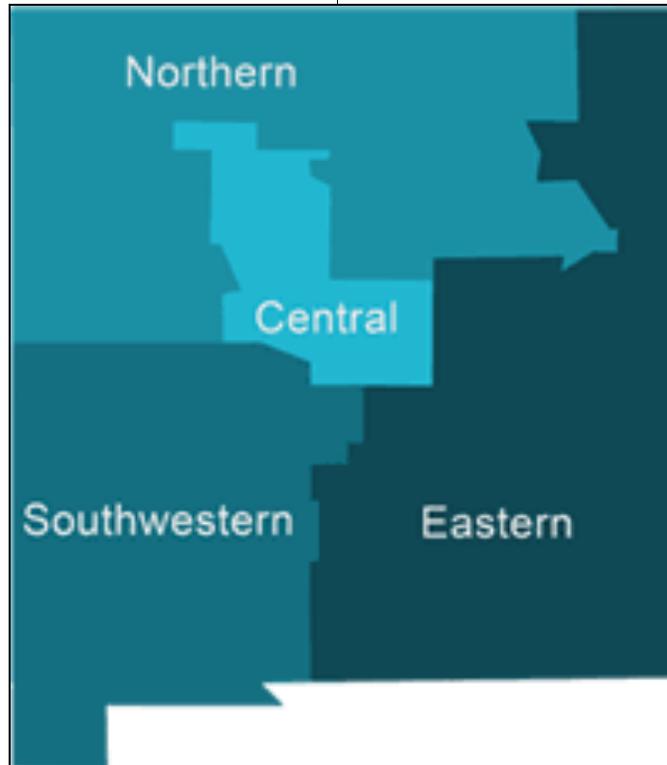


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The Northern Area Local Workforce Development Board

Henry Roybal
CEO Chair

Dr. LeAnne Salazar-Montoya
Executive Director

Joseph Weathers
Board Chair

Rock Ulibarri
Vice Chair

Ambrose Castellano
Secretary

John Paul Romero
Finance Committee Chair

Rudy Garcia
**One Stop Operator
Committee Chair**

Vince Howell
**Youth Committee
Chair**

Tomas Garcia
Rules Chair

Floyd Archuleta
Robert Anaya
Krutik Bhatka
Rebecca Estrada
Tommy Haws
Jenny Lambert-Beaty
Mario Lucero
Chris Madrid
Marcos Martinez
Carlos Medina
Sean Medrano
Jolene Nelson
Nani Rivera
Linda Segal
Arthur Sparks

Exhibit G

LWDB Quarterly Report

Administration

Region: Northern Area Local Workforce Development Board

Local Board Meeting

Date: August 08, 2019

Time: 10:00 am

Public Notice Published

Date: July 25, 2019

Time: 9:00 am

Agenda Posted

Date: August 7, 2019

Time: 9:00 am

Quorum Met? YES

Chief Elected Officials Board Meeting

Date: July 16, 2019

Time: 10am

Public Notice Published

Date: July 12, 2019

Time: 9:00am

Agenda Posted

Date: July 15, 2019

Time: 9:00 am

Quorum met? YES

Continuing Education Credits

| | Hours Required | Hours Completed |
|-----------------------------|----------------|-----------------|
| Administrative Entity Staff | 0 | 0 |
| Fiscal Agent Staff | 13 | 14 |
| One-Stop Operator Staff | Future works | 6 |
| Board Members | 0 | 0 |

OVERVIEW

The Northern Area Local Workforce Development Board is dedicated to identifying and promoting workforce development strategies that positively impact the economic wellbeing for the Northern Region of New Mexico.

OUR VISION is to educate and train our workforce to meet the changing needs of Northern New Mexico.

OUR MISSION is to design and implement a locally delivered workforce development system which will enable government, business, education, and labor to provide the Northern Area with a well-trained, highly skilled, and competitive workforce.

OUR VALUES: Members of the Northern Area Local Workforce Development Board honor the following Core Values:

1. Visionary Leadership that advocates human capital development;
2. Service Excellence grounded in professionalism and respect;
3. Innovative responses to workforce needs, that drive economic vitality;
4. Stewardship of assets and resources focused on local and regional community priorities;
5. Collaboration with regional workforce, education and economic development partners;
6. Dedication to building and sustaining a strong regional economy, and the well-being of our business/industry base;
7. Results that are best-in-class and provide the highest rate of return on public investment

The Board serves as strategic leader and convener of employers, workforce development professionals, education providers, economic development agencies and other stakeholders to drive innovation, programmatic synchronization, and alignment of required One-Stop partner investments at the state, regional and local level. The Board, cognizant of the powerful role ascribed to them in the law, operates independently of other entities and exercises strong leadership in the workforce development agenda and strategy of the state, region and/or local area. With a solid role as change agent, the Board leads the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

The Board uses data in new and more effective ways to drive strategic planning and operational efficiency; decisions are data-driven to ensure that workforce investment, educational and economic development strategies are based on accurate assessments of regional labor markets. The Board works together with other local boards and the State Workforce Board to maintain a data collection system and conduct analyses on a quarterly basis, or more often if needed, to identify employer needs for talent, as well as which industries anticipate growth, and determine to what extent the talent pool meets employer requirements. Decisions about talent development approaches, including which training programs to fund, are based on these analyses. Good workforce intelligence is critical to periodic evaluations of the workforce system as a whole which is the basis for continuous improvement opportunities. The Board uses data from multiple sources, including economic development agencies.

The Northern Area Local Workforce Development Board has committed through their strategic plan to commit themselves to the following:

1. **IMPACTFUL:** Ensuring the effective delivery of education and training opportunities to our individual constituents and our regions communities.
2. **COLLABORATIVE:** Work consistently to involve partners through networking and outreach.
3. **COMMUNICATIVE:** To enhance our communication internally and throughout Northern New Mexico to optimize our potential and to better serve our communities.
4. **CONSISTENT:** To stay consistent with the organizational core values.
5. **EMPOWERING:** To support and empower fellow New Mexicans so they can obtain employment in their communities.

Sector Strategies

Information Technology | Health Sciences | Hotel and Hospitality

Committee meeting quarterly as a Task Force Executive Director and Board Member Rebecca Estrada heading the initiative.

Tasks for Improved Sector Strategy Outcomes:

Strengthen Wrap Around Services

Purnell and Black (2004) identify the following key features of wraparound services:

1. Academic guidance and counseling, through which students gain information on educational and course planning and graduation requirements;
2. Academic supports, such as tutoring, through which students receive additional help in meeting their academic goals;
3. Personal guidance and counseling, such as mental health counseling or crisis intervention;
4. Career counseling, through which students receive information on careers; and
5. Supplemental services, such as childcare or transportation assistance.

SOURCE: Excerpted from Purnell and Blank (2004, p. 7).

Braid Service for Stronger Career Pathways

Career pathways are “roadmaps” of the education and training required to attain credentials associated with success in specific industries, often used to guide linked learning, sector strategies, talent management, and career pipeline initiatives. This approach has been adopted in several states.

Career pathways are typically targeted to meet the demands of local labor markets. The programs and resources of local community colleges, workforce development agencies, and social service providers are integrated to create structured sequences of education, training, and on-the-job learning in strategically important occupational areas (Alssid et al., 2002).

Stronger Partnerships

Community and technical college–employer partnerships take a variety of forms:

1. corporate partnerships with multiple colleges;
2. college–employer partnerships facilitated by a regional workforce intermediary;
3. sectoral partnerships across multiple colleges and employees;
4. individual college–employer partnerships with deep employer engagement;
5. career pathways partnerships that may also involve high schools; and
6. partnerships facilitated by other intermediaries, including community-based organizations and vocational rehabilitation.

PROGRAM INITIATIVES

SER-Jobs for Progress, Inc. New Mexico Corrections Dept. Project Update

This project is designed to provide incarcerated individuals who are within 3 months of release, an opportunity to obtain Construction Industry training and certification while still inside. The hope is that it will more adequately prepare them to immediately obtain entry level positions with several participating employers within the Central Region.

We know that the recidivism rates for most released individuals generally tends to be very high (see graph). Through this project, current detainees will be trained and prepared for re-entry into the workforce upon their release. Immediate employment obtainment along with a solid routine (to be provided and monitored by their parole officers) may assist these individuals to become more quickly acclimated to their new surrounding and freedom and reduce the likelihood of their return to prison.

Studies show that Prison inmates who receive general education and vocational training are significantly less likely to return to prison after release and are more likely to find employment than peers who do not receive such opportunities, according to a RAND Corporation [report](#) (Evaluating the effectiveness of Correctional Education).

Our project is slated to begin on December 2, 2019 at the Penitentiary of New Mexico in Santa Fe at the Penitentiary of New Mexico.

1. Training will be provided by New Mexico Associated Contractors who will actually go into the prison to provide the training.
2. Mobile units to be provided by MVD and DOH to enable obtainment of driver's licenses or birth certificates as needed during the orientation session.
3. SER has designated two staff persons from the Santa Fe Office, and we have collaborated with DWS who has selected one individual to participate. All staff who will actually enter the prison to work with inmates must first participate in a training program to prepare them for working with this population. **All 3 staff were trained on Wednesday, 11/6/2019. They are now certified eligible to enter the prison and work with inmates.**
4. **We have scheduled a meeting for this coming Friday, 11/15/2019 from 9:00 to 11:00 for our Team to meet with the NM Corrections Team working on this project, to finalize schedules and plans for our timeline.**

Power Up -

5. The Power Up program is a new and innovative program designed to reinforce learning through the use of journaling and art designed to address various learning styles. The program couples High School Equivalency training with journaling and art/design projects to assure that learning is retained and reinforced. Incentives are tied to each milestone to enhance and encourage hard work and learning. It has proven successful with UNM Gallup and Luna College students and will be introduced to other institutions in the Northern Region.

I-Best -

6. The Integrated Basic Education and Skills Training (I-BEST) at SFCC prepares students for a career in healthcare, hospitality and tourism, and early childhood development, by teaching the necessary skills to do the job while strengthening reading, writing, and math abilities related to the program of study.
7. Youth can build their career and education skills at the same time, reducing the number of semesters you need to be in school before you're prepared for your new career.

Performance

| | Adult | Dislocated Worker | Youth |
|--------------------------------|-------|-------------------|-------|
| Enrolled | 167 | 21 | 31 |
| Exited | 10 | 0 | 1 |
| Carry Over | 342 | 52 | 80 |
| Served (Enrolled + Carry Over) | 509 | 53 | 111 |

| | Participants Served | | |
|--|---------------------|-------------------|-------|
| | Adult | Dislocated Worker | Youth |
| Eligible Veterans | 22 | 9 | 1 |
| Individuals with a Disability | 18 | 2 | 44 |
| Displaced homemakers | 0 | 5 | 0 |
| Low-income individuals | 292 | 36 | 104 |
| Older individuals | 35 | 12 | 0 |
| Ex-offenders | 1 | 0 | 6 |
| Homeless individuals or runaway youth | 4 | 0 | 10 |
| Current or former foster care youth | 0 | 0 | 0 |
| English language learners, individuals with low levels of literacy or facing substantial cultural barriers | 9 | 0 | 61 |
| Eligible migrant and seasonal farmworkers | 0 | 0 | 0 |
| Exhausting TANF within 2 years (Part A Title IV of the Social Security Act) | 0 | 0 | 0 |
| Single parents (Including single pregnant women) | 26 | 1 | 4 |
| Long-term unemployed (27 or more consecutive weeks) | 10 | 4 | 0 |

| | Title I | Title II | Title III | Title IV |
|--------------------------------|---------|----------|-----------|----------|
| Enrolled | | | 1510 | |
| Exited | | | 32 | |
| Carry Over | | | 487 | |
| Served (Enrolled + Carry Over) | | | 1997 | |

| | Adult | | | |
|-------------------------------|--------------|------------|---------|--------------------|
| | Actual | Negotiated | % Met | Meet/Exceed/Failed |
| Employed in 02 Rate: | 74.53% | 78% | 95.55% | Exceed |
| Median Wages in 0 2: | 5,513.48 | \$7,500.00 | 73.51% | meet |
| Employed in 04 Rate: | 75.38% | 70.0% | 107.69% | Exceed |
| Credential Attainment Rate: | 31.82% | 67.0% | 47.49% | meet |
| Measurable Skills Gains Rate: | 8.64% | 0% | 0% | failed |

| | Dislocated Worker | | | |
|-------------------------------|--------------------------|------------|---------|--------------------|
| | Actual | Negotiated | % Met | Meet/Exceed/Failed |
| Employed in 02 Rate: | 67.74% | 71.50% | 94.74% | Exceed |
| Median Wages in 0 2: | \$8,880.44 | \$7,500.00 | 118.41% | Exceed |
| Employed in 04 Rate: | 67.86% | 64.0% | 106.03% | Exceed |
| Credential Attainment Rate: | 60.87% | 78.0% | 78.04% | Exceed |
| Measurable Skills Gains Rate: | 3.64% | 0% | 0% | failed |

| | Youth | | | |
|-------------------------------|--------------|------------|--------|--------------------|
| | Actual | Negotiated | % Met | Meet/Exceed/Failed |
| Employed in 02 Rate: | 57.89% | 64.0% | 90.46% | Exceed |
| Median Wages in 0 2: | \$3,006.14 | \$0 | \$0 | Failed |
| Employed in 04 Rate: | 50.0% | 53.0% | 94.34% | Exceed |
| Credential Attainment Rate: | 0% | 42.50% | 0% | failed |
| Measurable Skills Gains Rate: | 21.05% | 0% | 0% | failed |

Fiscal

| Adult | | PY18 | FY 19 | PY 19 | FY 20 | Total |
|--------------------------------------|---------------------------------------|-------|--------------|--------------|---------|-----------------|
| Total Allocation | | | 1,485,000.00 | 1,485,000.00 | | \$1,485,000.00 |
| Total Budgeted | | | 1,485,000.00 | 1,485,000.00 | | \$ 1,485,000.00 |
| Total Expenditures | | | 418,900.00 | 418,900.00 | | \$ 418,900.00 |
| Total Admin Expenditures | | | 210,385.10 | 210,385.10 | | \$210,385.10 |
| Total Support Services Expenditures | | | 7,658.51 | \$7,658.51 | \$ 0.00 | \$7,658.51 |
| | Transportation Assistance | | 110.00 | 110.00 | | \$110.00 |
| | Child and Dependent Care | | | | | \$0. |
| | Housing Assistance | | | | | \$ 0.00 |
| | Educational Testing Assistance | | | | | \$ 0.00 |
| | Legal Aid Services | | | | | \$ 0.00 |
| | Reasonable Accommodations | | | | | \$0.00 |
| | Referrals to Healthcare | | | | | \$ 0.00 |
| | Community Service Linkage | | | | | \$ 0.00 |
| | Work Attire and Work Related Tools | | | | | \$ 0.00 |
| | Books, Fees and School Supplies | | | | | \$ 0.00 |
| | Employment and Trainings Related Fees | | | | | \$ 0.00 |
| | Needs Related Payments | | 7,548.51 | 7,548.51 | | \$7,458.51 |
| | | PY 18 | FY 19 | PY 19 | FY 20 | Total |
| Total Training Services Expenditures | | | \$200,879.09 | 200,879.09 | | 200,879.09 |
| | Individual Training Accounts | | 62,819.02 | 62,819.02 | | 62,819.02 |
| | Customized Training | | 1,349.42 | 1,349.42 | | 1,349.42 |
| | Incumbent Worker Training | | | | | |
| | On the Job Training | | 136,710.65 | 136,710.65 | | 136,710.65 |
| | Work Experience | | | | | |
| | Internship | | | | | |

| Adult | PY 18 | FY 19 | PY 19 | FY20 | Total |
|--|-------|-------|-------|------|-------|
| Expenditure Percentage | | | | | 0 |
| Work Experience Expenditure Percentage | | | | | |

Were funds transferred to Dislocated Worker

NO Transfer amount:

Date of Transfer:

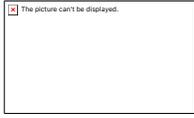
Transfer Justification:

| Dislocated Worker | | PY 18 | FY 19 | PY 19 | FY20 | Total |
|--------------------------------------|--------------------------------------|--------------|--------------|--------------|-------------|--------------|
| Total Allocation | | | 2,115,000.00 | 2,115,000.00 | | 2,115,000.00 |
| Total Budgeted | | | 2,115,000.00 | 2,115,000.00 | | 2,115,000.00 |
| Total Expenditures | | | 100,429.45 | 100,429.45 | | 100,429.45 |
| Total Admin Expenditures | | | 95,150.36 | 95,150.36 | | 95,150.36 |
| Total Support Services Expenditures | | | 67.99 | 67.99 | | 67.99 |
| | Transportation Assistance | | | | | |
| | Child and Dependent Care | | | | | |
| | Housing Assistance | | | | | |
| | Educational Testing Assistance | | | | | |
| | Legal Aid Services | | | | | |
| | Reasonable Accommodations | | | | | |
| | Referrals to Healthcare | | | | | |
| | Community Service Linkage | | | | | |
| | Work Attire and Work Related Tools | | | | | |
| | Books, Fees and School Supplies | | | | | |
| | Employment and Training Related Fees | | | | | |
| | Needs Related Payments | | 67.99 | | | 67.99 |
| | | PY 18 | FY 19 | PY 19 | FY20 | Total |
| Total Training Services Expenditures | | | 5,211.10 | | | 5,211.10 |
| | Individual Training Accounts | | | | | |
| | Customized Training | | | | | |
| | Incumbent Worker Training | | | | | |
| | On the Job Training | | 2,437.27 | | | 2,437.27 |
| | Work Experience | | | | | |
| | Internship | | | | | |

| Dislocated Worker | PY 18 | FY 19 | PY19 | FY 20 | Total |
|--|--------------|--------------|-------------|--------------|--------------|
| Expenditure Percentage | | | | | 0 |
| Work Experience Expenditure Percentage | | | | | 0 |

Were funds transferred to Adult YES
 Transfer amount: \$119,547.00) FY2018 and
 \$323,564.00 FY 2019
 Date of Transfer: Transfer
 Justification:

| Youth | | PY 18 | FY 19 | PY 19 | FY20 | Total |
|--------------------------------------|--|-------|------------|------------|------|------------|
| Total Allocation | | | 925,000.00 | 925,000.00 | | 925,000.00 |
| Total Budgeted | | | 925,000.00 | 925,000.00 | | 925,000.00 |
| Total Expenditures | | | 207,950.26 | 207,950.26 | | 207,950.26 |
| Total Admin Expenditures | | | 97,749.87. | | | 97,749.87 |
| Total Support Services Expenditures | | | 3,343.27 | | | 3,343.27 |
| Transportation Assistance | | | 2,790.00 | | | 2,790.00 |
| Child and Dependent Care | | | | | | |
| Housing Assistance | | | | | | |
| Educational Testing Assistance | | | | | | |
| Legal Aid Services | | | | | | |
| Reasonable Accommodations | | | | | | |
| Referrals to Healthcare | | | | | | |
| Community Service Linkage | | | | | | |
| Work Attire and Work Related Tools | | | | | | |
| Books, Fees and School Supplies | | | | | | |
| Employment and Training Related Fees | | | | | | |
| Needs Related Payments | | | 553.27 | | | 553.27 |
| | | PY 18 | FY 19 | PY 19 | FY20 | Total |
| Total Training Services Expenditures | | | 106,857.12 | | | 106,857.12 |
| Individual Training Accounts | | | | | | |
| Customized Training | | | | | | |
| Incumbent Worker Training | | | | | | |
| On the Job Training | | | | | | |
| Work Experience | | | 103,657.12 | | | 103,657.12 |
| Participant Incentives | | | 3,200.00 | | | 3,200.00 |
| Internship | | | | | | |



Addressing State Initiatives

1. **Board meetings: Open Meetings Act**” NMSA 1978, Section 10-15-1 to 10-15
Currently all board meetings are being scheduled in accordance with NMSA 1978, Section 10-15 to 10-15. Meetings are announced via the Albuquerque Journal and our local website and on site.
 2. **Revise agreements and by-laws**; as defined in WIOA §3(9)(B)
Currently under revision, last update was January 2019. These can be found online at <https://northernboard.org/polices>
 3. **Develop operating guidance and an outreach plan** describing the engagement strategy for communicating regularly with the Chief Elected Officials.
Currently we are updating our website, developing a regular newsletter to CEOs and notifying them of board meetings via doodle poll, emails, and phone calls.
 4. Modify **Chief Elected Official agreements** to include a definition of what constitutes a quorum; **a quorum must be at least 51% membership in attendance**.
A copy of our draft CEO agreement will be presented for approval on December 19, 2019, whereby this is addressed and defined.
 5. **Adopt a policy** ensuring the Chief Elected Officials must meet, with a quorum, **twice a program year** (July 1 – June 30).
A copy of our draft CEO agreement will be presented for approval on December 19, 2019, whereby this is addressed and defined.
 6. **Adopt a policy** ensuring that appointment of Local Workforces Development Board Members must be approved at a **Chief Elected Official Board Meeting**.
This issue will be presented on December 19, 2019 to the board.
 7. **Adopt a policy** ensuring the Local Workforce Development Board must meet, with a quorum, **once a calendar quarter**.
This is currently outlined in the board by laws (Article VII—Meetings and Actions Section D).
 8. **Promote a transparent and open government** by providing, **via the board’s website** the following information
-



1. Membership and contact information of:
 1. Chief Elected Officials
 2. Local Workforce Development Board Members
 3. Local Administrative staff to include; board staff, fiscal staff and operator staff.
2. Meeting notices, agendas and minutes

Currently under revision, last update was January 2019. These can be found online at <https://northernboard.org/policies>

9. **Define additional local performance standards to measure LWDB to support transparency and accountability**, and to ensure continued quality improvement in the regional workforce system.

The board has contracted with Jim Shipley and Associates to develop a strategy. A board retreat will address the implementation of process and staff will be trained to put these practices into place (November 21/22).

10. **Update local board by-laws** and policies to include the following definition of business representation on the board:

1. Representatives from the local who are owners, chief operating officers, chief executive officers or other individuals with optimum policy making or hiring authority (WIOA §107 (b)(2)(A)(i); and whose business is registered and in good standing with the State of New Mexico's Unemployment Insurance Tax Department.

Currently under revision, to be presented in December 2019.



A State Sector Strategy Framework

1. Create a Sector Strategy Committee that includes representatives of industries critical to the state economy; leadership from key public systems such as workforce, higher education, economic development, and employment support services; and legislative members. Sector strategy committees are forums for information sharing and joint, sector-focused policymaking.
2. Align Policies across Systems. Just as it takes practical coordination among workforce, education, and economic development programs to create a successful sector partnership, it takes policy coordination at the state level to remove barriers and align strategies so that local stakeholders can work better together.
3. Cultivate Business Champions to promote the sector strategy approach with other employers, industry associations, and legislators. By bringing together employers from diverse industries and regions,
4. Build Legislative Support to secure funding to support sector partnerships.
5. Provide Good Data and Industry Expertise to local stakeholders so that they can make good decisions about industries, occupations, worker populations, and regional labor markets.
6. Find and Leverage Funding to Support On-the-Ground Implementation. Sector partnerships need dedicated staff to coordinate and facilitate. Creating such a staff takes time and resources
7. Provide Training and Capacity Building for Local Programs, in which local teams representing the workforce, economic development, community colleges, community-based organizations, organized labor, and other stakeholders come together to learn about the sector partnership model, including effective industry analysis, employer engagement, partnership building, and design of industry-relevant training programs.
8. Develop a Shared Message, Track Outcomes, and Share Success Broadly. Messaging campaigns can help various constituents and stakeholders understand that sector strategies are a “new way of doing business,” not just another “program.”

We define a “sector strategy” as a systems approach to workforce development — typically on behalf of low-income individuals — that:

1. **Targets a specific industry or cluster of occupations**, developing a deep understanding of the interrelationships between business competitiveness and the workforce needs of the targeted industry;
2. **Intervenes through a credible organization, or set of organizations**, crafting workforce solutions tailored to that industry and its region;
3. **Supports workers in improving their range of employment-related skills**, improving their ability to compete for work opportunities of higher quality;
4. **Meets the needs of employers**, improving their ability to compete within the marketplace; and
5. **Creates lasting change in the labor market system to the benefit of both workers and employers.**

Some sector strategies promote access to jobs by removing barriers to getting good jobs or to moving up into better jobs. **But it is important to note that when job quality is poor with respect to wages, scheduling, benefits, working conditions, etc., sector strategies should focus on improving the quality of jobs.**



The ultimate goal of sector strategies is to create a win-win situation from which the workforce and businesses both benefit and that extends beyond the life of any one specific initiative (the right side of Figure 1). The under-skilled workforce gains access to training, jobs, and advancement opportunities, and businesses gain access to a skilled and productive workforce. Thus, sector strategies create alignment between the human resource needs of regional businesses and the skills of the workforce that might not have existed.

L. Woolsey, Moving Beyond the Count: The Story of Skills2Compete Maryland, Corporation for a Skilled Workforce, 2011, <http://www.skilledwork.org/resources/moving-beyond-count>; Pacific Northwest Center of Excellence for Clean Energy, <http://www.centralia.edu/coe/skill.html>.

SUMMARY

The Northern Area Local Workforce Development Board will continue to serve as the strategic leader for the local area designation of Arapahoe and Douglas Counties. The Board will work in partnership with New Mexico, and local elected officials to facilitate public/private partnerships; support talent development strategies that advance opportunities for all job seekers; to include, but not limited to low-skilled adults, young adults, veterans, mature workers, low-income households, long-term unemployed, dislocated workers and individuals with disabilities. The Board will work to foster innovation, engage stakeholders, diversify funding, and guarantee streamlined operations and service delivery excellence.

The Arapahoe/Douglas Board will work with Arapahoe/Douglas Works! and local elected officials to ensure that a common vision and design is shared amongst the key stakeholders. The Board will work to govern the system regionally through creating a unified regional and local plan while integrating education, training, support services and other workforce services across the core programs. The Board will ensure that Arapahoe/Douglas Works! aligns their policies and service delivery model with regional economies and support sector strategies tailored to the needs of the community and region.

The Arapahoe/Douglas Workforce Board will make investments in employment, education and training programs that ensure evidence-based, data-driven and programmatic service delivery that is accountable to participants and taxpayers. Performance accountability and data reporting will be aligned to promote the workforce development system that creates a best in class regional system, responsive to business/industry.



