



The New Talent Landscape

Fall CEO Council Meeting
October 7, 2021

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A modern, multi-story building with large glass windows and a dark facade, illuminated at night. The building is situated on a grassy hillside with a set of stairs leading up to the entrance. The ADAC Automotive logo is visible on the building's facade.

ADAC
AUTOMOTIVE

Thanks to Our Host

ADAC Automotive

NORTH AMERICAN MANUFACTURING

WEST MICHIGAN



Keating Mfg.
Muskegon, MI
273,000 Feet²
(25,363 Meters²)



Port City Mfg.
Muskegon, MI
75,000 Feet²
(6,978 Meters²)



Olthoff Mfg.
Muskegon, MI
107,000 Feet²
(9,941 Meters²)



Saranac Mfg.
Saranac, MI
90,000 Feet²
(8,361 Meters²)



Innovation Center
Grand Rapids, MI
43,000 Feet²
(3,994 Meters²)

Over 945,000 Square Feet
(87,000 Square Meters)
of Manufacturing Resources in
North America



MEXICO



ASdM I Mfg.
Juarez, MX
135,000 Feet²
(12,542 Meters²)



ASdM Dist. Center
El Paso, TX
100,000 Feet²
(9,290 Meters²)



ASdM II Mfg.
Leon, MX
123,000 Feet²
(11,427 Meters²)

VAST worldwide

■ Manufacturing Sites

- 1 Germany, Velbert
- 2 Germany, Wuelfrath
- 3 Germany, Bitburg
- 4 Czech Republic, Nejdek
- 5 Czech Republic, Ostrov
- 6 Bulgaria, Ruse
- 7 U.S., Milwaukee
- 8 U.S., Grand Rapids
- 9 U.S., Saranac
- 10 U.S., Muskegon (3)
- 11 Mexico, Juarez (3)
- 12 Mexico, Leon
- 13 China, Taicang
- 14 China, Jingzhou
- 15 India, Pune
- 16 India, Manesar
- 17 Brazil, Sao Paulo



- WITTE Region
- STRATTEC/ADAC Region
- VAST Region

■ Engineering Centers

- 1 Germany, Velbert
- 2 Czech Republic, Nejdek
- 3 Czech Republic, Pilsen
- 4 Czech Republic, Prague
- 5 Bulgaria, Ruse
- 6 Sweden, Goteborg
- 7 U.S., Milwaukee
- 8 U.S., Grand Rapids
- 9 U.S., Auburn Hills
- 10 Mexico, Juarez
- 11 China, Taicang
- 12 Japan, Tokyo
- 13 South Korea, Anyang
- 14 India, Pune

Making an Impact

PK4All

Muskegon

Childcare pilot for at-risk kids launched

Pre-school + childcare pilot for 40 low-income children at 2 sites

Childcare

Statewide

Childcare expansion and regulatory reforms approved

\$1.4B to temporarily expand eligibility, stabilize providers, train childcare workers, support start-ups

Reach Out & Read

West Michigan

Rapid expansion of evidence-based program using medical professionals to promote reading to children ages 0-8

Reaching 70% of kids in Ottawa County, growing from 25% to 60% in Kent County

Career Education

West Michigan

Mavin now used by 2,932 K-12 schools and 680,234 users in 22 states, linking to 3,123 businesses

Last year, K-12 students completed over 2.5 million career exploration modules

Career Education

West Michigan

Educators and businesses in 13 counties collaborating and showcasing best practices to help students be career aware and prepared for the future



Making an Impact

Higher Education

West Michigan

DiscoverEducation@Work pilots

Communication campaign for employers to promote the value of post-secondary education to parents to demystify the process of applying for college and financial aid

Unemployment

Statewide

Reforms to unemployment align with Talent 2025 recommendations

Requires individuals to register with Michigan Works!; offers return to work bonus for UI recipients; counts adult education toward work search requirement

Longitudinal Data System

Statewide

\$2.75 M appropriated to improve Michigan's data infrastructure, aligned with Talent 2025 recommendations

Enhances Michigan's ability to evaluate the long-term outcomes of education and training programs, significantly improving investment decisions

Diversity & Inclusion

West Michigan

84 CEO Commitments

Supporting employers to address nine critical talent issues to improve attraction, retention and development



Agenda



- **Transforming K-12 Education**
 - Impact of remote learning
 - Transforming Michigan's K-12 education system
 - K-12 innovation plan
- **Creating a Best-in-Class Workforce System**
 - Trends influencing the availability of talent
 - Panel discussion
 - Workforce innovation plan





Transforming K-12 Education





Michigan K-12 Education: Learning During the Pandemic

**Presented to Talent 2025
October 7, 2021**

Katharine O. Strunk, Ph.D.

*Clifford E. Erickson Distinguished Professor of Education and
Economics & Director of EPIC*

College of Education | Michigan State University

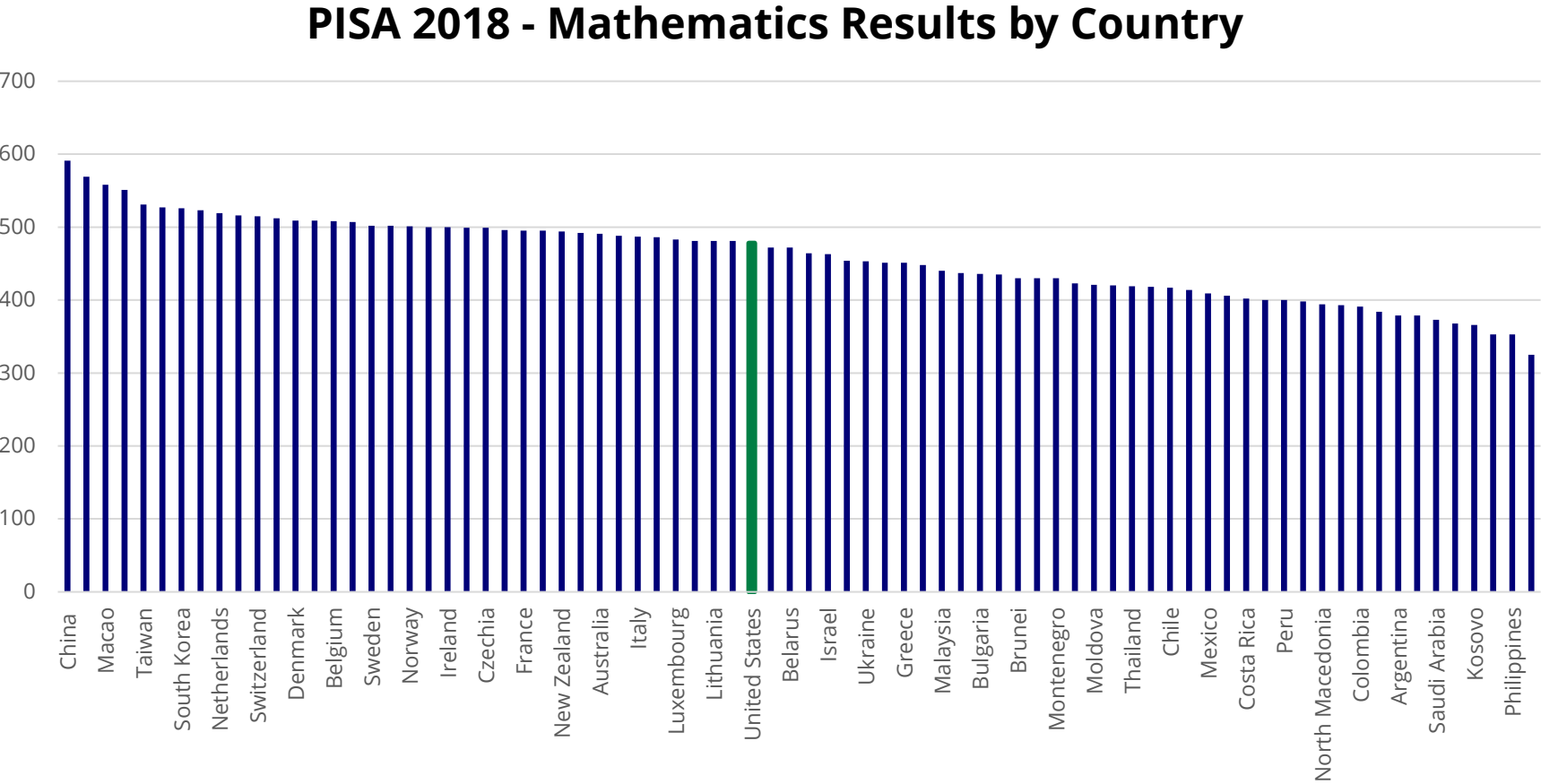
Michigan K-12 Education: Learning During the Pandemic

AGENDA

- Michigan pre-pandemic student achievement in context
- Michigan student performance on the M-STEP in 2021
- Michigan student growth on benchmark assessments during the 2020-21 school year

Michigan Student Achievement in Context

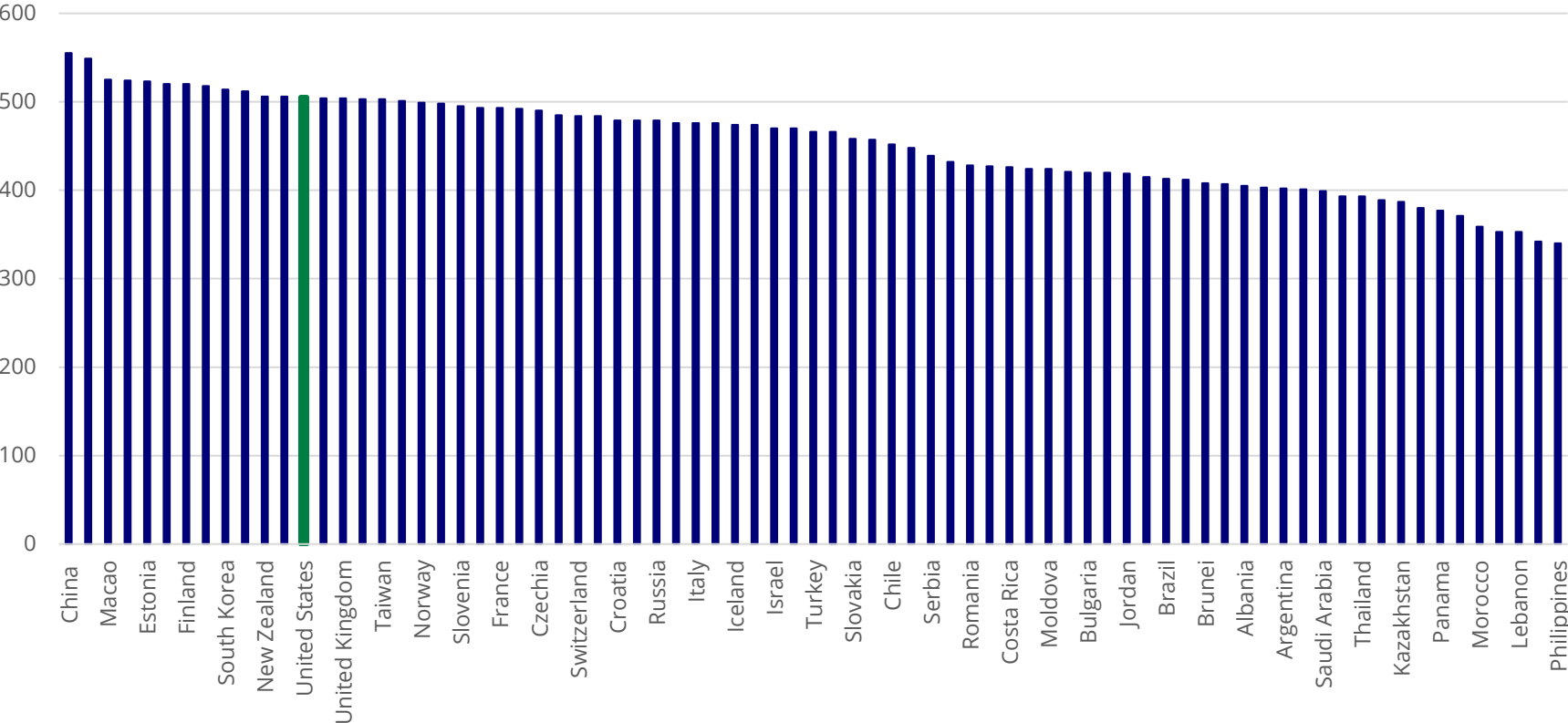
The United States Ranks 37th of OECD Countries on the 2018 Math PISA



Source: Organization for Economic Cooperation and Development (OECD), 2018-2019. The Program for International Student Assessment (PISA) is a worldwide study by OECD in nearly 80 nations of 15-year-old students' scholastic performance on mathematics, science and reading.

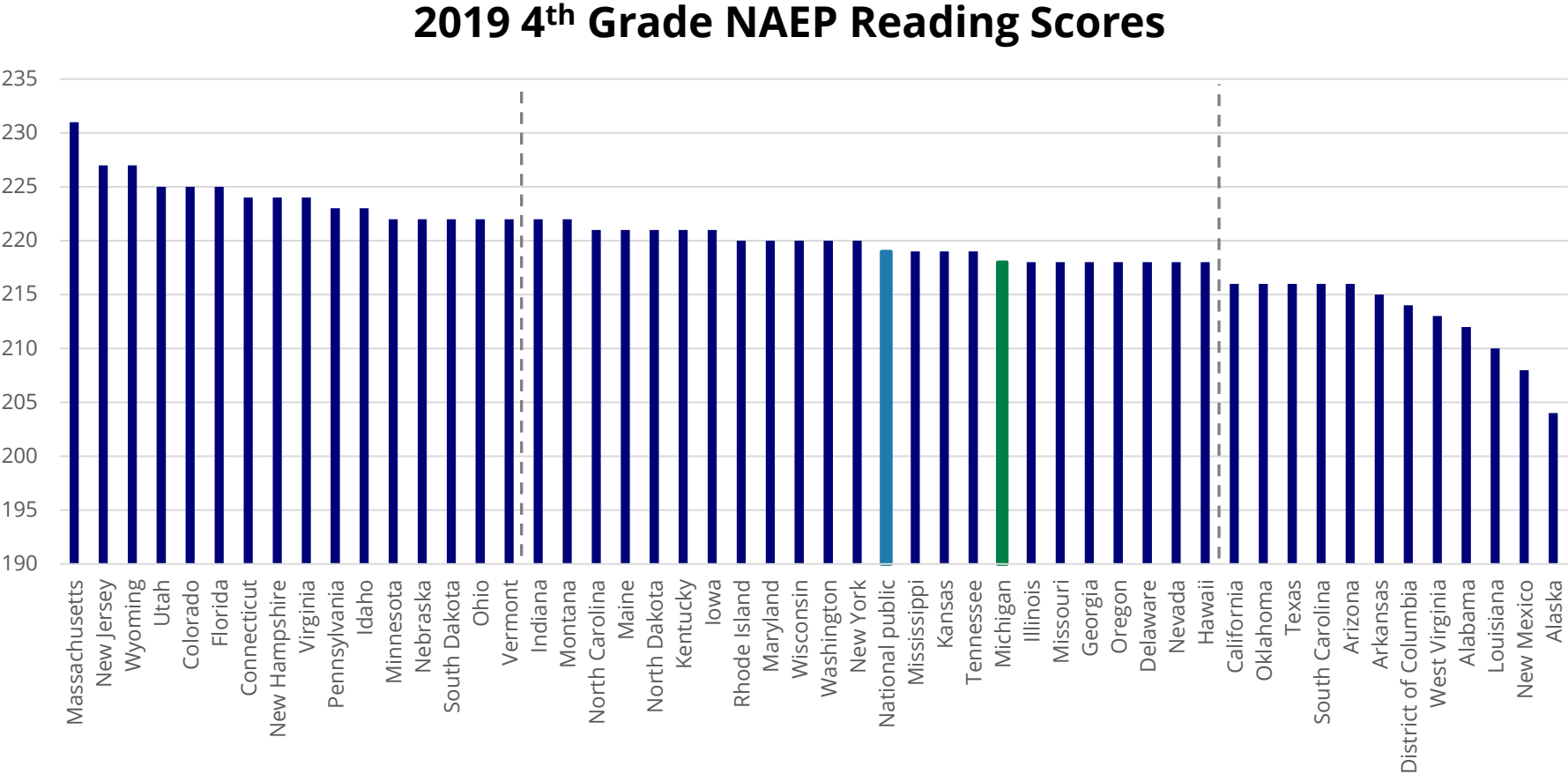
The United States Ranks 13th of OECD Countries on the 2018 Reading PISA

PISA 2018 - Reading Results by Country



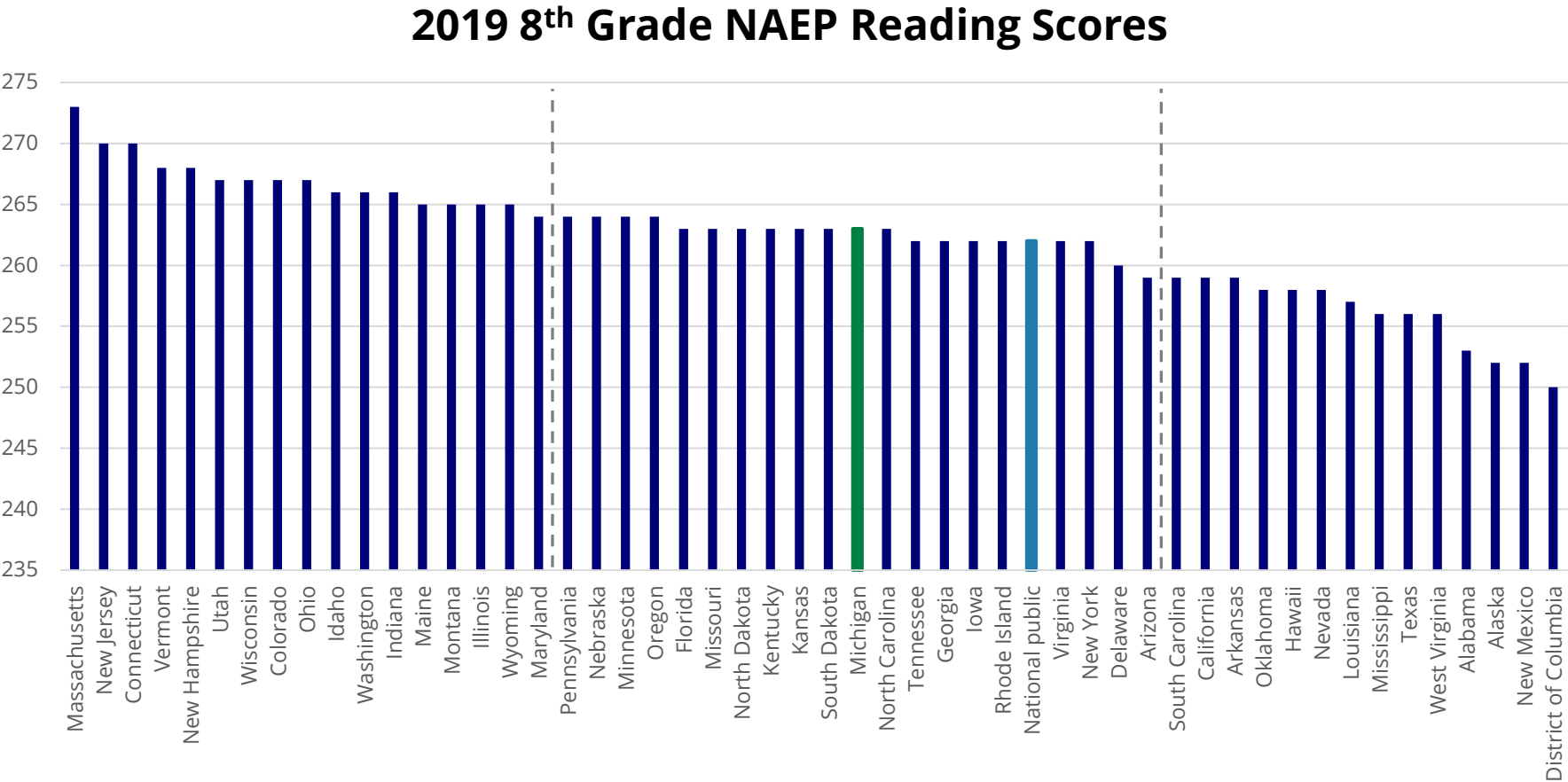
Source: Organization for Economic Cooperation and Development (OECD), 2018-2019. The Program for International Student Assessment (PISA) is a worldwide study by OECD in nearly 80 nations of 15-year-old students' scholastic performance on mathematics, science and reading.

Michigan Scores Just Below the National Average on 4th Grade Reading



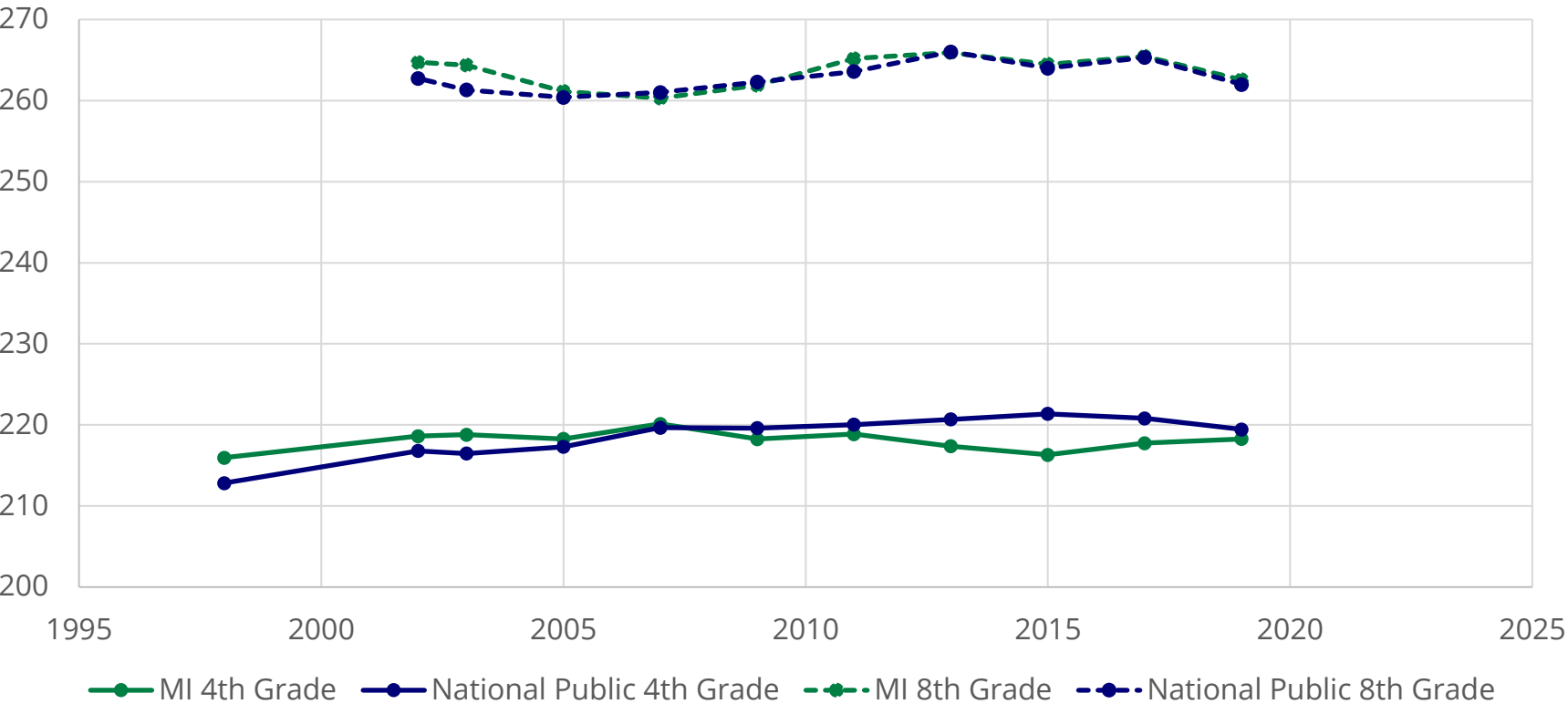
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment. Note: Dashed lines indicate statistically significant differences.

Michigan Scores Just Above the National Average on 8th Grade Reading



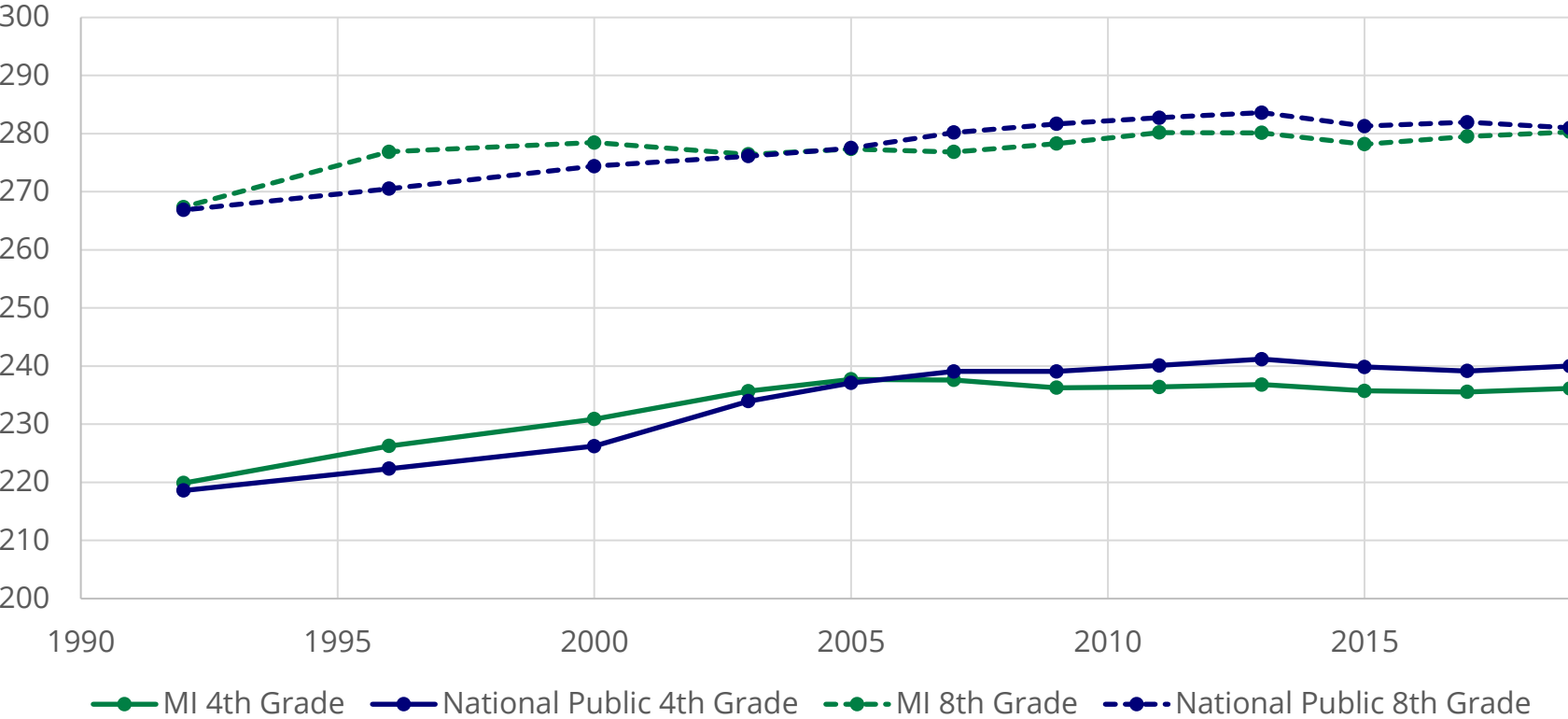
Michigan NAEP Reading Scores Generally Track National Average

4th & 8th Grade NAEP Reading Scores Over Time



Michigan NAEP Math Scores Falling Below National Average

4th & 8th Grade NAEP Math Scores Over Time



Michigan Student Performance on the M-STEP in 2021



Note: data used in this section are from the Michigan Department of Education

Testing Requirements and Participation Rates For the 2020-21 School Year

- In 2019-20 and 2020-21 the federal government waived accountability requirements under the Every Student Succeeds Act (ESSA), but the Michigan legislature did not wave the state's A-F ratings
- In 2019-20 the federal and state government waived standardized assessment requirements, but districts were required to administer tests in spring 2021
 - Michigan students were administered the M-STEP (state summative assessments) in spring 2021 to measure their progress toward meeting Michigan's state standards.
- The resulting M-STEP data must be taken in context and used with caution:
 - Challenging pandemic circumstances for all students, families, and educators; particularly difficult for traditionally underserved communities
 - Participation rates in spring 2021 were very low: Approximately 70% of eligible students participated in M-STEP testing for ELA and Mathematics
 - Participation rates varied substantially across districts and schools; difficult to compare performance over time or across districts

Proficiency Rates on the 2021 M-STEP Were Slightly Below 2019 Rates, Although Fewer Students Tested in 2021

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
ELA					
2019 Proficient or Above	45.1%	45.8%	46.2%	41.7%	42.7%
2021 Proficient or Above	42.8%	44.2%	43.7%	38.6%	40.7%
Mathematics					
2019 Proficient or Above	46.7%	41.8%	34.8%	41.7%	35.7%
2021 Proficient or Above	42.3%	36.5%	29.6%	38.6%	32.3%

Michigan Student Growth on Benchmark Assessments During the 2020-21 School Year

Testing Requirements in the “Return to Learn” Law

- Districts were required to administer benchmark assessments to K-8 students in both the fall and spring of the 2020-21 school year and to provide data from these assessments by June 30.
- The legislation allowed districts to choose between four approved assessment providers or use another assessment that meets certain criteria.
- 91% of Michigan districts provided some form of benchmark assessment data, and 74% are represented in our analysis.
- Students in the analysis differ from the state K-8 population and differ across vendors. Economically disadvantaged, Black, and special education students are underrepresented.
- The report was required to “identify the number and percentage of students in the state that are significantly behind grade level.”

“Significantly Behind Grade Level” Score Thresholds are Based on Vendors’ Recommendations. They are Defined and Interpreted Differently for Each Assessment.

Assessment	Grade range	“Significantly behind grade level” interpretation	Type of standard
NWEA MAP Growth	K-1	At-risk of having severe learning difficulties and in need of intensive intervention (30 th percentile)	norm-referenced, national
	2-8	Projected to be in the “Not Proficient” category on the end-of-year M-STEP	criterion-referenced, MI-specific
Curriculum Associates i-Ready	K-1	Performing at the “Emerging Kindergarten” level	criterion-referenced, national
	2-8	Performing two or more grade levels below their actual grade	Criterion-referenced, national
Renaissance Star 360	K-8	Performing below grade-level expectations & in need of intervention (24 th percentile)	norm-referenced, national
Smarter Balanced ICA	3-8	Has not met the achievement standard and needs substantial improvement	criterion-referenced, national
K-2s	K-2	Significantly behind grade level	criterion-referenced, MI-specific

In the Fall, M-STEP Projections Were Similar to 2019 Results. This was no Longer True in the Spring.

		K-1 st : Screened for intervention (30 th percentile) 2 nd -8 th : Projected M-STEP "not proficient"			Statewide M-STEP	
		Fall	Spring	Change	2019	2021
NWEA MAP Growth Mathematics	K	11%	21%	+10%		
	1	22%	27%	+5%		
	2	27%	34%	+7%		
	3	35%	39%	+4%	28%	32%
	4	27%	33%	+6%	25%	30%
	5	38%	46%	+8%	37%	43%
	6	34%	41%	+7%	34%	39%
	7	35%	41%	+6%	36%	40%
	8	27%	34%	+7%	27%	30%
NWEA MAP Growth Reading	K	7%	24%	+17%		
	1	23%	29%	+6%		
	2	31%	33%	+2%		
	3	29%	35%	+6%	30%	32%
	4	29%	36%	+7%	33%	35%
	5	29%	37%	+8%	32%	35%
	6	27%	35%	+8%	32%	34%
	7	27%	34%	+7%	30%	31%
	8	22%	30%	+8%	22%	21%

Students Made Progress Throughout the Year, but at a Slower Rate Than Students in 2018-19

		K-1 st : "Emerging K" level 2 nd -8 th : 2+grade levels behind			2018-19 i-Ready results for Michigan students*		
		Fall	Spring	Change	Fall	Spring	Change
Curriculum Associates i-Ready Mathematics	K	58%	32%	-26%			
	1	14%	7%	-7%	15%	2%	-13%
	2	34%	19%	-15%	32%	8%	-24%
	3	40%	25%	-15%	40%	14%	-26%
	4	43%	30%	-13%	40%	17%	-23%
	5	43%	33%	-10%	37%	19%	-18%
	6	46%	37%	-9%	48%	29%	-19%
	7	48%	41%	-7%	50%	35%	-15%
	8	51%	45%	-6%	55%	42%	-13%
Curriculum Associates i-Ready Reading	K	49%	19%	-30%			
	1	9%	4%	-5%	10%	2%	-8%
	2	32%	19%	-14%	33%	12%	-21%
	3	39%	28%	-11%	40%	20%	-20%
	4	35%	26%	-9%	36%	20%	-16%
	5	48%	39%	-9%	49%	32%	-17%
	6	50%	44%	-6%	58%	44%	-14%
	7	52%	46%	-6%	58%	44%	-14%
	8	51%	45%	-6%	56%	43%	-13%

*Note: 2018-19 i-Ready results provided by Curriculum Associates for all active MI accounts

Across All Grades and Subjects, Michigan Students Appeared to Make Less Than Normal Progress Toward Learning Goals as Measured by the Four Available Benchmark Assessments

- While students did learn over the course of the year, the rate of learning appeared to be slower than in a typical pre-pandemic school year.
- Students who are non-White, economically disadvantaged, and/or eligible for special education were less likely to have comparable benchmark assessment data for the fall and spring and are therefore underrepresented in the analysis.
- Recent studies consistently show larger, negative effects of the pandemic on student achievement and growth for these same student groups.
- Many of the reasons why a student would not participate in testing are also likely to negatively affect student learning.
- Thus, it is likely that the results of this analysis overestimate the average performance and learning growth of MI students.



Education Policy Innovation Collaborative

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**How does Michigan ‘fix’
public education once
and for all?**



Today

- A little bit about Launch Michigan
- The history of public education in Michigan
- Achieving equity in a 21st century Michigan
- Discussion

A little bit about Launch Michigan

A little bit about Launch Michigan

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Sports Autos Business Michigan Life + Home Entertainment [Opinion] Obituaries

Editorial: 'Launch' lasting school reform in Michigan

The Detroit News

Published 10:00 p.m. ET Jun. 20, 2018 | Updated 11:11 p.m. ET Jun. 20, 2018

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A new coalition of business, labor and philanthropic groups has come together with one mission: leading a long-term effort to improve Michigan's schools. Launch Michigan officially launched on Wednesday, and the alliance is hailing itself as "historic." We applaud this effort, and hope it leads to real change in this state's education system.



- Formed in 2018
- Coalition of organizational leaders from business, civic, education and philanthropic sectors
- "Think and do" group that works to pass and implement policy changes that seek to:
 - Close all achievement gaps
 - Prepare our children to be ready to do whatever they want to do after high school
 - Make Michigan among the fastest improving states in the nation

A little bit about Launch Michigan

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Steering Committee

Business

Jeff Donofrio, BLM
Rob Fowler, SBAM
Rick Baker, GRC

Kevin Stotts, Talent 2025
Sandy Baruah, DRC
John Walsh, MMA
Open Seat

Education/Labor

Paula Herbart, MEA
Tina Kerr, MASA
David Hecker, AFT-MI
Dan Quisenberry, MAPSA

Don Wotruba, MASB
Ray Telman, MCEA
Bill Miller, MAISA
Michael Rice, MDE
Dave Campbell, KRESA

Civic/Philanthropic


Punita Thurman, Skillman
Marcy Dwyer, MI-PTA
Heather Eckner, MiPAAC

Amber Arellano, ETM
Faye Nelson, WKKF
Kat Owsley, Bosch CF

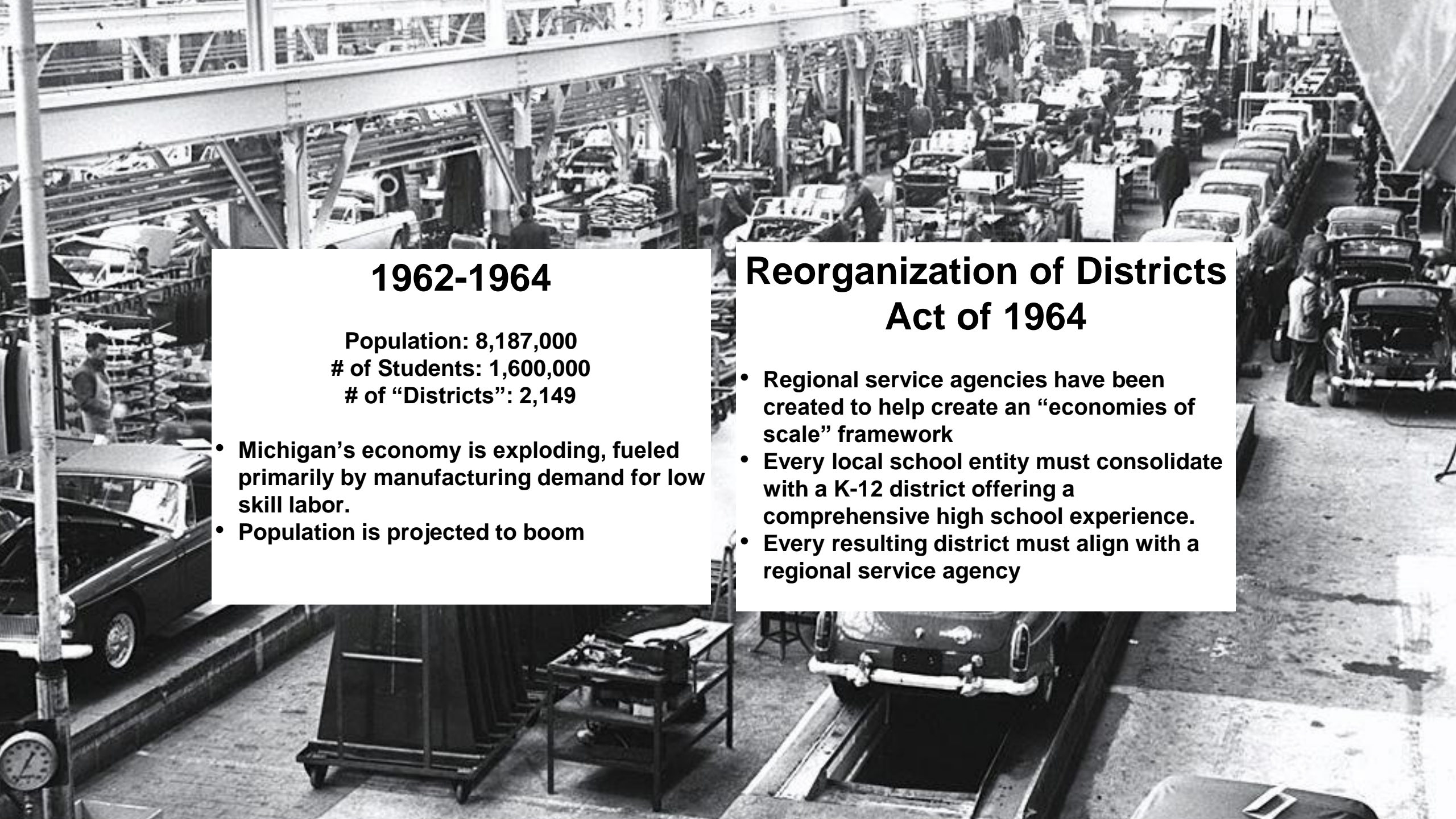
Staff

Adam Zemke, President
Lindsay Case-Palsrok, Executive Director
Renee Brunette, Operations Manager

The history of public education in Michigan



**In 1962, 36% of Michigan's
non-farm workers went to
work in factory-based jobs**



1962-1964

Population: 8,187,000
of Students: 1,600,000
of "Districts": 2,149

- Michigan's economy is exploding, fueled primarily by manufacturing demand for low skill labor.
- Population is projected to boom

Reorganization of Districts Act of 1964

- Regional service agencies have been created to help create an "economies of scale" framework
- Every local school entity must consolidate with a K-12 district offering a comprehensive high school experience.
- Every resulting district must align with a regional service agency



**What did Michigan expect
from public school
graduates then?**



**To complete high school with a
minimum of a “D” average and
satisfactory attendance**

Achieving equity in a 21st century Michigan

Past reform efforts in Michigan

Federal Efforts & Money

- ✓ No Child Left Behind
- ✓ Every Student Succeeds
- ✓ Race to the Top

State Legislative Efforts

- ✓ Free Market: Charters & Choice
- ✓ Pay for Performance
- ✓ School Reform Office/
Partnership Model for School Reform
- ✓ Top to Bottom Rankings
- ✓ A-F Grading
- ✓ Teacher Evaluation Tied to Student Performance
- ✓ 3rd Grade Reading/Retention
- ✓ New Standards/New Tests

State Gov't Reports & Commissions

- ✓ MDE: Top 10 in 10
- ✓ MDE: Top 10 Strategic Education Plan
- ✓ Governor Snyder's Marshall Plan & 21st Century Education Commission Report

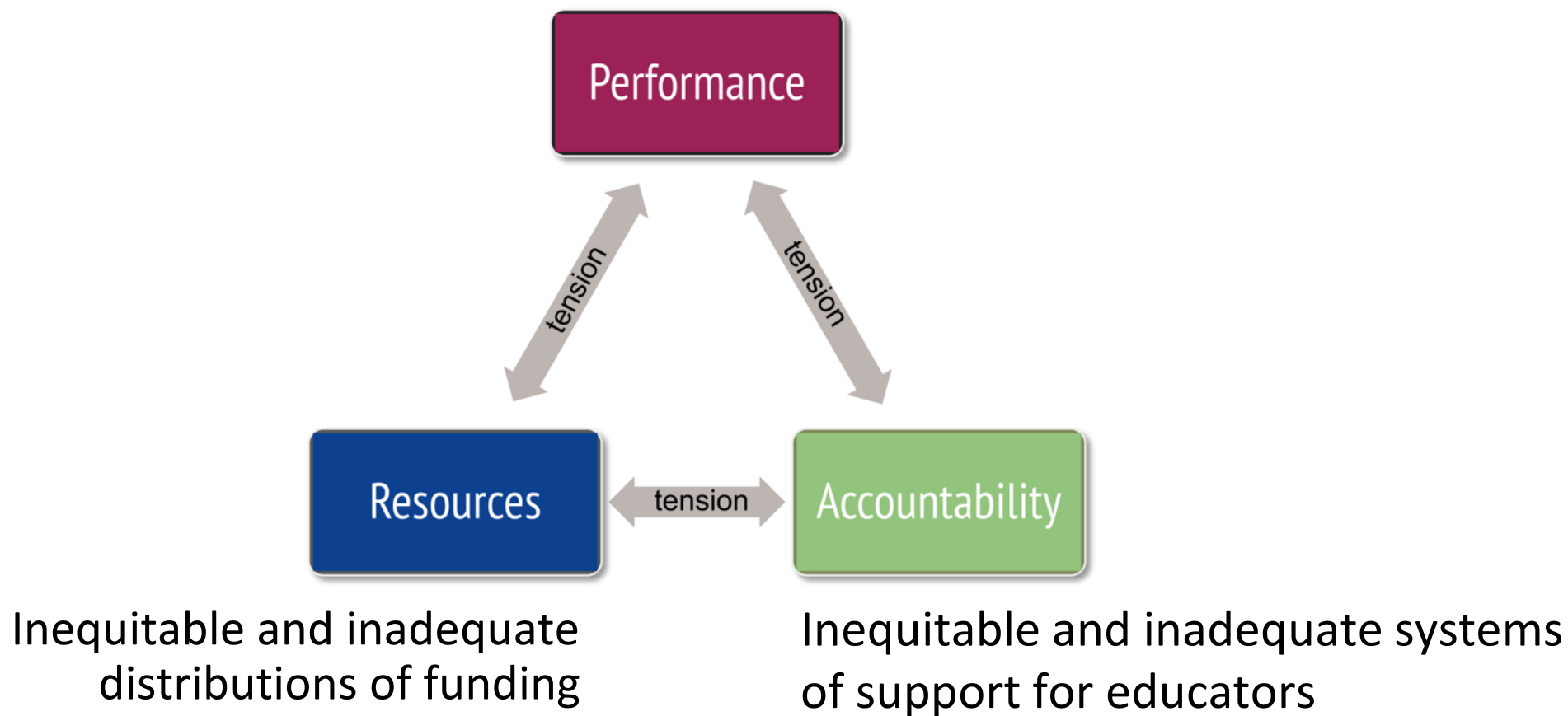
Independent & Association Reports & Recommendations

- ✓ MASA
- ✓ Business Leaders for Michigan
- ✓ Education-Trust Midwest
- ✓ Public Sector Consultants
- ✓ School Finance Research Collaborative
- ✓ Michigan Future
- ✓ Upjohn Institute
- ✓ Citizens Research Council

Building a framework

Inequitable and inadequate outcomes for Michigan's children

Performance tension



Performance

- Assurance that all students are being set up to achieve a high minimum standard
- A clear and universal understanding of how we will help students recover should they be behind their peers
- A meaningful and consistent method of measuring and recognizing “21st C” skills

Accountability

Resources

Performance

- Assurance that all students are being set up to achieve a high minimum standard
- A clear and universal understanding of how we will help students recover should they be behind their peers
- A meaningful and consistent method of measuring and recognizing “21st C” skills

Accountability

- **A coherent and connected operational system from each local school, to each corresponding regional service agency, to the MDE**
- **A universal and accepted understanding of what the ‘buck’ is and who it stops with**
- **When the buck is not achieved, we must have and implement measures to identify and fix systemic problems**

Resources

Performance

- Assurance that students are being set up to achieve the standards that we expect
- A clear and universal understanding of how we will help students recover should they be behind their peers
- A meaningful and consistent method of measuring and recognizing “21st C” skills

Accountability

- A coherent and connected operational system from each local school, to each corresponding regional service agency, to the MDE
- A universal and accepted understanding of what the ‘buck’ is and who it stops with
- When the buck is not achieved, we must have and implement measures to identify and fix systemic problems

Resources

- **An adequate and equal ‘base’ funds for each K-12 child, coupled with significant needs-based equity multiplying amounts**
- **Universally affordable high quality pre-k and childcare for all children**
- **Assurance that funds are being spent based upon what research indicates, and that sufficient human and knowledge capital are present**

How will we get there?

- In August, Launch Michigan steering committee members arrived at consensus of about 75% of framework items put on the table

Performance Standards	Funding and distribution	Data Improvements	Governance and system alignment	Function of different layers within system
Plan for catching students up	Early Childhood Initiatives	Methods to increase/improve educator pipelines	Equity for specific additional needs areas	Accountability/ Outcomes
Differentiated Learning Option Requirements	Accountability/S pending and Planning	Expanded Learning Time		

How will we get there?

- In August, Launch Michigan steering committee members arrived at consensus of about 75% of framework items put on the table
- We are spending autumn 2021 gaining consensus of remaining items
- We have identified four catalyzing areas that we are tackling simultaneously:
 - Building the educator workforce that we need
 - Creating the data infrastructure and systems necessary to understand what is happening in schools and how to scale improved practices
 - Incentivizing local and regional reorganization
 - Creating equitable out of school time experiences to curb learning losses

Why now?

- Michigan is way behind leading states on transformative reform efforts. Some are going for round two.
- We have a double achievement gap.
- Demand for individualized learning has never been greater.
- Timing is right:
 - We are in a period of system thaw caused by the transparent effects that the COVID-19 pandemic has had.
 - Michigan has a three year funding runway.

Thank You





Discussion



Our K-12 Innovation Plan



Use evidence-based interventions to improve literacy

- William C. Abney Academy Elementary & The Center for Sound Literacy
- Reenergizing the Reading Now Network with superintendents across the state



Encourage K-12 districts to shift to competency-based education models

- Kenowa Hills Public Schools



Expand career education and work-based learning

- Grand Rapids University Preparatory Academy, grades 6-12





Creating a Best-in-Class Workforce System



Panel Discussion: Workforce Trends and Strategies



Angela Rachidi

American Enterprise Institute



Brad Hershbein

W.E. UpJohn Institute for
Employment Research



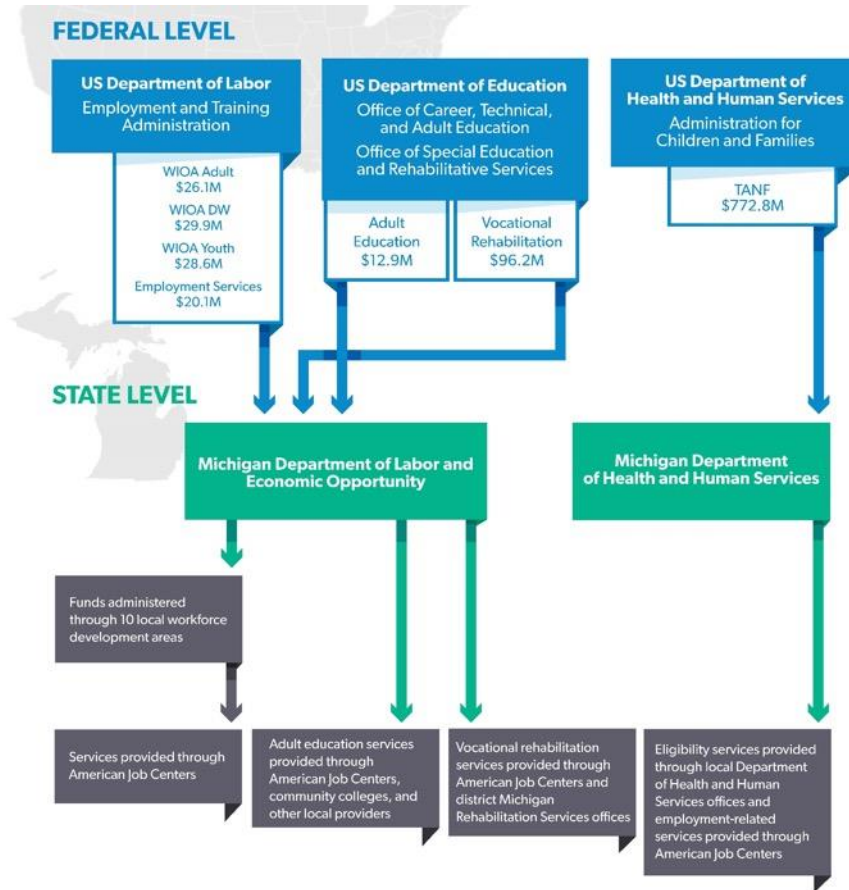
Josh Wright

Emsi Burning Glass

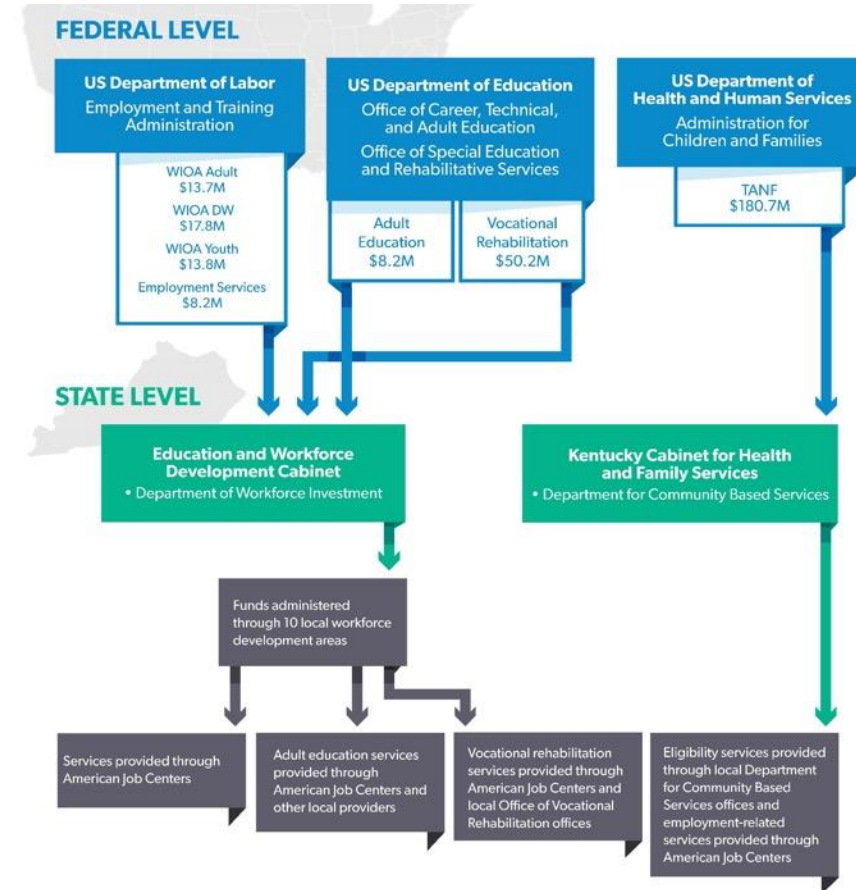


Michigan's Workforce Development System

Michigan's WFD System



Kentucky's WFD System



VS

Source: American Enterprise Institute (AEI)



Employer Strategies for Success



Developed with data, research, and input from West Michigan CEOs, HR leaders and workforce professionals.



Reinventing Michigan's Workforce Development Efforts

Current State

Future State

Few quality programs to upskill adults without a HS diploma



Promote earn-and-learn programs to reengage and upskill low-skill adults

Limited employer engagement



Training methods and outcomes driven by employer-led initiatives

Weak signals regarding in-demand skills and career pathways



Skills-based job descriptions and comprehensive, transparent career maps

Activity-based measurements



Outcomes-based measurements





Multiple funding sources and programs = difficulty navigating



Streamline funding/programs into individual training accounts



What's Happening Now

Strategies	Timeframe	Difficulty	Implementation
Improve Quality and Scale of Adult Basic Education	3 years		Legislature
Improve Michigan's Statewide Longitudinal Data System	Now		Legislature
Skills-Based Job Descriptions and Career Maps	Ongoing		Employers
Promote Employer Success Strategies	Ongoing		Employers



Opportunities for Engagement

Talent 2025 Opportunities:

- CEO Commitment to D&I (84 of 120 received)
- Join a Working Group

Employer Events:

- Business Case for Hiring Returning Citizens – Oct. 15
- Issue Spotlight: Identifying New Sources of Talent – Oct. 20
- Getting Talent Back to Work Workshop – Nov. 2
- Elevating Diversity and Inclusion within your Organization – Winter 2021

Partnership Opportunities:

- Work-based Learning for K-12 Students
- DiscoverEducation@Work

Advocacy:

- Launch Michigan Transformation Plan (K-12)
- Child Care Regulatory Reform





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