



*Attracting
and
Retaining
Young Adults
to the
Pennsylvania
Heartland*

Research conducted to develop baseline information on the perceptions, attitudes and trends of young adults occupational choices and potential employment opportunities in the Pennsylvania Heartland.

2003

About This Report

Career development and occupational choice, for most people, are lifelong processes of engaging the work world through choosing among the many employment opportunities made available to them. Since the youth of the area are its future, research was conducted to identify the contextual issues that come into play in occupational choice and in ultimate workplace selection. The study engaged rural high school youth, college and working young adults and major industry managers in Central Pennsylvania, which comprises Centre, Clinton, Columbia, Juniata, Lycoming, Mifflin, Montour, Northumberland, Perry, Snyder and Union Counties in identifying critical factors that operate in their occupational decision-making process.

The goals of this report are to promote a fuller understanding of the nuances of area youth and young adults' occupational choices and of the factors within the rural Central Pennsylvania context that influence and interact with their career decision-making. Of equal importance, the report seeks to increase the understanding of the role that major industry clusters play in the local economy and in occupational choice and development of the area's workforce. To maintain and develop a viable workforce that is capable of adapting to the transitioning demands of employment, the report's findings need to be viewed as interdependent and reciprocal.

This summary is divided into five sections two of which briefly relate the opinions and themes that

emerged during the focus groups, one that reports the industry cluster analysis; another that provides a literature review and lastly demographic census data analysis.

Input was collected from 226 individuals who either participated in one of the twelve young adult or in one of the seven industry focus groups. Of these groups, seven were conducted with 98 high school seniors, three were with 50 graduating college seniors and two with 22 employed young adults, ages 25 to 34. Input was also collected from 54 individuals employed in management level positions working in manufacturing, wood product production or health care industries.

The groups' interviews were conducted using open-ended structured protocols that lasted about an hour in length. The interviews were recorded, transcribed into a written format, and coded, and the emerging themes were identified and summarized. The following findings and conclusions reflect the perceptions of the individuals who participated in the focus groups.

The Central Pennsylvania Workforce Investment Board (WIB) has implemented a four-phased methodology: research and analysis, consensus building, validation and application, that incorporates both quantitative and qualitative analysis to identify four regional industry clusters. Industry clusters represent groupings of firms that share commonalities or complementarities and through the identification of shared competitive advantages co-locate within a geographic locale.

The Central Pennsylvania WIB, together with its regional partners from education, economic development and industry, has been able to identify clusters, sectors, occupations and skill sets that support the four clusters: Diversified Manufacturing, Lumber and Wood Products, Healthcare and Education. The methodology carefully defines a continuous strategy that is substantiated, coordinated and validated. By using cluster analysis as the foundation for application, workforce development, economic development and education can begin envisioning a community development strategy.

The report provides a springboard for dialogue to identify strategies that can assist in preparing youth to making career choices and in providing the context to maintain a viable workforce in the area. Some suggested next steps can be found in the summary *Building for the Future: Next Steps* section. The focus group sections *Turning Points: Adolescents and Young Adults Reasoning About Career Choice and Future Employment*, and *Perceptions of the Forces Changing Central Pennsylvania's Economy* engage a wide range of youth, young adults and industry managers in group dialogue.

Turning Points: Adolescents' and Young Adults' Reasoning About Career Choice and Future Employment

Natalie M. Ferry
The Pennsylvania State University

Finding 1

Young adults, through the interaction with family, school, and community, learn about and explore careers that ultimately lead to a career choice.

- Family, especially parents, are key to providing career learning experiences through their role model, teaching of skills, providing actual career exploration experiences, and validating youth's personal aptitudes and abilities.
- Youth match their personal skills to occupations and evaluate the appropriateness of the fit. Once a match occurs, the adolescent's self-efficacy and expectations for successful outcome plays a key role in the choice process and can predict the range of occupations that will be considered.
- Part-time working experiences provide valuable learning about jobs. For some it provides a strong motivator to pursue educational opportunities that open the door to specific types of employment. For others, it reinforces the desire to enter an identified occupation.
- Teachers tie subject matter to future occupations, reinforce personal skills and are role models. Teachers assist youth in sorting out their aptitudes in relationship to various careers. Their role model encourages many to seek careers as educators.
- School career projects were not identified as a significant career learning mechanism. A few students benefited from a school required career project. Most did not find them helpful in learning about various career opportunities.
- Internships were highly valued career leaning tools. The hands on learning that internships offer were powerful learning tools that permitted the young adult to experience the positive and negative aspects of a job.

Implications:

The key to changing youth and young adults' perceptions of careers will be mechanisms that assist parents, schools, and community stakeholders to provide learning experiences that communicate the positive opportunities local employment can offer.

1

Finding 2

Young adults' career choices are most influenced by significant individuals who play key roles in their lives or academic contexts.

- Parents are key influencers in their adolescent's career choice.
- Parents influence through interactions about scholastic aspirations, academic attainment and appropriateness of occupational choices
- For work-bound youth parents, predominately fathers, provide entry into workplace.
- Parental influence decreases when youth are in college and is replaced by college faculty who influence through their role model and reinforcing career matches to young adult's aptitudes.

Implication:

In changing youth and young adults' perceptions about career opportunities, parents and other significant adults who have great influence upon their occupational choice decision process will need to engage.

2

Finding 3

Young adults recognize that barriers do exist to implementing their future career choice and see ways to overcome these obstacles.

- Having or obtaining the financial means for additional education or training is the most significant barrier that all college-bound youth, applied and baccalaureate, face in achieving career goals.
- College acceptance, "staying focused to graduate," future job competition and the lack of skills to graduate were other barriers that high school seniors perceive as barriers.
- College seniors saw job competition and "getting a job" as their major barriers to career actualization.

Implication:

Finding ways to assist youth and young adults in resolving the barriers to implementing their career goals would assist in increasing the number and quality of those seeking employment in the area.

3

Finding 4

College-bound and work-bound young adults are influenced by vastly different social and economic contextual factors in their pursuit of markedly different occupational paths while transitioning from school to work.

- Two groups of high school students move from middle school to graduation on two very different paths.
- College-bound students have different cultural, socio-economic and academic expectations than work-bound students.
- Choices made long before one's senior year set on a path that frequently determines occupational choice.

College-Bound Youth

- Future oriented career trajectories. Future employment is not tied to high school graduation, but to college graduation.
- Future career choice is not tied to an occupation, but a career cluster.
- Parental academic expectations develop social and self management skills needed to succeed in college and workplace.
- Parental expectations, academic and appropriateness of occupations frequently drive ultimate career choice.

Work-Bound Youth

- Occupationally focused in future career choice. It is most frequently a specific occupation that is considered and ultimately chosen.
- In senior year starting to focus on "finding a job" upon graduation.
- Held more realistic expectations of what a job would involve and jobs available in the area.
- Skill development and even future training revolved around an occupation or specific job.
- Work-bound youth are the area's future workforce, who are more frequently planning to remain in the area.

Young Adults Working in Manufacturing

- Believe jobs that require a college education especially in service industries such as health care offer their children better futures.
- Perceive area manufacturing as a declining employer.
- Manufacturing's "magnet" employers who offer "best" pay and benefits require long tenure in second shift work before day shift becomes available.
- Area employment gained through family or friends.

Implications:

Since the transition from school to work is markedly different for college-bound and work-bound youth, providing exposure to a wide range of occupational experiences in high school years is essential to assisting youth to make a realistic career choice. The more the experience involves actual interaction in the workplace, the more the youth learns about the reality of what an occupation involves and how their personal skills and aptitudes would match a specific job.



Finding 5:

The career choices that young adults make is embedded in their academic efficacy, perceptions of the “ideal job,” their career maturity, and the context of family and community. Their high school career choice is a pivotal developmental task that defines their future employment and life trajectory.

- Career choice is a developmental task that high school seniors engage. This choice opens and closes future occupational opportunities.
- In the senior year in high school adolescents in our society are expected to make an initial career choice.
- The transition to college or work occurs more smoothly if initial career choice is made by the senior year of high school.
- Socio-contextual factors, academic efficacy, gender and perceived personal match come into play in the process of career choice.
- “Ideal Job” perception acts as a filter in the occupational choice process.
- College-bound and college graduating seniors alike held strong beliefs that a job should be one that would be motivating and enjoyable. “one you can wake up every morning and say I like going to work.”
- Work-bound high school, applied college students and working young adults judged the “ideal job” based upon salary, benefits and retirement offered. Once employed job security increased to equal salary in importance.
- Career decision-making is basis for making a career choice, formulating a plan to implement the choice and having the commitment to stick with it.
- Career maturity and career indecision was found to be tied to the context of family and community.
- In two of the seven high school groups, the majority of the senior participants had not made an occupational choice and were not implementing a plan of action to achieve career goal or employment
- In these two schools, parents appeared not to be engaged with their adolescent’s future career choice or planning. Since parents play a critical role in providing career learning experiences and in influencing occupational choice, it appears that in these communities parents have taken passive roles in assisting their adolescents in pursuing future employment.
- Four year institution graduates were predominately seeking employment in education careers.
- Applied college graduates were predominately seeking employment in manufacturing.
- The applied college graduating seniors were actively seeking employment through a wide range of strategies while the four year college graduates were merely putting their resumes on the web assuming this would be the key to their employment.

Implications:

Assisting young adults in gaining information about various occupations, required occupational skill sets, future employment opportunities, and the transportability of workplace skills is critical to expanding the consideration of a wide range of employment choices

5

Finding 6

Perceptions of an occupation either enhances or eliminates it from consideration as a potential career choice.

- Healthcare and Education were viewed as positive career choices.
- Manufacturing was viewed with a negative stereotype of being a dirty, labor intensive, monotonous, dead end job.
- College-bound adolescents were the most critical of manufacturing employment while vocational students were most positive.
- Within the working young adult groups, participants viewed a career requiring a college education as a more positive career choice for their children.
- Lumber and Wood Products Industry was the most severely stereotyped as an occupation in which limited skilled persons worked. Students had limited knowledge of the industry.

Implication:

For youth, perceptions of an industry cluster frame the career choice process and influences their ultimate decision process. Changing industry perceptions may increase the desirability of these occupations as career choices.



Finding 7:

The out migration of young adults from Central Pennsylvania appears to be a function of its ruralness that offers limited employment opportunities and cultural diversity.

- Living in a rural area creates for young adults a conflictual dilemma that peaks during the career choice process.
- Rural areas lack diversity in occupations to explore and enter.
- The rural area was seen as lacking a wide range of employment opportunities.
- The rural areas was viewed as having limited cultural diversity in its workforce and communities.
- The rural area was perceived as having a conservative view of cultural and social customs and practices.
- Conflictual dilemma young adults face involves staying in the rural area to be near family and friends or leaving to seek employment elsewhere.
- College-bound youth typically expect to leave the area to find employment in their chosen occupation.
- The majority of the youth planned to locate in Pennsylvania's urban areas or in the Northeast states within commuting distance from family and friends.
- Applied college graduates were more willing to stay in the area.
- Young working adults were tied to the area by extended family and financial commitments, but continuous lay-offs may force them to leave to work elsewhere.

Implication:

Decreasing the out migration of the area's young adults will be directly tied to changing their beliefs about the area and the employment opportunities that they perceive are available to them.



Industry Cluster Analysis: Inspiring a Common Strategy for Community Development

Rachel V. Smith
Central Pennsylvania Workforce Development Corporation

Finding 1

Diversified Manufacturing

The Diversified Manufacturing Cluster was designed to emphasize the importance of manufacturing while accounting for the deviation in the types of goods produced across the region.

- Diversified Manufacturing comprises 14 percent of the region's workforce.
- Contrary to national and state trends, employment within the cluster experienced growth between 1995 and 2000.
- The region's concentration of employment in this industry cluster is more than 3 times the national average.
- Since July 1, 2001, at least 7,200 manufacturing jobs have been affected by plant closures or layoffs.

1

Finding 2:

Lumber and Wood Products

The Lumber and Wood Products Cluster is reflective of an entire value-chain because it includes the raw product harvested through logging, progresses through the primary production in sawmills to the value-added through secondary manufacturing of wood-based products.

- Lumber and Wood Products comprises 5 percent of the region's workforce.
- Cluster employment growth in the region at 33 percent between 1990 and 2000 significantly out-paced state and national growth.
- Employment within the cluster is expected to grow 10 percent between 2000 and 2010.

- The region's concentration of employment in this industry cluster is more than 4.5 times the national average.
- The cluster may experience substantial future threats as primary processing continues to move offshore.

2

Finding 3:

Healthcare

The Healthcare Cluster focuses on both the production of healthcare-related goods and the provision of services that promote the health and well being of residents.

- Healthcare comprises 13 percent of the region's workforce.
- Between 1980 and 2000, the regional population grew by 7 percent while the percentage of residents over the age of 65 increased by 31 percent.
- Employment within the cluster is expected to grow 17 percent between 2000 and 2010.
- 13 of the 25 fastest growing occupations in Pennsylvania are health related.
- The industry's growth potential is impacted by significant shortages in nursing and other technical positions.

3

Finding 4

Education

While elementary, secondary and post-secondary institutions comprise the foundation of the Education Cluster, it also includes the entire spectrum of educational services from child daycare to adult job training and rehabilitation.

- Education comprises 15 percent of the region's workforce.
- Employment within the cluster is expected to grow 18 percent between 2000 and 2010.
- The region is home to seven major post-secondary institutions, a wide-based system of career and technical schools and thirty-three school districts.
- The region's concentration of employment in this industry cluster is more than 1.5 times the national average.

4

Finding 5

Occupational opportunities within the four industry clusters.

Contrary to common perceptions, each of the four industry clusters offers employment opportunities along a wide spectrum of skill levels, ranging from short-term on-the-job-training to advanced degrees. However, each cluster is naturally inclined to rely on a particular segment of the workforce.

- The largest percentage of occupations within Diversified Manufacturing can be obtained with a minimum of moderate or short-term on-the-job training that can take as long as 12 months or as little as a week to acquire.
- Although Lumber and Wood Products depends on individuals who acquire skills on the job, most of the training takes longer than 12 months.
- Healthcare is dually reliant on occupations that require post-secondary certification as well as support staff positions that receive short-term on-the-job training.

-
- Education offers the largest percentage of employment opportunities for individuals with advanced degrees.

Implications:

To develop a strategy for community development, workforce development, education and economic development partners must increase their awareness and knowledge of the region’s economic engines and coordinate responses that support infrastructure development, workforce training and entrepreneurial innovation. Additionally, understanding the occupational needs of these clusters will provide young adults with more accurate information regarding current and future job opportunities in the region.

5

Perceptions of the Forces Changing Central Pennsylvania’s Economy

Natalie M. Ferry
The Pennsylvania State University

Finding 1

All of the industry clusters reported that employment in their worksites is very stable with low turnover except in the low-paying, unskilled, entry-level positions.

Industry reports that:

- Entry level employees with the lowest retention, lack skills, technical and personal, and exhibit low work “ethic.”
- Shortage of middle level supervisors is challenging for most businesses
- Upper level positions are easier to fill, but new hires and their family need to like living in the rural area.
- Different industries have specific educational requirements for the majority of their employees.

Impact upon area job market:

- Low turnover creates a tight job market in which finding employment is difficult.
- Area employees are uncertain about their future employment in the area which reinforces “keeping one’s job” and decreases turnover.
- Lowest paying, limited skilled positions turnover churning this workforce pool as individuals job hop from one site to another.

Implications:

Due to low job turnover, the local labor market is limited in its employment opportunities except at the entry level which offers limited salary compensation and work challenge.

1

Finding 2:

Employees lack basic communication, problem solving, and team working skills to perform effectively in the worksite. Computer skills are essential for future workplace success.

Industry reports that:

- At all levels, employees lack personal skills to function in today's workplace.
- Area employers face the challenge of teaching skills to assist their workforce to make the transfer to a more technologically driven workplace.
- During the transition, area firms have to bear the cost of training.

Implications:

Employees entering the local labor market need to increase their personal as well as their technical skills. Companies are willing to provide technical learning opportunities but perceive that employees should have gained the personal skill to work effectively in their prior educational or working experience.



Finding 3:

Rural Central Pennsylvania employers are challenged to be competitive within a global market that is transforming the economic base of this rural landscape from one of agriculture and manufacturing to a service-based economy.

Industry reports that:

- Competition is a driving force that is impacting all business sectors.
- Local employers cannot compete in the job market to hire recent graduates with cutting edge skills due to their inability to pay wages competitive with more urban areas and the lack of up-to-date equipment in their job sites. Also creates barriers to hiring recent graduates.
- Educational requirements vary across industry sectors.
- Taxation and government regulations increase the cost of doing business in the area which impacts firms' ability to pay higher wages.
- Healthcare insurance and employee benefits are the issue that currently affects

all sectors of business in the area.

Implications:

The interconnection of Central Pennsylvania's industry clusters makes it critical to look across industries to identify issues and solutions rather than addressing one specific industry's presenting needs.



Finding 4:

Innovation and collaboration are emerging characteristics of the industries in the area.

Industry reports that:

- Newly formed collaborations that provide partnering businesses with ways to share expertise and operating functions eliminate duplication and save resources.
- Development of unique shifts to hire specific sectors of the workforce increases profitability. An example is the Mommy shift that works school hours rather than standard working hours and is more productive.
- Involved industries voiced interest in learning more about ways to partner and in becoming involved in innovative and collaborative efforts.

Implications:

Local innovations and collaborations should be showcased as examples of “Best Practice” so that other area firms can adapt them to their business practices.

4

Preservation of Human Capital: The Importance of Retaining Young Adults: A Literature Review

James K. Shillenn
Industrial Modernization
Center, Inc.

The problem that most rural areas in the United States are now experiencing is that the number of young adults moving out is greater than the number of young adults moving into rural communities. Higher skilled youth are more likely to leave rural areas and relocate to urban areas. This net loss of human capital or “brain drain” can destine a rural community or region to chronic or long-term economic hardship due to the loss of workers contributing to the local tax base plus an aging population which will increase demands upon local medical and social services agencies. Young adult decisions to leave home and relocate to another area are fairly complex and based upon a number of factors such as wages, availability of local amenities that appeal to young adults, and the depth and variety of jobs, social and educational opportunities available. With the loss of young human capital only recently emerging as a regional economic issue, few programs have been developed to reverse this trend and their results are not yet documented.

Demographic Analysis: Related to Young Adults in the Heartland Region from 1980-2000

Katie Bell
Industrial Modernization
Center, Inc.

To increase understanding of the trends and migration patterns of the young adult population in Pennsylvania’s Heartland, an eleven county region in Central Pennsylvania, a census data analysis was conducted. The analysis provides baseline information of the young adult population who currently reside in Pennsylvania’s Heartland. The analysis documents the changes that have occurred in the region over the past ten to twenty years. This section of the report provides analysis of the trends for each of the eleven counties, for the Heartland Region as a whole, and compares the region to State, Regional (Northeast) and National data.

Building for the Future: Next Steps

Natalie M. Ferry

The Pennsylvania State University

Reflecting back on the research findings of the project from the present vantage point is both instructive and, in some ways, melancholic. Gone is the belief that interventions are easily implemented and directive in their outcome. Yet optimism still prevails that various stakeholders within the region will be willing to embrace the issues that have been identified and work collaboratively to begin the arduous task of addressing them. The issues have been identified and the building blocks for success are residing in the region's schools, agencies and organizations. The challenge will be bringing all of these stakeholders to the table in a relevant manner so that each becomes committed to seeking change that may not be comfortable but is necessary. These changes are needed to assist youth, their families, their communities and industries in the area to move forward to build a stronger economic base in which employment is both stable and financially rewarding. To achieve these goals will require unification of agendas, a willingness to let go of past assumptions, and nurturing of a shared mission to address the issues at hand.

Key stakeholders in the issues at hand are young adults, their families and the communities in which they live. The following are potential next steps that, if acted upon, could assist

in strengthening the knowledge base used to make more informed career decisions.

Parents play key roles in youth's career decision-making process. Parents need help recognizing that youth look to them to provide learning experiences and are greatly influenced by parental occupational advice. Many parents could benefit from educational interventions that expand their knowledge of potential career options that are available to their children in the area and nationally.

- Part-time jobs and internships in high school are valuable career skill building learning experiences. Local high schools can approve more for credit work experiences for senior project completion. This can provide the means to tie work with school courses that makes school-to-work linkages more relevant in youth's high school learning context.
- Parents and teachers need to be assisted in learning how to support youth in identifying how personal aptitudes and academic efficacy are related to specific occupations.
- All youth and young adults need to learn employment strategies and the skills needed to successfully find a job.
- Some families of higher educationally bound youth lack the knowledge and the skills to assist their young adults in applying and seeking resources to participate. The ability to overcoming these barriers can become the stumbling block to acceptance.
- High school educational courses are not clearly linked to future occupations. In middle school when selecting high school courses, youth need to have clearly defined paths that outline which course selections lead to various future occupations.
- Internships or work release experiences can assist work-bound high school youth to transition to the work world better prepared to meet the employment environment expectations. These experiences can also open the doors to employment as well as influence the young adult to remain in the area.
- Potential college-bound youth matriculating in high schools that exhibit high levels of career indecisiveness in the senior year, need to be engaged in career educational programming that involves both the young adult and their parents.

- Changing the perceptions of various industry clusters will need to engage the family as well as the youth. Family expectations are more supportive of careers that require a college education and are reflective of the emerging public service sector's employment opportunities.
- Changing migration trends of college educated young adults will occur when the local economy can support jobs that pay an equivalent of the national wage and offers state of the art employment sites where one's skills are used and rewarded.
- High school work-bound youth are the future workers of local industries. Providing more support for these individuals to learn specific skills needed in local employment sites will benefit both the young employee and area businesses.

Youth, families and communities are dependent upon the economic stability that local employment provides. The interdependence of the well-being of the local economy is directly reflected in the well-being of the lives of its residences. Central Pennsylvania is in an economic transition that is reshaping its communities and employment opportunities. The following are potential next steps that if acted upon could assist in maintaining a viable workforce in the area.

- Two classes of workers appear to have developed in

manufacturing sites. One is the long-term experienced, high paid employee and the other is the younger, less tenured lower income worker. The future of industry appears to reside with both; however, keeping the later will be dependent upon the ability of industry to provide stable employment that honors the promise of continuing future employment and opportunities for future advancement. Maintaining these young adults would appear to be of primary importance to the future of manufacturing in the area.

- Unskilled entry level labor that is prepared to enter the workplace with personal and technical skills would reduce the churning of the labor pool at this level, as well as the training costs of remediation with work-bound youth which would assist in preparing a pool of work ready potential employees.
- Increasing the basic personal and technical skills of entry level workers would increase local employers' productivity. Partnering with local vocational high schools would appear to be a vehicle that could address this issue. Through internships and work related high school credit programs youth could experience workplace demands first hand.
- Identifying "best practice" programs in the area and in other parts of the state could

provide a model to be used in local high schools to improve workplace personal skills. All youth college-bound and work-bound appear to need more assistance in career development decision-making.

- The area's major industry clusters are interrelated through public policy issues that affect their ability to operate profitably. Issues such as the cost of health care coverage is not an issue that a business or industry can resolve by their own means. Public policy issues frequently impose a cap on business prosperity that spills over into the community through worker wages. Finding a way to address these issues would provide a more stable economic environment that would assist in business profitability and retention.
- The interdependency of the area's industries provides the context in which an integrated and systematic approach to understanding and addressing issues would be the most productive. Working collaboratively workforce and economic development agencies and organizations, have the opportunity to create area wide change rather than industry specific remediation.
- Identifying current industry collaborative and innovative models, and assisting them in growing would enhance local

collaborations that help businesses to be more profitable.

- The rural context of Central Pennsylvania appears to be a barrier to change as well as an environment for the development of specific industry strengths. Assisting area key stakeholders and political entities to embrace the reality of the changing economic and cultural landscape, will be key to moving the area forward.

Where to Obtain Additional Information:

A copy of the full report is available upon request. Contact Dr. Natalie M. Ferry at (814) 863-6150 or nmf3@psu.edu. The report is available electronically on Penn State Cooperative Extension's Workforce web site <http://www.extension.psu.edu/workforce/>.

Acknowledgement:

This project was financed in part by a grant from the Commonwealth of Pennsylvania through the Department of Community and Economic Development, *Stay Invent the Future Initiative*.



This publication is available in alternative media on request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901, Tel 814-865-4700/V, 814-863-1150/TTY.

©The Pennsylvania State University 2003