

Hearing on Governor's Proposals for
Technical College Program
Erie County Public Library - H.O. Hirt Auditorium
May 10, 2007 -- 9:30 a.m. - Noon
Tentative Agenda

HB 965 - Rep. Flo Fabrizio

Dr. Kate Shaw, Secretary, Post Secondary Education ----- 9:30 a.m.
Department of Education

Diane Bosak, Executive Director ----- 10:00 a.m.
Commission for Community Colleges

Michael L. Batchelor, President ----- 10:20 a.m.
Erie Community Foundation

Dr. Thomas Gamble, President ----- 10:35 a.m.
Mercyhurst College

Kris Kronenwetter, ----- 10:50 a.m.
Community Education Council (Elk & Cameron Counties)

Dr. Frank G. Pogue, Jr., President ----- 11:05 a.m.
Edinboro University

Dr. Joseph P. Grunenwald, President
Clarion University

Aldo Jackson, Director ----- 11:25 a.m.
Erie County Technical School

Dave Tulio, CEO ----- 11:40 a.m.
Custom Engineering

Hearing to conclude at noon

Pennsylvania House of Representatives
Education Committee
House Bill 965—Technical College Programs
Erie County Public Library, H.O. Hirt Auditorium
May 9, 2007 Hearing

Testimony of
Aldo R. Jackson, Ph.D., Director
Erie County Technical School

Perspectives on Technical Education and Workforce Development

1. The House Education Committee is commended for its recognition of the need for a technically trained workforce as part of Pennsylvania's economic growth strategy.
2. It is also apparent the committee recognizes the 'gap' in the workforce development and technical training system in many parts of the Commonwealth—public, postsecondary, technical training. (Exhibit 1—Continuum)
3. The proposed bill also contains many positive features like focusing on educationally and economically disadvantaged residents, encouraging articulation between associate and baccalaureate degrees, and promoting partnerships between various educational entities.
4. HB 965 helps to address the misguided and misaligned career goals of young people with workforce realities. Four of every five Pennsylvania's high school graduates intend to pursue four-year degrees. However, only one in five jobs requires a four-year degree. The misalignment—80% of the young people are pursuing 20% of the jobs.
5. The current workforce development system can be characterized as disjointed. The transition between secondary and postsecondary, especially technical education, is like jumping between silos. Pennsylvania needs a workforce development system that allows for the smooth transition from the secondary phase to the postsecondary phase.
6. Employers criticize the current workforce development system is not because of the technical capabilities of the workforce—but because of the academic capabilities of the workforce. Employers are concerned that current and prospective employees are unable to 'read, write and calculate' to a level of proficiency that meets their workplace needs. (Exhibit 2—PSSA Results).
7. A second major criticism by employers is the 'employability' of their workforce. As examples, employers are concerned that employees are frequently absent from work, they do not 'get along' with others (especially customers), they are unable to recognize problems and seek solutions, and they are unable to follow directions. Many employers would conclude — "Give me someone who can read, write and calculate and who is a 'model' employee and I will give them the technical skills."

Matters to Consider with HB 965

Matriculation

1. The proposed legislation has overlooked the need to matriculate from secondary to postsecondary technical education. There are current initiatives within the PDE such as Project 720, dual enrollment, articulation agreements and Tech Prep programming that should be included and encouraged within legislation (Exhibit 3—Transforming).
2. The Commonwealth's economic future, which in large depends upon the secondary career and technical education system, has been left out of the equation. We need to move more young people into the high school CTE system, on to associate degree programs in technical areas, and make them capable of pursuing baccalaureate degrees.
3. HB 965 addresses area vocational-technical schools as potential partners in technical college programs, but will it encourage or permit young people to follow this educational path? Section 1903-F (c) (1) describes priority criteria—educationally and economically disadvantaged. Will this language hold back the transition of young people into technical college programs? Do the intended priority criteria preclude 'reverse transfers' from participating in technical college programs?

Funding & Fiscal Stability

1. The proposed legislation appears to be complex and restrictive. Will the combination of a State operating support payment (Section 1907-F (b)), student tuition (Section 1906-F), and equipment grants (Section 1907-F (c)) be sufficient to operate the programs? If we use Erie County Technical School programs as an example, over \$200,000 in revenue, per program, would be necessary to cover salaries, benefits, instructional supplies, instructional materials, operating and administrative costs.
2. Funding for equipment will be a challenge. In March, our Joint Operating Committee approved the purchase of two computerized numerical control (CNC) lathes and two CNC mills. Total cost: \$163,000. The school intends to duplicate the purchase in Fall 2007. Will there be sufficient local and state funds to properly equip the advanced technology programs the technical college program should deliver?
3. The proposed legislation directs the department to cap both tuition (Section 1906-F (a)) and enrollment (Section 1905-F (c)). The bill also prohibits 'student charges' unless approved by the department (Section 1906-F (b)). Can a lead sponsor truly be expected to provide a cost-intensive program when tuition, enrollments and charges are restricted?

4. The issue of fiscal stability is further compounded by language that sets a five-year expiration period for each program (Section 1904-F (c)). While there is language to allow for reapproval of a program, what is the likelihood that a lead sponsor will make the ‘necessary investment’ in personnel, facilities and equipment for a program that may be discontinued after five years?

Enrollments

1. The reality of educational programming and potential enrollments is a matter of student interest. While the labor market may possess excellent opportunities in specific occupations like facilities maintenance and precision machining, many occupations face labor shortages because these occupations lack ‘customer appeal.’ Unless dramatic changes are made in career counseling and planning, technical education centers will continue to be challenged to attract prospective students to these promising occupations. American society does not allow us to ‘tell young people and adults’ what career path or occupation they will pursue.
2. There appears to be a contradiction in the bill regarding intended students for the technical college programs. Section 1903-F (c) (1) sets a priority on programs designed to serve educationally and economically disadvantaged students, while at the same time, Section 1905-F (a) sets eligibility for “persons who have earned a high school diploma or equivalent.” There is the strong likelihood that many educationally and economically disadvantaged students will not have a high school diploma or its equivalent.
3. The proposed legislation prompts several questions regarding residency and enrollment. Can residents from ‘served areas’ participate in technical college programs? Can residents of underserved areas enroll in technical college programs outside of their residency? Will a region’s training capacity, particularly regions that border other states, be restricted by limiting enrollments to Pennsylvania residents? Could there be some measure to set an out-of-state tuition for technical college programs?
4. As noted earlier, what will be the impact on a region’s workforce when program enrollment caps are established by the State? How will the legislation balance student interest and program capacity in establishing enrollment caps—and still meet the needs of employers?

Compared to a Commonwealth Community College

1. Fiscal stability appears to be more favorable for community colleges as the funding includes a third source—local support from either a county (or counties) or school district (or districts).

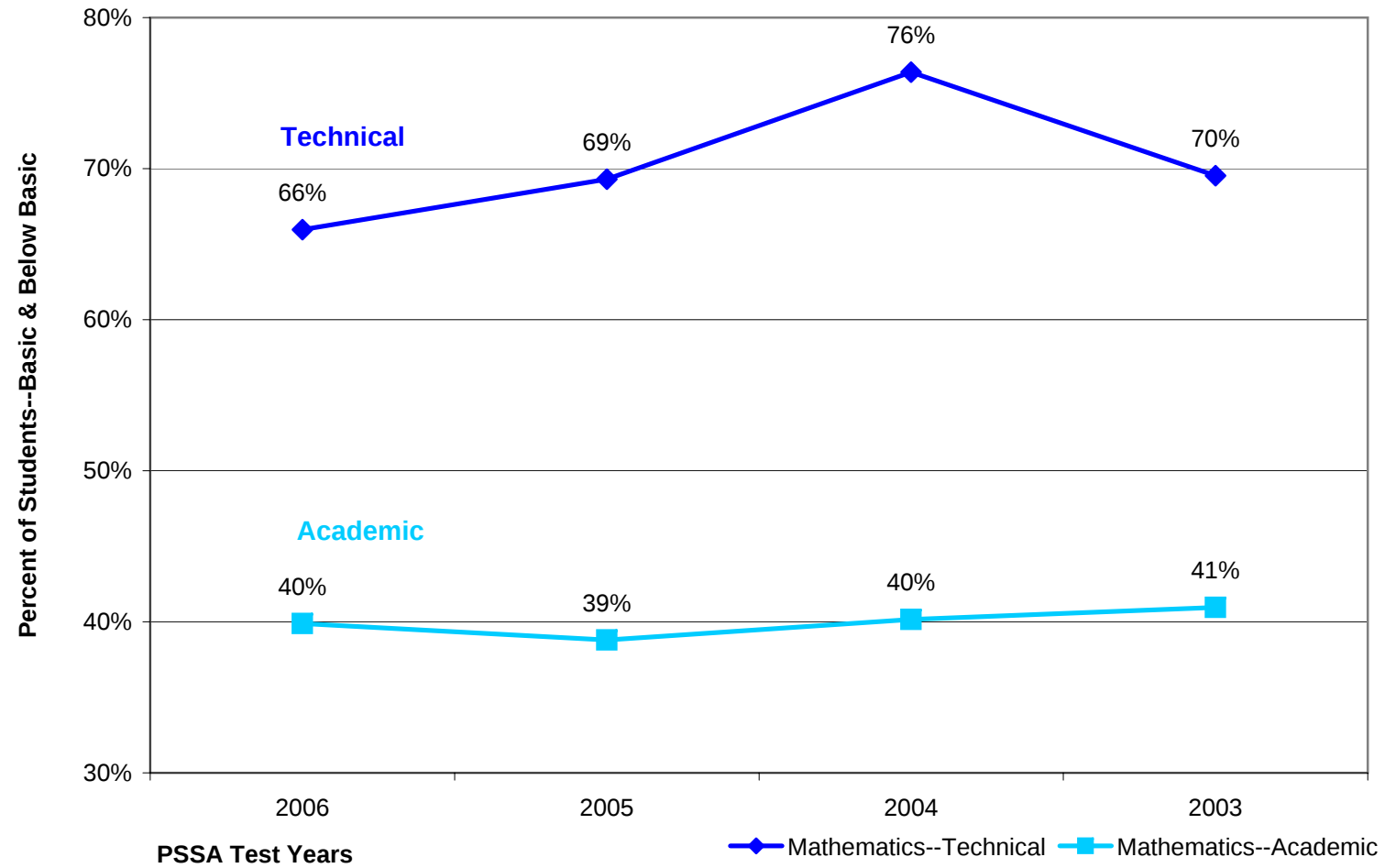
2. Enrollment practices are more open and flexible—allowing residents to train for new or different occupations. Community colleges and their programming can serve as ‘attractors’ to a region’s workforce needs—drawing in out-of-region and out-of-state students.
3. Community colleges seem more able to develop programs that are responsive to regional workforce needs than the proposed legislation. This is especially true for occupations that do not qualify, for various reasons, under the high priority occupations guidelines. Tourism is an excellent example. This occupational area does not qualify because it is not ‘technical’ nor does it provide a high enough entry-level wage. However, tourism is the second-largest industry sector in the Pennsylvania economy and employees in the sector tend to ‘move up’ quickly.
4. With some legislative or procedural fine tuning for existing community colleges, or with innovative designs for new community colleges, technical training programs could be created that synchronize the career and technical education system and meet the needs of both residents and employers.
5. If a region is considering its workforce development needs with either a commonwealth community college or technical college programs, I would encourage the decision makers to pursue a community college that had technical education as its core value.

Technical Training Continuum for Northwest Pennsylvania

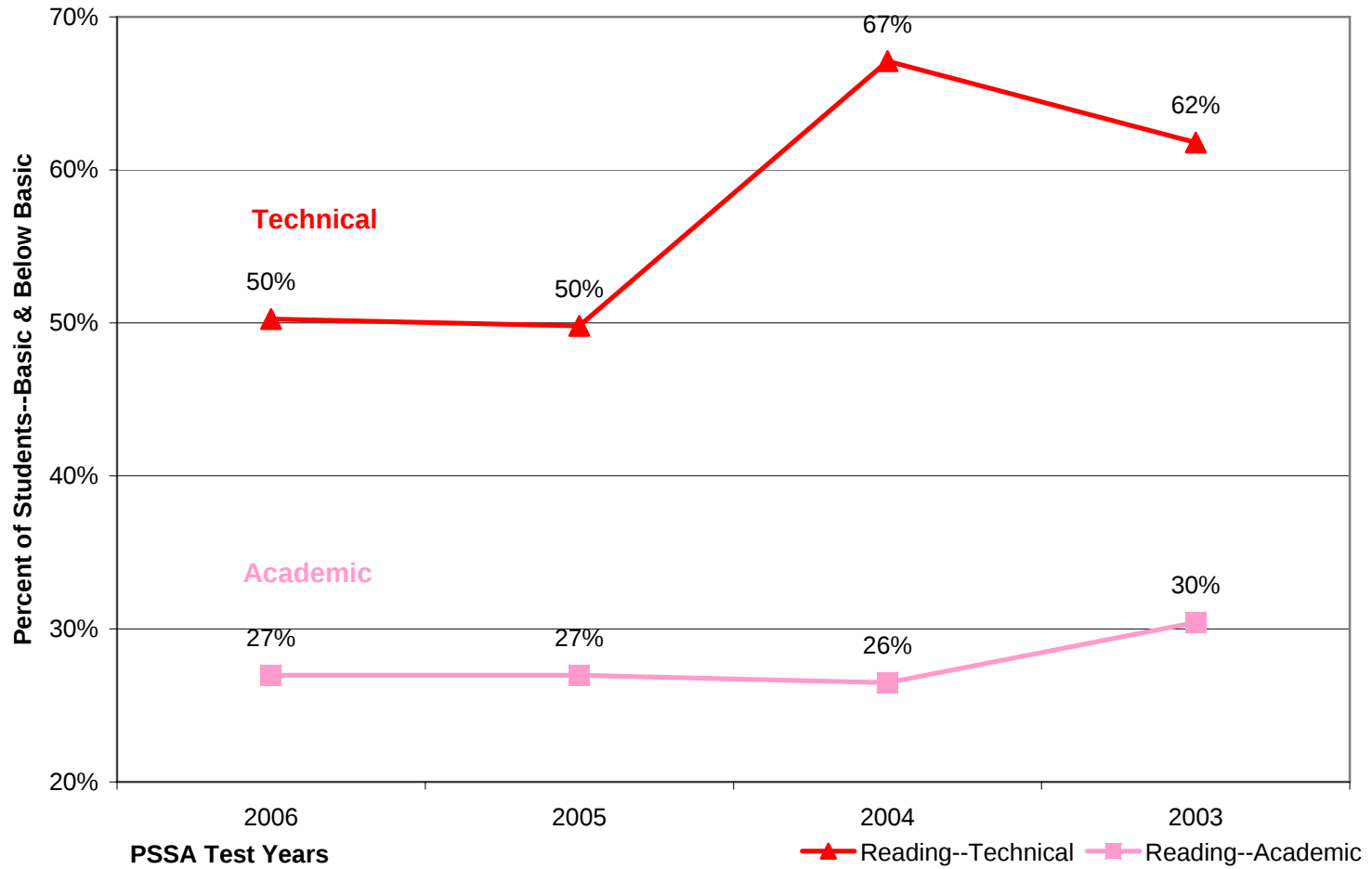
“Where is the public, associate degree, technical training?”

	Public	Private or Proprietary
Less-than-an Associate Degree	Crawford County AVTS Regional Career & Technical Center	Business Institute of Pennsylvania Erie Business Center Erie Institute of Technology Great Lakes Institute GECAC NW Regional Technology Institute Precision Manufacturing Institute Tri-State Business Institute
Associate Degree	“The Gap” Edinboro University Penn State University--Erie <i>(Not Really Technical)</i>	Business Institute of Pennsylvania Erie Business Center Erie Institute of Technology Gannon University Great Lakes Institute Mercyhurst College Mercyhurst College—North East Precision Manufacturing Institute Tri-State Business Institute
Bachelor's Degree	Edinboro University Penn State University--Erie	Gannon University Mercyhurst College Mercyhurst College—North East

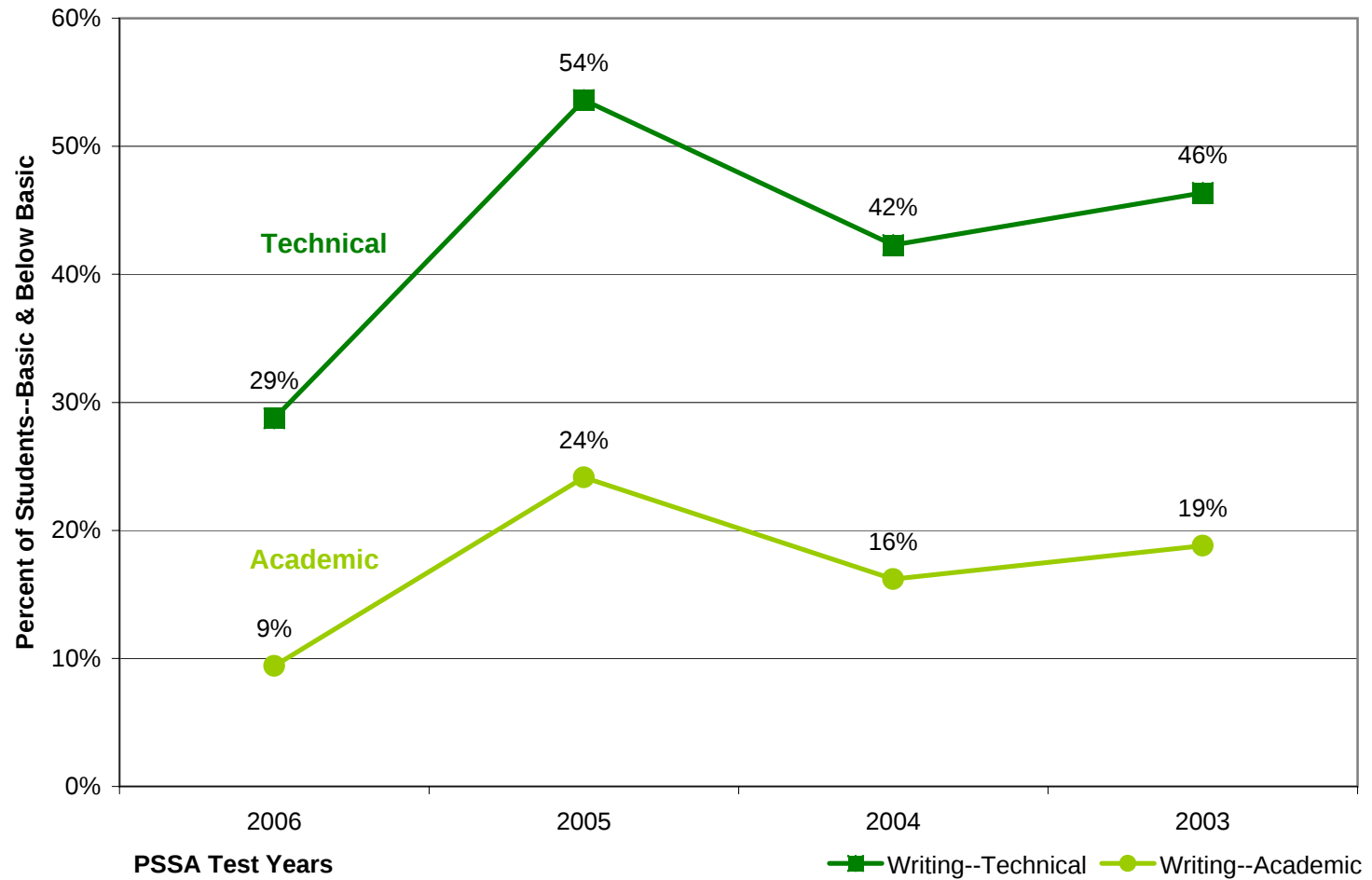
**Erie County Technical School
Historical PSSA Results
Mathematics--2003 to 2006**



Erie County Technical School
Historical PSSA Results
Reading--2003 to 2006



Erie County Technical School
Historical PSSA Results
Writing--2003 to 2006



Transforming Pennsylvania's High Schools

Pennsylvania's Challenges...

More than half of 11th graders are not proficient in math on the state test, and nearly 2 in 5 are below the standard in reading

Only 44% of high school freshmen graduate on time with a college-ready transcript

Our schools are not ensuring that students take a challenging, real-world curriculum

- Fewer than half of Pennsylvania school districts require students to take 4 years of math in order to graduate
- Only 52% of our school districts require Algebra, 39% require Geometry, and 20% require Algebra II
- Barely 1 in 4 school districts require students to take 4 years of science in order to graduate
- Only 77% of school districts require Biology, 24% require Chemistry, and 12% require Physics

All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workforce.

To achieve this goal, Pennsylvania will...



- **Transform our high schools.** Project 720 – named for the number of days a student spends in high school from the beginning of 9th grade to the end of 12th grade – will help transform Pennsylvania's high schools so that every student can succeed. Project 720 pilot districts are leading the way in making the curriculum more challenging and improving the learning environment. Forty-one school districts are participating this year, and Governor Rendell's 2005-06 Budget provides \$4.7 million to double the number of participating school districts to 80. With this expansion, nearly 20% of Pennsylvania school districts will be involved in Project 720.
- **Help students earn college credit before graduating from high school.** The 2005-06 Budget includes \$5 million to fund dual-credit programs for high school students to take college-level, credit-bearing courses at local community colleges and four-year colleges and universities. These courses will also count towards high school graduation requirements. Pennsylvania's dual enrollment proposal also emphasizes *early college*, *middle college*, and *gateway to college programs*. State funds will be targeted to at-risk students, academically challenged school districts, and the Project 720 sites.
- **Upgrade "Vo-Tech" for the 21st century.** Nearly 100,000 Pennsylvania high school students enroll in a Career & Technical Education (CTE) program during their high school career. CTE must be dramatically improved so that students are held to high academic standards and receive training for high-demand occupations.
- **Create seamless transitions from high school to higher education.** Pennsylvania must align its high school and postsecondary education in order to better serve our students. The Commonwealth will explore using the 11th grade statewide reading and math assessments as college entrance and placement exams and will create a statewide transfer policy between two- and four-year public higher education institutions to ensure that students can move their credits from one institution to another—and that the credits count in their major field.



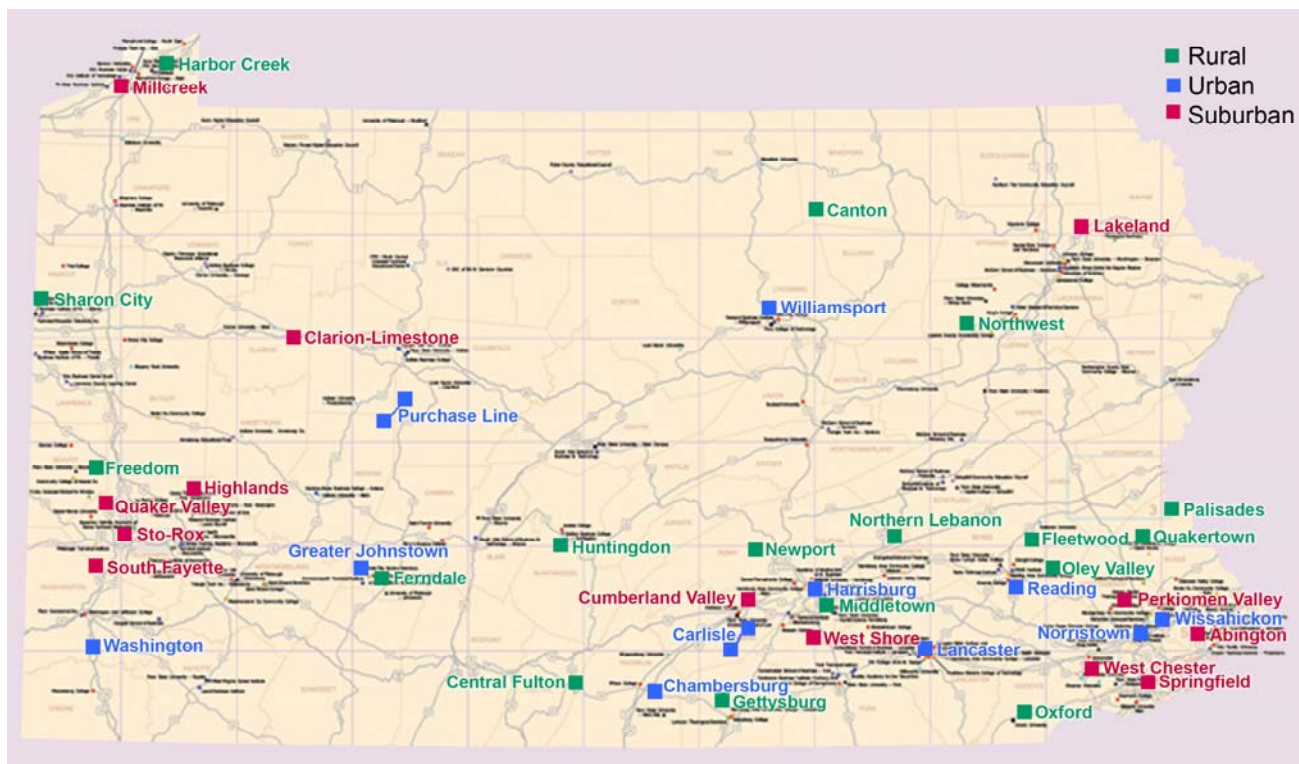
Learn more at www.pde.state.pa.us



Project 720 Pilot School Districts

Project 720 school districts are leading the way on high school reform. All Project 720 school districts must implement four strategies for graduating highly prepared students:

- **All students will take a challenging curriculum in reading, writing, science and math.** Any district that chooses to participate in Project 720 will have to adopt a core curriculum along the lines recommended by Achieve's American Diploma Project or the State Scholars Program. To ensure success, districts must also provide tutoring to help struggling students achieve in these courses.
- **Improving the learning environment** to make better use of time to increase classroom instruction, and replace larger schools with smaller schools or small learning communities. Good examples from Pennsylvania include freshman academies and teacher teams that work with the same set of students over the course of high school.
- **Improving student advising services** by transforming guidance counseling and career advisory services, and developing re-engagement strategies for out-of school youth. At least four Project 720 schools have created "twilight programs" for dropouts and potential dropouts, and at least two have redesigned their alternative education programs.
- **Strengthening the pathway from high school to postsecondary success.** Project 720 schools will encourage students to take advantage of dual enrollment with local higher education institutions and form partnerships with employers so that students receive real-world career training.



"Thirty years ago, students might have gotten by without learning the basics. The diploma itself was often sufficient to find a manufacturing job, make a decent income and raise a family. But those days are gone. Today's high school diploma is less meaningful if it does not signify mastery of higher-level skills necessary to succeed in today's workforce and in postsecondary learning." - Washington Mutual CEO Kerry Killinger

Investing in High School Reform



Expanding Dual Enrollment: Pennsylvania will encourage dual enrollment for the capable, not just the exceptional, high school student. While the Commonwealth already has over 15,000 students in dual enrollment courses, we are committed to increasing the number of underserved students who have not had access to these college experiences. Pennsylvania will also emphasize early college, middle college and gateway to college programs. Governor Rendell's 2005-06 Budget includes \$5 million for these programs, with the resources directed to at-risk students, academically challenged school districts and Project 720 pilot sites.

Strengthening Career and Technical Education: To create the kinds of Career & Technical Education (CTE) programs our students and employers need, Pennsylvania is adopting a series of reforms recommended in a recent study by Jobs for the Future, including: rigorous academic programs for all CTE students, with tutoring and additional academic support; labor market demand and industry-recognized standards and credentials as the basis for CTE program approval; clear ties between secondary CTE and colleges and universities that enable students to earn postsecondary credit and certifications; and greater state leadership and technical assistance to drive and support local reform efforts. Pennsylvania will redirect \$80 million over five years in state and federal funding and dollar-for-dollar local matches to help CTE programs upgrade their equipment and curriculum.

Additional Supports for Struggling Students: Governor Rendell's 2005-06 Budget doubles funding for Pennsylvania's landmark tutoring program, from \$38 million to \$76 million. New tutoring resources will be directed to academically challenged school districts and expanded to the high school grades.

The Pennsylvania High School Coaching Initiative: \$30 million in Annenberg Foundation funding will support one literacy and one math coach for every 600 students in some of the most high-need high schools in 10 districts across the Commonwealth. To support this intensive effort, the Pennsylvania Department of Education is partnering with the University of Pennsylvania's Penn Literacy Network (PLN) and Foundations, Inc. to provide intensive professional development for the new coaches and the district and school leadership teams.

PreK-16 Alignment: Pennsylvania has undertaken a comparison of our state assessment (PSSA) with other measures of college readiness, such as the SAT, university placement exams and first year college performance. The Commonwealth will explore using the 11th grade statewide reading and math assessments as college entrance and placement exams and will create a statewide transfer policy between two- and four-year public higher education institutions to ensure that students can move their credits from one institution to another—and the credits count in their major field.

Creation of a Statewide K-16 Commission: Pennsylvania will explore bringing together leaders from business, education and government to take on the other tough policy issues involved in making change possible in high schools, as well as elementary and post-secondary institutions.

"Too many high school students drop out before earning a diploma, and too many of those who graduate are unprepared for the realities of the 21st century economy. This failure of our high school system has dire consequences for our economy, but even more important, it is simply wrong."

- Bill & Melinda Gates Foundation Co-Founder William Gates III



Building on Pennsylvania Successes

Pennsylvania has a number of excellent examples of model high school reform programs...

Boyce Middle College: For the last decade, Community College of Allegheny County's Boyce Campus, located in suburban Pittsburgh, has operated a Middle College designed to meet the needs of disengaged and disconnected students from four surrounding school districts. The school is proving extremely successful in providing powerful learning opportunities for these students who otherwise would be unlikely to complete school, let alone embark on a postsecondary pathway. More than 90% of enrolled students graduate from high school, and 60% go on to enter CCAC.

Erie County Academy for College and Advanced Studies: Sponsored by 13 school districts and Edinboro and Gannon Universities, the Erie County Academy offers a unique experience for 11th and 12th graders who are ready for college level academic challenges. Twice each week, participating students travel to the Academy where they receive instruction from college faculty and earn college credit for their work. Since they remain enrolled in their high schools, students continue to participate in school and extra-curricular activities and also are exposed to the college campus and the demands of postsecondary academics. The Academy also features a "Senior Bypass" program that enables them to spend their entire senior year on campus. Demand for Academy programming is strong, and local officials expect to double enrollment in 2006.

Lehigh Middle College: In 2002, the Lehigh Career and Technical Institute and the Lehigh County Community College worked together to establish a Middle College designed to enable juniors and seniors at the Institute to attend college courses consistent with their career interests on the campus of the community college. The Middle College has been successful in motivating technical students to expand their career goals to include postsecondary education, an option not previously considered by many. Since its inception, 140 students have participated in the Middle College with impressive results, including dramatic improvements in mathematics performance and a 23% increase in the number of students interested in attending community college. Based on its successes to date, the Middle College is expanding to three other area CTE schools.

Philadelphia System for Out-of-School Youth: Based on its demonstrated progress in strengthening programs and services for out-of-school youth, Philadelphia was one of only five cities in the nation to receive support from the Bill and Melinda Gates Foundation, the Carnegie Foundation and the Mott Foundation to increase the quality and quantify of education and training programs available to these disconnected young people. In the year-long strategic assessment phase, Philadelphia will significantly increase its ability to collect and analyze data on out-of-school youth; create tools to address the needs of very low-literate youth; build a system of one-stop training centers for out-of-school youth and young offenders returning from juvenile placement facilities; and plan for replication of the Portland Community College Gateway to College dropout retrieval model. Key partners in the grant include the School District of Philadelphia, the Department of Human Services and Philadelphia Family Court.

"Early college high schools respond to the needs of youth who would otherwise be left behind, engaging and motivating them with a strong college-preparatory curriculum that allows them to earn credits in college-level courses and prepares them for higher education." - **Jobs for the Future President & CEO Marlene Seltzer**