



# **The 2020-2025 Tioga County Workforce Development Strategy Implementation**

Initiating the Tioga Regional Talent Supply Table

March 2021



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## About this Report

Initiating the Tioga Regional Talent Supply Table is the background document to the Terms of Reference for the Talent Supply Table (TST). It provides the reader with an understanding of the research and consultation undertaken to provide Tioga County with the regional Talent Supply Table model. The report includes the following sections:

- Section 1 provides a background of the work, including the purpose and expected outcomes and methodology undertaken to develop the Talent Supply Table (TST).
- Section 2 highlights the current collaboration within Tioga County and the regional economy through the program map and discussions with school districts and Boards of Cooperative Educational Services (BOCES).
- Section 3 visions the Talent Supply Table (TST) and the need for education sector collaboration and Collective Impact to ensure success.
- Section 4 provides the Talent Supply Table (TST) framework, including the proposed vision, mandate, guiding principles, reporting relationship, structure, and administration.
- Section 5 highlights the next steps, including facilitating the Talent Supply Table (TST) launch meeting and creating the implementation report card.



# 1. Background and Purpose

Tioga County is a diverse economy within the Southern Tier Region with industry strengths in advanced manufacturing, health care services, professional services, hospitality, and agriculture. The County enjoys a robust education system, served by three Board of Cooperative Educational Services (BOCES) and six school districts. Post-secondary institutions such as SUNY Broome, Corning Community College, Tompkins Cortland Community College, Binghamton University and Cornell University in the region also bolster the County's workforce development competitiveness.

In recognizing the importance of workforce development to industries' continued viability and economic growth, the County commissioned the 2020-2025 Tioga County Workforce Development Strategy. The Strategy, which was completed in Mid-2020, was action-oriented and implementation driven to connect school districts, higher learning institutions, local employers, and major employers across the region to enable a highly qualified and skilled workforce pipeline.

Upon Strategy completion, TEAM Tioga retained MDB Insight to implement select strategy recommendations and actions. The Workforce Development Strategy Implementation Support was launched in July 2020 to understand current collaboration efforts among school districts and develop a model that would foster a strongly connected educator system with increased partnerships among all school districts and education partners. The model was envisioned to have a regional focus. All six school districts and BOCES collaborate to share best practices, programs, and services, support talent development and employer engagement across the region.

This implementation support focuses specifically on the 'Connect' recommendation of the 2020-2025 Tioga County Workforce Development Strategy, which calls for 'Enhancing Partnerships and Collaboration between and among Stakeholders.'

The Tioga County Rural Economic Area Partnership LDC (REAP) supported this initiative by assisting TEAM Tioga in accessing funding via the Tioga Downs Regional Community Foundation to develop this Implementation Support document.

**Figure 1: Recommendations of the 2020-2025 Tioga County Workforce Development Strategy**





The action and sub-action under this recommendation that were a core focus of this implementation support are listed below:

<b>Recommendation #2: Connect → Enhance Partnerships and Collaboration between and among Stakeholders</b>	
<b>Action 1</b>	<b>Improve Collaboration across Academia by Employing a Regional Lens</b>
	<b>Sub-action #1:</b> Building on the existing collaboration among school districts, facilitate opportunities to create a centralized collaborative model that engages other school districts and education partners to share best practices, programs, and services. The model may be piloted in select districts for evaluation and fit for the County.

To establish a platform for such collaboration, the Talent Supply Table was introduced. The TST is a collaborative model that ensures workforce development efforts are well aligned and maximized for the greatest return on investment. It stipulates the need for enhanced partnerships between and among school districts and academia and with the business community and other intermediary groups that support workforce development and labor market planning.

## 1.1 Key Outcomes

The key outcomes of the Workforce Development Strategy Implementation Support included:

- Engaging with representatives of existing school districts and Boards of Cooperative Educational Services (BOCES) to determine interest and commitment for a collaborative Talent Supply Table
- Facilitate knowledge exchange and dialogue to explore how the education sector may work more collaboratively, share resources, support talent development.
- Formation of the Talent Supply Table (TST) and facilitate the launch meeting of the TST
- Ongoing support and creation of the TST implementation Report Card.

## 1.2 Implementation Process

The Workforce Development Strategy Implementation Support project began in July 2020 and followed three phases as follows:

- **Phase I - Stakeholder Interviews & Program Map:** The project's starting phase included one-on-one interviews with representatives of local school districts and Boards of Cooperative Educational Services (BOCES). A program map was also developed, identifying the various Career and technical programming offered in each school district and BOCES. The program map was shared with stakeholders for review and input.
- **Phase II - Educator's Knowledge Exchange:** Building on the insights from the individual interviews, the school district and BOCES representatives were brought together in a facilitated round table discussion to provide input and help model the TST.
- **Phase III - Talent Supply Table and Reporting:** The final phase includes reporting and launching the TST and ongoing support to gauge outcomes and impact.



**Figure 2: Workforce Development Strategy Implementation Support Process**



### 1.3 School Districts and BOCES Stakeholders

Stakeholders consulted as part of the implementation support are listed in the table below.

**Figure 3: School Districts and BOCES Stakeholders**

School District & BOCES	Representative
Candor Central School District	Superintendent
Newark Valley School District	Superintendent
Owego Apalachin Central School District	Assistant Superintendent, OFA Principal, and Technology Teacher
Spencer-Van Etten Central School District	Superintendent & Assistant Principal
Tioga Central School District	High School Principal
Waverly Central School District	Superintendent, Director of Curriculum & Assistant Principal for Career and Technical Education
Broome-Tioga BOCES	Principal
GST BOCES	Principal
TST BOCES	Executive Director of Career Education



## 2. Current State of Collaboration

Building on the stakeholder consultations conducted as part of the 2020-2025 Tioga County Workforce Development Strategy, this implementation support undertook a deep dive of the education sector within Tioga County and the region, focusing on the role of local school districts in workforce development. BOCES adds an essential layer to workforce development as they provide shared educational programs and services to school districts within the State. The scope of the implementation support includes the programs and perspectives of the BOCES.

Desktop research was conducted to understand the various Career and technical education programming provided by school districts and the BOCES. Interviews were also conducted with the representatives of the school districts and BOCES to gain input on the following themes:

- the current state and future directions of education and training
- the applicability of a collaborative TST model to enable knowledge exchange, share resources, and support talent development
- the role of an Education Workforce Coordinator to maximize and formalize employer outreach and engagement

The key results of the program map research and insights from the one-on-one interviews are detailed in the sections below:

### 2.1 Program Map and Current Level of Collaboration

Figure 4 lists the career pathways and technical education programs provided by each of the school districts and BOCES. The programs listed in 'green' are programs that are delivered in collaboration between partners.

The BOCES provides career and technical education (CTE) for high school students to learn job skills through instruction and hands-on experience. Students gain experience and are fully prepared to enter the workforce, earn a technical degree, and advance to college with credits earned through articulation agreements. CTE programs are grouped into five categories: introductory, intermediate, advanced placement, competitive enrollment, and youth apprenticeship.

Programs offered in collaboration between two partners include the Drone Program, Agricultural Mechanics, and Dual Credit Courses.

The Remote Pilot Aerial Systems (Drone Program)<sup>1</sup> is a two-year program at the Waverly High School Satellite Location in collaboration with the Greater Southern Tier BOCES. The program allows both juniors and seniors to earn a CTE certificate with hands-on experience in CADD, GIS, and FAA weather notifications. Skills learned include design, navigations and alert interpretations, aerial imagery, and FAA part 107 exam preparation. Tioga County school districts offer dual credit courses through Tompkins Cortland Community College. Courses include English, social studies, math, science, and art/music, among others.

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<sup>1</sup> <https://www.gstboces.org/gst-images/CTE/CTE-Catalog-2020-21.pdf>.



Figure 4: School Districts & BOCES Program Map

School District/BOCES	Name	Program
School District	Candor	<ul style="list-style-type: none"> <li>Early Career Program</li> <li>Entrepreneurship Club</li> </ul>
	Newark Valley	<ul style="list-style-type: none"> <li>Digital Cafe</li> <li>Entrepreneurship Program</li> <li>Newark Valley Agriculture Program</li> <li>Newark Valley Blended Learning Program</li> <li>Partnership with Federal Credit Union</li> </ul>
	Waverly	<ul style="list-style-type: none"> <li>Partnership with Federal Credit Union</li> <li>'Code Red' Student Helpdesk</li> <li>Drone Program (GST-BOCES)</li> <li>Greater Valley Regional Job Fair</li> <li>Reach Summer Camp</li> <li>Wolverine Den Concessions</li> <li>Work-Based Learning (WBL)</li> </ul>
	Owego Apalachin	<ul style="list-style-type: none"> <li>Building and Construction System 1 and 2</li> <li>Heavy Machinery and Equipment</li> <li>Lockheed Martin Co-Op</li> <li>Steam 21</li> </ul>
	Spencer-Van Etten	<ul style="list-style-type: none"> <li>Spencer Van-Etten Agricultural Program</li> </ul>
	Tioga Central	<ul style="list-style-type: none"> <li>Building And Trades Construction Program</li> <li>Dual Credit Course (Tompkins Cortland Community College)</li> <li>Tiger Farm</li> <li>Welding Program</li> </ul>
BOCES	BT	<ul style="list-style-type: none"> <li>Adult Education</li> <li>Career Development Center</li> <li>Construction</li> <li>New Visions</li> <li>P-TECH program</li> <li>Summer STEAM Academy</li> <li>Youth Apprenticeship Program</li> </ul>
	GST	<ul style="list-style-type: none"> <li>Building Construction Classes Career &amp; Technical Education (CTE)</li> <li>STEM Academy</li> </ul>
	TST	<ul style="list-style-type: none"> <li>Adult Education</li> <li>Career &amp; Technical Education (CTE)</li> <li>P-Tech Academy</li> </ul>

Opportunities exist to collaborate, build on, or replicate these current partnerships. Programs such as the entrepreneurship club can be replicated on a regional level. Opportunities exist for Newark Valley, Tioga Central and Spencer-Van Etten school districts to collaborate and share best practices in their agriculture programs, identify common gaps, and brainstorm solutions. The STEAM academy model could be replicated in other school districts, or the program could be modeled on a regional level with collaboration between and among school districts and BOCES. As funding is a crucial determinant for



developing and implementing programs, pooling resources and applying for joint funding may be central to success.

## 2.2 One-on-One Interview Stakeholder Insights

### Current State and Opportunities for Greater Collaboration

The region has a well-established workforce development ecosystem at the secondary level with multiple student pathways. Over the past several years, schools have made substantial progress in developing programming focused on various sectors (e.g., manufacturing, technology, food services, health, and agriculture). COVID-19 was noted to have severely impacted the viability for many of these programs to be run, and if still in operation, see limited student participation due to the ongoing threat of the pandemic.

Working in 'silos' is a sentiment echoed by many of the stakeholders. Both BOCES and school districts often provide similar programming and are unaware of each other's efforts, resulting in a duplication of efforts. Opportunities thus exist to collaborate in program delivery to increase program efficiency and reduce replication. Given that technology and innovation are a focus across the region, educators could collaborate in these areas to benefit the region. Educators are keen on collaborating on program design and delivery that provides students with hands-on training and industry experience.

Consultations also highlighted the gaps between school districts in offering programming. Some school districts have access to more funding (due to higher enrollment) and can design and launch programs. A regional focus would allow school districts with lower access to funding to collaborate with other school districts and BOCES to address current programming gaps. Stakeholders stress that while the current relationship with BOCES is good, this should not be viewed as a consistent long-term piece. Leadership changes could reduce support, highlighting the importance of establishing strong partnerships amongst school districts.

Stronger collaboration was seen as essential to overcoming local challenges such as transportation and cost-effective programming. As part of this ongoing discussion, stakeholders stressed a consistent brand and messaging must occur. Current efforts are disjointed and not unified, which is confusing for local businesses and community partners to get involved.

Overall, stakeholders were extremely supportive of a push towards greater collaboration; however, they felt that it must be managed effectively to not impact students negatively.

### Talent Supply Table Opportunities and Challenges

Stakeholders agreed that the talent supply table's overall role needs to be building trust between the school districts, employers, and post-secondary. Key insights associated with the Talent Supply Table include:

- Leverage past models in the design of the TST. This includes County Coalition for Better Schools, County High School Principal's group, Tioga County Superintendents Coalition.
- The model needs to be built from work-based learning and target sector perspective.
- Previous models of collaboration failed due to school systems' complexity (Tioga County is served by 3 BOCES), lack of commitment, and not learning from past failures. The State also mandates that education should focus more on academic standards rather than career and technical education.



- Opportunities exist to share work-based learning coordinators/liaison as not all schools have a similar position. The model could fail due to a lack of commitment. The program needs to ensure commitment from all the school districts and breakdown silo programming to be aware of what each other is offering and learn from them.
- School districts cannot develop a successful talent supply table program alone, so BOCES collaboration is essential. BOCES can offer funding, protect the programming, and provide training sites as needed.
- Stakeholders identified that the TST could be modeled as a two-tier structure. Day to day programming could be managed by staff, including teachers, work-based learning coordinators, or Teacher on Special Assignment (TOSA). Superintendents would be responsible for the administration of the table. The table also needs TEAM Tioga, IDA, Tioga Career Center and major employers to meet all stakeholder groups' interests. Community colleges could also potentially be involved.

### Role of the Education Workforce Coordinator

Stakeholders unanimously agreed that a full-time Education Workforce Coordinator would be critical to advancing workforce development opportunities across the region. Key highlights include:

- Workforce coordination should have a regional focus, and as a result, the Coordinator should work with school districts across the region and proactively seek out workforce development opportunities.
- The Coordinator must tap into the extensive workforce opportunities in all surrounding counties. By finding commonalities and developing new programs that build on existing strengths, the Coordinator should help eliminate the gap between education and workforce on a regional scale.
- The Coordinator may also help reduce competition between school districts, which has historically prevented open lines of communication.
- The Coordinator must have a strong business background and experience in finding and securing student-based internships. Additional complementary skills included: sales, industry, marketing, knowledge of the local and broader region, and education background and knowledge of the school system.

### Ongoing Impact and Opportunities of COVID-19

Despite the numerous challenges, the pandemic has enabled many schools to revisit their programming and adapt, focusing on online programming and college-style semester blocks. The TST provides an opportunity for educators to adapt and respond to changes such as these and take advantage of hybrid online learning, which could be leveraged to allow students to participate in internships while simultaneously conducting online learning, thereby overcoming transportation problems.



## 3. Visioning the Regional Talent Supply Table

The insights that emerged from the one-on-one interviews were tested through the knowledge exchange round table. The exercise helped envision the Talent Supply Table model. Building on the Talent Supply Table opportunities and challenges, stakeholders proposed a structure for the TST. Also, the role of Tioga County Economic Development and Planning in coordination with the Tioga Career Center and the Department of Education were discussed. The educators also identified the short-term priorities (18 months) for the TST.

### 3.1 Educator's Knowledge Exchange Insights

The key results of the Educator's Knowledge Exchange are discussed below.

#### Talent Supply Table Structure

Based on the discussion, a two-tier system was proposed. The primary members of the TST would be the school districts, BOCES, and Economic Development. This would be the high-level management – superintendents of schools, Director of CTE (BOCES), and Director of Economic Development & Planning. Representation and buy-in at all governmental levels are essential. Stakeholders also proposed three main sub-committees, including:

- **Program coordinators and/or Guidance Counselors** – focused on day-to-day operations
- **Local businesses and representatives** – including major employers, Tioga Career Center and the local Chamber of Commerce with a focus on designing the layout of the program and informing on business talent needs.
- **Inter-governmental** – Such as the Department of Labor and CTE. Stakeholders agreed that government representatives should be used in an advisory sense. However, the department must understand the importance of the TST and its mandate to be effective.

Other important stakeholders could include:

- **Tioga County Legislature** – provide input on the purpose of the board and buy-in will be needed to pursue regional opportunities.
- **Department of Education** – need to be on board and understand the importance of career and technical education (CTE).

#### Talent Supply Table Meeting Schedule

Every two months was identified as suitable for the TST. However, select committees may choose to meet more regularly, as needed.

#### Role of Tioga County Economic Development and Planning

Stakeholders are not aware of economic development and workforce priorities, including target sectors and sub-sectors, current and projected in-demand occupations, labor market, and demographic trends. Therefore, there is an opportunity for TEAM Tioga to connect directly with the school districts and BOCES to make them aware of priorities and current workforce data. Also, TEAM Tioga, in a facilitator role, should continue to engage with the local and regional business community to understand business



and employer needs in coordination with the Tioga Career Center. Unified marketing and business visitation programs should be launched to attract businesses to the community.

### Short-Term Priorities for the TST (18 months)

A key exercise in the knowledge exchange agenda was for the educators to identify the top short-term priorities for the TST. Eleven (11) priorities were identified by the stakeholders and were subsequently ranked (Figure 5). The top 4 priorities are detailed below:

- **Increase collaboration between businesses, economic development, and local schools** – there are many career development programs currently in operation across the region. However, businesses and workforce development partners are unaware of the level of programming developed. Therefore, a shared mission needs to be developed in the short term to bring together industry and workforce development partners. The idea is not only promoting industry but creating new industries based on the identified target sectors. A point person who can promote workforce development priorities would be essential in meeting this deliverable.
- **Pool resources and funding** – Stakeholders stressed the advantages of working collaboratively, particularly on funding applications. For example, a joint application to the PERKINS funding program is more likely to succeed if multiple local schools combine resources. This also benefits smaller schools with limited staff and monetary resources. The pandemic also presents opportunities to pool resources and funding to ensure programming remains at the same pre-COVID levels.
- **Improve Tioga County's Relationship with BOCES** – Tioga County is currently served by 3 BOCES. However, the County is often not the main focus of the BOCES' function. This is often because a majority of the students served by the BOCES system reside in school districts located outside of Tioga County. By increasing collaboration efforts, there is more chance to influence an off-site BOCES Campus or satellite campus in addition to creating more collaborative programming that does not overlap.
- **Develop sustainable programming with the long-term regional vision in mind** – Stakeholders also noted the need to develop sustainable programming with a long-term vision. Often programs are developed, resources are put to it, but the program does not come to fruition. This could be because of a lack of resources, programs being developed without the input of businesses, and what the needs of employers are. Stakeholders agreed that programs should be developed based on employer needs, with students who graduate from these programs being hired by the participating business.

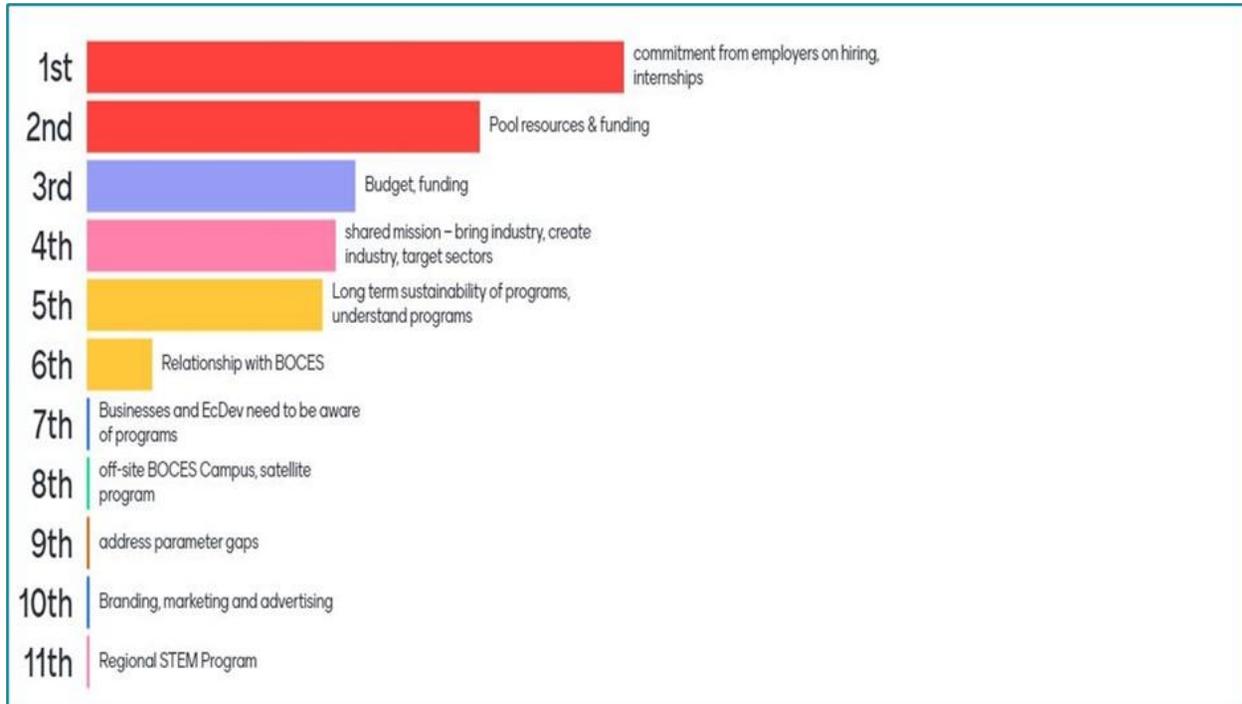
In addition to identifying the top short-term priorities for the TST, stakeholders identified key performance measures to ensure success.

- Stakeholders stressed that the TST needs commitment from decision-makers to be successful. This includes both funding and controlling programming. Local businesses and Economic Development also need to be 100% invested in this initiative
- Increased median income across the County by age groups including recent graduates and young workers (20-29 years)
- Measure the number of existing programming, internships, and graduation rates
  - Increase in the number of new programs



- Increase in the number of collaborative programs
- Increase the number of internships
- Monitor the number of local/regional jobs offered upon graduation

**Figure 5: Top 3 Priorities that must be addressed in the next 18 months (n=9)**



## 3.2 Using Collective Impact to Enhance Educator Collaboration

Collaboration is defined as two or more different partners (e.g., individuals, organizations, networks) coming together from various sectors, groups, and/or neighborhoods to work towards common goals. Collaborations are about people and organizations building, nurturing, and maintaining mutually beneficial relationships to achieve shared goals that will benefit all partners.

Within Tioga County, there are many forms of collaborations to address socio-economic and educational priorities. These partnerships include those among educators (i.e. between and among school districts and between school districts and BOCES), between educators and the business community (i.e. Lockheed Martin's Engineers Day and STEAM Academy) and between education and other workforce development partners. The partnerships are focused on Career and Technical Education (CTE), career pathways, and short-term work experiences with the local business community.

Partnerships tend to be funder driven and are often characterized by a single or few organizations trying to make the most impact with the fewest resources. These types of traditional partnerships often result in isolated impact, whereby programs produce little to no measurable results with short term rewards. A more effective approach to collaboration, one that is being used increasingly to address socio-economic issues, is that of collective impact.

Collective Impact is a specific form of collaboration, which serves to bridge the science/practitioner gap.



It is defined as follows: "The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem." Research shows that focusing on Collective Impact will result in continuous and ongoing impact for the community. Collaboration among partners may not always achieve results if the goals are not aligned across the organizations. Collective impact's success, on the other hand, stems from its key characteristics. Research has identified five characteristics of Collective Impact initiatives that lead to successful outcomes. These include:

- **A common agenda** - allows educators to align their interests and their resources in a meaningful and sustainable way. A common agenda is not only a common goal – it is a shared understanding of how to reach that goal and what the problem is.
- **Shared measurement systems** – provides information about whether the initiative is successful. Without a common agenda, it is difficult for collaborators to agree on what needs to be measured to define the success of the venture. This step is complex because no two organizations use the exact same measurements. However, in order to be able to report results and come to reliable conclusions, agreement on when and how the outcomes will be measured is essential.
- **Mutually reinforcing activities** – leverage the unique strength of each partner so that it can own a specific part of the project. However, each organization needs to be acting in tandem with the rest and in alignment with the common agenda.
- **Continuous communication** – to create trusting relationships between Collective Impact participants. Without the investment of a lot of time and conversation, the first two steps would be difficult to achieve.
- **Backbone support organizations** – to fulfill the role of facilitator, project manager, and data manager for the Collective Impact initiative.

The key benefits of a Collective Impact initiative for Tioga County, the school districts, and BOCES include:

- Learn best practices and engage in problem-solving as a regional collective.
- Innovate, prototype, embed change quickly and increase shared outcomes.
- Adopt best practices that have proven results and processes quickly and effectively.
- Gain powerful leverage to increase opportunities for government / public grants.
- Better demonstrate meaningful and effective measures of the organization's mission and vision.

## Understanding how Collective Impact aligns with the TST

Tioga County's education ecosystem has gaps due to a lack of collaboration and a clear understanding of what each regional partner is doing on a workforce development front and where overlap exists. With six separate schools and three BOCES within Tioga County, accurately understanding what programming is happening or is under development at any one time is extremely challenging and time-consuming. As identified through the consultation process, previous efforts have failed because of a lack of collective buy-in, limited resources (both financial and time), and stakeholders feeling that their unique needs and voices were not being met.

In understanding these issues, the TST was developed as a Collective Impact model that stresses the importance of a common regional vision and agenda to collaboration in order to be successful. The



model focuses on expanding the network of businesses and programs that students can choose from to gain professional work experience. It will also allow for talent retention in the region, which will, over time, help attract new businesses, thus growing the economy.

Open and consistent collaboration from school groups on redesigning programming and applying for joint funding so that it is open to all students will remain the key barrier affecting change. An Education Workforce Coordinator as a facilitator is essential to bring parties together and establish unilateral buy-in. The Coordinator will also play a role in establishing a shared measurement system for the TST that aligns with stated objectives. Periodic reporting on these performance goals will add a layer of accountability. Furthermore, Collective Impact identifies that each partner must actively contribute to the TST for it to be successful.

# EDUCATION SECTOR: COLLABORATION & COLLECTIVE IMPACT

The case for working together

## WHY?

**The ability to work together is an integral part of the 21st century** and is embedded into all aspects of our society. It is one of the core foundations to effective teaching pedagogy and educational institutions should not be exempt - embracing collaboration must be fundamental to the way schools function. Collaboration is an essential element of employability and was identified by LinkedIn in 2019\* as **one of the top 5 most important soft skills talent professionals look for when hiring.**



## HOW?

To build collaboration **requires mutual trust and respect. Individuals must be courageous and vulnerable** enough to open themselves, their ideas and practice to critique and feedback. However, by focusing on identifying areas of overlap, sharing best practices and being reflective on areas for improvement teachers can embed a new 'collective intelligence' that is sought after by employers.

## COLLECTIVE IMPACT (CI)

CI is the commitment of a group of important actors from different sectors to a common agenda for solving a specific problem. **It is based on a foundation of trust that is personal, relational, organizational and societal.** To co-create better futures for students, schools must embed trust into their collaborative efforts. Ignoring the importance of building trust across people, organizations and systems is to their detriment. Building trust requires focusing on relationships and involving all stakeholders in the decision making process.



## 5 CHARACTERISTICS OF COLLECTIVE IMPACT



Common Goals  
Shared Measurement Systems  
Mutually Reinforcing Activities  
Continuous Communication  
Backbone Support organizations



## 4. Regional Talent Supply Table

### 4.1 What is TST?

The model, Regional Talent Supply Table (TST), is a Collective Impact model that enables knowledge exchange and dialogue to explore how the education sector may work more collaboratively, share resources, and support talent development.

Educational institutions should not be exempt from embracing collaboration, and it must become a fundamental aspect of how the regional ecosystem functions moving forward. Just as it is not sustainable or effective for individual teachers to assume responsibility for a wide range of tasks and roles with a group of students in an 'isolated' manner, similarly, individual schools cannot continue to operate in isolation, competing for resources, staff, and students. The future of education requires a shift towards collaboration at every level, which the TST will facilitate.

### 4.2 Vision

A partnership of educators, employers, and regional economic development and workforce providers to improve the talent pipeline.

### 4.3 Mandate

The Talent Supply Table is a standing committee of Tioga County Economic Development and Planning/TEAM Tioga, tasked with informing and guiding the alignment of talent development with the labor supply needs of the economy within the Southern Tier Region.

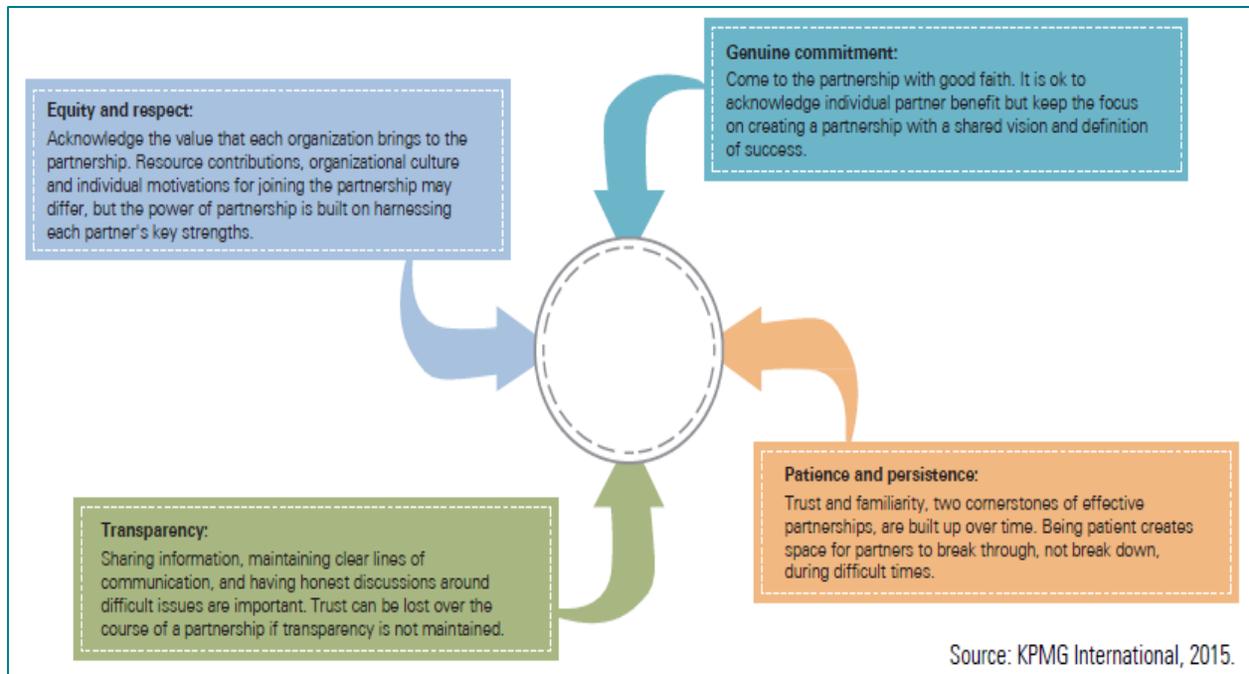
### 4.4 Guiding Principles

Figure 6 provides an overview of the four guiding principles of the TST.

- **Equity and Respect** – Refers to actively sharing resources (e.g., time and money) to all members and leverage each member's unique strengths.
- **Genuine Commitment** – Details the importance of collective buy-in from all stakeholders.
- **Transparency** – Without trust and open communication channels, progress will be limited. Partners must share best practice information, funding resources, and speak up if they require help.
- **Patience and Persistence** – Impactful change at a regional level takes time, energy, and resources. Without a long term vision and commitment to this vision from all stakeholders, the TST will fail.



Figure 6: Guiding Principles of the TST



## 4.5 Reporting Relationship

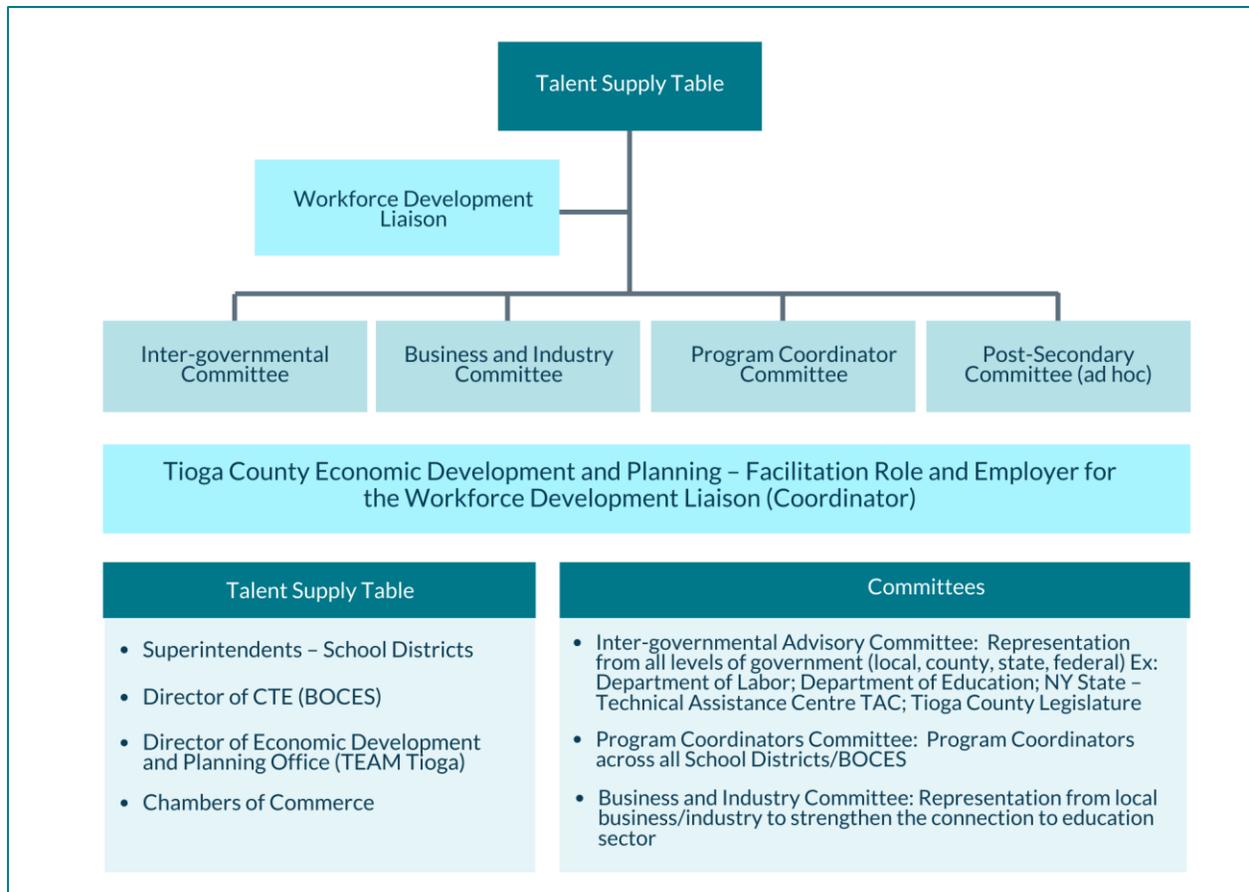
Tioga County Economic Development and Planning/TEAM Tioga would be considered the "home" for the Talent Supply Table.

## 4.6 Structure and Membership

Figure 7 provides an overview of the proposed TST structure. As previously highlighted, the aim of the TST is to create a centralized way to connect the multitude of stakeholders within the Tioga County education system so that there is efficient communication, resource sharing, and joint programming development that reflects collective stakeholder's aims and needs. As such, the TST is comprised of superintendents from local school districts, members of the business community (e.g., the Tioga Career Center, Chamber of Commerce), the Director of CTE (BOCES), and the Director of Economic Development and Planning (Team Tioga). A new Education Workforce Coordinator will be hired and will be the main point of contact for all stakeholders, as well as be responsible for implementing action items. Four additional committees will also feed into the TST, providing important government, local business, front line staff, and post-secondary stakeholders an opportunity for feedback.



Figure 7: Structure of the TST



## 4.7 Partnership Purpose

The TST will:

- support and advance implementation of relevant recommendations within the Regional Workforce Development Strategy
- influence and inform programming, resource sharing, special initiatives (across School Districts), and a commitment to maximizing the opportunity for all students across the region
- recommend priorities based on significant changes and influences impacting the region
- provide leadership across the Southern Tier Region on related education workforce matters

## 4.8 Partnership Responsibilities

- Promote TST as a regional table with a mandate to strengthen the region's response to workforce planning and labor market development
- Members will be responsible for their time and travel expenses to attend meetings



- Participate in bi-monthly meetings. Special meetings may be called at the request of the Co-chairs

## 4.9 Administration

- Agendas will be set by the Co-Chairs
- Meetings will be facilitated by a Co-Chair
- Minutes will be taken and distributed within a week following a meeting
- Agendas and Minutes will be distributed by the Education Workforce Coordinator one week prior to the meeting

## 4.10 Terms of Reference – At a Glance

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Version 1.1	
VISION	Bring together in partnership educators, employers, and regional economic development and workforce providers to improve the talent pipeline.
MANDATE	The Talent Supply Table is a standing committee of Tioga County Economic Development and Planning/TEAM Tioga, tasked with informing and guiding the alignment of talent development with the labor supply needs of the economy within the Southern Tier Region.
REPORTING RELATIONSHIP	Tioga County Economic Development and Planning/TEAM Tioga
STRUCTURE AND MEMBERSHIP	<p>Members of the TST will develop a Shared Collaboration Agreement that covers key aspects related to roles and responsibilities, operational considerations, resource commitments, expectations, and partnership commitment. Members may require a signed confidentiality agreement to ensure best practices are used when sharing confidential information.</p> <p>The TST will operate with Co-Chairs – School District/Ec.Dev.</p> <p>Decision making will be by consensus.</p> <p>Committees: Formed to ensure the work related to priorities continue to move forward. These Committees should include at least one member of TST.</p>
GUIDING PRINCIPLES	<ul style="list-style-type: none"> <li>▪ Equity and Respect</li> <li>▪ Genuine Commitment</li> <li>▪ Transparency</li> <li>▪ Patience and Persistence</li> </ul>



<p><b>PARTNERSHIP PURPOSE</b></p>	<p>The TST will:</p> <ul style="list-style-type: none"> <li>▪ support and advance implementation of relevant recommendations within the Regional Workforce Development Strategy</li> <li>▪ influence and inform programming, resource sharing, special initiatives (across School Districts), and a commitment to maximizing the opportunity for all students across the region</li> <li>▪ recommend priorities based on significant changes and influences impacting the region</li> <li>▪ provide leadership across the Southern Tier Region on related education workforce matters</li> </ul>
<p><b>PARTNERSHIP RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>▪ Promote TST as a regional table with a mandate to strengthen the region's response to workforce planning and labor market development</li> <li>▪ Members will be responsible for their time and travel expenses to attend meetings</li> <li>▪ Participate in bi-monthly meetings. Special meetings may be called at the request of the Co-chairs</li> </ul>
<p><b>MEMBERSHIP</b></p>	<p>Representatives for the TST and Committees will be selected from, but not limited to the following sectors:</p> <ul style="list-style-type: none"> <li>▪ Industry</li> <li>▪ Education (school districts/BOCES)</li> <li>▪ Education Program Coordinators</li> <li>▪ Independent Business</li> <li>▪ Chambers of Commerce</li> <li>▪ Tioga Career Center</li> <li>▪ Government – all levels</li> <li>▪ Economic Development</li> <li>▪ Membership will include 25-35 members.</li> </ul> <p>Members may appoint an alternate if required. All members are to remain informed through meeting notes following each meeting.</p>
<p><b>TERM of SERVICE</b></p>	<p>Two-year terms that can be renewed for another 2 years</p>
<p><b>COMMUNICATION FORMAT</b></p>	<ul style="list-style-type: none"> <li>▪ Call-in option to participate – available for each scheduled meeting</li> <li>▪ In-person --bi-monthly meetings</li> </ul>



	<ul style="list-style-type: none"><li>▪ Email – ongoing as required</li></ul>
ADMINISTRATION	<ul style="list-style-type: none"><li>▪ Agendas will be set by the Co-Chairs and sent out one week prior to the meeting.</li><li>▪ Meetings will be facilitated by a Co-Chair.</li><li>▪ Minutes will be taken and distributed within a week following a meeting.</li><li>▪ Agendas and Minutes will be distributed by the Education Workforce Coordinator one week prior to the meeting</li></ul>



## 5. Next Steps

As the Talent Supply Table's success depends on the willingness of key stakeholders, including the local school districts, to actively support and participate in the initiative, TEAM Tioga should continue to build on the existing momentum and the collective desire to move implementation forward.

Based on discussions with TEAM Tioga, the next step for Initiating the Tioga Region Talent Supply Table is to recruit an Education Workforce Coordinator. As of this report's writing, the position is being recruited on a full-time, contract basis. The incumbent will be responsible for implementing the 2020-2025 Tioga County Workforce Development Strategy and facilitating the Tioga Region Talent Supply Table implementation. The position will focus on developing relationships with local businesses and organizations, local school districts and post-secondary institutions, and community partners to raise awareness of career opportunities in critical occupations, improving the basic skills and employability of workers, providing skills/career training in targeted fields, and increasing collaboration and coordination of workforce development efforts.

The Education Workforce Coordinator and TEAM Tioga will facilitate the Talent Supply Table's launch process and initial meetings. The initial meetings will focus on reviewing and finalizing the terms of reference and creating a Report Card. The Report Card will be used to keep stakeholders updated on strategy implementation progress and impact.