West Michigan Works! (WMW) Workforce Development Board Meeting (WDB)
Executive Committee
HAWORTH
One Haworth Center • Holland, MI 49423
Monday, May 8, 2017 • Meeting 11:30 a.m.

AGENDA

1. Call to Order, Chairperson Dave Smith

2. Public Comment – Agenda Items

3. Approval of the March 13, 2017 Minutes
   Action Required

   Brenda Isenhart, ACSET Chief Financial Officer
   Information Item

5. Ad-hoc Proposal Appeals Committee
   Nancy Wiest, ACSET Staff Attorney
   Information Item

6. Workforce Development Board: Demographics
   Jacob Maas, WMW Chief Executive Officer
   Discussion Item

7. Adult Education Title II Applications
   Brittany Lenertz, WMW Regional Service Center Director
   Action Required

8. General Updates
   Information Item

9. Other Business

10. Public Comment

11. Adjournment

Next Scheduled Workforce Development Board Meeting:
    July 10, 2017
    Westside Service Center
West Michigan Works! (WMW) Workforce Development Board (WDB)
Executive Committee Meeting
Westside Service Center
215 Straight Ave. NW
Grand Rapids, MI 49504
Monday • March 13, 2017 • 11:30 a.m.

MINUTES

MEMBERS/ALTERNATES PRESENT: Mark Bergsma, John Buchan, Jay Dunwell, Rebecca Herrington, Jon Hofman, Scott McLean, Dave Smith, Sherry White

MEMBERS/ALTERNATES ABSENT: Jim Fisher, Heather Gluszewski, Shana Welch

STAFF PRESENT: Jacob Maas, Brenda Isenhart, Jane Kreha, Brittany Lenertz, Deb Lyzenga, Janette Monroe

GUESTS PRESENT: Ashlee Pattee (Arbor Circle)

1. Call to Order, Chairperson Dave Smith at 11:53 a.m.

2. Public Comment- Agenda Items- None

3. Approval of the January 9, 2017 Minutes
   Action Required
   Motion – Mark Bergsma
   Second – Scott McLean
   Item Approved by Vote – Motion carried

4. West Michigan Works! Website
   Discussion Item
   Jane Kreha, WMW Marketing and Communications Director, reported that WMW is currently working with a consultant on building a new website, and there is an opportunity for building a “performance and accountability” page on the website. Jane noted that the information and metrics would be up to the board to decide. Jacob Maas, WMW Chief Executive Officer, stated that the rationale stems from WMW beginning to provide direct delivery of services and that this information page will display the best practices of WMW and allow transparency with the board committees, jobseekers and concerned citizens. Jacob also suggested that the subcommittees could determine the tracked metrics that would be reported. Dave Smith, WMW WDB Chairperson, suggested that the metrics stay linked to our goals from the WMW Strategic Plan. Jane and Jacob answered board members’ questions. Discussion took place.

5. Nomination of WMW WDB Members
   Action Required
   Dave Smith, WMW WDB Chairperson, reviewed with committee members that since February 2017, WMW has been seeking applications to fill vacant seats on the WDB. WMW is seeking approval from the Executive Committee to support nominations of Jonas Talbott (Employee Representative) and David Kitchen (Labor Training Representative) to fill the two (2) Labor Organization seats. Dave reported that WMW has also received an application from Mr. Thomas Freeland, Meijer HR Director, Supply Chain and
Manufacturing, to fill the vacant business sector seat. Dave noted that the ACSET Governing Board will need to further support the nominations at the meeting in April.

**Motion – Mark Bergsma**  
**Second – Jay Dunwell**  
**Item Approved by Vote – Motion carried**

6. **Offender Success (OS) Program Update**  
   **Discussion Item**  
   Jacob Maas, WMW Chief Executive Officer, reported that on February 24, 2017, ACSET WMW received notice from the Michigan Department of Corrections (MDOC) regarding termination of the contract between ACSET and MDOC effective March 31, 2017. Jacob reported that WMW and Michigan Works! West Central (MWWC) convened in a joint meeting on February 28 to further discuss transition of the current contract to MWWC. Twenty-nine (29) letters of termination were sent to current OS contractors and lessors. Discussion took place.

7. **2018 Statewide Key Priorities**  
   **Discussion Item**  
   Jacob Maas, WMW Chief Executive Officer, reviewed the Michigan Works! Association document provided in the packet with committee members which highlights the following key budget priorities: (1). Expand the Skilled Trades Training Fund (STTF), (2). Invest in the Partnership. Accountability. Training. Hope. (PATH) program and (3). Support and Grow Jobs for Michigan Graduates (JAG). Jacob reported STTF has been underfunded relative to ongoing worker needs; MWA asked for $20 million, but received $10 million. Jacob noted that the PATH program is in need of more intensive services for those individuals who are dependent on public assistance and noted that an increase of $10 million was requested. Jacob reviewed that the JAG program works with Michigan youth who face challenges completing their education and an additional 1.6 million is being requested for JAG.

8. **Governor’s Talent Investment Board (GTIB) and Governor’s Education & Talent Summit**  
   **Information Item**  
   Jacob Maas reported that WMW is hosting the next Governor’s Talent Investment Board (GTIB) meeting on Monday, March 20, 2017 from 11:00am-2:00pm at the Westside Service Center. Jacob asked that if any Executive Committee members are interested in attending, they should contact WMW staff as soon as possible. Jacob further noted that the Governor’s Education and Talent Summit is scheduled to occur on Tuesday, April 25-26 in Lansing, Michigan. Jacob asked that if any Executive Committee members are interested in attending, please RSVP to admin@westmiworks.org by noon on Monday, March 20. Jacob advised members that accommodations and registration will be supported. Jacob also invited members to attend the GR Chamber Talent Summit Event on Wednesday, April 12 from 1pm-6pm at the DeVos Place in Grand Rapids and requested RSVP’s be submitted by March 20.

9. **General Updates**  
   Jacob reported that a few WMW staff and board chairs will be attending the National Association of Workforce Boards (NAWB) Forum 2017 in Washington, DC March 25-28th.

10. **Other Business**
    - None

11. **Public Comment**
    - None

12. **Adjournment at 12:49 p.m. by Chairperson Dave Smith**

**Recorded by:** _______________________________  
**Received by:** _______________________________
MEMORANDUM

TO: West Michigan Works! (WMW)
   Workforce Development Board (WDB) Executive Committee

FROM: Brenda Isenhart, ACSET Chief Financial Officer

DATE: May 1, 2017

RE: March 2017 Michigan Works! Board Financials

Revenue

Year to date earned revenues total $17,414,503 for the nine months ending March 31, 2017. This amount is 19.9% under the budgeted revenues. The amount under budget is primarily due to the timing difference of the Skilled Trades Training Fund (STTF) program.

Expenditures

Operating expenses are under budget by 14%. Equipment purchases: we will be reviewing our IT and equipment needs in this last quarter. Our goal is to schedule regular upgrades in an attempt to avoid large equipment purchases in any one year. Outside Services: funds have been reserved to provide upgrades to the new Barry service center and the Greenville service center. Transportation: personal mileage reimbursement expenses have decreased over $2,000 per month since the purchase of two vehicles.

Subcontractors is underspent by nearly 10%. This underspending is primarily in our WIOA Youth program ($109k) and PATH program ($56k). The underspending in the Training category is almost entirely due to the STTF program. Reimbursement for training under the STTF program occurs after the training has been completed and the employees have retained employment for a set period of time. Given these requirements the majority of the training expenses will occur later in the program year (September yearend).

Administrative expenses represent 6.2% of total expenses which is well within the acceptable limits.

Balance Sheet

A combined balance sheet is presented for your review. The higher cash balance reflects ACSET’s cash draws in preparation of processing payroll checks and generating our weekly check runs. The increase in Property & Equipment reflects the purchases made this fiscal year net of depreciation. Unearned Revenue reflects grant funding received but not yet expended.
## Statement of Revenue & Expenses

For the Nine Months Ending March 31, 2017

<table>
<thead>
<tr>
<th></th>
<th>YTD Thru Mar 2017 Actual</th>
<th>YTD Thru Mar 2016 Actual</th>
<th>YTD 2016/2017 Budget</th>
<th>Budget Variance</th>
<th>Budget Variance %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$ 17,414,503</td>
<td>$ 15,505,804</td>
<td>$ 21,744,000</td>
<td>$(4,329,497)</td>
<td>-19.91%</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wages</td>
<td>$ 5,215,181</td>
<td>$ 4,581,013</td>
<td>$ 5,462,250</td>
<td>$ 247,069</td>
<td>4.52%</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>2,038,101</td>
<td>1,861,279</td>
<td>2,215,500</td>
<td>177,399</td>
<td>8.01%</td>
</tr>
<tr>
<td>Consumable supplies</td>
<td>515,655</td>
<td>377,442</td>
<td>769,500</td>
<td>253,845</td>
<td>32.99%</td>
</tr>
<tr>
<td>Transportation</td>
<td>154,676</td>
<td>140,470</td>
<td>202,500</td>
<td>47,824</td>
<td>23.62%</td>
</tr>
<tr>
<td>Outside services</td>
<td>241,013</td>
<td>232,422</td>
<td>247,500</td>
<td>234,487</td>
<td>49.31%</td>
</tr>
<tr>
<td>Space and communications</td>
<td>1,033,064</td>
<td>869,041</td>
<td>1,197,000</td>
<td>163,936</td>
<td>13.70%</td>
</tr>
<tr>
<td>Equipment rent and maint</td>
<td>62,018</td>
<td>28,329</td>
<td>75,000</td>
<td>12,982</td>
<td>17.31%</td>
</tr>
<tr>
<td>Equipment purchases</td>
<td>184,198</td>
<td>32,765</td>
<td>371,250</td>
<td>187,052</td>
<td>50.38%</td>
</tr>
<tr>
<td>Other expense</td>
<td>379,843</td>
<td>252,224</td>
<td>660,000</td>
<td>280,157</td>
<td>42.45%</td>
</tr>
<tr>
<td><strong>Total operating expense</strong></td>
<td>9,823,749</td>
<td>8,374,985</td>
<td>11,428,500</td>
<td>1,604,751</td>
<td>14.04%</td>
</tr>
<tr>
<td>Subcontractors</td>
<td>$ 2,651,900</td>
<td>$ 2,409,756</td>
<td>$ 2,937,000</td>
<td>$ 285,100</td>
<td>9.71%</td>
</tr>
<tr>
<td>Training</td>
<td>$ 3,496,184</td>
<td>$ 3,543,806</td>
<td>$ 5,801,250</td>
<td>$ 2,305,066</td>
<td>39.73%</td>
</tr>
<tr>
<td>Direct Client Expenses</td>
<td>$ 1,442,670</td>
<td>$ 1,177,257</td>
<td>$ 1,577,250</td>
<td>$ 134,580</td>
<td>8.53%</td>
</tr>
<tr>
<td></td>
<td>$ 7,590,754</td>
<td>$ 7,130,819</td>
<td>$ 10,315,500</td>
<td>$ 2,724,746</td>
<td>26.41%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>17,414,503</td>
<td>15,505,804</td>
<td>21,744,000</td>
<td>4,329,497</td>
<td>19.91%</td>
</tr>
<tr>
<td><strong>Excess of Revenue over Expense</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Unaudited
## Area Community Services Employment Training

### Michigan Works Agency Programs

**Actual expenses by cost category**

**For the Nine Months Ending March 31, 2017**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Administration Expenses</th>
<th>Program Expenses</th>
<th>Total YTD Mar 2017 Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries and wages</strong></td>
<td>$ 633,637</td>
<td>$ 4,581,544</td>
<td>$ 5,215,181</td>
</tr>
<tr>
<td><strong>Fringe Benefits</strong></td>
<td>$ 250,413</td>
<td>$ 1,787,688</td>
<td>$ 2,038,101</td>
</tr>
<tr>
<td><strong>Consumables</strong></td>
<td>$ 31,726</td>
<td>$ 483,929</td>
<td>$ 515,655</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>$ 14,958</td>
<td>$ 139,718</td>
<td>$ 154,676</td>
</tr>
<tr>
<td><strong>Outside services</strong></td>
<td>$ 25,073</td>
<td>$ 215,940</td>
<td>$ 241,013</td>
</tr>
<tr>
<td><strong>Space and communications</strong></td>
<td>$ 74,299</td>
<td>$ 958,765</td>
<td>$ 1,033,064</td>
</tr>
<tr>
<td><strong>Equipment rent and maintenance</strong></td>
<td>$ 4,791</td>
<td>$ 57,227</td>
<td>$ 62,018</td>
</tr>
<tr>
<td><strong>Equipment purchases</strong></td>
<td>$ 18,863</td>
<td>$ 165,335</td>
<td>$ 184,198</td>
</tr>
<tr>
<td><strong>Other expense</strong></td>
<td>$ 26,088</td>
<td>$ 353,755</td>
<td>$ 379,843</td>
</tr>
<tr>
<td><strong>Total operating expense</strong></td>
<td>$ 1,079,848</td>
<td>$ 8,743,904</td>
<td>$ 9,823,749</td>
</tr>
</tbody>
</table>

|                | 11.0%                  | 89.0%            |

**UNAUDITED**
Area Community Services  Employment and Training Council
Expenditures by Program - Comparison
For the Nine Months Ending March 31, 2017

<table>
<thead>
<tr>
<th>Item #4</th>
<th>YTD March 31, 2017</th>
<th>YTD March 31, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATH</td>
<td>4,925,774</td>
<td>4,203,475</td>
</tr>
<tr>
<td>WIOA Adult</td>
<td>2,696,380</td>
<td>2,827,550</td>
</tr>
<tr>
<td>WIOA Youth</td>
<td>1,890,478</td>
<td>1,449,438</td>
</tr>
<tr>
<td>STTF</td>
<td>1,769,968</td>
<td>1,384,456</td>
</tr>
<tr>
<td>Offender Success</td>
<td>1,295,736</td>
<td>1,094,984</td>
</tr>
<tr>
<td>Employment Services</td>
<td>1,014,442</td>
<td>428,447</td>
</tr>
<tr>
<td>Trade</td>
<td>801,051</td>
<td>1,174,088</td>
</tr>
<tr>
<td>WIOA DW</td>
<td>695,549</td>
<td>821,617</td>
</tr>
<tr>
<td>Service Center Ops</td>
<td>469,811</td>
<td>58,276</td>
</tr>
<tr>
<td>Summer Learning</td>
<td>310,874</td>
<td>364,298</td>
</tr>
<tr>
<td>Local Admin</td>
<td>292,514</td>
<td>523,901</td>
</tr>
<tr>
<td>FAET</td>
<td>182,702</td>
<td>88,130</td>
</tr>
<tr>
<td>Capacity Building</td>
<td>156,250</td>
<td>150,000</td>
</tr>
<tr>
<td>JAG</td>
<td>147,937</td>
<td>37,257</td>
</tr>
<tr>
<td>Designation Incentive</td>
<td>144,282</td>
<td>-</td>
</tr>
<tr>
<td>Foster Care</td>
<td>138,784</td>
<td>120,314</td>
</tr>
<tr>
<td>RESEA Training</td>
<td>136,156</td>
<td>9,466</td>
</tr>
<tr>
<td>DTE United Way</td>
<td>104,553</td>
<td>-</td>
</tr>
<tr>
<td>Refugee</td>
<td>53,098</td>
<td>89,762</td>
</tr>
<tr>
<td>RESEA</td>
<td>41,525</td>
<td>62,588</td>
</tr>
<tr>
<td>JD NEG</td>
<td>33,460</td>
<td>46,782</td>
</tr>
<tr>
<td>TANF Supports</td>
<td>33,460</td>
<td>204,642</td>
</tr>
<tr>
<td>ApprenticeshipUSA Base</td>
<td>19,337</td>
<td>-</td>
</tr>
<tr>
<td>Linked Muskegon</td>
<td>11,016</td>
<td>-</td>
</tr>
<tr>
<td>Talent 2025</td>
<td>10,000</td>
<td>-</td>
</tr>
<tr>
<td>Career Jumpstart</td>
<td>9,077</td>
<td>9,560</td>
</tr>
<tr>
<td>WIOA Rapid Response</td>
<td>7,563</td>
<td>-</td>
</tr>
<tr>
<td>SNAP Supports</td>
<td>7,387</td>
<td>6,536</td>
</tr>
<tr>
<td>America's Promise</td>
<td>6,975</td>
<td>-</td>
</tr>
<tr>
<td>JAC - SAF Holland</td>
<td>5,228</td>
<td>-</td>
</tr>
<tr>
<td>SYEP Supports</td>
<td>4,950</td>
<td>7,400</td>
</tr>
<tr>
<td>Fresh Start</td>
<td>609</td>
<td>-</td>
</tr>
<tr>
<td>Apprenticeship Coordinator</td>
<td>453</td>
<td>-</td>
</tr>
<tr>
<td>MCAM</td>
<td>245</td>
<td>22,026</td>
</tr>
<tr>
<td>Future Prep'd</td>
<td>120</td>
<td>-</td>
</tr>
<tr>
<td>ApprenticeshipUSA Industry</td>
<td>84</td>
<td>-</td>
</tr>
<tr>
<td>REA</td>
<td>-</td>
<td>123,633</td>
</tr>
<tr>
<td>Migrant Seasonal</td>
<td>-</td>
<td>187,006</td>
</tr>
<tr>
<td>Walmart</td>
<td>-</td>
<td>10,172</td>
</tr>
</tbody>
</table>

$17,414,503                                      $15,505,804
### Area Community Services Employment and Training Council

**Balance Sheet**

**Governmental Activities**

<table>
<thead>
<tr>
<th></th>
<th>Unaudited 3/31/17</th>
<th>Audited 6/30/16</th>
<th>Audited 6/30/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Cash Equivalents</td>
<td>$1,304,379</td>
<td>$617,357</td>
<td>$971,425</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>1,232,327</td>
<td>2,923,954</td>
<td>2,045,944</td>
</tr>
<tr>
<td>Inventory (at Cost)</td>
<td>621,849</td>
<td>415,323</td>
<td>157,488</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>241,966</td>
<td>265,690</td>
<td>100,909</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>3,400,521</td>
<td>4,222,324</td>
<td>3,275,767</td>
</tr>
<tr>
<td><strong>Long-term Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property &amp; Equipment</td>
<td>726,589</td>
<td>490,048</td>
<td>403,833</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$4,127,110</strong></td>
<td><strong>$4,712,372</strong></td>
<td><strong>$3,679,600</strong></td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short-term Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>$1,140,893</td>
<td>$1,914,424</td>
<td>$1,345,252</td>
</tr>
<tr>
<td>Unearned Revenue</td>
<td>1,097,713</td>
<td>912,308</td>
<td>976,760</td>
</tr>
<tr>
<td>C/P Compensated Absences</td>
<td>475,000</td>
<td>475,000</td>
<td>147,926</td>
</tr>
<tr>
<td><strong>Total Short Term Liabilities</strong></td>
<td>2,713,606</td>
<td>3,301,732</td>
<td>2,469,938</td>
</tr>
<tr>
<td>LT Compensated Absences</td>
<td>221,062</td>
<td>184,131</td>
<td>284,966</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>2,934,668</td>
<td>3,485,863</td>
<td>2,754,904</td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Net Assets</strong></td>
<td>1,192,442</td>
<td>1,226,509</td>
<td>922,696</td>
</tr>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td><strong>$4,127,110</strong></td>
<td><strong>$4,712,372</strong></td>
<td><strong>$3,677,600</strong></td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: West Michigan Works! (WMW) Workforce Development Board (WDB) Executive Committee

FROM: West Michigan Works! Staff

DATE: May 1, 2017

RE: Members needed for Ad-hoc Proposal Review Appeals Committee

West Michigan Works! is presently accepting proposals for service providers in its Kent County Out-of-School Youth (OSY) Program and the In-School Youth (ISY) Programs for Allegan, Barry, Ionia, Kent, Montcalm, and Ottawa Counties. The proposals are due on May 10 (Kent County OSY) and May 15 (ISY). The Requests for Proposals contain an Appeal Process provision, which states that an Appeals Committee, consisting of members of the WMW WDB and the ACSET Governing Board will consider and decide a bidder’s appeal within 15 business days after an appeal has been received.

West Michigan Works! is requesting two (2) members of the WDB Executive Committee to be on the Ad-hoc Appeals Committee. Please note that any WDB member who is on the current Proposal Review Committee is ineligible to volunteer for the Appeals Committee.
MEMORANDUM

TO: West Michigan Works! (WMW)
    Workforce Development Board (WDB) Executive Committee

FROM: Brittany Lenertz, WMW Regional Service Center Director

DATE: May 1, 2017

RE: WDB Review of WIOA Title II Applications

The Workforce Innovation and Opportunity Act (WIOA) requires the local workforce development boards review applications for funding under WIOA, Title II, Adult Education and Family Literacy Act (AEFLA). Per Section 231(e)(4), the extent to which eligible providers demonstrate alignment between proposed activities and services and the local plan is one of 13 considerations the Michigan Talent Investment Agency (TIA) must take into consideration when awarding grants under AEFLA. Local boards must rate the extent to which providers’ proposals align with the local plan.

Attached are summaries of the 24 applications for Region 4B for your consideration.
<table>
<thead>
<tr>
<th>Provider</th>
<th>County</th>
<th>Type</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegan Puglic Schools Adult Education</td>
<td>Allegan</td>
<td>General Instruction</td>
<td>Highly Aligned</td>
</tr>
<tr>
<td>Belding Adult Education</td>
<td>Ionia/Montcalm</td>
<td>General Instruction</td>
<td>Moderately Aligned</td>
</tr>
<tr>
<td>Fruitport Adult Education</td>
<td>Muskegon</td>
<td>General Instruction</td>
<td>Moderately Aligned</td>
</tr>
<tr>
<td>Grand Rapids Community College</td>
<td>Kent</td>
<td>General Instruction</td>
<td>Highly Aligned</td>
</tr>
<tr>
<td>Kent Intermediate School District</td>
<td>Kent</td>
<td>General Instruction</td>
<td>Moderately Aligned</td>
</tr>
<tr>
<td>Literacy Center of West Michigan</td>
<td>Kent</td>
<td>General Instruction</td>
<td>Highly Aligned</td>
</tr>
<tr>
<td>Orchard View Adult Education</td>
<td>Muskegon</td>
<td>Integrated English Literacy &amp; Civics Education</td>
<td>Highly Aligned</td>
</tr>
<tr>
<td>Plainwell Renaissance Adult Education</td>
<td>Allegan/Barry</td>
<td>General Instruction</td>
<td>Highly Aligned</td>
</tr>
<tr>
<td>Portland Adult Education</td>
<td>Ionia</td>
<td>General Instruction</td>
<td>Little to No Alignment</td>
</tr>
<tr>
<td>Read Muskegon</td>
<td>Muskegon</td>
<td>General Instruction</td>
<td>Moderately Aligned</td>
</tr>
<tr>
<td>Rockford Adult Education</td>
<td>Kent</td>
<td>General Instruction</td>
<td>Little to No Alignment</td>
</tr>
<tr>
<td>Sparta Adult Education</td>
<td>Kent</td>
<td>General Instruction</td>
<td>Moderately Aligned</td>
</tr>
<tr>
<td>Whitehall District Schools</td>
<td>Muskegon</td>
<td>Integrated English Literacy &amp; Civics Education</td>
<td>Little to No Alignment</td>
</tr>
<tr>
<td>Zeeland Adult Education</td>
<td>Ottawa</td>
<td>General Instruction</td>
<td>Highly Aligned</td>
</tr>
</tbody>
</table>

24 Total Applications
Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Allegan Public Schools Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
| | ☐ Integrated English Literacy and Civics Education  
| | ☐ Institutional |

Meets the following criteria as determined by local & regional plan:

- ☒ Employer Driven
- ☒ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?

- ☒ Highly Aligned
- ☐ Moderately Aligned
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?

- Focus on in-demand occupations and preparation for further in-demand training
- Leveraging partner resources, both West Michigan Works! and other community partners
- Addresses regionally identified barriers such as transportation and access

Provide specific recommendations to improve alignment to the local or regional workforce development plan.

- The idea of Career Pathways is discussed without explicitly calling it such (“stackable credentials, multiple entry and exit points…”). Could have a stronger alignment with regionally identified Career Pathways
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Belding Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
☐ Integrated English Literacy and Civics Education  
☐ Institutional |

Meets the following criteria as determined by local & regional plan:

- ☒ Employer Driven  
- ☒ Career Pathways  
- ☒ Leverages partner resources  
- ☒ Discuss WMW as a partner or potential partner  
- ☐ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?

- ☐ Highly Aligned  
- ☒ Moderately Aligned  
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?

- • Provides Career Pathways and soft skill development  
- • Good partnerships with WMW and other local partners

Provide specific recommendations to improve alignment to the local or regional workforce development plan.

- • Does not seem to refer to the local or regional plan for data, regional barriers, etc.  
- • Does not show a connection to employer, demand-driven philosophy, or in-demand training access or preparation
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Fruitport Adult Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Type:</td>
<td>☒ General Instruction</td>
</tr>
<tr>
<td></td>
<td>☐ Integrated English Literacy and Civics Education</td>
</tr>
<tr>
<td></td>
<td>☐ Institutional</td>
</tr>
</tbody>
</table>

Meets the following criteria as determined by local & regional plan:
- ☐ Employer Driven
- ☐ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☐ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?
- ☐ Highly Aligned
- ☒ Moderately Aligned
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?
- • Leverage local partners, including WMW
- • Soft skills curriculum to meet employer need

Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- • Though there was some alignment with the local and regional plans, does not reference either plan in any way in terms of regional need, barriers, in-demand occupations, etc.
- • No demand-driven strategies, connections to employers or preparation for in-demand careers
- • No mention of career pathway development or regional strategies for career pathways
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Grand Rapids Community College</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
票房 Integrated English Literacy and Civics Education  
☐ Institutional |

| Meets the following criteria as determined by local & regional plan: | ☒ Employer Driven  
票房 Career Pathways  
票房 Leverages partner resources  
☐ Discuss WMW as a partner or potential partner  
☒ Addressing identified regional barriers |

| How well does the application align with the local and regional workforce development plan? | ☒ Highly Aligned  
☐ Moderately Aligned  
☐ Little to no Alignment |

<table>
<thead>
<tr>
<th>What specific components or activities in the application align to the local and regional workforce development plan?</th>
</tr>
</thead>
</table>
| • Employer/demand driven  
• Highly involved in regional career pathways efforts  
• Excellent network of partners  
• Already closely aligning programing with WMW and WMW WDB  
• Career coaches to identify and assist in barrier removal |

<table>
<thead>
<tr>
<th>Provide specific recommendations to improve alignment to the local or regional workforce development plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No recommendations</td>
</tr>
<tr>
<td>Provider:</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Grant Type:</td>
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</tr>
</tbody>
</table>

Meets the following criteria as determined by local & regional plan:
- ☒ Employer Driven
- ☐ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?
- ☐ Highly Aligned
- ☒ Moderately Aligned
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?
- Discusses solid partnerships and collaborations with community partners, including WMW
- Addresses regional need and barriers
- Some discussion of career pathways
- Some connection to demand-driven strategies through the use of LMI

Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- Though there was some alignment with the local and regional plans, does not reference either plan in any way in terms of regional need, barriers, in-demand occupations, etc.
- There is some mention of career pathways, but the understanding of career pathways or a plan to develop pathways with students is unclear
| Provider: | Kent Intermediate School District |
| Grant Type: | ☐ General Instruction  
☐ Integrated English Literacy and Civics Education  
☒ Institutional |

Meets the following criteria as determined by local & regional plan:

☒ Employer Driven  
☐ Career Pathways  
☒ Leverages partner resources  
☒ Discuss WMW as a partner or potential partner  
☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?

☐ Highly Aligned  
☒ Moderately Aligned  
☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?

- Discusses solid partnerships and collaborations with community partners, including WMW  
- Addresses regional need and barriers  
- Some discussion of career pathways  
- Some connection to demand-driven strategies through the use of LMI

Provide specific recommendations to improve alignment to the local or regional workforce development plan.

- Though there was some alignment with the local and regional plans, does not reference either plan in any way in terms of regional need, barriers, in-demand occupations, etc.  
- There is some mention of career pathways, but the understanding of career pathways or a plan to develop pathways with students is unclear
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Literacy Center of West Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Type:</td>
<td>☒ General Instruction □ Integrated English Literacy and Civics Education □ Institutional</td>
</tr>
</tbody>
</table>

Meets the following criteria as determined by local & regional plan:
- ☒ Employer Driven
- ☒ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?
- ☒ Highly Aligned
- □ Moderately Aligned
- □ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?
- • Aligned with employer need through WMW and their own relationships
- • Solid understanding of career pathways and partners to assist
- • Discusses multiple community partnerships, including WMW

Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- • Could strengthen alignment with regional barriers
Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Literacy Center of West Michigan</th>
</tr>
</thead>
</table>
| Grant Type: | ☐ General Instruction  
☐ Integrated English Literacy and Civics Education  
☐ Institutional |

Meets the following criteria as determined by local & regional plan:
- ☒ Employer Driven
- ☒ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?
- ☒ Highly Aligned
- ☐ Moderately Aligned
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?
- • Aligned with employer need through WMW and their own relationships
- • Solid understanding of career pathways and partners to assist
- • Discusses multiple community partnerships, including WMW

Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- • Could strengthen alignment with regional barriers
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Orchard View Adult Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Type:</td>
<td>□ General Instruction</td>
</tr>
<tr>
<td></td>
<td>□ Integrated English Literacy and Civics Education</td>
</tr>
<tr>
<td></td>
<td>□ Institutional</td>
</tr>
</tbody>
</table>

Meets the following criteria as determined by local & regional plan:
- ☒ Employer Driven
- ☐ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?
- ☒ Highly Aligned
- ☐ Moderately Aligned
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?
- There is some alignment around labor market information and soft skill delivery to meet employer demand.
- There is collaboration with multiple community partners, including WMW
- Addresses the barriers of the region, including educational levels, transportation, etc.

Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- While there is some discussion of career pathways, it does not demonstrate a clear understanding of career pathways under WIOA, with multiple entry/exit spots, career laddering, or ongoing education
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Orchard View Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☐ General Instruction  
☐ Integrated English Literacy and Civics Education  
☒ Institutional |

| Meets the following criteria as determined by local & regional plan: | ☐ Employer Driven  
☐ Career Pathways  
☒ Leverages partner resources  
☒ Discuss WMW as a partner or potential partner  
☒ Addressing identified regional barriers |

| How well does the application align with the local and regional workforce development plan? | ☒ Highly Aligned  
☐ Moderately Aligned  
☐ Little to no Alignment |

| What specific components or activities in the application align to the local and regional workforce development plan? |  
- There is some alignment around labor market information and soft skill delivery to meet employer demand.  
- There is collaboration with multiple community partners, including WMW  
- Addresses the barriers of the region, including educational levels, transportation, etc. |

| Provide specific recommendations to improve alignment to the local or regional workforce development plan. |  
- While there is some discussion of career pathways, it does not demonstrate a clear understanding of career pathways under WIOA, with multiple entry/exit spots, career laddering, or ongoing education  
- The demand-driven aspect is not clearly defined; does not seem to be a clear linkage between employer need and student instruction. |
## Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Orchard View Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☐ General Instruction  
☑ Integrated English Literacy and Civics Education  
☐ Institutional |

| Meets the following criteria as determined by local & regional plan: | ☑ Employer Driven  
☐ Career Pathways  
☑ Leverages partner resources  
☑ Discuss WMW as a partner or potential partner  
☑ Addressing identified regional barriers |
|---|---|
| How well does the application align with the local and regional workforce development plan? | ☑ Highly Aligned  
☐ Moderately Aligned  
☐ Little to no Alignment |

<table>
<thead>
<tr>
<th>What specific components or activities in the application align to the local and regional workforce development plan?</th>
</tr>
</thead>
</table>
| • There is some alignment around labor market information and soft skill delivery to meet employer demand.  
• There is collaboration with multiple community partners, including WMW  
• Addresses the barriers of the region, including educational levels, transportation, etc. |

<table>
<thead>
<tr>
<th>Provide specific recommendations to improve alignment to the local or regional workforce development plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• While there is some discussion of career pathways, it does not demonstrate a clear understanding of career pathways under WIOA, with multiple entry/exit spots, career laddering, or ongoing education</td>
</tr>
</tbody>
</table>
# Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Plainwell Renaissance Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
☐ Integrated English Literacy and Civics Education  
☐ Institutional |

| Meets the following criteria as determined by local & regional plan: | ☒ Employer Driven  
☐ Career Pathways  
☒ Leverages partner resources  
☒ Discuss WMW as a partner or potential partner  
☒ Addressing identified regional barriers |
| How well does the application align with the local and regional workforce development plan? | ☒ Highly Aligned  
☐ Moderately Aligned  
☐ Little to no Alignment |

What specific components or activities in the application align to the local and regional workforce development plan?

- Understanding of demand driven strategies, using WMW information and resources to help prepare students
- Established community partnerships, including WMW
- Addresses regional barriers

Provide specific recommendations to improve alignment to the local or regional workforce development plan.

- Though the plan discusses Career Pathways, it does not demonstrate a clear understanding of pathways, including multiple entry/exit points, lifelong learning, stackable credentials, etc.
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Plainwell Renaissance Adult Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Type:</td>
<td>☐ General Instruction</td>
</tr>
<tr>
<td></td>
<td>☑ Integrated English Literacy and Civics Education</td>
</tr>
<tr>
<td></td>
<td>☐ Institutional</td>
</tr>
</tbody>
</table>

Meets the following criteria as determined by local & regional plan:

- ☑ Employer Driven
- ☐ Career Pathways
- ☑ Leverages partner resources
- ☑ Discuss WMW as a partner or potential partner
- ☑ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?

- ☑ Highly Aligned
- ☐ Moderately Aligned
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?

- Understanding of demand driven strategies, using WMW information and resources to help prepare students
- Established community partnerships, including WMW
- Addresses regional barriers

Provide specific recommendations to improve alignment to the local or regional workforce development plan.

- Though the plan discusses Career Pathways, it does not demonstrate a clear understanding of pathways, including multiple entry/exit points, lifelong learning, stackable credentials, etc.
## Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Portland Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
| | ☐ Integrated English Literacy and Civics Education  
| | ☐ Institutional |
| Meets the following criteria as determined by local & regional plan: | ☐ Employer Driven  
| | ☒ Career Pathways  
| | ☐ Leverages partner resources  
| | ☒ Discuss WMW as a partner or potential partner  
| | ☐ Addressing identified regional barriers |
| How well does the application align with the local and regional workforce development plan? | ☐ Highly Aligned  
| | ☐ Moderately Aligned  
| | ☒ Little to no Alignment |
| What specific components or activities in the application align to the local and regional workforce development plan? |  
| | • There is some mention of community partners, including an occasional WMW partnership  
| | • There is a demonstrated understanding of Career Pathways |
| Provide specific recommendations to improve alignment to the local or regional workforce development plan. |  
| | • While there are some positive elements of the proposal, there is a lack of connection between the organization and the workforce system. There is no mention of the local or regional plan, even when specifically asked, and therefore no alignment with WIOA partners. |
Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Read Muskegon</th>
</tr>
</thead>
</table>

| Grant Type: | ☒ General Instruction  
☐ Integrated English Literacy and Civics Education  
☐ Institutional |

| Meets the following criteria as determined by local & regional plan: | ☒ Employer Driven  
☐ Career Pathways  
☒ Leverages partner resources  
☒ Discuss WMW as a partner or potential partner  
☒ Addressing identified regional barriers |

| How well does the application align with the local and regional workforce development plan? | ☐ Highly Aligned  
☒ Moderately Aligned  
☐ Little to no Alignment |

| What specific components or activities in the application align to the local and regional workforce development plan? | • Focused around learning for employment needs  
• Solid community partnerships, including WMW |

| Provide specific recommendations to improve alignment to the local or regional workforce development plan. | • Does not demonstrate an understanding of Career Pathways, including multiple entry/exit points, lifelong learning, stackable credentials, etc.  
• Does not use local plan as a source for data or planning, though many activities are in alignment |
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Rockford Adult Education – Rockford Public Schools</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
☐ Integrated English Literacy and Civics Education  
☐ Institutional |

| Meets the following criteria as determined by local & regional plan: | ☐ Employer Driven  
☐ Career Pathways  
☐ Leverages partner resources  
☒ Discuss WMW as a partner or potential partner  
☐ Addressing identified regional barriers |

| How well does the application align with the local and regional workforce development plan? | ☐ Highly Aligned  
☐ Moderately Aligned  
☒ Little to no Alignment |

<table>
<thead>
<tr>
<th>What specific components or activities in the application align to the local and regional workforce development plan?</th>
</tr>
</thead>
</table>
| • Some partnering with Youth programs through WMW contractor  
• Some mention of meeting employer needs |

<table>
<thead>
<tr>
<th>Provide specific recommendations to improve alignment to the local or regional workforce development plan.</th>
</tr>
</thead>
</table>
| • No mention of local plan or using plan as a resource for data or strategies  
• Does not demonstrate an understanding of career pathways  
• Does not demonstrate a demand-driven strategy  
• Does not demonstrate partnering with WIOA core partners |
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Sparta Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
☐ Integrated English Literacy and Civics Education  
☐ Institutional |

Meets the following criteria as determined by local & regional plan:
- ☐ Employer Driven  
- ☒ Career Pathways  
- ☒ Leverages partner resources  
- ☒ Discuss WMW as a partner or potential partner  
- ☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?
- ☐ Highly Aligned  
- ☒ Moderately Aligned  
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?
- • Clear understanding and implementation of career pathways  
- • Established community partners, including WMW  
- • Addresses identified regional barriers

Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- • Could demonstrate more solid demand-driven approach
## Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Sparta Adult Education</th>
</tr>
</thead>
</table>
| Grant Type: | ☐ General Instruction  
☒ Integrated English Literacy and Civics Education  
☐ Institutional |

### Meets the following criteria as determined by local & regional plan:
- ☐ Employer Driven
- ☒ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☒ Addressing identified regional barriers

### How well does the application align with the local and regional workforce development plan?
- ☐ Highly Aligned
- ☒ Moderately Aligned
- ☐ Little to no Alignment

### What specific components or activities in the application align to the local and regional workforce development plan?
- Clear understanding and implementation of career pathways
- Established community partners, including WMW
- Addresses identified regional barriers

### Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- Could demonstrate more solid demand-driven approach
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Whitehall District Schools</th>
</tr>
</thead>
</table>
| Grant Type: | ☒ General Instruction  
☐ Integrated English Literacy and Civics Education  
☐ Institutional |

| Meets the following criteria as determined by local & regional plan: |  
☐ Employer Driven  
☐ Career Pathways  
☒ Leverages partner resources  
☒ Discuss WMW as a partner or potential partner  
☐ Addressing identified regional barriers |

| How well does the application align with the local and regional workforce development plan? |  
☐ Highly Aligned  
☐ Moderately Aligned  
☒ Little to no Alignment |

| What specific components or activities in the application align to the local and regional workforce development plan? |  
- Mentions some partnerships, including WMW  
- Colocation with West Central Michigan Works |

| Provide specific recommendations to improve alignment to the local or regional workforce development plan. |  
- It does not mention the local or regional plan, does not use the plans as a resource for data or planning  
- Does not demonstrate a clear understanding of career pathways, including multiple entry/exit points, stackable credentials, lifelong learning, etc.  
- Does not demonstrate a demand-driven system for adult learning. |
### Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

**Provider:** Whitehall District Schools  
**Grant Type:**  
- ☐ General Instruction  
- ☐ Integrated English Literacy and Civics Education  
- ☒ Institutional

| Meets the following criteria as determined by local & regional plan: | ☐ Employer Driven  
| | ☐ Career Pathways  
| | ☒ Leverages partner resources  
| | ☒ Discuss WMW as a partner or potential partner  
| | ☐ Addressing identified regional barriers

| How well does the application align with the local and regional workforce development plan? | ☒ Highly Aligned  
| | ☐ Moderately Aligned  
| | ☒ Little to no Alignment

<table>
<thead>
<tr>
<th>What specific components or activities in the application align to the local and regional workforce development plan?</th>
</tr>
</thead>
</table>
| • Mentions some partnerships, including WMW  
• Colocation with West Central Michigan Works |

<table>
<thead>
<tr>
<th>Provide specific recommendations to improve alignment to the local or regional workforce development plan.</th>
</tr>
</thead>
</table>
| • It does not mention the local or regional plan, does not use the plans as a resource for data or planning  
• Does not demonstrate a clear understanding of career pathways, including multiple entry/exit points, stackable credentials, lifelong learning, etc.  
• Does not demonstrate a demand-driven system for adult learning. |
<table>
<thead>
<tr>
<th>Provider:</th>
<th>Whitehall District Schools</th>
</tr>
</thead>
</table>
| Grant Type:            | ☒ General Instruction  
                        | ☐ Integrated English Literacy and Civics Education  
                        | ☐ Institutional                           |

| Meets the following criteria as determined by local & regional plan: | ☐ Employer Driven  
                        | ☐ Career Pathways  
                        | ☒ Leverages partner resources  
                        | ☒ Discuss WMW as a partner or potential partner  
                        | ☐ Addressing identified regional barriers |

| How well does the application align with the local and regional workforce development plan? | ☐ Highly Aligned  
                        | ☐ Moderately Aligned  
                        | ☒ Little to no Alignment |

**What specific components or activities in the application align to the local and regional workforce development plan?**
- Mentions some partnerships, including WMW  
- Colocation with West Central Michigan Works

**Provide specific recommendations to improve alignment to the local or regional workforce development plan.**
- It does not mention the local or regional plan, does not use the plans as a resource for data or planning  
- Does not demonstrate a clear understanding of career pathways, including multiple entry/exit points, stackable credentials, lifelong learning, etc.  
- Does not demonstrate a demand-driven system for adult learning.
<table>
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<tr>
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| Grant Type: | ☒ General Instruction  
| | ☐ Integrated English Literacy and Civics Education  
| | ☐ Institutional |

Meets the following criteria as determined by local & regional plan:
- ☒ Employer Driven
- ☒ Career Pathways
- ☒ Leverages partner resources
- ☒ Discuss WMW as a partner or potential partner
- ☒ Addressing identified regional barriers

How well does the application align with the local and regional workforce development plan?
- ☒ Highly Aligned
- ☐ Moderately Aligned
- ☐ Little to no Alignment

What specific components or activities in the application align to the local and regional workforce development plan?
- Employer driven, relying on partners such as WMW to provide data
- Demonstrated understanding and implementation of career pathways through career coaching model
- Solid partnerships, including WMW
- Addresses regionally-identified barriers

Provide specific recommendations to improve alignment to the local or regional workforce development plan.
- Though the alignment is high because of the close work, there is no mention of the local or regional plan, and it is not used as a source for data or planning.
## Title II Adult Education and Family Literacy Act (AEFLA) Application Summary

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### Meets the following criteria as determined by local & regional plan:
- Employer Driven
- Career Pathways
- Leverages partner resources
- Discuss WMW as a partner or potential partner
- Addressing identified regional barriers

### How well does the application align with the local and regional workforce development plan?
- ☒ Highly Aligned
- ☐ Moderately Aligned
- ☐ Little to no Alignment

### What specific components or activities in the application align to the local and regional workforce development plan?
- Employer driven, relying on partners such as WMW to provide data
- Demonstrated understanding and implementation of career pathways through career coaching model
- Solid partnerships, including WMW
- Addresses regionally-identified barriers

### Provide specific recommendations to improve alignment to the local or regional workforce development plan.
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| What specific components or activities in the application align to the local and regional workforce development plan? | • Employer driven, relying on partners such as WMW to provide data  
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