

Workers' "GI Bill" Survey

Martin McCallum

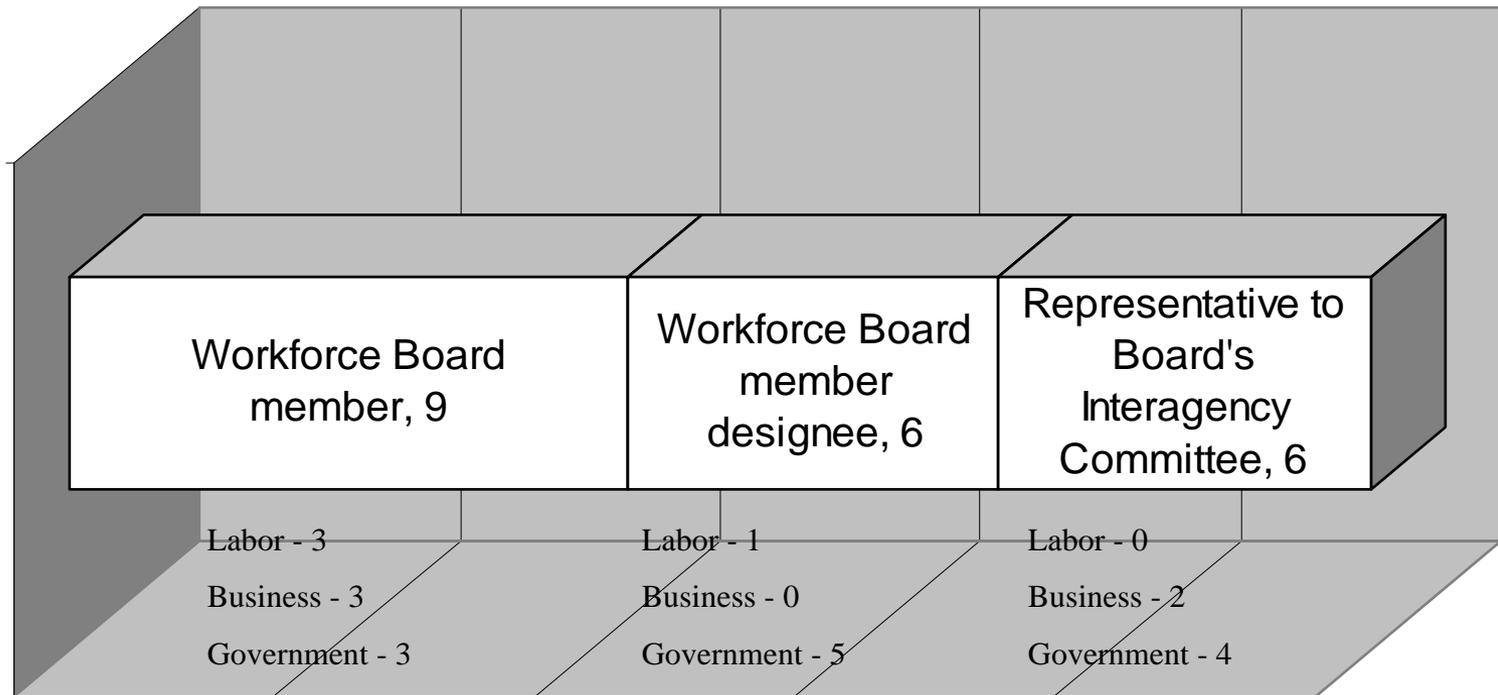
Workforce Board

May 5, 2009



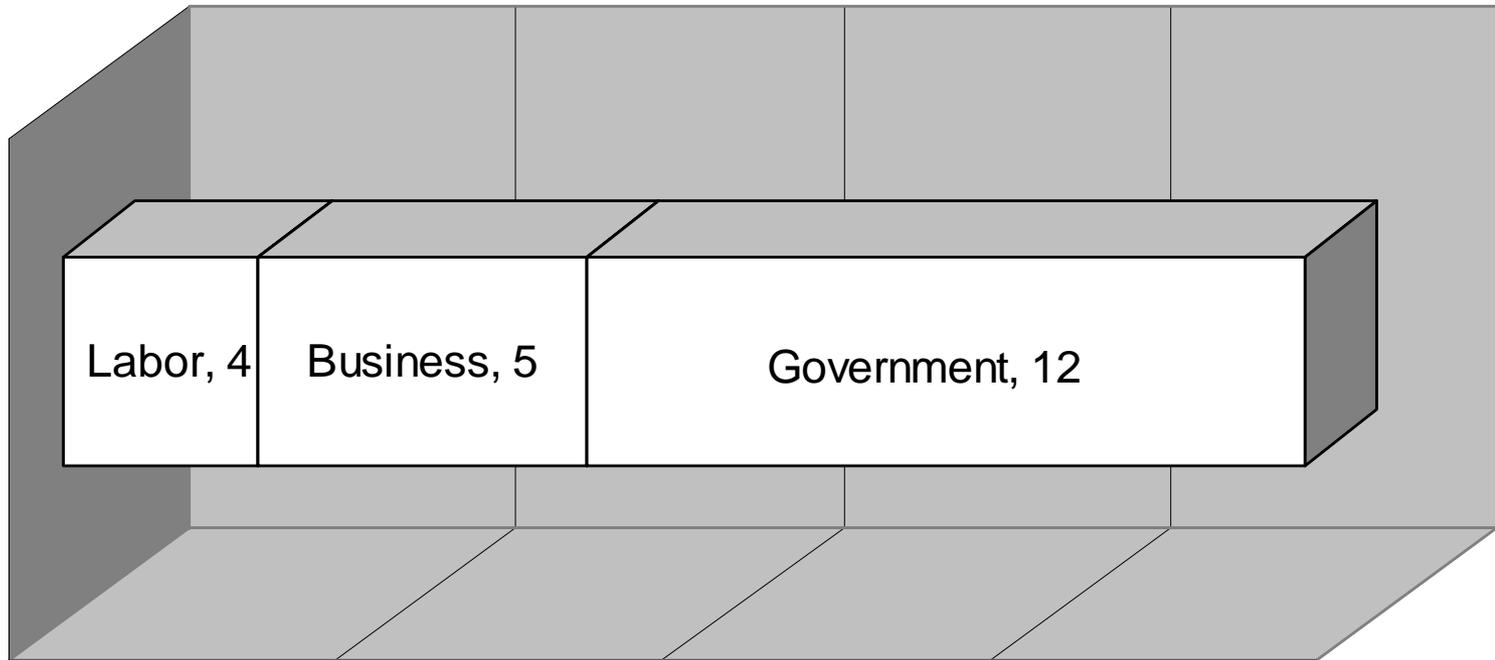
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Survey members



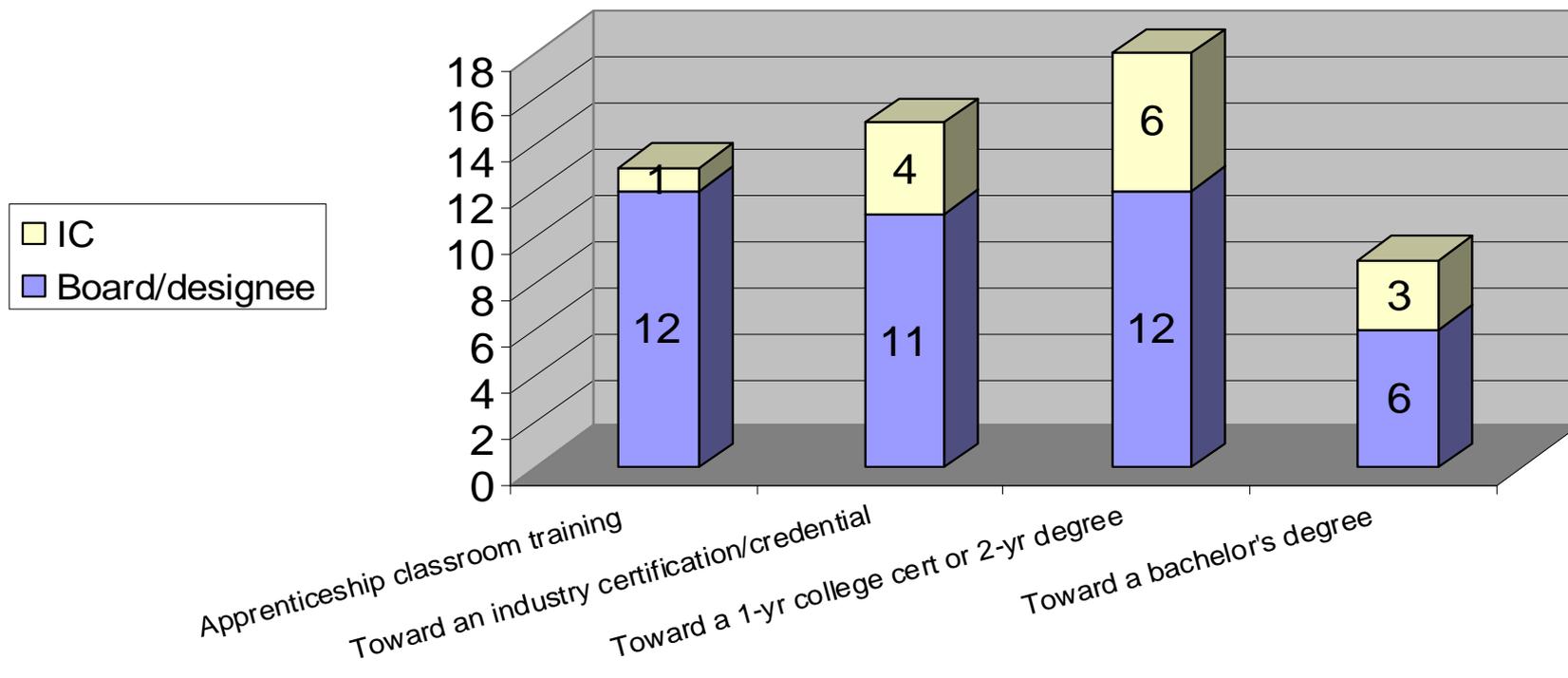
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Representation



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What type and level of training should be covered?

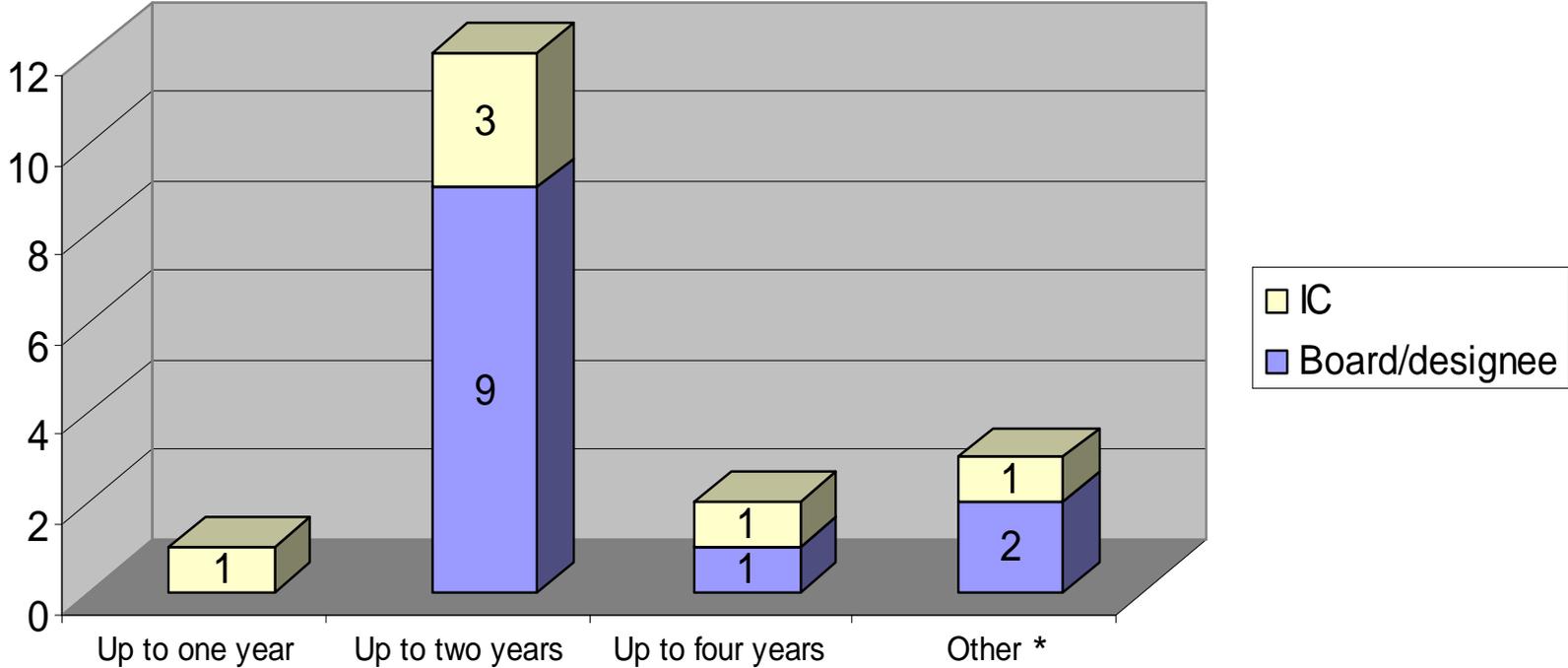


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Comments:

- Longer than four years when disability factors require attending less than full time.
- Up to four years equivalent education.
- Sliding scale based on service given to receive grant.

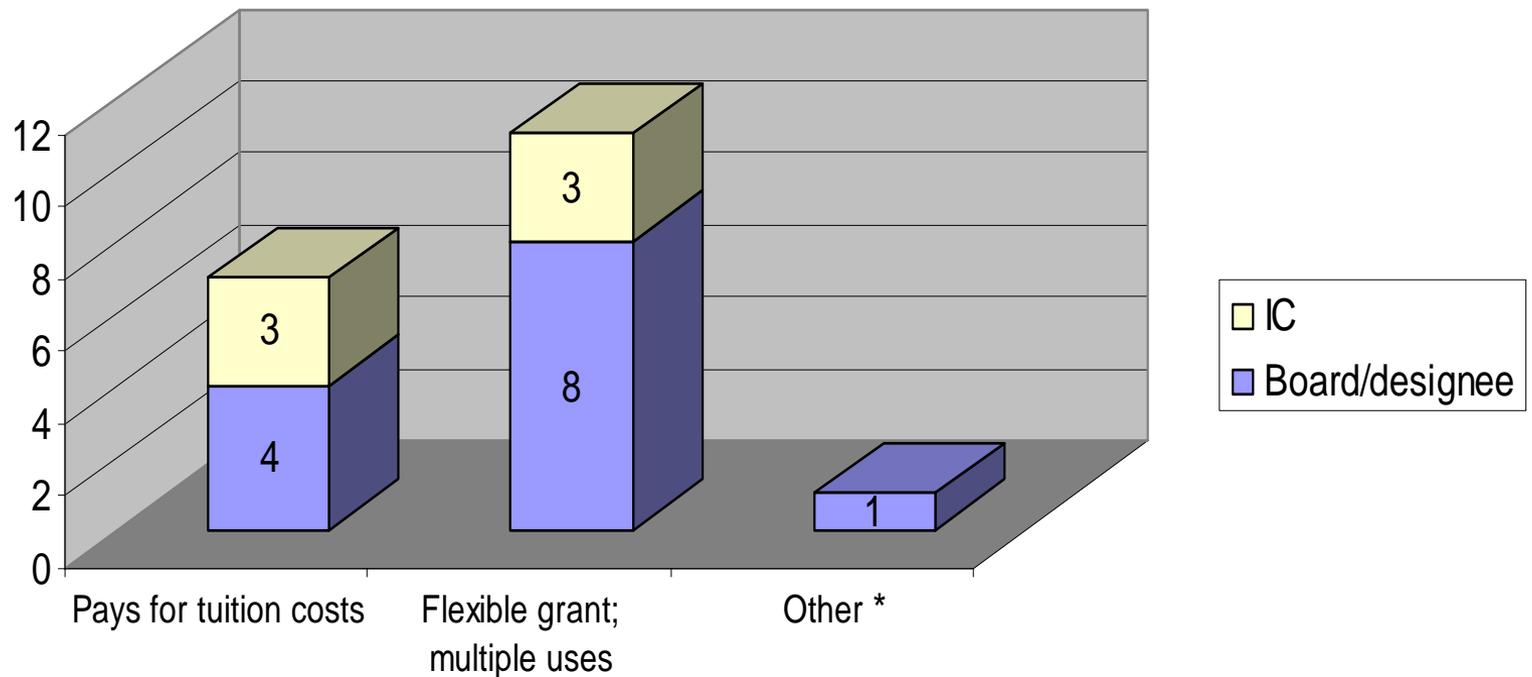
How many years of training should this grant pay for?



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- * Other:
- A longer period--disability factors could require student to attend less than full time.
 - Up to four years equivalent education.
 - Sliding scale based on service given to received grant.

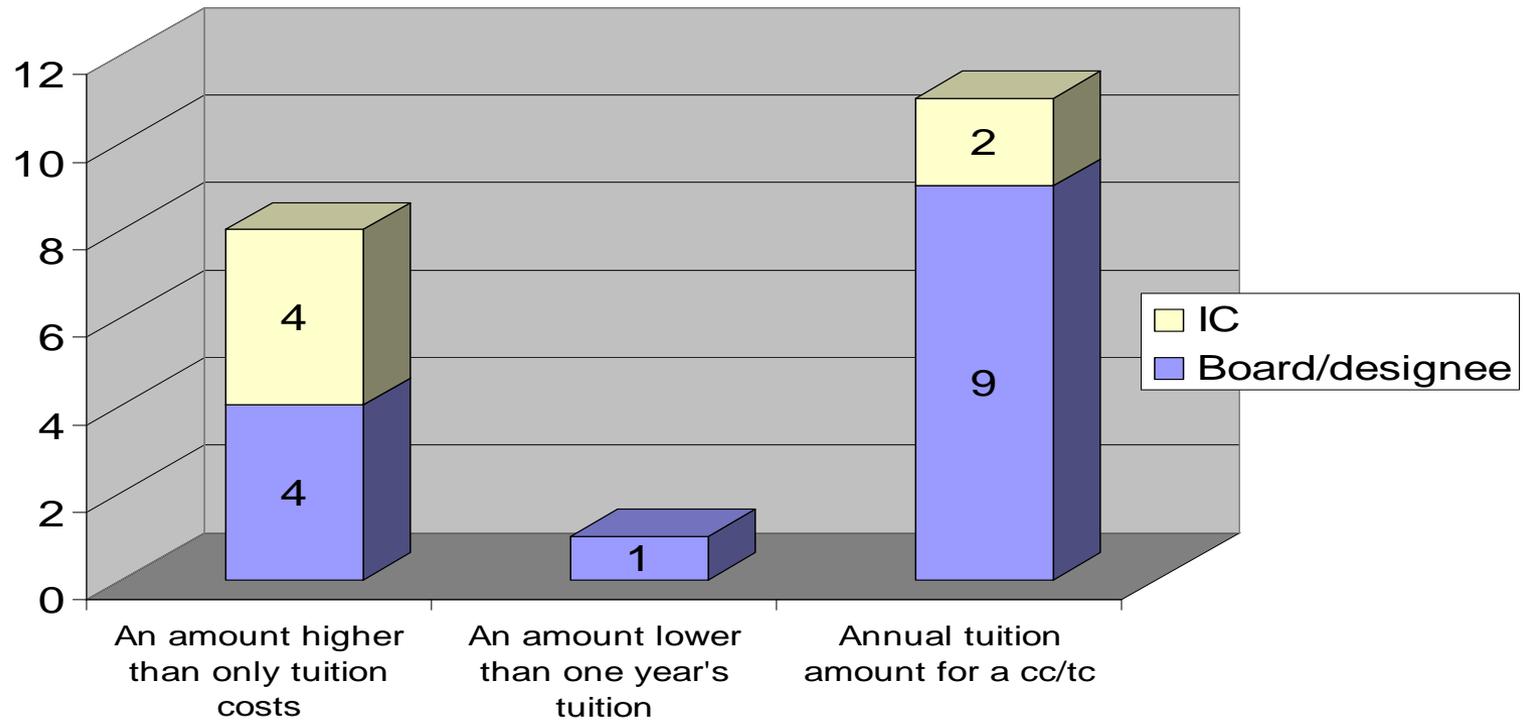
What benefits package for incumbent workers do you prefer?



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* Other: Include living expense (like Pell).

What level of funding are you considering for this grant?



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Written comments related to level of funding considered for this grant:

Board Members/Designees

- It should be tied to a community service requirement.
- Tuition fee plus a percentage to be determined.
- The goal is a 13th year, at least.
- This grant should be available in addition to other forms of financial aid.
- This is a good place to start the discussion.
- This should be easy to administer, easy to track and easy to report on. Focusing the funding on tuition helps achieve that.
- The \$2,400 is a starting point as long as the \$\$ is flexible and living expenses are allowed, just like the GI bill \$\$.
- Recognition that the money could go to registered apprenticeship programs and not just restricted to Community and Technical colleges.

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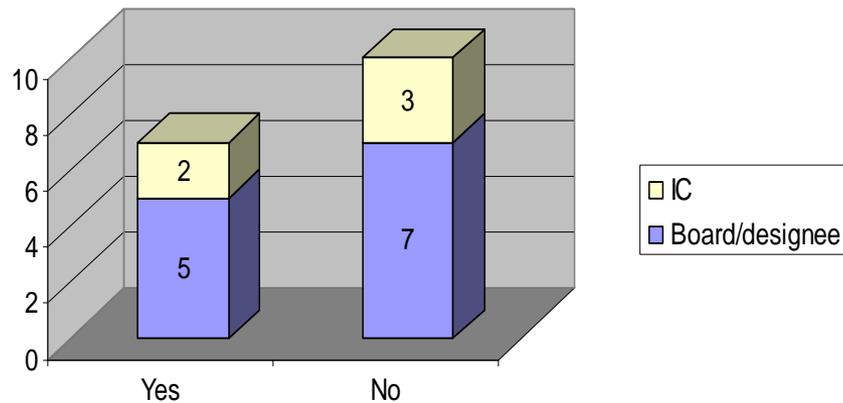
- It would be most cost effective (and fair) to administer a single, uniform amount of funding that goes for a specific purpose.
- There should be sensitivity to the total tuition costs when recognizing the FTE plus self-paid tuition amount. The FTE and the self-paid tuition should be considered for funding education outside the community college system.
- Take into consideration potential child care costs for funding.



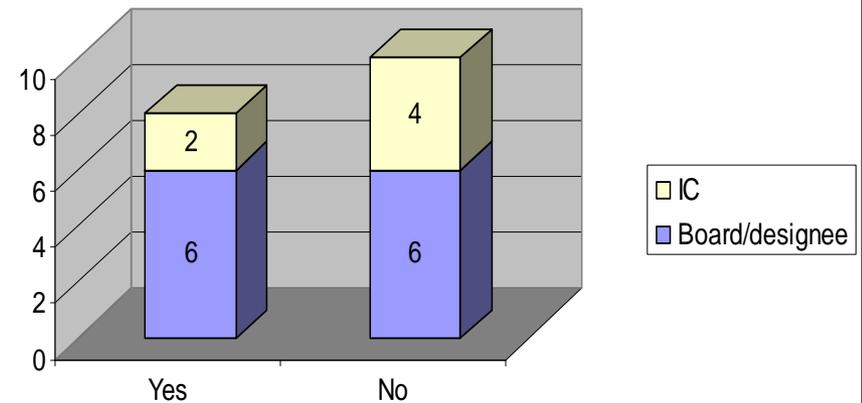
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How grant benefits should be earned.

Grant is awarded to workers who have completed an agreed period of community service.



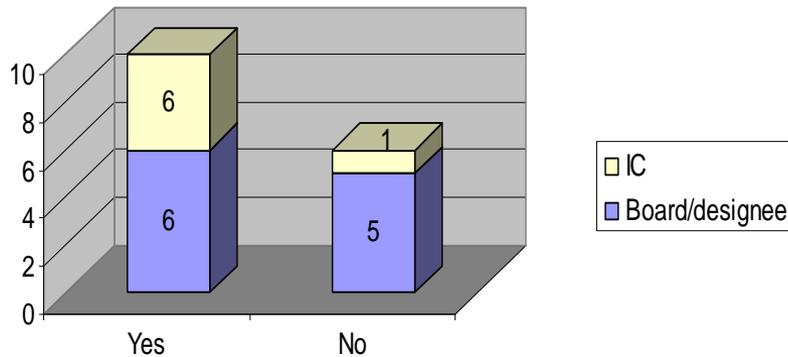
Grant is awarded to those who agree to participate in community service after the grant is used.



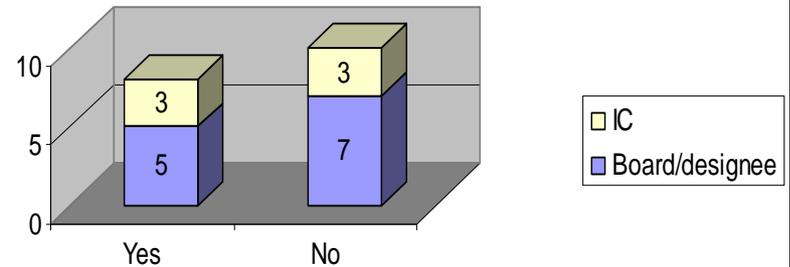
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How grant benefits should be earned.

Grant is awarded to only those who are working or seeking work in occupations with more job openings than graduating students.



Grant award is based on the length of employment. For example, to be eligible an individual must have worked for a certain number of years in Washington, and/or the value of the award is based on the number of years of employment.



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Comments on how grant benefits should be earned.

Board member/designee

- Possibly an upper age limit to encourage people to enter early in their work career.
- I do not like the structure of either one or the other in these options, should be a variable path that will take you to the starting line.

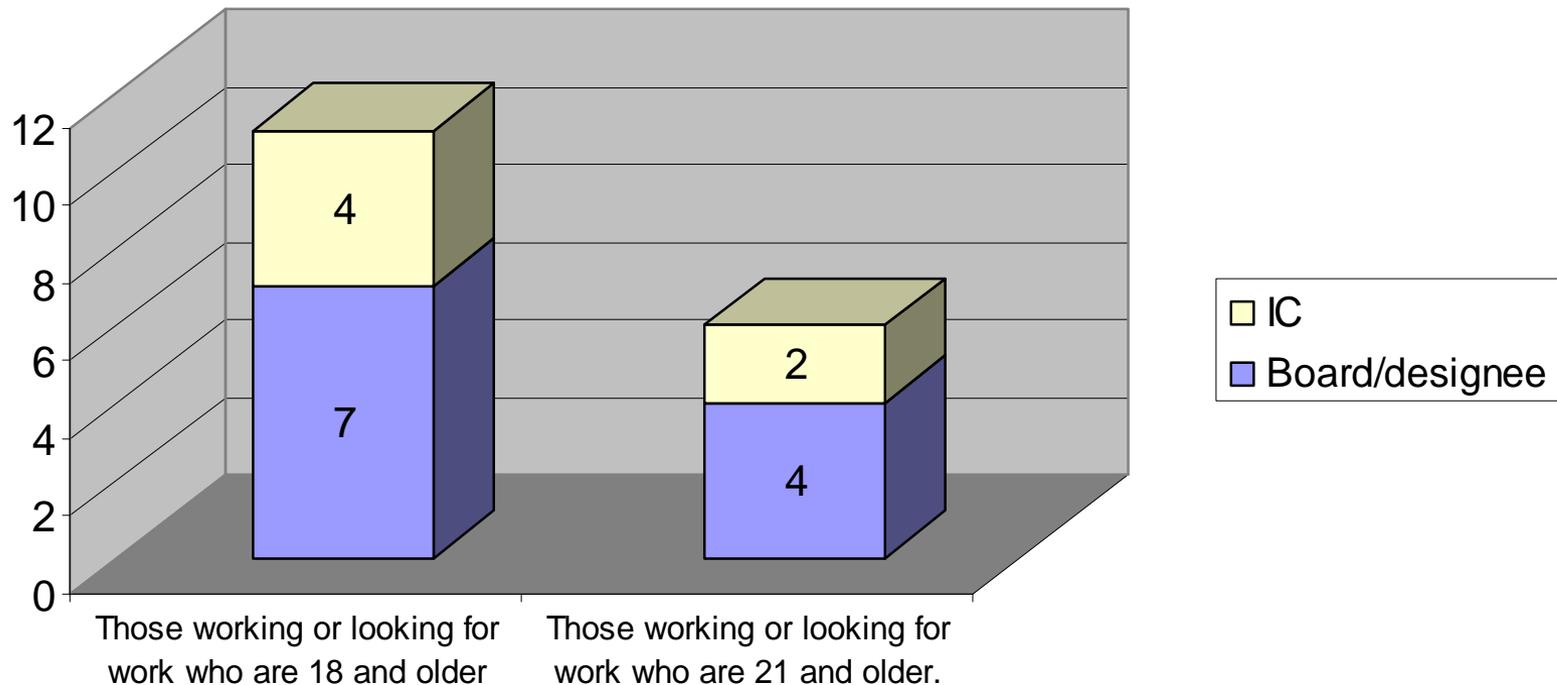
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- Should be some residency requirements.
- Tie the grant to a developed career path plan for low and moderate income individuals.
- Link to high demand occupations/programs of study. I like the idea of community service.



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Who should be the target population?

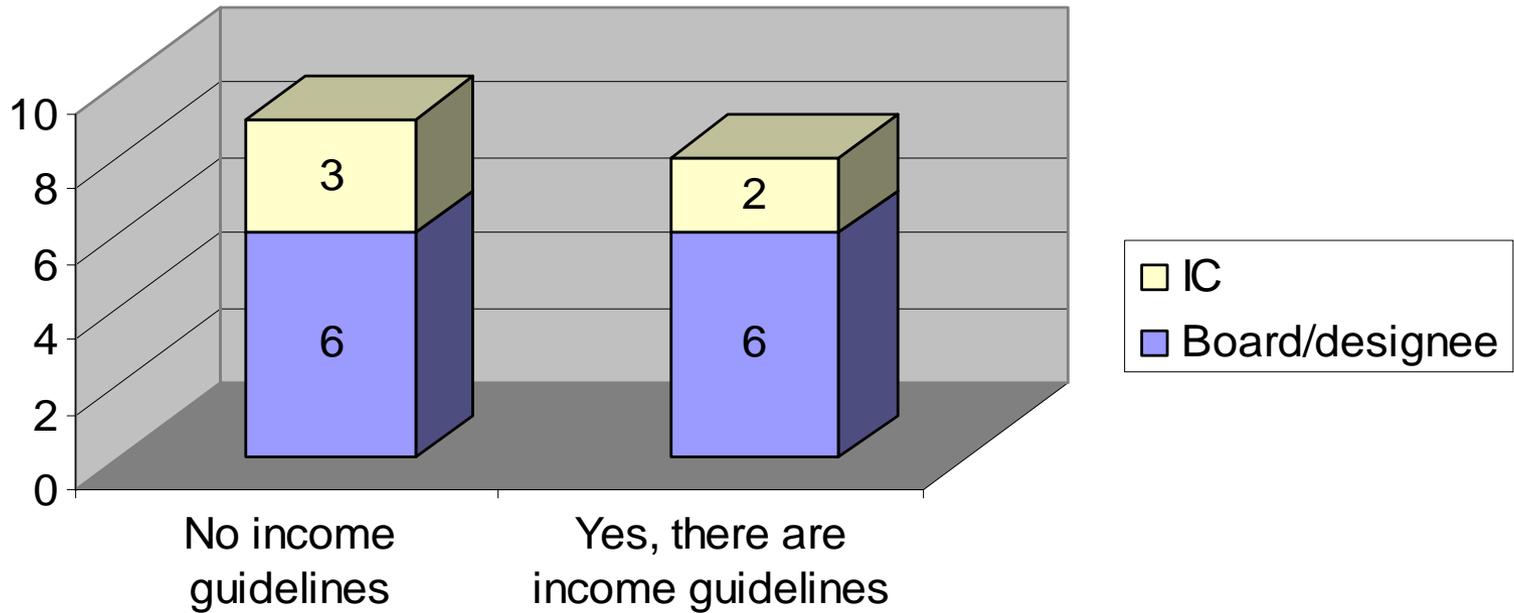


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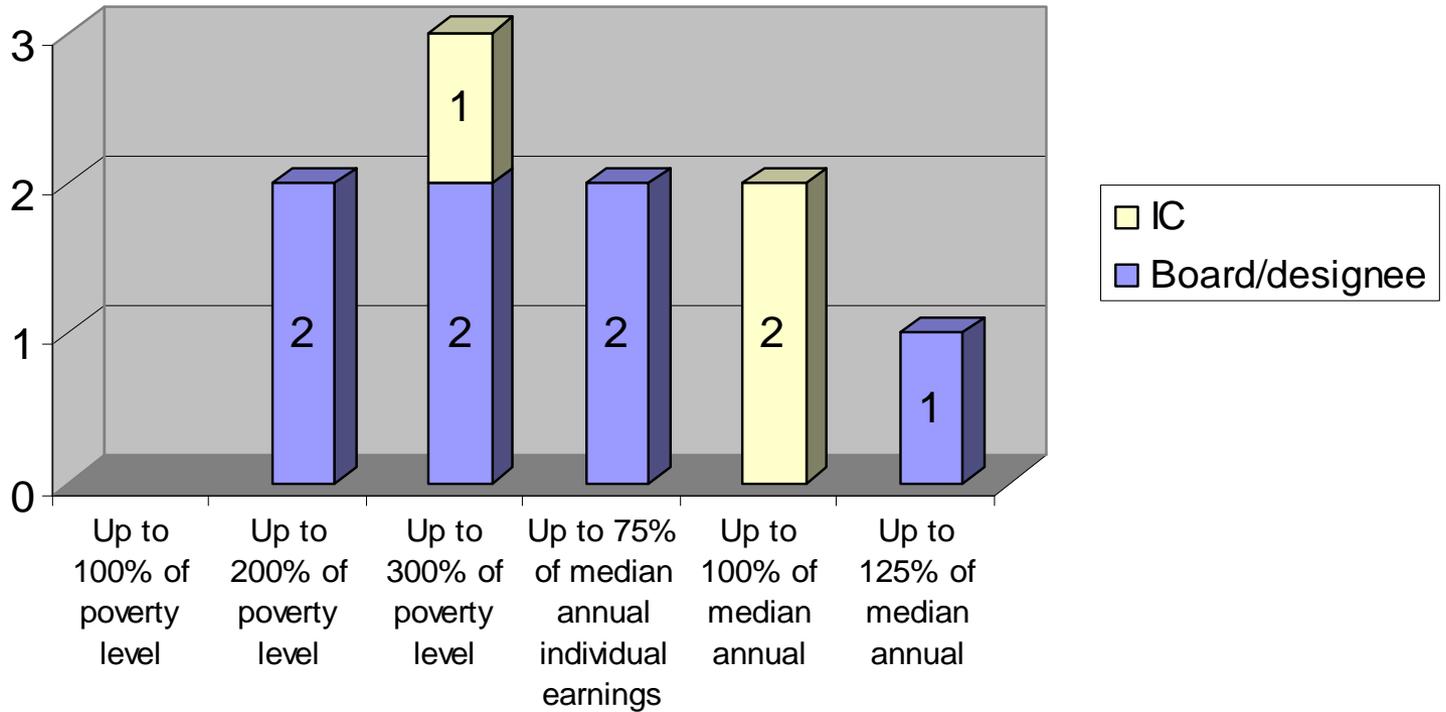
Comments:

- If we want to focus on building the skills of our incumbent workers, I'd like the target population to be 21 and older.
- There doesn't seem to me to be any real rationale for setting 21 as the age limit.
- Target low and moderate income individuals (under 80% of median income?).
- There doesn't seem to me to be any real rationale for setting 21 as the age limit.

Should grant recipients meet certain income guidelines to receive this grant?



Choose an income guideline for grant recipients.



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Comments on income guidelines for grant recipients.

Board members/designees

- Concern that income guidelines may leave out middle income folks (too poor to afford school -- too “rich” to qualify).
- It would be helpful to know how many incumbent workers currently fall in each of the above categories; our goal should be to help a person achieve a “livable” wage. How do we get there using the GI Bill concept?
- No Income Guidelines, I am emphatic.

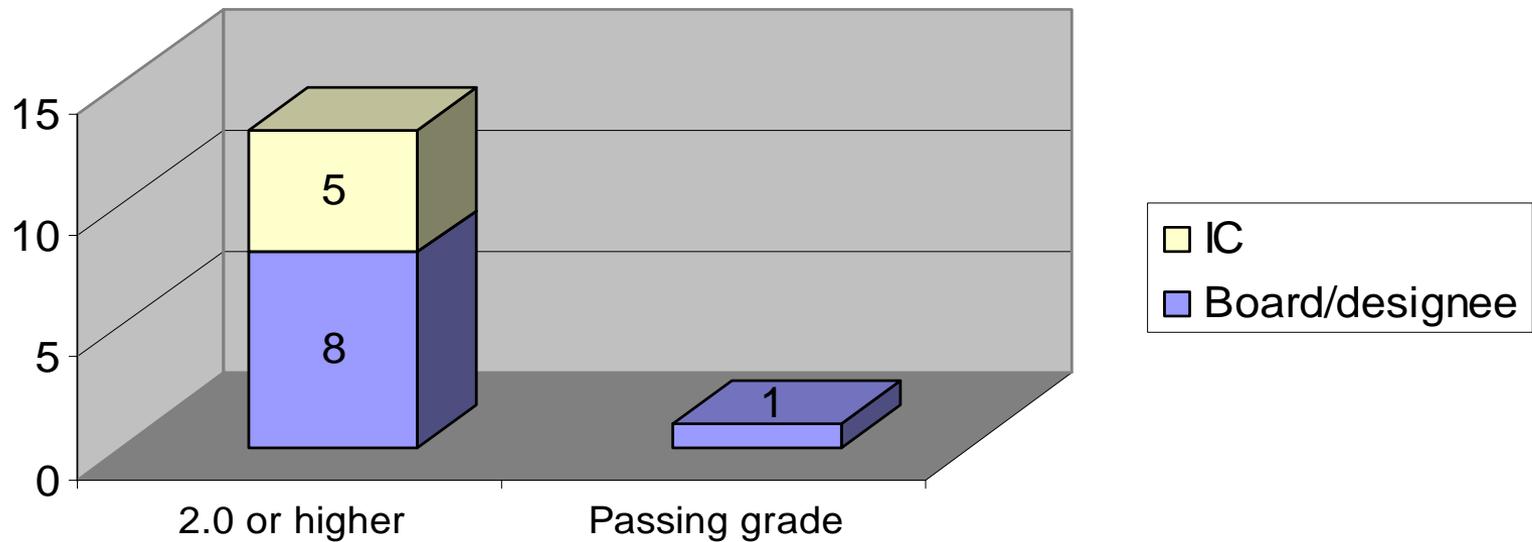
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- The individual who has worked and paid taxes for years should have the benefit of participation in the program.
- The ceiling should be high enough to cover those who won’t qualify for any student financial aid, but who lack discretionary income for education.
- Rather than income guidelines, how about basing eligibility on current employment in a declining/dying industry? Workers in these occupations need training in a growth industry in order to continue to earn living wages and continue to positively impact Washington’s economy. These workers are technically not dislocated so they are often not eligible for typical DW benefits until it is too late.



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What grade point average should be required of grant recipients to qualify for continued funding for the next school quarter?



Comments related to grant recipients qualifying for continued funding.

Board members/Designees

- 2.5 or higher.
- Some grade exceptions for individuals with disabilities and those with language barriers.
- Nothing less than an 2.5.
- 2.0 Average, not per class. Not in favor of quarter by quarter funding, fund for the entire year or people won't make a commitment to do this.

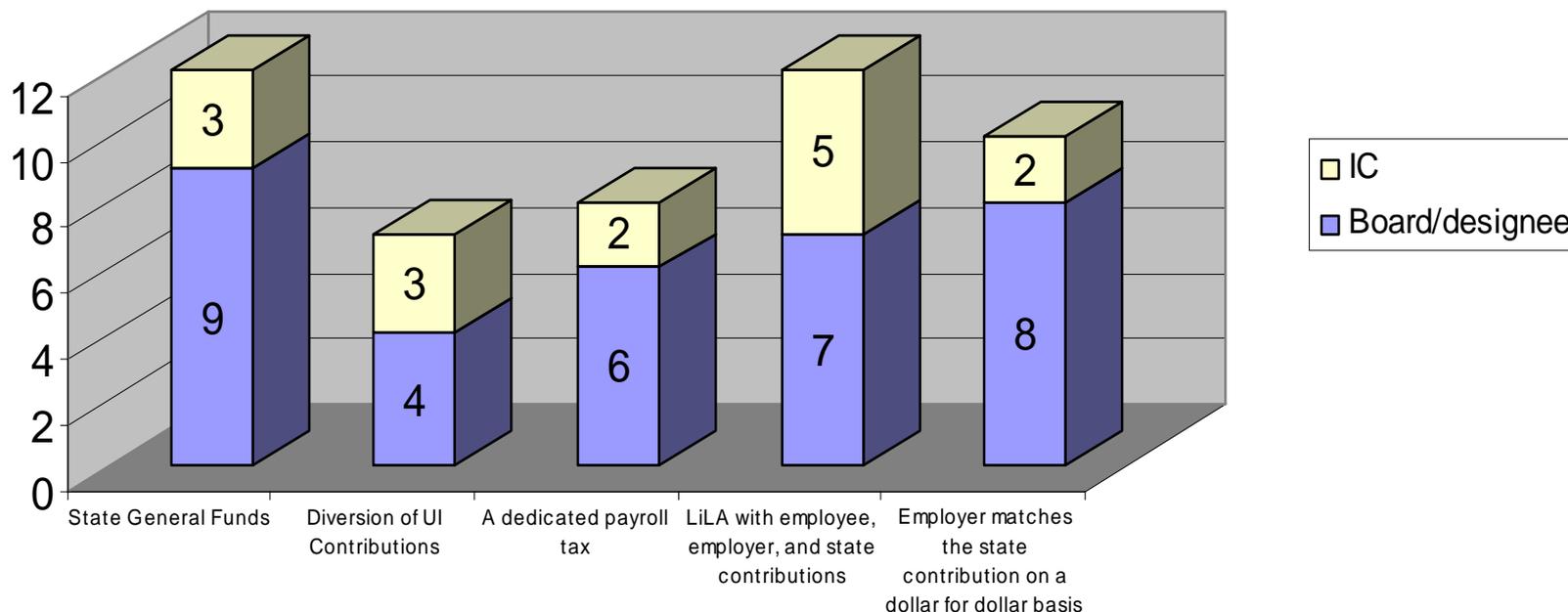
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- 2.5 or higher.
- If someone has only a "D" average, they're not very serious about school (or unsuited to the subject matter) and the taxpayers shouldn't be supporting them further until they bring up that average at their own expense.
- We need to have the expectation that students are gaining academically--not just squeaking by.



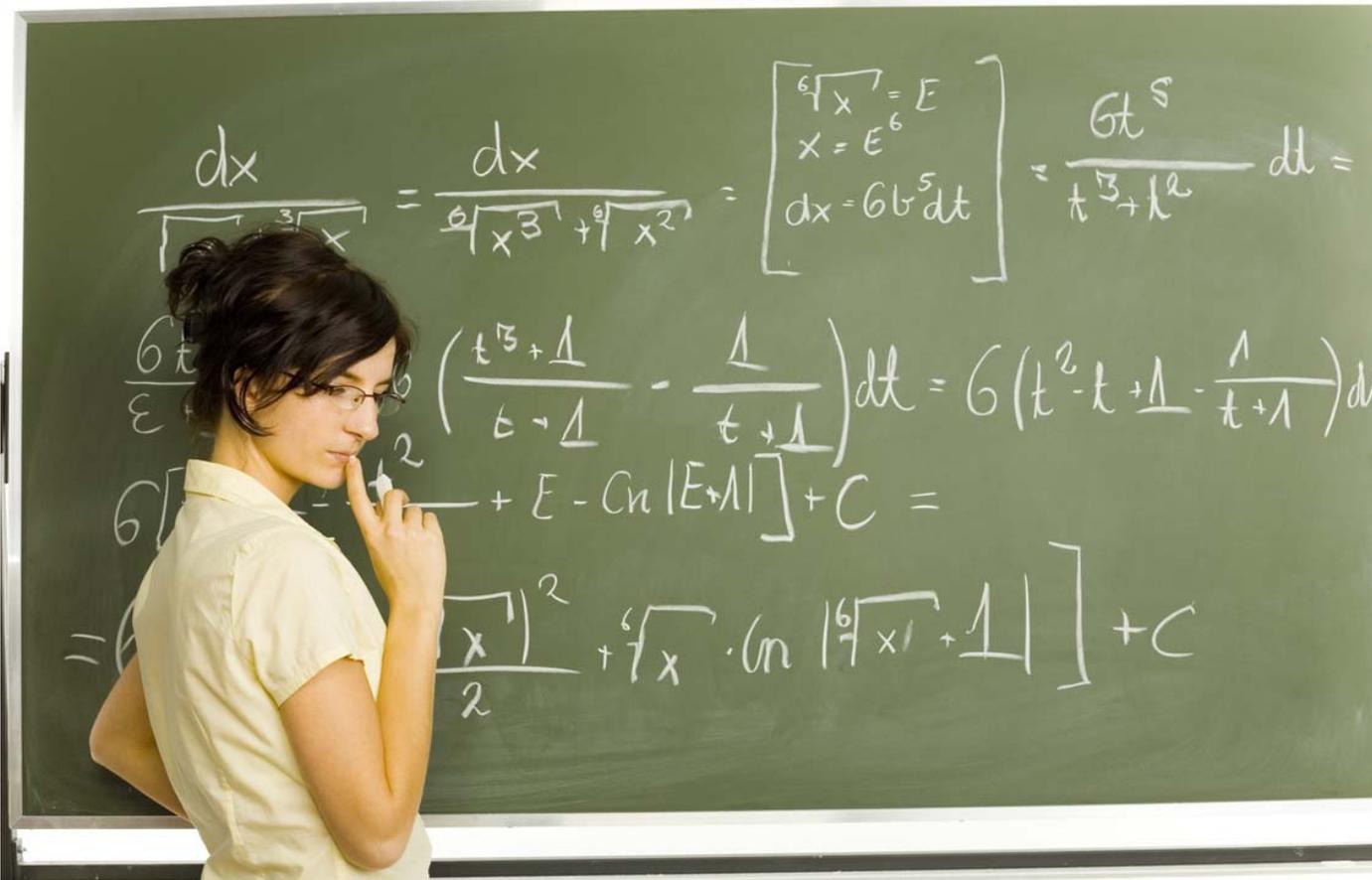
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Which grant funding source (s) would you consider supporting? (check all that apply)



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Next steps?



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