



May-June 1997 Family Life Newsletter

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"...AND TO PROVIDE FOR  
 THE GENERAL WELFARE..."

The framers of the Constitution could not have used a more meaningful..or ambiguous..phrase to describe the role of government

With the passage of the Personal Responsibility and Work Opportunity Act of 1996, both what and how the social contract regarding family assistance is understood is shifting. Block grants to states may spur unprecedented creativity and efficiency...or chaos and expediency. A handful of pilot projects suggest that "more intensive training and service strategies, such as supported work experience, can produce greater impacts on employment and earnings, but they cost more and serve fewer families." Home visiting, mentoring, and work-place training/support programs with low-income/low-skill clients over the past decade show promise in this regard. Clearly, public and private sector cooperation is needed to go beyond simply reducing caseloads and foster capable workers, parents, and citizens. As we move from a system designed to sustain at-home parent care to community service or work requirements, quality child care also gains increasing significance.

*"If welfare-to-work programs are to be successful, the process must be viewed from a human development perspective."*

--Project Match

One of the most successful welfare-to-work programs with hard-to-serve welfare clients, Project Match in Chicago, identified these keys to success:  
 \*Programming flexibility in timing and sequencing of events  
 \*Skill learning through work  
 \*Access to job search assistance  
 \*Incremental steps in capabilities via volunteering, activities with children, self-improvement  
 \*Support with reemployment until job attachment is permanent

Project staff found that basic education, personal competence, work skills, and sustained support are all needed for long-term self-sufficiency.

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UW-Cooperative Extension Children-Youth-and Families-at-Risk Initiative  
**"Community Connections for Competent Youth"**

is initiating workforce preparation programs in Park and Platte Co. and building capacity in youth development statewide. For more information, contact the state project director (307/766-5689).  
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**PARTNERS ON CHINOOK:**  
 WY Dept. of Education  
 WY Dept. of Family Services  
 WY Dept. of Health

**ROUNDUP ON THIS EDITION**

| TOPIC   | PAGE |
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| Recent findings on key issues<br>Perspectives guiding research and practice   |      |
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| TIME MANAGEMENT<br>COMMUNICATION<br>SELF-ESTEEM & OPTIMISM  |      |
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| A digest of resources, public policy issues, and topics of interest to professionals and families   |      |
| Feedback or requests for resources or training welcomed.  |      |
| For more resources on family life education check out the UW Extension Family Life World Wide Web site, "Dreamcatcher" at<br><a href="http://www.uwyo.edu/ag/ces/family/dream.htm">www.uwyo.edu/ag/ces/family/dream.htm</a> |      |

# Research Briefs

## on Families and Welfare

### Work and Welfare among Single Mothers in Poverty

Human Capital theory was used to explain two major paths for entering work, exiting welfare:

1) finding a job with income sufficient to leave welfare (most typical for those with investments in education, fewer children, not previously married) or 2) combine work and welfare until experience and opportunities allow them to move to self-sufficiency (more frequent for older, married, less educated women with more children). Among poor women, investments in education show greater returns than experience. Social class (vs. race) is a disadvantage, but family history of poverty does not predict exit to work vs. welfare dependency.

*Kathleen Mullan Harris. (1993). Work and welfare among single mothers in poverty. American Journal of Sociology, 99, (2), 317-352.*

### Life After Welfare

Using the Panel Study of Income Dynamics, 1983-88, calculating welfare "spells" (times of receipt rather than incidence in a given year), welfare exit was predicted from number of "spells" and time since exit. Return to welfare is typical: 14% in 6 mo.; 29% in 12 mo.; 41% by 18 mo.; 50% by 2 years. Over 6 years 60% returned. Those returning to welfare soon and often after exit seem to gain momentum from support vs. those who wait longer (returning with more depleted resources). Marriage/cohabitation exits predict lower return rates early but higher (63% vs. 42%) return rates than work by 3 years. Age (w/related life skills and support networks), number of children, education, residence, and a working partner best predict permanent exit. Life transitions and resource manage-

ment skills are critical to self-sufficiency in the first 3 years after dependency.

*Kathleen Mullan Harris. (1996). Life after welfare: Women, work, and repeat dependency. American Sociological Review, 61, 407-426.*

### Work and Welfare

A study of 220 shelter-homeless and 216 welfare-housed mothers in Worcester, MA found education, parent role-models, partner income, and delayed childbirth predicted employment. Of the 241 employed in the previous 5 years, part-time, low-wage jobs lasted a total of 23 mo. (often at/below AFDC levels). About 30% of ever-worked women (25% of never-worked) were seeking jobs, with many citing child care, skill training, or transportation as needs. Many had histories of physical (62%) or sexual (39%) abuse, substance abuse (35%), and domestic violence (39%).

*Margaret Brooks & John C. Buckner. (1996). Work and welfare: Job histories, barriers to employment, and predictors of work among low-income single mothers. American Journal of Orthopsychiatry, 66, (4), 526-537.*

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***My father taught me to work, but not to love it. I never did like to work and I don't deny it. I'd rather read, tell stories, crack jokes, talk, laugh; anything but work.*** --Abraham Lincoln  
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### Kin Support/Welfare Mothers

Young black and white urban single mothers (avg. 23 yrs.) received cash aid (from working relatives, most typical for whites) and child care support (from non-working kin, most typical for blacks) from nearby kin. Aid decreased with distance, hassles, and age of single mother.

*William L. Parish; Lingxin Hao; & Dennis P. Hogan. (1991). Family support networks, welfare, and work among young mothers. Journal of Marriage and the Family, 53, (1), 203-215.*

# TheoryBase

## Workplace Support for Single Mothers' Self-Sufficiency

In an effort to predict economic self-sufficiency (conversely, degree of welfare reliance) in single mothers, Dr. Louise Parker of Washington State University identified three types of independent variables:

### Human Capital

(age, race, education, work experience, additional training, health problems, childhood context)

### Family Resource

(never married, number of children, infant in household, number of adults, other subsidies, material support, family child care) and

### Employment

(metro residence, county unemployment, months unemployed, hours worked, moonlighting, wage rate, retail/service work, unionized workplace, workplace support)

and two mediating variables:

### Personal Control (coping)

### Social Support (for coping).

Path analysis revealed three factors with direct, significant effects on transition to self-sufficiency:

\*Number of months worked

\*Number of children

\*Workplace support

Stress theory mediators of personal control and social support also aided transition.

While a minority (22%) of subjects reached total self-sufficiency, quality of work factors were critical, including:

\*wages adequate for family support (or income/benefit subsidies as a bridge to better jobs and self-reliance)

\*benefits such as health insurance & retirement plans

\*experience which builds skills

\*employer flexibility, support

Source: L. Parker. (1994). The role of workplace support in facilitating self-sufficiency among single mothers on welfare. *Family Relations, 43, (2), 168-173.*

# Stats: Welfare and Families

## Welfare Recipients (USA)

| Year | Recipients | Families  | Pop. Pct. |
|------|------------|-----------|-----------|
| 1960 | 3,005,000  | 787,000   | 1.8%      |
| 1970 | 8,466,000  | 2,208,000 | 4.1%      |
| 1980 | 10,597,445 | 3,642,380 | 4.6%      |
| 1990 | 11,460,382 | 3,743,220 | 4.6%      |
| 5/97 | 10,784,000 | 3,874,000 | 4.0%      |

## Caseload (WY)

| Mo/Yr | Recipients |
|-------|------------|
| 1/93  | 18,271     |
| 1/94  | 16,740     |
| 1/95  | 15,434     |
| 1/96  | 13,535     |
| 1/97  | 5,840      |

Source: DHHS Admin. for Children & Families web site: [www.acf.dhhs.gov](http://www.acf.dhhs.gov). Wyoming figures represent one of the sharpest drops in caseload over four years (- 68%).

## AFDC Recipients (1995)

WY 3.0% (39th highest per capita; 14,589 persons total)  
 US 5.2% (national average; 13,652,232 persons total)

## Change in Percentage of AFDC Recipients (1991-95)

WY + 3.2% (34th highest change; 14,135 persons total)  
 US +19.1% (national average; 11,460,382 persons total)

## Food Stamp Recipients (1995)

WY 7.0% (36th nationally; 33,579 persons total)  
 US 10.0% (national average; 26,618,773 persons total)

## Welfare as a Percentage of Poverty Level Income (1996)

WY 62% (29th nationally)  
 US 65% (national average)

## State and Local Welfare Spending (1993)

WY \$455 per capita/2.4% of personal income (44th nationally)  
 US \$648 per capita/3.3% of personal income (national average)

## State and Local Welfare Spending as a Percentage of Total Spending (1993)

WY 8.9% (49th nationally)  
 US 16.3% (national average)

Source: Harold A. Harvey & Kendra A. Harvey. (1997). [COs State Fact Finder](#). Washington, DC: Congressional Quarterly.

## Welfare Reform brought an end to AFDC programs and more stringent criteria for other benefits. For Feb. '97:

*\*Applications for public assistance decreased statewide by 11.4% from 2/96 (2036 from 2298); 19.7% lower than 1/97*

*\*The Food Stamp caseload decreased statewide by 11.4% from 2/96 (11413 from 11811); 33.7% lower than 1/97*

*\*Medicaid cases decreased 4.5% from 2/96 (4.7% over 1/97)*

*--> Public assistance caseload decreases may reflect transitions to self-sufficiency and/or increases in unserved needy families*

Data: WY Dept. of Family Services, Information Services Division, May 1997.

## After Welfare: Making it in a Difficult Climate

### Unemployment rate (1996)

WY 4.5% (32nd)  
 US 5.2%

### Avg. hourly earnings (1996)

WY \$11.57 (35th)  
 US \$12.66

### Cost of living (1995)

WY 96 (25th)  
 US 100 (National Index)

### Child support collections (1994)

WY 8.2% (47th)  
 US 29.6%

### Percent change in housing prices (1991-1996)

WY +43.4% (6th highest)  
 US 15.3%

*--> Jobs are available, but they tend to be lower-wage*  
*--> Single parents receive little help with parenting costs*  
*--> It's much more difficult to make ends meet; housing costs are particularly high*

## Tracking the Path to Work: Project Match

Early findings of a program serving mostly inner-city extremely disadvantaged clients  
 \*Job cycling was common. A good match & steady employment often takes several jobs.  
 \*Gradual integration to the workforce is most typical.  
 \*Prediction of client success is not yet reliable.  
 \*Many choose even low-paying jobs to returning to welfare.

Source: Project Match, Erikson Institute, 420 N. Wabash Ave, Chicago, IL 60611  
 To order a report (\$10), call (312/755-2250). More info on the next page!

**Facts:**

## **The Incremental Ladder to Economic Independence**

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# *just in time...*

## TEACHING TOOLS FOR FAMILIES

### Beat the Clock

*"I must govern the clock, not be governed by it"---  
Golda Meir*

**Time is a way in which we are equally rich.** No matter how limited a person's money, health, or friends, he or she has the same 24 hours as those "better off." Wise use of those hours can help increase income, strengthen health, and build friendships. Perhaps more important, organizing time gives a person the sense of confidence and control. Making the most of each hour and day is making the most of yourself.

**It's up to you.** Everyone lives with demand and expectations: "Get to work on time... complete a job on schedule...help a child with homework...clean house...spend time with friends..." Many people use checklists, day planners, calendars, and clocks to stay on time and meet deadlines. These tools help organize activities, aid memory, and record accomplishments. In addition, a regular routine promotes order (organization, control) and efficiency (less wasted time and energy).

*LIST SOME PREDICTABLE DEMANDS AND EXPECTATIONS FOR A DAY:*

| <i>AT HOME</i> | <i>AT WORK</i> | <i>WITH FRIENDS</i> | <i>IN OTHER AREAS</i> |
|----------------|----------------|---------------------|-----------------------|
| _____          | _____          | _____               | _____                 |
| _____          | _____          | _____               | _____                 |
| _____          | _____          | _____               | _____                 |
| _____          | _____          | _____               | _____                 |
| _____          | _____          | _____               | _____                 |
| _____          | _____          | _____               | _____                 |

*\* ON THE LIST ABOVE, PLACE A STAR NEXT TO THE THINGS YOU LOVE TO DO*

*^ PUT A FROWN NEXT TO EVENTS YOU HATE TO DO*

*! PLACE AN EXCLAMATION NEXT TO THE ACTIVITIES WHICH ARE USUALLY URGENT OR RUSHED*

*@ MARK ITEMS YOU OFTEN FORGET WITH A REMINDER RIBBON*

**But you can do what you love.** When day planners, checklists, and other organizers help you do things you love to do--or enjoy the things you need to do--they become a positive habit rather than a boring or hated assignment.

*LOOK OVER THE LIST ABOVE AND CONSIDER...*

*-HOW MANY THINGS YOU LOVE ARE INCLUDED IN EACH DAY'S EXPERIENCE?*

*(COULD YOU NAME A FEW MORE--SHORT AND SWEET ACTIVITIES--TO BRIGHTEN A DAY?)*

*-HOW MANY BORING OR UNPLEASANT ACTIVITIES ARE PART OF YOUR DAY?*

*(CAN YOU MAKE THEM BEARABLE/ENJOYABLE OR PLAN SOMETHING HAPPY AFTERWARD?)*

*-HOW CAN YOU ORGANIZE A SCHEDULE THAT REDUCES EMERGENCIES OR TIME PRESSURES?*

*(CAN YOU ALLOW MORE TIME, ASK HELP FROM OTHERS, SAY "NO" TO SOME DEMANDS?)*

*-HOW CAN A ROUTINE, WITH A DAILY PLANNER OR CHECKLIST, KEEP YOU ON TRACK?*

*(DOES YOUR ROUTINE ALLOW FOR RELAXING AND "RUNNING," TIME FOR SELF AND OTHERS?)*

## TIME MANAGEMENT

*People either manage time or time manages them.*

**Get Organized.** People who plan ahead, move ahead. Whether it's duty or fun, scheduling a time and sticking to it is the best way to get it done. Those who don't set a schedule end up doing whatever others demand-- "Fix me a snack...Help me clean my room...Drive me to my friend's house..." OR wasting time, then rushing to do things at the last minute. A daily schedule gives a rhythm to life. Begin planning by listing predictable (work times, meals) and priority (other important events) on a daily planner. Fill in-between times with anytime activities like grocery shopping, cleaning house, or visiting friends. A list of "things to do" (in order of importance) allows flexibility in completing "anytime" activities. Procrastinators may want to schedule all activities to avoid time-wasting habits.

### Daily Schedule

6 AM \_\_\_\_\_  
7 AM \_\_\_\_\_  
8 AM \_\_\_\_\_

### 9 AM / CHECKLIST

10AM/  Pay phone bill /  
11A /  Job interview /  
12P /  Put garbage out /  
1 P/  Card for mom's birthday /  
2 /  Ask Bob to fix door lock /  
/  Sign field trip permission /  
/  Arrange new babysitter /  
/  Laundry; new button /  
/  Read and listen to music /  
/ \_\_\_\_\_

*DRAW UP AN HOUR-BY-HOUR SHEET LIKE THE ONE ABOVE. WRITE IN "FIXED" EVENTS (ACTIVITIES AT "SET" TIMES SUCH AS WORK, MEALS, PICK-UP FROM CHILD CARE)*

*MAKE A LIST OF OTHER THINGS WHICH NEED TO BE DONE SOON*

*(EVERYDAY: SHOPPING, LAUNDRY, CLEANING, BATHS, PAYING BILLS...)*

*(SPECIAL EVENTS: BIRTHDAY PARTIES, SCHOOL PROGRAMS, DOCTOR APPOINTMENTS...)*

*WRITE IN THE OTHER ACTIVITIES AT "OPEN" TIMES BETWEEN "FIXED" EVENTS*

*(CHOOSE PRIORITY/IMPORTANT ACTIVITIES FIRST; MIX IN DIFFICULT AND FUN EVENTS)*

**Energize Your Schedule.** During a typical day, energy and enthusiasm cycle up and down.

"Morning people" get the most of time by doing their most demanding tasks in the A.M. Socially-oriented people build energy working alongside others; more introverted folks may feel drained after working with others. Watching TV for a short time provides a relaxing oasis in a busy day; extended TV time can be a procrastinating escape or actually make you tired (the opposite of how exercise makes you feel energetic).

*USING THE CHART BELOW, PLOT YOUR ENERGY AND ENTHUSIASM, STRESS AND STRAINS FOR A TYPICAL DAY.*

*feel great-----*  
*about average-----*  
*stressed or tired-----*

*6AM-----NOON----- 6PM-----MIDNIGHT-----*

*ADJUST YOUR DAILY SCHEDULE TO DO THE MOST DIFFICULT THINGS WHEN YOU HAVE THE MOST ENERGY. ADD RELAXATION AT STRESS OR TIRED TIMES. ARRANGE SNACKS, EXERCISE, OR TIME WITH FRIENDS TO RECOVER ENERGY DURING "LOW" TIMES. PACE YOURSELF.*

**University of Wyoming**

**Cooperative Extension Service**

**Human Development & Family Life 5/97**

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# just in time...

## TEACHING TOOLS FOR FAMILIES

### Communicate

"Thinking about their reaction as a response to your action provides information about how effective you are being with them."--Miller, Wackman, Nunnally, & Miller (1988)

#### Around and Around

Communication is the lifeblood of a relationship. When relationships are healthy, the talk, body language, tone of voice, and sense of understanding flow freely and nourish togetherness, cooperation, and esteem. When there is "bad blood," the negative cycle can go on--inside each person and between both--without end. Even without conflict, misunderstanding or failure to communicate can make work, family, or social life frustrating.

#### Boosting the Upward Cycle

Do you practice these positive communication skills?

- Listening first, with an effort to understand ideas, feelings
- Paraphrasing ideas, feelings to check listening accuracy
- Speaking for yourself only
- Clearly, simply stating ideas
- Phrasing ideas, feelings to for listener's understanding
- Sticking to the point
- Checking expectations and timetables before parting

#### Braking Downward Cycles

How often do you use these conflict management skills?

- Stay calm when criticized
- Focus on the issue/problem; emphasize working together
- Never return insult for insult
- Avoid interrupting, even to correct ideas, defend self
- Call "time out" when angry, but don't walk out or "clam up" to get your way
- Treat another with the respect you want

#### IN PRACTICE

Imagine yourself in the following settings. Describe what you might typically think and do...or could do, using the "Boosting" and "Braking" ideas.

*Your child is tired on a school morning, cannot find a book, and it looks as if you'll be late for work.*

*You arrive on time and prepared for a job interview. The employer comes in late, without your application, and says, "What are you doing here? I don't have time to talk today."*

*Your bills are overdue and your ex-spouse has not sent promised child support. You need to call him to ask when he plans to send it.*

*You have to get up early for work tomorrow and your neighbors are having what sounds like an all-night party. It is time to knock on their door and ask them to quiet down.*

*Your mother calls to ask if you'll run by the grocery store and pick up something for her. Before hanging up, she makes a couple of insulting comments about your parenting or lifestyle.*

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*Communication is so simple and difficult that we can never put it into simple words.*

--T.S. Matthews

# *just in time...*

## TEACHING TOOLS FOR FAMILIES

### Don't Give Up on Yourself

*"Your way of explaining events to yourself determines how helpless you can become, or how energized, when you encounter everyday setbacks as well as momentous defeats."--Martin E.P. Seligman (1990). Learned Optimism. Knopf.*

Three aspects of interpreting events are crucial:

**Permanence--Optimists view troubles as fleeting, success coming from personal traits**

**If you believe bad events are temporary and maybe just a result of circumstances...**

- \* *"I wasn't watching and stubbed my toe." (vs. "I'm so clumsy I'm always hurting myself.")*
- \* *"I forgot to do that report--I need to get better organized." (vs. "I'm too dumb for this job.")*
- \* *"The garden was hailed out this year--I'll just try again." (vs. "Something bad is always happening to me.")*

...you can keep up hope until the sun shines again.

**If you see good times as part of a positive pattern created by personal abilities...**

- \* *"I like my new neighborhood. I seem to make great friends wherever I go." (vs. "I hate moving.")*
- \* *"It seems like when I'm in a hurry, the lights always turn green for me." (vs. remembering only red lights)*
- \* *"My ex-spouse was hard to live with, but I try to remember our good times." (vs. "That rat ruined my life.")*

...you can maintain self-confidence even when troubles return.

Believing that causes or consequences of bad events are permanent often causes a person to give up for a long time.

**Pervasiveness--Optimists perceive mishaps as limited, build on any skill or good fortune**

**If you see one failure as one failure (vs. a catastrophe that ruins everything)...**

- \* *"Oh, oh; I got off my diet. I can get back on track this week." (vs. "I'll be a blimp for life.")*
- \* *"So I got lost driving to the new mall. I don't know that part of town." (vs. "I'm lost at anything I do.")*
- \* *"No jobs at this time,' the manager said. Oh, well, maybe later. (vs. "Nobody wants a loser like me.")*

...you can limit letdowns to a specific place and category.

**If you explain good experiences as part of a general pattern...**

- \* *"Another month without debts. I am making that budget work!" (vs. "I guess I got lucky with my money.")*
- \* *"It's great my job now lets me attend some of Junior's baseball games." (vs. focusing on those missed)*
- \* *"I knew I could figure out how to install a door lock!" (vs. "I got this but can't do most mechanical things.")*

...you can build on assets and expand your sense of control.

Insisting that origins and outcomes of bad events are pervasive often causes a person to overgeneralize failure.

**Personalization---Optimists don't carry a burden of blame and give themselves credit to move ahead**

**If you blame events or other people for adversity (vs. "beating up on yourself")...**

- \* *"My friends were goofing off and my teacher didn't care--no wonder I flunked math." (vs. "I am a failure.")*
- \* *"My kids are such picky eaters!" (vs. I can never cook what they like.)*
- \* *"I guess I am paying for my stupid decisions." (vs. "I do the best I can and expect others to do their part.")*

...you look beyond the hopelessness of guilt and shame.

**If you feel like you can make good things happen...**

- \* *"I was caught in a blizzard, but pretended it was a tickertape parade." (vs. "The weather put me in a bad mood.")*
- \* *"The day care and I came up with a solution to her biting." (vs. "My child's biting proves I'm a bad parent.")*
- \* *"I made a joke on his sexist remark right there, then reported him to Personnel." (vs. "I figured I deserved it.")*

...you gain power to assert yourself and celebrate life.

Interpreting bad events as intentional or deserved often creates a pattern of defensiveness and inferiority.

University of Wyoming Cooperative Extension Service/Human Development and Family Life, 3/97

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## Catch the Wind: Programming Resources, Public Policy, Key Issues

### Programming Resources

--In addition to those cited above--

#### Cooperative Extension System/ National Association of State Univ. & Land-Grant Colleges

www.cyfernet.mes.umn.edu/welfare  
Includes a situation/response paper on Extension's current efforts at state and national levels, potential roles, and plans, together with resources on: Family Economics/Resource Mgt Nutrition Life Skills Housing Human Development Workforce Prep/Career Development Community Leadership Development Community Economic Development Multidisciplinary Curricula

#### Ohio State Extension

Human Dev./Family Life Bulletin  
Winter 1996: Welfare-to-Work  
www.hec.ohio-state.edu/andrews/index.htm

#### Administration for Children and Families/Dept. of Health & Human Svs

www.acf.dhhs.gov  
In addition to explanations of and instructions for implementing new welfare reform laws, demographics this site links to related resources.

#### Welfare to Work Initiative Department of Labor

www.doleta.gov  
Provides resources for federal and state agencies on facilitating welfare-to-work efforts, esp. recruiting and retaining former welfare recipients. Links to program models.

#### The Urban Institute

www.urban.org  
Public Affairs, The Urban Institute, 2100 M St., NW, Washington, DC 20037 (202/857-8709)  
Provides public policy reviews on policy issues, including these data in "Profile of Welfare Recipients":  
-about 30% of all single parent recipients have received welfare for a total of less than 24 months  
-the average duration of welfare dependency is 6.5 years  
-the majority of welfare recipients have some work experience  
-43% of women recipients combine welfare with some work income  
-more than one third of recipients are between 30 and 39 years of age  
-welfare recipients are evenly distributed among ethnic groups

#### Welfare to Work, Vol. 7, No. 1, The Future of Children

www.futureofchildren.org  
Orders: Circulation Department, Center for the Future of Children, The David and Lucile Packard Foundation, 300 Second Street, Suite 102, Los Altos, CA 94022  
The best single source for research and policy recommendations on issues ranging from historical data to work transition to child support to child care to low-wage survival.

#### --Books of Interest--

M.J. Bane & D.T. Ellwood (Eds, 1996) Welfare realities: From rhetoric to reform. Cambridge, MA: Harvard University Press.

P.L. Chase-Lansdale & J. Brooks-Gunn (Eds., 1995) Escape from poverty: What makes a difference for children. New York: Cambridge University Press.

#### Provisions of the New Welfare Bill



*\*Ends federal 61-year entitlement to welfare benefits, limits lifetime welfare assistance to 5 years, and requires able-bodied adults to work after two years. Mandates that 50% of single-parent families work 30 hour a week by 2002. Hardship exemptions would be allowed for up to 20 percent of each state's caseload. States already running welfare work programs under approved waivers can continue the programs until waivers expire.*

*\*Replaces Aid to Families with Dependent Children with block grants totalling \$16.4 bil. to states which will run their own programs, setting eligibility requirements and benefit levels.*

*\*Reduces spending by \$55 bil. over six years mainly by cutting Food Stamps and aid to legal immigrants.*

*\*Continues Medicaid as an entitlement to families on welfare and continues coverage up to one year for those who go to work.*

*\*Lets states deny Medicaid to any adult to loses welfare benefits due to failure to meet work requirements.*

*\*Makes it more difficult for children to receive federal disability payments due to mental problems.*

*\*Denies cash aid and Food Stamps to anyone convicted of felony drug charges. (Pregnant women and adults in drug treatment exempted; family members can still get benefits; states can modify rules)*

*\*Reduces funding for Title XX social services block grant by 15%. States can still use these and other sources for non-cash voucher assistance to children whose parents have exhausted TANF eligibility.*

*\*Tightens compliance provisions to ensure only eligible working poor can benefit from earned income tax credit.*

*\*Requires states to deduct at least 1/4 of benefits for aid applicants who fail to help establish paternity.*

*\*Prohibits non-citizens (not veterans, taxpayers) from SSI or Food Stamp benefits for 10 years. Prohibits future legal immigrants from benefits for their first 5 yrs. in the US.*

*\*Excludes illegal aliens from most federal means-tested benefits other than emergencies and cases of communicable disease. States could deny Medicaid benefits to non-citizens who arrive after the bill is enacted.*

*\*Requires the spending of \$14 bil. over the next six years for child care (more than 3 bil. over current).*

*\*Reduces spending on Food Stamps by \$28 bil. over five years. Childless non-workers ages 18-50 can qualify only for 6 months during a 3-year period and only for 3 consecutive months at a time.*

Source: Curtis & Associates summary provided by WY Dept. of Family Services.

**PARADOXES: A PARTING THOUGHT**  
*From the Safety Net to a Safe Launching Pad*

*/Make work affordable/ Minimum-wage (esp. part-time/short-term) jobs may pay less than welfare, without medical benefits--High-wage jobs reduce dependency, increase the tax and consumer base*

*/Parenting counts, too/ Welfare initially provided support for at-home care; without affordable and quality child care working parents--their kids and their communities--may be worse off than before*

*/Caring with accountability/ Most welfare recipients try to move to self-sufficiency; encouraging their best efforts at self-help, skill-building, family care and volunteering promotes their success*

*/A step at a time/ Long-term human capital investment pays greater dividends than short-term economic changes such as immediate employment (ask any employer)*

*/Fairness for everybody/ Subsidizing the middle and upper class business and lifestyles while cutting survival benefits and opportunities encourages the poor to give up on the American dream*

*/Build strengths/ Social services and education oriented to preventing crisis and dependence are a little more expensive and involved, but well worth it for individuals and communities*

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*Family Life Newsletter*

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