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COMMONWEALTH OF PENNSYLVANIA  
HOUSE OF REPRESENTATIVES

SELECT SUBCOMMITTEE ON TECHNICAL EDUCATION  
AND CAREER READINESS

TUESDAY, MAY 28, 2015  
9:36 A.M.

READING AREA COMMUNITY COLLEGE  
SCHMIDT TRAINING AND TECHNOLOGY CENTER  
15 NORTH FRONT STREET  
READING, PA

PUBLIC HEARING IN RE: HR 102

BEFORE: HONORABLE SETH GROVE, MAJORITY CHAIRMAN  
HONORABLE KRISTIN HILL  
HONORABLE MIKE TOBASH  
HONORABLE HARRY LEWIS  
HONORABLE PATRICK HARKINS, DEMOCRATIC CHAIRMAN  
HONORABLE GERALD MULLERY

1 COMMITTEE STAFF PRESENT:

2 CHRIS WICKLEY, EXECUTIVE DIRECTOR, HOUSE OF  
3 EDUCATION COMMITTEE

4 MICHAEL BIACCHI, RESEARCH ANALYST, REPUBLICAN  
5 RESEARCH DEPARTMENT

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## P R O C E E D I N G S

1 -----  
2 CHAIRMAN GROVE: I'd like to welcome  
3 everyone to this hearing, the Select Education  
4 Subcommittee on Technical Education and Career  
5 Readiness. I haven't created a nice acronym for it  
6 that makes sense, so we're just going to keep repeating  
7 that really, really long name of the Subcommittee. It  
8 was created by House Resolution 102, prime sponsored by  
9 House Education Chairman Stan Saylor and James Roebuck.

10 I am State Representative Seth Grove. I  
11 along with Representative Pat Harkins have been tasked  
12 to chair this Select Committee. Special thanks to the  
13 Reading Area Community College for hosting our  
14 committee this morning. I'd like to remind members,  
15 testifiers and guests today's hearing is being tape  
16 recorded and streamed lived. Also, please silence your  
17 electronic devices. This morning I think we'll start  
18 with the Pledge of Allegiance. Representative Hill,  
19 will you lead us.

20 (The Pledge of Allegiance was recited)

21 CHAIRMAN GROVE: And would members of the  
22 panel please introduce themselves starting with my  
23 left, my co-chair?

24 CHAIRMAN HARKINS: Good morning, everyone.  
25 I'm Pat Harkins, I represent the 1st District in Erie.

1                   REPRESENTATIVE PHILLIPS-HILL: Good  
2 morning, I'm Kristin Phillips-Hill. I represent the  
3 93rd District in Southern York County.

4                   REPRESENTATIVE LEWIS: Good morning  
5 everyone. My name is Harry Lewis and I am the  
6 representative for the 74th Congressional District in  
7 Chester County.

8                   REPRESENTATIVE MULLERY: Good morning.  
9 Jerry Mullery, 119th Legislative District in Luzerne  
10 County.

11                   MR. BIACCHI: Mike Biacchi, House  
12 Education Committee.

13                   MR. WAKELEY: Chris Wakeley, Executive  
14 Director of House Education Committee for  
15 Representative James Roebuck.

16                   CHAIRMAN GROVE: Thank you. Last month  
17 this committee heard over three hours of testimony from  
18 K-through-12 stakeholders to start building a  
19 foundation of understanding as to what our K-through-12  
20 current technical education looks like, what their  
21 needs are and how it is coordinated within the  
22 Commonwealth. Today's hearing is focused on higher  
23 education to continue to build the Select Committee's  
24 understanding of current technical education within the  
25 Commonwealth. Higher education is an important step in

1 rebuilding or retooling our focus on career and  
2 technical education as scope of specialities and depth  
3 of education options are maxed. It's important ---  
4 this is an important hearing to build our Select  
5 Committee's baseline and understanding of current  
6 technical education in our Commonwealth.

7 Representative Harkins, any opening comments?

8                   CHAIRMAN HARKINS: No. I look forward to  
9 some great testimony, and I see it's quite lengthy so  
10 we'll get a jump on it. Thank you.

11                   CHAIRMAN GROVE: Just for the information  
12 of our members, our next subcommittee event will be  
13 held Thursday, June 11th in Schuylkill County hosted by  
14 Representative Mike Tobash. It will be a tour of an  
15 area vocation technical school followed by a roundtable  
16 discussion on Act 168 of 2014, the Business Education  
17 Partnership.

18                   I'd like to thank all the testifiers for  
19 participating in today's hearing. I look forward to  
20 hearing your testimony to help us shape our report. We  
21 look forward to working with all interested  
22 stakeholders in highlighting the importance and need  
23 for career and technical education in the Commonwealth.  
24 With that, our first testifier is from the Pennsylvania  
25 Commission for Community Colleges are ready and set.

1 So, when you're settled, which you are, please  
2 introduce yourselves and feel free to begin your  
3 testimony. Thank you.

4 MS. BOLDEN: Thank you. Thank you,  
5 Chairman Grove and Chairman Harkins. The good news is  
6 we're not going to read our testimony today, so it  
7 won't be as long as it seems.

8 CHAIRMAN GROVE: Closer to the mic please.  
9 Take your mic up.

10 MS. BOLDEN: Thank you. We really  
11 appreciate the opportunity to be part of the statewide  
12 conversation about career education and readiness. I'd  
13 like to introduce my colleagues on the panel.  
14 Immediately to my left is Dr. Stephen Waller from our  
15 host college today, RACC. He is the interim ---.

16 CHAIRMAN GROVE: Go ahead.

17 MS. BOLDEN: He is the interim senior vice  
18 president of Academic Affairs and provost. And to his  
19 left is Dr. Karen Kozachyn, she is the dean of  
20 Workforce and Community Development at Delaware County  
21 Community College. You obviously do have a copy of our  
22 extensive written testimony. But before I ask these  
23 folks to share with you some of the innovative  
24 practices on their campuses, I'd just like to take a  
25 few minutes to share some statewide perspective and to

1 offer you some recommendations.

2                   In Pennsylvania, I think you are well  
3 aware of the fact that there are employers who are  
4 looking for employees to fill critical vacancies.  
5 There are employees who are looking for work but the  
6 jobs continue to go unfilled because there is a  
7 mismatch between the skills that employers need and the  
8 skills that employees have. In fact, we are keenly  
9 aware of that problem.

10                   I'm sure you know, at the 2013 study by  
11 the Pennsylvania Chamber of Business and Industry that  
12 suggested that three-quarters of the job creators in  
13 Pennsylvania have indicated they had difficulty finding  
14 employees with the necessary skills, education and  
15 training to fill their vacancies. And more than half  
16 of them said that they had experienced that problem for  
17 more than five years. I think the National research  
18 suggests that unless we reverse or change what we are  
19 doing, that mismatch is expected to persist. The  
20 Georgetown Center on the Workforce has suggested that  
21 by 2020 65 percent of all jobs in the economy will  
22 require some sort of education beyond post-secondary  
23 --- beyond high school and 30 percent of them will  
24 require some sort of postsecondary education and  
25 training, such as an Associate's degree.

1           So, the community colleges have been  
2 working in this space for quite some time. In addition  
3 to their traditional academic transfer programs, they  
4 have extensive experience in workforce and economic  
5 development. More than half of the current program  
6 offerings in Pennsylvania's community colleges are in  
7 STEM fields, which is one of the nation's fastest  
8 growing occupational sectors. And more than half of  
9 them are already aligned to the Department of Labor and  
10 Industry's high priority occupation list.

11           The colleges regularly evaluate their  
12 program offerings to ensure that they are aligned with  
13 local business and industry needs. Last year they  
14 added 44 new programs in a wide-range of fields,  
15 including mechatronics, and I have to check my notes,  
16 unmanned aerial technology, which I think is the drone  
17 that deliver your Amazon packages, and culinary arts.  
18 Westmoreland County Community College, and I apologize  
19 Dr. Jensen had traveled to the country this morning and  
20 cannot be with us, has developed and implemented a  
21 journeyman apprenticeship pathway for students that is  
22 imbedded into an Associate's Degree in Machine Tool and  
23 Computer Numeric Technology. And that program offers  
24 students an opportunity to gain skills in the advanced  
25 and active manufacturing sector.

1           The colleges also regularly collaborate  
2 with other education partners, including PASSHE and the  
3 private colleges and universities, the career and  
4 technical centers, business and industries to make sure  
5 that their programs are aligned with local industry  
6 needs. And I think if you read our testimony you'll  
7 see that the question really isn't what do we need to  
8 do but how can we take successful ideas and replicate  
9 and expand them statewide to begin to address the  
10 problem of jobs without people and people without jobs.

11           So as you consider how we can move  
12 forward, I'd like to offer you five recommendations.  
13 First, I'd like to suggest that programs absolutely  
14 need to be aligned with employer needs. This entire  
15 conversation is moot if employers are not engaged and  
16 if students are not employable upon completion of their  
17 program.

18           Secondly, these type of programs have to  
19 meet student needs. We find, at community colleges,  
20 that students who enter our programs have a wide  
21 variety of educational background and experience. Some  
22 may currently be in high school or recent high school  
23 graduates with little to no experience, others may be  
24 workers who are returning to upgrade or learn new  
25 skills and that requires the educational entities to

1 offer a wide range of instructional methods, including  
2 traditional classroom instruction, online instruction  
3 and hybrid instruction to meet those student needs. In  
4 addition, we have a lot of experience in offering  
5 flexible schedules to accommodate students who may only  
6 be able to take courses on a part-time basis in the  
7 evenings, overnight or on weekends.

8           Third, I would encourage the State to  
9 think about eliminating all kinds of barriers that  
10 prevent these kind of partnerships and career pathways  
11 from being available to students. Two of the most  
12 significant barriers, I think are, one, the lack of  
13 understanding of the role, the value and the impact of  
14 career and technical training. I think you've heard  
15 from other testifiers that there seems to persist the  
16 notion that the only way to a secure, professional  
17 future is through a four-year baccalaureate degree when  
18 in fact the data shows that Associate's degrees,  
19 Certificate Programs, Diploma Programs, Apprenticeship  
20 Programs all offer significant job security,  
21 opportunities for advancement and strong starting  
22 salaries.

23           Another barrier is accountability systems  
24 that tend to focus on single institutions or sectors  
25 and do not encourage or recognize the kinds of

1 collaboration that we need to move the Commonwealth  
2 forward. One example of that is Pennsylvania's  
3 K-through-12 school accountability system, also known  
4 as the School Performance Profile, which correctly  
5 encourages secondary schools to partner and offer  
6 college-level coursework to their students. But in  
7 fact only recognizes that college coursework when it is  
8 delivered in an AP or IB setting so when students who  
9 complete an AB or IP (sic) course and they excel  
10 academically, that school is awarded extra credit in  
11 the School Performance Profile.

12           But if that same secondary school offers  
13 college-level coursework by collaborating community  
14 college or another institution of higher education and  
15 the student performs well, there's no extra credit  
16 given. And that is really the disincentive for schools  
17 to collaborate with community colleges. That's  
18 something that we have heard, so we really need to  
19 think about aligning accountability systems with the  
20 policy goals that we're trying to achieve.

21           And fourth, state policy needs to support  
22 these effective partnership by incentivizing and  
23 supporting cross-sector collaboration with financial  
24 and technical assistance, the identification of best  
25 practices and providing opportunities for successful

1 partnerships to share their best practices on a  
2 regional and statewide basis.

3           And finally, this work needs appropriate  
4 resources. You have heard it again from other  
5 testifiers that career and technical education requires  
6 intensive hands-on training. And it is only effective  
7 when that training occurred on industry-standard  
8 equipment. So the lack of resources to purchase and/or  
9 update this equipment, to hire expert professional  
10 staff continues to be a challenge, not just for the  
11 community colleges but for the partners that we work  
12 with.

13           Direct appropriations and other types of  
14 funding can help assist these collaborations. For  
15 example, Westmoreland County Community College is  
16 currently partnering with 17 school districts in the  
17 county and four career and technical centers to allow  
18 high school students to receive their first college  
19 credit when they graduate from high school. And that's  
20 a really powerful thing to think about, that students  
21 can graduate from high school with college credit. But  
22 it takes resources to fund that kind of collaboration  
23 and that kind of work. So in addition to those  
24 appropriations, creative funding such as grants, tax  
25 credits and tuition assistance for students in high

1 priority occupations would go a long way towards  
2 helping expand these partnerships and replicating of  
3 success of the examples in our testimony on a steady  
4 basis. At this time I'd like to ask Dr. Waller to  
5 begin to share with you some of the things that they  
6 are doing on RACC's campus. Thank you.

7                   MR. WALLER: Thank you, Dr. Bolden. Thank  
8 you for the committee being here today here at Reading  
9 Area Community College. There's no better place to be  
10 to discuss technical education and career readiness for  
11 a population. Especially high school students who need  
12 to see a pathway beyond the walls of the life that they  
13 live in, you don't have to look further than across the  
14 hall to see how we support technical education at a  
15 college level. You don't have to look further than  
16 across the street to see the people whose lives we  
17 change by being here, in one of the poorest per capita  
18 cities not only in Pennsylvania but also in the State  
19 of --- excuse me, also in the country. So it is  
20 critically important for us to be successful at this  
21 mission of assisting people and getting the appropriate  
22 education become part of the workforce in this  
23 high-technology area of manufacturing, or even  
24 healthcare.

25                   Our local employers are begging for our

1 graduates because they need people with more skills.  
2 The whole entirety of manufacturing has changed in this  
3 country dramatically over the past 40 years, and you  
4 can see it by the vacant manufacturing buildings around  
5 Reading that used to employ people doing very hands-on  
6 labor intensive work, which has now been moved out of  
7 the city into more advanced manufacturing facilities  
8 that you walk in and you look and you think you just  
9 walked into a cleaning room in a hospital, not  
10 necessarily a place that's making acid-based batteries.

11           So those new skills are important for us  
12 to clarify to the population because a high school  
13 diploma by itself does not necessarily graduate  
14 students that are labor and job ready, unless they have  
15 those advanced skills. So I thank you very much for  
16 being here. Dr. Anna Weis, our president, would have  
17 welcomed you, except that she's out on medical leave at  
18 this time.

19           RACC is doing a lot of things that other  
20 community colleges are doing, and we do it with that  
21 passion and motivation to help improve our communities.  
22 One of those things is we're partnering with Bloomsburg  
23 University with their Bachelor of Applied Science  
24 degree in technical leadership. That's not a normal  
25 partnership, it's a partnership where students who

1 obtain college Associate's degrees for career track  
2 positions can actually continue on here at RACC,  
3 without leaving our campus, and complete a degree as a  
4 Bachelor-level that will give them more skills not just  
5 to go into the workforce and do a particular technical  
6 task, but also become a leader within the workforce,  
7 which is critical for the future of our economy when  
8 you just go across the river to what used to be  
9 Berkshire Knitting Mills. It took only two immigrants  
10 to start Berkshire Knitting Mills and they went from a  
11 technical position rapidly to a leadership position and  
12 made Reading, Pennsylvania the leader in the world of  
13 manufacturing with textiles.

14           So it doesn't take much more than these  
15 small steps to make a huge difference. So we're happy  
16 to partner with Bloomsburg with this program. It's an  
17 important pathway for all of our graduates and career  
18 programs to continue on with leadership skills. This  
19 ties into our Berks County Technical Academy which is  
20 our partnership with our county CTCs, Career and  
21 Technical Centers, for our high school students.  
22 Bloomsburg recognizes the credits that we award to  
23 students in those technical programs in high school and  
24 counts it towards their Bachelor's program so they  
25 don't lose the credits that they're being awarded

1 through our Technical Academy.

2           The Technical Academy allows high school  
3 students who are focused on going to college to obtain  
4 up tot 27 college credits in technical areas such as  
5 mechatronics engineering technology, electrical health  
6 records and healthcare information technology, computer  
7 technology and business management. We promote this  
8 program directly to parents, we promote it through the  
9 high schools, we promote it at the CTCs in open houses.  
10 It's also promoted within our careers-in-two-years  
11 effort within the county, which is supported with our  
12 organization here with Greater Reading Economic  
13 Partnership, which is a great way to advertise to the  
14 public the importance of getting a career with just two  
15 years of additional education beyond high school. And  
16 students can do it in a short period of time when  
17 they're at one of the high school CTCs.

18           An important program within the Technical  
19 Academy is the mechatronics engineering program.  
20 Students in this program, after completing all the  
21 coursework at the CTCs and their senior year they spend  
22 on our campus completing some labs coursework. They  
23 actually earn an integrated systems technology level  
24 one certification that allows them to become  
25 immediately employed as a technician in the vast

1 manufacturing around the county. That's only a  
2 starting point for their education, because they can  
3 continue their Associate's degree here at RACC and  
4 complete the Mechatronic Engineering Technology  
5 Associate's Degree. That can lead to transfer to many  
6 other promising schools, including California  
7 University of Pennsylvania which recognizes all the  
8 credits in our program towards their technical Bachelor  
9 degrees as well.

10           We work very closely with not only our  
11 local employers to ensure that we're providing training  
12 here at the technical center on our own campus, but  
13 also in our programs of study. But we reach out to our  
14 local high schools consistently and constantly to  
15 communicate the value of technical education. We have  
16 brought on all 9th graders from several of our high  
17 schools onto this campus to experience what it means to  
18 be a technically-minded student. We have them not just  
19 play with robots but actually go to our technical labs  
20 to understand how robots are manufactured so they get a  
21 sense that there's more to technology than just pushing  
22 a button. We bring students even down to sixth grade  
23 through our Gateway Center across the street to hear  
24 about healthcare professions and how they can advance  
25 through their lives and become a healthcare

1 professional. We go to parent-teacher information  
2 sessions and we many times bring along our local  
3 employers, representatives from human resources so  
4 parents can heard directly from the employers that if  
5 their sons or daughters get technical education there  
6 are jobs out there. Unfortunately, these are very low  
7 attended and parents that do attend are always  
8 surprised at how few parents were actually there.

9 I personally presented a presentation at  
10 Wyomissing High School to every seventh, eighth, ninth  
11 and tenth graders about the importance of technical  
12 education. And we, as I mentioned, partner with  
13 Greater Reading Economic Partnership Careers in Two  
14 Years. And an important pathway we're developing right  
15 now is our partnership with project Lead the Way, which  
16 is a national not-for-profit pre-engineering curriculum  
17 that is offered at several of our high schools and  
18 starting at our high schools. And our goal is to make  
19 sure that students move from that curriculum into  
20 applied engineering programs appropriate for getting  
21 careers in the manufacturing areas around our county.

22 So there are lots of people that are  
23 creating high school to advance technology pathways,  
24 it's not just RACC. You'll hear many, many more, as  
25 you know, today. What we're really missing is that

1 coordination and communication to make all these  
2 programs more successful. Thank you. I'll pass over  
3 the discussion now to Karen Kozachyn, dean from  
4 Delaware County Community College.

5 MS. KOZACHYN: Thank you. Good morning.

6 CHAIRMAN GROVE: Good morning.

7 MS. KOZACHYN: Responsiveness to industry  
8 and workforce needs is a core mission --- core piece of  
9 the mission of the community college. To that end,  
10 colleges needed to expand resources and programs and  
11 initiatives around dual enrollment. At Delaware County  
12 Community College we have quite a few different things  
13 that are pushing the boundaries of dual enrollment.  
14 Nationally, studies show that students who take  
15 advantage of dual enrollment tend to persist and be  
16 successful as they matriculate to post-secondary  
17 education.

18 In 2014 Delaware County Community College  
19 enrolled 1,200 dual enrollment high school students  
20 from 48 different high schools and 22 school districts  
21 plus charter, cyber and parochial schools. The dual  
22 enrollment statistics and success rate is impressive,  
23 92 percent of the students have passed the courses they  
24 attempted and we have a 73 percent retention rate. In  
25 the fall of 2014, of the 1,300 students enrolled,

1 approximately, 329 were graduating June of 2014 seniors  
2 that continued on to Delaware County Community College  
3 to take advantage of the dual enrollment credits they  
4 had earned. One example that is tremendous is we have  
5 a student from Oxford High School who upon graduation  
6 in June has 30 credits, shaved off a whole year from  
7 her enrollment at Harcum College just through dual  
8 enrollment and the savings was significant.

9           Delaware County Community College has  
10 successfully merged the traditional dual enrollment  
11 Communication or Humanities courses to a workforce  
12 training and education focus as well. We have two  
13 brand new initiatives that really take dual enrollment  
14 to the next level. We have created an early college  
15 program that starts in September. Students will attend  
16 college-level classes at Delaware County Community  
17 College, Upper Darby Center, they will receive 30  
18 credits. Upon completion of their high school diploma  
19 they will have 30 academic credits from Delaware County  
20 Community College, spend another year with us to  
21 receive an Associate's degree in a high-demand  
22 occupation. So at that point they can step off and  
23 enter the employment --- or the workforce. Or they can  
24 continue on and come back and continue their education  
25 at a later date. It gives so many different

1 opportunities for students. It's not a traditional  
2 pathway, it really is a employment and workforce  
3 pathway with an open door to return for additional  
4 higher education.

5           One of the most intriguing pieces of the  
6 dual enrollment program across all community colleges  
7 is the fact that it provides access to students.  
8 Although we are doing a tremendous job, there are  
9 families that still, at a \$40 per credit rate, which is  
10 a loss leader for Delaware County Community College and  
11 most communities colleges, whatever the rate is. But  
12 at \$40 a credit hour, \$120 for a class, there are still  
13 families in our serving areas that can't afford it and  
14 don't have access to this. It would be in our best  
15 interest to restore, continue, find initiatives that  
16 could help promote a dual enrollment, especially where  
17 it comes from, allowing students to then enter the  
18 workforce and perhaps not go on to a four-year right  
19 away and just expand that opportunity. Thank you.

20           CHAIRMAN GROVE: Thank you very much. We  
21 appreciate your testimony. Questions, first,  
22 Representative Harkins?

23           CHAIRMAN HARKINS: Thank you all for your  
24 great testimony. Dr. Bolden, just one question. I was  
25 at two hearings in Philadelphia the past two days on

1 education funding. The topic of barriers that you  
2 discussed, lack of understanding and accountability,  
3 the theme that came up continually was the Keystone  
4 Exams. Do you hear anything from the educators in the  
5 high schools about that? It sounds as though technical  
6 and trades are being pushed to the side to accommodate  
7 time to teach to the test, basically. If you could  
8 expand on that a little.

9 MS. BOLDEN: Thank you for the question.  
10 I think that community colleges have regularly been  
11 advocating that students coming out of secondary  
12 schools need to be better prepared for college-level  
13 course work. So that they can immediately begin their  
14 college studies so they do not have to waste time and  
15 money on remedial education. And at the community  
16 college level, we are trying a lot of different things  
17 to try and reduce the number of students who have to  
18 stay in remedial education. I'd ask Dr. Waller too,  
19 but I think it's too early for us to know whether the  
20 Keystones are raising that achievement. I think that  
21 that was the goal and I think that we're hopeful that  
22 that will raise the level of achievement, but I don't  
23 know that we've seen that yet. Do you want to add  
24 anything?

25 MR. WALLER: Let me comment about just

1 specifically at RACC. We have 92 percent of our  
2 students placed in developmental math, so they're not  
3 college ready when they walk in the door, and that  
4 definition is basically Algebra One, the Keystone Exam  
5 requirements. And we have had meetings about this  
6 across the State and I think in general the agreement  
7 within the community colleges is that that's the  
8 minimum standard that the students need to have. It  
9 might be better to have more math than that, but they  
10 definitely have to have that standard. So we're  
11 hoping, when we start seeing graduates from high school  
12 in 2017, we won't have that many students placing into  
13 our developmental math courses, they'll be ready to go  
14 into college level math. And that's important for them  
15 following STEM or Healthcare pathway.

16 CHAIRMAN HARKINS: And as you said the  
17 money that's wasted in remediation, and the time which  
18 the student could be using to produce --- it just seems  
19 like we're chasing our tail with that. But, thank you  
20 very much.

21 CHAIRMAN GROVE: Representative Hill.

22 REPRESENTATIVE PHILLIPS-HILL: Thank you  
23 all very much for your testimony. You have all brought  
24 up really exceptional points but one of the things, and  
25 Dr. Bolden and Dr. Karen, I am going to butcher your

1 last name so I apologize, you spoke about the  
2 accountability piece with AP and IB coursework counting  
3 for accountability. And then you spoke about the need  
4 for dual enrollment and how dual enrollment doesn't  
5 really count towards that accountability measure for  
6 high schools. Do you believe that's the only  
7 impediment to expanding dual enrollment opportunities  
8 for students, or do you see some other things?

9 I have spoken to a lot of high school  
10 students, I still have a high school student. One of  
11 the things I hear often is my high school schedule  
12 doesn't work well with the college schedule. I'm a  
13 student athlete, my athletic endeavors make it such  
14 that I can't go in the afternoons to do the college  
15 courses. Are there other things, other than just that  
16 accountability measure that needs to be addressed to  
17 make dual enrollment opportunities greater for our  
18 students.

19 MS. BOLDEN: I'll go first and say  
20 absolutely, I think there are several barriers, many of  
21 which, you brought up, is scheduling. I think the most  
22 important thing to remember though is you get what you  
23 measure and you get what you find. And so in  
24 Pennsylvania we do not have a statewide dual enrollment  
25 program, we're one of only three states that does not

1 provide state funding. So when state funding was  
2 eliminated several years ago, the colleges have turned  
3 to their foundations, to their business partners, to  
4 other folks in the community to try and backfill that.  
5 You heard Dr. Kozachyn say that Delaware offers dual  
6 enrollment at \$40 a credit, which is a significant  
7 discount. So funding is definitely a barrier, the  
8 accountability systems are a barrier and the way that  
9 K-12 is measured is a disincentive, they have to ---  
10 the issue of certification of personnel that teach dual  
11 enrollment courses and whether college personnel can go  
12 to a high school or the high school can come on to the  
13 college campus. So the colleges all have to meet their  
14 accreditation standards, and they can't do that if a  
15 high school certified person comes on to their campus.  
16 Likewise, school districts sometimes have trouble  
17 taking a college professor and bringing it on to their  
18 campus because of the certification requirements. So  
19 there are multiple barriers along the way. I'll let  
20 Dr. Kozachyn, she can probably recite them.

21                   MS. KOZACHYN: On top of the ones that  
22 were already mentioned, we found when we started our  
23 dual enrollment program, especially when you start to  
24 expand it, we found a very similar problem to your high  
25 school where many students don't want to leave their

1 high school to do dual enrollment. Even though it is  
2 an outstanding opportunity and will benefit them in the  
3 future they have a hard time seeing that, and that  
4 they're going to miss lunch and so forth. Delaware  
5 County Community College is in a unique position  
6 because we have a partnership with our Chester County  
7 Intermediate Unit. We actually coexist, we built a  
8 building with Chester County --- with our Chester  
9 County Intermediate Unit called the Technical College  
10 High School. So we are actually embedded into the high  
11 school environment at the CCIU level, so that barrier's  
12 not there for many of our students.

13           So for our Allied Health Career Academy,  
14 those students are being retained on their campus as  
15 well as the early childhood education career pathway,  
16 we call it the Teacher Academy for short. But they're  
17 staying there. So similar to what Dr. Bolden was  
18 saying, we did struggle trying to get our instructors  
19 vetted and not step on any contractual issues with  
20 faculty being in on either side, you know, the K to 12  
21 or the post-secondary, but we worked it all out.

22           I think that as long as the secondary and  
23 the post-secondary are willing to sit at the same  
24 table, which for Chester County and Delaware County  
25 that is the case. They see the value in having the

1 community college's courses, and they're giving credit  
2 for the community college's courses. So for an English  
3 Comp class that the students are taking as seniors, or  
4 juniors depending on their testing, they're getting  
5 their English credit for their high school. So it's  
6 actually creating a win-win and very little disruption  
7 to the students.

8                   REPRESENTATIVE PHILLIPS-HILL: So when  
9 students receive that credit through you, are they  
10 paying --- who's paying for that credit, because that  
11 student is not in high school class, they're over in  
12 your college class. So does the School District pay  
13 you directly or is there a parent payment component in  
14 there as well?

15                   MS. KOZACHYN: Well in that case, in the  
16 case where we were in the Technical College High School  
17 and those programs, the Chester County Intermediate is  
18 paying for the students. In the case where students  
19 come as dual enroll, you know, at either weekends or  
20 online or what have you, then it's a self pay. We do  
21 have school districts who have put line items in their  
22 budgets to pay for their --- a great example is the  
23 William Penn School District, it's one of our highest  
24 performing school districts in dual enrollment and they  
25 pay. They have a foundation that pays for their

1 students to do dual enrollment.

2                   REPRESENTATIVE PHILLIPS-HILL: Well  
3 hopefully we'll be able to explore that model, I know  
4 Representative Lewis is from Chester County and he  
5 speaks very highly of that program. So, thank you very  
6 much.

7                   MS. KOZACHYN: Thank you.

8                   CHAIRMAN GROVE: Thank you.  
9 Representative Mullery.

10                   REPRESENTATIVE MULLERY: Thank you. I  
11 think my question is really for Elizabeth. I think the  
12 five point plan that you put in place with the  
13 Commission is really a good strategy. I have a  
14 question on number four where you talk about supporting  
15 effective partnerships, simply because that's the one  
16 where you actually state in your plan that state policy  
17 could provide some incentives. Do you have any  
18 specific policy change, incentives or legislation that  
19 you would like to see us work on that could help  
20 support those partnerships?

21                   MS. BOLDEN: I don't have anything right  
22 now that I can recommend to you, but I do know that  
23 there is legislation. For example, the Governor's  
24 budget has \$15 million for career and technical  
25 centers. And I think it's important to make sure that

1 if that money materializes, if there's grants, include  
2 and/or require a focus on career and technical  
3 education so that we can take what we know works and  
4 not reinvent the wheel but figure out how to replicate  
5 that statewide.

6 I think that there are also administrative  
7 actions that we can take, such as improving career  
8 counseling at the high schools and that there's also a  
9 proposal to increase the quality of that counseling. I  
10 know the Department of Labor and Industry has new  
11 websites that are designed to help educate students and  
12 parents about a career in technical careers. And I  
13 think that there are a lot of steps both legislative  
14 and administratively that we can take to ensure that we  
15 elevate the role of career and technical training  
16 throughout the Commonwealth.

17 CHAIRMAN GROVE: Thank you.  
18 Representative Lewis.

19 REPRESENTATIVE LEWIS: Thank you for your  
20 testimony. And I truly believe in what you're doing.  
21 One concern, and if you could address this question,  
22 entry into the dual enrollment program. I know that's  
23 very, very important. Is there a GPA requirement where  
24 all students are basically given an opportunity for a  
25 promotion through the guidance counselors in these high

1 schools to bring those students that may not go on to a  
2 four-year school or need remediation? How do we get  
3 them into this dual enrollment program?

4           MS. KOZACHYN: Various ways. I'm sorry.  
5 Delaware County Community College has a whole office  
6 dedicated to --- an entire staff, nine I think it is at  
7 this point, dedicated to dual enrollment. The college  
8 president has also recently approved the hiring of two  
9 high school career coaches that will actually have  
10 offices within the high school to help --- within two  
11 high schools to help promote dual enrollment as a pilot  
12 program. I think that the message needs to be clear to  
13 students, they need to understand the benefit of dual  
14 enrollment and what that means for them currently and  
15 what that means for them in the future. I also think  
16 that the message needs to be repeated in various  
17 delivery modes, through the guidance counselors, to the  
18 community colleges.

19           And I also think there's a caring  
20 component piece that many parents don't understand the  
21 value added by dual enrollment. For example, the  
22 example that I gave you, 30 credits, and that's  
23 significant when you're talking about a student that's  
24 going on to a four-year school who now only has to pay  
25 for three years. When we talk about student debt, it

1 really doesn't get much better than that. So I think  
2 that --- to answer your question, I think that there is  
3 no one way. And I think the community colleges, just  
4 by the pure fact of our mission, really do a great job  
5 at, you know, delivering that message in different  
6 modes, through different venues.

7           REPRESENTATIVE LEWIS: I hear you and I  
8 appreciate, and I'm very familiar and very proud of the  
9 program that you run at the Intermediate Unit at  
10 Chester County. However, I know there are a group of  
11 students that really fall beyond or below what is  
12 required to get into the dual program. How do we reach  
13 those students and encourage them? These are the  
14 students that may never even go to a four year school,  
15 these are the students that really don't think they  
16 have an opportunity or a chance. And I'm concerned  
17 about those students in particular.

18           For example, recruiting some young people  
19 for the Carpenters Union and I happened to personally  
20 go to the school last week and ask for a student that  
21 we could promote and start in this program in my  
22 district. Out of, let's say, 100 students the teacher  
23 could only recommend about two, and that was because of  
24 the promotion or the interest. How do we increase that  
25 to get those students that will fall through the crack

1 to get them involved in these kinds of programs that  
2 are so critical? And these in the future will be the  
3 students that we're looking toward to help in these  
4 technical colleges.

5           MS. KOZACHYN: A great example for you,  
6 automotive. I happen to be --- my responsibilities at  
7 Delaware County Community College include all the  
8 career technical education degrees and certificates,  
9 both academic and non-credit in workforce development.  
10 So I have a bigger picture than just credit or  
11 non-credit. So one of the programs that we are  
12 beginning in September is we have technical college  
13 high school faculty for automotive. We have a aligned  
14 the competencies based on the task list that the  
15 technical school uses and the competencies based  
16 education that the community college utilizes. And  
17 based on industry certification, we will award students  
18 credit for automotive courses taken at the high school  
19 level based on their grade point average, based on  
20 attendance, based on --- there's criteria of  
21 accountability. So then that actually gives them a leg  
22 up and actually encourages them that they can do it,  
23 they have taken college-level courses. We vet the  
24 instructor, make sure that the instructor is the  
25 community college hiring process, you know, as far as

1 requirements and qualifications. So the students get  
2 that experience in the classroom. So I think that we  
3 are embarking on a time where students aren't getting  
4 that message anymore that they're not college-bound. I  
5 think that the message that they're sending is every  
6 field, whether it be automotive straight through to  
7 biology, they're college-bound if that's what they  
8 want. Many automotive repair organizations and  
9 employers are looking for Associate's degree now  
10 because of the advanced technology in automobiles. So  
11 it's in our mission, we have to train what's relevant  
12 in the workforce. So I think we're starting in  
13 September with HVAC and automotive, awarding credits  
14 within the high school program moving towards that  
15 early college model where they will receive the 30  
16 credits junior-senior year. So we're kind of doing it  
17 --- you know, it's kind of a gravel grade, you know,  
18 gravel year. So we're going to move towards that, so I  
19 don't think that in a two-year period that you're going  
20 to see carpentry students that are saying I'm not going  
21 to college, I can't go to college or, you know, I'm not  
22 college material. They're all college material and we  
23 recognize that. We recognize that that is a message  
24 that there is a population that believes that they're  
25 not college-bound. And our message is everyone's

1 college-bound. Post-secondary education and training  
2 is needed for everyone.

3                   REPRESENTATIVE LEWIS: Okay. Thank you.  
4 My concern too, you talked about the middle schools  
5 sixth, seventh and eighth graders, and I know a lot of  
6 the schools have eliminated shop programs and this type  
7 of thing. These type of motivational classes that  
8 would maybe create an incentive to want to go into a  
9 technical school. Are there any ways that we're trying  
10 to reach these students, other than lecture or classes?  
11 How can we reach that student to create that interest?  
12 Basically when they get to tenth grade, you know, they  
13 want to do something else. And technology now, you  
14 know, that sort of moves away from them. That's my  
15 concern, and I don't want to belabor this.

16                   MS. BOLDEN: No, you're absolutely right.  
17 And I think that initiatives such as Manufacturing Day  
18 where community colleges partner with middle schools to  
19 bring in their students to see the kind of career and  
20 technical training programs that are available.  
21 Because honestly, every time I go I'm amazed at the  
22 kind of programs that there are. People don't  
23 understand the opportunities that are available, the  
24 technology and the workforce is changing so quickly.  
25 And so, but it does cost money to transfer students, to

1 bring them there and so we see principals as a key  
2 player in all of this. The principals have to be able  
3 to, in their role as building leaders, allow students  
4 to leave the building to participate in career days and  
5 shadowing days. While they're in Middle School that's  
6 when the students begin to think about if I don't want  
7 to spend four years in a classroom, if I want to begin  
8 to work with my hands and do something, you know, more  
9 active, there are opportunities. And you're exactly  
10 right that more needs to be done. And I think the more  
11 we begin to have a conversation like this statewide the  
12 more those things will happen.

13 REPRESENTATIVE LEWIS: Thank you.

14 CHAIRMAN GROVE: Thank you. I'd like to  
15 recognize Representative Tobash and Chairman Saylor who  
16 have joined us. And Representative Tobash.

17 REPRESENTATIVE TOBASH: Thank you very  
18 much, Mr. Chairman. Thank you for your testimony, I  
19 apologize for not being here to hear the entire  
20 testimony. I'll be anxious to read it, I guess, a  
21 little bit more. I especially love the comment that  
22 you just made that we have to teach what is relevant in  
23 the workforce. And boy, that's just exactly right,  
24 hits the nail on the head. And I appreciate Chairman  
25 Saylor, the Chairman of the Education Committee, being

1 here today. You'll have to let him know that I did not  
2 open up the can of worms on Keystone Exams, there was a  
3 previous question on that. So I'm going to go down  
4 that pain a little bit.

5           We have a bill that we're working on right  
6 now that relates to Keystone Exams and I was interested  
7 in your comments. So we're taking a little bit of a  
8 wait and see approach here, we're optimistic that the  
9 Keystone Exams that have been implemented right now  
10 will result in not requiring as much remediation when  
11 those students hit your door, and you're optimistic  
12 about that. So I just want to dig into that a little  
13 bit deeper. Number one, are you using --- Dr. Waller,  
14 do you use the Keystone Exam --- results of the  
15 Keystone Exams right now as an admission requirement to  
16 your school as a test to see if they need that  
17 additional remediation? Are you utilizing them in any  
18 fashion?

19           MR. WALLER: We're not using them right  
20 now for placement. We're an open admission college so  
21 they can be admitted. We do use SAT scores, some of  
22 our high schools actually encourage students to  
23 complete SATs before graduation. We have discussed  
24 across the State and the Statewide task force about the  
25 Keystone One exam for math --- Algebra One exam for

1 mathematics, and we haven't come to a state conclusion  
2 yet either. So I think we need a little bit more time  
3 to look at that. The biggest question is are students  
4 going to be retaining mathematics. I think this is the  
5 concern I've heard, if students take the Keystone Exam  
6 in ninth grade what does that mean when they graduate  
7 from 12th grade, did they actually retain what they  
8 learned? And that's one of the biggest debates.

9                   REPRESENTATIVE TOBASH: So it gets back to  
10 the same comment, we need to teach them what's relevant  
11 in the workforce. We need to see that these exams are  
12 relevant to what you're looking for, and that's  
13 retentions of knowledge that they need when they hit  
14 your doors.

15                   MR. WALLER: Correct.

16                   REPRESENTATIVE TOBASH: Yeah, I get that.  
17 I mean, there's a lot of standardized tests in the  
18 market right now. You brought up SATs, you got NOPES  
19 (phonetic), you got PSSAs, you got Keystones, three of  
20 them. Do you think we ought to have ten Keystones in  
21 the Commonwealth of Pennsylvania? Do you think we  
22 should have seven more?

23                   MR. WALLER: I can't comment to that. But  
24 I will comment that there are some community colleges  
25 in our state that are using the PSSA scores for

1 placement, so they're still looking at those test  
2 scores. I think Northampton is one of those. And so  
3 right now we're all trying to find the best way to have  
4 students walk in the door and be in a math class  
5 especially without having to do placement, again, just  
6 going directly to where they should be. There's a  
7 danger always of putting a student in a course where  
8 they may not be successful. You want them to start,  
9 always, where they're going to be successful and move  
10 forward.

11 REPRESENTATIVE TOBASH: Sure, that makes a  
12 lot of sense. And as a matter of fact I just had this  
13 conversation not too long ago with the Chancellor of  
14 Penn State Schuylkill Campus and asked him about his  
15 utilization of some of these standardized exams. And I  
16 see some universities, some schools that are going away  
17 from the utilization of standardized tests because at  
18 the end of the day you really want to have some kind of  
19 indication of what is going to make a student  
20 successful and be able to thrive in your organization.  
21 So, thank you very much. I appreciate your testimony  
22 and happy that we're here today. Thanks.

23 CHAIRMAN GROVE: Thank you. And just to  
24 close this out, there's probably concern over  
25 communication. And I heard that at the last hearing,

1 I'm hearing that again reading through testimony last  
2 night, it's brought up many, many times by many, many  
3 different stakeholders. At the same time, I hear  
4 coordination and communication among all the  
5 testifiers. There's communication among, you know,  
6 Bloomsburg University, community colleges, between  
7 business entities.

8           So going through this, I don't think we  
9 had an issue of education opportunities, I think we  
10 have a tremendous depth and grasp and threshold of  
11 current technical education in this Commonwealth, which  
12 is a great thing to see. Where does that communication  
13 breakdown come from? Is it --- and go back to  
14 Workforce Investment Boards, WIBs, how's your  
15 coordination with them? Are you getting information  
16 down from the State, are they being effective, do they  
17 have too large of an area where they're non-effective  
18 or are they kind of --- could you expand on that?

19           MR. WALLER: Let me mention about the WIB  
20 interaction. Here at RACC we work very closely with  
21 our workforce and work with the county, and that really  
22 is employer interaction. We have meetings with  
23 employers as a group to discuss what education they  
24 need, especially at the college level. That is a  
25 different interaction than we really need. We need

1 that first for our programs, to ensure that we're  
2 making sure a complete pathway gets students placed.  
3 You wouldn't build the Pennsylvania Turnpike and end it  
4 five miles before the Ohio border; right? I mean  
5 you're going to build it all the way, and that's what  
6 we work on. But it's getting the students onto it  
7 first, and that's where we consistently have the  
8 challenges.

9                   And if you think back to when you were in  
10 high school, what technical education looked like and  
11 what people thought about it, it's not much different  
12 today. We think, you know, our children, when they go  
13 to high school, they should go to college; right? What  
14 is that, that's a college prep track. In reality, a  
15 technical track through one of the CTCs or even our  
16 high schools that offer the technical programs at their  
17 high schools are very important pathways for students  
18 to become better educated in a practical area that can  
19 translate then into college credits that can wind up  
20 making them professionals, not just part of the  
21 workforce. And that's where the college education gets  
22 them, and it gets them beyond also some of the  
23 additional communication skills that they need, the  
24 additional math skills that they need and the  
25 additional computer skills that they need to be

1 successful in any technical area.

2           So that view, that if my son or daughter  
3 is going to go to college they should be college prep  
4 track and the high school and not think about the  
5 technical area, I think blocks a lot of students who  
6 could actually be very, very successful in industry and  
7 change our economy in the State by getting that  
8 technical education and back it up with college credits  
9 and the standard math, science, computers and  
10 communication skills that they get in college. So  
11 that's the piece we're missing. I think we're all  
12 working very closely with local employers to make sure  
13 the Turnpike gets all the way to Ohio, the question is  
14 how do we get people onto it. And that perception is  
15 hard to break.

16           CHAIRMAN GROVE: So really it's the  
17 communication from K-through-12 moving forward?

18           MR. WALLER: And I think that  
19 communication has to go out to the parents as well,  
20 just as what was indicated in the proposal for this  
21 committee, that you want to put together. It's really  
22 important for parents to understand that their son or  
23 daughter could be the next creator of Facebook, and you  
24 don't have to look too far down the road here to find  
25 the person who created Facebook who graduated from

1 Berks County High School. But what does that take, you  
2 know? What does it take to become an entrepreneur and  
3 a leader in a technical area that will change our  
4 economy? And it only takes a few people to change it,  
5 but if we're not encouraging students to think about  
6 that as a career goal, they're missing out on a very,  
7 very lucrative and important pathway for their lives.

8                   CHAIRMAN GROVE: How's your interaction  
9 with your WIB and how big is the area that your WIB  
10 covers?

11                   MS. KOZACHYN: Well, Delaware County  
12 Community College is serving the area is both Chester  
13 and Delaware County. So I sit on the Board of both  
14 Workforce Investment Boards, we are very active, as  
15 well as all of the subcommittees that develop out of  
16 the Workforce Investment Board, there's Education and  
17 Training Committee. So each Board has some different  
18 subcommittees. And we work very closely with our  
19 Economic Development Councils, our industry  
20 partnerships. I think it's a very collaborative  
21 relationship, we are given information. Delaware  
22 County Community College has a Career Link on our  
23 campus which makes it very convenient for students to  
24 pursue education or ask questions or just to step foot  
25 onto a college campus for the first time.

1           But I agree with Dr. Waller, it's there,  
2 the infrastructure's there, we just need to be able to  
3 shift that mindset, that career technical education is  
4 really --- it really includes a future that, you know,  
5 more than family sustaining wages. I really do think  
6 it's just the communication. Every presentation that I  
7 have given at any high school or middle school, because  
8 we do do middle schools, we're invited into middle  
9 schools to talk about career technical education. It's  
10 almost an ah-ha moment. People are like, wow. You  
11 know, A, they didn't realize that it was so advanced  
12 and it was so technologically advanced, especially when  
13 you're talking about manufacturing. You know, they  
14 have this image in their head that, you know, of  
15 sledgehammers and railroad tracks, or I'm not real sure  
16 what the image is. But when you show them the  
17 technology behind manufacturing it is, it's really an  
18 ah-ha moment. And I think we need to figure out how to  
19 make more ah-ha moments.

20           CHAIRMAN GROVE: Thank you very much. I  
21 appreciate your testimony. Next up we have the  
22 Pennsylvania Association of Private School  
23 Administrators. You can just come forward and  
24 introduce yourselves and start your testimony.

25           MR. SHENCK: Well good morning.

1 OFF RECORD DISCUSSION

2                   MR. SHENCK: We have a substitute  
3 presenter here today. One of our representatives, Dick  
4 Dumaresq, who many of you may know, actually broke his  
5 leg about three or four days ago and is bedridden. So  
6 Debbie Dunn in the last 24, 48 hours is pitching for  
7 us. So thank you, Debbie. Well good morning. My name  
8 is Aaron Shenck. Thank you, Chairman Grove, Chairman  
9 Harkins, members of this Committee.

10                   As was said with Community Colleges, we  
11 also submitted some very lengthy testimony. We will do  
12 our best to try to summarize the key points and not  
13 read it word for word. Again, my name's Aaron Shenck,  
14 I'm the executive director of the Pennsylvania  
15 Association of Private School Administrators. For the  
16 rest of the testimony I'm just going to refer to it as  
17 PAPSA, it's a much easier acronym. With me today is  
18 Joe Reichard, who's the campus president of Berks  
19 Technical Institute, and also Debbie Dunn who is the  
20 president of the Lancaster School of Cosmetology and  
21 Therapeutic Bodywork.

22                   Basically what we're going to do here  
23 today is I'm going to try to give a broad overview of  
24 PAPSA, who we are, who our schools are, and then I'm  
25 going to have Joe kind of give a very specific example

1 here in the local Reading area of his school and some  
2 things they're doing. And then Debbie, who's been  
3 involved in career education for --- 40 years in  
4 education total, 36 years in career education, is going  
5 to give PAPSA's recommendations on some things we want  
6 this Committee to get to consider moving forward. So  
7 I'd like to start, like I said, just talking about  
8 PAPSA and who we are.

9                   Basically, the easiest way I can describe  
10 it is in higher ed we think of it as five different  
11 sectors in general. There's the three  
12 publically-funded sectors, everyone's aware the  
13 Community Colleges just spoke, there's the PASSHE  
14 schools that cover your Millersvills your Bloomburgs,  
15 your Shippensburgs, and then there's the large  
16 state-related universities, your Penn States, Pitts and  
17 et cetera. And then on the non-public side you have  
18 the four year, you know, liberal arts colleges and  
19 universities, and then there's us. And we are the  
20 privately licensed career schools. Just so you know,  
21 there's approximately about 400 institutions of higher  
22 ed all across the State, and we are about 200 of those,  
23 so we're roughly half, are actually private licensed  
24 career schools.

25                   In your packets I gave you with your

1 testimony you should be getting a list of our members  
2 and it's broken down by region in the State and county  
3 in the State. And some things you'll see is basically  
4 we got approximately --- we got schools physically  
5 located in approximately 40 counties in the  
6 Commonwealth, and we actually need students in all 67  
7 counties in the Commonwealth. So we do have a local  
8 presence in pretty much every corner of the State.

9           Also, our school is located everywhere  
10 from the large urban centers of Philadelphia and  
11 Pittsburgh, we have a lot of schools in both of those  
12 two major metropolitan cities. We have schools located  
13 in small urban centers and rural communities, and  
14 really, you know, suburban. We have pretty much every  
15 kind of community in the State covered in terms of  
16 schools.

17           We also educate to a lot of different  
18 programs. I'm just going to give you a quick list of  
19 some of the big ones we educate to, but it's certainly  
20 not a complete list. We educate in the traditional  
21 trades, everything from construction, welding, HVAC,  
22 electronics to career fields like culinary arts,  
23 aviation maintenance, cosmetology, massage, allied  
24 health, nursing, auto mechanics, business, computers  
25 and many, many more. We also have what I like to call

1 a number of what I refer to as our niche destination  
2 schools in Pennsylvania. You know, like I said a lot  
3 of schools cover a lot of the broad categories I just  
4 talked about, but we have a few very new schools in  
5 Pennsylvania that are part of PAPSA that have programs  
6 that are not just unique to the Commonwealth but can be  
7 unique to the country and in some cases the world.

8           And just for a few examples but there's  
9 others, in Pittsburgh we have one of the only  
10 gunsmithing schools in the country, it pulls in  
11 students from all over. Several dozen students in the  
12 school, and the last time I checked, there was one from  
13 Taiwan, one from Switzerland, students from all over.  
14 So that's one example of a niche destination school.

15           Another one just two miles south of that  
16 in Monessen is Douglas Ed Center which has a  
17 movie/special effects/film making program that people  
18 from Hollywood and everywhere travel to. Just to give  
19 a quick example, I was at the school a couple weeks ago  
20 just touring it in just a random classroom of four or  
21 five students, and I just asked, I said --- you know,  
22 looked around the room, I said where's everyone from?  
23 I had no idea where they're from, so I asked. In that  
24 room alone the answers were California, Virginia,  
25 Virginia, Maryland and France. And it's just a great

1 example of a career destination school in Pennsylvania  
2 that probably a lot of Pennsylvanians don't know about  
3 but we need to know about, and students from all over  
4 the country and the world know about. And it's a great  
5 example of a good destination school in PA.

6           And the last one I mentioned is in York  
7 there's the Motorcycle Technology Training Center,  
8 which everyone there --- Harley Davidson is up there.  
9 It's an epicenter for motorcycle technology, so there's  
10 a Motorcycle Technology Training Center hosted by the  
11 York Technical Institute. So I can give other examples  
12 but I just want to kind of give some examples, some  
13 things that you may not be thinking about when you  
14 think about career education.

15           Our schools are also diverse in a lot of  
16 other ways. We range in all sizes. We've got  
17 everything from small schools that have, you know, a  
18 couple dozen students to large schools that have  
19 several thousand students and pretty much every number  
20 in between. We also have both non-profit schools and  
21 for-profit schools. It's a mixture of both. And  
22 within those, you know, some are family owned,  
23 individual owned, some are corporate owned, some are,  
24 you know, non-profit entities, some are employee owned.  
25 So it's a big mix of entities in terms of how they're

1 structured in terms of ownership.

2           Also our schools, you know, offer two-year  
3 Associate's degrees. Really what we focus heavily on  
4 is some of the shorter-term programs, certificates,  
5 diplomas, et cetera. And then we do have some schools  
6 that offer four years. We also --- although we  
7 physically do a lot of physical in our education,  
8 physical campuses, we also have some schools that do  
9 online programs as well.

10           So with all this diversity in our schools,  
11 you might ask yourself, you know, what do all these  
12 schools have in common. And the easiest way I can sum  
13 that up is basically three words, and that's  
14 career-focused education. All of these schools,  
15 whether they're large, small, for-profit, non-profit,  
16 urban, rural, you name it, everyone's focused on really  
17 a career-focused education.

18           And what does that mean, career-focused  
19 education? If you look at the large --- you know, the  
20 four-year large schools, obviously a large part of  
21 their educational process is the general studies.  
22 Probably the largest education is looking at general  
23 studies. Our schools do do some --- excuse me, some  
24 general studies but we really focus on very specific  
25 careers that students are coming in for. Pretty much,

1 you know, everything from the hands on technical skills  
2 that you're all --- that we've been talking about  
3 already through this hearing to the theoretical skills  
4 involved in that career. But we go much further than  
5 that to a lot of the soft skills, everything from just  
6 showing up on time to work, what's the proper uniform  
7 that you have to wear for that job, how do you deal  
8 with customers, how do you deal with clients? If  
9 you're in allied health, how do you deal with patients?  
10 So it's a much --- you know, we look at everything that  
11 you possibly can think of to that very specific career.  
12 And so we really focus, you know, from everything from  
13 the hands on to the theoretical to the soft skills.

14           Also some, you know, other things about  
15 career schools, we also focus on what we call  
16 accelerated learning a lot. The idea being that, you  
17 know, you want to get in, get educated in the career  
18 field you want to be educated in, and then hopefully  
19 get out and get employed. Our schools, you know, don't  
20 have a lot of long summer-winter breaks, long breaks  
21 between semesters. Some may, but really a lot of the  
22 students get in and they're going nonstop or with small  
23 breaks through the process. But again, the idea is get  
24 them employed --- get them out and employed quicker.  
25 And there's a couple things, we all know there's

1 student --- you know, we're talking about the student  
2 loans, student debt problem in America, and accelerated  
3 learning allows that student not only to, you know,  
4 hopefully bring that cost of the education down because  
5 it's done, you know, quicker, but it also gets them out  
6 and actually employed sooner so they can start paying  
7 off that debt sooner. So accelerated learning has some  
8 very good benefits.

9           Other factors in our schools is we educate  
10 one of the largest number of minority populations, low  
11 income populations, veteran populations, nontraditional  
12 populations. You know, we have everything from a  
13 single mom looking to get a degree to someone that may  
14 have had a job for 20 years, lost it and now they're  
15 being retrained. So we have a huge diversity of  
16 populations that we educate to. All the facts and  
17 everything that we're talking about career schools, one  
18 of the biggest things, one of those important  
19 takeaways, is that we're focused heavily on outcomes.  
20 Again, it's getting the student, you know, not just in  
21 the school, getting them through the educational  
22 process, getting them graduated, getting them employed  
23 and hopefully getting trained well enough that they are  
24 then, you know, are a successful employee and maintain  
25 that career for a long time.

1                   With my testimony, just some general  
2 outcome data that I gave you, we have others that I can  
3 provide down the road as some other hearings. But  
4 really, you know, all the sectors of higher ed excel in  
5 different areas. Where we generally excel at is  
6 two-year degree. Graduation rates, two-thirds of our  
7 people who get in are out on time and graduated. And  
8 two-thirds is pretty good in the world of higher ed  
9 when you look and a lot of times students are coming in  
10 for a couple semesters, they take some time off, they  
11 transfer schools. So that's a --- if you look at cross  
12 sectors that graduation rate is very high at the  
13 two-year degree level.

14                   We also --- our placement rates are very  
15 high. We have about three out of four of our students  
16 are placed in the job, in their chosen career field  
17 upon graduation. And that's a pretty strong statistic  
18 looking at other sectors. The other quarter people,  
19 some of them are going on to higher ed, some of them  
20 may be going to the military, some may be employed at a  
21 field that they weren't educated in. For some, they  
22 just want to take some time off and go take care of  
23 family or other factors. But to have three-quarters  
24 placement rates in fields directly where they're  
25 trained in and on time, we feel is a pretty strong

1 statistic.

2           The last point I make about our schools,  
3 and I talked about earlier we're in pretty much every  
4 community in the state, there are a lot of communities.  
5 In a lot of cases these schools are an anchor and a  
6 large piece of the community. And with me today, like  
7 I said, is Joe Reichard from Berks. And from here I'd  
8 just like for him to talk about Berks Tech, give you  
9 some background on his school and maybe some things  
10 they're doing there in their community locally.

11           MR. REICHARD: Thank you, Aaron. Good  
12 morning, Mr. Chairman, members of the Committee and  
13 guests. My name's Joe Reichard, I'm the campus  
14 president of Berks Technical Institute. We're located  
15 in Wyomissing, PA, which is about three miles from  
16 here. We have an eight acre campus, we have trees, it  
17 looks like a regular college, and it is a career  
18 focused college. It's about three miles from here.  
19 The school was established in 1982 and was known as the  
20 Lehigh Data Processing Institute. It was originally  
21 licensed and was originally licensed to provide just  
22 data process training. However, because of the success  
23 of the school, additional programs were added over time  
24 and the school changed the name to BTI in 1990.

25           BTI moved to its current location on the

1 eight acre campus in 1996 and has continued to expand  
2 ever since. The school currently educates about 1,000  
3 students per year and has program offerings, mostly  
4 Associate degrees, in the follow areas: skilled trades,  
5 technology, healthcare, medical, business, design,  
6 criminal justice, massage therapy and education. The  
7 current school is now over 63,000 square feet and  
8 includes well-equipped classroom facilities, modern  
9 labs and equipment necessary to train students in their  
10 chosen field.

11           BTI is nationally accredited. Students  
12 can learn a specialized Associate degree at BTI or a  
13 diploma, depending on the program they choose. Classes  
14 are offered both during weekdays, weeknights, plus the  
15 student may select to take up to 50 percent of their  
16 classes online, which gives them a lot of flexibility  
17 because online is available 24/7.

18           We have many great programs and unique  
19 services to students that I can highlight in this  
20 testimony. But for the sake of time, I will instead  
21 just talk about one example to highlight. As you know,  
22 the City of Reading and the surrounding communities has  
23 a very high population of Spanish-speaking adults. The  
24 actual Latino population in Reading is 58 percent, as  
25 you probably know. While some were born in Reading,

1 many of them have emigrated from the Caribbean, Central  
2 America, South America and other countries.

3           Actually, we have two of our students here  
4 today and I'd like to introduce them. They're sitting  
5 right there. They're both from Dominican Republic, the  
6 immigrated to the United States five and ten years ago.  
7 Rosa Alvarez, who's sitting on the left, is a paralegal  
8 student at BTI from the Dominican Republic. And Smoui  
9 Miguel is an IT support student at our school. We're  
10 very proud of them. Okay.

11           While many of these individuals came to  
12 America looking for opportunity, many of them could not  
13 speak English and subsequently have difficulty to break  
14 into higher education programs across this area and the  
15 State because of their inability to speak the language.  
16 The courses are part of the course in English. BTI  
17 recognized this problem and worked to help to find a  
18 solution.

19           In 2010 we began an English language  
20 foundations program giving students with inadequate  
21 English skills an opportunity to learn the language  
22 before beginning with their career-focused training.  
23 So in other words, they take the --- most of the  
24 English language foundations classes are the first  
25 thing that they do when they get to our school. And

1 after a period of three to nine months, then they  
2 migrate into the career training.

3           Now, you don't --- you have to have some  
4 English background. You know, it's a lot to take  
5 someone from the Caribbean with no English background  
6 whatsoever, so we have a way to measure that and we're  
7 able to help intermediate speaking English to get up to  
8 the advanced level. But we're now partnering with a  
9 partner, Rosetta Stone Higher Education, a well-known  
10 computerized language program that offers a lot of  
11 support to our students to assist them to do a lot of  
12 practice with their English skills.

13           The success of the English Language  
14 Foundation course has been overwhelming. Students who  
15 have never had the opportunity before to pursue higher  
16 education in Reading or in any --- or in other areas of  
17 the State, were able to use this program as the  
18 foundation to a career education at BTI. In addition,  
19 employers in Reading highly value bilingual employees.  
20 You can imagine in the service industries, in the  
21 hospitals and in the IT programs, and just about every  
22 business that serves the consumer, they're interested  
23 in hiring bilingual employees because they're going to  
24 interface with the residents of this area.

25           I've enclosed in this testimony a short

1 article from the Reading Eagle Editorial Board that  
2 printed earlier this year, which kind of outlines their  
3 view and their support for this program. The reason I  
4 chose this program to highlight with the Committee  
5 today is because I believe it is a perfect example that  
6 demonstrates some of the broader points Aaron made  
7 about career schools in general.

8           Aaron discussed how much career schools in  
9 Pennsylvania mean to the education and workforce of the  
10 local community. A significant portion of many  
11 communities in the State may not have large  
12 Spanish-speaking population, but Reading does. So we  
13 at BTI found a way to accommodate this issue and to  
14 provide education and workforce training to a large  
15 population of the community that may not have had other  
16 options. Other career schools in Pennsylvania may have  
17 different challenges and obstacles that they must  
18 overcome to help students in their local community, but  
19 whatever those challenges are career schools in many  
20 Pennsylvania communities find a way to overcome them.

21           Aaron also talked about the demographics  
22 of career schools and how the institution represents  
23 --- or represented by PAPSA successfully educate to  
24 some of the highest number of nontraditional students  
25 and many diverse populations. For example, I gave ---

1 the example I gave shows the nontraditional and diverse  
2 populations of BTI and is a good example of a career  
3 schools providing options to other --- to these  
4 students that they may not have had elsewhere.  
5 Finally, Aaron talked about outcomes and how important  
6 they are to career schools. There's very little chance  
7 a student that cannot speak English will be able to  
8 proceed to higher education and graduate in most  
9 schools in Pennsylvania.

10           In order to assure these students in the  
11 Reading area had a better chance to have a positive  
12 outcome in their educational pursuit, we needed the  
13 institute to provide a program like the English  
14 Language Foundations program. And this program does  
15 more than just teach English skills, we're very aware  
16 of the cultural differences of our new immigrants who  
17 come to the Reading area. And we're ready to support  
18 them and ready to support our staff as they transition  
19 to work with the more diverse student. We're proud of  
20 the program, along with many other programs and  
21 services we offer students. Now that you know more  
22 about BTI and career schools in general, I'd like to  
23 turn this testimony over to Debbie Dunn, not Dick  
24 Dumaresq, who has some more input for us of things that  
25 have occurred over the decades. Debbie.

1                   MS. DUNN: I've never heard decades used  
2 so much with my name at the same time. It gives me  
3 such interesting perspective. My name is Debbie Dunn,  
4 my husband and I own the Lancaster School of  
5 Cosmetology and Therapeutic Bodywork, which is located  
6 in Lancaster, Pennsylvania. However, as everybody  
7 keeps reminding me, my education career did start four  
8 decades ago and it did start as an English teacher in  
9 the public education system. And certainly not to  
10 insult anybody, but I did very quickly become  
11 disillusioned in public education as a teacher and was  
12 so thrilled when I moved to private education.

13                   And in my 36 years of private career  
14 education, I have worked or run schools that have  
15 taught heat, ventilation and air conditioning, had  
16 drafting, allied health, culinary, cosmetology, massage  
17 therapy, business, computer, just about anything that  
18 you can name as I worked all across the State. And it  
19 has been a very exciting part of my career.

20                   One thing that I'll tell from you starting  
21 in public education and continuing to career education,  
22 I'm a firm believer, firm believer, that if education  
23 is going to be wonderful for everybody it has to rock  
24 from the minute they walk in to Kindergarten until they  
25 finish their education. And I'm a firm believer in

1 that. So I do thank you for letting us speak with you  
2 today and we do applaud the work of the Committee.

3           The idea that the student wants to be a  
4 professional in their career and they need to go to a  
5 four-year college has been around for decades, there's  
6 that word again. Okay. But we're 15 years into the  
7 21st Century and I'm still confused as to why we talk  
8 about college being the answer. And earlier you asked  
9 me questions about why do you think it's a challenge  
10 for people to go into career and technical, because  
11 college and university is still a magic word to people.  
12 It is the magic word for parents, it is the magic word  
13 for everybody. You go to college and that means you're  
14 successful, and that is a shame that we still have that  
15 perception.

16           Multiple studies and income data show hard  
17 evidence that from 2015, a four-year liberal arts  
18 degree can be beneficial to many but it no longer  
19 assumes success, a great wage, all of those things that  
20 years ago people thought it would. A recent study by  
21 Accenture, which is one of the worlds' largest  
22 consulting firms, shows that in 2014, some interesting  
23 statistics, 46 percent of recent four-year college  
24 graduates found themselves underemployed and working in  
25 a field that doesn't require the degree they earned.

1 Forty-one (41) percent of those surveyed indicated the  
2 salary is not meeting their expectations with four in  
3 ten reporting an annual salary of \$25,000 or less.

4           I have to tell you, this hit me a lot  
5 closer to home. I have a granddaughter who graduated  
6 from a four-year college two years ago, has yet to be  
7 offered a full-time job in her career, can only be  
8 offered part-time unless she wants to leave the State.  
9 It's very frustrating for us. However, my niece who  
10 has yet to even pass her Cosmetology State Board exam  
11 has had three full-time job offers. And she's 18 and  
12 my granddaughter's 24, and that's a little frustrating,  
13 that is, in our family with my granddaughter. And the  
14 interesting thing with my niece is her public education  
15 very well prepared her to pass NOPES, you had mentioned  
16 that earlier, not not prepare her to pass her state  
17 Board exam. So I have been working with her in order  
18 to help her pass her State Board exam, which is what  
19 she needs to go to work. Career and technical jobs,  
20 however are in demand.

21           But as I said earlier, surprising what we  
22 have is a number of K-through-12 school district  
23 administrators, guidance counselors and even parents  
24 continue to believe college is a path. Perception has  
25 not seemed to change since I was in public education 40

1 years ago. Students that attend career and technical  
2 education seem to be thought of still as the lesser  
3 student. Maybe they just don't have what it takes to  
4 go to a four-year college when in reality what they  
5 have is a decision on what they want to do. About 30  
6 percent of our students at our school went to college,  
7 now they find themselves sitting in front of us with  
8 debt from college and they're going, this is what I  
9 wanted to do all along and my parents wouldn't let me.  
10 Or, this is what I wanted to do all along and my  
11 guidance counselor said no. That is very frustrating  
12 for me as an educator to listen, and that is what we  
13 see.

14           One of the things that you also referred  
15 to is Keystone Exams. Technical trades, and this is a  
16 personal belief, are being pushed slightly, my grandson  
17 is an example. My grandson will never go to a  
18 four-year college, I'm okay with that. He's going to  
19 do great in the trades and technical, but he sits in  
20 nine academic periods a day, because they don't think  
21 he's ready to take the Keystone Exams yet. He's a  
22 frustrated seventh grade student. Finding ways to  
23 change these perceptions needs to be a top priority of  
24 the Committee and, I think, everybody in education.  
25 It's not just the Committee's responsibility to do

1 this, it's all of us. We need to look at ways to help  
2 change the perception with the reality of today's  
3 workforce and labor scenes.

4           You know, and we don't kid ourselves, we  
5 know people sometimes look at cosmetology students  
6 like, wow. You know, years ago it was like, okay is  
7 that just where the silly blonde goes to school? We  
8 heard that years ago, we truly did. But think about  
9 it, do you know what it takes for them to make sure  
10 they get the formula right for your hair color? You  
11 don't want them to confuse the formula for your hair  
12 color. You're going in, you want something orange or  
13 green. The chemistry that they learn, the electronics  
14 that they learn. In the fields that we teach in our  
15 school are not as easy as people might think.

16           Another recommendation for the Committee  
17 is we need to do a better job to align everybody, you  
18 heard that from the previous testifiers from the  
19 Community College with all of the stakeholders. Too  
20 many times they work in silos, it's either ignorance,  
21 fear, we want to protect our turf, I'm not exactly sure  
22 what it is, but we do need to work together. We need  
23 to increase collaboration and we should look at the  
24 dual enrollment, articulation agreements, transfer of  
25 credits, alignment of education, more business advisory

1 groups, break down the silos. We have tried several  
2 times to work with our local --- the high school that  
3 is closest to us, which is an intercity school. We  
4 have tried articulation agreements, we have offered  
5 them mentoring programs, we have offered them  
6 opportunities to send their cosmetology students over  
7 to our school to give them more experience to work on  
8 clients. We are very active in our community and have  
9 done 18 events in the month of May and tried to invite  
10 their students to participate, to give them an  
11 experience beyond high school. We go to assisted  
12 living facilities, we go to our local baseball games.  
13 We like to empower women, we founded two country clubs.  
14 The red tape that the high school has to go through  
15 will start --- we started twice to try to get the  
16 agreements done, dual enrollments, mentoring-ship,  
17 participating with us. It has taken them so long by  
18 the end of year it's done, and then we start all over  
19 again and we can never get it to the point. Their red  
20 tape is phenomenal, and maybe it is just an individual  
21 school district but it is phenomenal.

22                   Part of a lack of collaboration falls on  
23 the General Assembly and other state policymakers. Too  
24 many times the debate in Harrisburg becomes about  
25 money. Where is the money going, who needs what. I

1 get that, you have a budget that you have to work with.  
2 But if there's new money on the table in future state  
3 budgets, maybe a smarter approach is to not just silo  
4 those funds into sectors but invest the dollars in  
5 existing or new state programs that can be applied  
6 across all education and post-secondary institutions,  
7 employers and others. PHEAA is a great example.  
8 PHEAA's programs, they can be applied to all sectors.  
9 They've even come up with some other programs and  
10 proposed programs that can help with the collaboration  
11 also, and that's in your testimony.

12                   Finally, it is important to note, Aaron  
13 had also said this, there are 400 institutions of  
14 higher education in Pennsylvania representing all five  
15 sectors. There are so many programs already in  
16 existence and sometimes we don't need to reinvent the  
17 wheel but boy do we seem to like to do that. After  
18 decades in education, the lack of collaboration between  
19 entities continues to amaze me. We are educated  
20 individuals and should be doing a better job for our  
21 students and our economy. We need to stop worrying  
22 about our own turf, our own individual successes, our  
23 own differences, and we need to worry about the  
24 students.

25                   So thus, the Committee should not just

1 look at what we can do that is new, but we would ask  
2 you to please gather a full inventory of what already  
3 exists as a resource and encourage ways to leverage  
4 that, because I believe that you will be incredibly  
5 surprised by the inventory of what already exists in  
6 our state, because it is pretty incredible. Thank you.  
7 And back to Aaron, I believe.

8           MR. SHENCK: Thank you, Debbie. Thank  
9 you, Joe. Well, in closing I'd just like to thank both  
10 chairs and thank members of this Committee. And I'd  
11 also like to thank Brett Snyder, our Chairman Stan  
12 Saylor, who I knew came here as well, and also Chairman  
13 Jim Roebuck as well. It was the two of them that had  
14 the foresight to establish this committee and I just  
15 want to thank them for that. And also thank Majority  
16 Leader Dave Reed for his support as well. That  
17 completes our testimony, we look forward to continued  
18 dialogue with the Committee and any questions you may  
19 have today. Thank you.

20           CHAIRMAN GROVE: Thank you very much for  
21 your testimony. First question goes to Representative  
22 Harkins.

23           CHAIRMAN HARKINS: Thank you. Thank you  
24 all for your testimony. Aaron, just quickly, how long  
25 on average to educate someone, say in electricity or

1 HVAC and then how much debt do they have at the end of  
2 that?

3 MR. SHENCK: On the average length, it  
4 completely depends on the program. I mean it can ---  
5 and maybe these two are actually school --- they can  
6 talk about some of the certificate programs and be  
7 better answer that question. It depends on the program.

8 MR. REICHARD: Yeah. There is an HVAC ---  
9 I'm not an HVAC guy but I know those HVAC programs that  
10 are about nine months. And their costs are, and I'd be  
11 estimating, around \$12,000, \$15,000. Somewhere in that  
12 area for a technical institute. I think that a program  
13 of that nature is very successful-driven outcomes.  
14 It's about \$12,000 to \$15,000 in costs, they're not  
15 eligible for the PHEAA grant so their loans might be,  
16 at the most, \$12,000 to \$15,000.

17 CHAIRMAN HARKINS: Do they receive any  
18 financial assistance from anywhere that you're aware  
19 of?

20 MR. REICHARD: Some cases they do from Voc  
21 Rehab. They might get some Voc Rehab money, they  
22 might get from WIA depending upon the area. And then  
23 it's federal financial aide student loan. Yeah.

24 MS. DUNN: We can probably provide you  
25 with a listing unless you want to necessarily want to

1 see all of them, it would be pretty overwhelming. But  
2 all of us how to know what our median loan debt is,  
3 what our students --- my school happens to be \$5,200,  
4 I'm pretty pleased with that. But we can show you, if  
5 it's electronics, what might the average cost be, what  
6 might the average loan debt be. And I'm sure we can  
7 put that information together for you and the Committee  
8 to show you that.

9 CHAIRMAN HARKINS: And then just curious,  
10 if you have someone that takes electricity, what's the  
11 return rate for somebody coming back to take another  
12 course? Do you have that at all?

13 MS. DUNN: I did not see that when I was  
14 in schools that taught HVAC or electricity or things  
15 like that. They went to work and then stayed at work,  
16 and it was very much that. The only thing that you  
17 would see is later down the road, if they decided then  
18 that they wanted to go to a four-year college and  
19 become an electronic engineer, if they wanted to take  
20 that electronics or electricity and then become an  
21 engineer. It's not a huge percentage of the  
22 population. My husband used to teach electronics,  
23 engineering, HVAC, CAT drafting and robotics. A very  
24 small percentage would eventually go on because they  
25 were in such demand, they went to work and they were

1 making good money.

2 CHAIRMAN HARKINS: Yes. Okay. Thank you.

3 MS. DUNN: Uh-huh (yes).

4 MR. SHENCK: We'd be happy to follow up if  
5 the Committee would be requesting that.

6 CHAIRMAN GROVE: Yeah, that'd be great.  
7 Thank you. Representative Hill.

8 MS. PHILLIPS-HILL: Thank you very much  
9 for your testimony, Debbie. I think you said it best,  
10 education has to rock, and I think for education to  
11 rock it has to be relevant. And, Joe, you pointed out  
12 a program that you've had with, you know, your language  
13 foundations and how that is so relevant to your student  
14 population. One of the things that we struggled with  
15 particularly are your county delegation but also the  
16 education committee, is how we address our failing  
17 school districts and how we go about informing them.  
18 So I want to throw something out to you, and that is do  
19 you feel that career and technical education could be a  
20 vehicle to reform our failing school districts in  
21 Pennsylvania?

22 MR. REICHARD: Absolutely. I absolutely  
23 believe that, you know, because of several reasons.  
24 One reason is it gets the students excited to do  
25 hands-on, to actually do something rather than sit in

1 general education type of programs. They get excited  
2 and they get involved and they start doing projects  
3 which leads to more momentum on their learning  
4 experience. I think that's a big part of it.

5 Plus, you know, we were talking a lot  
6 about outcomes and what kind of future is there for  
7 someone who today is in seventh grade, what kind of job  
8 opportunities are they going to have. There's going to  
9 be an awful lot in the trades and there's a lot of  
10 studies that show that. So I think that a well-run  
11 technical program in this community would be Reading.  
12 You know, I mean we all know that Reading public  
13 schools really have a tough time of it for a lot of  
14 reasons, but I think that would be a great component to  
15 add, just to answer your question.

16 MS. PHILLIPS-HILL: Thank you. Just let's  
17 partner with them. One of the great things about  
18 private career education, we have so much less ability.  
19 We can partner, that's why I was able to go to PASSHE  
20 and say, let us mentor. I think my --- you know, our  
21 students our are at the post-secondary would have loved  
22 to have mentored a sophomore or junior or a senior  
23 level student in the cosmetology field or whatever  
24 field they wanted to go into. Bring them over one day  
25 a week, let them work with us in doing that. Bring

1 them in and let them go to one of the events that we  
2 did to expand their horizon. And do those in addition  
3 to possibly the dual enrollment or at least the  
4 articulation agreement where we would take all the  
5 hours that they received at the high school.

6           And it's quite often they can't finish  
7 their hours at the high school level. So we would take  
8 all of them if they had like an 80 percent attendance,  
9 80 percent, we weren't looking for the moon, and then  
10 take them all and bring them right into our school and  
11 let them finish so they could get their license and go  
12 to work. And that, I think, is a great way to keep  
13 students who are kind of going, oh wow, do I have to  
14 sit through --- and I'll just take English since I used  
15 to teach English. Do I have to sit through another  
16 English class again today? And I think they'll forward  
17 to, and I think the more hands on that they can be and  
18 the more that we can partner with them and they're  
19 allowed to partner with us, that would be great.

20           MR. REICHARD: The mechanic schools, which  
21 are located throughout Central Pennsylvania and there's  
22 about seven of them, 1896 is when mechanic schools were  
23 born, they have what they call a jump start program  
24 that they run with the high schools in Pottsville,  
25 Hazleton, areas like that where a high school student

1 can take a class or two while they're in high school,  
2 beginning their junior year, for \$125 they can take a  
3 four-credit class. And the reason it's called a jump  
4 start is because when they graduate from high school,  
5 of course they've accumulated, you know, 8, 12, 24  
6 credits so they get a good jump on their Associate  
7 degree for a very affordable price. And I think that  
8 has some merit to look at, that we might expand that.  
9 Kind of a homegrown dual enrollment, you know.

10           MS. DUNN: And I know earlier today was  
11 asking what are some of the barriers of high school  
12 students trying to do dual enrollment or things like  
13 that, pricing of some things can be an issue for them.  
14 However, I think another area that our schools can look  
15 at are our vendors. Several years ago I was able to  
16 get one of our vendors to donate cosmetology textbooks  
17 to the high school because they didn't have enough  
18 textbooks. And our vendors are there, they should be  
19 doing some things too to help the students along. And  
20 there are many ways that we can work with more of our  
21 vendors to see if that --- if that's one of the hurdles  
22 for students in high school to try to do dual  
23 enrollment, let's see what we can do with that.

24           REPRESENTATIVE PHILLIPS-HILL: Thank you  
25 very much.

1                    CHAIRMAN GROVE: Thank you. I had the  
2 opportunity to be keynote speaker at YTI's graduation  
3 last night. They had what's called a President's  
4 Award, they gave to three of their top students. The  
5 first one was a gentleman who lost his job, went back  
6 to work and came out a motorcycle mechanic. And he's  
7 employed, currently working to advance through the  
8 company he's working at. Just ecstatic for graduating.

9                    The second student started out her speech  
10 saying I hate YTI, I hate my professors, I hated my  
11 colleagues, I hated everything about it and ended up  
12 becoming a 4.0 student, winning the President's award.  
13 And she had three goals and her goal was to basically  
14 show up every single day, she didn't quite make that  
15 one. But her story reflected change and how she  
16 appreciated it. And basically had a lot to do with her  
17 relationship with her mom and her mom forced her to go  
18 there. But, just appreciated the education she got  
19 going there.

20                    The third one, him and his wife were  
21 graduating together. He moved from York County to  
22 California, ended up losing his job after 25 years and  
23 he moved back home with his family. His wife ended up  
24 going there for her career and training. You know, she  
25 mentioned why don't you sign up and get into

1 electronics. He basically dismissed it as beneath him,  
2 didn't want to do it, had no interest, completely  
3 wasted his time but what the heck. He went and ended  
4 up loving it, graduated again, won the President's  
5 Award and him and his wife graduated together that  
6 night.

7 I think that tells the story of where  
8 we're at in career and tech education. People are  
9 apprehensive about it, they feel it's beneath them but  
10 ultimately are very successful after graduating and see  
11 the great merits through the very short time they're  
12 enrolled in the institutions. I think that highlights  
13 the work we all have to do together to correct those  
14 biases and move forward with something that's, I think,  
15 greatly beneficial. And we have two students back  
16 there that would agree with that assessment, that it's  
17 probably a life changing experience they had becoming  
18 graduates and going through a technical institution.  
19 So just a statement, I don't know if you want to follow  
20 up with that at all.

21 MR. SHENCK: I can't say any more. You  
22 know, thank you and thank you for speaking at YTI last  
23 night as well.

24 CHAIRMAN GROVE: Thank you. Any other  
25 questions? Thank you very much. I appreciate the

1 testimony. Next up we have Pennsylvania State System  
2 of Higher Education. Dr. Kathleen Howley, deputy vice  
3 chancellor of Academic and Student Affairs.

4 MS. HOWLEY: Hi, good morning everyone.  
5 You know, the fact that it's later in the day I'm  
6 hoping those is better because when I came in this  
7 morning the first place I went to was the ladies room  
8 and many in this room talks about the brain and memory.  
9 And saying that the long-term memory works better late  
10 in the day. So maybe the things you don't like you'll  
11 forget and the things you like you'll remember. What  
12 do you think? Yes? Okay.

13 Chairman Grove, Chairman Harkins and  
14 members of the Select Committee on Technical Education  
15 and Career Readiness. My name is Kathleen Howley and  
16 I'm the deputy vice chancellor for Academic and Student  
17 Affairs for the State System of Higher Education. With  
18 me today is Carol Adukatis, she's the director of  
19 Workforce Initiative and she's going to be providing  
20 our testimony today. On behalf of our chancellor,  
21 Frank Brogan, and our university president, we  
22 appreciate the opportunity to speak with you this  
23 morning, particularly as it relates to post-secondary  
24 education. And I think you'll recognize by the end of  
25 this conversation that the state system is a very

1 different state system than it was just five years ago.  
2 What we basically provided for you, not only the  
3 competent testimony but a PowerPoint.

4           Now, I'm not the best PowerPoint person  
5 but sometimes a picture paints a thousand words. And  
6 in some of those examples we're going to provide  
7 there's an illustration that can help us address how  
8 you can modernize this image of career and technical  
9 education. Pennsylvania has emerged from the worst  
10 recession since the Great Depression. One takeaway  
11 from the data and statistics during this time and after  
12 the great recession is this, education is an economic  
13 issue for the Commonwealth. I've provided several  
14 statistics, but the one I want to really hit home with  
15 is it's an economic issue for Pennsylvania where we see  
16 that 70 percent of the jobs in our economy requires  
17 some form of post-secondary education or advanced  
18 training. That's up from 20 percent from 1950. That's  
19 huge.

20           Pennsylvania State System of Higher  
21 Education is the largest provider of higher education  
22 in the Commonwealth. We have over 112,000 students and  
23 the direct relationship and the connection between us  
24 in the Commonwealth is clear. Ninety (90) percent of  
25 our students in Pennsylvania --- 80 percent stay in the

1 Commonwealth after graduation. In fact, we have more  
2 than 500,000 alumni living and working in the  
3 Commonwealth today.

4 Our strategic plan clearly articulates  
5 that we must and we will align our academic offering  
6 with real workforce and personal growth needs. The  
7 State system's commitment to ensure the academic  
8 program alignment is the continual review of our  
9 academic offerings. Over the past five years this  
10 resulted in the following, 50 new degree programs,  
11 certificates and minors for development. The majority  
12 is STEM or allied health as well as protective  
13 services. 154 degree programs, certificates and minors  
14 in place in the moratorium.

15 That brings us to today's testimony. It's  
16 real serious and we is all of us. It's you, it's us  
17 and it's our partners that have been at the table two  
18 weeks ago, last week and today. In this area it is  
19 urgent to make sure our young and mature students have  
20 access to high quality and affordable post-secondary  
21 education. It is also our obligation to make sure that  
22 in this complex labor market they know how to navigate  
23 a career-driven pathway.

24 So what are some of the solutions? We  
25 suggest three. One is a pretty loaded one, but we

1 suggest three. So our solution suggestion to increase  
2 the economic security of our students and workers  
3 thereby providing a skilled workforce to the state,  
4 over 300,000 employers included, we must ensure that  
5 young and mature students, incumbent workers and  
6 educational professionals have the tools to understand  
7 the complex labor market. And that would be the  
8 career-drive pathways.

9           The governor's proposals include \$8  
10 million in grants to be distributed on a competitive  
11 basis to school districts and career and technical  
12 schools to offer college and career counseling to  
13 middle and high school students. That will go a long  
14 way towards finding help in that particular situation.  
15 The other recommendation is we need to validate career  
16 and technical education programs by increasing its  
17 rigor and relevance by making it a solid stepping stone  
18 to post-secondary education and continuing to modernize  
19 its image. Their tangible solution to upscale,  
20 up-to-date workforce, and the state system is invested  
21 in this solution.

22           Last week Lee Burket, director of the  
23 Bureau of Technical Education, recommended the  
24 alignment of academic work into each career pathway to  
25 restrengthen, to ensure the students are at grade level

1 and ready to pursue careers in college. And we  
2 couldn't agree more.

3           The third recommendation, to expand and  
4 invest in additional emerging programs of study in  
5 career-driven pathways. Expand and invest. This  
6 investment needs to include the two plus two plus two  
7 articulation agreement as the norm rather than the  
8 exception. Career-driven pathways are already spelled  
9 out in the rigorous Pennsylvania career and technical  
10 education programs and study that span both secondary  
11 and post-secondary, and concentrate in high demand,  
12 high wage occupations. Many Associate degree pathways  
13 have been identified, but more Bachelor's degree  
14 pathways need to be identified. That's the last plus  
15 two.

16           What I'd like to do to just try to  
17 illustrate some of these points is, if you would, to  
18 the PowerPoint presentation. There are slide numbers.  
19 Everybody has --- okay. Please take a look at slides  
20 15, 16 and 17. When we talk about modernizing the  
21 image of career and technical education, we have to try  
22 to make sure everybody understands the pathway that's  
23 not going to high school and going to college or plan  
24 B, a career and technical education. It needs to be  
25 the norm continuing in everybody's mind from elementary

1 school on up that there's three pathways, all equal,  
2 all have value and all rigorous.

3           The first one in place right now on slide  
4 15, that's a traditional college pathway. You know,  
5 the students are really unemployable until the end of  
6 that four-year degree because that's their goal, they  
7 want that four year degree. And that pathway would  
8 include if they went to community college for  
9 traditional transfer credits then on to a four-year.  
10 That's what's in place now and that's the norm.

11           We need to expand the norm to include  
12 slide 16, which is high school to community college to  
13 a Bachelor of Applied Science pathway, and I'll explain  
14 that in a minute. Because you'll see that students,  
15 while they're completing their Associates of Applied  
16 Science, are employable, they continue on. It doesn't  
17 have to be right away, they can step out, be employable  
18 two, four, six years, want to come back. They can come  
19 back in seamlessly work on that Baccalaureate program  
20 that they may advance into leadership positions.

21           Seventeen (17) illustrates a third pathway  
22 just as deeply vigorous and just as equally, you know,  
23 attractive. And that is the career and technical  
24 school. Take a look at the career courses there, the  
25 red dots, they're not reading until their third, fourth

1 year of a four year degree and they're not reading  
2 until the last part of the Associates of Applied  
3 Science. They're starting their career degree at the  
4 career and tech center and getting college credits at  
5 the same time working their way towards either dual  
6 enrollment or articulate in advance gaining into the  
7 community college and then articulate to a Bachelor's  
8 of Applied Science. That's their pathway. They can  
9 get, if they go straight through, get their four year  
10 degree in three years. That's saving time and money.

11 But that really illustrates, if you'll  
12 take a look at slide 11, one size doesn't fit all and  
13 unfortunately that's the infrastructure in the  
14 Commonwealth. In slide 11 you'll see your model, that  
15 should be a normal average model, if student's enter  
16 --- because every student loan is different. Every  
17 student has the career focus they're looking to pursue.  
18 So there is multiple entry and exit points for the  
19 student to not lose credit, they don't lose time and  
20 they don't lose money. The traditional pathway is  
21 somebody steps out of college and comes back in --- I'm  
22 sorry, I looked at you and I didn't know if you were  
23 talking out loud or needed me to stop.

24 CHAIRMAN GROVE: No, you're good.

25 MS. HOWLEY: Okay. All right. That's

1 okay, that's okay. That's the problem, you can't hear  
2 --- I'm not sure if you're talking to me or --- anyway.  
3 Yep, no problem. So what we're trying to illustrate is  
4 modernizing the image, include changing the mind set,  
5 include policy changes, and we can talk about it in the  
6 questions and answers, includes changes to funding and  
7 choosing --- include changing the mind set the pieces  
8 in place. You've heard Elizabeth Bolden, Carol's going  
9 to talk about examples that we have in place, the  
10 pieces in place. We need the policy, we need the mind  
11 set and we need some funding structural changes. So  
12 I'm going to --- you know, during your down time, and I  
13 know you have plenty of it, insert the sarcasm, take a  
14 look at this and you'll see where we can --- there's  
15 some models that can be replicated. Okay.

16           So moving on to expand and invest in  
17 additional emerging programs of studies, I'm going to  
18 repeat that. So the curriculum of pathways were  
19 already identified, we need more degree pathways. And  
20 one of the models that you've heard earlier today from  
21 Reading Area Community College is Bloomsburg  
22 University's Bachelor of Applied Science. That's this  
23 model that can be replicated and expanded. They're  
24 offering their program alongside five community  
25 colleges with two more starting the fall of '16. They

1 can't do it alone. We also have a Bachelor's of  
2 Applied Science Technology leadership online from  
3 Clarion University. So we're going to start  
4 articulating that, especially with parts of the state.

5           So at this point what I'm going to do is  
6 turn this over to Carol Adukatis to talk about some of  
7 the examples that have been occurring since 2003 that  
8 can truly be replicated with your help so that this can  
9 be the norm rather than the exception. Carol.

10           MS. ADUKATIS: Good morning, Chairmen and  
11 members of the Select Committee. It's a pleasure to be  
12 here with you this morning. As Kathleen said, the two  
13 plus two plus two program, perhaps some of you had  
14 heard of that, it has been around since 2003, it's been  
15 funded by our Department of Community and Economic  
16 Development. It has funded, over the course of time,  
17 28 projects. Of those 28 projects, six of them are in  
18 life sciences or biotechnology and including  
19 nanobiotechnology, five programs across the state were  
20 funded for information technology, also including  
21 computer security and digital forensics. Sixteen (16)  
22 programs were advanced manufacturing and materials,  
23 that included applied engineering technology,  
24 electronics, plastics and polymers technology,  
25 mechatronics, nano fabrication and technology,

1 robotics, electro optics, and most recently added out  
2 of manufacturing, 3D printing. There was also one  
3 project that was funded in energy and included natural  
4 gas.

5           Agreements between secondary and  
6 post-secondary institutions were based on  
7 industry-driven and mutually developed curricula that  
8 when completed at one educational level allowed the  
9 student to seamlessly advance to the post-secondary  
10 level with advanced credits. These pathways supported  
11 the State's initiative to improve the supply of and to  
12 create a pipeline of technology-based industries in  
13 Pennsylvania that would require a highly skilled,  
14 technically skilled workers to compete in global and  
15 competitive technology-based economy.

16           The goal was to increase the supply of  
17 highly skilled employees for jobs made more technical  
18 by the rapid advancement in technology, research, new  
19 processes and production techniques. The state  
20 system's management of these 26 projects included the  
21 formation of a coordination team, and that was to  
22 advance the program development among all the  
23 stakeholders. The coordination team consisted of  
24 multiple stakeholders that were represented by our  
25 Pennsylvania Department of Education Bureau of Career

1 and Technical Education, the Ben Franklin Technology,  
2 the Pennsylvania Workforce Investment Board,  
3 Pennsylvania Community College Commission and  
4 Pennsylvania State System of Higher Education.

5           The major impact of those 28 projects  
6 statewide involved project partnerships that averaged  
7 over \$26 million in federal, state and local agency  
8 funding, which is nearly one-and-a-half times the match  
9 for every state program dollar received. Signed and  
10 implemented over 70 specific two plus two plus two  
11 articulation agreements, it exposed over 533,781  
12 students to two plus two plus two emerging technology  
13 clusters. It engaged over 8,609 students to specific  
14 funded technologies and career pathways and it enrolled  
15 over 19,000 students in specific program courses.

16           There were 1,379 students who had  
17 opportunities for work experiences or internships  
18 related to their career clusters, and during that time  
19 we graduated over 7,200 students either from a two-year  
20 or four-year program directly into the workforce. And  
21 I just want to share with you that I'm delighted, as  
22 Dr. Howley is also, to be in attendance here at Reading  
23 Area Community College, as was mentioned earlier by Dr.  
24 Steve Waller. RACC is the middle-to of a DCED funded  
25 two plus two plus two program. And the Lancaster

1 Career Centers and the Berks County career centers  
2 articulate into the program that is set up. The career  
3 centers are the first to Reading Area Community  
4 College, Harrisburg Area Community College and our  
5 partners here from Stephen's Technical College are also  
6 the middle-to. And Stephen's Technical and California  
7 University, as we heard earlier, are also part of the  
8 third-to as we build out that career pathway.

9           Also in attendance today, I was happy to  
10 see that Delaware County Community College was also  
11 here. They also had a middle-to of a two plus two plus  
12 two program as was Penn College of Technology who had  
13 received four DCED funded projects. So it's a pleasure  
14 to have an opportunity for the State System to be in  
15 partnership with all of these universities and CTCs and  
16 community colleges. And with that, I will turn it back  
17 to Dr. Howley.

18           MS. HOWLEY: Going back to something that I  
19 shared with you earlier, what just can across my desk  
20 just a week ago from Edinborough University partnership  
21 with Erie Technical and Career Center because there's  
22 not a community college in that area. They entered  
23 into an articulation with the technical schools two  
24 programs of study, early childhood and advanced  
25 manufacturing. They're due to walk across the stage

1 next month that had advanced credits, college credits  
2 to go to Edinborough and either earn a certificate,  
3 Associate or Bachelor's program. So it's an idea that  
4 is just starting to replicate.

5           What we're currently doing is we're  
6 undertaking a supply and demand GAP analysis. And what  
7 we're hoping is that this would set the stage for more  
8 integrated, data-driven system for career development  
9 aligned with employer demand. This would allow us to  
10 partner with career technology centers, community  
11 colleges and the industry to determine the workforce  
12 deficit as well as academic and programmatic solution.  
13 This will be a critical tool in ensuring that our  
14 academic offerings are in line with demands of  
15 employers as well as career and technical centers and  
16 community colleges.

17           Just a few short weeks ago, Elizabeth  
18 Bolder and I and a small group of state system folks  
19 and community college folks got together to talk about  
20 how we can better partner. One idea that came out of  
21 that is taking over all of the career technical  
22 Associate degrees from the community colleges doing an  
23 overlay with the employer needs in the career and  
24 technical centers and see where there's a need for the  
25 state system can develop that last plus two. Are there

1 any additional applied baccalaureate majors in addition  
2 to technical leadership, allied health leadership that  
3 we need to be offering. Or are there some things that  
4 we can be doing that provides the opportunity for those  
5 in career and tech ed in the community college to earn  
6 that baccalaureate degree at the time they're ready to  
7 do so. So we're looking forward to seeing what that  
8 data shows.

9                   So ultimately, we hope that our message is  
10 clear. We are committed to being a strong partner in  
11 regards with Pennsylvania's promise to truly prepare  
12 students for success in college and careers through  
13 investing in technical education. We look forward to  
14 working with you and our partners that came before us  
15 and will come after us to make these opportunities the  
16 norm that meets --- by recognizing that career and  
17 technical education is critical and is a critical  
18 investment for our future. So at this point, we will  
19 be able to answer any questions that you may have.

20                   CHAIRMAN GROVE: Thank you very much. I  
21 want to first thank you for your coordination with  
22 community colleges and setting all the systems you had  
23 in place. That seems very effective. How do we, at  
24 the state level, assist in helping build those  
25 partnerships? I think in the future we're going to

1 have some issue in higher education as less students  
2 are going to be enrolled, so there's going to be more  
3 of a fight for those kids moving forward. How do we  
4 work together within the entire spectrum of career and  
5 tech to continue to build those relationships so every  
6 entity out there can be successful moving forward?  
7 What can we do better at the state level?

8           MS. HOWLEY: I'm going to just throw  
9 bullet point out and it's going to come from the  
10 framework of my current job. In fact I used to --- in  
11 a former life I was on the advisory board of the  
12 Dauphin County Career and Technical Center in the  
13 Franklin County Career and Technical Center. I'm also  
14 on the Board for the Private Licensed School Boards, so  
15 I'm going to have a more eclectic answer for you. One  
16 bullet point that I'll suggest is, I think you talked  
17 about it, Elizabeth, but last week we were at a meeting  
18 that dealt with career and technical education. One of  
19 the things that I learned, which surprised me, is, you  
20 know, at the career and technical center there's 40  
21 percent that need --- that require special education  
22 support but the funding doesn't follow those students.  
23 To me that's a policy issue, statute let funding  
24 doesn't follow students. Now that's not going to make  
25 me afraid of the school superintendents, I'm sure

1 they're at least talking to the students and the staff.  
2 So there's some of the policy issues.

3           Other policy issues are the dual  
4 enrollment, you know, it has to be a partner because  
5 right now you need to have a high school diploma. So  
6 how do we make dual enrollment more affordable when  
7 it's the college faculty or the high school faculty  
8 being certified to teach that at the college level?  
9 So, you know, funding becomes part of that issue  
10 because you have to pay for the instructor to teach the  
11 course. You know, so I think getting people in the  
12 room who can team up and find some solutions where  
13 there's PHEAA applied that's used to fund dual  
14 enrollment, but we can't keep asking the Commonwealth  
15 for all this money, especially if it's not there.

16           So how do we take a look at those kinds of  
17 solutions as far as what the state can do. From a  
18 student perspective, if you're a student what's the  
19 culture right now when you go to high school? High  
20 school is basically student sports, the club and then  
21 you want to take them out of that to go to a career and  
22 technical school. So how do we make --- how do we set  
23 up an infrastructure in Pennsylvania where, you know,  
24 everybody had the same pathway up to middle school and  
25 then two factors, one has a better experience than the

1 other. They're different. Students need to have the  
2 holistic equitable experience, and families need to  
3 understand that. So the infrastructure when you have,  
4 you know, the funding coming from the school districts  
5 to support career and technical education. I don't  
6 know the answer but if that's the best solution, we  
7 better expand or invest in this.

8           Right now students aren't guaranteed a  
9 slot for career and technical education because we want  
10 to get everybody in the public schools in the  
11 traditional college pathway. Not every career and  
12 technical education has a slot for every career cluster  
13 they offer. Now how is that equitable? It's not their  
14 fault, then how is it equitable? You only have so many  
15 classes and so much equipment, so we do not have that  
16 equitable system where a student and families can chose  
17 which direction we want to go. So it's really taking a  
18 look to fundamentally not change but re-imagine  
19 post-secondary education in terms of the traditional  
20 college path and career and technical education  
21 pathways. I know I'm rambling but ---.

22           CHAIRMAN GROVE: Yeah, no. How early do  
23 you think we need to start a career and tech pathways  
24 discussion with those students and those families?

25           MS. HOWLEY: That's elementary school

1 since you don't know what you don't know. And you  
2 know, that includes the school counselors, that  
3 includes parents, that includes everybody. That's why  
4 we like the fact that there's plenty --- people don't  
5 know the complex labor market that's out there so  
6 they're certainly not guiding their sons and daughters.  
7 Counselors that don't know could be advising the  
8 students, and even our teachers, they don't know what  
9 they don't know. That needs to occur at the elementary  
10 level.

11 CHAIRMAN GROVE: Would that involve more  
12 tours of facilities to show students manufacturing? Is  
13 that bring speakers into the classroom to discuss what  
14 career and technical education is about? Which way,  
15 all of the above?

16 MS. HOWLEY: Probably all of the above.  
17 We know that research is not just sitting there  
18 listening to a faculty talking, okay. Students are  
19 going to learn --- they remember things when they're  
20 hands on, they're engaging as many of this as they can.  
21 So that goes information that's hands on, that's field  
22 trips. The answer is all of the above, it really is.  
23 It really does.

24 CHAIRMAN GROVE: A great example is  
25 probably my oldest son, we're potty training him,

1 wanted to know where the pipes went. So we visited a  
2 sewer plant. He learned. He learned.

3 MS. HOWLEY: I'm sure he did. And you did  
4 too, didn't you?

5 CHAIRMAN GROVE: We went in early July  
6 too, so luckily it was in the morning so we got out of  
7 there before the sewer --- any other questions? Yeah.  
8 Any questions for them? Seeing none. Thank you very  
9 much for your testimony.

10 MS. HOWLEY: Thank you for your time.

11 CHAIRMAN GROVE: Next we have Dr. Carolyn  
12 Strickland, vice president for enrollment management  
13 for Pennsylvania College of Technology.

14 CHAIRMAN HARKINS: Use the microphone,  
15 please.

16 MS. STRICKLAND: Well, thank you to the  
17 Committee for inviting us for this opportunity to speak  
18 about the importance of post-secondary technical  
19 education and to highlight what is currently happening  
20 at Penn College, which is located in Williamsport,  
21 Pennsylvania. My name is Carolyn Strickland, I'm the  
22 Vice President for enrollment management and associate  
23 provost at Penn College. This is my 13th year at the  
24 college, I went there with a plan to be there for about  
25 three years, maybe five, now I'm in 13. So that just

1 gives you a little insight about the kind of  
2 institution it is where you go, you find out what we're  
3 doing there, you believe in the mission and you want to  
4 just be a part of this kind of role in the higher  
5 education system. So I love working there and our  
6 students who go there love being there, and that's what  
7 we're here to just tell you a little bit about.

8           And it's probably commonly known, colleges  
9 and universities will invite each semester onto their  
10 campuses employers to come in and interview with  
11 students and show off what they're doing to try to  
12 attract the best and the brightest, those who have  
13 technical skills, those who have soft skills to join  
14 their teams to come and strengthen their teams and give  
15 those students job opportunities upon graduation. Penn  
16 College is no different, we offer a career fair on  
17 campus every fall and every spring.

18           But what I wanted to share with you is  
19 that in the fall we had 133 of our 191 participating  
20 employers who are from Pennsylvania and hiring for PA  
21 jobs. So they were offering in total 3,075 job  
22 opportunities to students during that fair. In the  
23 spring we held a similar fair and 147 of the 205  
24 participating employers were also from Pennsylvania,  
25 again, offering jobs in Pennsylvania. In that semester

1 we were offering students 2,390 different job  
2 opportunities. We also have each semester coming to  
3 that fair outside --- employers from outside the state  
4 but they're offering jobs, many of them, also for  
5 locations that they have in Pennsylvania.

6           Throughout the whole academic year we have  
7 our career services who works directly with students  
8 and connects them with employers. And they were  
9 posting 1,659 job opportunities with locations in  
10 Pennsylvania. So those are just the job opportunities  
11 in Pennsylvania, and that included 1,166 full-time  
12 positions, 213 part-time positions and then numerous  
13 internship opportunities for students as well as  
14 seasonal work, and then other kinds of work.

15           Why we wanted to start our story this  
16 morning with that is for us it gets to the end of what  
17 we do. We have had a three-year average of overall  
18 placement rates for our Penn College graduates of 94  
19 percent. And we are very proud of that, and you've  
20 been hearing about the pride that folks have this  
21 morning in the institutions that they work with. That  
22 is one of our best and brightest hallmarks of what we  
23 do. We have 88 percent of our students come from  
24 Pennsylvania. And according to our last graduate  
25 survey, 74.2 percent of our graduates gained employment

1 in Pennsylvania, so we know we're making economic  
2 impact in the Commonwealth.

3           So how do we do this, how do we help  
4 connect students to these types of jobs and make sure  
5 that they have positive productive careers? For over  
6 100 years Penn College has been a leader in providing  
7 technical education that meets real-world needs in our  
8 workforce. So we just celebrated our centennial, so  
9 we've just come off of that. So we're starting the  
10 second 100 years and we are excited to share with you  
11 what's happening at Penn College and why the technical  
12 education offered there is so valuable.

13           As I hope you all understand, and I  
14 believe you probably do, the spectrum of higher  
15 education colleges of technology fill an important  
16 niche in our society. And we're just one of those  
17 institutions. We have been referred to as one of  
18 Pennsylvania's best kept secrets, but quite honestly  
19 that's an image we would really like to change and we'd  
20 like not to be known for that. Because we offer both  
21 Associate and Baccalaureate degrees in more than 100  
22 career fields that all have a focus on applied  
23 technology, every student who enters an Associate  
24 degree program has the option to seamlessly transition  
25 into a four-year program to complete a Baccalaureate

1 degree at Penn College. The hallmark of a Penn College  
2 degree is the combination of our program-specific  
3 courses and general education courses in a hands-on  
4 environment using advanced technologies.

5           We have a motto that simply says degrees  
6 that work, and we believe in that motto. It's  
7 reflected in the type of recession-proof programs that  
8 we offer to students, many of which directly align with  
9 Pennsylvania's high-priority occupation list. Some of  
10 these majors included automotive technology, nursing,  
11 occupational therapy assistance, physician assistant,  
12 diesel technology, heavy construction equipment  
13 technology, construction management, onsite power  
14 generation, automated manufacturing, mechatronics. We  
15 have one of three post-secondary institutions in PA and  
16 one of 21 nationwide offering baccalaureate degrees in  
17 welding and fabrication technology.

18           Just a little sidenote, I was telling a  
19 relative recently about where I work and what I do.  
20 And I said we have a four-year degree in welding, and  
21 they said no you don't, nobody offers a four-year  
22 degree in welding. And I said, trust me, I work there.  
23 We do and you should see the waiting list, we have one  
24 now again, to get into our welding program. And then  
25 you should see the job opportunities these students

1 have upon graduation. We mentioned that our placement  
2 rate is 94 percent, but in some of our programs it's  
3 consistently 100 percent.

4           So we also are just one of --- the only  
5 institution in PA that we know of right now, one in  
6 seven in the nation offering a Baccalaureate in  
7 plastics and polymer engineering. You don't have many  
8 kids say in second or third grade, hmm I think I'd like  
9 to grow up and work in plastics. So you've heard that  
10 theme throughout some of the other testimonies this  
11 morning, that's similar for us. Kids just aren't aware  
12 of what a career in plastics could offer them, and how  
13 exciting it can be. And so that's again something that  
14 we're trying to promote.

15           The recorded average salary of a May 2013  
16 grad with an Associate degree was \$37,471 with a high  
17 of \$70,000 reported. And the reported average salary  
18 for students earning a Baccalaureate degree was \$50,000  
19 with a high of \$135,000. We're just now starting to  
20 hear from our May --- from some of our recent graduates.  
21 And what we know so far is that we have a four-year  
22 building and sustainable design degree student who will  
23 be earning \$175,000 starting --- annual salary at the  
24 starting point. So Penn College graduates are  
25 regularly known to have jobs lined up before

1 graduation, and the distinctive nature of our programs  
2 in the educational experience results is consistently  
3 high placement rates. The default rate of Penn College  
4 graduates on their student loans steadily remains lower  
5 than the national average of students defaulting on  
6 loan payment.

7 Penn College's success is built on the  
8 design of our academic programs. We can be dynamic and  
9 start new programs. We also are just very rational  
10 about when we need to close a program if we don't see  
11 the job prospects there for students for the long term.  
12 The strength of our faculty is in the relationship, and  
13 we cannot underscore this, the relationship we have  
14 with K-through-12 and our business and industry  
15 partners. So just a few notes about our academic  
16 program, so we can just provide a little more  
17 information. All of our academic programs seek the  
18 highest level of accreditation available in their  
19 respective fields.

20 Curriculums are designed to ensure that  
21 students have a strong foundation in math and science,  
22 and then maximum exposure to the theory and practice  
23 which forms the basis for this hands-on experience that  
24 Penn College is so well known for. And we also make  
25 sure that there's an introduction to the humanities.

1 For instance, we require for all of our students going  
2 into the hospitality field that they take Spanish  
3 courses. So we try to figure out what courses all  
4 students need to help them be most productive in their  
5 fields and incorporate that into the curriculum. In  
6 addition to that, all students --- and sometimes  
7 students don't always get this, they don't always  
8 appreciate it, at least not on the front end, why do I  
9 have to take an English class, why do I have to take an  
10 ethics class, why do I have a insert any general  
11 education course there. And our faculty do a really  
12 great job of making sure general education course  
13 content is connected to their practical field so that  
14 students can understand why that's relevant to what  
15 they're doing.

16                   So, we hear from our employers every year,  
17 because we do a survey of them. We want to know how  
18 our students are doing upon graduation. And employers  
19 who regularly hire our graduates are consistently  
20 commenting on the level of preparation and knowledge  
21 that allows our students to hit the ground running on  
22 day one. We just hear different versions of that  
23 statement all the time, and consistently from our  
24 employer partners. So, how do we prepare those  
25 students, how do we make sure that that's ready? Well,

1 students learn in classrooms and labs where real-world  
2 experiences are simulated on state-of-the-art  
3 equipment. We have a dental hygiene --- a functional  
4 dental clinic for our dental hygiene student with real  
5 patients. You might need to sit there for three hours  
6 to get your teeth cleaned, but you're going to get the  
7 best teeth cleaning that you've ever gotten.

8           And so we also have a collision repair ---  
9 opportunity for our collision repair students to gain  
10 experience with customers and dealing with real-world  
11 problems in labs where students and faculty and staff  
12 are invited to bring their vehicles in for minor  
13 repairs. Again, it might take a little longer for me  
14 to get my car back, but students are learning on  
15 real-world experiences. They check me in as a  
16 customer, they are completing their repairs and it's  
17 tied directly to their curriculum.

18           We have students who extend their learning  
19 beyond campus where they've made an impact on our  
20 community. Just a couple of examples, and they are  
21 numerous in this area, construction students contribute  
22 their skills regularly to Habitat for Humanity. While  
23 our physician assistant students provide medical  
24 assistance at local events like our little league world  
25 series. So our students are just out and about making

1 an impact everywhere they go. But all community-based  
2 work like this is tied directly to the curriculum and  
3 simultaneously reinforces the idea of service to the  
4 greater good for our students while they're still  
5 enrolled, trying to implant those important messages as  
6 well.

7           Our classes are taught by faculty with  
8 real-world industry experience. We don't have teaching  
9 assistants at Penn College, and --- teaching  
10 assistants. You can get assistance but we don't have  
11 t-aides teaching the courses. Quality access to  
12 faculty is promoted by a small class size which is 1 to  
13 17 faculty to student ratio. So in addition to what we  
14 just do in the classroom we are supporting students and  
15 getting them ready for these high-need occupational  
16 careers through our partners with business and  
17 industry, which we believe are key to providing these  
18 career pathways. Every academic program has a program  
19 advisory board that's comprised of business and  
20 industry partners who give us insights about what's  
21 happening in their respective field, what the trends  
22 are, emerging technologies. We hear that information  
23 and then we use it to make sure our curriculums stay  
24 fresh, stay contemporary. We are able to find out  
25 where we need to add to our equipment in the labs, and

1 it also gives us ideas how to better connect students  
2 with these jobs in the future.

3           We also work closely with companies in  
4 mutually beneficial ways that provide our students with  
5 state-of-the-art equipment and scholarships, and  
6 companies then, with a qualified workforce to help  
7 overcome the skills gap that exist. For example,  
8 American Infrastructure, which is based out of  
9 Worchester, has hired at least 50 Penn College grads  
10 over the last couple of years through participation in  
11 the kind of recruitment events that we have. This  
12 company has also established a scholarship for our  
13 students in their name, and they donate equipment every  
14 year to support programing efforts and then turn around  
15 and also recruit our students for paid internship  
16 opportunities, where they often directly recruit from.

17           We have other companies that provide  
18 similar support, including Brubacher Excavating out of  
19 Bowmansville, Caterpillar, Inc out of Camp Hill, Larson  
20 Design Group out of Williamsport, McTish, Kunkel &  
21 Associates out of Montoursville among many, many other  
22 companies in Pennsylvania. We also invite our business  
23 and industry partners into our classrooms to present  
24 career opportunities, company information and help do  
25 projects in classrooms that aim to further students'

1 understanding of the field where they're going to be  
2 eventually going.

3           We have some relationships with our  
4 secondary institution partners as well. And so some of  
5 this boils down to a little bit similar to what you've  
6 been hearing earlier this morning. We also have a dual  
7 enrollment program known as Penn College NOW or PC NOW  
8 that allows qualified high school students to earn Penn  
9 College credits. Classes are taught --- the PC NOW  
10 classes are taught by approved high school teachers at  
11 the student's home high school or career and technology  
12 center. The high school teachers are mentored by Penn  
13 College faculty to ensure that there's consistency in  
14 the curriculum and academic rigor. Students earn these  
15 Penn College credits which they can carry with them to  
16 Penn College or have them evaluated for transfer  
17 credits, if they elect to go to another institution.

18           What's a little bit different about our  
19 program, perhaps, is that beginning with the 2014-15  
20 academic year all PC NOW courses were offered free to  
21 students. Students do not pay to participate in our  
22 dual enrollment program. Our participation of students  
23 increased from 352 students to 809 students in just one  
24 year. We also increased the number of schools that  
25 have been participating. We had 21 in the '13-'14 year

1 and we're up to 36 high school signed on to participate  
2 for next year's '15-'16 academic year. We've also  
3 increased the number of courses that we offer to  
4 students from 37 to 64 in that same time frame.

5           High school students are also supported  
6 through articulation from career and technical  
7 education programs in similar Penn College programs.  
8 We sign on to the statewide articulation agreement  
9 through the SOAR program. And we also have a college  
10 process for assessing prior learning to try to give  
11 students as many opportunities to gain credit upon  
12 entering. So we actively sought all opportunities to  
13 sign on to the statewide articulation agreement for as  
14 many credits as possible for their one-to-one matches  
15 in CIP codes. But we'll also look beyond those  
16 one-to-one matches, those direct matches, and if we can  
17 find any courses that will align with our Penn College  
18 degrees we'll try to award students the credits for  
19 those as well.

20           Students can also get the prior learning  
21 experiences assessed during this credit process. The  
22 CTE teachers conduct a competency assessment of the  
23 student's skill using a Penn College provided rubric.  
24 And this is also at no cost to the student. So just  
25 through all of these different ways that students can

1 come to us with credits, we wanted to just share an  
2 example of one student who came into our welding  
3 program who had earned a total of 16 credits, 4 through  
4 the advanced credit process, 4 through PC NOW credits  
5 and 8 credits awarded through the program of study. So  
6 he's in all three of the methods that we offer. This  
7 saved the student \$8,420 in tuition savings and nearly  
8 one semester --- or over one semester of college. So  
9 Penn College strives to provide higher education in  
10 response to real workforce and community needs.

11           We have embraced our role in the higher  
12 education system recognizing that colleges of  
13 technology are uniquely positioned to ensure the  
14 usability of postsecondary education. And in doing so,  
15 our mission remains clear. So we believe that the  
16 success of technical education in this state will  
17 continue to support Pennsylvania's economic vitality  
18 and the ability for the Commonwealth to compete  
19 globally, and therefore are interested in other ways to  
20 support the greater advancement of technical education  
21 in our state.

22           CHAIRMAN GROVE: Thank you very much.  
23 First question, Representative Tobash.

24           REPRESENTATIVE TOBASH: Thank you, Dr.  
25 Strickland, appreciate you being here today. And in

1 listening to your testimony to some of the news that  
2 wasn't so good, it's all good news, it's really a rosy  
3 picture, I really enjoyed hearing that. I did pick  
4 something out. Statistics, first of all, I love  
5 statistics, 100 years old, congratulations. That's  
6 terrific.

7 MS. STRICKLAND: I was not there for all  
8 of them.

9 REPRESENTATIVE TOBASH: Really?

10 MS. STRICKLAND: I've only been for the  
11 second ---.

12 REPRESENTATIVE TOBASH: Eighty-eight (88)  
13 percent of the students that are attending are from  
14 Pennsylvania, 94 percent of them are placed in careers  
15 after they leave, and 74 percent total are placed in  
16 Pennsylvania. Those are just outstanding statistics.  
17 So if you graduated from Penn I've got an 88 percent  
18 chance of having a job. I wonder if Penn State can  
19 have the same type of statistics?

20 MS. STRICKLAND: No response to that.

21 REPRESENTATIVE TOBASH: Do you have any  
22 idea on what statistics are for a four-year college  
23 degree of Bachelor of Science or Bachelor of Arts  
24 degree in Pennsylvania for placement?

25 MS. STRICKLAND: What the overall

1 statistics are?

2 REPRESENTATIVE TOBASH: Yes.

3 MS. STRICKLAND: I don't have that. We  
4 don't have our numbers in comparison, that I'm not  
5 aware, in relations to other institutions.

6 REPRESENTATIVE TOBASH: It's an  
7 interesting number, it's something I hear and I want to  
8 hear it testified at Thaddeus Stevens later on, I know  
9 that they've got numbers that are similar to that, so  
10 it's very impressive. So then the only thing that I  
11 heard in your testimony that maybe had a question mark  
12 behind it was that Penn Technical College is the best  
13 kept secret.

14 MS. STRICKLAND: One of.

15 REPRESENTATIVE TOBASH: One of the best  
16 kept secrets. So what are you doing to try and promote  
17 awareness to the good work that you're doing?

18 MS. STRICKLAND: Quite a lot. We've  
19 invested, just over the last year, actually we've been  
20 doing this but have really ramped it up, to increase  
21 our marketing efforts just about in the local region,  
22 because we still are known to many as an institution  
23 that's not like what we are or what we offer. I think  
24 people have an assumption about what we do but they  
25 come on to campus all the time and say this was not at

1 all what I expected. But we're taking our marketing  
2 campaign also national to try to raise awareness. And  
3 I could give you lots of examples of what we're doing  
4 there.

5           We're also reaching out more heavily.  
6 We've done some reorganization into an area that I've  
7 recently become responsible for to just put a varying  
8 sense of coordination on the outreach through  
9 K-through-12. We have great relationships with a  
10 number of schools but, again, when we invite counselors  
11 for college and career readiness conference every fall  
12 that's directed at counselors, we hear from them I had  
13 no idea you were here and this is what you do. And so  
14 if we can't reach the counselors who are talking to the  
15 students, we have a disconnect there.

16           We're working very closely with a number  
17 of institutions in our local area on their development  
18 of their three through nine plans. And so that's  
19 getting us out into the schools for the --- with the  
20 younger children. So we've been doing that, but this  
21 just gives us another connect. So we hopped on that  
22 opportunity to try to work through that process that's  
23 been state implemented. We've increased the number of  
24 summer camps that we have on campus. We've long-term  
25 had a smart girls program that's geared towards junior

1 high and high school students --- middle school and  
2 high school young ladies to bring them onto campus to  
3 show them how cool technology can be, and it's not all  
4 what you think. And so, but we've also then increased  
5 from there to, in terms of the number of camps that we  
6 offer for a variety of our majors to just, again, try  
7 to think of different ways to showcase and give  
8 students personal understanding of what we do. So  
9 those are just a couple examples. We're trying to hit  
10 it from marketing, recruitment of students through our  
11 admissions and our public relations office, but then  
12 also connecting at the K-through-12. And then it  
13 depends on our employers to help spread the good word  
14 too. That's where, quite honestly, we just get a lot  
15 of great attention and some of our best testimonials.

16 REPRESENTATIVE TOBASH: So major resources  
17 are being dedicated to building awareness of the work  
18 you're doing. Tell us, you're at a hearing today with  
19 the Pennsylvania legislature and this committee that's  
20 really important, what can we do to help you in  
21 doing ---.

22 MS. STRICKLAND: Well we do think that  
23 there needs to be just greater promotion of what  
24 technical education in the Commonwealth is, what it  
25 looks like, what it's not and what opportunities it can

1 provide. I agree with others who have been saying that  
2 that needs to start in the elementary school system, so  
3 again I go back to my example, kids don't look up and  
4 say I want to go into plastics or automated  
5 manufacturing. People still think that it's dirty  
6 work, it's not. So I'm amazed when you walk into our  
7 labs and the floors are pristine and the students are  
8 working on computers. They're not even under cars  
9 anymore --- well they are, but now they do it just very  
10 differently. So we think that we need stronger  
11 connections with those communities.

12           We need to look at the affordability for  
13 student access. We've tried to make our PC NOW program  
14 free to students. The schools pay a very nominal fee  
15 to participate, very nominal. And so, but we burden  
16 that cost and there are some states that have direct  
17 funding for students who are in dual enrollment, and  
18 some states I believe even mandate that if you're going  
19 to offer it, it's offered for free. But then the  
20 schools are supported to offer it. So, we could use  
21 help in there.

22           The cost of providing a technical  
23 education to students who enroll is not inexpensive.  
24 Again, we've mentioned --- I've mentioned a couple  
25 times this morning the state-of-the-art labs. You want

1 to keep curriculums contemporary but you have to keep  
2 equipment up to speed, and that comes at a cost tag to  
3 students. Eighty (80) percent of our students do  
4 receive some form of financial aid, but unfortunately  
5 what we're able to provide through scholarships and  
6 what we're able to provide, students are able to access  
7 through other funding opportunities, it doesn't always  
8 close the gap for our students to be able to come. And  
9 we hear that from students all the time, I've got all  
10 that I can out on loans, but I just can't fill that  
11 remaining \$8,000. And that gap seems to increase every  
12 year. So we would welcome more funding to be able to  
13 stabilize the cost of tuition for students. And so ---  
14 and Penn College receives one of the lowest FTE funding  
15 in the state for students, and we do the best that we  
16 can with all that we have trying to maintain those  
17 tuition costs for students. But that is our biggest  
18 issue right now, students will ultimately pull out at  
19 some point in matriculation process and cite costs as  
20 the biggest factor.

21 REPRESENTATIVE TOBASH: Okay. Build  
22 awareness at lower grades and then try to help make  
23 your programs affordable to more Pennsylvanians. Thank  
24 you so much for your testimony.

25 MS. STRICKLAND: Thank you.

1                   CHAIRMAN GROVE: Representative Hill.

2                   REPRESENTATIVE PHILLIPS-HILL: Dr.

3 Strickland, thank you very much for being here. Having  
4 known the students who've attended Penn College, I  
5 think that maybe your best asset in building awareness  
6 is your students or your graduates, because I have  
7 heard nothing but wonderful, wonderful stories of their  
8 success, so. The PC NOW classes that you offer in  
9 schools, how far away --- well, what is the area in  
10 which these classes are offered, how far away are these  
11 classes available? You know, do you reach to Erie and  
12 Chester, or are you just close in the geographic area  
13 to your schools?

14                   MS. STRICKLAND: It certainly started with  
15 the local high schools around us, so they continue to  
16 be our biggest supporters, Williamsport High School,  
17 Jersey Shore High School, Montoursville, and they're  
18 all within just a couple miles of us. They were just  
19 some of the early schools to sign on. The recognition  
20 of our program is growing throughout the state, and we  
21 have now made strides out towards the Philadelphia  
22 area. And we are starting to break in to Western  
23 Pennsylvania, but that has been just a bigger struggle  
24 for us, just to have an understanding about what Penn  
25 College --- who Penn College is, even to recruit

1 students from that side of the state. We get more  
2 students from New Jersey than we can get from Western  
3 Pennsylvania. So, yeah, we are expanding statewide.

4 REPRESENTATIVE PHILLIPS-HILL: Great.  
5 Thank you very much.

6 CHAIRMAN GROVE: Thank you. You know  
7 enough what other states are doing, dual enrollment, is  
8 there specific examples of a system or what other  
9 states are doing better than Pennsylvania to career and  
10 technical education, or are we all basically on the  
11 same playing field?

12 MS. STRICKLAND: In general or ---  
13 questions. So, I don't have any --- we find good ideas  
14 from what other schools are doing, we might try to  
15 think about if we can adopt that for ourselves. I  
16 haven't looked at it on a statewide systematic  
17 perspective to say who we should recommend to our  
18 colleagues here what Minnesota does or what Texas does.  
19 So that's something that I would be willing to look  
20 into and get some information back to you. When I get  
21 back to campus I can talk to some others and see if  
22 there's a greater recognition of that from  
23 state-to-state comparison on that general topic.

24 CHAIRMAN GROVE: Okay. Good. Thank you  
25 very much. Any other questions? Okay. Thank you very

1 much, appreciate it.

2                   MS. STRICKLAND: Thank you. Thank you for  
3 your time.

4                   CHAIRMAN GROVE: Next is Thaddeus Stevens  
5 College of Technology, Dr. Griscom and Alex Munro.

6                   MR. GRISCOM: I was going to say good  
7 morning, but I think it might be afternoon,  
8 technically. I'm Bill Griscom, I'm present of Thaddeus  
9 Stevens College of Technology. I'm joined this morning  
10 by Alex Munro who's our executive director of the  
11 Alumni Association and our foundation does all of our  
12 governmental affairs work. I've been at Stevens for 18  
13 years, I've been in technical higher education --- or  
14 education for 40 years. Alex actually knew Thaddeus  
15 Stevens, so I'm --- I'm just kidding. I want to  
16 probably --- I have a much briefer testimony that I've  
17 submitted.

18                   I'd like to compliment Dr. Strickland, a  
19 lot of what she said is exactly the types of things  
20 that we've experienced. And we've been around for over  
21 100 years, we're the only two-year technical college  
22 owned by the Commonwealth of Pennsylvania. 100 percent  
23 of the students who attend Thaddeus Stevens are  
24 Pennsylvania residents. We have a 96 percent placement  
25 rate, like Penn College was talking about, but in many

1 of our programs it's been 100 percent for as long as I  
2 can remember, machine tool technology, HVAC, metal  
3 fabrication and welding, it just goes on and on and on.  
4 We have a few programs like graphic arts and we do have  
5 a business administration program, which has a less  
6 placement. So overall placement rate is 96 percent but  
7 it's 100 percent in most of our programs.

8           Fifty-one (51) percent of the students  
9 that attend Thaddeus Stevens College of Technology are  
10 PELL eligible students, they fill out the task and  
11 they're PELL eligible. And as part of our mission,  
12 which I'll allude to in just a second, is to provide  
13 them education at little or no cost. So all they're  
14 responsible for is their estimated family contribution  
15 that goes back to our founder, Thaddeus Stevens. So  
16 again, 51 percent of our students are significantly  
17 under-resourced. They're not just poor, they don't  
18 resources in a number of other areas, other than just  
19 in terms of money. Thirty (30) percent of our students  
20 are minority students, only ten percent of our students  
21 are female because we have non-traditional types of  
22 programs. And that is one of our most significant  
23 strategic initiatives is try and get more female  
24 enrollment in these programs because of the  
25 opportunities that are available to those that enroll.

1           I'm assuming you have the testimony that I  
2 submitted. Our mission is to provide a bridge out of  
3 poverty for the poorest qualified citizens of  
4 Pennsylvania, we only enroll Pennsylvania residents,  
5 and that's through a high-skill, high-wage technical  
6 education so that they can escape a cycle of poverty or  
7 circumstances that they were born into and become  
8 productive citizens and give something back to the  
9 communities in which they live, and we do a lot of  
10 things to make sure that that happens. And secondly,  
11 to support the critical technical workforce needs of  
12 the Commonwealth of Pennsylvania.

13           If you look at the next page that I gave  
14 you, you'll see the programs that we listed. We have  
15 about 19 technical programs from architecture,  
16 automotive, cabinet-making carpentry, electronics, so  
17 forth and so on. These are --- we don't bring a  
18 program into our institution that will not offer the  
19 students an opportunity to make a high-skill, high-wage  
20 and a sustaining wage when they graduate because we're  
21 not about the programs, we're about our mission. Our  
22 mission is to provide that bridge out of poverty so  
23 that students can change the circumstances of their  
24 lives and become productive citizens. So that's more  
25 important to us than the programs.

1           The thing that creates a dilemma for us to  
2 some extent is the fact that the technology in these  
3 programs is increasing almost daily. So if you can't  
4 do college-level algebra, trigonometry and so forth,  
5 you can't operate the wheel balancer in our automotive  
6 shop. I grew up on a farm, and you could be a shade  
7 tree mechanic, I could take a car apart and put it back  
8 together or tractor when I was 17 years old. I don't  
9 open the hood on my vehicle today because of the  
10 electronics and so forth that's in there. But that  
11 makes --- those requirements are higher and higher, at  
12 the same time the students who we get that are  
13 under-resourced have less and less of those  
14 credentials. So that is a strategic issue for us to be  
15 able to --- we have a lot of students who apply but who  
16 are not academically qualified to get through our  
17 programs.

18           So, we have a short-term and a long-term  
19 strategic strategy to address both of those things.  
20 Some of the things that you all have been talking about  
21 in terms of we reach out to students in kindergarten,  
22 we adopted nine or ten kindergartens this years. We  
23 sent faculty out to those kindergartens, we have those  
24 kids come in, we have their parents and their  
25 significant family members come into the college. We

1 have a graduation ceremony for them and we give them a  
2 bulldog, which is our mascot, give them ID cards,  
3 diplomas and we try and tell them that college is  
4 possible. Because the message that these kids are  
5 receiving today is, whether it's subliminally or  
6 whether it's advertently is that you can't go to  
7 college.

8           A lot of the students that we deal with in  
9 these kindergartens and the communities that we deal  
10 with and our student target population, they got family  
11 incomes that are \$20,000 or less. College costs, even  
12 a state college costs, \$25,000 a year. So when they  
13 hear that college cost \$50,000, \$60,000, they're being  
14 told you can't go to college, our family doesn't make  
15 that kind of money. So we try and counter that message  
16 and say you can come to Stevens because of our mission  
17 and the way that we offer financial aid.

18           In a nutshell, I've given you a sheet  
19 there of information that called the challenge, and  
20 this is what we look at strategically. There's an  
21 overwhelming demand for our programs. We had over  
22 3,000 students apply over the last several years. And  
23 we can only offer acceptance to about 20 percent of  
24 those students, not because they're not academically  
25 qualified but because we simply do not have the

1 capacity to accept those students. We already have a  
2 wait list for the following year into our programs. We  
3 have students who wait two years to be admitted into  
4 our programs.

5           There's an overwhelming demand for our  
6 graduates, the same thing that you just heard from Penn  
7 College. We have a career fair, which is only one,  
8 only one venue that we use to place students with  
9 employers. We have a number of employers who don't  
10 even come to the career fair, that come in on career  
11 days and just come in and interview students on their  
12 own. But our career fair, we had over 350  
13 representatives from over 150 different companies  
14 filling up three collegiate basketball courts. We had  
15 another 40 that we couldn't fit in there that we had on  
16 a virtual career fair with another significant number  
17 of jobs. These jobs probably have a median starting  
18 salary of \$50,000, some where it's \$60,000. I know two  
19 that were \$72,500 with an energy company.

20           We have a number of graduates that are out  
21 four years or less, in some cases, who are making over  
22 \$100,000 a year, and that's with PP&L. And that's  
23 Alcoa who is located, who has one of their large  
24 manufacturing plants in our area, starts out electrical  
25 students at \$62,500 a year with full benefits as

1 interns, what they call apprentices. They like to call  
2 them apprentices.

3           So our graduates are sitting there at the  
4 career fair picking between four and five job  
5 opportunities. If you're a machine technology  
6 graduate, metal-fab, HVAC graduate you're being called  
7 after you've already accepted a job from other  
8 companies saying are you really happy with the company  
9 that you're with, we would like to give you another  
10 opportunity.

11           We actually for the first --- last couple  
12 years, we have had to do a thing with our students in  
13 terms of their career preparation where we try and  
14 teach them how to properly decline a job. Because we  
15 had employers who were flying our students in some  
16 cases, most of --- over 95 percent of our students  
17 remain in Pennsylvania. But we had a company who  
18 recently took a student, flew him out of Colorado and  
19 tried to get them interested in a job with incredible  
20 salary and benefits. They decided to stay in  
21 Pennsylvania but they didn't do the proper --- we felt  
22 a separation with that opportunity. So that's an  
23 unusual circumstance.

24           So, these are great things for us to be  
25 able to say our students are very excited about this,

1 the energy on campus is really exciting during career  
2 fairs when freshmen see what the sophomores are doing.  
3 But boy is it really an indictment on higher education  
4 in Pennsylvania. I mean, these employers did not find  
5 the resources they needed. These employers are  
6 absolutely engaged with us.

7           We have industrial advisory committees for  
8 every one of our programs, sometimes they need one on a  
9 monthly basis. They dictate our curriculum, they  
10 dictate our curriculum, our equipment purchases and  
11 things of this nature and they're paying tuition for  
12 students, they're buying them tools, they're buying  
13 t-shirts and so forth. They're offering internships in  
14 the summer, \$4,000 and \$5,000 a year and don't  
15 understand why those students aren't selecting their  
16 companies. And they call me most of the time and say,  
17 what is wrong with us. There's nothing wrong with you,  
18 you know, it's just an open marketplace.

19           But this is an impediment to economic  
20 development and something everybody has to understand  
21 is the only sustainable competitive advantage a company  
22 has in a global marketplace, and these companies are  
23 global companies in Pennsylvania. The only sustainable  
24 competitive advantage they have, they're going to pay  
25 the same for transportation, the same for raw

1 materials, they're going to pay the same for energy or  
2 maybe get a break here in Pennsylvania, which is why we  
3 have some foreign companies from France and other  
4 countries here.

5           But it's the competitive sort of  
6 workforce, is my workforce more productive, more  
7 innovative, more creative than the workforces that  
8 we're competing against in other countries. And what  
9 we're asking our companies to do here in Pennsylvania  
10 is play four on five basketball or four on five hockey.  
11 It's just not fair. I mean, they're not trying to get  
12 the best graduate that we have, they're trying to get a  
13 body that can run a CNC machine.

14           I can show you equipment in Pittsburgh  
15 that's sitting dormant, multimillion dollar equipment  
16 sitting dormant on one or two shifts because they don't  
17 have a person that can operate it. They're paying  
18 people incredible money to come back out of retirement,  
19 people that go down to Florida, to come back and  
20 operate equipment for them. It's an economic  
21 development issue that we're facing here, and it's sad.

22           And the thing that I'm hearing from these  
23 companies, and I spend three hours at the career fair  
24 just talking to different companies and I go to a lot  
25 of the industrial advisory committees, this is rule

1 attrition we're dealing with right now. What are we  
2 going to do when the 40 percent of our workforce who's  
3 qualified for retirement actually leaves? We are going  
4 to have to go somewhere else to find the workforce we  
5 need.

6           Stephen Jones said this years ago, he said  
7 the magnet that will attract economic development used  
8 to be access to transportation and things of this  
9 nature and natural resources. He said the magnet that  
10 will attract economic development in the future is  
11 access to human capital. And we are not providing the  
12 human capital in Pennsylvania that these companies  
13 need. They can give you 30, 40 percent more work and  
14 business and pay taxes and create jobs,  
15 family-sustaining jobs and salaries, if they had the  
16 workforce they need but they don't. And so we're  
17 seeing that where the rubber meets the road, we're  
18 talking with these employers on a daily basis. That's  
19 a critical issue.

20           For us, the critical issue is how do we  
21 increase our capacity. We have a huge number of  
22 students applying here, we have a huge number of  
23 companies trying to get our graduates, we simply don't  
24 have the resources we need to increase the capacity.  
25 I've heard a lot of things this morning in the

1 testimony that preceded me. I agree with some of them,  
2 I don't agree with all the things that I've heard.

3 I've been in higher education, like I  
4 said, for 40 years. What I would suggest is we need to  
5 change the paradigm in how we fund higher education. I  
6 understand the state budgets, again I've been doing  
7 this for quite a while. We have healthcare, we have  
8 infrastructure, we have K-through-12 education, we have  
9 a lot of things competing for these funds. I don't see  
10 the pie getting any larger. Well it's time to  
11 reapportion the pie. And I wouldn't do it based on  
12 one-year programs or private versus public or two year  
13 versus four year or anything else. I would do it based  
14 on performance.

15 That's the bottom line, that's how  
16 industry operates. What is the performance of a  
17 program, whether it's three or one year, or whether  
18 it's one --- whether it's a workforce program, whether  
19 it's a one year, two year, four year graduate. But we  
20 need all those --- we need share one resource  
21 institutions, we have some incredible institutions in  
22 Pennsylvania. We also have a lot of programs we  
23 shouldn't have. We're producing 12,000 teachers for  
24 3,000 jobs, we've been doing it for a long time. I  
25 don't know how many criminal justice majors, marine

1 biologists and historians we're creating in  
2 Pennsylvania, but it's way more than what the economy  
3 needs.

4           There is a mismatch between the needs of  
5 the economy and the output of higher education. And  
6 what I'm saying is look at programs and ask some basic  
7 questions about the programs, because we ask these  
8 questions of ourselves. How many of the students ---  
9 over the last five years, how many of the students that  
10 entered this program actually graduated in the allotted  
11 time? How many of them got jobs in their field? What  
12 was their average median starting salaries? What was  
13 employer satisfaction with these graduates? What was  
14 graduate satisfaction with the programs? What was  
15 their median and average student loan debt?

16           If you started to evaluate programs based  
17 on performance, you can forget whether they're private  
18 or public, or one year, two year, four year and say,  
19 hey listen these programs match the needs of the  
20 economy. They're providing family-sustaining wages,  
21 they're supporting the economy, that's how we should  
22 fund higher education.

23           I understand the political implications of  
24 this, however I still say if you're really looking at  
25 it from 10,000 feet, that's how you're going to start

1 to align the output of higher education with the needs  
2 of the economy. And currently I'm not sure that we're  
3 going that.

4           Just long term, some of the things that  
5 we're going, and just in reference to some of the other  
6 people that spoke, if you look at the demographics in  
7 the population, there are less and less students  
8 graduating from high school. We just have less  
9 students coming out. In the past, we have not included  
10 minorities and women in the technical workforce for a  
11 number of reasons, many of which are not good. That's  
12 not something that's acceptable in the future. If you  
13 don't bring minorities and women into the workforce,  
14 you simply don't have the bodies to fill the needs that  
15 are out there.

16           We've been doing this for a long time, we  
17 work really hard on the female part of it, you know,  
18 with the minority for persons since our founding. What  
19 we're trying to do to address the issue of getting  
20 under-resourced students who come to us right now is a  
21 one-year remedial program that we do, it's fairly  
22 successful, it's a lot harder than dealing with the  
23 technical skills. The technical skills are the easiest  
24 thing that we teach, and we have a specific model. We  
25 block schedule our students during lab four hours a

1 day, five days a week with a highly skilled faculty  
2 member. As Dr. Strickland said, this not an  
3 inexpensive investment, it's expensive but it pays off  
4 in the end because they get jobs, they support the  
5 economy, they grow the economy. But that's one of the  
6 things that you have to deal with. So we deal with  
7 this --- we do this remediation for under-resourced  
8 students.

9                   Long term, we go out and we adopt  
10 kindergartens, we work with these kids, we bring them  
11 in --- every year we bring them in to open house. We  
12 have games and so forth, we try and tell them and their  
13 parents that college is a possibility but these are the  
14 things that you need to do. If you're going to be  
15 successful you can't take general math, you have to  
16 take algebra, you have to take trigonometry. As Dr.  
17 Strickland said, our automotive manual, the manual that  
18 we use in automotive technology, is written at grade  
19 level 14, so you better be able to read and write and  
20 communicate.

21                   And of course there's a customer service  
22 part of this. We do things in middle schools, we do  
23 things with tech girls, we do early enrollment, we have  
24 a number of after school programs we do with schools to  
25 try and bring kids in. It is hands on, we try and

1 focus on the soft skills. We don't believe that a  
2 student's going to graduate from Thaddeus Stevens  
3 College and go out and party the whole time that  
4 they're there, the whole time that they're at our  
5 school, and they go out and be some great employee. We  
6 just don't think that's going to happen. So if you  
7 have five unexcused absences during your time and  
8 Thaddeus Stevens, you're no longer at Thaddeus  
9 Stephens.

10           If you can't pass the drug test when you  
11 apply for our safety sensitive programs, you're not  
12 going to be admitted to our institution. This is in  
13 response to employers, because the first thing they're  
14 going to do when they graduate they're going to have to  
15 take a drug test and they're going to have to pass it.  
16 So why would we invest in them for two years if they're  
17 not going to be able to do that when they graduate. So  
18 if there's a lot of things there that seem difficult,  
19 we take students who don't come from that type of  
20 background.

21           We're not there to denigrate their  
22 attitudes, values and behaviors because they needed  
23 those to survive in the environments they came from.  
24 We understand that, but we're there to provide them  
25 with an additional set of attitudes, values and

1 behaviors to allow them to be successful in the  
2 environments that they're living in while they're at  
3 the college, and hopefully be a successful employee  
4 when they graduate. So that's just a quick overview of  
5 how we see things. But, you know, we've doing this for  
6 quite a while and I think we have a model that's pretty  
7 effective. Alex, anything you'd like to add?

8           MR. MUNRO: From a different --- a little  
9 different perspective. I get to see the employers  
10 coming in trying to hire our students at any time, and  
11 before employers put an ad in the paper and try  
12 spotting certain traits, person, technician. And that  
13 was his or her investment. Today it has to be a joint  
14 partnership and the industries have to invest just as  
15 much as the state. We need to encourage industry to  
16 help us, to buy this equipment.

17           And, you know, I've been looking at the  
18 EITC that's basically restricted just to K-through-12,  
19 and those boundaries should be broadened and allow like  
20 two year institutions, technical institutions, to  
21 participate in that. Because industry, you can sell  
22 that around the clock. They would be happy to purchase  
23 equipment like they have that they need operators for,  
24 for the institutions that provide technical training.  
25 That is something that's really, really important. And

1 you know, that's what they need, that's what we can  
2 train and produce. Otherwise, you know, a lot of  
3 schools pick the low-hanging fruit, something that's  
4 not really expensive to conduct those particular  
5 studies.

6           And just reiterating slightly here, when  
7 you see turning away between 2,000 and 3,000 kids a  
8 year, students that are seeking a technical education,  
9 we call it the Stevens experience. I mean, it's money.  
10 It's heartbreaking because of capacity. There isn't  
11 --- I don't believe there's a person in this room, we  
12 all know that if you don't have the technical  
13 workforce, you may lose, what you have here in  
14 Pennsylvania. You're not going to encourage anybody to  
15 expand and you're not going to attract anybody here.  
16 We need that workforce. We all agree and yet it bides  
17 down. We all have the answer, but we just don't get  
18 together, we move on. We'll talk about it another six  
19 months and another year. It's critical.

20           So we have all these wonderful smart,  
21 young people that are attending schools like Stevens  
22 and others, and we do, we're fortunate to lead in that  
23 search for employment in other states. So we have a  
24 great challenge before us, and we had the leadership to  
25 bring it all together to make it happen. But we need a

1 significant change in education that we're all based  
2 on. Thank you.

3 CHAIRMAN GROVE: Representative Hill?

4 REPRESENTATIVE PHILLIPS-HILL: Gentlemen,  
5 thank you so much. You know, I can't think of a better  
6 way to end the cycle of poverty than to give people the  
7 skills they need to have a good paying job. I guess  
8 one of the statistics that I had trouble getting my  
9 mind off of as you testified was the fact that only 10  
10 percent of your student population are women, and for  
11 two reasons. One, I spent some time at York County  
12 School of Technology and had amazing young women show  
13 me how to fix the clutch on a diesel engine and, you  
14 know, work in a Tool and Dye shop.

15 So I know that there is interest among  
16 women, and what I also know is that, you know,  
17 Pennsylvania's poverty rate is approximately 13 percent  
18 and the majority of those people living in poverty are  
19 women. And we know that about 75 percent of women who  
20 are below the poverty line are single mothers. Who  
21 better to benefit from the amazing programs that you  
22 have? So what type of activity outreach are you doing  
23 to reach over half of our population.

24 MR. GRISCOM: We work with the YWCA and  
25 First Options, First Choices. We work with Junior

1 Achievement, we go to all of their events. We were  
2 hosting those events on campus. We had the Chamber of  
3 Women's Membership program on campus. We do tech girls  
4 camps in the summer, which bring middle school girls  
5 onto campus and so forth. We adopted kindergartens,  
6 half of those students are females in the adopted  
7 kindergarten program. We're doing a National Science  
8 Foundation grant right now for STEM things, so locate  
9 the STEM careers focused on machine technology, HVAC.  
10 And I think we're were going to do our CAD program, I  
11 think we're in a different program right now. So we're  
12 out there constantly.

13                 We have My Future. We created a website  
14 with a Lancaster Foundation grant called My Future  
15 Career, which has videos of graduates. And we try and  
16 make that representative, we have minorities, we have  
17 females, we have students who have graduated from  
18 Stevens actually out in the workplace talking about why  
19 they like the job they do, the types of lifestyle that  
20 it offers them and so forth. Women, they got a big  
21 part of that. So that's --- you know, it is hard to  
22 overcome.

23                 If you look at the statistics, I'm on a  
24 number of STEM initiatives. And the other statistics,  
25 women through eighth grade, I think it's like over 50

1 percent, would consider a STEM-type of career. By the  
2 time they get into high school it's like you have six  
3 percent. So we do a lot of things subliminally to  
4 discourage women from going into STEM-types of careers.  
5 Or if they do go into STEM, what we call STEM careers,  
6 it's nursing, it's childcare, it's those types of  
7 things and that's not what we're looking at. Our  
8 program, you don't have those types of programs.

9           I could offer childcare tomorrow, I could  
10 fill the program but they would not make a  
11 family-sustaining wage when they --- I was at a large  
12 four-year college for 25 years and I had a child-care  
13 program. It was certified, it was everything, but they  
14 made \$9 an hour when they graduated if they were lucky,  
15 unless they were a nanny in DC and then they made a  
16 different type of wage. But it wasn't  
17 family-sustaining, so that's not what we're interested  
18 in because, again, we're not about the programs, we're  
19 about the mission of the institution is to break that  
20 cycle of poverty. You can't do that without a  
21 family-sustaining wage.

22           So when you start to look at automotive,  
23 metal fabrication, machine and so forth we had women go  
24 through all those programs who have bene incredibly  
25 successful. I mean, they're making over six figures in

1 a number of cases. And it's just the communication  
2 process and it's a societal process at the same time.  
3 How do we --- you know, we don't want careers that have  
4 glass ceilings, you want real careers that have real  
5 opportunities. So they're the types of things we're  
6 doing and there's a lot more --- we had a women's  
7 center that's a significant --- we have a significant  
8 women's center, we have a director of the women's  
9 center. We're constantly working and trying --- when  
10 the women are there we do a lot of things, we have  
11 membership, tutoring and so forth to make sure that  
12 they're successful while they're there.

13                   But we're just --- you know, we're  
14 fighting an uphill battle, I think we're making  
15 progress. In terms of real numbers, our enrollment has  
16 grown. So yeah, we're at ten percent but we have more  
17 females on campus than we've had in the past. But it's  
18 still --- it's a challenge for us.

19                   REPRESENTATIVE PHILLIPS-HILL: So are you  
20 finding these outreach initiatives have provided  
21 quantifiable results in terms of improving ---

22                   MR. GRISCOM: Somewhat.

23                   REPRESENTATIVE PHILLIPS-HILL: --- female  
24 enrollment.

25                   MR. GRISCOM: Somewhat, but I don't have

1 enough data to actually say that, correct. I'd have to  
2 see. I mean a lot of those things have only been in  
3 place for two or three years. We're dealing with  
4 middle school students and so forth, they haven't  
5 graduated from high school. So it's going to --- I can  
6 tell you how the adopted kindergarten program and  
7 middle school program, I know we've had students who  
8 have been attended those programs who actually  
9 graduated from Stevens. But those programs haven't  
10 been in effect long enough for me to actually honestly  
11 say that.

12                   REPRESENTATIVE PHILLIPS-HILL: Well I mean  
13 certainly there would be nothing better than to reduce  
14 poverty in Pennsylvania, to break that cycle of  
15 poverty. So if there are things that you think we can  
16 do to assist in that, I'd be very interested to talk to  
17 you about it.

18                   MR. GRISCOM: Thanks.

19                   REPRESENTATIVE PHILLIPS-HILL: Thank you.

20                   CHAIRMAN GROVE: Representative Tobash.

21                   REPRESENTATIVE TOBASH: Thank you. Thank  
22 you for your testimony again. I was fortunate enough  
23 to hear you testify in maybe on two previous occasions,  
24 so I appreciate your work and your advocacy for your  
25 organization. And your mission statement is altruistic

1 and meaningful for the commerce in the Commonwealth,  
2 it's really great. And I think that in the last budget  
3 cycle we've dedicated some funds to Thaddeus Stevens;  
4 is that correct?

5           MR. GRISCOM: Correct, yes. And if you  
6 looked at the page of my testimony, you will see who we  
7 used those funds. We actually --- Penn College and  
8 Thaddeus Stevens received \$2 million which was unlike  
9 any other higher education institution in the  
10 Commonwealth. And we used those resources to create  
11 our electromechanical engineering technology program,  
12 our water environmental technology program, our  
13 residential remodeling program that just started this  
14 year, our foundry program and so forth. So that has  
15 been great because that has helped us with the  
16 resources we had to expand the opportunities within the  
17 constraints that we currently have. But that has been  
18 great, that electromechanical program, Penn College  
19 calls that and RACC. In fact right outside this door  
20 you'll see their mechatronics lab, which is what we  
21 have. We started that program this year, we have 25  
22 students that's fully enrolled. And every one of those  
23 students has an internship this summer, and we have, I  
24 think, 40 companies that say that he could hire five or  
25 six of those graduates when they graduate. So again,

1 it's a question of capacity.

2                   REPRESENTATIVE TOBASH: So that's what I  
3 want to talk about, and I think that that is terrific.  
4 I'm very proud of the fact that we heard you and got  
5 you some funding and that's it's been utilized in a  
6 very effective way. So, one of the parts of your  
7 testimony talked about the fact that you do have some  
8 businesses that are on board with supplying tuition to  
9 students. And Mr. Munro mentioned the fact that this  
10 business and education partnership, businesses  
11 partnering with you, is an important element that  
12 you're trying to improve. Let me hear a little bit  
13 about your success so far and what your plans are to  
14 try and get businesses more engaged in the funding  
15 element of your organization.

16                   MR. GRISCOM: Was it three or three or  
17 four years ago there was an Army National Guard  
18 facility three blocks south of the college. And Alex  
19 and I, from where we lived, we lived in a place where  
20 we drive by that every morning. And we drove by it and  
21 Alex said it looks like there's nobody there anymore.  
22 And these are kind of like pole buildings, there's two  
23 of them, they're about \$9,000 square feet each. And he  
24 said, I don't think they're there anymore. And I said,  
25 you know I noticed that too, I didn't see any trucks or

1 anything out there. And I said let's check on that, I  
2 said by my God, I said I could put a welding program, a  
3 metal --- you know, I could really double the size of  
4 machine technology in an instant.

5           So we did some research on it and we found  
6 out that they had left and the property didn't revert  
7 to the state, it reverted to the City of Lancaster. So  
8 we went to the mayor and we said hey, Rick, and said  
9 listen that looks like a first-rate facility, got any  
10 plans for it? He said absolutely, he said it's like a  
11 godsend for us, we're going to create our maintenance  
12 facility here and we're going to be able to combine  
13 parks and recreations and public works and everything.

14           I said, Rick, I said I got a higher  
15 purpose for it than that. I said, it's right in the  
16 middle of Hand Elementary, you got Washington sitting  
17 right there, it's going by us. I said, all we got  
18 there is a sewer system and a recycling waste center.  
19 I said, don't you think it'd be great to put an  
20 education --- we'll put a community learning center in  
21 there, we'll have after school programs, we'll do  
22 workforce training and I can quadruple the size of  
23 several of my programs.

24           He said, I really like that idea, Bill.  
25 He said, but I really need to do this. So we talked

1 about it and we convinced him over a period of time  
2 that this was a higher purpose for it. And we got  
3 support from the administration, from the General  
4 Assembly and we were able to do it. But we had to  
5 raise money in the private sector. So in less than 12  
6 months we raised \$2.4 million from our business  
7 partners in the public sector for that project, which  
8 will help to equip that facility when we get it. We  
9 had one --- Grinder Industries, if you go down 283  
10 between Harrisburg and Lancaster at the American flag  
11 out there, huge metal fabrication and welding shop.  
12 Frank gave us \$1 million and said listen, I need more  
13 welders, I need more metal fabricators.

14           So that's just one example, you know, of  
15 the type of them stepping to the plate, because they  
16 have stepped up to the plate. But I need to share  
17 something with you that we hear from our corporate  
18 partners. They said, we're going to do that because we  
19 absolutely --- workforce is critical to us. But you  
20 have to understand something, we're more than just  
21 Pennsylvania. And when we got to other states, if we  
22 go to Mississippi, if we go to West Virginia, if we go  
23 to Ohio or either of the Carolinas, they're providing  
24 this for us for free. Okay. They will come in and  
25 build a higher education institution next to us that

1 will --- they'll put in a training center and they will  
2 provide these needs for us. And you know, we're  
3 already, being pretty good corporate citizens, we don't  
4 understand why it is that we have to do that. It  
5 doesn't seem like it's a level playing field for us if  
6 we have to do this. But they have stepped to the plate  
7 and done that. And I've spent some time in those other  
8 states and it is a different way that we support the  
9 training needs of industry.

10           REPRESENTATIVE TOBASH: Well I hear loud  
11 and clear from the employers in our area that they are  
12 in dire need of the human capital that you talked about  
13 before. And I do see businesses lining up to support  
14 and partner with education. And I understand that it's  
15 always a business decision in what location are they  
16 getting the support that they need to be the most  
17 successful, because it's part of the elements. So we  
18 want to be as --- make sure that the pencil is as sharp  
19 here in Pennsylvania as it can possibly be. And I  
20 think we have to continue to look there building  
21 business and education partnerships everywhere we can.  
22 I'm happy to hear that you guys are doing it. As a  
23 matter of fact, I am working on a bill right now, and  
24 you mentioned the EITC, to focus on that EITC money in  
25 the technical area. And I hadn't thought about higher

1 education before this, so I'm happy for that thought.  
2 And as we hear your testimony, it's all very important  
3 and it's important to me. So, thanks again.

4           MR. GRISCOM: That would be a great bill.  
5 It would help us. Facilities is part of our issue, but  
6 the other part that Dr. Strickland talked about is  
7 equipment. There are trainers sitting across this room  
8 right here in that mechatronic side that costs over  
9 \$400,000 a piece. So, our business model that we start  
10 a program is pretty much self-sustained. Between the  
11 pile of the PHEAA funds that we got, the tuition, the  
12 49 percent of tuition-paying students, our business  
13 model allows that program to be pretty much  
14 self-sustaining, even though they're more expensive  
15 because they're full time faculty, they're highly  
16 skilled in equipment and in the lab and so forth.

17           But creating the capital investment to  
18 create the facility and secondly the equipment are the  
19 two biggest obstacles we face. And having EITC funds  
20 that weren't --- they don't need to go out to stem  
21 across the boarder or anything like that, they need to  
22 be focused on two-year technical programs that are  
23 driving what industry needs. I can't tell you how many  
24 industry partners, Buck company, a large foundry in  
25 Quarryville near our campus, we do a lot with them. We

1 created educational programs, the hiring does not reach  
2 out to them. We have a lot of foundries in  
3 Pennsylvania, a lot in the Lancaster area. They said,  
4 if we could give you --- we just bought an induction  
5 furnace that cost us \$45,000, one induction furnace.  
6 They donated all the flasks and the molds and all the  
7 other --- the benches and a lot of the things that we  
8 need, the squeeze mold machines for that program.

9           But the induction furnace was critical and  
10 we had to buy that out of other funds. And they said,  
11 gee if we could have give you --- you know, if we could  
12 have used EITC tax credits to fund you, we'd fund other  
13 things. We would've loved to have done that. And what  
14 better way for them be able to align the needs of  
15 higher education --- or their needs with higher  
16 education than allow them to direct the funds for  
17 specific projects that will provide the types of  
18 training that they need. So I commend you for that,  
19 that would be a great bill. And I think industry would  
20 really support that. I know we would.

21           REPRESENTATIVE TOBASH: Thank you.  
22 Currently we have over 400 higher education career and  
23 technical schools. You're turning away thousands of  
24 kids every single year. Is the demand that big? I'm  
25 just trying to crunch numbers in my head about how many

1 schools there and how many kids are actually in higher  
2 career and technical education across the Commonwealth,  
3 and yet we still come up short. Bring that back to me,  
4 just to hit those numbers again, because I have a hard  
5 time imagining out of over 400 we still have those job  
6 openings.

7 MR. GRISCOM: Are you talking about in  
8 terms of the demand for graduates?

9 REPRESENTATIVE TOBASH: Yes.

10 MR. GRISCOM: Oh, the demand for  
11 graduates. If you were going to try --- we should be  
12 at 10,000 students. Penn College should get 10,000,  
13 there should be ten of us across the state. I mean,  
14 Philadelphia is not served by anybody. Really, there's  
15 nothing significant there, in my opinion, that meets  
16 the needs that they have. And we've been approached by  
17 representatives, pardon me, she would like to have you  
18 all in our backyard but her resources aren't there to  
19 accomplish that.

20 But the demand, we have a pretty good  
21 relationship with former Transportation Secretary  
22 Schoch, who we thought was kind of like a superstar in  
23 the transportation area. And he has worked with the  
24 infrastructure, and that was --- and he was actually  
25 our commencement speaker a month ago. And I said to

1 him I said, Secretary, I said you got this  
2 infrastructure bill passed, I mean that's going to be a  
3 great thing. I mean, we certainly need it and it's  
4 going to be needed in the future considering the number  
5 of roads and bridges we have in Pennsylvania and the  
6 rest of the country. Who's going to do that, I said  
7 where are the carpenters going to come from, where are  
8 the welders? And he said, I have no idea. He said,  
9 that's probably one of the biggest threats that we face  
10 to this project is we don't have the people that are  
11 there. And when you look at that and you look at the  
12 40 percent retirements that are out there, this need is  
13 going to last for 20 years. I mean, there are jobs  
14 that you can't outsource.

15           There's a lot of things you can outsource,  
16 you can outsource your administrative assistant, you  
17 can do your accounting off shore, you can do a lot of  
18 things, you can't outsource your auto mechanic, your  
19 plumber, your welder, your carpenter. Those things are  
20 going to be here. So that demand is there for the long  
21 term, and it's just astronomical. And I think it poses  
22 an incredible threat to the economy of Pennsylvania.  
23 But I was saying to him, I think it's a great  
24 opportunity to grow the new economy in Pennsylvania  
25 because that's the one --- we have a lot of good things

1 here. I mean, Pennsylvania's an attractive area for  
2 foreign companies and for companies here. There's a  
3 lot of things, it's a wonderful state, it has good cost  
4 of energy, it has a lot of other things. It doesn't  
5 have the technical workforce.

6           When the governor, the former governor,  
7 did his trip abroad and so forth, the thing that you  
8 heard from France and Germany and so forth was we would  
9 love to come there, we've already got 70,000 jobs  
10 there, we'd like to bring more but we don't see the  
11 workforce. The new CEO of High Industries in Lancaster  
12 worked for Armstrong Industries, a Fortune 500 company  
13 for a number of years. And his job was to do  
14 relocation to identify sites in China and Bulgaria, and  
15 all over the world. And he said, the reason that we  
16 didn't go to a number of places is because they don't  
17 have the workforce that's going to sustain it.

18           I have talked to RR Donnelley, one of the  
19 largest printers in the world who's located in one of  
20 their largest printing sites in Lancaster and said, we  
21 could have added 5,000 jobs in Lancaster, but we're not  
22 going to do it because we haven't been at full  
23 employment since we've been there. We can't get the  
24 people, the press operators, the graphic people that we  
25 need here now so we're not going to come there because

1 we just know it's not possible. We're going to go  
2 somewhere where we can find it. That's all lost  
3 revenue in my mind, an opportunity for our citizens.

4           So again, I think workforce is one of the  
5 most vital things that you could do for economic  
6 development. If you don't have the human capital  
7 you're not going to track the economic activity,  
8 they're simply not going to come here. And they're  
9 not going to be able to stay here if we don't allow  
10 them to be competitive. If they're playing four on  
11 five basketball, they're going to lose after a while.

12           REPRESENTATIVE TOBASH: Remediation, if  
13 you could reduce your remediation costs by 90 percent,  
14 how much would that save, just adding statements?

15           MR. GRISCOM: We spend \$400,000 a year on  
16 remediation. That's not counting --- I don't consider  
17 tutoring students and doing some of the other things we  
18 do necessarily remediation. But purely remediation,  
19 about \$400,000. So it's not like a huge --- our budget  
20 annually is about \$18, \$19 million, somewhere in that  
21 ballpark between. Our state appropriation is \$12.2  
22 and then the rest of it in tuition fees. We have some  
23 United States Department of Labor grants for \$2.3  
24 million. So probably around \$18, \$19 million is to the  
25 total budget.

1           So it's not killing us, it's just not as  
2 effective as I'd like it to be. I'd like to see those  
3 students being more successful. I'd say there's about  
4 a 60 percent success rate, I'd like to see better than  
5 that. Our enrolled graduation rate in two years is 60  
6 percent, which is five times better than our 28  
7 benchmark institutions. But it's, to me if we were a  
8 company we'd be out of business if we were losing 40  
9 percent of our profit. So we need to do better, we  
10 need to go up 85 or 95 percent and that's what we're  
11 working on, intern rates. One of our most significant  
12 initiatives is how we make our students more  
13 successful.

14           REPRESENTATIVE TOBASH: Do you think the  
15 academics changes we recently made will help improve  
16 --- reduce the need for remediation in the out years?

17           MR. GRISCOM: I'd like to think so, but  
18 honestly I don't really believe that. I mean, I've  
19 been though --- you know, like I said for 40 years I've  
20 seen the Keystone Exams, I've seen PSSA, I've seen all  
21 these things and so forth, and I'm not sure. I  
22 actually thing there should be less testing and more  
23 time spent on teaching and more flexibility in higher  
24 education than what I see here in K-through-12 and what  
25 I see. And the one thing I certainly see, and I'm not

1 sure, it may have been over here that I heard, we have  
2 taken the shop classes out, we've take the hands-on  
3 things out of school. We're so focused on these tests  
4 and they're purely cognitive tests, we kill a lot of  
5 students.

6                   I mean, I was a teacher --- I was a middle  
7 school teacher, I was a high school teacher before I  
8 got into higher education. Kids learn by doing. They  
9 need hands on, they need engagement. If you want to  
10 make education rock, you don't do it by sitting 30 kids  
11 in front of one teacher and teach them like we all  
12 learn the same way and at the same rate. They don't,  
13 okay, we know that. We can prove that. So you have to  
14 have hands-on activities, you have to --- if you want  
15 to do STEM education you don't do it by teaching kids  
16 about math in some abstract cognitive fashion, you do  
17 it by giving them issues where they have to create  
18 mathematical formulas to solve problems.

19                   It has to be hands-on, that's the way kids  
20 learn, that's the way they retain information. And we  
21 have taken that up with public schools. So it's no  
22 wonder that we don't have people interested in STEM  
23 initiatives. These hands-on STEM-types of activities  
24 are the way that you integrate math and reading and  
25 science and engineering and industrial technology and

1 we don't do it. So I would rather see us focus our  
2 efforts there rather than testing kids, because  
3 teachers are simply --- my son is and IT director at  
4 Lampeter Strasburg and I think he said they spend 30  
5 some days that you're testing out of 180 days. My  
6 commonsense tells me that's probably not the best use  
7 of time, you know, so that's my opinion.

8 REPRESENTATIVE TOBASH: And my final short  
9 question. You sort of answered --- you actually really  
10 answered my question on Keystone Exams and on  
11 standardized testing. So my question is a yes and no  
12 answer. We have three Keystone exams in the  
13 Commonwealth right now, do you think we should have  
14 ten?

15 MR. GRISCOM: No.

16 REPRESENTATIVE TOBASH: Thank you.

17 MAJORITY CHAIRMAN GROVE: You're always on  
18 message, Representative. Thank you gentlemen very  
19 much, I appreciate your testimony.

20 MS. GRISCOM: Thank you.

21 CHAIRMAN GROVE: Next up, Mark Volk,  
22 President of Lackawanna County College, Association of  
23 Independent Colleges and Universities of Pennsylvania.  
24 Thank you so much. Thanks to all the testifiers for  
25 their patience today.

1                   MR. VOLK: Chairman Grove, excuse me,  
2 Chairman Harkins and the rest of the Select  
3 Subcommittee, thank you for having me there this  
4 afternoon. I was actually very happy to sit here and  
5 listen to all the testimony, there are a lot of  
6 interesting things and ideas. And we always look for  
7 ways at our college to leverage what others are doing  
8 to benefit our students.

9                   Now I'm here on a dual role, to talk to  
10 you first about the independent colleges and  
11 universities in the Commonwealth, and then to talk  
12 about my college and why I think it represents kind of  
13 a often-overlooked aspect, the two-year private  
14 colleges that function as community colleges without  
15 the same funding stream that the community colleges do  
16 and how we're about to serve the Commonwealth many  
17 times in communities that do not have access to  
18 community college.

19                   So let me, if I can, talk just briefly  
20 about the independent colleges, there approximately are  
21 94 independent colleges and universities within the  
22 Commonwealth. We do provide the same type of degree  
23 offerings that you find in public as well throughout  
24 the PASSHE system. And we do in many cases, offering a  
25 larger number of degrees for example, we offer 51

1 percent --- confer 51 percent of the degrees in the  
2 industrial civil and mechanical engineering, 52 percent  
3 of degrees in accounting and auditing, and 71 percent  
4 of the degrees in registered nursing. So I think you  
5 can see that the impact is quite large across the  
6 entire Commonwealth.

7           We also have a large number of returning  
8 adult students. In fact, the majority of students who  
9 return to the four-year for a four-year degree come  
10 back and do that through the private colleges and  
11 universities within the Commonwealth. In terms of the  
12 two-year role there are several within the state, my  
13 college in the Scranton area as well as Johnson  
14 College, which is a technical college, they're a  
15 two-year technical college within the Scranton area.

16           Keystone College, which was originally a  
17 two-year college then ultimately a two-year private,  
18 became a four-year but also retains a large number. I  
19 think they still have approximately 12 associate  
20 degrees that they offer within the program, where  
21 they're looking at how they can readjust themselves as  
22 well to move more into the graduate level. And then  
23 even within the Philadelphia area itself, there's  
24 Harcum College, Manor College, Pierce College,  
25 Pennsylvania Institute of Technology all provide

1 Associate's degrees. They're focused on career tracks  
2 and serve the Greater Philadelphia area.

3           So again, I think you can see that there  
4 are many of us out there that are in the private realm  
5 that do provide those opportunities in the career  
6 tracks, in the technical tracks for residents of the  
7 Commonwealth. And we do that, again, without many  
8 times that same economic offset. We compete on the  
9 levels of our tuition and on our infrastructure without  
10 having that same offset from the Commonwealth that the  
11 publics do.

12           So I'd like to talk now about my college:  
13 Lackawanna College. It was founded in 1894 as a  
14 business college. I have a picture hanging in one of  
15 my conference rooms that shows a group of men and kids  
16 standing outside what was our original building for the  
17 college. At that point we were Lackawanna Business  
18 College and there's a banner across a horse cart that's  
19 out in front and it says we're the live hustling  
20 school. Because back then that's what business was all  
21 about, it was about hustling, it was getting out into  
22 the industries --- out into the streets and selling  
23 your wares.

24           Our school was founded really to help the  
25 sons --- at that point, the sons of miners to get out

1 of the breakers, to get out of the mines and into the  
2 businesses --- offices of business to give them a  
3 better wage, better opportunity for life. And then  
4 that expanded out into women, fairly early in our  
5 career in the '20s. And then in the mid-'50s we were  
6 charted as a two-year private junior college at that  
7 point and began our role again serving our community.

8           We are 80 percent local, 88 percent of our  
9 students come from the Commonwealth of Pennsylvania.  
10 And about, I would say, 60 percent of our students that  
11 are remedial education students, and very similar to a  
12 community college we share that same population. I  
13 would note that just this year my developmental  
14 education program was recognized by the Pennsylvania  
15 Association of Developmental Educators as the top  
16 program for the Commonwealth. And we're very proud of  
17 what we're able to do in helping students that come to  
18 us who are not yet college prepared to get ready and to  
19 move on to be successful. And I know that we all love  
20 to talk about what we can do to help change those  
21 statistics, because I think we do need to do it, but I  
22 think we also have to recognize that the light of  
23 education comes on at different times for different  
24 people.

25           Many of our students are returning adults,

1 many of them did not have that light --- my wife  
2 hopefully is not watching, but my wife will say that  
3 she started in Keystone College and did not fare well  
4 in her first year and dropped out of college. We  
5 entered --- I entered the army and we went off on my  
6 first tour overseas. And we came back, Lynn went to  
7 college in Oklahoma where we were associated, and got  
8 her degree. She's a CPA, she's the vice president for  
9 finances at our local public broadcasting station. But  
10 for her that light didn't come on early, and so I think  
11 we have to realize that ultimately there are students,  
12 many students, that for many reasons whether it's  
13 socioeconomic conditions or others, they're just not  
14 prepared. And no matter what we do they're not going  
15 to have that light come on until later, so there has to  
16 be ways that they can have that ability to come into  
17 the program.

18           You have my testimony in front of you, the  
19 written testimony, and I've highlighted several of the  
20 programs that we do have that have been very  
21 successful. And we work very closely with the  
22 Workforce Investment Boards to look at high priority  
23 jobs. Because of where --- we're actually --- my  
24 headquarters is in Scranton, but we had four centers  
25 that we served other under-served communities, three of

1 the four do not have community colleges in the local  
2 vicinity, and so we work with about, I would say, six  
3 Workforce Investment Boards in those areas and helping  
4 to meet the needs of the local community and provide  
5 those jobs.

6           We've had some very successful programs,  
7 and I'll highlight really what I think is probably a  
8 very interesting model for business in hiring  
9 collaboration in our petroleum and natural gas program.  
10 But, you know, a surgical tech program has been very  
11 successful up in the Towanda area with great job  
12 placement ratings and with great family-sustaining ---  
13 excuse me. Family-sustainable wage positions.

14           Our EMS program has a placement rate of  
15 100 percent, we continue to have great placement around  
16 our local area. And you'll see the salaries that are  
17 referenced recognize that those are local salaries and  
18 the median average wage in Scranton, I think, two years  
19 ago was about \$28,000. So these do really recommend  
20 --- represent jobs that help individuals start into the  
21 community at a family-sustainable wage.

22           Our nurse aide program, we've graduated  
23 377 students in 66 classes, and of that 100 percent of  
24 those students have passed the State Registry exam.  
25 We're very proud of that and the fact that our lead

1 nurse aide instructor has been asked to sit on a panel  
2 to help develop testing standards for the National  
3 Registry exam as well.

4                   Our Continuing Education Training  
5 Institute that works with our Workforce Investment  
6 Boards and many times takes either displaced adults ---  
7 or returning adults, displaced workers and help to  
8 retrain them, get them in the industries as a job  
9 placement rate of almost 80 percent. And then our  
10 sonography program, again very great,  
11 family-sustainable wages at about a 90 percent  
12 placement rate within six months after graduation.

13                   So when you look at the fact that, I would  
14 say, we are taking students who many times begin with  
15 us not college ready, the fact that we're placing in  
16 some of our programs in the 80 percent and other as far  
17 as 100 percent, I think it tells you there are  
18 possibilities for students who don't quite have that  
19 aptitude to enter. You just have to have the ability  
20 to help to grow and learn and mature, to get them  
21 prepared as they go forward.

22                   I'd like to now just highlight the  
23 petroleum and natural gas program. So we started ---  
24 we were asked, it was probably maybe eight years ago,  
25 not too long after I joined the college as the

1 executive vice president, to go up and look at  
2 Susquehanna County, which had no higher education  
3 institution at that time, to look at the possibility of  
4 creating a center up there for them. And frankly, we  
5 struggled. There were not a lot of job opportunities,  
6 there were not a lot of businesses that could sustain  
7 large jobs. My numbers are kind of close here, but as  
8 I looked at it I think I looked at you could take the  
9 12th largest employer, combine that with the 7th and  
10 you would get the second largest employer on  
11 Susquehanna County at the time, and that was McDonald's  
12 Corporation.

13           The majority of the industries around were  
14 very small businesses, they were rock quarries, they  
15 were farms, there were not a lot of big jobs. And so  
16 we were almost ready to say we just can't do this,  
17 there's no way we can start this when the discussion of  
18 the Marcellus Shale field and Marcellus play began to  
19 take place. And so we looked at that, we looked at  
20 Barnett Shale out at Texas that at the time it was  
21 about --- Barnett Shale field was about one-fifth the  
22 size of Marcellus and they were employing 90,000  
23 workers in the field at that point. So even if it  
24 wasn't five times that amount, we knew it was going to  
25 be a large number.

1           And so we opted to take a chance and we  
2 stepped out and began creation of a program. And  
3 within five years we'd gone from offering one degree to  
4 four to being recognized as probably one of the top two  
5 two-year Associate degree programs within the petroleum  
6 and natural gas field in the country. And we've done  
7 that with about or as close to 100 percent rate that  
8 you can get in this industry. We lose some students  
9 who ultimately take our degree and go on to --- instead  
10 of going directly into the field they go to Penn State  
11 or to tech and go into a petroleum engineer program.  
12 Or sometimes students will make bad choices in their  
13 lives that they will end up with some type of drug  
14 offense or other thing that will keep them from being  
15 employed within the industry, which is very safety  
16 conscious.

17           And so we've done that by looking at how  
18 we grow our programs, we do that in direct  
19 collaboration with the industry, where's the need, how  
20 many do you need, how do we grow that, how can you help  
21 us collaboratively to make this happen. So as we began  
22 to build the program, we initially took some  
23 curriculum, we went directly out to the industry  
24 partners and started talking with them and say, okay,  
25 here's what's being offered in other places, how do we

1 include that, how do we make this better, how can you  
2 help us.

3           We developed a program that included  
4 internships for all of our students between first and  
5 second year, they're paid internships. Most are in  
6 Pennsylvania, some are in Oklahoma and Texas. Probably  
7 70 percent of our students are hired by the December of  
8 the year before they actually graduate, most of those  
9 by the companies that they interned with. And many of  
10 them are employed part-time while they're in their  
11 final year because the companies are just trying to  
12 hold on to them. They don't want them to go somewhere  
13 else.

14           We established a very effective  
15 collaboration with Cabot Oil and Gas fairly early on,  
16 and they saw what apparently was a spark for them in  
17 our program. And they came to us and offered to invest  
18 in our program two-and-half million dollars several  
19 years ago. \$1 million of that went into our endowment  
20 to help offset the cost of education for our students,  
21 and then one-and-a-half million comes to us in terms of  
22 equipment and internships and access to experts and  
23 equipment throughout the industry. That was the  
24 largest single investment Cabot Oil and Gas has ever  
25 made anywhere in any corporation or in any higher

1 education institution, or any institution at all. What  
2 that did, though, was give us access and it gave us  
3 credibility across the industry. And so what's  
4 happened since then is that we've had an active  
5 partnership with many of the said companies that  
6 support the oil and gas industry.

7           Some of that comes through curriculum  
8 offset, some of that is the investment of dollars in  
9 scholarships. I'm sorry, we have Southwestern just  
10 this year gave us \$100,000 for scholarship offset.  
11 Williams Oil and Gas gave us \$30,000. Many companies  
12 give us equipment. There's a company called Check Six  
13 that is headquartered out in Oklahoma, it's three  
14 former military pilots who developed the F-34 flight  
15 simulator software and they converted it to oil and gas  
16 drilling operations.

17           So it's an interactive, same program  
18 basically that the government uses to train pilots. It  
19 has everything from an instructional mode to hands-on  
20 mode where they're going and throwing faults at you,  
21 they're making a system break seeing how you react.  
22 There's an interactive voice instructor who follows  
23 you, who stops you, who corrects you. And then a  
24 faculty member also has the ability to look across  
25 every student, evaluate every piece of that curriculum

1 to see where are problems, where do they need to go  
2 back and remediate, how can they make it better.  
3 That's a \$250,000 piece of software that was donated to  
4 us. I'm happy to say that the Commonwealth also  
5 invested a Labor and Industry Grant to give us the  
6 ability to buy the hardware needed to run that program.  
7 We'll be one of the two colleges in the country that  
8 have that program and the ability to run it.

9           I can give you numerous examples of that  
10 direct industry collaboration, the investment of  
11 equipment, keeping us up to date. I have a small  
12 school, I have on a good day my endowment is about \$3  
13 million, that's on a good day. And so we don't have  
14 the ability to invest heavily in infrastructure, I  
15 can't take any money off of that, so I'm 70 percent,  
16 approximately, tuition-driven. I know I can't raise my  
17 tuition high on the backs of my students, so we have to  
18 look for innovative ways that we can continue to grow  
19 so we can over these types of programs.

20           And I think this is a way that you can  
21 directly show how companies can invest in higher  
22 education, not just by giving us money but by giving us  
23 up to date equipment, by giving us access to industry  
24 experts, by reviewing our curriculum, by giving us  
25 internships for our students that directly pays back to

1 them and the worker that comes to them when they  
2 graduate from our program.

3           So I would love to talk about that, I'd  
4 love to talk about issues of developmental education,  
5 the whole issue of earned income tax credits for a  
6 program like this where you have industry interests  
7 where they could look at the potential of donating  
8 equipment or giving us an offset of dollars to buy  
9 equipment to keep us up to date because, as you know,  
10 technology changes rapidly in every field and certainly  
11 in the petroleum and natural gas industry. And it  
12 does. And so colleges can't keep up with that change  
13 without raising our tuition. And so to help offset  
14 that, this is one way I think that would be an  
15 interesting way to do that.

16           We also award heavily in the dual  
17 enrollment field. We have dual enrollment agreements  
18 with about 26 local high schools right now in our areas  
19 in all of the counties and communities that we service.  
20 Some of those we work directly in the schools. Again,  
21 we will look at the programs and we will certify their  
22 instructors, their teachers, to teach our programs. Or  
23 in some cases who prefer to come directly to us and so  
24 we do that as well.

25           I think that the last point that I would

1 make is that the understand and recognition that there  
2 are some of us out there who are unique and private and  
3 don't have access to some of the same funding that the  
4 public schools do. And that across the board the  
5 independent colleges fill some of those same missions,  
6 but we don't get them.

7           So as you look and you craft legislation I  
8 would ask that you not forget about us, that you  
9 recognize that we are here, that we do provide a very  
10 substantial number of degrees and coursework and  
11 programs within the Commonwealth. And certainly when  
12 you look at a college like Lackawanna, where we are in,  
13 counties, in my surrounding counties, all but one has  
14 --- does not have a community college. So Bradford,  
15 Susquehanna, Wyoming, Wayne, Pike and Lackawanna,  
16 obviously, there are not community colleges. And so  
17 we're fulfilling that role without the funding stream.  
18 So I would ask that you think about us and keep us in  
19 mind when you look at the mission we're doing and how  
20 we're able to do it effectively and efficiently. Thank  
21 you, and I look forward to your questions.

22           CHAIRMAN GROVE: Thank you. Appreciate it  
23 and keep up the great work, especially working with the  
24 private sector and building those important  
25 job-creating programs. How is your coordination with

1 K-to-12 education within your four regions? Are you  
2 able to coordinate with the WIB and get in there and  
3 have those discussions with those kids in K-through-12?

4 MR. VOLK: Yes, we do. We have very  
5 active collaboration with all of the school districts  
6 with whom we work. And then collaboratively with the  
7 WIBs. Our local Chamber of Commerce also runs a  
8 program that focuses on STEM education and tries to get  
9 into middle schools to be able to facilitate that as  
10 well. And we're an active member --- actually the  
11 sitting chair of the Chamber Board at this point. And  
12 so we do actively participate and look for ways that we  
13 can help to guide students into various career paths.  
14 We reach out to them, we'll go out and, for example,  
15 we'll take our culinary director or our director of our  
16 school petroleum and natural gas to them and talk about  
17 the possibilities of those fields as alternative career  
18 paths.

19 And, you know, petroleum and natural gas  
20 by four degree paths average starting salary is \$60,000  
21 to \$70,000 not including overtime and benefits, just  
22 here within the Commonwealth of Pennsylvania. In  
23 Susquehanna County, that's just not career changing,  
24 that's life changing for people there. You know, when  
25 McDonalds was the largest employer, that is life

1 changing. And so, yeah, we do collaborate a lot with  
2 the WIBs and then into the high school as well.

3 CHAIRMAN GROVE: How about the  
4 coordination with Department of Labor and Industry and  
5 Department of Education, is there a collaborative  
6 working relationship with the independence as far as  
7 career and technical education?

8 MR. VOLK: Yes. And I did mention we are  
9 --- Lackawanna sits as the only two-year private that  
10 is part of the PASSHE passport agreement. And so we  
11 have a very active collaboration with Dr. Howley and  
12 with the Department of Education in how our students  
13 can articulate and transfer. We very early joined as  
14 one of the only private colleges in the state's  
15 transfer articulation and oversight committee process  
16 to ensure that those transfers occurred easily and  
17 quickly. But we do constantly --- we collaborate, I  
18 think, well and look for ways. In fact we were just  
19 talking this morning before we started about another  
20 potential way that we could offer some programs.

21 We do have the ability through that  
22 program to offer two of our students scholarships onto  
23 the state schools again through the passport system.  
24 And so I think we do collaborate very effectively and  
25 have to because of our mission. It's important for a

1 student to have every opportunity that they can have  
2 that all of the other students have that go through  
3 community colleges within our Commonwealth. And our  
4 students should be able to have those same  
5 opportunities as well since they're the same type of  
6 student.

7                   CHAIRMAN GROVE: I started my comments  
8 today with, you know, we have a robust career and  
9 technical education system. Everything I've heard  
10 today just reinforces that. But again, a lot of people  
11 come back with we have issues with communication, but I  
12 hear a lot of communication, a lot of coordination  
13 happening. And I'm trying to analyze where that  
14 communication breakdown is, at what level. Can you  
15 maybe drive in on that, or do you have any ideas around  
16 that?

17                   MR. VOLK: Sure. Well I think that we are  
18 all --- the economics of the system has caused the  
19 higher ed programs to have to collaborate and  
20 communicate better. I think many of us understand that  
21 we have to function as effective businesses. We are in  
22 the business of providing an education and so we are  
23 not for-profit. But that doesn't mean you can't go and  
24 not make any profit, but you have to do it wisely and  
25 efficiently and that means you have to communicate and

1 collaborate.

2                   And so for us especially, I know the  
3 success for my students is based on the ability of them  
4 to articulate either into the job directly, whether  
5 it's one of our career programs or it's a two-year  
6 terminal program or a technical program, or it is on to  
7 a four-year program we have to be able to set the stage  
8 for those students to articulate --- matriculate to  
9 those other programs. And so that's communication that  
10 has to take place, and so I have to do that on a  
11 regular basis.

12                   I think one of the challenges that we  
13 have, and you've heard it over and over again, has been  
14 that our society over the last decade has really  
15 devalued the technical aspects of education. You know,  
16 whether it's taking shop out of a program or devaluing  
17 something like a plumbing program or just kind of a  
18 focus away from the hands on aspects of an education  
19 and more focused on the testing aspects. I think that  
20 that has a lot to do with the message that we send to  
21 our students. And so it's that message, it's a  
22 cultural thing I think as much as it's a legislative  
23 thing or it's a higher education thing.

24                   It's that we have to convince families and  
25 students that there are many paths to success in our

1 country. It was really built --- our country was built  
2 on those multiple paths. The great news is that we  
3 provided say for the higher --- to the higher ed Act  
4 48, the community colleges that gave many more students  
5 an opportunity that wouldn't have it previously. One  
6 of the GI bills that helped the students coming back  
7 from World War II. But over time I think that message  
8 has been deluded and it's focused purely on a four-year  
9 education, which is valid in meaning and is still  
10 there, but we have to find ways to show students that  
11 there are these paths. You know, others before me have  
12 testified and have shown you the success rates and the  
13 salary levels, I've talked to you about some of our ---  
14 they're there. We've got to communicate to people  
15 culturally that they're good and vital.

16 CHAIRMAN GROVE: Great. Thank you. Any  
17 questions? Thank you very much, we appreciate it.

18 MR. VOLK: Thank you for the opportunity.

19 CHAIRMAN GROVE: For our last presenter,  
20 thank you for hanging in there. Dr. Kenneth Mash,  
21 president of Association of Pennsylvania State college  
22 and University Faculties. So, thank you very much.

23 MR. MASH: Chairman Grove, Chairman  
24 Harkins and members of the Committee, thank you for the  
25 opportunity to talk to you today. One of the benefits

1 of going last is that you have plenty of time to sit  
2 there and pare down your remarks. So I don't want to  
3 be redundant. I was here when Dr. Howley spoke, and  
4 she spoke about the great things that are being done in  
5 our system. And if anything, I just want to say that  
6 we're proud of the work that she does and that we do  
7 overall in this area.

8           The reason why I had asked actually to  
9 testify before you today was because I was a little bit  
10 disturbed when, you know, talking to some people in the  
11 business community, my role and some of the groups that  
12 represent the business community. But there's  
13 something what, I feel, is a misperception that is that  
14 our universities are not interested or that our faculty  
15 members are not interested in pursuing a career in  
16 technical education. I just think that that's  
17 absolutely untrue. All the faculty that I know, you  
18 know, that are looking for students who --- all the  
19 faculty I know believe fully in the higher education.  
20 And for us, higher education is about career education,  
21 it is about technical education, it is about studies in  
22 the liberal arts and humanities and the rest. We  
23 believe that what we do works not just for a person's  
24 career but for all aspects of their lives.

25           And even for employers, when it comes to

1 understanding the liberal arts and having that  
2 background, 93 percent of all employers say that they  
3 want students who can think critically, who can solve  
4 problems, who can work with others. That's essentially  
5 what we do in everything that we do. So if there are  
6 opportunities for us to do more, the faculty that I  
7 speak to are welcoming of that. In fact, at some of  
8 our universities, they're looking for opportunities to  
9 do a better job to serve our communities.

10 I think there's opportunities out there  
11 for our universities, in fact, to do even more. I know  
12 that the system believes that too, particularly in  
13 those areas that are underserved, particularly in the  
14 northern tier with some of our universities up there,  
15 as far as working with high schools and additional dual  
16 enrollment programs. There's also opportunities for  
17 us, you know, where there aren't CVCs and other  
18 opportunities there to provide the experience for  
19 students through a dual enrollment and then for those  
20 pathways for two plus two programs --- two plus two  
21 plus two programs and one might even had a Masters  
22 degree in that.

23 We understand also that with many of these  
24 fields the misperception that's out there among parents  
25 and young students as well about, you know, what does

1 it mean to be in those fields. The degree of increased  
2 technology and advancement and the understanding that's  
3 required of people going to those areas demand respect  
4 for people who go into those areas. It also means that  
5 there has to be opportunities for students to advance  
6 on as well if they want to progress in their careers  
7 and move on beyond what their entry-level position is.

8           We --- you know, to the degree that there  
9 is a misunderstanding that's out there, and I heard you  
10 just mention it before, I really do think it's a matter  
11 of communication. And one of the lines of  
12 communication that I think is sometimes problematic is  
13 that line of communication that occurred when I was  
14 speaking to someone and they were telling me, oh the  
15 faculty is not interested in doing this. You know,  
16 that's the perception that's out there, that the  
17 universities are not interested in doing that. And I  
18 really stopped to think about that and what does it  
19 mean, and I think really that too often when we have  
20 these kinds of communications that you speak, as I'm  
21 sitting here today, to university presidents and  
22 various different groups. And it's fascinating and  
23 I've learned a lot just by sitting here this morning.

24           But when you get right down to what does  
25 it mean to actually design programs and curriculum and

1 the rest, it's the faculty who do that. It is the  
2 faculty who have to actually, you know, come up with  
3 the ideas and speak to people and have that  
4 communication so they know if that's wanted. They have  
5 to actually write the courses, even before sometimes  
6 other faculty are there to teach the courses it's  
7 faculty who are writing --- designing those courses and  
8 who are designing those programs who are reaching out.  
9 It is --- you know, it's faculty who are going to even  
10 --- and sometimes suggest articulation agreements with  
11 other places to make it work well.

12                 So, I think there really does need to be,  
13 and this is really not something that would be very  
14 extensive even, but we do need to have group --- you  
15 know, greater numbers of regional meetings of state  
16 meetings that bring together the faculty and members of  
17 industry in the business community so that we could  
18 have those conversations. Because too often, even as  
19 you sit up here and even as I listen to the  
20 representatives who spoke today and talked about their  
21 great programs and what's going on, we can wind up with  
22 a game of what --- we use the telephone, grapevine;  
23 right?

24                 When you speak to the chancellor or you  
25 speak to an assistant chancellor or vice chancellor or

1 a president or provost or dean. And what could happen  
2 is that message goes to them and then it gets filtered  
3 down, filtered down, filtered down, so that it's never  
4 even clear exactly what is needed and where are things  
5 needed. And it is often as --- when it comes down to  
6 that degree and it's been passed along and passed along  
7 and passed along, it doesn't always have the appearance  
8 of being an attractive opportunity. It has the  
9 appearance of, oh this is something that you should  
10 look at rather than something that would be  
11 interesting, something that would be good for the  
12 community to do. So that's really just the brief  
13 comments that I wanted to bring to you today, because I  
14 do think that it's something that is missing. I do  
15 think that it's something that we can do better and I  
16 appreciate the opportunity to talk to you.

17 CHAIRMAN GROVE: Appreciate that. Any  
18 questions from --- okay. How hard is it for a higher  
19 ed to kind of come in and switch gears towards what's  
20 happening out in the private sector? Are professors  
21 engaged in that conversation, are they having those  
22 conversations with the private sectors, saying these  
23 are the needs they're having out there?

24 MR. MASH: I think it's hit and miss. I  
25 don't want to lie to you, you know, in all academia,

1 throughout academia we could move rather slowly in  
2 reacting to things. And part of that is about  
3 resources too, and I won't be rebuffing about the need  
4 for resources. But there are often opportunities, I  
5 watched at Strasburg University as one of the faculty  
6 members who was originally a math professor who got  
7 interested in computer science and started then looking  
8 at the field of computer security. And we really took  
9 the initiative in designing the course and became one  
10 of the first programs in the country to do that.

11           You know, you're talking about some of the  
12 brightest people in the country, I'll brag on their  
13 behalf. You're talking about people who have shown the  
14 initiative because they've gotten through all those  
15 years of school. They are naturally curious and they  
16 love higher education. So the desire is there, the  
17 question is how do you know when you're teaching your  
18 courses and the rest about what it is that --- you  
19 know, what it is that's needed out there. And the  
20 reverse is also true too, because it could be  
21 circumstances where, you know, there's a need or  
22 there's a perceived need but there's also demands on  
23 behalf of the university or on behalf of the programs.  
24 In other words, is it possible to actually do that? Is  
25 there actually enough students out there to design a

1 program around that specific area? But that kind of  
2 communication has to happen too, because there might be  
3 some meeting halfway that's possible to do. But if  
4 they're isn't that communication then both sides leave  
5 frustrated thinking half of the business community and  
6 industry, nobody wants to do this. And on the other  
7 hand thinking, wow nobody's ever asked us or spoke with  
8 us about it.

9 CHAIRMAN GROVE: Yeah --- going say. How  
10 engaged --- I mean, you discussed the Workforce  
11 Investment Boards a little bit. I think it's mostly  
12 administration end that's involved in that rather than  
13 the professors; is that ---?

14 MR. MASH: Yeah, absolutely. That part of  
15 it would definitely go to the administration, to the  
16 state system office as well. They would deal with that  
17 and the needs that are required by the universities.

18 CHAIRMAN GROVE: And I guess that's where  
19 a kind of communication breakdown throughout the actual  
20 institutions themselves where the industry might be  
21 saying we need more X, administration comes back and  
22 says we need more X. By the time it funnels down to  
23 you, it's --- I mean, do you look at that?

24 MR. MASH: Well clearly, you know, it's  
25 not a tendency, I mean, out of all the problems that

1 are out there. But if it never gets down to that level  
2 of the people who are going to design it, or you know  
3 there isn't --- you know, it's hard to even, when  
4 you're passing messages along, express even desire from  
5 where the message started or interest on behalf of the  
6 people who started the message or how urgent it  
7 necessarily is because our faculty are busy people as  
8 well. You know, how important is this, how much is the  
9 desire that's out there? How many potential students  
10 are we talking about?

11 CHAIRMAN GROVE: Thank you. Thank you  
12 very much, appreciate it.

13 MR. MASH: Thank you.

14 CHAIRMAN GROVE: Thank you. Appreciate  
15 everybody's patience today. I think we had a very  
16 robust conversation, some tremendous testimony on  
17 what's really happening out there. I'd appreciate if  
18 the committee members stick around, we'll be doing lots  
19 more of Reading Area Community College. So if you  
20 could stick around, I would also appreciate that.  
21 Thank you very much.

22 \* \* \* \* \*  
23 HEARING CONCLUDED AT 1:40 P.M.  
24 \* \* \* \* \*

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## CERTIFICATE

I hereby certify, as the stenographic reporter, that the foregoing proceedings were taken stenographically by me, and thereafter reduced to typewriting by me or under my direction; and that this transcript is a true and accurate record to the best of my ability.

Erin Gaffney

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