

Community Connections

November 2007

Increasing Access to Post-Secondary Education and Training

A Final Report of the Gaps Analysis Steering Committee



The Erie
Community
Foundation

Helping today... Shaping tomorrow.

Third in a series of publications designed to build and share knowledge on public issues in Erie County, Pennsylvania.

Alternatives for increasing access to post-secondary education and training programs have been debated intensely since the passage of the Pennsylvania Community Colleges Act of 1963.

On November 30, 2006, The Erie Community Foundation invited Sandi Vito, Deputy Secretary for Workforce Development, Pennsylvania Department of Labor, to moderate a public forum on this topic.

Interest within the media, employers, civic leaders, elected officials and educational providers was great. Ms. Vito encouraged the community to establish a “Gaps Analysis Committee” to study the issue and to propose the right solution to the right problem.

The Erie Community Foundation agreed to convene this committee.

Funding for the committee consultant was provided by the Pennsylvania Department of Labor. Members include:

Michael L. Batchelor
The Erie Community Foundation

David Bauer, Esq.
Warren County Commissioner

Steve Bishop
Corry Higher Education Council

Mark DiVecchio
County Executive

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Janet Anderson
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Executive Director, Redevelopment Authority

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David Tullio
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Morris Waid
Crawford County Commissioner

Ronald Wilga
Public School Administrator, Retired

Michele Zieziula
Executive Director, Workforce Investment Board

The committee began its work in February 2007. They received staff support from: Mary Bula and Michael Pistone (Erie Regional Chamber and Growth Partnership); Amy Cuzzola-Kern (The Erie Community Foundation); Robert Heibel, William Welch, Audrey Allakhverdov and Andreea Neagu (Mercyhurst College Research Intelligence Analyst Program); and Erie Highmark’s Customer Service Department.

Community Connections summarizes the work of the Gaps Analysis Steering Committee and presents its final recommendation. Text was compiled and edited by Sidney Bailey Hacker, Public Works, L.L.C.

A full report can be found at www.eriecommunityfoundation.org.

Executive Summary

It is no longer an option to do nothing.

Declines in educational attainment, household incomes, population and economic growth rates relative to Pennsylvania and the nation require the establishment of a new, free-standing community college to service northwest Pennsylvania.

This is the conclusion of the Gaps Analysis Steering Committee, a 23-person group that met six times over the past eight months to identify the best and highest use of the community's resources (revenue, taxes, leadership, capacity, and land) to address three basic goals:

- Meeting employers' current and future needs for skilled workers,
- Improving educational attainment and household income, and
- Making Erie a more attractive place for businesses to stay or to relocate.

The Committee first directed its consultant, Sidney Bailey Hacker from Public Works LLC, to research occupational demand, supply, and education and training capacity. Ultimately the Committee found the real issues were affordability to students, employers, and the community, and an accessible system of education and training that can adapt to the region's changing needs.

Notable data driving the Committee's recommendations include:

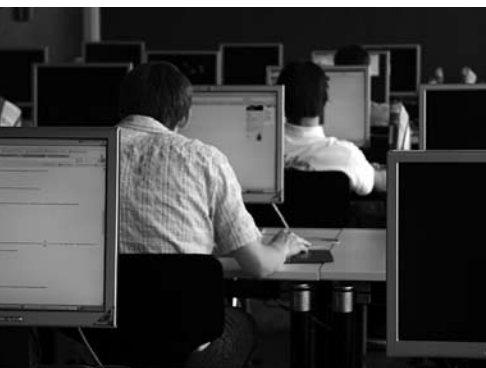
- In 2006, Erie's per capita income had decreased to 79.7 percent of the U.S. per capita income, the lowest point since 1969.¹
- The percent of adults in the U.S. 25 years and older in 2005 with an associate degree or less but some higher education was 27.4 percent for the U.S.² For Pennsylvania statewide, the figure was 22.3 percent, clearly below the U.S. average. However, even more disturbing is the fact that all the counties in NW PA fall below the statewide average, except for Mercer County (23.5%).³
- In the northwestern Pennsylvania (NW PA) region, 67 percent of high school graduates go on to college versus 72 percent for the state overall.
- College-bound graduates in NW PA are far less likely to enroll in a community college than graduates across Pennsylvania (2% v. 16%).⁴
- One study shows that a community college education increases earnings for workers by 31 percent (2007).⁵ Program completers increased earnings by \$6,628 immediately after graduation (pre-post).⁶ For community college students in Nebraska, every full time year attended increases earnings an average of \$4,188 per year.⁷
- From 1995 to 2000 nearly 27,000 people moved into Erie County during the five year period, but nearly 32,000 moved out for a net out migration of 1.7 percent (loss of 4,791).⁸

One study shows that a community college education increases earnings for workers by 31 percent.

As the Committee debated the strengths and weaknesses of various options, three basic concerns rose to the surface which became the driving arguments in favor of a stand-alone regional community college: **1) affordability to the student, 2) creating a centralized education and training system, and 3) having a structure in place that was first and foremost concerned with meeting the community's changing needs with regards to post-secondary training and education.**

In addition to the final recommendation to create a new, free-standing community college, the Committee includes the following recommendations and caveats to guide the region's work moving forward:

- This new school must remain flexible, even to the point that it may need to respond to the needs of each county or a specific community.
- The invitation must be extended at the onset to other northwest PA counties to participate.
- Even if no other counties participate, Erie County should move forward.
- "Industry advisory groups" should be created to keep the community college relevant and able to meet industry's changing needs.
- Program diversity is important; both academic and technical programs are needed.
- The region's data collection system relating to workforce development should be enhanced so that the community college can address community needs.



The Commonwealth's formal process to create a new community college includes receiving written approval by the Governor of Pennsylvania and assurance that the funding will be available, clearance of the application by the Pennsylvania Department of Education, and approval by the State Board of Education. The approval and start up process takes approximately two years. The last time a new community college was created in the state was in 1991.

The application is a complex and detailed document requiring careful planning and detailed projections of demand and enrollment over several years. Start-up funding will be required for preparation of the application, as well as for preliminary faculty and administrator contracts to prepare the college to open its doors.

The current Erie County Executive has pledged funding for start up and has proposed an initial business plan. It is hoped that the business community, through the Growth Partnership division of the Erie Regional Chamber and Growth Partnership will also play an important leadership role in advancing this issue from discussion to reality.

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Setting the Context

It is important to have a sense of the context within which the Gaps Analysis Committee operated.

Discussion about expanding post-secondary training and education opportunities had continued since the passage of the Pennsylvania Community Colleges Act of 1963.⁹ Conversation had intensified recently, as is evidenced by several different reports issued by economic development, workforce development and education groups within the region since 2003.¹⁰

- When the community colleges were created by statute in 1963, the original vision was for 28 colleges to serve every region of the state. Currently, Pennsylvania community colleges have 47 campus sites, 43 off-campus sites, and 93 other sites resulting in 42 of the state's 67 counties being served in some capacity.¹¹
- Erie (northwestern Pennsylvania) is one of five regions in the state with virtually no access to community colleges and has correspondingly low shares of workers with education beyond high school.¹²

When the Steering Committee was first convening in February 2007, The Erie Community Foundation was completing its work on a major study of poverty in the County. The study found that lower educational attainment always results in lower earnings/wages and higher rates of poverty, that per capita income in Erie is lagging the state and nation, and disparities between Erie, the state and nation are growing larger. Some of the most compelling facts brought to light by the Poverty Study include:¹³

- Income in Erie is growing more slowly than national rates, meaning that Erie County income is falling further behind the national income level. U.S. per capita income is \$36,307 compared to \$28,941 in Erie County.¹⁴
- Erie has continued to fall further and further behind the national average income level. After its peak of 96.6% of U.S. per capita income in 1974, Erie's per capita income has not kept pace with U.S. per capita income. After a slight rise in the late 1980s and early 1990s, it again resumed its slide relative to the national average.¹⁵
- In 2006, Erie's per capita income had decreased to 79.7% of the U.S. per capita income, the lowest point since 1969.¹⁶
- From 1989 until, 2000, the poverty rate in Erie was consistently below that of U.S. (and PA). From 2001 to 2005, Erie's poverty rate was either above or equal to that of the U.S. In 2004, the poverty rate was 1% higher than the poverty rate of the U.S. (13.7% compared to 12.7%).¹⁷

Erie (northwestern Pennsylvania) is one of five regions in the state with virtually no access to community colleges and has correspondingly low shares of workers with education beyond high school.

- In Erie County from 2000 to 2003, there was an 11% increase of individuals living in poverty.¹⁸
- In Erie County, approximately 62,407 individuals (23.5%) lived in households with incomes less than 150% of the poverty threshold. 150% of the poverty threshold equals an income of \$23,366 or less for a family of three and \$29,967 for a family of four.¹⁹

All data and outcomes on educational attainment indicate one prevailing conclusion: Erie and the NW PA region have comparatively low educational attainment. The region is experiencing educational attainment trends that can no longer be ignored:

All data and outcomes on educational attainment indicate one prevailing conclusion: Erie and the NW PA region have comparatively low educational attainment.

- For adults 25 years and older in 2005, the percent who have an associate degree or less but some higher education was 27.4% for the U.S.²⁰ For Pennsylvania statewide, the figure was 22.3%, clearly below the U.S. average. However, even more disturbing is the fact that all the counties in NW PA fall below the statewide average, except for Mercer County, which was 23.5%.²¹
- The facts demonstrate a significant number of students in Erie County and to a larger degree in Erie City are not pursuing higher education anywhere near the levels found in Allegheny and Butler Counties, where there are low cost community colleges.²²
- In the northwestern Pennsylvania (NW PA) region, 67% of high school graduates go on to college versus 72% for the state overall.
- College-bound graduates in NW PA are far less likely to enroll in a community college than graduates across Pennsylvania (2% v. 16%).²³
- Non-college bound graduates from NW PA most often choose to pursue careers in the military (17% v. 12%), and blue collar (21%) or service (20% v. 15%) sectors.²⁴

Poverty is highly correlated with inferior educational outcomes. Erie, on average, has lower levels of educational attainment than Pennsylvania and the U.S., which significantly impacts the community's economic development prospects. Conversely a community college education increases earnings.

- An Illinois community college education increases earnings for workers by 31% (2007).²⁵
- Illinois community college graduates employed full-time averaged \$32,369 in annual earnings after completing their programs of study. This represents about 250 percent of the state's minimum wage.²⁶ Program completers increased earnings by \$6,628 immediately after graduation (pre-post).²⁷
- For community college students in Nebraska, every full time year attended increases earnings an additional \$4,188 per year.²⁸

Compounding concerns about declining income, increases in poverty, and lagging educational attainment is the concern about brain drain in the region. Erie County continues to lose population. During the five year period from 1995 to 2000 nearly 27,000 moved into Erie County, but nearly 32,000 moved out for a net migration (loss of 4,791) of 1.7 percent.²⁹ A study of Penn State Behrend students indicated that 260 of the 960 Erie County students graduating between 1994 and 2002 no longer resided in the county in 2003; this represents a 27 percent "brain drain" of Erie County residents attending a local college.

Compounding concerns about declining income, increases in poverty, and lagging educational attainment is the concern about brain drain in the region. Erie County has recently lost population.



Assessing the Options

Before any options could be objectively and uniformly assessed, it was critical to establish evaluation criteria. During the discussions between February and July 2007, several criteria and design principles rose to the surface. Each option brought forward was a potential solution to the three major goals – **1) meeting the current and future needs of the region’s employers, 2) improving educational attainment levels and household income in the region, and 3) making the region a more attractive place for companies to locate** – was evaluated by the following criteria.

- 1. Brain Gain:** the attraction and retention of trained and talented individuals to the region, as expressed in the number and educational attainment of individuals age 25-64;
- 2. Flexible:** the ability to adapt to changing demand and changing circumstances to meet the unpredictable needs of the future;
- 3. Low-cost:** affordable to individuals in the lower quintiles of household incomes. Community college tuition and fees across Pennsylvania average \$2,850 per year. This served as the benchmark for assessing each option;
- 4. Portable:** the classes taken are for credit, are transferable to other institutions, and build towards a portable, nationally recognized certificate or associate degree;
- 5. Geography:** the physical location and public transportation to the location of the education and training must be accessible to many parts of the region. In New York, community colleges typically serve a 50 mile radius;
- 6. Quality:** the education and training meet quality standards set by state or regional accrediting bodies;
- 7. Permanency:** the solution is structured to be sustainable over several generations;
- 8. Branded Product:** the solution can be packaged as a recognizable, valuable, easily described product the region has to offer that inspires residents and non-residents to take advantage of the product;
- 9. Economic Development Tool:** the solution has successfully been leveraged in other communities to attract and grow businesses;
- 10. Cost to the Community:** the solution optimizes the community’s financial contribution through state matching funds and/or directly affects the greatest possible number of individuals;
- 11. Alignment with State Requirements to Qualify for State Post-secondary Matching Funds:** the solution meets the criteria outlined in Pennsylvania statute and rule to qualify for state funding as a community college.

Description of Options

The options for expanded post-secondary education and training included in this section surfaced through the Committee's work, and during individual interviews with regional stakeholders conducted in July and August. The list of interviewees can be found in the appendix of the full report.

Option 1: Challenge local colleges and universities to better serve the region.

There are five colleges, several proprietary schools and other miscellaneous training providers in the region. One recommendation is to leverage the existing capacity by creating some means for them to pool their existing expertise and capacity to better meet the needs of the region in terms of post-secondary education and training. In other states, the formalized version of this is a multi-institutional teaching center that is governed by a board separate from the individual participating institutions but with representatives from each.

Whatever form this potential collaboration takes, it cannot duplicate the operational structure of the Northwest Pennsylvania Technology Institute, where courses were offered through contracts with existing providers, making NPTI a "community college without walls." The major weaknesses with this model have been identified and are well-documented.

Option 2: Help PMI move north.

PMI – Precision Manufacturing Institute – is a private non-profit technical training institute accredited under the Accrediting Commission of Career Schools and Colleges of Technology (ACCSC). PMI was started 20 years ago by a group of businesses who needed help with training. The businesses felt they could not wait two years for students to complete associate degrees and were looking for an accelerated program. At present PMI has 29 articulation agreements with high schools and colleges in the region. Students can earn up to nine credits from high school and apply those credits to a two- or four-year degree. Students must have a high school diploma or GED to be admitted to PMI. PMI serves mostly adult students, with the split between day and night classes about even. The majority of PMI's students come from within a 40-mile radius of the City of Meadville in Crawford County.



Option 3: **A Regional (Multi-County) Branch Campus Model.**

In July 2006, the Erie County Technical School released a proposal to create a technical community college for northwest Pennsylvania to fill the void for public associate degree technical training in the region. School districts would serve as local sponsors and provide in-kind contributions of staff and facilities through each of the six career technical centers across the seven counties. The Erie City School District would also be welcomed. The governing board of the college would be a 15-member Board of Trustees as called for in PA Public School Code. Membership would represent a cross section of the region as well as business, industry and education. The proposed college does not include a central hub, but instead would operate through a series of branch campuses. It is envisioned as a system rather than a college.

Option 4: **A New, Free-Standing Community College.**

This option is the classic vision most people have when they hear the term “community college.” Under an independent governing board, community colleges serve the multiple missions of: 1) academics, such as core curriculum transferable to four-year bachelor degree programs; 2) non-credit customized job training for local employers on a fee basis and non-credit courses of interest to residents (for example, remedial classes, conversational French); and 3) certified associate degree and certificate programs based on course credits that are transferable to other programs and institutions. An independent community college would derive one-third of its funding from local sponsors, one-third from the Commonwealth, and one-third through student tuition and fees.

Option 5: **Enhance Supportive Services (Child Care/Transportation) and Financial Aid (Vouchers) to Attend Existing Providers.**

Improved accessibility to existing training and education opportunities is a recurrent theme in discussions of whether or not northwest Pennsylvania needs a community college. Accessibility has many facets: affordability, cultural access, geographic proximity, and the time to spend away from other responsibilities, such as child care and work. One option to improving accessibility is not to add to the current training and education capacity, but to provide vouchers or financial aid as well as supportive services such as child care and transportation.

Option 6: **Help Mercyhurst NE Fulfill the Role of a Community College.**

One option that has been discussed in previous years and mentioned in local interviews is to convert Mercyhurst North East (NE) to a public community college. This would require agreement by Mercyhurst College to divest Mercyhurst NE as well as agreement by the state to accept the conversion. It is important to note that no support for this option has been expressed by the current administrators of Mercyhurst College.

Mercyhurst NE offers 17 associate degree programs and seven certificate programs, with an enrollment of 900 students at the campus in North East, Pa., about 20 miles northeast of downtown Erie. Assistance to drive the costs of these programs down to the cost of community college tuition was discussed.

Option 7: **Invite Existing Community College to the Region.**

Butler Community College, at one time, taught courses in Erie County at McDowell High School. Harrisburg Area Community College is present in multiple counties. While there have been previous discussions around Jamestown Community College (NY) expanding into the area, funding issues become very complicated when a state-funded institution crosses state lines. However, each of these options carries the common theme of inviting an existing public community college to expand into the region rather than create a new community college. The expansion would be a branch campus under the governance of the main campus, would probably charge the same tuition and fees, fall under the main campus' accreditation, and share funding with the main campus while being subject to the budget and program decisions of the main campus.

A recurrent theme in discussions has been that NW PA needs a community college to improve accessibility to post-secondary education and training.



Narrowing the Options

After reviewing the options, the Committee met September 28, 2007 to formulate its recommendations. First, the Committee reviewed the list of seven options and determined that four options should be removed from further consideration. The following summarizes the reasons these options were dismissed.

Challenge local colleges and universities to better serve the region.

- The existing colleges have had many years to consider ways in which to better serve the region's education and training needs, but they have not embraced that as an integral part of their missions.
- This does not allow the region to attract matching governmental funds from the Commonwealth.
- The focus of this option is academic based not skill based.
- This option fails to address the cost issue.

Help PMI move north.

- PMI's training is too focused on certain types of training and industry; it does not address the breadth of regional training needs.
- This option fails to meet the affordability criteria for students.
- No matching funds can be obtained for this option.
- This option fails to meet the test of portability.

Enhance Supportive Services (Child Care/Transportation) and Financial Aid (Vouchers) for Students to Attend Existing Providers.

- Cost to the community is too high for the results.
- The region already has a strong social service system, but it's not fully utilized.
- Schools are very successful in putting together financial aid pieces; this option doesn't appear to add much value.

- Decentralized systems of financial aid and support services fail to solve the problem of creating a centralized solution.
- This solution fails to provide flexible post-secondary education and training offerings.
- Enhanced support services fail to address the gaps in existing curriculum.
- State funding cannot be leveraged through this option.
- Financial aid would be more expensive and serve fewer people than investing in a community college. Expanding support services doesn't address the needs of the region, but it could be added to the recommended option. It is not a stand-alone option.

Help Mercyhurst NE Fulfill the Role of a Community College.

- The cost of compensating Mercyhurst for the loss of their assets is a significant concern.
- There is significant reluctance to interfere with the success of Mercyhurst NE.
- This is not perceived as a solution in and of itself.



Top Three Options

The Committee proceeded to debate the merits of the remaining three options: a regional (multi-county) branch campus model, invite an existing community college to create a presence in the region, or a new, free-standing community college. **The Committee quickly came to a unanimous agreement that, with caveats, a new, free-standing regional community college was the best option for the region and the one they would recommend.**

The Committee's discussion of each option is summarized below.

Adopt a Regional (Multi-County) Branch Campus Model

The Multi-County Branch Campus Model (using existing Career Technical Centers as a base) had major strengths in the eyes of Committee members, namely, existing facilities, a tight weld between secondary and post-secondary education (high school students can be captured into a continuing program), and a comprehensive scope of service from a geographic perspective.

The concerns that were raised with this option include:

- There was a strong concern among members that the school districts could not or would not sponsor this model (i.e. pay for it), especially since it would probably require a separate tax levy. It was pointed out that recently the Erie School District was unable to win the levy they needed to handle \$150 million in building needs.
- Mixing adult students with high school students could be problematic. One member explained that as far as security goes, schools are doing dual enrollment at colleges—so those students are “mixing” with adults. However, could the community overcome the perceived issues of bringing adults into a high school setting and could such a program overcome recently graduated high school students’ reluctance to return to their high school venue as a means for continuing their education?
- Lack of Middle States accreditation—the programs would need to obtain this accreditation to be transferable to other colleges and to be eligible for state funding.
- Ultimately, this model was trying to keep costs down because of existing facilities. But facility costs are not the largest cost component; 75% of costs will be personnel costs.
- The school district sponsorship model complicates the governance structure. Too many school districts involved precludes flexibility—if the college has to respond quickly to make programming changes, it would require too much time to go back to several different school districts for approval.
- Such a model is too technical and does not offer any academic programming.
- Capacity could be an issue since there needs to be room for at least 500 new enrollees. It was noted the smallest community college operating in the state has at least 1,000 enrollees.
- This option did not address the need to easily access a centralized system, since there was no “home” campus or site; all the campuses would be branch campuses.

This option did not address the need to easily access a centralized system, since there was no “home” campus or site; all the campuses would be branch campuses.

2 Invite Existing Community College to Create Presence in the Region

An appealing aspect of having a host community college create a full branch campus in the region is that the state picks up 1/3 of the cost while students pick up 2/3 of the costs. There is no obligation on the part of the community to make a financial contribution to the branch campus. The community would also not have to start from scratch to create the necessary programs and administrative structure, or obtain the accreditation required for state funding. This is also a reasonable way to test the level of demand for community college programs in the region without making a full-scale commitment to a stand-alone college.

The concern, which clearly resonated across the Committee's membership, was the issue of governance, mission and accountability of a branch campus. Members worried that the programming would not be focused on, and responsive to, the needs of this region. Instead, budgetary considerations of the host community college would outweigh local community concerns.

Ultimately, the Committee decided that accountability to a different region of the state was too much of a weakness for the branch campus concept to overcome. The Committee discussed the option of requesting seats on the home college's governing board, but in the end the Committee felt the governance of an operation is of critical importance and should not be outsourced.

3 Create a New, Free-standing Community College

"We're the fourth largest community in the state, we don't have a community college and we need one." This was one of the emphatic statements from the Steering Committee in discussing which option to recommend.

It was agreed that Erie County should be the lead county in developing a community college. The Committee also made it very clear that the new community college had to be regional in scope and that other counties in the region should be invited to participate in the planning, creation, and sponsorship of a new community college. In fact, calling it Northwest PA Community College encapsulated the vision the Committee endorsed. The Committee also was very supportive of creating branch campuses or sites across the region.

Once the Committee reached its recommendation for a free standing community college, Erie County Executive Mark DiVecchio laid out highpoints of a draft business plan for his vision of a Northwest PA Community College. In the County Executive's plan, start-up funding would be in the form of a loan from Erie County for \$500,000 to sustain administrative costs for the first two years. It will be paid back starting in 2011. The plan contains a list of potential programs, mainly academic. The plan proposes that all other programs (mainly technical) will be done off site by other providers.

"We're the fourth largest community in the state, we don't have a community college and we need one."

The Committee believes the DiVecchio plan should be used as a starting point for further community debate and discussion prior to submission or application to the State Department of Education.

The Final Decision

Recommendation

The final recommendation of the Committee is to create a Northwest PA Community College as a free standing institution with the invitation to other counties to co-sponsor with Erie, and with the opportunity to have branch campuses. There are no requirements for other counties to participate. If they do not, the tuition rates for their residents would be different.

Next Steps

The Erie County Executive developed a preliminary business plan for a new, free-standing community college to service northwest Pennsylvania. This plan should be widely circulated and used as a starting point for discussion and debate. After gathering and considering appropriate input, the County Executive, in collaboration with Erie County Council, should retain a highly qualified consultant to assist in the preparation of an application for consideration by the Pennsylvania Department of Education for creation of a Northwest PA Community College. This application should reflect input from business and civic leaders and other stakeholders to ensure the region's education and training needs are adequately addressed.

This process should begin immediately and move at a deliberate pace.

It is no longer an option to do nothing.

End Notes

- 1 The ERIE Guide to the Erie Economy: ERIE, 2007, p. 15.
- 2 2005 American Community Survey, issued August 2006. http://www.census.gov/acs/www/2005_acs_data_briefs.htm .
- 3 See the Educational Attainment table in the Appendices. Data for most counties comes from the 2005 American Community Survey except where indicated.
- 4 Northwest Pennsylvania Lake Erie Region, State of the Region: Update 2003. NW PA WIB, 2004.
- 5 Illinois Community College Board at www.iccb.org.
- 6 Illinois Community College Board at www.iccb.org.
- 7 Robison and Chistophersen, 2004: The Socioeconomic Benefits Generated by Metropolitan Community College.
- 8 The ERIE Guide to the Erie Economy.
- 9 Act 484, Statutes of 1963.
- 10 See "Inventory of Reports" in the Appendices.
- 11 Statement of Diane Bosak, Executive Director, Pennsylvania Commission for Community Colleges, before the House Education Committee, May 10, 2007 in Erie, PA in re: Technical College programs (House Bill 965).
- 12 Investing in Pennsylvania's Families: Economic Opportunity for All (2007) Pathways PA and The Keystone Research Center.
- 13 "Talking Points," The High Cost of Poverty: It Affects Us All, Presented to Erie Growth Partnership, September 27, 2007, Amy Cuzzola-Kern, Ph.D. Study was completed April 2007.
- 14 The ERIE Guide to the Erie Economy: ERIE, 2007, p. 13.
- 15 The ERIE Guide to the Erie Economy: ERIE, 2007.
- 16 The ERIE Guide to the Erie Economy: ERIE, 2007, p. 15.
- 17 The ERIE Guide to the Erie Economy: ERIE, 2007.
- 18 From The High Cost of Poverty: It Affects Us All, Community Connections, ECF 2007.
- 19 From The High Cost of Poverty: It Affects Us All, Community Connections, ECF 2007.
- 20 2005 American Community Survey, issued August 2006. http://www.census.gov/acs/www/2005_acs_data_briefs.htm .
- 21 See the Educational Attainment table in the Appendices. Data for most counties comes from the 2005 American Community Survey except where indicated.
- 22 A Report on the Educational Attainment of Erie City's Population 25 Years and Older as Reported in the 2000 Census and the Implications of Data for the creation of an Erie County Community College. Prepared for Erie County Executive Mark DiVecchio, July 27, 2007.
- 23 Northwest Pennsylvania Lake Erie Region, State of the Region: Update 2003. NW PA WIB, 2004.
- 24 Northwest Pennsylvania Lake Erie Region, State of the Region: Update 2003. NW PA WIB, 2004.
- 25 Illinois Community College Board at www.iccb.org.
- 26 Illinois Community College Board at www.iccb.org.
- 27 Illinois Community College Board at www.iccb.org.
- 28 Robison and Chistophersen, 2004: The Socioeconomic Benefits Generated by Metropolitan Community College.
- 29 The ERIE Guide to the Erie Economy.

A full report is available online at www.eriecommunityfoundation.org



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