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Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.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.

SB 208-FN - FISCAL NOTE

(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

Date: APRIL 5, 1999
Time: 1:00 PM
Room: LOB 102

The Senate Committee on Public Institutions/Health Human Services held a hearing on the following:

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

Members of Committee present:

Senator Squires
Senator Wheeler
Senator Fernald
Senator Krueger
Senator McCarley
Senator Pignatelli

The Chair, Senator James Squires, opened the hearing.

Senator Katherine W. Wheeler, D. 21: Thank you very much Mr. Chairman and members of the Committee. I am Senator Katie Wheeler from District 21 and I am currently chairing and Insurance Committee hearing upstairs so I won't be able to stay and I regret that because I consider Senate Bill 208, the "parents as scholars" program to be an extremely piece of legislation. It's one that we tried last year and it was of enough interest to legislators that many people asked to be involved with it this year so the list of sponsors is expanding as is the list of people understanding that this is something that we to be dealing with in legislature.

As the preamble of the bill states that the strong economy in New Hampshire has helped many of our former recipients of welfare find work but what we need is a long-term reduction in poverty and welfare caseloads and we are suggesting in this legislation that the Community Technical College System would be the appropriate partner to offer educational programs that would be academic and also a vocational so that we could have long-term independence for people who currently are needing state assistance. The bill is different from last year's in that it does specifically mention the Community Technical College System and asks that they work with the Department of Health and Human Services to develop a program that would be appropriate for people currently on TANF to get off TANF through post-secondary education.

The bill says on the bottom of the first page in line 30, that the Commissioner may approve a participant for post-secondary education. It keeps Health and Human Services involved and in control.

Above that, on the same first page, line 25, there's some suggestion that we might not have a maximum of 500 participants. We probably don't need to set that in the law. It was put in last year because we wanted to reassure people that it would not be everybody on TANF. It's only those for whom this would be appropriate and those qualifications are spelled out on page 2. You can read them for yourself but these are the qualifications that the Commissioner would take into consideration when approving a candidate for post-secondary education. What we're asking for is time to have your work be your study so you don't have to, as the Department requires right now in their rules, go out and get a job at whatever wage is available or some kind of make work job rather than being able to pursue a post-secondary education. We're limiting it to the Associate Degree level and we're saying that, as we said last year, the Department shall not be required to reimburse for tuition, books, supplies or school fees. They do so if funds are available but this is not part of the bill. What we're asking for is time and I'll just point out a few things to you. The research shows that women who go on to earn a college degree, and this would be even a community college degree, will spend less time on welfare and are far less likely to need support again. Obviously this would spell long-term financial relief for our State, if we don't have people needing to go back on the state support.

Another thing that is pointed out in research is exempting women on welfare from work requirements while in school and making satisfactory progress towards a degree is being considered in many states. It's passed in Virginia and it's something we need to do. We have the waiver that allows us to do it but what we have is a philosophy in the Department of Health and Human Services that is very strong on work first and I believe very strongly that attachment to the workforce is important for people to have but I think in some cases your work can be your education and getting that post-secondary degree, the community college degree, can be your work and should be able to be your work.

The two (2) year degree from a community college raises women's income, I'm talking about women although this could certainly be men too but we find that most of the people that we're talking about are probably women who are single parents. The two (2) year degree from a community college raises women's income by 65% over their earnings with a high school diploma. A post-secondary vocational degree raises the income by 41%. These are significant because nobody is going to get off needing public assistance if

you're trying to raise a family and getting $7.00 an hour. It just isn't going to happen.

Also, we know that low paying jobs are an ever shrinking part of our labor pool and the competitions for them is increasing forcing wages down and at least all half of all new jobs by the year 2000 will require a college degree. In order to have the kind of independence and reduction of our welfare caseload that we wish to have and to have that continue I believe that legislation such as this is imperative to recognize the importance of post-secondary education for financial independence.

Thank you very much for your attention and I apologize that I won't be able to stay but I know that you will give careful attention to the rest of the testimony.

Senator James W. Squires, D. 12: Any questions? Senator McCarley, do you wish to speak?

Senator Caroline McCarley, D. 6: No I don't wish to speak. I am in strong support of this bill and I know that Senator Wheeler did a fantastic job with her testimony.

Senator James W. Squires, D. 12: Representative Estabrook, would you like to speak?

Representative Iris Estabrook, Straf. D. 8: For the record I'm Representative Iris Estabrook serving on House Education representing Strafford District 8. I'm just here to show the strong support of the House co-sponsors of the bill for this kind of a long-term prevention oriented strategy to meeting family's and children's needs. It works to expand the income potential of a group of folks who really need to establish themselves financially once their TANF grants expire and so in the long-term this kind of investment on our part will pay off down the road.

I'd also say just in my experience in working with folks in the early childhood field who've begun to pursue some study in post-secondary education giving them that start at the first level often leads them to pursue that even more down the road. It sort of points them in the direction of what's it's like to experience post-secondary education and if we can move them along into the Associate's I think we'll find that some of them down the road will surprise us and go further.

Senator James W. Squires, D. 12: Thank you. Any questions? Martha would you like to....?

Representative Martha Fuller-Clark, Rock. D. 36: Sure. For the record I'm Representative Martha Fuller-Clark. I represent Ward 2 and Ward 5 in the City of Portsmouth. I appear today as a co-sponsor of SB 208 and I can only echo the testimony that you've just heard that this is an important piece of legislation, that I think that it's really commonsense legislation and if you all sit back and look at it that the more tools that we can provide on to individuals to allow them to pay their own way and to achieve the kind of sense of self-esteem and effective skills they would get through this program, they're all going to benefit from that in the long run. So I think it really depends on what your objective is. If your objective is just to lower the immediate numbers of people that are on welfare so that you can say you're reducing those numbers or if your objective is really to provide individuals with the skills and the training that they need, they can stay off welfare for the long-term. It depends on how you look at this piece of legislation. I think it's very important for New Hampshire and I hope that this Committee will take the language and intent of this bill seriously and pass it.

Senator James W. Squires, D. 12: Thank you. Any questions? Mr. Gettens.

Mr. Jack Gettens, Department of Health and Human Services: Testimony handed in. See **Attachment A**.

Senator James W. Squires, D. 12: Any questions? Senator McCarley.

Senator Caroline McCarley, D. 6: Mr. Gettens, to read your testimony, do I assume that the Department simply fundamentally has a problem with this approach in terms of dealing with the move of people from welfare to work and being successful?

Mr. Gettens: We think education and training are important components but we also think that the up front focus on job search and the up front expectation of someone able to work that they begin looking for work at that time. We think that both are important but the up front job search is very important.

Senator Caroline McCarley, D. 6: I guess I find the three (3) additional concerns that you have, I guess I would take some objection to the other three (3) concerns that you listed at the end...enormously legitimate concerns but I, it just seems to be a fundamental difference in the approach and the Department continues to feel that work first and the rest of it later unless you don't even have a GED. Is that the summary of where the Department comes from?

Mr. Gettens: I don't think exactly. I think it is work first, job search first, yes unless you have a GED or substantial barrier but we do think it is important to enhance employment abilities so once someone becomes employed or someone" not successful in finding employment or someone needs assistance while doing job search. That's the role that education and training play. We're also emphasizing short-term vocationally specific training as well.

Senator James W. Squires, D. 12: Senator Pignatelli.

Senator Debora B. Pignatelli, D. 13: Thank you Mr. Chairman. Mr. Gettens, in your fourth paragraph you say that in the past two (2) years the participants in your program have obtained over 4,000 jobs. So 4,000 people are no longer...or have jobs but only 1,636 have gotten off government assistance.

Mr. Gettens: Can I explain those numbers a little bit? The number, if you look at the number of families receiving any assistance at any point in time, there are 1,636 fewer families receiving assistance today than they were two (2) years ago. Those aren't necessary the same families. New families come on assistance, (inaudible) families leave assistance. So 4,000 participants receive 4,000 jobs so those families can leave and new families come on. They're not the same families necessarily.

Senator Debora B. Pignatelli, D. 13: I understand. I have a further question. So, the program has been somewhat successful in finding jobs for, is it mostly women, would you say?

Mr. Gettens: About 95% of the caseload is female headed cases, yes.

Senator Debora B. Pignatelli, D. 13: I've had some experience finding jobs for people who do not have a lot of education and need to work. My experience has been that the only jobs that are available without experience, without training when they come to work, are minimum wage jobs. Have you been able to find high wage jobs to enable people to support their families through your program?

Mr. Gettens: There's a wide diversity of people that need public assistance and people that come on public assistance have a variety of skills and abilities, training and that type of thing. There is a range....the wags that people receive. There is a range where some of the wages that you'd be talking about where families who are no longer receiving other forms of assistance and there is a cluster, though, that is above minimum wage but

lower than $10.00 an hour that people generally receive. With the NH Employment Program (NHEP), though, the transitions off of welfare or off of all forms of public assistance are gradual and families no longer receiving financial assistance may still be eligible for childcare reimbursement, food stamps assistance and medical coverage for their children. We feel the attachment of the labor force and the participation in the labor force is an important component in moving up over time.

Senator Debora B. Pignatelli, D. 13: Thank you. One final question. Would you find it objectionable to have a program like this if somebody were working part-time in a minimum wage job because that's the only job that they were able to get?

Mr. Gettens: We don't find education and training objectionable and we do supplement now and want to focus now the exact circumstance or similar circumstances that you're eluding to where someone is employed and we're helping them education and training beyond that. Whatever's appropriate though. Not necessarily a two (2) Bachelor's Degree. It could be a shorter term vocationally specific training. That is part of the program now.

Senator Debora B. Pignatelli, D. 13: Thank you.

Senator James W. Squires, D. 12: Thank you. Senator Krueger.

Senator Patricia Krueger, D. 16: Thank you very much. Mr. Gettens. You must feel very good about the numbers declining even though you have new families coming in. I was curious as to if you could provide more defense as to why association with work, and by the way I would agree with you, up front is very import? I've seen it from self-esteem whether it's low, medium or higher paid jobs and I appreciate the difficulty in supporting families but I'd like to hear a little more about that.

Mr. Gettens: I think attachment or involvement in the labor force is important if somebody's participating only in education and doesn't have an attachment in the labor force they may not be working on the skills or abilities or behaviors that make them successful in the labor market. When someone's in the labor market, if someone's working you're familiar with going to work on time and the appropriate dress in the work place, you're meeting peers and other families that are working and sharing job opportunities through that communication and through that networking. We feel it is a very important component and it's appropriate and necessary to supplement that with education but it is very important.

Senator Patricia Krueger, D. 16: A follow-up question Mr. Chairman. Have you gotten specific feedback from former clients or current clients today?

Mr. Gettens: Some anecdotal feedback. Certainly some people have been very successful with the model. We're involved in an evaluation with the UNH where they've been surveying clients and trying to understand their perspective and overall clients have been favorable of the program.

Senator James W. Squires, D. 12: Senator Fernald.

Senator Mark Fernald, D. 11: I thought I'd ask some questions about the objections that are on the second page of your testimony. The first part is is that it's limited to 500. My understanding of this bill is it's not going terminate the NHEP program. Is that correct?

Mr. Gettens: Correct.

Senator Mark Fernald, D. 11: And so you would still be able to serve through that program for educational purposes? Is that correct?

Mr. Gettens: I think it's a matter of interpretation but how we interpreted this was that it limited the people involved in vocational and post-secondary education to 500 so that while people could be in the NHEP doing other things, job search or adult basic education that it limited vocational education and post-secondary education to 500 of that larger population. I'm not sure if I had the correct interpretation but that's how I interpreted it.

Senator Mark Fernald, D. 11: Generally speaking, how many people do you have in vocational education at one time?

Mr. Gettens: Right now, combining vocational and post-secondary education it's somewhere around 300.

Senator Mark Fernald, D. 11: But you're concerned about a 500 person limit?

Mr. Gettens: I think the number of families receiving assistance changes over time and it changes with the economy and I think when there are fewer jobs available with the way our program's designed, fewer people up-front will be successful in their job search and more people at that point will move into training when there are fewer jobs available.

Senator Mark Fernald, D. 11: But if that were to happen we, the legislature, could adjust the number?

Mr. Gettens: Yes.

Senator Mark Fernald, D. 11: Your second concern has to do with a minimum of 25 hours per week and you said a greater number of hours is going to be required by federal law in the fiscal year 2000. This means the fiscal year that begins July 1?

Mr. Gettens: October 1999.

Senator Mark Fernald, D. 11: October 1999. The federal fiscal year, excuse me. How many hours will be required at that point?

Mr. Gettens: Thirty (30) hours at that point.

Senator Mark Fernald, D. 11: So the sub part of this objection was that more than 25 hours are required for a two (2) parent household but as I read the bill it requires 25 hours per participant so if it were a two (2) parent household, wouldn't that mean 50?

Mr. Gettens: Two (2) parent household, if one (1) parent is participating in a two (2) parent household its federally mandated requirement is 35 hours. If both parents it's a combined 55 hours for the two (2) parents.

Senator Mark Fernald, D. 11: I'm trying to understand this. The 25 hours that's to be working or studying? Is that the idea?

Mr. Gettens: Yes. In our program working or studying.

Senator Mark Fernald, D. 11: So if we have one (1) person who is studying 25 hours a week the other one has to be working or doing something for at least 20 hours to be in compliance? Is that correct?

Mr. Gettens: Thirty (30) hours to get that 55.

Senator Mark Fernald, D. 11: I guess I just didn't see anything in here that would allow the second parent to stay home and sit. I assume that they're both subject to the work and/or study requirements and so I didn't see anything in here that would mean the second parent, the one who isn't studying, would be free to do whatever he or she thinks. Am I misreading something? Or are they going to be both held to the requirements of being available to work or study?

Mr. Gettens: They will both be held to those requirements.

Senator Mark Fernald, D. 11: Your third concern was that right now under a waiver but it expires in a little two (2) years, and we don't whether it will...do we have any feel for whether the waiver will be extended or modified or available?

Mr. Gettens: We, I don't think they will be extended. I don't think they will be available.

Senator Mark Fernald, D. 11: But couldn't we two (2) years from now change this program if it appears the waivers aren't going to continue?

Mr. Gettens: We could change the program, however, once people are in the middle of their post-secondary education it would be very disruptive to people's compliance if we did not then count that and then try to change the policy midstream.

Senator Mark Fernald, D. 11: As for the waiver, the TANF law not allow any work-study?

Mr. Gettens: It does not generally count education training for a work related activity other than 12 months for the participation of the participant. It limits it to a single 12-month period.

Senator Mark Fernald, D. 11: Thank you.

Senator James W. Squires, D. 12: Senator McCarley.

Senator Caroline McCarley, D. 6: I have a follow-on to that under the third concern. So what you're saying is you believe the Feds are no longer allow waivers drawn on this program or do you believe that New Hampshire's not going to request a waiver to allow the education component to continue to be part of the work activity?

Mr. Gettens: There are no waivers to the TANF program. The new program that replaced the FDC TANF, there are no waivers to that program, however, states that had waivers at the time of implementation of the waivers could continue to waive it which we did. I do not think there's any provisions to renew waivers or extend waivers. Yes it would be in our interest, the Departments interest to extended the waiver if that's at all possible.

Senator Mark Fernald, D. 11: Do other states have programs like this?

Mr. Gettens: Some states are, as Senator Wheeler mentioned, some states are finding ways to support post-secondary training. This program is modeled after a program in the state of Maine. I believe Senator Wheeler mentioned that the state of Virginia as well has the program with post-secondary education.

Senator Mark Fernald, D. 11: Are those states operating under waivers or...

Mr. Gettens: The state of Maine is operating their program with state only funds and not using federal funds. I'm not sure about Virginia.

Senator Mark Fernald, D. 11: Prior to the TANF program what was the education...

Mr. Gettens: At that time we really had three (3) tracks and it was more participant choice. Either a track to go look for employment, a track for those that had barriers for employment that needed to work on it and those that through basically their own choice and some assessment went towards post-secondary education and at that point in time we had more participants involved in long-term education and training.

Senator Mark Fernald, D. 11: Thank you.

Senator James W. Squires, D. 12: Any other questions? Thank you. Mrs. Barrett. Everybody else that has signed up here is in favor this bill so if I could in the interest of time just ask you to be as concise as possible. That would be splendid.

Susan Barrett, NH Technical Institute: I'll try to be short and sweet. My name is Susan Barrett. I'm 34 years old, a single mother and a nursing student. I maintain an A average. Because of the TANF work requirement I almost had to drop out of school. In the Nursing Program students are required to complete a certain amount of clinical experience hours as per the recommendation of the National League of Nursing to fulfill accreditation standards. Personally, I attend clinical 16 hours per week as well as classes and work-study. Unfortunately TANF does not consider these 16 hours as work experience and school considers them necessary hours above and beyond our credits. It's part of the program.

Now the problem comes that there aren't enough hours in my week, in the perimeters of daycare to fulfill the required 40 hours of activity. So that's two (2) full days of my week don't count. So I do the best that I can. I worry

about my son because I'm all he has. He's never met his father and his father has never sent me $1.00 of child support. If I'm gone all day, some nights and part of the weekend then who's going to raise him?

I assume you've all been to college so you know how it works. Twelve (12) credit hours is considered full-time. That's a minimum of four (4) classes. It's a lot of work. That's why they call it full-time. It's been a challenge going to class, keeping up on my homework, working at the hospital, working at the library for work-study (turn over tape)..ever again to know what I want out of life. I can accomplish everything all on my own.

In closing I would like to give you all something to think about. I did not choose to be on welfare. Most women don't choose to be left and abandoned with their children. In my opinion if you want them to get off welfare for good you need to make it easier for them to go to school, not harder so they can get educated and learnt o take care of themselves and their families.

Senator James W. Squires, D. 12: Thank you.

Senator Patricia Krueger, D. 16: Just a question. Thank you. I appreciate your testimony and having taught nursing at the Community College, I appreciate the fact that you're in the program. I do have one (1) question, however, and that's with your clinical experience, you say it's 15 hours a week?

Ms. Barrett: I have 16 hours a week. I'm in clinical on Thursdays and Friday from 7 to 3. Which is eight (8) hours each day. They give some type of compensation for it in a credit but it's like one (1) credit for every, I believe it's every six (6) hours of clinical.

Senator Patricia Krueger, D. 16: Then on top of that you have 12 of classroom...

Ms. Barrett: I have lectures. I have two (2) days of lecture.

Senator Patricia Krueger, D. 16: That would only run from current right through semester. Right?

Ms. Barrett: Right. It changes every semester.

Senator Patricia Krueger, D. 16: Ok. So then my question, which I was coming to, many of the students I had were in similar circumstances as they are for you, but they were also able to maintain working because they had

supportive childcare but more importantly because those semesters, if I recall, are only 162 days.

Ms. Barrett: Sixteen (16) weeks.

Senator Patricia Krueger, D. 16: Sixteen (16) weeks. But I'm sure, you sound a kind of person, to me anyway, that would fit in work around when you're semester is not in session?

Ms. Barrett: I do but there's only, at least in my school, there's only about two (2) weeks in between semesters. I try to but they want a weekly requirement of 40 hours a week. They have to have a committed 40 hours a week which I try to do the best that I can. I have work study. I occasionally work on the weekends. I try to make up whatever I can. Unfortunately my son is getting raised by babysitters and daycare. He doesn't have anyone else and most people who are single parents don't have anyone else.

Senator Patricia Krueger, D. 16: What clinical affiliation are you in?

Ms. Barrett: Right now I'm at Concord Hospital.

Senator Patricia Krueger, D. 16: How long will that last?

Ms. Barrett: That will last until, I've got five (5) more weeks of that and then I have the summer with microbiology, Sociology, Ethics and then I start again in the fall with Pediatrics at Concord Hospital. Then ....

Senator Patricia Krueger, D. 16: In the summer you will be able to work.

Ms. Barrett: I will be able to work around my other classes. Yes.

Senator Patricia Krueger, D. 16: Last question is, it seems to me and this is a long time ago so you really will have to help me, but usually the hospitals used to try to pick-up many minors and students for the nursing homes or places that we were affiliating. Of course this is up in Claremont so I can't speak tot he area here. So when you weren't on clinical affiliation they would even take my students between classes and kind of work around schedules because they were desperate for help. Have you found that to be the case or has a lot changed?

Ms. Barrett: No. I actually applied for Concord Hospital and never caught a call. Also applied for Visiting Nurses Association and never got a call. I'm working right now for the library work-study. But I also had no education before going to school. I had a high school degree and that was it. That's a

problem for a lot of these people and why they're on TANF in the first place. They look up and find themselves all alone with a child and realize that they need to go further and be able to provide a future. I may be able to get work through Concord Hospital now because obviously I have a little bit more training but when I started not a call. Not a thing.

Senator James W. Squires, D. 12: Thank you very much. Mr. Blanchette.

Wayne Blanchette, NH Technical Institute: Good afternoon. My name is Wayne Blanchette. I'm a student at New Hampshire Tech. I'll be graduating in May and I'll have an Associate's Degree in Alcohol and Drug Abuse Counseling. I first got into the school, it was 1996 and my wife passed away from cervical cancer. I was working, at the time, taking care of mentally handicapped people along with cooking for $7.00 an hour, $6.00 an hour, seasonal work, 50 hours a week to pay a bill, to take care of mentally handicapped people which was the same pay but less hours and it had some benefits and I needed benefits at the time.

After my wife passed away, the two (2) older kids who I raised their entire life had to go to their real father's and it left just me and my son. Five (5) months later I was back to work with mentally handicapped people and at that time I came in contact with a lady from a transitional housing program and she said have you thought about school because she knows I was not happy with what I was doing because it felt like, I grew up by babysitter and I, hate to say it, but that's the way you feel like you're treating them. They hire you say part-time working 39 hours and pay you all low money. I said yes and she said what and I said since I had been clean and sober at that point for six (6) years I said I'd like to get involved with helping people get clean and sober. So this person helped me go and get signed up at TANF. I didn't know how to do all that and this person helped me through it with a social worker and got me into school. I was going to school. I started school in January of 1997 at the Tech and I was working part-time for a Lakes Region Community Services Counselor at the group home. During that time I was also volunteering for Juvenile Review Board when I had the chance, I was trying to help to get the smoke-free coalition going in Franklin and it became overwhelming. One day I broke down and I was just literally walking in the streets crying and realized that this lady said you need to eliminate some stuff. You can't do everything. I had no time. My schedule was three (3) hours of sleep. I cut out the volunteer stuff, tried that for a little while. It was still overwhelming because I had no time for my son who was going through his own grieving at the time too. That was hard enough. When he came home from school I had to be there. If I was not there he would panic and cry hysterically. That was hard. It took us a long time to work through that.

So, I had to stop work. I did like the job. It wasn't as good paying as I thought it should it been. I had to quit and I continue go on to school full-time. This lady advocated for me tot he welfare system and unemployment and all that and they agreed to let me go to school full-time. When summer came I didn't have to go to classes that summer. I worked full-time during the summer for the agency. I went back to the agency and worked full-time. I went back to school and I had problems getting books. It took me two (2) months to get my books because I had made money and this and that and I don't understand the whole thing but two (2) months without books. I had teacher that were photocopying the chapters for me to get me through until I could get my books. Then I got involved with single parent program. Unemployment only paid for so much for whatever and TANF would only pay for some much and they wouldn't pay for anymore so if it wasn't for the single parent program I would not have any books.

I am now currently doing two (2), at the end I was doing 225 hours of clinical supervision at Catholic Medical Center and that's about 16 to 20 hours a week and going to school two (2) days full-time. Actually three (3) days, I'm President of the Human Services Club and I have to be there on Tuesdays and I have a Tuesday night class. My question to you would be, "when could I possibly work if on Saturdays and Sundays, my only days, I have to do laundry and clean my house?" It's hard to pay my bills. I could not imagine trying to work a part-time job. At this point doing 200 to 225 hours in sixteen weeks. There is no time at all. There's physically no time.

I plan on going to get my Bachelor's Degree in Human Services and I just told my son that I would have to miss some Sunday football games because it is one weekend a month. He said that that'll be alright because he knows that this means a lot to me. So, by getting my degree and moving on I want to help people with substance abuse and by doing that I'm helping myself and my son and getting off the system. The hard work that other systems make you do is just too much.

Senator Patricia Krueger, D. 16: I appreciate your testimony very much and I applaud you for going to school, and I'm sorry about your wife. I also know that so many of the kids that are in school are young men and young families that are in school right now that don't have any support for either childcare or food stamps or anything are up to their tops of their head in debt and families are mortgaging houses and people are holding, I know my own kids, two (2), three (3) jobs at a time to get through school. I just want you to know everyone's struggling with the same kinds of things. Maybe not so sad as your particular situation but it is tough.

Mr. Blanchette: Also the childcare only covers $1.00 an hour and I have to pay the rest and the money that I get from TANF is not enough to pay the rest. I'm lucky that I have an understanding babysitter and I pay her what I can when I can. That's an ongoing bill with her.

Senator James W. Squires, D. 12: Thank you for coming. We appreciate your answers. Mr. Wisbey.

Tom Wisbey, NH Community Technical College System: I'd like to introduce myself. I'm Tom Wisbey. I'm your new Deputy Commissioner for the NH Community Technical College System. I've been in New Hampshire for about six (6) months. Before that I've been in Community College work for roughly 30 years. I enjoy being in New Hampshire, by the way. You have a great State. I'm glad to be from here now. For 15 of that 30 years I have worked with this population, welfare recipients in a number of programs in community colleges and I'm here to tell you that this is a great bill. An absolutely great bill. You're going to be proud that you passed it.

One of the things, it's very easy to understand that a person coming from welfare comes to one of our colleges and gets technical skills for a job. It's another thing to understand the experience that I've had for 15 years where when students come into the college, they're very noticeable. They're noticeable because their heads are down. They aren't sure if they should be in school. They overcome tremendous issues. They are still in tremendous issues day to day and they truly do not know that they really belong here or if this is a freak experience.

What the college experience does for them is it provides a structure through the simple issues like homework, setting goals. Sometimes those goals are weekly, read a chapter, write a report. There's feedback. There's small successes which lead to bigger success and bigger successes and finally one of the distinguishing factors of graduates of any of these programs is that when you see them at the end of their experience, whether it be six (6) months or a year or two (2), their heads are held up high.

The other aspect that has always amazed me is the attitudinal component from coming in feeling like a victim of the system to leaving with a sense of dream, a sense of occupations for present and future that they're aiming toward. Often times in that first three (3) months or first three (3) weeks, we find the use of language is very much street guttural language. At the end of the college experience you'd find them putting together coherent sentences, being able to write poetry and express themselves in a written form than you do any others proud of their accomplishments.

I think one of the saddest aspects of any kind of welfare is the affect it has on children. In my experience in working with recipients of welfare in these programs and their children, that come in periodically, is the children get pulled into their parent's work so that when you sit down to study, it's mom and son or mom and daughter that are sitting down to study together or when you have to make sacrifices to get a paper done on time, that's communicated to that child. That there is no "free ride". That you have to put your time in, do your job and do it well. These are skills that transfer from an educational setting to a work setting to make a superior employee with a sense of where they're going and what they're good at and reflect that they want to continue to learn.

What I want to communicate, today for you all, is the Federal Government has had some funds that it has used for what they call "Single Parent Displaced Homemakers." These funds have come out of the Carl Perkins Act. We are recently a past Carl Perkins III, Vocational Education Act. That Act has eliminated, as of July 1, all funds for single parent displaced homemakers as a special population. In our system, in our community college system here, we have a program on each of the seven (7) campuses. We have been serving, just this past year, well over 300 students. We have been receiving about $235,000 of federal funds. That will disappear. It's a fairly major impact. This is really an important bill for you all to consider.

I'd like to leave you with just a personal reflection. My grandmother, in the turn of the 1900's, rode with her father in a, I suppose, horse-drawn cart from outside Providence, Rhode Island to downtown Providence. He was an egg farmer. He raised chickens and eggs. He took his daughter into Pembroke College everyday, my grandmother, everyday and brought her back. In the early 1900's most people did not go to higher education. If you wanted to be a minister or a lawyer you would go. If you wanted to be a school teacher you'd look for alternative things. My grandmother became a school teacher. Her education lasted her throughout her entire life. It had benefits far beyond an economic point of view. It was the support that she got from her father who drove her in every morning and drove her back and her mother which said "I want my daughter to have some schooling" that got her through. It was part of the family. There is no family now for the folks that we're talking about. In essence, you are their surrogate through initiatives such as this bill. It is with great pleasure that I support this and applaud you for your efforts. Thank you.

Senator James W. Squires, D. 12: Questions? Senator Krueger.

Senator Patricia Krueger, D. 16: Thank you. Congratulations on your new job. I have a question for you, quickly. Do you think that the students would

be able to achieve part-time of what they're achieving full-time if they were not able to go to school and do their clinical experiences but however have it and spend some of the time in work? My concern is I don't want to be, I don't think the State should be family. That's a basic concern. I understand that you're going to be minus money in your budget. I've been reading about that and that's terrible because I love that program for displaced homemakers, however, I do have this concern if that money disappears that State of New Hampshire is not substituting itself in there, number 1, and number 2 if we're not saying here's full-time help when in fact if you just went to classes part-time and work which many students have to do all across the Country... I just wondered if you saw the same kind of....

Mr. Wisbey: No because there's so much variation between programs. If you were in a nursing program it's much more structured that some of the others and you have accrediting bodies that are looking over your shoulder so you have to certain kinds of affiliations. The ideal program, in my opinion, would be one where the work experience is part of the educational training so that you can tie in what you learn, the classroom to the work environment.

Senator Patricia Krueger, D. 16: Co-op, I agree.

Mr. Wisbey: What I think you have are individuals in our society, in our State, that for a whole host of reasons have been (cough) or have been cast into circumstances that they're so difficult to get out of, it takes an extra hand and by giving the extra hand now in an educational way you help your State, you help your community and you help the individual who's going to grow another new family for New Hampshire. Maybe it's a philosophical difference but I think it's an interesting and wise investment myself.

Senator Patricia Krueger, D. 16: One last question. Have you tracked some of the people who've come out of this program. I think that data would be very helpful certainly to me as to how their doing?

Mr. Wisbey: I have it in an other state if you wouldn't mind that data but I have not been in New Hampshire long enough but I'd be happy to try to get it for you.

Senator Patricia Krueger, D. 16: I think it was Rack and Fact, a UNH study, and that might prove beneficial to....Thank you.

Senator Caroline McCarley, D. 6: Any further questions? Senator Fernald.

Senator Mark Fernald, D. 11: Are a number of your students attending and their tuition's paid by the Federal Government? Did I understand that right?

Mr. Wisbey: Through financial aid?

Senator Mark Fernald, D. 11: Actually through the Carl Perkins Act.

Mr. Wisbey: The Carl Perkins Act provides support mechanisms for this type of student. Those support mechanisms can come as a self-contained program and personal counseling as support in the form of tuition, in the form of book money and the form of support for childcare. That is how it has been for the last eight to ten years.

Senator Mark Fernald, D. 11: But that program's going away.

Mr. Wisbey: That program is gone as of July 1. It's done.

Senator Mark Fernald, D. 11: So if we were to pass this, who would pay for the tuition for the eligible people?

Mr. Wisbey: They would end up being financial aid eligible, hopefully, and that would be picked up through the financial aid.

Senator Caroline McCarley, D. 6: Any further questions? Senator Pignatelli.

Senator Debora B. Pignatelli, D. 13: Thank you. Are there facilities at the technical colleges for childcare for the students to participate in?

Mr. Wisbey: Some have them but not all campuses. They are on some campuses. Manchester, here in Concord, I think.....about half of them.

Senator Debora B. Pignatelli, D. 13: That's an issue it sounds like for some of the participants. If they could be sure that their children were well cared for and were close to them at lunch or whatever reason, might be something worth thinking about.

Mr. Wisbey: Absolutely. Thank you.

Senator Caroline McCarley, D. 6: Thank you. Sandra Cole.

Sandra Cole, NH Community Technical College System: Written testimony handed in. See **Attachment B.**

Senator Caroline McCarley, D. 6: Any questions? Thank you. Mary Gillette.

Mary Gillette, NH Community Technical College System: Written testimony handed in. See **Attachment C**. (Change tapes)

Senator Caroline McCarley, D. 6: Any questions? Thank you. Glen Dubois.

Glen Dubois, Commissioner, NH Community Technical College System: Thank you Senator. Good afternoon members of the Committee. My name is Glen Dubois. I am the Commissioner of NH Community Technical College System and I am relatively new so part of my job here today is to introduce myself to you. I am in favor of this bill although what I have to say and I will keep it purposefully brief, I assure you will not be earth-shattering here this afternoon.

I have been in the Community Technical College business for over 20 years. I am also a graduate of the Community Technical College where I was. That gave me a scholarship when I was coming out of high school. I like to think not of our institutions as surrogate institutions but I like to think of them as opportunity colleges. I'm found of saying that your technical community colleges represent kind of an asylum for New Hampshire. Really our job is to help people who now make $7.00 and I think there are plenty of those jobs out there but how can you stay off of public assistance with that kind of wage. Really our challenge is to help them make $17.00 an hour. We're getting there. Our recent graduating class is now making on average somewhere in the upper high 20's. Ninety percent of them stay here in New Hampshire and achieve successful employment and if we're really doing our job well we not only help students achieve their goal but we help them kind of raise the bar a little bit and they go "Wow. I really can succeed at this level now and I want to raise my own bar and go on and maybe someday", as we heard from our perspective nurse, someday she might be coming back here as one of my alum's, a big supported of my foundation, telling me that if it weren't for the institution that she's now enrolled she wouldn't even have gotten to medical school. So I'm the big passionate believer of our Community Technical College System.

I just want to leave you with two (2) points of references. Number 1, should you decide to support this bill and I hope you do, I want you to have full confidence in your Community Technical Colleges to deliver our promise, to create an opportunity to help people find a permanent solution not just a job at $7.00 or $8.00 an hour. Number 2, I think perhaps may be misleading the passion is perhaps my understanding of this bill is that it really is aimed at the relatively small group of welfare recipients i.e. those that are right now prepared to enroll in a college, academic experience at the post-secondary

degree level. I would venture to say, though I couldn't tell you numbers, but I think my friend Mr. Gettens could tell you what recipients right now because of weak academic skills would be ineligible to enroll in a college degree program. They would need to be going through much more remedial kinds of work. It is kind of aimed at taking the more better prepared recipient, that person who we can benefit right now from a collegiate degree. I think more is better. I understand there are none....I certainly understand the passion that you've proved here today.

Senator Caroline McCarley, D. 6: Thank you Commissioner. Any questions? Thank you. Kate Frey.

Kate Frey, Commission on the Status of Women: Good afternoon. I'll be very brief. My name is Kate Frey. I'm the Executive Director of the Commission on the Status of Women and I'm here today on behalf of the Commission's full support of SB 208.

One of the Commission on the Status of Women duties from it's legislative mandate RSA 19:B is to promote more effective methods for enabling women to develop their school skills and to develop their education. Senate Bill 208 would be a method for women not only to continue those skills in education but also to help achieve self sufficiency. By getting an Associate's Degree in vocational or post-secondary education, graduates are likely obtaining higher paying jobs.

Many women are contacting my office who are trying very hard to get off TANF but it can be a real struggle. They often have to find jobs that are valuable to them but with the lack of skills are low paying jobs. After payment of childcare, rent and groceries it leaves very little and that's hard to rectify those.

Again, on behalf of the Commission on the Status of Women we support this bill.

Senator Caroline McCarley, D. 6: Any questions? Senator Krueger.

Senator Patricia Krueger, D. 16: A quick question. Do you think that your people who comprise the group that you represent would be willing to take long-term loans to pay back because I think I'm fairly familiar with the financial aid packages that most people would apply for. There are very little loan associated with those packages. Probably over 95% or even higher would be out of grant.

Ms. Frey: I think that the people who contact my office would be willing to do whatever they can.

Senator Patricia Krueger, D. 16: Thank you.

Senator Caroline McCarley, D. 6: Thank you. Linda Griebsch.

Linda Griebsch, NHCADSV, Concord: Thank you. My name is Linda Griebsch. I am with the NH Coalition Against Domestic and Sexual Violence. The Coalition is very much in support of this bill and part of that is because many of the people that we're working with entered abusive relationships in their teens. They often end up leaving high school or just making it through high school and forgoing college. When they're trying to leave their abusive relationship economics is a key factor and I have done a lot of frontline work in this field and I can't tell you a single woman that I've assisted who's first response when I pick her up in the middle of the night or whatever "how am I going to survive, how am I going to feed my kids or how am I going to make it"? A lot of women go back into abusive relationships because they can't make it on minimum wage jobs and supporting their children.

When of the factors is they don't have houses they can mortgage. Usually when they leave if there was a house in question, they often leave everything behind so it's not as though they can mortgage their homes. They don't have collateral for getting loans. They're automobile is one (1) stick of gum away failing inspection. So, those are not necessarily options. The chances of them ever getting to a point where that is an option, on a minimum wage job it's little or no benefits, is almost nothing.

With an AA degree they may actually be able to achieve some level where they can save, put aside some money and go on and continue their education so there's definitely an element of hope here that is not available to them without this kind of program.

We feel pretty strongly that in order to keep people out of abusive relationships and allow them to become productive citizens this is the kind of program we need.

One other thing that I think I have down here that wasn't mentioned before is that children who's parents have gone on to secondary education tend to follow those footsteps and the reverse is also true. So we're not only breaking the cycle of violence and the cycle of poverty but we're breaking the cycle of ignorance but encouraging those parents to go we know that will have an influence on the kids. I think that's very importance. I think that this is the kind of program that makes welfare reform actually work on the long range

basis so we hope that the Committee will look favorably on this bill. I thank you.

Senator Caroline McCarley, D. 6: Thank you for your testimony. Any questions? Seeing none, thank you. Tom Bunnell.

Tom Bunnell, NH Legal Assistance: Madame Chairman, members of the Committee. My name is Tom Bunnell. I'm a staff attorney with NH Legal Assistance. There are a few technical concerns that I wanted to try to address up front that were raised by Mr. Gettens from the Department of Health and Human Services.

The first had to do with the vocational training language and limits set out in the bill. It was not the intention of the bill drafters to limit vocational training to 500 people but to limit the number of people who could pursue Associate's Degree programs in vocational training. As it turns out in the Department's expansive definition of vocational training there are a number of programs that deal with obstacles to work or to overcome obstacles to work which are considered by them to be vocational training and of course we would be happy to cooperate with the Committee in massaging the language to make sure there isn't misunderstanding about what was intended by the term "vocational training" in the bill.

The second issue I wanted to address is the one about the waiver expiration that I think Senator Fernald was asking Mr. Gettens about and if it's ok I'd prefer to address that at the very end.

The heading philosophical issue raised by this bill is what is the meaning of welfare reform? But when you boil it all down what this is really about is that for up to 500 TANF recipients education is work. That's all it is. Education is work. I think for those of us who have been to college or have children who are about to come into college we all know that it's work. The Department's philosophy of work first is really not incompatible with an education is work initiative. The work first motto will not popple if this bill is passed. This bill provides for collaboration between NH Technical Colleges and the Department of Health and Human Services to create and design curriculum to track students into jobs that are available in the New Hampshire economy that enable the TANF recipients to become economically self-sufficient. One hundred and eighty-five percent of poverty for hire.

According to the single-parent coordinators and NH Technical Colleges, employers are chomping at the bit to get the graduates of technical colleges to get into these jobs. This is not a free ride either. Form my conversations with single-parent coordinators there is not a single TANF recipient enrolled

in Community Technical Colleges who does not have a student loan for the maximum amount that is allowed for a student at a technical college. There are grants available. There are Pell Grants available but they also must take out loans in order to afford their tuition, books, expenses and the fees for other educational activities. On top of that they're balancing childcare obligations. Most of them are single parents and they're doing all of the parenting at home. They're responsible for the housework, the groceries, etc. They're people from poverty with enormous stressers already aligned. Many of whom are in divorce situations, have custody issues, domestic violence issues, special needs children. Right now the Department of Health and Human Services on top of all these other obligations requires these folks to be employed up to full-time, a burden that is almost impossible. What this bill does enables us all to say and recognize that education is work.

So what does it do. The evidence in the data are clear and overwhelming. I have some data that I would be happy to give to you. The lifetime earnings capacity of a person who happens to have an Associate's Degree compared to a person who doesn't is just astronomical. It's enormous. The estimated earnings potential is $1.5 million over a lifetime as compared to $600,000 for someone who doesn't have an Associate's Degree, or who has no post-secondary education. We're not just talking about earnings potential. We're not just talking about income here. We're talking about quality of life, and more importantly, I think, self-esteem. We're talking about the effect on the self of TANF recipients who go through these programs on their selves and their families and their children and their children's children. I come back to the question of what is the meaning of welfare reform?

If welfare reform is about sending TANF recipients into the first, low-wage, dead end job that they can find then this bill shouldn't even be considered. If it's about providing a possibility for people to achieve economic self-sufficiency or even more importantly, it's about breaking the cycle of poverty then this bill merits your serious consideration.

I recently read and article comparing the running of welfare programs to the managing of a business. The investment of business assets. Work first and the work first philosophy of the Department are like putting all the business' money in a 2% savings account. It's low risk, low return but if we talk about diversifying assets, if we talk about having a small number of persons from the TANF Program be able to achieve post-secondary education, which actually isn't much more risky but the returns as documented are so much greater.

Lastly, let me comment on the fiscal note and I also wanted to come back to the waiver of expiration issue. Interestingly the fiscal note of this bill for all

intense and purposes we could tear up the end of the bill and actually rip it up and throw it out and let me explain why. Right now, the New Hampshire TANF Program has $9 million sitting in Washington because caseloads have declined fairly dramatically over the last few years. That money is accruing at $1 million to $1.25 million a quarter right now. There are five (5) specific items that Federal TANF monies can be, that money is just for New Hampshire. That is targeted for New Hampshire. It's our money if we can draw it down to spend it on whatever we want to related to the TANF Program. Education and training and under our waiver post-secondary education is one of the things that we can spend that money on. This bill would cost not a single penny of money out of New Hampshire's budget. My friends at the Department of Health and Human Services because they are honest and descent people, if you ask them about this and push them aside and corner them, they would admit the same thing that I've just told you. Not a single penny.

The waiver is due to expire in the year 2001. The waiver is in fact schedule to expire and some questions were raised about that. Now, from what I understand the waiver can in fact be renewed and there is legitimate possibility that it will be renewed. If it is not then obviously legislature could act in a different way to revise this bill or change it or delete it if necessary. Let me also say, that through creative accounting state's have handled the financing of their TANF Program in a different way. Maine is the classic example. I think Senator Wheeler mentioned that this bill was based on an initiative from Maine and Jack Gettens from the Department of Health and Human Services mentioned that Maine pays for their post-secondary education out of just state money. Under the Federal Block Grant that we now have for TANF the State is required to spend a certain amount of money each year on TANF related expenditures that's called, it's out of the general budget, it's called "Maintenance of Effort Money". On top of that we get a certain amount of money, a certain amount of million dollars in federal money for TANF related expenses. If, under federal law, we through an accounting mechanism segregate the state maintenance of effort funds from the federal funds, we don't combine them as we do now when we draw down, but if we segregate then the same limitations do not apply to the maintenance of efforts money as apply to the federal money. So, let me cut through before I confuse everybody and say that is the waiver expires and if New Hampshire were to segregate it maintenance of efforts monies from it's TANF monies then the maintenance of efforts monies could, in fact, be spent...we have to spend them by the way. We have to spend them every year, if we don't spend them there are serious financial penalties. So we've been spending every year since this program began, our maintenance of effort money and the federal money we've been banking. We haven't been drawing it down fast enough to spend. If the waiver were to expire and not to be

extended our maintenance of effort money could be spent on post-secondary education, and again to go further, only on the second year because the federal law allows now up to 12 months of post-secondary education without paying work. So it would only be up to one year for a post-secondary degree and the federal money could be drawn into the TANF program to spend on the normal TANF expenditures that we're supposed to be spending it for now.

If there's any questions I'd be glad to answer them because I may have confused everyone. I hope not.

Senator James W. Squires, D. 12: If the waiver expires it's not a big deal. (Laughter)

Mr. Bunnell: That's correct. (More laughter)

Senator Patricia Krueger, D. 16: I have a question since you've made reference to loans. Do you know approximately how much an average college student in the United States takes out in loans every year? Could you tell me the average amount taken out by the technical college students that you're referring to?

Mr. Bunnell: Actually, I want to refer back to them but I did have conversation...

Senator Patricia Krueger, D. 16: Just approximately.

Mr. Bunnell: I did have a conversation just the other day, if I could find my notes....

Senator Patricia Krueger, D. 16: Since they're going to be making $25,000 to $35,000 I just want to find out what the loan burden is.

Mr. Bunnell: My understanding is that per year it's $3,000 or so.

Senator Patricia Krueger, D. 16: That's the average?

Mr. Bunnell: I don't know that for sure. I'd be happy to get it for you.

Senator Patricia Krueger, D. 16: I would want that figure.

Ms. Griebsch: Let me help a little bit with that. Pell Grants are approximately for Freshman and are $2,625 per year and a Stafford Loan is $3,000 for your first year and it goes up to $3,500 when you're actually a Senior and you've completed those first years.

Senator Patricia Krueger, D. 16: Non-forgiving years.

Ms. Griebsch: Pell Grants do not have to be paid back but loans do.

Senator Patricia Krueger, D. 16: It's just the loans that I'm referring to, not the Pell Grant. So then it wouldn't be $3,000 it would be...

Ms. Griebsch: There are other loans too depending on your qualifications. There are Perkins loans and so on. Subsidized loans. Depends on what your need is on what you qualify for.

Senator Patricia Krueger, D. 16: Thank you. One last question. I don't think since I seem to be the one person raising these red flags, I don't have any objection of anyone going to a technical school. I am a great proponent of vocational technical education, high school and college. I love to see people getting out, doing well and providing our employers able by the workplace. I have a problem with is that so much is given to anyone group of the population no matter how tough, and believe I think there are tough stories all the way across the board, before they have proven themselves by working. I have talked to people like Governor Thompson. I've talked with a lot of people out there who have helped welfare roles specifically by addressing that. You want to talk self-esteem then you talk work. Can you help me?

Mr. Bunnell: I understand your concern and it sounds like one of the issues that you raised earlier had to do with the possibility of part-time work in addition to education. It's actually not clear how the 25 hours or more hours, which under federal law will go up to 30 hours as of September of this year, is that in most instances that 30 hours will not be taken up by school...the folks who are enrolled in this program, if this bill were passed, would also be required to do some work but it could be work study. It could be work that is somehow associated with the college that they go to. But there would be some working in addition to the actual school.

Senator James W. Squires, D. 12: Thank you. Sara, briefly please. We are now 1 hour behind.

Sara Dustin: I am in favor of it. It's a wonderful bill and that's why I am in support of it. Before I enter upon my following remarks, and for the record my name is Sara Dustin and I am representing myself. If you would like to address, Senator Krueger, I would like you to consider something. If you were to consider the work of raising children as work would it not change your definition of what we should create self-esteem. We have a problem in this Country. We (inaudible) of what work is and it's very, very important of

what mothers do with their children and therefore we are squeezing the time out of our culture to do that work with the statutes themselves.

Senator Patricia Krueger, D. 16: Thank you for your comment. As I was a single mother of eight (8) who worked her way through graduate school I can assure you that I can appreciate what you just said.

Ms. Dustin: I just want to make two (2) things, there are two (2) things I can add to this discussion. The first one is when I was Director of Parents for Justice when we first began to concentrate on giving welfare mothers an opportunity to go to VOC-tech and a community college in 1988 after the passage of Senator Monihan's Family Support Act there were a number of disasters. The disasters happened because no one took into calculation the amount of time it takes to take of children and the work it entails and therefore, people were being advised to go into their class schedules full-time and under these conditions we had family dissolving because the normal sleep schedule for mothers attempting simply to do the Voc-tech nursing course plus take care of her children with maybe three (3) or four (4) hours a night of sleep. Under those conditions the children are still deprived of parental attention and especially the young boys would get into serious trouble. We had one....

Senator James W. Squires, D. 12: Sara, I know these are important issues for you but could you just talk about the bill?

Ms. Dustin: Yes. I want to recommend improvement in the wording of the bill based on the fact that people went into the hospital, got collapsed lungs, people collapsed with adrenal exhaustion, children were about to be put into mental health facilities because they were so deprived of parental care. This bill very carefully states that the providing parent shall be eligible if they are able to put in a minimum of 25 hours a week in education training studying work related activities. What we did about the problem of the blowing up family in 1988, 1989, 1990 was to also write a rule into the regulations governing this program that said that they would have three (3) years to finish the year. That seemed to do the trick and I would hope that you would add this limit or add this to your wording to prevent the disasters that occurred in the late 80's under the Monahan bill.

The second I would like to do to is to add to Tom Bunnell's information, not only do you not have to worry about the waiver not being renewed but you truly do not have to worry about the work participation rate because in the 1996 Welfare Reform Act that was passed by Congress they did establish that the state must have a certain percentage of it's population in work activities 25 hours a week, now 35 hours a week by the year 2000, however, they also

put in a provision that if the state were able to reduce it's welfare roles sufficiently that percentage would be reduced. According to the Welfare Law Center of Washington, DC the projected percentage of participation for New Hampshire is zero because we have reduced our welfare roles so substantially. They see a reduction of half the federal, 12,000 families is not down to 9,600. The person who makes these projections or who runs the section of the Welfare Law Center on this is Wendell Primis. Wendell Primis was for 20 or 30 years the Chief Assistant to the Congress House Ways and Means, Family Support Sub-Committee. He wrote their bills and when he joined the Welfare Law Center he was leaving in protest from the position in the Department of Health and Human Services where he was in charge of Family Support Programs. He resigned to protest Clinton's sign the alternative format. I presume that the Welfare Law Center Newsletter that I get every month is correct about this but if we have a zero participation rate requirement we can do just about anything that we want to and you can design a program that is right not one that is constrained by federal law as was represented by the Division today. I think you probably need to check with the lawyer from legal Assistance and work with Jack Gettens from the Division but that is as I understand it the truth.

Senator James W. Squires, D. 12: Thank you. Any questions? Yes.

Sheila Evans, NH Women's Lobby: I'm sorry I didn't sign up but I just have two (2) pieces of information. I'll talk really quickly. For the record my name is Sheila Evans from the NH Women's Lobby and we support this bill. I just want you to know from the NH context, the Women's Fund of New Hampshire did a study that showed that although female headed families account for only 12% of all New Hampshire families they account for 46% of the families in poverty. So this is what this bill is talking about. Also, relative to the discussion about work requirements and whether or not education can be considered as work, in the February 1999 class update, Illinois Governor Jim Edgar directed the Department of Human Services to recognize full-time attendance in post-secondary education as complete satisfaction of the TANF requirement. They are indeed doing that and that this specifically to address the need for wages to be met by people who need to get careers instead of just service jobs. I have that information if you would like it.

Senator James W. Squires, D. 12: Thank you. Senator Wheeler.

Senator Katherine W. Wheeler, D. 21: Thank you. I don't want to testify but I just want to say since Sheila Evans had to leave before she could testify upstairs on the HMO Accountability Act I'm glad she was able to testify here. (Laughter)

Senator James W. Squires, D. 12: I am going to close the hearing. Thank you all for coming.

Hearing closed at 2:47 pm.

Respectfully submitted,

Merideth Chandler,
Committee Secretary

Attachment A

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
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TESTIMONY SB 208

April 5, 1999

Good Afternoon Mr. Chairman 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.

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

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	21	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	15	73
TOTAL ADULT EDUCATION (F,G,H,R)	251	10	9	17	11	24	21	11	20	42	43	14	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	6	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)	542	26	43	36	15	61	43	18	25	90	81	17	87
TOTAL OJT ACTIVITIES (E)	10	4	0	0	1	0	2	0	1	0	0	1	1
TOTAL AWEP ACTIVITIES (Q)	72	7	7	9	8	10	1	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	6	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

Attachment B

PARENTS AS SCHOLARS LEGISLATION

Thank you for allowing me to speak in support of this legislation. I'm Sandy Cole and for twelve years I have been director of Project RISE, a single parent/displaced homemaker project at the New Hampshire Community Technical College in Claremont.

In those twelve years Project RISE has assisted 240 students who have graduated from our college. Of the thirty-eight who graduated last May, twenty-eight are now employed and five are continuing their educations either at NHCTC or four year colleges. Those who are newly employed and chose to report their salaries, have salaries ranging from a Child Care Worker with a salary of $15,000 to a full time Associate Degree Nurse (RN) earning $34,000 and a Physical Therapy Assistant graduate making over $35,000. Four other Associate Degree Nurses are making over $30,000 and three other graduates have salaries over $25,000. An additional four make between $20,000 and $25,000.

When I meet these graduated students at the college or out in the community, the visible transformation that has taken place since their early days at the college is startling. The confidence and self-esteem they have gained is amazing and it is very gratifying to see how happy they are as wage-earners and positive role models for their children.

Such opportunities have not been as available since the Welfare

Reform Legislation was enacted. In fact four of last May's graduates, now Registered Nurses, were in tears last spring, having been told that they could qualify as Practical Nurses thus would no longer get travel allowances to enable them to put gas in their cars to commute to the college. Ten weeks short of graduation, they saw their dreams were being greatly compromised. Luckily Project RISE had enough travel money remaining to cover their needs and all four are now RN's earning good wages and supporting their families. The daughter of one of these women will begin the Associate Degree Nursing Program next fall.

For the first nine years we were funded solely by the Carl Perkins Vocational Education Grant. In the past three years we have been awarded additional funding by the New Hampshire Charitable Foundation's Newport Fund, primarily to be able to afford textbook funding to meet the needs of students who were previously entitled to book and supply awards from Health and Human Services. Because textbooks average $75 per class and only three students were entitled to DHS book awards this school year (one of them for $12), a drastic cut from past years, our Carl Perkins Book funding was three-quarters gone by the end of the first semester. Through the generosity of the Newport Fund, we were able to meet the basic textbook needs for our Project RISE students this spring, but there will be very little left to assist students taking summer courses. Additionally, the Newport Fund is not set up to continuously fund a project and they have cut the funding awarded to Project RISE this year by $1500 as a clear signal that they

cannot continue to fund us. The additional potential loss of Carl Perkins Funding after this next year, due to elimination of set-aside funding for single parents and displaced homemakers, further compromises the educational opportunities available to a needy and worthy group of potential students.

Every year we see firsthand the difference education can make in the lives of our students. If you could see them with us, there would be no doubts in your mind as to the wisdom of this legislation. People with ability and motivation deserve help in reaching their goals. The students who come to us are not enjoying sitting back and letting someone else take care of them. Indeed our students are people who are willing to make many sacrifices, juggling college, families and often part time work in order to succeed and get off welfare for good. They face barriers far more difficult than I did as a carefree parent-supported young college student. I am in awe of their motivation, their strength and their ultimate successes.

Future students need the possibility of such happy endings. Knowing that the State of New Hampshire again cares about their futures as students, graduates, wage earners, and tax payers will be gratifying to them and to those of us who work for their success. Please restore their educational hopes for the future by passing this legislation.

Thank You.

Attachment C

Testimony of: Mary Gillette, MSHS
Chair, Department of Instructional Services
Director, Project redirection & Project CORE
NH Community Technical College
505 Amherst St.
Nashua, NH 03061-2052

Good afternoon! My name is Mary Gillette. I am the Chair of the Department of Instructional Services, and also Director of Project Redirection and Project CORE at NH Community Technical College in Nashua. Project Redirection is our single parent support system and Project CORE is our support system for women enrolled in technical programs, non-traditional for their gender. This is my eleventh year at the college.

I'm here today to support Senate Bill 208, establishing a "parents as scholars" program.

Year after year of working with low-income students, it is clear to me that given the opportunity to get an education and change their lives, the majority will follow through. They realize that this is the way up and off welfare to permanent self-sufficiency. It is that long term permanent self-sufficiency that I ask you to pay close attention to. I would like to share with you the words of one of my current students. Her name is Amber Potter and she is a single parent enrolled in the Computer Science Associate degree program.

For the last ten years, at the end of each semester, I compare the percent of Project Redirection students on the Dean's List, President's List and members of Phi Theta Kappa and grade point averages with those of the general student body. In all these years, there has never been a semester where Project Redirection students were not higher, proving once again that low-income students are highly motivated to succeed.

Frequently, I have heard some say that people on welfare are the same as everyone else. I have had eleven years of experience that tell me that is just not true. They have many barriers that prevent their success if immediately thrown into the workplace:

- lack of communication, problem-solving, decision-making, and advocacy skills
- low self-esteem
- lack of money and food
- domestic violence and abuse issues
- poor housing, eviction
- lack of quality day care
- harassment by ex-spouses
- poor transportation

just to name a few.

Allowing time for an education also allows time for personal growth in many of these needed skills.

Of the current low-income single parent students, only 5% are those who receive public assistance. Up to a few years ago, that figure was between 85-90%. Other colleges in our system have noticed the same drop in enrollments of low-income students. Once again, low-income single parents, mostly women are stuck in low paying jobs that can't possibly support a family---- a short term solution to a long term problem.

I would like to share with you some current statistics I just received from Women Work! The National Network for Women's Employment. First some national statistics and then some for the state of New Hampshire.

1. **Displaced homemakers and single mothers are not a disappearing phenomenon nationwide. In 1997, there were 7.3 million under the age of 65, and in 1990 7.4 million.**
2. **Single mothers and single mother family groups have increased from 8.7 million in 1990 to 10.7 million in 1997.**
3. **Of the 42% employed displaced homemakers, 46% had incomes below the official poverty level and 15% were near poor.**
4. **Of the 64% of single mother family groups, 39% had incomes below the official poverty level and another 16% were near poor.**
5. **One in four single mothers have not completed high school.**
6. **In 1990, 49% of displaced homemakers were employed, just 42% are employed today.**
7. **30% of Displaced homemakers and 24% of single mothers are employed in low-paying service occupations.**

Now some information on New Hampshire:

1. **In 1992, there were 24,393 displaced homemakers in NH and in 1997 31,701, an increase of 30%.**
2. **Of those 5,565 are without a high school diploma and only 9,170 have a high school diploma.**
3. **15.5% have income below the poverty level.**
4. **In 1992, there were 33,279 single mother family groups and 32,670 in 1997, only a drop of 1.8%.**
5. **Of those, 3,538 do not have a high school diploma, and only 11,268 do.**
6. **19.8% have income below poverty level.**

Simply finding employment is important, but it is not enough. Low-income parents, especially women, need employment that leads to economic self-sufficiency. This means that these people need education and skills that will not only be in demand but will lead to jobs which offer at least adequate wages for a

decent standard of living, good benefits, and the potential for long-term economic rewards.

During the last 11 years, I have seen and heard the success our low-income students have attained. Many have gone on to get a Bachelor's degree but also a Masters degree. Many are heading up departments at local companies. Some have become lawyers. And, many have found the economic self-sufficiency needed to support themselves and their families. It all began with Education!!! There is not a piece of career information anywhere that says you will get a better job with less education.

I realize that education is not for everybody but for those who are capable, have the desire and motivation, education should not only be allowed but also encouraged.

I ask for your support of Senate Bill 208 that will give the opportunity to 500 to find quality employment to support their families and remove welfare shackles permanently. We know education works! Not only are these students leaving with a college degree and more opportunity for employment, but also they are leaving as very different people from when they began, They are self-assured; articulate; have the ability to solve problems and make decisions; they can work effectively as members of a diverse team; and, they are role models for their children, finally breaking that cycle of poverty.

Thank you very much.

Amber Potter
Computer Science Major

Being at home on welfare had beaten down my self-esteem. I had always been a person who earned my own way. I was completely over whelmed by my new role as a mother and the financial struggle that I was facing. The cost of daycare and diapers were more than I could handle and I was worried about how my son could succeed when I couldn't even provide him the bare necessities.

I asked my caseworker about funding for daycare so that I could attend college. I was told that there were no such provisions. I went home feeling even more discouraged. A neighbor then told me about title twenty funds and gave me the name of Maryann O'Malley, a woman who was in charge at the Adult Learning Center. I called Maryann and she asked me about my interests. I told her that I had always done well with computers and she suggested that I look into the Technical College in Nashua. She also told me about a program there to help women in untraditional fields called Project CORE.

I applied at the college and was accepted. I went in to see my caseworker and asked about title twenty funds and was given a form to fill out. I couldn't believe that this was the same person who had told me there were no such provisions. The cost of daycare was $150 a week for an infant and welfare was only going to help me with $90 a week. I was receiving a grant from the state of $481 a month, which wasn't even enough to pay my rent, so I didn't think I would be able to go. I then went to see Mary Gillette,

the head of project CORE. She told me that she could help me with the cost of daycare and books. I started to have hope that I could offer my son a future.

It still amazes me that when I walk in to the welfare office there is no information about Pell grants and Stafford loans or about title twenty funding. The same two signs sit in the dreary little waiting room about how to apply for fuel assistance and a poster about men who owe for child support. I find it ironic that the only information you can get in there is about things you already know.

I have learned skills at college that ensure I will always be able to find lucrative employment. I know about networking, web pages and software manipulation. I now know how to successfully apply for work. I know that if I put in a little effort I will come out victorious.

Attending college has done so much more than teach me about academics. I have learned life lessons that have forever changed me as a person, a woman and a mother. I am no longer a woman with her head down buying groceries with food stamps. I am a person who is an asset to my community. I am a woman who teaches others how to succeed. I am a mother who can provide her child with an example of how to achieve.

I started here at the NHCTC at Claremont the summer of 1998. When I first came here, I really wasn't sure what I wanted to do. I knew that I wanted to go into the medical field, but I was unsure of how to go about it. I decided to apply for the Medical Administrative Assistant program and was accepted. I graduate from this program in May of this year.

After I had attended my first semester, I realized that I was doing better than I thought I would do. My grade point average (3.66) was very high for someone who had only finished the eighth grade. I decided that I was going to apply for the LPN program. I did and was happy to hear that I was accepted. I will graduate from that program in the spring of 2001. My long-term goal is to go for my RN after gaining some work experience as a LPN.

Attending this College was the best thing I could have done, not only for my self-esteem, but also for the future of my 15 month-old son. There comes a time in every one's life when they realize that they have to take control of their lives. I hope to be able to take care of my son someday without the help I now receive from the State. Education helps a person to become financially independent, and I can't think of any one that wouldn't want that.

To many people allow themselves to settle for a job that has a dead end. I used to be one of those people. But I have come to realize that in order to succeed you need to have an education. I wish I had known this when I left high school, but it's better late than never. This experience has changed my life, definitely for the better.

Christine Brown

C/O Sandy Cole
NHCTC

March 19, 1997

My name is Heidi Annis (Brownell),age 34. I am a single parent of two wonderful children, Michael age 12 and Crystal age 8. I began attending the college in the fall of 1995. After my violent marriage to their father ended in divorce, I realized I needed to become more self supportive.

DHS gave me a chance to be retrained into a profession field of employment. Even though they said that they would pay for it--there where many limitations. (i.e., limited funds for tuition and supplies)

I am enrolled in a two year Associates Program in Accounting. In my third semester I was threaten with the thought of the Welfare reform bill. I personally think welfare reform bill is a good idea in some areas in which they operate. But I have no other means to put myself through college, and I have come this far in achieving my goal.

Project RISE, thru the NHCTC in Claremont N.H. has helped me with the extra funding for books and tuition that was needed for my semesters at college. Without their support I would not have been able to attend all the classes I needed in order to complete my goal.

Project RISE has helped me to create a better life for me and the children.

Thank you,

Heidi Annis

Heidi Annis (Brownell)

I am a twenty six year old single mom of two, also I am a college student at the New Hampshire Community Technical College. I am on the president's list and volunteer my free time to my community's school. I am about to start an affiliation at Valley Regional Hospital and will be graduating in May. I have only been able to attend college because of the funding that I have received from the Department of Health and Human Services.

This month I will be sanctioned and then totally ineligible although they would indefinitely contribute to my food bill through the food stamp program and also Medicaid for my children.

I feel the a program for funding parents through TNAF while attending college is an economically and socially sound investment in our communities and society.

I will have a certificate in accounting and an associate's degree in the computer sciences and will be able to provide for my children a financially stable home. I will be putting taxes toward the ongoing welfare system and hope to see it produce more people who will be able to achieve higher education and the ability to be not only self supporting but also contributing to the higher good of our country.

I truly feel that this would give students in college a chance to overcome the impossibilities of being self-supporting and attending college while they have children

This would also eliminate the expenses for medical and supplemental food payments to those who after becoming ineligible for money payments will (as I would have) still need both of these programs due to a lack of wages that reflect education levels.

Most importantly though it is best for the children for they will be allowed to participate in a family setting instead of a day care and or school both night and day. They learn the worth of education and community. They find the way to be productive citizens is through education and now have a stronger family foundation both during and after the parent's education.

They have someone to help them learn to read and become educated citizens. Many of us volunteer at our children's schools between classes. They have a caring parent to put them in bed and help them with their homework many children need the extra time with a parent to study.

This semester I have struggled to keep my TNAF funding because of my schooling no longer qualifies under the new laws in place. I am trying to get a good vehicle to go to work, take the Microsoft Certification Exams and find a full time job. I know I will succeed.

I urge each and every person to weigh the outcomes I have described and then decide if the single parent should have to decide between their child, their child's financial situation long term or short term (but not both as the non funding splits these two fundamentally linked and important issues). As the idea of getting an education and working would leave no time for children to be with their parents.

GETTING SMART ABOUT WELFARE

Postsecondary Education is the Most Effective Strategy for Self-Sufficiency for Low Income Women

July 1998

Center for Women Policy Studies

About the Center for Women Policy Studies

The Center for Women Policy Studies is an independent, national multiethnic, and multicultural feminist policy research and advocacy institution, founded in 1972.

The Center addresses cutting edge issues that have significant implications for women. The Center's work seeks to incorporate the perspectives of women, in all their diversity, in the formulation of public policy that ensures the just and equitable treatment of women.

The Center's work reflects the belief that all issues facing women are interrelated and that policy research, analyses, and proposals must reflect women's diversity — by race and ethnicity, economic status, sexual orientation, age, and disability. The Center believes that community leaders, philanthropy, and business share responsibility with government for ensuring women's rights and justice.

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Welfare reform *must* provide women who receive Temporary Assistance for Needy Families (TANF) with an effective and permanent route out of poverty: postsecondary education.

The Significance of Postsecondary Education

To succeed in today's economy, it is clear that *all* individuals can benefit greatly from a college education. Education has always been a route to economic self-sufficiency and social mobility in the United States, and a college education is increasingly important in achieving long-term economic security. President Clinton has remarked on the importance of postsecondary education:

> *A good education is key to unlocking the promise of today's economy in the 21st century. Without it, people are at an ever-increasing risk of falling behind . . . that's why I have been fighting furiously since the day I took office to expand educational opportunity, to give all Americans a chance to grab the key to a prosperous future (emphasis added)* (Clinton, 1995).

> *We must make two years of college — the 13th and 14th years of education — as universal for young Americans as the first 12 are today. And, we must make college affordable for all Americans (emphasis added)* (Clinton, 1997).

Despite these policy pronouncements, our nation has not yet extended this commitment to educational opportunity to women who are living in poverty with their children and relying on welfare. However, many women on welfare are ready, willing, and able to go to college; 53 percent of women receiving welfare are high school graduates or have earned GEDs (U.S. Department of Labor, 1998).

The Benefits of Postsecondary Education

Economic Self-Sufficiency. The additional earning capacity that a college degree provides can make the difference between independence and continued poverty for women on welfare (Gittell, 1996). In order to achieve economic self-sufficiency, TANF recipients need full access to postsecondary education. The results for both women and the economy would be immediate and positive.

- The average person who attends a two year community college earns about 10 percent more than those without any college education, even without completing an associate's degree (Kane and Rouse, 1985).
- Average expected lifetime earnings for a graduate with an associate's degree is more than $1 million — about $250,000 more than for an individual with only a high school diploma (American Association of Community Colleges, 1998).
- Among families headed by African American women, the poverty rate declines from 51 percent to 21 percent with at least one year of postsecondary education (Census Bureau Population Survey, as cited in Sherman, 1990).
- Among families headed by Latinas, the poverty rate declines from 41 percent to 18.5 percent with at least one year of postsecondary education (Census Bureau Population Survey, as cited in Sherman, 1990).
- Among families headed by white women, the poverty rate declines from 22 percent to 13 percent with at least one year of postsecondary education (Census Bureau Population Survey, as cited in Sherman, 1990).
- African American women holding bachelor's degrees earn $2,002 a month, compared with $1,204 for those with only some college education (Gittell, Vandersall, Holdaway, and Newman, 1996).

Now more than ever, welfare recipients need postsecondary education to obtain the knowledge and skills they will require to compete for jobs that pay a living wage. The goal of the TANF program is to move people from welfare to work; yet nationwide, there is a scarcity of jobs — particularly in the low wage, low skill sector of the labor market in which most former welfare recipients participate (Weisbrot, 1997). And while employment opportunities for low income and poorly educated women have always been meager, now they are even worse.

- Nationally, the economy is projected to create only half as many new low skill jobs as there are welfare recipients targeted to enter the labor market in 1997-1998 (Weisbrot, 1997).
- If the normal growth in the labor force is factored in, the ratio of job seekers to jobs nationally is nearly three to one (Weisbrot, 1997).

As the competition for low paying jobs increases because of TANF's time limits, wages will also decline. In fact, the influx of former welfare recipients is projected to decrease the wages of individuals in the low wage labor market by nearly 12 percent (Weisbrot, 1997). This is especially serious, as these wages themselves do not even pay enough to support a typical family leaving the welfare rolls (Weisbrot, 1997).

- The odds against a typical welfare recipient landing a job that pays a living wage are approximately 97 to 1 for the midwestern states of **Illinois, Indiana, Michigan, Minnesota, Ohio,** and **Wisconsin.** These states compare favorably to the rest of the country, so it is reasonable to conclude that these odds are not significantly better, on average, in the national economy as a whole (Weisbrot, 1997).
- Most women who leave the welfare rolls for work can be expected to earn wages that are far below the federal poverty line, even after five years of working (Weisbrot, 1997).
- It takes between two and four times the minimum wage to support a family composed of one adult and two children. In a survey of 2,533 low income **Californians,** less than 6 percent believed that $6 per hour can support a family, a wage that is still above the legal minimum (Californians for Justice Education Fund, 1997).

Clearly, even if a woman does get a low wage job, she still cannot expect her situation to improve over time. Postsecondary education is necessary to give women the opportunity to move beyond the daily struggle to make ends meet.

Some TANF recipients face significant barriers to employment and to postsecondary education, including substance abuse, domestic violence, physical or mental disabilities, and chronic health problems (Kramer, 1998). States therefore must create a continuum of programs to serve the diverse needs of women receiving welfare; these should help move women toward self-sufficiency by providing remedial math courses, literacy training, mental health and substance abuse treatment *and* postsecondary education.

Because some women need remedial courses is not reason enough to deny them access to postsecondary education; indeed, a large percentage of other students also need remediation. In fact, in 1995, 29 percent of all first year college students were enrolled in at least one remedial reading, writing, or mathematics course; at public two year institutions, 41 percent of first year students were enrolled in one or more remedial courses (Lewis and Farris, 1996). The opportunity for a college education may not be immediately appropriate for all TANF recipients, but the door should be open for women who are ready to take this path to economic self-sufficiency.

Upward Mobility. At least half of all new jobs by the year 2000 will require a college degree (Kates, 1993). For poor women to break out of welfare poverty or working poor status, they must have education and job training that prepares them for higher paying employment — and that requires a solid postsecondary education.

Programs that place welfare recipients in public sector service jobs, such as **New York City's** workfare program, have been criticized for not moving individuals into permanent, unsubsidized employment (Swarns, 1998). Indeed, these workfare programs are viewed as the "last resort" and not as an effective tool for welfare recipients to achieve long-term economic independence.

Women need training in vocations and professions that are as lucrative as possible. Even with additional education, women cannot become economically strong unless they can avoid being trapped in the lowest paid jobs in the service sector, such as child care, nursing home aides, custodial, and other service or clerical positions, which pay the least and offer the fewest benefits and career ladders.[1] It is imperative that low income women have access to postsecondary education in order to be competitive in jobs and careers that offer advancement and upward mobility.

In a survey of 2,533 low income **Californians,** 19 percent of respondents reported that few or no jobs were available in their communities; another 7 percent responded that only "low paying jobs" were available. The existing jobs were either dead end, low paying jobs or highly technical jobs for which they did not have the necessary skills or education (Californians for Justice Education Fund, 1997).

Other Benefits of A College Education. Empowering women through education has far reaching benefits; not all of them are financial. Studies in several states have found that postsecondary education not only increases women's income, it improves their self-esteem, increases their children's educational ambitions, and has a dramatic impact on their quality of life, enriching the women's personal lives and improving their relationships with their children (Gittell, Gross, and Holdaway, 1993; Kates, 1991).

One five-state study of college graduates who had been AFDC recipients when they were enrolled in school reported remarkable results. Respondents in all states said that their increased self-esteem was the most important long-term consequence of attending college — they felt proud of themselves and more confident in their abilities (Gittell, Gross, and Holdaway, 1993). Ninety percent of the **New York** State respondents credited their college experience with making them feel more self-confident and 95 percent also felt proud of themselves. Women also reported that their education changed their lifestyle; they read more, made new friends, and engaged in more cultural activities (Gittell, Gross, and Holdaway, 1993).

Benefits also extended to the children of these educated parents, who were more likely to take education seriously and aspire to go to college themselves (Gittell, Gross, and Holdaway, 1993). In the **Illinois** sample, for example, 40 percent of respondents reported that their children worked harder as a result; 62 percent of respondents said that their children were proud of them for going to college (Gittell, Gross, and Holdaway, 1993). The study also suggests a strong association between parental income and the expected future income of their children (Gittell, Gross, and Holdaway, 1993).

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[1]The optimal solution would be to pay these essential women workers a living wage, with health benefits, rather than to continue to denigrate these positions with low pay and low status. The devaluation of positions that traditionally have been labeled as "women's work" reflects the sexism that continues to confront women in all segments of the job market.

One study participant said:

> *"Seeing me struggle, and having the appreciation for what I have gone through ... They are proud of me for what I have done, and they know that they can do it ... They are not afraid to be at school. My son wants to go to Yale and be an engineer ... So they are not afraid, and they see the possibilities of going to school and then on to college"* (Gittell, Gross, and Holdaway, 1993).

Another study participant reported that the message that she has given her daughter is that "college is important and it's going to be part of her life . . . I served as a role model for my daughter because I was so dedicated to my studying and doing well in school" (Gittell, Gross, and Holdaway, 1993).

The Federal Welfare Policy Environment

The Family Support Act of 1988: Passage of the Family Support Act (FSA) of 1988 marked a shift toward greater recognition of the need to invest in human capital and to include postsecondary education as an option for women receiving Aid to Families with Dependent Children (AFDC). This Act, designed to make welfare a temporary system, focused on the education and training of AFDC recipients (Kates, 1991). Through the Job Opportunities and Basic Skills (JOBS) component of FSA, states could offer postsecondary education to AFDC recipients as a job training option and determine whether to adopt a two year or four year college option.

Every state took advantage of this option. Two-thirds of the states allowed AFDC recipients to pursue four year college degrees and some states even encouraged recipients to enroll in college; the remaining states permitted recipients the choice of a two year degree. In this policy environment, colleges developed special programs for women receiving AFDC, many of whom proved to be accomplished students (Gittell, Vandersall, Holdaway, and Newman, 1996).

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996: This most recent federal welfare reform bill, signed into law by President Clinton on August 22, 1996, marked the end of guaranteed cash assistance to low income women and their children by converting AFDC into the Temporary Assistance for Needy Families (TANF) block grant. It also marked the end of the college option provided in the Family Support Act.

Several provisions of TANF have a direct impact on low income women's access to postsecondary education:

- **Time Limits.** The law mandates a maximum five year lifetime limit on receiving assistance. However, states have the option to set even *shorter* time limits (Center for Women Policy Studies, 1996).
- **Work Requirements.** In order to receive TANF block grant funds, each state must put at least 25 percent of recipients to work in fiscal year (FY) 1997, rising incrementally to 50 percent by FY 2002. Women with children under the age of six are required to work 20 hours a week, rather than the 36 hours required of other recipients (Center for Women Policy Studies, 1996).
- **Allowable Work Activities.** Some forms of education and training are included as meeting the definition of work — vocational education training for up to 12 months, job skills training, and education that is "directly related to employment" (Center for Women Policy Studies, 1996).

Time limits on aid make it impossible for TANF recipients to receive support while pursuing either a four year college degree or a two year associate's degree. Indeed, it seems unreasonable to expect such speed of completion when the "traditional" student takes more than two years to complete an associate's degree program at a community college and about five years to complete a four year college degree. And most of those students are young adults with no family responsibilities and with some economic support from their families — advantages that TANF recipients do not share.

To expect a poor woman with dependent children to complete school any faster than a student without those responsibilities is, at best, unrealistic. At worst, women learn that their poverty and motherhood make them second class citizens whose hopes for a better life for themselves and their children are scorned by policy makers and those citizens who are privileged enough to have avoided poverty.

In fact, TANF's "work first" approach already has forced many college students to drop out of school in order to meet work requirements. For example:

- At the City University of **New York,** the number of students on welfare declined from about 27,000 to about 17,000 from 1994 to 1997 (Schmidt, 1998).
- At Milwaukee Area Technical College in **Wisconsin,** the number of welfare recipients registered as students declined from 1,755 to 244 (Romano, personal communication, April 8, 1998).
- At Baltimore City Community College in **Maryland,** the number of students on welfare dropped by 29 percent, from 893 to 633 from fall 1996 to fall 1997 (Schmidt, 1998).
- In the **Massachusetts** community college system, enrollment of welfare recipients declined from about 8,000 to approximately 4,000 in two years (Schmidt, 1998).

Although President Clinton is on record as stating, "I don't think people [on welfare] should be pulled out of college" (Harris, 1997), anecdotal data from other states and communities suggest that these situations are typical and that many students are being forced to give up their pursuit of education by punitive workfare requirements and time limits. TANF recipients on the path to economic self-sufficiency should not be forced to leave school in favor of a job that barely pays a living wage.

Balanced Budget Act of 1997: The Balanced Budget Act of 1997 (BBA) included provisions relating to the $3 billion Welfare-to-Work Block Grant program. The grants must be used for activities "to move individuals into, and keep individuals in, lasting unsubsidized employment by means of any of the following:

1) the conduct and administration of community services or work experience programs;
2) job creation through public or private sector employment wage subsidies;
3) on-the-job training;
4) contracts with public or private providers of readiness, placement, and post-employment services;
5) job retention or support services if such services are not otherwise available" (20 C.F.R. §645.220 (1997).

Nothing in the law specifically excludes postsecondary education programs for TANF recipients who meet the target population guidelines — if those programs show that they are designed to lead to specific employment and also provide job placement services. Thus, many community colleges will be able to qualify.

State legislators can bring together postsecondary education institutions and state welfare administrators to work together to develop strategies that use these federal mandates to open the door to a college education for low income women so that they can permanently move off welfare and into jobs that pay a decent wage and benefits.

State Approaches

Relatively broad phrases such as "job readiness" and "education directly related to employment" in TANF provide some leeway for the inclusion of some postsecondary education programs as an option. State legislators can ensure that postsecondary education is included in each state's definition of "work activities".

Under the U.S. Department of Health and Human Services' proposed rule to implement TANF, states possess the discretion to include postsecondary education as an allowable work activity. The proposed rule leaves states with the maximum flexibility allowable under the statutory language

to define "work activities" and specifically encourages states to adopt program designs that combine college study with work (45 C.F.R. Preamble to § 271.30 (1997).

Furthermore, the proposed rule allows states to operate state programs with Maintenance of Effort (MOE) funds that permit women to pursue a college education as long as the program is an effective means of advancing welfare recipients' work opportunities and long-term economic self-sufficiency (45 C.F.R. § 273.2 (1997). State funds can be used to provide cash benefits and support services, such as child care and transportation, to enable recipients to attend college — without being subject to TANF program restrictions since federal TANF dollars are not being used.

For example, Maine's Parents as Scholars program is a separate administrative structure that will protect parents in college from strict time limits and from work requirements. Using state MOE funds, Maine gives recipients a cash living allowance and supportive services if they are enrolled in an educational program designed to lead to self-support. Because it is a separate program, it does not compete with the state's 20 percent exemption allowance from work participation under the TANF program.

Wyoming's welfare law includes provisions that encourage access to education for TANF recipients. Using state MOE funds, Wyoming allows recipients to complete one bachelor's degree or one vocational training program. Among other requirements, the student must be employed at least 32 hours per week for 10 or more of the 16 weeks prior to starting classes. Also, the student must be employed for a minimum of 32 hours per week for 10 weeks after each two semesters of school; however, this requirement may be waived for good cause, such as summer school attendance.

New York's welfare law requires that recipients who are students must be offered a work site on campus to fulfill their mandatory work requirement under TANF. Local service agencies are required to place students on public assistance in jobs on their own campus or at a site reasonably close to that campus. Also, the student is required to remain in good academic standing.

Illinois' welfare law allows unemployed TANF recipients to pursue postsecondary education; however, the college degree program must be completed within one year. Additionally, individuals may be required to participate in job search and job readiness activities as well. Employed recipients may also attend college if they work at least 20 hours per week; a work study placement can meet the work requirement.

States also can promote postsecondary education opportunities for women receiving welfare by establishing an Individual Development Account (IDA) program. States can use part of their TANF block grant to fund IDAs for qualified purposes, including postsecondary education expenses (Personal Responsibility and Work Opportunity Reconciliation Act of 1996). Under an IDA program, a TANF recipient can save all or a portion of any income she may have and have those dollars matched by the IDA program (Personal Responsibility and Work Opportunity Reconciliation Act of 1996). The IDA program must be administered by a not-for-profit organization or a state or local government agency partnering with a not-for-profit organization (Personal Responsibility and

Work Opportunity Reconciliation Act of 1996). The income that a woman saves is not counted in the determination of her TANF eligibility (Personal Responsibility and Work Opportunity Reconciliation Act of 1996).

The Role of Colleges and Universities

Institutions of higher education can take specific actions to create supportive educational environments for low income women (Kates, 1991). These do not require new federal or state legislative initiatives, but simply the desire to improve access for low income women:

Administrative Support

- Track the progress of students who are TANF recipients, in order to provide help when needed.
- Schedule regular meetings, at least once a year, between students and financial aid administrators.
- Establish formal and informal links with state and private agencies for information sharing, problem solving, and policy making.
- Ensure student participation in policy making, through advisory committees, task forces, and student organizations.
- Provide students with accurate and current information on support services and community resources.
- Provide responsive career development and counseling personnel who understand the concerns of low income students.
- Offer students opportunities for on-campus internships, employment, and work study that can fulfill TANF work requirements.

Academic Support

- Guarantee flexibility regarding credits, including credit transfers and credits for life experience.
- Encourage a variety of course options, including areas of professional preparation considered "nontraditional" for women, especially low income women.
- Conduct a one year orientation program, specifying core courses that students should take.

Financial Support

- Ensure that all financial aid personnel understand the complexities of public assistance, especially TANF requirements, and the areas of overlap with other public funds and resources and who are sensitive to the specific financial needs of low income women.

- Create emergency funds to provide women with loans and grants for special and unexpected needs.
- Include proposals for scholarship programs for low income women in college fundraising activities among alumni and public and private funding sources.

Support Services

- Provide child care, including on-campus facilities and/or referral to nearby agencies that provide child care.
- Provide resources for transportation, such as loans for car repair, and referral to agencies that provide reimbursement for mileage or public transportation tokens.
- Provide on-campus or campus-approved housing for women with children.
- Provide workshops about family relations and child development.
- Coordinate access to community resources available for low income women.

Student Support

- Create a "buddy" or "sister" system to link incoming students with experienced students.
- Establish a liaison position in the Student Affairs office, to assist students on campus.
- Build an alumni network to help women plan careers and discuss life after college.

Overall, any educational plan should provide sustained cash assistance, food stamps, child care, career counseling, job placement assistance, and support throughout the recipient's tenure as a student (see Kates, 1991). Low income women will not be able to break out of poverty without access to appropriate educational programs and services that allow them to sustain their families while pursuing their higher education goals. Women receiving TANF must be able to forge their futures without sacrificing their present lives.

Additional Federal Welfare Reform Needed

Clearly, postsecondary education does make a difference — an enormous difference — for many women. In order to ensure that low income women have the opportunity to pursue a college education, **federal law must include postsecondary education in the list of allowable work activities under the TANF program.** In addition, federal law should allow states to extend welfare recipients' time limits if they are close to completing their college degree program.

Policy makers must keep the door open to a college education for low income women so that they can permanently move off welfare and into jobs and careers that pay decent wages and benefits. As one former welfare recipient noted: ***"The only remedy to complete abandonment from the welfare system is education"*** ("Ex-welfare mom," 1997).

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Speakers

SENATE PI-HHS COMMITTEE

Date 4/5/99 Time 1:00 PM Public Hearing on SB 208-FN

Appearing in FAVOR: (Please print) **Please check box at left to speak.**

Speaking?	Name	Address	Representing
✓	Sen Katrina Wheeler	Sponsor	
☑	Susie Barrett	516 Alton Woods Dr.	NHTI
☑	WAYNE BLANCHETTE	329 Tilton Hill.	NHTI
☑	Tom Wickey	~~NHH~~ 59 Park ST Exeter	NHCTCS
☑	Sandra Cole	1 College Dr. Claremont	NHCTC
☑	Mary Gillette	NHCTC 605 Amherst St. Nashua	NHCTC
☑	Rep. Idis Estabrook	House Education	Strafford Dist 8
☑	Glenn DuBois, Commissioner	NHCTCS	
☑	Kate Fray	Commission on the Status of Women	
☑	Linda Griebsch	NHEA SW Concord	Concord.
☑	Rep Marsha Scheer Cassel	Dist 36	
☑	Tom Burnell	NH Legal Assistance	NHLA clients

Appearing in OPPOSITION: (Please Print) **Please check box at left to speak.**

☑	JACK GETTENS	129 PLEASANT ST, CONCORD	DHHS
☐	Support Ann Widger	4 Park Concord	NH Citizens Alliance NASW
☐			
☑	SARA DESTIN - SUPPORTS		
☐	Support - Sheila Evans	NH Women's Lobby	
☐			
☐			
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☐			
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Committee Report

Date: APRIL 5, 1999 Time: 1:00 PM

The Senate Committee on Public Institutions/Health Human Services held its hearing in Room 102-LOB, Concord, New Hampshire.

BILL NO.: SB 208-FN TITLE: establishing a "parents as scholars" program.

Members of the Committee present:

Senator Squires
Senator Wheeler
Senator Fernald
Senator Krueger
Senator McCarley
Senator Pignatelli

Those appearing in favor:

Name and Address	Representing
See Attached.	

Those appearing in opposition:

Name and Address	Representing
See Attached.	

REPORT OF THE COMMITTEE:

- ☒ Ought to Pass
- ☐ Ought to Pass w/ Amendment
- ☐ Inexpedient to Legislate
- ☐ Rereferred
- ☐ Interim Study
- ☐ Continued Hearing
- ☐ Postponed Hearing

STATE OF NEW HAMPSHIRE

SENATE

REPORT OF THE COMMITTEE

Date: APRIL 13, 1999

THE COMMITTEE ON Public Institutions/Health Human Services

to which was referred Senate Bill 208-FN

AN ACT establishing a "parents as scholars" program.

VOTE: 5-1

Having considered the same, report the same without amendment and recommend that the bill: **OUGHT TO PASS.**

Senator Katie Wheeler
For the Committee