THE CREATION AND ILLUSTRATION OF QUALITY OF LIFE: A CONCEPTUAL MODEL FOR EXAMINING WELFARE REFORM IMPACTS

By
Danielle S. Hollar

Dissertation submitted to the faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
Public Administration and Policy

Orion White, Ph.D., Chair
Susan Gooden, Ph.D.
Renee Loeffler, Ph.D.
Joe Mitchell, Ph.D.
William Snizek, Ph.D.
Gary Wamsley, Ph.D.

November 27, 2000
Falls Church, Virginia

Keywords: Quality of Life, Welfare Reform, Evaluation, Policy Evaluation, Social Policy

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Abstract

Policymakers, public administrators, the media, and others are celebrating the “success” of the latest version of welfare reform, codified into law in the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Most often, success is defined in terms of declining caseloads or in some other economic form – a practice that does not provide a true sense of the impact of policy changes such as welfare reform. Assessing the human impact of policy change requires more than the evaluation of economic outcomes; it requires knowing about the resources of beneficiaries of social services and their conditions of life from various perspectives. Thus, we have to strive for greater understanding about the socio-cultural aspects of people’s lives that create the whole person, aspects such as health, family and friendship networks, housing situations, public and private support service and program use, conditions of work, and so forth (Erikson, 1993). This is how we come to understand one’s q*uality of life*. The present research creates a conceptual model called quality of life, and illustrates the model using data from a follow-up study of former welfare recipients in a county in northern Virginia. Evaluation activities premised on a quality of life model will assist policy actors in understanding policy impacts and how to strategically manage public institutions within their very complex contexts, especially in an era of welfare reform.

CONTRACT INFORMATION

Data used in this research were collected under a Virginia Polytechnic Institute and State University contract with the Fairfax County Department of Family Services, Contract No. PC 9700054021A.

ACKNOWLEDGEMENTS

The process of writing my dissertation was a challenging, intellectual stimulating, emotional, and fun (yes fun!) experience. During the two years of this project, I learned a lot – I learned about the challenges of conducting and writing up research, the thrill of intellectual conversation, and the historical traditions of the guild of academia. What an enriching experience this was! However, I have to say that the last two months of this process were the most challenging. Because of bureaucratic miss-steps, and mishaps, totally out of my control, my defense was scheduled and then abruptly canceled. Fortunately for me, one of my committee members, Orion White, took the reigns and brought everything under control, as he became the new Chair of my committee during the "last hour." In so doing, Orion showed the type of dedication to students that all of us, new and old, in academia should possess. So with all of my soul I thank Orion for his dedication to my dissertation process, for his professionalism, and especially for his friendship. Thank you Orion!

I also want to thank the rest of my committee members for their contributions to my dissertation process. Thank you, Susan Gooden, Renee Loeffler, Joe Mitchell, William Snizek, and Gary Wamsley for your intellectually challenging support and your dedication of time to my project. All of your comments, questions, and challenges regarding the premises of this research were incredibly helpful and truly enriched the final document – a document that I hope can inform how public administrators and researchers approach low-income public policy evaluation.

Some members of my family also deserve a special thanks. I want to thank my Dad, Herb Hollar, and his wife Sharon; my mother, Deborah Hollar; my grandmother, Letha Shadel; and my two brothers, Herbie Hollar and Lucas Hollar, for their continuous encouragement, love, and laughter as I plodded my way through this research process.

Finally, I want to thank my most wonderful husband, Hugh T. Miller, for his love, his laughter, his companionship, his intensity, and his unending support. The last two very difficult months of this research experience would have been unbearable without your support, advice, warmth, and love. Thank you, and I love you –

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CHAPTER ONE

INTRODUCTION

Policymakers, public administrators, the media, and others are celebrating the "success" of the latest version of welfare reform, codified into law in the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Most often, success is defined in terms of declining caseloads. For example, President Clinton, at a welfare reform conference in 1999 in Chicago, shared "that there are now some 7.3 million people on welfare nationally -- down from 14.1 million when he took office in 1993, and from 12.2 million when he signed the Republican-drafted welfare overhaul in August 1996" (Rosin and Harris, Aug. 3, 1999, p. A01); and more recently, Michael Massing reported in the American Prospect that since 1996 the nation's welfare rolls have declined by 43% (Massing, 2000). These numbers have been confirmed by a study by the Urban Institute explaining that welfare rolls have fallen more dramatically than anyone could have expected. However, the Urban Institute "warns that many of those leaving welfare for the work force struggle to afford basic life essentials" (Rosin and Harris, Aug. 3, 1999, p. A01).

Indeed there are varying definitions of success of welfare reform. Some people "who supported the law [welfare reform] look at the substantial drop in welfare caseloads and declare victory. Those who opposed it point to high job turnover, low wages and continuing personal hardships and see failure. Because neither side has a realistic understanding of what the transition from welfare to work is all about, they measure by different yardsticks and come to different, extreme conclusions" (Herr and Wagner, 2000, p. 15A). A study focusing on the various definitions of success of welfare reform found in national and state newspapers and national broadcasts, conducted by the Harvard Family Research Project in conjunction with CARMA International, Inc.[1] as part of the W.K. Kellogg Foundation's Devolution Initiative, found that there are a number of definitions of success of welfare reform. For example, in the first quarter of 1999, the most mentioned definition of success of welfare reform was "a safety net protects children and families," followed by "people are more self-sufficient" and "availability of services including child care, health care, and transportation." "Case loads have been reduced" was the sixth most mentioned definition of welfare success in this study (CARMA, 1999).

So while welfare reform success is being defined in many ways, we still are left with the question that Paul Wellstone (D-MN) continually lays before Congress in what has been called the "Wellstone Amendment:" "Has reducing welfare rolls led to the reduction of poverty?" No one is quite sure about the answer to this question. In talking about the issue, Wellstone "pointed out that since August 1996, the actual living conditions of these 4.6 million 'reformed' citizens –

[1] CARMA International, Inc. conducts content media analyses for the Harvard Family Research Project under contract with the W.K. Kellogg Foundation.

mainly women and children – are essentially unknown, except for limited surveys by relief groups and a few other organizations" (Hentoff, Oct. 23, 1999, p. A23).

Indeed, questions about what is happening to people leaving welfare echo throughout public policy research and practitioner circles, federal and state legislatures, state and local welfare reform institutions, internet list serves, community-based service organizations, and in general, throughout the polity at large. And while research on "welfare leavers" is emerging (Brauner, and Loprest, 1999; Cancian, Haveman, Kaplan, Meyer, and Wolfe, 1999; General Accounting Office, April 1999; Isaacs, 1999; Loprest, 1999; Primus, Rawlings, Larin, and Porter, 1999; Institute for Research on Poverty, 1998; Washington DSHS Economic Services Administration, 1998), much of this research tends to focus on numbers -- on how many people are leaving the rolls, how many people have jobs, or do not have jobs, on the wages people leaving welfare are earning, and so forth.

Of notable exception to the focus on economic measures are two projects, by McLanahan and Garfinkel (2000) and Danziger, Corcoron, Danziger, Heflin, Kalil, Levine, Rosen, Seefeldt, Siefert, and Tolman (1999). McLanahan and Garfinkel (2000) crafted a study to examine family issues in response to public policies such as TANF's paternity establishment and child support enforcement. This study, in its initial stages, focuses on variables such as the conditions and capabilities of new unwed parents, the nature of relationships in fragile families, the factors that push new unwed parents together and what pulls them apart (labor markets, welfare, child support public policies, etc.), how children fare in fragile families, and how well-being is affected by parental capabilities, relationships, and public policies. The study by Danziger, et al., (1999) looks broadly at the barriers to work that affect single-mothers and their families. Fourteen barriers, such as less than high school education, low work experience, fewer than four job skills (out of a possible 9), knowledge of five or fewer work norms (out of a possible 9), reports four or more instances of prior discrimination on the basis of race, gender, or welfare status (out of a possible 16), no access to a car and/or not owning a driver's license, major depressive disorders, and the like, were studied for their effects on workforce participation. The examination of these barriers moves us past the economic success measures to ones that more qualitatively tell us about the challenges facing families leaving welfare for work.

Thus, we are beginning to collect counts, but we do still struggle for understanding the whole *story*. We want to know the details about former welfare recipients, what they are doing, how they are faring. Are they working? Are they moving into jobs and self-sufficiency? And more importantly, what are their lives really like after leaving public assistance? Of particular interest is a holistic conception of their quality of life after welfare reform.

From a public interest perspective, public administrators and policymakers are charged with understanding the magnitude and direction of the impact of welfare reform on beneficiaries of our public assistance institutions. But how do public administrators and policymakers go about assessing the impact of policy in ways that really describe what is happening to people as new policies are implemented? This is the public policy issue driving this research. Solely counting the number of people leaving welfare (the popular "caseload decline" percentages), the number of former welfare recipients who get jobs, and/or using other "economic indicators" does not provide a true sense of the impact of policy changes such as welfare reform. Assessing the human impact of policy changes requires more than the evaluation of economic outcomes. Assessing the true issues of well-being requires that we know about the resources of beneficiaries and their conditions of life from various perspectives. We have to strive for greater understanding about those socio-cultural aspects of people's lives that create the whole person, aspects such as health, knowledge and skills, social relations, conditions of work, and so forth (Erikson, 1993). This is how we come to understand one's q*uality of life*. Quality of life is the lens through which to look when conducting social policy evaluations. Evaluation activities that address quality of life will lead to greater understanding on how we are to strategically manage our public institutions within their very complex contexts, especially in an era of welfare reform. The quest for holistic approaches to policy evaluation rarely has been so important as it is now as local institutions interpret and implement a national initiative affecting an estimated 13 million people (Zucchino, 1997) -- the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

Accordingly, this research addresses the task of illustrating the use of a conceptual model of quality life for guiding welfare reform evaluation strategies. It is hoped that states and localities can use this quality of life model to think about self-sufficiency issues, and later to develop evaluation priorities and strategies. The ultimate aim of such a task is to match needs to services in public assistance by using a quality of life framework to analyze policy impact and the integration of multiple policy outcomes. First, a review of the literature is given covering the following topics: the Personal Responsibility and Work Opportunity Reconciliation Act of 1996; Virginia's welfare reform program; public policy inquiry in general; poverty, child development, and welfare reform; and quality of life. Next, the research methodology is presented, including brief descriptions of the research sample, the survey instrument, and survey administration; a description of focus group notes and the variables and statistical procedures used in this research. The results are included next, and finally, the discussion of findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Personal Responsibility and Work Opportunity Reconciliation Act of 1996

Grand intentions to “get rid of the welfare system as we know it” have led to the end of six decades of welfare entitlement in what has been termed “one of the most ambitious social engineering efforts of recent American history” (Washington Post, Oct. 6, 1997, A12). The Personal Responsibility and Work Opportunity Reconciliation Act of 1996, signed into law on August 22, 1996, contains some of the toughest work requirements to date and is predicted to affect about 13 million people (Zucchino, 1997), resulting in a federal savings of $54.6 billion through fiscal 2002 (Katz, 1996).

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) contains many broad and sweeping changes in the system of general assistance nation-wide. The legislation was designed to promote child and family well-being by promoting employment, marriage, responsible fatherhood, and increased child support collections. These foci seem to be aimed at countering the negative consequences of living in poverty on the mother, the child, the family, and society. The potential negative consequences, specifically outlined in the legislation include, for children, low birth weight, low verbal cognitive attainment, lower educational aspiration, and greater likelihood of becoming teenage parents themselves; and for families, income levels below the federal poverty level for single-parent families and a greater likelihood for child abuse and neglect (HR 3734).

The PRWORA replaced Aid to Families with Dependent Children (AFDC) with a new program titled Temporary Assistance for Needy Families (TANF). The purpose of the TANF program is:

> To provide assistance to needy families with children so they can be cared for in their own homes, and to reduce dependency by promoting job preparation, work, and marriage. States also may use funds on efforts to prevent out-of-wedlock pregnancies and to encourage the formation and maintenance of two-parent families (http://www.apwa.org/reform/tanf.htm#purpose).

Specifically, the PRWORA eliminated the open-ended federal entitlement program of Aid to Families with Dependent Children (AFDC) and created a new block grant program called Temporary Assistance for Needy Families (TANF). States now receive block grants for offering time-limited cash assistance to needy families. The legislation also made fairly drastic changes to child care programs, child nutrition programs, the Food Stamp Program, Supplemental Security Income (SSI) for children, benefits for legal immigrants, the Child Support Enforcement program, and reduces the Social Services Block Grant (SSBG) (http://www.apwa.org/reform/analysis.htm). Overall, the work-first approach of the new legislation limits most families to five years on the rolls with or without work, requires most adult recipients to work within two years of receiving assistance, and devolves responsibility to the states, thus allowing states more discretion over eligibility and public assistance program characteristics. Virginia's welfare reform policies, described below, mirror this federal legislation.

2.2 The Virginia Independence Program (VIP)/Virginia Initiative for Employment not Welfare (VIEW)

On July 1, 1995 Virginia implemented a comprehensive welfare reform policies geared towards increasing the economic status of the family to promote family self-sufficiency. These policies, implemented in Virginia prior to passage of the federal welfare reform legislation (Kuhns, Hollar, and Loeffler, 1998), significantly altered the structure of Virginia's welfare system by creating two programs that replaced Aid to Families with Dependent Children (AFDC). The Virginia Independence Program (VIP) applies to all TANF recipients, and the Virginia Initiative for Employment not Welfare (VIEW), the work component, applies to able-to-work parents receiving TANF. Specific VIP provisions include:

- Diversionary Assistance – An applicant can receive a single payment of up to 120 days of cash assistance to solve a temporary loss of income or emergency;
- Savings Incentive – Families may accumulate $5,000 in savings for the purpose of education, home ownership, or starting a business;
- Unemployed Parents/Two-Parent Families – TANF-Unemployed Parent Program assists two parent families who are in financial need…TANF-UP is provided to two-parent families on the same terms and conditions that it is provided to single parent families;
- Minor Parent Residency – A minor parent must live with a parent or legal guardian in order to receive TANF (exceptions are allowed);
- Cooperation with Child Support Enforcement – Mothers must assist in identifying and locating non-custodial fathers for collection of child support. Non-custodial minor parents not attending school are required to pay child support. Penalties for non-cooperation range from a reduction in the monthly amount of assistance to termination of the entire TANF grant;
- Family Cap – No additional benefits are provided for children born to a mother on TANF, unless the mother is pregnant at the time the grant begins;
- Immunization – Parents must provide verification that children have received all age-appropriate immunizations prior to re-determination of eligibility;
- Compulsory School Attendance – All TANF recipients under the age of 18, including minor parents, must comply with compulsory school attendance laws (Kuhns, 1999, p. 6).

The work component of Virginia's welfare policy, VIEW, contains the following components:

- 24-Month Time Limit – Families are limited to 24-months of cash assistance and one year of transitional benefits within a five-year period. Exceptions are granted for hardship;

- Personal Responsibility Agreement – All VIEW recipients are required to sign a statement of personal responsibility agreeing to comply with VIEW requirements in order to be eligible for cash assistance (TANF);
- Work Requirement – VIEW participants must begin working within 90 days of receiving TANF benefits. Participants may obtain subsidized employment with a private sector employer in which case the value of the participant's food stamp and TANF benefits are used to reimburse the employer to offset the cost of training participants. Those who cannot find paid work or subsidized jobs by the 90th day of receiving TANF benefits are required to participate in a community work experience placement until they find suitable paid employment;
- Earned Income Disregards – VIEW families continue to receive benefits as long as their earned income and benefits combined do not exceed 100% of the poverty level. In addition, a family may have one vehicle with a maximum market value of $7,500;
- Case Management and Supportive Services – VIEW families receive supportive services including child care, transportation assistance, job counseling, job placement, education and training, and Medicaid;
- Transitional Benefits – Families whose TANF case benefits end due to employment may receive up to 12 months of additional assistance including child care, Transportation, and medical assistance (Kuhns, 1999, p. 7).

The section that follows introduces public policy inquiry, a subject that is of increasing interest as we attempt to understand the implications of policy changes such as VIP/VIEW, and welfare reform more generally.

2.3 Social Policy Evaluation

Changes in public policy, especially those such as PRWORA that drastically reform social programs, both create, and demand, critical, analytical, yet qualitative attention to the examination of consequences. The impact, both positive and negative, of social policy change on beneficiaries of social programs must be assessed in order to learn about the successes and failures of reforms, and to make mid-course corrections if necessary. The difficult part of the process of examining impact is determining just what to measure. How do we determine what outcomes are important when evaluating public policy, especially policies that affect susceptible, low-income families? The following section begins to address this question as it presents a general discussion of policy evaluation.

2.3.1 Policy Evaluation

Public policy evaluation increasingly has become a focus of governmental efforts in the era of the Government Performance and Results Act (GPRA). Consequently, evaluation activities, which are especially important within the devolution-based policy context of welfare reform, are placed at the center of reinvented government improvement efforts. So, within this context, what is policy evaluation?

In thinking about public policy evaluation, many definitions surface. Dye (1998) provides a simple definition of policy evaluation, "learning about the consequences of public policy" (p. 338). Others provide more detailed definitions of policy evaluation such as "the assessment of the overall effectiveness of a national program in meeting its objectives" (Wholey, et al., 1970, p. 25), "the objective, systematic, empirical examination of the effects ongoing policies and public programs have on their targets in terms of the goals they are meant to achieve" (Nachmais, 1979, p. 4), and "research meant for immediate direct use in improving policy decision. Evaluation is assessing the worth of a policy" (Nachmais, 1980 in Theodoulou and Cahn, 1995, p. 175). Finally, Dunn (1994) explains that "evaluation yields policy-relevant knowledge about discrepancies between expected and actual policy performance" that "may contribute to the clarification and critique of values driving a policy, aid in the adjustment or reformulation of policies, and establish a basis for restructuring problems" (p. 19).

While all of these definitions include terms such as consequences, effectiveness, and objective, systematic, empirical examination, rarely do descriptions of policy evaluation go one step further to discuss the evaluation activities from a more human, qualitative, public interest perspective. In general, explanations of policy evaluation, while often providing great detail as to the methodologies one may employ when conducting policy analysis, rarely are driven by underlying theories that address holistic conceptions of people's life circumstances, that is, their quality of life. Thus, evaluations rarely are grounded by theoretical frameworks for guiding policy evaluation efforts that examine issues of quality of life. In this sterile, mechanical, businesslike form, policy evaluations often include a focus on what Dye (1998) describes as a policy output, "a measure of government activity" (p. 339), such as per capita welfare expenditures, per capita health expenditures, criminal arrests and prosecutions, and so forth. This focus on policy outputs is seen almost daily in the national press [such as "Welfare caseloads have declined nearly 40% in three years, from a peak of 12.2 million in 1996 to 7.3 million today" (Wolf, 1999, 9A)], as well as in the federal requirements of programs [such as the new welfare legislation that requires states to achieve specific work participation rates and offers credits to states for reductions in their welfare caseloads (Kharfen, 1999)] – even in fragile/ human areas such as health and human services.

To remedy some of the defects of focusing on policy outputs only, Dye (1998) advocates that policy evaluation focus on policy impacts rather than on policy outputs because "'bean counting' tells us little about poverty, crime, health, or education achievement. We cannot be satisfied with measuring how many times a bird flaps its wings; we must know how far the bird has flown" (p. 339). While Dye (1998) does go farther than many others who describe policy evaluation, with respect to encouraging the consideration of the human impact of policy, I believe that he falls in line with others who stop just short of advocating a broad framework for guiding policy evaluation that takes into consideration the human consequences of policy changes. The section that follows discusses some of the effects of living in poverty on child development, and specifically highlights some of the potential effects of the current welfare reform policies on child development. Issues such as these are what I believe should drive the theoretical development of public policy evaluation efforts, but unfortunately often are ignored in our continual focus on policy outputs.

2.4 Poverty, Child Development, and Welfare Reform

2.4.1 The Impact of Poverty on Child and Family Development

In America, what does it mean to be poor? For many it means that various agencies will participate in, and intrude upon, one's daily life. It means that one's basic survival, world view, and decision making may be affected by these agencies. It means that one may have to depend upon governmental agencies for just about all aspects of one's life…for rental assistance, family planning, basic income, food supplements, energy assistance, transportation, medical benefits, education, and job training (Carter and McGolderick, 1989). It means dealing with the stressors of living in poverty. Particularly stressors that derive from the ecological context, including inadequate housing, homelessness, poor schools, environmental instability, and, in urban settings, dangerous neighborhoods (Huston, 1994; McLoyd and Wilson, 1994). Indeed, ecological context variables such as unemployment, malnutrition and other health problems, premarital births, family instability and violence, mental disorder, delinquency, substance abuse, high rates of infant mortality, physical disability, untimely death, and the ongoing stresses of inadequate housing and constant indebtedness (Carter and McGolderick, 1989) create huge barriers to healthy life cycle transitions for families living in poverty.

And looking specifically at children, what does being poor mean to a child? Being poor means being at statistical risk. It means living in socially toxic environments that threaten child development; threats that may include academic failure, child maltreatment, learning disabilities, and others (Garbarino, 1996). Research shows that poverty and related factors, and the resulting increased stress, add to other external stressors that increase the likelihood of abuse and neglect (Veltkamp & Miller, 1994; Videka-Sherman, 1991, in Collins and Aber, 1997). The National Incidence Study of Child Abuse and Neglect found "that children in families with incomes under $15,000 a year were 22 times as likely to experience maltreatment as children in families with incomes over $30,000" (Knitzer and Bernard, 1997, 4). Other studies show that economic hardship has been associated with punitive, inconsistent, and unresponsive parenting that manifests itself in poor children under the guise of learning disabilities, psychological problems, and behavioral disturbances (Elder, Nguyen, & Caspi, 1985; McLoyd, 1990; McLoyd and Wilson, 1991, McLoyd and Wilson, 1994; Collins and Aber, 1997), poor health status, low academic achievement (Duncan and Brooks-Gunn, 1997 in Zaslow, Tout, Smith, and Moore, 1998), as well as poor socio-emotional adjustment, apathy, withdrawal, or aggression (Churchville, 1987; Kotlowitz, 1987, 1991, in McLoyd and Wilson, 1994, Duncan and Brooks-Gunn, 1997 in Zaslow, et al., 1998). Obviously, the ecological context of living in poverty has ramifications for every aspect of one's life, and we can expect that the new TANF regulations may exacerbate some of these issues. The following section discusses some of the research examining the potential effects of welfare reform on child development.

2.4.2 Potential Effects of Welfare Reform on Child Development

Many researchers increasingly are becoming involved in research that focuses on the potential effects of welfare reform on children. What the research shows is that there appears to be multiple pathways for the manner in which welfare reform may affect child growth and development, and that both positive and negative outcomes are possible (Child Trends, 1999). For example, Collins and Aber (1997) described three pathways whereby changes in welfare can affect child development: by changing family income, by affecting parenting behaviors and parental stress, and by changing children's access to services and/or the quality of services. First, changes in welfare that result in deeper and more persistent poverty for families such as those leaving welfare will negatively affect child development. Thus, unless welfare policies result in significant increases in incomes of families, there will be few improvements in child development outcomes. The second pathway focuses on the increased parental stress that may accompany movement into the workforce. This increased stress may result in more harsh and punitive behaviors of parents toward their children. However, there is the hope that policies that provide positive work experiences and emotional supports may lead to positive outcomes for child development. The last pathway predicts that welfare reform policies that create low-quality child care and/or hinder access to health care or other needed social services can be expected to significantly harm child development; whereas policies that create quality programs in these areas can be expected to result in positive outcomes for children.

Zaslow, Tout, Smith, and Moore, (1998) pursued a slightly different approach in their description of potential impacts of welfare reform on child development, indicating that both positive and negative effects of PRWORA on children are possible. The authors argued that family characteristics (such as whether or not the mother is at high risk for depression, the existence of large numbers of children within one family, non-marital childbearing, etc.) interact with specific policy parameters (such as work requirements, time limits and sanctions, child care provisions, etc.) to produce effects on child development. This current perspective builds on earlier work by Zaslow, Coiro, and Moore (1993, in Houston, 1994) and Zaslow, Moore, Coiro, and Morrison (1994) that described pathways of effects which may result in positive or negative effects on child development. Pathways may include child care, income, cognitive stimulation, maternal subjective state, home environment, work-related stress, among others. For example, if mothers successfully make the transition to an employment situation that is not excessively stressful, that results in increased economic resources, and is associated with quality child care, children are likely to benefit from welfare reform. Conversely, for families in which the mother is not likely to successfully transition from welfare to work, especially those families that meet time limits of welfare receipt or those that are ineligible under the new legislation for receipt of benefits, it is likely that child development will suffer. Thus, Zaslow, et al. (1998) argued that it is through the interaction of policy parameters (which vary by state) with family characteristics that we understand the potential impact of welfare reform on child development.

Courtney (1996) also discussed some positive and negative effects that may result from welfare reform, focusing his reflections on W-2, the welfare reform program in Wisconsin. As far as economic well-being, some families will see a net improvement in family resources, according to Courtney (1996), whereas others will see a decrease, even those who fully participate in W-2 programs. And what about child well-being, how may W-2 affect children?

Courtney (1996) contends that for people who adapt well to work, self-esteem and parenting behavior may improve, which can result in improved self-esteem in children. Also, there is the potential that as mothers enter the workforce children may be placed in quality child care situations, and possibly receive better care than they did in their own homes. However, as mentioned above in the discussion of Collins and Aber (1997) and Zaslow, et al., (1998, 1994, 1993), neglect or abuse may result from the combined stress of parenting and full-time work, and unsafe child care arrangements and decreased school performance may result from lack of parental supervision Courtney (1996).

What is obvious in the examination of pathways by Collins and Aber (1997), Zaslow, et. al., (1998, 1994, 1993), and Courtney (1996) is that there are multiple influences on child development that may be positively, or negatively, affected by welfare reform. And because TANF requirements affect many aspects of people's lives, aspects that cannot be examined in isolation, a holistic model for guiding evaluation activities is needed. The following section of this literature review introduces the concept "quality of life" that I believe offers a perspective that has been lacking in the public administration literature for framing public policy evaluation activities.

2.5 Quality of Life

Quality of life has been the focus of many academic disciplines for many years. During the 1970's, a type of quality of life research, in the form of a social indicators movement, was underway. Public organizations, such as the Social Science Research Council[2] and the National Planning Association,[3] produced reports that could be used in evaluation work that were based on holistic perspectives similar to the quality of life model described and illustrated in this research. However, this type of theoretical emphasis seemed to wane in the 1980s. One piece that did focus on the public sector that used a quality of life frame during this period was by Norton Long (1980), published in *Administration & Society*. In this article, Long (1980) addressed a public problem, namely the loss of political power of the city, in a holistic, interdisciplinary, quality of life-like manner. He contended that because of a loss of an integrated approach, namely the separation of politics, economics, and sociology, the city had lost its ability to govern itself (Long, 1980). Other than this piece, the public administration evaluation literature, produced shortly after the social indicators movement, seems fairly empty of a quality of life perspective.

More recently, there has been a renewed interest in pursuing quality of life issues in a multitude of research from the fields of economics, child development, health care, business, rural development, among others. However, the public administration and policy evaluation literature essentially remains devoid of such a focus.[4] In this research, I construct a model of

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[2] See Van Dusen, R.A. (ed.) (1974). Social Indictors, 1973: A Review Symposium. Washington, D.C.: Social Science Research Council, Center for Coordination of Research on Social Indicators.

[3] See Terleckyj, N.E. (1975). Improvements in the Quality of Life: Estimates of Possibilities in the United States, 1974-1983.

[4] However, again, recently a number of projects have appeared that are addressing public policy issues via child development and child advocacy organizations. Some of these projects are described in recent Child Trends publications such as, *The Child Indicator* (2000), *Child Trends Research Briefs,* and *Children and Welfare Reform: A Guide to Evaluating the Effects of State Welfare Policies on Children (1999).* Also, studies by Miringoff and

quality of life, based on an interdisciplinary, developmental approach, that can be used by public administrators and researchers, particularly those working in the area of health and human services. It is hoped that researchers and administrators at all levels, national, state, and local/community, will use a quality of life model to think about self-sufficiency issues, and later to develop evaluation priorities and strategies. The ultimate aim of such a task is to match needs to services in public assistance by using a quality of life model to analyze policy impact and the integration of multiple policy outcomes. But before this model is constructed, some of the leading contributions to the overall concept of quality of life, that generally come from the fields of economics and philosophy, are presented.

2.5.1 The Model

Quality of life frameworks and models allow us holistically to view someone's situation. Examining the quality of life of an individual or a group requires that we know about the resources of beneficiaries and their conditions of life from various perspectives. Knowing about economic conditions is not enough; instead we need to strive for greater understanding about those aspects of people's lives that create the whole person, aspects such as health, knowledge and skills, social relations, conditions of work, and so forth (Erikson, 1993). This is how we come to understand one's q*uality of life*. Quality of life frameworks have been developed in many fields and show useful relevance in specific contexts such as in the making of public provisions for social security, the planning for the fulfillment of basic needs (Greenley, Greenberg, and Brown, 1997; Sen, 1985; Baker and Intagliata, 1982), in the operations of community and public mental health programs (Bigelow, McFarland, and Olson, 1991; Srebnik, Hendryx, Stevenson, Caverly, Dyck, and Cauce, 1997), and in decisions of how to care for patients (Haas, 1999; Rosen, Contrada, Gorkin, and Kostis, 1997; Ferrans, 1996; Romney and Evans, 1996; Ryff and Singer, 1996). Generally, the components of the frameworks appear to be similar across their usage as they all contain the essential areas relevant to examining quality of life, and often look very much the same the world over (Erikson, 1993).

One particular example of a quality of life framework that is especially informative and useful is the "Swedish Level of Living Survey." This model stems from a decision of the United Nations in 1954 to appoint an expert group to develop a way of evaluating well-being/quality of life from a holistic perspective. The model is based on a conception of welfare research that systematically and explicitly conceptualizes good and bad conditions of one's life, and aims at a comprehensive conception of one's situation by including all crucial aspects of life (Allardt, 1993). Quality of life in this sense is the combination of (1) an individual's resources, "in the form of money, possessions, knowledge, mental and physical energy, social relations, security and so on, *through which the individual can control and consciously direct his living conditions*" (Erikson, 1993, p. 72-73, emphasis in original), (2) the arenas in which the resources are to be used (that is where resources are used), and more generally, (3) the most essential living conditions. Examples of these elements of quality of life from the Swedish Level of Living Survey are illustrated in the figure below.

Miringoff (1999) and Brown and Corbett (1998) show renewed interested in social indicators work and its relation to public policy.

Figure 2.1
Examples of Components and Indicators of Well-being/Quality of Life
Found in the Swedish Level of Living Survey

Components	Indicators
Health and Access to Health Care	• Contact with health professionals • Symptoms of illness • Activities of Daily Living (ADLs)
Employment and Working Conditions	• Opportunity to leave during work hours • Physical demands of job • Unemployment experiences
Economic Resources	• Income/earnings • Property
Education and Skills	• Level of education reached • Years of education
Housing	• Number of persons per room • Amenities
Security of Life and Property	• Exposure to violence and theft
Family and Social Integration	• Contact with friends and relatives • Marital status
Recreation and Culture	• Leisure time pursuits • Vacation trips
Political Resources	• Membership in unions and political parties • Voting in elections • Ability to file complaints

Another example of a quality of life framework that is similar to the Swedish framework is the Nobel Prize winner, Amartya Sen's (1993), notion of well-being. Sen (1993) stated that determining one's well-being involves the assessment of "the constituent elements of the person's being seen from the perspective of her own personal welfare" (p. 36). These constituent elements that make up well-being are composed of what Sen (1993) describes as "functionings," those "parts of the state of a person -- in particular the various things that he or she manages to do or be in leading a life" (p. 31). In combination, constituent elements of well-being create what Sen (1993) describes as a "capability," that is, "the alternative combinations of functionings the person can achieve, and from which he or she can choose one collection" (p. 31). Thus, examining a person's well-being, their quality of life, has to take into consideration the assessment of these constituent elements, these functionings. Examples of functionings include being adequately nourished, being in good health, having adequate shelter, having mobility, taking part in the life of the community, etc. Generally, the problem of diagnosing and measuring poverty may begin to be solved by identifying a combination of basic capabilities that create a healthy quality of life (Sen, 1993).

Quality of life also was examined in an earlier study by Campbell, Converse, and Rodgers (1976) that resulted in the classic text titled The Quality of American Life. As stated by Campbell, et al (1976), the objective of this research was to monitor the quality of American life in a way that went beyond the crude measures typically used by public institutions in assessing the well being of Americans, resulting instead in measures and results that could be transferred into policy terms. In this large study, funded by the Russell Sage Foundation and the National Science Foundation, Campbell and his colleagues (1976) examined fifteen quality of life domains including:

Marriage	Housework	Housing
Family life	Job	Usefulness of education
Health	Life in the U.S.	Standard of living
Neighborhood	City or county	Amount of education
Friendships	Nonwork	Savings

Campbell, et al. (1976) found that people generally view overall satisfaction with their quality of life as a combination, or summation, of the domains listed above. Accordingly, the research revealed that interactions between the domains, something that was predicted to have a fairly strong impact on assessment of satisfaction with one's quality of life, were not strong enough to warrant consideration of such interactions when assessing the global sense of well-being – "a additive linear model is sufficient" for describing satisfaction. This research is discussed further at the beginning of Chapter Four.

2.6 Purpose of This Research: The Importance of Using a Quality of Life Model in Social Policy Evaluation

From this point we are able to draw in the normative issues that are involved when addressing social policy issues, such as welfare reform, and the population affected by the reforms. In the same vein as Kurt Lewin who explained that "experience (and behavior) derives from the interaction of the person and his environment" (Campbell, et al., 1976, p. 13), when we think about the complex decisions public policymakers and public administrators must make concerning health and well-being, and the distribution of the goods connected with health and well-being, there is the need to consider the holistic issue of life quality in a way that goes beyond conventional crude economic measures (Jayawardena, 1993). No longer should the focus be solely on economic indicators such as "how far under the poverty line is this household?" Indeed, basing the direction of public programs solely on some relation of household earnings to the poverty line often misses the mark as it can be misleading in the identification and evaluation of poverty (Sen, 1993). Crafting evaluation activities around more holistic, ecological indicators and measures of quality of life, such as those mentioned above, will provide greater, qualitative insight for public policy poverty analysis by revealing the complexities of the lives of those affected by social policy change such as welfare reform. This is especially important in this newest era of policy devolution when states and localities are granted more latitude in the construction of their welfare programs. In carrying out the creation, modification, and implementation of new welfare programs, states and localities need a broad range information about their community members receiving welfare assistance. A quality of life framework should be of great assistance to researchers, public administrators, and policymakers working on social policy issues as they examine impact and determine how best to direct, or redirect, policy processes that serve low-income populations. Chapter Three describes the methodology to be employed in creating and illustrating a model of quality of life for guiding evaluation of policy impact.

CHAPTER THREE
METHODS

3.1 Description of Sample

Because Virginia's VIEW program is premised on many of the same assumptions as the 1996 federal legislation (such as increasing the economic status of the family and encouraging parental responsibility), and because the VIEW legislation was implemented prior to the federal legislation, using a sample of former VIEW respondents from this northern Virginia county to illustrate the utility of a quality of life framework for guiding evaluation activities in various public assistance settings is appropriate. Accordingly, this research uses data gathered from a group of former welfare recipients in a county in northern Virginia who left the VIEW program between April 1, 1996 and June 30, 1997 (dates and list of potential respondents were acquired from county administrative data). Respondents were drawn by stratified random sample from all mandatory VIEW recipients who had left the program for all closure reasons between April 1, 1996 and July 1, 1997 (out of a total of 1,677 former recipients).[5] Data from 171 completed phone surveys (response rate of 31 percent) were collected over an eight week period (October 12 - December 5, 1997), despite some difficulties in contacting former welfare recipients[6] due to factors such as changes in housing arrangements, inaccurate or out-of-date phone numbers, and disconnected phone service. Response rates for similar studies conducted in other states range from 20 percent to a high of 85 percent. The rate of 85 percent occurred in Iowa where respondents were given $50 and in-home interviews were used to follow-up on individuals not able to be contacted by phone (Fraker, T., et al, 1997).

Although results from this research are not intended to be generalized, but instead to illustrate using a quality of life framework, tests for generalizability were completed. These tests comparing respondents to non-respondents reveal that there are slight, but significant differences between the groups. Average age of both groups is 34 years. However, respondents do differ from non-respondents for length of time off VIEW and for the demographic categories of gender, education, and ethnicity. The sample respondents have been off welfare for less time,[7] and have a higher proportion of males, a higher level of education, and are more often white, Asian, and Hispanic. Demographic information for the respondents and non-respondents, including their differences, are found in the table that follows.

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[5]Slightly over thirty-three percent (33.3%) of cases closed after income exceeded eligibility criteria; 13.5% of cases closed for sanctioning; 23.4% of cases closed for failure to sign the Personal Responsibility Agreement or failure to provide documents needed for eligibility verification; 19.3% of cases closed upon request that their case be closed or failure to return for appointments with no explanation; and 10.5% of cases closed when the child on the case was no longer deprived. Previous analyses (Kuhns, Hollar, Loeffler, 1998) of the data used in the current research did not find significant differences among groups who left VIEW for the reasons mentioned above. Hence, analyses in the current research do not include tests of significance for differences between closure reasons. Also, none of the respondents left because of time limits because data collection took place prior to any respondents in this northern Virginia county hitting their time limits.

[6] "Difficulty contacting former welfare recipients is a problem being encountered by many states conducting follow-up studies" (Gordon, A. et al., 1996).

[7] Respondents had been off of welfare between four and nineteen months, with an average length of time since leaving welfare equaling 11.2 months.

Table 3.1
Characteristics of Survey Respondents and Non-Respondents

Characteristics	Respondents	Non-Respondents	Significance of Group Differences
Average Age	34.0 years	34.4 years	F=2.4, p=.123
<20	0.9%	0.0%	
20-29	32.6%	31.8%	
30-39	45.5%	42.8%	
40-49	13.7%	19.7%	
50-59	7.3%	5.3%	
60-69	0.0%	0.4%	
Sex			X^2=7.8, p=.005
Female	94.1%	96.1%	
Male	5.9%	3.9%	
Education			F=14.4, p=.000
Mean Grade Level Completed	11.6	11.2	
< High School	30.4%	38.3%	
High School/GED	59.0%	49.8%	
> High School	10.6%	11.9%	
Ethnicity			X^2=124.2, p=.000
White	33.5%	22.1%	
African American	37.5%	54.1%	
Asian	15.2%	13.1%	
Hispanic	13.8%	10.0%	
Native American	0.0%	0.7%	
Mean Number of Months Since Leaving VIEW	11.7	12.8	F=79.813, p=.000

3.2 Survey Instrument

Construction of the phone survey instrument was based on findings of a focus group with county eligibility workers[8] and meetings with other human services staff. The questionnaire was pre-tested with a pilot sample of ten respondents, and subsequently was modified into the current format.[9] The questionnaire is a 20 minute interview soliciting respondents' descriptions of current conditions (current meaning at the time of the interview) in comparison to their experiences during the month when they left VIEW. Work experiences, job benefits (such as health insurance, sick pay, holiday/vacation pay, and retirement options), family issues (such as household structural changes and child health and well-being), and housing situations were the

[8] "Eligibility workers" are county employees who work with potential and active TANF/VIP/VIEW recipients.
[9] The current format varies from the pre-pilot format only in the sequencing of questions. The content of the survey instrument remains the same.

general topics covered in the survey. Appendix A contains the phone survey instrument used in this research.

3.3 Survey Administration

The survey was administered via telephone interviews. Telephone interviewers, including Spanish and Vietnamese translators, were recruited and hired for this project. Three 4-6 hour training sessions were held, and periodic monitoring of interviewers was conducted by project staff, to ensure consistency in data collection. At the beginning of the interview, respondents were informed of the confidentiality of all responses and were given the opportunity to refuse to participate. Respondents received payments for participating in the survey.

3.4 Focus Group Notes

Notes recorded by the author of this dissertation are used as illustrative data throughout the findings described in Chapter Four. These notes were recorded during a joint meeting of Virginia Tech researchers, eligibility workers, and community-based service providers. The aim of this meeting was to inform researchers and county workers about some of the changes in service requests being experienced by community-based service providers in this northern Virginia county since the implementation of welfare reform.

3.5 Measures

3.5.1 Introduction to the Variables and Demographic Information

Respondents were asked about their work experiences, job benefits, family issues, and housing situations. Demographic characteristics were obtained from county records. As mentioned above, the distribution of demographic characteristics are included in Table 3.1.

3.5.2 Variables Used in This Research

In this research the components of the quality of life model are created and illustrated. Accordingly, five variables, representing the components of quality of life for which data were available, are discussed including: economic resources, employment and working conditions, support services and programs, housing, and social support/friendship networks.

3.6 Analytical Procedures

Analyses used to illustrate the use of a framework of quality of life include descriptive statistics, Chi-square, and t-test procedures.

CHAPTER 4
RESULTS

4.1 Introduction

In The Quality of American Life, Campbell et al. (1976) premised their research on the fact that areas of life, such as work, housing, neighborhood, family, etc. can be considered as separate aspects of experience. However, these separate aspects, termed "domains," when viewed in combination,[10] "would be more forthcoming than any single measure" (p. 12). Thus, Campbell and colleagues (1976) strove to examine the patterns of relationships between the specific measures and the contribution of each specific measure to an overall measure. What they found was that the simplest combining rule fit the data well as their primary model, that is, "respondents' assessments of their lives as a whole can best be explained as a weighted summation of their degree of satisfaction with the various specific domains included in our design. In technical terms, a linear additive model is quite sufficient" (p. 79). Thus, Campbell et al., (1976) found that that while interactions between domains are not absent, none appeared to be important enough across their heterogeneous sample to warrant taking account of the interactions when arriving at the final predictions of the global sense of well-being. This finding of the "striking success of a simple linear additive model in accounting for reports of life satisfaction" is quoted as "one of the most significant findings to emerge from this study" (p. 80).

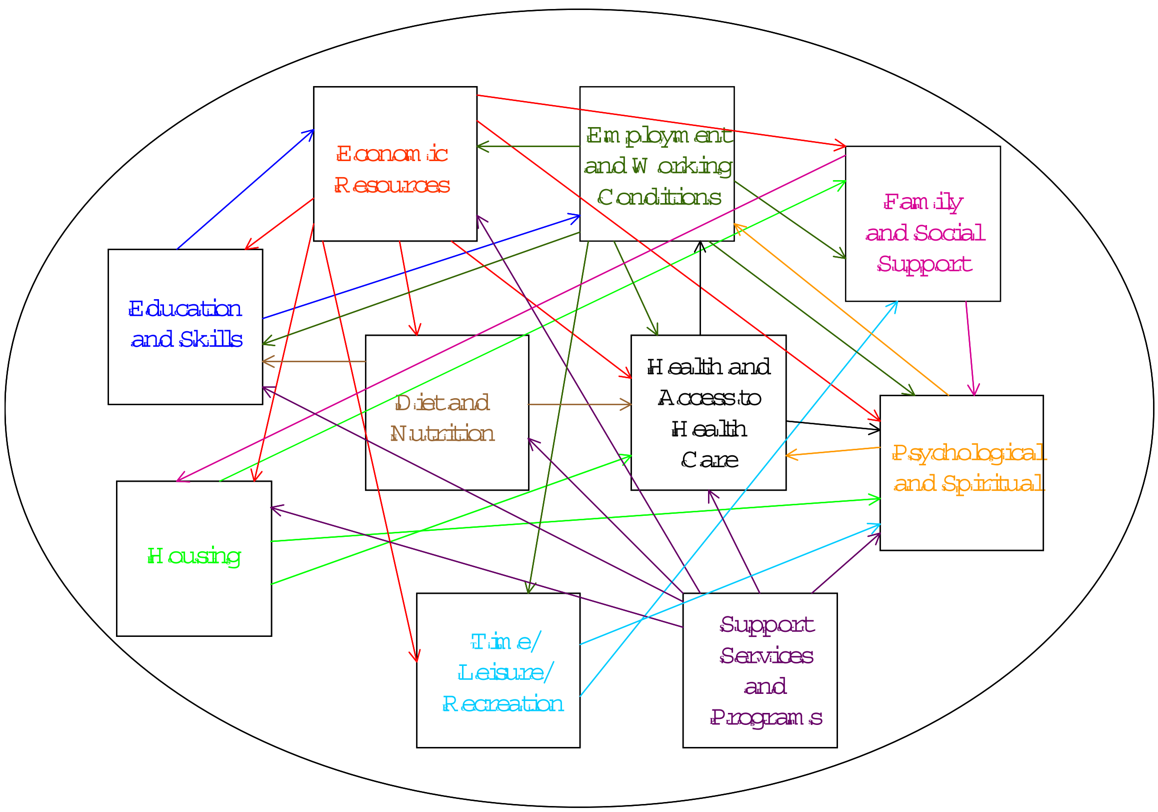
This current quality of life research attempts to conduct a similar experiment in that it aims to examine the literature for components that contribute to quality of life measures, and then explore the results of this literature review by applying data from a welfare leavers study to illustrate how such a model may be used to examine social policy issues such as welfare reform. Such an exploratory process is necessary in order to begin to understand why caseloads are changing (Mead, 2000), and more importantly, to find out what is happening to people leaving the rolls. Like Campbell et al. (1976), the "aspects" included in this research are broad categories of life experience that are, for the purposes of this research, titled "components," that have relevance to public policy issues and at the same time are issues most of us would agree are important to the quality of our lives.

Accordingly, the quality of life model in this research is based on a broad, interdisciplinary review of the literature and includes ten components: diet and nutrition, economic resources, education and skills, employment and working conditions, health and access to health care, housing, psychological and spiritual well-being, social support/friendship networks, support services/programs, and time, leisure, recreation, and culture. These components are displayed within a oval boundary in Figure 4.1 that follows. Quality of life components are placed within this oval boundary to emphasize that the components need to be considered together, holistically, in order to begin to understand the true circumstances of people leaving welfare. Also assumed in the quality of life model, and supported by the literature cited in Chapter 2, is a pathways effect whereby components of the model have subtle effects upon each other. These effects are illustrated by the arrows in Figure 4.1, and in the arrows found in

[10] "Combination" does not mean "merged" or "integrated" into one measure, but instead can be likened to using the "domains" as pieces of a puzzle that when put together create a whole, a complete puzzle.

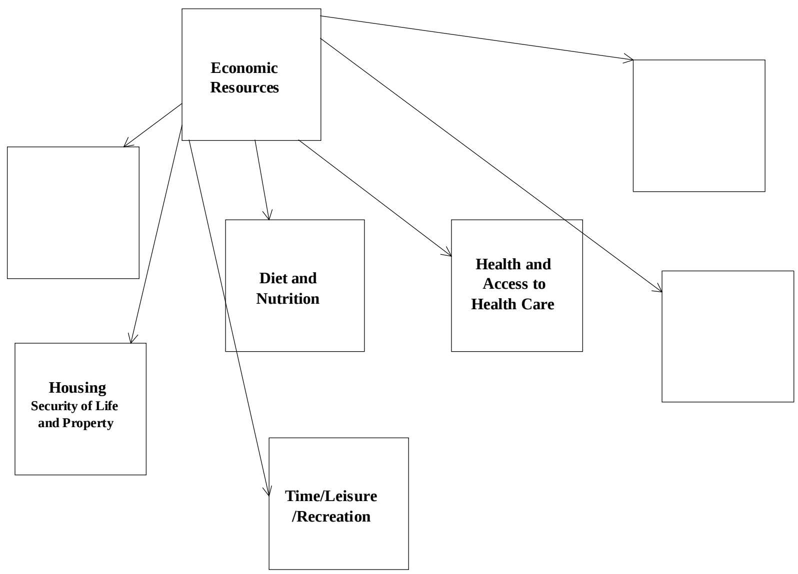
later figures in this chapter illustrating some of the components of quality of life. Creative use of a quality of life model for guiding evaluation activities is encouraged in order to understand the nuances of how the quality of life of individuals and families may vary among groups of people. For example, examining quality of life components for various sub-sets of groups, such as racial and ethnic groups, "high" versus "low" income groups, people on welfare for short periods of time versus people on welfare for long periods of time, and so forth, is a useful activity for truly understanding what people's lives are like after leaving welfare, and how the quality of life situations of various groups leaving welfare compare to one another. Accordingly, the rest of this chapter presents some of the components of the quality of life model that emerged from the review of literature, and illustrates the application survey data to components of these components of the quality of life model. Five of the ten quality of life components are illustrated in this research. These five components, economic resources, employment and working conditions, support services and programs, family and social support, and housing were chosen because of the availability of data for use in the illustration, and because of their particular salience in people's lives.

Figure 4.1
Quality of Life Model



4.2 Economic Resources

Figure 4.2
Economic Resources



There are a number of factors that play a role in creating an overall picture of the economic resources of a family. And while some research emphasizes that "among people with the same degree of satisfaction with their financial situations (standard of living and savings), those at higher absolute levels of family income express a greater sense of well-being than those of lower income," (Campbell, et al., 1976, p. 384) a family's economic resources *are more than* the monetary categories of income or wages earned. The category, economic resources, also takes into consideration those resources that leave a family in exchange for some service, such as child care, and/or for meeting basic needs such as paying rent. And particularly for low-income families, other economic resources that should be considered come in non-monetary forms such as food and nutrition support (food stamps, school breakfast/lunch programs, etc.) and other support services/programs that are described later in the discussion of the quality of life component "Support Services/Programs." While these support services are not necessarily in dollar/monetary form, they significantly affect the overall economic resources of a family. Based on a broad review of the literature, the component, economic resources, can be described as a composite of the following elements.

Table 4.1

Economic Resources Elements	
Income/earnings[11,12,13,14,15,16,17]	Expenses[13,14,17]
Money[18]	% of income spent on child care[12,14,17,19,20]
Sources of income (including child support, govt. support, etc.)[14,17]	% of income spent on rent/housing[11,14,17]
Stability of income[12,17]	% of income spent on medical care[11]
Discretionary income[21]	Financial strain/material hardship[17]
Savings[22]	Command of goods and services[18]
Property[16]	

4.2.1 Illustration of Economic Resources

Examination of economic resources includes many elements. Money going into and out of a family in exchange for services often requires delicate balancing acts, especially for low-income families. To begin this discussion, monthly inflows of money, in the form of earned income/wages, are examined.

The median monthly earnings reported by respondents was $1213,[23] which is above the Federal Poverty Level (for a family of three, U.S. Census Bureau, 1998)[24] of $1,084, but much less than the median gross income for this county of $5,833 (1996 Household Survey Highlights). The high costs associated with living in this northern Virginia county deserve emphasis when thinking about income earned in this county. Wider Opportunities for Women, an non-profit organization with the goal of helping women and girls become economically self-sufficient, created "self-sufficiency standards" for cities throughout the United States that

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[11]Center For Survey Research (2000)
[12]Kuhns (2000)
[13]Hollar (1999)
[14]Kuhns, Hollar, and Loeffler (1998); Kuhns (2000)
[15]Isaacs (1999)
[16]Erikson (1993)
[17]Child Trends (1999)
[18]Zill (1974)
[19]Ganow (2000)
[20]U.S. Department of Health and Human Services (1999)
[21]Greenley, Greenberg, and Brown (1997)
[22]Campbell, Converse, and Rodgers (1976)
[23] In this illustration, earnings data presented are the self-reported wages respondents were earning at the time of the telephone interview. Most of the calculations are based on self-reported hourly wage, multiplied by the number of hours respondent indicated working each week, which then was multiplied by 4.33 in order to obtain monthly earnings. There were 32 cases in which this manner of calculation was not possible; these cases were dropped from the analyses.
[24] The Federal Poverty Level for a family of three was used because the average number of people in the families of the respondents was three.

“measure(s) how much income is needed, for a family of a given composition in a given place, to adequately meet its basic needs – without public or private assistance” (Pearce and Brooks, 1999, p. 1). Pearce and Brooks (1999) reported that it costs between $2,927 and $3,760 per month to take care of basic needs for a family of three in the county of focus. The monthly income reported by respondents in the current research, $1,213, does not come close to meeting this self-sufficiency income standard. Hence, one can expect that respondents in the current research are having a tough time caring for their families, even though they are earning more than the federal poverty level.

Because the population of this county in northern Virginia increasingly is becoming ethnically diverse,[25] an informative part of the earnings analysis breaks down earnings by ethnic group. This type of sub-analysis is also of importance due to the increasing emphasis being placed on ethnic disparities with respect to outcomes of people leaving welfare (Blum, et. al., 2000; Gooden, 1998). This research confirms suspicions about disparate outcomes with respect to earnings among ethnic groups. As indicated below, there are significant differences in earnings among respondents of different ethnic groups.

Ethnicity	**Monthly Earnings**
White	$1,486.90 (std. dev. = 773.37)
Black	$1390.62 (std. dev. = 1039.62)
Hispanic	$1007.05 (std. dev. = 396.81)
Asian or Pacific Islander	$959.01 (std. dev. = 433.03)

Analyses revealed that African-American and white respondents earn significantly more than the two other groups. Interestingly, additional sub-set analyses revealed other disparate outcomes. Namely, that the earnings of Hispanic respondents and Asian or Pacific Islander respondents are not significantly different from each other, and neither were the earnings of African-American respondents when compared to white respondents only,[26] but again, the earnings of the two sub-sets of respondents were significantly different from each other. Although these findings show evidence of ethnic disparities, they should be interpreted with some caution because comparisons of respondents and non-respondents revealed slight differences with respect to ethnicity, specifically, the sample respondents were more often white, Asian, and Hispanic.

Another economic resource consideration is the expectation of increased earnings as one spends more time off of welfare, and in a job. However, results of this research do not strongly support this positive trend. For even though the correlation between income level and the length of time since leaving VIEW/welfare is statistically significant in a positive direction,[27] the amount of variation accounted for (5.6 percent) is very limited.

[25] For example, between 1980 and 1996 the percentage of white people in the county decreased from 86.1 percent to 68.0 percent, the percentage of black, Hispanic, and Asian people increased from 5.8 percent to 8.3 percent, 3.3 percent to 8.4 percent, and 3.9 to 12.4 percent respectively (1996 Household Survey Highlights).
[26] One-way analysis of variance - Tamhane Post Hoc test; $F=18.855$, $p = .000$
[27] Pearson correlation, $r=.236$, $p = .000$

Although analyses of earnings data above reveals some illuminating findings, the category economic resources is more than an examination of money coming into a family; it also includes money that leaves a family in exchange for a service. One outlay of family income, takes the form of child care payments. Research shows that lower-income families face more difficulties than higher-income families in paying for child care (Ganow, 2000).[28] Generally, for low income families who pay for their child care (some families receive subsidies or free child care), child care costs are, on average, 25 to 30 percent of a family's income (Huston, 1998). Although based on a small number of respondents, the present research shows slightly lower percentages of earned income allocated to child care expenses. Specifically, for respondents who reported earning an income and having children, child care costs were found to be 15.9 percent of respondents' earnings for those not receiving a child care subsidy (n=34), and 5.6 percent of earnings for those receiving a subsidy (n=27). Obviously, receiving a child care subsidy is of considerable value to this small sample of families (Kuhns, et al., 1998).

Paying rent is another situation in which a family exchanges earnings for a service. This research found that for respondents who pay monthly rental payments,[29] the median monthly payment was $390.00 (32.2% of monthly earned income). When looking specifically at how much rent was paid by respondents who were receiving housing subsidies,[30] results show the median monthly rental payment went down to $275.00, or a little over twenty-two percent (22.7%) of monthly earned income. Again, subsidies, in this instance in the form of housing assistance, appear to be of considerable value to the sample of families in this research.

When low-income families struggle to bring in enough economic resources to cover expenses such as those mentioned above, they sometimes turn to community-based service providers for assistance. Community-based service providers in this county in northern Virginia provide economic resources to families in need in the form of financial assistance, food assistance, and various other types of assistance. During a focus group session,[31] community-based service providers working in this county stated that there has been an increase in requests at their organizations since the implementation of welfare reform in the county in northern Virginia. And when research shows, as it does here, that families leaving welfare struggle to meet basic needs [for example, approximately half of the respondents reported having experienced a time when they did not have enough money to buy food for their families since leaving VIEW (49.9%)[32]], we can expect that these increases in requests will continue multiply.

Looking more closely at the what happens when respondents run out of money for food reveals that a number of community-based and family-based resources are used. Specifically, in

[28] In fact, the U.S. Department of Health and Human Services (1999) found that in 1993 a family earning less than $14,400 spent an average of 25 percent of that income on child care.
[29]These results are based on the respondents' reports of housing situations at the time of the interview (n=130).
[30] These results are based on the respondents' reports of housing situations at the time of the interview (n=71).
[31] The community-based service organization focus group session took place October 29, 1997.
[32] An interesting, yet disconcerting, finding related to occurrences when respondents reported not having enough food for their families is seen in the fact that the percentage of parents who reported declines in their child(ren)'s health status since leaving welfare is significantly greater for those who have experienced a time since leaving welfare when they did not have enough money for food (66.5%) than for those who did not have this experience (33.5%) (X^2=64.637, p = .000).

response to a question asked about how respondents fed their families after running out of money,

- 48.3% went to relatives for help
- 33.0% went to church or community organizations for help
- 30.5% went to friends for help, and
- 17.5 % went to shelters or food pantries for help.

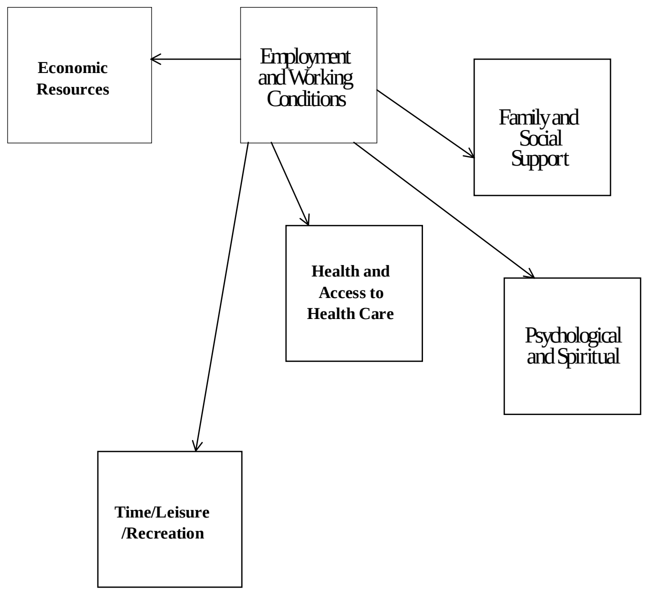
And, thirty-two percent (rounded) of respondents reported going to two or more of these sources for assistance.

Food banks throughout the United States report that more people are seeking food assistance, even in our current, robust economy. Many food banks cite the 1996 PRWORA legislation as the main reason for increasing requests for assistance (Carr, 2000). Conversations during a focus group with community-based service providers in this northern Virginia county in 1997 highlighted the same issue, PRWORA, as a contributory factory to the increase in food requests they were experiencing at that time. These service providers also described increases in requests for other types of assistance. Some reported that financial requests for assistance increased since the implementation of VIEW, and one provider specifically indicated an increase in specific requests for rent and utilities assistance. With respect to a category of assistance called "emergency assistance," one provider stated that these funds are "always out of money, (and) this is the first time this has ever happened" (CBO, 1997). Obviously, the non-governmental, community-based service providers are experiencing new challenges as they care for their communities in the era of welfare reform.

Later analyses illustrate other relationships between economic resources and other quality of life components. Specifically, economic resources, as reported in the form of earnings, is associated with whether someone is offered benefits such as vacation and/or sick leave, whether they are offered health benefits, and so forth.

4.3 Employment and Working Conditions

Figure 4.3
Employment and Working Conditions



Employment characteristics and working conditions affect workers, their families, and especially children (see Chapter 2, "*Potential Effects of Welfare Reform on Child Development*"). Thus, examining the employment and working conditions of people leaving welfare for work is an important task for evaluators assessing welfare reform impacts. Of particular usefulness for framing this component of quality of life is research conducted by Quinn and colleagues (1971) at the Institute for Social Research. They described a set of five major dimensions of work based on a worker's sense of the importance of their work. These dimensions are used to describe some of the many attributes of an individual's work experience that can contribute to general feelings of pleasure/displeasure with a job. As recalled in Campbell, et al., (1976), the five categories include: (1) comfort: referring to one's desire for a type of job that provides solid creature comforts and that presents no problems for [them]; (2) challenge: referring to the desire for stimulation and challenge in a job, and the ability to exercise acquired skills in a job; (3) financial reward or pay: referring to pay, fringe benefits, and job security issues; (4) coworker relations: referring to the desire for friendship with and help from colleagues; and (5) resources: referring to one's desire for adequate resources for doing a job well, including help, equipment, information, and adequate supervision. The table below presents some of the components of the category employment and working conditions, including some framed in the manner of Quinn et al., (1971).

Table 4.2

Employment and Working Conditions Elements	
Type of occupation[33,34,35,36,37,38,39]	Financial Reward or Pay[37]
Hours worked (too few/too many)[33,35,39]	Pay/wages[33,34,35,36,37,39]
Comfort[37]	job security/stability of employment[37,39]
convenience of the trip to work[33,37]	Benefits of the Job
physical surroundings[37]	health benefits[33,34,35,37,39]
time required to get job done[37]	sick pay[33,34,37]
physical demands/characteristics of job[36,37]	vacation pay[33,34,37]
opportunity to leave during work hours[34,35,36]	Coworker Relations[37]
amount of variety in the work routine[37]	social relationships[37]
Challenge[37]	Unemployment experiences[36,40]
opportunities to develop skills/abilities[37]	Multiple jobs concurrently[34,35,39]
Resources[37]	Barriers to employment[33,39,41]
work/job support (help, equipment, information, adequate supervision)[37]	

4.3.1 Illustration of Employment and Working Conditions

Examination of the quality of life component, employment and working conditions, indicates that a majority of people leaving VIEW are working, but the financial reward/pay and benefits are not at a level in which struggles would be expected to dissipate. About eighty-six percent (85.7%) of respondents report having had at least one job since leaving VIEW. At the time of the survey, a little over seventy-five percent (75.5%) were employed, which is more than the percentage of those who were employed when they left the VIEW program (67.4%). The majority (57.2%) of respondents reported having had one job, but there were others who have had more than one job. About twenty percent (20.3%) reported having held two jobs, close to seven percent (6.6%) three jobs, less than one percent (0.7%) five jobs, and less than one percent (0.8%) reported having held more than one job, but could not remember the exact number of jobs.

An examination of the type of jobs held by respondents reveals that most work in clerical/secretarial positions (26.9%) and sales/cashier positions (23.1%). In contrast, fewer reported working in lower paying jobs, such as housekeeping/maintenance (4.5%) and fast

33 Kuhns (2000)
34 Hollar (1999); Campbell, Converse, and Rodgers, (1976)
35 Kuhns, Hollar, and Loeffler, (1998); Kuhns, (2000)
36 Erikson (1993)
37 Campbell, Converse, and Rodgers (1976)
38 Quinn, Seashore, Mangione, Campbell, Staines, and McCullough (1971)
39 Child Trends (1999)
40 Miringoff and Miringoff (1999)
41 Danziger, et al. (1999)

food/restaurants (4.8%), that typically offer no chance for advancement. Reasons for respondents working in these higher pay positions are not entirely clear, but may be attributed to the economic/job context of this county in northern Virginia. This county in northern Virginia includes a high-tech area with many job opportunities for entry-level workers, especially for data entry personnel. These data entry positions typically pay higher wages, and in this study are included in the category, "Clerical/Administrative." Also, factory positions, that are included in the category "Construction/Production," are not found in this county in northern Virginia, but are located in other areas of Virginia. Thus, few people leaving welfare in this county in northern Virginia are employed in this job category as compared to the state at large.

Employee benefit plans are important supports for people caring for their families, especially as people are transitioning from welfare to work and hence may be losing some governmental assistance. In this research, of all respondents who indicated having a job for pay since leaving the VIEW program (n=144), only about half (48.9%) had an employee health plan available to them. Most of these plans offered by employers covered both the respondent and their families (86.3%). However, only half (53.1%)[42] of the respondents who were offered health plans from their employers participated in the plans that typically include both the respondents and their families (76.3% of the plans covered employees and their families). Consistent with what one may expect, the data show that respondents with health insurance plans available from their employers have significantly higher monthly earnings than those who do not have the option of employer-based health insurance (x = \$1576.48, std. dev.=999.53 and x= \$951.11, std. dev.=422.39 respectively).[43]

Based on the results above, there is a strong possibility that many families leaving welfare in this county in northern Virginia do not have employer-based health insurance – a fact that is of great concern when considering the quality of life of these families, and especially of the children. Further analysis of the employer-based health insurance issue reveals what may be expected in situations in which families do not receive employer-based of health insurance, who earn too much to qualify for government health care assistance, but earn too little to be able to afford private health insurance premiums. Namely, that the percentage of children whose health status is reported by their parents as being worse since leaving welfare is significantly greater for children whose parents do not have employer-based health insurance (72.2%) than for children whose parents do have employer-based health insurance (41.7%).[44,45]

The quality of life model addresses the degree to which one's employment situation allows someone to balance family and work responsibilities. Elements of the component, employment and working conditions, such as the availability of sick pay and vacation pay, have

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[42] n=34
[43] Independent samples test; t = -11.47, p = .000
[44] X^2=45.655, p = .000
[45] The issue of child health was addressed by a question that asked parents about perceived changes in the health of their child(ren) since leaving VIEW. About nine percent (9.2%) of the respondents indicated that their child(ren)'s health had improved, while 12.6 percent reported a decline in the health status of their child(ren), and 78.2 percent remained unchanged. Interestingly, children whose health is reported to be worse since leaving welfare have been off welfare for significantly less time (x=9.99 months, std.dev.=4.02) than children whose health status is reported as being the same (x=11.47 months, std.dev.=4.06) or better (x=11.42 months, std.dev.=3.33, One-way analysis of variance, Tamhane post hoc test; F=21.910, p = .000).

the potential to improve the quality of life of a family by helping them balance caring for sick children and/or parents with holding down a job. Job benefits such as sick pay and vacation pay offer opportunities for employees to take time off from work to care for themselves and their families. In this sample of people leaving welfare, less than one-third (32.1%) reported having sick pay and less than one half (40.9%) reported having vacation pay as part of their benefits package. And as seen in Table 4.3 below, results show that respondents who have sick pay[46] and vacation pay[47] as part of their employment packages are earning significantly more than those without these benefits.

Table 4.3
Monthly Earnings for Respondents with Sick Pay and Vacation Pay

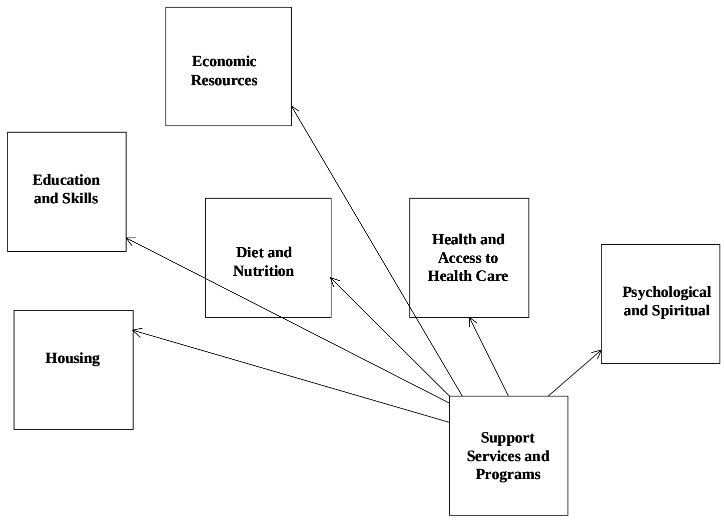
Sick Pay Available	Mean Monthly Take-Home Earnings	Vacation Pay Available	Mean Monthly Take-Home Earnings
No	$1051.22 (std.dev.=449.94)	No	$985.13 (std.dev.=440.37)
Yes	$1741.17 (std.dev.=1157.19)	Yes	$1689.18 (std.dev.=1047.80)

What is evident from the illustration of the quality of life component, employment and working conditions, is that while most respondents report having a job since leaving welfare, most of these jobs do not include the benefits that may be necessary as people transition from welfare to work. Viewed from a quality of life perspective, when combining this finding of the frequent absence of benefits (which often is associated with lower paying jobs/lower earned income), with the finding of disparities with respect to earned income among ethnic groups described in section 4.2, one may expect that the quality of life for children and families, especially among more disadvantaged ethnic groups, may be jeopardized as people leave welfare for work in this diverse northern Virginia county.

[46] Independent samples test; t=-12.2, p = .000
[47] Independent samples test; t=-13.0, p = .000

4.4 Support Services and Programs

Figure 4.4
Support Services and Programs



Support services and programs such as those listed in Table 4.4 contribute to overall family resources, and hence enhance the quality of life and well-being of a family. Support services and programs are especially helpful to low-income families because they free up earned income for other family necessities. Examinations of the issue of the availability and use of support services and programs are of heightened interest due to the recent, unlawful denial of benefits to citizen-children and other eligible people. Thus, tracking the knowledge about, and use of, support services and programs for both immigrant and non-immigrant groups is an important part of evaluation efforts aimed at understanding the full, quality of life implications of social policy change.

Table 4.4

Support Services and Programs Elements	
Adult:	*Child*:
WIC - Women, Infants, and Children[48,49,50]	School breakfast/lunch (reduced price)[48,50]
Social Security Administration (SSA) Retirement, Survivors, or Disability[48,49,50]	Medicaid[48,50,51]
SSI (Supplemental Security Income)[48,49,50]	Children's Health Insurance Program (CHIP)[52]
Food Stamps[48,49,50,51]	Mental health assistance[51]
Child support payments[48,50]	Child care
Child care subsidy[48,51]	Type of child care[48,50,51]
Transitional Child Care assistance[48,50]	Quality of child care[51]
Unemployment[49]	Stability of child care[51]
Affordable Health Care Program[48,50]	Child care history[51]
Medicaid[48,49,50,10,53,54]	Housing Assistance[48,50,51,55]
Transitional Medicaid	Public housing
Medicare[50,53]	Section 8 housing
Mental health assistance[52]	Ongoing Rental Assistance
Church or other community group[48,50]	
Transportation assistance[48,50]	

4.4.1 Illustration of Support Services and Programs

People leaving welfare often continue to need a number of support services and programs during and after their transition to work. Some of these support services and programs are in the form of governmental cash assistance programs (such as Supplemental Security Income – SSI) and in-kind programs (such as the Food Stamp program), while others are in the form of community-based assistance, such as assistance from community-based service provider organizations (shelters, food pantries, etc.) and/or via social support networks (family and friends).

Results from this analysis illustrate that people leaving welfare in this county in northern Virginia use a multitude of support services and programs after leaving VIEW to care for their families. The specific support services and programs used by respondents since leaving VIEW are presented below.

[48] Kuhns (2000)
[49] Gibson (1999)
[50] Kuhns, Hollar, and Loeffler (1998)
[51] Child Trends (1999)
[52] Element that the author included which was not found in the literature reviewed in this research.
[53] Center For Survey Research (2000)
[54] Isaacs (1999)
[55] Miringoff and Miringoff (1999)

Table 4.5
Support Services and Programs Used by Survey Respondents

Service/Program	Percent of Respondents Participating (n=171)
Governmental Assistance	
School Breakfast/Lunch	50.6%
Medicaid	42.4%
Food Stamps	31.3%
Child Support	19.8%
Transitional Child Care	15.6%
WIC	13.7%
Transitional Medicaid	5.5%
Supplemental Security Insurance (SSI)	4.5%
Affordable Health Care	3.0%
Social Security Assistance (SSA)	2.8%
Transportation Assistance	1.4%
Medicare	1.2%
Energy Assistance (n=9)	*
Non-governmental Assistance	
Church/Community Group Assistance	9.0%
Energy Assistance (n=6)	*

*Percentages are not provided because a filter question about use of energy assistance resulted in a low number of respondents (n=15) from which breakdowns of governmental and non-governmental were obtained.

Overall, about eighty percent (80.2%) of respondents continued to participate in at least one support service or program, including governmental and/or non-governmental services and programs, after leaving welfare in this county in northern Virginia. And in fact, many respondents continued to participate in more than one support service or program. A little over twenty-one percent (21.2%) percent participated in two programs, slightly fewer in three (17.6%), over thirteen percent (13.3%) in four, slightly over five percent (5.2%) in five, and about one percent (1.2%) participated in six support services and/or programs.

When specifically looking at the use of government support services and programs, results show a similar picture of people using more than one assistance program, as seen in the table below:

Table 4.6
Governmental Support Services and/or Programs Used By Survey Respondents

# of Services Used	Percent
1	21.4%
2	23.7%
3	19.9%
4	8.5%
5	1.1%
6	1.9%

An additional issue that should be considered when examining the types and numbers of support services and programs used by people leaving welfare is the issue of respondents' knowledge of support services and programs. Do people leaving welfare know that they most likely remain eligible for a number of programs such as Medicaid, Food Stamps, child care assistance, and so forth? Unfortunately, this important issue regarding knowledge of support services and programs that one may be eligible for was not included in the data collection plan for this data set. This is a great limitation of this data set. When attempting to understand the quality of life circumstances of people leaving welfare, it is critical to find out whether people leaving welfare have knowledge about services and programs that could assist them in their movement from welfare to work, and then to relate this information to respondents' reporting of services and programs they participate in and/or use.

Another question to examine when using a quality of life model is whether people who are using the support services and programs described above earn significantly less than people who do not use the services and programs? Results of this survey show that there are some instances in which people who use support services and/or programs earn significantly less earned income than people who do not use the services. For example, respondents who receive Food Stamps earn significantly less than people who do not, $1,028.37 versus $1,346.55 respectively.[56] Occurrences where earnings were significantly different for people using services/programs versus people who were not using services/programs are included in the table below.

[56] Independent samples test; t=5.687, p=.000

Table 4.7

Differences in Monthly Earnings: Respondents Using Services Versus Respondents Not Using Services[57]

Support Service/ Program	Use Service/ Program?	Monthly Earnings	Std. Dev.
Energy Assistance	Yes	$969.53[58]	287.05
	No	1326.55	879.06
Child Support	Yes	1135.56[59]	489.50
	No	1327.26	905.89
Food Stamps	Yes	1003.32[60]	452.36
	No	1383.69	919.22
Medicaid	Yes	901.49[61]	403.03
	No	1009.94	432.25
SSI	Yes	669.29[62]	0.00
	No	1301.04	848.45

One consideration when reviewing these findings is the fact that many of these services and programs have income limits associated with receipt of benefits. Hence, the significant differences in earnings among people participating in/using these services and programs need to be interpreted cautiously.

Respondents' use of housing support is a useful topic for illustrating how a quality of life model yields a rich description of policy impacts. A majority of respondents (81.0%) indicated that they rented their housing, and paid on average, as mentioned above, $390.00 per month without a housing subsidy. However, the picture markedly changes when examining housing costs for people who used some sort of housing subsidy. In these cases, the average rental payment went down to $275.00 per month.

Closer examination of housing assistance focusing on the quality of life element, public housing, reveals a slight increase in the number of respondents using public housing since leaving welfare. Among renters, twenty-seven percent of respondents reported living in public housing at the time of leaving VIEW; as compared to slightly over thirty-nine percent (39.4) of renters who reported living in public housing at the time of the survey. Other housing assistance that respondents who rent use include Ongoing Rental Assistance (11.4%), Section 8 Housing (17.3%), and Transitional Housing (0.9%).

[57] Calculations include only the respondents who reported receiving earned income.
[58] Independent samples test; $t=3.700$, $p=.000$
[59] Independent samples test; $t=2.585$, $p<.05$
[60] Independent samples test; $t=5.687$, $p=.000$
[61] Independent samples test; $t=2.540$, $p<.05$. The sample of respondents used in this calculation included only people who were working, but were not offered a health insurance plan from their employers.
[62] Only one respondent who was earning an income reported receiving SSI, Independent samples test; $t=2.777$, $p<.01$

One final type of housing assistance, briefly mentioned earlier, that is used by respondents is energy assistance. About eleven percent (11.3%) indicated that they have help with energy costs in the units that they rent. For people who receive energy assistance, the form of energy assistance varies from governmental assistance programs (54.5%) to church or community group support (36.2%) to family assistance (9.3%).[63]

The examination of the support services and program element, housing assistance, illustrates the value of support services and programs to people leaving welfare. When examined through a quality of life lens, support services and programs are seen as keystones of support because in essence, they increase family income by freeing up earned income that can be used for other family needs. Housing support also improves quality of life issues as it helps people, who may otherwise not be able to afford housing, avoid periods of homelessness – a condition that of course could have negative consequences for child and family well-being.

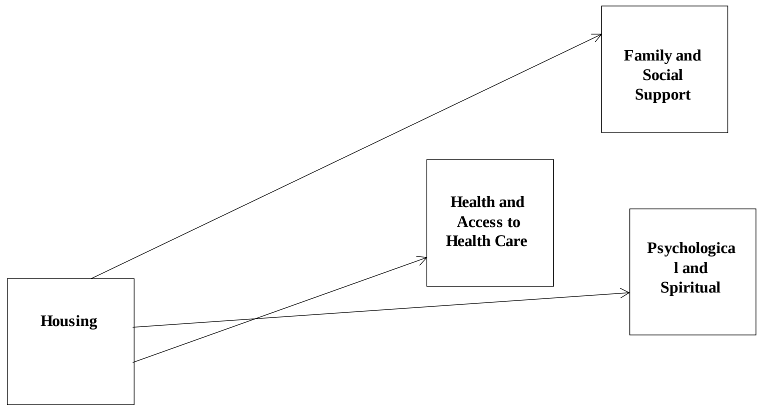
What seems to be increasingly clear in the illustration of this component of the quality of life model, is that support services and programs are important supports for people leaving welfare. The fact that people continue to use a number of support services and programs concurrently is amplified when considering the data presented directly above, and in an earlier part of this chapter, regarding the use of child care subsidies, housing subsidies, and energy assistance.[64] Also, based on the finding mentioned earlier about the relationship between declines in child health for children of respondents who reported times when they did not have enough food for their families, we get a sense of the importance of certain sources of aid to alleviating child hunger, namely, participation in School Breakfast/Lunch programs and participation in the Food Stamp program. Rather than "bean-counting" the number of people using various support services and programs, examination of quality of life components reveals the relationships between hunger, need for health care, and other family needs, and the varied ways in which needs are taken care of by governmental and non-governmental support services and programs.

[63] n=15

[64] Refer to sections 4.2 and 4.5 illustrating the components "Economic Resources" (for child care subsidy, housing subsidy, and energy assistance information) and "Housing" (for public housing use and a breakdown of housing subsidy data), respectively, for information on these support services used by respondents.

4.5 Housing

Figure 4.5
Housing



Housing, like other quality of life components, includes many elements. Physical housing structural characteristics, as well as the more intangible aspects of housing such as stability and turbulence issues, affect family interaction and well-being. The table below shows the elements included in this component of the quality of life model.

Table 4.8

Housing Elements	
Child/Family living arrangements[65,66,67]	Security of life and property[68,69]
Number of persons per room[67,68,69]	Exposure to violence and theft[68,69]
Changes in household composition[56,67, 70]	Safe/functional housing[68,69]
Type of housing/Amenities/Shelter use[65,67,68,69,71,70, 72]	Child's living environment[65]
Neighborhood[72,73]	Number of moves[67,70]
Prospect for staying in current housing[66]	Child living with family? why not?[67,70]
Desire for different housing[74]	Foster care[67]
Homelessness[65,67,68]	Stability in child care[67]
Quality of housing generally[75]	Do children spend time alone/unsupervised?[74]

4.5.1 Illustration of Housing

Housing characteristics, such as overall quality of housing accommodations, safe/functional housing, the possibility of remaining in one's housing arrangement, etc. are important aspects of housing that may affect a family's quality of life. The issue of housing stability is especially important with respect to children, and when welfare reform was implemented, child advocates worried about the impact of welfare reform on stability of households. The current research, however, does not show what advocates feared would happen. In fact, about three-fourths of respondents' families had stable housing between the time they left VIEW and the time of the interview. And even for people who did move during this time (26.4%), respondents most often reported moving to improve their housing. Specifically, for those who did move, the following reasons were given for the move:

- to improve housing situation (26.7%)
- needed less expensive housing (21.0%)
- had to/wanted to move from relative's home (15.1%)
- housing no longer available, evicted, foreclosed, lease not renewed (17.8%)
- to be closer to job (4.2%)

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[65] Kuhns (2000)
[66] Greenley, Greenberg, and Brown (1997)
[67] Child Trends (1999)
[68] Hollar (1999)
[69] Erikson (1993)
[70] Kuhns, Hollar, and Loeffler (1998)
[71] Miringoff and Miringoff (1999)
[72] Ferrans (1990)
[73] Campbell, Converse, and Rodgers (1976)
[74] Element that the author included which was not found in the literature reviewed in this research.
[75] Center for Survey Research (2000)

And when these same respondents were asked about their new housing being better or worse, the following reasons were given for either response:

Reasons for Improved Housing (n=30)

- larger living spaces (36.7%)
- more affordable rent (13.3%)
- able to afford own place (13.3%)
- own housing (versus renting) (3.3%
- other (6.7%)[76]

Reasons for Worse Housing (n=6)

- is too crowded/living space is too small (66.6%)
- forced her/his family to separate in order to afford housing (16.7%)
- missing (16.7%)

Another aspect of housing considered in this research is respondents' use of shelters. Obviously, shelters are not stable housing arrangements, and especially for families with children, shelter use can be expected to have negative consequences for overall quality of life. Among the respondents in this survey, approximately twenty-one percent (21.1%, n=36) reported having lived in a shelter, motel shelter, or on the street at some point in their life. While a majority (77.8%, n=28) of respondents who lived in shelters indicated that this occurred only one time, some reported using a shelter two times (11.1%, n=4), three times (8.3%, n=3) and one reported having lived in a shelter four times. These 36 people indicated the timing of their shelter events: about seventy percent (70.1%) reported living in a shelter at some time before entering VIEW, nearly twenty (20.1%) while participating in VIEW, and just over sixteen percent (16.7%) reported living in a shelter at some time after exiting VIEW.[77]

Stable housing, with respect to both not having to move one's family and not having to live in public shelters, is essential to child and family well-being. The current research showed that most respondents have not moved since leaving welfare and few have lived in shelters. These are good signs. However, when reflecting on respondents' reliance upon housing assistance, described earlier, a more balanced picture of life after welfare reform emerges. For although families are not living in shelters, it appears that they continue to rely upon housing assistance to help ends meet.

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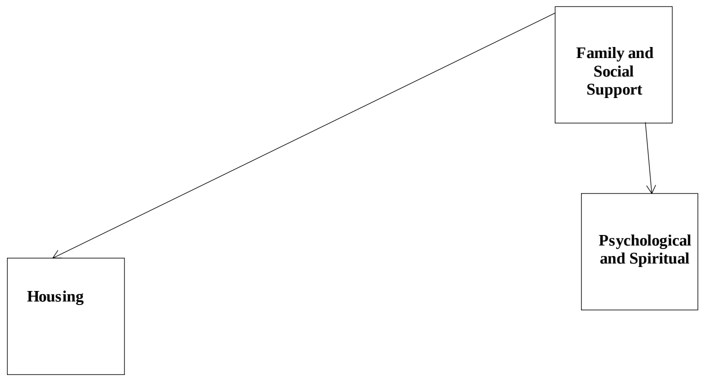
[76] Percentages add to more than 100 percent due to multiple responses per respondent.

[77] These results need to be interpreted cautiously due to the fact that some of those who could not be contacted may be living in shelters, especially since some of the "most recent" phone numbers provided by the county for the phone survey were numbers for local shelters.

4.6 Social Support/Friendship Networks

Figure 4.6
Social Support/Friendship Networks



Social support/friendship networks play important supporting roles in all of our lives. The social/emotional support that comes from our relationships with family and friends helps relieve some of the daily stressors of life. And for people leaving welfare, these networks help in social/emotional ways as well as by providing critical components of successful transitions into the workplace. For example, by providing opportunities for informal daily child care, sick child care, and other means of support for mothers leaving welfare for work, social support/friendship networks help fulfill some of the basic needs of families. Research by Zaslow, et. al. (1998, 1994, 1993) also indicates that social support/friendship networks help protect women against maternal depression, and are associated with good parenting as a result of less social isolation when women have support networks. Elements of the component, social support/friendship networks, are presented in the table below.

Table 4.9

Social Support/Friendship Networks Elements	
Adult:	*Family*:
Number of friends/friendships[78,79,80,81,82,83]	Marital status[81,82,83]
Amount of time spent with friends[79]	Amount of time spent with family[78,83]
Affection[84]	Things you do with your family[83]
Social/emotional support[80,82,84]	Size of family you live with[85,86]
Child:	Who do you live with?
Number of friends[87]	Who helps with child care?[85,86]
Feeling that you have friends to share with/rely on[87]	

4.6.1 Illustration of Social Support /Friendship Networks

Respondents in this study were asked questions about their families/households. Generally, households in this study appear to consist of two to three people (49.3%). Other sizes of families indicated by respondents include about thirty-eight percent living in four to five person households, and a little over fifteen percent (15.1%) living in households with six or more people. Only slightly over three percent (3.3%) reported living alone. Thus respondents appear to have some social support/friendship networks that may assist them through the life changes associated with moving from welfare to work.

The existence of social support/friendship networks can facilitate movement into the workplace by increasing the possibility that mothers will find child care arrangements so they can work. And although informal child care arrangements (care by friends and relatives) tend to be less reliable (Ganow, 2000; Wood and Paulsell, 1999; and Rangarajan, 1998), social support and friendship networks that assist with child care responsibilities can be critical components to successful transitions into the workplace. In this study, most respondents (71.4%) reported having children under the age of twelve in their households.[88] And, respondents who held jobs indicated that some people in their social support/friendship networks take care of their children while they work. These rather informal child care arrangements are listed below in Table 4.10.

78 Center For Survey Research (2000)
79 Greenley, Greenberg, and Brown (1997)
80 Ferrans (1996)
81 Erikson (1993)
82 Ferrans (1990)
83 Campbell, Converse, and Rodgers, (1976)
84 Zill (1974)
85 Kuhns (2000)
86 Kuhns, Hollar, and Loeffler (1998)
87 Element that the author included which was not found in the literature reviewed in this research.
88 Specifically, 31.4% reported having one child, 27.3% reported having two children, 20.5% reported having three children, and 12.7% reported having four or more children.

Table 4.10
Type of Social Support/Friendship Child Care Arrangements[89]

Child Care Arrangement	*Percent Using*
Grandparent	13.3
Other Relative	9.5
Neighbor	8.4
Spouse/Child's other parent	5.5
Other Sibling	5.5

Glancing back at previous sections of this chapter reveals a number of other instances where social support/friendship networks assist this sample of families. Families reported relying on families (48.3%), friends (30.5%), and/or churches or community groups (33.0%) when they ran out of money for food. And families relied on social support networks, including community groups (36.2%) and their families (9.3%), for energy assistance.

The importance of the quality of life component, social support and friendship networks, is evident by its presence in a multitude of research projects. The Swedish Level of Living Survey, and the models of Sen (1993, 1985) and Campbell, et al., (1976), described in Chapter 2, point to the importance of social support and friendship networks in overall satisfaction with quality of life. This point leads to a limitation of the data set used in this research. Information on many elements of the component, social support/friendship networks, i.e., social/emotional support, number of friends, and the things one does with their family, would yield useful information about quality of life after welfare reform. However, questions addressing these issues were not part of this follow up study and thus we cannot get a clear understanding about these aspect of respondents' lives. If a quality of life model had been used to frame the data collection plan, a richer picture of the lives of people after welfare reform would have been possible.

The chapter that follows discusses the quality of life illustration in a broader context, and provides some challenges for where to go from here when considering holistic models such as quality of life for evaluating the impact of social policy and programmatic change.

[89] Percentages do not add to 100% because not all possible categories of child care arrangement are included in this section. Instead, only the categories that relate to social support/friendship networks are included.

CHAPTER 5

CONCLUSIONS

5.1 Introduction

As described in Chapter 1, “success” of welfare reform is defined in many different ways, by different policy actors. Much of the research supporting these definitions of success focuses on economic measures, or what has been termed “policy outputs.” Rarely do research efforts, including those conducted by the fields of public administration and policy analysis, rely on underlying theories that address holistic conceptions, that is lifestyle and cultural aspects, of people’s life circumstances.

The present research attempted to remedy this practice by introducing and illustrating a theoretical model for guiding evaluation activities called quality of life. Measures typically used by public institutions in assessing policy are economic ones, ignoring the socio-cultural aspects of people’s lives that create the whole person. Socio-cultural aspects investigated included health, social support and friendship networks, conditions of one’s job and workplace, living situations, and the use of government and community resources. By focusing on a conceptual model of quality of life, one can begin to understand quality of life impacts after policy change.

5.2 Summary of Results

The boxes in Figure 5.1 containing the larger font are the quality of life components illustrated in Chapter 4. Five components of the quality of life model were not included in this research because of lack of data on the issues. Indeed, if data had been collected on these issues, a much richer picture would have emerged. Even so, the illustration of these quality of life components in this research begins to tell the story of what is happening to people leaving welfare in this northern Virginia county. By examining each component separately, and as they relate to each other, a holistic picture is created.

Figure 5.1
Quality of Life Components in Present Research

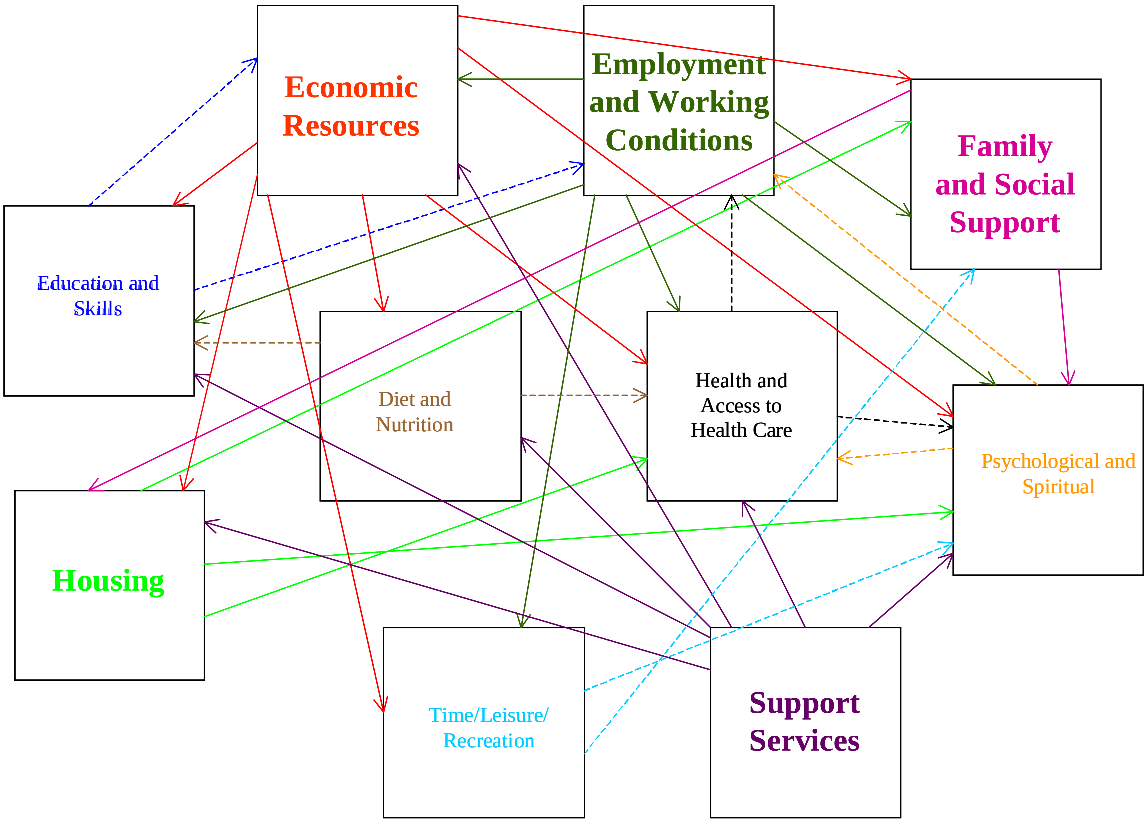


Illustration of the quality of life model in this research shows that respondents who left welfare in this northern Virginia county pieced together a complex "puzzle of family support" when caring for their children and families. Respondents reported using child care subsidies and housing assistance, a multitude of social service/program supports, and social support/friendship networks in order to balance their low earnings and lack of employer-based benefits[90] with the high cost of living in this northern Virginia county.[91] These delicate balancing acts occur even though over eighty-five percent (85.7%) of respondents indicated having at least one job since leaving VIEW that pays somewhat higher wages than the Federal Poverty Level[92] ($1213 versus $1,084, respectively). The differences between respondents and non-respondents shown in Table 3.1 suggest that the respondents in this research are doing considerably better than the people that the researchers were not able to contact – a quite disturbing thought!

[90] See Chapter 4 for details on the percentage of respondents that used these types of support.
[91] As mentioned previously, Pearce and Brooks (1999) reported that it costs between $2,927 and $3,760 per month to take care of basic needs for a family of three in this northern Virginia county.
[92] Federal Poverty Level for a family of three in 1998.

In conclusion, a finely-tuned picture of the quality of life of respondents is one that shows that the level of income earned by respondents is not enough to take care of family needs. Respondents rely on governmental assistance services and programs, community-based service provider organizations, as well as family and friendship networks, for filling the gaps between family needs and family resources.

5.3 Implications

In an era of great policy change, such as our current era of welfare reform, governments at all levels increasingly need to know what is happening to members of their communities as a result of these changes. A quality of life model is a useful tool for guiding the development of evaluation strategies that assess the impact of social policies such as welfare reform. The comprehensiveness of a quality of life framework, including components such as the five illustrated in this research[93] (economic resources, employment and working conditions, social support and family/friendship networks, housing, and support services and programs), allows us to craft evaluation strategies that really tell us what is happening to people as new programs are implemented. Evaluations based on this type of model also assist us in gaining an understanding of the interconnectedness, or lack there of, of programs serving low-income communities; and more generally they help us learn how to strategically manage our public institutions within their very complex contexts, especially in an era of welfare reform. The sections that follow discuss some of the obstacles to using a quality of life model and suggest some areas for further research.

5.4 Obstacles to Using a Quality of Life Model Should Not Trump The Need for A Holistic Perspective

Using a quality of life model introduces some obstacles to policy evaluation activities. The ever-present demand to be quantitative, the short time horizon demanded for reporting of results, the challenge of coming to multi-jurisdictional agreement on quality of life indicators,[94] and the task of getting people affected by policy and program change to participate in evaluation projects are a few of the challenges facing public administrators and researchers using this model to frame their work. What needs to be emphasized, however, is that even though obstacles are present when using a quality of life model to frame policy evaluation activities, these obstacles should not trump the need for a holistic, quality of life approach to public administration and policy analysis and evaluation. The need for a quality of life focus is too significant to be ignored.

A number of other obstacles deserve special attention, and hence are discussed in more detail below. These include the complexity of the model, measurement issues, the challenge of designing quality of life studies across time, the resolution of intercultural issues related to development of quality of life indicators, the potential intrusiveness of such an approach with respect to the persons from whom data are collected, and hesitance with respect to adopting and using a quality of life model.

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[93] As mentioned earlier, the other five components were not illustrated due to limitations of the data set.
[94] The need for coming to multi-jurisdictional agreement on quality of life indicators is necessary in order to conduct comparisons of outcomes between cities, counties, etc.

First, as can be seen in the discussions of quality of life in Chapter 2, and in the results of the illustration of the quality of life model in Chapter 4, a quality of life model is highly complex. The large number of variables in this model create great challenges with respect to conceptualizing research and evaluation projects, data collection, analysis, and interpretation. Indeed, using a quality of life model is no easy task, but one that is necessary for truly understanding the impact of policy change on people affected by the change.

Another obstacle to using a quality of life model comes in the form of measurement challenges. As mentioned immediately above, there is a large number of variables included in a quality of life model. The fact that the data, based on a quality of life model, come from a multitude of sources, such as departments of human services, Medicaid, child support enforcement, etc., and/or from community-based service providers, as well as from program participants, complicates measurement issues by introducing many, often disparate, data formats. Thus, the data representing variables in the model cannot be expected to be of the same type. Some are highly quantitative, such as level of earnings, number of services used, etc., while others are qualitative, such as descriptions of lifestyle changes offered by people leaving welfare, community-based service provider focus group data, and so forth. Integrating the varying types of data, and even the process of creating indicators out of the qualitative data, create challenges for researchers and evaluators attempting to understand policy impacts using a quality of life model.

Related to the two issues already discussed is another obstacle, namely the challenge that comes with creating the opportunity for quality of life analyses that go across time. It is important to be able to watch how people's lives change as the result of policy and program change. For example, we should examine what happens to families as they spend more time off of welfare. Do they experience increased earned income? Does an increase in earned income result in increased overall family resources? How do changes in family resources affect overall family well-being? Are children experiencing positive outcomes as mothers spend more time in the workplace? Setting up structures and processes to enable the examination of quality of life research questions over time is a challenge, but one that needs to be addressed. And in order to really understand the true impact of social policy and programmatic change, quality of life analyses actually should begin prior to participants' exiting of social programs. Only by examining impacts across time can public administrators and researchers truly understand the human implications of policy change.

The resolution of intercultural issues related to the development of quality of life indicators is another obstacle. Different cultures have different ideas about how quality of life should be defined. Hence, one set of quality of life indicators may not be appropriate for examination of the quality of life issues of a different culture. Public administrators and researchers should consider going into communities to gather input about the perceptions of quality of life in a community before creating indicators. Intercultural issues may also arise during data collection. Some cultures are uncomfortable with "pencil and paper" tests. Thus, personal interviews, focus groups, or other types of action research may be preferable methods for collecting quality of life data in some communities.

Another obstacle relates to the potential intrusiveness associated with using a quality of life model. Some people contend that the type of data needed to address policy impact based on a quality of life model may invade the privacy of the groups under study. Public administrators and researchers, accordingly, have to remain mindful of not causing harm when collecting sensitive data about people's life circumstances. A possible remedy to the obstacle may be to work with community-based groups that already collect some of the data needed for an evaluation based on a quality of life model. Not only can this practice help the researcher obtain data they otherwise may not have been able to acquire, but it also helps protect specific groups from being "over researched" – an issue that increasingly is highlighted by community leaders in response to the large number of researchers going into the same low-income areas over and over again to collect data for their studies. Also, strict use of informed consent processes may help alleviate some of these concerns. In the end, policy actors need to know the more intimate details of quality of life changes in order to act on behalf of people in need; and care must be taken by public administrators and researchers not to cause harm when examining these important issues.

Finally, hesitance on the part of public administrators and policymakers regarding the use of a quality of life model can be an obstacle. For example, the agency that funded this research chose not to approve some quality of life questions that were suggested by the researchers. Thus, the current research could not include analyses illustrating all of the components in the quality of life model because of lack of data on many of the issues. It is highly likely that many public administrators and researchers will run into similar obstacles to using a quality of life model to frame policy evaluation activities.

5.5 Suggestions for Further Research

Drawing on the issues mentioned above, and focusing on the need to use a quality of life model as a planning tool rather than an evaluation "afterthought," further research to address quality of life data collection and compilation issues is suggested. Using the social indicators research of the 1970's and 1990's as a foundation, future research needs to explore how to collect data around the components included in quality of life models. From the review of literature conducted in this research, it appears that many of the quality of life components currently are not included in evaluation research of social policies and programs. And while a holistic perspective such as the quality of life model may not be aligned with the popular outcomes/performance-based indicator focus of current evaluation efforts, this research serves as a call to public administrators, policymakers, and others involved in social service programs to establish data collection activities premised on the model of quality of life. Because a quality of life model takes into account social support, institutional and social-situational variables, ethnicity and culture, family contextual issues, as well as economic variables, this is the model that should drive data collection efforts when attempting to examine policy impact.

A second issue related to further research concerns the difficulty of compiling data. Currently, data that could be used to assess what is happening to people as a result of policy change are collected in a number of disparate places – in governmental agencies, in community-based entities, in research and advocacy organizations, and so forth. Thus there is a great challenge when attempting to compile and integrate existing data sets to address quality of life components. For instance, data on jobs and wages may be found in departments providing unemployment services, while data on children's issues may be spread across various departments such as those providing TANF, school breakfast/lunch programs, Medicaid, criminal justice services, public health, and so forth. Methodologies that rely on data from multiple sources have the potential for causing great frustrations, and innumerable computer programming challenges. Often, irreconcilable data formats do not allow the cross-data set analyses necessary to examine elements of quality life, and the relationships between these elements. However, integrating data sets is necessary in order to make meaningful conclusions about policy impact, and hence remains a subject of further research.

5.6 Conclusion

What is evident in the discussion above is that there are a number of obstacles to using a quality of life model when evaluating social policies such as welfare reform. However, these obstacles do not trump the need to use a holistic, quality of life model. Public administrators and policy analysts need to approach public policy issues from a socio-cultural perspective, not just an economic frame. Quality of life models allow public administrators to see where the problematic areas of public policies reside, and direct them to the points of leverage in the systems. A quality of life model is useful in these instances because it affords the opportunity to describe meaningfully both the successes and failures of public policies such as welfare reform in changing actual social practices. Both successes and failures are important components to making informed decisions about continuing, redirecting, and creating new welfare/public assistance policies and programs. Evaluation work based on a quality of life model also reveals the interconnectedness of social policies and programs which is important for informing broad policy issues such as the spending of unspent TANF funds. Without a quality of life focus, public administrators and policymakers do not have the broad range of information needed to make informed decisions about policy issues.

Indeed, crafting evaluation activities around holistic indicators such as those found in the quality of life model above will provider greater, qualitative insight for public policy poverty analysis by revealing the complexities of the lives of people affected by social policy change. This is especially important in this newest era of policy devolution when states and localities are granted more latitude in the construction of their welfare programs. In carrying out the creation, modification, and implementation of new welfare programs, states and localities need multi-dimensional information about their community members who are receiving, or have received, welfare assistance in order to craft, and/or re-craft, policies and programs that improve the well-being of children and families.

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APPENDIX A

COUNTY TANF QUESTIONNAIRE:

ANNOTATION WITH SPECIFICATIONS

S1	**[SCREENER QUESTIONS]** Hello, my name is ___________ and I'm calling on behalf of the County Department of Family Services. I work for Virginia Tech University and we have agreed to work with County on a project about people who have left the County's TANF program.. I believe that you received a copy of a letter informing you that you had been randomly selected to participate in this study. As a thank you for your help in collecting this information, you will receive $10. The County records indicate that your case closed in County's TANF program in **<REFERENCE DATE>**. This would mean that your last payment received under the TANF program was in **<REFERENCE DATE>**. Is this correct?	0 No 1 Yes ==> **SKIP TO S4-A AND BEGIN INTERVIEW** The "Aid to Families with Dependent Children" (AFDC) and the "Job Opportunities and Basic Skills" (JOBS) programs were the precursors to the current nationwide "Temporary Aid to Needy Families" (TANF) Program. Virginia's name for the TANF program is "Virginia Independence Program" (VIP), and its welfare-to-work portion is called "Virginia Initiative for Employment Not Welfare" (VIEW). The screener questions are used to verify that the person reached on the telephone is in fact the person who appears on the sample list. <u>Confirm that this person is not currently receiving TANF</u>. If the person agrees that the last month a check was received was **<REFERENCE DATE>**, skip to S4-A and begin the interview. Otherwise, continue to S2 for the remaining screener questions and attempt to discover if this person is the sample individual.
S2	Have you ever been enrolled in the AFDC/TANF* or VIP** program in County? *Aid to Families with Dependent Children/TANF **Virginia Independence Program	0 No ==> **SKIP TO S4** 1 Yes The answer to this question verifies whether the individual has ever received a payment from AFDC/TANF program. <u>If such a payment was received ascertain the month the respondent last received a payment.</u> The survey will assume that this is the sample individual and skip to record the date remembered by the individual. If respondent did not receive AFDC/TANF, then probe for VIP/VIEW. If the person has not received a payment under TANF, S4 is then asked.

S3	Fine, then, that's what I will write here for my supervisor. It is okay to proceed now and complete the interview using **<REFERENCE DATE>** as our reference date?	0 No 1 Yes **==> SKIP TO S4-A** The interviewer asks the respondent to complete the survey using **<REFERENCE DATE>** as the time anchor point. The survey skips to S4-A and proceeds. Otherwise, the survey continues with S4, ending the phone interview, and referring the case to the supervisor for review.
S4	Possibly I have contacted the wrong person. I will talk to my supervisor and see if that is the case. However, if I do need to recontact you, what would be the best time to call?	Best time to recontact: _______________ **THANK RESPONDENT, TERMINATE INTERVIEW, AND REFER CASE TO SUPERVISOR**

S4-A
INTERVIEWER INSTRUCTION:

READ THE FOLLOWING TO RESPONDENT

The County Department of Family Services is trying to improve its services to people eligible for the TANF program. One way to do this is to learn why people leave TANF, and how things work out for them after they leave. This is why we are contacting a random group of people who left TANF in the last year-and-a-half and asking how things are going now, compared to then.

I remind you that anything you say to me is confidential. The County Department of Family Services is guaranteeing that this information will not be used for any other purpose than to learn how people are doing without the TANF program. No answer you give will in any way, ever, affect your personal eligibility or will be used to report you to any authority. I personally signed a pledge of confidentiality, too.

I have some questions I would like to ask you about how some things have changed for you. In some of the following questions I will be asking you about your circumstances in **<REFERENCE DATE>**. Please do the best you can remembering.

In addition, I will also be asking you about your current circumstances, that is, your situation today, in **<INTERVIEW DATE>**.

INTERVIEWER INSTRUCTION S4-A explains to the respondent that questions will be forthcoming about two different points in time:

- about **<REFERENCE DATE>**, the last TANF month for the respondent, and
- about **<INTERVIEW DATE>**, the month that the respondent is interviewed.

1	For the following questions, I will ask you about your housing situation. Have you moved your family to a new housing arrangement since **<REFERENCE DATE>**?	0 No **==> SKIP TO Q10** 1 Yes 99 Missing/Unknown **==> SKIP TO Q10** Items Q1 through Q26 address basic survival needs 👍 housing and food 👍 and collect information on changes between **<REFERENCE DATE>** and **<INTERVIEW DATE>**. This item documents whether there has been a change in physical housing since **<REFERENCE DATE>** for the respondent: a physical move from one housing situation to another. Even a move from one apartment to another apartment in the same complex is a change in physical housing arrangement, and should be coded ✌1" (Yes). If in **<REFERENCE DATE>** a respondent lived in ✌housing arrangement A,✍ moved in the interim, and has returned to ✌housing arrangement A✍ by **<INTERVIEW DATE>**, this item should also be coded ✌1" (Yes) to capture the fact that this respondent has made physical housing changes (the response to Q2 must be at least ✌2,✍ since the respondent at a minimum had to move away and then return to the same housing arrangement). A respondent who reports no housing change -- i.e., is now living in **<INTERVIEW DATE>** in the same place as in **<REFERENCE DATE>** and has had no intervening moves -- is coded as ✌0" (No), and skips to Q10.
2	How many times have you moved?	___ Number of times 98 NA 99 Missing/Unknown When the respondent in Q1 indicates that there has been a move, this item records the number of housing changes made by the respondent between **<REFERENCE DATE>** and **<INTERVIEW DATE>**.

3	What was your housing situation in **<REFERENCE DATE>**?	1 Own/Buying 2 Paid rent 3 Lived with other(s), not renting **==> SKIP TO Q5** 4 Boarded/Roomed **==> SKIP TO Q5** 5 Lived in Shelter **==> SKIP TO Q10** 6 Homeless/On street **==> SKIP TO Q10** 7 Other:__________ **==> SKIP TO Q5** 98 NA 99 Missing/Unknown **==> SKIP TO Q5** The question focuses on whether the respondent was responsible for paying or contributing the basic housing costs in **<REFERENCE DATE>**, whether by mortgage, rent, or room payments. Do not consider in-kind contributions (such as the costs of contributed food or sharing in household chores) as payment in the answer for Q3. Responses ✌1✍, ✌2", and ✌4" all imply that the respondent made some regular payment in **<REFERENCE DATE>** that went toward the costs of occupying the living space. Response ✌3" implies that for **<REFERENCE DATE>**, the respondent was not making a housing cost payment.
4	Did any individual (besides you) contribute money toward the rent or mortgage costs?	1 No 2 Yes, child(ren)'s other parent 3 Yes, relatives 4 Yes, friends 5 Yes, unrelated other(s) 98 NA 99 Missing/Unknown If for Q3 the respondent fell under responses ✌1" or ✌2", Q4 additionally asks whether the rent or mortgage payments were the joint or sole responsibility of other individuals and indicates the familiar or friendship relationship between the respondent and these other individuals. Note that individuals sharing in the housing costs did not necessarily have to be living with the respondent. Do not include government heating, energy, or fuel assistance.

5	Were you living **only** with your own immediate family, or were there other individuals living with you as well?	1 Immediate family only **==> SKIP TO Q6-A** 2 Also others living there 98 NA 99 Missing/Unknown **=> SKIP TO Q6-A** Q5 serves two purposes. First, it provides data on renter and boarder relationships between the respondent and the others with whom he/she lived during **<REFERENCE DATE>**. Second, it provides enhanced data regarding the household composition and housing arrangement in **<REFERENCE DATE>** to supplement an analysis of housing situations when the respondent left TANF. Respondents who are not living with others (✌1") skip to INTERVIEWER INSTRUCTION Q6-A. ✌Own immediate family✍ is meant to include the respondent, his/her spouse or partner, and their children. If the respondent lives with extended family (such as the parents or siblings of the respondent or the respondent's spouse/partner), this question should be coded as "2".
6	With whom were you living? (Mark all that apply)	1 Child(ren)'s other parent 2 Child(ren)'s grandparents 3 Other relatives 4 Friends 5 Unrelated other(s) 98 NA 99 Missing/Unknown When the respondent reports that he/she lived with others in addition to his/her immediate family in **<REFERENCE DATE>**, Q6 collects the type of familiar relationship between the respondent and those others.
		Q6-A **Interviewer Instruction** **IF Q3 equals 1 or 2 =>skip to Q8** This INTERVIEWER INSTRUCTION is used to skip to Q8 any respondent who, at **<REFERENCE DATE>**, owned, was buying, or was renting their residence.

7	Did you pay either room or board costs?	0 No 1 Yes 98 NA 99 Missing/Unknown If the respondent did not own, nor was neither buying nor renting, Q7 determines if the respondent was responsible for any room or board costs. Do not consider in-kind contributions (such as the costs of contributed food or sharing in household chores) as payment in the answer for Q7.
8	Was this public housing?	0 No 1 Yes 98 NA 99 Missing/Unknown Public housing is living quarters which are owned by the government.
9	Did you receive a government subsidy to help with housing costs?	0 No 1 Ongoing rental assistance 2 Section 8 housing 3 Transitional housing 98 NA 99 Missing/Unknown A government subsidy to assist with housing costs could include a total or partial payment from the government which can be used for housing, or the provision of a lower rent amount, with the difference made up by the government. For Q9, government heating energy, or fuel assistance are not considered as a government subsidy.

10	I will now ask you about your current housing arrangement for this month, **<INTERVIEW DATE>**. What is your housing situation today, in **<INTERVIEW DATE>**?	1 Own/Buying 2 Paying rent 3 Living with other(s), not renting **==> SKIP TO Q12** 4 Boarding/Rooming **==> SKIP TO Q12** 5 Live in Shelter **==> SKIP TO Q15** 6 Homeless/On street **==> SKIP TO Q15** 7 Other:_________ **==> SKIP TO Q12** 98 NA 99 Missing/Unknown **==> SKIP TO Q12** The question focuses on whether the respondent is responsible for paying or contributing toward current basic housing costs in **<INTERVIEW DATE>**, whether by mortgage, rent, or room payments. Do not consider in-kind contributions (such as the costs of contributed food or sharing in household chores) as payment in the answer for Q10. Responses ✌1✍, ✌2", and ✌4" all imply that the respondent currently makes some regular payment that goes toward the costs of occupying the living space. Response ✌3" implies that currently in **<INTERVIEW DATE>**, the respondent does not make a rent or mortgage payment on a regular bases.
11	Does any individual (besides you) contribute money toward your rent or mortgage costs?	1 No 2 Yes, child(ren)'s other parent 3 Yes, relatives 4 Yes, friends 5 Yes, unrelated other(s) 6 Yes, spouse 98 NA 99 Missing/Unknown If for Q10 the respondent fell under responses ✌1" or ✌2", Q11 additionally asks whether the rent or mortgage payments are the joint or sole responsibility of other individuals and indicates the familiar or friendship relationship between the respondent and these other individuals. Note that individuals sharing in the housing costs do not necessarily have to be living with the respondent. For Q11, do not include government heating, energy, or fuel assistance.
		Q11-A **Interviewer Instruction** **If Q 10 equals 1 or 2 skip to Q13 after asking Q11** This INTERVIEWER INSTRUCTION is used to skip to Q13 any respondent who, at **<REFERENCE DATE>**, owned, was buying, or was renting their residence.

12	Do you pay either room and/or board costs?	0 No 1 Yes 98 NA 99 Missing/Unknown If the respondent does not own, nor is neither buying nor renting, Q12 determines if the respondent is responsible for any room or board costs. Do not consider in-kind contributions (such as the costs of contributed food or sharing in household chores) as payment in the answer for Q12.
13	Is this public housing?	0 No 1 Yes => skip to Q15 98 NA 99 Missing/Unknown Public housing is living quarters which are owned by the government.
14	Did you receive a government subsidy to help with housing costs?	0 No 1 Ongoing rental assistance 2 Section 8 housing 3 Transitional housing 98 NA 99 Missing/Unknown A government subsidy to assist with housing costs could include a total or partial payment from the government which can be used for housing, or the provision of a lower rent amount, with the difference made up by the government. For Q14, government heating energy, or fuel assistance are not considered as a government subsidy.
		Q14-A **INTERVIEWER INSTRUCTION** IF Q1 EQUALS 0 (RESPONDENT HAS **NOT** MOVED)=> SKIP TO Q18 If the respondent has not moved since **<REFERENCE DATE>** (i.e., Q1=0), skip over the following ✌Why did you move✍ questions and continue with Q18.
15	Why did you move?	__________ For Q15, the interviewer records a text response that describes the reason given for the respondent's move. If there has been more than one move, record the reason for the first move after <REFERENCE DATE>.

16	Is your current housing better, the same, or worse than your housing in **<REFERENCE DATE>**?	1 Better 2 Same 3 Worse 98 NA 99 Missing/Unknown This question, coupled with Q40, records the respondent's comparative assessment of his/her housing: the housing situation in **<REFERENCE DATE>** and the housing situation today, in <**INTERVIEW DATE>**. Prompt for the respondent's comparison by asking, "Considering all aspects of your housing situation in **<REFERENCE DATE>** compared to today, would you say that your current housing situation right now is about the same, or better or worse?"
17	Why?	__________ For Q17, the interviewer records a text response that describes the reason for the comparative assessment of housing situations in Q16.
18	Have you ever lived in a shelter, motel shelter, been homeless, or lived on the street?	0 No **==> SKIP TO Q21** 1 Yes 98 NA 99 Missing/Unknown **==> SKIP TO Q21** Include any previous stay in a domestic violence or emergency shelter, or homelessness in the 1 ("Yes") category if the respondent was age 18 or older at the time of the stay.
19	How many times?	___ Number of times 98 NA 99 Missing/Unknown If Q18=1, record the number of times the respondent has stayed in a shelter or been homeless since age 18 or older.
20	When did these times occur? (Mark all that apply)	1 Before TANF 2 While in TANF 3 After **<REFERENCE DATE>**? 98 NA 99 Missing/Unknown If Q18=1, record the relative timing of the stays in a shelter or homelessness. If a single continuous stay in a shelter extended for more than one of the time periods listed in Q20, mark all applicable time periods. (For example, if the respondent was in a domestic violence shelter prior to entry in TANF and remained in the shelter for several months while in TANF, record both "1" and "2" for this respondent.)

21	What is your current cost for housing? (Do not include the value of what you contribute ✎ only the money paid.)	$_________.____ per: 1 day 2 week 3 month 4 Other:_______ 98 NA 99 Missing/Unknown Record the dollar amount of respondent costs for housing at the time of the interview. Use the time period provided by the respondent (for example, $300.00 a month, or $100 a week). Do not include in-kind contributions (such as the costs of contributed food or sharing in household chores) as housing costs in Q21.
22	In the time since **<REFERENCE DATE>**, have you received any money to help pay energy costs (such as heating bills)?	0 No **==> SKIP TO Q24** 1 Yes 98 NA 99 Missing/Unknown**==>SKIP TO Q24** Record 1 ✌Yes✍ if the respondent has received any financial assistance to help pay for energy costs. Include payments from family, friends, or government programs (such as government heating, energy, or fuel assistance., even if only one payment).
23	What was the source of this money assistance?	1 Government energy assistance program 2 Child(ren)'s other parent 3 Family 4 Friends 5 Church or other community group 98 NA 99 Missing/Unknown If Q22=1, record the all sources of financial assistance to help pay for energy costs.

24	For which of the following programs do you currently receive assistance or services? (Mark all that apply)	1 WIC - Women, Infants, and Children 2 Social Security Administration (SSA) Retirement, Survivors, or Disability 3 SSI (Supplemental Security Income) 4 Food Stamps 5 School breakfast/lunch (reduced price) 6 Child Support Payments 7 Transitional Child Care expenses 8 Affordable Health Care Program 9 Medicaid 10 Transitional Medicaid 11 Medicare 12 Church or other community group 13 Transportation Expenses 99 Missing/Unknown Note that WIC (✌1") is a program solely for pregnant, nursing, and new mothers and their babies and is in addition to Food Stamps. Record reduced price school lunch or breakfast (✌4") only if the a school-age child for whom the respondent is responsible receives school meals at a lower price. Mark 5 (✌Child Support Payments✍) whether the payments are made through the County or State, or are received privately and directly by the respondent. Probe to be sure respondent understands this is asking about children in her/his care who receive benefits.
25	Since **<REFERENCE DATE>**, was there ever a time when you did not have enough money for food for your family?	0 No **==> SKIP TO Q27** 1 Yes 98 NA **==> SKIP TO Q27** 99 Missing/Unknown **==> SKIP TO Q27** If the respondent asks for clarification, prompt with ✌Was there ever a time when you did not have enough money to buy the basic food that your family needed?✍ Let the respondent self-define the concept of ✌basic food,✍ and probe by repeating the question and its prompt.
26	At that time, what did you do?	1 Went hungry 2 Meals/food from shelter or food/pantry 3 Meals/food from church or other community group 4 Fed by relatives 5 Fed by friends 6 Found food 7 Stole food 8 Other: ________ 98 NA 99 Missing Unknown If Q25=1, mark all responses that the respondent lists as a reaction to not having enough food.

<table>
<tr><td>27</td><td>Now I'd like to ask about members of your household. Who are the people who live with you today, in <INTERVIEW DATE>?

Currently how many persons are living with you?</td><td>0 No one/lives alone ==> SKIP TO Q45
__ Number (1 through 90)
99 Missing ==> SKIP TO 45

Include in this count any individual -- but DO NOT count the respondent -- who is living in the residence with the respondent and for whom, at this given point at time, this is the main residence. Friends or family temporarily visiting who have another place of residence should not be counted. Probe to assure that the respondent lists all infants, children, or adults (related or unrelated to the respondent) even if they are the children of other adults not in the household. The count should also include individuals who are away at temporary residences (such as an college or other educational institution or a hospital). If a question arises, probe the respondent with the following, ✌Do you consider that this person actually lives here with you?✍</td></tr>
<tr><td colspan="2"></td><td>Q27-A
INTERVIEWER INSTRUCTION:

REPEAT Q28 THROUGH Q36-A FOR EACH OF THE INDIVIDUALS COUNTED IN Q27.

The set of questions from Q28 through Q36-A loops over each individual included in the count of Q27. Note that Q32 through Q34 are only asked for dependent children.</td></tr>
<tr><td>28</td><td>For these ___ people, please tell me their first names, a nickname, or another way we can talk about each one.</td><td>Name of person
____

The actual names of the persons will not be coded into the resulting database. A name or nickname or initials is used ONLY to help the interviewer refer to a specific individual during data collection.</td></tr>
</table>

29	What is **<INSERT NAME>**■s relationship to you?	1 Own/adopted child 2 Stepchild 3 Other dependent child 4 Spouse/Partner 5 Other parent of child 6 Child's stepparent 7 Child's grandparent 8 Other blood relative 9 Other relative 10 Friend 11 Unrelated 98 NA 99 Missing/Unknown Use the respondent as the source to resolve questions of relationship. If there is indecision, probe: ✌Do you think that category X or category Y is really the better fit?✍ Code extended-familiar relationships (such as non-blood-related ✌Godparent✍) as ✌9-Other relative.✍
30	Is this person/child dependent upon you for care?	0 No **==> SKIP TO Q35** 1 Yes 99 Missing **==> SKIP TO Q35** The word ✌child✍ is not necessarily defined by age. A mentally handicapped son or daughter aged 25 years living at home would evoke ✌1-Yes✍ to this question. Any person for whom the ✌1-Yes✍ response is given continues to Q31, while all others skip to Q35.
31	What is **<INSERT NAME>**■s month and year of birth?	____/_____**==> SEE Q31-A INSTRUCTION BELOW** Record the date of birth in the format MMY if Q30 indicates that this is a person/ child for whom the respondent is responsible. The emphasis here is to determine the individual's age. If the respondent is unsure of the month or year of birth, probe to determine the time of year (example: ✌Was she born in the Spring?✍) and estimate the month as closely as possible. Probe to determine the respondent's best estimate of the year of birth.

Q31-A
INTERVIEWER INSTRUCTION:

IF **<INSERT NAME>'**S YEAR OF BIRTH IS **1979 OR EARLIER** (I.E., OLDER THAN AGE 18 YEARS, ==> **SKIP TO Q35**

The following three questions are asked only if the household individual is a dependent of the respondent (Q30) **AND** is aged 18 years or younger (Q31). Unless both of these conditions are true, the survey skips to Q35.

32	Has **<INSERT NAME>'**s health changed since **<REFERENCE DATE>**?	1 Better 2 Same 3 Worse 98 NA 99 Missing/Unknown This is based upon the respondent's perception. Probe with ✌What is your impression of any change in health status?✍ The respondent can consider both physical and mental health. If this is a child having behavior problems this would be considered mental health problem.
33	Has **<INSERT NAME>**■s school attendance changed since **<REFERENCE DATE>**?	1 Better 2 Same 3 Worse 98 NA 99 Missing/Unknown This is based upon the respondent's perception. Probe with ✌What is your impression of any change in school attendance?✍ This question addresses truancy in school-aged children. Preschool children having behavior problems in preschool/child care would be identified as a behavior problem or mental health problem and should be coded above in Q32.
34	Has **<INSERT NAME>**■s school performance changed since **<REFERENCE DATE>**?	1 Better 2 Same 3 Worse 98 NA 99 Missing/Unknown This question addresses academic performance. This is based upon the respondent's perception. Probe with ✌What is your impression of any change in school performance?✍
35	Recalling **<REFERENCE DATE>**, was **<INSERT NAME>** also living with you then?	0 No 1 Yes 98 NA 99 Missing/Unknown This question is asked about each individual included in the Q27 count. It provides information on whether this same individual was also part of the respondent's household at the time that TANF participation ended. Make sure that the respondent understands that this question asks about the individuals■ presence in **<REFERENCE DATE>**, not at present

Q35-A
INTERVIEWER INSTRUCTION:

UNTIL INFORMATION IS RECORDED FOR
EACH INDIVIDUAL
COUNTED IN Q27,
==> **SKIP BACK TO Q27-A** AND ENTER DATA FOR NEXT INDIVIDUAL

WHEN INFORMATION IS ENTERED FOR ALL INDIVIDUALS
COUNTED IN Q27,

==> CONTINUE WITH Q35-B BELOW

Q28 through Q35 is a loop, repeated until applicable responses are obtained for each individual listed in the count of Q27. If the individual remembers another person while responding to the Q28-through-Q35 loop, change the count in Q27 accordingly and obtain Q28-Q35 information for the newly-added individual. When data are collected for all individuals included in Q27's count, continue with the Q35-B instruction.

Q35-B
INTERVIEWER INSTRUCTION
RECORD IN BOX BELOW THE NUMBER OF DEPENDENT CHILDREN LIVING IN HOUSEHOLD WHO ARE AGED 12 OR YOUNGER IN <INTERVIEW DATE>. THESE INDIVIDUALS WOULD HAVE A DATE OF BIRTH AFTER 1984.

=> continue with Q36

After collecting data for each individual in the household, the interviewer reviews the list of persons and their ages. In Q35-B, the interviewer records the total number of dependent children aged 12 years or younger in the household.

The information is noted at this point to be available if needed for future reference in Q74 or Q102. If the respondent is currently employed, the count obtained here in Q35-B will be used to prompt the respondent to record the types of child care arrangements used for each child aged 12 years and under.

36	Were there any other individuals living with you in **<REFERENCE DATE>,** who are not living with you now? **How many?**	0 None **==> SKIP TO Q42** __ Number (1 through 90) 99 Missing **==> SKIP TO Q42** Q36 focuses on individuals who are not currently part of the respondent's household, but were part of the household in <**REFERENCE DATE**>.

Q36-A
INTERVIEWER INSTRUCTION:

REPEAT Q37 THROUGH Q41-A FOR EACH OF THE INDIVIDUALS COUNTED IN Q36.

The set of questions from Q37 through Q41-A loops over each individual included in the count of Q36. This is a shortened set of questions than asked of current household members and is designed to assess changes in household composition since the respondent left TANF.

37	For these ___ people, please tell me their first names, a nickname, or another way we can talk about each one. What is this person's name or nickname?	Name of person ____________ The actual names of the persons will not be coded into the resulting database. A name or nickname or initials is used **ONLY** to help the interviewer refer to a specific individual during data collection.
38	What was **<INSERT NAME>'**s relationship to you?	1 Own/adopted child 2 Stepchild 3 Other dependent child 4 Spouse/Partner 5 Other parent of child 6 Child's stepparent 7 Child's grandparent 8 Other blood relative 9 Other relative 10 Friend 11 Unrelated 98 NA 99 Missing/Unknown Use the respondent as the source to resolve questions of relationship. If there is indecision, probe: ✌Do you think that category X or category Y is really the better fit?✍ Code extended-familiar relationships (such as non-blood-related ✌Godparent✍) as ✌9-Other relative.✍
39	Was **<INSERT NAME>**dependent upon you for care?	0 No **==> SKIP TO Q41** 1 Yes 99 Missing/Unknown **==> SKIP TO Q41** The word ✌child✍ is not necessarily defined by age. A mentally disabled son or daughter aged 25 years living at home would evoke ✌1-Yes✍ to this question. Any person for whom the ✌1-Yes✍ response is given proceeds to Q40, while all others skip to Q41.

<table>
<tr><td>40</td><td>What was <INSERT NAME>'s month and year of birth?</td><td>____/____

Record the date of birth in the format MMYY if Q39 indicates that this is a person/child for whom the respondent is responsible. The emphasis here is to determine the individual’s age. If the respondent is unsure of the month of birth, probe to determine the time of year (example: “Was she born in the Spring?”) and estimate the month as closely as possible. Probe to determine the respondent’s best estimate of the year of birth.</td></tr>
<tr><td>41</td><td>Why does <INSERT NAME> no longer reside in your household?</td><td>___________________
(WRITE-IN RESPONSE)

Record the respondent's principal explanation of why the individual no longer resides in the household.</td></tr>
<tr><td colspan="3">Q41-A
INTERVIEWER INSTRUCTION:

UNTIL INFORMATION IS RECORDED FOR EACH INDIVIDUAL COUNTED IN Q36,
==> SKIP BACK TO Q36-A AND ENTER DATA FOR NEXT INDIVIDUAL.

WHEN INFORMATION IS ENTERED FOR ALL INDIVIDUALS COUNTED IN Q36
==> CONTINUE WITH Q42 BELOW

Q37 through Q41 is a loop, repeated until applicable responses are obtained for each individual listed in the count of Q36. If the individual remembers another person while responding to the Q37-through-Q41 loop, change the count in Q36 accordingly and obtain Q37-Q41 information for the newly-added individual. When data are collected for all individuals included in Q36's count, continue with the Q42.</td></tr>
<tr><td>42</td><td>Do you have any natural or adopted children who do not live with you now?</td><td>0 No ==> SKIP TO Q45
1 Yes
99 Missing/Unknown ==> SKIP TO Q45

Q42 focuses on whether or not the respondent has any children under the age of 18 who do not currently live with the respondent. Note that these children may have lived with the respondent in the past; Q42 asks only if these children live with the respondent currently. If there are children living elsewhere, Q43 and Q44 collect additional information about these children. Otherwise, the survey continues withQ45 and transportation issues.</td></tr>
</table>

43	What are the ages of these children? (Mark all that apply)	1 Less than 1 year old 2 1-4 years old 3 5-8 years old 4 9-12 years old 5 13-18 years old 6 Older than 18 years (but still dependent) 98 NA 99 Missing/Unknown Mark all the age categories that apply to any children who do not currently live with the respondent, and continue with Q44. Option #6 above could be college-age children who live elsewhere (dorm or apt.) while attending college.
44	With whom do(es) this(these) children live? (Mark all that apply)	1 Child's other parent 2 Child's grandparent 3 Other relative 4 Friend 5 Foster Home 6 Adoptive family 7 School/College 8 Lives here sometimes 98 NA 99 Missing/Unknown Mark any and all of the choices that describe the living situation of any child who does not currently reside with the respondent. Note that item 8 ("Lives here sometimes") indicates that a child sometimes lives with the respondent, and sometimes lives elsewhere. Be sure to mark additional choices that explain where the child lives when he/she does not live with the respondent.
45	Do you, or anyone in this household, own a car, van, truck, or motorcycle?	0 No 1 Yes **==> SKIP TO Q47** 98 NA 99 Missing/Unknown **==> SKIP TO Q47** This question collects information about vehicle ownership for any individual living in the household. The vehicle need not be paid for: record "Yes" if anyone in the household is making car loan payments toward eventual ownership of the vehicle.
46	Do you, or anyone in this household, have access to a car, van, truck, or motorcycle if you needed to drive somewhere?	0 No **==> SKIP TO Q48** 1 Yes 98 NA **==> SKIP TO Q48** 99 Missing/Unknown This question collects information about the availability of a vehicle if one is needed for transportation. Probe with "If someone in the household needed to borrow a car, do you know someone who has a vehicle and would lend it?"

47	Whose vehicle is it?	1 Self/Spouse/Partner 2 Spouse/Partner only 3 Family member in home 4 Other person in home 5 Family **not** in home 6 Other person not in home 98 NA 99 Missing/Unknown If a car is owned or accessible, Q47 collects information on the person who has primary access to the vehicle. The response categories are ranked: if multiple responses apply, code the response with the lower value. For example, if the respondent him/herself owns a car (response ✌1") and another family member in the household owns a car (response ✌3"), record ✌1" as the answer to Q47.
48	Have you had any jobs for pay, including odd jobs, since leaving **<REFERENCE DATE>**? (Include any job you had in **<REFERENCE DATE>**.)	0 No **==> SKIP TO Q109-A** 1 Yes 98 NA 99 Missing/Unknown=>**SKIP TO Q109-A** Q48 and Q49 are used in tandem to determine if the respondent has been employed since **<REFERENCE DATE>** and the number of separate employment spells between **<REFERENCE DATE>** and **<INTERVIEW DATE>**. Include as a job any work performed for pay, including babysitting, housecleaning, or temporary work, regardless of how long the job lasted. However, for any one type of work that could be performed for different people 👍 such as babysitting for different families or housecleaning for different clients 👍 count these as only one job.

49	How many different jobs?	1 Only 1 job ---- Number of jobs 97 Exact number unknown; more than 1 98 NA 99 Missing/Unknown If the respondent has worked since **<REFERENCE DATE>** (Q48=1), record the number of distinct employment spells. If the respondent has had multiple jobs and cannot remember the exact number, code Q49 as 97 (✌Exact number unknown; more than 1") and follow the skip patterns indicated. The employment questions collect information on up to two jobs held by the respondent: (1) the job held in **<REFERENCE DATE>** or (if the respondent wasn't employed in **<REFERENCE DATE>**, the first job held after **<REFERENCE DATE>**, and (2) the job held in **<INTERVIEW DATE>** or (if the respondent isn't employed in **<INTERVIEW DATE>**, the job held most recently prior to **<INTERVIEW DATE>**.
50	Are you employed now, in <**INTERVIEW DATE**>?	0 No 1 Yes **==>SKIP TO Q85** (current job) 98 NA 99 Missing/Unknown The response to Q50 determines the current employment status of the respondent. If the respondent is currently employed (Q50=1), skip to Q85 and ask Q85 through Q109 for this current job.
51	Why are you not working at the present time?	1 Child care issues 2 Health problems 3 Transportation problems 4 Do not want to 5 Other 99 Missing/Unknown

<table>
<tr>
<td>52</td>
<td>I'd like to ask you some questions about the most recent job you have had ☞ the last one you had before today, <INTERVIEW DATE>

What was the name of that employer?</td>
<td>___________ ==> SKIP TO Q56
(most recent job prior to
<INTERVIEW DATE>)

The actual employer name will not be coded into the resulting database; it is used ONLY to help the interviewer refer to a specific job during data collection.

If the respondent is not currently employed (Q50=0), skip to Q56 and ask Q56 through Q84-A for the most recent job that the respondent has had ☞ the one held most recently prior to <INTERVIEW DATE>.</td>
</tr>
<tr>
<td colspan="3">Q52-A
INTERVIEWER INSTRUCTION:

CONFIRM Q49 COUNT OF NUMBER OF JOBS.

IF Q49 EQUALS: 1, 98, 99 ==> SKIP TO Q109A

<u>IF Q49 EQUALS 2+ or 97</u>:

DATA ON ONLY
ONE JOB ARE
ENTERED SO FAR
==> CONTINUE WITH Q53
DATA ON TWO
JOBS HAVE
BEEN ENTERED
==> SKIP TO Q109-A

After collecting data on the job on or immediately prior to <INTERVIEW DATE>, respondents return to Q52-A to determine if data on another job is to be collected.

If the respondent has only had one job since <REFERENCE DATE> (Q49=1), no other job information is required. The interviewer skips to Q109-A and continue with the interview.

If the respondent has had more than one job (Q49 > 1), the interviewer must identify the respondent's job held either in <REFERENCE DATE> or (if not employed in <REFERENCE DATE>), the first job held after <REFERENCE DATE>. The questions from Q53 through Q55 identify the job and take the respondent through a series of questions to collect data on this employment.</td>
</tr>
<tr>
<td>53</td>
<td>Were you employed in <REFERENCE DATE>?</td>
<td>0 No==> SKIP TO Q54 (first job after <REFERENCE DATE>.
1 Yes ==> SKIP TO Q55 (job held in <REFERENCE DATE>.
98 NA
99 Missing/Unknown

If the respondent was employed in <REFERENCE DATE>, skip to Q55 to record the name of the employer and ask Q56 through Q84-A for the job held in <REFERENCE DATE>.</td>
</tr>
</table>

54	I'd like to ask you some questions about the first job you had **after** **<REFERENCE DATE>**. What was the name of that employer?	___________**==>SKIP TO Q58** (first job held after **<REFERENCE DATE>**) The actual employer name will not be coded into the resulting database; it is used **ONLY** to help the interviewer refer to a specific job during data collection. If the respondent was NOT employed in **<REFERENCE DATE>**, record the name of the employer for the first job held after **<REFERENCE DATE>**. Then skip to Q56 and ask Q56 through Q84-A for the first job held after **<REFERENCE DATE>**.
55	I'd like to ask you some questions about the job you held in **<REFERENCE DATE>** What was the name of that employer?	___________ (job held in **<REFERENCE DATE>)** If self-employed enter "self-employed" as the name of the employer. The actual employer name will not be coded into the resulting database; it is used **ONLY** to help the interviewer refer to a specific job during data collection. After recording the name of the employer/or self-employed, continue with Q56 and ask Q56 through Q83-A for the job held in **<REFERENCE DATE>**.
56	Employment begin date	_ __/_ __/___ Record the date that the employment began in the format MMDDYY. If the respondent is unsure of the month or day that the employment began, probe to determine the time of year (example: "Did you start this job in the Spring?") and estimate the month as closely as possible. Probe to determine the respondent's best estimate of the employment beginning date.
57	Employment ending date	_ __/_ __/___ Record the date that the employment ended in the format MMDDYY. If the respondent is unsure of the month or day that the employment ended, probe to determine the time of year (example: "Did you stop working on this job in the Spring?") and estimate the month as closely as possible. Probe to determine the respondent's best estimate of the employment termination date.

58	Number of days per week you worked	___ Record the number of days per week (1 to 7) for a typical week's schedule just before the respondent left this job.
59	Hours per week you worked	___ Record the number of hours per week for a typical week's schedule just before the respondent left this job.
60	Type of job/title/duties	_______________ Record verbatim the respondent's description of his/her job title and duties just before the respondent left this job. Try to distinguish the specific duties performed (for example, "typed letters, answered phones, and filed", "filled food orders," or "dusted and swept office buildings"). Later, coders will read these text responses and code an occupation category for this respondent's employment.
61	Rate of pay	$_______.___ per 1 hour 2 day 3 Other:________ 98 NA 99 Missing/Unknown Record the dollar-and-cent amount of the pay the respondent received for this employment just before the respondent left this job. Use the time period and amount provided by the respondent (for example, $6.50 an hour, or $35 a day). Do no include any additional payments for uniforms or reimbursements, but include tips.
62	What were your total monthly earnings from this job, rounded to nearest whole dollar	$_________ per 1 week 2 2-weeks 3 month 4 Other_______ 98 NA 99 Missing/Unknown Record the dollar amount of the monthly pay the respondent received for this employment just before the respondent left this job. Probe to obtain an estimate for a **monthly** time period, including tips from waiting tables. However, if the respondent is more comfortable providing earnings for a different accounting period, (weekly or biweekly, for example), record the amount the respondent gives and report the appropriate time period. Note that Q65 below reports whether this amount was pre- or post-deductions.

63	Was this your take-home pay, or the amount before taxes are taken out?	1 Take home (after taxes) 2 Before taxes 98 NA 99 Missing/Unknown Record if the amount provided in Q64 reflects earning after taxes and deductions (1=✍Take home pay after taxes✍) or before taxes and deductions (2=✍Gross amount before taxes and deductions✍).
64	Was health insurance available to employees as part of the employee benefit package?	0 No **==> SKIP TO Q69** 1 Yes 98 NA ==> **SKIP TO Q69** 99 Missing/Unknown ==> **SKIP TO Q69** This question asks solely IF the employer offered any health insurance to employees. This question does NOT address whether the respondent was eligible to participate nor whether the respondent in fact did participate in the health insurance program. If no health insurance of any type was offered to employees enter ✌no✍, skip to Q69. If self-employed, enter ✌NA✍ and skip to Q69.
65	Was this health insurance plan designed to cover solely the employee, or was it possible to use the insurance to cover health costs for your family, too?	1 Employee only 2 Employee and Family 98 NA 99 Missing/Unknown This question asks solely IF the health insurance offered to employees covered only employees themselves, or whether the health insurance could also cover (although maybe at a higher cost) the employee's dependents. This question does NOT address whether the respondent was eligible for either employee-only or family coverage, nor whether the respondent in fact did receive employee-only or family coverage.
66	Did you participate in this health insurance plan?	0 No **==> SKIP TO Q68** 1 Yes 98 NA 99 Missing/Unknown In Q66, the actual eligibility of the respondent to participate in the health insurance plan is recorded. If the respondent was able to, and elected to, receive health insurance benefits under the employer plan, code this question as 1 ("Yes"). If the respondent participated in the insurance plan but never needed to use insurance to pay a medical bill, code this question as 1 ("Yes").

67	Did your policy cover you only, or did it also cover your family?	1 Employee only 2 Employee and Family 98 NA 99 Missing/Unknown Record whether the health insurance policy covered the employee only, or whether it also covered the employee and his/her dependents.

Q67-A
INTERVIEWER INSTRUCTION:

ALL RESPONDENTS ==> **SKIP TO Q70**

Respondents reaching this point have been participating in the health insurance plan of the employer, and therefore skip to Q70 to continue with pension and retirement benefit questions.

Only those respondents who did not participate in a health insurance plan respond to Q68 and/or Q69.

68	Why didn't you participate in the health care plan? (Mark all that apply.)	1 Costs too much 2 Insurance provided by Medicaid/Medicare/government program 3 Insurance provided by child(ren)'s other parent 5 Coverage too minor to justify plan cost 6 Other:__________ 98 NA 99 Missing/Unknown Record all reasons listed by the respondent explaining why he/she did not participate in the employer's health care plan. If the respondent mentions that he/she did not qualify for participation in the plan (for example, he/she needed to be employed for a specified time, etc.) mark response 7 (✌Other✍) and write in this explanation.
69	How did you pay for any heath care costs?	1 Family contributions 2 Friend contributions 3 Community-based organization contributions 4 Church organization contributions 5 Purchased own insurance 6 Other ______________________________

70	Was a pension or retirement plan available to employees as part of the employee benefit package?	0 No **==> SKIP TO Q72** 1 Yes 98 NA **==> SKIP TO Q72** 99 Missing/Unknown **==> SKIP TO Q72** This question asks solely IF the employer offered any pension or retirement plan to employees. A "Yes" response would also include a retirement savings plan, such as a 401-K. This question does NOT address whether the respondent was eligible to participate nor whether the respondent in fact did participate in the pension/retirement plan. If no pension or retirement plan of any type was offered to employees enter "no" and skip to Q72. If self-employed enter "NA" and skip to Q73.
71	Did you participate in this pension or retirement plan?	0 No 1 Yes 98 NA 99 Missing/Unknown In Q71 the actual participation of the respondent to participate in the pension or retirement plan is recorded. If the respondent was able to, and elected to, participate in the pension or retirement plan, code this question as 1 ("Yes").
72	Were holiday pay, sick leave pay, or vacation pay available to employees as part of the employee benefit package? (Mark all that apply.)	1 Sick pay 2 Vacation pay 3 Holiday pay 98 NA 99 Missing/Unknown This question asks solely IF the employer offered any additional employee benefits. Mark all responses that apply. Sick pay refers to paid leave due to sickness. Vacation pay refers to paid leave due to vacation or personal time off. Holiday pay refers to paid leave for a national or state holiday, such as July 4th or Thanksgiving.
73	When you were working on this job, were you responsible for any children aged 12 year or younger?	0 No **==> SKIP TO Q77** ___ Number of children aged 12 or younger 98 NA 99 Missing/Unknown Q73 through Q76 present a series of questions that collect information on child day care issues during this employment. Q73 begins by recording the number of children who were aged 12 or younger and for whom the respondent was responsible just before the respondent left this job. If there were no children aged 12 or younger for whom the respondent was responsible, skip to Q77.

74	I'd like you to think about the children you cared for who were age 12 or younger when you were working on at this job. How did you provide care for these children while you were at work. (Mark all that apply)	1 Child(ren)'s other parent 2 My spouse/partner Relative 3 Grandparent 4 Other relative 5 Sibling (age 13 or older) Group Care 6 Family Day Care 7 Day Care Center 8 School daycare program (SACC or similar for school-age children) 9 Head Start Individual Care 10 Babysitter 11 Neighbor Other 12 School attendance during school day 13 Myself (while working) 14 Children care for selves 98 NA 99 Missing/Unknown Child care can involve a configuration of different arrangements, depending upon the children's ages and the hours of care needed. In Q74, the respondent is being asked to keep in mind **all** the children aged 12 and under for whom care was needed, and to mark all responses that cover the types of child care used for these children just before the respondent left this job. "Family day care" (6) refers to another person's home in which that individual takes in several children to provide child care services. A "day care center" (7) is a business arrangement usually in a child care facility (as opposed to a home) that takes in many children to provide child care services. A "school daycare program" is a child care programs arrange at a school for hours that extend beyond the normal school attendance (in County, the elementary school program is called "School Aged Child Care," or SACC). Be careful that the respondent does not overlook obvious child care options: child care provided by a school during regular school attendance hours, or children at home caring for themselves Note that "babysitter" can cover several categories and the interviewer must probe to determine the correct choice: was the babysitter the child's other parent ("1"), or the grandparent ("3"), or an older sibling ("5"), or a neighbor ("10"), or an actual babysitter with whom the respondent had a "business" relationship ("9").

75	How much did your day care cost - rounded to the nearest whole dollar?	$_________ per 1 week 2 month 3 Other:_______ 98 NA 99 Missing/Unknown Record the dollar amount of child care costs just before the respondent left this job. Include all costs for all children (aged 12 years or under) needing care. Probe to record the amount as a weekly or monthly amount (for example, $100 a month, or $50 a week), but if necessary use another time period as provided by the respondent.
76	Did you receive a government subsidy to help with child care costs?	0 No 1 Yes 98 NA 99 Missing/Unknown A government subsidy to assist with child care costs could include a total or partial stipend from the government which can be used for child care expenses, or reduced child care rates for individuals with low income. Code this question as "1" ("Yes") if either a series of payments, or only a single payment, was received.
77	Often times the commute to work involves multiple types of transportation, such as a bus, car, METRO, bicycle, or walking. How did you get to work? (Mark all that apply)	1 Walk 2 Bus or METRO 3 I drove 4 Household member drives 5 Other person drives (not in household) 6 Borrow a car 7 Taxi 8 Bicycle 9 Hitchhike 98 NA 99 Missing/Unknown Prompt the respondent to recall all types of transportation -- motorized and otherwise -- used to travel to and from work just before the respondent left this job.
78	How long did it take you to get to work? (Convert hours into minutes -- 1 hour 15 minutes equals 75 minutes.)	____ Minutes 998 NA 999 Missing/Unknown Record the one-way commute duration in minutes from home to the place of employment.
79	Did you have to transfer from one vehicle or type of transportation to another (such as between two different buses, between a bus and METRO, driving to meet a carpool, or driving to a METRO station)?	0 No ==> **SKIP TO Q81** 1 Yes 98 NA 99 Missing/Unknown Probe to determine if the respondent transferred from one type of transportation to another. If no transfers between transportation modes were required, skip to Q81.

80	What were the types of transfers you had to make? (Mark all that apply)	1 Between bus and bus 2 Between bus and METRO 3 Between METRO and METRO (such as Blue Line and Red Line) 4 Between car and bus 5 Between car and METRO 6 Between car and car 98 NA 99 Missing/Unknown If transfers between transportation modes were required (Q79=1), indicate the types of transfers needed. Note that the direction of the transfer is not distinguished: transferring from a bus to the METRO, or from the METRO to a bus, are both coded "2."
81	In addition to getting between home to work, what other activities (liking dropping a child at the babysitter's) were part of your commute time to and/or from work? (Mark all that apply.)	1 Pick up/Drop off children at day care 2 Pick up/Drop off babysitter 3 Take/Pick up children at school 4 Stop for something to eat 5 Other:__________ 6 No other activities 98 NA 99 Missing/Unknown Record all regularly-occurring daily errands or activities that the respondent performed either on the way to work or on the way home from work.
82	Why did you stop working at this job?	1 Quit 2 Fired **==> SKIP TO Q84** 3 Laid-off **==> SKIP TO Q84** 98 NA 99 Missing/Unknown Record the reason for this employment termination. "Quit" (1) implies that the respondent left without the employer's encouragement to end the employment arrangement. "Fired" (2) implies that the employer terminated the respondent's employment due to dissatisfaction with performance. "Laid off" (3) implies that the employer ended the employment due to external influences (slow business or bankruptcy) which did not reflect the respondent's performance. If the respondent was fired or laid off, skip to Q84.

83	What were the reasons you quit? (Mark all that apply)	1 Health issues 2 Child(ren)'s health 3 Pregnancy 4 Child Care issues 5 Family problems at home 6 Transportation fell through 7 Commute too long/far 8 Problem with boss/co-workers 9 Got a better job 10 Didn't like the pay 11 Didn't like what I did 12 Boring 13 Other: ________ 98 NA 99 Missing/Unknown Record all reasons given by the respondent for quitting this job.

Q83-A
INTERVIEWER INSTRUCTION:
ALL RESPONDENTS ==> **SKIP TO Q52-A**

If the respondents quit this job (Q82=1), return to Q52-A to determine if additional employment data collection is required.

84	What were the reasons you were fired or laid-off? (Mark all that apply)	1 Not enough work 2 Company closed 3 Problem with boss 4 Co-worker problem 5 Couldn't do 6 Other: ________ 98 NA 99 Missing/Unknown Record all reasons given by the respondent for either being fired or laid off from this job.

Q84-A
INTERVIEWER INSTRUCTION:
ALL RESPONDENTS ==> **SKIP TO Q52-A**

For respondents who were fired or laid off from this previous job (Q82=2 or 3), return to Q52-A to determine if additional employment data collection is required.

85	What is the name of your current employer?	__________ The actual employer name will not be coded into the resulting database; it is used **ONLY** to help the interviewer refer to a specific job during data collection. If self-employed enter "self-employed" as name of employer.

86	Employment start date	_ __/_ __/___ Record the date that the employment began in the format MMDDYY. If the respondent is unsure of the month or day that the employment began, probe to determine the time of year (example: ✌Did you start this job in the Spring?✍) and estimate the month as closely as possible. Probe to determine the respondent's best estimate of the employment beginning date.
87	Number of days per week work	___ Record the number of days per week (1 to 7) for a typical week's schedule.
88	Hours per week you work	___ Record the number of days per week (1 to 7) for a typical week's schedule.
89	Type of job/title/duties	____________ Record verbatim the respondent's description of his/her job title and duties. Try to distinguish the specific duties performed (for example, "type letters, answer phones, and file", "fill food orders," or "dust and sweep office buildings"). Later, coders will read these text responses and code an occupation category for this respondent's employment.
90	Rate of pay	$_______.___ per 1 hour 2 day 3 Other:________ 98 NA 99 Missing/Unknown Record the dollar-and-cent amount of the pay the respondent receives for this employment. Use the time period and amount provided by the respondent (for example, $6.50 an hour, or $35 a day). Do no include any additional payments for uniforms or reimbursements.

91	What is your total monthly earnings from this job, rounded to nearest whole dollar	$_________ per 1 week 2 2-weeks 3 month 4 Other_______ 98 NA 99 Missing/Unknown Record the dollar amount of the monthly pay the respondent receives for this employment. Probe to obtain an estimate for a **monthly** time period. However, if the respondent is more comfortable providing earnings for a different accounting period, (weekly or biweekly, for example), record the amount the respondent gives and report the appropriate time period. Note that Q93 below reports whether this amount was pre- or post-deductions.
92	Is this your take-home pay, or the amount before taxes are taken out?	1 Take home (after taxes) 2 Before taxes 98 NA 99 Missing/Unknown Record if the amount provided in Q91 reflects earning after taxes and deductions (1= "Take home pay after taxes") or before taxes and deductions (2= "Gross amount before taxes and deductions").
93	Is health insurance available to employees as part of the employee benefit package?	0 No **==> SKIP TO Q98** 1 Yes 98 NA --> SKIP TO Q98 99 Missing/Unknown This question asks solely IF the employer offers any health insurance to employees. This question does NOT address whether the respondent is eligible to participate nor whether the respondent in fact does participate in the health insurance program. If no health insurance of any type is offered to employees, skip to Q98. If self-employed enter "NA" and skip to Q98.

94	Is this health insurance plan designed to cover solely the employee, or is it possible to use the insurance to cover health costs for your family, too?	1 Employee only 2 Employee and Family 98 NA 99 Missing/Unknown This question asks solely IF the health insurance offered to employees covers only employees themselves, or whether the health insurance could also cover (although maybe at a higher cost) the employee's dependents. This question does NOT address whether the respondent is eligible for either employee-only or family coverage, nor whether the respondent in fact does receive employee-only or family coverage.
95	Do you participate in this health insurance plan?	0 No **==> SKIP TO Q97** 1 Yes 98 NA 99 Missing/Unknown In Q95, the actual eligibility of the respondent to participate in the health insurance plan is recorded. If the respondent is able to, and elects to, receive health insurance benefits under the employer plan, code this question as 1 ("Yes"). If the respondent participates in the insurance plan but has never yet needed to use insurance to pay a medical bill, code this question as 1 ("Yes").
96	Does your policy cover you only, or does it also cover your family?	1 Employee only 2 Employee and Family 98 NA 99 Missing/Unknown Record whether the health insurance policy covers the employee only, or whether it also covers the employee and his/her dependents.

Q96-A
INTERVIEWER INSTRUCTION:

ALL RESPONDENTS ==> **SKIP TO Q99**

Respondents reaching this point are participating in the health insurance plan of the employer, and therefore skip to Q99 to continue with pension and retirement benefit questions.

Only those respondents who do not participate in a health insurance plan respond to Q97 and/or Q98.

97	Why don't you participate in the health care plan? (Mark all that apply.)	1 Costs too much 2 Insurance provided by Medicaid/Medicare/government program 3 Insurance provided by child(ren)'s other parent 4 Coverage too minor to justify plan 5 Other:__________ 98 NA 99 Missing/Unknown Record all reasons listed by the respondent explaining why he/she does not participate in the employer's health care plan. If the respondent mentions that he/she does not qualify for participation in the plan (for example, he/she needs to be employed for a specified time, etc.) mark response 5 ("Other") and write in this explanation.
98	How do you pay for any heath care costs?	1 Family contributions 2 Friend contributions 3 Community-based organization contributions 4 Church organization contributions 5 Purchased own insurance 6 Other ______________________________
99	Is a pension or retirement plan available to employees as part of the employee benefit package?	0 No **==> SKIP TO Q101** 1 Yes 98 NA 99 Missing/Unknown This question asks solely IF the employer offers any pension or retirement plan to employees. A "Yes" response would also include a retirement savings plan, such as a 401-K. This question does NOT address whether the respondent is eligible to participate nor whether the respondent in fact is participating in the pension/retirement plan. If no pension or retirement plan of any type is offered to employees, skip to Q101.
100	Do you participate in this pension or retirement plan?	0 No 1 Yes 98 NA 99 Missing/Unknown In Q100, the actual participation of the respondent is recorded. If the respondent is able to, and elects to, participate in the pension or retirement plan, code this question as 1 ("Yes").

101	Are sick leave pay, vacation pay, or holiday pay available to employees as part of the employee benefit package? (Mark all that apply.)	1 Sick pay 2 Vacation pay 3 Holiday pay 98 NA 99 Missing/Unknown This question asks solely IF the employer offers any additional employee benefits. Mark all responses that apply. Sick pay refers to paid leave due to sickness. Vacation pay refers to paid leave due to vacation or personal time off. Holiday pay refers to paid leave for a national or state holiday, such as July 4th or Thanksgiving.

Q101-A
INTERVIEWER INSTRUCTION:

REFER TO Q35-B, INTERVIEWER CHECK BOX FOR NUMBER OF CHILDREN FOR WHOM RESPONDENT IS RESPONSIBLE WHO ARE CURRENTLY AGE 12 OR UNDER IN HOUSEHOLD.

IF Q35-B CHECKBOX EQUALS:
0 ==> **SKIP TO Q105**
1+ ==> **CONTINUE WITH Q102**
98,99 ==> **SKIP TO Q105**

Q102 through Q104 present a series of questions that collect information on child day care issues during this employment.

This INTERVIEWER INSTRUCTION reviews the Q35-B CHECKBOX which recorded the number of children aged 12 or younger in the household for whom the respondent is responsible. If Q35-B indicates that there are no children aged 12 or younger in the household, skip to Q105

Otherwise, continue with Q102 to record information about child care arrangements.

102	I'd like you to think about the dependents in your household. Earlier we listed **<NUMBER IN CHECKBOX Q35-B>** children aged 12 or younger. I have some questions about how you provide care for these children while you are at work. (Mark all that apply)	1 Child(ren)'s other parent 2 My spouse/partner Relative 3 Grandparent 4 Other relative 5 Sibling (age 13 or older) Group Care 6 Family Day Care 7 Day Care Center 8 School daycare program (SACC or similar for school-age children) Individual Care 9 Babysitter 10 Neighbor Other 11 School attendance during school day 12 Myself (while working) 13 Children care for selves 98 NA 99 Missing/Unknown Child care can involve a configuration of different arrangements, depending upon the children's ages and the hours of care needed. In Q102, the respondent is being asked to keep in mind **all** the children aged 12 and under for whom care is needed, and to mark all responses that cover the types of child care used for these children. "Family day care" (6) refers to another person's home in which that individual takes in several children to provide child care services. A "day care center" (7) is a business arrangement usually in a child care facility (as opposed to a home) that takes in many children to provide child care services. A "school daycare program" is a child care programs arrange at a school for hours that extend beyond the normal school attendance (in County, the elementary school program is called "School Aged Child Care," or SACC). Be careful that the respondent does not overlook obvious child care options: child care provided by a school during regular school attendance hours, or children at home caring for themselves Note that "babysitter" can cover several categories and the interviewer must probe to determine the correct choice: is the babysitter the child's other parent ("1"), or the grandparent ("3"), or an older sibling ("5"), or a neighbor ("10"), or an actual babysitter with whom the respondent has a "business" relationship ("9").

103	How much does your day care cost - rounded to the nearest whole dollar?	$_________ per 1 week 2 month 3 Other:_______ 98 NA 99 Missing/Unknown Record the dollar amount of current child care. Include all costs for all children (aged 12 years or under) needing care. Probe to record the amount as a weekly or monthly amount (for example, $100 a month, or $50 a week), but if necessary use another time period as provided by the respondent .
104	Do you receive a government subsidy to help with child care costs?	0 No 1 Yes 98 NA 99 Missing/Unknown A government subsidy to assist with child care costs could include a total or partial stipend from the government which can be used for child care expenses, or reduced child care rates for individuals with low income. Code this question as "1" ("Yes") if either a series of payments, or only a single payment, has been received.
105	Often times the commute to work involves multiple types of transportation, such as a bus, car, METRO, bicycle, or walking. How do you get to work? (Mark all that apply)	1 Walk 2 Bus or METRO 3 I drive my own car 4 Household member drives 5 Other person drives (not in household) 6 Borrow a car 7 Taxi 8 Bicycle 9 Hitchhike 98 NA 99 Missing/Unknown Prompt the respondent to recall all types of transportation -- motorized and otherwise -- currently used to travel to and from work.
106	How long does it take you to get to work? (Convert hours into minutes -- 1 hour 15 minutes equals 75 minutes.)	____ Minutes 998 NA 999 Missing/Unknown Record the one-way commute duration in minutes from home to the place of employment.
107	Do you have to transfer from one vehicle or type of transportation to another (such as between two different buses, between bus and METRO, driving to meet a car pool, or driving to a METRO station)?	0 No **==> SKIP TO Q109** 1 Yes 98 NA 99 Missing/Unknown Probe to determine if the respondent transfers from one type of transportation to another. If no transfers between transportation modes are required, skip to Q109.

108	What are the types of transfers you have to make? (Mark all that apply)	1 Between bus and bus 2 Between bus and METRO 3 Between METRO and METRO (such as Blue Line and Red Line) 4 Between car and bus 5 Between car and METRO 6 Between car and car 98 NA 99 Missing/Unknown If transfers between transportation modes are required (Q107=1), indicate the types of transfers needed. Note that the direction of the transfer is not distinguished: transferring from a bus to the METRO, or from the METRO to a bus, are both coded ✌2.✍
109	In addition to getting between home to work, what other activities are part of your commute time to and/or from work? (Mark all that apply.)	1 Pick up/Drop off children at day care 2 Pick up/Drop off babysitter 3 Take/Pick up children at school 4 Stop for something to eat 5 Other:__________ 6 No other activities 98 NA 99 Missing/Unknown Record all regularly-occurring daily errands or activities that the respondent performs either on the way to work or on the way home from work.

Q109-A
INTERVIEWER INSTRUCTION:

IF RESPONDENT HAS HAD ONLY ONE JOB (Q52=1)
==> CONTINUE WITH Q110

IF RESPONDENT HAS HAD 2 OR MORE JOBS
==> **SKIP TO Q53**

If the respondent has had only this one current job since **<REFERENCE DATE>**, information on additional employment is not required. Continue with Q110.

However, if the respondent had more than one job since **<REFERENCE DATE>**, return to Q53 to identify the second job for which data collection is required.

110	I only have a few more questions, and these concern why you left the TANF program. The information in the computer file indicates that you left the TANF program because **<CLOSURE REASON>**. What was the main reason that you would say you left TANF?	1 Income exceeded eligibility limit **==>SKIP TO Q111** 2 I did not sign the personal responsibility agreement **==>SKIP TO Q113** 3 I was sanctioned **==> SKIP TO Q115** 4 I decided not even to sign up for TANF **==> SKIP TO Q118** 5 Other reason:_____________ **==> SKIP TO Q112** From the administrative data, the interviewer cites the TANF **<CLOSURE REASON>**. In Q110, the respondent is given an opportunity to provide his/her own reason for leaving TANF. Enter the response which most fully captures the respondent's stated reason for leaving TANF, regardless of whether or not it agrees with the **<CLOSURE REASON>**.

111	What was the source of income that caused you to exceed the eligibility limit?	1 Salary from job increased 2 Child support payments 3 Another benefit such as SSI increased 4 Received assistance from parent 5 Received assistance from another family member 6 Other source of income ___________________ --> **SKIP TO Q114**
112	Did you sign the personal responsibility agreement?	0 No 1 Yes **==>SKIP TO Q114** 99 Missing/Unknown
113	Why did you decide not to sign the personal responsibility agreement?	________________ --> **SKIP TO Q114** Record verbatim the reason given by the respondent for not signing the agreement.
114	Were you ever sanctioned while participating in the TANF program?	0 No **==>SKIP TO Q116** 1 Yes 99 Missing/Unknown Record the respondent's recollection of whether or not he/she was sanctioned under TANF
115	What was the reason for the sanction?	_______________ Record verbatim the reason given by the respondent for being sanctioned under TANF
116	Were there any other reasons that are involved in why you left TANF?	0 No **==>SKIP TO Q119** 1 Yes 99 Missing/Unknown This in an open-ended opportunity for the respondent to provide additional opinions about TANF and reasons for leaving TANF Encourage the respondent to report his/her feelings and reactions.
117	What were those reasons?	_________________ **==> SKIP TO Q119** Record verbatim any other reason given by the respondent for leaving TANF
118	What were the reasons that made you decide not even to sign up for TANF? (Mark all that apply.)	1 Didn't want to work 2 Didn't think I could find a job 3 Family responsibilities (needed or wanted to be at home) 4 Didn't like the personal responsibility agreement 5 Wanted to keep eligibility in case I need it later 6 Other:______________________ Record reasons why respondent decided not to sign up for TANF.

119	That is end of all the questions. I really thank you for your time and care in providing this information for the County Department of Family Services. In order to mail you your $10 check, I will need your address. **[INTERVIEWER RECORD RESPONDENT ADDRESS AND READ IT BACK TO RESPONDENT TO VERIFY.]**	__________________________ __________________________ __________________________ Please double-check the address so that respondent will receive the promised reimbursement.

END OF INTERVIEW
THANK RESPONDENT AND HANG UP

Interviewer Observations

Interviewer, please rate the characteristics of the respondent and the quality of the data obtained during the telephone interview using the scales below.

The respondent

was able to understand questions easily	***7***	***6***	***5***	***4***	***3***	***2***	***1***	***hardly able to understand***
was interested in the interview	***7***	***6***	***5***	***4***	***3***	***2***	***1***	***not interested in the interview***
cooperative	***7***	***6***	***5***	***4***	***3***	***2***	***1***	***uncooperative***
had no problem with the English language	***7***	***6***	***5***	***4***	***3***	***2***	***1***	***had a great deal of difficulty with English language***
completed the interview without interruption	***7***	***6***	***5***	***4***	***3***	***2***	***1***	***was interrupted often***

What is your opinion about the overall quality of the data

High	***7***	***6***	***5***	***4***	***3***	***2***	***1***	***Low***

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Zaslow, M., Moore, K., Coiro, M. J., & Morrison, D. R. (1994). *Programs to enhance the self-sufficiency of welfare families: Working towards a model of effects on young children*. Paper presented at the Workshop on Welfare and Child Development National Academy of Sciences, December 5-6, 1994.

Zaslow, M., Tout, K., Smith, S., & Moore, K. (1998). Implications of the 1996 welfare legislation for children: A research perspective. Social Policy Report, XII(3).

Zill, N. (1974). "Developing Indicators of Effective Life Management," a revision of a paper delivered at the Urban Regional Information Systems Association Meetings., August 29-31, Atlantic City, NJ. Cited in Campbell, et al., (1976).

Zucchino, David (1997), *Myth of the Welfare Queen*, New York, NY: Scribner; Simon & Schuster, Inc.

1996 Household Survey Highlights. December Demographic Bulletin No. 7. (Fairfax, VA: Fairfax County Office of Management and Budget).

VITA
Danielle Hollar

EDUCATION

Virginia Polytechnic Institute and State University, Blacksburg, Virginia
Ph.D. in Public Administration and Policy, December 2000.
Dissertation: The Creation And Illustration Of Quality Of Life: A Conceptual Model For Examining Welfare Reform Impacts

Medical University of South Carolina, Charleston, South Carolina
Master in Health Administration and Policy, December 1995.

Virginia Polytechnic Institute and State University, Blacksburg, Virginia
Master of Science, Sociology, December 1993.
Thesis: Knowledge, Self-Esteem, and Sexual Behavior Patterns in Response to the HIV/AIDS Pandemic: A Study of an Undergraduate Population.

Erskine College, Due West, South Carolina
Bachelor of Science, Business Administration (major), Sociology, (minor), August 1992.

PROFESSIONAL EXPERIENCE

Harvard University, Harvard Graduate School of Education, Harvard Family Research Project, Cambridge, MA
Consultant/Research Associate – W.K. Kellogg Foundation Devolution Initiative - Evaluation Project, July 1998 - present.

Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, Falls Church, VA
Research Assistant - Welfare Reform Evaluation, Dept. of Family Services, Fairfax County, January 1997 – May 1998.

Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, Blacksburg, VA
Research Assistant, August 1996 - December 1996.

South Carolina Area Health Education Consortium (S.C. AHEC), Charleston, SC
Coordinator for Student Planning, February 1996 - July 1996

Hill-Rom, Inc., Charleston, SC
Intern, Clinical Information Services Department (part of Marketing Department), May 1995 - February 1996.

College of Charleston, Department of Sociology and Anthropology, Charleston, SC
Adjunct Professor, January 1995 - May 1995

Pennsylvania State University, Department of Health Policy and Administration, University Park, PA
Research Assistant, August - December 1994

Virginia Polytechnic Institute and State University, Department of Sociology and Department of Agricultural Economics, Blacksburg, VA
Research Assistant, August 1992 - August 1993

Erskine College, Department of Sociology, Due West, SC
Research Assistant/Secretary, August 1989 - May 1992

The Elms of Charleston, Charleston, SC
Recreation Director, Internship, May - August 1991

PUBLICATIONS

Hollar, D.S. (2000, Fall). A Holistic Theoretical Framework for Examining Welfare Reform: Quality of Life. Currently revising to resubmit per editors' request, Public Administration Review.

Hollar, D.S. (2000, Fall). Dissertation Proposal Defense – "High Tech Style:" A Student's Perspective on Another Use of Distance Learning Technology. Manuscript accepted for publication in Public Voices.

Hollar, D.S., Coffman, J., Gleason, A., Farley, C., and Velera, D. (2000, June). Understanding Devolution Through Ethnic Media. Harvard Family Research Project, Cambridge, MA.

Hollar, D.S. (2000, April). A Quality of Life Theoretical Framework for Examining Welfare Reform. PA Times, 23(4), 5.

Hollar, D.S. (2000, April). The Devolution Initiative: Exploring How To Increase the Role of Citizens in Policy Processes. Abstract in Conference Proceedings: 2000 American Society for Public Administration Annual Meeting. San Diego, CA.

Hollar, D.S. (1999). Quality of Life: A Framework for Examining the Impact of Welfare Reform. The Evaluation Exchange, (5)2/3, 17-18. Cambridge, MA: Harvard University, Harvard Family Research Project.

Lopez, E. and Hollar, D.S. (1999, November). Strengthening the Prospects for the Sustainability of State and Community Mobilization Efforts. Harvard Family Research Project, Cambridge, MA.

Armstrong, J. P., Coleman, J. B., Goodsell, C. T., Hollar, D. S., and Hutcheson, K. A. (1998). Social meanings of public architecture: A Victorian elucidation. Public Voices, III(3), 7-28.

Kuhns, C., Hollar, D.S., and Loeffler, R. (1998, February). *Fairfax Welfare Reform Evaluation Study Final Report*. Virginia Tech University: Institute for Public Policy Research at the Center for Public Administration and Policy.

Kuhns, C., Hollar, D.S., and Loeffler, R. (1998, January). *Fairfax Welfare Reform Evaluation Study Preliminary Report*. Virginia Tech University: Institute for Public Policy Research at the Center for Public Administration and Policy.

Hollar, D. S. and Snizek, W. E. (1996, Spring). The influences of knowledge of HIV/AIDS and self-esteem on the sexual practices of college students, <u>Social Behavior and Personality: An International Journal</u>, <u>24</u>(1), 75-86.

PROFESSIONAL PRESENTATIONS

Hollar, D.S. (2001, March). *Barriers To Civic Engagement: Experiences of Rural Communities*. 2000 American Society for Public Administration Annual Meeting. Newark, NJ.

Hollar, D.S. (2000, June). Case Facilitator for *Case Conference on Recruitment and Retention* sponsored by the Advisory Committee for Exempt Staff (ACES), Harvard Graduate School of Education.

Hollar, D.S. (2000, April). *Constructing a Theoretical Framework to Examine Social Policy -- Quality of Life*. 2000 American Society for Public Administration Annual Meeting. San Diego, CA.

Hollar, D.S. (2000, April). Panel facilitator: *The Devolution Initiative: Exploring How To Increase the Role of Citizens in Policy Processes*. 2000 American Society for Public Administration Annual Meeting. San Diego, CA. With Paola Maranan (presenter), Brian Tharp (presenter), and Heather Weiss (moderator).

Hollar, D.S. (2000, February). *Dissertation Proposal Defense – "High Tech Style:" A Student's Perspective on Another Use of Distance Learning Technology*. 2000 National Public Administration Teaching Conference. Ft. Lauderdale, FL.

Hollar, D.S. (1999, April). *A "Quality of Life" Framework for Evaluating Welfare Reform*. 1999 American Society for Public Administration Annual Meeting. Orlando, FL.

Kuhns, C. and Hollar, D.S. (1998, November). *Welfare to Work: How Are Families Doing After Welfare?* Work and Family: Today's Realities and Tomorrow's Visions, Business and Professional Women's Foundation 1998 Annual Conference, The Wellesley Center for Women. Boston, MA.

Hollar, D.S. and Kuhns, C. (1998, September). *Work First: Welfare Reform in Fairfax, Virginia*. 1998 American Political Science Association Annual Meeting. Boston, MA.

Hollar, D.S. and Moffitt, L. (1998, September). *Creating a Ph.D. Community Through Distance Learning: A CPAP Capstone Experience.* 1998 American Political Science Association Annual Meeting. Boston, MA.

Kuhns, C. and Hollar, D.S. (1998, August). *The Impact of Virginia Welfare Reform Policies on Former TANF Clients*. 1998 National Association for Welfare Research and Statistics Annual Workshop. Chicago, IL.

Hollar, D.S. and Moffitt, L. (1998, March). *Bridging the Distance: How CPAP Integrates It's Ph.D. Communities Through Distance Learning.* Twenty-First National Conference on Teaching Public Administration. Colorado Springs, CO.

Armstrong, J. P., Coleman, J. B., and Hollar, D. S. (1997, September). *Social Meanings of Public Architecture: A Victorian Analysis*. Southeastern Conference for Public Administration, Knoxville, TN.

Bellack, J. P., Cleghorn, G. D., Chessman, A., Hollar, D. S., Lahoz, M., Slaughter, S., and White, A. (1996, June). *Educating Health Professionals for Continuous Quality Improvement*. South Carolina Society for Quality and Risk Management, Charleston, SC.

Hollar, D. S. (1996, April). *Lessons Learned from Community-based Interdisciplinary Education Experiences*. Panelist at the Medical University of South Carolina and the Community: Forging Partnerships for Interdisciplinary, Community-Based Education Meeting, Charleston, SC.

Hollar, D. S. (1996, April). *The Computer Patient Record as a Continuous Improvement Tool: An Interdisciplinary Approach.* Poster presented at the Medical University of South Carolina and the Community: Forging Partnerships for Interdisciplinary, Community-Based Education Meeting, Charleston, SC.

Hollar, D. S. (1993, February). *Knowledge, Attitudes, and Behavior in Response to the AIDS Pandemic: A Study of an Undergraduate Population at a Liberal-arts, Church-affiliated College in the South.* Paper presented at the Southeastern Council on Family Relations Annual Meeting, Atlanta, GA.

MacNeil-Lehrer News Hour, (1992, May). Taping of student panel regarding perceptions of the future after graduation, Due West, SC.

PROFESSIONAL MEMBERSHIPS

American Society for Public Administration, 1997 - present.
- Section on Health and Human Services Administration, 1999 – present.
- Section on Public Administration Research, 1999 – present.
- Section on Women in Public Administration, 2000 – present.
- The Massachusetts ASPA Chapter, 1998 – present.

The Boston Area Poverty Study Group, 1999 – present.
Public Administration Theory Network, 1999 – presently.
American Evaluation Association, 1999 – presently.
The Boston Area Academics Working Group on Poverty, 1998 – present.
Association for Public Policy Analysis and Management, 1998 - present.
Society for Research in Child Development, 1998 – presently.
American Political Science Association, 1998 – present.
Alpha Kappa Delta International Sociology Honor Society Member, 1993 - presently.

UNIVERSITY AND COMMUNITY SERVICE

Editorial Board Member, Journal of Health and Human Services Administration, 2000 – presently.
Advisory Committee for Exempt Staff (ACES), Harvard Graduate School of Education, 1999 – 2000.
- Co-Chair of ACES, 2000.
- Subcommittee on recruitment and retention, 2000.

Cambridge Kitchen Table Conversations Project: A support project for people leaving welfare, 2000.
Graduate Student Assembly, VA Tech, Sociology representative, 1992 - 1993.
Curriculum Committee, VA Tech, Student Representative for Department of Sociology, 1993.
Chairperson of Hangar Commission: A student led development project at Erskine College. Served as liaison between students, administration, and outside contacts needed to complete the project of building a night club on campus: raised funds, organized committees, 1990 - 1992.
Erskine Ambassador, 1990 - 1992.

HONORS

Graduate Student Association Travel Award, Virginia Tech, Fall 1998.

Graduate Student Association Travel Award, Virginia Tech, Fall 1997.

Center for Public Administration and Policy, Virginia Tech, Assistantship and Tuition Scholarship, Fall 1996 – May 1998.

Dean's Honor List, Medical University of South Carolina, Spring, Summer, and Fall 1995.

Dept. of Health Administration and Policy, Pennsylvania State University, Stipend and Tuition Waiver Recipient, Fall 1994.

Dept. of Sociology, Virginia Tech, Assistantship and Tuition Scholarship, 1992 - 1993.

Erskine College Academic Honor Scholarship recipient, 1989 - 1992.

Erskine College Women's Soccer Scholarship recipient, 1989 - 1992.