

# **SOUTHWESTERN AREA WORKFORCE DEVELOPMENT BOARD**

## **Planning Committee Special Meeting Agenda**

Mesilla Town Hall  
2231 Avenida de Mesilla  
Mesilla, NM

**Friday, October 18, 2019 at 2:00 p.m.**

*Gary Whitehead – Chair  
Sharon Thomas – Vice Chair*

- I. Call to Order**
- II. Welcome**
- III. Roll Call and Abstentions**  
If necessary, motion to allow committee members to participate in the meeting telephonically
- IV. Approval of Agenda**
- V. Discussion or Motion for Recommendation Items**
  - a) Approval of Summary for October 3, 2019
  - b) Career Pathways Plan
  - c) Update Sector Strategy Industries for October 31, 2019 Meeting
- VI. Public & Member Comments**
- VII. Next Meeting:** Friday, October 31, 2019 at 1:30 pm at the Mesilla Town Hall
- VIII. Adjournment**

## DRAFT OF MEETING SUMMARY

|                                |  |
|--------------------------------|--|
| <b>Meeting</b>                 | : <b>Planning Committee</b>  |
| Date and time                  | : October 3, 2019 at 10:00 a.m.  |
| Location of Meeting            | : Mesilla Town Hall<br>2231 Avenida de Mesilla<br>Mesilla, NM 88046  |
| Acting Chair                   | : Gary Whitehead   |
| Members Attending              | : <b>Present:</b> Sharon Thomas, Gary Whitehead<br><b>Absent:</b> Cassie Arias<br><b>Staff:</b> Steve Duran, Angela Longovia, Joe McClintock |
| Guests in Attendance           | : Victoria Mares, HELP-NM; Ricardo Serrano, HELP-NM; Teresa Vasquez, HELP-NM; Fred Owensby, DACC   |
| Summary submitted by/Signature | : Angela Longovia, Communications Specialist   |
| Next Meeting                   | : October 18, 2019   |

| #  | Agenda Item  | Summary   |
|----|--|---|
| 1. | <b>Call to order</b>                                 | Meeting called to order at 10:09 a.m. by Mr. Whitehead  |
| 2. | <b>Welcome and Introductions</b>                     | Mr. Whitehead welcomed everyone and asked for introductions   |
| 3. | <b>Roll Call &amp; Abstentions</b>                   | Ms. Longovia called roll.   |
| 4. | <b>Approval of Agenda</b>                            | A motion was made by Ms. Thomas to approve the agenda, seconded by Mr. Whitehead. Motion passed.  |
| 5. | <b>Discussion or Motion for Recommendation Items</b> | <p>Approval of Summary for January 17, 2019</p> <ul style="list-style-type: none"> <li>Neither Ms. Thomas nor Mr. Whitehead were present at the January 17, 2019 meeting. Approval of summary was tabled.</li> </ul> <p>Career Pathways</p> <ul style="list-style-type: none"> <li>Mr. McClintock shared that during the USDOL Review, we were asked to create a Career Pathways Plan</li> <li>Mr. McClintock presented short-term and long-term objectives</li> <li>Mr. Duran shared example career pathways from Workforce Solutions Borderplex in El Paso, TX (<a href="http://www.howtopickacareer.com/industries">www.howtopickacareer.com/industries</a>) and from The Bridge of Southern New Mexico (<a href="http://www.newmexicotruealent.org/career-pathways/healthcare">www.newmexicotruealent.org/career-pathways/healthcare</a>)</li> </ul> <p>Update Four-Year Plan</p> <ul style="list-style-type: none"> <li>Mr. Duran stated that he would like to bring in a facilitator to help us with Labor Market Information</li> </ul> <p>Sector Strategies</p> <ul style="list-style-type: none"> <li>Mr. Duran shared that we stated to the State that we will do Sector Partnership Strategies with two industries</li> <li>The State indicated that they are contracting with a consultant to help train the four boards</li> <li>Mr. McClintock provided a presentation describing sector partnerships, a new approach to listening to our industries</li> </ul> |

| #  | Agenda Item                         | Summary   |
|----|-------------------------------------|---|
|    |                                     | Election of Officers <ul style="list-style-type: none"> <li>Mr. Whitehead made a motion that he serve as Planning Committee Chair and Ms. Thomas as Vice Chair, seconded by Ms. Thomas. Motion passed.</li> </ul> |
| 6. | <b>Public &amp; Member Comments</b> | <ul style="list-style-type: none"> <li>No comments</li> </ul>   |
| 7. | <b>Next Meeting</b>                 | October 18, 2019 10:00 a.m. at the Mesilla Town Hall in Mesilla, NM.  |
| 8. | <b>Adjournment</b>                  | Meeting was adjourned at 12:41 pm   |

Attested: \_\_\_\_\_

Date \_\_\_\_\_

Southwestern Area  
Workforce Development Board



# Career Pathways Plan PY 2019

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|  |                                     |
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| Identify System Start-up and Maintenance Costs and Associated Funding Sources              | <b>Error! Bookmark not defined.</b> |
| Identify Program Development and Maintenance Costs and Associated Funding Sources .        | <b>Error! Bookmark not defined.</b> |
| Identify Participant Costs and Associated Funding Sources .....                            | <b>Error! Bookmark not defined.</b> |
| Explore and Secure Public or Private Sources .....   | <b>Error! Bookmark not defined.</b> |
| Identify and Commit Funds from Partner Agencies.....                                       | <b>Error! Bookmark not defined.</b> |
| Develop a Business Plan Supporting the Career Pathways System for Long-term Sustainability | <b>Error! Bookmark not defined.</b> |
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| <b>PHASE VI - MEASURING SYSTEM CHANGE AND REPORTING .....</b>                              | <b>8</b>                            |

## Executive Summary

To be written when final draft is complete.

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## Introduction to Career Pathways

### What are Career Pathways?

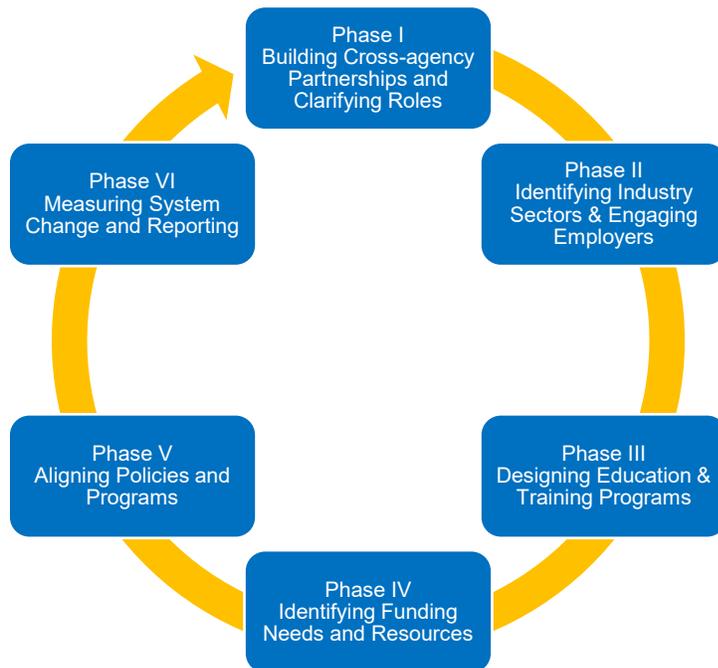
Career pathways are individuals training opportunities that are aligned with the needs of businesses within industries. Individuals are provided with information that describes the types of credentials and sequential steps needed for positions within an industry.

### Six Key Elements of Career Pathways

Career pathways are developed through collaboration of partners and industry who gather and analyze information to help customers make informed career choices. The Southwestern Area Workforce Development Board uses a model provided by the U.S. Department of Labor (USDOL) that illustrate the Six Key Elements of Career Pathways. The elements are also key components that work together to comprise the public workforce system. A key goal is to engage workforce partners, businesses, and education to form a team that work together to meet the workforce needs of the industry through workforce development.

The six elements are a guide for:

1. Building cross-agency partnerships and clarifying roles within the workforce system
2. Identifying industry sectors and engaging employers
3. Designing education and training programs to meeting the needs of employers
4. Identifying funding needs and sources
5. Aligning policies and programs
6. Measuring system change and performance



## Phase I - Building Cross-agency Partnerships and Clarifying Roles

### Organizing Partners and Clarifying Roles

In this phase of the process, the focus is to organize the program partners identified by the Workforce Innovation and Opportunity Act (Act). The public workforce system's structure under the Act is intended to braid a variety of partners' resources and specialties into one system to coordinate services to customers. As part of developing a career pathways process, the partners will provide input based on their individual experiences. This type of input is essential to understanding each other's roles and how they can better serve customers with the board's priority industries. The Act requires that each local workforce board, like the SAWDB, have set of core program and other required partners who bring their special skills and resources to the table to better serve the needs of each individual or employer.

### WIOA Core Program Partners

The core program partner work in collaboration in various areas of the public workforce system. Working together as part of the career pathways process provides the system with a variety of perspectives that enhance the quality of services to employers, job seekers, and youth.

The core programs consist of:

- 1) WIOA Title I – Adult Program (funding by the SAWDB)
- 2) WIOA Title I – Dislocated Worker Program (funded by the SAWDB)
- 3) WIOA Title I – Youth Program (funded by the SAWDB)
- 4) WIOA Title II – Adult Education Services (funded by the NM Department of Higher Education)
- 5) WIOA Title III – Wagner-Peyser Employment Program (funded by NM Department of Workforce Solutions)
- 6) WIOA Title IV – Vocational Rehabilitation Program (funded by the NM Department of Education)

### WIOA Additional Partners

The Code of Federal Register, 20 CFR § 678.400, as listed below, identify the additional partners who have a role in the public workforce system. Like the core programs under the Act, these partners specialize in providing employment or education to specific populations within our communities. Their rolls are essential to addressing the unique and diverse needs of those within our workforce system.

- 1) The Senior Community Service Employment Program authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056et seq.);
- 2) Career and technical education programs at the postsecondary level authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301et seq.);
- 3) Trade Adjustment Assistance activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271et seq.);
- 4) Jobs for Veterans State Grants programs authorized under chapter 41 of title 38, U.S.C.;
- 5) Employment and training activities carried out under the Community Services Block Grant (42 U.S.C. 9901et seq.);

- 6) Employment and training activities carried out by the Department of Housing and Urban Development;
- 7) Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law);
- 8) Programs authorized under sec. 212 of the Second Chance Act of 2007 (42 U.S.C. 17532); and
- 9) Temporary Assistance for Needy Families (TANF) authorized under part A of title IV of the Social Security Act (42 U.S.C. 601et seq.), unless exempted by the Governor under § 678.405(b).

## **Leadership Team**

In November 2019, the partners will convene to identify its leadership team (Team) and begin the process of creating their shared vision, mission, strategies for the development of career pathways. The Team will also clarify its roles and responsibilities, and workplan for the Team.

## **Phase II - Identifying Industry Sectors & Engaging Employers**

### **Priority Industries**

This identification of industry sectors was completed in 2018 with the modification to the SAWDB's four-year plan. The SAWDB's priority industries are:

- Aerospace
- Agricultural
- Education
- Health care
- Logistic and warehousing
- Manufacturing
- Mining
- Hospitality and tourism

### **Self-assessment**

In **December of 2019**, the Leadership Team (Team) will conduct a self-assessment using a career pathways tool (View Attachment A). The self-assessment gauges how the workforce system in the Southwestern area of New Mexico is a high-performing sector-focused organization. Based on the results of the self-assessment, the Leadership Team and develop strategies to improve its performance.

In addition, the Team will begin reviewing labor market information for the career pathways that will also be used for the modification of the 2020 Four-year plan by analyzing labor market information and identifying high-demand industries with family sustaining wages. The labor market analysis for the career pathway will also be used for the four-year plan to support the targeted high demand industries. The labor market information will be drawn from the Bureau Labor Statistic and LASER to search for industry projections and occupations in demand, as well as industry concentrations within the region.

### **Roundtables**

In **January of 2020**, the Team will conduct industry round table discussions with businesses and industry leaders to inventory of training systems, career ladders and lattices, and to identify skill competencies. In this process, the Team will not only learn about the industries needs, but their interests in other areas of the workforce system.

Sector strategy partnerships are new to New Mexico public workforce system. In the SAWDB's contract with the State of New Mexico, two industries must be identified to use the sector strategy partnership model in PY19. The State Administrative Entity of the NM Department of Workforce Solutions has contracted with a trainer to assist the four local workforce boards in New Mexico with the deployment of the sector strategy model. At the SAWDB's November 2019 meeting, the two industries will be identified from the list of its priority industries. This is different than the traditional industry partnership model that will be used with the Board's other priority industries in PY19. The traditional model will use an Employer Needs Guide (Attachment B) to engage employers and to open discussions. The guide seeks to learn about the industry needs for entry, technical, and supervisory positions. Each industry partnership will have a business leader as its chair, and have a process to sustain and grow the partnership

### Phase III - Designing Education & Training Programs

#### **Benefits of Existing Partnership with Education**

The benefit of having education as a partner in the career pathways process is that they will be involved in understanding the needs of the industry and be a part of designing the solution that will fill the skill gaps of individuals. Since 2000, the Workforce Investment Act (WIA) developed a workforce system that established relationships between workforce boards and education. During the reauthorization of WIA, the Workforce Innovation and Opportunity Act continued the same framework to assist job seekers with training. Accordingly, the SAWDB has established relationship with various eligible training providers within the its public workforce systems and in **January 2020** the Team will work with industry leaders to develop new or modify existing educational programs to bridge the workforce gaps within the industries.

#### **Designing Pathway with Industry Leaders**

Together with industry leaders, partners and eligible training providers will identify entry points, recruitment strategies, career ladders and lattices. Industry leaders will be involved in the design process of the career pathways system.

### Phase IV - Identifying Funding Needs and Resources

**In January 2020**, the Team will explore how it will braid its funding, measure performance, and establish a strategy for the long-term sustainability of newly funded projects.

#### **Braided Funding**

A key step that the Team will examine is it funding needs for future services related to program development cost and participant costs. The Team will identify its existing sources of funding and how it can best braid them to meet its needs and how it will deliver services more effectively and efficiently.

Beyond the existing sources of funding, the Team will explore addition sources of funding, both public and private. Private organizations provide start-up funding for new concept ideas that help special

populations. The advantage to having an existing partnership with so many organizations is the ability to be more competitive in the application process for funding. This consortium model typically leads to higher points of a proposal during the evaluation process and results in an award.

### **Measuring the Return on Investment**

The partners in the public workforce system measure their performance at different levels, one being after the participant exits the program. WIOA Title I service providers examine whether a participant was employed after the second quarter and fourth quarter after exit. It also measures the median earnings of the participants after exit. By taking median earning of the number of individuals in the measure, a computation can be made relative to annual earnings over the cost of the training. Taking this measure on an annual basis can establish a barometer of how the public workforce system is performing year to year.

### **Long-term Sustainability for New Projects**

A major area of consideration when applying for new project funds, whether public or private, is how will the project be sustained beyond the start-up period. Funding is typically the main issue for sustainability. An advantage to the Team is having access to a consortium of partners that can set aside and commit funds from their respective organizations to support the project beyond the start-up period. This places the SAWDB in a good position for the sustainability for future projects with its partners.

## **Phase V - Aligning Policies and Programs**

### **Strategies for Aligning Policies and Programs**

The SAWDB has and is now even more so geared to consider the effects of its policies with workforce partners. One example is the supportive service policy that helps those in training programs pay for transportation, childcare, and medical costs that are barriers to education or training.

In **February 2020**, the Team will work with the administrative policy committee to examine the SAWDB's and partners' policies for policies changes that can improve the service delivery model and career pathways for customers. The Team will examine how it can promote better program alignment among the partners in the workforce system and how it will measure the outcomes.

High schools, community colleges, and other post-secondary schools are an important part of this examination for alignment. This holistic view involves a cross-section of partner who are all involved and have an important role in the career pathways process.

The Team will produce a report no later than **February 29, 2020** with its recommendations.

## **Phase VI - Measuring System Change and Reporting**

Measuring system change is an important part of examining how a program is improving its services. In respect the career pathway system, the Team will identify the desired outcomes for participants and the

overall system. It will identify what type of data will be collected and analyzed to establish conclusions and how it will report this information to the partnering programs and SAWDB.

***Discussion with planning committee:*** Describe a report card for resources; activities, outputs, outcomes and impacts.

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## Sector Strategies Organizational Self-Assessment

| <b>Data-Informed Decision Making</b>   | <i>Is your organization/partnership using rigorous data to make decisions about target industries and education and training investments?</i>  |   |                       |                       |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
|--|--|---|-----------------------|-----------------------|----------|----------|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|--|--|--|--|
| <i>Elements of a high-performing sector-focused organization</i>   | <i>If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:</i>   |   |                       |                       |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <b>1</b>   Understanding of the region's most important industry sector(s) through use of rigorous economic, industry, and labor market data collection and analysis | <ul style="list-style-type: none"> <li>You use tools (e.g. location quotient analysis, traditional and real-time LMI), to regularly quantify your region's most competitive and emerging industries.</li> <li>You have agreement across partners (e.g. economic development entities) about target industry sectors.</li> <li>You use LMI and target industry data that focuses on your <i>actual</i> regional economy (e.g. where labor and goods flow) rather than on only a WIB's service delivery area or a county border).</li> <li>You have a formal process for an ongoing review of data and for making adjustments to target industry sectors.</li> </ul> | <table border="0"> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>5</b></td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td colspan="5"><i>Action Items:</i></td> </tr> </table> | <b>1</b>              | <b>2</b>              | <b>3</b> | <b>4</b> | <b>5</b> | <input type="radio"/> | <i>Action Items:</i> |  |  |  |  |
| <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>              | <b>5</b>              |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <input type="radio"/>  | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <i>Action Items:</i>   |  |   |                       |                       |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |

**1** = Not at all | 
 **2** = Making progress but a long way to go | 
 **3** = Have some of this, sometimes | 
 **4** = Yes, in place now | 
 **5** = Not only in place but we are excelling

# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



| Elements of a high-performing sector-focused organization   | If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:   |                             |               |               |               |               |
|---|---|-----------------------------|---------------|---------------|---------------|---------------|
| <p><b>2</b>   Process in place to identify specific skill needs, level of demand, and area education and training program gaps within target industry sector(s)</p> | <ul style="list-style-type: none"> <li>You regularly use both traditional and real-time data sources as well as focus groups and/or interviews with employers to identify growth occupations within target sectors and specific skill and hiring needs.</li> <li>You have a formal and continuous process involving education partners to work with employers to review labor market demand, and identify/validate workforce needs and specific KSAs of critical occupations.</li> <li>You have a formal process to identify gaps among existing regional education, training worker support, business services, and the needs of the target industry sector(s) employers.</li> <li>You have a clear grasp of the employment disparities (e.g. based on race, ethnicity, gender) and individual and systemic barriers to economic security faced by job seekers/workers in your region</li> </ul> | <b>1</b><br>○               | <b>2</b><br>○ | <b>3</b><br>○ | <b>4</b><br>○ | <b>5</b><br>○ |
|   |   | <p><i>Action Items:</i></p> |               |               |               |               |
| <p><b>3</b>   Provision of data that is understandable and shared across partners to enable joint, collaborative decision-making</p>                                | <ul style="list-style-type: none"> <li>You have up-to-date materials (i.e. reports, industry briefs) that clearly and compellingly identify regional target industry sectors and their workforce needs.</li> <li>You have the reputation, regionally, as a "go-to" source for target industry data and workforce needs.</li> </ul>  | <b>1</b><br>○               | <b>2</b><br>○ | <b>3</b><br>○ | <b>4</b><br>○ | <b>5</b><br>○ |
|   |   | <p><i>Action Items:</i></p> |               |               |               |               |

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# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



| <b>Industry Engagement</b>  | <b>How broad and deep is the involvement of targeted industry sector(s) employers in designing and delivering programs and services?</b>  |                       |                       |                       |                       |                       |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <i>Elements of a high-performing sector-focused organization</i>  | <i>If you think your organization rates as a "5" you consider it to have the following in place:</i>  |                       |                       |                       |                       |                       |
| <b>4</b>   Regional influence to bring key industry leaders to the table and understand the needs of their businesses | <ul style="list-style-type: none"> <li>You have relationships with business organizations within the target industry sector(s).</li> <li>You've developed criteria (e.g. high job quality, career paths, a great reputation among workers and job seekers) to identify which employers to focus on involving and supporting through use of sector partnership resources.</li> <li>You have the ability to easily identify and convene a network of large and small employers (and key decision-makers from those employers) within the sector(s), or credible relationships with business organizations that will include you in their meetings and conversations.</li> </ul> | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>              |
|   |   | <input type="radio"/> |
|   |   | <i>Action Items:</i>  |                       |                       |                       |                       |
| <b>5</b>   Industry as a strategic partner in designing and executing services and programs                           | <ul style="list-style-type: none"> <li>You have specific vehicles for soliciting ongoing workforce needs from industry partners (not just during periodic meetings or surveys).</li> <li>You have industry partners that help define program strategy and goals, identify necessary skills, competencies, and resources to support education (e.g., equipment, instructors, internships), and, where appropriate, hire qualified students who complete programs.</li> </ul>   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>              |
|   |   | <input type="radio"/> |
|   |   | <i>Action Items:</i>  |                       |                       |                       |                       |

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# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



|  |   |  |
|--|---|--|
| <p><b>6</b>   Capability to take on the sector partnership intermediary role if required</p> | <ul style="list-style-type: none"> <li>When necessary, you can play the intermediary role, including guiding the partnership; managing its work; maintaining strong relationships with employers; maintaining an up-to-date understanding of employer needs and opportunities; and guiding efforts to evaluate and make improvements to a sector partnership.</li> <li>You have credibility with the target industry sector(s) and entrepreneurial attitude to guide sector partnerships where employers want to take it.</li> </ul>  | <p><b>1</b>    <b>2</b>    <b>3</b>    <b>4</b>    <b>5</b></p> <p style="text-align: center;"> <input type="radio"/>    <input type="radio"/>    <input type="radio"/>    <input type="radio"/>    <input type="radio"/> </p> <p><i>Action Items:</i></p> |
| <p><b>Sector-Based Service Delivery</b></p>  | <p><i>How effectively are you and your partners facilitating the development and delivery of workforce opportunities that are responsive to the needs of an entire targeted industry?</i></p>   |  |
| <p><i>Elements of a high-performing sector-focused organization</i></p>                      | <p><i>If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:</i></p>   |  |
| <p><b>7</b>   Capability to fill the industry's near-term workforce needs</p>                | <ul style="list-style-type: none"> <li>You've had success in working with education partners through a sector strategy to develop responsive curriculum/courses for target sectors to provide immediate access to customized training and certification programs as needed.</li> <li>You've had success in providing systematic support to employer needs—across an entire industry—in business outreach, hiring services, retention programs, etc.</li> <li>Your organization (e.g. WIB, AJC) has the agility and flexibility to develop new programs rapidly in response to target industry workforce needs.</li> </ul> | <p><b>1</b>    <b>2</b>    <b>3</b>    <b>4</b>    <b>5</b></p> <p style="text-align: center;"> <input type="radio"/>    <input type="radio"/>    <input type="radio"/>    <input type="radio"/>    <input type="radio"/> </p> <p><i>Action Items:</i></p> |

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# ETA Sector Strategies Technical Assistance Initiative Self-Assessment



| Elements of a high-performing sector-focused organization  | If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:  |                       |                       |                       |                       |                       |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <p><b>8</b>   Capability to meet the industry's longer-term pipeline needs across a range of skill levels</p>  | <ul style="list-style-type: none"> <li>You have an up-to-date inventory of regional education and training programs relevant to the targeted industry sector(s) in order to determine assets and gaps.</li> <li>You can facilitate area educational units (e.g. K-12, adult education, community colleges, career &amp; technology institutions, universities) to work together in response to targeted industry sector(s) to address identified regional long-term workforce needs at all educational levels.</li> <li>You have experience and the ability to influence target sector(s) employers to develop, incorporate, and/or expand industry-recognized credentials.</li> </ul> | 1                     | 2                     | 3                     | 4                     | 5                     |
|  |  | <input type="radio"/> |
|  |  | <i>Action Items:</i>  |                       |                       |                       |                       |
| <p><b>9</b>   Ability to overcome barriers for lower-wage workers in order to facilitate employment and career advancement within the targeted sector(s)</p> | <ul style="list-style-type: none"> <li>You've identified barriers to work that are individual and systemic in nature (e.g. lack of work experience, substance abuse, transportation, child care), created solutions, and brought about industry-wide changes that support them as standard practices.</li> <li>You've worked across an industry on career advancement solutions (e.g. tuition assistance, enhanced credentialing structure, on-the-job coaching) to encourage worker mobility.</li> </ul>  | 1                     | 2                     | 3                     | 4                     | 5                     |
|  |  | <input type="radio"/> |
|  |  | <i>Action Items:</i>  |                       |                       |                       |                       |

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# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



| Elements of a high-performing sector-focused organization   | If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:  |                                       |                                       |                                       |                                       |                                       |                             |
|---|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|-----------------------------|
| <p><b>10  </b> Experience with and capability to develop effective, employer-validated career pathways in support of the target sector(s)</p> | <ul style="list-style-type: none"> <li>• With partners, you have experience with mapping and designing modularized curricula and career pathways across a range of skill needs (entry-level to advanced) to serve target industries.</li> <li>• You've had success in designing education and training pathways that enable students and adults to move seamlessly between academic and career technical programs, to and from work, and to achieve advanced credentials.</li> </ul> | <p><b>1</b></p> <input type="radio"/> | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> | <p><i>Action Items:</i></p> |
| <p><b>11  </b> Experience with and capability to design and implement, with employers, work-based learning models in targeted sector(s)</p>   | <ul style="list-style-type: none"> <li>• You have experience building and funding—on an industry level—models such as:                             <ul style="list-style-type: none"> <li>✓ On-the-job training</li> <li>✓ Cooperative education</li> <li>✓ Paid internships</li> <li>✓ Pre-apprenticeship or Registered Apprenticeship programs</li> </ul> </li> </ul>  | <p><b>1</b></p> <input type="radio"/> | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> | <p><i>Action Items:</i></p> |

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# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



| Elements of a high-performing sector-focused organization  | If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:   |  |  |  |  |                                       |                                       |                                       |                                       |                                       |
|--|---|--|--|--|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <p><b>12  </b> Partnerships with the right regional organizations to deliver comprehensive solutions in response to target industry sector(s) needs—while minimizing the duplication of services</p> | <ul style="list-style-type: none"> <li>• You have dynamic alliances (including clearly defined roles) with the following organizations in executing sector strategies:                             <ul style="list-style-type: none"> <li>✓ K-12, community colleges, adult education programs, private training providers, labor unions, and universities: To align curricula to career pathways and provide a bridge from secondary, pre-GED, and post-secondary education to a career.</li> <li>✓ Local industry associations, chambers of commerce, and economic development agencies: To identify target industry sectors, convene industry, and jointly address regional growth strategies.</li> <li>✓ Community-based organizations: To reach populations that are currently underrepresented in the target sector(s) and allow CBO services to be effectively integrated into sector-based strategies.</li> </ul> </li> </ul> |  |  |  |  | <p><b>1</b></p> <input type="radio"/> | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> |
| <p><i>Action Items:</i></p>  |   |  |  |  |  |                                       |                                       |                                       |                                       |                                       |
| <p><b>13  </b> Willingness and ability to respond to non-workforce needs directly related to the industry's economic development or growth opportunities</p>   | <ul style="list-style-type: none"> <li>• You are open and have the capacity to engage sector partners to address non-workforce issues with employers (e.g. access to technology and innovations, streamlining suppliers or supply chains, transportation and logistics issues) depending on industry sector(s) needs.</li> </ul>  |  |  |  |  | <p><b>1</b></p> <input type="radio"/> | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> |
| <p><i>Action Items:</i></p>  |   |  |  |  |  |                                       |                                       |                                       |                                       |                                       |

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| <b>Sustainability &amp; Continuous Improvement</b>  | <i>Is your organization able to measure sector strategy outcomes and sustain sector work over time?</i>  |   |                       |                       |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
|---|--|---|-----------------------|-----------------------|----------|----------|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|--|--|--|--|
| <i>Elements of a high-performing sector-focused organization</i>  | <i>If you think your organization rates as a “5” (see ratings key below) you consider it to have the following in place:</i>   |   |                       |                       |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <b>14  </b> Ability to “build the buzz” about the value of sector partnerships as a means to continuously secure stakeholder buy-in | <ul style="list-style-type: none"> <li>You have marketing material developed to promote existing sector partnerships.</li> <li>You have close connections with area media to build awareness about partnership goals and community support.</li> </ul>   | <table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> <td><b>4</b></td> <td><b>5</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td colspan="5"><i>Action Items:</i></td> </tr> </table> | <b>1</b>              | <b>2</b>              | <b>3</b> | <b>4</b> | <b>5</b> | <input type="radio"/> | <i>Action Items:</i> |  |  |  |  |
| <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>              | <b>5</b>              |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <i>Action Items:</i>  |  |   |                       |                       |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <b>15  </b> Sector partnership measures of success identified and tracked with continuous improvement processes built in            | <ul style="list-style-type: none"> <li>You have a common agreed-upon dashboard of success indicators (i.e. consensus around sector partnership “outcomes”), determined in part by indicators needed to bring about systems changes.</li> <li>Your measures reflect services to business.</li> <li>You have a process in place for collecting and analyzing data, and using metrics to make future adjustments.</li> <li>Your board, executive committee, or program committee routinely reviews sector partnership metrics.</li> </ul> | <table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> <td><b>4</b></td> <td><b>5</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td colspan="5"><i>Action Items:</i></td> </tr> </table> | <b>1</b>              | <b>2</b>              | <b>3</b> | <b>4</b> | <b>5</b> | <input type="radio"/> | <i>Action Items:</i> |  |  |  |  |
| <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>              | <b>5</b>              |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |
| <i>Action Items:</i>  |  |   |                       |                       |          |          |          |                       |                       |                       |                       |                       |                      |  |  |  |  |

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# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



| Elements of a high-performing sector-focused organization                                    | <i>If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:</i>  |  |                                       |                                       |                                       |                                       |
|--|---|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <p><b>16  </b> Sustainable funding source(s) to establish and expand sector partnerships</p> | <ul style="list-style-type: none"> <li>You have an understanding of available funding sources (e.g. grants, foundation support, repurposed program funds, discretionary funds, industry support), and a commitment to identify emerging sources that could support sector initiatives.</li> <li>You develop strategies for sustainability and pursue them from the beginning of sector partnership operations.</li> <li>You have a willingness to be innovative in finding, braiding, and utilizing resources to support sector partnerships (including public, philanthropic, and private sector resources).</li> <li>You've had success in obtaining funding from multiple sources that pays for the intermediary roles, services, systems change strategies, and other costs of the sector initiative.</li> <li>The business community contributes resources to the partnerships.</li> </ul> | <p><b>1</b></p> <input type="radio"/>  | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> |
|  |   | <i>Action Items:</i>   |                                       |                                       |                                       |                                       |
| <p><b>Organizational Capacity &amp; Alignment</b></p>  |   | <p><i>Does your organization have the personnel, policies, vision, and resources in place to support sector strategy outcomes?</i></p> |                                       |                                       |                                       |                                       |
| <p><b>17  </b> Organizational commitment to bring partners to a shared vision</p>            | <ul style="list-style-type: none"> <li>You've had success in collectively developing, with your partners (e.g. economic development, higher education), a shared vision around target industry growth and economic security for workers.</li> <li>You have the capacity to serve in a sector partnership intermediary role when required (i.e. as the neutral and credible party/convener brokering relationships among sector partners).for the intermediary roles, services, systems change strategies, and other costs of the sector initiative.</li> <li>The business community contributes resources to the partnerships.</li> </ul>   | <p><b>1</b></p> <input type="radio"/>  | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> |
|  |   | <i>Action Items:</i>   |                                       |                                       |                                       |                                       |

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# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



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|---|--|--|--|--|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <p><b>18  </b> Organizational culture that promotes a demand-driven approach within a sectors framework</p>   | <ul style="list-style-type: none"> <li>You have the leadership (executives, board) that understands the importance of and prioritizes a focus on serving employers for the purposes of aligning the workforce system to target sector needs.</li> <li>Your organization has a strategic plan/vision that emphasizes the organization's role in driving regional economic security and industry growth through sector partnerships.</li> </ul>  |  |  |  |  | <p><b>1</b></p> <input type="radio"/> | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> |
| <p><i>Action Items:</i></p>   |  |  |  |  |  |                                       |                                       |                                       |                                       |                                       |
| <p><b>19  </b> Organizational structure (administrative policy, committee structure) that supports industry engagement within a sectors framework</p> | <ul style="list-style-type: none"> <li>You have staff member(s) with explicit roles to examine, across businesses, broader industry workforce trends for the purpose of executing sector strategies.</li> <li>Your organization's board/oversight group includes private sector representatives that reflects the target industry mix.</li> <li>You have an administrative structure that promotes and supports sector strategies (e.g. organizational or committee structure oversees sector initiatives).</li> <li>You have administrative policies that support sector strategies (e.g. sector partnership concepts are explicitly built into organization's policy goals; American Job Center has a policy to prioritize services for target industry employers).</li> </ul> |  |  |  |  | <p><b>1</b></p> <input type="radio"/> | <p><b>2</b></p> <input type="radio"/> | <p><b>3</b></p> <input type="radio"/> | <p><b>4</b></p> <input type="radio"/> | <p><b>5</b></p> <input type="radio"/> |
| <p><i>Action Items:</i></p>   |  |  |  |  |  |                                       |                                       |                                       |                                       |                                       |

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# ETA Sector Strategies Technical Assistance Initiative

## Self-Assessment



| <i>Elements of a high-performing sector-focused organization</i>   | <i>If you think your organization rates as a "5" (see ratings key below) you consider it to have the following in place:</i>  |                       |                       |                       |                       |                       |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <p><b>20  </b> Staff have expertise about current target industries and have opportunities to hone knowledge as targets change</p> | <ul style="list-style-type: none"> <li>Your staff has ample opportunities to attend targeted industry-related professional development events for the purposes of staying fresh on technologies, growth trends, and workforce needs.</li> <li>Your staff understands the industry sector's language, pain points, high-leverage opportunities, and culture, and they respect the industry sector's culture.</li> <li>All staff members, regardless of position, understand why a sector strategy approach makes sense, and their role within it.</li> </ul> | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>              |
|  |   | <input type="radio"/> |
|  |   | <i>Action Items:</i>  |                       |                       |                       |                       |

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## 2.5a EMPLOYER NEEDS GUIDE

The Employer Needs Guide may help the employer engagement team gather preliminary information on the workforce needs of an individual employer or an industry sector. Use this guide during an industry focus group or one-on-one with an individual employer. This guide has been adapted from the work of CORD.

### Industry Needs

This assessment divides workers into three broad levels: entry-level, skilled workers (technical workers), and supervisory. These categories may or may not work for all industries. Modify the instrument as needed.

#### Entry-level Positions

1. Name the top three critical **entry-level positions** for your industry (*critical to your ability to grow and stay competitive*), their corresponding skills/competencies, and credentials needed:

| Position | Skills/Competencies | Credentials Needed |
|----------|---------------------|--------------------|
|          |                     |                    |
|          |                     |                    |
|          |                     |                    |

2. Why did you identify these positions as your most critical needs in the **entry-level arena**? Check all boxes that apply, and, where applicable, provide the additional data needed.

- Hardest to fill with the right skills/competencies.

What skills/competencies are hardest to find?

- Large number of positions needed.

Number projected needed by quarter?

- Highest turnover rate.

What is the turnover rate?

What factors contribute to the turnover?

- Working conditions
- Shift work
- Competitive salary
- Other:
- Training
- Adequate supervision

- The **entry-level positions** require a great deal of company staff time to provide adequate on-the-job training before the employee is productive.

How many weeks/months?

3. I anticipate a number of **entry-level positions** will become vacant due to retirements in the next five years.

- yes    
  no    
  somewhat

What percentage of the workforce?

**Technical-level (skilled) Positions**

1. Name the top three critical **technical/skilled-level positions** for your industry (*critical to your ability to grow and stay competitive*), their corresponding skills/competencies and credentials needed:

| Position | Skills/Competencies | Credentials Needed |
|----------|---------------------|--------------------|
|          |                     |                    |
|          |                     |                    |
|          |                     |                    |

2. Why did you identify these positions as your most critical needs in the **technical/skilled-level arena**? Check all boxes that apply, and, where applicable, provide the additional data needed.

- Hardest to fill with the right skills/competencies.

What skills/competencies are hardest to find?

- Large number of positions needed.

Number projected needed by quarter?

- Highest turnover rate.

What is the turnover rate?

What factors contribute to the turnover?

- Working conditions                       Training  
 Shift work                                       Adequate supervision  
 Competitive salary  
 Other:

- The **technical-level/skilled positions** require a great deal of company staff time to provide adequate on-the-job training before the employee is productive.

How many weeks/months?

3. I anticipate a number of **technical-level/skilled positions** will become vacant due to retirements in the next five years.

yes       no       somewhat

What percentage of the workforce?

**Supervisory Positions**

1. Name the top three critical **supervisory-level positions** for your industry (*critical for your ability to grow and stay competitive*), their corresponding skills/competencies and the natural progression and credentials needed:

| Position | Skills/Competencies | Career Ladder to Obtain this Position (Natural Progression to this Position) and Credentials Needed: |
|----------|---------------------|--|
|          |                     |  |
|          |                     |  |
|          |                     |  |

2. Why did you identify these positions as your most critical needs in the **supervisory-level arena**? Check all boxes that apply, and, where applicable, provide the additional data needed.

- Hardest to fill with the right skills/competencies.

Skills/competencies hardest to find?

- Large number of them.

# projected needed by quarter?

- Highest turnover rate.

What is the turnover rate?

What factors contribute to the turnover?

- |   |   |
|---|---|
| <input type="checkbox"/> Working conditions | <input type="checkbox"/> Training             |
| <input type="checkbox"/> Shift work         | <input type="checkbox"/> Adequate supervision |
| <input type="checkbox"/> Competitive salary |   |
| <input type="checkbox"/> Other:             |   |

- The **supervisory-level positions** require a great deal of company staff time to provide adequate on-the-job training before the employee is productive.

How many weeks/months?

3. I anticipate a number of supervisor-level positions will become vacant due to retirements in the next five years.

yes     no     somewhat

What percentage of the workforce?

### Future Needs

1. What positions in your industry are disappearing?

2. What are you doing to retrain these employees?

3. Are you planning major layoffs in upcoming quarters?

yes     no

If so, what positions?



4. What new positions will you need in your industry in the future?

| Future Position | Skills/Competencies |
|-----------------|---------------------|
|                 |                     |
|                 |                     |
|                 |                     |
|                 |                     |
|                 |                     |

a. Have you done a job analysis to determine the essential skills/competencies for the positions?

yes       no

If so, what were the results of the job analysis?

b. If you have not done a job analysis for the future positions, how do you plan to identify the new skills/competencies required?

5. What challenges have you encountered in helping workers keep pace with industry advances?

6. Is your company willing to allow release time for incumbent workers or new employees to participate in training on the company clock?

yes       no

7. What policies do you have in place to support a diverse workforce?
- a. Do you offer telecommuting?  
 yes       no
  - b. Do you offer training incorporating new technologies in the workplace?  
 yes       no
  - c. Do you have an employee mentorship program?  
 yes       no
  - d. Do you provide special accommodations to employees with a disability if needed?  
 yes       no
  - e. Do you provide tuition reimbursement?  
 yes       no

### Training/Upward Mobility

1. What are the potential growth opportunities for employees to advance within your company or industry?

2. Have you mapped out the natural career advancement avenues for entry-level workers?  
 yes       no

3. What positions have the greatest opportunity for upward mobility?

4. What type of in-house company or industry-supported training do you use to train entry-level workers?

5. What type of in-house company or industry-supported training do you use to train technical/skilled-level workers?

6. Do you have a labor union in which employees participate?

yes       no

7. Does the labor union offer training for your employees?

yes       no

8. List the local training institutions that have provided or are providing training in areas where skill gaps are most plentiful?

| Institution | Training Provided |
|-------------|-------------------|
|             |                   |
|             |                   |
|             |                   |
|             |                   |
|             |                   |
|             |                   |
|             |                   |

9. Have local training institutions been able to fulfill your needs for qualified workers?

- yes
- no

a. If no, how could they improve?

10. How do you recruit qualified job applicants?

- Electronic job boards
- Newspaper ads
- American Job Centers
- Employee referrals
- Other:
- Word-of-mouth
- Training institutions
- Private nonprofit organizations
- Union hiring hall

Other:

Other:

Other:

Other:

Other:

What method is most effective?

# 2019

## JANUARY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## FEBRUARY

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|    |    |    |    |    | 1  | 2  |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 |    |    |

## MARCH

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

## APRIL

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |

## MAY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

## JUNE

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |

## JULY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

## AUGUST

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## SEPTEMBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

## OCTOBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## NOVEMBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## DECEMBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

Holidays

# 2020

## JANUARY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  |    |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

## FEBRUARY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 |    |

## MARCH

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

## APRIL

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |    |    |

## MAY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

## JUNE

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |

## JULY

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

## AUGUST

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

## SEPTEMBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

## OCTOBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## NOVEMBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

## DECEMBER

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

Holidays