Item 2. How many individuals has your pilot project served during the last three months?
The June class of Welfare Reform Liaison Project, which was the organization’s 4th training class since its inception. Welfare Reform Liaison Project, held its second nine-week welfare-to-work training session for the reporting period of this grant. This class started out with 15 participants, 2 of whom were active TANF recipients. The specific outcomes in this report will point to:(1) The progress of those two recipients on a range of variables. (2) The report will also provide information about the other 8 participants as well. (3) There is a brief mention of the 5 people who dropped out of the June class, as 3 of them are trying to enter the third training class of this grant period.

It is becoming increasingly difficult to merely outline whether a student succeeds in WRLP education and training without understanding seven profoundly interrelated concerns, each of which has a bearing on the success of the program. These concerns include:

(1) The complex and multiple problems of the clients such as the lack of transportation or inadequate housing, which is often laced with their personal inabilities to manage time effectively or plan appropriately. Those problems in turn influence their attitude and comportment.

(2) The intense and complicated interactions the students have with the staff, which includes intense case management to address the above concerns, coupled with a no-nonsense educational program;

(3) The unifying and supportive relationships the students have with each other;

(4) The respect the staff has gained among the leaders and line staff of the other social service organizations with which it has had to form partnerships to deliver these complex services;

(5) How this program and the students have become known and gained legitimacy in the low income community in Greensboro;

(6) The increasingly intricate relationships the agency has developed with the institutional stakeholders in its sphere: (a) foundations, (b) businesses, (c) media, (d) United Way, (e) higher educational institutions; (f) Department of Social Services, (g) other nonprofit organizations, (h) religious congregations, and the intricacies involved in securing and maintaining all of these partnerships.

(7) The blending of the **Faith Factor and Professional Factor** which takes much of its form in the deeds and professional approach to service delivery of the highly trained professional staff. These people often work well beyond the 40 hours for which they get paid and rarely do they quit on people who sometimes have given up on themselves.

It is no accident that it is difficult to just list outcomes, particularly when an organization like WRLP understands that it is building a foundation for a new type of welfare-to-work program that blends the establishment of intense personal relationships with the students alongside the creation of lasting partnerships with its stakeholders in the community. The remainder of this report might best be viewed in the context of the energy this organization is expending in building partnerships and providing education, case management, pre-on-the-job-training by way of the sheltered workshop, job development and coaching services, and client follow-up.

Item 3. Briefly describe the outcomes observed for these individuals.
Of the 2 TANF recipients in the June Class: each successfully completed the Guilford Technical Community College certificate program. Each of the TANF Recipients was placed in the Sheltered Workshop setting for further training. This training is subsidized by the grant for this program. Please note that the workshop is an option for up to 18 months. Each of the TANF recipients experienced several moderate to severe structural barriers during the course of the training, most of which were overcome through intensive case management. These barriers were noted above in item #2. They included: A slight problem with transportation early in the training but it was solved by the end of the nine week classroom component of the program; A moderate housing problem which was reduced.
slightly by the end of the training; A moderate health problem that was managed effectively by the end of the training; A student’s child was severely ill but got treatment and was much better by graduation; one TANF recipient’s educational level was an extremely severe limitation at the beginning of the program but was reduced to a moderate limitation in the nine week program. These problems seem comparable to those of the TANF recipients in the last class. We noted the following in the report on that class:

Of the eight TANF participants, 5 had experienced problems with transportation, and through program efforts or good problem solving skills; each person was able to do somewhat better with her transportation concerns. Two participants had health problems that were barriers to completing the program successfully, while one of those participants also had a child with health problems as well (Report for March Class).

It is worth noting the statistics on the non-TANF recipients for this 4th class. It is becoming increasingly apparent, as measured by: (1) interviews with the students, (2) by the number of extended networks of people who came to the 4th class graduation, and (3) the fact that 30 people showed up for the orientation to the 5th session, that WRLP, in the minds and actions of the people in the low-income community, has become a viable welfare-to-work training program. More interestingly, it has become a welfare prevention program! So it is essential to understand the following data in the context of both the outcomes, and the constellation of factors that is making this a legitimate option for those working poor and those who want to better themselves through legitimate job training, educational training, spiritual attentiveness by staff, and genuine skill development that leads to a better life as they perceive it. Of the five who dropped out, 3 returned for the next class.

3a. Observed outcomes for Non TANF Recipients. One Recipient experienced childcare problems early in the nine-week session but it was solved by the end of the class. Two class members had severe housing problems at the beginning of the program and one had a slight problem. By the end, one person had a moderate housing problem while the other two had their problems solved. Sometimes a housing problem will mean that someone cannot meet the utilities payment, at others it might mean an eviction. Staff intervenes to solve these difficulties and work on preventing them in the future. Two people had health problems at the beginning of the program, one’s problem was moderate, the other’s was slight. At the end of the session, the person with the slight problem had no problem, and the one with the moderate problem had only a slight problem. One of the non-TANF students had a problem with a parent’s health that was an extreme limitation to her success. With a referral to an adult daycare program in the community this concern was no longer a barrier to successful training but the student decided not to seek employment and tend to her father instead.

Three of the 8 Non TANF recipients had educational barriers, one slight, one moderate and one severe. Quite often, such students never had success in the classroom, and the classroom expectations in this setting for student performance, are at an extremely high level. As a consequence, students are fearful and become their own worst enemy. Case management and close monitoring helps students succeed in the classroom when one might assume such success would be but a fleeting hope. At the beginning, 3 of the 8 had barriers to educational success, one severe, one moderate, and one slight. At the end of classroom instruction, two students had slight barriers and one had a moderate barrier. At the end of the nine-week classroom training, three students were working in full time jobs, two were interviewing for full time work, and three were placed in the workshop, one as an administrative assistant to the executive director.

3b. Observed employment outcomes for Non TANF Recipients.
Five of the 8 Non TANF students had obtained gainful employment. One was employed at a nursing home, one by the local school system and the other 3 in private industry. Of the three who did not go directly into the workforce, an elderly student was referred to Vocational Rehab for further services, one person, was unemployed due to a sick father which was noted above, and one other went on for further sheltered training at the distribution center.

4. Describe how these outcomes are in line with the goals and objectives of your pilot project? Welfare Reform Liaison Project’s major goals center on the assisting families with special problems that prevent them from obtaining immediate employment or long-term employment. It is becoming increasingly apparent that meeting these goals depends on solving, managing, or preventing the complex and multiple problems of the clients such as the lack
of transportation, or inadequate housing, which is often laced with their personal inabilities to manage time effectively or plan appropriately that in turn effects their attitude and comportment. Whether the student is a TANF recipient or not, there is an intense and complicated set of interactions the students have with the staff.

The students trust the staff profoundly. They witness them going the extra mile in intense case management that addresses concerns that have possibly been neglected for a lifetime. The casework, coupled with a no-nonsense educational program, is a formula for success on its own. A by-product of these intense relationships among staff and students is the unifying and supportive relationships that emerge among the students. They become part of a learning community and the community spirit that students have, increases the program’s legitimacy in the low-income community in Greensboro. This legitimacy has rolled over to the professional service community as the staff has gained increasing respect among the leaders and line staff of the other social service organizations with which it has had to form partnerships to deliver these complex services. The primary case manager of the program has been invited to staff retreats and planning sessions for the Guilford County Department of Social Services. The partnerships between Welfare Reform Liaison Project and other stakeholders grows daily. The program is helping people find work, get further training if need be, educate themselves about other agencies and educate the stakeholders about the complex concerns that surround placing and keeping people in viable work.

5. List any changes or modifications to the services you provide or the manner in which services are delivered as a result of these outcomes.

A Social Work intern has been placed in the social service division of the program to help with the intensive case management required. A local foundation has supported keeping the summer business intern that it helped support so he could implement the administrative plan introduce prospective employers to the program and the Welfare Reform Liaison participants, as well as the introducing the participants to the prospective employers. All of last year, the distribution center, where the clients get placed in a sheltered environment for further training, distributed 3.5 million dollars in corporate “Gifts in Kind” to local agencies. As of this report, with 3 months left in the year, the program has distributed over 7 million dollars in corporate Gifts in Kind.

The two other changes include: (1) the coop aspect of the program, and the job coaching component. The coop aspect of the program is for students in the program who are able to move out of the workshop but who are not yet ready for independent employment. They are placed with an employer but are paid the $8.00 an hour wage they receive in the Workshop. These funds paid with the grant. This is a win-win situation for both employer and prospective employee. What makes the program so important is that a staff member from the WRLP is acting as Job Coach – a broker of sorts, between the employer, the student, the and project staff to help make a smooth transition to the work place. The job coach has been a successful programmatic change to address the difficult transition from welfare to work.

6. What percentage of your project funds have you expended during the last three months?

Thirty percent (30%)