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Erie County Community College

A Proposal for the Establishment of a Public Community College in Erie County, Pennsylvania

Submitted to:

The State Board of Education
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Harrisburg, PA 17126-0333

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Introduction

This application meets the requirements of the State Board of Education and Pennsylvania Department of Education for a stand-alone community college proposed for Erie County. The Erie County Community College, if approved, would meet the needs of the region's residents for years to come — whether they attend the college and go on to further their education, or learn key skills to help them launch or restart their careers.

A community college could serve as a catalyst for economic growth by offering a path to a more promising future for thousands of local people from high school students earning college credits to older citizens gaining new, marketable skills.

Empower Erie, a nonprofit organization, was established with the specific mission to do the research, outreach and consensus-building required to open a viable community college in Erie. Funding to study the feasibility and viability of a community college includes $300,000 provided collectively from the Erie Community Foundation, the Erie County Gaming Revenue Authority and the Susan Hirt Hagen Fund for Transformational Philanthropy. In addition, Erie County Council committed $60,000 to study the feasibility of the community college. Upon approval of the community college plan, it is projected that no additional tax revenue will be required to fund the college. The Erie Community Foundation has promised $3.7 million would be available for start-up and operational costs. In addition, further funding is anticipated through an estimated $2.95 million in existing gaming revenue funds, as well as nearly $1 million more in gaming revenue funds expected to be available in 2021. With the funding from these revenue streams, Erie County projects that the Community College can operate without the need for any real estate tax revenue to fund it.

An application and call to action

This community college report serves as a formal application for a community college, as well as a vital call-to-action for more accessible and affordable post-secondary education as a means to lift an entire community that has faced significant socio-economic challenges. A community college will provide the skills and training that people need to qualify for high skill jobs that pay a living wage. It will provide employers with a pipeline of promising and talented applicants who can help drive growth and better business results. And it will play a vital role in stemming the brain-and-talent drain that has resulted in far too many people leaving the Erie community for opportunities elsewhere.

Currently, 14 community colleges operate in the Commonwealth of Pennsylvania, offering affordable and flexible education options to everyone. Erie County, with an estimated population of 276,000 (and nearly 100,000 in the city), is the most populous community in the state that does not benefit from the unique offerings of a stand-alone community college.

Being locally based and accountable, a community college in Erie County can fully focus on meeting the unique needs and aspirations of the communities it serves. The priorities of the community college will reflect the priorities and needs of the Erie community. Programmatically, the community college can base its offerings and services on thoroughly researched needs identified by the local governmental, business, education, healthcare and community leaders across the Erie community.

State's existing community colleges vs. its most-populous cities

PENNSYLVANIA'S COMMUNITY COLLEGES

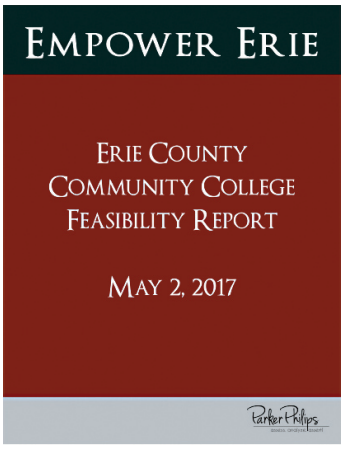
A. Community College of Beaver County
B. Butler County Community College
C. Community College of Allegheny County
D. Westmoreland County Community College
E. Pennsylvania Highlands Community College
F. HACC – Central Pennsylvania's Community College
G. Luzerne County Community College
H. Reading Area Community College
I. Lehigh Carbon Community College
J. Northampton Community College
K. Montgomery County Community College
L. Bucks County Community College
M. Delaware County Community College
N. Community College of Philadelphia

SOURCES: Pennsylvania Commission for Community Colleges; Watchdog.org

Targeted programming

A community college in Erie County can offer programming targeted at meeting the needs of a variety of stakeholders in the local community.

The programming would include everything from Associate and Targeted Programming to certificate training programs, from not-for-credit short courses to developmental/remedial education, from applied training and workforce development to wraparound support services and career coaching, from economic development support for business to avocational and recreational courses and community service opportunities.



The cover of the 543-page feasibility study.

The comprehensive feasibility study that was conducted for the community college looked at programming, but among other points, it also showed that the college would help Erie County and the region's residents reach their potential. The feasibility study's data and narrative paint a picture of Erie County at a definitive crossroads in its economic development. The community clearly faces many real and significant challenges. Yet, also emerging is something inspirational: a growing sense of possibility backed by action-oriented leadership.

Erie views itself proudly as a maker city–its people define themselves as hard working and steadfast in the face of adversity. Erieites are undeniably resilient, and now their grit is being tested during this period of renewal as they retool, retrain, and band together behind strategies that support a brighter future. Erie residents are proud of their affordable quality of life close to Presque Isle State Park on Lake Erie, geographic proximity to their larger, neighboring markets in Cleveland, Buffalo, and Pittsburgh, as well as an impressive host of cultural amenities not typically found in a county of Erie's size.

Anchored by a wave of energetic, committed leaders, Erie is seeing light on the horizon through strategic investments from businesses and foundations into key sectors as well as a renewed commitment to revitalization and growth in key industry segments such as healthcare (hospital and education), insurance, stabilization of the manufacturing industry, and tourism.

A better future for Erie County

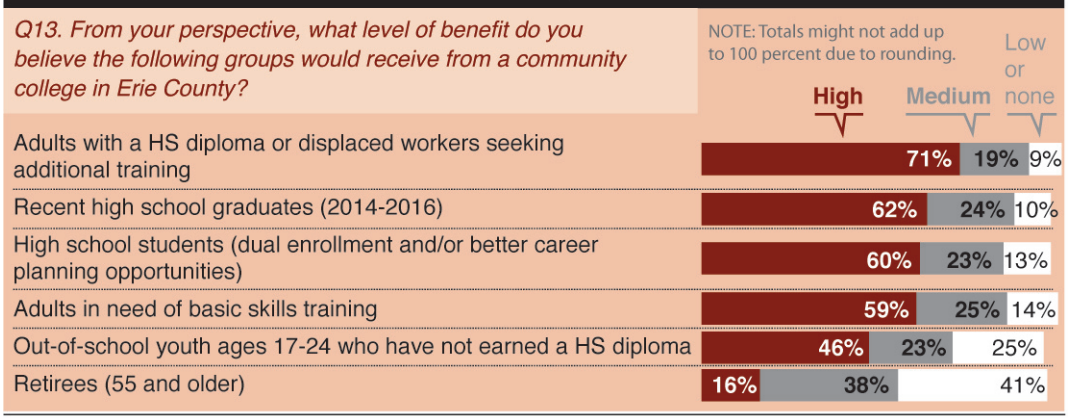
A collective vision of a better future is gaining traction within key sectors and demographics of the community. The feasibility study research affirms that a stand-alone community college is an essential component of that future.

It is true that the nearly decade-old effort to generate the necessary political support for a community college fell short. This time, however, is different. The political will and community support to establish a community college in Erie now exists. Driving that cooperation is a shared understanding of the growing need for a community college as one of the essential pillars of a broader effort to address the range of challenges facing Erie.

A strong economy relies on a multitude of industry sectors working in partnership with a highly trained and educated workforce. The people of Erie County have seen what the economy looks like without a community college, and they are eager to set a course toward an economic and educational future supported by a vibrant community that will link all these pieces together.

We are confident that the following report not only meets the State Board of Education and Pennsylvania Department of Education requirements for a community college, but also makes a rock-solid case for how that college can serve as a transformative catalyst for a more promising future for our entire community.

A community college is seen as benefiting a variety of groups, especially adults with a high school diploma or displaced workers seeking additional training (90 percent of respondents), recent high school graduates (86 percent of respondents) and adults in need of basic skills training (84 percent of respondents in this category).



SOURCE: Empower Erie Community College Feasibility Study

Chapter 1: Background

Purpose and Objectives

The objectives of this application are to concisely present the findings derived from a community college feasibility study and to propose a plan for a community college to serve Erie County based on the results of that study.

This application has been completed pursuant to The Community College Act of 1963 (PL1132, Act 484) that provides the requirements and guidelines for the establishment of a community college. The research methodology utilized by the feasibility study to determine the demand and need for a community college incorporated the methods outlined in the Guidelines for the Establishment of Public Community College in Pennsylvania ("Guidelines"), updated in August 2016.

The outreach and scope of the feasibility study follow the requirements of the Guidelines. The study, among its many findings, examined the employment and workforce profile and the Community College's programmatic needs to evaluate the potential for a community college to serve northwest Pennsylvania. Parker Phillips, an Erie-based consulting firm with employees in Pennsylvania and Minnesota, conducted the Erie County Community College Feasibility Report, released in May 2017. The feasibility study focused on Erie County, but the Community College expects to draw from Crawford and Warren counties, as well as other communities in the region. Erie County managed the extensive research process and coordinated the necessary community input and professional expertise to develop this application.

The workforce development research process instituted through the study process can, and will, be replicated over time to reexamine the regional employers' workforce needs. We will use what we learn not only to shape and continually inform a community college, but also to shape the county's broader business retention, expansion, attraction, and economic development efforts.

Process

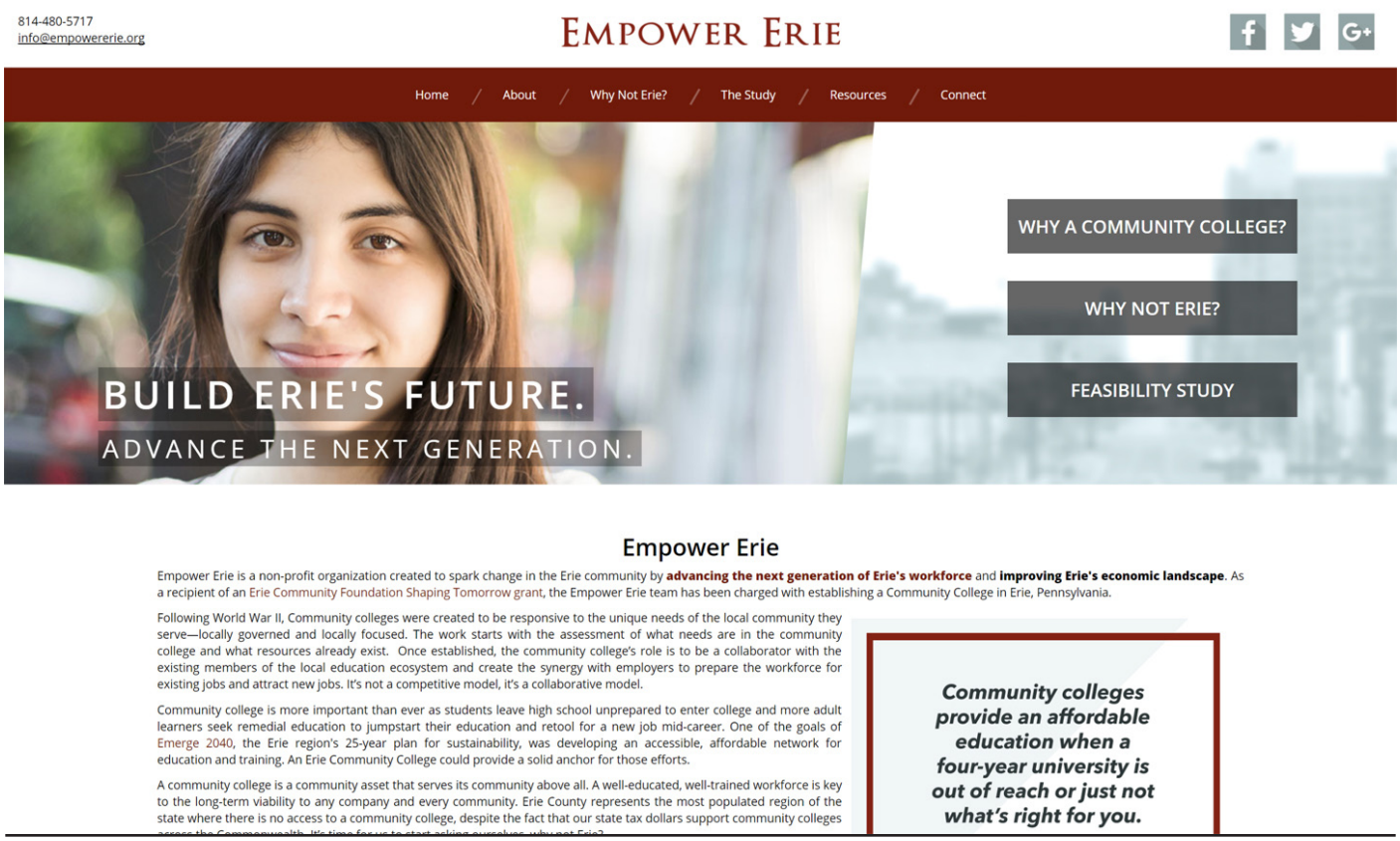
Advocates for a community college in Erie County knew from the start that a strategic and thoughtful approach emphasizing consensus-building and participation in the process was critical for a proposed community college to become a reality in Erie County. To that end, Erie County, a non-profit organization, was created to be a catalyst for change in Erie County by advocating for a community college as a key driver to advance the next generation of Erie's workforce and improve Erie's overall economic landscape.

Erie County applied for and received the Erie Community Foundation's Shaping Tomorrow Grant, which specifically charged the Erie County team to establish a community college in Erie, Pennsylvania. The Erie Community Foundation, The Susan Hirt Hagen Fund for Transformational Philanthropy and the Erie County Gaming Revenue Authority jointly awarded $300,000 to Erie County to study the feasibility of creating a stand-alone community college. In addition, upon approval of the study, another $3.7 million will be made available to implement the community college plan.

With seed money and the promise of significant funding secured, Erie County launched its strategic plan to lay the groundwork to gain broad support and perform the due diligence necessary to make a community college a reality. Erie County assembled a 9-member volunteer board of directors consisting of educators, community leaders, attorneys and social service professionals to serve as leadership team and the decision-making body for the effort. The board has met on a weekly basis and devoted countless hours to discuss and review every aspect of the project, including the progress of several working groups, as well as all aspects of a feasibility study, pro forma financial plan, and economic impact study. All meetings were structured and included an agenda and meeting minutes.

In addition, a concerted outreach campaign was launched that resulted in a series of endorsements and demonstrations of support from a wide range of community stakeholders. Results from this outreach campaign included resolutions passed by the City of Erie School District and other municipal and school district bodies, as well as endorsements from several local labor unions. Erie County's extensive community outreach program also included working closely with existing colleges and higher education organizations to assure greater cooperation and to develop programming that is not duplicative and meets the current and ongoing needs of the community. Transparency has also been another critical element throughout the process. In order to be as transparent as possible, Erie County's website has made project documents, the full research study, presentations, community college information resources, and Commonwealth documents available. Local media has been actively following our progress from the inception of the research through the development of this application, reaching thousands of residents throughout Erie County.

Ultimately, the process that was established allowed for an in-depth analysis of the need for a community college while also systematically building widespread support for a community college that will meet the needs of students and employers, while providing long-term benefit to the entire community.



Empower Erie's Web Site.

Local Sponsor

Erie County will serve as the legal sponsor of the proposed community college. As the local sponsor, Erie County represents the cities of Erie, Corry and all the townships and boroughs located within the boundaries of the county.

Erie County Council will serve as the governing body of the local sponsor. The Board of Trustees will govern the proposed community college as required under Pennsylvania's Community College Act of 1963.[1]

Guidance Documents

The documents listed below served as guiding documents for this application:

- Guidelines for the Establishment of Public Community Colleges in Pennsylvania
- The Pennsylvania Community College Act of 1963, §§ 1901-1918
- The Pennsylvania Code, Chapter 35. Community Colleges
- The Pennsylvania Code, Chapter 335. Community College Courses
- The Pennsylvania Code, Chapter 31. General Provisions, §§31.2, 31.21(a)(b)31.23, 31.24(c), 31.52, 31.6, 31.31, 31.71, and 31.72
- The Pennsylvania Code, Chapter 34. Branch Campuses for State-Supported Institutions

Report Organization

This application follows the sample topical outline provided in the Guidelines for the Establishment of Public Community Colleges in Pennsylvania, issued by the Department of Education. Throughout the application, readers will find breakout boxes to help them find key information. In addition, references will be provided to help readers find statistical information that corroborates the narrative text.

[1] More information about governance of the proposed community college may be found in Chapter 4 of this application.

Chapter 2: Study Service Area

The Region

Erie County, divided into 38 municipalities, is located in the northwest corner of Pennsylvania, and is the Commonwealth's only link to the Great Lakes. On the north, it is bordered by Lake Erie and Canada; on the northeast by New York; on the east by Warren County; on the south by Crawford County; and on the west by Ohio.[1]

Transportation

Because of its unique geographic location, Erie County has become the largest metropolitan area and dominant economic center in northwest Pennsylvania and the tri- state region. Its location along Lake Erie and its proximity to Cleveland, Pittsburgh, and Buffalo provide strategic transportation advantages. The county is served by an efficient multi-modal transportation system, including three interstate highways, mass transit facilities, an extensive railroad network, two airports, and a commercial port.[2] A more extensive description of Erie County's transportation infrastructure can be found later in this chapter.

[1] Pennsylvania State Data Center, Pennsylvania County Data Book 2016: Erie County, p. 1.

[2] Ibid., p. 1.

Land Use

Land use in Erie County is diverse, including large urban and suburban development as well as small rural centers and agricultural and undeveloped areas. The majority of the population and development in the county is concentrated along the urbanized- suburbanized Lake Erie/Interstate 90 corridor, comprising most of the county's 276,000 residents.

The remainder of the county is less densely populated and largely rural in character, with considerable agricultural areas. Though the population in Erie County is relatively stable, land development is continuing to occur, predominantly along the Interstate 90 and Interstate 79 corridors.[3]

Topographic Map of Erie County Satellite View[4]

Sector Strengths

Erie County has historically been recognized as a manufacturing center and continues to have a significant manufacturing center in relation to other counties, with about 16% of its workforce employed in that industry. Erie County is also an agricultural area that specializes in fruit and vegetable growing, specifically grape and potato production. Of the 67 counties in Pennsylvania, Erie County consistently places at or near the top ten in overall farm production. The growth of the county's healthcare industry, the continued strength of Erie Insurance and other non-manufacturing businesses, a casino and horse racing track, and young entrepreneurship are other positives. In addition, Erie County has a significant tourism and recreation industry largely due to Presque Isle State Park on Lake Erie, and the combined 44 miles of lakeshore at the park and the rest of the county that provide water, beach, and fishing activities.[5]

This diversity of geography, population, and industry is both the county's greatest asset and its greatest challenge. Despite a stagnant population, there are dramatic changes in the manufacturing sector, a rise in the importance of tourism, both domestic and international, and recognition of the importance of the area's natural resources and agricultural base. It is clear that a community college could offer training and educational opportunities that prepare residents for the County's changing economic profile and future growth.

[3] Ibid., p. 1.; [4] Google satellite image shown.; [5] Ibid., p. 1.

Study Area Defined

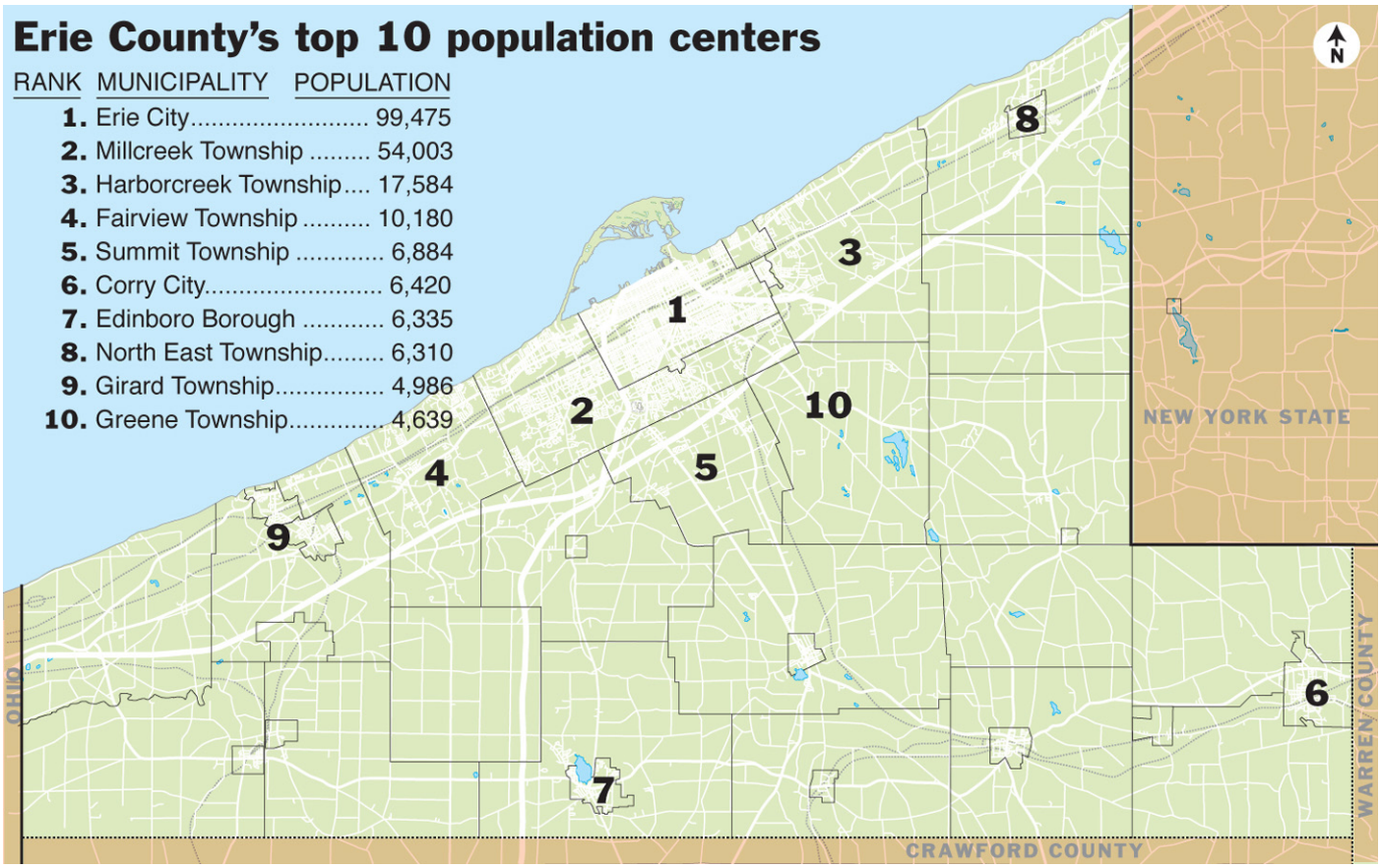
As stated earlier in the application, the geographical scope of the project is the "Erie Region," that portion of northwest Pennsylvania that includes Erie, Crawford, and Warren Counties. Erie County is the primary sponsor and benefactor of the proposed community college.

Geographical Characteristics

Erie County is Pennsylvania's northwestern-most county and the Commonwealth's only link to the Great Lakes. The county is bordered on the north by Lake Erie and the province of Ontario, Canada; on the northeast by Chautauqua County, New York; on the east by Warren County; on the south by Crawford County; and on the west by Ashtabula County, Ohio. Erie County is composed of 38 municipalities, including two cities, 14 boroughs, and 22 townships.[6]

Population

Erie County's current population is approximately 276,000 people who live in urban and rural areas. About 79% of county residents live in the ten most populated municipalities.[7, 8] The map below shows the estimated population of Erie County in 2015 by cities, boroughs, and townships.



[6] Pennsylvania State Data Center, Pennsylvania County Data Book 2016: Erie County, p. 1.

[7] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter III: Trends and Impacts, pp. 111-1 – 111-2.

[8] Estimated population density in 2015.

General Population Demographics

Erie County is not overly diverse as 85% of the population is white, 7.7% African-American, 4% Hispanic or Latino, and 3.3% other ethnicities.[10]

By age, Erie County's population breaks down this way: 5.9% of the population is between 0-4 years of age, 19.6% between 5-19 years of age, 53% between 20-59 years of age, 6.2% between 60-64 years of age, and 13.6% who are 65 and older.[11] This data shows that more than 59% of the population in Erie County is between the ages of 20 and 64, prime years for post-secondary education, training, retraining, and working. In addition, this group will need access to affordable and flexible education and training programs that meet their needs.

Population Age

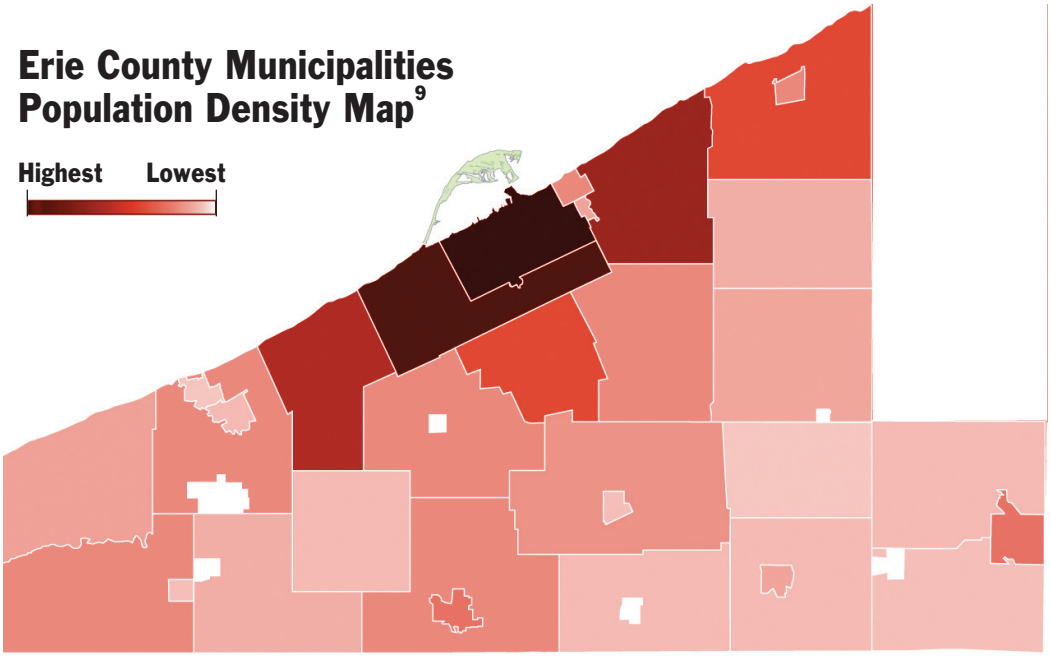
59%

of residents are in the 18-64 years of age category, prime years for post-secondary education and training, working, and retraining

General Population Distribution

Population distribution in Erie County falls into three categories: the "Erie Metro Area," "Other Urban Areas," and the "Balance of the County/Rural Areas."[12] The "Erie Metro Area" has traditionally been the population center of the region and makes up 72% of the County's population.[13] The areas included in the Erie Metro Area are the city of Erie, Fairview Township, Harborcreek Township, Lawrence Park Township, McKean Township, Millcreek Township, Summit Township, and Wesleyville Borough.

The communities that make up "Other Urban Areas" comprise 7% of the population in Erie County. Corry, Edinboro Borough, Girard Borough, Lake City Borough, North East Borough, and Union City Borough serve as small hubs for the surrounding townships.[14] Twenty-four (24) rural townships and smaller boroughs outside the Erie Metro Area make up the "Balance of the County/Rural Areas" category and are considered the agricultural communities of Erie County.[15]



Erie County Municipalities and Populations[9]

CITIES

Erie	99,475
Corry	6,420

BOROUGHS

Edinboro	6,335
North East	4,172
Wesleyville	3,226
Union City	3,217
Girard	3,023
Lake City	2,965
Waterford	1,538
Albion	1,468
Cranesville	614
Platea	411
Mill Village	392
Wattsburg	385
McKean	383
Elgin	214

TOWNSHIPS

Millcreek	54,003
Harborcreek	17,584
Fairview	10,180
Summit	6,884
North East	6,310
Girard	4,986
Greene	4,639
Washington	4,512
McKean	4,396
Conneaut	4,318
Waterford	3,866
Lawrence Park	3,855
Springfield	3,352
Venango	2,298
Greenfield	1,925
Elk Creek	1,776
LeBoeuf	1,666
Franklin	1,636
Union	1,626
Wayne	1,619
Concord	1,306
Amity	1,070

[9] U.S. Census Bureau, 2015 statistics.; [10] U.S. Census Bureau, 2010 statistics.; [11] Ibid, p. 18.
[12] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter III: Trends and Impacts, p. 111-2.
[13] Ibid.; [14] Ibid.; [15] Ibid.

Population Trends

Erie County's estimated population of 278,045 in 2015 represented a decline of nearly 1% from population estimates in 2010.[16] However, Erie County is still the 14th most populous county in Pennsylvania. The county's population is expected to decline modestly until 2030, with population projections from the Pennsylvania State Data Center showing an anticipated population of 275,355 by 2020 and 267,538 by 2030. Erie County's population has been in decline since 2011, a drop stemmed, in part, with the addition of new American immigrants. But the county will need to find a way to keep and attract more people.

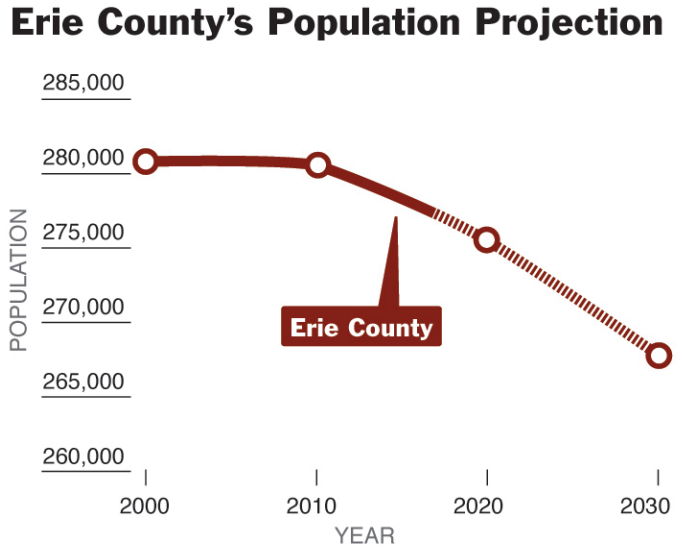
Population estimates completed in 2015 show a slight decrease in population throughout the county since the 2010 Census, with Erie City dipping below the 100,000 mark at 99,475. Growth is shown primarily in Millcreek Township, Harborcreek Township, and Summit Township, within the Erie Metro Area; and Venango Township, Conneaut Township and Washington Township within the "County/Rural Areas."[17]

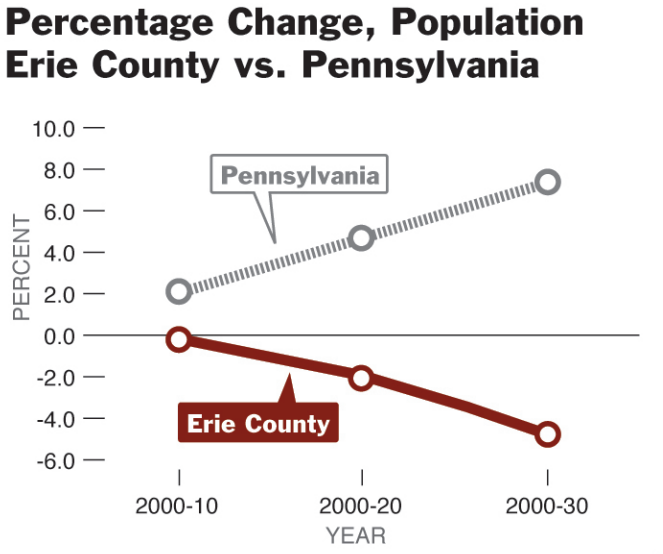
Population Forecast

Will Erie County population increase or decrease over the next 10 to 15 years? Some organizations believe that Erie County population will grow while others believe that it will experience a decline. According to the Erie County Department of Planning:

> *Overall, Erie County is conservatively anticipated to grow to over 303,384 people by 2030, with a large percentage of that growth continuing to occur in the established growth areas. The Erie Metro Area will remain the dominant population center, with the city of Erie population stabilizing and most of its surrounding municipalities expanding. The other urban areas, Edinboro, Girard, Lake City, and North East boroughs are anticipated to experience growth, with Corry and Union City remaining relatively stable. Rural areas expected to have the most growth through this period include Franklin, Girard, North East, Washington, and Waterford Townships.*[18, 19]

The Pennsylvania State Data Center predicts a gradual population decline in Erie County through 2030 (see graph below). However, as illustrated in the graph on the following page, the Erie County Planning Commission actually projects an increase of 9,016 from 2010 to 2030.





SOURCE: Pennsylvania State Data Center

[16] U.S. Census Bureau, 2010 statistics.; [17] www.census.gov

[18] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter III: Trends and Impacts, p. 111-4.

[19] Erie County Department of Planning, Erie County Demographic Study, pp. 2-5.

Erie County Population by Municipality, 2000-2030[20]

	2000	2010	Projected Percentage Change 2000-10	2020	Projected Percentage Change 2010-20	2030	Projected Percentage Change 2020-30
Erie County	**280,843**	**294,368**	**4.8%**	**298,876**	**1.5%**	**303,384**	**1.5%**
Albion Borough	1,607	1,633	1.6%	1,641	0.5%	1,650	0.5%
Amity Township	1,140	1,201	5.4%	1,222	1.7%	1,242	1.7%
Concord Township	1,361	1,444	6.1%	1,472	1.9%	1,500	1.9%
Conneaut Township*	3,908	4,053	3.7%	4,102	1.2%	4,150	1.2%
Corry City	6,834	6,844	0.1%	6,847	0.0%	6,850	0.0%
Cranesville Borough	600	612	2.0%	616	0.7%	620	0.6%
Edinboro Borough	6,950	7,250	4.3%	7,350	1.4%	7,450	1.4%
Elgin Borough	236	239	1.3%	240	0.4%	241	0.4%
Elk Creek township	1,800	1,870	3.9%	1,894	1.3%	1,917	1.2%
Erie City	103,717	104,540	0.8%	104,815	0.3%	105,089	0.3%
Fairview Township	10,140	10,956	8.0%	11,228	2.5%	11,500	2.4%
Franklin Township	1,609	1,784	10.9%	1,842	3.3%	1,900	3.2%
Girard Borough	3,164	3,366	6.4%	3,433	2.0%	3,500	2.0%
Girard Township	5,133	5,713	11.3%	5,907	3.4%	6,100	3.3%
Greene township	4,768	5,070	6.3%	5,171	2.0%	5,272	1.9%
Greenfield Township	1,909	2,066	8.2%	2,118	2.5%	2,170	2.5%
Harborcreek Township	16,267	17,499	7.6%	17,910	2.3%	18,321	2.3%
Lake City Borough	2,811	3,194	13.6%	3,322	4.0%	3,450	3.8%
Lawrence Park Twp.	4,048	4,079	0.8%	4,090	0.3%	4,100	0.3%
LeBoeuf Township	1,680	1,712	1.9%	1,723	0.6%	1,734	0.5%
McKean Borough	389	414	6.5%	423	2.0%	431	2.0%
McKean Township	4,619	5,148	11.4%	5,324	3.4%	5,500	3.3%
Mill Village Borough	412	438	6.4%	447	2.0%	456	2.0%
Millcreek Township	52,129	56,265	7.9%	57,643	2.5%	59,022	2.4%
North East Borough	4,601	4,837	5.1%	4,916	1.6%	4,995	1.6%
North East Township	6.613	7.466	12.9%	7,751	3.8%	8,035	3.7%
Platea Borough	474	496	4.6%	503	1.5%	510	1.4%
Springfield Township	3,378	3,496	3.5%	3,535	1.1%	3,574	1.1%
Summit Township	5,529	6,162	11.4%	6,373	3.4%	6,584	3.3%
Union Township	1,663	1,704	2.5%	1,718	0.8%	1,732	0.8%
Union City Borough	3,463	3,485	0.6%	3,493	0.2%	3,500	0.2%
Venango Township	2,277	2,513	10.4%	2,592	3.1%	2,671	3.0%
Washington Township	4,526	5,050	11.6%	5,225	3.5%	5,400	3.3%
Waterford Borough	1,449	1,532	5.8%	1,560	1.8%	1,588	1.8%
Waterford Township	3,878	4,371	12.7%	4,536	3.8%	4,700	3.6%
Wattsburg Borough	378	406	7.5%	416	2.3%	425	2.3%
Wayne Township	1,766	1,827	3.4%	1,847	1.1%	1,867	1.1%
Wesleyville Borough	3,617	3,630	0.3%	3,634	0.1%	3,638	0.1%

[20] Ibid, p.111-5.

*Conneaut Township's 2000 Population includes approximately 1,885 prisoners at the SCI-Albion.

SOURCE: Erie County Department of Planning 2007

Effect of Population Increase/Decrease on Need for Proposed Community College

The need for a community college in Erie County is strong whether the population increases or decreases. If the population increases, a larger percentage of residents will need access to affordable, flexible post-secondary education. If the population decreases, a community college will provide programs that train residents for middle and high skill jobs that existing employers have had difficulty filling. It will also train workers in skills that will attract businesses to the area.

Research shows that residents who live in areas served by community colleges have access to affordable, flexible education and training programs and tend to stay in the sponsoring areas after graduation. Erie County has experienced brain drain for years because residents seeking low cost education and training have moved to other counties in Pennsylvania or to other parts of the country where they typically remain after completing their education.[21] A community college may help Erie County stem the brain drain through low cost education/training programs that prepare them for careers in middle and high skill business and industry.

Transportation Infrastructure

According to the Erie County Department of Planning, the existing transportation network provides for all modes of travel, including roadways with over 70 miles of interstate highways; public transportation facilities with a fixed route bus service and Para transit service; several aviation facilities including an international commercial airport and a general aviation airport; a Lake Erie port that serves both industrial and recreational activities; rail infrastructure including Class I interstate rail lines and short line railroads; and local and regional networks of bicycle and pedestrian facilities.[22] The map below shows the locations of transportation facilities in Erie County as well as the urban area of Erie County:

[21] Economic Research Institute of Erie: School of Business—Penn State Erie— The Behrend College, Brain Drain in Erie County, pp. 2-19.

[22] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter II: Existing Transportation System, pp. 11-4.

Roadway System

Erie County's roadway system provides primary access through and between Erie, Corry, and the boroughs and townships in Erie County.[23]

Interstate Highways

In Erie County, there are three interstate highways, including I-79, I-86, and I-90.

- I-79 runs north-south and connects Erie to Pittsburgh and other points south. Within Erie County, I-79 has the following six interchanges: US 6N near Edinboro, West Road—SR 3020—near McKean, I-90 near the Summit/McKean Township border, Interchange Road—SR 4012) in Millcreek Township, and 26th Street—US 20 and 12th Street –PA 5— in Erie. Interstate 79 ends at the west end of the Bayfront Parkway near downtown Erie.
- I-86 connects Erie County, Pennsylvania with New York City through the southern tier of New York. It begins and ends at an interchange with I-90 east of Harborcreek Township and has one other interchange at PA 89 in Greenfield Township.
- I-90 is the main east-west highway in Erie County. Interstate 90 links Erie with Buffalo, New York and other points east, and with Cleveland, Ohio and other points west. There are 14 interchanges located along the 46 mile stretch through Erie county, including US 6N, PA 215, PA 18, PA 98, PA 832, I-79, US 19, PA 97, PA 8, PA 290/430, PA 531, I-86, PA 89, and US 20.

United States Highways

United States highways 6, 6N, 19, and 20 run through Erie County.

- US 6 and 6N run east-west and are two lane roads that serve the southern tier of Erie County. They connect Corry, Elgin, Union City, Mill Village, Edinboro, and Albion.
- Running north-south through central Erie County is US 19, a two lane road that connects Erie with Waterford and other points south. However, in the urban area north of I-90 to its terminus at US 20, US 19 is a four/five lane highway.
- US 20 is a four-lane east-west roadway serving the northern tier of Erie County and connecting West and East Springfield, Girard, Fairview, Millcreek, Erie, Wesleyville, Harborcreek, and North East.

Pennsylvania Routes

There are 14 Pennsylvania traffic routes in Erie County. These routes are two-lane roads and make up the primary roadway system in Erie County, connecting Erie and other communities throughout the county. They also provide access to the interstate system.

- PA Route 5 parallels the Lake Erie shoreline and is the primary roadway for North Springfield, Lake City, Avonia, northern Millcreek, Lawrence Park, northern Harborcreek, and North East.
- PA Route 8 links Union City to Wattsburg and Erie.
- PA Route 18 is a north-south roadway through western Erie County and connects Albion, Cranesville, Platea, Girard, and Lake City.
- PA Route 77 runs south from Corry to Meadville, PA.
- PA Route 89 is a north-south roadway connecting the southeast areas of Erie County to I-86, I-90, and North East.
- PA Route 97 is the main road between Union City and Waterford, connecting Waterford to Erie.
- PA Route 98 provides access between Fairview and I-90 and agricultural areas to the south.
- PA Route 99 is a north-south roadway connecting Edinboro, McKean, and southern Millcreek Township. It also provides access to Millcreek Mall and the Peach Street area.
- PA Route 215 is a north-south roadway in western Erie County and provides access to agricultural areas and East Springfield.
- PA Route 290 is the Bayfront Connector that links I-90 to the Bayfront Parkway.
- PA Route 426 connects Corry and Findley Lake, New York and provides access to I-86 in New York. PA 426 also runs through North East.
- PA Route 430 is an east-west roadway connecting Wesleyville and Harborcreek with I-90. It continues east to the New York line and Chautauqua Lake area.
- PA Route 531 is a north-south road that connects Harborcreek with I-90.
- PA Route 832 is the main roadway from I-90 to Presque Isle State Park.

Secondary State Routes

Erie County has an extensive network of state roads mainly, but not entirely, located in the rural areas of the county. They serve as connectors between major Pennsylvania traffic routes and locally owned roads. In the rural areas these roads include, but are not limited to, Lake Pleasant Road (SR 1009), Concord Road (SR 2010), Old State Road (SR 3014), Middle Road (SR 4002), and Oliver/Flower Road (SR 4008). In the urban area state roads include Hershey Road (SR 4010), Zimmerly Road (SR 4012), 38th Street (SR 4016), Robison Road (SR 4024), South Hill Road (SR 4026), and the Bayfront Parkway (SR 4034).

[23] The source for all information about the roadway system in Erie County is Chapter II, Existing, Transportation System Erie County 2030 Transportation Plan, pp. 11-1—11-19.

Public Transit

The Erie Metropolitan Transit Authority (EMTA), also known as "The E," operates in the Intermodal Transportation Center and is the main provider of public transit service in Erie County. Other transit services include park-and-ride facilities, inner-city motor coach, taxicab, Uber and Lyft.

Intermodal Transportation Center (picture courtesy of Erie County Department of Planning)

EMTA

The EMTA currently has 16 fixed bus routes within Erie and the immediate surrounding communities and five routes serving outlying areas in Erie County, including Harborcreek, Edinboro, Albion, Girard, Lake City Fairview, Waterford, Union City, Corry, and North East.[24] The bus company also provides service for Mercyhurst University, Penn State Behrend, Gannon University, and Edinboro University of Pennsylvania and the surrounding community, as well as loops in Corry, the Erie cultural district and trolleys between downtown Erie and park-and-ride facilities. EMTA buses are wheelchair accessible and have bicycle racks to promote multi-modal choices.[25]

Riders of EMTA buses can pay cash fare or purchase discount passes, tokens, and tickets. Senior citizens 65 years of age and older ride for free with an EMTA issued ID card, and passengers with disabilities ride for half fare with an EMTA issued ID card during most hours of the day.[26] These fares make transportation affordable for those who would need to ride the bus to attend classes at the proposed community college. Further, with most of Erie County's population living within the Erie Metro Area, including Erie and adjacent municipalities, an overwhelming majority of county residents will have ready access to the proposed community college through the use of mass transit if they so choose. See the chart at right for current EMTA bus fares and map below for current routes:

EMTA BUS FARE INFORMATION

Cash Fare:

Regular Cash Bus Fare . $ 1.45

Transfer..... .35

Discount Fare:

31 Day Pass.....$46.00

Tokens..... 1.30

20-Ride Ticket..... 24.00

5-Ride Ticket 6.50

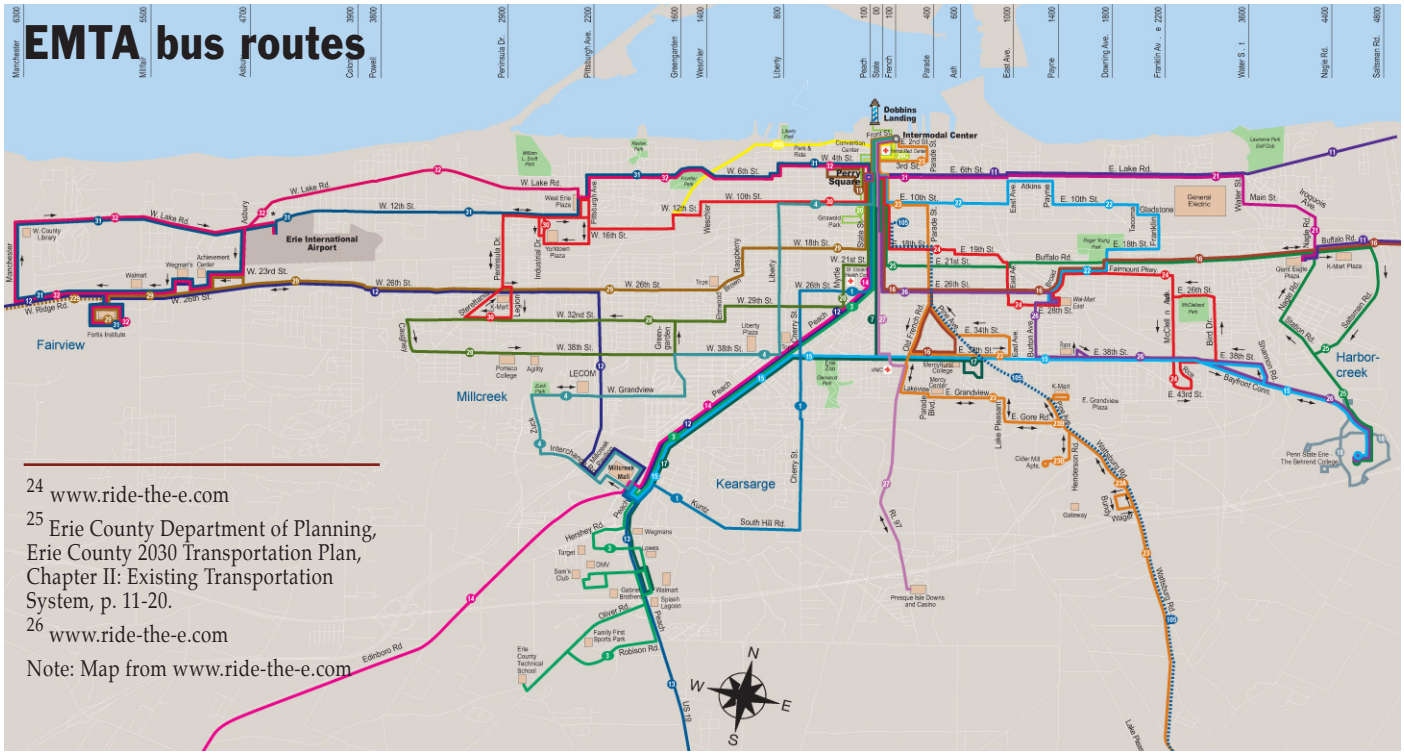
Senior Citizens

Age 65 and Over .....Free

Reduced Transit Pass Cash Fare:

Passengers with disabilities ride for ½ fare except during hours of 7-8 am and 4:30-5:30 pm.

SOURCE: www.ride-the-e.com



[24] www.ride-the-e.com

[25] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter II: Existing Transportation System, p. 11-20.

[26] www.ride-the-e.com

Note: Map from www.ride-the-e.com

Trolley Service

EMTA also operates Bayliner Trolley service from the Intermodal Center and the Bayfront Park and Ride lots through the downtown area of Erie. There is no fee to ride the trolley, but there is a 50-cent fare for the Lincoln Avenue park-and-ride lot (college students and some downtown employees still ride for free).

Shuttle Service

EMTA offers shuttle service on the campus of Edinboro University in Edinboro, PA.

LIFT Para transit Service

Para transit is another service provided by EMTA. Known as the LIFT, this service provides advance request, door-to-door service within the borders of Erie County and is available to all organizations and residents of Erie County who are unable to utilize bus services. Income is not a consideration and residents are not required to pay an application fee. Some Erie County residents may qualify for reduced fares through subsidy programs like the lottery senior citizen program. In addition, LIFT provides free Para transit service for people with disabilities for EMTA and medical transportation through the Medical Assistance Transportation Program.[27]

Typical trips include transportation to medical appointments, shopping and recreational activities. LIFT services are available in the Erie urbanized area Monday through Saturday from 5:45 a.m. until 10 p.m., and Sunday from 10 a.m. until 7:30 p.m. There is no service on holidays. In rural areas, the LIFT provides transportation services Monday through Friday, and times vary. Erie County residents wishing to utilize LIFT services must schedule their ride at least one day in advance by calling the LIFT office. Residents can also register for LIFT services by filling out an application form.

Park-and-Ride Facilities

In order to encourage ride sharing, park-and ride facilities are available in several locations. One is located on the west Bayfront Parkway, and the other is located on the east Bayfront Parkway behind the Erie Intermodal Transportation Center.

Inter-City Motor Coach Service

Motor coach service connects Erie with other parts of Pennsylvania and the country. Motor coach service to major cities in the United States and Canada is available through Greyhound Lines, Inc.[28] Greyhound operates from the Intermodal Transportation Center on the Bayfront Parkway. Charter motor coaches are also available from a variety of operators.

Taxicab Service

Taxicab service, provided by the Erie Yellow Cab company, is available primarily in the Erie urban area although Erie County residents may schedule trips anywhere in the county. Taxicab service also includes service outside of the county, service for people with disabilities, and delivery service.[29]

Shared Service

Uber and Lyft provide shared ride services in Erie County.

Aviation

Erie County is served by two airports. The major passenger airport in the county is Erie International Airport – Tom Ridge Field. Located in Millcreek Township and operated by the Erie Municipal Airport Authority, Erie International Airport provides commercial service for the tri-state region of northwestern Pennsylvania, western New York, and northeast Ohio. The airport recently completed an $80.5 million main runway extension and improvement project. The extended main runway, from 6,500 to 7,500 feet with safety zones at either end, opened in 2013.

Erie International Airport (picture courtesy of Erie County Department of Planning)

The other airport serving Erie County is Corry-Lawrence Airport. Located in Corry and operated by the Airport Authority of the City of Corry, the Corry-Lawrence Airport provides general aviation services for businesses in northwestern Pennsylvania and western New York.[30]

[27] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter II: Existing Transportation System, p. 11-21.

[28] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter II: Existing Transportation System, p. 11-21.

[29] www.erieyellowcab.com

[30] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter II: Existing Transportation System, p. 11-22.

Port of Erie

As the only Pennsylvania port on the Great Lakes, the Port of Erie is located in Presque Isle Bay. The port provides access to Canada and the Atlantic Ocean. Owned by the Erie-Western Pennsylvania Port Authority and operated by Erie Shipbuilding, LLC, the Port of Erie has a gantry-mounted robotic welding system, the largest dry-dock and crane on the great Lakes, a full-service shipyard, warehouse space, a Foreign Trade Zone, an 80-acre Keystone Opportunity Zone, deep draft dock face, and private dock face.[31] The Port of Erie also includes the Mountfort Terminal that handles general cargo. Cargo is transferred directly at the terminal because of Erie County's access to highways and rail lines.

Railroads

Rail service in Erie County includes freight and passenger railroads. Both CSX and Norfolk Southern (NS) provide the greater part of rail freight between Chicago, Illinois, and Buffalo, New York. CSX Corporation runs approximately 70 trains per day, and NS runs approximately 25 trains per day over Erie lines.[32] Other freight service includes five short line railroads operating in Erie County, including Buffalo & Pittsburgh Railroad, Inc., Canadian National Railway, Western NY & PA Railroad, West Erie Shortline Railroad, and the East Erie Commercial Railroad.[33] While Erie has no commuter rail service, Amtrack provides passenger railroad service to Erie County with one train per day going eastbound to Buffalo, New York, and one train going westbound to Cleveland, Ohio, and points beyond.[34]

Traditional Utility Services

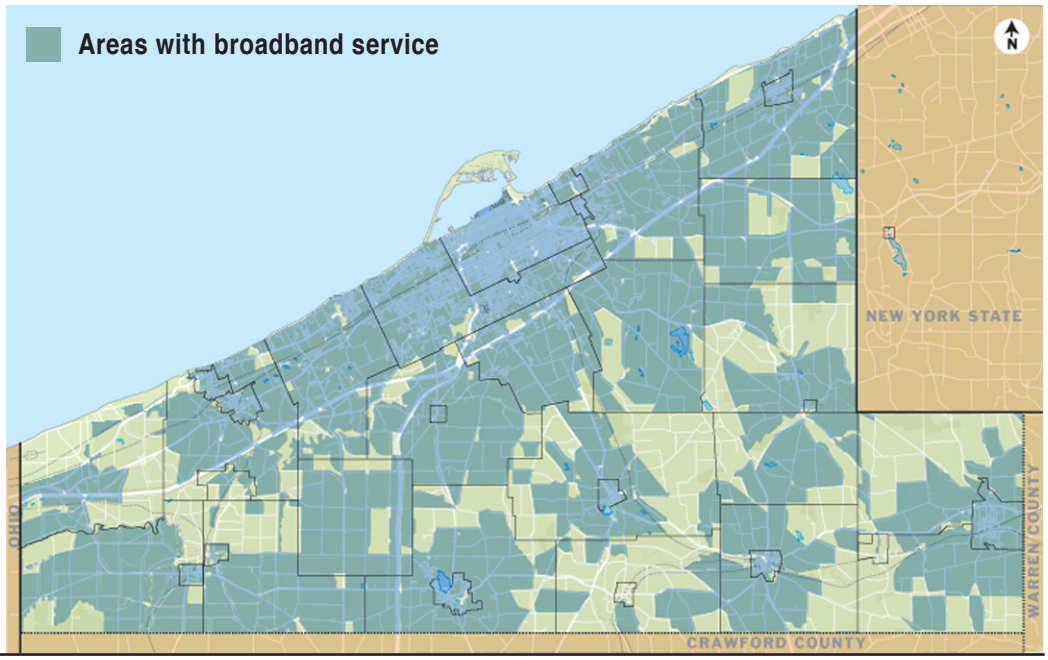
The current availability of utilities within Erie County is more than adequate to service the needs of current and future industries. The electrical needs of Erie County are served by the Pennsylvania Electric Company (Penelec, a FirstEnergy Company); gas service is provided by National Fuel Gas Distribution and North East Heat & Light Company. Adequate water and sewer services are available at selected sites for the proposed community college.

Broadband Service

Broadband services are available throughout Erie County with some exceptions.

Broadband technologies (DSL, cable, wireless, fiber, etc.) offered to end users in Erie County. Data as of June 30, 2014. ►

SOURCE: Federal Communications Commission



[31] Ibid, p. 11-24.; [32] Erie County Department of Planning, Erie County 2030 Transportation Plan, Chapter II: Existing Transportation System, p. 11-26.
[33] Ibid.; [34] Ibid, p. 11-27.

Area Media and Communications

Availability of a well-developed media system is essential in effectively disseminating information concerning educational and training opportunities available through the proposed community college. Erie County's media system is well prepared for such needs, with seven newspapers, five television stations, and 21 radio stations. These resources can be used for marketing and recruitment for the proposed community college, as well as special/emergency college announcements and closings for staff and students.

Newspapers

Daily	*Community Served*
Corry Journal	Corry
Erie Times-News	Erie
Bi-weekly	
Erie Reader	Erie
Weekly	
Edinboro News Journal	Edinboro
Journal Express	Union City, Wattsburg
North East News Journal	North East
West County News-Journal	West County

Television Stations

Station	*Channel*	*Community Served*
WFXP	66	Erie
WICU	12	Erie
WJET	24	Erie
WQLN	54	Erie
WSEE	35	Erie

Radio Stations

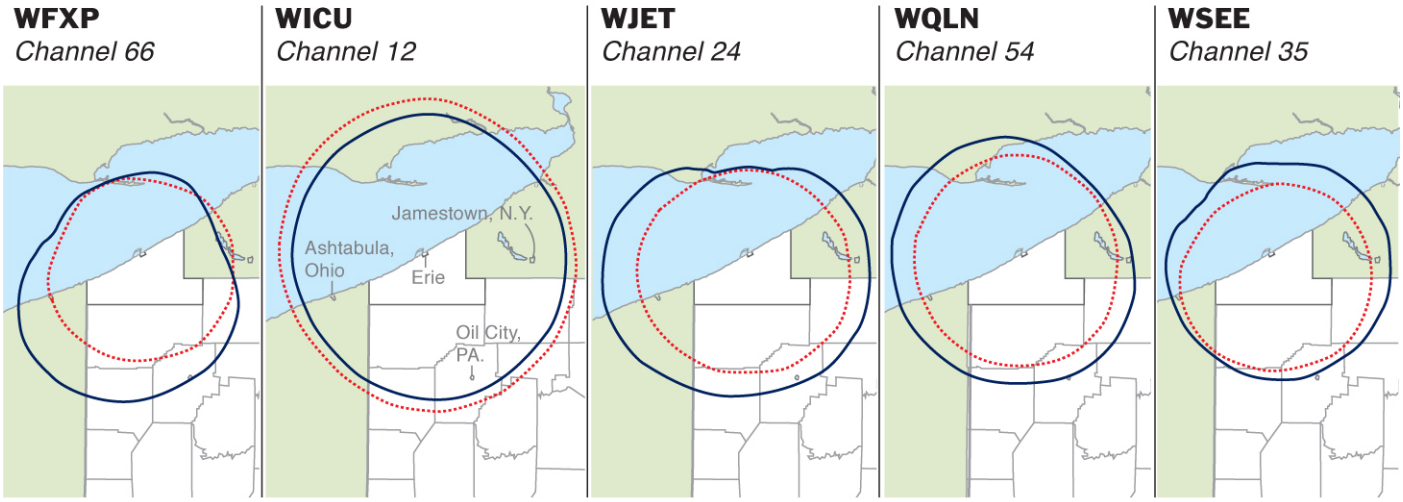
Call Sign	*Frequency*	*Community Served*
WCTL	106.3 FM	Waterford
WEFR	88.1 FM	Erie
WEHP	92.7 FM	Erie
WERG	90.5 FM	Erie
WXBB	94.7 FM	Erie
WFNN	1330 AM	Erie
WFSE	88.9 FM	Edinboro
WJET	1400 AM	Erie
WMCE	88.5 FM	Erie
WMCE	1530 AM	North East
WPSE	1450 AM	Erie
WQHZ	102.3 FM	Erie
WQLN	91.3 FM	Erie
WRIE	1260 AM	Erie
WRKT	100.9 FM	Erie
WRTS	103.7 FM	Erie
WTWF	93.9 FM	Erie
WWCB	1370 AM	Corry
WXKC	99.9 FM	Erie
WXNM	95.9 FM	Erie
WXTA	97.9 FM	Erie

Area Media and Communications

Broadcast area maps obtained from the Federal Communications Commission website for five of the major television stations in Erie County appear on the next page.[35] All the radio stations listed serve Erie County. Of the two daily newspapers published in Erie County, the Erie Times-News has the larger circulation and readership numbers. Daily, approximately 47,000 Erie County residents subscribe to the Times-News, and about 58,000 residents subscribe to the Sunday edition. The Erie Times–News' readership includes additional residents in neighboring Crawford and, Warren Counties , as well as Chautauqua County, New York. It reaches tens of thousands more people through its website, GoErie.com. The Corry Journal has a daily circulation of approximately 4,600, and a Saturday circulation of about 8,300. It has no Sunday edition.

[35] https://transition.fcc.gov/dtv/markets/maps_current/Erie_PA.pdf

Erie County's major television broadcast areas



KEY: Digital CP Analog

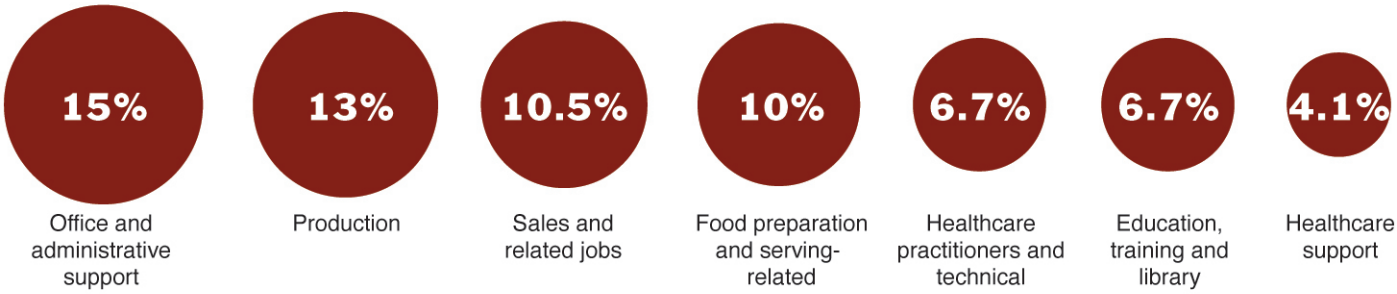
SOURCE: Federal Communications Commission

Population – Demographic and Educational Trends

The occupational distribution of the workforce as it exists at present in Erie County suggests that much of the working population could greatly benefit from the services of a community college. As shown illustrated in the graph below, several occupations — including sales and office and administrative support — at least three of the top five existing occupational areas — namely Administrative Support, Sales, and Services Workers — are areas of the labor force that could be filled through a community college education.

Some of Erie County's top occupations

As a percent of total employment.



SOURCE: U.S. Bureau of Labor Statistics

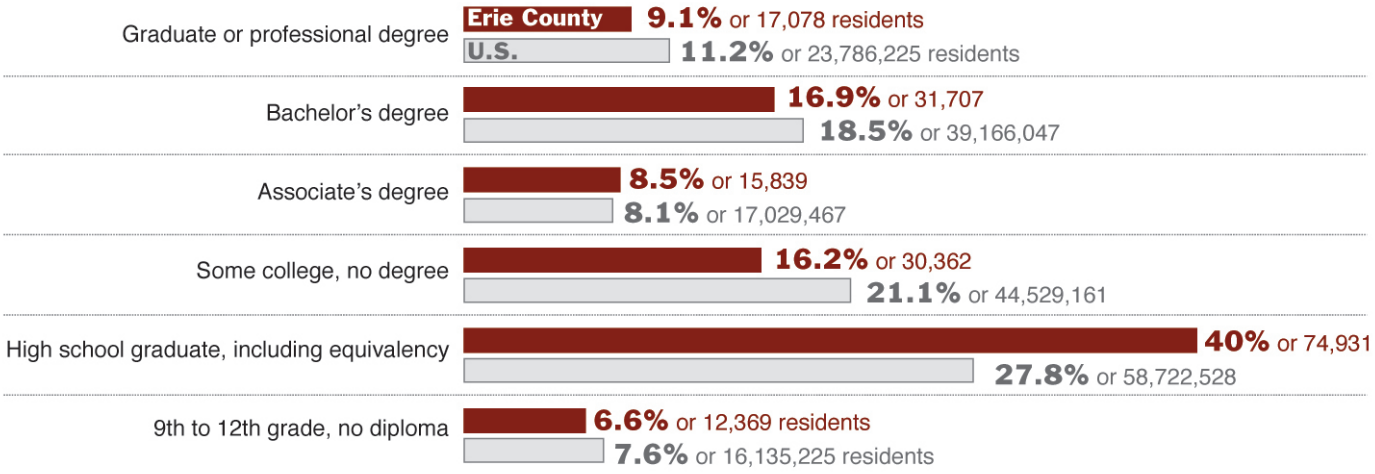
Education

Despite Erie's high school diploma rates, the rest of the nation surpasses the county in many all post-secondary categories. While nearly 30% of the nation has a bachelor's degree or higher, only 26.1% of the Erie County population does, according to the U.S. Census Bureau. It's also telling that 21.1% of the U.S. population has taken some college classes, while just 16.2% of Erie County residents fall into that category. We would see that percentage increase if Erie County offered a community college. It should be noted that the Rural Regional College of Northern Pennsylvania, approved by the state legislature in 2014, started to offer summer classes in May 2017 to Crawford, Warren, Erie, Venango, Cameron, Elk, Forest, McKean and Potter counties, and will officially begin its operations in the fall. Courses are being offered live online, with instructors and students interacting via web cameras. Also, some in-person classes may be offered from time to time in selected settings throughout the 9-county footprint of the Rural Regional College.

Erie County's population does outperform the educational attainment of the entire nation in a few categories. On the graph below, 40% of the population in the county has received at least a high school diploma compared to a national rate of only 27.8%. But Erie County's educational performance often fails to meet national rates, as the graph on the following page shows.

Education attainment, Erie County vs. United States

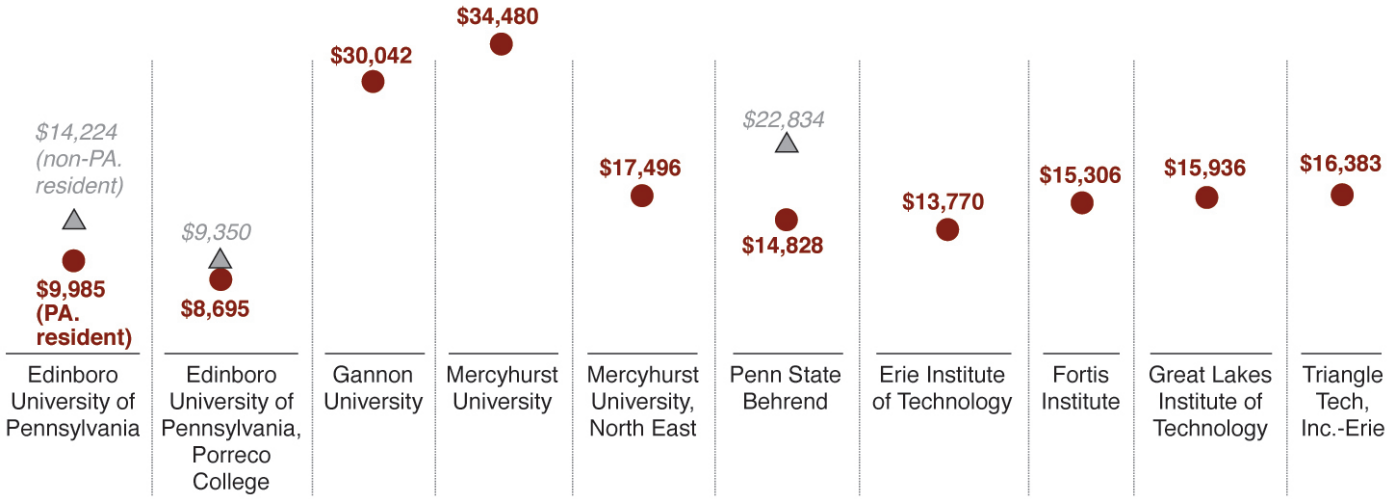
For population age 25 and older.



SOURCE: U.S. Census Bureau, 2015 estimates

Erie County's college/university tuition rates

For the 2016-17 academic year. Rates include tuition and fees. Grants and scholarships not included.



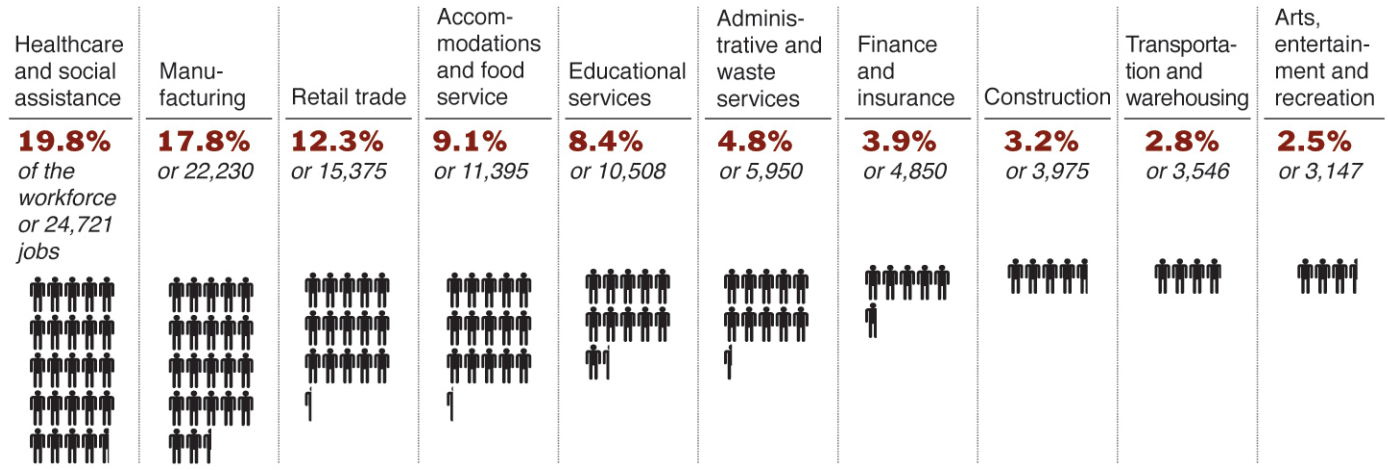
Note: Some tuition rates may vary depending on course of study. LECOM not included due to it being primarily a school for master's and doctorate degrees.

SOURCES: Schools; collegetuitioncompare.com

Employment

The labor force in Northwest Pennsylvania, as of 2015, consisted of many occupations for which a community college could serve as a feeder or a start toward further education with the ultimate goal of good employment. Those jobs include such areas as the health care industry, accommodations and food service, retail sales, manufacturing and others. The educational needs of the county's residents are growing, and the fastest-growing sectors could be aided by the existence of a community college in the area.

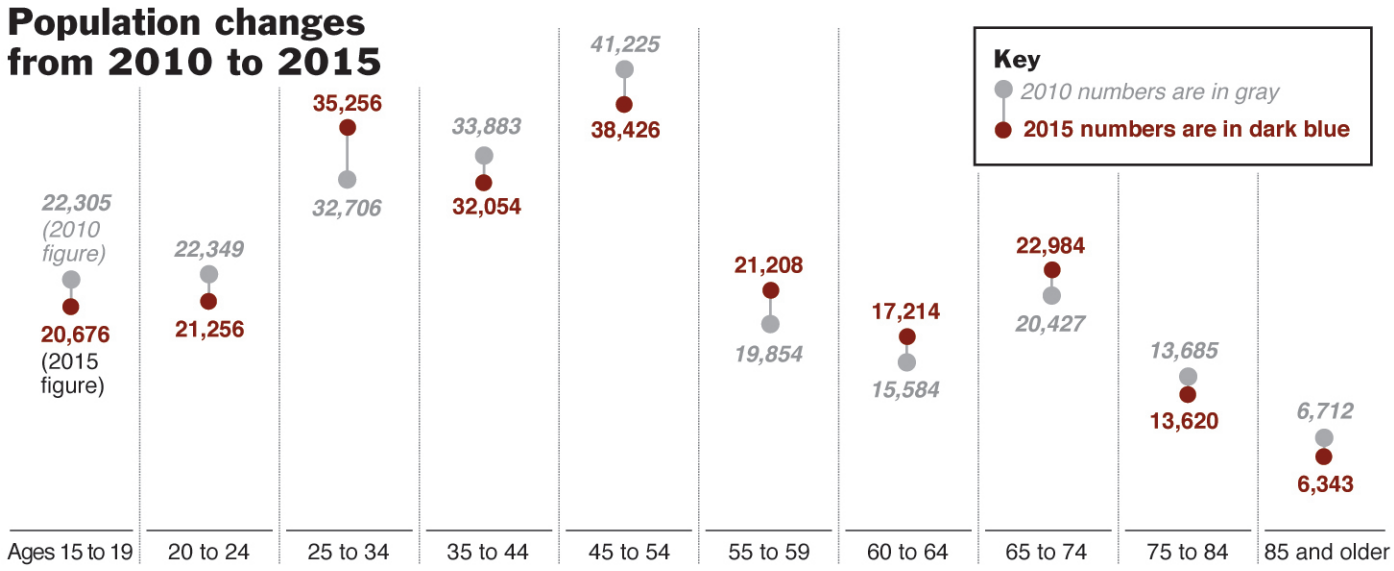
Top 10 employment segments of Erie County's economy



SOURCES: Pa. Department of Labor and Industry, 2015

Human Resources

As of the most current Decennial Census, the population in Erie County of 15 to 19 year-olds was 22,305. Updated estimates from the U.S. Census Bureau show that number, as of 2015, had declined to 20,676. Other age groups show similar declines, including the population from 20 to 24 years old. That number was 22,349 in 2010, and was estimated at 21,256 in 2015. There were also decreases in the age groups from 35 to 54, while there were increases in the age groups from 55 to 74, reflecting a greying population. In an ever-changing marketplace, this young population of Erie County and other age groups would benefit significantly from more nimble and accessible educational opportunities.



SOURCE: U.S. Census Bureau

Community College Enrollment Projections

Student enrollment is based on a review of Erie high school graduates and the population of Erie County residents between the ages of 25 to 64. High school graduates are projected to have a postsecondary attainment rate of 50%, with 22% of those attending a community college. It also anticipated that 2% of the Erie County residents age 25-64 will attend a community college.

The enrollment projects are also based on the American Community College Survey for Educational Attainment Rate and Pennsylvania Department of Education graduation rate for public schools 2014-2015.

Based on the analysis, it is projected that in the first year of operation a total of 1,529 students will utilize the school for education and training.

Projected number of students to enroll in community college:

229	Full-time
700	Part-time
200	During summer
400	For specific job training

Chapter 3: Results Of Survey Research

Introduction

In January 2017, Parker Philips was retained by Erie County to conduct a feasibility study to determine the need and viability of a community college in Erie County, Pennsylvania. The county, located in the most Northwestern corner of Pennsylvania, is now making its move to transform affordable post-secondary educational offerings for Erie County residents.

Despite Pennsylvania being home to 14 community colleges, Erie, the fourth most populous city, represents the largest metropolitan area in the state without a community college. Erie County believes that a community college — operating in concert with economic development efforts, a resurgence of private investment into the county, and a countywide commitment to growth — could be the key to emerging from the recession in a responsive and proactive manner.

The primary and secondary data contained within the report aimed to fulfill the requirements put forth by the Pennsylvania Department of Education. The format and data reported in the feasibility study adhere to those guidelines. The research presented within this report was conducted from January 2017 to April 2017 and represents a current snapshot of primary and secondary data.

Specifically, the Pennsylvania state requirement for approving a new college states:

> *"A comprehensive feasibility study must be performed to justify the need for a community college in the service area and the desire of the citizenry to support a college. The study is to look at all aspects of the community that comprise the proposed service area of the college."*

With that requirement as a guide, Parker Philips, throughout this feasibility study, examined the positives and negatives of the research findings. All aspects of establishing a community college were evaluated utilizing a multitude of methods including both primary and secondary data. As a result, Parker Philips concluded in the feasibility study that the Erie County community could support a community college. The feasibility study authors state:

> *"It is our opinion that there is market demand and capacity to support a community college in Erie County. The addition of a community college to the market will assist with countywide and regional transformation. The intent of this research is not to paint the community college as Erie County's lifeline, but to help define the essential role it could play in its transformation. With positive momentum building to overcome recent setbacks, the community college will be another important tool to help redefine Erie County's future and put more of the region's citizens on a path toward educational attainment and employability.*
>
> *The basis of the community college's feasibility stems from support from area businesses who will one day employ graduates of the community college, overall positive community opinion, socio- economic and educational demographics, an innovative curriculum, the identification and availability of sites and facilities to serve the entire county, and a significant commitment by foundations and economic development groups to transform Erie County. Based on the aforementioned criteria coupled with the Pennsylvania Department of Education feasibility requirements, Parker Philips supports the development of a community plan in support of the establishment of a community college."*

Headlines

• The Erie County community strongly supports the establishment of a community college and highly values the introduction of a more affordable post-secondary option into the market.

• There is a strong demand for education and training that leads directly to available employment. In the absence of a community college, local groups, such as the Erie Regional Manufacturing Partnership, are trying to fill the gap, however none can address the existing community needs, at scale. Groups like these would-be partners with a community college.

• The need is too large for a patchwork approach, and the scale is growing. Relatively large layoffs by a major employer coupled with a high percentage of local manufacturing workforce nearing retirement requires sustainable and scalable retraining and new employee opportunities, which increase the urgent need for a community college.

• The community college model supports the needs of Erie County. The proposed curriculum is unique to Erie and meets the current needs; the model is nimble and can pivot if those needs shift. The kinds of students that typically enroll in community colleges require a level of advising and guidance that is not possible via distance learning. Existing programs would be supported by and complimentary to a community college.

• Erie County is missing out on massive federal investments specifically designed to address the challenges Erie currently faces. Two years ago, Northeastern Pennsylvania community colleges received a four-year $10 million federal grant to develop new degree, certificate, and diploma programs in

high priority career fields. The funding is part of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) competitive grant program, and Erie could be accessing that if it established a community college.

• Unprecedented corporate and philanthropic investments are on the table right now. The half-billion-dollar investment underway in Erie's downtown creates opportunity and will generate new programming and collaboration opportunities for an Erie County community college. The philanthropic community has committed $4 million toward the study and establishment of the community college.

• A shifting higher education market supports the introduction of a community college. Costly, for-profit institutions have received increasing scrutiny based on new data collected by the U.S. Department of Education's College Scorecard, leading to closures across the country. At the same time, local colleges and universities are working hard to help Erie by providing associate's degrees and shorter-term certificates at reduced tuition rates. However, they are not designed to provide the kind of highly vocational training, developmental education support, and strong ties to the labor market that community colleges typically offer.

What did the research show?

Recognizing Opportunities

• **Socio-economic and educational attainment data illustrate that the Erie County residents are lagging with respect to educational attainment and wealth creation.** College is financially out of reach for a majority of Erie County residents. Even with significant financial aid, students are lacking the financial means to pursue higher education. Erie County has low educational attainment, a soft base of high-paying jobs, and significant poverty. A community college would be a lynchpin in increasing the educational attainment of the region; a key factor to attracting business and industry with decent paying jobs, which could lead to a reduction in poverty.

• **Affordable educational options and training are needed in the area.** Poverty levels are high and educational attainment needs to improve – a community college with a connected business community could benefit the residents of Erie County. People need an affordable option to pursue their post-secondary education. Analysis of student and community data show that college affordability is the number one driver of support for the initiative. The data also show that colleges and universities in the area are generous with financial aid, grants, and scholarships, but the need is too great and college for most residents is still out of reach. Nationally, community colleges educate students at a much lower cost than four-year institutions, attract a diverse set of students, and have a higher persistence rate for lower income students than for-profit institutions. Higher education via community college is a much less risky endeavor, particularly for those with lower incomes.

• **Replace a retiring workforce and quickly respond to economic shifts and training needs.** The greying demographics of Erie County will necessitate replacement of many highly-trained employees in the manufacturing sector. More people need the necessary training and certifications. Erie County would benefit from a coordinated workforce and economic development system that can nimbly assess and respond to education and business needs is established. A community college could be the center of this integrated system, serving as a centralized resource where employees are prepared for and connected with employment. A community college could also help foster the growth of existing companies and attract new jobs to the area.

• **Serve as a feeder to the already strong four-year university system.** Erie County has access to four high-quality universities. Each university has its own assets, unique course offerings, and strengths within the community. A community college should not be viewed as a competitor for these schools but a potential partner. Many of the universities already offer community college-like offerings to students – from Edinboro University's Porreco Center and Mercyhurst University's operations at Mercyhurst Northeast and the Booker T. Washington Center. Centralized collaboration and partnership through a community college could create a more cohesive and responsive system and free up resources for four-year universities responding to the local need for a community college.

• **Get Erie County to parity with the rest of the state and bring it to the funding table.** Erie County is the largest population center in the Commonwealth of Pennsylvania without a community college. Taxpayers in Erie County are currently paying to support community colleges in other areas of the state but not receiving any of the benefits. In a county that is struggling with poverty and population retention, a community college could help to stem the tide of brain drain and give students a chance to obtain training that matches locally available jobs.

• **Strong support from a broad base of constituencies.** Since the last effort to establish a community college buckled under the pressure of divergent political priorities, there appears to be a clear shift among Erie's leadership to build consensus toward a sustainable post-secondary environment to support the local needs. Business leaders and workforce development experts have been extremely active in the Erie County process. They understand that many of their workforce needs could be filled through coursework and training at the community college. While community colleges fulfill multiple missions, their role in anticipating and responding to changing economic needs of the community served is a resource unique to the model, and pays dividends particularly in economies like Erie County.

• **Serve as a convener in the market to avoid duplication and promote collaboration.** As Pennsylvania's 14th largest county, Erie must continue down a path of recovery in order to make a turn toward growth and revitalization. In the current climate, resources are limited and a community college could serve to actively manage collaboration among workforce and economic development efforts, while at the same time partnering with existing educational organizations to connect the entire education ecosystem.

• **Partner not competitor.** College and university leaders throughout Erie County would benefit by a community college as a vehicle to increase the market of college bound students. Local colleges and universities partner with the community college, in communities where one exists, to help carve out a niche in the market. Community colleges in other markets have established strong partnerships with existing post-secondary institutions, which have proven to effectively increase enrollment and diverse coursework offerings, while increasing post-secondary attainment levels.

Overcoming Challenges

• **Getting stuck in the scarcity mentality.** There is no denying that Erie's socio-economic demographics, unemployment, and workforce climate are challenging and have been for decades. The Erie School District's financial collapse is real and requires continued vigilance and advocacy. A community college does not contribute to the decline, rather it is a part of the solution to resurgence. Recent private investments in a broad array of industry segments from healthcare, professional services (insurance), tourism, and building expansion throughout the county are giving Erie and its residents hope. A half-billion-dollars of new private investment into the community show that Erie's best days are not behind her. Support for the community college does not mean that high schools should not be supported, indeed it shows leaders in Harrisburg that Erie is taking low education attainment levels seriously, and that its leaders understand how the pre-k through 16 education system works. Community colleges can strengthen access to high quality education in the k-12 sector by offering dual enrollment. Viewing these multiple investments and new initiatives through a lens of "if we do this, then we can't do that," can stunt progress and doom a good project unnecessarily. On its merits, the community college makes sense and Erie residents should not be forced to choose it over solving persistent educational funding needs.

• **Higher education market shifts throughout Erie County, the state, and the nation.** Across the country, enrollments at colleges and universities are declining while leaders from both political parties are exploring and even implementing tuition-free community college programs. Former President Barack Obama touted the value of two free years of community college and in Tennessee, Oregon and most recently New York that vision is becoming a reality. As Americans increasingly recognize that a high school diploma often does not suffice, in communities fortunate enough to house a community college, extending public education to 14 years is becoming a bridge to either a college or university or family sustaining job. The timing of this study also coincides with a changing post-secondary marketplace in Erie County, creating an opportunity for a community college to fill in the gaps. Edinboro University is managing financial and enrollment challenges; University of Pittsburgh and Penn State University are evaluating the closure of local campuses; an effort at the federal level to restrict immigration is underway, discouraging international student attraction and retention, and the advent of the Rural Regional College all represent market uncertainty, but should not be viewed as mitigating need.

• **Financial realities and financial support.** The financials for the proposed community college need to take a robust and comprehensive view of the costs of operating a thriving and sustainable community college in the short- and long-term. It would be recommended that a community college foundation, endowment, and scholarship fund be developed.

• **Become a strong partner in workforce and economic development.** A community college in Erie County needs to create meaningful relationships with employers, and the people of Erie County need to have access to training that translates into employment. If the community college forges these vital partnerships and seek to be an engine of economic growth and workforce development it will achieve its goals.

• **The differences between a community college and four-year colleges offering more two-year degrees and certificates to fill the gap.** While it shows a deep commitment to the community, four-year institutions in the Erie area offering two-year degrees is not an optimal solution to Erie's pre-baccalaureate education needs. Providing associate's degrees and shorter-term certificates is not within the mission of most four-year colleges and universities. As a result, they are not designed to provide the kind of highly vocational training, developmental education support, and strong ties to the labor market that community colleges typically offer. For the student, this is not an economical route to such credentials, since community colleges are almost always the least expensive postsecondary institutions.

• **For-profit institutions are not a sound bet for Erie County's citizens.** While both community colleges and nearly all for-profit higher education institutions offer open-access education opportunities, their similarities end there. Over the past several years, for-profit institutions have received increasing scrutiny as new data collected by the U.S. Department of Education's College Scorecard reveals that this sector charges higher tuition and has lower graduation rates than do community colleges. In addition, a higher proportion of students attending these colleges have more student loan debt, and default on this debt at a higher rate, than community college students.[1]

[1] 1 (https://www.insidehighered.com/Data-Federal-Loan-Repayment-After-7-Years

For-profit institutions have also been abruptly closing at an increasing rate in the face of declining enrollments and increased scrutiny. Over the past several years alone, states have shut down dozens of for-profit institutions, and large, multi-site for-profit college networks have closed including ITT Tech and Corinthian College (Stratford, 2015). In contrast, community colleges rarely close. A community college will provide students with higher affordability, a better chance of completion, more stability, and much lower debt than for-profits provide.

• **Learning approaches that help students be successful.** Distance learning can be an attractive and important option for areas of the country that lack access to brick-and-mortar postsecondary options. However, this option is available to those with computers and access to the internet or in isolated classrooms. Research shows that distance and on-line learning is not the best option for the kinds of students that typically enroll in community colleges. Columbia University's Community College Research Center found that students with lower incomes and weaker academic preparation perform more poorly in distance and on-line learning courses than did similar students enrolled in face-to-face courses.

In addition, we know that community college students require a level of advising and guidance that is not possible via distance learning. For example, a rigorously-researched model of college advising that has a strong positive impact on community college student retention and graduation includes active face-to-face advising designed to create strong relationships between students and advisors. This "intrusive" model, known as Integrated Planning and Advising for Student Success (iPASS), has been adopted as one part of large-scale reform efforts across both the Tennessee and North Carolina community college systems, and has expanded into a national network of community colleges as part of a Gates Foundation initiative.

Proposed Community College Analysis

The Pennsylvania Department of Higher Education requires that each community college applicant determine community perception, potential student demand, provide a proposed curriculum, identify potential sites that a community college could be located, and evaluate the availability of qualified faculty. The data presented in this section of the report is based on primary research and data specific to the development of a proposed community college.

1. Community Survey Findings

As a part of gauging community support and demand for a community college in Erie County, Parker Philips designed a survey to gather opinions from the general public, parents, adult learners, educators, students, non-profit, community, government, and business leaders. Residents throughout Erie County were surveyed via telephone. Full results of the findings are presented in Appendix B including cross tabulation analysis, topline, and Power Point summary. The survey and research was designed to obtain a statistically valid sample.

Key Takeaways

• Strong support for and belief that Erie County would benefit from a community college — few lack an opinion on the topic. Seventy-two percent (72%) of residents believe that having a community college is "important" or "very important".

• Top reason to support (85%): the cost of four-year institutions.

• Top reason to oppose (54%): 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 is 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.

Other Findings

• Eighty-two percent (82%) of respondents between the ages of 18 and 34 said it is either "important" or "very important" for the Erie region to have a community college.

• Seventy-eight percent (78%) of women surveyed said having a community college is "important" or "very important" to the region.

• Seventy-five percent (75%) said they believe there are enough potential students in Erie County to support a community college.

• Seventy-seven percent (77%) of respondents believe it is "important" or "very important" for a community college to be involved with local economic development efforts.

Community College Community Survey Overview

• 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 in Appendix A.

2. Workforce, Business, and Educator Survey Findings

Educators

Forty-five (45) educators were surveyed in the telephone survey with 62% being either K-12 faculty or administrators and 39% being post-secondary faculty or administrators. Local educators are particularly likely to believe in the benefits of a community college. Again, affordability is the top reason.

Parents

Eighty-four percent (84%) of parents surveyed (98 people interviewed) as a part of this study would consider a community college for their child. Forty-nine% (49%) of parents had children in high school, and 59% had children in the K-8 demographic.

Adult Learners/Displaced Workers

Adult learners were surveyed via telephone and surveyed separately through intercept surveys to ascertain their opinions on a community college in Erie County (96 respondents interviewed – 65 through telephone and 31 through intercept). This adult learner group interviewed via telephone was statistically consistent with the overall telephone sample. However, a statistically higher percentage of respondents (19.2%) stated that they would consider a community college for their continued job training and education.

The surveys collected through intercept surveys show the following:

• A strong majority (93%) value more affordable access to higher education.

• A strong majority (87%) think it's important for Erie to have a community college.

• An overwhelming majority (90.3%) would use a community college for their education.

• A range of programs are desired – but programs that connect people to jobs are most valued.

• Thirty percent (30%) are unsure if they would consider a community college for their education.

High School Students

To gather input from high school students regarding their perceptions of a community college, Parker Philips partnered with the City of Erie School District, Corry Area School District, and Iroquois School District, to allow students to complete an online survey. The total sample size was 601 surveys. A separate breakout survey was designed in conjunction with the City of Erie School District for implementation. Results of the survey can be found in Appendix B.

Community College High School Student Survey Overview

• 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

Key Takeaways

• A strong majority (74%) value more affordable access to higher education.

• Half of students surveyed (60.4%) think it's important for Erie to have a community college.

• Overall, 3 out of 4 students surveyed are planning on attending college after graduation.

• One-quarter of students (25.2%) are unsure of what they will do after high school or plan on pursuing another path.

• Of these students, 29.5% are planning on getting a job that doesn't require a college degree.

• 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 (17%) of students are unsure if they are attending college after graduation.

• Thirty percent (30%) are unsure if they would consider a community college for their education.

Community Leaders Interview Summary

The participants proudly described Erie as being a place where people could affordably raise a family and have access to amenities not usually found in a market of Erie County's size. Many participants stated that the recent economic declines were having an impact, but they remain optimistic and many assert that they see bright lights on the horizon for Erie. While manufacturing is still a leading sector, other areas of the economy are beginning to grow. There was a belief among many that Erie was starting to turn a corner and the economy is on the upswing.

In general, participants worried that the K-12 sector was struggling in the City of Erie and a few respondents stated that some school districts in the county would need to reassess operations because of declining budgets and enrollment. With respect to the post-secondary market, respondents were quick to point out how fortunate Erie County was to host four respected universities in the market. Respondents felt that these colleges and universities were doing a very good job educating students in the community. There is a territorial protection and reverence for existing institutions, but most agreed that a community college should not be viewed as a competitor to them.

Key Findings

• Twenty-one (21) people were interviewed from organizations in the economic development, local and state government, social services, corporate, and non-profit sectors.

• Results from the interviews show that support of the college was strong among most participants.

• Reasons driving support were economic development opportunities, an affordable education for Erie County residents, and a chance to respond to market needs quickly to develop programs.

• Reasons driving dissent were the abundance of universities in the market providing education and two-year programs to Erie County residents (Porreco Center, Mercyhurst Northeast, and soon to be introduced Rural Regional College courses).

• Some participants felt that the addition of the Rural Regional College into the market created a threat to demand for the proposed community college.

• Concerns were also raised about the local match dollars/tax commitment from the county when the county needs to channel its resources towards other efforts.

• A clear message from many interviews was the need for true collaboration and partnerships between universities, industry, and workforce development agencies. Erie's reputation as a "go it alone" county would need to be replaced with a spirit of cooperation.

• Duplication of efforts and replication of existing programs was also a concern for those interviewed. The community college must represent a new and unique effort.

Workforce, Business, and Educator Interview Summary

As a part of this process, 22 workforce development individuals, business leaders, labor leaders and educators were interviewed. The same interview guide was utilized with this group as the community stakeholders. The participants in these interviews provided their candid thoughts about Erie County's need for a community college.

Key Findings

• Support of the community college was driven by the need for a school that was responsive to market and business demand, was affordable, and could be a high-quality and low-cost option in the county.

• Abundance and duplication drives dissent. For those that stated they did not support the community college, the logic was based on a belief that programs already exist and that Erie County getting a community college would not add anything new to the market.

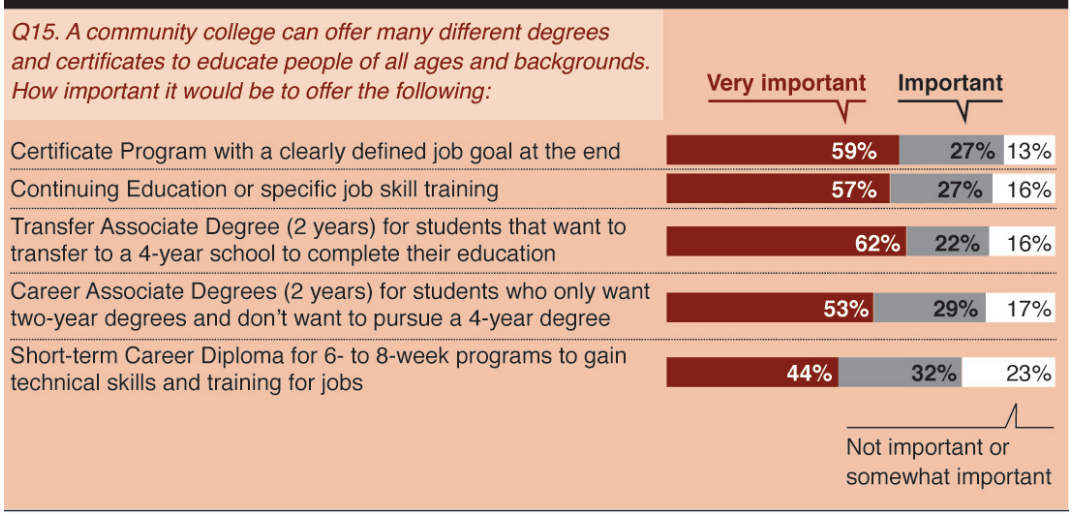
• Concerns by some about the necessary local tax commitment in the home county of a community college were raised. According to respondents, the issue of financial commitments of starting a new program/school in the market where other institutions were under financial pressures and "community college-like" offerings were already available was confusing/concerning. Those with concerns felt that the financials were needed to demonstrate the viability of the school and a full understanding of the needed staff, faculty, and operational costs needed to run a school should be provided.

• For those that supported the concept, the community college represents something that could help Erie raise its educational attainment levels and provide students with the necessary skill sets to get a job and be successful. The lack of job readiness for many workers in the market was repeatedly noted.

4. Community College Programmatic Need

The opportunity that exists for the proposed Erie County Community College is to offer associate's degree and technical skills certificate programs that provide education and training at an affordable price for available and emerging jobs that do not require a baccalaureate degree. In addition, the community college will also provide the remedial education many students need to succeed in a four-year degree program. It will also provide an affordable first two years of college to those seeking a bachelor's degree.

Consumers stated that there was a strong desire for a range of degrees and certificate programs and an intensity around the ability to transfer to a four-year school. However, 62 percent of respondents stated that offering a transfer associate's degree was very important.



SOURCE: Empower Erie Community College Feasibility Study

The Erie County Board assembled a diverse working group comprised of leaders from key stakeholders in Erie representing the corporate community, organized labor, manufacturing, health care, secondary education, higher education, and not-for-profit organizations. The mission of the

Curriculum Working Group (CWG) is to craft a set of program recommendations that inspire residents and employers to recognize and pursue a brighter future through expanded higher education. The CWG convened for an intensive three-day work session in which they addressed the following:

• The CWG was charged with recommending the critical program offerings for the new community college and updating the applicable sections of the 2010 Application to the Pennsylvania Department of Education to authorize the college.

• Reviewed Chapters three and four of the 2010 Application to the Pennsylvania Department of Education which delineated the 2010 Feasibility Study and Program Offerings Recommendations.

• They then reviewed the initial data from the updated feasibility study currently being conducted. They provided feedback to the researcher conducting the feasibility study, while clarifying their understanding of the current state of needs.

• Each of the members brought their own expertise and understanding and brainstormed a listing of proposed program offerings, as well as follow up research and data gathering tasks.

Conclusion

Taken in totality with the extensive research and analysis completed for this study, there is a clear demand for a community college in Erie County. The level of educational attainment, lack of affordability in the market, and clear need to have a responsive mechanism to industry and workforce development all point to the urgent need for a community college.

Chapter 4: Philosophy, Objectives, and Organization Of The Community College

Introduction

The Philosophy, Objectives and Organization section of this application reflects the input and expertise of many professionals and members of the community who either served on relevant Erie County work groups or provided their feedback through the extensive research conducted in the region.

Five Erie County work groups (Sites and Facilities, Curriculum, Community Outreach, Finance and Research) were most heavily engaged in preparing the community college's mission, objectives, organization and policies. These work groups represented the collective knowledge and skill sets needed to envision an appropriately staffed, well-run community college prepared to serve our region's needs. The Erie County Leadership Team also weighed in on key decisions as these groups undertook their work and prepared their final recommendations.

The sites chosen for start-up of the community college were vetted against a series of site selection criteria developed by the Sites and Facilities Work Group and grounded in the laws and regulations that govern Pennsylvania community colleges. The initial program offerings and student projections were identified through the primary and secondary research undertaken for the community college feasibility study by Parker Philips, Inc.

Mission

The mission of the proposed community college will be consistent with and guided by the statutory requirements of the Pennsylvania code.

> "Community college" shall mean a public college or technical institute which is established and operated in accordance with the provisions of this act by a local sponsor which provides a two-year, postsecondary, college-parallel, terminal-general, terminal-technical, out-of-school youth or adult education program or any combination of these. The community college may also provide area vocational-technical education services and credit, non-remedial college courses to secondary senior high school students.[1]

The mission will also follow the Guidelines for the Establishment of Public Community Colleges in Pennsylvania as stated below:

> The community college in Pennsylvania is a public institution of higher education, offering instruction beyond high school, but of less than baccalaureate level, in programs of two-years or less duration when pursued by a full-time student. They are open-access institutions intended to provide academic services to the entire community, regardless of prior academic achievement. It is the intent of the State Board that these institutions shall be widely comprehensive, providing for all of the educational requirements of the community.

Typically, the colleges provide the following:

- Liberal Arts Education;
- Occupational/Technical Education;
- Continuing Education and Professional Development;
- Developmental Education
- Avocational and Recreational Courses and
- Community Service Opportunities.[2]

As a consequence of the above provisions and guidance received from research focus groups, business and industry representatives, educational leaders, and key community leaders, the following statement reflects consensus about the mission of the community college and will serve as its mission until the college's board of trustees, administrative leadership, and area residents see the need for mission modification that may result from changes in the area's social, economic and educational needs:

The mission of the proposed community college is to provide increased access to higher education for the people of Erie County, to assist them in achieving their educational goals, to provide a competent workforce for area employers, and to increase both the baccalaureate and associate degree holders in Erie County.

[1] 24 P.S. §19-1901-A(4)

[2] Pennsylvania Department of Education, Guidelines for the Establishment of Public Community Colleges in Pennsylvania, August, 2016, p. 2.

To accomplish this mission, the proposed community college will:

- ✔ Provide courses and support that will facilitate the transfer of students to baccalaureate degree granting institutions.
- ✔ Provide both certificate and associate degree occupational programs that help satisfy workforce needs of area employers.
- ✔ Provide lifelong learning and continuing education programs and courses that upgrade workers, keep their skills current and assist them in obtaining new skills as the area's workforce needs change.
- ✔ Provide developmental and basic education support for students whose learning skills need improvement and/or who need to refresh their basic knowledge in order to succeed at the college level.
- ✔ Develop special partnerships with area school to facilitate, enrich, and/or accelerate learning options for K-12 students through dual credit enrollment programs, alternative high school programs, summer youth programs.
- ✔ Adopt a broad strategy of using partnerships with area business, industry, government, colleges, schools, and other entities whenever such partnerships are practical and can help the proposed community college more effectively accomplish its mission.

Governance

Governance for the proposed community college consists of those entities and individuals that play a role in establishing or administering policy that applies to the community college. The entities that form the governance system for the proposed community college include the board of trustees and president of the college, Erie County government, and the executive, legislative, and judicial branches of Pennsylvania state government.

At the local level, the board of trustees is responsible for adopting policies needed to govern the college in an orderly and effective manner. The board of trustees also establishes student tuition and fees and ensures compliance with state policy and regulation. The president of the community college administers the board's policies and promulgates procedures needed to accomplish compliance with the Board's policies, as well as applicable state laws and regulations.

The board of trustees will exercise the powers and duties as outlined in the statutes. They will appoint and fix the salary of a president. The board will approve leases and purchase of land, buildings, furnishings, equipment, materials, books and supplies. The board will accept and receive all gifts of real and personal property. The board will approve and accept all Federal, State and local monies and approve expenditure of the same.

The board will make and approve all policies pertaining to students and employees. They will approve all courses of instruction and the tuition or fees to be charged. The board will also submit proposed amendments to the community college to the State Board of Education for its approval.

The board of trustees shall enter into contracts and other acts will be done in the name of the community college. Finally, the board shall submit an annual budget for consideration and approval by the local sponsor.

Another part of local governance is Erie County government, the local sponsor of the proposed community college. Included in county government are Erie County Council and the County Executive. As the local sponsor, county government appropriates the local share of operating and capital funds and appoints trustees to the community college's board.

At the state level, the executive, legislative, and judicial branches of Pennsylvania government are also part of the college's governance system. The Legislature adopts laws and appropriates operating and capital funds for the state's community colleges. The executive branch, consisting of the Governor, the Pennsylvania Board of Education, Pennsylvania Department of Education, and various departments and boards, prepares the state's budget for submission to the Pennsylvania Legislature and adopts and issues various regulations and executive orders as required and authorized for the orderly and effective operation of the state's community colleges.

The judicial branch has the power to render decisions that, in some instances, impact community colleges in a manner similar to laws and regulations adopted and issued by other branches of Pennsylvania government.

Sponsorship of the College

Erie County is the sole sponsor for the proposed community college. The population of Erie County is approximately 276,000, which is sufficient population to support the college's student population expectations. The American Association of Community Colleges has found that nationwide, approximately 4.5% of the population above 18 years of age enrolls as credit students in a community college during a given year. Since Pennsylvania community colleges do not cover the state's population, as completely as in many states, the Pennsylvania figure is lower at approximately 3% of its population above 18 years of age. Also, because Erie County's population above the age of 18 is approximately 210,000, the best projection for credit student enrollment at the point of maturity for the college (2028) is 6,300 credit students. If it is further assumed that the average credit hours taken by each student is 6 semester credit hours, the projected FTE

enrollment for credit students would be 3,150. Non-credit courses may be utilized in some job training offerings and these are translated into FTE equivalences based upon the criteria of the Pennsylvania Department of Education. These FTE equivalences are included in the credit enrollment projection for 2028.

Board of Trustees

Within 60 days of approval of this application[5] by the Pennsylvania Board of Education, Erie County officials will appoint the Board of Trustees for the proposed community college. Upon recommendation of the Erie County Executive, the Erie County Council will appoint nine members from Erie County. [6]

A sponsorship resolution potentially states that the Board will be composed of nine members who will reflect the countywide district representation with a minimum of one member from each of the seven Council districts. The Council appointments shall reside in their districts. The County Executive shall have two appointments. County Council must approve all appointments.

County officials will notify the Board of Trustees that they should use a "drawing process" to select those members who are to serve for 2 years, 4 years, and 6 years for their first term, and advise them to select a Chair and Vice-Chair for one or partial year terms, aligning term ending dates appropriately.[7]

Organization of College Administration

Soon after being appointed, the board of trustees will hire a president as the college's chief executive officer. The board of trustees will also appoint a treasurer shortly after the President is hired.

Key Administrative Positions

- President
- Vice-President for Academic and Student Affairs
- Vice President for Development
- Vice-President for Administrative and Business Affairs

The President will then advise the Board of Trustees on a five year plan for the College's staffing needs for the first five years including faculty, non-teaching staff, and administration. Staffing for the first year will focus on key administrative positions, including the Vice-President for Academic and Student Affairs, Vice-President for Administrative and Business Affairs, and Vice President for Development. This structure will provide the College with sufficient administrative leadership during the first few years while preserving flexibility for future additions and changes.

Below this level, the Board of Trustees will likely approve the following positions as recommended by the President:

- ✔ Controller
- ✔ Vice-President for Business Services
- ✔ Vice-President for Development Programs
- ✔ Dean of Student Services
- ✔ Dean for Occupational Programs, Corporate Training, and Community Education
- ✔ Dean for Arts and Sciences Programs
- ✔ Director of Enrollment Services
- ✔ Director of IT

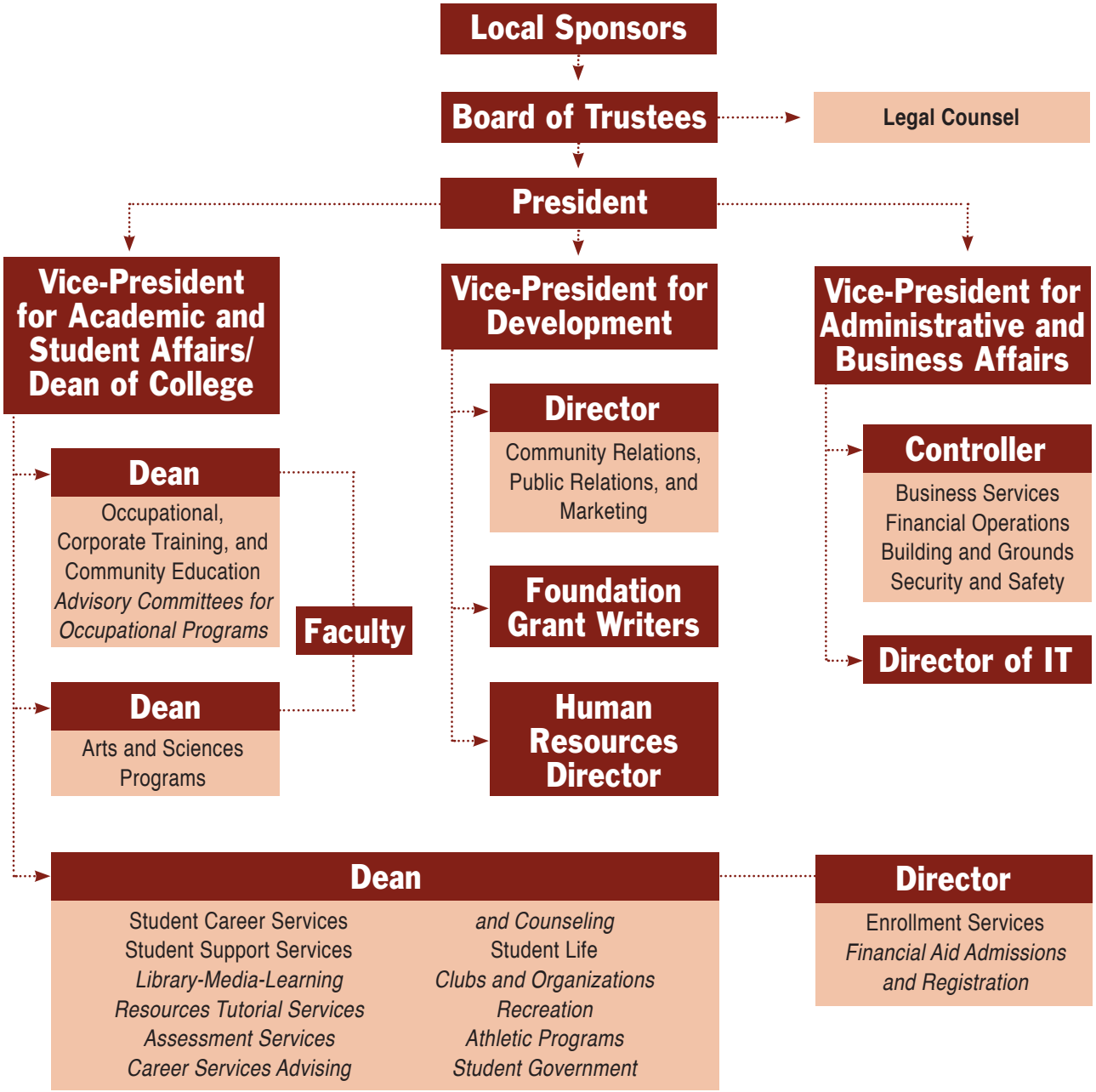
Other staff will be required as college enrollments and program offerings increase, but these core administrative positions will be sufficient for the first year(s) of operations. (See the organizational chart of the proposed community college on the next page.)

[5] 24 P.S. §19-1904-A

[6] Section 1904-A(b) permits the local sponsor to appoint "no less than seven nor more than fifteen persons."

[7] Pennsylvania Department of Education, Guidelines for the Establishment of Public Community Colleges in Pennsylvania, August 18, 2008, p. 2.

Organizational Chart for Proposed Community College



Draft Policies

Administrative Policies of the College

(a) Appointment of the President: It is the policy of this college that the Board of Trustees will select and appoint the president of the college. The President will then be responsible for the selection and appointment of all staff of the college. The President may choose to delegate some of this responsibility to other staff as appropriate.

(b) Appointment of Administrative and Non-Teaching Personnel: Appointment of administrative and non-teaching personnel will be based solely on qualifications and competence. Only the most competent and highly qualified candidates will be appointed. It shall be a policy of the Board that candidate pools will be diverse, and it shall be a goal that administrative, teaching, and non-teaching personnel will reflect the population composition of the Erie County college's service area.

(c) Administrative Organization Operations: The administrative organization shall be developed with efficiency and proficiency in mind. The Board expects to see administrative and non-teaching staff performing at an optimum level and, where justified, leading and supervising more than one area of responsibility.

(d) Strategic Plan: The President shall develop a strategic plan for the college which shall be subject to Board approval. Both the college and community will be involved in its development. A community advisory committee will be an on-going part of the college assessment system.

(e) Evaluation Program: The President shall establish an evaluation program using performance goals for all administrative and non-teaching personnel.

(f) Operation and Maintenance Standards: The President shall establish a set of standards for the operation and maintenance of all physical assets owned or leased by the college. The Board shall approve these standards.

(g) Annual Budget: The President shall submit annual fiscal year budgets for Operations and Capital Development to the Board for approval.

Academic Policies

(a) Comprehensive Community College: The college shall be a comprehensive community college that includes courses/programs in the following areas: transfer, direct job entry (occupational/technical), customized training for business and industry, remedial/developmental, continuing education/lifelong learning, dual credit, adult, and avocational/recreational.

(b) Credit: Credit shall be based on semesters and shall be assigned to courses according to guidelines and standards adopted by the Pennsylvania State Board of Education.

(c) Access: Access to the college's programs and courses will be a priority and will be addressed through campus planning, course scheduling, distance instructional delivery, cost, financial assistance, advising, and transition courses.

(d) Admission to Programs and Courses: The college will have an open-door admissions policy, admitting anyone over age 18 who can benefit from the programs offered by the college. Generally, students will have either a high school diploma or a GED high school equivalency. Those who do not have a diploma or GED can qualify automatically for the GED certification after completing 30 credits. Admission to the college will not imply admission to all programs offered by the college since some programs have specific entrance requirements or prerequisites.

(e) Degrees and Certificates: The Associate Degree shall be awarded to students who complete the required courses for a specific program. Whether it is an Associate in Arts Degree, an Associate in Science Degree, an Associate in Applied Business Degree, or an Associate in Applied Science Degree will be determined at the time a program is authorized and shall be in accordance with the policies of the Pennsylvania State Board of Education.

Certificate and/or diploma programs may also be offered. These programs shall be structured in compliance with policies of the Pennsylvania State Board of Education.

(f) Accreditation: The college will apply for full accreditation from the Middle States Commission on Higher Education (MSCHE) within three years of commencing operations to establish and assure confidence in its mission and goals, its performance, and its resources.

In order to pursue full accreditation, the college "must be operational with students actively pursuing its degree programs,"[8] and "the college must graduate one class before the evaluation team visit and before initial accreditation takes place." [9] For this reason, while the college works toward receiving full accreditation, it will pursue candidacy status to demonstrate to other accredited educational institutions that it has entered into a formal relationship with a regional accrediting commission to receive full accreditation.

Candidacy status is also important because it will make it easier for the proposed community college to enter into agreements with other fully accredited educational institutions. Moreover, students wishing to transfer to other accredited institutions will be able to do so. With consent from the President and Board of Trustees, the college will seek additional accreditations or approvals for specific program majors from state and national organizations providing such accreditation or approvals.

(g) Licensure: The proposed community college will meet any licensure requirements affecting a specific curriculum or program as adopted by an appropriate Pennsylvania agency.

(h) Minimum Instructor Qualifications: Typically, the minimum qualification will be a Masters Degree unless specifically authorized otherwise by the President.

Student-Related Policies

(a) Student Centered: Insofar as possible, all policies, decisions and programs of the college will be centered on providing quality experiences that enhance the achievement of its students' educational, occupational, and life goals.

(b) Learning Focused: All educational programs will be focused on student learning first. Assessment of learning will be employed in each course to determine if students master those content objectives that ensure success in succeeding courses, institutions, and occupations.

(c) Advising: Advising for course sequencing, developmental needs, career enhancement opportunities, and transfer to senior institutions will be provided to all students. Technology will be used to increase access to this information whenever possible.

(d) Job Placement: An effective job placement program will be available to assist students who are enrolled in programs intended to lead to employment.

(e) Transfer Assistance: Assistance in the form of information and advising on transferring and articulation opportunities will be available to students who wish to continue their higher education at another institution. (See page 93)

(f) Auxiliary Services: Parking, bookstore services, food services, lounge, and other similar services will be available at college sites whenever feasible and possible. The goal, at all times, will be to enhance the quality of student life while enrolled at the college.

(g) Student Housing: The college will provide housing information. The need for college operated housing will be evaluated on an on-going basis.

Tuition and Fees Policies

(a) General Policy: It shall be the policy of the Board of Trustees that tuition and fees charged to students will be as low as possible within the context of state policies and the needs of the college to maintain high quality in its programs and services. The college will respect state policy that student tuition cover one-third of the cost of educating a full-time student.

(b) Tuition: The Board of Trustees will review and set tuition charges each year.

(c) Fees: In addition to the tuition charge, the college will charge fees for such services as processing of applications, registration, and graduation.

(d) Other Expenses: There may be fees charged for specific classes of programs to cover the costs of materials used. Students should plan also for the costs of the books used in their classes.

Financial Aid Policies

(a) Access: The Board of Trustees for the prospective community college will support an effective financial aid program that provides access to the college's programs and services. Financial aid will be available from a variety of sources and in a variety of forms, including but not limited to, grants, scholarships, loans, and/or employment opportunities to assist students in financing their education.

(b) Federal Financial Aid Programs: Students need to have access to federal grant and loan programs to assist them in managing their educational expenses. For students to have access to federal financial aid programs, the college must meet the following three institutional eligibility requirements:

- It must be legally authorized by the state where the institution offers postsecondary education to provide a postsecondary education program.
- If accreditation is awarded, it must be accredited by a nationally recognized accrediting agency or have met the alternative (pre-accreditation) requirement, if applicable.
- It must admit as a regular student, only individuals with a high school diploma or its recognized equivalent or individuals beyond the age of compulsory school attendance in the state where the institution is located.

The prospective community college will take all necessary steps to meet all eligibility requirements so students will be able to participate in federal aid programs as soon as it is legally and feasibly able to do so.

(c) Private Financial Aid Support: The college will build a financial aid program that takes advantage of already existing scholarships in the business and philanthropic communities and may support the creation of a community college foundation whose mission would benefit the college in a variety of ways with student financial aid being its most important priority.

Course-Related Policies

(a) Course Outlines: A syllabus will be developed for each credit course and will be provided to each instructor who teaches the course. The outline will contain learning outcomes, credits, course name and number, and the role the course plays in the college's curriculums.

(b) Non-credit courses: Course outlines will be maintained for non-credit courses that are eligible for state support as described in (a). Course outlines for other non-credit courses will not be maintained but each instructor of a non-credit course should file an outline with the appropriate department head.

(c) Articulation: The college will develop course articulation agreements with high schools, as well as, colleges and universities to which students transferring from the proposed community college are most likely to attend. Where required, the college will establish course equivalency with the college or university and will make this information available to students.

(d) Textbooks: It shall be the policy of this college to be considerate of the total cost of attending college to the student when selecting required textbooks or other learning resources in a given course.

(e) Program Development: The college and its administration and faculty will collaborate with local business, industry, and community leaders to develop high skill technical programs that meet current and future workforce training, retraining, and career education needs. The college will also make a commitment to meet the needs of students in the areas of transfer and developmental programs.

To facilitate program development, the college will develop a policy outlining procedures for new program development and approval, changes to existing programs, and review of existing programs. The policy will also outline procedures for adding new courses and special topics courses, revising existing courses, and deleting courses.

(f) Academic Council: An Academic Council, made up of college members will have responsibility for reviewing all proposals for new programs/courses and significant changes to existing programs and for making recommendations according to policy.

(g) Curriculum Review and Assessment: The purpose of curriculum review is to ensure continuous improvement of all programs and courses and to align programs with the mission and vision of the college. The Academic Council will establish a multi-year review process that includes a program review report from each department, an approval process for changes/recommendations, and an implementation process for approved programs. Assessment procedures will include measures of student achievement and prescribed learning outcomes in keeping with the expectations and standards of regional and specialty accrediting agencies.

Personnel / Human Resources

The proposed college will create a personnel / human resources department with responsibility for providing comprehensive, effective, and efficient human resources and staff development services, including attracting, hiring, compensating, and developing a highly qualified and diverse workforce that supports the educational mission of the college. In addition, the human resources staff will be responsible for promoting a culture supporting quality of work environment, enhancing employee morale, and facilitating effective performance through professional development. The human resources office will also provide leadership through the development and implementation of policies, procedures, programs, and practices that promote the mission and goals of the college. Human Resources staff will work with college administrators and staff to ensure compliance with all federal, state, and local laws pertaining to personnel, including, but not limited to FLSA, Title VII, ADA, Sections 501 and 505 of the Rehabilitation Act of 1973, ADEA, and EPA.

The personnel/human resources department will develop and implement comprehensive employment policies that include, but are not limited to:

- Appeals
- Benefits
- Compensation
- Contingency planning
- Drug-free workplace
- Employee health and safety
- Employee leave
- Employees from other countries
- Employment
- Employment of relatives
- Ethics and conduct
- Inquiries about college personnel
- Internet and email use
- Non-discrimination
- Personnel administration
- Performance appraisal
- Privacy
- Records management
- Recruitment and selection
- Smoking
- Staff development
- Suspension and dismissal
- Travel
- Other areas required by law or college policy

Personnel Handbook

The personnel / human resources department will create a handbook that provides information about the college and its operational policies and procedures.

Non-Discrimination

The college will develop a policy stating that it will not discriminate on the basis of race, color, sex, religion, age, handicap, marital status, national or ethnic origin or any other legally protected classification. This policy will apply to all educational programs, all employment practices, and all other college-administered activities.

The president of the college will implement this policy and notify administrators, professional staff and employees about the policy. The president will also establish procedures to investigate and to process complaints made under the policy.

In addition, the college will, through educational programs, help faculty and staff to become aware of and to recognize more covert and subtle forms of discrimination and to remove those barriers to equality.

Affirmative Action and Equal Opportunity Employer

The college will develop a policy that provides and promotes equal employment opportunities for all persons without regard to age, race, religion, disability, sex, sexual orientation, marital status, national origin, or political affiliation.

The college will implement and maintain an affirmative action program that takes aggressive measures to eliminate internal barriers to equal opportunity and will conduct business in accordance with all state and federal equal opportunity and affirmation action laws.

Diversity enhances the campus environment for all students and employees. The college will continue to make every effort to provide a safe, respectful workplace, to promote diversity in staffing and programming, and to enhance understanding of diversity through education and cultural diversity programs.

Sexual Harassment

The college will develop a policy for providing a professional working and learning environment free of sexual harassment and all forms of sexual intimidation and exploitation. Sexual harassment is a form of sex discrimination and is illegal.

The college, upon approval, will create a detailed policy that defines sexual harassment, preventive and corrective action, responsibilities of supervisors, reporting/complaint procedures, investigation procedures, and other necessary procedures.

Drug Free Workplace

The college will develop a policy that prohibits the unlawful manufacture, dispensation, possession, or use of drugs, controlled substances, alcohol, on college property (grounds, facilities, vehicles), at any college or college sponsored event, or anytime employees are actively at work. All employees of the college shall comply with the terms of this policy as a condition of their employment. Employees who violate these prohibitions shall be subject to appropriate corrective and/or disciplinary action up to and including dismissal.

Facilities and Site Selection

Facilities selection is a critical component in the creation of a community college and is driven by a range of factors including curriculum demands, class size/headcount, and campus amenity and accessibility needs. State guidelines require the identification of potential spaces for consideration throughout Erie County that meet specific criteria and requirements to open a community college. At this point in the community college development process, it is not required to select the final location. The real estate market and properties available, both those that are taxable and tax exempt, will likely change between the study period and initial enrollment. For example, there are currently considerable changes and reorganizations underway in the Erie School District as well as the Erie Catholic Diocese. As the process for both institutions evolves, it seems probable that additional tax-exempt properties may become available for consideration in the time frame during which the Community College's Board will be evaluating both short and long term alternatives.

Respondents being interviewed as a part of the research process were asked what amenities should be included in the new community college. Many of those respondents envisioned a school that provided common space, collaboration space, quiet space, and a food court or some place to grab a snack for students. Other high-priority amenities included easy access and proximity to public transportation, a library, and child care facilities.

Criteria

Using the information from the study, the working group on facilities and site selection developed specific criteria for site suitability evaluation and final site selection. When determining the evaluation criteria, the working group focused on two overarching factors:

- Compliance with Pennsylvania Department of Education Guidelines for establishing a community college.
- Assuring that potential locations offered reasonable accessibility and amenities to all of the residents of Erie County.

More than twenty-five (25) sites throughout Erie County were identified as potential locations of a new community college. The fluid nature of Erie County's real estate market led the group to focus on criteria adherence and square footage requirements as opposed to specific recommendations or ranking of potential site(s) for the community college. With nearly 800 square miles of land, the site selection working group took into consideration that all residents of Erie County – rural, urban, and suburban—will need to have easy access to the school.

As previously referenced, another critical site evaluation criteria recommended by the Working Group is each alternative's taxability status (taxable or exempt). The Working Group highly recommends prioritizing tax-exempt properties as the potential location for the Community College to avoid any reduction to the real estate tax base. While it is recommended that a tax-exempt site be selected as the permanent home for the Community College's main campus, it is important to note that the Community College will likely lease it's first site(s). Under a leasing arrangement, rental income would be taxable for the property's owner, regardless of the property's underlying tax status.

The full criteria to be used

Erie County Site Selection Criteria Location

Criteria	Measurement
1. Access to public transportation	Proximity to bus stops and bus lines
2. Erie County geographic coverage	Adjacent towns and areas of Erie County with easy access
3. Safety of Neighborhood	Is the area safe? Well lit? Since students go to class at night, safety needs to be a consideration.
4. Parking (cost and availability)	Is there a parking lot? Street parking? How much and where? This is always a huge concern for colleges and universities.
5. Access to retail/ restaurants	Where can the students grab a cup of coffee? Lunch? Between classes?

Facility Characteristics

Criteria	Measurement
1. Lot size	Acres
2. Building size	Gross & Net sq. ft.
3. Overall condition assessment	Qualitative description (i.e. ready for use, needs work, etc.)
4. Availability of Admin and Common Space	Brief description of existing space for offices and student space
5. Availability of specialized space (shops, wet lab/dry lab, simulation lab, etc.)	Brief description of specialized spaces
6. Potential for expansion	Brief description of feasible expandability
7. Access to high speed internet service	Brief description of installation and/or proximity to high speed service
8. Handicapped Accessible/ADA Compliant	Brief description of facilities and compliance

Financial

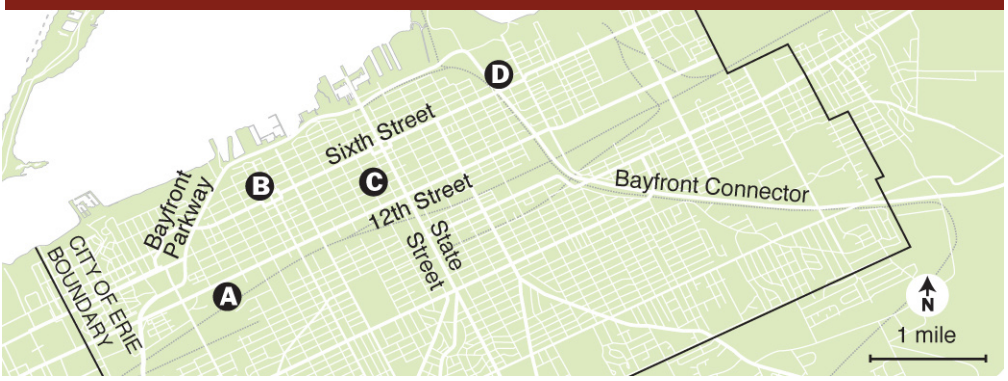
Criteria	Measurement
1. Cost to acquire or lease	Estimated purchase or lease cost
2. Cost to address condition issues	Estimated cost to prepare for use
3. Cost of operation	Estimated annual cost to operate (utilities, maintenance, and misc.)
4. Cost of FF&E	Estimate cost of furniture, fixtures, etc. to get the space ready for opening

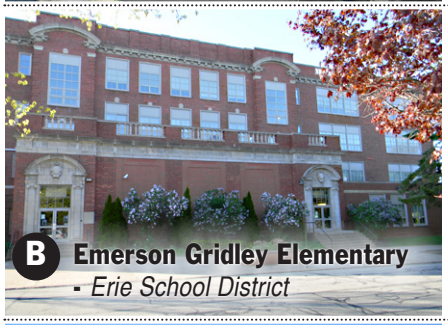
Miscellaneous

Criteria	Measurement
1. Fit to enrollment projections	Facility meets or doesn't meet current and projected enrollment
2. Tax classification	Site is currently classified Taxable or Tax Exempt

After reviewing the all of the available information, the potential sites were then divided into three categories – main campus, satellite campus and special training facility alternatives. The main campus sites are located in or close to the centrally located and high-population density downtown area of the city of Erie. Due to the reorganization of the Erie City School District and the closing of some schools, it is possible that one or more of the district building might also become available.

The possible main campus alternatives identified include:

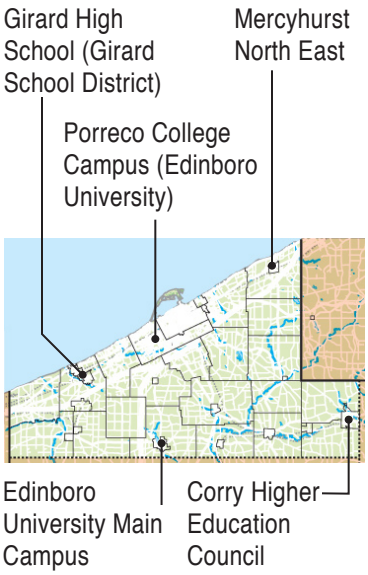


	Tax exempt?	Lot size (acres)	Building size (square feet)	Potential for expansion (lot coverage square feet)
A AMSafe Building, *1305 W 12th Street*	No	5.2317	40,130	187,762
 **B Emerson Gridley Elementary** - *Erie School District*	Yes	1.25	86,600	202,651
C Robinson-Connor Building - *155 W 8th Street*	No	0.6642	79,329	20,048
D Erie Plaza - *824 E 6th Street*	No	3.193	49,790	89,296

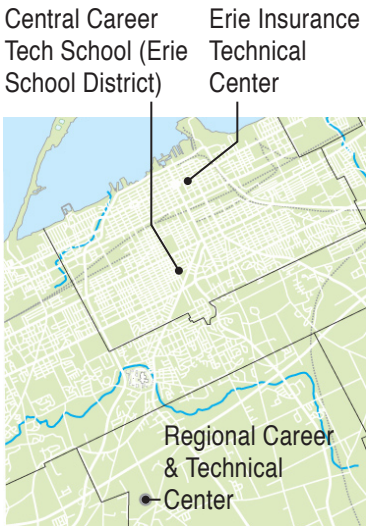
Possible satellite and special training center sites

The following existing educational/business facilities across Erie County have expressed an interest in potentially serving as:

1. Satellite sites for the community college



2. Special training center sites



While there would be operating and programming details to work out, these sites represent a geographic spread that would provide access for all of Erie County.

Student Services

Services for students will play a key role in the proposed college, enhancing opportunities for students to achieve their educational goals. Student services will include admissions, registration, assessment, financial aid, counseling and guidance, placement, advising, tutorial, library-media-learning, and a variety of other services designed to support students.

The vice-president will assist the President with programs and services. One of these vice-presidents will provide leadership and oversight to both academic and student services. In addition, a director of student services will provide more focused leadership and oversight, as well as some direct services. Additional staff will also be employed to provide other services, such as financial aid advising.

The college will also provide information on its website that will make services more readily accessible to students.

Financial Aid Counseling

The prospective college will employ professional personnel who have experience and training in advising students about financial aid.

Orientation

Prior to opening its doors to students, the proposed community college will develop an orientation program—live and/or virtual—for students new to the college. The orientation program will introduce students to campus and student life, faculty, administrators, key staff, academic and co-curricular programs, policies, and procedures.

Counseling and Guidance

The college will provide counseling and guidance services for all students who need assistance with academic problems or for students who are experiencing personal difficulties that may prevent them from being successful in their programs/courses.

Placement Services

Effective placement services are essential to the success of the proposed college's occupational education programs. The college will provide a career planning and placement center to assist students in planning their career. Placement staff will help students find part-time employment while in college and full time employment after graduation. In addition, the college will work in collaboration with area business and industry to maintain a list of job openings for students.

Placement services will include, but not be limited to, teaching students how to prepare resumes and write application letters, how to research job openings and companies, how to create a meaningful employment portfolio, how to dress professionally, and how to prepare for interviews. The placement services will also include career assistance and assessment for current students and alumni. Resources, such as computer software, career websites, books, videos, and periodicals will be available to research and explore a variety of job openings and career options.

As the college grows, it will hold job fairs in collaboration with community business and industry. In addition, the placement center will offer workshops to help students experience success when they attend a job fair.

Follow-up Studies

It is beneficial for the college to have data about its graduates to help assess the quality of its programs. As part of the college's assessment to determine whether it is meeting its mission and goals, the proposed college will conduct follow-up studies in three areas: (1) students who transfer to baccalaureate degree granting institutions, (2) students who become employed after completing an occupational program, and (3) students who do not complete their courses of study. The college will use data from exit interviews (for students in all college programs), graduate surveys, employer surveys, and surveys from colleges/universities accepting transfer students to evaluate and enhance program offerings. The community college will participate with the National Student Clearinghouse® and the Pennsylvania Information Management System (PIMS) to track measured outcomes and data on graduates.

Program Offerings

The community college will operate on a semester basis. Each semester will be 15 weeks in length. A full schedule of summer offerings will also be made available to students.

Programs will evolve over time based upon the input of advisory committees, in conjunction with educational partnerships and through consultation with the private sector. However, a plan must be developed that provides rationale for an initial set of program offerings. Not all of these will be attainable in the first year or two of operation, but they can serve as a suggested blueprint as the community college evolves.

Program offering recommendations were developed by a broadly representative Curriculum Working Group (CWG) who studied the Needs Assessment Study conducted by the Parker Philips Group (PP) and incorporated their own knowledge and expertise concerning the needs and aspirations of the region. The Needs Assessment Study gathered that view points of leaders from every sector and a cross-section of the general public, and potential students, and contrasted them with secondary data from the Census, the Bureau of Labor Statistics, the state of Pennsylvania and other sources. The study, also, mapped the existing post-secondary education landscape.

The CWG identified typical community college programs that would respond to the identified needs and aspirations and proposed program offerings that align with economics and community development goals articulated through the leadership of the community.

It is clear from all of these sources that the program offerings will enable Erie to raise and enhance educational attainment levels, prepare residents for the workforce of tomorrow and help create the talent pool needed to drive economic growth and create prosperity in the region.

The program offerings are organized by Program and Career Pathways that will be used to guide students toward their educational and career goals. The careers and programs will be developed by faculty experts in their fields with insight and, in many cases, through partnerships with those who will employ the students completing the preparation necessary to succeed in their fields of employment.

As is generally the case with community colleges, the number of students attending with a goal of achieving a Baccalaureate degree is anticipated to be roughly equivalent to those seeking career pathways leading to direct employment. The remaining students may be pursuing continuing education, job training, avocational interests or personal enrichment. Consequently, the Baccalaureate degree transfer pathway feeds four-year degree programs throughout the Erie region and beyond. The offering will align with the Pennsylvania Transfer and Articulation System to ensure students who begin their baccalaureate studies at the community college can take advantage of the equivalency guarantees afforded by the system.

Each of the Direct Job Entry Pathways includes careers and programs that respond to identified needs and aspirations of the region. While most of the offerings are to be provided on a college credit basis, some may be clock hour programs that respond in a unique way, particularly for job training.

The following matrix for the Proposed Program Offerings are organized by programs and career pathways and by the type of post-secondary certification offer, as follows:

STC—Short Term Certificate of less than 30 semester credit hours

OYC—One Year Certificate of 30-32 semester credit hours

AAS—Associate's of Applied Science degree

AAB—Associate's of Applied Business degree

AA—Associate's of Arts degree

AS—Associate's of Science degree

The year in which each program offering will most likely to be initiated is identified as well.

Some students will arrive at the College needing to update or develop their academic skills and abilities to be able to master college level coursework. Consequently, the College intends to address these needs through co-requisite models that focus on any identified developmental needs collaterally with the initial college level offerings to which the student aspires. This capitalizes on current research, which demonstrates that intensive supplemented support provided within the context of the college level offerings leads to achieving the best results in a cost effective manner.

Erie has experienced a significant immigration of non-English speaking population and the College may be called upon to provide English as a Second Language instruction (ESL). This program offering will likely evolve as an outgrowth of the developmental education and Language Arts programming.

The College intends to utilize a guided pathways approach to academic and career advisement processes. A premium will be placed on motivating students to complete their programs by forging a deep connection to their career choice through strategies like exposing students to coursework in their majors as early in their program of study as possible, by being exposed to contextual learning related to the career field and work-based learning experimentation through project based learning, internships and/or cooperative education learning experiences. Particularly in the Direct Job Entry program offerings, the goal will be for students to experience work within career choice field throughout their educational preparatory program.

Part of ethos the community college will be to do much of its work through partnerships. First, the college expects to be partner with businesses and other employers to develop programs that are most relevant to the needs and growth strategies of Erie's employers. Not only will they provide input in shaping curriculum; but, will be asked to work with the college to provide work based experiences for students, as part of their education.

Secondary education will be sought as a critical partner, as well. In addition to partnering to create smooth pathways from high school to college; the College will focus specifically on the development of dual enrollment opportunities for students to engage in college work, with transcripted college credit, while still in high school.

The college will place a premium on partnering with other

colleges and universities offering baccalaureate degrees. It is the College's goal to assist in raising educational attainment across the post-secondary educational continuum through partnerships and collaborations. Partnering may take a range of forms designed to capitalize on existing programs, create synergy among available options and increase the flow of students through the educational and career pathways. While it will be challenging to be clear to students which institutions are providing what and how it fits together to meet the student's goals, the potential exists for the region to most cost effectively use scarce resources to meet the most compelling needs. Partnership opportunities may be developed at different points in the implementation process depending on the particular needs and resources available. The following listing of Recommended Program Offerings is based upon the needs assessment and which programs promise to respond to the identified needs. It envisions the newly created community college will deliver these offerings; however, based upon resources available and other unique opportunities, partnering options may be employed to meet the identified needs in as creative ways as possible.

Year Initiated	Recommended Program Offerings
	I. Baccalaureate Transfer Pathway
	Programs in this pathway give students access to junior status in a wide range of four-year degree programs through the Statewide Program to Program (P2P) articulation agreements. They will be designed to provide liberal arts foundation that encompasses the PA TRAC 30-Credit Transfer Framework that is guaranteed to count toward graduation.
1	**A. Associate's of Arts—AA**
1	**B. Associate's of Science—AS**
	II. Engineering and Manufacturing Pathway
	Programs and majors in this pathway lead to careers in electrical and mechanical engineering; mechatronics or MEMS, welding, computer engineering, and engineering and manufacturing transfer programs.
1	**A. Automation Engineering Technologies** 1. Applied Electronics—OYC; AAS 2. Maintenance/Repair—OYC; AAS
1	**B. Computer-Aided Design/Computer-Aided Manufacturing—OYC; AAS**
1	**C. Computer Numeric Controls/Computer-Aided Machining** 1. Machining Setup and Mold Design—AAS 2. CNC Programmer—AAS 3. Machining Processes—OYC
1	**D. Electrical Engineering Technologies** 1. Applied Electronics—OYC; AAS
3	**E. Industrial Maintenance Technologies** 1. Mechatronics Engineering Technology—AAS
3	**F. Quality Assurance Specialist—AAS**
1	**G. Welding—STC; OYC; AAS**
	III. Computer and Information Technology Pathway
	Programs and majors in this pathway lead to careers in network systems, mobile device application and development, software development, web design and development, computer gaming, hardware maintenance, computer security, computer forensics, IT for healthcare, and computer and information technologies transfer programs.
1	**A. Computer Science, Engineering and Technologies** 1. Computer Engineering Technology—Computer Application Integration Specialist—STC; AS 2. Electronic Engineering Technologies—Applied Electronics—STC; AAS
3	**B. Computer Security** 1. Computer Information Systems—AA; AS; AAS a.) Information Security for Business b.) Network Security Foundations 2. Computer Engineering Technology—AS; AAS a.) Computer and Digital Forensics b.) Business Forensics Investigations

Key for abbreviations:

STC—Short Term Certificate
OYC—One Year Certificate
AA—Associate's of Arts
AS—Associate's of Science
AAS—Associate's of Applied Science
AAB—Associate's of Applied Business

Year Initiated	Recommended Program Offerings
5	**C. Hardware Maintenance and Information Systems** 1. A+ Certification—STC 2. Computer Maintenance and Networking—STC
4	**D. Interactive Digital Media—AAS** 1. Computer Animation 2. Web Design 3. Graphic Design 4. Computer Games and Simulation Design
1	**E. Management Information Services—AAS** 1. Business Intelligence and Analytics 2. Enterprise Security Certificate 3. Management Information Systems
1	**F. Network Systems—AAS** 1. Computer Information Systems a.) Network Administration b.) Network Infrastructure Technologies 2. Network Communications Technology
2	**G. Software and Mobile Application Development** 1. Mobile Device Application Development—AAB 2. Software Development—AAB 3. Computer Games and Simulation Design—AAS
4	**H. Web Development—AAB**
	IV. Business and Entrepreneurship Pathway
	Programs and majors in this pathway lead to careers in accounting, management, marketing, human resources, entrepreneurship (owning your own business), customer service, and business transfer programs.
1	**A. Accounting** 1. Bookkeeper —STC 2. Payroll Clerk—STC 3. Accounting—AAB
2	**B. Customer Service—STC**
4	**C. Human Resources—AAB**
5	**D. Logistics** 1. Supply Chain and Logistics—AS 2. Transportation and Logistics—AS
1	**E. Management and Entrepreneurship—AAB** 1. General Business Administration 2. Entrepreneurship
2	**F. Marketing** 1. Business Administration—Marketing—AAB
	V. Liberal and Creative Arts Pathway
	Programs and majors in this pathway lead to careers in journalism, digital arts and associated transfer programs.
3	**A. Digital Arts—AAS** 1. Computer Animation 2. Graphic Design 3. Web Design

Key for abbreviations:

STC—Short Term Certificate
OYC—One Year Certificate
AA—Associate's of Arts
AS—Associate's of Science
AAS—Associate's of Applied Science
AAB—Associate's of Applied Business

Year Initiated	Recommended Program Offerings
4	**B. Journalism and Communication—AAS** 1. Journalism and Communication Studies 2. Public Relations and Advertising
	VI. Health and Wellness Pathway
	Programs and majors in this pathway lead to careers in nursing, health related occupations that work in a hospital or health care setting, exercise and fitness, and health and wellness transfer programs.
5	**A. Diagnostic Medical Sonography**
1	**B. Exercise, Fitness, Rehabilitation** 1. Group Exercise Instructor—STC 2. Personal Trainer—OYC 3. Sports and Fitness Management—AAS
1	**C. Medical Assisting—OYC**
2	**D. Medical Coding (Physician Office)—STC**
3	**E. Medical Technology** 1. MRI Technologists—AAS 2. Cardiovascular Technologist
1	**F. Nursing (Long Term, Home Care)** 1. State Tested Nurse Assisting—STC 2. Home Health Aide—STC 3. Nursing (RN)—AAS (Partnership Opportunity)
3	**G. Phlebotomy—STC**
1	**H. Surgical Technology—AAS**
	VII. Tourism and Hospitality (Partnership Opportunity)
	Programs and majors in this pathway lead to careers in tourism and transfer programs in this field.
1	**A. Tourism and Hospitality—AAB (Partnership Opportunity)** 1. Hospitality Operations 2. Hospitality and Tourism Management
	VIII. Math and Science Pathway
	Programs and majors in this pathway lead to careers in mathematics, biology, chemistry, physics, sustainable agriculture, environmental, and associated transfer programs.
4	**A. Environmental Technology—AS**
4	**B. Sustainable Agriculture—AS**
	IX. Human/Social Services/Public Service Pathway
	Programs and majors in this pathway lead to careers in social work, counseling, public administration, and safety forces along with associated transfer programs.
3	**A. Counseling** 1. Success Coaching and Mentoring—STC 2. Addiction Counselor Assisting—STC
1	**B. Human Services** 1. Human Services—AS 2. Social Work—AS
3	**C. Public Administration—OYC; AAS**

Key for abbreviations:

STC—Short Term Certificate
OYC—One Year Certificate
AA—Associate's of Arts
AS—Associate's of Science
AAS—Associate's of Applied Science
AAB—Associate's of Applied Business

Year Initiated	Recommended Program Offerings
1	**D. Public Safety**

1. Emergency Medical Services— EMT/Paramedic—STC; OYC
2. Digital Forensics for Law Enforcement—STC
3. Fire Science—AAS
4. Justice Systems—AAS (Partnership Opportunity)
a.) Corrections (Partnership Opportunity)
b.) Police Science (Partnership Opportunity)

X. Continuing Education Pathway

You don't have to be pursuing a degree to benefit from education and training. Whether you want to improve your job skills, become certified in a specialty or just enjoy the experience of learning something new, be sure to check out the wide range of continuing education courses.

A. Business and Information Technology

B. Center for Lifelong Learning (Adults 50+)

C. Customized Education/Training

D. English as a Second Language

E. Personal Enrichment

Key for abbreviations:

STC—Short Term Certificate
OYC—One Year Certificate
AA—Associate's of Arts
AS—Associate's of Science
AAS—Associate's of Applied Science
AAB—Associate's of Applied Business

Pennsylvania College Credit Transfer System

In 2006, Governor Edward G. Rendell signed Act 114 into law. Act 114 required all 14 of Pennsylvania's community colleges and 14 PASSHE universities to work together to identify a minimum of 30 college credits that would easily transfer among them. The creation of the commonwealth's first seamless statewide transfer and articulation system facilitates the collaboration among colleges and universities. Since the passing of Act 114 in 2006, the Pennsylvania Department of Education (PDE) and the participating colleges and universities have accomplished the following:

- Identified 49 courses that are guaranteed to transfer among the 32 participating colleges and universities. The 49 courses are distributed in six unique disciplines:
- English
- Public Speaking
- Math
- Natural Sciences
- Social and Behavior Sciences
- Fine Arts
- Created the "Transfer Credit Framework," which acts as an advising tool to assist students in selecting coursework, even if they know where they plan to transfer or what degree they plan to pursue.
- Launched www.PAcollegetransfer.com, an interactive website to provide students with online access to transfer information, the Transfer Credit Framework and transferable courses.
- To educate students and advisors of the system's many benefits, a comprehensive marketing campaign to increase awareness of the transfer and articulation system was developed.

The Board of Trustees, with the President, of the community college will ensure that all curriculum committees will be fully invested in the TAOS process. Initial transfer credits offered and other transfer credit courses that will be developed will meet or exceed the standards that are established.

Transfer Credit Framework

Category 1 (3-4 Credits Total)	Category 2 (3-4 Credits Total)	Category 3 (Minimum 3-4 Credits: Maximum 6-8 Credits)	Category 4 –Must Include Lab (Minimum 3-4 Credits: Maximum 6-8 Credits)	Category 5 (Minimum 3-4 Credits: Maximum 6-8 Credits)	Category 6 (Minimum 3-4 Credits: Maximum 6-8 Credits)
English Composition	Public Speaking	Foundations of Mathematics	General Chemistry I (majors and non-majors course)	General Psychology	Elementary Spanish I
		College Algebra	General Biology I (majors and non-majors course)	Introduction to Sociology	Introduction to Literature (may also be known as Introduction to Poetry, Interpreting Literature, Reading Literature, Theses in Literature, Topics in Literature, Current Themes in Literature)
			General Physics I (non-calculus)	US History I	

Non-Credit Courses

The Erie County Community College will also offer non-credit courses. The following suggested list is typical of non-credit offerings and is based on current local need and interest. The list of courses offered will continually grow to meet community demands. The proposed courses and proposed fees are based on a survey of courses offered and fees charged by existing Pennsylvania community colleges.

The courses listed below are projected to be offered twice per year with 10 students in each class.

The non-credit courses are projected to grow by 10% each year. The administration will survey business, industry, the Work Force Investment Board and the community for proposed new courses.

Course	Classification	Tuition	Headcount	Total Tuition	Hours	Credits	Equivalent
Medical Technology	NCWD	$265	20	$5,300	30	2	40.00
Coding Certification Preparation	NCWD	$101	20	$2,020	30	2	40.00
Hospital Billing	NCWD	$123	20	$2,460	30	2	40.00
Advanced Coding	NCWD	$305	20	$6,100	30	2	40.00
Coaching Supervision	NCWD	$265	10	$2,650	16	0.533333	5.33
Basic Woodworking	Avocational	$399	20	$7,980	30		0.00
AutoCAD Fundamentals	NCWD	$609	20	$12,180	30	2	40.00
AutoCAD Advanced	NCWD	$639	20	$12,780		2	40.00
Access Basic	Avocational	$205	20	$4,100	12		0.00
Adobe Dreamweaver	Avocational	$295	20	$5,900	12	0.4	8.00
Adobe Flash	Avocational	$295	20	$5,900	12	0.4	8.00
Adobe Photoshop	Avocational	$295	20	$5,900	39	0.4	8.00
Comprehensive Computer Basics	Avocational	$875	20	$17,500	12		0.00
Computer Basics	Avocational	$219	20	$4,380			0.00
Excel	Avocational	$205	20	$4,100	6		0.00
Microsoft Office 2010	NCWD	$179	20	$3,580		0.2	4.00
Powerpoint Basic	Avocational	$205	20	$4,100	15		0.00
Powerpoint Advanced		$205	20	$4,100			0.00
Quickbooks	NCWD	$329	20	$6,580		0.5	10.00

Course	Classification	Tuition	Headcount	Total Tuition	Hours	Credits	Equivalent
Word Basic	Avocational	$205	20	$4,200			0.00
Word Advanced	Avocational	$265	20	$5,300			0.00
Cisco Certification Network Association	NCWD	$3,325	10	$33,250	63	2.1	21.00
AHA–Heartsaver FA/CPR/AED	NCWD	$75	30	$2,250	5	0.166667	5.00
CPR	NCWD	$65	30	$1,950	4.5	0.15	4.50
Public Speaking	Avocational	$39	20	$780			0.00
Common Plant Diseases	Avocational	$25	10	$250			0.00
Common Weed Landscape	Avocational	$25	10	$250			0.00
Food Safety Certification/Recertification	NCWD	$85	50	$4,250	10	0.666667	
Retirement Planning Today	Avocational	$49	20	$980			0.00
French	Avocational	$125	20	$2,500			0.00
Spanish	Avocational	$125	20	$2,500			0.00
ESL	Avocational	$80	20	$1,600			0.00
ASL	Avocational	$125	20	$2,500			0.00
			650	$178,470		Credit	313.83
						EFTS	13.08

Digital Learning

The President and the administration of the community college will research and provide appropriate distance learning opportunities. Community college students will have access and utilize high quality, rigorous, highly-personalized and differentiated courses. This will comprehensively and cost-effectively allow the community college to meet the needs of the 21st Century learners. Digital learning opportunities will meet the following objectives:

- Provide students with a rich choice of enhanced, standards-based course selections.
- Present students with options for continuous learning outside the standard school day/year.
- Save time and money by leveraging the operational flexibility of digital learning technologies.
- Offer strategies for credit recover and other remediation services.
- Provide students with greater choice and access to individualized/differentiated learning strategies within a traditional community college framework.

Projected Opening Enrollment

Credit enrollment for the Fall of 2018 is being projected at 226 full time students and 700 students attending on a part-time basis. Using a Full-Time Equivalent (FTE) of 24 semester credit hours over two semesters, these students are projected to generate 664 FTE. When summer and occupational/job training enrollment is included, the total projected enrollment for the 2018 – 2019 academic year is 769 FTE.

Projected Program Offerings

	Degree/ Certificate	FTE 2018/19	FT FAC	FTE 2019/20	FT FAC	FTE 2020/21	FT FAC	FTE 2021/22	FT FAC	FTE 2022/23	FT FAC
Baccalaurate Transfer Pathways											
English/Communications	AA	60	2	70	2	77	2	87	2	93	3
Humanities	AA	30	1	40	1	43	1	50	2	57	2
Sociology	AA	30		40		43	1	50	1	57	1
Political Science	AA	30	1	40	1	43	1	50	1	57	1
Psychology	AA	30	1	40	1	43	1	50	1	57	1
Art/Music	AA	–		–		–		10		23	
Chemistry	AS	40	1	45	1	49	1	55	1	58	1
Mathematics	AS	40	2	48	2	53	2	60	2	58	3
Biological Sciences	AS	30		40		43	1	50	2	57	2
Engineering	AS	30	1	40	1	43	1	50	1	54	1
Computer Science	AA	40		45		49	1	59	1	58	1
Business	AA	40		45		49	1	54	1	58	1
Human/Public Services	AS	26		30		32		37		42	
Environmental Science	AS	–		–		–		20		24	
Agriculture	AA	–		–		–		20		24	1
Transfer Pathways Subtotal		**426**		**523**		**567**		**702**		**777**	
Direct Job Entry Pathways											
Engineering and Manufacturing Pathways	AAS	65	2	96	2	87	2	101	3	108	3
Computeral IT Pathways	AAS	70	2	104	3	94	3	110	4	117	4
Business and Entrepreneurship Pathways	AAB	75	2	112	2	100	2	117	3	125	3
Health and Wellness Pathways	AAS	55	2	80	2	80	3	80	3	90	3
Creative Arts–Graphic Design Pathways	AAS	–	1	–	1	10	1	26	1	33	1
Tourism and Hospitality Pathways	AAB	15	1	25	1	25	1	29	1	34	1
Direct Job Entry **Pathways Subtotal**		**280**		**417**		**396**		**463**		**507**	
Education and Professional											
Development (Job Training)		50		55		59		63		66	
Developmental Education		0		0		0		0		0	
Summer Programs (Pre-professional Format)		13		13		16		16		17	
Avocational and Recreational Course**		64		75		90		90		90	
Community Service Opportunities		0		0		0		0		0	
Grand Total Enrollments (FTE)		**769**		**940**		**1,038**		**1,244**		**1,379**	
Full Time Faculty		18		20		25		30		35	

*Assumes about 55-60% retention from first year to second.
**Not included as FTE producing courses.

Chapter 5: Financial Operations Of The Community College

Introduction

The Erie County Community College financing plan is based on certain assumptions. These assumptions allow the plan to provide the best financial estimates possible.

An important assumption is that the Community College will be administered and financed according to the legislation and regulations that govern community colleges in Pennsylvania. Another assumption is that the Community College will offer instructional courses in multiple locations, with a main campus, satellite campuses and training centers. A third assumption is that the Community College will employ a combination of full-time and part-time faculty and minimal administration. It is further assumed that the administration of the college will be diligent in its efforts to be cost efficient, and fiscally conservative in order to provide the lowest possible tuition rate to its students.

Upon approval of the community college plan, it is projected that no additional tax revenue will be required to fund the college. The Erie Community Foundation has promised $3.7 million would be available for start-up and operational costs. In addition, further funding is anticipated through an estimated $2.95 million in existing gaming revenue funds, as well as nearly $1 million more in gaming revenue funds expected to be available in 2021. With the funding from these revenue streams, Erie County projects that the Community College can operate without the need for any real estate tax revenue to fund it.

Revenues

The three main sources of revenues for community colleges in Pennsylvania are student tuition, state support (for both operating expenses and capitol expenses) and local support.

Student Tuition

Tuition for full-time Erie County residents is expected to be $2,400, gradually increasing to $2,800 in year four and five of the community college. Tuition for out-of-county residents will be $4,800, steadily rising to $5,600 in year five of the community college. For part-time county residents the tuition will be $105 per credit, while the tuition for part-time out-of-county residents will be $210. Students will charged $22 per credit in the first year going up to $41 per credit in year five, to cover student activities lab fees, and other incidentals.

State Support

Historically, the state support for community colleges is based on a formula that involves: A. Base rate, B. Growth Supplement (25%), C. Base Supplement (75%), and D. Economic Development Stipend (prioritizes High Cost Occupations, High Priority Occupations and Non-Credit Work Force Development). But community colleges have not been funded by this formula since 2009-10, as stated in a White Paper on Community College issues prepared by the Council of Higher Education in November 2015. In each year since 2009-10, language has been added to either the state Fiscal Code or the Public School Code that distributes funds based on a pro rata distribution of their allocation in the prior year, the White Paper notes.

Local Support

After student tuition and state support for operating and capital costs are calculated, it is the responsibility of the local sponsor to provide the balance needed. According to the community college legislation, the local sponsor is responsible for all of the financial support not provided by the State. The legislation states that support "may in part be represented by real or personal property or services made available to the community college" and that the funding "shall come from general revenues, loan funds, special tax levies or from other sources, including student tuitions." (p.s. § 19-1901-A-19-1913A, section 1913-A(a)). This application will focus on the Community College being able to draw upon "other sources" for sustainability. While a recent Pennsylvania Supreme Court decision invalidated the prior license tax that provides $10 million per year in local gaming revenue funding, a number of different legislative initiatives have been proposed that would maintain funding at current levels.

Further, the Erie County Community College has received enthusiastic and substantial support from a number of philanthropic organizations and businesses. It is anticipated that the college will have the ability to raise additional funds for capital and operating expenses moving forward. For example, the Erie Community Foundation has already committed $4.1 million toward the project.

Proposed Budget for Start-up Period

Upon the completion of this application, it will be submitted to the State Board of Education for approval. If approved by the State Board, a Board of Trustees will be appointed by the local sponsor within 60 days and the Community College is in existence and eligible for state reimbursement of costs.

The Board of Trustees will convene and organize for operations of the Community College. A primary early task will be the search for a president. Once the president is selected, other staff will be hired, necessary renovations/improvements to facilities will occur, programs will be further developed and the college will become operational.

There will be expenses during the start-up phase. Since there are no students, the state considers all of these expenses as capital expenses and provides 50% reimbursement for these costs. The proposed budget for pre-year one is provided below. It is expected that a revised budget will be developed after the president is appointed.

Assuming that the Board of Trustees is appointed by 60 days after the approval of this application and assuming that the search for a president will require a substantial amount of time, the start-up budget is projected to fund 12 months of operations from July 1, 2017 through June 30, 2018.

Projected Enrollment and Projected Space Utilization

	FTE's	Total Projected Enrollment	Square Footage Utilized
Year 1	769	1,529	65,323
Year 2	940	1,786	79,900
Year 3	1,038	1,905	88,230
Year 4	1,244	2,235	105,740
Year 5	1,379	2,455	117,215

Based on the 769 projected first year FTE's and a total full- and part-time student population of 1,529 some assumptions regarding the projected facility utilization can be made.

The projected square footage is a conservative projection using the general principles embodied in the Pennsylvania Department of Education's Space Formula regarding types and amounts of space eligible for state capital reimbursement.

Pre-Year One Budget

The Pre-Year One budget is based on the board of trustees hiring a president by September 2017. The budget then assumes that the president will advertise, search for and progressively hire the administration. The budget further assumes that sufficient faculty will be hired to do curriculum development.

Also included in the Pre-Year One budget, under operation and facilities, are the costs for a student information software system, an accounting software package, and the infrastructure necessary to support both.

Erie County Community College Projection

Pre-Year 1 Costs Estimated Minimum Costs		Pre-Year 1 Costs Estimated Minimum Costs	
Educational and general Instruction	$504,600	Institutional support	$1,461,198
Academic support	208,322	Operation and facilities	579,958
Student services	189,384	Estimated Operating expenses	2,943,462

NOTE: Salaries and benefits are detailed in the Appendix.

*These enrollment projections were based on methodology obtained from the Pennsylvania Department of Education as well as other sources and research. Alternative enrollment projections are captured in the appendix.

Budgets For Following Years of Operation

The operating costs and reimbursements for those costs are driven largely by the number of students enrolled. Thus, projected enrollments become the most important factor in determining the budgets for the first five years of the community college.

Multiple sources were utilized to help shape enrollment projections. Student enrollment is based on a review of Erie high school graduates and the population of Erie County residents between the ages of 25 to 64. High school graduates are projected to have a post-secondary attainment rate of 50%, with 22% of those students attending a community college. Additionally, it is anticipated that two percent of Erie County residents, age 25-64, will attend a community college. The enrollment projections are also based on the American Community College Survey for Educational Attainment Rate and the Pennsylvania Department of Education graduation rate for public schools, 2014-15.

Operating Revenues

The operating revenues consist of: tuition and fees; bookstore commissions; auxiliary commissions; and FICA, or Social Security and Medicare FICA reimbursement. Tuition and fees revenue are based on the number of projected students (full time, part time & summer), job training, occupational and avocational/recreational programs.

FICA reimbursement is one half of the total FICA expense included in the operating expenses and will be reimbursed by the state of Pennsylvania.

Operating Expenses

Except for administration positions, a majority of the operating expenses are based upon square footage projections established by professionals with expertise and experience in community college projects, as well as expense data from existing community colleges. Square footage projects as set forth in the financial appendix.

Once an estimated expense was projected for the instructor wages, an estimate number of full time instructors were established and estimated salaries projected. The projection also includes costs for overload classes and part time instructors. Included in the instructors' expense were the costs of benefits including health benefits, retirement benefits and payroll expenses.

Expenses such as, but not limited to, library costs, marketing expense and facilities costs were increased based on professional judgment for the reason that these costs will most likely be higher in a start up college compared to an established community college.

Non-Operating Revenues

There are no in-kind contributions for the project nor any federal or state grants. The lowest amount of state appropriation per FTE will be $1,800 per FTE, which is below the state average of $2,103.

Erie County Community College Projection

	Pre-Operating Year	Year One	Year Two	Year Three	Year Four	Year five
OPERATING REVENUES						
Operating revenues						
Student tuition and fees		$2,535,738	$3,259,081	$3,715,614	$4,773,701	$5,520,850
Auxiliary commissions						
Bookstore commissions		30,000	30,000	30,000	30,000	30,000
Auxiliary		30,000	30,000	30,000	30,000	30,000
Other operating revenue, Social Security and Medicare reimbursement	44,300	116,059	149,469	169,765	205,892	232,087
Operating revenues	44,300	2,711,797	3,468,550	3,945,379	5,039,593	5,812,937
OPERATING EXPENSES						
Educational and general						
Instruction	504,600	2,256,817	2,687,605	3,197,904	4,231,875	4,871,087
Academic support	208,322	452,430	899,955	1,075,643	1,100,325	1,316,637
Student services	189,384	509,050	735,678	902,127	1,296,992	1,324,067
Institutional support	1,461,198	1,893,586	2,197,064	2,392,216	2,598,989	2,646,246
Operation and facilities	579,958	1,900,116	2,444,671	2,537,409	3,260,677	3,780,006
Operating expenses	2,943,462	7,011,999	8,964,973	10,105,299	12,488,858	13,938,043
Operating income (loss)	(2,899,162)	(4,300,202)	(5,496,423)	(6,159,920)	(7,449,265)	(8,125,106)
NONOPERATING REVENUES						
Pennsylvania Department of Education reimbursement	—	1,384,200	1,725,840	1,943,883	2,376,257	2,818,676
Pennsylvania Department of Education reimbursement of equipment and building leases	1,449,581	582,902	712,520	786,804	942,952	1,045,282
Erie County	1,449,581	2,200,000	2,700,000	3,100,000	3,500,000	3,500,000
Depreciation funded through capital budget	—	200,000	400,000	400,000	650,000	850,000
Nonoperating revenues	2,899,162	4,367,102	5,538,360	6,230,687	7,469,209	8,213,958
Income (Loss)	—	$66,900	$41,937	$70,767	$19,944	$88,852

For detailed cash flow projections see financial appendix for sources and uses of funds.

10-Year Capital Plan

The 10-year capital plan is also based on the assumption that the community college will grow over the first five years and that the need to begin development of a campus will occur. Local funding for this development would be secured through fund raising efforts of the President and administration. The final assumption is that the Board of Trustees and the President will prioritize capital needs and may make significant changes to the 10 year capital plan.

	Pre-operating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Pre-operating budget $2,899,162											
Furniture, Computers & Fixtures											
Administration	$100,000	$150,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000
Classrooms	250,000	500,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Labs	250,000	600,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Computer Labs	50,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Student Centers		200,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Library		100,000	150,000	100,000	100,000	100,000					
Faculty Resource Centers		100,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000
Contingency & Inflation Factor at 8%		88,500	94,000	90,000	90,000	90,000	82,000	82,000	82,000	82,000	82,000
Leasehold Improvements											
Administration	100,000	100,000									
Classrooms		50,000									
Labs		50,000									
Equipment & Leasehold Improvements total	750,000	2,038,500	1,269,000	1,215,000	1,215,000	1,215,000	1,107,000	1,107,000	1,107,000	1,107,000	1,107,000
Leases											
Administration		980,475	1,198,500	1,323,450	1,586,100	1,758,225	1,900,000	—	—	—	—
Equipment		185,329	226,540	250,158	299,904	332,339	350,000	350,000	350,000	350,000	350,000
Construction/Acquisitions											
Academic Buildings								37,100,000			
Student Centers											2,650,000
								37,100,000			2,650,000
Debt Servicing											
Academic Buildings								1,948,332	2,125,453	2,125,453	2,125,453
Student Centers											139,167
Total	750,000	3,204,304	2,694,040	2,788,608	3,100,904	3,305,564	3,357,000	3,405,332	3,582,453	3,582,453	3,721,620

Erie county community college is eligible for up to $10 million available in RCAP funding. These funds require a 50% local match which is expected to be available.

In Year 7, it is anticipated that there will be construction or acquisition of building used for the community college which will be financed over 30 years. It is projected that Erie County will finance its 50 percent match through RCAP funds.

Conclusion

As detailed in this application, now is the time for a community college to be established in Erie County after years of comprehensive study and review. A thorough process of meetings, interviews, surveys, studies and public debate has provided the foundation for this application. Support for the application has come from government leaders, business and industry, local educational institutions and the community.

This application clearly provides evidence of sustainability through students' tuition and fees and state funding, as well as a significant funding commitment that would allow the Community College to operate without the need for tax revenue to fund it.

The Erie County Community College will meet the needs of businesses, industry, and the citizens of the Erie region. The Erie County Community College will partner with the other area education institutions to maximize and grow the educational opportunities provided to a population that is looking for opportunities to succeed. The Erie region, and its citizens, will be well served by the college.