM, literacy task analyses, or similar methodology. Usually staff members of community college business and industry customized training divisions are familiar with such tools.

Validation from Employers: With a list of the reading, math, English and work readiness skills in hand for each of the High, Moderate, and Basic Skilled occupations, take the opportunity to check in with employers in each of the specific occupations to validate that these are indeed the skills needed for that job in his/her location. (NOTE: this employer involvement also increases the employer's willingness to interview your students for job openings.)

Certification, Licensing, Etc.: You will also want to determine if there are state or national skill standards, professional certification, licensing requirements, or screening criteria (e.g., educational credentials, work experience, drug testing, criminal background checks) for your targeted occupations.

The following are good resources and should be consulted in this process:

- Employers and industry associations
- Workforce boards and economic development agencies
- Unions, including apprenticeship programs
- Postsecondary program faculty and any other postsecondary education departments that are involved as the career pathways and bridge courses are developed

Let's take a look at an example of the information you would want to collect if **Registered Nurses** was one of your region's high growth jobs.

Registered Nurses

Job Growth: Projected 19% growth between 2006 – 2016

Wages: \$30.39/hour; \$63,200

Required Education: The three typical educational paths to registered nursing are a bachelor's degree, an associate degree, and a diploma from an approved nursing program. Nurses most commonly enter the occupation by completing an associate degree or bachelor's degree program.

Licensing: Individuals must complete a national licensing examination in order to obtain a nursing license. Advanced practice nurses—clinical nurse specialists, nurse anesthetists, nurse-midwives, and nurse practitioners—need a master's degree.

Screenings (drug testing, etc.): Varies depending on employer



Tool #2.8 on page 72 provides a chart you can use to map the education and skill requirements for your critical or high growth occupations. This information will be valuable as you begin the next step in the process: comparing those educational and skill needs with the education of the current labor pool in your region.

Don't forget, however, that input from employers and business leaders is critical. **Tool 2.7** that was introduced in the previous section includes some appropriate questions that you will want to ask to assess the requirements and qualifications of your targeted occupations.

Comparing Education and Skill Requirements to Educational Levels of Target Population: After you have located the education and skill requirements for your region's critical or high growth occupations, you will want to compare those results with the educational level of your target population. Remember to include the High, Moderate, and Basic Skilled occupations in preparation for developing the career pathways.

Let's go back to the example of registered nurses. We know that this occupation requires a minimum of an associate's degree in nursing. Let's say that your data analysis revealed that 32% of your target population had less than a high school diploma and only 12% had some college. Therefore, a large percentage of the target population will need a variety of educational and training opportunities, perhaps building from Basic Skilled to Moderate-Skilled occupations within a healthcare-related career pathway, that would lead to an occupation as a High-Skilled registered nurse or beyond.

Beginning to Map the Career Pathway: With this type of data in hand, you are ready to begin the initial development of career pathways. Let's review what you have done thus far. You have:

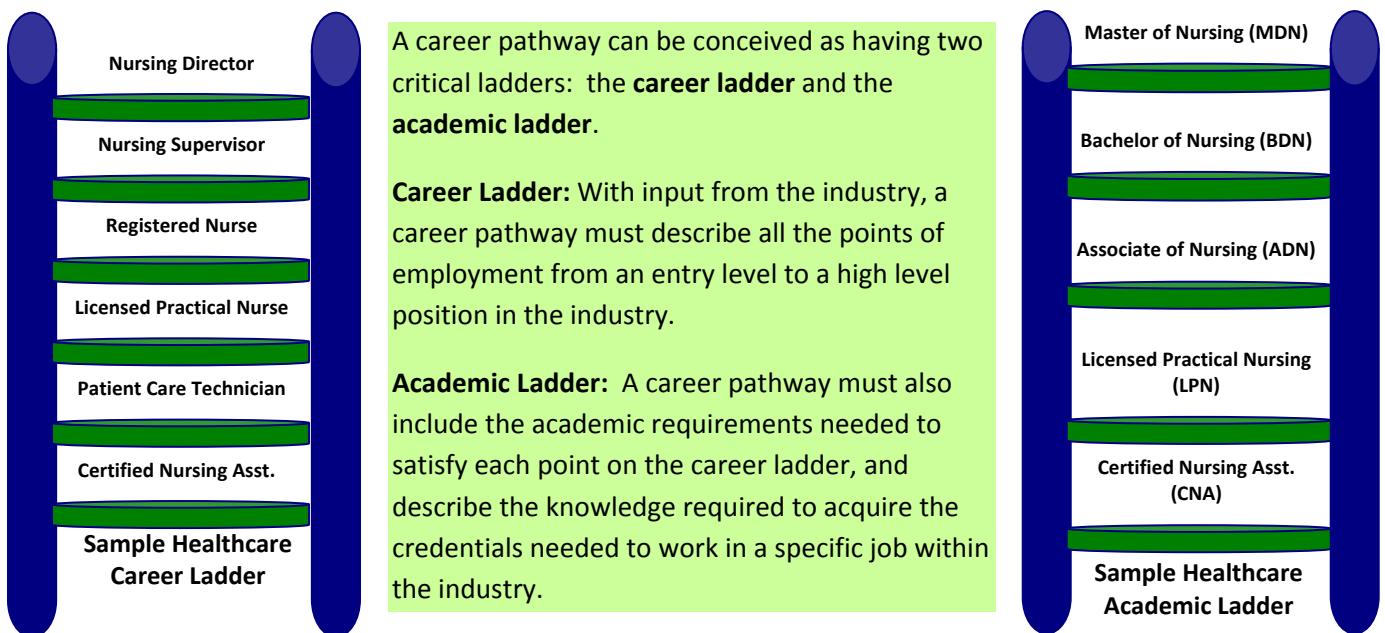
1. Identified the demographics of your target population.
2. Identified the high growth or critical High, Moderate and Basic Skilled occupations in your region.

3. Identified the education and training requirements of those occupations and compared those requirements to the educational levels of your target population.
4. Realized that there are gaps between your target population's skills and education and those required for high demand occupations.

Therefore, you know that you will need to identify the occupations and education/skill requirements of **related** occupations that could lead to a career in a high growth occupation. By doing that, you will be able to begin to build the academic ladder and career ladder necessary for developing a career pathway that allows for multiple and aligned entry and exit points.

The example below illustrates a sample academic and career ladder. Regardless of whether individuals are functioning at a low level, have a high school diploma, or perhaps have some college level credit, they can enter the pathway at the appropriate point based on their own educational levels.

Developing these ladders into a seamless career pathway requires strong partnerships among a variety of educational and training providers and support services. Toolkit #3 will explore the roles and responsibilities of those partners along with strategies and tools for building and sustaining productive partnerships. Developing these ladders also requires an understanding of the educational and training providers in your region. That takes us to the next step in the gap analysis process.



IDENTIFYING EDUCATIONAL AND TRAINING PROVIDERS

Identifying the educational and training providers in your region is critical to a comprehensive gap analysis and the subsequent development of aligned career pathways. You probably have one or two of the major education and training providers on your Steering Committee. It is wise to reach out to other providers to be included in your Adult Learning Collaborative Board. Providers may include publicly-supported organizations such as adult education and literacy providers receiving funds through state and/or federal legislation, community-based organizations providing literacy instruction through private funding only, community colleges and four-year postsecondary institutions, proprietary or for-profit training programs, job readiness provided through Michigan Works! agencies, etc.

To develop career pathways that represent all available options to interested adult learners, a comprehensive audit of current education and training providers is necessary. That audit will allow you to determine if there are any gaps between the education or training needs of the target population and available programs that can fill those needs.

A listing of existing education and training providers can usually be found from Michigan Works! agencies, community training directories, or other sources that focus on education. Identification of the providers, however, is just the first step. You will need additional information as you develop your career pathway system.



Tool #2.9 on page 73 provides a list of questions that you will want to collect on each of the region's education and training providers.

After the education and training providers are identified by the Steering Committee, these providers should obviously be invited to attend future meetings designed to develop career pathways in job sectors related to their areas of expertise.

CONDUCTING AN INITIAL REGIONAL FUNDING/RESOURCE AUDIT

Another important function of the gap analysis process is the initial identification of available funding and resources that can support the career pathway system. Understanding the nature, scope, and eligibility requirements of various state, federal, and private funding streams is critical for the partners to maximize their resources.

One of the best sources for getting information about possible federal funding sources for career pathways is a toolkit entitled *Funding Career Pathways and Career Pathway Bridges: A Federal Policy Toolkit for States* developed by the Center for Law and Social Policy. It can be accessed at <http://www.clasp.org/admin/site/publications/files/FundingCareerPathwaysFederalPolicyToolkitforStates.pdf>

Helpful
Tips

The toolkit is designed to help interagency teams identify and use federal resources to support career pathways and bridge programs for adults and out-of-school youth. It includes summaries of ten federal programs that can support various components of state career pathways and career pathway bridges into them. They are administered by four federal departments.

Administered by the U.S. Department of Labor:

- Workforce Investment Act Title I: Adult and Dislocated Worker
- Workforce Investment Act Title I: Youth
- Trade Adjustment Assistance
- Registered Apprenticeship and Pre-Apprenticeship
- Employment Service (Wagner-Peyser Act)

Administered by the U.S. Department of Education:

- Workforce Investment Act Title II: Adult Education and Family Literacy Act
- Pell Grant
- Carl D. Perkins Career and Technical Education

Administered by the U.S. Department of Health and Human Services:

- Temporary Assistance for Needy Families

Administered by the U.S. Department of Agriculture:

- Supplemental Nutrition Assistance Program Employment and Training

Some federal program resources may be more supportive of certain key tasks than others. For example:

Federal programs that may support staff to perform tasks relevant to **Business and Industry Engagement** and **Systems and Partnerships**:

- Employment Service (Wagner-Peyser Act)
- Temporary Assistance for Needy Families and others

Federal programs that may support **Program Innovation**:

- Workforce Investment Act Title II: Adult Education and Family Literacy Act
- Carl D. Perkins Career and Technical Education and others

Federal programs that may support **Student Support/Success Services**:

- Temporary Assistance for Needy Families
- Supplemental Nutrition Assistance Program Employment and Training
- Trade Adjustment Assistance and others

Federal programs that may provide **payment directly to students and/or for education/training**:

- Workforce Investment Act Title I: Adult and Dislocated Worker
- Pell Grant
- Trade Adjustment Assistance and others



Tool #2.10 on page 74 provides an example of the type of information available in the toolkit for each of the ten federal programs. In addition to federal funding, state and private funding sources should also be identified.

Tool #2.11 on page 76 is a chart that the Steering Committee can use to begin the initial analysis of possible funding streams and resources that can support the career pathway system. When the full Adult Learning Collaborative Board is convened, this chart can be expanded upon through input from the other board members.

Tool #2.13 on page 81 provides an overview of funding sources for workforce initiatives.

IDENTIFYING AND RECOMMENDING REGIONAL PRIORITIES

Getting Started: Just as “Rome wasn’t built in a day,” neither will your regional career pathways system. Funding, staffing, and resource constraints necessitate a prioritization process that maximizes impact on adult learners in your region. As you examine your region’s high demand occupations coupled with the High, Moderate, and Basic Skilled occupations included within those career pathways, you will need to determine which career pathways are most feasible for immediate implementation in light of your region’s financial, programmatic, and human resources.

Subsequent toolkits provide additional information on the components and funding needs for implementation, but here is an initial list of some of the questions you will want to consider as you begin to prioritize the career pathways with the greatest impact.



- If relevant bridge, technical, and professional trainings were in place, which of the high demand occupations offer the greatest opportunities for employment along a continuum of Basic, Moderate, and High Skilled occupations?
- For which of those career pathways do you have the strongest employer support?
- For which of those career pathways do you have strong partnerships among critical educational and training partners?
- For which of those career pathways do you already have some certificate and credentialing programs in place?
- If you need to develop bridge courses for undereducated adults within a career pathway,
 - Which occupation/s might interest the greatest number of adult learners?
 - Do you have staff and funding to develop the contextualized curriculum?
 - Do you have a system in place to provide advising/navigating and other support services to adult learners?
 - Do you have adequate staffing to coordinate the bridge course and provide specialized instruction?
 - Do you have access to or can you provide professional development to the staff involved in planning and delivering bridge instruction?
 - Do you have resources to develop customized marketing and recruitment materials?
 - Do you have a system that can measure and track data on the student’s progress and movement within the career pathway system and to subsequent employment?

It is recommended that the Steering Committee examine these questions and develop a Career Pathways Recommendations Report for presentation to the Adult Learning Collaborative Board.

Tool #2.1

Sample Working Agenda for Gap Analysis Steering Committee Meeting

Pre-Meeting Recommendations:

- Send committee members Toolkit 3: Conducting a Gap Analysis for review prior to the meeting.
- Ask committee members to bring any data they have related to demographics of the target population (low-skilled, undereducated adults) and economic projections including high growth or critical occupations in the region.

Time Allotment	Activity	Notes
10 minutes	Welcome and Introductions	<ul style="list-style-type: none"> • Always allow sufficient time for introductions and brief descriptions of the programs/agencies they represent if new members attend the meeting.
5 minutes	Intended Outcome	<ul style="list-style-type: none"> • Develop an action plan for conducting a gap analysis for presentation to the Adult Learning Collaborative Board – the first step in the development of a career pathways system.
50 minutes	Committee’s First Task: Conducting a Gap Analysis	<ul style="list-style-type: none"> • Send Toolkit 3 prior to the meeting for committee members to review. Set up a computer and LCD projector and view the tutorial during the meeting. Following the tutorial, engage in a discussion on the various tasks involved. If members have brought data with them to the meeting, ask them to share it. Divide up the work using the worksheet, Tool 2.14 on page 85 of Toolkit #3. Be sure to agree upon a workable timeline for the completion of the tasks.
20 minutes	Planning Next Steps	<ul style="list-style-type: none"> • Set a date, time, and location for the next meeting/conference call during which members will share the results of their tasks and will develop a report to the ALCB.

Tool #2.2

SAMPLE CENSUS TABLES

Michigan -- County

B14005. SEX BY SCHOOL ENROLLMENT BY EDUCATIONAL ATTAINMENT BY EMPLOYMENT STATUS FOR THE POPULATION 16 TO 19 YEARS - Universe: POPULATION 16 TO 19 YEARS

Data Set: [2005-2009 American Community Survey 5-Year Estimates](#)

Survey: American Community Survey

NOTE. Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the [official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties](#).

For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [Survey Methodology](#).

	Kent County, Michigan	
	Estimate	Margin of Error
Total:	34,807	+/-464
Male:	18,029	+/-317
Enrolled in school:	15,212	+/-437
Employed	5,029	+/-363
Unemployed	1,798	+/-271
Not in labor force	8,385	+/-507
Not enrolled in school:	2,817	+/-336
High school graduate:	1,670	+/-279
Employed	1,058	+/-240
Unemployed	327	+/-128
Not in labor force	285	+/-107
Not high school graduate:	1,147	+/-251
Employed	300	+/-93
Unemployed	146	+/-55
Not in labor force	701	+/-216
Female:	16,778	+/-326
Enrolled in school:	14,545	+/-413
Employed	5,339	+/-417
Unemployed	1,963	+/-284
Not in labor force	7,243	+/-414
Not enrolled in school:	2,233	+/-272
High school graduate:	1,454	+/-210
Employed	956	+/-171
Unemployed	227	+/-101
Not in labor force	271	+/-96
Not high school graduate:	779	+/-183
Employed	163	+/-81
Unemployed	196	+/-104
Not in labor force	420	+/-140

B15001. SEX BY AGE BY EDUCATIONAL ATTAINMENT FOR THE POPULATION 18 YEARS AND OVER - Universe: POPULATION 18 YEARS AND OVER

Data Set: [2005-2009 American Community Survey 5-Year Estimates](#)

Survey: American Community Survey

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	Kent County, Michigan	
	Estimate	Margin of Error
Total:	442,768	+/-52
Male:	215,514	+/-27
18 to 24 years:	30,024	+/-4
Less than 9th grade	1,070	+/-243
9th to 12th grade, no diploma	4,405	+/-461
High school graduate, GED, or alternative	9,668	+/-562
Some college, no degree	10,977	+/-669
Associate's degree	1,366	+/-235
Bachelor's degree	2,462	+/-455
Graduate or professional degree	76	+/-58
25 to 34 years:	46,245	+/-7
Less than 9th grade	2,141	+/-370
9th to 12th grade, no diploma	4,492	+/-540
High school graduate, GED, or alternative	10,586	+/-722
Some college, no degree	11,692	+/-781
Associate's degree	3,790	+/-445
Bachelor's degree	10,464	+/-673
Graduate or professional degree	3,080	+/-350
35 to 44 years:	42,334	+/-4
Less than 9th grade	1,794	+/-354
9th to 12th grade, no diploma	3,032	+/-317
High school graduate, GED, or alternative	11,459	+/-707
Some college, no degree	8,759	+/-520
Associate's degree	3,504	+/-364
Bachelor's degree	9,159	+/-559
Graduate or professional degree	4,627	+/-373
45 to 64 years:	70,637	+/-28
Less than 9th grade	2,765	+/-343
9th to 12th grade, no diploma	4,443	+/-394
High school graduate, GED, or alternative	19,171	+/-843
Some college, no degree	16,727	+/-660
Associate's degree	5,356	+/-395
Bachelor's degree	12,999	+/-569
Graduate or professional degree	9,176	+/-530
65 years and over:	26,274	+/-2
Less than 9th grade	2,603	+/-286
9th to 12th grade, no diploma	3,500	+/-255
High school graduate, GED, or alternative	7,604	+/-398
Some college, no degree	5,078	+/-368
Associate's degree	1,036	+/-175
Bachelor's degree	3,546	+/-354
Graduate or professional degree	2,907	+/-307
Female:	227,254	+/-47

	Kent County, Michigan	
18 to 24 years:	29,637	+/-53
Less than 9th grade	635	+/-201
9th to 12th grade, no diploma	3,741	+/-349
High school graduate, GED, or alternative	7,459	+/-484
Some college, no degree	13,070	+/-661
Associate's degree	1,467	+/-208
Bachelor's degree	3,133	+/-388
Graduate or professional degree	132	+/-62
25 to 34 years:	45,947	+/-46
Less than 9th grade	1,711	+/-293
9th to 12th grade, no diploma	3,219	+/-351
High school graduate, GED, or alternative	9,272	+/-685
Some college, no degree	10,952	+/-640
Associate's degree	4,130	+/-474
Bachelor's degree	12,808	+/-636
Graduate or professional degree	3,855	+/-405
35 to 44 years:	41,634	+/-4
Less than 9th grade	1,210	+/-247
9th to 12th grade, no diploma	1,940	+/-289
High school graduate, GED, or alternative	9,289	+/-628
Some college, no degree	9,681	+/-603
Associate's degree	4,984	+/-434
Bachelor's degree	10,239	+/-514
Graduate or professional degree	4,291	+/-468
45 to 64 years:	72,748	+/-4
Less than 9th grade	2,205	+/-336
9th to 12th grade, no diploma	4,138	+/-392
High school graduate, GED, or alternative	21,645	+/-712
Some college, no degree	17,271	+/-760
Associate's degree	7,328	+/-455
Bachelor's degree	12,665	+/-640
Graduate or professional degree	7,496	+/-489
65 years and over:	37,288	+/-30
Less than 9th grade	2,666	+/-344
9th to 12th grade, no diploma	5,485	+/-400
High school graduate, GED, or alternative	15,064	+/-482
Some college, no degree	7,060	+/-499
Associate's degree	1,660	+/-202
Bachelor's degree	3,303	+/-334
Graduate or professional degree	2,050	+/-246

Source: U.S. Census Bureau, 2005-2009 American Community Survey

B16001. LANGUAGE SPOKEN AT HOME BY ABILITY TO SPEAK ENGLISH FOR THE POPULATION 5 YEARS AND OVER - Universe: POPULATION 5 YEARS AND OVER

Data Set: [2005-2009 American Community Survey 5-Year Estimates](#)

Survey: American Community Survey

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	Kent County, Michigan	
	Estimate	Margin of Error
Total:	555,890	+/-65
Speak only English	492,417	+/-1,347
Spanish or Spanish Creole:	41,440	+/-1,013
Speak English "very well"	19,612	+/-1,028
Speak English less than "very well"	21,828	+/-1,113
French (incl. Patois, Cajun):	1,183	+/-271
Speak English "very well"	1,009	+/-256
Speak English less than "very well"	174	+/-74
French Creole:	107	+/-80
Speak English "very well"	99	+/-76
Speak English less than "very well"	8	+/-13
Italian:	328	+/-152
Speak English "very well"	210	+/-117
Speak English less than "very well"	118	+/-102
Portuguese or Portuguese Creole:	140	+/-82
Speak English "very well"	103	+/-59
Speak English less than "very well"	37	+/-42
German:	1,503	+/-306
Speak English "very well"	1,206	+/-277
Speak English less than "very well"	297	+/-117
Yiddish:	0	+/-109
Speak English "very well"	0	+/-109
Speak English less than "very well"	0	+/-109
Other West Germanic languages:	1,705	+/-289
Speak English "very well"	1,350	+/-257
Speak English less than "very well"	355	+/-126
Scandinavian languages:	68	+/-63
Speak English "very well"	59	+/-61
Speak English less than "very well"	9	+/-14
Greek:	82	+/-50
Speak English "very well"	68	+/-47
Speak English less than "very well"	14	+/-17
Russian:	400	+/-157
Speak English "very well"	309	+/-139
Speak English less than "very well"	91	+/-61
Polish:	1,069	+/-404
Speak English "very well"	750	+/-297
Speak English less than "very well"	319	+/-151

	Kent County, Michigan	
Serbo-Croatian:	2,190	+/-637
Speak English "very well"	1,061	+/-384
Speak English less than "very well"	1,129	+/-346
Other Slavic languages:	217	+/-133
Speak English "very well"	173	+/-107
Speak English less than "very well"	44	+/-46
Armenian:	26	+/-31
Speak English "very well"	8	+/-14
Speak English less than "very well"	18	+/-28
Persian:	132	+/-95
Speak English "very well"	22	+/-26
Speak English less than "very well"	110	+/-91
Gujarati:	165	+/-142
Speak English "very well"	125	+/-104
Speak English less than "very well"	40	+/-46
Hindi:	556	+/-257
Speak English "very well"	376	+/-167
Speak English less than "very well"	180	+/-143
Urdu:	157	+/-132
Speak English "very well"	119	+/-91
Speak English less than "very well"	38	+/-61
Other Indic languages:	391	+/-239
Speak English "very well"	288	+/-181
Speak English less than "very well"	103	+/-84
Other Indo-European languages:	786	+/-225
Speak English "very well"	585	+/-193
Speak English less than "very well"	201	+/-84
Chinese:	1,563	+/-471
Speak English "very well"	740	+/-262
Speak English less than "very well"	823	+/-344
Japanese:	257	+/-104
Speak English "very well"	192	+/-95
Speak English less than "very well"	65	+/-43
Korean:	727	+/-243
Speak English "very well"	394	+/-167
Speak English less than "very well"	333	+/-167
Mon-Khmer, Cambodian:	8	+/-12
Speak English "very well"	8	+/-12
Speak English less than "very well"	0	+/-109
Hmong:	172	+/-136
Speak English "very well"	124	+/-87
Speak English less than "very well"	48	+/-72
Thai:	55	+/-42
Speak English "very well"	32	+/-34
Speak English less than "very well"	23	+/-28
Laotian:	44	+/-74
Speak English "very well"	44	+/-74
Speak English less than "very well"	0	+/-109
Vietnamese:	4,087	+/-670
Speak English "very well"	969	+/-259
Speak English less than "very well"	3,118	+/-581
Other Asian languages:	372	+/-148
Speak English "very well"	276	+/-121
Speak English less than "very well"	96	+/-84
Tagalog:	507	+/-196
Speak English "very well"	392	+/-152
Speak English less than "very well"	115	+/-89
Other Pacific Island languages:	175	+/-107
Speak English "very well"	145	+/-97

	Kent County, Michigan	
Speak English less than "very well"	30	+/-34
Navajo:	0	+/-109
Speak English "very well"	0	+/-109
Speak English less than "very well"	0	+/-109
Other Native North American languages:	141	+/-87
Speak English "very well"	118	+/-86
Speak English less than "very well"	23	+/-27
Hungarian:	49	+/-39
Speak English "very well"	49	+/-39
Speak English less than "very well"	0	+/-109
Arabic:	732	+/-329
Speak English "very well"	319	+/-188
Speak English less than "very well"	413	+/-191
Hebrew:	39	+/-63
Speak English "very well"	39	+/-63
Speak English less than "very well"	0	+/-109
African languages:	1,770	+/-522
Speak English "very well"	962	+/-325
Speak English less than "very well"	808	+/-373
Other and unspecified languages:	130	+/-77
Speak English "very well"	60	+/-49
Speak English less than "very well"	70	+/-61

**B17001. POVERTY STATUS IN THE PAST 12 MONTHS BY SEX BY AGE - Universe:
POPULATION FOR WHOM POVERTY STATUS IS DETERMINED**

Data Set: [2005-2009 American Community Survey 5-Year Estimates](#)

Survey: American Community Survey

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	Kent County, Michigan	
	Estimate	Margin of Error
Total:	590,865	+/-1,211
Income in the past 12 months below poverty level:	77,444	+/-2,983
Male:	34,954	+/-1,590
Under 5 years	4,894	+/-454
5 years	1,101	+/-260
6 to 11 years	4,634	+/-480
12 to 14 years	1,964	+/-318
15 years	666	+/-148
16 and 17 years	1,509	+/-243
18 to 24 years	5,523	+/-582
25 to 34 years	4,755	+/-496
35 to 44 years	3,600	+/-466
45 to 54 years	3,282	+/-474
55 to 64 years	1,826	+/-237
65 to 74 years	557	+/-139
75 years and over	643	+/-158
Female:	42,490	+/-1,779
Under 5 years	4,559	+/-369
5 years	682	+/-175
6 to 11 years	4,312	+/-460
12 to 14 years	2,144	+/-349
15 years	567	+/-187
16 and 17 years	1,176	+/-254
18 to 24 years	7,498	+/-614
25 to 34 years	7,642	+/-636
35 to 44 years	4,654	+/-457
45 to 54 years	3,609	+/-398
55 to 64 years	2,493	+/-345
65 to 74 years	1,311	+/-227
75 years and over	1,843	+/-320
Income in the past 12 months at or above poverty level:	513,421	+/-2,919
Male:	256,910	+/-1,540
Under 5 years	18,511	+/-440
5 years	3,645	+/-353
6 to 11 years	21,455	+/-643
12 to 14 years	10,890	+/-513
15 years	3,700	+/-283
16 and 17 years	7,912	+/-368
18 to 24 years	22,180	+/-724
25 to 34 years	41,100	+/-523

	Kent County, Michigan	
35 to 44 years	38,439	+/-462
45 to 54 years	39,491	+/-478
55 to 64 years	25,560	+/-229
65 to 74 years	13,458	+/-198
75 years and over	10,569	+/-246
Female:	256,511	+/-1,883
Under 5 years	17,375	+/-389
5 years	3,601	+/-360
6 to 11 years	20,212	+/-799
12 to 14 years	10,560	+/-612
15 years	3,842	+/-306
16 and 17 years	7,239	+/-389
18 to 24 years	19,904	+/-682
25 to 34 years	38,158	+/-617
35 to 44 years	36,871	+/-469
45 to 54 years	39,769	+/-405
55 to 64 years	26,690	+/-349
65 to 74 years	15,606	+/-228
75 years and over	16,684	+/-470

B19001. HOUSEHOLD INCOME IN THE PAST 12 MONTHS (IN 2009 INFLATION-ADJUSTED DOLLARS) - Universe: HOUSEHOLDS

Data Set: [2005-2009 American Community Survey 5-Year Estimates](#)

Survey: American Community Survey

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	Kent County, Michigan	
	Estimate	Margin of Error
Total:	225,517	+/-1,413
Less than \$10,000	14,668	+/-948
\$10,000 to \$14,999	12,406	+/-680
\$15,000 to \$19,999	12,372	+/-707
\$20,000 to \$24,999	12,113	+/-711
\$25,000 to \$29,999	12,975	+/-741
\$30,000 to \$34,999	13,010	+/-722
\$35,000 to \$39,999	12,577	+/-766
\$40,000 to \$44,999	12,020	+/-755
\$45,000 to \$49,999	10,805	+/-683
\$50,000 to \$59,999	20,640	+/-831
\$60,000 to \$74,999	24,345	+/-882
\$75,000 to \$99,999	29,186	+/-866
\$100,000 to \$124,999	16,818	+/-789
\$125,000 to \$149,999	8,526	+/-483
\$150,000 to \$199,999	6,516	+/-413
\$200,000 or more	6,540	+/-424

[B19013. MEDIAN HOUSEHOLD INCOME IN THE PAST 12 MONTHS \(IN 2009 INFLATION-ADJUSTED DOLLARS\) - Universe: HOUSEHOLDS](#)

Data Set: [2005-2009 American Community Survey 5-Year Estimates](#)

Survey: American Community Survey

NOTE. Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the [official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties](#).

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	Kent County, Michigan	
	Estimate	Margin of Error
Median household income in the past 12 months (in 2009 inflation-adjusted dollars)	49,908	+/-667

Source: U.S. Census Bureau, 2005-2009 American Community Survey

TOOL #2.3: NAAL SYNTHETIC LITERACY ESTIMATES – MICHIGAN

Indirect estimate of percent lacking *Basic* prose literacy skills and corresponding credible intervals in all counties: Michigan 2003

Location	FIPS code ⁰	Population size ¹	Percent lacking <i>basic</i> prose literacy skills ²	95% credible interval ³	
				Lower bound	Upper bound
Michigan	26000	7,629,134	8	6.2	11.0
Alcona County	26001	9,723	9	4.1	15.9
Alger County	26003	7,383	9	4.2	16.0
Allegan County	26005	82,958	8	4.0	15.3
Alpena County	26007	24,509	7	3.3	13.1
Antrim County	26009	19,257	7	3.3	12.7
Arenac County	26011	13,449	10	4.6	17.3
Baraga County	26013	6,521	8	3.9	15.1
Barry County	26015	45,486	7	3.1	12.4
Bay County	26017	85,460	8	3.7	14.1
Benzie County	26019	13,631	7	3.2	12.6
Berrien County	26021	123,273	9	4.2	16.2
Branch County	26023	34,177	9	4.3	16.4
Calhoun County	26025	104,591	8	3.9	15.0
Cass County	26027	40,140	8	4.0	15.4
Charlevoix County	26029	20,799	6	3.1	11.9
Cheboygan County	26031	21,759	8	3.9	14.8
Chippewa County	26033	27,151	8	3.9	15.0
Clare County	26035	24,955	9	4.4	17.1
Clinton County	26037	51,732	6	2.6	10.5
Crawford County	26039	11,589	8	3.7	14.5
Delta County	26041	30,574	7	3.1	12.3
Dickinson County	26043	21,410	8	3.5	13.8
Eaton County	26045	82,368	5	2.4	9.5
Emmet County	26047	25,376	6	2.6	10.7
Genesee County	26049	333,153	10	6.5	15.9
Gladwin County	26051	21,542	9	4.2	16.1

Gogebic County	26053	13,794	8	3.5	13.9
Grand Traverse County	26055	63,792	5	2.5	9.9
Gratiot County	26057	30,033	9	4.1	15.5
Hillsdale County	26059	35,884	8	3.9	15.0
Houghton County	26061	26,782	8	3.7	15.0
Huron County	26063	27,858	9	4.3	16.5
Ingham County	26065	209,215	6	3.0	11.3
Ionia County	26067	44,961	8	3.8	14.8
Iosco County	26069	21,743	9	4.2	15.8
Iron County	26071	10,212	9	4.1	15.5
Isabella County	26073	48,228	7	3.4	13.9
Jackson County	26075	118,845	7	3.4	12.9
Kalamazoo County	26077	181,978	6	2.9	11.6
Kalkaska County	26079	13,317	9	4.2	16.4
Kent County	26081	435,012	8	3.8	14.6
Keweenaw County	26083	1,721	8	3.6	14.0
Lake County	26085	9,262	11	5.4	20.3
Lapeer County	26087	69,519	7	3.0	12.1
Leelanau County	26089	17,640	5	2.3	9.3
Lenawee County	26091	75,194	8	3.7	14.2
Livingston County	26093	131,876	4	2.0	8.3
Luce County	26095	4,860	9	4.5	17.2
Mackinac County	26097	9,276	8	3.8	14.8
Macomb County	26099	637,170	7	3.2	12.8
Manistee County	26101	19,703	8	3.9	14.8
Marquette County	26103	50,255	6	3.0	11.9
Mason County	26105	22,784	7	3.5	13.7
Mecosta County	26107	30,946	8	3.7	14.6
Menominee County	26109	19,911	9	4.2	16.0
Midland County	26111	64,437	6	2.7	10.9
Missaukee County	26113	11,740	9	4.2	16.3
Monroe County	26115	116,018	7	3.4	13.3
Montcalm County	26117	46,673	8	3.9	14.9
Montmorency County	26119	8,704	10	4.5	17.4
Muskegon County	26121	128,146	8	4.0	15.3
Newaygo County	26123	37,200	9	4.4	16.5

Oakland County	26125	932,922	7	4.2	11.3
Oceana County	26127	21,087	10	5.0	18.6
Ogemaw County	26129	17,484	9	4.4	16.9
Ontonagon County	26131	6,288	8	3.9	15.1
Osceola County	26133	18,166	9	4.3	16.5
Oscoda County	26135	7,665	10	4.7	17.7
Otsego County	26137	18,904	7	3.1	12.2
Ottawa County	26139	182,539	7	3.2	12.4
Presque Isle County	26141	11,751	8	3.9	15.3
Roscommon County	26143	21,620	8	3.9	15.0
Saginaw County	26145	157,577	10	4.6	17.2
Sanilac County	26151	34,317	9	4.3	16.6
Schoolcraft County	26153	6,850	9	4.4	16.7
Shiawassee County	26155	55,921	7	3.4	13.1
St. Clair County	26147	130,608	7	3.1	12.5
St. Joseph County	26149	47,261	9	4.4	16.7
Tuscola County	26157	44,897	7	4.2	12.7
Van Buren County	26159	58,288	9	4.4	16.8
Washtenaw County	26161	252,410	6	2.8	11.6
Wayne County	26163	1,500,757	12	5.5	21.2
Wexford County	26165	24,167	8	3.7	14.2

¹ The state and county Federal Information processing Standards (FIPS) codes are standardized unique state and county identifiers. The first two positions identify the state, and the last three positions identify the county. For more information, see <http://www.census.gov/geo/www/fips/fips.html>

¹ Estimated population size of persons 16 years and older in households in 2003.

² Those lacking *Basic* prose literacy skills include those who scored *Below Basic* in prose and those who could not be tested due to language barriers.

³ The estimated percent lacking *Basic* prose literacy skills has a margin of error as measured by the associated credible interval. There is a 95% chance that the value of the percent lacking *Basic* prose literacy skills is contained between the lower and upper bound.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy

Tool #2.4

Area Community Service Employment and Training (ACSET) Council

Table 1 - Population Trends – 2000 – 2009 - ACSET MWA

Area	2000*	2009	2000 - 2009 Numeric Change	2000 - 2009 Percent Change
ACSET MWA	680,000	721,764	41,764	6.1%
Allegan County	105,665	113,449	7,784	7.4%
Kent County	574,335	608,315	33,980	5.9%
Michigan	9,938,444	9,969,727	31,283	0.3%
United States	281,421,906	307,006,550	25,584,644	9.1%

Source: U.S. Bureau of the Census

*Decennial Census - April 1, 2000

Table 2 - Population Change by Demographic Group – 2000 - 2008 - ACSET MWA

Demographic Group	2000*	2008	2000 - 2008 Numeric Change	2000 - 2008 Percent Change
Total Population	682,504	718,188	35,684	5.2%
Age				
14-18	53,342	53,606	264	0.5%
19-21	30,156	28,520	-1,636	-5.4%
22-54	327,327	337,757	10,430	3.2%
55-64	49,856	73,358	23,502	47.1%

65 Plus	71,521	77,102	5,581	7.8%
Sex				
Male	336,631	356,202	19,571	5.8%
Female	345,873	361,986	16,113	4.7%
Race/Ethnic				
White, Not Hispanic	564,632	576,312	11,680	2.1%
Black/African American, Not Hispanic	55,208	58,493	3,285	6.0%
Native American, Not Hispanic	3,606	3,622	16	0.4%
Asian/Pacific Islander, Not Hispanic	12,301	14,485	2,184	17.8%
Hispanic	46,757	65,276	18,519	39.6%

Source: U.S. Bureau of the Census

***Census Estimate - July 1, 2000**

Table 3 - Population by Demographic Group - 2008 - ACSET MWA

Demographic Group	2008	Percent Distribution
Total Population	718,188	100.0%
Age		
14-18	53,606	7.5%
19-21	28,520	4.0%
22-54	337,757	47.0%
55-64	73,358	10.2%
65 Plus	77,102	10.7%
Sex		
Male	356,202	49.6%
Female	361,986	50.4%
Race/Ethnic		
White, Not Hispanic	576,312	80.2%
Black/African American, Not Hispanic	58,493	8.1%

Native American, Not Hispanic	3,622	0.5%
Asian/Pacific Islander, Not Hispanic	14,485	2.0%
Hispanic	65,276	9.1%

Source: U.S. Bureau of the Census

Table 4 - Labor Force Trends – 2006 – 2010 - ACSET MWA

Area	May 2006	May 2008	May 2010	2006 - 2010 Percent Change
ACSET MWA	383,600	384,425	367,425	-4.2%
Allegan County	56,850	56,300	53,600	-5.7%
Kent County	326,750	328,125	313,825	-4.0%
Michigan	5,052,000	4,997,000	4,864,000	-3.7%
United States	150,696,000	154,003,000	153,866,000	2.1%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 5 - Employment Trends – 2006 – 2010 - ACSET MWA

Area	May 2006	May 2008	May 2010	2006 - 2010 Percent Change
ACSET MWA	363,475	359,375	327,250	-10.0%
Allegan County	53,700	52,400	46,975	-12.5%
Kent County	309,775	306,975	280,275	-9.5%
Michigan	4,735,000	4,607,000	4,241,000	-10.4%
United States	144,041,000	145,927,000	139,497,000	-3.2%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 6 - Unemployment Rates (Percent) – 2006 – 2010 - ACSET MWA

Area	May 2006	May 2008	May 2010	2006 - 2010 Rate Change
ACSET MWA	5.2	6.5	10.9	5.7
Allegan County	5.6	6.9	12.4	6.8
Kent County	5.2	6.4	10.7	5.5
Michigan	6.3	7.8	12.8	6.5
United States	4.4	5.2	9.3	4.9

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 7 - Civilian Labor Force by Demographic Group – 2000 - ACSET MWA

Demographic Group	Civilian Labor Force	Total Employment	Total Unemployment	Unemployment Rate
Total	356,889	341,258	15,631	4.4%
Male 16+	190,976	182,778	8,198	4.3%
16-19	12,855	11,124	1,731	13.5%
20-24	21,160	19,909	1,251	5.9%
25-54	134,604	130,055	4,549	3.4%
55-64	16,768	16,311	457	2.7%
65 Plus	5,589	5,379	210	3.8%
Female 16+	165,913	158,480	7,433	4.5%
16-19	12,934	11,367	1,567	12.1%
20-24	19,551	18,352	1,199	6.1%
25-54	115,777	111,604	4,173	3.6%
55-64	14,076	13,818	258	1.8%
65 Plus	3,575	3,339	236	6.6%
Race/Sex				

White Male	167,409	161,531	5,878	3.5%
White Female	144,038	138,718	5,320	3.7%
Black Male	10,808	9,339	1,216	11.5%
Black Female	11,808	10,555	1,253	10.6%
Asian Male	2,763	2,579	184	6.7%
Asian Female	2,592	2,408	184	7.1%
Other Male	6,255	5,703	552	8.8%
Other Female	3,901	3,523	378	9.7%
Hispanic Male	12,809	11,728	1,081	8.4%
Hispanic Female	7,934	7,178	756	9.5%

Source: U.S. Bureau of the Census

Table 8 - Private Industry Employment Trends - Third Quarter 2006 - 2009 - ACSET MWA

Industry	Third Quarter 2006 Employment	Third Quarter 2009 Employment	2006 - 2009 Numeric Change	2006 - 2009 Percent Change
Total Employment	345,168	305,298	-39,870	-11.6%
Natural Resources & Mining	3,799	3,979	180	4.7%
Construction	18,776	14,430	-4,346	-23.1%
Manufacturing	77,035	60,524	-16,511	-21.4%
Trade, Transportation & Utilities	68,992	63,147	-5,845	-8.5%
Information	5,513	4,201	-1,312	-23.8%
Financial Activities	20,052	16,314	-3,738	-18.6%
Professional & Business Services	53,803	44,436	-9,367	-17.4%
Educational & Health Services	52,108	55,688	3,580	6.9%
Leisure & Hospitality	33,086	31,520	-1,566	-4.7%
Other Services	12,004	11,059	-945	-7.9%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Quarterly Census of Employment and Wages - ES 202

Table 9 - Top Ten Private Industries – Third Quarter 2009 - ACSET MWA

Industry	Jobs	Percent of Total
Administrative and Support Services	25,233	8.3%
Food Services and Drinking Places	24,374	8.0%
Hospitals	19,209	6.3%
Ambulatory Health Care Services	14,193	4.6%
Professional and Technical Services	14,035	4.6%
Merchant Wholesalers, Durable Goods	10,362	3.4%
Specialty Trade Contractors	10,330	3.4%
Nursing and Residential Care Facilities	9,747	3.2%
General Merchandise Stores	8,633	2.8%
Educational Services	8,405	2.8%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 10 - Top Ten Private Industries by Percent Job Growth – 3rd. Qtr. 2006 - 2009 - ACSET MWA

Industry	Numeric Job Growth	Percent Job Growth
Warehousing and Storage	362	49.4%
Animal Production	243	47.7%
Miscellaneous Manufacturing	337	13.5%
Nursing and Residential Care Facilities	968	11.0%
Hospitals	1,815	10.4%
Telecommunications	112	8.6%
Clothing and Clothing Accessories Stores	208	8.5%
Accommodation	166	7.1%

Social Assistance	247	6.4%
Ambulatory Health Care Services	452	3.3%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 11 - Declining Industries - Third Quarter 2006 - 2009 - ACSET MWA

Industry	Third Quarter 2006 Employment	Third Quarter 2009 Employment	2006 - 2009 Numeric Change	2006 - 2009 Percent Change
Publishing Industries, Except Internet	2,053	1,312	-741	-36.1%
Construction of Buildings	3,908	2,676	-1,232	-31.5%
Wood Product Manufacturing	1,670	1,148	-522	-31.3%
Plastics and Rubber Products Manufacturing	6,597	4,771	-1,826	-27.7%
Furniture and Home Furnishings Stores	1,774	1,293	-481	-27.1%
Gasoline Stations	1,447	1,071	-376	-26.0%
Machinery Manufacturing	8,819	6,528	-2,291	-26.0%
Fabricated Metal Product Manufacturing	8,251	6,302	-1,949	-23.6%
Motor Vehicle and Parts Dealers	4,946	3,810	-1,136	-23.0%
Paper Manufacturing	2,205	1,700	-505	-22.9%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 12 - Number of Unemployed - 2009 - 2010 - ACSET MWA

Area	May 2009	May 2010	2009 - 2010 Numeric Change	2009 - 2010 Percent Change
ACSET MWA	41,025	40,175	-850	-2.0%
Allegan County	6,850	6,650	-200	-3.2%
Kent County	34,150	33,550	-600	-1.8%

Michigan	663,000	623,000	-40,000	-6.0%
United States	13,973,000	14,369,000	396,000	2.8%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 13 - High School Graduates in Michigan by County - 2007 - 2008 & 2008 - 2009 School Years

County	2007 - 2008	2008 - 2009	Numeric Change	Percent Change
Alcona	72	56	-16	-22.2%
Alger	90	86	-4	-4.4%
Allegan	1,334	1,337	3	0.2%
Alpena	337	291	-46	-13.6%
Antrim	295	256	-39	-13.2%
Arenac	205	212	7	3.4%
Baraga	104	99	-5	-4.8%
Barry	579	561	-18	-3.1%
Bay	1,182	1,043	-139	-11.8%
Benzie	168	162	-6	-3.6%
Berrien	1,860	1,793	-67	-3.6%
Branch	438	429	-9	-2.1%
Calhoun	1,492	1,482	-10	-0.7%
Cass	440	450	10	2.3%
Charlevoix	335	336	1	0.3%
Cheboygan	285	292	7	2.5%
Chippewa	388	343	-45	-11.6%
Clare	348	357	9	2.6%
Clinton	843	859	16	1.9%
Crawford	153	123	-30	-19.6%
Delta	485	461	-24	-4.9%

Dickinson	372	382	10	2.7%
Eaton	1,186	1,119	-67	-5.6%
Emmet	413	384	-29	-7.0%
Genesee	4,739	4,620	-119	-2.5%
Gladwin	259	234	-25	-9.7%
Gogebic	160	159	-1	-0.6%
Grand Traverse	1,002	979	-23	-2.3%
Gratiot	587	548	-39	-6.6%
Hillsdale	460	453	-7	-1.5%
Houghton	414	354	-60	-14.5%
Huron	447	439	-8	-1.8%
Ingham	2,904	2,827	-77	-2.7%
Ionia	782	780	-2	-0.3%
Iosco	400	382	-18	-4.5%
Iron	141	120	-21	-14.9%
Isabella	543	464	-79	-14.5%
Jackson	1,700	1,666	-34	-2.0%
Kalamazoo	2,137	2,136	-1	0.0%

Table 13 - High School Graduates in Michigan by County - 2007 - 2008 & 2008 - 2009 School Years

County	2007 - 2008	2008 - 2009	Numeric Change	Percent Change
Kalkaska	163	161	-2	-1.2%
Kent	6,209	6,458	249	4.0%
Keweenaw	0	0	0	0.0%
Lake	38	26	-12	-31.6%
Lapeer	1,115	1,135	20	1.8%
Leelanau	183	198	15	8.2%
Lenawee	1,213	1,268	55	4.5%

Livingston	2,145	2,170	25	1.2%
Luce	81	72	-9	-11.1%
Mackinaw	106	107	1	0.9%
Macomb	9,576	9,233	-343	-3.6%
Manistee	192	264	72	37.5%
Marquette	697	604	-93	-13.3%
Mason	369	372	3	0.8%
Mecosta	486	421	-65	-13.4%
Menominee	245	243	-2	-0.8%
Midland	1,044	999	-45	-4.3%
Missaukee	148	158	10	6.8%
Monroe	1,695	1,694	-1	-0.1%
Montcalm	855	899	44	5.1%
Montmorency	71	62	-9	-12.7%
Muskegon	1,902	1,914	12	0.6%
Newaygo	610	593	-17	-2.8%
Oakland	14,417	13,940	-477	-3.3%
Oceana	228	257	29	12.7%
Ogemaw	184	182	-2	-1.1%
Ontonagon	81	68	-13	-16.0%
Osceola	357	374	17	4.8%
Oscoda	68	66	-2	-2.9%
Otsego	296	277	-19	-6.4%
Ottawa	2,820	2,737	-83	-2.9%
Presque Isle	151	115	-36	-23.8%
Roscommon	227	237	10	4.4%
Saginaw	2,022	2,019	-3	-0.1%
St. Clair	1,863	1,818	-45	-2.4%

St. Joseph	749	717	-32	-4.3%
Sanilac	601	623	22	3.7%
Schoolcraft	83	73	-10	-12.0%
Shiawassee	989	985	-4	-0.4%
Tuscola	741	779	38	5.1%

Table 13 - High School Graduates in Michigan by County - 2007 - 2008 & 2008 - 2009 School Years

County	2007 - 2008	2008 - 2009	Numeric Change	Percent Change
Van Buren	1,175	1,063	-112	-9.5%
Washtenaw	3,221	3,183	-38	-1.2%
Wayne	19,264	19,002	-262	-1.4%
Wexford	379	330	-49	-12.9%
Michigan	109,542	107,074	-2,468	-2.3%

Source: Michigan Department of Education

Note: The sum of the areas do not add to the statewide total

Table 14 - Community College Graduates in Michigan by County - 2007 - 2008 & 2008 - 2009 School Years

County	2007 - 2008	2008 - 2009	Numeric Change	Percent Change
Alcona	0	0	0	0.0%
Alger	0	0	0	0.0%
Allegan	0	0	0	0.0%
Alpena	412	404	-8	-1.9%
Antrim	0	0	0	0.0%
Arenac	0	0	0	0.0%
Baraga	0	0	0	0.0%
Barry	0	0	0	0.0%
Bay	0	0	0	0.0%

Benzie	0	0	0	0.0%
Berrien	330	329	-1	-0.3%
Branch	0	0	0	0.0%
Calhoun	910	952	42	4.6%
Cass	298	240	-58	-19.5%
Charlevoix	0	0	0	0.0%
Cheboygan	0	0	0	0.0%
Chippewa	0	0	0	0.0%
Clare	416	420	4	1.0%
Clinton	0	0	0	0.0%
Crawford	0	0	0	0.0%
Delta	392	422	30	7.7%
Dickinson	0	0	0	0.0%
Eaton	0	0	0	0.0%
Emmet	282	284	2	0.7%
Genesee	1,323	1,557	234	17.7%
Gladwin	0	0	0	0.0%
Gogebic	237	293	56	23.6%
Grand Traverse	561	475	-86	-15.3%
Gratiot	0	0	0	0.0%
Hillsdale	0	0	0	0.0%
Houghton	0	0	0	0.0%
Huron	0	0	0	0.0%
Ingham	2,742	2,720	-22	-0.8%
Ionia	0	0	0	0.0%
Iosco	0	0	0	0.0%
Iron	0	0	0	0.0%
Isabella	0	0	0	0.0%

Jackson	914	868	-46	-5.0%
Kalamazoo	1,280	1,275	-5	-0.4%

Table 14 - Community College Graduates in Michigan by County - 2007 - 2008 & 2008 - 2009 School Years

County	2007 - 2008	2008 - 2009	Numeric Change	Percent Change
Kalkaska	0	0	0	0.0%
Kent	1,695	1,603	-92	-5.4%
Keweenaw	0	0	0	0.0%
Lake	0	0	0	0.0%
Lapeer	0	0	0	0.0%
Leelanau	0	0	0	0.0%
Lenawee	0	0	0	0.0%
Livingston	0	0	0	0.0%
Luce	0	0	0	0.0%
Mackinaw	0	0	0	0.0%
Macomb	3,009	3,202	193	6.4%
Manistee	0	0	0	0.0%
Marquette	0	0	0	0.0%
Mason	201	194	-7	-3.5%
Mecosta	0	0	0	0.0%
Menominee	0	0	0	0.0%
Midland	0	0	0	0.0%
Missaukee	0	0	0	0.0%
Monroe	511	532	21	4.1%
Montcalm	469	389	-80	-17.1%
Montmorency	0	0	0	0.0%
Muskegon	524	494	-30	-5.7%
Newaygo	0	0	0	0.0%

Oakland	2,159	2,030	-129	-6.0%
Oceana	0	0	0	0.0%
Ogemaw	0	0	0	0.0%
Ontonagon	0	0	0	0.0%
Osceola	0	0	0	0.0%
Oscoda	0	0	0	0.0%
Otsego	0	0	0	0.0%
Ottawa	0	0	0	0.0%
Presque Isle	0	0	0	0.0%
Roscommon	311	343	32	10.3%
Saginaw	2,071	2,473	402	19.4%
St. Clair	1,461	1,722	261	17.9%
St. Joseph	221	268	47	21.3%
Sanilac	0	0	0	0.0%
Schoolcraft	0	0	0	0.0%
Shiawassee	0	0	0	0.0%
Tuscola	0	0	0	0.0%

Table 14 - Community College Graduates in Michigan by County - 2007 - 2008 & 2008 - 2009 School Years

County	2007 - 2008	2008 - 2009	Numeric Change	Percent Change
Van Buren	0	0	0	0.0%
Washtenaw	2,258	2,417	159	7.0%
Wayne	3,181	3,441	260	8.2%
Wexford	0	0	0	0.0%
Michigan	28,168	29,347	1,179	4.2%

Source: Michigan Department of Education

Table 15 - Talent Bank Applicants - First Quarter 2010 - ACSET MWA

Occupational Group	Applicants	Percent Distribution
Total, All Occupations	56,981	100.0%
Management	6,271	11.0%
Business and Financial Operations	1,789	3.1%
Computer and Mathematical	570	1.0%
Architecture and Engineering	1,355	2.4%
Life, Physical and Social Science	120	0.2%
Community and Social Services	584	1.0%
Legal	172	0.3%
Education, Training and Library	577	1.0%
Arts, Design, Entertainment, Sports Media	1,068	1.9%
Healthcare Practitioners and Technical	969	1.7%
Healthcare Support	2,590	4.5%
Protective Service	891	1.6%
Food Preparation and Serving Related	3,374	5.9%
Building and Grounds Cleaning, Maintenance	4,119	7.2%
Personal Care and Service	775	1.4%
Sales and Related	4,072	7.1%
Office and Administrative Support	8,329	14.6%
Farming, Fishing and Forestry	539	0.9%
Construction and Extraction	4,551	8.0%
Installation, Maintenance and Repair	1,595	2.8%
Production	8,973	15.7%
Transportation and Material Moving	3,698	6.5%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 16 - Employment Forecast by Major Occupational Category - 2006 - 2016 - Grand Rapids Area

Occupational Category	2006	2016	Employment Growth	
			Number	Percent

Total, All Occupations	548,450	599,850	51,400	9.4%
Management	29,340	30,850	1,510	5.1%
Professional	101,040	113,400	12,360	12.2%
Health Care	37,720	45,900	8,180	21.7%
Service	76,735	87,720	10,985	14.3%
Sales	53,510	58,250	4,740	8.9%
Administrative Support	75,580	81,220	5,640	7.5%
Farming, Forestry and Fishing	2,750	2,940	190	6.9%
Construction and Repair	47,720	52,670	4,950	10.4%
Production	78,560	79,160	600	0.8%
Transportation	45,510	47,760	2,250	4.9%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 17 - Annual Job Openings by Major Occupational Category - 2006 - 2016 - Grand Rapids Area

Occupational Category	Total Openings	Growth	Replacement
Total, All Occupations	17,634	5,621	12,013
Management	775	163	612
Professional	3,230	1,251	1,979
Health Care	1,406	822	584
Service	3,287	1,101	2,186
Sales	2,045	501	1,544
Administrative Support	2,304	695	1,609
Farming, Forestry and Fishing	83	19	64
Construction and Repair	1,318	498	820
Production	1,846	283	1,563
Transportation	1,342	288	1,054

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 18 - Fastest Growing Occupations - 2006 - 2016 - Grand Rapids Area

Occupations	Employment Change	
	Number	Percent
Network Systems and Data Communication Analysts	310	38.6%
Home Health Aides	990	38.2%
Personal Financial Advisors	170	36.0%
Medical Assistants	500	34.6%
Pharmacy Technicians	260	29.1%
Computer Software Engineers - Applications	290	27.6%
Paralegals and Legal Assistants	140	26.9%
Physical Therapists	180	26.9%
Registered Nurses	1,870	26.4%
Customer Service Representatives	2,470	26.2%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 19 - Occupations with Largest Numeric Growth - 2006 - 2016 - Grand Rapids Area

Occupations	Employment Change	
	Number	Percent
Customer Service Representatives	2,470	26.2%
Retail Salespersons	1,960	11.7%
Registered Nurses	1,870	26.4%
Combined Food Prep/Service Worker, Including Fast Food	1,560	22.5%
Office Clerks, General	1,560	13.1%
Janitor/Cleaner, Except Maid/Housekeeping, Cleaners	1,420	15.2%
Waiters and Waitresses	1,190	13.3%
Nursing Aides, Orderlies and Attendants	1,080	18.1%
Truck Drivers, Heavy and Tractor-Trailer	1,010	13.3%
Home Health Aides	990	38.2%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 20 - High Demand - High Wage Occupations - 2006 - 2016 - Grand Rapids Area

Occupations	Growth Rate	Annual Openings	Hourly Wage
Network Systems and Data Communication Analysts	38.6%	48	\$41.70
Registered Nurses	26.4%	305	\$28.29
Computer Software Engineers - Applications	27.6%	46	\$32.86
Personal Financial Advisors	36.0%	21	\$34.04
Physical Therapists	26.9%	26	\$34.10
Industrial Engineers	21.4%	109	\$32.76
Physician Assistants	31.7%	12	\$38.33
Dental Hygienists	23.6%	47	\$27.24
Pharmacists	18.8%	27	\$48.30
Instructional Coordinators	25.8%	20	\$29.65

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 21 - High Growth Jobs with at Least a Bachelor's Degree - 2006 - 2016 - Grand Rapids Area

Occupations	Numeric Job Growth	Percent Job Growth	Hourly Wage
Network Systems and Data Communication Analysts	310	38.6%	\$41.70
Personal Financial Advisors	170	36.0%	\$34.04
Physician Assistants	80	31.7%	\$38.33
Vocational Education Teachers - Postsecondary	70	31.6%	\$23.24
Survey Researchers	80	30.0%	\$21.94
Veterinarians	50	29.3%	\$39.35
Computer Software Engineers - Applications	290	27.6%	\$32.86
Substance Abuse/Behavioral Disorder Counselor	80	27.0%	\$17.78

Physical Therapists	180	26.9%	\$34.10
Database Administrators	60	26.0%	\$31.16

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 22 - High Growth Jobs with an Associate's Degree or Work Experience - 2006 - 2016 - Grand Rapids

Occupations	Numeric Job Growth	Percent Job Growth	Hourly Wage
Physical Therapist Assistants	90	33.2%	\$20.58
Veterinary Technologists and Technicians	20	32.6%	\$13.69
Cardiovascular Technologists/Technicians	50	30.2%	\$24.63
Medical Equipment Repairers	40	29.2%	\$20.11
Occupational Therapist Assistants	50	28.0%	\$19.82
Radiation Therapists	10	27.0%	\$32.74
Paralegals and Legal Assistants	140	26.9%	\$27.04
Skin Care Specialists	20	26.8%	\$16.15
Surgical Technologists	50	26.5%	\$20.68
Registered Nurses	1,870	26.4%	\$28.29

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 23 - High Growth Jobs with at Least Moderate OJT Training - 2006 - 2016 - Grand Rapids Area

Occupations	Numeric Job Growth	Percent Job Growth	Hourly Wage
Home Health Aides	990	38.2%	\$10.41
Medical Assistants	500	34.6%	\$13.48
Pharmacy Technicians	260	29.1%	\$13.74
Physical Therapist Aides	30	27.0%	\$12.43
Customer Service Representatives	2,470	26.2%	\$15.24
Grounds Maintenance Workers, All Other	90	25.0%	\$13.97

Dental Assistants	290	23.8%	\$17.31
Healthcare Support Occupations	3,310	23.2%	\$12.98
Interpreters and Translators	10	22.7%	\$21.90
Combined Food Prep/Service Worker, Including Fast Food	1,560	22.5%	\$9.09

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 24 - Disabled Population by Demographic Group - 2000 - ACSET MWA

Demographic Group	Persons With a Disability			Disabled Persons Below Poverty Level
	Total	Employed	Not Employed	
Total, 16+	93,949	42,829	25,148	13,290
Sex				
Male	46,043	24,147	11,704	5,543
Female	47,906	18,682	13,444	7,747
Age				
16-20	6,761	4,022	2,739	1,429
21-64	61,216	38,807	22,409	9,103
65+	25,972	N.A.	N.A.	2,758
Race				
White	76,042	34,160	18,123	N.A.
Black	9,527	3,954	3,989	N.A.
Native American	935	422	413	N.A.
Asian/Pacific Islander	1,764	982	607	N.A.
Some Other Race	3,376	2,037	1,206	N.A.
Two or More Races	2,193	1,213	759	N.A.
Hispanic	6,944	4,107	2,500	N.A.

Source: U.S. Bureau of the Census

Table 25 - Welfare Registrants - May 2010 - ACSET MWA

Demographic Group	Welfare Registrants	Percent of Total
Total	44,620	100.0%
Sex		
Male	20,548	46.1%
Female	24,072	53.9%
Age		
14-15	678	1.5%
16-19	4,836	10.8%
20-21	3,796	8.5%
22-44	26,909	60.3%
45-54	6,684	15.0%
55-64	1,713	3.8%
65+	4	0.0%
Race		
White	26,573	59.6%
Black	11,944	26.8%
Native American	178	0.4%
Other	1,660	3.7%
Hispanic	4,265	9.6%

Source: Michigan Family Independence Agency, All Assistance Recipients with a Work Requirement

Table 26 - Limited English Proficiency by Michigan Works! Agency - 2000

Area	Total
ACSET	15,690
Barry - Branch - Calhoun	1,878
Berrien - Cass - Van Buren	3,470
Capital Area	5,009
Career Alliance	2,335

Central Area	1,189
Central Upper Peninsula	540
City of Detroit	19,904
Eastern Upper Peninsula	226
Kalamazoo - St. Joseph	3,066
Livingston County	577
Macomb - St. Clair	14,598
Muskegon - Oceana	2,222
Northeast Michigan	531
Northwest Michigan	1,493
Oakland County	20,264
Ottawa County	3,619
Region 7B	529
Saginaw - Midland - Bay	2,394
SEMCA	21,413
South Central Michigan	1,804
Thumb Area	1,241
Washtenaw County	4,803
West Central Michigan	769
West Upper Peninsula	395
State of Michigan	129,958

Source: U.S. Bureau of the Census

Table 27 - Private Industry Employment Analysis - Third Quarter 2009 - ACSET MWA

NAICS - Industry Title	Jobs	Percent of Total
000 - Total, All Industries	305,298	100.0%
111 - Crop Production	2,744	0.9%
112 - Animal Production	752	0.2%

113 - Forestry and Logging	56	0.0%
114 - Fishing, Hunting and Trapping	P	P
115 - Agriculture and Forestry Support Activities	219	0.1%
211 - Oil and Gas Extraction	41	0.0%
212 - Mining, Except Oil and Gas	124	0.0%
213 - Support Activities for Mining	41	0.0%
221 - Utilities	989	0.3%
236 - Construction of Buildings	2,676	0.9%
237 - Heavy and Civil Engineering Construction	1,424	0.5%
238 - Specialty Trade Contractors	10,330	3.4%
311 - Food Manufacturing	6,702	2.2%
312 - Beverage and Tobacco Product Manufacturing	558	0.2%
313 - Textile Mills	P	P
314 - Textile Product Mills	244	0.1%
315 - Apparel Manufacturing	6	0.0%
316 - Leather and Allied Product Manufacturing	20	0.0%
321 - Wood Product Manufacturing	1,148	0.4%
322 - Paper Manufacturing	1,700	0.6%
323 - Printing and Related Support Activities	2,187	0.7%
324 - Petroleum and Coal Products Manufacturing	P	P
325 - Chemical Manufacturing	6,713	2.2%
326 - Plastics and Rubber Products Manufacturing	4,771	1.6%
327 - Nonmetallic Mineral Product Manufacturing	811	0.3%
331 - Primary Metal Manufacturing	874	0.3%
332 - Fabricated Metal Product Manufacturing	6,302	2.1%
333 - Machinery Manufacturing	6,528	2.1%
334 - Computer and Electronic Product Manufacturing	3,573	1.2%
335 - Electrical Equipment and Appliance Manufacturing	658	0.2%

336 - Transportation Equipment Manufacturing	6,817	2.2%
337 - Furniture and Related Product Manufacturing	8,034	2.6%
339 - Miscellaneous Manufacturing	2,833	0.9%
423 - Merchant Wholesalers, Durable Goods	10,362	3.4%
424 - Merchant Wholesalers, Nondurable Goods	7,010	2.3%
425 - Electronic Markets and Agents and Brokers	1,854	0.6%
441 - Motor Vehicle and Parts Dealers	3,810	1.2%
442 - Furniture and Home Furnishings Stores	1,293	0.4%

Table 27 - Private Industry Employment Analysis - Third Quarter 2009 - ACSET MWA

NAICS - Industry Title	Jobs	Percent of Total
443 - Electronics and Appliance Stores	1,331	0.4%
444 - Building Material and Garden Supply Stores	3,047	1.0%
445 - Food and Beverage Stores	5,058	1.7%
446 - Health and Personal Care Stores	1,875	0.6%
447 - Gasoline Stations	1,071	0.4%
448 - Clothing and Clothing Accessories Stores	2,663	0.9%
451 - Sporting Goods, Hobby, Book and Music Stores	2,205	0.7%
452 - General Merchandise Stores	8,633	2.8%
453 - Miscellaneous Store Retailers	1,730	0.6%
454 - Nonstore Retailers	1,723	0.6%
481 - Air Transportation	289	0.1%
484 - Truck Transportation	3,979	1.3%
485 - Transit and Ground Passenger Transportation	632	0.2%
486 - Pipeline Transportation	P	P
487 - Scenic and Sightseeing Transportation	47	0.0%
488 - Support Activities for Transportation	769	0.3%
491 - Postal Service	5	0.0%

492 - Couriers and Messengers	1,633	0.5%
493 - Warehousing and Storage	1,095	0.4%
511 - Publishing Industries, Except Internet	1,312	0.4%
512 - Motion Picture and Sound Recording Industries	779	0.3%
515 - Broadcasting, Except Internet	445	0.1%
517 - Telecommunications	1,414	0.5%
518 - ISP's, Search Portals and Data Processing	170	0.1%
519 - Other Information Services	80	0.0%
522 - Credit Intermediation and Related Activities	4,519	1.5%
523 - Securities, Commodity Contracts, Investments	917	0.3%
524 - Insurance Carriers and Related Activities	7,109	2.3%
525 - Funds, Trusts and Other Financial Vehicles	67	0.0%
531 - Real Estate	2,554	0.8%
532 - Rental and Leasing Services	1,141	0.4%
533 - Lessors of Nonfinancial Intangible Assets	P	P
541 - Professional and Technical Services	14,035	4.6%
551 - Management of Companies and Enterprises	4,380	1.4%
561 - Administrative and Support Services	25,233	8.3%
562 - Waste Management and Remediation Services	789	0.3%
611 - Educational Services	8,405	2.8%
621 - Ambulatory Health Care Services	14,193	4.6%
622 - Hospitals	19,209	6.3%
623 - Nursing and Residential Care Facilities	9,747	3.2%

Table 27 - Private Industry Employment Analysis - Third Quarter 2009 - ACSET MWA

NAICS - Industry Title	Jobs	Percent of Total
624 - Social Assistance	4,133	1.4%
711 - Performing Arts and Spectator Sports	681	0.2%

712 - Museums, Historical Sites, Zoos and Parks	405	0.1%
713 - Amusements, Gambling and Recreation	3,552	1.2%
721 - Accommodation	2,508	0.8%
722 - Food Services and Drinking Places	24,374	8.0%
811 - Repair and Maintenance	3,094	1.0%
812 - Personal and Laundry Services	3,212	1.1%
813 - Membership Associations and Organizations	4,319	1.4%
814 - Private Households	433	0.1%

Source: DELEG, Bureau of Labor Market Information and Strategic Initiatives

Table 28 - Per Capita Personal Income by County - 1998 - 2008

County	1998	2008	Numeric Change	Percent Change
Alcona	19,426	25,293	5,867	30.2%
Alger	17,668	23,728	6,060	34.3%
Allegan	24,027	31,837	7,810	32.5%
Alpena	21,658	31,340	9,682	44.7%
Antrim	23,536	30,727	7,191	30.6%
Arenac	19,024	27,273	8,249	43.4%
Baraga	18,243	25,767	7,524	41.2%
Barry	25,715	32,743	7,028	27.3%
Bay	23,659	30,971	7,312	30.9%
Benzie	22,572	29,763	7,191	31.9%
Berrien	24,019	33,669	9,650	40.2%
Branch	18,630	25,901	7,271	39.0%
Calhoun	23,812	31,652	7,840	32.9%
Cass	22,788	32,983	10,195	44.7%
Charlevoix	24,073	36,120	12,047	50.0%

Cheboygan	20,949	28,018	7,069	33.7%
Chippewa	17,138	24,586	7,448	43.5%
Clare	17,910	26,392	8,482	47.4%
Clinton	25,766	35,913	10,147	39.4%
Crawford	17,636	24,743	7,107	40.3%
Delta	22,296	29,760	7,464	33.5%
Dickinson	23,098	34,209	11,111	48.1%
Eaton	24,803	32,906	8,103	32.7%
Emmet	25,558	37,935	12,377	48.4%
Genesee	24,879	29,488	4,609	18.5%
Gladwin	18,591	24,643	6,052	32.6%
Gogebic	18,572	27,717	9,145	49.2%
Grand Traverse	26,834	36,129	9,295	34.6%
Gratiot	19,886	27,047	7,161	36.0%
Hillsdale	21,148	26,923	5,775	27.3%
Houghton	17,923	26,107	8,184	45.7%
Huron	23,264	36,024	12,760	54.8%
Ingham	24,036	33,685	9,649	40.1%
Ionia	18,982	25,371	6,389	33.7%
Iosco	18,796	26,005	7,209	38.4%
Iron	19,322	30,277	10,955	56.7%
Isabella	18,554	27,639	9,085	49.0%
Jackson	22,713	29,610	6,897	30.4%
Kalamazoo	26,655	35,190	8,535	32.0%

Table 28 - Per Capita Personal Income by County - 1998 - 2008

County	1998	2008	Numeric Change	Percent Change
Kalkaska	17,947	24,632	6,685	37.2%

Kent	27,139	35,099	7,960	29.3%
Keweenaw	19,388	30,048	10,660	55.0%
Lake	17,369	24,926	7,557	43.5%
Lapeer	24,964	30,829	5,865	23.5%
Leelanau	27,187	40,656	13,469	49.5%
Lenawee	23,710	30,594	6,884	29.0%
Livingston	32,561	39,039	6,478	19.9%
Luce	16,967	22,158	5,191	30.6%
Mackinaw	23,686	32,957	9,271	39.1%
Macomb	29,251	36,462	7,211	24.7%
Manistee	19,576	28,079	8,503	43.4%
Marquette	20,653	30,838	10,185	49.3%
Mason	21,086	29,515	8,429	40.0%
Mecosta	17,795	24,747	6,952	39.1%
Menominee	20,953	28,736	7,783	37.1%
Midland	30,295	41,990	11,695	38.6%
Missaukee	17,865	24,541	6,676	37.4%
Monroe	26,469	33,397	6,928	26.2%
Montcalm	17,597	22,755	5,158	29.3%
Montmorency	17,549	24,481	6,932	39.5%
Muskegon	21,201	28,062	6,861	32.4%
Newaygo	19,706	26,577	6,871	34.9%
Oakland	42,336	53,650	11,314	26.7%
Oceana	18,121	26,585	8,464	46.7%
Ogemaw	17,169	25,314	8,145	47.4%
Ontonagon	19,380	29,592	10,212	52.7%
Osceola	18,168	25,218	7,050	38.8%
Oscoda	14,281	24,064	9,783	68.5%

Otsego	22,370	29,152	6,782	30.3%
Ottawa	26,712	33,009	6,297	23.6%
Presque Isle	18,347	26,657	8,310	45.3%
Roscommon	19,056	26,768	7,712	40.5%
Saginaw	23,176	30,143	6,967	30.1%
St. Clair	25,530	31,956	6,426	25.2%
St. Joseph	21,201	28,058	6,857	32.3%
Sanilac	21,624	30,143	8,519	39.4%
Schoolcraft	18,918	29,571	10,653	56.3%
Shiawassee	21,059	27,163	6,104	29.0%
Tuscola	19,828	25,818	5,990	30.2%

Table 28 - Per Capita Personal Income by County - 1998 - 2008

County	1998	2008	Numeric Change	Percent Change
Van Buren	20,211	28,934	8,723	43.2%
Washtenaw	31,877	39,107	7,230	22.7%
Wayne	24,702	32,094	7,392	29.9%
Wexford	19,862	27,010	7,148	36.0%
Michigan	26,903	34,953	8,050	29.9%

Source: U.S. Department of Commerce, Bureau of Economic Analysis

Table 29 - Population Living Below the Poverty Level - 1999 - ACSET MWA

Demographic Group	Total	White	Black	Native American
Total	40,917	27,361	7,928	452
15	952	550	219	19
16-17	2,129	1,199	483	7
18-24	10,427	6,699	2,104	132

25-34	7,899	4,705	1,613	69
35-44	6,636	4,260	1,513	80
45-54	4,725	3,340	836	98
55-64	3,139	2,356	569	28
65+	5,010	4,252	591	19
Male	16,870	11,041	3,151	156
15	443	298	83	6
16-17	1,140	648	258	0
18-24	4,303	2,715	774	53
25-34	3,279	1,906	621	21
35-44	2,856	1,851	569	44
45-54	2,341	1,649	410	26
55-64	1,309	945	298	3
65+	1,199	1,029	138	3
Female	24,047	16,320	4,777	296
15	509	252	136	13
16-17	989	551	225	7
18-24	6,124	3,984	1,330	79
25-34	4,620	2,799	992	48
35-44	3,780	2,409	944	36
45-54	2,384	1,691	426	72
55-64	1,830	1,411	271	25
65+	3,811	3,223	453	16

Source: U.S. Bureau of the Census - Census 2000

Table 29 - Population Living Below the Poverty Level - 1999 - ACSET MWA - (Continued)

Demographic Group	Asian Pacific Islander	Some Other Race	Two or More Races	Hispanic
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Total	630	3,046	1,500	6,398
15	9	108	47	203
16-17	14	241	185	485
18-24	104	919	469	2,070
25-34	198	986	328	1,876
35-44	138	460	185	954
45-54	92	173	186	469
55-64	8	130	48	252
65+	67	29	52	89
Male	286	1,512	724	3,356
15	9	39	8	100
16-17	6	106	122	271
18-24	63	478	220	1,110
25-34	63	529	139	1,046
35-44	73	232	87	450
45-54	52	79	125	266
55-64	8	41	14	91
65+	12	8	9	22
Female	344	1,534	776	3,042
15	0	69	39	103
16-17	8	135	63	214
18-24	41	441	249	960
25-34	135	457	189	830
35-44	65	228	98	504
45-54	40	94	61	203
55-64	0	89	34	161
65+	55	21	43	67

Source: U.S. Bureau of the Census - Census 2000

Tool #2.5

GRAND RAPIDS AREA OCCUPATIONAL EMPLOYMENT FORECASTS 2006 - 2016

Code	Occupation	Employment		Change		Annual Total	Average Growth	Openings Replace	Hourly Wage
		2006	2016	Level	%				
00-0000	Total, All Occupations	548,450	599,850	51,400	9.4	17,634	5,621	12,013	\$19.45
11-0000	Management Occupations	29,340	30,850	1,510	5.2	775	163	612	\$45.01
11-1011	Chief Executives	2,320	2,320	0	0.2	63	0	63	\$76.05
11-1021	General and Operations Managers	4,620	4,580	-40	-0.7	111	0	111	\$44.77
11-1031	Legislators	170	170	0	0.0	3	0	3	
11-2011	Advertising & Promotions Managers	90	90	0	5.6	3	1	2	\$32.75
11-2021	Marketing Managers	600	670	70	10.5	19	6	13	\$46.23
11-2022	Sales Managers	1,530	1,650	120	7.6	46	12	34	\$50.17
11-2031	Public Relations Managers	110	130	20	15.5	5	2	3	\$43.87
11-3011	Administrative Services Managers	850	940	90	10.3	32	9	23	\$31.93
11-3021	Computer & Information Systems Managers	770	850	80	10.4	21	8	13	\$41.09
11-3031	Financial Managers	1,430	1,550	120	8.3	33	12	21	\$46.27
11-3041	Compensation and Benefits Managers	120	130	10	10.2	3	1	2	\$41.18
11-3042	Training and Development Managers	70	80	10	7.0	2	1	1	\$36.98
11-3049	Human Resources Managers, All Other	320	350	30	8.7	9	3	6	\$38.40
11-3051	Industrial Production Managers	1,160	1,160	0	0.2	40	0	40	\$42.49
11-3061	Purchasing Managers	380	380	0	2.4	12	1	11	\$42.67
11-3071	Transport/Storage/Distribution Managers	300	330	30	8.6	12	3	9	\$37.57
11-9011	Farm/Ranch/Other Agricultural Managers	270	280	10	4.5	3	1	2	\$40.39
11-9012	Farmers and Ranchers	3,500	3,420	-80	-2.3	32	0	32	\$40.39
11-9021	Construction Managers	890	1,000	110	12.8	25	11	14	\$63.75
11-9031	Education Adminins: Preschool/Child Care	90	90	0	5.8	3	1	2	\$25.25
11-9032	Education Administrators: Elem/Sec School	990	1,100	110	11.0	39	11	28	
11-9033	Education Administrators: Postsecondary	370	420	50	12.6	15	5	10	\$35.95
11-9039	Education Administrators: All Other	160	180	20	11.1	7	2	5	\$27.84
11-9041	Engineering Managers	860	870	10	1.2	18	1	17	\$43.24
11-9051	Food Service Managers	1,280	1,360	80	5.7	37	7	30	\$20.41
11-9061	Funeral Directors	120	140	20	10.6	4	1	3	\$24.75
11-9081	Lodging Managers	130	140	10	9.4	4	1	3	\$24.51
11-9111	Medical & Health Services Managers	660	780	120	18.2	24	12	12	\$40.57
11-9131	Postmasters & Mail Superintendents	50	50	0	2.2	1	0	1	\$32.66
11-9141	Property/Real Est/Community Assoc Manager	580	670	90	14.6	17	9	8	\$29.79
11-9151	Social/Community Service Managers	400	450	50	13.3	13	5	8	\$34.66
11-9199	Managers, All Other	4,130	4,510	380	9.2	120	38	82	\$46.30
13-0000	Business & Financial Operations Occupations	22,830	25,650	2,820	12.3	671	284	387	\$27.83
13-1021	Purchasing Agents & Buyers, Farm Products	70	70	0	-8.5	1	0	1	\$27.60
13-1022	Wholesale/Retail Buyers, Ex Farm Products	720	720	0	-0.4	16	0	16	\$29.00
13-1023	Purchasing Agents, Ex Wholesale/Retl/Farm	1,260	1,280	20	1.7	29	2	27	\$25.76
13-1031	Claims Adjusters/Examiners/Investigators	930	1,040	110	12.2	35	11	24	\$23.94
13-1032	Insurance Appraisers, Auto Damage	40	50	10	24.4	2	1	1	\$22.77
13-1041	Compliance Officer, Ex Ag/Con/Hlth/Sft/Tr	400	430	30	6.5	8	3	5	\$23.32
13-1051	Cost Estimators	1,110	1,290	180	16.6	41	18	23	\$26.57
13-1071	Employment/Recruit/Placement Specialists	620	710	90	13.9	22	9	13	\$24.55
13-1072	Compensation/Benefit/Job Anls Specialists	410	460	50	13.5	15	6	9	\$26.14
13-1073	Training & Development Specialists	500	570	70	14.8	18	7	11	\$22.99
13-1079	Human Resources, Training, and Labor Rela	1,070	1,170	100	10.1	34	11	23	\$21.18
13-1081	Logisticians	590	670	80	13.8	17	8	9	\$24.95
13-1111	Management Analysts	1,220	1,430	210	16.8	42	21	21	\$35.71
13-1121	Meeting and Convention Planners	120	130	10	13.6	4	2	2	\$21.24
13-1199	Business Operations Specialists-All Other	5,060	5,870	810	16.1	136	82	54	\$29.80
13-2011	Accountants and Auditors	3,910	4,430	520	13.4	121	52	69	\$30.92
13-2021	Appraisers/Assessors of Real Estate	200	230	30	13.3	7	3	4	\$24.13
13-2031	Budget Analysts	120	130	10	8.7	4	1	3	\$27.78
13-2041	Credit Analysts	400	410	10	0.2	15	0	15	\$22.86
13-2051	Financial Analysts	500	600	100	19.0	13	10	3	\$31.07
13-2052	Personal Financial Advisors	470	640	170	36.0	21	17	4	\$34.04
13-2053	Insurance Underwriters	110	120	10	8.3	4	1	3	\$28.20
13-2071	Loan Counselors	130	140	10	3.8	2	1	1	\$18.70
13-2072	Loan Officers	1,690	1,810	120	7.2	30	12	18	\$28.61

TOOL #2.6: LABOR MARKET INFORMATION RESOURCES

Average Annual Wages by Occupational Group

<http://www.milmi.org/?PAGEID=67&SUBID=124>

Local Employment Dynamics

<http://www.milmi.org/?PAGEID='67&SUBID=208>

This is a new tool that delivers county economic indicators not previously available with demographic detail. Job Creation, New Hires, Turnover, New Hire Earnings, and more!

Quarterly Workforce Indicators

<http://www.milmi.org/?PAGEID='67&SUBID=209>

The Quarterly Workforce Indicators (QWI) provide new measures of the performance of local labor markets. These indicators are accessible through the *QWI Online* module of the LED website, and include total employment, net job flows, job creation, separations, turnover, average monthly earnings, new hires, and average new hire earnings. Each indicator is available at broad and detailed industry levels, and provides demographic detail on gender and age of workers. The indicators are available for multiple levels of geography, including state, metro area, workforce region, and county.

Industry Focus

<http://www.milmi.org/?PAGEID='67&SUBID=211>

The Industry Focus tool allows users to do customized rankings of industries in their county/region on any of the Quarterly Workforce Indicators. It can quickly answer questions such as:

- What are the top ten industries in my region in growth of hiring?
- What are the top industries in number of new hires?
- Which industries lead the way in growth in average monthly earnings?

Industry Focus also allows users to choose a specific industry of interest, and immediately see how that industry ranks among the various workforce indicators. It also produces charts and tables of the characteristics of workers in specific industries.

OnTheMap

<http://www.milmi.org/?PAGEID='67&SUBID=212>

OnTheMap is a dynamic web-based mapping tool showing where people live in relation to where they work with reports on age, earnings, industry distribution, and local workforce indicators.

It allows users to draw their region of interest on the map, and then get a visual display of where the labor pool for that region resides, or display where the residents of the region commute to work.

Employers can use OnTheMap to get a visual picture of the concentrations of labor pool in their region and their demographic characteristics and workforce indicator statistics. Jobseekers can use OnTheMap to produce a map of their city or county of residence and the geographic concentration of jobs within commuting distance.

Local Area Profile

<http://www.milmi.org/cgi/databrowsing/localAreaProQSSelection.asp?menuChoice=localAreaPro>

Local Area Profile shows an overview of labor market information in a particular area within the state. Select an Area by either using the area list or by choosing from the area map. Click on “View Local Area Profile” button.

Labor Market News

http://www.milmi.org/admin/uploadedPublications/740_current.pdf

This newsletter analyzes economic conditions and contains other topics of special interest.

Data Explorer

<http://www.milmi.org/cgi/dataanalysis/?PAGEID=94>

This comprehensive website includes additional information on employment, wages, and more.

Regional Labor Analysts

<http://www.milmi.org/?PAGEID=67&SUBID=159>

A list of names and contact information for regional analysts who can help you with your data needs.

Michigan Monthly Industry Highlights

http://www.milmi.org/admin/uploadedPublications/1674_Ind_Highlights_0810.pdf

This report presents detailed information on the monthly and annual employment trends in broad Michigan industry sectors.

TOOL #2.7: QUESTIONS TO CONSIDER IN IDENTIFYING CRITICAL AND HIGH GROWTH INDUSTRIES AND OCCUPATIONS AND RELATED TRAINING NEEDS

(adapted from “Bridges to Careers for Low-Skilled Adults,” Women Employed Institute)

Question	Response
What industries are of economic importance to the region?	
Which are the largest industrial sectors in the region (e.g., healthcare, manufacturing, retail)?	
What jobs in these industries pay \$9 to \$12 per hour at the entry level plus full benefits?	
What are the potential target occupations for workers without extensive education or skills (i.e., for workers with less than an associate degree)?	
<p>What are the characteristics of the targeted jobs/occupations?</p> <ul style="list-style-type: none"> • What are these jobs and what are the next steps up the job ladder? • What wages and benefits do the jobs at each level offer? • What is the current and projected demand for these jobs among local employers? • What employers in the area hire for these jobs? 	
<p>How do employers secure their workforce?</p> <ul style="list-style-type: none"> • From what sources and with what methods do local employers hire for such jobs? • Do local employers have difficulty hiring for any of these jobs? If so, why? • Do local employers have trouble retaining or advancing workers in these jobs? If so, why? 	
<p>What are the requirements of the targeted occupations?</p> <ul style="list-style-type: none"> • What qualifications do local employers seek in applicants for jobs at each level? • Do employers in the region use common assessment tools or skill certifications in hiring? • What professional certification or licensing standards exist for the targeted jobs? • What screening criteria do employers use (e.g., educational credentials, work experience, drug testing, criminal background)? 	

TOOL #2.8: MAPPING OCCUPATIONAL SKILL AND EDUCATION REQUIREMENTS

(adapted from “Bridges to Careers for Low-Skilled Adults,” Women Employed Institute)

TARGETED OCCUPATION/S:	
CHARACTERISTICS	REQUIREMENTS
<p>OCCUPATION:</p> <p>WAGES:</p> <p>GROWTH PROJECTION:</p>	<p>EDUCATIONAL REQUIREMENTS:</p> <p>CERTIFICATION/LICENSING:</p> <p>SCREENINGS (E.G., CRIMINAL BACKGROUND CHECK, DRUG TESTING):</p>
<p>OCCUPATION:</p> <p>WAGES:</p> <p>GROWTH PROJECTION:</p>	<p>EDUCATIONAL REQUIREMENTS:</p> <p>CERTIFICATION/LICENSING:</p> <p>SCREENINGS (E.G., CRIMINAL BACKGROUND CHECK, DRUG TESTING):</p>
<p>OCCUPATION:</p> <p>WAGES:</p> <p>GROWTH PROJECTION:</p>	<p>EDUCATIONAL REQUIREMENTS:</p> <p>CERTIFICATION/LICENSING:</p> <p>SCREENINGS (E.G., CRIMINAL BACKGROUND CHECK, DRUG TESTING):</p>

TOOL #2.9: EDUCATION AND TRAINING PROVIDER QUESTIONNAIRE

EDUCATION/TRAINING PROVIDER: _____

CONTACT INFORMATION: _____

Questions	Responses
<p>What education or training programs in the region prepare adults for the targeted occupations identified in your analysis?</p> <ul style="list-style-type: none"> • Which institutions or organizations provide these programs? What types of programs are provided (certificate, degree)? • Who is our best contact person for each program? • What curriculum and support services (including job placement and follow-up) do these programs provide? How long is each program (number of hours per week and number of weeks)? • Is financial aid available? • What certifications are offered? 	
<p>What are the requirements for entry into each of these programs?</p> <ul style="list-style-type: none"> • What competencies must students have to enter the program? • Are there any additional eligibility requirements such as those imposed by specific funding sources? 	

Tool #2.10

Temporary Assistance for Needy Families

SNAPSHOT

Overview: Temporary Assistance for Needy Families (TANF) is more than a cash assistance program. It is a block grant providing flexible funding to states to support a wide range of activities. Almost all components of career pathways strategies can be reasonably justified as promoting the second statutory purpose of TANF, which is to “end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage.”

Type of Program: Block grants to states.

Eligibility and Targeting: Most benefits and services are limited to low-income families with children. States set the income criteria, which may vary for different services. Some activities aimed at out-of-wedlock pregnancy prevention and at marriage promotion are not restricted to such families.

Services/Program Support: TANF is a flexible funding stream that may be used in any way reasonably aimed at achieving one of the purposes of TANF, with few restrictions.

Non-federal Funds: States must continue to spend at least 75 percent of what they spent on Aid to Families with Dependent Children and related programs prior to creation of TANF (or 80 percent, if they fail to meet the TANF work participation requirements). This is known as the “maintenance of effort” (MOE) requirement.

HOW PROGRAM CAN SUPPORT CAREER PATHWAYS AND CAREER PATHWAY BRIDGES

TANF and maintenance of effort (MOE) funds can be used for a wide variety of activities, including career pathway partnership and curricula development, the ongoing costs of providing education and training, and ongoing supportive services. Such services are not limited to recipients of cash assistance under TANF. The activities should be included in the TANF state plan, and the TANF support must be proportionate to career pathways participation by TANF recipients and/or other needy families with children. Federal Department of Health and Human Service (HHS) approval is not needed.

TANF places more restrictions on what activities can be counted toward the federal participation rate for recipients of TANF assistance.

- Participation in a career pathways program can reasonably be counted as either “vocational educational training” or “job skills training directly related to employment.”
- Basic education can only be counted as vocational educational training if it is a “necessary and regular part” of a vocational program. In the final rule implementing changes made by the Deficit Reduction Act of 2005, HHS explicitly rejected suggestions that a sequence of activities including intensive stand-alone basic education leading to a vocational program should be countable.
- Vocational educational training can count for all hours of a recipient’s participation requirement; however, it can only be counted for 12 months per recipient and there is a limit on the share of the caseload that can be counted based on this activity.

- Job skills training is only countable when combined with 20 hours per week of a “core activity,” such as subsidized or unsubsidized employment.
- In order to allow TANF recipients to participate in a career pathways program, states may want to consider allowing recipients to participate in educational activities even when they are not countable towards the federal requirements, or developing work-study programs and other ways for recipients to combine work and education in a way that supports career pathways participation.

Arkansas invests about \$12 million in federal TANF funds annually to help low-income parents earn credentials in career pathways at the two-year colleges across the state. The Arkansas Career Pathways Initiative (CPI) model provides a network of campus-based case managers at 25 campuses who assist low-income parents to persist in their studies. TANF funds also help defray a range of expenses related to parents’ participation, including tuition, child care, transportation, and other student support services.

Kentucky’s \$10.8 million Ready to Work (RTW) initiative helps TANF recipients succeed in community and technical college programs while helping the state meet its TANF work participation rate. In addition to getting help from college-based RTW coordinators at 16 colleges, students can earn additional income and gain work experience in TANF-funded work-study jobs. Through TANF-funded work-study, students can be placed in on- or off-campus jobs at either public or private sector places of employment. These work-study jobs also allow recipients to meet the core 20-hour-a-week federal work participation requirements, even after they have reached the 12-month limit on vocational educational training.

PROGRAM LIMITATIONS

- Participants must be members of “needy families,” meaning both that they must be in families with children and that they must be low-income (although the state may set the income criteria, and it can be higher than that established for cash assistance).
- TANF funds may not be used to support generally available public education.

- Under TANF, states must meet a federal work participation rate with regard to recipients of TANF assistance. In most cases, funding career pathways programs will not trigger this participation rate requirement. However, transportation and child care provided to non-employed adults is considered to be “assistance.” If the families are not already receiving cash benefits, this can trigger time limits, participation rates, and data reporting requirements.
- The main barrier to the use of TANF funds to support career pathways is that TANF is a fixed block grant, and the allocations have not been adjusted for inflation since 1996. As most states have already committed their allotments to other activities, increasing spending in one area often requires cuts in other areas.

OPPORTUNITIES FOR STATES

- TANF funds are a flexible source of funds that can be used to support career pathways activities. States should examine their current spending under TANF to see whether there are unobligated funds available or if some existing activities should more appropriately be supported with other sources of funds.²⁶
- State funds spent on career pathways may also be countable towards the TANF MOE requirement, to the extent that they benefit needy families and are new spending (compared to 1995 levels). “Excess” MOE spending beyond the amount required may be used to reduce the effective work participation rate requirement.
- States should also consider strategies to expand access to education and training for TANF recipients. One key policy is to allow participation in educational activities to count towards state requirements (even when not countable toward federal rate). States should also be sure to define the countable activities—vocational education, job skills training, and education related to employment—to include career pathways components and to develop work-study programs and other ways for recipients to combine work and education.

TOOL #2.11: FUNDING/RESOURCE AUDIT

Below is a tool that lists some sample tasks in designing, implementing, and sustaining career pathway and career pathway bridges. Feel free to adapt it to your needs. Remember: resources are not limited to funding only. Who has the staff, contacts, or other resources that could assist with these types of tasks?

(Adapted from *Funding Career Pathways and Career Pathway Bridges*)

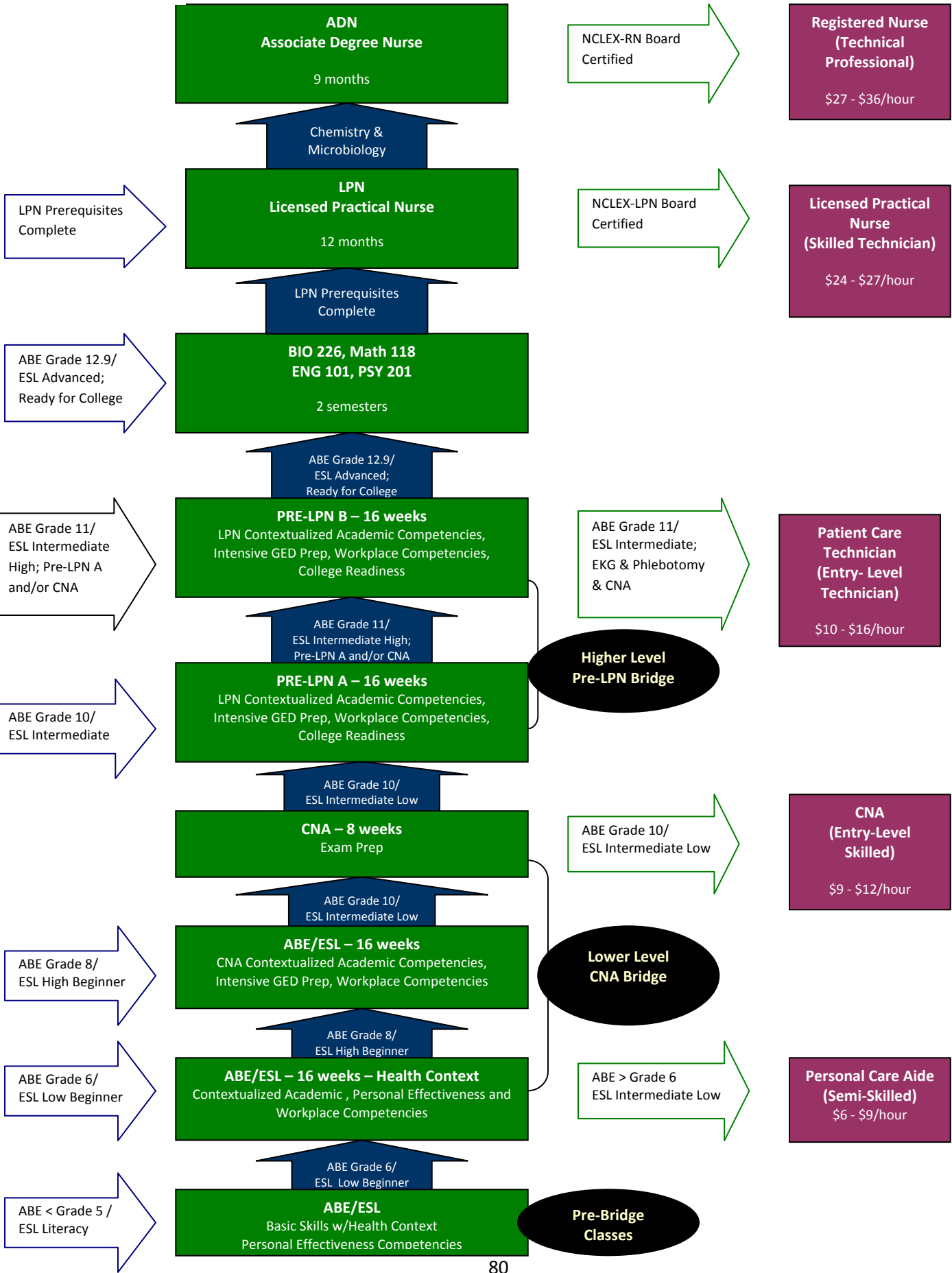
Key Tasks	Source A	Source B	Source C
BUSINESS AND INDUSTRY ENGAGEMENT			
Identify sectors and employers within sectors needing skilled workers and offering employment opportunities at different levels.			
Identify the skill needs and employment opportunities at different levels to inform creation of related educational opportunities			
Create hands-on learning opportunities hosted or sponsored by employers, such as job shadowing, internships, and work experience			
PROGRAM INNOVATION			
Define, with employer input, the steps leading to certificates, licenses or degrees and relevant employment opportunities at each level			
Maximize the ability to build toward credentials over time through articulation and transfer (dual enrollment), especially between credit and			

Key Tasks	Source A	Source B	Source C
non-credit offerings			
Create “Road Maps” – visual representations of educational and employment pathways			
Create or rewrite curricula for short-term credentials linked to jobs and imbedded in educational pathways			
Develop instructional formats that accelerate and compress content			
Make programs accessible to non-traditional students through flexible scheduling and alternative locations and innovative use of technology			
Enroll students in groups through learning communities, etc.			
Combine basic skills with occupational training (in both developmental education and ABE/ESL) to enable low-skilled adults to enter and complete programs leading to credentials			
Build essential skills needed for the workplace, career and postsecondary success			
Increase awarding of credit with wider use of credit for prior learning			
Pay for unreimbursed program costs (e.g., equipment and faculty time for team teaching) not fully covered by tuition and/or			

Key Tasks	Source A	Source B	Source C
institutional support			
STUDENT SUPPORTS AND STUDENT SUCCESS SERVICES			
Provide career planning and assessment services			
Provide academic support and tutoring			
Provide case management and coaching, including navigation of financial aid options and educational programs			
Provide support services, such as child care and transportation			
Provide mentoring for out-of-school youth			
Enable students to participate in work experience, internships			
Make available job search assistance and placement assistance			
STUDENT AID			
Provide direct student assistance (e.g., tuition, fees, books and supplies) or pay for the costs of student participation in education and training programs			
Cover indirect costs of attendance (e.g., living expenses)			
SYSTEMS AND PARTNERSHIPS			
Identify/employ dedicated staff to maintain			

Key Tasks	Source A	Source B	Source C
business/education and other pathway partnerships with community organizations, such as labor or community-based organizations			
Use data to identify sectors and related educational and employment pathways			
Use data to measure student progress and transitions to career and postsecondary success and evaluate program performance			

Tool #2.12





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AUTHOR

David Gruber
Co-Founder and Senior Consultant
Workforce Strategy Center
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INTRODUCTION

One model for effective workforce development—long-term, comprehensive career pathways combining post-secondary education, customized training and paid work experience—is an expensive one, frequently difficult for workforce agencies or post-secondary institutions employing traditional policies and practices to implement.

But, by rethinking the use of current resources and jointly creating and supporting career pathways, workforce agencies, community colleges, social service and other agencies can sustain these programs. As a number of projects have shown, innovative combinations of Workforce Investment Act (WIA), federal and state post-secondary and other public resources can be woven to underwrite career pathways strategies.

Public partnerships are linking WIA, post-secondary and economic development resources to support sectoral career pathways including community college customized training, paid work experience and continuing upgrade training. By strategically combining these resources institutions can deliver services targeted to meet regional employer needs while providing extensive preparation and support for program participants.

"Bridge" programs, which are precursors or preliminary steps of industry-driven career pathways that prepare disadvantaged youth and adults for community college certificate, degree and training programs can also be funded weaving resources together. Partnerships in California, North Carolina, Illinois and elsewhere are linking workforce, post-secondary and social service dollars to support intensive bridge programs. These initiatives will provide applicants who do not have sufficient education or skills to get good paying jobs with college-credited skills development and workforce preparation, leading to a direct transition to college degree programs or career training in sectors such as health, biotech and construction.

FUNDING OPPORTUNITIES

WORKFORCE INVESTMENT ACT (WIA)

The Workforce Investment Act is the federal employment and training program, which has allocated \$4 billion to employment and training program services. In addition to using this funding for administrative services, local Workforce Investment Boards (WIBs) often spend \$2,500 to \$4,000 per participant on training services offered by proprietary schools or community organizations. The same WIA training dollars, however, can be used as a base to develop community college career pathway and bridge programs, funding customized training, paid work experience and needed support services—all key elements of effective workforce strategies.

POST-SECONDARY RESOURCES

AVERAGE DAILY ATTENDANCE (ADA)

The nation's 1,200 community colleges receive varying federal, state and local aid to fund instruction for enrolled students. Typically these resources are employed to subsidize the full range of traditional college courses. This funding, however, can also be used to create new customized post-secondary training programs for low-skilled individuals or new career pathway training that is customized to key industry sectors.

FEDERAL AND STATE TUITION AID GRANTS

The federal government offers cash assistance to disadvantaged students to help support tuition, books, housing, transportation, etc. Federal Pell grants, for example, provide up to \$4,000 per student per year in aid, while Chafee grants can provide an additional \$5,000 per student to transitioning foster care youth pursuing education or training. Other funding is typically available through state aid programs. Together these resources can provide a significant financial support package to assist disadvantaged youth and adults in successfully completing career pathway programs.

WORK/STUDY GRANTS

Federal grants provide colleges with funds to subsidize student employment. While these funds often support on-campus employment, the same resources can be used to subsidize paid work experience with employers in key career sectors. Employing work/study funding in this way can supplement WIA resources in developing a critical component of successful career pathway programs.

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT (VATEA)

Most state community college systems receive federal support for curriculum and professional development tied to vocational and employment training. These resources can be used to support planning and development costs for bridge and career pathway programs.

ECONOMIC DEVELOPMENT RESOURCES

Most states provide grant resources to companies to provide current workers with upgrade training. These funds are often granted separately from development of career pathways targeted to entry-level employment. Linked with WIA and post-secondary funds in a broad-based sectoral initiative, economic development dollars can help expand career pathways and greatly strengthen incentives for employer participation.

SOCIAL SERVICE RESOURCES

Many disadvantaged youth and adults enrolled in employment and training or educational programs also receive social and support services. Transitioning foster-care youth, for example, receive case management, emergency services and counseling through the Independent Living Program. Again, these services and resources, now typically delivered independently, could add to a coordinated career and college pathway targeted to disadvantaged youth.

EXAMPLE

BRIDGE PROGRAM

The Workforce Development Board of South Central Wisconsin, in partnership with Madison Area Technical College (MATC) and area employers, has developed a strategy to integrate WIA and post-secondary funding to support a broad-based career pathway. The goal of the bridge is to prepare all participants for the entry-level standards of community college degree and training programs.

The WIB will use WIA funds to create a program that will be delivered at the college and at participating community organizations. WIA participants enrolled in the program will also become MATC students and will likely be eligible for post-secondary aid. In addition, the WIB will work with employers to create a customized career pathway that will include paid work experience underwritten by both WIA and work/study resources. After a pilot year, the partners hope to institutionalize the program within the college.

The proposed program, targeted to groups of 20 participants, will cost less than current WIB individual programs cost, provide more intensive skills development and will likely leverage additional post-secondary cash grants to help support participants. A similar program, now being developed in three California counties and targeted to transitioning foster care youth, will provide \$11,250 per student in direct cash assistance from federal and state sources.

CHALLENGES

Creating and sustaining an integrated funding base presents a number of challenges for both WIBs and community colleges. These include barriers both real and perceived:

PERCEPTION

Despite flexibility in both systems, WIBs and colleges often share the belief that the other institution presents significant barriers to collaboration. Colleges frequently cite WIA performance standards and tracking requirements as impediments, as well as a fear of the dilution of their academic standards. WIBs complain about college bureaucracy and lack of interest. While these issues can certainly be a factor in creating a career pathway, concerns about the other institutions can be overwrought. When these issues are in play, numerous real-world examples show they can be overcome, especially with the support of a "champion" pushing for change at each institution.

INERTIA

As with any partnership, a WIA-post-secondary partnership requires additional planning and commitment of staff time for institutions already pressed by scarce resources and internal regulatory pressures. Also, without a history of working as partners, community colleges, WIBs, community groups and employers may need to create a structure for collaboration, including regular meetings and decision-making processes.

STANDARDS AND REGULATION

To take full advantage of post-secondary resources, programs need to be long enough and intensive enough to meet federal standards for post-secondary aid—typically at least 12 credits, or near full-time enrollment for a semester. While this course length is likely needed for bridge programs to meet their goals, it is lengthy by some WIA standards and requires rethinking of traditional program strategies, including a greater focus on academic achievement and certification. Moreover, for WIBs to meet WIA standards, participants must be placed in a job and achieve wage gain over time. This requires bridge programs to establish a clear connection to jobs.

SCALE AND SUSTAINABILITY

The workforce system is relatively small. Intensive pilot programs that are funded primarily by the WIBs play an important role in seeding change, but have relatively little impact on the larger education and training system. To achieve significant scale, the community college system needs to support and institutionalize bridge and career pathway programs, leaving the workforce and social service systems to pay for the extra support and employment readiness needed by disadvantaged participants. Under this more complete model, all agencies can contribute to more broad scale and sustainable career pathways.

Tool #2.14

Planning Worksheet for Career Pathways Steering Committee

***Note:** Tasks 1 and 2 will need to be completed before committee members can work on the remaining tasks.

Task	Person/s Responsible	What I will collect:	*To be completed by:
Collect demographical information on educational completion levels (e.g., no HS diploma, HS graduate, some college, associate degree, etc.), high school graduation rates, % of students requiring developmental coursework, adults with limited English proficiency, etc.			
Identify critical regional industries and occupations; collect economic data on projections for high growth occupations at the basic, moderate, and high skilled levels; unemployment data; declining occupations; etc.			

Task	Person/s Responsible	What I will collect:	*To be completed by:
Identify education and skill requirements for high growth occupations; compare requirements to educational completion levels of target population			
Make a list of all education and training providers in the region.			
Conduct a preliminary funding/resource audit to identify available support for career pathway programs.			

Task	Person/s Responsible	What I will collect:	*To be completed by:
Develop preliminary recommendations on occupational categories most appropriate for career pathway development based on examination of data above (for review by the Screening Committee).			
Compile all of the data into a final report for the ALCB after review and approval by the Screening Committee.			

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