

APPENDIX A

National Center for Education Statistics

IPEDS Data Center

Edinboro University of Pennsylvania

UnitID 212160
OPEID 00332100
Address 219 Meadville Street, Edinboro, PA, 16444-0001
Web Address www.edinboro.edu/

Institution Characteristics

General information: Academic year 2015-16

UnitID	212160
Name	Edinboro University of Pennsylvania
City	Edinboro
State	PA
Web Address	www.edinboro.edu/
OPEID	00332100
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Public
Level	Four or more years
Institution Category	Degree-granting, primarily baccalaureate or above
Carnegie Classification	Master's Colleges & Universities: Larger Programs
Award levels	Less than one year certificate
	Associate's degree
	Bachelor's degree
	Postbaccalaureate certificate
	Master's degree
Religious Affiliation	Not applicable
Calendar System	Semester
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	Town: Fringe
Distance Learning	Offers undergraduate courses and/or programs

Admissions and Test Scores

Number of applicants, admissions, and students enrolled: Fall 2015

	Number applied	Number admitted	Number enrolled Full-time	Part-time
Total	3,509	3,358	1,191	20
Men	1,404	1,328	514	9
Women	2,105	2,030	677	11

Percentile test scores of first-time degree/certificate-seeking undergraduate students: Fall 2015

SAT	25th percentile	75th percentile
Critical Reading	430	530
Math	420	520
Writing	400	500

Percent submitting SAT scores: 82%

ACT	25th percentile	75th percentile
Composite	17	23
English	15	22
Math	16	23
Writing		

Percent submitting ACT scores: 29%

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2015-16

Published tuition and required fees	
In-state	\$9,536
Out-of-state	\$10,176
Books and supplies	\$1,000
On-campus room and board	\$10,166
On-campus other expenses	\$2,150
Off-campus (not with family) room and board	\$10,600
Off-campus (not with family) other expenses	\$2,200
Off-campus (with family) other expenses	\$2,500
Total Cost	
On-campus, in-state	\$22,852
On-campus, out-of-state	\$23,492
Off-campus (not with family), in-state	\$23,336
Off-campus (not with family), out of state	\$23,976
Off-campus (with family), in-state	\$13,036
Off-campus (with family), out-of-state	\$13,676

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	In-state	Out-of-state
Undergraduate	\$9,536	\$10,176
Graduate	\$10,769	\$15,881

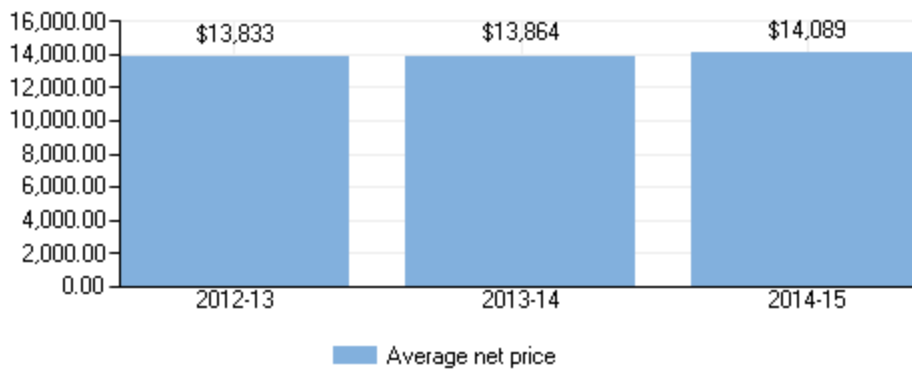
Student Financial Aid

Student Financial Aid, 2014-15

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	71%	\$6,104
Pell grants	48%	\$4,108
Federal student loans	77%	\$6,886
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	94%	
Grants or scholarship aid	76%	\$6,337
Federal grants	54%	\$4,398
Pell grants	53%	\$4,266
Other federal grants	18%	\$608
State or local grants and scholarships	50%	\$2,926
Institutional grants and scholarships	38%	\$2,517
Student loan aid	84%	\$7,374
Federal student loans	84%	\$6,093
Other student loans	10%	\$10,435

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid: 2012-13 - 2014-15

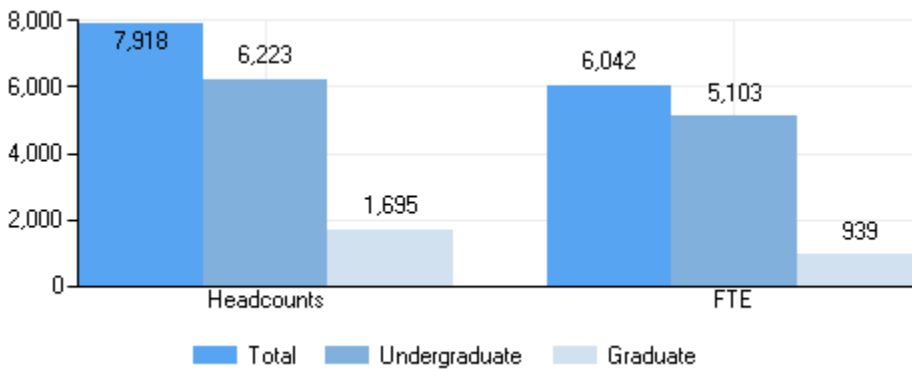


Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded Title IV aid, by income: 2012-13 - 2014-15

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$12,161	\$11,716	\$12,237
\$30,001 - \$48,000	\$13,215	\$12,621	\$12,862
\$48,001 - \$75,000	\$16,060	\$15,607	\$15,506
\$75,001 - \$110,000	\$18,691	\$18,677	\$19,008
\$110,001 and more	\$19,182	\$19,135	\$19,505

Enrollment

Unduplicated 12-month headcount and total FTE, by student level: 2014-15

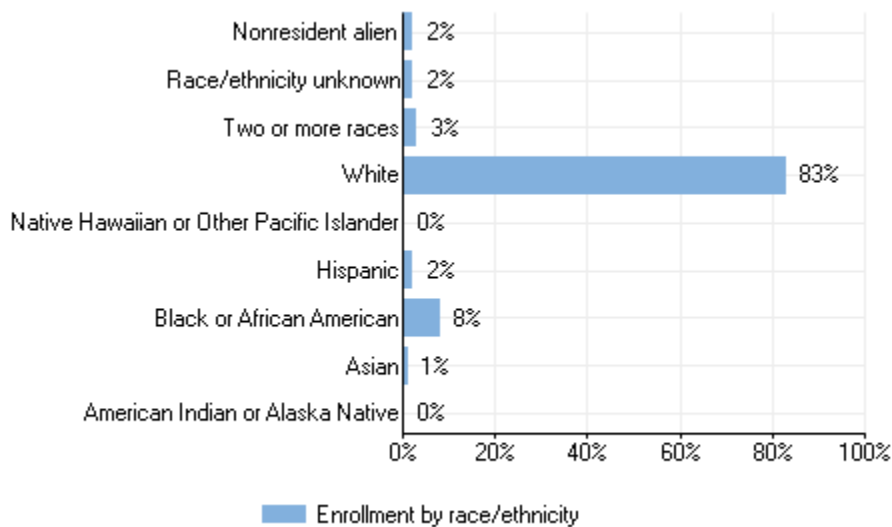


Enrollment by gender, student level, and full- and part-time status: Fall 2015

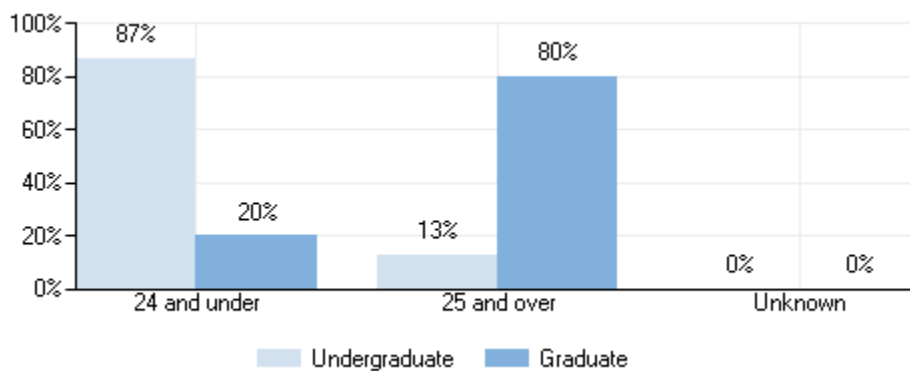
	Total	Men	Women
All students	6,548	2,507	4,041
Undergraduate	5,246	2,218	3,028
Degree/certificate seeking	5,141	2,164	2,977
First-time	1,219	527	692
Transfer-ins	310	149	161
Continuing	3,612	1,488	2,124
Nondegree/certificate seeking	105	54	51
Graduate	1,302	289	1,013
Full-time students	5,300	2,104	3,196
Undergraduate	4,732	1,983	2,749
Degree/certificate seeking	4,723	1,979	2,744
First-time	1,196	515	681
Transfer-ins	270	127	143

Continuing	3,257	1,337	1,920
Nondegree/certificate seeking	9	4	5
Graduate	568	121	447
Part-time students	1,248	403	845
Undergraduate	514	235	279
Degree/certificate seeking	418	185	233
First-time	23	12	11
Transfer-ins	40	22	18
Continuing	355	151	204
Nondegree/certificate seeking	96	50	46
Graduate	734	168	566

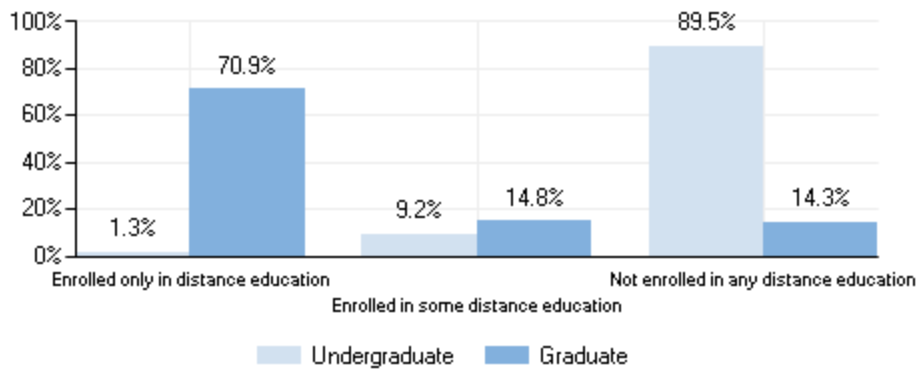
Percent of all students enrolled, by race/ethnicity: Fall 2015



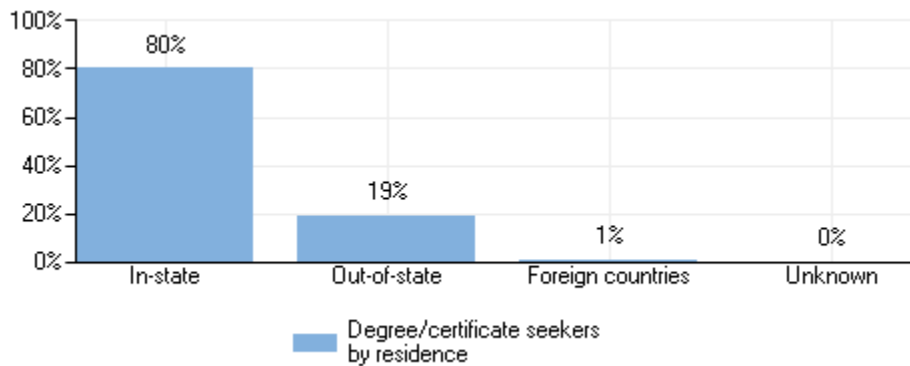
Percent of all students enrolled, by age: Fall 2015



Enrollment by distance education: Fall 2015

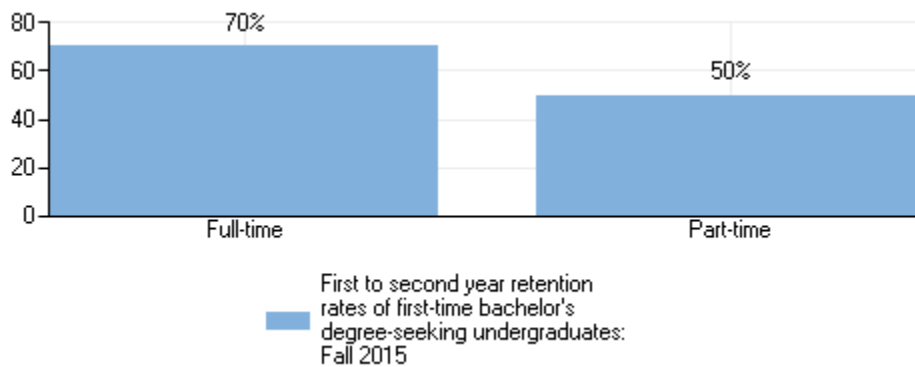


Residence of first-time degree/certificate-seeking undergraduates: Fall 2015

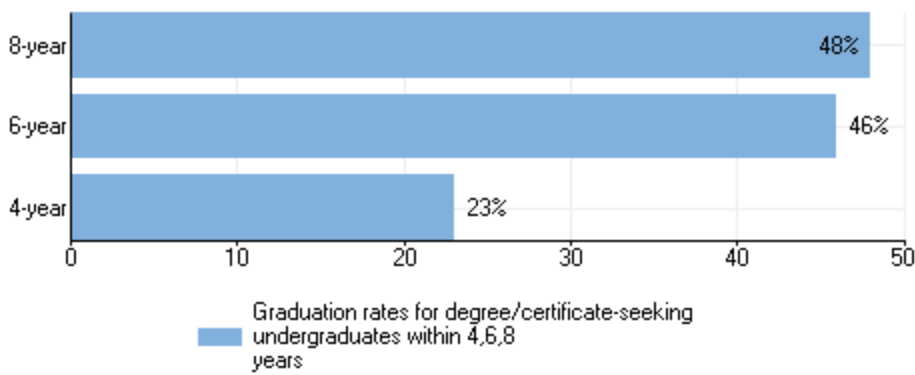


Retention and Graduation

First to second year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2015



Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2009 cohort

	Rate
Overall graduation rates	
Total	44%
Men	40%
Women	47%
American Indian or Alaska Native	33%
Asian	31%
Black or African American	24%
Hispanic or Latino	46%
Native Hawaiian or Other Pacific Islander	
White	46%
Two or more races	0%
Race/ethnicity unknown	11%
Nonresident alien	0%

Transfer out-rate

Graduation rates are based on the student's completion status as of August 31, 2015.

Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2014 - June 30, 2015

Total Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	9	38	91	1,031	423	0	0	0
American Indian or Alaska Native	0	0	0	0	1	0	0	0
Asian	0	0	0	12	4	0	0	0
Black or African American	1	2	10	56	28	0	0	0
Hispanic or Latino	0	0	2	20	4	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	2	0	0	0	0
White	8	36	75	904	376	0	0	0
Two or more races	0	0	2	16	0	0	0	0
Race/ethnicity unknown	0	0	1	3	6	0	0	0
Nonresident alien	0	0	1	18	4	0	0	0
Men Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	4	13	40	401	82	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	10	1	0	0	0
Black or African American	1	1	4	28	4	0	0	0
Hispanic or Latino	0	0	1	15	0	0	0	0
	0	0	0	1	0	0	0	0

Native Hawaiian or Other Pacific Islander								
White	3	12	33	325	73	0	0	0
Two or more races	0	0	0	9	0	0	0	0
Race/ethnicity unknown	0	0	1	2	3	0	0	0
Nonresident alien	0	0	1	11	1	0	0	0
Women								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	5	25	51	630	341	0	0	0
American Indian or Alaska Native	0	0	0	0	1	0	0	0
Asian	0	0	0	2	3	0	0	0
Black or African American	0	1	6	28	24	0	0	0
Hispanic or Latino	0	0	1	5	4	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	1	0	0	0	0
White	5	24	42	579	303	0	0	0
Two or more races	0	0	2	7	0	0	0	0
Race/ethnicity unknown	0	0	0	1	3	0	0	0
Nonresident alien	0	0	0	7	3	0	0	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	9	38	91	1,031	423	-	-	-
Natural Resources and Conservation	-	-	-	4	-	-	-	-
Area, Ethnic, Cultural, Gender, and Group Studies	-	-	-	1	-	-	-	-
Communication, Journalism, and Related Programs	-	-	-	52	21	-	-	-
Computer and Information Sciences and Support Services	-	-	4	26	-	-	-	-
Education	9	26	24	103	263	-	-	-
Engineering Technologies and Engineering-related Fields	-	-	15	-	-	-	-	-
Foreign Languages, Literatures, and Linguistics	-	-	-	5	-	-	-	-
English Language and Literature/Letters	-	-	-	27	-	-	-	-
Liberal Arts and Sciences, General Studies and Humanities	-	-	16	80	-	-	-	-
Biological and Biomedical Sciences	-	-	-	29	3	-	-	-
Mathematics and Statistics	-	-	-	13	-	-	-	-
Multi/Interdisciplinary Studies	-	12	-	-	-	-	-	-
Parks, Recreation, Leisure and Fitness Studies	-	-	-	65	-	-	-	-
Philosophy and Religious Studies	-	-	-	3	-	-	-	-
Physical Sciences	-	-	-	30	-	-	-	-
Psychology	-	-	-	71	15	-	-	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	-	-	9	67	-	-	-	-
	-	-	5	32	75	-	-	-

Public Administration
and Social Service
Professions

Social Sciences	-	-	-	73	10	-	-	-
Visual and Performing Arts	-	-	-	139	17	-	-	-
Health Professions and Related Programs	-	-	6	113	19	-	-	-
Business, Management, Marketing, and Related Support Services	-	-	12	87	-	-	-	-
History	-	-	-	11	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

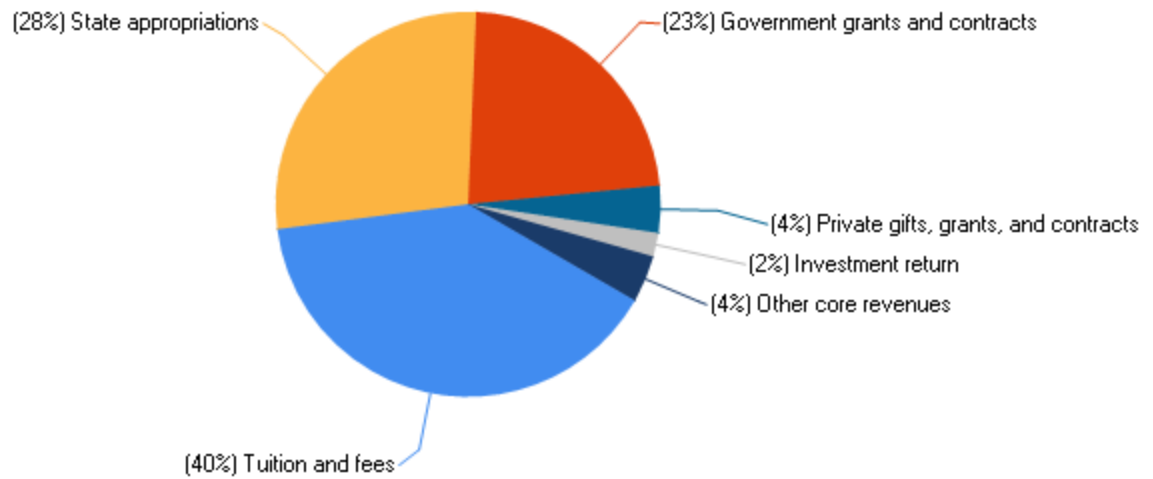
Occupational category	Total	Full-time	Part-time
All staff	754	660	94
Instructional Staff	354	286	68
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	17	16	1
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	7	7	0
Library Technicians	10	9	1
Student and Academic Affairs and Other Education Services	0	0	0
Management	29	29	0
Business and Financial Operations	82	80	2
Computer, Engineering, and Science	12	12	0
Community Service, Legal, Arts, and Media	39	30	9
Healthcare Practitioners and Technical	13	7	6
Service Occupations	93	88	5
Sales and Related Occupations	0	0	0
Office and Administrative Support	75	75	0
Natural Resources, Construction, and Maintenance	32	32	0
Production, Transportation, and Material Moving	8	5	3
Graduate Assistants	-	-	126
Graduate Assistants Teaching	-	-	0
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	4
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	7
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	92
Graduate Assistants Library and Instructional Support	-	-	0
Graduate Assistants Healthcare Practitioners and Technical	-	-	23

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	286	286	0	0
With faculty status	286	286	0	0
Tenured	197	197	0	0
On tenure track	42	42	0	0
Not on tenure track	47	47	0	0
Multi-year contract	5	5	0	0
Annual contract	42	42	0	0
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

Finance

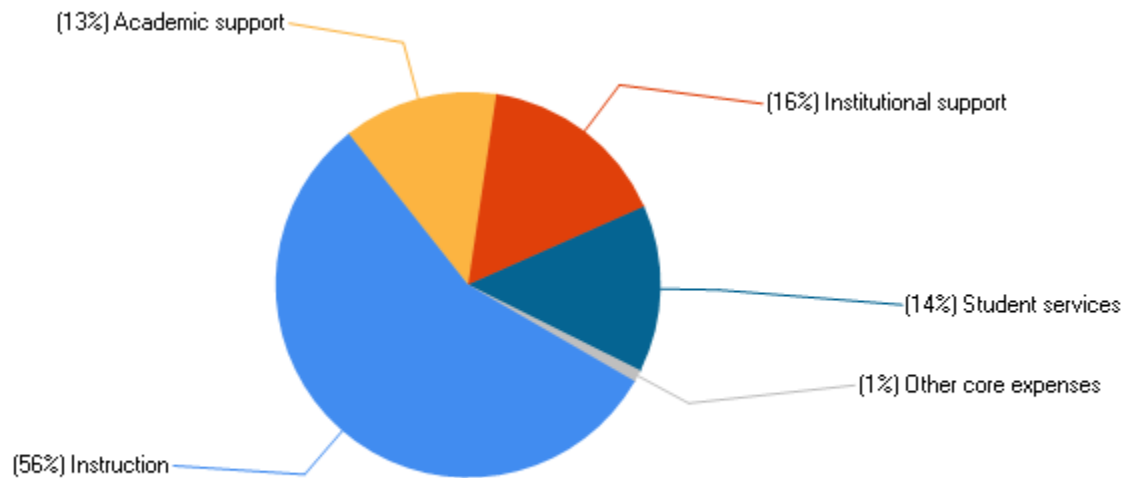
Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$6,130
State appropriations	\$4,251
Local appropriations	\$0
Government grants and contracts	\$3,430
Private gifts, grants, and contracts	\$606
Investment return	\$242
Other core revenues	\$555

Percent distribution of core expenses, by function: Fiscal year 2015



Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$9,172
Research	\$17
Public service	\$9
Academic support	\$2,129
Institutional support	\$2,643
Student services	\$2,327
Other core expenses	\$122

National Center for Education Statistics

IPEDS Data Center

Fortis Institute-Erie

UnitID	216418
OPEID	03010800
Address	5757 W 26th St, Erie, PA, 16506-1013
Web Address	www.fortis.edu

Institution Characteristics

General information: Academic year 2015-16

UnitID	216418
Name	Fortis Institute-Erie
City	Erie
State	PA
Web Address	www.fortis.edu
OPEID	03010800
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Private for-profit
Level	At least 2 but less than 4 years
Institution Category	Degree-granting, associate's and certificates
Carnegie Classification	Associate's Colleges: High Career & Technical-High Traditional
Award levels	Less than one year certificate One but less than two years certificate Associate's degree
Religious Affiliation	Not applicable
Calendar System	Other academic year
Reporting Method	Student charges for full academic year and full-year GR/SFA/retention rate cohort
Campus Setting	Suburb: Midsize
Distance Learning	Offers undergraduate courses and/or programs

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2015-16

Published tuition and required fees	\$13,062
Books and supplies	\$1,668
Off-campus (not with family) room and board	\$9,396
Off-campus (not with family) other expenses	\$5,094
Off-campus (with family) other expenses	\$2,691
Total Cost	
Off-campus (not with family)	\$29,220
Off-campus (with family)	\$17,421

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	Tuition and required fees
Undergraduate	\$13,062
Graduate	

Student Financial Aid

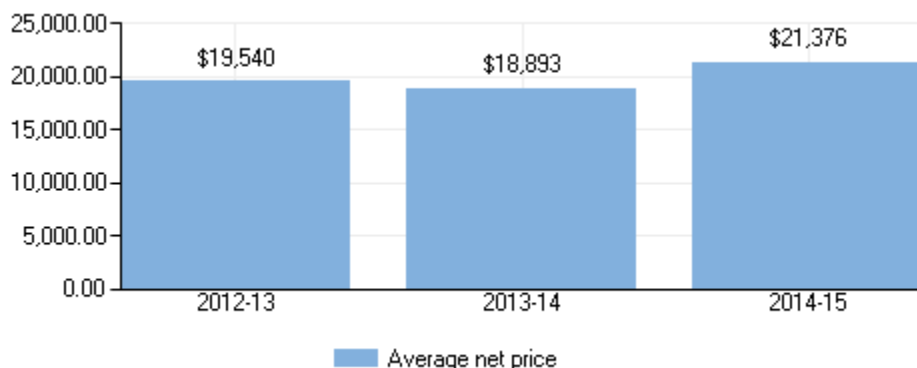
Student Financial Aid, 2014-15

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	88%	\$6,254
Pell grants	82%	\$4,381

Federal student loans	74%	\$7,459
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	92%	
Grants or scholarship aid	89%	\$6,092
Federal grants	86%	\$4,967
Pell grants	86%	\$4,869
Other federal grants	78%	\$109
State or local grants and scholarships	35%	\$3,237
Institutional grants and scholarships	0%	
Student loan aid	86%	\$8,624
Federal student loans	86%	\$7,999
Other student loans	3%	\$19,992

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2012-13 - 2014-15

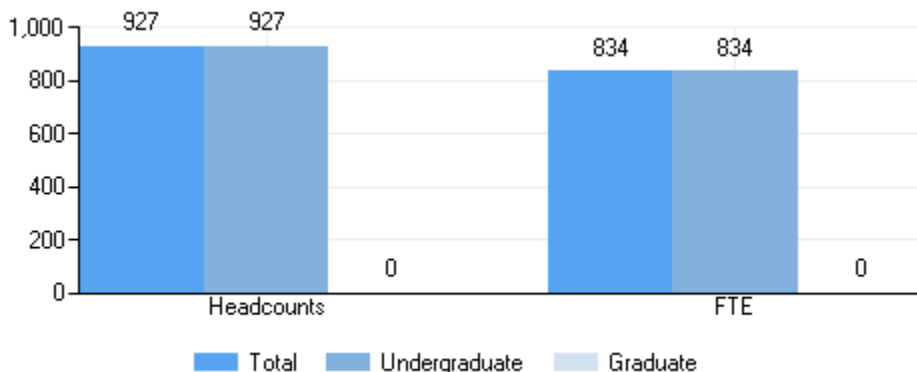


Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded Title IV aid by income: 2012-13 - 2014-15

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$19,676	\$18,778	\$21,745
\$30,001 - \$48,000	\$18,907	\$19,566	\$20,413
\$48,001 - \$75,000	\$21,500	\$17,115	\$20,301
\$75,001 - \$110,000	\$25,690	\$25,425	\$22,931
\$110,001 and more	\$24,937	\$26,074	\$0

Enrollment

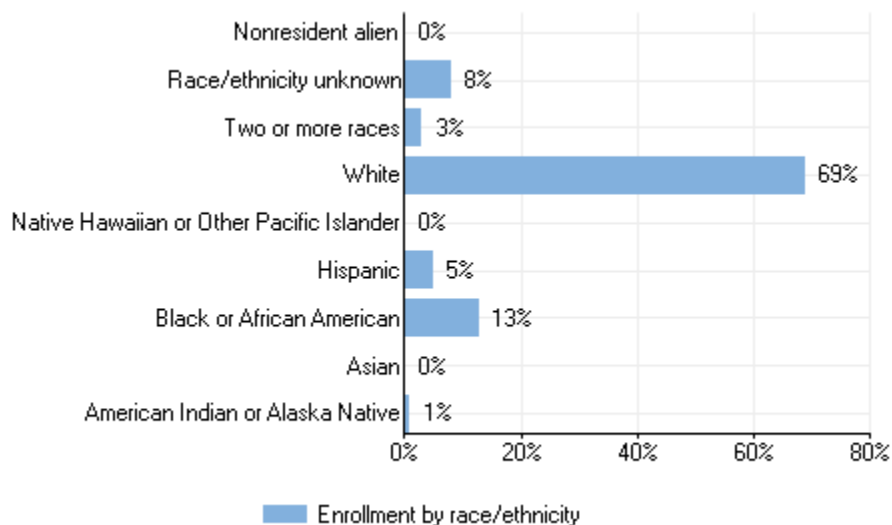
Unduplicated 12-month headcount and total FTE, by student level: 2014-15



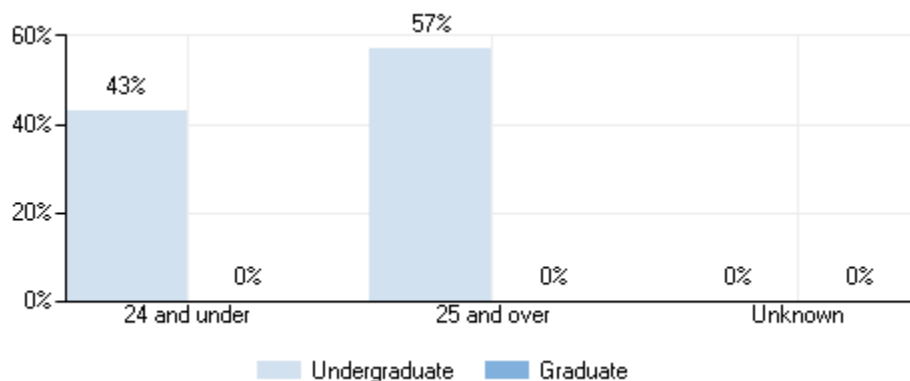
Enrollment by gender, student level, and full- and part-time status: Fall 2015

	Total	Men	Women
All students	548	225	323
Undergraduate	548	225	323
Degree/certificate seeking	548	225	323
First-time	78	29	49
Transfer-ins	53	24	29
Continuing	417	172	245
Full-time students	346	144	202
Undergraduate	346	144	202
Degree/certificate seeking	346	144	202
First-time	78	29	49
Transfer-ins	18	5	13
Continuing	250	110	140
Part-time students	202	81	121
Undergraduate	202	81	121
Degree/certificate seeking	202	81	121
Transfer-ins	35	19	16
Continuing	167	62	105

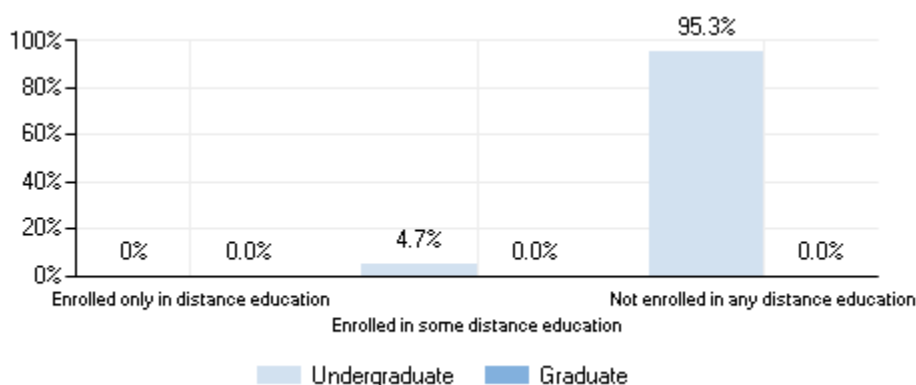
Percent of all students enrolled, by race/ethnicity: Fall 2015



Percent of all students enrolled, by age: Fall 2015

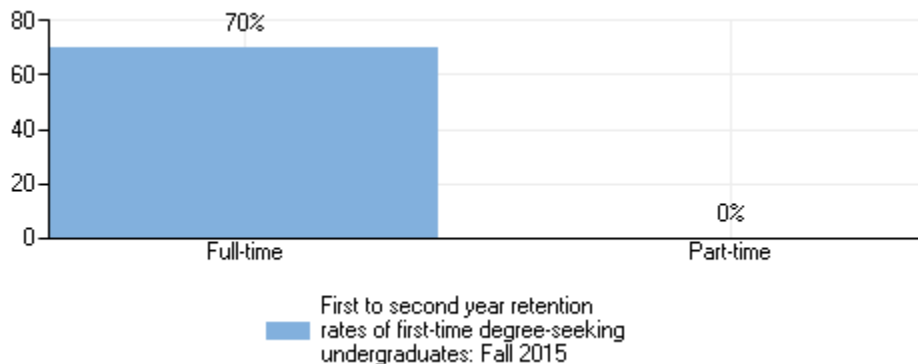


Enrollment by distance education: Fall 2015

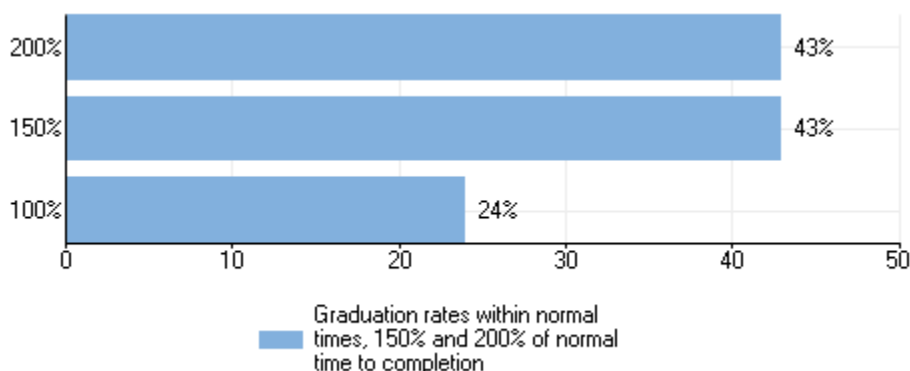


Retention and Graduation

First to second year retention rates of first-time degree-seeking undergraduates: Fall 2015



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2011 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2012 cohort

	Rate
Overall graduation rates	
Total	39%
Men	38%
Women	40%

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's	research/scholarship	Doctor's professional practice	Doctor's other
Grand total	104	-	187	-	-	-	-	-	-
Communication, Journalism, and Related Programs	-	-	9	-	-	-	-	-	-
Computer and Information Sciences and Support Services	-	-	6	-	-	-	-	-	-
Personal and Culinary Services	28	-	9	-	-	-	-	-	-
Legal Professions and Studies	-	-	3	-	-	-	-	-	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	-	-	23	-	-	-	-	-	-
Construction Trades	0	-	6	-	-	-	-	-	-
Mechanic and Repair Technologies/Technicians	28	-	4	-	-	-	-	-	-
Precision Production	24	-	13	-	-	-	-	-	-
Health Professions and Related Programs	24	-	83	-	-	-	-	-	-
Business, Management, Marketing, and Related Support Services	-	-	31	-	-	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

Occupational category	Total	Full-time	Part-time
All staff	104	41	63
Instructional Staff	71	16	55
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	0	0	0
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	0	0	0
Library Technicians	0	0	0
Student and Academic Affairs and Other Education Services	0	0	0
Management	2	2	0
Business and Financial Operations	0	0	0
Computer, Engineering, and Science	1	0	1
Community Service, Legal, Arts, and Media	0	0	0
Healthcare Practitioners and Technical	0	0	0
Service Occupations	5	1	4
Sales and Related Occupations	7	7	0
Office and Administrative Support	18	15	3
Natural Resources, Construction, and Maintenance	0	0	0
Production, Transportation, and Material Moving	0	0	0
Graduate Assistants	-	-	0
Graduate Assistants Teaching	-	-	0
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	0
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	0
Graduate Assistants Library and Instructional Support	-	-	0
Graduate Assistants Healthcare Practitioners and Technical	-	-	0

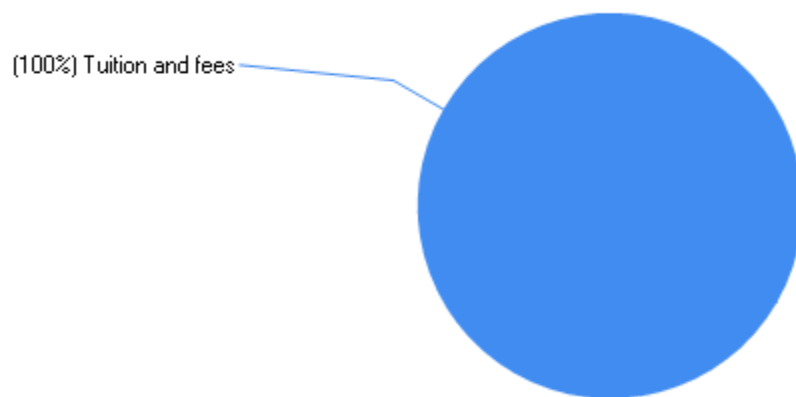
Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	16	16	0	0
With faculty status	16	16	0	0
Tenured	0	0	0	0
On tenure track	0	0	0	0

Not on tenure track	16	16	0	0
Multi-year contract	16	16	0	0
Annual contract	0	0	0	0
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

Finance

Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$9,914
Government appropriations grants and contracts	\$0
Private gifts, grants, and contracts	\$0
Investment return	\$0
Sales and services of educational activities	\$40
Other core revenues	\$0

Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$6,151
Research	\$0
Public service	\$0
Academic support	\$0
Institutional support	\$1,836
Student services	\$4,314
Other core expenses	\$0

National Center for Education Statistics

IPEDS Data Center

Gannon University

UnitID 212601
OPEID 00326600
Address 109 W Sixth St, Erie, PA, 16541-0001
Web Address www.gannon.edu

Institution Characteristics

General information: Academic year 2015-16

UnitID	212601
Name	Gannon University
City	Erie
State	PA
Web Address	www.gannon.edu
OPEID	00326600
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Private not-for-profit
Level	Four or more years
Institution Category	Degree-granting, primarily baccalaureate or above
Carnegie Classification	Master's Colleges & Universities: Larger Programs
Award levels	Less than one year certificate Associate's degree Bachelor's degree Postbaccalaureate certificate Master's degree Post-master's certificate Doctor's degree - research/scholarship Doctor's degree - professional practice
Religious Affiliation	Roman Catholic
Calendar System	Semester
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	City: Midsize
Distance Learning	Offers undergraduate courses and/or programs

Admissions and Test Scores

Number of applicants, admissions, and students enrolled: Fall 2015

	Number applied	Number admitted	Number enrolled Full-time	Part-time
Total	4,213	3,192	615	4
Men	1,913	1,397	259	1
Women	2,300	1,795	356	3

Percentile test scores of first-time degree/certificate-seeking undergraduate students: Fall 2015

SAT	25th percentile	75th percentile
Critical Reading	460	560
Math	463	570
Writing		

Percent submitting SAT scores: 78%

ACT	25th percentile	75th percentile
Composite	20	25
English	19	25
Math	19	26
Writing		

Percent submitting ACT scores: 42%

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2015-16

Published tuition and required fees	\$29,258
Books and supplies	\$1,050
On-campus room and board	\$11,710
On-campus other expenses	\$2,382
Off-campus (not with family) room and board	\$11,710
Off-campus (not with family) other expenses	\$2,382
Off-campus (with family) other expenses	\$2,382
Total Cost	
On-campus	\$44,400
Off-campus (not with family)	\$44,400
Off-campus (with family)	\$32,690

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	Tuition and required fees
Undergraduate	\$30,118
Graduate	\$17,400

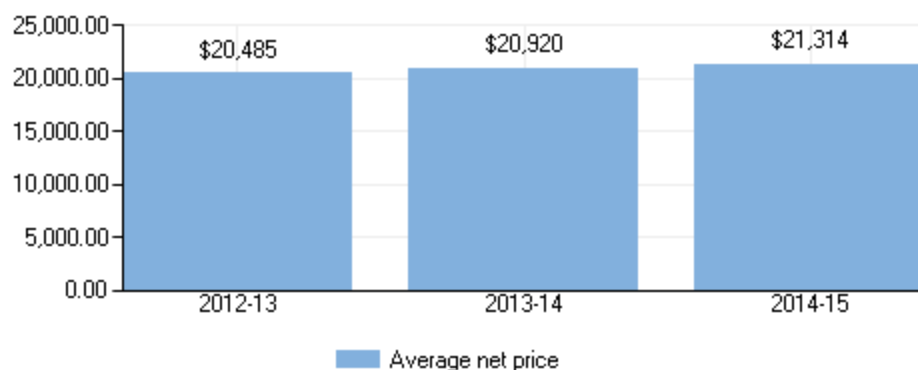
Student Financial Aid

Student Financial Aid, 2014-15

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	79%	\$19,414
Pell grants	26%	\$4,030
Federal student loans	61%	\$7,505
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	98%	
Grants or scholarship aid	95%	\$19,049
Federal grants	31%	\$4,493
Pell grants	30%	\$4,494
Other federal grants	2%	\$3,974
State or local grants and scholarships	39%	\$3,150
Institutional grants and scholarships	93%	\$16,609
Student loan aid	87%	\$8,272
Federal student loans	87%	\$5,885
Other student loans	15%	\$13,601

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2012-13 - 2014-15

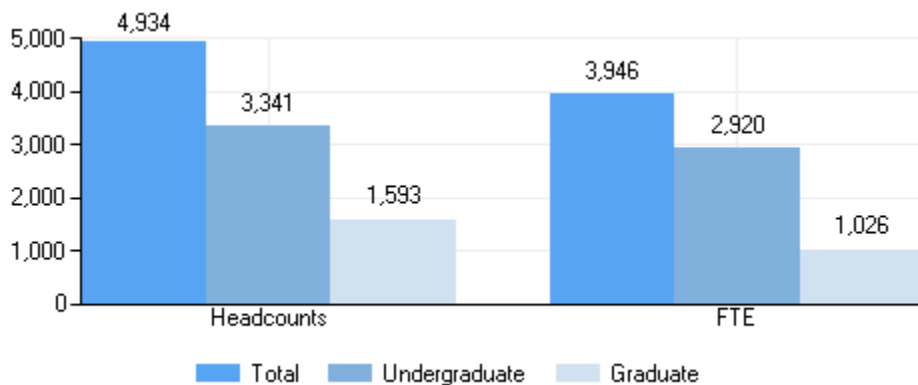


Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded Title IV aid by income: 2012-13 - 2014-15

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$16,522	\$16,134	\$15,610
\$30,001 - \$48,000	\$16,882	\$17,279	\$18,410
\$48,001 - \$75,000	\$19,658	\$19,924	\$20,802
\$75,001 - \$110,000	\$22,150	\$21,964	\$23,433
\$110,001 and more	\$23,442	\$23,637	\$23,916

Enrollment

Unduplicated 12-month headcount and total FTE, by student level: 2014-15

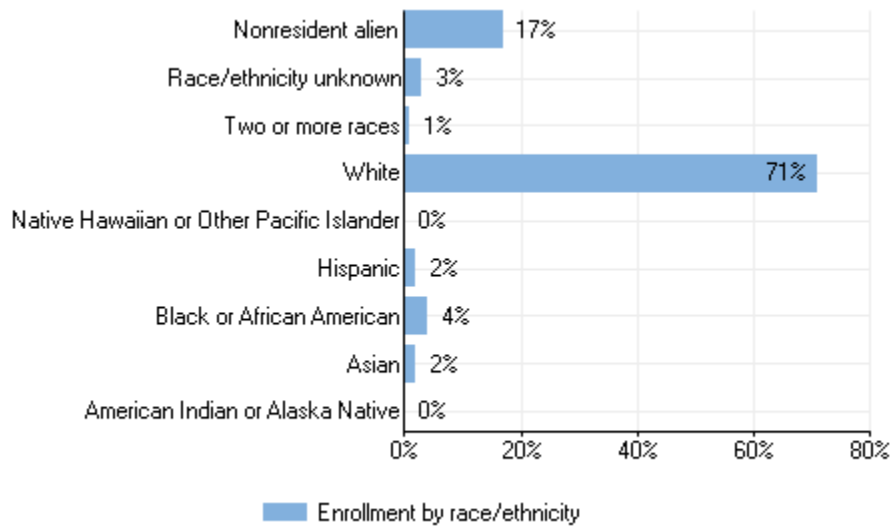


Enrollment by gender, student level, and full- and part-time status: Fall 2015

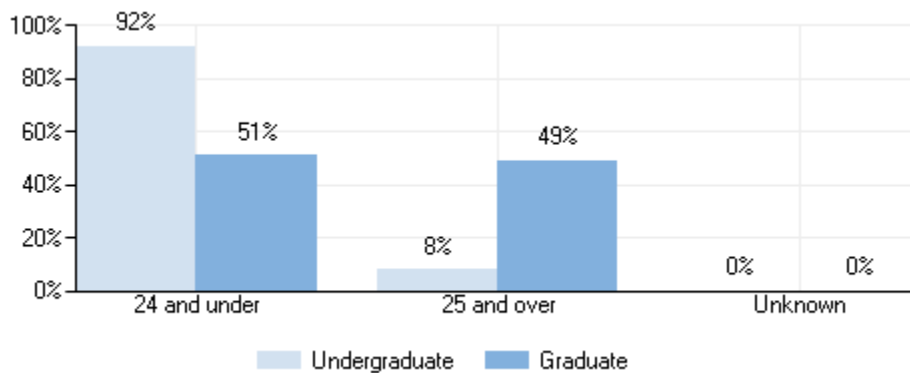
	Total	Men	Women
All students	4,416	2,040	2,376
Undergraduate	3,115	1,365	1,750
Degree/certificate seeking	2,661	1,177	1,484
First-time	619	260	359
Transfer-ins	115	56	59
Continuing	1,927	861	1,066
Nondegree/certificate seeking	454	188	266
Graduate	1,301	675	626
Full-time students	3,283	1,558	1,725
Undergraduate	2,531	1,139	1,392
Degree/certificate seeking	2,523	1,135	1,388
First-time	615	259	356
Transfer-ins	98	53	45

Continuing	1,810	823	987
Nondegree/certificate seeking	8	4	4
Graduate	752	419	333
Part-time students	1,133	482	651
Undergraduate	584	226	358
Degree/certificate seeking	138	42	96
First-time	4	1	3
Transfer-ins	17	3	14
Continuing	117	38	79
Nondegree/certificate seeking	446	184	262
Graduate	549	256	293

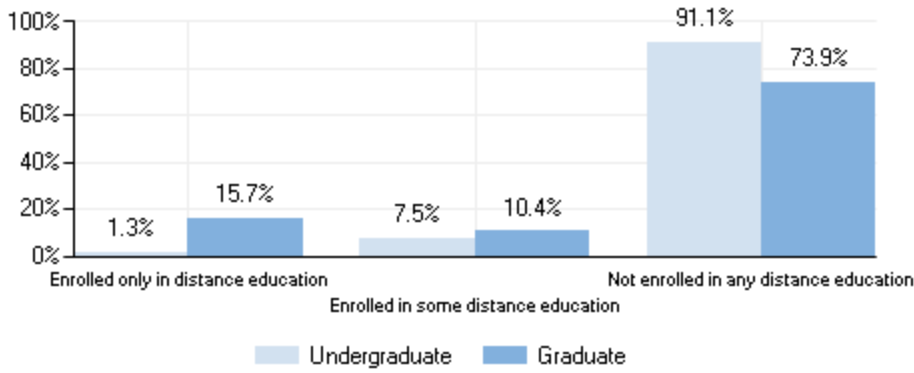
Percent of all students enrolled, by race/ethnicity: Fall 2015



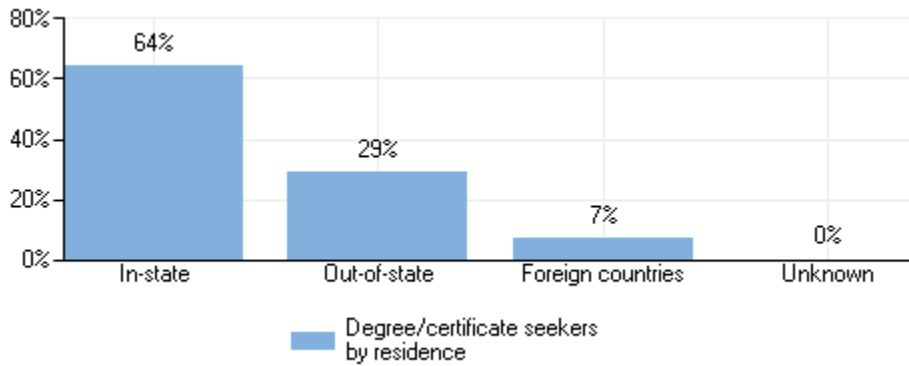
Percent of all students enrolled, by age: Fall 2015



Enrollment by distance education: Fall 2015

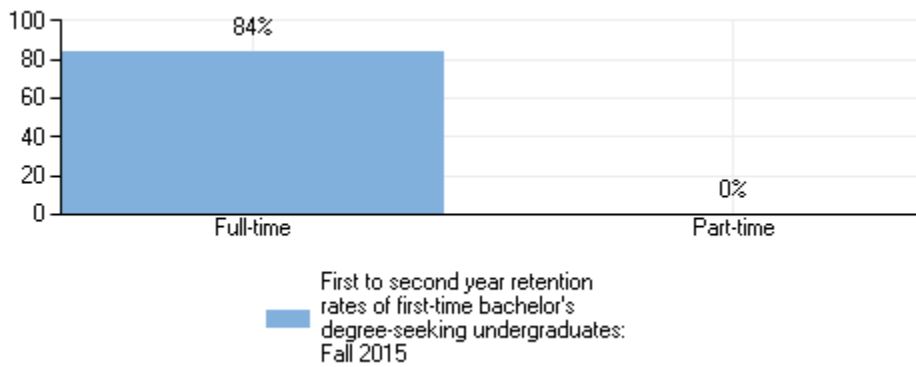


Residence of first-time degree/certificate-seeking undergraduates: Fall 2015



Retention and Graduation

First to second year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2015



Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort

Native Hawaiian or Other Pacific Islander								
White	1	13	6	157	72	0	17	0
Two or more races	0	0	0	1	0	0	0	0
Race/ethnicity unknown	0	2	0	4	14	0	0	0
Nonresident alien	0	0	0	29	146	0	0	0
Women								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	6	40	27	361	230	4	28	0
American Indian or Alaska Native	0	0	0	2	0	0	0	0
Asian	0	1	0	4	2	0	0	0
Black or African American	1	1	1	16	4	0	0	0
Hispanic or Latino	0	0	1	7	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	5	36	23	316	182	4	27	0
Two or more races	0	0	0	4	0	0	0	0
Race/ethnicity unknown	0	2	2	6	11	0	0	0
Nonresident alien	0	0	0	6	31	0	1	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	7	55	33	580	470	4	45	-
Natural Resources and Conservation	-	-	-	2	-	-	-	-
Area, Ethnic, Cultural, Gender, and Group Studies	-	-	-	2	-	-	-	-
Communication, Journalism, and Related Programs	-	-	-	9	-	-	-	-
Communications Technologies/Technicians and Support Services	-	-	-	8	-	-	-	-
Computer and Information Sciences and Support Services	0	-	-	2	50	-	-	-
Personal and Culinary Services	-	-	-	2	-	-	-	-
Education	-	50	0	9	67	-	-	-
Engineering	-	-	-	26	100	-	-	-
Engineering Technologies and Engineering-related Fields	-	-	-	-	37	-	-	-
Foreign Languages, Literatures, and Linguistics	-	-	-	0	-	-	-	-
Family and Consumer Sciences/Human Sciences	-	-	-	-	0	-	-	-
Legal Professions and Studies	5	-	0	11	-	-	-	-
English Language and Literature/Letters	-	-	-	5	11	-	-	-
Liberal Arts and Sciences, General Studies and Humanities	-	-	2	10	-	-	-	-
Biological and Biomedical Sciences	-	-	-	51	-	-	-	-
Mathematics and Statistics	-	-	-	1	-	-	-	-
Multi/Interdisciplinary Studies	1	0	-	7	-	-	-	-
Parks, Recreation, Leisure and Fitness Studies	-	-	-	57	9	-	-	-
Philosophy and Religious Studies	-	-	-	2	-	-	-	-

Theology and Religious Vocations	-	0	-	1	2	-	-	-
Physical Sciences	-	-	-	10	-	-	-	-
Science Technologies/Technicians	-	-	-	0	-	-	-	-
Psychology	-	0	-	19	0	2	-	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	0	-	0	30	-	-	-	-
Public Administration and Social Service Professions	0	-	-	10	35	-	-	-
Social Sciences	-	-	-	8	-	2	-	-
Visual and Performing Arts	-	-	-	3	-	-	-	-
Health Professions and Related Programs	1	5	26	200	127	-	45	-
Business, Management, Marketing, and Related Support Services	0	0	5	85	32	-	-	-
History	-	-	-	10	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

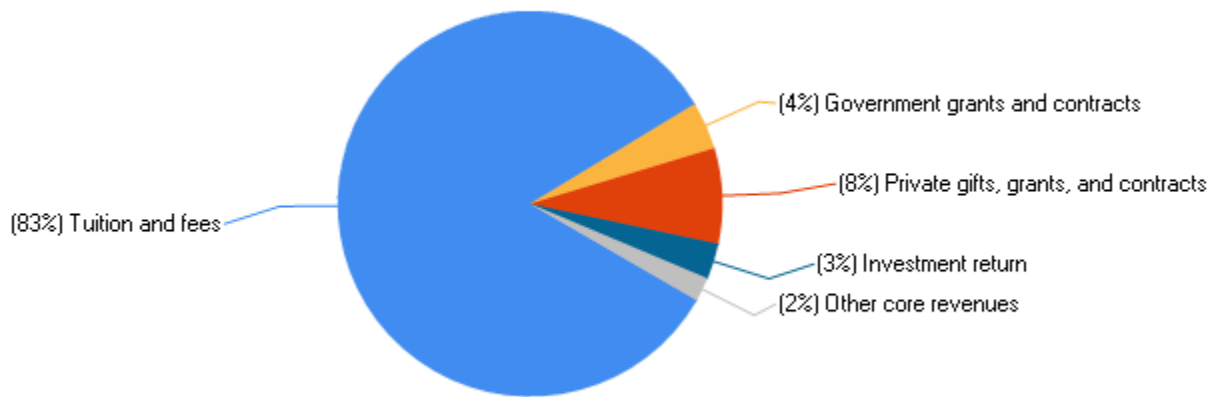
Occupational category	Total	Full-time	Part-time
All staff	909	629	280
Instructional Staff	395	227	168
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	7	7	0
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	7	7	0
Library Technicians	0	0	0
Student and Academic Affairs and Other Education Services	41	22	19
Management	80	79	1
Business and Financial Operations	20	20	0
Computer, Engineering, and Science	44	24	20
Community Service, Legal, Arts, and Media	91	65	26
Healthcare Practitioners and Technical Service Occupations	23	6	17
Sales and Related Occupations	72	58	14
Office and Administrative Support	1	1	0
Office and Administrative Support	115	101	14
Natural Resources, Construction, and Maintenance	17	17	0
Production, Transportation, and Material Moving	3	2	1
Graduate Assistants	-	-	45
Graduate Assistants Teaching	-	-	7
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	15
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	3
Graduate Assistants Library and Instructional Support	-	-	5
Graduate Assistants Healthcare Practitioners and Technical	-	-	15

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	227	227	0	0
With faculty status	227	227	0	0
Tenured	98	98	0	0
On tenure track	57	57	0	0
Not on tenure track	72	72	0	0
Multi-year contract	0	0	0	0
Annual contract	57	57	0	0
Less-than annual contract	15	15	0	0
Without faculty status	0	0	0	0

Finance

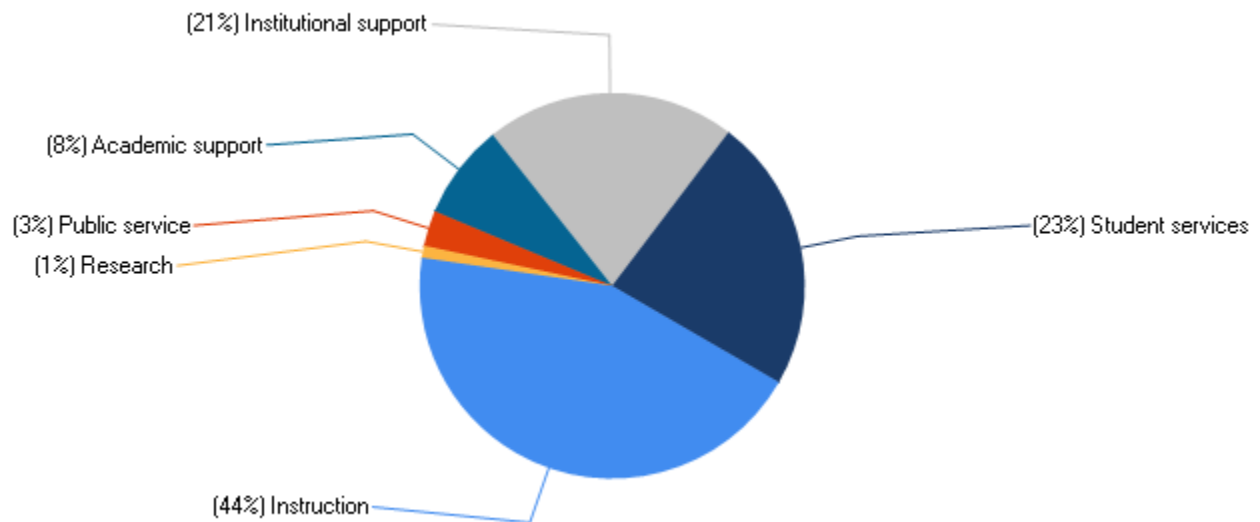
Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$16,523
Government grants and contracts	\$763
Private gifts, grants, and contracts	\$1,514
Investment return	\$578
Other core revenues	\$428

Percent distribution of core expenses, by function: Fiscal year 2015



Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$8,114
Research	\$214
Public service	\$475

Academic support	\$1,399
Institutional support	\$3,923
Student services	\$4,156
Other core expenses	\$0

National Center for Education Statistics

IPEDS Data Center

Great Lakes Institute of Technology

UnitID 213181
OPEID 02112200
Address 5100 Peach Street, Erie, PA, 16509-2482
Web Address www.glit.edu

Institution Characteristics

General information: Academic year 2015-16

UnitID	213181
Name	Great Lakes Institute of Technology
City	Erie
State	PA
Web Address	www.glit.edu
OPEID	02112200
Title IV Institution Control	Participates in Title IV federal financial aid programs Private for-profit
Level	At least 2 but less than 4 years
Institution Category	Degree-granting, associate's and certificates
Carnegie Classification	Special Focus Two-Year: Health Professions Less than one year certificate
Award levels	One but less than two years certificate Associate's degree
Religious Affiliation	Not applicable
Calendar System	Differs by program
Reporting Method	Student charges by program and full-year GR/SFA/retention rate cohort
Campus Setting	Suburb: Midsize
Distance Learning	Not offered

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: 2015-16

Largest Program	Medical/Clinical Assistant.
Program length	1,095 (contact hours)
Average months to complete	10
Published tuition and required fees	\$15,936
Books and supplies	\$2,160
Off-campus (not with family) room and board	\$7,850
Off-campus (not with family) other expenses	\$4,150
Off-campus (with family) other expenses	\$4,150
Total cost	
Off-campus (not with family)	\$30,096
Off-campus (with family)	\$22,246

Student Financial Aid

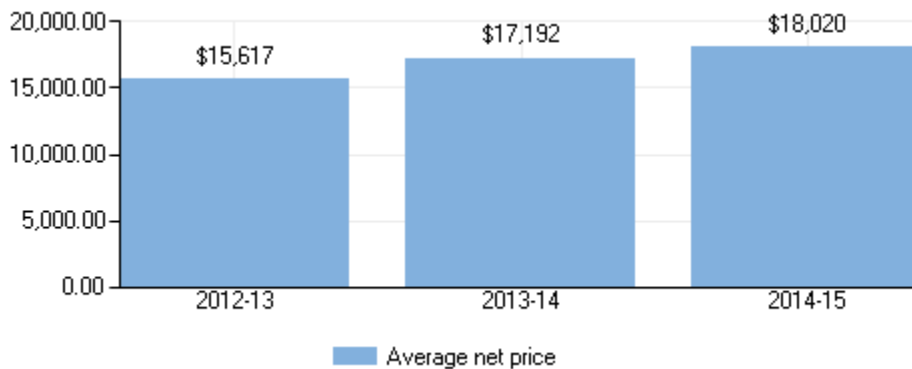
Student Financial Aid, 2014-15

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	80%	\$4,181
Pell grants	75%	\$3,565
Federal student loans	79%	\$7,341
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	93%	
Grants or scholarship aid	82%	\$4,451
Federal grants	77%	\$3,685

Pell grants	77%	\$3,615
Other federal grants	35%	\$157
State or local grants and scholarships	19%	\$3,030
Institutional grants and scholarships	12%	\$1,990
Student loan aid	78%	\$7,484
Federal student loans	78%	\$7,275
Other student loans	3%	\$4,714

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2012-13 - 2014-15



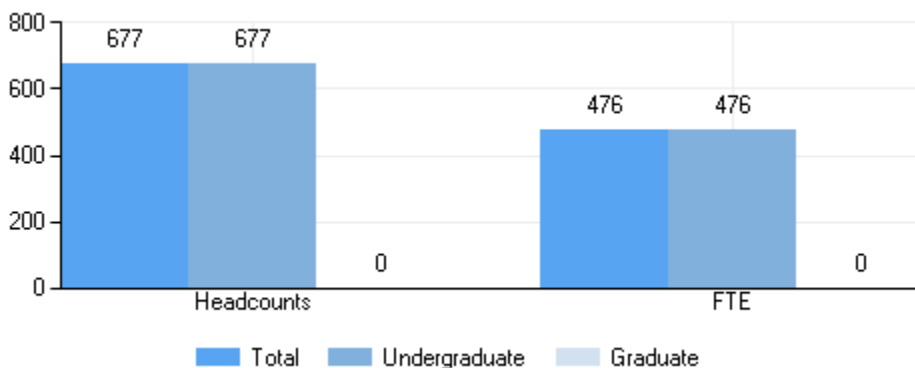
Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded Title IV aid by income: 2012-13 - 2014-15

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$15,237	\$15,693	\$17,326
\$30,001 - \$48,000	\$14,879	\$17,755	\$20,801
\$48,001 - \$75,000	\$17,085	\$16,902	\$19,816
\$75,001 - \$110,000	\$19,042	\$20,851	\$18,084
\$110,001 and more	\$18,285	\$21,017	\$18,123

Average net prices are for students enrolled in the institution's largest program: Medical/Clinical Assistant.

Enrollment

Unduplicated 12-month headcount and total FTE, by student level: 2014-15

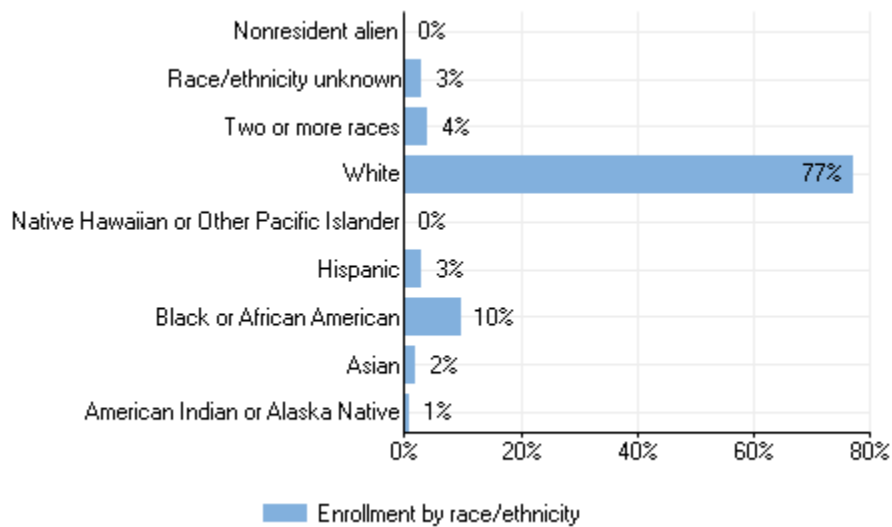


Enrollment by gender, student level, and full- and part-time status: Fall 2015

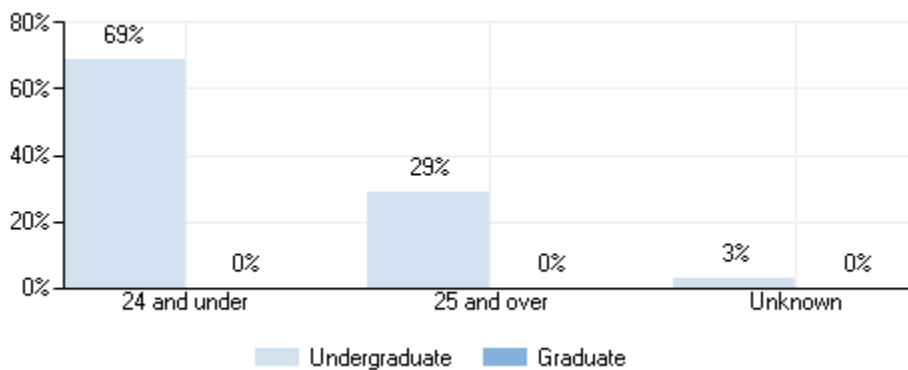
	Total	Men	Women
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All students	381	25	356
Undergraduate	381	25	356
Degree/certificate seeking	381	25	356
First-time	105	6	99
Transfer-ins	46	4	42
Continuing	230	15	215
Full-time students	381	25	356
Undergraduate	381	25	356
Degree/certificate seeking	381	25	356
First-time	105	6	99
Transfer-ins	46	4	42
Continuing	230	15	215

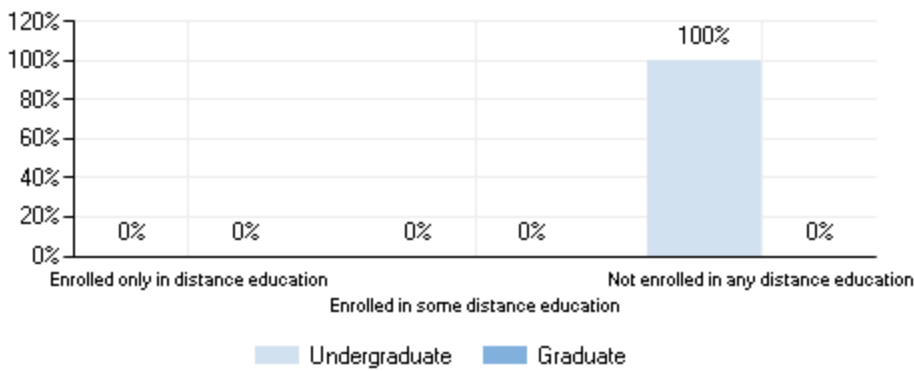
Percent of all students enrolled, by race/ethnicity: Fall 2015



Percent of all students enrolled, by age: Fall 2015

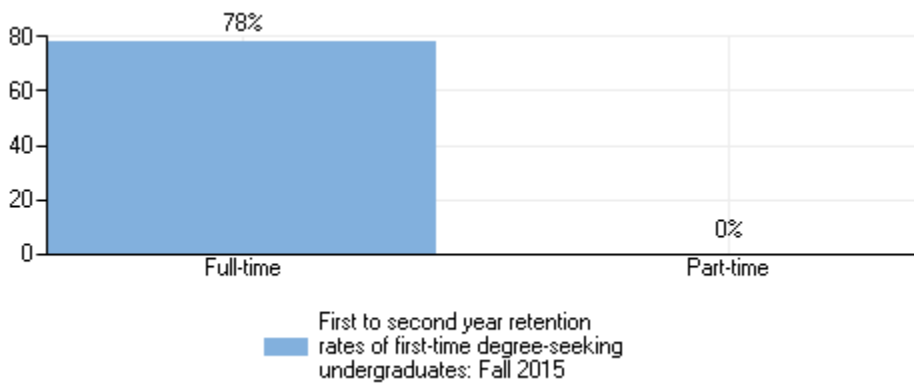


Enrollment by distance education: Fall 2015

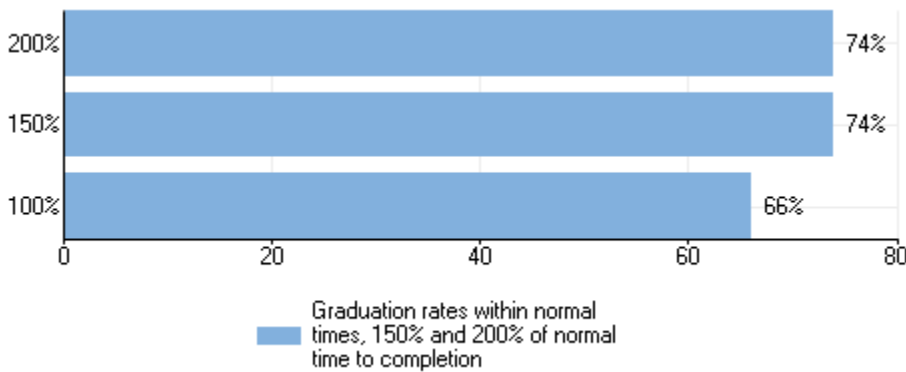


Retention and Graduation

First to second year retention rates of first-time degree-seeking undergraduates: Fall 2015



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2011 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2012 cohort

	Rate
Overall graduation rates	
Total	73%
Men	79%
Women	73%
American Indian or Alaska Native	
Asian	100%
Black or African American	57%
Hispanic or Latino	70%

Native Hawaiian or Other Pacific Islander	
White	76%
Two or more races	71%
Race/ethnicity unknown	80%
Nonresident alien	

Transfer out-rate

Graduation rates are based on the student's completion status as of August 31, 2015.

Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2014 - June 30, 2015

Total								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	260	0	49	0	0	0	0	0
American Indian or Alaska Native	1	0	0	0	0	0	0	0
Asian	9	0	0	0	0	0	0	0
Black or African American	28	0	1	0	0	0	0	0
Hispanic or Latino	7	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	199	0	45	0	0	0	0	0
Two or more races	12	0	0	0	0	0	0	0
Race/ethnicity unknown	4	0	3	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Men								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	13	0	6	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	12	0	6	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Women								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	247	0	43	0	0	0	0	0
American Indian or Alaska Native	1	0	0	0	0	0	0	0
Asian	9	0	0	0	0	0	0	0
Black or African American	27	0	1	0	0	0	0	0
Hispanic or Latino	7	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	187	0	39	0	0	0	0	0
Two or more races	12	0	0	0	0	0	0	0
Race/ethnicity unknown	4	0	3	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
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	Certificates Below Bachelor's	Certificates Above Bachelor's						
Grand total	260	-	49	-	-	-	-	-
Personal and Culinary Services	67	-	-	-	-	-	-	-
Education	1	-	-	-	-	-	-	-
Health Professions and Related Programs	192	-	49	-	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

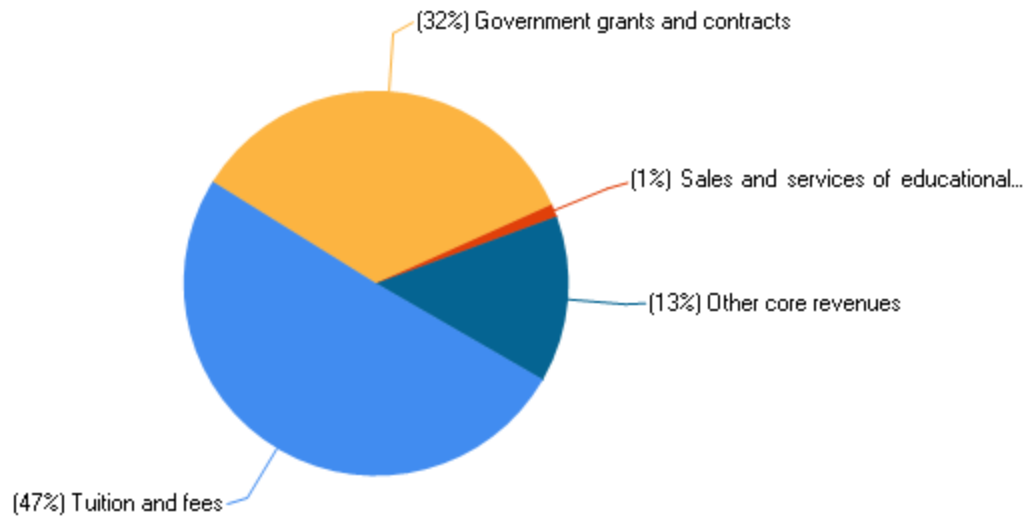
Occupational category	Total	Full-time	Part-time
All staff	63	47	16
Instructional Staff	34	21	13
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	0	0	0
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	0	0	0
Library Technicians	0	0	0
Student and Academic Affairs and Other Education Services	14	11	3
Management	5	5	0
Business and Financial Operations	2	2	0
Computer, Engineering, and Science	2	2	0
Community Service, Legal, Arts, and Media	1	1	0
Healthcare Practitioners and Technical	0	0	0
Service Occupations	0	0	0
Sales and Related Occupations	0	0	0
Office and Administrative Support	4	4	0
Natural Resources, Construction, and Maintenance	1	1	0
Production, Transportation, and Material Moving	0	0	0
Graduate Assistants	-	-	0
Graduate Assistants Teaching	-	-	0
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	0
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	0
Graduate Assistants Library and Instructional Support	-	-	0
Graduate Assistants Healthcare Practitioners and Technical	-	-	0

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	21	21	0	0
With faculty status	0	0	0	0
Tenured	0	0	0	0
On tenure track	0	0	0	0
Not on tenure track	0	0	0	0
Multi-year contract	0	0	0	0
Annual contract	0	0	0	0
Less-than annual contract	0	0	0	0
Without faculty status	21	21	0	0

Finance

Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$6,954
Government appropriations grants and contracts	\$4,695
Private gifts, grants, and contracts	\$0
Investment return	\$970
Sales and services of educational activities	\$215
Other core revenues	\$1,869

Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$3,761
Research	\$0
Public service	\$0
Academic support	\$939
Institutional support	\$1,916
Student services	\$5,790
Other core expenses	\$0

National Center for Education Statistics

IPEDS Data Center

Lake Erie College of Osteopathic Medicine

UnitID 407629
OPEID 03090800
Address 1858 W Grandview Blvd, Erie, PA, 16509-1025
Web Address www.lecom.edu

Institution Characteristics

General information: Academic year 2015-16

UnitID	407629
Name	Lake Erie College of Osteopathic Medicine
City	Erie
State	PA
Web Address	www.lecom.edu
OPEID	03090800
Title IV Institution Control	Participates in Title IV federal financial aid programs Private not-for-profit
Level	Four or more years
Institution Category	Degree-granting, graduate with no undergraduate degrees
Carnegie Classification	Special Focus Four-Year: Medical Schools & Centers Postbaccalaureate certificate
Award levels	Master's degree Doctor's degree - professional practice
Religious Affiliation	Not applicable
Calendar System	Semester
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	City: Midsize
Distance Learning	Offers graduate courses and/or programs

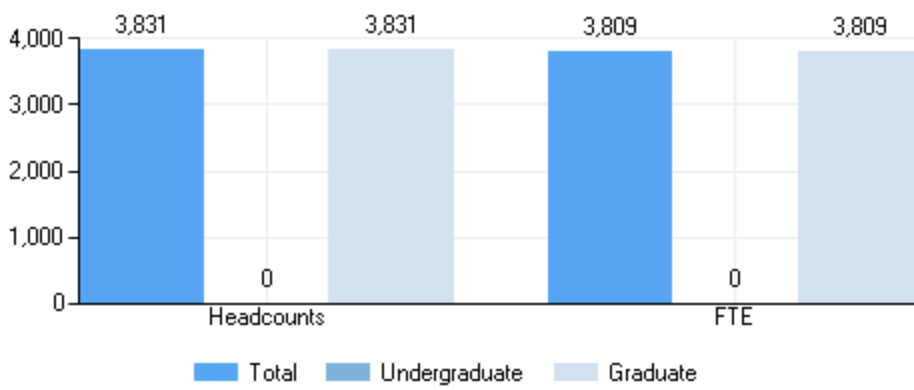
Student Charges

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	Tuition and required fees
Undergraduate	
Graduate	\$12,200
Doctor's professional practice	
Dentistry	
Osteopathic Medicine	\$32,395
Pharmacy	\$26,445

Enrollment

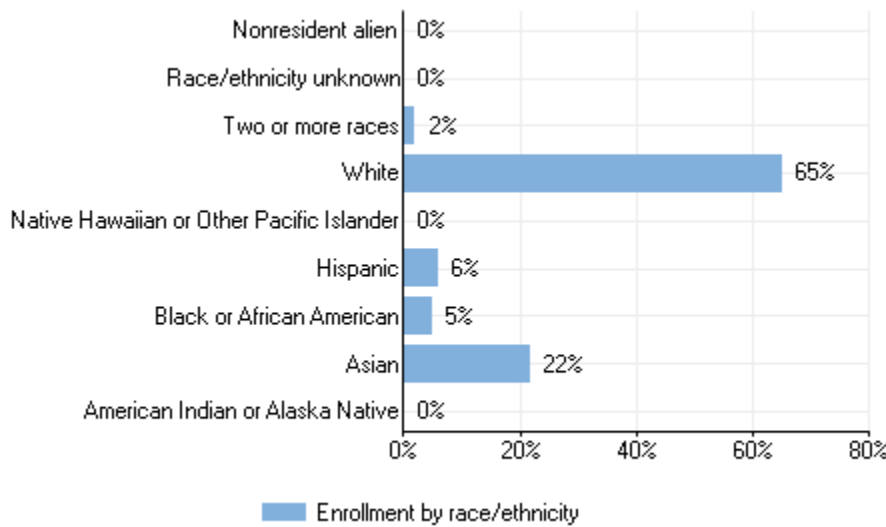
Unduplicated 12-month headcount and total FTE, by student level: 2014-15



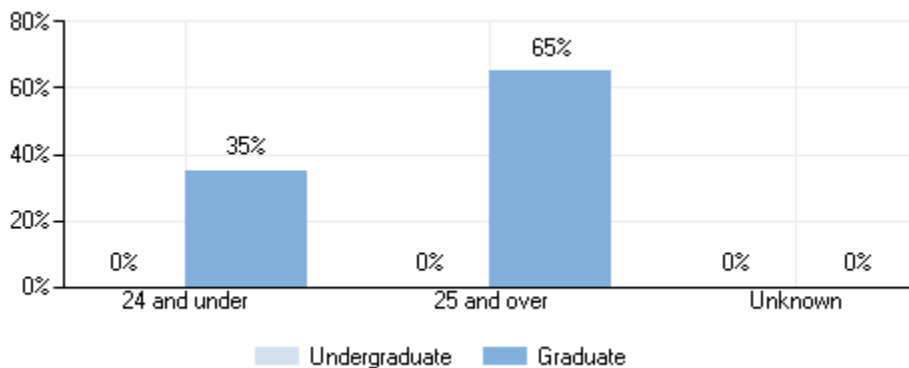
Enrollment by gender, student level, and full- and part-time status: Fall 2015

	Total	Men	Women
All students	3,968	2,141	1,827
Graduate	3,968	2,141	1,827
Full-time students	3,968	2,141	1,827
Graduate	3,968	2,141	1,827

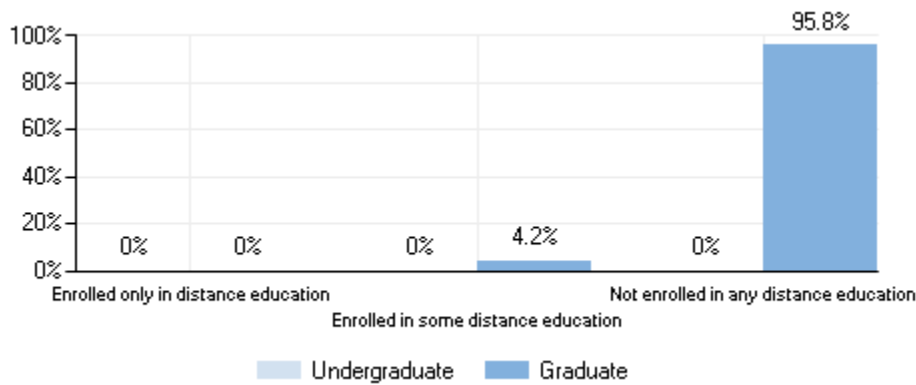
Percent of all students enrolled, by race/ethnicity: Fall 2015



Percent of all students enrolled, by age: Fall 2015



Enrollment by distance education: Fall 2015



Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2014 - June 30, 2015

Total									
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other	
Grand total	0	109	0	0	52	0	817	0	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	
Asian	0	29	0	0	7	0	164	0	
Black or African American	0	2	0	0	1	0	26	0	
Hispanic or Latino	0	8	0	0	2	0	44	0	
Native Hawaiian or Other Pacific Islander	0	0	0	0	1	0	3	0	
White	0	63	0	0	40	0	562	0	
Two or more races	0	6	0	0	1	0	18	0	
Race/ethnicity unknown	0	0	0	0	0	0	0	0	
Nonresident alien	0	1	0	0	0	0	0	0	
Men									
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other	
Grand total	0	63	0	0	32	0	430	0	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	
Asian	0	20	0	0	4	0	82	0	
Black or African American	0	1	0	0	1	0	13	0	
Hispanic or Latino	0	6	0	0	2	0	22	0	
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	1	0	
White	0	32	0	0	25	0	303	0	
Two or more races	0	3	0	0	0	0	9	0	
Race/ethnicity unknown	0	0	0	0	0	0	0	0	
Nonresident alien	0	1	0	0	0	0	0	0	
Women									
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other	
Grand total	0	46	0	0	20	0	387	0	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	
Asian	0	9	0	0	3	0	82	0	
Black or African American	0	1	0	0	0	0	13	0	
Hispanic or Latino	0	2	0	0	0	0	22	0	
Native Hawaiian or Other Pacific Islander	0	0	0	0	1	0	2	0	
White	0	31	0	0	15	0	259	0	

Two or more races	0	3	0	0	1	0	9	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	-	109	-	-	52	-	817	-
Education	-	-	-	-	32	-	-	-
Biological and Biomedical Sciences	-	-	-	-	9	-	-	-
Health Professions and Related Programs	-	109	-	-	11	-	817	-

Human Resources

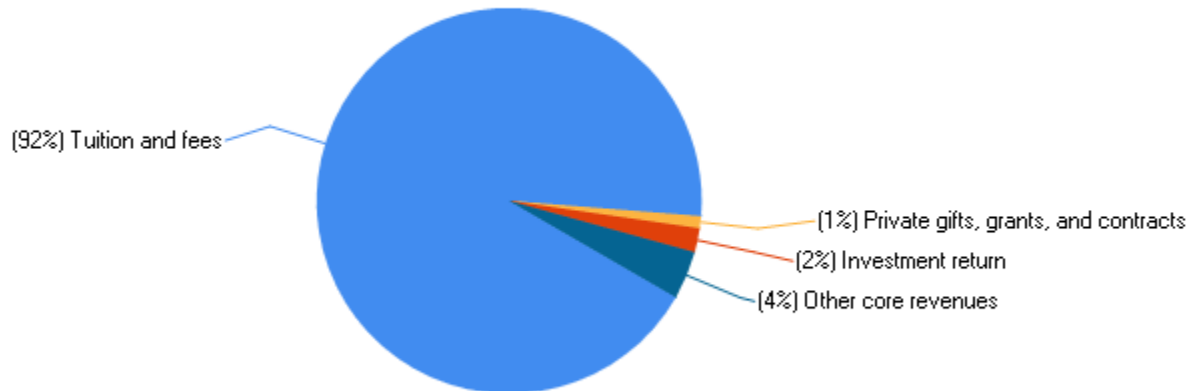
Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

Occupational category	Total	Full-time	Part-time
All staff	872	397	475
Instructional Staff	261	155	106
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	13	10	3
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	4	4	0
Library Technicians	9	6	3
Student and Academic Affairs and Other Education Services	281	0	281
Management	48	47	1
Business and Financial Operations	6	6	0
Computer, Engineering, and Science	14	14	0
Community Service, Legal, Arts, and Media	20	20	0
Healthcare Practitioners and Technical	7	3	4
Service Occupations	99	57	42
Sales and Related Occupations	0	0	0
Office and Administrative Support	111	74	37
Natural Resources, Construction, and Maintenance	12	11	1
Production, Transportation, and Material Moving	0	0	0
Graduate Assistants	-	-	0
Graduate Assistants Teaching	-	-	0
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	0
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	0
Graduate Assistants Library and Instructional Support	-	-	0
Graduate Assistants Healthcare Practitioners and Technical	-	-	0

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	155	155	0	0
With faculty status	146	146	0	0
Tenured	0	0	0	0
On tenure track	0	0	0	0
Not on tenure track	146	146	0	0
Multi-year contract	146	146	0	0
Annual contract	0	0	0	0
Less-than annual contract	0	0	0	0
Without faculty status	9	9	0	0

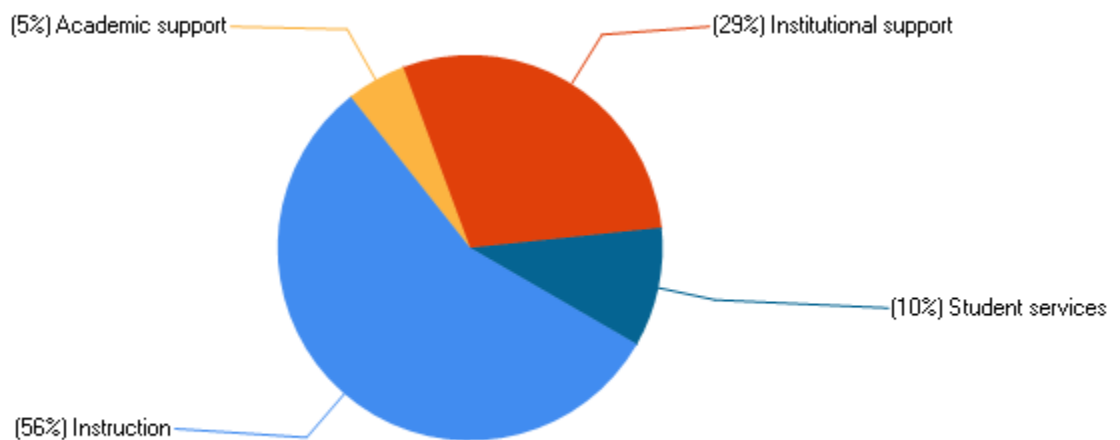
Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$29,876
Government grants and contracts	\$49
Private gifts, grants, and contracts	\$323
Investment return	\$736
Other core revenues	\$1,433

Percent distribution of core expenses, by function: Fiscal year 2015



Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$9,919
Research	\$61
Public service	\$0
Academic support	\$901
Institutional support	\$5,161

Student services	\$1,734
Other core expenses	\$0

National Center for Education Statistics

IPEDS Data Center

Mercyhurst University-North East Campus

UnitID 480189
OPEID 00329701
Address 16 W Division St, North East, PA, 16428
Web Address northeast.mercyhurst.edu/

Institution Characteristics

General information: Academic year 2015-16

UnitID	480189
Name	Mercyhurst University-North East Campus
City	North East
State	PA
Web Address	northeast.mercyhurst.edu/
OPEID	00329701
Title IV Institution Control	Participates in Title IV federal financial aid programs Private not-for-profit
Level	At least 2 but less than 4 years
Institution Category	Degree-granting, associate's and certificates
Carnegie Classification	Associate's Colleges: High Transfer-High Traditional Less than one year certificate
Award levels	One but less than two years certificate Associate's degree
Religious Affiliation	Roman Catholic
Calendar System	Semester
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	Town: Fringe
Distance Learning	Not offered

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2015-16

Published tuition and required fees	\$17,500
Books and supplies	\$1,200
On-campus room and board	\$9,624
On-campus other expenses	\$1,750
Off-campus (not with family) room and board	\$9,508
Off-campus (not with family) other expenses	\$1,750
Off-campus (with family) other expenses	\$1,812
Total Cost	
On-campus	\$30,074
Off-campus (not with family)	\$29,958
Off-campus (with family)	\$20,512

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	Tuition and required fees
Undergraduate	\$17,500
Graduate	

Student Financial Aid

Student Financial Aid, 2014-15

Percent receiving aid

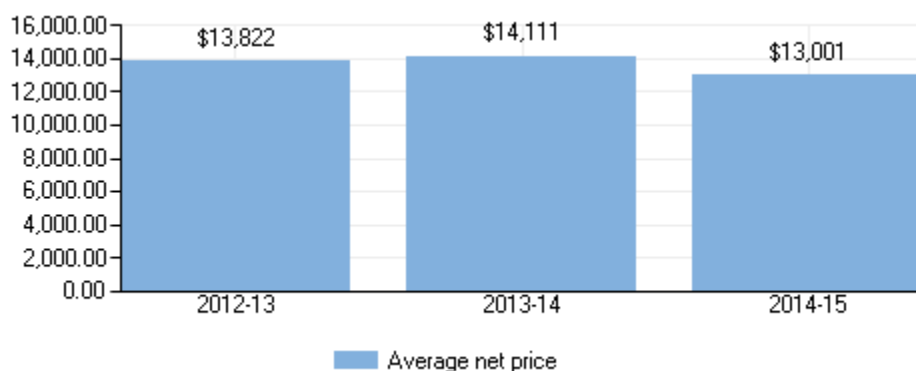
Average amount of aid received

All undergraduate students

Any grant or scholarship aid	86%	\$5,462
Pell grants	66%	\$4,427
Federal student loans	95%	\$8,534

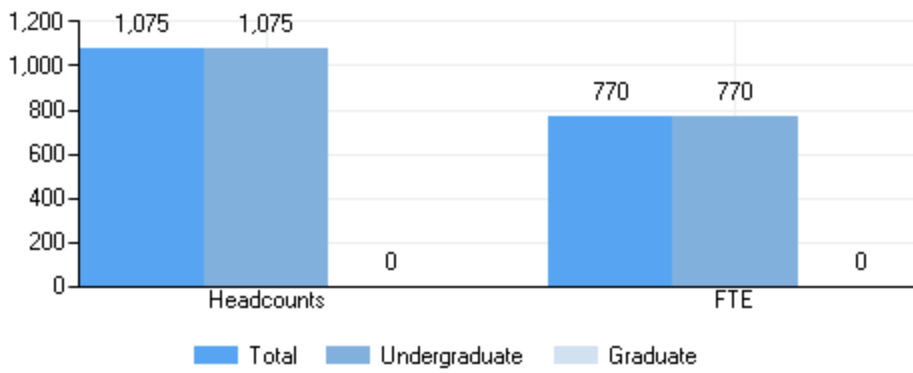
Full-time, first-time, degree/certificate-seeking undergraduate students

Any student financial aid	100%	
Grants or scholarship aid	100%	\$11,358
Federal grants	78%	\$4,908
Pell grants	78%	\$4,648
Other federal grants	17%	\$1,159
State or local grants and scholarships	68%	\$3,350
Institutional grants and scholarships	98%	\$5,385
Student loan aid	99%	\$7,055
Federal student loans	99%	\$6,445
Other student loans	10%	\$6,172

Net Price**Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2012-13 - 2014-15****Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded Title IV aid by income: 2012-13 - 2014-15**

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$12,070	\$11,707	\$10,767
\$30,001 - \$48,000	\$11,625	\$12,145	\$12,354
\$48,001 - \$75,000	\$14,847	\$13,646	\$13,195
\$75,001 - \$110,000	\$16,854	\$17,674	\$16,633
\$110,001 and more	\$18,652	\$18,614	\$20,015

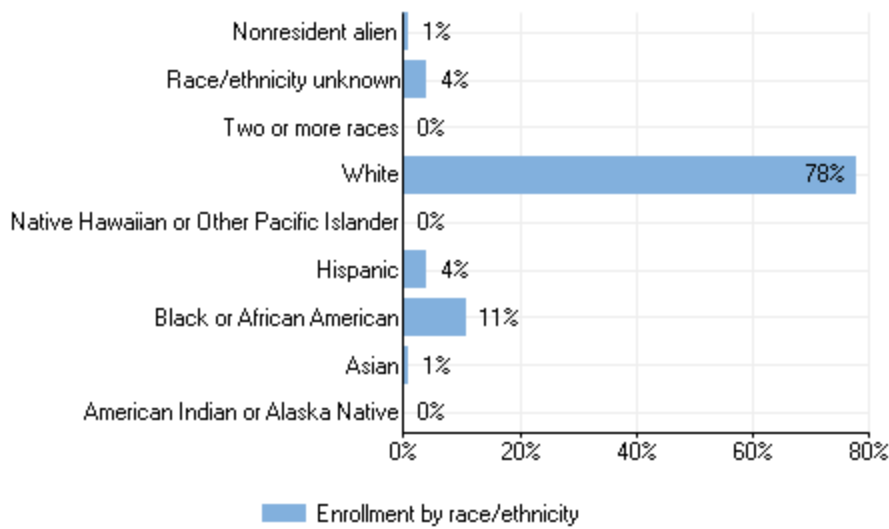
Enrollment**Unduplicated 12-month headcount and total FTE, by student level: 2014-15**



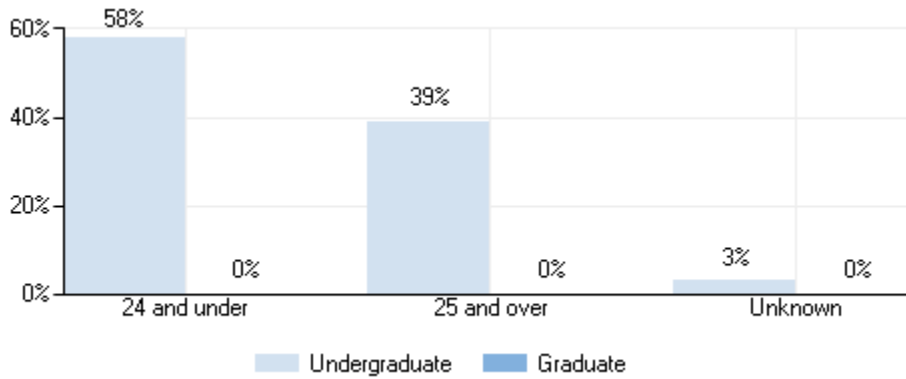
Enrollment by gender, student level, and full- and part-time status: Fall 2015

	Total	Men	Women
All students	916	328	588
Undergraduate	916	328	588
Degree/certificate seeking	817	287	530
First-time	152	84	68
Transfer-ins	81	29	52
Continuing	584	174	410
Nondegree/certificate seeking	99	41	58
Full-time students	539	242	297
Undergraduate	539	242	297
Degree/certificate seeking	523	226	297
First-time	145	82	63
Transfer-ins	73	27	46
Continuing	305	117	188
Nondegree/certificate seeking	16	16	0
Part-time students	377	86	291
Undergraduate	377	86	291
Degree/certificate seeking	294	61	233
First-time	7	2	5
Transfer-ins	8	2	6
Continuing	279	57	222
Nondegree/certificate seeking	83	25	58

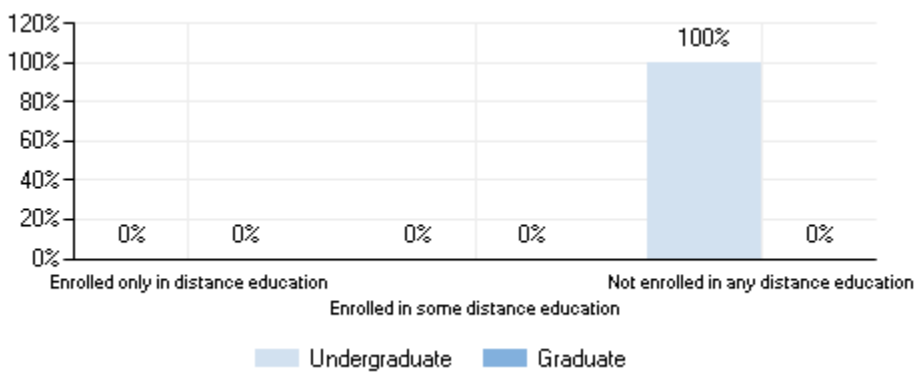
Percent of all students enrolled, by race/ethnicity: Fall 2015



Percent of all students enrolled, by age: Fall 2015



Enrollment by distance education: Fall 2015



Retention and Graduation

First to second year retention rates of first-time degree-seeking undergraduates: Fall 2015

Black or African American	1	0	24	0	0	0	0	0
Hispanic or Latino	1	0	5	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	58	0	189	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	2	0	23	0	0	0	0	0
Nonresident alien	1	0	2	0	0	0	0	0
Men								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	38	0	69	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	1	0	10	0	0	0	0	0
Hispanic or Latino	0	0	1	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	36	0	47	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	1	0	10	0	0	0	0	0
Nonresident alien	0	0	1	0	0	0	0	0
Women								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	25	0	174	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	14	0	0	0	0	0
Hispanic or Latino	1	0	4	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	22	0	142	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	1	0	13	0	0	0	0	0
Nonresident alien	1	0	1	0	0	0	0	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	63	-	243	-	-	-	-	-
Computer and Information Sciences and Support Services	-	-	2	-	-	-	-	-
Personal and Culinary Services	0	-	0	-	-	-	-	-
Education	-	-	0	-	-	-	-	-
Liberal Arts and Sciences, General Studies and Humanities	-	-	47	-	-	-	-	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	40	-	24	-	-	-	-	-
Health Professions and Related Programs	23	-	136	-	-	-	-	-
Business, Management, Marketing, and Related Support Services	-	-	34	-	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

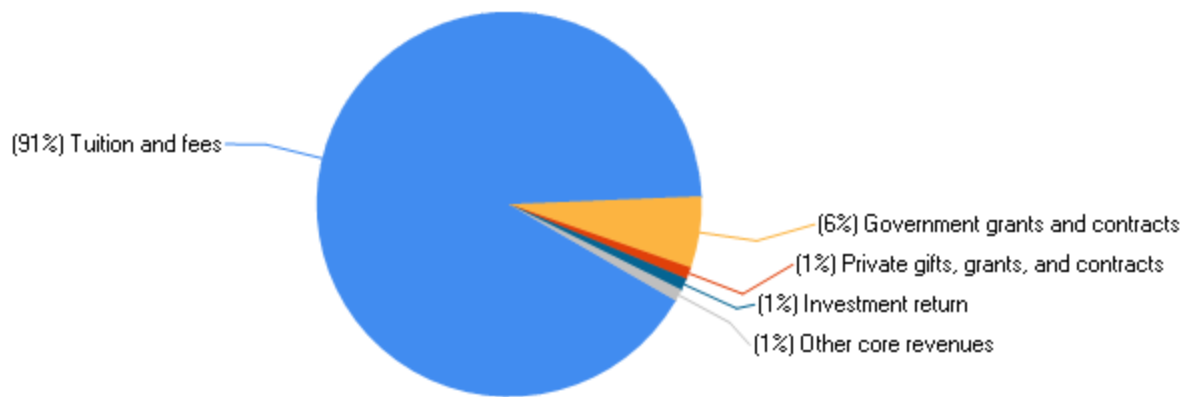
Occupational category	Total	Full-time	Part-time
All staff	164	98	66
Instructional Staff	104	44	60
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	1	1	0
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	1	1	0
Library Technicians	0	0	0
Student and Academic Affairs and Other Education Services	17	16	1
Management	3	3	0
Business and Financial Operations	2	2	0
Computer, Engineering, and Science	4	4	0
Community Service, Legal, Arts, and Media	18	14	4
Healthcare Practitioners and Technical	2	2	0
Service Occupations	4	4	0
Sales and Related Occupations	0	0	0
Office and Administrative Support	8	8	0
Natural Resources, Construction, and Maintenance	0	0	0
Production, Transportation, and Material Moving	1	0	1
Graduate Assistants	-	-	6
Graduate Assistants Teaching	-	-	0
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	2
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	4
Graduate Assistants Library and Instructional Support	-	-	0
Graduate Assistants Healthcare Practitioners and Technical	-	-	0

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	44	44	0	0
With faculty status	44	44	0	0
Tenured	0	0	0	0
On tenure track	0	0	0	0
Not on tenure track	44	44	0	0
Multi-year contract	0	0	0	0
Annual contract	44	44	0	0
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

Finance

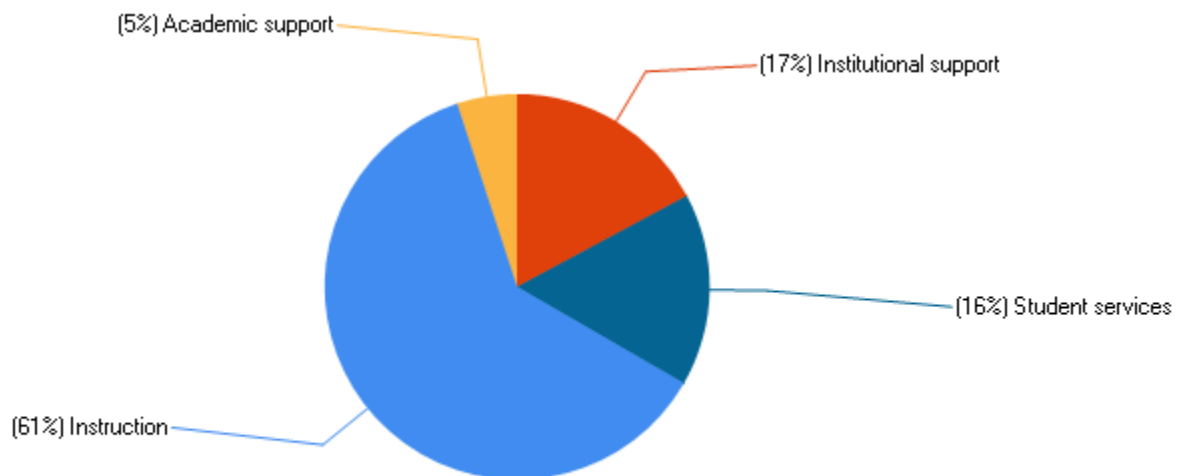
Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$16,224
Government grants and contracts	\$1,110
Private gifts, grants, and contracts	\$150
Investment return	\$149
Other core revenues	\$166

Percent distribution of core expenses, by function: Fiscal year 2015



Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$8,231
Research	\$0
Public service	\$0
Academic support	\$731
Institutional support	\$2,285
Student services	\$2,192
Other core expenses	\$0

National Center for Education Statistics

IPEDS Data Center

Mercyhurst University

UnitID 213987
OPEID 00329700
Address 501 E 38th St, Erie, PA, 16546
Web Address www.mercyhurst.edu

Institution Characteristics

General information: Academic year 2015-16

UnitID	213987
Name	Mercyhurst University
City	Erie
State	PA
Web Address	www.mercyhurst.edu
OPEID	00329700
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Private not-for-profit
Level	Four or more years
Institution Category	Degree-granting, primarily baccalaureate or above
Carnegie Classification	Master's Colleges & Universities: Medium Programs
Award levels	Bachelor's degree Postbaccalaureate certificate Master's degree Doctor's degree - research/scholarship
Religious Affiliation	Roman Catholic
Calendar System	Four-one-four plan
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	City: Midsize
Distance Learning	Offers undergraduate courses and/or programs

Admissions and Test Scores

Number of applicants, admissions, and students enrolled: Fall 2015

	Number applied	Number admitted	Number enrolled Full-time	Part-time
Total	2,749	2,210	591	0
Men	1,184	905	246	0
Women	1,565	1,305	345	0

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2015-16

Published tuition and required fees	\$33,314
Books and supplies	\$1,200
On-campus room and board	\$12,445
On-campus other expenses	\$1,750
Off-campus (not with family) room and board	\$9,866
Off-campus (not with family) other expenses	\$1,750
Off-campus (with family) other expenses	\$1,750
Total Cost	
On-campus	\$48,709
Off-campus (not with family)	\$46,130
Off-campus (with family)	\$36,264

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	Tuition and required fees
Undergraduate	\$33,314
Graduate	\$22,055

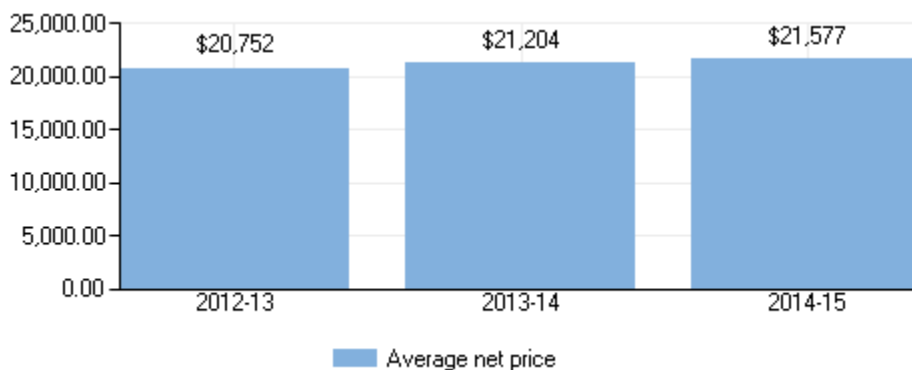
Student Financial Aid

Student Financial Aid, 2014-15

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	96%	\$21,619
Pell grants	30%	\$4,293
Federal student loans	71%	\$7,007
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	100%	
Grants or scholarship aid	98%	\$23,882
Federal grants	25%	\$4,312
Pell grants	25%	\$4,250
Other federal grants	1%	\$2,375
State or local grants and scholarships	23%	\$3,148
Institutional grants and scholarships	98%	\$22,241
Student loan aid	71%	\$8,768
Federal student loans	70%	\$5,693
Other student loans	17%	\$12,903

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2012-13 - 2014-15

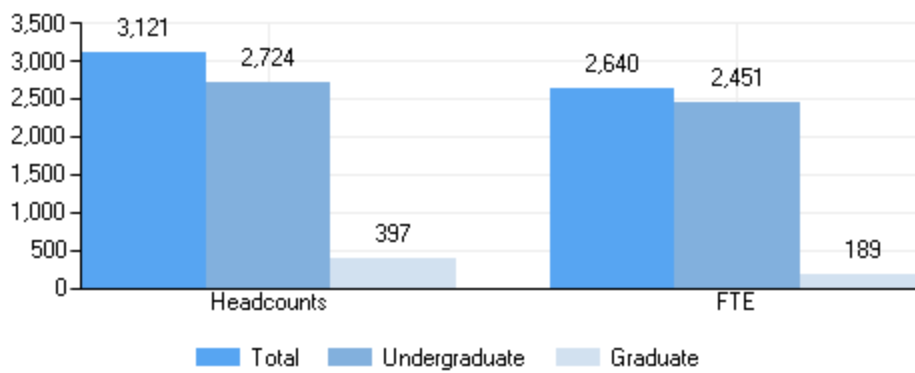


Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded Title IV aid by income: 2012-13 - 2014-15

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$14,875	\$17,084	\$16,124
\$30,001 - \$48,000	\$16,389	\$15,987	\$16,925
\$48,001 - \$75,000	\$19,173	\$16,928	\$21,028
\$75,001 - \$110,000	\$21,750	\$20,721	\$22,896
\$110,001 and more	\$24,037	\$18,051	\$25,021

Enrollment

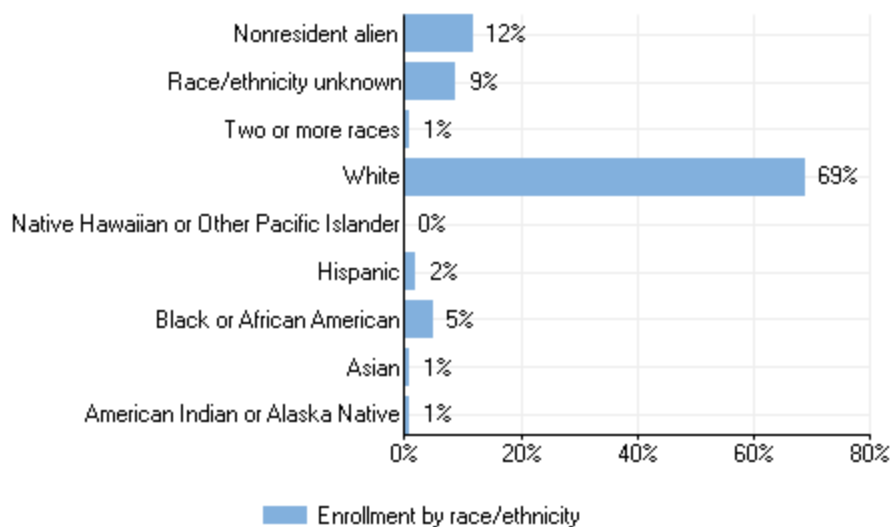
Unduplicated 12-month headcount and total FTE, by student level: 2014-15



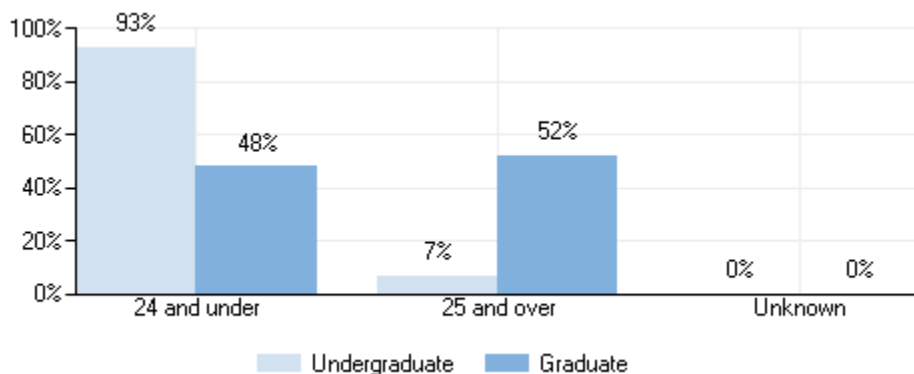
Enrollment by gender, student level, and full- and part-time status: Fall 2015

	Total	Men	Women
All students	2,828	1,232	1,596
Undergraduate	2,513	1,089	1,424
Degree/certificate seeking	2,490	1,082	1,408
First-time	590	245	345
Transfer-ins	66	42	24
Continuing	1,834	795	1,039
Nondegree/certificate seeking	23	7	16
Graduate	315	143	172
Full-time students	2,571	1,117	1,454
Undergraduate	2,402	1,048	1,354
Degree/certificate seeking	2,402	1,048	1,354
First-time	587	244	343
Transfer-ins	66	42	24
Continuing	1,749	762	987
Graduate	169	69	100
Part-time students	257	115	142
Undergraduate	111	41	70
Degree/certificate seeking	88	34	54
First-time	3	1	2
Continuing	85	33	52
Nondegree/certificate seeking	23	7	16
Graduate	146	74	72

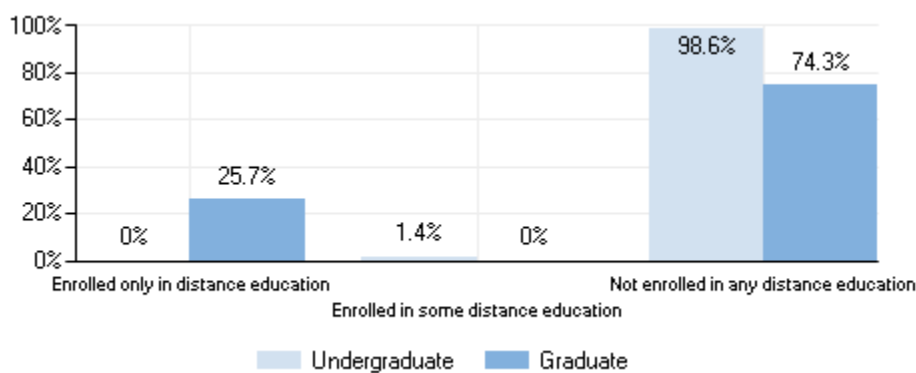
Percent of all students enrolled, by race/ethnicity: Fall 2015



Percent of all students enrolled, by age: Fall 2015

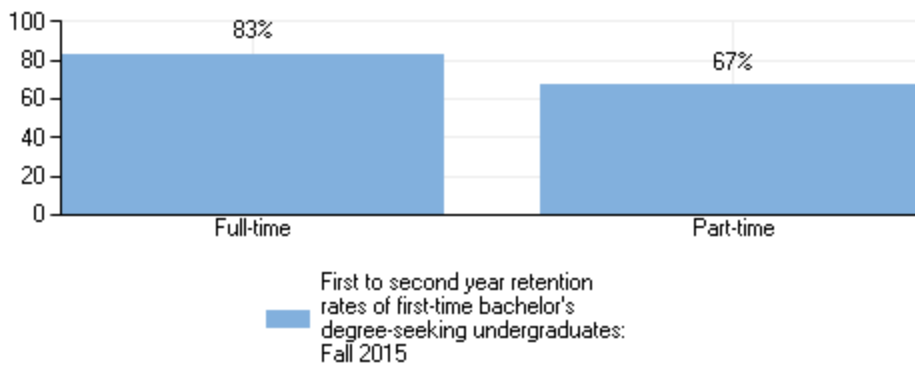


Enrollment by distance education: Fall 2015

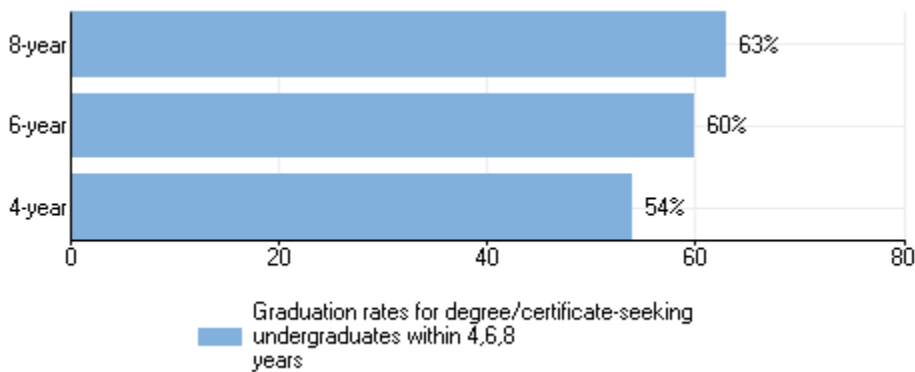


Retention and Graduation

First to second year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2015



Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2009 cohort

	Rate
Overall graduation rates	
Total	65%
Men	59%
Women	70%
American Indian or Alaska Native	0%
Asian	100%
Black or African American	33%
Hispanic or Latino	55%
Native Hawaiian or Other Pacific Islander	
White	66%
Two or more races	
Race/ethnicity unknown	30%
Nonresident alien	78%
Transfer out-rate	

Graduation rates are based on the student's completion status as of August 31, 2015.

Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2014 - June 30, 2015

Total Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/ scholarship	Doctor's professional practice	Doctor's other
Grand total	0	39	0	588	81	0	0	0
American Indian or Alaska Native	0	0	0	2	0	0	0	0
Asian	0	1	0	4	2	0	0	0

Black or African American	0	3	0	23	3	0	0	0
Hispanic or Latino	0	0	0	18	3	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	14	0	440	50	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	16	0	50	15	0	0	0
Nonresident alien	0	5	0	51	8	0	0	0

Men Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	20	0	267	32	0	0	0
American Indian or Alaska Native	0	0	0	1	0	0	0	0
Asian	0	0	0	1	0	0	0	0
Black or African American	0	2	0	14	2	0	0	0
Hispanic or Latino	0	0	0	9	2	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	6	0	186	13	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	9	0	22	9	0	0	0
Nonresident alien	0	3	0	34	6	0	0	0

Women Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	19	0	321	49	0	0	0
American Indian or Alaska Native	0	0	0	1	0	0	0	0
Asian	0	1	0	3	2	0	0	0
Black or African American	0	1	0	9	1	0	0	0
Hispanic or Latino	0	0	0	9	1	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	8	0	254	37	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	7	0	28	6	0	0	0
Nonresident alien	0	2	0	17	2	0	0	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	-	39	-	588	81	-	-	-
Area, Ethnic, Cultural, Gender, and Group Studies	-	-	-	0	-	-	-	-
Communication, Journalism, and Related Programs	-	-	-	7	-	-	-	-
Computer and Information Sciences and Support Services	-	0	-	7	-	-	-	-
Education	-	1	-	29	19	-	-	-
Foreign Languages, Literatures, and Linguistics	-	-	-	1	-	-	-	-
English Language and Literature/Letters	-	-	-	12	-	-	-	-
Liberal Arts and Sciences, General Studies and Humanities	-	-	-	14	-	-	-	-
Biological and Biomedical Sciences	-	-	-	47	10	-	-	-
Mathematics and Statistics	-	-	-	6	-	-	-	-
	-	19	-	73	22	-	-	-

Military Technologies and Applied Sciences								
Multi/Interdisciplinary Studies	-	0	-	24	-	-	-	-
Philosophy and Religious Studies	-	-	-	3	-	-	-	-
Theology and Religious Vocations	-	-	-	0	-	-	-	-
Physical Sciences	-	-	-	4	-	-	-	-
Psychology	-	-	-	22	6	-	-	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	-	-	-	70	2	-	-	-
Public Administration and Social Service Professions	-	-	-	11	-	-	-	-
Social Sciences	-	2	-	20	4	-	-	-
Visual and Performing Arts	-	-	-	35	-	-	-	-
Health Professions and Related Programs	-	1	-	56	-	-	-	-
Business, Management, Marketing, and Related Support Services	-	16	-	133	18	-	-	-
History	-	-	-	14	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

Occupational category	Total	Full-time	Part-time
All staff	612	430	182
Instructional Staff	287	164	123
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	7	5	2
Archivists, Curators, and Museum Technicians	2	1	1
Librarians	1	0	1
Library Technicians	4	4	0
Student and Academic Affairs and Other Education Services	82	77	5
Management	38	37	1
Business and Financial Operations	20	19	1
Computer, Engineering, and Science	25	24	1
Community Service, Legal, Arts, and Media	69	53	16
Healthcare Practitioners and Technical	8	6	2
Service Occupations	14	7	7
Sales and Related Occupations	1	1	0
Office and Administrative Support	50	35	15
Natural Resources, Construction, and Maintenance	1	1	0
Production, Transportation, and Material Moving	10	1	9
Graduate Assistants	-	-	100
Graduate Assistants Teaching	-	-	0
Graduate Assistants Research	-	-	1
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	5
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	16
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	16
Graduate Assistants Library and Instructional Support	-	-	61
Graduate Assistants Healthcare Practitioners and Technical	-	-	1

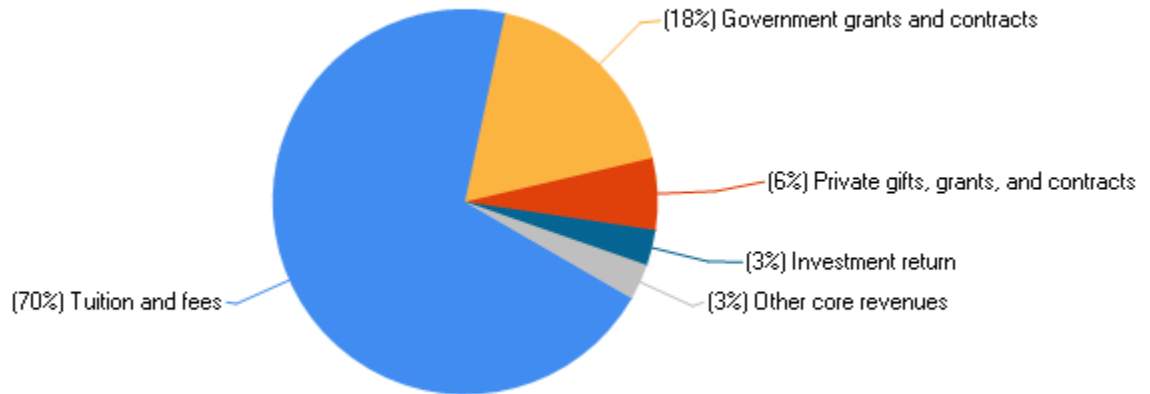
Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	164	164	0	0
With faculty status	164	164	0	0
Tenured	76	76	0	0

On tenure track	51	51	0	0
Not on tenure track	37	37	0	0
Multi-year contract	0	0	0	0
Annual contract	37	37	0	0
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

Finance

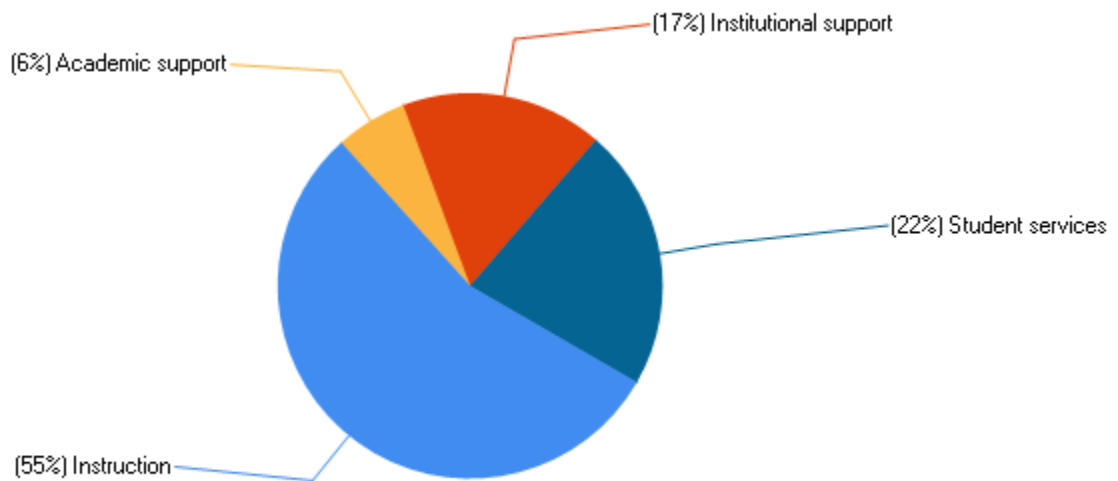
Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$13,436
Government grants and contracts	\$3,531
Private gifts, grants, and contracts	\$1,231
Investment return	\$603
Other core revenues	\$510

Percent distribution of core expenses, by function: Fiscal year 2015



Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$13,452
Research	\$0
Public service	\$96
Academic support	\$1,438
Institutional support	\$4,137
Student services	\$5,265
Other core expenses	\$0

National Center for Education Statistics

IPEDS Data Center

Pennsylvania State University-Penn State Erie-Behrend College

UnitID	214591
OPEID	00332905
Address	4701 College Drive, Erie, PA, 16563-0001
Web Address	psbehrend.psu.edu/

Institution Characteristics

General information: Academic year 2015-16

UnitID	214591
Name	Pennsylvania State University-Penn State Erie-Behrend College
City	Erie
State	PA
Web Address	psbehrend.psu.edu/
OPEID	00332905
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Public
Level	Four or more years
Institution Category	Degree-granting, primarily baccalaureate or above
Carnegie Classification	Baccalaureate Colleges: Diverse Fields
Award levels	Less than one year certificate One but less than two years certificate Associate's degree Bachelor's degree Master's degree
Religious Affiliation	Not applicable
Calendar System	Semester
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	Suburb: Midsize
Distance Learning	Offers undergraduate courses and/or programs

Admissions and Test Scores

Number of applicants, admissions, and students enrolled: Fall 2015

	Number applied	Number admitted	Number enrolled	
			Full-time	Part-time
Total	4,079	3,552	1,170	6
Men	2,306	2,000	726	5
Women	1,773	1,552	444	1

Percentile test scores of first-time degree/certificate-seeking undergraduate students: Fall 2015

SAT	25th percentile	75th percentile
Critical Reading	460	560
Math	480	610
Writing	440	550

Percent submitting SAT scores: 81%

ACT	25th percentile	75th percentile
Composite	20	25
English	19	25
Math	19	27
Writing	6	8

Percent submitting ACT scores: 14%

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2015-16

Published tuition and required fees	
In-state	\$14,610
Out-of-state	\$22,344
Books and supplies	\$1,840
On-campus room and board	\$10,926
On-campus other expenses	\$4,788
Off-campus (not with family) room and board	\$10,926
Off-campus (not with family) other expenses	\$4,788
Off-campus (with family) other expenses	\$4,104
Total Cost	
On-campus, in-state	\$32,164
On-campus, out-of-state	\$39,898
Off-campus (not with family), in-state	\$32,164
Off-campus (not with family), out of state	\$39,898
Off-campus (with family), in-state	\$20,554
Off-campus (with family), out-of-state	\$28,288

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	In-state	Out-of-state
Undergraduate	\$14,610	\$22,344
Graduate	\$20,280	\$26,482

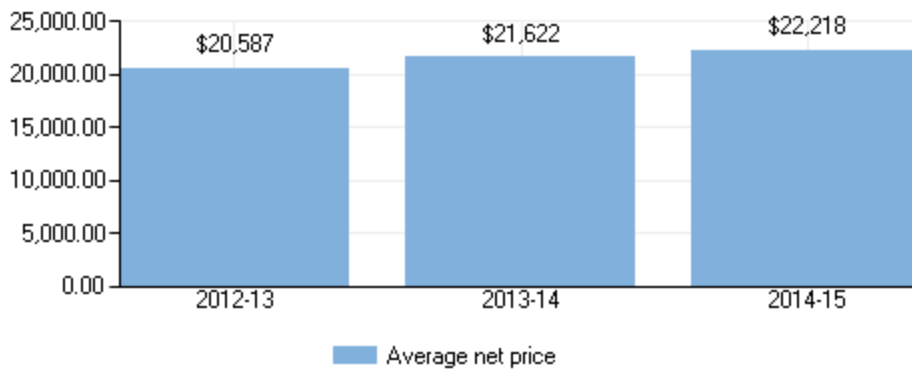
Student Financial Aid

Student Financial Aid, 2014-15

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	82%	\$5,683
Pell grants	30%	\$4,046
Federal student loans	67%	\$6,851
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	76%	
Grants or scholarship aid	56%	\$6,854
Federal grants	29%	\$4,413
Pell grants	28%	\$4,053
Other federal grants	8%	\$1,468
State or local grants and scholarships	32%	\$3,190
Institutional grants and scholarships	42%	\$3,792
Student loan aid	64%	\$8,721
Federal student loans	63%	\$5,769
Other student loans	13%	\$14,522

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid: 2012-13 - 2014-15

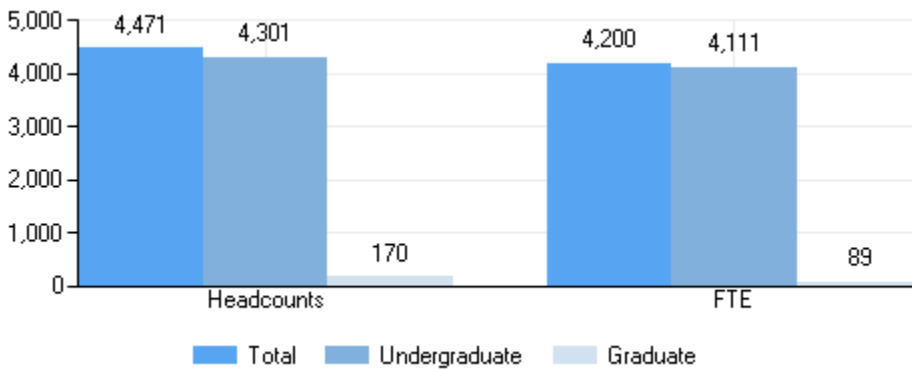


Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded Title IV aid, by income: 2012-13 - 2014-15

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$16,838	\$16,747	\$18,393
\$30,001 - \$48,000	\$18,119	\$17,976	\$20,241
\$48,001 - \$75,000	\$21,474	\$21,273	\$23,123
\$75,001 - \$110,000	\$25,245	\$25,176	\$27,394
\$110,001 and more	\$27,150	\$26,777	\$28,203

Enrollment

Unduplicated 12-month headcount and total FTE, by student level: 2014-15

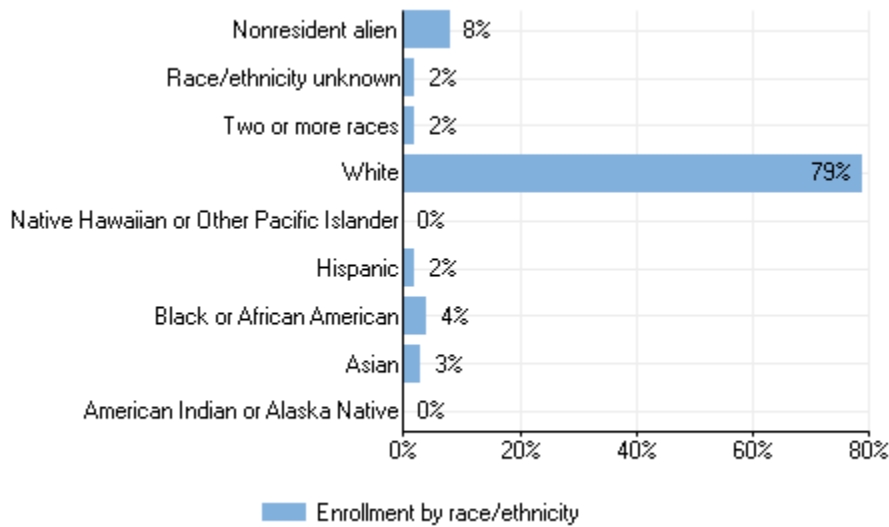


Enrollment by gender, student level, and full- and part-time status: Fall 2015

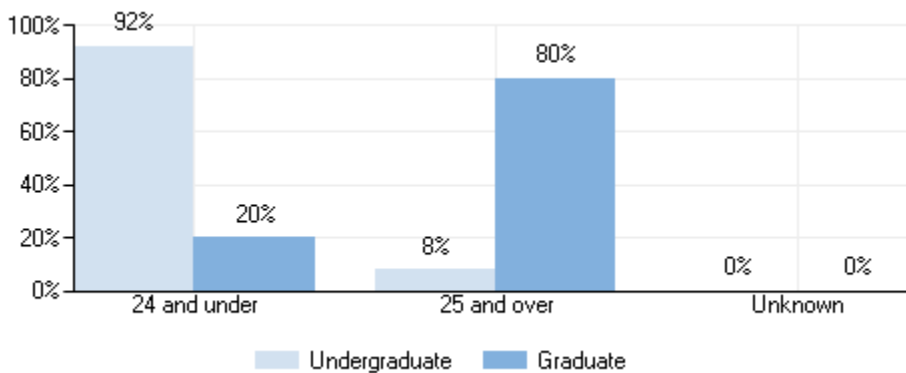
	Total	Men	Women
All students	4,327	2,820	1,507
Undergraduate	4,175	2,711	1,464
Degree/certificate seeking	4,092	2,652	1,440
First-time	1,176	731	445
Transfer-ins	117	53	64
Continuing	2,799	1,868	931
Nondegree/certificate seeking	83	59	24
Graduate	152	109	43
Full-time students	3,986	2,580	1,406
Undergraduate	3,955	2,560	1,395
Degree/certificate seeking	3,920	2,534	1,386
First-time	1,170	726	444
Transfer-ins	103	46	57

Continuing	2,647	1,762	885
Nondegree/certificate seeking	35	26	9
Graduate	31	20	11
Part-time students	341	240	101
Undergraduate	220	151	69
Degree/certificate seeking	172	118	54
First-time	6	5	1
Transfer-ins	14	7	7
Continuing	152	106	46
Nondegree/certificate seeking	48	33	15
Graduate	121	89	32

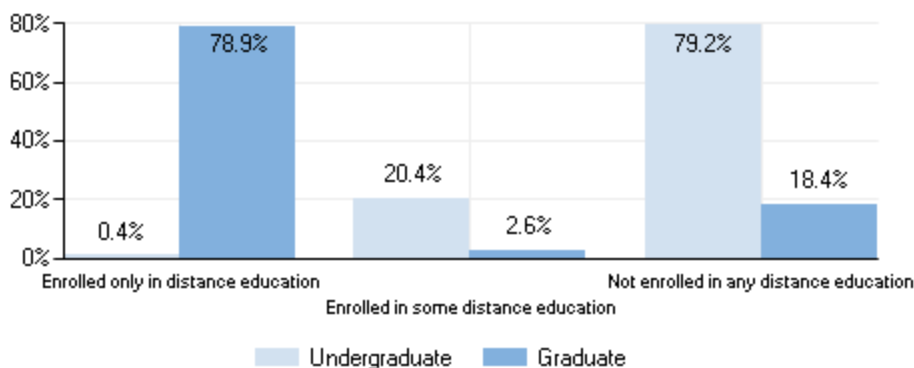
Percent of all students enrolled, by race/ethnicity: Fall 2015



Percent of all students enrolled, by age: Fall 2015

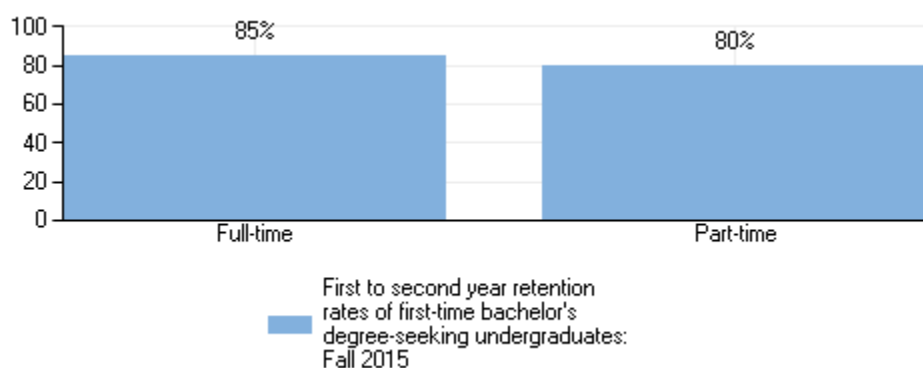


Enrollment by distance education: Fall 2015

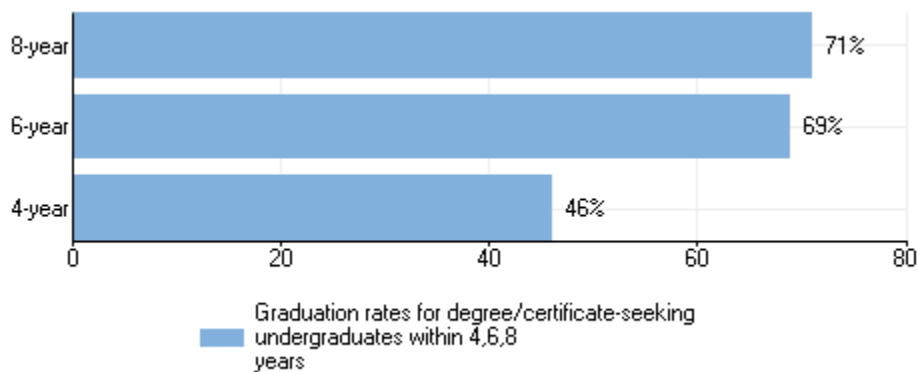


Retention and Graduation

First to second year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2015



Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2009 cohort

	Rate
Overall graduation rates	
Total	69%
Men	68%
Women	71%
American Indian or Alaska Native	
Asian	56%
Black or African American	32%
Hispanic or Latino	60%

Native Hawaiian or Other Pacific Islander	
White	71%
Two or more races	57%
Race/ethnicity unknown	40%
Nonresident alien	85%

Transfer out-rate

Graduation rates are based on the student's completion status as of August 31, 2015.

Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2014 - June 30, 2015

Total								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	162	0	55	689	48	0	0	0
American Indian or Alaska Native	0	0	1	1	0	0	0	0
Asian	3	0	2	8	1	0	0	0
Black or African American	4	0	0	18	0	0	0	0
Hispanic or Latino	2	0	3	21	3	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	147	0	45	622	40	0	0	0
Two or more races	1	0	3	5	0	0	0	0
Race/ethnicity unknown	4	0	1	5	2	0	0	0
Nonresident alien	1	0	0	9	2	0	0	0
Men								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	85	0	20	441	29	0	0	0
American Indian or Alaska Native	0	0	0	1	0	0	0	0
Asian	0	0	0	1	0	0	0	0
Black or African American	2	0	0	10	0	0	0	0
Hispanic or Latino	1	0	2	15	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	80	0	17	406	26	0	0	0
Two or more races	1	0	0	3	0	0	0	0
Race/ethnicity unknown	0	0	1	1	2	0	0	0
Nonresident alien	1	0	0	4	1	0	0	0
Women								
Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	77	0	35	248	19	0	0	0
American Indian or Alaska Native	0	0	1	0	0	0	0	0
Asian	3	0	2	7	1	0	0	0
Black or African American	2	0	0	8	0	0	0	0
Hispanic or Latino	1	0	1	6	3	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	67	0	28	216	14	0	0	0
Two or more races	0	0	3	2	0	0	0	0
Race/ethnicity unknown	4	0	0	4	0	0	0	0
Nonresident alien	0	0	0	5	1	0	0	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
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	Certificates Below Bachelor's	Certificates Above Bachelor's						
Grand total	162	-	55	689	48	-	-	-
Area, Ethnic, Cultural, Gender, and Group Studies	0	-	-	-	-	-	-	-
Communication, Journalism, and Related Programs	19	-	-	20	-	-	-	-
Computer and Information Sciences and Support Services	23	-	-	10	-	-	-	-
Education	-	-	-	1	-	-	-	-
Engineering	1	-	0	160	-	-	-	-
Engineering Technologies and Engineering-related Fields	6	-	10	46	-	-	-	-
Foreign Languages, Literatures, and Linguistics	0	-	-	-	-	-	-	-
Family and Consumer Sciences/Human Sciences	12	-	-	-	-	-	-	-
Legal Professions and Studies	2	-	-	-	-	-	-	-
English Language and Literature/Letters	-	-	-	25	-	-	-	-
Liberal Arts and Sciences, General Studies and Humanities	-	-	9	11	-	-	-	-
Biological and Biomedical Sciences	-	-	-	40	-	-	-	-
Mathematics and Statistics	-	-	-	5	-	-	-	-
Multi/Interdisciplinary Studies	2	-	-	2	-	-	-	-
Physical Sciences	-	-	-	21	-	-	-	-
Psychology	7	-	-	26	-	-	-	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	0	-	-	-	-	-	-	-
Social Sciences	-	-	-	18	-	-	-	-
Visual and Performing Arts	-	-	-	1	-	-	-	-
Health Professions and Related Programs	3	-	31	32	-	-	-	-
Business, Management, Marketing, and Related Support Services	87	-	5	261	48	-	-	-
History	-	-	-	10	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

Occupational category	Total	Full-time	Part-time
All staff	666	581	85
Instructional Staff	337	267	70
Research	1	1	0
Public Service	0	0	0
Librarians, Curators, and Archivists	2	2	0
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	2	2	0
Library Technicians	0	0	0
Student and Academic Affairs and Other Education Services	6	6	0
Management	44	44	0
Business and Financial Operations	14	14	0

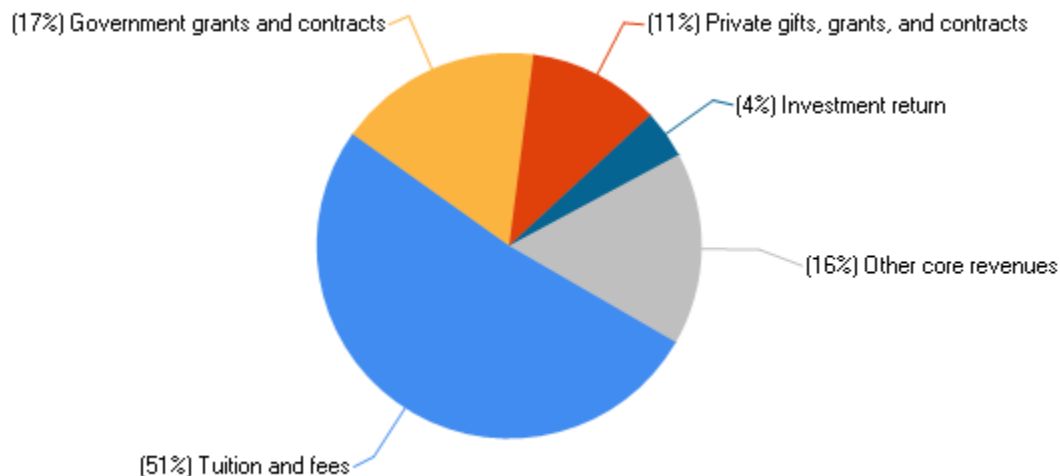
Computer, Engineering, and Science	19	19	0
Community Service, Legal, Arts, and Media	43	43	0
Healthcare Practitioners and Technical	3	3	0
Service Occupations	97	97	0
Sales and Related Occupations	0	0	0
Office and Administrative Support	80	65	15
Natural Resources, Construction, and Maintenance	16	16	0
Production, Transportation, and Material Moving	4	4	0
Graduate Assistants	-	-	4
Graduate Assistants Teaching	-	-	4
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	0
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	0
Graduate Assistants Library and Instructional Support	-	-	0
Graduate Assistants Healthcare Practitioners and Technical	-	-	0

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	268	267	1	0
With faculty status	268	267	1	0
Tenured	90	90	0	0
On tenure track	43	43	0	0
Not on tenure track	135	134	1	0
Multi-year contract	99	99	0	0
Annual contract	36	35	1	0
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

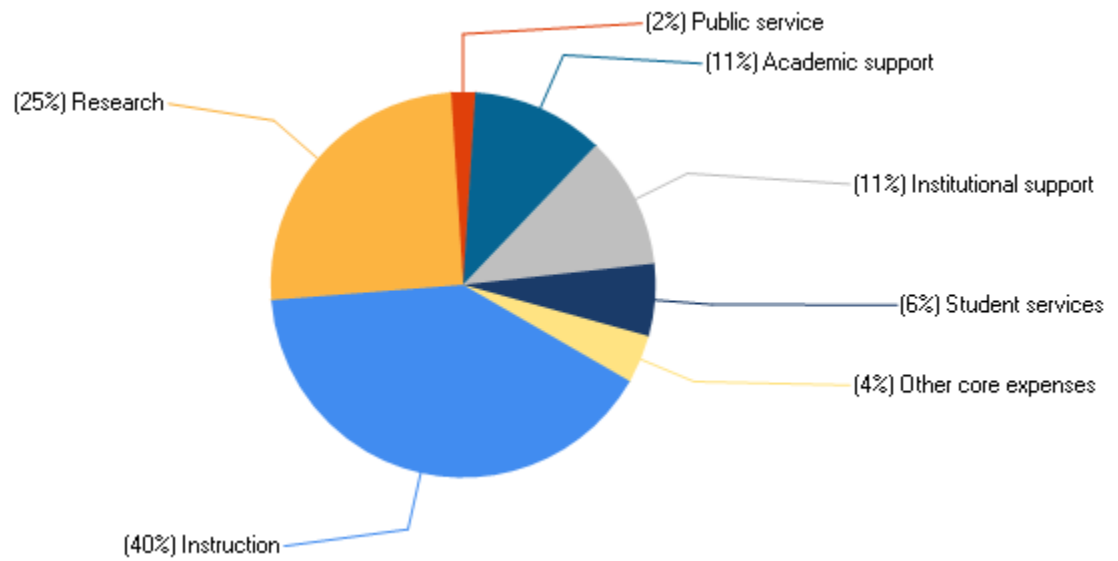
Finance

Percent distribution of core revenues, by source: Fiscal year 2015



Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$7,266
Government grants and contracts	\$2,463
Private gifts, grants, and contracts	\$1,583
Investment return	\$525
Other core revenues	\$2,281

Percent distribution of core expenses, by function: Fiscal year 2015**Core expenses per FTE enrollment, by function: Fiscal year 2015**

Instruction	\$5,446
Research	\$3,422
Public service	\$321
Academic support	\$1,538
Institutional support	\$1,488
Student services	\$782
Other core expenses	\$499

National Center for Education Statistics

IPEDS Data Center

Triangle Tech Inc-Erie

UnitID	216427
OPEID	02090200
Address	2000 Liberty Street, Erie, PA, 16502-2594
Web Address	www.triangle-tech.edu

Institution Characteristics

General information: Academic year 2015-16

UnitID	216427
Name	Triangle Tech Inc-Erie
City	Erie
State	PA
Web Address	www.triangle-tech.edu
OPEID	02090200
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Private for-profit
Level	At least 2 but less than 4 years
Institution Category	Degree-granting, associate's and certificates
Carnegie Classification	Special Focus Two-Year: Technical Professions
Award levels	Associate's degree
Religious Affiliation	Not applicable
Calendar System	Semester
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	City: Midsize
Distance Learning	Not offered

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2015-16

Published tuition and required fees	\$16,383
Books and supplies	\$1,058
Off-campus (not with family) room and board	\$6,138
Off-campus (not with family) other expenses	\$5,913
Off-campus (with family) other expenses	\$5,913
Total Cost	
Off-campus (not with family)	\$29,492
Off-campus (with family)	\$23,354

Typical tuition and required fees for full-time students: Academic year 2015-16

Level of student	Tuition and required fees
Undergraduate	\$16,383
Graduate	

Student Financial Aid

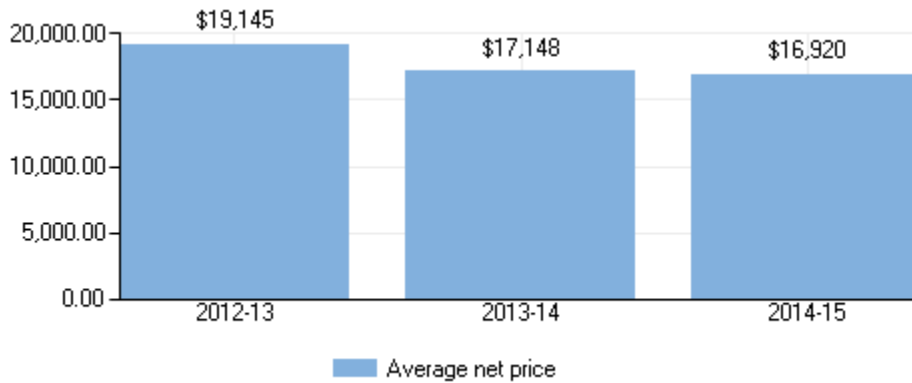
Student Financial Aid, 2014-15

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	93%	\$8,552
Pell grants	72%	\$4,592
Federal student loans	89%	\$7,506
Full-time, first-time, degree/certificate-seeking undergraduate students		

Any student financial aid	96%	
Grants or scholarship aid	88%	\$9,330
Federal grants	64%	\$4,698
Pell grants	64%	\$4,473
Other federal grants	24%	\$600
State or local grants and scholarships	76%	\$6,239
Institutional grants and scholarships	24%	\$1,926
Student loan aid	84%	\$9,584
Federal student loans	84%	\$6,976
Other student loans	36%	\$6,085

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid: 2012-13 - 2014-15

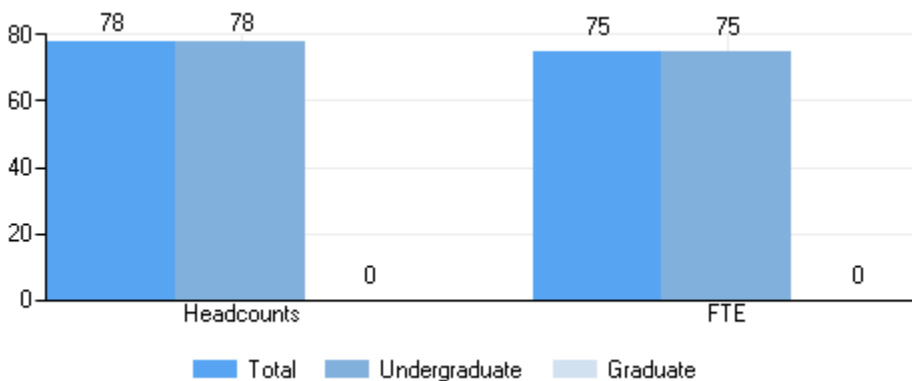


Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who were awarded Title IV aid by income: 2012-13 - 2014-15

Income	2012-13	2013-14	2014-15
\$0 - \$30,000	\$19,175	\$16,261	\$17,344
\$30,001 - \$48,000	\$18,481	\$16,784	\$18,614
\$48,001 - \$75,000	\$21,779	\$19,490	\$16,435
\$75,001 - \$110,000	\$23,299	\$23,316	\$18,906
\$110,001 and more	\$26,420	\$0	\$15,417

Enrollment

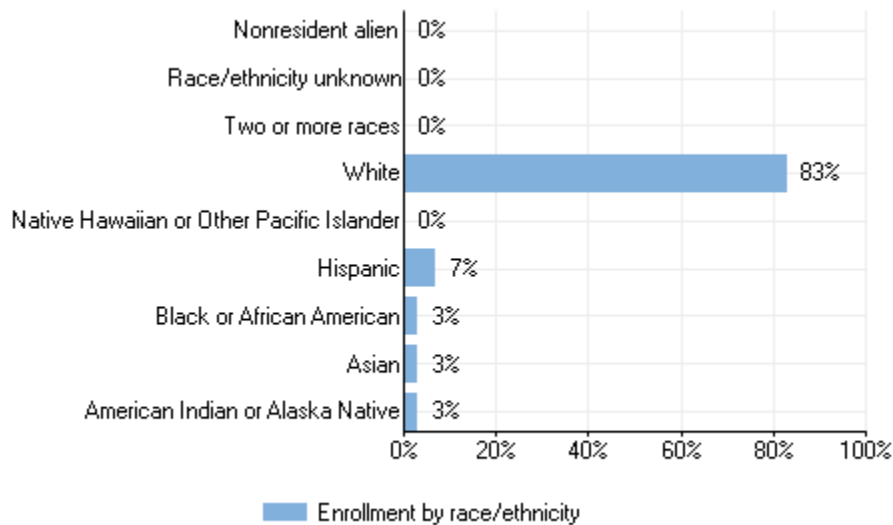
Unduplicated 12-month headcount and total FTE, by student level: 2014-15



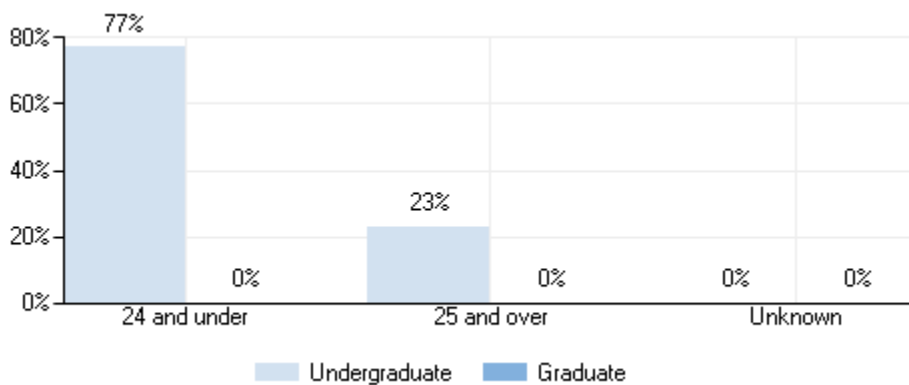
Enrollment by gender, student level, and full- and part-time status: Fall 2015

	Total	Men	Women
All students	30	27	3
Undergraduate	30	27	3
Degree/certificate seeking	30	27	3
First-time	20	17	3
Continuing	10	10	0
Full-time students	30	27	3
Undergraduate	30	27	3
Degree/certificate seeking	30	27	3
First-time	20	17	3
Continuing	10	10	0

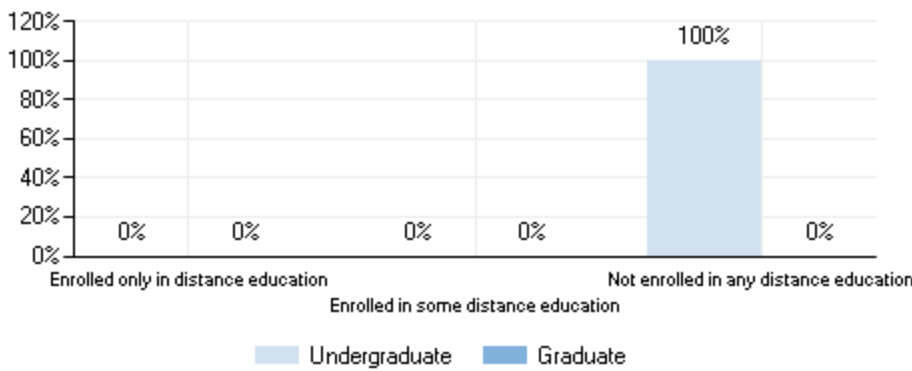
Percent of all students enrolled, by race/ethnicity: Fall 2015



Percent of all students enrolled, by age: Fall 2015

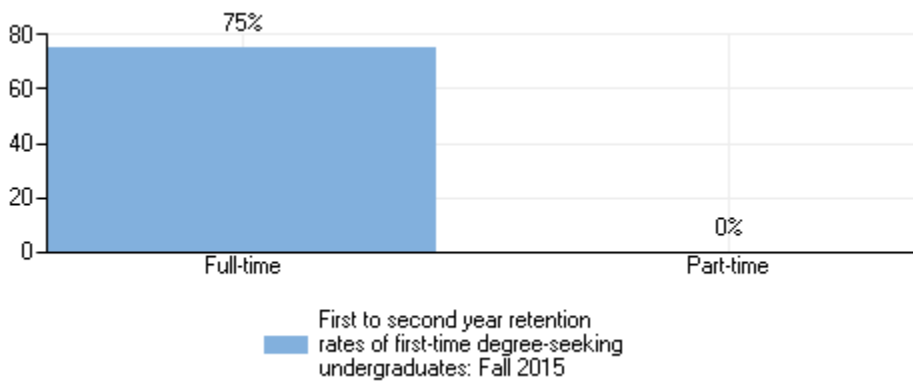


Enrollment by distance education: Fall 2015

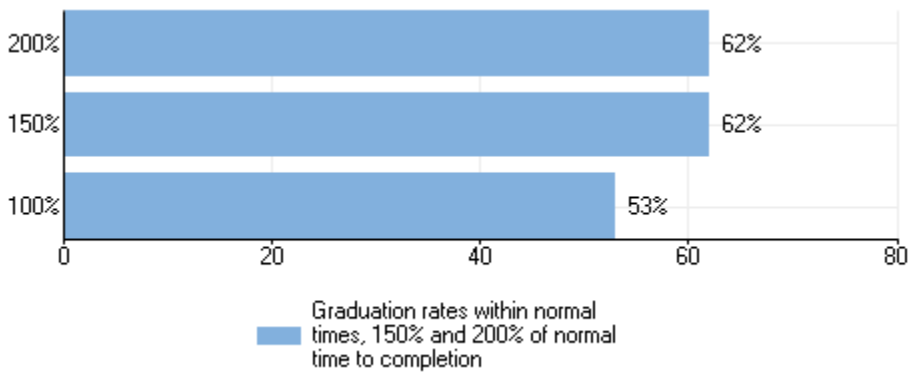


Retention and Graduation

First to second year retention rates of first-time degree-seeking undergraduates: Fall 2015



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2011 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2012 cohort

	Rate
Overall graduation rates	
Total	75%
Men	73%
Women	100%
American Indian or Alaska Native	
Asian	
Black or African American	57%
Hispanic or Latino	

Native Hawaiian or Other Pacific Islander	
White	78%
Two or more races	
Race/ethnicity unknown	
Nonresident alien	

Transfer out-rate

Graduation rates are based on the student's completion status as of August 31, 2015.

Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2014 - June 30, 2015

Total Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	0	33	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	3	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	30	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Men Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	0	31	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	3	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	28	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Women Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	0	2	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	2	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0

Number of degrees and certificates awarded, by level and program: July 1, 2014 - June 30, 2015

Program	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
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	Certificates Below Bachelor's	Certificates Above Bachelor's						
Grand total	-	-	33	-	-	-	-	-
Engineering Technologies and Engineering-related Fields	-	-	6	-	-	-	-	-
Construction Trades	-	-	27	-	-	-	-	-

Human Resources

Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2015

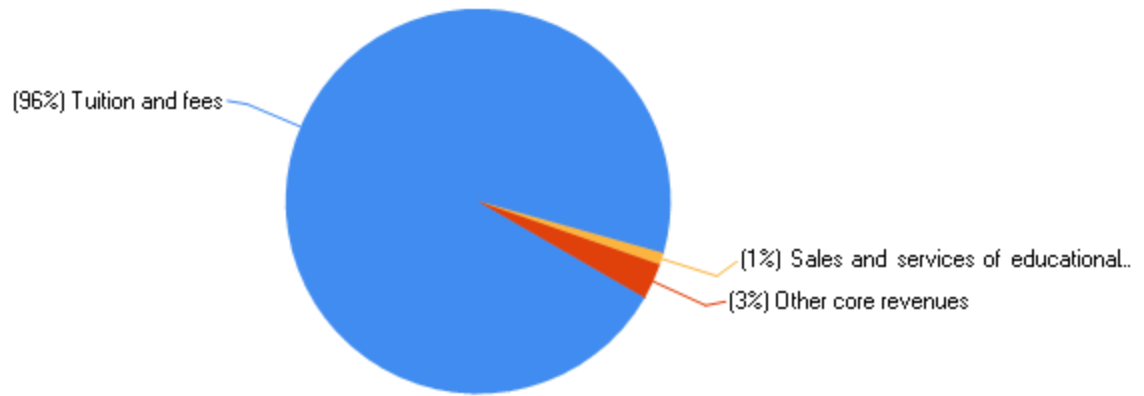
Occupational category	Total	Full-time	Part-time
All staff	12	11	1
Instructional Staff	6	6	0
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	0	0	0
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	0	0	0
Library Technicians	0	0	0
Student and Academic Affairs and Other Education Services	0	0	0
Management	1	1	0
Business and Financial Operations	0	0	0
Computer, Engineering, and Science	0	0	0
Community Service, Legal, Arts, and Media	0	0	0
Healthcare Practitioners and Technical	0	0	0
Service Occupations	0	0	0
Sales and Related Occupations	0	0	0
Office and Administrative Support	5	4	1
Natural Resources, Construction, and Maintenance	0	0	0
Production, Transportation, and Material Moving	0	0	0
Graduate Assistants	-	-	0
Graduate Assistants Teaching	-	-	0
Graduate Assistants Research	-	-	0
Graduate Assistants Management Occupations	-	-	0
Graduate Assistants Business and Financial Operations Occupations	-	-	0
Graduate Assistants Computer, Engineering, and Science Occupations	-	-	0
Graduate Assistants Community Service, Legal, Arts, and Media	-	-	0
Graduate Assistants Library and Instructional Support	-	-	0
Graduate Assistants Healthcare Practitioners and Technical	-	-	0

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2015

	Total	Instructional Staff	Research	Public Service
Total	6	6	0	0
With faculty status	0	0	0	0
Tenured	0	0	0	0
On tenure track	0	0	0	0
Not on tenure track	0	0	0	0
Multi-year contract	0	0	0	0
Annual contract	0	0	0	0
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

Finance

Percent distribution of core revenues, by source: Fiscal year 2015



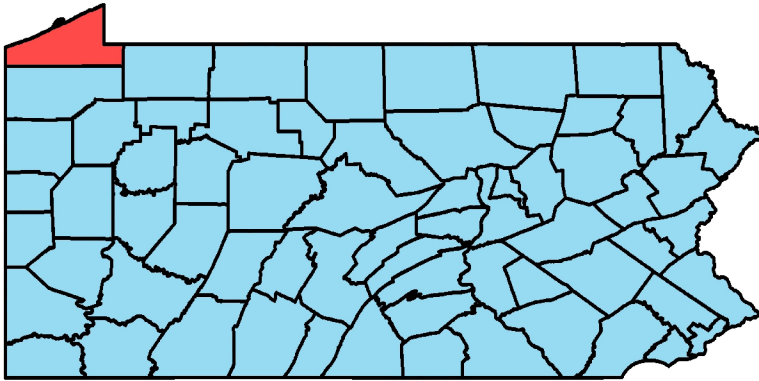
Core revenues per FTE enrollment, by source: Fiscal year 2015

Tuition and fees	\$10,939
Government appropriations grants and contracts	\$0
Private gifts, grants, and contracts	\$0
Investment return	\$3
Sales and services of educational activities	\$99
Other core revenues	\$381

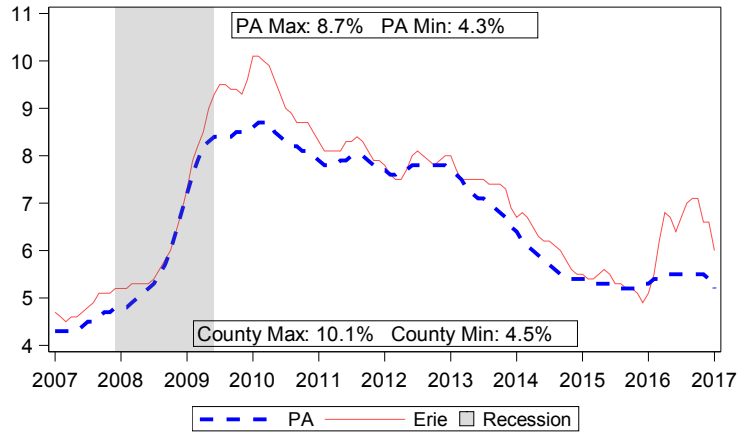
Core expenses per FTE enrollment, by function: Fiscal year 2015

Instruction	\$7,249
Research	\$0
Public service	\$0
Academic support	\$0
Institutional support	\$1,293
Student services	\$8,031
Other core expenses	\$0

APPENDIX B



Unemployment Rate, Jan 2007 to Jan 2017



2015 Population		
Demographic	County	PA
Total Population	279,858	12,779,559
Female	141,951	6,534,215
Male	137,907	6,245,344

Population by Race		
White	87.5%	81.6%
Black	7.1%	11.0%
Other	5.4%	7.4%
Hispanic Origin (all races)	3.8%	6.4%

Population by Age		
Ages 0 to 17	22.1%	21.3%
Ages 18 to 24	11.1%	9.7%
Ages 25 to 34	12.6%	12.6%
Ages 35 to 44	11.5%	12.0%
Ages 45 to 54	13.7%	14.4%
Ages 55 to 64	13.7%	13.6%
Ages 65 to 74	8.2%	8.6%
Ages 75 and Older	7.1%	7.7%
Median Age	39.2	40.7

Source: U.S. Census 5 Year Estimate 2011-2015 (Tables: DP05 and B01001)

2015 Veterans		
	County	PA
Total Veterans	21,246	870,770
Median Veteran Income	\$32,723	\$34,110
Median Non-Veteran Income	\$22,942	\$26,783
Veteran Unemployment Rate	7.3%	7.2%

Source: U.S. Census 5 Year Estimate 2011-2015 (Table: S2101)

Online Job Postings		
	County	PA
January 2017	2,684	191,431
January 2016	3,751	208,272
Annual Volume Change	-1,067	-16,841
Annual Percent Change	-28.4%	-8.1%

Source: The Conference Board Help Wanted OnLine™

Income		
	County	PA
Per Capita Personal Income	\$40,425	\$49,745
Total Personal Income	\$11,240,073	\$636,857,158
Median Household Income	\$45,971	\$53,599
Median Family Income	\$58,746	\$68,158

Note: Total Personal Income is displayed in thousands.
 Note: Median Incomes are in 2015 adjusted dollars.
 Source: Personal Incomes - Bureau of Economic Analysis (BEA) - 2015
 Source: Median Incomes - U.S. Census 2011-2015 (Tables: B19013 & B19113)

Local Area Unemployment Statistics		
Jan 2017	County	PA
Unemployment Rate	6.0%	5.2%
Labor Force	132,500	6,440,000
Employed	124,500	6,107,000
Unemployed	8,000	333,000

Notes: Current month's data are preliminary. Data are Seasonally Adjusted.

Unemployment Compensation Exhaustees				
Jan 2016 to Dec 2016	Volume		Percent of Total	
	County	PA	County	PA
Natural Resources & Mining	20	3,960	0.5%	3.5%
Construction	230	12,130	7.0%	10.5%
Manufacturing	1,370	17,440	43.0%	15.5%
Trade, Transportation & Utilities	410	21,630	13.0%	19.0%
Information	30	1,800	1.0%	1.5%
Financial Activities	80	5,730	2.5%	5.0%
Professional & Business Services	320	20,240	10.0%	18.0%
Education & Health Services	420	17,250	13.0%	15.0%
Leisure & Hospitality	170	7,510	5.5%	6.5%
Other Services	70	2,900	2.0%	2.5%
Government	30	1,100	1.0%	1.0%
Info Not Available	30	2,310	1.0%	2.0%
Total	3,180	114,000	100%	100%

Note: Percentages less than 0.5% will be displayed as 0.0%.
 Source: Pennsylvania Unemployment Compensation System

Top 10 Employers by Employment in Q3 of 2016	
General Electric Company	
Erie Indemnity Co	
UPMC Hamot	
State Government	
Wal-Mart Associates Inc	
Saint Vincent Health Center	
School District of the City of Erie	
Federal Government	
Erie County	
Dr. Gertrude A Barber Center Inc	

Source: Quarterly Census of Employment and Wages

Quarterly Census of Employment and Wages, 2015 Annual Averages

NAICS	NAICS Description	Estab.		Employment		Employment %		Wages	
		County	LQ	County	PA	County	PA	County	PA
	Total, All Industries	7,078	1.00	124,658	5,691,627	100.0%	100.0%	\$40,886	\$52,160
11	Agriculture, Forestry, Fishing and Hunting	52	0.80	428	24,294	0.3%	0.4%	\$25,782	\$33,669
21	Mining, Quarrying, and Oil & Gas	15	0.14	98	33,054	0.1%	0.6%	\$46,979	\$81,640
22	Utilities	23	0.75	580	35,217	0.5%	0.6%	\$73,812	\$92,998
23	Construction	512	0.75	3,975	243,436	3.2%	4.3%	\$45,001	\$59,765
31-33	Manufacturing	466	1.79	22,230	568,098	17.8%	10.0%	\$59,183	\$59,564
42	Wholesale Trade	297	0.67	3,287	224,810	2.6%	3.9%	\$51,465	\$77,351
44-45	Retail Trade	921	1.10	15,375	637,817	12.3%	11.2%	\$25,032	\$27,329
48-49	Transportation and Warehousing	195	0.58	3,546	277,013	2.8%	4.9%	\$41,784	\$47,007
51	Information	55	0.61	1,175	88,323	0.9%	1.6%	\$49,168	\$72,586
52	Finance and Insurance	326	0.86	4,850	257,584	3.9%	4.5%	\$70,669	\$87,427
53	Real Estate and Rental and Leasing	169	0.74	1,017	62,366	0.8%	1.1%	\$29,605	\$56,551
54	Professional and Technical Services	420	0.40	3,013	341,433	2.4%	6.0%	\$51,885	\$87,398
55	Management of Companies and Enterprises	44	0.21	605	132,391	0.5%	2.3%	\$59,541	\$130,162
56	Administrative and Waste Services	297	0.86	5,950	314,339	4.8%	5.5%	\$21,925	\$33,813
61	Educational Services	263	1.01	10,508	477,181	8.4%	8.4%	\$45,836	\$53,592
62	Health Care and Social Assistance	1,571	1.13	24,721	994,804	19.8%	17.5%	\$42,507	\$47,871
71	Arts, Entertainment, and Recreation	113	1.51	3,147	94,960	2.5%	1.7%	\$19,106	\$32,030
72	Accommodation and Food Services	606	1.15	11,395	453,913	9.1%	8.0%	\$13,420	\$17,279
81	Other Services (Except Public Administration)	642	1.12	4,804	195,436	3.9%	3.4%	\$26,352	\$31,470
92	Public Administration	94	0.77	3,956	235,158	3.2%	4.1%	\$54,638	\$57,250
Company Ownership									
	Total, All Ownership	7,078	1.00	124,658	5,691,627	100.0%	100.0%	\$40,886	\$52,160
	Private Ownership	6,726	1.00	109,868	5,015,916	88.1%	88.1%	\$39,659	\$51,853
	Federal Ownership	50	0.72	1,502	95,857	1.2%	1.7%	\$67,510	\$70,896
	State Ownership	32	1.17	3,424	134,016	2.7%	2.4%	\$58,557	\$58,691
	Local Ownership	271	1.01	9,865	445,838	7.9%	7.8%	\$44,366	\$49,621

Notes: 'Estab.'-Establishments. 'LQ'-(Location Quotient) is the percent of county employment by sector divided by the percent of PA's employment by sector.

Occupational Wages, 2015 Annual Averages

SOC Code	Major Occupational Group	Entry-Level Wage		Average Wage	
		County	PA	County	PA
00-0000	Total, All Occupations	\$18,900	\$20,780	\$39,410	\$46,550
11-0000	Management	\$49,670	\$58,380	\$102,350	\$119,550
13-0000	Business & Financial Operations	\$34,500	\$40,800	\$59,770	\$70,850
15-0000	Computer & Mathematical	\$40,700	\$45,880	\$66,610	\$78,880
17-0000	Architecture & Engineering	\$41,980	\$45,150	\$66,900	\$76,240
19-0000	Life, Physical & Social Science	\$34,540	\$36,580	\$72,550	\$67,900
21-0000	Community & Social Services	\$27,500	\$26,620	\$40,150	\$42,260
23-0000	Legal	\$38,660	\$40,830	\$90,780	\$98,220
25-0000	Education, Training & Library	\$25,370	\$26,630	\$49,030	\$55,550
27-0000	Arts, Design, Entertainment, Sports & Media	\$19,750	\$23,850	\$39,460	\$50,610
29-0000	Healthcare Practitioners & Technical	\$34,440	\$36,530	\$71,500	\$73,250
31-0000	Healthcare Support	\$19,280	\$20,040	\$25,350	\$28,570
33-0000	Protective Service	\$19,110	\$20,370	\$45,290	\$43,050
35-0000	Food Preparation & Serving Related	\$16,980	\$16,990	\$19,920	\$21,780
37-0000	Building & Grounds Cleaning & Maintenance	\$16,930	\$18,470	\$22,560	\$27,360
39-0000	Personal Care & Service	\$16,980	\$17,140	\$22,980	\$24,620
41-0000	Sales & Related	\$17,100	\$17,300	\$31,330	\$39,380
43-0000	Office & Administrative Support	\$20,060	\$22,150	\$32,110	\$35,700
45-0000	Farming, Fishing & Forestry	\$18,680	\$19,040	\$32,180	\$30,820
47-0000	Construction & Extraction	\$26,560	\$29,240	\$42,890	\$48,900
49-0000	Installation, Maintenance & Repair	\$24,410	\$27,510	\$39,650	\$44,950
51-0000	Production	\$22,690	\$23,550	\$35,100	\$37,500
53-0000	Transportation & Material Moving	\$19,920	\$20,340	\$32,030	\$34,970

Note: 'ND' represents Non-Disclosable information.

ECONOMIC DRIVERS			EMPLOYMENT GROWTH RANK		RELATIVE COSTS		VITALITY					
MANUFAC- TURING	MEDICAL CENTER	TOURIST DESTINATION	2015-2017 374 5th quintile	2015-2020 372 5th quintile	LIVING 88%	BUSINESS 92%	RELATIVE 79%	RANK 327				
			Best=1, Worst=408		U.S.=100%		U.S.=100% Best=1, Worst=401					
BUSINESS CYCLE STATUS			ANALYSIS									
	Expansion		<p>Recent Performance. Erie's economy is in bad shape and is one of the Northeast's weakest performers. After a short-lived but strong bounce at the start of the decade, payroll employment moved sideways between 2011 and 2015 before breaking sharply lower at the start of 2016. Even worse, the hard count of employment from the Quarterly Census of Employment and Wages suggests that job cuts between mid-2015 and mid-2016 were much larger than the estimate in the establishment survey. Meanwhile, a slowdown in industrial production has capped factory employment, weighing on income growth and consumer spending. The jobless rate has risen significantly, from 5% to near 7%, which is not only among the highest in the state but the eighth highest in the Northeast. Housing is predictably sluggish; prices are rising slowly and very little homebuilding is taking place.</p> <p>Factories. ERI's recession is moderating, but before the economy can rebound manufacturing must stabilize. Although a shadow of its former self, manufacturing still accounts for about 16% of employment in ERI and closer to one-quarter of wage and salary income since factory workers on average earn about two-thirds more than workers in other nonfarm industries, making the jobs difficult to replace.</p> <p>Manufacturing in ERI is highly concentrated in plastics and rubber, fabricated metal, and transportation equipment. These industries employ two-thirds of factory workers, and it is the latter two industries that have surrendered earlier job gains, driving declines that would be larger if not for additions in plastics and rubber. Top employer General Electric is wrangling with weaker orders, a negative sign for future factory production.</p> <p>Medical. Gains in ERI's healthcare industry have helped mitigate losses in manufacturing recently, but the industry will underachieve in the long run because of poor demographics. With an older than average population, ERI depends more on nursing and residential care facilities for healthcare jobs than the region and the state. Also, as the median age of residents climbs and a lack of opportunities in other high-paying industries causes skilled workers to leave, residents will consume healthcare at the expense of other goods and services. At the same time, a declining population limits upside potential for the industry, and the potential repeal of the Affordable Care Act's Medicaid expansion creates considerable downside risk for ERI because average incomes in the metro area are so low. The loss in coverage for lower-income residents would reduce the demand for healthcare and increased costs for uncompensated care at hospitals could lead them to hire fewer workers.</p> <p>Housing. Housing will be a nonstarter for ERI because of lackluster demand. Homebuilding has been extremely weak, with housing starts not far from their cycle low. Meanwhile, foreclosure inventories have jumped over the last year and residential vacancy rates are higher than average. Although the forecast anticipates that the return of job growth will help jump-start new residential construction, risks are weighted to the downside given that the loss of high-wage jobs and population will hinder new household formation. So, while housing starts are forecast to rise quickly because of the low starting point, the boost to output and employment will be limited.</p> <p>Erie's recession will wind down this year as negative spillover from layoffs at GE begins to diminish. However, the scars from the loss of high-wage jobs will linger. Longer term, ERI's weak demographics, an overdependence on declining manufacturing, and a lack of dynamic secondary drivers will ensure that the metro area is a perennial underachiever.</p> <p><i>Kristopher Cramer</i> 1-866-275-3266 January 2017 help@economy.com</p>									
	Recovery											
	At Risk											
	MODERATING RECESSION											
	In Recession											
STRENGTHS & WEAKNESSES												
STRENGTHS												
» One of the nation's leading hospital systems.												
» Tourism amenities and entertainment venues.												
WEAKNESSES												
» Weak and worsening migration trends.												
» Below average educational attainment.												
» Overreliance on secularly declining manufacturing.												
» Below-average per capita income and share of jobs in high-wage industries.												
FORECAST RISKS												
SHORT TERM		LONG TERM										
RISK EXPOSURE 2016-2021	357	5th quintile	Highest=1 Lowest=401									
UPSIDE												
» Stronger regional economy boosts local tourism and gambling revenues.												
» GE orders rebound, enabling the company to rehire workers.												
DOWNSIDE												
» GE orders fall further, giving way to more layoffs that extend ERI's recession.												
» Bigger population decline stymies progress in housing and consumer industries.												
MOODY'S RATING												
Aa2												
COUNTY AS OF MAR 10, 2015												
2010	2011	2012	2013	2014	2015	INDICATORS	2016	2017	2018	2019	2020	2021
12.1	12.4	12.2	12.4	12.5	12.5	Gross metro product (C09\$ bil)	12.5	12.7	13.1	13.3	13.4	13.5
3.1	2.9	-1.6	1.6	0.2	0.2	% change	0.3	1.7	2.5	1.7	0.7	1.1
127.1	130.1	130.0	129.1	129.5	130.5	Total employment (ths)	129.0	129.9	131.2	132.4	132.8	132.7
-0.0	2.4	-0.1	-0.7	0.3	0.8	% change	-1.1	0.7	1.0	0.9	0.3	-0.1
9.2	8.1	7.7	7.2	6.1	5.2	Unemployment rate (%)	6.5	6.3	5.2	4.6	4.7	5.1
3.1	7.0	3.2	-1.0	2.6	3.8	Personal income growth (%)	2.5	4.5	4.9	4.9	4.4	3.6
42.6	43.7	44.2	45.4	46.1	47.4	Median household income (\$ ths)	49.7	51.4	53.4	55.3	57.3	59.1
280.8	281.1	281.1	280.1	278.9	277.8	Population (ths)	276.7	275.1	274.4	273.6	272.6	271.6
0.3	0.1	-0.0	-0.4	-0.4	-0.4	% change	-0.4	-0.6	-0.3	-0.3	-0.4	-0.4
0.4	0.0	-0.4	-1.2	-1.5	-1.4	Net migration (ths)	-1.5	-1.9	-1.0	-1.2	-1.3	-1.3
369	140	216	258	166	192	Single-family permits (#)	193	278	414	455	430	446
217	171	272	209	155	75	Multifamily permits (#)	86	37	75	80	65	77
148.5	148.5	150.0	153.3	151.6	158.1	FHFA house price (1995Q1=100)	162.5	170.6	174.9	176.2	177.3	180.3

ECONOMIC HEALTH CHECK

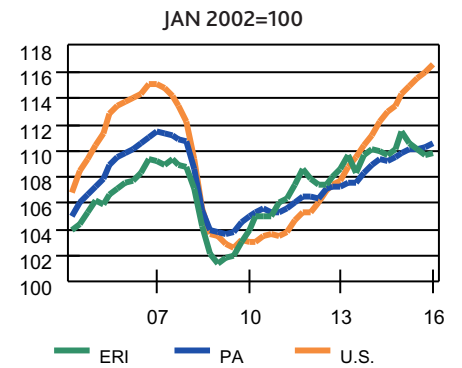
BUSINESS CYCLE INDEX

3-MO MA

	Jul 16	Aug 16	Sep 16	Oct 16	Nov 16	Dec 16
Employment, change, ths	0.4	0.5	0.4	0.2	-0.0	-0.3
Unemployment rate, %	6.8	6.8	6.9	6.9	6.9	6.8
Labor force participation rate, %	61.8	61.8	61.8	61.7	61.6	61.4
Employment-to-population ratio, %	57.6	57.6	57.5	57.4	57.4	57.3
Average weekly hours, #	33.4	33.2	32.9	32.8	ND	ND
Industrial production, 2007=100	106.2	106.8	107.2	107.3	107.1	107.4
Residential permits, single-family, #	227	209	174	200	212	213
Residential permits, multifamily, #	16	26	45	58	49	27

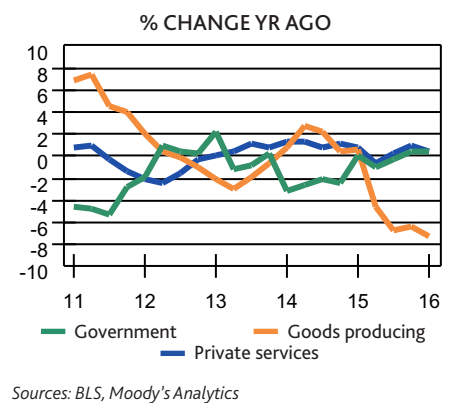
Better than prior 3-mo MA
Unchanged from prior 3-mo MA
Worse than prior 3-mo MA

Sources: BLS, Census Bureau, Moody's Analytics



CURRENT EMPLOYMENT TRENDS

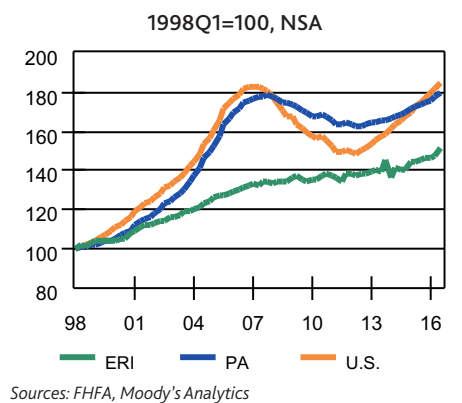
HOUSE PRICE



% CHANGE YR AGO, 3-MO MA

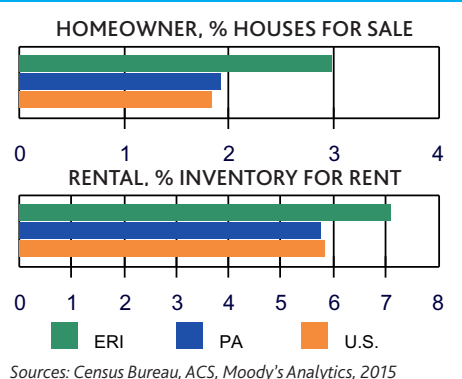
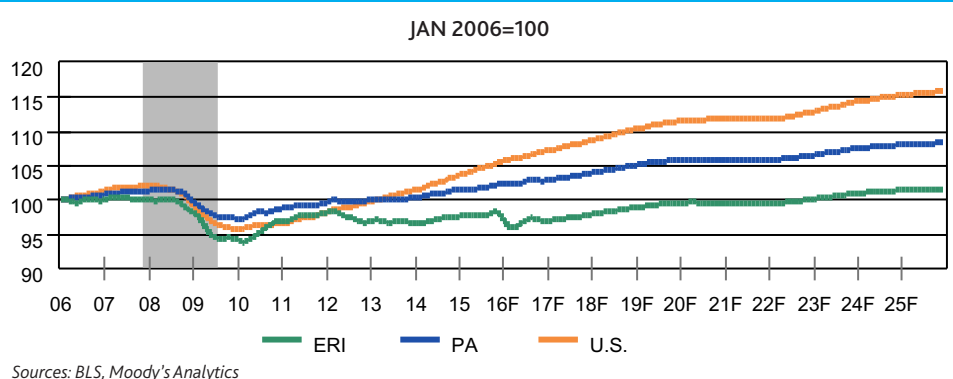
	Apr 16	Aug 16	Dec 16
Total	-1.7	-0.7	-1.3
Mining	-27.7	-29.4	-33.3
Construction	4.3	4.6	0.8
Manufacturing	-8.0	-8.4	-8.3
Trade	-4.2	-5.1	-2.3
Trans/Utilities	1.7	-3.1	-4.9
Information	-0.4	-8.3	-3.0
Financial Activities	1.8	1.7	1.5
Prof & Business Svcs.	-4.0	-3.1	-3.0
Edu & Health Svcs.	1.1	5.5	2.9
Leisure & Hospitality	1.5	4.7	1.6
Other Services	1.3	0.1	-1.2
Government	-1.0	0.3	0.1

Sources: BLS, Moody's Analytics



RELATIVE EMPLOYMENT PERFORMANCE

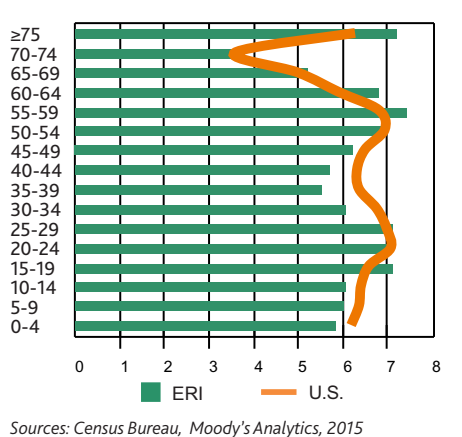
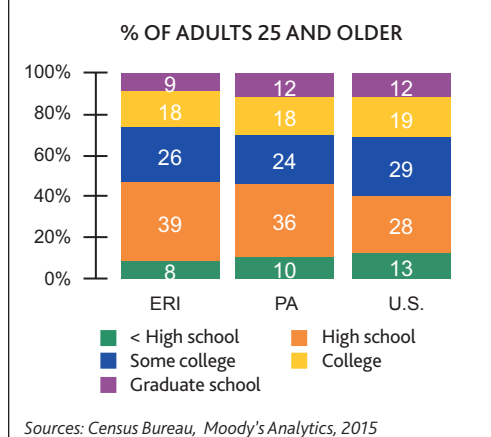
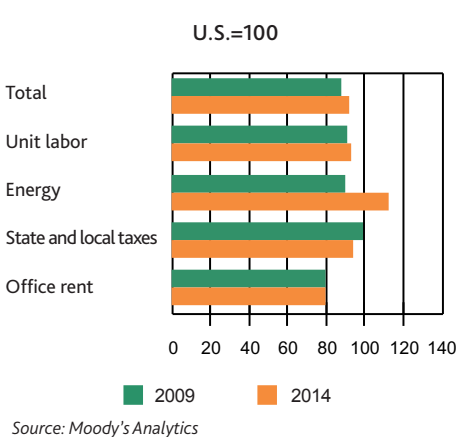
VACANCY RATES



BUSINESS COSTS

EDUCATIONAL ATTAINMENT

POPULATION BY AGE, %



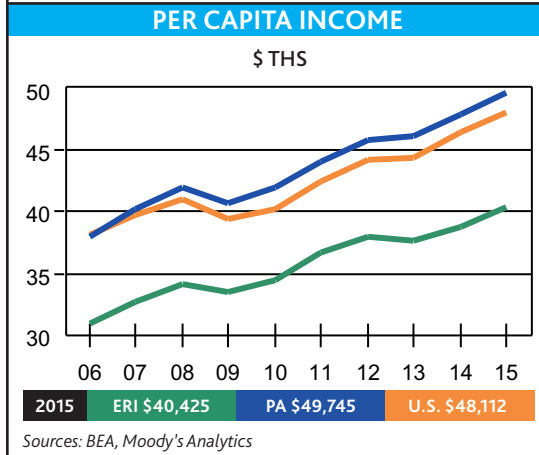
PRÉCIS® U.S. METRO NORTHEAST » Erie PA

EMPLOYMENT & INDUSTRY		MIGRATION FLOWS																									
<h3>TOP EMPLOYERS</h3> <ul style="list-style-type: none"> General Electric Co. Erie Indemnity Co. UPMC Hamot Wal-Mart Stores Inc. Saint Vincent Health Center Dr. Gertrude A Barber Center Inc. Presque Isle Downs Inc. Lord Corp. Country Fair Inc. Plastek Industries Inc. Pennsylvania State University YMCA of Greater Erie Gannon University Regional Health Services Inc. Millcreek Community Hospital Mercyhurst University Saint Vincent Med Ed & Research Institution The Tamarkin Co. Wegmans Food Markets Inc. Voices for Independence <p><i>Sources: Erie Regional Chamber & Growth Partnership, 2011, PA Department of Labor & Industry, 2015</i></p>		<h3>INDUSTRIAL DIVERSITY</h3> <p>Most Diverse (U.S.)</p> <p>0.14</p> <p>Least Diverse</p>																									
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COMPARATIVE EMPLOYMENT AND INCOME

Sector	% of Total Employment			Average Annual Earnings		
	ERI	PA	U.S.	ERI	PA	U.S.
Mining	0.1%	0.6%	0.5%	\$24,530	\$82,854	\$110,528
Construction	3.1%	4.0%	4.5%	\$53,088	\$67,819	\$64,354
Manufacturing	17.1%	9.7%	8.7%	\$74,177	\$74,927	\$80,667
Durable	67.5%	61.1%	63.0%	nd	\$74,078	\$82,450
Nondurable	32.5%	38.9%	37.0%	nd	\$76,250	\$77,689
Transportation/Utilities	2.5%	4.5%	3.8%	\$55,706	\$68,786	\$67,456
Wholesale Trade	3.0%	3.9%	4.1%	\$60,100	\$85,184	\$82,548
Retail Trade	11.6%	10.9%	11.0%	\$28,321	\$31,445	\$34,289
Information	0.9%	1.5%	1.9%	\$52,654	\$222,603	\$110,216
Financial Activities	4.7%	5.4%	5.7%	\$49,136	\$50,924	\$54,785
Prof. and Bus. Services	7.9%	13.3%	13.9%	\$36,778	\$73,123	\$67,615
Educ. and Health Services	21.5%	20.4%	15.5%	\$49,463	\$56,127	\$53,853
Leisure and Hosp. Services	10.8%	9.4%	10.7%	\$20,407	\$24,670	\$27,201
Other Services	4.6%	4.4%	4.0%	\$35,280	\$37,435	\$36,830
Government	12.1%	12.1%	15.5%	\$70,021	\$77,738	\$75,980

Sources: Percent of total employment — BLS, Moody's Analytics, 2015, Average annual earnings — BEA, Moody's Analytics, 2014



HIGH-TECH EMPLOYMENT

	Ths	% of total
ERI	3.0	2.3
U.S.	6,767.6	4.8

HOUSING-RELATED EMPLOYMENT

	Ths	% of total
ERI	8.4	6.5
U.S.	13,151.2	9.3

Source: Moody's Analytics, 2015

LEADING INDUSTRIES BY WAGE TIER

Wage Tier	NAICS Industry	Location Quotient	Employees (ths)
HIGH	3365 Railroad rolling stock manufacturing	162.9	4.3
	6211 Offices of physicians	1.3	2.9
	5241 Insurance carriers	2.1	2.8
	GVF Federal Government	0.6	1.5
MID	GVL Local Government	0.8	9.9
	6221 General medical and surgical hospitals	1.2	4.8
	GVS State Government	1.0	4.5
LOW	3261 Plastics product manufacturing	6.7	3.3
	7225 Restaurants and other eating places	1.0	8.8
	6241 Individual and family services	2.2	4.3
	5613 Employment services	0.8	2.6
	6232 Res. mental retardation, health & subst. abuse	4.5	2.5

Source: Moody's Analytics, 2015

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Moody's Analytics helps capital markets and credit risk management professionals worldwide respond to an evolving marketplace with confidence. With its team of economists, the company offers unique tools and best practices for measuring and managing risk through expertise and experience in credit analysis, economic research, and financial risk management. By offering leading-edge software and advisory services, as well as the proprietary credit research produced by Moody's Investors Service, Moody's Analytics integrates and customizes its offerings to address specific business challenges.

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ECONOMIC REVIEW OF PENNSYLVANIA 2014

CENTER FOR WORKFORCE INFORMATION & ANALYSIS
AUGUST 2015



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PREFACE

Pennsylvania's future depends upon the development of a workforce able to compete in today's global economy. Understanding potential obstacles the future workforce will have to overcome is necessary when developing policies and strategies for Pennsylvania to remain economically competitive.

The National Bureau of Economic Research declared that a national economic recession began in December 2007 and ended in June of 2009. Labor markets tend to lag behind output markets, so that the peak monthly unemployment rate (8.7 percent) in Pennsylvania since the recession began occurred in February and March of 2010. On an annual basis, the unemployment rate in Pennsylvania during this period also peaked at 8.5 percent in 2010, which was its highest level since 1984. The annualized number of unemployed Pennsylvanians also peaked in 2010 at 540,000. The recession left nearly all industries in Pennsylvania with job losses in 2009 and 2010. Pennsylvania's average employment in 2010 was 5,841,000, its lowest level since 2003. Since then, Pennsylvania's labor market has shown signs of the subsequent recovery. In 2014, Pennsylvania's average employment rose to 6,009,000, an increase of 45,000 from 2013 and an increase of 168,000 from 2010. The average unemployment rate in 2014 was 5.8 percent which was 1.6 percentage points lower than in 2013. The economic recovery seems to be continuing and accelerating; however, more progress is needed. The task of effective workforce and economic development is needed to ensure that the economic turnaround strengthens and Pennsylvania's remaining 319,000 unemployed (as of December 2014) find sustainable employment.

Workers from the front-end of the baby-boom generation are moving into their 60s and, beginning in 2011, were expected to start the wave of retirement from the workforce in large numbers. Due to the weak economy, many have chosen to remain in the workforce, thus complicating the jobs outlook horizon for younger workers. Inevitably, as another economic expansion develops, baby boomers will leave the workforce in large numbers taking with them key skills that kept industry growing and prosperous. Unfortunately, based on Pennsylvania's demographics, far fewer youth are available to enter the labor market to replace those who will be leaving. While technology and global competition will help alleviate the need for workers, there will still be a shortage of workers, which will force greater efficiencies and competition for key skills.

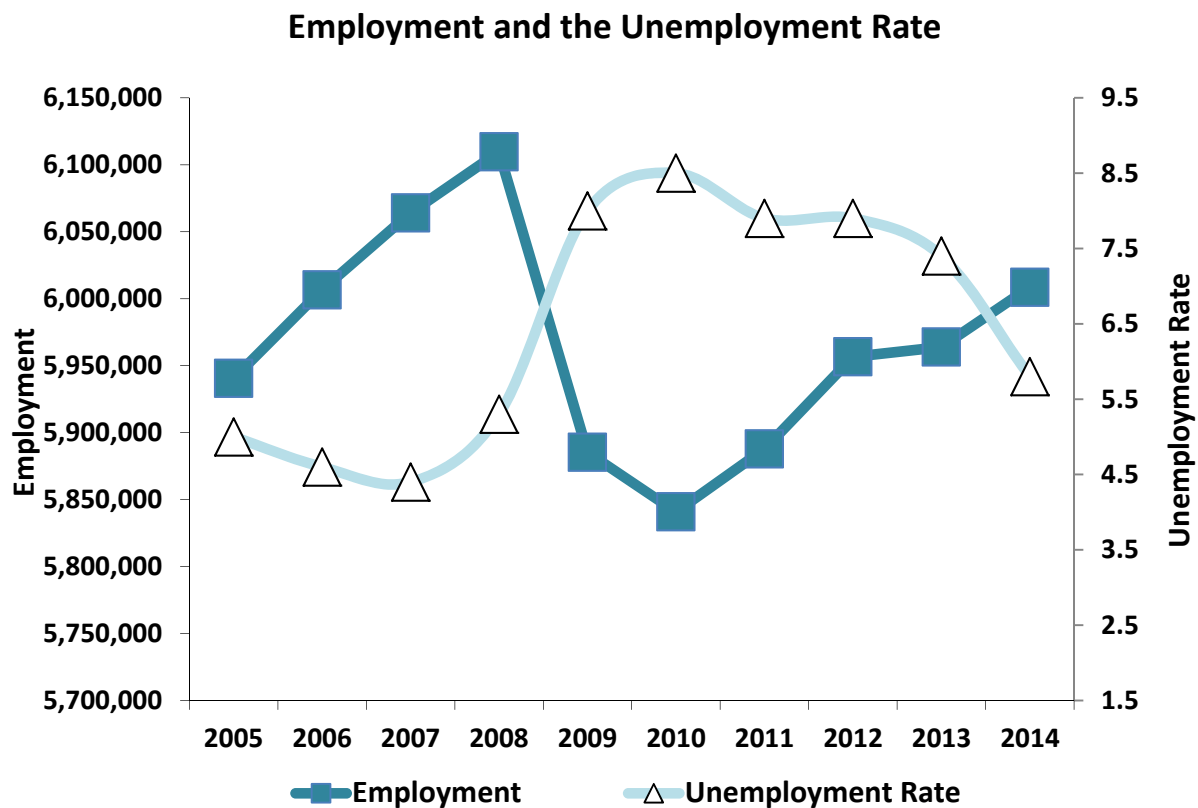
LABOR FORCE STATISTICS

Employment

Pennsylvania's average employment was 6,009,000 in 2014. Over the year, employment was up by 45,000, or 0.8 percent. In comparison, the U.S. average employment in 2014 was 146,305,000, up 2,376,000 from 2013, or 1.7 percent. In 2014, Pennsylvania's employment was 98.3 percent of its previous annual high, while the country set a new record at 100.6 percent of its previous annual high, which was set in 2007.

Unemployment Rate

Pennsylvania's average annual unemployment rate decreased by 1.6 percentage points to 5.8 percent in 2014, after falling by one-half of one percentage point in the previous year. The U.S. unemployment rate in 2014 fell to 6.2 percent, 1.2 percentage points lower than in 2013.



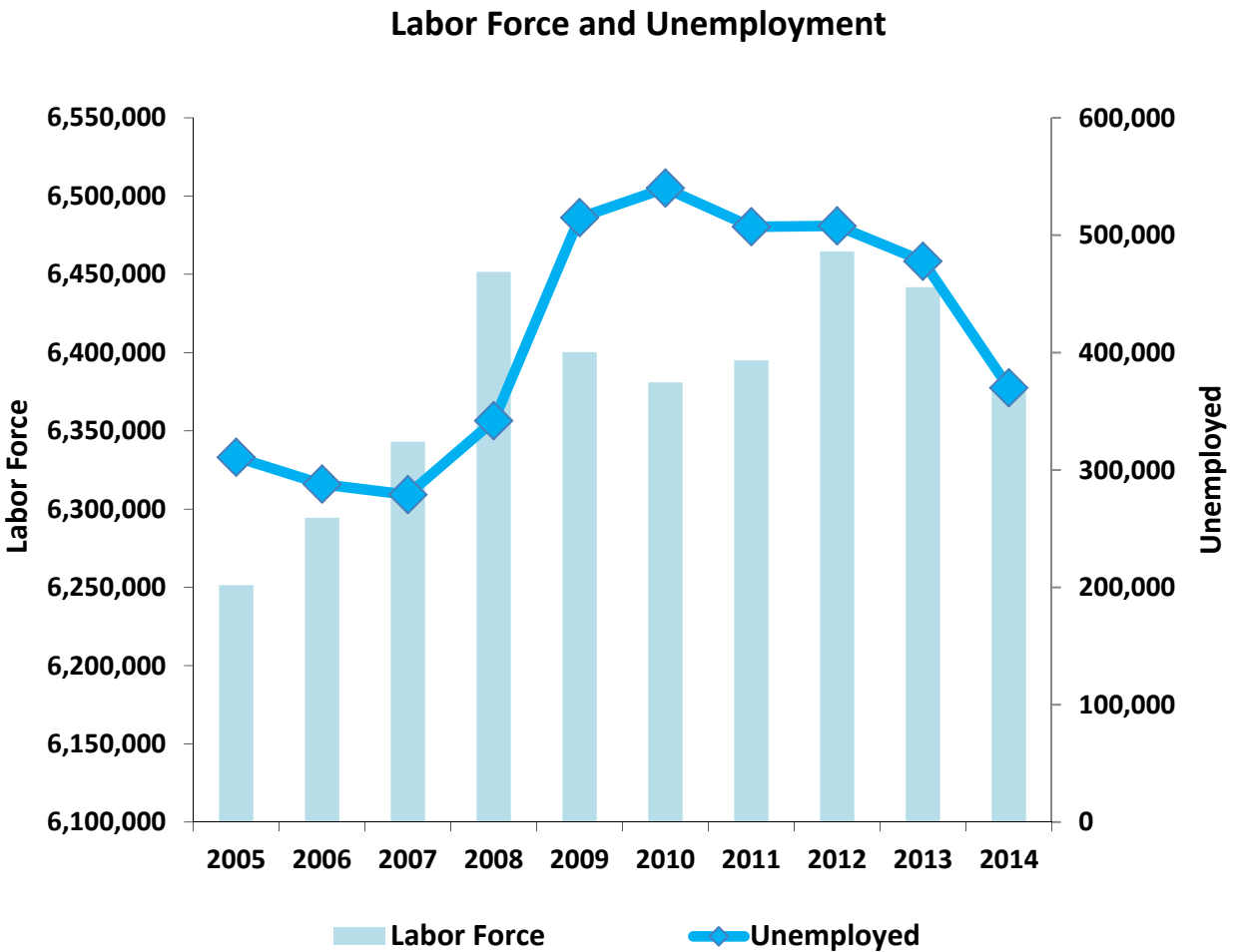
Source: Pennsylvania Local Area Unemployment Statistics

Labor Force

Pennsylvania's average labor force was 6,378,000 in 2014, down 63,000 from 2013, or 1.0 percent. This was the second consecutive decrease in the labor force after two years of increases. The U.S. labor force was 155,922,000 in 2014, up 533,000 from 2013, or 0.3 percent.

Unemployed

The average number of unemployed Pennsylvanians in 2014 decreased by 108,000, or 22.6 percent, to 370,000. The U.S. unemployment level in 2014 was 9,616,000, down 1,843,000 or 16.1 percent from 2013.

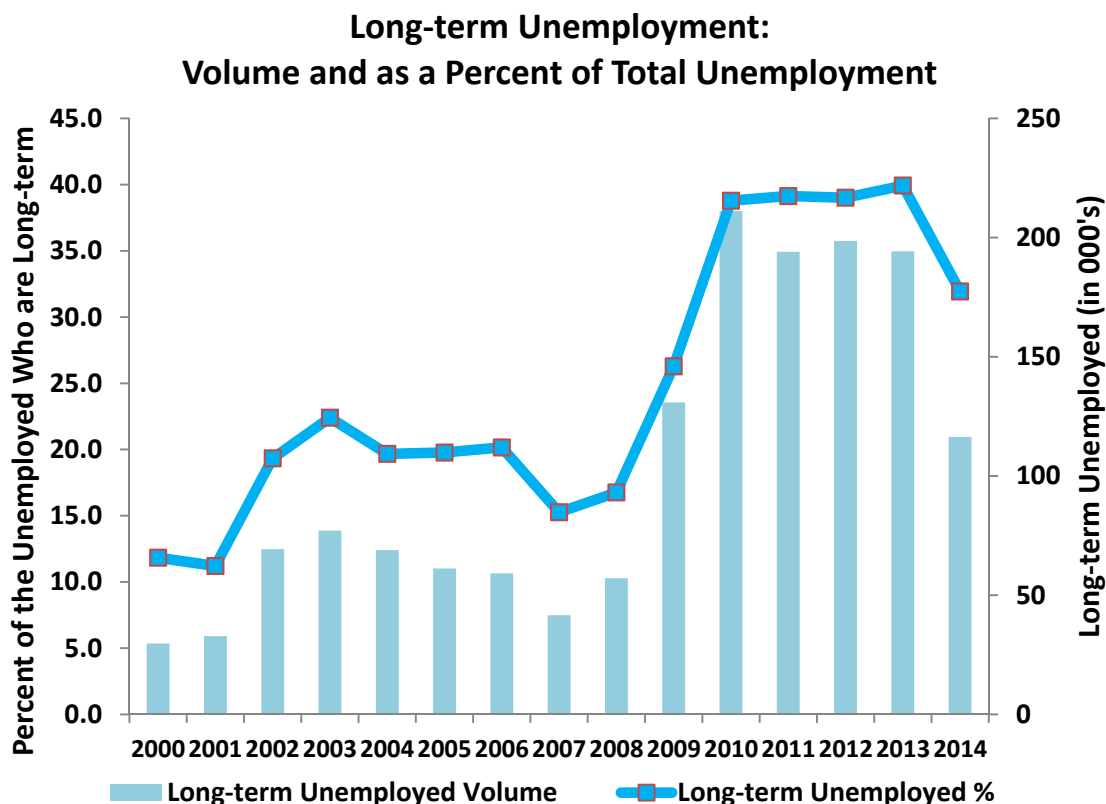


Source: Pennsylvania Local Area Unemployment Statistics

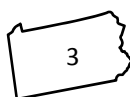
Long-term Unemployment

Two dimensions of unemployment are its volume (the number of people unemployed at a given time) and duration (the length of time that those unemployed remain unemployed). One measure of duration can be obtained by classifying the unemployed into two categories: short-term (unemployed 26 weeks or less) and long-term (27 weeks or more). The volumes of both short-term and long-term unemployment as well as the average duration of unemployment tend to increase during recessions and their aftermath. In non-recessionary times, the level of unemployment is low and consists mostly of the short-term unemployed, who are entrants to the labor market or people looking for better opportunities. During a recession, the percentage of the unemployed who are classified as long-term, the long-term ratio, increases as more of the unemployed move from short-term to long-term unemployment and relatively fewer new entrants seek work. As a recession lengthens, the long-term unemployed find it increasingly more difficult to find work the longer they are unemployed; therefore, even after the recession ends, the long-term ratio may continue to increase.

From 2007 to 2010, the number of long-term unemployed in Pennsylvania and in the U.S. increased more than fivefold. In Pennsylvania, both the number and percent of the long-term unemployed remained elevated through 2013, but decreased by 77,800 or 40.1 percent from the 2013 level during 2014 to 116,400. The share of those unemployed long-term dropped to 31.9 percent of the total unemployed population. The U.S. long-term unemployment level decreased 25.3 percent to 3,218,000 from 2013 to 2014 and constituted 33.4 percent of the nation's unemployed population.

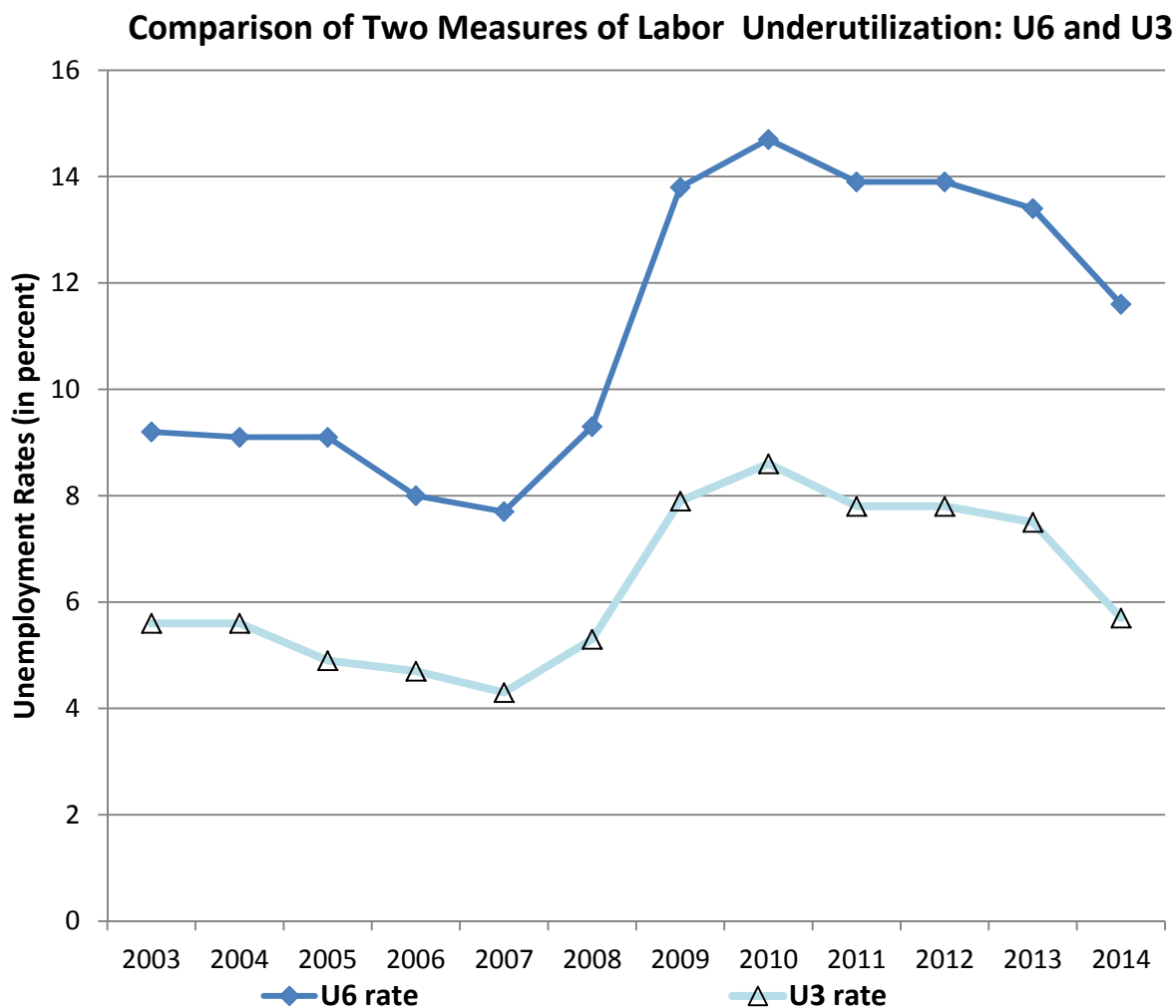


Source: Census' Current Population Survey



Alternative Measures of Labor Underutilization

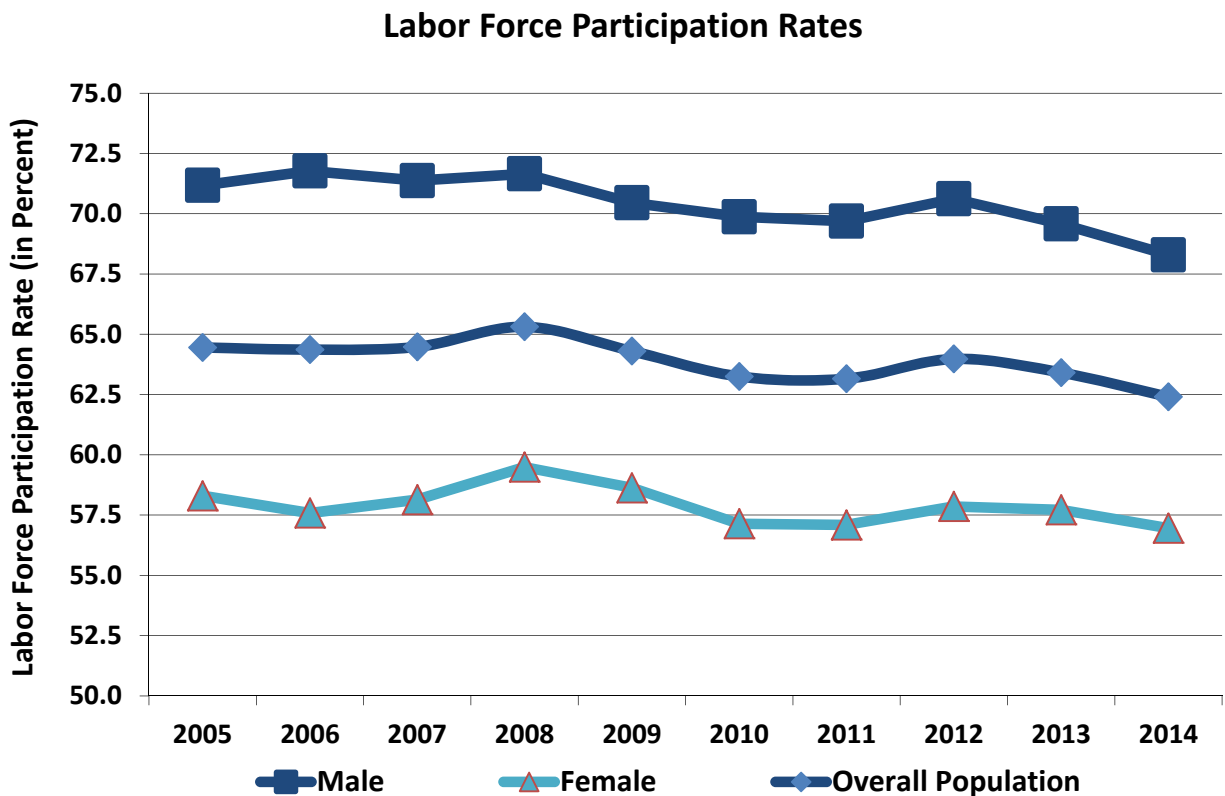
The official unemployment rate discussed earlier (which is termed U3) is one of six measures of labor underutilization reported by the Bureau of Labor Statistics (BLS) on a monthly basis. It measures the percent of the labor force who do not have a job, but are available for work and have actively searched for a job during the four weeks prior to the survey week. It could be claimed that this measure understates the degree that labor is underutilized in the economy, since it doesn't take into account people who are working part-time for economic reasons (but would prefer to work full-time) and marginally attached workers, who want and are available for work and had looked for a job in the prior year (though not in the previous four weeks). The part-time employees count as employed, while the marginally attached workers are considered to be not in the labor force. The broadest measure of labor underutilization (termed U6) accounts for both of these groups and consequently, is significantly larger than U3 (usually about twice the size). The U6 rate tends to move in the same direction as U3, indicating that the labor market is improving as the rate decreases. As evidenced in the graph below, such was the case in 2014 as the U6 rate decreased from 13.4 percent in 2013 to 11.6 percent.



Source: Census' Current Population Survey

Labor Force Participation

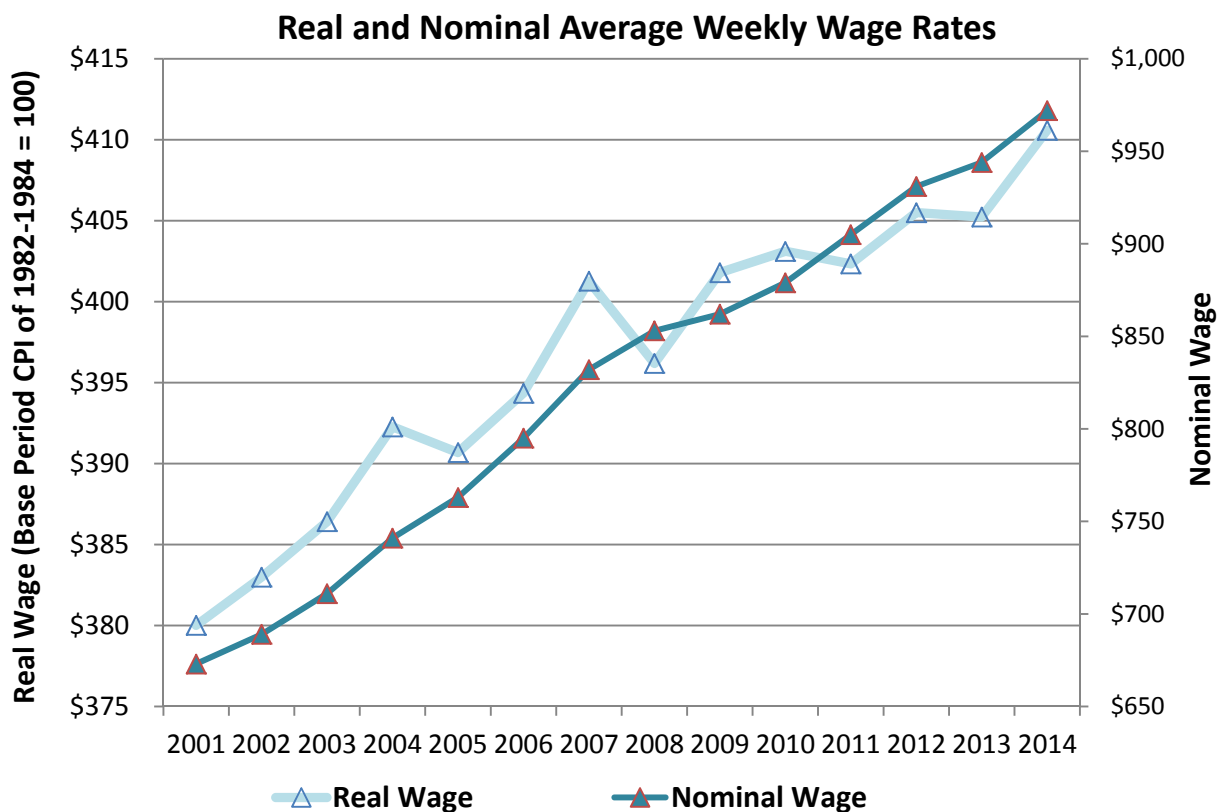
Pennsylvania’s labor force participation rate was 62.4 percent in 2013, down 1.0 percentage point from 2012. Over the last 10 years, the peak rate was 65.3 percent in 2008. The rate is a measure of people who are working or who want to work as a percentage of the relevant population. Demographic and sociological factors tend to dominate the long-term trend in the rate; however, cyclical factors such as an improvement in the prospects of employment can increase the rate in the short run. In 2014, the male labor force participation rate was 68.3 percent, down 1.3 percentage points from the previous year, and the female rate was 57.0 percent, down 0.7 percentage point from 2013. During the same period, the nation’s average labor force participation rate was 62.9 percent, down 0.3 percentage point from 2013.



Source: Census’ Current Population Survey

Nominal and Real Wage Rates

In addition to looking at employment and the labor force as measures of labor demand and labor supply, it is instructive to look at the wage rate, which is the “price” of labor. The nominal wage rate is measured in current (year in question) dollars, while the real wage rate is measured in constant dollars, holding prices at their level in a base year. As such, the real wage rate factors out the effects of inflation and is a measure of the purchasing power of the wage rate. The nominal wage rate tends to increase over time as it reflects a higher price level and increased labor productivity, albeit with a lag. In situations of increasing labor demand, such as periods of recovery in the economy, one usually experiences increases in employment and (real) wages. Such was the case in 2014, when the real wage increased by 1.3 percent after falling by 0.1 percent in the prior year.



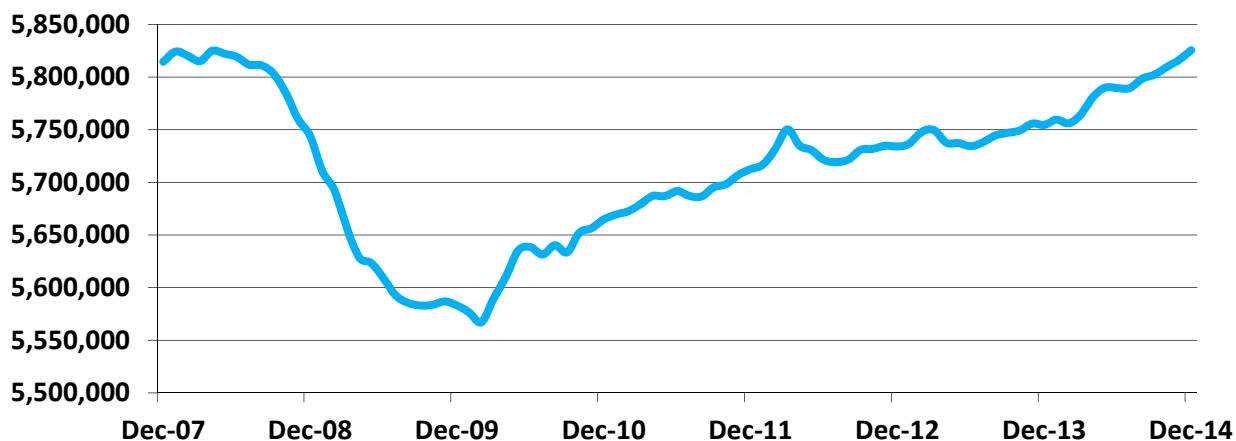
Sources: Quarterly Census of Employment and Wages, Bureau of Labor Statistics, and Center for Workforce Information & Analysis
 The real wage was calculated by deflating the nominal wage by the annual value of the broadest CPI-U not seasonally adjusted (U.S. City Average for all items), with base period of 1982-1984 = 100. Wage data for 2014 was preliminary.

INDUSTRY EMPLOYMENT

Jobs

Pennsylvania's total nonfarm jobs were at 5,825,500 in December 2014, up 70,900 (1.2 percent) from one year before and up 258,300 since the most recent jobs low in February 2010. The December 2014 jobs count set a new high, surpassing the previous high of April 2008 by 500. Consequently, this was the first month that Pennsylvania regained all the jobs (and more) that were lost during the recession. U.S. nonfarm jobs were at 140.6 million in December 2014, up 3.1 million jobs from one year prior or 2.3 percent. The U.S. gained 2.2 million jobs (1.6 percent) since the start of the recession. A glance at the chart below shows that Pennsylvania is currently in a jobs-expansion period following the job recovery period which began in early 2010. Measured by its percentage of pre-recession jobs, Pennsylvania has fared worse than the nation in its jobs recovery since the start of the recession. The state jobs count is up 0.2 percent versus the nation's 1.6 percent increase since December 2007. The job recovery and expansion in the state as well as the nation has occurred only in private jobs, while government jobs in each decreased over the last year and are still below their pre-recession levels.

PA Total Nonfarm Jobs December 2007 to December 2014 (Seasonally Adjusted)



	December 2014	QTY Change	PA Change from December 2007		US Change from December 2007
			Volume	Percent	Percent
Total Nonfarm Jobs	5,825,500	70,900	10,900	0.2%	1.6%
Total Private Jobs	5,117,100	78,700	57,100	1.1%	2.3%
Government Jobs	708,400	-7,800	-46,200	-6.1%	-2.1%

Source: Bureau of Labor Statistics, Current Employment Statistics



Goods-producing Jobs

Goods-producing jobs in Pennsylvania in December 2014 were up 17,400 from one year prior, but were still down 95,600 or 10.2 percent since the start of the recession. All three industry supersectors grew over the year with construction increasing by 4.9 percent and mining & logging by 3.9 percent. Since December 2007, the state fared slightly better than the nation, being down 10.2 percent in goods-producing jobs compared to the nation's drop of 11.3 percent. This slight outperformance was led by mining & logging in Pennsylvania which increased by 77.5 percent, far outpacing its job growth in the nation. Construction also aided this outperformance with a job decrease of 10.7 percent, while at the national level it fell by 16.2 percent. Jobs in manufacturing, which is the biggest of these industry supersectors, decreased by 12.9 percent over this period compared to a 10.5 percent at the national level. Over the year, durable goods jobs rose by 0.5 percent, while nondurable goods grew by 1.5 percent. Compared to their pre-recession job levels, both durable goods and nondurable goods were faring worse than their counterparts in the nation and have not yet recovered to their pre-recession levels.

Pennsylvania Goods-producing Industries Nonagricultural Wage & Salary Employment (Seasonally Adjusted)

Industry	December 2014	OTY Change	PA Change from Dec '07		US Change from Dec '07
			Volume	Percent	Percent
Goods-producing Industries	840,700	17,400	-95,600	-10.2%	-11.3%
Mining & Logging	37,800	1,400	16,500	77.5%	23.4%
Construction	232,100	10,900	-27,700	-10.7%	-16.2%
Manufacturing	570,800	5,100	-84,400	-12.9%	-10.5%
Durable Goods	347,600	1,700	-57,400	-14.2%	-10.6%
Nondurable Goods	223,200	3,400	-27,000	-10.8%	-10.3%

Source: Bureau of Labor Statistics, Current Employment Statistics

Service-providing Jobs

In December 2014, Pennsylvania's service providing jobs were up 53,500 from one year prior and up 106,500 jobs or 2.2 percent since December 2007. Pennsylvania's best performing service-providing industry sectors (measured by percent increase) since the start of the recession were management of companies; health care & social assistance; arts, entertainment, and recreation; and educational services. Compared to the U.S., Pennsylvania was performing better in about one-fifth of all service-providing industry sectors. Management of companies was the best performing industry sector relative to the country as a whole, as its employment increased by 20.7 percent while increasing by 15.0 percent for the country. Industry sectors with the greatest underperformance included information; educational services; real estate & rental & leasing; and federal government. Finally, as of December 2014, the service-providing industries in both Pennsylvania and the nation had more jobs than at the recession's start, while jobs in the goods-producing industries were still substantially below their pre-recession levels.

**Pennsylvania Service-Providing Industries Nonagricultural Wage & Salary Employment
(Seasonally Adjusted)**

Industry	December 2014	OTY Change	PA Change from Dec '07		US Change from Dec '07
			Volume	Percent	Percent
Service-providing Industries	4,984,800	53,500	106,500	2.2%	4.1%
Trade, Transp. & Utilities	1,123,000	20,700	-11,500	-1.0%	-0.2%
Wholesale Trade	226,600	1,600	-13,600	-5.7%	-2.7%
Retail Trade	640,600	8500	-15,200	-2.3%	-0.5%
Transp., Warehouse & Utilities	255,800	10,600	17,300	7.3%	3.7%
Information	84,900	-1700	-23,400	-21.6%	-8.5%
Financial Activities	313,700	-1,200	-18,200	-5.5%	-2.8%
Finance & Insurance	254,200	-800	-11,000	-4.1%	-2.4%
Real Estate & Rental & Leasing	59,500	-400	-7,200	-10.8%	-3.9%
Professional & Business Services.	762,400	11,300	50,500	7.1%	7.7%
Professional & Technical Services	333,200	8,600	19,100	6.1%	8.8%
Management of Companies	133,900	1,300	23,000	20.7%	15.0%
Admin & Waste Services	295,300	1,400	8,400	2.9%	4.8%
Education & Health Services	1,190,600	20,500	111,700	10.4%	15.1%
Educational Services	234,400	6,200	18,400	8.5%	15.6%
Health Care & Social Assistance	956,200	14,300	93,300	10.8%	15.1%
Leisure & Hospitality	546,200	8,600	42,900	8.5%	10.3%
Arts, Entertainment &	94,100	800	8,400	9.8%	7.0%
Accommodations & Food	452,100	7,800	34,500	8.3%	10.9%
Other Services	255,600	3100	700	0.3%	1.7%
Government	708,400	-7,800	-46,200	-6.1%	-2.1%
Federal Government	96,300	200	-7,400	-7.1%	-0.9%
State Government	157,800	-700	-3,000	-1.9%	-1.2%
Local Government	454,300	-7,300	-35,800	-7.3%	-2.7%

Source: Bureau of Labor Statistics, Current Employment Statistics

OTHER ECONOMIC INDICATORS

New Hires

The number of new workers hired at companies increased by 44,800 in the fourth quarter of 2014, which represented a nine percent increase from the same quarter in 2013. The percentage changes of the clusters was similar, as new hires in goods-producing Industries increased by eight percent while increasing by seven percent in the service-providing Industries. At the sector level, more variability was present as new hires in mining and information both increased by 43 percent while those in government decreased by 13 percent.

Pennsylvania New Hires, 2013 to 2014, 4th Quarter

Industry Sector	2014 Q4	2013 Q4	Change from 2013 Q4	
			Volume	Percent
Total New Hires	542,500	497,700	44,800	9%
Goods-producing Industries	46,700	43,100	3,600	8%
Ag, Forestry, Fishing, Hunt.	1,600	1,700	-100	-6%
Mining	2,000	1,400	600	43%
Construction	18,900	16,600	2,300	14%
Manufacturing	24,200	23,400	800	3%
Service-providing Industries	466,000	434,600	31,400	7%
Trade, Transp. & Utilities	120,800	113,100	7,700	7%
Wholesale Trade	10,800	10,500	300	3%
Retail Trade	73,000	67,800	5,200	8%
Transp., Warehouse & Utilities	37,000	34,800	2,200	6%
Information	5,000	3,500	1,500	43%
Financial Activities	12,100	11,800	300	3%
Finance & Insurance	8,700	8,500	200	2%
Real Estate & Rental & Leasing	3,400	3,300	100	3%
Professional & Business Services	172,300	146,000	26,300	18%
Professional & Technical Services	19,200	17,600	1,600	9%
Management of Companies	3,200	3,000	200	7%
Admin & Waste Services	149,900	125,400	24,500	20%
Education & Health Services	78,500	79,200	-700	-1%
Educational Services	27,500	29,300	-1,800	-6%
Health Care & Social Assistance	51,000	49,900	1,100	2%
Leisure & Hospitality	61,100	64,400	-3,300	-5%
Arts, Entertainment & Recreation	17,800	18,400	-600	-3%
Accommodation & Food Services	43,300	46,000	-2,700	-6%
Other Services	10,400	9,900	500	5%
Government	5,800	6,700	-900	-13%
Unclassified Industry	29,900	19,900	10,000	50%

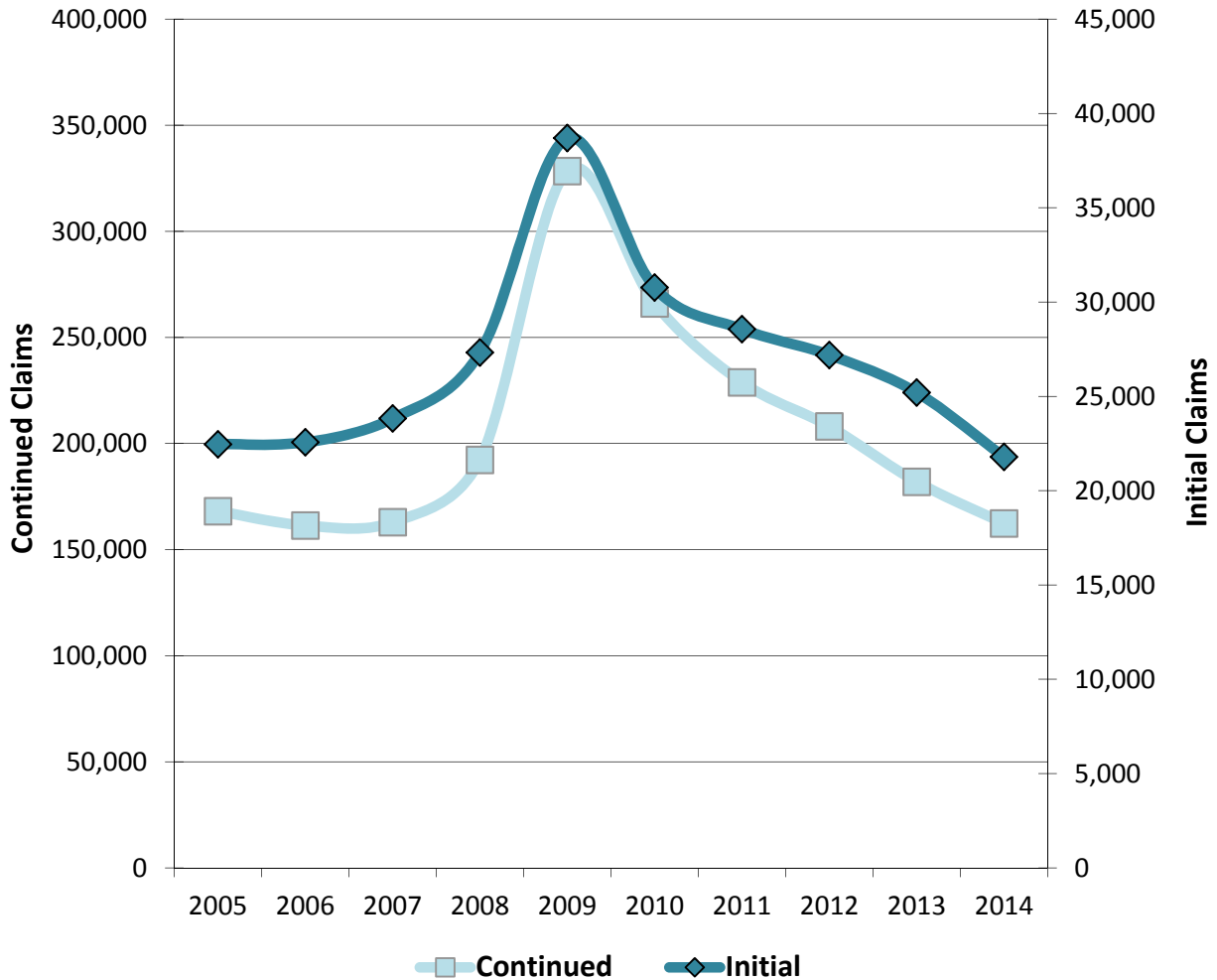
Due to rounding, the sums of sectors into larger categories may not equal the totals for those categories.

Source: Pennsylvania New Hire Reporting Program

Weekly Claims for Unemployment Compensation

Pennsylvania's average weekly number of initial claims continued to decrease in 2014, after peaking in 2009. The state's average weekly number of continued claims also decreased during the same period. The decline in initial claims indicates that fewer workers are being laid off, while the decrease in continuing claims indicates that covered unemployed workers are having an easier time finding jobs.

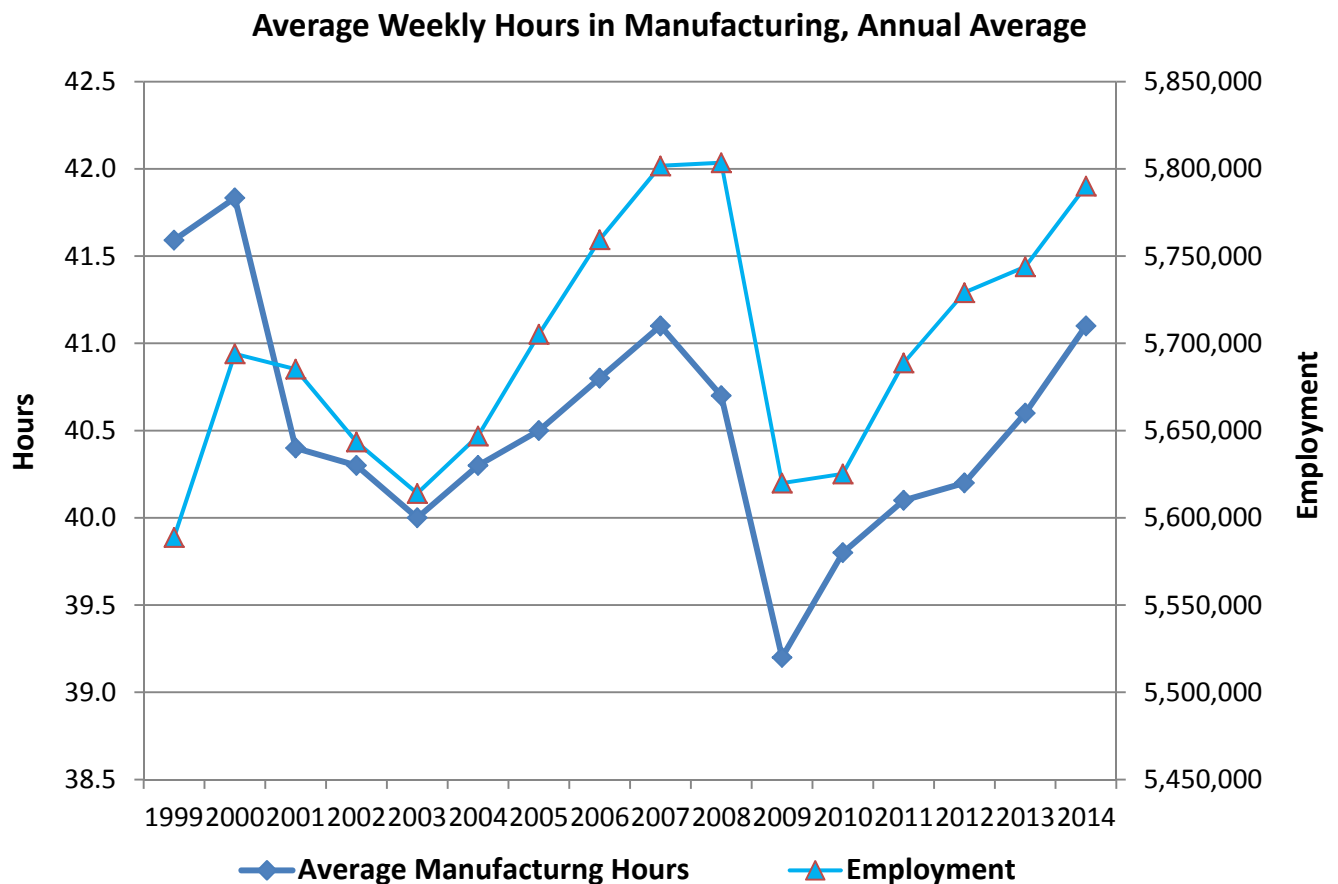
Weekly Average Initial and Continued Claims for Unemployment Compensation



Source: Pennsylvania Unemployment Compensation System

Average Weekly Hours in Manufacturing

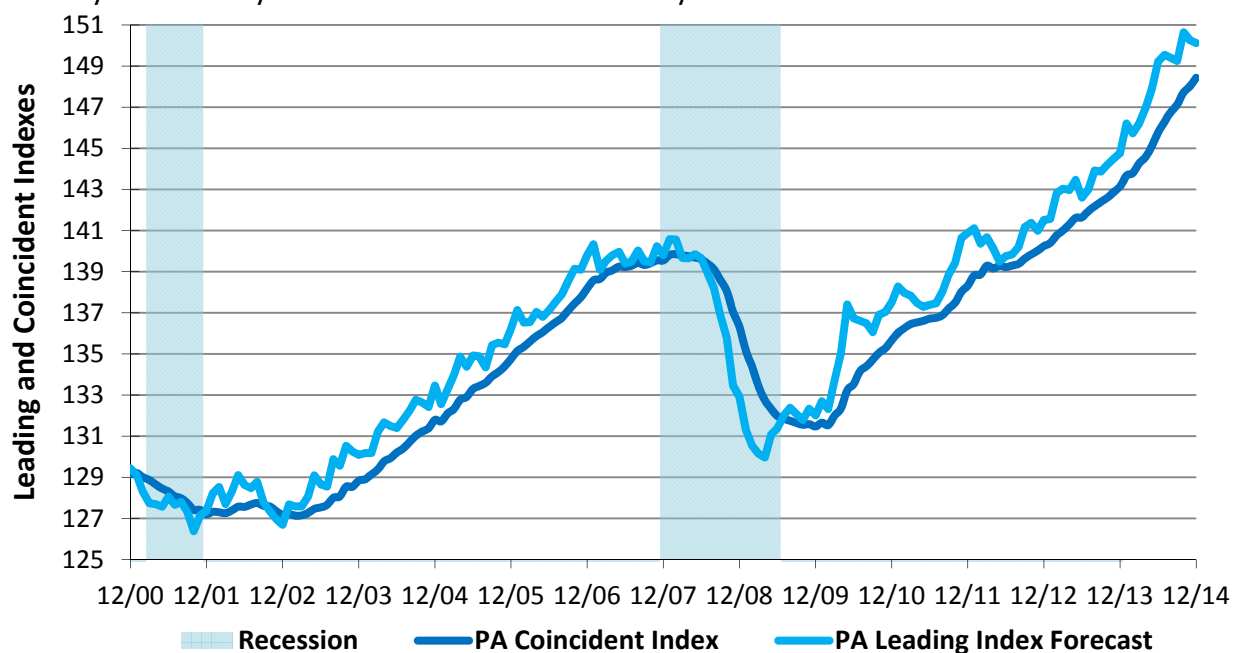
Average weekly hours are a leading indicator, often forecasting the direction of the state's economy. As the economy begins to grow out of a recession (e.g. in 2004), employers will tend to hold off on hiring new workers until they are more confident that economic growth is improving and instead, will have their existing employees work more hours. Eventually, as the economy continues to improve, businesses will be forced to add more workers and this increase in employment will reinforce the positive trend in economic growth (e.g. in 2005 to 2006). In contrast, when the economy is just beginning to slow down, employers wishing to maintain employee loyalty will try to keep their workers by reducing hours worked, rather than immediately laying off workers (e.g. in 2001). If the slowdown deepens, eventually businesses are forced to lay off workers, reinforcing the negative trend in economic growth (e.g. in 2002 to 2003). The annual average of weekly hours in manufacturing turned down in 2007 and 2008, signaling that employers were reducing hours due to the economic recession. From 2009 to the present, both average weekly hours and total employment have been increasing, although initially hours increased by a greater percentage. The continued increase in average hours may be signaling that more employment growth could be forthcoming.



Source: Bureau of Labor Statistics, Current Employment Statistics

Coincident and Leading Economic Indexes¹

The Federal Reserve Bank of Philadelphia produces on a monthly basis a coincident economic index and a leading economic index for Pennsylvania. The coincident index combines four state-level indicators to summarize current economic conditions. The four variables are nonfarm payroll employment, average hours worked in manufacturing, the unemployment rate, and wage and salary disbursements deflated by the consumer price index (U.S. city average). The trend for each state's index is set to the trend of its gross domestic product (GDP), so long-term growth in the state's index matches long-term growth in its GDP. The leading index for each state predicts the six-month growth rate of the state's coincident index. In addition to the coincident index, the models include other variables that lead the economy: state-level housing permits (1 to 4 units), state initial unemployment insurance claims, delivery times from the Institute for Supply Management manufacturing survey, and the interest rate spread between the 10-year Treasury bond and the 3-month Treasury bill.



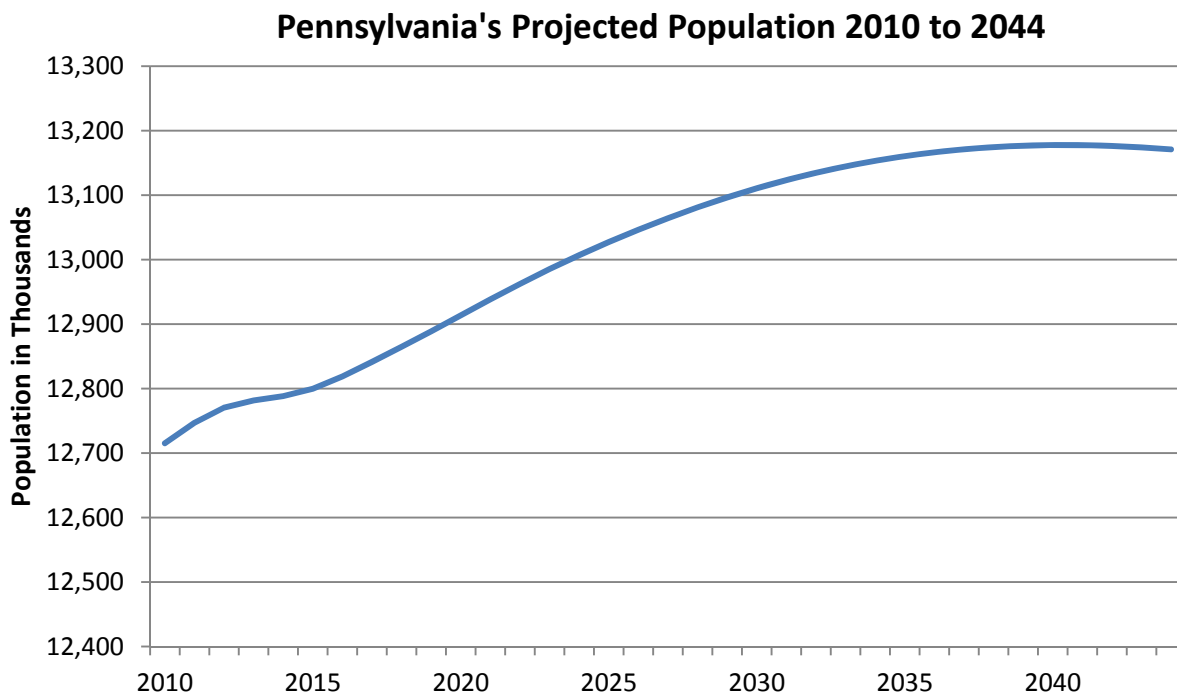
In the graph above, months of national recessions are depicted as solid light blue columns. Sustained rises in the coincident index indicate recoveries while sustained decreases indicate contractions. When the leading index forecast exceeds the coincident index, it is projecting growth over the following six months. Since the coincident index is rising and the leading index forecast is above it, these indicators signal that Pennsylvania is in a recovery which is anticipated to continue.

¹ Material for this section was taken from the Philadelphia Federal Reserve Website. More information on the indexes can be found at <http://www.phil.frb.org/research-and-data/regional-economy/indexes/coincident/> and <http://www.philadelphiafed.org/research-and-data/regional-economy/indexes/leading/>.

DEMOGRAPHICS

Population

Population change is the underlying force that moves the economy. Over the next 10 years, 2014 to 2024, Pennsylvania's population is projected to grow by 1.7 percent. In comparison, the nation's population is projected to grow by 8.2 percent. While the state's overall population growth will be relatively low in the years to come, its age distribution is expected to change more dramatically.

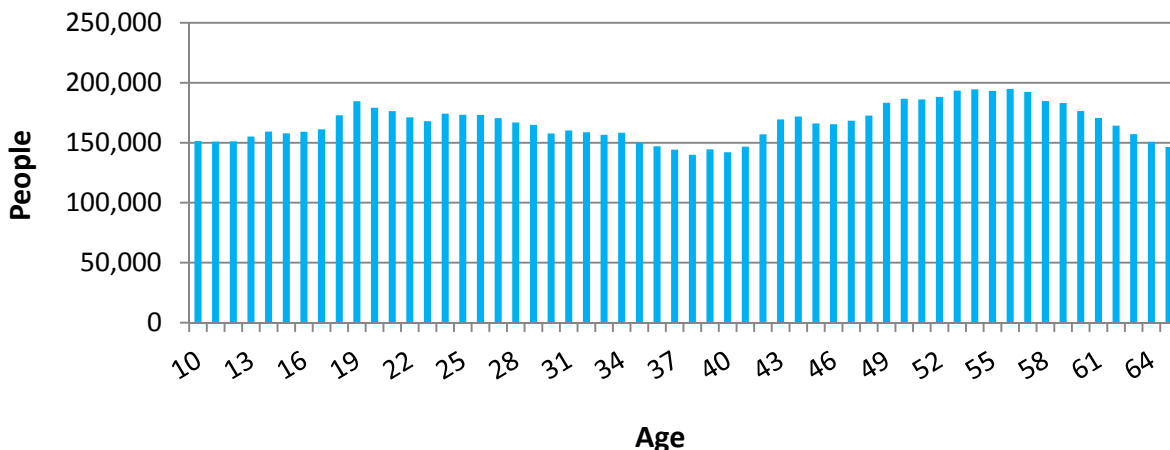


Source: U.S. Census Bureau and IHS Economics

Age

Pennsylvania's population is growing older. The number of Pennsylvanians age 65 and over was 2.1 million in 2014. The state's percentage of those aged 65 and over is the sixth highest in the nation (16.69 percent) – only Florida (19.06), Maine (18.31), West Virginia (17.76), Vermont (16.95) and Montana (16.72) are higher. This is largely a by-product of the aging of the population born during the baby-boom period after World War II (1946 to 1964). The oldest of the baby-boom generation turned 65 in 2011 (now age 68) and the youngest will turn 65 in 2029 (now age 50). Thus, a large wave of baby boomers will be leaving the workforce over the next few decades. Since the number of births from the mid-1960s until the mid-1980s was lower than that during the baby-boom years, the natural increase in the workforce population (entrants) will be insufficient to replace those leaving it (separations).

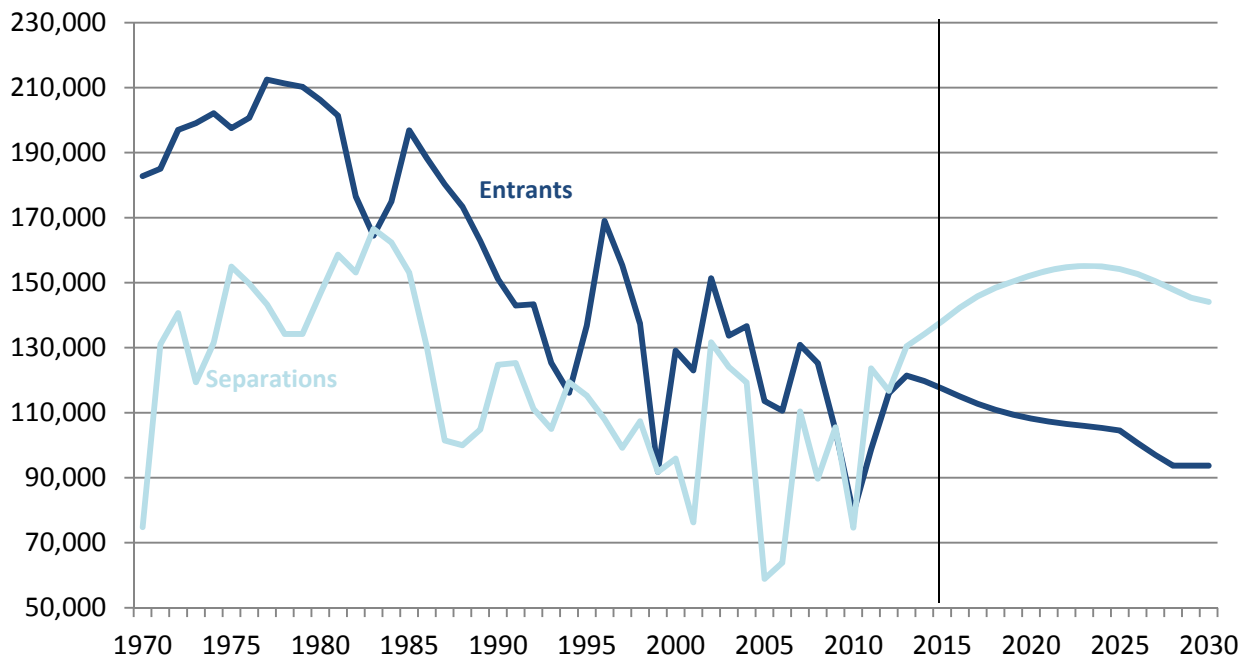
Pennsylvania Population: Age 10 to 65 in 2014



Source: U.S. Census Bureau

While the overall population will increase modestly, the workforce population will shrink barring a substantial in-migration of workers. Beginning around 2015, the total working age population (age 25 to 64) is projected to decline annually through 2044. This will result in worker shortages in the coming years with some areas, industries, and occupations being affected sooner and harder than others. Due to the stock market crash of 2008, many baby boomers who had lost significant wealth elected to stay in the job market and made up some of the coming shortfall of younger workers. The recent rebound in the market may reverse that trend.

Pennsylvania Labor Force Entrants and Separations, 1970-2030



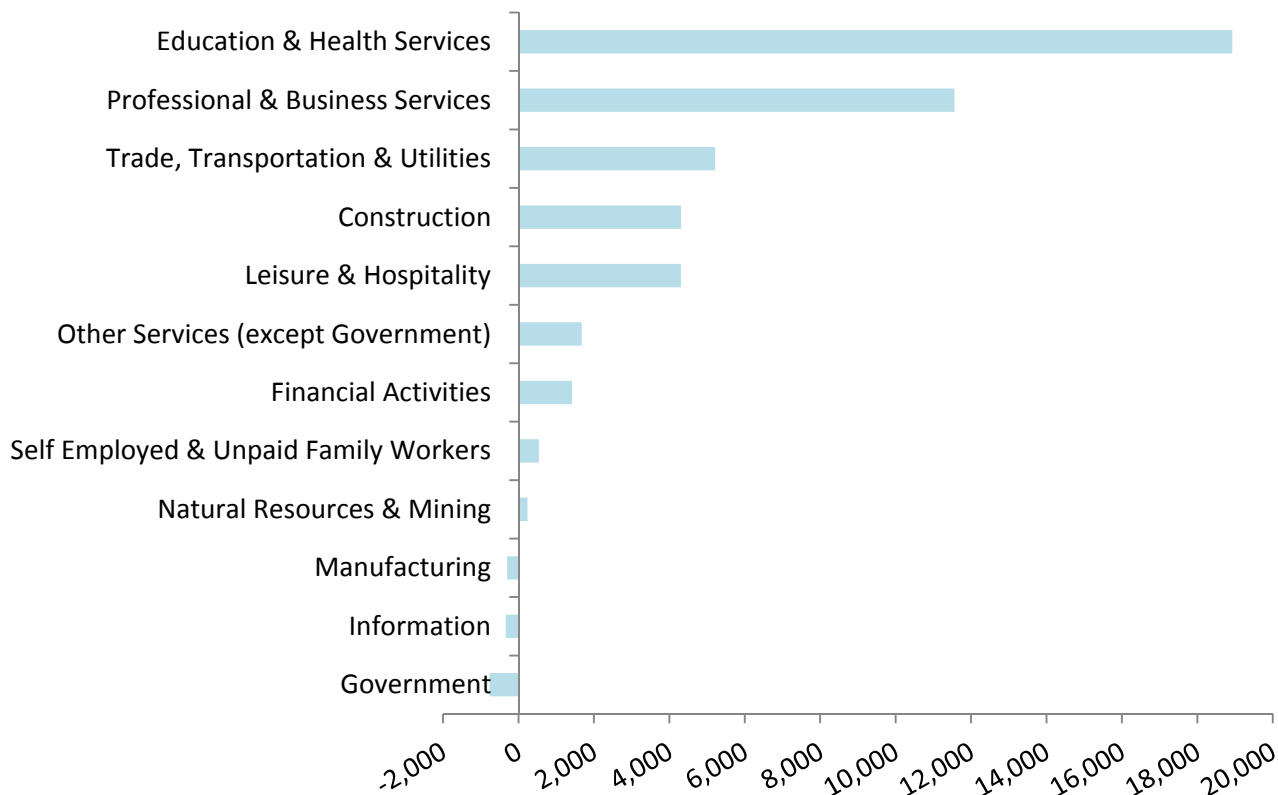
Source: Center for Workforce Information & Analysis

PROJECTIONS

Industry

Pennsylvania's education & health services, professional & business services, and trade, transportation & utilities sectors are anticipated to account for 76 percent of the total annual employment growth through 2022. The government, information, and manufacturing sectors are the only three sectors projected to lose jobs annually. Both the growing and shrinking sectors reflect continuing trends that are reflecting the dynamics of an aging population's need for more health care; the gradual transition of the baby-boom generation out of the workforce and into an active retirement; technological change which has affected all industries, but has been more pronounced in industries such as publishing (excluding internet) in the information sector; and the continued transformation of the state's economy from that of a goods producer to a service provider.

Annual Employment Change by Industry Sector to 2022



Source: Center for Workforce Information & Analysis

Growing Industries

The list of growing industries is dominated by those found in the health care & social assistance sector. Added this year to the list of growing industries were warehousing & storage, specialty hospitals, utility system construction, scientific research & development services, residential building construction, and other financial investment activities.

Top 25 Growing Industries in Pennsylvania through 2022, by Volume

Industry	Annual Employment Growth
Employment Services	3,070
Individual & Family Services	2,970
General Medical & Surgical Hospitals	2,860
Restaurants & Other Eating Places	2,840
Home Health Care Services	1,990
Computer Systems Design & Related Services	1,960
Nursing Care Facilities (Skilled Nursing Facilities)	1,470
Management of Companies & Enterprises	1,470
Offices of Other Health Practitioners	1,390
Community Care Facilities For The Elderly	1,370
Colleges, Universities & Professional Schools	1,160
Offices of Physicians	1,060
Building Equipment Contractors	1,050
Warehousing & Storage	1,000
Outpatient Care Centers	990
Specialty (except Psychiatric & Substance Abuse) Hospitals	970
Child Day Care Services	860
General Freight Trucking	840
Architectural, Engineering & Related Services	830
Management, Scientific & Technical Consulting Services	740
Services to Buildings & Dwellings	740
Utility System Construction	730
Scientific Research & Development Services	710
Residential Building Construction	640
Other Financial Investment Activities	600

Source: Center for Workforce Information & Analysis

Declining Industries

The list of industries projected to decline is dominated by those found in the manufacturing sector. Some new industries to the list this year include newspaper, periodical, book, and directory publishers; wired telecommunications carriers; and couriers.

Top 25 Declining Industries in Pennsylvania through 2022, by Volume

Industry	Annual Employment Loss
Postal Service	-810
Department Stores	-470
Depository Credit Intermediation	-430
Newspaper, Periodical, Book & Directory Publishers	-330
Federal Government, Excluding Post Office	-320
Printing & Related Support Activities	-310
Wired Telecommunications Carriers	-280
Cut & Sew Apparel Manufacturing	-220
Couriers	-180
Elementary & Secondary Schools	-180
Metalworking Machinery Manufacturing	-140
Office Supplies, Stationery & Gift Stores	-130
Travel Arrangement & Reservation Services	-120
Florists	-120
Psychiatric & Substance Abuse Hospitals	-120
Other Miscellaneous Manufacturing	-110
Fabric Mills	-110
Pharmaceutical & Medicine Manufacturing	-110
Communications Equipment Manufacturing	-100
Semiconductor & Other Electronic Component Manufacturing	-90
Electric Goods Merchant Wholesalers	-90
Electric Power Generation, Transmission & Distribution	-90
Coal Mining	-90
Bakeries & Tortilla Manufacturing	-90
Drugs & Druggists' Sundries Merchant Wholesalers	-70

Source: Center for Workforce Information & Analysis

Emerging Industries

Pennsylvania has forecast a number of emerging industries through 2022. An emerging industry is defined here as having statewide employment of less than 15,000 and annual employment gains of at least 50. The emerging industries are spread throughout most industry sectors, with manufacturing (in spite of being projected to decline overall) and administrative services dominating the list.

Top 50 Emerging Industries in Pennsylvania through 2022

Industry	Annual Employment Gain
Highway, Street & Bridge Construction	300
Miscellaneous Durable Goods Merchant Wholesalers	240
Waste Collection	220
Other Wood Product Manufacturing	220
Other Support Services	210
Facilities Support Services	180
Educational Support Services	180
Machinery & Equip. Rental & Leasing	160
Medical & Diagnostic Laboratories	160
Other Information Services	130
Cement & Concrete Product Manufacturing	130
Software Publishers	120
Oil & Gas Extraction	120
Social Advocacy Organizations	120
Used Merchandise Stores	110
Museums, Historical Sites & Similar Institution	110
Other Residential Care Facilities	110
Commercial Machinery Repair/Maintenance	100
Other Transit & Ground Passenger Transportation	100
Sawmills & Wood Preservation	100
Remediation & Other Waste Management Services	100
Animal Slaughtering & Processing	90
Hardware & Plumbing Merchant Wholesalers	90
Consumer Goods Rental	90

Source: Center for Workforce Information & Analysis (Only 48 industries are shown, due to data suppression requirements to protect confidentiality).

Top 50 Emerging Industries in Pennsylvania through 2022 (continued)

Industry	Annual Employment Gain
Support Activities for Road Transportation	90
Other Schools & Instruction	90
Nondepository Credit Intermediation	90
Freight Transportation Arrangement	80
Other Personal Services	80
Gambling Industries	70
Activities Related to Real Estate	70
Promoters of Performing Arts, Sports & Similar Events	70
Other Fabricated Metal Product Manufacturing	70
Motion Picture & Video Industries	70
Specialized Design Services	60
Death Care Services	60
Automotive Equipment Rental & Leasing	60
Amusement Parks & Arcades	60
Technical & Trade Schools	60
Coating, Engraving, Heat Treating & Allied Activities	60
Emergency & Other Relief Services	60
Furniture Stores	60
Metal & Mineral (except Petroleum) Merchant Wholesalers	50
Chemical & Allied Products Merchant Wholesalers	50
Office Furniture (including Fixtures) Manufacturing	50
Pipeline Transportation of Natural Gas	50
Veneer, Plywood & Engineered Wood Product Manufacturing	50
Alcoholic Beverage Merchant Wholesalers	50

Source: Center for Workforce Information & Analysis (Only 48 industries are shown, due to data suppression requirements to protect confidentiality).

Occupations

Modest economic growth coupled with an aging workforce will create opportunities for job seekers in all major occupational groups. The greatest total opportunities among these groups will be in office & administrative support occupations; food preparation & serving related occupations; sales & related occupations; transportation & material moving occupations; and healthcare practitioners & technical occupations. Major occupational groups not already mentioned and having the best opportunities due to growth will be production occupations; education, training, & library occupations; business & financial operations occupations; and

installation, maintenance, & repair occupations. Major occupational groups not already listed and having the best opportunities due to replacements (mainly those leaving due to retirement) will be healthcare support occupations; personal care & service occupations; construction & extraction occupations; and computer & mathematical occupations.

Annual Employment Change by Major Occupation Group to 2022

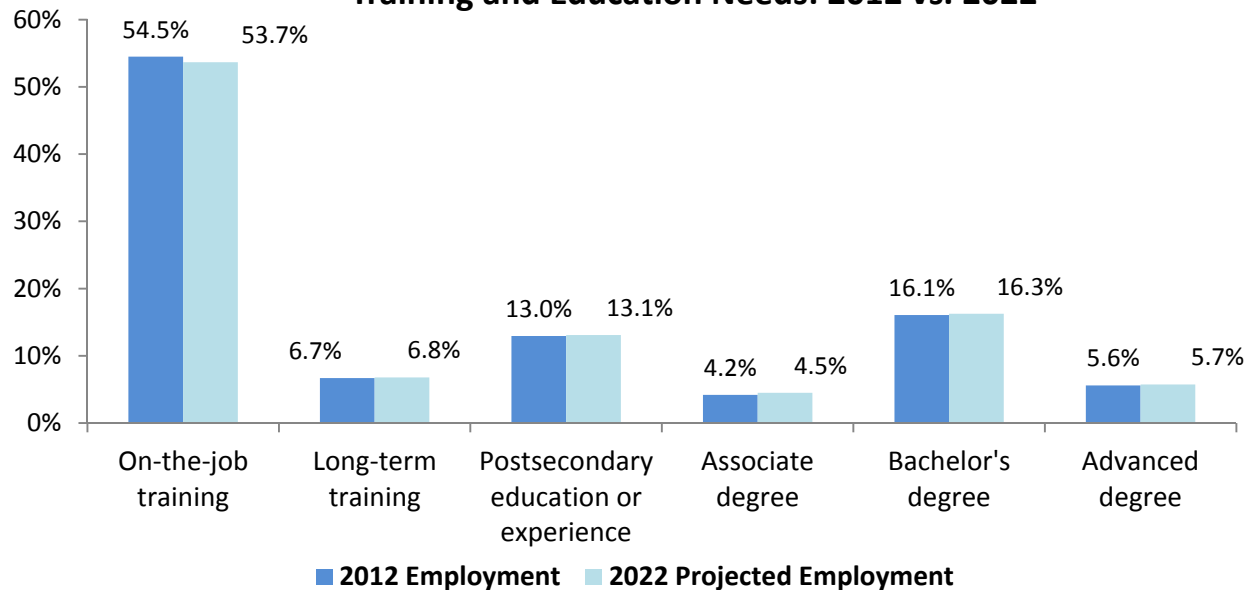
Occupational Group	Annual Change through 2022		
	Total	Due to Replacements	Due to Growth
Office & Administrative Support Occupations	26,150	5,080	21,070
Food Preparation & Serving Related Occupations	21,840	4,030	17,810
Sales & Related Occupations	20,980	1,850	19,130
Transportation & Material Moving Occupations	13,460	3,830	9,630
Healthcare Practitioners & Technical Occupations	13,410	5,950	7,460
Production Occupations	9,900	1,600	8,300
Personal Care & Service Occupations	9,240	3,830	5,410
Business & Financial Operations Occupations	8,840	2,880	5,960
Education, Training & Library Occupations	8,650	1,620	7,030
Construction & Extraction Occupations	8,220	3,740	4,480
Healthcare Support Occupations	7,780	3,860	3,930
Installation, Maintenance & Repair Occupations	7,490	1,950	5,540
Management Occupations	7,360	1,880	5,480
Building & Grounds Cleaning & Maintenance Occupations	6,270	1,850	4,410
Community & Social Service Occupations	4,910	1,630	3,270
Computer & Mathematical Occupations	4,550	2,290	2,260
Protective Service Occupations	3,980	820	3,160
Architecture & Engineering Occupations	3,210	930	2,280
Arts, Design, Entertainment, Sports & Media Occupations	2,540	470	2,060
Life, Physical & Social Science Occupations	1,800	470	1,340
Farming, Fishing & Forestry Occupations	1,490	50	1,440
Legal Occupations	1,320	550	770

Source: Center for Workforce Information & Analysis
Totals may not sum due to rounding.

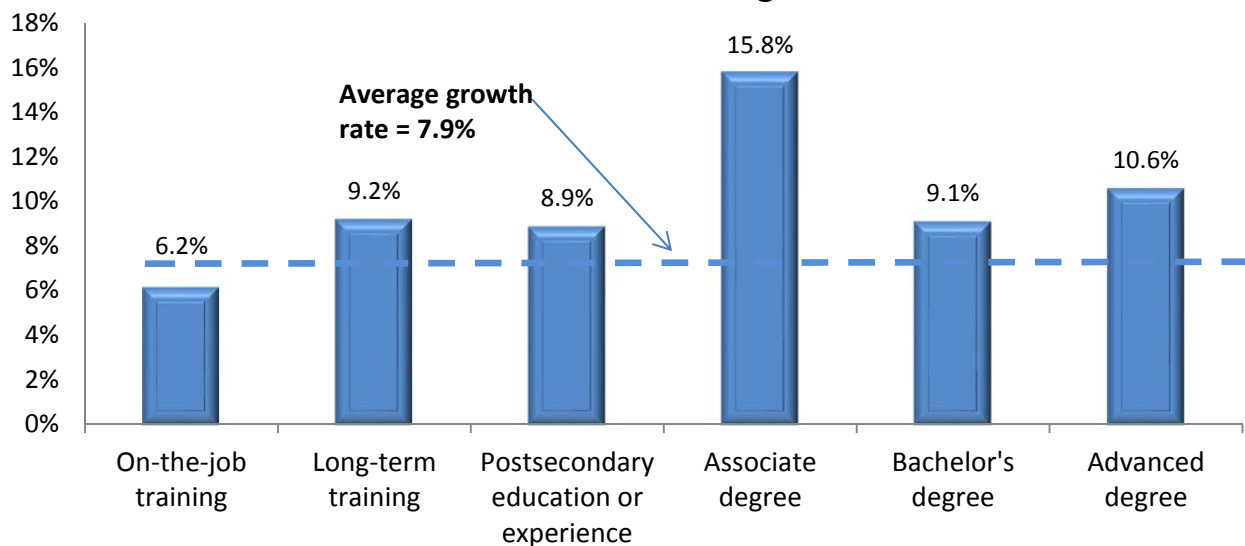
Educational and Training Needs

Over the 10-year period from 2012 to 2022, training and educational requirements of jobs will shift away from short-term and moderate-term on-the-job training towards long-term training and more advanced formal education. Jobs collectively requiring any of the training categories are projected to grow by 7.9 percent and jobs requiring each of the training categories individually, likewise will grow. While jobs requiring on-the-job training are projected to grow by 6.2 percent, jobs requiring an Associate degree are projected to grow by 15.8 percent and those requiring an advanced degree by 10.6 percent.

Training and Education Needs: 2012 vs. 2022



10 Year Growth Rate in Training and Education Needs



Source: Center for Workforce Information & Analysis
Totals may not sum due to rounding.

Emerging Occupations

Pennsylvania has forecast a number of emerging occupations through 2022. An emerging occupation is defined as having statewide employment less than 10,000 and projected to have at least 100 annual openings through 2022. The occupations are ranked in descending order from the highest annual percentage change. The emerging occupations are concentrated in the following major groups: Healthcare Practitioners & Technical Occupations; Community & Social Service Occupations; Healthcare Support Occupations; and Management Occupations.

Top 50 Emerging Occupations in Pennsylvania through 2022

Occupational Title	10 Year Percentage Change	Average Annual Openings		
		Total	Due to Growth	Due to Replacements
Physical Therapist Aides	39%	140	90	50
Diagnostic Medical Sonographers	36%	130	100	40
Information Security Analysts	34%	100	70	30
Meeting, Convention & Event Planners	29%	120	80	40
Physical Therapist Assistants	28%	210	120	90
Cardiovascular Technologists & Technicians	27%	120	80	40
Occupational Therapy Assistants	27%	120	60	60
Personal Financial Advisors	27%	340	210	130
Brickmasons & Blockmasons	26%	130	90	40
Surgical Technologists	26%	120	90	30
Logisticians	25%	190	130	60
Nurse Practitioners	24%	150	90	70
Medical Equipment Repairers	24%	140	60	70
Healthcare Social Workers	23%	350	180	170
Production Workers, All Other	21%	200	90	110
Operations Research Analysts	21%	100	50	50
Substance Abuse & Behavioral Disorder Counselors	21%	370	180	190
Massage Therapists	21%	100	60	30
Speech-Language Pathologists	20%	150	90	70
Respiratory Therapists	20%	180	100	80
Occupational Therapists	19%	190	110	80
Phlebotomists	19%	180	90	90
Veterinary Technologists & Technicians	19%	110	70	40
Medical Records & Health Information Technicians	19%	340	140	200
Paralegals & Legal Assistants	18%	310	170	150

Source: Center for Workforce Information & Analysis
Totals may not sum due to rounding.

Top 50 Emerging Occupations in Pennsylvania through 2022 (continued)

Occupational Title	10 Year Percentage Change	Average Annual Openings		
		Total	Due to Growth	Due to Replacements
Human Resources Managers	18%	150	60	90
Cement Masons & Concrete Finishers	18%	170	100	70
Computer-Controlled Machine Tool Operators, Metal	17%	310	120	190
Health Educators	17%	130	50	80
Mental Health & Substance Abuse Social Workers	17%	370	160	210
Opticians, Dispensing	16%	120	40	80
Radiologic Technologists	16%	300	160	140
Web Developers	16%	140	70	70
Crane & Tower Operators	16%	100	30	70
Dental Hygienists	16%	350	130	220
Manicurists & Pedicurists	16%	110	70	40
Painters, Construction & Maintenance	15%	260	130	130
Nonfarm Animal Caretakers	15%	180	100	80
Electrical Power-Line Installers & Repairers	15%	190	60	130
Computer & Information Systems Managers	15%	260	140	130
Security & Fire Alarm Systems Installers	15%	110	50	70
Education Administrators, Preschool & Childcare	15%	110	40	70
Biological Science Teachers, Postsecondary	14%	110	60	60
Rehabilitation Counselors	14%	250	100	150
Database Administrators	14%	160	70	90
Environmental Scientists & Specialists	14%	110	40	80
Cargo & Freight Agents	14%	130	40	80
Maintenance Workers, Machinery	13%	120	60	60
Marketing Managers	13%	200	70	120
Dietitians & Nutritionists	13%	100	50	50

Source: Center for Workforce Information & Analysis
Totals may not sum due to rounding.

CONCLUSION

The Great Recession officially ended in June of 2009, but labor markets continued to deteriorate into 2010. The job recovery period that ensued was sluggish and meager, and it was not until 2014 that Pennsylvania recovered and surpassed its previous jobs high and entered into a jobs expansion period. Virtually all of Pennsylvania's labor market indicators in 2014 showed a true strengthening of the labor market. Pennsylvania's average employment was 6,009,000 in 2014, an increase of 45,000 jobs from 2013 or 0.8 percent. In 2014, the average unemployment rate was 5.8 percent, a decrease of 1.6 percentage points from 2013 and was 0.4 percentage point lower than the U.S. average rate for 2014, which was 6.2 percent. Pennsylvania's total nonfarm jobs were at 5,825,500 in December 2014, up 70,900 (1.2 percent) from one year before and up 258,300 since the most recent jobs low in February 2010. The December 2014 jobs count set a new high, surpassing the previous high of April 2008 by 500. Consequently, this was the first month that Pennsylvania regained all the jobs (and more) that were lost during the recession. Other signs of an improving labor market were decreases in long-term unemployment and U6 (the broadest measure of labor underutilization), and an increase in the nominal and real wage rate. The nation's labor market improvement over this period was somewhat better than Pennsylvania's, indicating there is still work to be done. Further, these improvements occurred while the labor force and the labor force participation rate were declining. This seems to be a national trend reflecting demographic changes and other longer term trends, rather than a sign of weakness in the labor market. In addition, this is occurring in an environment where Pennsylvania's economy continues to adapt and transform itself from goods-producing to service-providing industries. The leading economic index also projects continued growth in the economy going forward, which may result in further improvement in the labor market. However, there are potential headwinds that could affect the national economy, including international developments and (particularly monetary) policy changes which will also have a detrimental effect on Pennsylvania's economy and labor market.

The longer term trends indicate that workers from the baby-boom generation are moving into their 60s and will be retiring in large numbers over the coming years. They will take key skills with them. Beginning around 2015, Pennsylvania's total working age population (age 25 to 64) is projected to decline annually through 2044. Far fewer youth will be available to enter the labor market, forcing greater efficiencies and competition for key skills. Without a large influx of outside labor, there will be worker shortages in the coming years and some areas, industries, and occupations will be affected sooner and harder than others. With the stock market crash of 2008, many baby boomers who lost significant wealth elected to stay in the job market and made up for some of the coming shortfall of younger workers. The recent rebound in the market may reverse that trend.

Jobs in most major occupational groups will be plentiful for current and future labor market participants. If another downturn can be averted, modest economic growth coupled with an aging workforce will create opportunities for anyone seeking a job. The best paying jobs will go to those achieving more than a high school education.

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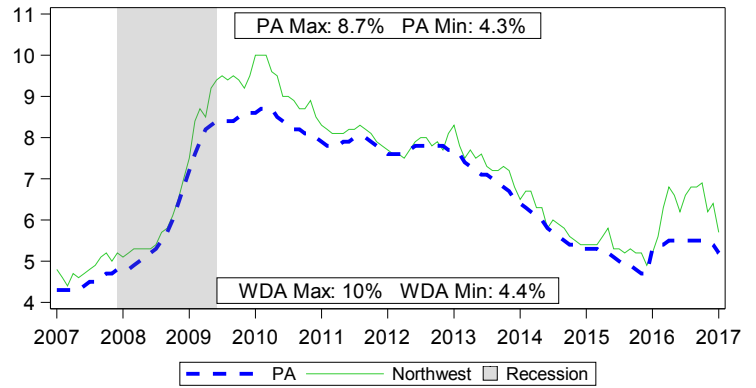
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(877) 493-3282

Northwest WDA Profile



Workforce Development Area (WDA) Unemployment, Jan 2007 to Jan 2017



2015 Population		
Demographic	WDA	PA
Total Population	509,104	12,779,559
Female	256,758	6,534,215
Male	252,346	6,245,344
Population by Race		
White	91.2%	81.6%
Black	4.8%	11.0%
Other	4.0%	7.4%
Hispanic Origin (all races)	2.6%	6.4%
Population by Age		
Ages 0 to 17	21.2%	21.3%
Ages 18 to 24	10.4%	9.7%
Ages 25 to 34	11.7%	12.6%
Ages 35 to 44	11.4%	12.0%
Ages 45 to 54	14.0%	14.4%
Ages 55 to 64	14.4%	13.6%
Ages 65 to 74	9.2%	8.6%
Ages 75 and Older	7.6%	7.7%
Educational Attainment, Ages 18 and Older		
High School Diploma or Less	52.9%	46.8%
Some College or Associate Degree	26.6%	26.7%
Bachelor's Degree	13.6%	16.6%
Graduate or Professional Degree	6.9%	9.9%

Source: U.S. Census-2015 ACS 5-Year Estimates - DP05, B01001, and B15001

Local Area Unemployment Statistics		
Jan 2017	WDA	PA
Unemployment Rate	5.7%	5.2%
Labor Force	233,700	6,440,000
Employed	220,400	6,107,000
Unemployed	13,300	333,000

Notes: Current month's data are preliminary. Data are Seasonally Adjusted.

Top 10 Employers by Employment in Q3 of 2016	
State Government	
Wal-Mart Associates Inc	
General Electric Company	
Erie Indemnity Co	
Federal Government	
UPMC Hamot	
Saint Vincent Health Center	
School District of the City of Erie	
PA State System of Higher Education	
Meadville Medical Center	

Source: Quarterly Census of Employment and Wages

Online Job Postings	WDA	PA
January 2017	4,397	191,431
January 2016	6,162	208,272
Annual Volume Change	-1,765	-16,841
Annual Percent Change	-28.6%	-8.1%

Source: The Conference Board Help Wanted OnLine™

Unemployment Compensation (UC) by Pre-UC Industry	Jan 2016 to Dec 2016				Dec 2016 Initial (IC) and Continued (CC) UC Claims							
	Exhaustees		Exh. Percent		IC Total		IC Percent		CC Total		CC Percent	
	WDA	PA	WDA	PA	WDA	PA	WDA	PA	WDA	PA	WDA	PA
Natural Resources & Mining	150	3,960	3.0%	3.5%	160	2,520	3.0%	2.5%	740	11,610	3.0%	2.0%
Construction	430	12,130	8.0%	10.5%	1,090	26,250	20.5%	25.0%	5,170	105,670	19.5%	20.0%
Manufacturing	2,090	17,440	39.5%	15.5%	1,220	14,950	23.0%	14.0%	6,820	68,390	25.5%	13.0%
Trade, Transportation & Utilities	760	21,630	14.5%	19.0%	630	14,140	12.0%	13.5%	3,820	88,060	14.5%	16.5%
Information	30	1,800	0.5%	1.5%	10	520	0.0%	0.5%	140	6,420	0.5%	1.0%
Financial Activities	130	5,730	2.5%	5.0%	30	1,210	0.5%	1.0%	440	17,980	1.5%	3.5%
Professional & Business Services	550	20,240	10.5%	18.0%	580	13,880	11.0%	13.0%	2,940	90,160	11.0%	17.0%
Education & Health Services	660	17,250	12.5%	15.0%	230	4,750	4.5%	4.5%	2,660	64,330	10.0%	12.0%
Leisure & Hospitality	240	7,510	4.5%	6.5%	630	10,090	12.0%	9.5%	2,450	46,280	9.0%	8.5%
Other Services	120	2,900	2.5%	2.5%	60	1,100	1.0%	1.0%	470	11,440	2.0%	2.0%
Government	40	1,100	1.0%	1.0%	30	940	0.5%	1.0%	420	7,830	1.5%	1.5%
Info Not Available	70	2,310	1.5%	2.0%	620	14,940	11.5%	14.0%	550	15,900	2.0%	3.0%
Total	5,270	114,000	100%	100%	5,290	105,270	100%	100%	26,600	534,080	100%	100%

Notes: Percentages less than 0.5% will be displayed as 0.0%. Percentages may not sum to 100% due to rounding. Claims data are not comparable to claims data released in any other report.

Source: Pennsylvania Unemployment Compensation System

Quarterly Census of Employment and Wages, 2015 Annual Averages

NAICS	NAICS Description	Estab.		Employment		Employment %		Wages	
		WDA	LQ	WDA	PA	WDA	PA	WDA	PA
	Total, All Industries	12,987	1.00	205,096	5,691,627	100.0%	100.0%	\$39,431	\$52,160
11	Agriculture, Forestry, Fishing and Hunting	142	1.14	1,001	24,294	0.5%	0.4%	\$30,090	\$33,669
21	Mining, Quarrying, and Oil & Gas	123	0.98	1,170	33,054	0.6%	0.6%	\$61,614	\$81,640
22	Utilities	72	0.91	1,158	35,217	0.6%	0.6%	\$73,606	\$92,998
23	Construction	894	0.73	6,388	243,436	3.1%	4.3%	\$44,360	\$59,765
31-33	Manufacturing	954	ND	ND	568,098	ND	10.0%	ND	\$59,564
42	Wholesale Trade	479	0.61	4,934	224,810	2.4%	3.9%	\$48,015	\$77,351
44-45	Retail Trade	1,671	1.10	25,370	637,817	12.4%	11.2%	\$24,661	\$27,329
48-49	Transportation and Warehousing	449	ND	ND	277,013	ND	4.9%	ND	\$47,007
51	Information	132	ND	ND	88,323	ND	1.6%	ND	\$72,586
52	Finance and Insurance	574	0.76	7,085	257,584	3.5%	4.5%	\$63,425	\$87,427
53	Real Estate and Rental and Leasing	281	0.64	1,437	62,366	0.7%	1.1%	\$28,755	\$56,551
54	Professional and Technical Services	681	ND	ND	341,433	ND	6.0%	ND	\$87,398
55	Management of Companies and Enterprises	76	0.31	1,494	132,391	0.7%	2.3%	\$65,189	\$130,162
56	Administrative and Waste Services	481	0.73	8,299	314,339	4.0%	5.5%	\$21,785	\$33,813
61	Educational Services	431	0.97	16,660	477,181	8.1%	8.4%	\$46,700	\$53,592
62	Health Care and Social Assistance	2,810	1.14	40,687	994,804	19.8%	17.5%	\$40,366	\$47,871
71	Arts, Entertainment, and Recreation	186	ND	ND	94,960	ND	1.7%	ND	\$32,030
72	Accommodation and Food Services	1,097	1.08	17,717	453,913	8.6%	8.0%	\$13,185	\$17,279
81	Other Services (Except Public Administration)	1,125	1.11	7,833	195,436	3.8%	3.4%	\$24,493	\$31,470
92	Public Administration	333	1.00	8,441	235,158	4.1%	4.1%	\$49,770	\$57,250
Company Ownership									
	Total, All Ownership	12,987	1.00	205,096	5,691,627	100.0%	100.0%	\$39,431	\$52,160
	Private Ownership	12,113	0.98	177,600	5,015,916	86.6%	88.1%	\$38,038	\$51,853
	Federal Ownership	155	ND	ND	95,857	ND	1.7%	ND	\$70,896
	State Ownership	117	ND	ND	134,016	ND	2.4%	ND	\$58,691
	Local Ownership	602	1.09	17,480	445,838	8.5%	7.8%	\$42,399	\$49,621

Notes: 'Estab.'-Establishments. 'LQ'-(Location Quotient) is the percent of WDA employment by sector divided by the percent of PA's employment by sector.

Occupational Employment (2014) and Wages (2015)

SOC Code	Major Occupational Group	Estimated Employment		Entry-Level Wage		Average Wage	
		WDA	PA	WDA	PA	WDA	PA
00-0000	Total, All Occupations	229,340	6,046,560	\$18,943	\$20,780	\$38,766	\$46,550
11-0000	Management	10,340	274,220	\$48,247	\$58,380	\$99,057	\$119,550
13-0000	Business & Financial Operations	7,500	281,100	\$34,488	\$40,800	\$58,857	\$70,850
15-0000	Computer & Mathematical	1,900	136,310	\$38,545	\$45,880	\$63,901	\$78,880
17-0000	Architecture & Engineering	3,470	96,290	\$39,717	\$45,150	\$65,026	\$76,240
19-0000	Life, Physical & Social Science	940	48,290	\$35,407	\$36,580	\$63,470	\$67,900
21-0000	Community & Social Services	6,550	141,350	\$25,635	\$26,620	\$38,702	\$42,260
23-0000	Legal	760	48,030	\$28,681	\$40,830	\$73,674	\$98,220
25-0000	Education, Training & Library	13,230	333,850	\$25,411	\$26,630	\$49,487	\$55,550
27-0000	Arts, Design, Entertainment, Sports & Media	2,510	89,130	\$19,487	\$23,850	\$38,969	\$50,610
29-0000	Healthcare Practitioners & Technical	13,670	361,300	\$32,249	\$36,530	\$66,726	\$73,250
31-0000	Healthcare Support	9,720	204,580	\$18,318	\$20,040	\$24,980	\$28,570
33-0000	Protective Service	3,790	122,790	\$19,783	\$20,370	\$45,284	\$43,050
35-0000	Food Preparation & Serving Related	20,340	474,280	\$16,978	\$16,990	\$19,977	\$21,780
37-0000	Building & Grounds Cleaning & Maintenance	8,560	215,180	\$16,943	\$18,470	\$23,047	\$27,360
39-0000	Personal Care & Service	9,610	242,920	\$16,965	\$17,140	\$22,775	\$24,620
41-0000	Sales & Related	22,580	627,240	\$17,102	\$17,300	\$31,218	\$39,380
43-0000	Office & Administrative Support	33,050	973,660	\$19,675	\$22,150	\$31,529	\$35,700
45-0000	Farming, Fishing & Forestry	4,010	49,120	\$20,330	\$19,040	\$32,241	\$30,820
47-0000	Construction & Extraction	8,230	261,320	\$26,122	\$29,240	\$41,622	\$48,900
49-0000	Installation, Maintenance & Repair	9,260	238,600	\$23,907	\$27,510	\$39,653	\$44,950
51-0000	Production	25,780	411,670	\$22,671	\$23,550	\$35,279	\$37,500
53-0000	Transportation & Material Moving	13,550	415,330	\$19,600	\$20,340	\$32,187	\$34,970

Note: 'ND' represents Non-Disclosable information.



THOMAS P. MILLER & ASSOCIATES

Northwest Commission Regional Skills Gap Analysis

Prepared by Thomas P. Miller & Associates and NC3T



Thomas P. Miller & Associates

Acknowledgements

Thomas P. Miller and Associates (TPMA) would like to thank the **Northwest Commission** for their guidance and direction. We also acknowledge the ongoing contributions and support of the **Northwest Pennsylvania Economic and Workforce Development Blueprint Project** and the **Northwest Pennsylvania Partnerships for Regional Economic Performance (NW PREP)**. Finally, we would like to recognize the **Pennsylvania Department Community and Economic Development** and **Pennsylvania Department of Labor and Industry** (Jobs 1st Regional Partnership Grant).

We also would like to recognize the partners who committed the leadership and resources to make the project possible. They include:

All Host Locations and PREP Partners

Clarion County Economic Development Corporation
Clarion University Small Business Development Center
Economic Progress Alliance of Crawford County
Erie Regional Chamber and Growth Partnership
Grove City College

Lawrence County Economic Development Corporation
Oil Region Alliance (Venango County)
PREP Partners
Penn-Northwest Development Corporation
Warren County Chamber of Business and Industry

All Input Session Participant Organizations

Acutec Precision
Carpenters #268
CCEDC
Clarion Blueprint
Clarion Forest VNA
Clarion Industries
Colony Homes
Community Foundation
Crawford County Government
Crawford County K-12 Career Education Alliance
Custom Engineering
Destination Eire
ECUA
Edinboro University
Ellwood National Forge
City of Erie
Erie Forge and Steel
Erie Public Schools
Erie Together
Eriez Mfg
Flowline
GE
Industrial Sales
Infocision
Jameson Care Center
Joy Cone
Laurel Technical Institute
Lawrence County Social Services

MCRC
Maple Donuts
Meade Consulting
Mohawk ASD
Noise Solutions
NW IRC
PA CareerLink
PA General Energy
Partners for Performance NW PA WIB
Penn State Shenango
Precision Manufacturing Institute
Primary Health Network
PSB Industries
READ
School to Work
Shenango Valley Chamber of Commerce
TCCS
Titusville Community Development Agencies
Union School District
United Refining Co.
United Way
Venango Technology Center
Warren Chamber of Commerce
Warren County
Warren County Career Center
Warren County School District
Warren Forest Higher Education Council
West Central Job Partnership
Zurn

Thomas P. Miller & Associates

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Introduction

In March 2014, the State of Pennsylvania announced grant funding for its Jobs 1st Regional Partnership Grant with the purpose of increasing employer engagement and developing employer-driven training programs between workforce and economic development organizations across the state. The Northwest Pennsylvania region was awarded the grant to fund three specific tracks: Cross Training, Skills Gap Analysis, and Small Business Development Center Training Classes.

The Northwest Pennsylvania region consists of eight counties: Clarion, Crawford, Erie, Forest, Lawrence Mercer, Venango, and Warren. Over the past ten years, the population of the region has declined by 2 percent and the aging population (55 years of age and older) has increased. The diversity of the region ranges from a large urban presence in Erie County to extremely rural areas in the outlying counties.

The Northwest Commission acted as fiscal agent, convener, and project contact for the Skills Gap Analysis. The Northwest Pennsylvania Partners for Regional Economic Performance Partners (NWPA PREP Partners) provided input and feedback for the analysis, assisted in identifying education and workforce assets, assisted in engaging stakeholders, and identified input session locations.

Project Approach

Thomas P. Miller and Associates (TPMA) and National Center for College & Career Transitions (NC3T) together (“the Project Team”) provided detailed research and analysis of the Northwest Pennsylvania region in order to identify imbalances in workforce supply and demand and develop strategies to attract, retain, and educate its workforce. A combination of desktop analysis and stakeholder engagement was employed to create a profile of the current workforce situation and capacity. Building upon this profile, recommendations were developed to strengthen the regional workforce to address future challenges and opportunities.

Task 1, Project Launch

The Skills Gap Analysis was separated into ten tasks, beginning with the Project Launch. At the Launch meeting, the project team met with the Northwest Commission and NW PREP Partners and discussed concepts of success and a plan for sustained communication. The group identified current regional strengths, challenges, and opportunities. Members provided input and determined the analysis would focus on the region’s manufacturing and healthcare sectors and also explore information about emerging industries.

Task 2, Desktop Analysis

In the second task, the project team conducted a Desktop Analysis to evaluate other research conducted to date. These studies included, but were not limited to:

- Pennsylvania Department of Labor and Industry’s Center for Workforce Information and Analysis (CWIA)
- *Destination Erie Existing Conditions Trends Report*
- *Erie Regional Career Planning Project – Go for the Gold*
A Career Driven Education Model using the Educonomy Implementation Platform, Joseph B. Kent
- *Rebuilding PA’s Manufacturing Future*

Thomas P. Miller & Associates

Investing in the Prosperity of PA's Hardworking Families and Eliminating Hundreds of Millions of Dollars in Public Costs, Steel Valley Authority

Task 3, Regional and County Labor Market Profiles

Supplementing the Pennsylvania Center for Workforce Information and Analysis (CWIA) data with data available from Economic Modeling Specialists, Intl. (EMSI), TPMA prepared a regional labor market profile and county-specific profiles for the third task. The profiles included the following elements:

- Demographic and Labor Force Characteristics
- Industry Analysis
- Occupation Analysis
- Human Capital

Task 4, Review of Existing Education and Workforce Assets

NC3T worked with education and training providers across the region to identify programs and training efforts, specifically in manufacturing and healthcare related degrees and certifications. NC3T gathered data on programs and completers in the region.

Task 5, County Input Sessions

The project team held input sessions throughout the Northwest Pennsylvania region (including Clarion, Crawford, Erie, Lawrence, Mercer, Venango, and Warren Counties) to identify the strengths and challenges of current workforce development efforts. TPMA summarized findings from the county input sessions and referenced information garnered in the recommendations to address workforce challenges.

TPMA developed an electronic survey after the input sessions to obtain feedback from employers regarding workforce issues, in-demand occupations, and anticipated hiring practices. TPMA summarized the survey results (included as Appendix A3).

Task 6, Mid-Point Presentation

In Task 6, TPMA reviewed progress, initial common themes, and early recommendations with PREP Partners. TPMA obtained feedback from the PREP Partners regarding exploration of Best Practices.

Task 7, Best Practice Review

TPMA researched Best Practices on: Implementation, Structure, Processes and Strategies/Collaborative Projects and Community Efforts to Increase Awareness of In-Demand Occupations. TPMA developed a summary of Best Practices for potential replication. (See Appendix A1.)

Task 8, Career Pathways Mapping

NC3T developed region-specific Career Pathways for Machining, Welding/Fitting, Industrial Maintenance, Nursing and Electronic Medical Records. (See Appendix A2.)

Task 9 and 10, Report and Final Presentation

The project team drafted, edited, and presented the final report to the Northwest Commission, PREP Partners, and stakeholders.

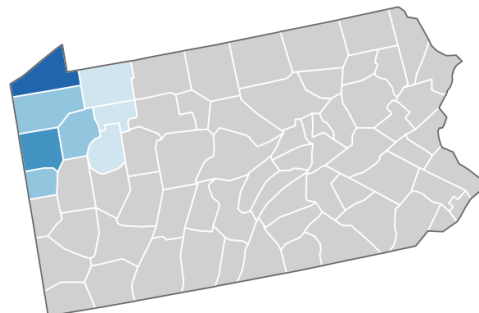
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Northwest Pennsylvania Labor Market Profiles (*Demand*)

Regional Profile

Executive Summary

The population in Northwest Pennsylvania (NWP) has declined by three percent over the past ten years. The population has also been aging, with the population of 55 years and older increasing significantly, while the population decreased among all other age groups, except 20-34 year olds, which increased by two percent. Projections indicate that the two subsets of the population expected to grow are those 55 and over and those under the age of five. These declining and aging trends may impact the availability of labor in the region.



About 345,000 workers participate in the region's labor force. Of these, about 330,000 are employed. The unemployment rate for NWP is 4.9 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). The older worker population (55 years and older) in NWP is estimated to be about 93,000 in 2014. The aging workforce calls for sustainable planning for workforce development in the region.

The largest broad industry sectors in NWP are Health Care and Social Assistance, Manufacturing, and Government. The largest sector, Health Care and Social Assistance, has been growing steadily since 2004 and is expected to continue growing. The second largest sector, Manufacturing, took a hit between 2004 and 2009, but has rebounded, adding almost 3,000 jobs since 2009.

The area's top occupations include Office and Administrative Support Occupations, Sales and Related Occupations, Production Occupations, Food Preparation and Serving Related Occupations, and Healthcare Practitioners and Technical Occupations. Among these top occupations, Office and Administrative Support Occupations, Food Preparation and Serving Related Occupations, and Healthcare Practitioners and Technical Occupations are most often required to staff companies within key industries in this region. Regarding Manufacturing specifically, top occupations include Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic; Miscellaneous Assemblers and Fabricators; and Machinists.

Among the occupations with the highest projected job growth from 2014-2019 in NWP, about 40 percent require a high school diploma or equivalent. Approximately 24 percent require no high school degree, 10 percent require a credential, 6 percent an associate's degree, and 18 percent a bachelor's degree or higher. Over 70 percent of these jobs require some type of training, which is mostly on-the-job training. However, most employers prefer candidates that already have additional educational experience and/or training rather than having to provide training.

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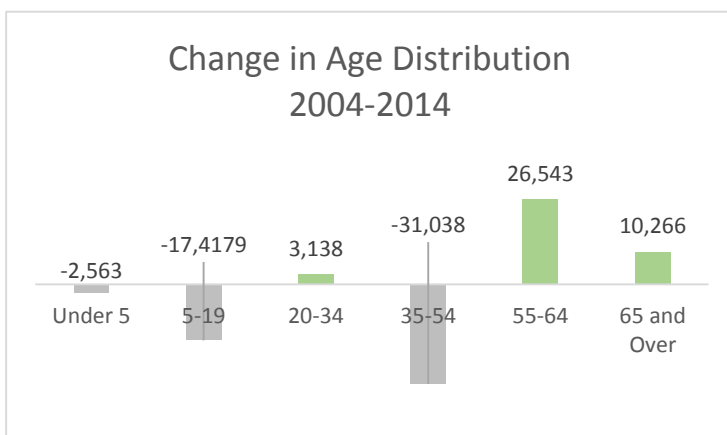
Demographics

The population in NWPA has declined from 725,394 to 714,320 in the past ten years.¹ The population declined by two percent, compared to the state growth rate of four percent, and the national rate of nine percent. The population is projected to continue to decline over the next five years.

NWPA has an aging population. In the past ten years, the population of individuals between 55 and 64 years old increased by 25 percent, while the population decreased in all other age groups. This trend is projected to continue over the next five years, with the largest population increase expected among those over the age of 65. The aging population is a concern as it will impact the availability of labor in the region over the next decade.

Age Distribution

Age	2014 Population	Change, 2004-2014	Change, 2014-2019
Under 5	38,638	-2,563 -7%	1,603 4%
5-19	132,730	-17,419 -13%	-4,698 -4%
20-34	131,664	3,138 2%	-5,478 -4%
35-54	178,449	-31,038 -17%	-11,893 -7%
55-64	105,855	26,543 25%	694 1%
Over 65	126,984	10,266 8%	13,837 10%



NWPA is a racially homogenous area of the country, with over 90 percent of the 2014 population identifying as White. The White population shrank by four percent from 2004-2014 while the black population increased by 12 percent and the Hispanic population increased by 35 percent.²

Race Distribution

Race	2014 Population	Change, 2004-2014
White	645,473	-26,738 -4%
Black	34,213	3,670 12%
Hispanic	16,154	5,667 35%
Two or More Races	11,109	4,106 59%
Asian	6,085	2,122 54%
American Indian or Alaskan Native	1,128	74 7%
Native Hawaiian or Pacific Islander	158	23 17%

COUNTY 2014 POPULATION

Clarion	39,615
Crawford	86,974
Erie	281,657
Forest	7,758
Lawrence	88,950
Mercer	114,995
Venango	53,695
Warren	40,674

¹ EMSI Analyst 2014.

² The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander.

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Income

Median household income in the NWPA region between 2008 and 2012 varied from about \$36,500 to just under \$45,250.³ All eight counties fell below the state and national average for median household income. However, this could be offset by a less expensive cost of living. Erie County took the lead for the highest median household income over those years, but still had a poverty rate above the state and national average. Comparatively, while having a median household income of \$36,686, Forest County's poverty rate of 12.8 percent was second lowest in the region. The lowest poverty rate belonged to Warren County at 12.0 percent.

	MEDIAN HOUSEHOLD INCOME	POVERTY RATE
Clarion	\$43,059	17.3%
Crawford	\$41,664	16.8%
Erie	\$45,249	16.1%
Forest	\$36,686	12.8%
Lawrence	\$44,079	13.8%
Mercer	\$43,589	13.2%
Venango	\$41,814	16.3%
Warren	\$43,108	12.0%
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Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

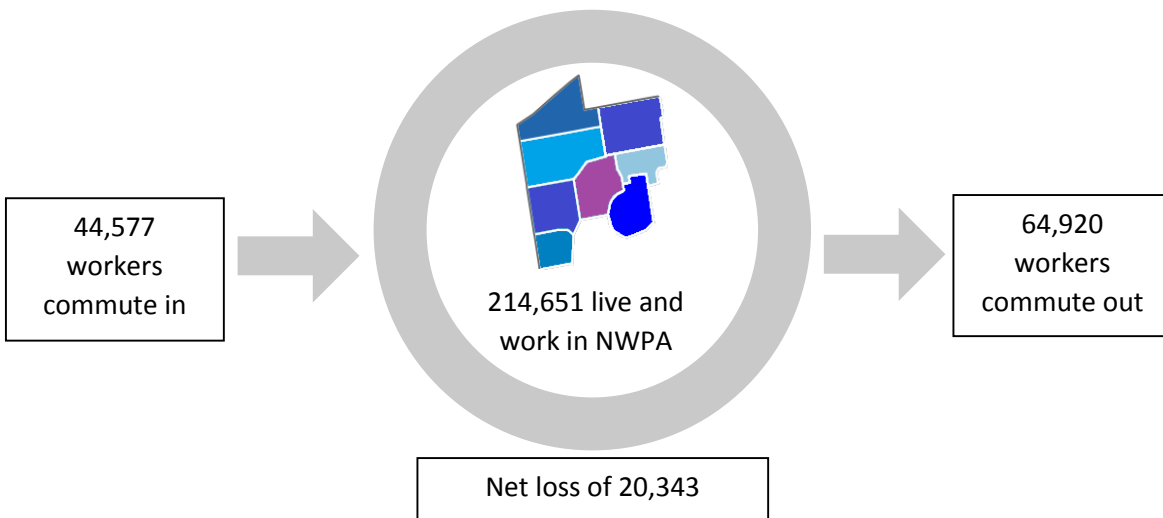
³ U.S. Census Bureau 2008-2012



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Commuting Pattern and Labor Force Availability

With over 44,500 workers commuting in and just under 65,000 commuting out, NWPAs is a net exporter of workers.⁴ The region sends the most workers who work outside of the area to Butler County (8,077, 2.9 percent), Beaver County (4,132, 1.5 percent), and Mahoning County, Ohio (2,883, 1.0 percent). Most of the workers coming from outside of the region are from Allegheny County (5,629, 2.2 percent), Butler County (4,753, 1.8 percent), and Trumbull County (1.4 percent). Over 258,000 workers are employed in the region, with over 214,500 workers both living and working in the area, and almost 45,000 commuting in from outside the region other counties.

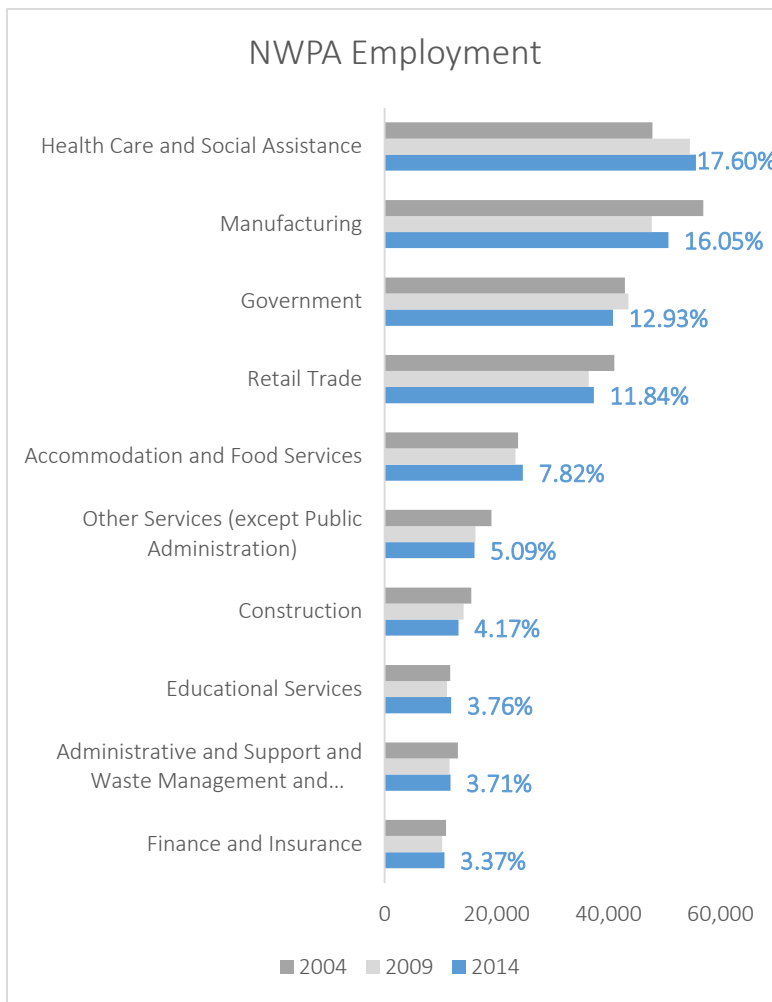


⁴ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in NWPA employing the most workers are Health Care and Social Assistance (55,603, 17.60 percent), Manufacturing (50,709, 16.05 percent), Government (40,851, 12.93 percent), Retail Trade (37,407, 11.84 percent), and Accommodation and Food Services (24,718, 7.82 percent).⁵ Among these top five industries, Manufacturing has experienced the most change, losing over 9,000 jobs between 2004 and 2009 but also gaining just under 3,000 back in the five years since. The Health Care and Social Assistance sector, on the other hand, has grown steadily since 2004, adding more than 7,000 jobs in 10 years.



⁵ These industries are by 2-digit NAICS code. EMSI Analyst 2014.



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Key Industry Analysis

Diving a bit deeper, the tables below show the top ten largest industries by employment in NWP. Among these key industries, Individual and Family Services is expected to have the highest growth over the next five years, followed by Nursing Care Facilities (Skilled Nursing Facilities); Colleges, Universities, and Professional Schools; and Other General Merchandise Stores. Within the manufacturing industry sector, the industries that are expected to experience the highest growth include Railroad Rolling Stock Manufacturing, Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing; and Other Fabricated Metal Product Manufacturing.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Restaurants and Other Eating Places	19,059	1,050	6%	1,107	6%	36	0%
Education and Hospitals (Local Government)	15,515	-971	-6%	-1,680	-10%	-172	-1%
General Medical and Surgical Hospitals	11,758	-1,051	-8%	-1,124	-9%	86	1%
Local Government, Excluding Education and Hospitals	9,756	-392	-4%	-225	-2%	-192	-2%
Individual and Family Services	8,422	4,182	99%	213	3%	1,189	14%
Colleges, Universities, and Professional Schools	8,338	443	6%	932	13%	466	6%
State Government, Excluding Education and Hospitals	6,523	-484	-7%	-352	-5%	56	1%
Offices of Physicians	6,235	550	10%	-14	-0%	333	5%
Nursing Care Facilities (Skilled Nursing Facilities)	5,814	551	10%	496	9%	613	11%
Other General Merchandise Stores	5,552	984	22%	469	9%	350	6%

Employment in Key Manufacturing Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Railroad Rolling Stock Manufacturing	5,445	840	18%	717	15%	250	5%
Plastics Product Manufacturing	4,772	-877	-16%	308	7%	-387	-8%
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	3,158	358	13%	581	23%	151	5%
Metalworking Machinery Manufacturing	2,685	-390	-13%	316	13%	-365	-14%
Other Fabricated Metal Product Manufacturing	2,192	18	1%	524	31%	-269	-12%
Forging and Stamping	1,885	195	12%	117	7%	28	1%
Architectural and Structural Metals Manufacturing	1,817	-517	-22%	-146	-7%	171	9%
Other Wood Product Manufacturing	1,740	-572	-25%	186	12%	-190	-11%
Iron and Steel Mills and Ferroalloy Manufacturing	1,610	586	57%	179	12%	255	16%
Foundries	1,544	141	10%	351	29%	169	11%

⁶ These industries are by 4-digit NAICS code.

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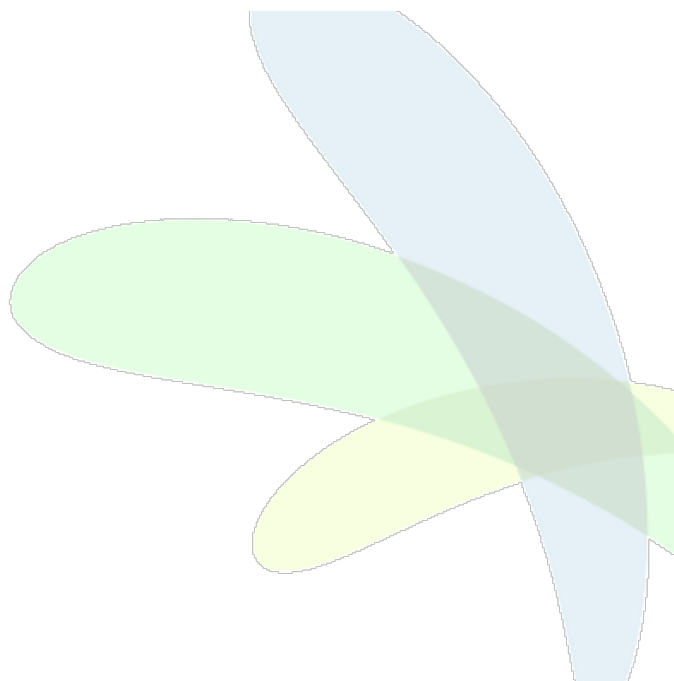
Among these top industries, average earnings vary widely, from under \$15,000 a year for Restaurants and Other Eating Places, to almost \$100,000 a year for Offices of Physicians. The average earnings in key manufacturing industries range from \$44,378 (Other Wood Product Manufacturing) to \$97,152 (Railroad Rolling Stock Manufacturing).

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Total Earnings	Establishments
Restaurants and Other Eating Places	19,059	\$14,514	1,010
Education and Hospitals (Local Government)	15,515	\$67,613	390
General Medical and Surgical Hospitals	11,758	\$52,655	17
Local Government, Excluding Education and Hospitals	9,756	\$54,363	410
Individual and Family Services	8,422	\$23,525	1,644
Colleges, Universities, and Professional Schools	8,338	\$28,827	10
State Government, Excluding Education and Hospitals	6,523	\$83,923	152
Offices of Physicians	6,235	\$99,877	530
Nursing Care Facilities (Skilled Nursing Facilities)	5,814	\$36,300	53
Other General Merchandise Stores	5,552	\$26,329	143

Establishments and Earnings in Key Manufacturing Industries

Industry	2014 Jobs	Total Earnings	Establishments
Railroad Rolling Stock Manufacturing	5,445	\$97,152	6
Plastics Product Manufacturing	4,772	\$50,995	79
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	3,158	\$55,769	156
Metalworking Machinery Manufacturing	2,685	\$61,104	144
Other Fabricated Metal Product Manufacturing	2,192	\$59,489	45
Forging and Stamping	1,885	\$65,249	27
Architectural and Structural Metals Manufacturing	1,817	\$53,628	58
Other Wood Product Manufacturing	1,740	\$44,378	71
Iron and Steel Mills and Ferroalloy Manufacturing	1,610	\$85,729	13
Foundries	1,544	\$68,275	23



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Occupation analysis

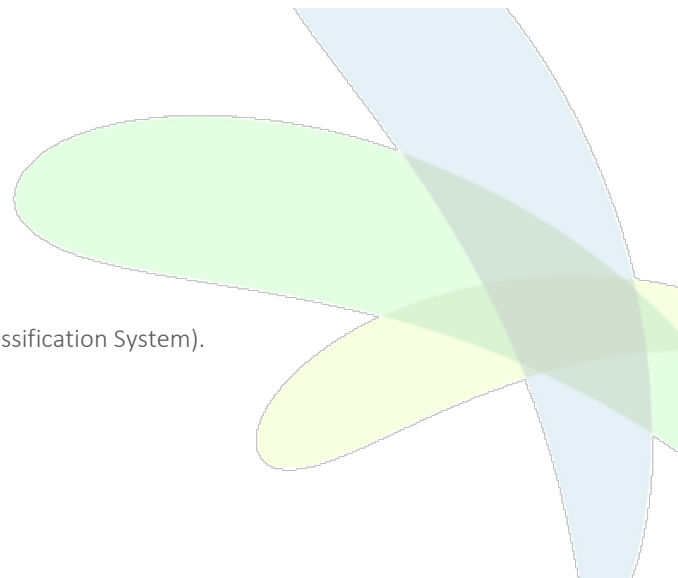
The region's top occupations by employment include Office and Administrative Support Occupations, Sales and Related Occupations, Production Occupations, Food Preparation and Serving Related Occupations, and Healthcare Practitioners and Technical Occupations.⁷ The median hourly earnings range from \$9.34/hour for Food Preparation and Serving Related Occupations to \$34.55/hour for Management Occupations.⁸

NWPAs Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	46,876	14.83%	\$13.72
Sales and Related Occupations	34,373	10.88%	\$13.19
Production Occupations	33,281	10.53%	\$15.94
Food Preparation and Serving Related Occupations	27,887	8.83%	\$9.34
Healthcare Practitioners and Technical Occupations	18,981	6.01%	\$30.61
Transportation and Material Moving Occupations	18,793	5.95%	\$13.88
Education, Training, and Library Occupations	17,899	5.66%	\$23.25
Personal Care and Service Occupations	14,198	4.49%	\$9.64
Construction and Extraction Occupations	13,044	4.13%	\$18.03
Healthcare Support Occupations	12,572	3.98%	\$11.37
Installation, Maintenance, and Repair Occupations	12,239	3.87%	\$17.06
Management Occupations	11,984	3.79%	\$34.55
Building and Grounds Cleaning and Maintenance Occupations	11,278	3.57%	\$9.91
Business and Financial Operations Occupations	10,456	3.31%	\$24.92
Community and Social Service Occupations	8,228	2.60%	\$17.10
Protective Service Occupations	7,129	2.26%	\$19.07
Architecture and Engineering Occupations	4,074	1.29%	\$28.81
Arts, Design, Entertainment, Sports, and Media Occupations	4,010	1.27%	\$15.27
Computer and Mathematical Occupations	3,096	0.98%	\$26.02
Military occupations	1,877	0.59%	\$21.35
Farming, Fishing, and Forestry Occupations	1,306	0.41%	\$13.30
Legal Occupations	1,240	0.39%	\$28.49
Life, Physical, and Social Science Occupations	1,170	0.37%	\$25.98

⁷ These occupations are by 2 digit SOC code (Standard Occupational Classification System).

⁸ EMSI Analyst 2014.



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Employment Change

The table on the next page shows employment and change by occupation.⁹ Five occupations on the list (bolded) are the top five occupations that are most often required to staff companies within key industries in NWP. The category of Production Occupations is the only top occupation not falling within the top 10 key industries. Among these five key-industry-required occupations, all but Office and Administrative Support Occupations are projected to grow in the next five years, adding over 3,000 jobs in the region. Office and Administrative Support Occupations is still projected to lead in openings with over 1,200 per year, but these jobs will be due to current positions becoming available. Among the top occupations, the category of Sales and Related Occupations is projected to experience the sharpest decline in the next five years (413 jobs lost), followed by Production Occupations (237 jobs lost), and Farming, Fishing, and Forestry Occupations (114 jobs lost).

⁹ These occupations are by 2 digit SOC code.



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Employment Change by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	46,876	-3,657	-7%	-396	-1%	-23	-0%	1,212
Sales and Related Occupations	34,373	-2,790	-8%	543	2%	-413	-1%	1,191
Production Occupations	33,281	-3,784	-10%	1,959	6%	-237	-1%	903
Food Preparation and Serving Related Occupations	27,887	764	3%	1,287	5%	360	1%	1,163
Healthcare Practitioners and Technical Occupations	18,981	953	5%	113	1%	1,182	6%	677
Transportation and Material Moving Occupations	18,793	-80	-0%	642	4%	595	3%	622
Education, Training, and Library Occupations	17,899	-148	-1%	-1,033	-5%	293	2%	482
Personal Care and Service Occupations	14,198	1,801	15%	563	4%	1,025	7%	549
Construction and Extraction Occupations	13,044	-1,410	-10%	-532	-4%	-41	-0%	392
Healthcare Support Occupations	12,572	2,597	26%	1,035	9%	1,183	9%	505
Installation, Maintenance, and Repair Occupations	12,239	-496	-4%	366	3%	375	3%	403
Management Occupations	11,984	-982	-8%	-430	-3%	125	1%	344
Building and Grounds Cleaning and Maintenance Occupations	11,278	-1,099	-9%	-4	-0%	172	2%	314
Business and Financial Operations Occupations	10,456	-467	-4%	114	1%	230	2%	319
Community and Social Service Occupations	8,228	237	3%	-319	-4%	212	3%	261
Protective Service Occupations	7,129	315	5%	270	4%	169	2%	251
Architecture and Engineering Occupations	4,074	-19	-0%	164	4%	139	3%	145
Arts, Design, Entertainment, Sports, and Media Occupations	4,010	-505	-11%	-144	-3%	-21	-1%	127
Computer and Mathematical Occupations	3,096	-253	-8%	50	2%	159	5%	94
Military occupations	1,877	-431	-19%	-65	-3%	9	0%	46
Farming, Fishing, and Forestry Occupations	1,306	-352	-21%	-104	-7%	-114	-9%	43
Legal Occupations	1,240	-68	-5%	-33	-3%	30	2%	32
Life, Physical, and Social Science Occupations	1,170	-16	-1%	-22	-2%	55	5%	53

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Industry and Occupation Connections

Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends targeting these top occupations and industries in the region and supporting education programs that provide talent for these growing areas.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	Colleges, Universities, and Professional Schools Offices of Physicians Local Government, Excluding Education and Hospitals General Medical and Surgical Hospitals State Government, Excluding Education and Hospitals
Food Preparation and Serving Related Occupations	Restaurants and Other Eating Places Education and Hospitals (Local Government) Nursing Care Facilities (Skilled Nursing Facilities)
Healthcare Practitioners and Technical Occupations	General Medical and Surgical Hospitals Offices of Physicians Nursing Care Facilities (Skilled Nursing Facilities)
Education, Training, and Library Occupations	Education and Hospitals (Local Government) Colleges, Universities, and Professional Schools Local Government, Excluding Education and Hospitals Individual and Family Services
Healthcare Support Occupations	Nursing Care Facilities (Skilled Nursing Facilities) Individual and Family Services General Medical and Surgical Hospitals Offices of Physicians



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Manufacturing Occupations

The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in NWP. ¹⁰ Median hourly earnings for these occupations in NWP range from \$11.16 at the low end for Laborers and Material Movers, Hand to \$24.44 at the high end for First-Line Supervisors of Production and Operating Workers.

Top Occupations in Manufacturing based on Employment Levels

Occupation	2014 Employment	Median Hourly Earnings
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	2,970	\$15.54
Miscellaneous Assemblers and Fabricators	2,619	\$13.13
Machinists	2,446	\$17.68
Welding, Soldering, and Brazing Workers	2,296	\$16.25
Laborers and Material Movers, Hand	1,995	\$11.16
Miscellaneous Production Workers	1,909	\$12.32
Electrical, Electronics, and Electromechanical Assemblers	1,842	\$12.70
First-Line Supervisors of Production and Operating Workers	1,802	\$24.44
Inspectors, Testers, Sorters, Samplers, and Weighers	1,564	\$14.43
Maintenance and Repair Workers, General	1,307	\$15.29

Among 50,709 manufacturing workers in NWP, approximately a quarter of them (12,548) are older workers (55 years and older). These workers are expected to retire in the next ten years. The key manufacturing industry that is expected to have the greatest retiree population is Railroad Rolling Stock Manufacturing.

Age Distribution of Workers in Manufacturing Industries

Industry	2014 Employment	25 and Less		25-54		55 and Older	
Manufacturing Sector	50,709	3,906	8%	34,255	68%	12,548	25%
Key Manufacturing Industries							
Railroad Rolling Stock Manufacturing	5,445	257	5%	3,768	69%	1,419	26%
Plastics Product Manufacturing	4,772	520	11%	3,257	68%	995	21%
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	3,158	293	9%	2,154	68%	711	23%
Metalworking Machinery Manufacturing	2,685	191	7%	1,815	68%	679	25%

¹⁰ Occupations are by 4 digit SOC code.

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Occupations in Key Manufacturing Sectors

This table shows employment and growth changes in occupations that are required to staff companies within key manufacturing sectors, including Railroad Rolling Stock Manufacturing, Plastics Product Manufacturing, Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing, and Metalworking Machinery Manufacturing in NWPA. Among these key-manufacturing-industry-required occupations, the category of Welding, Soldering, and Brazing Workers is projected to experience the highest growth, while the category of Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic is expected to undergo the sharpest decline over the next five years.

Top Occupations in Key Manufacturing Industries

Occupation	2014 Employment	Change, 2009-2014		Projected Change, 2014-2019	
Machinists	1,536	279	22%	39	3%
Welding, Soldering, and Brazing Workers	1,215	165	16%	55	5%
Electrical, Electronics, and Electromechanical Assemblers	1,017	130	15%	31	3%
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	972	114	13%	-89	-9%
Laborers and Material Movers, Hand	580	53	10%	-19	-3%
First-Line Supervisors of Production and Operating Workers	580	64	12%	-18	-3%
Computer Control Programmers and Operators	570	130	30%	41	7%
Miscellaneous Assemblers and Fabricators	560	49	10%	-10	-2%
Inspectors, Testers, Sorters, Samplers, and Weighers	547	84	18%	8	1%
Maintenance and Repair Workers, General	391	44	13%	-16	-4%

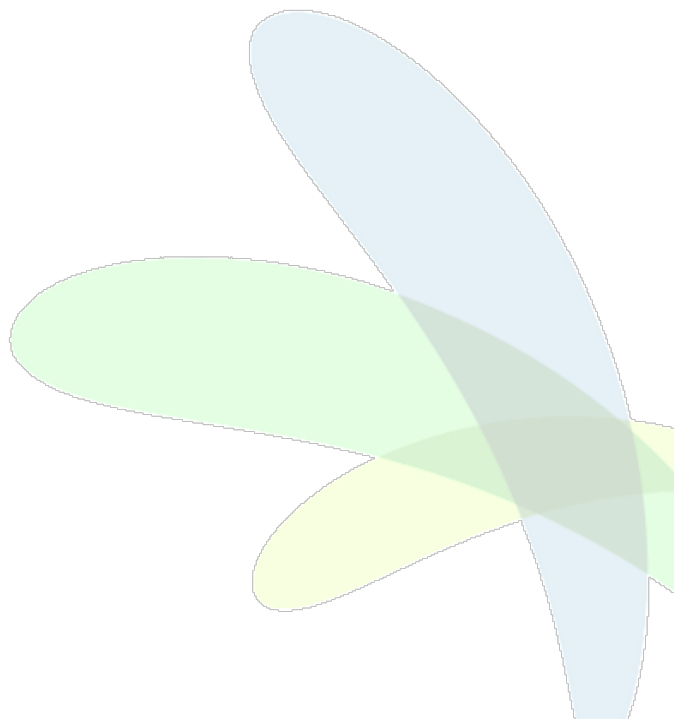


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Key manufacturing sectors in NWPA share some common workforce requirements. TPMA recommends targeting these top occupations and sectors in the region to support educational programs that provide talent for these growing areas.

Connection between Top Occupations and Key Manufacturing Industries

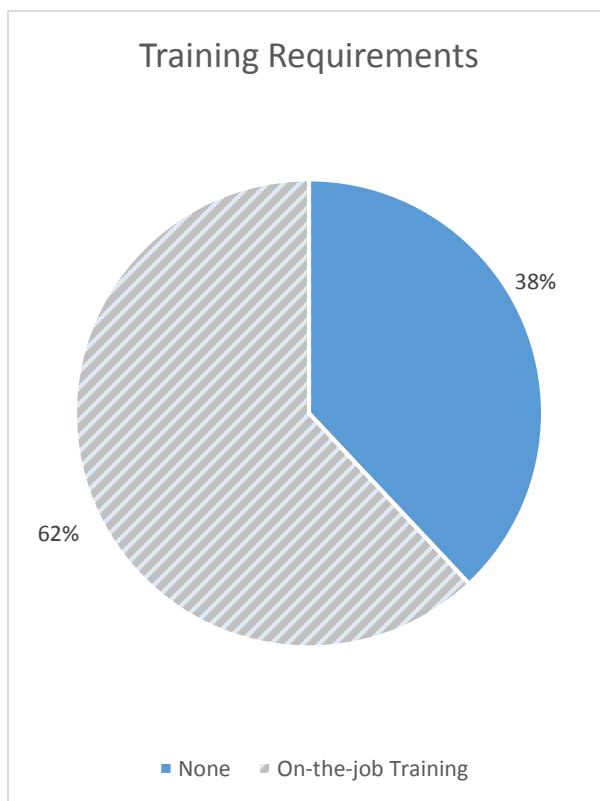
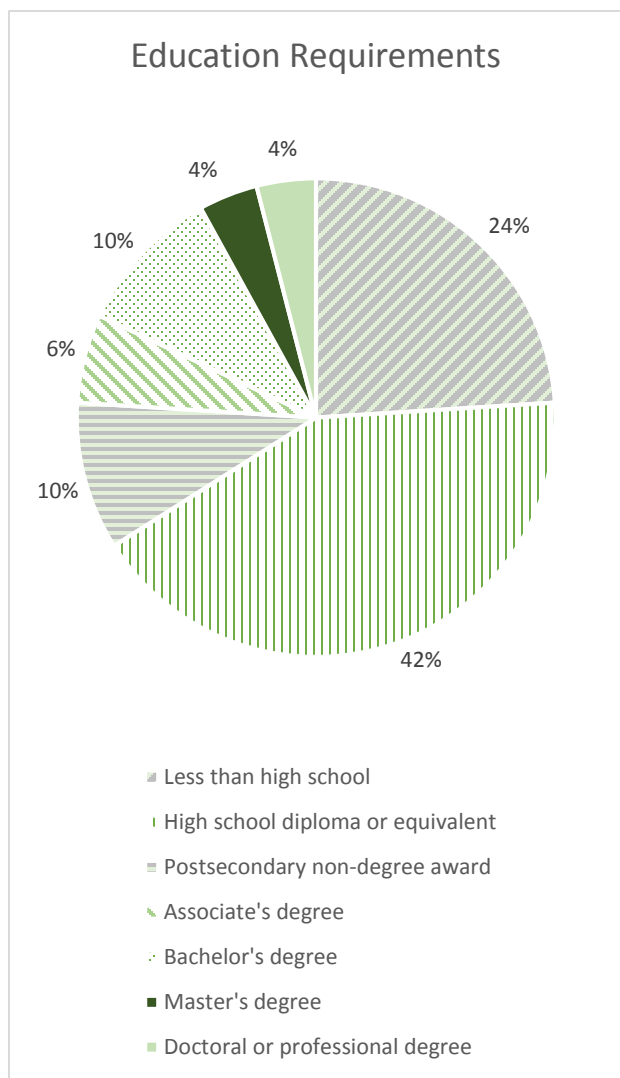
Top Occupations	Key Manufacturing Industries
Machinists	<ul style="list-style-type: none"> • Railroad Rolling Stock Manufacturing • Plastics Product Manufacturing • Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing • Metalworking Machinery Manufacturing
Welding, Soldering, and Brazing Workers	<ul style="list-style-type: none"> • Railroad Rolling Stock Manufacturing • Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing
Electrical, Electronics, and Electromechanical Assemblers	<ul style="list-style-type: none"> • Railroad Rolling Stock Manufacturing • Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	<ul style="list-style-type: none"> • Plastics Product Manufacturing • Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing • Metalworking Machinery Manufacturing
Laborers and Material Movers, Hand	<ul style="list-style-type: none"> • Railroad Rolling Stock Manufacturing • Plastics Product Manufacturing



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Education and Skills for High Demand Jobs

Among high demand jobs in NWPA, approximately one-fourth require less than a high school degree. Over 40 percent require a high school diploma or equivalent, 10 percent require a postsecondary non degree award, and the final 24 percent require an associate’s degree or higher.¹¹ Just under 70 percent of these jobs require some type of training. Most employers prefer candidates that already have additional educational experience and/or training rather than having to provide on-the-job training. Thus, TPMA recommends targeting the education and training programs most required for high demand jobs to support the region’s workforce needs and opportunities.



¹¹ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with 5 digit SOC code. EMSI Analyst 2014.

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Human Capital

About 345,000 workers participate in the NWPA Region labor force. Of these, just under 330,000 are employed. Over the last 20 years, employment in the region reached its peak in June of 2000 and was at its lowest in January 1994. The unemployment rate for the region 4.9 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent).

EMPLOYMENT, 1994-2014¹²

Peak	June 2000 342,029	+4.7% (compared to Sept, 2014)
Trough	January 1994 309,451	-5.3% (compared to Sept, 2014)
Sept 2014	326,820	4.9% Current unemployment

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54. The labor force participation rates for these two age groups in NWPA are both slightly lower than the national rate.¹³ 79.7 percent of the NWPA population between 25 and 54 participate in the labor force, and 35.6 percent of those over 55 join in the labor force.

In addition to the national and state data provided by the American Community Survey, one can derive the county and regional labor force participation rate via population and labor force statistics.

NWPA Labor Force Participation Rate

County	Labor Force Participation Rate
Erie	62.3%
Venango	59.4%
Warren	59.0%
Lawrence	58.7%
Crawford	58.2%
Mercer	57.2%
Clarion	57.0%
Forest	27.3%
Region	59.4%

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boom generation. In 2000, baby boomers were the heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. It is worth mentioning that the participation rate of older workers has been increasing in the past ten years, but it is still significantly lower than those of the middle age groups.

The older worker population (55 years and older) in NWPA is estimated to be 92,902 in 2014.¹⁴ These older workers are expected to retire in the next ten years. The aging workforce calls for sustainable planning for workforce development in NWPA.

¹² U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

¹³ 2009-2013 American Community Survey 5-Year Estimates

¹⁴ The older worker population (55 years and older) in NWPA is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

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Northwest Pennsylvania Existing Education Assets (Supply)

Existing Education Supply

NC3T looked to two sources to gather information on education outcomes in Northwest Pennsylvania: the Integrated Postsecondary Education Data System (IPEDS), a federal government reporting system offering detailed information on postsecondary programs, and individual surveys of secondary-level career and technical education programs.

A review of career technical centers, private trade schools, and two/four year postsecondary institutions indicates that there are 35 education and training providers in NWPA, with the largest number located in Erie County. In 2013, there were 10,729 individuals across all programs who received a certification or postsecondary degree ("completers").

NWPA Education / Training Providers		
County	Total Institutions	Total Completers
Clarion	3	1,669
Crawford	4	652
Erie	13	6,566
Forest	0	0
Lawrence	5	589
Mercer	6	1,185
Venango	3	22
Warren	1	46
TOTAL	35	10,729

To analyze the supply of potential employees in the three target industries, NC3T collected and analyzed data based on Classification of Instructional Program Codes, or CIP Codes.

Two of the strategic sectors, Healthcare and Advanced Manufacturing, can be analyzed by CIP Codes. There are no major CIP Code categories specifically targeted to energy industry-related professions; they are scattered throughout the codes allocated to manufacturing and construction. Therefore, completers of interest to the energy sector are reflected within the Advanced Manufacturing data.

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Manufacturing Training and Completers

Of the 35 educational institutions in NWSA, 17 had students who completed manufacturing related degrees or certificates in 2013.

NWSA Education / Training Providers			
County	Total Institutions	# with Manufacturing completers in 2013	# of Completers
Clarion	3	1	27
Crawford	4	3	81
Erie	13	7	576
Forest	0	0	0
Lawrence	5	2	484
Mercer	6	2	74
Venango	3	1	28
Warren	1	1	9
TOTAL	35	17	1,279

In 2013, there were 1,279 completers in NWSA who received a certification or postsecondary degree in an advanced manufacturing or energy related program. The majority of completers earned their credentials in Erie and Lawrence counties.

These programs include the following CIP Codes:

- CIP 14: Engineering (typically 4-year degrees)
- CIP 15: Engineering Technologies and Engineering-related Fields
- CIP 46: Construction Trades
- CIP 47: Mechanic and Repair Technologies/Technicians
- CIP 48: Precision Production
- CIP 49: Transportation and Materials Moving

Most of these completers received certifications or Associate's Degrees, as seen in the following table:

2013 Completers by Type of Degree - Advanced Manufacturing CIPs	
Type of Degree	# of Completers
HS Degree w/program completion	123
Certification, 0-1 years required	135
Certification, 1-2 years required	309
Associate's Degree	332
Certification, 2-4 years required	0
Bachelor's Degree	295
Post-Bachelor's Certification	1
Master's Degree	84
Post-Master's Certification	0
Doctorate (Practice)	0
TOTAL	1,279

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NC3T looked at the number of 2013 completers by CIP Code and found the following outcomes (top 20 listed):

2013 Completers by Advanced Manufacturing CIP Code		
CIP	Description	Completers
48.0508	Welding Technology/Welder	213
14.1901	Mechanical Engineering	137
46.0302	Electrician	103
14.1001	Electrical and Electronics Engineering	89
49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor	83
15.0303	Electrical, Electronic and Communications Engineering Tech/Technician	81
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation	65
15.0805	Mechanical Engineering/Mechanical Technology/Technician	59
15.0613	Manufacturing Engineering Technology/Technician	53
47.0201	HVAC and Refrigeration Maintenance Tech/Technician	45
48.0501	Precision Machining	37
47.0604	Automobile/Automotive Mechanics Technology/Technician	36
48.0503	Machine Shop Technology/Assistant	36
14.3201	Polymer/Plastics Engineering	33
14.0903	Computer Software Engineering	26
15.0699	Industrial Production Technologies/Technicians, Other	26
15.1301	Drafting and Design	23
47.0303	Industrial Mechanics and Maintenance Technology	21
48.051	Computer Numerically Controlled (CNC) Machinist Tech/CNC Machinist	21
14.0901	Computer Engineering, General	15

Manufacturing Analysis

Given a total of 1,279 completers in related CIP Codes against 2,779 annual openings in occupational groups related to manufacturing (including energy extraction), a clear undersupply of completers is evident in the region. This is compounded by an oversupply in engineering (145 openings versus 578 completers), resulting in an undersupply in construction trades, mechanic and repair technologies/

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technicians, precision production, transportation and materials moving (2,634 openings versus 701 completers). The calculated oversupply in engineering must be balanced with the regional 4-year colleges and universities that confer degrees with completers who do not have a permanent residence in the area and return to permanent residence after graduation.



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Healthcare Training and Completers

Of the 35 educational institutions in NWSA, 27 had students who completed healthcare related degrees or certificates in 2013.

NWSA Education / Training Providers			
County	Total Institutions	# with Healthcare completers in 2013	# of Completers
Clarion	3	3	359
Crawford	4	2	46
Erie	13	11	2,125
Forest	0	0	0
Lawrence	5	4	78
Mercer	6	5	214
Venango	3	2	51
Warren	1	0	0
TOTAL	35	27	2,873

In 2013, there were 2,873 completers in NWSA who received a certification or postsecondary degree in a healthcare program. The majority of completers earned their credentials in Erie County. These programs include CIP Code 51: Health Professionals and Related Programs.

2013 Completers by Type of Degree - Healthcare CIP	
Type of Degree	# of Completers
HS Degree w/program completion	52
Certification, 0-1 years required	80
Certification, 1-2 years required	519
Associate's Degree	567
Certification, 2-4 years required	69
Bachelor's Degree	517
Post-Bachelor's Certification	68
Master's Degree	237
Post-Master's Certification	2
Doctorate (Practice)	762
TOTAL	2,873

NC3T looked at the number of 2013 completers by CIP Code and found the following outcomes (top 20 listed):

2013 Completers by Healthcare CIP Code		
CIP	Description	Completers
51.3801	Registered Nursing/Registered Nurse	555
51.1901	Osteopathic Medicine/Osteopathy	490

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51.3901	Licensed Practical/Vocational Nurse Training	245
51.2001	Pharmacy	230
51.3999	Practical Nursing, Vocational Nursing and Nursing Assistants, Other	143
51.0203	Speech-Language Pathology/Pathologist	139
51.0801	Medical/Clinical Assistant	134
51.0806	Physical Therapy Technician/Assistant	75
51.1102	Pre-Medicine/Pre-Medical Studies	62
51.0601	Dental Assisting/Assistant	58
51.0912	Physician Assistant	46
51.2308	Physical Therapy/Therapist	42
51.0808	Veterinary/Animal Health Technology/Technician and Veterinary Assistant	41
51.0707	Health Information/Medical Records Technology/Technician	39
51.0907	Medical Radiologic Technology/Science - Radiation Therapist	38
51.2306	Occupational Therapy/Therapist	37
51.3501	Massage Therapy/Therapeutic Massage	34
51.3899	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	32
51.0899	Allied Health and Medical Assisting Services, Other	31
51.0908	Respiratory Care Therapy/Therapist	30

Healthcare Analysis

Given a total of 2,873 completers in related CIP Codes against 1,182 annual openings in healthcare, a clear oversupply of completers is evident in the region. However, it should be noted that some programs are national in scope, such as the Lake Erie College of Osteopathic Medicine, which had 782 completers in 2013. Further, there may be over/undersupply in specialty areas. For example, an oversupply may exist with 139 speech-language pathologists.

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Common Themes, Recommendations, Innovation, and Conclusions

Common Themes

The Northwest Pennsylvania region has experienced significant challenges in the last few years including a declining population, aging workforce, and upheaval within the previous workforce board administration. Community members note concern over the declining population and lack of employer succession planning. Common themes within the counties reflect the recognition of the challenges, but more importantly, the community members display a thirst for action to address workforce challenges and stagnation.

Planning fatigue was a common theme throughout the region. Community members noted that they had attended many planning sessions, input sessions, and brainstorming meetings, but did not see any action resulting from the events. Members indicated a frustration in verbalizing the same challenges with no concrete follow-up to the sessions. In some counties, participants seemed to be paralyzed, waiting for someone else to solve their collective issues and find it difficult to think about solutions within their power. Instead, they were waiting for a transformative leader/convener, legislation, or funding to address their needs and challenges. Several employers indicated intentional disengagement from regional workforce collaboration and hesitancy to act as future leaders because of past challenges and lack of action.

All counties in the region recognized work readiness as a skills gap. Communication, customer service, information literacy, research, math concepts, and teamwork were all noted as important foundational skills often missing from the regional workforce. Yet, work readiness skill training can often be overlooked, identified as too broad of a skill set, and difficult to fund. One member noted that “no one wants to pay for” soft skill training. Generational differences also were often viewed negatively (e.g. face-to-face communication versus text communication).

Regional feedback mechanisms to identify common industry needs mainly include educational advisory committee meetings, which participants noted often consist of an overly broad review of particular curriculum and limited impact. When curriculum updates are suggested, educational providers are often limited by regulations regarding allowed instruction time. Educational providers believe they have limited agility to align courses with industry needs, resulting in existing resources not well-aligned to demand.

Community members also noted gaps in career guidance and exploration. They identified the need to promote in-demand jobs more widely throughout the community to increase awareness of those occupations with the strongest outlook.

The region lacks cohesiveness. Some counties lack resources and leadership while pockets of excellence exist in others (see *Innovations in Place* – Appendix 4). A number of regional organizations and independent industry leaders have implemented training sessions, job shadowing, and career awareness efforts, but the innovation is piecemeal. One industry leader noted that the area is “service-rich” yet programs are “an inch deep and a mile wide.”

Recommendations

- **Empower a convener** – To address the region’s thirst for action, the region should identify, empower, and stand behind a convener to act as an intermediary among education and training providers, employers, and workforce and economic development partners. The role of the convener is paramount to the success of implementation of recommendations; the region is ready for a strong entity to lead the region to the next phase. In Mercer and Lawrence Counties, the West Central Job Partnership is already serving in this capacity. In the northwest, the Northwest Pennsylvania Workforce Board could be a natural choice—particularly with new leadership in place. The Northwest Commission also could provide support, facilitating communication between the two, spreading information to other key stakeholders across the region, and encouraging participation in regional workforce efforts.
- **Link and leverage resources** – Build upon existing strengths and pockets of innovation by partnering with regional partners with similar goals and aligning existing services and resources. As partners begin planning together, they may identify gaps in services/resources, and pursue funding to support innovation. Linking the efforts could assist with grant funding requests, reflecting the unity of the region—minimizing competition within the region for similar funding opportunities and strengthening the competitiveness of those submitted.
- **Develop a demand-driven implementation structure** – Developing a cohesive and unified employer engagement strategy will bring industry and education, workforce, and economic development partners together and will build credibility over time. Demand-driven structures also tend to hold all partners accountable. The existing Industry Partnerships can serve as a foundation and, with a concerted effort to engage and empower additional industry leaders, can realize greater impact. The Advanced Diversified Manufacturing Industry Partnership in Northwest Pennsylvania and the Advanced Manufacturing Industry Partnership of Lawrence and Mercer Counties are already in place. These partnerships should be revisited to explore ways they can re-energize and evolve further by continuing to identify common needs, build additional relationships with industry, and lead solutions at a grass-roots level. When solutions are suggested from within the partnerships, members have a vested interest to see the success, encourage colleagues to join in the solution, and become more demand-driven. Recommendations include identifying and engaging industry champions, employing a peer-to-peer approach to elicit additional employer involvement, defining roles and responsibilities, drafting and implementing a formalized action plan, adopting “strategic doing” practices, and replicating this approach with other industries. The Oh-Penn Action Plan and related Action Teams can serve as examples for others throughout the region. The Erie Regional Manufacturer Partnership is in the process of replicating the Oh-Penn planning process and related Memorandum of Understanding defining partner roles.
- **Collapse and re-energize Advisory Committees** – Educational providers can garner more effective and comprehensive feedback from employers by partnering with one another and forming regional sector oversight committees with one committee for each sector in each Local Workforce Area. This will allow the educational providers to obtain consistent feedback, exhibit its partnership to employers, and potentially engage additional employers because of the reduced

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time commitment. Furthermore, it will enhance coordination among educational partners along the educational spectrum (e.g., K-12, career and technical centers, community colleges, universities) to create more seamless career pathways. TPMA suggests the Advisory Committees be connected to the Industry Partnerships to create cohesiveness with other aspects of sector partnership and career pathway work. Additionally, partners should focus on the most in-demand career pathways and identify opportunities to strengthen and streamline the pathways (e.g. merge competing but unfilled training programs).

- **Start small and gain momentum** – The initial action plan should prioritize a few key initiatives, allow partners to focus on initial small steps, and gain momentum. By focusing on only a few things, the partners will be able to witness progress, gain credibility, and move forward to the next initiative. Funding streams from various resources should be explored to determine where alignment and braided funding is possible. Funds can be linked and leveraged for greater impact.
- **Coordinate a regional career awareness campaign** – Each Workforce Board already develops an “In-demand Occupation List”. This list can serve as a starting point and can be vetted with employers to ensure it represents the most current industry trends. Partners should create a regional awareness campaign to promote it widely throughout the community, linking from partner web sites, partner e-newsletters, and other publications. Leaders also could approach local media to invite their partnership in generating attention through regular appearances, columns, etc. to promote careers with the most potential. Partners also should engage educational leaders to share the list and brainstorm additional ideas about how to get the information into the hands of students and parents. Furthermore, partners should organize professional development opportunities for teachers and guidance counselors to not only ensure they are aware of the list, but also understand the jobs that are on it and the career pathways for individuals to become prepared for those jobs. Additionally, cross-sector career development working groups could be created to coordinate career development activities among K-12, post-secondary education and training, workforce system, and other community-based organizations.
- **Ensure career planning for every youth** – The region should aim to provide academic and career plans for all students by the 8th grade and update them on an annual basis. Creation of a spectrum of community-based, employer-based and connected learning experiences via school districts would serve as a strong awareness and recruitment tool for employers. Career exploration activities should be embedded throughout the school experience. Ninth grade career exploration is recommended as a curriculum requirement. In the 11th/12th grade an introduction elective course (at least ½ year) is recommended for industry exploration including a mix of career understanding and core skills and technology in respective fields, industry connections, guest speakers, and site visits. The course could be designed in conjunction with local employers, providing opportunities for employer engagement. Key concepts in engineering, manufacturing, and technology that relate to local industries could be explored. Each high school could offer “Engineering by Design” and “Careers in Health” courses.
- **Increase adult education and training opportunities** – Expand the availability of Associate Degrees of Applied Science across the region, including the use of CTC facilities for remote lab space. The Northwest Pennsylvania Technical Education and rural community college initiatives

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can be further explored to address the issue of increasing adult education and training opportunities.

- **Develop a strategy to support foundational skill development (basic skills and employability skills)** - Many best practices exist in readiness, pre-apprenticeship, and contextualized remediation programs. Partners should explore additional ways to address this critical gap by leveraging existing partner resources, including Adult Basic Education, Workforce Innovation and Opportunity Act, and TANF funding. Particular focus should be given to those industries that provide the most opportunity for individuals to enter into and advance along career pathways.

Innovation in Place

Although the region faces challenges, many area leaders and partners have developed innovative practices to address workforce issues. Innovative practices include, but are not limited to: Area Blueprint Initiatives, Crawford County Roundtable, Career Street, Erie Together, Oh-Penn Manufacturing Collaborative, Oh-Penn Manufacturing Readiness Program, Summer Jam, independent employer practices (e.g. Elwood Group facility tours), UPMC job shadowing program, and the Northwest Pennsylvania Workforce Innovation Fund (see Appendix 4).

Innovative employer practices are recommended for continued identification and promotion.

Conclusion

Because of the region's thirst for action, the Northwest Pennsylvania region is primed to act on recommendations. Community members note the unique nature of their area, and are committed to creating a premier region known for its innovation, workforce, and adaptable environment. New Workforce Board leadership and WIOA legislation present an opportunity for the region to identify a strong convener and utilize leadership from the PREP partnership to address workforce issues and, ultimately, transform the workforce.



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Appendix

A1. County Profiles

A2. Best Practices

A3. Career Pathways

A4. Survey Findings

A5. Innovation and Resources in Place

A6. About TPMA and NC3T



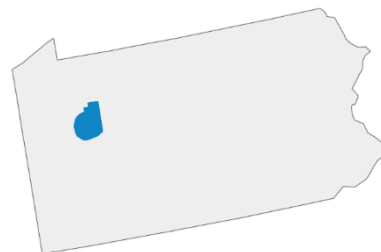
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A1. County Profiles

Clarion

Executive Summary

Similar to the other counties in this region, the population in Clarion has been declining and aging. The population in Clarion has decreased from 40,507 to 39,615 over the past ten years, at a rate of two percent in the past ten years. The population of 55-years-and-older increased significantly, while the population decreased among all other age groups. These declining and aging trends are projected to continue in the next five years.



Clarion's median income from 2008 to 2012 was \$45,059, putting it at the middle of the eight-county-region. Its poverty rate is 17.3 percent which is much higher than the poverty rate of Pennsylvania (13.1 percent). Clarion County is a net exporter of workers, sending the most workers to Butler, Allegheny, and Venango counties.

About 19,170 workers participate in the Clarion County labor force. Of these, 18,239 are employed. The unemployment rate for Clarion County is 4.9 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). The older worker population (55 years and older) in Clarion County is estimated to be 4,966 in 2014. These older workers are expected to retire in the next ten years. The aging workforce calls for sustainable planning for workforce development in Clarion County.

The largest broad industry sectors by employment in Clarion County are Government, Health Care and Social Assistance, Retail Trade, Accommodation and Food Services, and Manufacturing. It is worth noting that almost all of the major industry sectors have been declining over the past ten years, especially in Government and Manufacturing. The only major industry sector that has significantly grown is Health Care and Social Assistance, with a growth rate of 48 percent from 2004 to 2014.

The county's top occupations by employment include Office and Administrative Support Occupations, Sales and Related Occupations, Food Preparation and Serving Related Occupations, Education, Training, and Library Occupations, and Transportation and Material Moving Occupations. Among these top occupations, Office and Administrative Support Occupations; Food Preparation and Serving Related Occupations; and Education, Training, and Library Occupations are most often required to staff companies within key industries in this county.

Among the occupations with the highest projected job growth from 2014-2019 in Clarion County, almost half require a high school diploma or equivalent. Approximately 14 percent of these high demand jobs require a Bachelor's Degree or above. Over 80 percent of these jobs require some type of training, which is mostly on-the-job training.

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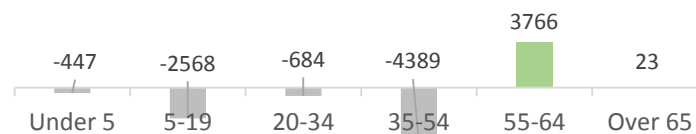
Demographics

The population in Clarion has declined from 40,507 to 39,615 over the past ten years, at a rate of two percent.¹⁵ The population is projected to continue declining over the next five years. Clarion County has an aging population. In the past ten years, the population of 55-years-and-older increased significantly, while the population decreased in all other age groups. This trend is projected to continue over the next five years. The aging population is a concern as it will impact the availability of labor in this region over the next decade.

Compared to the other counties in this region, Clarion County has relatively high percentage of those identifying as White. However, the White population shrank by three percent from 2004-2014 and is the only race that did not experience growth in the past ten years. The top three fastest growing races in the county are those identifying as Two or More Races, Hispanic, and Asian.¹⁶

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
		Change	%	Change	%
Under 5	1,984	-1	0%	-83	-4%
5-19	7,539	-951	-11%	-477	-6%
20-34	8,284	-141	-2%	-615	-7%
35-54	9,362	-1,662	-15%	-691	-7%
55-64	5,521	1,230	29%	161	3%
Over 65	6,925	633	10%	804	12%

Change in Age Distribution
2004-2014

Race Distribution

Race	2014 Population	Change, 2004-2014	
		Change	%
White	38,280	-1,233	-3%
Black	417	48	13%
Hispanic	282	85	43%
Two or More Races	344	128	59%
Asian	228	67	42%
American Indian or Alaskan Native	58	10	21%
Native Hawaiian or Pacific Islander	5	2	67%

¹⁵ EMSI Analyst 2014.

¹⁶ The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander.

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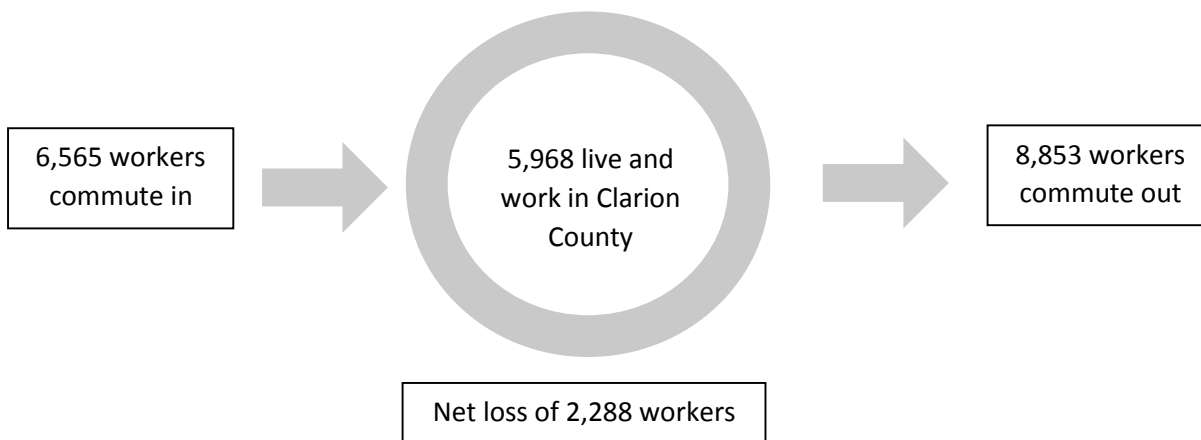
Income

Clarion’s median income from 2008 to 2012 was \$45,059, putting it at the middle of the eight-county-region.¹⁷

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Clarion	\$43,059	17.3%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With almost 6,600 workers commuting in and more than 8,800 commuting out, Clarion County is a net exporter of workers.¹⁸ The county sends the most workers to Butler (1,248, eight percent), Allegheny (907, six percent) and Venango (894, six percent) counties, and receives the most commuters from Armstrong (1,296, 10 percent), Venango (764, 6 percent) and Jefferson (705, 6 percent) counties. Over 12,500 workers are employed in Clarion County, including 5,968 of workers both live and work in the county, and 6,565 workers commuting from other counties.

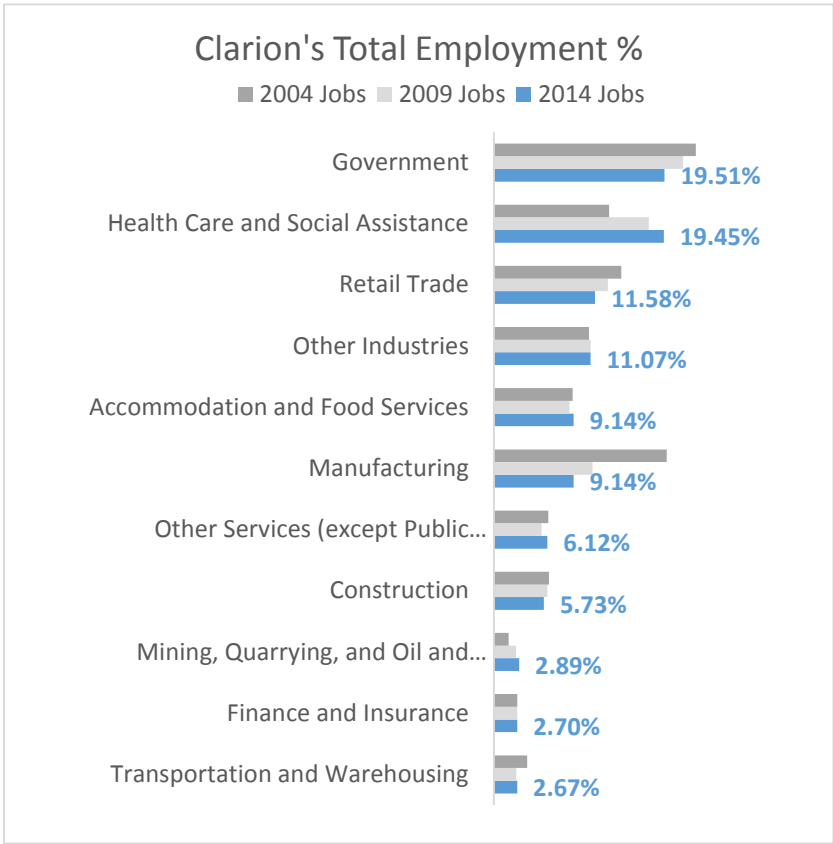


¹⁷ U.S. Census Bureau 2008-2012

¹⁸ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

Industry Analysis

The broad industry sectors in Clarion County employing the most workers are Government (3,038, 19.51 percent), Health Care and Social Assistance (3,028, 19.45 percent), Retail Trade (1,803 11.58 percent), Accommodation and Food Services (1,423, 9.14 percent), and Manufacturing (1,422, 9.14 percent).¹⁹ It is worth noting that almost all of the major industry sectors have been declining in the past ten years, especially in Government and Manufacturing. The only major industry sector that has significantly grown is Health Care and Social Assistance, with a growth rate of 48 percent from 2004 to 2014.



¹⁹ These industries are by 2-digit NAICS code. EMSI Analyst 2014.



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Key Industry Analysis

Drilling a bit deeper into the industries in the county, the tables below show the top ten largest industries by employment in Clarion County.²⁰ Among these key industries, Individual and Family Services is projected to have the highest growth over the next five years, followed by Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities; and General Medical and Surgical Hospitals.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Education and Hospitals (Local Government)	1,240	-115	-9%	-102	-8%	-11	-1%
Restaurants and Other Eating Places	1,067	33	3%	42	4%	2	0%
Education and Hospitals (State Government)	945	-119	-11%	-52	-5%	-10	-1%
Individual and Family Services	842	720	591%	275	49%	212	25%
Other Wood Product Manufacturing	639	-648	-50%	-12	-2%	-281	-44%
General Medical and Surgical Hospitals	450	19	4%	125	39%	14	3%
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	421	345	454%	172	69%	99	23%
Local Government, Excluding Education and Hospitals	405	-138	-25%	-113	-22%	-6	-2%
Other General Merchandise Stores	395	-106	-21%	-32	-7%	-64	-16%
Nursing Care Facilities (Skilled Nursing Facilities)	298	-45	-13%	4	2%	-1	0%

Among these top industries, average earnings vary widely, from around \$12,000 a year for the Restaurants and Other Eating Places, to almost \$70,000 a year for Education and Hospitals (State Government).

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
Education and Hospitals (Local Government)	1,240	\$65,482	18
Restaurants and Other Eating Places	1,067	\$12,142	65
Education and Hospitals (State Government)	945	\$69,580	1
Individual and Family Services	842	\$25,373	85
Other Wood Product Manufacturing	639	\$48,991	11
General Medical and Surgical Hospitals	450	\$53,039	1
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	421	\$20,148	13
Local Government, Excluding Education and Hospitals	405	\$38,810	45
Other General Merchandise Stores	395	\$26,809	9
Nursing Care Facilities (Skilled Nursing Facilities)	298	\$35,443	5

²⁰ These industries are by 4-digit NAICS code.

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Occupation analysis

Clarion county's top occupations include Office and Administrative Support Occupations, Sales and Related Occupations, Food Preparation and Serving Related Occupations, Education, Training, and Library Occupations, and Transportation and Material Moving Occupations.²¹ Notably, seven of the top 10 occupations provide lower median earnings compared to the median for all occupations in Clarion County (\$15.64/hour) and in the U.S. (\$20.06/hour). The three exceptions are Healthcare Practitioners and Technical Occupations (\$27.42/ hour), and Education, Training, and Library Occupations (\$23.64/ hour), and Construction and Extraction Occupations (\$17.25/ hour).²²

Clarion's Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	2,059	13.22%	\$12.34
Sales and Related Occupations	1,632	10.48%	\$12.17
Food Preparation and Serving Related Occupations	1,557	10.00%	\$8.81
Education, Training, and Library Occupations	1,329	8.54%	\$23.64
Transportation and Material Moving Occupations	1,034	6.64%	\$13.48
Construction and Extraction Occupations	1,017	6.53%	\$17.25
Personal Care and Service Occupations	961	6.17%	\$9.44
Production Occupations	943	6.06%	\$14.11
Healthcare Practitioners and Technical Occupations	807	5.19%	\$27.42
Installation, Maintenance, and Repair Occupations	737	4.74%	\$16.79
Healthcare Support Occupations	648	4.16%	\$10.32
Management Occupations	621	3.99%	\$28.95
Building and Grounds Cleaning and Maintenance Occupations	507	3.26%	\$11.00
Community and Social Service Occupations	479	3.08%	\$16.37
Business and Financial Operations Occupations	340	2.18%	\$22.81
Protective Service Occupations	215	1.38%	\$20.26
Arts, Design, Entertainment, Sports, and Media Occupations	145	0.93%	\$14.26
Architecture and Engineering Occupations	116	0.75%	\$25.25
Military occupations	101	0.65%	\$21.41
Farming, Fishing, and Forestry Occupations	94	0.60%	\$11.03
Computer and Mathematical Occupations	93	0.60%	\$23.42
Life, Physical, and Social Science Occupations	76	0.49%	\$26.43
Legal Occupations	58	0.37%	\$25.44

²¹ These occupations are by 2 digit SOC code (Standard Occupational Classification System).

²² EMSI Analyst 2014.

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Employment Growth

Tracking job growth is key as well, with the table on the next page showing employment and growth by occupation.²³ Five occupations on the list (bolded) are the top five occupations that are most often required to staff companies within key industries in Clarion County. Notably, four of these key-industry-required occupations are projected to grow in the next five years, including Personal Care and Service Occupations; Healthcare Support Occupations; Food Preparation and Serving Related Occupations; and Education, Training, and Library Occupations. Office and Administrative Support Occupations is the only key-industry-required occupation that is projected to decline. However, it is worth noting that while it is projected to decline, it still has a large number of annual openings. This is likely because of the retirement of the older worker population. Further analysis is needed to identify the potential demand for talent in this industry even as it is projected to shrink.

²³ These occupations are by 2 digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	2,059	-421	-17%	-194	-9%	-34	-2%	49
Sales and Related Occupations	1,632	-331	-17%	-130	-7%	-62	-4%	54
Food Preparation and Serving Related Occupations	1,557	28	2%	72	5%	20	1%	62
Education, Training, and Library Occupations	1,329	-56	-4%	-59	-4%	5	0%	32
Transportation and Material Moving Occupations	1,034	-362	-26%	-23	-2%	3	0%	31
Construction and Extraction Occupations	1,017	-38	-4%	-29	-3%	77	8%	46
Personal Care and Service Occupations	961	455	90%	189	24%	141	15%	49
Production Occupations	943	-876	-48%	-221	-19%	-60	-6%	27
Healthcare Practitioners and Technical Occupations	807	-59	-7%	-58	-7%	3	0%	23
Installation, Maintenance, and Repair Occupations	737	-42	-5%	26	4%	52	7%	30
Healthcare Support Occupations	648	179	38%	44	7%	69	11%	29
Management Occupations	621	-62	-9%	-24	-4%	18	3%	19
Building and Grounds Cleaning and Maintenance Occupations	507	-69	-12%	0	0%	5	1%	15
Community and Social Service Occupations	479	150	45%	73	18%	60	13%	24
Business and Financial Operations Occupations	340	-51	-13%	-5	-2%	22	6%	13
Protective Service Occupations	215	-58	-21%	-30	-12%	4	2%	7
Arts, Design, Entertainment, Sports, and Media Occupations	145	-30	-17%	-18	-11%	-6	-4%	5
Architecture and Engineering Occupations	116	-16	-12%	-17	-13%	16	14%	6
Military occupations	101	-22	-18%	-4	-4%	0	0%	2
Farming, Fishing, and Forestry Occupations	94	-31	-25%	2	2%	-7	-8%	3
Computer and Mathematical Occupations	93	-20	-18%	-5	-6%	3	4%	2
Life, Physical, and Social Science Occupations	76	1	2%	3	4%	9	12%	4
Legal Occupations	58	-6	-9%	-4	-7%	5	8%	NA

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Industry and Occupation Connections

The connection between the top occupations and key industries are summarized in the following table. Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends to target these top occupations and industries in Clarion County and support education programs that provide training for these growing areas.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> • Education and Hospitals (Local Government) • Education and Hospitals (State Government) • Other Wood Product Manufacturing • General Medical and Surgical Hospitals • Other General Merchandise Stores
Food Preparation and Serving Related Occupations	<ul style="list-style-type: none"> • Education and Hospitals (Local Government) • Restaurants and Other Eating Places • Education and Hospitals (State Government) • Nursing Care Facilities (Skilled Nursing Facilities)
Education, Training, and Library Occupations	<ul style="list-style-type: none"> • Education and Hospitals (Local Government) • Education and Hospitals (State Government) • Local Government, Excluding Education and Hospitals
Personal Care and Service Occupations	<ul style="list-style-type: none"> • Education and Hospitals (State Government) • Individual and Family Services • Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities • Local Government, Excluding Education and Hospitals
Healthcare Support Occupations	<ul style="list-style-type: none"> • Individual and Family Services • General Medical and Surgical Hospitals • Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities • Nursing Care Facilities (Skilled Nursing Facilities)



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The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Clarion County.²⁴ Median hourly earnings for these occupations in Clarion range from \$9.85 at the low end for Packaging and Filling Machine Operators and Tenders to \$21.66 at the high end for Sales Representatives, Wholesale and Manufacturing.

Top Occupations in Manufacturing based on Employment Levels

Occupation	2014 Employment	Median Hourly Earnings
Woodworking Machine Setters, Operators, and Tenders	205	\$11.58
Miscellaneous Assemblers and Fabricators	132	\$12.31
Laborers and Material Movers, Hand	115	\$10.24
Driver/Sales Workers and Truck Drivers	62	\$14.14
First-Line Supervisors of Production and Operating Workers	55	\$21.42
Miscellaneous Production Workers	45	\$11.07
Carpenters	43	\$14.96
Sales Representatives, Wholesale and Manufacturing	39	\$21.66
Maintenance and Repair Workers, General	32	\$14.22
Packaging and Filling Machine Operators and Tenders	31	\$9.85

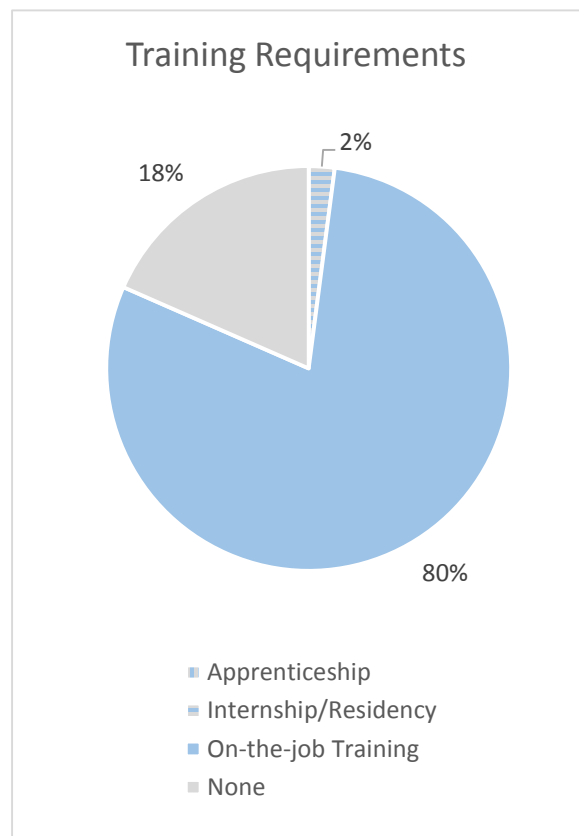
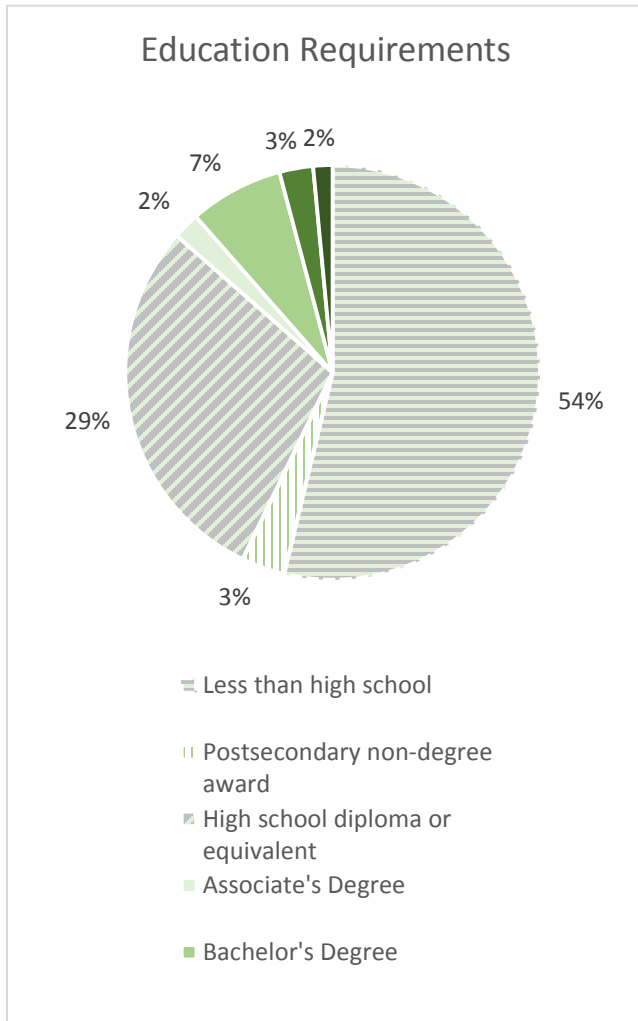
²⁴ Occupations are by 4 digit SOC code.



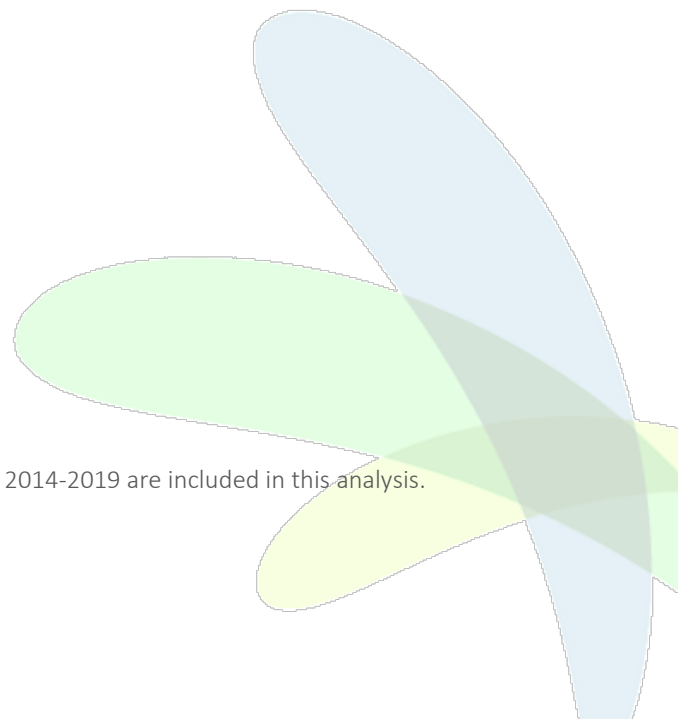
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Education and Skills for High Demand Jobs

Among high demand jobs in Clarion County, almost half require a high school diploma or equivalent.²⁵ Approximately 14 percent of these high demand jobs require a Bachelor’s Degree or above. Over 80 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high demand jobs to support the region’s workforce needs and opportunities.



²⁵ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with 5 digit SOC code. EMSI Analyst 2014.



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Human Capital

About 19,170 workers participate in the Clarion County labor force. The labor participation rate for population over 16 years old is 57.2 percent, which is among the lowest in this region. Of these, 18,239 are employed. The unemployment rate for Clarion County is 4.9

percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Over the last 20 years, employment in Clarion County was at its highest in October 2005 and lowest in January 1996.

EMPLOYMENT, 1994-2014²⁶

Peak	October 2005 20,568	+4.6% (compared to Sept, 2014)
Trough	January 1996 15,519	-7.0% (compared to Sept, 2014)
Sept 2014	18,239	4.9% Current unemployment

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boomer generation. In 2000, baby boomers were the heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. It is worth mentioning that the participation rate of older workers has been increasing in the past ten years, but it is still significantly lower than those of the middle age groups.

The older worker population (55 years and older) in Clarion County is estimated to be 4,966 in 2014.²⁷ These older workers are expected to retire in the next ten years. The aging workforce calls for sustainable planning for workforce development in Clarion County.

²⁶ U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

²⁷ The older worker population (55 years and older) in Clarion County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

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Input Sessions

Clarion County community members noted that there is a negative perception among parents and students regarding careers in manufacturing and vocational training at the area Career Centers. The idea persists among parents and students that they must pursue a four-year college degree in order to be successful. Education providers noted that they are under pressure from legislation to meet certain regulations, and the mandates are restrictive when curriculum could be updated. Currently, curriculum is reviewed through advisory councils and surveys sent to employers, community members, and parents.

Soft skills and math aptitude are lacking within the workforce, according to input session participants. Area universities offer mock interviews and soft skills training, but more work needs to be completed to prepare students/youth/ individuals to communicate effectively and appropriately in the workplace. Co-ops and internships were highlighted as successful ways of helping students build technical and soft skills.

Retention is a problem within healthcare, especially with home health aides. The position is emotionally and physically taxing, and does not pay a family-sustaining wage. Many home health aides are hired on a part-time basis, which also adversely affects retention. Finding affordable child care and reliable transportation is difficult for many area residents. Some employers have informally started their own carpooling program.

The Blueprint Community Initiative is in the strategic planning stage where community assets will be leveraged and the team will explore actions to make the area more attractive and competitive. Many area professionals live outside of Clarion County, and the initiative will hopefully encourage citizens to move to the same area where they are employed.

Resources that are helpful in the community include: Human Resource Roundtable groups, PA CareerLink resources, and the Small Business Development Center.

HIGHLIGHTED IN-DEMAND OCCUPATIONS

Machinists	Manufacturing Operators
Field Service Technicians	PLC Technicians
Fabricators	Electronic Technicians
Welders	Home Health Aides
Forklift Drivers	Registered Nurses
Procurement Managers	Medical Assistants
Quality Inspectors	Front Office Assistants

HIGHLIGHTED IN-DEMAND SKILLS

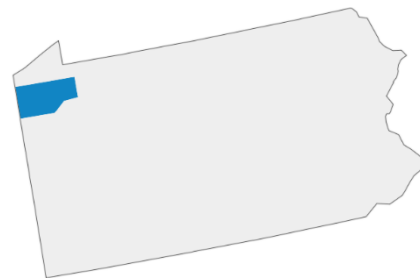
Soft Skills	General Math
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Crawford

Executive Summary

The population in Crawford has declined by three percent over the past ten years. The population has also been aging, with the population of 55-years-and-older increasing significantly, while the population decreased among all other age groups. These declining and aging trends are projected to continue over the next five years, which may impact the availability of labor in this county.



Crawford's median income from 2008 to 2012 was \$41,664, putting it at the second lowest of the eight-county-region. Its poverty rate is 16.8 percent, which is much higher than the poverty rate of Pennsylvania (13.1%). Crawford County is a net exporter of workers, sending the most workers to Erie, Mercer, and Venango counties.

About 42,007 workers participate in the Crawford County labor force. Of these, 40,108 are employed. The unemployment rate for Crawford County is 4.5 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). The older worker population (55 years and older) in Crawford County is estimated to be 11,612 in 2014. The aging workforce calls for sustainable planning for workforce development in Crawford County.

The largest broad industry sectors by employment in Crawford County are Manufacturing, Government, and Health Care and Social Assistance. The largest sector, Manufacturing, has resumed growth since 2009, which suggests a potential for future growth if trends hold. The second largest sector, Health Care and Social Assistance, has been steadily growing since 2004, also indicating the potential for future growth.

The county's top occupations by employment include Office and Administrative Support Occupations, Production Occupations, Food Preparation and Serving Related Occupations, Sales and Related Occupations, and Transportation and Material Moving Occupations. Among these top occupations, Office and Administrative Support Occupations, Production Occupations, and Food Preparation and Serving Related Occupations are most often required to staff companies within key industries in this county.

Among the occupations with the highest projected job growth from 2014-2019 in Crawford County, more than half of the jobs require a high school diploma or equivalent. Approximately 17 percent of these high demand jobs require a Bachelor's Degree or above. Over 70 percent of these jobs require some type of training, which is mostly on-the-job training.

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Demographics

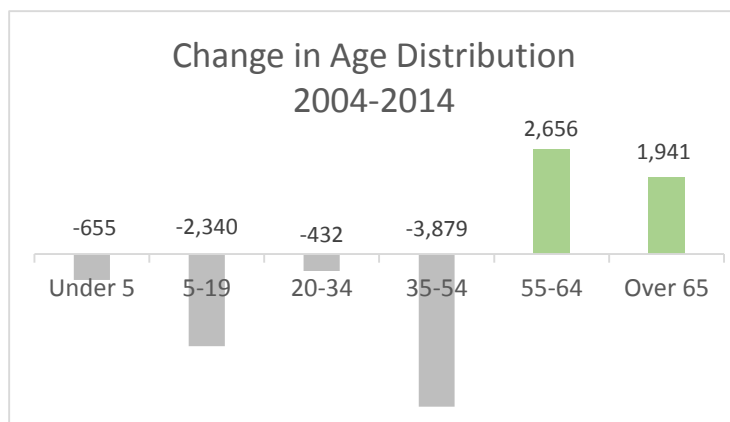
The population in Crawford has declined from 89,681 to 86,974 in the past ten years.²⁸ The population declined by three percent, compared to the state growth rate of four percent, and the national rate of nine percent. The population is projected to continue to decline over the next five years.

Crawford County has an aging population. In the past ten years, the population of 55-years-and-older increased significantly, while the population decreased in all other age groups. This trend is projected to continue over the next five years, except for the age group of under-five. The aging population is a concern as it will impact the availability of labor in this county over the next decade.

Compared to the other counties in this region, the population in Crawford County lacks diversity, with over 96 percent of the 2014 population identifying as White. The White population shrank by four percent from 2004-2014. The top three fastest growing races in the county are those identifying as Hispanic, Two or More Races, and Asian.²⁹

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
		Change	%	Change	%
Under 5	4,734	-655	-12%	102	2%
5-19	16,471	-2,340	-12%	-620	-4%
20-34	14,796	-432	-3%	-894	-6%
35-54	21,868	-3,879	-15%	-1,884	-9%
55-64	13,211	2,656	25%	5	0%
Over 65	15,892	1,941	14%	2,042	13%



Race Distribution

Race	2014 Population	Change, 2004-2014	
		Change	%
White	82,770	-3,554	-4%
Black	1,530	63	4%
Hispanic	1,032	369	56%
Two or More Races	996	282	39%
Asian	468	144	44%
American Indian or Alaskan Native	162	-12	-7%
Native Hawaiian or Pacific Islander	17	1	6%

²⁸ EMSI Analyst 2014.

²⁹ The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander.

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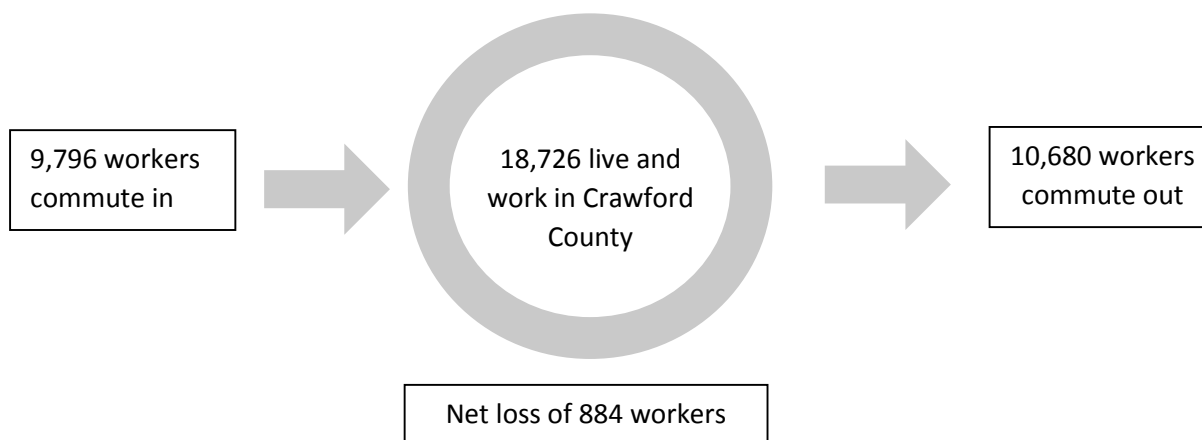
Income

Crawford's median income from 2008 to 2012 was \$41,664, putting it at the second lowest of the eight-county-region. Its median household income lagged behind the state and national average.³⁰

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Crawford	\$41,664	16.8%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With almost 9,800 workers commuting in and more than 10,600 commuting out, Crawford County is a net exporter of workers.³¹ The county sends the most workers to Erie (5,498, 19 percent), Mercer (1,161, six percent) and Venango (1,270, four percent) counties, and receives the most commuters from Erie (2,432, nine percent), Venango (1,707, six percent) and Mercer (1,276, five percent) counties. Over 28,500 workers are employed in Crawford County, with 18,726 workers both living and working in the county, and 9,796 workers commuting from other counties.



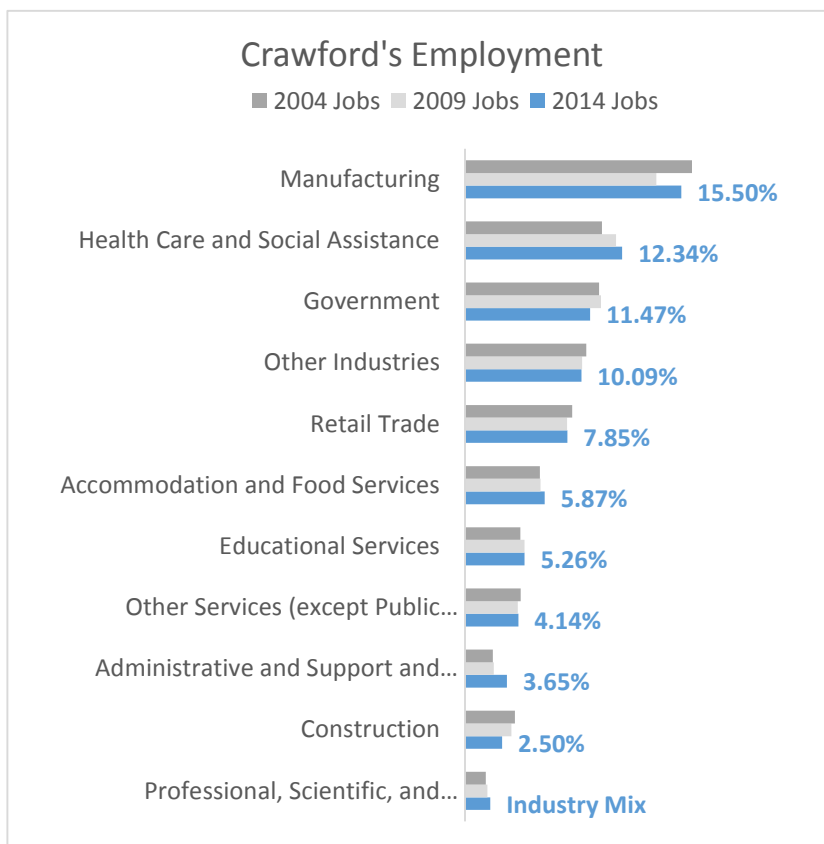
³⁰ U.S. Census Bureau 2008-2012

³¹ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in Crawford County employing the most workers are Manufacturing (7,710, 21.32 percent), Health Care and Social Assistance (5,603, 15.50 percent), Government (4,461, 12.34 percent), Retail Trade (3,650, 10.09 percent), and Accommodation and Food Services (2,836, 7.85 percent).³² It is worth noting that the largest sector Manufacturing has resumed growth since 2009, which suggests a potential for future growth. The second largest sector Health Care and Social Assistance has been steadily growing since 2004, indicating the potential for future growth.



³² These industries are by 2-digit NAICS code. EMSI Analyst 2014.



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Key Industry Analysis

Drilling a bit deeper, the tables below show the top ten largest industries by employment in Crawford County.³³ Among these key industries, General Medical and Surgical Hospitals is projected to have the highest growth over the next five years, followed by Machine Shops, Turned Product, and Screw, Nut, and Bolt Manufacturing; and Colleges, Universities, and Professional Schools.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Restaurants and Other Eating Places	2,001	225	13%	34	2%	31	2%
Colleges, Universities, and Professional Schools	1,841	200	12%	3	0%	107	6%
Metalworking Machinery Manufacturing	1,824	195	12%	485	36%	-38	-2%
Education and Hospitals (Local Government)	1,628	-351	-18%	-343	-17%	-10	-1%
General Medical and Surgical Hospitals	1,482	95	7%	52	4%	129	9%
Local Government, Excluding Education and Hospitals	1,443	147	11%	17	1%	-19	-1%
Plastics Product Manufacturing	1,008	224	29%	190	23%	34	3%
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	876	301	52%	330	60%	111	13%
State Government, Excluding Education and Hospitals	869	-30	-3%	-31	-3%	1	0%
Other General Merchandise Stores	697	109	19%	21	3%	61	9%

Among these top industries, average earnings vary widely, from under \$15,000 a year for Restaurants and Other Eating Places, to almost \$90,000 a year for State Government, Excluding Education and Hospitals.

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
Restaurants and Other Eating Places	2,001	\$14,137	128
Colleges, Universities, and Professional Schools	1,841	\$26,977	3
Metalworking Machinery Manufacturing	1,824	\$58,408	95
Education and Hospitals (Local Government)	1,628	\$69,179	58
General Medical and Surgical Hospitals	1,482	\$60,309	3
Local Government, Excluding Education and Hospitals	1,443	\$47,752	79
Plastics Product Manufacturing	1,008	\$49,141	20
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	876	\$57,914	37
State Government, Excluding Education and Hospitals	869	\$88,541	18
Other General Merchandise Stores	697	\$27,520	18

³³ These industries are by 4-digit NAICS code.

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Occupation analysis

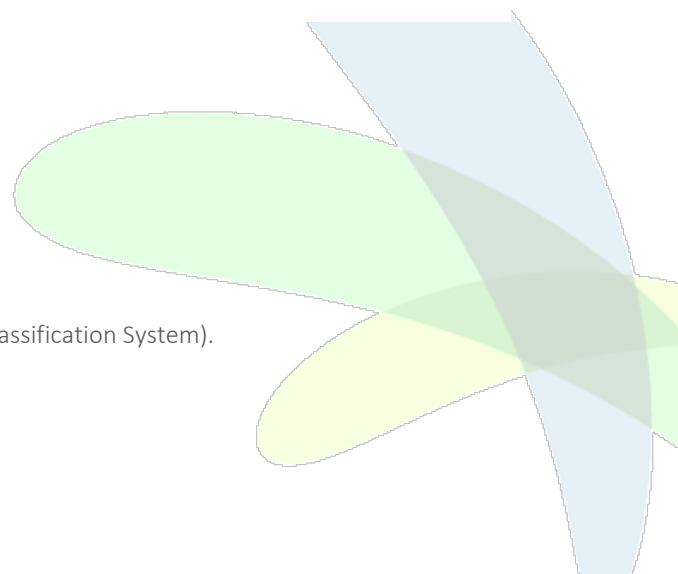
The county's top occupations include Office and Administrative Support Occupations, Production Occupations, Food Preparation and Serving Related Occupations, Sales and Related Occupations, and Transportation and Material Moving Occupations.³⁴ Half of the top 10 occupations provide higher median earnings compared to the median for all occupations in Crawford County (\$15.91/hour).³⁵ The median hourly earnings range from \$9.48/hour for Food Preparation and Serving Related Occupations, to \$31.42/hour for Healthcare Practitioners and Technical Occupations.

Crawford's Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	5,240	14.49%	\$12.66
Production Occupations	4,993	13.81%	\$15.53
Food Preparation and Serving Related Occupations	3,345	9.25%	\$9.48
Sales and Related Occupations	3,289	9.09%	\$12.78
Transportation and Material Moving Occupations	2,229	6.17%	\$12.44
Healthcare Practitioners and Technical Occupations	1,925	5.32%	\$31.42
Education, Training, and Library Occupations	1,824	5.05%	\$22.79
Management Occupations	1,566	4.33%	\$29.12
Construction and Extraction Occupations	1,541	4.26%	\$16.35
Installation, Maintenance, and Repair Occupations	1,490	4.12%	\$16.26
Building and Grounds Cleaning and Maintenance Occupations	1,486	4.11%	\$9.61
Personal Care and Service Occupations	1,400	3.87%	\$9.94
Healthcare Support Occupations	1,204	3.33%	\$11.55
Business and Financial Operations Occupations	974	2.69%	\$22.38
Community and Social Service Occupations	955	2.64%	\$16.10
Protective Service Occupations	763	2.11%	\$20.00
Architecture and Engineering Occupations	394	1.09%	\$25.58
Arts, Design, Entertainment, Sports, and Media Occupations	366	1.01%	\$13.98
Farming, Fishing, and Forestry Occupations	339	0.94%	\$12.57
Computer and Mathematical Occupations	285	0.79%	\$23.40
Military occupations	228	0.63%	\$21.08
Life, Physical, and Social Science Occupations	166	0.46%	\$23.46
Legal Occupations	158	0.44%	\$22.45

³⁴ These occupations are by 2 digit SOC code (Standard Occupational Classification System).

³⁵ EMSI Analyst 2014.

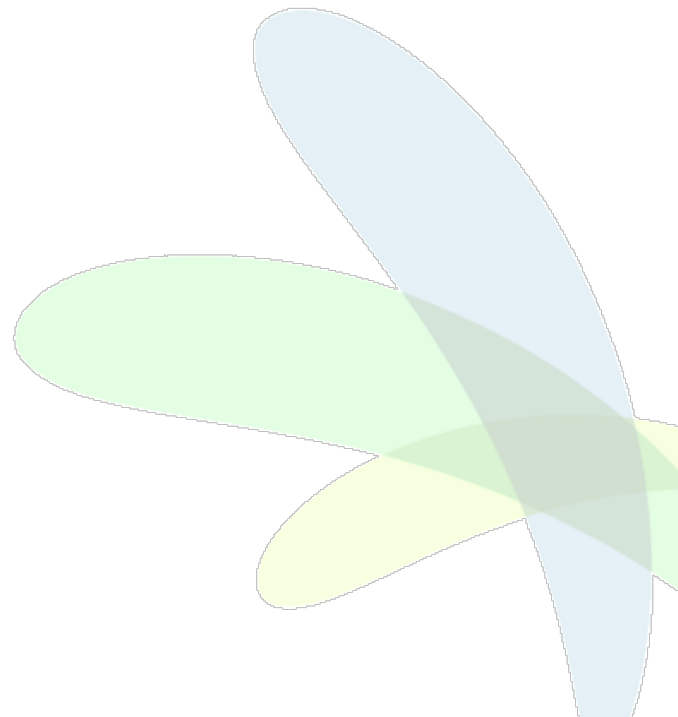


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Employment Growth

The table on the next page shows employment and growth by occupation.³⁶ Five occupations on the list (**bolded**) are the top five occupations that are most often required to staff companies within key industries in Crawford County. Notably, all of these five key-industry-required occupations are projected to grow in the next five years, adding approximate 400 jobs in Crawford County.

³⁶ These occupations are by 2 digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	5,240	141	3%	203	4%	141	3%	152
Production Occupations	4,993	-129	-3%	664	15%	143	3%	152
Food Preparation and Serving Related Occupations	3,345	260	8%	157	5%	124	4%	149
Sales and Related Occupations	3,289	-142	-4%	51	2%	-14	0%	115
Transportation and Material Moving Occupations	2,229	-73	-3%	81	4%	55	2%	72
Healthcare Practitioners and Technical Occupations	1,925	209	12%	159	9%	177	9%	79
Education, Training, and Library Occupations	1,824	-209	-10%	-226	-11%	32	2%	50
Management Occupations	1,566	-11	-1%	-54	-3%	14	1%	46
Construction and Extraction Occupations	1,541	-197	-11%	-173	-10%	-56	-4%	43
Installation, Maintenance, and Repair Occupations	1,490	-63	-4%	82	6%	67	5%	52
Building and Grounds Cleaning and Maintenance Occupations	1,486	56	4%	78	6%	69	5%	52
Personal Care and Service Occupations	1,400	21	2%	-48	-3%	29	2%	46
Healthcare Support Occupations	1,204	164	16%	133	12%	109	9%	47
Business and Financial Operations Occupations	974	57	6%	70	8%	59	6%	37
Community and Social Service Occupations	955	128	15%	-66	-6%	60	6%	35
Protective Service Occupations	763	41	6%	9	1%	9	1%	25
Architecture and Engineering Occupations	394	10	3%	23	6%	33	8%	17
Arts, Design, Entertainment, Sports, and Media Occupations	366	-41	-10%	-20	-5%	8	2%	13
Farming, Fishing, and Forestry Occupations	339	-138	-29%	-60	-15%	-38	-11%	12
Computer and Mathematical Occupations	285	15	6%	24	9%	59	21%	17
Military occupations	228	-46	-17%	-6	-3%	1	0%	6
Life, Physical, and Social Science Occupations	166	24	17%	3	2%	18	11%	9
Legal Occupations	158	6	4%	12	8%	16	10%	6

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Industry and Occupation Connections

Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends to target these top occupations and industries in Crawford County and support education programs that provide talent for these growing areas.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> Colleges, Universities, and Professional Schools Metalworking Machinery Manufacturing General Medical and Surgical Hospitals Local Government, Excluding Education and Hospitals State Government, Excluding Education and Hospitals Other General Merchandise Stores
Production Occupations	<ul style="list-style-type: none"> Metalworking Machinery Manufacturing Plastics Product Manufacturing Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing
Food Preparation and Serving Related Occupations	<ul style="list-style-type: none"> Restaurants and Other Eating Places Colleges, Universities, and Professional Schools Education and Hospitals (Local Government)
Healthcare Practitioners and Technical Occupations	<ul style="list-style-type: none"> General Medical and Surgical Hospitals
Education, Training, and Library Occupations	<ul style="list-style-type: none"> Colleges, Universities, and Professional Schools Education and Hospitals (Local Government) Local Government, Excluding Education and Hospitals

The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Crawford County.³⁷ Median hourly earnings for these occupations in Crawford range from \$10.27 at the low end for Laborers and Material Movers, Hand to \$21.72 at the high end for First-Line Supervisors of Production and Operating Workers.

Top Occupations in Manufacturing based on Employment Levels

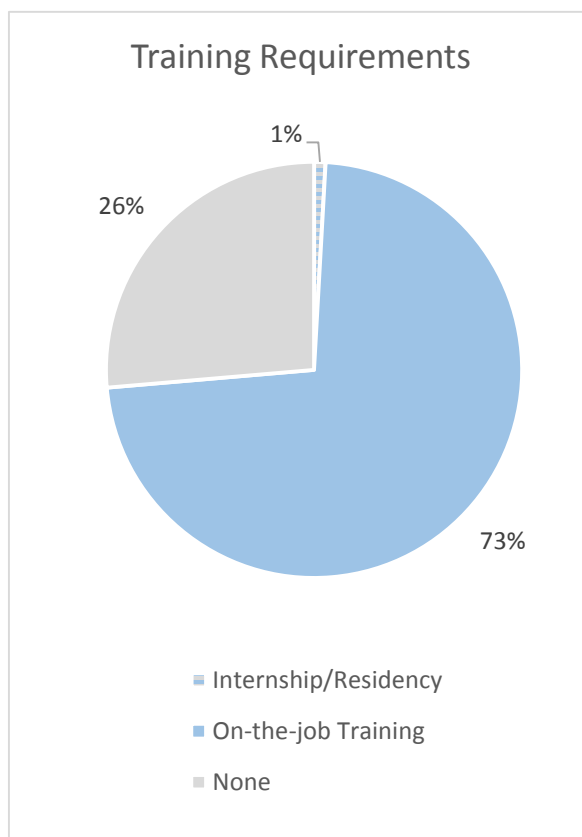
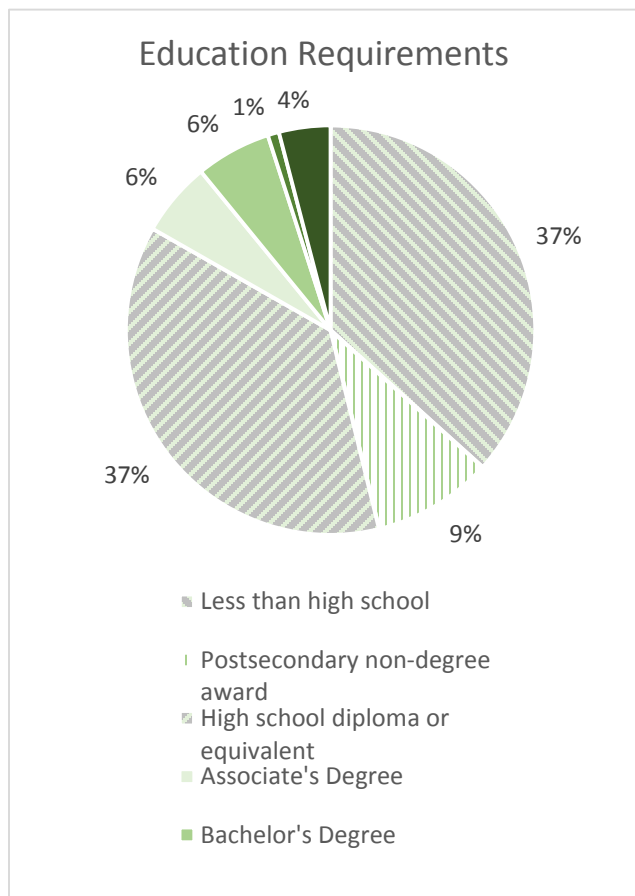
Occupation	2014 Employment	Median Hourly Earnings
Machinists	589	\$16.58
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	549	\$16.32
Laborers and Material Movers, Hand	375	\$10.27
Miscellaneous Assemblers and Fabricators	350	\$12.51
Computer Control Programmers and Operators	343	\$15.95
First-Line Supervisors of Production and Operating Workers	304	\$21.72
Inspectors, Testers, Sorters, Samplers, and Weighers	264	\$13.57
Miscellaneous Production Workers	224	\$12.45
Tool and Die Makers	214	\$20.23
Maintenance and Repair Workers, General	187	\$14.18

³⁷ Occupations are by 4 digit SOC code.

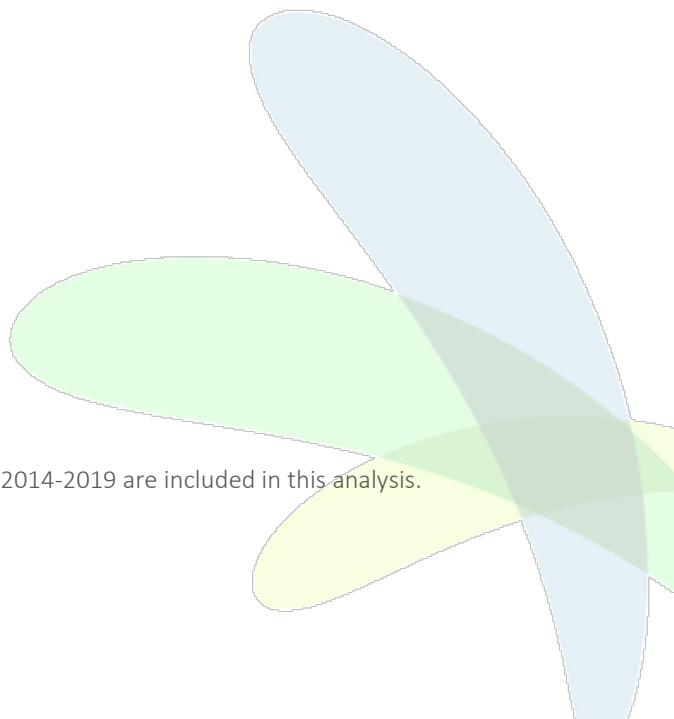
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Education and Skills for High Demand Jobs

Among high demand jobs in Crawford County, more than half of the jobs require a high school diploma or equivalent.³⁸ Approximately 17 percent of these high demand jobs require a Bachelor’s Degree or above. Over 70 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high demand jobs to support the region’s workforce needs and opportunities.



³⁸ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with 5 digit SOC code. EMSI Analyst 2014.



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Human Capital

About 42,007 workers participate in the Crawford County labor force. The labor participation rate for population over 16 years old is 58.2 percent, which is in the middle in this region. Of these, 40,108 are employed. Over the last 20 years, employment in Crawford County was at its highest in June 2008 and lowest in January 1994. The unemployment rate for Crawford County is 4.5 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent).

EMPLOYMENT, 1994-2014³⁹

Peak	June 2008 42,190	+5.2% (compared to Sept, 2014)
Trough	January 1994 36,082	-10.0% (compared to Sept, 2014)
Sept 2014	40,108	4.5% Current unemployment

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is engaged in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boomer generation. In 2000, baby boomers were the heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. It is worth mentioning that the participation rate of older workers has been increasing in the past ten years, but it is still significantly lower than those of the middle age groups.

The older worker population (55 years and older) in Crawford County is estimated to be 11,612 in 2014.⁴⁰ These older workers are expected to retire in the next ten years. The aging workforce calls for sustainable planning for workforce development in Crawford County.

³⁹ U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

⁴⁰ The older worker population (55 years and older) in Crawford County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

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Input Sessions

Crawford County community members noted that industry and education can build better partnerships with collaborative efforts and created the Crawford County Roundtable to address barriers to employment. The Roundtable has four separate teams that meet monthly: Research, Funding, Design, and Communications Work Teams. The Work Teams dig deeper into root causes of unemployed or underemployed citizens and develops initiatives to help them return to the labor force. Generational poverty, child care challenges, substance abuse, and declining population were all identified as barriers to employment.

Industry partners noted that succession planning is rarely in place in regional businesses, and this will become a problem in the next five to ten years, as workers retire. Industry partners also noted that Workforce Investment Board (WIB) is currently in a re-organization phase, and industry is hoping for a better relationship with the WIB after restructuring.

As with other counties, Crawford County members noted an overall negative perception among parents and students regarding careers in manufacturing and vocational training. The idea persists among parents and students that they must pursue a four-year college degree in order to be successful.

Resources that are helpful in the community include: PA CareerLink resources, WorkKeys skill validation, local HR group, Partners in Education initiative, the Advanced Manufacturing Industry Partnership, and the Crawford County Roundtable.

HIGHLIGHTED IN-DEMAND OCCUPATIONS

Machinists	Accountants
Energy (e.g. Biomass Energy)	Computer Technicians
Certified Nursing Assistants	HR/Benefits Specialists
Welders	Home Health Aides
Pipefitters	Registered Nurses
Megatronics	Medical Assistants
Engineers	Retail Associates
Electronics	Plumbers

HIGHLIGHTED IN-DEMAND SKILLS

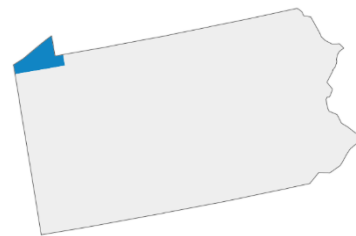
General Math	Soft Skills
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Erie

Executive Summary

Erie County is the largest of the eight-county region, with a population of nearly 282,000. This is an increase of 3,800 residents over the past 10 years. The population has grown at a much slower rate than the state and national rates. The county's population has also been aging with the 55-years-and-older population increasing significantly over the past several years and the population amongst those 35-54, 5-19 and under five declining. Notably, this trend is projected to continue over the next five years, likely impacting the availability of labor here over the next decade.



Over 138,000 workers participate in the Erie County labor force. Of these, about 132,000 are employed, and 6,700 are unemployed. The unemployment rate for Erie County is 4.8 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Over the last 20 years, employment in Erie County was at its highest in July 1999 and lowest in February 2010.

Erie's median income from 2008 to 2012 was \$45,249. While this is the highest throughout the region, it lags behind the state and national average, \$52,267 and \$53,046 respectively. Erie County is a net importer of workers, 22,000 workers commuting into the County and 19,000 commuting out.

The largest broad industry sectors in Erie County are Health Care and Social Assistance, and Manufacturing. Health Care and Social Assistance has been steadily growing since 2004. Manufacturing employment has declined from 2004-2009, with growth since then. Within these broad categories, the largest industries are Railroad Rolling Stock Manufacturing, General Medical and Surgical Hospitals, Individual and Family Services, Plastics Product Manufacturing, and Offices of Physicians.

The top occupations in the region related to Health Care and Social Assistance, and Manufacturing include: Production Operations, Healthcare Practitioners and Technical Occupations, Office and Administrative Support Occupations and Education, Training and Library Occupations. Of these, Healthcare Practitioners and Technical Occupations are expected to experience the most growth, adding over 670 jobs over the next five years. However, all occupations are projected to have high annual openings. This is likely due to older employees retiring out of the workforce.



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Demographics

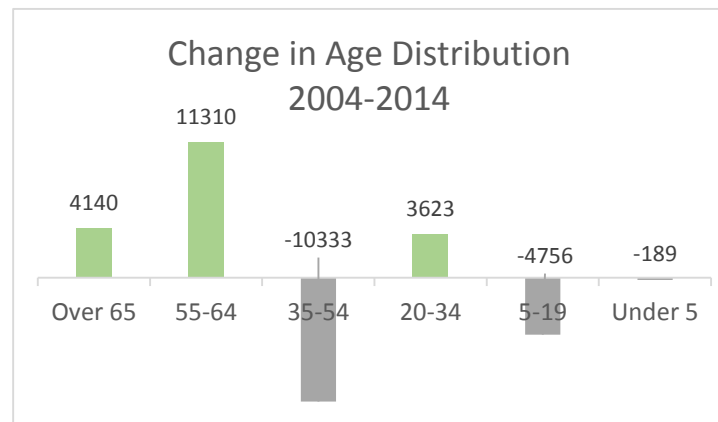
The population in Erie has grown from 277,862 to 281,657 in the past 10 years.⁴¹ The growth rate of one percent is much slower than the state growth rate of four percent, and the national rate of nine percent. The population is projected to remain flat over the next five years.

Erie County has an aging population. In the past 10 years, the population of 55-years-and-older increased significantly, while the population decreased in the age groups of 35-54, 5-19, and under five. This trend is projected to continue in the next five years. The aging population is a concern as it will impact the availability of labor in this region over the next decade.

The population in Erie County lacks diversity, with over 85 percent of the 2014 population identifying as White. However, the White population shrank by two percent from 2004-2014 and is the only race that did not experience growth in the past 10 years. The top three fastest growing races in the county are those identifying as Two or More Races, Asian, and Native Hawaiian or Pacific Islander. In the past 10 years, the Hispanic population⁴² has increased from 7,214 to 10,913, with a growth rate of more than 50 percent, while the White Non-Hispanic population has remained flat.

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
Over 65	43,644	4,140	10%	5,766	13%
55-64	39,297	11,310	40%	81	0%
35-54	69,584	-10,333	-13%	-3,286	-5%
20-34	57,804	3,623	7%	-1,947	-3%
5-19	54,728	-4,756	-8%	-1,274	-2%
Under 5	16,599	-189	-1%	1,096	7%



Race Distribution

Race	2014 Population	Change, 2004-2014	
White	241,040	-5,790	-2%
Black	19,937	2,261	13%
Hispanic	10,913	3,699	51%
Two or More Races	5,477	2,140	64%
Asian	3,726	1,408	61%
American Indian or Alaskan Native	483	65	16%
Native Hawaiian or Pacific Islander	81	13	19%

⁴¹ EMSI Analyst 2014.

⁴² The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander.

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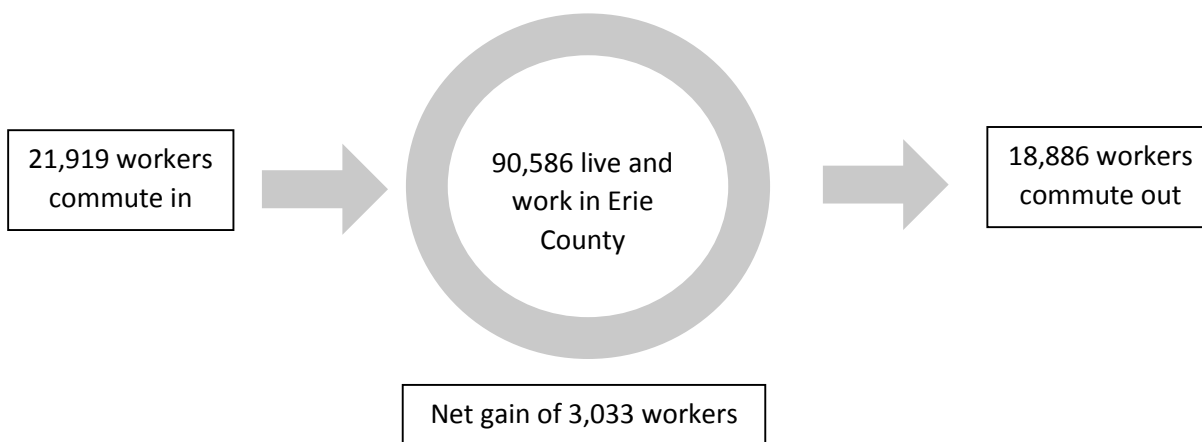
Income

Erie’s median income from 2008 to 2012 was \$45,249 putting it at the top of the eight county region. However, as can be seen in the chart below, median household income lagged behind the state and national average.⁴³

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Erie	\$45,249	16.1%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With almost 22,000 workers commuting in, and more than 18,800 commuting out, Erie County is a net importer of workers.⁴⁴ The county receives the most commuters from Crawford (5,498, 5 percent), Warren (2,437, 2 percent) and Allegheny (1,743, 2 percent) counties, and sends the most workers to Allegheny (3,252, 3 percent), Crawford (2,432, 2 percent) and Mercer (877, 1 percent) counties. Over 112,500 workers are employed in Erie County, including 90,586 of workers both live and work in the county, and 21,919 workers commuting from other counties.



⁴³ U.S. Census Bureau 2008-2012

⁴⁴ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in Erie County employing the most workers are Health Care and Social Assistance (24,027, 17.55 percent), Manufacturing (22,302, 16.29 percent), Government (16,635, 12.15 percent), Retail Trade (15,932, 11.63 percent), and Accommodation and Food Services (11,384, 8.31 percent).

⁴⁵ It is worth noting that the largest sector Health Care and Social Assistance has been growing over the past 10 years, which suggests a potential for future growth. Employment in the second largest sector Manufacturing decreased from 2004 to 2009; however, it has been steadily increasing from 2009 to 2014.



⁴⁵ These industries are by two-digit NAICS code. EMSI Analyst 2014.



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Key Industry Analysis

The tables below show the top 10 largest industries by employment in Erie County. ⁴⁶Among these key industries, Individual and Family Services is projected to have the highest growth over the next five years, followed by Offices of Physicians; Railroad Rolling Stock Manufacturing; and Colleges, Universities, and Professional Schools.

Employment in Key Industries

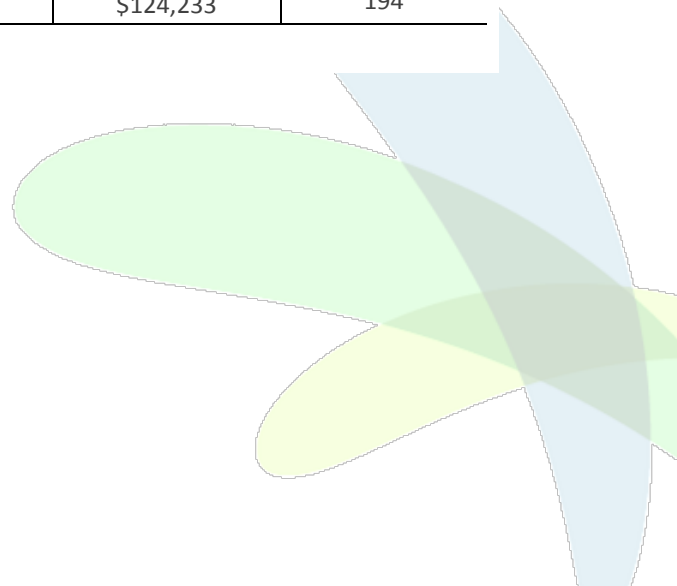
Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
		Jobs	%	Jobs	%	Jobs	%
Restaurants and Other Eating Places	8,826	782	10%	671	8%	158	2%
Education and Hospitals (Local Government)	5,930	32	1%	-432	-7%	-72	-1%
Railroad Rolling Stock Manufacturing	5,087	1071	27%	626	14%	388	8%
General Medical and Surgical Hospitals	4,989	145	3%	-445	-8%	182	4%
Local Government, Excluding Education and Hospitals	4,144	-89	-2%	-97	-2%	-80	-2%
Individual and Family Services	4,091	2140	110%	302	8%	620	15%
Colleges, Universities, and Professional Schools	3,630	310	9%	880	32%	239	7%
Plastics Product Manufacturing	3,057	-605	-17%	292	11%	-279	-9%
Insurance Carriers	2,910	-10	0%	253	10%	117	4%
Offices of Physicians	2,822	365	15%	35	1%	267	9%

Among these top industries, average earnings vary widely, from under \$15,000 a year for the restaurant industry, to over \$120,000 a year for physicians.

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
Restaurants and Other Eating Places	8,826	\$14,980	400
Education and Hospitals (Local Government)	5,930	\$68,765	187
Railroad Rolling Stock Manufacturing	5,087	\$99,251	2
General Medical and Surgical Hospitals	4,989	\$52,707	4
Local Government, Excluding Education and Hospitals	4,144	\$60,727	90
Individual and Family Services	4,091	\$22,464	779
Colleges, Universities, and Professional Schools	3,630	\$29,778	4
Plastics Product Manufacturing	3,057	\$53,033	44
Insurance Carriers	2,910	\$95,810	20
Offices of Physicians	2,822	\$124,233	194

⁴⁶ These industries are by four-digit NAICS code.



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Occupation analysis

Analyzing the top occupations in an area helps provide a better picture of a local community, including the types of work most individuals do as well as the skills required from the local labor force. The county's top occupations include Office and Administrative Support Occupations, Sales and Related Occupations, Production Occupations, Food Preparation and Serving Related Occupations, and Healthcare Practitioners and Technical Occupations.⁴⁷ Notably, eight of the top 10 occupations provide lower median earning compared to the median for all occupations in Erie County (\$17.28/hour) and in the U.S. (\$20.06/hour). The two exceptions are Healthcare Practitioners and Technical Occupations (\$32.64/ hour) and Education, Training, and Library Occupations (\$24.66/ hour).⁴⁸

Erie's Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	20,639	15.07%	\$14.82
Sales and Related Occupations	15,192	11.09%	\$15.47
Production Occupations	15,029	10.98%	\$16.39
Food Preparation and Serving Related Occupations	12,617	9.21%	\$9.75
Healthcare Practitioners and Technical Occupations	8,710	6.36%	\$32.64
Education, Training, and Library Occupations	8,030	5.86%	\$24.66
Transportation and Material Moving Occupations	6,534	4.77%	\$14.78
Personal Care and Service Occupations	6,503	4.75%	\$10.07
Healthcare Support Occupations	5,914	4.32%	\$11.77
Installation, Maintenance, and Repair Occupations	4,946	3.61%	\$17.62
Building and Grounds Cleaning and Maintenance Occupations	4,867	3.55%	\$10.57
Management Occupations	4,851	3.54%	\$40.96
Construction and Extraction Occupations	4,828	3.53%	\$19.40
Business and Financial Operations Occupations	4,749	3.47%	\$28.32
Protective Service Occupations	3,107	2.27%	\$19.19
Community and Social Service Occupations	2,889	2.11%	\$18.38
Arts, Design, Entertainment, Sports, and Media Occupations	2,051	1.50%	\$17.47
Architecture and Engineering Occupations	2,006	1.46%	\$31.24
Computer and Mathematical Occupations	1,400	1.02%	\$27.43
Military Occupations	756	0.55%	\$25.33
Legal Occupations	546	0.40%	\$39.84
Farming, Fishing, and Forestry Occupations	404	0.30%	\$15.55
Life, Physical, and Social Science Occupations	371	0.27%	\$28.64

⁴⁷ These occupations are by two-digit SOC code (Standard Occupational Classification System).

⁴⁸ EMSI Analyst 2014.

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Employment Growth

Tracking job growth is key as well, with the table on the next page showing employment and growth by occupation.⁴⁹ Five occupations on the list (bolded) are the top five occupations that are most often required to staff companies within key industries in Erie County. The key industries that have high demand for each top occupation are shown in the table on the next page. The only occupation that has high employment but is not concentrated in a key industry is Sales and Related Occupations. Notably, three of these key-industry-required occupations are projected to grow in the next five years, including Food Preparation and Serving Related Occupations (two percent); Healthcare Practitioners and Technical Occupations (eight percent); and Education, Training, and Library Occupations (two percent). These three occupations are projected to add around 1,100 jobs in Erie County in the next five years. It is also worth noting that while the top two occupations are projected to decline in the next five years, they still have a large number of annual openings. This is likely because of the retirement of the older worker population in these industries. While new jobs may not be created, existing jobs will need to be replaced as workers retire.

⁴⁹ These occupations are by two-digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	20,639	-1,950	-9%	-60	0%	-158	-1%	497
Sales and Related Occupations	15,192	-1,516	-9%	396	3%	-333	-2%	489
Production Occupations	15,029	-1,642	-10%	954	7%	-178	-1%	361
Food Preparation and Serving Related Occupations	12,617	791	7%	848	7%	303	2%	544
Healthcare Practitioners and Technical Occupations	8,710	870	11%	88	1%	671	8%	326
Education, Training, and Library Occupations	8,030	223	3%	-250	-3%	174	2%	220
Transportation and Material Moving Occupations	6,534	-167	-2%	281	4%	175	3%	203
Personal Care and Service Occupations	6,503	969	18%	405	7%	495	8%	245
Healthcare Support Occupations	5,914	1,600	37%	661	13%	598	10%	241
Installation, Maintenance, and Repair Occupations	4,946	-301	-6%	192	4%	76	2%	148
Building and Grounds Cleaning and Maintenance Occupations	4,867	-435	-8%	66	1%	10	0%	120
Management Occupations	4,851	-513	-10%	-161	-3%	-4	0%	124
Construction and Extraction Occupations	4,828	-780	-14%	-101	-2%	-144	-3%	108
Business and Financial Operations Occupations	4,749	-370	-7%	-7	0%	-6	0%	122
Protective Service Occupations	3,107	401	15%	231	8%	58	2%	108
Community and Social Service Occupations	2,889	-143	-5%	-183	-6%	20	1%	79
Arts, Design, Entertainment, Sports, and Media Occupations	2,051	-267	-12%	-64	-3%	-56	-3%	57
Architecture and Engineering Occupations	2,006	-13	-1%	113	6%	18	1%	61
Computer and Mathematical Occupations	1,400	-269	-16%	-34	-2%	10	1%	33
Military Occupations	756	-188	-20%	-24	-3%	4	1%	18
Legal Occupations	546	-28	-5%	-22	-4%	-2	0%	11
Farming, Fishing, and Forestry Occupations	404	-39	-9%	8	2%	-15	-4%	12
Life, Physical, and Social Science Occupations	371	-27	-7%	-2	-1%	8	2%	14

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Industry and Occupation Connections

The connection between top occupations and key industries are summarized in the following table. Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends targeting these top occupations and industries in Erie County and supporting education programs that provide talents for these growing fields.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> Insurance Carriers Colleges, Universities, and Professional Schools Local Government, Excluding Education and Hospitals Offices of Physicians General Medical and Surgical Hospitals
Production Occupations	<ul style="list-style-type: none"> Railroad Rolling Stock Manufacturing Plastics Product Manufacturing
Food Preparation and Serving Related Occupations	<ul style="list-style-type: none"> Restaurants and Other Eating Places Education and Hospitals (Local Government)
Healthcare Practitioners and Technical Occupations	<ul style="list-style-type: none"> General Medical and Surgical Hospitals Offices of Physicians
Education, Training, and Library Occupations	<ul style="list-style-type: none"> Education and Hospitals (Local Government) Colleges, Universities, and Professional Schools Local Government, Excluding Education and Hospitals Individual and Family Services

The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Erie County.⁵⁰ Median hourly earnings for these occupations in Erie range from \$11.10 at the low end for Miscellaneous Assemblers and Fabricators to \$26.20 at the high end for First-Line Supervisors of Production and Operating Workers.

Top Occupations in Manufacturing based on Employment Levels

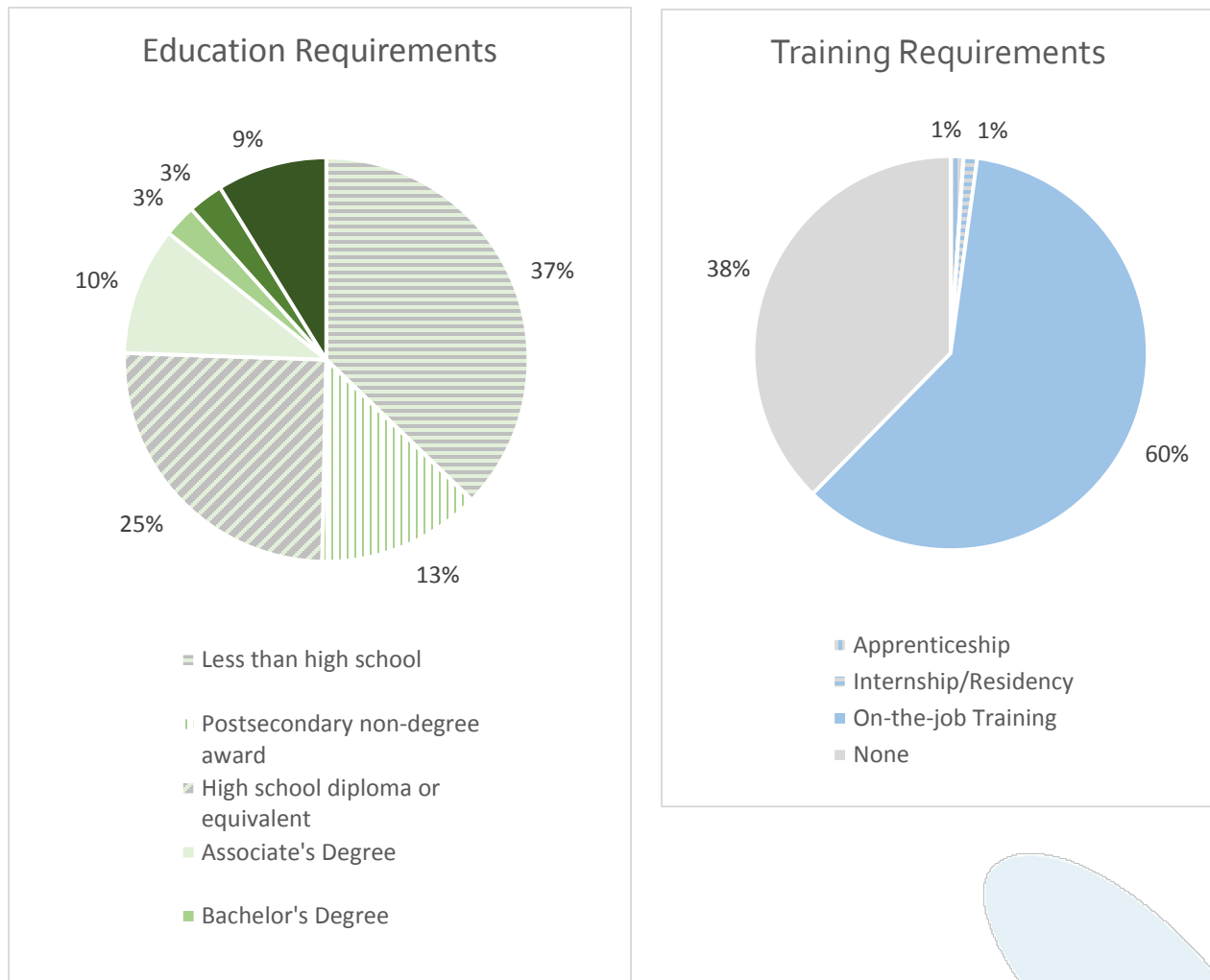
Occupation	2014 Employment	Median Hourly Earnings
Welding, Soldering, and Brazing Workers	1,442	\$16.16
Electrical, Electronics, and Electromechanical Assemblers	1,352	\$12.95
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	1,202	\$13.72
Machinists	978	\$18.05
Miscellaneous Production Workers	930	\$11.55
Miscellaneous Assemblers and Fabricators	842	\$11.10
First-Line Supervisors of Production and Operating Workers	801	\$26.20
Inspectors, Testers, Sorters, Samplers, and Weighers	729	\$14.24
Laborers and Material Movers, Hand	708	\$11.79
Molders and Molding Machine Setters, Operators, and Tenders, Metal and Plastic	705	\$15.43

⁵⁰ Occupations are by four-digit SOC code.

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Education and Skills For High Demand Jobs

Among high-demand jobs in Erie County, almost half require a high school diploma or equivalent.⁵¹ About one-quarter of these high-demand jobs require a Bachelor's Degree or above. Over 60 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high-demand jobs to support the region's workforce needs and opportunities.



⁵¹ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with five-digit SOC code. EMSI Analyst 2014.

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Human Capital

About 138,614 workers participate in the Erie County labor force. The labor participation rate for population over 16 years old is 62.3%, which is the highest in this region. Of these, 131,904 are employed, and 6,710 are unemployed. The unemployment rate for Erie County is 4.8 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Over the last 20 years, employment in Erie County was at its highest in July 1999 and lowest in February 2010.

EMPLOYMENT, 1994-2014⁵²

Peak	July 1999 137,977	+4.6% (compared to Sept, 2014)
Trough	February 2010 122,727	-7.0% (compared to Sept, 2014)
Sept 2014	131,904	4.8% Current unemployment

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boomer generation. In 2000, baby boomers were the

heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. The participation rate of older workers has been increasing in the past 10 years, but it is still significantly lower than those of the middle age groups.

The older worker population (55 years and older) in Erie County is estimated to be 33,093 in 2014.⁵³ These older workers are expected to retire in the next 10 years. The aging workforce calls for sustainable planning for workforce development in Erie County.

⁵² U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

⁵³ The older worker population (55 years and older) in Erie County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.



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Input Sessions

Erie County community members noted that there is a negative perception among parents and students regarding careers in manufacturing and vocational training. The idea persists among parents and students that they must pursue a four-year college degree in order to be successful. The Career Centers have a reputation of having dated equipment and non-competitive wages for teachers. Curriculum is mainly reviewed through advisory councils, but Edinboro University has created customized curriculum for two large area employers: GE and the regional hospital.

Career Street illustrated various careers to 2000 children in one year, but career awareness still needs to be increased in the area for manufacturing jobs. An opportunity to build additional workforce exists with the current refugee population, many of them with strong math skills.

Several competing initiatives are in place, and one member noted that the programs are “a mile wide and an inch deep.” Duplicative efforts, such as three different welding classes that aren’t filled to capacity, present an opportunity to align resources.

Resources that are helpful in the community include: Career Street (Career Street’s “Career Club”), Erie Together, and PA CareerLink.

HIGHLIGHTED IN-DEMAND OCCUPATIONS

Machinists

Industrial Maintenance

Service Technicians

Control Technicians

Welders

Electronic Technicians

CNC Programmers

HIGHLIGHTED IN-DEMAND SKILLS

Soft Skills

General Math

Clean Drug Screen

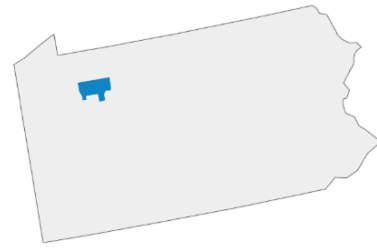
Clear Criminal
Background Record

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Forest

Executive Summary

Compared to the overall aging and declining trend in this region, the population in Forest County has grown with a high growth rate of 27 percent over the past ten years. The middle age groups in Forest County have grown significantly. Particularly, the population of the age groups of 20-34 and 35-54 increased by 97% and 20% respectively. The population is projected to continue growing but at a lower rate of three percent over the next five years.



Forest's median income from 2008 to 2012 was \$36,686 putting it at the lowest of the eight county region. Forest County is a net exporter of workers. Most of the commuting workforce travels to Clarion, Venango and Crawford counties.

About 2,294 workers participate in the Forest County labor force. Of these, 2,172 are employed. The unemployment rate for Forest County is 5.3 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). The older worker population (55 years and older) in Forest County is estimated to be 1,065 in 2014. These older workers are expected to retire in the next ten years, which might impact the availability of workers in Forest County in future.

The largest broad industry sectors in Forest County are Government, Health Care and Social Assistance, and Manufacturing. The largest sector, Government, has significantly grown from 2004 to 2009 but has remained flat since.

Forest County's top occupations include Office and Administrative Support Occupations, Community and Social Service Occupations, Protective Service Occupations, Construction and Extraction Occupations, and Transportation and Material Moving Occupations. With the exception of Transportation and Material Moving Occupations, the other four top occupations are most often required to staff companies within key industries in this county.

Among the occupations with the highest projected job growth from 2014-2019 in Forest County, almost 80 percent of the jobs require a high school diploma or equivalent. Approximately 17 percent of these high demand jobs require a Bachelor's Degree or above. Over 80 percent of these jobs require some type of training, which is mostly on-the-job training.



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Demographics

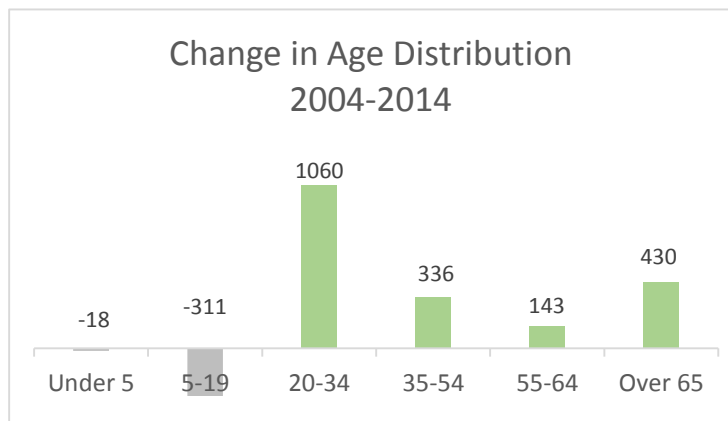
The population in Forest County has grown from 6,118 to 7,758 in the past ten years.⁵⁴ The growth rate of 27 percent is much higher than the state growth rate of four percent, and the national rate of nine percent. The population is projected to continue growing but with a lower rate of three percent over the next five years.

Compared to the over all aging trend in the nation, state and region, the middle age groups in Forest County have grown significantly over the past ten years. Particularly, the population of the age groups of 20-34 and 35-54 increased by 97% and 20% respectively.

Compared to other counties in this region the population of those identifying as White in Forest County has grown by eight percent over the past ten years. Besides the White population, the top three fastest growing races in the county are those identifying as Black, Hispanic, and Two or More Races. In the past ten years, the Black and Hispanic population⁵⁵ has grown by 159 percent and 176 percent respectively in this county.

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
		Change	%	Change	%
Under 5	159	-18	-10%	9	6%
5-19	727	-311	-30%	-123	-17%
20-34	2,150	1,060	97%	73	3%
35-54	2,054	336	20%	177	9%
55-64	1,056	143	16%	36	3%
Over 65	1,612	430	36%	59	4%



Race Distribution

Race	2014 Population	Change, 2004-2014	
		Change	%
White	5,727	413	8%
Black	1,494	918	159%
Hispanic	455	290	176%
Two or More Races	49	14	40%
Asian	18	12	200%
American Indian or Alaskan Native	13	-8	-38%
Native Hawaiian or Pacific Islander	1	0	0%

⁵⁴ EMSI Analyst 2014.

⁵⁵ The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander.

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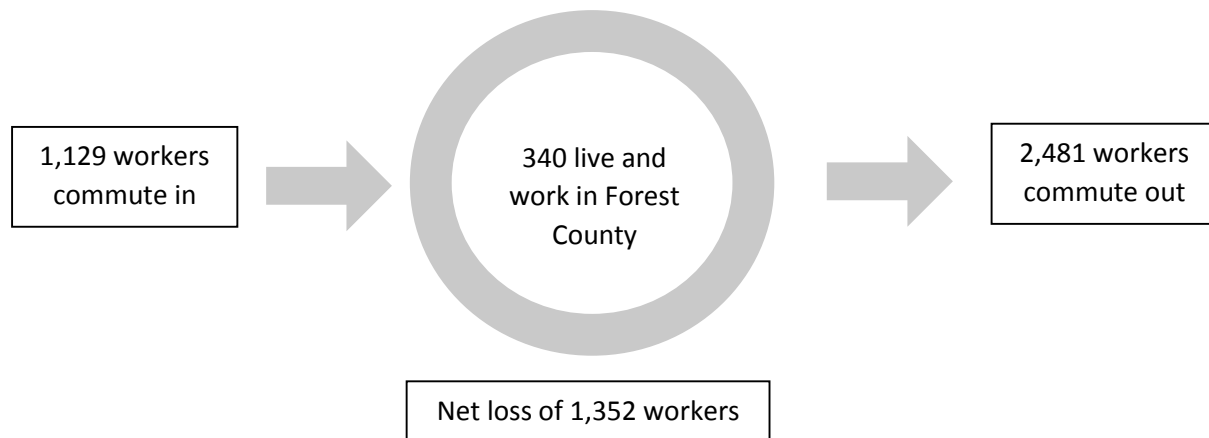
Income

Forest's median income from 2008 to 2012 was \$36,686, putting it at the lowest of the eight county region. Its median household income lagged behind the state and national average.⁵⁶

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Forest	\$36,686	12.8%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With more than 1,100 workers commuting in and almost 2,500 commuting out, Forest County is a net exporter of workers.⁵⁷ The county sends the most workers to Clarion (334, 12 percent), Venango (238, eight percent) and Crawford (163, six percent) counties, and receives the most commuters from Clarion (213, 15 percent), Warren (171, 12 percent) and Jefferson (98, seven percent) counties. Approximate 1,469 workers are employed in Forest County, including 340 of workers both live and work in the county, and 1,129 workers commuting from other counties.



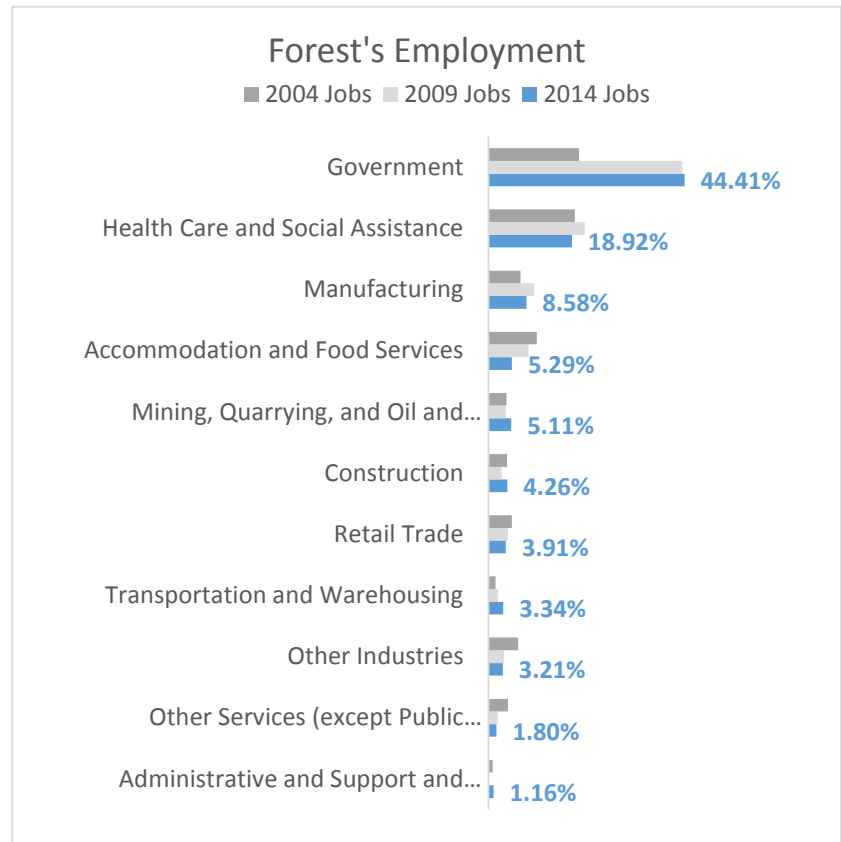
⁵⁶ U.S. Census Bureau 2008-2012

⁵⁷ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in Forest County employing the most workers are Government (1,047, 44.41 percent), Health Care and Social Assistance (446, 18.92 percent), Manufacturing (202, 8.58 percent), Accommodation and Food Services (125, 5.29 percent), and Mining, Quarrying, and Oil and Gas Extraction (121, 5.11 percent).⁵⁸ The largest sector Government has significantly grown from 2004 to 2009 but has remained flat since.



⁵⁸ These industries are by 2-digit NAICS code. EMSI Analyst 2014.

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Key Industry Analysis

Drilling a bit deeper, the tables below show the top ten largest industries by employment in Forest County.⁵⁹ Among these key industries, Sawmills and Wood Preservation is projected to have the highest growth over the next five years, followed by Oil and Gas Extraction; Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities; and State Government, Excluding Education and Hospitals.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
State Government, Excluding Education and Hospitals	720	549	321%	-12	-2%	95	13%
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	311	311	NA	24	8%	90	29%
Sawmills and Wood Preservation	200	85	74%	29	17%	110	55%
Local Government, Excluding Education and Hospitals	128	29	29%	26	26%	15	11%
Oil and Gas Extraction	121	24	25%	29	31%	56	46%
Education and Hospitals (Local Government)	107	-22	-17%	3	3%	13	12%
Federal Government, Civilian	72	8	12%	-5	-7%	0	-1%
Individual and Family Services	62	NA	NA	-35	-36%	12	19%
Traveler Accommodation	58	-25	-30%	-37	-39%	-11	-19%
Nursing Care Facilities (Skilled Nursing Facilities)	47	-123	-72%	-50	-52%	NA	NA

Among these top occupations, average earnings vary widely, from under \$16,000 a year for Individual and Family Services, to over \$110,000 a year for Sawmills and Wood Preservation.

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
State Government, Excluding Education and Hospitals	720	\$92,689	11
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	311	\$40,338	1
Sawmills and Wood Preservation	200	\$112,066	2
Local Government, Excluding Education and Hospitals	128	\$49,307	12
Oil and Gas Extraction	121	\$90,548	4
Education and Hospitals (Local Government)	107	\$69,997	6
Federal Government, Civilian	72	\$70,238	7
Individual and Family Services	62	\$15,782	40
Traveler Accommodation	58	\$16,796	5
Nursing Care Facilities (Skilled Nursing Facilities)	47	\$53,884	1

⁵⁹ These industries are by 4-digit NAICS code.

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Occupation analysis

Forest County's top occupations include Office and Administrative Support Occupations, Community and Social Service Occupations, Protective Service Occupations, Construction and Extraction Occupations, and Transportation and Material Moving Occupations.⁶⁰ The median hourly earnings for all occupations in Forest County is 19.38 /hour, which is among the highest in the eight counties in this region. Three of the top 10 occupations provide higher median earning than the median for the county, including Protective Service Occupations (\$27.11/ hour), Business and Financial Operations Occupations (\$26.04/ hour), and Construction and Extraction Occupations (\$19.57/ hour).⁶¹

Forest's Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	318	13.36%	\$16.09
Community and Social Service Occupations	269	11.30%	\$18.56
Protective Service Occupations	217	9.12%	\$27.11
Construction and Extraction Occupations	173	7.28%	\$19.57
Transportation and Material Moving Occupations	173	7.26%	\$15.31
Personal Care and Service Occupations	116	4.89%	\$10.56
Production Occupations	114	4.78%	\$16.96
Food Preparation and Serving Related Occupations	109	4.60%	\$9.78
Sales and Related Occupations	106	4.46%	\$13.25
Business and Financial Operations Occupations	101	4.25%	\$26.04
Management Occupations	99	4.16%	\$35.41
Education, Training, and Library Occupations	92	3.88%	\$23.76
Installation, Maintenance, and Repair Occupations	83	3.49%	\$19.94
Healthcare Practitioners and Technical Occupations	81	3.39%	\$30.02
Healthcare Support Occupations	80	3.38%	\$12.02
Building and Grounds Cleaning and Maintenance Occupations	73	3.07%	\$10.20
Architecture and Engineering Occupations	41	1.73%	\$29.44
Life, Physical, and Social Science Occupations	32	1.37%	\$29.38
Legal Occupations	25	1.05%	\$24.04
Farming, Fishing, and Forestry Occupations	24	1.01%	\$18.21
Computer and Mathematical Occupations	20	0.84%	\$29.10
Military occupations	19	0.80%	\$23.54
Arts, Design, Entertainment, Sports, and Media Occupations	13	0.53%	\$15.60

⁶⁰ These occupations are by 2 digit SOC code (Standard Occupational Classification System).

⁶¹ EMSI Analyst 2014.

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Employment Growth

The table on the next page shows employment and growth by occupation.⁶² Five occupations on the list (**bolded**) are the top five occupations that are most often required to staff companies within key industries in Forest County. Notably, all of the top five key-industry-required occupations are projected to grow over the next five years. These occupations are projected to add around 220 jobs in Forest County over the next five years.

⁶² These occupations are by 2 digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	318	87	38%	-11	-3%	45	14%	16
Community and Social Service Occupations	269	150	127%	4	2%	59	22%	19
Protective Service Occupations	217	141	184%	7	3%	28	13%	12
Construction and Extraction Occupations	173	50	41%	28	19%	38	22%	12
Transportation and Material Moving Occupations	173	63	57%	33	24%	56	32%	16
Personal Care and Service Occupations	116	-24	-17%	-8	-7%	24	20%	8
Production Occupations	114	5	5%	-26	-19%	51	44%	14
Food Preparation and Serving Related Occupations	109	-100	-48%	-70	-39%	-27	-25%	3
Sales and Related Occupations	106	-22	-17%	0	0%	10	9%	6
Business and Financial Operations Occupations	101	38	61%	-4	-4%	19	19%	6
Management Occupations	99	7	8%	-5	-5%	20	21%	7
Education, Training, and Library Occupations	92	-47	-34%	3	4%	13	14%	5
Installation, Maintenance, and Repair Occupations	83	10	14%	2	2%	17	20%	6
Healthcare Practitioners and Technical Occupations	81	0	0%	-19	-19%	2	2%	3
Healthcare Support Occupations	80	-33	-29%	-23	-23%	0	0%	4
Building and Grounds Cleaning and Maintenance Occupations	73	-35	-32%	-7	-8%	2	3%	3
Architecture and Engineering Occupations	41	17	69%	-6	-13%	12	29%	4
Life, Physical, and Social Science Occupations	32	15	81%	0	0%	8	25%	3
Legal Occupations	25	15	139%	1	3%	4	17%	NA
Farming, Fishing, and Forestry Occupations	24	7	38%	0	1%	6	23%	NA
Computer and Mathematical Occupations	20	8	61%	0	0%	4	22%	NA
Military occupations	19	1	6%	-1	-5%	0	0%	NA
Arts, Design, Entertainment, Sports, and Media Occupations	13	-3	-20%	-1	-8%	2	15%	NA

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Industry and Occupation Connections

The key industries in Forest County share some common workforce requirements. TPMA recommends to target these top occupations and industries in Forest County and support education programs that provide talents for these growing areas.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> • State Government, Excluding Education and Hospitals • Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities • Sawmills and Wood Preservation • Local Government, Excluding Education and Hospitals • Oil and Gas Extraction • Education and Hospitals (Local Government) • Federal Government, Civilian • Traveler Accommodation
Community and Social Service Occupations	<ul style="list-style-type: none"> • State Government, Excluding Education and Hospitals • Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities • Local Government, Excluding Education and Hospitals • Education and Hospitals (Local Government) • Federal Government, Civilian • Individual and Family Services • Nursing Care Facilities (Skilled Nursing Facilities)
Protective Service Occupations	<ul style="list-style-type: none"> • State Government, Excluding Education and Hospitals • Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities • Sawmills and Wood Preservation • Local Government, Excluding Education and Hospitals • Education and Hospitals (Local Government) • Federal Government, Civilian
Construction and Extraction Occupations	<ul style="list-style-type: none"> • State Government, Excluding Education and Hospitals • Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities • Sawmills and Wood Preservation • Local Government, Excluding Education and Hospitals • Oil and Gas Extraction • Federal Government, Civilian
Production Occupations	<ul style="list-style-type: none"> • State Government, Excluding Education and Hospitals • Sawmills and Wood Preservation • Local Government, Excluding Education and Hospitals • Oil and Gas Extraction • Federal Government, Civilian • • Traveler Accommodation • Nursing Care Facilities (Skilled Nursing Facilities)

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The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Forest County.⁶³ Median hourly earnings for these occupations in Forest range from \$12.27 at the low end for Laborers and Material Movers, Hand to \$28.46 at the high end for Conveyor Operators and Tenders.

Top Occupations in Manufacturing based on Employment Levels

Occupation	2014 Employment	Median Hourly Earnings
Woodworking Machine Setters, Operators, and Tenders	50	\$13.50
Laborers and Material Movers, Hand	35	\$12.27
Industrial Machinery Installation, Repair, and Maintenance Workers	<10	\$25.26
Driver/Sales Workers and Truck Drivers	<10	\$16.36
Industrial Truck and Tractor Operators	<10	\$17.33
Logging Workers	<10	\$15.07
First-Line Supervisors of Production and Operating Workers	<10	\$26.50
Miscellaneous Production Workers	<10	\$12.69
Conveyor Operators and Tenders	<10	\$28.46
Maintenance and Repair Workers, General	<10	\$17.48

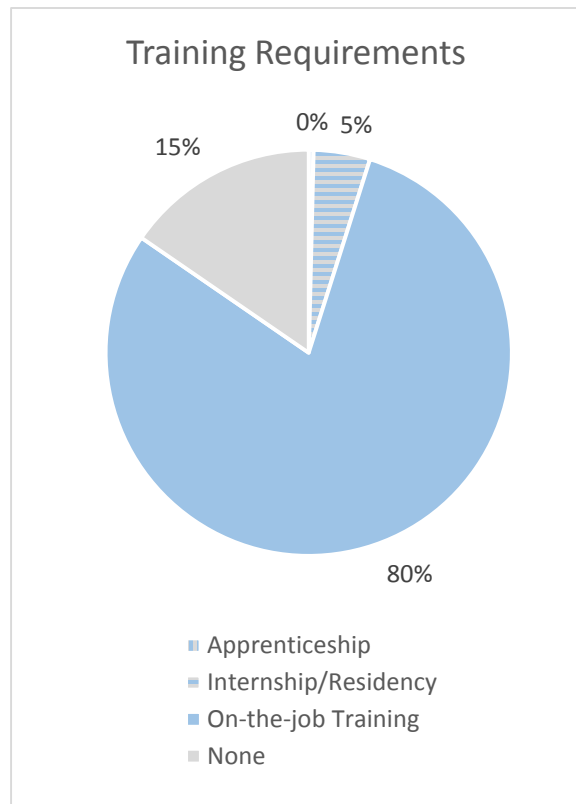
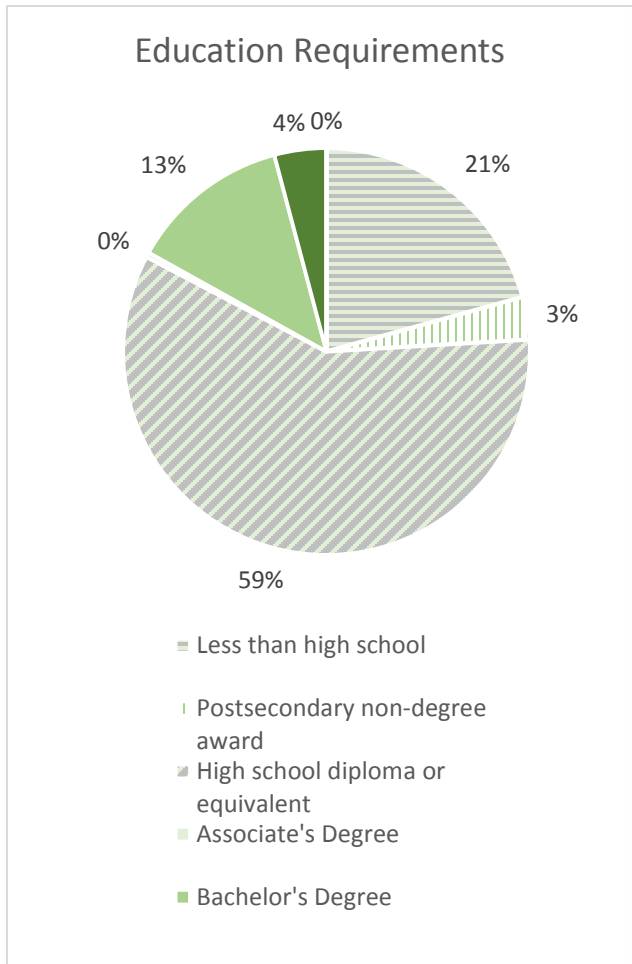
⁶³ Occupations are by 4 digit SOC code.



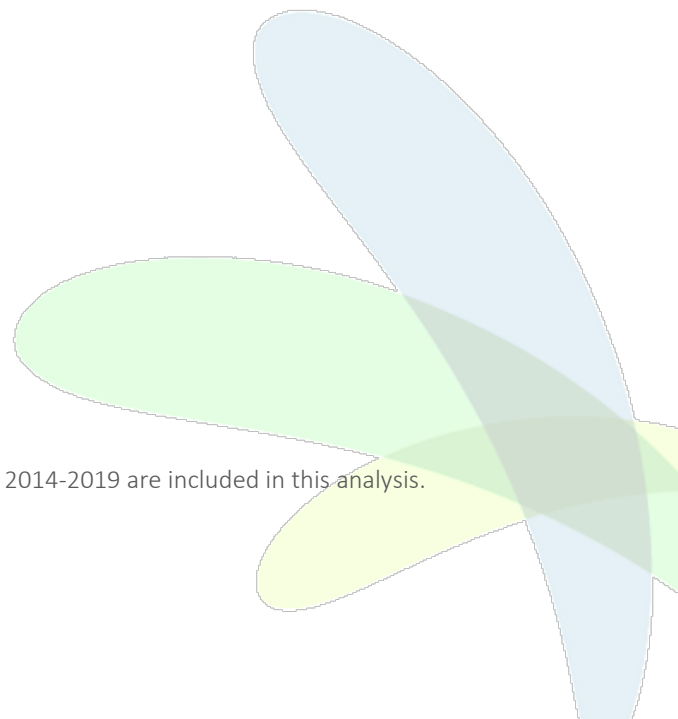
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Education and Skills For High Demand Jobs

Among high demand jobs in Forest County, almost 80 percent of the jobs require a high school diploma or equivalent.⁶⁴ Approximately 17 percent of these high demand jobs require a Bachelor's Degree or above. Over 80 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high demand jobs to support the region's workforce needs and opportunities.



⁶⁴ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with 5 digit SOC code. EMSI Analyst 2014.



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Human Capital

About 2,294 workers participate in the Forest County labor force. The labor participation rate for population over 16 years old is 27.3 percent, which is the lowest in this region, and much lower compared to the regional rate of 59.4 percent. A total of 2,172 are employed. Over the last 20 years, employment in Forest County was at its highest in April

2010 and lowest in January 1995. The unemployment rate for Forest County is 5.3 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent).

EMPLOYMENT, 1994-2014⁶⁵

Peak	April 2010 2,517	+15.9% (compared to Sept, 2014)
Trough	January 1995 1,471	-32.3% (compared to Sept, 2014)
Sept 2014	2,172	5.3% Current unemployment

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boom generation. In 2000, baby boomers were the heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. It is worth mentioning that the participation rate of older workers has been increasing in the past ten years, but it is still significantly lower than those of the middle age groups.

The older worker population (55 years and older) in Forest County is estimated to be 1,065 in 2014.⁶⁶ These older workers are expected to retire in the next ten years. The aging workforce calls for sustainable planning for workforce development in Forest County.

⁶⁵ U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

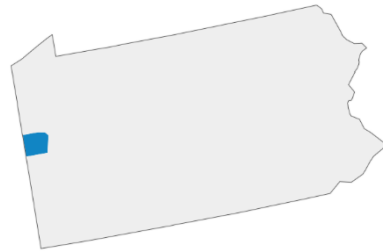
⁶⁶ The older worker population (55 years and older) in Forest County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

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Lawrence

Executive Summary

The population in Lawrence has been declining with a rate of five percent during 2004-2014. The population has also been aging, with the population of the age group of 55-64 increasing significantly. The population declined in all the young and middle age groups. The population is projected to continue shrinking and aging over the next five years.



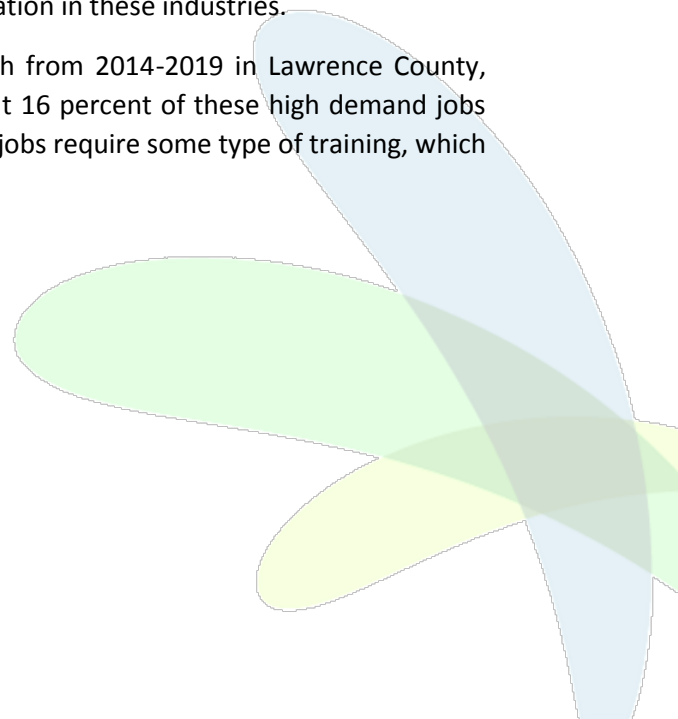
Lawrence's median income from 2008 to 2012 was \$44,079, which is the second highest in this region. However, Lawrence County is a net exporter of workers, with a net loss of 10,041 workers. The county sends the most workers to Allegheny, Mercer, and Butler counties.

About 42,391 workers participate in the Lawrence County labor force. Of these, 40,221 are employed. The unemployment rate for Lawrence County is 5.1 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Notably, the older worker population (55 years and older) in Lawrence County is estimated to be 12,597 in 2014. These older workers are expected to retire in the next ten years. The aging workforce calls for sustainable planning for workforce development in Lawrence County.

The largest broad industry sectors in Lawrence County are Health Care and Social Assistance and Government. Health Care and Social Assistance has been growing over the past ten years, which suggests a potential for future growth if trends hold. Employment in the second largest sector Government decreased by three percent from 2004 to 2009; it continued to decrease at a faster rate of 14 percent from 2009 to 2014, which suggests a declining trend over the next decade.

The county's top five occupations include Office and Administrative Support Occupations, Sales and Related Occupations, Food Preparation and Serving Related Occupations, Production Occupations, and Transportation and Material Moving Occupations. Among these top occupations, Office and Administrative Support Occupations and Food Preparation and Serving Related Occupations are most often required to staff companies within key industries in Lawrence County. These two occupations are projected to decline in the next five years, but they still have a large number of projected annual openings. This is possibly due to the retirement of the older worker population in these industries.

Among the occupations with the highest projected job growth from 2014-2019 in Lawrence County, almost half require a high school diploma or equivalent. About 16 percent of these high demand jobs require a Bachelor's Degree or above. Over 70 percent of these jobs require some type of training, which is mostly on-the-job training.



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Demographics

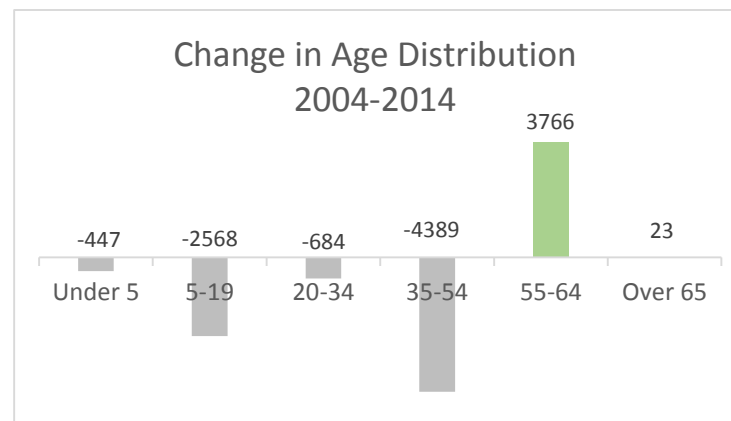
The population in Lawrence has declined from 93,250 to 88,950 in the past ten years.⁶⁷ The population declined at a rate of five percent, compared to the state growth rate of four percent, and the national growth rate of nine percent. The population is projected to continue declining at a rate of two percent over the next five years.

Similar to the other counties in this region, Lawrence County has an aging population. In the past ten years, the population of the age group of 55-64 increased significantly, while the population decreased in all the young and middle age groups. This trend is projected to continue over the next five years except for the age group under 5. The aging population is a concern as it will impact the availability of labor in this county over the next decade.

The population in Lawrence County lacks diversity, with over 92 percent of the 2014 population identifying as White. The White population decreased by six percent from 2004-2014. The top three fastest growing races in the county are those identifying as Two or More Races, Asian, and Hispanic.⁶⁸

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
		Change	%	Change	%
Under 5	4,655	-447	-9%	142	3%
5-19	15754	-2568	-14%	-661	-4%
20-34	14445	-684	-5%	-751	-5%
35-54	22524	-4389	-16%	-1735	-8%
55-64	14064	3766	37%	12	0%
Over 65	17508	23	0%	1418	8%



Race Distribution

Race	2014 Population	Change, 2004-2014	
		Change	%
White	82,414	-5,463	-6%
Black	3,502	98	3%
Hispanic	1,046	352	51%
Two or More Races	1,501	620	70%
Asian	412	106	35%
American Indian or Alaskan Native	69	-12	-15%
Native Hawaiian or Pacific Islander	8	1	14%

⁶⁷ EMSI Analyst 2014.

⁶⁸ The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander.

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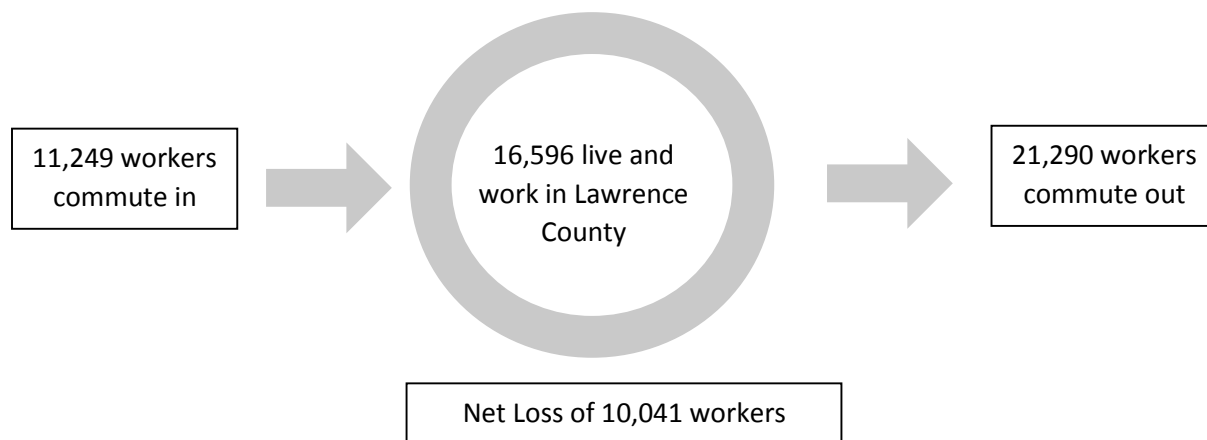
Income

Lawrence's median income from 2008 to 2012 was \$44,079 putting it at the second highest of the eight county region. However, as can be seen in the chart below, median household income lagged behind the state and national average.⁶⁹

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Lawrence	\$44,079	13.8%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With almost 11,300 workers commuting in and more than 21,200 commuting out, Laurence County is a net exporter of workers.⁷⁰ The county sends the most workers to Allegheny (4,475, 12 percent), Mercer (3,419, nine percent) and Butler (3,077, eight percent) counties, and receives the most commuters from Mercer (2,422, nine percent), Beaver (1,989, seven percent) and Butler (1,350, five percent) counties. Over 27,845 workers are employed in Lawrence County, including 16,596 of workers both live and work in the county, and 11,249 workers commuting from other counties.



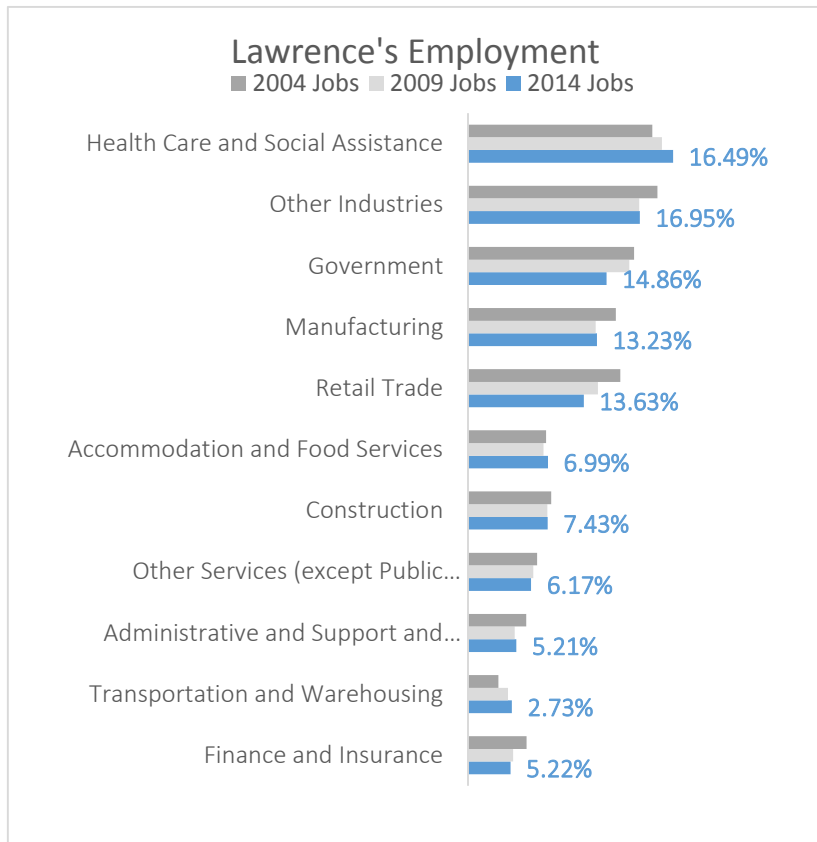
⁶⁹ U.S. Census Bureau 2008-2012

⁷⁰ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in Lawrence County employing the most workers are Health Care and Social Assistance (6,036, 16.49 percent), Government (4,078, 14.86 percent), Manufacturing (3,793, 13.23 percent), Retail Trade (3,402, 13.63 percent), and Accommodation and Food Services (2,348, 6.99 percent).⁷¹ It is worth noting that the largest sector Health Care and Social Assistance has been growing over the past ten years, which suggests a potential for future growth if trends hold. Employment in the second largest sector Government decreased by three percent from 2004 to 2009, and it continued to decrease at a faster rate of 14 percent from 2009 to 2014, which suggests a declining trend over the next decade.



⁷¹ These industries are by 2-digit NAICS code. EMSI Analyst 2014.

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Key Industry Analysis

Drilling a bit deeper, the tables below show the top ten largest industries by 2014 employment in Lawrence County.⁷² Among these key industries, Individual and Family Services is projected to have the highest growth over the next five years, followed by Nursing Care Facilities (Skilled Nursing Facilities); Colleges, Universities, and Professional Schools; and Services to Buildings and Dwellings.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Education and Hospitals (Local Government)	2,061	-145	-7%	-215	-9%	-52	-3%
Restaurants and Other Eating Places	1,918	-27	-1%	92	5%	-74	-4%
General Medical and Surgical Hospitals	1,482	-265	-15%	-122	-8%	-59	-4%
Local Government, Excluding Education and Hospitals	1,067	-31	-3%	-5	0%	-44	-4%
Individual and Family Services	1,003	528	111%	281	39%	221	22%
Colleges, Universities, and Professional Schools	908	-58	-6%	-12	-1%	60	7%
Nursing Care Facilities (Skilled Nursing Facilities)	738	17	2%	-23	-3%	95	13%
Services to Buildings and Dwellings	690	-192	-22%	-77	-10%	24	3%
Insurance Carriers	649	-106	-14%	-46	-7%	-49	-8%
Grocery Stores	619	-271	-30%	-305	-33%	-205	-33%

Among these top industries, average earnings vary widely, from under \$15,000 a year for Restaurants and Other Eating Places, to over \$70,000 a year for Education and Hospitals (Local Government).

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
Education and Hospitals (Local Government)	2,061	\$70,237	29
Restaurants and Other Eating Places	1,918	\$14,041	106
General Medical and Surgical Hospitals	1,482	\$48,371	3
Local Government, Excluding Education and Hospitals	1,067	\$53,538	44
Individual and Family Services	1,003	\$24,769	87
Colleges, Universities, and Professional Schools	908	\$30,763	1
Nursing Care Facilities (Skilled Nursing Facilities)	738	\$38,813	6
Services to Buildings and Dwellings	690	\$17,408	50
Insurance Carriers	649	\$65,046	8
Grocery Stores	619	\$24,390	20

⁷² These industries are by 4-digit NAICS code.

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Occupation analysis

The county's top occupations include Office and Administrative Support Occupations, Sales and Related Occupations, Food Preparation and Serving Related Occupations, Production Occupations, and Transportation and Material Moving Occupations.⁷³ Half of the top 10 occupations provide lower median earning compared to the median for all occupations in the county (\$16.78/hour).⁷⁴

Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	4,924	14.98%	\$13.72
Sales and Related Occupations	3,405	10.36%	\$13.65
Food Preparation and Serving Related Occupations	2,864	8.71%	\$9.33
Production Occupations	2,472	7.52%	\$16.96
Transportation and Material Moving Occupations	2,279	6.93%	\$14.07
Healthcare Practitioners and Technical Occupations	2,043	6.21%	\$27.89
Education, Training, and Library Occupations	2,033	6.18%	\$22.63
Construction and Extraction Occupations	1,966	5.98%	\$17.75
Installation, Maintenance, and Repair Occupations	1,559	4.74%	\$17.73
Personal Care and Service Occupations	1,442	4.39%	\$9.59
Building and Grounds Cleaning and Maintenance Occupations	1,318	4.01%	\$9.60
Management Occupations	1,267	3.85%	\$34.97
Healthcare Support Occupations	1,200	3.65%	\$10.96
Business and Financial Operations Occupations	1,059	3.22%	\$25.86
Community and Social Service Occupations	884	2.69%	\$16.69
Protective Service Occupations	566	1.72%	\$19.04
Arts, Design, Entertainment, Sports, and Media Occupations	402	1.22%	\$14.35
Architecture and Engineering Occupations	290	0.88%	\$27.56
Computer and Mathematical Occupations	276	0.84%	\$27.67
Military occupations	233	0.71%	\$20.84
Legal Occupations	168	0.51%	\$22.14
Life, Physical, and Social Science Occupations	131	0.40%	\$24.24
Farming, Fishing, and Forestry Occupations	88	0.27%	\$12.11

⁷³ These occupations are by 2 digit SOC code (Standard Occupational Classification System).

⁷⁴ EMSI Analyst 2014.

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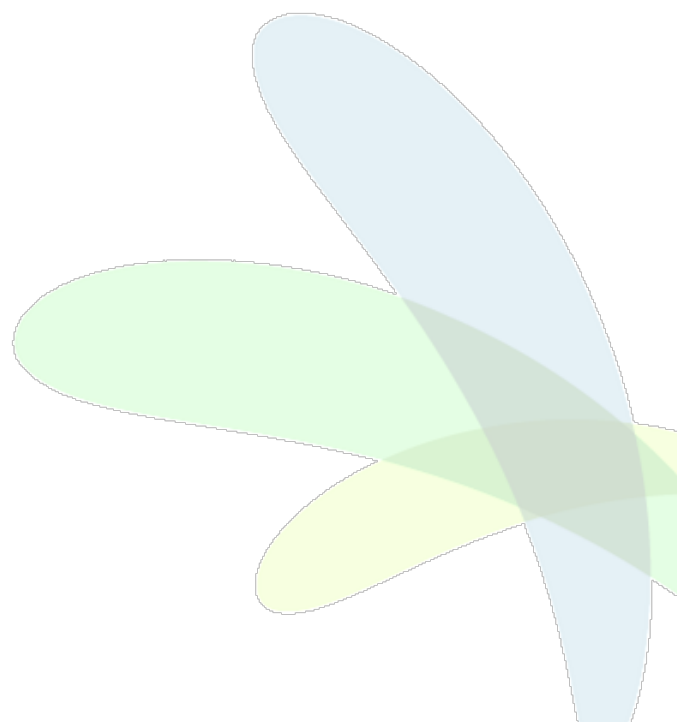
Employment Growth

Tracking job growth is key as well, with the table on the next page showing employment and growth by occupation.⁷⁵ Five occupations on the list (bolded) are the top five occupations that are most often required to staff companies within key industries in Lawrence County. The key industries that have high demand for each top occupation are shown in the table on the next page.

Notably, three of these key-industry-required occupations are projected to grow over the next five years, including Healthcare Practitioners and Technical Occupations, Education, Training, and Library Occupations, and Building and Grounds Cleaning and Maintenance Occupations. These three occupations are projected to add around 163 jobs to Lawrence County over the next five years.

While Office and Administrative Support Occupations and Food Preparation and Serving Occupations are expected to decline, they still have a large number of annual openings. This is likely because of the retirement of the older worker population in these industries. Further analysis is needed to identify the demographic distribution of workers in these industries and the potential need for skilled labor. Although there won't necessarily be new jobs, employers in these industries may face a deficit of qualified workers to replace the current aging workforce.

⁷⁵ These occupations are by 2 digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	4,924	-912	-16%	-272	-6%	-120	-2%	117
Sales and Related Occupations	3,405	-771	-18%	-85	-3%	-219	-6%	108
Food Preparation and Serving Related Occupations	2,864	-46	-2%	33	1%	-41	-1%	104
Production Occupations	2,472	-335	-12%	-1	0%	49	2%	75
Transportation and Material Moving Occupations	2,279	-23	-1%	1	0%	106	5%	79
Healthcare Practitioners and Technical Occupations	2,043	17	1%	26	1%	104	5%	67
Education, Training, and Library Occupations	2,033	30	1%	-152	-7%	39	2%	57
Construction and Extraction Occupations	1,966	-110	-5%	-31	-2%	88	4%	72
Installation, Maintenance, and Repair Occupations	1,559	-173	-10%	-70	-5%	23	1%	49
Personal Care and Service Occupations	1,442	215	18%	161	11%	157	11%	68
Building and Grounds Cleaning and Maintenance Occupations	1,318	-308	-19%	-89	-7%	20	2%	37
Management Occupations	1,267	-202	-14%	-53	-4%	2	0%	37
Healthcare Support Occupations	1,200	136	13%	78	6%	125	10%	50
Business and Financial Operations Occupations	1,059	-144	-12%	-31	-3%	18	2%	34
Community and Social Service Occupations	884	21	2%	7	1%	41	5%	30
Protective Service Occupations	566	-76	-12%	-8	-1%	9	2%	19
Arts, Design, Entertainment, Sports, and Media Occupations	402	-64	-14%	-15	-4%	21	5%	17
Architecture and Engineering Occupations	290	-25	-8%	4	1%	8	3%	10
Computer and Mathematical Occupations	276	-49	-15%	6	2%	14	5%	8
Military occupations	233	-51	-18%	-8	-3%	1	0%	6
Legal Occupations	168	-33	-16%	-11	-7%	0	0%	4
Life, Physical, and Social Science Occupations	131	10	9%	2	2%	11	8%	6
Farming, Fishing, and Forestry Occupations	88	-37	-30%	-15	-17%	-10	-11%	3

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Industry and Occupation Connections

The connection between top occupations and key industries are summarized in the following table. Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends targeting these top occupations and industries in Lawrence County and supporting education programs that provide talents for these growing points.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> • Colleges, Universities, and Professional Schools • General Medical and Surgical Hospitals • Grocery Stores • Insurance Carriers • Local Government, Excluding Education and Hospitals
Food Preparation and Serving Related Occupations	<ul style="list-style-type: none"> • Education and Hospitals (Local Government) • General Medical and Surgical Hospitals • Grocery Stores • Restaurants and Other Eating Places
Healthcare Practitioners and Technical Occupations	<ul style="list-style-type: none"> • General Medical and Surgical Hospitals • Nursing Care Facilities (Skilled Nursing Facilities)
Education, Training, and Library Occupations	<ul style="list-style-type: none"> • Colleges, Universities, and Professional Schools • Education and Hospitals (Local Government) • Individual and Family Services • Local Government, Excluding Education and Hospitals
Building and Grounds Cleaning and Maintenance Occupations	<ul style="list-style-type: none"> • Colleges, Universities, and Professional Schools • Education and Hospitals (Local Government) • General Medical and Surgical Hospitals • Local Government, Excluding Education and Hospitals • Nursing Care Facilities (Skilled Nursing Facilities) • Services to Buildings and Dwellings



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The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Lawrence County.⁷⁶ Median hourly earnings for these occupations in Lawrence County range from \$11.31 at the low end for Laborers and Material Movers, Hand to \$25.12 at the high end for First-Line Supervisors of Production and Operating Workers.

Top Occupations in Manufacturing based on Employment Levels

Occupation	2014 Employment	Median Hourly Earnings
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	203	\$18.80
Laborers and Material Movers, Hand	187	\$11.31
Miscellaneous Assemblers and Fabricators	161	\$14.63
First-Line Supervisors of Production and Operating Workers	142	\$25.12
Driver/Sales Workers and Truck Drivers	133	\$14.19
Miscellaneous Production Workers	129	\$13.55
Inspectors, Testers, Sorters, Samplers, and Weighers	126	\$15.83
Welding, Soldering, and Brazing Workers	124	\$15.86
Machinists	122	\$18.52
Forming Machine Setters, Operators, and Tenders, Metal and Plastic	119	\$21.55

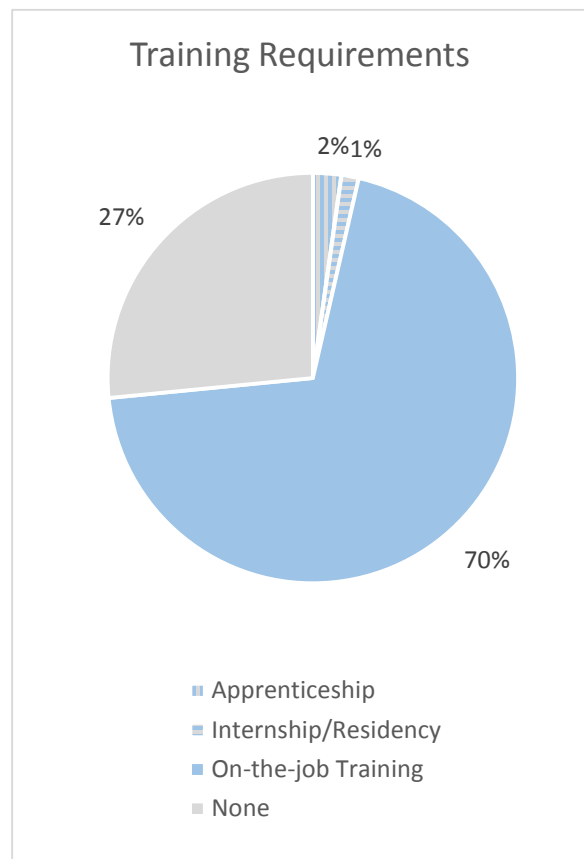
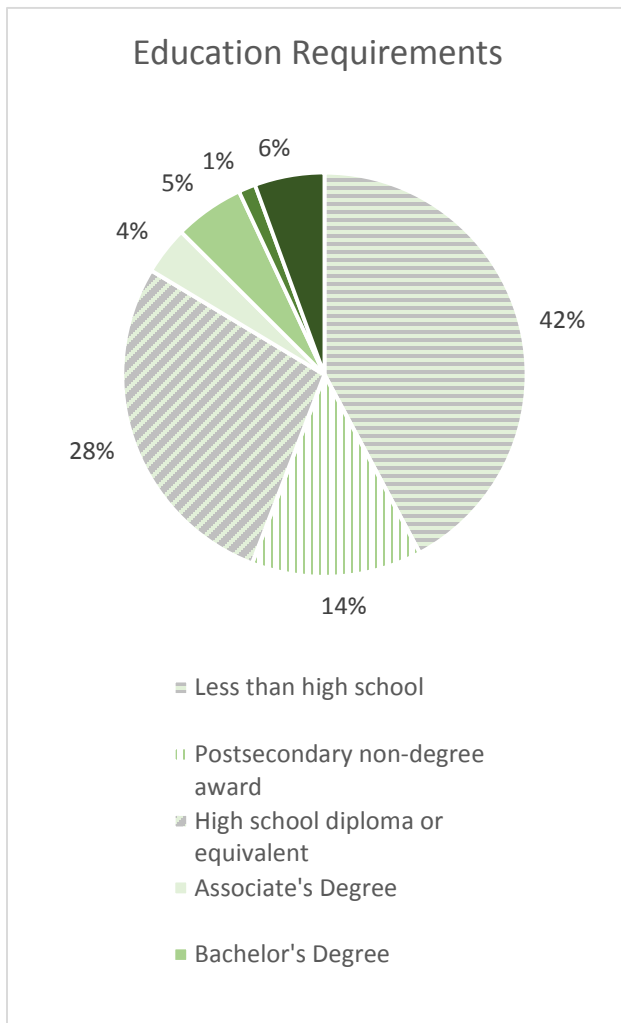
⁷⁶ Occupations are by 4 digit SOC code.



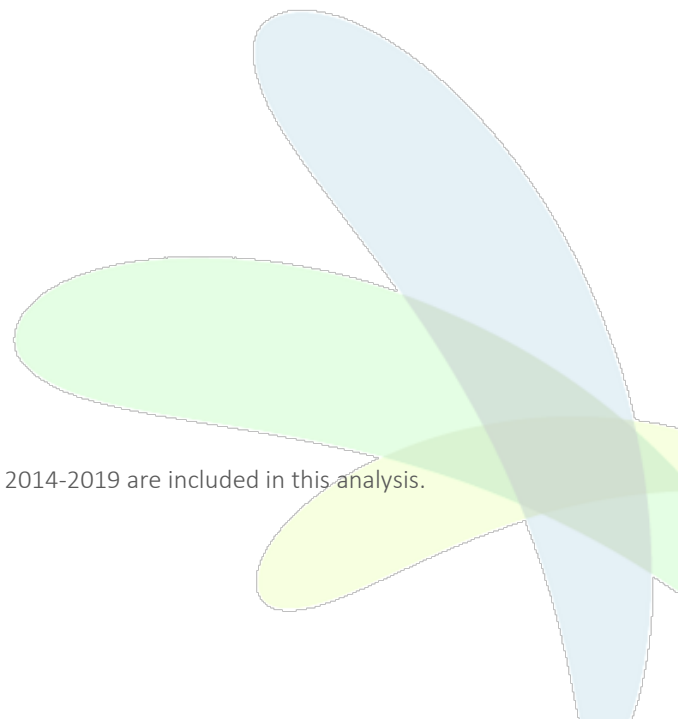
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Education and Skills for High Demand Jobs

Among high demand jobs in Lawrence County, almost half require a high school diploma or equivalent.⁷⁷ About 16 percent of these high demand jobs require a Bachelor’s Degree or above. Over 70 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high demand jobs to support the region’s workforce needs and opportunities.



⁷⁷ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with 5 digit SOC code. EMSI Analyst 2014.



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Human Capital

About 42,391 workers participate in the Lawrence County labor force. The labor participation rate for population over 16 years old is 58.7 percent, which is in the middle in this region. Of these, 40,221 are employed. The unemployment rate for Lawrence County is 5.1

EMPLOYMENT, 1994-2014⁷⁸

Peak	January 2000 43,555	+8.3% (compared to Sept, 2014)
Trough	February 1994 35,737	-11.1% (compared to Sept, 2014)
Sept 2014	40,221	5.1% Current unemployment

percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Over the last 20 years, employment in Lawrence County was at its highest in June 2000 and lowest in February 1994.

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is engaged in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boom generation. In 2000, baby boomers were the

heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. It is worth mentioning that the participation rate of older workers has been increasing in the past ten years, but it is still significantly lower than those of the middle age groups.

The older worker population (55 years and older) in Lawrence County is estimated to be 12,597 in 2014.⁷⁹ These older workers are expected to retire in the next ten years. The aging workforce calls for sustainable planning for workforce development in Lawrence County.

⁷⁸ U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

⁷⁹ The older worker population (55 years and older) in Lawrence County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

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Input Sessions

Lawrence County educational providers and industry representatives agreed that a stronger partnership is needed with one another. Education providers noted that many changes have been implemented in the last decade, and it makes it difficult to implement curriculum updates to meet industry standards; state educational regulations drive activities and priorities. Currently, curriculum is reviewed through advisory councils at the region's respective educational providers and the advisory boards meet twice a year. In response to the emerging oil and gas boom in the region, New Castle School of Trades (NCST) and Butler County Community College offer energy related classes. While this is a solid foundation, input session participants identified that more can be done.

Lawrence County community members noted that there is a negative perception among parents and students regarding careers in manufacturing and vocational training at the area Career Centers. The idea persists among parents and students that they must pursue a four-year college degree in order to be successful. Better outreach for career awareness was suggested.

General math, algebra, general chemistry aptitude, and soft skills/communication are lacking within the workforce. A manager from a large county call center that employs 200 to 300 citizens reiterated the importance of communication. Several members noted situations where individuals utilized an entry-level customer service position as a stepping stone to a better career.

Retention is a problem within healthcare, especially with home health aides. The position is emotionally and physically taxing, and it does not pay a family-sustaining wage. Veterans are a potential workforce source, and the group noted the strong work ethic of veterans. However, many veterans are also dealing with barriers that include PTSD and substance abuse.

Resources that are helpful in the community include: PA CareerLink resources, job fairs, and internships.

HIGHLIGHTED IN-DEMAND OCCUPATIONS

Machinists	Certified Flaggers
Communicators/Customer Service Representatives	Certified High Lift Operators
Sales Representatives	CDL Drivers
Welders	Nursing Assistants
Industrial Electricians	Warehousing, Pickers/Packers
Industrial Maintenance	Certified Nursing Assistants

HIGHLIGHTED IN-DEMAND SKILLS

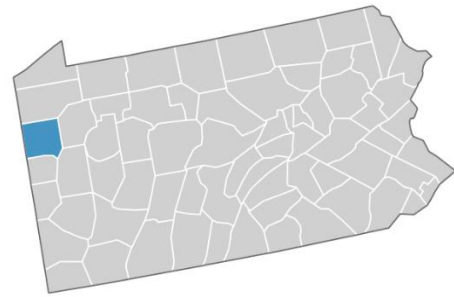
General math and algebra aptitude	General chemistry aptitude
Clean background record	Clean drug screen
Communication skills	Conflict resolution skills

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Mercer

Executive Summary

Mercer County is the second largest county in the eight-county Northwest Pennsylvania region, with a population of nearly 115,000. Mercer County's population is aging rapidly, with the 55-64 age group growing 23 percent over the past 10 years and projections suggesting growth in the 65 and over age group over the next five years. The county has little racial diversity, with over 90 percent of the population identifying as White. The Black and Two or More Races (Non-Hispanic) categories are the next highest at 5.7 percent and 1.6 percent respectively.



Over 53,000 workers participate in the Mercer County workforce. Of these, just under 3,000 are unemployed, bringing the unemployment rate to 5.6 percent. This rate is lower than the state and national average. Median household income for Mercer County is just under \$44,000, with a poverty rate at 13.2 percent. This is the third-highest median income in the eight county region and the third-lowest poverty rate. Mercer County has a balanced flow of workers coming in and going out of the county, receiving most of its incoming workers from Lawrence County and sending most to Allegheny County.

The largest broad industry sectors in Mercer County are Health Care and Social Assistance, Manufacturing, and Retail Trade. Health Care and Social Assistance has been steadily growing since 2004, while both Manufacturing and Retail Trade experienced a 2004 to 2009 dip in jobs before growing again between 2009 and 2014. Within these broad categories, the largest industries are Restaurants and Other Eating Places, Education and Hospitals (Local Government), General Medical and Surgical Hospitals, Colleges, Universities and Professional Schools, and Offices of Physicians.

The top occupations in the county are Office and Administrative Support Occupations, Sales and Related Occupations, and Production Occupations. Honing in on key industries in the area, Healthcare Practitioners and Technical Occupations is expected to experience a six percent job growth.



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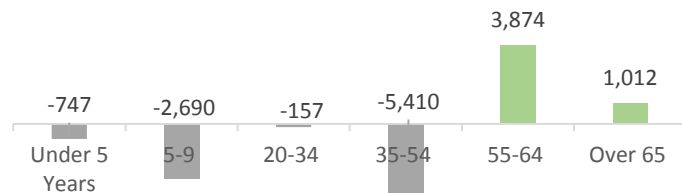
Demographics

The population in Mercer County shrank from 119,112 to 114,995 over the past 10 years.⁸⁰ The decline of 3.6 percent is in contrast to the state growth rate of four percent, and the national growth rate over that same period of nine percent. The population is projected to shrink over the next five years but at a slower rate than over the past 10 years.

Like many of the counties in Northwest Pennsylvania, Mercer County has a rapidly-aging population. The aging of the boomers is quite apparent when looking at data from the past 10 years, with a large percentage of the 35-54 year old population aging into the 55-64 population. This trend will only continue over the next five years, with a marked increase in individuals at or over the age of 65 years old.

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
Under 5	5,689	-747	-13%	241	4%
5-19	21,486	-2,690	-13%	(1,111)	-5%
20-34	19,527	-157	-1%	(392)	-2%
35-54	28,781	-5,410	-19%	(2,238)	-8%
55-64	17,008	3,874	23%	281	2%
Over 65	22,503	1,012	4%	1,775	7%

Change in Age Distributions
2004-2014

Regarding race, Mercer County is a rather homogenous county, with over 92 percent of individuals identifying as White. However, minority populations in the county are growing, with individuals falling into the Two or More Races category growing over 50 percent during the past 10 years. The Asian and Hispanic⁸¹ populations have grown as well. The largest non-white population is the area's Black population, making up about five percent of the population.

Race Distribution

Race	2014 Population	Change, 2004-2014	
White	104,206	-5,718	-5%
Black	6,561	226	4%
Two or More Races (non-Hispanic)	1,811	624	53%
Hispanic	1,416	451	32%
Asian	825	268	48%
American Indian or Alaskan Native	156	29	23%
Native Hawaiian or Pacific Islander	19	1	6%

⁸⁰ EMSI Analyst 2014.

⁸¹ The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian, Native Hawaiian or Pacific Islander.

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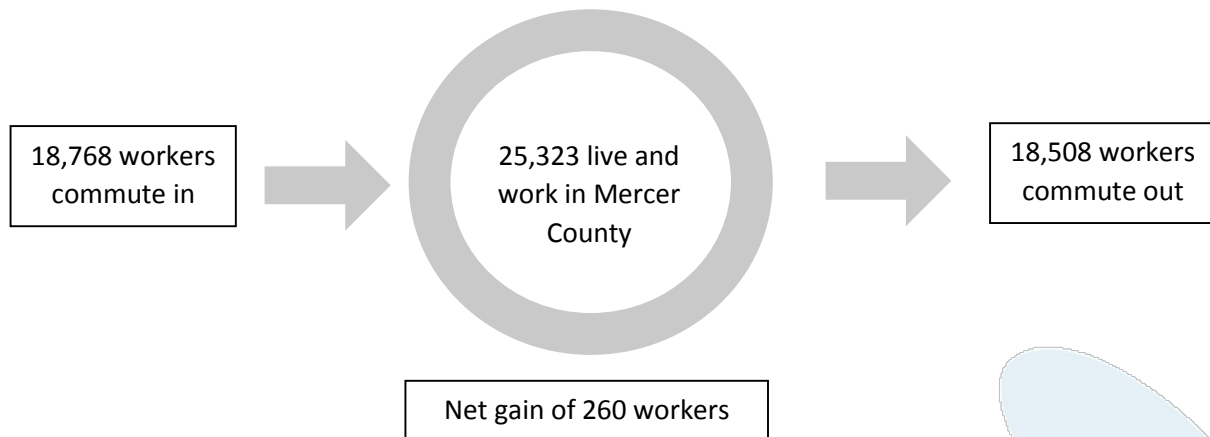
Income

Mercer County's median income from 2008 to 2012 was \$43,589, putting it behind Erie and Lawrence counties for median household income, but with a poverty rate lower than both. Still, Mercer County's median household income lagged behind the state and national average.⁸²

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Mercer	\$43,589	13.2%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With just over 18,750 workers commuting in, and about 18,500 commuting out, Mercer County has a balanced flow of workers.⁸³ The county receives the most commuters from Lawrence (3,419 workers, 7.8 percent of county workers), Trumbull (2,925, 6.6 percent), and Butler (1,687, 3.8 percent) counties, and sends the most workers to Allegheny (2,694, 6.1 percent), Lawrence (2,422, 5.5 percent), and Butler (1,682, 3.8 percent) counties. Over 44,000 workers are employed in Mercer County, including over 25,000 workers who both live and work in the county, and about 18,750 workers commuting in from other counties.



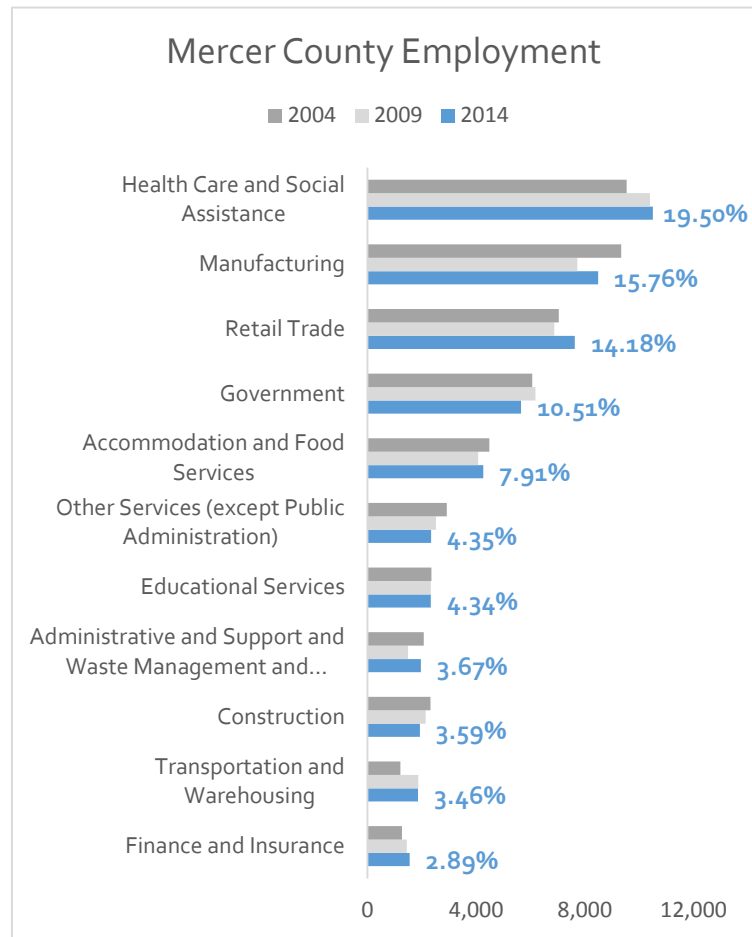
⁸² U.S. Census Bureau 2008-2012

⁸³ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in Mercer County employing the most workers are Health Care and Social Assistance (10,510, 19.5 percent), Manufacturing (8,497, 15.8 percent), Retail Trade (7,643, 14.2 percent), Government (5,663, 10.5 percent), and Accommodation and Food Services (4,265, 7.9 percent).⁸⁴ The largest sector, Health Care and Social Assistance, has been growing over the past 10 years despite the recession, which suggests a potential for future growth. Like most sectors, employment in the second-largest sector Manufacturing decreased from 2004 to 2009. However, employment in the industry increased between 2009 and 2014.



⁸⁴ These industries are by two-digit NAICS code. EMSI Analyst 2014.

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Key Industry Analysis

The tables below show the top 10 largest industries by employment in Mercer County.⁸⁵ Among these key industries, Engine, Turbine, and Power Transmission Equipment Manufacturing is projected to have the highest growth over the next five years, followed by Clothing Stores; General Freight Trucking; and Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Restaurants and Other Eating Places	3,370	-81	-2%	187	6%	-81	-2%
Education and Hospitals (Local Government)	2,722	-46	-2%	-462	-15%	-3	0%
General Medical and Surgical Hospitals	2,260	-713	-24%	-483	-18%	-67	-3%
Colleges, Universities, and Professional Schools	1,960	-7	0%	62	3%	59	3%
Offices of Physicians	1,471	253	21%	224	18%	21	1%
Local Government, Excluding Education and Hospitals	1,311	-285	-18%	-9	-1%	-22	-2%
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	1,265	267	27%	261	26%	104	8%
Clothing Stores	1,249	272	28%	184	17%	169	14%
General Freight Trucking	1,016	510	101%	40	4%	118	12%
Engine, Turbine, and Power Transmission Equipment Manufacturing	1,009	1009	--	252	33%	285	28%

⁸⁵ These industries are by four-digit NAICS code.

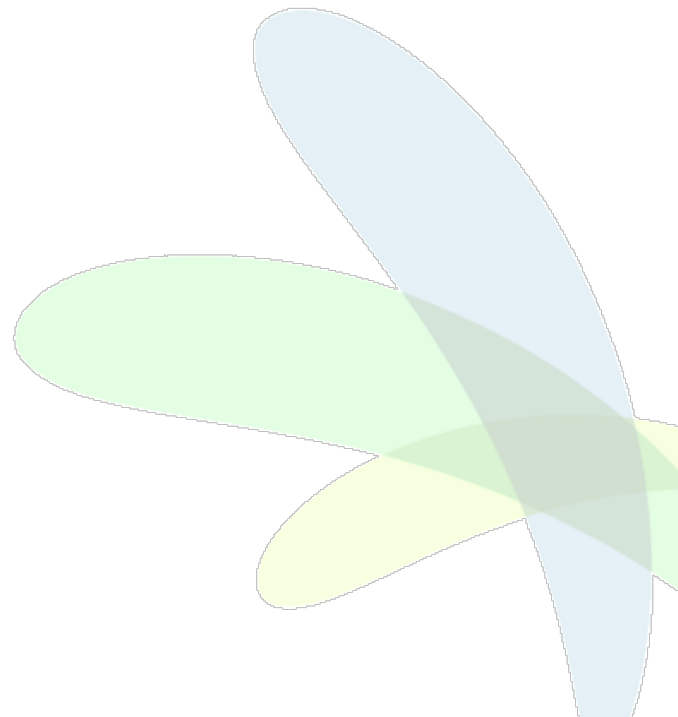


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Among these top occupations, average earnings vary widely, from under just above \$15,000 a year for Other Eating Places, to just under \$90,000 a year for Engine, Turbine, and Power Transmission Equipment Manufacturing.

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
Restaurants and Other Eating Places	3,370	\$15,021	177
Education and Hospitals (Local Government)	2,722	\$63,932	48
General Medical and Surgical Hospitals	2,260	\$46,295	4
Colleges, Universities, and Professional Schools	1,960	\$27,905	2
Offices of Physicians	1,471	\$78,598	109
Local Government, Excluding Education and Hospitals	1,311	\$53,595	68
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	1,265	\$32,823	38
Clothing Stores	1,249	\$16,515	83
General Freight Trucking	1,016	\$60,192	39
Engine, Turbine, and Power Transmission Equipment Manufacturing	1,009	\$89,792	1



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Occupation analysis

Analyzing the top occupations in an area helps provide a better picture of a local community, including the types of work most individuals do as well as the skills required from the local labor force. The county's top occupations include Office and Administrative Support Occupations, Sales and Related Occupations, and Production Occupations.⁸⁶ Notably, eight of the top 10 occupations provide lower median earnings compared to the median for all occupations in Mercer County (\$16.98/hour) and in the U.S. (\$20.06/hour). The two exceptions are Healthcare Practitioners (\$31.22/ hour) and Education, Training, and Library Occupations (\$23.19/hour).⁸⁷

Mercer's Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	7,746	14.37%	\$13.77
Sales and Related Occupations	6,716	12.46%	\$12.45
Production Occupations	5,478	10.16%	\$16.20
Food Preparation and Serving Related Occupations	4,509	8.36%	\$9.22
Healthcare Practitioners and Technical Occupations	3,251	6.03%	\$31.22
Transportation and Material Moving Occupations	3,246	6.02%	\$15.46
Education, Training, and Library Occupations	2,652	4.92%	\$23.19
Personal Care and Service Occupations	2,286	4.24%	\$9.72
Healthcare Support Occupations	2,171	4.03%	\$11.72
Management Occupations	2,045	3.79%	\$35.79
Construction and Extraction Occupations	2,010	3.73%	\$19.38
Building and Grounds Cleaning and Maintenance Occupations	1,960	3.64%	\$10.53
Business and Financial Operations Occupations	1,932	3.58%	\$24.23
Community and Social Service Occupations	1,749	3.25%	\$17.17
Installation, Maintenance, and Repair Occupations	1,709	3.17%	\$17.40
Protective Service Occupations	1,519	2.82%	\$17.63
Architecture and Engineering Occupations	716	1.33%	\$30.38
Computer and Mathematical Occupations	698	1.29%	\$25.61
Arts, Design, Entertainment, Sports, and Media Occupations	644	1.20%	\$14.11
Military Occupations	297	0.55%	\$21.54
Life, Physical, and Social Science Occupations	224	0.41%	\$25.87
Farming, Fishing, and Forestry Occupations	200	0.37%	\$11.63
Legal Occupations	143	0.26%	\$29.11

⁸⁶ These occupations are by two-digit SOC code (Standard Occupational Classification System).

⁸⁷ EMSI Analyst 2014.

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Employment Growth

Tracking job growth is key as well, with the table on the next page showing job growth by occupation.⁸⁸ Five occupations on the list (**bolded**) are the top five occupations that are most often required to staff companies within key industries in Mercer County. The key industries that have high demand for each top occupation are shown in the table on the next page. Notably, four of these key-industry-required occupations are projected to grow in the next five years, including Office and Administrative Support Occupations (two percent); Sales and Related Occupations (two percent); Healthcare Practitioners and Technical Occupations (six percent); and Education, Training and Library Occupations (one percent). These three occupations are projected to add around 520 jobs in Mercer County over the next five years. While some of the top occupations are projected to decline over the next five years, they will still have a large number of annual openings. This is likely because of the retirement of the older worker population in these industries and because of worker turnover. Further analysis is needed to identify the demographic distribution of workers in these industries and the potential demand of talent. Although there won't necessarily be new jobs, employers in these industries may face a deficit of qualified workers to replace the current aging workforce.

⁸⁸ These occupations are by two-digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	7,746	84	1%	223	3%	169	2%	220
Sales and Related Occupations	6,716	320	5%	477	8%	145	2%	267
Production Occupations	5,478	-688	-11%	438	9%	-101	-2%	155
Food Preparation and Serving Related Occupations	4,509	-202	-4%	137	3%	-34	-1%	187
Healthcare Practitioners and Technical Occupations	3,251	27	1%	9	0%	179	6%	110
Transportation and Material Moving Occupations	3,246	229	8%	116	4%	120	4%	113
Education, Training, and Library Occupations	2,652	-86	-3%	-231	-8%	28	1%	69
Personal Care and Service Occupations	2,286	225	11%	31	1%	170	7%	89
Healthcare Support Occupations	2,171	456	27%	200	10%	230	11%	93
Management Occupations	2,045	-120	-6%	-35	-2%	46	2%	64
Construction and Extraction Occupations	2,010	-221	-10%	-104	-5%	-87	-4%	54
Building and Grounds Cleaning and Maintenance Occupations	1,960	-144	-7%	-23	-1%	85	4%	60
Business and Financial Operations Occupations	1,932	189	11%	148	8%	66	3%	63
Community and Social Service Occupations	1,749	54	3%	-70	-4%	-26	-1%	45
Installation, Maintenance, and Repair Occupations	1,709	-18	-1%	79	5%	99	6%	63
Protective Service Occupations	1,519	-14	-1%	77	5%	58	4%	54
Architecture and Engineering Occupations	716	50	8%	60	9%	34	5%	28
Computer and Mathematical Occupations	698	120	21%	72	12%	47	7%	22
Arts, Design, Entertainment, Sports, and Media Occupations	644	-17	-3%	-18	-3%	9	1%	22
Military Occupations	297	-68	-19%	-10	-3%	1	0%	7
Life, Physical, and Social Science Occupations	224	-29	-11%	-21	-9%	-5	-2%	8
Farming, Fishing, and Forestry Occupations	200	-20	-9%	-13	-6%	-22	-11%	6
Legal Occupations	143	-12	-8%	-4	-3%	1	1%	4

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Industry and Occupation Connections

The connection between top occupations and key industries is summarized in the following table. Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends targeting these top occupations and industries in Mercer County and supporting education programs that provide talents for these growing fields.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> Colleges, Universities, and Professional Schools Offices of Physicians General Medical and Surgical Hospitals Education and Hospitals (Local Government)
Sales and Related Occupations	<ul style="list-style-type: none"> Clothing Stores
Food Preparation and Serving Related Occupations	<ul style="list-style-type: none"> Restaurants and Other Eating Places Education and Hospitals (Local Government)
Healthcare Practitioners and Technical Occupations	<ul style="list-style-type: none"> General Medical and Surgical Hospitals Offices of Physicians
Education, Training, and Library Occupations	<ul style="list-style-type: none"> Education and Hospitals (Local Government) Colleges, Universities, and Professional Schools Local Government, Excluding Education and Hospitals

The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Mercer County.⁸⁹ Median hourly earnings for these occupations in Mercer County range from \$12.08 at the low end for Laborers and Material Movers, Hand to \$24.40 at the high end for Sales Representatives, Wholesale and Manufacturing.

Top Occupations in Manufacturing based on Employment Levels

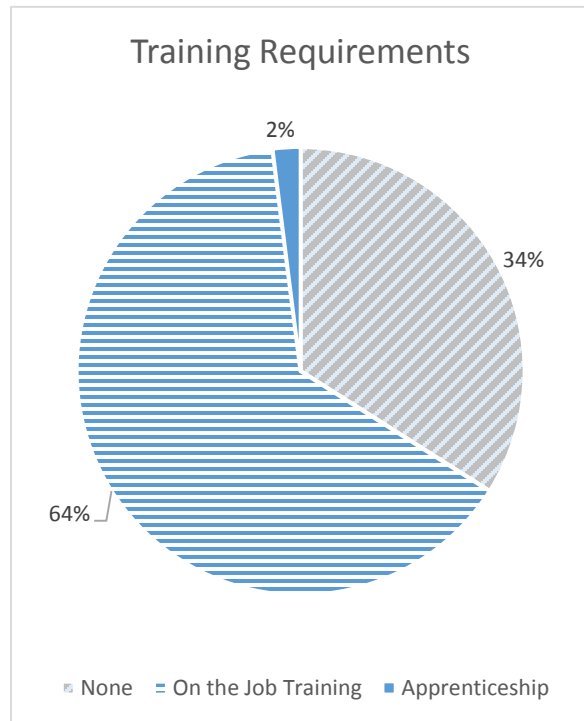
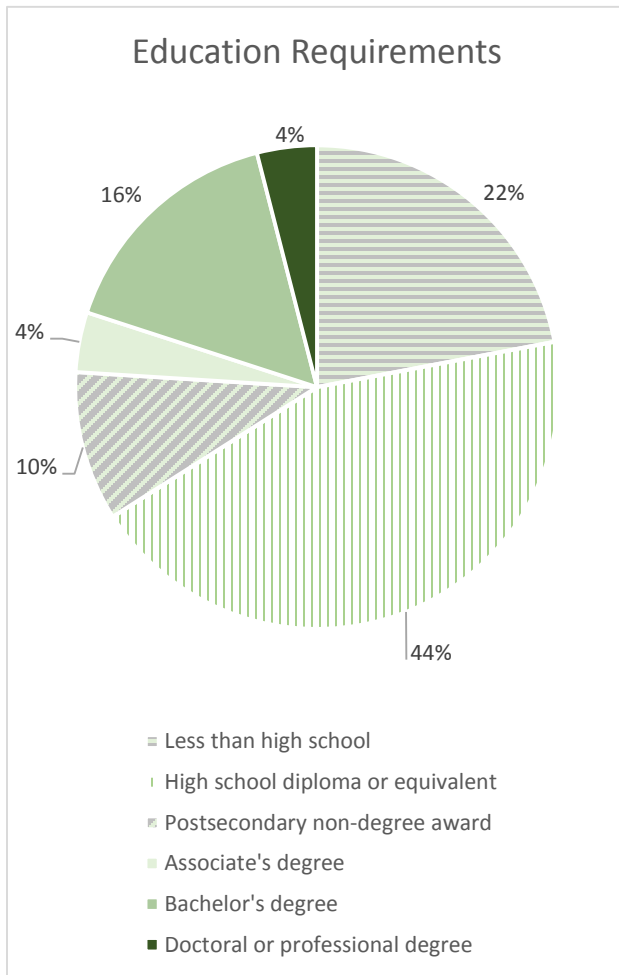
Occupation	2014 Employment	Median Hourly Earnings
Miscellaneous Assemblers and Fabricators	726	\$15.06
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	643	\$16.33
Machinists	468	\$18.03
Miscellaneous Production Workers	398	\$13.90
Forming Machine Setters, Operators, and Tenders, Metal and Plastic	309	\$17.45
Welding, Soldering, and Brazing Workers	302	\$16.86
Laborers and Material Movers, Hand	299	\$12.08
Maintenance and Repair Workers, General	237	\$16.68
First-Line Supervisors of Production and Operating Workers	231	\$23.63
Sales Representatives, Wholesale and Manufacturing	201	\$24.40

⁸⁹ Occupations are by four-digit SOC code.

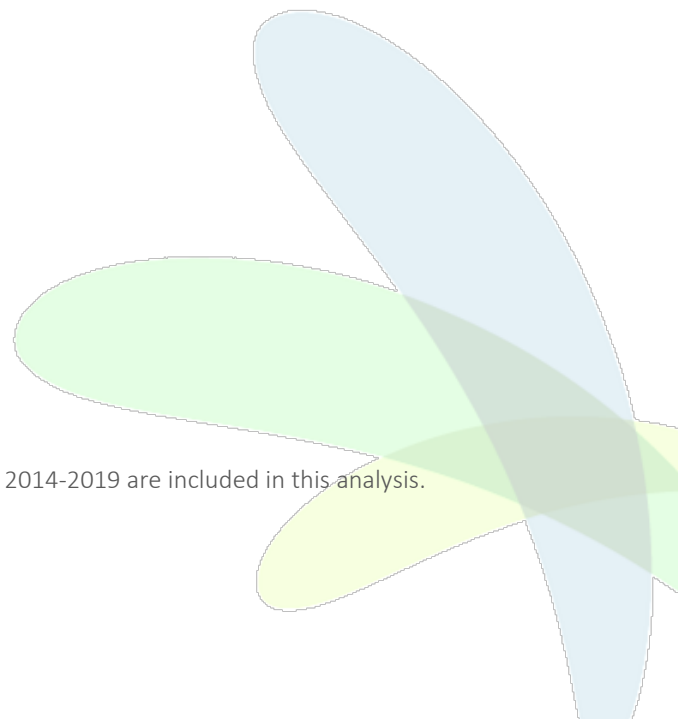
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Education and Skills for High Demand Jobs

Among high-demand jobs in Mercer County, almost half require a high school diploma or equivalent.⁹⁰ About one-fifth of these high-demand jobs require a Bachelor’s Degree or above, and just over one-fifth are low-skill positions that require less than high school education. Over 60 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high-demand jobs to support the region’s workforce needs and opportunities.



⁹⁰ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with five-digit SOC code. EMSI Analyst 2014.



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Human Capital

About 53,570 workers participate in the Mercer County labor force. The labor participation rate for population over 16 years old is 57.2 percent, which is among the lowest in this region. Of these labor force, 50,581 are employed, and 2,989 are unemployed. The unemployment rate for Mercer County is 5.6 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Over the last 20 years, employment in Mercer County was at its highest in July 1999 and lowest in February 2010.

EMPLOYMENT, 1994-2014⁹¹

Peak	October 1998 57,270	+13.2% (compared to Sept, 2014)
Trough	March 2010 46,830	-8.0% (compared to Sept, 2014)
Sept 2014	50,581	4.8% Current unemployment

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

The labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging

of the baby-boom generation. In 2000, baby boomers were the heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. It is worth mentioning that the participation rate of older workers has been increasing in the past 10 years, but it is still significantly lower than those of the middle-age groups.

The older-worker population (55 years and older) in Mercer County is estimated to be 15,765 in 2014.⁹² These older workers are expected to retire in the next 10 years. The aging workforce calls for sustainable planning for workforce development in Mercer County.

⁹¹ U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

⁹² The older-worker population (55 years and older) in Erie County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.



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Input Sessions

Education providers in Mercer County pursue several avenues when creating or updating curriculum: advisory committees, asking employers to write the curriculum for phlebotomy and medical coding, researching demographics for in-demand fields, and comparing course offerings with other nearby educational providers. Because of time restraints, the career and technical center has a limited amount of time to teach math. The county career and technical center recently built an updated industrial lab with federal funds, and has competency-based certifications and validation assessments included in its curriculum (OSHA 10, WorkKeys®, NIMS, etc.). However, input session members noted that many regional manufacturing organizations do not value certifications, while healthcare organizations rely on proper certifications.

Area employers often need a specific skill, and no matter the type of training a student receives at an educational provider, the student will need company-specific training. Employers need to be realistic when hiring and understand that company-specific training is often necessary. Many organizations do not have the necessary succession planning that they should have in place, as many employees will retire in the next five to 10 years.

Resources that are helpful in the community include: CareerLink resources, area universities, area trade schools, and the county career and technical center.

HIGHLIGHTED IN-DEMAND OCCUPATIONS

Machinists	Occupational Therapy Assistants
Retail Clerks	Skilled Trade Techs
Phlebotomists	Construction Project Managers
Welders	Home Health Aides
Medical Coding Techs	

HIGHLIGHTED IN-DEMAND SKILLS

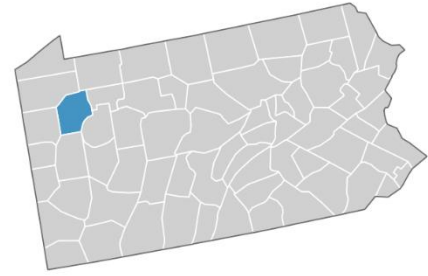
Customer Service	Information Literacy
Accurate Measurements	Research Skills
Generational Awareness	Math Concepts/Basic Accounting
Leadership	Foundational Skills/Learning Skills
Teamwork	Soft Skills
Proper Tool Use	

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Venango

Executive Summary

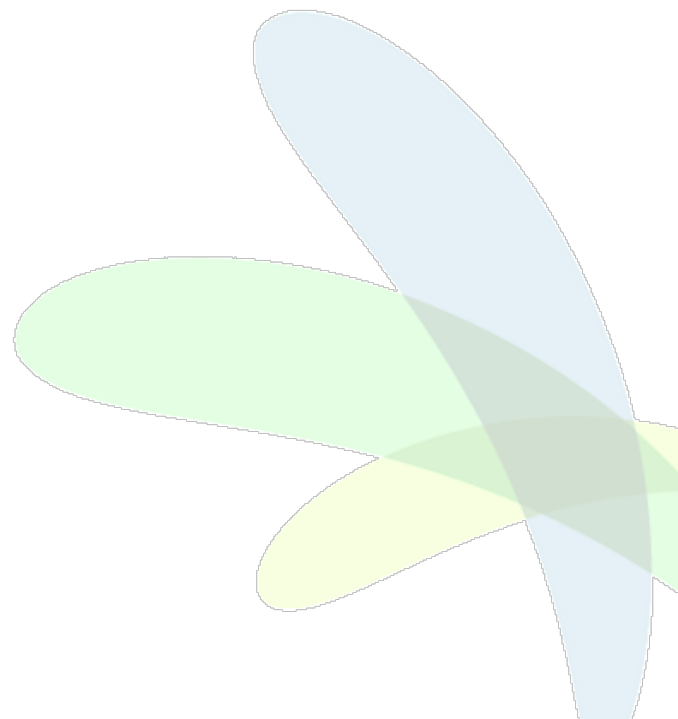
Venango County's population is just over 53,500, making it the third-largest county by population in the Northwest Pennsylvania region. The county's population has been aging, with the population of individuals between 55 and 64 years old growing by 25 percent in the past 10 years. The region has little racial diversity, with over 96 percent of individuals identifying as White.



Over 25,000 workers participate in the Venango County labor force. Of these, about 23,800 are employed, giving the county an unemployment rate of 4.8 percent. Venango's median income from 2008 to 2012 was just over \$41,800. This is the third-lowest median income in the region, with the county also having the third-highest poverty rate at 16.3 percent. Venango County sent slightly more workers out of the county than in 2011.

The largest broad industry sectors in Venango County are Manufacturing, Government, and Health Care and Social Assistance. Encouragingly, Manufacturing has grown since 2004. On the other hand, while experiencing growth from 2004-2009, Health Care and Social Assistance has since experienced job loss. Within these broad categories, the largest industries are Agriculture, Construction, and Mining Machinery Manufacturing; Restaurants and Other Eating Places; and Education and Hospitals (Local Government).

The top occupations in the region are Office and Administrative Support Occupations, Production Occupations, and Sales and Related Occupations. Of these, Production Occupations are expected to experience the most growth, adding over 100 jobs in the next five years. However, all occupations are projected to have high annual openings. This is likely due to older employees retiring out of the workforce.



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Demographics

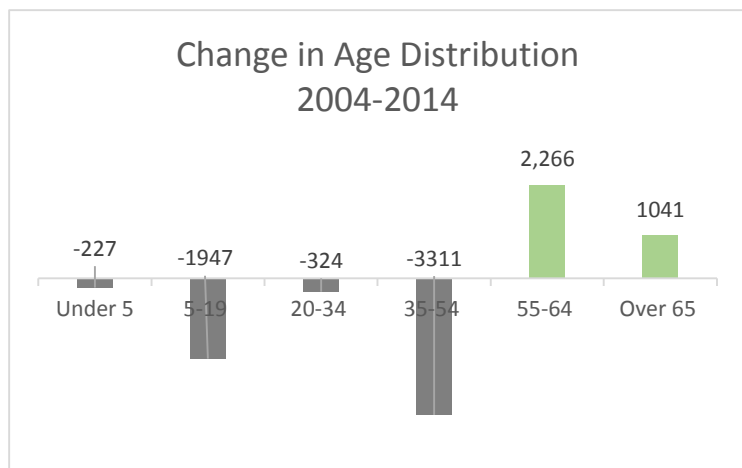
The population in Venango County shrank from 56,197 to 53,695 over the past 10 years.⁹³ The decline of 4.6 percent is in contrast to the state growth rate of four percent, and the national rate of nine percent over that same time period. The population is projected to shrink over the next five years but at a slower rate than the past 10 years.

Like many of the counties in Northwest Pennsylvania, Venango County has a rapidly aging population. The aging of the boomers is apparent when looking at data from the past 10 years, with a remarkable percentage of the 35-54 year old population aging into the 55-64 population. This trend will only continue over the next five years, with a marked increase in individuals at or over the age of 65 years old.

Regarding race, Venango County is a rather homogenous county, with over 96 percent of individuals identifying as White. However, minority populations in the county are growing, with individuals identifying as Hispanic⁹⁴, Asian, or with “Two or More Races” growing by at least 39 percent each over the past 10 years.

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
		Change	%	Change	%
Under 5	2,842	-227	-8%	61	2%
5-19	9,328	-1,947	-21%	-186	-2%
20-34	8,359	-324	-4%	-580	-7%
35-54	13,697	-3,311	-24%	-1,258	-10%
55-64	8,938	2,266	25%	24	0%
Over 65	10,531	1041	10%	1143	10%



Race Distribution

Race	2014 Population	Change, 2004-2014	
		Change	%
White	51,551	-2,990	-5%
Hispanic	610	240	39%
Two or More Races	603	196	48%
Black	585	-32	-5%
Asian	240	84	54%
American Indian or Alaskan Native	94	-2	-2%
Native Hawaiian or Pacific Islander	13	3	30%

⁹³ EMSI Analyst 2014.

⁹⁴ The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander

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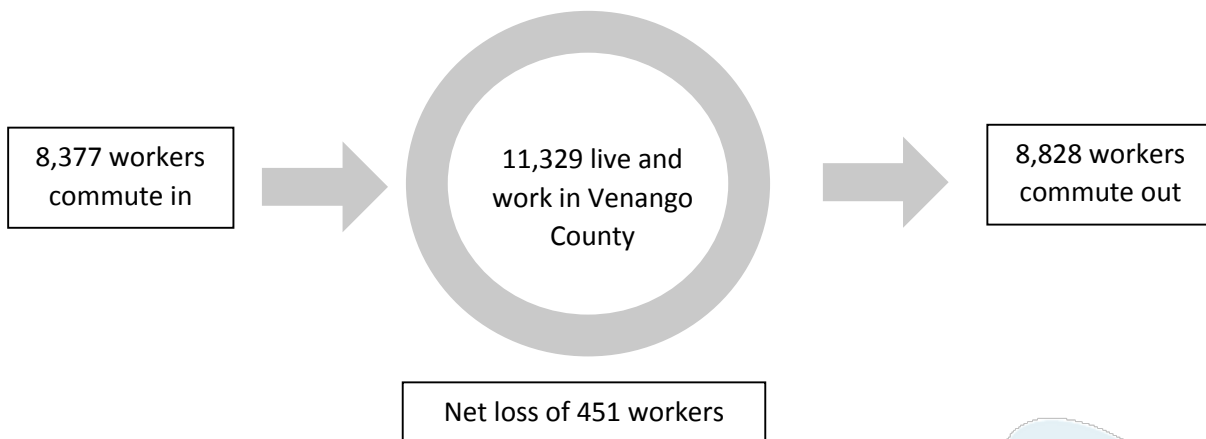
Income

Venango County's median income from 2008 to 2012 was \$41,184, putting it behind the average Pennsylvania income. More troubling, the poverty rate was higher than Pennsylvania and the nation.⁹⁵

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Venango	\$41,814	16.3%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With almost 8,400 workers commuting in and more than 8,800 commuting out, Venango County has a balanced flow of workers.⁹⁶ The county receives the most commuters from Crawford (1,270 workers, 6.4 percent of county workers), Mercer (935, 4.7 percent) and Clarion (894, 4.5 percent) counties, and sends the most workers to Crawford (1,707, 8.5 percent), Allegheny (1,108, 5.5 percent) and Mercer (910, 4.5 percent) counties. Over 19,000 workers are employed in Venango County, including about 11,300 who both live and work in the county, and about 8,400 who commute in from other counties.



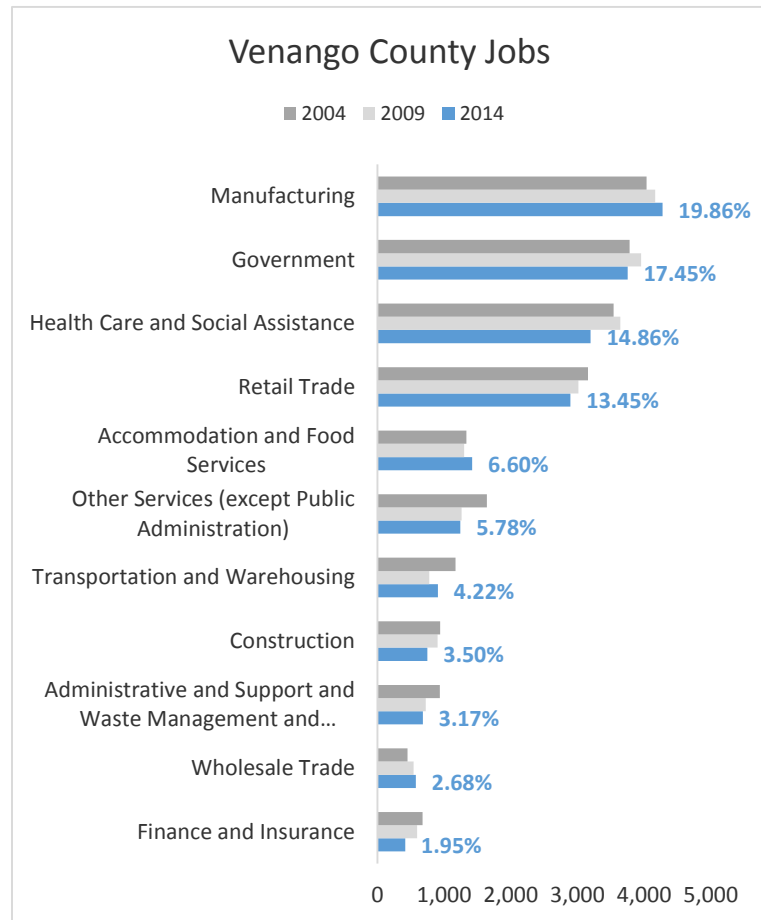
⁹⁵ U.S. Census Bureau 2008-2012

⁹⁶ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in Venango County employing the most workers are Manufacturing (4,278, 19.9 percent), Government (4,278, 17.5 percent), Health Care and Social Assistance (3,200, 14.9 percent), Retail Trade (2,898, 13.5 percent), and Accommodation and Food Services (1,422, 6.6 percent).⁹⁷ The largest sector, Manufacturing, has been growing over the past 10 years, which suggests a potential for future growth. This also stands out because the other three biggest industries have all shrunk since 2009.



⁹⁷ These industries are by two-digit NAICS code. EMSI Analyst 2014.

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Key Industry Analysis

Drilling a bit deeper, the tables below show the top ten largest industries by employment in Venango County.⁹⁸ Among these key industries, Offices of Physicians is projected to have the highest growth over the next five years, followed by Iron and Steel Mills and Ferroalloy Manufacturing.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Agriculture, Construction, and Mining Machinery Manufacturing	1,246	227	22%	54	5%	-28	-2%
Restaurants and Other Eating Places	1,140	89	8%	134	13%	0	0%
Education and Hospitals (Local Government)	1,083	-96	-8%	-61	-5%	-31	-3%
State Government, Excluding Education and Hospitals	914	-654	-42%	-44	-5%	-19	-2%
Local Government, Excluding Education and Hospitals	759	33	5%	14	2%	-27	-4%
Education and Hospitals (State Government)	743	743	--	-100	-12%	-20	-3%
General Medical and Surgical Hospitals	545	-317	-37%	-211	-28%	-150	-28%
Other General Merchandise Stores	473	-10	-2%	-15	-3%	-17	-4%
Offices of Physicians	447	-15	-3%	-42	-9%	11	2%
Iron and Steel Mills and Ferroalloy Manufacturing	425	101	31%	53	14%	6	1%

Among these top occupations, average earnings vary widely, from just above \$13,000 a year for Restaurants and Other Eating Places, to over \$77,000 a year for Offices of Physicians.

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
Agriculture, Construction, and Mining Machinery Manufacturing	1,246	\$76,037	4
Restaurants and Other Eating Places	1,140	\$13,258	73
Education and Hospitals (Local Government)	1,083	\$64,241	26
State Government, Excluding Education and Hospitals	914	\$68,409	23
Local Government, Excluding Education and Hospitals	759	\$48,105	37
Education and Hospitals (State Government)	743	\$62,162	1
General Medical and Surgical Hospitals	545	\$49,958	1
Other General Merchandise Stores	473	\$26,435	12
Offices of Physicians	447	\$77,936	38
Iron and Steel Mills and Ferroalloy Manufacturing	425	\$66,290	4

⁹⁸ These industries are by four-digit NAICS code.

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Occupation Analysis

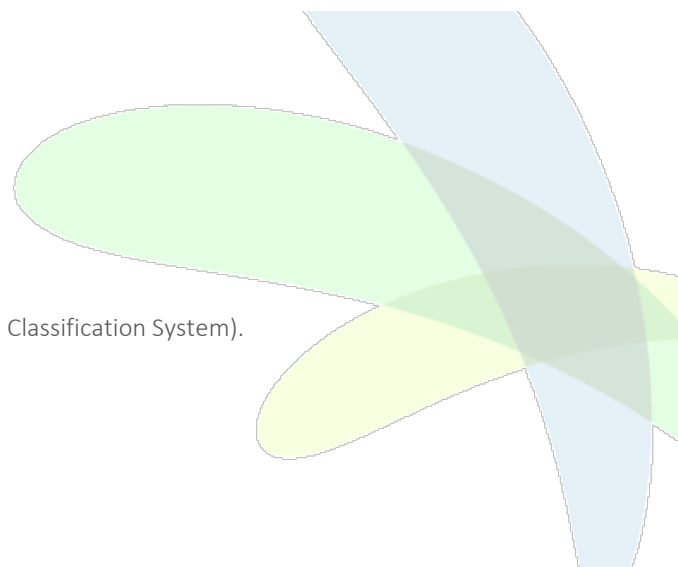
Analyzing the top occupations in an area helps provide a better picture of a local community, including the types of work most individuals do, as well as the skills required from the local labor force. The county's top occupations include Office and Administrative Support Occupations, Production Occupations, and Sales and Related Occupations.⁹⁹ Notably, over half of the top 10 occupations provide higher median earnings than the median for all occupations in Venango County (\$15.97/hour).¹⁰⁰

Venango's Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	3,195	14.83%	\$12.45
Production Occupations	2,654	12.32%	\$16.53
Sales and Related Occupations	2,417	11.22%	\$11.96
Food Preparation and Serving Related Occupations	1,696	7.87%	\$8.85
Transportation and Material Moving Occupations	1,676	7.78%	\$13.30
Education, Training, and Library Occupations	1,249	5.80%	\$21.62
Healthcare Practitioners and Technical Occupations	1,075	4.99%	\$29.46
Installation, Maintenance, and Repair Occupations	1,032	4.79%	\$16.63
Construction and Extraction Occupations	891	4.13%	\$16.16
Management Occupations	781	3.62%	\$32.00
Personal Care and Service Occupations	748	3.47%	\$9.41
Healthcare Support Occupations	668	3.10%	\$11.16
Business and Financial Operations Occupations	662	3.07%	\$22.15
Community and Social Service Occupations	617	2.86%	\$16.15
Building and Grounds Cleaning and Maintenance Occupations	614	2.85%	\$9.73
Protective Service Occupations	475	2.21%	\$20.70
Architecture and Engineering Occupations	318	1.48%	\$27.06
Arts, Design, Entertainment, Sports, and Media Occupations	228	1.06%	\$13.85
Computer and Mathematical Occupations	163	0.76%	\$23.80
Military Occupations	136	0.63%	\$20.74
Life, Physical, and Social Science Occupations	97	0.45%	\$25.42
Legal Occupations	89	0.41%	\$22.38
Farming, Fishing, and Forestry Occupations	59	0.27%	\$13.03

⁹⁹ These occupations are by two-digit SOC code (Standard Occupational Classification System).

¹⁰⁰ EMSI Analyst 2014.



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Employment Growth

Tracking job growth is key as well, with the table on the next page showing job growth by occupation.¹⁰¹ Five occupations on the list (**bolded**) are the top five occupations that are most often required to staff companies within key industries in Venango County. The key industries that have high demand for each top occupation are shown in the table on the next page. Notably, one of these top five key-industry-required occupations is projected to grow in the next five years, with Production Occupations expected to undergo five percent growth. While only one of the other top seven occupations is expected to grow in the next five years, these other industries still have a large number of annual openings. This is likely because of the retirement of the older worker population in these industries as well as employee turnover. Further analysis is needed to identify the demographic distribution of workers in these industries and the potential demand of talents. Although there won't necessarily be new jobs, employers in these industries may face a deficit of qualified workers to replace the current aging workforce.

¹⁰¹ These occupations are by two-digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	3,195	-410	-11%	-368	-10%	-50	-2%	130
Production Occupations	2,654	181	7%	132	5%	101	4%	150
Sales and Related Occupations	2,417	-219	-8%	-148	-6%	26	1%	118
Food Preparation and Serving Related Occupations	1,696	-11	-1%	122	8%	-14	-1%	85
Transportation and Material Moving Occupations	1,676	-210	-11%	78	5%	-30	-2%	76
Education, Training, and Library Occupations	1,249	127	11%	-24	-2%	-17	-1%	70
Healthcare Practitioners and Technical Occupations	1,075	-164	-13%	-124	-10%	-39	-4%	49
Installation, Maintenance, and Repair Occupations	1,032	62	6%	43	4%	48	5%	49
Construction and Extraction Occupations	891	-101	-10%	-57	-6%	6	1%	39
Management Occupations	781	-109	-12%	-77	-9%	-6	-1%	37
Personal Care and Service Occupations	748	-196	-21%	-87	-10%	-43	-6%	47
Healthcare Support Occupations	668	-7	-1%	-64	-9%	4	1%	29
Business and Financial Operations Occupations	662	-92	-12%	-49	-7%	7	1%	26
Community and Social Service Occupations	617	-125	-17%	-87	-12%	-24	-4%	28
Building and Grounds Cleaning and Maintenance Occupations	614	-96	-14%	-18	-3%	-38	-6%	30
Protective Service Occupations	475	-143	-23%	-6	-1%	-11	-2%	19
Architecture and Engineering Occupations	318	-6	-2%	7	2%	20	6%	19
Arts, Design, Entertainment, Sports, and Media Occupations	228	-40	-15%	-12	-5%	3	1%	15
Computer and Mathematical Occupations	163	-45	-22%	-16	-9%	5	3%	7
Military Occupations	136	-35	-20%	-8	-6%	1	1%	4
Life, Physical, and Social Science Occupations	97	-10	-9%	-5	-5%	1	1%	7
Legal Occupations	89	-17	-16%	-2	-2%	0	0%	3
Farming, Fishing, and Forestry Occupations	59	-72	-55%	-21	-26%	-16	-27%	7

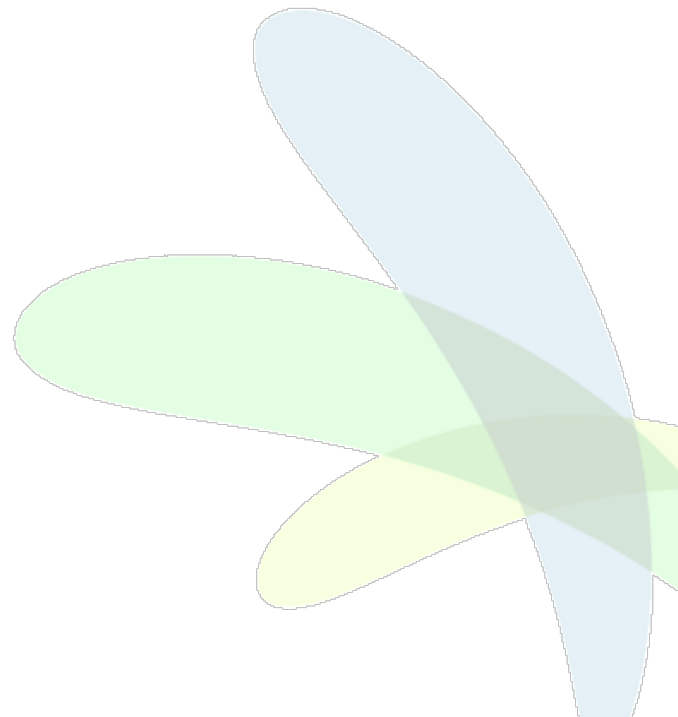
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Industry and Occupation Connections

The connection between top occupations and key industries are summarized in the following table. Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends to target these top occupations and industries in Venango County and support education programs that provide talents for these growing points.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> • Education and Hospitals (State Government) • State Government, Excluding Education and Hospitals • Local Government, Excluding Education and Hospitals • Offices of Physicians • Agriculture, Construction, and Mining Machinery Manufacturing • Other General Merchandise
Production Occupations	<ul style="list-style-type: none"> • Agriculture, Construction, and Mining Machinery Manufacturing • Iron and Steel Mills and Ferroalloy Manufacturing
Food Preparation and Serving Related Occupations	<ul style="list-style-type: none"> • Restaurants and Other Eating Places
Education, Training, and Library Occupations	<ul style="list-style-type: none"> • Education and Hospitals (Local Government) • Education and Hospitals (State Government) • Local Government, Excluding Education and Hospitals • State Government, Excluding Education and Hospitals
Healthcare Practitioners and Technical Occupations	<ul style="list-style-type: none"> • General Medical and Surgical Hospitals • Offices of Physicians • State Government, Excluding Education and Hospitals



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The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Venango County.¹⁰² Median hourly earnings for these occupations in Venango range from \$11.10 at the low end for Miscellaneous Assemblers and Fabricators to \$26.20 at the high end for First-Line Supervisors of Production and Operating Workers.

Top Occupations in Manufacturing based on Employment Levels

Occupation	2014 Employment	Median Hourly Earnings
Miscellaneous Assemblers and Fabricators	283	\$15.16
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	225	\$18.38
Welding, Soldering, and Brazing Workers	219	\$17.38
Machinists	210	\$18.13
Electrical, Electronics, and Electromechanical Assemblers	205	\$11.83
Laborers and Material Movers, Hand	151	\$9.87
First-Line Supervisors of Production and Operating Workers	150	\$24.10
Inspectors, Testers, Sorters, Samplers, and Weighers	139	\$15.36
Industrial Machinery Installation, Repair, and Maintenance Workers	132	\$20.49
Computer Control Programmers and Operators	124	\$17.38

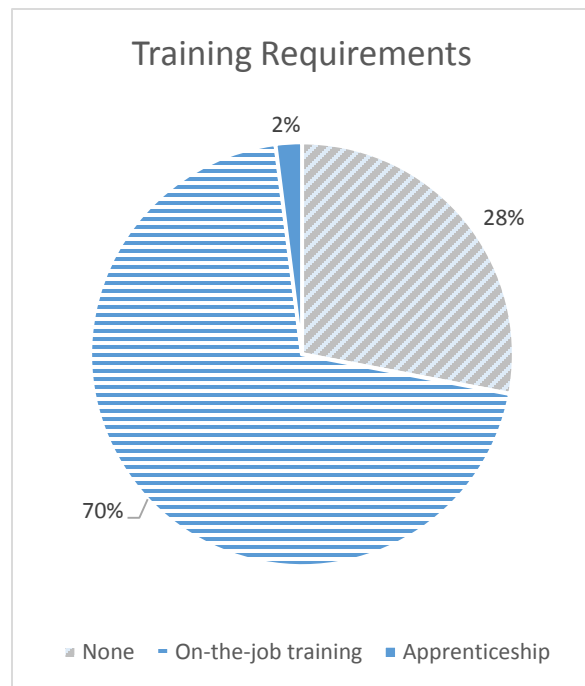
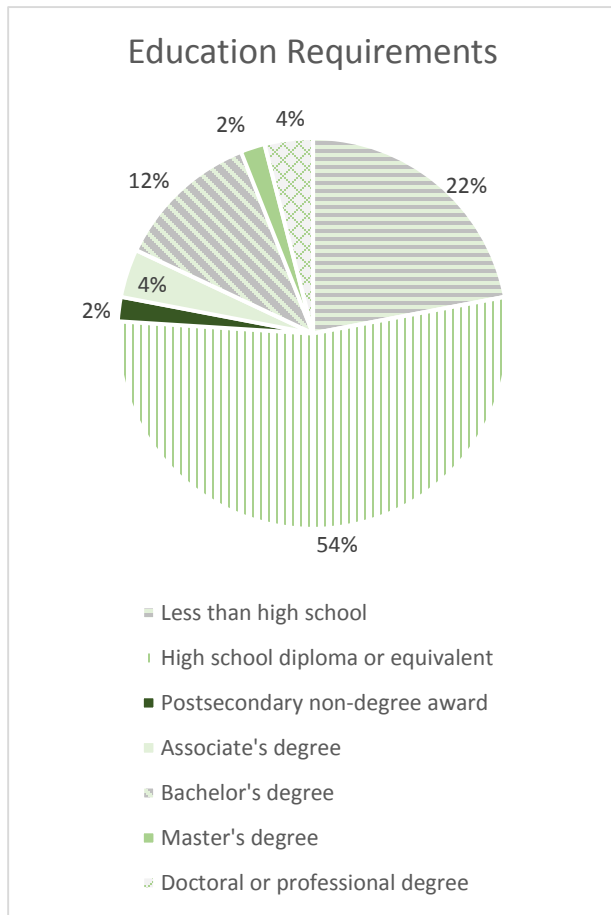
¹⁰² Occupations are by four-digit SOC code.



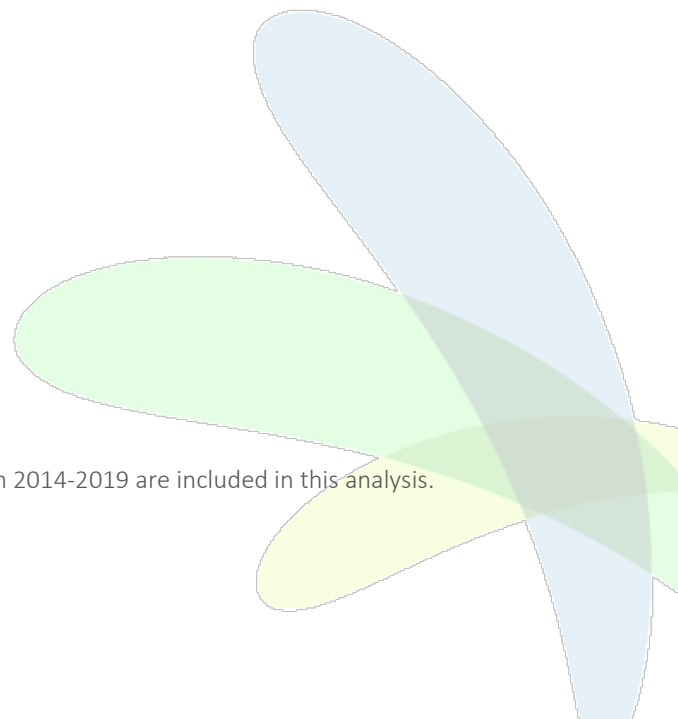
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Education and Skills for High Demand Jobs

Among high-demand jobs in Venango County, almost half require a high school diploma or equivalent.¹⁰³ More than one-quarter of these high-demand jobs require a Bachelor's Degree or above and only 20 percent of these jobs are low-skill positions that require less than high school education. Over 70 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high-demand jobs to support the region's workforce needs and opportunities.



¹⁰³ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with five-digit SOC code. EMSI Analyst 2014.



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Human Capital

About 25,029 workers participate in the Venango County labor force. The labor participation rate for population over 16 years old is 59.4 percent, which is the second-highest in this region, just lower than the rate in Erie (62.3 percent). Of these labor force, 23,824 are employed, and 1,205 are unemployed. The unemployment rate for Venango County is 4.8 percent, which is lower than the rate

for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Over the last 20 years, employment in Venango County was at its highest in August 2000 and lowest in April 1994.

EMPLOYMENT, 1994-2014¹⁰⁴

Peak	August 2000 25,820	+8.4% (compared to Sept, 2014)
Trough	April 1994 22,983	-3.5% (compared to Sept, 2014)
Sept 2014	23,824	4.8% Current unemployment

The labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boomer generation. In 2000, baby boomers were the heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. The participation rate of older workers has been increasing in the past 10 years, but it is still significantly

lower than those of the middle-age groups.

The older-worker population (55 years and older) in Venango County is estimated to be 7,768 in 2014.¹⁰⁵ These older workers are expected to retire in the next 10 years. The aging workforce calls for sustainable planning for workforce development in Venango County.

¹⁰⁴ U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

¹⁰⁵ The older-worker population (55 years and older) in Venango County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

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Input Sessions

Venango County community members noted that there have been recent challenges at the Workforce Investment Board (WIB), and this has left a gap in collaborating with industry, education, and workforce. However, the group noted that small steps can be made independently without WIB assistance (internal employer training programs, focus groups, action teams, etc.).

A negative perception exists among parents and students regarding careers in manufacturing and vocational training. The idea persists among parents and students that they must pursue a four-year college degree in order to be successful. The region also struggles with generational poverty and non-competitive wages to nearby regions.

Education providers obtain feedback on curriculum via advisory committees. The community members indicated that even though the advisory committees are held, they don't see big changes from their suggestions. Lacking in student skill sets are general math skills, accurate measurement identification, soft skills, and work ethic. Area high schools and universities offer mock interviews, but more work needs to be completed to help individuals communicate effectively and appropriately in the workplace. Current job-shadowing programs help students obtain a realistic viewpoint of manufacturing and healthcare occupations.

Resources that are helpful in the community include: School Counts Program, PA CareerLink resources (including online remediation), HR Groups, High School Industry Clubs, and job shadowing.

HIGHLIGHTED IN-DEMAND OCCUPATIONS

Machinists	Home Health Aides
Maintenance Technician	PLC Technicians
Electrical Technician/Engineer	Electronic Technicians
Welders/Pipefitters	Registered Nurses
Physician Assistants	Patient Care Technicians
Nurse Practitioners	Electronic Medical Records Technician

HIGHLIGHTED IN-DEMAND SKILLS

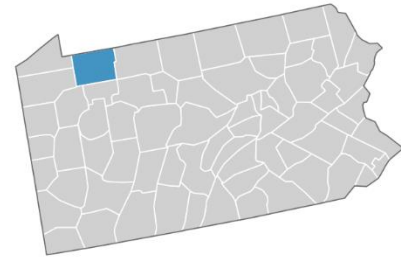
Soft Skills	General Math
Accurate Measurements	Work Ethic (dignity and respect to patients)
Problem Solving Skills	

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Warren

Executive Summary

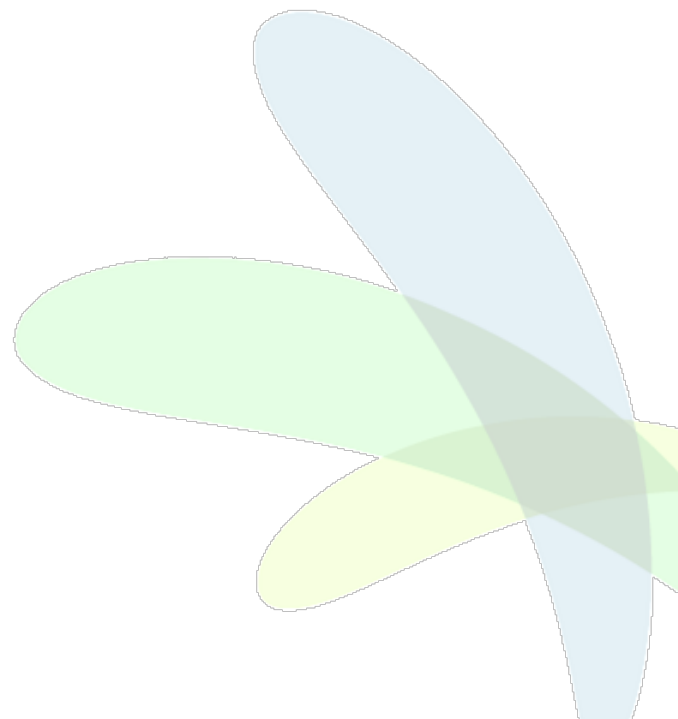
Warren County has a population of just over 40,500, making it the third-smallest county in front of Clarion and Forest counties. The county's population is aging, with the 55 to 64 year old population increasing 19 percent in the last 10 years and the 65 and over population projected to grow by nine percent over the next five years. While the county is racially very homogenous – 97 percent of individuals identify as White – minority populations have been growing, with the Hispanic population growing from just under 230 in 2004 to almost 400 in 2014.



Almost 21,000 workers participate in the Warren County labor force. Of these, just over 20,000 are employed, leaving the County with an unemployment rate of 4.2 percent. The County's median income from 2008 to 2012 was just above \$43,000. While this is the fourth-highest throughout the region, Warren County has the lowest poverty rate in the region at 12.0 percent. Warren County is a net exporter of workers, with 12,400 individuals commuting out with under 4,000 coming in to the County to work.

The largest broad industry sectors in Warren County are Manufacturing, Retail Trade, and Transportation and Warehousing. Both Manufacturing and Retail Trade lost a significant number of employees between 2004 and 2009 but have begun to rebound since 2009. Within these broad categories, the largest industries are Warehousing and Storage, Education and Hospitals (Local Government), and Depository Credit Intermediation. Among these, Warehousing and Storage has the highest projected growth and should add 170 jobs to the County over the next five years.

The top occupations in the region are Office and Administrative Support Occupations, Transportation and Material Moving Occupations, and Sales and Related Occupations. More specifically, the Transportation and Material Moving Occupations is projected to add over 110 jobs. However, all occupations are projected to have high annual openings. This is likely due to older employees retiring out of the workforce.



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Demographics

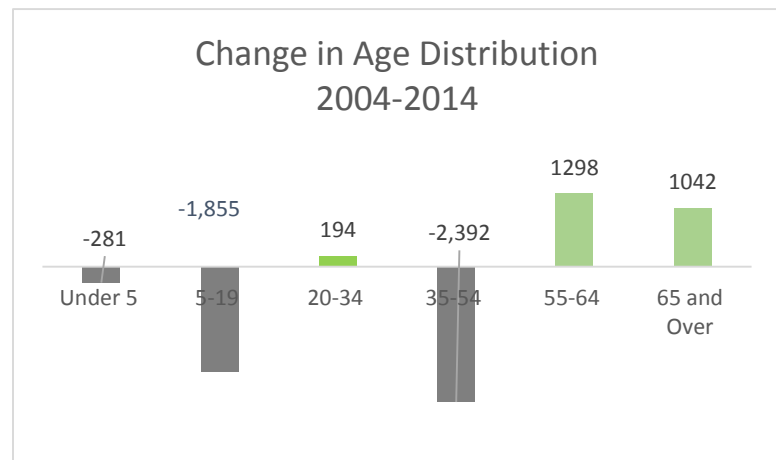
The population in Warren County shrank from 42,667 to 40,674 over the past 10 years.¹⁰⁶ The decline of 4.9 percent is in contrast to the state growth rate of four percent, and the national rate of nine percent. The population is projected to decrease by about 1.6 percent over the next five years.

Like many of the counties in Northwest Pennsylvania, Warren County has a rapidly aging population. The aging of the boomers is apparent when looking at data from the past 10 years, with a remarkable percentage of the 35-54 year old population aging into the 55-64 population. This trend will only continue over the next five years, with a marked increase in individuals at or over the age of 65 years old.

Regarding race, Warren County is a rather homogenous county, with over 97 percent of individuals identifying as White. However, minority populations in the county are growing, with individuals identifying as Hispanic¹⁰⁷, Black, or Two or More Races” growing over 40 percent each in the past 10 years.

Age Distribution

Age	2014 Population	Change, 2004-2014		Change, 2014-2019	
		Change	%	Change	%
Under 5	1,974	-281	-14%	37	2%
5-19	6,698	-1,855	-28%	-249	-4%
20-34	6,299	194	3%	-371	-6%
35-54	10,577	-2,392	-23%	-976	-10%
55-64	6,760	1,298	19%	94	1%
65 and Over	8,365	1,042	12%	836	9%

Change in Age Distribution
2004-2014

Race Distribution

Race	2014 Population	Change, 2004-2014	
		Change	%
White	39,485	-2,403	-6%
Hispanic	399	180	45%
Two or More Races	329	103	46%
Black	185	87	89%
Asian	169	34	25%
American Indian or Alaskan Native	93	4	4%
Native Hawaiian or Pacific Islander	13	1	8%

¹⁰⁶ EMSI Analyst 2014.

¹⁰⁷ The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander

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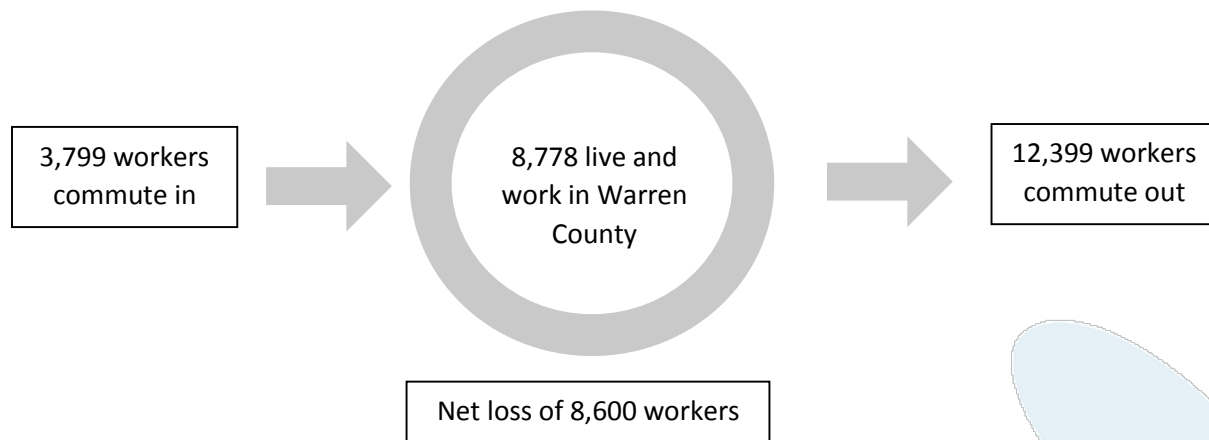
Income

Warren County's median income from 2008 to 2012 was \$43,108 putting it fourth-highest behind Erie, Lawrence, and Mercer Counties. However, as can be seen in the chart below, Warren County's poverty rate was lower than that of the state and the nation, and was lowest of all eight counties.¹⁰⁸

	MEDIAN HOUSEHOLD INCOME ('08-'12)	POVERTY RATE
Warren	\$43,108	12.0%
Pennsylvania	\$52,267	13.1%
U.S.	\$53,046	14.9%

Commuting Pattern and Labor Force Availability

With just under 3,800 workers commuting in, and about 12,400 commuting out, Warren County is a net exporter of workers.¹⁰⁹ The county receives the most commuters from Erie (555, 4.4 percent), Chautauqua (539, 4.3 percent) and Venango (448, 3.6 percent) counties, and sends the most workers to Erie (2,437, 11.5 percent), Allegheny (1,600, 7.6 percent) and Chautauqua (1,328, 6.3 percent) counties. Over 12,500 workers are employed in Warren County, including about 8,800 workers who live and work in the county, and about 3,800 who commute in from other counties.



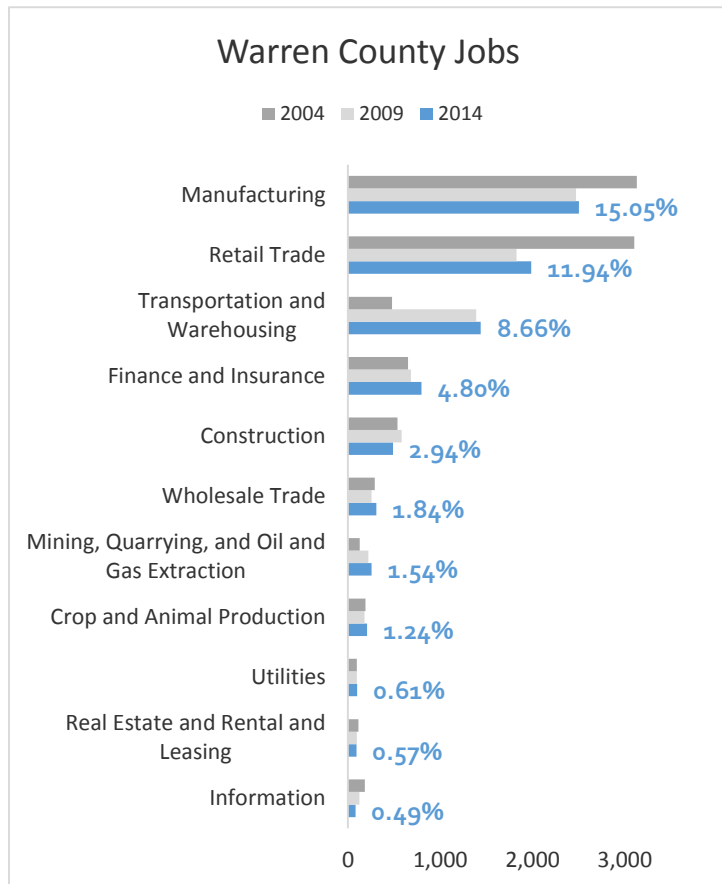
¹⁰⁸ U.S. Census Bureau 2008-2012

¹⁰⁹ U.S. Census Bureau, OnTheMap, 2012 (most recently available). <http://onthemap.ces.census.gov/>

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Industry Analysis

The broad industry sectors in Warren County employing the most workers are Manufacturing (2,505, 15.1 percent), Retail Trade (1,987, 11.9 percent), Transportation and Warehousing (1,441, 8.7 percent), Finance and Insurance (798, 4.8 percent), and Construction (489, 2.9 percent).¹¹⁰ The top two industries, Manufacturing and Retail Trade, both suffered between 2004 and 2009, but began growing again between 2009 and 2014. Transportation and Warehousing; Finance and Insurance; and Mining, Quarrying, and Oil and Gas Extraction experienced growth over the past 10 years.



¹¹⁰ These industries are by two-digit NAICS code. EMSI Analyst 2014.

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Key Industry Analysis

The tables below show the top 10 largest industries by employment in Warren County.¹¹¹ Among these key industries, Management of Companies and Enterprises is projected to have the highest growth over the next five years, followed by Warehousing and Storage, Nursing Care Facilities (Skilled Nursing Facilities), and General Medical and Surgical Hospitals.

Employment in Key Industries

Industry	2014 Jobs	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019	
Warehousing and Storage	895	895	--	-18	-2%	170	19%
Education and Hospitals (Local Government)	743	-227	-23%	-68	-8%	-5	-1%
Restaurants and Other Eating Places	696	91	15%	9	1%	20	3%
Depository Credit Intermediation	695	252	57%	129	23%	53	8%
Management of Companies and Enterprises	683	630	1189%	-267	-28%	211	31%
Individual and Family Services	646	219	51%	-148	-19%	26	4%
Nursing Care Facilities (Skilled Nursing Facilities)	616	18	3%	56	10%	41	7%
General Medical and Surgical Hospitals	550	-7	-3%	-41	-7%	38	7%
Local Government, Excluding Education and Hospitals	499	-57	-10%	-57	-10%	-7	-1%
Forging and Stamping	487	247	103%	96	-16%	23	5%

¹¹¹ These industries are by four-digit NAICS code.



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Among these top occupations, average earnings vary widely, from under \$18,500 a year for Individual and Family Services, to over \$88,500 a year for Management of Companies and Enterprises.

Establishments and Earnings in Key Industries

Industry	2014 Jobs	Average Earning	Establishments
Warehousing and Storage	895	\$26,382	1
Education and Hospitals (Local Government)	743	\$69,318	18
Restaurants and Other Eating Places	696	\$14,384	52
Depository Credit Intermediation	695	\$51,668	21
Management of Companies and Enterprises	683	\$88,570	6
Individual and Family Services	646	\$18,475	253
Nursing Care Facilities (Skilled Nursing Facilities)	616	\$31,518	4
General Medical and Surgical Hospitals	550	\$71,574	1
Local Government, Excluding Education and Hospitals	499	\$47,865	35
Forging and Stamping	487	\$61,486	3



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Occupation Analysis

Analyzing the top occupations in an area helps provide a better picture of a local community, including the types of work most individuals do as well, as the skills required from the local labor force. The county's top occupations include Office and Administrative Support Occupations, Transportation and Material Moving Occupations, and Sales and Related Occupations.¹¹² Notably, seven of the top 10 occupations provide lower median earning compared to the median for all occupations in Warren County (\$17.68/hour) and in the U.S. (\$20.06/hour). The three exceptions are Healthcare Practitioners and Technical Occupations (\$31.08/ hour); Management Occupations (\$34.67); and Education, Training, and Library Occupations (\$21.97/ hour).¹¹³

Warren's Occupation Mix

Occupation	2014 Employment	% of Total Employment	Median Hourly Earning
Office and Administrative Support Occupations	2,757	16.57%	\$13.32
Transportation and Material Moving Occupations	1,622	9.75%	\$12.80
Sales and Related Occupations	1,617	9.71%	\$12.65
Production Occupations	1,598	9.60%	\$15.58
Food Preparation and Serving Related Occupations	1,192	7.16%	\$9.77
Healthcare Practitioners and Technical Occupations	1,090	6.55%	\$31.08
Management Occupations	754	4.53%	\$34.67
Personal Care and Service Occupations	744	4.47%	\$8.87
Education, Training, and Library Occupations	689	4.14%	\$21.97
Healthcare Support Occupations	686	4.12%	\$11.45
Installation, Maintenance, and Repair Occupations	683	4.10%	\$16.92
Business and Financial Operations Occupations	639	3.84%	\$26.10
Construction and Extraction Occupations	618	3.71%	\$16.32
Building and Grounds Cleaning and Maintenance Occupations	452	2.71%	\$10.20
Community and Social Service Occupations	386	2.32%	\$17.21
Protective Service Occupations	267	1.61%	\$18.20
Architecture and Engineering Occupations	192	1.15%	\$26.52
Computer and Mathematical Occupations	162	0.97%	\$28.87
Arts, Design, Entertainment, Sports, and Media Occupations	160	0.96%	\$15.64
Military Occupations	107	0.64%	\$21.57
Farming, Fishing, and Forestry Occupations	100	0.60%	\$12.19
Life, Physical, and Social Science Occupations	74	0.45%	\$25.70
Legal Occupations	54	0.32%	\$23.09

¹¹² These occupations are by two-digit SOC code (Standard Occupational Classification System).

¹¹³ EMSI Analyst 2014.

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Employment Growth

Tracking job growth is key as well, with the table on the next page showing job growth by occupation.¹¹⁴ Five occupations on the list (**bolded**) are the top five occupations that are most often required to staff companies within key industries in Warren County. The key industries that have high demand for each top occupation are shown in the table on the next page. The only occupation that has high employment but is not concentrated in a key industry is Sales and Related Occupations. Notably, four of these key-industry-required occupations are projected to grow in the next five years, including Transportation and Material Moving Occupations (seven percent); Food Preparation and Serving Related Occupations (two percent); Healthcare Practitioners and Technical Occupations (two percent); and Education, Training, and Library Occupations (two percent). These three occupations are projected to add over 240 jobs in Warren County in the next five years.

¹¹⁴ These occupations are by two-digit SOC code.



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Employment and Growth by Occupation

Occupation	2014 Employment	Change, 2004-2014		Change, 2009-2014		Projected Change, 2014-2019		Projected Annual Openings
Office and Administrative Support Occupations	2,757	-273	-9%	83	3%	-16	-1%	83
Transportation and Material Moving Occupations	1,622	464	40%	76	5%	112	7%	65
Sales and Related Occupations	1,617	-109	-6%	-18	-1%	33	2%	64
Production Occupations	1,598	-301	-16%	20	1%	-241	-15%	32
Food Preparation and Serving Related Occupations	1,192	46	4%	-11	-1%	28	2%	50
Healthcare Practitioners and Technical Occupations	1,090	53	5%	34	3%	85	8%	42
Management Occupations	754	28	4%	-22	-3%	35	5%	26
Personal Care and Service Occupations	744	138	23%	-77	-9%	52	7%	26
Education, Training, and Library Occupations	689	-131	-16%	-95	-12%	18	3%	20
Healthcare Support Occupations	686	100	17%	6	1%	49	7%	24
Installation, Maintenance, and Repair Occupations	683	29	4%	12	2%	-7	-1%	19
Business and Financial Operations Occupations	639	-94	-13%	-9	-1%	44	7%	25
Construction and Extraction Occupations	618	-13	-2%	-63	-9%	36	6%	29
Building and Grounds Cleaning and Maintenance Occupations	452	-68	-13%	-11	-2%	17	4%	15
Community and Social Service Occupations	386	2	1%	2	1%	22	6%	15
Protective Service Occupations	267	23	9%	-10	-4%	15	6%	11
Architecture and Engineering Occupations	192	-38	-17%	-21	-10%	-3	-2%	7
Computer and Mathematical Occupations	162	-12	-7%	3	2%	15	9%	6
Arts, Design, Entertainment, Sports, and Media Occupations	160	-42	-21%	3	2%	-1	-1%	5
Military Occupations	107	-22	-17%	-4	-4%	1	1%	3
Farming, Fishing, and Forestry Occupations	100	-20	-17%	-3	-3%	-13	-13%	4
Life, Physical, and Social Science Occupations	74	1	1%	-2	-3%	5	7%	4
Legal Occupations	54	8	17%	-2	-4%	6	11%	2

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Industry and Occupation Connections

The connection between top occupations and key industries are summarized in the following table. Although key industries are highly diversified, they do share some common workforce requirements. TPMA recommends targeting these top occupations and industries in Warren County and supporting education programs that provide talents for these growing points.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Office and Administrative Support Occupations	<ul style="list-style-type: none"> • Depository Credit Intermediation • Warehousing and Storage • Management of Companies and Enterprises • Local Government, Excluding Education and Hospitals • General Medical and Surgical Hospitals
Transportation and Material Moving Occupations	<ul style="list-style-type: none"> • Warehousing and Storage • Forging and Stamping
Food Preparation and Serving Related Occupations	<ul style="list-style-type: none"> • Restaurants and Other Eating Places • Nursing Care Facilities (Skilled Nursing Facilities) • Education and Hospitals (Local Government) • General Medical and Surgical Hospitals
Healthcare Practitioners and Technical Occupations	<ul style="list-style-type: none"> • General Medical and Surgical Hospitals • Nursing Care Facilities (Skilled Nursing Facilities)
Education, Training, and Library Occupations	<ul style="list-style-type: none"> • Education and Hospitals (Local Government) • Local Government, Excluding Education and Hospitals • Individual and Family Services



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The following table displays the top 10 occupations that are most often required to staff companies within manufacturing in Warren County.¹¹⁵ Median hourly earnings for these occupations in Warren range from \$11.10 at the low end for Miscellaneous Assemblers and Fabricators to \$26.20 at the high end for First-Line Supervisors of Production and Operating Workers.

Top Occupations in Manufacturing based on Employment Levels

Occupation	2014 Employment	Median Hourly Earnings
Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic	139	\$16.08
Laborers and Material Movers, Hand	126	\$9.70
Miscellaneous Assemblers and Fabricators	124	\$12.75
First-Line Supervisors of Production and Operating Workers	112	\$21.71
Inspectors, Testers, Sorters, Samplers, and Weighers	94	\$13.58
Forming Machine Setters, Operators, and Tenders, Metal and Plastic	92	\$17.94
Miscellaneous Production Workers	90	\$13.23
Industrial Machinery Installation, Repair, and Maintenance Workers	85	\$20.14
Maintenance and Repair Workers, General	73	\$14.27
Machinists	66	\$16.96

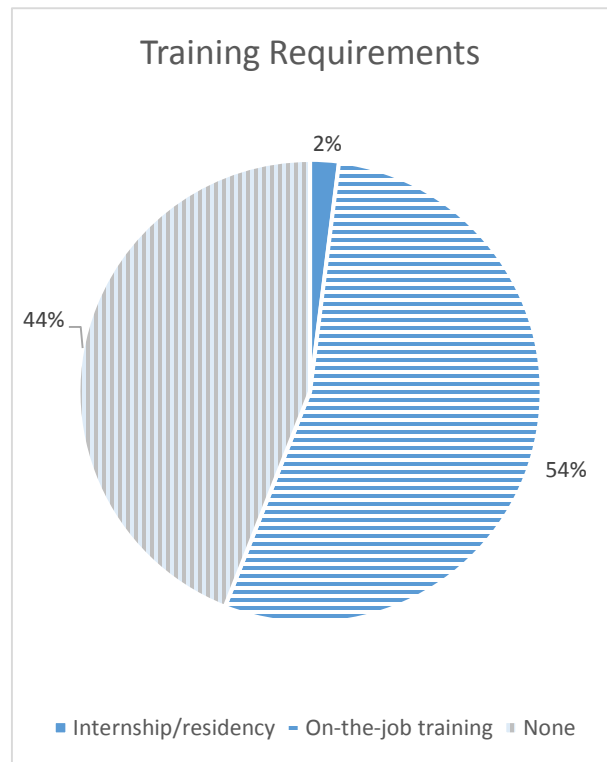
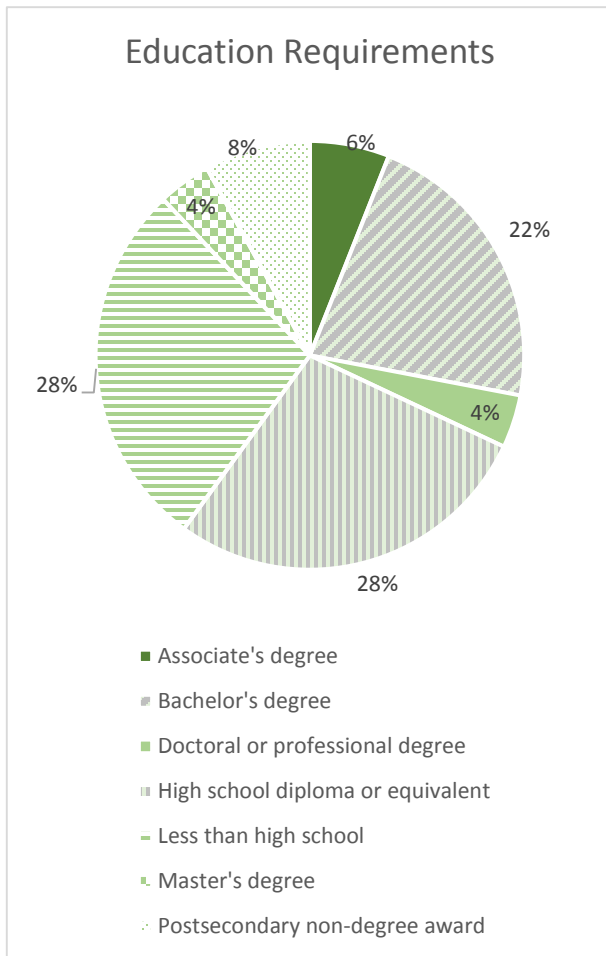
¹¹⁵ Occupations are by four-digit SOC code.



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Education and Skills for High Demand Jobs

Among high-demand jobs in Warren County, almost half require a high school diploma or equivalent.¹¹⁶ More than one-quarter of these high-demand jobs require a Bachelor's Degree or above and only 20 percent of these jobs are low-skill positions that require less than high school education. Over 50 percent of these jobs require some type of training, which is mostly on-the-job training. TPMA recommends targeting the education and training programs most required for high-demand jobs to support the region's workforce needs and opportunities.



¹¹⁶ A total of 50 occupations with the highest projected job growth from 2014-2019 are included in this analysis. These occupations are with five-digit SOC code. EMSI Analyst 2014.

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Human Capital

About 20,889 workers participate in the Warren County labor force. The labor participation rate for population over 16 years old is 59.0 percent, which is the third-highest in this region, after Erie (62.3 percent), and Venango (59.4 percent). Of these labor force, 20,006 are employed, and 883 are unemployed. The unemployment rate for Warren County is 4.2 percent, which is lower than the rate for Pennsylvania (5.8 percent), and the U.S. (5.9 percent). Over the last 20 years, employment in Warren County was at its highest in June 2001 and lowest in February 2010.

EMPLOYMENT, 1994-2014 ¹¹⁷

Peak	June 2001 22,365	+11.8% (compared to Sept, 2014)
Trough	January 1999 19,428	-2.9% (compared to Sept, 2014)
Sept 2014	20,006	4.2% Current unemployment

Labor Force Participation Rate

The labor force participation rate is a major indicator of the labor market. It represents the proportion of the population that is in the labor force. Labor force participation rates are affected by various factors, including demographic composition of the population as well as structural changes in the economy.

Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. Based on 2009-2013 ACS estimates, the national labor force participation rate for those 55-years-and-older was 39.2 percent, compared with a labor force participation rate of 81.9 percent for those between 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade. One of the major reasons for the decline is the aging of the baby-boomer generation. In 2000, baby boomers were the heart of the workforce, falling into the high participation rate group of 36-to-54 years old. However, as this large group of individuals began to retire, the effects were felt on the overall participation rate. It is worth mentioning that the participation rate of older workers has been increasing in the past 10 years, but it is still significantly lower than those of the middle age groups.

The older worker population (55 years and older) in Warren County is estimated to be 6,035 in 2014.¹¹⁸ These older workers are expected to retire in the next 10 years. The aging workforce calls for sustainable planning for workforce development in Warren County.

¹¹⁷ U.S. Bureau of Labor Statistics, 1994.9-2014.9 (most recently available). <http://www.bls.gov/data/>

¹¹⁸ The older worker population (55 years and older) in Warren County is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

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Input Sessions

Warren County community members noted that there is a negative perception among parents and students regarding careers in manufacturing and vocational training. The Warren-Forest Higher Education Council instructs each student to spend at least a half-day at the vocational training center to explore various types of training and available careers. Many area residents worked in manufacturing 20 years ago and encourage their family members not to pursue manufacturing. However, manufacturing has changed to a safer, cleaner, more tech-savvy environment. The idea persists among parents and students that they must pursue a four-year college degree in order to be successful. Currently, curriculum is reviewed through advisory councils once or twice a year.

The county deals with generational and situational poverty, which makes it difficult for some citizens to see past their current situation. Many potential students do not want to travel very far from their home, and have a limited perception of increasing professional opportunities by widening their travel requirements. The low cost of living in Warren County also carries a lower wage than surrounding areas, which make it difficult to recruit professionals. Soft skills and math aptitude are also lacking within the workforce.

Area employers utilize innovative ideas to address the skills gap. One area employer implemented a summer program where students can work for the organization if their parent currently works there. The organization has found it is a good way to expose youth to manufacturing. Other organizations provide company tours to increase community awareness and outreach.

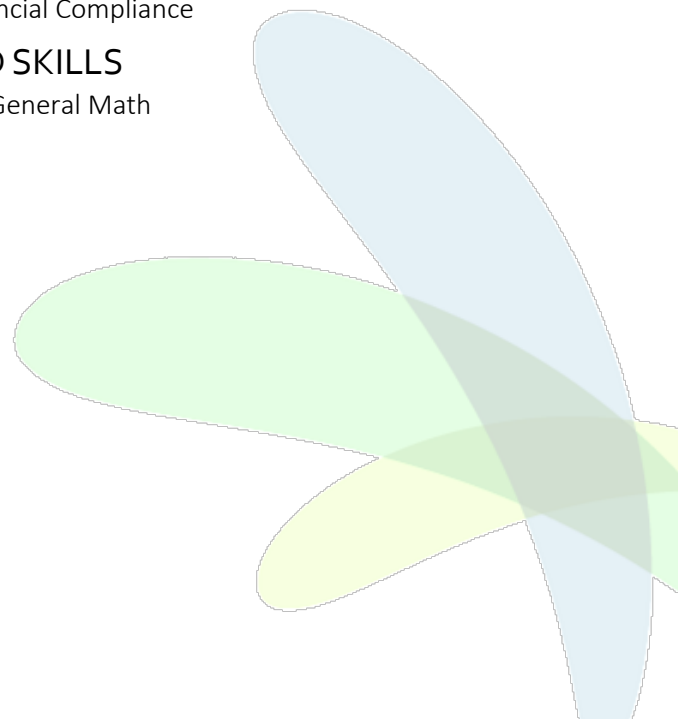
Resources that are helpful in the community include: Guidance Counselor's Manufacturing Day, Project Jobs data, and PA CareerLink resources.

HIGHLIGHTED IN-DEMAND OCCUPATIONS

Machinists	Electronics Technicians
Compressor Operators	General Maintenance Technicians
Engineers	Industrial Maintenance
Supply Chain Management	Financial Compliance

HIGHLIGHTED IN-DEMAND SKILLS

Soft Skills	General Math
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A2. Best Practices

Implementation, Structure, Processes and Strategies/Collaborative Projects

Job Growers Incorporated, Oregon

Staffing agencies are providing a larger share of area employment than ever in the region 3 area of Marion County, Oregon. From 2001 to 2009 the percentage of private sector employment provided by staffing agencies in the Salem Metropolitan Statistical Area (Marion and Polk counties combined) increased from five percent to five and one half percent.

There was a general recognition that it was important to formally include the staffing agencies in the area as part of the workforce system. The agencies themselves were supportive of a forum in which they could collaborate rather than be competitive. With additional emphasis on collaboration, the association with the local workforce investment board also gave the staffing agencies a more direct connection with the economic development agencies, and the community college system, and access to training resources.

Job Growers Incorporated, the local workforce investment board, provides staff and support via workforce funds to the Mid-Willamette Valley Staffing Association, a consortium that has been in existence since 2002. Currently eight staffing agencies (of a total of 15) located in Salem and Marion Counties belong to the association. It is a forum for sharing best practices, networking, collaborating, and promoting the value of the association as a workforce partner. The association meets quarterly. The overall benefit to this best practice is that, with the investment of staff time (paid for by Workforce Investment Act funds), the staffing agencies of the area have been brought into the workforce system and are working as a part of it bring along valuable resources for other initiatives.

Source: <http://www.sedcor.com/business-resources/workforce-development/mid-willamette-staffing-association/>

Mid-Ohio Valley Regional Council (WIB-MOV)

The Mid-Ohio Valley Regional Council has created a very unique implementation structure. Aside from traditional WIB personnel roles, the WIB MOV has implemented a targeted approach to achieving its goals by utilizing a steering committee, action teams and action team champions. This best practice highlights the variety of implementation structures one can employ within the workforce investment board framework.

- The Steering Committee is responsible for providing guidance and direction to the activities described in the strategic plan and to oversee and monitor implementation of proposed action plans. This includes identifying top priorities moving forward with regard to the strategic plan goals and action items.
- Action teams are designated to provide input, oversight and monitoring for categories of activity associated with each of the Strategic Plan Pillars. These include Targeted Industries, Entrepreneurship, Business Retention and Expansion, Workforce Supply, Labor Participation, Travel, Tourism & Recreation and Regionalism. Composition of the Action Teams will be based on the categories of activities and will include the partners necessary to successfully implement the projects and activities. These Action Teams will vary in size and are anticipated to include stakeholders necessary for successful implementation. Action Teams will report to the WIB and Steering Committee on their progress and results.

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- An Action Team Champion is someone who takes personal interest and responsibility for advancing a particular facet of project implementation. These individuals act as a cheerleader to rally buy-in from partners and stakeholders and as an advocate to build support from others determined to be key to the success of the project. The Action Team Champions can be as involved as they choose in the technical oversight of implementation, but will serve as spokesperson to the WIB and Steering Committee on behalf of the project and may also be called upon to make presentations from time to time about the project to stakeholders and other groups.

Source: <http://www.movrc.org/MOVR/medi/WIB-Files/WIB-MOV-Strategic-Plan-2014-2019.pdf>

Oh-Penn

Oh-Penn is the first officially-designated interstate region in the country. Comprised of Columbiana, Mahoning and Trumbull Counties in Ohio and Lawrence and Mercer Counties in Pennsylvania, the Oh-Penn Interstate Region covers three Workforce Investment Areas, an entire Metropolitan Statistical Area and 764,722 people. Due to similarities within the key employment sectors of Health Care, Biomedical, and Advanced Manufacturing, the goal of the Oh-Penn initiative is to collaborate and leverage resources in order to enhance economic and workforce development of the five counties which share a common labor force, worker dislocations, current and emerging industries and a collective vision.

Source: <http://www.ohpenn.com/>

Charlotte Works

Volunteers play an important role in the implementation and success of Charlotte Works programs. With the help of volunteers, job-seekers are able to more effectively develop a successful strategy to find their next job and plan for career management. Utilizing volunteers increases staff capacity and has been identified as a new model for the nation's workforce system. Volunteers assist Charlotte Works in the following capacities: career consulting, job search team facilitation, mock interview coaching, orientation leading, resource assistance, resume coaching, special project assistance, and workshop facilitation.

This best practice encourages collaboration across all spheres of the labor market in order to leverage resources to increase staff capacity.

Source: <http://www.charlotteworks.com/>

Partners for a Competitive Workforce

The Greater Cincinnati Workforce Network (GCWN) is a regional partnership aimed at improving the workforce to meet employer needs in a variety of industries. The partnership was created by The Greater Cincinnati Foundation and is directed by the United Way of Greater Cincinnati.

A planning process was launched in 2011 from workforce board leaders to align efforts (streamlining resources) and build upon prior successful initiatives. The planning process resulted in the creation of Partners for a Competitive Workforce. A common mission was identified within the partnership, and the region's workforce efforts were streamlined, allowing for a greater impact. Businesses, workforce investment boards, chambers of commerce, educational institutions (secondary and post-secondary), service providers, and philanthropic funders partnered together to provide a common platform to communicate the region's workforce priorities and progress, align and coordinate efforts toward common goals, and continuously improve strategies. From this alliance came three key programs which signifies the value of this best practice:

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- The Employers' First Regional Workforce Network coordinates hiring activities and layoff services. Since 2008, Partners for a Competitive Workforce has brought together private and philanthropic funders to help develop talent pipelines for the health care, construction, and advanced manufacturing industries.
- Career Pathways Initiative is an employer led initiative that targets priority sectors and occupations while providing opportunities for advancement. The career pathways process aims to transform institutions involved in education, workforce preparation and social services in ways that improve their capacity individually and collectively to respond to the needs of local residents and employers.
- The Work Readiness Collaborative was convened to focus on building the foundational work readiness skills of our workforce. The collaborative will consist of representatives from community-based service providers, education and training providers, and One Stops.

Source: www.competitiveworkforce.com

The Workforce Boards of Metropolitan Chicago

The Workforce Boards of Metropolitan Chicago is a consortium of five Workforce Boards that have responsibility for development and oversight of the public workforce system in each of their respective local areas. As a consortium of Workforce Boards, the WBMC is a leader in driving workforce development and economic growth in the metropolitan Chicago region through development of a skilled workforce.

The Workforce Boards' successful alliance is based on the knowledge that the metropolitan Chicago area represents a regional economy and, therefore, the challenges in developing a highly skilled workforce that meets the current and future needs of employers are shared across the metropolitan area and counties. Collectively the Workforce Boards are more effective in promoting the regional strategies and policies that address workforce needs, advocating for innovative practices that support such policies, and leveraging resources to address regional issues and advance change.

Activities undertaken by the Workforce Boards of Metropolitan Chicago are designed to influence and inform issues impacting the quality of the regional workforce and can generally be categorized as:

- *Workforce Development* - resources and activities that support development of a regional workforce that possesses the skills and credentials needed by regional employers and that encourage the investment of resources in workforce preparation activities that maximize the employment prospects of the region's residents;
- *Targeted Industry Sectors* - recognizing the unique workforce needs and challenges of the key industries that drive the regional economy, resources and activities provide valuable industry specific information that increases the workforce system's understanding of the industry and actively engages employers; or
- *Data Analysis/Policy* - reports and papers that provide regional data and analysis that supports informed workforce development and economic development decision making and formation of policy.

Source: www.workforceboardsmetrochicago.org

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Hempstead Workforce Investment Board

The healthcare industry in the Hempstead-Long Beach local area needed to increase skills among existing workers, was experiencing a shortage of workers to fill open jobs, and was having difficulty retaining qualified employees. These challenges were negatively impacting efficiency of the health care providers as well as the local economy. Although numerous organizations were aware of the issues and were working to address them, a coordinated effort, in the form of a partnership between the workforce system and the healthcare industry, would more effectively align and focus stakeholder resources. Winthrop University Hospital assisted the Town of Hempstead Workforce Investment Board (WIB) in founding the HempsteadWorks Health Care Skills Partnership, a collaborative effort among the New York State Department of Labor, the WIB, the HempsteadWorks One-Stop System, the Town of Hempstead Department of Occupational Resources (DOOR), which is the local WIA grant recipient, and Hofstra University. Funded under a HempsteadWorks Grant, leadership training was provided by Hofstra University to supervisory personnel at Winthrop University Hospital. By making their supervisors better leaders, Winthrop became more effective in recruiting and retaining nurses. In addition, each summer since 2003, Winthrop employees have served as instructors for the Youth Leadership Classes offered in conjunction with the HempsteadWorks Summer Youth Employment Program. Since the program was established in 2003, the strategic planning team that leads the partnership has increased the local WIB's ability to identify and address worker and skills shortages in the health care industry. In addition, 180 hospital supervisors have participated in customized leadership training and received university certifications. At Winthrop University Hospital, senior HR staff teach leadership to economically disadvantaged youth during the Summer Youth Program, introducing these young workers to leadership concepts within the healthcare industry.

Source: <http://www.hempsteadworks.com/>

Spokane Workforce Development Council

The Spokane Area Workforce Development Council leads a demand-driven workforce system in Spokane County. SAWDC makes strategic public and private investments to ensure a skilled local workforce that meets the needs of our employers and creates a vibrant economy for the entire region. SAWDC is a stand-alone non-profit, but has an innovative partnership with Community Colleges of Spokane (CCS) to streamline management and increase efficiency.

The SAWDC and CCS have had a long-established partnership and routinely collaborated collaborate to develop additional capacity and provide access to education and training for the region. However, the economic times demanded all sectors work closely together to reduce costs, improve service and expand reach. This re-alignment preserved SAWDC's distinctive role in meeting employer needs, while at the same time connecting CCS, a regional training and education provider, to employers who are seeking the skills CCS students are learning in a wide variety of career and technical programs.

The SAWDC and CCS' Workforce and Continuing Education division share an Executive Director who is responsible for coordinating and leveraging the strengths of each organization to focus on targeted industry sectors and delivery of customized training. Furthermore, the SAWDC offices are co-located with the Spokane Community College campus.

Source: www.wdcspokane.com

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Community Efforts to Increase Awareness of In-Demand Occupations

Employ Indy

Through sector-based analysis, EmployIndy has taken a concentrated approach to determine where the jobs in Marion County, Indiana are today and will be through 2018. This approach has allowed EmployIndy to identify the training and educational needs of local job seekers for placement in multiple industries and occupations. In collaboration with the Indiana Department of Workforce Development, EmployIndy engaged in an investment analysis to identify current and projected employment opportunities in Marion County for the purpose of identifying high-demand, high-wage occupations for many types of workers. Using Marion County data available through multiple public sources, EmployIndy identified industries with occupations that meet the following, general parameters:

- Economic Development Job Creation Capacity
- High Demand Occupations
- Provide Career Pathways
- Provide Self-Sufficiency
- Educational Requirement Consistent with EmployIndy Eligibility

Source: <https://www.employindy.org>

Workforce Development Council of Seattle-King County

The workforce development council of Seattle-King County recently developed a Talent Pipeline Study that shows workforce supply and demand through 2019 in six key sectors, plus occupations in STEM (science, technology, engineering and math). Phase one included Health Care, Manufacturing, and Transportation/Logistics and the second phase included Information Technology, Business Services, Finance/Insurance, and STEM. Three “watch” sectors have been identified that may have a potential impact on the local economy: Professional, Scientific, and Technical Services; Transportation and Warehousing, including Logistics and Supply Chain Management; and Financial Services and Insurance. These studies serve a dual role, one is to provide an occupational supply and demand analysis that aims to calculate potential gaps that may persist without changes in workforce preparation efforts. The other is to keep job seekers informed on both emerging and declining industries.

Source: www.seakingwdc.org

Gulf Coast Workforce Board

Workforce Solutions helps area employers address current and future labor shortages in key industries. Industries are identified by rapid growth, as well as by verifiable current or projected labor shortages in high-skill, high-wage occupations. Energy, education, and health services have been identified as current key industries. The Texas Workforce Commission releases frequent estimates produced by the Bureau of Labor Statistics indicating employment in the Houston-Galveston Gulf Coast Region. Every two years, Workforce Solutions compiles a list of in-demand occupations in the region. Looking at a variety of data, jobs expected to have the most growth over the next 10 years are projected. Additionally, Workforce Solutions has developed industry and occupation profiles called “Focus On” guides. Profiles included in “Focus On” guides contain information regarding regional career opportunities, industry descriptions, education requirements, and related salary ranges for specific occupations. As profiles are developed, they are added to the guides to keep job seekers up-to-date on findings that can aide in their job search.

Source: <http://www.wrksolutions.com/>

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Southwest Ohio Region Workforce Investment Board

Although the construction industry has not emerged from its protracted downturn, the Southwest Ohio Region Workforce Investment Board (SWORWIB) recognized a need to make sure trained workers are ready for construction jobs when the freeze ends. The Construction Career Pathways Collaborative was formed between the SWORWIB, the SuperJobs Center, workforce partners, educational providers and the local construction industry to create a diverse pipeline of candidates as positions became available. To prepare the workforce for an impending return of the construction industry, The Collaborative connected initiatives at the middle school, high school, and adult level. Program highlights in 2010 included closely supervised hands-on experience for more than 100 middle school students, and emphasis on applied math, science, and diploma completion at the high school level. A group of training providers developed pre-apprenticeship training at the adult level, and SuperJobs assisted with assessments to qualify workers for union and non-union apprenticeship training programs.

Almost 80 disadvantaged adults graduated from pre-apprenticeship training, and 53 percent were placed into apprenticeship programs or jobs. An infrastructure and construction services firm needed to hire about a dozen construction workers. SuperJobs pre-screened applicants and created a pool of 20 candidates, from which two supervisors and eight laborers were hired. Another prominent construction firm hired several laborers and carpenters after holding a job fair at the SuperJobs Center.

By listening to the needs of the construction industry, the Collaborative is serving both jobseekers and businesses by preparing the workforce for available openings as the economic recovery begins.

Source: <http://www.sworwib.org/>



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A3. Career Pathways

- Machining
- Welding/Fitting
- Industrial Maintenance
- Nursing
- Electronic Medical Records



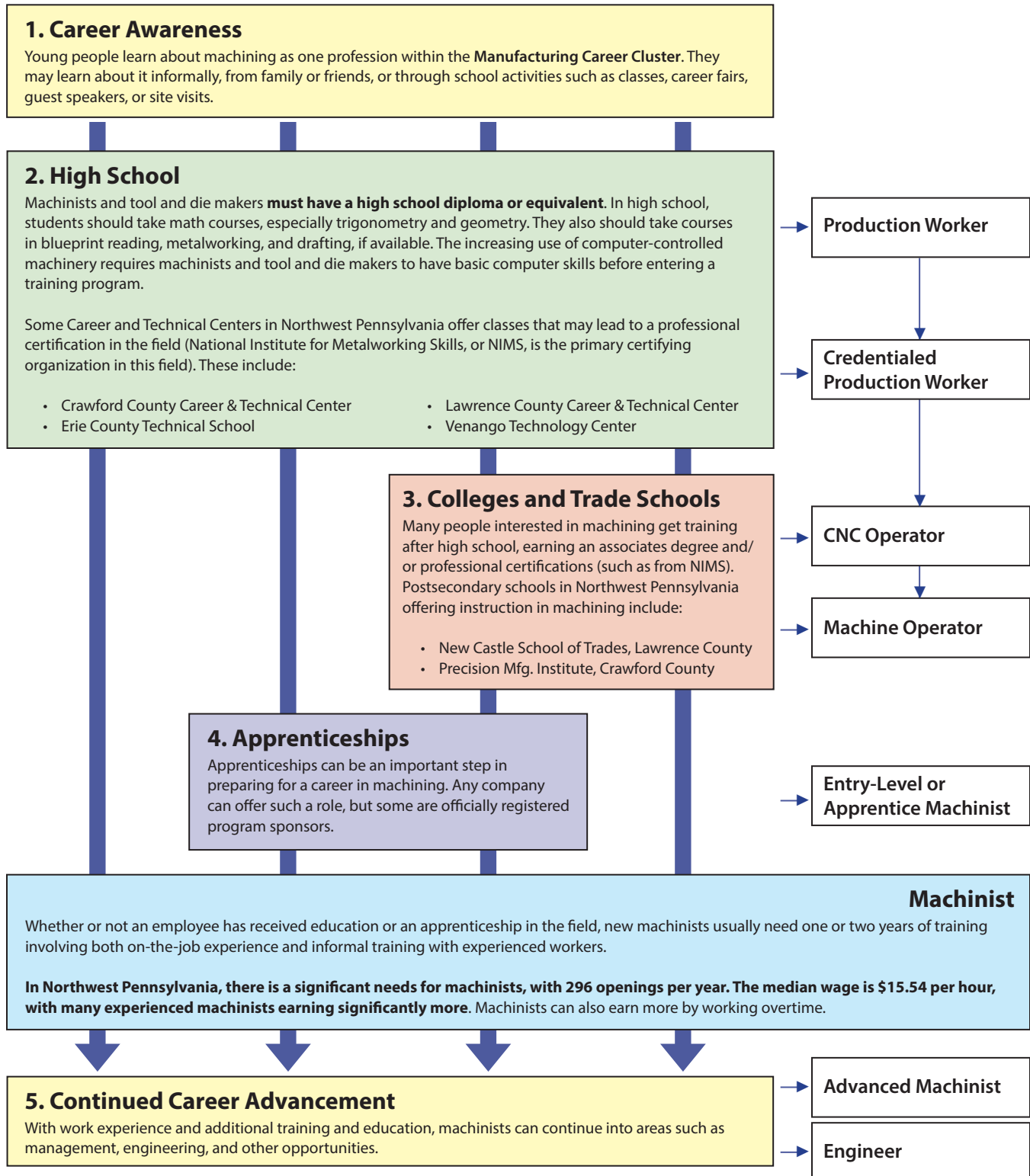
Becoming a Machinist in NW Pennsylvania

Machinists and tool and die makers set up and operate a variety of computer-controlled and mechanically-controlled machine tools to produce precision metal parts, instruments, and tools. They work in machine shops, toolrooms, and factories. Although most work full time during regular business hours, overtime is somewhat common, as is evening and weekend work.

Machinists train in apprenticeship programs, vocational schools, community and technical colleges, or informally on the job. To become a fully trained tool and die maker takes a combination of several years of technical instruction and on-the-job training. A high school diploma is necessary.

Education/Training Options

Occupation



Guide to Machinist Certifications

Employers rely on independent, professional certifications to gauge the expertise of potential machinists. Some educational programs, both at the high school and postsecondary level, can help students prepare for these

certifications, making them more employable. The following is a list of certifications for machining that are recognized by employers.

Core Certifications	Certifying Organization
Level I Machine Lubricant Analyst	International Council for Machinery Lubrication
Machining Level I - CNC Milling: Operations Machining Level I - CNC Milling: Programming Setup & Operations Machining Level I - CNC Turning: Operations Machining Level I - Drill Press Skills I Machining Level I - Grinding Skills I Machining Level I - Job Planning, Benchwork, and Layout Machining Level I - Manual Milling Machining Level I - Manual Turning Between Centers Machining Level I - Manual Turning with Chucking Machining Level I - Measurement, Materials and Safety Job Metalforming Level I	National Institute for Metalworking Skills
Certified Metalworking Fluids Specialist Oil Monitoring Analyst	Society of Tribologists and Lubrication Engineers
Advanced Certifications	Certifying Organization
Fluid Power Engineer Fluid Power Master Mechanic	International Fluid Power Society
Machining Level I - CNC Turning: Programming Setup & Operations Machining Level II - CNC Milling Skills II Machining Level II - CNC Turning Skills II Machining Level II - Drill Press Skills II Machining Level II - EDM - Plunge Machining Level II - EDM Wire Machining Level II - Grinding Skills II Machining Level II - Manual Milling Machining Level II - Turning II Machining Level III - CNC Milling Skills III Machining Level III - CNC Turning Skills III Slide Forming Level II - Slide Forming Operations II Slide Forming Level III - Slide Forming Set Up & Operations III Stamping Level II - Operate with Compound Dies II Stamping Level II - Operate with Deep Draw Dies II Stamping Level II - Operate with Progressive Dies II Stamping Level II - Operate with Single Hit Tooling II Stamping Level II - Operate with Transfer Dies II Stamping Level III - Setup with Compound Dies III Stamping Level III - Setup with Deep Draw Dies III Stamping Level III - Setup with Progressive Dies III Stamping Level III - Setup with Single Hit Tooling III Stamping Level III - Setup with Transfer Dies III	National Institute for Metalworking Skills

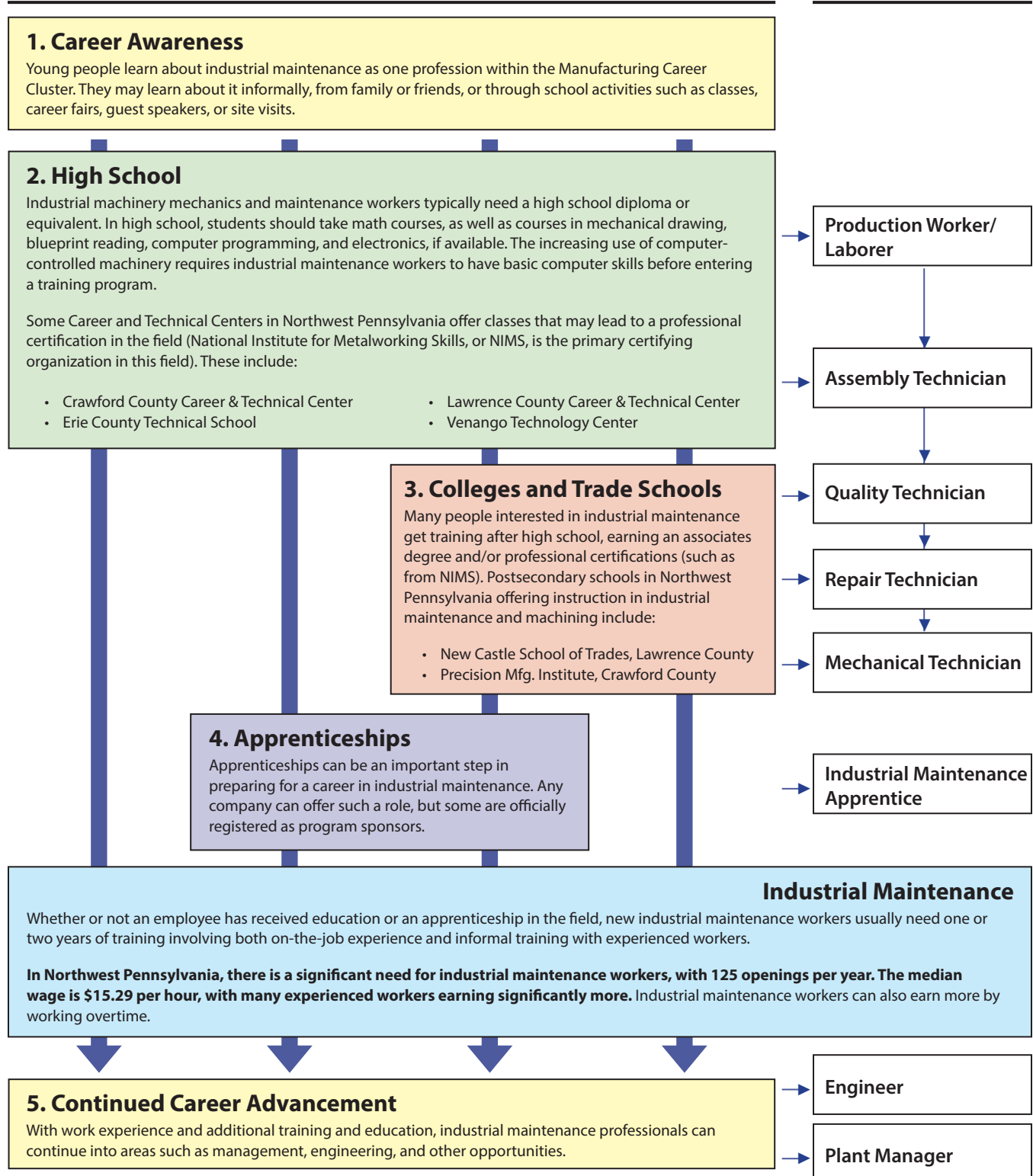
Becoming an Industrial Machinery Mechanic/ Maintenance Worker in NW Pennsylvania

Industrial machinery mechanics and maintenance workers maintain and repair factory equipment and other industrial machinery, such as conveying systems, production machinery, and packaging equipment. They typically work in factories, power plants, or at construction sites. Most work full time, and they may be on call and work night or weekend shifts. Overtime is common.

Industrial machinery mechanics and maintenance workers typically need a high school diploma or equivalent. Industrial machinery mechanics need a year or more of training after high school, whereas maintenance workers typically receive on-the-job training that lasts up to a year. Employers increasingly prefer to hire workers with some education in industrial technology from a community or technical college.

Education/Training Options

Occupation



Guide to Industrial Maintenance Certifications

Employers rely on independent, professional certifications to gauge the expertise of potential industrial maintenance workers. Some educational programs, both at the high school and postsecondary level, can help

students prepare for these certifications, making them more employable. The following is a list of certifications for industrial maintenance that are recognized by employers.

Core Certifications	Certifying Organization
Level I Machine Lubricant Analyst	International Council for Machinery Lubrication
Machining Level I - CNC Milling: Operations	National Institute for Metalworking Skills
Machining Level I - CNC Milling: Programming Setup & Operations	
Machining Level I - CNC Turning: Operations	
Machining Level I - Drill Press Skills I	
Machining Level I - Grinding Skills I	
Machining Level I - Job Planning, Benchwork, and Layout	
Machining Level I - Manual Milling	
Machining Level I - Manual Turning Between Centers	
Machining Level I - Manual Turning with Chucking	
Machining Level I - Measurement, Materials and Safety Job	
Metalfforming Level I	
Certified Metalworking Fluids Specialist	Society of Tribologists and Lubrication Engineers
Oil Monitoring Analyst	
Advanced Certifications	Certifying Organization
Fluid Power Engineer	International Fluid Power Society
Fluid Power Master Mechanic	
Machining Level I - CNC Turning: Programming Setup & Operations	National Institute for Metalworking Skills
Machining Level II - CNC Milling Skills II	
Machining Level II - CNC Turning Skills II	
Machining Level II - Drill Press Skills II	
Machining Level II - EDM - Plunge	
Machining Level II - EDM Wire	
Machining Level II - Grinding Skills II	
Machining Level II - Manual Milling	
Machining Level II - Turning II	
Machining Level III - CNC Milling Skills III	
Machining Level III - CNC Turning Skills III	
Slide Forming Level II - Slide Forming Operations II	
Slide Forming Level III - Slide Forming Set Up & Operations III	
Stamping Level II - Operate with Compound Dies II	
Stamping Level II - Operate with Deep Draw Dies II	
Stamping Level II - Operate with Progressive Dies II	
Stamping Level II - Operate with Single Hit Tooling II	
Stamping Level II - Operate with Transfer Dies II	
Stamping Level III - Setup with Compound Dies III	
Stamping Level III - Setup with Deep Draw Dies III	
Stamping Level III - Setup with Progressive Dies III	
Stamping Level III - Setup with Single Hit Tooling III	
Stamping Level III - Setup with Transfer Dies III	

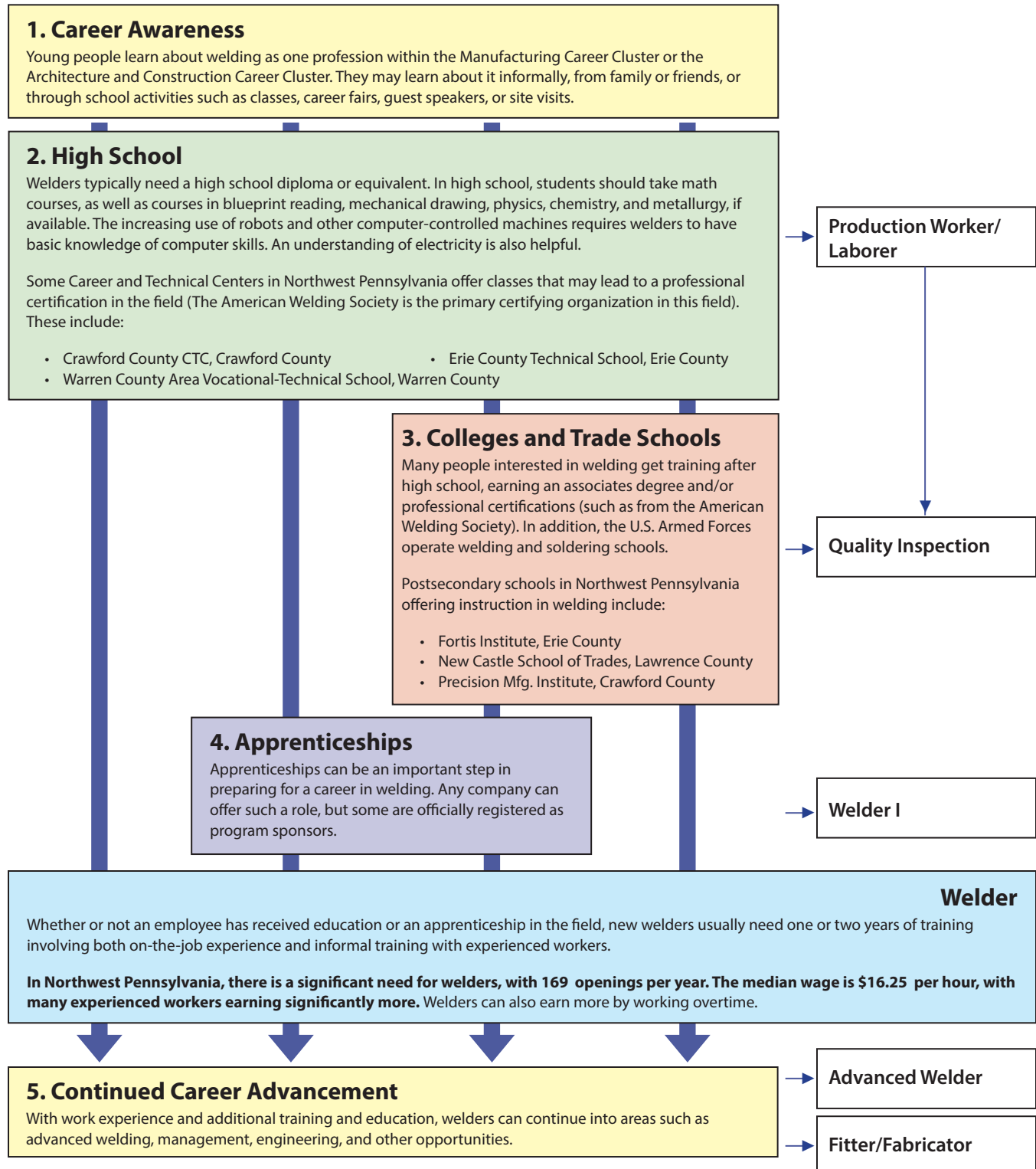
Becoming a Welder in NW Pennsylvania

Welders use tools and heat to permanently join metal parts or pieces, melting and fusing them to form a permanent bond. While the manufacturing industry accounts for the largest number of welding positions, welders may work in a variety of industries including construction, shipbuilding, and energy production. Most welders work full time, including evenings and weekends. Overtime is common.

Welders may work outdoors, often in inclement weather, or indoors, sometimes in a confined area designed to contain sparks and glare. When working outdoors, they may work on a scaffold or platform high off the ground. In addition, they may have to lift heavy objects and work in awkward positions while bending, stooping, or standing to work overhead.

Education/Training Options

Occupation



Guide to Welding Certifications

Employers rely on independent, professional certifications to gauge the expertise of potential welders. Some educational programs, both at the high school and postsecondary level, can help students prepare for

these certifications, making them more employable. The following is a list of certifications for industrial maintenance that are recognized by employers.

<h2>Core Certifications</h2>	<h2>Certifying Organization</h2>
<p>Certified Associate Welding Inspector Certified Robotic Arc Welding Operator Certified Welder Certified Welding Supervisor Radiographic Interpreter</p>	<p>American Welding Society</p>
<h2>Advanced Certifications</h2>	<h2>Certifying Organization</h2>
<p>Certified Robotic Arc Welding Technician Certified Welding Engineer Senior Certified Welding Inspector</p>	<p>American Welding Society</p>
<h2>Specialty Certifications</h2>	<h2>Certifying Organization</h2>
<p>Structural Welding Special Inspector</p>	<p>International Code Council</p>

Becoming a Registered Nurse in NW Pennsylvania

Registered nurses provide and coordinate patient care, educate patients and the public about various health conditions, and provide advice and emotional support to patients and their family members.

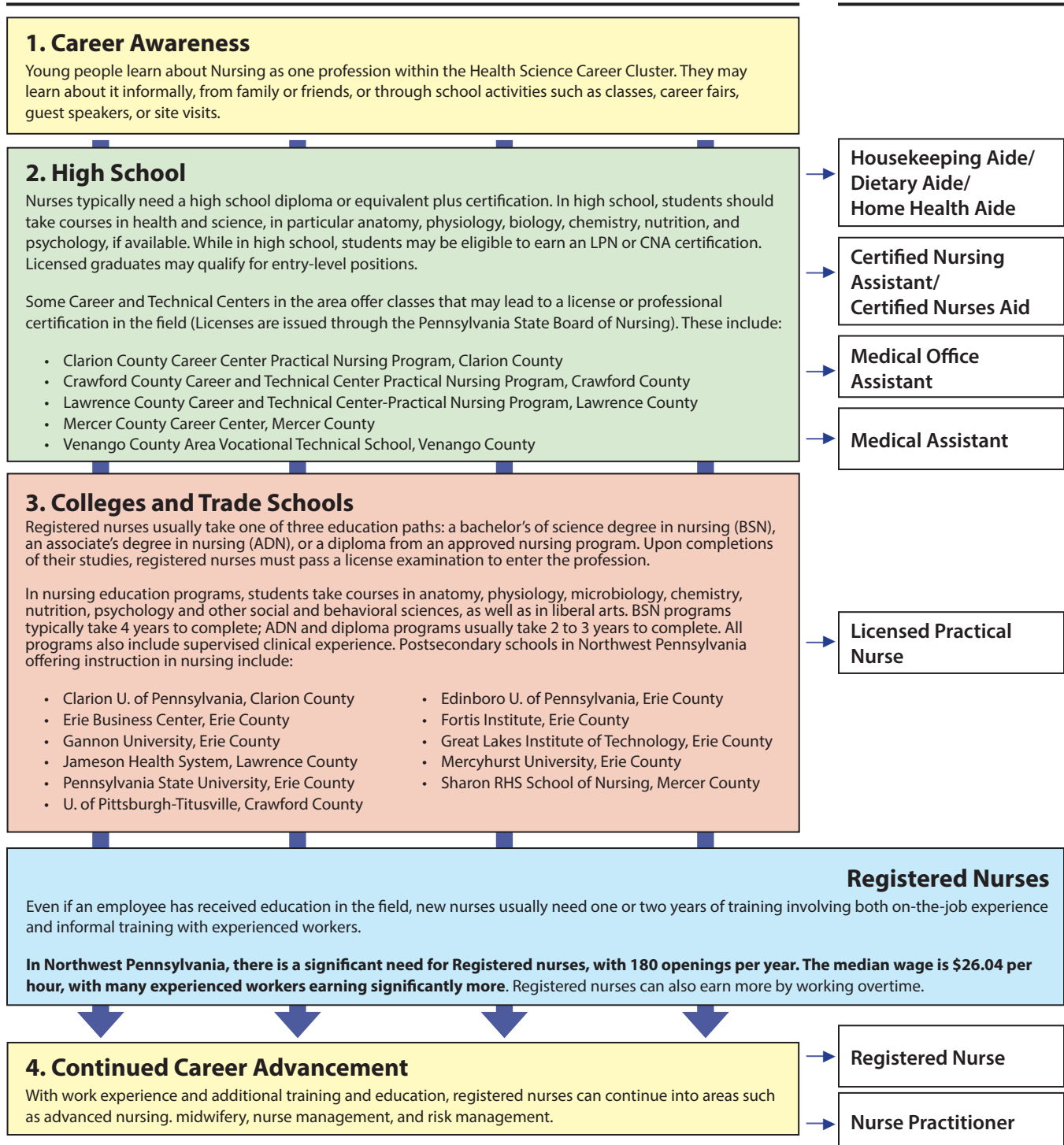
The majority of registered nurses work in hospitals but some also work in physicians' offices, home healthcare services, nursing care facilities, correctional facilities, schools, clinics, or serve in the military. Most registered nurses work as part of team with physicians and other healthcare specialists. Since nurses often work in facilities that provide

round-the-clock care, many nurses work in rotating shifts, covering all 24 hours. They may work nights, weekends, and holidays and be on call. Nurses who work in offices or schools are more likely to work regular business hours. Approximately 20 percent of nurses work part time.

Registered nurses must graduate from an approved nursing program and pass a licensing examination. Some registered nurses begin their careers as licensed practical nurses (LPN), nursing assistants (CNA), or home health aides and choose to return to school to earn an RN degree.

Education/Training Options

Occupation



Guide to Registered Nurse Certifications

Many employers prefer to hire Registered nurses who have a professional certification, in addition to a license. Some educational programs, both at the high school and postsecondary level, can help students prepare

for these certifications, making them more employable. The following is a list of certifications for industrial maintenance that are recognized by employers.

Core Certifications	Certifying Organization
Acute Care Nurse Practitioner (Adult) Nurse Manager and Leader	American Association of Critical-Care Nurses
Certified Registered Nurse First Assistant	Competency and Credentialing Institute
Birth Doula Certification	Doulas of North America
Lamaze Certified Childbirth Educator	Lamaze International
Certified Professional in Healthcare Quality	National Association for Healthcare Quality
Vascular Access-Board Certified	Vascular Access Certification Corporation
Advanced Certifications	Certifying Organization
Clinical Nurse Leader	American Association of Colleges of Nursing
Clinical Nurse Specialist; Wellness through Acute Care (Adult-Gerontology, Pediatric & Neonatal)	American Association of Critical-Care Nurses
Certified in Executive Nursing Practice	American Organization of Nurse Executives Cred. Center
Advanced AIDS Certified Registered Nurse	HIV/AIDS Nursing Certification Board
Advanced Certified Hospice and Palliative Nurse	Hospice and Palliative Nurses Association
Certified Addictions Registered Nurse - Advanced Practice	International Nurses Society on Addictions
Advanced Practice Nurse in Genetics	International Society of Nurses in Genetics
Advanced Certified Hyperbaric Registered Nurse	National Board of Diving and Hyperbaric Medical Technology
Certified Nutrition Support Clinician	National Board of Nutrition Support Certification, Inc.
Certified Registered Nurse Anesthetist	National Board on Cert/Recertification for Nurse Anesthetists
NCLEX - RN	National Council of State Boards of Nursing, Inc.
Advanced Oncology Certified Clinical Nurse Specialist	Oncology Nursing Certification Corporation
Certified Transcultural Nursing - Advanced	Transcultural Nursing Certification Commission

NOTE: MANY SPECIALTY CERTIFICATIONS ALSO AVAILABLE

Becoming a Medical Records Technician in NW Pennsylvania

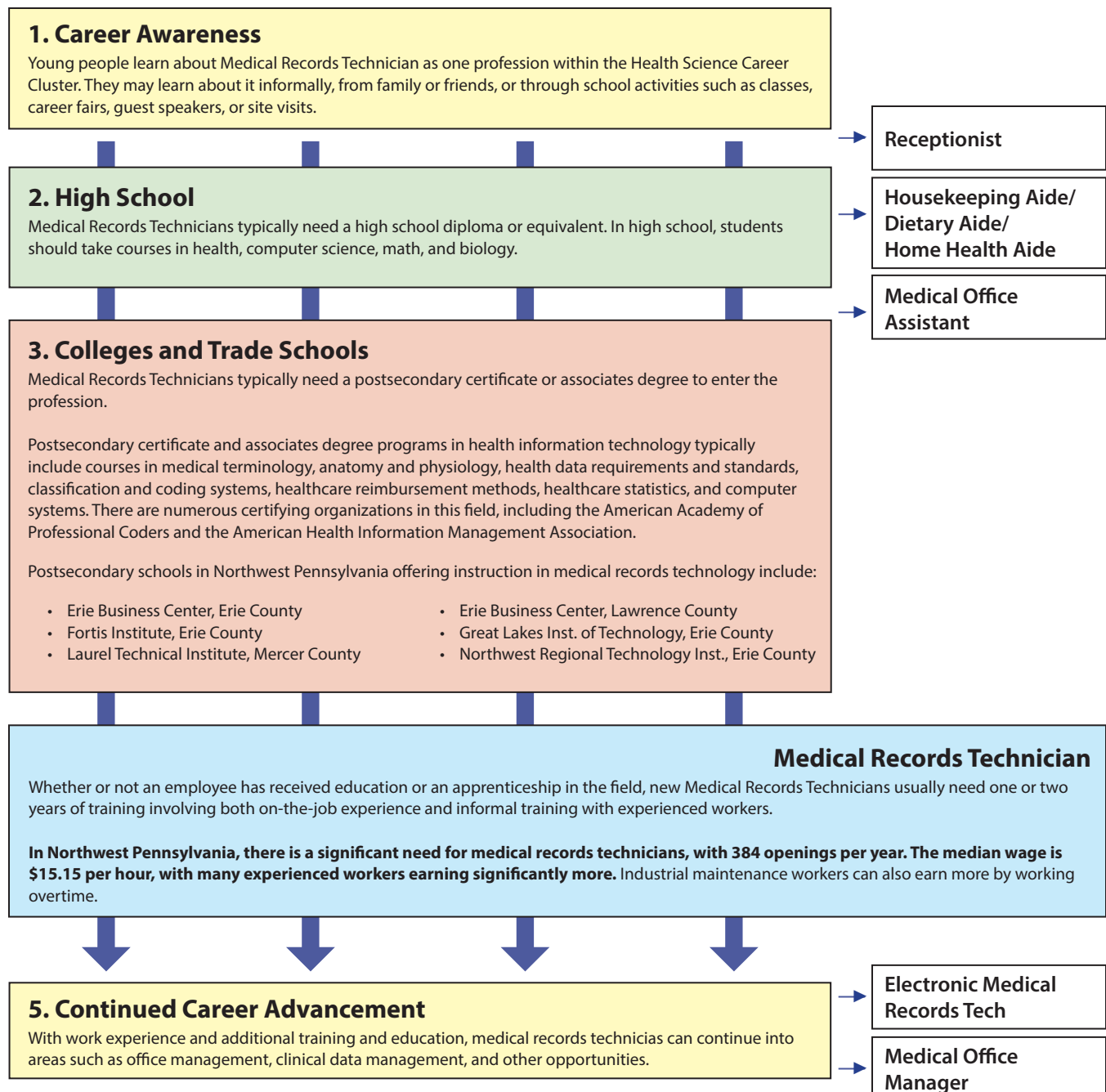
Medical records and health information technicians organize and manage health information data. They ensure its quality, accuracy, accessibility, and security in both paper and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories. Technicians typically work at desks or in offices and may spend many hours in front of computer monitors.

Most health information technicians work full time in hospitals or physicians' offices. Some may work in nursing care facilities or for government entities. Technicians who work in healthcare facilities that are always open may work evening or overnight shifts.

Health information technicians typically need a postsecondary certificate to enter the occupation, although they may have an associate's degree. Many employers also require professional certification.

Education/Training Options

Occupation



Guide to Medical Records Technician Certifications

Most employers prefer to hire Medical Records Technicians who have a professional certification. Some educational programs, both at the high school and postsecondary level, can help students prepare for

these certifications, making them more employable. The following is a list of certifications for industrial maintenance that are recognized by employers.

Core Certifications	Certifying Organization
Certified Outpatient Coding Certified Professional Coder-Payer Certified Professional Compliance Officer	American Academy of Professional Coders
Certified Revenue Cycle Specialist	American Association of Healthcare Admin. Management
Certified Coding Associate Certified Coding Specialist Certified Documentation Improvement Practitioner Certified Health Data Analyst Registered Health Information Administrator Registered Health Information Technician	American Health Information Management Association
Certified Medical Reimbursement Specialist	American Medical Billing Association
Medical Administrative Specialist	American Medical Technologists
Registered Medical Transcriptionist	Association for Healthcare Documentation Integrity
Home Care Coding Specialist - Diagnosis Specialty Coding Professional	Board of Medical Specialty Coding and Compliance
Certified Professional in Electronic Health Records Certified Professional in Health Information Exchange Certified Professional in Health Information Technology Health IT Certification Certified Professional in Healthcare Information and Management Systems	Healthcare Information and Management Systems Society
Certified Biometrics Professional	Institute of Electrical and Electronics Engineers
Consumer Health Information Specialization	Medical Library Association
Certified Tumor Registrar	National Cancer Registrars Association
Nationally Certified Insurance and Coding Specialist Nationally Certified Medical Office Assistant National Center for Competency Testing Certified Billing and Coding Specialist	National Healthcareer Association
Certified Medical Coder Certified Medical Compliance Officer Certified Medical Insurance Specialist	Practice Management Institute
Certified Medical Interpreter	The National Board of Certification for Medical Interpreters
Advanced Certifications	Certifying Organization
Advanced Coding Specialist Certified Compliance Professional - Physician	Board of Medical Specialty Coding and Compliance
Certified Clinical Data Manager	Society for Clinical Data Management

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A4. Survey Findings

The Northwest Pennsylvania Region Skills Gap Analysis survey was sent out electronically to employers located in the Northwest Pennsylvania Region counties including, Clarion, Crawford, Erie, Forest, Lawrence, Mercer, Venango, and Warren.

The purpose of the survey was to capture:

- Demographics of Survey Respondents;
- Employers Assessment of Manufacturing Workforce Skills;
- Manufacturing Industry Challenges;
- Future of Hiring Trends in the Manufacturing Industry

Out of 80 total respondents, 30 individuals identified as working in the manufacturing industry, 4 individuals identified working in the healthcare industry, and 46 individuals identified as working in “other” industries.

Due to the incomplete survey data (i.e., four healthcare survey responses) related to employers’ perceptions, the following survey analysis captures employers’ perceptions of their workplace in the manufacturing industry only.

Survey Approach

An online survey was distributed by email via Survey Monkey to employers in healthcare and manufacturing industries within the Northwest Pennsylvania Region via the PREP Partners. The Survey remained open from February 13, 2015 through March 4, 2015. Efforts for distribution included:

- Initial survey notice emails were sent from PREP Partners on February 13, 2015
- A final notice sent March 2, 2015

Manufacturing Industry in the Northwest Pennsylvania Region – Demographics

Respondents by County

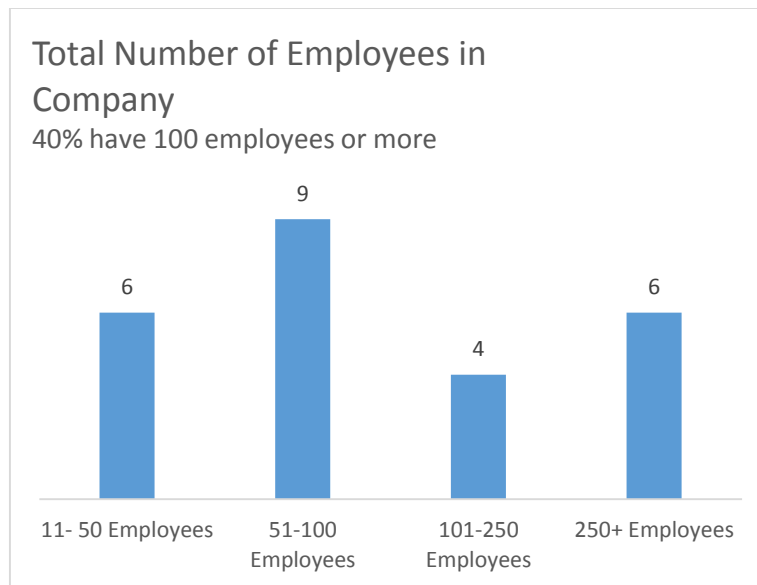
Out of 80 total respondents in the Northwest Pennsylvania Region Skills Gap Analysis Survey, approximately 25 individuals identified as employers in the manufacturing industry. The table below highlights the total number of manufacturing employers’ feedback that is represented in each county. The majority of survey respondents (45.83 percent) reported their company was located in Crawford County.

County	# of Employers
Clarion	2
Crawford	11
Erie	6
Forest	0
Lawrence	1
Mercer	3
Venango	3
Warren	1

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Employment Totals

Of the survey respondents in the manufacturing industry, nine companies employ between 51 and 100 employees, six companies employ between 11 and 50 employees, six companies employ 250+ employees, and four companies employ approximately 101-250 employees. When calculated together, these companies account for over 3,000 jobs in the manufacturing industry in Northwest Pennsylvania.



Employers' Assessment of Manufacturing Workforce Skills

In regards to workforce skills of employees in the manufacturing industry, employers note some challenges surrounding their employees' soft and technical skills. Eighty-eight percent of employers report their workers have fair to poor soft skills, and fifty-four percent of employers report their workers have fair to poor technical skills. It appears employers lack confidence in entry-level workers, as forty percent of employers rated the quality of entry-level workers as being poor.

Employers' View of the Public Workforce System

Overall, employers in the workforce system were not completely confident in the system's overall effectiveness, in which twenty-eight percent of respondents rated the workforce system's effectiveness as being poor, while sixty-four percent of respondents rated the system as being fair.

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The chart below gives an overview of employers' perceptions of their employees' workforce skills and the overall workforce system.

	Poor	Fair	Good	Excellent	Unsure
Soft Skills of workers	40%	48%	12%	0%	0%
Technical Skills of workers	6%	48%	28%	0%	0%
Quality of Entry-level workers	40%	40%	12%	0%	8%
Quality of high skill workers	12%	36%	44%	4%	4%
Quality of education and training programs	20%	52%	20%	8%	0%
Your understanding of available public workforce system services	20%	48%	28%	0%	4%
The public workforce system's overall effectiveness	28%	64%	0%	0%	8%

Manufacturing Industry Challenges

Employers reported the most difficult positions to fill in the manufacturing industry are front-line positions including: (1) Production Workers, (2) Machinists, and (3) Laborers and Material Handlers. Numerous employers in the industry report difficulties in finding qualified candidates to hire for open positions. Approximately twenty-one out of twenty-five respondents (84%) rated finding qualified candidates as a 3 or 4 (an ongoing or significant challenge). Furthermore, the majority of employers (52%) reported replacing existing workers is a challenge, perhaps due to an ongoing issue of finding qualified candidates.

As described in more detail in the table below, employers reported the majority of workforce issues presented in the survey do not pose as major challenges in their daily work activities.

How challenging are the following workforce issues for your company?

	1-2 (Not a challenge)	3-4 (Ongoing/Significant Challenge)
Finding qualified candidates to hire	16%	84%
Training new workers	64%	36%
Adequately assessing and screening clients	64%	36%
Drug screening of candidates	67%	33%
Determining competitive wage levels to attract workers	68%	32%

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Identifying skills and knowledge required for jobs at my company	80%	20%
Retaining existing workers	76%	24%
Training existing workers	88%	12%
Replacing existing workers	48%	52%
Meeting my company's HR needs	71%	29%
Navigating workforce services and resources available to my company	67%	34%

Scale of 1 (not a challenge) to 4 (significant challenge); Green = over 50% of respondents

Future of Hiring Trends in the Manufacturing Industry*Employers' Expectations of Hiring Trends in 2016-2017*

	Anticipate 1-5	Anticipate 6-10	Anticipate 11-25	Anticipate 26-50	Anticipate 50+
New Positions	14	2	4	2	0
Number of Replacement Positions	12	5	4	2	0
Number of Retiring Workers	17	2	0	1	0

Employers' Expectations of Hiring Trends in 2018-2019

	Anticipate 1-5	Anticipate 6-10	Anticipate 11-25	Anticipate 26-50	Anticipate 50+
New Positions	10	3	3	2	1
Number of Replacement Positions	11	3	5	1	0
Number of Retiring Workers	15	3	0	1	0

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Employers' Anticipation of Hiring Trends in 2020-2022

	Anticipate 1-5	Anticipate 6-10	Anticipate 11-25	Anticipate 26-50	Anticipate 50+
New Positions	8	3	4	1	1
Number of Replacement Positions	9	4	3	2	0
Number of Retiring Workers	10	6	1	0	1

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A5. Innovation and Resources in Place



Advanced Diversified Manufacturing Industry Partnership

<http://www.madeinnwpa.org>

The ADMIP is designed not only to identify human resource needs and skill gaps, but to address them by implementing strategies and training to improve incumbent workers' skills and to provide career ladders that spur innovation and increased efficiency and productivity. In addition, industry partnership work closely with schools, youth councils, support organizations and others to help students focus on the in-demand, high-skill jobs of today's global economy. The industry partnership concept is not just about worker training; it is about constantly evaluating labor-market data and information to stay competitive on the local, state, national and global levels.

Area Blueprint Initiatives

<http://www.padowntown.org/programs-services/blueprint-communities-pennsylvania>

Area Blueprint Communities work to develop stronger local leadership, engage local residents and businesses, develop a clear vision and strategic plan for change and attract investments to build healthier, sustainable communities. The six communities include: the City of New Castle, Clarion Borough, the Curwensville Group (Bloom Township, Curwensville Borough, Penn Township and Pike Township), the Huntingdon County Group (Mapleton Borough, Mount Union Borough and Shirley Township), the Oil Region Group (the City of Parker, Emlenton Borough and Foxburg Borough) and Reynoldsville Borough.



Ben Franklin Technology Partners

<http://cnp.benfranklin.org/>

Ben Franklin Technology Partners (BFTP) provide early stage/technology funding and business support services to emerging tech-based startups and existing manufacturers in 32 counties in Pennsylvania. One of the nation's longest-running technology-based economic development programs, BFTP provides technical expertise and access to a network of innovative, expert resources.



Pennsylvania Career Link

<http://www.nwpacareerlink.org/erie/>

The PA CareerLink is your one-stop center that connects employers and job seekers in the most efficient manner possible. Our highly trained staff offers customers a wide range of materials, consultation services, and online access to a comprehensive database of employment information.

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Career Street

<http://www.careerstreeterie.org/>

Career Street is a comprehensive program that helps Erie County youth consider their career interests, explore various careers, and understand what is necessary to pursue, obtain and maintain a career they are interested.

Crawford County Roundtable

<http://www.crawfordcountyreadprogram.net/roundtable.htm>

Crawford County Roundtable develops an action plan to improve the foundation skills of all its citizens. The Roundtable discusses ways business, industry, government, educational institutes, and community organizations may explore the economic and social case for reskilling adults in Crawford County so they may enter the workforce.



Erie Together

<http://www.erietogether.org/>

Erie Together is a movement of hundreds of local individuals, organizations, and businesses working together in strategic ways to prevent and reduce poverty, elevate prosperity, and make the Erie region a community of opportunity where everyone can learn, work and thrive.



Erie Chamber and Growth Partnership

<http://www.eriepa.com/>

The Erie Regional Chamber and Growth Partnership is a 501c3 corporation formed in November 2002 through the merger of the Erie Conference, pulling together the Chamber of Commerce, Economic Development, and Growth Partnership to promote the organization's core mission to provide the leadership to attract, retain, and expand business in the region.

Erie Regional Manufacturers Partnership (ERMP)

The Erie Regional Manufacturers Partnership is an industry-led, grass-roots partnership of manufacturers addressing workforce issues and area skills gap by exploring ideas and developing innovative solutions.

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Jobs 1st

www.pa.gov

Jobs1st Pennsylvania Regional Partnership grants have provided funding to increase employer engagement and develop employer-driven training programs between workforce development and economic development organizations across Pennsylvania.



Northwest Pennsylvania Resource Center, Inc. (NW IRC)

<http://nwirc.org/>

The NWIRC has been a single source for consulting and support in virtually every area of manufacturing in the 13 counties of northwest Pennsylvania. They can help increase you bottom and top lines, as well as identify opportunities for improving your manufacturing process. They also have an engineering apprenticeship program connecting to regional manufacturers with post-secondary STEM students for the purpose of developing new products or implementing advanced manufacturing technologies.



Oh-Penn Manufacturing Collaborative

www.industryneedsyou.com

Oh-Penn Manufacturing Collaborative is a partnership between the Industry Partners of Lawrence and Mercer Counties of Pennsylvania and the Mahoning Valley Manufacturers Coalition. Part of the mission of the joint effort is to stimulate interest in manufacturing careers among young people of eastern Ohio and western Pennsylvania across multiple disciplines, and connect them with the opportunities available to them.

Oh-Penn Manufacturing Readiness Program

www.industryneedsyou.com/manufacturing-career-readiness-first-cohort-completed/

The Manufacturing Readiness Program (MRP) was designed to prepare individuals with the basic, fundamental skills and competencies needed to enter into and success in a manufacturing career pathway. The MRP combines two weeks of “soft skills” training, which includes everything from goal planning to the importance of getting to work on time, followed by four weeks of skill training, which includes OSHA-10 and Certified Production Technician critical production functions. Participants receive training in Safety, Manufacturing Processes and Production, Quality Practices and Measurement and Maintenance Awareness. In addition, each participant will also earn a WorkKeys credential.

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Northwest Commission

<http://northwestpa.org/>

The Northwest Commission is a local Development District serving an eight-county region of Northwest Pennsylvania. This website is designed to provide an overview of the programs and services administered by the Northwest Commission and guidance on how to take advantage of them. They serve as the Regional Coordinator for the Center for Trade Development, has an International Marketing Program outreach office in Erie and other projects centered on community and business development.



Pennsylvania Refugee Program

<http://www.refugeesinpa.org>

Funded by the US Department of Health and Human Services, Administration for Children and Families, Office of Refugee Resettlement (ORR), the Pennsylvania Refugee Resettlement Program provides a continuum of employment, educational, case management, health and financial support services to newly arrived refugees in the Commonwealth.



Summer JAM

<http://www.careerstreeterie.org/summer-jam-erie>

The JAM Program is a collaborative effort of Erie County, Erie County Gaming Revenue Authority, the Erie Community Foundation, and supportive individuals who have recognized and are willing to address a pressing need in our community and across the country. This effort is designed to provide for the lack of job readiness and employment opportunities for our disconnected youth population.



Northwest PA Workforce Innovation Fund

<http://www.nwpawib.org>

NWPA WIB serves Erie and other counties within the workforce investment areas to ensure that Northwest Pennsylvania will have a skilled workforce that is responsive to the current and future needs of the region through the use of workforce funds in the region.

The NWPA WIB has been awarded a WIF grant to provide collaborative solutions and strategies that can deliver meaningful, positive outcomes for the target populations.

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UPMC Job Shadow Program

<http://www.upmc.com/locations/hospitals/horizon/careers/Pages/job-shadow-program.aspx>

Job shadow opportunities are available to students who would like to follow a health care professional for up to three days. Additional hours or clinical rotations that involve direct patient contact must complete internship application process.

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A6. About TPMA and NC3T



THOMAS P. MILLER & ASSOCIATES

Thomas P. Miller and Associates (TPMA) is consulting and management firm based in Indianapolis, Indiana, with associate offices in Lisbon, Ohio and Lexington, Kentucky. From its founding in 1989, TPMA has provided consulting services focused on economic development, workforce development,

and education solutions to help communities maximize their assets—physical and human—in order to build better societies and economies. TPMA provides clients with services to design, develop, and implement programs, including, but not limited to:

Strategic Planning – TPMA has been developing and implementing strategic plans and serving as change agents for 25 years. Our focus is not just on strategic ideas, but strategic leadership and action-oriented goals, helping leaders to identify opportunities and mobilize resources for implementation. We take a collaborative approach to strategic planning because the greatest impact is achieved through the aligned goals of an organization and its stakeholders.

Labor Market and Industry Analysis – Successful strategies begin with a thorough understanding of the drivers of a community’s workforce and economic conditions. TPMA has the capability to examine workforce requirements, supply relationships, economic impacts, and company targets for more than 1,100 industries across 3,000+ U.S. counties.

Asset Mapping – TPMA catalogues the unique strengths and capacities of organizations, institutions, initiatives, and leaders within a geographical area. This provides a comprehensive profile of what is available to build upon. We shy away from ‘cookie cutter’ strategies for clients and focus on customized solutions by building assets through innovation and knowledge.

Project Management – Our project management portfolio includes short and long-term relationships focused on implementation of action plans and strategies. TPMA has served as interim staff for organizations in many capacities, including as executive staff through transitional periods and as additional human capital assistance with implementation activities.

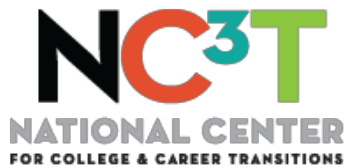
Professional Development and Training Services – Every team can benefit from professional development to strengthen the quality of services provided or increase the cohesiveness of the team. TPMA provides useful, interactive activities, focusing on effective services techniques, customer engagement, and use of research software. TPMA customizes each training session to best meet the team’s needs and staff capabilities.

Grant Writing and Funding Research – TPMA has developed strategies that draw on best practices and proven methods that help keep organizations on track for a prosperous and sustainable future. Because of this strategy and a strong commitment to employing a grassroots, hands-on approach, TPMA has been able to secure over \$110 in funding from federal, state and foundation sources in the last five years and more than \$200 million since our founding. As an example, TPMA wrote three successful US Department of Labor Workforce Innovation Fund grants for the West Central Jobs Partnership in Pennsylvania, the Fulton-Montgomery-Schoharie Workforce Development Board in New York, and the Workforce Initiative Association in Ohio.

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Program Design and Evaluation – In the last several years, TPMA has designed and developed program and evaluation plans for four successful federal Department of Labor grantees, totaling \$18 million in awards. We develop logic models to understand the flow of resources, activities, outputs, outcomes, and impact and work to identify the right metrics and measurement tools to gauge a program’s success. Our evaluation work includes developmental, formative, summative, and return-on-investment analyses to truly understand the complete picture of not just a program’s results, but also the unique elements that led to its successes and challenges.

National Center for College & Career Transitions (NC3T)



The National Center for College and Career Transitions, or NC3T, has a twofold mission: *Every Teen with a Dream and a Plan, and Every Community with a Capable, Ready Workforce*. The organization works to connect schools, postsecondary institutions, and employers in order to introduce students to the array of options available to them and to help students prepare for the types of opportunities for which they are best suited. Currently, NC3T is pursuing this mission through the following initiatives:

- **The Pathways Innovation Network:** A group of communities in New York and Pennsylvania that are moving toward the development of a wall-to-wall college/career pathways system model within their schools.
- **Northeast PA Jobs First project:** NC3T is contracted to provide workforce analysis, identification of all education, training and adult education resources, and facilitation the development of a regional education-workforce community plan.
- **Pennsylvania CTE Best Practices:** Since 2010, NC3T has provided support to the Pennsylvania Department of Education, creating case studies and professional development relating to promising practices in career and technical education across the state. NC3T has deep understanding and extensive relationships with CTE providers across the Commonwealth.
- **The Employer Engagement Toolkit:** A resource, currently under development, designed to help educators understand effective ways to work and partner with employers.
- **Consulting:** Focused on pathways development, career and technical education, STEM education, and community-level coalition building, NC3T has provided customized consulting for districts and departments of education in approximately twenty states.

Through its consulting work, NC3T helps strengthen the connection between education and employers to design career-themed high school programs that link into postsecondary education and training. The firm provides research, analysis, and support to state agencies responsible for education at the high school and college levels, as well as national organizations involved in connecting business and education. NC3T is focused on the practical application of CTE, with an emphasis on day-to-day operations including Perkins compliance and developing effective and highly in-need programs of study; the firm also offers its clients a broader analysis of CTE trends, policy and funding.

ECONOMIC DRIVERS			EMPLOYMENT GROWTH RANK		BUSINESS COSTS		VITALITY						
MEDICAL CENTER	FINANCIAL CENTER	ENERGY & RESOURCES	2015-2017 39 4th quintile	2015-2020 39 4th quintile	INDEX 101%	RANK 23	RELATIVE 89%	RANK 34					
			Best=1, Worst=54		U.S.=100% Highest=1, Lowest=51		U.S.=100% Best=1, Worst=51						
BUSINESS CYCLE STATUS					ANALYSIS								
					<p>Recent Performance. Manufacturing and natural resources remain drags on Pennsylvania, but not enough to offset improvement in other parts of the economy. Primary metals and transportation equipment remain sore spots because of weak global demand. Professional services have helped offset this and are now adding jobs as quickly as in the rest of the Northeast. The unemployment rate remains elevated compared with earlier in 2016, but this reflects a labor force that has expanded faster than employment rather than an uptick in layoffs. Unemployment claims remain at their lowest since the late 1990s.</p> <p>The housing market is gradually improving, with year-to-year growth in quality-adjusted single-family house prices reaching a new post-recession high in the third quarter of 2016, the most recent data available.</p> <p>Education and healthcare. Eds and meds will remain important drivers for the state, but the outlook is better for healthcare. Healthcare payrolls expanded quickly in 2016. Growth is strongest in ambulatory health services, but hospitals are adding jobs as well. Investment in healthcare can be seen across the state, from booming places such as downtown Philadelphia to struggling metro areas such as Scranton. Investment and an aging population support the outlook for healthcare to add jobs for the short and long term.</p> <p>Education has added jobs as well, as the state's private colleges invest and expand. However, declining enrollment at state schools reflects the challenges that higher ed will increasingly face as the youth population declines. As a result, although education will have a significant impact on the state economy, the industry is not expected to grow much.</p> <p>Demographic headwinds. Population will decline in PA over the next few years, with negative spillovers for the economy. The population dipped slightly in 2016, for the first time since the mid-1980s; growth was the sixth slowest among U.S. states. This is a headwind for housing among other industries. Although scars from the Great Recession still hold back housing markets, demographics are important as well. For example, Harrisburg-Carlisle has both the fastest per capita permitting and strongest population gains; Johnstown is in last place for both.</p> <p>The outlook is not much brighter. Immigration usually helps PA offset domestic out-migration, but the forecast calls for weaker immigration to the U.S. in the near term because of President Trump's proposals. This will be a further headwind for population over the next few years on top of already-weak trends.</p> <p>Local government. Falling payrolls appear to be over for local government, but it will be a long time before the losses are recovered. Local government has been a headwind for the state for half a decade. The dependence of local governments on property taxes has meant a slow recovery for revenues in the wake of the housing bubble bust. Meanwhile, widespread underfunded pensions and rising healthcare costs have kept expenditures growing quickly.</p> <p>Demographic headwinds exacerbate these fiscal problems, as a slowly expanding and aging population means more pension costs spread among fewer current workers and taxpayers.</p> <p>Although local government employment will add jobs, these headwinds will keep payrolls from returning to their previous peak for more than a decade.</p> <p>Pennsylvania's economy will improve this year as a strengthening labor market boosts incomes and manufacturing and energy headwinds fade. In the long run, slow population growth and fiscal problems will weigh on job additions and ensure that the state lags the U.S.</p> <p><i>Adam Ozimek</i> <i>1-866-275-3266</i> <i>January 2017</i> <i>help@economy.com</i></p>								
STRENGTHS & WEAKNESSES													
<p>STRENGTHS</p> <ul style="list-style-type: none"> » Affordable housing compared with the rest of the Northeast. » Strong roster of leading educational institutions and hospitals. » Below average employment volatility. <p>WEAKNESSES</p> <ul style="list-style-type: none"> » Weak and worsening migration trends. » Aging infrastructure. » Unfavorable tax structure in city of Philadelphia. 													
FORECAST RISKS													
SHORT TERM		LONG TERM											
RISK EXPOSURE 2016-2021		42 5th quintile			Highest=1 Lowest=51								
<p>UPSIDE</p> <ul style="list-style-type: none"> » Strong downtown investment lifts Philadelphia's long-term growth prospects. » Logistics provide bigger boost as more online distribution centers pop up. <p>DOWNSIDE</p> <ul style="list-style-type: none"> » Changing landscape of healthcare requires additional cost-cutting by hospitals. » Budget shortfall leads to poor policy mix. » Weak revenue and significant pension liabilities hamstringing state and local governments. 													
MOODY'S RATING													
Aa3					AS OF AUG 05, 2016								
2010	2011	2012	2013	2014	2015	INDICATORS		2016	2017	2018	2019	2020	2021
581.3	589.3	595.7	602.8	616.4	626.7	Gross state product (C09\$ bil)		633.1	646.2	663.7	676.1	682.0	690.2
5,621	5,686	5,726	5,741	5,788	5,837	Total employment (ths)		5,888	5,930	5,995	6,052	6,075	6,072
0.1	1.2	0.7	0.3	0.8	0.8	% change		0.9	0.7	1.1	1.0	0.4	-0.0
8.4	7.9	7.7	7.1	5.8	5.0	Unemployment rate (%)		5.4	5.5	5.0	4.6	4.8	5.1
3.6	5.1	4.4	0.6	4.1	3.8	Personal income growth (%)		2.6	4.8	5.9	5.7	4.8	4.0
12,712	12,744	12,772	12,781	12,791	12,792	Population (ths)		12,784	12,783	12,780	12,772	12,756	12,739
28.2	19.4	11.7	-1.3	-1.5	-10.2	Net migration (ths)		-10.9	-14.4	-16.0	-21.4	-28.7	-28.2
16,886	11,790	13,432	15,505	16,371	15,420	Single-family permits (#)		16,272	22,206	31,070	34,149	31,935	32,472
2,854	3,177	5,364	6,145	8,688	7,434	Multifamily permits (#)		5,938	6,289	6,476	5,671	4,718	5,484
374	365	363	367	374	385	FHFA house price (1980Q1=100)		398	417	430	436	442	454
8.8	8.3	8.0	8.1	7.4	6.5	Mortgage delinquency rate (%)		6.0	5.1	4.6	4.6	4.6	4.7
504.3	565.2	599.7	622.7	651.0	675.7	New vehicle registrations (ths)		686.0	732.2	731.8	699.4	662.2	660.1
37,861	32,364	28,253	26,171	23,102	21,584	Personal bankruptcies (#)		19,864	17,996	19,932	24,139	28,365	31,320

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ECONOMIC HEALTH CHECK

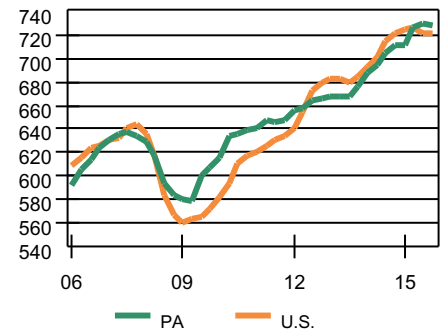
3-MO MA

	Jul 16	Aug 16	Sep 16	Oct 16	Nov 16	Dec 16
Employment, change, ths	0.5	3.9	7.3	4.2	1.3	-1.1
Unemployment rate, %	5.6	5.6	5.7	5.7	5.7	5.7
Initial unemployment claims, ths	80.2	80.7	79.0	79.4	77.5	71.7
Labor force participation rate, %	63.6	63.5	63.4	63.4	63.5	63.4
Merchandise exports, \$ bil	35.3	35.6	34.7	36.5	37.8	ND
Average weekly hours, #	33.8	33.7	33.8	33.8	ND	ND
Industrial production, 2007=100	102.7	102.8	102.7	102.7	102.5	102.7
Residential permits, #	20,243	20,119	20,208	23,258	24,526	23,072
	Better than prior 3-mo MA	Unchanged from prior 3-mo MA	Unchanged from prior 3-mo MA	Worse than prior 3-mo MA	Worse than prior 3-mo MA	Worse than prior 3-mo MA

Sources: BLS, Census Bureau, Dept. of Labor, Moody's Analytics

STATE TAX REVENUE

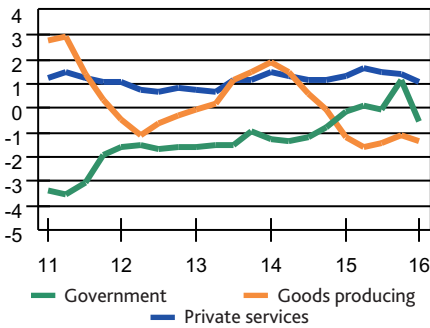
\$ PER CAPITA



Sources: Census Bureau, Moody's Analytics

CURRENT EMPLOYMENT TRENDS

% CHANGE YR AGO



Sources: BLS, Moody's Analytics

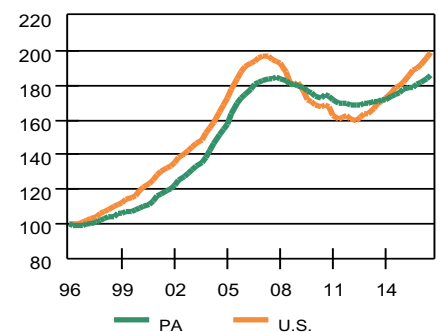
% CHANGE YR AGO, 3-MO MA

	Apr 16	Aug 16	Dec 16
Total	1.1	1.0	0.6
Mining	-24.7	-26.9	-24.3
Construction	0.6	0.6	0.3
Manufacturing	-0.7	-0.1	-0.3
Trade	1.2	0.7	0.1
Trans/Utilities	2.8	1.1	2.1
Information	1.6	2.0	-1.9
Financial Activities	1.2	-0.4	0.8
Prof & Business Svcs.	1.7	1.3	1.7
Edu & Health Svcs.	1.8	2.3	1.7
Leisure & Hospitality	3.1	2.0	1.4
Other Services	1.6	1.0	-0.4
Government	-0.0	1.0	-0.5

Sources: BLS, Moody's Analytics

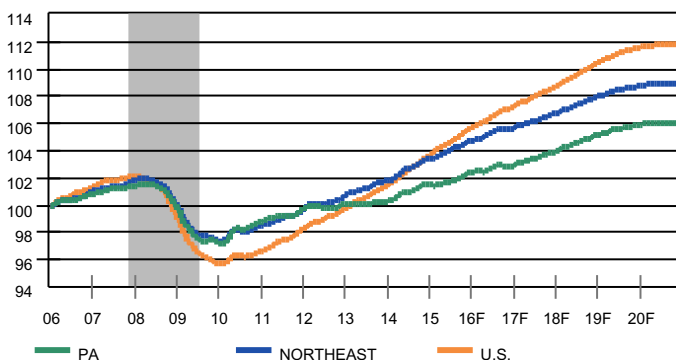
HOUSE PRICE

1996=100, NSA



Sources: FHFA, Moody's Analytics

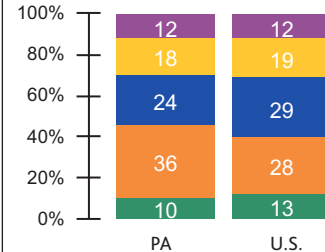
RELATIVE EMPLOYMENT PERFORMANCE (JAN 2006=100)



Sources: BLS, Moody's Analytics

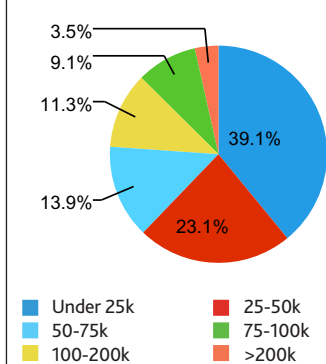
EDUCATIONAL ATTAINMENT

% OF POPULATION 25 AND OLDER



Sources: Census Bureau, Moody's Analytics, 2015

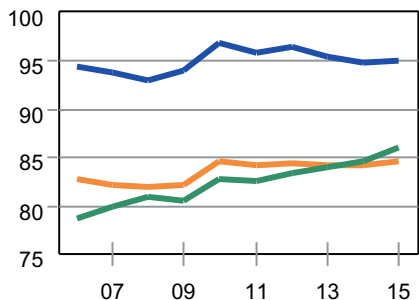
INCOME TAX DISTRIBUTION



Sources: IRS, Moody's Analytics, 2013

PRODUCTIVITY

REAL OUTPUT PER WORKER, \$ THS



2015 PA \$85,991 NE \$95,097 U.S. \$84,588

Source: Moody's Analytics

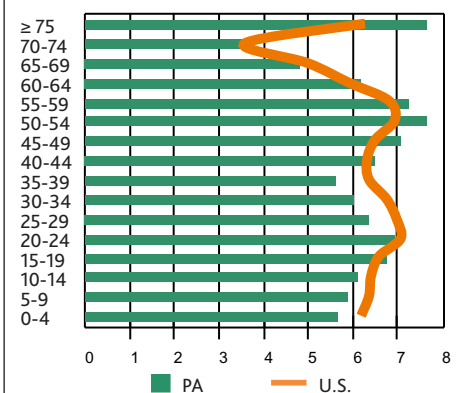
MERCHANDISE EXPORTS

Destination	\$ mil	% of total
World	39,436.4	100.0
Canada	11,677.3	29.6
Mexico	4,181.4	10.6
United Kingdom	2,341.6	5.9
China	2,060.8	5.2
Japan	1,668.4	4.2

Industry	\$ mil	% of total
World	39,436.4	100.0
Chemical manuf.	7,935.1	20.1
Transp.equip. manuf.	4,284.5	10.9
Computers, electronics	4,207.9	10.7
Machinery manuf.	4,031.0	10.2
Primary metal manuf.	3,063.6	7.8

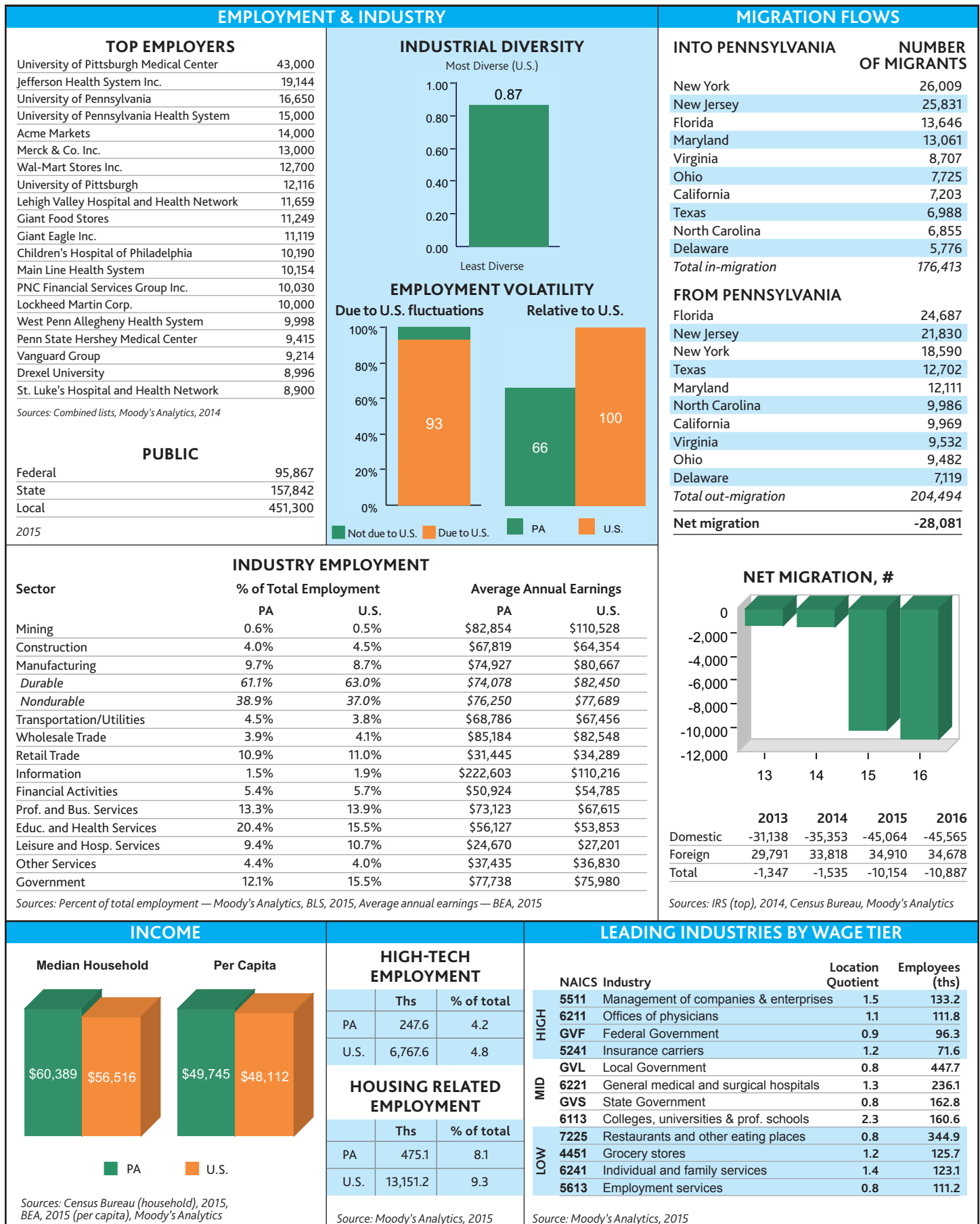
Sources: Census Bureau, Moody's Analytics, 2015

POPULATION BY AGE, %



Sources: Census Bureau, Moody's Analytics, 2015

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About Moody's Analytics

Moody's Analytics helps capital markets and credit risk management professionals worldwide respond to an evolving marketplace with confidence. With its team of economists, the company offers unique tools and best practices for measuring and managing risk through expertise and experience in credit analysis, economic research, and financial risk management. By offering leading-edge software and advisory services, as well as the proprietary credit research produced by Moody's Investors Service, Moody's Analytics integrates and customizes its offerings to address specific business challenges.

Concise and timely economic research by Moody's Analytics supports firms and policymakers in strategic planning, product and sales forecasting, credit risk and sensitivity management, and investment research. Our economic research publications provide in-depth analysis of the global economy, including the U.S. and all of its state and metropolitan areas, all European countries and their subnational areas, Asia, and the Americas. We track and forecast economic growth and cover specialized topics such as labor markets, housing, consumer spending and credit, output and income, mortgage activity, demographics, central bank behavior, and prices. We also provide real-time monitoring of macroeconomic indicators and analysis on timely topics such as monetary policy and sovereign risk. Our clients include multinational corporations, governments at all levels, central banks, financial regulators, retailers, mutual funds, financial institutions, utilities, residential and commercial real estate firms, insurance companies, and professional investors.

Moody's Analytics added the economic forecasting firm Economy.com to its portfolio in 2005. This unit is based in West Chester PA, a suburb of Philadelphia, with offices in London, Prague and Sydney. More information is available at www.economy.com.

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2016 High Priority Occupations for Northwest Workforce Development Area

SOC Code	SOC Title	Educational Attainment	Wages (2015)			Employment			
			Entry Level	Annual Average	Exper. Level	Estimated 2012	Projected 2022	Percent Change	Annual Openings
11-2022	Sales Managers	BD+	\$65,350	\$135,660	\$170,820	350	360	2.9%	8
11-9151	Social & Community Service Managers	BD+	\$39,180	\$59,980	\$70,380	330	380	15.2%	12
13-1023	Purchasing Agents	BD+	\$38,590	\$57,710	\$67,280	640	660	3.1%	15
13-1031	Claims Adjusters, Examiners & Investigators	LT OJT	N/A	N/A	N/A	570	580	1.8%	14
13-1051	Cost Estimators	BD	\$36,680	\$54,130	\$62,850	370	420	13.5%	16
13-1081	Logisticians	BD	\$36,690	\$59,520	\$70,930	80	100	25.0%	3
13-1151	Training & Development Specialists	BD+	\$28,630	\$55,010	\$68,200	320	340	6.3%	8
13-1161	Market Research Analysts & Marketing Specialists	BD	\$32,660	\$56,690	\$68,710	330	410	24.2%	12
13-2011	Accountants & Auditors	BD	\$38,940	\$60,990	\$72,010	1,630	1,750	7.4%	61
13-2051	Financial Analysts	BD	\$46,660	\$71,050	\$83,240	210	220	4.8%	6
15-1121	Computer Systems Analysts	BD	\$48,250	\$67,400	\$76,970	160	190	18.8%	6
15-1131	Computer Programmers	BD	\$42,960	\$68,180	\$80,780	270	260	-3.7%	7
15-1132	Software Developers, Applications	BD	\$57,190	\$83,530	\$96,700	140	150	7.1%	3
15-1133	Software Developers, Systems Software	BD	\$65,820	\$94,470	\$108,790	90	100	11.1%	2
15-1142	Network & Computer Systems Administrators	BD	\$41,380	\$61,740	\$71,920	350	380	8.6%	9
15-1151	Computer User Support Specialists	PS	\$29,430	\$43,380	\$50,360	460	530	15.2%	14
15-1152	Computer Network Support Specialists	AD	\$37,110	\$57,470	\$67,650	100	110	10.0%	3
17-2051	Civil Engineers	BD	\$50,560	\$70,570	\$80,570	220	260	18.2%	9
17-2072	Electronics Engineers	BD	\$50,910	\$83,340	\$99,550	140	140	0.0%	3
17-2112	Industrial Engineers	BD	\$51,010	\$71,440	\$81,650	420	450	7.1%	14
17-2141	Mechanical Engineers	BD	\$51,340	\$69,210	\$78,150	850	880	3.5%	31
19-4021	Biological Technicians	BD	\$32,570	\$48,460	\$56,410	20	20	0.0%	1
21-1011	Substance Abuse & Behavioral Disorder Counselors	BD	\$24,820	\$36,670	\$42,600	500	590	18.0%	20
21-1012	Educational, Guidance, School & Vocational Counselors	MD	\$34,960	\$50,260	\$57,910	510	540	5.9%	15
21-1015	Rehabilitation Counselors	MD	\$25,930	\$40,300	\$47,490	420	490	16.7%	16
21-1021	Child, Family & School Social Workers	BD	\$26,940	\$36,350	\$41,050	930	1,030	10.8%	30
21-1022	Healthcare Social Workers	MD	\$33,760	\$45,900	\$51,970	250	320	28.0%	12
21-1023	Mental Health & Substance Abuse Social Workers	BD	\$26,260	\$32,220	\$35,200	480	580	20.8%	20
21-1091	Health Educators	BD	\$35,000	\$52,320	\$60,980	70	80	14.3%	3
21-1093	Social & Human Service Assistants	ST OJT	\$20,040	\$29,690	\$34,510	1,030	1,170	13.6%	41
23-2011	Paralegals & Legal Assistants	AD	\$29,840	\$44,580	\$51,950	150	170	13.3%	4
25-2032	Career/Technical Education Teachers, Secondary School	BD+	\$46,740	\$60,240	\$67,000	170	160	-5.9%	4
25-3021	Self-Enrichment Education Teachers	WK EXP	\$26,120	\$40,570	\$47,800	340	350	2.9%	7
27-2022	Coaches & Scouts	BD	\$17,160	\$33,720	\$42,000	260	290	11.5%	10
29-1051	Pharmacists	PROF	\$69,560	\$101,710	\$117,780	560	580	3.6%	15
29-1071	Physician Assistants	MD	\$64,050	\$82,100	\$91,120	210	240	14.3%	7
29-1126	Respiratory Therapists	AD	\$39,000	\$49,600	\$54,910	160	190	18.8%	5

2016 High Priority Occupations for Northwest Workforce Development Area

SOC Code	SOC Title	Educational Attainment	Wages (2015)			Employment			
			Entry Level	Annual Average	Exper. Level	Estimated 2012	Projected 2022	Percent Change	Annual Openings
29-1141	Registered Nurses	BD	\$43,450	\$55,890	\$62,120	4,660	5,620	20.6%	186
29-1171	Nurse Practitioners	MD	\$65,100	\$83,930	\$93,350	150	190	26.7%	7
29-2011	Medical & Clinical Laboratory Technologists	BD	\$40,810	\$52,590	\$58,480	360	390	8.3%	13
29-2012	Medical & Clinical Laboratory Technicians	AD	\$24,380	\$35,000	\$40,310	170	190	11.8%	6
29-2021	Dental Hygienists	AD	\$43,820	\$54,650	\$60,060	320	360	12.5%	12
29-2031	Cardiovascular Technologists & Technicians	AD	\$26,440	\$43,440	\$51,940	140	180	28.6%	6
29-2032	Diagnostic Medical Sonographers	AD	\$47,090	\$61,160	\$68,200	70	100	42.9%	4
29-2034	Radiologic Technologists	AD	\$36,900	\$46,870	\$51,850	350	430	22.9%	13
29-2041	Emergency Medical Technicians & Paramedics	PS	\$18,720	\$25,440	\$28,810	540	670	24.1%	28
29-2052	Pharmacy Technicians	MT OJT	\$21,140	\$28,300	\$31,880	480	530	10.4%	10
29-2055	Surgical Technologists	PS	\$27,040	\$34,500	\$38,240	100	130	30.0%	4
29-2056	Veterinary Technologists & Technicians	AD	\$18,680	\$28,490	\$33,400	120	150	25.0%	4
29-2061	Licensed Practical & Licensed Vocational Nurses	PS	\$31,950	\$38,600	\$41,920	1,720	2,010	16.9%	71
29-2071	Medical Records & Health Information Technicians	PS	\$24,920	\$33,520	\$37,830	270	320	18.5%	12
29-2081	Opticians, Dispensing	LT OJT	\$22,060	\$30,980	\$35,440	130	140	7.7%	6
31-1014	Nursing Assistants	PS	\$20,430	\$25,840	\$28,540	3,210	3,480	8.4%	88
31-2011	Occupational Therapy Assistants	AD	\$33,860	\$45,320	\$51,060	120	160	33.3%	7
31-2021	Physical Therapist Assistants	AD	\$32,940	\$41,360	\$45,560	150	200	33.3%	8
31-9091	Dental Assistants	PS	\$24,000	\$29,600	\$32,390	430	460	7.0%	12
31-9097	Phlebotomists	PS	\$23,570	\$27,610	\$29,630	190	240	26.3%	8
35-1011	Chefs & Head Cooks	WK EXP	\$27,050	\$41,000	\$47,970	140	140	0.0%	2
35-1012	Supervisors - Food Preparation & Serving Workers	WK EXP	\$20,470	\$31,130	\$36,460	1,630	1,810	11.0%	64
39-3011	Gaming Dealers	ST OJT	N/A	N/A	N/A	220	230	4.5%	5
39-9031	Fitness Trainers & Aerobics Instructors	ST OJT	\$16,970	\$27,890	\$33,350	400	430	7.5%	8
41-1011	Supervisors - Retail Sales Workers	WK EXP	\$26,360	\$41,000	\$48,330	2,380	2,360	-0.8%	52
41-2021	Counter & Rental Clerks	ST OJT	\$17,220	\$25,690	\$29,930	480	500	4.2%	14
41-3011	Advertising Sales Agents	MT OJT	\$25,170	\$37,440	\$43,570	150	150	0.0%	5
41-3031	Securities, Commodities & Financial Services Sales Agents	BD+	\$33,370	\$94,770	\$125,470	350	370	5.7%	10
41-4011	Sales Representatives, Technical & Scientific Products	BD+	\$47,860	\$76,740	\$91,180	220	230	4.5%	4
41-4012	Sales Representatives	MT OJT	\$30,840	\$58,600	\$72,490	2,100	2,210	5.2%	52
43-1011	Supervisors - Office & Administrative Support Workers	WK EXP	\$30,850	\$49,710	\$59,140	1,740	1,910	9.8%	58
43-3011	Bill & Account Collectors	MT OJT	\$23,930	\$33,410	\$38,150	450	500	11.1%	18
43-3021	Billing & Posting Clerks	MT OJT	\$23,510	\$32,640	\$37,200	870	1,030	18.4%	32
43-3031	Bookkeeping, Accounting & Auditing Clerks	PS+	\$20,790	\$31,180	\$36,380	2,660	2,860	7.5%	43
43-4011	Brokerage Clerks	MT OJT	\$35,650	\$41,460	\$44,360	30	30	0.0%	1
43-4051	Customer Service Representatives	ST OJT	\$21,310	\$32,340	\$37,860	3,050	3,300	8.2%	107
43-4081	Hotel, Motel & Resort Desk Clerks	ST OJT	\$17,060	\$18,390	\$19,060	300	320	6.7%	16

2016 High Priority Occupations for Northwest Workforce Development Area

SOC Code	SOC Title	Educational Attainment	Wages (2015)			Employment			
			Entry Level	Annual Average	Exper. Level	Estimated 2012	Projected 2022	Percent Change	Annual Openings
43-5011	Cargo & Freight Agents	ST OJT	\$26,570	\$46,310	\$56,180	70	90	28.6%	4
43-5032	Dispatchers	MT OJT	\$24,860	\$36,850	\$42,840	170	180	5.9%	6
43-5061	Production, Planning & Expediting Clerks	MT OJT	\$28,790	\$47,550	\$56,930	700	760	8.6%	23
43-5071	Shipping, Receiving & Traffic Clerks	ST OJT	\$22,400	\$31,220	\$35,630	920	940	2.2%	26
43-6012	Legal Secretaries	MT OJT	\$19,010	\$28,420	\$33,130	420	420	0.0%	5
43-6013	Medical Secretaries	MT OJT	\$23,700	\$29,250	\$32,020	860	1,130	31.4%	36
43-6014	Secretaries	ST OJT	\$20,530	\$30,170	\$34,990	3,900	4,210	7.9%	78
43-9041	Insurance Claims & Policy Processing Clerks	MT OJT	N/A	N/A	N/A	490	500	2.0%	14
43-9061	Office Clerks, General	ST OJT	\$19,290	\$27,750	\$31,980	5,190	5,280	1.7%	118
47-1011	Supervisors - Construction Trades & Extraction Workers	WK EXP	\$42,950	\$59,240	\$67,380	600	670	11.7%	12
47-2021	Brickmasons & Blockmasons	LT OJT	N/A	N/A	N/A	40	50	25.0%	1
47-2031	Carpenters	LT OJT	\$26,410	\$39,460	\$45,980	1,220	1,350	10.7%	28
47-2051	Cement Masons & Concrete Finishers	MT OJT	\$29,590	\$39,440	\$44,380	210	220	4.8%	3
47-2061	Construction Laborers	ST OJT	\$20,700	\$31,300	\$36,590	1,080	1,200	11.1%	36
47-2073	Operating Engineers & Other Construction Equipment Operators	MT OJT	\$31,550	\$41,680	\$46,740	790	860	8.9%	24
47-2111	Electricians	LT OJT	\$39,110	\$55,500	\$63,690	690	720	4.3%	17
47-2152	Plumbers, Pipefitters & Steamfitters	LT OJT	\$32,310	\$51,220	\$60,670	400	420	5.0%	8
47-2211	Sheet Metal Workers	LT OJT	\$31,680	\$50,850	\$60,440	270	290	7.4%	7
47-2221	Structural Iron & Steel Workers	LT OJT	\$32,880	\$44,200	\$49,860	110	110	0.0%	4
47-4011	Construction & Building Inspectors	WK EXP	\$36,850	\$49,010	\$55,100	210	240	14.3%	8
47-5012	Rotary Drill Operators, Oil & Gas	MT OJT	\$29,350	\$49,270	\$59,230	90	100	11.1%	5
47-5071	Roustabouts, Oil & Gas	MT OJT	\$26,230	\$36,360	\$41,430	110	120	9.1%	4
49-1011	Supervisors - Mechanics, Installers & Repairers	WK EXP	\$43,720	\$61,370	\$70,190	570	610	7.0%	19
49-2098	Security & Fire Alarm Systems Installers	MT OJT	\$24,780	\$36,630	\$42,560	40	40	0.0%	1
49-3021	Automotive Body & Related Repairers	LT OJT	\$25,430	\$33,320	\$37,270	350	370	5.7%	9
49-3023	Automotive Service Technicians & Mechanics	PS	\$22,700	\$33,460	\$38,840	1,600	1,640	2.5%	44
49-3031	Bus & Truck Mechanics & Diesel Engine Specialists	LT OJT	\$29,350	\$38,920	\$43,700	540	570	5.6%	16
49-9021	Heating, A/C & Refrigeration Mechanics & Installers	PS+	\$31,140	\$44,760	\$51,570	340	370	8.8%	11
49-9041	Industrial Machinery Mechanics	LT OJT	\$34,760	\$48,630	\$55,560	670	810	20.9%	33
49-9051	Electrical Power-Line Installers & Repairers	LT OJT	\$62,680	\$70,410	\$74,270	170	210	23.5%	9
49-9052	Telecommunications Line Installers & Repairers	LT OJT	\$27,330	\$47,630	\$57,780	160	160	0.0%	4
49-9071	Maintenance & Repair Workers, General	LT OJT	\$20,810	\$32,840	\$38,850	2,760	2,990	8.3%	76
51-1011	Supervisors - Production & Operating Workers	WK EXP	\$38,100	\$53,410	\$61,070	1,610	1,620	0.6%	25
51-3021	Butchers & Meat Cutters	LT OJT	\$24,030	\$34,000	\$38,980	280	280	0.0%	7
51-3092	Food Batchmakers	MT OJT	\$17,410	\$26,660	\$31,280	200	200	0.0%	7
51-4011	Computer-Controlled Machine Tool Operators, Metal & Plastic	MT OJT	\$24,750	\$35,580	\$41,000	940	1,090	16.0%	41
51-4012	CNC Machine Tool Programmers, Metal & Plastic	LT OJT	\$29,980	\$42,280	\$48,420	260	330	26.9%	14

2016 High Priority Occupations for Northwest Workforce Development Area

SOC Code	SOC Title	Educational Attainment	Wages (2015)			Employment			
			Entry Level	Annual Average	Exper. Level	Estimated 2012	Projected 2022	Percent Change	Annual Openings
51-4033	Grinding, Lapping, Polishing & Buffing Machine Operators, Metal & Plastic	MT OJT	\$23,030	\$34,600	\$40,380	560	510	-8.9%	13
51-4041	Machinists	LT OJT	\$26,810	\$37,380	\$42,670	1,860	1,980	6.5%	54
51-4081	Multiple Machine Tool Setters, Operators & Tenders, Metal & Plastic	MT OJT	\$19,660	\$29,900	\$35,020	550	510	-7.3%	11
51-4121	Welders, Cutters, Solderers & Brazers	MT OJT	\$27,500	\$36,200	\$40,550	1,300	1,340	3.1%	36
51-5112	Printing Press Operators	MT OJT	\$23,550	\$34,620	\$40,150	330	320	-3.0%	6
51-5113	Print Binding & Finishing Workers	ST OJT	\$18,670	\$29,100	\$34,320	70	70	0.0%	1
51-9011	Chemical Equipment Operators & Tenders	MT OJT	\$32,060	\$46,000	\$52,980	110	110	0.0%	4
51-9061	Inspectors, Testers, Sorters, Samplers & Weighers	MT OJT	\$20,920	\$33,410	\$39,660	1,500	1,640	9.3%	47
51-9111	Packaging & Filling Machine Operators & Tenders	MT OJT	\$21,240	\$28,360	\$31,920	570	610	7.0%	17
53-1031	Supervisors - Transportation & Vehicle Operators	WK EXP	\$40,260	\$55,430	\$63,020	210	220	4.8%	7
53-3031	Driver/Sales Workers	ST OJT	\$17,220	\$25,280	\$29,300	570	610	7.0%	13
53-3032	Heavy & Tractor-Trailer Truck Drivers	PS	\$26,690	\$39,920	\$46,530	2,590	2,890	11.6%	71
53-3033	Light Truck or Delivery Services Drivers	ST OJT	\$19,040	\$31,040	\$37,040	1,400	1,430	2.1%	25
53-7051	Industrial Truck & Tractor Operators	ST OJT	\$25,710	\$33,830	\$37,890	630	630	0.0%	14

Educational Attainment Abbreviations:

- Short-term or Moderate-term training (**ST OJT** or **MT OJT**) – basic tasks and skills are learned through a period of on-the-job training. A high school diploma may be required.
- Long-term training (**LT OJT**) – a high school diploma and at least one year of on-the-job training or an apprenticeship.
- Related work experience (**WK EXP**) – a high school diploma and training gained through hands-on work in a similar occupation.
- Postsecondary training (**PS** or **PS+**) – training is gained through a postsecondary training program. Some period of related work experience may be required.
- Associate Degree (**AD** or **AD+**) – degree completed after two years of full-time schooling beyond high school. Some period of related work experience may be required.
- Bachelor's Degree (**BD** or **BD+**) – degree completed after four years of full-time schooling beyond high school. Some period of related work experience may be required.
- Master's Degree (**MD** or **MD+**) – degree completed after two years of full-time schooling beyond a bachelor's degree. Some period of related work experience may be required.
- Doctoral (**PhD**) or First Professional Degree (**PROF**) – degree programs requiring 3-6 years of education at the college or university level beyond a four-year bachelor's degree.

APPENDIX C

ERIE COUNTY RESIDENT SURVEY

We need your help! As you may have heard, Empower Erie is working to determine the feasibility of establishing a community college in Erie County. We are looking for your opinion on how a community college would fit into Erie County and potentially help students of all ages from high school graduates, to adult learners, to retirees.

Community colleges provide affordable two-year degrees, certificates, and adult training and education in response to the changing needs of the local community, business and industry. Currently there is no community college in Erie County. The survey will take 10-12 minutes of your time. Your opinions are confidential. If there is ever a time you feel uncomfortable answering a question, please just ask me to skip to the next one.

1) Are you ready to begin?

- a. Yes
- b. No (If No, please follow the terminate survey script)

2) What is your zip code? (Check one only. End survey if not on this list)

- | | | | | | |
|----------|----------|----------|-----------|-----------|-----------|
| a. 16401 | h. 16415 | o. 16430 | v. 16503 | cc. 16510 | jj. 16546 |
| b. 16407 | i. 16417 | p. 16438 | w. 16504 | dd. 16511 | kk. 16550 |
| c. 16410 | j. 16421 | q. 16441 | x. 16505 | ee. 16512 | ll. 1656 |
| d. 16411 | k. 16423 | r. 16442 | y. 16506 | ff. 16514 | mm.16565 |
| e. 16412 | l. 16426 | s. 16443 | z. 16507 | gg. 16515 | |
| f. 16412 | m. 16427 | t. 16501 | aa. 16508 | hh. 16541 | |
| g. 16413 | n. 16428 | u. 16502 | bb. 16509 | ii. 16544 | |

3) Which of the following ranges includes your age?

- ① 15-17
- ② 18-24 [MIN >75. WEIGHT 14%]
- ③ 25-34 [MIN >65. WEIGHT 16%]
- ④ 35-44 [MIN >60. WEIGHT 15%]
- ⑤ 45-54 [MIN >50. WEIGHT 18%]
- ⑥ 55-59 [MIN >50. WEIGHT 10%]
- ⑦ 60-64 [MIN >50. WEIGHT 8%]
- ⑧ 65+ [MAX: 150. WEIGHT 20%]
- ⑨ Prefer not to answer [TERMINATE]

4) What is your highest level of education? (read responses and check one response only)

- ① Still in high school haven't graduated
- ② Left high school before graduating
- ③ GED
- ④ high school graduate
- ⑤ some college
- ⑥ post-secondary certificate
- ⑦ associates degree
- ⑧ apprentice program
- ⑨ bachelors
- ⑩ masters/professional degree
- ⑪ doctorate

5) Which categories best describe you? (read responses and check all that apply)

- ① White
- ② Hispanic, Latino, or Spanish Origin
- ③ Black or African American
- ④ Asian
- ⑤ American Indian or Alaska Native
- ⑥ Middle Eastern or North African
- ⑦ Native Hawaiian or Other Pacific Islander
- ⑧ Some other race, ethnicity, or origin

6) What gender do you identify with most closely? (read responses and check one only)

- ① Male [WEIGHT 49%]
- ② Female [WEIGHT 49%]
- ③ Other [WEIGHT .5%]
- ④ Prefer not to answer [WEIGHT .5%]

7) From what perspective are you most interested in a community college? (read responses and check one response only then follow skip pattern)

- ① Parent with children who could benefit (Skip to Parents - A)
- ② Current High School student (Skip High School Students - B)
- ③ Recent High School graduate (Skip to C)
- ④ Adult learner (25 years and older)
- ⑤ Business person (Skip to D)
- ⑥ Educator (Skip to E)
- ⑦ Interested Erie County Resident (go to question 7)

8) In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?

- ④ Very Important
- ③ Important
- ② Somewhat Important
- ① Not Important
- ⑨ No Opinion

9) Community colleges are a cost-effective resource to all residents in a community, including high school students, adults, displaced workers, and seniors. Taking into consideration that 180,000 of Erie County's residents could utilize a community college, do you believe there are enough potential students in to support a community college?

- ① Yes, definitely
- ② Yes, probably
- ③ Unsure
- ④ Probably not
- ⑤ Definitely not

10) In many communities, community colleges play an important economic development role, training people for jobs, providing contract training to businesses, offering small business assistance and local economic planning. How important would it be for a community college involved in economic development services be to the Erie community?

- ④ Very Important
- ③ Important
- ② Somewhat Important
- ① Not Important
- ⑨ No Opinion

**11) In your opinion, how important would it be for Erie County to have a community college?
(Read all responses)**

- ④ Very Important
- ③ Important
- ② Somewhat Important
- ① Not Important
- ⑨ No Opinion

11a. Why do you feel this way? _____

12) If there were a community college in Erie County, would you consider it an option for your job training and/or education?

- ① Yes, definitely
- ② Yes, probably
- ③ Unsure
- ④ Probably not
- ⑤ Definitely not

13) From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County? (High, Medium, Low, None, Don't Know)

	High	Medium	Low	None	Don't Know
a. High School Students (dual enrollment and/or better career planning opportunities)	④	③	②	①	⑨
b. Recent high school graduates (2014, 2015 and 2016)	④	③	②	①	⑨
c. Out-of-school youth aged 17-24 who have not earned a high school diploma	④	③	②	①	⑨
d. Adults in need of basic skills training	④	③	②	①	⑨
e. Adults with a high school diploma or displaced workers seeking additional training	④	③	②	①	⑨
f. Retirees (55 years and older)	④	③	②	①	⑨

14) How important do you think it would be for a community college in Erie County to offer these types of programs?

	Very Important	Important	Somewhat Important	Not Important	No Opinion
a. General Education/ Humanities with a focus on literature, languages, philosophy, history, mathematics, and science	④	③	②	①	⑨
b. Occupational/Technical Education to prepare students in the trades or a specific occupation	④	③	②	①	⑨
c. Continuing Education and Professional Development for college or non-college credit	④	③	②	①	⑨
d. Developmental Education to help students of all ages get the social and educational skills necessary to be successful in college.	④	③	②	①	⑨
e. High school students enrolling in college courses for credit	④	③	②	①	⑨
f. Internships to get on the job work experience	④	③	②	①	⑨

- 15) A community college can offer many different degrees and certificates to educate people of all ages and backgrounds. On a scale of 1 to 4 with 4 being Very Important, 3 being Important, 2 being Somewhat Important, and 1 being Not Important at All, how important it would be to offer the following:

	Very Important	Important	Somewhat Important	Not Important	No Opinion
a. Career Associate Degrees (2 years) for students who only want two year degrees and don't want to pursue a 4-year degree	④	③	②	①	⑨
b. Transfer Associate Degree (2 years) for students that want to transfer to a 4- year school to complete their education	④	③	②	①	⑨
c. Certificate Program with a clearly defined job goal at the end	④	③	②	①	⑨
d. Short-term Career Diploma for 6 to 8 week programs to gain technical skills and training for jobs	④	③	②	①	⑨
e. Continuing Education or specific job skill training	④	③	②	①	⑨

- 16) What level of emphasis do you believe a regional community college should place on the following teaching methods? I am going to read a list of 6 teaching methods that the community college could use to educate its students, then I will ask you to rank them with 1 being your preferred option and 6 being your least preferred option.

- Rank: _____ Workplace (on-the-job) training
 Rank: _____ Web-based E-learning and computer-aided instruction on the internet
 Rank: _____ Distance learning
 Rank: _____ Traditional Classroom Instruction
 Rank: _____ Self-paced learning or tutoring on a computer
 Rank: _____ Blended approach (online and in-person)

Finally, we would like to ask you how you get information in your community.

17) How closely would you say you follow news about issues, policies and events in the community?

- ① Not at all closely
- ② Somewhat closely
- ③ Fairly closely
- ④ Very closely

18) Who or what is the most influential source of information about issues, policies and events in the community? (Select one.)

- ① None/nothing
- ② Friends/family
- ③ Newspaper (specify: _____)
- ④ Radio or TV news (specify: _____)
- ⑤ Internet (specify: _____)
- ⑥ Social media (specify: _____)
- ⑦ Community news, blogs, newsletters (specify: _____)
- ⑧ Community or interest groups (specify: _____)
- ⑨ Something else (specify: _____)
- ⑩ Don't know

Thank you for your time. Your responses will be very helpful to the community college discussion.

a) **PARENT BREAKOUT SECTIONS (Go Back to Q8)** Is your child (or children) currently in:
(check all that apply)

- ① Kindergarten through 8th grade (K-8)
- ② High school Freshman
- ③ High school Sophomore
- ④ High school Junior
- ⑤ High school Senior
- ⑥ College or post-secondary training
- ⑦ In the military

b) If there were a community college in the region, would you consider it an option for your child after high school?

- ① Yes, definitely
- ② Yes, probably
- ③ Unsure
- ④ Probably not
- ⑤ Definitely not

A. CURRENT HIGH SCHOOL STUDENT SURVEY (Go Back to Q8)**a) What is your current grade level?**

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Other

b) Are you planning on attending college after graduation?

- ① Yes, definitely
- ② Yes, probably
- ③ Unsure
- ④ Probably not
- ⑤ Definitely not

IF YES, definitely or Yes, probably ask questions below:

1. Are you planning on attending college in Pennsylvania? ① Yes ② No
2. Are you planning on attending college in Erie County? ① Yes ② No
3. Is the cost of attending college a concern for you? ① Yes ② No
4. What do you want to study in college? _____

If Probably Not or Definitely Not, ask:

1) What do you plan to do after high school?

- ① Learn a trade
- ② Join the military
- ③ Get a job that doesn't require a college degree
- ④ Travel/take some time off
- ⑤ Get an internship
- ⑥ Other

2) If Probably Not or Definitely Not, ask: Are you staying in Erie County after graduation?

- ① Yes ② No ③ Don't Know

c) After graduation from high school, are you entering a STEM-related (Science, Technology, Engineering, and Mathematics) job or field of study?

- ① Yes
- ② No

d) Upon graduation from high school, will you have any college credits, for example from Advanced Placement or dual enrollment courses?

- ① Yes
- ② No

B. RECENT HIGH SCHOOL GRADUATE (Go Back to Q8)

a) What year did you graduate?

- ① 2014
- ② 2015
- ③ 2016

C. BUSINESS PERSON (Go Back to Q8)

a) What industry sector do you represent? (Check one response only)

- ① Health care
- ② Manufacturing
- ③ Professional Services (lawyer, accounting, insurance consultants)
- ④ Retail
- ⑤ Education
- ⑥ Information Technology
- ⑦ Other

b) When it comes to filling jobs in your business or organization, how would you rate the skill level of the Erie county population?

- ① Excellent
- ② Very good
- ③ Good
- ④ Fair
- ⑤ Poor

c) How important is it to your business or industry to have access to education and training for your workforce?

- ② Very important
- ③ Important
- ④ Somewhat important
- ⑤ Not important

d) What kinds of training and/or credentials are most important to your business or industry?

e) **What skill deficits do you have in your current workforce?** (Please read responses and indicate to what degree it is a problem (high, medium, or low))

	High	Medium	Low	None	Don't Know
Soft skills (communication, written/verbal; math; teamwork)	④	③	②	①	⑨
Workforce readiness	④	③	②	①	⑨
Technical skills	④	③	②	①	⑨
Critical thinking/problem-solving skills	④	③	②	①	⑨
Work ethic	④	③	②	①	⑨
Interpersonal skills	④	③	②	①	⑨

f) **What are the educational requirements for the majority of the entry-level workers in your facility?** (read responses and check all that apply)

- ① Experience in the field
- ② High-school education or equivalent
- ③ College degree (two-year, four-year)
- ④ Post-high school (certificate or diploma from technical school, etc.)
- ⑤ Previous work experience in a related field
- ⑥ Other
- ⑦ None

g) **If you are having problems recruiting employees, why do you think this is happening?** (read responses and check all that apply)

- ① Availability of trained workers
- ② Business reputation
- ③ Location
- ④ Quality of supervision
- ⑤ Required qualifications
- ⑥ Competitive salary and benefits
- ⑦ Shifts
- ⑧ Skill levels
- ⑨ Work environment
- ⑩ Other

h) **If you are having problems retaining employees, why do you think this is happening?** (Read options and check all that apply)

- ① Benefits offered
- ② Business location
- ③ Child care
- ④ Wages
- ⑤ Working conditions
- ⑥ The work itself
- ⑦ Facility environment

- ⑧ Work schedules
- ⑨ Other
- ⑩ No problems

D. EDUCATOR (Go Back to Q8)

a) Which category BEST describes your position:

- ① K-12 administrator
- ② K-12 faculty
- ③ Post-secondary administrator
- ④ Post-secondary faculty

b) Do you believe access to a community college in the community would help your students be successful?

- ① Yes
- ② No
- ③ Why do you feel this way? _____

DRAFT

Erie County (#171039)

Q2. What is your zip code?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34						MALE	FEMALE	OTHER	STUD	PROFES	NON-	IMPOR	IMPOR	SOME	NOT	NO	UN				
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+		/RF	ENT	SIONAL	ENT	(NET)	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
16401	1	-	-	-	-	-	1	-	1	-	-	-	1	1	-	1	-	-	-	-	-	1
	0.1						0.5		0.2				0.2	0.1		0.5						0.9
16407	15	8	3	5	4	1	2	9	6	-	5	2	8	12	5	6	3	1	-	8	5	2
	3.0	5.2	3.8	6.4	2.4	1.5	2.2	3.6	2.6		2.8	4.0	3.0	3.3	2.2	5.5	4.2	0.9		4.0	2.3	2.7
16410	6	3	3	-	1	1	1	1	5	-	4	-	2	6	5	1	-	-	-	2	1	3
	1.1	1.7	3.7		0.8	0.8	1.1	0.3	2.0		2.1		0.7	1.5	2.0	0.6				0.9	0.5	4.2
16411	3	2	-	2	-	1	1	1	2	-	2	-	1	3	3	-	-	-	-	2	1	-
	0.6	1.1		2.1		0.8	0.5	0.3	0.9		0.9		0.5	0.8	1.2					1.1	0.3	
16412	23	9	5	3	7	3	5	11	12	-	10	5	8	13	8	6	6	4	-	8	11	4
	4.6	5.7	7.4	4.2	4.0	3.1	5.1	4.4	4.9		5.7	7.9	3.1	3.6	3.1	4.7	8.7	5.6		3.8	4.6	7.1
16415	18	4	-	4	7	5	3	9	9	-	4	2	12	7	4	3	6	5	-	5	10	3
	3.6	2.3		4.4	3.9	5.4	3.3	3.6	3.7		2.4	3.2	4.5	1.9	1.7	2.3	8.4	7.7		2.4	4.2	5.1
16417	11	-	-	-	7	2	2	7	4	-	8	-	3	7	4	3	2	3	-	6	4	1
	2.2				4.0	2.4	2.4	3.0	1.5		4.4		1.2	1.8	1.6	2.3	2.7	3.8		2.8	1.9	1.2
16421	9	2	-	2	5	1	1	3	6	-	3	1	4	9	6	3	-	-	-	8	1	-
	1.8	1.1		2.1	3.3	1.5	0.6	1.1	2.5		1.8	2.3	1.7	2.5	2.5	2.5				3.7	0.6	
16423	8	3	3	-	4	-	2	6	1	1	5	-	3	8	3	5	-	-	-	3	2	3
	1.6	1.8	3.8		2.2		1.7	2.4	0.4	10.2	2.9		1.0	2.2	1.4	3.9				1.6	0.9	4.4
16426	13	4	3	2	5	1	2	3	10	-	4	1	8	8	6	2	4	1	-	3	6	4
	2.6	2.9	3.7	2.2	3.2	1.4	2.1	1.3	4.0		2.1	0.9	3.2	2.3	2.6	1.7	5.2	1.5		1.3	2.7	6.4

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q2. What is your zip code?

BANNER 1 WEIGHTED

	PERSPECTIVE																											
	AGE										GENDER					POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34						MALE				FEMALE	OTHER		STUD	PROFES	STUD	TANT	VERY		SOME	NOT	NO	UN					
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)						
16428	22	10	5	5	4	3	4	13	9	-	6	2	14	15	7	9	2	5	-	9	10	3						
	4.4	6.9	7.4	6.4	2.5	3.9	4.5	5.2	3.8		3.2	4.0	5.4	4.2	2.7	7.3	2.7	7.5		4.3	4.3	5.4						
16438	17	4	3	2	7	2	4	9	8	0	5	1	11	12	7	5	3	2	-	6	9	2						
	3.4	2.9	3.8	2.1	3.9	2.4	4.3	3.8	3.1	3.0	2.9	2.1	4.1	3.2	2.7	4.3	4.9	3.2		3.0	3.9	3.2						
16441	16	-	-	-	11	3	3	10	6	0	9	1	6	8	5	3	2	6	-	8	5	3						
	3.2				6.5	3.0	2.5	3.9	2.5	3.0	5.1	1.0	2.3	2.2	1.9	2.7	2.8	8.7		3.8	2.2	4.5						
																		OpN										
16442	6	-	-	-	4	0	1	2	3	0	2	-	4	3	3	1	-	2	-	3	3	-						
	1.1				2.4	0.4	1.1	0.8	1.3	3.8	0.9		1.5	0.9	1.1	0.5		3.5		1.3	1.3							
16443	3	-	-	-	3	1	-	1	3	-	3	-	1	3	3	-	1	-	-	2	1	-						
	0.7				1.6	0.8		0.3	1.1		1.4		0.3	0.7	1.1		1.0			1.0	0.5							
16501	1	-	-	-	1	1	1	1	1	-	-	-	1	1	1	-	-	1	-	-	1	1						
	0.2				0.8	0.5	0.3	0.2					0.5	0.1	0.2			1.0			0.2	1.2						
16502	35	14	8	7	9	8	3	9	21	5	10	4	21	32	27	5	1	1	-	19	12	4						
	6.9	9.6	11.0	8.4	5.6	9.0	3.3	3.5	8.6	50.0	5.3	6.6	8.1	8.9	11.0	4.6	1.9	1.9		9.3	5.0	6.3						
		g				GG			H	HI				QR	PQR					u								
16503	7	4	-	4	1	1	1	6	1	-	4	-	3	5	3	2	2	-	-	6	1	-						
	1.3	2.3		4.4	0.8	1.5	0.5	2.2	0.5		2.1		1.1	1.4	1.3	1.5	2.5			2.9	0.3							
																				u								
16504	25	4	3	2	7	6	8	14	10	0	11	1	13	17	11	6	6	1	1	10	12	3						
	4.9	2.9	3.8	2.2	4.0	6.7	7.8	5.6	4.2	3.8	5.9	0.9	5.1	4.8	4.6	5.3	8.9	0.9	19.9	4.7	5.2	4.2						
							db							r			RR											
16505	57	21	8	14	20	8	8	24	31	2	24	13	19	38	25	12	14	4	1	29	21	7						
	11.3	14.0	10.8	16.9	12.0	9.2	7.6	9.5	12.5	23.3	13.1	22.8	7.4	10.4	10.4	10.5	20.7	5.9	19.9	14.3	8.7	10.9						
									M								oRnR											
16506	43	6	3	3	19	6	13	25	18	-	11	5	27	27	17	10	6	10	-	12	30	1						
	8.6	4.0	3.8	4.2	11.2	6.9	12.6	10.3	7.2		6.0	8.3	10.5	7.5	7.1	8.4	8.9	14.4		6.0	12.5	2.2						
					db		CDB														TV							

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
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 Parker Philips, Inc.

Erie County (#171039)

Q2. What is your zip code?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34						MALE	FEMALE	OTHER	STUD	PROFES	STUD	IMPOR	IMPOR	SOME	NOT	NO	UN				
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+		/RF	ENT	SIONAL	ENT	(NET)	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
16507	13	5	5	-	4	3	1	5	8	-	4	-	9	13	8	5	-	-	-	5	8	-
	2.6	3.5	7.4		2.5	3.8	0.5	2.2	3.1		2.4		3.3	3.6	3.2	4.5				2.5	3.3	
16508	27	9	5	4	8	4	7	17	11	-	15	3	10	22	15	7	1	4	-	11	16	1
	5.5	5.8	7.5	4.4	4.7	4.4	6.9	6.7	4.4		8.0	5.4	3.7	6.2	6.3	6.0	1.7	5.5		5.1	6.7	2.0
16509	57	21	5	15	11	11	15	26	31	0	14	13	30	41	35	6	7	9	1	23	27	7
	11.4	13.7	7.3	19.3	6.4	13.4	14.5	10.6	12.5	3.0	7.7	22.6	11.5	11.4	14.3	5.2	9.5	13.1	17.1	11.1	11.5	12.1
				E			EE					Km			P							
16510	51	17	11	7	12	10	11	31	21	-	16	5	31	41	25	15	3	8	-	17	25	10
	10.2	11.5	15.0	8.5	7.4	12.2	11.4	12.6	8.3		8.8	7.8	11.8	11.2	10.3	13.1	4.5	11.3		8.0	10.7	15.9
													q		q							
16511	16	2	-	2	8	4	2	6	10	-	4	-	12	11	9	2	1	3	1	3	13	-
	3.1	1.1		2.1	4.7	4.5	2.4	2.4	4.0		2.0		4.6	3.1	3.6	2.1	0.9	3.7	43.1	1.2	5.6	
																			qrnqr		T	
																			op			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q3. Which of the following ranges includes your age?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS						JOB TRAINING/ EDUCATION CONSIDERATION			
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
18-24	70	70	70	-	-	-	-	37	31	2	34	5	31	57	34	24	10	3	-	34	16	21
	14.0	46.7	100.0					15.1	12.5	23.3	18.4	8.8	12.1	15.9	13.9	20.2	14.9	3.8		16.4	6.7	34.1
											LM			R	R	oR	RR			U		TU
25-34	80	80	-	80	-	-	-	46	35	-	36	17	27	67	48	19	10	3	-	57	14	10
	16.0	53.3		100.0				18.5	14.2		19.6	29.4	10.5	18.5	19.6	16.1	15.1	4.9		27.4	5.8	16.7
											M	M		R	R	R	RR			U		u
35-44	75	-	-	-	75	-	-	35	40	-	34	13	28	55	40	15	7	13	1	29	41	6
	15.0				45.5			14.4	16.2		18.6	22.8	10.7	15.1	16.3	12.8	9.9	18.1	43.1	13.8	17.5	9.2
											M	m										
45-54	91	-	-	-	91	-	-	44	45	1	48	8	35	63	38	25	16	12	-	35	44	12
	18.0				54.5			18.0	18.4	10.2	26.3	13.0	13.3	17.5	15.7	21.1	22.4	17.1		17.0	18.6	19.0
											LM											
55-64	86	-	-	-	-	86	-	38	42	6	19	8	58	56	39	17	14	15	1	28	49	9
	17.0					100.0		15.4	17.0	57.6	10.6	14.1	22.2	15.6	16.1	14.6	19.7	21.5	19.9	13.7	20.7	14.1
											K											
65+	101	-	-	-	-	-	101	46	54	1	12	7	82	63	45	18	12	24	1	24	72	4
	20.0						100.0	18.7	21.7	8.9	6.5	12.0	31.3	17.4	18.5	15.2	18.0	34.6	37.0	11.7	30.7	6.8
												KL						OPqNq			TV	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q4. What is your highest level of education?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS						JOB TRAINING/ EDUCATION CONSIDERATION			
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	ENT	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Still in high school haven't graduated	6	5	5	-	-	1	1	3	3	-	3	-	3	6	6	-	-	-	-	6	-	-
	1.3	3.5	7.4			0.8	0.5	1.4	1.3		1.7		1.3	1.8	2.6				3.1			
Left high school before graduating	4	-	-	-	3	1	1	1	3	-	1	-	2	4	2	2	-	-	-	3	1	-
	0.8				1.6	0.8	0.5	0.3	1.3		0.7		1.0	1.1	0.8	1.5			1.6	0.2		
GED	3	-	-	-	1	1	1	1	2	-	2	-	1	3	2	1	-	-	-	3	-	-
	0.5				0.8	0.8	0.5	0.3	0.8		1.1		0.2	0.7	0.8	0.5			1.2			
High school graduate	107	37	23	14	23	24	23	46	53	8	47	1	59	78	52	26	15	13	1	52	40	16
	21.3	24.5	33.2	17.0	13.6	28.5	23.1	18.8	21.5	79.2	25.4	2.0	22.8	21.6	21.5	22.0	21.6	19.3	19.9	25.2	16.8	25.5
		e	E			EE	EE			HI	L		L		R	R	r		u			
Some college	94	41	23	17	13	17	22	51	42	1	39	6	50	76	52	23	11	6	1	48	30	16
	18.7	27.1	33.4	21.5	8.1	20.2	22.4	20.8	17.0	7.6	21.2	9.5	19.0	21.0	21.4	20.0	16.3	9.1	19.9	23.2	12.7	26.5
		E	E	E		EE	EE			L		L	R	R	r				U			
Post-secondary certificate	21	2	-	2	9	4	6	12	8	1	6	1	15	8	5	3	3	9	1	5	16	-
	4.2	1.2		2.2	5.6	5.2	5.5	4.9	3.3	10.2	3.2	1.0	5.6	2.3	2.2	2.5	4.1	13.5	17.1	2.5	6.7	
				b		B						1	l				OPQ	NO	t			
Associates degree	63	18	3	15	24	11	10	28	35	-	24	9	30	47	39	8	6	9	1	31	28	5
	12.6	11.8	3.7	18.9	14.5	13.2	10.2	11.4	14.3		13.0	15.8	11.6	13.0	16.0	6.9	8.9	12.7	43.1	14.9	11.7	8.1
			C	C		c					P											
Apprentice program	4	2	-	2	-	1	1	3	1	-	1	-	3	1	1	1	2	-	-	2	1	-
	0.7	1.2		2.2		1.6	0.5	1.3	0.2		0.4		1.1	0.3	0.2	0.6	3.5			1.1	0.6	
Bachelors	111	26	11	15	57	12	17	54	57	0	48	6	57	77	45	32	15	19	-	33	60	18
	22.1	17.0	15.0	18.8	34.4	13.6	16.9	21.8	23.2	3.0	26.0	10.7	22.0	21.4	18.5	27.5	21.5	27.3		15.9	25.7	29.5
					FGBFG	CD					L		L							T		
Masters/professional degree	74	19	5	14	26	12	17	36	38	-	11	31	31	53	35	19	12	9	-	21	48	5
	14.7	12.6	7.4	17.2	15.9	13.7	16.8	14.6	15.4		6.2	53.5	11.9	14.7	14.2	15.8	17.9	12.3		10.2	20.4	8.1
												KM	k								TV	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q4. What is your highest level of education?

BANNER 1 WEIGHTED																					
PERSPECTIVE																					
TOTAL	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS						JOB TRAINING/ EDUCATION CONSIDERATION		
	(NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPORTANT (NET)	VERY	SOME	WHAT	NOT IMPORTANT	NO OPINION /DK	YES	NO	UNSURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
16	2	-	2	9	1	3	11	4	-	2	4	9	7	4	3	4	4	-	2	12	1
3.1	1.2		2.2	5.7	1.5	3.1	4.5	1.8		1.0	7.6	3.6	2.0	1.7	2.8	6.1	5.7		1.0	5.2	2.3
				fbf								k								T	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q5. Which categories best describe you?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34							OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	UN SURE						
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+										MALE	FEMALE	VERY	IMPOR TANT	IMPOR TANT	IMPOR TANT
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	469	138	63	75	154	80	97	230	228	10	166	56	247	330	221	109	68	67	3	195	216	59
	93.2	91.5	88.9	93.7	92.7	93.1	96.6	93.5	92.6	100.0	90.6	95.5	94.5	91.4	90.6	93.1	99.0	96.3	100.0	94.1	91.6	96.2
										HI							OPN	On	OPRNR			
Black or African American	15	6	3	3	5	2	2	4	11	-	6	2	7	15	12	3	-	-	-	8	7	1
	3.1	3.9	3.7	4.1	3.2	2.3	2.2	1.7	4.6		3.4	3.5	2.7	4.3	5.0	2.7				3.7	3.0	1.0
									h													
Hispanic, Latino, or Spanish Origin	10	4	3	2	4	2	-	7	3	-	7	-	3	9	6	3	1	-	-	3	7	-
	2.0	2.9	3.8	2.2	2.3	2.4		2.9	1.3		3.8		1.3	2.5	2.6	2.3	1.8			1.5	3.1	
Asian	3	2	-	2	1	-	-	1	2	-	1	-	2	2	-	2	-	1	-	-	1	2
	0.6	1.1		2.1	0.8			0.5	0.7		0.7		0.6	0.5		1.4		1.9			0.6	2.7
American Indian or Alaska Native	1	-	-	-	-	-	1	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-
	0.1						0.5		0.2				0.2				0.8				0.2	
Some other race, ethnicity, or origin	10	3	3	-	4	3	1	5	6	-	5	1	5	8	8	1	1	1	-	4	7	-
	2.1	1.7	3.7		2.5	3.0	1.2	1.9	2.3		2.5	1.0	2.0	2.3	3.2	0.5	1.0	1.8		1.8	2.8	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Parker Philips, Inc.

Erie County (#171039)

Q6. What gender do you identify with most closely?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	246	83	37	46	80	38	46	246	-	-	90	22	134	162	97	65	37	47	1	97	124	25
	49.0	54.8	52.8	56.6	48.0	44.3	45.9	100.0			49.2	37.5	51.4	44.7	39.7	55.1	54.1	67.4	19.9	47.1	52.6	41.2
												M		R	pqR	O	O	OSNS				
Female	246	66	31	35	85	42	54	-	246	-	90	37	120	193	140	52	29	22	2	101	110	36
	49.0	43.6	43.8	43.4	51.3	49.0	53.2		100.0		49.1	62.5	45.9	53.3	57.6	44.5	42.5	31.6	80.1	49.0	46.5	58.8
												M		R	pqR			RR				
Other	5	-	-	-	-	5	-	-	-	5	-	-	5	5	5	-	-	-	-	5	-	-
	1.0					5.9				50.0			1.9	1.4	2.1					2.4		
Prefer not to answer	5	2	2	-	1	1	1	-	-	5	3	-	2	2	2	0	2	1	-	3	2	-
	1.0	1.6	3.3		0.6	0.9	0.9			50.0	1.6		0.8	0.6	0.7	0.3	3.4	1.0		1.5	0.9	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q7. From what perspective are you most interested in a community college?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUDENT	PROFESSIONAL	STUDENT	IMPOR TANT	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Interested Erie County Resident	261	59	31	27	63	58	82	134	120	7	-	-	261	178	115	62	36	45	2	78	154	28
	51.9	39.0	44.7	34.0	37.7	67.7	81.1	54.4	48.6	69.9			100.0	49.2	47.2	53.3	52.4	64.3	80.1	37.8	65.6	46.7
						CDEBE	EFBEF											ON			TV	
Parent with children who could benefit	98	22	-	22	62	10	3	44	54	0	98	-	-	80	58	21	11	7	-	49	35	14
	19.5	14.7		27.5	37.5	11.9	3.3	17.8	21.8	3.8	53.4			22.1	23.9	18.3	16.1	10.0		23.5	14.9	23.3
		G		FG	FGBFG	GG								R	R					U		
Adult learner	65	27	13	14	20	9	9	38	26	0	65	-	-	49	30	19	6	9	1	40	15	10
	12.9	17.9	18.7	17.1	12.1	10.7	8.5	15.6	10.6	3.0	35.3			13.6	12.5	16.0	9.0	12.5	19.9	19.2	6.3	16.7
		g																		U		u
Educator	45	21	5	15	17	4	4	14	31	-	-	45	-	34	22	12	6	5	-	19	21	5
	8.9	13.7	7.3	19.3	10.2	4.4	3.5	5.5	12.7			76.4		9.4	9.0	10.2	9.1	6.8		9.3	8.8	8.0
		fg		FG	fgfg				H													
Recent High School graduate	18	18	18	-	-	-	-	8	8	2	18	-	-	13	10	3	5	-	-	13	3	3
	3.6	11.9	25.6					3.2	3.1	23.3	9.8			3.6	4.3	2.3	7.2			6.2	1.1	4.2
																	P			U		
Business person	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	2.8	1.2		2.2	2.5	5.2	3.5	3.4	2.2			23.6		1.4	2.1		6.3	6.3		2.7	3.3	1.0
Current High School student	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	0.5	1.7	3.7						1.0		1.4			0.7	1.1					1.2		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Parker Philips, Inc.

Erie County (#171039)

Q8. In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS						JOB TRAINING/ EDUCATION CONSIDERATION			
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	STUDENT	ENT	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	OPIN	YES	NO
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very Important/Important (NET)	425	140	68	72	132	70	82	201	217	7	164	46	215	355	242	113	42	26	2	194	177	54
	84.5	92.7	96.7	89.2	79.7	82.3	81.9	81.5	88.1	69.9	89.6	78.7	82.2	98.2	99.2	96.2	60.2	37.5	80.1	93.7	75.3	88.5
		EFG	EFG	e					h		m			QR	QR	QR	RR		rr	U		U
Very Important	336	113	50	63	108	53	62	147	182	7	131	36	169	295	225	69	26	16	-	163	129	44
	66.8	74.8	70.5	78.6	65.0	62.1	61.7	59.8	73.7	69.9	71.2	61.6	64.8	81.6	92.3	59.2	37.3	22.3		78.6	54.9	72.4
		fG		eFG					H					QR	PQR	QR	rr			U		U
Important	89	27	18	9	24	17	20	53	36	-	34	10	45	60	17	43	16	11	2	31	48	10
	17.7	17.9	26.2	10.7	14.7	20.2	20.2	21.7	14.5		18.4	17.0	17.4	16.7	6.9	37.0	22.8	15.2	80.1	15.1	20.4	16.1
							d	i								OqR	O	o	QRNQR	Op		
Somewhat/Not Important (NET)	72	11	2	9	31	14	16	43	26	3	18	13	42	6	1	4	25	42	-	13	54	6
	14.4	7.3	3.3	10.8	18.7	16.3	16.3	17.5	10.7	30.1	9.7	21.3	16.1	1.6	0.6	3.8	36.4	59.7		6.3	22.8	9.4
				CB	Cb	CB	i				k	k				o	OPN	OPQNQ			TV	
Somewhat Important	38	11	2	9	16	5	6	21	15	2	12	7	19	6	1	4	23	10	-	12	22	4
	7.6	7.3	3.3	10.8	9.7	5.9	6.3	8.5	6.1	23.3	6.6	12.5	7.3	1.6	0.6	3.8	32.9	14.2		6.0	9.2	7.2
																o	OPRNR	OPN				
Not Important	34	-	-	-	15	9	10	22	11	1	6	5	23	-	-	-	2	32	-	1	32	1
	6.8				9.1	10.4	10.0	9.0	4.5	6.8	3.2	8.9	8.8				3.4	45.5		0.3	13.7	2.2
												K					QQ	QQ		TV	TV	
No Opinion	6	-	-	-	3	1	2	3	3	-	1	-	4	1	1	-	2	2	1	-	4	1
	1.1				1.6	1.4	1.8	1.0	1.2		0.7		1.7	0.2	0.3		3.5	2.8	19.9		1.8	2.1
Mean	3.46	3.68	3.67	3.68	3.38	3.36	3.36	3.34	3.59	3.33	3.59	3.31	3.41	3.80	3.92	3.55	2.97	2.15	3.00	3.72	3.19	3.62
		EFG	EFG	EFG					H		m			QRS	PQRS	QR	RR			U		U

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q9. Community colleges are a cost-effective resource to all residents in a community, including high school students, adults, displaced workers, and seniors. Taking into consideration that 180,000 of Erie County's residents could utilize a community college, do you believe there are enough potential students in to support a community college?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Yes, Definitely/Probably (NET)	372	127	60	67	121	59	65	174	191	7	147	38	187	342	238	104	27	3	-	188	137	47
	74.0	84.1	85.5	82.8	72.7	69.4	65.0	70.6	77.5	69.9	80.4	64.9	71.6	94.7	97.5	88.9	39.0	4.6		90.9	58.1	78.0
		eFG	fG	fG							lm			QR	PQR	QR	RR			U		U
Yes, definitely	223	73	34	39	73	36	41	95	122	6	85	25	113	218	179	39	5	-	-	126	75	22
	44.3	48.5	48.3	48.6	43.9	41.7	40.9	38.5	49.3	64.0	46.6	42.1	43.2	60.4	73.4	33.4	6.6			60.9	31.9	35.9
									H					Q	PQ	Q				UV		
Yes, probably	149	54	26	27	48	24	24	79	70	1	62	13	74	124	59	65	22	3	-	62	62	26
	29.7	35.6	37.1	34.2	28.8	27.7	24.1	32.1	28.2	5.9	33.8	22.8	28.4	34.3	24.1	55.4	32.4	4.6		30.1	26.2	42.1
		g												R	R	OQR	RR					u
Unsure	57	14	5	9	18	13	12	25	29	2	18	10	28	15	5	9	30	10	2	15	36	6
	11.3	9.1	7.1	10.8	11.0	15.4	11.5	10.2	11.8	23.3	9.9	17.1	10.9	4.0	2.2	7.8	43.5	13.7	80.1	7.3	15.3	9.1
																OPRNR	ON	OPRNR			T	
Probably/Definitely Not (NET)	74	10	5	5	27	13	24	47	26	1	18	11	46	5	1	4	12	57	1	4	63	8
	14.7	6.9	7.4	6.4	16.3	15.2	23.5	19.2	10.6	6.8	9.7	18.0	17.6	1.3	0.3	3.3	17.5	81.7	19.9	1.8	26.6	12.9
				DB	db	Cdfbf	I						K			o	OPN	QSNQS	OP		TV	t
Probably not	30	4	3	2	11	6	9	16	14	0	8	1	21	3	1	3	11	16	-	1	23	6
	6.0	2.9	3.7	2.2	6.4	7.4	8.6	6.4	5.6	3.8	4.6	1.0	8.0	0.9	0.3	2.2	15.6	22.9		0.5	9.9	9.1
							DB					L				o	OPN	OPN			T	
Definitely not	44	6	3	3	16	7	15	32	12	0	9	10	25	1	-	1	1	41	1	3	39	2
	8.8	4.0	3.8	4.2	9.9	7.8	14.9	12.8	5.0	3.0	5.1	17.0	9.6	0.4		1.1	1.9	58.8	19.9	1.3	16.7	3.8
				b		Cdfbf	I					k					PQNQ	PQNQ			TV	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q10. In many communities, community colleges play an important economic development role, training people for jobs, providing contract training to businesses, offering small business assistance and local economic planning. How important would it be for a community college involved in economic development services be to the Erie community?

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE							GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPOR TANT (NET)	IMPOR VERY	IMPOR TANT	SOME WHAT	IMPOR TANT	NOT /DK	NO OPIN	YES	NO	UN SURE
	TOTAL	(NET)																					
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)		
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Very/Important (NET)	385	129	58	72	127	61	68	177	202	7	157	41	188	342	241	101	31	11	2	190	147	48	
=====	76.6	85.8	81.8	89.2	76.3	71.0	67.9	71.7	81.8	69.9	85.5	69.3	71.9	94.7	98.8	86.1	44.3	15.4	63.0	91.7	62.5	79.4	
		efg		g	efg				h		lm			qr	pqr	qr	rr		rr	uv		u	
Very important	261	88	31	56	85	44	44	121	134	7	109	30	122	248	207	40	8	5	1	148	90	23	
	51.9	58.2	44.6	70.1	51.1	51.6	44.0	49.0	54.2	66.1	59.5	51.1	46.7	68.6	85.0	34.3	11.7	6.6	19.9	71.6	38.3	37.4	
		g		cefg					54.2	66.1	59.5	51.1	46.7	68.6	85.0	34.3	11.7	6.6	19.9	71.6	38.3	37.4	
Important	124	42	26	15	42	17	24	56	68	0	48	11	66	94	33	61	23	6	1	42	57	26	
	24.7	27.6	37.3	19.2	25.2	19.4	23.9	22.7	27.5	3.8	26.0	18.2	25.3	26.1	13.7	51.8	32.6	8.8	43.1	20.2	24.2	42.0	
			df											r	13.7	51.8	32.6	8.8	43.1	20.2	24.2	42.0	
Somewhat/Not Important (NET)	108	19	10	9	35	25	29	66	42	1	23	17	68	18	3	15	34	55	1	13	84	11	
=====	21.5	12.7	14.9	10.8	21.2	29.0	28.9	26.7	16.9	6.8	12.5	29.8	26.0	5.1	1.2	13.0	48.8	79.1	37.0	6.2	35.8	18.3	
				d	cdb	cdb	cdb	i				k	k			o	opn	oponq		tv	t		
Somewhat important	57	15	8	7	15	14	14	31	26	-	15	8	34	16	3	13	30	10	1	13	35	9	
	11.3	9.8	11.1	8.7	8.9	16.3	13.5	12.6	10.5		8.2	12.8	13.2	4.5	1.2	11.4	43.1	14.1	37.0	6.2	15.0	14.4	
														4.5	1.2	11.4	43.1	14.1	37.0	6.2	15.0	14.4	
Not important	51	4	3	2	20	11	16	35	16	1	8	10	33	2	-	2	4	45	-	-	49	2	
	10.2	2.9	3.8	2.1	12.3	12.7	15.4	14.0	6.5	6.8	4.3	17.0	12.8	0.5		1.7	5.8	65.0			20.7	3.9	
				cdb	cdb	cdb	cdb	i			k	k		0.5		1.7	5.8	65.0			20.7	3.9	
No Opinion	10	2	2	-	4	-	3	4	3	2	4	1	5	1	-	1	5	4	-	4	4	1	
	1.9	1.6	3.3		2.5		3.2	1.7	1.3	23.3	2.0	0.9	2.1	0.3		0.9	6.9	5.5		2.0	1.7	2.3	
					2.5		3.2	1.7	1.3	23.3	2.0	0.9	2.1	0.3		0.9	6.9	5.5		2.0	1.7	2.3	
																pN	N						
Mean	3.21	3.43	3.27	3.57	3.18	3.10	3.00	3.08	3.31	3.68	3.44	3.04	3.08	3.63	3.84	3.20	2.54	1.55	2.83	3.67	2.82	3.16	
		efg		efg					h		lm			qrs	pqr	qr	rr		rr	uv		u	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q11. In your opinion, how important would it be for Erie County to have a community college?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	NON-	IMPOR	IMPOR	SOME	NOT	NO	UN			
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very/Important (NET)	361	124	57	67	118	56	63	162	193	7	145	39	178	361	244	117	-	-	-	182	134	45
	71.8	82.2	81.6	82.8	71.0	65.9	62.6	65.5	78.2	69.9	78.9	66.4	68.0	100.0	100.0	100.0				87.9	56.9	74.8
		eFG	fg	eFG					H		M									U		U
Very important	244	82	34	48	78	39	45	97	140	7	102	27	115	244	244	-	-	-	-	145	80	19
	48.5	54.0	48.0	59.3	47.0	45.8	44.9	39.3	57.0	66.1	55.6	46.0	44.1	67.5	100.0					69.9	33.9	31.9
				g					H		M									UV		
Important	117	43	24	19	40	17	18	65	52	0	43	12	62	117	-	117	-	-	-	37	54	26
	23.3	28.2	33.6	23.5	23.9	20.0	17.7	26.2	21.2	3.8	23.4	20.4	23.9	32.5		100.0				18.0	23.0	42.8
		g	g																		TU	
Somewhat/Not Important (NET)	139	27	13	14	47	29	37	84	51	3	38	20	81	-	-	-	69	70	-	25	99	15
	27.6	17.8	18.4	17.2	28.2	33.4	36.3	34.2	20.8	30.1	20.7	33.6	31.0				100.0	100.0		12.1	42.0	24.2
				b	cDB	CDB	I						K							TV		
Somewhat important	69	21	10	10	22	14	12	37	29	2	22	11	36	-	-	-	69	-	-	21	38	10
	13.7	13.7	14.6	12.9	13.5	15.9	12.4	15.2	11.9	23.3	12.2	18.0	13.9				100.0			10.3	16.0	16.9
Not important	70	6	3	3	25	15	24	47	22	1	16	9	45	-	-	-	-	70	-	4	61	4
	13.8	4.0	3.8	4.2	14.8	17.5	23.9	19.0	8.9	6.8	8.6	15.6	17.2				100.0			1.8	26.0	7.4
					CDB	CDB	CDEBE	I					K								TV	
No Opinion	3	-	-	-	1	1	1	1	2	-	1	-	2	-	-	-	-	-	3	-	2	1
	0.6				0.8	0.7	1.1	0.2	1.0		0.3		0.9					100.0			1.1	1.0
Mean	3.07	3.32	3.26	3.38	3.04	2.95	2.84	2.86	3.27	3.29	3.26	2.97	2.96	3.68	4.00	3.00	2.00	1.00	-	3.56	2.66	3.00
		EFG	G	EFG					H		M			QR						UV		u

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q11A. Why do you feel this way?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL			NON-POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Other colleges are too expensive/can't afford a 4 year college	96	38	16	22	31	14	13	26	68	1	47	5	44	89	68	21	5	1	-	47	30	20
	19.0	24.9	22.0	27.4	18.7	16.0	13.4	10.7	27.6	13.2	25.4	8.7	16.9	24.7	27.9	17.9	7.8	1.9		22.6	12.6	32.2
		G		G					H		Lm		1	QR	pQR	qR				U		U
Have enough trade schools and colleges in the area	84	10	3	7	32	19	23	47	36	1	22	14	48	8	1	7	24	50	1	10	66	8
	16.6	6.3	3.8	8.6	19.4	22.3	22.5	18.9	14.8	6.8	11.8	23.1	18.5	2.4	0.5	6.2	35.0	72.2	19.9	5.0	27.9	12.6
					CDB	CDB	CDB									O	OPN	QSNQS	OP		TV	
Affordable/Less expensive	62	26	21	5	19	7	10	41	20	1	18	5	39	55	34	21	6	0	-	28	25	8
	12.3	17.5	30.1	6.4	11.2	8.0	9.8	16.8	7.9	6.8	9.7	8.6	14.9	15.3	14.1	17.8	8.8	0.6		13.5	10.8	13.6
		f	DEFG					I						R	R	qR	RR					
More options/opportunities for the community	52	24	10	14	13	6	8	22	30	-	15	14	22	46	27	18	5	-	1	18	23	11
	10.2	16.0	14.9	17.1	7.8	6.9	8.4	8.9	12.0		8.4	23.8	8.5	12.6	11.2	15.6	6.7		43.1	8.7	9.8	17.5
		f		f							KM				q							
Opportunity for higher education/encourage people to pursue a higher education	51	23	13	10	13	6	8	23	25	2	22	6	23	45	29	16	5	1	-	30	14	6
	10.1	15.3	18.3	12.7	8.0	6.9	8.3	9.4	10.2	23.3	12.0	10.6	8.6	12.6	12.1	13.6	6.8	0.9		14.6	5.9	10.7
		f												R	R	R				U		
Provide opportunities for lower income residents/benefit people who don't have enough money	32	10	5	5	9	8	5	12	20	0	9	3	20	31	20	10	1	-	-	12	16	4
	6.4	6.8	7.3	6.4	5.5	8.9	5.0	4.7	8.1	3.8	4.8	4.9	7.8	8.5	8.4	8.9	1.8			5.6	6.9	7.1
														Q	Q	Q						
Education is important	26	4	3	2	5	10	6	13	8	5	12	1	13	22	20	2	3	-	-	18	7	1
	5.1	2.9	3.8	2.2	3.3	11.1	6.2	5.3	3.1	50.0	6.6	1.0	5.0	6.2	8.2	2.0	4.7			8.5	2.8	2.2
					cDEBE						HI				P					U		
Higher/better paying jobs	25	11	5	5	5	3	5	20	5	-	8	1	16	17	11	6	5	3	-	13	8	4
	4.9	7.0	7.5	6.5	3.3	4.0	5.1	8.1	1.8		4.5	0.9	6.0	4.7	4.7	4.7	7.1	3.8		6.1	3.4	6.2
								I					L									

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q11A. Why do you feel this way?

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE										GENDER		POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34						MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE				
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+																	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)		
Economic benefit/keep money in area	19 3.8	8 5.2	3 3.8	5 6.4	4 2.5	4 5.2	3 2.8	12 4.7	8 3.1	-	4 2.1	3 5.2	12 4.7	19 5.2	14 5.7	5 4.0	1 0.9	-	-	10 4.7	10 4.1	-	
Offers 2 yr. college/ students not ready to attend 4 yr. college/ prepare for 4yr. college	19 3.8	2 1.1	-	2 2.1	6 3.3	5 5.4	7 7.4	7 3.0	11 4.7	0 3.0	5 2.7	3 5.7	11 4.2	16 4.4	10 4.1	6 5.0	3 4.7	-	-	3 1.6	14 5.8	2 3.9	
Need more colleges/ education resources	19 3.8	6 4.0	3 3.7	4 4.4	9 5.5	1 1.5	2 2.4	7 3.0	11 4.6	-	4 2.4	3 5.5	11 4.3	18 4.9	14 5.6	4 3.3	1 1.9	-	-	10 4.8	6 2.7	3 4.1	
Job training/trades	18 3.7	-	-	-	5 3.2	6 6.9	7 7.2	9 3.8	9 3.7	-	6 3.5	2 3.3	10 3.9	16 4.4	7 2.9	9 7.6	1 1.8	1 0.9	1 17.1	6 3.1	11 4.8	1 1.0	
Encourages them to stay in area/closer access	15 3.0	11 7.4	8 11.1	3 4.1	3 1.6	1 0.7	1 0.5	4 1.6	11 4.4	-	6 3.4	-	9 3.3	12 3.4	11 4.3	2 1.4	3 3.8	-	-	6 2.8	4 1.7	5 8.5	
Waste of taxpayers' money/Cost taxpayers more money	15 2.9	-	-	-	4 2.5	3 3.2	8 7.8	11 4.5	3 1.3	0 3.0	4 2.2	1 2.2	9 3.6	1 0.2	-	1 0.5	3 4.3	11 16.0	-	1 0.6	14 5.8	-	
College could help businesses with training people for jobs	10 1.9	-	-	-	3 1.7	3 3.1	4 4.1	7 2.9	2 0.9	-	2 1.1	2 3.1	6 2.2	8 2.3	6 2.6	2 1.6	1 0.9	1 1.0	-	6 2.8	4 1.6	-	
Area Public schools are struggling/education is poor	7 1.5	4 2.9	3 3.7	2 2.2	-	1 0.8	2 2.4	4 1.7	3 1.3	-	4 2.4	1 1.0	2 0.9	3 0.9	3 1.3	-	2 2.7	2 3.4	-	3 1.5	4 1.5	1 1.2	
Don't have a community college	7 1.4	6 4.0	3 3.7	3 4.2	-	-	1 1.2	3 1.2	4 1.7	-	3 1.7	-	4 1.5	7 2.0	7 2.7	1 0.5	-	-	-	7 3.5	-	-	
Too many people out of work/unemployment	7 1.4	-	-	-	4 2.5	2 2.7	1 0.6	4 1.7	3 1.0	0 3.8	4 2.4	1 1.0	2 0.8	3 0.9	3 1.3	-	1 0.9	3 4.5	-	3 1.5	4 1.6	-	
Need more information	5 1.0	-	-	-	4 2.4	1 0.7	1 0.5	3 1.1	2 1.0	-	1 0.7	-	4 1.4	-	-	-	4 6.5	-	1 19.9	3 1.3	1 0.5	1 2.2	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q11A. Why do you feel this way?

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE							GENDER		POTENTIAL			NON-POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	IMPOR	SOME	NOT	NO	UN	UN	UN	UN		
	TOTAL	(NET)							/RF	ENT	SIONAL	ENT	(NET)	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE		
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)		
Better work force	2	-	-	-	1	-	1	-	2	-	1	1	-	2	1	1	-	-	-	1	1	-	
	0.4				0.8		0.5		0.7		0.3	2.1		0.5	0.2	1.1			0.3	0.5			
Trade schools don't offer everything/ specialized training	1	-	-	-	-	1	1	-	1	-	1	1	-	1	1	-	1	-	-	-	1	-	
	0.2					0.7	0.5		0.5		0.3	1.0		0.2	0.3		0.8				0.5		
Other	9	2	-	2	5	1	1	5	4	-	3	-	6	5	5	-	1	2	-	4	5	-	
	1.8	1.1		2.1	3.2	0.8	1.1	2.2	1.4		1.8		2.1	1.5	2.2		1.9	2.9		1.7	2.2		
Don't know	15	5	-	5	8	1	1	9	6	-	8	2	5	14	3	11	1	-	-	8	2	5	
	3.0	3.5		6.5	4.8	1.5	0.5	3.5	2.6		4.6	3.0	1.9	3.8	1.3	9.2	1.8			3.8	0.8	8.8	
				g	GG											OQ				u		u	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q12. If there were a community college in Erie County, would you consider it an option for your job training and/or education?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34						MALE	FEMALE	OTHER	STUD	PROFES	NON-	STUD	IMPOR	IMPOR	SOME	NOT	NO	UN			
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+		/RF	ENT	SIONAL	ENT	TANT	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Yes, Definitely/Probably (NET)	207	90	34	57	64	28	24	97	101	8	104	25	78	182	145	37	21	4	-	207	-	-
	41.1	59.9	48.1	70.3	38.4	33.0	24.1	39.5	41.1	80.1	56.6	42.3	30.0	50.3	59.3	31.7	30.7	5.5		100.0		
		EFG	G	cEFG	GG						LM			QR	PQR	R	RR					
Yes, definitely	98	36	11	26	29	21	11	47	46	5	49	11	38	92	85	7	6	-	-	98	-	-
	19.4	24.0	15.0	31.9	17.7	24.5	11.1	19.1	18.5	50.0	26.5	19.5	14.4	25.5	34.7	6.3	8.2			47.3		
		G		ceG	GG					i	M			Q	PQ							
Yes, probably	109	54	23	31	34	7	13	50	56	3	55	13	40	90	60	30	16	4	-	109	-	-
	21.7	36.0	33.2	38.4	20.7	8.6	13.0	20.5	22.5	30.1	30.1	22.8	15.5	24.8	24.6	25.3	22.5	5.5		52.7		
		EFG	FG	EFG	FgFg						M			R	R	R	RR					
Unsure	61	31	21	10	17	9	4	25	36	-	27	5	28	45	19	26	10	4	1	-	-	61
	12.1	20.5	29.5	12.6	10.3	10.1	4.1	10.2	14.5		14.7	9.3	10.9	12.6	8.0	22.2	14.8	6.4	19.9			100.0
		efG	dEFG	g	GG	gg								R		OR						
Probably/Definitely Not (NET)	235	30	16	14	85	49	72	124	110	2	53	28	154	134	80	54	38	61	2	-	235	-
	46.8	19.6	22.4	17.1	51.3	56.9	71.7	50.3	44.4	19.9	28.8	48.3	59.2	37.1	32.8	46.1	54.5	88.1	80.1		100.0	
					CDB	CDB	EFBEF				CD	K	K			O	ON	OPQNQ	On			
Probably not	89	16	11	5	35	17	22	45	44	0	26	11	52	69	39	31	10	9	1	-	89	-
	17.7	10.4	15.0	6.4	20.9	19.7	21.8	18.3	17.8	3.8	14.3	18.3	20.0	19.2	15.9	26.0	15.0	12.7	19.9		37.9	
					DB	Db	DB									oR						
Definitely not	146	14	5	9	50	32	50	79	66	2	26	18	102	65	41	24	27	52	2	-	146	-
	29.1	9.2	7.4	10.7	30.4	37.2	49.9	32.0	26.7	16.1	14.4	30.1	39.1	17.9	16.8	20.1	39.4	75.3	60.2		62.1	
					CDB	CDB	EFBEF				CD	k	K				OPN	OPQNQ				

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q13A. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County?

High School Students (dual enrollment and/or better career planning opportunities)

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER				POTEN TIAL				IMPORTANCE TO RESIDENTS				JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High	303	99	50	49	96	52	56	135	161	7	123	22	157	268	184	84	26	10	-	150	118	35
	60.2	65.9	70.9	61.5	57.9	60.3	55.6	55.0	65.1	69.9	67.3	38.1	60.3	74.1	75.4	71.5	37.2	13.8		72.7	50.0	57.4
									H		L		L	QR	QR	QR	RR			Uv		
Medium	117	35	13	22	39	20	23	64	52	0	40	20	57	75	51	24	29	11	1	42	56	18
	23.2	23.4	18.5	27.7	23.3	22.8	23.1	26.0	21.3	3.8	21.6	34.5	21.8	20.8	21.0	20.4	42.5	15.9	37.0	20.4	24.0	30.1
											m						OPRNR					
Low	46	8	3	5	22	6	10	29	16	0	13	8	25	8	5	3	8	30	-	7	35	4
	9.2	5.1	3.7	6.4	13.1	7.6	10.2	12.0	6.6	3.0	7.1	13.8	9.6	2.2	2.1	2.3	11.8	43.2		3.5	14.9	6.2
					CB			i									OPN	OPQNQ			Tv	
None	18	2	2	-	6	5	5	11	4	2	4	2	12	-	-	-	3	15	-	2	15	-
	3.5	1.6	3.3		3.3	5.5	5.1	4.7	1.6	23.3	2.0	4.2	4.4				4.2	21.3		1.1	6.5	
							b										QQ				T	
Don't know	19	6	3	4	4	3	6	6	13	-	4	5	10	10	4	7	3	4	2	5	11	4
	3.8	4.0	3.7	4.4	2.4	3.7	6.1	2.5	5.4		2.0	9.3	3.9	2.9	1.5	5.8	4.4	5.7	63.0	2.2	4.6	6.3
												k							QRNQR			
																			OP			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q13B. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County?

Recent high school graduates (2014, 2015 and 2016)

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE							GENDER		POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High	314	105	52	53	95	54	60	137	175	2	122	30	161	286	205	81	20	6	1	157	119	38
	62.4	69.6	74.2	65.6	57.5	62.8	59.2	55.5	71.0	19.9	66.6	51.6	61.8	79.3	84.0	69.3	28.6	9.1	43.1	76.0	50.5	62.0
		e	e						Hj		l			QR	PQRs	QR	RR			U		
Medium	123	38	16	22	40	22	22	68	50	5	36	22	65	62	35	28	40	18	2	37	67	18
	24.4	25.4	22.5	27.9	24.0	25.8	22.2	27.5	20.2	50.0	19.6	37.6	24.7	17.3	14.2	23.8	57.8	26.4	56.9	18.1	28.5	29.6
								i				Km				o	OPRNR	O	on		T	
Low	37	4	-	4	20	3	10	24	13	1	12	3	21	6	1	4	5	26	-	3	29	4
	7.3	2.3		4.4	12.1	3.5	10.1	9.5	5.1	6.8	6.7	5.9	8.1	1.6	0.6	3.8	7.4	37.2		1.6	12.4	7.3
				dFBF			FBF									o	On	OPQNQ			T	
None	16	-	-	-	7	4	5	13	3	-	3	2	12	1	1	-	-	15	-	1	15	-
	3.2				4.1	4.7	5.2	5.1	1.4		1.4	3.0	4.5	0.1	0.2			22.3		0.3	6.6	
								i										ON			T	
Don't know	14	4	2	2	4	3	3	6	6	2	11	1	2	6	2	4	4	4	-	8	5	1
	2.8	2.7	3.3	2.2	2.3	3.2	3.2	2.4	2.3	23.3	5.8	2.0	0.8	1.7	1.0	3.1	6.2	5.1		4.1	2.0	1.2
											M						o					

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q13C. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County?

Out-of-school youth aged 17-24 who have not earned a high school diploma

BANNER 1 WEIGHTED

	PERSPECTIVE																							
	AGE							GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	NON-POTENTIAL	STUDENT	IMPOR TANT (NET)	VERY	SOME TANT	WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
	TOTAL (NET)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
High	230	78	29	50	77	31	44	100	129	1	91	29	110	208	150	58	15	6	1	113	91	26		
	45.7	51.8	40.7	61.6	46.4	36.5	43.4	40.7	52.4	6.8	49.6	49.4	42.2	57.7	61.6	49.4	21.7	9.1	17.1	54.7	38.5	43.4		
		F		ceFG					Hj					QRs	pQRs	QR	rr			U				
Medium	117	43	24	19	39	22	13	63	52	2	43	12	61	93	57	36	13	11	-	56	48	13		
	23.2	28.3	33.6	23.6	23.7	25.3	12.9	25.5	21.2	17.0	23.6	20.5	23.5	25.7	23.4	30.7	18.6	15.6		27.1	20.2	21.6		
		G	G		GG	GG								R		R								
Low	79	14	11	3	24	18	22	46	27	5	25	6	48	30	19	11	26	22	1	22	42	15		
	15.7	9.3	15.0	4.2	14.7	21.4	22.0	18.8	11.0	53.0	13.6	10.5	18.3	8.3	7.6	9.7	37.5	31.9	19.9	10.4	17.9	24.7		
					D	DB	DeBe	I		i							OPN	OPN		T	t			
None	46	7	5	2	20	7	12	24	20	2	8	7	31	9	5	4	9	26	1	4	41	1		
	9.1	4.4	7.0	2.2	12.1	8.4	11.9	9.6	8.1	23.3	4.6	11.7	11.8	2.6	2.1	3.6	13.3	37.4	43.1	2.0	17.5	1.0		
					DB	d	DB					K					OPN	OPNQ	opn		TV			
Don't know	32	9	3	7	5	7	10	13	18	-	16	5	11	21	13	8	6	4	1	12	14	6		
	6.3	6.2	3.8	8.4	3.1	8.4	9.7	5.5	7.3		8.6	7.9	4.3	5.7	5.3	6.5	8.9	6.1	19.9	5.7	6.0	9.3		
							EE																	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Parker Philips, Inc.

Erie County (#171039)

Q13D. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County?

Adults in need of basic skills training

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE							GENDER		POTEN		NON-POTEN		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High	295	92	39	53	92	53	57	129	159	7	117	28	150	269	191	78	21	4	1	150	110	34
	58.6	61.2	55.9	65.8	55.7	62.0	56.7	52.2	64.7	67.0	63.9	47.6	57.3	74.6	78.5	66.4	29.8	5.3	37.0	72.7	46.9	55.9
									H		1			QR	PQR	QR	RR			Uv		
Medium	124	43	21	22	37	21	23	63	61	0	39	21	64	77	42	35	27	20	-	37	70	17
	24.7	28.7	29.6	27.9	22.3	24.8	22.4	25.5	24.7	3.8	21.2	35.7	24.6	21.3	17.2	29.8	39.1	29.0		17.9	29.8	27.9
											k					O	ON	o			T	
Low	51	10	8	2	26	6	10	33	18	0	18	7	27	6	5	1	17	27	1	12	30	10
	10.2	6.3	11.2	2.1	15.4	7.0	10.4	13.5	7.3	3.0	9.8	11.7	10.2	1.8	2.1	1.1	24.1	38.8	43.1	5.6	12.7	16.1
					DFBF			D	I								OPN	OPqNq	opn		T	
None	19	-	-	-	7	3	9	15	4	-	2	2	14	1	1	-	2	15	-	-	19	-
	3.8				4.1	3.9	8.7	5.9	1.8		1.2	4.0	5.5	0.4	0.6		3.6	21.6			8.0	
						ee	ee	i				K					OQNQ					
Don't know	14	6	2	3	4	2	2	7	4	3	7	1	6	7	4	3	2	4	1	8	6	-
	2.8	3.8	3.3	4.2	2.5	2.4	1.9	3.0	1.6	26.2	3.9	0.9	2.4	2.0	1.7	2.6	3.4	5.3	19.9	3.8	2.6	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.
Lowercase letters indicate significance at the 90% level.
Parker Philips, Inc.

Erie County (#171039)

Q13E. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County?

Adults with a high school diploma or displaced workers seeking additional training

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER			POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	TOTAL (NET)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High	355	125	50	75	104	60	66	160	188	7	141	40	174	312	207	105	31	10	1	169	138	48
	70.6	82.8	70.5	93.5	62.9	70.4	65.3	65.0	76.3	67.0	76.7	68.8	66.7	86.4	84.8	89.7	45.3	15.0	39.8	81.5	58.8	79.2
		EfG		CEFG					H		M			QRs	QRs	QRs	RR		U			U
Medium	97	24	21	4	39	15	18	52	42	3	35	12	50	46	36	10	34	16	1	36	50	11
	19.2	16.1	29.5	4.4	23.3	18.0	18.2	21.1	16.9	30.1	19.0	20.4	19.1	12.7	14.6	8.8	49.0	23.4	17.1	17.4	21.2	17.5
			D		D	D	D										OPRNR	PN				
Low	28	-	-	-	15	5	9	18	9	0	5	3	21	-	-	-	3	25	-	-	26	2
	5.6				8.9	5.3	8.6	7.5	3.8	3.0	2.6	4.7	7.9				4.8	35.5			11.0	3.3
													K					QQ			v	
None	16	-	-	-	5	5	6	12	4	-	1	2	12	-	-	-	-	16	-	-	16	-
	3.2				3.3	5.5	5.7	4.9	1.6		0.8	4.2	4.6					22.9			6.8	
													K									
Don't know	7	2	-	2	3	1	2	4	4	-	2	1	4	3	1	2	1	2	1	2	5	-
	1.5	1.2		2.2	1.7	0.7	2.2	1.5	1.4		1.0	2.0	1.7	0.9	0.6	1.5	0.9	3.2	43.1	1.1	2.1	
																			qrnqr			
																			op			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.
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Parker Philips, Inc.

Erie County (#171039)

Q13F. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County?

Retirees (55 years and older)

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER			POTEN		NON-POTEN		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	TOTAL (NET)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
High	79	21	3	19	22	21	15	25	49	5	31	7	41	76	69	7	1	2	-	55	22	2
	15.8	14.1	3.7	23.2	13.5	24.6	14.5	10.1	20.0	50.0	17.0	12.4	15.7	21.1	28.2	6.4	1.8	2.7		26.8	9.2	4.0
				C	C	EGbEG	C		H	H				QR	PQR					UV		
Medium	192	68	42	26	57	31	37	96	93	3	70	20	103	157	104	53	28	6	1	89	78	26
	38.3	44.7	59.1	32.2	34.3	36.2	36.8	39.1	37.8	30.1	38.0	34.4	39.3	43.6	42.6	45.6	40.7	9.2	17.1	42.9	33.2	42.0
			DEFG											R	R	R	RR			u		
Low	156	44	18	26	58	22	32	88	66	2	63	17	77	89	50	39	34	33	1	49	82	26
	31.1	29.2	26.2	31.9	35.2	25.6	31.8	35.9	26.9	16.1	34.1	29.2	29.4	24.5	20.5	32.9	49.0	46.9	39.8	23.5	34.7	42.8
								i								O	OpN	OpN		T	T	
None	50	8	3	5	19	8	15	27	23	0	10	11	29	19	12	8	3	26	1	8	40	3
	9.9	5.1	3.7	6.4	11.3	9.7	14.8	10.8	9.2	3.8	5.2	18.6	11.2	5.3	4.8	6.6	4.3	37.5	43.1	3.7	16.8	4.2
				c			CdB					K	k				OPQNQ			TV		
Don't know	25	10	5	5	9	3	2	10	15	-	10	3	12	20	10	10	3	3	-	7	14	4
	5.0	6.8	7.4	6.3	5.6	4.0	2.1	4.0	6.1		5.6	5.3	4.5	5.4	3.9	8.6	4.2	3.7		3.2	6.1	7.0

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q14A. How important do you think it would be for a community college in Erie County to offer these types of programs?

General Education/Humanities with a focus on literature, languages, philosophy, history, mathematics, and science

BANNER 1 WEIGHTED

	PERSPECTIVE																							
	AGE							GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	POTENTIAL	NON-POTENTIAL	STUDENT	STUDENT	IMPOR TANT (NET)	VERY	SOME TANT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)		
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61		
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
Very/Important (NET)	311	117	57	60	90	52	52	131	171	10	123	36	151	271	186	85	26	13	2	158	101	52		
	61.9	77.4	81.3	74.1	54.2	61.2	51.8	53.0	69.3	97.0	67.3	61.9	58.1	75.0	76.3	72.3	37.3	18.1	63.0	76.4	43.0	85.7		
		EFG	EFG	EG					H	H	m			QR	QR	QR	RR			U		U		
Very important	187	75	34	41	54	32	26	76	104	8	73	22	93	171	136	35	9	6	1	113	48	26		
	37.2	49.5	47.8	50.9	32.7	37.3	26.3	30.7	42.0	80.1	39.6	37.4	35.5	47.4	55.7	30.2	13.3	9.0	19.9	54.7	20.5	42.6		
		EG	G	EG		gg			H	h				QR	PQR	QR				U		U		
Important	124	42	24	19	36	20	26	55	67	2	51	14	59	100	50	49	17	6	1	45	53	26		
	24.6	28.0	33.5	23.2	21.5	23.9	25.5	22.4	27.2	17.0	27.7	24.6	22.5	27.6	20.6	42.1	24.0	9.1	43.1	21.7	22.5	43.1		
														R	R	OQR	RR					TU		
Somewhat/Not Important (NET)	187	34	13	21	74	32	47	114	72	0	59	22	106	88	56	32	42	55	1	49	131	7		
	37.2	22.6	18.7	25.9	44.3	38.0	46.6	46.4	29.3	3.0	32.0	38.1	40.6	24.5	22.9	27.7	60.8	79.4	37.0	23.6	55.5	12.3		
					CDB	CB	CDB	IJ									OPN	OPQ	OPNQ		TV			
Somewhat important	119	30	11	19	44	21	24	71	48	-	47	11	61	76	52	24	31	12	1	42	71	6		
	23.6	19.6	15.0	23.7	26.4	24.9	23.9	28.7	19.5		25.4	19.5	23.3	21.0	21.4	20.3	44.3	16.8	19.9	20.5	30.1	9.2		
								I									OPRNR				TV			
Not important	68	4	3	2	30	11	23	44	24	0	12	11	45	12	4	9	11	44	1	6	60	2		
	13.5	2.9	3.8	2.2	17.9	13.0	22.6	17.7	9.8	3.0	6.6	18.6	17.3	3.5	1.6	7.4	16.5	62.6	17.1	3.1	25.4	3.0		
					CDB	cDB	CDFBF	I				k	K			o	ON	QsNQs	OP		TV			
No Opinion	5	-	-	-	3	1	2	1	4	-	1	-	4	2	2	-	1	2	-	-	4	1		
	1.0				1.5	0.8	1.7	0.5	1.4		0.7		1.4	0.5	0.8		1.8	2.5			1.5	2.1		
Mean	2.86	3.24	3.25	3.23	2.70	2.86	2.56	2.66	3.03	3.74	3.01	2.81	2.77	3.20	3.31	2.95	2.35	1.64	2.66	3.28	2.39	3.28		
		EFG	EFG	EFG		GG			H		M			QR	PQR	QR	RR		rr	U	U	U		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q14B. How important do you think it would be for a community college in Erie County to offer these types of programs?

Occupational/Technical Education to prepare students in the trades or a specific occupation

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	STUDENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very/Important (NET)	414	127	60	67	134	71	83	193	214	7	157	46	211	336	231	105	55	21	3	188	170	56
	82.4	84.1	85.5	82.8	80.6	83.1	82.1	78.4	86.7	73.8	85.9	78.1	80.9	92.9	94.6	89.4	79.5	29.8	100.0	91.1	72.1	92.2
									H					QR	QR	qR	RR		QRNQR	U		U
																			OP			
Very important	317	97	37	60	98	58	65	150	160	7	132	30	156	276	204	72	27	12	2	157	125	35
	63.1	64.0	52.0	74.5	58.9	67.9	64.3	60.7	65.0	73.8	71.9	50.4	59.7	76.4	83.7	61.4	39.1	16.6	80.1	76.0	53.0	58.1
				cE							LM			QR	FQR	QR	RR		qRqR	UV		
Important	97	30	24	7	36	13	18	44	54	-	26	16	55	59	27	33	28	9	1	31	45	21
	19.3	20.0	33.5	8.3	21.7	15.2	17.8	17.7	21.7		14.0	27.7	21.2	16.5	10.9	28.0	40.4	13.2	19.9	15.2	19.1	34.1
			Dfg		D		d				k	k				OR	ORNR					Tu
Somewhat/Not Important (NET)	85	22	8	14	32	14	17	53	32	0	24	13	49	25	13	12	12	48	-	16	65	5
	17.0	14.4	11.2	17.2	19.4	16.9	16.9	21.6	12.8	3.0	12.9	21.9	18.7	7.0	5.2	10.6	17.1	69.5		7.7	27.4	7.8
								I									ON	OPQNQ			TV	
Somewhat important	55	22	8	14	20	6	7	33	22	-	21	7	27	24	13	12	12	19	-	16	34	5
	10.9	14.4	11.2	17.2	12.0	7.6	6.7	13.3	9.0		11.3	12.1	10.4	6.8	5.2	10.0	17.1	26.9		7.7	14.5	7.8
		g		g													ON	OPN			T	
Not important	30	-	-	-	12	8	10	21	9	0	3	6	22	1	-	1	-	30	-	-	30	-
	6.0				7.4	9.3	10.1	8.4	3.8	3.0	1.5	9.8	8.4	0.2		0.6		42.6			12.9	
												K						PN				
No Opinion	3	2	2	-	-	-	1	-	1	2	2	-	1	1	1	-	2	1	-	2	1	-
	0.7	1.6	3.3				1.1		0.4	23.3	1.3		0.4	0.1	0.2		3.4	0.8		1.1	0.5	
																	on					
Mean	3.40	3.50	3.42	3.57	3.32	3.42	3.38	3.31	3.49	3.88	3.58	3.19	3.33	3.69	3.79	3.50	3.23	2.04	3.80	3.69	3.13	3.50
				e					h		LM			QR	FQR	QR	RR		RR	U		U

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q14C. How important do you think it would be for a community college in Erie County to offer these types of programs?

Continuing Education and Professional Development for college or non-college credit

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE							GENDER				POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	IMPOR TANT VERY	SOME TANT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE		
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Very/Important (NET)	357	122	52	70	105	64	65	159	190	7	136	40	180	307	212	96	32	15	2	172	134	50	
	70.9	81.1	74.0	87.3	63.0	75.4	64.9	64.6	77.1	73.8	74.5	68.9	68.9	85.1	86.7	81.6	46.5	21.9	63.0	83.1	57.1	82.7	
		EG		EFG		EgEg			H					QR	QR	QR	RR			U		U	
Very important	194	73	29	44	46	39	36	80	108	6	79	24	91	181	152	29	4	10	-	112	58	24	
	38.6	48.3	40.7	55.1	28.0	46.0	35.4	32.6	43.8	59.8	43.2	41.4	34.8	50.1	62.2	24.8	5.1	14.4		53.9	24.8	40.3	
		Eg		EG		EgEg			H					QR	PQR	Qr				U		u	
Important	162	49	23	26	58	25	30	79	82	1	57	16	89	126	60	67	29	5	2	60	76	26	
	32.3	32.7	33.4	32.2	35.0	29.4	29.5	32.0	33.2	14.0	31.3	27.5	34.1	35.0	24.5	56.8	41.4	7.6	63.0	29.2	32.3	42.5	
														R	R	OqR	ORR		RR				
Somewhat/Not Important (NET)	134	23	13	10	58	21	32	79	52	3	40	17	77	49	30	19	34	51	1	29	95	10	
	26.7	15.4	18.4	12.7	34.7	24.6	32.3	32.2	21.2	26.2	22.0	28.9	29.5	13.5	12.3	16.1	48.8	72.7	37.0	14.0	40.3	17.3	
					cDB	d	cDB	I									OPN	OPQ			TV		
Somewhat important	95	21	10	10	41	15	19	55	38	2	35	9	51	44	26	18	30	21	1	27	58	10	
	18.9	13.6	14.6	12.7	24.8	17.0	18.8	22.5	15.2	23.3	19.1	15.8	19.6	12.1	10.8	14.9	43.1	29.6	37.0	12.8	24.7	17.3	
					dB			i									OPN	OPN			T		
Not important	39	3	3	-	16	6	14	24	15	0	5	8	26	5	4	1	4	30	-	2	37	-	
	7.7	1.8	3.8		9.8	7.6	13.4	9.7	6.0	3.0	2.9	13.1	10.0	1.4	1.5	1.1	5.6	43.1		1.2	15.5		
					B	b	CB					k	K				OPQ	Q			T		
No Opinion	12	5	5	-	4	-	3	8	4	-	7	1	4	5	2	3	3	4	-	6	6	-	
	2.4	3.5	7.5		2.4		2.8	3.2	1.7		3.6	2.3	1.6	1.4	1.0	2.3	4.7	5.3		2.9	2.6		
																		on					
Mean	3.04	3.32	3.20	3.42	2.83	3.14	2.89	2.90	3.17	3.31	3.19	2.99	2.95	3.36	3.49	3.08	2.48	1.93	2.63	3.40	2.68	3.23	
		EG	e	EFG		EgEg			H		M			QRs	PQRS	QR	RR			U		U	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q14D. How important do you think it would be for a community college in Erie County to offer these types of programs?

Developmental Education to help students of all ages get the social and educational skills necessary to be successful in college.

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS						JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	POTENTIAL	PROFESSIONAL	STUDENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Very/Important (NET)	372	131	62	68	107	64	70	165	198	10	138	44	191	324	221	103	32	15	1	179	143	50	
	74.0	86.7	88.7	85.0	64.5	75.3	69.7	66.9	80.3	97.0	75.0	74.6	73.2	89.8	90.6	88.1	46.4	21.5	37.0	86.7	60.7	82.5	
		EfG	EfG	EG		ee			H					QRs	QRS	QRs	RR			U		U	
Very important	234	82	31	51	66	45	41	97	127	10	95	29	110	215	167	48	12	6	1	122	81	31	
	46.5	54.5	44.0	63.8	39.6	52.2	41.3	39.4	51.7	97.0	51.7	49.5	42.3	59.5	68.6	40.5	18.0	8.8	19.9	58.8	34.6	51.1	
		Eg		cEG		egeg			H	HI	m			QRs	PQRS	QR				U		u	
Important	138	49	31	17	41	20	29	68	71	-	43	15	81	109	54	56	20	9	1	58	62	19	
	27.5	32.2	44.7	21.2	24.9	23.1	28.5	27.5	28.6		23.4	25.1	30.9	30.3	21.9	47.6	28.4	12.7	17.1	27.9	26.1	31.4	
			DeF											R	r	OQR	RR						
Somewhat/Not Important (NET)	123	18	8	10	56	20	29	79	44	0	42	14	67	35	22	12	35	53	-	26	89	9	
	24.5	12.1	11.3	12.8	33.9	23.2	28.6	31.9	18.0	3.0	23.0	24.3	25.6	9.6	9.2	10.4	50.8	76.8		12.4	37.7	14.5	
				CDFBf		b	CDB	I									OPN	OPQ			TV		
Somewhat important	74	14	5	9	33	11	15	46	28	-	31	6	37	27	16	10	30	17	-	20	49	4	
	14.7	9.3	7.5	10.8	20.1	13.0	15.2	18.6	11.4		16.9	10.7	14.0	7.4	6.7	8.7	43.6	24.4		9.9	20.8	7.3	
				CB				i									OPRNR	OPN			TV		
Not important	49	4	3	2	23	9	13	33	16	0	11	8	30	8	6	2	5	37	-	5	40	4	
	9.8	2.9	3.8	2.1	13.9	10.2	13.4	13.3	6.6	3.0	6.1	13.7	11.6	2.2	2.5	1.7	7.2	52.4		2.6	16.9	7.3	
				CDB	DB	CDB		I					k				OPQ				TV		
No Opinion	7	2	-	2	3	1	2	3	4	-	4	1	3	2	1	2	2	1	2	2	4	2	
	1.5	1.2		2.2	1.6	1.5	1.7	1.2	1.7		2.0	1.0	1.2	0.6	0.2	1.5	2.8	1.6	63.0	0.8	1.6	2.9	
																			QRNQR				
																			OP				
Mean	3.12	3.40	3.29	3.50	2.92	3.19	2.99	2.94	3.28	3.91	3.23	3.12	3.05	3.48	3.57	3.29	2.59	1.77	3.54	3.44	2.80	3.30	
		EG	Eg	EfG		ee			H					QR	PQR	QR	RR			U		U	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.
Lowercase letters indicate significance at the 90% level.
Parker Philips, Inc.

Erie County (#171039)

Q14E. How important do you think it would be for a community college in Erie County to offer these types of programs?

High school students enrolling in college courses for credit

	BANNER 1 WEIGHTED																						
	PERSPECTIVE																						
	AGE							GENDER			POTEN		NON-POTEN		IMPORTANCE TO RESIDENTS						JOB TRAINING/ EDUCATION CONSIDERATION		
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE		
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)		
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Very/Important (NET)	378	127	57	70	118	62	71	174	195	9	146	40	192	311	221	89	44	22	2	184	141	53	
	75.2	84.4	81.3	87.2	71.0	72.8	70.3	70.7	78.9	93.2	79.5	68.3	73.7	86.0	90.8	76.0	63.2	31.5	63.0	89.2	59.9	86.5	
		Efg		EFG					h					QR	PQR	R	RR			U		U	
Very important	243	88	36	51	74	38	43	116	118	9	102	25	116	216	170	46	20	7	1	138	78	28	
	48.4	58.1	51.7	63.8	44.6	44.5	43.2	47.1	47.8	93.2	55.5	42.6	44.6	59.8	69.8	39.0	29.0	9.5	19.9	66.7	33.1	45.2	
		efg		EFG					hi		m			QRs	PQRS	R	RR			UV			
Important	135	40	21	19	44	24	27	58	77	-	44	15	76	95	51	43	24	15	1	47	63	25	
	26.8	26.3	29.6	23.4	26.4	28.2	27.1	23.6	31.1		24.0	25.7	29.1	26.2	21.0	37.0	34.3	22.0	43.1	22.6	26.9	41.3	
															OR	o						T	
Somewhat/Not Important (NET)	122	22	13	9	48	23	29	71	51	1	36	19	68	48	23	26	25	47	1	21	93	8	
	24.3	14.4	18.7	10.7	29.0	27.2	28.7	28.6	20.6	6.8	19.5	31.7	25.9	13.4	9.2	22.0	36.8	67.7	37.0	9.9	39.6	13.5	
					DB	DB	DB	i								O	OpN	OPQNO			TV		
Somewhat important	80	20	13	7	32	15	13	42	38	0	28	9	43	42	21	20	20	16	1	17	56	7	
	15.9	13.3	18.7	8.5	19.1	17.9	12.8	16.9	15.4	3.8	15.3	15.4	16.4	11.6	8.7	17.5	29.6	23.7	37.0	8.1	23.9	11.2	
					D										o	ON	ON			TV			
Not important	42	2	-	2	16	8	16	29	13	0	8	10	25	7	1	5	5	31	-	4	37	1	
	8.4	1.2		2.2	9.9	9.3	15.9	11.8	5.2	3.0	4.2	16.3	9.5	1.8	0.5	4.5	7.1	44.1		1.9	15.7	2.3	
					DB	dB	DB	I				k	k			o	OPQNO			TV			
No Opinion	3	2	-	2	-	-	1	2	1	-	2	-	1	2	-	2	-	1	-	2	1	-	
	0.6	1.2		2.2			1.1	0.7	0.4		1.0		0.4	0.6		1.9		0.8		0.8	0.5		
Mean	3.16	3.43	3.33	3.52	3.06	3.08	2.99	3.07	3.22	3.83	3.32	2.95	3.09	3.45	3.60	3.13	2.85	1.97	2.83	3.55	2.78	3.29	
		EFG		g	EFG						lm			QR	PQRS	qR	RR			Uv		U	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q14F. How important do you think it would be for a community college in Erie County to offer these types of programs?

Internships to get on the job work experience

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	STUDENT	NON-POTEN TIAL	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very/Important (NET)	414	133	63	70	126	73	82	191	214	10	158	43	213	336	233	103	48	27	3	189	171	53
	82.3	87.9	88.8	87.2	75.8	85.5	81.9	77.4	86.6	97.0	86.2	73.9	81.5	92.9	95.4	87.7	70.0	38.6	100.0	91.6	72.8	87.6
		E	e	e		ee			H					QR	PQR	QR	RR		QRNQR	U		U
																			OP			
Very important	312	100	47	53	92	57	62	145	157	10	122	30	160	271	199	72	24	15	2	154	124	34
	62.0	66.3	66.6	66.0	55.6	66.9	61.9	58.7	63.9	97.0	66.5	51.1	61.3	75.1	81.6	61.5	34.3	21.9	56.9	74.7	52.6	55.4
						ee					Hi	l		QR	PQR	QR				UV		
Important	102	33	16	17	33	16	20	46	56	-	36	13	53	64	34	31	25	12	1	35	47	20
	20.3	21.6	22.2	21.1	20.1	18.6	20.1	18.7	22.8		19.6	22.8	20.2	17.8	13.8	26.2	35.7	16.7	43.1	16.9	20.2	32.2
																O	ORNR					t
Somewhat/Not Important (NET)	85	18	8	10	38	12	17	53	32	0	23	15	47	23	10	13	21	42	-	15	63	8
	17.0	12.1	11.2	12.8	22.6	14.5	17.0	21.5	12.9	3.0	12.4	26.1	18.1	6.3	4.0	11.2	30.0	59.9		7.1	26.8	12.4
					b			I				k				O	OPN	OPQNO			TV	
Somewhat important	51	12	5	7	24	7	8	32	18	-	19	7	25	17	8	8	21	13	-	12	36	3
	10.1	8.2	7.5	8.7	14.4	8.3	7.5	13.1	7.5		10.1	12.5	9.6	4.6	3.5	7.0	30.0	19.3		5.6	15.2	5.4
					gg			i									OPN	OPN			Tv	
Not important	34	6	3	3	14	5	10	21	13	0	4	8	22	6	1	5	-	28	-	3	27	4
	6.8	3.9	3.7	4.1	8.3	6.2	9.5	8.4	5.4	3.0	2.2	13.7	8.5	1.7	0.6	4.1		40.6		1.5	11.5	7.0
					b		b					k	K			o		OPN			T	
No Opinion	4	-	-	-	3	-	1	3	1	-	3	-	1	3	1	1	-	1	-	3	1	-
	0.7				1.6		1.1	1.1	0.4		1.5		0.4	0.7	0.6	1.1		1.5		1.3	0.5	
Mean	3.38	3.50	3.52	3.49	3.25	3.46	3.36	3.29	3.46	3.91	3.53	3.11	3.35	3.68	3.77	3.47	3.04	2.20	3.57	3.67	3.14	3.36
		e							h		Lm			QR	PQR	QR	RR		RR	UV		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q15A. A community college can offer many different degrees and certificates to educate people of all ages and backgrounds. How important it would be to offer the following:

Career Associate Degrees (2 years) for students who only want two year degrees and don't want to pursue a 4- year degree

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER				POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very/Important (NET)	411	128	57	70	134	70	80	188	216	7	159	47	206	339	238	101	51	19	2	194	164	54
	81.8	84.6	81.6	87.2	80.6	82.2	79.0	76.1	87.7	73.8	86.5	79.3	79.0	93.9	97.6	86.4	73.7	27.5	63.0	93.7	69.4	88.8
									H		m			QR	PQR	qR	RR			U		U
Very important	265	88	42	46	89	42	47	114	148	2	106	30	129	236	172	64	20	8	1	128	97	40
	52.7	58.1	59.2	57.1	53.4	48.9	46.5	46.3	60.2	23.8	57.9	51.7	49.2	65.3	70.5	54.4	28.5	11.8	43.1	61.9	41.2	65.7
		g							H					QR	PQR	QR	RR			U		U
Important	146	40	16	24	45	28	33	74	68	5	52	16	78	104	66	38	31	11	1	66	66	14
	29.1	26.5	22.4	30.0	27.2	33.3	32.5	29.8	27.5	50.0	28.6	27.5	29.8	28.7	27.1	32.0	45.2	15.7	19.9	31.8	28.2	23.1
									R					R	r	R	ORNR					
Somewhat/Not Important (NET)	88	21	11	10	32	14	21	58	30	0	22	12	54	21	5	16	16	50	1	11	71	7
	17.5	13.9	15.1	12.8	19.4	16.9	20.4	23.6	12.0	3.0	12.2	20.7	20.5	5.9	2.2	13.6	23.0	71.7	37.0	5.1	30.0	11.2
								I				K				O	ON	OPQ			TV	
Somewhat important	56	15	8	7	23	9	10	37	19	-	16	6	34	21	5	16	14	20	1	8	43	5
	11.1	9.9	11.3	8.6	13.6	10.0	9.8	15.1	7.6		8.7	9.5	13.2	5.9	2.2	13.6	20.0	28.3	37.0	3.8	18.2	8.4
								I								O	ON	OPN			Tv	
Not important	32	6	3	3	10	6	11	21	11	0	7	7	19	-	-	-	2	30	-	3	28	2
	6.4	4.0	3.8	4.2	5.7	7.0	10.6	8.5	4.5	3.0	3.6	11.2	7.3				2.9	43.4		1.3	11.9	2.7
							dB										QQ				TV	
No Opinion	4	2	2	-	-	1	1	1	1	2	2	-	1	1	1	-	2	1	-	2	1	-
	0.7	1.6	3.3			0.8	0.5	0.3	0.2	23.3	1.3		0.5	0.2	0.3		3.4	0.8		1.1	0.5	
																	on					
Mean	3.29	3.41	3.42	3.40	3.28	3.25	3.16	3.14	3.44	3.23	3.43	3.20	3.21	3.60	3.69	3.41	3.03	1.96	3.06	3.56	2.99	3.52
		G		g					H		M			QRs	PQRS	QR	RR		rr	U		U

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q15B. A community college can offer many different degrees and certificates to educate people of all ages and backgrounds. How important it would be to offer the following:

Transfer Associate Degree (2 years) for students that want to transfer to a 4- year school to complete their education

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER				POTEN TIAL		NON- POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very/Important (NET)	420	135	63	72	137	72	77	204	209	7	166	45	209	346	235	111	52	20	3	193	171	56
	83.6	89.3	89.1	89.4	82.4	84.1	76.5	82.7	84.8	73.8	90.5	77.4	80.1	95.7	96.4	94.3	75.1	28.9	82.9	93.4	72.8	92.0
		G	G	G							LM			QR	QR	QR	RR		RR	U	U	U
Very important	312	93	42	51	113	52	54	148	157	7	123	40	149	268	192	76	28	14	2	150	122	40
	62.0	61.7	59.2	64.0	68.1	60.7	53.4	60.2	63.6	69.9	67.1	67.6	57.2	74.3	78.8	64.9	39.9	20.2	63.0	72.4	51.8	66.3
					GG						m			QR	PQR	QR	RR			U	u	u
Important	108	42	21	20	24	20	23	56	52	0	43	6	60	77	43	34	24	6	1	43	49	16
	21.5	27.6	30.0	25.5	14.2	23.3	23.0	22.5	21.3	3.8	23.3	9.8	22.9	21.4	17.6	29.4	35.2	8.7	19.9	20.9	21.0	25.7
		E	e		ee	EE					L		L	R	r	OR	ORnR					
Somewhat/Not Important (NET)	78	13	5	8	28	14	23	40	35	3	14	13	51	16	9	7	16	46	1	11	63	4
	15.5	8.9	7.1	10.6	16.9	15.9	22.5	16.2	14.3	26.2	7.4	22.6	19.5	4.3	3.6	5.7	23.1	65.7	17.1	5.3	26.8	5.9
							CDB				K	K					OPN	QSNQS	OP		TV	
Somewhat important	53	12	5	7	20	9	12	24	26	2	10	8	35	13	7	6	15	24	1	10	39	3
	10.5	7.8	7.1	8.4	12.0	10.6	11.8	9.9	10.5	23.3	5.3	13.1	13.5	3.7	2.9	5.2	21.3	34.7	17.1	5.0	16.6	5.0
												K					OPN	OPqNq		TV	TV	
Not important	25	2	-	2	8	5	11	16	9	0	4	6	16	2	2	1	1	22	-	1	24	1
	5.0	1.2		2.2	4.9	5.3	10.6	6.3	3.8	3.0	2.1	9.5	6.0	0.6	0.7	0.5	1.8	31.0		0.3	10.2	0.9
							DeBe					k					OPQNO			TV	TV	
No Opinion	5	3	3	-	1	-	1	3	2	-	4	-	1	-	-	-	1	4	-	3	1	1
	1.0	1.8	3.8		0.8		1.1	1.1	0.9		2.1		0.4				1.8	5.3		1.3	0.5	2.1
Mean	3.42	3.53	3.54	3.51	3.47	3.39	3.21	3.38	3.46	3.41	3.59	3.36	3.32	3.69	3.74	3.59	3.15	2.19	3.46	3.68	3.15	3.61
		G	G	G	GG						M			QR	PQR	QR	RR		RR	U	U	U

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q15C. A community college can offer many different degrees and certificates to educate people of all ages and backgrounds. How important it would be to offer the following:

Certificate Program with a clearly defined job goal at the end

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	POTENTIAL	PROFESSIONAL	STUDENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Very/Important (NET)	436	142	65	77	142	73	79	209	218	10	172	43	221	344	237	107	60	30	3	201	183	52	
	86.7	94.3	92.6	95.8	85.5	85.3	78.7	84.8	88.3	97.0	93.8	73.7	84.7	95.4	97.2	91.5	86.4	42.4	82.9	97.2	77.9	85.6	
		EfG	G	EFG							LM			qR	QR	R	RR		rr	Uv			
Very important	299	100	44	56	95	51	53	145	145	9	118	31	150	257	190	66	27	14	2	153	110	36	
	59.4	66.6	62.6	70.1	57.0	59.1	53.0	58.8	58.8	90.2	64.4	53.2	57.4	71.0	78.1	56.3	38.7	19.8	63.0	73.9	46.8	59.1	
		G		G										QR	PQR	QR	RR			U			
Important	137	42	21	21	47	22	26	64	73	1	54	12	71	88	47	41	33	16	1	48	73	16	
	27.3	27.7	30.0	25.7	28.5	26.2	25.7	26.0	29.5	6.8	29.4	20.5	27.3	24.3	19.2	35.1	47.8	22.6	19.9	23.3	31.0	26.5	
																Or	ORNR						
Somewhat/Not Important (NET)	66	9	5	3	24	12	21	37	28	0	11	15	39	16	6	10	9	40	1	6	52	8	
	13.0	5.7	7.4	4.2	14.5	14.0	20.8	15.2	11.3	3.0	6.2	25.3	15.1	4.5	2.5	8.5	13.6	56.8	17.1	2.8	21.9	13.4	
					DB	Db	CDB					K	K			o	On	OPQ	OPQ		T	t	
Somewhat important	38	7	5	2	11	9	11	21	17	-	8	9	21	14	5	9	8	15	1	5	27	6	
	7.6	4.6	7.4	2.2	6.4	10.9	11.3	8.5	7.0		4.4	14.9	8.2	4.0	2.0	8.1	11.6	22.1	17.1	2.2	11.6	10.7	
					D	DB						k				o	O	OPN			T		
Not important	27	2	-	2	14	3	10	16	11	0	3	6	18	2	1	1	1	24	-	1	24	2	
	5.4	1.1		2.1	8.2	3.1	9.5	6.7	4.3	3.0	1.8	10.3	6.9	0.5	0.5	0.5	1.9	34.8		0.6	10.4	2.7	
				dfBf			DFBF					K					OPQ	OPQ			TV		
No Opinion	1	-	-	-	-	1	1	-	1	-	-	1	1	1	1	-	-	1	-	-	1	1	
	0.2					0.7	0.5		0.5			1.0	0.2	0.2	0.3			0.8			0.2	1.0	
Mean	3.41	3.60	3.55	3.64	3.34	3.42	3.23	3.37	3.43	3.84	3.56	3.18	3.35	3.66	3.75	3.47	3.23	2.28	3.46	3.70	3.15	3.43	
		EG	G	EFG		gg					LM			QR	PQR	qR	RR		rr	Uv		u	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q15D. A community college can offer many different degrees and certificates to educate people of all ages and backgrounds. How important it would be to offer the following:

Short-term Career Diploma for 6 to 8 week programs to gain technical skills and training for jobs

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER				POTEN TIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very/Important (NET)	381	126	57	69	121	65	70	174	197	10	145	41	195	311	217	94	41	26	3	179	158	45
	75.8	83.3	81.1	85.2	72.7	76.2	69.4	70.6	80.1	97.0	78.9	70.2	74.9	86.2	89.0	80.3	59.0	37.6	100.0	86.4	67.1	73.8
		eG		eG					H					QR	pQR	QR	RR		QRNQR	U		
																			OP			
Very important	223	66	26	39	70	39	48	105	117	1	86	23	113	190	145	46	16	14	3	112	88	23
	44.3	43.4	37.0	49.1	42.4	45.8	47.5	42.6	47.6	6.8	47.2	39.4	43.4	52.7	59.3	39.1	22.5	20.6	82.9	54.3	37.4	37.1
									j					QR	FQR	QR			pQRQR	Uv		
Important	158	60	31	29	50	26	22	69	80	9	58	18	82	121	73	48	25	12	1	66	70	22
	31.5	39.9	44.1	36.1	30.3	30.3	21.9	28.0	32.6	90.2	31.7	30.8	31.5	33.5	29.7	41.2	36.5	17.0	17.1	32.1	29.7	36.7
		G	G	g						HI				R	R	oR	RR					
Somewhat/Not Important (NET)	118	25	13	12	43	20	30	71	47	0	37	18	64	48	25	23	27	43	-	28	76	15
	23.6	16.7	18.9	14.8	25.7	23.8	30.1	28.8	19.2	3.0	20.4	29.8	24.3	13.4	10.4	19.7	39.2	61.6		13.6	32.1	24.1
					d		DB	I								o	OPN	OPQNO			T	
Somewhat important	77	21	11	10	28	11	17	44	33	-	31	11	36	44	22	21	19	15	-	27	38	12
	15.3	13.8	15.1	12.7	16.8	12.7	17.3	17.7	13.5		16.7	18.2	13.7	12.1	9.1	18.2	26.8	21.4		13.1	16.3	19.1
																o	ON	On				
Not important	42	4	3	2	15	9	13	27	14	0	7	7	28	5	3	2	9	28	-	1	37	3
	8.3	2.9	3.8	2.1	8.9	11.1	12.8	11.1	5.6	3.0	3.7	11.6	10.7	1.4	1.3	1.5	12.4	40.2		0.6	15.8	5.0
					Db	DB	CDB	i					K				OPN	OPQNO			TV	
No Opinion	3	-	-	-	3	-	1	1	2	-	1	-	2	1	1	-	1	1	-	-	2	1
	0.6				1.6		0.5	0.6	0.7		0.7		0.7	0.4	0.6		1.8	0.8			0.8	2.1
Mean	3.13	3.24	3.14	3.32	3.08	3.11	3.05	3.03	3.23	3.01	3.23	2.98	3.08	3.38	3.48	3.18	2.70	2.18	3.83	3.40	2.89	3.08
				eg					h					QR	FQR	QR	RR		QRQR	Uv		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q15E. A community college can offer many different degrees and certificates to educate people of all ages and backgrounds. How important it would be to offer the following:

Continuing Education or specific job skill training

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	OPIN YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very/Important (NET)	421	140	68	72	131	72	78	199	214	7	162	46	213	340	232	108	52	27	3	196	171	55
	83.7	92.8	96.7	89.3	79.0	84.0	77.8	80.9	87.0	73.8	88.5	79.0	81.5	94.0	94.9	92.1	75.4	38.8	82.9	94.6	72.6	90.0
		Efg	EFG	eG							m			QR	QR	QR	RR		rr	U		U
Very important	284	88	37	51	98	50	48	135	143	7	112	30	142	250	178	71	18	14	3	143	108	33
	56.5	58.3	52.0	63.9	59.2	58.4	47.7	54.6	57.8	69.9	61.4	51.2	54.2	69.1	73.0	60.9	26.6	19.4	82.9	69.3	45.7	54.5
				G	GG	gg								QR	pQR	QR			QRQR	U		
Important	137	52	31	20	33	22	30	65	72	0	50	16	71	90	53	37	34	14	-	52	63	22
	27.3	34.4	44.7	25.5	19.9	25.6	30.2	26.3	29.2	3.8	27.2	27.7	27.2	24.9	21.9	31.2	48.7	19.4		25.3	26.9	35.5
		E	dEf				EE									r	OPRNR					
Somewhat/Not Important (NET)	80	11	2	9	35	14	21	46	31	3	21	12	47	21	12	9	17	42	1	11	63	6
	15.9	7.2	3.3	10.7	21.0	16.0	20.5	18.9	12.6	26.2	11.5	21.0	17.9	5.8	5.1	7.4	24.6	59.7	17.1	5.4	26.6	10.0
					CdB	Cb	CdB										OPN	QsNQs	OP		TV	
Somewhat important	56	11	2	9	25	8	12	29	24	2	18	8	30	21	12	9	17	17	1	11	39	5
	11.1	7.2	3.3	10.7	15.3	9.0	11.6	11.9	9.7	23.3	9.6	13.5	11.5	5.8	5.1	7.4	24.6	24.5	17.1	5.4	16.6	8.9
					Cb		c										OPN	OPN			T	
Not important	24	-	-	-	9	6	9	17	7	0	3	4	17	-	-	-	-	24	-	-	24	1
	4.9				5.7	7.0	9.0	7.0	2.8	3.0	1.9	7.5	6.4					35.1			10.1	1.2
												k									V	
No Opinion	2	-	-	-	-	-	2	1	1	-	-	-	2	1	-	1	-	1	-	-	2	-
	0.3						1.7	0.2	0.4				0.6	0.2		0.5		1.5			0.7	
Mean	3.36	3.51	3.49	3.53	3.33	3.35	3.18	3.29	3.43	3.41	3.48	3.23	3.30	3.63	3.68	3.54	3.02	2.23	3.66	3.64	3.09	3.43
		G	G	G							m			QR	pQR	QR	RR		RR	U		U

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q16. What level of emphasis do you believe a regional community college should place on the following teaching methods? -- RANK 1 - MOST PREFERRED

(1-Most preferred, 6-Least preferred)

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	NON-POTEN TIAL STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Workplace (on-the-job) training	173	43	21	22	57	31	41	85	88	-	57	14	102	117	76	41	28	28	1	57	96	20
	34.5	28.7	29.8	27.6	34.5	36.7	41.2	34.4	35.9		31.2	23.5	39.3	32.5	31.2	35.3	40.1	39.7	17.1	27.6	40.8	33.1
							db						L								T	
Blended approach (online and in-person)	144	50	21	29	45	21	27	75	69	-	56	22	66	104	75	29	24	14	1	69	59	16
	28.6	33.2	29.8	36.1	27.3	25.1	27.0	30.5	27.9		30.4	38.2	25.2	28.8	30.9	24.6	34.9	20.6	39.8	33.4	25.0	26.6
											m				r		rr			u		
Traditional Classroom Instruction	137	41	21	21	54	21	21	66	68	3	57	17	63	102	62	40	12	22	1	58	59	20
	27.3	27.2	29.1	25.6	32.7	24.9	20.4	26.7	27.6	30.9	31.2	28.2	24.3	28.3	25.4	34.4	17.0	31.4	43.1	27.9	25.2	32.9
					gg									q		Q		qq				
Web-based E-learning and computer-aided instruction on the internet	29	15	8	7	3	5	6	19	10	0	9	4	17	21	16	5	4	4	-	15	10	3
	5.7	9.8	11.2	8.6	1.7	6.1	6.0	7.5	4.0	3.0	4.6	6.0	6.4	5.7	6.5	4.0	6.4	5.3		7.3	4.4	5.2
		E					EE															
Self-paced learning or tutoring on a computer	14	2	-	2	2	5	5	1	7	7	3	1	10	12	12	-	1	1	-	7	7	-
	2.8	1.1		2.1	1.4	5.9	4.9	0.2	2.7	66.1	1.6	0.9	4.0	3.2	4.7		1.5	2.0		3.2	3.1	
					dEBE		ebe		h	HI												
Distance learning	6	-	-	-	4	1	1	1	4	-	2	2	2	5	3	2	-	1	-	1	3	1
	1.2				2.5	1.4	0.5	0.6	1.8		1.0	3.3	0.8	1.4	1.3	1.7		0.9		0.6	1.4	2.2

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q16. What level of emphasis do you believe a regional community college should place on the following teaching methods? -- RANK 2

(1-Most preferred, 6-Least preferred)

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	STUDENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Traditional Classroom Instruction	148	55	31	24	47	23	23	74	74	0	52	22	74	100	66	34	33	15	-	52	79	17
	29.4	36.8	44.7	29.8	28.0	26.7	22.7	29.9	29.9	3.0	28.1	37.5	28.4	27.7	27.0	29.2	47.1	21.7		24.9	33.7	27.5
		G	fG														OPRNR				t	
Blended approach (online and in-person)	139	43	21	22	51	23	22	66	73	0	52	18	69	102	64	38	14	21	1	50	64	25
	27.6	28.5	29.7	27.5	30.5	26.7	22.1	26.6	29.6	3.0	28.5	30.0	26.4	28.3	26.4	32.4	19.7	30.7	43.1	24.2	27.0	41.4
																q					Tu	
Workplace (on-the-job) training	98	24	10	14	29	23	22	47	43	8	33	9	56	76	56	20	9	12	1	52	40	6
	19.4	15.8	14.4	17.1	17.6	26.9	21.4	19.0	17.5	77.1	17.8	14.7	21.6	21.1	23.0	17.0	12.5	17.6	19.9	25.0	16.9	10.1
						ebe				HI					q					uV		
Web-based E-learning and computer-aided instruction on the internet	63	13	3	10	22	10	18	29	32	2	23	8	33	39	30	10	11	13	-	29	29	5
	12.5	8.6	3.8	12.7	13.4	11.3	17.8	11.8	12.9	17.0	12.3	12.8	12.5	10.9	12.1	8.4	15.4	18.2		13.9	12.3	8.1
				C			CB											p				
Self-paced learning or tutoring on a computer	42	14	5	9	12	4	12	24	18	-	18	3	21	33	22	12	2	5	1	19	17	7
	8.3	9.2	7.4	10.7	7.4	4.5	11.9	9.6	7.4		9.8	4.9	8.1	9.3	9.0	9.9	3.6	7.0	37.0	9.0	7.1	10.8
							FF															
Distance learning	14	2	-	2	5	3	4	8	7	-	6	-	8	10	6	4	1	3	-	6	7	1
	2.8	1.2		2.2	3.1	3.9	4.0	3.1	2.7		3.4		3.1	2.7	2.5	3.1	1.8	4.7		2.9	3.0	2.1

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q16. What level of emphasis do you believe a regional community college should place on the following teaching methods? -- RANK 3

(1-Most preferred, 6-Least preferred)

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	NON-POTEN TIAL STUD ENT	IMPOR TANT (NET)	VERY	SOME IMPOR TANT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Blended approach (online and in-person)	122	29	16	14	51	21	21	55	67	-	43	10	68	87	55	31	17	18	-	42	66	14
	24.2	19.4	22.2	17.0	30.5	24.3	21.0	22.1	27.3		23.7	17.2	26.2	24.0	22.6	26.8	25.2	25.7		20.5	28.1	22.3
					Dgbg																t	
Workplace (on-the-job) training	113	45	21	24	40	14	14	63	48	2	55	16	42	81	54	27	18	14	1	56	44	13
	22.5	29.9	30.0	29.8	23.9	16.6	14.2	25.6	19.7	17.0	30.2	26.4	16.2	22.3	22.0	23.0	25.7	20.4	19.9	27.2	18.8	20.9
		FG	g	fg	GG						M									u		
Self-paced learning or tutoring on a computer	89	34	18	15	22	13	20	34	55	-	27	14	48	72	48	23	8	9	1	33	35	21
	17.7	22.2	25.9	18.9	13.5	15.0	20.2	13.9	22.2		15.0	23.8	18.2	19.8	19.8	19.9	11.4	12.8	19.9	15.9	15.0	34.2
									H													TU
Web-based E-learning and computer-aided instruction on the internet	88	20	8	12	35	16	18	43	38	7	34	5	48	64	47	17	10	12	2	34	52	3
	17.5	13.0	10.8	14.9	21.0	18.2	18.0	17.2	15.5	73.3	18.6	9.3	18.5	17.7	19.1	14.8	14.8	17.0	60.2	16.2	21.9	4.5
										HI			1						ppq	v	v	
Traditional Classroom Instruction	61	17	5	12	11	16	17	39	21	0	17	6	38	41	27	13	12	8	-	29	25	7
	12.1	11.6	7.5	15.1	6.5	18.6	16.6	15.9	8.7	3.0	9.2	10.7	14.4	11.3	11.2	11.4	17.2	11.8		14.2	10.5	11.3
					cEE	EE	I															
Distance learning	30	6	3	3	8	6	10	13	17	1	6	7	17	18	13	5	4	9	-	12	14	4
	6.0	4.0	3.7	4.2	4.7	7.3	10.0	5.2	6.8	6.8	3.3	12.5	6.4	4.9	5.3	4.0	5.7	12.3		6.0	5.7	6.8
					ebe							k										pn

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q16. What level of emphasis do you believe a regional community college should place on the following teaching methods? -- RANK 4

(1-Most preferred, 6-Least preferred)

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER				POTENTIAL				IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	TOTAL (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	NON-POTEN TIAL STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Self-paced learning or tutoring on a computer	143	46	24	23	50	21	25	80	63	-	56	13	74	97	58	39	27	18	1	57	74	12
	28.5	30.6	33.6	28.0	30.4	24.8	25.2	32.7	25.4		30.5	22.8	28.3	26.9	24.0	32.9	38.5	26.1	43.1	27.6	31.3	20.4
Web-based E-learning and computer-aided instruction on the internet	112	38	15	22	35	19	20	47	65	-	35	17	60	85	60	25	14	13	-	49	46	16
	22.2	24.9	21.9	27.5	21.1	22.6	19.6	19.0	26.3		19.2	28.2	23.0	23.5	24.7	21.0	20.0	18.6		23.9	19.5	27.1
Distance learning	88	27	13	14	33	10	17	45	43	-	36	12	39	64	46	17	8	15	1	40	39	9
	17.4	17.7	18.6	17.0	19.9	12.2	17.2	18.2	17.3		19.8	21.0	14.9	17.6	18.9	14.9	12.3	21.4	17.1	19.2	16.6	14.2
Traditional Classroom Instruction	63	10	5	5	20	13	20	25	36	1	25	6	31	47	34	13	6	9	1	20	32	11
	12.5	6.8	7.4	6.3	11.8	15.0	19.9	10.3	14.6	13.2	13.9	10.3	12.0	13.0	13.8	11.4	8.2	12.7	39.8	9.6	13.6	18.1
Workplace (on-the-job) training	51	14	5	8	19	8	10	26	24	0	17	5	29	34	22	11	9	8	-	16	27	8
	10.1	9.1	7.5	10.5	11.3	9.9	10.1	10.7	9.9	3.0	9.5	8.4	11.0	9.4	9.2	9.8	12.8	11.9		7.7	11.4	13.9
Blended approach (online and in-person)	47	16	8	9	9	13	8	22	16	8	13	5	28	35	23	12	6	6	-	25	18	4
	9.3	10.8	10.9	10.8	5.5	15.5	7.9	9.1	6.4	83.9	7.1	9.3	10.8	9.6	9.4	10.0	8.2	9.3		12.0	7.7	6.3

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q16. What level of emphasis do you believe a regional community college should place on the following teaching methods? -- RANK 5

(1-Most preferred, 6-Least preferred)

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER				POTEN		NON-POTEN		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	TOTAL (NET)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Web-based E-learning and computer-aided instruction on the internet	149	51	29	22	50	25	23	78	71	1	63	18	69	106	63	42	24	19	1	64	65	20
	29.7	34.0	41.2	27.7	30.4	28.7	23.1	31.7	28.6	6.8	34.2	29.9	26.5	29.3	26.0	36.2	34.6	27.3	19.9	30.9	27.8	33.4
		g	g													o						
Distance learning	127	33	10	22	38	29	27	63	58	6	41	14	73	90	57	33	18	19	1	38	67	22
	25.3	21.8	14.9	27.9	23.0	33.9	27.2	25.6	23.5	64.0	22.2	23.3	28.0	24.8	23.2	28.1	25.6	27.9	19.9	18.6	28.6	35.7
						Cebe															T	t
Self-paced learning or tutoring on a computer	107	26	13	14	41	18	21	49	56	3	40	15	52	82	61	21	13	13	-	52	47	8
	21.3	17.4	18.1	16.9	24.8	21.4	21.2	19.8	22.6	26.2	22.0	25.3	19.9	22.6	24.8	18.0	18.2	18.5		25.2	19.9	13.3
																				v		
Traditional Classroom Instruction	53	18	8	10	19	4	12	29	24	-	16	4	34	41	32	10	5	6	-	27	21	4
	10.5	12.0	11.2	12.6	11.4	4.6	12.0	11.7	9.8		8.6	6.2	12.9	11.5	13.0	8.1	7.8	9.0		13.3	9.1	7.0
					ff		FF															
Workplace (on-the-job) training	36	14	5	9	12	6	5	13	23	0	11	6	19	27	19	8	2	6	1	14	16	6
	7.2	9.1	7.3	10.7	7.2	6.8	4.7	5.1	9.4	3.0	5.9	11.0	7.3	7.4	7.6	7.0	2.8	8.8	43.1	6.7	6.7	10.7
									h										qq			
Blended approach (online and in-person)	30	9	5	3	5	4	12	15	15	-	13	2	14	16	13	3	8	6	1	11	19	-
	5.9	5.7	7.4	4.2	3.2	4.6	11.8	6.0	6.1		7.1	4.2	5.4	4.4	5.3	2.6	11.0	8.4	17.1	5.4	7.9	
						EFbEF											p					
							D															

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q16. What level of emphasis do you believe a regional community college should place on the following teaching methods? -- RANK 6 - LEAST PREFERRED

(1-Most preferred, 6-Least preferred)

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																			JOB TRAINING/ EDUCATION CONSIDERATION		
	AGE						GENDER		POTEN	NON- POTEN		IMPORTANCE TO RESIDENTS							YES	NO	UN	
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	STUD	IMPOR	IMPOR	SOME	NOT	NO	OPIN	UN	
(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	(NET)	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Distance learning	238	84	44	39	78	35	41	117	118	3	92	23	122	175	119	57	38	23	2	109	105	24
	47.3	55.3	62.9	48.8	46.8	41.2	41.1	47.3	47.9	29.2	50.2	39.9	46.9	48.5	48.6	48.2	54.6	32.8	63.0	52.6	44.7	39.0
		fg	FG											R	R	r	RR					
Self-paced learning or tutoring on a computer	108	29	11	19	37	24	17	58	49	1	39	13	56	66	43	23	19	23	-	40	55	13
	21.4	19.5	15.0	23.5	22.6	28.4	16.6	23.7	19.7	7.6	21.2	22.2	21.4	18.3	17.8	19.3	26.8	33.6		19.1	23.5	21.3
						GG												OPN				
Web-based E-learning and computer-aided instruction on the internet	62	15	8	7	21	11	16	31	31	-	20	8	34	46	28	18	6	9	1	16	33	13
	12.4	9.8	11.2	8.5	12.5	13.1	15.5	12.7	12.6		11.0	13.7	13.1	12.8	11.5	15.5	8.9	13.5	19.9	7.8	14.1	21.6
																					t	t
Traditional Classroom Instruction	41	8	-	8	16	9	8	13	23	5	16	4	21	30	24	6	2	9	1	21	19	2
	8.2	5.6		10.6	9.6	10.2	8.3	5.5	9.3	50.0	9.0	7.1	8.0	8.3	9.6	5.4	2.7	13.3	17.1	10.1	7.9	3.2
										HI				Q	Q			pQQ		v		
Workplace (on-the-job) training	32	11	8	4	9	3	8	13	19	-	10	9	12	26	17	9	4	1	-	12	13	7
	6.3	7.4	11.0	4.4	5.5	3.3	8.4	5.2	7.6		5.5	16.0	4.7	7.3	6.9	8.1	6.1	1.5		5.8	5.4	11.3
							ff					KM		R	R	r						
Blended approach (online and in-person)	22	4	-	4	5	3	10	14	7	1	6	1	16	18	13	4	1	4	-	9	10	2
	4.4	2.3		4.4	3.1	3.8	10.1	5.6	2.8	13.2	3.2	1.0	6.0	4.9	5.5	3.6	0.9	5.3		4.6	4.4	3.5
							EFBEF						l	q	q							

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q17. How closely would you say you follow news about issues, policies and events in the community?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPOR TANT	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Not At All/Somewhat Closely (NET)	166	65	36	29	55	19	26	88	75	3	68	11	87	120	75	45	29	16	1	70	69	27
	33.0	43.4	51.8	36.0	33.0	22.7	26.2	35.5	30.6	30.1	37.3	18.4	33.2	33.2	30.6	38.6	42.6	22.4	37.0	33.9	29.3	44.2
		FG	eFG		ff						L		L	r		R	RR					u
Not at all closely	26	14	8	7	7	3	2	15	9	2	13	-	13	18	12	6	5	3	-	20	5	2
	5.2	9.6	10.9	8.5	4.0	3.1	2.2	6.1	3.5	23.3	7.0		5.1	4.9	4.8	5.0	7.6	4.6		9.6	1.9	2.7
		fG																		UV		
Somewhat closely	140	51	29	22	48	17	24	73	67	1	56	11	74	102	63	39	24	12	1	50	64	25
	27.8	33.8	40.9	27.5	28.9	19.6	24.0	29.5	27.0	6.8	30.4	18.4	28.2	28.3	25.8	33.6	34.9	17.8	37.0	24.3	27.4	41.5
		F	Fg								l			R		R	RR				tu	
Fairly/Very Closely (NET)	337	85	34	51	111	66	74	159	171	7	115	48	174	241	169	72	40	54	2	137	166	34
	67.0	56.6	48.2	64.0	67.0	77.3	73.8	64.5	69.4	69.9	62.7	81.6	66.8	66.8	69.4	61.4	57.4	77.6	63.0	66.1	70.7	55.8
					c	CeBe	CB					KM					PQnQ				v	
Fairly closely	163	49	21	27	57	26	32	74	88	1	62	18	84	122	83	39	20	21	1	59	87	18
	32.5	32.1	29.8	34.2	34.5	30.4	31.4	30.2	35.9	6.8	33.6	30.9	32.1	33.7	34.1	32.9	28.5	29.5	43.1	28.4	36.9	29.2
																					t	
Very closely	174	37	13	24	54	40	43	84	83	6	53	30	90	119	86	33	20	33	1	78	80	16
	34.5	24.5	18.4	29.8	32.5	46.8	42.3	34.3	33.6	63.2	29.1	50.8	34.7	33.1	35.3	28.5	28.9	48.1	19.9	37.6	33.8	26.6
					c	CDEBE	CeBe					Km						oPQnQ				

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 Parker Philips, Inc.

Erie County (#171039)

Q18. Who or what is the most influential source of information about issues, policies and events in the community?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	ENTERTAINMENT	VERY	SOMEWHAT	NOT TANT	NO OPIN /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Total	503	151	70	80	166	86	101	246	246	10	183	59	261	361	244	117	69	70	3	207	235	61
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Friends/family	24	9	3	7	5	6	3	10	14	-	8	-	16	19	9	9	2	3	-	13	6	4
	4.7	6.2	3.8	8.4	3.2	6.9	3.2	4.0	5.6		4.4		6.0	5.2	3.8	8.1	3.6	3.8		6.5	2.7	6.6
Newspaper (NET)	131	28	8	21	39	27	36	60	64	6	30	20	81	85	53	33	24	21	1	46	69	16
=====	26.0	18.8	11.0	25.6	23.3	32.0	36.3	24.5	26.1	59.8	16.5	33.5	31.0	23.6	21.6	27.8	35.1	29.5	19.9	22.3	29.3	25.9
				c	c	CB	CEBE					K	K				o					
Corry Journal	4	-	-	-	3	-	1	1	2	-	1	-	2	2	1	1	1	-	-	-	4	-
	0.7				1.6		1.1	0.5	0.9		0.7		0.9	0.7	0.4	1.1	1.8				1.6	
Erie Daily/Times News	107	23	3	21	28	25	31	50	51	6	23	13	72	65	41	25	23	19	-	39	58	10
	21.4	15.3	3.7	25.6	16.8	29.3	31.2	20.5	20.8	55.9	12.3	22.6	27.4	18.1	16.6	21.1	33.5	27.3		19.1	24.6	16.4
				C	C	CEBE	CEBE					K					ON	o				
Erie Reader	2	-	-	-	-	-	2	2	-	-	-	-	2	1	1	-	1	1	-	-	2	-
	0.4						1.8	0.7					0.7	0.2	0.3		0.9	0.9			0.8	
Local Newspaper	11	3	3	-	4	1	3	5	6	-	3	5	2	8	5	3	1	1	-	4	4	3
	2.1	1.7	3.7		2.5	0.7	3.4	1.9	2.5		1.8	8.7	0.9	2.3	2.1	2.7	1.7	1.6		1.9	1.8	4.2
							ff				km											
New York Times	1	-	-	-	-	1	1	-	1	-	1	1	-	1	-	1	1	-	-	-	1	-
	0.2					0.7	0.5		0.5		0.3	1.0		0.1		0.5	0.9				0.5	
USA Today	2	-	-	-	-	1	1	1	1	-	1	1	-	1	1	-	1	-	-	1	1	-
	0.4					1.5	0.5	0.3	0.5		0.3	2.2		0.3	0.5		0.9			0.3	0.6	
Wall Street Journal	1	-	-	-	-	1	1	1	-	-	-	-	1	1	1	1	-	-	-	-	1	-
	0.3					0.8	0.6	0.5					0.5	0.4	0.3	0.6					0.6	
Newspaper online (unspecified)	7	3	3	-	4	-	-	3	4	-	1	-	5	7	5	1	-	-	-	1	3	3
	1.3	1.7	3.7		2.5			1.1	1.6		0.7		2.0	1.8	2.2	1.1				0.7	1.1	4.2
Other Newspaper	5	-	-	-	1	2	2	3	2	0	2	1	3	3	1	2	1	1	1	2	3	1
	1.1				0.8	2.8	1.8	1.1	1.0	3.8	0.9	2.1	1.0	0.9	0.5	1.7	1.0	1.3	19.9	0.9	1.2	1.0

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	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUDENT	PROFESSIONAL	NON-POTENTIAL	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE		
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
Radio or TV news (NET)	209	45	26	19	77	40	47	102	105	2	75	22	112	147	93	53	28	32	2	78	107	24
=====	41.6	29.9	37.1	23.5	46.2	47.4	46.5	41.5	42.6	17.0	41.0	36.9	43.0	40.6	38.2	45.6	40.8	45.5	80.1	37.6	45.5	39.8
				DB	DB	DB												on				
ABC-Action News	18	5	-	5	5	4	3	10	8	-	7	4	7	11	9	2	4	2	-	5	10	3
	3.5	3.4		6.3	3.2	4.7	3.3	4.0	3.2		3.8	6.9	2.6	3.1	3.9	1.6	5.8	3.5		2.3	4.1	5.5
ABC-Channel 12	1	-	-	-	-	-	1	1	1	-	-	-	1	1	1	-	-	1	-	1	1	-
	0.2						1.1	0.2	0.2				0.4	0.1	0.2			0.9		0.3	0.3	
ABC-Channel 24	11	-	-	-	5	1	5	3	9	-	3	-	8	8	4	4	2	1	1	3	8	-
	2.3				3.2	0.7	5.4	1.1	3.5		1.7		3.2	2.2	1.5	3.7	3.3	0.8	17.1	1.5	3.5	
							FF															
CBS	6	-	-	-	3	1	2	4	2	-	-	1	5	4	1	3	1	1	-	1	3	1
	1.1				1.7	1.4	1.8	1.6	0.7			1.0	2.0	1.1	0.5	2.3	1.9	0.8		0.7	1.3	2.0
CBS-Channel 35	2	-	-	-	-	-	2	1	1	-	-	-	2	1	-	1	1	1	-	1	1	-
	0.4						1.8	0.5	0.2				0.7	0.1		0.5	0.9	0.9		0.3	0.5	
Channel 12	17	7	5	2	7	2	2	7	11	-	5	5	8	13	8	5	3	1	-	8	3	7
	3.5	4.5	7.3	2.1	4.1	2.4	1.8	2.8	4.3		2.5	7.7	3.1	3.7	3.3	4.5	4.0	1.8		3.6	1.1	12.0
																						U
Channel 24	28	5	5	-	13	4	6	11	18	-	10	3	15	19	10	9	1	9	-	9	17	2
	5.6	3.5	7.4		7.9	4.6	6.1	4.3	7.1		5.5	4.6	5.9	5.2	4.1	7.6	0.8	12.8		4.6	7.2	3.2
														Q		Q		OQnQ				
Channel 35	5	2	-	2	1	1	1	1	3	-	4	-	1	5	4	1	-	-	-	4	1	-
	0.9	1.1		2.1	0.8	0.8	1.1	0.5	1.4		1.9		0.5	1.3	1.5	1.0				1.7	0.5	
Channel 66	5	3	3	-	1	1	-	3	1	-	1	-	3	1	1	-	3	1	-	1	3	-
	0.9	1.8	3.8		0.8	0.8		1.4	0.5		0.7		1.3	0.3	0.5		3.8	1.0		0.6	1.4	
																	on					
CNN	10	3	3	-	1	2	4	5	6	-	4	-	6	8	5	2	3	-	-	6	4	-
	2.0	1.8	3.8		0.8	2.3	4.4	1.9	2.3		2.1		2.4	2.1	2.2	2.0	3.8			2.9	1.8	
							EE															

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	PERSPECTIVE																						
	AGE										GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION	
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUDENT	PROFESSIONAL	STUDENT	IMPORTANT	VERY	SOMEWHAT	NOT IMPORTANT	NO OPINION	YES	NO	UNSURE		
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Fox 66	4	-	-	-	1	2	1	3	1	0	1	-	3	3	1	2	1	1	-	2	3	-	
	0.9				0.9	2.8	0.6	1.4	0.2	3.8	0.8		1.2	0.9	0.5	1.5	1.0	0.9		0.9	1.1		
Fox News	15	4	3	2	4	3	3	11	4	-	3	1	10	11	6	5	1	2	1	5	6	4	
	2.9	2.9	3.8	2.2	2.5	3.9	2.9	4.5	1.5		1.8	2.0	4.0	3.0	2.6	3.9	1.0	2.7	43.1	2.4	2.4	6.7	
								i											qrnqr			op	
Local News	29	4	3	2	8	10	7	17	12	0	10	-	19	20	15	5	6	4	-	12	14	3	
	5.8	2.9	3.8	2.2	4.8	11.5	7.1	6.9	4.9	3.0	5.7		7.3	5.5	6.0	4.3	8.3	5.6		6.0	5.9	5.1	
						DeBe		d															
MSNBC	4	-	-	-	1	-	2	1	2	-	1	-	3	4	2	1	-	-	-	2	2	-	
	0.7				0.8		2.3	0.5	0.9		0.3		1.1	1.0	0.9	1.1				0.9	0.8		
National News	5	2	-	2	-	2	1	4	1	-	1	-	2	3	4	2	2	-	1	2	2	1	
	1.0	1.2		2.2		2.3	1.2	1.5	0.5		0.3		3.0	1.0	1.2	1.0	1.6		0.9	0.8	0.8	2.0	
NBC	12	3	-	3	4	3	1	4	7	-	4	1	8	8	6	2	2	1	1	5	6	1	
	2.3	2.3		4.2	2.4	3.7	1.1	1.8	3.0		2.0	1.0	2.9	2.1	2.4	1.7	3.0	0.9	43.1	2.6	2.4	1.0	
																			qrnqr			op	
NBC-Channel 5	1	-	-	-	-	1	-	1	-	-	-	-	1	1	1	-	-	-	-	1	-	-	
	0.1					0.8		0.3					0.3	0.2	0.3					0.3			
NBC-Channel 12	4	-	-	-	-	2	2	3	2	-	1	-	3	2	1	1	1	1	-	1	4	-	
	0.9					2.4	2.3	1.1	0.7		0.7		1.1	0.5	0.5	0.6	1.8	1.6		0.3	1.6		
PBS News	2	-	-	-	-	1	1	1	2	-	1	-	1	1	2	2	-	1	-	1	1	1	
	0.5					1.4	1.1	0.2	0.7		0.6		1.0	0.2	0.5	0.7		0.9		0.3	0.5	1.0	
PBS-TV-Channel 54	1	-	-	-	-	-	1	1	-	-	-	-	1	1	1	-	-	-	-	-	1	-	
	0.1						0.6	0.2					0.2	0.2	0.3						0.3		
WICU	1	-	-	-	-	1	1	-	1	-	-	1	1	1	1	-	-	1	-	1	1	-	
	0.2					0.7	0.5		0.5				0.9	0.2	0.2	0.3			0.8	0.3	0.2		
WICU-Channel 12	15	-	-	-	9	4	1	7	6	1	5	2	7	9	7	2	3	3	-	4	11	-	
	2.9				5.5	5.2	1.1	3.0	2.5	10.2	3.0	3.3	2.8	2.4	2.8	1.7	3.7	4.8		1.9	4.6		
						gg																	

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	AGE							GENDER		POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	NON-	IMPOR	IMPOR	SOME	NOT	NO	UN			
	TOTAL	(NET)							/RF	ENT	SIONAL	ENT	(NET)	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
WICU-Channel 26	1 0.1	-	-	-	-	1 0.7	-	-	1 0.2	-	-	1 1.0	-	-	-	-	1 0.9	-	-	1 0.3	-	
WJET 24	45 8.9	12 8.1	10 14.9	2 2.2	15 8.8	11 12.4	7 7.1	24 9.7	20 8.3	0 3.0	15 7.9	4 7.3	26 9.8	33 9.1	18 7.3	15 12.9	5 7.2	6 8.6	1 19.9	17 8.1	20 8.5	8 12.8
World News	6 1.1	2 1.2	-	2 2.2	1 0.9	1 1.5	1 1.1	4 1.8	1 0.5	-	2 1.1	-	4 1.4	4 1.0	3 1.2	1 0.5	1 2.1	1 0.9	-	2 1.1	2 0.8	1 2.3
WQLN TV	3 0.6	-	-	-	1 0.8	-	2 1.7	1 0.2	2 1.0	-	-	1 2.3	2 0.6	3 0.8	2 1.0	1 0.5	-	-	-	1 0.3	2 0.8	1 0.9
WSEE 5	2 0.4	-	-	-	1 0.8	-	1 0.6	2 0.8	-	-	1 0.7	-	1 0.2	1 0.4	-	1 1.1	-	1 0.9	-	-	2 0.8	-
WSEE 35	5 0.9	-	-	-	3 1.6	1 0.8	1 1.1	3 1.1	2 0.7	-	1 0.8	-	3 1.2	2 0.5	2 0.8	-	1 1.8	1 2.0	-	1 0.6	3 1.4	-
WSEE	2 0.5	-	-	-	-	1 0.8	2 1.7	1 0.5	1 0.4	-	1 0.3	1 0.9	1 0.5	1 0.3	1 0.5	-	-	1 1.8	-	1 0.3	2 0.7	-
WQLN-91.3	2 0.4	-	-	-	1 0.9	-	1 0.5	1 0.6	1 0.2	-	1 0.8	-	1 0.2	1 0.1	-	1 0.5	1 2.1	-	-	-	1 0.6	1 0.9
JET 1400 AM	6 1.2	-	-	-	4 2.5	1 0.8	1 1.2	5 1.9	1 0.5	-	3 1.5	-	3 1.2	-	-	-	4 5.1	2 3.6	-	-	4 1.7	2 3.5
NPR	1 0.2	-	-	-	-	1 0.7	1 0.5	-	1 0.5	-	-	-	1 0.4	1 0.3	1 0.3	1 0.5	-	-	-	1 0.3	-	1 0.9
94.7	3 0.5	-	-	-	3 1.6	-	-	-	3 1.1	-	3 1.4	-	-	3 0.7	1 0.5	1 1.1	-	-	-	3 1.3	-	-
99.9	1 0.3	-	-	-	1 0.8	-	-	-	1 0.5	-	1 0.7	-	-	1 0.4	1 0.5	-	-	-	-	1 0.6	-	-
102.3	1 0.3	-	-	-	1 0.9	-	-	1 0.6	-	-	1 0.8	-	-	-	-	-	1 2.1	-	-	-	1 0.6	-

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	18-34		18-24	24-34	35-54	55-64	65+	MALE			FEMALE	STUD	PROFES	STUD	IMPOR	SOME	NOT	NO	UN			
	TOTAL	(NET)								/RF	ENT	SIONAL	ENT	(NET)	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
No specific channels	5	2	-	2	1	1	1	4	1	-	1	-	4	3	1	3	2	-	-	1	4	-
	1.0	1.2		2.2	0.8	0.8	1.1	1.8	0.2		0.3		1.7	0.9	0.2	2.3	2.5			0.3	1.9	
Radio and TV (Unspecified)	1	-	-	-	-	-	1	1	1	-	-	-	1	1	-	1	-	1	-	-	1	-
	0.2						1.1	0.2	0.2				0.4	0.1		0.5		0.9			0.5	
Other Radio or TV news	22	10	3	7	5	2	5	14	8	-	10	4	9	20	12	8	2	1	-	12	8	3
	4.4	6.3	3.7	8.7	3.2	2.3	5.4	5.7	3.3		5.5	6.0	3.3	5.4	4.7	6.9	2.9	0.9		5.6	3.4	4.4
Internet (NET)	61	29	11	19	20	4	7	38	23	-	31	5	25	51	35	15	4	6	-	25	26	10
=====	12.1	19.5	15.0	23.5	12.0	4.7	7.4	15.3	9.4		17.1	8.5	9.4	14.0	14.5	13.0	6.2	8.6		12.0	11.1	16.5
		FG		eFG	FF			i			M			Q	Q							
Erienews.com	3	2	-	2	1	-	-	3	-	-	2	-	1	1	1	-	-	2	-	-	3	-
	0.6	1.2		2.2	0.9			1.3			1.0		0.5	0.4	0.6			2.5			1.3	
Erienewsnow.com	3	3	-	3	-	-	-	2	2	-	3	-	-	3	2	2	-	-	-	2	2	-
	0.7	2.3		4.2				0.7	0.7		1.9			0.9	0.7	1.5				0.8	0.7	
Erietimesnews.com	6	5	5	-	-	-	1	3	3	-	-	-	6	6	3	3	-	-	-	-	3	3
	1.2	3.5	7.4				0.6	1.3	1.0				2.2	1.6	1.3	2.3					1.1	5.2
Jefferson Society	1	-	-	-	-	1	1	1	1	-	-	-	1	1	1	-	-	-	-	-	1	-
	0.2					0.8	0.5	0.3	0.2				0.5	0.3	0.5						0.5	
msn.com	2	2	-	2	-	-	1	-	2	-	2	-	1	2	2	-	-	-	-	2	1	-
	0.4	1.1		2.1			0.5		0.9		0.9		0.2	0.6	0.9					0.8	0.2	
www.goerie.com	28	13	3	10	12	-	3	15	13	-	15	3	10	20	14	5	4	4	-	11	10	7
	5.6	8.6	3.8	12.8	7.1		3.3	6.1	5.3		8.1	5.3	3.9	5.4	5.8	4.7	6.2	6.0		5.5	4.1	11.3
				g							m											
No specific website	15	5	-	5	5	2	2	13	1	-	10	1	3	13	11	2	-	1	-	9	6	-
	2.9	3.5		6.5	3.3	2.5	1.8	5.4	0.5		5.4	2.1	1.3	3.7	4.5	2.1		1.8		4.2	2.6	
								I			M											
www.eriecommunityfoundation.org	1	-	-	-	-	1	-	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-
	0.1					0.7			0.2			1.0						0.9			0.3	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q18. Who or what is the most influential source of information about issues, policies and events in the community?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTEN	NON-			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34						MALE	FEMALE	TIAL	POTEN	IMPOR	SOME	NOT	NO	UN							
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+	/RF	STUD	STUD	TANT	IMPOR	IMPOR	IMPOR	OPIN	YES	NO	SURE				
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Other internet	7	4	3	2	1	1	1	4	3	-	5	-	3	7	3	5	-	-	-	3	4	-
	1.5	2.9	3.8	2.1	0.9	0.7	1.1	1.7	1.4		2.6		1.0	2.1	1.1	4.0			1.5	1.8		
Social media (NET)	54	29	16	13	20	3	2	25	29	-	29	7	19	47	42	4	6	2	-	32	16	6
	10.8	19.4	22.4	16.8	12.1	3.0	2.2	10.2	11.7		15.7	11.4	7.2	12.9	17.4	3.6	8.2	2.8		15.5	6.9	9.7
		FG	FG	FG	FGFG						M			R	PQR					U		
Facebook	40	29	16	13	10	-	1	18	21	-	24	4	12	34	32	2	5	1	-	26	8	6
	7.9	19.4	22.4	16.8	5.7		1.1	7.5	8.7		13.2	6.0	4.6	9.3	13.1	1.4	7.1	1.9		12.7	3.2	9.7
		EG	EG	eG	GG						LM			R	PqR		prr			U		
Google	8	3	-	3	3	2	-	5	3	-	1	2	5	5	3	2	2	1	-	4	3	2
	1.6	2.3		4.2	1.7	2.3		2.1	1.2		0.4	4.0	2.0	1.4	1.4	1.4	3.5	0.9		1.8	1.2	2.7
Instagram	4	3	3	-	1	-	-	3	1	-	1	-	3	4	4	-	-	-	-	3	1	-
	0.8	1.8	3.8		0.8			1.1	0.5		0.7		1.0	1.1	1.6					1.3	0.5	
Social Media	1	-	-	-	1	-	-	1	-	-	1	-	-	1	1	-	-	-	-	-	1	-
	0.3				0.8			0.5			0.7			0.4	0.6						0.6	
Twitter	10	7	5	2	3	-	1	6	4	-	5	1	4	7	5	3	3	-	-	6	3	2
	2.0	4.6	7.5	2.1	1.5		0.6	2.4	1.7		2.5	2.1	1.7	2.1	1.9	2.5	3.8			2.9	1.1	2.7
		g																				
Yahoo	3	-	-	-	3	-	-	1	1	-	-	-	3	3	1	1	-	-	-	1	1	-
	0.5				1.6			0.6	0.5				1.0	0.7	0.6	1.1				0.7	0.5	
MSN	2	2	-	2	-	-	-	-	2	-	-	-	2	2	-	2	-	-	-	-	-	2
	0.3	1.1		2.1					0.7				0.6	0.5		1.4						2.7
Other social media	6	-	-	-	5	1	1	3	4	-	3	1	2	6	6	-	-	-	-	3	3	-
	1.3				3.2	0.7	0.5	1.1	1.5		1.8	2.3	0.7	1.8	2.7					1.5	1.4	
Community news, blogs, newsletters	5	4	-	4	-	1	1	4	2	-	4	1	1	5	2	3	-	-	-	2	1	2
	1.0	2.3		4.4		1.4	0.5	1.4	0.7		1.9	1.0	0.4	1.5	1.0	2.5				1.1	0.5	2.9
Community or interest groups (NET)	11	4	2	2	3	3	2	1	7	2	5	3	3	8	5	3	2	1	-	6	4	-
	2.2	2.7	3.3	2.1	1.6	3.0	1.7	0.5	2.9	23.3	2.6	4.5	1.3	2.2	2.0	2.6	3.4	0.9		3.1	1.8	
									h													

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

Q18. Who or what is the most influential source of information about issues, policies and events in the community?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	NON-	IMPOR	IMPOR	SOME	NOT	NO	UN			
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Community meetings/ Council meetings	3 0.5	-	-	-	-	2 2.3	1 0.6	1 0.5	1 0.5	-	1 0.3	1 2.2	1 0.2	3 0.7	1 0.5	1 1.0	-	-	-	1 0.6	1 0.6	-
Education groups/ School board	3 0.5	-	-	-	3 1.6	-	-	-	3 1.1	-	1 0.7	1 2.3	-	3 0.7	1 0.5	1 1.1	-	-	-	1 0.6	1 0.6	-
Church/Spiritual leader	2 0.5	2 1.1	-	2 2.1	-	1 0.7	-	-	2 0.9	-	1 0.3	-	2 0.6	2 0.5	2 0.7	-	-	1 0.9	-	2 0.8	1 0.3	-
Other Community or interest groups	3 0.7	2 1.6	2 3.3	-	-	-	1 1.1	-	1 0.4	2 23.3	2 1.3	-	1 0.4	1 0.3	1 0.2	1 0.5	2 3.4	-	-	2 1.1	1 0.5	-
Something else	7 1.3	4 2.9	3 3.8	2 2.2	1 0.9	1 0.8	-	7 2.6	-	-	3 1.5	2 3.0	2 0.8	2 0.7	2 1.0	-	-	4 5.9	-	5 2.5	1 0.6	-
None/nothing	1 0.1	-	-	-	-	1 0.8	-	1 0.3	-	-	-	1 1.2	-	-	-	-	-	1 1.0	-	-	1 0.3	-
Don't know	9 1.9	3 1.7	3 3.7	-	4 2.4	-	3 2.9	3 1.3	6 2.5	-	5 2.9	-	4 1.6	6 1.7	6 2.5	-	2 2.7	1 2.0	-	2 0.9	5 2.1	3 4.2

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
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 Parker Philips, Inc.

Erie County (#171039)

QA. Is your child (or children) currently in:

BANNER 1 WEIGHTED

	PERSPECTIVE																																				
	AGE											GENDER					POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION										
	18-34						MALE					FEMALE					OTHER STUD					PROFES SIONAL					IMPOR TANT					NOT IMPOR OPIN			UN SURE		
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)															
BASE: PARENT(S) WITH CHILDREN WHO COULD BENEFIT	98	22	-	22	62	10	3	44	54	0	98	-	-	80	58	21	11	7	-	49	35	14															
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0															
Kindergarten through 8th grade (K-8)	58	20	-	20	35	1	2	27	30	-	58	-	-	46	33	12	7	5	-	26	22	10															
	58.8	92.1		92.1	56.1	6.0	50.0	62.1	56.6		58.8			57.5	57.3	58.0	64.8	64.4		54.1	61.5	68.4															
		Efg		Efg	FF		FF																														
High school Freshman	17	-	-	-	16	1	-	10	7	-	17	-	-	12	7	5	4	1	-	7	7	3															
	17.0				25.7	6.9		23.1	12.1		17.0			15.0	11.3	25.0	36.1	10.0		13.6	21.1	18.9															
					FF																																
High school Sophomore	8	2	-	2	5	1	-	6	3	-	8	-	-	8	4	4	-	1	-	3	3	3															
	8.5	7.9		7.9	8.4	13.7		13.3	4.7		8.5			9.6	6.3	18.4		10.0		6.4	7.8	17.7															
High school Junior	12	-	-	-	9	3	-	8	4	-	12	-	-	7	7	-	5	1	-	4	7	1															
	12.3				14.9	26.6		17.2	8.3		12.3			8.3	11.3		42.4	10.0		8.2	19.2	8.9															
					oN																																
High school Senior	11	2	-	2	7	2	1	8	3	-	11	-	-	8	4	4	3	-	-	4	3	4															
	11.1	7.9		7.9	10.8	18.9	15.8	18.0	5.6		11.1			9.6	6.6	17.7	29.5			7.6	8.8	29.0															
College or post-secondary training	26	-	-	-	21	4	1	13	13	0	26	-	-	21	17	4	3	1	-	12	13	1															
	26.3				33.8	35.6	34.2	29.2	23.5	100.0	26.3			26.9	29.9	18.8	28.9	15.5		25.2	36.6	4.9															
										HI										v	v																
In the military	3	-	-	-	1	1	1	1	2	-	3	-	-	2	2	-	-	1	-	2	1	-															
	3.2				2.1	12.9	15.8	1.6	4.6		3.2			3.1	4.2			10.0		5.1	2.0																

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
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 Parker Philips, Inc.

Erie County (#171039)

QAB. If there were a community college in the region, would you consider it an option for your child after high school?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION					
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	STUDENT	ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: PARENT(S) WITH CHILDREN WHO COULD BENEFIT	98	22	-	22	62	10	3	44	54	0	98	-	-	80	58	21	11	7	-	49	35	14
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0
Yes, Definitely/Probably (NET)	83	17	-	17	54	9	3	36	47	0	83	-	-	72	55	16	10	1	-	44	26	12
	84.4	76.7		76.7	87.0	86.3	81.6	81.2	87.0	100.0	84.4			89.9	94.9	76.5	88.0	15.5		90.9	74.9	85.6
											HI			R	pR	R	RR			u		
Yes, definitely	48	13	-	13	26	6	3	16	32	-	48	-	-	44	39	5	4	-	-	33	9	7
	49.4	60.9		60.9	42.5	55.9	81.6	37.3	59.6		49.4			55.1	66.0	25.3	39.4			67.5	24.6	48.4
							EE		H					P						U		
Yes, probably	34	4	-	4	28	3	-	19	15	0	34	-	-	28	17	11	5	1	-	11	18	5
	35.0	15.8		15.8	44.5	30.4		43.8	27.4	100.0	35.0			34.8	28.8	51.2	48.6	15.5		23.4	50.2	37.2
					DB				HI											T		
Unsure	9	3	-	3	4	1	-	3	6	-	9	-	-	7	3	4	-	1	-	4	2	2
	9.0	15.4		15.4	6.4	13.7		7.2	10.6		9.0			9.3	5.1	20.6		20.1		9.1	6.7	14.4
Probably/Definitely Not (NET)	6	2	-	2	4	-	1	5	1	-	6	-	-	1	-	1	1	5	-	-	6	-
	6.6	7.9		7.9	6.6		18.4	11.7	2.5		6.6			0.8		2.9	12.0	64.4			18.4	
																		PQ				
Probably not	5	-	-	-	4	-	1	3	1	-	5	-	-	1	-	1	1	3	-	-	5	-
	4.8				6.6		18.4	7.7	2.5		4.8			0.8		2.9	12.0	39.4			13.4	
																		pN				
Definitely not	2	2	-	2	-	-	-	2	-	-	2	-	-	-	-	-	-	2	-	-	2	-
	1.8	7.9		7.9				4.0			1.8							25.0			5.0	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
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 Parker Philips, Inc.

Erie County (#171039)

QB. What is your current grade level?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34							OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	IMPOR TANT	NOT /DK	NO OPIN	YES	NO	UN SURE	
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+															MALE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0				100.0			
Senior	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0				100.0			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QBB. Are you planning on attending college after graduation?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		
Yes, Definitely/Probably (NET)	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		
Yes, definitely	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Parker Philips, Inc.

Erie County (#171039)

QB_1. Are you planning on attending college in Pennsylvania?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT WHO ARE PLANNING ON ATTENDING COLLEGE AFTER GRADUATION	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0					100.0		100.0			100.0	100.0					100.0			
Yes	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0					100.0		100.0			100.0	100.0					100.0			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QB_2. Are you planning on attending college in Erie County?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFES SIONAL	STUDENT	ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT WHO ARE PLANNING ON ATTENDING COLLEGE AFTER GRADUATION	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0					100.0	100.0		100.0			100.0	100.0				100.0			
Don't know/Not sure	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0					100.0	100.0		100.0			100.0	100.0				100.0			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QB_3. Is the cost of attending college a concern for you?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL			IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	IMPOR TANT VERY	SOME WHAT	IMPOR TANT NOT	OPIN /DK	YES	NO	UN SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT WHO ARE PLANNING ON ATTENDING COLLEGE AFTER GRADUATION	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		
No	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QB_4. What do you want to study in college?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT WHO ARE PLANNING ON ATTENDING COLLEGE AFTER GRADUATION	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0				100.0			
Psychology	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0				100.0			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QBC. After graduation from high school, are you entering a STEM-related (Science, Technology, Engineering, and Mathematics) job or field of study?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	IMPOR TANT	NO /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		
No	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QBD. Upon graduation from high school, will you have any college credits, for example from Advanced Placement or dual enrollment courses?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTEN		NON-		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	TANT	IMPOR	SOME	IMPOR	NOT	NO	UN	SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: CURRENT HIGH SCHOOL STUDENT	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		
Yes	3	3	3	-	-	-	-	-	3	-	3	-	-	3	3	-	-	-	-	3	-	-
	100.0	100.0	100.0						100.0		100.0			100.0	100.0					100.0		

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QC. What year did you graduate?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	IMPOR	IMPOR	SOME	NOT	NO	UN			
	TOTAL	(NET)							/RF	ENT	SIONAL	ENT	(NET)	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: RECENT HIGH SCHOOL GRADUATE	18	18	18	-	-	-	-	8	8	2	18	-	-	13	10	3	5	-	-	13	3	3
	100.0	100.0	100.0					100.0	100.0	100.0	100.0			100.0	100.0	100.0	100.0			100.0	100.0	100.0
2014	5	5	5	-	-	-	-	3	3	-	5	-	-	5	5	-	-	-	-	3	-	3
	29.0	29.0	29.0					33.3	33.3		29.0			40.1	50.4					20.8		100.0
																						T
2015	5	5	5	-	-	-	-	-	3	2	5	-	-	3	3	-	2	-	-	5	-	-
	27.2	27.2	27.2						33.3	100.0	27.2			19.7	24.8		46.8			38.4		
										I												
2016	8	8	8	-	-	-	-	5	3	-	8	-	-	5	3	3	3	-	-	5	3	-
	43.7	43.7	43.7					66.7	33.3		43.7			40.1	24.8	100.0	53.2			40.9	100.0	
															O							T

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDA. What industry sector do you represent?

BANNER 1 WEIGHTED

	PERSPECTIVE																								
	AGE										GENDER		POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		24-34		35-54		55-64		65+		MALE	FEMALE	OTHER	STUD	PROFES	STUD	TANT	IMPOR	SOME	NOT	NO	UN			
	TOTAL	(NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	/RF	ENT	SIONAL	ENT	(NET)	VERY	TANT	WHAT	TANT	/DK	YES	NO	SURE			
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)				
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1			
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0			
Health care	4	-	-	-	1	1	1	1	3	-	-	4	-	2	2	-	1	1	-	1	3	-			
	26.8				32.6	27.5	32.5	7.3	56.6			26.8		38.1	38.1		14.2	26.0		11.1	40.3				
									H																
Manufacturing	4	-	-	-	1	1	1	3	1	-	-	4	-	1	1	-	2	1	-	3	1	-			
	28.1				32.8	29.4	34.9	39.1	11.3			28.1		24.1	24.1		45.3	15.9		46.3	17.2				
Professional Services (lawyer, accounting, insurance consultants)	1	-	-	-	-	-	1	1	-	-	-	1	-	-	-	-	-	1	-	-	1	-			
	4.4						17.5	7.3				4.4						14.0			8.0				
Retail	1	-	-	-	-	-	1	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-			
	3.8						15.1		9.7			3.8						12.0			6.9				
Education	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	1			
	4.4					13.7			11.3			4.4		12.0	12.0							100.0			
Child Care	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	1	-	-			
	4.4					13.7			11.3			4.4		12.0	12.0					11.1					
Communication	1	-	-	-	1	-	-	1	-	-	-	1	-	-	-	-	-	1	-	-	1	-			
	10.2				34.7			16.9				10.2						32.2			18.5				
Finance	1	-	-	-	-	1	-	1	-	-	-	1	-	1	1	-	-	-	-	-	1	-			
	5.1					15.6		8.4				5.1		13.7	13.7						9.1				
Fitness and Gyms	2	2	-	2	-	-	-	2	-	-	-	2	-	-	-	-	2	-	-	2	-	-			
	12.6	100.0		100.0				20.9				12.6					40.5			31.5					

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDB. When it comes to filling jobs in your business or organization, how would you rate the skill level of the Erie county population?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
Excellent/Very Good (NET)	2	-	-	-	1	2	2	1	-	-	2	-	1	1	-	1	1	-	1	2	-	
	17.8				15.6	50.0	23.1	9.7			17.8		12.0	12.0		14.2	27.9		11.1	24.1		
=====																						
Excellent	1	-	-	-	1	1	1	1	-	-	1	-	-	-	-	-	1	-	-	1	-	
	8.9				15.6	15.1	8.4	9.7			8.9						27.9			16.0		
Very Good	1	-	-	-	-	1	1	-	-	-	1	-	1	1	-	1	-	-	1	1	-	
	8.9					34.9	14.7				8.9		12.0	12.0		14.2			11.1	8.0		
Good	7	2	-	2	3	2	1	4	3	-	-	7	-	3	3	-	4	1	-	3	3	1
	49.7	100.0		100.0	65.3	43.1	15.1	45.3	56.6			49.7		51.8	51.8		85.8	12.0		55.7	41.4	100.0
		FG		FG													RR				TU	
Fair/Poor (NET)	4	-	-	-	1	2	1	3	2	-	-	4	-	2	2	-	-	3	-	2	3	-
	32.5				34.7	41.2	34.9	31.6	33.8			32.5		36.1	36.1			60.1		33.2	34.5	
Fair	3	-	-	-	2	1	1	2	-	-	3	-	2	2	-	-	1	-	2	1	-	
	22.2				41.2	34.9	14.7	33.8			22.2		36.1	36.1			27.9		33.2	16.0		
Poor	1	-	-	-	1	-	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-	
	10.2				34.7			16.9			10.2						32.2			18.5		
Mean	2.84	3.00	-	3.00	2.31	2.90	3.30	2.83	2.86	-	-	2.84	-	2.76	2.76	-	3.14	2.64	-	2.78	2.87	3.00

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDC. How important is it to your business or industry to have access to education and training for your workforce?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
Very/Important (NET)	10	-	-	-	4	3	3	7	4	-	-	10	-	5	5	-	2	3	-	4	6	1
=====	74.6				100.0	72.5	84.9	79.1	67.8			74.6		100.0	100.0		45.3	74.0		68.5	77.1	100.0
														Q	Q							t
Very important	7	-	-	-	3	3	1	3	3	-	-	7	-	4	4	-	1	1	-	2	4	1
	47.2				67.2	56.9	34.9	40.0	58.1			47.2		88.0	88.0		14.2	32.2		33.2	53.0	100.0
														QR	QR							TU
Important	4	-	-	-	1	1	2	3	1	-	-	4	-	1	1	-	1	2	-	2	2	-
	27.5				32.8	15.6	50.0	39.1	9.7			27.5		12.0	12.0		31.0	41.9		35.2	24.1	
Somewhat/Not Important (NET)	4	2	-	2	-	1	1	2	2	-	-	4	-	-	-	-	2	1	-	2	2	-
=====	25.4	100.0		100.0		27.5	15.1	20.9	32.2			25.4					54.7	26.0		31.5	22.9	
Somewhat important	1	-	-	-	1	1	-	1	-	-	-	1	-	-	-	-	1	1	-	-	1	-
	8.3				13.7	15.1		20.9				8.3					14.2	12.0			14.9	
Not important	2	2	-	2	-	1	-	2	1	-	-	2	-	-	-	-	2	1	-	2	1	-
	17.1	100.0		100.0		13.7		20.9	11.3			17.1					40.5	14.0		31.5	8.0	
Mean	3.05	1.00	-	1.00	3.67	3.16	3.20	2.98	3.15	-	-	3.05	-	3.88	3.88	-	2.19	2.92	-	2.70	3.22	4.00
														r	r							

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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Lowercase letters indicate significance at the 90% level.
Parker Philips, Inc.

Erie County (#171039)

QDD. What kinds of training and/or credentials are most important to your business or industry?

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE										GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION	
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUDENT	PROFESSIONAL	STUDENT	IMPORTANT	IMPOR	SOME	NOT	NO	UN				
	TOTAL	(NET)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1	
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0	
Early childhood workforce and development/license classes	2	2	-	2	-	1	-	2	1	-	-	2	-	1	1	-	2	-	-	2	-	-	
	17.1	100.0		100.0		13.7		20.9	11.3			17.1		12.0	12.0		40.5			42.6			
		F		F																			
Hands on training	2	-	-	-	1	1	-	1	1	-	-	2	-	1	1	-	1	-	-	1	-	1	
	14.1				32.8	13.7		16.0	11.3			14.1		12.0	12.0		31.0			24.2		100.0	
																						T	
Communication/Telephone	1	-	-	-	1	-	-	1	-	-	-	1	-	-	-	-	-	1	-	-	1	-	
	10.2				34.7			16.9				10.2						32.2			18.5		
College degree to advance in Business Industry	1	-	-	-	1	-	-	-	1	-	-	1	-	1	1	-	-	-	-	-	1	-	
	9.6				32.6				24.4			9.6		26.1	26.1						17.4		
Knowledge of electricity/hazard materials/chemicals	1	-	-	-	-	-	1	1	1	-	-	1	-	1	1	-	-	1	-	1	1	-	
	8.3						32.5	7.3	9.7			8.3		12.0	12.0			12.0		11.1	6.9		
Continue education classes	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	1	-	-	
	4.4					13.7			11.3			4.4		12.0	12.0					11.1			
Experience in the healthcare field	1	-	-	-	-	1	-	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-	
	4.4					13.7			11.3			4.4						14.0			8.0		
Nursing degree	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	1	-	-	
	4.4					13.7			11.3			4.4		12.0	12.0					11.1			
Manufacturing skills	1	-	-	-	-	1	-	-	1	-	-	1	-	-	-	-	1	-	-	-	1	-	
	4.4					13.7			11.3			4.4					14.2				8.0		
IT skills	1	-	-	-	-	1	-	-	1	-	-	1	-	-	-	-	1	-	-	-	1	-	
	4.4					13.7			11.3			4.4					14.2				8.0		
Machine-Tool and Dye making	1	-	-	-	-	-	1	1	-	-	-	1	-	1	1	-	-	-	-	1	-	-	
	4.4						17.5	7.3				4.4		12.0	12.0					11.1			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDD. What kinds of training and/or credentials are most important to your business or industry?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	18-34						MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPORTANCE (NET)	VERY TANT	SOME WHAT	NOT TANT	NO /DK	YES	NO	UN SURE		
	TOTAL	(NET)	18-24	24-34	35-54	55-64															65+	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
Accounting	1	-	-	-	-	-	1	1	-	-	-	1	-	-	-	-	-	1	-	-	1	-
	4.4						17.5	7.3				4.4						14.0			8.0	
Medical assistant	1	-	-	-	-	-	1	1	-	-	-	1	-	-	-	-	1	-	-	-	1	-
	4.4						17.5	7.3				4.4					14.2				8.0	
People skills	1	-	-	-	-	-	1	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-
	3.8						15.1		9.7			3.8						12.0			6.9	
Working with the public	1	-	-	-	-	-	1	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-
	3.8						15.1		9.7			3.8						12.0			6.9	
Other	1	-	-	-	-	1	-	1	-	-	-	1	-	-	-	-	-	1	-	-	1	-
	5.1					15.6		8.4				5.1						15.9			9.1	
Don't know	1	-	-	-	-	1	-	1	-	-	-	1	-	1	1	-	-	-	-	-	1	-
	5.1					15.6		8.4				5.1		13.7	13.7						9.1	

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDE. What skill deficits do you have in your current workforce?

Soft skills (communication, written/verbal; math; teamwork)

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
High	8	2	-	2	3	2	1	5	2	-	-	8	-	2	2	-	4	2	-	5	3	-
	54.2	100.0		100.0	67.4	41.2	32.5	61.2	43.4			54.2		36.1	36.1		85.8	44.2		88.9	33.4	
		FG		FG																U		
Medium	3	-	-	-	1	1	1	1	1	-	-	3	-	3	3	-	-	-	-	1	2	-
	19.1				32.6	15.6	17.5	15.7	24.4			19.1		51.8	51.8					11.1	26.5	
Low	1	-	-	-	-	-	1	1	-	-	-	1	-	-	-	-	1	-	-	-	1	-
	4.4						17.5	7.3				4.4					14.2				8.0	
None	2	-	-	-	-	1	1	1	1	-	-	2	-	-	-	-	-	2	-	-	2	-
	17.8					29.4	32.5	15.7	20.9			17.8						55.8			32.1	
Don't know	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	1
	4.4					13.7			11.3			4.4		12.0	12.0							100.0

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDE. What skill deficits do you have in your current workforce?

Workforce readiness

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER			POTEN		NON-POTEN		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
High	7	2	-	2	1	2	2	4	3	-	-	7	-	2	2	-	2	3	-	4	4	-
	52.8	100.0		100.0	34.7	41.2	65.1	52.5	53.1			52.8		36.1	36.1		54.7	70.2		64.8	48.3	
		Efg		Efg																		
Medium	3	-	-	-	1	1	-	1	2	-	-	3	-	3	3	-	-	-	-	1	2	-
	19.1				32.6	29.4		8.4	35.6			19.1		51.8	51.8					11.1	26.5	
Low	1	-	-	-	1	-	-	1	-	-	-	1	-	-	-	-	1	-	-	1	-	-
	9.7				32.8			16.0				9.7					31.0			24.2		
None	2	-	-	-	-	1	1	2	-	-	-	2	-	-	-	-	1	1	-	-	2	-
	14.0					15.6	34.9	23.1				14.0					14.2	29.8			25.2	
Don't know	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	1
	4.4					13.7			11.3			4.4		12.0	12.0							100.0

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.
Lowercase letters indicate significance at the 90% level.
Parker Philips, Inc.

Erie County (#171039)

QDE. What skill deficits do you have in your current workforce?

Technical skills

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER		POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
High	7	2	-	2	1	1	2	4	2	-	-	7	-	1	1	-	2	3	-	3	4	-
	48.3	100.0		100.0	34.7	27.5	65.1	52.5	41.9			48.3		24.1	24.1		54.7	70.2		53.7	48.3	
		Efg		Efg														on				
Medium	2	-	-	-	1	1	1	1	1	-	-	2	-	2	2	-	-	-	-	1	1	-
	14.0				29.4	17.5	15.7	11.3			14.0		37.8	37.8						22.2	9.1	
Low	3	-	-	-	3	-	-	1	1	-	-	3	-	1	1	-	1	-	-	1	1	-
	19.3				65.3			16.0	24.4			19.3		26.1	26.1		31.0			24.2	17.4	
None	2	-	-	-	1	1	1	1	1	-	-	2	-	-	-	-	1	1	-	-	2	-
	14.0				29.4	17.5	15.7	11.3			14.0						14.2	29.8			25.2	
Don't know	1	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	-	1
	4.4				13.7			11.3			4.4		12.0	12.0								100.0

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDE. What skill deficits do you have in your current workforce?

Critical thinking/problem-solving skills

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER			POTEN TIAL		NON-POTEN TIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
High	6	2	-	2	1	1	2	4	2	-	-	6	-	1	1	-	2	2	-	3	3	-
	43.9	100.0		100.0	34.7	27.5	47.6	45.2	41.9			43.9		24.1	24.1		54.7	56.2		53.7	40.3	
		EFG		EFG																		
Medium	2	-	-	-	-	1	1	1	1	-	-	2	-	2	2	-	-	-	-	1	1	-
	14.0					29.4	17.5	15.7	11.3			14.0		37.8	37.8					22.2	9.1	
Low	4	-	-	-	3	1	1	2	2	-	-	4	-	1	1	-	1	1	-	1	3	-
	28.2				65.3	13.7	17.5	23.4	35.6			28.2		26.1	26.1		31.0	27.9		24.2	33.4	
					ff																	
None	1	-	-	-	-	1	1	1	-	-	-	1	-	-	-	-	1	1	-	-	1	-
	9.5					15.6	17.5	15.7				9.5					14.2	15.9			17.2	
Don't know	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	1
	4.4					13.7			11.3			4.4		12.0	12.0							100.0

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDE. What skill deficits do you have in your current workforce?

Work ethic

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUDENT	PROFESSIONAL	STUDENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
High	7	2	-	2	1	2	2	4	3	-	-	7	-	2	2	-	2	3	-	4	4	-
	52.8	100.0		100.0	34.7	41.2	65.1	52.5	53.1			52.8		36.1	36.1		54.7	70.2		64.8	48.3	
		Efg		Efg																		
Medium	3	-	-	-	1	1	1	3	-	-	-	3	-	1	1	-	1	-	-	2	1	-
	19.2				32.8	15.6	17.5	31.7				19.2		25.8	25.8		31.0			35.2	9.1	
Low	2	-	-	-	1	1	-	-	2	-	-	2	-	1	1	-	-	1	-	-	2	-
	14.1				32.6	13.7			35.6			14.1		26.1	26.1			14.0			25.4	
None	1	-	-	-	-	1	1	1	-	-	-	1	-	-	-	-	1	1	-	-	1	-
	9.5					15.6	17.5	15.7				9.5					14.2	15.9			17.2	
Don't know	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	1
	4.4					13.7			11.3			4.4		12.0	12.0							100.0

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDE. What skill deficits do you have in your current workforce?

Interpersonal skills

BANNER 1 WEIGHTED

	PERSPECTIVE																									
	AGE										GENDER				POTEN		NON-POTEN		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	TIAL STUD ENT	PROFES SIONAL	STUD ENT	TIAL STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO /DK	YES	NO	UN SURE			
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)				
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1				
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0				
High	7	2	-	2	1	2	2	4	3	-	-	7	-	1	1	-	2	3	-	3	4	-				
	48.3	100.0		100.0	34.7	41.2	47.6	45.2	53.1			48.3		24.1	24.1		54.7	70.2		53.7	48.3					
		EFG		EFG														on								
Medium	3	-	-	-	1	1	1	3	-	-	-	3	-	1	1	-	1	-	-	2	1	-				
	19.2				32.8	15.6	17.5	31.7				19.2		25.8	25.8		31.0			35.2	9.1					
Low	1	-	-	-	1	-	-	-	1	-	-	1	-	1	1	-	-	-	-	-	1	-				
	9.6				32.6				24.4			9.6		26.1	26.1						17.4					
None	3	-	-	-	-	1	1	2	1	-	-	3	-	1	1	-	1	1	-	1	2	-				
	18.4					29.4	34.9	23.1	11.3			18.4		12.0	12.0		14.2	29.8		11.1	25.2					
Don't know	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	1				
	4.4					13.7			11.3			4.4		12.0	12.0							100.0				

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Parker Philips, Inc.

Erie County (#171039)

QDF. What are the educational requirements for the majority of the entry-level workers in your facility?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/EDUCATION CONSIDERATION				
	TOTAL	18-34	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	ENT	IMPOR	IMPOR	SOME	NOT	NO	UN	SURE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0
College degree (two-year, four-year)	5	-	-	-	4	1	-	3	2	-	-	5	-	2	2	-	1	1	-	2	3	-
	34.0				100.0	13.7		33.0	35.6			34.0		38.1	38.1		31.0	32.2		35.2	35.8	
					FF																	
Previous work experience in a related field	5	-	-	-	1	3	1	3	2	-	-	5	-	3	3	-	-	2	-	2	3	-
	33.1				34.7	56.9	17.5	32.7	33.8			33.1		49.8	49.8			46.1		33.2	35.6	
Experience in the field	4	2	-	2	-	1	1	3	1	-	-	4	-	-	-	-	3	1	-	2	2	-
	30.4	100.0		100.0		27.5	34.9	35.6	22.5			30.4					69.0	27.9		31.5	32.1	
					FG																	
Post-high school (certificate or diploma from technical school, etc.)	2	-	-	-	-	1	1	1	1	-	-	2	-	1	1	-	1	-	-	1	1	-
	13.3					27.5	17.5	7.3	22.5			13.3		24.1	24.1		14.2			22.2	8.0	
High-school education or equivalent	2	-	-	-	-	-	2	1	1	-	-	2	-	1	1	-	-	1	-	1	1	-
	12.7						50.0	14.7	9.7			12.7		24.1	24.1			12.0		22.2	6.9	
Other	1	-	-	-	-	-	1	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-
	3.8						15.1		9.7			3.8						12.0			6.9	
None	1	-	-	-	-	1	-	1	1	-	-	1	-	1	1	-	-	1	-	-	1	1
	9.5					29.4		8.4	11.3			9.5		12.0	12.0			15.9			9.1	100.0
																						U

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDG. If you are having problems recruiting employees, why do you think this is happening?

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE										GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION	
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	ENT	IMPOR	IMPOR	SOME	NOT	NO	OPIN	UN	SURE	
	TOTAL	(NET)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1	
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0	
Availability of trained workers	6	-	-	-	1	2	2	4	2	-	-	6	-	2	2	-	1	3	-	2	4	1	
	45.8				34.7	55.0	69.9	46.3	45.0			45.8		48.2	48.2		28.5	60.1		33.2	50.6	100.0	
																						TU	
Skill levels	4	-	-	-	1	2	1	3	1	-	-	4	-	3	3	-	-	1	-	2	2	-	
	28.6				34.7	43.1	17.5	32.7	22.5			28.6		49.8	49.8			32.2		33.2	27.6		
Required qualifications	4	-	-	-	1	2	1	2	2	-	-	4	-	2	2	-	1	1	-	3	1	-	
	27.5				32.8	41.2	17.5	23.4	33.8			27.5		36.1	36.1		31.0	14.0		57.4	8.0		
																						U	
Competitive salary and benefits	2	-	-	-	-	1	1	1	1	-	-	2	-	1	1	-	-	1	-	1	1	-	
	13.3					27.5	17.5	7.3	22.5			13.3		24.1	24.1			14.0		22.2	8.0		
Shifts	1	-	-	-	-	1	-	-	1	-	-	1	-	-	-	-	-	1	-	-	1	-	
	4.4					13.7			11.3			4.4						14.0			8.0		
Work environment	1	-	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	1	-	-	
	4.4					13.7			11.3			4.4		12.0	12.0					11.1			
Location	1	-	-	-	-	-	1	1	-	-	-	1	-	1	1	-	-	-	-	1	-	-	
	4.4						17.5	7.3				4.4		12.0	12.0					11.1			
Other	5	2	-	2	1	1	1	2	2	-	-	5	-	1	1	-	2	2	-	2	3	-	
	35.0	100.0		100.0	32.6	15.6	30.1	29.3	43.7			35.0		26.1	26.1		40.5	39.9		31.5	40.3		
		EFG		EFG																			

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QDH. If you are having problems retaining employees, why do you think this is happening?

BANNER 1 WEIGHTED

	PERSPECTIVE																						
	AGE										GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION	
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	IMPOR	IMPOR	SOME	NOT	NO	OPIN	UN			
	TOTAL	(NET)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: BUSINESS PERSON	14	2	-	2	4	4	4	8	5	-	-	14	-	5	5	-	4	4	-	6	8	1	
	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0		100.0	100.0		100.0	100.0	100.0	
Benefits offered	3	-	-	-	2	1	1	2	2	-	-	3	-	1	1	-	1	1	-	1	2	1	
	22.2				41.2	34.9	14.7	33.8			22.2		24.1	24.1		28.5	14.0		11.1	24.1	100.0	TU	
Work schedules	3	-	-	1	1	-	-	3	-	-	3	-	2	2	-	-	1	-	1	2	-		
	18.5			32.6	27.5			46.9			18.5		38.1	38.1			14.0		11.1	25.4			
The work itself	2	-	-	1	-	1	-	2	-	-	2	-	1	1	-	-	1	-	-	2	-		
	13.5			32.6		15.1		34.1			13.5		26.1	26.1			12.0			24.3			
Wages	1	-	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	1	-	-		
	8.9				27.5			22.5			8.9		24.1	24.1					22.2				
Other	3	2	-	2	1	-	-	3	-	-	3	-	-	-	-	3	-	-	3	-	-		
	22.3	100.0		100.0	32.8			36.9			22.3					71.5			55.7				
		E		E																			
No problems	5	-	-	1	1	2	4	1	-	-	5	-	2	2	-	-	3	-	1	3	-		
	33.1			34.7	31.3	50.0	48.4	9.7			33.1		37.8	37.8			60.1		22.2	43.6			
							i																

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.
 Parker Philips, Inc.

Erie County (#171039)

QEA. Which category BEST describes your position:

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION			
	18-34						OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	UN SURE	YES	NO	SURE			
	TOTAL	(NET)	18-24	24-34	35-54	55-64														65+	MALE	FEMALE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: EDUCATOR	45	21	5	15	17	4	4	14	31	-	-	45	-	34	22	12	6	5	-	19	21	5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0
K-12 administrator	4	-	-	-	4	1	-	-	4	-	-	4	-	4	1	3	-	-	-	1	3	-
	9.9				22.7	16.3			14.3			9.9		13.2	5.7	26.7				6.5	15.5	
K-12 faculty	23	10	5	5	9	2	2	3	20	-	-	23	-	18	14	4	3	2	-	11	9	3
	51.4	49.5	100.0	32.8	54.6	51.1	47.6	22.4	64.1			51.4		53.0	64.2	32.6	52.4	39.1		57.2	45.6	53.0
			DEFG						H													
Post-secondary administrator	2	-	-	-	1	1	-	-	2	-	-	2	-	1	-	1	1	-	-	-	2	1
	5.5				7.4	32.6			8.0			5.5		3.7		10.5	19.7				9.0	12.7
Post-secondary faculty	15	10	-	10	3	-	2	11	4	-	-	15	-	10	7	4	2	3	-	7	6	2
	33.1	50.5		67.2	15.3		52.4	77.6	13.6			33.1		30.1	30.1	30.2	27.9	60.9		36.3	29.9	34.3
		e		E					I													

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
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 Parker Philips, Inc.

Erie County (#171039)

QEB. Do you believe access to a community college in the community would help your students be successful?

	BANNER 1 WEIGHTED																					
	PERSPECTIVE																					
	AGE						GENDER		POTENTIAL		NON-POTENTIAL		IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION				
	TOTAL	18-34 (NET)	18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER /RF	STUD ENT	PROFES SIONAL	STUD ENT	IMPOR TANT (NET)	VERY	IMPOR TANT	SOME WHAT	NOT IMPOR TANT	NO OPIN /DK	YES	NO	UN SURE
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: EDUCATOR	45	21	5	15	17	4	4	14	31	-	-	45	-	34	22	12	6	5	-	19	21	5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0
Yes	40	19	5	14	16	4	2	12	28	-	-	40	-	34	22	12	6	-	-	19	18	3
	89.4	91.9	100.0	89.3	92.1	100.0	50.0	91.0	88.7			89.4		100.0	100.0	100.0	100.0			100.0	85.1	65.7
			g	G	g	gg	GG															
No	5	2	-	2	1	-	2	1	4	-	-	5	-	-	-	-	-	5	-	-	3	2
	10.6	8.1		10.7	7.9		50.0	9.0	11.3			10.6						100.0			14.9	34.3
							debe															

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
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 Parker Philips, Inc.

Erie County (#171039)

QEB1. Why do you feel this way?

BANNER 1 WEIGHTED

	PERSPECTIVE																					
	AGE							GENDER		POTENTIAL					IMPORTANCE TO RESIDENTS					JOB TRAINING/ EDUCATION CONSIDERATION		
	18-34		18-24	24-34	35-54	55-64	65+	MALE	FEMALE	OTHER	STUD	PROFES	STUD	IMPOR	IMPOR	SOME	NOT	NO	UN			
	TOTAL	(NET)							/RF	ENT	SIONAL	ENT	TANT	TANT	WHAT	TANT	/DK	YES	NO	SURE		
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	
BASE: EDUCATOR	45	21	5	15	17	4	4	14	31	-	-	45	-	34	22	12	6	5	-	19	21	5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0			100.0		100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0
Offer education at an affordable cost	25	11	3	9	9	3	2	11	14	-	-	25	-	19	11	8	6	-	-	11	12	3
	55.4	54.9	50.0	56.5	54.6	67.4	50.0	78.2	45.5			55.4		56.8	50.7	67.9	90.2			56.0	55.5	53.0
Associates degree/2 year college	6	3	-	3	1	1	-	-	6	-	-	6	-	6	4	2	-	-	-	2	4	-
	13.0	16.1		21.5	7.4	32.6			18.6			13.0		17.2	18.0	15.6				8.6	20.0	
Have colleges and trade schools already in the area	5	2	-	2	1	-	2	1	4	-	-	5	-	-	-	-	-	5	-	-	3	2
	10.6	8.1		10.7	7.9		50.0	9.0	11.3			10.6						100.0			14.9	34.3
Students not ready for 4 years of college	1	-	-	-	1	-	-	-	1	-	-	1	-	1	-	1	-	-	-	-	1	-
	2.8				7.4				4.0			2.8		3.7		10.5					6.1	
Cost/Too expensive	1	-	-	-	1	-	-	-	1	-	-	1	-	1	-	1	-	-	-	-	1	-
	3.0				7.9				4.3			3.0		3.9		11.1					6.4	
Other	7	4	3	2	3	1	-	2	6	-	-	7	-	7	7	-	1	-	-	7	-	1
	16.6	20.9	50.0	11.3	14.8	16.3		12.8	18.3			16.6		20.2	31.2		9.8			35.4		12.7

Comparison Groups: BEFG/CDEFG/HIJ/KLM/NQRS/OPQRS/TUV
 Independent T-Test for Means, Independent Z-Test for Percentages (unpooled proportions)
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 Parker Philips, Inc.

Empower Erie
Erie County Resident Phone Survey
Key Findings
March 2017

Parker Philips

assess. analyze. assert!

Purpose

Assess	Opinions/attitudes regarding the need for a community college
Explore	Need for specific degrees/program offerings and potential use of the college
Fulfill	PA Department of Education requirements

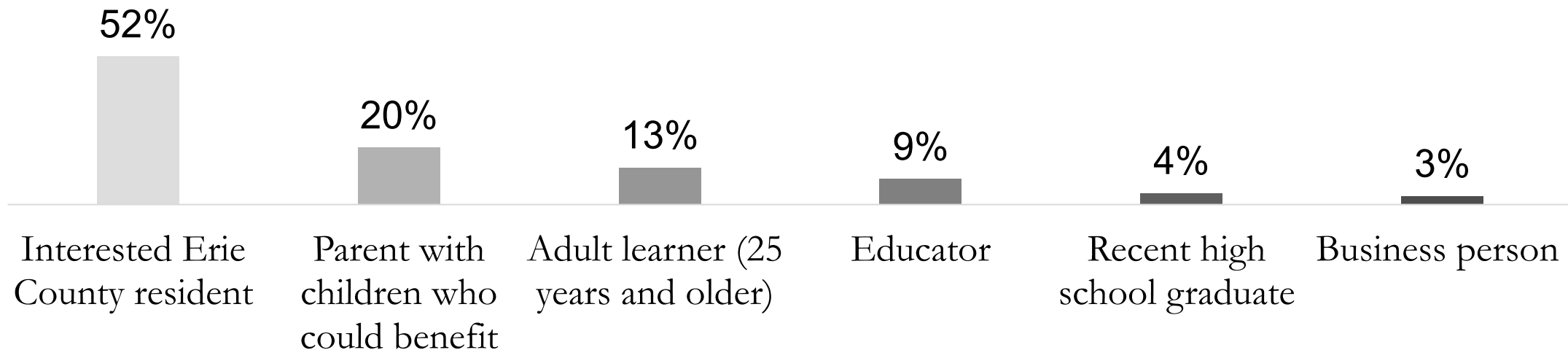
Phone Survey Methodology & Reporting

- 12-minute phone survey of adult residents ages 18 and older, residing in Erie County, PA
- Random sample (RDD and proprietary sample)
- Includes calls to cell phones (20%)
- Quotas and weighting used to ensure proportional results
- 503 responses, margin of error is +/-4.4 at 95% confidence level
- Results for select survey questions (general questions, parents, educators) are reported here. Additional reporting provided in the survey topline.

Findings

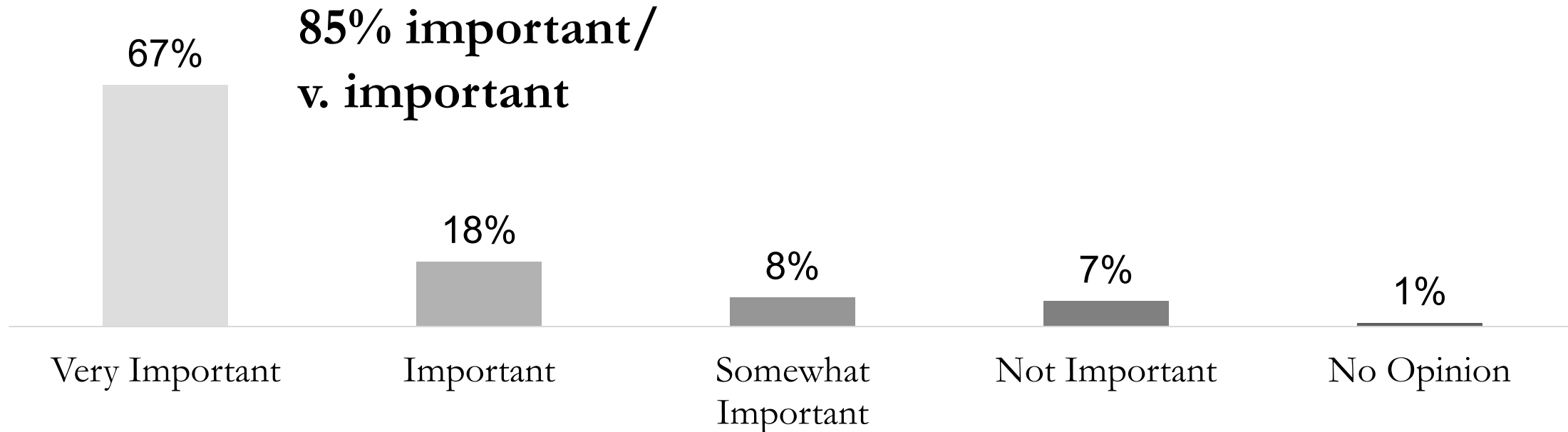
Respondents represented a variety of perspectives, but most were “interested residents”

Q7. From what perspective are you most interested in a community college?



A strong majority (85%) value more affordable access to higher education

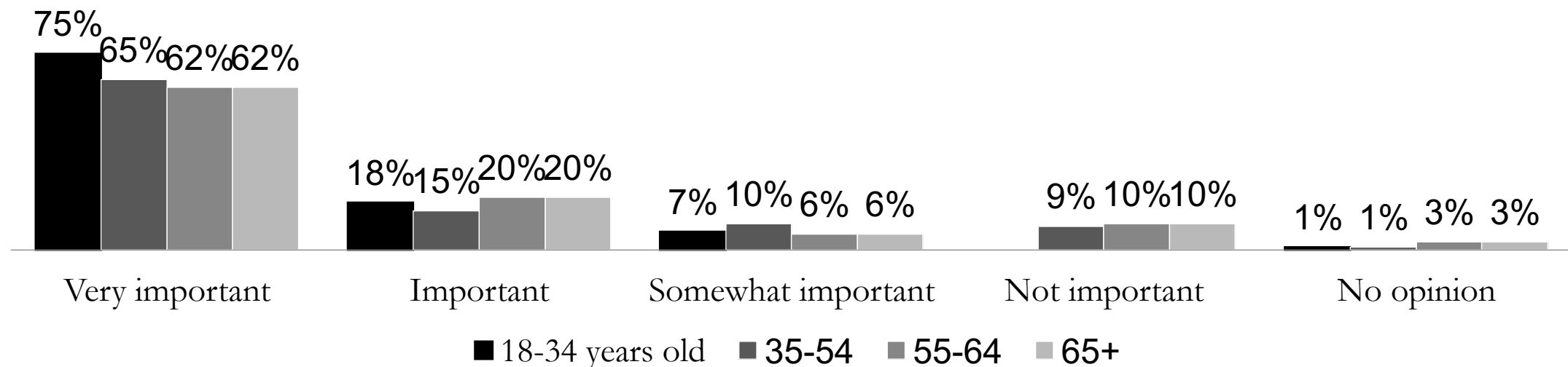
Q8. In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?



Importance of affordable access is correlated with age

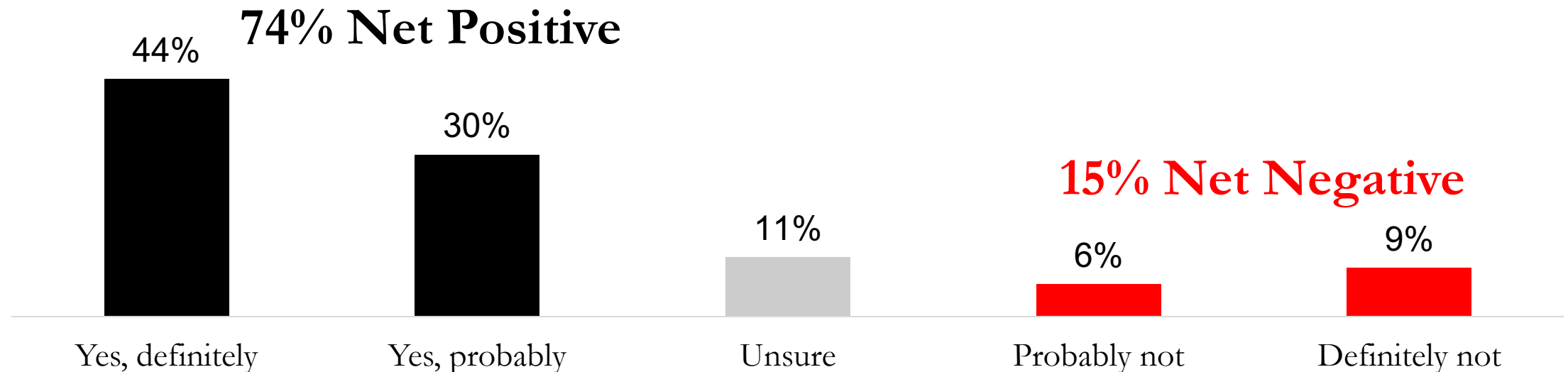
Q8. In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?

93% of 18-34 year olds say important/v. important



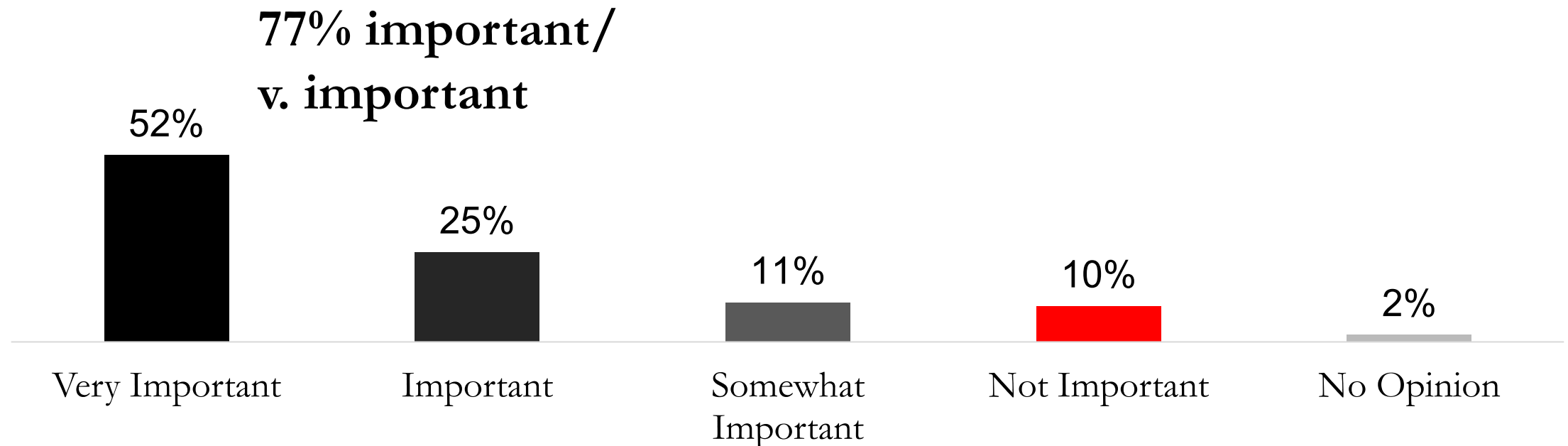
Nearly 3 in 4 believe there's enough potential students in Erie county to support a community college

Q9. Community colleges are a cost-effective resource to all residents in a community, including high school students, adults, displaced workers, and seniors. Taking into consideration that 180,000 of Erie County's residents could utilize a community college, do you believe there are enough potential students in Erie to support a community college?



A strong majority (77%) feel it's important or very important for a community college to be involved in local economic development

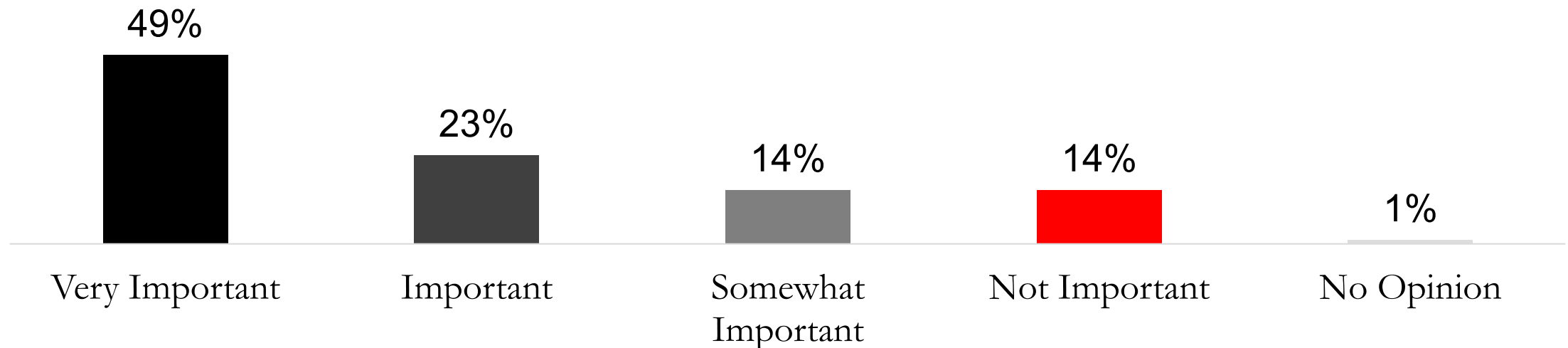
Q10. In many communities, community colleges play an important economic development role, training people for jobs, providing contract training to businesses, offering small business assistance and local economic planning. How important would it be for a community college involved in economic development services be to the Erie community?



A strong majority (72%) think it's important for Erie to have a community college -- hardly anyone lacks an opinion on the topic

Q11. In your opinion, how important would it be for Erie County to have a community college?

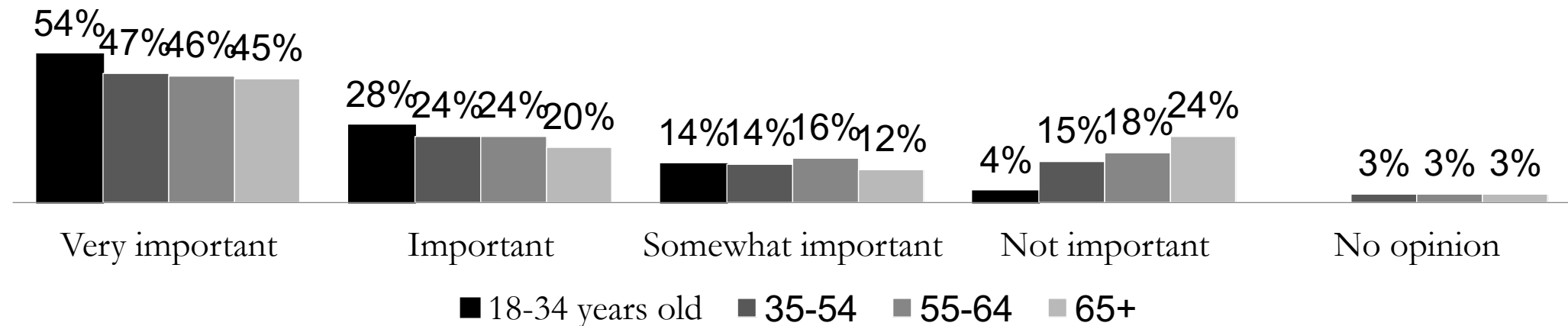
72% important/v. important



Younger respondents are more likely to say it's important/v. important

Q11. In your opinion, how important would it be for Erie County to have a community college?

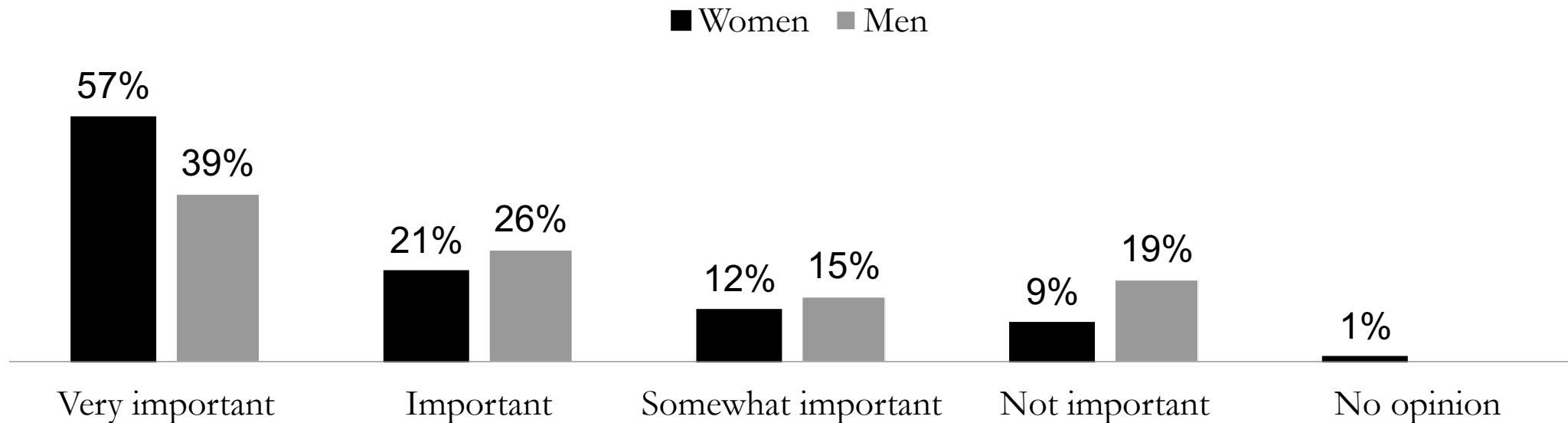
82% of 18-34 year olds say important/v. important



Female respondents are also more likely to say it's important/v. important

Q11. In your opinion, how important would it be for Erie County to have a community college?

78% of women say important/v. important



Affordability drives support

Abundance drives opposition

Top reasons for belief about a community college in Erie County:

Those who think it's important/very important (n=361)		Those who think it's somewhat or not important (n=139)	
Other colleges are too expensive/can't afford 4-year college	25%	Have enough trade schools/colleges in area	54%
Affordable/less expensive	15%	Waste of taxpayers' money/ cost taxpayers more	10%
More options/opportunities for community	13%	Need more information	3%
Opportunities for higher education	13%	Area public schools are struggling/education is poor	3%
Provide opportunities for lower income residents/benefits people who don't have enough money	9%	Too many people out of work/unemployment	3%

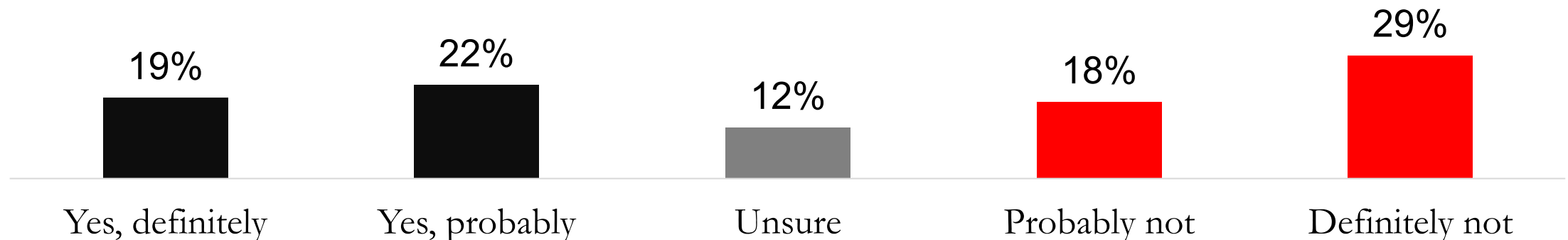
Overall, 41% probably or definitely would consider a community college for their education

Q12. If there were a community college in Erie County, would you consider it an option for your job training and/or education?

41% Yes (NET)

70% of 24-34 year olds said yes

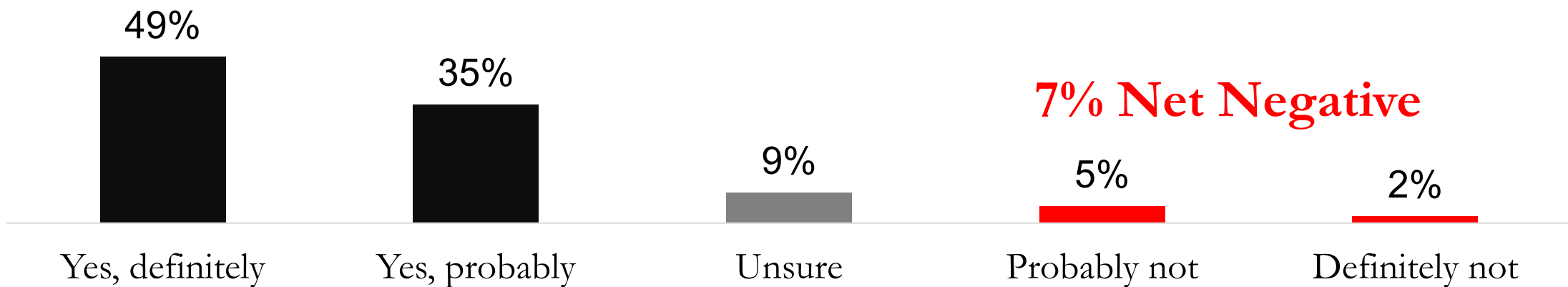
47% No (NET)



However, parents are highly likely to consider a community college for their children

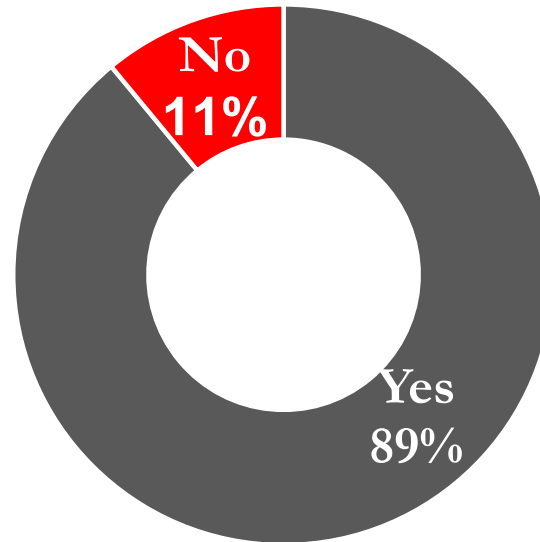
b. If there were a community college in the region, would you consider it an option for your child after high school?

84% Net Positive



Nearly 9 in 10 educators believe a community college would help their students be more successful

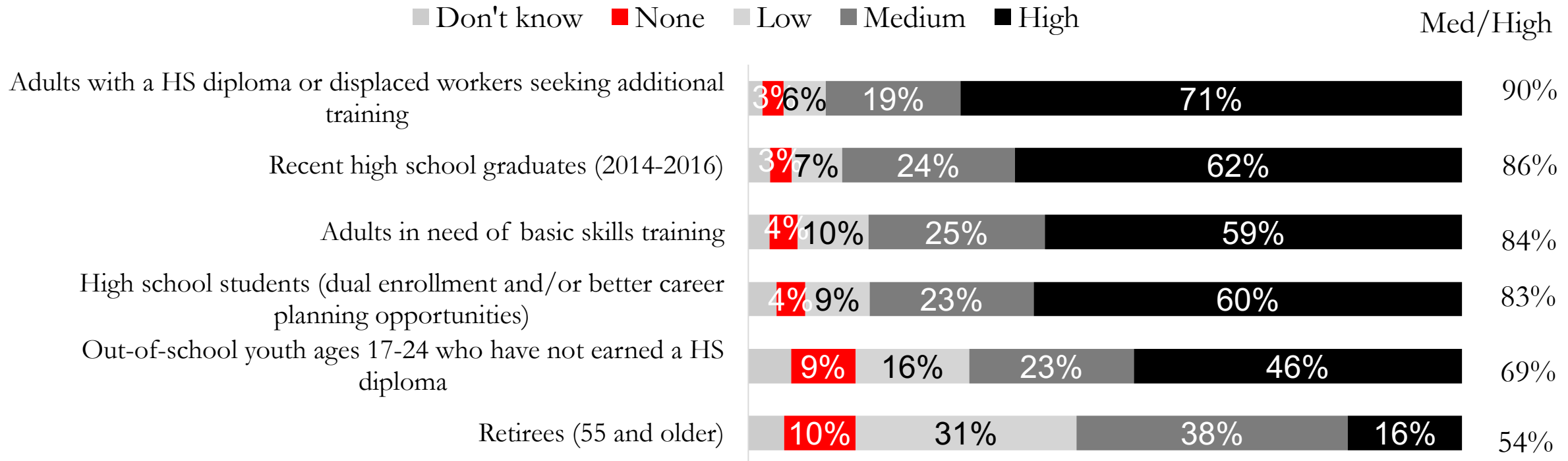
b. Do you believe access to a community college in the community would help your students be more successful?



55% said they feel this way because community colleges offer education at an affordable cost.

A community college is seen as benefiting a variety of groups

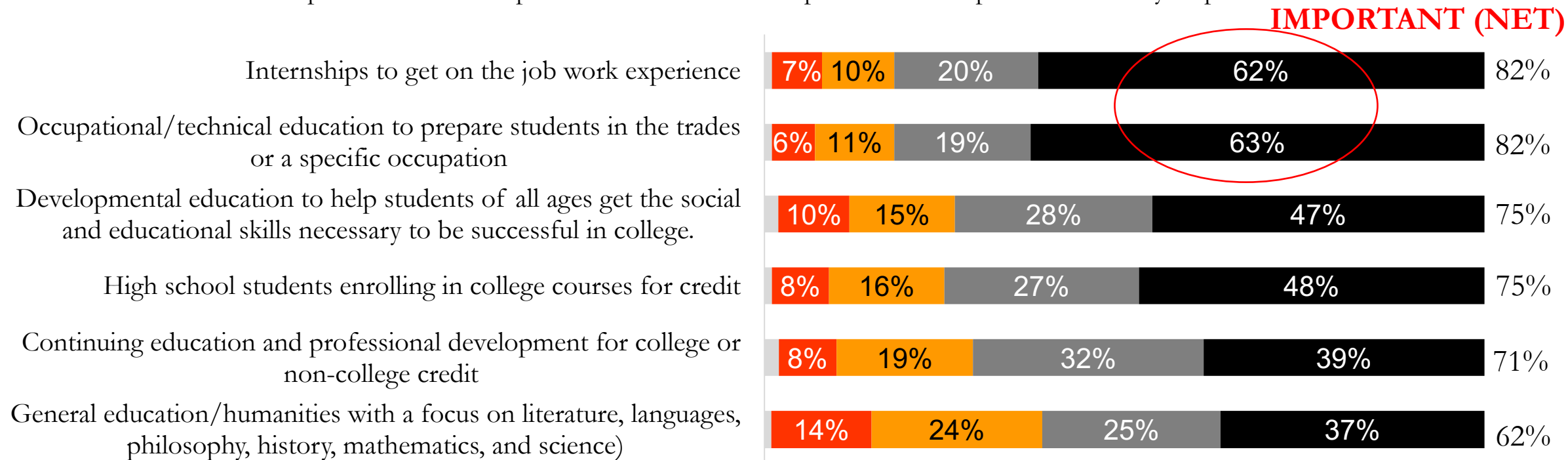
Q13. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County?



While a range of programs are seen as important, there's an intense interest in programs that connect with jobs

Q14. How important do you think it would be for a community college in Erie County to offer these types of programs?

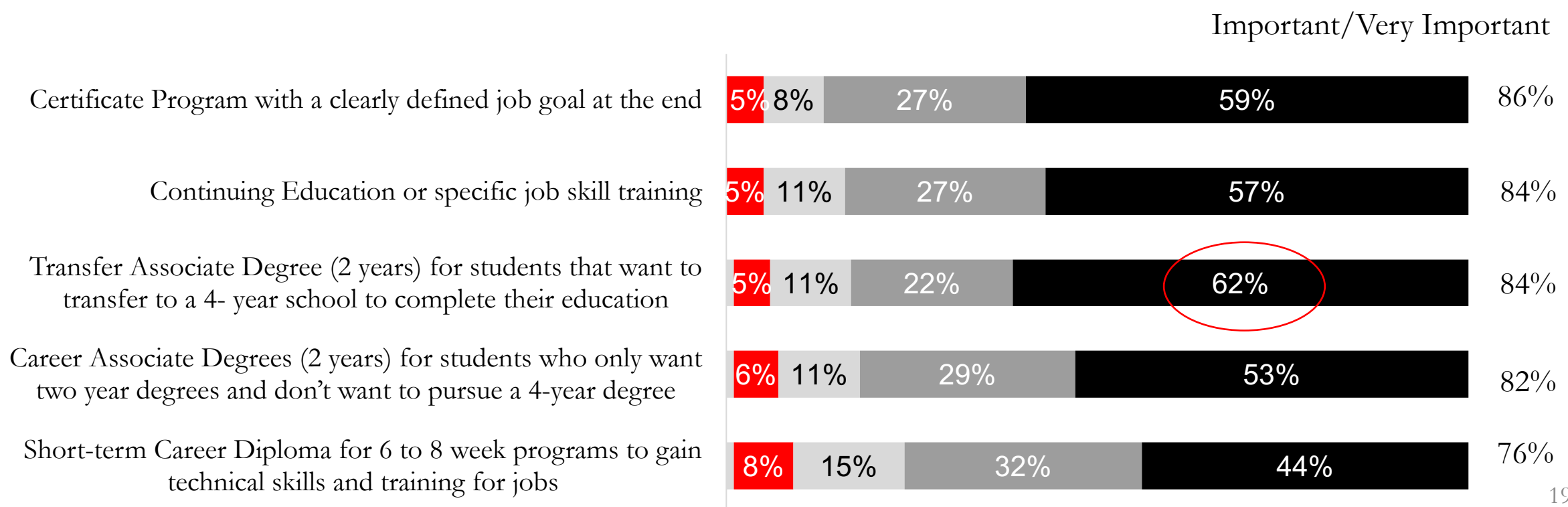
■ No opinion
 ■ Not important
 ■ Somewhat important
 ■ Important
 ■ Very Important



There's strong desire for a range of degrees and certificate programs and an intensity around the ability to transfer to a 4-year school

Q15. A community college can offer many different degrees and certificates to educate people of all ages and backgrounds. How important it would be to offer the following:

■ No opinion ■ Not important ■ Somewhat important ■ Important ■ Very Important

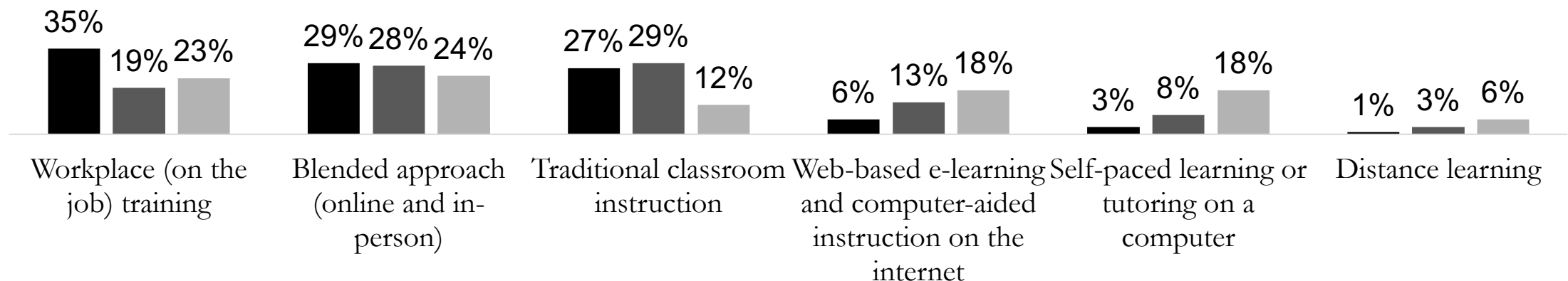


When it comes to teaching methods, 35% rated workplace training as their most preferred option

Q16. What level of emphasis do you believe a regional community college should place on the following teaching methods? I am going to read a list of 6 teaching methods that the community college could use to educate its students, then I will ask you to rank them with 1 being your preferred option and 6 being your least preferred option.

Those ranking the factor 1, 2 or 3

■ #1 ■ #2 ■ #3



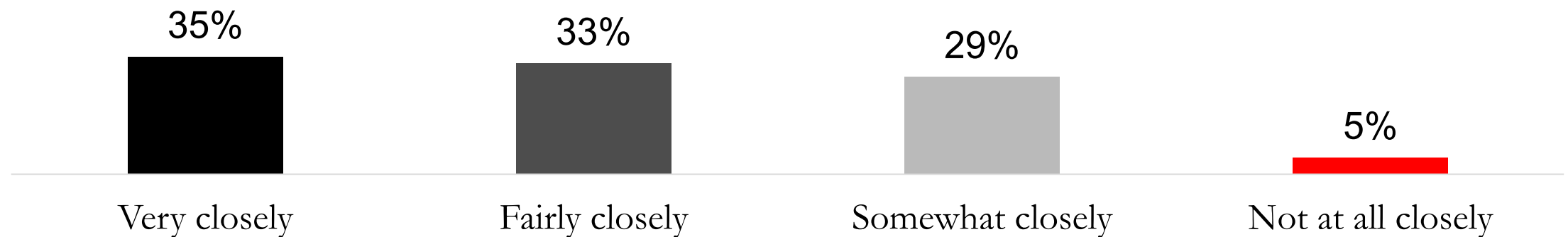
Takeaways

- Strong support for and belief that Erie County would benefit from a community college -- few lack an opinion on the topic
- Top reason for support: the cost of four-year institutions
- Top reason to oppose: abundance of colleges in the area
- People highly value higher education that connects people to jobs
- A community college is seen as benefiting both traditional students and adults
- A range of programs are desired – but programs that connect people to jobs are most valued
- On-the job training is seen as the top teaching method, followed by a mix of online and traditional approaches
- Local educators are particularly likely to believe in the benefits of a community college. Again, affordability is the top reason

A majority (68%) say they follow community news very or fairly closely

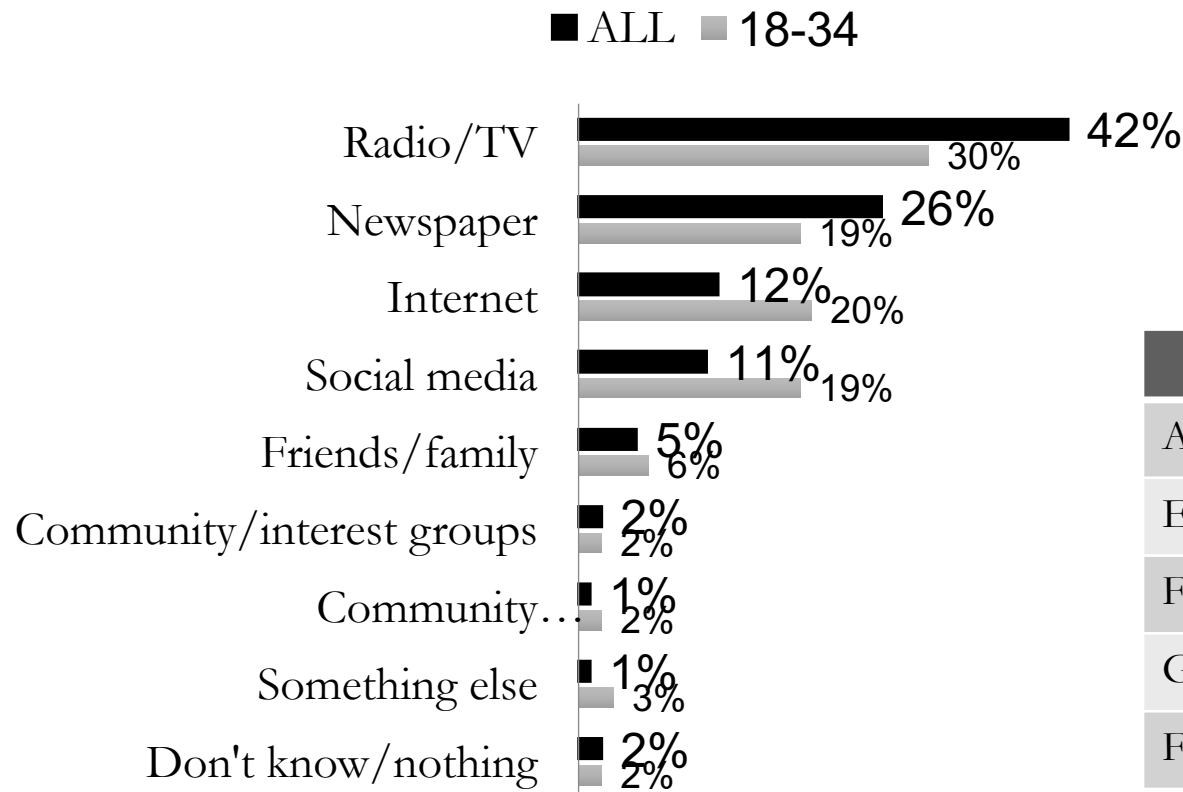
Q17. How closely would you say you follow news about issues, policies and events in the community?

68% very/fairly closely



Traditional media (TV and newspapers) are the most influential source of community news

Q18. Who or what is the most influential source of information about issues, policies and events in the community? (Select one.)

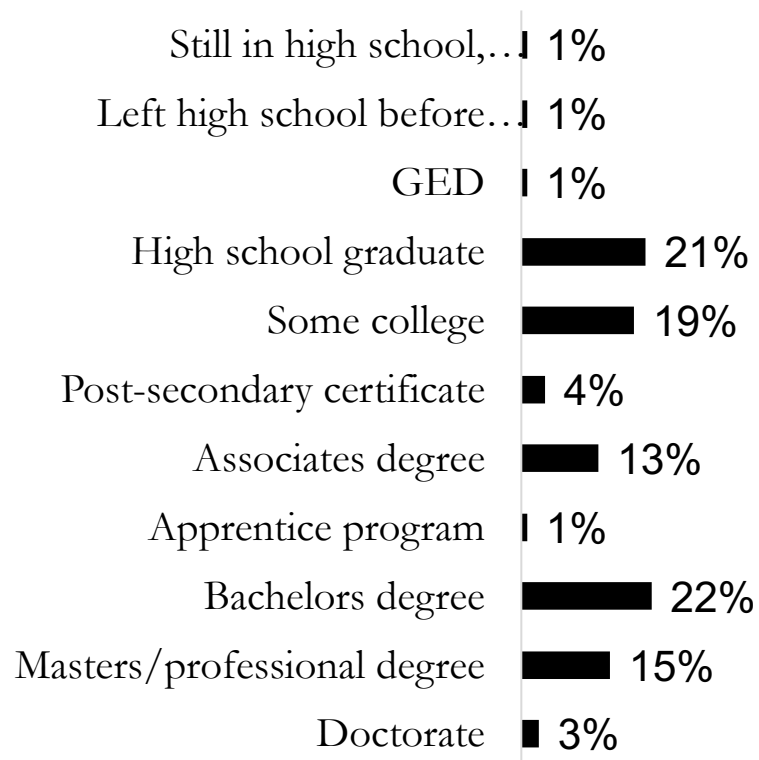


Top Specific Sources (all respondents)	
ABC-Action News/WJET	24%
Erie Daily/Times News	21%
Facebook	8%
GoErie.com	6%
Friends/Family	5%

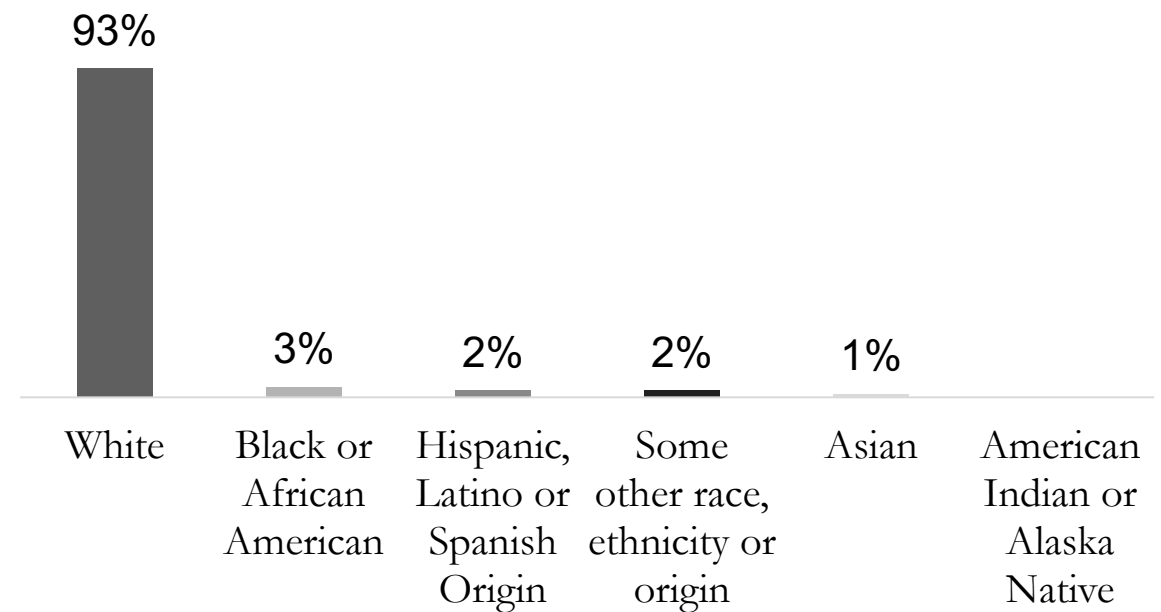
Demographics

All respondents: education and ethnicity

Q4. What is the last grade you completed in school? (Select one.)

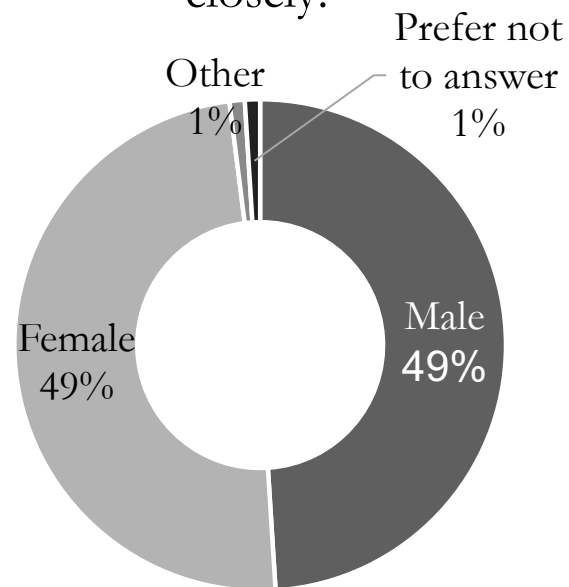


Q5. Which category best describes you? (Select all that apply.)

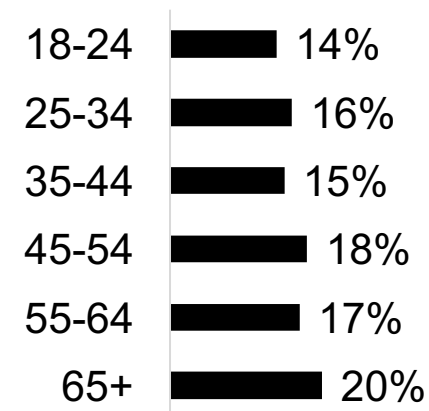


All respondents: gender and age

Q6. What gender do you identify with most closely?

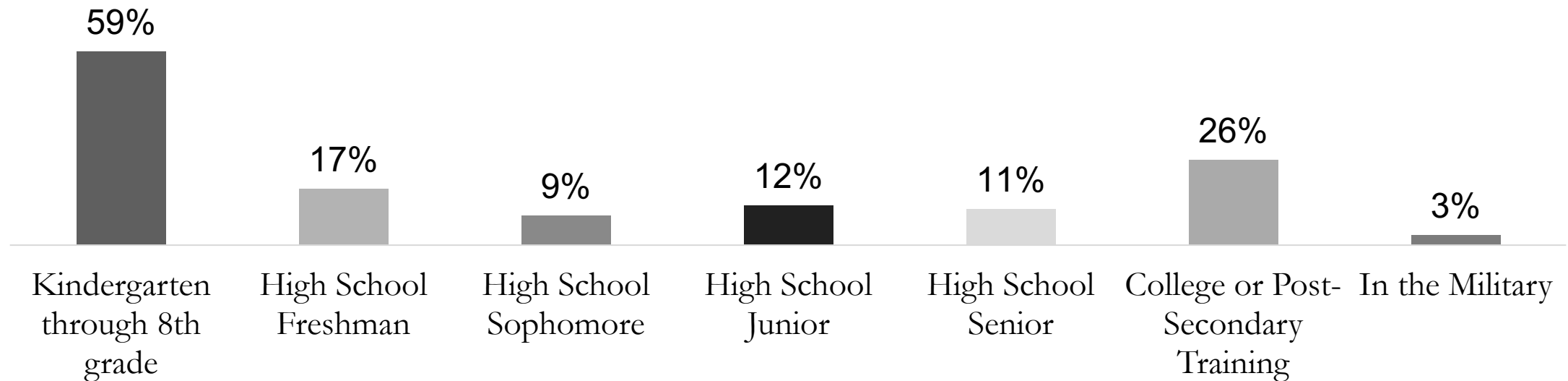


Q3. Which of the following ranges includes your age?



Parents

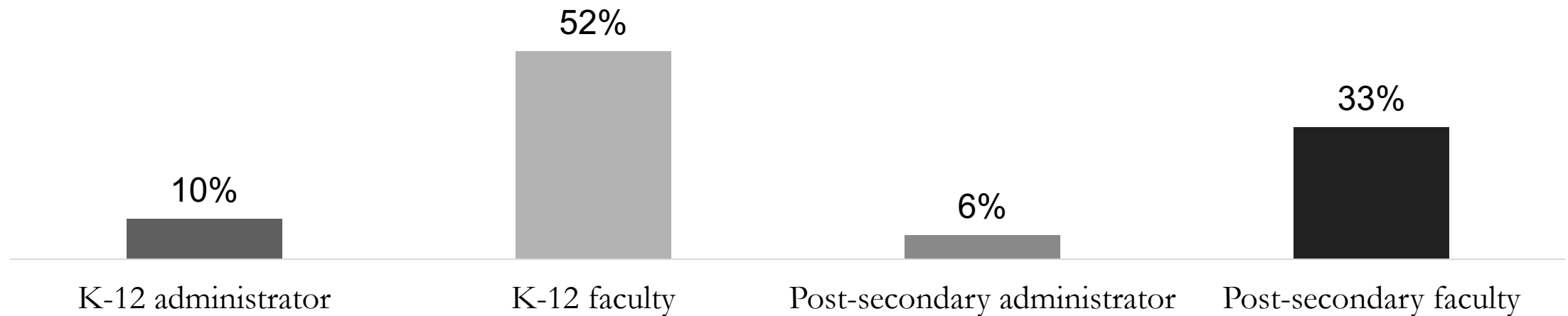
a. Is your child (or children) currently in: (Select all that apply.)



Parents, n=98

Educators

a. Which category best describes your position?



Educators, n=45

Questions & Answers

Parker Philips

assess. analyze. assert!

APPENDIX D

Empower Erie Student Survey

Introduction and Demographics

We need your help! As you may have heard, Empower Erie is working to determine if Erie County needs a community college. We are looking for your opinion on how a community college might fit into your future career and educational plans.

Community colleges provide affordable two-year degrees, certificates, and adult training and education in response to the changing needs of the local community, business and industry. Currently there is no community college in Erie County.

The survey will take 5-7 minutes of your time. Your opinions are confidential.

* 1. What is your zip code? (Check one only)

* 2. How old are you? (check one response only)

15

19

16

20

17

21

18

Prefer not to answer

* 3. Which categories best describe you? (check all that apply)

White

Hispanic, Latino, or Spanish Origin

Black or African American

Asian

American Indian or Alaska Native

Middle Eastern or North African

Native Hawaiian or Other Pacific Islander

Some other race, ethnicity, or origin

* 4. What gender do you identify with most closely? (check one only)

- Male
- Female
- Other
- Prefer not to answer

Empower Erie Student Survey

High School and Grade

* 5. What is your current grade level?

- Freshman
- Sophomore
- Junior
- Senior
- Other

* 6. What high school do you attend? (Select one response only.)

- | | | |
|---|--|---|
| <input type="radio"/> Central Career and Technical School | <input type="radio"/> General McLane High School | <input type="radio"/> Northwest PA Collegiate Academy |
| <input type="radio"/> Corry Area High School | <input type="radio"/> Girard High School | <input type="radio"/> Northwestern High School |
| <input type="radio"/> East High School | <input type="radio"/> Harbor Creek High School | <input type="radio"/> Seneca High School |
| <input type="radio"/> Erie County Technical School | <input type="radio"/> Iroquois High School | <input type="radio"/> Strong Vincent High School |
| <input type="radio"/> Fairview High School | <input type="radio"/> McDowell High School | <input type="radio"/> Union City High School |
| <input type="radio"/> Fort Leboeuf High School | <input type="radio"/> North East High School | |

* 7. Are you planning on attending college after graduation?

- Yes, definitely
- Yes, probably
- Unsure
- Probably not
- Definitely not

Empower Erie Student Survey

College Plans After High School

* 8. Are you planning on attending college in Pennsylvania?

Yes

No

* 9. Are you planning on attending college in Erie County?

Yes

No

* 10. Is the cost of attending college a concern for you?

Yes

No

* 11. What do you want to study in college?

Empower Erie Student Survey

Plans After High School

* 12. What do you plan to do after high school?

- Learn a trade
- Join the military
- Get a job that doesn't require a college degree
- Travel/take some time off
- Get an internship
- Other (please specify)

* 13. Are you staying in Erie County after graduation?

- Yes
- No
- Don't know

* 14. Why are you not considering going to college after high school? (Check all that apply)

- Cannot afford to attend college
- Do not have the grades to get admitted
- Want to get a job right away
- Do not have the grades or test scores to get admitted
- Not sure what to study
- Other (please specify)

Empower Erie Student Survey

After High School

* 15. After graduation from high school, are you entering a STEM-related (Science, Technology, Engineering, and Mathematics) job or field of study?

Yes

No

* 16. Upon graduation from high school, will you have any college credits, for example from Advanced Placement or dual enrollment courses?

Yes

No

* 17. In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?

Very Important

Important

Somewhat Important

Not Important

No Opinion

Empower Erie Student Survey

Considering Attending Community College in Erie County

* 18. In your opinion, how important would it be for Erie County to have a community college?

- Very Important
- Important
- Somewhat Important
- Not Important
- No Opinion

Why do you feel this way? Please be very specific.

* 19. If there were a community college in Erie County, would you consider it an option for your job training and/or education?

- Yes, definitely
- Yes, probably
- Unsure
- Probably not
- Definitely not

Why do you feel this way? (please be specific)

Empower Erie Student Survey

Follow-Up

* 20. We would like to contact you a year from now to follow up on your future career and educational plans. Would you like to participate in a follow-up survey?

Yes

No

Empower Erie Student Survey

Contact Information for Follow Up Survey

21. Please enter in your contact information for follow-up.

Name

Email Address

Phone Number

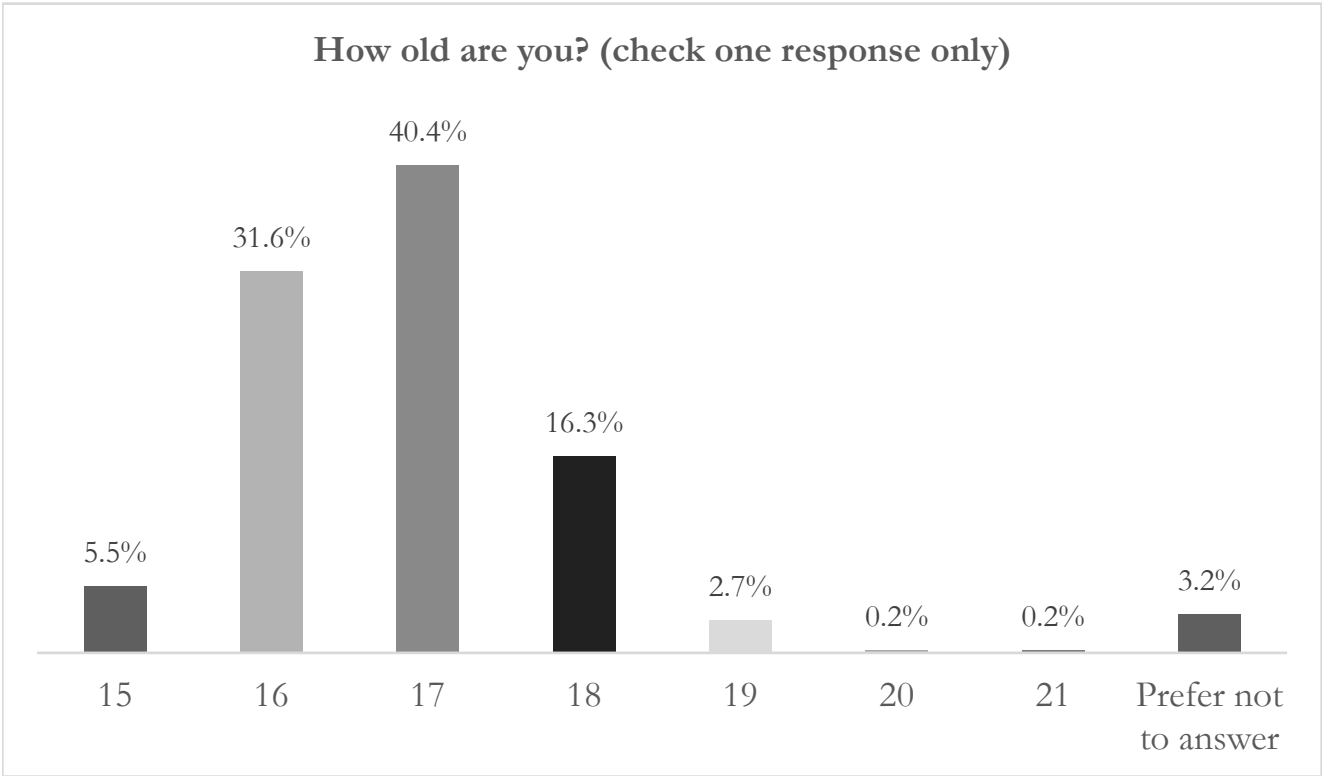
Empower Erie Student Survey

Q1. What is your zip code? (Check one only)		
Answer Options	Response Percent	Response Count
16401	1.0%	6
16407	41.8%	251
16410	0.7%	4
16411	0.3%	2
16413	0.2%	1
16426	0.2%	1
16428	0.7%	4
16430	0.3%	2
16438	0.2%	1
16441	0.2%	1
16443	0.2%	1
16501	0.5%	3
16502	5.8%	35
16503	7.7%	46
16504	6.0%	36
16505	1.7%	10
16506	0.3%	2
16507	1.8%	11
16508	4.0%	24
16509	1.3%	8
16510	11.8%	71
16511	13.3%	80
16563	0.2%	1
	<i>answered question</i>	601
	<i>skipped question</i>	0

Empower Erie Student Survey

Q2. How old are you? (check one response only)

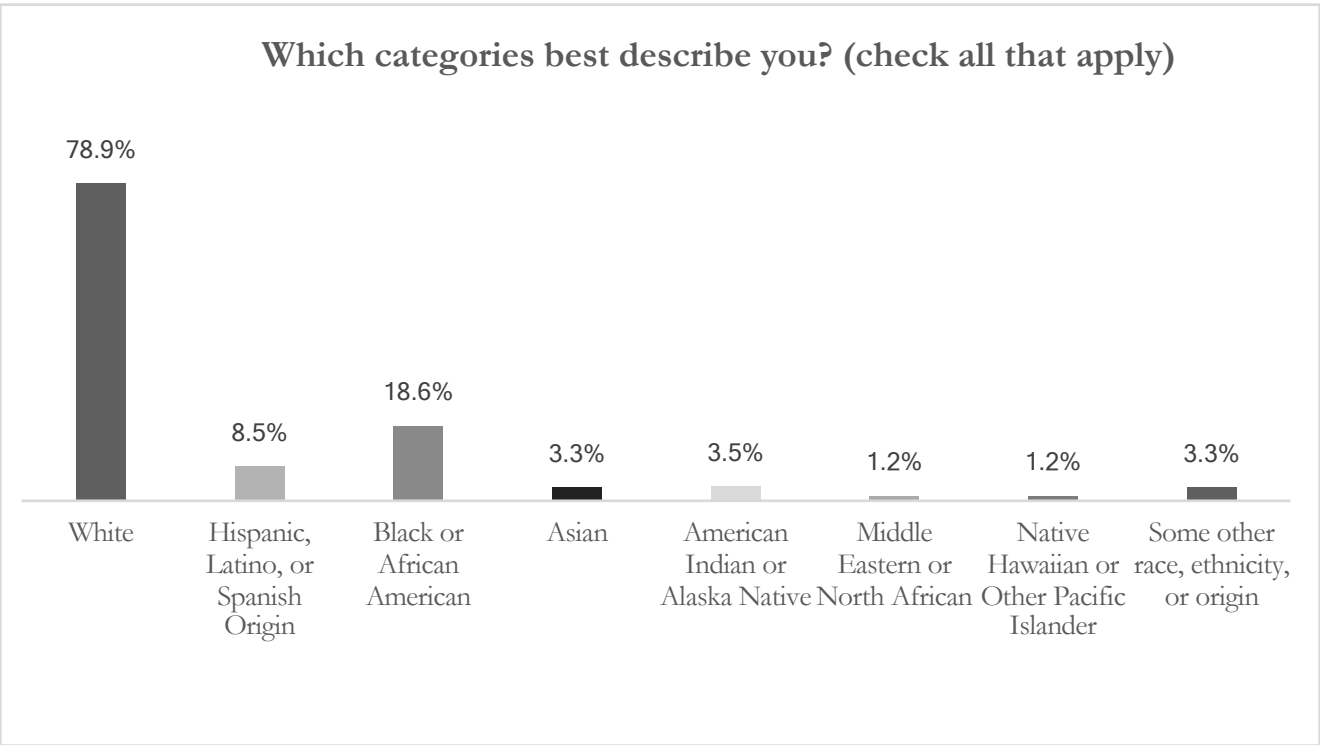
Answer Options	Response Percent	Response Count
15	5.5%	33
16	31.6%	190
17	40.4%	243
18	16.3%	98
19	2.7%	16
20	0.2%	1
21	0.2%	1
Prefer not to answer	3.2%	19
<i>answered question</i>		601
<i>skipped question</i>		0



Empower Erie Student Survey

Q3. Which categories best describe you? (check all that apply)

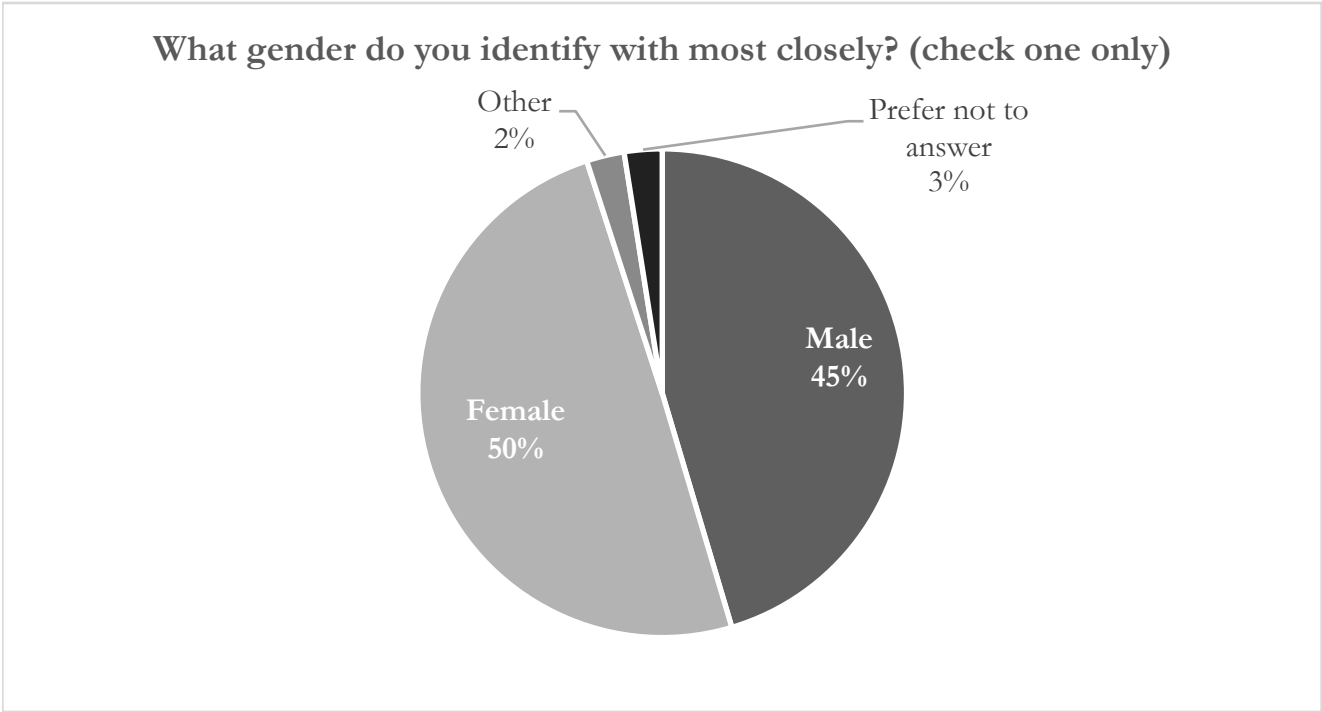
Answer Options	Response Percent	Response Count
White	78.9%	474
Hispanic, Latino, or Spanish Origin	8.5%	51
Black or African American	18.6%	112
Asian	3.3%	20
American Indian or Alaska Native	3.5%	21
Middle Eastern or North African	1.2%	7
Native Hawaiian or Other Pacific Islander	1.2%	7
Some other race, ethnicity, or origin	3.3%	20
<i>answered question</i>		601
<i>skipped question</i>		0



Empower Erie Student Survey

Q4. What gender do you identify with most closely? (check one only)

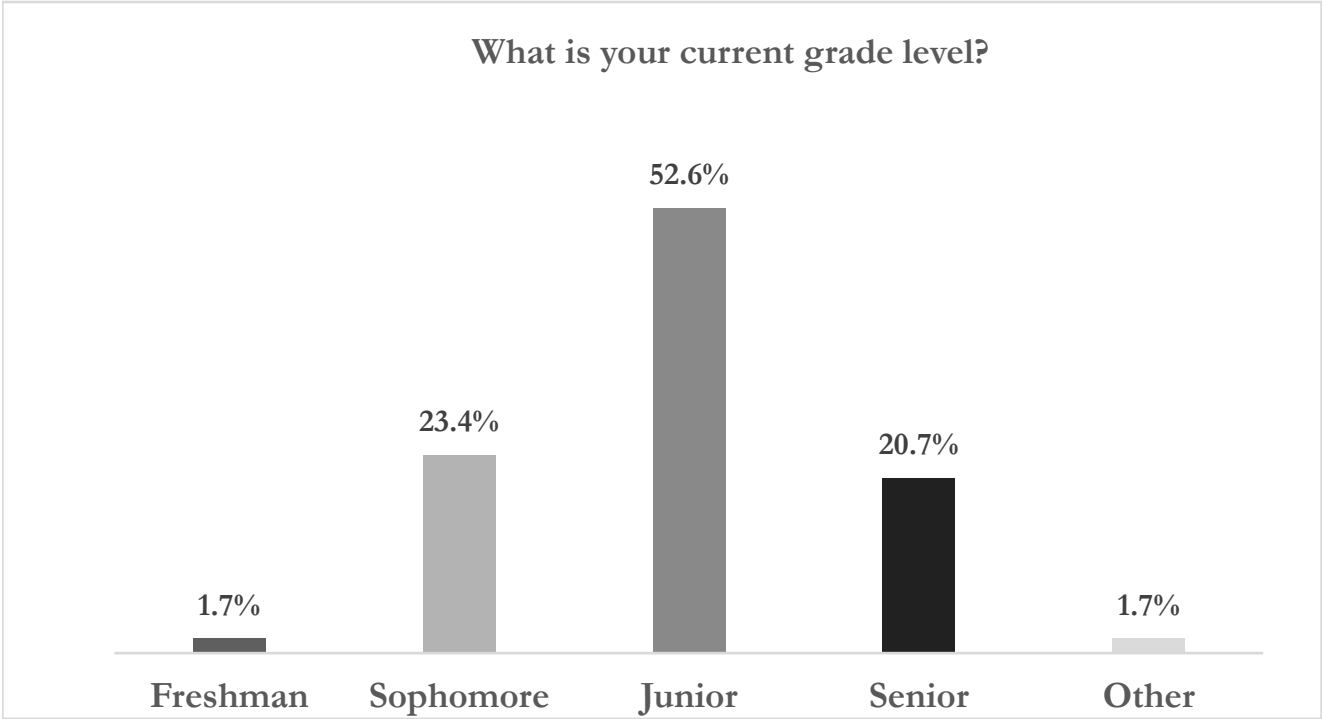
Answer Options	Response Percent	Response Count
Male	45.4%	273
Female	49.6%	298
Other	2.5%	15
Prefer not to answer	2.5%	15
<i>answered question</i>		601
<i>skipped question</i>		0



Empower Erie Student Survey

Q5. What is your current grade level?

Answer Options	Response Percent	Response Count
Freshman	1.7%	10
Sophomore	23.4%	140
Junior	52.6%	315
Senior	20.7%	124
Other	1.7%	10
	<i>answered question</i>	599
	<i>skipped question</i>	2

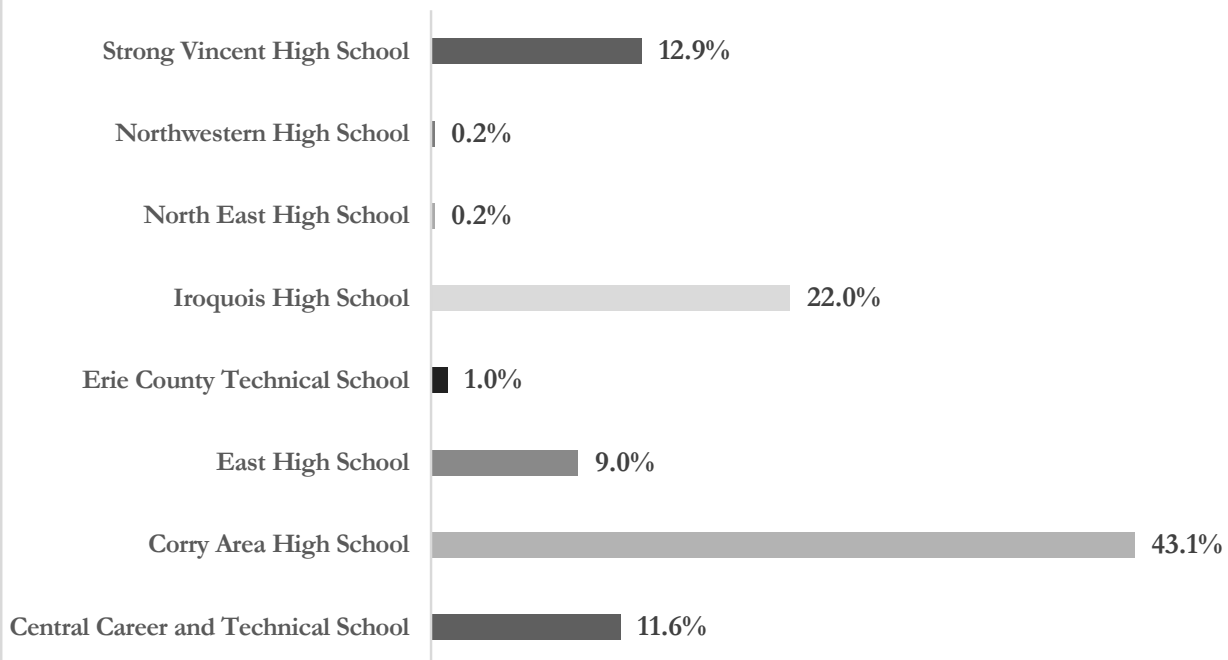


Empower Erie Student Survey

Q6. What high school do you attend? (Select one response only.)

Answer Options	Response Percent	Response Count
Central Career and Technical School	11.6%	70
Corry Area High School	43.1%	258
East High School	9.0%	54
Erie County Technical School	1.0%	6
Iroquois High School	22.0%	132
North East High School	0.2%	1
Northwestern High School	0.2%	1
Strong Vincent High School	12.9%	77
<i>answered question</i>		599
<i>skipped question</i>		2

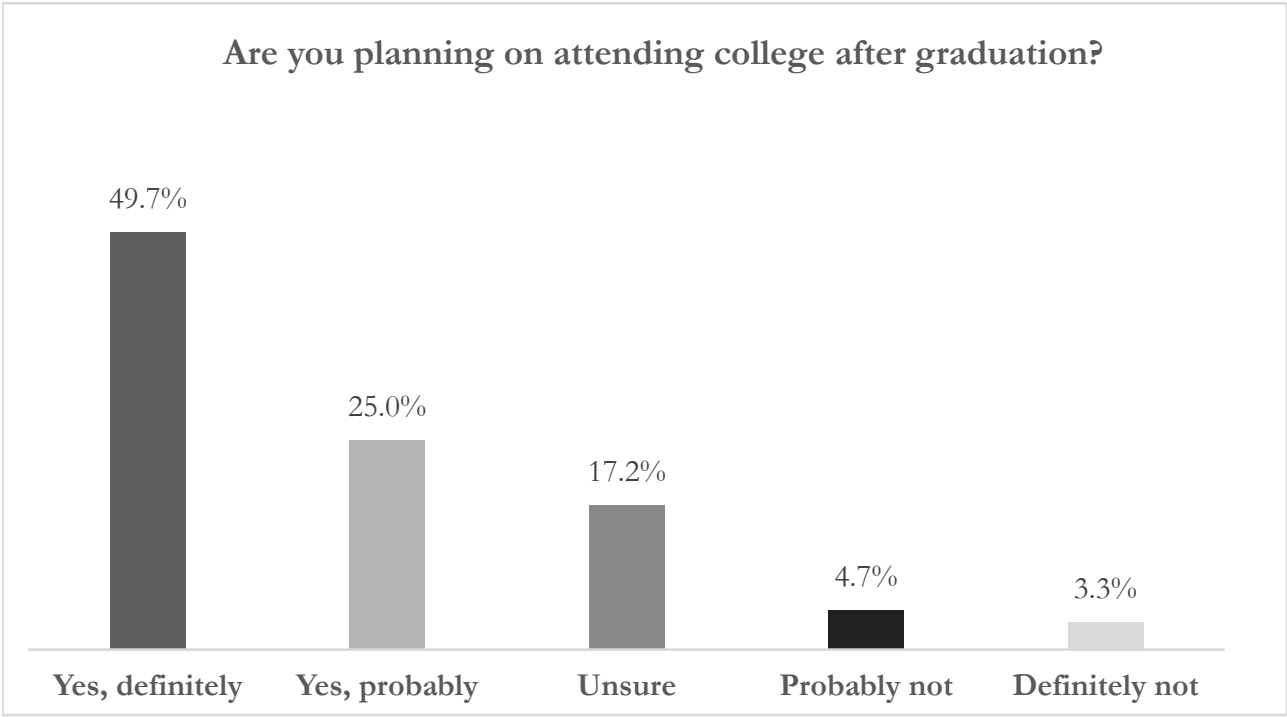
What high school do you attend? (Select one response only.)



Empower Erie Student Survey

Q7. Are you planning on attending college after graduation?

Answer Options	Response Percent	Response Count
Yes, definitely	49.7%	298
Yes, probably	25.0%	150
Unsure	17.2%	103
Probably not	4.7%	28
Definitely not	3.3%	20
	<i>answered question</i>	599
	<i>skipped question</i>	2

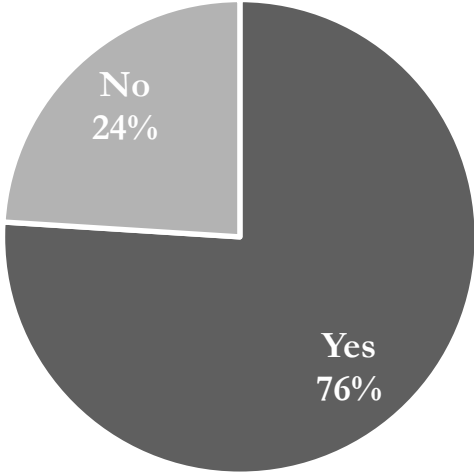


Empower Erie Student Survey

Q7a. Are you planning on attending college in Pennsylvania?

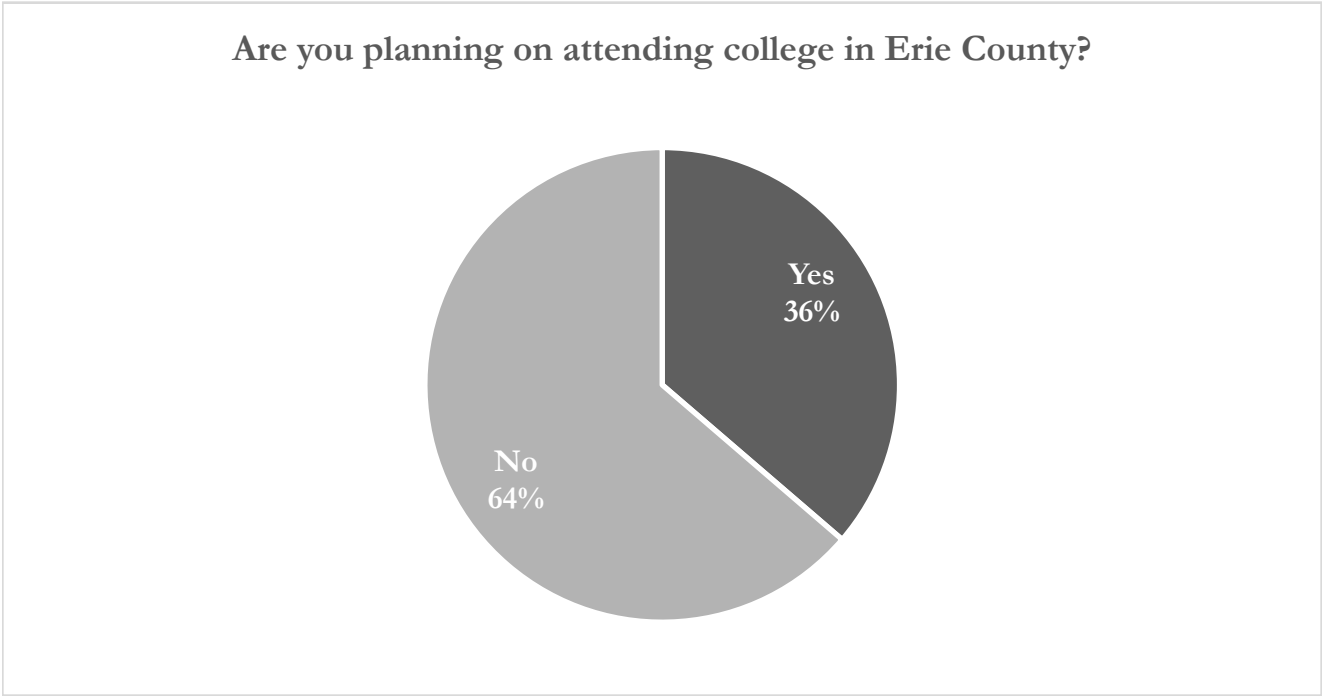
Answer Options	Response Percent	Response Count
Yes	76.0%	339
No	24.0%	107
	<i>answered question</i>	446
	<i>skipped question</i>	155

Are you planning on attending college in Pennsylvania?



Empower Erie Student Survey

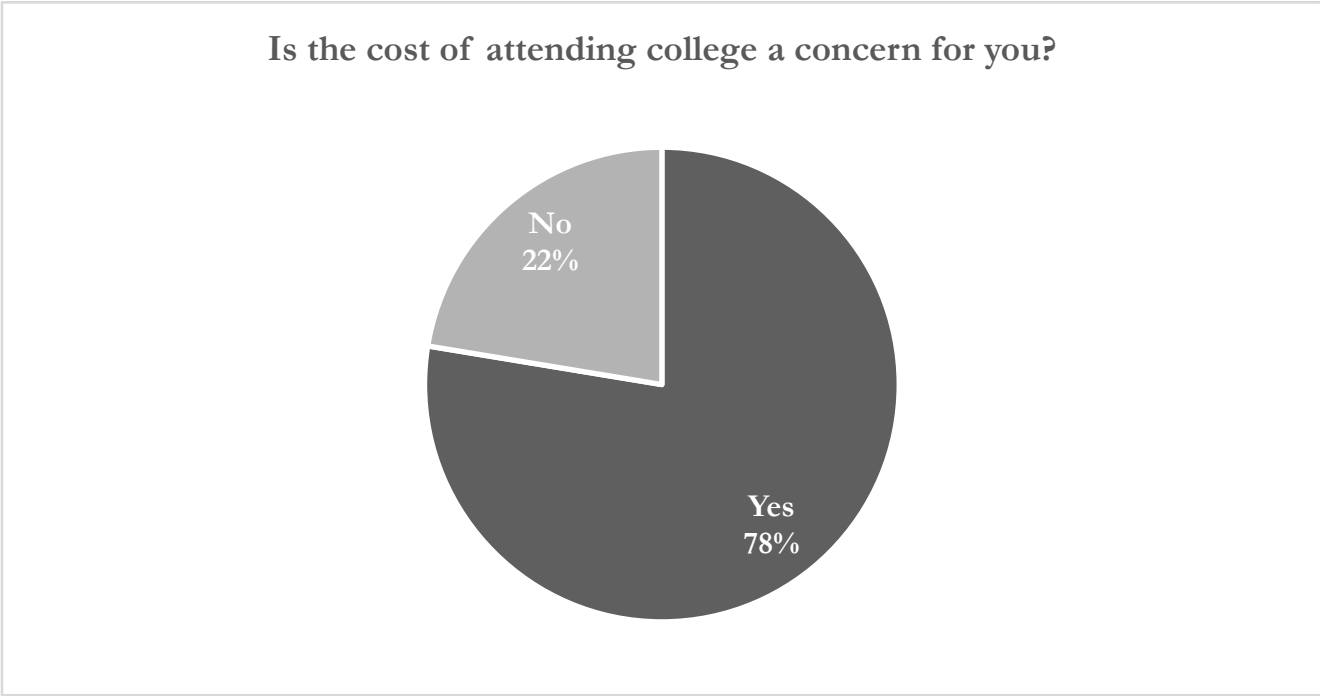
Q7b. Are you planning on attending college in Erie County?		
Answer Options	Response Percent	Response Count
Yes	36.3%	162
No	63.7%	284
<i>answered question</i>		446
<i>skipped question</i>		155



Empower Erie Student Survey

Q7c. Is the cost of attending college a concern for you?

Answer Options	Response Percent	Response Count
Yes	77.6%	346
No	22.4%	100
<i>answered question</i>		446
<i>skipped question</i>		155



Empower Erie Student Survey

Q7d. What do you want to study in college?

Answer Options	Response Count
	446
<i>answered question</i>	446
<i>skipped question</i>	155

Response Text	Categories
Accounting	Accounting
Accounting	Accounting
accounting/finance	Accounting
actuarial science	Accounting
Actuarial Science	Actuarial Science
Actuarial Science	Actuarial Science
aerospace aeronautical	Engineering
Agriculture	Agriculture
Airline	Airline
airplane mechanic	Airplane Mechanic
Anesthesiology	Medicine
Animation	Animation/
Animation	Animation
Animation,History and Law	
Anthropology	Anthropology
archaeology or anthrop	Anthropology
Architectural Engineering as well as Languages and how to teach them.	
Architecture	
Architecture	
art	Art
Art	
Art	
Athletic training	
Athletic Training	
automotive	
Automotive	
Automotive technology	
Aviation	
Biochemistry and Molecular sciences	
Biochemisty	
biological studys	
biology	
biology	
Biology	
Biology	
Biology	
biology	
Biology	
Biology	

Biology
Biology
Biology
Biology/ Forensic Science
Biology/biomedical
Biomedical Engineering
BS. Medical Science
buisness
buisness management
buisness degree
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Business admin
Business Administration
Business administration
Business Administration of Sports and Event Management
Business Management
Business Management
business or Engineering
Business, Nursing
bussiness
C.A.D.D. or Architectural Drafting/Drawing
carpentry
Chemical Engineering
chemistry
Chemistry
Chemistry/Pharmacy
children
Children
civil engineering
Communication
communication or sports

Comp. Sci.
Computer Programming
Computer Science
computer science
Computer Science
Computer Science
Computer Science
Computer Science
Computer Sciences and Coding
computer system support
Computer/Technology
computers, technology
consruction welding and geology
Cosmetology
Cosmetology or Veterinary Practice
cosmo
cosmo
Counseling
criminal justice Criminal Justice
Criminal Justice Criminal Justice
criminal justice Criminal Justice
Criminal Justice Criminal Justice
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Criminal Justice Criminal Justice
Criminal justice Criminal Justice
Criminal Justice Criminal Justice
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Criminal Justice Criminal Justice
Criminal Justice Criminal Justice
Criminal Justice and Fc Criminal Justice
criminal justice or psyc Criminal Justice
Criminal Justice or PTA Criminal Justice
criminolgy Criminal Justice
Criminology Criminal Justice
Criminology Criminal Justice
Culinary
Culinary Arts
Undecided
Engineering
dental
dermatology
diesel tech
Drafting/CAD
Drafting/CAD
Early Childhood
Early Childhood Education
Early Childhood Education
Economics or Business
Education
Education
Education
Education

Education Secondary
Electrical Engineer
Electrical Engineering
Electrical Engineering
Electrical engineering/Electronics
Elementary Education
elementary school teacher or a forensic pathologist
Elementary Teaching
Engineering
Engineering
Engineering
engineering
Engineering
engineering
Engineering
Engineering
Engineering
engineering
Engineering
Engineering and Music
Engineering, Actuarial studies, or Finance
Engineering, CAD, or Architecture
Engineering, dental works such as orthodontist etc, undecided
engineering; architecture
Engineers
English
Environmental Science
Exercise Science
fashion design
Fashion Designing
Finance
Financial area
fire science/firefighting
Fire science/firefighting
food arts
football
Forensic Biology, Chemistry, something that has to do with science
Forensic Pathology
forensic science
game design
game design
game designing
General Sciences and Psychology
Graphic design and video editing and all that jazz
Graphic design
graphic design
Graphic Design or Illustration
Graphic Design, Animation, something like that maybe
graphic design, drawing, illustrations
Graphic Design, or Video Game Design
health
Health Care

Health care
Health care (undecided profession)
health care and german
Health Science
history
History and Psychology
History Education
horse riding
hotel management
I want to do the ROTC program while studying business so i can go to the army and after i come from the army
Industrial Engineering
Information and System Security
Interior design, athletic training, photography, Spanish, etc.
Interior Designing (Engineering)
International Business Management
international relations/humanitarian
Kinesiology
Law
Law
Law
Law
Law
Law
Law and Order
Law Enforcement
law enforcement
law enforcment
law, and Buisness
law, or engineering
lawyer
LPN
Machincal Engineering
Marine biology
Marketing or something involving business.
Math
math and science
math and spanish
math work
mechanic
Mechanical
Mechanical Engeenering
mechanical engineer technician
Mechanical Engineering
Mechanical Engineering
Mechanical Engineering
Mechanical Engineering
Medical
medical
medical
medical
Medical
Medical Assistance

Medical Assisting
Medical Field
medical field
Medical Field
Medical Field
Medical Field
medical sonography
medicine
Medicine
Medicine
Medicine
medicine
medicine
Metal working
Midwife
Ministry
ministry
music
Music
Music Education, Instrumental, Multi-age
Music teaching
Neonatal Nursing
nun
Nurse
Nurse
Nursing
nursing
nursing
Nursing
nursing
nursing
Nursing
Nursing
Nursing
Nursing
Nursing
nursing
Nursing
Nursing
nursing
Nursing
nursing
Nursing
nursing
nursing
Nursing assistant
Nursing assistant
Nursing to become RN and then minor in 2 languages
Nursing.
nursing..psychology
Obstetrics and Gynecology
Occupational Therapy
Oncology

Penn State Behrend
pharmacy
pharmacy
Pharmacy
Photography, Business, and Graphic Design
phycology and teaching
physical therapist assistant
Physical Therapist or Nursing
Physical Therapy
Physical therapy
physical therapy
physical therapy
Physical Therapy
Physical Therapy or Med
physical therapy/Bussines/ actor/ managment
physics
political science
Political Science
Political Science
Political Science
Political Science and History
Pre Veterinarian
Pre-Med
Premed
Premed
Premed
psychology
psychology
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Psychology
Psychology
Psychology and Journalism
psychology and medicine
Psychology and theater
psycology
psycology
Public Relations
Radiology
Radiology and Anesthesiology
Radiology or registered nurse

Undecided
Undecided
Undecided
Undecided
Undecided
Undecided
Undecided
Undecided
undecided
undecided
undecided
undecided
undecided but possibly history
undecided health sciences
Undecided
under water welding, and regular welding
undecided
undecided
undecided
undecided
undecided
vet Vetrinary
vet
Vet Tech
Vet Tech
vet tech or criminal justice
Veterinarian medicine
Veterinary Assistant
Veterinary Medicine
Veterinary Medicine
Veterinary Medicine or Electrical Engineering
Veterinary or Child development
veterinary science
Web Design / Development
welding
welding
welding
Welding
Welding or Mechanic
welding/machining

Empower Erie Student Survey

Q8. What do you plan to do after high school?		
Answer Options	Response Percent	Response Count
Learn a trade	24.8%	37
Join the military	22.8%	34
Get a job that doesn't require a college degree	29.5%	44
Travel/take some time off	12.8%	19
Get an internship	0.0%	0
Other (please specify)	10.1%	24
<i>answered question</i>		149
<i>skipped question</i>		452

Other (please specify) **Other (please Specify)**

do whatever i w Not Sure

I have no idea. Not Sure

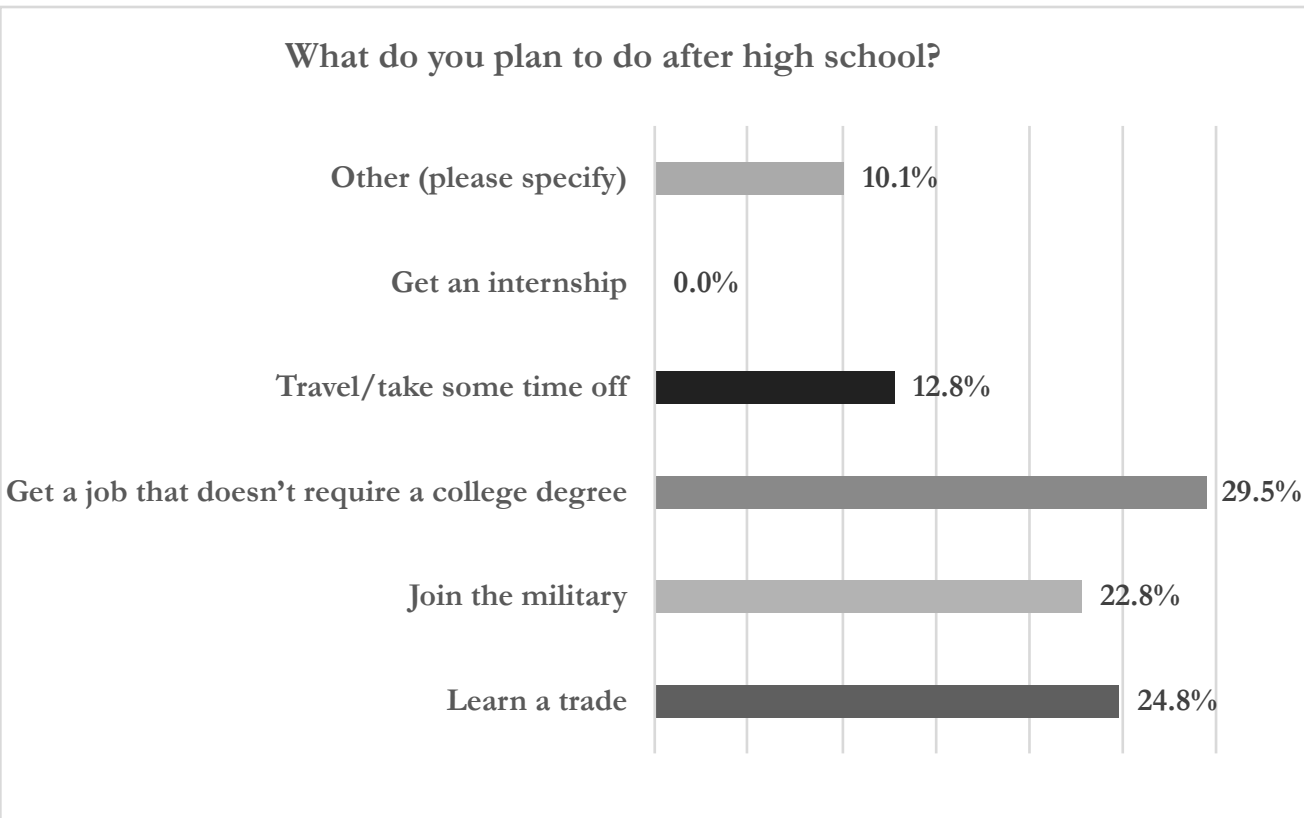
idk Not Sure

Not sure, need t IDK

Not Sure. not sure.

sleep nothing.

Unsure Unsure

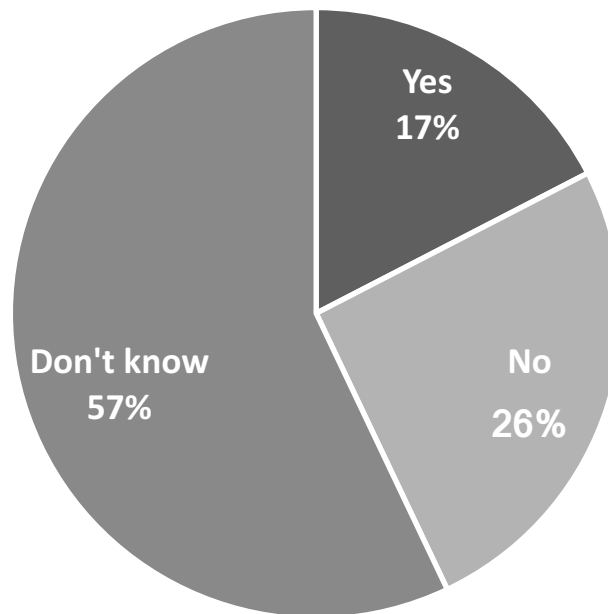


Empower Erie Student Survey

Q8b. Are you staying in Erie County after graduation?

Answer Options	Response Percent	Response Count
Yes	17.4%	26
No	25.5%	38
Don't know	57.0%	85
	<i>answered question</i>	149
	<i>skipped question</i>	452

Are you staying in Erie County after graduation?



Empower Erie Student Survey

Q8c. Why are you not considering going to college after high school? (Check all that apply)

Answer Options	Response	Response
	Percent	Count
Cannot afford to attend college	37.6%	56
Do not have the grades to get admitted	17.4%	26
Want to get a job right away	28.9%	43
Do not have the grades or test scores to get admitted	15.4%	23
Not sure what to study	36.2%	54
Other (please specify)	26.2%	39
	<i>answered question</i>	149
	<i>skipped question</i>	452

Other (please specify)

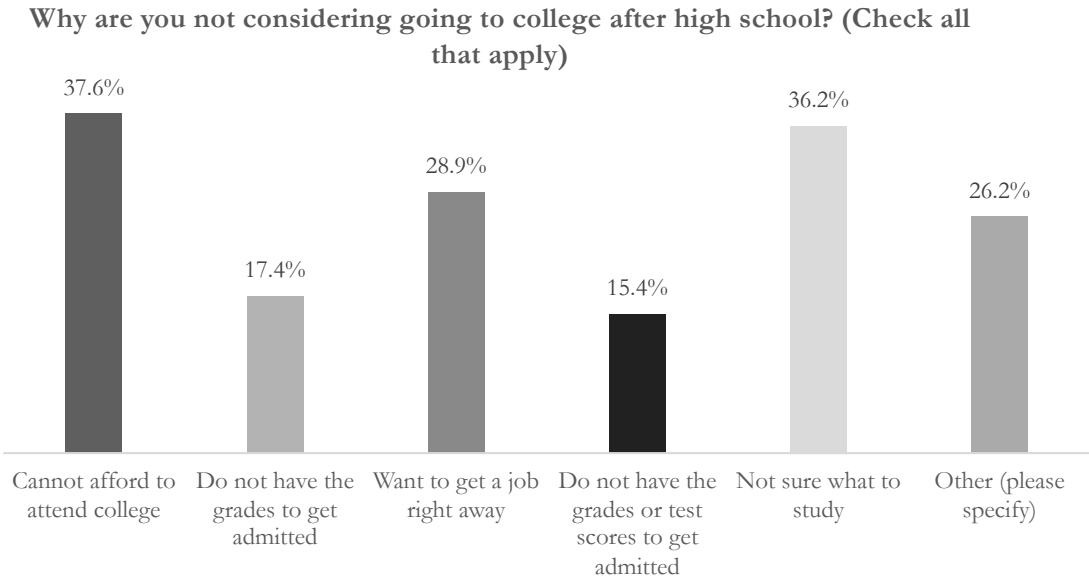
Categories

I'm gonna have my license after highschool	Technical School
i dont want to	No interest
want some time off from school	Take Time Off
It's free if I go into the military	Military
I understand why college can be helpful but it feels a bit like it'd be a waste of time if I fail .	Don't Want To/Not Worth It
i just don't enjoy school.	Don't Want To/Not Worth It
Not Sure.	Unsure
can't afford and don't really have the grades	Affordability/Don't Have the Grades
what i want to do does not require college	Don't Need It
Military	Military
i am sick of school	Don't Want To/Not Worth It
Going to a technical school.	Technical School
Keeping a family military tradition.	Military
will not need to	Don't Need It
I'm going into the Navy.	Military
I don't like school that much. also i think that i would like to be an electricitan.	Don't Want To/Not Worth It
Not sure yet	Unsure
not my thing	Don't Want To/Not Worth It
might be a famous singer	Other
i dont want to	Don't Want To/Not Worth It
i like to learn a trade	Trade School
Want to go straight into the military.	Military
not worth the time	Don't Want To/Not Worth It
Plan on joining the military	Military
I dont wanna	Don't Want To/Not Worth It
I do not wish to continue schooling after high school due to not being fully interested in school now.	Don't Want To/Not Worth It
I have kids to take care of	Other
Not completely sure what I want to do.	Not Sure What I Want To Do
I don't wanna	Don't Want To/Not Worth It

Do not want to go to college right away
 Don't Want To/Not Worth It

Want to join the military and be active personnel/ do a trade school instead
 Military

i really can not handle school, i want to go right into my career
 Go To Work Right Away

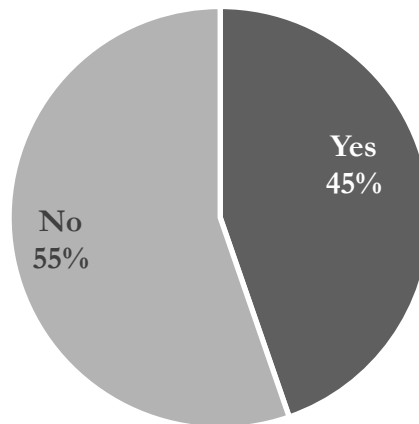


Empower Erie Student Survey

Q8/9. After graduation from high school, are you entering a STEM-related (Science, Technology, Engineering, and Mathematics) job or field of study?

Answer Options	Response Percent	Response Count
Yes	44.7%	263
No	55.3%	326
	<i>answered question</i>	589
	<i>skipped question</i>	12

After graduation from high school, are you entering a STEM-related (Science, Technology, Engineering, and Mathematics) job or field of study?

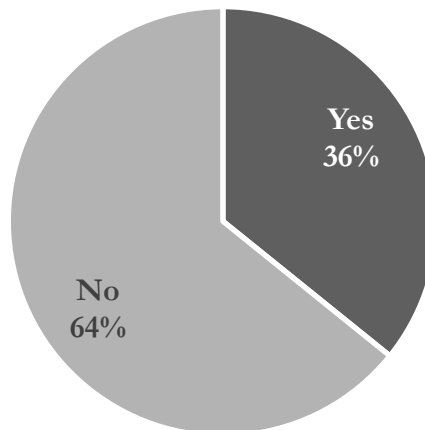


Empower Erie Student Survey

Q9/10. Upon graduation from high school, will you have any college credits, for example from Advanced Placement or dual enrollment courses?

Answer Options	Response Percent	Response Count
Yes	35.8%	211
No	64.2%	378
<i>answered question</i>		589
<i>skipped question</i>		12

Upon graduation from high school, will you have any college credits, for example from Advanced Placement or dual enrollment courses?

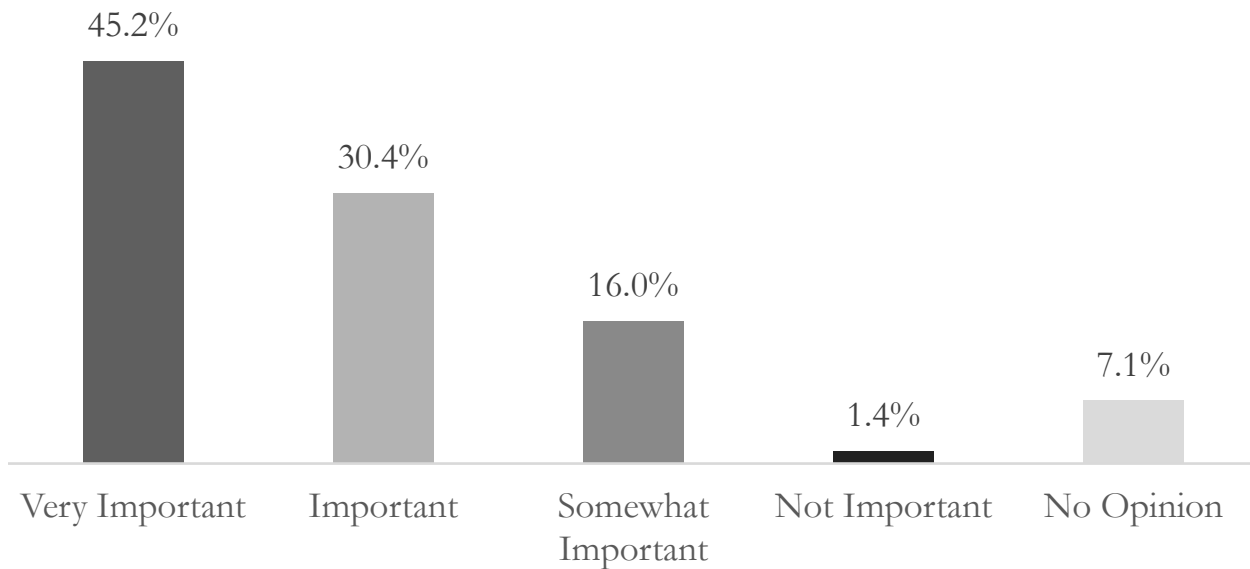


Empower Erie Student Survey

Q11. In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?

Answer Options	Response Percent	Response Count
Very Important	45.2%	266
Important	30.4%	179
Somewhat Important	16.0%	94
Not Important	1.4%	8
No Opinion	7.1%	42
<i>answered question</i>		589
<i>skipped question</i>		12

In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?



Empower Erie Student Survey

In your opinion, how important would it be for Erie County to have a community college?

Answer Options	Response Percent	Response Count
Very Important	25.9%	150
Important	34.5%	200
Somewhat Important	19.8%	115
Not Important	7.8%	45
No Opinion	12.1%	70
Why do you feel this way? Please be very specific.		391
<i>answered question</i>		580
<i>skipped question</i>		21

Why do you feel this way? Please be very specific.

with out college there be a future or a legacy to take place

Because some people like me may not wanna move far from home for whatever the reason may be and So that more people can get scammed I think that when the system finally collapse itll be funny to watch Help people get into a college that could actually be possible for them

Because a lot of people don't have the money to pay for the dorm rooms and want to live around their so that everyone feels welcome

because some people cant afford it

too much drama and violence and many do drugs because people get tired of school and decide to "get its important for people who cant leave erie

I feel it is important because it would open up more opportunities for more the people of Erie.

doesnt concern me

I feel this way because some people don't like being away from their families.

I believe it would be easier and safer for erie Pa citizens to go to college in there own city and not have to

Because Erie County don't really have good things so it would be good to get all the bad kids off the

More affordable, and less time to graduate which would decrease how many people drop out or change

Some people like myself may not be able to afford college

so more student have a college to go to

people may not afford to be in a private college or pay for dorm rooms to stay there. They can just go for because i do.

I feel this way because first off we can already have a credit for college . Second off the class that we are

Everyone should have a chance to get a college education.

help people learn there own skills

it allows more opportunity to the citizens of erie

I don't feel like people would use it. Everybody wants to get out of Erie, not stay here any longer than we

It would just be better for the coming generations of kids and make college more easy to get into.

People wouldnt have to pay out of state tution or worry about there local colleges not having what they

Not everyone is rich and have the money to pay for college. This is suppose to be the land of the free and

I think it would be great so that people can have more options.

I feel it is important for people who need/want to go there

For students to have more chances and opportunities for higher education other than high school.

because it would be more cheeper

Some people don't have the choice to drive far a College.

Because Erie is poor.

Because it may be some people who dont want to go to a for year college .

itd probably be more affordable

I feel this way because although we have multiple colleges and technical institutes in Erie and the College is not for everyone, but for those who want to attend college, but can't because of financial or because come people cant really afford college

because people are not able to afford to pay for universities and other colleges so it's important that there

because everyone would be together just as if it were a highschool combined as one highschool and it

because everyone needs education

cause im not from here

because it cost less

I feel like its important for every city or town to have a community college for people who didnt do as

Community College would allow access to higher schooling to others whom may not be able to afford

So people have more of a chance for attended some form of after high school education

i dont kno

Because the unemployment rate is quite high among the youth

I feel that it is important for Erie County to have a community college because the teenagers who

I am open to the thought that community college may be useful to myself and others, even though I don't not many people in erie can afford to go to collage

I feel that it would be important for Erie County to have a community college because most of the

I might not stay in the area

There are not many affordable colleges in the area for those who want a decent education. I believe

It could allow access to many different opportunities.

I feel this way because its a college that would be cheaper for students who want to go to college

Community collage is not only a lot more affordable but its good for those who may be unsure if collage

I feel this way because its giving many people an oppportunity to go to school who don't have lots of

Erie County needs a more affordable and adaptable college option.

I feel that having access to a community college would increase education and bring back jobs to the Erie

It would be more affordable for those who don't have a way to afford a more expensive college.

Because people deserve to be able to get an affordable education. This is becoming more important in

Community college gives kids that feel like they can't afford to go to other colleges because of cost a

A lot of people in Erie can not afford to go to a big college.

Most people can't afford to attend a local college such as Gannon or Mercyhurst. Having a community

If people had easy access to higher education at affordable costs then more people would look forward to

Because it would give people an oppportunity to go somewhere closer to home that is more affordable and

It gives people who don't know what they are doing a chance to find out what they want to do through a

It opens a new door for those who are unsure about what they want to do after high school.

it would help people all around if they didn't know what they want to do in their future yet.
A lot of people in Erie are either middle class or lower and college fees are a big concern for a lot of
it gives the people opportunity to experience different things, and that if they don't know what they want
to do then it would be good to go there and figure out what career is best for them.
there are a lot of kids in Erie County and City that have a hard time paying for college. Especially with our
There are a lot of people in Erie County that can not afford to go to a university and essentially do not
I feel this way because most students in this generation have difficulty getting money for college. There
With college being so expensive I think it would be easier for low income households to send their
Some people can't afford the high cost of colleges so having a community college would benefit others.
Our kids in schools don't have a place to look up to. No goals or places they want to go after high
i feel this way because some people may not afford it.
i feel that it is important because this could help many people in the community that can't afford to
Because so many people in Erie are of the working class that it may be difficult to pay for college.
because it maybe easier on people and make things less expensive for people.
I feel it is very important because if you are not looking to go to a state university a community college
So people can actually afford college instead of paying ridiculous prices.
it would be more affordable
because there aren't really many colleges in Erie
Some people need it others don't
I feel Erie and the people in it don't have a lot of money and it would make it easier for people to be
Because people can't get an education because of the price
I feel that it is very important for people in Erie to have a community college. Many parts of Erie are run-
There are many impoverished people that live in the area that cannot afford regular college.
Community college is cheaper and some people don't have the money to afford college. So, if we have a
I feel that it is very important for Erie County to have a community college because it will give more
Everyone goes into debt. It's our job to pay it off by getting a good degree, working hard, and getting a
not everyone can go to certain schools because of the cost and if there was a school that just taught what
This would benefit the people in the city of Erie that have a hard time finding a college that is affordable
People in Erie County are not the most wealthy people. Kids I've grown up around have never had very
It is important for everyone to have the opportunity to attend higher education without concern for
We already have many colleges that are somewhat affordable. A community college would be beneficial
They are much more affordable.
Many people can not afford the colleges or universities so having a dependable cheap place for a further
The reason I feel this way is because for many people, college is unaffordable for them. With this
There are so many colleges in Erie and it would be a good thing but it is not like they cannot stay close to
It's Erie..... --
I don't really care
makes everything easier
Certain people will be able to attend it while being close to their own homes.
I don't know
because most people can't afford a lot of money to go to higher college
It would help for people who couldn't get into or afford another college.

Gives high school graduates a chance to pursue there goals even though they didn't have enough of a
I feel this way because not alot of people have money, especially to go to a very expensive college.
it will help a lot of people getting an affordable higher education

By providing the county with a community college, people with lower incomes would have the
I feel that having a community college in Erie County would be very beneficial because it would give
Community college gives people of all ages the chance to further their education and possibly further
I feel this way because some people are very intelligent, or at least intelligent enough for college and a
I feel like it's important for the people who know that they definitely won't be able to pay for college.
So everyone can have the same chance of an education then everyone else and prices of college are
It gives people that don't have a lot of money a chance to gain a college degree.

I am planning on getting a four year degree, so a community college is of no benefit to me, but I have
Somewhat because I'm not 100% sure on what type of college I want attend. Either state or community.
because....

because I believe a community college is less cheaper than a regular college so therefore it can be more
I believe that its important but we can not even keep our public schools open so,. a community college is
because we have no money to keep our schools now

Some people really want to be successful, usually they realize it when its kind of too late like when there a
There should'nt be no community college they can barely keep the schools open !

It would be nice but i rather work on your schools before. everyone goes through school but not
i feel that many high school students don't go to college after they get out of school because they don't
we should be putting our money into the deteriorating high schools that our senator compared to

I would like to see a more intelligent amount of people off from the violence and immaturity of the
Some schools are about to be closing down and most schools are struggling with the budget cut. We have

I feel a lot of people don't go to college is because they can't afford to travel, so having a community
We have so many public schools that need updated and refunded. we also have colleges in Erie so why
I feel like money should go to public schools before trying to build other schools

Because our community needs to spend money on other things like our school districts.
because we should be funding public schools first.

because it would take away from the other schools that need more funding and we already have many
We have enough

I don't know whether there should be or not.

Because some people can't afford college else where and don't have the opportunity to leave. So a college
I feel like this because we already have three area colleges around Erie.

I'm not paying taxes on it.

Community College is for bums

I do not care or know much about it.

I heard that community colleges are paid for by the community and it makes the costs lower so I can dig

I do not feel that everyone should have to pay for it in taxes

Community College doesn't affect me.

Either way we would be paying for a college so there is no reason that people who aren't going to go

A lot of Erie County can't afford college.

because i don't plan on attending college

For many people a community college is a better option financially.

Some students can't afford big colleges and/ or are scared to attend these schools so this could encourage I think it's very good for Erie County to have a community college in order to help kids that can't afford Everyone deserves a chance to go to school if they want to and the cost shouldn't be a factor.

I think people that can't afford a state school, but still want to attend college should have a community I feel that this is important because for ones who can't afford a 4-year local college this gives them an Everyone should be able to get an affordable education.

I would rather more tech schools, but college is nice as well.

People who want to go to college but aren't able to go far or out of Erie would definitely benefit. People

Not all people fit well into regular colleges because the college may learn at too fast of a pace; some kids

I feel this way because many people in the Erie area do not have access to college education due to the

Because I feel that everyone should have access to high education and the high costs shouldn't keep that

Because an affordable college could benefit those who can not afford to go to college

Cause I do not have a strong opinion on the matter.

I feel this way because if Erie County had a committee college I feel like it wouldn't be as much money people can go to other colleges

It has importance for the associates degree purposes, but personally I believe that the Erie County

It would help the students who can afford to leave home be able to go to college.

because its cheaper

I feel as if we already have enough resources for college. Also we already have two community colleges

There already are Community Colleges around Erie County and to put another one in would be a waste.

I feel this way because a lot of Erie people don't have the money to send their kids to school. It's hard

because we cant afford our inner city high schools

because we don't nee one in my opinion, and we can't afford it

Erie is not a wealthy community. People struggle their way through high school, with poor education in idc

I'm going to be a dictator.

science is cool

We already have colleges around Erie and with that we can't barely afford to pay teachers and keep a high

I feel as though it would be a good opportunity for more poverty-stricken families because it will give an

I find this very important because we need a community college so everyone can get a higher education.

A lot of people could benefit from this.

The people that can't afford to drive or go to the other colleges would be able to go to a college that is

It's that have problems with affording college could get their education near them and it would be less

The only reason this is only somewhat important is because I do not plan on going to a school near here.

it would helpful for other

Because there are not enough people within this community who are financially able to support their

It gives people the option to have an education at a lower price.

I feel this way because many residents who live in Erie county have not attended any college and have no

So more kids go to school

There are a lot of schools in Erie county that are private schools, meaning they cost more than what a

It would be good for students that want to attend college but can't afford the cost of a regular college.

Because everyone can then go even if people don't want to be there and just mess around. And some
It would allow the majority of people within Erie county to get the education they deserve at a price they
I feel that Erie County should have a community college, because many families cannot afford to send
It would be nice to have a close community college.

I don't plan to attend college in the Erie County region but by some chance I change my mind on where I
I think it is important for everyone to have the opportunity to be able to attend a higher education.
because people who barely pass high school, it would help them. they are also cheaper more often.
I plan on going out of state to education after high school, because those colleges or universities that
There should be an opportunity for Erie County residents to attend college.
I feel this way because their should be some lower college schooling but not at an extreme expense.
because

If people can't afforded a higher college, it may help many people to go and have a higher education
So that students have a variety choice and they do not have to worry about not getting into college.
If they had a community college more people would be more willing to continue their education.
Community college is not useful. Most private schools look WAY nicer on resumes than any community
I

Because there needs to be an easier way to get to colledge for some people who can't go far away for
It might be easier for other people to go to school
idk

People need to get out and experince the rest of the world and not stay within 15 minutes of home, they
It would be easier for Erie, Corry, etc, to get to the college but on the other hand it would be very
There's already close colleges to go to.

I don't want to go to college

I do not live in Erie County.

Better education and more affordable.

There is not a community college in this area, and it would be a viable option for secondary education.
i dont care

it would be affordable

Because itd be easier for kids to get home and get to college with this crazy weather we have,
because it is a way to help students that are coming out of high school and be there along the way
the reason i feel this way is because it would be more beneficial to have a college close rather than far away
I feel like this is very important because I might not be attending an in state college but other soon to be gr
I feel this way because i love to be with family and i know alot of people do and if they are close by then yc
Because the more education is provided there will be a better society in the making.

A lot of people in Erie county can not afford college. so if there was a community college around this area
It would help more people to be able to afford going to college

I feel like there are already affordable colleges close to Erie. For example Edinboro and PSB

I feel it would be good for the students who wanna be close to home and cant afford goiung out of state

I have no opinion on that.

I'm leaving after graduation so i really don't care what happens here afterwards.

Community colleges are not for everyone but can be useful for some.

I believe that students who do not have transportation or a small amount of money can go to this college.]

I believe that this would help a lot of high school graduates. The ones who can't afford college would actually. It is extremely necessary for a community to have the opportunity for higher education. However with the I feel that along with the people in my grade it is already to late because I think that most juniors would have. There is already numerous community colleges relatively close to Erie.

It would be beneficial

Not everyone can afford a big college, and I think it's very important everyone has an equal learning opportunity. It would be very important because of some people can't afford a car to drive all the way to college if it is close. It would give a better opportunity for people to attend a college for a lower price and close to home. It would. I feel this way for a number of reasons, mainly, which I can attest by, is the cost. Coming from a not very far. Not everyone can afford it.

Not everyone can afford to go to college

It would give graduates from the area a chance to get some higher education but stay within close proximity. I feel everyone should have the chance to get an affordable education. Furthering your education better your future. So kids that feel they cannot pay for college have an opportunity to go.

There are colleges in the Erie area that are affordable to begin with. However, some of these schools are not. More room for kids to attend college.

I don't really know

I feel like for those people who cannot afford big colleges need a local community college to at least further. Because of the money crisis in Erie right now with high schools and that should be more of a concern.

I feel this way because even though I would not attend this school I feel that this would be a great opportunity. Mercyhurst Northeast is a community college in Erie County.

I'm a foreign exchange student, so it doesn't really matter to me

I think that there are other options available for people that are around the Erie area, rather than using all community colleges. I feel this way because there are some kids that don't want to go super far away for schooling.

Community college is not important pertaining to me, but I believe that others without less opportunities could. It would be less of a commute for people who do not want to live on campus.

It would give more options to people in the area on what career they will have.

Some people may prefer it and some may prefer a travel distance between home and schooling. Depends on how. College can get expensive and a community college can be just right for those who don't really have a lot of money. So people wouldn't have to be worried about not making it in life like they want to.

It is important that the people in our community, no matter how old, are able to afford their education which because then maybe our county wouldn't be so hard and rude to each other.

for people that don't want to go far away

Because the people that want to be good in their life should go to the college they want to and get their diploma because I like to be very impressive

Because there are many colleges around here and you don't need a specific Erie county college.

I feel like kids from Corry are not going to attend it.

I feel like if a student really wants to go into a career they will travel to the best college in that field.

I feel like it would be somewhat important because then people could just have a simple option to choose from. More affordable for students with less household incomes

I feel like Erie County should have a college so people who live in Erie County don't have to go so far and spend money. Because I feel like everyone that wants to be successful in their life should go to a college and get their diploma.

For other people who don't want to move but they want to go to a community college

I do not care. Its not up to me. Yeet

Most people would be coming from poor families and may not be able to afford for college

It would be helpful but I would like to go somewhere new.

All students even after school should have the ability to have a chance for a better education so they have a

People should go to school if they want to

I feel like its important because if someone isn't ready for a major college or don want to spend much mon

More people would attend college.

We already have several colleges in the area. We wouldn't be able to afford it without raising taxes drastical
because i could care less i am moving out of pa after high school

If we have a cheaper collage locally we would have more people looking into going instead of doing drugs

There are already several colleges in the are, all of different prices. Some are expensive and some are inexpe

I feel this way because I feel the Erie County education system isn't very good. If a community college wer

There is so many people that could continue their education and become something brilliant, but because c

I feel that often people can not afford to go to a full board college and people are often unsure of what to c

Because it is in state and it will be closer than say Jamestown Community College. Many who would like to

I feel this would be very important because it would get more people off the streets. It would get people of

I feel that education is incredibly important and what we learn is key to our future whether its from a young

Because each citizen should be able to have an affordable, local access to higher education.

I feel that lower income students should have access to a community college. Everyone should have a chan

It is important to keep residents in the area, but I think it is not that important.

There are a good amount of colleges in the Erie County but not a whole bunch of community colleges.

I'm not going to college in Erie county.

because it will not be far form home

Because more people would want to attend and the price wouldn't be has high.

Community College can help people get a degree to get a better job. For people can't afford it.

because it would help be more convent for me.

It doesn't apply to me

itd give more people opportunities

I don't plan on attending a community college.

So if students don't have enough they can still go to collage.

Some people cannot afford travel to somewhere else for college and a community college would be a great

Because we have mursehurst north east

So that kids around the area can go to it if they can't go far away

There already is a relatively close community college. (JCC)

Having a Erie County community college would be important because some people would not have to go t

We have colleges near by, and they are not too far of a drive.

If Erie County had a Community college that would be important but I guess in some way it woud not be

Because people don't have to go far away from home and it would save money for many people

It could be more affordable for people and it is closer to home.

We have colleges in Erie, that are not too far of a drive, and you can also stay in dorms there.

It can help students to get a good education without the large cost afterwards.

It gives opportunity to people that didn't go to college but now want to go.

I feel this way because it won't apply to me because I plan on going somewhere where there is a good cross-section. If Erie County had a community college then all of the people that move away to do school would be able to go. A community college might have some positive impacts on the education that is available to those who otherwise wouldn't go. Because not everyone has the money to be able to pay for college, I am currently working almost everyday. It should be available for everyone.

Much of Erie County is in poverty, or simply has no care to try.

I feel that a main concern for prospective college students is distance and cost. In this area there is about a 100-mile radius. There are many people in this area who want to go to college but a smaller college is for them. Sometimes it's not worth it. If Erie County had a community college then all of the people that move away to do school would be able to go. If Erie County had a community college then all of the people that move away to do school would be able to go. More opportunities.

It could be more affordable to some people and it is closer to home.

It would not be important to me because I am not attending a college in Erie County.

I plan on going to a University (and have for a while) so I can continue on afterward. I also live in Crawford County. I would be able to take classes that don't cost as much.

I believe it's somewhat important just because I don't know how it works and if you have to pay for it or not. I feel it is rather important for a community college to be available, because many families cannot afford to go. Unprivileged students deserve a good affordable education just as much as privileged students.

I don't really have an answer to that.

Many students in Erie County aren't privileged. They deserve to have the same education as those who can go. So I can go to school at a decent cost and not have to go very far for education.

For people who want to go to college but have to stay close to home for maybe a ill family member.

For those who want the education should be able to experience and get that opportunity.

Most people want to go to college, but can't afford it.

I guessed.

It is important due to many don't have money to go to college that want to. And many should have that opportunity. So people don't have to travel to go to a good college.

There is already Penn State Berks.

The cost of education is ridiculous, and I actually wasn't aware that we do not have a community college. This is a high poverty area. I feel it would be necessary for Erie.

I feel this way because not everybody has the opportunity to enter or get into a big college.

People going to a tech school may be more likely to attend because of the distance.

For people that won't be able to leave Erie and can only be able to attend community schools.

I feel that it would be important that Erie County has a community college for those who don't want to attend a big college. It is easier to go to a local college and save some money than to move to a different city or even state to go to college. I feel indifferent.

I just don't have an opinion.

Because not everyone can afford to go to college, but still should have the option to further their career.

It gives people who can't travel or can't afford dorms to stay in Erie where they live.

Because college is so expensive it'd be nice to live at home and not have to drive far to go to an affordable school. The majority of Erie County's community lives in poverty.

some people cant afford college

because students need education

we need better education better learning bteer school evioment

we have other pruiorities

No opinion

it would be easier for many kids to attend

I feel this way because there is many people who would like to attend college but don`t have the ability to c

the people who are motivated to college do so, the ones who would need a community college likely do no

I feel this way because it would push them to further their education and have the possibility to lower the c

There are many colleges in the area, and there are many programs to help with college funding, and if you a

i think students should have the best education possible

Because it would allow people who can't afford to go to college to attend college classes

. I plan on going to a four year university, but I feel a community college is important for those planning or

It could make people feel more comfortable, because it's easily accessible and they don't have to move awa

I feel pleased

Because everyone deserves the opportunity to attend college equally, and some cannot afford the total cost

People who are not as Privileged as others will still be able to get an education easier.

people need a secondary education system

As it would be important for the community college there are many colleges around and it would also be a

Just think more people would go if we had a community college

Not everyone wants to go to a community college far from home so it'll be convenient for them.

Having a community college would be easy, that way we wouldn't have to leave home, in order to pursue o

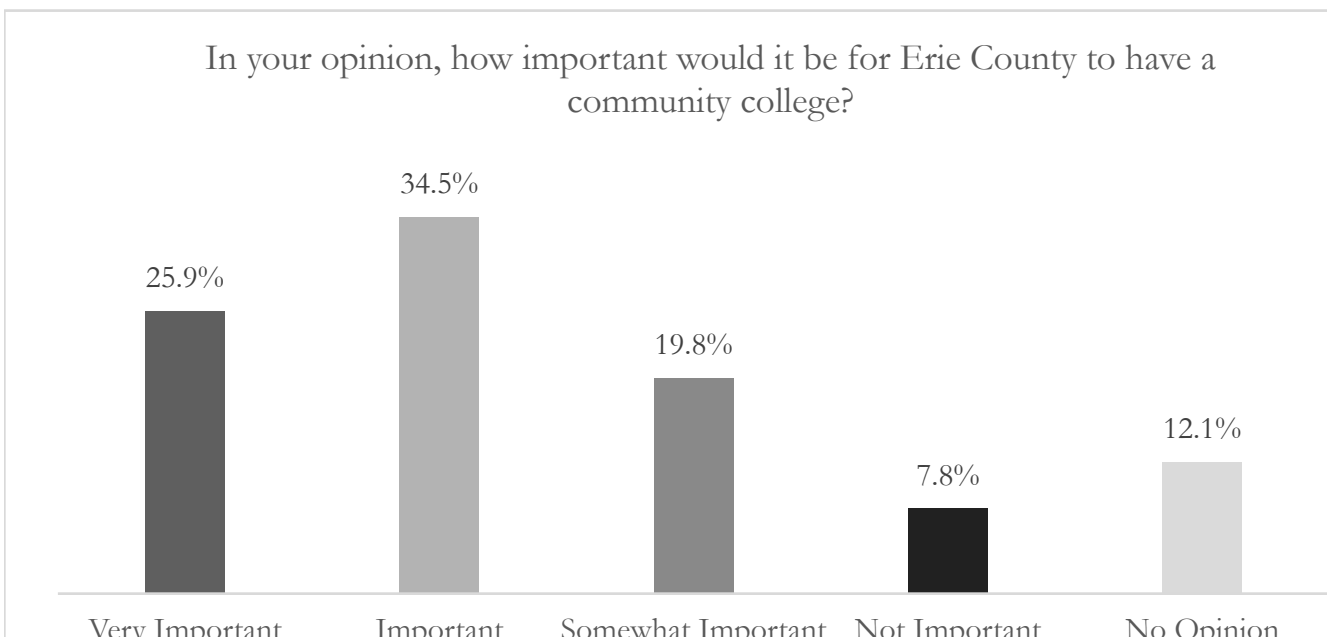
so people have more options for college

im not in college yet

there are colleges that people go to around here already so i feel like that money could go to high school

I feel this way because not a lot of people can afford collage which is the main reason why a lot of people c

So everyone can have access to an education at any point in their life



Empower Erie Student Survey

If there were a community college in Erie County, would you consider it an option for your job training and/or education?

Answer Options	Response Percent	Response Count
Yes, definitely	15.9%	92
Yes, probably	24.5%	142
Unsure	29.8%	173
Probably not	18.4%	107
Definitely not	11.4%	66
Why do you feel this way? (please be specific)		347
	<i>answered question</i>	580
	<i>skipped question</i>	21

Why do you feel this way? (please be specific)

It wouldn't be as much as a cost for it as it would be for a normal college.

A community college is more affordable usually and would allow me to stay even closer to home.

A community college, in my opinion, an insufficient schooling for a successful career.

Again, I think it would just help young adults to know how to do the job they want to do and figure out exactly what they
Again, it would cost less than what gannon or other private school would.

Although still unsure of what I want to major in, I feel the majority of my interested majors would not be offered. For

As a student who has taken college courses at a college id prefer more than community college and i dont plan on staying in
as long as the collage did have what I was going to study for, it seems very affordable and would be easy for me to get use to

Because although it would be cheaper and more accessible to most people I live further away from Erie.

Because as stated above I don't wanna move away from home for specific reasons and this would allow me to get my

Because every opportunity is very valuable

Because I am planning on going to a different college

Because i can be closer to my family.

Because I can be in a more comfortable place of education, and still get a education to my needs without the huge amount of

because i can not afford a collage

because I do a lot of stuff

Because i do not want to go to college in Erie

Because I don't need to learn anything about my job because I already know how to do it

because i dont know what i want a career as

because i dont wanna be in pa

Because I feel that a community college can only give you so much and I am not sure where I want to go

Because i have a free ride to Gannon.

Because I have already decided which college I wish to go to

Because I have to motivation to leave and I want to keep that as my goal, because I want to experience new things in different

because i want to pay football in college

Because i want to study pharmacy in Florida.

Because I wish to attend an experienced engineering college to help me further my engineering career later on in life.
because i wouldn't want to attend Erie college because i feel like if i go out of our county i would get better teaching and other
Because I'm already really interested in a couple colleges in PA.
Because I'm going to be the greatest dictator.
because i'm unsure how to feel about this situation
Because im not quite sure yet.
because it could help me with life
because it will help you prepare for you future ahead. and can a more gaps around the field your interested in
because it wold be closer to where im at
Because it would be cheap.
Because it would be closer to home and more affordable.
because it would be closer to were i live
because it would be nice to have it in Erie so you dont have to go so far
because it would probably be more affordable
because its helping me with a job
Because maybe a community college would help me better then going to a regular college and maybe a community college will
because no matter what your gonna need the job experiences and the education so might as well take it.
Because of the major i want, i prefer to go to a state college
because some people don't have the money for areal college so a community college would be more affordable
because that should help me in getting more experience in my major
Because there are a lot of other colleges.
Because thinking about the future is scary so I usually don't.
Because this isn't a place where i would want to do no type of college opportunity here .
Because when i finish High School my plan is to leave Erie
because you get to learn a lot of new things you never knew
Better off somewhere else.
cause i don't wanna
College costs are a big concern for me, and I would like to have other options for a chance to help me make a good decision.
College is a scary thought for me and so is leaving home so this might make both of those things a little easier. Also, I plan to
college is college and it will give you the requirements for the job you want.
Community College is for bums
Community colleges are notorious for lack of quality.
cost and closer to home
Cost less
Costs would be better, much less expensive.
Definitely because I am looking at a few community college in Erie.
Depending on how good the teaching and programs are.
depending what they offer and if they have the major i wish to study i would attend or not
depends on cost and if it supported what I wanted to learn
Depends on what they offer
Depends, if the community college has what I'm looking for and it's relatively cheaper. I think I might consider it an option.
dint know if I'm going to college
doesnt interest me
Don't want to go to community college
For me personal, I would choose a community college as a last resort of higher education because of my free ride to college
Higher education would be required.
I agrere
I already decided to go to college outside of the Erie area.

I already have certain colleges in mind, so I'm not sure if my opinion could be swayed.

I already have my heart set on a particular school.

I already have plans for where I want to go to college, and a community college in Erie County is not a part of those plans.

I am a highly intelligent individual whom plans on going above and beyond with my career goals, and because of this I need to

I am already planning to go to PMI in Meadville.

I am already set on going to Gannon, I have not sent in an application yet but they are the only school in the area that offers

I am considering other options.

I am enlisted in the Coast Guard, I do not plan to stay in Erie. When I do attend college it will most likely not be in Erie.

i am enrolled for engineering and a community college will likely not have as good of a engineering program as Penn state

I am going into the military and am not too concerned about finding a job because of this. If i were not going into the service

I am interested in a bigger college a little farther away from home.

I am joining the military

I am more interested in a larger college and do not plan on attending a community college.

I am not attending a school in Erie County.

I am not going to a community college, and especially one that is just starting.

I am planning on getting a four year degree in a STEM field.

I am unsure if I would want to attend the school in Erie county because I am still undecided on a school that really catches my

I am unsure what I want to do after high school

I am unsure what I want to do in the future.

I can do better then community college

I could afford it

I could use all the help I could get.

i do because i love to learn more and im ready to be by family too

I do not believe that a community college is for me

i do not want to attend college here at all what so ever and i understand that is is cheaper but i want the campus feel like at

i do not want to go to a college in erie

I do not want to go to college somewhere that is immensely close to where I live, so I would not want to attend college in Erie.

I do not want to stay in Erie in any way possible.

I do not want to stay in PA.

I don't feel that a 2 yr degree could get me the job or qualifications that I desire.

I don't feel like the college would have the classes I'm looking for

I don't have the time for job training as a three sport athlete, and i plan on going out of state for education after high school.

i don't have to leave this place behind

I don't know

I don't know how to react to this.

I don't know if i would attend a community college.

I don't know if I would want to go to a community college. I have a feeling it would not be able to specifically supply what I

I don't know if they would have what I want to do / study.

I don't know where i want to attend college yet

I don't plan on going to any school after this.

I don't support an Erie County college. You can do whatever you want.

I don't think ill be in the state.

I don't think that there would be good enough education and it would be too cheap. But I also would like to stay close to

I don't wanna go around here.

I don't want to go to a community college

I don't want to pay a lot for college.

i dont know

I dont know where im going to go

i dont really know what i would like to do after high school.

I feel it'd be an excellent stepping stone to accomplish my future goals.

I feel like I probably wouldn't because Erie County is not the place for me.

i feel like i would already know what to do , how to do it and still learn new things at the same time . learning 2 things at once

i feel that way because if the job training i am doing there, and i like it then i'll do a 4 year college and go for that type of job

I feel this way because I already have two options that I am thinking about going to.

I feel this way because I don't want to attend a community college and I'd rather attend a large university.

I feel this way because I feel as if it'd be easier and more affordable for me.

I feel this way because I have lived in Erie county and many of the residents who live there are not well behaved and are

I feel this way because i plan on moving out of state with other family when i graduate.

I feel this way because I want to be a doctor of pharmacy to become a pharmacist, and I would not be able to receive the

I feel this way because it seems like a good option to get an affordable education.

I feel this way because it would create so much more opportunity for me in my city.

I feel this way because it's closer to my friends and family.

I feel this way because its the whole purpose of why i want to go to erie community college.

I feel this way because of the reason not having to move far away and being able to live where I know because its where i grew

I feel worried that I might not be able to transfer credits very easily for either program that I would like to do. I also feel

I have a different college in mind to attend

I have a school in mind already.

I have an established plan.

I have been accepted to the college I wanted to go to.

I have money saved for college and plan on going out of state. If i wasn't able to afford college, however, i would attend a

I have multiple colleges in mind that I would really like to attend but if by some chance that I can't attend any of those colleges,

I have my heart set elsewhere and if Erie does have a community college; I may already have been accepted and enrolled

I have my heart set on Edinboro and most, if not all, community colleges don't offer the LECOM 3+4 program for medical

I have my heart set on where i want to go, and if I do not get in, I have back ups.

I have no desire to live in or around Erie County after my graduation; I am not staying in this state or the country either.

I have no interest in staying in Erie county

I have other colleges in mind that I plan on attending but I think it should still be an option for everyone.

I have the collage I want to attend in mind.

I have zero clue what specific field I'm going into

I just don't feel like there should be no Community college, just extra money being wasted once again

I just don't think that fits my future plans.

I kind of have my heart set on wanting to go to Kentucky university, and i have some back ups in case I do not make it in

I like my college and my major can't exactly be just two years of classes.

I like the Idea of staying close to home, and should my plans for higher education fall out, it would be beneficial to have a low

i live in the erie county and if sports were to not work out for me and if i don't get a scholarship then i would recommend

i might take classes when I'm old

I only feel this way if they had a study that was what i wanted to do. But my opinion does not matter because i'll be out of

I personally want a major 4 year college and to get my bachelors degree in education.

I plan attending a four year institute that provides men's volleyball and a pre-medical major. Community colleges tend to not

I plan on going to a four year university.

I plan on joining the military either way.

I plan on leaving Pennsylvania to go to college but i know that there are lots of people that would attend said college if it were

I plan to attend a nationally ranked university and then advance to medical school.

I plan to go into the military and do not need this community college, as cost will be no issue for me.

I plan to go to a career and technical school for my trade of work.

I prefer not to be a community college graduate

I prefer to go to an actual college to make a better living
I rather go to a college out of state for my job.
I somewhat don't want to stay in Erie so I personally wouldn't attend a community college. Also, I already know what college I
I think I want to go to a college out of town
I think i will have more opportunities in life.
I think it would be because I want to be successful with my life so I would take it if I had a opportunity.
i wanna go to a university
I want a better quality education.
I want a fully 4 years and at a college that is well known for the topic of study i want
I want go go to college out of the state
I want to expand my horizons.
I want to get out and see things
i want to get out of Erie.
I want to get out of this state.
I want to go out of PA
I want to go out of town and attend a university
I want to go to a big college with a D1 track team
I want to go to a community college and get the feel for my subject and be more comfortable with it in college.
I want to go to an affordable place that is very close to home.
I want to go to PennState
I want to pick the best college for me so if it's not the best college then i will not be attending that college.
I want to study something that not all colleges have.
I want to take a four year degree.
i will already have college training
I wish to attend Penn State Behrend instead.
i would be able to afford it
I would be unsure because of the academics/ services provided at the college
I would because if its cost effective I would.
I would because it's more convenient than having to quit my job and leave everything to go to a different city/state to go back
I would consider an option but it would not be my choice just because I don't want to stay in Erie.
I would consider going because everyone would have a great oppurtunity for people to have a better chance of being out in the
i would consider it as an option if i didn't have the money for college.
i would consider the college but I'm more set on Edinboro
I would consider this an option because it is less stressful on me making a decision knowing that it won't be nearly as expensive
I would go to a bigger and better college.
I would have to do further research about the community college to see what it has to offer.
I would like to either further my education somewhere else, besides Erie, and I think that community college would not open
I would like to go away from Corry to experince more of the real world, because there is so much more to the world outside of
I would like to leave this area and explore other environments.
I would like to travel and go further. Staying in Erie would limit that.
I would love to help around this college and maybe even have my children attend.
I would need to see what types of classes they have in it so if it did have a course that i would want then i might get into it.
I would not be able to get a good Engineering degree if any.
I would not consider it an option for my job training and/or education because I will not be living in Erie County after I
I would not like to attend schooling in Erie, but other people might consider it!
I would not want to attend a community college because I would rather attend a more prestigious school.
I would prefer to go to a college to participate in university sports, so any community college is out of the question.
I would probably feel this way because than i could tay close to home but also get my career squared away.

I would probably prefer to go to a bigger school to get my degree as I am going into a field where experience is very important.

I would probably use the community college as a last resource because I already have a college in mind

I would rather go to a better college with higher education.

I would rather go to a real college and get a better education in my field of work.

I would want more experience after high school.

I would worry that I would not receive the education I need.

I wouldn't attend personally just because I have plans with other colleges. However, I feel like it would be a great idea. It would

I wouldnt go there because im a Athlete with college offers

I'll be able to afford it, maybe

I'm already going to another university

I'm already pretty set on attending a university instead of a community college.

I'm going somewhere far away from Erie

I'm going to go to college in my country

I'm most likely not attending school after high school.

I'm not sure if I'd like it or not.

I'm the type of person that needs a significant amount of help in order to do well, because it's hard for me to understand

Id rather go to a higher college with better educators.

idk, because who knows if im going to college

If Erie County had a community college then all of the people that move away to do school would be able to see their parents

If Erie County had a community college then all of the people that move away to do school would be able to see their parents

if i could not financially attend the college i want i would consider the community college because i still want to further my

If their was a community college in Erie County then I might consider going to it just to get an idea of what college would be

If their was a community college in Erie County then yes I might go to it. Because going to it would give me an idea of what

If they had my field i want to study then maybe.

If they have what i'm looking for.

If you have the option to go to college to become stronger in your field of work, you could be extremely benefitted. It would

im going to MNE and its sorta expensive but not as expensive to go to mercyhurst main or gannon and those are the two min

Im not going to college

Im not sure where I want to go to college or uni yet.

Im too intelligent for that, money is not that much of an issue for me, and I will wrestle at the division one level.

Im unsure of this because I plan on moving out of state. It could be a possibility though if I would like to move back and

It all depend on the majors it has.

It creates more options depending on what they have available for classes. Also housing would not be a problem because it

It depends on my situation by senior year.

it depends on the review about the college

It depends on what it teaches.

It depends what they offered and any scholarship opportunities

It does not matter because i will be out of college by the time it is built. but if it was in place now i would definitely consider

It is a good close to home resource that i could fall back onto if other plans do not follow through. If i happen to not have

It is cheap and will provide me with experience and the correct knowledge for a job of my choosing.

It is close to where I live, so I could be home with my family more.

It is closer to home and what I know and I'm more comfortable with.

it just wouldnt be for me

it would be a great option for the community around Erie.

it would be cheaper and closer to home

It would be close to home and affordable.

It would be close to home so I would not have to stay on campus and it would probably be around my price range.

It would be closer to home.

it would be easier

It would be more affordable and easier to get there.

It would be more affordable, and closer to home.

It would cost less than attending a private school and allow me to obtain good education that will help me get a job in the

It would depend on what the college had to offer.

It would depend on what the college offers and I would have to compare it to other colleges in the area.

It would depend on what they offered and if I found that it was a good fit for me.

it would give good skills to students

it would help me reach my goals

It would help me if I needed to attend school again for any other needs, like if I wanted to go for another major.

It would probably be cheaper and still decently effective

It would save me and my family a ton of money.

It wouldn't offer the education I need.

It's closer to home

It's not what I am interested in

It's close to home, hopefully affordable, education and job percentage rating out of college hopefully are good and average pay

Maybe if it had what I was looking for.

maybe it is just because that is the way things around my age are looked at. I think that young people look at a community military is my route

More choices to see what school is right for me.

more options

My family isn't the most wealthy and I don't feel like paying off student loans until I am in my late 50's or up, so it would be

My GPA is not impressive, to say the least.

My grades haven't always been the strongest and I would like the chance to prove that I can do well in a four year university.

My mother went to a community college and it saved her quite a bit of money, you are still getting the same amount of

Not interested in a community college, but it is something that may consider if the timing was right.

Not really sure

not sure

Not sure.

Opportunity is an important part of college decision process.

Other colleges don't really suit me.

Pennsylvania schools are way too expensive compared to other states and I wouldn't want to stay here anyway, way too cold and

Personally, as I stated above in the previous question, am one of those students that does not thrive in a school setting so I was

Probably since it is cheaper than college

Probably yes because if I can't afford another college or get accepted I would because I would love to further my career in my

Rather go to an actual tech school.

same as above

so I can go from school to work or from work to school

So I can stay around my family and not have to worry about expenses living at the college

So I could get home easier

so people know exactly what they are doing and they have the experiences they need to do their job or work they have to be

So that I am closer to home

That way I can be closer to home and if they offer what I need.

the college would be too new by the time I'm out of high school. I wouldn't trust it enough yet.

The college would most likely not have the programs other colleges do.

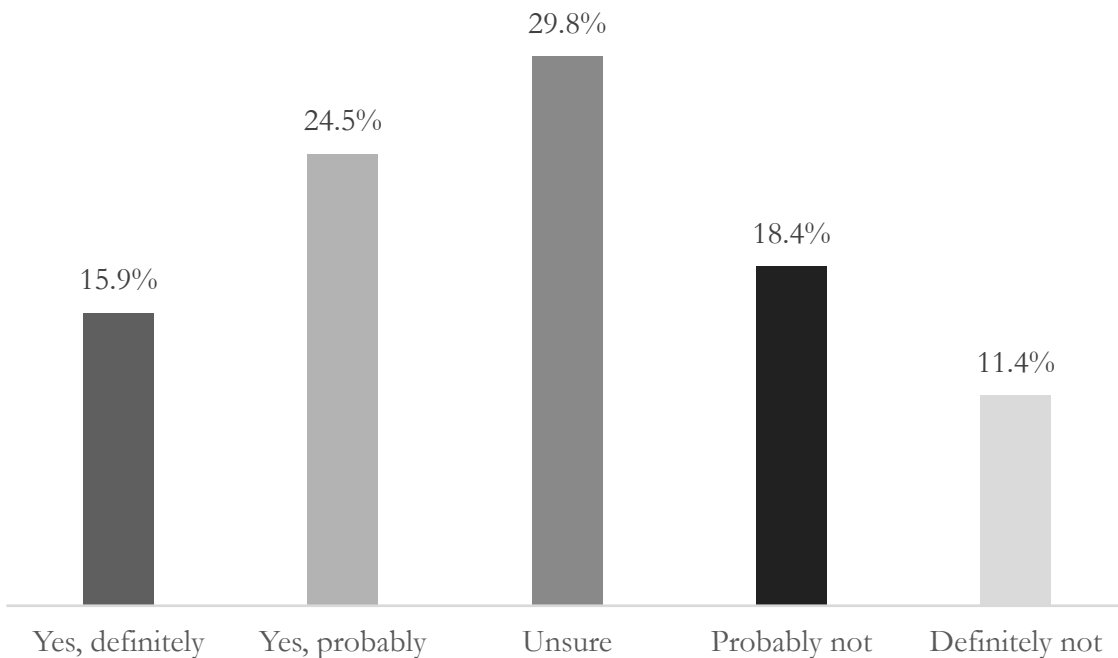
The degrees offered would be worthless.

The field I'm going into requires 6+ years of college.

the more knowledge the better

The reason I feel this way is because it is closer to home and affordable.
 There are other schools that I am interested in.
 there are so many different collages with different experiences.
 There is a specific building for paramedic training.
 there wont be a future this place would fall apart
 there's no point
 they don't offer good programs for my major
 They won't have a good music program
 to get a head start in life for cheap
 To get somewhere in life.
 To make sure I am making the right discussion for my future. Plus my grades haven't always been that great in high school so
 Too close to home
 want to move out of erie
 We would learn everything we need to know. That way we wouldn't have to leave our comfort zone in order to do what we
 When I graduate from high school I will go to a real college.
 Would not want to travel very far away
 yes
 yes because so of the other people will need it and it helps in prove what they and you now when training and learning
 Yes because what i what to do requires me to have a some type a degree
 Yes, Because it would help me get the career i want.
 Yes, depending on what they are providing. I would because it would help me out and be much more cheaper.

If there were a community college in Erie County, would you consider it an option for your job training and/or education?



Empower Erie
Erie County Student Online Survey
Key Findings
April 2017

Parker Philips

assess. analyze. assert!

Purpose

Assess	Opinions/attitudes of current high school students at three area school districts (Corry School District, Erie School District, and Iroquois School District) regarding the need for a community college
Explore	Perceptions of a community college and future plans of students after graduation
Fulfill	PA Department of Education requirements

Student Survey Methodology & Reporting

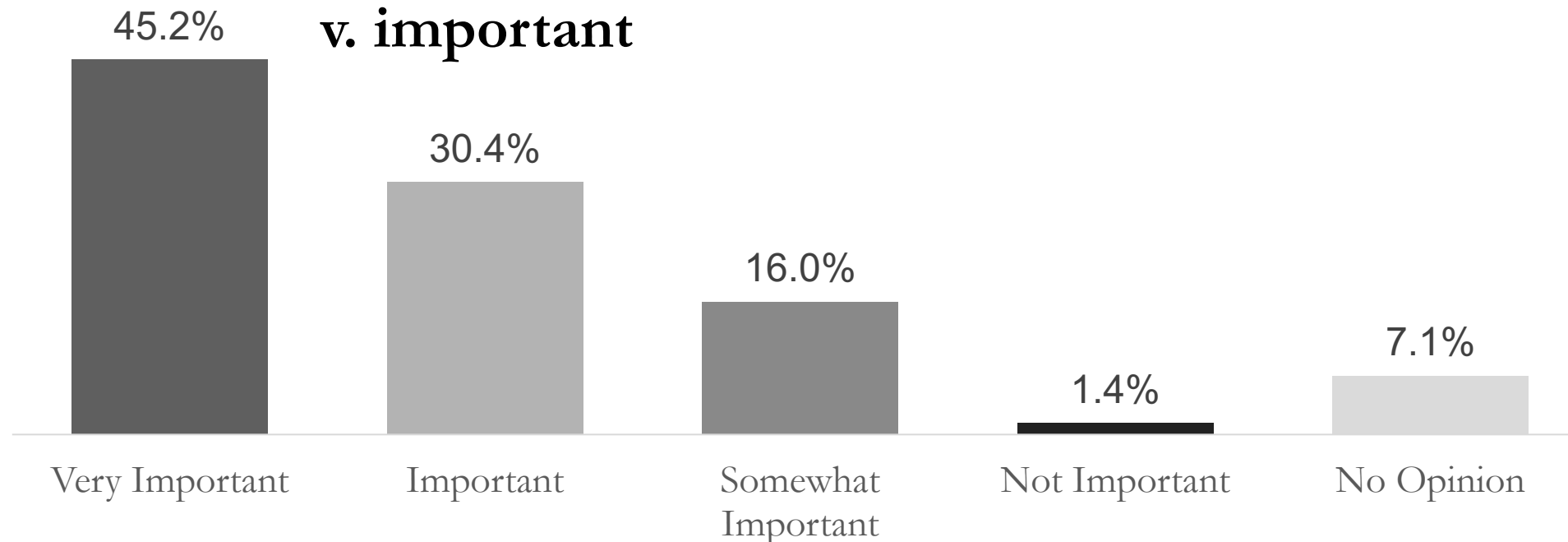
- 7-minute online survey of students ages 15 and older, attending high school in Erie County, PA
- 601 responses were received from students at three school districts – Corry School District, Erie School District, and Iroquois School District
- Results for select survey questions are presented here and the full results are detailed in a separate report.

Findings

A strong majority (74%) value more affordable access to higher education

In your opinion, how important is it that Erie County residents have more affordable access to higher education opportunities?

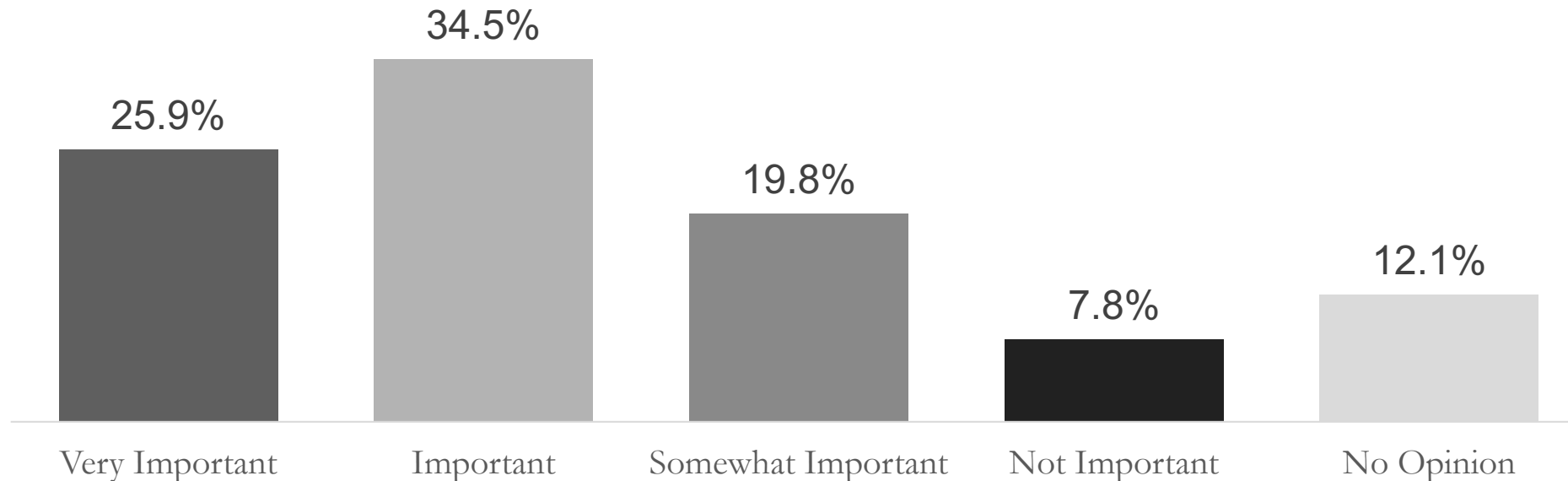
**74.4% important/
v. important**



Half of students surveyed (60%) think it's important for Erie to have a community college

60.4% important/v. important

In your opinion, how important would it be for Erie County to have a community college?



Being an affordable gateway drives support

Abundance + struggling schools drive opposition

Top reasons for belief about a community college in Erie County:

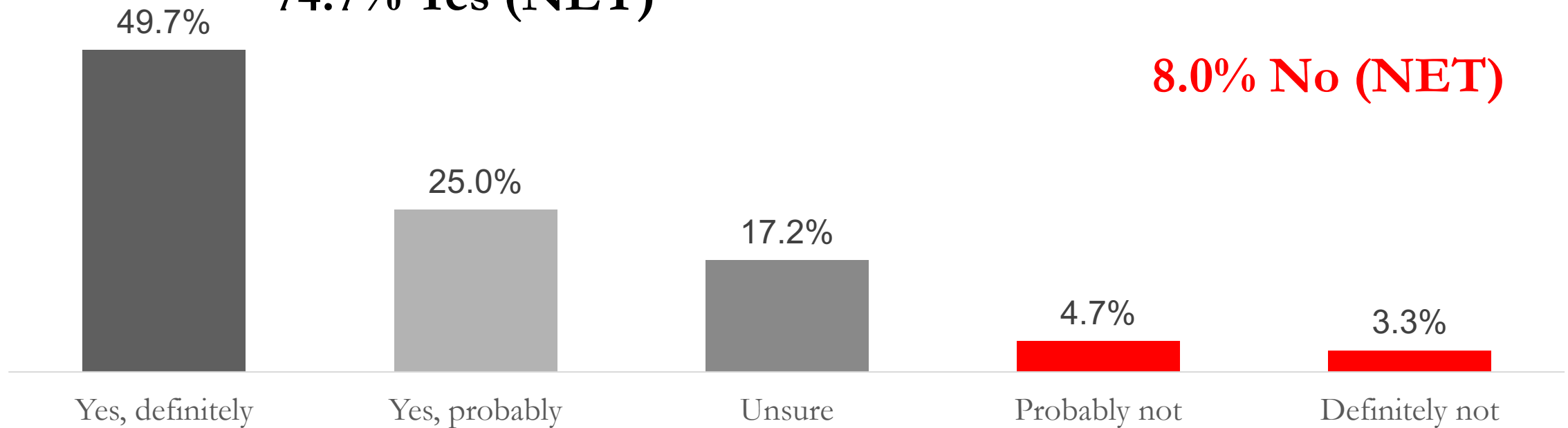
Those who think it's important/very important (n=350)		Those who think it's somewhat or not important (n=160)	
Closer to home	11%	Have enough trade schools/colleges in area	12%
Affordable/less expensive	26%	Waste of taxpayers' money/ cost taxpayers more	6%
Opportunities for higher education	10%	Area public schools are struggling/education is poor	7%
Provide opportunities for lower income residents/benefits people who don't have enough money	34%	Unsure/need more information	3%

Overall, 3 out of 4 students surveyed are planning on attending college after graduation

Are you planning on attending college after graduation?

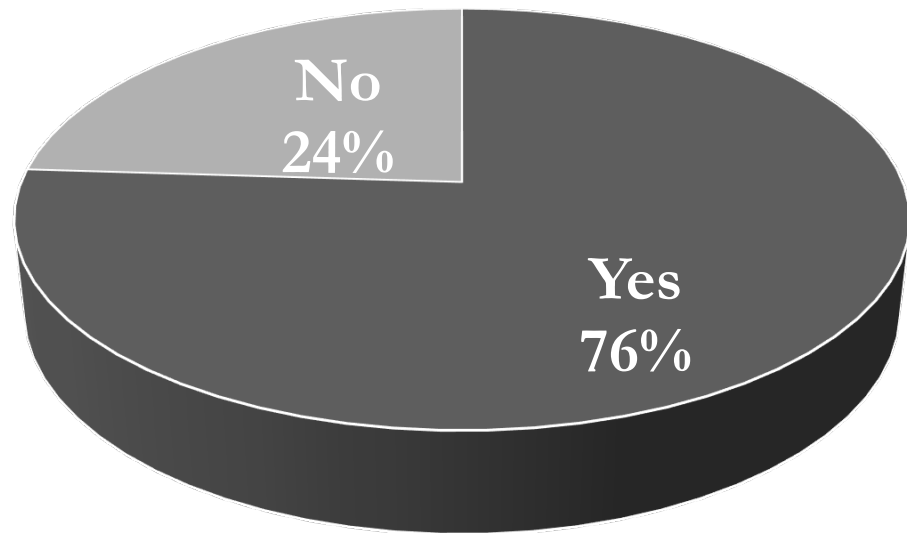
74.7% Yes (NET)

8.0% No (NET)

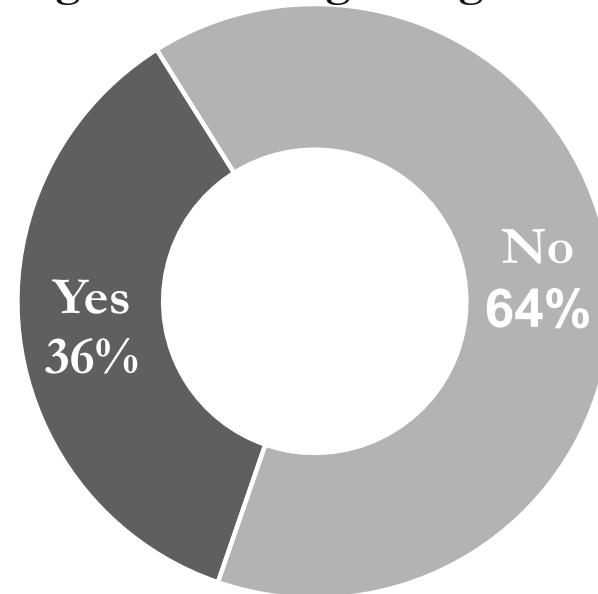


Of those going to college, 3 out of 4 students are planning on attending college in PA

Are you planning on attending college in Pennsylvania?



Of the 76% attending college in Pennsylvania, 36% are planning on attending college in Erie County.



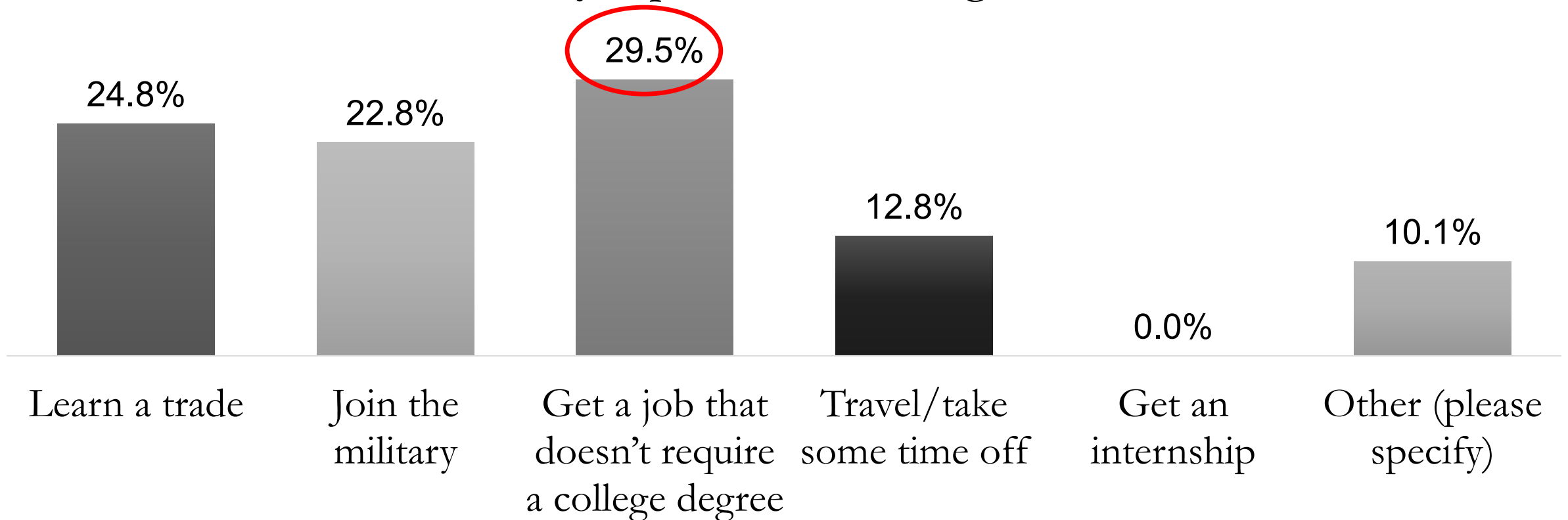
Of those going to college, 78% are concerned with the cost of a college education

College majors mentioned

Welding Game Design **Medicine** Architecture **Law** Math
Biology Health Care **Undecided** Veterinary
Nursing Physical Therapy
Engineering Graphic Design
Business Unsure **Science** Music
Psychology Chemistry **Criminal Justice**
Animation **Education** Vet Tech **Medical Sports**

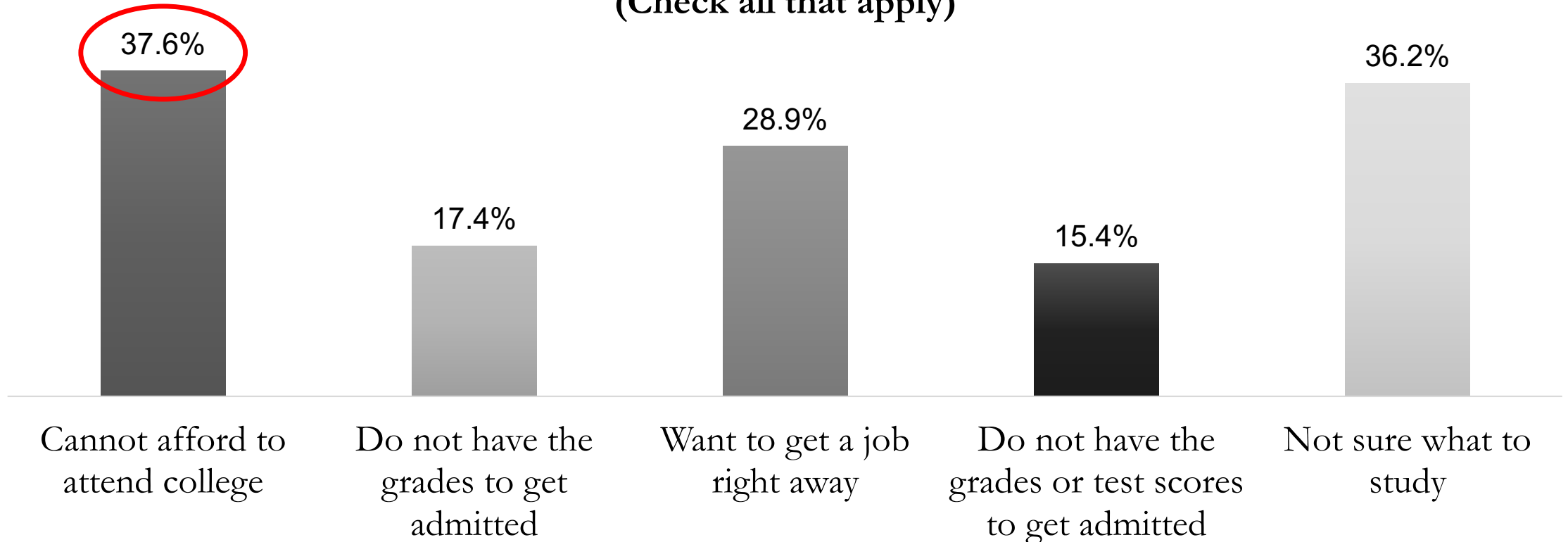
One-quarter of students (25.2%) of students are unsure of what they will do after high school or plan on pursuing another path

What do you plan to do after high school?



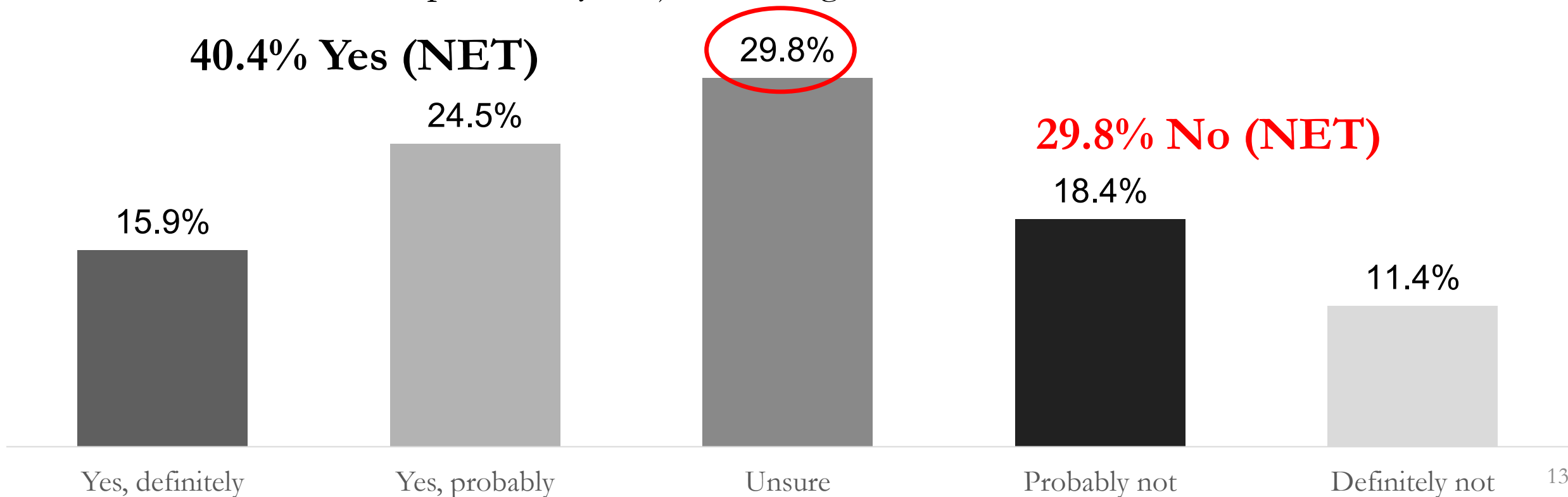
Affordability, not sure what to study, and wanting to get a job right away are the top three reasons why students are not considering going to college

Why are you not considering going to college after high school?
(Check all that apply)



Overall, 30% are unsure if they would consider a community college for their education

If there were a community college in Erie County, would you consider it an option for your job training and/or education?



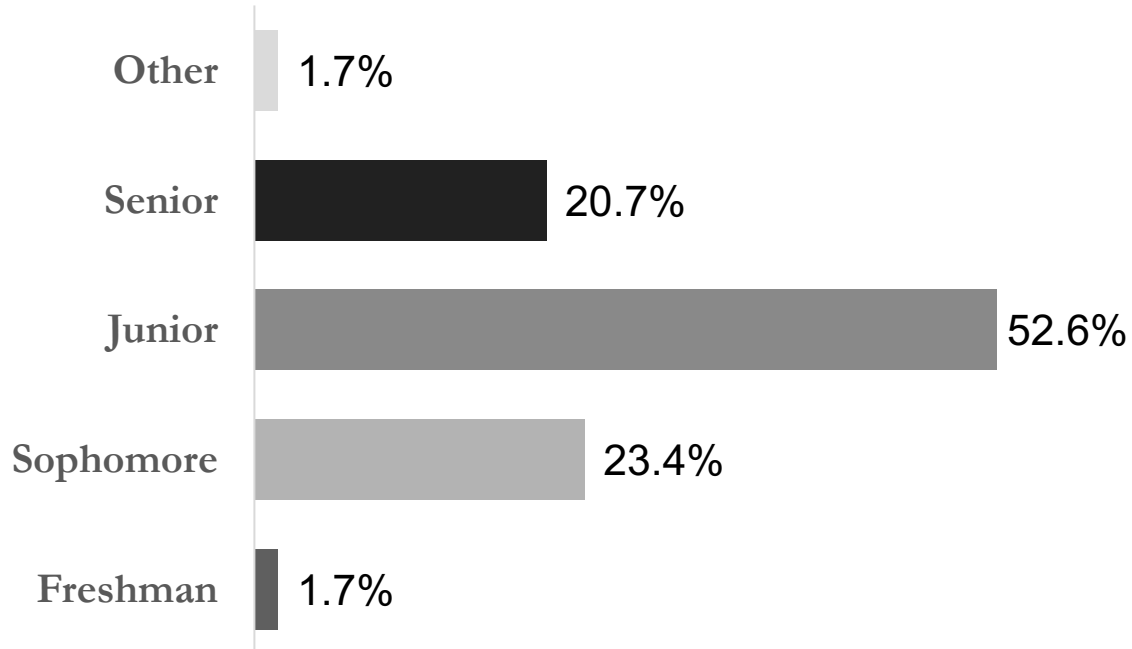
Takeaways

- Sixty percent of students surveyed believe it is important for Erie to have a community college
- Top reasons for support: providing opportunity for lower income residents in Erie County and affordability
- Top reasons to oppose: abundance of colleges in the area and struggling public schools
- Seventeen percent of students are unsure if they are attending college after graduation.
- Forty percent of respondents stated that they would consider a community college for their education.
- Thirty percent of students surveys are unsure if they would consider a community college for their education.

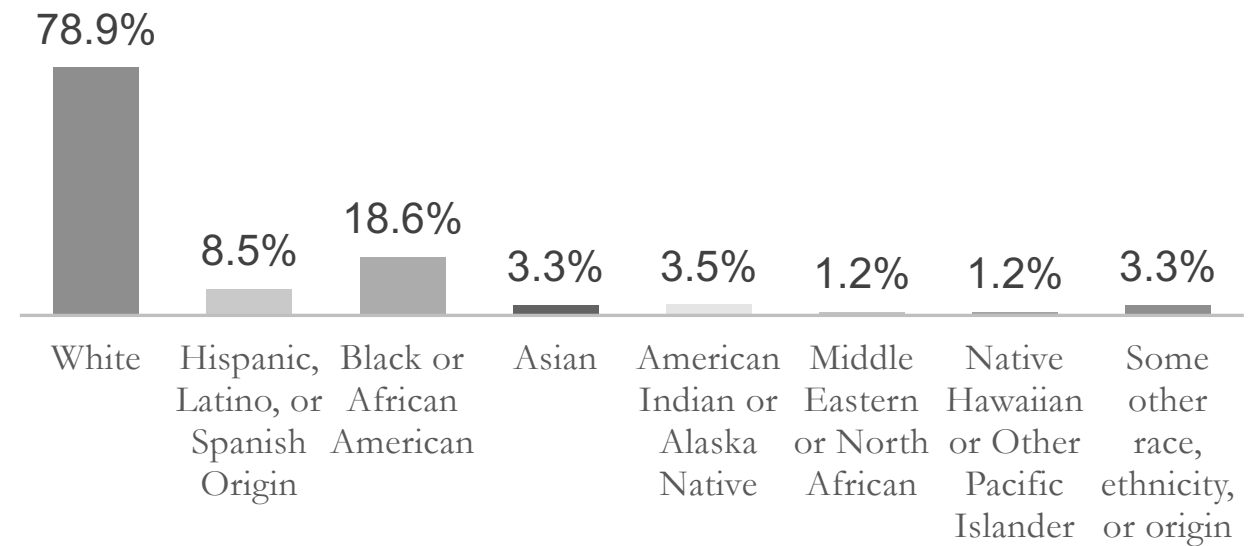
Demographics

Students: education and ethnicity

What is your current grade level?

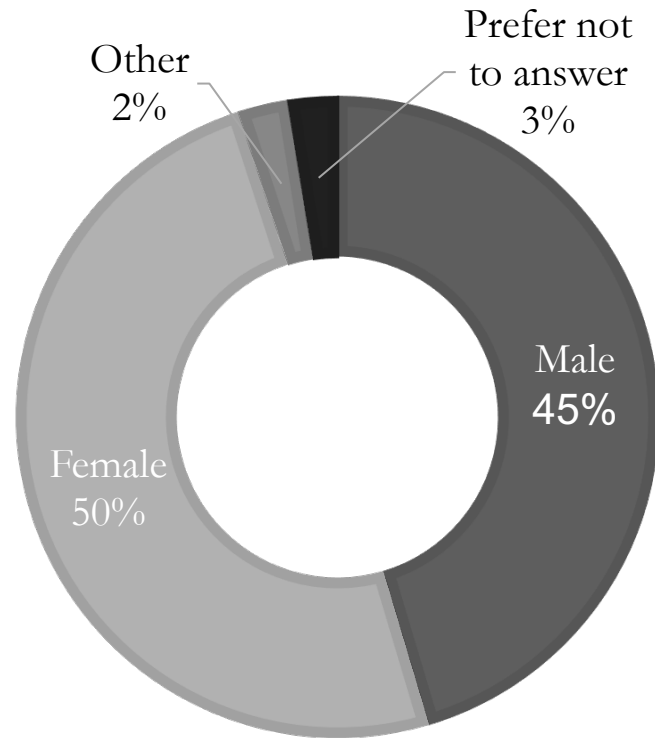


Which categories best describe you?

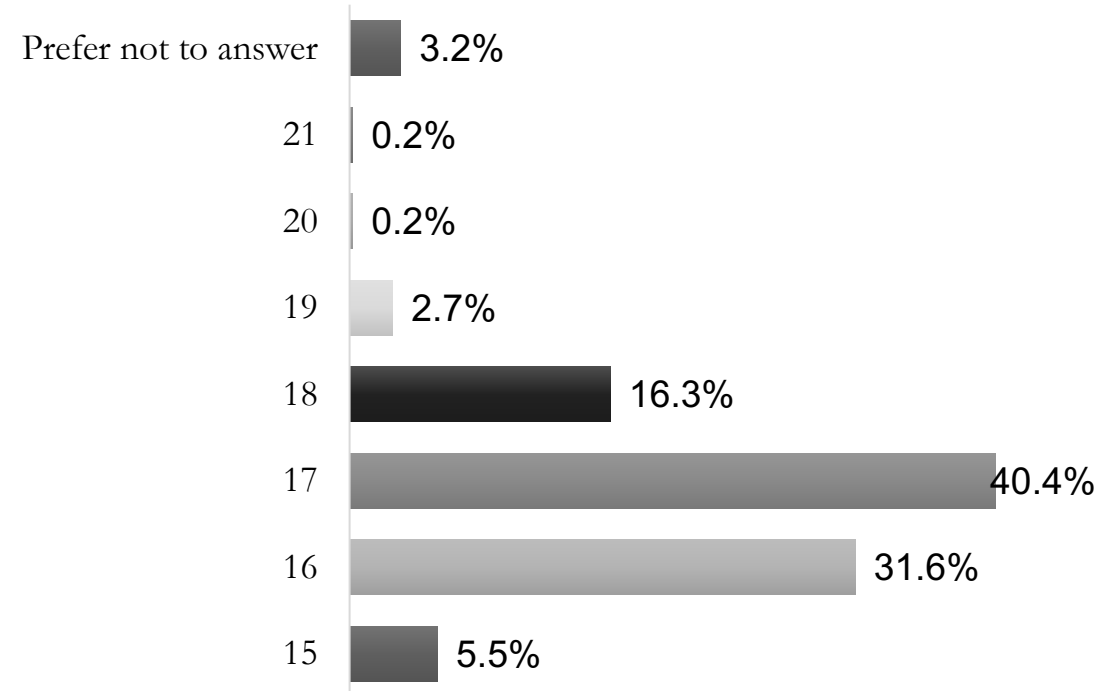


Students: gender and age

What gender do you identify with most closely?



How old are you?



Questions & Answers

Parker Philips

assess. analyze. assert!

APPENDIX E

Empower Erie Community Stakeholders Interview Guide

As you may be aware, Empower Erie is working to develop a community college in Erie County. Parker Philips was retained to complete a feasibility study to determine the need for a community college in Erie County. The study includes reviews of demographic data, primary survey research with the public, potential students, business leaders, and community leaders. The goal of our conversation today, is to get your opinion about the development of a community college and to better understand your opinions about how it might fit into the County.

Your responses will be reported in aggregate unless you give us express permission to share them verbatim with the Empower Erie board. If there is a question that you do not feel comfortable answering or is outside your area of expertise, please let us know and we will move on to the next question. Before we begin, do you have any questions about the project or the purpose of our interview today? Again, we are tasked with learning about you and your assessment of Erie County's economic and educational landscape and outlook, specifically as it relates to the proposed establishment of a Community College.

LET'S BEGIN BY LEARNING A LITTLE BIT ABOUT YOU AND YOUR THOUGHTS ABOUT ERIE COUNTY

1. Could you please tell me a bit about yourself and your role in the community?
2. In terms of quality of life, what are Erie County's strengths and weaknesses?
3. In general, what is your view of future growth and development of Erie County?

LET'S SHIFT GEARS AND TALK A LITTLE ABOUT THE EDUCATION AND WORKFORCE CLIMATE IN ERIE COUNTY

4. What are Erie County's top economic and workforce development challenges?
5. How do you view the County's K-12 system changing over the next 3-5 years? (challenges? improvements? expansion? contraction?)
6. In your opinion, is Erie County's post-secondary education system adequately serving the needs of the community? ① Yes ② No Why do you feel this way?
7. What are the top challenges facing Erie County's post-secondary education system over the next 3-5 years?
8. What is your assessment of Erie County's employment climate? (opportunity? workforce?)
9. Do you anticipate Erie County having a large enough pool of qualified employee candidates from which businesses can draw employees in the next 18 months? In the next 3 years? In the next 5 years?

10. What would you say are the top occupational areas in which the region is facing the employment shortages?

NOW WE'RE GOING TO SHIFT GEARS AND ASK ABOUT THE PROPOSED COMMUNITY COLLEGE

11. How important would it be for Erie County to have a community college?

- ④ Very Important
- ③ Important
- ② Somewhat Important
- ① Not Important
- ⑨ No Opinion

11a. Why do you feel this way? (Strengths, Weaknesses, Opportunities, Threats)

12. What should be the most important elements of the mission of a community college in Erie County?

13. We would like to ask you about specific types of degree programs that could be offered at a community college in Erie County and their importance. If we don't mention a program you think would be beneficial, please let us know.

	Very Important	Important	Somewhat Important	Not Important At All	No Opinion
a. Career Associate Degrees (2 years) for students who only want two year degrees and don't want to pursue a 4-year degree	④	③	②	①	⑨
b. Transfer Associate Degree (2 years) for students that want to transfer to a 4- year school to complete their education	④	③	②	①	⑨
c. Certificate Program with a clearly defined job goal at the end	④	③	②	①	⑨
d. Short-term Career Diploma for 6 to 8 week programs to gain technical skills and training for jobs	④	③	②	①	⑨
e. Continuing Education or specific job skill training	④	③	②	①	⑨

14. How important do you think it would be for a community college in Erie to offer the following types of programs?

	Very Important	Important	Somewhat Important	Not Important At All	No Opinion
a. General Education/ Humanities with a focus on literature, languages, philosophy, history, mathematics, and science	④	③	②	①	⑨
b. Occupational/Technical Education to prepare students in the trades or a specific occupation	④	③	②	①	⑨
c. Continuing Education and Professional Development for college or non-college credit	④	③	②	①	⑨
d. Developmental Education to help students of all ages get the social and educational skills necessary to be successful in college.	④	③	②	①	⑨
e. High school students enrolling in college courses for credit	④	③	②	①	⑨
f. Internships to get on the job work experience	④	③	②	①	⑨

15. From your perspective, what level of benefit do you believe the following groups would receive from a community college in Erie County? (High, Medium, Low, None, Don't Know)

	High	Medium	Low	None	Don't Know
a. High School Student (dual enrollment and/or better career planning opportunities)	④	③	②	①	⑨
b. Recent high school graduates (2014, 2015 and 2016)	④	③	②	①	⑨
c. Out-of-school youth aged 17-24 who have not earned a high school diploma	④	③	②	①	⑨
d. Adults in need of basic skills training	④	③	②	①	⑨
e. Adults with a high school diploma or displaced workers seeking additional training	④	③	②	①	⑨
f. Retirees (55 years and older)	④	③	②	①	⑨

16. What level of emphasis do you believe a regional community college should place on the following teaching methods? I am going to read a list of 6 teaching methods that the community college could use to educate its students, then I will ask you to rank them with 1 being your preferred option and 6 being your least preferred option.

Rank: _____ Workplace (on-the-job) training

Rank: _____ Web-based E-learning and computer-aided instruction on the internet

Rank: _____ Distance learning

Rank: _____ Traditional Classroom Instruction

Rank: _____ Self-paced learning or tutoring on a computer

Rank: _____ Blended approach (online and in-person)

17. What features related to instruction and learning would be most important to potential community college student success?

18. What three features related to student services would be most important to potential community college success? (e.g., dorms, library, gym, other services)

19. Would you consider a community college an attractive option for pursuing your post-secondary education or training? Why do you feel this way?

20. Would you consider a community college an attractive option for your employees to get training or post-secondary education? Why do you feel this way?

21. Is there anything else that we haven't discussed today that you feel is important for us to understand about the proposed Community College in Erie County?

Thanks for your input into the feasibility process. We appreciate your time. Your responses will be integrated into the final report.