

1  
2 COMMONWEALTH OF PENNSYLVANIA  
3 HOUSE OF REPRESENTATIVES  
4 APPROPRIATIONS COMMITTEE

5 MAIN CAPITOL  
6 ROOM 140  
7 HARRISBURG, PENNSYLVANIA

8 BUDGET HEARING  
9 CAREER AND TECHNICAL EDUCATION

10 MONDAY, FEBRUARY 26, 2018  
11 1:09 P.M.

12 BEFORE:

13 HONORABLE STANLEY SAYLOR, MAJORITY CHAIRMAN  
14 HONORABLE JOSEPH MARKOSEK, MINORITY CHAIRMAN  
15 HONORABLE KAREN BOBACK  
16 HONORABLE SHERYL DELOZIER  
17 HONORABLE GEORGE DUNBAR  
18 HONORABLE GARTH EVERETT  
19 HONORABLE KEITH GREINER  
20 HONORABLE MARCIA HAHN  
21 HONORABLE DOYLE HEFFLEY  
22 HONORABLE SUE HELM  
23 HONORABLE LEE JAMES  
24 HONORABLE WARREN KAMPF  
25 HONORABLE FRED KELLER  
HONORABLE DUANE MILNE  
HONORABLE JASON ORTITAY  
HONORABLE MIKE PEIFER  
HONORABLE MARGUERITE QUINN  
HONORABLE BRAD ROAE  
HONORABLE JAMIE SANTORA  
HONORABLE CURT SONNEY  
HONORABLE KEVIN BOYLE  
HONORABLE TIM BRIGGS

1 BEFORE (continued):

2 HONORABLE DONNA BULLOCK  
3 HONORABLE MADELEINE DEAN  
4 HONORABLE MARIA DONATUCCI  
5 HONORABLE MARTY FLYNN  
6 HONORABLE PATTY KIM  
7 HONORABLE STEPHEN KINSEY  
8 HONORABLE LEANNE KRUEGER-BRANEKY  
9 HONORABLE MIKE O'BRIEN  
10 HONORABLE MARK ROZZI  
11 HONORABLE PETER SCHWEYER

12 NON-COMMITTEE MEMBERS:

13 HONORABLE MARTY CAUSER  
14 HONORABLE RUSS DIAMOND  
15 HONORABLE KATE HARPER  
16 HONORABLE MARK KELLER  
17 HONORABLE DAVE MILLARD  
18 HONORABLE TOMMY STANKEY  
19 HONORABLE WILL TALLMAN  
20 HONORABLE MIKE TOBASH  
21 HONORABLE DAVE ZIMMERMAN  
22 HONORABLE MIKE CARROLL  
23 HONORABLE CAROLYN COMITTA  
24 HONORABLE MARK LONGIETTI  
25 HONORABLE STEVE MCCARTER  
HONORABLE ED NEILSON  
HONORABLE EDDIE PASHINSKI  
HONORABLE GREG VITALI  
HONORABLE PERRY WARREN

COMMITTEE STAFF PRESENT:

DAVID DONLEY, MAJORITY EXECUTIVE DIRECTOR  
RITCHIE LaFAVER, MAJORITY DEPUTY EXECUTIVE DIRECTOR  
MIRIAM FOX, MINORITY EXECUTIVE DIRECTOR  
TARA TREES, MINORITY CHIEF COUNSEL

20

21 BRENDA J. PARDUN, RPR  
22 P. O. BOX 278  
23 MAYTOWN, PA 17550  
24 717-940-6528  
25

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

1  
2 MAJORITY CHAIRMAN SAYLOR: We'll  
3 call the hearing to order. And right away, I  
4 want to apologize. I have to leave for another  
5 meeting, but I hopefully will be back before  
6 it's all done and said.

7 I want to thank everybody for being  
8 here. If you would all rise and raise your  
9 right hand and repeat after me.

10 WILLIAM E. GRISCOM,

11 MARTIN HUDACS,

12 JACQUELINE CULLEN,

13 STEPHANIE SHANBLATT,

14 each having been duly sworn or affirmed,  
15 testified on his or her oath as follows, to wit:

16 MAJORITY CHAIRMAN SAYLOR: This is  
17 our first hearing of the afternoon. And, of  
18 course, we're focusing on career and technical  
19 education. In the governor's budget address, he  
20 included a large increase to support  
21 apprenticeships and career education. And I'm  
22 glad the governor is joining us in this call and  
23 how important it is to recognize the value of a  
24 career and technical education and the vital  
25 role it plays in particularly our Pennsylvania

1 growing economy and across our nation.

2           Before us today we have the  
3 Pennsylvania Association of Career and Technical  
4 Administrators, the community college  
5 association, the Lancaster County Career and  
6 Technical -- Technology Center, excuse me, and  
7 Thaddeus Stevens College of Technology. Each of  
8 our panelists have key insights into how our  
9 strengths and how to grow our career and  
10 technical opportunities in the commonwealth.

11           This hearing is being held to dive  
12 into areas where we can support job creation in  
13 our budget. We constantly hear about the  
14 shortage of qualified workers to meet the needs  
15 here in Pennsylvania. And if truly we want to  
16 grow our economy, we must invest in the skilled  
17 workforce.

18           So, with that, I'm going to turn  
19 this over to Vice Chairman George Dunbar.  
20 Representative Dunbar will be here. And  
21 Chairman Markosek is not here, and his vice  
22 chairman of the committee, Mr. Briggs,  
23 Representative Briggs, is here as well.

24           So, with that, we will start off  
25 with the first questioner, Representative Hahn.

1                   REPRESENTATIVE HAHN: Thank you  
2 Chairman.

3                   I'm over here. Thank you for  
4 attending.

5                   I'm very supportive of the  
6 vocational technical schools. I think they're a  
7 great program and like to see them funded as  
8 much as possible, as well as community colleges.  
9 So, I guess, I'm going to shift to the community  
10 colleges first to ask my question.

11                   The budget request by the community  
12 colleges sent to the Department of Education  
13 requested additional funds for operating -- for  
14 the operating expense but level funding for  
15 their capital expense. But the governor's  
16 budget proposal included nearly 50.7 million for  
17 the transfer to the community colleges capital  
18 fund. So, that's an increase of 1.8 million,  
19 which then has to be divide between the fourteen  
20 community colleges. So, that's not giving them  
21 much of an increase.

22                   But do you know why the additional  
23 funds were allocated for capital? And can you  
24 explain how this capital money is used and what  
25 the impact -- and what impact it has on the

1 community colleges?

2 DR. SHANBLATT: Sure. I can explain  
3 how the capital money is used every year. The  
4 colleges submit proposals to the Pennsylvania  
5 Department of Education. Those proposals are  
6 scored and ranked and funded until the money  
7 runs out. Now, you realize, of that, say, 47,  
8 48 million dollars, a large portion of it is  
9 already obligated to prior loans and debt  
10 service. So, we don't actually get 48 million  
11 dollars in new money every year.

12 So, if I have a twenty-year bond and  
13 they're paying in year ten of it, that's coming  
14 out of that. So, there's typically a couple  
15 million dollars a year available for new  
16 projects and for whatever the cost of loans or  
17 bonds for those new projects would be.

18 So, the colleges basically compete  
19 based on a priority order in terms of mainly how  
20 it impacts students the most. Those score the  
21 highest, and we go from there. It's never quite  
22 enough. But, in all honesty, our operating  
23 needs are much greater than our capital needs.  
24 And so, we requested 10 million dollars in  
25 operating, didn't getting anything; requested a

1 zero increase in capital, and I'm not sure how  
2 that happened. You know, we've been flat for  
3 three years on operating. So, we have some work  
4 to do there.

5 REPRESENTATIVE HAHN: So, the  
6 increase in capital would allow you to have more  
7 projects, but you really need the increase in  
8 the operational. That would be more beneficial.

9 DR. SHANBLATT: Absolutely. We --  
10 you know, other sectors have seen significant  
11 increases over the last three years. We've been  
12 flat for three years. Even being very prudent  
13 and careful with our dollars, you know, costs do  
14 go up. And we want to be able to do more,  
15 particularly on the workforce side. And it's  
16 hard to do that without any new money, because  
17 those programs, frankly, are a little more  
18 expensive than some of our transfer programs to  
19 both start up and to continue running.

20 REPRESENTATIVE HAHN: So, in my  
21 area, when the casinos came in, I know the  
22 community college was right on the ball in  
23 getting classes together for whatever positions,  
24 dealers, whatever they needed at the casinos.  
25 So, that would come out of your operating cost



1 to set that up. So, any time you need a new  
2 program, it's coming from your operating, not  
3 your capital. So, it would just seem like you  
4 would need -- be better off to have more money  
5 in your operational.

6 DR. SHANBLATT: I agree.

7 REPRESENTATIVE HAHN: Okay. Good.

8 Well, thank you.

9 Thank you, Mr. Chairman.

10 REPRESENTATIVE DUNBAR: Thank you.

11 Next will be Acting Chairman Briggs.

12 REPRESENTATIVE BRIGGS: Thank you,  
13 Chairman.

14 I'm going to try to get my  
15 questioning, because when the full chairman  
16 comes, I'm going to be kicked out of his chair,  
17 so I'll try that -- I'll try to be quick.

18 But I have a special place in my  
19 heart for community colleges, as I attended  
20 Montgomery County Community College for my  
21 freshman year of college, and it was a terrific  
22 experience, and every credit I had transferred.

23 I have two high school students now,  
24 and Upper Marion Area High School has a dual  
25 enrollment program that they are expanding.

1       Could you talk a little bit about the dual  
2       enrollment, and then also how articulation  
3       agreements and if there are challenges in --  
4       with them, with certain schools?

5                     DR. SHANBLATT:  Articulation from  
6       high school to college or community college to  
7       transferring to a four-year?

8                     REPRESENTATIVE BRIGGS:  Transfer to  
9       a four-year.

10                    DR. SHANBLATT:  Okay.  So, first of  
11       all, regarding dual enrollment, all fourteen  
12       community colleges do lots of dual enrollment.  
13       The challenge for us, in all honesty, is that  
14       there are no state dollars for dual enrollments,  
15       so students have to pay for that.  Their  
16       families have to pay for that, as you probably  
17       know.  And that creates somewhat of a tiered  
18       opportunity and an access issue for high school  
19       students.

20                    We have -- some colleges use the  
21       EITC dollars to help with dual enrollment.  
22       Overall, we do lots and lots with dual  
23       enrollment.  We know we can help those students  
24       to take the right courses so they will be  
25       accepted not just by our colleges but by

1 four-years as well.

2 So, while we have robust programs,  
3 there are some serious access issues because  
4 there are no state dollars for dual enrollment.  
5 So, that's that piece.

6 Regarding articulation agreements, I  
7 think -- yeah, go ahead.

8 REPRESENTATIVE BRIGGS: I'm going to  
9 interrupt. Did that change? I mean, I got  
10 elected in 2008.

11 DR. SHANBLATT: Yes.

12 REPRESENTATIVE BRIGGS: And I feel  
13 2009, 2010, that was a program that was funded.  
14 And -- and there was --

15 DR. SHANBLATT: And then it wasn't.

16 REPRESENTATIVE BRIGGS: Got  
17 unfunded. Right.

18 DR. SHANBLATT: Yes, so it did  
19 change. Yes. Yes.

20 And it's been a real challenge for  
21 us to try to help the students who we believe  
22 actually need it the most, students from lower  
23 socioeconomic status, to get them to feel that  
24 they're ready for college, that they can go to  
25 college, they are college material, and yet

1 their families oftentimes can't afford it. So,  
2 yes, it's a huge challenge for us.

3 And it helps them even on the career  
4 and technical side as well, because we have  
5 pathways from there where we're doing dual  
6 enrollment at our career and technical schools,  
7 at least in Bucks County.

8 Does that help?

9 REPRESENTATIVE BRIGGS: Yeah.

10 DR. SHANBLATT: Okay. Do you want  
11 me to --

12 REPRESENTATIVE BRIGGS: I was more  
13 curious that, and then let's say a senior,  
14 or me, as a freshman, what's the success rate of  
15 transferring the credits they earn to a  
16 four-year school? And is it -- is there  
17 agreements to that with schools? I know that  
18 Montgomery County Community College has done a  
19 great job with Penn and St. Joe's and Temple and  
20 all -- Lehigh, all the schools. Is that typical  
21 for community colleges?

22 DR. SHANBLATT: Yes. Yes. I can  
23 certainly speak well about Bucks. I know all  
24 the other thirteen colleges have articulation  
25 agreements as well. We work very hard with our

1 four-year partners, both public and private,  
2 because there are so many privates that students  
3 want to attend.

4 If students listen to us and take  
5 the courses we tell them to take, they will  
6 transfer. Occasionally, a student decides they  
7 want to take something that doesn't transfer,  
8 and we can't really help that or fix that. But  
9 if they follow the program and the articulation  
10 guide, all of those courses will transfer.

11 We have great -- great four-year  
12 partners. And we work very well together. I  
13 don't think that part is not working.

14 REPRESENTATIVE BRIGGS: Great,  
15 great.

16 I am going to transfer over to  
17 career and technology centers a little bit. My  
18 understanding of them is you're great -- well  
19 situated to address local business needs and  
20 commerce and to grow. Are you -- I'm sure, as  
21 funding, if an opportunity comes to provide  
22 training and the funding's not there, how do you  
23 address that?

24 MS. CULLEN: The funding generally  
25 for career and technical education adult --

1                   REPRESENTATIVE DUNBAR: Excuse me.  
2 Can you pull the microphone back so -- thank  
3 you.

4                   MS. CULLEN: For adult programs at  
5 career and technical education centers, there is  
6 some state funding. It's minimal. It's 688 per  
7 instructional hour. So, that means, if the  
8 teacher is teaching one hundred hours, the state  
9 is providing 6,880 dollars. Our average teacher  
10 salaries in most of the CTCs adult programs are  
11 over 25 dollars an hour. It really doesn't  
12 address the equipment, the supplies.

13                   So, our schools have become very  
14 aggressive in advertising and in working with  
15 business and industry. They view themselves, on  
16 the adult side, as their job is workforce  
17 development. Examples might be, right now,  
18 mechatronics is very big. It's a very expensive  
19 program. But businesses are looking for people  
20 trained in that, so our schools are responding  
21 either by customized job training efforts with  
22 businesses where they go into the business and  
23 train the employers -- train the employees,  
24 upgrade their skills, or they do a program that  
25 will lead to certification.

1                   But the -- on the adult side,  
2 everything has to be self-supported. So, they  
3 have to either go to business and industry for  
4 money or to provide a cost per student, and the  
5 student pays, if a company's not paying.

6                   But the adult programs are growing,  
7 especially in the areas where jobs are growing,  
8 such as manufacturing, health occupations, and  
9 others.

10                  DR. HUDACS: And if I could take a  
11 look at that from the secondary perspective,  
12 because Lancaster career center is both  
13 secondary and then we have the adult ed as well.

14                  On the secondary level, we do get  
15 some state funding through the competitive  
16 grant, but we rely mostly on the funding that  
17 would come through the sixteen school districts  
18 that are contributing. So, while this is career  
19 and technical, anything that impacts the money  
20 going to them impacts the money coming to the  
21 CTCs in passthrough.

22                  In addition, EIT, as a -- with the  
23 foundation that we have, EIT is a tremendous  
24 support as well, offering those tax credits to  
25 manufacturers and industry that are able to

1 support the programs. And we have a pretty good  
2 success with these students coming out of the  
3 secondary, going into the workforce, as well as  
4 into the post secondary as well.

5 REPRESENTATIVE BRIGGS: My light's  
6 red, so thank you very much.

7 REPRESENTATIVE DUNBAR: Thank you.

8 I wanted to recognize, we have a  
9 couple members that have joined us that are not  
10 on this committee, but we wanted to recognize  
11 their attendance. That's Representative Tobash  
12 and Representative Longietti.

13 Next question will come from  
14 Representative Helm.

15 REPRESENTATIVE HELM: Thank you,  
16 Mr. Chairman.

17 I'd like to follow up on the  
18 community college questions.

19 DR. SHANBLATT: There you are.

20 REPRESENTATIVE HELM: Do you have  
21 any statistics on what proportion of the  
22 students at your colleges are there to receive  
23 training or a two-year degree that will lead  
24 directly to a career as opposed to those who are  
25 looking to transfer to a four-year college or



1 university? And for those students not looking  
2 to transfer but receive a two-year degree, do  
3 you have any data on job placement rates for  
4 those students?

5 DR. SHANBLATT: About 60 to 70  
6 percent of our students say they are there to  
7 transfer. And about 30 to 40 percent -- it  
8 varies a little bit by college -- are there for  
9 an occupational degree and to get a job right  
10 out of -- when they're finished with their  
11 associate's degree or sometimes even  
12 certificate.

13 We don't have good data on that.  
14 It's very difficult for us. We just don't have  
15 the resources, honestly, to collect that data.  
16 Schools try. We have fairly low return rates  
17 when we try to do that. Our students are --  
18 when they're finished at our colleges, they  
19 sometimes -- although they may stay in the  
20 county, they may move. They're hard to track  
21 for us. And we would like to see Labor and  
22 Industry help us track that. We think there are  
23 ways that that could be more effective, rather  
24 than us trying to chase the student. We could  
25 look at how they're -- what they're actually

1 doing. It's a challenge for us. We'd certainly  
2 like to know as well.

3 We have, certainly, anecdotal  
4 information from students who report back to us,  
5 but we don't have data across all fourteen  
6 colleges.

7 REPRESENTATIVE HELM: Let's talk a  
8 little bit about the career and technical  
9 education. I know everybody on the panel would  
10 agree that career and technical education is  
11 important and the commonwealth needs more  
12 skilled workers in the trades. We know there's  
13 always a great demand for career and technical  
14 school graduates, and our commonwealth  
15 businesses have many open positions in these  
16 technical areas that can't be filled. However,  
17 there seems to be a bias in many of our  
18 secondary schools towards sending graduates to a  
19 four-year college, university, while trade and  
20 technical schools are seen as a lesser path.

21 And I just -- I think most of you'll  
22 agree, but are you coming up with a way to  
23 change this? Because, I know -- you know, every  
24 year vo-tech kids come to see me, and I'm always  
25 so impressed with them and what they know and

1       how they handle themselves, but yet I know these  
2       technical schools don't always hold this same  
3       status as a college.

4               MS. CULLEN: I think that's changing  
5       to a degree, I think, as a result of student  
6       loan debt perhaps and parents recognizing the  
7       opportunities that are available and the  
8       salaries available through CTE programs. I also  
9       think the business community is helping to  
10      change it.

11             The Pennsylvania Chamber of Business  
12      and Industry has been working to promote career  
13      and technical education.

14             But I also think that there needs to  
15      be a coordinated effort from the state level. I  
16      believe in the House committee report, the 102  
17      committee, there was a recommendation or two on  
18      that. So, I believe that much more needs to be  
19      done. But I think it is changing to some  
20      degree.

21             This morning, I read an article that  
22      quoted two directors from Westmoreland County,  
23      and they're seeing a change, that parents are  
24      much more open to students going to career and  
25      technical education, because they're beginning

1 to see the options. But I do believe that  
2 there's a lot more that needs to be done.

3 REPRESENTATIVE HELM: I think what  
4 you said, I think educating the parents  
5 sometimes is good, because sometimes the parents  
6 don't want their kids to do it.

7 So, thank you.

8 DR. HUDACS: From the secondary  
9 perspective, again, getting out to the parents  
10 is important. Also, getting the schools to  
11 recognize that when they have a college night,  
12 which is a traditional way, that career night  
13 would be a great way to approach that as well,  
14 to incorporate career and technical education.

15 We point out to the students that  
16 Bloom's taxonomy, which is the level of  
17 learning, in a CTC classroom, you're going to  
18 have more analysis and synthesis than you're  
19 going to have in an advanced placement or  
20 international baccalaureate class. Everything  
21 is applied. Everything is higher level  
22 thinking. Everything is analysis. And as  
23 people start to understand the level of thinking  
24 that's needed and the application of the  
25 information. But that's the level that you need

1 to talk to people, because they still see it,  
2 and it is a struggle that we have, that people  
3 realize that there's high-paying jobs, there's  
4 high-skilled jobs, and there is no terminal  
5 degree, no terminal education that's secondary  
6 anymore. Everything is going beyond, even in a  
7 technical field.

8 DR. GRISCOM: If I could respond to  
9 that, Thaddeus Stevens College of Technology.  
10 One of the -- that is an issue. And one of the  
11 things that we've done for over ten years now,  
12 we adopt kindergartens from socioeconomically  
13 deprived areas. We have over three hundred  
14 students, I forget how many kindergartens right  
15 now. And we go out to those kindergartens with  
16 our faculty, and we show them what technical  
17 careers are about and what the opportunities  
18 are. We bring industry in whenever we can.  
19 Because they -- we have no -- we spend a lot of  
20 money on K-through-12 education. We have no  
21 rational career exploration system which says,  
22 you know, what are your interests, do you like  
23 to work with other people, do you like to work  
24 outside, what are your characteristics, and how  
25 does that match up with the different career

1 opportunities. How does a kid growing up in the  
2 inner city have any idea what a metal fabricator  
3 and welder does, that they build hovercraft in  
4 all parts of the world and things like that.

5 And then we bring those families  
6 back for Easter egg hunts and open houses and  
7 game days and a number of other things, middle  
8 school summer experiences, early enrollment,  
9 dual enrollment, and things of that nature.

10 We're now in the process of -- we  
11 will be constructing a community learning  
12 center, which will give us a lot more contact  
13 with those kids K through 12. But they simply  
14 don't understand what those opportunities are,  
15 nor do they understand what they have to do to  
16 qualify for those opportunities.

17 In our automotive technology  
18 program, if you can't read at grade level 14,  
19 you can't read the manuals that are used for the  
20 different types of vehicles that are out there.  
21 If you can't do college level algebra, you can't  
22 work on those cars, because they are pure  
23 electronics and computers.

24 So, we're trying to say, Listen,  
25 these opportunities exist at our school, because

1 we provide what we call the Steven's Grant,  
2 which is, no matter what financial situation  
3 they come from, they can come to us essentially  
4 for free, except with the estimated family  
5 contribution on the FAFSA form.

6 But we're trying to -- we're trying  
7 to counter that image that they're getting a  
8 subliminal message today. They live in  
9 households, in many cases, where the total  
10 family income is 20,000 dollars a year, and  
11 they've got three or four kids in that family.  
12 And they're hearing that college costs 30, 40,  
13 50, 60,000 dollar a year. They turn that off.  
14 They say, College is not for me.

15 So, we're trying -- I think we have  
16 to all, community colleges especially, provide  
17 that alternative path to higher education by  
18 communicating to them that there are other ways  
19 and showing them what those opportunities are  
20 but also what are the requirements in order to  
21 take advantage of those opportunities.

22 REPRESENTATIVE HELM: Thank you for  
23 your creativity to change the perception.

24 Thank you.

25 REPRESENTATIVE DUNBAR: Thank you,

1 Representative.

2                   Next will be Representative  
3 Schweyer.

4                   REPRESENTATIVE SCHWEYER: Thank you,  
5 Mr. Chairman.

6                   Over here, folks.

7                   Good afternoon. And I'm going to  
8 start with a quick apology, because I should  
9 have also asked this question of the PASSHE --  
10 the PASSHE schools when they were here last  
11 week.

12                   And trying to ask the question as  
13 delicately as I can, because I understand the  
14 inherent politics of all of this. There are  
15 areas of the commonwealth where it has been  
16 widely reported that there looks to be an  
17 expansion of community colleges, areas of the  
18 state where are underserved by community  
19 colleges, yet they have PASSHE schools in their  
20 county or an adjacent county.

21                   And I guess, the question I have is,  
22 why -- it appears -- I'll say it this way. It  
23 appears that there's not a lot of coordination  
24 between PASSHE and the community colleges on  
25 capital resources, on location of new programs



1 and those sorts of things. So, avoiding siting  
2 any specific area of the state -- not Allentown,  
3 to be clear, most importantly not Allentown --  
4 are there going -- are there efforts, are there  
5 conversations, is there dialogue between the  
6 community college systems and PASSHE to have a  
7 better coordination of services, expansions, et  
8 cetera, et cetera?

9 DR. SHANBLATT: Well, there  
10 certainly is lots of dialogue between the  
11 community colleges and the PASSHE universities  
12 about a number of different things that we can  
13 work on together. I think sometimes offering a  
14 program from a community college on a PASSHE  
15 campus has some challenges, and I'm probably not  
16 the best person to respond to that question.

17 REPRESENTATIVE SCHWEYER: Duly  
18 noted.

19 DR. SHANBLATT: But, you know, the  
20 community colleges have also expanded far beyond  
21 fourteen locations. We don't just have fourteen  
22 locations. So, we serve lots of, quote,  
23 unserved or underserved areas.

24 We are always willing to look at  
25 opportunities to work with PASSHE or any other

1 educational entity to provide bridges. We see  
2 ourself as the bridge from secondary to  
3 community college, from community college to  
4 four-year. And so, we're more than open to that  
5 idea.

6 REPRESENTATIVE SCHWEYER: Okay. And  
7 I think you -- I think you understand where I'm  
8 coming, and, again, I should have had this  
9 conversation with PASSHE as well, where I look  
10 at the areas of growth, where people are  
11 interested, returning students, folks reentering  
12 the job market, people changing careers, and  
13 just concerned that we are not necessarily  
14 meeting those needs in a most cost-effective  
15 manner. And even more so, not only in the  
16 cost-effective manner, but we're missing other  
17 opportunities.

18 There are areas of the commonwealth  
19 who, in the same county, has PASSHE schools and  
20 community colleges. There are areas of the  
21 state, like I said, where I know there's looking  
22 to be expansion of community colleges with  
23 PASSHE schools already there. And I just would  
24 like to see and hope there would be some sort of  
25 more meaningful conversation, understanding that

1 some of the historical barriers I don't  
2 necessarily buy. And so, that's neither here  
3 nor there.

4           Aside from that, you know, as --  
5 representing an area that is -- that has a  
6 career and technical institute, Lehigh Career  
7 and Technical Institute, and an absolutely  
8 outstanding community college that I had the  
9 opportunity to guest lecture at recently,  
10 you're -- all of your collective efforts are  
11 incredibly important to all of our students.

12           I represent one of the poorest  
13 school districts in the commonwealth of  
14 Pennsylvania, the Allentown School District. My  
15 students go to LCCC first and foremost. It is  
16 the first place they look, by and large. And so  
17 I really appreciate all that you guys do.

18           Thank you.

19           Thank you, Mr. Chairman.

20           REPRESENTATIVE DUNBAR: Thank you,  
21 Representative.

22           Next will be Representative  
23 DeLozier.

24           REPRESENTATIVE DELOZIER: Thank you,  
25 Mr. Chairman.

1           I have quick questions, and dealing  
2 with the apprenticeship programs. And it's  
3 probably aimed more at the community colleges.  
4 And this year in the budget, the governor has  
5 proposed a PAsmart initiative dealing with  
6 apprenticeships, and I wholeheartedly support  
7 the ability to get students involved in  
8 apprenticeships. Learning on the job, I think,  
9 is an integral part of how they can absorb all  
10 the information and use it for their career.

11           Seven million dollars has been  
12 allocated. My first question is, do you see the  
13 community colleges -- he has said that all the  
14 colleges are going to be able to have a part of  
15 this money. Do you see that being disseminated  
16 around the fourteen community colleges?

17           DR. SHANBLATT: Well, thank you for  
18 your question. I think the -- I think the word  
19 "apprenticeship" means different things to  
20 different people. To the community colleges,  
21 yes, it does mean a registered apprenticeship,  
22 one that's registered with the Department of  
23 Labor. It's very structured, has classroom and  
24 usually they're 8,000 hours, takes four years to  
25 complete.

1                   The community colleges do a lot more  
2 what I call hybrid apprenticeships, where they  
3 find employers who will employ an individual  
4 while they're taking classes. So, it's not a  
5 formal registered apprenticeship with the  
6 Department of Labor, but in the true spirit of  
7 apprenticeship, it very much is. So, it's  
8 not -- and those are what we find are most  
9 successful, oftentimes because they're not as  
10 long as a registered apprenticeship. And so  
11 individuals can get out and actually get into  
12 the workforce sooner.

13                   So, it's not entirely clear how the  
14 PAsmart apprenticeship dollars might fit into  
15 what we call the hybrid apprenticeship model.  
16 We'd certainly be open to that. And, certainly,  
17 many of our colleges do lots of registered  
18 apprenticeships in the traditional areas that  
19 they do. We think there are opportunities to do  
20 apprenticeships in lots of other areas, for  
21 instance, IT.

22                   REPRESENTATIVE DELOZIER: Okay. So,  
23 if I understand correctly -- and correct me if  
24 I'm wrong -- so basically the community colleges  
25 don't have the necessary types of apprenticeship

1 programs in order to receive any of these  
2 dollars?

3 DR. SHANBLATT: No. That's not what  
4 I said. Many of them do registered -- some  
5 registered apprenticeships, and some do a lot.

6 REPRESENTATIVE DELOZIER: What types  
7 of -- what type of apprenticeships --

8 DR. SHANBLATT: So, for instance,  
9 Community College of Allegheny County has  
10 carpenters, electricians, iron workers,  
11 plumbers, sheet metals workers all as registered  
12 apprenticeships.

13 REPRESENTATIVE DELOZIER: Okay.

14 DR. SHANBLATT: HACC offers an  
15 industrial manufacturing technician  
16 apprenticeship. I could go through the list.  
17 Delaware has one on welding and machining.  
18 So --

19 REPRESENTATIVE DELOZIER: And these  
20 are all at different campuses --

21 DR. SHANBLATT: Different -- some of  
22 the colleges do certainly have these.

23 REPRESENTATIVE DELOZIER: Okay. And  
24 the dollars, in and of themselves, I don't  
25 know -- how does those dollars -- do the dollars

1           come through the community -- or an entity and  
2           pay for tuition?

3                         DR. SHANBLATT:   What dollars?

4                         REPRESENTATIVE DELOZIER:   These  
5           dollars --

6                         DR. SHANBLATT:   That would come?

7                         REPRESENTATIVE DELOZIER:   Yes.

8                         DR. SHANBLATT:   Hypothetical  
9           dollars.

10                        REPRESENTATIVE DELOZIER:   Right,  
11           right, right, yes.

12                        DR. SHANBLATT:   It's not clear how  
13           -- to me, anyway -- maybe someone can help  
14           me -- how the PAsmart dollars would be  
15           distributed, if they would be grants that one  
16           applies for.  We haven't really seen a lot of  
17           detail behind it.  So, it's not clear to us how  
18           that would happen.  We'd certainly be welcome to  
19           working with that.

20                        REPRESENTATIVE DELOZIER:   Okay.  So  
21           there's no -- at this point in time, the  
22           apprenticeship programs that are in place, any  
23           dollars that comes through, this is -- these  
24           totally new dollars, but as it exists right now,  
25           they -- how do the dollars work?  Do the

1 students pay tuition and then they are accepted  
2 into an apprenticeship program, and then they go  
3 work at a company?

4 DR. SHANBLATT: Some -- depends on  
5 the nature -- if it's a registered  
6 apprenticeship with, say, the iron workers, with  
7 a union, then they get paid for that work that  
8 they do while they're in the apprenticeship.

9 REPRESENTATIVE DELOZIER: Okay.

10 DR. SHANBLATT: Okay. So, again,  
11 there's lots of different models --

12 REPRESENTATIVE DELOZIER: There's  
13 moving parts as to how this is going to operate.

14 DR. SHANBLATT: There's lots of  
15 different moving parts and pieces. Yes.

16 REPRESENTATIVE DELOZIER: Okay. All  
17 right. And you had mentioned that it's shorter.  
18 How much shorter? Like rather than a four-year  
19 program? How much shorter would it be?

20 DR. SHANBLATT: It could be two  
21 years. It could one year. It depends on the  
22 nature of what it is.

23 REPRESENTATIVE DELOZIER: And they  
24 get certification, is that --

25 DR. SHANBLATT: Um-hum, yeah.



1                   REPRESENTATIVE DELOZIER:  -- in  
2 order to then go and work in the field.

3                   DR. SHANBLATT:  Correct.

4                   REPRESENTATIVE DELOZIER:  And you  
5 had also mentioned something about transfer.  
6 So, when someone is doing an apprenticeship  
7 program, do they do all of that time at a  
8 community college, or do they need to also  
9 transfer to another possibly four-year school or  
10 something like that?  Or can it all be done  
11 within the community college setting?

12                   DR. SHANBLATT:  My understanding is  
13 that most registered apprenticeships are either  
14 done entirely in a union setting or in concert  
15 with the community college.

16                   REPRESENTATIVE DELOZIER:  Okay.  
17 Okay.

18                   DR. SHANBLATT:  I don't know of any  
19 that are done at four-year schools, but I could  
20 be wrong.

21                   REPRESENTATIVE DELOZIER:  Okay.  No.  
22 That -- I don't know.  That's why I'm asking.

23                   And if the program -- so, as you  
24 have established at this point, and that will  
25 probably come through that program, with the

1 dollars that are coming, would -- do you  
2 anticipate starting any more registered  
3 apprenticeship programs, or -- I mean, I know  
4 this is an "if," but I don't know if any  
5 dialogue had been happening with the possibility  
6 of having more state dollars come into this type  
7 -- would we see more apprenticeship programs  
8 and, therefore, more students served?

9 DR. SHANBLATT: What we would hope  
10 is that these apprenticeships would be a little  
11 more flexible, they would be hybrid model  
12 apprenticeships rather than the standard  
13 registered apprenticeships that are so common in  
14 the building trades now.

15 REPRESENTATIVE DELOZIER: Okay. So,  
16 bottom line, we need to -- we need to get a lot  
17 more details on where this money is going.

18 Okay. Thank you very much for that  
19 info.

20 REPRESENTATIVE DUNBAR: Thank you,  
21 Representative.

22 Next will be Representative  
23 Krueger-Braneky.

24 REPRESENTATIVE KRUEGER-BRANEKY: Hi,  
25 folks. Thanks so much for -- over on this side.

1 Thanks so much for joining us here today.

2 I've got a couple of questions about  
3 different populations that are served through  
4 your system.

5 So, first of all, for the career and  
6 technical centers, students who come from school  
7 districts, I understand that it's a competitive  
8 process and that the districts determine  
9 criteria. Correct? And that it may be  
10 different in one part of the commonwealth than  
11 in another part of the commonwealth.

12 MS. CULLEN: Yes.

13 REPRESENTATIVE KRUEGER-BRANEKY:  
14 Okay. What percentage of the students who come  
15 are coming with an IEP?

16 MS. CULLEN: That varies widely by  
17 career and technical schools, but would -- I  
18 would guess 25 to 30 percent.

19 REPRESENTATIVE KRUEGER-BRANEKY: 25  
20 to 30 percent. Okay.

21 MS. CULLEN: The average.

22 REPRESENTATIVE KRUEGER-BRANEKY: Are  
23 there -- do you have any sense of whether  
24 there's regions in the commonwealth where  
25 they're more likely, or is it just pretty

1 diverse across the board?

2 MS. CULLEN: There are areas where  
3 it is much higher.

4 REPRESENTATIVE KRUEGER-BRANEKY: And  
5 I come from southeast Pennsylvania, Delaware  
6 County specifically.

7 MS. CULLEN: Yes. That might be a  
8 higher percentage.

9 REPRESENTATIVE KRUEGER-BRANEKY:  
10 Okay. And when a student comes to CTC with an  
11 IEP, who bears the cost of the IEP, the sending  
12 district? Or does the CTC absorb that  
13 responsibility?

14 MS. CULLEN: The CTC generally  
15 absorbs that responsibility, because special  
16 education funding does not follow the student  
17 from the district to the CTC.

18 REPRESENTATIVE KRUEGER-BRANEKY:  
19 Okay.

20 MS. CULLEN: Which results in a  
21 general higher cost per student for a CTC, which  
22 creates a situation where districts are saying,  
23 well, cost per student is too high, so they send  
24 less students, and it just keeps -- the  
25 situation results in reduced -- reduced

1 enrollments for some -- from some other  
2 district.

3 REPRESENTATIVE KRUEGER-BRANEKY: And  
4 so, what happens when there are more students  
5 who want to attend than there are spots from  
6 that district?

7 MS. CULLEN: It depends on what's  
8 open. Each -- generally, the districts are part  
9 of an articles of agreement that sets the number  
10 of spots that a district is eligible to send.  
11 When a district doesn't send as many as they  
12 have agreed to, either other districts send  
13 more, or the fact that less district -- less  
14 students are coming drives up the cost per  
15 student. So, it becomes a self-fulfilling  
16 prophecy on increased cost.

17 REPRESENTATIVE KRUEGER-BRANEKY:  
18 Okay.

19 DR. HUDACS: I can give you a  
20 specific from the Lancaster County. So, we  
21 have, for our special ed population, we're about  
22 40 percent of our students who are attending.  
23 We also have an arrangement with our  
24 Intermediate Unit, which provides the special  
25 education teachers. And then the billing for

1 that teacher, in our particular case, is billed  
2 right back to the districts who are sending.  
3 So, the services are provided by a third party,  
4 which would be the Intermediate Unit, and then  
5 the charge is sent right back the school  
6 district, so, in our particular case, our CTC,  
7 what we will accommodate with the facilities and  
8 the instructors that are regular ed instructors.  
9 The special ed instructors are coming through  
10 the IU.

11 REPRESENTATIVE KRUEGER-BRANEKY:

12 Okay.

13 DR. HUDACS: So, it remains a  
14 competitive process. Even with the IEPs,  
15 students still have to -- they have to be at a  
16 certain level of performance in order to be able  
17 to get in, because the spots are competitive.  
18 And that mostly comes from the need and the  
19 number of spots that are available.

20 REPRESENTATIVE KRUEGER-BRANEKY:

21 Okay. So, what I'm hearing then is the  
22 difference, there's some places where the CTC  
23 bears the full cost of the IEP, but you're  
24 saying, in Lancaster County, some of it gets  
25 billed back to the district, through the --

1 DR. HUDACS: Right. I can only talk  
2 to Lancaster County itself, but as Jackie had  
3 said, it varies throughout the -- throughout the  
4 state. There's different arrangements  
5 throughout the -- throughout the different CTCs  
6 throughout the state.

7 REPRESENTATIVE KRUEGER-BRANEKY:

8 Sure. Okay.

9 And so, some places the burden is  
10 borne by the district and some places by the  
11 CTC, depending on the agreement.

12 MS. CULLEN: In the majority of  
13 cases, it would be borne by the CTC. But you  
14 have to remember that about, depending on the  
15 school, 70 to 85 percent of the funding for the  
16 school is provided by the districts. There's a  
17 small percentage that comes from federal funds  
18 and I think about 5 percent that comes from  
19 state funds, the state CTE subsidy.

20 REPRESENTATIVE KRUEGER-BRANEKY:

21 Okay. And then a question for the community  
22 college system.

23 I know that the -- you know, there's  
24 an expectation for local share and local  
25 investment in these programs, but the actual

1 investment varies drastically across the  
2 commonwealth. Can you tell us where we're doing  
3 best and where we're most challenged in terms of  
4 local investment?

5 DR. SHANBLATT: I can't tell you  
6 where. I can tell you numbers, if I can find  
7 it. I think our local share -- there's a lot of  
8 facts in this book. I will find it.

9 REPRESENTATIVE KRUEGER-BRANEKY: And  
10 I know that the light is red, so hopefully the  
11 chairman will permit just a brief response.

12 DR. SHANBLATT: Somewhere between, I  
13 would say, about 8 and 20 percent of our  
14 operating budget comes from our local sponsors  
15 and somewhere between 15 and 25 of our one-third  
16 from the state comes from the state.

17 REPRESENTATIVE DUNBAR: And, Doctor,  
18 if you want to get a more concise answer and  
19 send it to us --

20 DR. SHANBLATT: Sure.

21 REPRESENTATIVE DUNBAR: -- we'll  
22 make sure that the Representative --

23 DR. SHANBLATT: I can provide the  
24 exact numbers.

25 REPRESENTATIVE DUNBAR: Thank you.



1 DR. SHANBLATT: I know that --  
2 there's a range. It's not the same in every --  
3 for every school.

4 REPRESENTATIVE KRUEGER-BRANEKY: I  
5 just want to hear -- make sure I heard the last  
6 piece correctly, though. You said somewhere  
7 between 15 and 25 percent of the required  
8 one-third comes from the state? So, we've been  
9 underinvesting in the community college system?

10 DR. SHANBLATT: Yes, ma'am.

11 REPRESENTATIVE KRUEGER-BRANEKY:  
12 Okay. Thank you.

13 DR. SHANBLATT: It's -- 16.5 is the  
14 low. The high is 30.4. The average is 23.1.

15 REPRESENTATIVE KRUEGER-BRANEKY:  
16 Okay. Thank you.

17 REPRESENTATIVE DUNBAR: Thank you.

18 Next will be Representative Boback.

19 REPRESENTATIVE BOBACK: Thank you,  
20 Mr. Chairman.

21 So, we all understand that  
22 Pennsylvania's CTE programs need to be  
23 responsive to new and emerging business and  
24 industry. I think that's been our theme so far.

25 But what does a CTC do when the

1 local industry comes to you and requests support  
2 of a new program but that program will exceed  
3 the allowable index for an increase to a  
4 district's budget? What do you do? How do you  
5 accommodate them?

6 MS. CULLEN: If it's an adult  
7 program, the school can immediately accommodate  
8 it, working with the industry to provide some  
9 funding.

10 If it's a secondary program, it  
11 needs to be approved by the joint operating  
12 committee of the school, if it's a secondary  
13 program, which is made up of board members of  
14 all the sending school districts. So, it  
15 sometimes does become a problem, because there  
16 are programs that easily cost, the equipment,  
17 200,000 to 500,000. So, it results in increased  
18 budget and increased cost to the districts.

19 So, it really becomes a budget issue  
20 the following year, whether the boards will  
21 approve it or not.

22 REPRESENTATIVE BOBACK: So, in the  
23 second instance, then, can a CTC claim exemption  
24 under Act 1, like exemptions that are granted to  
25 school districts?

1 MS. CULLEN: No. In fact,  
2 talking -- thinking a little bit about that, as  
3 the districts' budgets have become tighter, Act  
4 1 has had an impact, because if the district's  
5 budget is tighter, the CTC has no way -- it's  
6 not in the legislation for a CTC to claim an Act  
7 1 exemption. So, as -- for instance, the state  
8 funding level to CTCs has not increased in eight  
9 years, so that means that the district cost has  
10 gone up, and there are districts living under  
11 Act 1 who do not have the ability to raise  
12 taxes. So, it's -- as I said before, it's kind  
13 of this spiraling -- spiraling downward  
14 resources for the CTC.

15 REPRESENTATIVE BOBACK: You're such  
16 a fine resource, and that -- you know, that's  
17 really upsetting, because you want more people  
18 to take advantage.

19 Excuse me, sir. Did you want to  
20 comment?

21 DR. HUDACS: I was just going to  
22 say -- you know, and speak specifically, because  
23 what Jackie is referring to is a very critical  
24 problem. At Lancaster, we're working with  
25 sixteen districts, so the Act 1 cap, it's not

1 only what that cap is as far what our budget is,  
2 but also how each of those sixteen districts  
3 react to that cap.

4           If you have some members --  
5 districts don't want to raise their tax at all  
6 or if they want to stay well below the cap, that  
7 limits what we are able to, as a CTC, build  
8 within our budget. So, we have to be reactive  
9 to what the sending districts are, although our  
10 needs could be specifically different.

11           In your scenario of there's a need  
12 for a program, which, as Jackie has said, would  
13 be additional equipment, staffing, and so on, we  
14 have less flexibility to build a budget to  
15 accommodate that in the secondary level than  
16 even a school district would, with its limited  
17 funding, because at least that's a taxing  
18 institution and the CTCs are not.

19           REPRESENTATIVE BOBACK: Did you ever  
20 have an instance where the industry actually  
21 comes to you and says that they will develop the  
22 program with the equipment, industrial tools  
23 needed if you would be able to teach it?

24           DR. HUDACS: We are -- again,  
25 speaking for Lancaster County, we are presently

1 working with the BB and T Bank, that has put in  
2 a matching fund, which our foundation has  
3 supported with its funds as well, where we've  
4 been able to incorporate an advanced welding and  
5 a precision machining shop.

6 Now, those are primarily on the  
7 adult level, which is why we're able to turn  
8 that around so quickly. But with the equipment  
9 at the adult level, because it's the same  
10 facility, we can begin to develop secondary  
11 programs that would be able to utilize that  
12 equipment.

13 If we're entirely on the secondary,  
14 if we do not have this vibrant adult ed program,  
15 we would never be able to turn around that  
16 quickly. And to have a manufacturer come  
17 forward and say, "We will pay that," you're  
18 still dealing, as Jackie had said, with the  
19 articles of agreement and how that's going to  
20 play in with what the sixteen districts, in our  
21 case, would be able to support.

22 REPRESENTATIVE BOBACK: I see.

23 MS. CULLEN: And you need to  
24 remember that CTCs are bearing some of the same  
25 costs and increases, for instance, in retirement

1 payments that districts are absorbing. But they  
2 have options through Act 1 and other things.  
3 But budgets are tight.

4 Also, none of the money that comes  
5 from the state or districts for CTCs is used for  
6 the adult programs, only the secondary programs.  
7 So, adult programs have to be self-supporting  
8 and sometimes also a profit, they'll become a  
9 profit center, because of the support from  
10 business and industry. The equipment, as was  
11 said, the equipment that's bought through adult  
12 funding then can benefit the secondary students.

13 REPRESENTATIVE BOBACK: Thank you.

14 Thank you, Mr. Chairman.

15 REPRESENTATIVE DUNBAR: Thank you,  
16 Representative.

17 Now Representative Donatucci.

18 REPRESENTATIVE DONATUCCI: Thank  
19 you, Mr. Chairman.

20 And thanks to all of you for joining  
21 us today.

22 My questions are for President  
23 Griscom. Thaddeus Stevens is educating more  
24 students than ever before. You're expanding  
25 your campus along with your programs. Your

1 college has strong relationships with the  
2 private sector.

3 I have four questions that are very  
4 much interrelated, so I will ask them, and then  
5 you can just take it from there. Thank you.

6 Okay. So, how do private sector  
7 partnerships work? What's required from each  
8 side? Which programs have the most demand from  
9 employers? Which programs are showing the most  
10 growth? And what do you find to be the best way  
11 to keep building employer relationships so that  
12 you keep them engaged for the long haul?

13 DR. GRISCOM: Thank you. Let's go  
14 to 10,000 feet for just a minute. Okay?

15 Last year, we had fourteen hundred  
16 employer -- over fourteen hundred employers with  
17 over three thousand jobs for three hundred  
18 graduates. Those jobs started at 40, 50, 60,  
19 70,000 dollars. A number of those graduates  
20 will be making over 100,000 dollars in four or  
21 five years.

22 We don't -- we have a 90 percent  
23 response rate on our surveys of students and  
24 over 60 percent with employers. So, we can  
25 verify -- that's not just a sample. That -- in

1 some cases, that's almost a census of our  
2 response. So, that was really great for us,  
3 that these students -- we just had a career fair  
4 two weeks ago. We had a hundred and forty-six  
5 employers, three hundred and eighty  
6 representatives, a number of them are graduates;  
7 another hundred and eighty that we couldn't fit  
8 into three collegiate basketball courts online.  
9 Several hundred jobs. Again, 40, 50, 60, 70,000  
10 starting salaries.

11 So, while that's great for us,  
12 that's terrible for the Pennsylvania economy.  
13 The only sustainable competitive advantage a  
14 company has in a global marketplace is their  
15 workforce. They're going to pay the same for  
16 utilities or it's going to be comparable for  
17 labor, for assemblies, for machining, for  
18 transportation, all these types of things.

19 So, if your workforce is not more  
20 productive, more innovative, more creative than  
21 the workforces you're competing against, you're  
22 going to lose. It's just like basketball or any  
23 type of athletic enterprise. If your guys  
24 aren't more productive or your gals aren't,  
25 you're not going to win. And we're asking our



1 companies in this commonwealth, and especially  
2 in the United States, to play four-on-five  
3 basketball. They don't even have a full team.

4           So, we had -- we supplied four  
5 hundred graduates for three thousand jobs. If  
6 you do the math, I think there's two hundred  
7 thousand skilled jobs in Pennsylvania right now  
8 that are unfilled. They don't -- I had a  
9 senator ask me, he said, Bill, I hear you say  
10 that all the time. Can you prove that?

11           So, I had my career services person  
12 put out an e-mail to our employers, those  
13 fourteen hundred base. And within less than  
14 twenty-four hours, we had three hundred of them  
15 respond. I have the Excel spreadsheet right  
16 here. And they're saying, We could work more  
17 shifts. We have equipment that's sitting  
18 dormant on more than one shift, if we had the  
19 skilled employees to fill those jobs.

20           Again, I'm no mathematician, but  
21 two hundred thousand jobs at 50,000 dollars a  
22 year, 1600 dollars of state taxes, that's over 3  
23 billion dollars. And this is the Appropriation  
24 Committee. How do we fill the gap between  
25 revenues and expenses?

1                   To me, that's like a no-brainer. We  
2 need to provide these companies with the  
3 sustainable, competitive workforce they need to  
4 compete. They are faced with -- I deal with  
5 these folks every day. They are faced with huge  
6 numbers of Baby Boomers retiring, let alone the  
7 expansion they're trying to do in the economy.  
8 So, these are critical needs that they have, and  
9 we need to -- to me, that's just commonsense.  
10 We -- if the pie's not going to get any larger,  
11 then we need to reapportion the pie and take  
12 leadership and supply the institutions and  
13 organizations that are feeding the companies  
14 with the vital skilled employees that they need,  
15 whether that be CTCs, community colleges, or  
16 technical colleges like us.

17                   You asked the question how do we --  
18 we develop these relationships? We have an  
19 intimate relationship with these companies.  
20 These companies understand the critical role we  
21 play in their vitality and their growth. So,  
22 they develop our curriculums through what we  
23 call DACUMs. They're on our industrial advisory  
24 committees, which, in many cases, meet every  
25 month. They determine the curriculum. They

1 determine the equipment that we buy. And they  
2 employ our students in internships, and they  
3 employ them after they graduate.

4           They fight for these students. They  
5 pay for their tuition. They pay for tools, for  
6 tee shirts, everything they can do, and provide  
7 them with internships so -- and these are  
8 internships that are -- these are not  
9 minimum-wage internships. These kids make 15,  
10 18, 19,000 -- 19 dollars an hour in the summer,  
11 during the year, and prior to their graduation.

12           We continued that relationship.

13           I can't read my own writing. What  
14 were some of your other questions that you just  
15 asked?

16           Progress. Growth. I mean it's  
17 just -- we're in this together. I mean, so one  
18 of our biggest challenges is 53 percent of our  
19 students come from poverty. They're Pell  
20 eligible. They're financially disadvantaged.  
21 They come from underresourced families. They  
22 come with a whole bunch of issues, not just  
23 financial disadvantage, but a lot of other  
24 resources that many other people have.

25           So, how do we support that and

1 provide them with those opportunities? And you  
2 know, that's quite a process for us. But when  
3 we're successful at it, you know, the results of  
4 that are incredible. We break a cycle of  
5 poverty. These students go out and they become  
6 incredibly successful.

7           To do that, we have to provide them  
8 what we call a Stevens Grant, which provides  
9 them with their tuition, their room, their  
10 board, their tools, and their books, and they're  
11 only responsible for their estimated family  
12 contribution. But, at the end of that -- and  
13 that's an expensive proposition. There's no  
14 question about it. But at the end of that, we  
15 have a 70 percent graduation rate. We have a  
16 progression rate of over 80 percent, and almost  
17 100 percent replacement rate in almost all of  
18 our students but with a couple of them. So,  
19 that is a process that we use.

20           And, I think, you know, to me,  
21 that's economic development. That's social  
22 engineering, or whatever you will, but I think  
23 the results of that are pretty incredible.

24           REPRESENTATIVE DONATUCCI: I do,  
25 too.

1 Thank you.

2 DR. GRISCOM: Thank you.

3 REPRESENTATIVE DUNBAR: Thank you,  
4 Representative.

5 And before we transition over to the  
6 next questions, quickly, Dr. Griscom, the  
7 governor's proposed budget is 14.3 million. The  
8 request was 15.9. So, it's a 1.6-million-dollar  
9 difference. Without that 1.6 million dollars,  
10 are you going to have to cut back on something?  
11 What would additional funding be utilized for?

12 DR. GRISCOM: We're pretty  
13 conservative --

14 REPRESENTATIVE DUNBAR: I know that.

15 DR. GRISCOM: -- in our approach to  
16 things. We have a higher ratio -- a smaller  
17 ratio of administration, faculty -- and staff  
18 to our faculty and to our students. There's no  
19 president's house. There's no car that's  
20 designated for any particular member of our  
21 staff. I don't have a secretary. We try and --  
22 we still get things done, and we get them done  
23 effectively.

24 We've been the Aspen top 10 percent  
25 of two-year colleges in America since the

1 inception of the award, and we're a Simons\*  
2 scholarship nominee this year. But we just try  
3 and be as conservative as we can with our money.

4 What we would do to try and  
5 accommodate that, we would not fill positions,  
6 which we're not doing right now. We would  
7 not -- we would not increase any programs. We  
8 would try and defer as much maintenance as we  
9 possibly can in order to make that.

10 That 1.6 -- last year, we were very  
11 fortunate to receive a million-dollar increase,  
12 which is about 7 and a half percent, to our  
13 state appropriation. We spent 1.2 million  
14 dollars more this year in salaries and benefits,  
15 for mandated increases in salary and benefits  
16 and things of that nature. So, we're kind of  
17 treading water.

18 We have done as many things as we  
19 possibly can internally to increase capacity.  
20 We've leased over 50,000 square feet of private  
21 sector manufacturing space to improve --  
22 increase programs. We doubled the size of our  
23 metal fabrication and welding program. We  
24 doubled the masonry program. We've added  
25 programs in the evening. We added software

1 engineering this year. But it is a tightrope  
2 that all of us walk in higher education.

3 But, again, I don't see this -- I  
4 see this as an investment. I -- we talked about  
5 this as education. I think it's economic  
6 development. If we can grow this workforce, if  
7 we can provide these great employers that we  
8 have in Pennsylvania with the workforce they  
9 need, they can grow their revenues by 30 and 40  
10 percent. Every one of our graduates that gets  
11 out of there, within a few years, they're living  
12 the American dream. They're buying a home.  
13 They're taking vacations. They own a car.  
14 They're driving the economy.

15 They're not -- our median student  
16 loan debt at Thaddeus Stevens College of  
17 Technology is 7,300 dollars. These kids pay  
18 this off in the first three months they're  
19 working. So, they're buying things. They're  
20 consumers. They're driving the economy.  
21 they're paying taxes. And the companies that  
22 they work for are doing the same thing.

23 So, to me, this is economic  
24 development more than it is just about  
25 education.

1                   REPRESENTATIVE DUNBAR: I appreciate  
2 that. And I hate to cut you off, but we have  
3 been red for quite a while.

4                   Representative Roae.

5                   REPRESENTATIVE ROAE: Thank you,  
6 Mr. Chairman.

7                   My first question is for Thaddeus  
8 Stevens. I want to make sure I read the  
9 material correctly and I heard you correctly,  
10 but when students graduate from your school,  
11 there is nearly a 100 percent placement into  
12 jobs related to what their program of study was?

13                  DR. GRISCOM: That's correct.

14                  REPRESENTATIVE ROAE: So, you  
15 basically educate kids -- not necessarily  
16 kids -- students for jobs that actually exist.

17                  DR. GRISCOM: Absolutely.

18                  REPRESENTATIVE ROAE: Do you think  
19 that's something that other post secondary  
20 education institutions in Pennsylvania should  
21 consider doing? Because we have a lot of kids  
22 graduating from many different taxpayer-funded  
23 post secondary education, you know, institution  
24 in Pennsylvania where there's not a real high  
25 success rate of students actually getting jobs



1 in their field of study.

2 DR. GRISCOM: There is a mismatch  
3 between the output of higher education in  
4 Pennsylvania and the United States and the needs  
5 of the economy. And one way to fix that is to  
6 do what we do. A lot of higher education  
7 institutions today, and for the last decade,  
8 have been competing for students based on what I  
9 call an amenities war: individual rooms,  
10 individual bathrooms, kitchens, dining halls,  
11 saunas.

12 I can show you, LSU just dedicated  
13 the lazy river, which is a concrete river that  
14 runs down, spells LSU, and goes into a fifty- or  
15 sixty-seat hot tub at the bottom of it.  
16 Climbing walls, restaurants --

17 REPRESENTATIVE ROAE: Are those  
18 resorts or colleges? What are you describing?

19 DR. GRISCOM: Well, they're not  
20 going on vacations. In my mind, they're going  
21 to an education. But these are things that  
22 drive the cost, and you enter into twenty- and  
23 thirty- and forty-year bond issues, they're not  
24 ways that you can cut back. But they're  
25 competing for students based on that.

1                   And what I think that we should do  
2                   in Pennsylvania is, if you're receiving a direct  
3                   appropriation or if you're indirectly receiving  
4                   state funds through PHEAA or even through Pell  
5                   moneys, then you should be required to inform  
6                   consumers about the decision that they're about  
7                   to make. If you're about to spend anywhere  
8                   between 100 and 200,000 or 300,000 dollars on  
9                   higher education -- if you were buying a house  
10                  or anything substantial, you would want to get  
11                  as much information about it as you possibly  
12                  could.

13                  So, why don't we -- when students  
14                  and parents come to me or come to our  
15                  institution, we tell them, Listen, when you're  
16                  looking at us and comparing us to other  
17                  institutions, do it based on our performance.  
18                  Ask them for the information that's on our  
19                  website. How many students in the last five  
20                  years that started this program graduated? How  
21                  many got jobs in their field? What was their  
22                  median starting salary? What was their median  
23                  student loan debt? What was the graduate  
24                  satisfaction with the programs? What was the  
25                  employer satisfaction with the graduate? And

1 where were those graduates five years after they  
2 graduated? And based on that, make an  
3 intelligent decision.

4           If you do that, you're not going to  
5 sign up for a criminal justice program that has  
6 10 percent graduation rate or whatever at 9  
7 dollars an hour with no benefits. You're not  
8 going to make that same decision. So, why don't  
9 we inform consumers or the general public about  
10 the performance of our programs. It seems to me  
11 that's just the kind of thing ethically that we  
12 should be doing. But we don't do it.

13           REPRESENTATIVE ROAE: Yeah, yeah.  
14 Seems like it would make sense.

15           And as policy makers, we should  
16 probably do a better job of tying some type of  
17 performance measures. Our basic model is, we  
18 basically give schools money every year. We  
19 should be looking at graduation rates. We  
20 should be looking at what percent of the  
21 students get jobs in their field of study. And  
22 we should be looking at things like that and  
23 maybe have some kind of an incentive system,  
24 where schools that do better in those measures  
25 get more money. Those schools that are failing

1 in those measures, they would get less money.

2 DR. GRISCOM: It's not about post  
3 secondary, one-year programs, two-year programs,  
4 four-year programs, graduate, or post graduate.  
5 It's not about that. We need graduates in all  
6 those programs. We need them in business, in  
7 health care, in engineering, industrial -- but  
8 it needs to be tied to the performance of the  
9 program. And for that to work, it can't be  
10 based on some voluntary survey that a college  
11 does.

12 As I told you, we get a 90-plus  
13 percent return on our graduate response rate.  
14 If we're going to take the first 10 percent that  
15 comes in and report that, it's going to look  
16 really, really good. Okay. It's not going to  
17 look like our average starting salary is 40,000  
18 dollars. It's going to look like it's 70 or 80  
19 or 90,000 dollars. So, it has to be  
20 apples-to-apples comparisons. But if we take  
21 the time to do that, then I think it would be an  
22 effective means of doing it.

23 It doesn't work the way we're doing  
24 it right now. If you look at what used to be  
25 the president's scorecard or the United States

1 Department of Education scorecard, it will tell  
2 you that the average cost of attendance at  
3 Harvard University is like 19,000 dollars a  
4 year. That's ridiculous. That's based on a  
5 statistic that they're using of the  
6 clearinghouse that has financially disadvantaged  
7 students that report that information.  
8 Harvard's own website says it's 65,000 dollars a  
9 year.

10 So, for the scorecard to have the  
11 effect that you want or for the performance  
12 measures to have, they have to be  
13 apples-to-apples comparison, at least 70 percent  
14 response rate.

15 REPRESENTATIVE ROAE: Well, thank  
16 you for your testimony. I appreciate it.

17 DR. GRISCOM: Thank you.

18 REPRESENTATIVE DUNBAR: Thank you,  
19 Representative.

20 Next will be Representative Kim.

21 REPRESENTATIVE KIM: Good afternoon.

22 My question to you is for each  
23 panelist. I was wondering how much do you pay  
24 in remedial courses, professors who have to  
25 teach remedial courses so that they can pretty

1 much start at par at your schools? And if you  
2 could talk to high school administrators, what  
3 would you ask them to do to better prepare the  
4 students to your institutions?

5 Thank you.

6 DR. SHANBLATT: I guess I'll start  
7 with that one.

8 I don't have an exact number on what  
9 we would pay our faculty. I -- we could get  
10 that to you. Students who are taking  
11 developmental courses do pay tuition, so we try  
12 to make it even, if you will. In other words,  
13 we're not losing, their -- we're not making --  
14 we're neither losing money nor making money on  
15 that proposition. Okay.

16 However, we have made some good  
17 strides recently in some changes to how we  
18 approach development education at many of our  
19 institutions, and we're finding great success.  
20 I think many students are actually better  
21 prepared than their results on one test might  
22 show. And so, we're looking at what we call  
23 wholistic placement as our institutions. So, we  
24 look at their high school GPA, which actually  
25 tells you a lot more than their SAT score. And

1 it tells you if they -- and we're placing them  
2 into college-level courses based on that and  
3 have found that they are doing extraordinarily  
4 well, whether they would have placed into that  
5 college-level course with the ACCUPLACER test,  
6 which is what many colleges use to place  
7 students.

8           We're also doing co-requisite work,  
9 so that if a student has just a little bit  
10 deficiency in english, they take a college  
11 english course and a booster course alongside  
12 it. So, we have lots of different ways to help  
13 students get there.

14           That being said, I think, honestly,  
15 the biggest challenge is in mathematics, not in  
16 english and reading. And I think that's -- and  
17 this is -- this is a personal opinion here. I'm  
18 not speaking on behalf of the commission or even  
19 my own institution. I think a lot of that is  
20 cultural. It's the "I can't do math, math is  
21 hard, what do we need math for" philosophy.

22           You don't all need the same math.  
23 And so, most of us -- most of our institutions  
24 have created different math pathways for  
25 different majors. So, if you're going to be a

1 psychology major, you don't need to take  
2 calculus, so would I put you on the path for  
3 calculus. You need statistics. And so, if we  
4 can make that determination early enough, we put  
5 you on the statistics pathway, rather than the  
6 college algebra, calculus pathway. If you're in  
7 a STEM career, you obvious are going to need  
8 college algebra and calculus.

9           So, it's trying to help students  
10 understand where they are, where their strengths  
11 are, but also, from an early age, we can all do  
12 sixth grade math, which is about what most of us  
13 use in our daily lives. And that's the -- we  
14 can build on that. We can learn more. It  
15 depends on what we want to do. But we can't be  
16 afraid of math. And so many people are.

17           And it's become very culturally  
18 ingrained. Sorry. This is a passion of mine.

19           But, at any rate, we really need to  
20 help students understand that they are math  
21 capable from a young age. And that leads all  
22 the way through their entire lives. It doesn't  
23 mean you have to do calculus, it doesn't mean  
24 you have to be an electrical engineer, but just  
25 be proficient enough to do sort of normal math



1 that you need to do in your daily life.

2 So, go ahead.

3 DR. GRISCOM: I will respond to your  
4 question.

5 So, the question was how do we place  
6 the adjuncts and so forth. We are on the PSEA  
7 contract, so our people -- we have a standard  
8 pay scale, based on your education and  
9 experience. And we place them based on that.  
10 So, our adjuncts are placed on the same scale as  
11 our full-time faculty member. Obviously, the  
12 difference is the benefits that go with being a  
13 full-time employee versus a part-time employee.

14 DR. HUDACS: On the secondary level,  
15 we provide some ESL and some academic support.  
16 But, by and large, because of the competitive  
17 nature in getting into the CTC, a lot of  
18 supports are offered from the home school.

19 We do have our NOCTI. We have 73  
20 percent students who are passing and at the  
21 advanced level. So, the students are going  
22 through. At the adult level, we do have the  
23 ACCUPLACER. If they do not succeed the first  
24 time through, they're given a self-directed  
25 study guide for retesting. And then, if that

1 doesn't work at that point, we do run a  
2 remediation course to give them a third  
3 opportunity. But if they don't pass the  
4 ACCUPLACER to come in, then they're not into the  
5 adult ed program either.

6 REPRESENTATIVE DUNBAR: Thank you.

7 Next will be Representative Heffley.

8 REPRESENTATIVE HEFFLEY: Thank you,  
9 Mr. Chairman.

10 And I want to thank all the  
11 testifiers here today. This has been great.

12 So, just to follow along with --  
13 with the line of questioning earlier, I just  
14 want to commend the schools. I represent CCTI,  
15 which has been one of the highest testing  
16 technical schools and the collaboration that  
17 they do with a lot of the employers in the area  
18 to find those jobs. I mean, kids coming out of  
19 high school and going right to work in a machine  
20 shop. And the -- so I'd like to just touch on,  
21 like, the co-op agreements between, you know,  
22 kids going a half a day to classes and half a  
23 day, you know, in high school, almost in an  
24 apprenticeship-type program. I think that's  
25 great.

1                   One of the things that you had said  
2 earlier was that the students that are coming  
3 into the technical schools with IEPs. We have  
4 a wonderful program throughout our region, the  
5 Shine After School program. And one of the  
6 things when I talk to the instructors and the  
7 folks that run that, they say a lot of times  
8 they'll have young students that are struggling  
9 in the classroom. But when they get in the  
10 programs and it's more hand-on learning, they  
11 excel. And a lot -- and sometimes those  
12 students that excel in the classroom don't  
13 necessarily excel. So, basing that all kids  
14 learn different, and we base this IEP model on a  
15 set type of learning, isn't it better for those  
16 students to go into -- a lot of these students  
17 that maybe have an IEP because they just learn  
18 in a different way to go into more of a  
19 hands-on-based learning system like in a  
20 technical school? If you could --

21                   DR. HUDACS: The short answer to  
22 your question is yes. But that also applies to  
23 kids that are at risk or disengaged with the  
24 traditional school. That's that carrot at the  
25 end to get.

1                   In our case, we're a senior-only  
2 program. We do have a half-day junior program  
3 to give the students some exposures to the wide  
4 range of a particular cluster of occupations and  
5 then go into the senior. So, yeah, we have  
6 found it to be a saving grace for a number of  
7 students that that's where they excel. That's a  
8 great equalizer, is that they don't have to  
9 worry about how well they comprehend the  
10 academic piece. As I said before, the analysis,  
11 the synthesis, the application, those higher  
12 level thinking skills, they're absolutely the  
13 things that need to apply.

14                   So, the thinking aspect is there.  
15 It's the area or the arena in which they can  
16 exhibit it differs. And that is a great  
17 opportunity for them.

18                   REPRESENTATIVE HEFFLEY: And so  
19 often I hear from the employers in our region  
20 about, you know, they're having a hard time  
21 finding the qualified workforce that they need,  
22 especially as the Baby Boomers start to retire.  
23 So, I want to commend the technical schools and  
24 the technical programs on getting people into  
25 that -- into the workforce and into that, as

1 well as the community colleges. I think they  
2 also play a role in that.

3           So, I just want to commend  
4 everything you do. And certainly looking at  
5 budgets and trying to help what you're doing to  
6 get these folks into the workforce with good,  
7 family-sustaining jobs that provide benefits.  
8 And I think that's what we're all about.

9           Thank you.

10           DR. GRISCOM: When you talk about  
11 learning styles, I think that we see the  
12 students do learn different ways. John Dewey,  
13 an old educational psychologist in my time,  
14 said, "Learn by doing." And that's a  
15 fundamental principle that everything that we do  
16 at our college is based on.

17           We believe that you learn better,  
18 that you retain the information longer, if you  
19 actually have engagement with the materials, if  
20 it's hands-on. I think that's the reason the  
21 United States is forty-seventh in the world in  
22 terms of STEM education. We went from 40  
23 percent of all the scientists and engineers in  
24 the world living in the United States to 15  
25 percent, because we have moved away from

1 hands-on type of learning.

2           So, I think you can learn those  
3 higher level synthesis, evaluation, critical  
4 thinking skills. It's just, if you have a  
5 learning style -- I was that type of learner.  
6 I grew up on a farm. I think you learn better  
7 by doing. So, I see students who don't excel in  
8 the traditional lecture type of mode, where you  
9 just hear information, to those who actually  
10 learn by doing. And I think that's why CTCs,  
11 community colleges, and programs like ours are  
12 so successful. And I think, as a nation, we  
13 would be a lot more successful.

14           And I see trends of that in the STEM  
15 education that's being proposed for K-through-12  
16 education, to get people back into -- human  
17 beings are naturally inquisitive, curious. They  
18 use their tools and materials to try and control  
19 their environment. And we take that away from  
20 them and we put them in classrooms where they  
21 sit in little chairs and tables and lines and so  
22 forth, and all we do is talk to them, they don't  
23 learn as effectively. Some people do. They're  
24 conceptual, abstract learners, but for the  
25 majority of people, I think we learn better by

1 being engaged in the content.

2 So, I think that's the reason you  
3 see this success in CTCs and some of these other  
4 places, because we're actually accommodating  
5 what is the natural human characteristic. So, I  
6 think that helps with them.

7 REPRESENTATIVE HEFFLEY: Thank you.

8 REPRESENTATIVE DUNBAR: Thank you,  
9 Representative.

10 Next will be Representative Quinn.

11 REPRESENTATIVE QUINN: Thanks,  
12 Mr. Vice Chairman.

13 Thank you all for being here. It's  
14 really a very interesting panel.

15 And, Dr. Shanblatt, it's terrific  
16 that you came out here. It's nice to see you  
17 and your level of expertise speaking on behalf  
18 of the other community colleges for the state.

19 I'm going to direct my first  
20 question to you. And if this was said earlier,  
21 excuse the head cold. I'm missing a little bit  
22 here.

23 The average debt coming out of the  
24 community college, can you speak to that?

25 DR. SHANBLATT: I don't know

1 statewide the number, but I could get it for  
2 you. I can tell you that our average tuition is  
3 around 4,000 dollars a year. So, debt  
4 proportionately for a two-year degree will be  
5 not very high.

6 REPRESENTATIVE QUINN: Thanks. And  
7 you certainly give right there in Bucks, like  
8 the other ones, a terrific value for the dollar.  
9 I was pleased to learn recently that one of my  
10 nieces will be joining you in September. Yeah.

11 I was asked this recently, and I'm  
12 wondering if you've ever heard statistics on the  
13 amount of student debt that's acquired for  
14 courses they never completed, meaning they get  
15 the loan and then they drop the course. Is  
16 that's something that's studied that you're  
17 aware of?

18 DR. SHANBLATT: I think if we dug  
19 deep enough, we could find numbers on it. Those  
20 students do exist. We try to minimize them,  
21 obviously.

22 REPRESENTATIVE QUINN: Um-hum.

23 DR. SHANBLATT: As an open-access  
24 institution that accepts every student that  
25 applies, we do get some that are perhaps less



1 serious about their studies than others. But we  
2 try to even help those students get through.  
3 But occasionally it does happened.

4 And it can happen for a variety of  
5 reasons. It could happen for a medical reason  
6 or a family crisis reason. So, it's not always  
7 just that they're not finishing because they  
8 don't feel like it.

9 REPRESENTATIVE QUINN: True. But  
10 the interest rate is still there, and it's still  
11 something --

12 DR. SHANBLATT: Absolutely.

13 REPRESENTATIVE QUINN: -- that's  
14 just going to build on them.

15 DR. SHANBLATT: Yes. But we work  
16 very hard to minimize student's debt.

17 REPRESENTATIVE QUINN: When I hear  
18 about the other career and technical education,  
19 it reminds me of programs that I've seen right  
20 in Middle Bucks or Upper Bucks vo-tech that many  
21 of them marry right into your community college,  
22 and they're having dual enrollment programs.

23 DR. SHANBLATT: Um-hum.

24 REPRESENTATIVE QUINN: Is that a  
25 common model? Because that, to me, when I see

1 that, that's just so cool, when a kid gets out,  
2 A, with a certificate or skills, and also with  
3 college degrees. And how is that paid for?

4 DR. SHANBLATT: The -- well, I can  
5 tell you, the college portion of that high  
6 school dual enrollment is paid for either --  
7 typically by the student. We use EITC dollars  
8 to help cover the costs of that or some  
9 scholarships that we might have. It's a little  
10 tricky with scholarships because technically  
11 they're high school students. So, we've tried  
12 to be creative in how we do that. It's a  
13 challenge, I will tell you. We'd like to do  
14 more of it.

15 We have programs with the three  
16 career and technical education schools in  
17 Bucks County where we go in and teach some  
18 college courses in the high school. They get  
19 credit for some of the technical work they've  
20 done, if they pass their NOCTI exam, which was  
21 mentioned earlier.

22 So, we do have great pathways that  
23 allow them to continue on to the community  
24 college, often with thirty credits at least.  
25 But it's tricky to figure out how to pay for it,

1 I will tell you, because of the limited or lack  
2 of funds for dual enrollment right now.

3 And I don't know if you have other  
4 thoughts on that.

5 MS. CULLEN: The CTCs statewide  
6 have -- first of all, there are statewide  
7 articulation agreements that -- between CTCs,  
8 community colleges, and other post secondary  
9 institutions that, using the statewide model and  
10 a certain score on the NOCTI exam, they have  
11 nine advanced college credits, transcribed  
12 credits, for the technical program. But there  
13 are programs and relationships between CTCs and  
14 post secondary where students are getting, for  
15 their technical program at the secondary level,  
16 thirty college credits. And then there are  
17 several models where it's a -- they get thirty,  
18 so it only takes one year to an associate  
19 degree, and if they choose to go on to a  
20 four-year degree, so it saves them lots of money  
21 and also helps them move more quickly to the  
22 workplace.

23 REPRESENTATIVE QUINN:  
24 Dr. Shanblatt, I recall a number of years ago  
25 being on campus -- this was prior to your

1 time -- and hearing from a number of  
2 representatives of the community college the  
3 frustration that the credits were not easily  
4 taken at -- be it PASSHE schools or state  
5 relateds. Could you speak to that? What's that  
6 situation? How's that evolved?

7 DR. SHANBLATT: I think the  
8 situation has improved significantly. We were  
9 talking a little earlier about that. I think  
10 there's probably still some work that we could  
11 do particularly with the PASSHE schools. It's  
12 much better.

13 The privates are very anxious for  
14 our students --

15 REPRESENTATIVE QUINN: I understand.

16 DR. SHANBLATT: -- so they make it  
17 pretty easy for our students to transfer.

18 I think there's a bit of a --  
19 certainly there is a desire for the  
20 PASSHE schools to take our students. They want  
21 transfer students, everyone does. And -- so,  
22 there's lots of competition for them.

23 We want to make sure that all  
24 college courses transfer, not necessarily as  
25 general credit but as real courses towards their

1 major. And, by and large, it works fine. You  
2 know, occasionally, there's a little hiccup.  
3 But, by and large, things are pretty smooth.

4 REPRESENTATIVE QUINN: Thank you.

5 I see my light's -- George, are you  
6 going to give me any leeway?

7 REPRESENTATIVE DUNBAR: No, I am  
8 not.

9 Representative James.

10 REPRESENTATIVE JAMES: Thank you  
11 twice, Mr. Chairman.

12 Panel, you're wonderful advocates.  
13 You're wonderful advocates for your various  
14 schools. And I appreciate your coming today. I  
15 told my wife what I was doing, and she was  
16 cheering you on as well from western  
17 Pennsylvania.

18 I'd like to ask you kind of a  
19 general question for anyone or everyone on the  
20 panel to come with me to the land of the  
21 improbable in which your ideas to improve your  
22 system are possible without worrying about  
23 money.

24 So, what would you advise this group  
25 today, the Commonwealth, actually, to do to make

1 your system better?

2 DR. HUDACS: I'll start. One thing,  
3 on the secondary level, one issue that isn't  
4 even monetary appropriation-wise is the  
5 certification requirements for teachers coming  
6 into the field need to be addressed. There --  
7 you have people who are making very good  
8 salaries as skilled technicians in their field  
9 and then to come into the classroom, it's a  
10 reduction in pay to begin with. But then you're  
11 adding a rather onerous responsibility of  
12 picking up -- is it eighty credits?

13 MS. CULLEN: Seventy-eight.

14 MR. HUDACS: Seventy-eight credits  
15 that you're required to take. And you're even  
16 required at what school you have to take them.  
17 And you have a very limited time in which to do  
18 that.

19 So when you are able to get good  
20 people in the field, there's some obstacles that  
21 they have to go through to be able to stay  
22 there. And that can be addressed.

23 Financially, always there's that  
24 opportunity.

25 But even if you look at it

1 realistically, beyond taking the -- the  
2 pink-shaded glasses off and looking at it  
3 realistically, if there were things that can be  
4 done to work with business and industry as  
5 partnerships with the CTCs, whether it be with  
6 the secondary students or even as the adult ed,  
7 something that would, even if it was matching,  
8 for whatever they would throw in for the cost of  
9 the equipment, the cost of the development of  
10 programing, for the cost of staffing, even if it  
11 was matching from the state, that would be huge.

12           The cost of equipment is so high for  
13 any new program, and I know that there is a  
14 competitive equipment grant, but anything that  
15 could be done along those lines would be  
16 tremendously helpful as well.

17           MS. CULLEN: I would agree with his  
18 comments, especially on the certification issue.

19           On the other issue, for funding, as  
20 I've said, we've not received an increase in  
21 eight years. So, that has driven up the cost to  
22 local districts. So, anything that could be  
23 done, either to change the basic ed funding  
24 formula to include an incentive for CTC  
25 enrollment or to increase the funding line

1 for -- the CTE funding line on equipment.

2           Because there's been no increase in  
3 eight years, the amount of money available for  
4 competitive grants has decreased. Schools used  
5 to be able to apply for a 100,000-dollar grant  
6 with a 100,000-dollar match. That's now down to  
7 a 50,000-dollar grant. And it's a competitive  
8 process, which I always feel is good for those  
9 that have and not so good for those that have  
10 not. There may be schools that can afford grant  
11 writers or have many administrators, and then  
12 there are schools where there's one  
13 administrator in the building and they're  
14 competing against other schools.

15           REPRESENTATIVE JAMES: Remember,  
16 panel, money is no object in this fantasy world.

17           MS. CULLEN: Oh, if money is no  
18 object, I could be here all day.

19           REPRESENTATIVE JAMES: This is our  
20 fantasy world.

21           MS. CULLEN: Two things that have  
22 happened in the last three years that have been  
23 positive that could be built upon is the  
24 supplemental equipment grant, which the  
25 legislature started. It was 3 million a year.



1 Last year it went down to, I think, 2.3 or in  
2 that range. That is a grant that's -- it's a  
3 very simple application process. It's driven  
4 out by formula. So, everybody gets a piece of  
5 the pie.

6 So, raising the CTE line, raising  
7 that supplemental equipment line would be very  
8 helpful, because we are an equipment-intensive  
9 system. And you have to keep up with the latest  
10 equipment if you're going to keep up with  
11 business and industry.

12 Another possibility would be a  
13 dedicated tax credit program. Our business and  
14 industries really help us. We have over ten  
15 thousand businesses represented on our  
16 occupational advisory committees. It would be  
17 wonderful if there was a dedicated line for CTCs  
18 that we could go out to industry in the same way  
19 that you do in an EITC program and help  
20 industries help us. It would cost the taxpayers  
21 money, but, in the long range, it would probably  
22 save taxpayers money.

23 The other thing that I think has  
24 been very helpful in the last few years is Act  
25 6. We have great hopes for that program, which

1 allows CTE students to show other ways of  
2 accomplishment and for high school graduation.  
3 That would be very -- that -- we are hoping that  
4 is very helpful as we move forward.

5 So, those are a few of my dreams.  
6 If you do them all, then I can retire.

7 REPRESENTATIVE JAMES: Thank you  
8 much.

9 REPRESENTATIVE DUNBAR: Thank you,  
10 Representative.

11 Next -- and that was interesting. A  
12 budget hearing where you can just tell whatever  
13 you want, just -- money's no object. I swear I  
14 heard you say that. Kind of scary.

15 Representative Santora.

16 REPRESENTATIVE SANTORA: I agree.  
17 On my subject, money should be no object either,  
18 but it is.

19 This past year, I helped a  
20 constituent with her son to get into community  
21 college. He has autism, and he had to take  
22 certain tests to be placed, and the placement  
23 tests didn't suit his learning ability.  
24 However, he's a very highly intelligent young  
25 man, needed to continue his education. And he

1 ultimately, through the help of some of the  
2 folks at Delaware County Community College who  
3 were willing to look outside the box, we were  
4 able to get him in.

5 But the overall attitude was,  
6 "That's how we always did it." And in  
7 learning -- I love to see your heads shaking  
8 like that, because we can't do it the way we've  
9 always done it.

10 What are we doing to address this  
11 group of students that are coming in with  
12 autism, who need to be part of the workforce, be  
13 able to live on their own and have the ability,  
14 quite frankly, to live on their own, and give  
15 them the opportunity for higher education?

16 DR. SHANBLATT: If I could speak to  
17 that one first, maybe. We are -- we, at Bucks,  
18 just started the Achieve program, which is for  
19 students with autism, provide some wraparound  
20 services. Some four-year universities have this  
21 program already.

22 REPRESENTATIVE SANTORA: Yes. And  
23 I'm aware -- I'm aware of Bucks, because that  
24 was the example we gave.

25 DR. SHANBLATT: Yeah. And so, we

1 hope it will expand to other colleges. I spoke  
2 earlier about how we look at wholistic placement  
3 and not just the placement test to decide  
4 whether a student is college ready or not. So,  
5 there are multiple ways that we can provide  
6 additional services.

7 I will tell you, they are not --  
8 it's -- one of the challenges for community  
9 colleges is the cost. Sometimes students with  
10 autism need services to get acclimated to the  
11 environment, to kind of learn where they're  
12 going, learn the social cues, just how it all  
13 works. And -- and there is cost associated with  
14 that. That takes staff.

15 And we've -- we received a grant to  
16 get this program off the ground. We will have  
17 to institutionalize it, that is, pay for it  
18 ourselves afterward. And so, we're trying to  
19 figure out how we make that happen. But it's a  
20 challenge, because once a student gets to post  
21 secondary, there's no sort of special ed funds  
22 or the IEP doesn't follow them or, you know --  
23 as you probably know from working with this  
24 constituent.

25 REPRESENTATIVE SANTORA: Yes.

1 DR. SHANBLATT: It's a hard, bright  
2 line. And so we understand that this is a  
3 population of students that we need to serve and  
4 we want to serve, and we are trying to figure  
5 out how best to do it. So, thank you for that.

6 REPRESENTATIVE SANTORA: So, I have  
7 a question on that. And let me -- I'll come  
8 back to that question. But are we reaching down  
9 into the secondary and making sure that the  
10 transitioning is happening properly? Because I  
11 feel that's a big hiccup in itself.

12 DR. SHANBLATT: We do, whenever  
13 possible. In fact, sometimes our counselors are  
14 invited to the students' and parents' final IEP  
15 meeting in spring of their senior year. Some  
16 schools invite us. Some schools say "no thank  
17 you." I mean, there's sort of a little bit of  
18 variation there. We would like to be there.

19 We would like the student and their  
20 parent to come and talk about us as soon as they  
21 decide to attend, not at the last minute. It's  
22 always harder to figure things out and to figure  
23 out services at the last minute. So, we hope  
24 that students and their parents will plan this,  
25 to give us enough time. But we do have services

1 in place to help students, and we'd like to be  
2 there on the front end.

3 REPRESENTATIVE SANTORA: Great. On  
4 that, and from a cost standpoint, I understand.  
5 And everything -- unfortunately, there's a  
6 dollar amount that gets attached to it. It's  
7 unfortunate that that's what has to happen,  
8 and -- especially when we're talking about  
9 students with IEPs, autism. And I understand  
10 the IEPs don't follow, however, should we be  
11 transitioning some of these students to 504s  
12 that do follow?

13 DR. SHANBLATT: If it makes sense  
14 for the student, yes. I just want to be  
15 careful. I'm not an expert in this, and so I  
16 wouldn't want to say that that's appropriate in  
17 every situation.

18 REPRESENTATIVE SANTORA: I  
19 understand. But we can document a 504 the same  
20 way we can document an IEP and make sure those  
21 services are being done. And I understand  
22 there'll be a cost associated with it to the  
23 next level of education, because then you've got  
24 to follow the procedures -- or the documentation  
25 of the 504.

1 DR. SHANBLATT: Right. It's just  
2 like if a student with a disability presents, we  
3 have to provide whatever accommodation that  
4 student needs, right? I mean, it's the same  
5 thing. And we do. And that's at our cost.

6 REPRESENTATIVE SANTORA: Understand.

7 DR. SHANBLATT: So, we do it.

8 REPRESENTATIVE SANTORA: Well, I'm  
9 glad to see what you're doing at Bucks.

10 DR. SHANBLATT: We're trying.

11 REPRESENTATIVE SANTORA: We've got  
12 to really expand that everywhere we can. It's  
13 just so important.

14 At the end of the day, there will be  
15 a cost savings --

16 DR. SHANBLATT: Yes.

17 REPRESENTATIVE SANTORA: -- where  
18 these students are then going to go into the  
19 workplace and be able to provide for themselves,  
20 taking away from other financial burdens, and  
21 then maybe that can be redirected to the  
22 education side of things.

23 DR. SHANBLATT: That would be nice.

24 REPRESENTATIVE SANTORA: So, thank  
25 you.

1 DR. SHANBLATT: Thank you.

2 REPRESENTATIVE DUNBAR: Thank you,  
3 Representative.

4 And with that, that will bring an  
5 end to our hearing. I wanted to thank you all  
6 for not only being here today but for the work  
7 that you do in challenging paradigms and the  
8 stereotypes of traditional secondary and post  
9 secondary education. I think the efforts you're  
10 doing are really, truly developing a workforce  
11 for the future, and we appreciate that.

12 So, with that, we are adjourned.  
13 And we'll be back at 3 o'clock for the Department  
14 of Agriculture.

15 (Whereupon, the hearing concluded at  
16 2:34 p.m.)

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I HEREBY CERTIFY that the foregoing is  
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