Bill as Introduced

SB 208-FN - AS INTRODUCED

1999 SESSION

99-0839
04/01

SENATE BILL ***208-FN***

AN ACT establishing a "parents as scholars" program.

SPONSORS: Sen. Wheeler, Dist 21; Sen. McCarley, Dist 6; Rep. Durham, Hills 22; Rep. M. Fuller Clark, Rock 36; Rep. Estabrook, Straf 8

COMMITTEE: Public Institutions, Health and Human Services

ANALYSIS

This bill establishes the "parents as scholars" program within the department of health and human services to provide financial aid and living assistance to eligible pupils who have dependent children and who are matriculating in a 2-year postsecondary undergraduate program.

Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears ~~[in brackets and struckthrough.]~~
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

99-0839
04/01

STATE OF NEW HAMPSHIRE

In the Year of Our Lord One Thousand Nine Hundred and Ninety-Nine

AN ACT establishing a "parents as scholars" program.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Purpose; Intent. The skills needed to succeed in today's' economy require an education. For many currently on welfare, lack of skills go hand in hand with long-term joblessness. Studies show that of the women who leave welfare due to employment, about 1/2 return to welfare. Women who have education and training are significantly more likely to get stable jobs that pay a living wage with adequate benefits. Today, more than ever before, employers are seeking skilled workers. Many on welfare have not developed solid skills for employment in today's economy. A strong economy has helped many welfare recipients find work in the past 2 years, but only through education and training will we see long term reductions in poverty and welfare caseloads. The New Hampshire community-technical college system is an appropriate partner to offer educational programs which include both academic pursuits and real-life work experiences for the benefit of these recipients.

2 Training Programs and Postsecondary Educational Activities; Reference Added. Amend RSA 167:85, I (g) to read as follows:

(g) Training programs and postsecondary educational activities, ***including self-initiated education pursuant to RSA 167:91, IX(c) and the "parents as scholars" program pursuant to RSA 167:91, VIII.***

3 New Section; Employment and Family Assistance Programs; Parents as Scholars Program Established. Amend RSA 167 by inserting after section 90 the following new section:

167:90-a Parents as Scholars Program.

I. There is hereby established the parents as scholars program within the department of health and human services. This program shall provide expanded opportunities for low-income persons receiving assistance under this chapter to obtain postsecondary education. The program shall focus on enrollment in vocational and postsecondary education programs up to and including the associate's degree level, and shall include a component which allows participants to meet work requirements through internships, work study, or employment on campus or reasonably close to campus. The program shall be available to a maximum of 500 participants.

II. The department of health and human services shall adopt rules, pursuant to RSA 541-A, relative to the implementation and administration of the parents as scholars program.

4 Specialized Services; Parents as Scholars Program References Added. RSA 167:91, VIII is repealed and reenacted to read as follows:

VIII.(a) The commissioner may approve a participant for postsecondary education or the parents as scholars program if it appears that postsecondary education is required for the household to achieve long-term economic independence. All postsecondary education shall emphasize vocational skills training for participants in a specific occupational area.

(b) Participants who wish to pursue postsecondary education shall be subject to the following eligibility criteria and program requirements:

(1) The participant does not possess the necessary skills to obtain employment that would enable such a participant to support a family at 185 percent of the current federal poverty level, as adjusted annually.

(2) That, considering potential employment opportunities and local labor market conditions, the postsecondary education sought by the participant will significantly improve the ability of the family to be self-supporting.

(3) The participant has the aptitude and ability to complete the proposed postsecondary education program.

(4) The program participant shall be available for education, training, study or related work activity for a minimum of 25 hours per week.

(5) The participant shall make satisfactory academic progress toward completion of the relevant educational program in order to remain in the parents as scholars program.

(6) Any initial postsecondary educational plans shall emphasize vocational skills training in a specific occupational area and shall not be approved beyond the associates degree level.

(7) The department shall not be required to reimburse for tuition, books, supplies, or school fees, but may do so as funds are available.

(8) The commissioner of health and human services shall adopt rules, pursuant to RSA 541-A, as necessary to implement the "parents as scholars" program consistent with the provisions of this paragraph.

5 Effective Date. This act shall take effect January 1, 2000.

LBAO
99-0839
2/25/99

SB 208-FN - FISCAL NOTE

AN ACT establishing a "parents as scholars" program.

FISCAL IMPACT:

The Department of Health and Human Services indicates this bill will increase state expenditures by $86,910 in FY 2000, $347,616 in FY 2001 and each year thereafter. State revenue will increase by $43,455 in FY 2000 and $173,808 in FY 2001 and each year thereafter. There will be no impact on county and local revenue or expenditures.

METHODOLOGY:

The Department assumed this program would run in addition to the education program currently provided under Temporary Assistance for Needy Families (TANF), and that services would be provided gradually for up to 500 participants over 4 years. Federal funds would be available and this program would be 50% federal and 50% state general funds.

The Department determined that 102 individuals were in post secondary activity in September 1998. Of these, 23 were working with an average income of $402 per month. The Department assumed that an individual would receive $444 per month in financial support based on current cost of the New Hampshire Employment Program (NHEP) under TANF. Since the NHEP disregards 50% of earned income, these individuals had $201 a month in countable income, leaving the financial assistance grant amount at $243 per month, and $137 per month for support services, such as transportation and auto repairs.

The Department accounted for 5 groups of participants and calculated costs based on the groups' participation during the 4 years as follows:

(1) Current participants – individuals currently participating in education activities – no cost.

(2) New TANF participants – 25 each year, with 25 graduating each year after the first 2-year session. A lower cost was allowed for these participants because there will be a work requirement to reduce the grant.

(3) Participants who would have left the current NHEP and financial assistance, who will instead participate in Parents as Scholars.

(4) Individuals who receive assistance, but are not in the NHEP, who will opt to join the new program.

(5) NHEP participants receiving assistance who will switch to the new program – cost neutral.

	FY 2000	FY 2001
Group 1	$ -	$ -
Group 2	46,728	186,900
Group 3	29,904	119,616
Group 4	10,278	41,100
Group 5	-	-
Total	$86,910	$347,616
State	$43,455	$173,808
Federal	$43,455	$173,808

Committee Minutes

EDUCATION COMMITTEE

1999 Re-Referred Bills and Subcommittee Assignments

7/15/99

HB 0349-FN-L	relative to revising annual grant amounts made for school building aid.	**Rep. Robert McKinley, Chair** Rep. Bruce Dearborn Rep. Brien Ward Rep. Arthur Pelletier ***Rep. Alan Thulander **** ***(continuing member of School Building Aid studies)***
HB 0273-FN-L	relative to annual grants for school building aid.	
HB 0514-L	establishing open enrollment provisions in the school districts of the state.	**Rep. John Alger, Chair** Rep. Russell Cox Rep. Marie Rabideau Rep. Robert Guest Rep. John White
HB 0304	relative to the confidentiality of criminal history records checks.	**Rep. Brien Ward, Chair** Rep. Phil Weber Rep. Dave Larrabee Rep. Warren Henderson Rep. Claire Snyder ***Rep. David Welch **** ***Rep. Andrew Christie **** ***(members of C.J. & P.S.)***
SB 0170-FN-A	establishing a parents as teachers pilot program in Sullivan county and making an appropriation therefor.	**Rep. Susan Durham, Chair** Rep. John Alger Rep. Gordon Flint Rep. Claudette Jean Rep. Claire Snyder ***Rep. Margaret Case **** ***(member of H.,H.S.& E.A.)***
SB 0208-FN	establishing a "parents as scholars" program.	
HB 0466	establishing a commission to study education options in school districts not maintaining a high school.	**Rep. Bruce Dearborn, Chair** Rep. Perley Davis Rep. Betty Hoadley Rep. Claudette Jean Rep. Charlie Yeaton

SB 170 and SB 208
RE-REFERRED BILLS
REP. DURHAM, SUBCOM CHAIR
NEW 08/17/99

HON SUSAN B DURHAM
70 HAYDEN RD
HOLLIS NH 03049-6200

HON JOHN R M ALGER
935 E RUMNEY RD
RUMNEY NH 03266-3037

HON GORDON B FLINT, SR
21 LINCOLN TER
NEWPORT NH 03773-1410

HON CLAUDETTE R JEAN
52 BURKE ST
NASHUA NH 03060-4743

HON CLAIR A SNYDER
46 COLONIAL VILLAGE
SOMERSWORTH NH 03878-1558

HON MARGARET A CASE
44 BEACH HEAD ROAD
NOTTINGHAM NH 03290-4921

Ann FitzGerald
Committee Researcher

HON GEORGE F DISNARD
PO BOX 1476
CLAREMONT NH 03743-1476

HON CAROLINE MCCARLEY
PO BOX 131
ROCHESTER NH 03866-0131

HON KATHERINE WHEELER
27 MILL RD
DURHAM NH 03824-3098

HON IRIS W ESTABROOK
8 BURNHAM AVE
DURHAM NH 03824-3011

HON DAVID C ALLISON
RR 2 BOX 889
CORNISH NH 03745-9743

HON MARJORIE K SMITH
PO BOX 136
DURHAM NH 03824-0136

HON MARTHA FULLER CLARK
152 MIDDLE STREET
PORTSMOUTH NH 03801-4306

Speakers

SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # SB308-FN Date 5-4-99

Committee Education

**** Please Print All Information ****

Name	Address	Phone	Representing	(check one) Pro	Con
Submitted pink card, but didn't speak:					
Ms. Nadine Altomare		227-1138		X	

SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # SB208-FN Date 5-4-99

Committee Education

**** Please Print All Information ****

Name	Address	Phone	Representing	Pro	Con
Robyn Moreau	12 Salmon St. Apt 119 Newmarket	659-2401	Student	✓	
Sen Caroline McCarley	SH117	2600	Dist 6	✓	
Ann Widger	Walker 84	225-2097	NH Chapter Nat'l Assoc of social worker	✓	

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON SB 208-FN

BILL TITLE: establishing a "parents as scholars" program.

DATE: May 4, 1999

LOB ROOM: 207 **Time Public Hearing Called to Order:** 01:20 p.m.

Time Adjourned: 02:55 p.m.

(please circle if present)

Committee Members: Reps. O'Hearn, Durham, Searles, Dearborn, Henderson, Larrabee, Weber, Hoadley, Rabideau, Flint, McKinley, P. Davis, Alger, Cox, Ward, Guest, Riley, Yeaton, Snyder, C. Jean, A. Pelletier, Estabrook and J. White

Bill Sponsors: Sens. Wheeler and McCarley and Reps. Durham, Fuller Clark and Estabrook

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

SEN. KATIE WHEELER (Sponsor): I support this bill. We need to help provide for long term employment. The bill is flexible: different needs, different skills and different goals. There is a philosophical issue here. Is getting more education better than getting the first paycheck? It gives citizens' TIME, rather than money. The technical community college system is the partner here. The vast majority will be women because single mothers are most apt to qualify, but fathers can qualify too. The recipients must put their own educational plan together.

*MR. JACK GETTENS (Dept. of Health & Human Services – Family Assistance): I oppose this bill. The 1995 welfare program was reviewed in 1996 and the AFDC was repealed. NH Employment Assistance helps families in New Hampshire. This bill will impact the NH Employment Program. This bill changes the focus. When does the employment become available? That's the new question. When people can't find jobs, training will be available. The "search for work first" piece would be removed with this bill. Health & Human Services does not support this change. Their program is "work first, but not work only". I have three technical concerns:

1. The 500 participant cap could be counter-productive
2. The minimum should be tied to the feds; it's 25 hours in this bill
3. Waiver concerns; especially as the expiration runs out

This bill with "185% at current federal poverty level" is the threshold. Approximately 6000 families are receiving financial assistance. About 25% are youngsters without an adult present. About 95% of the 6000 are women and there will be one or more children. As you earn money, the assistance goes down. $1,100 per month "graduates" the family from assistance. Commissioner DuBois supports the bill. There are several areas of agreement between the bill and myself. He then submitted written testimony.

MS. KATE FREY (NH Commission on the Status of Women): I support this bill. This is a very effective way for women to continue their education.

*MS. ANN WIDGER (NH Citizens Alliance): I support this bill. She then submitted written testimony.

MS. EMILY ELLIOTT (NH Community Technical College-Berlin): I support this bill. We force choices (that are really not choices at all) on welfare recipients. Forcing a person to take a low-paying job does not help him/her in the long run. How much help can the school give to this type student? Not much.. You need 64-72 credits for graduation. Students will need to be assertive, savvy and determined to accomplish such a program.

MR. JONATHAN BAIRD (NH Legal Assistance): I support this bill.

*MS. SHEILA EVANS (NH Women's Lobby): I support this bill. Illinois went even further. They "stopped the clock" on the recipients who could achieve a 2.5 G.P.A. There were students at the Senate hearing, but many of them are taking finals today and could not come here today. In TANF (Temporary Assistance to Needy Families), you are going to work or have training. Now there is a third alternative, enrolling in college level work. She then submitted written testimony.

REP. SUSAN DURHAM (Co-sponsor): I support this bill. The conditions in this bill are valid. The student needs to arrange for his/her tuition, fees, books, etc. The help comes in the way of cost of living.

MS. SANDRA SWEENEY (NH Dept. of Employment Security): I support this bill, but we don't really need this bill! Some companies ask for prospective employees who will make career plans involving wages, benefits, course reimbursements, etc. It blends perfectly with TANF associates. When the economy is bad, is when we need this bill. That is the time to train people.

*COMMISSIONER GLEN DUBOIS (NH Community Technical College System): He was unable to attend this hearing due to a scheduling conflict, but sent in written testimony to go on record as a supporter of this bill.

Respectfully Submitted,

Rep. Elizabeth K. Hoadley

Rep. Elizabeth K. Hoadley, Acting Clerk

Sub-Committee Actions

House Education Committee
Subcommittee Report on SB 208
(establishing a "parents as scholars" program
October 14, 1999

The subcommittee met several times and heard testimony. It considered a proposal which would establish a program at the community technical colleges to help welfare recipients who have multiple barriers, such as substance abuse, family violence, learning disabilities and low literary skills. This was a major change from the purpose of the original bill. It became apparent that this issue needs more time. The prime sponsor will introduce legislation to establish a short-term commission to study how the community technical colleges can work with welfare recipients. Because the goals of this bill will be studied further, the committee felt *Inexpedient to Legislate* was the correct report for this time.

Respectfully submitted,

Representative Susan B. Durham
Subcommittee Chair

Subcommittee Members
Rep. John R.M. Alger
Rep. Gordon B. Flint, Sr.
Rep. Claudette R. Jean
Rep. Clair A. Snyder
and
Rep. Margaret A. Case from the
Health, Human Services and Elderly Affairs Committee

SUBCOMMITTEE WORK SESSION

COMMITTEE: _____

BILL NUMBER: SB 208

TITLE: Establishing - parents as scholars progr

DATE: Oct. 13, 1999 LOB ROOM: 207

TIME CALLED TO ORDER: 1:30 TIME ADJOURNED: 1:58

SUBCOMMITTEE MEMBERS: Dunham, Jean, Alger

NOTES: (Attach additional sheets if necessary)

Rep Alger moved ITL seconded Rep Jean

4 aye
0 nay

RECOMMENDATION TO THE FULL COMMITTEE:

- ☐ See Below
- ☐ No Recommendation Yet

RESPECTFULLY SUBMITTED,

Rep. Susan B Dunham
For the Subcommittee

Rev. 08/24/98

632-A:4-

John Stephen - Exec. Comm

Present:- Rep. Alger, Jean, Durham

Oct. 13 1:30

Sen. Wheeler- goal for 1 person to support a family on one salaries

d do not feel amendment reflects to purpose of the bill.

Make bill ITL - blank reflect short term com. to study welfare and post-secondary ed. would be positive feeling about goals

Jon Baird/education is a substantive issue To look at need to figure

Com. Dubois - willingness to work with HHS to help welfare recipient.

Rep. Chase its important that blank reflect that idea

adjourned at - 2:50

Sub-Committee Minutes

Subcommittee Work Session on
SB 170
(establishing a parents as teachers pilot program in Sullivan county and making an appropriation therefor)
and
SB 208
(establishing a "parents as scholars" program)
September 1, 1999
1:05 p.m. – LOB 207

Members: Rep. John R.M. Alger, Temporary Chairman
Rep. Jane E. O'Hearn
Rep. Gordon B. Flint, Sr.
Rep. Claudette R. Jean, Clerk
Rep. Clair A. Snyder
Rep. Margaret A. Case

Heather Thalheimer, Program on Parent Information Center

Reinstated for another 4 years.
Connects families with schools for later on.
Home visits help parents to be better prepared to aid child and meet needs of family.
Would like additional sites even in initial year.
Monthly play groups help children interact with other children.
Information given to parents on child's development monthly.
Collaborates with other resource centers and other community agencies statewide.

Rep. Snyder: How does it relate to Even Start?
Answer: It gives additional help.

Rep. Case: How are families chosen?
Answer: From minorities, underprivileged, Title I.

Rep. Flint: How does federal program in Sullivan work?
Answer: Intend to open an office in Claremont.

Rep. Jean: Can parents refer themselves to the organization?
Answer: Yes.

Testimony of Judith Raskin, Executive Director of Parent Information Center, N.H. Coalition for Citizens with Disabilities.

Rep. Alger: How is Parents as Teachers funded?
Answer: $400,000 for two years, some of which has to be used by Parents as Teachers program. Not under Department of Education but communicate with them. No financial relationship with Department of Education. Has to report to federal government how funds are used.

Rep. O'Hearn: How can we get more money to expand program?
Answer: Some states funding it through the legislature to the school districts. Benefit of this legislation – training of parents to help child. Two groups: (a) birth to 3 years and (b) 3 to 5 and school age. Need quality control for this training of parents. Dr. Patterson enthusiastic about program.

Rep. O'Hearn: Contact Rep. DeChane about early childhood commission for recommendation. Who is the connection from Department of Education for information on Parents as Teachers Program?
Answer: Problems in the future. Get help from Department of Education or Human Services, or other agencies to help children and coordinate effort to help families. Parent as Teacher Program needs to coordinate with other agencies such as Children's Alliance.

Rep. O'Hearn: How long has PAT been in existence in New Hampshire?
Answer: Since 1995. Not really talking about pilot, but need to implement it statewide – one or two counties by statute.

Rep. O'Hearn: Open it up to all counties in the state. Amended appropriation – page 3, lines 31-34.

Tricia Lucas, Department of Health and Human Services: Cannot extend into second biennium. Re-draft -- suggested amendment.

Rep. O'Hearn: Could program be means tested?
Answer: Yes, but should not be the only criteria. Offer other parenting workshops than the PAT services to get parenting skills.

Jack Gettens, Department of Health and Human Services: For SB 208.

The work session adjourned at 3:05 p.m.

Respectfully submitted,

Claudette R. Jean

Rep. Claudette R. Jean, Clerk

State of New Hampshire

HOUSE OF REPRESENTATIVES

CONCORD

TDD Access: Relay NH
1-800-735-2964

COMMITTEE ON EDUCATION

MEMORANDUM

TO: Subcommittee on SB 170-FN-A and SB 208-FN
Rep. John R.M. Alger
Rep. Gordon B. Flint, Sr.
Rep. Claudette R. Jean
Rep. Clair A. Snyder
Rep. Margaret A. Case (from Health, Human Services and Elderly Affairs)

FROM: Rep. Susan B. Durham, Chair

DATE: September 16, 1999

RE: Subcommittee Work Session

This is to inform you that subcommittee work sessions on the above bills have been scheduled for ***Wednesday, September 22, 1999, at the following times and locations:***

SB 170-FN-A	10:00 a.m. in Room **207** (LOB)
SB 208-FN	1:00 p.m. in Room **205** (LOB)

Enclosed are minutes from our last meeting.

Education Committee

Subcommittee Work Session on SB 208
(establishing a "parents as scholars" program
September 22, 1999
1:00 p.m. - Room 205 LOB

Attendance: Rep. Durham, Chair; Reps. Alger, Flint, Jean, Snyder

Speakers: Jack Gettens, Health and Human Services
Jonathan P. Baird, Lobbyist for N.H. Legal Assistance

Chairman Durham opened the meeting at 1:00 p.m. and introduced Jack Gettens who explained the original bill and a proposed amendment. He passed out the amendment and both he and Mr. Bard expressed support but acknowledged that Senator Katherine Wheeler had not yet seen the amendment. The result was to defer meeting again until late September or early October after Senator Wheeler has seen the proposed amendment.

The meeting adjourned at 1:55 p.m.

Respectfully submitted,

Representative John R.M. Alger, Clerk

Testimony

STATE OF NEW HAMPSHIRE
DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICE OF FAMILY SERVICES
FAMILY ASSISTANCE

Donald L. Shumway
Commissioner

John W. Gettens
Director

129 PLEASANT STREET, CONCORD, NH 03301-6857
603-271-4300 FAX 603-271-4637 TDD Access: 1-800-735-2964

TESTIMONY SB 208 May 4, 1999

Good morning Representative O'Hearn and members of the committee. My name is Jack Gettens and I am the Director of the Division of Family Assistance, Department of Health and Human Services.

Thank you for the opportunity to provide testimony on Senate Bill 208.

I come before you in opposition to SB 208.

New Hampshire's welfare reform program, the New Hampshire Employment Program (NHEP) has been in effect for over two years, and I believe that it is working well. In the past two years, NHEP participants have obtained over 4,000 jobs and there are 1,636 fewer families receiving financial assistance today as compared to the number two years ago.

New Hampshire's welfare reform changed welfare to an Employment Program and changed the former program incentives that discouraged work, to incentives that support the transition from welfare to work.

SB 208 proposes changes to the NHEP program. In particular, SB 208 establishes the Parents as Scholars program, providing vocational and postsecondary education for up to 500 NHEP participants. At this time, the Department does not believe that the proposed changes are necessary. Vocational and postsecondary education are currently part of the NHEP, with approximately 200 participants in vocational training and 100 participants in postsecondary education. The significant change proposed under SB 208 relates to "when" the training and postsecondary education become available. NHEP is a "work first" program. That is, there is the expectation that people who are receiving assistance, who do not have barriers to employment, and who are able to work must seek suitable employment. Education and training become available when participants are not able to find employment or when participants obtain employment but are in need of additional education or training to advance in their positions. SB 208 would provide an exception to the work first expectation and provide up-front postsecondary education and training prior to participants' job search or employment.

At the present time, the only exception to the up-front job search are those participants who have not graduated from High School and need to complete their GED, those who have serious or substantial barriers that need to be resolved before they can look for work and those who are already half way though an education or training program at the time they apply for welfare. All others are expected to seek employment. We believe that the up-front expectation for job search and employment is critical to the employment focus of the program and is necessary for the program to be successful.

While the up-front job search is critical to the program, the NHEP also provides other help to participants, including those with low basic skills. Currently, through the NHEP we provide adult basic education for those without their GED, job readiness training to help participants learn workplace expectations and behaviors, life skills training including money management and time management, and reimbursement for child care, transportation, and car repairs to support the transition from welfare to work. In addition, where appropriate, we plan to continue to emphasize short term, vocational specific training in combination with job search or employment.

In addition to the changes in the up-front employment focus, the Department has three additional concerns with SB 208. The first concern is that it limits the number of participants in vocational and postsecondary education programs to 500. There is currently no limit and we are concerned that at a future time, when there are fewer jobs available than at present, the limit of 500 may not be adequate to meet the participants' needs for vocational training.

The second concern is related to the hours of participation. SB 208 requires a minimum of 25 hours per week. A greater number of hours is required to meet federal participation requirements starting in federal fiscal year 2000. In addition, more than 25 hours of participation is federally mandated for two-parent households.

The third concern is related to federal participation requirements. Under New Hampshire's welfare reform waiver, postsecondary education is a work activity that counts toward the federal participation requirements. It is anticipated that the waiver will expire in June, 2001, and, at that time, postsecondary education will no longer count as a work activity. We are concerned that if a large number of NHEP participants are involved in postsecondary education at that time, it could significantly impact New Hampshire's ability to meet the federally mandated participation requirements.

I thank the committee for the opportunity to provide this testimony. I would be pleased to answer any questions.

New Hampshire Citizens Alliance

file

SB 208 "Parents as Scholars"

May 4, 1999

Thanks you Madame Chairwoman. My name is Ann Widger. I am a field organizer with NH Citizens Alliance and I work closely with the Making Welfare Reform Work Project, a coalition of organizations representing constituencies affected by welfare reform. Like all of us, NHCA and MWRW would like to see welfare recipients have the opportunity to become part of NH's workforce. We recognize the need for people to have the tools necessary to make this transition. Data show that education is a vital component of enabling people to permanently move themselves out of poverty and become self-sufficient.

There is a strong economic argument for allowing people to develop appropriate skills to earn a wage high enough to support themselves and their families. A short-term investment in people transitioning off the welfare roles will have positive economic effects in the long term. The current labor market favors job applicants with some post secondary education for jobs that offer a living wage and benefits. In fact, by the year 2000 at least half of all new jobs will require a college degree (Center for Women Policy Studies, 1998).

According to a 1998 study by the Center for Women Policy Studies the odds of a welfare recipient without additional education or training landing a job that pays a living wage are approximately 1 in 97. A recent study published in the Journal of Human Resources (1993) showed women with some college education reported earning $1,500 a year more than women with only a high school diploma. Annual earnings increased by over $4,000 for women with a certificate, $7,500 for a woman with an associates degree and $13,000 for women with a baccalaureate degree. These

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phone: (603) 225-2097 s fax: (603) 228-3360 s email: nhca@totalnetnh.net

data clearly show that a two or four-year degree would significantly increase a welfare recipient's chance to become self- sufficient because of increased earning power.

The benefits of post secondary education are clear; it can mean the difference between independence and continued poverty. The average expected lifetime earnings for a graduate with an associates degree is 25% more than a person with only a high school diploma (Center for Women Policy studies, 1998). Post secondary education assists in the decline of poverty rates. Poverty rates for families headed by African American women decline from 51 percent to 21 percent with post secondary education. For Latino families the poverty rate declines from 41 percent to 18.5 percent, and for white families the poverty rate declines from 21 percent to 13 percent (Center for Women Policy studies, 1998).

College education offers benefits beyond earning power that help an individual move toward self-sufficiency. Post secondary education improves self-esteem and has a dramatic impact on quality of life (Center for Women Policy Studies, 1998). Studies have shown education has made many women feel more confident and has made them proud of themselves. Some women also reported that education changed their lifestyle; they read more, made new friends and engaged in more cultural activities (Center for Women Policy Studies, 1998). In addition, attending post secondary education programs increases the educational ambitions among recipients' children, helping to break the cycle of poverty.

The availability of post secondary education has far-reaching benefits to families in poverty, both financially and psychologically. Passing this bill would enable qualified welfare recipients to attend college, providing them with an unparalleled opportunity to overcome tremendous barriers and offering them a chance to take a critical step toward self-sufficiency. For these reasons we urge you to pass SB 208. Thank you.

4 Park Street, Suite 403 s Concord, NH 03301
phone: (603) 225-2097 s fax: (603) 228-3360 s email: nhca@totalnetnh.net

NEW HAMPSHIRE WOMEN'S LOBBY

PO BOX 1072 • CONCORD, NH 03302-1072 • PHONE 603-224-9105 • FAX 603-224-0033

5-04-99
To: House Education Committee
Re: SB208 *"establishing a parents as scholars program"*

The NH Women's Lobby fully supports SB208 which permits qualified parents to pursue post-secondary education while receiving TANF funds. [Temporary Assistance to Needy Families]

We know that for most employers, the criteria for hiring is based on either education or experience...but what if you have neither? Without a post-secondary education, do you think there is a chance that a single mother will be able to support her family with a sustainable, secure income? This committee may be the most expert regarding the benefits of education for job success: how many employers have come to you and touted the need for the educated workforce? How many employers are satisfied with hiring a person with a high school diploma? What kind of pay can a person expect without post-secondary schooling?

This bill specifically targets a population that needs to move in the direction of self-sufficiency. The report by W.Norton Grubb, "The Varied Economic Returns to Postsecondary Education" cites that "postive effects on wages and earnings" comes through "access to jobs which then provide more experience and on-the-job training." With this program, a parent has the opportunity to develop skills for a career which could provide a decent living wage.

SB208 contains a work requirement component, it requires students to secure their own tuition and money for textbooks... in other words, this is not a "go to school and collect from the state" program. The state of Illinois choose to alter their program rules to allow full-time students to concentrate on their studies and their children without punishing them if they cannot secure a compatible work requirement. Illinois even went so far as to "stop the clock" on the time enrolled in TANF for those attaining a 2.5 grade average. In announcing this directive, Governor Edgar said, "We're making this investment because it is important that person on welfare become educated to qualify for skilled, long-term jobs with pay that will enable them to become self-sufficient."

Please pass this bill in support of what we all know is true: education matters.
Thank you.

Sheila Evans

NH Community Technical College System

5 Institute Drive, Concord, NH 03301-7400
TDD Access: Relay NH 1-800-735-2964
E-mail: system@tec.nh.us

603-271-2722
1-800-247-3420
FAX: 603-271-2725

DR. GLENN DUBOIS
Commissioner

May 4, 1999

To the Members of the NH House Committee on Education

Unfortunately, a scheduling conflict will prevent my appearance today at 1:30 p.m. to testify on behalf of SB208. I would, however, like to go on the record as a supporter of this bill.

Briefly, I share the philosophy that more education for everyone is a worthy pursuit. With respect to this bill, I think it is important to point out a number of items.

1. This bill, if passed, will only affect a small percentage of current welfare recipients. Because of developmental educational issues, most welfare recipients are not ready to enroll in a college credit degree program. Those that are ready, should be encouraged to benefit from a community technical college educational program.

2. Our responsibility is to help move wage earners from $7.00 an hour to $17.00 an hour. Community colleges around the nation have done a remarkable job in this respect.

3. Our College system currently has the capacity, and the programs, to move individuals into higher paying jobs.

4. The NH Community Technical College System has a positive working relationship with the leaders of the NH Department of Health and Human Services. We are currently discussing ways to deliver more training and education to welfare recipients.

Again, I respectfully want to indicate my support for the "parents as scholars" bill. I am confident that our Community Technical College System has the capacity and resources to permanently move people from economic dependence to independent living.

Respectfully submitted,

Glenn DuBois
Commissioner

GD/mm

file
SB 208

§ 167:91. Specialized Services.

The following describes the employment program specialized services and associated participant requirements:

I. Each participant less than 21 years of age, who is not enrolled in school and who does not have a general education diploma (GED) or a high school diploma (HSD) shall:

(a) Actively pursue an education designed to prepare such person to qualify for a high school equivalency diploma; or

(b) Enroll in school to pursue a high school diploma.

II. Each participant required to pursue an education under paragraph I and who is unable to obtain a GED or HSD in a specified period of time may be offered services to enhance basic literacy and work skills.

III. A participant shall be permitted to volunteer to participate under paragraphs I and II as funding and resources permit.

IV. The commissioner may offer English as a Second Language services.

V. A participant shall be exempt from the requirements of paragraphs I and II if:

(a) The participant is unable to successfully complete educational activities and is willing and able to participate in job search activities; or

(b) The participant's involvement in educational activities is inappropriate, based on assessment and the employment goals established in the employment contract, and such goals do not require a high school diploma or equivalent.

VI. The commissioner may provide on-the-job training. A participant shall make satisfactory progress in the employment placement to continue to qualify as an employment-related activity under the employment program.

VII. The commissioner may refer a participant to a training agency if such participant requires short-term training to enter the work force. All training shall emphasize vocational skills training for participants in a specific occupational area. The commissioner shall require an assessment for referral to training programs to determine the appropriateness of the training in accordance with the criteria established by the commissioner by rules adopted pursuant to RSA 541-A. Final approval of the training program shall be the responsibility of the commissioner.

VIII. The commissioner may refer a participant to postsecondary education if it appears that postsecondary education is required for the household to achieve long-term economic independence. All postsecondary education shall emphasize vocational skills training for participants in a specific occupational area. The commissioner shall require an assessment for

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referral to postsecondary educational programs to determine the appropriateness of the postsecondary education in accordance with the criteria established by the commissioner by rules adopted pursuant to RSA 541-A. Final approval of the postsecondary educational program shall be the responsibility of the commissioner. The following shall apply:

(a) Any initial postsecondary educational program that is considered at least half-time as defined by the institution, shall include a part-time employment requirement that is reasonable and consistent with the needs of the dependent children for continuing parental care and protection.

(b) Any initial postsecondary educational program that is considered less than half-time as defined by the institution, shall include an employment requirement that may include full-time employment, if reasonable and consistent with the needs of the dependent children for continuing parental care and protection.

(c) A work placement or paid employment shall be arranged prior to the beginning of any educational program to satisfy the requirement in subparagraph VIII(a) or (b).

(d) Any initial postsecondary educational plans shall emphasize vocational skills training in a specific occupational area and shall not be approved beyond the associates degree level.

(e) The department shall not reimburse for tuition, books, supplies, or school fees.

(f) If a participant becomes unemployed while attending postsecondary educational activities, job search activities may be allowed for a predetermined period of time to meet the conditions in subparagraphs VIII(a) or (b).

(g) If a work placement or paid employment position is not available, participants may be required to enter into the alternative work experience program.

IX. A person in good standing in a postsecondary educational program or training program at the time of application to the department may continue to attend if the following requirements are met:

(a) The additional requirements in paragraphs VII and VIII are met.

(b) The costs of the education or training shall not be the responsibility of the department.

(c) Self-initiated education shall not be approved beyond the associates degree level unless the participant is completing a bachelors degree program within a limited period of time to be determined by the department by rules adopted pursuant to RSA 541-A which shall not exceed 2 years and meets any additional requirements of the program.

X. (a) The department may operate an alternative work experience program.

(b) Participants shall not be entitled to a salary or training expense when participating in the alternative work experience program.

(c) At the successful conclusion of an alternative work experience program placement, the

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commissioner may reassess and enroll such participant in another employment-related activity, if appropriate and available.

(d) Any placement that is not considered full-time shall require participation in another employment-related activity. Placements less than 26 weeks shall be permitted.

(e) A participant who voluntarily quits an alternative work experience placement without good cause as defined in RSA 167:82, III(c) and (d) shall be subject to RSA 167:82.

(f) Participants who do not comply with all the requirements under this section without good cause as defined in RSA 167:82, III(e) shall be subject to RSA 167:82.

XI. The department shall be the payor of last resort for all expenses involved in any training and postsecondary educational activity, and participants shall be required to apply for any other available assistance, prior to receiving financial assistance from the department. Financial assistance for training and educational programs shall have monetary limits established by the department by rules adopted by the commissioner pursuant to RSA 541-A.

XII. Job search requirements and the work for benefits placement may be suspended by the commissioner for a specified time when the person is participating in other specialized services.

XIII. Participants assessed as needing intensive job readiness assistance in order to obtain full-time employment shall be referred to a job readiness program or educational services below the postsecondary level.

XIV. Participants assessed as needing assistance to resolve significant personal barriers prior to obtaining and accepting full-time employment shall be referred to the appropriate community services and resources.

XV. The duration of services under this section shall be determined by the commissioner by rules adopted pursuant to RSA 541-A as necessary to promote the purpose and goals of this subdivision.

History

Source. 1995, 310:62, eff. Nov. 1, 1995.

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§ 167:85. Employment Program Work Component; Employment-Related Activities.

All participants in the employment program shall be involved in an employment-related activity while participating in the program unless temporarily deferred from participation as authorized by RSA 167:82, II. Noncompliance with employment-related activities without good cause shall be subject to financial assistance reductions pursuant to RSA 167:82, III and IV.

I. Employment-related activities in RSA 167:86, 167:88, 167:89, 167:90, and 167:91 may include participation and cooperation in one or more of the following:

(a) Job search programs, where participants are required to contact employers and participate in other appropriate job-seeking activities directed toward obtaining full-time, unsubsidized employment.

(b) Interviews, workshops, counseling sessions, vocational testing, and other appointments deemed appropriate by the commissioner to assist participants in obtaining employment and maintaining enrollment program eligibility.

(c) Adult basic education services.

(d) Job readiness programs.

(e) Community services and resources.

(f) On-the-job training.

(g) Training programs and postsecondary educational activities.

(h) Alternative work experience programs.

(i) Work supplementation programs.

(j) Work for benefits programs.

(k) Any other employment-related activity as determined by the department by rules adopted pursuant to RSA 541-A as necessary to promote the purpose and goals of this subdivision.

II. (a) A participant shall conduct up to 26 weeks of documented employment search. Other employment-related activities such as specialized services may be required by the commissioner instead of employment search if the commissioner determines such activities would promote the purpose and goals of this subdivision.

(b) If a participant completes 26 weeks of documented job search without finding employment, the participant shall successfully complete a work for benefits placement program. Work for benefits may include on-the-job training, an alternative work program, or another work program. Other employment-related activities such as specialized services may be required by the commissioner instead of work for benefits if the commissioner determines such activities would

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promote the purpose and goals of this subdivision.

(c) A person who voluntarily quits or does not successfully complete a work for benefits placement program without good cause as defined in RSA 167:82, III(c) and (d) shall be subject to financial assistance reduction pursuant to RSA 167:82, III and IV.

(d) A person placed in a work for benefits employment-related activity that is not considered full-time shall participate in another employment-related activity. A work for benefits placement shall be for at least 26 weeks.

(e) At the successful completion of a work for benefits placement, the participant shall repeat the 26 week cycles of job search and work for benefits.

III. A person temporarily deferred under RSA 167:82, II may participate in the employment program on a voluntary basis to the extent that the program is available and funding and resources are sufficient as determined by the commissioner. If such a person participating in the employment program does not meet the requirements of this section without good cause pursuant to RSA 167:82, the person shall not re-enroll for 3 months.

IV. The commissioner shall waive requirements under this section if funding, resources, and support services are not available to administer this section.

History

Source. 1995, 310:62, eff. Nov. 1, 1995.

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Testimony of the Parent Information Center in support of Senate Bill 170

The Parent Information Center has been serving families in New Hampshire for more than twenty two years. Through the years we have provided information, referral, training, and support to parents of children with disabilities. Since the fall of 1995, the Parent Information Center has received funding through the US Department of Education under the Goals 2000 Parental Assistance Grant to reach out to all New Hampshire families. Through our community-based, satellite offices we are able to offer parents a variety of supports and services, including information, referral, parenting workshops, resources, Family Fun Kits and the Parents As Teachers (PAT) program.

During the three years that we have implemented the PAT program around the state, we have been impressed with the impact that it has made with families. Our experience is consistent with numerous independent evaluations that have been conducted to document the effectiveness of the Parents As Teachers program. Other testimony will be supporting these findings in detail. I have included in your packet from the Parent Information Center a fact sheet summarizing the various studies. To bring a human touch to the research I would like to direct you to the letters of support from parents enrolled in the Parent Information Center's Parents As Teachers program. One mother summarized it well when she said, "The PAT home visitor has been there to answer questions and reassure me of difficulties I struggle through as a parent. I have found that this program comes to my home without any judgment placed on my parental skills, but as a means of comfort and support for myself and the child." Parents are seeking reassurance and guidance. Our most commonly asked question is, "Is this normal?" This program gives parents the tools they need to raise their children.

The Parent Information Center supports SB 170 for the following reasons:

1. Through expanded funding, PAT would be able to impact more families

2. PIC supports a school district-based model that encourages families and schools to work together to ensure that children enter school ready to learn.

The Parent Information Center supports the amendment to the bill that would allow for the possibility of adding an additional urban site to meet the needs of New Hampshire's diverse population.

It is our hope that this bill will pave the way for a coordinated school-based approach that will not only benefit, short term, families in Sullivan County, but long term will benefit families across the state.

Components of the Parents As Teachers Program.

The personal home visit is the heart of the program, making a valuable connection between the parent educator and the family. Monthly, hour long visits provide parents with the opportunity to voice concerns, ask questions about their child and benefit from child development and parenting information appropriate to their child. Periodically, more frequent visits are made to meet the needs of families. Monthly playgroups allow parents to meet other parents and learn from each other. It also allows the parent educator the opportunity to observe the child in a group setting and support the parent in building positive social skills in their youngster which will enhance his success in school. Parenting topics may also be discussed in the group, facilitated by the parent educator or another professional from the community. In addition, parents receive monthly written information appropriate to their child's stage of development. Quarterly, child development screenings are administered and any children experiencing a delay are appropriately referred for services, allowing children to benefit from early intervention.

One of the advantages of the Parents As Teachers curriculum is that it is delivered in several different formats (one-on-one discussions, group meetings, written information and videos). By allowing for different reading levels and learning styles of the parents who participate in this voluntary program, the service delivery model truly meets individual/family situations, resulting in a high level of parent satisfaction. Additionally, the Parent Information Center is able to connect parents to its other services providing any wrap around supports that they may need.

The Parent Information Center initiated the Parents As Teachers program in 1996. In the course of the 1997\98 grant year we served 118 families.

The Parent Information Center's Parents As Teachers program has eleven established playgroups which we run in collaboration with resource centers and other community agencies statewide including:

Gorham Family Resource Center
Visiting Nurse Alliance, Lebanon
The Whole Village, Plymouth
Community Health and Hospice, Laconia
The Grapevine Family Resource Center, Antrim
The Upper Room, Derry
Manchester Housing Redevelopment Authority (2 sites)
Families First, Portsmouth
Adult Learning Center, Nashua
Concord Head Start (commencing April, 1999)

One of the benefits of being statewide is that we have been able to accommodate parents when they move, and continue PAT services in a new location. This has removed a road block for inner city parents who are often highly mobile and, consequently, lose services.

The Parent Information Center administers an intensive, quality PAT program. We have adopted the protocol recommended by the PAT National Center to evaluate the effectiveness of our program.

Evaluation tools include:

1. A yearly parent satisfaction survey
2. Supervisory visits to ensure quality assurance
3. Quarterly child development screenings
4. Exit survey.

The Parent Information Center is excited about the possibility of expanding the Parents As Teachers Program to reach more families in the state, with all of its incumbent benefits.

May 3, 1999

Honorable Representative Jane O'Hearn
House Education Committee
State House
Concord, NH 03301

Sharon Bresett
40 Bluestone Drive
Nashua, NH 03060

Honorable Representative O'Hearn and Members of the House Education Committee:

I am writing in support of the Parents As Teachers program. The PAT program is aimed at supporting families with young children. As we all know, young children in our society have many challenges ahead of them, including peer pressure, drugs, the media and pregnancy. PAT works to help children and their parents see that their behaviors have logical consequences, even at an early age. It is a program which should be incorporated into each school district in our state to prevent these issues from occurring during the troubled adolescent years and to learn problem solving techniques when they do occur.

There is a unique impact we have on a family when a child is young. Research shows that "the early years are learning years" which means the majority of a child's growth and development will occur between the ages of birth to five years. These are the years a parent is their child's first teacher so let's give these teachers the tools and the support necessary to do their job well.

Sincerely,

Sharon E. Bresett

Sharon E. Bresett
Parent Educator

March 8, 1999

To Whom It May Concern:

I am a participant in the Parents As Teachers program. I am grateful and thankful for this program. I am a parent who has chosen to be involved in my children's growth and development each and every day by being at home with them. I am my children's teacher.

Daycare seems to be the going trend today. Because of this there are not many mothers at home with their children to socialize with. In the play group I am able to meet with other mothers and my children have an opportunity to play with other children in their age group. The Parent Educator answers questions or concerns. She also brings great ideas and learning recourses to the group. We have a great morning of fun!

Playing is how children learn. By interacting with other children, my children are learning social skills like verbal/nonverbal communication and sharing. It is a joy for me to watch my children interact with others.

The future depends on the role we play in our children's lives. I believe parents need to take a more active role in their children's lives. The Parent Information Center and the Parents As Teachers program is a great resource of information. The programs demonstrate many ways to be involved in our children's growth and development. I am very thankful for what it has brought to my family.

Sincerely,

Kathleen N. Cross
21 Ahern Street
Manchester, NH 03103

March 4, 1999

Parents As Teachers

I am asking that the request for additional funding for the Parents as Teachers (PAT) Program be granted for the following reasons.

This program is a great benefit because it allows the children to learn how to interact with others at an earlier age.

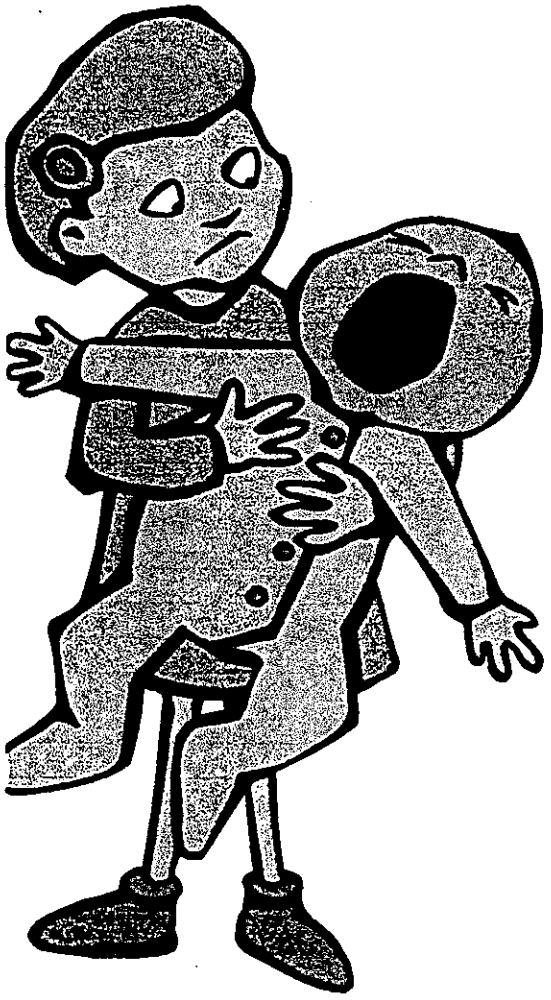
Parents as Teachers allows moms to share ideas on childcare and discipline.

Parents as Teachers allows an educated mentor to show parents an alternative method to handling a situation without damaging the self-esteem of children.

Parents As Teachers also makes available teaching items for families to borrow so we can help our family through a difficulty such as a visit to the doctor office, the hospital. A new baby coming home or adoption and many other situations that may come up in their life.

Again, I hope that you will approve the additional funding so that this helpful program can be continued in all locations as well as be expanded.

Sincerely,
Martha Tacker
87 Ahern St
Manchester, NH
(603) 644-3376



January 23, 1999

To whom it may concern:

Please except this letter, on behalf of the PAT program that my son, Eric DeCarteret Jr., age 2 1/2 participates in. This program is something that provided a means of support to our very difficult family situation.

Also, Eric Jr. is my second child, as I was not home with the first, this has become very difficult to deal with. The PAT home visitor has been there to answer questions and reassure me of difficulties I struggle through as a parent. I have found that this program comes to my home without any judgement placed on my parental skills, but as a means of comfort and support for myself and child.

The continuation of this program, could prove beneficial to the many families in New Hampshire, as it has been very helpful to mine.

Sincerely, Katy Kannaly-DeCarteret

Katy Kannaly-DeCarteret
82 Circle Point Road
Sanboronton Nh 03269
603-286-8728

Evaluations of Parents as Teachers

Parents as Teachers has been committed to evaluating the effectiveness of the program since its inception in 1981. Numerous independent evaluations have been conducted that document results of the PAT program, including how PAT children perform intellectually and socially at age three and into early elementary school grades, and how PAT parents benefit.

PAT Pilot Project

In 1985, an independent evaluation of the Parents as Teachers (PAT) pilot project involved 75 families randomly selected from a group of 350 first-time families representing Missouri's urban, rural and suburban communities.

- PAT children at age three were significantly more advanced in language, problem-solving and other intellectual abilities, and social development than comparison children.
- PAT parents were more knowledgeable about child rearing practices and child development.

Pfannenstiel, J., and Seltzer, D. *Evaluation report: New Parents as Teachers project.* Overland Park, KS: Research & Training Associates, 1985.

A follow-up study of the pilot project was conducted in 1989.

- PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children.
- PAT participant children received higher ratings than the comparison group children in all behavioral areas assessed by their teachers.
- A significantly higher proportion of PAT parents initiated contacts with teachers and took an active role in their child's schooling.

Pfannenstiel, J. *New Parents as Teachers project follow-up study.* Overland Park, KS: Research & Training Associates, 1989.

Statewide Implementation

Results of the 1991 Second Wave evaluation of the PAT program's impact on 400 randomly selected families enrolled in 37 diverse school districts across Missouri indicated both children and parents benefited.

- At age three, PAT children performed significantly higher than national norms on measures of language and intellectual abilities, despite the sample being over-represented on all traditional characteristics of risk.
- More than one-half of the children with observed developmental delays overcame them by age three.
- Parent knowledge of child development and parenting practices significantly increased for all types of families.
- There were only two documented cases of abuse and neglect among the 400 families over a three-year period.
- PAT parents held a positive view of the school district.

Pfannenstiel, J., and Lambson, T., and Yarnell, V. *Second wave study of the parents as teachers program.* Overland Park, KS: Research & Training Associates, 1991.

Long-Term Impact

A follow-up study of the Second Wave sample was initiated in 1993 to assess the longer-term impacts of program participation. This study focused on PAT children's early school experiences and performance, and their parents' involvement in school and activities to support learning in the home.

- PAT children scored high on measures of complex and challenging tasks.

Copyright 1999, Parents as Teachers National Center, Inc.

- Overall, the relative level of achievement children demonstrated at age three on completion of the PAT program was maintained in the first (or in some cases second) grade. This held true despite broad diversity in children's experiences with preschool, child care, kindergarten and primary grades.

- PAT parents demonstrated high levels of school involvement, which they frequently initiated.

Pfannenstiel, J. *Follow-up to the second wave study of the Parents as Teachers program.* Overland Park, KS: Research & Training Associates, 1995.

A study demonstrating the effectiveness of PAT was released in July 1994 by the Parkway School District, a large suburban district in St. Louis County.

- Third graders who had received PAT with screening services from birth to age three scored significantly higher on standardized measures of achievement than non-participating counterparts.

- PAT children had a national percentile rank of 81, while non-participating students had a rank of 63 on the Stanford Achievement Test, with a significant difference in scores on all subtests.

- PAT graduates were less likely to receive remedial reading assistance or to be held back a grade in school.

- PAT "graduates" continued to significantly outperform non-PAT children on the Stanford Achievement test in fourth grade.

Coates, D. *Early childhood evaluation.* Missouri: A report to the Parkway Board of Education, 1994. Coates, D. *Memo on one-year update on Stanford scores of students - early childhood evaluation study group.* St. Louis County, MO: Parkway School District, Dec. 26, 1996.

Impact on High Needs Families

A series of PAT program participation and school readiness studies has been carried out in the Binghamton, New York, School District. Children enrolled in kindergarten in Binghamton in 1992, were tested in pre-kindergarten and again in kindergarten.

- PAT children had significantly higher cognitive, language, motor and social skills than non-participants. These advanced skills led to higher grades in kindergarten and lower remedial and special education costs in Grade 1.

- PAT families had substantially reduced welfare dependence and half the number of suspected child abuse and neglect cases as comparison groups.

- When assessed again in second grade, PAT children continued to perform better on standardized tests and require fewer remedial and special education placements.

Drazen, S., and Haust, M. *Increasing children's readiness for school by a parental education program.* Binghamton, NY: Community Resource Center, 1994; Drazen, S. and Haust, M. *The effects of the Parents and Children Together (PACT) program on school achievement.* Binghamton, NY: Community Resource Center, 1995; Drazen, S., and Haust, M. *Lasting academic gains from and home visitations program.* Binghamton, NY: Community Resource Center, 1996.

Significant findings were reported in December 1992 by SRI International from a study launched in 1990 to determine whether PAT helps parents in at-risk situations offset the threats to their children by teaching effective parenting approaches that support healthy child development. The study looked at 100 predominantly Hispanic families in Salinas, California — 60 of whom were randomly assigned to PAT and 40 to a control group. Assessments of parent and child outcomes were comducted at the children's first birthday.

- PAT parents consistently scored higher on measures of parenting behavior. The report states PAT has the potential to demonstrate significant benefits for families who participate in the program.

Wagner, M. *Home the first classroom: A pilot evaluation of the northern California parents as teachers project.* Menlo Park, CA: SRI International, 1992.

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Philosophical Foundation for Parents as Teachers Program

Vision: *All* parents will be their child's best first teachers.

Parents as Teachers Program Goals

The following goals are based on the Parents as Teachers vision:

- Give the child a solid foundation for school success.
- Increase parents' competence and confidence in giving the child the best possible start in life.
- Increase parents' knowledge of child development and appropriate ways to stimulate learning.
- Promote a strong parent-child relationship.
- Develop true partnership between parents and schools.
- Provide a means for early detection of potential learning problems.
- Prevent and reduce child abuse and neglect.

Basic Concepts in Working with Parents

The following concepts must be understood and believed, in order to attain the Parents as Teachers program goals:

- Children are born learners.
- Children learn the most from the people they love: their parents.
- Parents are the experts on their own children.
- All parents deserve support in their parenting role.
- Diversity and cultural differences are valued.
- All families have strengths, and all parents want to be good parents.
- A support program should increase a family's ability to cope, rather than provide a system upon which the family becomes dependent.

Components of Parents as Teachers Programs

Parents as Teachers program goals are met through the delivery of the following essential components:

Personal visits. Personalized home visits by certified parent educators, trained in child development, help parents understand what to expect in each stage of their child's development. They offer practical tips on ways to encourage learning, manage challenging behavior, and promote strong parent-child relationships.

Group meetings. Parents get together to gain new insights and to share their experiences, common concerns and successes. Group meetings also provide families opportunities to participate in parent-child activities.

Screening. Parents as Teachers offers periodic screening of overall development, language, hearing and vision. The goal is to provide early detection of potential problems to prevent difficulties later in school.

Resource Network. Families can access other services integrated with Parents as Teachers programs in a broader early childhood program or can be helped in finding community services.

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9/20/99
By Jack Gettens

STATE OF NEW HAMPSHIRE

In the Year of Our Lord One Thousand Nine Hundred and Ninety-Nine

AN ACT establishing a "parents as scholars" program.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 ~~Purpose; Intent. The skills needed to succeed in today's' economy require an education. For many currently on welfare, lack of skills go hand in hand with long term joblessness. Studies show that of the women who leave welfare due to employment, about 1/2 return to welfare. Women who have education and training are significantly more likely to get stable jobs that pay a living wage with adequate benefits. Today, more than ever before, employers are seeking skilled workers. Many on welfare have not developed solid skills for employment in today's economy. A strong economy has helped many welfare recipients find work in the past 2 years, but~~ Many welfare recipients have multiple barriers, including substance abuse, family violence, learning disabilities, and low literacy skills, that impede the transition to employment and result in long-term welfare dependency. Education and training services for participants with multiple barriers, in conjunction with supportive services to address the participant's barriers and to support the participant in their education and training, will result in reductions in long-term welfare dependency. ~~only through education and training will we see long term reductions in poverty and welfare caseloads~~. The New Hampshire community-technical college system is an appropriate partner to offer educational programs which include ~~both~~ academic pursuits, supports to participant's with multiple barriers, and real-life work experiences for the benefit of these recipients.

~~2 Training Programs and Postsecondary Educational Activities; Reference Added. Amend RSA 167:85, I (g) to read as follows:~~

~~(g) Training programs and postsecondary educational activities, including self-initiated education pursuant to RSA 167:91, IX(e) and the "parents as scholars" program pursuant to RSA 167:91, VIII.~~

2~~3~~ New Section; Employment and Family Assistance Programs; Parents as Scholars Program Established. Amend RSA 167 by inserting after section 92~~0~~ the following new section:

~~167:90-a~~ 167:92-bParents as Scholars Program.

I. There is hereby established the parents as scholars program within the department of health and human services. This program shall provide expanded opportunities for low-income persons who have multiple barriers to employment and who are receiving assistance under this chapter to obtain postsecondary education. The program shall focus on enrollment in vocational and postsecondary education programs up to and including the associate's degree level, and shall include a component which allows participants to meet work requirements through internships, work study, or employment on campus or reasonably close to campus. ~~The program shall be available to a maximum of 500 participants.~~

II. The department of health and human services shall adopt rules, pursuant to RSA 541-A, relative to the implementation and administration of the parents as scholars program.

~~4 Specialized Services; Parents as Scholars Program References Added. RSA 167:91, VIII is repealed and reenacted to read as follows:~~

III(a)~~VIII.(a)~~ The commissioner may approve a participant for ~~postsecondary education or~~ the parents as scholars program if it appears that postsecondary education is needed for the participant to obtain employment. ~~required for the household to achieve long-term economic independence~~. All postsecondary education shall emphasize vocational skills training for participants in a specific occupational area. The provisions RSA 167:91 VIII and RSA 167:91:IX do not apply for a person participating in postsecondary education as part of the parents as scholars program.

(b) Participants who wish to pursue postsecondary education shall be subject to the following eligibility criteria and program requirements:

(1) The participant has multiple barriers to employment~~does not possess the necessary skills to obtain employment that would enable such a participant to support a family at 185 percent of the current federal poverty level, as adjusted annually~~.

(2) That, considering potential employment opportunities and local labor market conditions, the postsecondary education sought by the participant will significantly improve the ability of the family to be self-supporting.

(3) The services are available within the New Hampshire Employment Program and/or the postsecondary institution to support the participant in their educational program and to address the participant's barriers. ~~participant has the aptitude and ability to complete the proposed postsecondary education program~~.

(4) The program participant shall be available for education, training, study or related work activity for a minimum of 25 hours per week.

(5) The participant shall make satisfactory academic progress toward completion of the relevant educational program in order to remain in the parents as scholars program.

(6) Any initial postsecondary educational plans shall emphasize vocational skills training in a specific occupational area and shall not be approved beyond the associates degree level.

(7) The department shall not be required to reimburse for tuition, books, supplies, or school fees, but may do so as funds are available.

(8) The commissioner of health and human services shall adopt rules, pursuant to RSA 541-A, as necessary to implement the "parents as scholars" program consistent with the provisions of this paragraph.

3 Reimbursement for tuition, books, fees and supplies. Amend RSA 167:91, VIII(e) to read as follows

(e) The department sharll not be required to reimburse for tuition, books, supplies, or school fees, but may do so as funds are available.

45 Effective Date. This act shall take effect JulyJanuary 1, 2000.

9/22/99
Jack
Gettens

STATE OF NEW HAMPSHIRE

In the Year of Our Lord One Thousand Nine Hundred and Ninety-Nine

AN ACT establishing a "parents as scholars" program.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Many welfare recipients have multiple barriers, including substance abuse, family violence, learning disabilities, and low literacy skills, that impede the transition to employment and result in long-term welfare dependency. Education and training services for participants with multiple barriers, in conjunction with supportive services to address the participant's barriers and to support the participant in their education and training, will result in reductions in long-term welfare dependency. The New Hampshire community-technical college system is an appropriate partner to offer educational programs which include academic pursuits, supports to participant's with multiple barriers, and real-life work experiences for the benefit of these recipients.

2 New Section; Employment and Family Assistance Programs; Parents as Scholars Program Established. Amend RSA 167 by inserting after section 92 the following new section:

167:92-b Parents as Scholars Program.

I. There is hereby established the parents as scholars program within the department of health and human services. This program shall provide expanded opportunities for low-income persons who have multiple barriers to employment and who are receiving assistance under this chapter to obtain postsecondary education. The program shall focus on enrollment in vocational and postsecondary education programs up to and including the associate's degree level, and shall include a component which allows participants to meet work requirements through internships, work study, or employment on campus or reasonably close to campus.

II. The department of health and human services shall adopt rules, pursuant to RSA 541-A, relative to the implementation and administration of the parents as scholars program.

III(a) The commissioner may approve a participant for the parents as scholars program if it appears that postsecondary education is needed for the participant to obtain employment. All postsecondary education shall emphasize vocational skills training for participants in a specific occupational area. The provisions RSA 167:91 VIII and RSA 167:91:IX do not apply for a person participating in postsecondary education as part of the parents as scholars program.

(b) Participants who wish to pursue postsecondary education shall be subject to the following eligibility criteria and program requirements:

(1) The participant has multiple barriers to employment.

(2) That, considering potential employment opportunities and local labor market conditions, the postsecondary education sought by the participant will significantly improve the ability of the family to be self-supporting.

(3) Services are available within the New Hampshire Employment Program and/or the postsecondary institution to support the participant in their educational program and to address the participant's barriers.

(4) The program participant shall be available for education, training, study or related work activity for a minimum of 25 hours per week.

(5) The participant shall make satisfactory academic progress toward completion of the relevant educational program in order to remain in the parents as scholars program.

(6) Any initial postsecondary educational plans shall emphasize vocational skills training in a specific occupational area and shall not be approved beyond the associates degree level.

(7) The department shall not be required to reimburse for tuition, books, supplies, or school fees, but may do so as funds are available.

(8) The commissioner of health and human services shall adopt rules, pursuant to RSA 541-A, as necessary to implement the "parents as scholars" program consistent with the provisions of this paragraph.

3 Reimbursement for tuition, books, fees and supplies. Amend RSA 167:91, VIII(e) to read as follows

(e) The department shall not be required to reimburse for tuition, books, supplies, or school fees, but may do so as funds are available.

4 Effective Date. This act shall take effect July 1, 2000.

9/22/99

DFA/nr

State of New Hampshire
Department of Health and Human Services
NHEP Activity Report
March, 1999

Data as of 4/1/

TEAM NAME	S/W	KEP	TEP	PFI	YEP	CEP	PEP	LEP	BEP	MEP	NEP	SEP	DEP
TOTAL NUMBER OF CURRENT ACTIVITIES	2198	120	136	157	102	290	201	79	158	300	278	77	300
TOTAL JOB READINESS ACTIVITIES (A,B,U)	132	1	3	9	9	23	8	1	2	39	4	3	11
Assessments	0	0	0	0	0	0	0	0	0	0	0	0	0
Job Readiness	84	0	1	2	5	23	4	0	7	31	2	2	7
Life Skills (LEAP)	48	1	2	7	4	0	4	1	14	8	2	1	4
TOTAL JOB SEARCH ACTIVITIES (C)	590	41	33	44	28	59	61	35	45	76	80	16	73
TOTAL ADULT EDUCATION (F,G,H,R)	251	10	9	17	11	24	21	11	20	42	43	11	29
High School	8	0	0	2	0	1	4	0	1	0	0	0	0
ABE	60	4	2	0	2	2	2	0	1	17	3	5	22
GED	168	6	7	13	9	20	15	11	18	20	33	9	7
English as a second Language	15	0	0	2	0	1	0	0	0	5	7	0	0
TOTAL TRAINING ACTIVITIES (K,L,O,S,T)	165	9	9	17	5	35	12	3	15	22	18	7	13
Job Skills Training	42	6	0	6	1	14	5	0	1	1	4	1	3
Job Skills Training/Education	53	0	4	2	2	12	3	1	8	10	7	0	4
Self-Initiated Training	36	3	3	6	1	8	1	0	0	4	5	3	2
Single Course Authorization	18	0	2	2	0	1	2	1	2	4	0	0	4
Self Initiated/Post Sec.(6mth. grace period)	16	0	0	1	1	0	1	1	4	3	2	3	0
TOTAL EMPLOYMENT ACTIVITIES (Z)	642	26	43	36	15	61	43	18	25	90	81	17	87
TOTAL OJT ACTIVITIES (E)	10	4	0	0	1	0	2	0	0	0	0	1	1
TOTAL AWEP ACTIVITIES (Q)	72	7	7	9	8	10	11	0	4	8	6	0	12
TOTAL BARRIER RESOLUTION ACTIVITIES (I,P)	345	17	29	12	23	64	39	10	20	19	31	19	62
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Barrier Resolution	345	17	29	12	23	64	39	10	20	19	31	19	62
TOTAL POST SECONDARY ACTIVITIES (J,M,N)	91	5	3	13	2	14	14	1	7	4	15	1	12
Post-Secondary	27	2	2	4	0	7	3	0	5	1	1	0	2
Self-initiated Higher Ed. <2 years	53	2	1	8	2	7	9	1	2	3	10	1	7
Self-initiated Highter Ed. 3+ years	11	1	0	1	0	0	2	0	0	0	4	0	3

Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on SB 208-FN

BILL TITLE: **establishing a "parents as scholars" program.**

DATE: June 8, 1999

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. Iris Estabrook

Seconded by Rep. Clair Snyder

Vote: 16-0 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE: Yes

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. David Larrabee, Acting Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on SB 208-FN

BILL TITLE: establishing a "parents as scholars" program.

DATE: 6/8/99

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. Eastabrook

Seconded by Rep. Snyder

Vote: (Please attach record of roll call vote.)

16-0

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Bruce L. Dearborn, Clerk

Misty Snyder 16-0

2nd Hoadley

EDUCATION 1999 SESSION

SB 208-FN Bill #

Public Hearings _____ Executive Session ✓

COMMITTEE REPORT: _____

	YEAS	NAYS
O'Hearn, Jane E, Chairman	✓	
Durham, Susan B, V Chairman		
Searles, Stanley N, Sr		
Dearborn, Bruce L, Clerk		
Henderson, Warren C	✓	
Larrabee, David E, Sr	✓	
Weber, Phil A	✓	
Hoadley, Elizabeth K	✓	
Rabideau, Marie N		
Flint, Gordon B, Sr		
McKinley, Robert E	✓	
Davis, Perley E	✓	
Alger, John R M	✓	
Cox, Russell N	✓	
Ward, Brien L	✓	
Guest, Robert H	✓	
Riley, William A		
Yeaton, Charles B	✓	
Snyder, Clair A	✓	
Jean, Claudette R	✓	
Pelletier, Arthur J		
Estabrook, Iris W	✓	
White, John M	✓	
TOTAL VOTE	16	0

Appeared in Favor	Appeared in Opposition

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on SB 208

BILL TITLE: SB 208

DATE: 10-27-99

LOB ROOM: 207

Amendments:

Sponsor: Rep. _____ OLS Document #: _____ Adopted/Failed

Sponsor: Rep. _____ OLS Document #: _____ Adopted/Failed

Sponsor: Rep. _____ OLS Document #: _____ Adopted/Failed

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. Durham

Seconded by Rep. White

Vote: 15-0 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. _____

Seconded by Rep. _____

Vote: _____ (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE: Consent Durham Jean Jean

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Bruce L. Dearborn, Clerk

EDUCATION 1999 SESSION

SB 208 Bill #

Public Hearings _____ Executive Session Oct. 27, 1999

COMMITTEE REPORT: ITL

	YEAS	NAYS
O'Hearn, Jane E, Chairman	✓	
Durham, Susan B, V Chairman	✓	
~~Searles, Stanley N, Sr~~		
Dearborn, Bruce L, Clerk	✓	
~~Henderson, Warren C~~		
~~Larrabee, David E, Sr~~		
Weber, Phil A	✓	
~~Howdley, Elizabeth K~~		
~~Sulloway~~ ~~Rabideau, Marie N~~		
Flint, Gordon B, Sr	✓	
McKinley, Robert E	✓	
Davis, Perley E	✓	
Alger, John R M	✓	
Cox, Russell N	✓	
Ward, Brien L	✓	
~~Guest, Robert H~~		
Riley, William A	✓	
Yeaton, Charles B	✓	
~~Snyder, Clair A~~		
Jean, Claudette R	✓	
~~Pelletier, Arthur~~ J		
Estabrook, Iris W	✓	
White, John M	✓	
TOTAL VOTE		

Appeared in Favor	Appeared in Opposition
15-0 N	

Committee Report

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **SB 208-FN**

TITLE: establishing a "parents as scholars" program.

DATE: June 8, 1999 CONSENT CALENDAR YES ☒ NO ☐

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☐ INEXPEDIENT TO LEGISLATE

☒ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Since this bill involves policy in the area of Health & Human Services, the Education committee would like to re-refer to enable further study, for the purpose of determining the value of this program.

Vote 16-0.

Rep. Iris Estabrook
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

CONSENT CALENDAR

Education

SB 208-FN, establishing a "parents as scholars" program. RE-REFER

Rep. Iris Estabrook for **Education:** Since this bill involves policy in the area of Health & Human Services, the Education committee would like to re-refer to enable further study, for the purpose of determining the value of this program. Vote 16-0.

COMMITTEE REPORT

COMMITTEE: **EDUCATION**

BILL NUMBER:

TITLE: SB 208-FN Establishing a "parents as scholars" program

DATE: 6/8/99 CONSENT CALENDAR YES ☑ NO ☐

- ☐ OUGHT TO PASS
- ☐ OUGHT TO PASS WITH AMENDMENT
- ☐ INEXPEDIENT TO LEGISLATE
- ☑ RE-REFER
- ☐ REFER TO COMMITTEE FOR INTERIM STUDY
  (Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Since this bill involves policy ~~consideration~~ in ~~committee~~ the area of health and human services, ~~study will enable~~ the education committee would like to re-refer to enable further study, for the purpose of determining the value of this program.

Vote 16-0.

Rep. Ann Eastabrook
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **SB 208-FN**

TITLE: establishing a "parents as scholars" program.

DATE: October 27, 1999 CONSENT CALENDAR YES ☒ NO ☐

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☒ INEXPEDIENT TO LEGISLATE

☐ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

The purpose of this bill is to allow people on TANF to take courses at the Technical-Community College and have that effort considered work for purposes of receiving benefits. This is in conflict with the current philosophy of Health and Human Services which is "work first," if work is available. There will be further legislation to establish a commission to study how the Technical-Community College can work with TANF recipients so they can achieve skills to be self-supporting.

Vote 15-0.

Rep. Susan B. Durham
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

CONSENT CALENDAR

Education

SB 208-FN, establishing a "parents as scholars" program. INEXPEDIENT TO LEGISLATE

Rep. Susan B. Durham for **Education:** The purpose of this bill is to allow people on TANF to take courses at the Technical-Community College and have that effort considered work for purposes of receiving benefits. This is in conflict with the current philosophy of Health and Human Services which is "work first," if work is available. There will be further legislation to establish a commission to study how the Technical-Community College can work with TANF recipients so they can achieve skills to be self-supporting. Vote 15-0.

COMMITTEE REPORT

COMMITTEE: **EDUCATION**

BILL NUMBER: SB-208

TITLE:

DATE: 16-27-99 CONSENT CALENDAR YES ☒ NO ☐

- ☐ OUGHT TO PASS
- ☐ OUGHT TO PASS WITH AMENDMENT
- ☒ INEXPEDIENT TO LEGISLATE
- ☐ RE-REFER
- ☐ REFER TO COMMITTEE FOR INTERIM STUDY
  (Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

The purpose of this bill is to allow people on TANF to take courses at the Technical - Community College and have that effort considered work for purposes of receiving benefits. This is in conflict with the current philosophy of Health & Human Services which is "work first" if work is available. There will be further legislation to establish a Commission to study how the Technical - Community College can work with TANF recipients so they can achieve skills to be self-supporting ~~out of poverty~~.

Vote 15-0

Rep. Susan B Durham
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT