



SOUTHEAST MICHIGAN COMMUNITY LEARNING PARTNERSHIP



COMMUNITY
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COMMUNITY CHANGE LEADERS IN SOUTHEAST MICHIGAN:

A study of workforce demand and academic curricula

June 2015

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INTRODUCTION

The Community Learning Partnership (CLP) is a national network of Community Change Studies programs that prepare students for careers in organizing, economic development, advocacy, policy making, and other community-related fields. The programs develop new, educational pathways into community change careers by bringing together community colleges with community partners and four-year universities to offer specialized degrees or certificates that can lead directly to jobs or provide transfer credit for Bachelor or Master Degree programs. The CLP network of programs is in the process of expanding to southeast Michigan. Henry Ford College (HFC) began offering an Associate's Degree in Community Leadership in Fall 2014 and is developing a Certificate in Community Leadership. Similarly, Macomb Community College (MCC) will be offering a Certificate in Community Leadership in 2016. This report provides an assessment of the demand and viability for these Community Leadership degree and certificate programs in southeast Michigan.

GOALS OF RESEARCH

In an effort to better understand the workforce demand for the Community Leadership degree and certificate programs in southeast Michigan, a committee of representatives from CLP, Corporation for a Skilled Workforce, HFC, MCC, and Southeast Michigan Community Alliance reviewed regional labor market data and information and convened a series of discussions and focus group meetings with community partners and potential employers.

In November 2014, MCC hosted over 50 community and nonprofit representatives for a conversation about the potential role the community college can play in fostering and inspiring community leadership. The community partners provided insights about their workforce needs and identified challenges in recruitment and hiring. They also identified skills and competencies that would position students to be effective community leaders. See Appendix C for details of the workforce discussion. The results from the discussion provided the committee with a foundation for the further assessment of the demand for the Community Leadership programs.

Through the labor market data and focus group meetings, the committee sought to better understand the labor market demand for CLP related competencies and credentials, available jobs and career pathways, and community partner interest in southeast Michigan for the Community Leadership degree and certificate programs and related educational pathways. The committee also aimed to confirm the curricula helps prepare students with the core skills and knowledge graduates will need for employability. Key questions the committee worked to answer include whether jobs exist for graduates of the Community Leadership programs, which salary ranges would apply to them, and whether employers would give hiring preference to candidates with these credentials. The focus group meetings also served to further engage community partners and potential employers in the program and curriculum design.

LABOR MARKET DATA FINDINGS

Collecting labor market information on the demand for the skills and credentials associated with the CLP program and identifying a related set of job opportunities is difficult. There is no single occupation that corresponds to community organizing, change, and leadership related work. Rather, the skills and jobs associated with this work are spread across a wide variety of occupations and industries.

In our first analysis, we used some assumptions about the types of industries (i.e., social services, community services, health care, etc.) and occupations (i.e., community health care work, social work, marketing and communications, etc.) in which these jobs might occur to provide some general background data. Examples of the occupations, number of jobs in southeast Michigan, and earnings potential are below.¹

Table 1: Top Job Postings in Southeast Michigan from EMSI Data (2014-2020)

Occupational Description	2014 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings	Typical Entry Level Education
Child, Family, and School Social Workers	3,292	3,566	274	8%	\$22.53	Bachelor's degree
Social and Human Service Assistants	3,140	3,570	430	14%	\$12.73	HS diploma/GED
Labor Relations Specialists	1,391	1,045	(346)	(25%)	\$32.65	Bachelor's degree
Social and Community Service Managers	1,270	1,426	156	12%	\$27.41	Bachelor's degree
Mental Health and Substance Abuse Social Workers	1,266	1,407	141	11%	\$20.72	Bachelor's degree
Medical and Health Services Managers	995	1,161	166	17%	\$41.60	Bachelor's degree
Healthcare Social Workers	921	1,086	165	18%	\$26.03	Master's degree
Educational, Guidance, School, and Vocational Counselors	907	935	28	3%	\$28.42	Master's degree
Rehabilitation Counselors	867	1,007	140	16%	\$18.26	Master's degree
Mental Health Counselors	859	1,010	151	18%	\$20.38	Master's degree
Community & Social Service Specialists, All Other	768	834	66	9%	\$25.07	Master's degree
Eligibility Interviewers, Government Programs	711	704	(7)	(1%)	\$23.06	HS diploma/GED
Probation Officers and Correctional Treatment Specialists	520	506	(14)	(3%)	\$28.69	Bachelor's degree
Social Workers, All Other	477	507	30	6%	\$21.41	Bachelor's degree
Administrative Services Managers	342	369	27	8%	\$38.63	Bachelor's degree
Substance Abuse and Behavioral Disorder Counselors	334	419	85	25%	\$21.10	High school diploma or GED
Fundraisers	323	376	53	16%	\$23.92	Bachelor's degree
Training and Development Specialists	321	355	34	11%	\$26.51	Bachelor's degree
Community Health Workers	315	361	46	15%	\$17.80	HS diploma/GED
Marriage and Family Therapists	192	227	35	18%	\$23.09	Master's degree
Health Educators	155	181	26	17%	\$23.15	Bachelor's degree
Public Relations and Fundraising Managers	148	165	17	11%	\$44.37	Bachelor's degree
Counselors, All Other	127	149	22	17%	\$23.68	Master's degree
Training and Development Managers	23	25	2	9%	\$43.80	Bachelor's degree

¹ These data are from a proprietary source, Economic Modeling Specialists, Inc. (EMSI) which uses sophisticated modeling techniques to aggregate data from more than 90 different sources. Most relevant to CLP are several data sources from the Bureau of Labor Statistics, including the Quarterly Census of Employment and Wages (QCEW), Current Employment Statistics (CES), National Employment Projections, and Occupational Employment Statistics. The dataset also include long-term state industry projections published by the State of Michigan.

In a second round of analysis, we used additional sources of data² to delve deeper into the job postings for southeast Michigan that could be related to CLP skills. The top occupations that a) included at least one skill from our list of keywords and b) had a ratio of postings including that skill to total employment of at least 2% are included in Table 2.

Table 2: Top Job Postings in Southeast Michigan from Burning Glass Data (April 2012-March 2015)

Occupation	Job Postings with CLP Skill Listed	Ratio Skill Related Postings to all Postings	Education Level Required
Public Relations Specialists	285	19%	Bachelor's Degree
Market Research Analysts and Marketing Specialists	293	7%	Bachelor's Degree
Marketing Managers	227	5%	Bachelor's Degree
Public Relations and Fundraising Managers	181	15%	Bachelor's Degree
Human Resources Specialists	144	2%	Bachelor's Degree
Educational, Guidance, School, and Vocational Counselors	62	5%	Master's Degree
Human Resource Managers	52	2%	Bachelor's Degree
Education Administrators, Postsecondary	43	3%	Master's Degree
Computer and Information Systems Managers	38	2%	Bachelor's Degree
Training and Development Specialists	29	2%	Bachelor's Degree
Social and Community Service Managers	28	7%	Bachelor's Degree
Property, Real Estate, and Community Association Managers	28	2%	HS Diploma/GED
Business Operations Specialists, All Other	24	2%	HS Diploma/GED
Elementary School Teachers, Except Special Education	23	3%	Bachelor's Degree
Meeting, Convention, and Event Planners	21	2%	Bachelor's Degree

² These data are from a proprietary source, Burning Glass, which identifies viable websites with employment opportunity related content on a regular schedule utilizing spider technology to search those sites for employment opportunities. These include millions of online job postings from corporate websites, online job boards such as Monster and Career Builder, the State of Michigan, and even Craigslist.

All of these occupations require at least a bachelor's degree as their typical entry-level requirements with the exception of a few that typically only require a HS Diploma/GED. Most of them would fall within or well above a “middle skill job” classification, one that typically pays in the range of \$14 to \$20 per hour (or approximately \$29,000 to \$42,000 pre-tax annual earnings for full-time, year-round work), with the average median hourly earnings for these occupations being \$26 per hour or approximately \$55,000 (taking into account all occupations regardless of level of education required).

See Appendix D for the full details of labor market information related to CLP.

Focus Group Feedback

During March 2015, the committee held three focus groups and convened 53 representatives from a diverse set of 35 community partners of the non-profit and public sectors including higher education institutions, workforce development agencies, arts and culture institutions, membership associations, municipalities, youth groups, faith-based organizations, health and social service providers, science institutions, early learning providers, and community and economic development organizations. These agencies and organizations address issues such as adult education, arts and culture, community organizing, diversity and inclusion, early childhood education, environment and energy conservation, faith and religion, food systems, health, housing, hunger, immigration and refugee needs, labor, leadership, substance abuse, urban and regional planning, and youth development. The format of the focus group meetings included a series of multiple-choice and open-ended questions addressing workforce and partner needs, jobs and hiring environment, skills and competencies, salary and earning potential, workforce development efforts, existing and proposed curriculum, resources needed to support educational and career pathways, and partner interest and ongoing participation in the programs. The committee recorded the responses to the multiple-choice questions using an audience response system and note takers documented the discussion and feedback during each focus group. Participants were also provided questionnaires to allow for additional written responses to the focus group questions. Multiple-choice responses and community partner feedback details can be found in Appendix A.

LABOR MARKET CONDITIONS

Overall there was general agreement, 70% of respondents in all three focus groups, the following information from the November 2014 community conversation captures the labor market conditions for community leadership type jobs:

- *Challenges* – Need clear, defined sustainable career paths in community-based work.
- *Concerns* – Talent drain, skill gaps, and lack of competitive wages.
- *Types of Positions* – Wide-ranging from intern to management positions.
- *Educational Requirements* – High school diploma to Master degree, most require Bachelor degree.
- *Other Opportunities* – Varying volunteer, intern, and part-time with some specialized Bachelor or Master-level opportunities.
- *Hiring Forecast* – Overall growth in positions available. Most organizations believe they will have 1 to 50 position openings in the near future.

JOBS, SALARIES, AND CAREER PATHWAYS

Some respondents indicated many of their positions are part-time or limited in duration and tied to specific grants. While the job opportunities for full-time work may be limited at some organizations, volunteer, part-time, and contractual work offer potential applicants ways to gain work experience and position themselves for future opportunities. 87% of respondents reported a range for starting salaries of \$15,000-\$30,000 for most positions requiring these skills. However, a number of people indicated that entry level positions in their organizations typically start between \$25,000-\$30,000 and that mid-level management positions start between \$35,000-\$55,000. 63% reported a range of \$20,000-\$40,000 for the average salaries of all positions within their organizations, however these reported ranges are a bit lower than what the labor market data shows, which is a median average earnings range of \$25,000 - \$55,000 for a potentially similar set of occupations (taking into account only those occupations that require less than a Master's degree).

Over 50% of respondents indicated the certificate would result in a slight increase in earnings for graduates. While the certificate may result in increased earning potential, respondents believe the greater value of the certificate is in its ability to enhance competitiveness of graduates, make them better candidates, and position them for advancement. Similarly, 65% of respondents indicated the associate degree would result in a slight increase in earnings for graduates. For the respondents, on-the-ground experience, reputation, and previous job outcomes are as important as the academic credentials.

While there appear to be a mix of entry-level opportunities, career pathways related to community leadership jobs are not often very clear especially without doing a specific job and career pathway survey of organizations within and across the sectors that provide community leadership opportunities. When asked which resources would contribute to a clearer career pathway in community leadership, the respondents' top choices include leadership development opportunities such as community service/engagement experience, job shadowing, leadership and personal success workshops, internships and professional mentoring including developing a professional network.

SKILLS & COMPETENCIES

In general, focus group participants were enthusiastic about the Community Leadership programs and the creation of specific educational and career pathways for community-oriented occupations. The high level of applicability of the skills and competencies to other technical and academic degree programs and occupations made the programs especially appealing.

Overall there was general agreement, almost 90% of respondents, the following captures the skills and competencies associated with community leadership work:

- Communication skills – Strong written and verbal communication capacity; capacity for active listening; also reading comprehension and filing.
- Language skills – including Spanish, Arabic, and Urdu.
- Community organizational skills – including the ability to build coalitions to drive impact; social-emotional intelligent leadership/organizing skills; agitation; facilitation; working towards consensus, developing partnerships, and networking.
- Program and project management skills – Ability to prioritize and implement a work plan; time management; able to multi-task and to delegate tasks and responsibilities.
- Teamwork – Ability to work with a team.
- Analytical and problem-solving skills – The ability to access or develop data, interpret and analyze data, develop strategies, practice critical thinking, and evaluative metrics.
- Technological competency – with social media and web programming, Google Apps, databases, word processing, and spreadsheets.
- Subject matter expertise in policy, governmental affairs, urban planning, public administration, economics, and community development; also paralegal and real estate license skills
- Presents a professional presence and demeanor, from attire to poise – Be a self-starter with the ability to be resourceful. Understand the importance of coming to work on time every day, ready to work and learn. Have integrity and ethics in keeping with organizational values.
- Strong community and cultural competency – Needs to be reflective of the community we work in; have knowledge of community and issues in neighborhoods. Have empathy and ability to relate to constituents and other team members and understand people's differences i.e. race, gender, class, sexuality, ability.
- Brings an equity lens and passion for social justice.
- On-the-ground experience.

Importantly, respondents identified the following skills as missing or needing to be more strongly emphasized:

- Capacity to develop strategies based on analysis of society, social movements, adverse trends, competing or antagonistic institutions or forces.
- Financial literacy, budgeting skills, stewardship of resources, grant writing, and non-profit funding.
- “On-the-ground experience” and experiential learning/exposure.
- Strategic judgment and program design/planning.
- Communication skills, public speaking, and conflict resolution. Communicating clearly with a diverse group of people (cultural competency).
- Communication strategies, technology, and tools. Interpersonal communication. Non-verbal skills.
- Language skills are important: communicating with and without interpreter. Expand language skill set to Bangla.
- History, sociology, importance of context. More focus on issues/content. Learning needs to be contextualized.
- Creative problem solving.
- Cultural competency as well as how to supervise a group of diverse individuals.
- Work ethic, interaction.
- Soft skills: do they show up on time, do they know how to hold down a job.
- Power dynamics associated with privilege.
- Volunteer recruiting and management.

Over 60% of respondents indicated they are somewhat likely to find candidates with these skills in the job market. 86% of respondents believe there is a need to develop community leadership skills within their existing staff. Work experience, on-the-job training, and mentoring are the most common resources currently used to develop the skill capacity and competency of staff.

CLP CURRICULUM & CREDENTIALS

In reviewing the curriculum of the Associate degree and Certificates in Community Leadership, respondents were generally satisfied with the Associate degree and somewhat satisfied with the Certificates.

- Satisfaction with the HFC Associate Degree Program: 100% were Somewhat or Very Satisfied
- Satisfaction with the HFC Certificate Program: 97% were Somewhat or Very Satisfied
- Satisfaction with the MCC Certificate Program: 95% were Somewhat or Very Satisfied

The community partners and potential employers identified strengths and areas to emphasize as well as additions and/or changes (see Appendix A for details).

When asked how their organizations could participate in the program delivery, respondents ranked providing internships, being a guest lecturer or commentator, and providing mentorship.

When asked about the value of a specific credential in hiring, respondents indicated an overall positive impact on hiring for credentialed candidates with a clear preference given to those candidates with a Certificate in Community Leadership plus a Bachelor degree.

Figure 1 shows that when given a choice between candidates with comparable backgrounds and skills, respondents were evenly split between candidates with a Certificate in Community Leadership and those with an Associate in Community Leadership.

Figure 1: If you were hiring and had candidates with comparable backgrounds and skills, which one would you give preference?
(N=14)

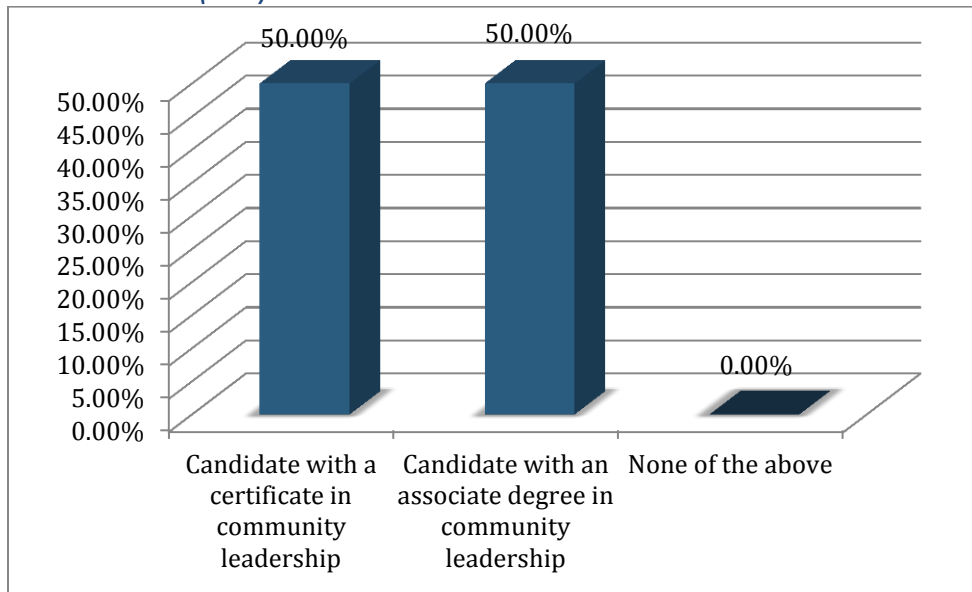
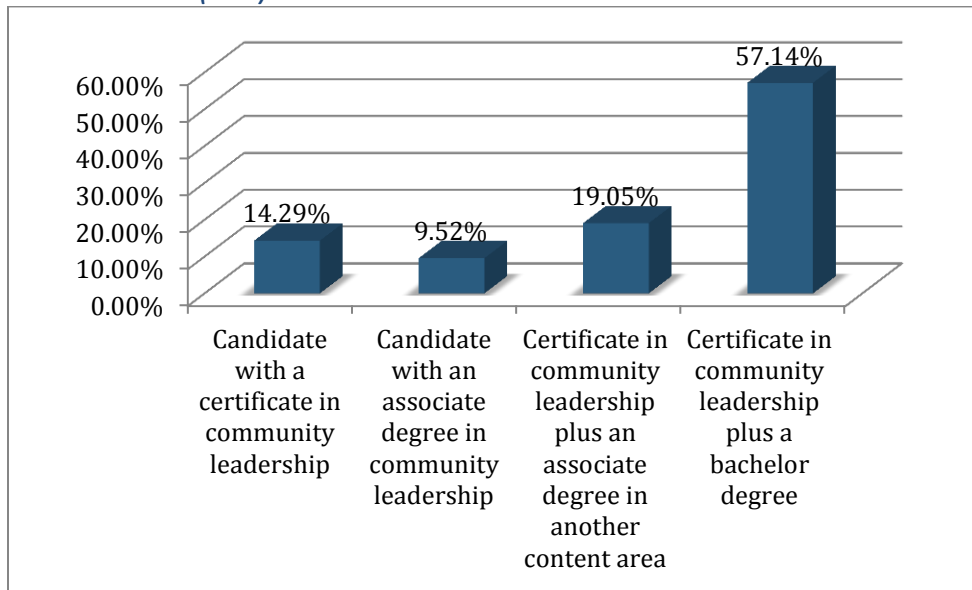


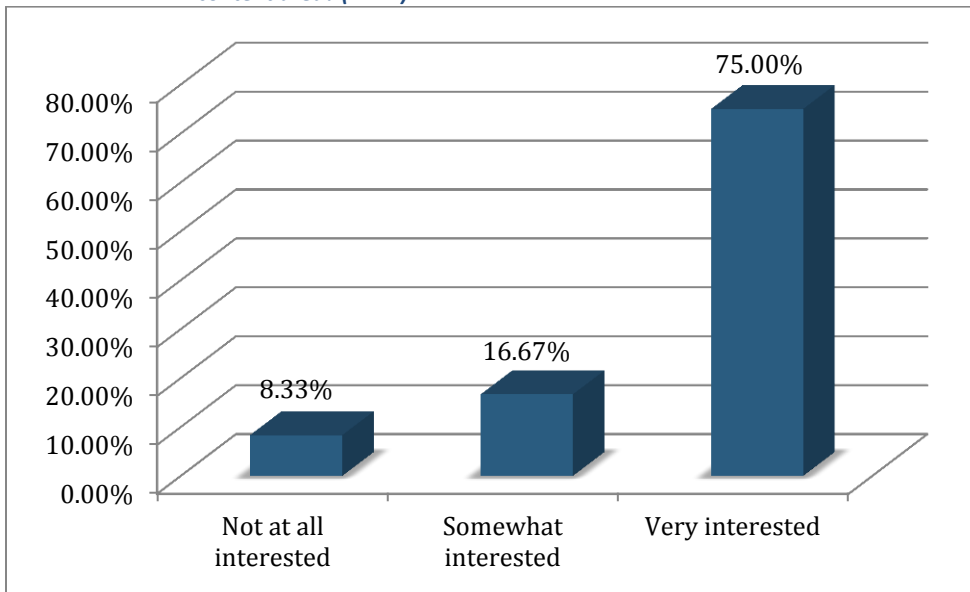
Figure 2 shows that when the possible academic credentials were expanded to include a Certificate in Community Leadership plus a Bachelor degree, 57% of respondents preferred this option.

Figure 2: If you were hiring and had candidates with comparable backgrounds and skills, which one would you give preference?
(N=21)



While respondents are generally interested in hiring a candidate with an Associate degree or Certificate in Community Leadership, Figure 3 illustrates a significant preference for candidates with a Certificate in Community Leadership plus an Associate degree in another technical or academic course of study. When given the option for a candidate with a Certificate in Community Leadership, 75% of respondents were very interested in a candidate with this credential.

Figure 3: How interested are you in hiring someone with a certificate in community leadership plus an associate degree in another content area? (N=12)



Community partners viewed the certificate programs as most versatile and useful for their current employees. Almost 64% of respondents were somewhat interested in having their existing staff participate in receiving certification. While over 80% were either not interested or somewhat interested in having existing staff receive an Associate degree in Community Leadership.

Implications for Partnership & Program Development

The results of the focus group meetings illustrate a clear demand for and interest in the Community Leadership programs by the community partners and potential employers. The community partners emphasized the importance of applied and experiential learning and a commitment to continued and active involvement in the programs. Given the focus group feedback, the CLP academic-community partnership model has a promising future in southeast Michigan. To aid in the successful development of the model, the committee has outlined considerations and recommendations for each of the partners as they develop and expand the Community Leadership programs and seek to fulfill the expectations of the community partners.

TARGET MARKETS & RECRUITMENT: Several potential target markets exist for Community Leadership programs. These include current HFC and MCC enrolled students, graduating and dual-enrolled high school students, non-traditional students or career changers, and current employees, volunteers, or constituents of the community partners. Each audience would require customized outreach strategies and may demand different teaching and learning experiences. Since these audiences will vary in age, experience, prior education, etc., recruiters, college faculty, and community partners will need to be flexible in their approach to candidate recruitment, engagement in the program, and educational and career pathway development.

Educational & Career Pathway Development: Once students are in the program, a robust and comprehensive set of wrap around services is necessary for students to navigate their educational and career pathways. These services include establishing community mentors, internship and job identification and placement, academic counseling, cohort support and development, etc. They are essential services to ensuring successful program completion.

COMMUNITY PARTNER ENGAGEMENT: To maintain the continued and active involvement of community partners in the programs, an engagement plan would help to ensure clear and consistent communication. The community partners indicated interest in being guest lecturers for the courses and mentors to students in addition to providing internships. This engagement plan would help to define roles and responsibilities and as well as provide guidance to professors on ways to engage and incorporate community partners into their course curriculum.

WORK-BASED LEARNING AND INTERNSHIP/JOB PLACEMENT SUPPORT: The experiential learning components, including the required internship, need to be well crafted with oversight from both the colleges and the community partners and systems need to be in place to facilitate that oversight. Collaborating with community partners to identify specific opportunities for more project- and work-based learning opportunities is an important way to engage practitioners from the field in the teaching and learning process and ensure the courses being offered are closely aligned with specific, community-based issues and work.

ADVISORY COMMITTEE: The Advisory Committee will provide an ongoing reality check to make sure students are learning skills and gaining experience relevant to the community partners and their internships and job placements. Maintaining an effective advisory committee requires regular and meaningful communication. Curriculum design and evaluation would be critical part of the advisory committee role in partnership with college administration, faculty, students, and graduates. Maintaining this level of diligence and data gathering requires this group convene on a rolling basis to review the curriculum and ensure relevance to employer needs. This group should also be assessing the educational and career support services available for students. Because of the wide-ranging and diverse career paths available to students, establishing several sector-specific advisory committees may be a more effective approach.

PROGRAM MANAGEMENT: The locally driven approach of the community leadership programs may mean new approaches to student support services and community engagement. Coordination between faculty, counseling and academic advising, career services, university relations - articulation and transfer services, public relations, and enrollment services is important to making sure the content and values of the community learning programs are reaffirmed throughout the student experience. Program management includes this internal coordination as well as the managing of community partner relationships. The added work needed to manage the program may be beyond capacity of the core program faculty and call for additional program support.

REGIONAL GOVERNANCE: With a geographic area including Detroit, Dearborn, Dearborn Heights, Hamtramck, Harper Woods, and Macomb County, the southeast Michigan CLP programs needs a regional governance committee to maximize resources and facilitate consistency in the programs. Creating regional oversight is also important because many community partners serve the entire region or multiple communities. The governance committee would be responsible for cultivating and maintaining the partnership between the academic institutions and community partners. Other key functions of the committee would include goal setting, evaluation, financial sustainability, and work team development.

Conclusion

- Skills taught are applicable to a wide range of community-oriented occupations & job postings
- Majority of leadership jobs ultimately require a Bachelor Degree
- Experiential learning needs to be integrated throughout the academic program
- The CLP academic-community partnership model offers the colleges a unique opportunity to create a more dynamic relationship with their communities and carry forward their community college mission
- Combination of a community college certificate in CLP and an Associate Degree in another content area is preferred by employers
- Community partners want to be actively engaged in the education process
- Multiple recruiting markets exist: current community college students, career changers, graduating high school seniors, volunteers, current practitioners in community-oriented jobs
- Wrap-around services are essential to student program completion (mentoring, financial assistance, family assistance, transportation, academic counseling & advising, problem-solving, etc.)
- Sector-specific advisory committees would keep community partners actively engaged in student success
- Southeast Michigan regional governance was supported by the focus group partners
- Starting salaries will range from \$25,000-\$45,000 depending on experience and student academic credentials

While the original and central goal for CLP programs has been to increase the number of career community organizers, the actual number of those jobs/openings is limited. What we have learned from our community focus groups is there are broader opportunities in community-facing sectors where graduates from CLP programs can use their skills to lead social change. We've identified careers paths and positions for graduates in careers that can impact their communities in local government, healthcare, education, human services, arts & culture to build vibrant communities. We are laying out a broad range of opportunities for graduates who have acquired the knowledge and skills that are developed in CLP programs for making positive social change. Through these career paths they will address injustice and inequality in their lives, their families and their communities.

APPENDIX A - Summary of Southeastern Michigan Community Learning Partnership Focus Group Feedback (March 2015)

FOCUS GROUP OBJECTIVES

- To better understand the demand and interest in southeast Michigan for a community leadership program and related educational and career pathways.
 - *Are there jobs for these graduates?*
 - *What salary ranges would apply to them?*
 - *Are local employers likely to hire candidates with these credentials?*
 - *Would this degree or certificate make candidates stand out from other applicants?*
 - *Would any of the current employees of the community partners be candidates for the certificate?*
- To bring community partners up-to-date and further engage them in the program and curriculum design.

FOCUS GROUP PARTICIPANTS

Over 50 representatives from 35 organizations and higher education institutions participated in three focused conversations. These include organizational leaders from the following sectors:

- Adult education
- Arts, culture, and museums
- Community organizing
- Diversity & inclusion
- Early childhood education
- Environment and energy efficiency
- Food systems
- Healthcare
- Higher education
- Housing
- Human services
- Hunger
- Immigration and refugee needs
- Labor
- Local and county government
- Religion
- Substance abuse
- Urban planning and economic development
- Workforce development
- Youth development and education

FEEDBACK ON LABOR MARKET, JOBS AND HIRING NEEDS, AND COMPENSATION

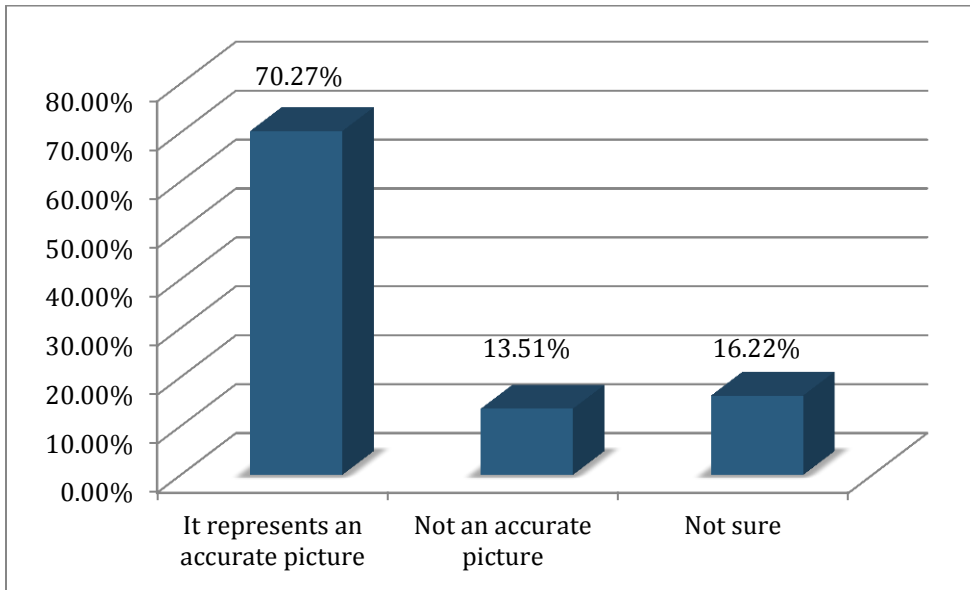
Labor Market Conditions for Community Leadership Jobs

Overall there was general agreement (26 out of 37 respondents or 70%) that the following information captures the labor market conditions:

- *Challenges* – Need clear, defined sustainable career paths in community-based work.
- *Concerns* – Talent drain, skill gaps, and lack of competitive wages.
- *Types of Positions* – Wide-ranging from intern to management positions.

- *Educational Requirements* – High school diploma to Master degree, most require Bachelor degree.
- *Other Opportunities* – Varying volunteer, intern, and part-time with some specialized Bachelor or Master-level opportunities.
- *Hiring Forecast* – Overall growth in positions available, ranging from 1 to 50 possible openings.

Figure 4: How well does this information capture your understanding of the job market? (N=37)



Types of Jobs that Require Community Leadership Skills

When asked for examples of the type of jobs that require these skills, about 30% of the focus group participants shared the following:

- Education team
- Marketing & engagement
- Development
- Advocacy/public policy
- Issue related communications
- Constituency outreach/cultivation
- Canvassing tied to political/campaign work
- Volunteer recruiting and management
- Program coordinators and project management
- Community organizer
- Planning, engineering, and database management
- Community development
- Case management and resource development
- Government services

Current Availability of Jobs Requiring these Skills

When asked about the availability of jobs, approximately 15% of the focus group participants shared the following:

- Many of the jobs are part-time or limited in duration tied to specific grants. Not a lot of funding for full-time work; more volunteer, part-time, and contractual work opportunities.
- There aren't many positions available, but they are connected to other agencies that have openings.

- There is very little funding for positions. They typically hire 1-2 people a year. Also knows that it is the same for similar organizations.
- There isn't a lot of hiring. The hiring that does take place is tied to funding/grant dollars.
- In the past year they have only hired three people. However, a lot of current employees could benefit from the program.
- Industry wide – there is a trend toward retirement in the non-profit sector and a number of these positions need to be filled.
- Hiring is significant in smaller organizations.
- In general, in both the government and nonprofit world there is a lot of churn. There is also a lot of funding coming into the area as well.

Starting & Average Salary Ranges

87% of respondents reported a range for starting salaries of \$15,000-\$30,000 for most positions requiring these skills and 63% reported a range for average salaries of \$20,000-\$40,000.

Figure 5: In your organization, what is the typical starting salary for most positions requiring these skills? (N=23)

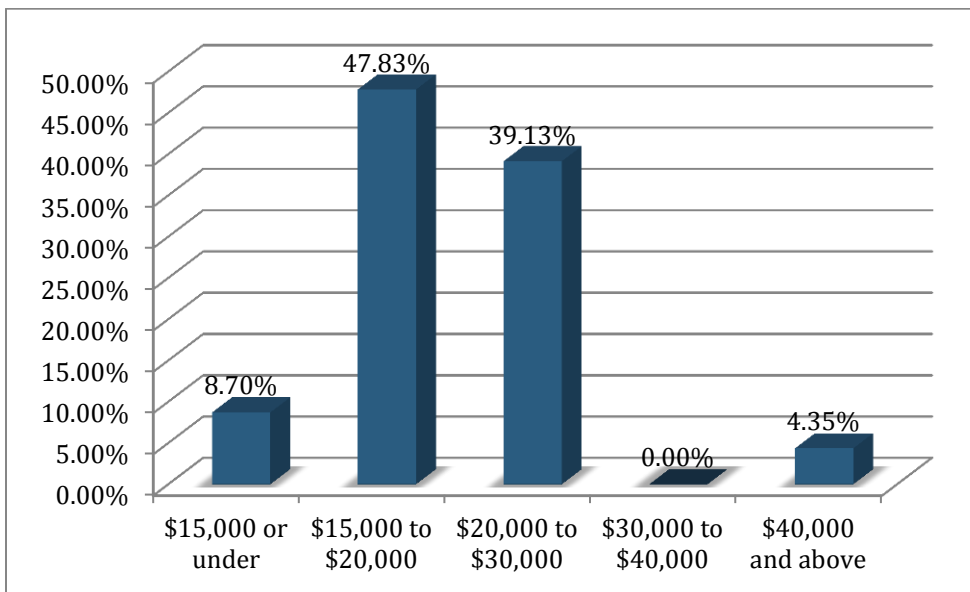
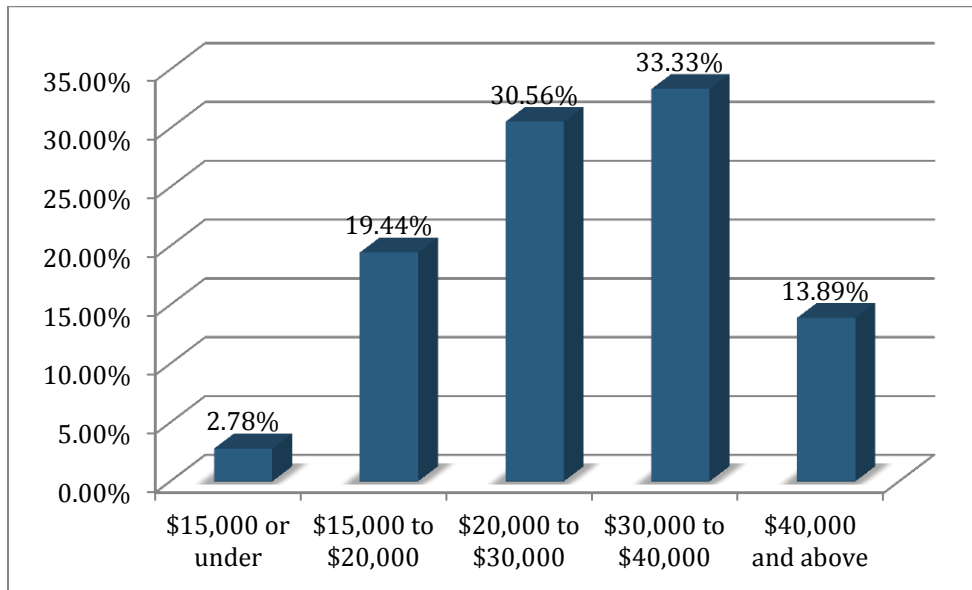


Figure 6: In your organization, what is the typical average salary for most positions requiring these skills? (N=36)



Salaries for Entry and Mid-Level Positions

Additional feedback from participants indicated the following ranges for entry and mid-level positions:

- **Entry Level:** \$15,000-\$35,000 (Associate level positions usually start between \$25,000-\$35,000 for young, relatively inexperienced individuals)
- **Middle to Advanced Level:** \$35,000-\$55,000 (this range typically includes managing and director level positions, though some key executive level positions are higher than \$60,000; \$35,000-\$45,000 is typical starting salary for people with some work history)

Career Pathways Related to Community Leadership Jobs

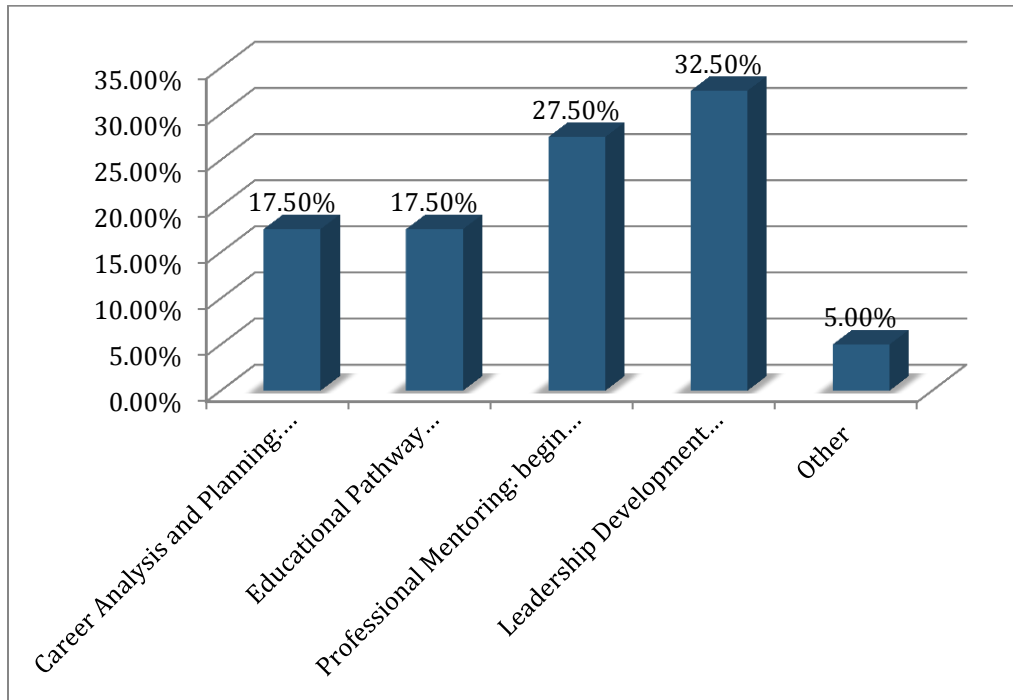
While there appear to be a mix of entry level opportunities, about 15% of the focus group participants shared that career pathways related to community leadership jobs often aren't very clear or abundant.

- Career pathways are often dependent upon the organizational structure.
- There is some ability to move into management level positions.
- Often times, especially in non-profit sector work, there is no ladder. However, there is a need to understand how a pathway can be created for people moving from different opportunities within the sector (from one organization to another).
- There is some general pathway or trajectory with this type of work that includes people starting off doing canvassing tied to political/campaign work and then moving from campaign to issue specific work. Learning more about an issue and developing a passion often motivates people to develop their skills further and pursue a specialized or more advanced credential.

Resources that would Support Career Pathway Development

When asked which resources would contribute to a clearer career pathway in community leadership, the top choices include leadership development opportunities such as community service/engagement experience, job shadowing, leadership and personal success workshops, internships and professional mentoring including developing a professional network.

Figure 7: Which of the following resources would contribute to a clearer educational and career pathway in community leadership? (Multiple Response, N=80)



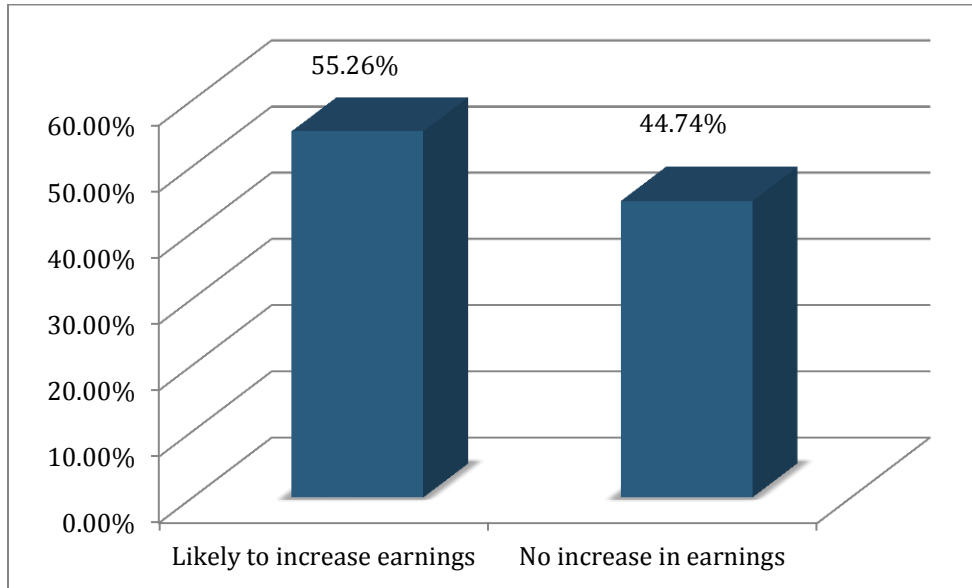
Some suggestions for establishing clearer educational and career pathways in the community include:

- Additional education regarding what is actually available.
- Identifying various positions across sectors - like local government.
- Professional networks already exist - guiding students to them would be best. A trade association for this or connected to other relevant organizations.
- Deep self-knowledge and ways to develop awareness of their own strengths and weaknesses through more structured feedback, assessments, and 360 degree reviews
- Coaching by organizers/mentors and community connectors
- Career analysis and planning, educational pathway development, professional mentoring, leadership development opportunities, and one-on-one mentorships.
- There needs to be more support given to the instructors to be more effective.
- Focus on recruiting educators/trainers from the community and connecting people back to the community.
- Importance of experience needs to be weighed/factored into this and internships need to be integrated into the classroom learning, not independent experiences.

Impact of having a Certificate On Individual Earnings or Advancement

Over 50% of respondents indicated the certificate would result in a slight increase in earnings for graduates.

Figure 8: What impact would earning a certificate have on an individual's earnings? (N=38)



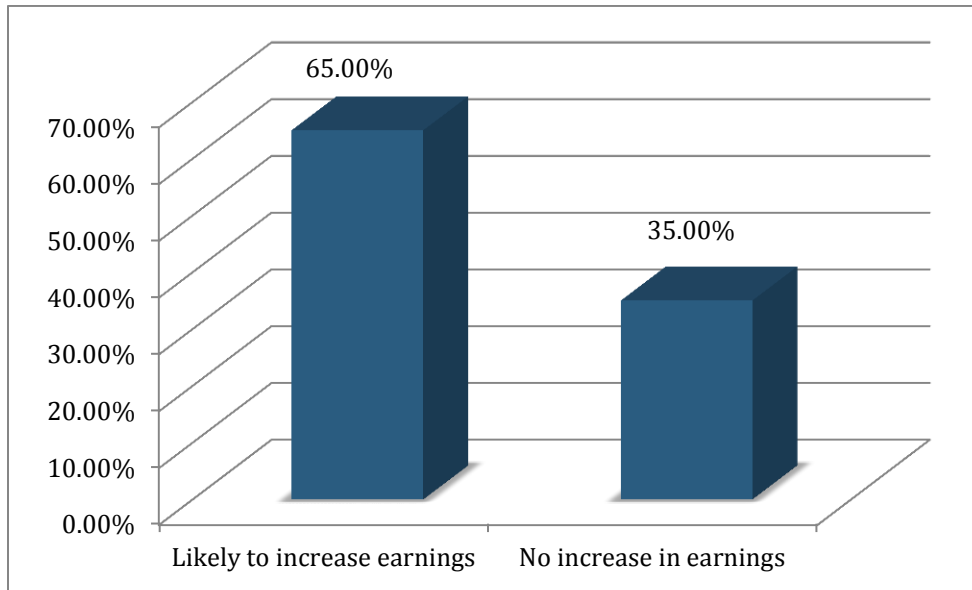
While the certificate may result in increased earning potential, respondents believe the greater value of the certificate is in its ability to enhance competitiveness of graduates, make them better candidates, and position them for advancement. 20% of the participants shared the following experiences:

- Increased earnings cannot be main selling point. Nonprofits always pay less than for profit. Hope this is not limited to nonprofits, skills translate into private sector needs.
- The certificate would enable advancement and provide ability to move up the ladder and eventually lead to increased earnings. Making transformation from a job to a career.
- Yes, some impact on earnings and advancement depending on the field.
- It might depend on how extensive the on-the-ground experience is. If that component is really showing it might help - but it'll be more based on the skills than a certificate.
- An applicant would be more likely to get an interview. A current employee might be considered first for a promotion.
- Having this would make you a better candidate. Enhances competitiveness, sustainability.
- Most important to entry level, would help them get hired.
- Continually young people are saying that they got the job due to having a certificate.
- Might help w/ competitiveness and future promotions.
- No increase in earnings, perhaps would line them up for more responsibilities.
- Wages were not important to me, growth opportunities were what mattered.
- Certificate program is appealing to business sector as well as nonprofit. Just out of college you don't have knowledge on cities, cultures, and diversity. Opens up new area for those already employed but looking for certification and knowledge expansion within that area.

Impact of having an Associate Degree On Individual Earnings or Advancement

65% of respondents indicated the associate degree would result in a slight increase in earnings for graduates.

Figure 9: What impact would earning an associate have on an individual's earnings? (N=20)



For the respondents, on-the-ground experience, reputation, and previous job outcomes are as important as the academic credentials. 15% of the participants shared the following examples:

- None. We generally look for bachelor degree or higher, so while an associate degree is better than none, it doesn't meet the basic threshold for higher wages.
- More likely to offer a higher end salary.
- Most city contract salaries are set and cannot be altered; one only needs to pass the civil service exam to get a job.
- In this work, it is experience, reputation and previous job outcomes. It may open door to higher paying jobs.
- None, I don't think we'd benefit from degree as much as from certificate and an associate degree linked to a specific content-degree.
- Not sure but if it leads to a BA, the BA will increase earnings.
- No increase in earnings, but maybe more likely to get the job.
- No jobs in the city of Dearborn Heights require a degree. Most jobs only require that one pass the civil service exam; high school diploma or GED. Generally, there is no opportunities for advancement for these positions; law enforcement is an exception.

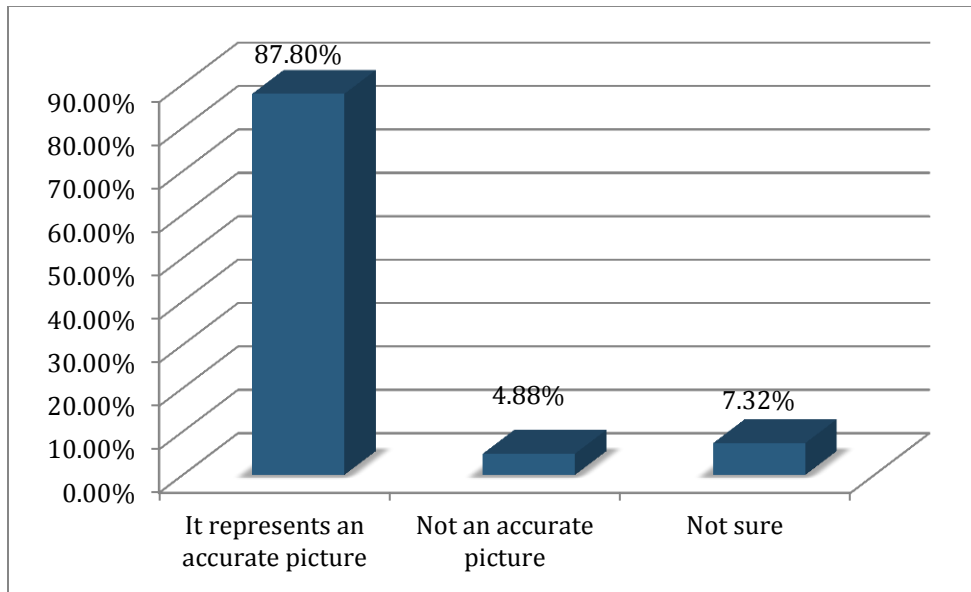
FEEDBACK ON SKILLS & COMPETENCIES, NEW HIRES, AND STAFF DEVELOPMENT

Skills and Competencies Associated with Community Leadership Work

As illustrated in Figure 10, there was general agreement (36 out of 41 respondents) that the following captures the skills and competencies associated with community leadership work:

- **Communication skills** – Strong writing and verbal communication capacity; capacity for active listening; also reading comprehension and filing
- **Language skills** – including Spanish, Arabic, and Urdu.
- **Community organizational skills** – including the ability to build coalitions to drive impact; social-emotional intelligent leadership/organizing skills; agitation; facilitation; working towards consensus, developing partnerships, and networking.
- **Program and project management skills** – Ability to prioritize and implement a work plan; time management; able to multi-task and to delegate tasks and responsibilities.
- **Teamwork** – Ability to work with a team.
- **Analytical and problem-solving skills** – The ability to access or develop data, interpret and analyze data, develop strategies, practice critical thinking, and evaluative metrics.
- **Technological competency** – with social media and web programming, Google Apps, databases, word processing, and spreadsheets.
- **Subject matter expertise in** policy, governmental affairs, urban planning, public administration, economics, and community development; also paralegal and real estate license skills
- **Presents a professional presence and demeanor, from attire to poise** – Be a self-starter with the ability to be resourceful. Understand the importance of coming to work on time every day, ready to work and learn. Have integrity and ethics in keeping with organizational values.
- **Strong community and cultural competency** – Needs to be reflective of the community we work in; have knowledge of community and issues in neighborhoods. Have empathy and ability to relate to constituents and other team members and understand people’s differences i.e. race, gender, class, sexuality, ability.
- Brings an **equity lens** and **passion for social justice**
- **On-the-ground experience**

Figure 10: How well does this list capture your understanding of the needed job skills and competencies? (N=41)



Skills that Are Missing or Need to be More Strongly Emphasized

When asked what skills are missing or need to be more strongly emphasized about 50% of the focus group participants shared the following:

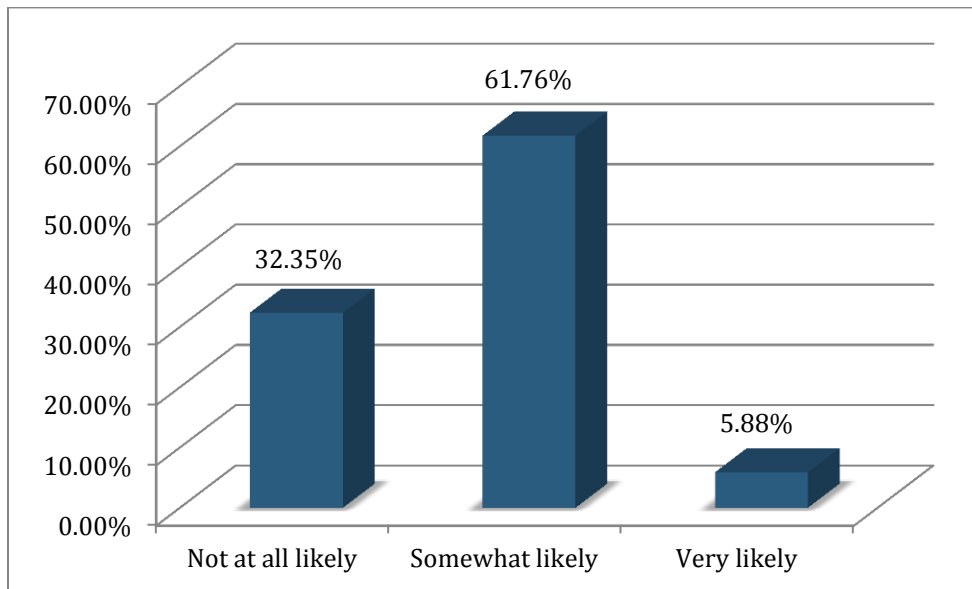
- Capacity to develop strategies based on analysis of society, social movements, adverse trends, competing or antagonistic institutions or forces.
- Emphasize financial literacy.
- Glaring exception of budgeting skills.
- Stewardship of resources is missing. Need to know how to stretch resources. How nonprofits get funds needs to be addressed.
- Strongly emphasize “on-the-ground experience.”
- Need for strong experiential exposure. Plus strategic judgment program design/planning eagerness for learning.
- Communication skills, public speaking and conflict resolution are keys. Communicating clearly with a diverse group of people (cultural competency).
- History, sociology, importance of context.
- Creative problem-solving.
- Language skills are important; communicating with and without interpreter. Expand language skill set to Bangla.
- Communication strategies; technology and tools. Interpersonal communication. Non-verbal skills.
- Cultural competency as well as how to supervise a group of diverse individuals.
- Work ethic, interaction. Have to have someone that will dive in and stay with a company and be trainable.
- Soft skills: do they show up on time, do they know how to hold down a job.
- Strong on general capacities. Not focused enough on issues/content.
- Privileged students who come from social justice oriented families are often lacking experience and common sense; understanding the power dynamics associated with privilege.
- Learning needs to be contextualized.

Likelihood of Finding Candidates with these Skills in the Local Job Market

When asked about the likelihood of finding candidates with these skills 95% of respondents said it was not at all or somewhat likely to do so (Figure 11). About 30% of the focus group participants shared the following insights about the local job market:

- Grads are leaving SE Michigan for other jobs, because there aren't enough jobs here (e.g., the auto industry jobs are half of what they once were)
- I disagree with the idea that candidates are leaving the area because there are no jobs. Talented candidates are leaving because the area does not fit their needs to live the desired quality of life.
- Those that have these skills are also job hunting.
- We have good success here, but it feels like the excellence in these skills is found in a very small pool. Also it's hard to find this full suite of skills.
- Common to find skills, but not in our "field" (education, museums, arts/culture, non-profit) or with our competencies/interests (science, tech, engineering, math).
- A lot of young people that come to the inner city (interested in social justice-often from privileged backgrounds) and these candidates often lack common sense (knowledge of the community).
- Then there are candidates that are from the community/neighborhood with the community knowledge, but they lack formal education.
- People who apply for positions aren't from the neighborhood and do not have knowledge of the community.
- Need to elevate/promote the role/job for community organizing (professionalization of the position)
- Prioritizing the skill set is critical and having leaders recognize these skills through pay.
- Need for this skill set tied to developing new staff and engaging young people more from the community.

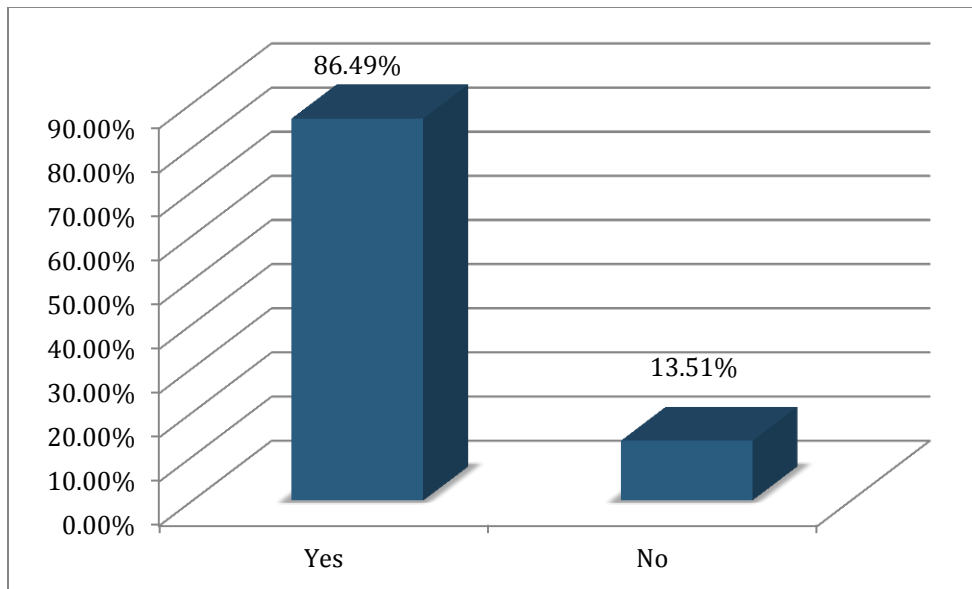
Figure 11: How likely is it for you to find candidates with these skills in the local job market? (N=34)



Need for Developing Community Leadership Skills within Existing Staff

86% of respondents believe there is a need to develop community leadership skills within their existing staff.

Figure 12: Are there needs for developing community leadership skills within your existing staff? (N=37)



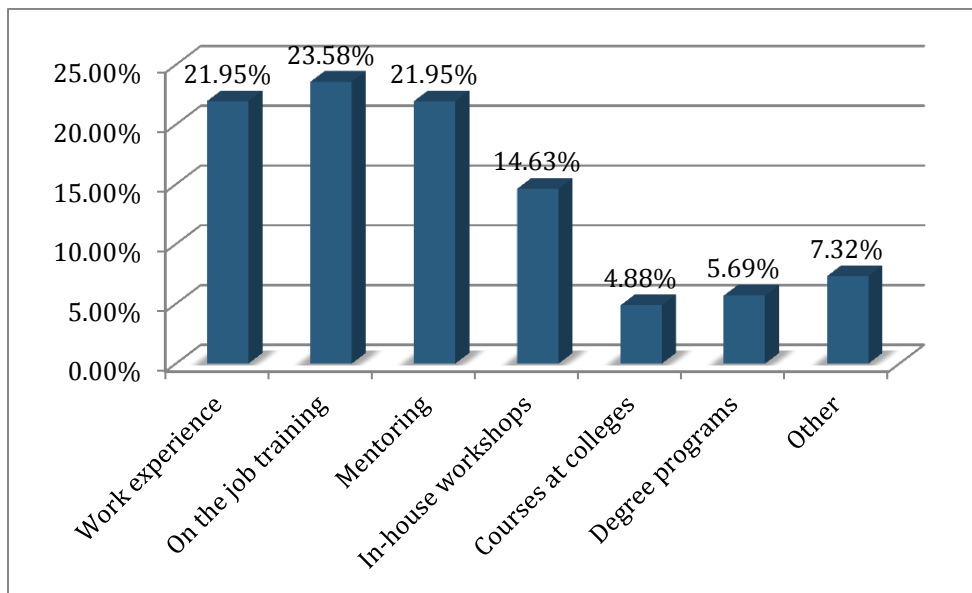
Additional insights on developing leadership skills within existing staff include (from about 30% of participants):

- Government needs people focused on new ways to engage.
- There is a need as we grow our staff.
- Resourceful people are needed.
- As we move forward with developing more collaborative work and with outside agency partnerships, a CLP certificate would be helpful.
- Ongoing mentoring and coaching required for younger staff.
- Thus far we have all come in w/ extensive community leadership experience, however, as we grow and add new staff this set of skills would be helpful.
- Community educators and research assistants would benefit from developing these skills.
- People with degrees from suburbs could use more of these skills. People without degrees could use more technical skills to advance.
- Need staff with more ground level leadership experience (grassroots). Constant need to connect to community.
- There are positions in my org that are lacking these skills. We would send the head of education, marketing, and maybe development.
- Would send professional volunteers that already have bachelor degrees to refine their skills.
- Certificate as add-on or asset of applicant (rather than full degree).
- Could see people coming back for a certificate after they've had a different career path/

Resources Currently Used To Develop the Competencies of Staff

As noted in Figure 13, work experience, on-the-job training, and mentoring are the most common resources currently used to develop the skill capacity and competency of staff.

Figure 13: What resources do you currently use to develop the skill capacity and competency of your current staff? (Multiple Response, N=123)



Additional insights on competency development within existing staff include (from about 30% of participants):

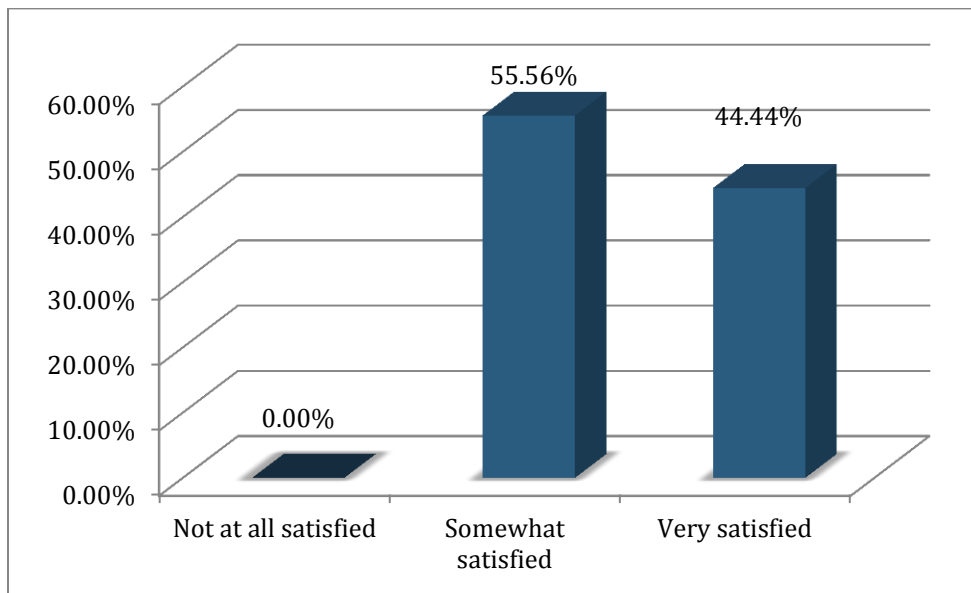
- Mentoring of pairing newer staff with those who've been in the field a long time. It is important to have in-house mentor.
- There is much emphasis on learning/understanding the intentions/motivation of staff and how it is related to skill/competency development.
- Team training, in-house training, retreats, and experience.
- Have networking goals, presentation, and attendance goals.
- Tutorials from sister org's for-profit consultants and PD programs.
- All of these (work experience, on the job training, mentoring, in-house workshops, courses at colleges, degree programs) are accurate and utilized in our work arena.
- External leadership/workshop/courses. Workshops held elsewhere in the community.
- Flexibility for staff to pursue degree/adjust job while learning.
- Degree programs and external workshops, conferences, etc.
- Internal staff development workshops, external partner workshops.
- Professional development conferences/workshops; sending people to conferences.
- Webinars.

FEEDBACK ON PROPOSED ASSOCIATE DEGREE AND CERTIFICATE PROGRAMS

Henry Ford College Associate Degree

100% were somewhat or very satisfied with the HFC Associate Degree Program.

Figure 14: Describe your overall satisfaction with the content of the associate degree program (N=9)



Examples of program strengths, areas to emphasize, additions, and changes include (from about 50% of participants):

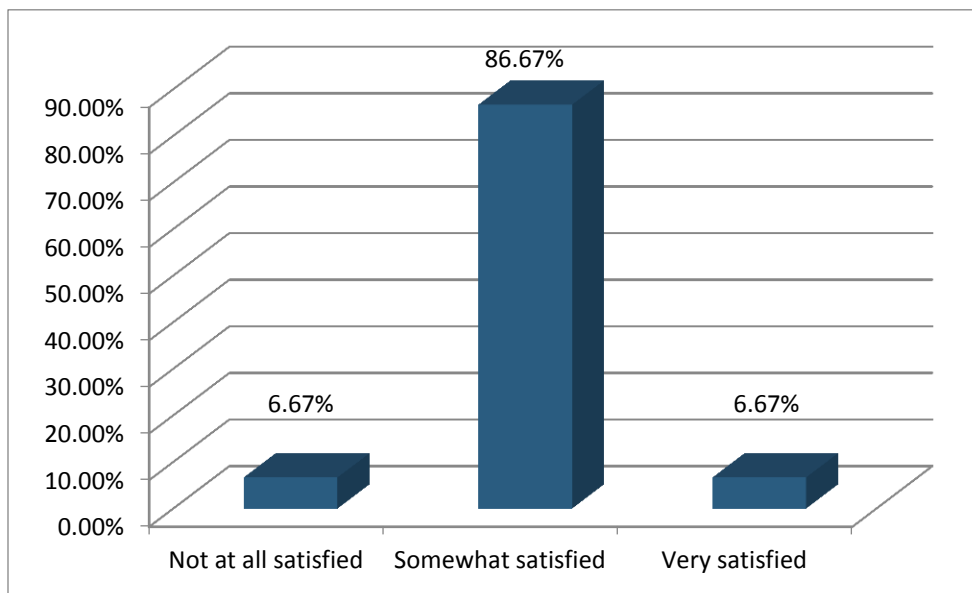
Strengths and Areas to Emphasize	Additions and/or Changes
<ul style="list-style-type: none"> • Likes that this kind of work actually has academic grounding and can be learned! • Core curriculum seems like a solid mix. • Curriculum is strong in general content, but weaker on covering specific issues. • Likes the business classes; be able to analyze, create, and understand budgets. • Good fundamental start. • Excellent list. • More content/issue electives. Issue specific history. • Required core courses seem somewhat repetitive. • Generic social science classes aren't as critical. • American government – focus on the legislative process. • Much stronger focus on practice, role-play, and experiential learning throughout the coursework. 	<ul style="list-style-type: none"> • Understanding race/ethnicity and cultural competency as a lens for civic engagement. • Budgeting/accounting for the math requirement (emphasis on practical skills). • Financial literacy – programmatic budgeting (it's everyone's responsibility to make the organization sustainable). • Project management and leadership development skills; managing people. • Comprehensive course on power & privilege. • Program planning, design, management, budgeting. • Communications for cause campaigns, community organizing, and case-making. • Business models, funding, and development. • Social media technology (how to really utilize social media for campaigns).

Strengths and Areas to Emphasize	Additions and/or Changes
Emphasize real world experiences more. <ul style="list-style-type: none"> History of the fields, including policies that have led to the current state. 	<ul style="list-style-type: none"> Relationship building with local and corporate businesses. Leadership in diverse communities & organizations. Understanding of how funding works and related policies.

Henry Ford College Certificate Program

97% were somewhat or very satisfied with the HFC Certificate Program.

Figure 15: Describe your overall satisfaction with the content of the HFC certificate program (N=14)



Examples of program strengths, areas to emphasize, additions, and changes include (from about 30% of participants):

Strengths and Areas to Emphasize	Additions and/or Changes
<ul style="list-style-type: none"> Excellent! Great option for mid-career. Seems to cover key goals/needs. This looks to be adaptable to various career paths. American gov't & social work courses are critical. POLS-110 needs much more context than 1950. Early modern American industry is the foundation of the many systems this work is looking to combat. POLS-295 need experience in data analysis and evaluation (critical) not just collection. More content/issue electives. Need more hands 	<ul style="list-style-type: none"> Add diversity (racial/ethnic) training. Organizational theory. Race issues, power & privilege, engagement. Consider opportunities for training people across all areas of study given today's interest in causes. Wants to see more creativity in the program. The students should be able to shape their jobs as well. Classes that address poverty and environmental justice. Policy & civic engagement and how system change works is extremely important.

Strengths and Areas to Emphasize	Additions and/or Changes
<p>on.</p> <ul style="list-style-type: none"> Different guest lecturers that could help provide context for issues, work, etc. 	

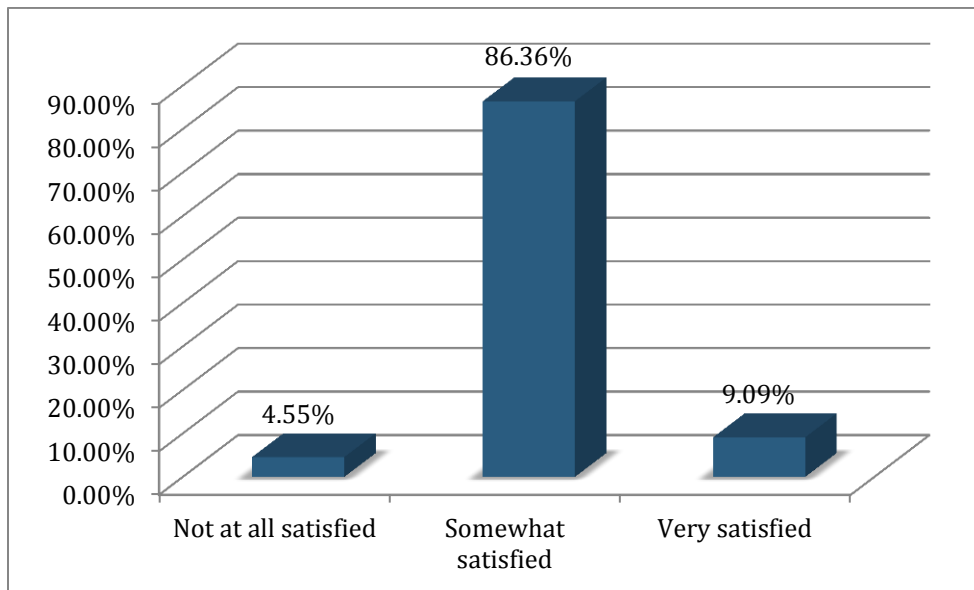
Feedback on CLP Program Internships (from about 30% of focus group participants)

- How do we account for people who already have experience?
- Credit for prior work and competency development.
- Offering more advanced internships with organizations that let you go deeper.
- A waiver for the required for students who have already completed an internship, or who are already working in the field).
- Concerned about affordability for students; perhaps they can take another class in its place.
- Integrating reality into the design of these internships and the program overall.
- Need more options that combine the internship w/the educational experience; opportunity to practice what’s been learned.
- Internships should allow students to explore differences in organizations, leadership, etc.
- Organizations financially support the internship in a deeper way.
- Compensating student tuition tied to the work experience/internship.
- Would like to see the internships timed at the same time as a related class.

Macomb Community College Certificate Program

95% were somewhat or very satisfied with the MCC Certificate Program.

Figure 16: Describe your overall satisfaction with the content of the MCC certificate program (N=22)



Examples of program strengths, areas to emphasize, additions, and changes include (from about 50% of focus group participants):

Strengths and Areas to Emphasize	Additions and/or Changes
<ul style="list-style-type: none"> • Discussion regarding what leadership is and how it is applied in non-profits and the workplace. • Wonderful and needed career pathways are key to this working if it enhances an Associates or can be done right after high school. • Career pathways for high school students a plus. • Competency and job changes with necessary skills. • Focus on directive studies - most important component - preparation/ reflective component with student. • Sounds like it is definitely needed and pathway needs to be more communicated and what kinds of things you will be offered after you are done. • How do you broaden your offerings? • Increases pathway and success for high school students entering college level, to current college student and bracket of those employed and re-entering or looking to create new knowledge and skill base. The idea of community focus. • I like the management component for a skill transferrable to any position. 	<ul style="list-style-type: none"> • How do you broaden this program? • Finding balance between degree/certificate - labeling. Meeting with community. • Weekly check-in. • Intake persons for community programs (rather than professors). • Mentorship threads. • Applicability of transfer - certificate as a whole instead of course of course. • Directed study work with someone in the community. Check that they are meeting. • Bridge the liberal arts section. • Navigating with community partners to set up internships. • Mentorship throughout whole program to oversee what each student is doing. • Self-reflection is needed. • Student involved in certification through directive study would be accountable to nonprofit personnel as well as instructors. Feedback between instructors and organization for better focused learning, adaptability and skill set. • More courses on philosophy/culture/religion (if possible). • Perhaps a cooperation with local/community religious leadership. Make sure there is an opportunity for practical, “hands on” experiences.

Feedback on MCC New CLP Course (from about 40% of focus group participants)

- Directed study key to success, they can provide feedback as to what the students are doing wrong and improve curriculum.
- Communicate with direct study partners and businesses/nonprofits that are looking to hire students.
- Mentorship program to oversee students through whole process.
- Self-reflective component - how does student’s upbringing influence his/her views?
- Advisory board that consists of people in community and target employers.
- Issues taught are going to be divisive, need to teach skills to get points across without offending.
- Quizzes and tests not as important as being able to apply it.
- This course can provide an opportunity to come up with innovative ideas.

- Teach students how to meet resistance and leadership skills when people under you are met with resistance.
- Incorporate empathy and how to identify specific needs in regard to reflection.
- Conflict resolution. Practice service learning.
- Discussion regarding what leadership is and how it is applied in nonprofits and the workplace.
- Everything is appealing and sounds useful for this course of study.
- I like the idea that the class will actually be working on a campaign
- How do nonprofits work in the community?
- Decision-making and structure of nonprofit business.
- More focus on strong community and cultural competency.
- Structured outline for community partners. Add case studies and/or storytelling.

General feedback on degree and certificate programs (from about 20% of focus group participants)

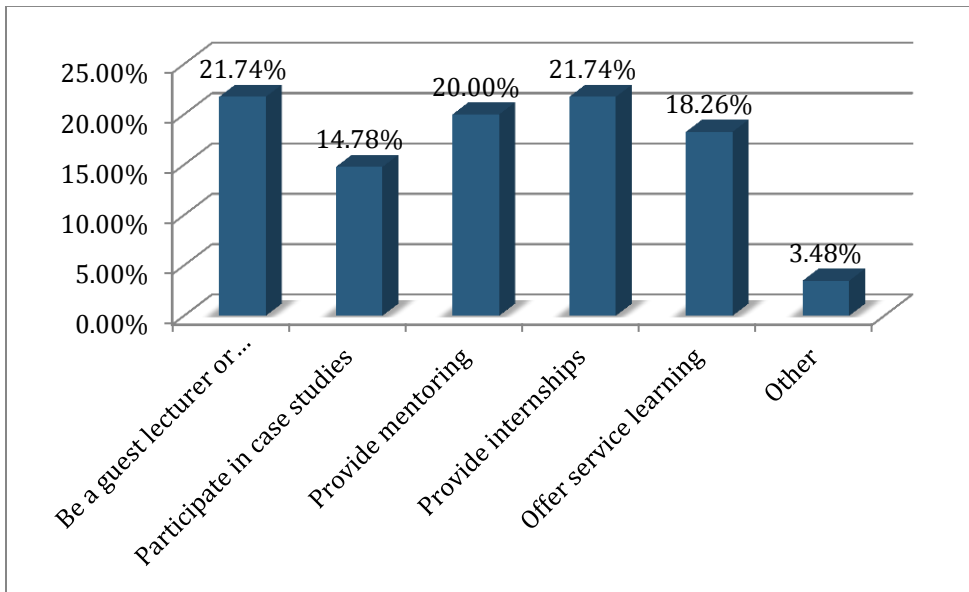
- How to catch the many themes and great suggestions you can't get in? All program outlines are basically good...
- You need a "master class" or seminar where the current community leaders come and speak to address pre-assigned issues, what they do, why/how their org is in this work, what it's like/what's important, take questions, share one book to read. This will allow students to hear differing perspectives regarding organizational missions and leader focus/personality.
- Be clear about the skill set that applies to the instructors and mentors.
- Recommends advisors be aware of where people/students are coming from (inner city/suburbs) to better advise them on the courses they need to take.
- I would recommend consideration of waived requirements for people with excessive prior experience. Burden of cost for internship could be high for low income individuals. Plus side of internships, internship can lead to employment or developing relationships that lead to employment.
- The real question lies in the economics - can people afford to get this education and what will it value be?

FEEDBACK ON PARTNER INTEREST AND ONGOING PARTICIPATION

Ideas for How Organizations Could Participate In Program Delivery

When asked how their organizations could participate in the program delivery, respondents ranked providing internships, being a guest lecturer or commentator, and providing mentorship.

Figure 17: How might your organization participate in the program curriculum? (Multiple Response, N=115)



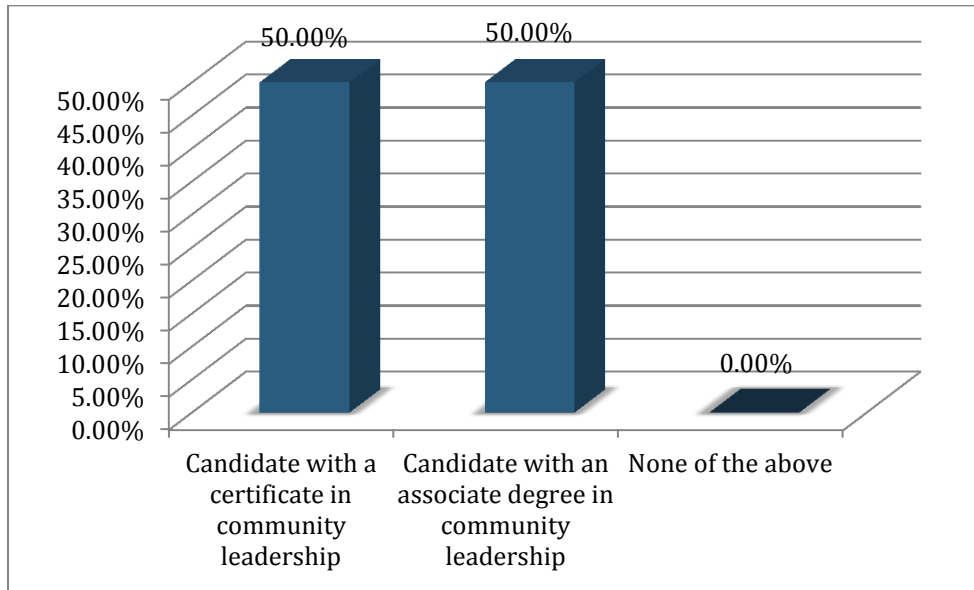
Additional comments from about 40% of focus group participants include:

- Roundtable provides skills and knowledge and telling them who this applies to their career and continue changing what they are passionate about.
- People in SCS Youth Council can use this in the same capacity - buzz created from students that went to the last meeting.
- Network, advisory board to get feedback.
- We attempt to rotate interns/volunteers through all of our prevention, case management, and intervention programs.
- Having interns interact with our community partners has also been very helpful.
- Community involvement/coalition participation also gives interns good exposure.
- Mentorship, lecturing to the extent we are able. Share information about and to local governments.
- Local government is moving towards more of a focus on public engagement. We have a ton of case studies and a civic engagement handbook.
- Internship would include disseminating program info, meeting with residents and explaining program aim and requirements.
- Very likely to hire a person with an associate degree or certificate.
- Internships would be project-based, communication or civic engagement focused.
- Would try to match an intern with some of our outreach programs and with some of our collaborations with our outside agency partners.
- We have needs for people to do outreach and community assessment, evaluation of offerings.
- We would review resumes from graduates, we often have entry level positions and make use of AmeriCorps and other interns.
- Believes there should be a series of lecturers for the CLP courses, a new person each week/class; willing to send lecturers.

Preference for Hiring Someone from These Programs

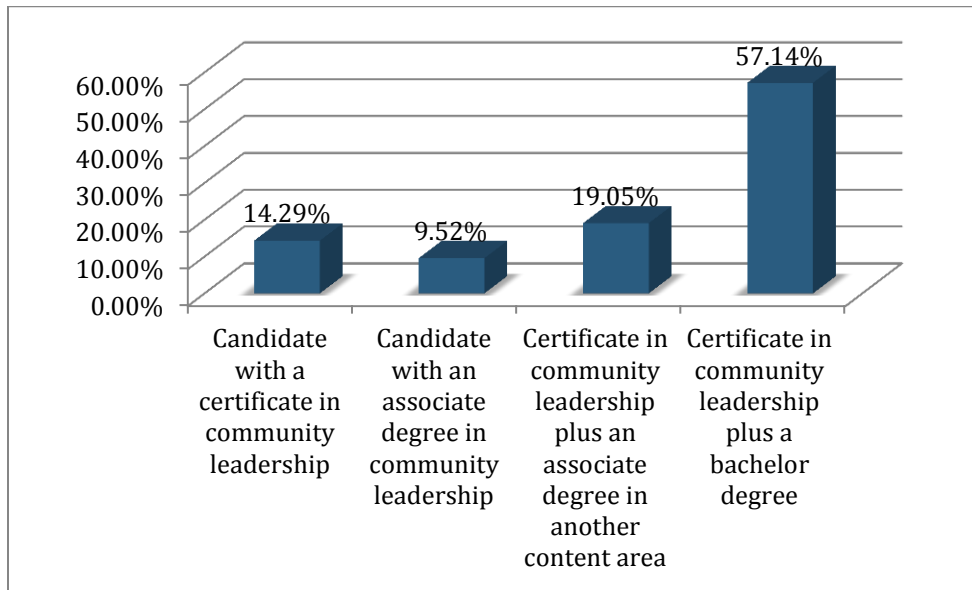
Figure 18 shows that when given a choice between candidates with comparable backgrounds and skills, respondents were evenly split between candidates with a Certificate in Community Leadership and those with an Associate in Community Leadership.

Figure 18: If you were hiring and had candidates with comparable backgrounds and skills, which one would you give preference? (N=14)



When asked about the value of a specific credential in hiring, respondents indicated an overall positive impact on hiring for credentialed candidates with a clear preference given to those candidates with a Certificate in Community Leadership plus a Bachelor degree (see Figure 19).

Figure 19: If you were hiring and had candidates with comparable backgrounds and skills, which one would you give preference? (N=21)



While respondents are generally interested in hiring a candidate with an Associate degree or Certificate in Community Leadership (Figures 201 and 21), Figure 22 illustrates a significant preference for candidates with a Certificate in Community Leadership plus an Associate degree in another technical or academic course of study. When given the option for a candidate with a Certificate in Community Leadership, 75% of respondents were very interested in a candidate with this credential.

Figure 20: How interested are you in hiring someone with a certificate in community leadership (N=33)

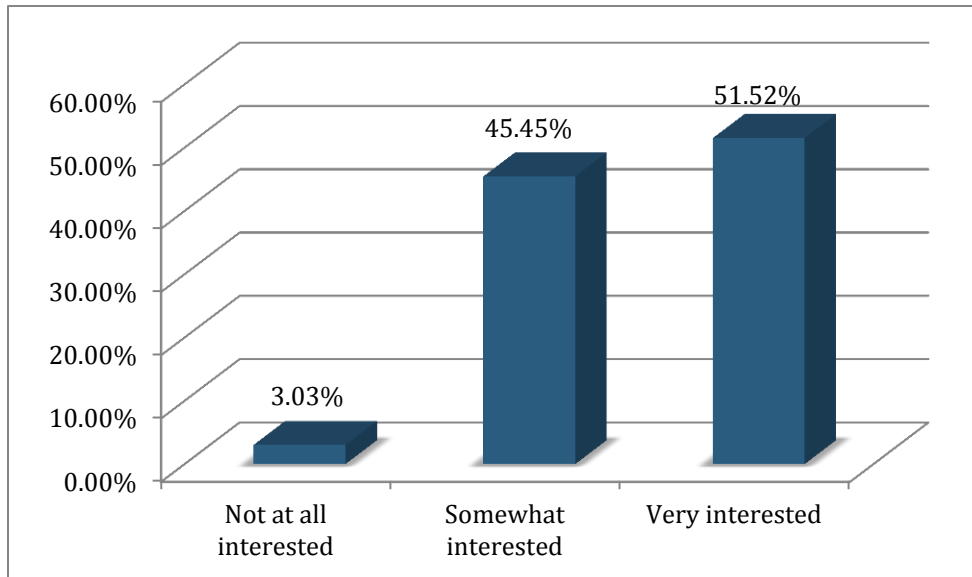


Figure 21: How interested are you in hiring someone with an associate degree in community leadership? (N=31)

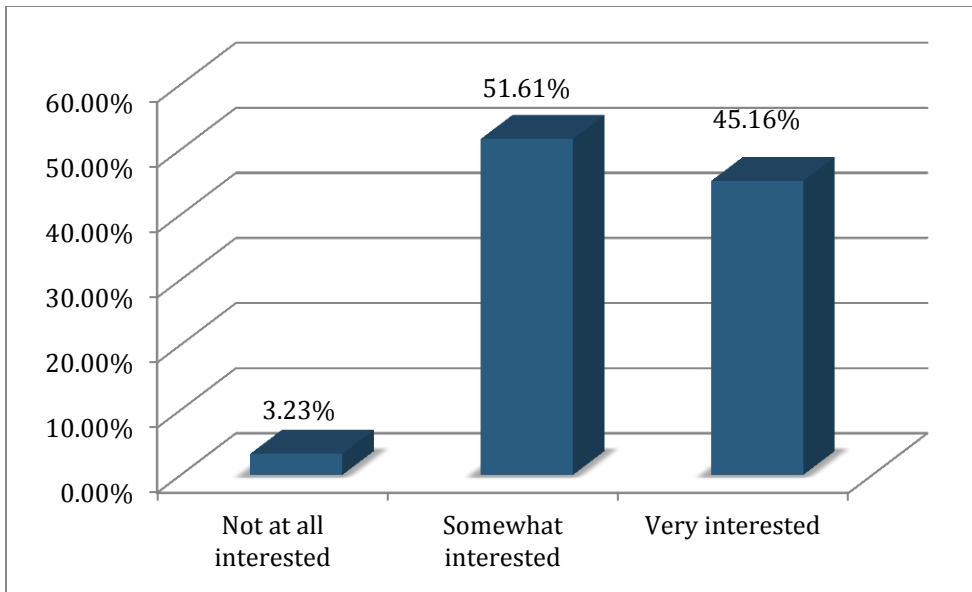
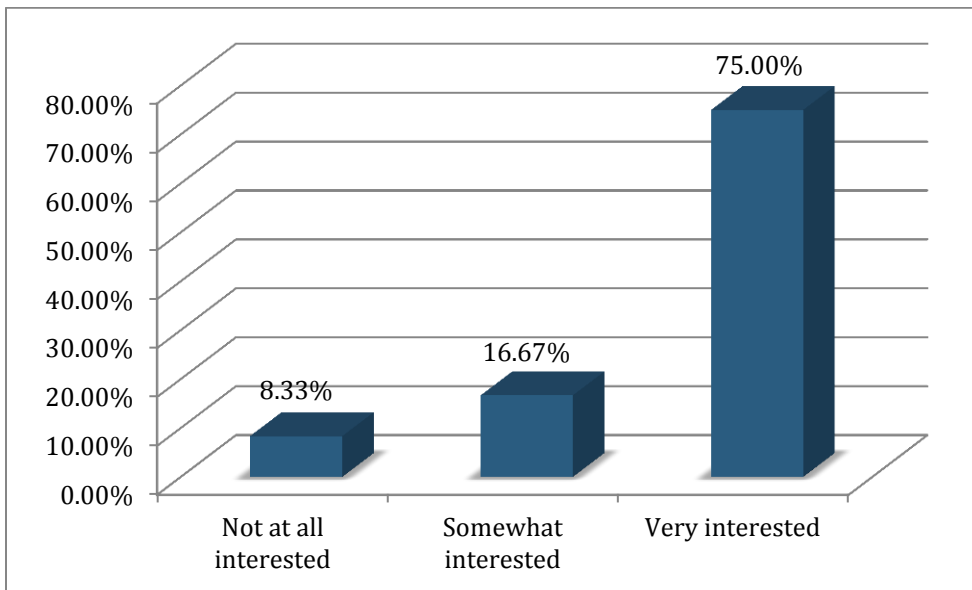


Figure 22: How interested are you in hiring someone with a certificate in community leadership plus an associate degree in another content area? (N=12)



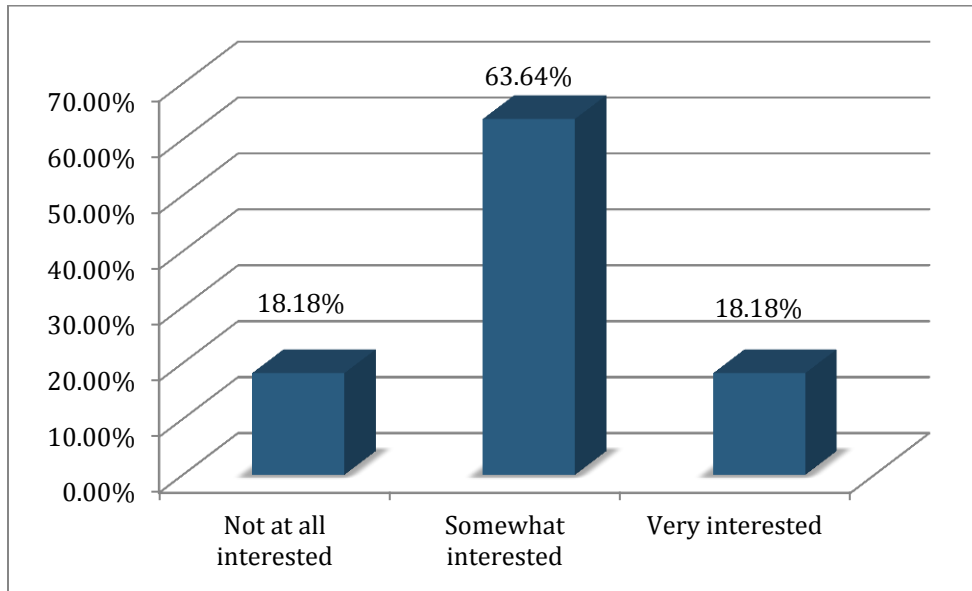
Additional comments from focus group participants include:

- The certificate makes it better than just your associates.
- BA/MA required for hiring.
- Depends on whether entry level or not.
- Dependent on whether older and experienced or younger - more education combination required. Would depend on the position.
- It really depends, sometimes we hire people with experience over education.

Interest in Having Existing Staff Participate In the Certificate Program

Almost 64% of respondents were somewhat interested in having their existing staff participate in receiving certification (Figure 23). While over 80% were either not interested or somewhat interested in having existing staff receive an Associate degree in Community Leadership (Figure 24).

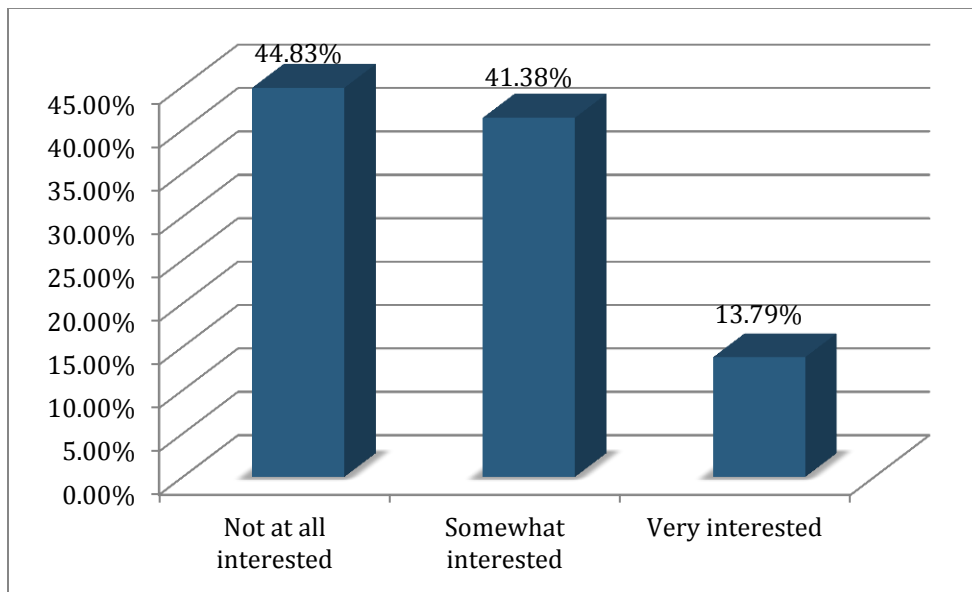
Figure 23: How interested are you in having your existing staff participate in receiving certification? (N=29)



Additional comments from focus group participants include:

- I think it's a great option for staff development.
- Picking experience over the degree; it matters a lot as well as their passion and disposition.
- Hiring requirements are determined by funders, not by what is really needed.
- New degree/skill set that may be needing attention at all levels.

Figure 24: How interested are you in having your existing staff obtain an associate degree in community leadership? (N=29)



Other Ideas to Ensure a Successful Program Partnership

Additional comments from about 30% of focus group participants include:

- Structure or criteria for community partners for consistency of student experiences.
- Work with schools that have dual enroll to get kids who are involved into the program while still in high school.
- How do we make these skills not just taught but ready to use them in rough circumstances.
- Teaching kids to be able to lead effectively.
- Structure on criteria with the community partners based on who they are placed with and what they are doing.
- How does program or certification expand into actual work setting?
- Focus needs be on healthy community building with all the diversity we have. It is still possible, there are enough things we all agree on that can make this work. I believe a curriculum such as this one should play a role in that.
- Communication and evaluation.
- Greater input from major employers. Mutual expectation statement.
- What are the wage expectations? If I'm going to recommend adults from my program to pursue the Associates, some clear career pathway would be valuable.
- The students need to be in the room during these focus groups.
- Arts should be included in program as should foreign language - should be career pathways identified for next steps, Associates, BA, etc.
- This is a great opportunity for staff, staff development grants could help pay for some of these credit hours.

Appendix B - FOCUS GROUP PARTICIPATING ORGANIZATIONS

March 3, 2015

CARE of Southeast Michigan
Community Learning Partnership
Detroit Institute of Art
Islamic Organization of North America
Henry Ford College
International Hope Center
Lutheran Social Services
University of Michigan – Dearborn
Macomb Community College University Center
Michigan Municipal League
Michigan Roundtable for Diversity & Inclusion
Oakland University
SEMCOG
St. Clair Shores Youth Council
University of Michigan Ann Arbor, School of Urban Planning

March 18, 2015

ACCESS
City of Dearborn
City of Dearborn Heights
EcoWorks
Focus: HOPE
Harriet Tubman Center
Henry Ford College
Michigan Civil Service Commission
Michigan Municipal League
Michigan Nonprofit Association
Michigan Roundtable for Diversity & Inclusion
University of Michigan – Dearborn

March 26, 2015

Congress of Communities
Creative Many Michigan
Detroit Food Collaborative
Global Detroit
Henry Ford College
Macomb County Habitat of Humanity
Macomb County Health Department – Family Health Services
Mercy Education Project
Michigan Community Resources
Michigan Science Center
Michigan State AFL-CIO
Oakland University – AFC
Southwest Economic Solutions
Southwest Solutions
St. Vincent and Sarah Fisher Center
Urban Neighborhood Initiatives
University of Michigan – Ann Arbor
University of Michigan – Dearborn
Workforce Intelligence Network (WIN)

APPENDIX C- Macomb County Community Conversation

DISCUSSION: DEMAND FOR A COMMUNITY CHANGE WORKFORCE

On November 17, 2014, Macomb Community College convened a wide-ranging group of community partners for a conversation about the potential role Macomb Community College can play in fostering and inspiring community leadership. This group included partners from K-12 and university educational institutions, workforce development agencies, arts and culture institutions, chambers of commerce, philanthropic foundations, municipalities, youth groups, faith-based organizations, and non-profits. The community partners address issues such as hunger, early childhood education, immigration and refugee needs, leadership, and community and economic development. To facilitate the conversation, the community partners completed questionnaires.

The community partners identified several challenges in workforce recruitment and hiring. Many found recruiting diverse candidates that reflect the greater community difficult. They expressed a desire to recruit more people of color that represent diverse racial and ethnic backgrounds. They also identified a need for candidates with language skills and the ability to make connections with people throughout the community regardless of background. One partner specifically voiced the need for bilingual and bicultural candidates. The K-12 educational partners expressed difficulty in finding qualified candidates to fill paraprofessional, substitute teacher, bus driver, clerical, and custodial positions as well as world language, math, and science teacher positions.

There was general concern for talent drain, skill gaps, and a lack of clear, defined sustainable career paths in community-based work. This is partially due to an inability to offer competitive wages. One partner mentioned that students are graduating with higher education and less experience. As a result of this, they are unable to start at salaries commensurate with their skill level due to high student debt. Some partners have difficulty in finding candidates for entry-level and part-time positions. Another partner stated that their funding sources are too restrictive and demanding.

With regard to skills, the community partners expressed significant concern about the lack of social skills, often referred to as soft skills, among potential candidates. They mentioned that employers prefer to hire based on character and train the technical skills. Other partners framed the issue in another way; candidates get hired for technical skills, but then get fired for insufficient social skills.

When asked to list the skills and competencies of an ideal candidate for their organizations, the partners offered a range of skills that reflect a need for social skills. Some of their responses include:

- Organized, self-starter, communication skills, interpersonal, integrity and work ethic, knowledge of community and issues in neighborhoods, basic computer skills including social media and web programming.
- Strong community and cultural competency.
- Ability to access or develop data, interpret and analyze data, develop strategies, and evaluative metrics.
- Ability to build coalitions to drive impact including working towards consensus, developing partnerships, and networking.
- Soft skills, equity lens, passion for social justice, diverse backgrounds, community organizational skills, on-the-ground experience, being reflective of the community we work in.
- Strong in educational attainment, policy, governmental affairs, urban planning, public administration, economics, and community development.
- Strong ability to write and communicate verbally.
- Professional presence and etiquette from attire to poise. Grammar and verbal communication.
- Ability to be resourceful. Use of technology to problem solve.
- Understanding the importance of coming to work on time every day, ready to work and learn, and the ability to work with a team.
- Computer skills such as Google Apps, databases, word processing, and spreadsheets.
- Reading comprehension and filing. Paralegal and real estate license skills.
- Language skills including Spanish, Arabic, and Urdu.
- Empathy and ability to relate to constituents and other team members and understanding people's differences.
- Ethics in keeping with organizational values.

The following table provides a list of other skills and competencies valued by the community partners.

OTHER SKILLS AND COMPETENCIES

Ability to interact	Dealing with public	Organization
Advocacy	Driven individually	Outreach
Art and education background	Financial literacy	Patience
Business administration	Focused	Political engagement
Business etiquette	Fundraising	Problem solving
Community collaboration	Individual personal expression	Project management
Community outreach and engagement	Integrity	Public relations
Confidence	Interdisciplinary skills	Public speaking
Cooperation	Leadership skills	Research skills
Creativity	Learning and adapting	Systems
Critical thinking	Marketing skills	Team-oriented
Cultural understanding	Motivation	Time management

Not surprisingly, when asked about the types of positions that exist in their organizations, the community partners provided an eclectic and varying list. Positions ranged from interns to management. Educational requirements range from a high school diploma to a Master degree with most requiring a Bachelor degree. Some examples of the positions within the community partner organizations include:

- Entry to mid-level positions in community organizing, public policy, administration, communications, and community planning.
- Planner, engineers, demographics, and database managers.
- Teachers, paraprofessionals (aides, tutors), secretarial, food service, and administration.
- Program coordinators for two new programs launching in 2015 to do community engagement to support the programs.
- Head Start positions, direct service, early education, community development, specialized skills like CNA and weatherization.
- Clerical support, prevention, clinical, case management, and peer recovery coaches.
- Entry-level and advanced positions in building, assessing, accounting/finance, and elections.
- Entry-level call center positions to refugee specialist/case managers, case aides, drivers, housing coordinators, and resource developers.
- Chef and nutrition educators.

The community partners are able to offer volunteer, intern, and part-time positions at differing levels. Some internships are specialized and require a Bachelor or Master-level education. Examples of internships opportunities within the community partners include:

- Internships in community outreach, policy, community planning, and communications.
- Service opportunities such as AmeriCorps, AmeriCorps VISTA, City Year Detroit, Public Allies, etc.

- Internships in human resource and business.
- Internships in volunteer coordination, grant writing, research, development of website/brochures and other printed materials.
- Planning and economic development budgets one intern per year.

With the exception of the K-12 educational partners, most organizations forecast growth in the number of positions available per year. The number of positions range greatly from organization to organization. Some hire as few as one person per year while others fill up to fifty positions.

When asked about the interest among their employees and constituents to participate in a community change or leadership program, the community partners responded with a resounding yes.

The community partners viewed the program as a potential source of diverse talent from the area who could help lead community change. Some comments include:

- Social change happens with all of us. The more people that are trained in this type of work, the better the chances are that we can move the needle on social issues. I would also hope that students who are not traditionally given access to these opportunities would be given more access.
- The Muslim community needs more integration and more avenues are needed to accomplish this.
- There is a need to grow talent for the community development industry as the number of Baby Boomers age out of the workforce.
- Head Start services low-income families. The Head Start parents are in need of an education or skilled trades training. It would be great to partner with MCC for training including soft skills for these young parents to have the opportunity to better themselves.
- As our cultural identity evolves, becoming more globally aware and culturally sensitive is necessary.
- We need individuals who are engaged and understand the importance of being a part of the city and can help create opportunities for future generations.
- We need to keep college age people in Michigan. They are critical to our long-term sustainability. If we do not do a better job preparing high school students and college graduates for employment, we will all suffer in the long-term.
- Serving multiple cultures, we would greatly benefit from professionals that are able to successfully bridge the gap with language barriers, socioeconomic situations, etc.
- Bringing qualified candidates to the nonprofit sector is significantly important to the community at large.
- Help the community move forward toward the next generation of leadership to best meet the community's diverse needs.
- I would love to see the younger generation in my community build upon their soft skills along with leadership and networking skills.
- This kind of program is important for my community, which is predominantly African American. Teach them the necessary soft and hard skills along with providing mentoring and professional relationships with future employers. Diversifying the workforce has to begin with putting people in positions that look like them.

The responses from the community partners illustrate an interest in creating career pathways into their organizations for candidates that not only reflect the diversity of communities that the organizations they serve, but also for candidates with the skills necessary to navigate diverse populations and complex issues. Moreover, many of the community partners forecast intern and career opportunities in their organizations over the next several years that would benefit from such a pathway. The changing demographics in the region and especially Macomb County also seem to indicate a need to build increasing capacity in community leadership. Still, this summary does not serve as a comprehensive feasibility or needs assessment. As the College moves forward in designing a potential Certificate in Community Leadership program, continued engagement of community partners and deeper evaluation of workforce demand is essential to ensure both its effectiveness and relevancy.

MACOMB COUNTY PARTICIPATING ORGANIZATIONS

CARE of Southeastern Michigan
City of Roseville
City of Sterling Heights
Community Development Advocates of Detroit (CDAD)
Detroit Institute of Arts
Fitzgerald Public Schools
Gleaners
Hamtramck Public Schools
Hope Center
International Hope Center
Islamic Organization of North America (IONA)
JP Morgan Chase Foundation
Leadership Macomb
Lutheran Social Services of Michigan
Macomb County Clerk/ Register of Deeds
Macomb County Community Services Agency
Macomb County Community Services Agency Head Start 0-5
Macomb County Planning and Economic Development
Macomb/ St. Clair Michigan Works
United Way for Southeastern Michigan
Oakland University
SEMCOG
South Lake Schools
St. Clair Shores Youth Council
Sterling Heights Regional Chamber of Commerce
The Skillman Foundation

APPENDIX D- Labor Market Information on CLP, April 2015

JOB POSTING ANALYSIS OF BURNING GLASS DATA (April 2012-March 2015)

We worked with WIN to use Burning Glass data to identify job postings over the last 36 months that included keywords corresponding to skills associated with CLP. The following keywords were used:

- Advocacy
- Advocacy Strategy Development
- Campaign Management
- Campaign Organizing
- Canvassing
- Community Organizing
- Community Relations
- Constituency Development
- Community Reintegration
- Community Engagement
- Community Development
- Meeting Planning/Facilitation
- Educational Outreach
- Program Coordination
- Program Organization
- Social Networking
- Web Communications
- Business Communications
- Marketing Communications
- Corporate Communications
- Social marketing
- Social Media Campaign
- Cultural Change Initiatives
- Cultural Competency Training
- Social Justice
- Environmental Justice
- Governmental Affairs
- Governmental Relations
- Public Administration
- Public Policy Development
- Public Relations
- Economic Development
- Workforce Development
- Urban Planning

This generated a list of approximately 175 occupations that had at least one job listing which included at least one of the skills-related keywords listed above. Of these, we did further analysis on 42 occupations with at least 10 postings during that time period. This included collecting data from EMSI on total employment in that occupation, recent growth trends, and the typical education level required to enter that occupation. To understand the importance of the CLP related skills to the occupation, we compared the number of job postings listing one or more of the skills to the total number of job postings.

A table summarizing this data follows (Table 3). We sorted the table by the total number of job openings including the listed skills. Those openings where at least 5% include the skills are highlighted in orange.

Data is also provided on the industry (Table 4), employer (Table 5), and location of job postings where known (Table 6).

Table 3: Top Job Postings in Southeast Michigan including CLP Skills (April 2012- March 2015)

Occupation	Job Postings with CLP Skill listed (Apr 2012 to Mar 2015)	Job Postings total	Ratio skill postings to all postings	Education	2014 Jobs Total	2009-2014 growth
Market Research Analysts and Marketing Specialists	293	4,271	7%	Bachelor's degree	5,626	23%
Public Relations Specialists	285	1,501	19%	Bachelor's degree	2,179	3%
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	242	22,404	1%	HS Diploma/GED	24,415	13%
Marketing Managers	227	4,188	5%	Bachelor's degree	1,882	11%
Public Relations and Fundraising Managers	181	1,247	15%	Bachelor's degree	493	2%
Human Resources Specialists	144	9,178	2%	Bachelor's degree	5,605	10%
Medical and Health Services Managers	106	9,762	1%	Bachelor's degree	4,622	4%
Sales Managers	104	9,255	1%	Bachelor's degree	5,023	9%
Managers, All Other	98	11,669	1%	HS Diploma/GED	7,646	4%
First-Line Supervisors of Retail Sales Workers	79	15,450	1%	HS Diploma/GED	14,785	2%
General and Operations Managers	77	6,410	1%	Bachelor's degree	25,752	12%
Web Developers	73	4,440	2%	Associate's degree	1,557	27%
Financial Managers	70	4,892	1%	Bachelor's degree	6,035	1%
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	66	6,769	1%	Bachelor's degree	4,740	11%
Educational, Guidance, School, and Vocational Counselors	62	1,374	5%	Master's degree	1,497	(13%)
Software Developers, Applications	56	35,800	1%	Bachelor's degree	8,687	21%
Computer Systems Analysts	53	11,956	0%	Bachelor's degree	9,947	22%
Human Resources Managers	52	2,260	2%	Bachelor's degree	2,000	14%
Registered Nurses	52	19,405	0%	Associate's degree	38,635	2%
Retail Salespersons	44	20,649	0%	Less than high school	56,973	1%
Education Administrators, Postsecondary	43	1,371	3%	Master's degree	997	(5%)
Computer and Information Systems Managers	38	1,552	2%	Bachelor's degree	4,144	14%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	33	8,062	0%	HS Diploma/GED	18,877	(1%)

Occupation	Job Postings with CLP Skill listed (Apr 2012 to Mar 2015)	Job Postings total	Ratio skill postings to all postings	Education	2014 Jobs Total	2009-2014 growth
Customer Service Representatives	31	14,850	0%	HS Diploma/GED	36,244	13%
Training and Development Specialists	29	1,802	2%	Bachelor's degree	2,339	8%
Property, Real Estate, and Community Association Managers	28	1,551	2%	HS Diploma/GED	3,133	4%
Social and Community Service Managers	28	428	7%	Bachelor's degree	1,507	(3%)
Management Analysts	26	6,836	0%	Bachelor's degree	7,796	12%
First-Line Supervisors of Production and Operating Workers	26	4,898	1%	Postsecondary non-degree award	9,197	19%
Executive Secretaries and Executive Administrative Assistants	25	2,551	1%	HS Diploma/GED	6,359	(3%)
First-Line Supervisors of Office and Administrative Support Workers	25	4,893	1%	HS Diploma/GED	13,882	4%
Business Operations Specialists, All Other	24	1,326	2%	HS Diploma/GED	15,253	10%
First-Line Supervisors of Non-Retail Sales Workers	24	2,258	1%	HS Diploma/GED	4,094	3%
Elementary School Teachers, Except Special Education	23	837	3%	Bachelor's degree	11,912	(16%)
Meeting, Convention, and Event Planners	21	986	2%	Bachelor's degree	802	13%
Editors	20	404	5%	Bachelor's degree	1,126	(5%)
Computer Occupations, All Other	19	21,779	0%	Bachelor's degree	3,178	10%
Occupational Therapists	18	2,150	1%	Master's degree	1,732	5%
Graphic Designers	16	2,155	1%	Bachelor's degree	3,276	7%
Occupational Therapy Assistants	16	901	2%	Associate's degree	282	11%
Physical Therapist Assistants	15	1,285	1%	Associate's degree	1,174	12%
Secondary School Teachers, Except Special and Career/Technical Education	13	1,609	1%	Bachelor's degree	7,883	(19%)

Table 4: Top Industries in Southeast Michigan for CLP Job Postings (April 2012- March 2015)

Note: 42% of job postings did not contain industry data

Industry	Job Postings
Insurance Carriers (5241)	290
Advertising, Public Relations, and Related Services (5418)	251
General Medical and Surgical Hospitals (6221)	196
Management, Scientific, and Technical Consulting Services (5416)	187
Colleges, Universities, and Professional Schools (6113)	178
Other Professional, Scientific, and Technical Services (5419)	146
Depository Credit Intermediation (5221)	140
Motor Vehicle Manufacturing (3361)	129
Nursing Care Facilities (Skilled Nursing Facilities) (6231)	92
Clothing Stores (4481)	85
Employment Services (5613)	80
Motor Vehicle Parts Manufacturing (3363)	73
Elementary and Secondary Schools (6111)	63
Accounting, Tax Preparation, Bookkeeping, and Payroll Services (5412)	56
Offices of Physicians (6211)	53
Software Publishers (5112)	48
Automobile Dealers (4411)	47
Electric Power Generation, Transmission and Distribution (2211)	47
Scientific Research and Development Services (5417)	43

Table 5: Top Employers in Southeast Michigan for CLP Job Postings (April 2012- March 2015)

Note: 25% of job postings did not contain employer data

Employer	Job Postings
Blue Cross Blue Shield Of Michigan	102
Advantage Sales & Marketing	90
Henry Ford Health System	88
Lands End	87
General Motors	81
Rescare	65
Wayne State University	48
Ford Motor Company	44
Chrysler	42
DTE Energy	40
Education Management Corporation	36
Yazaki North America Incorporated	35
BASF	29
BASFCorporation	27
Quicken Loans	26

Employer	Job Postings
American Axle & Manufacturing	26
Extencicare Health Services, Inc.	25
Impact Management Services	25
Yazaki	25

Table 6: Top Cities in Southeast Michigan for CLP Job Postings (April 2012- March 2015)

City	Job Postings
Detroit, MI	2,049
Troy, MI	509
Southfield, MI	479
Auburn Hills, MI	289
Dearborn, MI	279
Warren, MI	208
Novi, MI	207
Farmington, MI	199
Livonia, MI	148
Canton, MI	105
Plymouth, MI	100
Rochester, MI	89
Bloomfield Hills, MI	75
Sterling Heights, MI	72
Pontiac, MI	58
Birmingham, MI	46
Belleville, MI	45
Royal Oak, MI	45
Wyandotte, MI	44
Taylor, MI	44

PROGRAMS & COMPLETIONS LINKED TO JOB POSTING OCCUPATIONS (2013)

To understand how the occupations we identified through the job posting data connect to the programs being offered at MCC and HFC, we used a SOC-CIP crosswalk and IPEDS data from EMSI to identify which programs at the colleges are linked to these occupations.

Table 6: HFC Programs & Completions Linked to Job Posting Occupations (2013)

CIP Code	Title	Award of less than 1 academic year	Award of at least 1 but less than 2 academic years	Associates degree
09.0102	Mass Communication/Media Studies			14
11.0801	Web Page, Digital/Multimedia and Information Resources Design	4	10	
11.0899	Computer Software and Media Applications, Other			
11.0901	Computer Systems Networking and Telecommunications	6		21
11.1002	System, Networking, and LAN/WAN Management/Manager			
11.1003	Computer and Information Systems Security/Information Assurance			11
13.0101	Education, General			
13.1202	Elementary Education and Teaching			23
13.1205	Secondary Education and Teaching			23
19.0706	Child Development			
22.0302	Legal Assistant/Paralegal			18
51.0705	Medical Office Management/Administration			24
51.0711	Medical/Health Management and Clinical Assistant/Specialist			18
51.0712	Medical Reception/Receptionist	16		
51.0801	Medical/Clinical Assistant		39	
51.1803	Ophthalmic Technician/Technologist			9
51.3801	Registered Nursing/Registered Nurse			246
52.0101	Business/Commerce, General			58
52.0201	Business Administration and Management, General			98
52.0302	Accounting Technology/Technician and Bookkeeping	4		
52.0399	Accounting and Related Services, Other			21
52.0401	Administrative Assistant and Secretarial Science, General			
52.0401	Administrative Assistant and Secretarial Science, General		4	
52.0402	Executive Assistant/Executive Secretary			10
52.0408	General Office Occupations and Clerical Services	5		
52.0703	Small Business Administration/Management	1		
52.1101	International Business/Trade/Commerce			4

Table 7: MCC Programs & Completions Linked to Job Posting Occupations (2013)

CIP Code	Title	Award of less than 1 academic year	Award of at least 1 but less than 2 academic years	Associates degree
09.0101	Speech Communication and Rhetoric			
09.0102	Mass Communication/Media Studies			3
09.0902	Public Relations/Image Management		1	6
11.0103	Information Technology		1	21
11.0899	Computer Software and Media Applications, Other			
11.1002	System, Networking, and LAN/WAN Management/Manager	1	6	44
11.1003	Computer and Information Systems Security/Information Assurance	3		9
11.1004	Web/Multimedia Management and Webmaster	3	1	11
13.1202	Elementary Education and Teaching			21
22.0302	Legal Assistant/Paralegal			34
43.0301	Homeland Security		1	11
44.0701	Social Work			10
50.0402	Commercial and Advertising Art		15	100
51.0801	Medical/Clinical Assistant	28	48	57
51.0803	Occupational Therapist Assistant			37
51.1102	Pre-Medicine/Pre-Medical Studies			
51.3801	Registered Nursing/Registered Nurse			140
52.0101	Business/Commerce, General	1	5	206
52.0201	Business Administration and Management, General	6	17	77
52.0205	Operations Management and Supervision			
52.0301	Accounting			
52.0302	Accounting Technology/Technician and Bookkeeping	4	1	41
52.0801	Finance, General			10
52.1401	Marketing/Marketing Management, General		3	27

POTENTIAL INDUSTRIES & OCCUPATIONS FOR CLP RELATED EMPLOYMENT IN SOUTHEAST MICHIGAN (2014-2020)

Whereas the preceding data is based on our analysis of detailed job posting data, the next three tables (8-10) reflect earlier analysis which was based on commonly held perceptions of industries that would be likely homes for CLP-related employment and occupations that likely included CLP skills. These lists have not been cross-verified with the job posting analysis.

Table 8: Potential Industries for CLP Related Employment in Southeast Michigan (2014-2020)

NAICS	Description	2014 Jobs	2020 Jobs	2014 - 2020 Change	2014 - 2020 % Change	Current Total Earnings	2014 Location Quotient	2013 Establishments
621410	Family Planning Centers	316	393	77	24%	\$50,231	1.04	14
621420	Outpatient Mental Health and Substance Abuse Centers	2,993	3,418	425	14%	\$58,422	1.17	82
621492	Kidney Dialysis Centers	785	987	202	26%	\$61,373	0.59	48
621610	Home Health Care Services	19,447	25,159	5,712	29%	\$39,984	1.22	732
622310	Specialty (except Psychiatric and Substance Abuse) Hospitals	1,773	2,732	959	54%	\$52,511	0.71	28
623110	Nursing Care Facilities (Skilled Nursing Facilities)	18,226	20,097	1,871	10%	\$39,136	0.94	133
623210	Residential Intellectual and Developmental Disability Facilities	6,753	7,523	770	11%	\$25,936	1.44	184
623220	Residential Mental Health and Substance Abuse Facilities	2,229	2,194	(35)	(2%)	\$30,241	0.90	64
623311	Continuing Care Retirement Communities	5,527	6,546	1,019	18%	\$38,964	1.04	66
623312	Assisted Living Facilities for the Elderly	6,237	7,065	828	13%	\$27,340	1.35	200
623990	Other Residential Care Facilities	4,030	4,745	715	18%	\$30,870	2.15	108
624110	Child and Youth Services	2,463	2,111	(352)	(14%)	\$43,286	1.03	63
624120	Services for the Elderly and Persons with Disabilities	6,260	8,411	2,151	34%	\$20,990	0.35	221
624190	Other Individual and Family Services	6,988	8,586	1,598	23%	\$37,687	1.35	180
624210	Community Food Services	360	531	171	48%	\$37,015	0.96	16
624221	Temporary Shelters	445	514	69	16%	\$36,454	0.59	18
624229	Other Community Housing Services	327	286	(41)	(13%)	\$38,820	0.82	48
624230	Emergency and Other Relief Services	343	383	40	12%	\$58,256	1.14	19
624310	Vocational Rehabilitation Services	3,677	4,245	568	15%	\$29,383	0.90	71
624410	Child Day Care Services	11,669	10,206	(1,463)	(13%)	\$18,071	0.80	598

NAICS	Description	2014 Jobs	2020 Jobs	2014 - 2020 Change	2014 - 2020 % Change	Current Total Earnings	2014 Location Quotient	2013 Establishments
712110	Museums	300	325	25	8%	\$41,965	0.29	24
712120	Historical Sites	655	766	111	17%	\$22,685	3.55	3
712130	Zoos and Botanical Gardens	75	98	23	31%	\$17,476	0.17	1
813110	Religious Organizations	15,732	16,271	539	3%	\$21,358	0.79	322
813211	Grantmaking Foundations	405	615	210	52%	\$88,682	0.56	69
813212	Voluntary Health Organizations	267	241	(26)	(10%)	\$60,421	0.61	23
813219	Other Grantmaking and Giving Services	786	980	194	25%	\$55,598	1.93	23
813311	Human Rights Organizations	822	977	155	19%	\$42,893	1.48	35
813312	Environment, Conservation and Wildlife Organizations	675	876	201	30%	\$43,893	0.97	29
813319	Other Social Advocacy Organizations	893	785	(108)	(12%)	\$37,701	0.79	85
813410	Civic and Social Organizations	3,090	3,122	32	1%	\$21,143	0.66	258
813910	Business Associations	762	690	(72)	(9%)	\$76,365	0.56	125
813920	Professional Organizations	714	826	112	16%	\$76,519	0.75	64
813930	Labor Unions and Similar Labor Organizations	2,536	1,907	(629)	(25%)	\$52,064	1.90	235
813940	Political Organizations	40	18	(22)	(55%)	\$28,091	0.46	16
813990	Other Similar Organizations (except Business, Professional, Labor, and Political Organizations)	496	429	(67)	(14%)	\$36,693	0.40	161
903611	Elementary and Secondary Schools (Local Government)	58,625	56,721	(1,904)	(3%)	\$74,049	0.71	651
903619	All Other Schools and Educational Support Services (Local Government)	248	238	(10)	(4%)	\$68,662	0.46	2
903999	Local Government, Excluding Education and Hospitals	47,744	46,942	(802)	(2%)	\$70,909	0.73	277

Table 9: Occupations in those Industries that May Be CLP Related Employment in Southeast Michigan (2014-2020)

SOC	Description	2014 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings	Typical Entry Level Education	Work Experience Required	Typical OJT
21-1021	Child, Family, and School Social Workers	3,292	3,566	274	8%	\$22.53	Bachelor's degree	None	None
21-1093	Social and Human Service Assistants	3,140	3,570	430	14%	\$12.73	HS diploma/GED	None	Short-term OJT
13-1075	Labor Relations Specialists	1,391	1,045	(346)	(25%)	\$32.65	Bachelor's degree	None	None
21-2021	Directors, Religious Activities and Education	1,386	1,437	51	4%	\$15.89	Bachelor's degree	Less than 5 years	None
11-9151	Social and Community Service Managers	1,270	1,426	156	12%	\$27.41	Bachelor's degree	5 years or more	None
21-1023	Mental Health and Substance Abuse Social Workers	1,266	1,407	141	11%	\$20.72	Bachelor's degree	None	None
11-9111	Medical and Health Services Managers	995	1,161	166	17%	\$41.60	Bachelor's degree	None	None
21-1022	Healthcare Social Workers	921	1,086	165	18%	\$26.03	Master's degree	None	None
21-1012	Educational, Guidance, School, and Vocational Counselors	907	935	28	3%	\$28.42	Master's degree	None	None
21-1015	Rehabilitation Counselors	867	1,007	140	16%	\$18.26	Master's degree	None	None
21-1014	Mental Health Counselors	859	1,010	151	18%	\$20.38	Master's degree	None	Internship/residency
21-1099	Community & Social Service Specialists, All Other	768	834	66	9%	\$25.07	Master's degree	None	None
43-4061	Eligibility Interviewers, Government Programs	711	704	(7)	(1%)	\$23.06	HS diploma/GED	None	Moderate-term OJT
21-2099	Religious Workers, All Other	645	668	23	4%	\$15.31	Bachelor's degree	None	None
21-1092	Probation Officers and Correctional Treatment Specialists	520	506	(14)	(3%)	\$28.69	Bachelor's degree	None	Short-term OJT
21-1029	Social Workers, All Other	477	507	30	6%	\$21.41	Bachelor's degree	None	None
11-3011	Administrative Services Managers	342	369	27	8%	\$38.63	Bachelor's	Less than 5	None

SOC	Description	2014 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings	Typical Entry Level Education	Work Experience Required	Typical OJT
							degree	years	
21-1011	Substance Abuse and Behavioral Disorder Counselors	334	419	85	25%	\$21.10	High school diploma or GED	None	Moderate-term OJT
13-1131	Fundraisers	323	376	53	16%	\$23.92	Bachelor's degree	None	None
13-1151	Training and Development Specialists	321	355	34	11%	\$26.51	Bachelor's degree	Less than 5 years	None
21-1094	Community Health Workers	315	361	46	15%	\$17.80	HS diploma/GED	None	Short-term OJT
21-1013	Marriage and Family Therapists	192	227	35	18%	\$23.09	Master's degree	None	Internship/residency
21-1091	Health Educators	155	181	26	17%	\$23.15	Bachelor's degree	None	None
11-2031	Public Relations and Fundraising Managers	148	165	17	11%	\$44.37	Bachelor's degree	5 years or more	None
21-1019	Counselors, All Other	127	149	22	17%	\$23.68	Master's degree	None	None
11-3131	Training and Development Managers	23	25	2	9%	\$43.80	Bachelor's degree	5 years or more	None

Table 10: Occupations within Local Government that May Be CLP Related Employment in Southeast Michigan (2014-2020)

SOC	Description	Employed in Industry (2014)	Employed in Industry (2020)	Change (2014 - 2020)	% Change (2014 - 2020)
43-4061	Eligibility Interviewers, Government Programs	637	621	(16)	(3%)
21-1021	Child, Family, and School Social Workers	605	597	(8)	(1%)
21-1092	Probation Officers and Correctional Treatment Specialists	463	442	(21)	(5%)
21-1093	Social and Human Service Assistants	264	262	(2)	(1%)
21-1029	Social Workers, All Other	201	196	(5)	(2%)
21-1099	Community and Social Service Specialists, All Other	165	161	(4)	(2%)
11-9151	Social and Community Service Managers	129	127	(2)	(2%)
21-1023	Mental Health and Substance Abuse Social Workers	120	119	(1)	(1%)
11-3011	Administrative Services Managers	108	108	0	0%
21-1022	Healthcare Social Workers	69	68	(1)	(1%)
11-9111	Medical and Health Services Managers	67	67	0	0%
13-1151	Training and Development Specialists	57	56	(1)	(2%)
21-1014	Mental Health Counselors	47	47	0	0%
21-1094	Community Health Workers	44	45	1	2%
21-1015	Rehabilitation Counselors	40	40	0	0%
21-1091	Health Educators	34	34	0	0%
21-1012	Educational, Guidance, School, and Vocational Counselors	19	19	0	0%
11-2031	Public Relations and Fundraising Managers	17	17	0	0%
21-1019	Counselors, All Other	14	14	0	0%
21-1011	Substance Abuse and Behavioral Disorder Counselors	14	14	0	0%
11-3131	Training and Development Managers	<10	<10	0	0%
13-1075	Labor Relations Specialists	<10	<10	0	0%
13-1131	Fundraisers	<10	<10	0	0%
21-1013	Marriage and Family Therapists	<10	<10	0	0%
21-2099	Religious Workers, All Other	<10	<10	0	0%

SOUTHEAST MICHIGAN COMMUNITY LEARNING PARTNERSHIP

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