



MAY 8, 2023

Expanding Post-Secondary Attainment

The Road to
Economic Success
in Oakland County

*Final Report for the Oakland80
Initiative Strategy Research Project*



A Message from the County Executive

Oakland County is fortunate to be an economic leader in Michigan with the highest personal income per capita and second highest post-secondary educational attainment rate in the state. We want to build on and preserve this advantage for the future of our residents and ensure that all of our residents have the educational opportunities they deserve.

Early in 2020, with broad support of education and workforce leaders, we established an ambitious goal of having 80% of our adult residents with a post-secondary degree or certified training certificate by 2030. I have made this a top priority of my Administration, and we have backed our commitment with action.

With the support of our Board of Commissioners, we hired an Oakland80 Administrator to help lead the way toward achieving our goal. We contracted with Corporation for a Skilled Workforce (CSW), a national nonprofit that partners with government, business and community leaders to support innovative solutions in educational and labor market systems, policies and practices.

We established a solid foundation of leaders and committee members who work together to address challenges and discuss opportunities. Peter Provenzano at Oakland Community College, Dr. Wanda Cook Robinson at Oakland Schools and Dr. Ora Pescovitz at Oakland University are a few of the leaders who help champion Oakland80. I can't thank them enough for their leadership and partnership, and the action of their institutions.

Using American Rescue Plan (ARP) dollars, we developed a team of Career and Education Navigators through a partnership with Geshur Human Services. These Oakland80 Navigators are embedded throughout Oakland County to help adults, not only design their own educational pathways that satisfies both their interests and the needs in the local workforce but achieve their dreams.

We also used ARP funds to support student success by offering Oakland80 Supportive Services to help with the cost of things like books, transportation and childcare to ensure that these barriers don't prevent residents from graduating. We rely on the strength of existing programs so that services aren't duplicated, and precious resources can be dedicated to where they are needed most. For example, we leverage



Oakland County Michigan Works! to offer an Oakland80 Tuition Scholarship and other valuable resources intended to help residents and employees throughout the county with their workforce needs.

An amazing cross-sectional collaboration of businesses, nonprofits, post-secondary institutions, K-12 school districts, skilled trades and other local, state and regional partners who have a vested interest in uplifting residents helped contribute to this report. Perhaps more importantly, they will all join us in the coming months and years to use the contents of this report to help develop plans and programs that can be implemented in their own organizations and brought to scale on a county-wide level.

If it isn't evident already, let me be clear. Achieving Oakland80 will not be possible without dedication and support of organizations throughout the county. And we are extremely grateful for those partnerships.

This effort is partially about attracting businesses to Oakland County because those employers will see that they'll find skilled and trained workers here. But it is also about getting our residents — and we hope this effort attracts new people to move to Oakland — the skills they need to get hired for good paying jobs that will boost the quality of life for themselves and their families.

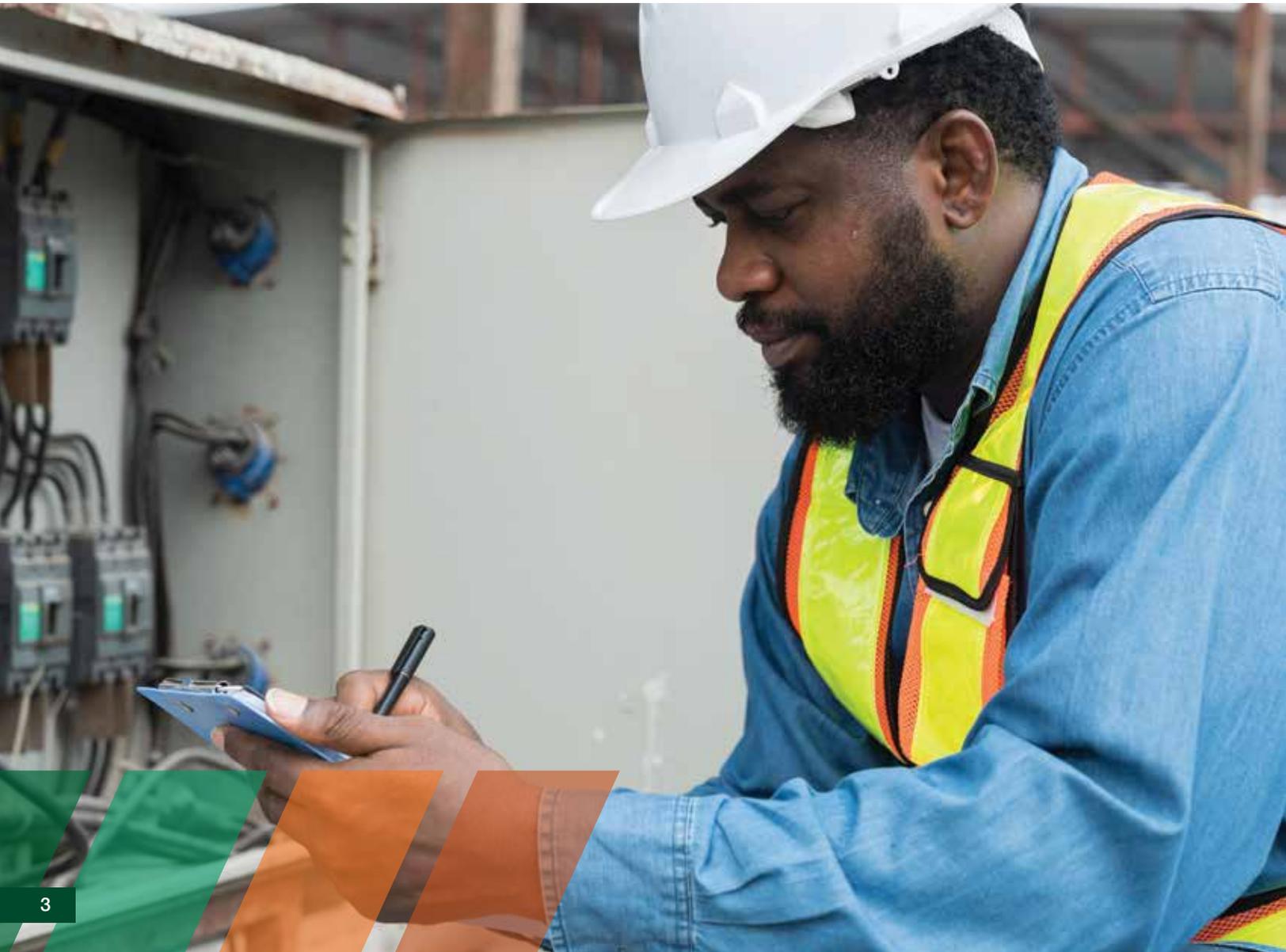
With high hopes and deep appreciation,

Dave Coulter
Oakland County Executive



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Introduction

Educational attainment after high school can be a key factor in economic opportunity and social mobility as it influences employment status, job quality and access to jobs that can't be replaced by automation. This includes both degree programs and short-term credentials. Setting post-secondary education attainment goals is an effective way to increase the educational attainment of a region and provide more residents with degrees and other credentials following high school. Achievable yet challenging goals that account for the advancement of underrepresented populations can help influence key workforce and education partners to leverage existing assets and coordinate strategies to address workforce needs, reduce risk of unemployment, provide residents with needed skills for economic success, and close equity gaps.

In 2019, Michigan Governor Gretchen Whitmer set a goal to increase Michigan's adult post-secondary education rate to 60% by 2030. In Oakland County, 61% of adults already had a college degree or other post-secondary credential, prompting its leaders and key partners to set a bold goal of 80% adult post-secondary attainment by 2030.¹ To achieve 80% and ensure attainment reflects progress for all Oakland County residents, County Executive David Coulter launched the Oakland80 initiative. Oakland County partnered with Corporation for a Skilled Workforce (CSW) to understand key data on the makeup, needs and potential barriers facing adult residents without post-secondary education, as well as to develop comprehensive, data-informed strategies the Oakland80 partners and stakeholders could pursue to reach their goal.

CSW found that while the county overall has high post-secondary attainment, progress has not been consistent for all residents. There were noticeable differences in educational attainment for residents along race and ethnic lines, as well as based on what part of Oakland County residents reside. Given such disparities, the county will have to undertake a mix of strategies to advance post-secondary attainment for all residents, regardless of their race and ethnicity and no matter where they live.

To help direct the Oakland80 efforts, CSW undertook a national scan of best practices. A stakeholder validation process that included Oakland80 committees and staff resulted in the selection of five prioritized strategies that Oakland80 will initially deploy with partners and stakeholders to support equitable post-secondary attainment:

1. Accelerate secondary students' exposure to career exploration
2. Support transitions from high school to post-secondary education
3. Optimize financial aid utilization for traditional-aged students and adults
4. Attract and retain students and talent
5. Close equity gaps that exist in education and employment

Achieving this 80% vision and implementing these strategies will require significant dedication from all business, education, labor and workforce partners across the county as they work to contextualize national best practices. Oakland County has significant assets to build upon. And, if partners can agree to coordinate, share and leverage those assets, the Oakland80 strategies can ensure that all residents will have the opportunity to pursue in-demand careers that provide family-sustaining wages; employers will have access to highly-skilled and diverse talent for their workforce; and the county will become a national leader in educational attainment.

¹ "Oakland80 Strategic Overview," Oakland80, accessed March 30, 2023, <https://www.oakgov.com/workforce/about/DT%20%20Reports%20%20Publications/Oakland80-Overview-FINAL.pdf>.

SECTION

01



01 Post-Secondary Attainment in Oakland County

An Economic Imperative

Post-secondary attainment (PSA) is a critical driver of economic mobility for Oakland County residents. It impacts employment status, including the opportunity to access in-demand quality jobs and family-sustaining wages. Post-secondary education includes educational programs that result in a degree (2-year or 4-year) or short-term credential following high school. Short-term credentials are certificates from college programs as well as industry/occupational certifications (e.g. Certified Nursing Assistant). Quality short-term credentials and apprenticeships provide learners and job seekers valuable skills that are critical to entering many of today's occupational opportunities and are more cost-effective and less time-consuming than traditional degree programs.

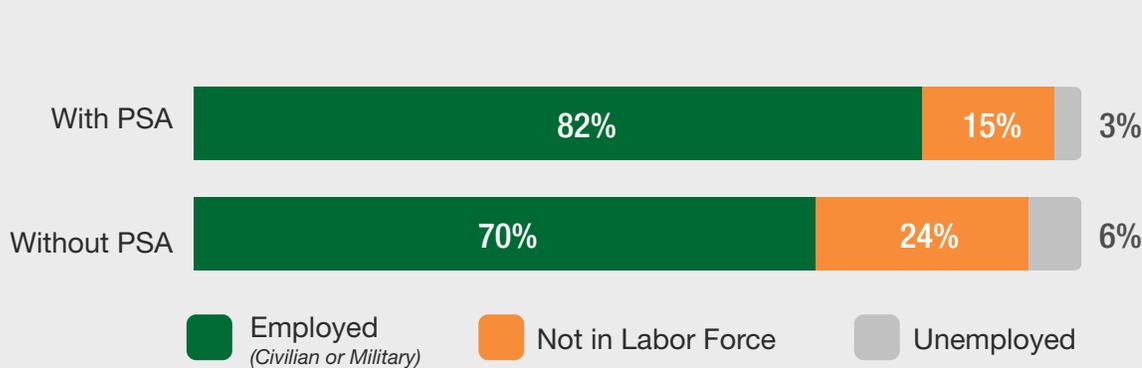


FIGURE 1
Labor Force Status by Post-Secondary Attainment Status

Residents with post-secondary education have higher employment and labor force participation rates compared to residents without post-secondary education.

Source: 2021 ACS 1-Year PUMS

Eighty-two percent (82%) of residents with post-secondary education are employed, compared to 70% of residents without post-secondary education (Figure 1). And residents without post-secondary education are twice as likely to be unemployed (6% vs 3%) or out of the labor force (24% vs. 15%).

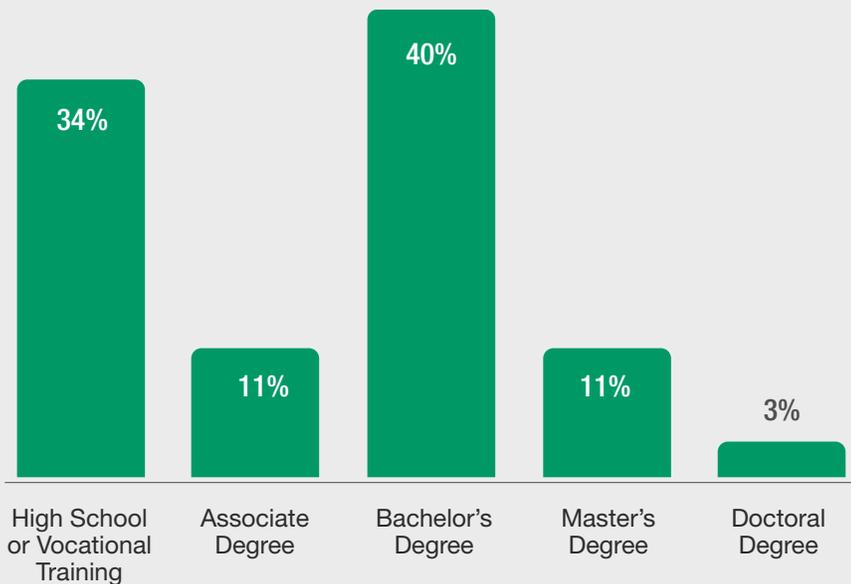


FIGURE 2

Oakland County Job Posting Distribution, February 2022 to February 2023

66% of the past year's job postings in Oakland County required an Associate Degree or higher.

Source: Lightcast™

Job posting data from Lightcast™ from the past 12 months (2022-2023) also show that 66% of Oakland County openings required an Associate Degree or higher (Figure 2). It is likely additional positions required a certificate or certification, too, but job postings data does not track those requirements separately from high school. And, post-secondary education is not just relevant for today's economic needs, but for the future as well. It is projected that by 2031, 70% of Michigan jobs will require education beyond high school.²

Post-secondary attainment also impacts the quality of employment residents can access. For Oakland County's "Top Jobs through 2030" (modeled after the State's Hot 50 Job Outlook),³ 58% require post-secondary education (Table 2 in Appendix C). These occupations have above-average projected job openings and growth, as well as hourly wages above the living wage for one adult (\$14.49).⁴ Average annual wages are 29% higher for the top occupations that require post-secondary education compared to the top occupations that do not require post-secondary education.

² Anthony P. Carnevale writer guest, "The U.S. Economy Is Changing, but Will Michigan Change with It?," Lansing State Journal, accessed March 28, 2023, <https://www.lansingstatejournal.com/story/opinion/contributors/viewpoints/2022/04/27/college-matters-michigan-jobs-future-require-some-college/9537746002/>.

³ "Michigan's Hot 50 Job Outlook Through 2030," Michigan Department of Technology, Management and Budget, last modified August 10, 2022, https://milmi.org/_docs/publications/Hot50_Statewide_2030.pdf.

⁴ "Michigan, 2019 County Profiles," United For ALICE.

Living Wage for 1 Adult, No Children: \$30,139

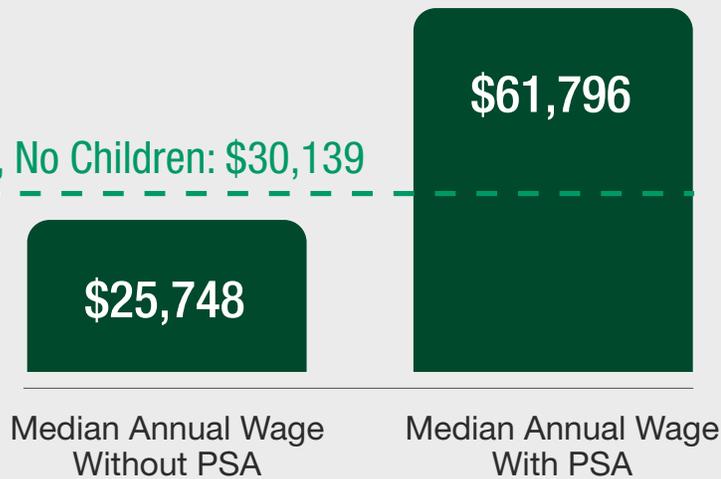


FIGURE 3 Median Wages by Post-Secondary Attainment

Residents with post-secondary education have median wages that are \$36,000 higher than residents without post-secondary education.

Source: 2021 ACS
1-Year PUMS

Post-secondary attainment is a significant factor in median⁵ wages and the ability to earn a living wage. Residents with post-secondary attainment (any type) have a median annual wage of \$61,796 as compared to \$25,748 for those without (or \$30 per hour vs. \$12 per hour), a \$36,000 per year difference (Figure 3).⁶

The minimum living wage for one adult with no children in Oakland County is \$30,139 or \$14.49 per hour,⁷ so at least half of those without post-secondary attainment are not earning enough to support themselves regardless of their family size. The median family size for Oakland County in 2021 was 2.99.⁸

⁵ In a set of numbers, the median is the middle number, indicating that half of the numbers in the set are below it and half are above it. For example, 3 would be the median of this set of numbers: 1, 2, 3, 4, 5.

⁶ U.S. Census Bureau, 2021 American Community Survey (ACS) 1-Year Public Use Microdata Sample (PUMS), generated by Chris Webb using IBM SPSS Statistics, last modified September 27, 2022, <https://www.census.gov/programs-surveys/acs/microdata/access.html>; Wages include self-reported employer-paid wages and salary income from the past 12 months. This does not include self-reported income from other sources such as Social Security, retirement, public assistance, property rental, or dividends. While this data provides an important indicator for job quality for Oakland County residents, it is important to note there are limitations around self-reported income, and this is where the sample size for the survey could be providing not as reliable of estimates.

⁷ "Michigan, 2019 County Profiles," United For ALICE.

⁸ U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates, Table S1101, accessed March 29, 2023, <https://data.census.gov/table?q=family+size+in+oakland+county&tid=ACSST1Y2021.S1101>.

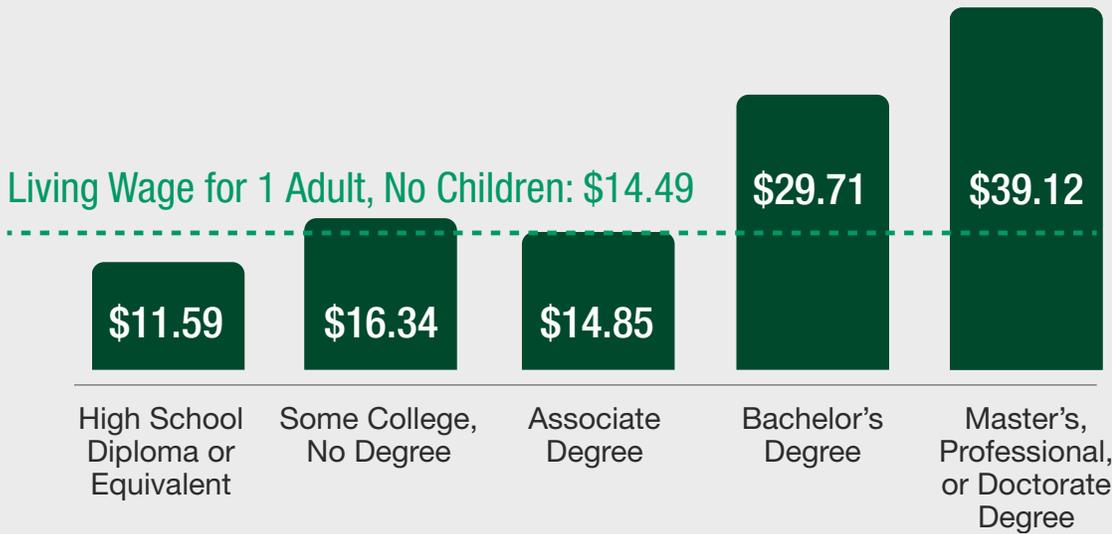


FIGURE 4
Median Wages by Highest Education Received

The higher the educational attainment, the higher the earnings.

Source: 2021 ACS 1-Year PUMS

The level of post-secondary attainment impacts wages as well. Those who have a Master's, Professional, or Doctorate Degree earn median hourly wages of \$39.12, \$9.41 higher than Bachelor's Degree holders (nearly \$20,000 more annually) and \$24.27 higher than Associate Degree holders (over \$50,000 more annually) (Figure 4). And, residents with a Bachelor's Degree earn nearly 50% higher wages compared to residents who attended college without earning a degree.

While this report does not count "Some College, No Degree" in its definition of post-secondary attainment, likely some of the residents in this category have earned either certificates from colleges and/or professional/industry-based certifications. Both types of credentials can lead to well-paying in-demand jobs. As shown in Figure 4, those in this category are earning \$4.75 more per hour than those with a "High School Diploma or Equivalent" as their highest level of education (almost \$10,000 more annually) and roughly the same as those who hold an Associate Degree.

Beyond just understanding who has higher wages, it is important to understand whether wages are family-sustaining, meaning they can support a worker's family for the cost of living in a given region. ALICE Thresholds (Asset Limited, Income Constrained, Employed) represent the hourly wages workers need to support their households. Data shows that while some Oakland County residents with post-secondary education are not earning enough to support their household, they are more likely to be able to than those without post-secondary education:⁹

- The ALICE Threshold for **one adult** is \$14.49 per hour. Seventy percent (70%) of residents with post-secondary education have earnings above this threshold, while only 47% of residents without post-secondary education do.
- The ALICE Threshold for **one adult with one child without childcare** is \$21.95 per hour. Sixty percent (60%) of residents with post-secondary education have earnings above this threshold, while only 32% of residents without post-secondary education do.
- The ALICE Threshold for **one adult with one child in childcare** is \$25.73 per hour. Fifty-five percent (55%) of residents with post-secondary education have earnings above this threshold, while only 25% of residents without post-secondary education do.
- The ALICE Threshold for **two adults** is \$21.47 per hour. Sixty-one percent (61%) of residents with post-secondary education have earnings above this threshold, while only 33% of residents without post-secondary education do.

⁹ "Michigan, 2019 County Profiles," United For ALICE.

- The ALICE Threshold for **two adults with two children without childcare** is \$33.76 per hour. Forty-six percent (46%) of residents with post-secondary education have earnings above this threshold, while only 14% of residents without post-secondary education do.
- The ALICE threshold for **two adults with two children in childcare** is \$41.91 per hour. Thirty-six percent (36%) of residents with post-secondary education have earnings above this threshold, while only 9% of residents without post-secondary education do.

With today’s earnings, families need at least two working adults to make ends meet regardless of post-secondary educational attainment. For a family of four, only between 9-14% of residents without post-secondary credentials are earning enough to support their families on one income. Less than half of those with post-secondary education are earning enough to support a small family on one wage alone.¹⁰

Who in Oakland County has Post-Secondary Education?

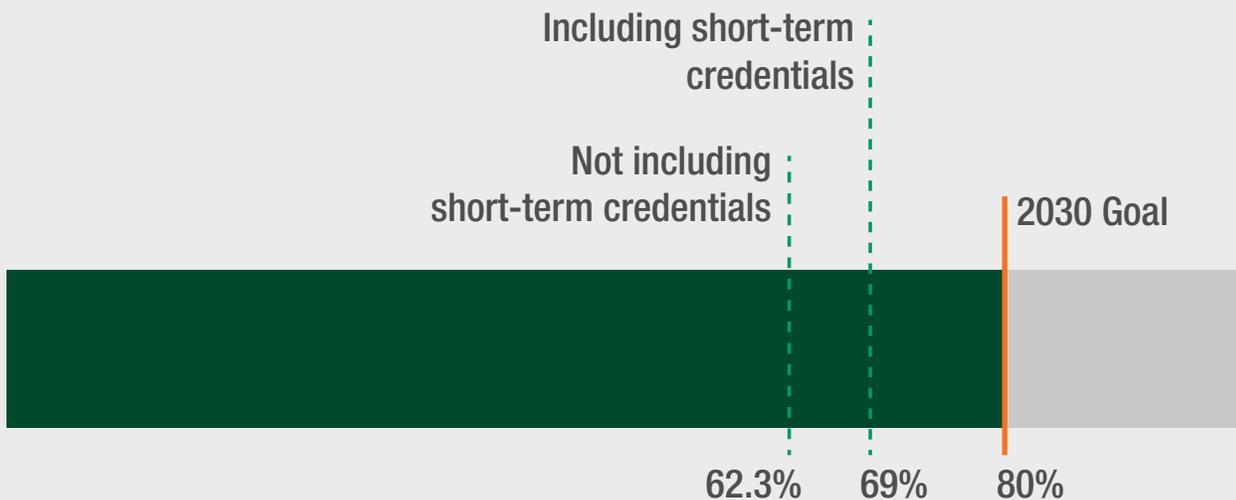


FIGURE 5

Oakland County Post-Secondary Attainment by Percent of Population

Source: 2021 ACS 1-Year PUMS; Lumina Foundation

CSW found that 62.3% of Oakland County residents ages 25 to 64 have completed a post-secondary degree program.¹⁰ Adding the Lumina Foundation’s “A Stronger Nation” short-term credential estimate for Michigan of 6.7%,¹¹ 69% of Oakland County residents have completed post-secondary education overall—just 11% short of the County’s 80% goal (Figure 5).

¹⁰ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

¹¹ Higher Education Attainment Data,” Lumina Foundation, accessed March 16, 2023, <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/MI>.

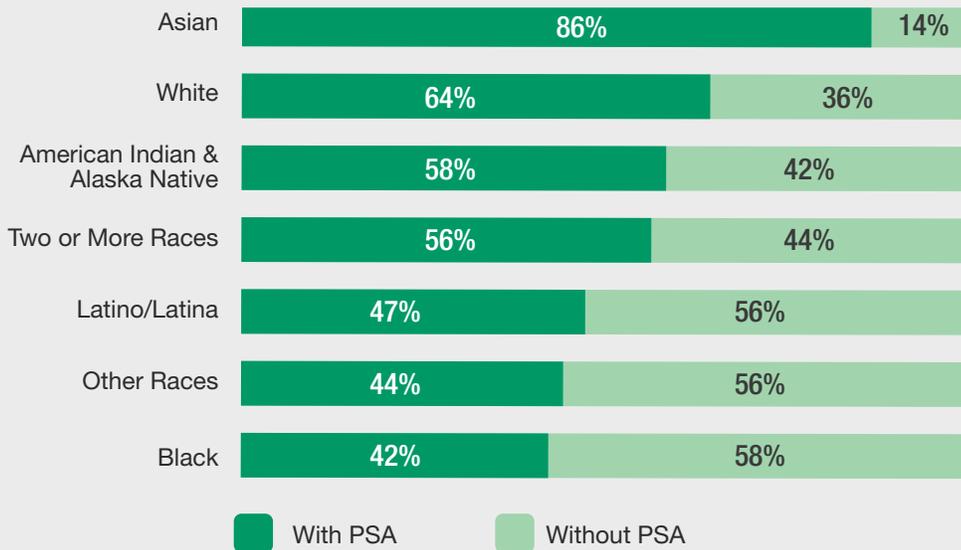


FIGURE 6
Post-Secondary Attainment by Race and Ethnicity

Post-secondary attainment rates are lowest among Black residents, those identifying as “Other,” and Latino/Latina residents.

Source: 2021 ACS 1-Year PUMS

While research presented in this report shows that post-secondary attainment greatly improves one’s economic circumstances, substantially fewer Oakland County residents of color achieve post-secondary attainment (42% of Black and 47% of Latino/Latina residents, far below the county rate of 62.3%).¹² (Figure 6). Black residents also have the highest rates of “Some College, No Degree” at 26%, compared to 18% for those who identify as “Two or More Races” or “White” (the next most frequent rate holders).¹³ While this category could contain residents who have a college certificate or some other short-term credential, it definitely contains those who started but did not finish college.

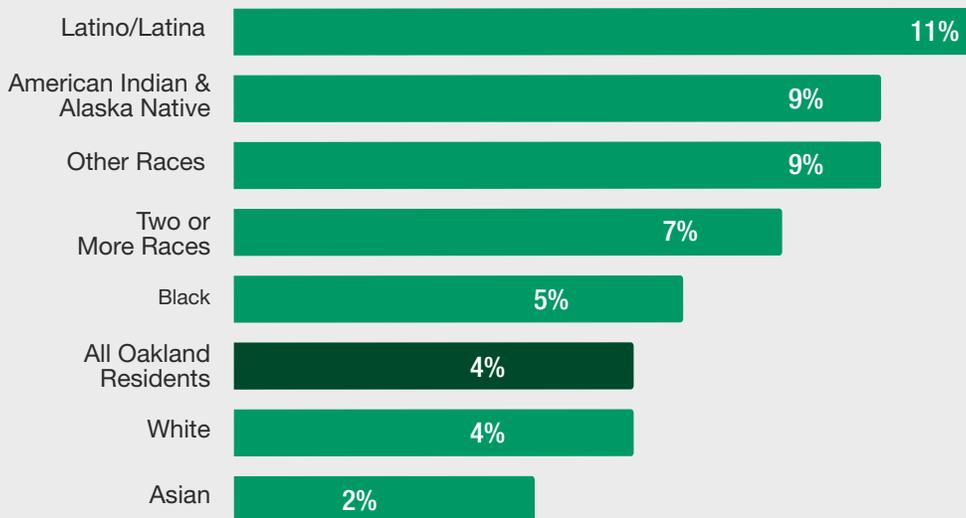


FIGURE 7
Percent of Residents without a High School Diploma or Equivalent

Many residents of color need support with high school completion as well.

Source: 2021 ACS 1-Year PUMS

Compounding racial and ethnic gaps in post-secondary credential attainment are parallel to disparities in high school completion. Nearly three times as many Latino/Latina residents lack a high school diploma or alternative credential. Many residents will first need support in earning a high school diploma or equivalent before they can pursue a post-secondary credential. (Figure 7). Four percent of Oakland County residents lack a high school diploma or equivalent overall, but this rate is much higher for those who identify as American Indian or Alaska Native (9%), Other (9%), or Latino/Latina (11%).

¹² For the purposes of this report and the dataset utilized for deeper exploration on the characteristics of Oakland County residents without post-secondary, the charts throughout this report reference the 1-Year estimates and do not include short-term credentials (only residents with an Associate Degree or higher).

¹³ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

FIGURE 8

Post-secondary Attainment Rate by Gender

For the county overall, post-secondary attainment rates are comparable across gender.

Source: 2021 ACS 1-Year PUMS; Lumina Foundation

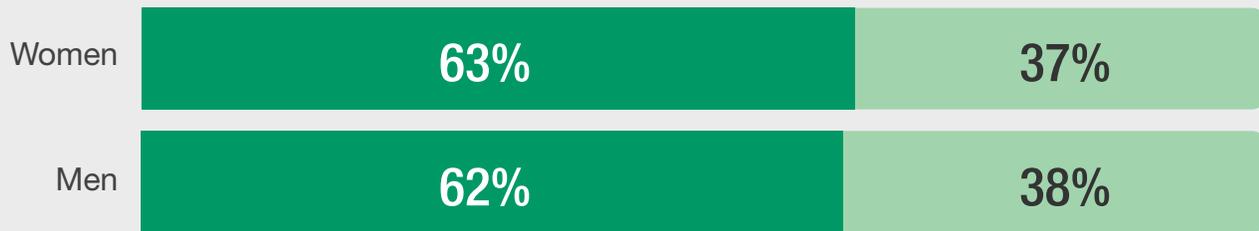


TABLE 1:
Percent of Population by Highest Education Received for Race/Ethnicity and Gender

| Demographic | Less Than High School Diploma or Equivalent | High School Diploma or Equivalent | Some College, No Degree | Post-Secondary Degree |
|---|---|-----------------------------------|-------------------------|-----------------------|
| American Indian and Alaska Native Women | 14.0% | 11.1% | 24.5% | 50.5% |
| American Indian and Alaska Native Men | 3.1% | 28.9% | 0.0% | 68.0% |
| Asian Women | 2.0% | 7.8% | 7.9% | 82.3% |
| Asian Men | 1.8% | 4.0% | 5.3% | 88.9% |
| Black Women | 3.8% | 23.5% | 24.8% | 48.0% |
| Black Men | 6.2% | 30.7% | 28.4% | 34.7% |
| Latina Women | 9% | 23% | 19% | 49% |
| Latino Men | 12% | 33% | 9% | 45% |
| Other Races Women | 13.9% | 33.1% | 14.9% | 38.2% |
| Other Races Men | 5.5% | 31.0% | 15.9% | 47.6% |
| Two or More Races Women | 5.1% | 19.0% | 20.5% | 55.5% |
| Two or More Races Men | 9.3% | 20.6% | 14.1% | 55.9% |
| White Women | 3.5% | 12.5% | 16.4% | 67.5% |
| White Men | 3.4% | 16.5% | 19.3% | 60.7% |

While post-secondary attainment rates among women and men overall are consistent (63% compared to 62%) (Figure 8), there are notable differences in attainment of women and men of the same race or ethnicity (Table 1). Black women and white women are outpacing their male counterparts in post-secondary attainment, but for those who identify as American Indian or Alaska Native, Asian, or Other, women are lagging men in post-secondary attainment. Those who identify as "Two or More Races" have very similar rates of attainment. Latina women also have higher rates of attainment.

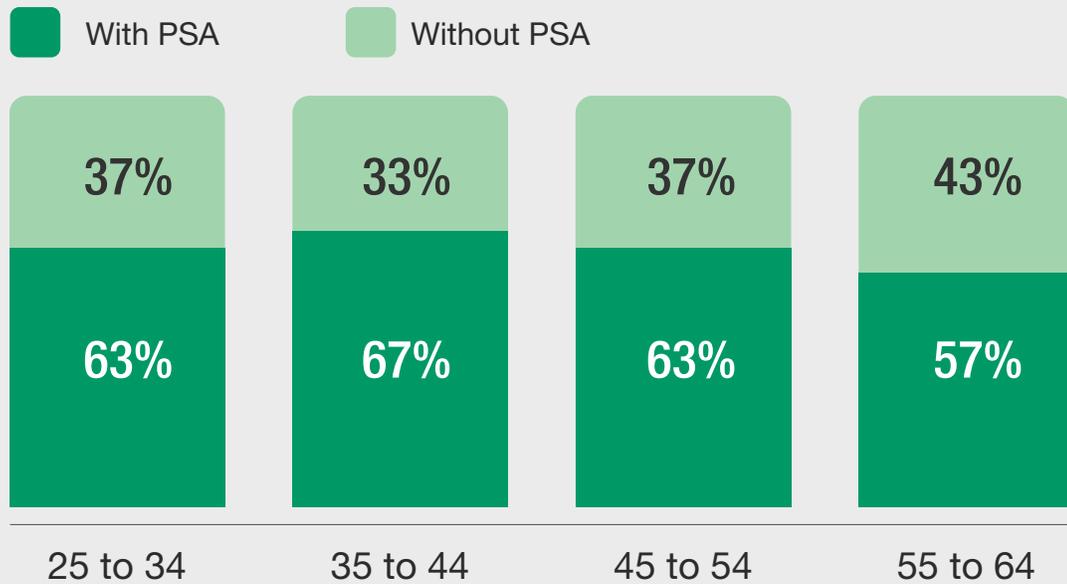


FIGURE 9

Post-secondary Attainment Rate by Age

Post-secondary attainment rates are highest among residents ages 35 to 44, and lowest among residents ages 55 to 64.

Source: 2021 ACS 1-Year PUMS

Post-secondary attainment across age groups is roughly similar and consistent with the overall county pattern, except for adults 55 to 64 (57% compared to 62.3%) (Figure 9). While unemployment is the second lowest for this group, it has the highest percentage of residents out of the labor force among age categories included (50% higher than other groups at 42%). This could certainly reflect workers in this age group who have chosen not to work. The lower rate of post-secondary education, however, could also reflect an inaccessibility to today's labor market.

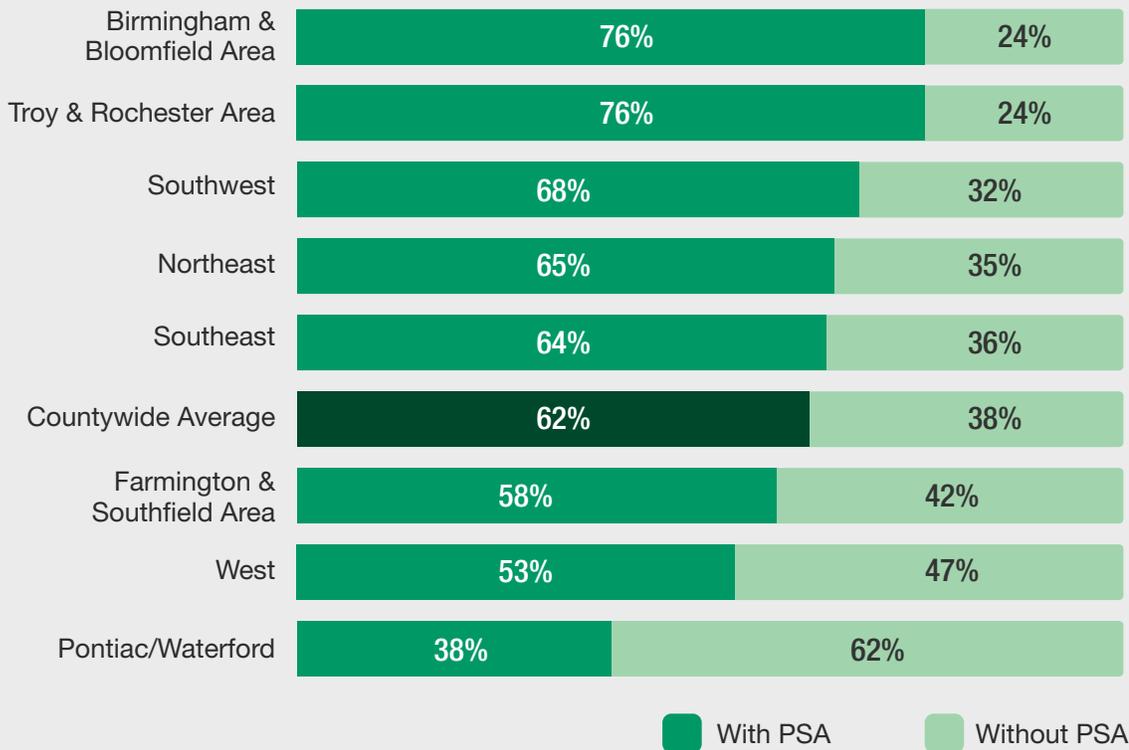


FIGURE 10

Post-Secondary Attainment Rate

Post-secondary attainment rates vary across the county, with most regions at or higher than the county rate overall. However, some areas have nearly double the attainment rate in Pontiac and Waterford.

While Oakland County residents overall have much higher post-secondary attainment than is found statewide, certain geographic areas of the county have concentrations of residents without post-secondary credentials (Figure 10). ACS PUMS provides data across areas they define titled Public Use Microdata Areas (PUMAs). Oakland County is comprised of eight PUMAs. Most notably the Pontiac/Waterford area has a post-secondary attainment rate of 38%, which falls 24% below the county’s rate overall and 6% below the statewide educational attainment rate (44%). Other areas below the county-wide educational attainment rate include Southfield/Farmington and western Oakland County. Some areas have much higher rates and are already near the 80% goal. The Birmingham/Bloomfield and Troy/Rochester areas have attainment rates about 13% higher than the county overall. Residents of color in Birmingham/Bloomfield are also experiencing much higher post-secondary attainment (Figure 14 in Appendix C). Black residents in Birmingham/Bloomfield have a post-secondary attainment rate of 83% compared to 42% for the county overall, and Latino/Latina residents have a rate of 90% compared to 48% for the county overall. Understanding the barriers to and providing opportunities to increase post-secondary educational attainment in the areas lagging will be a necessity for both attaining 80% for the county as well as addressing the equity concerns mentioned above.

For more detailed data and analysis at the PUMA level, see Appendix B. For more detailed data for the county overall, see Appendix C.

SECTION
02



02 Key Oakland80 Strategies to Increase Post-Secondary Attainment

CSW used county-specific data to help identify actionable strategies Oakland80 could consider in supporting residents in gaining increased skills through further education that could lead to increased employment and wage opportunities. Data was coupled with subject matter expert interviews from regional and national education and workforce intermediaries, as well as research on promising post-secondary initiatives found to be impactful across the country, and an initial list of 38 promising post-secondary strategies was presented to Oakland80 for consideration.

Oakland80 staff refined the list and a key set of strategies were then vetted by several committees: K-12 Completion, Net Migration, Non-Degree Credential, Post-Secondary Success and Steering. Strategy vetting sessions with the five committees, which included representation from K-12, post-secondary, business, anchor institutions, labor and community-based organizations, allowed committee members to comment on the strategies and offer feedback on the county's related ongoing efforts, assets and resources to leverage, and actions to consider in strategy implementation. At the end of each committee meeting, committee members were asked to rate the top strategies they believed could achieve the greatest impact in bolstering post-secondary attainment rates in Oakland County.

Prior to narrowing the list of strategies to an initial set of five following committee feedback, CSW conducted listening sessions with residents to understand their experiences with education and employment, and their thoughts on improving access to higher education opportunities in Oakland County. Feedback from residents validated the top strategies, as well as provided data to help determine actionable steps to support strategy implementation.

The five prioritized strategies are presented in this section. These strategies align strongly with the data findings and would support achieving significant gains in post-secondary education for all residents, regardless of identity or location. Each strategy includes a description, the timeline to implement, and promising practices and possible actions to implement. This information does not provide the exact road-map for implementation, but gives partners and stakeholders a solid foundation for contextualizing these strategies for deployment in Oakland County, in support of what will work best for residents and their needs.



Student perceptions about industries and occupations form when they are as young as ten years-old, and frequently remain unchanged as students progress through high school.¹⁴ This is significant, as students' life circumstances, including their gender, immigration status and household income generally have greater influence on their career aspirations than their academic performance. In 2018, Congress passed the Strengthening Career and Technical Education for the 21st Century Act, commonly known as Perkins V. The legislation seeks to increase early access to career and technical education by allowing states and school districts to allocate Perkins funds for career exploration as early as 5th grade, instead of 7th grade as was previously the case.¹⁵ According to the Center for American Progress, "this exploration of careers in younger grades can give students more time to actively learn about and prepare for high quality programs."¹⁶

In 2018, a host of state-level departments, associations, and organizations, including the Office of Career and Technical Education, came together and created The Michigan Career Development Model (MI CDM). MI CDM is designed to provide students with the knowledge and skills needed for successful career choice and lifelong learning from K-12. The model is organized by K-12 grade bands and establishes learning targets coupled with instructional strategies to help districts meet the targets.

¹⁴ Kate Torii, "Why School Kids Need More Exposure to the World of Work," *The Conversation*, July 30, 2018, <http://theconversation.com/why-school-kids-need-more-exposure-to-the-world-of-work-100590>.

¹⁵ Adam K Edgerton, "Strengthening Career and Technical Education R47071 for the 21st Century Act (Perkins V): A Primer April 15, 2022" (Congressional Research Service, April 15, 2022).

¹⁶ Meg Benner and Scott Sargrad, "Creating Strong Building Blocks for Every Student," *Center for American Progress* (blog), August 5, 2020, <https://www.americanprogress.org/article/creating-strong-building-blocks-every-student/>.



STRATEGY 1

Accelerate Exposure to Career Exploration

Presently in Michigan in the K-6 grade levels, students are introduced to career zones (six career groupings that cover all career opportunities) through suggested activities like family STEM nights, college and career expos, and classroom career-focused projects. When career exploration begins in grades 7-8, students are introduced to Michigan's 17 career clusters to discover pathways and careers that align with their interests. It is suggested that career exploration activities are a part of the core curriculum including career planning assessments and an Educational Development Plan. More advanced, real-world experiences that help students link their career options and educational decisions happen in grades 9-12. Entry into specific career and technical education programs, Middle College, and dual enrollment opportunities are explored at this stage, culminating into a post-secondary plan for the student.



The use of the model and its instructional guides is optional. Districts are only required to incorporate career development education at least once per grade level. While the potential for early exposure exists in Michigan, given the regionality of its implementation, students' experiences vary significantly based on their district. To help address this, Oakland County can look to introduce or develop supports that can more consistently standardize experiences across all county districts, especially those with lower post-secondary attainment.¹⁷

¹⁷ Melissa Goldberg and Diamond Williams, "Best in Class Career and Technical Education: Opportunities and Recommendations for Michigan" (Corporation for a Skilled Workforce, August 2022).



STRATEGY 1 ACCELERATE EXPOSURE TO CAREER EXPLORATION (CONT.)



TIMELINE TO IMPLEMENT:

Approximately 2 Years



PROMISING PRACTICES:

1. Exposing students to in-demand and emerging occupations through workplace tours, job shadowing, guest speakers, work-based learning and other opportunities. Oakland County young adult focus group participants universally lauded the significance of high school job shadowing as critical to making informed, practical career and educational decisions.
2. Forty-four percent of students who participated in listening sessions about their Oakland County educational experiences recommended increasing job shadowing opportunities.
3. Universal pathways counseling and pathway exposure in middle school has proven to be effective in increasing student career pathway awareness and enrollment in post-secondary credit programs offered in high school.¹⁸

¹⁸ "The State of CTE Career Technical Education: Career Advising and Development," Advance CTE, 2018, https://cte.careertech.org/sites/default/files/files/resources/State_of_CTE_Career_Advising_Development_2018.pdf.





COLLECTIVE ACTIONS FOR CONSIDERATION:

1. Build capacity within Oakland County schools by increasing the number of school counselors as well as the number of positions that support and work with school counselors, such as Career Development Facilitators, Career and Education Navigators, work-based learning coordinators, and career coaches and mentors. While Oakland County-specific ratios of students to counselors is unavailable, as of 2019-2020, Michigan had the second highest student to counselor ratio in the country, at 671 to one counselor. 250 to one is the ratio recommended by the American School Counselor Association.¹⁹
2. Increase strategic utilization of personality assessments that help students understand their personality traits and workplace preferences and identify educational and career pathways based upon this information.
 - a. Seventy-eight percent of young adults who participated in listening sessions about their Oakland County educational experiences spoke of the benefits of Meyers-Briggs and other personality assessments while in a high school setting.
 - i. Thirty-three percent of the young adults interviewed suggested making completion of personality assessments mandatory for graduation.
 - ii. One young adult listening session attendee recommends offering classes to help students learn to embrace their personality type to help prepare for the transition to a post-secondary setting.

¹⁹ Lily Altavena, "Michigan Near Rock Bottom for Student to Counselor Ratios in the Nation. How it Affects Students," Detroit Free Press, December 6, 2021, <https://www.freep.com/story/news/education/2021/12/06/michigan-student-counselor-ratio-oxford/8888835002/>.

CURRENT OAKLAND COUNTY INITIATIVES TO LEVERAGE IN IMPLEMENTATION:

Oakland County Michigan Works!, in partnership with the City of Pontiac and Pontiac Collective Impact Partnership, offers young adults ages 16-24 and living in the Pontiac area with the opportunity to join a summer **iamPontiac** paid internship program. Employment opportunities are available within various Pontiac city government offices and the parks and recreation department, as well as other local employers who rely on summer interns. Paid summer youth internships are also available throughout other parts of Oakland County.

Oakland County Manufacturing Day

is part of a nationwide effort to expose students to manufacturing careers. Hundreds of Oakland County students participate in this annual event where they visit local manufacturing facilities to experience careers in manufacturing. During their three-hour visit, students receive tours of design labs, testing centers and assembly operations, as well as participate in hands-on activities with employees to learn about career paths, skills, and entry-level job opportunities. During Oakland County Manufacturing Day in 2022, over 800 students and over 30 manufacturers participated. Oakland County received a Best in Category award from the National Association of Counties (NACo) for its Manufacturing Day achievements in 2019.

MiCareerQuest Southeast is the region's largest interactive career exploration event for high school students. Thousands of high school students from Oakland and surrounding counties connect with professionals who have built successful careers in a variety of fields. Students can touch, feel, and work with the equipment, tools, and technology used by people every day in a broad range of in-demand jobs. MiCareerQuest exposes students to a broad range of exciting, rewarding career opportunities as they prepare for their futures with a goal of connecting classroom learning with real-world jobs and their requirements.



STRATEGY 2

Support Transitions from High School to Post-Secondary



The college enrollment rate for graduating high school students in Michigan dropped 4.1% between the fall of 2021 and 2022.²⁰ The enrollment decline was the steepest in the country, far surpassing the 1.1% national average for that period. While myriad of factors including pandemic-driven learning loss are believed to impact the decline, suboptimal FAFSA completion rates remain a persistent issue throughout Michigan. For the 2021-22 school year, 50.8% of Oakland County high school seniors completed the FAFSA, far below the Michigan College Access Network’s (MCAN) 75% target. Real-time FAFSA completion data accessed in March 2023 indicates that only 16 of 47 Oakland County high schools are on pace to meet or exceed their 2021-2022 FAFSA completion rate. As a county, the FAFSA completion rate is 36.8%, compared to 38.2% this time in March last year.²¹ Nationally, ninety-two percent of high school seniors who file for FAFSA attend college compared to 51% for students who do not.²²

²⁰ Samuel Dodge, “Michigan’s Declining College Enrollment Trend Continues with Poor Fall 2022 Showing,” MLive, March 6, 2023, <https://www.mlive.com/news/2022/10/michigans-declining-college-enrollment-trend-continues-with-poor-fall-2022-showing.html>.

²¹ Michigan College Access Network, “Michigan College Access Network Michigan FAFSA Tracker - 22-23,” Accessed March 24, 2023, https://michigan.fafsatracker.com/currentRates?filterByGroupingIdentifier2=Oakland&sortBy=grade_12_enrollment.

²² National College Attainment Network, “Why Invest in Increasing FAFSA Completion?” Accessed March 14, 2023, <https://www.ncan.org/page/WhyInvestFAFSA>.



Providing more consistent support around FAFSA completion is one of many types of support that could be developed and offered to students as they transition from high school. Additional supports proven effective at preparing students to successfully transition into a post-secondary setting include summer immersion programs that provide SAT prep and job shadowing, enhanced college advising in high school for students with a disability, and summer bridge programming. Twelve school districts in Oakland County have less than 53% (the national average) of students attending post-secondary institutions within one year of high school graduation (Table 5 in Appendix C).²³ Identifying relevant support for these school districts will be a critical strategy for increasing post-secondary education in the county and addressing the ongoing regional and demographic disparities.



²³ Bill DeBaun, "FAFSA Completion Declines Nearly 5%; Nation Loses 270K FAFSAs since 2019," National College Attainment Network, July 19, 2021, <https://www.ncan.org/news/news.asp?id=573024>.

STRATEGY 2 SUPPORT TRANSITIONS FROM HIGH SCHOOL TO POST-SECONDARY (CONT.)



TIMELINE TO IMPLEMENT:

Approximately 2 Years



PROMISING PRACTICES:

1. Louisiana became the first state to require students complete a FAFSA application to graduate from high school. The move helped to bolster the state's FAFSA completion rate from 56% in 2013-2014 to over 82.6% in 2019.²⁴
2. New Orleans school districts and schools began hosting financial aid completion nights where students and families receive help completing FAFSA applications with support from counselors and school staff.²⁵
3. NAF Future Ready Scholars at the University of Michigan is a STEM-focused college readiness program offered to NAF Academy and MEZ students within Southeast Michigan. The program is free and accessible to 9th, 10th and 11th grade students and provides a two-week, on-campus summer immersion experience with a focus on post-secondary and career exploration and preparation.²⁶
4. Enhanced college advising in a high school setting has been shown to effectively help students to graduate from high school and overcome post-secondary enrollment, financial and logistical barriers. A randomized control study of 4,500 high school seniors across 194 Upward Bound projects demonstrated the effectiveness of enhanced college advising. Students who received enhanced college advising were more likely to file for FAFSA, apply to four or more colleges, and apply to more selective institutions.²⁷
5. Research shows that students with disabilities who receive transitional planning education in high school were more likely to access accommodations in a post-secondary education, as were those that had a secondary transition plan that specified post-secondary accommodations and support. Comparisons of college completion rates for students with disabilities reveal significant benefits of participation in college curriculum education in high school. A 2018 study revealed that students who access college education in high school are five times more likely to complete college than peers who did not.²⁸

²⁴ Amanda Kruger Hill, "Opinion: Six Lessons from Louisiana About Helping Students Obtain Federal Aid for College," The Hechinger Report December 16, 2019, <https://hechingerreport.org/opinion-six-lessons-from-louisiana-about-helping-students-obtain-federal-aid-for-college/>.

²⁵ Amanda Kruger Hill, "Opinion: Six Lessons from Louisiana About Helping Students Obtain Federal Aid for College," The Hechinger Report December 16, 2019, <https://hechingerreport.org/opinion-six-lessons-from-louisiana-about-helping-students-obtain-federal-aid-for-college/>.

²⁶ The Michigan Engineering Zone, "NAF Future Ready Scholars at University of Michigan," Accessed March 17, 2023, <https://mez.engin.umich.edu/naf-future-ready-scholars/>.

²⁷ Linkow, Tamara and Martinez, Alina and Miller, Hannah and Parsad, Amanda. "Study of Enhanced College Advising in Upward Bound: Impacts on Steps Towards College." U.S. Department of Education. October 2018. <https://ies.ed.gov/ncee/pubs/20194002/pdf/20194002.pdf>.

²⁸ Meifang Yu et al., "Predicting College Completion Among Students With Learning Disabilities," Career Development and Transition for Exceptional Individuals 41, no. 4 (November 1, 2018): 234-44, <https://doi.org/10.1177/2165143417750093>.



COLLECTIVE ACTIONS FOR CONSIDERATION:

1. To make the financial aid application process more navigable, young adults who participated in listening sessions suggest that schools: 1) review student FAFSA documents to make sure that they have been properly completed; 2) support students in locating and applying for scholarship opportunities.
 - a. Fifty-five percent of the Oakland County young adults who participated in listening sessions with CSW described the financial aid application process as confusing.
2. The Southern Regional Education Board suggests that colleges remove barriers that keep students with disabilities from receiving the accommodations they need in a post-secondary setting, by requiring institutions of higher education to accept documentation from high schools to demonstrate disability status and access additional supportive services.²⁹
3. Oakland80 can work with Oakland Community College and Oakland school districts to think through the processes and policies needed to provide Oakland County high school seniors with automatic admission to Oakland Community College.

²⁹ The Southern Regional Education Board, "Improving Secondary and Post-secondary Outcomes for Students with Disabilities," February 2022, https://www.sreb.org/sites/main/files/file-attachments/improving_spед_sec-postsec_outcomes_final_lety.pdf?1644854913.

CURRENT OAKLAND COUNTY INITIATIVES TO LEVERAGE IN IMPLEMENTATION:

Local College Access Networks (LCANs) are community-based college access alliances supported by a team of community and education leaders representing K-12, higher education, the nonprofit sector, government, business, and philanthropy. LCANs coordinate and expand programs, services, and resources that help more students pursue post-secondary educational opportunities. Statewide, these efforts are led by the **Michigan College Access Network (MCAN)**. Executive David Coulter received MCAN's 2022 Flagship Award for his leadership in establishing Oakland80, which serves as the LCAN for Oakland County.

OCC hosts two early college experiences in partnership with Oakland Schools: **Accelerated College Experience (Oakland ACE)** and **Oakland Technical Early College (OTEC)**. Both programs allow students to work simultaneously toward their high school diploma and obtain a head start towards an OCC Associate Degree at no cost in tuition, fees, or books. Participants receive guidance and support through various wraparound services and embedded supports. Students in Oakland ACE share time between high school and OCC in 11th and 12th grades. OTEC is a rigorous three-year program offering high school students an early start in post-secondary training to better prepare them for high-skill, high-demand and high-wage careers. During 11th and 12th grades, students take required high school classes, participate in Oakland Schools Technical Campus (OSTC) program, and complete college courses that align with a technical degree. Both ACE and OTEC incorporate a 13th year where students attend OCC full time and simultaneously earn their high school diploma and potentially earn an Associate Degree.

Promise Zones provide scholarships to all students who both live within a zone's boundaries and graduate from a high school located within those boundaries. The Promise provides a scholarship that gives students a tuition- and mandatory fee-free path to a least an Associate Degree from at least one Michigan post-secondary institution. Promise Zones are public-private partnerships designated by the State. In Michigan, there are 13 Promise Zones with two located in Oakland County (Hazel Park and Pontiac). In addition to financial supports, the Hazel Park and Pontiac Promise Zones provide ongoing counseling and supports to students beyond high school graduation.



STRATEGY 3

Optimize Adult Financial Aid Utilization

According to research and interviews with Pennsylvania adult job seekers completed between 2021 and 2022,³⁰ adult job seekers who lack a post-secondary degree or credential frequently fail to realize and access federal training funds. As a result, they pursue shorter-term training that may not align with career interest or regional demand due to concerns about timing or funding. CSW research finds that adult job seekers are not the only group in the workforce system with limited knowledge of financial aid utilization, as some staff possess a limited knowledge of how federal funds can be used to subsidize skill training. This lack of knowledge can lead staff to direct residents towards shorter-term job training and educational opportunities, thus failing to leverage federal funding sources that could subsidize longer length training capable of propelling job seekers towards family-sustaining employment. Providing staff with consistent and current FAFSA information can be achieved in many various, non-time-consuming ways. As Oakland County explores strategies with the potential for significant impact, the optimization of adult financial aid utilization in the education and workforce system could be a critical lever to quickly increase attainment.

³⁰ Patricia Maguire, Alex Afranie, Chris Webb, Vickie Choitz, Megan Elyse Williams, "Optimization of the Utilization of Financial Aid in the Pennsylvania Workforce System" (Corporation for a Skilled Workforce, May 2022),





STRATEGY 3 OPTIMIZE ADULT FINANCIAL AID UTILIZATION (CONT.)



TIMELINE TO IMPLEMENT: 1-2 Years

PROMISING PRACTICES:

1. States across the country have developed marketing campaigns promoting financial aid monies that are available to adults, ages 24+. In January 2023, MCAN launched the getmimoney.org site to share information on the new Michigan Achievement Scholarship and FAFSA resources.
 - a. Listening sessions with adults residing in Oakland County revealed that financial aid events intended for adults seemed tailored to the parents of youth more than adult learners.
2. As part of its campaign to bolster FAFSA completion rates, New Orleans leverages staff from local educational institutions like Tulane University, to support student financial aid application processes.

CURRENT OAKLAND COUNTY INITIATIVES TO LEVERAGE IN IMPLEMENTATION:

In July 2022, Oakland County launched a program to embed **Career and Education Navigators** throughout Oakland County to help individuals with post-secondary success. Career and Education Navigators help adults find paths to meaningful careers, get into and complete college or training programs, and tackle other barriers to post-secondary success. This work includes helping residents apply to post-secondary institutions, filing financial aid applications, accessing loan applications, transferring records, registering for classes, and addressing obstacles to education such as the cost of books, registration fees, and childcare options. They provide intensive coaching and ongoing mentorship through graduation and beyond.

Golden Grizzlies Graduates is a program that offers a holistic approach to help students with some college coursework return to Oakland University to fulfill their goal of completing their degree. Through the support of micro-grants, students with minor financial obligations are able

to find financial relief and specialized resources to assist with their re-enrollment to Oakland University. The Golden Grizzlies Graduate program is removing barriers while helping students advance their potential and achieve their dreams by earning their bachelor's degrees.

Oakland Community College (OCC) has a **Student Success Fund**, which is a rapid response program for students experiencing an unexpected non-tuition crisis. Help is for students registered at OCC at least part-time. The goal of the fund is to prevent students from dropping out of classes and losing momentum toward graduation. Since the fund's inception in 2018, the OCC Foundation has provided more than 200 students with laptops, financial assistance, and other critical resources. Nine out of ten students successfully completed the semester in which they received assistance, and more than 80% have continued their educational journey by registering for the next semester's classes.



COLLECTIVE ACTIONS FOR CONSIDERATION:

1. CSW issued a report detailing 2021-2022 utilization of financial aid resources that revealed limited career center staff knowledge on financial aid utilization and an overall lack of standardized protocols in place. Building off this report's recommendations, Oakland County could consider:
 - a. Full integration of student financial aid into Oakland County Michigan Works! activities by providing training and regular communication on FAFSA updates to staff as well as support with leveraging FAFSA as a primary funding source before individual training accounts (ITAs) and other workforce funding sources.
 - b. Expanding career center service offerings to include financial coaching with a targeted focus on debt resolution (a barrier to financial aid utilization).³¹
 - i. New Orleans utilizes staff from local academic anchor institutions, such as Tulane University, to develop the capacity of guidance counselors and staff to help students navigate and complete the FAFSA process.³²
 - c. Expanding financial resources within career centers to include financial coaching, financial aid assistance and debt resolution.
2. Continue the marketing of available financial aid opportunities to unemployed and underemployed adults who may be unaware of available financial aid monies and resources. Listening sessions with unemployed and underemployed Oakland County adults revealed limited knowledge of Michigan Reconnect and other programs and resources supporting post-secondary degree and education attainment. To address, actions could include:
 - a. Marketing and making FAFSA completion events accessible and of value to adults, and not just "traditional age students."
 - b. Oakland County organizations should leverage and promote these funding resources as well as MCAN's getmimoney.org site.
 - c. Oakland County Michigan Works! offices may consider Michigan Reconnect application and enrollment assistance and support in the navigation and completion of the Michigan Scholarship Achievement application.
3. Strategic utilization of Oakland80 supportive services for financial aid information sharing. Listening sessions with Oakland County residents about their post-secondary educational experiences produced the recommendation that a concerted effort be made to host financial aid informational and application support sessions at community centers, and not just schools and traditional educational institutions.

³¹ Patricia Maguire, Alex Afranie, Chris Webb, Vickie Choitz, Megan Elyse Williams, "Optimization of the Utilization of Financial Aid in the Pennsylvania Workforce System" (Corporation for a Skilled Workforce, May 2022).

³² Amanda Kruger Hill, "Opinion: Six Lessons from Louisiana About Helping Students Obtain Federal Aid for College," The Hechinger Report December 16, 2019, <https://hechingerreport.org/opinion-six-lessons-from-louisiana-about-helping-students-obtain-federal-aid-for-college/>.



STRATEGY 4

Attract & Retain Students and Talent



Another strategy beyond increasing access to post-secondary attainment for those currently living in Oakland County is to attract new learners and workers as well as create the conditions for those who may be temporarily living in the county to want to stay. According to a policy brief from the International Organization for Migration, “most forward-thinking U.S. cities are viewing immigrant retention and inclusion as a pathway to creating successful and sustainable places.”³³ Immigrant retention policies are being used to stimulate entrepreneurship, reverse demographic decline, and improve local competitiveness. Furthermore, wages for native workers and average housing prices increase significantly more in cities with large immigration flows than in cities with low immigration flows. The Center for Economic Policy Research attributes this effect not to the “booming city impact,” but to the skill composition of immigrants being generally complimentary to those of the U.S. born workforce.³⁴ Global Detroit’s Filling the Talent Gap: Mobilizing Michigan’s International Student Potential report indicates that the number of international students enrolled at Michigan colleges and universities increased by 60 percent between 2006 and 2016.³⁵ As of 2020-2021, 27,500 international students were enrolled in colleges and universities in Michigan, the 9th-most in the nation.³⁶ These students contributed more than \$825 million to the Michigan economy.³⁷

³³ Marie Price and George Washington University, “Cities Welcoming Immigrants: Local Strategies to Attract and Retain Immigrants in U.S. Metropolitan Areas,” Background Paper, 2015. https://www.iom.int/sites/g/files/tmzbdl486/files/our_work/ICP/MPR/WMR-2015-Background-Paper-MPrice.pdf.

³⁴ Giovanni Peri, “Immigration and Cities,” CEPR, November 20, 2007, <https://cepr.org/voxeu/columns/immigration-and-cities>.

³⁵ “Filling the Talent Gap: Mobilizing Michigan’s International Student Potential,” Global Detroit, 2016, <https://globaldetroitmi.org/wp-content/uploads/2020/02/GD-OPT-Report-8.5x11.pdf>.

³⁶ Jake Bekemeyer, “Report: International Student Population in Michigan Generates \$825M in Annual Economic Activity - DBusiness Magazine,” October 14, 2022, <https://www.dbusiness.com/daily-news/report-international-student-population-in-michigan-generates-825m-in-annual-economic-activity/>.

³⁷ “International Student Talent in the Michigan Workforce: A Growing Solution to the STEM Talent Gap,” Global Detroit, September 2022, <https://globaldetroitmi.org/wp-content/uploads/2022/10/OPT-Report-2022-Draft-9.pdf>.

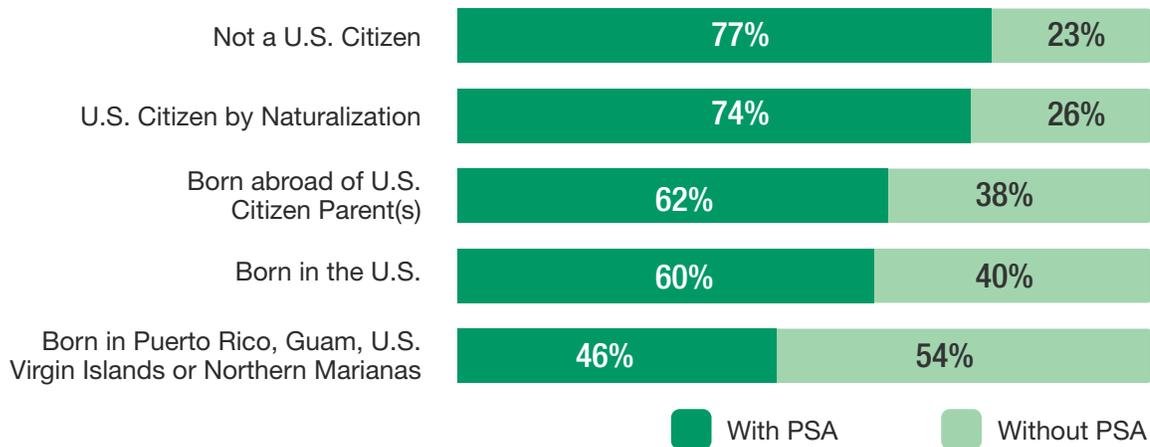


FIGURE 11
Post-secondary attainment rates by Citizenship Status

Oakland County residents who are not a U.S. citizen or a citizen through naturalization have the highest rates of post-secondary attainment compared to other groups.

Source: 2021 ACS 1-Year PUMS

And, in Oakland County, residents who are not a U.S. citizen or are a citizen by naturalization have higher rates of post-secondary educational attainment than those born in the United States (Figure 11). Those born in the United States have lower attainment, indicating the post-secondary attainment rate is actually being driven up by immigration or those temporarily residing in the county.

Oakland County can increase its economic competitiveness as well as its post-secondary attainment rates by adopting strategies to welcome and retain international talent. Similarly, Oakland County can incorporate actions to attract and retain other priority populations that may be overlooked, such as returning military personnel and Veterans.

STRATEGY 4 ATTRACT & RETAIN STUDENTS AND TALENT (CONT.)



TIMELINE TO IMPLEMENT:

Approximately 2 Years

PROMISING PRACTICES:

1. The Michigan International Talent Solutions (MITS) program, developed by the Office of Global Michigan, focuses on improving equitable access to state services for Michigan immigrant and refugee communities.³⁸
2. The Federal Reserve Bank of Chicago created an Islam-friendly lending program to support the home purchase of Muslims that did not violate religious prohibitions.³⁹
3. Localities throughout the country are creating incentive programs that pay up to \$20,000 to remote workers to support their relocation.
 - a. Tulsa Remote has attracted more than 2,000 remote workers by subsidizing relocation expenses, providing monthly stipends, and even offering access to shared co-working spaces and social events.⁴⁰
4. Maine's Alford Leaders Student Debt Reduction Program awards up to \$30,000 to STEM workers for sustained in-state employment. The program is used to retain STEM talent as much as it is to attract new STEM talent.⁴¹

³⁸ Office of Global Michigan, "MI International Talent Solutions," Accessed on March 17, 2023, <https://www.michigan.gov/ogm/services/mits>.

³⁹ Marie Price and George Washington University, "Cities Welcoming Immigrants: Local Strategies to Attract and Retain Immigrants in U.S. Metropolitan Areas" (International Organization for Migration, 2015), https://www.iom.int/sites/g/files/tmzbd1486/files/our_work/ICP/MPR/WMR-2015-Background-Paper-MPrice.pdf.

⁴⁰ Chloe Berger, "Cities and Towns Paying Remote Workers to Move | Fortune," Fortune, July 15, 2022, <https://fortune.com/2022/07/29/cities-and-towns-paying-remote-workers-to-move/>.

⁴¹ Finance Authority of Maine, "Alford Leaders Student Debt Program," Accessed on March 20, 2023, <https://www.famemaine.com/affording-education/pay-for-school/repaying-student-loans/alfond-leaders-student-debt/>.

CURRENT OAKLAND COUNTY INITIATIVES TO LEVERAGE IN IMPLEMENTATION:

Oakland County is on its way to becoming a Certified Welcoming community through an extensive and detailed certification process with Welcoming America. The **Welcoming Oakland** committee and inter-departmental Certification Taskforce are partners in the endeavor. The Welcoming audit includes over one hundred standardized points across the seven frameworks of: Government Leadership, Equitable Access, Civic Engagement, Connected Communities, Education, Economic Development, and Safe Communities. Oakland County is committed to supporting an intentional and inclusive environment for immigrants, and achieving a certified designation is one way for us to illustrate that commitment.

Oakland County is also a member of the national networks of **Cities and Counties for Citizenship**, which aims to increase citizenship among eligible permanent residents and Cities for Action, which supports innovative policies and programs for immigrants at the local level. Finally, Oakland County is a Core Member of the **Southeast Michigan Refugee Collaborative** working to support refugees in a regional and humanitarian manner.



COLLECTIVE ACTIONS FOR CONSIDERATION:

1. Increase participation in the Global Detroit Global Talent Retention Initiative (GTRI), which seeks to retain international talent after graduation by helping them to adjust their immigration status, build professional networks, and identify employment in a field related to their coursework of study.⁴² Oakland80 partners currently working on GTRI include Michigan State University, Oakland University and Wayne State University.
 - a. The Global Detroit 2022 report, *International Student Talent in the Michigan Workforce: A Growing Solution to the STEM Talent Gap*, reveals international students and faculty are critical to advancing innovation on college campuses, contributing up to 75 percent of patents from top universities like the University of Michigan.⁴³
2. Market the benefits of Optical Practical Training (OPT) to Michigan employers. OPT is temporary employment that is tied directly to an F-1 student's major area of study.
 - a. Through OPT, eligible students can receive 12-36 months of employment authorization before and/or after completing their academic studies.⁴⁴
 - b. Sixty percent of the 47,000 international students at Michigan colleges and universities who used OPT between 2004 and 2016 were employed in Michigan, suggesting this state's employers are largely benefiting from access to a skilled international workforce, but that there is still room for improvement.⁴⁵
3. Creating a place where educated people want to live and work is as important as ever. Michigan has experienced at least a decade and a half where the number of older workers leaving the labor market has exceeded younger workers entering the labor market. Perceived affordability of housing, proximity to cities with quality employment, and outdoor amenities such as trails and parks can be critical to the attraction and retention of young adults.⁴⁶
4. According to a 2020 toolkit from the Society for Human Resource Management, many organizations overlook veterans as a human capital resource or fail to fully utilize the knowledge, skills and abilities they have developed through military service. Simultaneously, veterans often struggle to obtain meaningful employment following the completion of their military service, due to limited civilian work experience and bias during job screenings.⁴⁷
 - a. Create veteran transition training and program starter toolkits with process and career pathway maps for HR professionals, small and mid-sized businesses.
 - b. Promote ease of licensure reciprocity to military members, veterans and their family members.

⁴² Global Detroit, "Global Talent Retention Initiative," Accessed on March 23, 2023, <https://globaldetroitmi.org/gtri/>.

⁴³ Steve Tobocman, "International Student Talent in the Michigan Workforce: A Growing Solution to the STEM Talent Gap," Global Detroit, September 2022, <https://globaldetroitmi.org/wp-content/uploads/2022/10/OPT-Report-2022-Draft-9.pdf>.

⁴⁴ U.S. Citizenship and Immigration Services, "Optional Practical Training (OPT) for F-1 Students," Accessed on March 20, 2023, <https://www.uscis.gov/working-in-the-united-states/students-and-exchange-visitors/optional-practical-training-opt-for-f-1-students>.

⁴⁵ Steve Tobocman, "International Student Talent in the Michigan Workforce: A Growing Solution to the STEM Talent Gap," Global Detroit, September 2022, <https://globaldetroitmi.org/wp-content/uploads/2022/10/OPT-Report-2022-Draft-9.pdf>.

⁴⁶ "Gaining and Maintaining Young People in Wisconsin Communities" (University of Wisconsin, December 2017), <https://apl.wisc.edu/shared/youngadults>.

⁴⁷ Society for Human Resource Management, "Employing Military Veterans," Accessed on March 20, 2023, <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/military-readyemployer.aspx>.



STRATEGY 5

Close Equity Gaps that Exist in Education & Employment

Disparities deeply rooted in our education and workforce systems continue to be barriers to success. In Oakland County, Black residents and those identifying their race as "Other" have the lowest post-secondary attainment rates. Latino/Latina residents are not completing high school at the same rate as other residents and they have 15% lower post-secondary attainment than the county-wide average. There are gender gaps between residents of the same race—for example, 16% more Asian men have a Master's Degree compared to Asian women.

Closing equity gaps (demographic, geographic, economic, and those pertaining to physical and learning disabilities) is critical to ensure all learners and workers achieve educational and labor market success. For Oakland County to achieve its objective of 80 percent of adults attaining a post-secondary degree or credential, the county must prioritize evidence-based strategies that have proven effective in other localities.

Oakland County can borrow from states like Massachusetts and Pennsylvania and launch strategic, targeted marketing campaigns communicating the benefits of career and technical education to elementary-age students and their families who are likely to have negative perception of vocational education because of its troubled history.⁴⁸ Male students are 20% more likely than female students to access career and technical education in Michigan. A greater share of white students (54%) participate in vocational education than students who are Black (41%) or Latino/Latina (44%).

⁴⁸ Emily Hanford, "The Troubled History of Vocational Education," accessed March 28, 2023, <https://www.apmreports.org/episode/2014/09/09/the-troubled-history-of-vocational-education>.

Additionally, prolonged strategy work is required to ensure equitable access to Michigan’s white and male dominated registered apprenticeship system. As of 2020, only 11% of active apprentices in Michigan were women. Fifty-eight percent of those apprentices were in healthcare, social assistance and retail, which typically offer lower wages. Women make up just 3.9% of construction apprentices and 6.6% of active manufacturing apprentices. Only 12.3% of active apprentices are people of color.⁴⁹ Oakland County, like localities across the country, faces an uphill battle ensuring equitable access to apprenticeship programs that, in some cases, were intentionally designed to preserve the status quo. However, Oakland County has many resources and assets to draw upon, including the actors, infrastructure and leadership needed to advance equitable policies and practices to make the county’s educational institutions and key employers more inclusive of all populations.



⁴⁹ Nick Gandhi, "Registered Apprenticeship in Michigan," State of Michigan Department of Technology, Management and Budget Bureau of Labor Market Initiatives and Strategic Initiatives, https://milmi.org/_docs/publications/Registered-Apprenticeships-in-Michigan.pdf.



STRATEGY 5 CLOSE EQUITY GAPS THAT EXIST IN EDUCATION & EMPLOYMENT (CONT.)



TIMELINE TO IMPLEMENT:

2-3 Years



PROMISING PRACTICES:

1. Massachusetts, Louisiana and Oregon are building or have developed disaggregated data dashboards that allow practitioners and policymakers to filter career and technical education enrollment and outcome data by race, ethnicity and gender.
2. The District of Columbia, Oregon, Louisiana and Pennsylvania are braiding funding from multiple sources including Perkins, Elementary and Secondary Education Act and state monies to advance equity in career and technical education.⁵⁰
3. The New America Partnership to Advance Youth Apprenticeship (PAYA) grantees are using near-peer mentors to build the capacity, confidence and social capital of students of color, particularly those pursuing pathways in white-dominant educational and labor market systems.
 - a. New America and the National Governor Association State Policy Playbook to Advance Youth Apprenticeship is a comprehensive reference for policymakers looking to expand equity within the youth apprenticeship space.⁵¹

⁵⁰ Kerry Mckittrick and Kenny Nguyen, “Promising Practices to Close Equity Gaps in Career and Technical Education,” Harvard Kennedy School, August 2022, <https://dash.harvard.edu/handle/1/37373555>.

⁵¹ “State Policy Playbook To Advance Youth Apprenticeship” (National Governors Association, June 2022), https://www.nga.org/wp-content/uploads/2022/07/PAYA-State-Policy-Playbook_June2022.pdf.

CURRENT OAKLAND COUNTY INITIATIVES TO LEVERAGE IN IMPLEMENTATION:

Integrated Employment and Training (IET) helps train individuals for in-demand careers by coordinating Adult Education services with workforce readiness skills and training for high-quality jobs in specific occupations. One of the main components is the provision of intensive services aimed at improving reading, writing, mathematics, and English proficiency of residents. Oakland County Michigan Works! Troy launched an IET program with Troy Continuing Education (TCE) in September 2018 and has run a cohort every year since. The Troy Adult Education and

Career (TRAC) program provides training to residents that results in an industry-recognized credential and prepares them for employment. Oakland County Michigan Works! Pontiac offers an IET program in partnership with Oakland Literacy County to train English as a Second Language (ESL) participants. The current cohort is training ten residents to become Certified Nursing Assistants (CNAs). Training consists of adult education and literacy components as well as workforce preparation and training. Upon completion, participants will have the opportunity to be employed in a high demand sector earning a livable wage.



COLLECTIVE ACTIONS FOR CONSIDERATION:

1. Enhance pathways to career and education for at-risk students and underrepresented populations.
 - a. Targeting districts and schools with historic or recent low levels of educational attainment, particularly in math. For example, Oakland University launched Math Corps in 2020, implementing a proven model to dramatically increase test scores and graduation rates through Saturday tutoring and summer employment in assistant teacher roles.
 - b. New York City's Transfer 2 Careers (T2C) collaborative integrates workforce development organizations into transfer high schools to provide career pathways for over-age and under-credited students to connect them to sector-specific, post-secondary opportunities.⁵²
2. Increase participation options in post-secondary education, for example:
 - a. Studies of lower-income college students, first generation college students, and those with weaker academic preparation confirm there is an increase in more timely graduation rates when online coursework is available.⁵³
 - b. Cognitive research shows the best times of the day for learning for college-age students are later than when standard classes begin. 11:30 a.m. - 9:00 p.m. is the window for optimal learning for undergraduate students.⁵⁴
 - c. Oakland University is piloting courses that enable students to seamlessly alternate between in-person and online classes from week-to-week.
3. Expand the use of prior learning assessments to close equity gaps.
 - a. A Lumina-funded Council for Adult and Experiential Learning (CAEL)-Western Interstate Commission for Higher Education (WICHE) study of prior learning assessments shows they can close equity gaps in degree and credential attainment. Through the use of prior learning assessments, degree and credential rates increase 14% for Black students and 24% for Hispanic students.⁵⁵
4. Train managers to interview, hire, and onboard individuals with autism and those that are neurodiverse.
 - a. There is ample evidence that employees with autism and those who are neurodiverse can perform skilled, routinized, focused and detail-oriented work, plus have outstanding technical and math skills.

⁵² "Innovations in the Field: Transfer 2 Career Collaborative." (JobsFirstNYC), https://jobsfirstnyc.org/wp-content/uploads/2023/03/JF_T2C_Innovationsinthefield_rv8a_DR_rv2.pdf.

⁵³ Christian Fischer Warschauer Rachel Baker, Qiujie Li, Gabe Avakian Orona, and Mark Warschauer, "Access to Online College Courses Can Speed Students' Degree Completion," Brookings (blog), November 22, 2021, <https://www.brookings.edu/blog/brown-center-chalkboard/2021/11/22/access-to-online-college-courses-can-speed-students-degree-completion/>.

⁵⁴ "New Research Reveals That College Students Study Best Later in the Day," University of Nevada, Reno, accessed March 28, 2023, <https://www.unr.edu/nevada-today/news/2017/best-time-of-day-to-study>.

⁵⁵ Wendy Sedlakjan. 26 and 2021, "Prior Learning Assessment: Give Higher-Ed Credit Where Credit Is Due," Lumina Foundation (blog), accessed March 28, 2023, <https://www.luminafoundation.org/news-and-views/prior-learning-assessment-give-higher-ed-credit-where-credit-is-due/>.



SECTION
03



03 Conclusion: Opportunity for Action

This research has outlined many findings that the county and its educational stakeholders and partners should consider in determining how to best serve learners, workers and employers in the region.

- Post-secondary educational attainment is an economic imperative for residents in the region.
- Residents of color in Oakland County other than those who identify as Asian are experiencing lower rates of post-secondary educational attainment. This is especially true for those who identify as "Black," "Other," and "Latino/Latina." Black residents have the lowest attainment even though they make up the second-most common racial identity in the county.
- Residents of color other than those identifying as Asian are also not completing high school at the same rates as White residents, especially those who identify as "American Indian and Alaska Native," "Other," and "Latino/Latina."
- Black residents have the highest rates of those with "Some College, No Degree," a possible indicator of short-term credential attainment, but also a possible indicator of a post-secondary education system that does not meet the needs of all.
- Only three areas of the county have lower rates of post-secondary educational attainment than the county overall (Pontiac/Waterford, West, and Farmington and Southfield). Pontiac/Waterford is experiencing significantly low post-secondary educational attainment. Focusing strategies in these areas will be critical in advancing attainment in the county overall.
- Birmingham/Bloomfield and Troy/Rochester have much higher rates than the county overall (at or near the goal). And, residents of color in Birmingham and Bloomfield are experiencing much higher post-secondary attainment. These areas likely have resources, tools, or strategies that could be leveraged more widely to benefit of the entire county.

Significant action is needed to advance economic mobility and equitable opportunity in Oakland County regardless of the 80% goal. The use of the goal can be an important rallying tool in bringing together critical partners and stakeholders in support of common action. The five strategies prioritized by the Oakland80 partners align strongly to the data findings and can support significant improvements in educational attainment. But, this information does not provide the exact path to implementation. Oakland County partners and stakeholders must work together to determine how to best contextualize and deploy this information to meet the needs of county residents.

Working together will require significant dedication from all education, business, labor, workforce and social service partners across the county. Fortunately, Oakland County has significant assets to build upon and if the partners can agree to coordinate, share and leverage those assets, the county will certainly be able to ensure that all residents who desire will have the opportunity to pursue in-demand careers that provide family-sustaining wages. In addition, employers will have access to highly-skilled and diverse talent for their workforce, and the county will become a national leader in educational attainment.

To support this process, the Oakland80 Initiative will align partners and stakeholders around these five key strategies. They will work together to develop the actions needed around key strategies. They will then identify their roles and the assets that they can commit to this work, and establish benchmarks for progress.

04 Methodology

CSW used a mixed-methods research design that employed a culturally responsive and racial equity approach to ensure that the project and its resulting findings and recommendations centered on advancement of educational attainment for all Oakland County residents, regardless of identity. This approach necessitates the inclusion of community voice which was achieved in this project through vetting emerging strategies and discussions of their feasibility with diverse workforce and educational stakeholders, as well as incorporating resident perspectives into the final selection of strategies and their implementation.

Data Collection

2021 AMERICAN COMMUNITY SURVEY (ACS) 1-YEAR PUBLIC USE MICRODATA SAMPLE (PUMS)

Detailed data collection and exploration were conducted using 2021 ACS PUMS data on Oakland County residents without post-secondary education. ACS PUMS data provides data across regions they defined titled Public Use Microdata Areas (PUMAs). Oakland County is comprised of eight PUMAs:

- Central (PUMA 2904)
- Central—Birmingham and Bloomfield Area (PUMA 2906)
- East Central—Troy and Rochester Area (PUMA 2903)
- Northeast (PUMA 2902)
- South Central—Farmington and Southfield Area (PUMA 2907)
- Southeast (PUMA 2908)
- Southwest (PUMA 2905)
- West (PUMA 2901)

These PUMAs may not represent the most geographically relevant areas of the county. A map is provided for each PUMA to help readers understand the areas represented.

ACS data does not collect data on educational attainment other than degrees. Some certificate and certification holders may use “some college, no degree” when responding to the survey. However, given the uncertainty of this category, CSW did not include residents in this category when calculating post-secondary attainment rates.

For more information on measuring post-secondary attainment, see Appendix A.

MI SCHOOL DATA

Data from MI School Data were collected on graduation rates and post-secondary enrollment rates for Oakland County school districts.

LIGHTCAST™

Labor Market Information data for Oakland County were collected from Lightcast™ Developer in 2023. Lightcast™ provided data on job postings, including advertised educational requirements, and wages and growth by occupation and industry.

DESK RESEARCH

CSW interviewed ten workforce development and education subject matter experts who were actively involved in other CSW projects to identify innovations in K-12 education, post-secondary education, workforce development, and economic development that could be applied to help bolster post-secondary credential attainment rates in Oakland County.

These conversations, held with staff working at local, regional and national organizations, intermediaries and think tanks, helped CSW narrow the scope of its literature review process. They also helped identify strategies to research through review of scholarly articles, research reports, news briefings and legislative activities. Working both internally and with the Oakland80 team, CSW organized emerging strategies into four categories aligned with the Oakland80 strategy committees and began identifying strategies to prioritize that would be complimentary and not duplicative of local and regional initiatives. CSW then compiled additional evidence of each strategy's impact in other locality, relevant research, and promising practices to consider before presenting the strategies to the four committees.

OAKLAND80 COMMITTEE MEETINGS

Following strategy research and discussion with the Oakland80 team, CSW facilitated meetings with each Oakland80 Committee to understand their perspectives on identified strategies. Committees included: K-12 Completion, Non-Degree Credentials, Net Migration, Post-Secondary Success and the Steering Committee. During the meetings, members were asked to provide their feedback on the strategies as well as to rank their preferred strategies. The priority strategies were presented to the Oakland80 Leadership Committee for discussion and final approval.

RESIDENT LISTENING SESSIONS

CSW hosted virtual listening sessions with Oakland County residents to learn about their experiences with education and employment, as well as thoughts on improving access to higher education opportunities in Oakland County. Findings supported final selection of prioritized strategies, as well as provided details to consider in implementation. Sixteen Oakland County residents out of a planned 20-30 residents participated across a total of four listening sessions.

To help ensure feedback from residents across a range of cities, demographics, education levels and employment statuses, CSW created a screening survey and used this data to form listening sessions. All residents who participated were compensated with a gift card in recognition of their time and contributions.

Limitations

INCLUSIVE REPORTING

ACS collects data on sex, but CSW reported the data as gender but understands the potential limitations and inaccuracies. Additionally, ACS only collects data along the male/female binary and does not allow respondents to identify themselves, which is a significant limitation in understanding Oakland County residents' needs.

Outcomes disaggregated by race, ethnicity and gender are also provided when possible. For Oakland County residents identifying as Native Hawaiian or Other Pacific Islanders, data were missing or incomplete and could not be included. At the PUMA, or regional level, data for Highest Education Received for American Indian and Alaska Native residents were removed due to incomplete data. CSW recognizes that the lack of these data provides a large gap in understanding of post-secondary and workforce development outcomes and needs for these populations and can contribute to the harmful practice of making certain identities feel unseen in the data.

Resident Voice Inclusion

Oakland80 conducted significant outreach with residents to recruit participants to listening sessions, and varied times were offered to accommodate different schedules, as well as in-person sessions. However, participation was lower than desired which impacted representation. Most notably, listening session attendance was higher among more affluent and populous regions of the county. Listening session participation for 18-24 years olds were all students enrolled currently in post-secondary education or with a degree, which limited the feedback provided from those who have encountered barriers to post-secondary educational attainment for this group.

05 Acknowledgments

This report was authored by Megan Elyse Williams, Chris Webb, and Alex Breen from Corporation for a Skilled Workforce (CSW). Rana Al-Igoe, Jennifer Llewellyn, and Hilarie Chambers from Oakland County as well as Larry Good from CSW also contributed significantly to the report’s development. Oakland County and CSW would like to thank the Economic Development team members Joe St. Henry and Danielle Gravelle for preparing and designing this report and Joel Jeffries and Dan Riley for providing the maps. CSW would also like to acknowledge the coordination from the Oakland80 team throughout the project to support data collection and outreach.

Oakland County and CSW would like to also acknowledge the Michigan Department of Labor and Economic Opportunity and Office of Sixty by 30 for their support of Oakland80. Most importantly, Oakland County and CSW are grateful to the Oakland County residents and Oakland80 committee members who contributed their time and perspectives to the project and greatly advanced the research and resulting recommendations.

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CSW is a 31-year-old national 501(c)3 organization that specializes in research and evaluation, planning and initiative development, and implementation and sustainability. CSW performs research, planning, evaluation, and strategic advising, and has expertise in working closely with post-secondary institutions and workforce partners to develop a shared vision and road-maps to success.

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Appendix A: Understanding Post-Secondary Attainment

To support Oakland County residents with accessing post-secondary education, Oakland80 needed to first understand who in the county does and does not have a post-secondary education, as well as the work needed to reach their goal of 80% attainment. A key part of this research was determining what data to use to track progress and understand the makeup, needs and potential barriers facing adult residents without post-secondary education, as well as to understand the limitations of available data. The U.S. Census Bureau American Community Survey (ACS) Public Use Microdata Samples (PUMS) data are the best source for understanding disaggregated educational attainment, as well as many other individual characteristics, including demographics, employment status and wages. Disaggregating educational attainment data refers to analyzing data to understand educational attainment for key demographics, including by race, ethnicity and gender.

While ACS PUMS data provide the flexibility to broadly identify those with and without post-secondary educational attainment in Oakland County, there are limitations with how the survey defines educational attainment. Short-term credentials, which are certificates from college programs and other industry-recognized credentials (e.g. Certified Nursing Assistant) are not tracked by ACS, which prevents Oakland80 from fully understanding existing post-secondary attainment in the county as well as benchmarking and measuring future progress. Providing residents with access to short-term credentials will be a critical strategy.

Measuring short-term credential attainment poses many challenges for Oakland County as well as other policymakers and education advocates working to advance opportunity in their region. To address this need, the Lumina Foundation *A Stronger Nation* report featured a methodology to measure short-term credential attainment to support tracking states' progress toward post-secondary attainment goals. Their methodology found that 6.7% of Michiganders have short-term credentials.⁵⁶

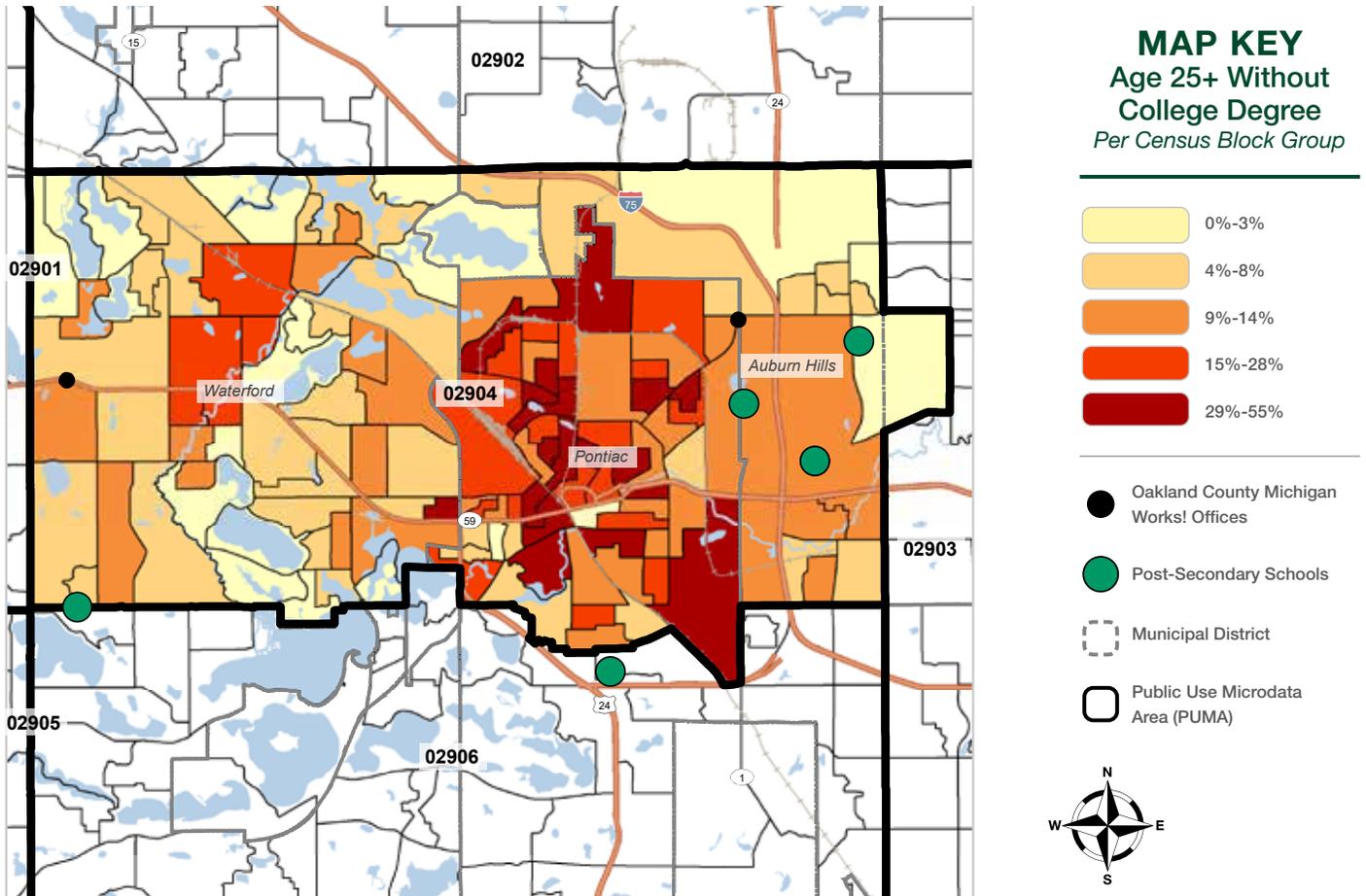
To complicate measurement further, there are different ACS estimates from which to draw. Lumina uses 5-Year Estimates, whereas CSW and Oakland80 have opted to reference 1-Year estimates as they are a better benchmark for year-over-year progress. The 5-Year estimates are more reliable with a larger sample size that covers response from a span of 5 years rather than just 1 year. Oakland County, however, is large, providing the opportunity to analyze the data to measure annual gains, understanding that smaller sample sizes can yield less reliable findings.

Adding the standard 6.7% to the deeper demographic and regional analyses provided in this report is not methodologically sound, for not all Oakland County residents experience the same average increase from short-term credentials given other post-secondary attainment inequities that exist (and Lumina did not develop disaggregated estimates).

⁵⁶ "Higher Education Attainment Data," Lumina Foundation, accessed March 16, 2023, <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/MI>.

Appendix B: Post-Secondary Educational Attainment at the PUMA Level

ACS PUMS data provides data across areas they define titled Public Use Microdata Areas (PUMAs). Oakland County is comprised of eight PUMAs. Select data for each PUMA is provided in this section, including median hourly wages and post-secondary attainment by race and ethnicity.



This area includes Auburn Hills, Waterford Township and Pontiac. School districts in this area include Avondale, Pontiac and Waterford. Pontiac has a relatively high concentration of residents without post-secondary attainment, and there are no post-secondary options in Pontiac for those who wish to attend. Concentrations of these residents is also high in Auburn Hills and Waterford Township.

The post-secondary attainment rate in this area is 13.9% higher than the county overall at 76%. Residents in this area with post-secondary education earn median hourly wages of \$35 (\$5 higher than the county overall), compared to \$12 for residents without post-secondary education (equal to the county overall).⁵⁷ The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁵⁸

⁵⁷ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁵⁸ "Michigan, 2019 County Profiles," United For ALICE.

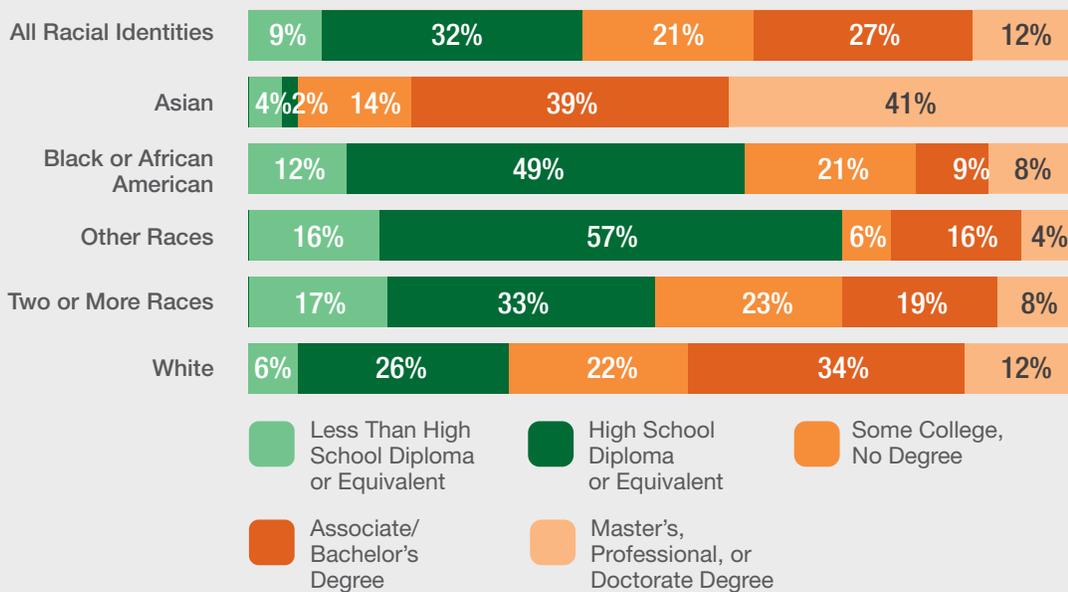


FIGURE 12
Highest Education Received by Race (Pontiac/Waterford)

The percentage of residents who have not completed high school is higher for all identities other than White and Asian.

Source: 2021 ACS 1-Year PUMS

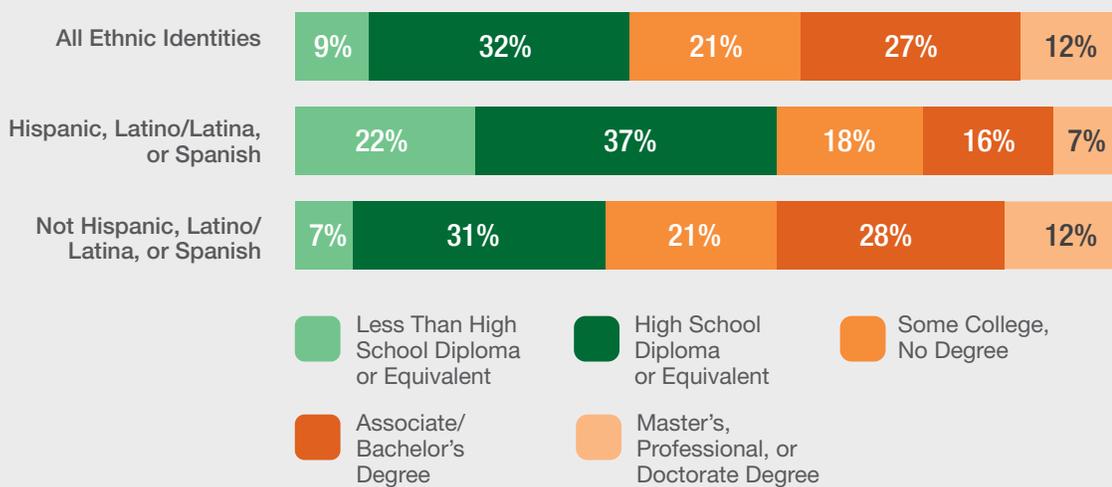


FIGURE 13
Highest Education Received by Ethnicity (Pontiac/Waterford)

High School is the highest level of education for over one-third of Latino/Latina residents. Over 20% have not completed high school.

Source: 2021 ACS 1-Year PUMS

There are demographic variances for the Pontiac and Waterford PUMA. Over 20% of residents are Black, compared to 13% for the county overall.⁵⁹ Despite this, residents who identify as Black still have the lowest rate of post-secondary attainment at 15% (Figure 12). In this area, more residents have not completed high school (9%) compared to the county overall (4%)⁶⁰ (Figure 12). The percentage of those without a high school degree or equivalent is high for all Pontiac/Waterford residents, and especially so for those who identify as Two or More Races, Other, and Black. Eleven percent (11%) of residents are Latino/Latina, compared to 4% for the county overall.⁶¹

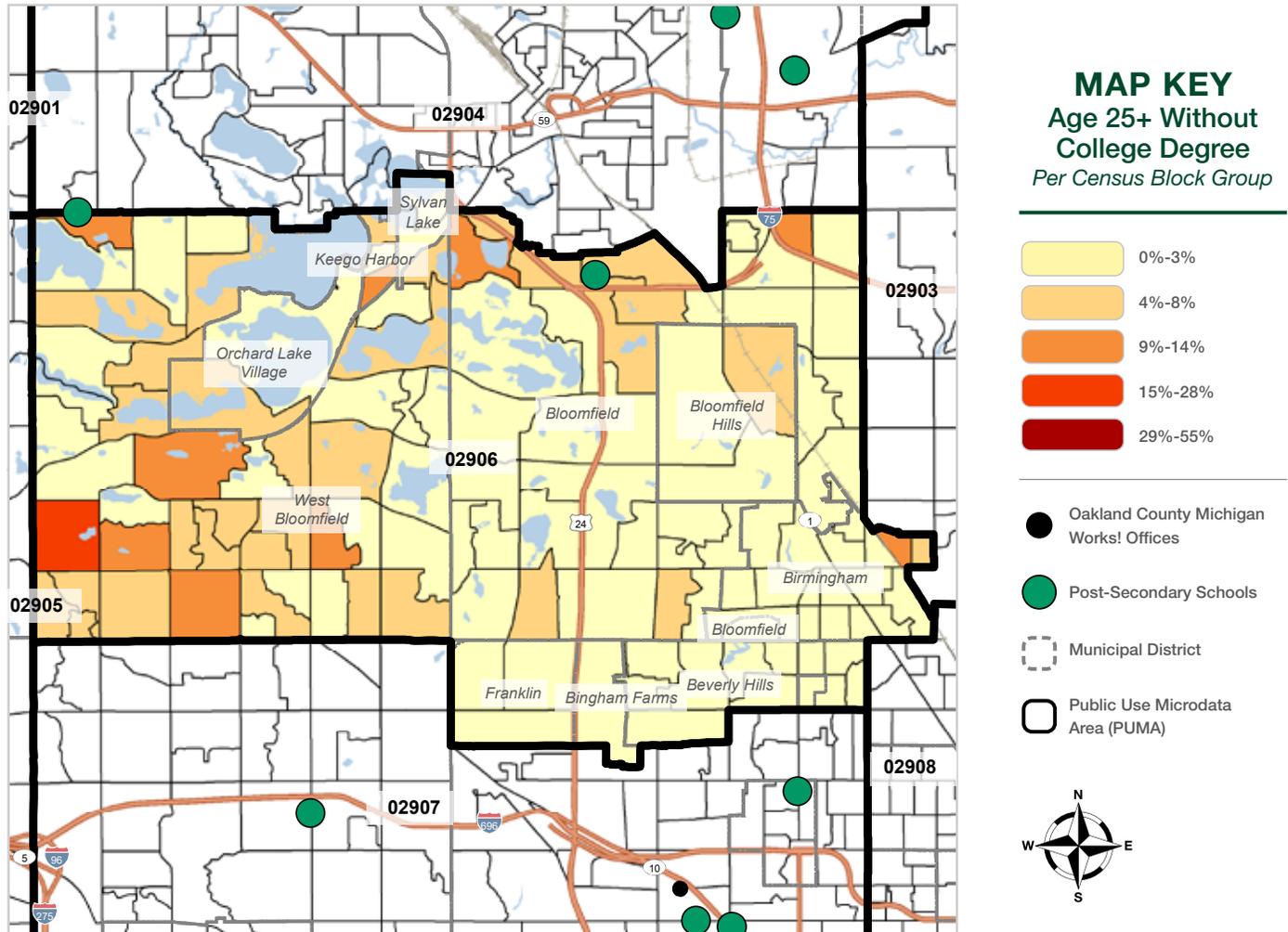
⁵⁹ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁶⁰ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁶¹ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

Yet, despite a larger share of residents identifying as Latino/Latina, large disparities in post-secondary attainment exist, with significantly more Latino/Latina residents without a high school degree or equivalent (22%) (Figure 13). This is a much higher rate than for any other race in the area. A critical part of post-secondary advancement for this group beyond ensuring the necessary supports for post-secondary attainment will be ensuring all residents have access to the resources needed to attain their high school degree or equivalent.

BIRMINGHAM AND BLOOMFIELD AREA



This area includes Beverly Hills, Bingham Farms, Birmingham, Bloomfield Hills, West Bloomfield Township, Bloomfield Township, Franklin, Keego Harbor, Sylvan Lake and Orchard Lake Village. School districts in this area include Avondale, Birmingham City, Bloomfield Hills, Walled Lake and West Bloomfield. Most of this region has a very low concentration of residents without post-secondary attainment, including in Birmingham and Bloomfield. The west side of the region has a relatively higher concentration of those without, including in West Bloomfield.

The post-secondary attainment rate in this area is 13.9% higher than the county overall at 76%. Residents in this area with post-secondary education earn median hourly wages of \$35 (\$5 higher than the county overall), compared to \$12 for residents without post-secondary education (equal to the county overall).⁶² The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁶³

⁶² U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁶³ "Michigan, 2019 County Profiles," United For ALICE.

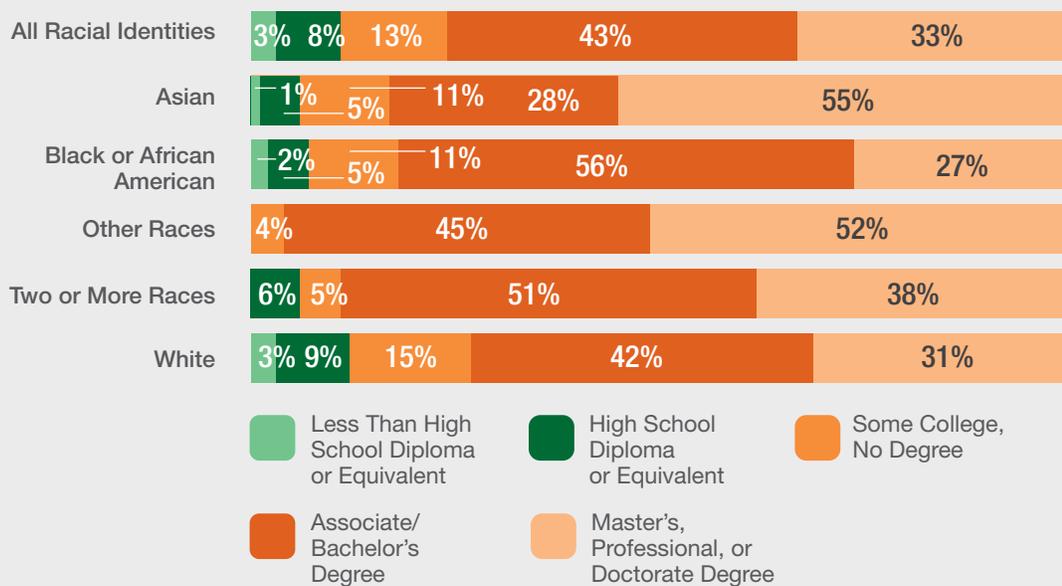


FIGURE 14
Highest Education Received by Race (Birmingham and Bloomfield)

High School completion and attainment of Master's, Professional or Doctorate Degrees is high in this region.

Source: 2021 ACS 1-Year PUMS

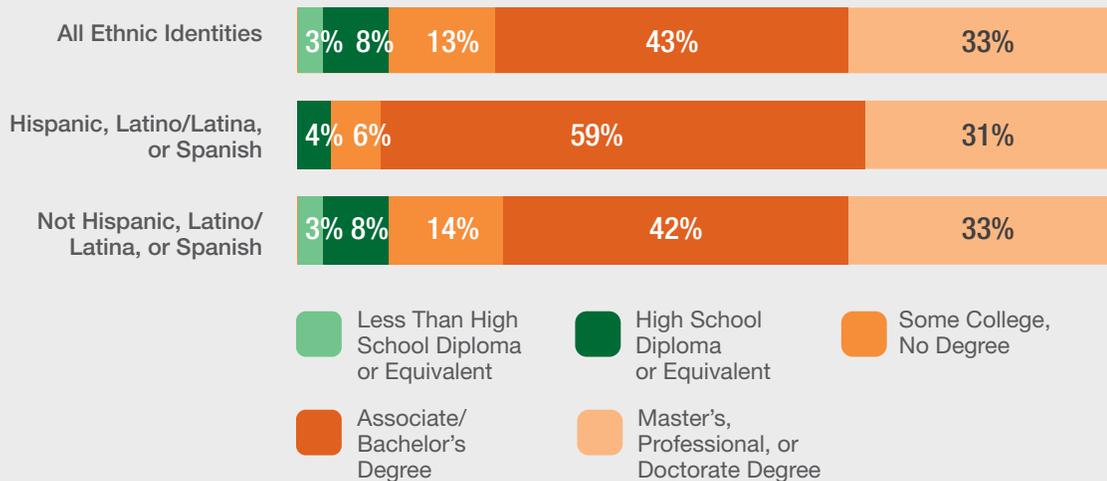


FIGURE 15
Highest Education Received by Ethnicity (Birmingham and Bloomfield)

Post-secondary attainment among Latino/Latina residents is high in this region at 90%, compared to 76% for residents who are not Latino/Latina.

Source: 2021 ACS 1-Year PUMS

High school completion and the percent of those with a Master's, Professional or Doctorate Degree is high among all racial identities (Figure 14). Ninety percent (90%) of Latino/Latina residents have at least an Associate Degree, compared to 76% of residents who are not Latino/Latina (Figure 15).

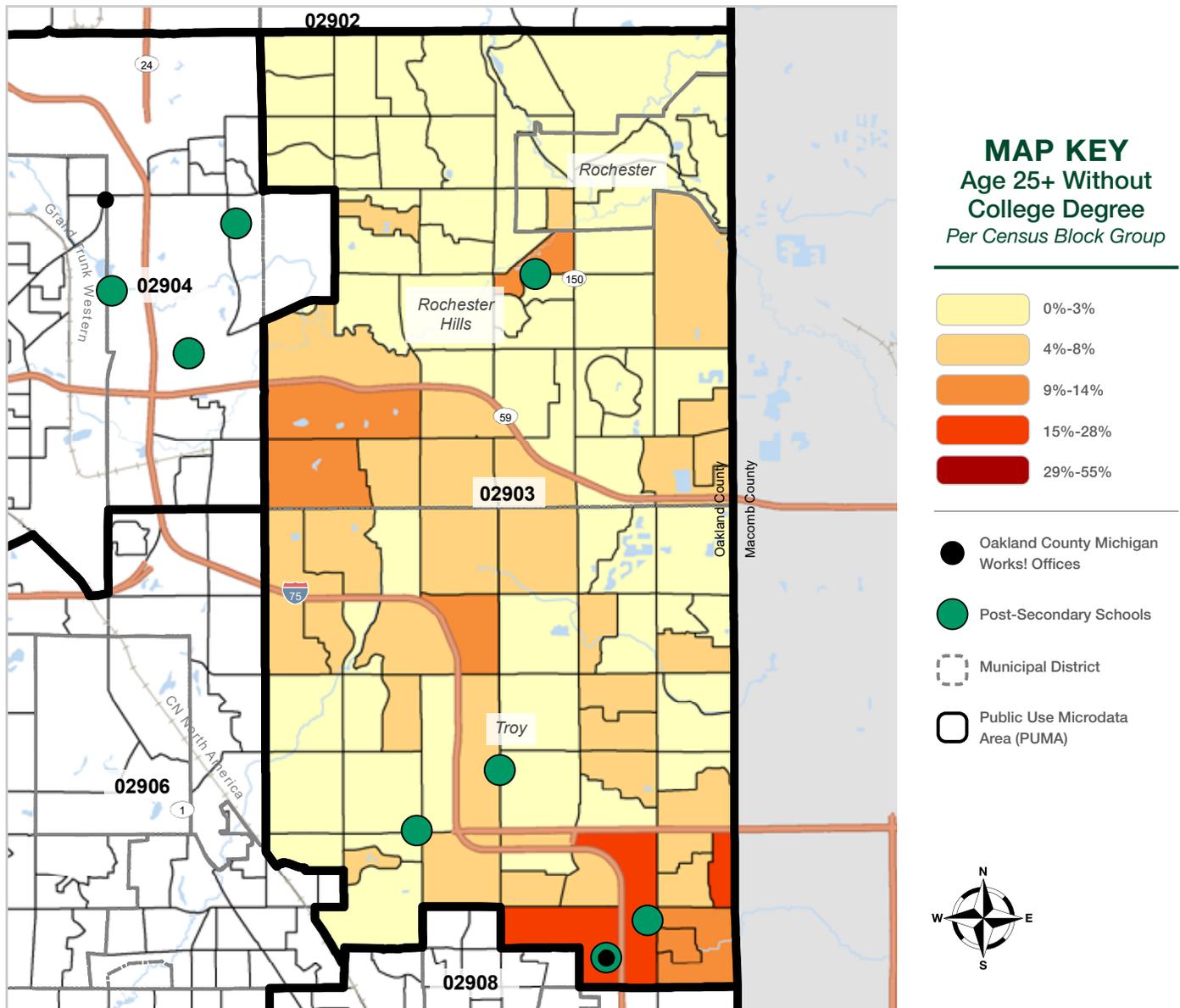
Black residents make up 8% of the population, compared to 13% for the county overall.⁶⁴ White residents make up 76% of this area's population, compared to 70% for the county overall.⁶⁵ Even so, post-secondary educational attainment is much higher at almost double for Black residents compared to Black residents in the county overall (83% compared to 42%)⁶⁶ (Figure 14).

⁶⁴ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁶⁵ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁶⁶ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

EAST CENTRAL - TROY AND ROCHESTER AREA



This area includes Rochester, Rochester Hills and Troy. School districts in this area include Avondale, Rochester and Troy. This region has a relatively high number of post-secondary schools compared to the others, including Oakland University and an Oakland Community College location. The highest concentration of these residents is south of Troy despite proximity to post-secondary schools.

The post-secondary attainment rate in this area is 13.6% higher than the county overall at 76%. Residents in this region with post-secondary education earn median hourly wages of \$35 (\$5 higher than the county overall), compared to \$11 for residents without post-secondary education (\$1 lower than the county overall).⁶⁷ The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁶⁸

⁶⁷ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁶⁸ "Michigan, 2019 County Profiles," United For ALICE.

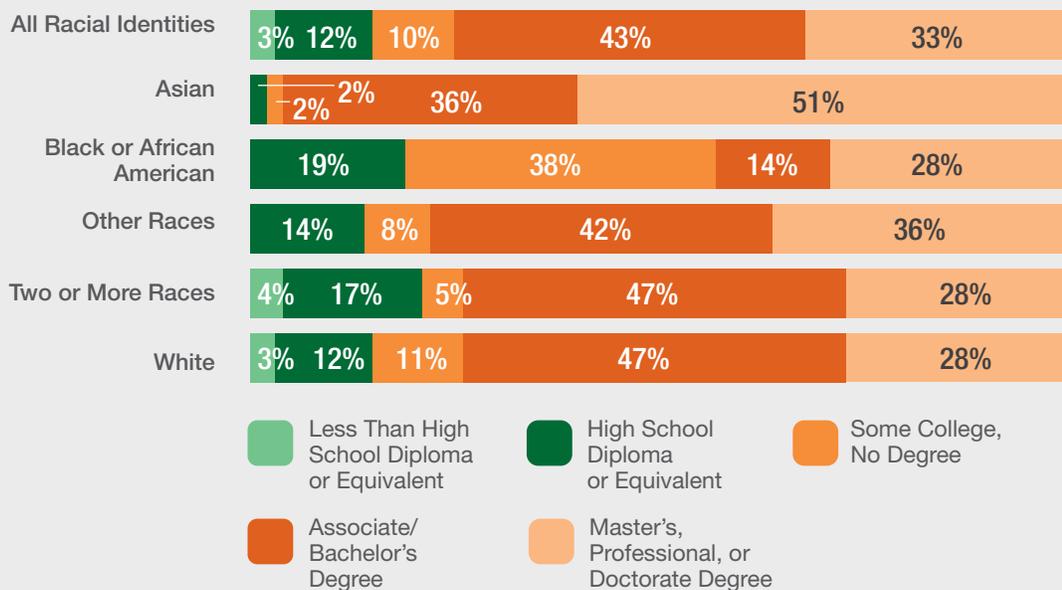


FIGURE 16
Highest Education Received by Race (Troy and Rochester)

Nearly 40% of Black residents in this region have attended college without earning a degree.

Source: 2021 ACS 1-Year PUMS

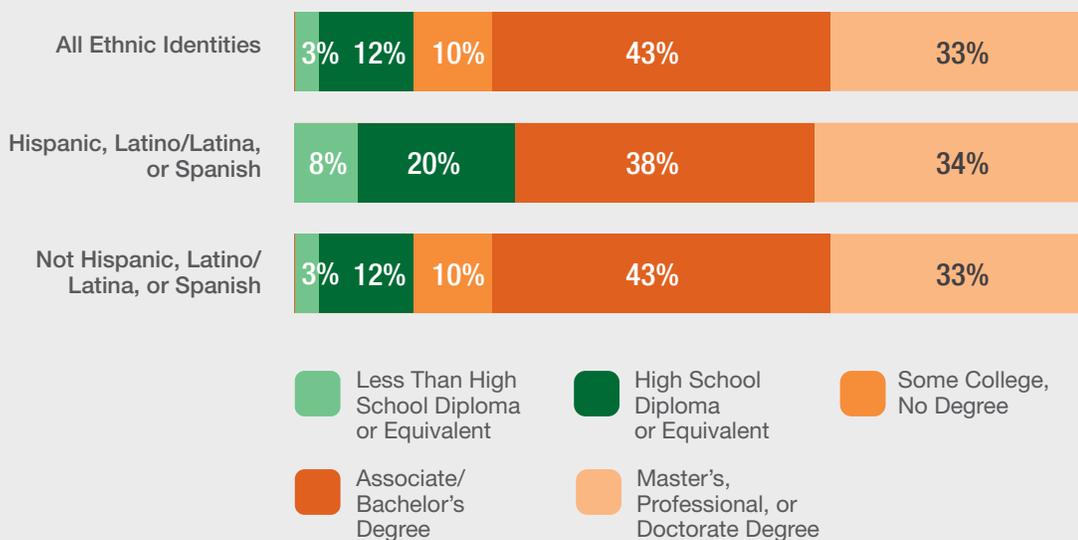


FIGURE 17
Highest Education Received by Ethnicity (Troy and Rochester)

The percentage of Latino/Latina residents with an Associate Degree or higher is 24% higher than in the county overall. No Latino/Latina residents in this region have attended college without earning a degree.

Source: 2021 ACS 1-Year PUMS

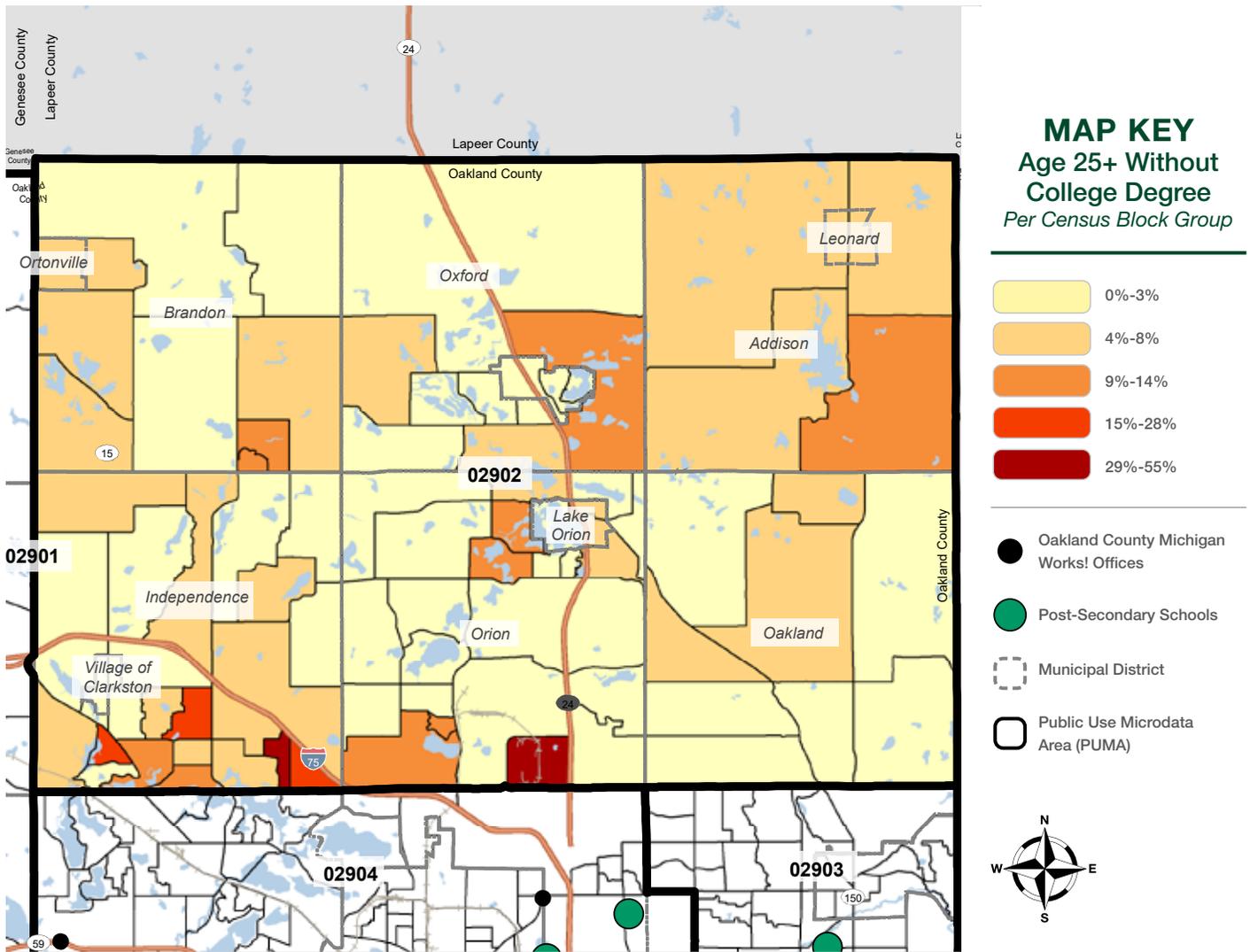
Twenty-two percent (22%) of residents are Asian, compared to 9% for the county overall. Black residents make up 4% of the population, compared to 13% for the county overall.⁶⁹

High school completion and the percent of those with a Master's, Professional or Doctorate Degree is high among all identities (Figure 16). Those who are Latino/Latina have a relatively high rate of lack of high school completion at 8% compared to rest of the area's 3% (Figure 17). Nearly 40% of Black residents have attended college without earning a degree, compared to 26% for Black residents county-wide.⁷⁰

⁶⁹ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁷⁰ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

NORTHEAST



This area includes Addison Township, Brandon Township, Independence Township, Lake Orion, Leonard, Oakland Township, Orion Township, Ortonville, Oxford Township and Village of Clarkston. School districts in this area include Brandon, Clarkston, Lake Orion, Oxford and Rochester. Independence Township, the southwest border of this region, has a relatively high concentration of residents without post-secondary attainment. The Addison Township and Oxford Township areas also have relatively high concentrations.

The post-secondary attainment rate in this area is 5.6% higher than the county overall at 65%. Residents in this area with post-secondary education earn median hourly wages of \$31 (\$1 higher than the county overall), compared to \$14 for residents without post-secondary education (\$2 higher than the county overall).⁷¹ The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁷²

⁷¹ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁷² "Michigan, 2019 County Profiles," United For ALICE.

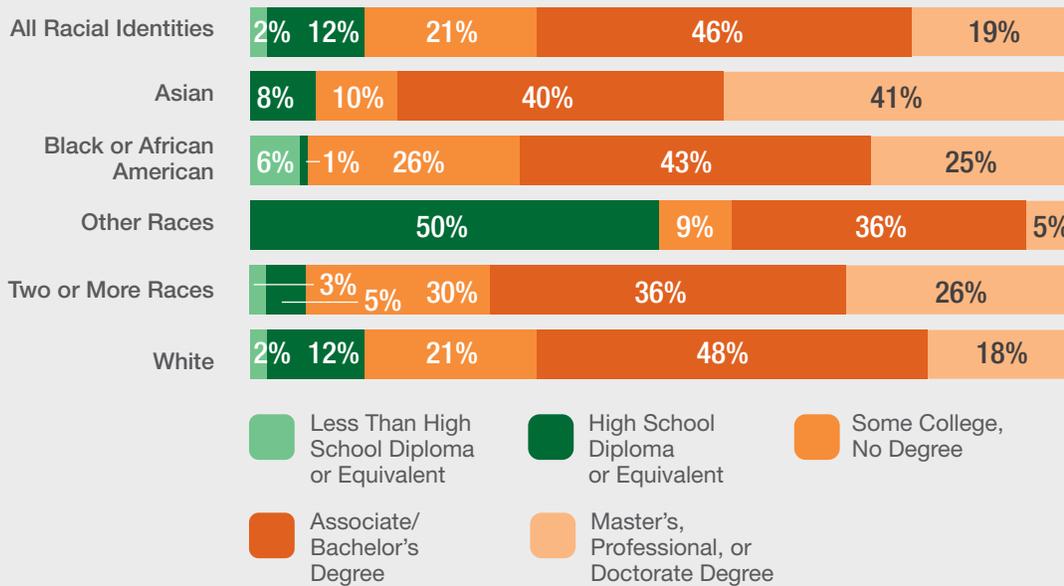


FIGURE 18
Highest Education Received by Race (Northeast)

“Some College, No Degree” is relatively high among all racial groups in this region, except for residents identifying as Other.

Source: 2021 ACS 1-Year PUMS

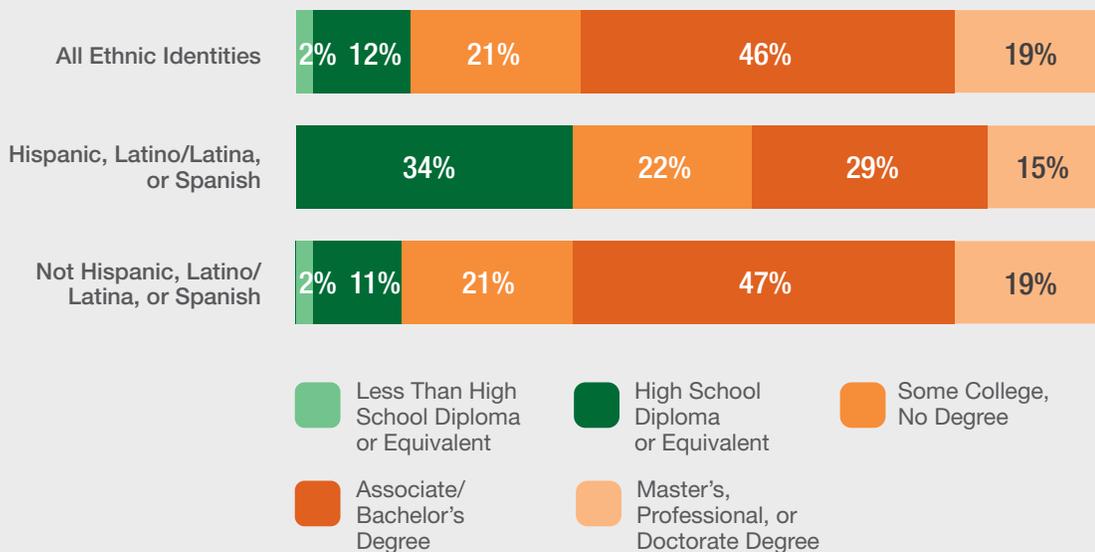


FIGURE 19
Highest Education Received by Ethnicity (Northeast)

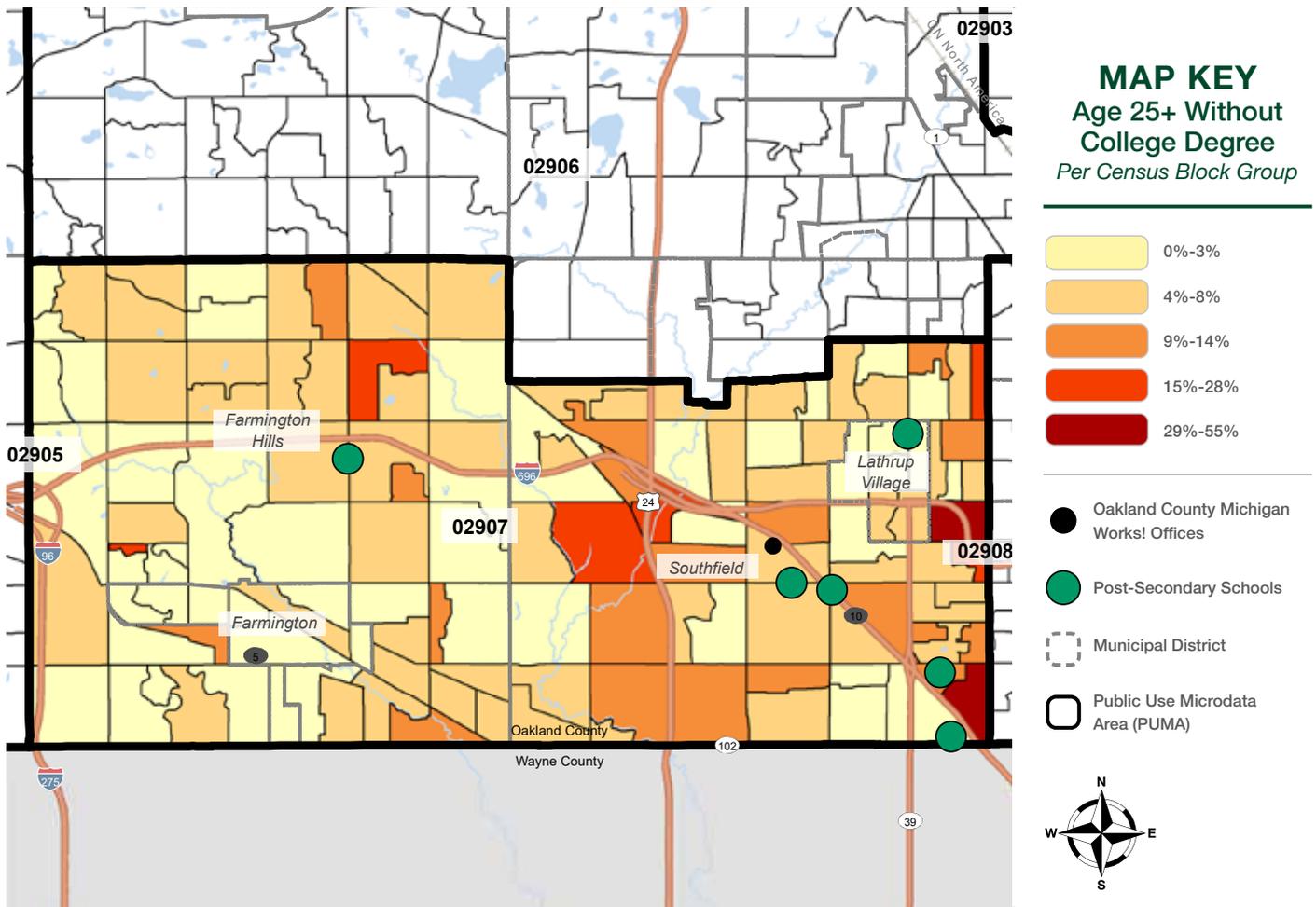
Compared to the county overall, post-secondary attainment is lower in this region for Latino/Latina residents. Here, a relatively high percentage of Latino/Latina residents have attended college without earning a degree.

Source: 2021 ACS 1-Year PUMS

Black residents make up only 3% of this area’s population, compared to 13% for the county overall. White residents make up 85% of the population, compared to 70% for the county overall. Eight percent (8%) of residents are Latino/Latina, compared to 4% for the county overall.⁷³ Completion of at least high school is high for this area overall with only 2% lacking a high school degree or equivalent, yet Black residents are experiencing a higher rate of non-high school completion at 6% (Figure 18). Rates for “Some College, No Degree” in this area are relatively high compared to the PUMA overall for Black residents and those who identify as Two or More races (Figure 18). The highest level of education for 34% of Latino/Latina residents is High School Diploma or Equivalent, compared to 11% for residents who are not Latino/Latina (Figure 19).

⁷³ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

SOUTH CENTRAL – FARMINGTON AND SOUTHFIELD AREA



This area includes Farmington, Farmington Hills, Lathrup Village and Southfield. School districts in this area include Clarenceville, Farmington, and Southfield. This region has a relatively high number of post-secondary schools and relatively higher concentrations of residents without post-secondary attainment, especially in parts of Farmington Hills, Southfield, and the eastern area of the region and eastern border.

The post-secondary attainment rate in this area is 3.1% lower than the county overall at 58%. Residents in this area with post-secondary education earn median hourly wages of \$25 (\$5 lower than the county overall), compared to \$12 for residents without post-secondary education (equal to the county overall).⁷⁴ The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁷⁵

⁷⁴ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁷⁵ "Michigan, 2019 County Profiles," United For ALICE.

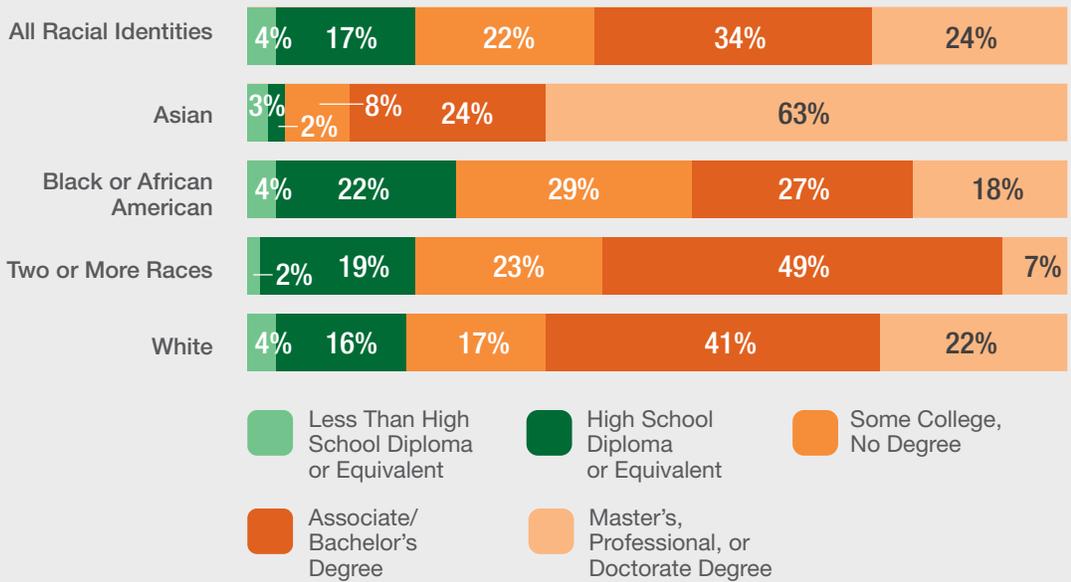


FIGURE 20
Highest Education Received by Race (Farmington and Southfield)

Most racial groups have relatively higher rates of Master's, Professional, or Doctorate Degree holders compared to the county overall, except residents of Two or More Races.

Source: 2021 ACS 1-Year PUMS

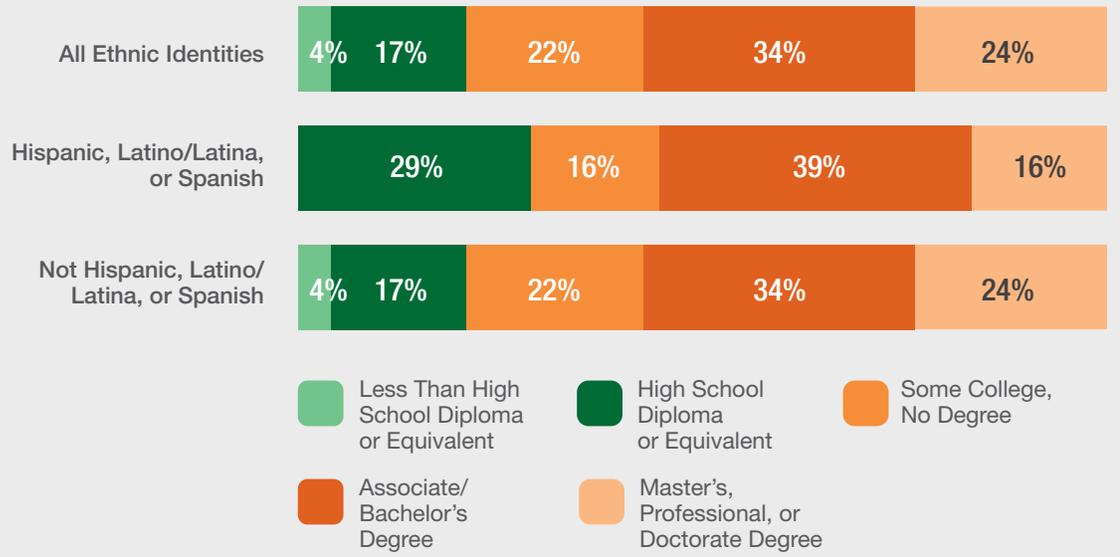


FIGURE 21
Highest Education Received by Ethnicity (Farmington and Southfield)

Latino/Latina residents with an Associate Degree or higher in this region is 8% higher compared to the county overall. High School completion is also higher—in the county, 11% of Latino/Latina residents have not earned a High School Diploma.

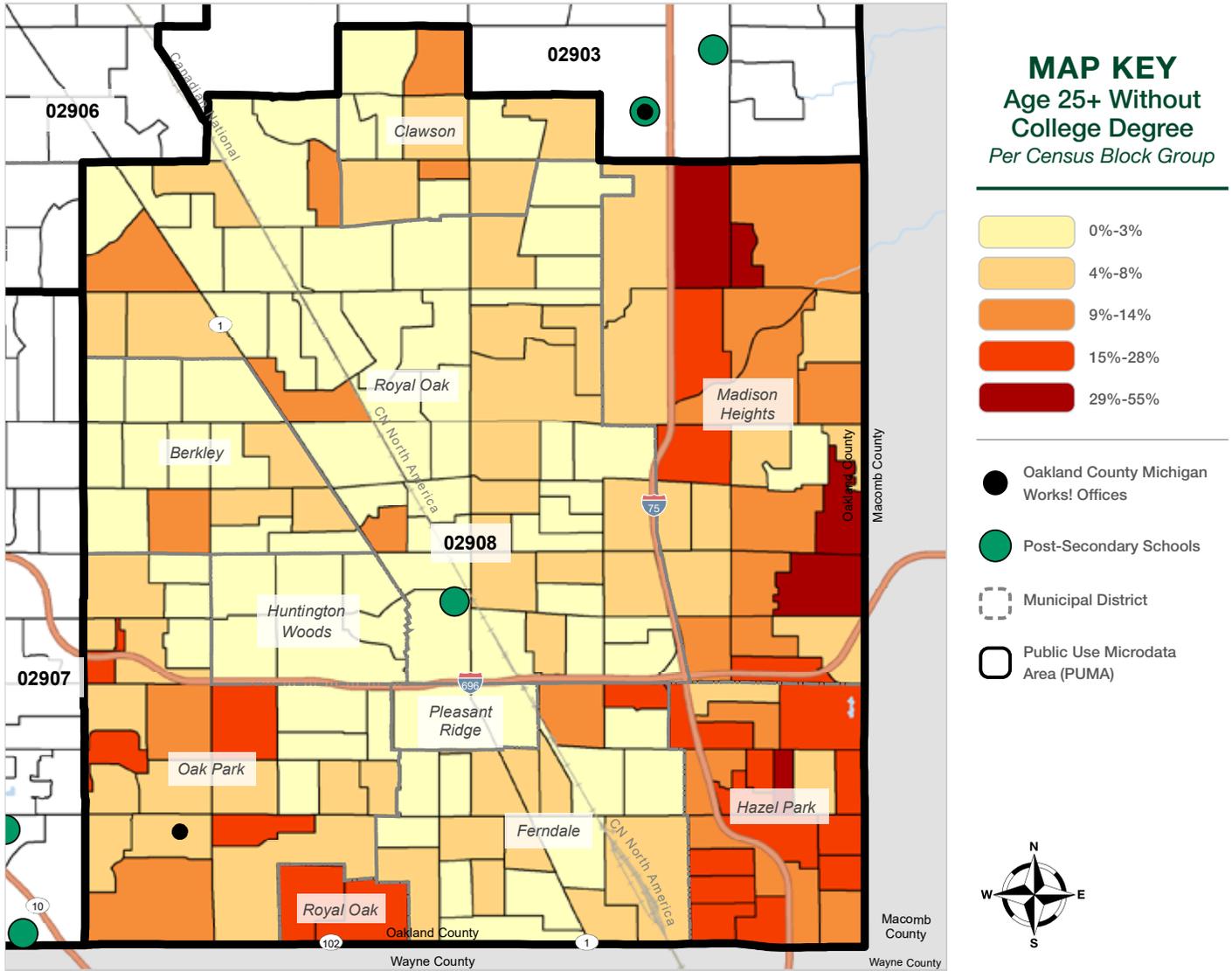
Source: 2021 ACS 1-Year PUMS

Nearly 40% of residents are Black, compared to 13% for the county overall. White residents make up 47.3% of the population, compared to 70% for the county overall. Only 1% of residents are Latino/Latina, compared to 4% in the county overall.⁷⁶

Despite higher representation in the county for Black residents, post-secondary educational attainment is 45%, just slightly higher than the overall county rate for Black residents at 42% (Figure 20). Asian residents have higher attainment of a Master's, Professional or Doctorate Degree in this area at 63% compared to county rate overall for Asian residents at 49%. Latino/Latina residents with an Associate Degree or higher is 9% higher compared to the county overall for Latino/Latina residents (Figure 21). Latino/Latina residents have much better educational outcomes in Farmington/Southfield with 0% lacking a high school degree, as compared to 11% of Latino/Latina residents without a high school degree county-wide (Figure 7).

⁷⁶ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

SOUTHEAST



This area includes Berkley, Clawson, Ferndale, Hazel Park, Huntington Woods, Madison Heights, Oak Park, Pleasant Ridge, Royal Oak and Royal Oak Township. School districts in this area include Berkley, Clawson, Ferndale, Hazel Park, Lamphere, Madison Oak Park and Royal Oak. Post-secondary attainment is relatively high in portions of this area, in particular Royal Oak and Pleasant Ridge. However, Hazel Park, Madison Heights, Royal Oak Township and Oak Park have relatively high concentrations of residents without post-secondary attainment.

The post-secondary attainment rate in this area is 2.0% higher than the county overall at 64%. Residents in this area with post-secondary education earn median hourly wages of \$27 (\$3 lower than the county overall), compared to \$10 for residents without post-secondary education (\$2 lower than the county overall).⁷⁷ The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁷⁸

⁷⁷ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁷⁸ "Michigan, 2019 County Profiles," United For ALICE.

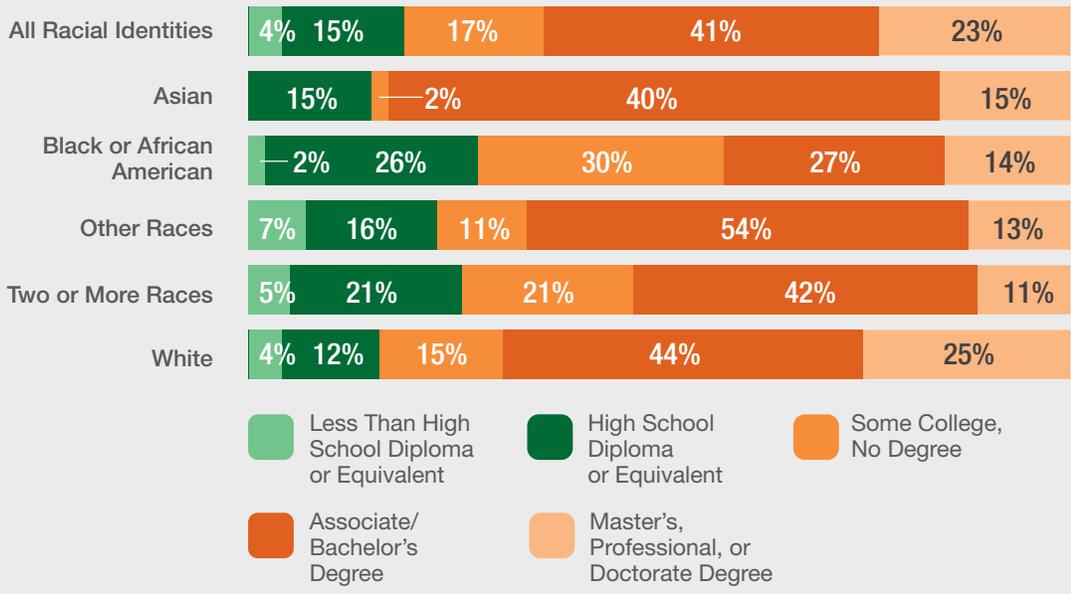


FIGURE 22
Highest Education Received by Race (Southeast)

Attainment of Associate Degrees or higher is relatively high in this region for all racial groups, except for Asian residents. Master's, Professional, or Doctorate Degree attainment for Asian residents is 34% below the county average.

Source: 2021 ACS 1-Year PUMS

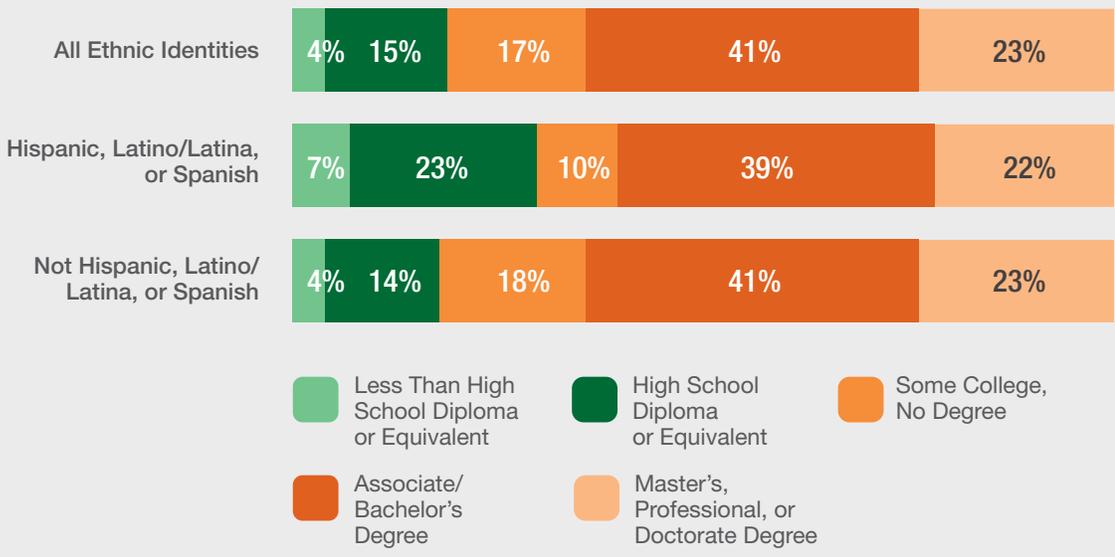


FIGURE 23
Highest Education Received by Ethnicity (Southeast)

Attainment of Associate Degrees and higher is above county averages for both Latino/Latina residents and residents who are not Latino/Latina.

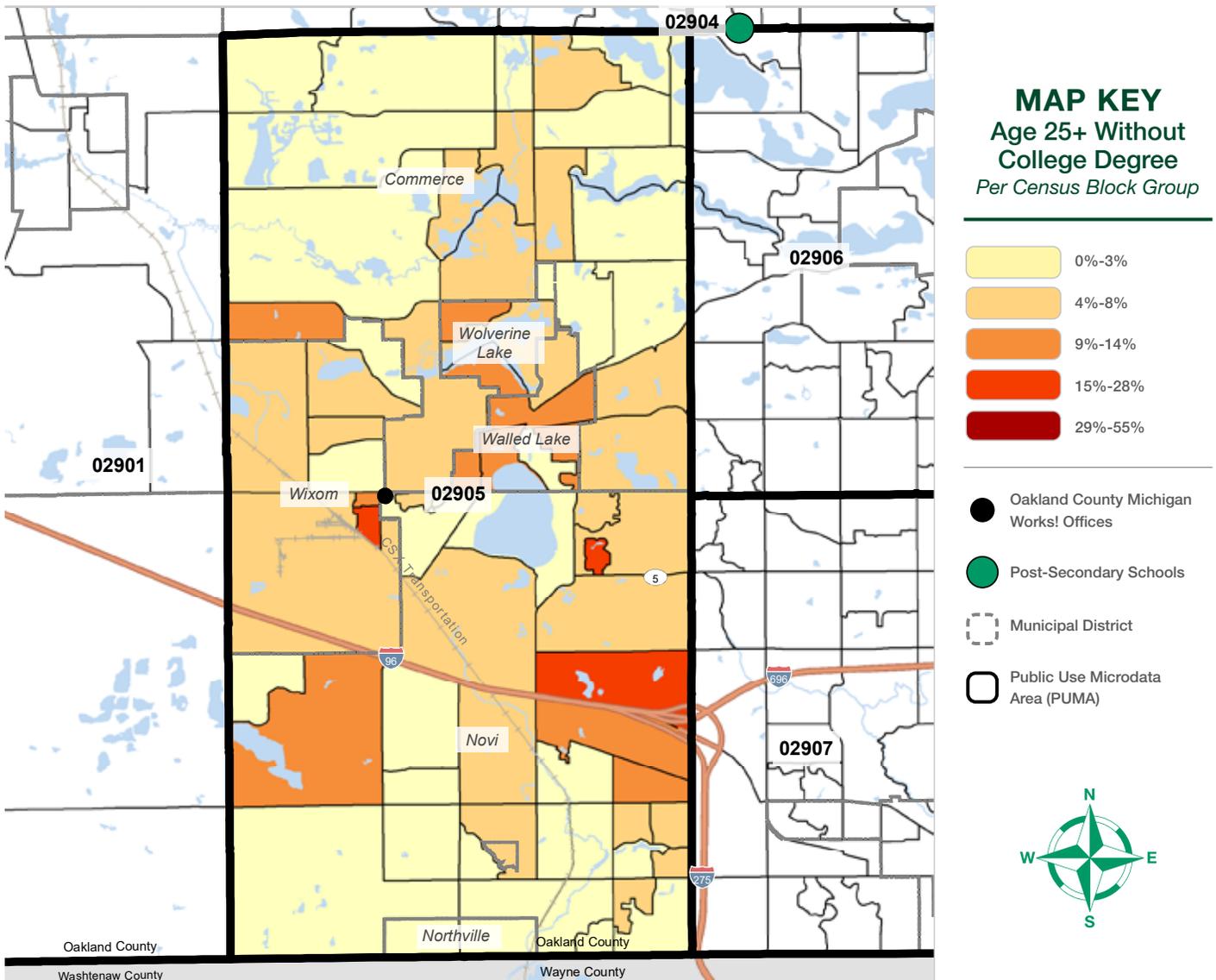
Source: 2021 ACS 1-Year PUMS

Asian representation is 6% lower than in the county overall.⁷⁹ Among Asian residents in this region, 15% have a Master's, Professional or Doctorate Degree, compared to 49% of Asian residents throughout the county. Asian residents also have a high rate of residents with a High School Diploma or equivalent compared to the county overall (15% versus 6%) (Figure 22).

While post-secondary attainment is slightly higher for this PUMA overall, Black residents and residents identifying as Two or More races have higher rates of high school as their highest education at 26% and 21%, respectively, as compared to 15% for the PUMA overall (Figure 22). Those who are Latino/Latina in Southeast also have higher rates of high school as their level of education at 23% (Figure 23).

⁷⁹ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

SOUTHWEST



This area includes Commerce Township, Novi, Walled Lake, Wixom, Wolverine Lake and part of Northville. School districts in this area include Novi and Walled Lake. Some areas in Novi, Walled Lake and Wolverine Lake have relatively high concentrations of residents without post-secondary attainment. This region has one Oakland County Michigan Works! service center but it does not have any post-secondary schools.

The post-secondary attainment rate in this area is 5.6% higher than the county overall at 68%. Residents in this area with post-secondary education earn median hourly wages of \$34 (\$4 higher than the county overall), compared to \$16 for residents without post-secondary education (\$4 higher than the county overall).⁸⁰ The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁸¹ This is one of only two areas in the county where the median hourly earnings for those without post-secondary education is a living wage for one adult.

⁸⁰ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁸¹ "Michigan, 2019 County Profiles," United For ALICE.

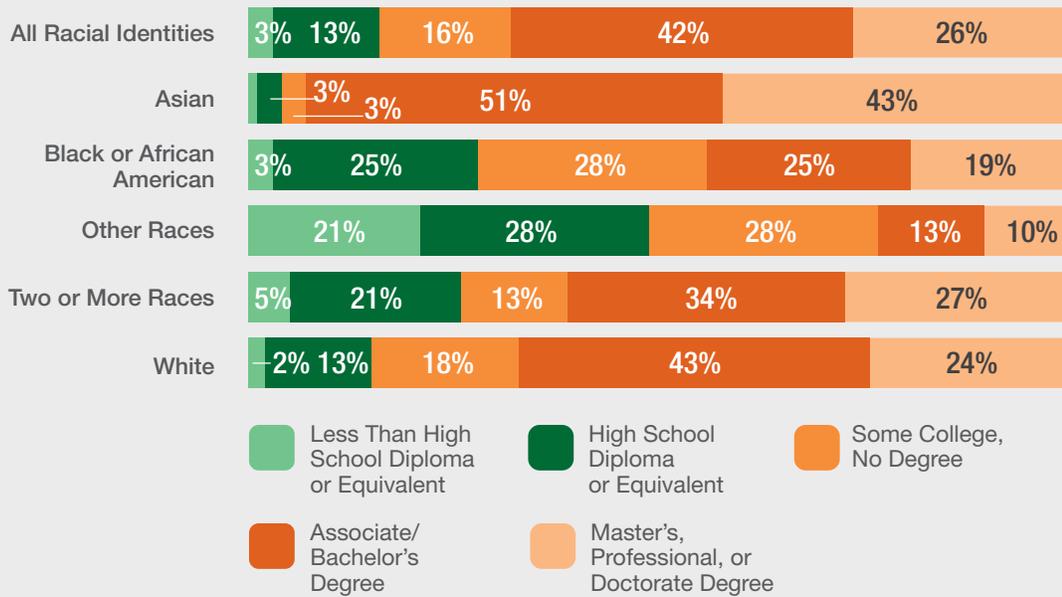


FIGURE 24
Highest Education Received by Race (Southwest)

Among residents identifying as Other, 21% have not earned a High School Diploma or equivalent. Asian residents with an Associate Degree or higher is 7% higher than in the county overall.

Source: 2021 ACS 1-Year PUMS

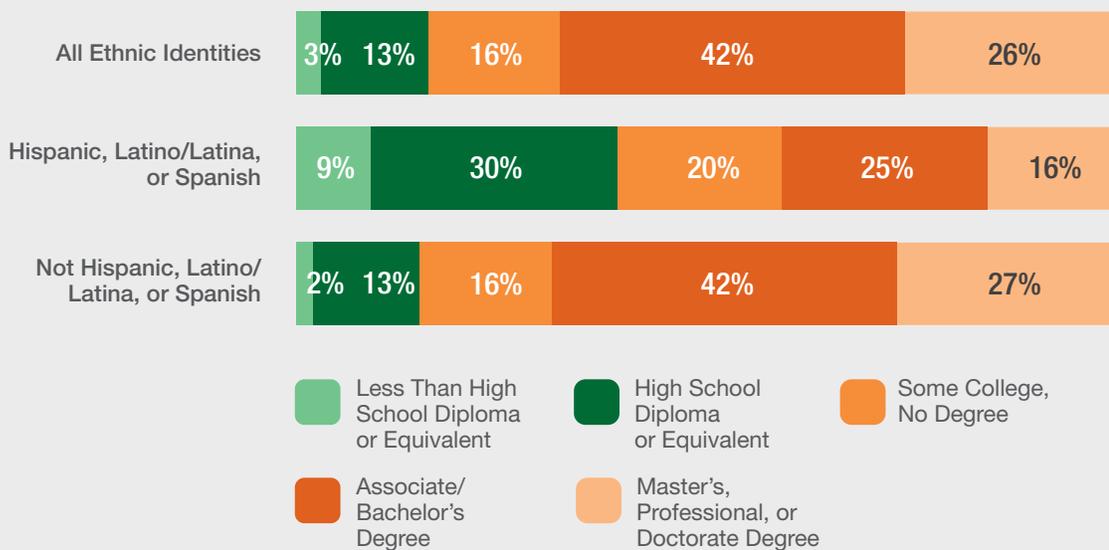


FIGURE 25
Highest Education Received by Ethnicity (Southwest)

Twenty percent (20%) of Latino/Latina residents have Some College, No Degree, compared to 14% in the county. Among these residents, 41% have an Associate Degree or higher, compared to 48% in the county.

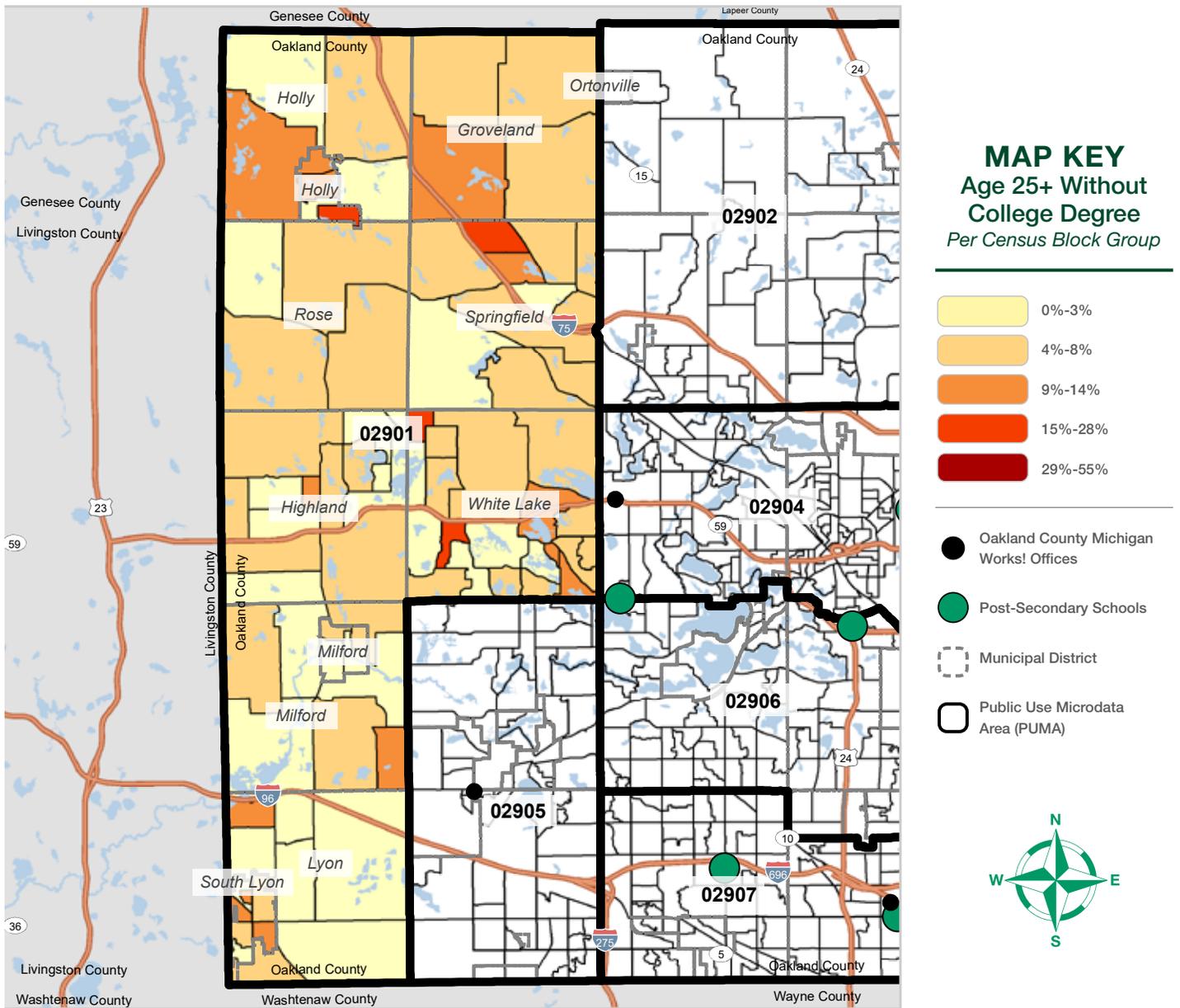
Source: 2021 ACS 1-Year PUMS

Asian residents make up 16% of the population, compared to 9% for the county overall. Black residents make up 7% of this region's population, compared to 13% for the county overall.⁸²

Ninety-three percent (93%) of Asian residents in this region have an Associate Degree or higher, compared to 86% in the county overall (Figure 24). Among residents identifying as Other, 21% have not earned a High School Diploma or equivalent, compared to 9% for this group in the county overall (and 3% for the PUMA overall). Those identifying as Other also have a 14% higher rate of residents with Some College, No Degree compared to their overall county rate. Among those who identify as Latino/Latina, 41% have an Associate Degree or higher compared to 48% in the county overall. However, 20% of Latino/Latina residents have Some College, No Degree, compared to 14% of Latino/Latina residents for the county overall (Figure 25).

⁸² U.S. Census Bureau, 2021 ACS 1-Year PUMS.

WEST



This area includes Groveland Township, Holly, Holly Township, Milford, Milford Township, Ortonville, Rose Township, South Lyon, Springfield Township, Village of Clarkston and White Lake Township. School districts in this area include Brandon, Clarkston, Holly, Huron, South Lyon and Waterford. This region has no post-secondary schools and no Oakland County Michigan Works! service centers. Areas of Groveland Township, Holly, South Lyon, Springfield Township and White Lake Township have relatively high concentrations of residents without post-secondary attainment.

The post-secondary attainment rate in this area is 9.6% lower than the county overall at 53%. Residents in this area with post-secondary education earn median hourly wages of \$31 (\$1 higher than the county overall), compared to \$15 for residents without post-secondary education (\$3 higher than the county overall).⁸³ The minimum living wage for one adult with no children in Oakland County is \$14.49 per hour.⁸⁴ This is one of only two areas in the county where the median hourly earnings for those without post-secondary education is a living wage for one adult.

⁸³ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁸⁴ "Michigan, 2019 County Profiles," United For ALICE.

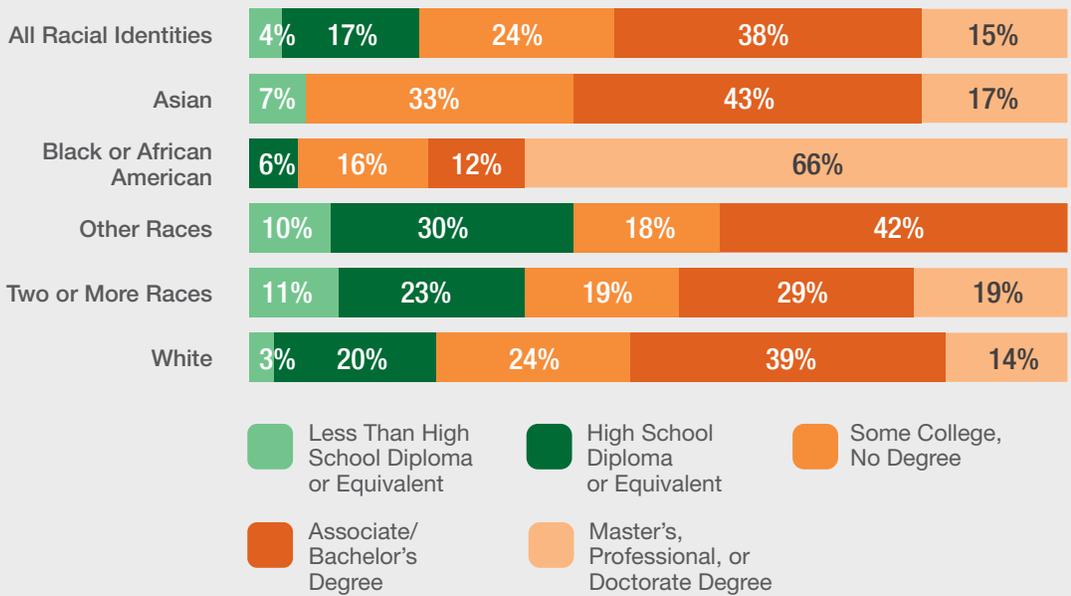


FIGURE 26
Highest Education Received by Race (West)

For Asian and White residents, Some College, No Degree is relatively high compared to the county overall. Master's, Professional, or Doctorate Degree attainment among Black residents is particularly high.

Source: 2021 ACS 1-Year PUMS

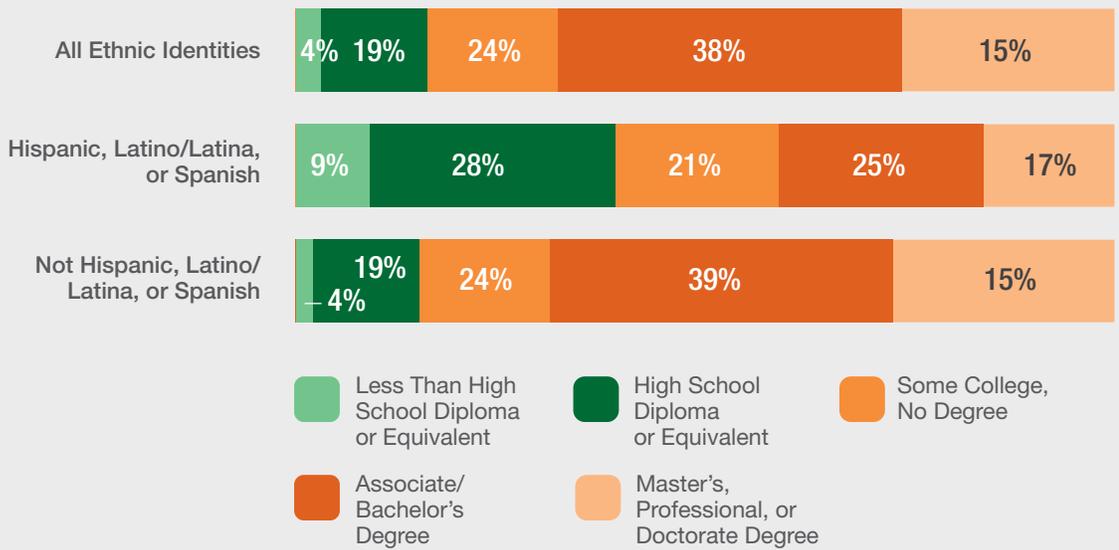


FIGURE 27
Highest Education Received by Ethnicity (West)

Among residents who are Latino/Latina and residents who are not Latino/Latina, Some College, No Degree is 6% higher than the county overall.

Source: 2021 ACS 1-Year PUMS

Black representation is low at 1%, compared to 13% for the county overall. Three percent (3%) of residents are Asian, compared to 9% in the county overall. White residents make up 86% of the population, compared to 70% for the county overall.⁸⁵

In this area, 26% more Asian residents have Some College, No Degree compared to Asian residents in the county overall. Some College, No Degree is also relatively high for White residents at 24% compared to 18% for White residents in the county overall. Among Black residents, Master's, Professional, or Doctorate Degree attainment is high at 66%, compared to 17% for Black residents in the county overall⁸⁶ (Figure 26).

Those who identify as Asian, Other, and Two or More Races are experiencing higher rates of lack of high school degree or equivalent than for the PUMA overall (Figure 15). This is true for Latino/Latina residents as well (Figure 27). Rates for those who have high school as their highest level of education are also high for those who identify as Other, Two or More Races, and Latino/Latina (Figures 26 & 27).

⁸⁵ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

⁸⁶ U.S. Census Bureau, 2021 ACS 1-Year PUMS.

Appendix C: Additional Data Findings

This appendix contains deeper data findings and analyses of interest to Oakland80.

OAKLAND COUNTY LABOR MARKET INFORMATION

Table 2 outlines Oakland County's Top Jobs through 2030 (modeled after the State's Hot 50 Job Outlook) and is ordered by number of annual job openings.⁸⁷ 58% require post-secondary education. These occupations have above-average projected job openings and growth, as well as hourly wages above the living wage for one adult (\$14.49).⁸⁸

**TABLE 2:
Oakland County's Top Jobs Through 2030**

| Occupation | Projected Annual Job Openings | Hourly Wage Range | Growth Through 2030 | Typical Education & Training |
|--|-------------------------------|-------------------|---------------------|---|
| General and Operations Managers | 1,549 | \$31–\$80 | 4% | Bachelor's Degree, Work experience |
| Heavy and Tractor-Trailer Truck Drivers | 937 | \$19–\$31 | 8% | Post-secondary nondegree award, Short-term OJT |
| First-Line Supervisors of Food Preparation and Serving Workers | 903 | \$15–\$25 | 7% | High School Diploma or Equivalent |
| Maintenance and Repair Workers, General | 746 | \$16–\$25 | 5% | High School Diploma or Equivalent, Moderate-term OJT |
| Loan Officers | 571 | \$25–\$59 | 15% | Bachelor's Degree, Moderate-term OJT, Work experience |
| Market Research Analysts and Marketing Specialists | 539 | \$24–\$48 | 9% | Bachelor's Degree |
| Construction Laborers | 507 | \$19–\$25 | 9% | No formal educational credential, Short-term OJT |
| Electricians | 499 | \$25–\$41 | 4% | High School Diploma or Equivalent, Apprenticeship |
| Industrial Truck and Tractor Operators | 429 | \$20–\$31 | 5% | No formal educational credential, Short-term OJT |
| Lawyers | 408 | \$38–\$77 | 12% | Professional or Doctorate Degree |
| Automotive Service Technicians and Mechanics | 406 | \$15–\$30 | 4% | Post-secondary non-degree award, Short-term OJT |
| Dental Assistants | 405 | \$15–\$24 | 9% | Post-secondary nondegree award |
| Financial Managers | 385 | \$49–\$79 | 11% | Bachelor's Degree, Work experience |
| Management Analysts | 383 | \$32–\$51 | 4% | Bachelor's Degree, Work experience |

⁸⁷ "Michigan's Hot 50 Job Outlook Through 2030," Michigan Department of Technology, Management and Budget, last modified August 10, 2022, https://milmi.org/_docs/publications/Hot50_Statewide_2030.pdf.

⁸⁸ "Michigan, 2019 County Profiles," United For ALICE.

| | | | | |
|--|-----|-----------|-----|--|
| Loan Interviewers and Clerks | 379 | \$18–\$23 | 15% | High School Diploma or Equivalent, Short-term OJT |
| Paralegals and Legal Assistants | 376 | \$23–\$35 | 15% | Associate Degree |
| Industrial Engineers | 370 | \$39–\$51 | 5% | Bachelor's Degree |
| Industrial Machinery Mechanics | 308 | \$25–\$34 | 8% | High School Diploma or Equivalent, Long-term OJT |
| First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors | 279 | \$23–\$33 | 6% | High School Diploma or Equivalent |
| First-Line Supervisors of Construction Trades and Extraction Workers | 273 | \$31–\$48 | 8% | High School Diploma or Equivalent |
| Carpenters | 265 | \$21–\$33 | 7% | High School Diploma or Equivalent, Apprenticeship |
| Medical and Health Services Managers | 224 | \$37–\$63 | 14% | Bachelor's Degree, Work experience |
| Logisticians | 209 | \$31–\$51 | 14% | Bachelor's Degree |
| Police and Sheriff's Patrol Officers | 201 | \$27–\$35 | 5% | High School Diploma or Equivalent, Moderate-term OJT |
| Securities, Commodities, and Financial Services Sales Agents | 201 | \$24–\$41 | 9% | Bachelor's Degree, Moderate-term OJT |
| Food Service Managers | 169 | \$25–\$39 | 7% | High School Diploma or Equivalent |
| Operating Engineers and Other Construction Equipment Operators | 158 | \$24–\$37 | 9% | High School Diploma or Equivalent, Moderate-term OJT |
| Managers, All Other | 156 | \$38–\$65 | 5% | Bachelor's Degree, Work experience |
| Financial and Investment Analysts | 154 | \$30–\$49 | 6% | Bachelor's Degree |
| Packaging and Filling Machine Operators and Tenders | 146 | \$15–\$20 | 8% | High School Diploma or Equivalent, Moderate-term OJT |
| Civil Engineers | 135 | \$28–\$45 | 6% | Bachelor's Degree |
| Personal Financial Advisors | 133 | \$30–\$67 | 9% | Bachelor's Degree, Long-term OJT |
| Construction Managers | 127 | \$40–\$64 | 14% | Bachelor's Degree, Moderate-term OJT |
| Dental Hygienists | 127 | \$31–\$38 | 9% | Associate Degree |
| Marketing Managers | 126 | \$48–\$79 | 5% | Bachelor's Degree, Work experience |
| Bus and Truck Mechanics and Diesel Engine Specialists | 122 | \$20–\$30 | 8% | High School Diploma or Equivalent, Long-term OJT |

COUNTY-WIDE DATA ON EQUITY

In Oakland County, Black residents make up the second-largest racial identity at 13% of the total population (Table 3). Yet, Black residents only account for 9% of all residents with post-secondary attainment. Those who identify as Other, Two or More Races and Latino/Latina (Table 4) also have disparities in post-secondary attainment. For example, 4.5% of residents are Latino/Latina, yet these residents account for 3.4% of all residents with post-secondary attainment. Asian and White residents are both overrepresented among all residents with post-secondary attainment. Asian residents make up 9% of the total population and account for 12.4% of all residents with post-secondary attainment. White residents make up 69.7% of the total population and account for 71.7% of residents with post-secondary attainment.

**TABLE 3:
Oakland County Population and Post-Secondary Attainment by Race (Ages 25 to 64)**

| Race | Number of Residents of this Race | This Race's Percentage of Total Population | Number of Residents of this Race With PSA | This Race's Percentage of All Residents With PSA | Number of Residents of this Race Without PSA | This Race's Percentage of All Residents Without PSA |
|-----------------------------------|----------------------------------|--|---|--|--|---|
| American Indian and Alaska Native | 1,461 | 0.2% | 844 | 0.2% | 617 | 0.2% |
| Asian | 61,472 | 9.0% | 52,685 | 12.4% | 8,787 | 3.4% |
| Black | 88,090 | 12.9% | 37,134 | 8.7% | 50,956 | 19.8% |
| Other Races | 13,460 | 2.0% | 5,884 | 1.4% | 7,576 | 2.9% |
| Two or More Races | 42,952 | 6.3% | 23,912 | 5.6% | 19,040 | 7.4% |
| White | 476,257 | 69.7% | 305,277 | 71.7% | 170,980 | 66.3% |
| Total | 683,692 | 100.0% | 425,736 | 100.0% | 257,956 | 100.0% |

**TABLE 4:
Oakland County Population and Post-Secondary Attainment by Ethnicity (Ages 25 to 64)**

| Ethnicity | Number of Residents of this Ethnicity | This Ethnicity's Percentage of Total Population | Number of Residents of this Ethnicity With PSA | This Ethnicity's Percentage of All Residents With PSA | Number of Residents of this Ethnicity Without PSA | This Ethnicity's Percentage of All Residents Without PSA |
|-------------------|---------------------------------------|---|--|---|---|--|
| Latino/Latina | 30,638 | 4.5% | 14,528 | 3.4% | 16,110 | 6.2% |
| Not Latino/Latina | 653,201 | 95.5% | 411,355 | 96.6% | 241,846 | 93.8% |
| Total | 683,692 | 100.0% | 425,736 | 100.0% | 257,956 | 100.0% |

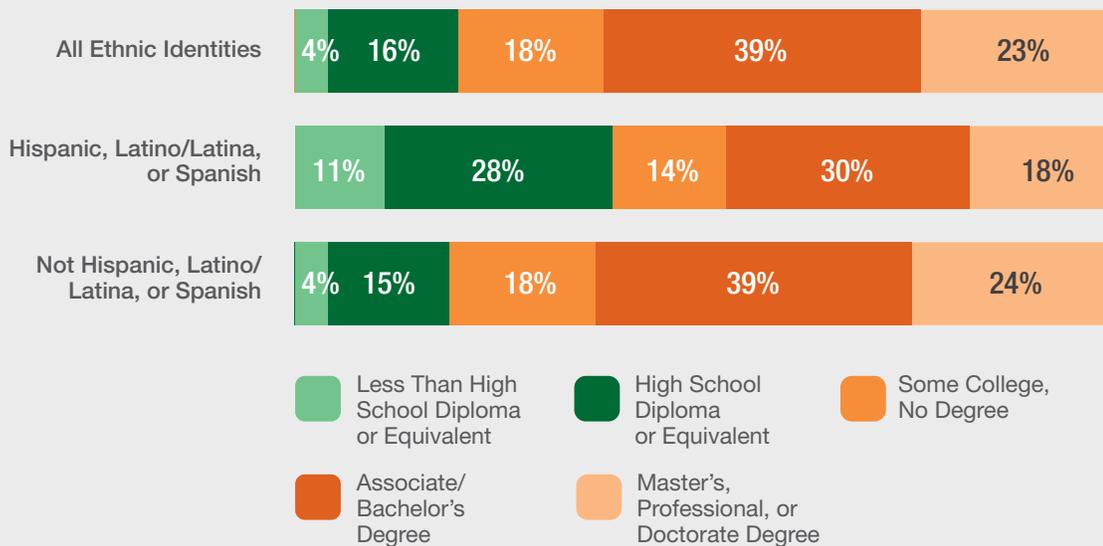


FIGURE 29
Highest Education Received by Ethnicity

Over 10% of Latino/Latina residents have not completed high school, compared to under 4% for residents who are not Latino/Latina.

Source: 2021 ACS
 1-Year PUMS

Beyond just having higher educational attainment rates overall, Asian and White residents also have higher levels or degree types of post-secondary attainment (Figure 28). Almost 90% of Asian residents have an Associate Degree or higher with about 50% attaining a Master’s Degree or higher. Sixty-four percent (64%) of White residents have an Associate Degree or higher. Black residents and residents identifying as Other have the largest share of residents with High School or Equivalent as their highest level of education. And, at twenty-six percent (26%), Black residents have the highest rates of “Some College, No Degree.” While this category could contain residents who have a college certificate or some other short-term credential, it could also contain those who started and did not finish college.

There are discrepancies in high school completion and post-secondary enrollment by School District in Oakland County as well (Table 5). Table 5 lists Oakland County school districts by their percentage of graduates enrolled in higher education within one year, ordered smallest to largest.

**TABLE 5:
High School Graduation and Post-Secondary Enrollment Rates by
Oakland County School District**

| School District | Four-Year High School Graduation Rate (2020-21) | % of Graduates Enrolled in Higher Education Within One Year (2019-20) | PUMA(s) |
|---|--|--|---|
| Arts and Technology Academy of Pontiac | 78.4% | 14.3% | Central—Pontiac/Waterford Area (2904) |
| Bradford Academy | 58.5% | 17.6% | South Central—Farmington/Southfield Area (2907) |
| Pontiac Academy for Excellence | 90.3% | 24.2% | Central—Pontiac/Waterford Area (2904) |
| Michigan Virtual Charter Academy | 58.2% | 24.4% | Southeast (2908) |
| School District of the City of Oak Park | 67.5% | 24.9% | Southeast (2908) |
| Lighthouse Connections Academy | 76.0% | 27.9% | East Central—Troy/Rochester Area (2903) |
| Pontiac City School District | 56.4% | 31.8% | Central—Pontiac/Waterford Area (2904) |
| Madison District Public Schools | 72.0% | 36.4% | Southeast (2908) |
| School District of the City of Hazel Park | 44.0% | 41.1% | Southeast (2908) |
| Oakland FlexTech High School | 75.3% | 45.7% | South Central—Farmington/Southfield Area (2907) |
| Ferndale Public Schools | 70.3% | 49.1% | Southeast (2908) |
| Clarenceville School District | 80.5% | 51.4% | South Central—Farmington/Southfield Area (2907) |
| Holly Area School District | 88.5% | 54.8% | West (2901) |
| Avondale School District | 73.1% | 55.3% | East Central—Troy/Rochester Area (2903) and Central—Pontiac/Waterford Area (2904) |
| Waterford School District | 83.8% | 56.3% | West (2901) and Central—Pontiac/Waterford Area (2904) |
| Southfield Public School District | 89.5% | 56.8% | South Central—Farmington/Southfield Area (2907) |
| Brandon School District in the Counties of Oakland and Lapeer | 83.0% | 59.0% | West (2901) and Northeast (2902) |

| | | | |
|-------------------------------------|-------|-------|--|
| Clawson Public Schools | 85.4% | 61.6% | Southeast (2908) |
| Huron Valley Schools | 93.7% | 65.6% | West (2901) |
| Lamphere Public Schools | 85.4% | 66.7% | Southeast (2908) |
| Royal Oak Schools | 89.8% | 71.1% | Southeast (2908) |
| Oxford Community School | 90.4% | 73.2% | Northeast (2902) |
| Clarkston Community School District | 91.6% | 73.3% | West (2901) and Northeast (2902) |
| Lake Orion Community Schools | 94.9% | 77.8% | Northeast (2902) |
| Farmington Public School District | 88.9% | 78.8% | South Central – Farmington/Southfield Area (2907) |
| Walled Lake Consolidated Schools | 92.3% | 79.8% | Southwest (2905) and Central – Birmingham/Bloomfield Area (2906) |
| AGBU Alex-Marie Manoogian School | 94.3% | 81.1% | South Central – Farmington/Southfield Area (2907) |
| Berkley School District | 96.1% | 81.8% | Southeast (2908) |
| Novi Community School District | 94.8% | 81.8% | Southwest (2905) |
| South Lyon Community Schools | 90.6% | 82.1% | West (2901) |
| West Bloomfield School District | 94.7% | 85.7% | Central – Birmingham/Bloomfield Area (2906) |
| Rochester Community School District | 96.3% | 86.6% | Northeast (2902) and East Central – Troy/Rochester Area (2903) |
| Birmingham Public Schools | 97.4% | 87.3% | Central – Birmingham/Bloomfield Area (2906) |
| Bloomfield Hills Schools | 96.2% | 87.7% | Central – Birmingham/Bloomfield Area (2906) |
| Troy School District | 94.0% | 88.9% | East Central – Troy/Rochester Area (2903) |

Appendix D: Community Listening Session Findings

PURPOSE

To support the Oakland80 strategy prioritization and vetting process, CSW hosted virtual listening sessions with Oakland County residents to hear about their experiences with education and employment, and recommendations on improving access to higher education opportunities.

A total of 16 Oakland County residents participated in four listening sessions. Two listening sessions were held with residents ages 18-24 (young adult sessions), which focused on their experiences pursuing higher education programs, career exposure and exploration they received in K-12, and supports they received transitioning from high school to post-secondary education. Two listening sessions were held with residents ages 25-45 (adult sessions), which focused on their experiences pursuing higher education programs, obtaining employment and advancing professionally, and using financial aid to further their education.

METHODOLOGY

Oakland80 and CSW identified the diverse backgrounds and experiences of residents needed to gain representative feedback from the listening sessions. To support ensuring feedback from residents with a range of cities, demographics, education levels and employment statuses, CSW created a screening survey. This survey was sent out to residents by Oakland80 partners during February/March 2023. CSW contacted registrants to confirm interest and formed listening session groups based on their availability. Feedback from those groups was compiled and analyzed for themes among residents' experiences and suggestions. All residents who participated in a listening session were compensated with a gift card in recognition of their time.

Limitations

Oakland80 conducted significant outreach with residents to recruit participants to listening sessions, and varied times were offered to accommodate different schedules, as well as in-person sessions. However, participation was lower than desired which impacted representation. Most notably, listening session attendance was higher among more affluent and populated regions of the county. Participants from other regions were invited but did not attend at the time of the session. Listening session participation for 18-24 years olds featured students currently enrolled in post-secondary education or with a degree, which limited feedback provided from those who have encountered barriers to post-secondary educational attainment for this group.

YOUNG ADULT LISTENING SESSIONS

Demographics

Nine residents participated in the young adult listening sessions.

- Residents lived in the following areas: Auburn Hills, Bingham Farms, Bloomfield Hills, Davisburg, Farmington, Farmington Hills, Madison Heights, Troy and West Bloomfield.
- Most of the young adults used she/her pronouns (78%), while one used he/him pronouns (11%) and one preferred not to answer (11%).
- Over half identified as White (56%), two identified as Black or African American (22%), one identified as Middle Eastern or North African (11%) and one identified as White and East Indian (11%).
- One resident identified as Latino/Latina (11%), while eight did not (89%).
- CSW had hoped to gather feedback from younger residents who have not started their post-secondary education, or who have started and stopped, to better understand the supports needed. But, one had already earned a degree (11%) and the others were currently enrolled in education programs (89%).

HIGHER EDUCATION MOTIVATION AND APPLYING FOR FINANCIAL AID

When asked about their motivations to pursue post-secondary education, young adults mentioned the following:

- Earning a degree would open a path to higher earnings or financial security (4 young adults)
- Influence or suggestions from parents (4 young adults)
- Receiving financial aid or support (3 young adults)
- Being close to home, which allowed them to save money (2 young adults)

Young adults also shared their experience with applying for financial aid:

- Overall, applying for financial aid was confusing or difficult (5 young adults).
- Their university was helpful throughout the financial aid process by sending reminders, providing help finding scholarships, or correcting a mistake on a financial aid application (4 young adults).
- Their parents helped them fill out the FAFSA, which make it easier to apply for financial aid (2 young adults).
- Their parents were not able to help them fill out the FAFSA, which made it more difficult to apply for financial aid (2 young adults).

Young adults shared strategies they feel would increase access to financial aid opportunities:

- Schools should provide a list of scholarships or help finding or managing scholarships (3 young adults)
- Schools should review FAFSA documents to make sure they are completed accurately (1 young adult)
- The FAFSA should be simplified (2 young adults)
- More scholarships should be offered with less restrictive qualifications (1 young adult)

CAREER EXPOSURE/EXPLORATION

Young adults shared the career exposure/exploration activities they completed as part of their K-12 education:

- They took personality or other “career” tests to help identify potential career interests (7 young adults)
- One of these young adults said their guidance counselor worked with them to tailor their schedule to their career interests.
- One of these young adults said this got them thinking about their interests, but there was no other guidance provided.
- Another young adult said they were not interested in the career they were matched with and the information provided was useless.
- They participated in job shadowing or an internship through their school (2 young adults).
- Recruiters visited their school (1 young adult).
- Guest speakers from colleges talked with them about academic programs and potential career earnings (1 young adult).

When asked what K-12 staff should do or know to best help students map their higher education and career options, young adults said:

- School curricula should support more shadowing opportunities, including outside of core classes like math (4 young adults).
- Staff should provide more detailed information about what a career is really like (2 young adults).
- One young adult suggested this could be accomplished by having staff job shadow and report back to students.
- Staff needs to be passionate to make students interested (2 young adults).
- One young adult suggested staff should embrace the 4 Ds—Desire, Determination, Dedication and Discipline—to grow their passion.
- College preparation in high school is lacking and did not help with their current program (1 young adult).
- Content should be representative of different genders, ages, races, etc. to make it more appealing (1 young adult).
- Staff should provide information about careers other than “traditional” careers (like doctor, lawyer, etc.) (1 young adult).

Young adults also shared their recommendations to increase K-12 students’ exposure to future career opportunities:

- Personality tests should be required (3 young adults).
 - o One young adult suggested schools could offer different courses tailored to different personality types.
- Students should have more shadowing opportunities (2 young adults).
- Students should be exposed more frequently, and career exploration could be a requirement to graduate (1 young adult).

SUPPORTED TRANSITIONS FROM HIGH SCHOOL TO POST-SECONDARY EDUCATION

None of the young adults received official support transitioning from high school to post-secondary education, although some mentioned they received support from parents or their inner circle, or from their post-secondary program after enrolling. Young adults offered the following recommendations to help high school students transition to post-secondary education:

- Increase shadowing opportunities to provide students with direction and support (4 young adults).
- Provide information to students before senior year/graduation (2 young adults).
- Get parents involved to educate students about their field (1 young adult).
- Support students' intent to enroll by having them write out a step-by-step plan with deadlines (1 young adult)
- Increase access to dual enrollment programs so that students can see how college courses work (1 young adult)
- Provide information to students about balancing time for homework, a job and socializing in college (1 young adult)

ADULT LISTENING SESSIONS

Demographics

Seven residents participated in the adult listening sessions.

- Residents lived in the following areas: Auburn Hills, Clawson, Lake Orion, Novi, Oak Park, Rochester Hills and Troy.
- Three residents used she/her pronouns (43%), while two used he/him pronouns (29%), one used they/them pronouns (14%) and one preferred not to answer (14%).
- Three residents identified as White (43%), two identified as Black or African American (29%), one identified as Asian and White (14%) and one chose Other and identified as Latino/Latina (14%).
- One resident identified as Latino/Latina (14%), while six did not (86%).
- Employment status was varied. Two residents were working full-time but not in their desired industry (29%), two were unemployed and not actively looking for work (29%), one was working part-time in their desired industry (14%), one was working part-time but not in their desired industry (14%), and one was a student/vocational training participant (14%).

POST-SECONDARY EDUCATION

All adults who participated completed a post-secondary degree or certificate program, were currently enrolled, or had started but did not complete a program. Those who did not complete their program noted they faced financial difficulties, health issues, difficulties with a virtual learning environment, or poor performance in their program.

A few adults noted the following support they received to help them with their higher education:

- They received a Michigan Reconnect scholarship, which has been helpful since they are facing high medical bills. They also received support through the accessibility office due to a medical issue (1 adult).
- They received help navigating their transition from high school to college from their high school guidance counselor. They also received financial assistance from family, and a tutor and academic counseling in college (1 adult).
- They received financial aid through the FAFSA (1 adult).

Adults who did not receive support said the following would have been helpful:

- Financial support (2 adults).
- More educational sessions about financial aid/the FAFSA, since they thought the ones they attended were meant for parents helping their children (1 adult).
- More guidance in high school about career opportunities/mapping and job demand/growth (1 adult).
- More online course offerings, since they cannot drive reliably (1 adult).
- More flexible course times (1 adult).

WORK EXPERIENCE

Adults shared what has been the greatest challenge for them in gaining employment in the occupation or industry they want to work in:

- The training or education required (2 adults)
- Competition within the field (2 adults)
- Not having a support system (1 adult)
- Difficulty with medical issues (1 adult)
- Feeling discouraged makes it difficult to want to get out and find employment (1 adult)

Adults were asked what information, services and support has been most impactful in helping them launch their careers:

- Mentors (2 adults)
- YouTube videos related to their field (2 adults)

Adults were also asked what information, services and support would be the most impactful in helping them to further advance their careers:

- More information about available opportunities like Michigan Reconnect (2 adult)
- Seminars and networking events (1 adult)
- Making connections through LinkedIn (1 adult)
- Communicating with people in their field (1 adult)

They shared their preferred settings to access career navigation services or vocational supports:

- In-person on a college campus (3 adults)
 - One of these adults said they would be open to receiving services virtually as well
- Virtually (1 adult)
- No preference (1 adult)

All adults were asked whether their K-12 education prepared them for the transition to work or understanding future opportunities, and said they did not, noting the following:

- Some courses were not needed (1 adult).
- Teachers made assumptions about typical work and work schedules and did not think outside of the box (1 adult).
- There should have been courses focused on things like filing taxes (1 adult).

USING FINANCIAL AID FOR EDUCATION

All of the adults who participated said they have applied for financial aid in the past. They shared their thoughts on the process:

- They did not qualify for financial aid through the FAFSA due to their parents' income (3 adults).
- One adult said they stopped pursuing higher education due to this, since they could not afford it without financial aid.
- One adult said that after they turned 25 and their parents' income was irrelevant, they were able to apply for and use financial aid and found it easy to do so.
- They qualified for Michigan Reconnect and were fine with the process (3 adults).
- One adult noted that they learned about this opportunity through friends and family, and the process is easy if you have the resources.
- They found it difficult to navigate the requirements of different financial aid programs (1 adult).

Asked about the primary barriers for Oakland County residents accessing available financial aid, adults mentioned:

- Lack of exposure to available opportunities (2 adults).
- The information available is difficult to understand (1 adult).
- Age and parental restrictions in wealthier areas of the county, and lack of Internet availability or transportation to helpful services in less wealthy areas of the county (1 adult).

Adults were asked to share what strategies they think would be most impactful in helping Oakland County expose financial aid opportunities to more residents. They shared a range of recommendations:

- Offer informational sessions in high schools and/or community centers (4 adults).
- Use social media to reach more people (2).
- Create advertisements to show at a movie theater or other places where people hang out (1 adult).
- Make financial aid a part of high school curriculum (1 adult).
- Provide more information about scholarships (1 adult).



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