



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LABOR AND ECONOMIC OPPORTUNITY
LANSING

JEFF DONOFRIO
DIRECTOR

OFFICIAL

Policy Issuance (PI): 20-20

Date: July 20, 2020

To: Michigan Works! Agency (MWA) Directors

From: Krista Johnson, Division Administrator **SIGNED**
Talent Development Division
Workforce Development

Subject: Wagner-Peyser and Workforce Innovation and Opportunity Act (WIOA)
Statewide Activities Allocations to Support Dropout Prevention, Dropout
Recovery, School-to-Career, and School-to-College Programming for the
Period of June 23, 2020 through September 30, 2020

**Programs
Affected:** WIOA Title I and III Programs

Rescissions: None

References: The WIOA of 2014, Public Law 113-128 (29 United States Code
Section 3101, *et. seq.*)

The WIOA Final Regulations as Published in the Federal Register on
August 19, 2016 (20 Code of Federal Regulation Part 675 et al.)

PI 19-30, issued October 25, 2019

Background: The WIOA, which supersedes the Workforce Investment Act of 1998,
presents an extraordinary opportunity to improve job and career options
for our nation's workers and job seekers through an integrated, job-driven
public workforce system that links diverse talent to businesses.

The WIOA supports the development of strong, vibrant regional
economies where businesses thrive, and people want to live and work.
This revitalized workforce system will be characterized by three critical
hallmarks of excellence:

- (1) The needs of business and workers drive workforce solutions.

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- (2) One-Stop centers provide excellent customer service to workers, job seekers and employers, and focus on continuous improvement.
- (3) The workforce system supports strong regional economies and plays an active role in community, economic, and workforce development.

The Michigan Department of Labor and Economic Opportunity-Workforce Development (LEO-WD) has identified \$1,230,000 in a combination of Appropriation Year (AY) 2018 Wagner-Peyser and AY 2019 WIOA Statewide Activity funds to be used in support of programs offering dropout prevention, dropout recovery, school-to-career, and/or school-to-college programming.

Policy:

This policy provides statewide funding to operate programs offering dropout prevention, dropout recovery, school-to-career, and/or school-to-college programming. Local areas are encouraged to leverage funding awarded in this policy with WIOA formula funding, private sector funding, and foundation funding, when available. In support of program oversight, additional funding has been awarded to Michigan Works! Berrien, Cass, Van Buren (MW/BCVB).

The funds allocated in this policy are available for expenditure to support allowable activities for the period of June 23, 2020 through September 30, 2020. Unexpended funding as of September 30, 2020, will be recaptured by WD.

A maximum of 10 percent of the WIOA Statewide Activities funding awarded in this policy may support local administration. A maximum of 20 percent of Wagner-Peyser funding awarded in this policy may support local administration.

Youth receiving direct services with funds awarded in this policy must be entered into the One-Stop Management of Information System under the applicable program.

For the purpose of this policy, any reference to the General Education Development (GED) assessment is interchangeable with the other two high school equivalency assessments that the State of Michigan currently recognizes, Test Assessing Secondary Completion (TASC) and High School Equivalency Test (HiSET).

Models:

Multi-Year Model: Youth typically participate in the Multi-Year Model for one to two years. The model includes the following components:

- The intervention in the Multi-Year Program lasts up to 60 months.
- Specialists deliver an array of counseling, employability skills development, career

association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a post-secondary education and training program.

- The national competency-based instruction includes the use of Project Based Learning unit plans. The 87 competencies provide enough material for those youth that participate in the Multi-Year Program for all four years of high school.

The Multi-Year Program services also include a capstone 12-month follow-up period for graduating seniors, during which specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for youth after graduation or GED completion.

- Specialists assist graduates in the exploration of post-secondary educational opportunities and show them how to navigate the financial aid process to pursue these opportunities.
- Non-graduates receive additional assistance in graduating from high school or completing requirements for a GED certificate before the close of the 12-month follow-up period.
- Specialists track the labor market and schooling/training activities of these participants on a monthly basis.
- Specialists are expected to maintain contact with youth that are not able to stay enrolled in the Multi-Year Program to determine if they graduated from high school. In addition, it is of value to determine their plans to seek employment and/or pursue a post-secondary education.

Alternative Model: The Alternative Education Programs operate similarly to the Multi-Year Program, except the youth served are less likely to succeed in a traditional high school program. Typically, a Specialist will work with 30-40 youth due to the individual counseling and support services required by an alternative education participant. Barrier identification and tracking are especially important for an Alternative Education Program so that additional support services can be identified to help youth overcome and/or cope more effectively with barriers to staying in school through graduation, transitioning into the workplace, and/or pursuing a post-secondary education. Specialists will use the (up to) 87 competency-based modules, as well as individualized instructional tools, to achieve the core competencies and as many additional competencies as needed and time permits.

Out-of-School Model: The Out-of-School (OOS) program is designed to serve youth (ages 16-24) who have dropped out

of traditional high school or post-secondary education, or youth currently disconnected from work and school. The primary mission of this model is to reengage disconnected youth and provide an array of counseling, employability and technical skills development, professional association, job development, and job placement services that will result in either a quality job leading to a career and/or enrollment in a post-secondary education and training program.

- The program targets dropouts who are no longer enrolled in a traditional school system. Dropouts normally experience severe academic, economic, family, and personal barriers to complete requirements for a high school diploma or a GED.
- The OOS program works with 35-45 youth in a cohort to gain the skills necessary to successfully transition into post-secondary education, employment, or the military after obtaining a high school diploma or GED.

Program participants are self-selected based on leaving the traditional school system or post-secondary education without obtaining a degree or certification or being disconnected from work and school. They must want, need, and be able to benefit from a model program. Most disconnected youth find themselves in a difficult situation because of their past behavior, their demographic characteristics, and perceived barriers to staying in and completing high school or transitioning to a quality job and/or post-secondary education. Without a high school diploma, the workplace does not reward young people with well-paying employment opportunities.

- The intervention in the OOS program should be no greater than 24 months, with an additional 12-months of follow-up. Disconnected youth are recruited to attend classes and receive support services for a year following transition into post-secondary education, employment, or the military.
- A trained specialist provides counseling and classroom instruction. Participants are also equipped with employability skills in 20 employability competencies that will prepare them for the workplace. These competencies are organized into the following six categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills.
- In addition to instruction in the core competencies, the OOS program uses the professional association, which is similar to the career association, but targets dropouts to prepare participants for the demands of the workplace, especially work teams. Specialists observe program participants operating in work teams and offer instruction to improve individual and group performance.

- The OOS program services also include a 12-month follow-up period during which specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for participants upon completion of a high school diploma or attainment of a GED certificate.
- Specialists also assist graduates in the exploration of post-secondary educational opportunities and show them how to navigate the financial aid process to pursue these opportunities.
- Participants receive assistance in graduating from high school or completing requirements for a GED certificate.
- The OOS specialists track the labor market and schooling/training activities of these participants on a monthly basis.
- One of the key components of the OOS program is the provision of follow-up services for up to a year following graduation or attainment of a GED. The follow-up activities of specialists are critical to documenting the labor market and schooling/training experiences of completers. Information on the post-completion labor market, schooling, and training outcomes of participants is to be collected regularly by the specialist.
- Numerous contacts are expected to be attempted every month to obtain information on the activities of each graduate. The information is obtained either directly from the participant, from the employer of the participant, or from some other source such as an adult family member.
- Those participants for whom successful follow-up contacts are made are classified into one of twelve possible categories, based upon what they were doing at the time of the contact.
- The OOS participants are classified as working (full-time or part-time), serving in the military, enrolled in school (four-year, two-year, or other), mixing both work and school, or not employed and not in school.
- The last group of "at-risk" participants consists of two subgroups: those who were looking for work (unemployed) and those who were not seeking employment (out of the labor force). Minimizing the size of this last group is a core objective of any model program.

Student Selection:

The Model(s) identify three unique sets of services aimed at in-school (multi-year/senior, alternative, and college) and out-of-school youth with multiple barriers to success:

1. High School Diploma/GED - Successful completion of requirements for a high school diploma (for in-school youth in grades 9-12) or a GED (for out-of-school youth).
2. School-to-Career Transition - Successful transition from school to the workplace after graduation through placement in a quality job leading to career advancement opportunities.
3. Post-Secondary Education - Successful enrollment in a post-secondary institution (i.e., community college, career and technical center, trade school, college, university, etc.).

Research supports that the Models are most effective when services are delivered to those youth at risk of not completing requirements for a high school diploma, transitioning from school to the workplace, and/or enrolling in a post-secondary institution. The program strives to identify youth at risk, recognizing that there is not one single variable that is the best predictor or the only predictor of being at risk. Research has shown that some of these identified variables lead to student designation as "at-risk":

- Come from one-parent family.
- Live in low-income groups.
- Are below average in academic achievement and are basic skills deficient.
- Are one or more grades below the grade level appropriate to their peer group.
- Have physical, emotional, or learning disabilities.
- Are pregnant or parenting.
- Have limited work experience during high school.
- Are homeless or a runaway.
- Are offenders.
- Possess multiple additional barriers not identified.

The greater the number of barriers identified, the more the student is considered "at-risk." In accordance with the above student selection guidance, the following is recommended for student selection:

- The Specialists will interview potential participants to determine their level of interest and commitment, targeting those most in need of services. In instances where program enrollment is far below the required target range, the suggested participant profile and interview can be waived by the program manager.
- The Specialists will make a concerted effort to review school records, including grades, attendance, disciplinary, and guidance, as a means of assessing potential participants.
- Specialists will work closely with the Advisory Committee representatives (in-school setting - administration, counseling, basic skills faculty, and vocational faculty; out-of-school setting - flexible) throughout the student selection process. The Advisory Committee will be responsible for assisting with student selection.
- An assessment will be conducted of participants' capabilities, interests, and barriers to success.
- Participants and program specialists will sign a participant commitment form.
- Participants will participate in the development of their own personalized Individual Development Plan, to be entered into the Electronic National Database Management System (e-NDMS). If the student is enrolled in a WIOA program, the Individual Service Strategy in the One-Stop Management Information System (OSMIS) may be substituted for the Individual Development Plan.
- The recommended participant count is 30-60 program participants, depending on program type.

Model Components:

Classroom Instruction: A trained Specialist will provide individual and group instruction to approximately 35-60 students carefully selected by an Advisory Committee, comprised of faculty, administrators, and counselors. The classes for the Multi-Year and Alternative Models are scheduled during the school day for credit. The Specialists executing the OOS Model will provide instruction on the 20 OOS Competencies. The Specialists working in the college setting (College Success Model) will tailor classroom instruction to the learning requirements of the institution, incorporating the National College Success Curriculum.

Competency-Based Curriculums: The National Curriculum equips youth with employability competencies, intensive career exploration, and developmental opportunities for

Multi-Year, Alternative, OOS, and College Success Model programming.

Adult Mentoring: The Specialists provide individual attention to youth to overcome barriers that prevent them from taking advantage of their high school education, completing requirements for a high school diploma/GED and/or securing employment or pursuing a post-secondary education leading to a career after high school or GED completion.

Advisement and Support: The Specialists provide advice and support as students make significant career and life decisions and serve as a "one-stop" connection for participants to access personal, psychological, and other youth services in the community.

Employment Training: Job Placement is provided throughout the year to support year-long services. The program will leverage the Michigan Works! system to provide connectivity to employers, as well as establish statewide employer relationships.

Youth-Led Leadership Development: A highly motivated youth-led organization - the Career Association - provides opportunities for youth to develop, practice, and refine their leadership and team membership skills. The program will host youth-centered events, including the State Leadership Day, Initiation and Installation Ceremonies, the State Legislative Day, and the Career Development Conference.

Job and Post-Secondary Education Placement Services: The Specialists identify job opportunities for graduates and assist graduates in the exploration of post-secondary education and employment opportunities, as well as helping graduates navigate the financial aid enrollment process to pursue a degree and/or obtain employment. In College Success Model programming, a Specialist will be located on-site at a community college partner. The Specialist will be responsible for providing retention services for youth enrolled in post-secondary education and for recruiting youth into community college programming.

Twelve-Month Follow-up Services: The program provides no less than 12 months of follow-up services and support to graduates for employment and/or post-secondary enrollment.

Deliverables:

Rigorous education and employment outcomes by model type have been outlined, including:

Key Outcome Metrics	Multi-Year	Alternative	Out-of-School
Graduation Rate	90%	75%	50%
Employment Rate	60%	50%	60%
Positive Outcomes Rate	80%	70%	80%
Full-Time Jobs Rate	60%	50%	60%
Full-Time Placement Rate	80%	60%	80%
Further Education Rate	30%	30%	30%
Return-to-School Rate	85%	80%	--
Secondary In-Process Metrics	Multi-Year	Alternative	Out-of-School
Average Participation in Service Learning	15.0 Hours	13.0 Hours	5.0 Hours
Contact Hours Per Student	120	80	40
Average Barriers Removed by End of Year	1.0	1.0	1.0
Average Gain (Reading and Math) on TABE or CASAS	--	--	1.0*
Average Gain on Competency Test	--	--	35%
Unable to Contact Rate	<5%	<5%	<5%
Average Hourly Wage	\$9.65	\$9.65	5% > Min Wage

Per waiver authority granted by the USDOL, **local areas are not subject to a minimum Out-of-School Youth (OSY) expenditure requirement for the WIOA Statewide Activities funding awarded in this policy.**

When a youth is enrolled as an In-School or OSY, they maintain that designation throughout their participation, regardless of any change in enrollment status in education.

The 20 percent Work Experience minimum expenditure requirement does not apply to the WIOA Statewide Activities funding awarded in this policy issuance. Wages are not an allowable expense with Wagner-Peyser dollars.

The WIOA Statewide Activities funds awarded in this policy are to provide additional assistance to WIOA eligible youth to carry out the following:

- A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests,

aptitudes (including interests and aptitudes for non-traditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants. A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program.

- B. Develop service strategies for each participant that are directly linked to one or more of the indicators of performance described in the WIOA Section 116(b)(2)(A)(ii), and that shall identify career pathways that include education and employment goals (including, in appropriate circumstances, non-traditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.
- C. Provide the following:
 - 1. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized post-secondary credential.
 - 2. Preparation for post-secondary educational and training opportunities.
 - 3. Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under Section 1111 of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311]) and occupational education that leads to the attainment of recognized post-secondary credentials.
 - 4. Preparation for unsubsidized employment opportunities, in appropriate cases.
 - 5. Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

Monitoring and Reporting Program Performance

- A. Database:

The Specialists are required to enter data into the Electronic National Database Management System (e-NDMS) on a weekly basis, at a minimum. Information is captured in three categories, including participants served, services delivered, and outcomes achieved. The e-NDMS will produce reports in the three major categories of information collected. Data is readily accessible to the program through these standardized reports. Data is exported quarterly to the national database.

Data Entry Instructions for use of WIOA Statewide Activities Funding:

- a. Enter the individual as a Youth or Adult, as appropriate in the WIOA component of the OSMIS, completing all necessary data fields on the registration screen.
- b. From the “WIOA Registration” screen, specify the individual as a participant supported by this funding by indicating “Yes” in the “Jobs for America’s Graduates (JAG)” box in the Special Initiative Indicator section.
- c. From the “Funding Source/Program” screen:
 - i. Select “Yes” for “Youth or Adult (Statewide (15%)) WIOA” if the individual is funded all or in part with WIOA Statewide Activities funds. Enter Contract Number 2008. If “Youth or Adult (Statewide (15%)) WIOA” is the only funding source selected, the participant will be included in statewide performance.
 - ii. Select “Yes” for “Youth or Adult (Local) WIOA” if the individual is also funded in part with local youth formula funds. Please Note: Selecting “Youth or Adult (Local) WIOA” will include the participant in local performance.

Data Entry Instructions for use of Wagner-Peyser Funding:

- a. Enter the individual’s registration in the Wagner-Peyser component of the OSMIS, completing all necessary data fields on the registration screen.
- b. From the “Wagner-Peyser Registration” screen, specify the individual as a participant supported by this funding by indicating “Yes” in the “Jobs for America’s Graduates (JAG)” box in the Special Initiative Indicator section.

B. Reporting:

MW/BCVB will provide the State of Michigan (LEO-WD) with the following e-NDMS reports no later than August 14, 2020 and October 31, 2020. The selected reporting dates align with the e-NDMS data entry schedules based on the traditional school calendar as well as the state’s fiscal year.

- *Follow-up Status Report:* Reports on Outcomes, including:
 - Graduation Rate.
 - Total Civilian Job Placements and Military Service.
 - Total Positive Outcomes.
 - Total in Full-Time Jobs.
 - Total in Full-Time Outcomes.
 - Total in Full-Time Placement.
 - Further Education Rate.
- *Model Services Report:* Report includes percentage of time allocated to the following model services: employability skills training, career association, community service, guidance counseling, field

trips/guest speakers, academic remediation, work-based learning, group/social recreation, and other.

- *Return-to-School Rate by School*: Number of youth returning to school.
- *Participant Profile Report*: Participant profiles including demographic data.
- *Job Placement Summary*: Information regarding job placement.
- At any time, the department may request any of the reports outlined below with a 10-day notice.
 - *Aggregate Jobs Rate by School*: Follow-up data for job placement rate.
 - *Average Barrier Removed by School*: Reports the average number of barriers removed from the start to the end of the school year by specialist.
 - *Average Competency Attainment by School*: The competencies attainment range from Level 1 (Introductory) to Level 3 (Mastery). This report shows the average competency attainment rate by program.
 - *Average Contact Hours by School*: Average number of specialist/student contact hours per program.
 - *Barrier Report*: Tracks and categorizes all barriers reported by students.
 - *Competency Report*: Reports student mastery of competencies (Level 1 – Level 3).
 - *Full-Time Jobs Rate by School*.
 - *Full-Time Placement by School*: Report includes full-time placement in employment, post-secondary, and/or the military.
 - *Progress Report*: Reports absences, in-school suspensions, out-of-school suspensions, expulsions, credits attempted, credits attained, and GPA.
 - *School Placement Summary Report*: Reports information on post-secondary placement.

In addition to the above e-NDMS reports, MW/BCVB will submit reports on behalf of MWA funding recipients for this project as requested by WD, as well as a final narrative report that includes, at a minimum, the following information:

1. A summary of the project implementation plan and any deviations from the original project as proposed.
2. Accomplishments and problems experienced while carrying out the project activities.

3. Impacts, anticipated and unanticipated, experienced as a result of the project implementation.
4. Financial expenditures of policy money and other contributions to the project, in-kind and/or direct funding.
5. Number of cumulative youth participants served.
6. Number of schools served, indicating new or existing.
7. Number of staff supported, indicating new or existing.
8. Number of program sites, indicating new or existing.
9. Two participant success stories accompanied with media release documentation.

C. Monitoring:

MW/BCVB shall monitor local area performance to assure that program activities are underway and project deliverables are being accomplished. Specifically:

1. MW/BCVB will perform a minimum of monthly monitoring on all local area e-NDMS data utilizing the reports referenced above.
2. MW/BCVB will hold regular calls with local areas to address any performance issues identified during monthly monitoring with the larger group. Performance issues will be documented.
3. MW/BCVB will follow-up by phone and/or email with any manager(s) and specialists that are not adhering to performance requirements. The feedback will include a discussion of specific data that is not meeting the performance deliverables as outlined in this contract. This discussion will be documented.
4. Local areas and related activities may be monitored more frequently based on past performance, contract requirements, other factors, as identified, and/or compliance concerns.
5. Monitoring will encompass programmatic compliance requirements appropriate to program national standards.
6. If bi-monthly monitoring reveals large programmatic violations, MW/BCVB will issue a Corrective Action requirement to the local area partner. Due dates shall not be set less than 10 days or more than 30 days from date of the Corrective Action notification as communicated by letter, telephone, or email.
7. Follow-up will be conducted, when applicable, following receipt of the corrective action response.
8. When corrective action responses are not submitted on a timely basis, or sufficient progress towards the contract deliverables is not made, WD may suspend funding to the local area partner until such time that the corrective action responses are received and determined sufficient to correct the funding. This decision is entirely at WD's discretion.

9. MW/BCVB will provide technical assistance upon request by a local area or as the need is assessed by MW/BCVB.

Profit

Please refer to the WD Procurement Policy, PI 19-30, issued October 25, 2019, or any policy replacing PI 19-30, for further information regarding profit and corresponding limitations.

Fiscal Information

The local area will process all cash requests through the Management of Awards to Recipients System (MARS) in accordance with the MARS Manual. The local area must have on file appropriate documentation to support each cash draw.

The U.S. Department of Labor Employment and Training Administration requires all grantees to report all financial transactions on a full accrual basis. Accrued expenditures mean the charges incurred by the grantee during a given period requiring the provision of funds for: (1) goods and other tangible property received; (2) services performed by employees, contractors, sub-grantees, sub-contractors, and other payees; and (3) other amounts becoming owed under programs for which no current services or performance is required, such as annuities, insurance claims, and other benefit amounts.

In general, total accrued expenditures are costs incurred for goods and services received regardless of whether the payment has been made.

All reporting of fiscal expenditures for the funds provided in this policy must be reported to WD on a quarterly basis. A final close-out report is also required. All quarterly financial expenditure reports are due to WD no later than the 20th calendar day after the end of the calendar quarter. The final close-out report is due to WD no later than 60 days after the end of the grant period. In the event that the due date falls on a weekend or state government holiday, the report is due on the last business day prior to the due date. Local areas must submit reports in [MARS](#). If there are any questions regarding cash requests or the submission of required expenditure reports, please contact Mr. Michael LaCharite at 517-335-6051.

Action:

All Michigan Works! Agencies shall prepare and submit one combined signed Approval Request form (Attachment A), as well as a Budget Information Summary (BIS) for each program from which they are receiving funding (Attachments B and C), to WD within 30 days from the issue date of this policy. The requested Approval Request Form and BIS document(s) should be submitted electronically to the Talent Development Division at LEO-TSDIV@michigan.gov. Please copy your assigned WIOA State Coordinator on your email submission.

Michigan Works! Berrien-Cass-Van Buren may submit the required Final Report electronically to LEO-TSDIV@michigan.gov on behalf of the

MWAs, as long as the information is broken down by the MWA, where applicable.

Inquiries:

Questions regarding this policy should be directed to your WIOA State Coordinator.

This policy is available for downloading from the [WD website](#).

WD is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. Please contact Ms. Paula Hengesbach at 517-241-3678 or by email at HengesbachP@michigan.gov for details.

WD is funded by state and federal funds; more details are available on the Legal Disclaimer page at www.michigan.gov/workforce.

Expiration

Date:

September 30, 2020

KJ:ED:ph
Attachments

Approval Request Form Instructions

1. Michigan Works! Agency (MWA) Name and Number: Enter the name and assigned number of the MWA.
2. Plan Title(s): Enter the appropriate title(s) for the plan being submitted. “*JMG 2020*” has been entered for you.
3. Policy Issuance (PI) Number: Enter the PI number that the Approval Request form pertains to. “*20-20*” has been entered for you.
4. Plan Period: Identify the time period covered by the plan. “*June 23, 2020 – September 30, 2020*” has been entered for you.

The required signatories are designated in accordance with PI 19-38, issued December 30, 2019. Signatures are required from the Workforce Development Board Chair and the Chief Elected Official(s), or their authorized designee(s).

Note: Approval Request Forms are only required for initial grant allocations. Subsequent allocations for the same grant or deobligations of funds will not require another signed form.

Approval Request Form

1. Michigan Works! Agency (MWA) Name and Number:

2. Plan Title(s): **JMG 2020**

3. Policy Issuance Number: **20-20**

4. Plan Period: **June 23, 2020 – September 30, 2020**

The Chief Elected Official(s) and Workforce Development Board hereby request approval of this document. Please insert the printed name for each signature provided below.

Signature of Authorized Chief Elected Official

Date:

Printed Name:

Signature of Authorized Chief Elected Official

Date:

Printed Name:

Signature of Authorized Chief Elected Official

Date:

Printed Name:

Signature of Workforce Development Board Chairperson

Date:

Printed Name:

**Budget Information Summary (BIS) Instructions
Workforce Innovation and Opportunity Act (WIOA) Statewide Activities
JMG 2020**

Section I - Identification Information

Michigan Works! Agency (MWA) Name: Enter the name of the MWA.

Policy Issuance Number: Enter the Policy Issuance number applicable to the BIS. "20-20" has been entered for you.

Grant Name: Enter the name of the grant associated with the funding being awarded. "AY19 WIOA Statewide Activities" has been entered for you.

Project Name: Enter the name of the project associated with the funding being awarded. "PY20 JMG WIOA" has been entered for you.

Plan Period: Enter the start and end dates of the plan period. "06/23/2020 - 09/30/2020" has been entered for you.

Catalog of Federal Domestic Assistance (CFDA) Numbers: Enter the CFDA number(s) associated with this grant. "17.258; 17.259; 17.278" have been entered for you.

Section II - Total Funds Available

Allocation: Enter the amount of funding allocated for the grant.

Total Allocation: The total amount of funding allocated for this grant. The excel spreadsheet will automatically calculate.

Section III - Current Annual Year Planned Expenditures by Cost Category

Administration: Enter the amount of the grant to be used for local administration. Not more than **ten** percent of the total allocation may be used for administration.

Adult: Enter the amount of the allocation planned for Adults.

In-School Youth: Enter the amount of the allocation planned for In-School Youth.

Out-of-School Youth: Enter the amount of the allocation planned for Out-of-School Youth.

Total Planned Costs: The Excel spreadsheet will automatically calculate the total planned costs entered for the grant.

**Budget Information Summary (BIS) Instructions
Wagner-Peyser
JMG 2020**

Section I - Identification Information

Michigan Works! Agency (MWA) Name: Enter the name of the MWA.

Policy Issuance Number: Enter the Policy Issuance number applicable to the BIS. "20-20" has been entered for you.

Grant Name: Enter the name of the grant associated with the funding being awarded. "AY18 Wagner-Peyser 7(a)" has been entered for you.

Project Name: Enter the name of the project associated with the funding being awarded. "PY20 JMG – AY18 WP" has been entered for you.

Plan Period: Enter the start and end dates of the plan period. "06-23-2020 through 09-30-2020" has been entered for you.

Catalog of Federal Domestic Assistance (CFDA) Numbers: Enter the CFDA number associated with this grant. "17.207" has been entered for you.

Section II - Total Funds Available

Allocation: Enter the amount of funding allocated for the grant.

Total Allocation: The total amount of funding allocated for this grant. The excel spreadsheet will automatically calculate.

Section III - Current Annual Year Planned Expenditures by Cost Category

Administration: Enter the amount of the grant to be used for local administration. Not more than **twenty** percent of the total allocation may be used for administration.

Program: Enter the amount of the allocation planned for program costs.

Total Planned Costs: The Excel spreadsheet will automatically calculate the total planned costs entered for the grant.

JMG 2020 Allocations
June 23, 2020 – September 30, 20220

Michigan Works! Agency	AY18 Wagner- Peyser Allocation	AY19 WIOA Statewide Activities Allocation	Total Allocation
Berrien/Cass/Van Buren	\$395,308		\$395,308
Capital Area	\$10,000		\$10,000
Detroit Employment Solutions Corporation	\$88,793	\$134,612	\$223,405
GST Michigan Works!	\$100,000		\$100,000
Great Lakes Bay			
Macomb-St. Clair			
Northeast			
Northwest	\$92,500	\$27,500	\$120,000
Oakland			
Region 7B	\$3,000	\$11,980	\$14,980
Southeast Michigan Consortium	\$50,000	\$25,000	\$75,000
SEMCA	\$123,667		\$123,667
Southwest	\$110,376	\$12,264	\$122,640
UPWARD Talent Council	\$15,000		\$15,000
West Central			
West Michigan Works!	\$30,000		\$30,000
Total	\$1,018,644	\$211,356	\$1,230,000