REQUEST FOR INFORMATION

MICHIGAN ECONOMIC DEVELOPMENT CORPORATION

THE TALENT ACTION TEAM – EV AND MOBILITY INITIATIVE

June 30, 2022

RFI - CASE - 357751

A.   Background

The Michigan Economic Development Corporation (MEDC) has identified talent as a critical area for investment in the state of Michigan. Talent is *the* top priority for economic development – 95% of CEOs name talent as the critical driver in site selection decisions. The MEDC is addressing key talent challenges through several transformative bets, including the Talent Action Team (TAT) – EV and Mobility.

The TAT – EV and Mobility will bring together industry, higher education, training and recruitment program partners to support the need for reskilling and upskilling incumbent automotive industry workers, and recruiting new employees into the industry. The TAT – EV and Mobility will expand educational opportunities to build competitive, cross-industry talent for the future of electrification and mobility.

The automotive industry is a top priority for Michigan. 20% of Michigan's total jobs are directly and indirectly in the industry, which is undergoing a once-in-a-lifetime transformation from conventional vehicles to electric vehicles. This transition means more than 300,000 jobs at stake for Michigan. The TAT – EV and Mobility has an ambitious goal to scale and train thousands of workers in each year of the program – supporting workforce development at a scale the state has never done before. This program will be transformative for our partner organizations.

As the State develops its application and designs talent programs through an inclusive and equitable lens, we invite the public to provide information and feedback to support industry partners and job seekers in this transition.

B.   Purpose of the Request for Information

The MEDC is requesting information from institutions of higher education, training partners, recruiting partners, educational program providers and other entities who provide programs that support the training needs of industry partners to provide recommendations for opportunities to scale or improve existing resources or to create new programs in support of the automotive industry's transition to electrification through the TAT – EV and Mobility.

Responses may be used as part of the State's talent program competitive application and/or used as part of program design. Responses will also inform the State of opportunities to partner with higher education and program partner organizations who will be able to implement training programs and/or deliver financial support at a local, regional, or state-wide level.

Goals of the TAT – EV and Mobility

- Provide employers with a full-service offering to reskill their workers with the relevant skillset to enable longer-term success in the EV market
- Create rapid, more diverse pipeline of talent to seize immediate job opportunities and careers
- Prepare the market to anticipate future needs with projections for employees (roles and skills) that need to be reskilled and incremental new graduates required in the next 5-10 years
- Make Michigan and its auto industry a lighthouse for talent attraction, development, and retention

Exhibit 1: Industry Needs Relevant to the RFI Response

Capabilities	Examples
Wide range of training models	Traditional, experiential, immersive situations (e-learning & role based, workshops, case studies, role play, simulations, conferences, on site)
On-the-job training	Training delivery in multiple settings depending on employer need (e.g., on-the-job, external visits)
Tailored learning paths	Flex in creation of curriculums customized to employer skills needs (e.g., technical and soft skills) and tailored to employer culture and work context
Tools to enable multi-model content delivery	Short videos, courses, e-learning
Focus on coaching	Mentors, SMEs, online learning platforms / forums
Enablement of peer-to-peer learning	Peer groups, workgroup learning, online learning platforms / forums
Continuous assessment	Quizzes, tests, surveys
Data-driven, short feedback loop	Real-time user tracking

Exhibit 2: Industry Required Focused Skills Areas Relevant to RFI Response

Job Category and Illustrative Titles	Description	Technical Skills Needs[1]
Software Developer *e.g., System Software Engineer, Infotainment Middleware Software Developer, Electrical Software Engineer*	Research, design, and develop computer and network software or specialized utility programs. Analyze user needs and develop software solutions. Update software or enhance existing software capabilities. Work with computer hardware engineers to integrate hardware and software systems. Maintain databases within an application area.	Simulation, Software Architecture, Agile Development, Embedded Systems, Project Management, Calibration, Debugging, Product Development, MATLAB, C++, Java, AUTOSAR, Python, Mathworks Simulink, SQL

---

[1] Not exhaustive, to be refined with industry partners

Job Category and Illustrative Titles	Description	Technical Skills Needs[1]
Engineering Technician *e.g., Instrumentation Technician*	Operate, test, maintain, or adjust equipment. Apply electrical and electronic theory and related knowledge to design, build, repair, adjust, and modify electrical components, circuitry, controls, and machinery for use by engineering staff.	Automotive Services Industry Knowledge, Benchmarking, Data Acquisition, Engineering Support, Scheduling
Electrical Engineers *e.g., Electrical Architecture Engineer, Electrical Operations Engineer*	Research, design, develop, test, or supervise the manufacturing and installation of electrical equipment, components, or systems.	Electrical Systems, Project Management, Schematic Diagrams, Simulation, System Design, Manufacturing Processes, Product Development, Vehicle Systems, Wiring, Root Cause Analysis
Electronics Engineer *e.g., Circuit Design Engineer, Electronic Design Automation Engineer*	Research, design, develop, or test electronic components and systems employing knowledge of electronic theory and materials properties. Design electronic circuits and components.	Electrical Systems, Calibration, Manufacturing Engineering, Root Cause Analysis, Simulation, Electrical Systems, Schematic Diagrams
Systems Engineer *e.g., Electrical Architecture Systems Engineer*	Manage and monitor infrastructure and system installations, including configurations, testing, and maintenance	Calibration, Manufacturing Engineering, Root Cause Analysis, Simulation, Electrical Systems
First-Line Supervisor *e.g., Production Line Coordinator, First-Line Supervisor*	Directly supervise and coordinate activities production workers. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties	Planning, project management, automotive industry knowledge, vehicle systems, lean manufacturing
Production Worker *e.g., Production Worker*	Operate and maintain machinery with consistent speed and accuracy, ensure production standards are met	Automotive industry knowledge, vehicle systems, lean manufacturing, computer skills

In addition to technical skills, all roles require higher-order and soft skills. Training programs should address both technical and soft skills.

Soft Skills	Verbal communication skills, problem solving, teamwork / collaboration, written communication, creativity, planning, organizational skills, leadership, etc.

Target Audience and Populations

TAT – EV and Mobility training will prioritize four segments, and requests program ideas that will benefit / impact the following types:

- Middle school/high school career readiness
- Current students in degree, non-degree, certificate, and tech bootcamps
- Reskilling / upskilling incumbent workers in the automotive industry
- Individuals seeking employment in the automotive industry

Delivering effective training and education programs across these segments will require multiple modes of delivery, including short courses, certificates, bootcamps, degree programs, and more. Delivering these programs effectively will require multiple educational institutions and training providers.

In addition, the TAT – EV and Mobility will ensure that these programs reflect the diversity of Michigan and that we build a diverse talent pipeline for employers. Focus population segments include, but are not limited to:

- Incumbent auto workers
- Those working in adjacent industries
- Those not working
- Veterans
- Students
- Adding diversity to the industry
- Immigrants
- Refugees
- Returning citizens / second chance hires
- People with disabilities

Organizational Questions

1) How long has your institution/organization been providing degree/training/certificate programs for the automotive industry?

2) Describe your institution/organization's history working with the automotive industry.

3) Does your institution/organization predominately support degree programs relative to the automotive industry? Do you support other modes of education (e.g., certificates, badges)

Talent Programming Questions

Please provide information related to the following questions for talent programs the State should consider:

- *Development of new, innovative programs*
  - What are recent examples of successful new degree, certificate, or training program launches at your institution? Please describe the program, the launch process, and the criteria used to define success.

- If resources were unconstrained to design a world-class program to support the TAT – EV and Mobility, what would you invest in? Describe what your ideal program would look like. What resources would it require? How would you engage industry employers?

- *Program Offerings*
  - The TAT – EV and Mobility is interested in existing education and training programs in Michigan that can be scaled to meet TAT – EV and Mobility objectives. In addition, respondents can propose new education and training programs that are tailored to TAT – EV and Mobility employer needs. Please complete the table below with details on program offerings for that you are best positioned to support. Please include both existing programs and proposed new programs. For capacity, please define the number of students currently in the program and potential to scale to additional students. Tables may be formatted in landscape view for your response.
  - In the program description, please provide details on specific software, processes, systems, and equipment are included in the curriculum.
  - If you have offerings at multiple degree/certification levels for an area of study, please indicate all options. We are interested in understanding the full range of programs available (e.g., certificates, short courses) for learners with different levels of experience and credentials.
  - If you have existing programs, please provide a link and/or attach program materials.

Job Category	Course Subject	Degree/Certification Levels	Program Description	New/Existing Program	Program Capacity (No. of Students)
Software Developer					
Engineering Technician					
Electrical Engineers					
Electronics Engineer					
Systems Engineer					
First-Line Supervisor					
Production Worker					

- *Anticipated audience segment(s) supported*
  - What is the anticipated audience segment that would be served by your programs? (middle school/high school career readiness, students currently in degree programs seeking employment in the automotive industry, reskilling / upskilling incumbent workers in the automotive industry and new employees interested in the automotive sector who are not currently enrolled in degree programs)

- *Curriculum and content delivery*
  - How would your current approaches to content delivery (e.g., team-based, project-based learning opportunities) support the TAT – EV and Mobility and what gaps would exist?
  - In the below table, please provide examples of current programming in these areas that correspond to content delivery components in Exhibit 1.

Capabilities	Examples
Wide range of training models	
On-the-job training	
Tailored learning paths	
Tools enable multi-model content delivery	
Focus on coaching	
Enablement of peer-to-peer learning	
Continuous assessment	
Data-driven, short feedback loop	

- *Strategy and approach to drive student success for target groups*
  - The TAT – EV and Mobility will ensure that it is building a diverse pipeline of talent to enable Michiganders from all backgrounds to benefit from TAT – EV and Mobility training. We ask that training providers consider any additional support or considerations trainees from these populations may require. For the population segments that you currently support, please fill out the table below with strategies to drive success, including programs, initiatives, and wrap-around support (e.g., success coaching, tutoring, social/emotional support).

- o If you track metrics to measure the outcomes of these strategies (e.g., graduation or employment rates), please show relevant outcomes for 2016 – 2021 to show how outcomes have trended over time.
- o How do you support trainees who are working full-time jobs (e.g., incumbent auto workers)? What is your approach to design flexible training pathways to ensure student success?

Population Segment	Example Programs / Support	Outcomes
Incumbent auto workers		
Those working in adjacent industries		
Those not working		
Veterans		
Students		
Adding diversity to the industry		
Immigrants		
Refugees		
Returning citizens / second chance hires		
People with disabilities		

- *Anticipated outcomes/measuring success*
  - o What metrics do you use to measure success of your training programs? (Quiz/test scores, surveys, real-time user tracking, certifications, completion, graduation, employment rates)

- *Program implementation*
  - o What individuals at your institution/organization would be engaged in the initiative? Who would be the program lead within your institution/organization?
  - o Do you anticipate any approvals or accreditations will be required to implement the programming?

- *Timeline*
  - o What programs would you be able to offer for our first cohorts in Fall 2022 or January 2023? What programs would require a longer lead time?

- *Partnerships*
  - Are there specific partners who you think should be engaged in the TAT – EV and Mobility? Please provide examples and comment on any relevant partnerships that you currently have that would benefit this initiative.

- *Estimated costs and leveraged resources*
  - Please provide an estimate of costs associated with any program curriculum development and training delivery. It is understood that these are estimates only and specific costs will be determined during program development and based on the program type, technical components and number of students trained.
  - If an existing program, how has this resource been funded in the past?
  - If a new program, what financial resources do you anticipate leveraging? Please list all local, regional, state and/or federal resources.

- *Geographic coverage area*
  - What regions can you deliver in-person training in? In the chart below, please indicate which regions you are capable of delivering programming in. If you are not able to deliver programs in a given region, please leave that region blank.

Prosperity Region	Specific Location	Delivery Capability
Upper Peninsula		
Northwest Michigan		
Northeast Michigan		
West Michigan		
East Central Michigan		
East Michigan		
South Central Michigan		
Southwest Michigan		
Southeast Michigan		
Detroit Metro		

  - Can you deliver the proposed programs using remote learning technologies? What technologies do you utilize? How do you ensure student success in a remote environment?

THIS RFI IS SEEKING INFORMATION ONLY AND DOES NOT IMPLY, COMMIT, OR GUARANTEE FUNDING IN ANY MANNER NOW OR IN THE FUTURE TO ANY PARTY. THIS RFI IS NOT SEEKING BIDS FOR SERVICES AT THIS TIME.

ANY DOCUMENTS PRESENTED AS A PART OF THE RFI ARE SUBJECT TO DISCLOSURE UNDER THE FREEDOM OF INFORMATION ACT.

C. Request for Information Guidelines and Due Dates

- **Questions from potential Applicants are due via email to contractsandgrants@michigan.org by July 11, 2022, at 3:00 p.m.**. Please note: The Michigan Economic Development Corporation (MEDC) will not respond to questions that are not received by the above date, time and email address. In addition, questions that are phoned, faxed or sent through regular mail will not be accepted.

- **Responses to all qualifying questions will be posted on the MEDC's website, July 15, 2022 by 3:00 p.m.**

- **Responses to this RFI are due by 3:00pm EST time on July 22, 2022**.

- Responses should be submitted via **e-mail only** to **contractsandgrants@michigan.org** as a single Portable Document Format (.pdf) attachment. **Responses will not be accepted via U.S. mail or any other delivery method.**

- **RESPONSES MUST INCLUDE THE FOLLOWING IDENTIFYING INFORMATION APPEARING IN THE SUBJECT LINE OF YOUR EMAIL:** *"RFI-CASE-357751" with Institution Name, and "message 1 of 2", as appropriate, if the response consists of multiple emails.*

- *The MEDC will not respond to telephone inquiries, or visitation by Institutions or their representatives. Institutions sole point of contact concerning the RFI is contractsandgrants@michigan.org and any communication outside of this process may result in disqualification.*

- Responses can be a maximum of 10 pages, utilizing ten (10) point font or greater, submitted as a single .pdf file.

Any change or update to this RFI will be posted on the MEDC website. Such postings shall constitute constructive notice to the general public of any modifications or alterations of the RFI.

D. Request for Information Response

Respondents are asked to respond to and provide information for the following items:

1. Contact Information of the Respondent

a) Institution/Organization name and address.

b) Name, title, email, and phone number of the individual(s) responsible for the respondent's RFI response.

2. Organizational and Talent Programming Information

Please structure your response by responding to the Organizational Questions and Talent Programming Questions in Section B

3. Pricing Models for Programming

Please include any additional information that you believe may be beneficial that is not described above.