

1
2 COMMONWEALTH OF PENNSYLVANIA
3 HOUSE OF REPRESENTATIVES
4 LABOR AND INDUSTRY COMMITTEE
5 SUBCOMMITTEE ON EMPLOYMENT AND UNEMPLOYMENT

6 IRVIS OFFICE BUILDING
7 ROOM G-50
8 HARRISBURG, PENNSYLVANIA

9 PUBLIC HEARING ON
10 BARRIERS TO APPRENTICESHIPS AND TRAINING

11 WEDNESDAY, JUNE 2, 2021
12 1:03 P.M.

13
14 BEFORE:

15 HONORABLE KATE KLUNK, MAJORITY CHAIRWOMAN
16 HONORABLE DAVID DELLOSO, MINORITY CHAIRMAN
17 HONORABLE TORREN ECKER
18 HONORABLE DAWN KEEFER
19 HONORABLE LORI MIZGORSKI (VIRTUAL)
20 HONORABLE MORGAN CEPHAS

21 ALSO PRESENT:

22 JIM COX, MAJORITY CHAIRMAN, LABOR AND INDUSTRY
23 COMMITTEE
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ALSO PRESENT:

JOHN SCARPATO, EXECUTIVE DIRECTOR, MAJORITY
JONAS RICCI, RESEARCH ANALYST, MAJORITY
JENNIFER DODGE, LEGISLATIVE ADMINISTRATIVE
ASSISTANT II, MAJORITY
HALEY SALERA, EXECUTIVE DIRECTOR, MINORITY

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	* * *	
	Associated Builders and Contractors of	
	Pennsylvania (ABC)	
	District 1199C Training and Upgrading Fund	
	(See submitted written testimony and handouts	
	online.)	

P R O C E E D I N G S

1
2 MAJORITY CHAIRWOMAN KLUNK: I would
3 like to call to order the hearing on Barriers
4 to Apprenticeships and Training of the House
5 Labor and Industry Subcommittee on Employment
6 and Unemployment.

7 If you would all join me in the
8 Pledge of Allegiance and stand as able.

9 (Whereupon, the Pledge of Allegiance
10 was recited.)

11 MAJORITY CHAIRWOMAN KLUNK: I would
12 like to thank everyone for joining us here
13 today for our hearing.

14 I would like to announce that the
15 meeting is currently being recorded, and that
16 members and guests should please silence your
17 cell phones and any electronic devices that
18 you may have.

19 Will the secretary please call the
20 roll.

21 (Whereupon, roll call was conducted.)

22 MAJORITY CHAIRWOMAN KLUNK: Thank
23 you.

24 I called this hearing today to
25 discuss apprenticeships and training in

1 Pennsylvania, specifically to focus on the
2 barriers that exist to these opportunities.
3 We know that these barriers are different, and
4 in some cases one can pursue, you know, a
5 career in the trade, but sometimes there's
6 just not an awareness of those opportunities
7 that are out there. In other cases, that
8 apprenticeship-to-journeyman ratio requirement
9 could potentially reduce the number of
10 interested candidates who end up receiving
11 quality training here in our Commonwealth in
12 those skilled trades that we desperately need
13 in so many of our local communities.

14 So, today, we look forward to hearing
15 from a variety of different testifiers.

16 But, first, before I forget, I would
17 like to kick it over to our Chairman Cox, who
18 has a guest who he would like to introduce.

19 REPRESENTATIVE COX: Thank you, Madam
20 Chairwoman.

21 Joining us today is Trey Baughman.
22 He is currently enrolled in your junior
23 year -- senior year -- my mistake, I apologize
24 -- in Lancaster Bible College. And he is
25 going to be interning with me this summer.

1 And he's joining us today to see how some
2 things are done on the legislative level.

3 Thank you, Madam Chairwoman.

4 MAJORITY CHAIRWOMAN KLUNK: You're
5 welcome.

6 And welcome. Thank you for joining
7 us.

8 So, here today we have a number of
9 different testifiers. And I would like to
10 first kick it over, before I introduce those
11 who are here, to my colleague and fellow chair
12 of the subcommittee, Chairman Delloso, for any
13 opening remarks.

14 MINORITY CHAIRMAN DELLOSO: No, I'll
15 be brief. I'm looking forward to the
16 testimony. I very much am interested in the
17 topic, and I look forward to the testimony.

18 Thank you very much.

19 MAJORITY CHAIRWOMAN KLUNK: Thank you
20 Mr. Chair.

21 And today we have asked
22 representatives from our state apprenticeship
23 council and the apprenticeship training office
24 to join us. We also have representatives of
25 both joint and non-joint apprenticeship

1 programs here, as well as the president of a
2 local chamber of commerce from my hometown of
3 Hanover to participate in this panel
4 discussion.

5 From the Department of Labor and
6 Industry, we have Sheila Ireland, who actually
7 joined us this morning -- so, thank you for
8 hanging with us here this afternoon -- deputy
9 secretary for Workforce Development; Tara
10 Loew, director, Apprenticeships and Training
11 Office at the Department; Gary Laird, welcome
12 to Gary, from the Hanover Area Chamber of
13 Commerce.

14 Gary, thank you for joining us today
15 and all of your hard work down in my local
16 community.

17 We have George Hayden, president of
18 the Hayden Power Group, who is here with us in
19 person. And then Greg Hojdila, who is the
20 director of apprenticeship programs at IBEW
21 724, which covers Beaver, Lawrence, and
22 Mercer.

23 So, a good, well-rounded group of
24 folks today to talk about our apprenticeship
25 programs.

1 So, we have asked our panelists to
2 begin with some opening statements. We have
3 asked the Department to keep their opening
4 remarks to under fifteen minute total between
5 the two of you. And then the three remaining
6 panelists, if you can please keep your opening
7 statements to around ten minutes, that would
8 be great, and that will give us time to ask
9 our questions.

10 Any members who are joining us
11 online, if you can text your respective chair
12 or executive director if you have a question,
13 let us know. And anyone here in the room,
14 just get our attention.

15 So, with that, I will turn it over to
16 Deputy Secretary Ireland for her remarks.
17 Thank you.

18 DEPUTY SECRETARY IRELAND: Thank you,
19 Chairwoman Klunk.

20 Nice to join you again this
21 afternoon, Chairman Delloso as well and
22 members of the Labor and Industry Committee
23 Subcommittee on Employment and Unemployment.

24 Thank you for the opportunity today
25 to talk about the Department of Labor and

1 Industry's Apprenticeship and Training Office
2 and our work on the apprenticeship and
3 pre-apprenticeship opportunities in
4 Pennsylvania. I look forward to this
5 conversation about the critical role that the
6 ATO plays in building the skilled workforce
7 that Pennsylvania needs.

8 My submitted testimony is eight pages
9 long, so I will attempt to summate at this
10 particular point in time so we can get to what
11 we really would like to do with the
12 discussion.

13 So, registered apprenticeships are
14 innovative training programs that allow
15 employers to develop and prepare their future
16 workforce while providing individuals with a
17 learned and -- earn-and-learn approach to
18 career development.

19 Apprenticeship includes five key
20 components, it's important to remember:

21 Paid work, right? So,
22 apprenticeships are paid employees who produce
23 high-quality work while they learn the skills
24 that enhance their employer's needs.

25 On-the-job learning, developing

1 skills through structured learning in a work
2 setting.

3 Classroom learning, developing that
4 critical technical expertise.

5 Mentorship, which I think is so
6 important for apprenticeships to be able to
7 have the support of a skilled worker to assist
8 them.

9 And then, of course, credentials,
10 nationally recognized credentials.

11 Employers benefit vastly from
12 apprenticeship programs, including improved
13 recruitment, lower turnover, increased
14 productivity, and a retaining of their
15 institutional knowledge and expertise. They
16 give them the ability to have a broad range of
17 candidates, allow employers to fill vacancies
18 they couldn't fill due to skill sets and
19 available workers.

20 And by investing in workers through
21 registered apprenticeships, you can improve
22 your employee moral and loyalty. Ninety-four
23 percent of apprentices stay with the job where
24 they receive their training.

25 The program produces highly skilled

1 employees, trained to employer standards, with
2 employer's equipment and protocols -- we call
3 it context literacy -- and shortens the amount
4 of time before new employees are productive.
5 Additionally, the mentorship aspect of
6 registered apprenticeships allows workers to
7 gain the knowledge and experience of their
8 aging and retiring employees in the operation
9 and transfer that to newer generations of
10 workers.

11 Job seekers also benefit. I don't
12 think there's any question that the earn-and-
13 learn model is enormously attractive to people
14 seeking opportunity. From day one of an
15 apprenticeship, an apprentice begins to earn a
16 paycheck while they advance their skills. And
17 it opens up new pathways for those who can't
18 afford the time or cost of an advanced degree.

19 I think, secondly, it's the
20 opportunity to learn both conceptual knowledge
21 in the classroom or practical skills while on
22 the job, and some programs provide college
23 credit as well.

24 Also, it's not just paid work but
25 it's the opportunity to, as you gain skills,

1 advance the wage that you actually earn within
2 the apprenticeship program. And then, of
3 course, it's always the industry-recognized
4 credential that you earn at the end, which
5 obviously you can take with you.

6 There are two -- three models. It's
7 important to understand there's a difference
8 between a registered pre-apprenticeship and
9 loose terminology for pre-apprenticeship
10 programs. Director Loew has the ability to
11 approve and register pre-apprenticeship
12 programs in the state of Pennsylvania. The
13 main focus there is to prepare individuals to
14 enter and succeed in a registered
15 apprenticeship program.

16 Registered pre-apprenticeships can be
17 delivered by a range of entities as sponsors,
18 including employers, community-based
19 organizations, high schools, labor unions,
20 workforce agencies, or community colleges.
21 For educational institutions, the programs are
22 often integrated directly into their existing
23 curriculum. Pre-apprenticeships must be
24 linked directly to existing apprenticeship
25 programs and provide the instruction,

1 preparation, and supports to advance
2 participants to the apprenticeship program or
3 other careers. So we're clear on the benefits
4 of pre-apprenticeship, including the ability
5 to help individuals build their literacy,
6 math, English, and workplace readiness skills
7 that employers desire and potentially gain
8 advanced standing in a registered -- in a
9 partnering registered apprenticeship program.

10 Funding for pre-apprenticeships comes
11 from a variety of sources. WIOA, PHEAA --
12 excuse me -- the Workforce Investment and
13 Opportunity Act, known as WIOA; the Individual
14 Training Accounts; OJT; incumbent worker
15 training; customized job training; and
16 supportive services all can be using WIOA
17 funds.

18 And then, of course, we compete for
19 federal statutory grants, the Apprenticeship
20 State Expansion Initiative, which we've been
21 able to successfully compete for and have an
22 application in for the next round of funding
23 that is available. With that funding from the
24 U.S. DOL, we're able to make available fifteen
25 hundred dollars per apprentice to support the

1 classroom and on-the-job training of diverse
2 apprenticeships, including women, minorities,
3 veterans, and young people. Young people
4 meaning sixteen to age twenty-four.

5 There are other funding opportunities
6 that can be leveraged with apprenticeship as
7 well. Pell grants, if you are connected to a
8 post-secondary institution; GI bill, for those
9 of us who have served our country; and then
10 WEDnet, the Workforce and Education
11 Development Network of PA, which supports
12 apprenticeships with up to two thousand
13 dollars per employee.

14 So, with that said, I would say the
15 thing to remember here in the Commonwealth is
16 we have had some extraordinary success with
17 apprenticeship programs. At this point in
18 time, there are eight hundred and
19 seventy-seven unduplicated program sponsors
20 throughout the Commonwealth; one thousand five
21 hundred eighty-four registered apprenticeship
22 programs and occupations or trade additions
23 across the Commonwealth; seventeen thousand
24 five hundred and four registered
25 apprenticeships currently active.

1 I will say, Director Loew has done a
2 marvelous job of broadening and diversifying
3 the type of work or the type of industries
4 that we typically see in apprenticeship
5 programs. Everyone here understands that
6 manufacturing and building trades has been the
7 base of apprenticeship, but we've also seen an
8 83 percent growth in education-linked
9 apprenticeships, 71 percent growth in health
10 care, and 64 percent growth in technology.

11 Madam Chairwoman, that concludes my
12 report.

13 MAJORITY CHAIRWOMAN KLUNK: Thank
14 you, Madam Secretary.

15 And if Miss Loew would like to
16 provide any additional testimony?

17 MS. LOEW: No. I think Deputy
18 Secretary Ireland did a fabulous job. I am
19 here to answer any questions and provide any
20 further information as needed.

21 MAJORITY CHAIRWOMAN KLUNK: Okay.
22 Thank you. Thank you very much.

23 Then with that, we will turn it over
24 to some of our panelists who are in the
25 nitty-gritty of this on an everyday basis and

1 trying to make sure that our workforce is
2 properly trained and our businesses have the
3 skilled workers that they need.

4 So, first, we'll hear from Gary
5 Laird, from the Hanover Area Chamber of
6 Commerce, about the programs that are going
7 out in my local community, and actually
8 including Representative Torren Ecker's
9 community as well. You cover both of us.

10 So, can't wait to have you share
11 what's going on back home. Thanks, Gary.

12 MR. LAIRD: Thank you, Kate. And
13 thank you everyone for being a part of this
14 very important discussion today, especially
15 just want to recognize you, Kate, for all the
16 hard work and advocacy that you've put into
17 the workforce efforts in our community, both
18 on the business and education side.

19 We've been working at this for a
20 number of years, and like many others, we
21 started with career pathway awareness about
22 opportunities within our local community. We
23 started with manufacturing because we still
24 have a very robust manufacturing base here
25 locally. And we -- you know, we are -- most

1 of all, there's some, you know, misperceptions
2 about the fact that, you know, if you work in
3 manufacturing, it's not a good environment.
4 And so, one of the issues that we've dealt
5 with over the years is how do we overcome that
6 and create awareness with educators, with
7 students, as well as parents as it relates to
8 the great career opportunities in
9 manufacturing.

10 So, we've run a number of programs or
11 collaborated with the school districts and
12 businesses for a number of years about, you
13 know, again, those opportunities. We
14 participate in manufacturing days, job
15 shadowing opportunities, send businesses into
16 the schools to speak. All of that has
17 occurred over the years.

18 And in 2017, we had some employers
19 come to our chamber and say, "We need more."
20 You know, the career awareness opportunities
21 are a big part of what we need to be doing,
22 but we need more structure. We need to create
23 a talent pipeline. And so we started having
24 some conversations with Labor and Industry and
25 with the ATO, incredibly helpful through that

1 whole process.

2 And so, we had four employers in the
3 early stages that were very interested in how
4 we could form an apprenticeship model that
5 would be a benefit to the entire community.
6 And so, through the guidance of the ATO, we
7 were able to establish a joint model -- a
8 joint group model apprenticeship program that
9 was approved, I think, in 2018.

10 We had four employees. We've since
11 grown to eight. We have three registered
12 occupations: welding, mechatronics, and
13 machining. We have four school districts
14 currently participating. Initially, we did
15 not have a registered pre-apprenticeship
16 program, but we had so much activity between
17 our school districts and the businesses that
18 it was very easy to pull together a registered
19 pre-apprenticeship program within three of our
20 school districts.

21 So, our group model has worked well.
22 We have only scratched the surface. I think
23 we have a lot of opportunity to continue to
24 build, add additional occupations, and add
25 additional industries.

1 We have -- pre-COVID, we started --
2 we had UPMC and WellSpan and about four or
3 five retirement communities in our area around
4 the table to talk about high-demand
5 occupations in health care. So, we're going
6 to pick that up here hopefully within the next
7 two months.

8 We've also had some recent
9 conversations about apprenticeship with some
10 local construction companies about, you know,
11 the demand for construction workers. And so,
12 we've, you know, communicated with the ATO
13 regarding those occupations. So, we hope that
14 perhaps within the next year we'll have a
15 construction apprenticeship as well.

16 Our model has grown, and it hasn't
17 been without, you know, stumbles and issues
18 along the way. None of us really knew how to
19 get this process started. But I think because
20 of the collaboration that has occurred between
21 Labor and Industry, ATO, our local business
22 community, our school districts, it's been
23 successful. And so much of it really goes
24 back to those strong relationships that had to
25 be in place to be able to move this forward.

1 Many businesses, especially in our
2 area, are too small to have their own
3 apprenticeship program, to manage that
4 process. The wonderful thing about a group
5 model is the fact that we can -- we can keep
6 the talent pipeline flowing so, for instance,
7 if we have a local machining company that
8 doesn't need an apprentice for a year or two,
9 we're still producing machinists -- machine
10 apprentices for other companies in the area.

11 So, our goal over time is to, you
12 know, increase capacity both on the employer
13 end as well as the student end. The trades
14 have been incredibly popular in our very small
15 local school districts. And businesses have
16 been very interested in investing. So, three
17 of our school districts have facilities,
18 machine shops, weld shops. And businesses
19 have invested, provided equipment, continue to
20 provide materials and supplies to those shops.
21 So, there's a real, very solid connection
22 between the business and educators here in our
23 community, which we're very fortunate to have.

24 Our role as a chamber is really to
25 help serve as an intermediary. We bring the

1 businesses to the table. We bring the
2 educators to the table independently. And
3 then we bring them all together.

4 Our model's employer-driven, which,
5 you know, in my experience, it can't be any
6 other way, because if you aren't meeting the
7 needs of the employers, then it's just another
8 program that's out there.

9 So, our employers are very active and
10 involved in determining what, you know, needs
11 to be done, even on the pre-apprenticeship
12 side in high schools. They work very closely
13 to help craft that high school curriculum in
14 terms of what the students are going to be
15 learning -- and I'll use machining as an
16 example -- in the lab.

17 So, we have students who are
18 graduating that start the pre-apprenticeship
19 their junior year, complete it their senior
20 year. They get credentialed. In welding,
21 it's either NOCTI, AWS. In machining, it's
22 NIMS. And then they go right into a paid
23 apprenticeship opportunity with one of our
24 partner employers.

25 So, to date, it's worked pretty well.

1 It requires a lot of coordination and
2 communication. Again, our role as a chamber
3 is really to help the employers and to help
4 the educators. We do the reporting for both
5 the pre-apprenticeship and the apprenticeship
6 portion. We also do the grant writing,
7 coordinate the grant writing between the
8 school districts and the employers as well.

9 So, our role is really to serve as
10 that intermediary, to help facilitate the
11 conversations, try and remove barriers as they
12 pop up, which there have been. But, you know,
13 every community's a little bit different.
14 I'll say that as well. And we happened to
15 choose manufacturing.

16 And I've talked to some other folks
17 across the Commonwealth. And, you know, my
18 advice to them is just to, you know, find your
19 starting point, find, you know, the employer
20 or employers that are going to help drive your
21 process for you in building your model and you
22 will be okay.

23 So, we have, to date -- I don't have
24 the exact number -- but we have probably about
25 twelve to fifteen apprentices that have moved

1 to our model, which is not a very high number,
2 but it's a starting point for us. And we
3 see -- based on conversations with our local
4 career counselors, they're seeing a higher
5 level interest in the student population at a
6 freshman and sophomore year in these trades.

7 I think a lot of the success of this,
8 too, is based on the fact -- or peer-to-peer,
9 you know, testimonials. So, if someone
10 graduates from high school, they go into a
11 high-paying -- say forty-five,
12 fifty-thousand-dollar-a-year job with no debt,
13 you know, and they're telling their friends
14 about it, that becomes a great way to create
15 awareness.

16 We also encourage the academic track.
17 So, if you move into machining, for example,
18 and you choose to move on to an engineering
19 degree, we provide that pathway or try and
20 help communicate what that pathway could be.
21 And in many cases, the employer pays for that
22 continued education.

23 So, that's kind of an overview of
24 what we've been doing on the pre-
25 apprenticeship and apprenticeship side.

1 We also started, back in 20 --
2 (inaudible) -- which is essentially a --
3 (inaudible) -- training program in
4 collaboration with Manpower, the manufacturers
5 association, and a few other organizations,
6 South Central PA Works, Goodwill Industries,
7 to help create these cohorts of seven to ten
8 to twelve individuals who are either displaced
9 or want to make a career change, and it
10 connects them with employment opportunities,
11 because employers participate and help fund
12 the program. And so, they're paid to receive
13 the training, and upon completion of the
14 training, they then can enter the workforce
15 and have, like, a trial period with an
16 employer and then hopefully be employed from
17 that point forward.

18 So, those are some of the things that
19 we've been working on. Again, we've only
20 scratched the surface. We have a long way to
21 go. But so far we've been pleased with the
22 progress that we've made. And I think, you
23 know, again, I'll conclude by saying, there is
24 no "one size fits all" for any of this. It's
25 a matter for each community trying to figure

1 out what's going to work best for them and
2 then surrounding themselves with, you know,
3 the support, the resources, the stakeholders
4 to help them move it forward.

5 So, that concludes my comments.

6 MAJORITY CHAIRWOMAN KLUNK: Thank
7 you, Gary.

8 And now we'll turn to the gentlemen
9 who are here with us in person today, and
10 first we'll start with George Hayden, who is
11 the president of Hayden Power Group.

12 George.

13 MR. HAYDEN: Good morning -- good
14 afternoon, actually, Chairwoman Klunk,
15 Chairman Delloso, Chairman Cox.

16 MAJORITY CHAIRWOMAN KLUNK:
17 Mr. Hayden, could you move that microphone
18 just a little bit closer, please, so that it
19 will pick up?

20 MR. HAYDEN: Is that --

21 MAJORITY CHAIRWOMAN KLUNK: Yes.
22 Thank you.

23 MR. HAYDEN: Thank you for the
24 opportunity to testify today in the barriers
25 to apprenticeships and training.

1 My name is George Harden. I'm the
2 president of Hayden Power Group. I'm also a
3 board member of the Associated Builders and
4 Contractors Eastern Chapter of Pennsylvania.

5 George J. Hayden, Inc., DBA Hayden
6 Power Group, was founded by my parents, George
7 J. and Florence Hayden in 1975. In the
8 forty-six years of the business, we have grown
9 from a handful of electricians working out of
10 my parents' kitchen and garage to
11 approximately one hundred thirty employees
12 working out of multiple locations, including
13 the construction of a new facility which will
14 house our Hazleton employees. Our business
15 encompasses commercial, industrial,
16 institutional, and all types of electrical
17 service work, as well as substation power
18 work.

19 My testimony today will focus on my
20 over thirty years of experience with our
21 company-sponsored apprenticeship program, my
22 thoughts on how we can invest in our future
23 workforce with a fair and equal practices to
24 help gain more family-sustained wages in our
25 construction industry.

1 ABC submitted written remarks that
2 provide details on safety and job data, along
3 with identifying other barriers. I would
4 encourage the committee members to read that
5 testimony and follow up with our staff with
6 any other questions.

7 We are a principled company that
8 believes in apprenticeship programs. Our
9 future generations desire a hands-on,
10 career-based training that promotes personal
11 and professional development. If we do not
12 educate and train people, they cannot succeed.
13 That is why we invest so much into
14 apprenticeship, training, safety at the Hayden
15 company.

16 We currently have twenty registered
17 apprentices in our program certified with the
18 Pennsylvania Apprenticeships and Training
19 Council, as well as the United States
20 Department of Labor. Our curriculum is
21 accredited through the National Center of
22 Construction. This is the most widely used
23 construction curriculum in the United States.

24 The Hayden Power Group Apprenticeship
25 Program is a four-year, tuition-based program.

1 Registered apprentices receive on-the-job
2 training that totals about eight thousand
3 hours -- two thousand hours approximately per
4 year -- in the electrical field in accord with
5 the national standards. The related classroom
6 instruction meets the requirements of about a
7 hundred fifty hours each year of the program.

8 Classes are taught onsite at our
9 office by some of our certified instructors,
10 who, in some cases, also completed the
11 apprenticeship programs and now are certified
12 master journeymen electricians. We also have
13 adopted a blended-based learning that has
14 integrated technology and digital media to
15 overcome -- to overall programs to allow
16 flexibility with work.

17 There are huge opportunities in
18 northeastern and central Pennsylvania for
19 individuals to enter high-paying jobs, but we
20 have hit a hurdle in our ability to grow our
21 programs for all those who seek alternative
22 learning paths, much has to do with the ratio
23 differences. Registered apprentice programs
24 are a non-joint, meaning non-union, are
25 required to have four journey persons to each

1 apprentice. Think about that. That means
2 four electricians must be supervised by one
3 individual. No. No employer in the private
4 sector assigns four supervisors to one
5 trainee. It is inefficient and does not make
6 good business sense.

7 Here's another thing that does not
8 make sense. If a registered apprenticeship
9 program sponsor is a joint employer, meaning
10 union, that employer can set whatever ratio
11 they want through a collective bargaining
12 agreement. The only people that this hinders
13 are the students eager to learn a trade but
14 are not able because of the ratios.

15 If we had a more level playing field,
16 our company, along with others, would be able
17 to hire, train, and certify more of our future
18 leaders in the trades. By adding more
19 apprentices through the pre-apprenticeship
20 program or the career center school-to-work
21 program, community colleges accreditation, and
22 overall employer-sponsored apprenticeship
23 program, we could train our future workforce
24 in all trades. These programs will allow more
25 employers to grow their business and possibly

1 allow these new skilled teams to own and
2 operate their own business, which would
3 increase the overall tax base in Pennsylvania.

4 Apprentices have the opportunity to
5 increase their wages by going through a very
6 vigorous training program and then on-the-job
7 training hours, which earns pay increases
8 every thousand hours.

9 Representative Gleim introduced
10 legislation that would establish consistent
11 ratios rules for apprenticeship programs.
12 That policy makes sense to me. Everyone
13 should operate under the same set of rules. I
14 do not understand why anyone would be opposed
15 to a fair and open competition.

16 I understand the past debates that
17 safety was raised as an area of concern.
18 Let's talk about safety. The safety and
19 health of our employees is of primary
20 importance, and they are our most important
21 resource. The Hayden Power Group focuses on
22 safety efforts on prevention of work site
23 hazards, including unsafe acts, conditions,
24 which are the primary cause of accidents,
25 injuries, illnesses, fatalities, and property

1 damage. Safety is never taken for granted
2 here at Hayden Power Group. We have been
3 blessed to participate and recognized for many
4 safety awards over the years to prove our
5 commitment to safety.

6 All our employees are taught in the
7 proper safety methods starting on their first
8 day during a workplace basic new hire safety
9 orientation. Our field technicians all have
10 OSHA ten-hour certified training, and our
11 management team and foremen are OSHA
12 thirty-hour certified. Our company boasts a
13 state certified committee, and our project
14 manager foremen and team leaders assess the
15 job sites by preparing JSAs -- or job safety
16 analysis -- for each of the work sites to
17 ensure proper practices are enforced.

18 In conjunction with our voluntary
19 partnership with OSHA, we continually assess
20 our job sites to remove any potential hazards
21 because of our priority and workplace safety
22 for all.

23 It should come as no surprise that
24 our electricians maintain current
25 certifications, which include first aid, CPR,

1 AED, bloodborne pathogens, lockout/tagout,
2 NFPA 70E, lift training. We also have Mine
3 Safety and Hazard Administration, which is the
4 MSHA, certifies our electricians, requiring
5 extensively year testing.

6 In addition to our annual
7 company-wide safety meetings, we hold an
8 annual company-wide safety training day. We
9 have a certified safety committee program with
10 a full-time safety coordinator, along with
11 being an OSHA-partner recognized company with
12 our local ABC chapter. With a low-incident
13 safety record, it provides a key indicator of
14 the efficiency and safe practices of our
15 employees.

16 Let me also dispel the myth that we
17 want to lower the ratio to gain a competitive
18 advantage or cut labor costs. Nothing could
19 be further from the truth. If anything, the
20 opposite is true. Joint employers have the
21 tools to adjust how many skilled and unskilled
22 workers they want on the job. Talk about
23 competitive advantage, we want a level playing
24 field, or parity, and the opportunity to train
25 as many young people in trades as possible.

1 This is more important than ever in our
2 workforce -- in our workforce in the trades as
3 they continue to age.

4 We are in the middle of an economic
5 recovery like no other, like no other. We
6 have more jobs than people to fill them. We
7 have people looking for good-paying jobs,
8 long-lasting careers, and family-sustaining
9 wages. The federal government is talking
10 about millions of jobs that will be created
11 through an infrastructure package. Who is
12 going to do the work if we do not have trained
13 people and skilled crafts people?

14 In ABC's packet of information,
15 chapter presidents say that they could easily
16 grow the apprenticeship programs by 30 percent
17 through parity and, statewide, an additional
18 fifty-six thousand apprentices could be
19 trained in all programs if we had a level
20 playing field.

21 This issue has been talked about for
22 decades and nothing has been done. With the
23 state of the economy and the amount of
24 training that is needed, there's no better
25 time than now to do something about these

1 rules. Non-joint employers make up 87 percent
2 of the construction trade. By not leveling
3 the playing field, you are holding back a
4 major part of the workforce that has the
5 ability and capacity to do more.

6 If you're looking to remove barriers,
7 if you're looking to improve workforce
8 development, if you want more people in these
9 jobs, then remove these barriers and get
10 people on the pathway to success.

11 We are in the most critical time in
12 need of training of new trades people, men and
13 women, for the construction industry. And we
14 will not be able to keep up with the future
15 building requirements.

16 Madam Chair, thank you for holding
17 this hearing. For far too long we have lived
18 under these discriminatory and outdated
19 standards. There is no better time than now
20 to act.

21 I would be happy today to answer any
22 of the questions from the subcommittee. Thank
23 you for your time.

24 MAJORITY CHAIRWOMAN KLUNK: Thank
25 you, Mr. Hayden.

1 And now, we will have Greg Hojdila
2 provide testimony. And he is the director of
3 the apprentice programs from IBEW 724 out in
4 Beaver, Lawrence, and Mercer counties.

5 Greg.

6 MR. HOJDILA: Okay. Thank you.

7 Chairman Cox, thanks. Madam
8 Chairwoman and co-chair, thanks a lot, and to
9 everybody else on the subcommittee.

10 My name is Greg Hojdila. I'm the
11 training director for the Western Central
12 Pennsylvania Electricians Joint Apprenticeship
13 and Training Committee. We take care of
14 Beaver, Lawrence, Mercer, and Crawford County.
15 We got one more in there. And we're -- our
16 joint partners are IBEW Local 712 and the
17 Western Pennsylvania Chapter of NECA.

18 I've been the training director for
19 nineteen years. I started my apprenticeship
20 in 1976, went through a four-year
21 apprenticeship program at that time. And I
22 began teaching the apprentices actually in
23 1983. So -- and became training director in
24 2002. So, all for about forty-five years of
25 my career in this industry, I've been involved

1 in the apprenticeship program.

2 We currently have about one hundred
3 fifty apprentices in our program. I say
4 "about" because we're right at the end of the
5 school year. We have some that are
6 graduating, and we're actually in the process
7 of interviewing, so our selection process
8 is -- is coming to the end right now. So,
9 that hundred and fifty's going to change a
10 little bit.

11 I'm also the chairman of our National
12 Education Committee throughout the country.

13 We just built a new training center,
14 just finished -- just completed it in Lawrence
15 County. It's a twenty-two thousand five
16 hundred-square-foot training center, which we
17 greatly needed. And our program actually, for
18 our area, began in the mid '60s but actually
19 dates back into the 1940s.

20 Our training program is primarily
21 funded by contributions from our contractors.
22 And as training director, I assign apprentices
23 to the Shell ethane cracker plant, which is a
24 big item that everybody hears in the state,
25 right? It's about a mile and a half away from

1 our offices. Our new training center's a
2 little bit further away, but in the past we
3 were just across the river from it.

4 Right now, we have about sixty or
5 seventy apprentices on site. And Bechtel,
6 who's one of the -- who's the managing
7 contracting firm on that job -- they're also
8 probably one of the largest companies in the
9 world. Between Bechtel and Shell, they came
10 out initially, when we had our meetings with
11 them back in 2012, and told us that they
12 wanted the apprenticeship ratio -- they wanted
13 a 20 percent apprentice figure on that site.
14 So, if you do the math, the 20 percent does
15 set up like for a four-to-one ratio.

16 They believe in training the
17 apprentices for the future but also believe
18 that too many unskilled or lower skilled
19 workers are safety risks that they're not
20 willing to take. Safety is their number one
21 concern.

22 And -- yeah. Okay. So, we also
23 believe in training for the future, but also
24 believe in safety and providing employment and
25 job opportunities after completing the

1 apprenticeship.

2 Our apprenticeship program, we treat
3 it as a career training program. It's not
4 just a job. It is tuition-free. You earn
5 while you learn. That's been said a few times
6 here. We do provide, with our wages, a life-
7 and family-sustaining income. Our apprentices
8 begin earning money on day one. They receive
9 incremental raises based on successful
10 completion of the school year and so many
11 hours of on-the-job training. And right now,
12 we deal with about thirty-five to fifty
13 contractors that we can place our apprentices
14 with. And that number varies because
15 subcontractors work in our areas sometimes.
16 Sometimes, you know, they're in other areas
17 and not in ours.

18 We do provide both classroom and
19 on-the-job training. Some of our subjects are
20 DC theory; conduit bending; code and
21 standards; job information; AC theory;
22 electrical-related work practices; test
23 instruments; transformers; semiconductors,
24 digital electronics; grounding and bonding;
25 fire alarm systems; motors; motor control;

1 code calculations; hazardous locations;
2 programmable controllers; blueprints; rigging,
3 hoisting, and signaling; electrical vehicle
4 infrastructure; instrumentation; power
5 quality; building automation and
6 photovoltaics.

7 We also teach our apprentices conduit
8 bending, welding and burning, and high-voltage
9 cable splicing and terminating.

10 OJT -- the on-the-job training is
11 supervised by competent journeymen. The
12 classroom training is taught by journeymen
13 electricians. They are the subject matter
14 experts. We send them for training each year
15 to University of Michigan on how to better
16 themselves as a classroom teacher. This is
17 done yearly at our national training
18 institute, which we call NTI.

19 Educators from all around the country
20 are used to improve the teaching techniques of
21 our journeymen. Their motto is that it's
22 easier to make an electrician a teacher than
23 it is to make a teacher an electrician.

24 Our apprenticeship program is a
25 process that can take someone with little or

1 no electrical experience and train them to not
2 only be journeymen but also foremen, general
3 foremen, superintendents, project managers,
4 and even owners of their own contracting
5 companies.

6 Our apprentices also earn college
7 credits. ACE, the American Council on
8 Education, currently is giving our graduates
9 sixty credits that can be used at any college
10 or university. I've also set up an
11 articulation agreement with Beaver County
12 Community College, and if an apprentice, while
13 they're taking our apprenticeship or after, a
14 journeyman that's after the program, if they
15 enroll in this program at Beaver County
16 Community College, they're given forty-five
17 credits from our program. So, all that they
18 have to do is take five general education
19 courses and Beaver County Community College
20 gives them an associate degree in applied
21 science.

22 We are not in favor of lowering the
23 existing apprentice ratio. If you go to a
24 one-to-one or even a two-to-one ratio, the
25 number of electricians, assuming that all the

1 apprentices become journeymen electricians,
2 would double every four to five years. There
3 wouldn't be enough work to keep everyone
4 employed.

5 Lowering the ratio would cause an
6 unlevel playing field for bidding purposes,
7 because, you know, you have this ratio that
8 you would bid the job on, but then who's
9 actually going to -- who's going to be the
10 watchdog? Who's going to watch and make sure
11 the ratios are maintained on the job site?

12 We are -- we also have a 90-plus
13 percent completion ratio. So, every
14 apprentice that we do accept into our program
15 for the most part become journeymen
16 electricians. And here we are also starting a
17 new program -- I know pre-apprenticeship is a
18 big issue here. It's a big keyword in the
19 last couple years. We call it interim
20 credentials. And what's going to happen is,
21 we're rolling this out with our four-county
22 votechs or career training centers, where they
23 actually will get to use -- have access to our
24 first year of subject matter courses for our
25 apprenticeship.

1 So, if the high school students take
2 this course and successfully complete it --
3 there's five or six subjects -- if they
4 successfully complete it, they get an interim
5 credential. So, when they apply to our
6 program, and if they're accepted into our
7 program, they have this interim credential
8 paperwork that will allow us to place them in
9 our second year of apprenticeship. So,
10 effectively, for those individuals, it would
11 make a five-year apprenticeship program a
12 four-year apprenticeship program.

13 You know, we -- we look at it as
14 journeymen, when we're out there on the job
15 site -- that, you know, I might not have an
16 apprentice working with me per se at that
17 given time or that day or whatever, but we
18 always look out for each other. We're always
19 watching to make sure that, you know, that the
20 apprentice is safe, learning to do the tasks
21 and skills of being an electrician, a
22 construction electrician, correctly and
23 safely.

24 Going back a little bit to the -- if
25 I could say the job at the cracker plant, the

1 ethane cracker plant, that job is going to
2 have like -- it's a little bit over but I'm
3 just going to use a round number of twenty
4 million man-hours. I think electricians, they
5 had us listed somewhere around four and a half
6 million man-hours for that job. And to my
7 knowledge to date -- and the job's been going
8 for about three years now -- there hasn't been
9 fatalities. All the craftsmen at that site,
10 whether they're electricians, carpenters, you
11 know, plumbers, steam fitters, they all follow
12 this 20 percent apprentice ratio that they
13 were interested in.

14 So, I guess, for me, that pretty much
15 ends it. I really do appreciate having the
16 opportunity to come here and speak with you.

17 I invite all of you, if you're out in
18 western Pennsylvania, look us up, give us a
19 call, and come on and stop by and see what we
20 have.

21 Thank you.

22 MAJORITY CHAIRWOMAN KLUNK: Thank
23 you, Greg, for your testimony.

24 I do want to just make a note for
25 members. We also have written testimony from

1 ABC of Pennsylvania in our meeting packet.

2 We also have written testimony from
3 District 1199C Training and Upgrading Fund,
4 from Teresa Collins, who is the executive
5 director there. They focus their testimony on
6 what's going on down in the Philadelphia
7 region in the health care industry.

8 So, I just wanted to make sure our
9 members were alerted to that additional
10 testimony that we have.

11 And I really truly want to thank our
12 panelists who were here today. And this
13 morning, we heard from workforce development
14 in general, and really trying to dive into the
15 apprenticeship part of it here this afternoon
16 and understanding what, you know, some of
17 those challenges are for our unions or
18 non-union shops, for, you know, our high
19 school youth programs, but then also the
20 programs for those maybe adult learners and
21 really trying to see how these apprenticeship
22 programs are going to play into how we can get
23 ourselves out of this pandemic slump that
24 we're in right now and figuring out how we can
25 properly train people to get them back into

1 the workforce.

2 Everything that I'm hearing in my
3 local community -- and I know Gary, from the
4 Hanover Chamber, is hearing this -- they need
5 skilled workers. A couple weeks ago at a
6 hearing, I read through all of the openings in
7 our community in our local Merchandiser paper,
8 and there were electricians, making decent
9 money, in our local community, and making sure
10 we have enough of them. In talking to
11 actually the one employer that's looking for
12 them, they can't find them.

13 So, you know, we definitely need to
14 be training these individuals to get them out
15 into that community job, whether it's union,
16 non-union, everyone needs electricians right
17 now and all kinds of different trades.

18 So, I guess, one of my questions,
19 just to kind of kick it off here, is, you
20 know, what are some of those -- you've talked
21 about some of the ratios, you know, some of
22 those barriers. But what are some of the
23 barriers at, you know, the local level when
24 you're dealing with local employers and trying
25 to get out, you know, information to your

1 local -- your local schools and your local --
2 Beaver County, it sounds like, Greg, you're
3 working with Beaver County Community College
4 there.

5 And George and Gary, who's on
6 remotely, what are -- any additional
7 challenges in advertising your programs, in
8 getting that information out into our schools
9 and communities and our businesses? Just
10 because I -- I'm a new mom, but my kids are
11 going to be going up through the school
12 district system here soon. You know, we're
13 trying to expose kids to so much earlier so
14 that they can get into well-paying,
15 family-sustaining job careers.

16 But what are you guys doing on that
17 front? And what are some of those challenges?
18 How can we help you in making that work
19 better?

20 MR. HOJDILA: You want me to take
21 that or --

22 MAJORITY CHAIRWOMAN KLUNK: Whoever
23 wants to join in first.

24 MR. HOJDILA: You know, I don't
25 know -- I think really primarily the big

1 barriers -- or the big barrier for any of the
2 construction trades is jobs. You have to be
3 able to -- not only do you have to be able to
4 train someone, but then you've got to be able
5 to have some place to put them to work. I
6 mean, if you start training people and they
7 wind up being unemployed, they lose interest
8 or whatever they're going to do.

9 I tell you what, in western
10 Pennsylvania, I'm pleasantly surprised that
11 the school districts are really embracing the
12 trades. You know, we have sort of all been
13 there. You go to graduation, and people
14 walking across the stage getting their
15 diploma, and, you know, they mention that
16 somebody's going to this college or somebody's
17 going to that college and everything like
18 that. You know, my main thing that I speak at
19 when I do the career fairs is, you know, if
20 you're going to be a doctor, a lawyer, an
21 engineer, just name all of the things that you
22 can, you know, you need to go to college.
23 That's where you learn how to do that.

24 But if you're going to -- you know,
25 if you like working with your hands, you're

1 going to build things, be an electrician,
2 carpenter, whatever, you come to the
3 apprenticeships, because that's where we're
4 going to train you how to do that.

5 You know, we are a full-blown, a
6 full-ride scholarship. You know, we charge no
7 tuition. We charge, like, a hundred dollars a
8 year for books. That's basically what we do.
9 And we provide people a very good living.

10 It's -- I guess, for me, it's --
11 well, the guidance counselors now, they're
12 seeing that. You know, we're starting to get
13 into the ninth graders. We're even starting
14 to get into the middle school, you know, and
15 just talking to them a little bit about what
16 they need to do.

17 And, you know, for us, we don't
18 want -- you know, fifty, sixty years ago,
19 maybe, you know, if you were, you know, a C
20 and D student, you became a construction
21 worker. I don't know. Because electricians
22 now, we really need your A and B students
23 because everything is technology. Everything
24 we're doing now, you know, everybody's walking
25 around job sites with computers or tablets or

1 whatever. It's all technology. And that's
2 what we want. And we tell them, we tell the
3 students that.

4 You know, skipping class isn't a good
5 thing to do. First thing -- you know, we have
6 three contractors -- we have six people on our
7 committee. Three of them are contractors,
8 three of them are union electricians. The
9 first thing contractors look at is, did this
10 kid go to school. You know, they look at
11 attendance. If they didn't go to school, then
12 they figure, well, geez, if he's not going to
13 school, he's probably not going to come to
14 work. That's one of the first things they
15 look at, even above and beyond grades.

16 But I think, for me right now, I
17 think the word is out there. I think, you
18 know, we're getting to the school districts,
19 getting to the guidance counselors, educating
20 them more on trades.

21 And, you know, with -- with
22 Mr. Hayden here being an electrician group
23 also -- or electrical group, you know, we
24 basically need people that are, like, in
25 engineering; right? Every job we go on we

1 tend to engineer. So, we need that kind of
2 stuff. We need -- you know, we need the math,
3 the sciences, and stuff like that.

4 MR. HAYDEN: If I could just add to
5 that -- excuse me. If I could just add to
6 that, you know, one of the biggest challenges
7 we have in the business is that there are lots
8 of jobs. We have lots of opportunities. We
9 have manufacturing jobs. And our
10 apprenticeship programs are teaching our young
11 people all different types of trades in every
12 career, in manufacturing, because we want
13 manufacturing, especially in Pennsylvania.
14 And all over the country, people are learning
15 from our apprenticeship program and being able
16 to go into the manufacturing jobs.

17 A lot of our -- some of our skilled
18 apprentices -- actually, our goal is to get
19 them an education. Our goal is to keep them,
20 of course, but sometimes manufacturing needs
21 some of those young people, so they move into
22 the manufacturing side, which is a great thing
23 for us, because we want them to have careers
24 and future life learning opportunities.

25 One of the challenges -- you know,

1 you talk about barriers -- are articulation
2 agreements. We need to have more articulation
3 agreements with the colleges, with these
4 schools. Just like Greg said, I mean, the
5 high schools, we need to have the state to be
6 able to articulate our apprenticeship
7 programs, whether union or non-union, it
8 doesn't matter. We need to have articulation
9 programs in place with the junior colleges,
10 with the Fortises of the world, with the
11 Triangle Techs of the world, with the Penn
12 Colleges of the world, with all the community
13 colleges, and actually allow those students --
14 just like he said, getting a degree but also
15 towards an apprenticeship program. Why not do
16 the degree that helps towards an
17 apprenticeship program so these young people
18 are coming in with a first- or second-level
19 apprenticeship program right out of college.
20 That's the kind of stuff -- that's a big
21 barrier.

22 If we could get the schools to agree
23 on that and the statewide system, especially
24 if the government is paying for that, why not
25 allow articulation agreements to allow -- now

1 all of a sudden that helps the ratios to help
2 our people be able to train more people.

3 Right now, there's lots of jobs.
4 There's an abundance of jobs, at least in our
5 industry. As he said, they're training like
6 crazy, just like we are. We could train -- I
7 could train so many more if I was able to have
8 a different ratio. I can only train twenty
9 people maximum because of my ratios. I want
10 to train more. I could train more, but I
11 can't.

12 The other thing is perception.
13 Parents. You know, parents still don't
14 believe -- there's a stigma. The stigma is
15 that construction is for all the low-level
16 people that -- just like Greg said, people
17 that are lower level. That's not true
18 anymore.

19 Technology is sexy. We're doing --
20 everything we do, our conduit benders today,
21 our wire pullers, everything is digital.
22 Everything is CAD, everything is BIM, which is
23 three-dimensional. Our technicians, our
24 foremen on the job, our leaders on the job
25 have to know BIM. They have to know all the

1 different types of operations, how it is.

2 They are engineers. He's 100 percent right.

3 But how did they get that? They got
4 that through an apprenticeship program that
5 teaches that. All the articulation comes from
6 that level.

7 I am also a graduate apprentice. I'm
8 also an engineer by trade by Penn State. I'm
9 also a master license in multiple states.
10 We've done all of that. And the way that I
11 got there was able to grow from different
12 educational opportunities and be able to grow
13 my ability to own a company one day.

14 How many more young apprentices are
15 there out there that want to be able to have
16 their own company? Right? We want to be able
17 to -- I'm not -- some day I'm not going to be
18 here. I want to be able to sell that to
19 somebody or give that to somebody that's going
20 to want that and grow the business, just like
21 it was for me. I didn't get that just given
22 to me. I earned what I have, and so did all
23 these young people apprentices, but we have to
24 give them that opportunity.

25 Without articulation and the

1 government help and change the ratios back to
2 where it needs to be, we can't train enough
3 young people in this industry. There's plenty
4 of work in the industry across the board. I
5 work in multiple states, and I can't find
6 enough people to work. That's where I operate
7 right now.

8 Thank you for your time.

9 MAJORITY CHAIRWOMAN KLUNK: Thank
10 you.

11 Gary, do you have anything to add?

12 MR. LAIRD: Yeah. Just an additional
13 comment. We have -- I agree with everything
14 that was said. We have an abundance of job
15 openings in this area -- (inaudible) -- but I
16 think to make these types of programs
17 successful, it starts with leadership. And I
18 think you have superintendents in local school
19 districts, you know, saying that the trades,
20 you know, developing skilled employees is
21 going to be a priority for us. That's pretty
22 significant.

23 And in our local area, especially
24 Hanover Public School District, when students
25 walk across at graduation, they do recognize

1 those individuals that have excelled in
2 skills. And I think that's very important,
3 because that -- that begins to level that
4 playing field from a recognition and
5 perception standpoint.

6 I think we have business owners that
7 are willing to work together, sometimes
8 competitors that are willing to work together
9 at least because they see it will be good for
10 the whole of the group. You know, that's very
11 important also.

12 You know, you could put out -- in
13 terms of communicating, you could put out as
14 many fliers and leaflets and all of those
15 kinds of things explaining programs as you
16 can, but, again, I think there's nothing like
17 those personal communications between
18 superintendents and educators.

19 When I look back five, six, seven
20 years ago, it was tough to carry on a
21 conversation with a superintendent in a school
22 district about pre-apprenticeship and about
23 the importance of the trades. Today, it's a
24 much, much different story. And I think it's
25 a different story because we had businesses

1 that went in and sat down and talked about
2 what they needed. And then -- so, that, to
3 me, is very, very important.

4 And I think, you know, as time goes
5 on and classroom instructors and guidance
6 counselors are more inclined to understand
7 what the trades are all about, they are going
8 to be evaluating their students and making
9 sure that, you know, if they have the aptitude
10 perhaps to become a welder or a machinist,
11 that they're given the opportunity early in
12 their high school career to experiment, to
13 figure out, is this -- is this an area that I
14 want to move into? And then talk to employers
15 as well.

16 So, I think, you know, that
17 leadership piece is key, especially in the
18 community model like ours. And I think the
19 more that we talk about it, the more that, you
20 know, we can, you know, talk to parents about
21 it. We have -- we had a student -- I had a
22 student at Southwestern High School who was
23 accepted at Penn State University for
24 engineering and wanted to take machining
25 classes because, he said, What better way to

1 understand -- he said, I'm going to get the
2 academic side. He said, But what better way
3 to understand what, you know, like, a
4 machinist does unless I can get my hands
5 dirty.

6 You know, I never thought of it that
7 way, but even if you look at more of these
8 blended opportunities, the trades with the
9 academic tracks, you know, those are
10 opportunities that we can help round out, you
11 know, the student and their experiences with
12 their education.

13 Thank you.

14 MAJORITY CHAIRWOMAN KLUNK: Thank
15 you, Gary.

16 Chairman Delloso.

17 MINORITY CHAIRMAN DELLOSO: Thank
18 you, Madam Chair.

19 I have a couple quick questions.

20 Mr. Hayden, in your testimony you say
21 that you have a tuition-based program?

22 MR. HAYDEN: Yes sir.

23 MINORITY CHAIRMAN DELLOSO: Does that
24 mean that the apprentices are paying to
25 participate?

1 MR. HAYDEN: We have small token --
2 we have some skin in the game. We ask them to
3 pay out of their paycheck a small token. And
4 at the end of the four years and they stay for
5 the amount of time, they get that money back
6 as a bonus check. So, we actually bonus them
7 towards some of the -- it's a very small
8 amount. The company -- the employer, we, are
9 paying the majority of the tuition.

10 MINORITY CHAIRMAN DELLOSO: Okay.
11 But the -- Mr. Hojdila testified that their
12 minimal charge is a hundred dollars for books.

13 MR. HAYDEN: Um-hum.

14 MINORITY CHAIRMAN DELLOSO: That's
15 somewhat different.

16 MR. HOJDILA: You know, our -- we
17 don't really call it "tuition." It's
18 actually -- it's a cost for books. And, you
19 know, if you -- any of you take a look at the
20 electricaltrainingalliance.org, it's an online
21 site, that's our national group. If you take
22 a look there, you can see some stuff on the
23 material, on the books.

24 We're college level, you know, books.
25 I mean, these are books that cost our training

1 committee, our trust fund, anywhere from four
2 to six hundred dollars a year. We've just
3 decided to help the apprentices out -- or the
4 trustees have decided to help out the
5 apprentices by just charging a minimal fee for
6 books.

7 MINORITY CHAIRMAN DELLOSO: Can I ask
8 a question about the -- you know, I've heard
9 level the playing, level the playing field,
10 level the playing field, level the playing
11 field. Is it not true that the playing field
12 is one-to-four for everyone? So, the playing
13 field is level.

14 MR. HAYDEN: That's not the way I
15 understand it. My understanding is --

16 MR. HOJDILA: I will agree with that.

17 MR. HAYDEN: My understanding is --
18 our understanding is it's four-to-one ratios
19 for the non-union companies. And on the union
20 side, because of their collective bargaining,
21 they're able to have a different ratio for --
22 depending on the job sites. And we've worked
23 on multiple jobs that they've had more
24 apprentices on the job -- because we -- you
25 know, jointly, we work near them all the time

1 on job sites. And they have a different ratio
2 level.

3 MR. HOJDILA: Our collective
4 bargaining agreement allows for a three-to-two
5 apprentice ratio. Okay? But there is not a
6 contractor that uses that tight of a ratio.
7 The smaller shops, the two- and three-man
8 shops, there might be three journeyman and
9 they might have two apprentices. Like one --
10 you know, like when I say like a three-man
11 shop, that could be the three of us as
12 journeymen going three different directions on
13 different jobs. You have an apprentice, I
14 have an apprentice, you know, that kind of a
15 deal. So, it's a three-to-two. But our --
16 when you look at our numbers, we are about six
17 hundred members and one hundred fifty
18 apprentices. That number is skewed right now
19 because of the Shell project. And we had
20 nowhere near enough apprentices for what they
21 were asking for initially. So, we ramped up
22 our numbers.

23 But our concerns are future wise, you
24 know, keeping a hundred fifty apprentices
25 working in our four counties. That's a big

1 game because our apprenticeship, it's like
2 a -- it's like a big inertia, like a big
3 spinning wheel. And once you get the people
4 in your program, it's takes five years to get
5 them through it. So, like, if something
6 happened to the economy right now and things
7 changed and things dropped down, you know, we
8 would still have two or three or four years to
9 adjust our numbers. You know what I mean?
10 Like, because we don't have work, we're not
11 going to throw them out of the program. We
12 have to -- we're going to complete them.

13 MINORITY CHAIRMAN DELLOSO: Right.
14 The three-to-two can actually become a
15 one-to-one. Am I correct? You know, but you
16 can't bring on a second apprentice until you
17 bring on a fourth journeyman.

18 MR. HOJDILA: If you're on a job out
19 of a shop where it's one man in a truck and an
20 apprentice, sure. But I think that holds true
21 for anybody.

22 MR. HAYDEN: We would love to have
23 the three-to-two ratio at the very minimum.
24 Right now, we're at four-to-one. And it --
25 there's a difference. You know, it should be

1 fair across the board. You know, the -- the
2 goal is about training our young people. The
3 merit shop group or the non-joint group has a
4 lot more electrical -- has a lot more
5 contractors as a whole in the industry, 85
6 percent of the marketplace is completed by the
7 non-joint. So, we -- of course we need more
8 apprentices, be able to train more apprentices
9 as a whole.

10 If you have a hundred people in
11 business and eighty of them are non-joint and
12 the other ones are joint, of course we're
13 going to need more apprentices on the
14 non-joint side. So, that's why we have to
15 change the ratio to help us. Even
16 three-to-two is better than what we're at
17 right now. That's why we're asking -- that's
18 why we're having this hearing today, so that
19 we can train more people, get them into
20 leadership levels, so they can bring tax base
21 to this region and also grow our industry as a
22 whole.

23 MINORITY CHAIRMAN DELLOSO: If the --
24 if the four-to-one ratio the such an issue for
25 non-joint programs, that must mean that an

1 my business is labor. We need more labor to
2 grow our business. And I'm not the only one
3 in the field. That's everybody in the
4 non-joint and in the joint. We're all -- we
5 all can't grow our business because we don't
6 have enough employees to do our work, skilled
7 work.

8 MINORITY CHAIRMAN DELLOSO: Thank you
9 for your answers.

10 MAJORITY CHAIRWOMAN KLUNK: Thank
11 you, Mr. Chair.

12 Now, we'll go to Representative Dawn
13 Keefer with some questions.

14 REPRESENTATIVE KEEFER: Thank you,
15 Madam Chair.

16 Do we still have Labor and Industry
17 with us? Are they still on line?

18 Secretary Ireland, so I have a couple
19 questions that kind of go together. First,
20 does the council or your department, do you
21 have a file of the collective bargaining
22 agreements in place that are public, that you
23 can see what those -- what ratios are in
24 place, say, in a specific area or on a
25 specific project?

1 DEPUTY SECRETARY IRELAND: That's a
2 very good question.

3 Tara, can you answer that?

4 MS. LOEW: Sure. So, when approving
5 a program, we would have -- most likely have a
6 copy of the collective bargaining agreement to
7 go along with the full registration packet.
8 If there have been any updates, that's
9 something that we would ask to see at a
10 review, a compliance review, a provisional
11 review, or monitoring as well.

12 REPRESENTATIVE KEEFER: So, you would
13 have those ratios prior to approving.

14 MS. LOEW: Correct. Correct.

15 REPRESENTATIVE KEEFER: And so, what
16 would stop from just parity then? Just, you
17 know, a project having -- in a similar, you
18 know, location, if it's a joint, non-joint,
19 just having -- if you have that information of
20 who -- you know, what projects are there, what
21 type of projects they are, what type of ratios
22 are being utilized, that would be the type of
23 ratio that could be implemented in that area.

24 So, for example, it was said that,
25 you know, on the -- at the cracker plant,

1 right, it's more demanding and they wanted
2 lower ratios, right. So, for projects in that
3 region, in that type of work, would warrant
4 a -- you know, maybe still warrant a
5 four-to-one ratio, but if you had a project in
6 another area, say, that was a three-to-two,
7 why -- is there a reason that joint, non-joint
8 couldn't have similar ratios?

9 MS. LOEW: So, the regulations state
10 that the ratio schedule for individual
11 non-joint employers in group sponsored
12 programs -- it's actually not a traditional
13 one-to-four. I think -- it's a little bit
14 confusing. For one to four journey people --
15 or, I am sorry, for one apprentice you need
16 one to four journey people. For two
17 apprentices, five to ten journey people. And
18 for three apprentices, ten to fourteen
19 journey people. That's the traditional
20 structure. That's what we would be looking
21 for when a program registers.

22 However, at the time of registration,
23 they could potentially ask council to consider
24 another journey person ratio, and they could
25 potentially use other programs as examples

1 when asking council for that. And that would
2 all be taken into consideration while counsel
3 is evaluating the program and looking to
4 approve the program.

5 REPRESENTATIVE KEEFER: Do you know
6 what other states do?

7 MS. LOEW: Yeah, that's actually a
8 really great question. We are -- I do have --
9 I do have some information, and we're actually
10 looking to bring on Keystone Research Center
11 to do a full study of journey worker ratios
12 across the state. You're going to see a lot
13 of different ratios, frankly, across the
14 state.

15 So, I think what we're hoping to do
16 is have KRC do a formal -- formal report and
17 research of that, and then be able to bring it
18 back to our council for farther evaluation.
19 We can certainly publish that and provide that
20 to whoever would be interested.

21 REPRESENTATIVE KEEFER: All right.
22 They're great programs. I've been out to both
23 joint and non-joint programs, and they offer
24 phenomenal training, and this is what we
25 desperately need. I mean, I can't walk out of

1 my door of my office or my house without
2 getting hit up about needing skilled labor.
3 It's a huge demand in my area. And I just
4 think, you know, whatever we can do -- you
5 know, these programs already meet the safety
6 guidelines. We're already following OSHA and
7 other safety guidelines. So, to try to
8 expedite that, we need to make Pennsylvania as
9 friendly as possible, and the labor force is
10 such a deterrent for businesses right now, and
11 the economy right now.

12 So, anything we can do just in the
13 parity alone would be greatly appreciated.

14 Thank you.

15 MR. HAYDEN: Chairwoman Klunk, could
16 I just add one thing to that, please?

17 So, you know, there's a check-balance
18 system that you guys can find to do pretty
19 easily, and that is, we all -- we work
20 non-joint, joint works on prevailing wage
21 projects, which are public projects, you know,
22 they're -- whether it be a school, whether it
23 be a sewer plant, whatever. And you could
24 look and show what the ratios are there,
25 because we follow one-to-four, depending on

1 the project. And they -- you can easily see
2 what ratios they're following because they're
3 putting in prevailing wage reports, which are
4 required, and they have to be notarized by the
5 ownership. So, you could verify what ratios
6 they're actually doing, so there's no guess
7 anymore because you can finally see what the
8 ratios are.

9 On other states, you just mentioned,
10 if I can, Representative Keefer, is that, if
11 you go to other states, the ratio typically
12 for electricians or for all journey persons is
13 a one-to-one. That's typical on the federal
14 side in a lot of cases is one-to-one.

15 We work in multiple states, and
16 that's what it is, one-to-one ratio.
17 Sometimes it's two-to-one. But the Associated
18 Builders and Contractors or the IEC or any
19 building association could provide that
20 information to you, I'm sure, if you'd like.

21 MAJORITY CHAIRWOMAN KLUNK: Thank
22 you.

23 And just a follow-up question to
24 that. So, I'm sure both Greg and George, you
25 have experience in working in other states.

1 Are we at a competitive disadvantage here in
2 Pennsylvania because of our ratios? Meaning,
3 you know, George, is your company going to be
4 taking more of your business maybe to New
5 Jersey or to New York in trying to get jobs
6 elsewhere opposed to in Pennsylvania because
7 of those ratios? I mean, have you heard that
8 maybe from some of your colleagues because of
9 that?

10 And even, you know, Greg, out west,
11 you know, from an Ohio perspective, are your
12 guys looking more towards Ohio versus
13 Pennsylvania? What are you guys hearing?

14 MR. HAYDEN: We are at a
15 disadvantage. And that's part of the reason
16 that a lot of industry in our business,
17 whether -- all trades move out of the area to
18 try to get other work because they can't --
19 they have different ratios and stuff in those
20 states. And so, it's not necessarily why we
21 do it, but it's -- it does hamper some
22 businesses.

23 MR. HOJDILA: You know, I think in
24 western Pennsylvania, quite honestly, the
25 people in Ohio want to come and work in PA

1 because our rates are higher, our wages are
2 more. So, you'll have people traveling to
3 Pennsylvania for that.

4 We are sort of looking at it from two
5 different perspectives, because you have a
6 business owner that's running a company and
7 I'm looking at it from basically the other
8 side. But I'm in the middle, because I'm in
9 the middle between the partnership. You know
10 what I mean? It's a partnership between the
11 electricians and the contractors. And even
12 though those ratios are what they say they
13 are, you know, there are very few of our
14 contractors that are holding tight to that
15 three-to-two ratio. It's always a lot less or
16 a lot higher, however you want to look at it.

17 I know we did a brief survey in
18 western Pennsylvania with all the other
19 crafts, and when you looked at how many
20 apprentices you had -- and journeymen in their
21 respective local unions and trades, the number
22 was actually closer to six-to-one or
23 eight-to-one. In ours -- in ours, quite
24 honestly, this is two or three years ago,
25 it's -- like I said, we're skewed here today

1 because of this big project.

2 MAJORITY CHAIRWOMAN KLUNK: Thank
3 you.

4 And now, Representative Torren Ecker
5 with a question.

6 REPRESENTATIVE ECKER: Thank you,
7 Chairwoman.

8 First, I want to touch just on our
9 local community, and then I want to come back
10 to this -- to this issue we've been talking
11 about.

12 But I just want to -- I think Gary's
13 still there, but I got a couple different
14 questions. First, I want to just touch on our
15 local community.

16 One of my school districts is one of
17 the districts that, you know, is really into
18 this pre-apprenticeship idea, and what I think
19 is most remarkable about this program is how
20 private entities have really invested in these
21 schools -- in these pre-apprenticeship
22 programs, recognizing they need a pipeline of
23 folks. And I'm not talking about -- I'm
24 talking about pretty serious large sums of
25 money to invest in the infrastructure to make

1 these schools basically small manufacturing
2 facilities.

3 So, I just want to give a shout out
4 to the Hanover Chamber again for really being
5 the leader in that in our community and really
6 from a statewide perspective and some of the
7 legislation that Representative Klunk and
8 Solomon were working on earlier last year and
9 continue to work on.

10 So, again, I just want to thank Gary
11 for his leadership in that area and really
12 just to our local community, to giving back to
13 our school districts, that really brings a new
14 meaning to private-public partnerships there.

15 DEPUTY SECRETARY IRELAND: Shifting
16 gears again, I think the deputy secretary is
17 still around. I asked this question kind of
18 in the morning, but I think it's even more
19 pointed now. And maybe Tara can answer this
20 as well. How many -- you know, we have all of
21 these apprenticeship programs. How well is
22 this being used in the agricultural community?

23 DEPUTY SECRETARY IRELAND: I would
24 say not as well as we would like. Of the
25 fifteen hundred or so, I think we have ten

1 apprenticeships in agriculture.

2 Tara, is that correct?

3 MS. LOEW: Yes. I'm pulling up my
4 list.

5 DEPUTY SECRETARY IRELAND: It's just
6 not where we would like for it to be.

7 REPRESENTATIVE ECKER: And while
8 you're pulling up the list, do we know -- I
9 mean, since there's only ten, you know, where
10 are they kind of focused in on?

11 MS. LOEW: Yeah. I can -- so,
12 technically, it's twelve right now. I would
13 not say all twelve of them are fully active,
14 however. A number of them have been approved
15 within the last year. Just to name a few of
16 the most recently approved programs, we have a
17 butcher program that's very exciting,
18 groundskeeper program, dairy grazer, and
19 diversified vegetable manager, farm equipment
20 mechanic position. Some of the past programs
21 were fish hatchery worker, animal trainer.

22 What I can tell you is, as the deputy
23 secretary said, it's not where we would like,
24 so we are working very closely with the
25 Department of Agriculture. We actually will

1 be holding, July 7th, a series of different
2 webinars for some targeted agriculture
3 associations to talk about the group model for
4 apprenticeship and even bring in some of those
5 successful programs to really talk about how
6 they have been able to do it. Because we know
7 for some of the smaller farms or smaller
8 operations, apprenticeships may not be
9 possible just from a -- (inaudible) --
10 standpoint. But if they are an employer under
11 a group program, it may very well be much more
12 attainable and be a model that makes a lot
13 more sense. So, that's how we're working with
14 the Department of Agriculture to hopefully
15 really target and build some great group
16 programming.

17 REPRESENTATIVE ECKER: That's great
18 to hear. And much like, you know, how the
19 manufacturers, some of the smaller
20 manufacturers got together through their
21 chambers of commerce, yeah, I think it's just
22 a disconnect maybe. And I'm not blaming
23 anybody really on this, it's just a
24 disconnect, where this is an area that it
25 sounds like the department is starting to

1 focus on, and I would encourage that to
2 happen, but there's plenty of groups within
3 the agricultural community that could probably
4 be a consortium, just like the Hanover Chamber
5 and other groups are.

6 So, I'd be -- as that progresses, you
7 know, I would be happy to help facilitate, or
8 if there's something the department needs to
9 try to keep advancing that, even from the
10 communication standpoint, something I really
11 think the agricultural community could also
12 benefit from this, both in the agricultural
13 manufacturing side of things but also our
14 farms as well.

15 MS. LOEW: Thank you.

16 REPRESENTATIVE ECKER: Okay. Now,
17 I'm going to switch gears one more time here
18 and kind of come back to this ratio issue.
19 So, we kind of tiptoed around the issue a
20 little bit, and I have been to both types of
21 training facilities, and they're both,
22 usually, state of the art and, you know,
23 incredible places to learn and teach young
24 workers or older workers getting into the
25 industry. But I just -- I can't get my head

1 around this ratio issue and why this is -- and
2 why there is a difference here.

3 And I think the secretary -- or
4 deputy secretary -- I'm sorry -- had made
5 comment that there are kind of records of
6 these collective bargaining agreements. So,
7 if, for example, we look at all the collective
8 bargaining agreements for electricians, for
9 joint programs, why could we not just have
10 that same parameter for non-joint programs?
11 Could you guys maybe address why they couldn't
12 be?

13 MR. HAYDEN: That's what we're
14 looking for actually. There should be no
15 reason to -- it seems like a discriminatory
16 situation in the industry, and here we are
17 trying to not discriminate, especially in this
18 time and era. We want everybody to be treated
19 fairly and have parity in the way that we
20 operate.

21 Listen, any young people who are
22 going -- or any age of my apprentices who are
23 going through, I want them to own my business
24 some day. I want them to start their own
25 business. I love when an apprentice comes to

1 me after he graduates and gets a journeyman
2 and is able to go off to start his own
3 business. It's like a success story for me.

4 Yeah, of course we want them to
5 continue working for us, but, you know, we
6 understand that competition is the spice of
7 life, and being able to have multiple ratio
8 and we can train more people, there's more
9 people that have the opportunity to own their
10 own business. Right now, we're holding them
11 back. We can't hold them back.

12 DEPUTY SECRETARY IRELAND: So, you
13 know, it's an interesting debate that we have,
14 you know, and both of you know, this has been
15 going on -- this debate has been going on for
16 a very long time. I mean, there is the issue
17 of safety in construction and manufacturing.
18 You understand the impact that workplace
19 accidents have on workers. I think the last
20 time I looked at it, it was close to one in
21 five, right, that experiences some kind of
22 safety incident. So, it's not, you know,
23 spurious to say that it's about safety.

24 I would say, on the union side, it
25 also has been a history of providing

1 continuity of employment. And there has been
2 this model, you know, with the unionized
3 employment, that looks at life-long
4 employment, unlike other kind of educative
5 systems in place. And so, that's a
6 consideration.

7 And I do understand that it's a
8 bottleneck at the entry point, with the ratios
9 being the way they are, but, you know, we
10 always have to look at, you know, both sides
11 of it. That's why I think the legislation is
12 written in a way in the PA code that gives the
13 opportunity, one, to consider all the points
14 of it. I mean, it specifically says: The
15 ratio of apprenticeships to journeymen should
16 be consistent with the proper supervision,
17 training, and continuity of employment or
18 applicable provisions in the collective
19 bargaining agreement.

20 So, to a point made earlier, we can
21 look at the collective bargaining agreements
22 and understand specifically what the union has
23 already committed to.

24 I also understand the other part of
25 it. Earn and learn clearly is a model we

1 should be using as we come out of the
2 pandemic. Access to family-sustaining wages,
3 right, direct connection to employment. We
4 get it. We're all fans of apprenticeships in
5 this particular room. That's why, at the end
6 of the day, exceptions can be made by the ATO
7 council, right, to the standard ratios that
8 have been, you know, with written agreement
9 from the council.

10 So, there is a mechanism in place
11 already to be able to do that.

12 REPRESENTATIVE ECKER: And, Greg, I
13 don't want to cut you off here, but, Madam
14 Deputy Secretary, have there ever been any
15 examples of where they have approved -- the
16 Department has approved something that has not
17 been four-to-one?

18 DEPUTY SECRETARY IRELAND: I will
19 tell you, I'm relatively new to the
20 department. I've been here less than a year,
21 and so is Tara. We'd have to do some research
22 to understand that.

23 REPRESENTATIVE ECKER: If you could,
24 I would just -- look, I'm just trying to
25 understand this issue. I am pretty new to

1 this job as well.

2 So, if you could provide just some
3 examples. I'm just trying to understand why
4 there is that discrepancy and just learn a
5 little bit about it.

6 Greg, I didn't want to cut you off.
7 I'm sorry.

8 MR. HOJDILA: Yeah, okay.

9 Well, I think -- I think the -- you
10 know, like was stated earlier, you know, if
11 it's a prevailing-rate job and certified
12 payroll, you know, you can look at those
13 numbers and see who's -- make sure everybody's
14 following the rules. But when you get away
15 from those kind of jobs, who's the watchdog?
16 Who really watches it?

17 Our side of it, you know, we have
18 stewards, union stewards, and things like that
19 working at shops, different projects. And if
20 somebody sends one or two extra apprentices
21 onto the job, we know about it. So, we tend
22 to watch it.

23 We want to keep the ratio. You know,
24 we would -- you know, you could say one-to-one
25 is a good thing, you know; I'm working right

1 with somebody. But if -- if it's three-to-two
2 or four-to-one, then you could say you have
3 four journeymen watching out for that one
4 apprentice to make sure they're not going to
5 get hurt.

6 Construction work is a hazardous job.
7 You know, being an electrician, if you're
8 doing substations and everything like that,
9 that's crazy kind of work. You know, so, I
10 think the watchdog factor is an important --
11 like, how would you really, you know, control
12 that?

13 And when you look at leveling the
14 playing field, typically when you look at
15 joint apprentices being affiliated with local
16 union and their contractors, you know, if you
17 have an electrician that's making thirty
18 dollars an hour and an apprentice that's
19 making, you know, whatever, twenty dollars an
20 hour, when you start adding the numbers up
21 versus a non-union company that maybe is
22 paying their journeymen twenty dollars an hour
23 and their apprentices a lot less, that just
24 totally screws the playing field. I mean,
25 there's no way you can bid a job against

1 anything like that. There's just no way.

2 I mean, if you go to a one-to-one
3 ratio, and you have a hundred people on the
4 job, and the top rate is thirty, and the
5 apprentices that they have on the job is
6 averaging fifteen or seventeen, how do you --
7 how's that a level playing field? There's no
8 way you can compete against that.

9 You know, in western Pennsylvania, we
10 do have a hard time building houses. We have
11 a hard time doing house work. The primary
12 reason is, there's a lot of guys out there
13 willing to work for twelve bucks an hour under
14 the table to wire a house. You just can't
15 compete with that group. And I think, you
16 know, that's part of the level playing field.

17 You know, we're sort of throwing
18 safety out of here, and I don't think we
19 should do that. I think safety should be the
20 number one course and everything else falls
21 behind that.

22 But I think we just have to be
23 careful that when we lower the ratio to a
24 point of -- again, if we have -- I don't even
25 know what the numbers are, but if you have a

1 need for twenty thousand electricians right
2 now today, and six months from now you only
3 need eighteen, you know, or eight thousand,
4 what do you do with the other twelve? I mean,
5 you have to have continuity. You have to have
6 places for people to work.

7 MR. HAYDEN: Sure. Once you have a
8 skill, you never, ever starve. It's like what
9 they say, Teach me to fish and I'll always
10 eat. It's the same thing, Teach me a skill
11 and I'll always work.

12 We believe in that philosophy, and we
13 believe in that growth opportunity. There's a
14 lot of jobs in manufacturing. There's lots of
15 jobs all over the place that we can sustain.

16 There's a need right now, especially
17 today. The wages are higher than they've ever
18 been in all trades. If you're a non-union
19 company paying only ten dollars an hour,
20 twelve dollars an hour for electricians,
21 you're not going to keep your people because
22 they're going to leave and go other places.
23 We have to maintain the strong wages across
24 the board. We have to maintain our strong
25 benefits. A whole benefit package with the

1 401k pension plans and a safety record. Our
2 safety record, .75 modification rate. There
3 is something that you, as a industry, OSHA as
4 an industry, modifies to tell you what safety
5 requirements you are. And if you have a low
6 modification rate, then apparently you're
7 doing things right.

8 REPRESENTATIVE ECKER: Well,
9 gentlemen --

10 MR. HOJDILA: Can I just add one more
11 thing?

12 REPRESENTATIVE ECKER: Sure.

13 MR. HOJDILA: You know, the thing
14 about when you become an electrician, it's
15 sort of a unique thing. When you tell your
16 buddies, Hey, I got into the apprenticeship
17 program, I'm going to be an electrician, the
18 first everybody tells you about all the
19 electrical work that they did. You know, just
20 general people.

21 And I think skill is a very important
22 thing, people going out there thinking that
23 anybody can be an electrician or do that kind
24 of work. We -- we actually stopped at a guy's
25 house. We were doing a job, and he stopped in

1 to see us, and he says, Hey, I have a problem
2 here. You know, The lights in my basement
3 keep flickering or dimming or whatever. Can
4 you take a look at it?

5 So, we finished up the job that day.
6 I was an apprentice. I was working with a
7 journeyman. Got in the van, we drove to this
8 guy's house, went down in the basement. He
9 said, Oh, yeah. He says, My kid wired the
10 basement. He put up these lights here for me.
11 Okay? So, typical boxes in the floor joists,
12 porcelain pull chains.

13 You now what he wired them with?
14 Now, I'm dating myself, because, you know,
15 I've been in this industry for a long time.
16 Went to Radio Shack and got speaker wire. So,
17 he'd pull one light on, and it worked. Two
18 lights -- two wires make a light, right?
19 Pulled the string, it worked. As soon as he
20 pulled the next string, it lit, but this one
21 got a little bit dimmer. When he pulled the
22 third one, they all lit, but they all got
23 dimmer. You know what I mean? So, I mean,
24 yeah, it's just a hard thing --

25 MR. HAYDEN: That's why it's

1 important to have an apprenticeship program,
2 so we can train as many people as possible so
3 that young man could go into your
4 apprenticeship program or my apprenticeship
5 program and actually have a skill.

6 REPRESENTATIVE ECKER: Well,
7 gentlemen, I know there's some other
8 questions, and you guys aren't done, don't
9 worry. But I appreciate you answering my
10 questions and kind of having a dialogue here.

11 Thanks.

12 MAJORITY CHAIRWOMAN KLUNK: Thank
13 you, Representative.

14 Now, a question from Representative
15 Morgan Cephas.

16 Thank you.

17 REPRESENTATIVE CEPHAS: Thank you,
18 Chairwoman.

19 So, first and foremost, I want to
20 thank you, Greg, for just elevating the
21 example of the cracker plant and not having
22 any fatalities on that job, which is a big
23 job.

24 I am from Philadelphia County, and I
25 lived through -- pretty sure you've heard of

1 it -- our Salvation Army building collapsing
2 on several people and there being fatalities.
3 And there -- it was a construction site
4 immediately next door. So, I mean, just
5 having lived through that reality, the focus
6 that we need to place on safety is critical.
7 So, I just thank you for elevating that.

8 And I think it truly has to do with,
9 you know, our ratios here in Pennsylvania.
10 It's my understanding that Pennsylvania is one
11 of twenty-five states that currently maintains
12 their own ratios, which, again, I think leads
13 to, you know, our low fatality rate here in
14 the Commonwealth.

15 But also, I'd love to see, as the
16 department's council looks across the country
17 at different ratios, I'd also like to see how
18 our fatality rate compares to other states.
19 So, again, it will make, you know, more of a
20 case to maintain the current ratios that we do
21 have. So, again, I thank you for uplifting
22 that safety concern.

23 George, I have a question, following
24 up from Chairman Delloso's max capacity
25 discussion that he was having about your

1 programs.

2 You had mentioned that you didn't
3 technically have a lot of information about
4 whether your -- the programs that you're part
5 of are at max capacity. But I also wanted to
6 get a sense on, is there a waiting list of
7 individuals trying to get into your program
8 currently?

9 MR. HAYDEN: We always have a waiting
10 list, ma'am. And so, what we do is, when we
11 graduate our students after the fourth level,
12 we're able to bring them in -- they may be two
13 or three years out of school or whatever the
14 situation is -- and we're able to get them in.

15 A lot of times we're not able to hire
16 them. And even if we wanted to, we can't
17 because there's no place for them. So, that's
18 one of the challenges that we have with the
19 ratio for our small company. And most other
20 small companies have the same issues with
21 that.

22 REPRESENTATIVE CEPHAS: Now,
23 furthering on the parity conversation, would
24 you be amenable to a matrix type of situation,
25 where the measure of the program's quality and

1 the occupational hazards of the actual program
2 would be considered in setting whatever ratio
3 for whatever project?

4 MR. HAYDEN: We have no objections to
5 that. I mean, there's no reason that we have
6 to hide behind anything. Safety is very, very
7 important, and we take it very seriously. As
8 a matter of fact, it's one of our company
9 goals. It's what I talk about as the
10 ownership of the company. And every single
11 meeting it's brought up and we talk about
12 that. That's why we have a full-time safety
13 coordinator that works for us. So, that, no
14 problems.

15 And when we talk about risk, every
16 single job has a risk, whether it be
17 electrical, plumbing, whatever the situation,
18 they all have risk. So, how you measure risk
19 is really -- you know, an employee has to have
20 common sense. And they should know, you're
21 not allowed to go into an electrical panel hot
22 unless you have a permitted work and you have
23 your proper gear. You know, there's certain
24 areas that they know they should do and not
25 do. So, yes, I'm always interested in that.

1 REPRESENTATIVE CEPHAS: My last
2 question as it relates to this, I want to say
3 it's more so for -- well, it is also for you,
4 George.

5 Do you know of any -- any requests
6 that -- any requests that have been made to
7 the ATO council regarding the changing of
8 ratios? For example, has your company made
9 any requests? And if so, how many have been
10 denied? How many have been approved?

11 MR. HAYDEN: So, thank you for asking
12 that question. And, you know, I had brought
13 that up earlier.

14 Senator Baker -- a couple years ago,
15 I sat not in front of this party, a different
16 group, talking about ratios and talking about
17 apprenticeship. That was only about four or
18 five years ago when she was the chairperson.
19 And I was asked to come down and speak on
20 behalf of our program. And we were denied at
21 that time.

22 I also had gone to the actual board
23 of apprenticeship program myself a few times,
24 and we have brought this issue up, because
25 ratio has been talked about for at least

1 thirty years that I know, since I got into the
2 apprenticeship programs. And we have been
3 denied multiple times. And it wasn't that we
4 were denied for any specific reasoning. It's
5 just that we were kind of overpowered. The
6 other -- there was other people there that
7 told them that it was a different situation,
8 and they didn't really go through the
9 explanation like we have today. And I really
10 appreciate that.

11 There's a big education turn. But we
12 were denied many times.

13 And if you go back in the records in
14 2005, '6, '8, I could probably go back -- I
15 wrote letters and letters upon this. To one
16 point, I even asked to be on the board because
17 I'm so passionate about apprenticeships.

18 Again, it's not just about electrical
19 apprenticeships. My business is just one part
20 of it. But there are so many other
21 contractors in this world, in this area, this
22 whole region, United States, that want to be
23 able to train young people.

24 I belong to an association with nine
25 other members that I'm peer members with all

1 over the country. And their biggest number
2 one goal that we talk about every single
3 meeting is labor. We can't get enough labor.

4 REPRESENTATIVE CEPHAS: Thank you,
5 Chairwoman.

6 MAJORITY CHAIRWOMAN KLUNK: Thank
7 you. And just a quick follow-up, as I'm
8 trying to tie the two committee meetings
9 together.

10 So, this morning, we heard about a
11 really great program called Bank Work\$, and
12 so, it has me thinking about, you know, if
13 that were an apprenticeship program where
14 they're training -- you know, these financial
15 institutions are training bank tellers and
16 folks in banks, based on our current ratios,
17 would that program, at a financial
18 institution, say, in Pittsburgh, be required,
19 if it was a registered apprenticeship program,
20 to have a four-to-one ratio?

21 DEPUTY SECRETARY IRELAND: No.
22 Apprenticeship programs are -- the ratio's for
23 apprenticeship to journeymen. That would not
24 apply to any of the other -- agriculture,
25 education, et cetera, anything not covered by

1 a collective bargaining agreement.

2 MAJORITY CHAIRWOMAN KLUNK: Thank
3 you.

4 I'm going to -- since we're running
5 out of time here -- we've got about twenty
6 minutes left -- I'm going to turn it over to
7 my colleague, Representative Lori Mizgorski,
8 who is online and has a question.

9 REPRESENTATIVE MIZGORSKI: Thank you,
10 Madam Chair.

11 And thank you to the testifiers.

12 I've got a question for Deputy
13 Secretary Ireland.

14 You mentioned that there is currently
15 a system to apply for exceptions to the ratio.
16 And I was just wondering if you could give me
17 a little more information about how the
18 process works, who makes that decision, what
19 criteria is used to make the decision; and do
20 you receive a lot of applications for that, is
21 it frequent or not frequent?

22 Thank you.

23 DEPUTY SECRETARY IRELAND: So, I am
24 not well-versed on that particular piece.

25 Tara, do you have any expertise that

1 you can share --

2 MS. LOEW: Sure.

3 DEPUTY SECRETARY IRELAND: -- or
4 should we circle back?

5 MS. LOEW: Sure, I can kind of read
6 the explanation found in the regulation.

7 So, Section 83.5 under the Standards
8 of Apprenticeship, after explaining how the
9 ratio works for non-joint programs, it does go
10 on to say: Exemptions to the Pennsylvania
11 Apprenticeship and Training council's standard
12 ratios may be granted upon written request and
13 approval of council.

14 So, typically, what our staff would
15 do, our Apprenticeship and Training
16 representatives would do when working with a
17 program and building up the program, if they
18 would like to put that request together, we
19 would ask that they put that in writing. And
20 my recommendation, our recommendation, would
21 always be to have backup information and proof
22 to go along with that, to show why they are
23 asking for an exemption to the typical ratio.

24 REPRESENTATIVE MIZGORSKI: I know
25 you're newer to the job, but is it a common

1 thing to receive these kind of requests? Or
2 do you think it -- is it less frequent?

3 MS. LOEW: I do not believe we have
4 received any since I have been in the position
5 since November. I believe there was one
6 program that initially requested it and then
7 retracted it because they actually figured out
8 they had more than enough journey workers to
9 serve the amount of apprentices that they were
10 looking to bring on. So, it kind of became a
11 non-issue. And other than that, I have not
12 been present for any exemptions.

13 DEPUTY SECRETARY IRELAND: I have not
14 either over the past year.

15 REPRESENTATIVE MIZGORSKI: Okay.
16 Thank you.

17 Director Loew, while I have you, I
18 have some questions. It seems that most
19 people are more familiar with the building and
20 trades apprenticeships. I was just looking on
21 the L and I website where it talked about, you
22 know, apprenticeships in hospitality, IT,
23 logistics, telecommunications, transportation,
24 all these other areas. What is your office
25 doing to really promote that or get that

1 information out to people that these other
2 apprenticeships exist?

3 You know, there is some information
4 on the website, but somebody might not even
5 know to go to look there, even find that kind
6 of information. So, what kind of activity are
7 you doing to promote that?

8 MS. LOEW: Sure. So, that is a great
9 question.

10 So, we -- there are a number of goals
11 that our office is going to be concentrating
12 on. And one of the biggest ones for me is
13 really educating the -- (inaudible) --
14 awareness about the benefits of registered
15 apprenticeships, wide access to
16 apprenticeships, and how to access them.

17 Over the past six months, our office
18 has gone through a number of foundational
19 changes and enhancements to different material
20 and processes. As most of you know,
21 Pennsylvania is a state apprenticeship agency,
22 which basically means we act on behalf of the
23 federal government, and we have our own
24 process and -- registration process and
25 approving process for apprenticeship.

1 And what I found was, the federal
2 Office of Apprenticeship had a lot of great
3 resources out there, but we didn't have a lot
4 of -- (inaudible) -- So, we have actually
5 created a number of just simple one-pagers,
6 explaining apprenticeship in Pennsylvania, the
7 who, what, when, where, why, and what are the
8 next steps in Pennsylvania. And I believe
9 those are available through this hearing.

10 There's a job seeker focus one-pager.
11 There's an employer focus one-pager, as well
12 as a brief funding guide.

13 Some other things that we've done to
14 really help these -- the process of creating
15 programs is we've updated our apprenticeship
16 and pre-apprenticeship standards and all the
17 registration paperwork. We've made it
18 inclusive of all program types and much more
19 user friendly, by, again, simply making them
20 fillable forms. Prior, there were about five
21 versions of all the registration paperwork
22 that were supposed to be catered to different
23 program types. So, we've made sort of one
24 inclusive version.

25 And perhaps one of the pieces that

1 I'm most proud of is we've created a
2 Registering a Program in Pennsylvania guide
3 for sponsors and employers and a similar
4 document for pre-apprenticeship as well. And
5 that really goes over the basics of the
6 program structure, how to build, launch, and
7 retain programs along with -- (inaudible) --
8 of how to fill out the paperwork.

9 We are also -- I appreciate you
10 mentioning the websites. We are also in the
11 process of doing a full revamp of our Labor
12 and Industry webpage as well as our PA
13 CareerLink webpage, and we really want --
14 (inaudible) -- apprenticeship. We hope they
15 will house our newly created resources. We
16 want them to highlight best practices. We
17 want them to highlight the work that the
18 council is doing, highlight success stories.
19 So, very excited for some of the things --
20 continued things coming down the pike.

21 And then once all these pieces are in
22 place, we are really going to do more of what
23 I mentioned -- (inaudible) -- the Department
24 of Agriculture and just basically reach out to
25 help grow apprenticeship across the state,

1 specifically try to grow larger initiatives,
2 statewide initiatives, if at all possible.

3 We're working with some of our state
4 agencies as well to create apprenticeship
5 programs.

6 Yeah, I hope that helps answer --

7 REPRESENTATIVE MIZGORSKI: Yeah.

8 Thank you. And I'll be on the lookout for
9 your updated website.

10 MS. LOEW: Yes.

11 MAJORITY CHAIRWOMAN KLUNK: Thank
12 you, Representative.

13 And I did just want to make a note
14 that we did try to get somebody from the
15 apprenticeship training council, but,
16 unfortunately, no one was able. But we have
17 the deputy secretary and Tara with us here
18 today.

19 Last question goes to Chairman Cox.

20 REPRESENTATIVE COX: Thank you, Madam
21 Chairwoman.

22 I have a question, part of it's going
23 to be based on the submitted testimony,
24 because it ties so closely with what we've
25 heard on the apprenticeship discussion with

1 both of you gentlemen who are here with us
2 today.

3 The -- one of the aspects I want to
4 talk about is the Experience Modification
5 Rates. This is kind of a safety standard or
6 a -- not a standard, kind of a recognition or
7 a way to analyze how safe a program is. Is
8 that an accurate statement?

9 MR. HOJDILA: Yes.

10 MAJORITY CHAIRWOMAN KLUNK: And so,
11 the written testimony I'm looking at from ABC
12 shows -- I went through and I just pulled out,
13 there are seven Berks County -- I represent
14 part of Berks -- there are seven Berks County
15 non-union, non-joint programs, and there are
16 three joint programs. Four of the Experience
17 Modification Rates of the non-joint are
18 actually lower than the rates of the union
19 entities. I found that interesting, because
20 part of the testimony from Mr. Hojdila makes
21 it sound like inherently union programs are
22 safer than non-union programs.

23 And I've been on this committee for
24 fourteen years, so I, unlike some of the
25 others, my colleague, Representative Ecker,

1 saying "I'm new to the committee" or
2 whatever, I've heard this time and time again
3 for the last fourteen years. If I were one of
4 the individuals running one of these
5 programs -- and I know several of the
6 individuals who run the non-union programs --
7 I'd be offended by the idea that, because I'm
8 not a union shop, I'm less safe, and we have
9 more accidents or whatever. The numbers don't
10 bear it out.

11 In fact, if you look at the averages
12 on the last page of this testimony, it's .901
13 for the non-union shops and .909 -- it's
14 actually a little bit higher -- for the -- the
15 EMR rate for the union shops. So, again, I'd
16 be offended if I ran a program and we had the
17 accusation thrown at me that you guys aren't
18 as safe.

19 Mr. Hojdila, you mentioned, you know
20 some of your ratios now are ending up being --
21 or prior to the current situation with the
22 cracker plant or -- is it the cracker plant
23 that kind of skewed things? Is that --

24 MR. HOJDILA: Yeah, that's correct.

25 REPRESENTATIVE COX: Okay. You said

1 prior to that you were looking at potentially
2 six-to-one, eight-to-one ratios.

3 MR. HOJDILA: Right.

4 REPRESENTATIVE COX: Would you be in
5 favor if I introduced and moved legislation
6 out of the committee that required you to have
7 six-to-one or eight-to-one ratio?

8 MR. HOJDILA: You know, you're
9 talking to the wrong person. Okay? I'm a
10 training director, you know, and I did not at
11 all mean anything or attempt to imply that,
12 like, Mr. Hayden's programs are not safe.
13 Didn't attempt to imply that at all.

14 REPRESENTATIVE COX: Well, you
15 mentioned the watchdog factor.

16 MR. HOJDILA: Right. Well, the
17 watchdog factor is, when you -- if you bid a
18 job with three apprentices and maybe six or
19 seven are on the job, who watches that?

20 REPRESENTATIVE COX: Who's watching
21 it in the union setting? You're asking us to
22 trust the union setting, so you guys are
23 saying you're more trustworthy than the
24 non-union shop?

25 MR. HOJDILA: I --

1 REPRESENTATIVE COX: You're either
2 saying you're less safe or you're saying
3 they're less trustworthy.

4 MR. HOJDILA: I'm not -- I'm not here
5 speaking for the union or the contractors.
6 That's not my position. Okay. I'm a training
7 director. This is a little bit of a
8 difference here because he's an owner.

9 REPRESENTATIVE COX: I understand.

10 MR. HOJDILA: And I didn't imply that
11 at all. You know, the -- how do I want to say
12 it? It's -- those -- when you're going to
13 compare experience ratios and stuff like that,
14 I mean, quite honestly, you'd need somebody
15 here from NECA to do those comparisons and
16 answer those questions, because, you know, I
17 -- I don't have the data or anything like that
18 to take a look at to compare.

19 REPRESENTATIVE COX: And I understand
20 that's not the only -- you know, the only
21 factor determining safety, but it is one that
22 kind of gives us a little bit of a guideline
23 to say, you know, how are the two entities
24 doing. And the claim has been for over a
25 decade, since I've been on this committee,

1 it's been over a decade, Hey, they're not as
2 safe. That is a claim -- you might not have
3 made it, but the claim -- you've kind of
4 thrown a little fuel on the fire with the
5 watchdog statement, implying that they don't
6 have the watchdog capacity, or they don't
7 watch their apprentices as much, and who's
8 going to report them if they don't have the
9 proper apprenticeship levels.

10 I've reached a level of frustration,
11 as you can probably tell in my line of
12 questioning here, that this is -- I'm crying
13 baloney here. There's something that's not
14 adding up here. And it's kind indicative. I
15 asked a question, if I introduced a bill that
16 said six-to-one or eight-to-one, you talked
17 about ratios, would you think that was
18 something that you could go back to people and
19 say, Hey, we're going to go to six-to-one,
20 we're going to support a bill from
21 Representative Cox to have a six-to-one
22 ratio?

23 MR. HOJDILA: Without causing any
24 more frustration, I'm not the person to answer
25 that question.

1 REPRESENTATIVE COX: Okay. You're
2 commenting on the four-to-one and all that.

3 MR. HOJDILA: Pardon me?

4 REPRESENTATIVE COX: You were
5 commenting on ratio levels, so that's why I
6 was figuring you had some background in
7 that.

8 MR. HOJDILA: The whole ratio level
9 is all about -- it is about safety. It is
10 about training. Okay? You're looking at your
11 experience ratios in a certain -- in a county
12 or in an area. I mean, you'd have to take a
13 look at the jobs. You'd have to look at a lot
14 of different things, I think, have to come
15 into play to say one way or another.

16 I -- I can't comment any more on that
17 because I'm not in that position to make
18 that -- to make a comment or even have the --
19 like I say, have the data to make that
20 call.

21 REPRESENTATIVE COX: I mean, I'd
22 personally be in favor of looking at
23 collective bargaining agreements. I know
24 there are -- you know, we've got documentation
25 from prior Pennsylvania Apprenticeship and

1 Training council meeting minutes where they
2 have essentially said one-to-one, you know,
3 whatever's called for in the collective
4 bargaining agreement. And so, that implies
5 that if a collective bargaining agreement is
6 reached, that whatever ratios are in there
7 must be safe. And I think that's a faulty
8 premise.

9 And so what Mr. Hayden is simply
10 saying is, from his perspective and the other
11 non-union shops that say, you know, We're
12 putting together these programs, give us the
13 same ability to train. I -- they're looking
14 for parity. They're not looking for special
15 treatment. It's leveling the playing field.

16 And when you talk about leveling the
17 playing field, it's not about saying, okay,
18 they can outbid us or bid lower than us. It's
19 about free market economy. I stand for a free
20 market economy. I stand for competition,
21 because I believe competition breeds
22 excellence, and we see that. Apple and
23 Samsung, they battle it out for who's got the
24 best phone. Everybody improves their product.
25 The consumer wins.

1 I believe the same thing goes here.
2 The consumer here is the student, the young
3 man or woman who's in the program who has a
4 choice and says, well, do I want to go to this
5 union program that's offering me this, or do I
6 want to go with the non-union program offering
7 me that? They have a choice. They're looking
8 at the pay. They're looking at the benefits.
9 They're looking at whether they have to become
10 a union member or not. You know, there are a
11 lot of dynamics that they can consider, but it
12 gives them the choice. And that's how the
13 free market should work. And that's how
14 competition breeds excellence.

15 And so, I find it really hard to
16 believe that we should have separate ratios
17 for people doing the same exact kind of work,
18 people doing the same exact kind of training
19 programs.

20 I spent the better part of the day at
21 Schlouch Incorporated a couple years back.
22 You want to talk a phenomenal training program
23 and safety conscious and loves his workers.
24 It is -- the culture there is one that, if
25 every business in the Commonwealth emulated,

1 nobody would ever leave their job. And he's
2 got one of the lowest turnover rates in the
3 county -- probably the state, if we looked at
4 it -- because he cares about his employees.
5 And safety is number one. And that's just one
6 example.

7 I'm not going to continue on, Madam
8 Chairwoman. I don't want to monopolize the
9 entire time. But I do want to read one
10 statement here, because I think it's so
11 indicative of the problem we're facing and
12 where we could go if we, as a Commonwealth,
13 simply took the steps to bring parity to the
14 apprenticeship program. And it's a statement
15 from the testimony, page three of the ABC
16 testimony.

17 It says: Apprenticeship ratios is a
18 workforce development and jobs issue.
19 According to the U.S. Department of Labor,
20 Registered Apprenticeship Partners Information
21 Data System, there are one thousand two
22 hundred seventy non-joint programs that train
23 approximately three thousand five hundred
24 apprentices. There are two hundred
25 eighty-three registered joint programs that

1 train approximately twelve thousand five
2 hundred apprentices. Using these data points,
3 on average, there are about forty-four joint
4 apprentices per program. If non-joint
5 programs had parity and could put the same
6 number of apprentices into their one thousand
7 two hundred seventy programs, non-joint
8 employers could potentially train an
9 additional fifty-six thousand three hundred
10 eighty-eight apprentices.

11 Every individual in this room has
12 probably received calls in the last few weeks
13 or the last several months, saying, "I need
14 skilled workers. I need people that can do
15 the job." Whether it's manufacturing,
16 construction, electrical, whatever, we're
17 getting calls saying, "We need qualified
18 workers."

19 This gentleman here is one individual
20 who can put out, you know, a lot more
21 apprentices, can train a lot more if he just
22 had parity. Collectively, they can put
23 fifty-six thousand plus individuals into
24 good-paying, family-sustaining jobs.

25 Why would we not go into that

1 direction?

2 MR. HOJDILA: You know, you -- let me
3 think here a minute here. You said about
4 parity. Parity goes both ways. I mean, if --
5 I saw a request for an apprenticeship program,
6 for an electrical apprenticeship program, that
7 was paying journey workers less than twenty
8 dollars an hour. Twenty dollars an hour is
9 not a family, life-sustaining type position.
10 I mean, would you work for twenty dollars an
11 hour?

12 REPRESENTATIVE COX: I'm fifty-one
13 years old, so no. As an eighteen-year-old,
14 absolutely.

15 MR. HOJDILA: You can't be a
16 journeyman at eighteen years old.

17 REPRESENTATIVE COX: Twenty-two years
18 old, I would have taken twenty dollars an
19 hour. I didn't make twenty dollars an hour
20 straight out of college. And most kid coming
21 out of college with a four-year degree and a
22 hundred thousand dollars in debt aren't making
23 twenty bucks an hour. They're starting off at
24 entry-level jobs, making thirteen, fourteen,
25 fifteen dollars an hour.

1 Now, the market's moving, due to the
2 pandemic and some other changes, but that's
3 the free market. The free market will bear
4 out any individual's will to say, Hey, I'm
5 worth more. And to the point of your
6 competition or your question of parity, if you
7 have -- if you -- if the union shop is paying
8 its apprentices thirty bucks an hour -- I
9 don't know what the numbers are -- let's say
10 it's thirty bucks an hour, and Mr. Hayden and
11 his other colleagues with their programs are
12 paying twenty dollars an hour, if you're a
13 student coming out of high school or any level
14 of education and you're looking and saying,
15 Hey, there's thirty dollars an hour and twenty
16 dollars an hour, which one are you likely to
17 go to? If you've got the better program with
18 the better pay in your opinion, then you
19 should be confident that it will draw them to
20 you.

21 If he's got a better program and
22 maybe they don't offer as much pay but they
23 have a different culture or they have more of
24 a family-type setting, it gives people the
25 ability to make that choice. That's the free

1 market. That is parity for who it matters
2 most to and that's the consumer. That's the
3 employee. Employers will meet the demand with
4 whatever pay they need to do, with whatever
5 fringe benefits, with whatever other offerings
6 they need to make, they'll meet that demand,
7 and the individual who is seeking the
8 apprenticeship will be able to make an
9 educated decision on which program meets their
10 needs the best.

11 So, if you have the best program and
12 the best pay and so forth, by all means, put
13 it up against other programs and let them
14 compete. But if you're going to compete in
15 that same space, they should be able to
16 utilize the same ratios.

17 We're holding back fifty-six thousand
18 individuals who could be trained and on the
19 streets, filling jobs that we know are jobs
20 that need to be filled.

21 MAJORITY CHAIRWOMAN KLUNK: Thank
22 you, Mr. Chairman.

23 REPRESENTATIVE COX: Thank you, Madam
24 Chairwoman. I won't go on too much longer
25 because it's 3 o'clock.

1 MAJORITY CHAIRWOMAN KLUNK: It is 3
2 o'clock. We're going to try to wrap up here
3 and would just like to see if my Chairman
4 Delloso has any parting comments.

5 MINORITY CHAIRMAN DELLOSO: No, no
6 final questions.

7 Parting comments. I appreciate your
8 appearances today.

9 You know, it's no secret what side of
10 the table I come from. I'm a union guy. And,
11 you know, the chairman asked about the
12 policing of the work and, obviously, you know,
13 guys on the union side of the house have a
14 grievance procedure, have shop stewards, and
15 have the ability under the collective
16 bargaining agreement to raise an objection
17 without fear of losing their job. And that
18 would be the policing aspect at least.

19 But I thank you both for your
20 testimony. It's been very educational. And I
21 would -- I'm glad to have been here today.

22 And thank you, Chairman Klunk.

23 MAJORITY CHAIRWOMAN KLUNK: Thank
24 you, Chairman.

25 And I do have to say, no matter where

1 you sit on the side of the aisle here in
2 Harrisburg, we are all truly passionate about
3 our workers here in Pennsylvania. Workforce
4 development is certainly something that gets
5 us, this committee, excited about what is
6 going on here in Pennsylvania.

7 I want to thank the department for
8 being here today. And to our testifiers, Gary
9 Laird, from the Hanover Chamber.

10 Gary, again, thank you for everything
11 that you've been doing down in my community
12 and partnering with my office in really trying
13 to ensure that our local young people and
14 those who maybe are trying to re-enter the
15 workforce later in life are prepared and
16 exposed to all of the offerings in our local
17 community.

18 George and Greg, thank you for
19 sharing both of your perspectives. Two
20 different sides of an issue, but I think, at
21 the end of the day, the same goal. And
22 ultimately, at the end of the day, it's about
23 making sure that we are training
24 Pennsylvanians for the jobs that are
25 available, to make sure that we have a strong

1 economy here in Pennsylvania.

2 And also, ultimately, at the end of
3 the day, we want to be the most competitive
4 state on the east coast. We want to draw
5 people here. We want to draw business here,
6 like the Shell cracker plant that's employing
7 so many of Greg's folks out in the west.

8 And at the end of the day, I think
9 maybe we can find some common ground here on
10 this ratio issue. I think it's something that
11 I'm glad we had a hearing on this to get some
12 additional information. I think it's an issue
13 that we can continue to work on to try and
14 make sure that our folks here in Pennsylvania
15 have those opportunities to be able to be
16 trained, whether that's in a union shop or a
17 non-union shop, at the end of the day, it
18 doesn't matter, in my opinion, where you're
19 trained, we just need to make sure these folks
20 are trained, they're trained safely, under
21 ratios that are safe. But we want to make
22 sure that they are trained and stay here in
23 Pennsylvania so that we can growing our
24 economy.

25 So, thank you so very much to

1 everybody who joined us today, either in
2 person or virtually. And with that, I will
3 officially adjourn our meeting. Thank you.

4 (Whereupon, the hearing was adjourned
5 at 3:03 p.m.)

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REPORTER'S CERTIFICATE

I HEREBY CERTIFY that the foregoing
is a true and accurate transcript, to the best
of my ability, produced from audio on the said
proceedings.

BRENDA J. PARDUN, RPR
Court Reporter
Notary Public