

COUNCIL OF THE CITY OF PHILADELPHIA
COMMITTEE ON GLOBAL OPPORTUNITIES
AND CREATIVE/INNOVATIVE ECONOMY

MaST Community Charter School
1800 Byberry Road
Philadelphia, Pennsylvania
Monday, February 25, 2013
10:10 a.m.

PRESENT:

COUNCILMAN DAVID OH, CHAIR
COUNCILMAN DENNIS O'BRIEN
COUNCILWOMAN MARIAN B. TASCO

RESOLUTION 120128 - Resolution authorizing
Council's Committee on Global Opportunities
and Creative/Innovative Economy to hold
hearings to investigate how to fully take
advantage of global opportunities and the
creative/innovative economy to spur economic
development in Philadelphia...

- - -

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COUNCILMAN OH: Good morning.

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My name is Councilman David Oh and I'm

4

Chair of Council's Committee on Global

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Opportunities and the Creative/Innovative

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Economy. We are here to have a hearing

7

on one of the resolutions put forward on

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global competitiveness.

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So at this time, I would like

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to call to order this public hearing and

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ask the Clerk to read the title of the

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resolution.

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THE CLERK: Resolution 120128,

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authorizing Council's Committee on Global

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Opportunities and the Creative/Innovative

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Economy to hold hearings to investigate

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how to fully take advantage of global

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opportunities and the creative/innovative

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economy to spur economic development in

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Philadelphia by increasing overseas

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investments, incubating technology and

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innovation, encouraging creativity, and

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attracting and retaining the workforce to

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create good-paying, family-sustaining

25

jobs with benefits and improve the

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2 quality of life for all residents of
3 Philadelphia.

4 COUNCILMAN OH: Thank you very
5 much. Would you call the first witness.

6 Well, before we do that, I'll
7 ask my colleague Councilman O'Brien if he
8 would like to make any opening
9 statements.

10 COUNCILMAN O'BRIEN: No. I'm
11 good. Thank you.

12 COUNCILMAN OH: None being
13 offered, we'll call the first witness.

14 THE CLERK: Dr. William Hite.

15 COUNCILMAN OH: Okay. And I
16 understand he's just outside the door on
17 his way in.

18 THE CLERK: And John Swoyer,
19 Principal and CEO of MaST Charter School.

20 COUNCILMAN OH: So that would
21 be the first panel?

22 THE CLERK: Yes.

23 COUNCILMAN OH: Thank you very
24 much.

25 And just for housekeeping

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2 purposes, our witness table is directly
3 in front of me with the microphones.

4 (Witnesses approached witness
5 table.)

6 COUNCILMAN OH: Good morning,
7 Dr. Hite. Yes, you're right there.

8 DR. HITE: Thanks.

9 COUNCILMAN OH: Thank you for
10 taking the time to join us. Since you
11 have just got here, I will give you a
12 breather by asking John Swoyer to begin
13 his testimony.

14 MR. SWOYER: Good morning,
15 Chairman Oh, members of the Committee on
16 Global Opportunities and
17 Creative/Innovative Economy, City Council
18 members, and visitors. My name is John
19 Swoyer and I am the CEO at MaST Community
20 Charter School. Our Board President and
21 Founder, Karen DelGuercio, envisioned a
22 public charter that developed innovative
23 thinkers throughout our organization,
24 including our teachers, administrators,
25 and, most importantly, our students.

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2 Supported by our Board of Trustees, my
3 role at MaST has expanded from the IT
4 Director, CIO, COO, and now the CEO of
5 MaST. As the educational leader, the
6 focus has always been creating the most
7 innovative and state-of-the-art
8 environment for our students, parents,
9 and teachers.

10 MaST focuses on raising the bar
11 in education and interaction in the
12 classroom through innovative resources
13 and out-of-the-box initiatives to prepare
14 our students for the job market and to
15 nurture career focus. By looking at the
16 local job market, we created 12 new
17 classes that "STEM" off the idea that
18 21st century jobs are in the areas of
19 science, technology, engineering, and
20 math. MaST constantly looks to models
21 from other countries which have maximized
22 educational practices and have done it
23 more reasonably than in the United
24 States.

25 MaST has had a STEM focus since

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2 its original charter in 1999 and led the
3 way in this area through curriculum, job
4 training, et cetera. The rest of the
5 education community has now embraced the
6 overarching importance of STEM to a
7 successful economy, as highlighted by
8 President Obama recently in his State of
9 the Union address.

10 As MaST continues to lead the
11 way, our charter school has enhanced STEM
12 education to STREAM education. This new
13 acronym adds both the arts and robotics
14 in addition to STEM. Our STREAM
15 initiative also includes having our
16 students look at energy as relative to
17 the economy. For example, we have just
18 begun a new concept design for a MaST
19 STREAM playground of innovation and
20 learning that will incorporate water,
21 energy, lighting, and economical
22 resources tied into an activity-based
23 learning environment.

24 Many families have been ahead
25 of the curve more so than policymakers.

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2 One of the challenges at MaST has been
3 the overwhelming demand for the
4 education. Over the years, our wait list
5 has grown from 1,800 to this year's 5,400
6 applications for only 130 seats.

7 Clearly, parents and families locally are
8 aware that our model of education is the
9 key to success of their children's future
10 and key to keeping Philadelphia growing
11 in the job market. MaST is ranked in the
12 top 6 percent nationally for all public
13 schools, both traditional public schools
14 and charter schools, but has found it
15 difficult to expand in Philadelphia and
16 elsewhere in Pennsylvania to grow the
17 niche of innovation education.

18 The location that you visit
19 today started as a steel and metal
20 storage facility when it was transformed
21 into a school in 2002. Over that period
22 of time, MaST changed the landscape into
23 an environment driven by STEM, including
24 two additions to this facility. The room
25 where you sit today has Apple Integrated

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2 Airplay for mobile device display,
3 complete wireless mobility for all
4 devices, and wired connections at each
5 seat so that the space is used as a
6 collaborative environment for team
7 teaching. The technology in our
8 students' hands enables them to learn in
9 many different intelligences. MaST's new
10 Media Center was designed to incorporate
11 how 21st century students think and learn
12 through visual learning and interactive
13 vehicles.

14 To foster visual learning and
15 interaction education, we embedded in the
16 facility a floor projection screen that
17 broadcasts a book onto the library floor
18 to allow students to actually see the
19 pages turn compared to a physical book
20 that is shielded when read by a librarian
21 in a traditional setting. The floor
22 projection design is inexpensive, done
23 with paint and plastic that magnifies the
24 projection, but such a simple approach
25 allows a lesson on the solar system to

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2 come to life via an iPad app where a
3 student pinches the iPad screen to zoom
4 in or out of the planet's landscape, like
5 a virtual globe.

6 MaST offers an HD studio where
7 students run and produce video content
8 that gives them real-world experiences
9 similar to what they would have at
10 Comcast or NBC 10. We support a
11 connection to the local job market and
12 local universities that have similar
13 programs, which means our students are
14 more likely to stay local to the
15 community. At least 85 to 90 percent of
16 MaST graduates attend local colleges and
17 universities, with seven currently at the
18 University of Penn. Our graduates return
19 to speak on career days about their
20 successes in higher education. Our
21 graduates, like many of you, are worried
22 there will be no jobs for them when they
23 graduate college.

24 MaST created a pathway where
25 students use professional software called

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2 3D Max and Google Sketch-up to develop an
3 image or idea, build a business and
4 marketing plan to support, and physically
5 produce a model with a 3D printer. After
6 the object is produced, a physical model
7 allows a student to inspect and calculate
8 how the product would fit into a box for
9 shipping.

10 Our Fitness Center of the
11 Future uses interactive Wii boards to
12 transform a local space into an
13 interactive fitness center space that
14 focuses on health and wellness in a fun,
15 imaginative sort of way. Our students
16 helped design the program and the center
17 which MaST needed to innovatively respond
18 to an ever-increasing demand for space.

19 Why is this important? Last
20 spring, I was fortunate enough to have an
21 opportunity to speak on a panel with the
22 Secretary of Education, Ronald Tomalis,
23 Stephen Tang from the Philadelphia
24 Science Center, and the President of
25 Rowan University at the Urban Land

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2 Institute Conference and the topic was
3 "Globalization and the Focus on the Job
4 Market in Philadelphia." There were many
5 strong pivotal points to the
6 conversation: Education drives the job
7 market because the future of economic
8 development is in the hands of innovative
9 leaders that have yet to emerge; job
10 market growth is only sustainable if the
11 attraction to Philadelphia starts with
12 education; all models of education need
13 to be considered in the topic of
14 globalization and economics of growth and
15 scalability, but the common denominator
16 starts and ends with demands, and the
17 demand is STEM education.

18 The job market requires an
19 aggressive approach to looking at the
20 skill sets associated with how to achieve
21 results with students, which is now
22 defined by STEM education. STEM requires
23 project-based learning and sources. If
24 innovative, STEM cultivates creativity.
25 To achieve this, MaST feels that

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2 interactivity must be integrated into the
3 curriculum. Job growth in Philadelphia
4 and education are an integral part to
5 each other's success. Job growth will be
6 the key to holding onto the students, and
7 our education model fuels the job market.
8 Internships, CTE education, STEM
9 education, and workplace literacy,
10 teaching students how to find jobs, will
11 all be part of the transformation in
12 Philadelphia. More corporations and
13 companies must enter the City to help
14 with job growth. To do so, we as
15 educators must prepare students to work
16 at those companies and corporations with
17 the requisite skills to support both the
18 local and global economy. I have
19 attached a chart to my testimony, which
20 is a powerful statement of the future job
21 markets. STEM jobs will eclipse all
22 other sectors in the coming years, and
23 Philadelphia must not be caught unaware.
24 Good schools are the seed that enables
25 both students and companies to come or

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2 stay in Philadelphia.

3 I leave you with this thought:
4 STEM is not really a new concept. STEM
5 was actually pioneered to some extent by
6 Thomas Edison, whose inventive mind
7 transformed the American economy through
8 reliance on a research and development
9 model used in essentially every industry.
10 History teaches us that STEM,
11 imagination, and innovation is a powerful
12 economic force.

13 I hope you take the opportunity
14 to tour our building today and see for
15 yourselves the future of Philadelphia's
16 economy, our students, in action.

17 Thank you for your time and
18 consideration of my testimony today.

19 COUNCILMAN OH: And I will have
20 questions specifically for you, but I
21 know that Dr. Hite is busy, so I'll ask
22 Dr. Hite if you would proceed with your
23 testimony.

24 DR. HITE: Thank you, Chairman
25 Oh, and good morning to the members of

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2 the Committee.

3 First and foremost, I actually
4 want to congratulate CEO Swoyer on
5 tremendous work that they're doing here
6 at MaST Charter. One of the reasons I
7 was slightly delayed is because I was
8 hung in your Media Center watching
9 students interact with the various forms
10 of technologies there, and so -- and then
11 I had the opportunity on my way down to
12 this location to also talk with a group
13 of 9th graders who were trying to solve
14 problems of practice as members of teams,
15 and that's exactly the type of
16 educational experiences we want for all
17 of our students. So congratulations, and
18 it seems like there's some tremendous
19 work going on here at MaST Charter
20 School.

21 But as we know, the viability
22 of any city and community rests, in large
23 part, on the quality of its school
24 system. As the School District of
25 Philadelphia continues on the path of

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2 long-term financial sustainability and
3 improved academic outcomes for students,
4 our career and technical education
5 program will play an important role. I'd
6 like to share with you today more
7 background on our CTE reorganization
8 plan, and it's really a plan for us to
9 try to provide options and opportunities
10 for a lot more students than the current
11 6,200 who are being served in our career
12 and technical education programs.

13 I would also add that CTE is,
14 as indicated earlier, only one component
15 providing students with opportunities to
16 engage in experiences, learning
17 experiences, that will prepare them for
18 real-world types of opportunities.

19 The goal of the School
20 District's Career and Technical Education
21 Reorganization Plan is to increase
22 access, provide equity for all programs,
23 and increase quality District-wide. To
24 achieve this goal, we plan to do the
25 following things:

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2 Number one, improve the quality
3 of and increase access to high-priority
4 CTE programs and career academies. Those
5 high-priority CTE programs are informed
6 by the jobs that will be available
7 looking forward into the future;

8 Increase enrollment in CTE
9 programs and career academies. And we
10 want to increase from the 6,200 students
11 who are currently enrolled to 12,000
12 students approximately in five years;

13 Increase the number of CTE
14 programs and career academies in all high
15 schools, which means that we want our
16 students to be exposed to real-life
17 opportunities for learning skills and for
18 creating the development of knowledge to
19 be competitive in real-world types of
20 jobs or college opportunities;

21 Ensure access for all CTE
22 programs for all students, including
23 English language learners, special
24 education, and returning and overage and
25 adjudicated students, and we think that

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2 that speaks to what we're attempting to
3 do around workforce development that will
4 strengthen our entire city;

5 Strengthen partnerships with
6 business, industry, post secondary,
7 student, and community stakeholders for
8 programs and the School District. And
9 naturally in order to do this -- and one
10 of the things that I noticed here at MaST
11 Charter is that they have some wonderful
12 instructors here, and naturally we will
13 have to recruit highly qualified teachers
14 for all of the programs that not just
15 have the content expertise but have the
16 desire to work with young people in
17 various situations; and

18 Align the School District's
19 Facilities Master Plan with our CTE and
20 career academy programming plans and
21 really think about how we can be more
22 intentional and focused around our
23 ability to expand those programs where we
24 know there will be greater demands for
25 individuals with those skill sets, things

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2 like IT, things like health sciences,
3 things like culinary arts or hospitality.
4 Many of those programs have some pretty
5 intense needs in the future, and we want
6 to make sure that our expansion will be a
7 part of that work.

8 We want to -- we have, as
9 indicated earlier, we have CTE schools
10 and programs across the District and
11 included in the following are eight CTE
12 schools with, as mentioned before, 6,200
13 students. Nine career clusters are
14 focused around skill sets like
15 information technology, human services,
16 agriculture, health sciences,
17 transportation, culinary, travel,
18 tourism, construction technology,
19 communications, and business. And 114
20 programs of study across 32 high school
21 sites, and naturally, as indicated
22 before, we plan to expand our career
23 academies.

24 And one of the things that is
25 really important is from 2006 to 2011,

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2 our CTE programs underwent a
3 transformation. Programs with weak
4 alignment to workforce development needs
5 were closed and new improved programs
6 opened in a more streamlined system. The
7 District and Pennsylvania Department of
8 Education increased oversight on program
9 approval, compliance standards, and
10 student accounting data. Electives were
11 previously categorized as CTE. Now CTE
12 programs are offered only as three year
13 sequential programs. This is extremely
14 important, because what we want for our
15 young people, if they are a part of a CTE
16 program of study, we want them to end
17 with some level of certification in that
18 study, in that area of study. We just
19 don't want to provide an experience, if
20 you will, in a CTE-related program.
21 Instead, we want students to leave with
22 something that they can use either in the
23 work world or as entry -- a prerequisite
24 to entry into higher education.

25 As part of improving quality

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2 access and equity, we have set enrollment
3 targets and have indicated already that
4 we want to increase to just over 12,000
5 students. Our goal is for 75 percent of
6 all program completers to score at the
7 competent and/or advanced level on the
8 NOCTI exam, and that is the national
9 certification exam that all of our
10 students will take, and for 90 percent to
11 earn one industry-recognized
12 certification. The Philadelphia
13 Executive Council on CTE will advise the
14 School Reform Commission annually on
15 changes in industry needs and offer
16 recommendations on program expansions and
17 eliminations. One thing that was nice
18 about my experience here this morning is,
19 I couldn't help but think about many of
20 the manufacturing jobs that may be
21 available in and around this area, and
22 teaching young people to problem-solve as
23 a member of a team or to work on their
24 critical thinking is extremely important,
25 and we want to develop those types of

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2 programs as well.

3 So our immediate goals are to
4 increase enrollment by 2014 to fill the
5 current 1,870 vacant spots across our CTE
6 sites. Our methods will include allowing
7 citywide enrollment to CTE and career
8 academy programs located within
9 comprehensive high schools; establishing
10 CTE centers to meet the needs of youth
11 who are overage or returning from
12 juvenile placement; align career academy
13 programs with programs with study; and
14 build a new CTE Center of Excellence. As
15 such, we have placed a premium on talent
16 development, building high-quality
17 leadership, certification and pipeline
18 programs for teachers and principals.

19 Given our financial
20 circumstances, we are also focused on
21 filling all of our vacant seats to meet
22 capacity and building new programs that
23 will align with industry needs. We have
24 also identified revenue-generating
25 models, such as school-based enterprises

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2 operated by CTE students and instructors;
3 fee-for-service models to train adults in
4 CTE programs; customized on-the-job
5 training programs; and dual use of
6 facilities. And I have had in previous
7 locations some experience with this where
8 we complemented the academic programs
9 such as health sciences, IT, and finance
10 inside of -- we integrated those programs
11 with industries or colleges and
12 universities inside of our facilities or
13 on the facilities of institutions of
14 higher education or at work sites. We
15 partnered with -- to teach financial
16 literacy, we partnered with a bank and
17 opened a student-run bank at a high
18 school, and the students who manage that
19 actually then taught financial literacy
20 to all of the other students there. We
21 moved our IT department into a school to
22 work alongside students who were
23 interested in IT types of careers, and
24 those young people began to work towards
25 a certification to become systems

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2 engineers upon graduation in the high
3 school. And then we partnered with our
4 community college to create the first,
5 what we call, middle college in health
6 sciences in the State of Maryland, and
7 that was on the campus of the community
8 college, and those are things that we
9 should be looking to do here in
10 Philadelphia as well.

11 So CTE in many ways is the
12 future of our education system, and we're
13 just making sure that we provide
14 opportunities and access for all of our
15 students so that they're equipped for a
16 global economy. Within the next steps,
17 it will involve some work that we plan to
18 do with the Community College, Dr. Curtis
19 and others, immediate entry into the
20 workforce or attending a four-year
21 college or university. And we're
22 committed to preparing all students, and
23 once again, we want to expand some things
24 that are already working here in the City
25 that provide students with opportunities

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2 for innovation, particularly around the
3 STEM related fields, things that provide
4 students with key skills and knowledge
5 sets, things like the Sustainability
6 Workshop, where we have young people who
7 are a major part of that, and also
8 expanding other types of programs that
9 attract students and engage students,
10 many programs particularly around the
11 performing arts, around STEM related, and
12 around IT.

13 So those are some things
14 that -- I know I was talking specifically
15 about CTE, but I will be glad to
16 entertain questions from the Chair or any
17 other members of the Committee.

18 Once again, thank you.

19 COUNCILMAN OH: Thank you very
20 much, Dr. Hite.

21 I'm going to take a minute just
22 to kind of reemphasize what we're looking
23 at for people who may be viewing this
24 later at a point or some people who are
25 here, and within that kind of a refocus

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2 is a bit of a subjective opinion, and I
3 think that's part of what this discussion
4 really is, is that there's different
5 opinions.

6 And so we have looked at
7 workforce, and generally people think
8 about themselves. Am I able to get a
9 job? How is my education? What are my
10 prospects here? And workforce profile
11 has to do with that, but also with
12 everyone else in the community, because
13 from the perspective of employers or
14 investors looking at Philadelphia,
15 they're not looking for one or two
16 people. They're looking at the entire
17 profile of this city and this region in
18 terms of how many people have graduated
19 from high school, how competitive are
20 they, what's their literacy rate, how
21 many have gone on to college, on to
22 graduate school, how competitive are
23 they, what's the overall environment in
24 terms of retention and trainability of
25 this workforce versus workforces across

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2 this nation and in other countries as
3 well.

4 And so it is very important
5 that people not think about other people
6 as unimportant or not significant to
7 their well-being or competitive to their
8 future. And the issue that will arise
9 within this discussion -- right now we're
10 focused on education -- is to what extent
11 can education and training attract or
12 retain employers and to what extent do we
13 have to bring in people that are able to
14 satisfy employers that may be leaving or
15 employers who don't want to come here,
16 and what does that mean for everybody
17 else in the City.

18 So at this point in time, I'd
19 like to start kind of with a real
20 example; that is, the school that we're
21 currently in, MaST Charter School, with
22 some questions, and move to Dr. Hite, who
23 will be able to talk broadly about the
24 policies of the School District for the
25 entire City.

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2 So would you, John Swoyer, be
3 able to tell us what is distinct about
4 this school in particular that makes it
5 so attractive? I think you said about
6 5,000 people applying for 100 positions.

7 MR. SWOYER: Yeah. So our wait
8 list has grown from about 1,800 to today
9 over 5,500 this morning. We had over 100
10 in the last two days apply, which our
11 application process closes in March. I
12 think over the last two years, with the
13 growth, it's been related to looking at
14 the career focus and kind of looking at
15 STEM and where jobs would be, and
16 distinctly in our high school, we've had
17 an increased interest level there, I
18 think with over 500 applications this
19 year alone just for high school.

20 COUNCILMAN OH: Could I ask you
21 just for the public's sake, do these
22 applications come from any one particular
23 part of the City? Is there a criteria
24 that people have to pass in order to
25 apply to enter this school?

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2 MR. SWOYER: No. It can be
3 anywhere all over the City. We certainly
4 have different catchment areas that have
5 more applications, and there are a lot of
6 the zip codes all the way down through
7 the Bridesburg area that we've always
8 gotten applications from. But now we're
9 getting applications from all over the
10 City, and I think we've definitely gotten
11 some heightened publicity about being
12 named the top charter in Philadelphia in
13 Philadelphia Magazine, so that, I think,
14 drew different interest levels from
15 different people all over the City. And
16 with the transportation obviously, being
17 able to come here from anywhere, we've
18 gotten more interest from other parts of
19 the City now.

20 COUNCILMAN OH: So to be clear,
21 anybody, regardless of their grades, can
22 apply to enter this school?

23 MR. SWOYER: That's correct.

24 COUNCILMAN OH: And there's no
25 fees. This is free. It's a public

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2 school. It's a charter school, but
3 because of demand, you have to be able to
4 basically draw a lucky number to get in
5 here?

6 MR. SWOYER: Yeah. In fact, we
7 used to do a draw lucky number, and now
8 we actually use a random.org website
9 where everyone can watch the numbers get
10 drawn out per grade level.

11 COUNCILMAN OH: I'm going to
12 interrupt you in the interest of time. I
13 did fortunately get a chance to do a tour
14 of the school, and I certainly would
15 encourage anybody to do that. What stood
16 out in my mind, which I was not
17 expecting, quite frankly, that I was very
18 impressed to find is that I believe every
19 9th grader receives an iPad and the
20 training in class in how to use it, that
21 the administrators and the teachers and
22 the students interface with each other on
23 those iPads, that you have technology
24 which includes Prometheus Boards in our
25 library and all types of other Smart

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2 Boards and even a 3D printer. For those
3 who don't know what that is, it is
4 something that can print objects. They
5 can photograph it with your iPad. They
6 can make a design. They can print it
7 out. And I have seen it in the Science
8 Center and other places. I was surprised
9 to see it here in school and more
10 surprised to see students actually using
11 it, which is what they should be doing.

12 The technology in the school is
13 excellent, but the question arises and
14 parents will say, Well, this school
15 obviously gets more money than any other
16 school. It has some type of large
17 funding source, because you can't
18 duplicate this in other parts of the
19 City. Is that true or not true?

20 MR. SWOYER: No. In fact,
21 we've had a hard time gaining donors
22 because of the part of the City that
23 we're in. We use the dollars that we
24 have allocated per head. We have Title I
25 dollars, IDEA funding, and we've just

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2 been financially responsible for the
3 last -- since the inception in terms of
4 building a plan, three- to five-year
5 replacement plan.

6 COUNCILMAN OH: Could you give
7 me some examples of how you can put
8 technology in a classroom at low cost.

9 MR. SWOYER: What we've done
10 recently is, we've looked at the next
11 three to five years and we've said, you
12 know, the average cost of a Promethean
13 Board or Smart Board to be installed in
14 the classroom is about \$3,000. We've
15 calculated a way to do the same tools; in
16 fact, more interactive, for about \$600 to
17 \$700 a classroom with a regular board
18 that a teacher can write on. I can
19 actually show you a quick sample, if
20 you'd like.

21 COUNCILMAN OH: Okay. Would
22 you be able to show me on this board
23 here?

24 MR. SWOYER: Sure.

25 COUNCILMAN OH: And can we do

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2 something with the lights to make it more
3 clear.

4 MR. SWOYER: Yes.

5 So kind of just on the spot
6 quickly, this is my iPad here. Using
7 Airplay, a \$99 Apple television and a
8 projector and a regular screen, what we
9 do is, we do -- I did a 9th grade plan at
10 the beginning of the year that actually
11 looked at replacing what used to be a
12 Trapper Keeper for a student, their
13 notes -- everything from their notes to
14 their whiteboard. I'll just display a
15 couple quick applications.

16 The teacher goes into a
17 classroom. We do this in every 9th grade
18 room. We're actually working on doing it
19 all over the school. We have elementary
20 and middle classrooms set up now for
21 science and some other subjects. This is
22 a free whiteboard application. I can
23 quickly go to my photo gallery. I'm not
24 really sure exactly what I have in here.
25 Let's just say how about the water cycle.

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2 There you go. So with a water cycle, I
3 can zoom in. As a teacher, what that
4 allows me also to do is, if you notice in
5 the top right corner, you have a record
6 button. I can actually record my entire
7 presentation. So think about an algebra
8 problem when you do that in the
9 classroom. You go back to study for the
10 test and maybe you took some bad notes,
11 you didn't write everything down or you
12 were out sick that day. A teacher can
13 click the record button and then actually
14 post their entire presentation on their
15 website. We're a Google school. Google
16 Applications is free for education.
17 There's no cost for that.

18 And essentially we've just
19 recreated essentially what the whiteboard
20 used to do, except with Promethean Boards
21 and Smart Boards, you're limited to the
22 toolset. I can then as a teacher pick a
23 color and I can annotate. Anywhere on
24 here I can circle, I can draw. I can
25 then move to the next slide, and let's

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2 just pick another picture I have in here.

3 Here's a map. So we can relate social

4 studies. We have two former principals

5 that are social studies teachers and our

6 Board President was a social studies

7 teacher. So popular area, always keep a

8 map around.

9 So this is a United States map

10 and we can annotate and mark off the

11 different states, again, recording.

12 I'll do one more. Solar

13 system. I can move that object anywhere.

14 I can move it over to here and then take

15 all the notes on the right side if I

16 want. So if I'm in a science classroom,

17 if I want to talk about each planet and

18 what's on each planet, a student can have

19 the same application and record their

20 same notes on here to study later.

21 I can double click and go to a

22 different application that we built into

23 the presentation for iPads. This is

24 Evernote. It's a free application. I

25 have it on my iPhone. It interacts with

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2 any device.

3 So one of the challenges was
4 security. Bringing an iPad home on a
5 SEPTA bus isn't necessarily safe, so what
6 we did is, we created a plan that
7 involves six or seven applications that
8 are all cloud based, meaning a student
9 can go home to their desktop computer and
10 access everything that was on that iPad.
11 We created a locked charging station
12 here, so a student can go in, they get a
13 number for that night. They leave it in
14 the library, and then the next day they
15 go and pick it up or they can use that
16 charging station to charge during the
17 day.

18 Any notes that they take, they
19 can create different notebooks. They can
20 take pictures. Without going in and
21 spending too much time on this, to give
22 you the idea of what can happen, a
23 student can actually go into a book or a
24 science website and snap a picture of
25 something and then put it right in their

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2 notes. So they don't have to worry about
3 tabbing off a page. It essentially
4 replaces them having to carry sticky
5 notes or any type of media with them to
6 record things, and they can also do voice
7 recording on this and it's synced.

8 COUNCILMAN OH: I'm assuming
9 you can play videos and other things, but
10 can you interface with other people with
11 these notes, with these videos? If
12 you're doing planning with an
13 administrator, another teacher, a group
14 of students, can you do that right from
15 where you are with your iPad?

16 MR. SWOYER: Yes. So I can
17 broadcast essentially the entire room
18 depending on which way you want the
19 camera to face. And I can broadcast City
20 Council if I flip this around, better
21 position. Whatever you see in that
22 camera would be seen in that classroom.
23 Obviously the lighting is going to affect
24 that. But, yes. So I can sit in my
25 office, for example, and do the

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2 announcements and I can broadcast it to
3 the entire school if I wanted to.

4 COUNCILMAN OH: Okay. That's
5 great. Would you -- do you have anything
6 else to show us on here?

7 MR. SWOYER: Sure; one more.
8 This is the written plan, just to give
9 you an idea of what a teacher
10 presentation would look like. This was
11 our iPad implementation guide, and this
12 is a Keynote, similar to PowerPoint. I
13 can just swipe my finger, go through what
14 a PowerPoint used to be. So there's no
15 hookup, no wires. Google Drive is one of
16 the applications. Evernote is one of the
17 applications I just talked about.

18 There's an example of what
19 Evernote does. So there's the map on the
20 right. You can see the notes on the left
21 like you would see in Microsoft Word.
22 IBooks is essentially what happens to a
23 student's as we add books to their
24 library.

25 And the other thing that's neat

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2 about this is, if you think about rolling
3 out an application where you have to
4 start, run, install, it takes a while to
5 get everyone in the classroom. We
6 installed an infrastructure with an MDM
7 system that allows us to essentially put
8 the book on the bookshelf, and every iPad
9 can go into that bookshelf in the class
10 and within 30 seconds install the
11 application for the day. So a teacher
12 could create their own syllabus, put it
13 in the library, and the student can
14 download it in 30 seconds, and then the
15 whole classroom is ready to go. So
16 there's no more wasting time downloading,
17 installing, filters. Everything is
18 internal.

19 That's a quick example, but the
20 last thing is, we replaced the daily
21 planner with myHomework app, and that
22 allows a student to create all their --
23 what used to be a \$13 or \$14 planner, for
24 free right on their iPad. So we looked
25 at the total cost of ownership in doing

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2 this. And I think the strongest example
3 of this is a graphing calculator that
4 might be \$85 to \$90. Three dollars if
5 you want to pay for it without the
6 advertisements, but you can get the
7 graphing calculator for free. So you
8 could actually pay for the iPad in the
9 money you saved with the applications
10 over a period of time.

11 COUNCILMAN OH: Okay. Thank
12 you very much.

13 Could we have the lights back
14 on. And I've just been informed that
15 Councilwoman and our Vice Chair, Marian
16 Tasco, has arrived.

17 Councilwoman, if you'd like to
18 join us.

19 I will note again that
20 Councilman Dennis O'Brien is here
21 presently and in the back.

22 Okay. So this appears to me to
23 be the kind of technology that students
24 should be using to be in a globally
25 competitive school. Again, can you

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2 duplicate this? Can -- not you
3 personally. Can this be duplicated in
4 any of our public schools?

5 MR. SWOYER: I believe it can.

6 COUNCILMAN OH: How could you
7 do that with all this technology?

8 MR. SWOYER: So I think if you
9 look at the average -- I ran an IT
10 company for three years. During that
11 period of time, we looked at the cost of
12 technology really shifting downward, and
13 if you look at the future, the equipment
14 cost has come down significantly. What
15 we end up paying for is the
16 installations. So one of the unique
17 things that we've done here is, we've
18 created a team where we do all of our
19 installations here. We don't outsource
20 it at all. So we create jobs kind of
21 internally to be able to do that.

22 On average, to give you an
23 example, to install 80 Smart Boards, if
24 you looked at the overall cost being --
25 or say 100 Smart Boards. You looked at

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2 the overall cost at being \$800 for those
3 installs. We could cut that by about 70
4 percent just by doing it internally.

5 COUNCILMAN OH: Okay. Well, in
6 terms of what do you want your school to
7 offer the students who come here that you
8 don't offer now, what would that be?

9 MR. SWOYER: We shifted a focus
10 on to robotics as an opportunity.
11 There's a lot of existing programs that
12 talk about robotics. What we've looked
13 at is kind of the future of robotics. So
14 if you think about even those
15 self-cleaning vacuum cleaners now that
16 you put in your house and they go around
17 and clean. We've taken that concept and
18 we started to look at developing a class
19 that ties into robotics on the iPad. So
20 instead of -- the typical program used to
21 be Job Descriptor C++. We've actually
22 looked at creating an application class
23 where students would learn to develop
24 apps for phones, mobile devices --
25 because clearly, that's the future and

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2 it's certainly the future on the global
3 side -- that actually control robotic
4 devices.

5 So right now we have a robotics
6 class that creates traditional robots,
7 and what they can do -- and you teach the
8 algorithm to bounce off the wall and turn
9 to the right when you hit the wall. Now
10 we're looking at devices where you would
11 program and control them via the mobile
12 device. One of the things that we've
13 been playing around with is something
14 called Spyro where you create an animated
15 character, that when you look through
16 this particular device, you actually see
17 the animated character and not the object
18 that you're controlling. It's a ball
19 that rolls around on the floor, but you
20 actually look to the screen and you can
21 create your own character. So one of the
22 classes that we're adding is an iPad
23 development class where students actually
24 learn how to program and work with these
25 devices. And it's within -- I mean, it's

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2 not Objective-C programming from scratch.

3 I mean, we're looking at what we want

4 those devices to do and kind of thinking

5 outside the box of what you can do with

6 this device, like a vacuum cleaner.

7 COUNCILMAN OH: Thank you very

8 much. I'm going to let Councilwoman

9 Tasco ask any questions or Councilman

10 O'Brien, but I did want to point out --

11 and since Dr. Hite is here, it's kind of

12 a coincidence. You mentioned robots.

13 Over the weekend I met with the team out

14 of Pusan, and they are pushing for a

15 global campus in Pusan, economic-free

16 trade zone, as the Mayor of Incheon was

17 here, and what they're doing is they're

18 going around the world recruiting

19 universities and professors in other

20 places.

21 They have the world's highest

22 rated college entrance at 72.5 percent,

23 and part of their plan is Robot Land.

24 And this is no small plan. This is a

25 very large plan. Robot Land is really a

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2 highlight of robotics and other things
3 like that.

4 And so I would put that out
5 there, because it's not for general
6 purposes just simply what our schools are
7 doing versus New Jersey or Delaware.
8 It's what our schools are doing even if
9 we think they're fast compared to China,
10 Japan, Germany and other places if we're
11 going to be competitive.

12 So I will just update you,
13 Councilwoman, that Dr. Hite has
14 testified. I haven't asked him any
15 questions yet. I did start with John
16 Swoyer, the CEO here. Would you like me
17 to continue my questions and give you
18 time to digest or would you like to --

19 COUNCILWOMAN TASC0: I just
20 have one question.

21 Good morning, everyone.

22 (Good morning.)

23 COUNCILWOMAN TASC0: I'm sorry
24 I'm late. But I just -- in tying in with
25 this whole issue of creating businesses,

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2 Mr. Swoyer -- is it Swoyer?

3 MR. SWOYER: Swoyer, yes.

4 COUNCILWOMAN TASC0: -- and I
5 guess Dr. Hite, is there any
6 collaboration with the trade schools that
7 we have, the Swenson Center and the A.
8 Philip Randolph centers in further
9 training for these jobs in the whole area
10 of technology and robotics? Is there any
11 collaboration at all?

12 DR. HITE: The collaboration --
13 we've been by to a couple of the schools
14 really to look at how we can partner with
15 the schools to provide more students with
16 access to those training opportunities.
17 And so what we're trying not to do is
18 duplicate something that's already
19 working in a different sector, and what
20 we're trying to do as a District is then
21 take advantage of individuals who are
22 providing students with those training
23 opportunities regardless of where those
24 opportunities are occurring.

25 And so we have to -- because

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2 we've been working on our own -- because
3 we've been working on a District-based
4 CTE program, we've been very busy trying
5 to construct that, but I have had the
6 opportunity to get by at least one of
7 those centers to talk about how we could
8 further partner and provide more access
9 to more students at a center that is
10 already in existence. It's just been a
11 matter of we haven't just -- we have not
12 had enough time to really focus.

13 COUNCILWOMAN TASC0: We realize
14 you just got here.

15 The other thing, I see Mark
16 Edwards is here and other individuals who
17 are about developing employment. Now, is
18 there a relationship with those
19 organizations who are developing work
20 sites and work-ready programs to feed
21 these young people when they graduate
22 from high school? Where do they go? Now
23 we need to create businesses so that when
24 they come out of high school, if they
25 don't go to college, what is available

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2 for them in the Philadelphia area, and
3 particularly Philadelphia, for them to
4 transfer those skills and go into a
5 working environment?

6 MR. SWOYER: So I believe that
7 we've had -- within our own environment,
8 we've connected to a couple local
9 colleges where we actually are offering
10 classes within our environment, like CCP,
11 for example, to be able to kind of get
12 them ready in case -- we don't
13 necessarily say to a student that they
14 have to go to college. We kind of try to
15 give them a direction, whether that's
16 career and technical. We want to give
17 them options. We would like to see more
18 local businesses get involved with us to
19 be able to produce those opportunities.
20 Certainly to help fund those
21 opportunities is expensive, but I think
22 there's a lot of ways that we could work
23 together with the local businesses and
24 hopefully create which is -- small
25 business is going through a tough period

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2 of time right now, and I think the more
3 independent thinking that we do and the
4 more collaboration that we do, the better
5 opportunities that are going to present
6 themselves for students getting out of
7 school who can't get into the workforce
8 or don't choose to go to college.

9 So MaST's perspective is that
10 we'd like to prepare them with a lot of
11 different options and a couple of
12 different pathways to provide them to go
13 either way. What we need now is, I think
14 we need to have some of the corporations
15 and other businesses step forward into
16 that position.

17 DR. HITE: I'll just add to
18 that point that -- and we tend,
19 Councilwoman Tasco, to think of this
20 experience as something that requires
21 pay, and one of the things that we talked
22 about, particularly in my former
23 district, was providing students with
24 these types of opportunities while they
25 were still in school. And it was an

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2 internship type of approach, but it was
3 more around having the experience of the
4 workplace. And I was with -- and this
5 point was validated by a group of
6 students that I was talking to a couple
7 of weeks ago as I was observing the
8 robotics competition. And a couple of
9 young men talked about having the
10 opportunity to do something this summer,
11 and my response was, we would love to get
12 them experiences, but I could not
13 guarantee that they would be paid
14 experiences. They said, We'd just like
15 to have the experience.

16 And so I do think that we could
17 be a lot more aggressive as a District,
18 as educators and just thinking about
19 opportunities for our students to be
20 exposed to those skills, those
21 environments while they're students so
22 that they understand the application of
23 the skills they're learning in like the
24 workplace. I just think that's a really
25 important point.

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2 And I know the Mayor and others
3 have talked about internships over the
4 summer. We think that's great, 10,000,
5 but there are a whole lot of students
6 that would also benefit from just having
7 to show up some place on time or to
8 understand what it means to dress and
9 communicate in a professional work
10 environment. And we had a similar
11 program that we -- what we created -- and
12 I've talked about this a lot. It's
13 called a student-built house, and the
14 students built 39 houses. They worked
15 alongside all of our partners in labor,
16 and they were working with those industry
17 professionals, but their classroom was on
18 the construction site. And every day
19 they understood the importance of
20 permitting, meeting timelines, and being
21 accurate in terms of the materials, and
22 those students gained an experience, many
23 of them who did not want to go to
24 college, but realized then they were
25 beginning to learn math, science, and

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2 problem-solving through the application
3 of drywall or plumbing or electrical or
4 masonry or carpentry. They were learning
5 math and problem-solving and science
6 through the application of those things.
7 And I think that those are examples of
8 what could be a part of the experience
9 here and should be a part.

10 COUNCILMAN OH: All right.

11 Thank you very much. I do understand
12 that we have important people waiting. I
13 do have one question for you. It's a big
14 question. What comes first, the chicken
15 or the egg type of question.

16 So directly in terms of your
17 plan, which is a great plan, you're new
18 here and you're dealing with so many
19 things. To the extent that a lot of
20 efforts have been on the most unfortunate
21 people in our city -- and I'm not saying
22 that's wrong. My question is, if we have
23 businesses, people can get jobs. If we
24 train a workforce, will the jobs come, is
25 kind of the question. Do the good

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2 workers leave? What comes first?

3 And in that, if we spend our
4 resources and time training and educating
5 the most difficult persons, people who
6 dropped out of school, going to jail, to
7 what extent are we not spending time
8 educating and training the people most
9 likely to be attracted to employers, most
10 likely to get jobs, most likely to bring
11 and to retain employment in the City?

12 DR. HITE: Well, I think you
13 have to do both. And I do think that we
14 have a large number of individuals who
15 have no opportunities or no options, and
16 one of the reasons they have no options
17 is because in some cases they never learn
18 to read, and I do think there is a good
19 bit of training that must occur there.
20 And one of the things that we're also
21 talking about is where literacy and
22 numeracy actually as a mechanism for
23 breaking cycles of poverty. So equipping
24 individuals with things that they can do,
25 even if they were very basic and general,

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2 I think that those things begin to help.

3 Now, on the other side of -- I
4 mean, you talked about just kind of two
5 extremes, but I do think that you also
6 have to create more programs that provide
7 access and opportunities for students to
8 generally experience and explore many of
9 the things that allow them to
10 problem-solve or to think critically or
11 to utilize technology in meaningful ways
12 that will prepare them for the workforce.
13 It is why that in several districts where
14 I've worked in just -- in Henrico, in
15 Henrico County, Virginia, more than 12
16 years ago, we provided for every student
17 who was in grades 6 through 12
18 technology. It was one-to-one. Not at a
19 school level; it was at a district level.
20 And the primary reason to do that was to
21 address what you just described. There
22 were students who never had access, who
23 needed access, because it opened up
24 opportunities. Then there was students
25 who had access, but then we had to

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2 provide them with ways in which to
3 utilize and immerse that technology in
4 their learning experience. And what we
5 found was, it's also not just the tool,
6 it's also the integration of the tool and
7 having individuals who know how to
8 integrate and engage students using those
9 types and this type of technology.

10 And, Councilman Oh, you asked a
11 question earlier, and the question
12 earlier was, is this replicable at large
13 scale, and the answer is yes, but you
14 have to make it -- you have to make this
15 a part of the priority. And so
16 unfortunately, large school districts
17 like ours, any time that there tends to
18 be budgetary challenges, two things go
19 first. Generally it's the technology or
20 whatever the budgeted amount is for
21 technology. The second thing is
22 professional development. And those are
23 things that are very critical to
24 districts being able to really address
25 some of the things that we've seen here

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2 today.

3 And then the other part of it
4 is then re-prioritizing how revenues are
5 allotted and spent and the total cost of
6 ownership, and we heard that referred to
7 earlier. So if you think of what we
8 spent per textbook on students and if
9 we're able to then put those on a device,
10 one, then we're already beginning to just
11 kind of balance or rebalance the cost,
12 the total cost, of what technology may
13 cost the District. But we just have to
14 think about ways in which to approach the
15 use and the integration and the
16 attainment of technology differently than
17 what we have in the past.

18 MR. SWOYER: I want to add
19 something to that, just with the total
20 cost of ownership. One unique thing that
21 we did with our iPad program is, we said
22 to each student that we were going to
23 provide a device, but that it would be
24 returned in June and then given back in
25 September. What we offered is the

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2 ability to purchase that device for \$270,
3 which would typically cost about 420, and
4 we sold \$100 worth of insurance.

5 Certainly not economical for everyone to
6 purchase an iPad. However, it was quite
7 interesting that about 78 percent of the
8 population bought the iPad and about 64,
9 65 percent of them bought the insurance.
10 So it was essentially a break-even for
11 the school. So what originally was
12 allocated for about \$40,000 or \$50,000
13 ended up costing about, I'm going to say,
14 about \$18,000. And so we used that money
15 to roll into the 10th grade program that
16 we're doing in March. So that by the end
17 of next year, everyone but our seniors
18 will have had the opportunity to partake
19 in that program.

20 It was kind of an interesting
21 way to look at it. And we've had parents
22 come forward and say they would buy two
23 or three at that price, because
24 interestingly enough, cable and cars and
25 other things are sometimes more important

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2 than other uses, depending on the areas.

3 So something to think about.

4 COUNCILMAN OH: All right.

5 Well, thank you very much for your

6 testimony and thank you for showing up

7 today.

8 Would you please call the next

9 witness.

10 THE CLERK: Dr. Stephen Curtis.

11 COUNCILMAN OH: And if we can

12 turn off the board behind me and get the

13 lights back on, that would be great.

14 Thank you.

15 THE CLERK: Dr. Stephen Curtis,

16 President, Community College of

17 Philadelphia.

18 (Witness approached witness

19 table.)

20 COUNCILMAN OH: Thank you very

21 much for coming here and for your

22 patience. I'll try to keep this moving.

23 Would you please state your

24 name and provide us with your testimony.

25 DR. CURTIS: Thank you very

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2 much, Councilman. My name is Stephen
3 Curtis. I'm President of Community
4 College of Philadelphia. I'm going to
5 begin with just a brief story about a
6 student at the college.

7 Erica Morrison made a decision
8 in 2011 that has nearly doubled her
9 annual salary. She enrolled at Community
10 College of Philadelphia in order to
11 obtain training to become a certified
12 pharmacy technician. After completing a
13 six-week pharmacy technician program,
14 which is part of the foundation funded
15 Wanamaker Scholars program that we offer,
16 Erica passed the state certification
17 examination. She then qualified for a
18 job at Keystone Mercy Health Plan that
19 pays \$7 per hour more than she had been
20 earning previously at a retail pharmacy.

21 Her course of study provided
22 her the basic math skills and knowledge
23 required to work in a pharmacy, and
24 that's a workplace where jobs are going
25 unfilled due to the shortage of skilled

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2 applicants. This comprehensive course,
3 including instruction concentrating on
4 mathematics, prepared her to assist the
5 pharmacist in a variety of pharmacy
6 settings, including hospital, community,
7 home infusion, and mail order pharmacies.
8 I should note that the Department of
9 Labor's Occupational Outlook Handbook has
10 projected an above average increase in
11 employment for this particular job.

12 In lean fiscal times,
13 corporations need entry-level workers
14 with highly specialized skills, solid
15 technical abilities, and demonstrated
16 knowledge and proficiency in their field
17 or industry. If we are going to be
18 globally competitive, these are
19 automatics, I think.

20 Our college has moved to meet
21 these new demands by creating a range of
22 flexible learning solutions for
23 corporations and individuals.

24 Probably should have framed
25 that the other way around, for

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2 individuals and for corporations.

3 We serve as a critical transfer
4 pipeline for the more than 100 colleges
5 and universities in the tri-state region.
6 Thousands of our graduates pursue
7 baccalaureate-level programs at highly
8 respected institutions, including Bryn
9 Mawr College, Drexel University, Temple
10 University, and the University of the
11 Sciences. In May 2012, 1,809 students
12 received a total of 2,024 degrees and
13 certificates, an achievement that
14 represents the largest single graduating
15 class in our 47-year history. This
16 continues a trend in which the College
17 has graduated more students each year
18 than at any other time. It also serves
19 as an indicator that efforts to enhance
20 student success and completion are
21 gradually bearing fruit.

22 Short-term and long-term skill
23 training and retraining is essential if
24 workers are to meet the labor demands of
25 Pennsylvania employers. New career

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2 pathways now offer a fast-track to
3 employment, which allow the unemployed
4 and the underemployed to divide long-term
5 educational goals into small, manageable
6 steps. Our pathways include traditional
7 degrees and certificates, customized job
8 training tailored to Philadelphia-based
9 and regional employers, and specialized
10 education and training offered in
11 partnership with employers and
12 organizations across the City.

13 In other words, students like
14 Erica can acquire basic knowledge about
15 an industry and, in this case, become a
16 certified pharmacy technician. Later
17 they can come back to us and earn a full
18 associate's degree that will help them
19 move even further up the career ladder,
20 in this case, in the healthcare field.
21 If a student is initially employed and
22 receiving family-sustaining wages and
23 health benefits, then she or he has a
24 measure of personal security that makes
25 it easier to return to us and focus on

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2 the goal of full degree completion.

3 All told, our college offers
4 more than 90 degrees and certificates,
5 with a number of these forming credential
6 ladders. About 20 proficiency
7 certificates -- and those are in areas
8 from automotive to allied health to
9 manufacturing to human services -- are
10 short term in nature, typically five to
11 six courses that can be taken in four to
12 eight months. These certificates are
13 designed to lead to entry-level
14 employment.

15 About a dozen academic
16 certificates -- and, again, a range from
17 computer-assisted design to energy
18 conservation to geographic information
19 systems, GIS -- require at least a year's
20 study, 10 to 12 courses and, again, would
21 provide additional employment
22 opportunities. Either type of these
23 certificates count toward at least one
24 full two-year degree program. So the
25 credits you're getting for the

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2 certificates then all apply toward a full
3 two-year degree. And there we have a
4 range of 30 degree choices, including
5 technical fields, from accounting to
6 American sign language to culinary arts
7 to nursing and so on. These degrees and
8 certificates represent a major pathway
9 into the workplace.

10 As graduates earn associate
11 degrees and gain the professional
12 credentials in demand by local employers,
13 they make our city more attractive to
14 global companies. They also help
15 increase productivity. In fact, an
16 independent research report recently
17 found the increased productivity of
18 Philadelphia workers stemming from the
19 new and past skills fostered by the
20 College's courses creates approximately
21 \$332 million in added income each year.

22 By 2019, about 222,000 new and
23 replacement jobs are expected to be
24 available in Philadelphia County. About
25 35 percent of these jobs will require an

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2 education level equal to an associate's
3 degree or greater. In recent years, the
4 College has collaborated and partnered on
5 numerous initiatives designed, again, to
6 return the unemployed and underemployed
7 to the workforce. This is a critical
8 part of our mission.

9 Supporting job creation is
10 another critical component. Last month,
11 Mayor Nutter announced that our college
12 would become the educational partner in
13 an economic development initiative funded
14 by Goldman Sachs and Company. That
15 initiative called 10,000 Small Businesses
16 is designed to move small businesses that
17 have limited resources but who are poised
18 for growth to the next level. The
19 specific goal is to increase their
20 revenue and to create additional job
21 opportunities in these businesses through
22 a combination of education, capital, and
23 support services. We currently are
24 accepting applications from entrepreneurs
25 to become one of the inaugural

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2 participants in the 10,000 Small
3 Businesses initiative.

4 Community College of
5 Philadelphia will deliver the business
6 education part of the program, and the
7 Philadelphia Industrial Development
8 Corporation, PIDC, and Community First
9 Fund will originate loans to small
10 businesses. Goldman Sachs and the
11 Goldman Sachs Foundation are committing
12 \$20 million to the program in the Greater
13 Philadelphia area. The 10,000 Small
14 Businesses program is a natural extension
15 of the support services, customized
16 training, and workshops that we already
17 provide through Corporate Solutions, the
18 workforce development arm of our college,
19 as well as our Small Business Center for
20 Education, Growth, and Training, which is
21 located up here actually at our Northeast
22 campus.

23 In addition, our Corporate
24 College and Corporate Solutions staff
25 offer a range of affordable, flexible

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2 learning options for companies,
3 professionals, and entry-level workers
4 seeking to upgrade their skills or move
5 up the career ladder. Last year, more
6 than 450 employees from different
7 companies took advantage of corporate
8 solutions' contract training in the areas
9 of supervisory training, basic skills,
10 computer training, and new offerings in
11 accounting and financial analysis. More
12 than 2,000 students last year were
13 enrolled in workplace and on-site
14 programs through a convenient, one-stop
15 service provided by Corporate College
16 staff.

17 And the last thing -- there are
18 lots of things I could go through, but
19 the last thing that I want to mention, if
20 we really want to be globally competitive
21 and if we really want a successful
22 workforce system, we do need to create
23 strategic partnerships. It's not enough
24 to do this on our own.

25 I took a look before today at

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2 the witness list, and just from the list
3 that I see today -- and you've already
4 actually heard the first two people -- we
5 generate a network of workforce options
6 for Philadelphians in partnership with
7 many of the people you're going to be
8 hearing from. We partner with the School
9 District of Philadelphia, and Dr. Hite
10 mentioned it. We're in the course of
11 identifying School District career and
12 technical programs that feed into some of
13 our applied degree programs, and what
14 we're doing is confirming the
15 competencies that have been achieved in
16 those programs - automotive, culinary,
17 whatever it might be. And you heard
18 Dr. Hite also mention they're going after
19 certifications of different kinds. Well,
20 by virtue of confirming the competencies
21 and with the certifications, we'll be
22 granting college credit to high school
23 seniors who have demonstrated achievement
24 of those defined competencies as they are
25 in high school and before they arrive at

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2 CCP, college credit in advance. You also
3 heard that we're working with MaST
4 Charter as another example.

5 We partner constantly in
6 training initiatives with Philadelphia
7 Works and with its predecessors, the
8 Philadelphia Workforce Investment Board
9 and the Philadelphia Workforce
10 Development Corporation.

11 We have a reentry initiative
12 that works with pre-release prisoners in
13 Philadelphia, enrolling them in
14 prison-based classes prior to release,
15 then facilitating their transition to
16 campus-based degree programs, and they
17 get the college credit for what they took
18 prior to their release.

19 We provide ongoing training for
20 employees of Philadelphia Gas Works. I
21 think I saw that on the witness list.
22 And we have partnered with the
23 Manufacturing Alliance of Philadelphia in
24 training for green jobs.

25 So, again, there are many more

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2 public, private, and non-profit partners
3 I could name, but my point is, you do
4 have to create that network and you do
5 have to, I believe, create such strategic
6 partnerships in our city and our region
7 are really going to thrive and become
8 globally competitive.

9 So I thank you for the
10 opportunity to discuss at least a few
11 efforts that we make to adapt to
12 Philadelphia's new employment realities
13 and to support job creation and workforce
14 development efforts in support of global
15 competitiveness.

16 COUNCILMAN OH: All right.
17 Thank you very much, Dr. Curtis. I will
18 kind of say that according to my
19 understanding, while you have identified
20 that we will see 222,000 new and
21 replacement jobs, that overall we are
22 anticipated to lose 75,000 jobs in the
23 total economic structure, which is bad
24 news for our city unless we could turn
25 this around. And I'm going to guess that

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2 of the new replacement jobs, more and
3 more of them are going to require higher
4 skills and higher training.

5 DR. CURTIS: Correct.

6 COUNCILMAN OH: And there will
7 be less and less high-paying jobs or
8 family-sustaining jobs for the average
9 person out there with just a high school
10 degree or doesn't even have a high school
11 degree, unless we do something to address
12 that.

13 And so kind of with that
14 background, I'd like to provide this
15 amount of information: Bachelor's degree
16 or higher, Philadelphia 22.6 percent.
17 That is a workforce profile of our city.
18 Compared to New York City 33.7 percent;
19 Boston 42.8 percent; Washington, DC 50.5
20 percent.

21 So for certain employers who
22 are doing these replacement jobs who are
23 looking where they're going to put their
24 businesses in terms of who they're going
25 to hire, Philadelphia does not look

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2 attractive in this region. Baltimore is
3 slightly ahead of us at 25.8 percent.
4 But, interestingly enough, the median
5 household income seems to follow exactly
6 that percentage. So Philadelphia with
7 only 22.6 percent with a bachelor degree
8 or higher is at the lowest end with
9 36.9 -- I mean; \$36,957, compared to
10 Boston, which has just a couple
11 percentage higher than us in college
12 graduate in its workforce, and they're at
13 40,100, and then the highest being
14 Washington with the highest amount of
15 median income at \$61,835.

16 So it is certainly very
17 noticeable that our city, like Boston,
18 has one of the best higher education
19 systems in the world. We attract so many
20 smart people from around the world to
21 come to our schools of higher education,
22 and simultaneously we're very challenged
23 when it comes to primary and secondary
24 education. Within that, there seems to
25 be a new and expanded and vital role of

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2 our community colleges here in the United
3 States.

4 And so once we get past the
5 wonderful work that you're doing and some
6 of the kind of identified efforts but
7 when it comes to real efforts in terms of
8 what community colleges can do to provide
9 exactly what you said, high-quality
10 training, connections with businesses,
11 and today's technology for vocational
12 training and employers, where are the
13 dollars for that? What do you need to
14 really see that your program can address
15 these needs? And would you first give us
16 a little bit of a profile, like how many
17 students attend Community College and
18 what's their general age and economic
19 situation.

20 DR. CURTIS: On an annual
21 basis, the College will enroll somewhere
22 between 35,000 and 40,000 different
23 individuals. About three-quarters of
24 those annually are in degree programs,
25 credit programs, for the most part

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2 wanting to either move through Community
3 College to a four-year setting to get a
4 bachelor's degree or are in our career
5 and technical programs. Sometimes,
6 though, they're not there for either,
7 particularly if they're currently
8 employed. They may be coming just for a
9 small number of courses to increase their
10 skills and their competencies.

11 About one-quarter of that
12 number I cited is our non-credit
13 students; that is, they're in literacy
14 programs, they're in customized job
15 training that don't necessarily bear
16 college credit.

17 We serve on the whole
18 low-income to low/middle-income students.
19 I mean, we're a typical urban community
20 college. While our student population is
21 actually getting slightly younger,
22 traditionally about a quarter of our
23 students have been 18 to 22, the typical
24 high school graduate cohort, and the rest
25 have been 22 and up, so a more adult kind

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2 of population. And like most community
3 colleges, but certainly urban community
4 colleges, we're overwhelmingly female,
5 two to one women to men.

6 In terms of all the things that
7 you said, you've made a case for the
8 importance of education at every level.

9 COUNCILMAN OH: I'm going to
10 reform my question. What would you
11 recommend the City do to be most
12 effective in improving our workforce
13 profile so that we can retain and attract
14 more employers to employ our citizens?

15 DR. CURTIS: Virtually every
16 context in which I'm a part, whether it's
17 around chambers of commerce or other
18 kinds of business-oriented or
19 employer-oriented context, speak to what
20 you said earlier, and, that is, the need
21 for an educated potential workforce in a
22 city or region. And so first is the
23 resources needed to really make a
24 difference. You talked about students
25 coming to this region, but, of course,

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2 Community College of Philadelphia is 99
3 percent Philadelphian, right? We don't
4 get students from outside the City for a
5 variety of reasons. We are educating
6 Philadelphians.

7 We educate the largest number
8 that come from our public school system,
9 and we get a significant number from the
10 parochial school system as well.

11 Because of their prior
12 educational experience, a number of our
13 students come not college-ready. I mean,
14 that's part of the issue as well, and we
15 have embraced that as part of our
16 mission, and I think we're very
17 successful -- not with everybody, but
18 with many students -- at bringing them up
19 to college level and then again getting
20 them on a track.

21 You mentioned the baccalaureate
22 statistics. Of course, we're not
23 baccalaureate level, but in my testimony
24 I referenced we are a pipeline, a big
25 pipeline, and increasingly, we have

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2 worked out written agreements with our
3 sister institutions that have
4 baccalaureate granting. That means if
5 you complete your associate degree at the
6 college, all of your credits
7 automatically transfer, et cetera, et
8 cetera, et cetera. So I think we've
9 provided mechanisms that over time are
10 increasing the number of bachelor
11 degrees.

12 You asked what we need. It's
13 resources. I think you know, because
14 you've had an affiliation with the
15 College in the past, that we are a public
16 institution of higher education, and the
17 public is gradually being withdrawn from
18 that statement. At the founding of the
19 College, two-thirds of the funding for
20 community colleges across the state
21 emanated from public sources, the state
22 and local sponsor, which for us is the
23 City of Philadelphia. One-third came
24 from student tuition and fees. As we sit
25 here today, that ratio has almost

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2 reversed. We're heading toward
3 two-thirds, I think we're at 60 percent,
4 from student tuition and fees, and we're
5 driving down toward one-third
6 collectively from the State and the City.
7 And that is a trend that has been in
8 place for the better part of a decade or
9 more.

10 So we are forced to be
11 entrepreneurial in terms of finding other
12 resources. We are forced over time to
13 eliminate some programs. You can't do
14 everything, and our first goal is
15 quality. We'd rather offer 90 things of
16 full quality than 100 things of
17 diminished quality.

18 So part of it is resource
19 based. Part of it I alluded to also at
20 the end of my testimony, and that is the
21 partnership notion, whether it's
22 partnering with schools while students
23 are still in high school, for example,
24 and getting them on a college track,
25 getting them more prepared for college so

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2 they can be successful, partnering with
3 businesses and employers so that we can
4 help them with prospective employees but
5 also incumbent employees. I think that's
6 a big part of what we have to do.

7 None of us has all the
8 resources we need, and none of us has the
9 wherewithal independently. I think
10 whether it's government combining with
11 businesses and higher ed, we do have to
12 work together, I think, in order to
13 accomplish what you asked.

14 COUNCILMAN OH: Thank you very
15 much. I'm going to provide one statistic
16 and then turn it over to Councilwoman
17 Marian Tasco.

18 There are 300,000 ex-offenders
19 living in Philadelphia, one-fifth of the
20 City's population. Three thousand two
21 hundred are released from prison every
22 day. That also is a part of our
23 workforce profile when people are looking
24 and making a decision whether they want
25 to live here, work here, bring their

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2 businesses here or invest, and clearly,
3 there is an issue of, once again, chicken
4 or the egg, who is going to do the
5 training, how are we going to overcome
6 this, and what strategies do we have
7 where we will get the most bang for the
8 very limited dollars that we have.

9 So thank you very much.

10 Councilwoman.

11 COUNCILWOMAN TASC0: Well, I
12 don't have many questions. I just was
13 sitting here thinking about your
14 testimony in terms of what do we do wrong
15 in Philadelphia that we can't retain
16 those students who attend -- we have
17 Penn, St. Joe's, Temple, LaSalle. And
18 where do those graduates go to seek
19 employment. And my question is not to
20 you; it's sort of like rhetorical. What
21 must we do to create businesses in the
22 City to retain those individuals who come
23 and stay in Philadelphia four years and
24 then they go some place else. They go to
25 Boston, they go to DC, and they go to

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2 other cities because the jobs are there.

3 But I wanted to ask you a
4 question. You have a relationship with
5 the local colleges and universities.
6 Now, do you track the students who leave
7 Community to see how many of them
8 graduate from the local colleges and then
9 how many of them stay in Philadelphia? I
10 know that's a lot of time and effort, but
11 is there any way to track that?

12 DR. CURTIS: In some cases,
13 yes. We're dependent upon the receiving
14 institution in this case, right? And
15 there are several. I'll use Temple as
16 both an excellent example but also an
17 example because they get the largest
18 number of our students.

19 Temple has always worked with
20 us and, in the aggregate, will give us
21 the numbers of how many students persist,
22 how many graduate and so on. So that I
23 know that typically in every Temple
24 graduating class, baccalaureate level,
25 our students represent about 10 percent

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2 of the graduating class. And I do know
3 that our students -- and I think it's
4 true of all the Community College
5 students that go to Temple, because
6 almost half of their undergraduates are
7 made up of transfer students, right?
8 It's not the same as a whole lot of other
9 universities in the area, but they're
10 definitely built on transfer. And the
11 transfer cohorts are very competitive,
12 typically persisting in having a grade
13 point average that is as good as or
14 better than the student that starts as a
15 freshman at Temple.

16 So Temple's really the best
17 example I can give you. There are also a
18 couple of others that in the aggregate
19 will share data with us. We don't get it
20 from everyone, is the answer to your
21 question. So where we don't have it, I
22 can't answer the question, except
23 anecdotally, and that's not what you're
24 looking for.

25 Where we do get it, we have

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2 great confidence that the preparation we
3 have provided really does move students
4 to the point of the baccalaureate.

5 I have one other fact I will
6 share with you, again, from the Temple
7 study, and this is for all Community
8 College students that eventually go to
9 Temple. So we will be in that mix, and
10 we will have the largest number.

11 If a student graduates with an
12 associate degree and then goes to Temple,
13 it's something like 83, 84 percent of
14 those students achieved the
15 baccalaureate. So that's heading toward
16 nine out of ten. But if they don't get
17 the associate degree before they go, many
18 students want to get there as fast as
19 they can and will stay with us two
20 semesters, three semesters and then go
21 ahead and transfer, and there's nothing
22 to prohibit them from doing that. But in
23 that group, it's less than two-thirds get
24 the bachelor's degree. There is a
25 difference, and we try to tell that to

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2 our students, if you finish the associate
3 first, if you've hit a benchmark, a
4 milestone, you've proven to yourself and
5 everyone else you can do it and the rate
6 of success is definitely higher at the
7 baccalaureate level.

8 COUNCILWOMAN TASC0: Thank you.
9 I don't think I have any other.

10 COUNCILMAN OH: Thank you very
11 much, Dr. Curtis.

12 DR. CURTIS: You're very
13 welcome.

14 COUNCILMAN OH: Could we have
15 the next panel, please.

16 THE CLERK: Mark Edwards,
17 President of Philadelphia Works; Robert
18 Nelson, President and CEO, Philadelphia
19 Opportunities Industrialization Center
20 and Chairman of the Mayor's Jobs
21 Commission; Carla Bednar, ArtsRising
22 ArtsZone Coordinator, Philadelphia
23 Education Fund.

24 COUNCILMAN OH: While they're
25 assembling, I will say that in spite of

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2 the bad news that we've been talking
3 about, there is actually good news. The
4 question is whether or not we can
5 capitalize on it and make sure that we
6 are doing what we need to do to make sure
7 that we are able to capture these jobs
8 and provide them for our citizens.

9 (Witnesses approached witness
10 table.)

11 COUNCILMAN OH: Good morning.

12 (Good morning.)

13 COUNCILMAN OH: Thank you very
14 much for being here, and I will ask you
15 to begin, let's say, left to right. So I
16 believe is it Mark Edwards?

17 MR. EDWARDS: Yes.

18 COUNCILMAN OH: Would you
19 identify -- state your name and begin
20 with your testimony.

21 MR. EDWARDS: My name is Mark
22 Edwards and I am President of
23 Philadelphia Works. Good morning,
24 Chairman Oh and members of City Council's
25 Committee on Global Opportunities and the

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2 Creative/Innovative Economy. I'm happy
3 to testify here today and appreciate the
4 opportunity to do so.

5 Philadelphia Works funds and
6 oversees citywide programs that provide
7 career guidance, job training, and job
8 placement services to jobseekers; offers
9 employers worker referrals, wage
10 subsidies, and employment training and
11 retraining assistance; and conducts and
12 publicizes research on employment and
13 workforce trends.

14 I would like to provide a brief
15 overview of what our organization is
16 doing to help the City and its residents
17 prepare for the 21st century labor
18 market, and then I'll be happy to respond
19 to any questions the Committee has.

20 Today's fast-changing
21 knowledge-based economy has created
22 unique challenges for employers and
23 workers alike. Jobs with growth
24 potential over the next decade include
25 healthcare, advanced manufacturing,

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2 biotech, and life sciences. These fields
3 all demand workers with increasingly
4 higher levels of education and a broad
5 range of science, math, and information
6 technology skills. Businesses in these
7 sectors regularly express concerns about
8 identifying workers with the necessary
9 skills to fill both the positions that
10 are currently available today and those
11 projected to become available over the
12 next decade.

13 To address these concerns and
14 because businesses are in the best
15 position to help identify jobs and
16 careers that will be in demand five, ten,
17 and 15 years down the road, Philadelphia
18 Works is working with industry and
19 educational leaders to develop a
20 clearinghouse of industry talent,
21 pipelines, that will focus on workforce
22 needs in targeted industry areas. These
23 will include workforce trend projections
24 and education and training requirements
25 that, one, employers can consult in

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2 planning and hiring decisions; two,
3 education and training providers can turn
4 to in planning their programs; and,
5 three, Philadelphia residents can use to
6 make individual career, educational, and
7 training decisions.

8 We place a high priority on
9 doing our level best despite the
10 challenges that we currently face to
11 address the employment needs of what we
12 refer to as the hardest to serve.
13 Unfortunately, this means the majority of
14 Philadelphia jobseekers. This group
15 includes low-skilled individuals, those
16 with limited work histories, workers with
17 outmoded skills who lost their jobs
18 during the recent economic crisis,
19 immigrants, and limited English speakers
20 and ex-offenders. Training these people
21 for jobs with growth potential is not
22 easy, but there are programs that have
23 been effective that we support.
24 Unfortunately, participation has been
25 limited, and the resources and other

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2 conditions required for taking them to
3 scale are currently not sufficiently
4 present in our workforce system. Our
5 plan is to identify, replicate, and
6 expand these successful program models in
7 various workforce development agencies
8 that we support.

9 Third, we will work to ensure
10 that Philadelphia's workforce system is
11 genuinely unified. This means common,
12 uniform knowledge about federal and state
13 funding for training, shared access for
14 new training technologies, and increased
15 awareness of best practices in both
16 skills assessment and job training and
17 placement. The result will be an
18 integrated workforce development system
19 in every sense of the word, poised to
20 serve workers and businesses alike while
21 making maximum systemwide use of tax
22 dollars.

23 Finally, we will increase our
24 marketing and communication efforts to
25 ensure that an ever-growing portion of

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2 Philadelphia's employers become aware of
3 our worker-referral, employee-training,
4 data-analysis, and related services.

5 Philadelphia Works looks
6 forward to working with you, Councilman
7 Oh, and members of this Committee and
8 indeed all members of City Council to
9 ensure that Philadelphia has the
10 workforce best suited for the needs of a
11 dynamic and changing labor market in the
12 coming year.

13 This concludes my testimony,
14 and I'll be happy to entertain any
15 questions you may have.

16 COUNCILMAN OH: Thank you very
17 much. We'll take questions at the end of
18 all the testimony from this panel.

19 So, Mr. Nelson, would you
20 proceed.

21 MR. NELSON: Absolutely. Good
22 morning, Councilman Oh and certainly
23 Marian Tasco, Councilwoman. Thank you
24 for the invitation to be here. Really it
25 kind of happened by accident, because

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2 Chris was at the tail end of our briefing
3 for the Mayor on the Philadelphia Jobs
4 Commission report and suggested that the
5 resolution that you're working from now,
6 there was some level of compatibility or
7 congruence in terms of focus in that
8 regard.

9 Again, my name is Bob Nelson.
10 I'm President and CEO of the Philadelphia
11 OIC. We're an education, training,
12 placement, and human services support
13 institution, which is now national plus
14 international, founded by the late Leon
15 H. Sullivan since deceased in 2001.

16 So I wanted to come this
17 morning to hopefully provide a
18 perspective. I think, Chairman Oh,
19 you've alluded to some of the things
20 which were being a part of this testimony
21 here.

22 My day job is at OIC. My
23 non-compensatory job was Chairman of the
24 Jobs Commission. It's interesting that
25 I'd be sitting next to Mark Edwards, who

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2 is in fact on our Commission.

3 Given my understanding of
4 Resolution 120128 introduced by you and
5 others, I would like to provide some
6 perspective as it relates to my own job,
7 but also in terms of the chairmanship of
8 the Philadelphia Jobs Commission.

9 As a point of departure, our
10 Commission started our work pretty much
11 on the basis of understanding 10.2
12 unemployment in the City of Philadelphia,
13 and we could certainly acknowledge the
14 fact that we could double that in
15 minority communities in that regard. So
16 we've really never been clear whether
17 it's ever been 10.2 or 20.2 or the
18 national average. I think it really
19 becomes -- the number is an abstraction,
20 because we're really not altogether sure.
21 We just know it's a lot higher,
22 particularly in some neighborhoods and
23 certainly amongst the population that
24 certainly Mark and I both work for.

25 In our monthly meetings -- we

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2 met once a month for six months, and
3 there are any number of different
4 subcommittees meetings -- we produced a
5 report which provided 15 specific
6 recommendations to sustain and create
7 private-sector jobs. These strategies
8 included tax reform, incentives to
9 attract new businesses with the Job
10 Creation Tax Credit; specific efforts to
11 coordinate industry, training, and policy
12 efforts to match labor supply and demand
13 more efficiently, a direct correlation
14 with elements of your resolution, if you
15 will; the annual production of workforce
16 reports tied into an economic development
17 strategy, as well as a disparity study,
18 which relates to my earlier comment about
19 the disproportionate unemployment in
20 minority communities. Our goal related
21 to these reports was to ensure that the
22 public stays informed about the
23 unemployment or employment situation in
24 Philadelphia.

25 Without belaboring our report,

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2 that entire report, which I think was
3 somewhere around 99 pages long, if you
4 just have a few leisure minutes to review
5 it, I would encourage that, but more so I
6 would encourage you to read the executive
7 summary, which basically lists all the
8 summaries, our 15 summaries, that we were
9 a part of, Mark, I, and 16 other
10 individuals.

11 And I reference our report
12 because I think it's an excellent piece
13 of work, which I obviously do, and while
14 that may sound self-serving, but what it
15 does not focus on in a significant degree
16 which is germane to your Resolution
17 120128, I reference the following.

18 I always love when I read
19 resolutions, the whereases. Whoever came
20 up with that word is just so interesting.

21 Whereas, there is an
22 opportunity to create new jobs for
23 Philadelphians by attracting overseas
24 employers to locate in Philadelphia and
25 hire residents. Totally agree. That's

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2 not arguable, from my perspective.

3 But whereas, jobs in the new
4 economy require a new set of skills to be
5 developed to be competitive. First red
6 flag, and I happen to agree. I find it
7 interesting that that resolution -- both
8 of those correspond to two resolutions in
9 our report. If you don't have it, if you
10 ever get the executive summary, those are
11 resolutions in our report No. 7 and No.
12 12.

13 And whereas, the growth of
14 low-skill service jobs and stagnation of
15 opportunities for good-paying,
16 family-sustaining jobs with benefits,
17 especially for workers without a college
18 degree, leads to an urgent call to expand
19 quality job opportunities in
20 Philadelphia.

21 Would agree, but the urgent
22 call is to understand that if efforts to
23 attract overseas employers to locate in
24 Philadelphia and hire Philadelphia
25 residents, another whereas, can we

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2 provide a skilled and competitive
3 workforce? And I believe the answer to
4 that is a qualified no.

5 We live in a city -- and I
6 think it's been alluded to already -- we
7 live in a city of 200,000 low literate
8 individuals. These are adults who
9 literally can't pick up the Daily News
10 and read it from cover to cover or read a
11 job application or apply for one of
12 Mark's programs, which means low
13 literacy, thousands without a high school
14 diploma, which is no longer the basic
15 credential. It's more -- and Dr. Curtis
16 probably has the end on -- the basic
17 redemption, which has grown over time to
18 be the associate degree at a minimum in
19 that regard. We've had a high school
20 dropout rate of 47 percent, a School
21 District in what I'll call recovery,
22 which may be an exaggeration or
23 under-exaggeration of terms, and many
24 college graduates who cannot find a job
25 and now saddled with student loans and

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2 living back at home. Imagine the chagrin
3 of a parent who spent all that money
4 getting a kid in college. Now he's gone.
5 And all the sudden you look around, the
6 mother screams and says, Why is this
7 futon back in his bedroom? Well, the
8 reason it's back in his bedroom, because
9 he couldn't get a job and now saddled
10 with incredible debt in that regard.
11 It's one of the population in the City
12 that we have to consider as we really
13 define who the target population needs to
14 be. It's just not poor folk anymore.
15 It's just not undereducated folk. It has
16 expanded itself to college graduates as
17 well and specific age groups.

18 And while we can debate the
19 importance of Philadelphia being defined
20 as a world-class city, I believe that
21 that should be the definition of its city
22 based upon our historic, social, and
23 cultural attributes, but shouldn't the
24 Administration, City Council, the
25 education and training community and all

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2 focus more heavily on the citizens
3 becoming competitive? That process
4 begins in our public schools, and you
5 heard Dr. Hite talk about the CTE
6 programs. Our training institutions, our
7 colleges all need to be collectively
8 committed to looking at that, which I
9 think is a major challenge. We must
10 understand that skill sets that are
11 required by overseas, local, and national
12 companies and teach, train, and prepare
13 accordingly, if only generic such as
14 technology or incorporating STEM in our
15 school curriculum.

16 I have read articles that quote
17 business people as saying that there are
18 jobs, but they cannot find qualified
19 individuals. There's a major chasm
20 between available jobs and related skill
21 sets.

22 I don't have any reason to
23 question that, because annually my
24 organization, we enroll hundreds of
25 individuals who literally come to our

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2 doors through training and education, but
3 they are not intellectually or
4 experientially qualified to compete in a
5 global economy and certainly in the local
6 economy as well.

7 The point to be made is that we
8 have a fundamental challenge to prepare
9 Philadelphians for 21st century jobs. As
10 companies consider relocating to
11 Philadelphia, the important issues for
12 them to consider: Are the current tax
13 policies conducive to relocating? Is
14 there a progressive business climate
15 which local businesses are engaged in
16 attracting new businesses to the City?
17 Is there the availability of qualified or
18 trainable manpower? If we can answer
19 yes, albeit a qualified yes, then we must
20 then meet the challenge of workforce
21 development.

22 Thank you.

23 COUNCILMAN OH: Thank you very
24 much, Mr. Nelson.

25 Before you begin, Ms. Bednar, I

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2 will make a comment as Chair, since I
3 can, and this will flow into your
4 comments, and I do appreciate what you
5 both said.

6 The issue that we talked about
7 earlier at the very beginning is what
8 business is it of mine that that person,
9 that person, and that person isn't doing
10 well. One, why should I care about
11 whether minorities are employed at all,
12 be it 20 percent, 18 percent, 15 percent?
13 What does that have to do with me? I'm
14 doing well enough. Why should I care
15 about ex-offenders that make up 20
16 percent of our city? Because I'm not an
17 ex-offender. I'm doing fine.

18 And the answer is what you've
19 just said, that when employers look at
20 either staying in our region or coming to
21 our region, they don't just look at the
22 best, they look at everybody. And for
23 any group or subgroup that is
24 sub-performing, not performing where they
25 should be or could be, it affects the

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2 employment abilities of everyone in this
3 region.

4 And so it is important that we
5 begin to really look at government and as
6 citizens and as corporations and
7 non-profits, as religious organizations
8 as what our entire profile looks like as
9 to whether or not there'll be a good
10 future here for everyone.

11 And then one of the challenges
12 is what is this work profile? You know,
13 I look at New York, for example, a
14 television and film industry that employs
15 a hundred thousand -- over a hundred
16 thousand people and is a \$5 billion a
17 year industry. We have a growing film
18 industry which has grown dramatically to
19 about maybe 400 million. We're nowhere
20 near what New York is doing, but there
21 was a point where people would say, Those
22 aren't real jobs.

23 And so the arts, culture,
24 innovation, inventiveness, and all these
25 other things are real jobs, and perhaps

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2 some of the people who can't be trained
3 for vocational or academically oriented
4 or professional jobs may have really
5 these great talents. And I will say that
6 it is great concern to me this idea that
7 you have identified, Mr. Nelson, which I
8 think is -- which is really something
9 that needs to be looked at, is letting
10 people believe that in six months, we can
11 train someone to do something that
12 requires great talent, skill or ability
13 or education in six months after a
14 lifetime of failure or at least a life of
15 failure up to that point, dropping out of
16 school, not being in college, being
17 negative, having a bad attitude, ending
18 up in jail. We're really challenged
19 under those situations.

20 But I'll leave that now to you,
21 Ms. Bednar, to tell us about your
22 perspective. Thank you. And please
23 state your name and provide us with your
24 testimony.

25 MS. BEDNAR: Sure. Thank you,

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2 Councilman Oh, for convening this hearing
3 and for the opportunity to testify today.

4 Good morning, Councilwoman Tasco. My
5 name is Carla Bednar and I represent
6 ArtsRising, an arts education initiative
7 of the Philadelphia Education Fund. I
8 encourage you to visit our website to
9 learn more about our work since 1985 to
10 champion public education in the City.

11 Our discussion today is in part
12 about how creative innovators can act as
13 catalysts to spur economic development
14 and contribute to the health and
15 well-being of our city. Recent findings
16 by the Greater Philadelphia Cultural
17 Alliance shows that arts and culture
18 contribute \$3.3 billion annually to the
19 local economy and bring high-end
20 visibility to the City as a national and
21 international destination for tourists,
22 businesses, and entrepreneurs alike.

23 As the framework for our
24 region's economy evolves, we must
25 consider the impact of arts education in

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2 our schools and on our children's
3 academic achievement and on the ability
4 of our young people to fully participate
5 in and contribute to the economic future
6 of our city.

7 You just heard that the school
8 we are sitting in today, MaST, began as a
9 STEM school. Today John Swoyer said that
10 math is moving from STEM to STREAM. They
11 saw what was good. They saw what was
12 missing. What was missing was art and
13 design. MaST is now getting it right.

14 ArtsRising is a community-wide
15 effort to improve and expand access to
16 high-quality arts education for children
17 in the Greater Philadelphia region. We
18 build, broker, and bridge arts education
19 opportunities between arts providers,
20 teaching artists, schools, community
21 institutions and organizations, the City,
22 and like-minded individuals who believe
23 that through the arts young people can
24 better engage in learning to find
25 multiple paths to success.

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2 ArtsRising is committed to
3 strengthening these connections to make
4 neighborhoods even more vibrant, creative
5 places for young residents and their
6 families. We work with an array of
7 schools in four City neighborhoods -
8 Wynnefield/Overbrook, Greater Olney,
9 Fairhill/Kensington, and the Far
10 Northeast near Verree and Red Lion Road,
11 which is this area of the City. We call
12 these areas ArtsZones, and we are making
13 our mark.

14 There are many ways
15 high-quality arts education contributes
16 to the academic achievement and student
17 success. At the Ed Fund, we know the
18 impact of the arts both anecdotally and
19 through research. National research
20 shows that students of low socioeconomic
21 status with access to quality arts
22 education and high arts involvement were
23 five times less likely to drop out of
24 school. And students themselves say that
25 art classes are an important reason why

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2 they stay in school.

3 The arts impact attendance.

4 Where creativity flourishes, students
5 want to be. Music, painting, dancing,
6 and theatre make schools come alive, when
7 days, weeks and months of hard work and
8 preparation are showcased in hallways, on
9 stages, in classrooms, and out in the
10 community right beside academic
11 achievement. Right here in Northeast
12 Philadelphia over the past three years,
13 ArtsRising has partnered with the
14 Abington Arts Center to sponsor a
15 mural-making residency at Baldi Middle
16 School. Over 600 students in 6th, 7th,
17 and 8th grades have participated to
18 transform a large common cinder block
19 area in the middle of the school into a
20 vibrant, inspiring space. As a Baldi 8th
21 grader puts it, "Even though we are
22 adolescents and kind of growing up, we
23 are still kids, and we like happy
24 environments. Before the mural, the
25 school felt like a factory. Now it's a

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2 vibrant place with this bubbly, bright,
3 bouncy social space."

4 A fellow 8th grader agrees.

5 "People will visit the school and think
6 Baldi is smart and artistic. They will
7 wonder, where did these kids get their
8 ideas from? It's a school worth bragging
9 about. It's awesome, and it's a place I
10 want to be."

11 The arts impact behavior: Arts
12 education teaches students to think in
13 more innovative ways. Students develop
14 habits of mind for sustained focus,
15 imagination, close observation,
16 articulation of their decision-making
17 process, and commitment to completing
18 their task. They develop greater
19 capacity for team work and collaboration.
20 These are all key attributes sought by
21 21st century employers. Students in art
22 classes exhibit a higher engagement in
23 school, they show a greater motivation to
24 learn, have improved self esteem and are
25 more likely to stay away from risky,

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2 delinquent behavior.

3 The arts impact academic
4 achievement: Research shows that
5 students with high arts involvement
6 demonstrate higher scores in reading and
7 math, higher grade point averages, and
8 higher SAT scores compared to their
9 non-arts counterparts. The benefits of
10 the arts have the greatest impact on
11 low-income students, and low-income
12 students with high arts involvement
13 demonstrate achievement levels similar to
14 average higher-income peers.

15 Why are these things important?
16 Research by the Philadelphia Education
17 Fund and Johns Hopkins University
18 discovered that as early as 6th grade, if
19 a child has really poor attendance or
20 behavior or has failed English or math,
21 he or she has less than a 15 percent
22 chance of actually graduating from high
23 school. We call these the early warning
24 indicators. The Philadelphia Education
25 Fund is committed to working to address

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2 these issues and recognizes that kids
3 staying in school is the first step, and
4 the arts are critical to making that
5 happen. For our city's future, our high
6 school graduates count. Over a lifetime,
7 a high school graduate can expect to earn
8 over \$500,000 more than a non-graduate.
9 But it doesn't stop there. Our goal is
10 for high school graduates to continue on
11 and thrive in college and careers.

12 A solid grounding in the arts
13 places our students in a forward position
14 to drive and succeed in the creative
15 economy we are developing. We want our
16 own success stories. We want our young
17 people to be patrons and leaders of the
18 future. In your roles as policy and
19 decision-makers, I urge you to please
20 help strengthen youth access to the arts
21 and keep arts education a central issue
22 in discussions and actions impacting
23 Philadelphia's workforce development and
24 growth. To create our innovative and
25 motivated workforce of tomorrow means

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2 re-imagining the ways our young people
3 are educated today. In private, public,
4 and charter schools, the arts are central
5 to making that happen.

6 Thank you, Councilman Oh, for
7 the opportunity to testify on this
8 resolution.

9 COUNCILMAN OH: Thank you very
10 much.

11 I am aware of the tightening of
12 time, and so I will ask Councilwoman
13 Tasco if she has any questions.

14 COUNCILWOMAN TASCO: I just
15 have one comment and one question. Your
16 statement regarding the arts impact
17 academic achievement, I can testify to
18 that in my day. I attended Temple
19 University at night, but during the day,
20 I worked at the Philadelphia Museum of
21 Art. So when I took my graduate record
22 exam, I had the highest score in the area
23 of arts and culture, whatever that
24 section is. I don't remember. But it
25 was due to the exposure of working there.

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2 So it does have some impact.

3 Certainly I agree with you on that. So
4 thank you for the work that you're doing.
5 I think you have one of my high schools.
6 I'm not really sure. I've attended one
7 of your programs.

8 To Mr. Edwards, I'd just like
9 to ask you, how are you funded?

10 MR. EDWARDS: We're funded by
11 the Commonwealth of Pennsylvania. We're
12 funded out of the Department of Public
13 Welfare and the Department of Labor and
14 Industry.

15 COUNCILWOMAN TASC0: So what is
16 the difference in your program now and
17 then before you came on board? And is
18 the outreach broader or less?

19 MR. EDWARDS: The outreach is
20 certainly broader now, because we're
21 doing a lot more to engage more employers
22 and more jobseekers. But the way our
23 system is set up, the services to the
24 providers are essentially the same. The
25 changes that we've implemented over the

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2 last 18 months have really been on the
3 inside. In other words, we merged two
4 organizations into one to streamline the
5 system. Service delivery support, that's
6 the work that my team does. What we're
7 working on now is a way to push that
8 integration out into the system. Right
9 now the Department of Public Welfare
10 funds our work in support of employment
11 and training services to people who
12 receive welfare benefits from the state.
13 So about \$33 million of the \$50 million
14 that we get annually is specifically
15 targeted to that population. It's a
16 closed system, in that referrals come to
17 us from the County Assistance Office, and
18 we contract with providers who provide a
19 range of employment and training
20 services. Our role in that is to make
21 sure that they do all the things that
22 they're supposed to do with the money and
23 then do everything that we can do to
24 bring employers to the table so that when
25 the employment and training services are

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2 done by the providers that we contract
3 with, there are employers there who can
4 place them in jobs.

5 The other side of our
6 business --

7 COUNCILWOMAN TASC0: What's
8 your success rate? Do you track that?

9 MR. EDWARDS: Yeah. Well, the
10 success rate in that area right now,
11 we've got about close to 3,000 jobs that
12 have been placed already through that
13 system. One of the questions that was
14 posed earlier about like what would be --
15 what advice would I give to the City or
16 what could we do to kind of help improve
17 our experience in that area is as it
18 relates to state policy that govern that
19 portion of our work.

20 The Commonwealth of
21 Pennsylvania specifies the guidelines
22 that we have to meet on an annual basis,
23 and to the point, Councilman Oh, that you
24 made before we got to the last presenter
25 here with regard to how realistic it is

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2 for us to believe that we can invest in a
3 person to receive six months of training
4 when they've experienced a lifetime of
5 situations where they haven't had success
6 is a really good example of an area that
7 we're facing a challenge in in this
8 regard.

9 One of the things that has
10 occurred as a result of recent shifts in
11 the policy environment at DPW is that as
12 of July of this year, we now have 90 days
13 from which to place a person into a job
14 once they're referred to us from the
15 County Assistance Office. And, remember,
16 these are TANF recipients, so in many
17 instances, these are people who don't
18 have a lot of work history, who may not
19 have -- who don't have some of the
20 educational attainment levels that we've
21 talked about here today necessary to meet
22 the jobs that employers have. We now
23 have 90 days to place those people.

24 So while I'm proud to say that
25 we have up to about 3,000 people that

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2 we've placed out of that system already,
3 with regard to our ability to be able to
4 meet the state's guidelines in that
5 particular area, we're still struggling,
6 because many of the jobs that we place
7 them in don't meet the state's criteria
8 in terms of our ability to be able to
9 place them within the 90 days. So if
10 they're placed on the 91st day -- I don't
11 want to get too detailed on this in the
12 policy here, but in the 91st day, that
13 placement doesn't count in terms of
14 meeting the state's requirement for 90
15 days. But as you might imagine, the
16 providers that we work with and the staff
17 that we have, we encourage our ability to
18 continue to work with that person to be
19 placed.

20 That's on the TANF side.

21 That's through our EARN system. We have
22 six EARN centers that are geographically
23 disbursed around the City. Our
24 CareerLinks, we have four CareerLinks,
25 and that's our universal access system.

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2 Anybody can walk into the CareerLink to
3 get any number of services.

4 On an annual basis, we touch
5 about 80,000 people on an annual basis
6 who come into the CareerLink, and that
7 system is funded by the Department of
8 Labor and Industry. And when people come
9 into that system, they get a range of
10 services, from help with resume writing,
11 preparing for job interviews, and then
12 there's a placement component associated
13 with that. And, again, our role is to
14 contract with providers who oversee that
15 system.

16 COUNCILWOMAN TASC0: And one
17 question, Mr. Nelson. You submitted to
18 us the jobs report.

19 MR. NELSON: I certainly did.
20 Because I was instructed to do.

21 COUNCILWOMAN TASC0: Did your
22 committee -- and I haven't read it, so
23 I'm going to ask this question. Did your
24 committee look at future jobs in the City
25 of Philadelphia -- you might have said

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2 something that triggered this question
3 and I can't remember what it was, but I
4 wrote this down -- look at future jobs
5 that may come to the City?

6 MR. NELSON: Do you want to
7 take a few minutes to read it? Actually,
8 it's interesting how the resolution was
9 formatted, because it really was for us
10 as the Commission to look systemically,
11 you know, the internal configurations. I
12 thought the dots connected in that
13 regard. And there was at least some
14 disagreements about whether we needed one
15 or not. I can make the case that Mark is
16 the system based upon the combination of
17 web and the old Philadelphia Workforce
18 Development Corporation.

19 So I think it did not -- it
20 didn't go far enough in that regard with
21 reading quantifiable goals. We weren't
22 real great at how we're going to reduce
23 unemployment from 10.2 to 9.9, which is
24 things I would love, even accepting the
25 possibility of doing that, but -- so it

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2 really was about let's look at the
3 system, but what's more important, we
4 came out of there with the understanding,
5 number one, we don't want this to be a
6 report that -- typically reports languish
7 on shelves gathering dust. So we wrote
8 it and prepared it as an action agenda,
9 here's the blueprint, 15 recommendations,
10 some of which are really intended to be
11 authorized under executive order by the
12 Mayor. We fully intend to push that,
13 because we think it's significant enough
14 in the beginning to look at that 10.2 or
15 otherwise really -- it's a long-term
16 proposition.

17 So when we hear testimony about
18 the high unemployment and all the factors
19 that Mark goes through with the
20 placements within 90 days, we're
21 almost -- we're competing against
22 ourselves for progress, because we're not
23 willing to do the hard work it takes to
24 really relate to that population that you
25 so characterized, Councilman Oh.

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2 So we think it's a good report,
3 but it's only good if it goes somewhere.
4 And somewhere is do we take the
5 recommendations and make them actionable
6 steps for our city to work with.

7 COUNCILWOMAN TASC0: Thank you.

8 COUNCILMAN OH: Thank you. And
9 your report was very clear about your
10 scope and the limitations you faced and
11 challenges, and so we really do
12 appreciate the thoughtfulness in all
13 that.

14 So I really appreciate your
15 testimony. It is part of the record.
16 I'll make one comment, and would welcome
17 any thoughts after that, or you don't
18 have to, and that is about low-paying
19 jobs. And I think it was mentioned that
20 we're losing low-paying jobs, and that is
21 a big problem for us, because while
22 people kind of disdain low-paying jobs, I
23 certainly would like to say that I value
24 low-paying jobs. If we don't have
25 low-paying jobs that provide an

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2 opportunity for someone to work, albeit
3 that they don't have much skills and
4 because they don't have much skills,
5 they're able to get a job and hopefully
6 transition or at least have something. I
7 think with the recent economic downturn,
8 many people who otherwise were making a
9 lot of money may have found themselves at
10 a fast food restaurant, happy to make
11 some money.

12 And so I think it is very
13 important that in our strategies here --
14 and I don't mean all of you, because I
15 know you appreciate all of this. So the
16 ex-offender or the person who dropped out
17 of high school, but also the musician and
18 the artist who are busy writing their
19 novel or writing their music need a
20 waitress or a waiter job or working in a
21 fast food chain, and we don't want to
22 chase out or poo-poo why are we losing
23 these jobs.

24 MR. NELSON: Well, I'll give
25 you my best example. We run what I think

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2 is the premier hospitality training
3 program in the City, and it's really
4 preparing people to take jobs in hotels
5 and restaurants, entertainment venues,
6 and this program started about 22 years
7 ago. And what we do, train people as
8 guest services, housekeepers, janitors,
9 front desk operations, culinary arts, and
10 food service. Those particular jobs
11 represent probably 70 percent of the jobs
12 in a hotel. So although we talk about
13 low-paying jobs, but we also understand
14 that they may be low-paying initially,
15 but we always take the position, get in
16 the door, watch the golden board, do the
17 networking.

18 Certainly I go to a conference
19 every other year of people who start as
20 bellmen who now own hotels. And that may
21 be an anomaly, but the point is that
22 those low-paying jobs are also career
23 type jobs in that regard.

24 So we look at it as we talk
25 about private-sector jobs. Every hotel

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2 that comes, every new hotel run in the
3 City of Philadelphia, the formula is 7.5
4 jobs. So think about it. We've seen it
5 here in Philadelphia, the expansion of
6 hotels. Every day you see a new hotel.
7 Another casino is going to be in
8 Philadelphia. We have people working at
9 SugarHouse.

10 So I'm with you. We don't want
11 to throw away those, because you have to
12 understand is that every job doesn't pay
13 a lot, but if you stick with it and you
14 begin to also get some additional
15 credentialing in that regard, they begin
16 to lead to something. In this economy,
17 people are not turning down jobs. They
18 really are not turning -- because you
19 really can't afford to if you continue to
20 survive in that regard. Although I would
21 agree there's probably unaffectionately a
22 McDonald's generation of people.

23 MR. EDWARDS: And I would just
24 add the policy environment again, because
25 it's critically important in that

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2 discussion, because as it relates to the
3 CareerLinks and the services that we
4 provide in the CareerLinks in response to
5 the comment that you made, Councilman Oh,
6 in order for us to meet our guidelines
7 that the state gives to us, we have to
8 place people in jobs that are at least
9 \$11 an hour with benefits or \$13 an hour
10 without benefits. If we don't do that,
11 we run the risk of not meeting the
12 six-month average wage requirement that
13 we have to meet with the Commonwealth.
14 And I don't think I need to say how
15 concerned we are should we not meet that
16 with the Commonwealth.

17 So, again, it's a policy
18 discussion. You heard me reference it
19 with this population that I referred to
20 as hardest to serve, and I think that's
21 what we're talking about here.

22 We're in discussions right now
23 with the literacy community and with RISE
24 to talk about where the opportunities are
25 for us. I think what we have to do as a

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2 public workforce system -- and this is
3 what we're committed to do -- we're
4 committed to work with those populations
5 to identify some of the best practices
6 around the country that exist so that we
7 can be comfortable in implementing some
8 of the strategies that we know work, and
9 we will work in partnership with those
10 entities locally to kind of -- to raise
11 additional dollars beyond those that are
12 invested by the state to be able to
13 specifically address the needs of those
14 populations, because we do recognize that
15 it's critical.

16 When you add the low skill plus
17 the population that you made reference to
18 earlier, you're talking over 500,000
19 people. So that's a pretty significant
20 mass of people that we are now working
21 together across the system and that are
22 represented here for testimony today to
23 address these concerns.

24 COUNCILMAN OH: Thank you very
25 much.

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2 I'll ask -- do you have
3 something to say? I'm sorry.

4 MS. BEDNAR: Well, I was going
5 to say that the creative sector in
6 Philadelphia, we often sort of don't
7 think about it holistically. We compare
8 ourselves to the theatre district as in
9 Broadway or New York or the film industry
10 as in Hollywood. But we have substantial
11 industry in those sectors here today, and
12 each of those provides entry-level jobs
13 for people. Every musician has a
14 janitorial staff and has a security
15 staff. And we have as many museums as
16 many, many world-class cities
17 internationally.

18 So I just wanted to say that.
19 There are many levels of jobs in the
20 creative sector.

21 COUNCILMAN OH: Thank you very
22 much.

23 Could we have our next panel,
24 please.

25 THE CLERK: Lorraine Webb, Vice

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2 President of Human Resources,
3 Philadelphia Gas Works; Rayola Dougher,
4 Senior Economic Advisor for the American
5 Petroleum Institute.

6 COUNCILMAN OH: While people
7 are taking their seats, I would like to
8 once again thank this outstanding panel
9 of people, very important people, who
10 have taken a lot of time out to
11 contribute to helping certainly us
12 understand how we can do a better job to
13 make sure that our folks here in
14 Philadelphia can get employed and have a
15 good quality of life.

16 (Witnesses approached witness
17 table.)

18 COUNCILMAN OH: So with that, I
19 would welcome both Ms. Webb and Ms. -- is
20 that Dougher?

21 MS. DOUGHER: Dougher.

22 COUNCILMAN OH: Dougher, okay.
23 And would you begin with your -- just
24 identify yourself and give us your
25 testimony.

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2 MS. DOUGHER: My name is Rayola
3 Dougher. I'm a Senior Economic Advisor
4 with the American Petroleum Institute,
5 and my thanks to you, Councilman Oh and
6 Vice Chair Tasco and members of the
7 Committee, for holding this hearing and
8 inviting me to participate.

9 Today we stand at the forefront
10 of a dramatic demographic change and an
11 unprecedented energy boom. Both will
12 require the oil and natural gas industry
13 to ensure that it is drawing from as wide
14 a talent pool as possible.

15 Anything less and we may never
16 reach our full potential as a global
17 energy leader. Equally important, we may
18 fall short of making the full
19 contributions to our economy and to our
20 society of which we know we are capable.

21 Think about that statement for
22 a moment. America, a global energy
23 leader. That's a sea change from just a
24 few short years ago, but it is a change
25 that can happen if today we do what we

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2 need to do to make sure our future
3 workforce is as diverse as our nation and
4 prepared for America's bright energy
5 future.

6 And if the latest predictions
7 are accurate, it's a future with the
8 potential to provide massive numbers of
9 new jobs to Americans of every background
10 much sooner than many of us realized. It
11 seems as if every week there is another
12 article proclaiming the emergence of the
13 United States as an energy leader. It is
14 clear we have the supplies to be
15 developed. We now need the people to
16 develop them.

17 And just last November, the
18 International Energy Agency released a
19 study projecting that the United States
20 would become the world's top producer of
21 oil within five years. Additionally, the
22 study reports that the U.S. will export
23 more oil than it brings into the country
24 by 2030. Some estimates have that date
25 much sooner.

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2 The United States is now the
3 number one natural gas producer in the
4 world, and it's on target to be an
5 exporter of natural gas within the
6 decade.

7 So technological innovations in
8 the oil and natural gas industry are
9 changing the vision of our energy future.
10 It's a future of more U.S. energy
11 produced by more U.S. workers. And
12 Pennsylvania has been at the forefront of
13 this game-changing opportunity. The
14 Marcellus Shale supports over 200,000
15 jobs in Pennsylvania, and companies
16 involved in drilling have paid more than
17 \$1.6 billion in Pennsylvania state taxes
18 since 2006. Thousands of other jobs
19 related to this development have been
20 created and will continue to be supported
21 by the oil and gas production. For
22 example, state officials reported 5,000
23 jobs were added for freight trucking and
24 500 more were created to build roads
25 between 2008 and 2011.

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2 These and other findings
3 underscore the critical importance of the
4 analysis and findings of the IHS report,
5 entitled "Employment Outlook for African
6 Americans and Latinos in the Upstream Oil
7 and Natural Gas Industry."

8 The study estimates that more
9 than 500,000 job could be created by the
10 end of this decade and more than 800,000
11 jobs created by 2030 in the upstream oil
12 and natural gas industry, assuming that
13 our country's leaders adopt pro-energy
14 development policies.

15 The study also projects that
16 job growth will be geographically
17 diverse. Specifically, more than half of
18 the job growth, about 417,000 jobs, are
19 expected in the Gulf region. The East
20 Coast is expected to contribute nearly
21 140,000 job opportunities, most of those
22 job opportunities here in Pennsylvania.
23 And the Rocky Mountain region could see
24 about 116,000 new job opportunities.

25 In addition to these new jobs,

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2 there are a significant number of jobs
3 that will be needed to be created during
4 the expected crew change, a seven- to
5 ten-year period when roughly half of the
6 oil and natural gas industry's technical
7 personnel will turn over. These are the
8 baby boom generation, and it's within the
9 next seven- to ten-year period. So there
10 will be a big bump up in these during
11 that time.

12 All of which adds up to an
13 excellent opportunity for our industry to
14 address the challenge of high
15 unemployment that continues to grip many
16 of parts of this country. More to the
17 point, it can help address the
18 persistently high rates of unemployment
19 in the African American and Latino
20 communities.

21 In that regard, the IHS study
22 offers a blueprint to increase minority
23 representation in our industry that,
24 among other recommendations, urges making
25 minority preparation in science,

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2 technology, engineering, and mathematics
3 disciplines a national priority.

4 It also calls for secondary and
5 post-secondary staff, school principals,
6 deans, teachers, and guidance counselors
7 to be trained and able to convey the
8 significant job opportunities that exist
9 in the oil and natural gas industry.

10 And it calls on the industry to
11 form partnerships with institutions of
12 higher learning, particularly community
13 colleges, Hispanic-serving institutions,
14 and historically black colleges and
15 universities.

16 These are just some of the
17 recommendations, and they are all
18 designed to make sure we get ahead of the
19 workforce and demographic trends to
20 ensure that there is a diverse, ample,
21 and trained supply of workers ready to
22 meet our nation's future energy needs.

23 The American Petroleum
24 Institute's Employee Diversification
25 Project survey provided us with a better

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2 understanding of how the oil and natural
3 gas industry is perceived by the African
4 American and Latino communities. For
5 starters, there is a generally positive
6 perception, but a significant lack of
7 awareness that our industry has job
8 opportunities available to them. And the
9 survey respondents took a practical
10 approach to potential employment in the
11 industry, recognizing that while pay in
12 the industry is very good, job security
13 and opportunity for advancement is just
14 as important.

15 All of this gives us a good
16 foundation on which to build, but as I
17 said, we have to start now to meet
18 workforce challenges that are a decade
19 away.

20 And because I think we all
21 agree that we are to meet -- if we are to
22 meet tomorrow's challenges, we'll need
23 everyone's talent and drive to turn our
24 potential as an energy leader into a
25 reality.

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2 Thank you again for the
3 opportunity to speak with you, and I look
4 forward to your questions.

5 COUNCILMAN OH: Thank you very
6 much, Ms. Dougher.

7 I will now ask Ms. Webb to give
8 us your testimony. I will emphasize -- I
9 won't emphasize, but stated it before.
10 But we have your written testimony on
11 record. So especially for the ones that
12 have great detail in them, like yours,
13 Ms. Webb, I would ask that if you kind of
14 hit the main points that you want to say.
15 But I don't want to limit you in any way,
16 because you have taken the time to
17 prepare what I think is very important
18 testimony. But if you could kind of like
19 tell us -- we have your written
20 testimony -- what you think is important
21 for us to know, what recommendations and
22 other things.

23 Thank you.

24 MS. WEBB: Listen, thank you
25 very much. I think what I'd like to

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2 start off with is just to talk a little
3 bit about Philadelphia Gas Works. I've
4 been there for 15 years, and we really
5 have experienced a great deal of issues
6 in terms of finding qualified workforce.
7 To some extent, the economy has been our
8 friend, because many people who are not
9 employed at this point but have great
10 skills have come through our doors. So
11 for our entry-level positions, for
12 instance, it is not unusual for us to
13 have individuals coming in to our call
14 centers, working in our distribution
15 areas, things of that nature, with 15 or
16 20 years experience working elsewhere.

17 This morning we just had a new
18 high orientation. We had about 20 people
19 in our class. Of those individuals in
20 the class, many employees came from
21 Verizon, Comcast, and some of the other
22 insurance companies. And, again, that's
23 an indication for us in terms of what's
24 happening with the industry.

25 With that said, however, we

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2 also --

3 COUNCILWOMAN TASC0: That means
4 that we're losing in those areas, but
5 they're coming to PGW?

6 MS. WEBB: That's exactly
7 right.

8 COUNCILWOMAN TASC0: So there's
9 no real gain for the City.

10 MS. WEBB: For the City, that's
11 exactly right. When we ask people why
12 they come to PGW, the following are the
13 reasons: Number one, they hear that it's
14 a safe and great environment.

15 Number two, it means they have
16 benefits for themselves and their family.
17 Benefits are very important for people.

18 Number three, they feel they
19 can get an education. At PGW we have
20 many fine programs, including our Tuition
21 Assistance Program where we will
22 encourage people to go back to school.
23 We have Community College of Philadelphia
24 that comes on site so that they offer
25 classes. And right now we have a cohort

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2 of about 20 employees who are about
3 halfway through getting their associate's
4 degrees.

5 Those are things that are
6 important to employees as they come. But
7 where we struggle as an employer is the
8 following: Trying to find, especially
9 for the entry level, because, again, you
10 may come in at the age of 40 working in
11 distribution, digging ditches, things of
12 that nature. Sometimes we find that for
13 younger employees, those that are 18 or
14 their 20's, they may be better suited.
15 What we find is that oftentimes those
16 individuals recently graduated from high
17 school don't necessarily have the skill
18 sets that are necessary.

19 We have a rigorous entrance
20 exam in order to get into the PGW.
21 However, things such as knowing to come
22 to work on time, being prepared, being
23 fully engaged are not necessarily the
24 things that come readily to them. So
25 unfortunately, we do have to sometimes

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2 sever employees because they are not
3 necessarily following the rules and the
4 regulations that we feel are very
5 important.

6 Clearly, we also are DOT
7 covered in terms of drug and alcohol
8 screening as well as random screening.
9 And, of course, given the type of utility
10 that we are, it's important that all of
11 our employees are focused and able to
12 work each and every time. So we do focus
13 in terms of making sure that we have a
14 safe environment. For some employees,
15 though, they find that to be difficult,
16 so their lifestyle interferes.

17 The other thing that is an
18 issue for us, because, again, we are, I
19 think, an engineering firm based on the
20 nature of our business, is that of making
21 sure that we're able to keep individuals
22 who have recently graduated from college
23 or have five, six years experience as
24 engineers or professionals. Many of them
25 are glad to come to PGW, but they make a

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2 conscious decision after four or five
3 years that because of things such as the
4 school system, because of higher prices
5 in terms of housing, they have to leave,
6 and because we are covered by the
7 residency clause, we not necessarily are
8 able to keep that level of employee. So
9 when we look at our engineers coming in,
10 although we've been successful in keeping
11 many of them or other professionals, we
12 also have about 10 percent or so that
13 leave on an ongoing basis.

14 COUNCILMAN OH: Well, thank you
15 for your testimony.

16 Councilwoman.

17 COUNCILWOMAN TASC0: Yes. I
18 just want to thank both of you ladies for
19 coming to testify. Ms. Webb, for the
20 great work you do and certainly working
21 with the Commission as we look to hire a
22 more diverse workforce. You're doing a
23 good job.

24 MS. WEBB: Thank you very much.

25 COUNCILWOMAN TASC0: Ms. Webb,

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2 what is -- you talked about the whole
3 issue of the United States -- and I
4 missed part of it. I'm sorry. The
5 technology and the whole issue of the
6 future.

7 COUNCILMAN OH: Ms. Dougher.

8 MS. DOUGHER: That's all right.

9 Dougher. I know you mean me.

10 COUNCILWOMAN TASC0: I'm sorry.

11 MS. DOUGHER: That's okay.

12 COUNCILWOMAN TASC0: Senior
13 moment. I'm trying to rush.

14 MS. DOUGHER: That's fine.

15 Take your time.

16 COUNCILWOMAN TASC0: In looking
17 at the future of the United States and
18 the whole energy issue and we're becoming
19 more energy efficient, but also produce
20 more oil.

21 MS. DOUGHER: And natural gas.

22 Both.

23 COUNCILWOMAN TASC0: Now, what
24 is your -- what are you doing? Because
25 we have this whole debate about the

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2 Marcellus Shale and all of that, but also
3 the advantages of being able to produce
4 natural gas. Is there sort of like a
5 collaborative going on to discuss these
6 issues so that we can get people to come
7 together to -- not ignore the issues
8 raised by some of the communities that
9 are opposing maybe the fracking, but also
10 understanding that it would help our
11 state overall in terms of economy and
12 employment to pursue that issue.

13 MS. DOUGHER: Well, I really
14 think that Pennsylvania has done a very
15 good job stepping out, getting in front
16 of this as much as they can, trying to
17 keep up with it with new rules and
18 regulations, getting state officials out
19 into different communities, along with
20 the oil and gas industry, to explain
21 what's going on, to be as transparent as
22 possible, to answer all the questions
23 that are involved in this development,
24 and you can see that. I mean, you can
25 see how many jobs we have here as a

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2 consequence. You can see the economic
3 development, especially the northern
4 tier, but it also comes down into --
5 reaches into Philadelphia. It affects
6 every city in this state, that
7 development. And you are on a path right
8 now to add over a hundred thousand new
9 jobs just in the next six or seven years,
10 maybe 300 or more after that --

11 COUNCILWOMAN TASC0: In the
12 state.

13 MS. DOUGHER: In the state.
14 But you're at the beginning of something
15 big, something fundamental, something
16 very important to our nation's energy
17 needs and resources.

18 We're going to need these
19 resources, and we're very fortunate that
20 the natural gas is going to lead the way
21 in a very significant way. A few years
22 ago, six years ago, we were looking to
23 site off-shore facilities to import
24 natural gas. Now with this new
25 technology, we are able to look at being

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2 a net exporter. We are able to look at
3 the jobs we can keep here in the United
4 States. And this nexus, this so
5 fundamental and very important part that
6 we are at, we have a chance with our kids
7 to give them a great education. I heard
8 that principal this morning talking about
9 lotteries, and, you know, every kid ought
10 to have the opportunity to have an
11 education like this. And if we have
12 these children with a good education,
13 there's no reason that anything could
14 stop them, not in the oil and gas
15 industry.

16 We know that we're going to
17 need the energy. We want to develop here
18 in this country in a big way, in a way we
19 didn't know we could just a few years
20 ago. We need the workforce. We need to
21 make it as wide and draw as large a
22 talent as we can, and we want to make
23 sure it's here and it's developed in
24 these communities and take advantage of
25 it.

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2 So, you know, from my
3 perspective, I'm looking at every child
4 deserving a good chance to have a great
5 education, and it builds from there and
6 it goes to our communities and then it
7 goes to our industry, and we need these
8 kids and we need these jobs.

9 COUNCILWOMAN TASC0: I want to
10 ask you a follow-up question and you
11 don't have to answer if you don't want
12 to. It's not a trick question.

13 MS. DOUGHER: Sure it is.

14 COUNCILWOMAN TASC0: What do
15 you see the future of PGW in this whole
16 movement towards the fracking and what
17 PGW might play a role in creating more
18 jobs and also creating a stronger
19 company.

20 MS. DOUGHER: Well, I'm not
21 sure I can speak on behalf of --

22 COUNCILWOMAN TASC0: Just from
23 a point of view of a company. Just take
24 PGW out of it and just say a utility
25 company existing in Pennsylvania, with

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2 the whole Marcellus Shale movement and
3 creating more jobs in the state. What
4 role could a company like PGW benefit
5 from that?

6 MS. DOUGHER: Well, they'd have
7 to -- in terms of the fact that you have
8 more resources than you thought you did
9 five or six years ago. With more
10 resources, you have more jobs. You have
11 more economic development. You have a
12 bigger, stronger tax base, and a company
13 like PGW is going to benefit from this.
14 I think any utility in the state is going
15 to benefit. You not only have your coal
16 resources, but now you have a very
17 desirable resource in your natural gas,
18 and that's going to make a big
19 difference, not for 10 years or 20, but
20 really for the foreseeable future. We're
21 looking easily a hundred-year supply of
22 natural gas, and you are in the heart of
23 it here in Pennsylvania.

24 So this is a very positive turn
25 of events, and we want to take full

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2 advantage of it, make sure that the kids
3 here are ready to take on these jobs and
4 the industry can draw on the labor force
5 in this part of the country. So I think
6 it's an exciting time but a very
7 challenging time, and we have wonderful
8 opportunities and we have to work hard to
9 take advantage of this. And I really
10 appreciate what you're doing to try to
11 connect the dots and make all this work.

12 COUNCILWOMAN TASC0: Thank you
13 very much.

14 COUNCILMAN OH: Thank you. And
15 I will just give you some of my kind of
16 understanding of things for you to say
17 that's right, that's wrong.

18 So I would say that I believe
19 that, in general, Philadelphia as a city
20 overall is a little behind the knowledge
21 curve, because we are kind of having at
22 points in times a discussion about should
23 we or should we not do certain things in
24 natural gas which are already occurring.
25 So the situation that we look at is with

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2 all the things that are already being
3 done and, as you said, a hundred thousand
4 jobs being created and many high-paying
5 jobs for people with really minimal
6 skills, just in proximity to natural gas.

7 We are the closest port to this
8 Marcellus Shale, and while we currently
9 have Maryland and Virginia and other
10 locations looking at trying to draw the
11 pipeline over to their city, what is the
12 value to Philadelphia and Philadelphians
13 in terms of employment, education,
14 research, other type of things, exports
15 even, that have to do with its proximity
16 to the Marcellus Shale?

17 MS. DOUGHER: Well, you're just
18 such a major, important city in the State
19 of Pennsylvania. And you don't even have
20 to be a state developer in these
21 resources to actually benefit from them.
22 You can be an adjacent state. It draws
23 industry. It draws financial services.
24 It draws just about every kind of
25 technical skill, even non-technical skill

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2 you can think of.

3 COUNCILMAN OH: I thought
4 another way to ask this. What would you
5 advise us not to do in order to not lose
6 the opportunities we might naturally have
7 coming to our city?

8 MS. DOUGHER: What not to do?
9 Well, I would look to be a community
10 that's very open and very positive when
11 it comes to business development, when it
12 comes to the STEM programs and making
13 sure that you have a really educated
14 workforce here. If you have that
15 educated workforce, I mean, industry will
16 be drawn to it. You have plenty of
17 talent here and plenty of ability, and
18 with the right education -- and you're
19 beautifully situated. Philadelphia is at
20 the heart of so much. You're very close
21 to New York. You're very close to all
22 sorts of industry around the eastern
23 seaboard. So you are just geographically
24 in a great position. You have fantastic
25 universities. There's no reason that

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2 this city can't thrive and be even more
3 successful than you've been. I don't see
4 a reason that you can't.

5 COUNCILMAN OH: Thank you very
6 much. That's very encouraging after all
7 of today's bad news coming out of my
8 mouth. I'm sorry.

9 Ms. Webb, you are in HR. You
10 are on the ground. You are dealing with
11 Philadelphians right now. And you've
12 been very honest in kind of telling us a
13 little bit about who is coming, what
14 concerns them as they express why they're
15 coming over.

16 What do you think our city
17 needs to do in order to really address
18 the needs of our citizens, ensure that we
19 as a community have the right workforce,
20 we're focused on the right things, and
21 that we are doing all that we can do to
22 ensure that we are developing and
23 attracting the type of workforce that we
24 need?

25 MS. WEBB: I think, Councilman

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2 Oh, that the most important thing is
3 education. We work -- we have an
4 internship program. We work with
5 Philadelphia Youth Network. And we also
6 have a college internship program. Some
7 of the things that we see that our young
8 people struggle with, especially in high
9 school, is, again, knowing the
10 fundamentals of what to do when one comes
11 to work.

12 But it goes a little bit
13 further than that in terms of knowing how
14 to dress or even having the clothes or
15 the wherewithal. We got to the point
16 where we issued uniforms. Not uniforms
17 per se, but things that youngsters can
18 wear so that when they come to work in
19 our environment, they feel comfortable.

20 We also feel it's important for
21 people to reach out and mentor young
22 people. Again, a lot of the young people
23 that we have coming in, they're 16, 17,
24 and 18 years old. They don't necessarily
25 have an adult in their lives that can

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2 perhaps help them move to where they need
3 to be, help shape the level of engagement
4 and excitement in terms of next steps.

5 The other thing I would say in
6 terms of the education is ensuring that
7 children really do know how to read. One
8 of the biggest classes that we offer each
9 and every year is grammar and business
10 writing. And it's not just for younger
11 folks, but also for individuals who have
12 been in the workforce for a bit of time.
13 Our literacy rate I think within the City
14 of Philadelphia is very low, and we don't
15 even see the youngsters that don't even
16 have a chance to come into PGW, because
17 they can't fill out applications.

18 So if you're going to ask me I
19 think what the most important thing is,
20 it's that of education, mentoring,
21 coaching, and caring.

22 COUNCILMAN OH: All right.

23 Thank you very much.

24 COUNCILWOMAN TASC0: Thank you.

25 COUNCILMAN OH: Would you call

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2 the next panel, please.

3 THE CLERK: Tim McGrath,
4 Steamfitters Union; Frank Macleod,
5 Philadelphia Prison System.

6 (Witnesses approached witness
7 table.)

8 COUNCILMAN OH: I will again
9 thank our outstanding panelists for
10 taking the time and sitting through this
11 with us. These hearings often start a
12 little late and continue on with such
13 important testimony, and we know that
14 we're taking away from your busy days,
15 but hopefully you will see some good
16 results at the end of all of this.

17 Gentlemen, thank you for coming
18 here and for everybody's information.

19 These two gentlemen represent
20 our skilled labor force, and in
21 particular, the unions that we have and
22 so -- or workforce reentry training.

23 So I would ask you to identify
24 yourself and give your testimony,
25 starting with you, Mr. Macleod.

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2 MR. MACLEOD: My name is Frank
3 Macleod. I'm an instructor at the
4 Philadelphia Prison System. I am a
5 retired construction worker, a carpenter.
6 I'm 58 years in the Carpenters Union. In
7 that capacity, I've been fortunate enough
8 to be in like a superintendent's
9 position, which would be touching all the
10 crafts that are involved in a particular
11 project.

12 Do you want me to go on with my
13 presentation or do you --

14 COUNCILMAN OH: I would like
15 you to go on with your presentation, yes.

16 MR. MACLEOD: Fine. Well, I
17 teach at the Philadelphia Prison System,
18 at Holmesburg Prison. I work for JEVS.
19 That's Jewish Employment Vocational
20 System. And in the process of teaching
21 these prisoners -- first of all, for them
22 to be eligible to be in our class, they
23 have to earn that privilege. So it's not
24 just that they just pick numbers. They
25 have to earn the privilege to be in the

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2 class. In doing so, even though we weed
3 people out who just don't belong in
4 there, we have to deal with an element
5 when they come in. They don't all join
6 the program. So we have ways of weeding
7 them out early, and we have different
8 phases within our education of these
9 individuals to where when you know an
10 individual has his mind set on becoming a
11 construction worker, a carpenter per se,
12 then you can work on them. The ones who
13 show that they're not, that they're just
14 in there to bide time -- because in the
15 Prison System, we lose a lot of our
16 classmates or our candidates in class.
17 They'll come in and maybe they'll get
18 two-thirds of the way through the class
19 and they're paroled, they're out of
20 there. So that's an issue that we have
21 to deal with. So it's a little
22 difficult, but we have so many success
23 stories.

24 There's a program that it's
25 open for just about anybody, any

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2 education system, that if you were to
3 employ this, you can really develop
4 people within your system.

5 Our system consists of -- it's
6 an eight-week class, course. Each
7 individual that comes in, every class
8 completely demolishes a home that's built
9 within the confines of this building.
10 They learn every phase of it, and then
11 they take it all the way down to zero,
12 and in the course of their education, we
13 teach them all the process. We teach
14 them how to lay out the location of
15 studs, how to erect drywall, how to
16 finish the drywall, how to put in drop
17 ceilings, how to put in these Arian
18 floors, how to do vinyl siding. And all
19 of these are -- they're good for
20 individuals, whether they're going to be
21 in the construction industry or not, but
22 they become better citizens as far as
23 their neighborhood is concerned. We have
24 occasions where guys who have left have
25 completely remodeled their mother's home

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2 with the knowledge that they got from us,
3 and in doing so, the neighbors are
4 shocked to see how their home has
5 elevated to the point that it's a brand
6 new home for them.

7 Now, we don't have the
8 wherewithal to place those people in a
9 job when they get out, but something has
10 to be done in order to better educate
11 them on a higher level to where they can,
12 again, be satisfied with their own
13 skills, because they get shocked
14 themselves once they get involved as to
15 how much they do learn.

16 We have -- we build on a -- I'm
17 Scottish -- a Scottish name, and when we
18 say the word "free," it excites me, you
19 know. And when we can deal with
20 donations and we can educate these guys
21 through -- St. Anselm's had pews donated
22 to their church from the Main Line. They
23 took the pews and donated them to us. We
24 broke them down, put them on shelves, and
25 we used that material to educate the

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2 students in our class.

3 We've taken like Stations of
4 the Cross for Our Lady of Calvary Church,
5 and we've taken one of the students who
6 had shown the capability of learning the
7 erection and dismantling of the home,
8 that we took him and educated him
9 further, and he took the lumber that was
10 donated for the pews and redesigned a
11 frame that went around Stations of the
12 Cross for Our Lady of Calvary. He made
13 every single cut in those Stations of the
14 Cross himself. We gave him the stop
15 locations and what-have-you, but
16 completely refinished it. And if I did
17 that job myself, I could not do a better
18 job than this individual. So that
19 excites me.

20 COUNCILMAN OH: I believe
21 that's very high praise.

22 MR. MACLEOD: That's what
23 you're looking for.

24 Now, again, the flip side of
25 this, I kind of had a job lined up when

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2 he got out of the prison, and in trying
3 to locate him, he had put four phone
4 numbers in his file. None of them were
5 any good. Nobody would own up to even
6 recognizing that they knew him, you know.
7 So I don't know what he's like when he's
8 out on the street, but he impressed me as
9 a mechanic.

10 But something has to be done in
11 order to carry this further, and I'll get
12 into it a little bit more with my
13 employer. I'm just getting over like
14 four doses of cancer myself, and it's
15 only been last Friday that I have been
16 released from Fox Chase Cancer Center,
17 and in being released, I've got a new
18 life.

19 COUNCILMAN OH: We're happy to
20 have you here with us.

21 MR. MACLEOD: So beware. Watch
22 out, because I'm going to be -- I'm
23 reborn. Seventy-eight years old and
24 you're reborn. That's great stuff.

25 Anyway, that's what I do along

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2 that line. And as far as the carpenter
3 end of it and our education of our
4 apprentices, the people who are in our
5 class at the prison, they think they can
6 go out and compete with carpenters on the
7 outside. Forget it. I mean, there's no
8 comparison with the education that they
9 get within our system at the apprentice
10 school.

11 COUNCILMAN OH: Would you tell
12 us a little bit about what it takes to
13 get through the carpenters apprentice
14 program on the outside.

15 MR. MACLEOD: Yes, I'll do
16 that. As a matter of fact, when I
17 graduated back in 1958, is when I
18 graduated from the apprentice school, I
19 took the award for top apprentice. Now,
20 that's not saying much for the rest of
21 the guys that were in my class, but I
22 took the top award.

23 But anyway, in doing so, when
24 you're in the class, our union runs their
25 program in the fashion that you learn

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2 every phase of construction. You learn
3 concrete work. You learn finish work.
4 You learn hardware. You learn every
5 phase of it. And you go one day a week.
6 You go to the school in classes. The
7 other four days, you work for your
8 employer. And each week you're getting a
9 brand new education as far as if you want
10 to follow concrete in our industry, you
11 can stay in concrete, but if you want to
12 get into commercial stores and fixture
13 work or finish work, then you're going to
14 learn more individually for that
15 particular craft. And that's the way
16 you're going to direct your attention,
17 but you're exposed to every single phase
18 of it.

19 COUNCILMAN OH: How long is a
20 typical apprenticeship program for the
21 carpenters?

22 MR. MACLEOD: It's four years.

23 COUNCILMAN OH: And is it
24 selected to get in? Is there a test to
25 get in or something like that?

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2 MR. MACLEOD: There is. And we
3 encourage the students down at the prison
4 to apply, make an application to take
5 that test, and based on the outcome of
6 that test, it decides whether you're
7 going to be accepted in the program or
8 not.

9 Now, the employers have to
10 commit to keeping you for four years in
11 their employment, but in those four
12 years, you're coming to our school and
13 you're learning all the different phases
14 of construction at the same time. But
15 for those four years, that contractor is
16 obliged to take care of the student for
17 that time.

18 COUNCILMAN OH: All right, sir.
19 I'm going to stop you here because I see
20 that we're going to have some questions
21 for you, but I want to move on to
22 Mr. McGrath just for us to get his
23 testimony before I open the panel up for
24 questioning. Is that okay?

25 MR. MACLEOD: Excellent.

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2 COUNCILMAN OH: Thank you very
3 much.

4 MR. McGRATH: Thank you,
5 Councilman. My name is Tim McGrath. I
6 appreciate the opportunity to come out to
7 give my testimony. I live in
8 Philadelphia. I graduated from Central
9 High School and from Temple University,
10 and I'm an organizer of Steamfitters
11 Local 420, which is part of the building
12 trades.

13 And getting the job inside the
14 building trades -- I'll speak a lot about
15 Steamfitters 420. We offer
16 family-sustaining jobs that provide
17 health and welfare and pension to our
18 members. We are totally self-funded with
19 our apprenticeship school, and we really
20 push education.

21 The reason why I brought up I
22 was a Central High School student and
23 Temple University is because I graduated
24 from Temple in kinesiology, a Bachelor of
25 Science, and I worked at St. Agnes in the

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2 Wellness Center. So I took care of
3 cardiac and stroke patients. I did that
4 for about four years, and I was getting
5 ready to go back for my master's, and as
6 I was doing more checking up on my
7 master's and checking up on what is out
8 there, I realized my father was doing
9 better than me. And so I decided to go
10 into the Steamfitters. And I took the
11 application test and I passed.

12 And what we require of our
13 applicants, they need to be functional in
14 basic reading, math, algebra, physics,
15 and science. And what we are, we're a
16 five-year apprenticeship school that is
17 state registered with the state. And we
18 give an application test, and we brought
19 in a third -- an outside party
20 performance. We brought in another
21 contractor who provides the test for us,
22 and that -- Performance Essentials, and
23 they give the test and then they tell us
24 who passes the test and who didn't pass
25 the test, who -- there's a medium, high,

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2 and a low. And the ones that score high
3 are the ones who are allowed to go in for
4 the interview to get into our training.

5 Now, we're a five-year
6 apprenticeship with two periods a year,
7 and what our students do is, they go to
8 the apprenticeship for one day every
9 other week for eight hours for 11 weeks
10 before they move on to the next semester.
11 In order to get through, they have to
12 meet the attendance requirements and also
13 pass the test.

14 We have Joint Apprentice
15 Committee boards that are totally funded
16 by the membership and the contractors,
17 and they meet monthly to discuss the
18 apprenticeship's business and also to
19 deal with any apprentices that aren't
20 living up to standards or we're having
21 problems with. So if an apprentice is
22 having work ethic problems, they get
23 brought in front of the board. If they
24 miss more than two classes, they have to
25 go in front of the board. If they don't

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2 score high enough, they get brought in
3 front of the board, because if they score
4 under a 70, they're going to repeat the
5 year. If they're under a 65, they have
6 to reapply to get into the apprenticeship
7 all over again.

8 And so we try to keep on top of
9 our apprentices. And every semester the
10 contractor that they're working for has
11 to fill out an evaluation form. So if
12 they're not living up to par, they come
13 in front of the JAC to talk to them.

14 Now, what you are required to
15 become -- to take this test to become a
16 member of Steamfitters 420 and most of
17 the other building trades -- we're all
18 somewhat similar and different on certain
19 things -- is, you got to be 18 years of
20 age. You have to have a copy of your
21 high school diploma or a GED equivalent.
22 You have to have a copy of a birth
23 certificate and your official high school
24 transcripts or your GED scores.

25 We have two programs in the

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2 Steamfitters, construction and service.

3 Now, service does the air conditioning,

4 refrigeration, and heating, and the

5 construction works on pressured -- works

6 with pressurized pipe, steam lines, and

7 vessels. We work in the energy industry.

8 We work down the refineries. We work

9 construction of schools, like this,

10 applying the air conditioning, the

11 heating, and the other mechanicals.

12 So for the service side, you

13 need a valid driver's license, because

14 you're going to be driving a work

15 vehicle, plus you have to be able to be

16 insured at normal rates. So if people

17 come and try to apply that have a past on

18 their driving record, they're not going

19 to be able to get in. They have to be

20 insurable, because the contractors

21 provide a truck and they have to insure

22 the truck.

23 We accept applications year

24 round. Twice a year we take classes, in

25 February and August, and upon our labor

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2 forecast between our Joint Apprentice
3 Committee, which is made up of the
4 offices of the local, and our
5 contractors, that determines how many
6 applicants we're going to take for both
7 the construction and service.

8 Now, the last couple of years
9 we haven't taken as high a number as we
10 would like, but we didn't have the labor
11 forecast, and there's been a few times
12 where we didn't take a class at all.
13 We've always taken at least one class,
14 though, where we have construction as a
15 different apprenticeship than our
16 service. So the one semester where we
17 didn't see a forecast for service, we
18 didn't take a service class, but we did
19 take the construction class.

20 There are two different jobs,
21 two different career paths. And so you
22 go through a five-year program just in
23 service and you go -- and if you join for
24 construction, you do the five years
25 through the Steamfitters construction

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2 program. And we send our members, our
3 apprentices, to our signatory contractors
4 to work with them. So they get hands-on
5 and then come in once every other week
6 for 11 classes per semester to get the
7 knowledge.

8 What we need from Philadelphia
9 students to high schools is to be able to
10 provide students who can pass the test.
11 We have the trade schools that are out
12 there that are helpful, but we need
13 people to be able to pass the test. We
14 can teach them the technical aspect of
15 it. And we stay on top of them by having
16 them work with our members. So the
17 members can talk to our apprentices also,
18 but when that's not working, they go in
19 front of our Joint Apprentice Committee,
20 because we feel we offer
21 family-sustainable jobs and we have to
22 live up to our part.

23 Also, the Steamfitters are part
24 of the United Association, which has a
25 United Association of Excellence,

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2 Standard of Excellence, that we all have
3 to live by. And we are actually -- our
4 contractors associations, the MCA, is
5 actually in unison and in partnership
6 with this.

7 So we know what we make. We
8 know we make good money, but we have to
9 earn it. So now we have excellent
10 standard to do, but what we need our
11 applicants to do is to be able to read,
12 basic math, algebra, science, and
13 physics.

14 Once you get out of the
15 apprenticeship, you're a journeyman and
16 you're working, but we also offer night
17 classes, journeyman advanced training,
18 welding classes. While we offer
19 different types of training, we want our
20 members to have the freedom to learn as
21 much as they can to keep themselves
22 employable. Some do it for the
23 employment; others just do it to keep
24 themselves fresh.

25 So we're a highly technical

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2 trade, as well as the other trades are.

3 And, you know, Frank can tell you, we may

4 focus in a little bit more on math and

5 science, and some of the other trades are

6 focusing on other things. So that's what

7 we need. We need people to be able to

8 get into this test. And usually we have

9 about 150 applicants per class to take a

10 test, and from what Dr. Miller has told

11 us of performance enhancement, usually

12 it's about a third finish in the high, a

13 third finish in the medium, and a third

14 finish in the low. And to stay state

15 registered, Performance Essentials is the

16 one who gives the test. They create the

17 test. They tell us who scored high

18 enough for the interview. So we have no

19 say on that. We just interview the

20 people who scored high enough.

21 We have an affirmative action

22 plan in place. We get audited by the

23 state and the Department of Labor, and so

24 far we've been in compliance of

25 everything. And it's self-funded by the

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2 membership. According to our hours
3 worked, we donate anywhere between one
4 and a half million to two million dollars
5 a year. We take our education, just as
6 the building trades do. In order to be
7 out there, we're skilled labor. So we
8 have to live up to our part.

9 And what we need is -- not
10 everyone is college material. They have
11 the smarts. They have the intelligence
12 for it. Maybe they just don't want to
13 work in an office. And we need high
14 school counselors to learn a little bit
15 more about us, because we offer a good
16 career opportunity for our students to
17 sustain their family and provide them
18 with health and welfare and retirement.
19 And that's where we're a little lacking.
20 High schools are big into pushing their
21 students into college, and just not
22 everyone is made out for college. I was.
23 I did it. I worked in the field, and I
24 realized, you know, I wanted to change.
25 I wanted to be -- I wouldn't have been

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2 able to sustain a family at the job I
3 did. It was a nice title, but that's
4 what it was, it was a nice title.

5 So that's my testimony. That's
6 what we have to offer. That's why I used
7 myself as an example. But feel free to
8 have any questions.

9 COUNCILMAN OH: Thank you very
10 much. I will have a couple of questions
11 before I hand it over to Councilwoman
12 Tasco.

13 COUNCILWOMAN TASCO: I don't
14 have any questions.

15 COUNCILMAN OH: Okay. She
16 doesn't have any questions, so these are
17 the two questions for both of you, either
18 of you. One is that I'd like you to
19 address the idea that floats out there --
20 I'm sure you heard it -- that if I fail
21 at everything else in life, I'll go get
22 myself a job as a carpenter. I'll go get
23 myself a job in the building trades. I
24 mean, I'll just apply. Next thing you
25 know, I'm working.

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2 So that idea versus reality,
3 what's the -- you've touched a little bit
4 about the difficulties, algebra, all that
5 stuff. In other words, for young people
6 who have that idea, wherever they got it
7 from, they're not really trying.

8 The second thing is, what type
9 of student is our public school
10 producing, as far as you can see, or is
11 ending up in our prisons? What type of
12 person? Are we competitive? Are we not
13 competitive? Is it better today, worse
14 today than it has been in the past? What
15 are your impressions?

16 MR. McGRATH: Well, I'm a
17 product of public schools. So I'm in the
18 trades. So I'm very proud. Class of 245
19 at Central. But I think what the public
20 schools are putting out is -- it's going
21 back to what I was referring to. If
22 you're coming out with decent grades,
23 they're pushing you towards college. And
24 part of this is marketable -- marketing
25 on both sides. We offer careers in a

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2 different path. And basically if you
3 pass your math, if you're good in math,
4 algebra and physics and science -- I
5 mean, I guess a lot of it has to do with
6 marketing and knowing that we're out
7 there. If you ask what a steamfitter is,
8 most people just look at you and scratch
9 their head.

10 So the public schools are
11 putting out students, but we need some
12 more students. I just told you we
13 average about 150 per class that take the
14 test to get in, and our classes range
15 from 10 to 20, sometimes down to five
16 according to our labor forecast. So if
17 you have two classes of, say, 10 in the
18 service and 20 on the construction side,
19 you're taking in 30 students for that one
20 class. And if you have 150 take the
21 test, that's 120 that were out, but of
22 that -- Dr. Miller at Performance
23 Essential says the testing -- that it
24 averages out a third score high, a third
25 score medium, a third score low kind of

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2 validates the testing and how it works,
3 but we need to get above a third high.
4 It would be much better for everyone if
5 we had more than 50 students interviewing
6 for these jobs. It just gives us a more
7 way to get more diverse, better
8 applicants who are more suited to it.

9 COUNCILMAN OH: Mr. Macleod,
10 anything to add to that?

11 MR. MACLEOD: Yes. As far as
12 our program is concerned, they have an
13 influx of a lot of people that come
14 through the doors of our schooling
15 program, and, again, it's up to the
16 individuals as to how they apply
17 themselves. In most cases, it's pretty
18 hard to beat the education that they get
19 from our school system. Because while we
20 are held in high esteem throughout the
21 country, ours is a model as far as
22 construction education -- carpenter
23 education is concerned, and that being
24 the case, there's so many different
25 phases of the construction field that

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2 enter into our program, floor layer,
3 carpet, ceilings. I mean, everything is
4 so spread out that it really requires a
5 lot of teaching in order to get these
6 people to compete in all these phases.

7 But what happens as far as our
8 industry is concerned, once you get
9 established, say that you like concrete
10 work, so that if you get established
11 working along I-95 and you're going to
12 do, say, Thornton Road, Woodhaven Road,
13 all the concrete abutments that are
14 erected in those places, then you're
15 going to follow that particular phase of
16 work. I mean, you're not going to take
17 off into doing ceilings or things of that
18 nature, but you're capable of doing that
19 and you're educated to be able to do
20 that, and everybody who graduates really
21 can compete along that line, but you're
22 going to wind up staying within the trade
23 that fascinates you, the part that you
24 like. Like if it's fixture work in a
25 department store, you're going to follow

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2 that. If it's finish work as far as
3 cabinet-making, you're going to stay
4 within that phase of it, but you're going
5 to be educated in all the other phases of
6 it.

7 I don't know. I have visions
8 in my head of so much that can be done to
9 further educate people within our Prison
10 System, the ones that get -- fall
11 through, but I'm going to have to be
12 talking with my employer. And I just
13 told you my background as far as getting
14 over the big C that has happened on me on
15 so many occasions. That being behind me
16 now, I'm going to probably be driving
17 some people a little bit crazy about
18 trying to further the education of these
19 individuals who leave our system.

20 But we don't have the total
21 control of having them know you're going
22 to have them for the entire eight weeks
23 of the class to begin with, and after
24 that, there's an education that's needed
25 to advance them further. One example I'd

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2 like to bring to your attention, we had a
3 floor layer, a guy that on the outside he
4 put in these Arian floors, and when he
5 got through our class, he says, You'll
6 never see me again in here, Mr. Macleod.

7 I said, Why is that?

8 He says, On the outside, I put
9 in a kitchen floor. He says, It would
10 take me eight hours to do that floor, to
11 get it done. But the way that we taught
12 him how to make the fits and make the
13 installation, he says, I can do five
14 floors in a day. So I can make a living
15 at this. I don't have to just work for a
16 period of time and then come back into
17 the Prison System again for a rest or
18 whatever.

19 It's hard to say what goes off
20 in people's heads, but I never did see
21 him in the Prison System again. So I
22 don't know, but I'm assuming that he did
23 go out and establish himself.

24 COUNCILMAN OH: Well, thank
25 you.

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2 And thank you very much for
3 your testimony, Mr. McGrath.

4 COUNCILWOMAN TASC0: I said I
5 didn't have a question, but I do have a
6 question. The young men who are in the
7 Prison System and attend your class, when
8 they leave, do they still have to go to
9 the carpenters apprenticeship program?

10 MR. MACLEOD: No, they do not.
11 No. Once they get out of our particular
12 class -- it's an eight-week class at the
13 Prison System. Once they get out of
14 there, then the higher up within the JEVS
15 organization, they take over and try to
16 help them in some fashion, and the
17 prison -- in some ways it's not as
18 helpful as you would like to see it.
19 Like if you're working for a contractor
20 and all of the sudden an individual comes
21 in and wants to locate where is Frank
22 Macleod? He's out there. Then they go
23 out and they spend a half hour or an hour
24 going over, making sure that everything
25 is right in what I'm -- where I'm

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2 applying myself, but that contractor lost
3 an hour's work. You know what I mean?
4 So they're not as willing to continue
5 doing these things because of that.

6 But the Prison System itself,
7 they have a lot of workload on their
8 shoulders, that they have to kind of get
9 these bugs out of it so that it makes it
10 easier for a guy to go out and get
11 employed through the Prison System.

12 COUNCILWOMAN TASC0: I guess I
13 just want to be clear. You have a
14 program where you are in the Prison
15 System and they can take a carpentry
16 training program?

17 MR. MACLEOD: They can apply
18 for taking the carpenter test to become
19 an apprentice.

20 COUNCILWOMAN TASC0: In the
21 prison?

22 MR. MACLEOD: No. This is
23 outside, once they get outside.

24 COUNCILWOMAN TASC0: Once they
25 get out -- I'm sorry. I didn't make

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2 myself clear. So once they leave the
3 prison environment, they can go and apply
4 for the apprenticeship program for the
5 carpenters?

6 MR. MACLEOD: Exactly.

7 COUNCILWOMAN TASC0: Does
8 having a record disqualify them for
9 taking that test?

10 MR. MACLEOD: No, it does not.

11 COUNCILWOMAN TASC0: Okay. All
12 right. Thank you.

13 MR. MACLEOD: I mean, it's
14 based on their being able to pass that
15 particular test. And, again, we're
16 dealing with higher math. There's a lot
17 of geometry that's involved in the
18 layout, because surveyors are all under
19 our jurisdiction, and, again, you have to
20 know -- they have to have a good
21 education to be able to survey a building
22 and what-have-you.

23 COUNCILWOMAN TASC0: Thank you.

24 COUNCILMAN OH: Yes.

25 MR. McGRATH: One question we

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2 said about the thought process -- if I
3 don't apply myself in school, I just get
4 by, I'll just end up in a union -- we
5 need to teach that in the high school
6 level that it takes more work to get into
7 the building trades than -- to get into a
8 career than just getting by, because
9 we're all state registered apprenticeship
10 programs. So we all have criteria where
11 you have to live up to by the state.

12 So what may have happened in
13 the past doesn't happen in the norm now,
14 because everyone has to go through the
15 applications and they have to pass the
16 test to get in. So that's something that
17 really needs to get brought home and
18 taught in schools so these kids do
19 understand that. I mean, there are a lot
20 of kids out there that are very qualified
21 to do it. They just don't know about it
22 or they don't know much about it. So
23 they need a little bit of direction about
24 the other opportunities they can have.

25 COUNCILMAN OH: Yes. Well, I

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2 agree with you a hundred percent. Thank
3 you very much.

4 MR. McGRATH: Thank you.

5 MR. MACLEOD: You're welcome.

6 COUNCILMAN OH: Would you call
7 the next panel, please.

8 THE CLERK: Steve Jurash,
9 President, Manufacturing Alliance of
10 Philadelphia; Andy Hyer, Business
11 Development Manager, Hyundai Rotem USA.

12 (Witnesses approached witness
13 table.)

14 COUNCILMAN OH: Thank you,
15 gentlemen, both for coming. And,
16 Mr. Jurash, it's not your first time
17 testifying, not just here but in other
18 hearings.

19 And, Mr. Hyer, thank you for
20 coming on behalf of Hyundai Rotem.

21 What I'd like to do is to try
22 to move things forward is just ask you to
23 give us, in no unlimited period of time
24 however, but tell us really about this
25 workforce situation, what we're facing

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2 here in Philadelphia, what our challenges
3 are, how we compare to the rest of the
4 world, what's going on, and what
5 experiences you've had, good or bad, and
6 what you think we need to do in order to
7 improve our situation.

8 Why don't I start with you,
9 Mr. Jurash.

10 MR. JURASH: Sure. First of
11 all, I think I want to say --

12 COUNCILMAN OH: Just please for
13 the record state your name.

14 MR. JURASH: My name is Steve
15 Jurash. I'm President and CEO of the
16 Manufacturing Alliance of Philadelphia.

17 Almost everything you can
18 imagine is made here in Philadelphia,
19 everything from railcars to ships to
20 helicopters, F-16 landing gear parts,
21 orthopedic equipment and devices such as
22 hips and knees. So it's really a very
23 vibrant part of our economy, and that's
24 an important thing I think to start out
25 by saying, because I think there is this

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2 perception for a long time -- I know I've
3 been fighting it for over ten years --
4 that manufacturing is dead, and it's
5 clearly not.

6 I just want to give you a
7 couple statistics. I want to move this
8 along, but I think I want to put it in
9 perspective.

10 Two point seven million
11 manufacturing employees will likely
12 retire during the next ten years. Yet
13 only an estimated 750,000 young adults
14 are enrolling in educational programs in
15 2011, degreed and skilled, to fill the
16 pipeline. That number further plunges to
17 350,000 by 2025.

18 Young people have
19 misconceptions about manufacturing. Most
20 critically, they believe these jobs are
21 dirty and dead-end and that manufacturing
22 will eventually be done outside our
23 borders. Despite these false
24 perceptions, manufacturing and
25 engineering are at the core of high-tech

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2 innovation fields like medical
3 technology, bioscience, semiconductors,
4 and alternative energy, all vital to the
5 health of our economy.

6 Few math and science educators,
7 including teachers and counselors,
8 present career options in manufacturing
9 to students of all ages, and certainly
10 we've heard that from previous testimony.

11 In May 2012, 223,000
12 manufacturing jobs were unfilled. These
13 jobs cannot be filled by those currently
14 employed, most of whom are not qualified
15 for them. To prepare candidates for
16 these open jobs, we need next-generation
17 manufacturing technical and degree
18 programs nationally.

19 If we bring this down locally,
20 right now we're estimating that
21 approximately 500 manufacturing jobs at
22 this moment are going unfilled because we
23 can't find enough skilled people to take
24 them.

25 There's two prongs to this

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2 issue, as I see it. One is, we're losing
3 our skilled workers. So that's one
4 prong. We need better incumbent training
5 for manufacturing workers. But the
6 other -- and I think really the most
7 perplexing problem to me is the
8 entry-level situation. If you look at
9 those 500 manufacturing jobs, many, if
10 not most, are entry-level.

11 The average manufacturing
12 salary in Philadelphia is \$49,000 a year.
13 That's clearly entry into middle class,
14 and that's with benefits added on top of
15 that.

16 So how do we get these folks
17 from our neighborhoods into these jobs?
18 And one of the things -- and, again, I've
19 heard it in the other testimony. The
20 things that are missing are the
21 foundation skills. They don't have
22 trouble necessarily getting hired; they
23 have trouble staying hired. And I use
24 the example of a manufacturing company in
25 Port Richmond that has to hire 100 folks

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2 to end up with ten at the end of the
3 year. And I sat down -- we did math for
4 them. That's costing them well over
5 \$250,000.

6 One of the difficulties
7 manufacturing is facing is keeping our
8 margins, keeping us profitable in such
9 global competition. And I said to him,
10 What would happen to your margins if you
11 could add that \$250,000 back in? How
12 much more competitive and innovative
13 could you become?

14 So it really is a key issue,
15 and I think that there are definitely
16 solutions to this. We were part of a
17 \$3.2 million grant from the U.S.
18 Department of Labor. That ended last
19 January. Our training partner was
20 Community College of Philadelphia. And
21 the program we designed was really a boot
22 camp. It was three months long. We
23 pulled from the absolute poorest parts of
24 this city. And the target area was
25 people, I'd say, in the age range of

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2 between 20 and 45. And we put them
3 through this three-month program, and
4 they learned things like anger
5 management, team building, how to ask for
6 help. Kind of an odd thing. You would
7 think people would know how to do that.
8 We found a lot of people that didn't
9 return to work ran into some kind of
10 problem on the job and they just don't
11 know how to ask for help.

12 And in addition to the
13 foundation skills, they were given
14 introduction to manufacturing. They were
15 given some OSHA training. And they were
16 taken out on plant tours. So they got to
17 see real-world manufacturing
18 environments. And I think the results of
19 that program were somewhat remarkable.
20 We had a 70 percent job placement rate,
21 and we retained 86 percent after 90 days.
22 So it made a difference. It really made
23 a difference. And it's
24 manufacturing-specific foundational
25 skills, because what our employers told

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2 us -- about five years ago, I did a focus
3 group with 27 manufacturing companies,
4 and what I wanted to know was what kind
5 of training they wanted, what kind of
6 welding, for example, what kind of
7 machining training. And they said, You
8 know what, we'd rather train them
9 ourselves. We would rather not have
10 someone else train them. We'd prefer to
11 do that ourselves. But what we want from
12 you are people that really want to work.

13 And that's the issue. I mean,
14 if they have somebody come in entry-level
15 and they're willing to train these folks,
16 to make that investment, they've got to
17 feel that those folks are going to stay
18 and that they're going to show up every
19 day. And that's really a really key
20 issue here, because I do believe that
21 manufacturing, to a large extent, could
22 be the last best chance for our poor
23 neighborhoods, because you don't need a
24 college degree and you have an
25 opportunity to increase your skill

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2 knowledge and levels immensely as you go
3 through the program.

4 So that's my abbreviated
5 testimony.

6 COUNCILMAN OH: Thank you very
7 much.

8 Mr. Hyer.

9 MR. HYER: Good afternoon. I'm
10 Andy Hyer with Hyundai Rotem. I'm their
11 Marketing Business Development Manager.
12 We're a rolling stock manufacturer or
13 train manufacturer.

14 And going right to the main
15 points of what I'd like to get over to
16 you is that we have -- I thought about it
17 through hearing some of the earlier
18 testimonies, I thought about it a little
19 bit more, and I think our critical areas
20 of hiring are not in engineering or very
21 highly skilled positions. It's actually
22 our entry-level that we have the biggest
23 issue with. It's the majority of our
24 workforce. It's what we count on to
25 assemble our trains and do the heavy,

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2 intense labor, but they're the hardest to
3 find quality workers for, that come to
4 work on time. The work ethic that they
5 have has been our biggest problem.

6 So I think -- and also here's
7 where we face another problem, in paying
8 the right amount for highly skilled
9 people, paying the right amount for the
10 lower-income positions. Like Steve
11 mentioned, there's a lot of companies in
12 Philadelphia, a lot of companies doing
13 manufacturing that oftentimes if we bring
14 folks in, we train them how to do the
15 manufacturing jobs we need them to do,
16 which is a very niche business. There's
17 not many people out there that go to
18 school to learn how to build a train, and
19 they can't -- if they're a carpenter or a
20 pipe fitter, they can't really walk on to
21 our site and start building trains
22 because they have that skill. We have to
23 train them an incredible amount to get
24 them up to speed and get on the assembly
25 line.

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2 We go through all that and they
3 get certain skills that they didn't have
4 before and we invest a lot of time and
5 money with them, and if we're not paying
6 the top dollar, there's a company down
7 the street that goes out and is looking
8 to hire people and they'll pay a dollar
9 more, and all the investment we've had
10 with the worker and the training and got
11 them up to speed, they walk away for a
12 dollar more an hour. It's hard to combat
13 that.

14 So I don't know how -- we've
15 not found a solution for keeping and
16 finding entry-level folks that are worth
17 keeping. The guys that are good --
18 excuse me; guys and girls that are good,
19 oftentimes they find out there's another
20 opportunity and they go and they take it,
21 and we're starting from scratch.

22 COUNCILWOMAN TASC0: What
23 incentives do you provide for upward
24 mobility, and is that relayed to the
25 employee?

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2 MR. HYER: That is probably
3 where we could do a lot better job, show
4 them that there's a future, show them
5 that there's room for movement upward.
6 We work with the TWU, Transportation
7 Workers Union. So they do have somewhat
8 of a plan in place that shows them
9 there's mobility in an upwards fashion,
10 but it's a very slow process. They have
11 to have a lot of years in, and they see
12 very little increase in payment and bonus
13 I guess to keep their attention, to keep
14 them wanting to stay and work for Hyundai
15 Rotem and learn more and more about
16 building railcars.

17 Now there's a big initiative in
18 Washington to provide a lot of funding
19 for transportation. That goes right to
20 both doing what we do, so we're going to
21 hopefully have a lot more business and
22 need to be hiring a lot more folks to
23 provide the trains, and the workforce out
24 there is not prepared for it, as far as I
25 can see.

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2 COUNCILMAN OH: I'm going to
3 paint a little picture just to clarify
4 things, since I'm familiar with the
5 situation. But the U.S. was not doing
6 high-speed train manufacturing, and
7 ultimately Hyundai Rotem came into the
8 U.S., restricted by the Buy America. So
9 there's legislative issues here, act.
10 And so kind of in an unknown situation,
11 came into the market to start building
12 trains, and what they found was despite
13 the data of what an excellent workforce
14 we theoretically have, a lot of those
15 folks were going to our colleges and
16 leaving our city.

17 What happened next was that
18 they found that there was not enough
19 skilled labor, so they basically hired
20 people, trained them, and then flew them
21 to Korea for realtime welding experience,
22 which after all that expense and time, by
23 the time they get back, because there are
24 not a lot of that skill force here, those
25 people were able to find excellent jobs

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2 elsewhere at even higher pay and better
3 benefits.

4 So the issue that arises for
5 manufacturers like that that are entering
6 a location where they have to train their
7 own workforce and there's a lack of
8 enough people is that should they be
9 somewhere else.

10 Certainly we do appreciate and
11 want Hyundai Rotem to be in our city, but
12 the challenge for manufacturers, I
13 believe, is the things that were listed.
14 A lot of times they seem to be in the
15 kind of the soft skill area. One is, as
16 you mentioned, was the anger management.
17 A lot of people have mentioned things
18 like showing up on time, being able to
19 communicate, that type of thing. And
20 along the lines are also things that I
21 would say also in the soft skills area
22 are appreciation for opportunity, loyalty
23 to employers that invested a lot of time
24 and effort into your skills and
25 abilities. I'm not saying anybody has

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2 got to stay where they are, but just kind
3 of giving notices, saying this is what
4 I'm looking at, you know.

5 Would you talk a little bit
6 about culturally what you're finding in
7 Philadelphia that you believe somebody,
8 maybe a School District, maybe some other
9 entities, maybe our PAL centers, YMCA,
10 YBBCA, what are the things that are
11 lacking that need to be developed?

12 MR. HYER: I guess in a sense I
13 go back to the work ethic. I sit and I
14 look at myself, and I enjoy getting up in
15 the morning. Sometimes I'm a little
16 tired than the day before or the day
17 after, but I enjoy and I want to go to
18 work. I want to succeed. I want to see
19 the outcome of my labor. And I don't
20 think we have that in some of our younger
21 workforce, guys and girls that aren't
22 going to college that are just coming out
23 of high school and looking for a trade.

24 I think in the last testimony
25 before this talked about where they can

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2 just go and do construction. They don't
3 have to go to college. They'll just fall
4 back on something in construction. So
5 it's almost -- maybe there's something in
6 the mentoring programs that we have out
7 there that need to just try and build a
8 pride in our younger workforce that makes
9 them want to get up and go to work and
10 see the fruits of their labors, see the
11 trains out riding on SEPTA that they
12 helped put together.

13 I don't think -- I shouldn't
14 say majority. There's just a lot of
15 folks out there coming into our facility,
16 and by February, they're out of vacation
17 days, sick days, personal time. So they
18 have to go the rest of the year and not
19 miss any time, and the way our rules are
20 set up, we have to let them go. We can't
21 keep them.

22 So I don't know how you do it,
23 and I think I guess it is through
24 mentoring, is to give kids a certain
25 pride for wanting to go to work and be

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2 successful at work, and I don't -- it's a
3 shame, because I have it in me, and I
4 don't know how to instill it in our
5 younger generation.

6 COUNCILMAN OH: I will
7 interject with this comment. I see Peter
8 Gonzales is back there from the Welcoming
9 Center. But part of this issue of
10 workforce profile, I want to be very
11 clear, is not only about taking workers
12 who are born and bred Philadelphians or
13 people from Bucks County or Delaware
14 County is, if we don't have this
15 workforce, we're losing the employers,
16 and if we lose employers, everybody is
17 losing their jobs. So ultimately there
18 is an issue about bringing in workers, be
19 it from California, Texas or wherever or
20 somewhere around the world, because we
21 need to keep the employers here at every
22 level.

23 So I'll just throw that in for
24 the discussion and your recommendations.

25 MR. JURASH: Let me -- if I

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2 may, I think in terms of finding
3 solutions for things, it's really best
4 always to look more holistically and look
5 at the whole system. One of the efforts
6 that we try at the Manufacturing
7 Alliance, our manufacturers need better
8 education as well. They need better
9 education in terms of how they hire and
10 what their hiring practices are. And I
11 think this one example I'll give you is,
12 I think most of our manufacturers are
13 baby boomers, and what they're
14 anticipating when somebody walks in the
15 door looking for a job is, they're
16 anticipating someone to be just like
17 them, with the same kind of thoughts and
18 work ethic and issues. And it's kind of
19 the thing if you keep doing the same
20 thing over and over again expecting
21 different results, and they're pulling
22 their hair out and they're saying these
23 people aren't like me, I don't understand
24 it, they're not showing up for work every
25 day.

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2 I think that they could deal
3 maybe with a little bit of education
4 about what generation Y and X is about,
5 how they're thinking and how they may be
6 different, and begin to incorporate some
7 different practices into how they do
8 things. That's a holistic approach.
9 It's not just saying, Well, it's all the
10 workforce's problem. I think our
11 manufacturers could do with maybe a
12 little bit of upgrading their HR skills.

13 COUNCILMAN OH: That is very
14 good. I never thought of that, but it's
15 very, very helpful.

16 COUNCILWOMAN TASC0: I guess
17 the question is, if the employer doesn't
18 provide the environment or the ability to
19 work with the employees to teach them
20 self-reliance and responsibility, where
21 do we get it? And that's the question.
22 So if an employee walks into the door
23 without those values, there may be some
24 way that they can incorporate that in
25 their workday or some way.

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2 I hear you. I hear what you're
3 saying, you know, and just thinking about
4 how we might be able to incorporate those
5 things. Certainly in school a lot of us
6 learned self-reliance and that kind of
7 stuff in school when we were coming up,
8 but now the whole education system is a
9 little different than when we were there.

10 MR. JURASH: I'll give you an
11 example very briefly. One of the company
12 presidents came to me and he was very
13 frustrated. They had some good years and
14 they provided some bonuses to their
15 employees, and they were a little
16 dismayed because the day after they
17 received their bonus, they would come
18 back with new tattoos and all of this
19 jewelry. And he said, you know, I'm
20 really trying to add this benefit to help
21 them have a better life and I'm not sure
22 that they're getting that. And we made a
23 suggestion to him, and I think it's
24 worked out quite well. There's a couple
25 organizations that provide counselors,

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2 non-denominational counselors to a
3 company, and for a very small amount of
4 money, the company will hire this
5 counselor, who will come into the
6 workplace two times a month and kind of
7 just walk through and say, Does anybody
8 have any problems? Do you have issues at
9 home, if you need to sit down and talk
10 about it. And the employer bought into
11 that. He said, that's fine, if you have
12 an issue -- and the counselor doesn't
13 report to the employer, so this is quite
14 confidential. And by incorporating this
15 rather unique technique, he seen
16 increased employee productivity and just
17 general happiness, I think.

18 So there are solutions out
19 there. Some of them have to be kind of
20 outside the box, I think.

21 COUNCILMAN OH: All right.
22 Fantastic. Well, thank you very much for
23 your testimony and for sharing your
24 knowledge with us.

25 And so I'll ask that we combine

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2 the last panel so we have all four of our
3 panelists seated and ready to go.

4 Thank you very much.

5 COUNCILWOMAN TASC0: Thank you.

6 THE CLERK: Brian Eury,
7 Regional Director of Delaware Valley
8 Healthcare Council; David Filano,
9 Manufacturer of Talent Acquisition for
10 Wawa; Terry Tracy, Retail Executive;
11 Peter Gonzales, CEO of the Welcoming
12 Center for New Pennsylvanians.

13 (Witnesses approached witness
14 table.)

15 COUNCILMAN OH: Thank you very
16 much, gentlemen, for coming out here
17 today and listening to all this other
18 testimony, and hopefully it will be
19 informational and add to your testimony.

20 I know that you're different
21 panels. We have one on healthcare and
22 pharma, Brian Eury, from the Delaware
23 Valley Healthcare Council; two from
24 retail, that is Dave Filano from Wawa and
25 Terry Tracy, Retail Executive; and Peter

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2 Gonzales talking about immigration from
3 the Welcoming Center for New
4 Pennsylvanians.

5 So what I'd like to do is stick
6 with our schedule but just move down the
7 line. So we'll start with Brian Eury.
8 Please identify yourself and give us your
9 testimony. Thank you.

10 MR. EURY: Thank you. Thank
11 you, Committee Chair David Oh and Vice
12 Chair Marian Tasco, for giving Delaware
13 Valley Healthcare Council, HAP, the
14 opportunity to testify today.

15 I'm going to go ahead and
16 submit, out of respect of your time and
17 the agenda's time, my testimony as
18 presented and basically just try to
19 highlight some of the areas that we
20 wanted to talk about today and cite two
21 specific examples of our members' work in
22 the community.

23 We represent and advocate for
24 more than 50 acute care and specialty
25 care hospitals and health systems, over

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2 30 facilities providing inpatient
3 behavioral health services, and 20
4 facilities providing physical rehab in
5 Southeastern Pennsylvania.

6 Hospitals sustain and promote
7 the health and economic vitality of their
8 communities. The economic contributions
9 made by Pennsylvania hospitals to local
10 communities in the state have continued
11 to increase, rising to \$98.9 billion
12 during 2010 up from \$89.9 billion during
13 2008. In 55 of the 67 Pennsylvania
14 counties, hospitals remain the top five
15 employers providing family-sustaining
16 jobs and solid benefits. Nationally
17 Pennsylvania ranks fifth among states in
18 total healthcare employment.

19 Each year hospitals in
20 Southeastern Pennsylvania, which is
21 Philadelphia and the surrounding suburban
22 counties, care for nearly 590,000
23 inpatients and serve patients through
24 nearly 10 million outpatient visits and
25 1.8 million emergency department visits.

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2 Long a recognized foundation of
3 the region's eds and meds economies,
4 hospitals have provided crucial jobs and
5 economic stimulus. In 2010, the region's
6 60 hospital facilities and 97,000
7 employees contributed \$28.7 billion to
8 the economy of Southeastern Pennsylvania.

9 Five of the top ten largest
10 employers in Greater Philadelphia are
11 hospitals. Hospitals ranked among the
12 top five largest private-sector employers
13 for Bucks, Chester, Delaware, Montgomery,
14 and Philadelphia Counties.

15 Hospitals have become much more
16 than just a place of outstanding care.
17 An example that highlights this,
18 partnerships can be found in
19 Crozer-Keystone Health System and Chester
20 High School. Sponsored by the Chester
21 Education Foundation, this unique
22 experience provides students with insight
23 into the healthcare industry and the
24 opportunity to earn first aid and CPR
25 certifications.

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2 The week-long workshop exposes
3 youth to career opportunities through
4 Crozer-Keystone Health System. In
5 addition, the Smedley High School for
6 Health Careers is a partnership school
7 with Crozer-Chester Medical Center and
8 Chester Upland School District. The
9 school offers a rigorous core curriculum
10 in mathematics, science, healthcare, and
11 English. Students, over the course of
12 four years, are exposed to theoretical
13 and practical experiences in health
14 science. These include medical
15 laboratory work in classroom and clinical
16 settings.

17 In Philadelphia, we have the
18 Pipeline Program, which began as a summer
19 internship initiative five years ago to
20 introduce students to healthcare options,
21 is now a two-year program for high school
22 juniors and seniors. It offers college
23 credits through the Community College of
24 Philadelphia and provides professional
25 development training and experience

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2 working in a healthcare setting.

3 Through a partnership with
4 local high schools, once accepted, they
5 work in both clinical and non-clinical
6 areas at the Hospital of the University
7 of Pennsylvania, Penn Presby,
8 Pennsylvania Hospital, and other Penn
9 Medicine facilities, all while taking
10 college courses every semester and
11 keeping up with their high school
12 classes. There is no cost to students.
13 Penn Medicine covers the tuition for
14 these classes, enabling them to earn
15 credits for four or five college courses,
16 a whole semester's worth, by the time
17 they graduate high school.

18 Hospitals are not immune to the
19 current economic times. The majority of
20 all our members have not only hired new
21 employees based on need, our emergency
22 rooms unfortunately have become the
23 modern-day doctor's office. Our
24 reimbursements have been continually cut
25 both in Harrisburg and in Washington, DC.

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2 The hospital community stands
3 ready to partner with the City and
4 continue to partner with interested
5 stakeholders to train and retrain our
6 city's brightest, but until we have some
7 sense of cost certainty from the federal
8 and state government, our resources will
9 continue to be stretched and in danger.

10 When the safety net frays,
11 hospitals remain the one source of
12 healing, health, and hope that our most
13 vulnerable populations can count on. We
14 urge state, city, and federal governments
15 to maintain our funding for the safety
16 net healthcare so we can all have access
17 to the right care in the right place.

18 Thank you.

19 COUNCILMAN OH: Thank you very
20 much.

21 We're going to do you in order
22 of panels so we can stick with the -- it
23 will be a little confused otherwise.

24 So I don't want to open a can
25 of worms here, but I have to get kind of

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2 under something you said. And so without
3 getting into too much politics, which is
4 basically could you summarize with the
5 current healthcare laws that are coming
6 down for universal healthcare and
7 whatnot, as they are anticipated, is that
8 presenting the hospitals and the
9 healthcare institutions with a challenge?
10 If so, what is that?

11 MR. EURY: Yeah. Actually,
12 there's -- we can talk a little bit of a
13 macro. When the Affordable Care Act was
14 first presented, hospitals agreed through
15 the American Hospital Association to
16 significant cuts over the next ten years
17 to provide revenue for that Act. It was
18 \$8.1 billion, and Pennsylvania's share is
19 about \$155 million -- I'm sorry; \$1.2
20 billion in Pennsylvania alone over the
21 next ten years. The thought was that
22 that sacrifice to our hospitals' bottom
23 line would be negotiated through higher
24 numbers of insured people. So our
25 reimbursements weren't going to get cut.

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2 Disproportionate shares, which a lot of
3 our members here, especially in the
4 Southeast get, because of the patient
5 ratio that we have of under and uninsured
6 population, will be reduced as well.

7 Regretfully, when the ACA was
8 finalized through the Supreme Court, they
9 said it was constitutional, but
10 regrettably, they took out the mandate
11 that Medicaid expansion has to go
12 through. So now every state in the union
13 is basically going through that
14 negotiation, whether or not they want to
15 go through a Medicaid expansion.
16 Medicaid expansion is critically
17 important to our hospitals because of
18 those cuts. If we don't have those
19 numbers of people insured, that we will
20 not only have increased uncompensated
21 care, but we're also going to have less
22 funding from the government. So it's
23 almost a double-edged sword for us.

24 So those are the two right off
25 the top that I can think of. And it's

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2 just the sheer burden of regulatory
3 oversight. We're still trying to get
4 some clearance in both Harrisburg and in
5 Washington, DC in terms of just some of
6 the financial challenges that we have
7 over the next couple years. It's an
8 extremely challenging time.

9 COUNCILMAN OH: Okay. I
10 appreciate that. I didn't anticipate
11 asking that question, but it is important
12 background. The reason I brought it up
13 is because this is kind of what appear to
14 be a no-brainer for us, because
15 Philadelphia and this region is known
16 internationally as a hub of eds and meds,
17 pharma, biotech, 105 universities,
18 excellent hospitals, excellent
19 healthcare, all that type of thing, and
20 so there appears to be a ready supply of
21 doctors, researchers, scientists,
22 whatnot. And then we have a lot of
23 people who are, I believe, undertaking
24 education as nurses and then they start
25 to have, at least from my layperson's

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2 perception, challenges as we start moving
3 on down the line of who is going to be
4 applying for jobs in our hospitals and
5 healthcare institutions.

6 Having said that, that's merely
7 a perception. Could you first let me
8 know is that accurate, inaccurate, and
9 where I'm right or wrong.

10 MR. EURY: You know, I might be
11 a little bit closer than most people, but
12 I believe Pennsylvania's number one
13 export is actually trained medical
14 physicians. We have some of the best
15 healthcare facilities. In addition not
16 only to our medical schools, we also have
17 critical research funding that,
18 regrettably, if the federal government
19 doesn't move is looking at a 5 percent
20 cut in terms of NIH funding. University
21 of Pennsylvania health system is second
22 to Johns Hopkins. That's critical money.
23 That's research jobs, and that's where
24 you're having all these Ph.D. candidates
25 and all that doing that critical

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2 research, because it's not only a loss of
3 funding, but it's also a loss of
4 opportunity, because you're looking at
5 research that's hopefully going to, A,
6 benefit our citizens and our communities
7 going forward, but also the economic
8 impact of those research facilities.

9 We're trying to do our best to
10 try to keep everyone local. Regrettably,
11 I think the average debt by a medical
12 student is roughly around \$150,000 when
13 they graduate. So we're seeing, in
14 Pennsylvania alone, a critical area of
15 family care physicians just going
16 unanswered, because when most medical
17 students are faced with the decision of
18 what specialty they want to get into,
19 that's mostly the most demanding and also
20 the low cost. So in order to compensate
21 for that, they normally chose other
22 specialties, and then they leave the
23 state for -- they can leave the state for
24 other, whether it's a more favorable
25 medical liability area or just comforts

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2 of home.

3 COUNCILMAN OH: So could I ask
4 you this: In other words, in terms of
5 workforce profile, workforce availability
6 on the higher end of education, is there
7 plenty of workforce to choose from, and
8 then on the lower end for your
9 maintenance, security, receptionists, and
10 office workers, is there plenty of people
11 to choose from? Are they well qualified?
12 What's your -- what appears to be the
13 need of the workforce for our city?

14 MR. EURY: Speaking on a macro
15 level, I would say yes to both, that
16 there is workforce available for both.
17 Regrettably, because of the economic
18 uncertainty, we can't expand. A lot of
19 our hospitals can't do the things that
20 they want because either there's no money
21 or they can't get banks to loan that out.

22 In terms of the workforce, if
23 you want to go into non-specialty
24 healthcare, they literally are the
25 backbone of a hospital. The hospital

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2 doesn't work with those people. So in my
3 mind, they're as critically important as
4 the doctor who is a thoracic surgeon.

5 Unfortunately, when we face
6 these times, we have to make critical
7 decisions, and that's either cut a
8 service line or cut non-essential
9 healthcare employees, and that's
10 unfortunately that -- we're already
11 basically to the bone. We've been to the
12 bone since 2008. We're afraid that more
13 cuts are going to happen. What's that
14 going to make? Does that mean some of
15 our service lines are going to have to be
16 eliminated?

17 Philadelphia already has an
18 ongoing challenge in terms of the only
19 hospitals that have obstetric services
20 where you can deliver a baby in the City
21 of Philadelphia is an academic medical
22 center, because all the hospitals just
23 can't afford to do it anymore.

24 So it's right now, regrettably,
25 it's all about the funding issues for us.

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2 COUNCILMAN OH: Okay. And my
3 questioning with just this note, this is
4 actually why I brought this here. This
5 is from the City of Pusan, which stopped
6 by to recruit and try to get some
7 universities to come to their global
8 campus. This is not the first time I've
9 met people who are basically approaching
10 American universities, which are the best
11 in the world, to come out to their
12 countries, and they are building and
13 funding these universities. They are
14 providing campuses. They're providing
15 buildings. They're providing salaries.
16 They're giving \$10 million to them to
17 come out, because they don't want to
18 continue seeing their workforce and
19 populations go to America to get an
20 education, and they say it's too
21 expensive. We'd rather bring all these
22 universities, German universities,
23 American universities, other
24 universities, to their cities. And at
25 least two of them that I'm aware of have

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2 built huge international medical campuses
3 to try to be hub areas for those global
4 regions in what is the expanding
5 healthcare market in the world.

6 And so certainly as a city that
7 is one of the best medical locations, we
8 certainly want to be aware of what's
9 going on globally as well as the
10 challenges our hospitals and healthcare
11 institutions are facing.

12 MR. EURY: Thank you.

13 COUNCILMAN OH: Thank you.

14 COUNCILWOMAN TASC0: I just
15 want to add that before you leave, that
16 we will be having hearings on March 22nd
17 in City Council at 10:00 a.m. on the
18 whole issue of the Medicaid issue and
19 Obama Care. So we'd like to have you
20 come and testify, and I'd like to have at
21 that time some idea of the number of jobs
22 that could be lost as a result -- as you
23 talked about not hiring employees, how
24 many would be lost. I'd like to have
25 that on the record, if you could provide

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2 that.

3 MR. EURY: I will try to do our
4 best to have something for you.

5 COUNCILWOMAN TASC0: Thank you.

6 COUNCILMAN OH: Thank you very
7 much. If you provide it to me, I will
8 distribute it to the rest of the
9 Committee. Thank you very much.

10 Now, if we could have our
11 retail panel, which is Mr. Filano and
12 Mr. Tracy.

13 Would you start, Mr. Filano.
14 Identify yourself and then give your
15 testimony.

16 And, Brian, if you are done,
17 you certainly don't have to sit there.

18 MR. EURY: Thank you.

19 COUNCILMAN OH: Thank you.

20 MR. FILANO: Thank you. Good
21 afternoon, Chairman Oh and members of the
22 Committee. My name is Dave Filano and
23 I'm Manager of Talent Acquisition and
24 Strategy Development for Wawa
25 Incorporated. I've worked for Wawa for

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2 over 26 years. I've held positions of
3 Store Operations General Manager, Area
4 Manager, Manager of People Development
5 for the Pennsylvania Division, Manager of
6 Wawa University and Training, and now as
7 of January this year Manager of Talent
8 Acquisition. Thank you for inviting Wawa
9 and myself to participate in this
10 important discussion.

11 I was asked to discuss and
12 review our hiring practices and needs,
13 our staffing challenges, and specific
14 training we provide to our workforce.

15 COUNCILMAN OH: Could I
16 interrupt you for one second. Just for
17 the people who may be out there -- it's a
18 public hearing -- and they may only know
19 Wawa as that place down the corner that
20 they get a sandwich from. Could you give
21 us some idea of the size and scope of
22 Wawa.

23 MR. FILANO: I will. Thank
24 you. We are a Delaware County-based
25 company in a town called Wawa, believe it

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2 or not, very close to Media,
3 Pennsylvania. We have a corporate campus
4 there of approximately 900 associates,
5 about three different facilities. We
6 still operate a dairy there today. We
7 have over 600 stores in six different
8 states - Pennsylvania, Delaware,
9 Maryland, Virginia, and most recently
10 Florida.

11 We have evolved over the years.
12 We in 1964 became a convenience store.
13 Prior to that we were a dairy, and then
14 prior to that we were a manufacturing
15 company in Millville, New Jersey. So we
16 have a great history in the area.

17 COUNCILMAN OH: Thank you.

18 MR. FILANO: So typically our
19 workforce is broken into two categories,
20 store operations and our corporate
21 environment. In both areas our
22 application process is completely online.
23 Our interview processes are both via
24 phone and in person. For store
25 operations positions, we require

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2 candidates to complete a pre-employment
3 assessment that allows us to rate a
4 candidate in our key competency areas
5 required to be successful in our store
6 operations environment, separately as a
7 customer service associate or a
8 managerial associate. Once they complete
9 the assessment, our store management
10 selects individuals who most closely meet
11 the competency-based criteria. We
12 complete a phone call, ten-question
13 interview, and then invite the best fit
14 candidates to a face-to-face interview,
15 typically held at the store. We do
16 require a candidate to pass a background
17 check once we've completed the initial
18 phone call interview with them.
19 Candidate selection is based on an
20 assessment of that person's demonstrated
21 abilities within their past experience,
22 educations and otherwise, that are linked
23 to the skills, competencies, knowledge,
24 and values related to store position
25 requirements, again either associate or

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2 managerial.

3 For corporate-level position
4 openings, we require an application to be
5 completed online as well. We complete a
6 phone call interview to qualified
7 candidates. We require a corporate
8 position applicant to pass a background
9 check as well after their first
10 interview. The specific hiring manager
11 selects who will move on to a
12 face-to-face interview and then a
13 selection is made based on an assessment
14 of that candidate in regards to again
15 skills, knowledge, competencies, and
16 values needed to meet the specific
17 position requirements and expectations.
18 Typically -- I'm sorry. Two rounds of
19 face-to-face interviews do occur in some
20 instances.

21 Our hiring needs have changed
22 dramatically over the years. In my time
23 with Wawa, there were moments back in the
24 late '90s, late '80s where we had no
25 applications, we had no folks applying

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2 for our positions. It's quite the
3 opposite today. Typically now we're
4 faced with a large quantity of
5 applicants, but we struggle with the
6 quality of applicants that we receive.

7 Within store operations, we
8 have a strong need for applicants who
9 have high level of social and customer
10 service interaction skills. Candidates
11 need to be reliable and responsible for
12 them to be successful. They need to be
13 punctual for work, reliable to fill their
14 work schedule with great regularity, and
15 they need to be responsible for
16 completing a variety of customer
17 service-oriented tasks. They need to
18 have the ability to multitask through
19 their shift as well. This requires both
20 personal discipline and organizational
21 qualities in our associates.

22 It's essential that they also
23 meet the expectations of our values. We
24 have a set of company values that are
25 near and dear to us. They are value

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2 people, delight customers, embrace
3 change, do things right, do the right
4 thing, and have a passion for winning.
5 Many times the challenges we have in
6 staffing relate to performance gaps in
7 these critical areas.

8 Customer service associates
9 aren't required to have any specific
10 educational background. Store management
11 staff are required to have a high school
12 degree, and a college degree is preferred
13 for but not required for store general
14 managers.

15 In regards to corporate
16 position hiring needs, we have many
17 different departments and positions
18 within the company. So skills and
19 knowledge required for each is going to
20 vary greatly within each. Regardless,
21 the company values, as I mentioned
22 earlier, are consistent across all
23 positions, but to different degrees. For
24 example, a marketing associate is
25 required to do the right thing within

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2 their daily work that they produce, and
3 the director of marketing would be
4 required to oversee that person, ensure
5 that they're doing the right thing, but
6 also may set the strategy for the
7 organization on what doing the right
8 thing may mean for future as our needs
9 change and as the workforce changes and
10 as our work environment changes. So they
11 have a different level of expectation
12 within that same value, as does, let's
13 say, a marketing associate.

14 We also have a strong corporate
15 position applicant quantity flow as well.
16 So we get a large number of applicants
17 but, again, sometimes lack the quality of
18 applicants to fill positions. Areas of
19 specific need quite often are centered
20 around candidates who possess successful
21 information technology backgrounds or
22 other professional skills and/or
23 successful leadership-based experiences.
24 Educational requirements vary greatly on
25 the specific positions, but many times

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2 advanced and/or specific education
3 requirements must be met depending upon
4 the position.

5 We provide very comprehensive
6 training to our store-level associates.
7 We require them to complete multiple
8 computer-based training models in areas
9 that they are scheduled to work, some
10 required by city/state law and/or
11 contract obligations, such as ServSafe,
12 which is a food safety and sanitation
13 training program. We provide hands-on
14 training that is supported with visual
15 job aids and coaching from other
16 associates. We also train associates on
17 many management skills, such as shift
18 fundamentals, how to run a shift;
19 management fundamentals, how to run the
20 store; and ongoing development modules
21 like interpersonal management skills,
22 time management delegation, just to name
23 a few.

24 We provide leadership training
25 to store operations management as well,

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2 with servant leadership as our platform.

3 It embodies our history and our current

4 culture and has been identified as the

5 necessary foundation of our future

6 success.

7 We offer tactical,

8 professional, and leadership development

9 learning opportunities to our corporate

10 associates as well, as providing

11 continuing education opportunities for

12 many levels of associates. The tactical

13 and professional development training is

14 very much based on the specific needs of

15 the positions. For example, we would

16 provide negotiation training to a manager

17 of strategic sourcing, someone who would

18 need to negotiate with maybe a vendor or

19 a company that sells a product or a

20 supplier and they would negotiate price

21 and so on, so forth. So we would give

22 them some negotiation training. Or

23 another example might be IT web

24 technology-based training for a systems

25 engineer. And also they would get the

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2 corporate leadership philosophy training
3 through the servant leadership-based
4 training that I mentioned earlier.

5 The servant leadership
6 philosophy training is based on
7 individual, interpersonal, and strategic
8 requirements to each person to
9 successfully build trust, lead people,
10 and lead the business, all through living
11 the values as the pillars of servant
12 leadership success. We provide
13 opportunities for associates to learn and
14 grow in these areas with on-the-job
15 experiences, external seminars, courses
16 and readings, internal training, online
17 courses, and classroom experiences.

18 So I guess with having us here
19 and me here today, the question should be
20 posed and answered, what can the City do
21 to build a strong, viable workforce for
22 our future? And we feel, I feel the City
23 can continue to develop educational
24 opportunities that are blended. You, of
25 course, should continue to provide

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2 opportunities where basic math, reading,
3 writing skills are achieved by all, and
4 you should provide a platform of learning
5 where social skills are taught, learned,
6 and mastered as equally.

7 You should allow for the
8 assessment, recognition, and rewards for
9 those who excel in these areas, as well
10 as accountable for those who don't. In
11 today's business world, it's equally
12 important to possess social interaction
13 and interpersonal skills to be
14 successful, to be considered ready to
15 work in this business environment.

16 You should also continue to
17 place a strong focus and investment in
18 technology skill development in our
19 education systems so that we can meet the
20 continuing demands of this ever-growing
21 professional discipline. You should
22 challenge our business leaders to partner
23 with the City to facilitate a cooperative
24 environment to formulate a strategy that
25 allows for high achievement in these

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2 areas.

3 I appreciate the leadership of
4 the Council in forming this Committee,
5 and I thank you for the opportunity to
6 testify.

7 COUNCILMAN OH: Thank you.

8 I'll have Mr. Tracy on the
9 retail side also give your testimony.
10 Please state your name first.

11 MR. TRACY: Mr. Chairman,
12 Councilwoman Tasco, I thank you for this
13 opportunity to address issues pertaining
14 to economic development in Philadelphia
15 generally and the potential for an
16 enhanced retail landscape specifically.
17 My name is Terry Tracy. I am a resident
18 of the Fitler Square section of the City
19 and a product of two of the City's fine
20 universities, Temple and the Fels
21 Institute of Government - Penn.

22 Professionally I've spent the
23 last decade holding senior management
24 positions for multiple national and
25 international apparel retail brands, with

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2 particular emphasis on retail strategy,
3 merchandising, and store operations.

4 Over the course of my career to date, I
5 have commuted to New York City, San
6 Francisco, and Tokyo. I have managed
7 apparel retail stores in every population
8 center in the U.S. and Canada, and as a
9 student of public policy and a merchant
10 by trade, I have a unique perspective on
11 how a city's public policy choices shape
12 the retail landscape. In this age of
13 austerity, policy choices can have a
14 disproportionate impact on a
15 capital-intensive, low-margin business
16 such as apparel retail.

17 To illustrate the point, I ask
18 you to consider your own travels. A trip
19 to New York is incomplete without a
20 stroll down 5th or Madison Avenues. In
21 Los Angeles, it's Rodeo Drive or Sunset
22 Boulevard. In Chicago, the place to be
23 is North Michigan Avenue. Houston, the
24 Galleria. Even in cities a fraction of
25 the size of Philadelphia, shopping

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2 districts like Newbury Street in Boston
3 or Union Square in San Francisco or
4 Highland Park in Dallas attract hundreds
5 of thousands of shoppers from near and
6 far every year.

7 If you have been to any of
8 these shopping districts, I ask if you
9 have considered why on average the stores
10 tend to be bigger, carry more inventory,
11 and employ more workers on their sales
12 floors to that comparable store in
13 Philadelphia.

14 While each of the
15 aforementioned cities face many of the
16 same inherent challenges as Philadelphia,
17 from traffic congestion to a lack of
18 parking to weather-sensitive shopping
19 patterns and high sales taxes, they've
20 still managed to capture the attention of
21 trendsetters and top commercial real
22 estate investors to create a unique kind
23 of experience that Walnut and Chestnut
24 Streets have yet to deliver in the eyes
25 of the fashion retail world.

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2 In a recent Philadelphia
3 Marketing Alliance report, there was
4 considerable effort made to demonstrate
5 that Center City retail market
6 fundamentals continue to improve. I
7 quote, "The total demand for shoppers'
8 goods in the primary trade area," which
9 is considered one mile from City Hall,
10 "is more than \$750 million. Those
11 retailers with a Center City presence
12 benefit from a downtown residential
13 population approaching 180,000 people, a
14 daytime office population of 260,000
15 people," which, by the way, is eight and
16 a half times that of the King of Prussia
17 market, "and tourist traffic that exceeds
18 12 million overnight visitors annually."

19 Retail is a funny business in
20 the sense that success is often measured
21 by the anecdotal rather than the
22 analytical. Two things struck me as
23 curious about this statement. The first
24 is the assertion of improvement.
25 Relative to what? What is our baseline

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2 expectation in Philadelphia? Relative to
3 Walnut Street circa 1995? Much improved.
4 Relative to Walnut Street 1975? It's
5 debatable. Relative to the
6 aforementioned cities? We have some work
7 to do.

8 The second curiosity is the
9 comparison to King of Prussia. Why is it
10 that a market such as Center City, with a
11 daytime population eight and a half times
12 that of King of Prussia, boasts a
13 fraction to its retail offerings? Why is
14 that King of Prussia, home to the largest
15 mall in the nation in terms of pure
16 retail selling square footage, is about
17 to embark on a \$250 million luxury wing
18 expansion, while Philadelphians cross
19 their fingers that the old Borders
20 Bookstore space at Broad and Chestnut
21 does not fall into the hands of yet
22 another discount drugstore?

23 Philadelphia's retail scene is
24 fully capable of being as interesting and
25 successful and dynamic as the restaurant

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2 scene. From a public policy perspective,
3 I would recommend we focus on three
4 areas. One, tax reform. It's not always
5 simply a question of high taxes or low
6 taxes. It's a question of how a city's
7 mix of taxes levied at various rates
8 compound to distort the market. At
9 present, the cost of doing business in
10 Philadelphia is simply higher than its
11 direct competition. The wage tax in
12 particular drives top talent out of the
13 City, artificially depressing wages. The
14 current business tax has a draconian
15 effect on retailers, with much of the
16 costs blended into leasing rates that are
17 twice as high as the balance of the
18 metropolitan area. The sales tax is
19 higher than the suburban counties, as we
20 all know. And let's be clear, the
21 proposed sick leave bill might as well be
22 considered the largest tax increase on
23 small retail businesses in recent
24 history.

25 Two, take a proactive approach

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2 to shaping the landscape. I would
3 encourage a full review of permitting
4 processes in key shopping districts in
5 the City. How many commissions are
6 involved in each step of the process?
7 How might the City streamline regulation
8 and fast-track coordination? Can zoning
9 provisions be updated to more effectively
10 merchandise key blocks and encourage
11 mutually beneficial co-tenancies? The
12 City should actively encourage landlords
13 to work together to create cohesive
14 shopping experiences. It should actively
15 court anchor concepts, which drive
16 traffic and increase overall
17 productivity. And perhaps most
18 importantly, it should reach out to
19 emerging home-grown retailers such as
20 Kembrel, Duke and Winston, and Norman
21 Porter to integrate their entrepreneurial
22 approach into the existing landscape.

23 And, finally, a sustained focus
24 on the City's overall fiscal health. In
25 the eyes of investors, a financial

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2 healthy city is indicative of a healthy
3 tax base which share of wallets to be
4 had. It also suggests that the City has
5 the capacity to invest in any number of
6 quality-of-life initiatives that will
7 attract residents, tourists, shoppers,
8 and ultimately employees throughout the
9 term of a potential lease agreement. If
10 Philadelphia had the same bond rating as
11 New York last year, there would have been
12 an additional \$26 million in the budget,
13 which, at the very least, might have
14 prevented yet another tax increase and,
15 at most, afforded the City some leverage
16 to invest in any number of worthy
17 projects.

18 Attracting retailers to
19 Philadelphia is not simply an exercise in
20 chasing cache. Success in Center City
21 can be replicated on many of the main
22 streets that anchor neighborhoods
23 throughout the City. When more stores
24 are built, remodeled or maintained, area
25 locals are put to work. When more stores

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2 are built, leadership teams in regional
3 offices often accompany them and are
4 staffed with management professionals who
5 become keystones in the local economy.
6 When more stores are built, students or
7 others looking for a foothold in the
8 workforce gain valuable experience at
9 respectable wages. When more stores are
10 built, tourists flock and neighborhoods
11 thrive.

12 Our recent history in
13 restaurant renaissance suggests that
14 attracting and building more stores is a
15 very achievable objective, with the
16 potential to have significant positive
17 ripple effects throughout the City's
18 economy.

19 Thank you for your time.

20 COUNCILMAN OH: Thank you very
21 much. I will let the Councilwoman lead
22 this round.

23 COUNCILWOMAN TASC0: You laid
24 out a number of things that we could do
25 as a city to probably be much more

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2 productive, and certainly we are
3 wrestling with the tax issue in City
4 Council. So that's our job. Outside of
5 Council's responsibility or action that
6 we should take relative to taxation and
7 maybe some of the other legislative and
8 regulatory issues we have to deal with,
9 who do you see -- is there -- who do you
10 see as the moving party, as Marion
11 Johnson always says in Council and
12 zoning, in terms of addressing some of
13 the issues that you have raised in terms
14 of attracting different kinds of
15 businesses and some of the
16 recommendations you made? Who do you see
17 as the center focus of that?

18 MR. TRACY: Outside of
19 government?

20 COUNCILWOMAN TASC0: Outside
21 of -- well, outside of Council, because
22 government does have a role in that.

23 MR. TRACY: Absolutely.

24 COUNCILWOMAN TASC0: What
25 department in the government do you see

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2 moving that?

3 MR. TRACY: Well, I think it's
4 two sides of the same coin, because
5 there's who is out there, the face of
6 bringing folks here, taking them around
7 the City, selling the City. And really
8 in that instance, I think it falls on the
9 part of the Mayor in partnership with
10 Chamber of Commerce, the City
11 Representative. Council folks at-large
12 are often very helpful in that regard.
13 They can really be out there being the
14 salespeople. And you know what? I think
15 that the challenge is that they need
16 vectors into the community, so to speak,
17 because at one time, Philadelphia was
18 home to many corporate offices of
19 department stores and other retailers,
20 and so there was a natural synergy
21 between the face of government and the
22 face of industry. So to the extent that
23 there was something percolating out there
24 in the industry outside of Philadelphia,
25 there were advocates for the industry

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2 based in Philadelphia saying, This is a
3 great place to do business and let me
4 tell you why and let me tell you who you
5 should speak to.

6 As those businesses left and
7 have really left behind very small
8 footprints, I think that it's very
9 important that we leverage what's left of
10 those folks to go out there and encourage
11 them to advocate on our behalf in
12 partnership with the obvious folks in
13 government. So, for instance, Urban
14 Outfitters is based here and has a very
15 unique space in the fashion and apparel
16 world, but it's interesting, every
17 morning that I get on the train and go to
18 New York and I see a lot of their senior
19 folks going up to New York City to do
20 business, I think, Well, why aren't we
21 doing that here? Even Philadelphia-based
22 retailers are going to New York to do a
23 lot of their business.

24 And so I think it's about
25 tapping into the vectors that do exist,

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2 even though there are only a handful of
3 them, and figuring out how to leverage
4 them to start selling what we have.

5 I think the other piece too is
6 that you wouldn't know it, but those
7 firms that I mentioned, the small
8 entrepreneurial firms, Kembrel, Duke and
9 Winston, Norman Porter -- Norman Porter I
10 just read in Philly.com recently -- I
11 don't know the guys, but it's two guys.
12 They're making custom denim in
13 Kensington. You can go in, order a pair
14 of jeans and have jeans made in this
15 little factory warehouse. I think it's
16 right near the Philadelphia Brewing
17 Company. That's a great story. That's
18 the kind of thing that the fashion
19 industry, bloggers, magazines pick up and
20 think this is a reason to go to
21 Philadelphia, top ten cool things to do
22 in Philadelphia. We should help them
23 make it a big deal. And, you know, when
24 you throw -- if you can facilitate and,
25 to even some extent, subsidize, giving

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2 them presence on the places in the City
3 where the industry does understand
4 Philadelphia retail to be driven from,
5 like Walnut and Chestnut Streets, and
6 help them, how do we help them get a
7 space? How do we help them become part
8 of that landscape? The reality is,
9 opinion-makers and top investors in the
10 industry are not going to Kensington to
11 find and discover Norman Porter. And
12 then --

13 COUNCILWOMAN TASC0: But it's
14 all how we market the neighborhoods. And
15 that's one of my pet peeves, is that
16 everybody just states there's downtown,
17 but there are other neighborhoods where
18 we can generate activity and expand into
19 the neighborhoods, because it's not just
20 downtown and Center City.

21 MR. TRACY: Absolutely not.
22 And it ought not be. It's just that
23 that's where we have the foothold from an
24 industry perspective to sell them on.
25 You put a store here first and it's going

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2 to succeed, and you know what? Because
3 of that success, you open one here and
4 you open one here and you open one here,
5 and that's how -- what's happened -- what
6 sort of happened too is, a lot of the
7 work around zoning -- this is the
8 behind-the-scenes piece -- is another
9 issue. Retailers are very sensitive to
10 co-tenancy issues. They want to make
11 sure that whoever is adjacent to them is
12 attracting the same customer and that
13 there's going to be sort of a cohesive
14 shopping experience. A lot of our
15 practices in this city, space is leased
16 almost ad hoc. So folks are leery to get
17 in there, because they don't know who is
18 going to be next door to them a year
19 later over the course of a ten-year
20 lease.

21 And so what I think has
22 happened is, like-minded retailers,
23 national retailers, folks who really
24 employ a lot of people and do the premium
25 volume, have almost decided to

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2 self-segregate into Walnut Street and
3 Chestnut Street in order to say, Well, if
4 we all just sort of stick together in
5 this square block, then we'll attract the
6 customer that we're looking to attract.
7 I don't think that need to be the case.
8 This is a big city with a lot of prime
9 retail real estate that could generate a
10 ton of volume and employ a ton of folks
11 and create the kind of living experience
12 that I think we don't get enough credit
13 for.

14 So behind the scenes, I do
15 think with Zoning and L&I and even some
16 work with the Historical Commission,
17 there are conversations to be had about
18 how we could streamline the process to
19 get these folks in this city and opening
20 their doors to do business.

21 COUNCILWOMAN TASC0: Thank you.
22 I got a lot more questions and
23 discussions, but we're not going to do
24 that today.

25 MR. TRACY: Thank you for the

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2 opportunity.

3 COUNCILMAN OH: Well, you've
4 both collectively talked a lot about
5 interpersonal skills, soft skills. You,
6 Terry, a little more on the regulatory
7 and taxes and things like that.

8 So from a perspective of
9 workforce -- and I'll be the one to say
10 it -- sometimes we have a -- see, I
11 qualified it already. Sometimes we have
12 a reputation for being a little bit rude,
13 and I wonder is that your experience or
14 not? And I'll just preface it with
15 really two things that come to my mind
16 immediately. One is, a friend of mine
17 who told me about going to Japan and
18 going to one of their top department
19 stores and wanting to buy a very specific
20 golf club, and the woman, who couldn't
21 speak much English, took him to the other
22 end of the store, down the escalator,
23 down the escalator, out the door, across
24 the street into the competitor's
25 department store and ordered for him that

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2 golf club. And it's kind of stuck with
3 me like, wow, that's really kind of a
4 really excellent place to go shopping. I
5 mean, customer service.

6 And the second thing is that in
7 my kind of dealings with trying to bring
8 high-end shoppers -- well, not high-end
9 shoppers; bring certain investors into
10 Philadelphia, particularly with the
11 Chinese, what they told me is this: One
12 hour of tourism, four hours of shopping.
13 And it's got to be name brand, very
14 expensive stuff. And since you don't
15 have it, they're not coming to tour.
16 Like you could have the Liberty Bell and
17 all that stuff, Art Museum, the Barnes,
18 but you don't have the four hours of
19 high-end shopping, and so all that money
20 is not being spent in your city.

21 But I wonder about workforce.
22 Could you talk a little bit about the
23 characteristics of the workforce for that
24 high-end retail or for Wawa in the
25 neighborhoods.

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2 MR. FILANO: Thank you. Sure.

3 I'd say in our experiences at Wawa, the
4 City of Philadelphia's population of
5 employees that we employ are no different
6 than anywhere else. As maybe a previous
7 person testified, we do do very well with
8 educating our management teams on hiring
9 practices, selection, asking the right
10 questions, being very specific about
11 things that are required on the job prior
12 to taking the job that help us in large
13 degree there.

14 We find, though, that many
15 times that is something that's owned by
16 the manager or the management of the
17 store and that they set the tone for how
18 customer service is delivered and
19 experienced at the store.

20 So the person already is coming
21 into our organization with some of the
22 traits that we're looking for, and then
23 we're looking for a high-quality manager
24 to kind of just build upon that and make
25 sure that that is something that allows

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2 to be fruitful for that person as an
3 individual. We like people to be
4 themselves. So, number one, we hire
5 tough. We want them to have those
6 customer service skills right off the bat
7 and the social skills, and then we allow
8 them to be themselves within our work
9 environment to be able to kind of feel
10 that it's going to be fruitful for them.
11 So that part of it I think is what's
12 allowed us to be fairly successful there.

13 That being said, like anywhere
14 else, we have our challenges. We make a
15 difficult hire. We have issues with some
16 management situations that cause us to
17 have difficulty there.

18 COUNCILMAN OH: Thank you.

19 MR. TRACY: I agree. I mean,
20 at the base, sort of entry-level,
21 Philadelphia's talent is as good as
22 anywhere else. I think the issue is, you
23 just have more people applying. It's
24 bigger. It's 1.5 million as opposed to
25 600,000. So your managers have to be

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2 more discerning as they work through the
3 applicant pool.

4 But I think that the trick is,
5 with regard to sort of this higher end
6 fashion retail, this is why I touched on
7 some of these regulatory issues, because
8 it does matter. The top talent in the
9 metropolitan area is working at the King
10 of Prussia Mall, and they're working at
11 the King of Prussia Mall partially
12 because the wage tax. That's certainly
13 an issue that's come up as I have
14 interviewed folks. But also because the
15 volumes are disproportionately higher of
16 the stores. So if they're working on a
17 commission basis, you know, their
18 salaries are incrementally larger,
19 substantially larger. If the volumes are
20 higher, then the payroll percent that the
21 company can afford in that particular
22 building affords for a higher base
23 management salary.

24 And so the question again goes
25 back to, Well, why are those stores

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2 bigger? Why do they have more inventory?
3 Why are they doing more volume? And that
4 really does tie back to a lot of the
5 regulatory issues and in a not so
6 indirect way. And so --

7 COUNCILWOMAN TASC0: But they
8 have more space at King of Prussia too.
9 They're not landlocked.

10 MR. TRACY: Absolutely. And
11 that is certainly a component of it. But
12 nonetheless, I do believe when you go out
13 there and you sell the City -- and I've
14 done it personally. I've gone to the
15 King of Prussia Mall. I've walked
16 through and said, Let me tell you why
17 Philadelphia is a great place to work,
18 working in a store on Walnut Street.
19 There's a dynamism and there's an
20 interest level and there's diversity and
21 there's something that you don't get in
22 the King of Prussia Mall. People will
23 take that risk.

24 So there is a marketing
25 component as well, but you have to be

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2 able to cut through a lot of the red
3 tape.

4 COUNCILMAN OH: Right.

5 COUNCILWOMAN TASC0: Well, did
6 you participate on the zoning discussion
7 that we had for about five years?

8 MR. TRACY: I did not. I just
9 missed it. Maybe next time around, in
10 four years.

11 COUNCILWOMAN TASC0: No. I
12 mean, there's always room for adjustment,
13 and that discussion should take place,
14 and maybe we'll further that discussion.

15 MR. TRACY: I agree. Because
16 you have -- the landlock, that's one of
17 the ways where you can really break
18 through the landlock issue. And it goes
19 back to your point too, it's not just
20 about Walnut or Chestnut Street, because
21 by the way, once you get outside of
22 Center City, landlock is not an issue and
23 we have to start attracting these
24 businesses to those neighborhoods as
25 well.

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2 COUNCILMAN OH: Thank you very
3 much.

4 MR. TRACY: Thank you.

5 COUNCILMAN OH: So I will kind
6 of preface Peter Gonzales's testimony by
7 saying this, that many times at least in
8 the work that I do, particularly when we
9 talk about jobs and getting people
10 employed and good opportunities, the idea
11 of immigrants is somewhat kind of opposed
12 in people's mind, that, Oh, it's those
13 other people coming in to take my job.
14 They may be better educated. They may be
15 more subservient. They may be able to
16 take a lower wage than me because they're
17 foreigners. We don't want them here.
18 And I think it is so important that as we
19 move this discussion forward and whatever
20 policies we put in, that we put on the
21 table that we need to have people that
22 can do these jobs, that can keep our
23 employers from leaving our area, bring in
24 new employers, and that the growth of our
25 city has been thanks to immigrants and

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2 that many of the immigrants offer a lot
3 of global attitudes and abilities to be
4 multicultural, to provide language
5 capabilities, excellent work attitudes
6 and excellent other things that will
7 actually help Philadelphians have a
8 better and brighter future. So we should
9 look, in my opinion, as immigration and
10 inversion policies as part of the
11 solution to the overall issues as we face
12 challenges.

13 So with that, I'll ask you to
14 identify yourself and give your
15 testimony.

16 MR. GONZALES: Certainly. Good
17 afternoon, Councilmembers and guests. My
18 name is Peter Gonzales. I'm the
19 President and CEO of the non-profit
20 Welcoming Center for New Pennsylvanians.
21 We are celebrating our ten-year
22 anniversary actually next week, and in
23 the past ten years, we served over 10,000
24 newcomers or immigrants to our region,
25 primarily through connecting them to job

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2 opportunities, providing education and
3 training programs, and helping them
4 develop businesses to create jobs in our
5 region.

6 Thank you for the invitation to
7 speak here today, Councilman Oh, and
8 thank you to MaST Charter School for
9 hosting this hearing. It's exciting to
10 be part of this conversation and be
11 talking about Philadelphia's future.

12 In order to remain relevant in
13 the global economy today, we must foster
14 innovation and embrace change. That
15 means creating a sense of belonging that
16 encourages both local and global talent
17 to choose to stay here and help grow our
18 region's economy.

19 We are competing for talent,
20 not just with other American cities but
21 with countries across the globe. In the
22 past few years, Canada has run full-page
23 ads in American newspapers. They're
24 inviting international students who can't
25 get permanent U.S. visas to move north

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2 instead, and the government of Australia
3 held a recruiting fair for engineers
4 right here in the United States.

5 Given this environment,
6 Philadelphia faces three important
7 questions: How to attract talented
8 workers who will settle permanently in
9 our region; how to build and foster the
10 skills of people who already live in our
11 region; and how to open opportunities for
12 new and established entrepreneurs.

13 Fortunately, there are
14 excellent resources that can help us
15 answer these questions. Today I will
16 touch on a few of those in my spoken
17 remarks. Others are listed in the
18 written testimony that I've submitted for
19 the record.

20 Let's take the first question.
21 Attracting skilled workers is an obvious
22 goal for any region, but how to do so is
23 less obvious. We can start by
24 determining who has recently arrived and
25 what brought them here.

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2 Between 1990 and 2010,
3 Philadelphia's immigrant population grew
4 by 70 percent. Today there are more than
5 175,000 immigrants in our city and over a
6 half million across the metropolitan
7 region. Of course, immigrants aren't the
8 only newcomers to our region, but they
9 are significant. Without immigration,
10 Philadelphia's population would not have
11 grown in the last decade.

12 What brings these new arrivals
13 to our area? Jobs, educational
14 opportunities, and a more affordable cost
15 of living. Those are the factors that we
16 at the Welcoming Center hear over and
17 over again in our work.

18 Perhaps most important, we also
19 hear from people who have come to the
20 region temporarily, but would like to
21 stay permanently. These may be
22 international students or skilled
23 workers. Often they or their employers
24 are frustrated and overwhelmed by trying
25 to navigate the complex U.S. immigration

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2 system. All too often their patience and
3 their visa eventually runs out and they
4 leave. A federal frustration then
5 becomes our local problem. How do we
6 help people who are already invested in
7 our region to stay?

8 Philadelphia City Council can't
9 fix U.S. immigration law, but there are
10 steps that can be taken locally, such as
11 offering workshops at local universities
12 to demystify immigration pathways, or
13 convening small to mid-sized employers to
14 share approaches to complex immigration
15 and human resource challenges. You can
16 also capitalize on new federal efforts to
17 improve communication between employers
18 and U.S. citizenship and immigration
19 services, such as the Entrepreneurs in
20 Residence initiative.

21 The second question we face is
22 about building the skills of people who
23 already live in our region. That means
24 both adults and youth, and it means all
25 of the systems that touch their lives -

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2 early childhood education, the K to 12
3 school system, post-secondary training,
4 career and technical schools, higher
5 education and workforce development.

6 At the Welcoming Center, we've
7 concentrated on workforce development.
8 Our employment services help work
9 authorized immigrants prepare for the
10 jobs that currently exist in our region.
11 We do this by meeting with employers one
12 on one to understand their job
13 requirements in detail and then identify
14 and train the candidates to meet those
15 needs.

16 We also help skilled immigrants
17 to reenter their professions. Someone
18 who is trained as a doctor or an engineer
19 in his home country might be working as a
20 taxi driver or a dishwasher here. Our
21 Pathways to Success Workshops help these
22 talented men and women begin their
23 journey back to their professional
24 careers.

25 I'm honored to tell you that

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2 our work in this area has been recognized
3 recently. We've been invited to become a
4 founding member of the national
5 non-profit IMPRINT, which stands for
6 Immigrant Professional Integration.
7 IMPRINT advocates for policies and
8 practices that can help cities like
9 Philadelphia make the most of their
10 skilled immigrant residents. This year,
11 the steering committee of IMPRINT has
12 selected Pennsylvania as the focus of its
13 efforts for the coming year.

14 Finally, there is the question
15 of how to open opportunities for
16 entrepreneurs. I've been talking about
17 immigrants as workers. Immigrants also
18 create jobs. Let me share a few
19 examples.

20 Each year our organization
21 presents an award to an immigrant
22 entrepreneur who has made significant
23 impact in our region. We call it the
24 Realizing the American Dream Award. Last
25 year the winner was Dr. Song Li. His

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2 company, Frontage Laboratories, was
3 started in 2001 with seed money from
4 family and friends. Today Frontage
5 employs 160 people here in our region and
6 has annual revenue of \$20 million.

7 This year the winner of our
8 award is Rudy Karsan. Rudy is the
9 co-founder of Kenexa, a global human
10 resources company based on the idea that
11 people who are fulfilled and engaged in
12 their work also make better employees.
13 Kenexa employs over 2,000 people
14 worldwide, including 300 in Pennsylvania.
15 Rudy's philosophy caught the attention of
16 IBM, which recently acquired Kenexa.

17 Of course, immigrants operate
18 smaller businesses too. A recent study
19 from the Fiscal Policy Institute shows
20 that while immigrants comprise 9 percent
21 of the population in the Philadelphia
22 region, they are 14 percent of the
23 business owners. This is no surprise to
24 anyone who has driven up Bustleton
25 Avenue, down Washington Avenue or walked

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2 through the Italian Market, which these
3 days is more like the Italian, Mexican,
4 Vietnamese or International Market.

5 The Welcoming Center's research
6 shows that on one corridor in West
7 Philadelphia there are 221 businesses
8 employing over 900 people. Immigrants
9 own 64 percent of those businesses.
10 Helping small businesses succeed in our
11 city requires a host of efforts, many of
12 which are facilitated through the City
13 Commerce Department and its Business
14 Technical Assistance Program, or B-TAP.
15 The Welcoming Center is fortunate to be a
16 B-TAP grantee.

17 Let me go back to the goals I
18 outlined at the beginning. Attracting
19 talented workers who will settle
20 permanently in our region, building and
21 fostering the skills of people who
22 already live in our region, opening
23 opportunities for new and established
24 small business owners.

25 Notice something important.

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2 These goals apply just as much as to
3 American-born community members as to
4 immigrants. That matters. We can't
5 achieve a shared prosperity by
6 overlooking anyone.

7 Research tells us that creating
8 an inclusive culture helps to foster
9 creativity in surprising ways. At the
10 same time, we know that cross-cultural
11 collaboration can be tough. Philadelphia
12 has struggled at times to build trust
13 among its residents.

14 Today we have an opportunity to
15 lead, not just nationally but
16 internationally, in an emerging field of
17 immigrant integration. This work is
18 about establishing productive economic
19 and social relationships among newcomers
20 and long-term residents. The ideas
21 discussed here today and many more are
22 being carried out across our region and
23 they're part of that process.

24 I look forward to answering any
25 questions that you may have, and thank

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2 you for inviting me to be part of this.

3 COUNCILMAN OH: Thank you very
4 much.

5 Councilwoman.

6 COUNCILWOMAN TASC0: I don't
7 have any questions. Thank you for the
8 work that you do. I certainly get the
9 e-mails.

10 MR. GONZALES: Several a week,
11 I'm sure.

12 COUNCILWOMAN TASC0: Yes.

13 MR. GONZALES: Thank you,
14 Councilwoman.

15 COUNCILMAN OH: In terms of
16 persons across the U.S. or in other
17 countries, what, in your experience, is
18 their perception, if they have one, of
19 Philadelphia?

20 MR. GONZALES: Well, I can tell
21 you that I've asked people in my -- prior
22 to coming to the Welcoming Center, I was
23 a practicing immigration attorney, and I
24 had an opportunity to counsel many
25 business graduate students, Penn, Drexel,

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2 Temple, and I would ask them, of course,
3 why they chose Philadelphia, and it was
4 for the education, and where they were
5 looking for opportunities, and in many
6 cases, it was not Philadelphia. They
7 were looking to New York, California,
8 other growth areas in the United States
9 or, frankly, overseas.

10 I asked them what would make
11 Philadelphia a more attractive place.
12 It's interesting that you touched on the
13 shopping as a reason or -- a reason for
14 people to choose to stay in Philadelphia,
15 and that was definitely one of the
16 issues. Ultimately, though, it's sort of
17 a universal response about a sense of
18 belonging, that they needed to feel
19 connected to a place.

20 Often people move here not just
21 for education or jobs, but for family,
22 and those people have that sense of
23 belonging. They tend to stay and grow
24 their families here. It's those people
25 that come for their education and see

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2 opportunities elsewhere where we have to
3 seize the opportunity to create that
4 sense of belonging here in Philadelphia.
5 In some cases, it may be from some
6 cultures in the world, they want to have
7 an experience where they're taking lots
8 of photographs, seeing lots of important
9 sites, and doing shopping. That's a
10 critical element to their reason for
11 wanting to stay here.

12 But for others, that may not
13 play in at all. It may be just being
14 comfortable in having access to food that
15 they're familiar with from their home
16 countries, having access to doctors and,
17 frankly, municipal workers that
18 understand their culture and speak their
19 language.

20 Being able to connect and feel
21 comfortable in an environment is really
22 how many people choose to stay. It's the
23 same as if you were to go overseas
24 yourself and live in another country.
25 You're going to look for opportunities to

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2 work. You're going to work to understand
3 the culture, learn the language, but
4 ultimately it's that sense of feeling
5 comfortable, like you belong in that
6 community, that makes all the difference
7 in whether a person stays in Philadelphia
8 or in Pennsylvania or moves to another
9 part of the country or the world.

10 COUNCILMAN OH: How would you
11 rate our city compared to other cities in
12 terms of the sense that people arriving
13 in Philadelphia feel that this is a
14 welcoming place, that we're a global
15 international city, that this is a place
16 they might want to live and invite
17 friends to?

18 MR. GONZALES: Well, we're well
19 situated geographically to improve our
20 standing, I think, in attracting global
21 talent, but I can tell you that as a
22 person who has been looking around the
23 country at other cities, other
24 municipalities, other states that are
25 leading the effort in attracting and

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2 welcoming immigrants, we do better than
3 most, but there are several that are
4 still leading the way, and we're
5 competing with them.

6 So fortunately, we're seeing
7 many cities, smaller cities in
8 particular, coming to Philadelphia to
9 learn how we do what we do, particularly
10 at the Welcoming Center. They find us
11 online. They ask us to come and consult
12 with them in their cities. And an
13 example recently, last year the City of
14 Dayton, Ohio launched a campaign. Their
15 whole city got around welcoming
16 immigrants. And they have a beautiful
17 website that welcomes immigrants, and
18 they spoke at the Federal Reserve Bank's
19 conference last year. Somebody came down
20 from MIT who was studying this issue and
21 wanted to learn all about how they
22 developed this project in Dayton, only to
23 find out that the people in Dayton came
24 to Philadelphia to learn how we do it
25 here, but we don't do a very good job of

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2 telling the world that.

3 COUNCILMAN OH: That's good.

4 Don't tell anybody how we do it. No; I'm
5 kidding. Very good. I'm glad that we
6 are kind of benchmarking this.

7 MR. GONZALES: There's room to
8 improve, let's be clear.

9 COUNCILMAN OH: All right.
10 Thank you very much.

11 COUNCILWOMAN TASC0: Thank you
12 very much.

13 COUNCILMAN OH: No other
14 questions, this is our final panel.
15 Thank you very much, all of you, for
16 attending, sharing your testimony, and
17 everyone else for staying and for
18 everyone technical who has been here
19 since this morning. Thank you.

20 I have to officially close
21 this. I have to say, there are no
22 persons who signed up to make public
23 statements. If anybody would like to
24 make a public statement, this is a thing
25 that you can do.

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2 (No response.)

3 COUNCILMAN OH: Seeing no one,
4 then I will conclude today's public
5 hearing. We will recess until the call
6 of the Chair, which actually will be this
7 week on Wednesday, 1 o'clock in City
8 Council Chambers, Room 400, 4th floor of
9 City Hall. That is our last of the
10 three-part hearing, and we will conclude
11 that with public hearing for anyone who
12 wants to comment on any three parts of
13 our hearings.

14 Thank you very much. And I'd
15 like to thank Councilwoman Tasco, our
16 Vice Chair, for coming all this way out
17 here and spending the whole day with us
18 and to all our members who have also been
19 very helpful, Councilman Dennis O'Brien,
20 who was here earlier, and our other
21 Councilmembers who are watching or will
22 be participating as well.

23 So thank you very much.

24 (Committee on Global
25 Opportunities and the Creative/Innovative

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2 Economy adjourned at 2:30 p.m.)

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CERTIFICATE

I HEREBY CERTIFY that the
proceedings, evidence and objections are
contained fully and accurately in the
stenographic notes taken by me upon the
foregoing matter, and that this is a true and
correct transcript of same.

MICHELE L. MURPHY
RPR-Notary Public

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