Item 1. Describe the major activities initiated as part of the pilot project during the last three months. Include dates as necessary.

During the last three months Welfare Reform Liaison Project, Inc completed the seventh class for job training (November 9, 2001). A graduation ceremony was held on November 12, 2001 for twenty individuals. Sixteen out of twenty individuals were placed on job assignments through our extended job-training program. Welfare Reform Liaison Project has continued recruiting new prospective business partners, continually placed alumni in job placements, and conducted case management support for program participants. We have also trained individuals in our extended job-training center and distributed new clothes and other merchandise to needy families in our region.

Job Development: All students received assistance in preparing a resume. Resume packets were contracted and prepared for each student. Previous students who have already graduated from the program were also assisted with updating their resumes in order to find new employment or additional employment.

Item 2. How many individuals has your pilot project served during the last three months?

Our pilot project has served 60 individuals during the last three months. Of the 60 individuals 50 received case management services, 45 received job development services, and the remaining 10 individuals received other services. Some of the services were duplicated.

Item 3. Briefly describe the outcomes observed for these individuals.

Graduates of class seven

Class seven consisted of 24 individuals, 11 of which were Work First participants. Our enrollment remained at 24 for the first three weeks of class, after which time the class size dropped to 20. The class remained at 20 throughout the duration of the program. Three individuals who dropped the class were Work First participants, which left 8 Work First individuals enrolled in the class. Seven individuals enrolled in the class lived in public housing, 4 individuals were on Section 8 and three individuals lived in properties managed by the Greensboro Housing Authority. Four individuals were receiving TANF assistance and two individuals received childcare assistance.

The students who were placed on assignments in agencies within the community appear to have more positive attitudes. They seem more self-confident and are taking the initiative to find employment themselves. These individuals want to become economically sufficient, provide for their families and set good examples for their children. Each participant has experienced barriers throughout the course of the training;
many have been overcome or managed effectively through intensive case management. Our social work staff has become extremely skilled in addressing both the systemic barriers facing the students, and the psychological barriers that often go hand-in-hand. The staff moves easily back and forth from its three-pronged role of broker of services, advocate, and counselor, all the while successfully keeping the students from losing focus on the goal of the program. More importantly, the social workers manage to keep the students from getting lost in the morass of services they might need to move beyond the immediate problem, so that they can stay with the program.

Some of the barriers our students have continued to face are transportation and housing issues, domestic violence, childcare and family issues, and criminal past. One student overcame several of the barriers listed during her enrollment in the program. She was faced with several issues and it seemed as if there was no solution. This young lady was very persistent with our staff causing some of her issues to be resolved. When her situation began changing so did her attitude and behavior. She became more confident that things would work out for her.

There were four students who were placed on job assignments before graduating from the class. These four individuals were excited about the opportunity and reported that they enjoyed the experience within the community. These four individuals have wonderful attitudes and are taking the initiative to find themselves better jobs. The program has given them all more self-confidence, hope, and faith in themselves. Another young lady that graduated from the program is currently working on getting her GED. The class made her aware of how important an education is but that it is essential when looking for and trying to obtain employment. The program has motivated many of the students that have successfully completed it, as well as the students listed above.

**Employment Outcomes**

During this period
- 6 participants were placed in co-op positions in the community; ranging from light industrial to administrative assistance.
- 6 participants were place in the Distribution Center for extended job training. Work ethic issues were address regularly while they received training in all aspects of distribution.
- 4 participants from the most recent class began employment, both temporary and permanent at different agencies and businesses in the community.
- 10 participants counseled and assisted with job retention
- 30 assisted with job leads

**WRLP** is a voluntary program that the community, be it the business community, the governmental social service community, the nonprofit community, the religious community, or members of what have been called the community of African American
Churches increasingly look to for quality job training and increased skill development for low income and low skilled workers. As such, we have a responsibility to both move people from welfare-to-work, to prevent dependency, and enhance skills of those in the workforce who want to improve.

See charts at end of document.

4. Describe how these outcomes are in line with the goals and objectives of your pilot project?

Welfare Reform Liaison Project’s major goal centers on assisting families with special problems that prevent them from becoming economically self-sufficient. Accomplishing these objectives 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 affects their attitude and comportment. The staff along with each student works hard to accomplish their common objectives of reducing the barriers and gaining skills that lead to successful employment.

Another side to this story is the interconnections that WRLP have increasingly developed with the stakeholders in the community and beyond. Helping families has become a community affair and WRLP has developed multiple partnerships. While one might think that the organizational aspect of the program is not an important factor in the successful outcomes we have reported, we are convinced that it is the combination of the strong case management, intense interpersonal work, and widening community support, especially in the African American Community, that has bolstered this program. Another key to accomplishing the goals and objectives of the organization is the faith that is evident in each of the individuals closely related to the program.

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.

We do not anticipate any changes at this time.

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

Currently we have expended $424,100.00 for this reporting period. This figure includes the grant cycle for two years.
December Employment Status

- Presently Employed: 72%
- Unknown status: 5%
- Presently unemployable: 1%
- Not employed or in training program since graduation: 2%
- Enrolled in Liaison Extended Job Training Prog; earning stipend: 5%
- In school or enrolled in another training program: 3%
- Coop: 6%
- Unemployed: 6%

Legend:
- Presently Employed
- In school or enrolled in another training programearning stipend
- Enrolled in Liaison Extended Job Training Prog; earning stipend
- Coop
- Unemployed