

# TOMPKINS COUNTY WORKFORCE STRATEGY



A Strategy to Address Key  
Workforce Challenges and  
Strengthen the County's  
Workforce Development System

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# MESSAGE TO THE COMMUNITY

Creating the Tompkins County Workforce Strategy has been an exciting process from assembling a thorough picture of the regional labor market to brainstorming solutions with community leadership. The Strategy is the first step in a cycle of renewal that will keep our activities and investments aligned with the changing environment for workforce development. This is critical in the increasingly competitive global race for talent. As we recommit to supporting a diverse and dynamic workforce, the Strategy will be our guide.

The Workforce Strategy provides direction for a coordinated and effective response to urgent talent issues stemming from rapid economic globalization, integration of technology into all occupations, and dramatic demographic change. We aim to elevate the operations of our workforce system to meet those challenges. The Strategy does not address related challenges such as worker housing,

access to childcare, and transportation; while important, these issues are being taken up by other initiatives. The Workforce Strategy is the result of a rewarding collaboration between the County's economic development and workforce development agencies. While Tompkins County Area Development and the Workforce Investment Board have a history of working together to address business and workforce development needs, this project has served to deepen our understanding of shared policy issues and goals. Economic development and workforce development will continue to work hand in hand going forward.

We are very pleased to offer The Tompkins County Workforce Strategy to the community as a road map for workforce development in these critical times. It is our belief that the Strategy will help individuals and employers reach greater success, and that will drive the success of the local economy.

## Thank You!



**Alan E. Pedersen, Chair**  
Workforce Strategy Steering  
Committee  
Vice President Human Resources  
Cayuga Medical Center



**Julia Mattick**  
Executive Director  
Workforce Investment Board



**Martha Armstrong**  
Vice President  
Tompkins County Area  
Development

## The WIB's Mission

Enhance the productivity and competitiveness of Tompkins County by developing and coordinating resources that meet employer workforce needs and facilitate employment and development opportunities for individuals.

## TCAD's Vision

A flourishing economy with exciting, innovative firms that inspire and attract a talented workforce.



# EXECUTIVE SUMMARY

The Tompkins County economy has experienced moderate growth during the past several decades. The County's economic profile transformed from a durable goods manufacturing community in the 1960's to an education center by the 1980's. Since the 1980's, technology firms producing high-tech products, equipment, services, and software applications have had an expanding role in local economic growth, while traditional durable goods manufacturing continues to have an important, though diminished role. Health, tourism, agriculture, and an array of business and personal services round out the primarily knowledge-driven economy.

As the new century unfolds, three major trends are converging to challenge workforce development locally and globally. These are: rapid economic globalization, integration of technology into all occupations, and dramatic demographic

change. For economies to thrive and compete, there must be intensified attention to workforce development. In response to this challenge, Tompkins County Area Development and the Workforce Investment Board partnered to create this workforce strategy for Tompkins County.

The first step in the strategic planning process was to prepare a study of the seven-county labor market region that is home to the County's workforce. This study provided a detailed picture of local employer and workforce characteristics. The Strategy is built on this information, as well as the experience of workforce development stakeholders, including employers, schools, and workforce development service providers.

*These key elements are summarized in Figure 1 below.*

**FIGURE 1 - The Five Elements of the Tompkins County Workforce Strategy**

## 1 THE VISION

A living, interdependent workforce development system that:

- 1 Flourishes in an environment rich in talent
- 2 Is leveraged by diverse and flexible strategies
- 3 Readily adapts to changing times

## 2 THE MISSION

Nurture and innovate the workforce system to support rewarding career pathways and fulfilling engagement of human capital over the next ten years of major economic and demographic change.

## 3 THE VALUE PROPOSITIONS

Define the unique, sustainable value the Strategy strives to provide for its stakeholders.

**FOR WORKERS** The Strategy will build individuals' capacity to pursue vocationally and economically rewarding work.

**FOR EMPLOYERS** The Strategy will develop the pipeline of willing and able talent to meet employers' strategic goals.

**FOR THE COMMUNITY** The Strategy will support a thriving community by helping workers and employers reach their fullest potential.

## 4 6 KEY GOALS

- 1 Increase the number of work-ready, basic-skilled workers
- 2 Retain and attract more young adults
- 3 Prepare for the wave of baby-boomer retirements
- 4 Facilitate and enable the recruitment of workers for specialized occupations
- 5 Reduce underemployment and its accompanying underuse of talent
- 6 Increase the workforce system's capacity to manage near-term challenges and opportunities

## 5 3 STRATEGIC THEMES

While the six goals define the targets for action, three strategic themes guide investments in change. These themes provide common approaches for implementing solutions, and are intended to improve the efficiency, consistency, and reach of the workforce development efforts.

- 1 **RE-IMAGINE WORKFORCE DEVELOPMENT SERVICE DELIVERY** Use social networking forums and groups to increase the efficiency and innovation of workforce development programs.
- 2 **SIGNIFICANTLY EXPAND THE USE OF COMMUNICATION TOOLS** Engage internet and conventional communication and marketing tools in order to elevate understanding of labor market information and perceptions of economic opportunity.
- 3 **INCREASE INTEGRATION AND CONNECTIVITY OF THE WORKFORCE SYSTEM** Change the infrastructure and protocols of the service provider network to stimulate greater collaboration, referral, and real-time connectivity.

Having formulated this strategic plan, implementation is of utmost importance. There are four main spheres of workforce investment in the County:

- Public schools
- Employers
- TC3, the Tompkins Cortland Community College
- Tompkins Workforce New York

The Strategy seeks to meld these spheres more fully, enlarging on the concept of a seamless continuum, to provide a well-connected network of education, training, employment services, and supportive services. This envisioned network will mimic a living system that provides a smooth flow of information, resources, and service delivery through interdependent relationships. The vision is of a system where the structures of both jobs and workforce programs support the individual's development of craft, of career pathways, and ultimately of greater engagement and success in the world of work. The common goal is supporting individuals' ability to reach their full potential through lifelong, career-focused, skill development – in school, through employment, and independently.

This effort requires the engagement of employers, unions, schools, the One Stop Career Center partners, and myriad community based organizations. Solutions will be both technical and cultural. While the Workforce Investment Board's role is to provide leadership, it will take the strength of all the players, working in a collaborative environment to achieve the strategic vision and goals. Four main challenges have been identified:

**1. Addressing skills mismatches and worker shortages** The Strategy's first five goals, which address workforce skill development and demographic trends, are the most tangible challenges facing workforce development. These manifest in many ways, including underemployment of workers and increased on-the-job training demands on employers. Labor shortages are projected to increase significantly after 2016 as the Baby Boomers retire.

**2. Fostering workforce development collaboration** To achieve the Strategy's vision and support a thriving economy, workforce development providers must foster deep collaboration between organizations as well as internally in their organizations. Each organization must cultivate respect for each other's mission to best leverage cooperative efforts.

### 3. Changing the workforce development model

Today, most job descriptions and occupations will undergo significant change throughout the span of a career. While college education is a recognized standard for career advancement, less than thirty percent of young people complete a bachelor's degree. Lifelong learning and the achievement of a portfolio of advanced credentials represents a new standard for workers with diverse levels of education, from a high school diploma, to some college, to college degrees.

### 4. Overcoming the shortage of resources

This is a time of exceptionally high budget constraints, and that lack of resources is a significant obstacle. However, Tompkins County has a solid platform for launching the Workforce Strategy. The community is creative, innovative, experienced, and stakeholder commitment is strong. By putting this new strategic framework in place, progress can proceed, gaining more resources and resource alignment as change takes hold.

### An opportunity for business expansion

"With the acquisition of Kionix by a world-leading semi-conductor company, we are poised for substantial growth. This fresh investment offers a tremendous opportunity for expansion of the company, and we will need quick success in ramping up our capacity. That means adding staff from the local region as well as recruiting highly specialized occupations. Without the right workforce, many of these jobs could be developed elsewhere in the global market. Workforce readiness and access to workforce are more critical than ever."

**Greg Galvin, President and CEO**  
Kionix, Inc.



### Looking Forward

Moving forward, success will come from working together to evolve the workforce development culture and establish a new paradigm for the workforce development system. The Strategy is the first step in a cycle of renewal that will keep local activities and investments aligned with the changing environment for workforce development. This is critical in the increasingly competitive global race for talent. The Workforce Strategy provides direction for a coordinated and effective response to urgent talent issues stemming from rapid economic globalization, integration of technology into all occupations, and dramatic demographic change.

### The Strategy's vision propels collaborative partnerships

"TC3 has been part of the local workforce development system for over forty years. During that time we have developed a number of successful partnership programs. For example, TC3. biz partners with employers to bring targeted training programs to their employees. The PACE program works with the Department of Social Services helping financially needy parents move closer to economic independence by providing childcare and transportation assistance plus personal advocacy while they pursue degrees. The LEAP program helps high risk, very low income youth complete college. Our teaching faculty have a network of contacts in business and industry which keeps our curriculum relevant so we can provide interns and graduates that help keep local companies competitive. A final example is the CollegeNow program which provides qualified students the opportunity to earn high school and college credit concurrently, at no cost to the schools or students.

Our partnerships have grown over the years despite funding challenges. These joint efforts are rewarding and result in wonderful successes for the students and all involved. The Workforce Strategy provides a strong vision for propelling this collaborative work forward."

**Dr. Carl E. Haynes, President**

Tompkins Cortland Community College





# INTRODUCTION

## THE LOCAL ECONOMY

The Tompkins County economy has grown steadily from about 17,000 private sector jobs in 1960 to about 55,700 in 2008. During the same period, the local economy experienced significant restructuring:

- In 1962, manufacturing peaked providing 6,200 jobs, which was 36% of all private sector jobs. In 2008, there were 3,700 manufacturing jobs, less than 7% of all private sector jobs.
- By 2008, service-providing jobs had grown to 91% of jobs, including 50,700 private sector jobs and 8,700 public sector jobs.
- Starting in the mid 1960's and accelerating into the 1980's, education services grew into the dominant sector—accounting for about 51% of private sector jobs.
- Over the decades, consumer oriented service jobs – retail, food service, and hospitality – have remained steady at about 16% of private sector jobs.
- Health services, transportation, professional services, and other business services make up most of the remaining service-producing jobs.

- Technology firms producing software, equipment, and high tech services emerged in the 1980's. By 2008, these firms accounted for nearly 4,000 jobs.

Tompkins County has a unique economy in Upstate New York. Nearly 45% of jobs are concentrated in the education service sector, as compared to about 12% in the surrounding region. While conventional and advance manufacturing play an important role in Tompkins County, in the surrounding region the manufacturing sector remains the strongest sector, generating about 17% of jobs. There are a couple of other key differences. The surrounding region has a significant presence of correctional facilities that provide about 6% of employment regional. Tompkins County has a growing high tech sector, with particular strengths in research and development and systems design, producing about 8% of permanent jobs. Due to the predominance of the education and technology-related sectors Tompkins County employers generally require higher levels of education and skills than the surrounding counties, whose private sector economies are dependant on more traditional basic-skilled and medium skilled industries.

**FIGURE 2 - Tompkins County Employment Data for 2008**

SECTOR	average wages Jobs EQ	Jobs DOL	percent total	percent of all permanent*	percent private	High Tech jobs**
Total Non-Farm Jobs	\$41,650	64,400	100.0%			3,880
Total Private Sector Jobs		55,700	86.5%		100.0%	
Total Permanent Jobs*		50,400	78.3%	100.0%	na	
Education (private)	\$46,050 ^	28,600 ^^	44.4%	29.0%	51.3%	
Retail Trade	\$22,300	5,000	7.8%	9.9%	9.0%	
Health and Social Services	\$48,550	5,000	7.8%	9.9%	9.0%	
Accommodations & Food Services	\$14,865	3,900	6.1%	7.7%	7.0%	
Manufacturing	\$49,750	3,700	5.7%	7.3%	6.6%	1,795
Professional and Business Services	\$52,450	3,000	4.7%	6.0%	5.4%	1,520
Financial Activities	\$51,250	1,600	2.5%	3.2%	2.9%	
Other Services	\$21,650	1,500	2.3%	3.0%	2.7%	5
Natural Res, Mining, Construction	\$45,250	1,300	2.0%	2.6%	2.3%	
Transportation, Warehousing, Utilities	\$46,500	900	1.4%	1.8%	1.6%	280
Wholesale Trade	\$42,000	600	0.9%	1.2%	1.1%	95
Information	\$74,600	500	0.8%	1.0%	0.9%	185
Government (except public education)	\$40,000	5,000	7.8%	9.9%	na	
Education (public)	\$46,050 ^	3,700	5.7%	7.3%	na	

**Source:** New York State Department of Labor (DOL) and JobsEQ (Chmura Economics & Analytics).

\*Permanent jobs are estimated by removing the approximately 14,000 jobs held by students on campus. DOL figures include the students' on campus jobs.

\*\* High Tech jobs and industry sectors are defined by the Bureau of Labor Statistics. The jobs are characterized by high levels of design, innovation, and technology content; the sectors are identified by the concentration of these types of jobs. Chmura Economics & Analytics' JobsEQ provided the estimated distribution of high tech jobs in each industry sector for Tompkins County. High Tech businesses are reported among six sectors.

^ JobsEQ provides income for public and private education combined, does not include student wages.

^^ Includes students working on campus.

## PART 2 - INTRODUCTION CONTINUED

### EMPLOYMENT FORECAST

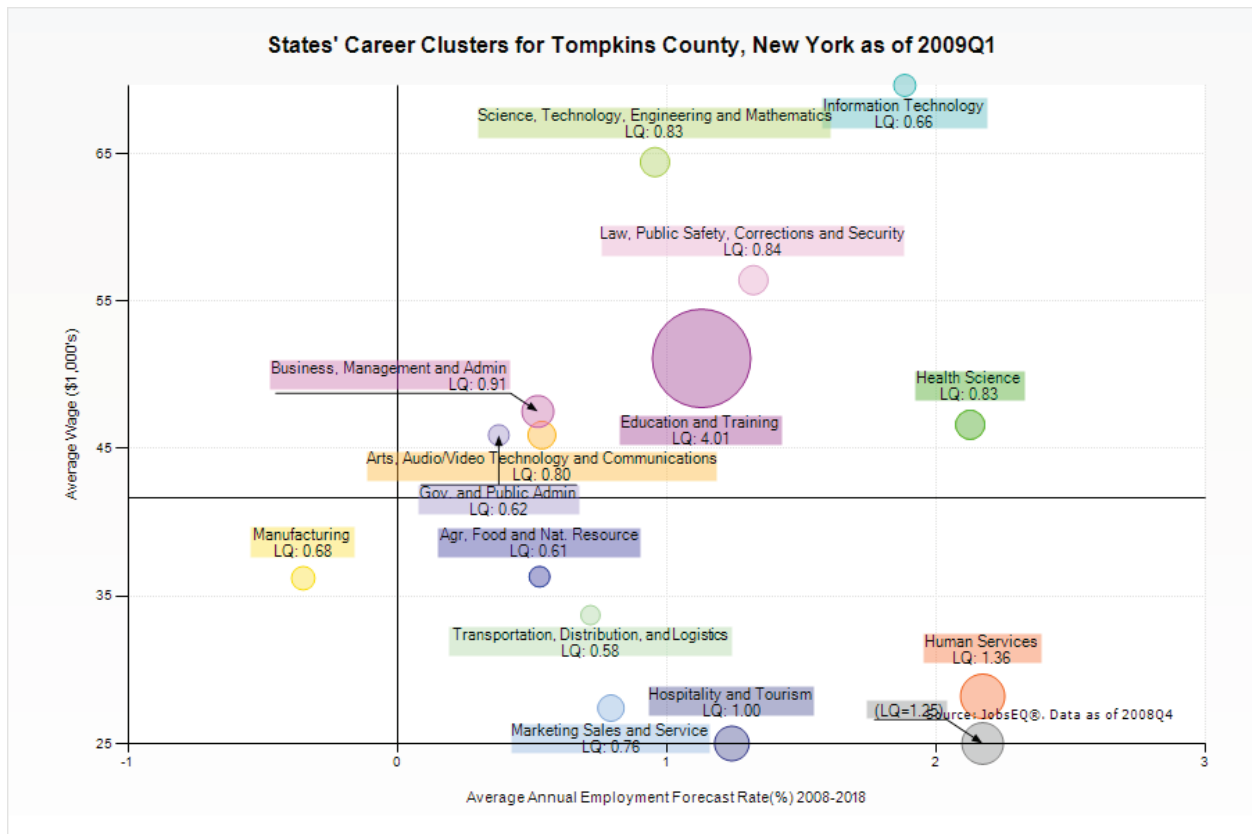
This employment forecast data is from the 2007 Tompkins County Regional Labor Market Study. It reflects a typical period of moderate expansion, not the 2008-2009 recession.

The employment demand forecast shows a strong bifurcation of skill requirements of jobs in the County. A little over half of job openings require basic skills – 20% require just a high school diploma and 33% require additional vocational or on the job training. These jobs are concentrated in the Retail Trade and Accommodations and Food Services sectors. About 40% of job openings require a high level of skills defined as at least a two-year degree with significant on the job training, or a Bachelors degree (or higher). These are concentrated in Education Services, Professional and Business Services, and Health Services. The remaining 7% of job openings require middle level

skills such as a two-year degree with some on the job training. Nationally there is a more equal split between medium skill (27%) and high skill (21%) job opportunities.

The following forecast projects labor market growth by industry sector. The number of openings for specific occupations does not necessarily mirror the size of the sector. For example, the high rates of openings in Retail Trade and Accommodations and Food Services reflect high turn over rates in these sectors. While Manufacturing has experienced decline in recent years, there are still many job openings due to retirements of an older workforce. The professional and business services sector, driven by high tech jobs in systems design and technical consulting, and the health services sector are forecast to experience the strongest growth of new jobs.

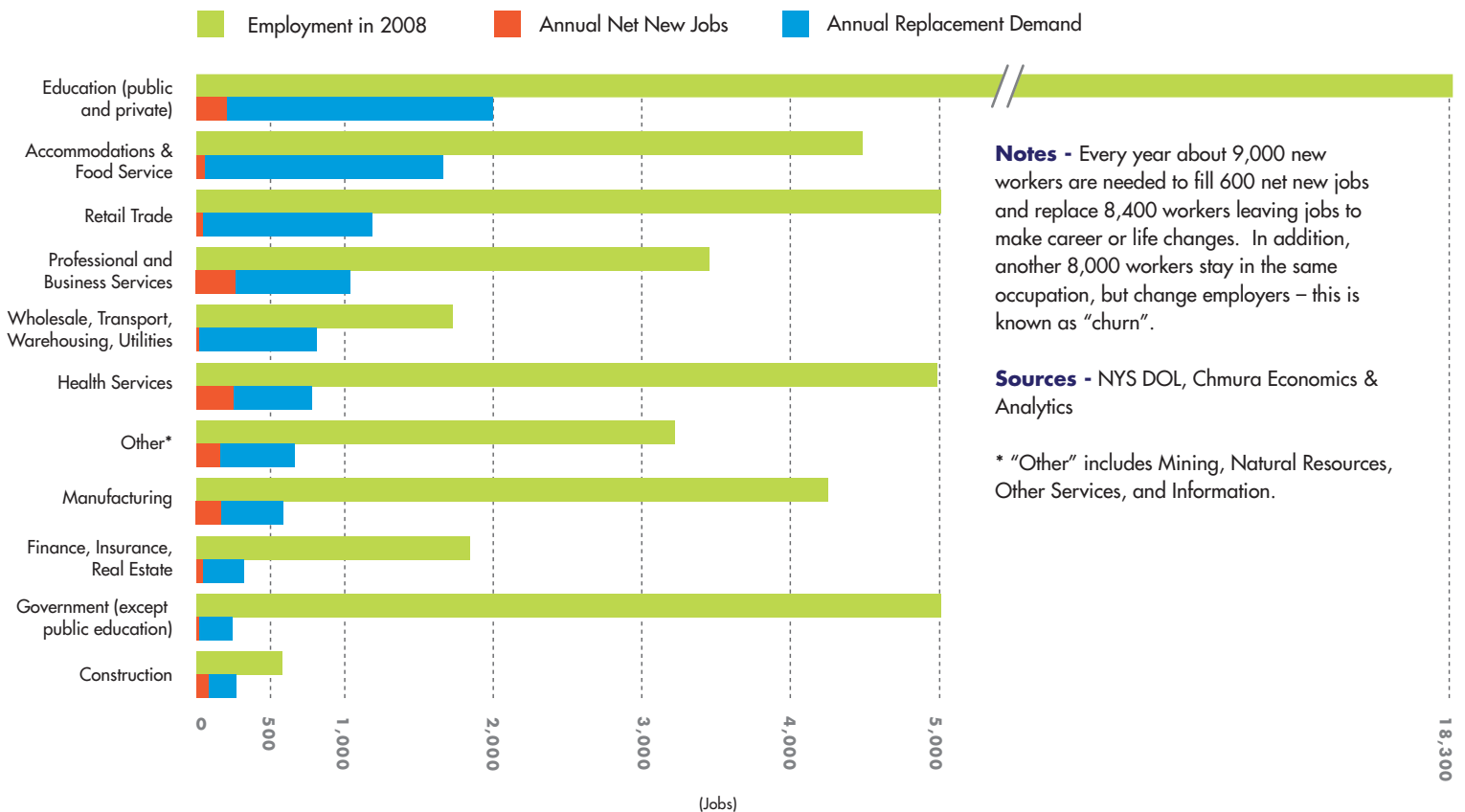
**FIGURE 3 - Major Career Clusters for Tompkins County 2009**



Source: JobsEQ (Chmura Economics & Analytics)

## PART 2 - INTRODUCTION CONTINUED

**FIGURE 4 - Employment Forecast for Tompkins County 2007 to 2016 (chart)**



**FIGURE 5 - Employment Forecast for Tompkins County 2007 to 2016 (table)**

	Annual Net New Jobs*	Annual Replacement Demand*	Employment in 2008**	Average Annual Wages
Education (public and private)^	91	1,853	18,300	\$46,050
Accommodations & Food Service	24	1,674	3,900	\$14,865
Retail Trade	18	1,145	5,000	\$22,300
Professional and Business Services	115	773	3,000	\$52,450
Wholesale, Transport, Warehousing, Utilities	7	797	1,500	\$46,450
Health Services	108	529	5,000	\$48,550
Other	69	503	2,800	\$39,650
Manufacturing	73	419	3,700	\$49,750
Finance, Insurance, Real Estate	18	280	1,600	\$49,500
Government (except public education)	2	229	5,000	\$40,000
Construction	34	188	500	\$40,800
<b>Total</b>	<b>559</b>	<b>8,390</b>	<b>50,300</b>	<b>\$41,650</b>

**Sources:** \*Chmura Economics & Analytics: Tompkins County Labor Market Region Study, 2008; \*\* NYS DOL.

“Other” includes Mining, Natural Resources, Other Services, Information

“Replacement demand” is defined as job openings due to retirement or career change. It does not include “churn”, which is when a person stays in the same occupation but changes employer.

^ For the forecast, Education excludes students working on campus.

### THE WORKFORCE DEVELOPMENT SITUATION

Tompkins County has had a unique workforce development system for over ten years – the Tompkins County Workforce Investment Board (WIB). In the past, the County worked with other counties (through the Private Industry Council in the 1990's) to access federal workforce programs. Because Tompkins County's economy and workforce demands are substantially different from the neighboring counties, it became evident that the County needed a mechanism to concentrate on solutions to its singular labor market characteristics and particular employer demands.

A brief history: In 1995, at the request of employers, TCAD took the lead in establishing an organization called "Gateway" which engaged 26 employment and training organizations in a partnership. The goal was to reduce duplication of services and competition. Gateway also produced the County's first employment and training needs survey to identify service gaps. Gateway led to the creation of the Tompkins County Workforce Development Board, also under the auspices of TCAD. This was where leadership from the private sector and service providers first joined forces. The original mandates included:

- Employers should be involved, if not take the lead in creating a coordinated employment and training system
- Federal and State programs should be pursued only if they meet the needs of employers and job seekers
- Employment and training organizations should deliver services in a coordinated manner and not compete with each other for customers or scarce resources

In July 2000, when the 1998 federal Workforce Investment Act (WIA) went into effect, the Workforce Development Board made the official transition to an independent organization, and became the first certified workforce investment board in New York State.

The Tompkins WIB is considered a leader in the State when it comes to innovation and the implementation of best practices. The WIB consists of a strong team of employers, agencies, schools, and other partners. The level of alignment between workforce development and economic development is unprecedented, encompassing joint visits to businesses and a shared database. And, the workforce system has been successful in engaging local resources for creative solutions. Examples include a hospitality and tourism industry training program funded by County Room Tax revenues, and an employer-funded training program for machinists.

### The economic development imperative for workforce development

"Tompkins County is one of a few communities where the economic development strategy is tightly aligned with the workforce development strategy. Knowing the aspirations and capabilities of our workforce ensures our targeted investments in job creating projects will return the greatest possible dividends."

**Michael Stamm, President**  
TCAD



### The Machinists Training Program an innovative, local solution

In 2007, a number of local manufacturing businesses were having difficulty finding both entry-level and advanced machinists. The businesses expressed their concerns that the worker shortage was affecting their ability to fill orders and thus impacting overall performance. In response, the Workforce Investment Board convened a meeting of several local manufacturers, and included Tompkins Cortland Community College as a training partner.

The WIB and TC3 listened to employer needs and designed a curriculum to meet those needs. By the latter part of 2007, an entry-level training program was established. The program was jointly funded by the manufacturing businesses, which also provided workplace equipment and materials for the three rounds of training. The program successfully provided over fifty individuals with basic machinist skills.



Nevertheless, the Tompkins WIB struggles with the restrictions placed on WIA resources. For example, while providing substantial funds for training very-low-income youth, WIA underfunds:

- Development and training for other youth
- Adult employment services, including training
- Employer services

The WIB's history of seeking innovative and collaborative solutions, and the funding environment are among the forces driving this workforce strategy.

## PART 2 - INTRODUCTION CONTINUED

### WHY A WORKFORCE STRATEGY NOW?

The Workforce Investment Board operations are guided by a three year comprehensive plan that is updated annually. In 2004, the WIB undertook a strategic planning process that brought in the perspective of regional and national experts and engaged the WIB in reflection on how workforce services are prioritized and delivered. While many of the current issues were identified at that time, the resulting proposed solutions were used as an internal guide to action by staff rather than a strategic road map for community-wide enhancement of workforce development.

In 2006, TCAD's Tompkins County Economic Development Strategy identified "improving workforce skills" as one of three key economic development goals for 2007 to 2011. It became clear that a renewed strategic planning effort was required – one that would reach beyond the staff efforts of workforce agencies to engage all workforce development stakeholders. To achieve this ambitious change, there needed to be broad engagement including employers, unions, schools, the One Stop Career Center partners, and an array of community based organizations.

#### Workforce provides the competitive edge

"As we continue to grow our business at Transonic Systems Inc., it is critical that we are able to attract and retain a skilled workforce. To compete in the medical device industry, we need to hire many of our highly specialized occupations from outside the Upstate New York region. The current Workforce Investment Board strategy will help us, as well as other high tech firms in the area, to reach our hiring goals."

**Paul Gardner, Director of HR**  
Transonic Systems Inc.



Building on that charge, TCAD and the WIB partnered in 2007 to create a strategic plan for workforce development in Tompkins County. The partnership seeks to create a vibrant economy that provides satisfying and supporting employment opportunities to workers, and top-quality human capital for employers. The broad goals of this partnership are to cultivate a prosperous and sustainable regional economy by:

- Enhancing the skills and capacities of the labor market
- Expanding career opportunities for the workforce
- Satisfying the talent needs of employers

At this time of major shifts in global economic organization, technology advancement, and demographic change, a new workforce strategy is critical. It allows the key players – workforce development providers, policy makers, employers, and workers – to take a fresh look at the issues and reflect on how to better meet the major challenges facing workforce development. Also, creating a strategy provides the important opportunity to elevate workforce development in the awareness of the broader community, which must be engaged to meet these challenges.

### THE STRATEGIC PLANNING PROCESS

The WIB-TCAD partnership's first step was to prepare a labor market study that would serve as a base for the strategic planning work. The partnership hired Chmura Economics & Analytics to prepare the labor market analysis. The resulting study, released in 2008, provides extensive information about the labor market and employer demand, as well as forecasts that identify critical shortages and oversupply by occupation and sector. The study is comprehensive and examines the seven county labor market region. (For the full report, The Tompkins County Labor Market Region Study, go to: <http://www.tcad.org/pubs/pubsReport.php>.)

In 2008, the partnership initiated a stakeholder engagement process involving the WIB board, a steering committee of stakeholder leadership, the public school districts, and broader community leadership. Based on the labor market study and stakeholder experience, the early sessions identified the top five long-term labor market issues to be addressed in the workforce strategy.<sup>1</sup> Given the economic turmoil of 2008, which created a number of crises for the workforce system, the Steering Committee added a sixth issue – increased capacity to manage near-term challenges.

In March of 2009, a diverse group of community leadership and workforce specialists participated in a working session to generate and prioritize solutions for these six issues. This session gave rise to a multitude of ideas on how to proceed as well as three overarching themes for achieving the goals. (See Appendix A for details of the session.) Building on the labor market analysis and stakeholder engagement, the Steering Committee, WIB, and staff have crafted this strategic plan.

<sup>1</sup> During 2008, the economy experienced a dramatic downturn. Response to this crisis redirected staff and leadership from the strategic planning process for about six months. As attention returned to the strategic planning effort, business leaders encouraged completion of the strategy, emphasizing that the challenging trends identified in the labor market study would remain critical and need to be addressed as the economy recovers.

# THE WORKFORCE STRATEGY

The strategic plan has five guiding components:

- **Vision** – an expression of what we hope to accomplish
- **Mission** – the general purpose of the strategic plan
- **Value Propositions** – desired outcomes for the stakeholders
- **Six Key Goals** – major objectives of change
- **Strategic Themes** – common approaches to change

This section lays out the organization of the strategic plan. It delineates the purpose of the strategic plan, the value that the efforts aim to create, and six tangible goals of the work. At the heart of the plan is the vision for the workforce development system. Three strategic themes for change are identified to reshape the workforce development system and attain that vision. The components of the strategy are summarized below.

**VISION** The vision defines a general, but tangible direction. It identifies a lofty goal and defines what the Strategy hopes to achieve. The vision creates a picture for the workforce development situation in ten years, for a workforce system that is able to negotiate a highly challenging and changing workforce environment in an increasingly competitive, and increasingly global race for talent. The vision is:

*A living, interdependent Workforce Development system that 1) flourishes in an environment rich in talent, 2) is leveraged by diverse and flexible strategies, and 3) readily adapts to changing times.*

**MISSION** The Workforce Strategy's mission defines its general purpose, why it exists. The mission of the Workforce Strategy is to:

*Nurture and innovate the workforce system to support rewarding career pathways and fulfilling engagement of human capital over the next ten years of major economic and demographic change.*

**VALUE PROPOSITIONS** The Workforce Strategy serves its key stakeholders – workers, employers, and the community – by optimizing the availability of workforce development resources and effectiveness of investments in the process. The value propositions define the unique, sustainable value the Strategy strives to provide for its stakeholders.

*For Workers The Strategy will build individuals' capacity to pursue vocationally and economically rewarding work.*

*For Employers The Strategy will develop the pipeline of willing and able talent to meet employers' strategic goals.*

*For the Community The Strategy will support a thriving community by helping workers and employers reach their fullest potential.*

The mission and value propositions underlie all work toward achieving the vision for workforce development in Tompkins County. To attain the vision the strategy identifies six tangible goals for achieving change and three strategic themes for creating change.

**SIX GOALS** Six key goals are targeted for investment. The first five goals address long-term challenges to the supply of appropriately-skilled talent – workers with the right fit of skills and experience for the local job market. Achieving these goals is fundamental for economic vitality. This section provides a summary of each issue as of 2007, prior to the major economic downturn in 2008<sup>2</sup>. The sixth goal aims to strengthen the capacity of the workforce development system.

<sup>2</sup> For more detail see the white paper *Framework for the Tompkins Workforce Strategy*, which is available at <http://www.tcad.org/pubs/pubsReport.php>.

**Goal 1 - Increase the number of work-ready, basic-skilled workers** Tompkins County has a total shortage of about 4,750 basic-skilled workers. This shortage grows by about 170 workers per year. Another 75 to 100 basic-skill positions are filled annually with hires who have unsatisfactory skills. They are not a good match for the job. While students and the underemployed take many of these jobs, employers have trouble permanently filling these positions with the right level of skills, plus turnover is high. These factors contribute to an increase in training requirements.

### Starting a career path with basic skills a CNA training program

One way to reduce the shortage of basic-skilled workers is to offer opportunities for training that is targeted to jobs with workforce shortages. During 2009, a consortium of long-term care providers identified the need for more Certified Nursing Assistants (CNAs) and Home Health Aids in the workforce. While some nursing homes have offered training programs to potential hires in the past, this is expensive for the employers. In recent years, the nearest training program has been offered in Cortland by the OCM BOCES at a cost of about \$1,400. TC3 worked with the Long-term Care Consortium to apply for a SUNY Workforce Development Training grant to develop these programs locally. \$50,000 was awarded to support eight classes training 63 individuals. The Tompkins Workforce New York (TWNY) One Stop Career Center participated, providing a 25% cash match in WIA funds so that the training would be free to the participants. TC3 contracted with BOCES to provide the training programs.

During the first round of training, Lakeside Nursing Home hosted a five-week CNA training program for eight TWNY customers. At the end of the program, the participants were eligible to take the CNA certification exam. Prior to entering the program, most of the participants desired to work as a CNA, but had been unable to access a training program. The participants viewed the training and subsequent employment as the first step in their healthcare careers. Each candidate had a personal story about why they chose a healthcare career. Some had family members in nursing homes, while others described the satisfaction they receive when they assist those in need. The individuals all had a desire to learn a skill that would allow them to pursue reliable careers, in some cases allowing them to transition from public assistance to self-sufficiency.

### Entering the workforce with a disability the story of N

N was diagnosed with breast cancer in 2002. She needed to leave her full time job as a bookkeeper to undergo multiple surgeries and treatments. These health interventions kept her from working for more than a year. At the end of her treatment for cancer, N had no job to return to, and she faced both physical disability and depression.

Through the One Stop Career Center, N was referred to Kevin Nickerson, a Disability Program Navigator. Kevin listened to N's struggles, and worked with her to make a plan for re-entering the workforce. Through the Ticket to Work program, N found a position where she felt comfortable and could contribute her talents. Kevin helped N and her employer resolve any issues that arose, such as completing paper work associated with her disability insurance.

When the first job ended, Kevin helped N find another position, this time working in her field of bookkeeping since she finally felt comfortable returning to that line of work. He met with her employer and helped establish a flexible work schedule so she could continue with physical therapy.

The Disability Program Navigator helps customers in many ways, acting as a mentor, a resource counselor, and a friend. The Navigator helps with referrals, writing resumes, interviewing skills, finding employment, finding community resources, deciphering and filling out paper work, and just listening. The Navigator is a staff person at the One Stop Career Center. The Navigator not only works with individuals, but also trains other staff and employers to develop awareness of how people with disabilities can enter and succeed in the workforce.



### Goal 2 - Retain and attract more young adults

The current population of 25 to 40 years-olds is about 3,000 fewer than would be expected based on the national average. This shortage contributes to employers' difficulties in hiring entry- to mid-level employees who would establish a career and the skills and experience to be promoted to higher levels within the organization. While thousands of people move in and out of the County each year, the net annual loss of younger adults has been about 150 each year for twenty years. Limited career opportunities, or perception thereof, seems key. Large metro areas have the best success attracting young adults.

#### A young couple returns to Ithaca the story of R & L

R&L are young adults in the 25 to 40 year old age bracket. They are both graduates of Ithaca College. After college, they married and settled in the greater Philadelphia metro region. Several factors played into their decision to return to the Ithaca area. R&L loved the Ithaca area from college days – they are outdoors people who enjoy hiking and getting out on Cayuga Lake. They also realized that housing was much more affordable in Tompkins County than in the area where they were living, and it was important to them to buy a home and start to build equity.

Once R&L decided they would like to move back to Ithaca, they started looking for work in the area. R found a position at Ithaca College where he would be able to work full time and pursue a masters degree. The job fit his skills and career goals. While the salary was somewhat lower than his previous position in the banking industry, the benefits made up for the difference and included waived tuition for his graduate studies. The "icing on the cake" was an opportunity to also be an assistant coach.

After they moved, L was continuing to telecommute to her marketing job with a company based in the Mid-Atlantic corridor. However, after a

year of doing this, she is beginning to look for work in the region. R&L have bought a house, and are planning to stay. They are thinking about raising a family in the Ithaca area, and like the schools. The final decision is dependent on L being able to find a local position.

Moving here from a bigger city, R&L noticed that there was a much smaller community of 25-40 year olds in Ithaca. They had a few friends who were still in the area from college days. R has met a number of new friends through work and sports connections. While L does not have a local workplace to help her meet people, she has met new friends through involvement in Ithaca Forward and joining a gym.

R&L used their own resourcefulness to make their way back to Tompkins County. Ithaca Forward has had a role in helping them feel welcome and connected to the community. The key for them is employment that offers opportunity and engagement in the world of work to each member of this dual career couple. The Workforce Strategy is aimed at attracting more young adults like R&L by reaching out, connecting them to community, and ensuring opportunities to grow their careers.





**Goal 3 - Prepare for the wave of baby-boomer retirements** There are about 525 workers retiring annually. In 2012, that number is expected to rise by 450 to about 975 as the highly educated and experienced Baby Boom generation reaches retirement age. The increased retirement rate will endure for about 20 years. At the same time, the newly entering generation of workers will be about 10% to 15% smaller, and much more culturally diverse.

### **Worker shortages and baby-boomer retirements in the skilled trades**

There is a shortage in skilled trades labor in Tompkins County and the nation. Skilled trades face several issues. First, the toll of manual labor often leads to early retirement of workers as they seek less strenuous work. Because of this, the Baby Boom retirement wave is already affecting the skilled trades. There is also a “blue collar bias” in the United States. Due to the perception of manual-skill jobs as having lower status, fewer young people are entering the skilled trades.

One local response to the labor shortage is the Pre-Construction Preparedness program, which introduces interested individuals to an array of skilled trades, such as pipe-fitting, electrical work, and carpentry. The program provides career exploration as well as some hands on training.

Participants are introduced to both union and private sector apprenticeship training programs. Participants also receive training for a flagging certificate, a credential for entry-level work in construction.

Growing public interest in green jobs, and funding support through the 2009 federal stimulus program may help turn this situation around as well. Locally, this funding stream supports Tompkins Community Action’s JobsBuild program for out of school youth aged 18 to 24. Participants gain hands-on experience in TCA’s housing weatherization program. A related summer program for school-age youth introduces young people to jobs in energy conservation.



### **Goal 4 - Facilitate and enable the recruitment of workers for specialized occupations**

Tompkins employers recruit about 300 hires annually from outside the Upstate New York region. The region lacks sufficient labor force with certain occupational skills, particularly in the medical, IT, engineering, scientific, and academic fields. Competition to recruit workers in these skill specialties is national and even global.

### **Goal 5 - Reduce underemployment and its accompanying underuse of talent**

Underemployed people are working in positions that are below their level of qualifications. Tompkins has about 11,700 underemployed workers – about 4,500 more than would be expected based on national trends. This figure increases by about 225 people each year. About one third of these have a bachelors degree or higher, while the rest have attended some college. About half of the skill surplus is concentrated in education occupations.

There are some strong dynamics among these first five goals. For example, increasing the 25 to 40 year old group will help replace retirees, and improving recruitment results will help with both of these issues. Also, if the supply of basic-skilled workers increased substantially, such as by a large increase in immigrant population or significantly better engagement of disconnected youth, greater competition for basic-skilled jobs could push the underemployed to seek the skills that fit higher-skilled employment opportunities, or to become more entrepreneurial. These dynamics will be monitored over time. In response to the economic challenges that began in 2008, a sixth goal specific to the workforce development system was identified.

### **Underemployment – the story of C**

C is a highly skilled and talented professional with a masters degree and ten years experience in her field. She moved here with her husband, a research scientist hired by Cornell. Before the couple arrived in Tompkins County, C started looking for work in the area. That effort was unsuccessful. However, C jumped right into the job search upon arrival during the fall of 2008, meeting with temp agencies, attending Cornell's general employment session, and tracking all the major employers' websites. Even though the economy had plunged into recession, she managed to find two temporary jobs before landing a full time position five months after arrival. However, the full time job is primarily administrative, pays about half of her previous salary, and does not fully use her skills and experience. C is underemployed.

Through Ithaca Forward (IF), a networking organization for young professionals, C met a number of friends and an IF connection led to one of her temporary jobs. C and her husband love the Ithaca area, and they plan to start a family here. While these factors have made the move to Ithaca a good one, C has a terrific resume and is not fully engaged in the workforce. While still looking for a job that offers a better fit and better compensation, her search effort is much less intensive than when she first arrived.

Because of the relatively small local economy, it can be a challenge to find employment that offers the opportunity to grow as a professional. While there are some workforce services targeted to professionals, new ways need to be found to better engage the talents and skills of underemployed professionals. Once these individuals are in a full-time job, it is especially hard for them to continue looking for an opportunity that matches their career goals and capabilities. On the flip side, firms that seek talented individuals may need to broaden their search image to capture the rich resources of individuals whose background, on first look, may not seem like the right fit. Exploring an eHarmony-like solution to match business with talent, or a dual career assistance program are some ideas to be investigated.



### **Goal 6 - Increase the workforce system's capacity to manage near-term challenges and opportunities**

Every year workforce development faces near-term challenges such as reductions in resources, changes in program requirements, or changes in the economy. For example, in 2008, there was a 50% increase in job seekers. While the Department of Labor added some local staff, resources were not available to quickly add an array of additional Career Center staff. Having the resources to respond to opportunities, such as increased funding for the Summer Youth Employment Program or a rapid business expansion, is also critical.

### **Response to the 2008 Gas Price Crisis**

In 2008, the nation experienced a sharp increase in gasoline prices, which peaked above \$4.00 per gallon during July. With over 25% of the workforce driving into Tompkins County, many employees were challenged by the expense of commuting to work. The State response was a gas card program which subsidized gas costs for eligible workers. It took over six months to get the program operational. By February 2009, when the gas cards were available, national gas prices had dropped to below \$2.00 per gallon. The State response to crisis did not work well for two reasons. First, the State is not a nimble organization that can respond quickly to a time-critical issue. As important, a bus pass program would have been a more effective local solution than the gas cards that were issued statewide. This example demonstrates the need for greater flexibility in policy response, including greater reserves of unrestricted funds that are available for programs crafted at the local level.



### STRATEGIC THEMES

While the six goals define the targets for action, three strategic themes guide the investments in change. These themes provide common approaches for implementing solutions, and are intended to improve the efficiency, consistency, and reach of the workforce development efforts. The themes are intended for implementation by all agents of workforce development – the One Stop Career Center, partner agencies, schools, and employers.

**Theme 1 - Reimagine workforce development service delivery** Increase the efficiency and innovation of workforce development programs through the use of social networking forums and groups to provide:

- Affinity group support
- Peer knowledge sharing
- Training that supports lifelong learning opportunities

Currently, the One Stop Career Center and partners offer many one-to-one, in-person services for job seekers. Groups and forums are successful methods to expand offerings and reach more individuals. These approaches can reduce time by communicating the same information to a group with like needs, using time more efficiently for participants as well as staff. Even with customized curriculum that allows an individual to accumulate advanced credentials along their career path, the group support system is an important component for success. Group participants share knowledge, provide emotional and logistical support to each other, and provide tips to help each other succeed in finding jobs, gaining employment skills, and accessing social supports. The participants also provide positive reinforcement to each other on the benefits of the learning experience. This is critical for developing a culture of lifelong learning. The groups may be in-person forums or online learning communities. In many situations, groups provide better support and faster transitions for participants to achieve results.

### Social networking contributes to successful recruitment of staff

“Cornell University will continue to experience an increase of racial/ethnic diversity as we recruit faculty and staff nationally and globally. It is not enough to just recruit these individuals. Once here, we have to focus on retaining the new members of our workforce. In most cases, these individuals have moved from other locations and therefore do not have family, friends or a support system in place. It is for that reason that robust social networks are critical to creating a sense of community.

“One example of a successful social networking program is First Fridays, which is a monthly social event. This is an opportunity for individuals of color to network. This program has been extremely helpful, particularly to newcomers, for meeting other individuals of color in Tompkins County. Anecdotally, we learned of one recently recruited employee who was feeling isolated and was ready to explore other options until she connected with others through First Fridays. Not only were we able to retain her, but she also became a great informal recruiter for us.

“Another example of a social networking effort has been Ithaca Forward, which targets individuals who are not only new to the community but, in many cases, are single. As with First Fridays, Ithaca Forward provides newcomers with an opportunity to connect with others with similar interests. This increases retention success for employers and increases the population of Tompkins County.

“As employers in the area continue to seek out needed talent, it is critical that we all become involved in implementing ways to create social networks for singles and individuals of color.”

#### Lynette Chappell-Williams

Associate Vice President for Workforce Diversity and Inclusion  
Cornell University



## PART 3 - THE WORKFORCE DEVELOPMENT STRATEGY CONTINUED

Groups can provide value to a wide range of individuals. One example is Challenge Industries' Job Club. This job readiness program provides comprehensive training in employment acquisition and retention for individuals who have obstacles to employment. Challenge serves individuals returning from prison, individuals involved in rehabilitation for substance abuse, and others who may have difficulty finding a place in the labor force. In contrast, the One Stop Career Center's POD, Professional Opportunity Developers, is a group for highly skilled professional job seekers. While the participants' relationships to the labor market are very different, both groups are highly successful.

**Theme 2 - Significantly expand the use of communication tools** Better engage internet and conventional communication and marketing tools in order to elevate:

- Understanding of labor and economic information among all stakeholders
- Perceptions of economic opportunity, especially among target demographics of disconnected youth and other underutilized workers, young adults, and potential recruits.

There are two main thrusts to this theme

- Organizing and preparing labor market information
- Delivering the labor market information to its audience

There is abundant labor market data available to Tompkins County. However, the data needs to be organized and communicated in a way that makes sense. That entails crafting information in different ways for different audiences. A high school student needs different information than a displaced worker who is reevaluating their career path, or a professional engaged in a regional job search. Employers, high school counselors, and continuing education program administrators all seek a different slice of data. And each audience accesses labor market information through different channels.

Creating information tools to inform these audiences often requires significant resources, but the payback can be high. The examples of communication tools for workforce development are diverse. For instance, the [www.myhealthcareer.org](http://www.myhealthcareer.org) website represents a substantial investment that has significantly increased engagement of youth in pursuing medical careers, helped match medi-

cal professionals with job opportunities, and reduced the length of time that medical positions are vacant. The website also gathers intelligence to target medical career training programs in New York's north country. Another example is the "come home" campaign. For example, West Virginia's "Come Home for the Reunion & Stay for a Lifetime" campaign specifically markets to family and school reunion events and has reached over 350 group reunions. Closer to home, is the "Come Home to Syracuse" marketing campaign that targets the recruitment market with specific information about mid-career economic opportunities geared to attract natives back to "live, work, and play" in the Central New York region. Kansas, North Dakota, and Minnesota are among other places that have initiated some form of "come home" campaign to attract skilled workers and entrepreneurs.

**Theme 3 - Increase integration and connectivity of the workforce system** Change the infrastructure and protocols of the service provider network to stimulate greater collaboration, referral, and real-time connectivity, creating a fluid system of operations. A more accessible, responsive, and information rich system will strengthen and focus service delivery, eliminate gaps and duplication, and deepen resource utilization.

While the One Stop Career Center offers a single point of access and referral to a range of workforce development partners, the infrastructure of that partnership could be considerably strengthened. Potential tactics range from the relatively simple to more complex multi-year initiatives. For example, the partnership could implement a central scheduling software that would allow staff to set up appointments for referrals and post-referral follow up sessions. Building a robust interagency communication system would require a broader policy commitment as well as more significant resources. System capabilities could range from information sharing such as introducing new staff, programs, or grant opportunities, and posting workforce intelligence, to providing platforms for collaboration and customer support services.

These five elements – vision, mission, values, goals, and strategic themes – come together to form the Workforce Development Strategy. This strategic plan provides direction for the more detailed implementation efforts that will ensue. The following sections present the approach to implementation of the plan and discuss opportunities and challenges related to the Strategy.

**FIGURE 6 - Tompkins County Workforce Strategy Map**

<b>STAKEHOLDERS VALUE</b>	<b>Vision</b>		
	A living, interdependent Workforce Development system that 1) flourishes in an environment rich in talent, 2) is leveraged by diverse and flexible strategies, and 3) readily adapts to changing times.		
<b>IMPLEMENTATION GOALS</b>	<b>Mission</b>		
	Nurture and innovate the workforce system to support rewarding career pathways and fulfilling engagement of human capital over the next ten years of major economic and demographic change.		
<b>STRAATEGIC THEMES</b>	<b>Workforce Value</b>	<b>Employer Value</b>	<b>Community Value</b>
	<i>The Strategy will build individuals' capacity to pursue vocationally and economically rewarding work.</i>	<i>The Strategy will develop the pipeline of willing and able talent to meet employers' strategic goals.</i>	<i>The Strategy will support a thriving community by helping workers and employers reach their fullest potential.</i>
	<b>Basic Skilled Workers</b>	<b>Young Adults</b>	<b>Boomer Retirement</b>
	Reduce the shortage of 4,750 basic-skilled workers. That shortage increases by 170 annually. While students and the underemployed take these jobs, employers have trouble filling basic-skilled positions with the right level of quality to fit the jobs, requiring increased training.	Develop the opportunities and marketing to attract more young adults to settle in Tompkins County. Insufficient in-migration has resulted in a shortfall of about 3,000 young adults. Employers have difficulty hiring employees who would establish a career.	Prepare employers and the workforce to adjust to increases in retirement with minimum economic disruption. Currently, about 525 persons retire annually. This will increase dramatically by 450 more per year (2012 to 2032).
	<b>Recruitment</b>	<b>Underemployment</b>	<b>System Responsiveness</b>
	Enhance recruitment and training strategies to reduce recruitment costs and job vacancies. The region lacks sufficient labor force with certain specialized occupational skills, particularly in the medical, IT, engineering, scientific, and academic fields.	Reduce underemployment through training, placement, and creation of opportunity. An unusually high number of people, 11,700, are overqualified for their positions. This is 4,500 higher than expected. Their occupations are concentrated in education occupations.	Improve capacity to manage significant near-term challenges and opportunities. Examples include major expansions or lay-offs, and external issues such as spiking gas prices. Create more flexibility and resource capacity in the system in order to reduce the need for crisis management.
<p>Theme 1 <b>Reimagine direct service delivery</b> ... to increase efficiency and innovation through use of social networking forums and groups</p> <p>Theme 2 <b>Significantly expand the use of communication tools</b> ... to elevate understanding of the labor market and perceptions of economic opportunity</p> <p>Theme 3 <b>Increase integration and connectivity of the workforce system</b> ... to strengthen service delivery, fill in gaps, and deepen resource utilization</p>			

# IMPLEMENTATION OF THE STRATEGY

## BACKGROUND

### Workforce Development Services in Tompkins County

There are four main spheres of workforce investment in the County. First and most fundamental are the public schools. Instructional expenditures represent about 65% of total budgets for school districts. Based on NYS Department of Education figures, the six local districts spent about \$142 million on instruction in the 2008-09 school year (about \$10,000 per student annually).

Employers deliver the next largest investment in workforce training. Nationally, employers budget about \$400 for 18 hours of formal training per year per employee. Based on that average, local employers are estimated to spend about \$25 million on formal training annually.<sup>3</sup>

TC3, the Tompkins Cortland Community College, is another large provider of workforce training. TC3 delivers \$9.7 million in training to about 1,500 Tompkins County students in credit-based programs and courses. (While many students attend part-time, this represents about \$8,800 per full time equivalent student for 1,100 FTE's.) In addition, TC3 delivers about \$250,000 of education services through non-credit

courses including corporate training and ESOL (English for Speakers of Other Languages). There are about 2,500 people who access the non-credit courses.

The eleven partner agencies of Tompkins Workforce New York (TWNKY) invest about \$1.8 million annually in workforce services. (See Appendix C for more information on the partner agencies.) The largest providers are the Department of Labor, the Tompkins County Office of Employment & Training, the Women's Opportunity Center, and T-S-T BOCES. The programs:

- Assist employers in meeting current and future workforce needs
- Provide job seekers with the tools needed for a successful work search
- Fund training to upgrade skills and enhance employability
- Improve literacy skills

<sup>3</sup> The 1995 EQW National Employer Survey found that about 5% of employer funded training was provided by unions. The 1987 National Academy Press book *Technology and Employment* indicates that 1) training tends to reinforce inequities in education, 2) large firms provide more than small firms, and 3) there is a slightly higher level of informal training than formal training in the workplace.

### Resources for job-seekers at the One Stop Career Center

Job seekers with a variety of needs for assistance make use of the One Stop Career Center. Two examples demonstrate a range of resources and services available. The first example is of people seeking entry-level positions. These tend to be fairly light users of resources. After registering, they can access free services such as assistance creating a resume and cover letter, and printing these documents on high quality paper at the center. They can also access the high-speed internet connection on the Center's terminals for job searches, and can print out any job related information they need.

Second is of adults seeking training to upgrade their skills. Along with funds for training, participants can be reimbursed for travel expenses to get to the training site and other related costs. Individuals seek skills such as:

- Class A truckers license
- Licensed Practical Nurse certification
- Lean Technology "black belt" certification for manufacturing
- Office technology such as Microsoft Word and Excel, or QuickBooks

All WIBs are able to offer training resources to a limited number of adults. The funding level for training is based on demand and on how much money the Workforce region is allotted by the federal government's formula. The Tompkins County WIB has set a comparatively low limit of \$3,000 and two years of training. This is because the county receives a low level of federal funding due its small size and low unemployment rate. Regions with higher unemployment rates and larger populations typically set limits in the range of \$5,000 and \$7,000. Individuals are selected to receive training funds based on:

- Their assessed need to upgrade skills in order to make a decent living
- Their goals for skill improvement, and availability of training
- Employer demand for the desired skill set

The Center also refers people to other agencies, such as The Women's Opportunity Center, Challenge Industries, and so on, for training and services directed to target populations.



## PART 4 - IMPLEMENTATION OF THE STRATEGY CONTINUED

The strategy seeks to meld these spheres more fully in a commitment to comprehensive and collaborative workforce development. The common goal of supporting individuals' ability to reach their full potential through lifelong, career-focused skill development – in school, through employment, and independently – will benefit all stakeholders as well as support community vitality.

### A snapshot of labor market activity in Tompkins County

#### Labor Market Activity in Tompkins County

- 2,400 establishments with employees
- 60,000 workers
- 16,500 hires made annually by employers
- 1,500 first-time workers enter the labor force, 525 retire
- 1,700 persons are unemployed and looking for work at a given time (up 50% to 2,500 in late 2008 and into 2009)
- 2,500 individuals served by the One Stop Career Center annually (3,000 during recession with an increased number of visits per job seeker)

#### One Stop Career Center Services

Generally: job search assistance, job postings, career evaluation and training, referrals to service providers, screening for positions, support networks, and special events such as career fairs

Programs such as the Trade Adjustment Act target specific segments of the labor market. In 2009, over 600 laid off workers from BorgWarner became eligible for significant training, health, and extended unemployment funds. TAA training funds are managed by the One Stop Career Center.

#### One Stop Stats

115 adults received training in 2008 with the expectation to train 150 in 2009

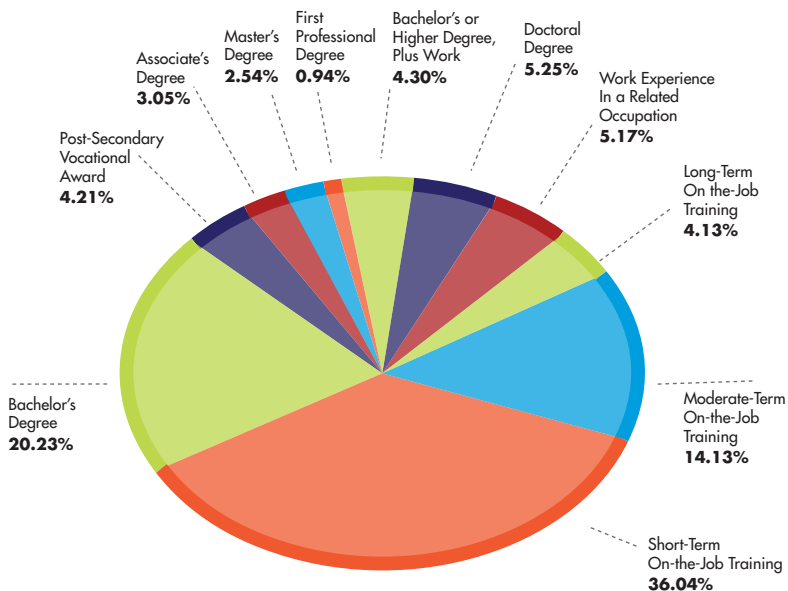
180 youth were provided summer employment in 2008 that figure more than doubled to 380 in 2009 due to extra economic stimulus funding

Year-round youth employment programs had 115 participants in 2008 that number should increase in 2009 to 135, due to a contract with TC3

Data drawn from the following sources: NYS DOL, US BLS, Chmura Economics & Analytics, Tompkins Workforce Investment Board with some inferred estimates by TCAD



**FIGURE 7 - Training and Education Requirements for Employment in Tompkins County**



**Notes** - About 35% of jobs in Tompkins County required a Bachelor's degree or higher.

In comparison only 21% of jobs nationwide required a BA or higher. About 55% of local jobs required some level of on-the-job training, comparing to 70% of jobs nationwide.

**Source** - JobsEQ 2008q4 (Chmura Economics & Analytics)



### LEADERSHIP

The Workforce Investment Board's role is to provide leadership in workforce development for the County. The WIB is charged with identification and management of workforce issues and with overseeing the delivery of services. The WIB ensures that employment services and training programs meet the needs of local employers and job seekers. Along with its leadership and policy roles, the WIB is the County's conduit for federal Workforce Investment Act funds, as well as other funding resources including competitive grants. The WIB also coordinates innovative, locally funded initiatives that provide targeted solutions to particular issues.

Given this charge, the WIB has naturally been at the forefront of creating this strategic plan and will lead implementation. The WIB board members will catalyze initiatives to accomplish the Strategy's six goals. Ad hoc committees that include experts, stakeholders, and staff will formulate the initiatives, frame the initial scope of work, and consider metrics of success for each goal. This work will be informed by the results of the March 20, 2009 Workforce Solutions Forum.

The WIB will also be instrumental in inspiring the procedural and cultural changes needed to achieve the vision of a living, interdependent workforce system. The envisioned workforce system will require a freer flow of information, increased trust, increased collaboration, and reciprocity in sharing information and in changing practices to support mutual gains among the participants. The system will be a network that elevates the function of routine communication and encourages the myriad relationships needed to create a faster and more efficient flow of information to where it is needed.

While leadership must be task focused, it also has a critical role in keeping the spectrum of stakeholders engaged. Leadership must inspire employers, educators, unions, workforce service providers, political leaders, funders, and the broader community to engage in a very challenging effort. The challenges that face the local economy are daunting. And, economic and labor market trends indicate that the challenges will become much greater during the ten year time frame of this strategic plan. Success demands a transition from the legacy of the 20th century workforce development model to a new approach for workforce development. It will take the strength of all the players, working in a collaborative environment to achieve the strategic vision and goals.

### The Business/Education Subcommittee

During the process of creating the 2008 Tompkins County Labor Market Region Study, business leaders, educators, and workforce development partners came together in focus groups to discuss issues and to review labor market data. These sessions made it clear that a more comprehensive and inclusive approach was needed to fully prepare the emerging workforce with the skill sets necessary to be productive members of our labor market.

To put a comprehensive approach in motion, the WIB held a special meeting with school district superintendents and school principals. The purpose was to start an on-going dialogue between business leaders and schools. The central question was: How can schools, which are already burdened with curricular requirements and mandates, also assure that students become work-ready? The business and school leaders in attendance shared the challenges they were experiencing. As a direct out-growth of that conversation, the WIB initiated the Business/Education Subcommittee. The Subcommittee is charged with generating practical solutions that meet the needs of both education and employers, to prepare our young people for academic success and entry into the labor market.

### Partners in developing youth – the Healthy Youth Survey

There are many partners in workforce development. One is the Tompkins County Youth Services Department, which recently administered the Healthy Youth Survey in the county's six major school districts. The survey was designed to assess and measure risk and protective factors that predict problem behaviors such as delinquency, violence, dropping out of school, youth substance use and gambling. The results are being used to improve students' long-term success.

Among the survey results is evidence on how parents can best impact their children's success, such as:

- Keeping track of their children
- Having clear family rules about alcohol and drug use
- Spending time having fun together
- Telling their children when they are doing a good job

For the complete report on the 2008 Community Coalition for Healthy Youth survey, go to: <http://www.healthyouth.org/>.

### RESOURCES

Lack of resources is a significant issue for workforce development programs. Since 2002, The Tompkins Workforce New York One Stop Career Center budget has dropped from \$1.2 million to \$935,000 in 2010. After adjusting for inflation, this represents a 35% reduction in funds, worth \$500,000. Internal restructuring is exemplified by the reduction in federal funds for adult and dislocated workers from \$630,000 to \$175,000 over that time period. Looking beyond the One Stop, in 2009, employers are expected to cut their training budgets 10% to 15% nationally. While the local reduction may not be that high, that level of cut would be worth about \$3 to \$4 million. Public and private education, from kindergarten to universities, is also under siege financially.

While working within their funding requirements, there are resources for workforce development. Most of these resources have specific requirements for eligible uses and desired outcomes. However, to achieve the strategy, schools, employers, and agencies must consider realignment of resources to foster collaboration and achieve mutual goals. The workforce system will also need to look to less conventional resources, such as foundations and employer consortiums, more often.

The three strategic themes will play a significant role in this era of tight budgets. First, service providers must carefully craft programs to optimize individual attention and follow-up while fully engaging the advantages of groups in service delivery. Second, marketing and communication tools must be engaged to expand the reach of labor market and workforce development information, whether into schools or out to potential recruits. Third, the participants in workforce development must recommit to integrating procedures and elevating communication to achieve their shared mission. This means making technology work for the cause, using communication and program protocols that make the system seamless for job seekers, employers, and the service providers. It means making every point of contact in the system responsive and relevant to achieving the mission, vision, and goals of the Strategy.

### Federal commitment to workforce development has declined since CETA

Federal funding for workforce development was at its high point in 1979. That year, the Comprehensive Employment and Training Act program, better known as CETA, received an annual appropriation of \$9 billion. In real dollars (adjusting for inflation), that would be \$26.7 billion in 2009 dollars. Current Workforce Investment Act appropriations are around \$4 billion annually, or about 15% of the 1979 investment. During that same time period the labor force grew from 105 million to 154 million so the funding level per worker actually dropped 90% from \$254 to \$26. That influx of CETA funding allowed young Boomers to gain a foothold in the workforce that would not have otherwise been available, and this should be a major concern to policy-makers for today's young workers as we begin to talk of a new "lost generation."

**Russell Simon, Assistant Director,**  
NYATEP



### EVALUATION

The Strategy establishes direction for mobilizing organizations and resources to achieve the strategic vision and goals while serving the mission and creating value for workers, employers, and the broader community. This section lays out the approach for evaluating the effectiveness of those efforts.

Evaluation of achievements will be initiated by the WIB. Annual interim reports will track the process of implementation and preliminary metrics. A longer reporting period, probably three to five years, will be needed to track the metrics of the major goals and the vision. Evaluation results will be reported to the WIB board, stakeholders, and the community. Evaluation will include:

**1. Monitor and evaluate progress toward accomplishing the major goals using benchmarks established for each goal.**

**2. Monitor and evaluate progress toward the vision of a living, interdependent workforce system, including:**

- a. Participation of diverse stakeholders in the Strategy's initiatives
- b. Alignment of current resources with the strategic goals
- c. Greater connectivity in knowledge sharing and service delivery among workforce service providers

**3 Evaluate the Major Goals:**

- a. Are the Major Goals still the top priority goals?
- b. Identify new major goals over time

The evaluation feed back loop is intended to stimulate and invigorate implementation, providing fresh direction and enthusiasm. Ideally, evaluation will be a tool to keep participants' commitment and creativity strong. The evaluation will be forward looking. It will pair assessment of achievements and obstacles with analysis of how to best achieve progress in the near term and the long term.

# DISCUSSION OF THE WORKFORCE STRATEGY

## WHY IS THIS THE TIME FOR A SIGNIFICANTLY NEW WAY OF THINKING?

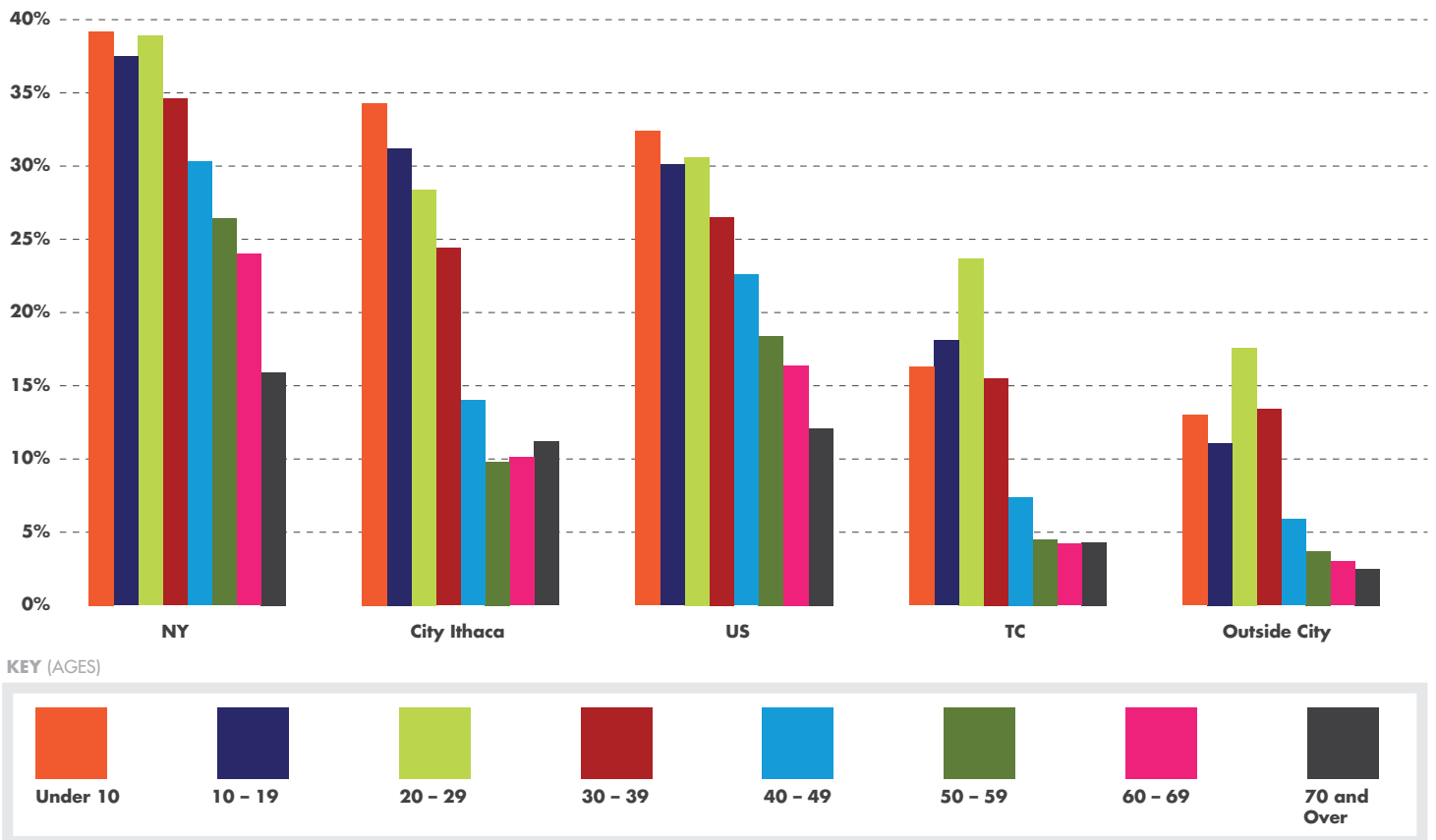
As the new century unfolds, three major trends are converging to challenge workforce development – rapid economic globalization, integration of technology into all occupations, and dramatic demographic change. For economies to thrive and compete, there must be intensified attention to the workforce development situation. Solutions will be both technical and cultural.

Workers, employers, and workforce development service providers must respond. Workers must elevate their basic skills and continually upgrade their career skills, becoming lifelong learners. Employers must design jobs and training programs so that they will help build career pathways.

Employers also need to realign their human resource strategies to negotiate the repercussions of these converging forces. Meanwhile, key service providers, from K-12 educators to programs for incumbent workers, must respond to budget challenges and the growing complexity of delivering increasingly specialized training and services to increasingly diverse populations.

These challenges will continue to escalate, demanding concerted and comprehensive attention. At this time, the Workforce Strategy has a critical role in providing a vision and map to meet the challenges facing the Tompkins County labor market.

**FIGURE 8 - Minority Population Compared by Age and Location 2000**



**Source:** US Census

In 2000, the trend for greater diversity among younger generations was clear, nationally and even in the areas of the County outside the City of Ithaca. This trend is expected to continue to increase, and will be evidenced in the 2010 Census count. In Tompkins County, the large, diverse college student population skews the 20 to 29 year old diversity upward.

### WHAT IS BOLD ABOUT OUR VISION?

This strategy boldly envisions a system that is truly pulsing with life, that is flexible, self-adjusting, accessible, efficient and innovative, information rich, knowledge sharing, and responsive to the environment. This living system will have the resilience and power to deliver key services and engage resources in the face of long-term challenges and immediate crises. The vision is of a system where the structures of both jobs and workforce programs support the individual's development of craft, of career pathways, and ultimately of greater engagement and success in the world of work.

The workforce development system is multi-faceted. Public schools form a foundation of basic education. The schools, families, and community institutions (religious, recreation, service) help young people gain significant "soft" skills such as work ethic and emotional intelligence, communication and teamwork skills, and problem-solving capabilities. The workforce development system then branches to many providers whose diverse missions overlap in the area of workforce development but also pull them toward disparate goals. These providers include academic institutions, professional and vocational credentialing programs, industry-specific training providers, community based organizations, and social support programs that wrap around employment and training opportunities.

While some providers design their programs to work together, striving for a seamless continuum of workforce services, others are loosely linked, and some operate independently. The Workforce Strategy aims to enlarge on the concept of a seamless continuum, to provide a well connected network of education, training, employment services, and supportive services. This envisioned network will mimic a living system that provides a smooth flow of information, resources, and service delivery through inter-dependent relationships.

### The importance of soft skills

"Like many organizations, Franziska Racker Centers has no low skill jobs. Successful Franziska Racker Centers employees have a wealth of applicable knowledge and experience, obtained before and during their time with us. Employers hire an individual for her skills, but the whole person shows up at work. The employee needs to be a good listener, respectful, engaged, eager to learn, proactively helpful to his co-workers and his customers. It is essential for us as a community – businesses, schools, social groups – to model those values and interpersonal style for our young people."

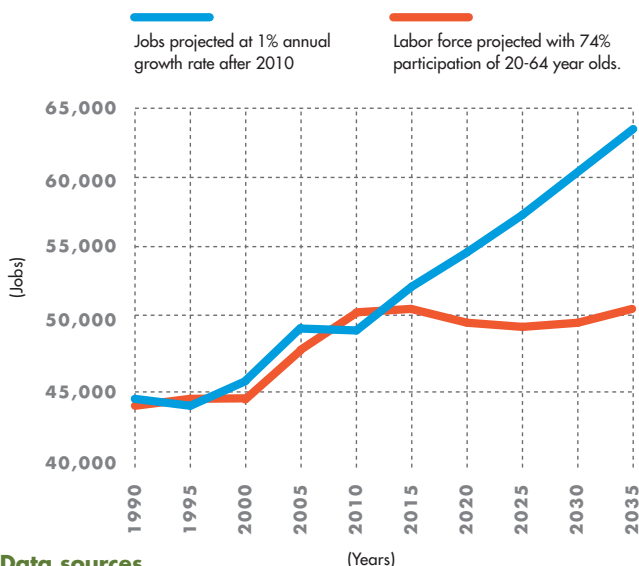
**Roger R Sibley, Executive Director**  
Franziska Racker Centers



WHAT ARE THE KEY CHALLENGES?

**Challenge 1 - Addressing skills mismatch and worker shortages** While the 2008 Tompkins County Labor Market Region Study finds a sufficient number of people in the labor market to fill current and projected job growth from 2006 to 2016, it also identifies a significant mismatch between the skills of the workforce and the skills required for the jobs. For example, many educated workers experience underemployment because they can't find the right job. At the same time, employers have difficulty filling positions, are forced to hire people who do not have the right qualifications, contend with longer training periods, and continue recruiting specialized professionals from outside the region. TCAD's projections beyond 2016 indicate there will be increasing labor shortages as the Baby Boomers retire, and that trend will compound workforce development challenges.

FIGURE 9 - Labor Force and Employment Projections



Data sources

- Population projection for Tompkins County is from Woods & Poole. These figures include students.
- Labor force participation rate is based on 2000 US Census data. This rate includes students. It does not include the approximately 14,000 in-commuters from the regions outside Tompkins County.<sup>4</sup>
- Jobs projected based on information available in the Tompkins Labor Market Region Study and Jobs EQ (both from Chmura Economics & Analytics) with modified estimates for the 2009 to 2010 recession estimated by TCAD. These jobs do not include the approximately 14,000 on-campus jobs filled by students.<sup>4</sup>

This chart draws from multiple data sources so absolute values should not be calculated from it. However, the chart visually conveys the impact of the Baby Boom cohort as it retires and as the smaller Generation X and Generation Y replace the Boomer generation. Without a significant change in the area's demographic characteristics, the potential for business and job growth will be suppressed.

<sup>4</sup> The number of in-commuters filling jobs and the number of student jobs on campus are about the same – approximately 14,000 – so that this chart provides a reasonable visual snapshot of the situation.

**Challenge 2 - Fostering workforce development collaboration** A basic tenet of the Workforce Investment Act (WIA) is to provide a seamless one stop shopping approach to workforce services, be they basic employment services, staff-intensive counseling, training, or employer services. However, the workforce system has been unable to overcome fragmentation in service delivery. Several factors contribute. First, agencies have strong cultural and operational rules that contain activities, communication, and resources in narrow silos rather than encouraging integrated work across departments and across agencies to more effectively serve customers and meet workforce development goals. Secondly, even though local agencies have made great progress in their efforts to collaborate, competition remains for scarce funding and overall programming can lack coordination. And, while many employers have been willing participants on the WIB, full engagement of employers as partners in workforce development, for instance by making a commitment to be “employers of choice” through training and development programs, is still a work in progress.

To achieve the Strategy's vision and continue to thrive economically, workforce development providers must foster deep collaboration between organizations as well as internal to their organizations. Communication, referral, and service delivery systems need to seamlessly support both general workforce resources aimed at universal access and case management targeted to special populations. As important, each organization must cultivate respect for each other's mission. All stakeholders will benefit from supporting the career growth and economic engagement of the entire labor market.

Developing the human resources skill sets of small businesses

“Lifelong learning is critical to having an effective workforce. While large employers have HR departments that connect staff with training and career-building opportunities, most small employers do not have the time and expertise to do this.

“We need to find ways to help small employers with workforce development challenges: training, needs assessments, job descriptions, job evaluation and more. I wish we had one or more HR experts who could serve as resources to our small businesses, perhaps in the same way that circuit riders used to provide legal services to communities.”

Jean McPheeters, IOM

President, Tompkins County Chamber of Commerce



**Challenge 3 - Changing the workforce development model** The current workforce development model has its roots in the mid to late 19th century. At that time the system of public schools blossomed in response to the industrial revolution, an influx of immigrants, and the rapid shift from a largely agrarian society to an urbanized, industrial society. Secondary education became common and compulsory, to age sixteen, during the early 20th century. As the technology revolution intensified after World War II, the role of college education expanded rapidly.<sup>5</sup> At the same time, this sparked a renewed focus on primary literacy and the federal government began the first in a series of workforce development programs via the Manpower Development Training Act.

### Changing training opportunities to grow the culture of lifelong learning

Ithaca is a college town so education is in the air. While college is the standard for post secondary education, opportunities to learn are expanding and diversifying. Nationally there is significant change transpiring in post secondary education and training. This can be seen in:

- The evolution of distance learning from correspondence courses to web-based universities
- The burgeoning role of community colleges in both workforce development and four-year college prep
- Development of new credentialing systems such as the National Career Readiness Certificate offered by college testing giant ACT
- Assessments such as the College Board's College Level Examination Program (CLEP) that translate work experience into college credits
- Hundreds of certificates available through professional organizations and independent training programs

A specific example of change is that of the National Joint Apprenticeship and Training Committee (NJATC) of the National Electrical Contractors Association and the International Brotherhood of Electrical Workers. NJATC has had their apprenticeship programs certified for college credit by the American Council on Education (ACE). With the ACE assessment, electricians can obtain college credentials through distance learning programs. One institution offers a 60 credit associates degree in electrical construction that applies 30 credits earned by completing NJATC's electrician apprenticeship. Another college offers a 120 credit bachelors degree in construction management that will consider work experience and apprenticeship for up to 20 credits. In addition, some NJATC programs are certified for continuing education credits.

These activities are diversifying access to training and education. Assessments like those of ACE and CLEP can speed up the college degree process and make it more affordable for people who are working. New forms of credentialing and continuing education respond to demand for expanded basic skills, technology skills upgrades, and other career enhancements. Taken together, these changes reflect the healthy growth of the culture of lifelong learning.

**Challenge 4 - Overcoming the shortage of resources** WIA funding for direct services and administration has been slowly reduced to a point where there is minimal support for staff to perform required duties, let alone provide deeper services or initiate creative solutions to unique problems. For example, a founding tenet of WIA was to allow workforce investment boards, driven by their 51% majority of business members and private sector leadership, to formulate local solutions to locally defined and understood issues. While local solutions have been very successful, by 2009 the discretionary funds for this approach had practically disappeared with funds tied to prescribed solutions.

State and local funding sources have been particularly challenged by the declining fiscal budgets of 2008 and 2009 because of a severe recession. While the economy is expected to improve by 2010 or 2011, the budget situation is expected to worsen for many years. This is due to continued government deficits, slow recovery of pension fund assets, and increasing post-retirement health costs. While providing some short-term help to the state and local workforce development budgets, 2009 federal stimulus funds to Tompkins County are primarily targeted to youth and provide very limited resources for adults including dislocated workers. At the same time, education institutions and employers, key participants in workforce development, are also facing tightening budgets. In this era of scarce resources, increasing the efficacy and alignment of workforce development budgets is critical.

<sup>5</sup> According to the US Census, from 1940 to 2000 the population over 25 with a high school diploma increased from 24.5% to 80.4%, while those with a Bachelors degree or higher increased from 4.6% to 24.4%. The 2005-2007 American Community Survey estimates 29.0% of 25 to 34 year olds had completed a bachelors degree or higher, with 32% women having degrees compared to 26% of men.

### An employer's call for more contextual learning

"I believe the reason we have a public education system is for a societal benefit: an educated, trained workforce. And I believe that we have not changed our curriculum to supply that workforce in these times of changing economy and technologies. We need to ask our school districts to offer more opportunities for middle and high schoolers to collaboratively create physical things. Through these activities, our young adults will apply and learn to read, write, and do math. This production setting, for a major section of our population, would actually be a better learning environment than sitting in classrooms. The result: our public education system will produce young adults with experiences and the basic education that our employers desperately need."

**Don Barber, Owner, RoseBarb Farm**  
Supervisor, Town of Caroline  
Founder and past-President, Sunny Brook Builders

### WHY THE WORKFORCE STRATEGY WILL WORK

The litany of challenges to workforce development can be daunting. At the same time, these challenges compel the system to change. Going forward, Tompkins County has many reasons to be optimistic as it prepares to implement the Workforce Strategy. These include:

- Success crafting local solutions such as the Machinist Training Consortium and the Hospitality and Tourism Industry Training Program
- Experience with affinity groups such as the POD, Professional Opportunity Developers, a group for highly skilled professional job seekers
- The public and private sectors can contribute sophisticated communication, information-sharing, and marketing expertise
- The WIB participants have a history of cooperating to address comprehensive issues
- Excellent local providers of workforce services
- Commitment was generated during the process of creating the Strategy, including good attendance and participation by WIB agencies and the private sector
- The strategy has identified achievable “stretch” goals to drive the process.

These examples demonstrate that the community is creative, innovative, and experienced, and stakeholder commitment is strong. Thus, Tompkins County has a solid platform for launching the Workforce Strategy. However, this is a time of particularly high budget constraints, and the lack of resources is a significant obstacle. Nevertheless, by putting the new framework in place, progress can proceed, gaining more resources and resource alignment as change takes hold. Success will come from working together to evolve the workforce development culture and establish a new paradigm for the workforce development system to meet the challenges of demographic change, globalization, and a technology driven economy.

### Aligning resources to create career exploration opportunities

The WIB continues to create partnerships to deliver information on career opportunities to local high school/college students during these times of dwindling resources. In early 2009, the WIB hosted the Upstate NY Biocareers Connection for college students throughout central and western New York. The biocareers event gave college students, both undergraduate and graduate level, an opportunity to network with companies and entrepreneurs in biotech and to learn about career paths and non-traditional routes for students interested in the sciences. In late 2009, again with community partners, the Workforce Investment Board worked with community partners to host a hands-on Health Career Expo for 350 high school students from throughout the region. This event was a win-win-win, providing career exploration for students, exposure for local employers, and an opportunity for college programs to engage interested young people.





# ACKNOWLEDGEMENTS

We are grateful to the members of the Workforce Investment Board and TCAD Board as well as the business and community leaders who served in many roles during the process of creating this strategy. In particular, we would like to mention the group who volunteered to steer the process. They have given many hours and insights to this work.

## Steering Committee

Alan Pederson, Cayuga Medical Center, Chair

Patricia Carey, Department of Social Services

Steve Golding, Cornell University

Greg Hartz, Tompkins Trust Company

Carl Haynes, Tompkins Cortland Community College

Dan Huston, Advion BioSciences

Ellen O'Donnell, TST BOCES

Martha Robertson, Tompkins County Legislature

Michael Stamm, Tompkins County Area Development

For a full list of participants, see Appendix B. We extend our thanks for their commitment, perspectives, and thoughtful challenges to our thinking along the way.



### **Julia Mattick**

Executive Director

Workforce Investment Board



### **Martha Armstrong**

Vice President

Tompkins County Area Development

# APPENDIX A

## RELATED DOCUMENTS

Several documents were created as part of the Workforce Strategy planning process. These are summarized below with links to the complete document for interested readers.

### 2008 Labor Market Study

During 2007 and 2008, Chmura Economics & Analytics prepared a labor market study of the Tompkins County labor market region. The region includes Tompkins County and the six adjacent counties – Cortland, Tioga, Chemung, Schuyler, Seneca, and Cayuga. The report includes analysis of the current situation in 2007, a survey of employers, and projections of labor market supply and demand from 2007 to 2016.

**Go to:**

<http://www.tcad.org/pubs/pubsReport.php>

for access to the reports:

*Labor Market Report: Executive Summary 2008*

*Labor Market Report: Full report 2008*

### 2009 Frame work for the stakeholder forum

A white paper was prepared as background for stakeholder engagement. It is titled: Issues, Solutions, and Values Framework for preparing the Tompkins Workforce Strategy: a white paper primer for the leadership forum: Solutions for Workforce Development, March 20, 2009. This white paper provides background on the five key labor market issues, the action framework, and Tompkins County's training resources. The purpose of the document was to prepare a broad group of community leadership to come together and consider solutions to pressing workforce development issues.

**Go to:**

<http://www.tcad.org/pubs/pubsReport.php>

for access to the report:

*Framework for the Tompkins Workforce Strategy 2009*

### 2009 SOLUTIONS FOR WORKFORCE DEVELOPMENT

This one page report summarizes the results of the March 20, 2009 Leadership Forum. [See the next page for the document.](#)

**Top Priority Themes for Solutions to Key Workforce Issues**

From workshop - Friday, March 20, 2009 - 8:00 to 11:00 AM

**1 Shortage of basic-skilled workers**

- a HS and graduate “Worker 101 skills” – educate on career path possibilities, ongoing support, problem solving skills – similar to PACE program. (*Basic skills academy\**)
- b Support services/systems in place for high risk workers
- c Create unique delivery methods for worker training
- d Create networking opportunities to help resolve daycare, transportation, employment and social isolation
- e Change perception of entry-level positions. Break stereotypes, promote positions as beginning of careers

**2 Attract/retain more young adults**

- a Recruitment campaign
  - i Understand wants/needs of customers
  - ii Develop marketing/branding campaign
- b Economic development
  - i Attract non-traditional businesses
  - ii Industries with career ladders
- iii Industry clusters
- c University/college partnership
  - i Connect students to the community
  - ii All levels: leaders, departments, students
- d *Communication and marketing critical (social networking/come home campaign/etc)*

**3 Increased retirement as Boomers reach retirement age**

- a Succession planning – identify skill-sets to be replaced and resources to do so
- b Clearinghouse – jobs, skill-sets, opportunities
- c Boomer academy (*Boomers mentor young people and vice versa*)
- d Employment flexibility
- e Job transfer strategies (mentorship, internship, job-share, etc.)

**4 Labor force lacks critical high-skilled workers**

- a Promote Tompkins/Ithaca as a residence of choice
- b Promote regional job opportunities/employers
- c Assess existing workforce skills in the county
- d Assess needed skills in county employers
- e Develop training programs at various levels
- f “*bHarmony*” local head hunter

**5 Unusually high level of underemployment**

- a Research and create a data base: info on candidates and employers – resumes, job opportunities, employment information
- b Work with employers to help be more flexible: trailing partners, transferable skills, bias against short-termers
- c Programming to help individuals develop job-search skills (resumes, interviewing, transferable skills)
- d Develop and publicize short-term opportunities, consulting, Americorps-like opportunities
- e Recruit new employers to the area on basis of info gathered in the database (above)
- f *Talent management vs. skill list*
- g *Employer rules/policies: allow people to work from home*

**6 Improve capacity to respond to workforce crises**

- a Market to local employers to create a “rapid response team” – use data collected to create a sense of urgency
- b Build the Rapid Response Team
  - i Invite local employers to contribute resources (\$) invest and empower the team
- c First efforts of Rapid Response Team:
  - i Identify vulnerable businesses areas of concern for scenario planning
  - ii Identify philanthropic areas for resources and effort/actions
- iii Leverage pools of \$ – i.e. TCAD revolving loan program
- iv Build inventory of resources and services
- v Build communication network
- d *A resilient system reduces the need for crisis management*

\*items in *italics* added to the work-groups lists during the plenary discussion at the end of the workshop

# APPENDIX B

## PARTICIPANTS IN THE WORKFORCE STRATEGY PLANNING PROCESS

### 1. Workforce Investment Board

The WIB has been the driving force of the strategic planning process, initiating the effort, providing leadership and guidance, participating in leadership working sessions, and preparing the implementation and evaluation of the strategy.

Board Member	Affiliation
Alan Pedersen – Chair	Cayuga Medical Center
Mark Coldren– Vice Chair	Ithaca College
Jean McPheeters – Treasurer	Tompkins County Chamber of Commerce
Lisa Patz – Secretary	CBORD Group
Barbara Blanchard	B Creative
Bob Bantle	Tompkins Trust Company
Bob Pass	New York State Electric and Gas
Brenda Myers	Groton Central Schools
Carl Haynes	TC3
Dammi Herath	Women’s Opportunity Center
Dan Huston	Advion BioSystems
David Marsh	Laborer’s Union Local 785
Debra Chadwick	Kionix
Ellen O’Donnell	TST BOCES
Jack Little	Rent-a-CFO LLC
Jeff Wesche	Computing Center
Kathy Luz Herrera	Tompkins County Legislature
Lee Dillon	Tompkins Community Action
Leslie Leonard	La Tourelle Resort & Spa
Lisa Holmes	Tompkins County Office for the Aging
Marty Turnbull	Tamarisk Consulting
Mary Opperman	Cornell University
Michael Stamm	Tompkins County Area Development
Mike Talarski	IBEW
Nancy Zahler	Tompkins County Youth Bureau
Patricia Carey	Tompkins County Department of Social Services
Patrick McKee	Challenge Industries
Paul Gardner	Trasonic Systems
Rich Bohman	VESID
Tim Grippen	New York State Department of Labor

### 2. Tompkins County Area Development

TCAD’s board has been thoroughly engaged throughout the process of developing the Workforce Strategy, especially with the labor market study and planning process, reviewing and commenting on staff effort and progress reports.

Board Member	Affiliation
Charlie Trautmann – Chair	Sciencenter
Greg Hartz – Vice Chair	Tompkins Trust Company
Andy Sciarabba – Sec’y/Treasurer	South Hill Business Campus
Howard Hartnett – Past Chair	M&T Bank
Alan Pau	Cornell University
Art Pearce	Consultant
Bob Pass	New York State Electric and Gas
Carl Haynes	TC3
Carl Sgrecci	Ithaca College
Carolyn Peterson	City of Ithaca
Dave Anderson	BorgWarner
David Marsh	Laborer’s Union Local 785
Don Barber	Town of Caroline
Ed Marx	Tompkins County Planning
Glenn Morey	Town of Groton
Greg Galvin	Kionix
Herman Sieverding	Integrated Acquisition & Development
James Brown	United Way
Janet Hawkes	Consultant
Jean McPheeters	Chamber of Commerce
Julia Mattick	Workforce Investment Board
Larry Baum	Computing Center
Martha Robertson	County Legislature
Phyllisa DeSarno	City of Ithaca
Steve Golding	Cornell University
Steve Lauzier	Cornell University
Susan Johnston	Cayuga Radio Group
Tom Kurz	Advion BioSystems
Tony Eisenhut	KensaGroup
Will Burbank	County Legislature

**3. Community participants**

The following individuals participated in various focus groups, committees, or as individuals providing perspectives on the issues and solutions for workforce development. Their participation greatly enriched the final products of the strategic planning process.

<b>Name</b>	<b>Affiliation</b>	<b>Name</b>	<b>Affiliation</b>
Amy Benedict-Augustine	Cornell University	Ken Schlather	Cornell Cooperative Extension of Tompkins County
Bethany Brown	Franziska Racker Centers	Leo McGrattan	Therm
Bini Reilly	Greenstar Cooperative	Leslie Moskowitz	City of Ithaca
Bruce Lane	CBORD Group	Linda Schoffel	Cornell Cooperative Extension of Tompkins County
Cathy Leonard	NYS DOL	Martha Hubbard	TC3
Charles Hamilton	Novomer	Mary McIlvennie	Transact Technologies
Constance Thompson	Cornell University	Michael Hughes	NYS DOL
Dan Governanti	Kendal at Ithaca	Michael Koplinka	Tompkins County Legislature
Dave Iles	Sciarabba-Walker	-Loehr	
Deana Bodnar	Tompkins County Department of Social Services	Michael Meador	AM&T
Debbie Walsh	BorgWarner	Nancy Zook	Tompkins County Youth Services Department
Diane Bradac	Tompkins Workforce New York	Paula Hurley	Trumansburg Central Schools
Doug Moore	NYS Department of Labor	Paula Younger	Tompkins County Administration
Ed Swayze	Human Services Coalition	PJ Marshall	RPM Ecosystems
Eric Hartz	Groton High School	Ryan Dougherty	Candor High School
Gary Woloszyn	Wegmans	Rebecca Sparrow	Cornell University
Greg Potter	Tompkins County Information Technology Services	Roger Sibley	Franziska Racker Centers
Grant Wilder	Primerica	Roxann Buck	Cayuga Medical Center
Heather Cooper	TST BOCES	Sandy Sherwood	Dryden Central Schools
Jeff Kisloski	Candor Central Schools	Scott Wiggins	La Tourelle Resort & Spa
Janie Bibbie	Kendal at Ithaca	Shelley Michelle-Nunn	City of Ithaca
Janie Nusser	South Seneca Central Schools	Soon Chun Kang	Pipeline4Progress
Jim Cunningham	AM&T	Stephen Estes	Tompkins County
Joe Mareane	Tompkins County Administrator	Steve Grimm	Lansing Central Schools
John Bradac	Ithaca College	Steve Ruoff	IMR Test Labs
Judith Pastel	Ithaca City School District	Suki Tabor	Ithaca Youth Bureau
Karin Robinson	Wegmans	Susan Greener	TC3.biz
Karyn Volpicelli	Wegmans	Tim Joseph	Tompkins County Legislature
Kelly Mann	Wegmans	Tom Watts	TST BOCES
		Tony DiLucci	TST BOCES
		Victoria Zeppelin	TC3 CollegeNow

# APPENDIX C

## TOMPKINS WORKFORCE NEW YORK PARTNERS

- 1 Challenge Industries
- 2 Experience Works
- 3 New York State Department of Labor
- 4 Tompkins Community Action
- 5 Tompkins Cortland Community College (TC3)
- 6 Tompkins County Office of Employment & Training
- 7 Tompkins County Department of Social Services
- 8 Tompkins County Office of the Aging
- 9 T-S-T BOCES
- 10 Vocational and Educational Services for Individuals with Disabilities (VESID)
- 11 Women's Opportunity Center

For more information about these agencies and links to their websites, go to:

<http://www.tompkinsworkforceny.org/partneragencies.htm>

The Tompkins County Workforce Strategy is the product of a partnership between  
The Tompkins County Workforce Investment Board and Tompkins County Area Development.

**For more information contact:**

Tompkins County Workforce Investment Board  
200 E. Buffalo Street, Suite 102B, Ithaca, NY 14850

**P** 607.274.7526

**E** [wfd@tompkins-co.org](mailto:wfd@tompkins-co.org)

or

Tompkins County Area Development  
200 E. Buffalo Street, Suite 102A, Ithaca, NY 14850

**P** 607.273.0005

**E** [info@tcad.org](mailto:info@tcad.org)

This document and the full report are available online at:



[www.tompkinsworkforceny.org](http://www.tompkinsworkforceny.org)



[www.tcad.org](http://www.tcad.org)