

BARRIERS TO EDUCATIONAL ATTAINMENT FOR
RURAL WOMEN EXITING WELFARE

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Lynda W. Carville
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ABSTRACT

In this paper I look at 12 women who were on welfare and their barriers to becoming self sufficient through education. They are in rural areas in the state of Louisiana and relied on welfare as a support system. I will examine their abilities to eventually obtain education and stable employment. In this paper, I use the qualitative data provided by Dr. Pam Monroe of Louisiana State University to examine the relationships of schooling, skills and recent work experience to the women's paths to becoming self-sufficient. This study provides information on the extent to which education leads to job stability and the lack of education leads to poverty.

INTRODUCTION

The new welfare regime begun by the 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) eliminated Aid to Families with Dependent Children (AFDC) through which eligible families were entitled to cash assistance, and replaced it with Temporary Assistance to Needy Families (TANF). One goal of PRWORA was to help families in need achieve self-sufficiency through work, and the legislative mandates shifted the focus of welfare to work programs and direct job placement and away from education and training. Strict limits were placed on education and training opportunities in terms of the amount of time and types of programs in which clients could be enrolled. The underlying premise was that the best way to succeed in the labor market is to jump into the workforce and take any job, even one that may not pay well and may not be full-time, because eventually even such poor jobs would eventually lead to higher-paying, full time jobs (Pavetti & Acs, 1997). Bell and Douglas (2000) referred to this type of placement as “rapid workforce attachment.”

One important measure of the success or failure of PRWORA will be the ability of welfare clients to obtain stable, full-time employment providing a living wage. However, research evidence is mixed regarding the likelihood that work alone will lead to economic self-sufficiency for former welfare recipients (Blum, 2001). Many formerly welfare-reliant women have employment barriers such as low levels of education, poor work skills, or little work experience. Women who have multiple barriers to obtaining and holding employment are the least likely to obtain economic self-sufficiency (Zedlewski & Alderson, 2001).

Once the states had a few years’ experience with welfare reform programs and could evaluate the rapid workforce attachment approach, the weaknesses in the approach became

obvious and many states reoriented their programs. Such was the case in Louisiana, where recent evaluations of the TANF program recommended that the state place a greater emphasis on education for the longer-term, hard-to-serve clients still lingering in the welfare-reliant population (Abe, Valvano, Monroe, & Tiller, 2002). Moreover, the role of education in local, state, and national economic development has become a central public policy issue in recent years. Increased education investments are viewed as an important component of economic development strategies, particularly in rural areas where the adult population typically has a lower education level than the adult population of urban areas. Adults with low education levels have limited potential earnings and employment opportunities, which in turn limits the local tax base for their communities and constrains future local funding for public schools. In sum, it has become increasingly clear that welfare reform is not likely to succeed unless the “work first” approach is tempered with a renewed emphasis on education and training.

The purpose of this thesis is to examine the barriers to education for a group of formerly welfare-reliant women in a rural parish in Louisiana, using data from a three-wave qualitative study of TANF recipients. The primary research question is, what are the barriers to education for the women in this study, and how similar are these barriers to the women’s obstacles to employment? It is possible that the very obstacles to employment experienced by these women and documented in previous research will also function as barriers to education, thus creating a complex web of obstacles to self-sufficiency. I examine the education barriers in light of the women’s current and past employment activities and consider whether the women are likely to overcome their educational barriers and become self-sufficient through employment. Based on the evidence presented and the available research literature, policy recommendations for Louisiana’s TANF program will be suggested.

Assumptions

1. Poor employment opportunities are a result, in part, of low educational attainment.
2. Improved education level will improve employment opportunities.
3. Formerly welfare-reliant women want to work and gain self-sufficiency through employment.
4. Information obtained from the study participants is true and accurate.
5. Policymakers are motivated to improve public assistance programs so that families in poverty may move toward self-sufficiency and decrease their reliance on public assistance.

Limitations

1. Rural economies are generally poor in Louisiana and remedies for improvement are beyond the scope of this project.
2. Opportunities and institutions for improving the education of Louisiana's rural population are limited and remedies for improvement are beyond the scope of this project.
3. The women in this study are not likely to leave their home communities and relocate to urban areas for greater employment or education opportunities.
4. Racism or racial preferences in hiring may be a factor limiting employment opportunities for women in this study.

REVIEW OF LITERATURE

Women who are attempting to leave welfare reliance and gain self-sufficiency through employment have many barriers to overcome. One of these barriers is low educational attainment. Through this review of the research literature, I demonstrate how the barriers to employment and to education may be intimately intertwined, thus requiring a holistic, ecological approach to the problem. Further, we will see that it is not just these obstacles, but also a pileup of severe, persistent problems that impede success for welfare-reliant women (Zedlewski & Alderson, 2001). Finally, I look at Louisiana's approach to welfare reform in order to better understand the context in which these barriers to self-sufficiency are situated.

Role of Education in Poverty and Economic Self-Sufficiency

Education has long been honored in U.S. society as a great equalizer of our population: even the poorest person could seek an education and then through hard work, achieve social mobility and material security. This is not simply a truism: education at the level of high school or college, along with job training or completion of a vocational training program, greatly improves an individual's chances of getting and keeping jobs with adequate wages and benefits (Knox, Kolb, & Lindsay, 1993). The converse is true as well, because persons without a high school education are 64% more likely to be unemployed than their high-school educated counterparts and thus more likely to be poor (Day & Newburger, 2002).

Women and their children are disproportionately poor relative to men. U.S. Census Bureau data for the year 2000 (Day & Newburger, 2002) showed that 76% of the poor are women and children; more than one woman in four (28%) heads a family that is at or below poverty level. Many of these women are the working poor: they receive welfare benefits *and* are employed as waitresses, cashiers, babysitters, in food preparation, or in other low paying jobs.

Nearly 20% of these jobs paid only minimum wage (Deprez, Butler, & Smith, 2003). Although most people with a high school degree can earn enough money to rise above the federal poverty level, they do not earn enough to move into economic self-sufficiency. Some economists believe that the federal poverty level fails to calculate accurately the cost of a single parent raising a family. These economists suggest that the *self-sufficiency standard* is a more accurate measure because it takes into account the income necessary to meet families' basic needs for housing, food, transportation, child care, health care, miscellaneous expenses, and taxes in the area in which they live (Bacon, Russell, & Pearce, 2000). Research using the self-sufficiency standard sheds new light on the reported success of welfare reform. Although there has been a reduction in the number of people on welfare and an increase in the number of former recipients that are working, they are not making wages high enough to support themselves and their families (Bacon, Russell, & Pearce, 2000). Bacon, Russell and Pearce's study supports the idea that education is the key to moving out of poverty. Jobs with decent wages and high levels of opportunity require training that many women on welfare do not possess and cannot master (Pavetti & Acs, 1997).

Unfortunately, education is not always a gender equalizer in the workforce. In recent Congressional hearings, witnesses cited the findings of the National Committee on Pay Equity, that even with a high school diploma women earned \$9,000 less per year than their high-school educated male counterparts (Davis, 2002). Women without a basic high school education are at an extremely severe disadvantage in the labor force.

Serious challenges face low-skilled, poorly educated women in today's economy. Skill requirements are "growing towards technological complexity and changes in working organization have made a person's skill and educational credentials increasingly important to

success and earnings in the labor market” (Kazis & Miller, 2001, pg.2). The percentage of new jobs that require higher education is growing (Holzer, 1996). The projections of new jobs created between 1998 and 2008 indicate that 62% are expected to require an associate’s degree (two-year, post secondary) or higher (Karier, 1998). At the same time studies show that people on welfare lack education, with single minority women and women with low education occupying the highest poverty levels (Boldt, 2000).

Many professionals see education as a key to higher incomes and increasing the job options of low-income women. According to the U.S. Census Bureau (O’Hara, 2002), estimated earnings increased substantially for full time female workers with higher levels of education. Women with a college degree or beyond earned over \$339 more each week than women with a high school diploma. This positive effect of education seems to hold true for women exiting welfare as well. Kates’ (1996) work revealed that welfare recipients who acquire a post secondary education have a 41% lower chance of returning to welfare than those who do not continue their education beyond high school. The consequences of a college education for low-income women, particularly women of color, are especially positive. Research shows that completion of a community college degree can raise a woman’s income by 65%, and that a college education allowed the majority of women surveyed to become financially independent (DeWeever, Peterson, & Song, 2003).

Women’s Views on Education

Women are interested in how their education and work-based self-sufficiency will improve their lives and the lives of their children, and how it might help them in their role as mothers (Blalock, Tiller, & Monroe, 2004). Women also indicate other reasons for pursuing more education, including a desire for great autonomy from their husbands and a desire to be a role

model for their children. Studies have shown that children work harder in school as a result of their mother's achievements in school. It is reported that "in addition to financial gains and the social and psychological benefits women associated both with working and with their children's well being some women talked explicitly about how work allowed them to teach and model values and behaviors that they hope would benefit their children" (London, Scott, Edin, & Hunter, 2004, pg. 152). Having financial independence and being able to support one's self without reliance on welfare is also important to women.

Barriers to Educational Attainment

A word of caution is in order when we examine the relationship between work, education, and poverty. For poor women, low education level is a barrier to employment and economic self-sufficiency, but the women are likely to experience many other barriers to their employment goals. If these barriers also function to prevent the women from obtaining vocational training or education, they are doubly impeded in their efforts towards self-sufficiency.

Cultural Barriers In the culture of rural south Louisiana, there still are many families who do not value education, education for girls, or who value education less for girls than for boys. Girls may still be valued for their care-taking and household chores and such duties can prevent their enrollment in school or limit their attendance. This may be especially true if the care-taking and chores revolve around the young female adolescent's own child, as is sometimes the case for welfare-reliant clients. Cultural and social factors such as early marriages, pregnancy and household responsibilities affect whether women will remain in school.

Attitudinal Barriers There are perceived differences in male and female roles, and some families may diminish the importance of education for the roles they believe the women will play. Such attitudes may also diminish the self-esteem of young women and thus become a

barrier to education that will be difficult to overcome without a positive female role model in the home, family, or school system.

Personal/Situational Barriers The barriers faced generally by women who attempt to improve their education are family commitments, lack of partner support, financial difficulties, living in rural or isolated areas, domestic violence, transportation, and criminal convictions. Individuals living in areas with high concentrations of poverty are likely to become socially isolated or embedded in socialization practices and family life styles that fail to reinforce behavior for educational attainment. Neighborhood poverty also has a negative effect on the learning environment in a home, the maternal warmth offered to children, and the active coping behavior of mothers (Boldt, 2000).

Institutional Barriers Educational institutions usually have fixed hours, attendance requirements and penalties for missed sessions, and requirements for admission; they typically lack an on campus childcare facility. Each of these factors becomes barriers to educational attainment for poor women.

Health Problems General anxiety disorder, social phobia depressive disorder, post-traumatic stress disorder, and drug and alcohol dependence are prevalent in women on welfare. Low-income welfare women show higher proportions of physical and mental health problems than does the general population. These problems may impede a woman's employment as well as to the pursuit of education. Physical problems also make it difficult to find employment or obtain an education. Many women have had health complications associated with poor prenatal care or health problems directly or indirectly related to substance abuse or dependence. Mothers also cite their children's health problems as a barrier to balancing care responsibilities with job or education requirements. Women who have a fragile or nonexistent support system often must

choose between caring for a sick child or potentially losing a job, or leaving the child at home alone. Most welfare to work programs offer job search skills, resume writing and mock interviews, but have no systematic assessment of recipient's personal needs. Although many of these women may be able to find jobs, they have difficulty retaining jobs or pursuing further education due to these mental and physical health problems (Blum, 2001).

Human Capital The human capital approach is the concern with the human productivity in the workplace. It is an idea that investment in the employee's skills may benefit both the public and private sectors. The education and skill training to poor individuals can help reduce income inequality. Educational programs were provided for the economically disadvantaged and for the disadvantaged people with training, work experience and public service employment through federal expenditures. Educational attainment differs significantly between low-income individuals and high-income individuals. Poor children and parents simply do not have the same amount of resources, support, or opportunities available to them therefore the provision of learning and advance education is greatly limited (Coleman, 1988).

Socioeconomic Barriers Low education goals and low academic achievement are correlated with increased sexual activity in adolescents, often resulting in teen pregnancy rates and limited options for the teen's future (Pavetti & Acs, 1997). Parents with low educational and low job skills have a tendency to adversely affect the children's future of their lives in the family.

The research documents that the barriers to educational attainment include childcare needs and the lack of subsidized quality child care; cognitive limitations, learning disabilities, and mental illness; transportation difficulties; lack of information about education opportunities; lack of encouragement for educational attainment; and alcohol and drug dependence (Zedlewski & Alderson, 2001).

Welfare Reform in Louisiana

At the time the data were collected for this study, the state of Louisiana offered welfare reliant and formerly welfare reliant women time-limited opportunities to obtain additional education or training through the Family Independence Work Program (FIND WORK). As structured, the FIND WORK program did not provide broad assistance to recipients in the areas of literacy assessment or educational advancement (Abe, Valvano, Monroe, & Tiller, 2002). The emphasis of this program was job search and job readiness skills. Under FIND WORK, approvals were granted for very limited educational activities, for a very limited period of time, and usually for a subset of welfare program recipients in certain age and educational categories. Few, if any, parish social services offices are adequately staffed to work with hard-to-serve clients. The design of welfare assistance was not to address and resolve serious literacy deficits, learning disabilities, mental health, or psychological issues that recipients may have. As frustrating as it often was to clients and social services workers alike, there was no question that the program and the state's welfare policy emphasized work first.

Immediately after the passage of PRWORA, many Louisiana welfare clients made successful exits because they already had some education, skills, and work experience. For such clients, welfare truly had been a form of temporary assistance. Other clients quickly grasped the significance of the policy changes and immediately set to work to obtain a GED, a two-year Associate of Arts degree, a vocational/technical degree, or to finish a four-year baccalaureate degree. There remained, however, a third tier of clients that either had tried educational advancement and failed, or waited too long to attempt educational advancement as part of their transitional activities. Although researchers and professionals in the bureaucracy resist characterization of that tier of the client caseload as "hard to serve," it is clear that many social

services professionals at the parish levels believe that these remaining clients face the most barriers to economic self-sufficiency (Abe, Valvano, Monroe, & Tiller, 2002).

Reforming Welfare Reform

Louisiana policy professionals, like those in many other states, realized that a work-first approach simply would not fit all clients, nor would it end re-entry into the welfare program or, worse yet, abandonment by former clients of work efforts because of repeated failures. Statewide evaluations of Louisiana's TANF program in 2002 and 2003 strongly recommended program changes that placed a greater emphasis on education and training opportunities for welfare program participants (Abe, Valvano, Monroe, & Tiller, 2002). These suggested changes included improved educational and cognitive assessments of clients; development of a "work" activity that allows for a combination of basic educational training with other types of job training for adults 20 years or older with low education or little work experience; and equalization of continued support of clients with transitional services such as transportation assistance and child care for FIND WORK participants whether they exit for advanced education or for employment. The evaluations also recommended that the state develop an equal "after-care" program for recipients who leave the program for advanced education as well as for employment. The goal for this would be reducing recidivism and improving job retention whether through advanced education and training or through work experience.

Such reforms place Louisiana in the mainstream of states that have adopted similar changes in their welfare programs in order to place a greater emphasis on education and training opportunities for welfare program clients. "Since 1996, 49 states and the District of Columbia have passed legislation and/or taken administrative actions to allow postsecondary education to count as a work activity under TANF" (Wolfe, 2002, pg. 14):

- “Eleven states count postsecondary education as a work activity for 12 months- Alaska, Florida, Idaho, Indiana, Louisiana, Michigan, Nevada, North Dakota, Texas, Washington, and West Virginia.
- Connecticut only allows postsecondary education to count as work for six months and Kansas allows postsecondary education for less than 12 months.
- Tennessee counts postsecondary education as a work activity for 16 months while Oregon allows 18 months of postsecondary education and training to count as work.
- Fifteen states count postsecondary education as work activity for 24 months including: Arizona, Kentucky, Maryland, Minnesota, Mississippi, Nebraska, New Hampshire, New Mexico, New York, Ohio, Pennsylvania, Rhode Island, South Dakota, Utah, and Virginia” (Wolfe, 2002, pg. 15).
- “Nineteen states and the District of Columbia allow postsecondary education to count as a TANF allowable work activity for longer than 24 months: Alabama, Arkansas, California, Colorado, Delaware, Georgia, Hawaii, Illinois, Iowa, Maine, Massachusetts, Missouri, Montana, New Jersey, North Carolina, South Carolina, Vermont, Wisconsin, and Wyoming.” Georgia is the only state that allows recipients to enroll in graduate programs” (Wolfe, 2002, pg. 15).
- Five states - Iowa, Maine, New Mexico, Vermont, and Wyoming and the District of Columbia - use state maintenance of effort (MOE) funds to permit recipients to attend college without the limitations of federal TANF work and time limit requirements (Wolfe, 2002, pg. 16).

- “Forty-eight states and the District of Columbia provide support services such as childcare and transportation to TANF recipients who are enrolled in allowable postsecondary education programs.
- Colorado, Montana, New York, North Carolina and Ohio have passed along responsibility for certification of work activities to the county level. In Florida, while the state allows postsecondary education alone to fulfill the work requirements for up to 12 months, regional workforce boards make the final determination regarding who will participate in education activities and the extent to which the state will provide financial assistance to TANF recipients who are students” (Wolfe, 2002, pg. 16).
- Most states require TANF students to “be enrolled in a degree program that leads to employment, to maintain a certain grade point average, to make “satisfactory progress” in their degree programs, and to complete the program in a specified amount to time” (Wolfe, 2002, pg. 16).

These changes emphasizing greater educational opportunities for welfare program participants are sound, research based, and welcomed by clients, staff, and advocates alike. However, if the barriers to education are not recognized and addressed, this well-intentioned reform is likely to be no more successful for some clients as was the work-first policy. And the reforms came “too late” for the women in the present study. It is in this context, then, that I examine the barriers to educational attainment presented by the women included in this study.

METHODS

The research project from which this study is drawn is a three-phase longitudinal project directed by Dr. Pamela A. Monroe and including Ms. Vicky Tiller and Dr. Lydia Blalock. Data used in the present study are taken from all three phases of data collection. Over the years, the project received funding from the Louisiana Agricultural Experiment Station, the Southern Rural Development Center housed at Mississippi State University, and the Louisiana Children's Trust Fund.

In 1997, the research team launched Phase one of an in-depth, qualitative study of the impact of welfare reliance and the welfare reform law on rural Louisiana families. The first phase of data collection included qualitative interviews with 84 women in 7 parishes at the sites where the women participated in GED classes or training programs. At approximately 18-month intervals, two subsequent phases of data collection were conducted, again using qualitative methods and intensive interviews. The women were visited in their homes. Although the interview questions were modified over time, most notably by expansion to include diet and nutrition items, the questions of interest here on education and employment were used in each interview. The data collection for the longitudinal study was completed in Summer 2001. (See Blalock, 2002; Blalock, Tiller, & Monroe, 2004; and Monroe & Tiller, 2001 for a full description of the methodology used in the longitudinal study.) This present study focuses on women (n = 12) from a single parish (St. Mary Parish) in rural south Louisiana.

Data Collection Techniques

The data were gathered using qualitative semi-structured interview guides. Standard probing techniques were used to gain more insight or a deeper understanding about any topic of interest to the researchers or the woman being interviewed. A pair of researchers always

conducted the interviews so that one person engaged in free conversation with the participant and the other researcher took notes, made observations, and insured that the recording equipment was functioning. Every interview was recorded, with the woman's consent, on a new cassette tape. Confidentiality of the interview was explained to each participant and they were informed that the recorder could be turned off at any time. Interviews were completed within 60 to 90 minutes.

All interviews were transcribed verbatim and the transcriptions are the data source for this study. Several transcribers were used to achieve verbatim transcriptions. Each tape took a minimum of eight hours to accurately transcribe. The transcriber performed a preliminary check comparing the transcriptions to the tapes. As a final check for errors, a different individual also compared the transcripts to the tapes. Transcriptions were stored in individual electronic files on 3.5 diskettes, and a paper copy of each transcript was printed and stored.

Each interview covered a wide range of topics but listing of the interview questions is limited here to the items used in this study (see Table 1 for primary items; these are in addition to demographic items). Additionally, I examined each transcript for evidence of the following barriers as specifically related to educational opportunities: child care needs and the lack of subsidized quality child care; the women's reports or statements about their own cognitive limitations, learning disabilities, and mental illness; transportation difficulties; lack of information about education opportunities; lack of encouragement from family and friends to pursue education or training; alcohol and drug dependence; and mismatch of hours of school, work, and family responsibilities. I also present macro level secondary state data to describe the community and parish in which the women live, including descriptions of the geographic area, the composition of the population, community resources, economic opportunities, adult education facilities, area poverty, and welfare participation. The sum of this careful review of

three waves of interview transcripts over a period of time in which the women were attempting a welfare exit is a rich, complex picture of their real and perceived barriers to educational/training attainment and subsequent employment advancement and self-sufficiency.

Table 1: Interview Items

Topic	Item
Educational Level	Are you going to any training programs or GED classes? How many hours per week are you in class?
Family Information	What is your martial status? How many children do you have? How old are your children?
Work	Are you currently working? What kind of work are you doing? How many hours per week? What shift do you work? Do you like your job? Is there other paid work that you would prefer?
Support Network	Do any other adults live with you in your household? Who provides childcare for your young and older children? Does the father(s) of your children help you out with any other expenses?

Validity, Reliability, and Transferability

In quantitative research, concerns about validity are satisfied through careful instrument construction to ensure that the instrument measures what it is supposed to measure. External validity refers to whether conclusions based on careful, quantitative research can be applied or generalized from a sample to the population under consideration, or to other populations. Quantitative researchers demand some level of reliability in the instruments used in a research project and in the research findings based on the instruments. Reliability refers to whether an instrument will provide similar results if applied across different individuals, or multiple times to the same individual.

Traditional quantitative concepts like validity and reliability are not strictly applicable to qualitative work, but there are parallel concepts. In qualitative research we are concerned with credibility, trustworthiness, dependability, and transferability of the researcher, the research design, the theoretical assumptions used to design the project, and the conclusions drawn by the researcher (Patton, 2002). First, the instrument must be developed and administered according to accepted practices for qualitative designs (Patton, 2002). The reader can be confident of the care with which the study was developed while also accepting the importance of the basic principle of “researcher as instrument” so fundamental to qualitative work. The researcher is part of the instrument, so the exact context of any interview cannot be duplicated across participants, or even with the same participant. Therefore, qualitative researchers use the concept of dependability of the interviewer (Bernard, 2002; Miles & Huberman, 1994; Patton, 2002). The qualitative concept of “saturation” is important here as well. This is the notion that confidence in the research data is bolstered as the researchers are able to report that they heard participants repeatedly describe similar lived experiences even as the researchers vary their interview techniques.

Next, the researcher guides the reader through the analysis process, allowing the reader to participate and judge the veracity of the analysis decisions for her/himself. By doing so, the reader will clearly comprehend how the researcher reached her/his conclusions. This process must include an open discussion about outliers and extreme or negative cases, and must examine rival explanations for findings (Miles & Huberman, 1994; Patton, 2002). Through this process, the reader becomes confident that, while qualitative results are not generalizable in the traditional sense, they may be transferable that is useful in other cases, contexts, or settings (Miles & Huberman, 1994; Patton, 2002).

Finally, in any research study, biases may exist. When looking at the same scene or object, different people will see different things. What people “see” is highly dependent on their interests, biases, and backgrounds (Patton, 2002). In this study the research team was composed of white women and the majority of the women interviewed were African-American. Racial differences might have caused a response bias, in that some women may have been cautious in their answers. The occurrence of saturation in responses across many settings and numerous interviews helps to eliminate concerns about systematic bias in the interview method or items.

Data Analysis

The data analysis began with each case being organized around the woman as the unit of analysis. Her entire transcript from each interview, along with any demographic information collected or noted, was set up as a single file. Thus the data set was comprised of 12 files. The barriers to employment for these women, as previously documented, became the “themes” around which I organized my initial search of the files for evidence on barriers to educational attainment. I also scanned the files for other themes that emerged from the women themselves regarding barriers to educational attainment. Finally, I looked for differences that the women verbalized or offered between barriers to educational attainment and barriers to self-sufficiency thorough labor force participation. I condensed and displayed the data in thematic data matrices so as to maximize the likelihood that I would capture both data trends and contradictions or “outliners” within and across that data. I report on findings from within the 12 cases and where appropriate, report findings across the cases.

RESULTS

St. Mary Parish Demographics

St. Mary Parish is located between Lafayette and New Orleans, linking the Atchafalya River and the Gulf of Mexico with a population of approximately 53,500 based on 2000 data (see Table 2). The parish is rich in agriculture, seafood and industry centered on shipbuilding and pipe fabrication. It is the highest producing sugarcane parish in the state of Louisiana. Roughly 35% of the parish is rural, with 442,000 acres, in which is contained 660 miles of inland waterways. There is no public transportation for the citizens of St. Mary Parish.

According to 2000 population data, (U.S. Census Bureau, 2000) racial margins were 63% white and 32% black. Educational attainment data indicate that 38% of the population 25 years or older had a high school diploma or equivalency and about 10% of this same group held a two year or four year post-secondary degree. There are two adult learning facilities located in St. Mary Parish, one in Morgan City and one in Franklin.

Nearly one-quarter of individuals and one-fifth of families in this parish live in poverty. The median yearly income for the average household in the parish was \$28,072, almost \$5,000 lower than the median household income of \$33,036, in the state of Louisiana. The poverty rate in the state of Louisiana is about 19%, the second highest in the nation, and 50% above the national average. St. Mary Parish, then is fairly typical of the state in terms of poverty.

Description of Participants

The participants in this study included 11 African-American women and 1 Caucasian woman. Their ages ranged from 18 to 46 and all relied on some combination of public assistance. Their dependency on public assistance began at the time of their pregnancy or divorce and had continued through the duration of this study. All of the women had

Table 2: St. Mary Parish Demographics

	Population	
1990	58,086	
2000	53,500	
Race		
White	33,591	62.8%
African American	17,009	31.8%
Other	2,900	5.4%
Marital Status (population 15+ years old)		
Never married	10,738	26.5%
Now married, except separated	21,241	52.4%
Separated	1,161	2.9%
Widowed	3,294	8.1%
Divorced	4,075	10.1%
Educational Attainment (population 25+ years old)		
Less than a 9 th grade	4,629	14.0%
9 th to 12 th grade, no diploma	6,666	20.1%
High school graduate (includes GED)	12,694	38.3%
Some college, no degree	5,221	15.7%
Associate degree	826	2.5%
Bachelor's degree	2,286	6.9%
Graduate or professional degree	836	2.5%

children living with them in Wave 1, and many had at least one other family member living with them. Two of the women had older children who did not need childcare. Childcare was a problem for the other 10 women in the study. All of them relied on family or friends to help with childcare. There was one high school graduate among these women and two more who had received their GED. The work history of the women ranged from little or no work experience to several years experience as a nursing assistant or work in the Native American-owned casino in the parish.

Case Summaries and Construction of Data Matrices

The first task of data analysis was to summarize each case based on the transcripts, giving particular attention to the barriers to education and employment. The narrative case summaries are presented in Appendix A; a summary matrix of the cases is presented below as Table 3. Items in bold print demonstrate changes that have occurred between waves.

Table 3: Summary of Waves 1, 2, 3

Wave 1

Case Numbers	Marital Status	Number of Children	Support network	Education	Training	Cognitive Limitations	Working Background	Transportation Source
3	Never	1	Cousin Boy-friend	11th	None	Yes	None	Friends
9	Divorced	3	Grand-mother	9th	None	Yes	None	Friends
13	Never	1	Family	11th	None	No	Car Hop	Friends
31	Divorced	6	Mother	7th	None	Yes	None	Friends
43	Separated	2	Family	12th	None	No	None	Friends
48	Never	1	Grand-mother	10th	None	Yes	None	Not Noted
55	Never	4	Parents	8th	Computer Training	Yes	Nurse Asst.	Relative
57	Divorced	2	None	12th	None	Yes	None	Friends
63	Never	4	None	GED	None	Yes	Not Working	Not Noted
70	Never	4	None	12th	None	No	None	Friends
76	Never	2	Grand-mother	9th	None	No	None	Friends
79	Never	2	Grand-mother	GED	Child Care	No	None	Friends

Table 3 continues next page

Table 3 continued

Wave 2

Case Numbers	Marital Status	Number of Children	Support network	Education	Training	Cognitive Limitations	Working Background	Transportation Source
3	Never	1	Cousin Boy-friend	11th	Quit Adult Ed.	Yes	Fast Food	Friends
9	Divorced	3	Grand-mother	9th	None	Yes	None	Friends
13	Never	1	Family	GED	CNA	No	Not Working	Friends
31	Divorced	6	Mother	7th	None	Yes	None	Friends
43	Separated	2	Family	12th	Peeling Craw-fish	Yes	None	Friends
48	Never	1	None	10th	None	Yes	Retail chain	Friends
55	Never	4	Mother	GED	Computer Training	Yes	No Job	Relative
57	Divorced	2	None	12th	None	Yes	None	Friends
63	Never	4	None	GED	None	Yes	Not Working	Not Noted
70	Never	4	None	12th	Car-pentry School	Yes	Not Working	Friends
76	Never	2	Grand-mother	9th	None	No	0	Friends
79	Never	2	Grand-mother	GED	Child Care	No	Fast Food	Friends

Items in bold print show changes that have occurred between waves

Table 3 continues next page

Table 3 continued

Wave 3

Case Numbers	Marital Status	Number of Children	Support Network	Education	Training	Cognitive Limitations	Working Background	Transportation Source
3	Never	1	Cousin Boy-friend	11th	Not Working	Yes	Fast Food	Friends
9	Divorced	3	Grandmother	9th	None	Yes	None	Friends
13	Never	1	Family	GED	None	No	Not Working	Friends
31	Divorced	6	None	7th	Quit Adult Ed.	Yes	None	Friends
43	Separated	2	Family	12th	None	No	Casino	Friends
48	Never	1	None	10th	None	Yes	Casino	Friends
55	Never	4	Boy-friend	GED	Computer Training	Yes	Oyster Plant	Relative
57	Divorced	2	None	12th	None	Yes	None	Friends
63	Never	4	None	GED	None	Yes	Not Working	Not Noted
70	Never	4	None	12th	Carpentry School	No	Hurt on job	Friends
76	Never	2	Grandmother	9th	None	No	None	Friends
79	Never	3	Grandmother	GED	Child Care	No	Casino	Friends

Items in bold print show changes that have occurred between waves

The next data matrix for each case was organized around the barriers to education. By displaying the barriers along the left side of each matrix, I could then cross these factors with the barriers to employment. Further, in each matrix I entered data that reveal the woman's assessment of these factors as barriers to employment; data that reveal my assessment of these factors as barriers to employment; data that reveal the woman's assessment of these factors as barriers to education; and data that reveal my assessment of these factors as barriers to education. These matrices (Appendix B) are the foundation for the narrative discussion of findings that follows.

Barriers to Education

Age Basic education should become accessible for women of every age, but for many of these women childbearing and childrearing interfered with their attempts to gain basic compulsory education. All of the women in this study group were reliant on public assistance when the study began, and only one had a good job and was moving toward self-sufficiency when this study ended. In this group of women at the beginning of the study, three women were in their late teens, two were in their 20s, six were in their late 30s, and one woman was in her 40s. Most of the women shared the view of one woman who said, "Get your education and in the long run you know you can get you a job." The women also stated that learning at school was more difficult as an adult. While the ages of these women were greatly varied from the youngest to the oldest, most understood the importance of having an education and most expected that they would finish their GED or get additional training as they got older. However, only two women completed their GEDs over the course of the study.

Marital Status/Support Network One of the most difficult challenges faced by these 12 women was lack of support from partners, family, or friends. The majority of the women had

never married and had children from more than one man. In addition, the majority of the women with extremely low skills gave birth to their first child in their teenage years and cared for two or more children by their late twenties. For these women who lack a partner and a support network to share stressful life events, the possibilities of completing an education are reduced. The responsibilities that go with being a single parent, the detrimental physiological effects that come from abusive relationships and non-supporting family members, not having the financial support and family security a spouse could provide, and having no general support network to call upon in a crisis or even for day-to-day problems like adequate, affordable childcare, are all factors that interfere with seeking and completing one's education. As one woman said, "It's hard. It's hard trying to raise children by yourself."

Children and Childcare Although each of these mothers expressed deep commitment to their children, young children can be a barrier to education for a single mother. The women in this study had one to six children living with them over the course of this study. One mother trying to pursue her education stated, "I don't have nobody to keep my baby." Time after time throughout the study, women were concerned about childcare for their children. Some of the women enrolled in a class during the day and worked at night when a family member could care for their children. One mother delayed her educational training classes until her children were older, stating, "I didn't have nobody to stay home with my children. I wasn't going to leave them with anybody else."

Educational Background There is little doubt that most women in this study have trouble with educational attainment. Most of them dropped out of school to meet the demands of everyday living and the responsibility of caring for young children. When asked specifically about education, one of the women said, "It's hard getting up, learning. It's hard and very

disgusting cuz you don't want to do this, but it benefits." The oldest of the women recognized the importance of education. When asked what she would advise young people today, she stated, "Get your education, and you know in the long run you can get you a job." Changes in technology favor more skilled workers. Some of the women recognized the need for and benefits of having computer skills, even though they did not seek training in that area.

One of the two women who finished high school had a positive attitude about education and completing her carpentry class. She realized that the training gave her an opportunity to become self-sufficient and she was hopeful about her future. The other woman who finished high school had the most extensive work history of the 12 women. She had worked in several areas and had maintained some of her jobs for many years.

Cognitive Limitations The combination of cognitive limitations and inadequate education act as a single barrier to attaining educational advancement for these women. How does a woman improve her cognitive skills without an education and how does she attain a higher degree of education with cognitive limitations? In this study, a commonality among the women was having no positive role model to emphasize the importance of education, and/or having no one in the household that had attained an education level sufficient to support the family financially. A survival mentality developed that was in itself, limiting. Most of these women got by on welfare without seeking additional education or job training until it became mandatory. Recognizing that welfare is no longer a permanent option, one mother said, "A lot of people starving, I know that. That's the way the system is. It won't make anything better to cut it off. If they cut it off automatically, after two years. They're no jobs." When these women did find work, the pay was at the minimum wage and the hours were usually part-time or very limited

hours and changing from week to week. Most women did not stay in their jobs long enough to move up.

Cognitive limitations are a barrier to attaining additional training and/or jobs because the individual's limitations become visible in filling out any application. Further, many job applications also include a personal interview where these limitations become very apparent. For example, one can see the problem that these women would have in an interview by one woman's response to a question on giving advice to other women. She said, "Well like I tell them all, if you don't have no child, you by yourself, it's best you stay by yourself, cause now, the way things are going, you're getting out there getting a baby just to get put on welfare, it don't cost for it." A potential employer is unlikely to be receptive to such poor communication skills.

Cognitive limitations and not finishing high school or not receiving an adequate education not only affect the individual women in this study, but also their children. This fact is exemplified by one particular case in this study. The mother of the family had a seventh grade education. At the end of the study, her two teenage boys, ages 16 and 17, had both dropped out of school and were staying at home. When asked what the boys did with themselves everyday, she said, "Uh, lay around the house. That's about it. They're not old enough to work. And with their grade levels, it would be hard for them to find a job." In testing by a mental health facility, the mother reported that it was determined that one of the boys had an educational level between the first and third grades. The mother was not aware of the educational level of her son until the testing was done. She did not possess the cognitive skills to help her children in school and her children had grown up with little emphasis being put on the value of an education. This particular mother also had a 20 year-old daughter living with her, apparently repeating her mother's pattern.

Transportation Among the many obstacles to education for these women, a lack of dependable transportation discourages them from being able to complete an educational program. This is very apparent in rural St. Mary Parish where these women lived. When transportation was not available they walked to work or did not go to work. With vocational training an hour or more away, it was impossible for these women to attend classes without depending on someone else for transportation. A lack of transportation also played an important part in finding adequate childcare. Without a way to transport their children to childcare, childcare had to take place in their own homes.

Work History and Mismatched Hours It is clear that these mothers carry the burden of meeting the financial needs of their families. Grandparents were a support resource for several of the women in this study but were not a continuous support for childcare, which affected the ability of the women to work in jobs with hours mismatched to their childcare needs and education or training schedules. Male partners were absent or unsupportive, providing little or no financial help or childcare for their children.

Having non-traditional work hours in jobs that usually paid minimum wage and were mostly part-time, caused hardships with childcare, transportation and education. Further, education is more structured with mostly traditional work hours, and class attendance affects the completion of the courses. Mismatched work hours often conflict with the way educational institutions are structured in making programs available. Working childcare around the usually rigid class structure of education courses, and mismatched job hours, created a difficulty most of these women could not overcome.

Similarity of Education Barriers to Employment Barriers

The work history of most of these women follows the path of their basic education

experience. They did not stick to a learning process that allowed them to get their high school diplomas or GEDs and they did not stick with a job long enough to have job security or to advance. All of the jobs attained by these women were at minimum wage and the majority of the jobs throughout their work history were part-time. None of the jobs offered benefits such as medical insurance or a retirement plan. The two women who had their high school diplomas were able to find better jobs than the other women. Although one of the women had a job history in a single job of several years duration, it was also a part-time position at basic pay. Most of the women had a work history of holding zero to four jobs. Seasonal and agricultural jobs, such as shucking oysters and working in the sugar cane fields, and service industry work, such as in fast food restaurants, childcare, waitressing, nursing assistance, and sewing, were the workplaces in which these women found employment.

Basic education is more than an end in itself; it is a foundation for life-long learning and human development. The education level of an individual adds value to the employability of the individual and indirectly identifies the individual in society as having a certain worth.

A lack of transportation was a major limiting factor in the work history of these women.

When asked what she needed to help her get a job, one woman replied, “Some transportation to help me get around. That’s probably the main thing, no transportation. The hardest part in getting is the transportation, and then when you get the job you don’t have no transportation.”

Health problems and the inability to find the means to solve them was also a limiting factor in work history. One woman stated, “The only problem is my hands and I can’t get to the doctor to get them checked. I have problems with my hands and my legs, my foot, I can’t walk across.” Being healthy enough to be a dependable employee is imperative in maintaining a job.

Support Network

Women in this study genuinely faced family commitments, financial issues, and the problems associated with living in rural, and sometimes isolated, areas. There was little recognition of the value of education by family and friends. More traditional roles are prevalent among the women in the study such as having babies and staying home and the support network offered less encouragement for studying and staying in school.

Cultural and social factors such as early marriages, pregnancy, and household responsibilities affect the likelihood that girls will remain in school. This carries over from one generation to another. It should be noted that one of the women in the study was taking care of her grown daughter and her daughter's child, further limiting her own ability to further her education or job skills.

Competing Responsibilities

The roles and responsibilities of single women heading a household can prevent their enrollment in school or severely limit their class attendance. All of the women in this study started educational or job training programs but few completed them. It is not only the time and transportation problems that these women deal with on a daily basis, but also the responsibilities of everyday life without a competent support network. Domestic chores, physical ailments and ill health affecting both the woman and her children, the responsibilities to her children and her community in the participation of school and church attendance and activities, the financial and physical demands of repairing and maintaining the home structure, and the emotional and financial burdens imposed by the non-supporting fathers of her children are a few of the demands made on her time beyond keeping up an inflexible class schedule and a varying work schedule. When asked about why she was not receiving child

support, one mother replied, “He was paying child support at one time, and he stopped. I guess he stopped working, and I stopped receiving. I didn’t never push the issue. ‘Cause if he have back time, its still gonna go over to the state anyway until he get caught up.”

Single mothers are solely responsible for the safety and well being of their children and not having adequate childcare for them impedes attaining further education, training, and maintaining employment. As one mother put it, “To be honest, I didn’t really have a plan; I wanted to go back to school and never got there.” A lack of confidence and self-esteem is in itself a major barrier. These women lack positive female role models to emulate and from whom to receive encouragement.

Summary of Results

The 12 women in the research study reviewed above suggest that state programs to move welfare people into educational training face many obstacles. First, welfare recipients have a hard time getting to and staying with educational and job training classes. Second, after training the women have a hard time getting and keeping a job. Third, their wages grow slowly, if at all, even over a long period of time.

Of the 12 women in the study, eight had never married, three were divorced and one woman was separated. The marital status for all the women stayed the same throughout the study. The number of children stayed the same for all but one woman, who had one additional child. Three of the women had no familial support system. Only one of the women had the support of several family members. The remaining eight women mainly relied on the support of a single-family member, usually a mother or grandmother. Over the duration of the study, two of the women lost their familial support, and two of the women added the support of a boyfriend, which lived with them. There was only one woman in this study that had older

children that did not require outside childcare, but became a support system herself, for her oldest daughter and grandchild who moved in with her.

At the start of the study, three of the women had high school diplomas and four had her GED. One woman dropped out of school in the 7th grade, two in the 9th grade, one in the 10th grade, and one in the 11th grade. Of the women who did not have their GED none were enrolled in adult education classes to obtain their GED at the end of the study.

At the beginning of the study, two of the women had training in childcare and one had training as a Certified Nursing Assistant (CNA). During the study, one of the women who also attained her GED completed CNA training. Another who had her high school diploma, completed training in the Job Corps program, CNA training, and specialty Casino job training. Casino job training was also completed by one women and another finished carpentry training. Two women started adult education classes and dropped out. Once the women were employed their work hours were irregular and part-time. There were no benefits and they made minimum wage. At the beginning of the study, none of the women had a job. Only five of them had past work experience and five did not work at all during the study. At the end of the study, four were working and one had been hurt on her job and was unable to work.

Only one of the women owned a car and had independent transportation at anytime during the study; she wrecked and did not repair this car. All of the other women had to depend on family members, friends or neighbors for transportation to classes and work. A lack of reliable transportation was a constant limiting factor in preventing self-sufficiency. Partly due to this factor, all of the women used a family member, friend, or boyfriend to supply childcare while they were in classes or worked.

In addition to the activities outlined above, work first generally offers supports services to participant but with limitations as discussed above. Without childcare and transportation many parents will not be able to participate in the educational or job-training programs offered to them.

DISCUSSION AND CONCLUSION

There are many barriers for women in general to complete an education. However, women on welfare have compounded issues and problems. The Welfare to Work Program is designed to help women get a job even if it is low wage and the woman has to start at the very bottom of the work force and work herself upwards. Few current welfare programs have support systems for women with families who have to balance work responsibilities with home responsibilities and successfully accomplish educational independence and self-sufficiency. There are many flaws in what the current welfare programs offers to single women with families.

This study demonstrates that there are multiple barriers associated with diminished employment and low education among welfare recipients. More than half of welfare recipients in this study are high school dropouts and few have mastered skill training that would provide them with the ability to become self sufficient. In addition to the lack of basic skills, some of the women may not be “work ready”; that is, they do not have the skills that are appropriate in a job setting. These women may not have knowledge of workplace norms and/or behaviors. These women lost jobs because they failed to understand the importance of punctuality, the seriousness of absenteeism, and resented or misunderstood lines of authority and responsibility in the workplace. It is important to take into account all the demands, including course time as well as time necessary for activities such as homework, and commuting to the training facility. The study also indicates that the courses offered to the women had to be taken on a full-time basis and at specified times. If these types of courses are not offered in an alternative manner, this may indeed cause difficulty for working adults who

need to work at least part-time to provide for their families and themselves. It is imperative to have reliable transportation to and from the education training and the work place.

In order to help these women, and others on welfare obtain an education and self-sufficiency, there must be reform in the welfare program. The goal of TANF programs is to move families from poverty into self-sufficiency by ensuring that all families have adequate resources to meet their basic needs for food, clothing, shelter, and healthcare. This goal could be accomplished by supporting caregivers, promoting education and training for jobs that pay a self-supporting wage and protecting access to public support. The State of Louisiana should ensure equitable treatment of all needy families and should not discriminate among families based on marital status, race, gender, disability, recipient status, and language barriers, ethnicity, national origin, or sexual orientation. The state should invest in individual education, maintain work and education training facilities central in the communities in which people live, and encourage individuals to stay employed. Investing in the overall well being of the individual and the entire family, would promote positive learning for generations to come. Therefore, the benefits to our society and economy would outweigh the initial investment cost for each family.

SUMMARY

This study looked at 12 rural women and how the barriers to educational attainment for the women exiting the Work First program restricted change in their lives. The Work First program's goal was to help them attain self-sufficiency through increased education and skills training, resulting in gainful employment within defined time periods. Although the program offered opportunities and continued financial support during the period for attaining the goals, this study revealed that the majority of these women did not reach the goal intended by the program.

The areas of greatest concern were transportation and childcare, both of which were effected by the scheduling of education and job training classes. Studies show that early childhood development and environment have an impact on future learning and cognitive skills. In this study, besides not maintaining a job long enough to move up, the women who were working earned low wages, not because high-paying jobs were not available, but because of their skill levels. The present program offers little flexibility in time scheduling for education and skill training. While the results of this study indicate that the problems of these women are more complex than those manifested in time factors alone, flexible scheduling of these programs could aid in the resolution of the transportation and childcare issues. Flexibility in scheduling may also enhance reasons for learning and decrease this barrier.

Making changes that directly address the lack of reliable transportation to and from centers for education and training, and to and from work, and the continued need for affordable childcare during those periods, could greatly improve the success of the program.

While all the issues addressed in this study need improvement, no single mother can achieve self-sufficiency without reliable and adequate transportation and childcare.

The Work First program is concerned with attaining concrete goals measured in hard numbers. Although many provisions of the law are yet to be interpreted, policymakers and administrators can better understand how their program will work within the context of the federal legislation. By gaining knowledge of the strengths and weaknesses of the program through studies, such as this one, the program can be adjusted and improved to address those areas most in need.

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APPENDIX A
NARRATIVE CASE STUDY

NARRATIVE SUMMARY: CASE 3

This participant in this case was a 20 year old, African-American, single mother of a one-year old who was living with the aunt that reared her. She dropped out of high school one month before graduation and had not received her GED. She had dropped out of the Adult Education Program to go to work at a fast food restaurant on a part-time basis.

This individual was abandoned by her baby's father and he had not seen his child, nor was he giving any financial support. At the time of Wave I interview, her financial support was in the form of government assistance programs. She did not have a driver's license or a car and relied on family members for childcare and transportation. She wanted to go into the Army as a means to better her life and also had an interest in returning to modeling, which she had training in from a school in New Orleans.

By the Wave 2 interview, this individual was still working part-time at a fast food restaurant. Her living, childcare and transportation situations had not changed, but she had a boyfriend who helped with the childcare and transportation. She was receiving court-ordered child support, and was still on government assistance.

By the Wave 3 interview, this individual had gained approximately 50 pounds and moved into a nice apartment with a childhood friend and her three small children. She had a liquor license and poker machine training and had held a short-term job at a truck stop casino. She was presently employed at a different fast food restaurant. Still without her GED, she wanted to get a job at another truck stop.

Monthly child support payments had increased. Her child was having regular visits with her father and had just finished the Head Start program.

Barriers to Education

This individual had one child and completed the eleventh grade. She had the opportunity to further her education through the welfare program; however, she dropped out of the adult education program and received no additional training or education. The lack of transportation, no marital support, cognitive limitations, and no positive support network contributed to her lack of desire to further her education. When asked about education, her reply was, "I don't know. When I quit school, I thought, I could have had my diploma. I didn't have nobody to keep my baby, and you can't trust everybody with your children. I was thinking about it hard: I wanted to go back to school. You can't go nowhere without no education." (Wave 1, pg 1)

Barriers to Work

The main barriers to obtaining and maintaining full-time employment for this individual were lack of a better education and additional job training, cognitive limitations and dependency on others for transportation. Having these barriers has left this person working inconsistent hours for minimum wage.

Comparing Education and Work Barriers

The barriers for education and work were the same in this individual's life. Without further education or training, she was limited in the type of work she could do. Her lack of reliable transportation affected both additional training and limited her job opportunities.

Summary

Numerous negative events in this individual's life left her work life and educational life stagnate. Her lack of a basic education, cognitive limitations, lack of transportation, and lack of

a support network created barriers she had no desire to overcome. Without strong motivation to improve her circumstances, it is not likely that she will ever become self-sufficient.

NARRATIVE SUMMARY: CASE 9

The participant in this case was a divorced, 34 year old, Caucasian, mother of three children, ages 18, 11, and 9, all by different fathers. She had a 9th grade education and had married at age 16. She did not work throughout the 12 years of her marriage to an abusive husband, and did not know about the assistance programs available to her until after her divorce.

Since her divorce, this individual had worked as a waitress, cashier, and an assistance manager, though she did not say what the assistance manager's position was in. She received some computer training and used that experience in a job at a car dealership. Although she received no financial assistance from any of the fathers of the children, her longest period of time on AFDC was six months. She had been on food stamps for the last 12 years but was proud of the fact that she worked and had not stayed on welfare for very long. She was generally optimistic and looked forward to additional training and a better job. At the Wave I interview, she was not working due to injuries sustained in a car accident and was awaiting back surgery. She was receiving financial assistance from the attorney that was representing her in a lawsuit precipitated by the car accident.

There were no Wave 2 or Wave 3 interviews.

Barriers to Education

The barriers to education for this individual began at the age of sixteen when she became pregnant and married. She remained married for twelve years to an abusive husband. When asked about it, she replied, "I got beat on a lot; I got accused of things I never did, I couldn't live like that." (Wave 1, pg 1) She had two more children from two different men and was receiving no child support from either man. She finished the ninth grade and did not seek further education or training until it became necessary to do so to remain on welfare. At the time of the

Wave 1 interview, she was 34, working on her GED, and going to computer school through the job training program.

Barriers to Work

There were many barriers to obtaining and holding a full-time position for this individual. A limited education, no transportation, cognitive limitations, health problems, low self-esteem, and no positive support network all contributed negatively to her finding and keeping full-time employment. When asked about what plans she had with finding a job, she replied, "...I was so upset I just wanted to get out of the marriage. I wasn't thinking about working or making money at the time." (Wave 1, pg 1)

Comparing Education and Work Barriers

The barriers to education were the same as the work barriers for this individual. The social environment which permeated her personal relationships caused her to have low self-esteem which further hindered both additional education and work advancement. The added problems of unreliable transportation, cognitive limitations, inadequate childcare, and competing family responsibilities, hindered advancement in both additional education and maintaining a job.

Summary

The lack of transportation in a rural area, no marital support, low self-esteem, no personal support network, competing responsibilities within her family, and health problems, served as road blocks to making any positive changes in this individual's educational level or ability to attain and maintain full-time employment. She had been receiving public assistance since her divorce twelve years earlier, and depended on that assistance, making her future appear to be no better than her past.

NARRATIVE SUMMARY: CASE 13

This participant in this case was an 18 year old, African –American single, mother of one child who dropped out of high school in the 11th grade, shortly after giving birth to her son. She continued to live with her parents. Although she had her driver’s license, she did not have a car and relied on her family for transportation. Other than a brief job as a carhop, she helped with her mother’s in-home daycare business. She began receiving government assistance when her child was born, but only received \$138 in monthly welfare payments and a Medicaid Card. Her financial and living circumstances did not change between Waves 1 and 2, but her education and job training did. She finished a GED and began training to become a Certified Nursing Assistant. She was also able to put her son in a full-time preschool through a government assistance program. Her goal was to get a good job in a hospital or clinic, move out on her own, and become financially independent.

There was no Wave 3 evaluation. This individual had talked of moving out of state once her CNA training was finished. This may have been the reason she was unavailable for Wave 3 review.

Barriers to Education

This individual had a child when she was fifteen years old and dropped out of school in the eleventh grade. She completed her GED at the age of eighteen and received training as a Certified Nursing Assistance through the job training program. Although she had her driver’s license, she did not have a car and relied on her family for transportation. Having limited transportation and living in a rural area hindered her ability to receive additional education and training.

Barriers to Work

The main barriers to obtaining and retaining full-time employment for this individual were the lack of additional education, no reliable transportation, cognitive limitations, and no viable support system. When asked about the changes in the welfare system, she said, “Welfare doesn’t need to be cut off. For so many women not doing nothing, not trying to help themselves, they should cut off from them. But the ones that really need it, I don’t understand that.” (Wave 1, pg 2).

Comparing Education and Work Barriers

Although this individual completed her GED, she lacked the motivation to go beyond that education level. She did not receive additional training until it was required to maintain welfare payments. Once trained, she lacked the motivation to find and keep a full-time job.

Summary

This individual’s transportation work barrier directly hindered the attaining of additional education and job training. Other individuals in like circumstances provided this individual with a level of comfort with her own circumstances, which led to a lack of motivation to achieve self-sufficiency.

NARRATIVE SUMMARY: CASE 31

This participant was a divorced African-American mother of six, with a seventh grade education, receiving no child support for any child, and relying on government assistance programs for her income. In Wave 1, at age 42, she had three grown children living away from home and three children, ages 18, 14, and 12, living with her. In all of her life, she had only one brief job working as a laborer for the City of Baldwin and left because it was too hot to work outside. In Wave 2, at age 44, she had one grown daughter, age 19, and her baby, and her two younger children, ages 15 and 16, living with her. Her daughter, also unemployed, and her baby, was also receiving government assistance. She had entered the Project Independence program and worked briefly at a hospital. Because she left the program, her Medicare Card was taken away. In Wave 3, the only changes in her situation were that both her sons, ages 17 and 16, had quit school, had no jobs, and were both on SSI. The house trailer she had owned for 12 years was having electrical wiring problems and needed other repairs.

The individual had never owned a car and did not drive. As was the case in Wave 1, she relied on her oldest son and his wife for transportation. Her eyesight and health had deteriorated slightly since Wave 1 and her mother, a source of support for her, died between Wave 1 and Wave 2. In general, her circumstances had changed very little and she had made no effort to improve her situation through education, job training, or employment.

Barriers to Education

This individual's barriers began at the age of 14 when she dropped out of school in the seventh grade due to pregnancy. At the time this study began, she was age 42 and had six children and three grandchildren living with her. She had not completed her GED or the Project Independence training program. She lacked transportation and relied on others to take her to

classes. When asked about continuing her education, she replied “I ain’t going to get no education so I ain’t going to get no job.” (Wave 2, pg 7) Her lack of education contributed greatly to her cognitive limitations.

Barriers to Work

The main barriers to holding a full-time job were the lack of a sufficient education, cognitive limitation skills, unreliable transportation, health problems and no work skills training. She never held a job, and lived off of welfare benefits and other government assistance programs. When asked about what problems she was having in finding a job, she said, “Not enough education for the jobs they’re hiring.” (Wave 2, pg 11)

Comparing Education and Work Barriers

This person’s work barriers were directly related to her education barriers. Without her GED and not completing any job skill training classes, she was not qualified to hold jobs above the simplest level. Without reliable transportation, attending education or job training classes was difficult. Her cognitive limitation would be apparent in the screening process for job placement or education advancement. When asked about what advice she could give others, she said, “I know it’s rough. Try to get an education to help support self and children.” (Wave 1 pg 1)

Summary

This individual’s cognitive limitations would make self-sufficiency extremely difficult. No transportation, cognitive limitations, health problems, no skills, no education, and competing family responsibilities, resulted in multiple barriers, which resulted in her long stay on welfare and not becoming self-sufficient. This person had become dependent on government assistance programs and was not motivated to obtain additional education or work training.

NARRATIVE SUMMARY: CASE 43

The participant in this case was a 31 year old, African-American, separated mother of 2 children, age 6 and 3, with a high school education. She was married at 23 to her high school sweetheart but had separated from him 3 years earlier. He was in the military and she was working full-time. Their schedules did not match up, which led to other problems and a rift in the marriage. At the time of the Wave 1 interview, she had no driver's license, no car, was fighting in court for child support, and depended on her family for transportation and childcare help. She began receiving government assistance shortly after her separation and was in the Project Independence program, volunteering at a daycare and looking for a job. Her past employment had included working in daycare, as a security guard, and as a Certified Nursing Assistant, but her license had expired.

At the time of this individual's Wave 2 interview, her circumstances were the same. She had left the daycare and had been earning minimum wage working part-time in a crawfish processing plant until a few days before the interview. Believing that she was going back to the daycare as a paid employee, she left the plant job only to find that the job was still considered unpaid. She was hoping to get on at the nearby casino.

Two years later, at her Wave 3 interview, she was still fighting for child support that was low and sporadic in payment, but she had been employed by the casino for a year. Her hours had recently been drastically cut and she was planning to reapply for food stamps. Her living, transportation, and childcare conditions were the same, but she had a sizable savings account in the bank and felt positive about her ability to get more work hours and very positive about her future.

Barriers to Education

This individual has two children and completed high school. She completed job training as a nursing assistance and a childcare giver. She had limited transportation, no positive support network, no desire for self-improvement, and the demands of having young children; she had not received any additional training. When asked about her advice for others in a similar situation, she said, “If you’re on welfare, stick with the program until you accomplish something.” (Wave 1, pg1)

Barriers to Work

The main barriers to obtaining and maintaining full-time employment for this individual were the lack of education, cognitive limitations, no consistent transportation, and no desire for self-improvement. Having these barriers have resulted in her working various service jobs with varied hours. When asked about working, she said, “Everybody on welfare have not born with silver or gold spoon up in they mouth.” (Wave 1, pg 2)

Comparing Education and Work Barriers

The barriers for education and work for this individual were the same: no positive role model, cognitive limitations, limited transportation, no plans for additional education or job training, and no desire to improve herself.

Summary

In addition to her education and work barriers, this individual had several personal obstacles to overcome. She had a positive outlook for her future, but a lackadaisical outlook on life in general. She had no positive encouragement from family or friends to improve her education, work skills, or quality of life. She will most likely remain limited in the type of work she will be able to obtain, and have little chance of advancement beyond minimum wage.

NARRATIVE SUMMARY: CASE 48

The participant in this case was a 33 year old, African-American, single mother of one 12-year old boy, who had received government assistance since his birth. At the time of the Wave 1 interview, she had not received her GED, had no special training or transportation, was not receiving court ordered child support, and was not working. Her living arrangements were vague but indicated that she was living alone with her son. She was looking for a job.

At the time of the Wave 2 interview, she had been working part-time at in retail for a year, she also had a boyfriend who helped some with expenses but did not live with her, and had some support from her family and friends, mainly in transportation. She either lived behind or with her parents and her support group included nine sisters. She was not receiving welfare but was receiving food stamps, and her son had a Medicaid card. She was proud to be working and making more than what welfare paid.

At the time of the Wave 3 interview, she had been working at a casino for almost a year and a half and enjoyed her work. She was bringing home \$380-400 every two weeks and working about 23 hours per week. She had moved to another house that was close enough for her to possibly walk to work, as her transportation situation had not changed. She was on daily medication for high blood pressure and did not have a Medicaid card. Her son also did not have a Medicaid card but was eligible to apply for one. She was still not receiving child support and was looking for a supplemental part-time job. She felt she was better off since getting off welfare. Her family remained a source of support for her.

Barriers to Education

The barriers to education began when this 37-year old woman completed only the tenth grade. Even though she did not have her first child until she was 22, she did not complete a

GED, nor any additional educational training classes to prepare her to become self-sufficient. She looked to the welfare system for help and complained during one interview, “Coming to school right now, I need help. \$123.00 a month is not enough.” (Wave 1, pg 1) The competing responsibilities of paying bills, health problems, and limited transportation created a problem for her becoming independent.

Barriers to Work

The main barriers to obtaining and holding a full-time job were the lack of a sufficient education, limited cognitive skills, lack of transportation, and having no positive support network. She held a service job at the local casino, working part-time on rotating shifts. When asked if transportation was ever a problem in getting to work, she replied, “No...well maybe, I might be late, an hour or an hour and a half late but...I make it.” (Wave 3, pg 3) When asked if the irregular hours were difficult, she replied, “It’s hard for me to get backwards and forwards.” (Wave 3, pg 3)

Comparing Education and Work Barriers

This individual’s work and education are in direct correlation to her education. Without a GED and not completing any additional job training courses, she was not qualified to hold jobs above the simplest level. When asked about her advice to others she stated, “Well I like -- I tell them all, if you don’t have no child, you by yourself, it’s best you stay by yourself, cause now, the way things going, you’re getting out there getting a baby just to get out on welfare, it don’t cost for it. Not at all. It’s hard; it’s getting rougher and rougher.” (Wave 1, pg 2) She also had limited cognitive skills, which were apparent in the verbal responses that she gave. When asked about the new welfare rules, she said, “Before cutting us off, if they help us find jobs, get us working, that be better for us.” (Wave 1, pg 2)

Summary

This individual's cognitive limitations would be evident in any employment or education application and would prevent her from attaining a full-time employment that would allow her to become self-sufficient. She had no stable transportation, no family support, and no regular work hours, all of which are needed for her to improve her education and skill levels. These factors, along with health concerns and lack of understanding that she must search for her own job, limited her in every capacity.

NARRATIVE SUMMARY: CASE 55

The participant in this case was a 39 year old, African-American, single mother of 4 children, ages 19, 18, 14, and 9, who lived with her parents and one grandchild and had just taken her GED final. She had been on government assistance for very many years and had worked bartending, babysitting, planting cane and as a Nurse's aid in the past, but transportation was a problem. She was then working in the Find Work program and looking forward to becoming more independent with job training.

At the time of the Wave 2 interview, this individual had left the Find Work program and was unemployed. She lost her Welfare benefits but was receiving food stamps and had Medicaid cards. Another grandchild had been added to the household. Her transportation situation had not changed and she was still not receiving child support from either father. She did have a non-live-in boyfriend that helped with expenses.

At the same time of the Wave 3 interview, this individual had moved into Section 8 housing with her boyfriend and had her two youngest children, ages 18 and 13 living with them. Her oldest daughter and her two youngest were living on their own and her oldest son was in the Job Corps. Her 18-year old had just graduated from high school and wanted to enroll in a university to become a lawyer.

This individual was still receiving food stamps and the two children had Medicaid cards. She was working 18-26 hours a week at an oyster processing plant, her boyfriend was employed full-time, and she was helping her parents out financially. Transportation was still a problem, but she was happy and very optimistic about her financial, familial, and personal future.

Barriers to Education

This individual's barriers to education began when she quit school in the 8th grade due to pregnancy. At the time this study began she was 39 years old and had four children and one grandchild. She completed a GED at the age of 40. She received no financial support or network support from the fathers of her four children. She lacked transportation and relied on family and friends to help her. When asked about furthering her education she replied, "No transportation."

Barriers to Work

This individual faced two main barriers to finding a full time job they were a lack of education and transportation. She had quit jobs and educational because of transportation problems. She never held a job full-time job and lived off of government assistance.

Comparing Education and Work Barriers

This individual's education and work are in direct relation to her education, and not completing any additional job training courses, she was not qualified to hold jobs above the simplest level. When asked about her advice to others she stated, "Get your education and in the long run you know you can get a job" (Wave 1, pg1). She received no child support from the fathers of her four children and she was unable to depend on family for help.

Summary

This individual's educational limitations would be evident in any employment or education application. She had no stable transportation, no family support, and had no regular work, all of which are needed for her to improve her education and skill levels. These factors alone limited her in every capacity. She is left to be dependent on the welfare system.

NARRATIVE SUMMARY: CASE 57

The participant in this case was a 38-year old, divorced, African-American, high school graduate with two children, ages 19 and 14, from different fathers. She was only married for one year and after a divorce, worked as a seamstress for seven years before being fired. Having gone through a really down time and being convicted of shoplifting, she had only worked at brief jobs as a private duty sitter and a house cleaner. At the time of the Wave 1 interview, she had not worked for 10 years. She had been on government assistance for the last 10 years but had changed her life and was optimistic about her job prospects and her future. She was proud of what she was doing to change her future and wanted to be an inspiration to her children.

There were no Wave 2 and Wave 3 interviews.

Barriers to Education

While most of the participants in this study have young children, this individual had two older children who did not require childcare. She had a high school diploma, but remained on welfare. The classes she took in childcare did not assist her in becoming self-sufficient. A lack of transportation in a rural area, no martial support, no positive support network, a past abusive relationship, depression, a shoplifting record, and competing responsibilities hindered further formal education and training.

Barriers to Work

The main barriers to obtaining and holding full-time employment for this individual were a shoplifting record, depression, a past abusive relationship, and no transportation. When asked about what problems she had with finding a job, she replied, "One of the things that I went down on, makes it hard for somebody to hire me on a job, I made a mistake. One of the mistakes I

personally made - I shoplifted and have a record, so it's hard for me to get a job.” (Wave 1, pg 1). She had been on welfare for ten years.

Comparing Education and Work Barriers

This individual's work barriers are in direct correlation to her education barriers. She had a high school education but also had a criminal record, no transportation, depression, and no positive support network. These factors limited this individual in both education advancement and job placement.

Summary

This individual had many personal barriers to overcome, as well as educational and work barriers. She had no positive personal relationships, nor encouragement from family or friends to improve her education or skill levels. When asked about her future, she stated, “To be independent, to try.” (Wave 1, pg 1) Unfortunately, these are goals that she had not been able to fulfill.

NARRATIVE SUMMARY: CASE 63

The participant in this case was a 27-year old, single, African-American mother of four children, ages 12, 9, 8 and 6. Although she dropped out of school in the 10th grade, she completed her GED. She began receiving government assistance when her first child was born and continued to receive assistance. Although she continues to fight in court for child support, she had not received financial assistance from either of the two fathers of her four children. She and her children lived with her father, but she had applied for housing assistance.

This individual had two past jobs; seamstress and as a security officer, but was presently unemployed. She was hoping to get into a class to become a welder and felt that a trade would enable her to improve her life.

There were no questions regarding transportation and no Wave 2 or Wave 3 interviews.

Barriers to Education

The barriers to education for this individual began when she was 15 years old and dropped out of school due to pregnancy. Over the next several years, she had four children by two different fathers, neither paying child support. She was 27 at the time of this study and had received her GED certificate and was waiting to enroll in a welding class. When asked for advice, she said, "It's hard. It's hard trying to raise children by yourself. No help or nothing."

(Wave 1, pg1)

Barriers to Work

The two main barriers to obtaining and holding a job for this individual were the lack of job skills, support, childcare for her young children and limited cognitive skills. When asked about finding a job, she said, "I was filling out applications, but I guess if you don't have the experience you need, don't get no jobs." (Wave 1, pg 1)

Comparing Education and Work Barriers

This individual's work barriers are related to her education barriers. Even though she had her GED, she received no child support from either of the fathers of her children. Having no family support system, she was unable to provide sufficient childcare for her children while she went to school or work.

Summary

This person's lack of education and work experience, no support system, and sole responsibility for her young children, left her dependent on the welfare system. When asked about the changes in the welfare program, she said, "Affect plenty of people. If you don't have a job by the time, I don't know how you're going to get income." (Wave 1, pg 1)

NARRATIVE SUMMARY: CASE 70

The participant in this study was a 35-year old, African-American, single mother of four children, ages 18, 11, 8, and 7, by two different fathers, neither paying court-ordered child support. She had been on government assistance (AFCD, food stamps, Medicaid) for all but two to three months of the last 18 years and shared a house trailer with her sister and her small child that was owned by her father. She finished her GED and worked briefly in security and clerical work but was presently unemployed. Her children were very important to her and she wanted to go to work and better their lives. At the time of the Wave 1 interview, she had no patience with mothers who did not take care of their children and looked only to the assistance program to take care of them.

At the time of Wave 2 interview, this individual was nearing the end of a two-year training course in carpentry. Her living arrangement had not changed, but her oldest child was a freshman in college. Her father paid her car insurance and some utilities. Child support payments were sporadic at best, but she maintained a positive outlook for her future.

At the Wave 3 interview, she had completed her carpentry training and worked in that field until she injured her back. She was still getting food stamps, had Medicaid coverage, and had applied for future assistance. Her sister had moved out of the trailer, and her oldest child had left college and gone into the military. Her car was in the shop and she was temporarily without transportation. Her father was still helping with some of her bills and her son was sending her \$400 per month. Child support payments were still a problem. She was positive but less enthusiastic about the future.

Barriers to Education

The barriers to education for this individual began when she was seventeen years old and dropped out of school due to pregnancy. Over the several years that followed, she had four children by two different fathers, neither father paid court ordered child support. At the time of the study she was 39, had attained her GED certificate, and was attending carpentry school through the welfare program. When asked why carpentry, she replied, “The money is great in carpentry.” (Wave 2, pg 2)

Barriers to Work

The two main barriers to obtaining and holding a job were lack of childcare for her young children and not having a positive support system. When asked about the childcare problem, she said, “Prime thing reason is childcare you can’t just leave your children with anybody.” (Wave 1, pg 1). She had not held a job for many years and she had limited social ability, training, and job skills.

Comparing Education and Work Barriers

This woman’s job barriers are in direct relation to her education barriers. Even though she had a high school diploma, she received no support from either of the fathers of her children. Having no support network, she was unable to provide sufficient childcare for her children while she went to school, worked, or was in job training.

Summary

This individual’s cognitive limitations would become apparent in employment and education applications and would limit her ability to attain good paying jobs. Her lack of work experience, few job skills, no support system, and limited education left her dependent on government assistance to provide for her children. However, her positive attitude and love of the

training in carpentry she received gave her hope that she would be able to one day independently support her family.

NARRATIVE SUMMARY: CASE 76

The participant in this case was a 19-year old, single, African-American mother of two children, ages 5 and 3. She and her children shared their living quarters with her single cousin and her child. Having dropped out of school in the 9th grade to have her first child, she began receiving government assistance and lived with her mother for some time. Other than working for two previous planting seasons in the cane fields, she had no work experience and was unemployed. Her last employment was 1 year before the Wave 1 interview. She stated that working in the cane fields during the last planting season would have interfered with her GED classes.

This individual recognized the need for an education and was attending classes to receive her GED. With an optimistic outlook, she planned on working for a day care center and then moving up.

The father of her children was 26 or 27 when she became pregnant the first time but they never married. He had sporadically contributed financially, but was mostly unemployed.

There were no Wave 2 or Wave 3 interviews and there were no questions regarding transportation.

Barriers to Education

This individual had become pregnant at the age of thirteen and dropped out of school in the ninth grade. At the time of this study, she was nineteen and working on her GED. When asked about suggestions she would have for others, she said, "I'm trying to get GED and get placed at a daycare center." She had received no job training.

Barriers to Work

The main barriers to obtaining and retaining full-time employment for this individual were the lack of additional education, cognitive limitations, no positive support system, and having two young children she could not afford to put in daycare while she worked.

Comparing Education and Work Barriers

Although this individual was currently working on her GED, she showed a lack of motivation to go beyond that to obtain job training. Adequate, reliable, and affordable childcare was her main barrier to both education and work. When asked about supporting her children, she said, "I was taking care of my own. I was trying to get a job. I'm still trying and applying. No one is calling. That's the only way I could take care of them at that time, public assistance."

(Wave 1 pg 1)

Summary

This individual's cognitive limitations would become apparent in employment and education applications and would limit her ability to attain a good paying job. Her lack of work experience, no job skills, no support system and limited education left her dependent on government assistance to provide for her children. When asked about her plans to support her family, she replied, "I didn't plan to go on it. I thought maybe I'd have a job that would be enough to take care of me and them but I didn't get no job so I didn't have no choice." (Wave 1 pg 1)

NARRATIVE SUMMARY: CASE 79

The participant in this case was a 19-year old, African- American, single mother of two children, ages four and one, from different fathers. She was still with the second child's father who provided some financial support for both children. She lived with her grandparents and relied on others for transportation. Having dropped out of school in the 9th grade, she obtained her GED. At the Wave 1 interview she had not held a job and was on government assistance. Her goal was to become a childcare provider and to later get computer training.

At the time of the Wave 2 interview, this individual had worked briefly at fast food restaurant but left due to transportation problems. At the time of Wave 2 and Wave 3 interviews, her living, transportation, and childcare arrangements remained the same, as did her relationship with her second child's father. However, she had lost her Welfare benefits, but was receiving food stamps and still retained her Medicaid cards.

At the time of the Wave 3 interview, this individual had another child by her second child's father, a 20-month old, but was still unmarried. She had worked in a different fast food restaurant for two months and a casino for five months, which was full-time employment and paid well. She left those jobs due to transportation problems. She felt that she could not get or keep a job without reliable transportation and wasn't actively seeking employment.

Barriers to Education

The barriers to education for this individual began in her teenage years. She had two children by two different fathers before the age of 19. Although she received her GED by the age of 19, she did not seek further education or training until it became necessary to do so to remain on welfare. The classes she took were in childcare and proved to be of little help to her. A lack of transportation in a rural area, no marital support, no positive support network, and

competing responsibilities between caring for her children and a sickly grandmother, hindered further formal education and training. She was then limited to service industry jobs and minimum wages.

Barriers to Work

The main barriers to obtaining and holding full-time employment for this individual were lack of a better education and additional job training, cognitive limitations, and dependency on others for transportation. When asked about what problems she had with finding a job, she replied, “I don’t have any main problem but just the fact that I was workin’, and I was workin’ at [fast food restaurant] on Franklin. I was, I had a nice job, and I was goin’ with my uncle he was, like I said, he was takin’ me every day and pickin’ me up. But now my uncle has been sick and uh, I that’s the only main one I can count on because if I called him and I ax him, he’ll be there to take me.” (Wave 2, p.15).

Comparing Education and Work Barriers

Most of this individual’s work barriers are in direct correlation to her education barriers. Even though she had received her GED at age 19, the fact that she had two small children and no dependable childcare or dependable transportation, attaining and maintaining full-time employment in a rural area with no public transportation system was a major detriment to economic improvement. Her cognitive limitations, which are evident in the verbal responses that she gave, would also limit advancement in the work force and in being accepted into a school of higher education.

Summary

This individual’s cognitive limitations would be evident in employment and education applications and would therefore limit her ability to attain sustainable, full-time employment that would allow her to become self-sufficient. She had no stable personal relationship and no encouragement from a family support group to improve her education or skills levels, or to better

her life in general. These factors, along with a lack of transportation and an environment of individuals in like circumstances, contributed to her lack of motivation to better her life or seek employment.

APPENDIX B
CASE STUDIES

Case 3

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	20	21	24	Never noted age as a barrier	She is young and her age should not be a barrier	Minor	"I don't have nobody to keep my baby." Pg 2 Wave 1	Does not have a GED, has 1 child, limited transportation. Pg 1 Wave 2	Major finished 11 th grade. Pg1 Wave 1
Marital status/partner	Never married	Never married	Never married	"He was crazy." Pg 1 Wave 1	Has no support new work, lives alone	Major	"You can't trust everybody with your children." Pg 2 Wave 1	Finished the 11 th grade. Pg 1 Wave 1	Major
Children	1	1	1	"I want to go back to school. I didn't have nobody to keep my baby." Pg 2 Wave 1	One child, no childcare, and limited transportation. Pg 1,2 Wave 2	Major	Not noted	Positive outlook, in school. Hard working.	Minor
Edu-cation training	11 th grade	11 th grade	11 th grade	"Had to quit the last month of 12 th grade because didn't have help with baby." Pg 2 Wave 1	No GED, no technical training, no job training. Pg1 Wave 1, Pg 3 Wave 3	Major	Quit school in 12 th grade, pregnant. "I might go later on." Pg 3 Wave 2	Quit Adult Education Program. Pg 3 Wave 2	Major

Case 3 continues next page

Case 3 continued

Cognitive limitations	Limited due to education	N/A	N/A	Not noted	Limited due to education	Major	Not noted	Limited due to education	Major
Transportation	N/A	No license, no car, friends, community van. Pg 1 Wave 2	No license, no car friends, community van, cab. Pg 1 Wave 2	No license, no car, friends, community van, cab. Pg 1 Wave 2	With limited transportation work will be restricted	Major	No license, no car, friends, community van, cab. Pg 1 Wave 2	With limited transportation, and 11 th grade education, advancement is restricted.	Major
Work History	No job. Pg 1 Wave 1	Church's Fried Chicken. Pg 3 Wave 2	McDonald's. Pg 3 Wave 1	No problem working different hours and part-time. Pg 1,2,3 Wave 1,2,3	No long-term work history. Pg 1,2,3 Wave 1,2,3	Moderate	Not noted	No GED, working shift work will restrict possible scheduling time for class.	Major
Childcare	Aunt	Cousin, boyfriend	Cousin, boyfriend	"Ain't no problem." Pg 3 Wave 2,3	May not be able to care for child at a certain time	Moderate	11 year old lives with grandmother. Pg 1 Wave 1	Childcare in this case does not appear to be a problem	Minor
Mismatched hours	N/A	Shift work, mostly nights. Pg 3, Wave 2	Shift work. Pg 3 Wave 3	Does not bother her. Pg 2,3 Wave 2	Mismatched hours, part-time, minimum wage, no insurance	Major	Not noted	Does not appear to be motivated for future education. Wave 1,2,3	Major

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Case 3 continued

Support network	Aunt	Cousin, boyfriend	Cousin, friend, boyfriend	Aunt, cousin, friend. Pg 1,2,3 Wave 1,2,3	Depends on Aunt, friends, cousin for childcare	Moderate	Not noted	No role model for further education	Major
Competing Responsibilities	Welfare support, limited transportation, part-time shift-work	Welfare support, limited transportation, part-time shift-work	Moved in with her friend and 3 children, Welfare work, transportation. Pg 1,2,3,5,7 Wave 3	Appears to be no problem	Welfare support, limited transportation, part-time shift work, gained 50 lbs. Wave 1,2,3	Major	Not noted	No long-term work history, weight problems, transportation	Major

Case 3

Case 9

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	34	N/A	N/A	Not noted	Taking computer classes pg1 wave1	Moderate	“By coming here I can better myself” pg2 wave1	Does not have a GED, has 3 children, no transportation pg1 wave1	Major, finished 9 th grade pg1 wave1
Marital status/ Partner	Divorced	Divorced	Divorced	“Whole time I was married my husband supported me.” “I had to go to work; it was just me making money.”	No family support system. No financial support pg1 wave1	Major	“Try to get a good education so you can get a better job to better your self.” Pg1 wave1	Completed 9 th grade pg1 wave3	Major
Children	3	N/A	N/A	“I been supporting my kids the best way I can since they were babies.” Pg1 wave1	Two children age 9 and 18 Lives with mother and 11 year old lives with grandmother pg1 wave1	Minor	“This program is great. Single parents can make a decent living for their kids”	Positive outlook, In school, hard working	Minor

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Case 9 continued

Edu- cation Training	9 th grade	N/A	N/A	“Try to get a good education so you can get a good job”	If she completes the GED and computer she has increased finding permanent employment pg1 wave1	Moderate	Hopes to work on GED pg 1 wave1	If she completes the GED and computer class increases her finding permanent employment pg1 wave1	Moderate
Cog- nitive Limita- tions	Limited due to education	N/A	N/A	Not noted	Limited due to education	Major	Not noted	Limited due to education	Major
Trans- portation	Car accident No car Pg1 wave1	N/A	N/A	Car accident No car Pg1 wave1	No car due to accident, back surgery pg1 wave1	Major	No car, car accident pg1 wave1	No car due to accident and having back surgery pg1 wave1	Major
Work history	No job pg1 wave1	N/A	N/A	No car or job. Previous work history waitress, cashier, asst. manager, computer work pg1 wave1	Having back surgery may limit her ability in the future of manual labor	Major	Car accident, no car	Must receive her GED and recover from her surgery	Major

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Case 9 continued

Child Care	11 year old lives with grandmother	N/A	N/A	Not noted	11 year old lives with grandmother Pg1 wave1	Minor	11 year old lives with grandmother Pg1 wave1	Child care in this case does not appear to be a problem	Minor
Mis-match Hours	No job pg1 wave1	N/A	N/A	Not noted	No job pg1 wave1	Major	Not noted	No job pg1 wave1	Major
Support network	Grandmother pg1 wave1	N/A	N/A	Does not know where the fathers are. Pg1 wave1	No support, lives alone pg1 wave1	Major	Lives alone Pg1 wave1	No support. Lives alone	Major
Competing Responsibilities Tensions	Computer school, car accident, and back surgery	N/A	N/A	Health problems	Health problems computer school, and caring for her family	Major	On welfare for 12 years but proud that she worked and not stayed on it for very long	Optimistic outlook in general; however severe health problem to overcome	Major

Case 9

Case 13

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	18	N/A	N/A	Not noted	She is young and her age should not be a barrier	Minor	Has GED and CAN training pg 1,2 wave1,2	Has a high school diploma young pg1 wave2	Minor
Marital status/ Partner	Never married	Single	Single	Father was married, No help. Family support pg1 wave1	Help from family	Moderate	No help from father, help from family pg1 wave1	Has GED	Moderate
Children	1	1	N/A	“If he married and you messing around with him, you will end up getting pregnant” pg 2 wave2	Child small, live with family in school pg1 wve1	Moderate	Attending technical school. Mother and preschool for childcare pg1,2 wave1,2	Does not appear to be a problem going to school. Must depend on her family	Moderate

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Case 13 continued

Edu- cation Training	11 th grade working on GED pg1 wave1	CNA school Pg1 wave2	N/A	“I want to further it to an LPN” pg 8 wave2	Positive out look, limited positive support	Moderate	“I planned to finish high school and get a job” pg1 wave1	Has GED	Moderate
Cog- nitive Limita- tions	Average	Average	N/A	Not noted	Average appears to comprehend questions	Moderate	Not noted	Average	Moderate
Trans- portation	Can't drive	Family	N/A	No drivers license but never missed a class pg1 wave2	Appears not to have trouble rides with sister pg1,2 wave1,2	Moderate	No problems pg1 wave1, 2	Has not missed a class because of transportation pg1 wave1	Moderate
Work history	Sonic car Hop	Not working help mom with caring for children	N/A	“I don't know it gone be before for me to get a job when I finish school” pg7 wave2	Is able to work but must depend on family for transportation	Moderate	Attending CNA training pg1 wave1	Has GED could further education must depend on family for transportat-ion	Moderate

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Case 13 continued

Child Care	Family, preschool	Family, preschool	N/A	“Someone is always around to check on the house” Feels safe pg1 wave2	Has mother to care for child and the child is in preschool full time	Moderate	“I didn’t have nobody to stay home with my children. I wasn’t going to leave them with anybody else” pg5 wave2	No support net work stayed home with children. Now they are older attended carpentry school pg1 wave1, 2	Minor
Mis-match Hours	No job	No job	N/A	No job pg1,2 wave 1,2	No job	Major	Major attending CNA training pg1 wave1	Not noted	Minor
Support network	Mother, welfare	Family, welfare	N/A	Depends on family for transportation	Lives with family and depends on them for transportation	Moderate	Not noted	No role model to further education	Major
Competing Responsibilities tensions	School, welfare bills, child, transportation	School, welfare bills, child, transportation	N/A	Finishing CNA training class, child care, transportation	Not much has changed between wave 1 and 2	Major	Welfare benefits continue because going to school pg1 wave2	Welfare support no transportation no work trying to changes her life pg1 wave 1,2	Major

Case 31

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	42	43	46	Not noted age as a barrier "Living off what my mom" pg1 wave1	No motivation to get a job. Has 6 children and her education is 7 th grade	Major	"I know it's rough. Try to get a job and education. Go back to school and try to get a GED" pg1 wave1	Does not have a GED, has 6 children, no positive influence pg1 wave1	Major 7 th grade education Pg1 wave1,2,3
Marital status/ Partner	Divorced	Divorced	Divorced	1 st husband "He didn't want to work" 3 rd father "moved away" pg1 wave1	Does not have any support from any of the three fathers. On welfare, lives with her mother pg1 wave1,2	Major	Was working and going to adult Ed but stopped pg1 wave3	Took classes for GED never took the GED test. No motivation pg1 wave3	Major
Children	6	6	6	Son has learning problems, mental health issues, take care of grandchildren pg 2 wave 3	Some children are older, other have health problems grandchildren living with her	Major	Sons had learning problems, quit school, take care of grandchildren	Her mother her support died between wave 1 and 2 she has health problems	Major

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Case 31 continued

Edu- cation Training	9 th	“I ain’t going to get no education so I ain’t going to get no job” pg 7 wave 2	N/A	“try to get a good education so you can get a good job” pg1 wave1	Did training through welfare but did not pursue a job or education pg1 wave1, 2,3	Major	Hopes to work on her GED pg1 wave1	Did training through welfare, but did not pursue any job or education pg1 wave1, 2,3	Major
Cognitive Limita- tions	Limited because of education	Limited because of education	Limited because of education	Makes no references	Her mental issues will prevent her from being productive	Major	No references to cognitive limitations	Limited skills, health issues	Major
Trans- portation	Son. Wave 1	Relative	Relative	“If he is not working, otherwise don’t go. Hardest part of getting a job is transportation.” Pg 1,4 Wave 2,3	No transportation, motivation or positive support system	Major	No car, no family support. Pg 1 Wave 1,2,3	Limited skills, no transportation, 6 children, and health problems	Major

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Case 31 continued

Work history	No job. Pg 1 Wave 1	No job. Pg 1 Wave 1	No job. Pg 1 Wave 1	No job. "Too hot to work."	One brief job working as a laborer for the city of Baldwin. Left because it was too hot.	Major	"Not enough education for the jobs they're hiring for." Pg 1 Wave 2	Health problems, no motivation, no transportation. Waves 1,2,3	Major
Child Care	Mother	Mother	Mother	Not noted	Source of support is mother who died between waves 1 and 2	Major	Not noted	Childcare does not appear to be a problem	Major
Mis-match Hours	No job. Wave 1,2,3	No job. Wave 1,2,3	No job. Wave 1,2,3	Quit job, didn't like it. Health problems	No jobs. Wave 1,2,3	Major	No educational training	No jobs. Wave 1,2,3	Major
Support network	Mother. Pg 1 Wave 1	Lives alone	Lives alone	Does not know where the fathers are. Pg 1 Wave 1	No support, mother died, lives alone. Pg 1 Wave 1	Major	Has no education, 6 children. Pg 1 Wave 1	No support, lives alone	Major
Competing Responsibilities tensions	Children, bills	Children, bills, grand-children, health problems	Children, bills, grand-children, health problems	Health problems	She has done very little to improve her situation	Major	Children, bills, health problems, grandchildren	She has done very little to improve her situation	Major

Case 43

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	31	32	35	Has job	She's young and her age should not be a barrier	Minor	Find work. Project Independence	High school diploma, young	Minor
Marital status/ Partner	Separated	Separated	Separated	Went to court for child support and he quit his job. Pg 1 Wave 1	2 young children. Quit jobs for various reasons	Major	"I used to have too much to drink, sliced his neck with a coffee mug." Pg 18 Wave 2	Finished 9 th grade, low self-esteem. Pg 1 Wave 1	Major
Children	Two	Two	Two	Worked as a nurses aide but could not renew her license due to illness. Pg 1 Wave 1	Two small children	Moderate	"If you are on Welfare stick with the program until you accomplish something." Pg 2 Wave 1	Positive outlook. Pg 1 Wave 1	Moderate
Edu- cation Training	Gradu- ated 12 th grade	Graduated 12 th grade	Gradu- ated 12 th grade	Job Corps training. Pg 6 Wave 2	Has many skills but is not applying them to jobs	Major	Training in CNA, casino, childcare, security guard	Has training	Moderate
Cognitive Limita- tions	Limited	Limited	Limited	Limited	Limited	Major	Limited	Limited	Major

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Case 43 continued

Transportation	Friend, community van	Friend, community van	Friend, community van	No reference made if transportation was a problem	Transportation could be a problem is family or van is late or does not come	Major	No reference made if transportation was a problem	Transportation could be a problem is family or van is late or does not come	Major
Work history	N/A	Childcare Pg 2 Wave 1	Casino	Volunteered at daycare and worked casino part-time	Has skills but also has problems with drinking	Major	Does not have any advanced education	No additional education	Major
Child Care	Family	Family	Family	Not noted	May have a problem is family is ill	Major	Not noted	Young children, limited childcare	Major
Mismatch Hours	Work days	Part-time	Nights	Increased hours at work and split work. Pg 1 Wave 3	Does not state if hours were a problem	Major	Not noted	Does not state is hours were a problem	Major
Support network	Family	Family	Family	Limited support, no car, no full-time job	No positive roll model, on Welfare, young children. Pg 1 Wave 1,2,3	Major	No additional education, no car	No role model to further education	Major
Competing Responsibilities tensions	Young children, illness	Young children, illness, bills, work	Young children, illness, small income, little food	Increase her hours at work	Her living, transportation, childcare has not changed. Has saved money	Major	No additional education, no car	Transportation, childcare has not changed, positive about the future	Major

Case 48

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	33	35	37	Never noted age as a barrier	Welfare programs to gain employment and she is working. Pg 1 Wave 1	Minor	“Coming to school right now. I need help.” Pg 1 Wave 1	Very difficult, does not have a GED, no transportation, no support network. Pg 1 Wave 2	Moderate
Marital status/ Partner	Never married	Single, alone	Single, alone	Not noted as a barrier	Does not know where the father is, no family support. Pg 1 Wave 1	Major	Not noted as a barrier	Finished 10 th grade, little income to meet bills, no support network. Pg 1 Wave 3	Major
Children	1	1	1	“Getting a baby just to get put on Welfare, it don’t cost for it, not at all. It’s hard. It’s getting rougher and rougher.” Pg 1 Wave 1	Grandmother takes care of child. Pg 1 Wave 1	Moderate	“Take heed from us. We out here got to go to school like kids.” Pg 2 Wave 1	Lives alone, child older. Pg 1 Wave 2	Moderate
Edu- cation Training	10 th grade	Did not finish GED class	No GED	Rough	Low skill level. Pg 1 Wave 1	Major	“Go to school.”	No GED. Pg 19 Wave 3	Major

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Case 48 continued

Cognitive Limitations	Limited due to education	Limited due to education	Limited due to education	Not noted	She would have trouble doing skills, technical work	Major	Not noted	Limited due to education	Major
Transportation	Not noted	Friends, family	Friends, family	She can count on them. Pg 1 Wave 2, Pg 2 Wave 3	Friends and family may not always be available	Moderate	She can count on them. Pg 1 Wave 2, Pg 2 Wave 3	Friends and family may not always be available	Moderate
Work history	No job. Pg 1 Wave 1	Retail store sales clerk. Pg 2 Wave 2	Casino, cook, bussing. Pg 2 Wave 3	Can find a job, needs more money. Pg 1 Wave 1	Has a job but with low wages	Moderate	Not noted	Needs further education for job improvement	Moderate
Child Care	Grandmother	Child older	Child older	No problem. Pg 1 Wave 1	Grandmother. Pg 1 Wave 2	Minor	No problem. Pg 1 Wave 1	Grandmother. Pg 1 Wave 1	Minor
Mismatch Hours	No job. Pg 1 Wave 1	Day/night. Pg 2 Wave 2	Swing shift. Pg 3 Wave 3	Not noted	Needs full-time employment with benefits	Major	Not noted	Working swing shift, no set schedule. Pg 3 Wave 3	Major
Support network	Grandmother	Lives alone	Lives alone	Friends, relatives	No support lives alone. Pg 3 Wave 3	Moderate	Lives alone	No support lives alone. Pg 3 Wave 3	Moderate
Competing Responsibilities tensions	“Getting a job, \$123.00/mo. isn’t enough. Going to school, pay bills.” Pg 1 Wave 1	Working part-time day and night. Pg 2 Wave 2	Swing shift, part-time. Pg 3 Wave 3	Late for work. Pg 3,4 Wave 3	An hour late for work, her boss fusses at her. Pg 3 Wave 3	Moderate	Swing shift, part-time. Pg 3 Wave 3	Difficult to make a school schedule with these work hours, does not have dependable transportation	Major

Case 55

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	39	40	45	Never noted age as a barrier	Has worked as a bartender, planting cane, and a nurses assistant	Minor	“Get your education and in the long run you know you can get a job.” Pg 1 Wave 1	Attending computer training. Pg 1 Wave 1	Minor
Marital status/ Partner	Never married	Never married	Never married, lives with boyfriend	“First father, drugs, second father, too many women.” Pg 1 Wave 1. Boyfriend helps. Pg 1 Wave 3	No child support, 4 children. Pg 1 Wave 1	Major	Not noted as a barrier	Finished the 8 th grade, little income to meet bills, no positive support network. Pg 3 Wave 3	Major
Children	4	4	4	Quit job because of transportation problems. Pg 8 Wave 2, Pg 1 Wave 3	Lives with her children, parents, and one grandchild, no positive role models, no transportation	Major	Her 18 year old son is dropping out of school and she does not want him to repeat her mistake. Pg 2 Wave 1	Lives with her children, parents, and one grandchild, no positive role models, no transportation	Major

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Case 55 continued

Education Training	8 th grade	GED	GED	Computer training. Pg 1 Wave 1	No job because of transportation	Moderate	Computer training. Pg 1 Wave 1	GED, computer training	Moderate
Cognit-ve Limitations	Limited due to education	Improved	Improved	Not noted	Can use computers	Moderate	Not noted	Improvement but needs further training	Moderate
Transportation	Problem. Pg 1 Wave 1	Friends, family	Friends, family, and walks	Transportation. Pg 1 Wave 1. Walks to work. Pg 1 Wave 3	Friends and family not always available	Major	Problem, walks to work. Pg 1 Wave 1, Pg 1 Wave 3	Friends and family not always available	Major
Work history	CAN	No job	Oyster plant - \$200/week	Can get a job, transportation a problem. Pg 1 Wave 1, 2	Has a job with low wages, part-time, transportation problem	Moderate	Not noted	If work hours were consistent could receive additional training	Moderate
Child Care	In school	In school	In school	No problem. Wave 1,2,3	Children are older and not a problem	Minor	No problem. Wave 1,2,3	Children are older and not a problem	Minor
Mis-match Hours	No job. Pg 1 Wave 1	No job. Pg 1 Wave 1	Not noted	Not noted	Needs full-time employment with benefits	Major	Not noted	Does not appear to be a problem	Major
Support network	Parents	Boyfriends. Pg 9 Wave 3	Boyfriends. Pg 9 Wave 3	Friends and relatives will help	No positive support, keeps her children and grandchildren, has no phone. Pg 3 Wave 3	Major	Friends and relatives	No positive support, keeps her children and grandchildren, has no phone. Pg 3 Wave 3	Major

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Case 55 continued

Competing Responsibilities tensions	Paying bills, transportation. Pg 1 Wave 1	Welfare benefits, taking care of parents, children, paying bills, transportation. Pg 1,9,10 Wave 2,3	Boyfriends, parents, bill, transportation, no phone, grandchildren. Pg 1-11 Wave 3	Not noted	No role models to help, does not have a stable income, takes care of children and grandchildren	Major	Not noted	Difficult to make school schedule with all of her responsibilities and no transportation or phone	Major
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Case 55

Case 57

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	38	N/A	N/A	"I want a steady job with a big income"	She is young and her age should not be a barrier	Minor	"I am too young to stop" Pg2 Wave1	Has a high school diploma, young	Minor
Marital status/ Partner	Divorced	N/A	N/A	Abusive relationship "went down" Pg1,2 Wave1	Has no support net work, live alone, low self-esteem	Major	N/A	Finished the 11 th grade, low self-esteem Pg1,2 Wave3	Major
Children	2	N/A	N/A	Not noted	2 older children 14 and 19	Minor	Not noted	Positive outlook, stronger self image Pg2 Wave2	Minor
Education Training	12 th grade	N/A	N/A	Childcare training Pg1 Wave1	Positive attitude, likes the class	Minor	"It hard getting up learning it's hard and very disgusting cause you don't want to do this but it benefits" Pg 2 Wave 1	Has a diploma taking child care classes, working hard Pg1, 2 Wave 1	Minor
Cognitive Limitations	Average	N/A	N/A	Not noted	Average	Moderate	Not noted	Average	Moderate

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Case 57 continued

Transportation	N/A	N/A	N/A	N/A	Limited if no transportation	Major	N/A	Limited if no transportation	Major
Work history	Worked for 7 years as a seamstress private duty nurse, house cleaning, has not worked for 10 years Pg1 Wave1	N/A	N/A	Was fired after 7 years "I was looking for a job but nothing I could do didn't have the experience" Pg1 Wave1	On welfare for 10 years after being fired. Has not tried to find work Pg1 Wave 1	Major	Not noted	If work history can determine education history, this case is not headed for success	Major
Child Care	N/A	N/A	N/A	Not noted	Children are older ages14, 19	Minor	Not noted	Child care in this case does not appear to be a problem	Minor
Mismatch Hours	No job	N/A	N/A	No job Pg1 Wave1	No job, on welfare 10 years	Major	Not noted	No job	Major

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Case 57 continued

Support network	None	N/A	N/A	Not noted	None	Major	Not noted	No positive role model	Major
Competing Responsibilities tensions	Welfare 10 years, no job abuse, bills, depression, no transportation Pg 1,2 Wave 1	N/A	N/A	Criminal records, no job Pg1 Wave1	Welfare support no transportation no work trying to change her life Pg1,2 Wave 1	Major	Welfare 10 years, no job, abuse, bills, depression, no transportation Pg1,2 Wave1	Welfare, no job, transportation trying to change her life Pg1,2 Wave1	Major

Case57

Case 63

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	27	N/A	N/A	“I was thinking I would find a job and do it myself” Pg1 Wave1	She is young and her age should not make be a barrier	Minor	“It’s hard. It’s hard trying to rise children by yourself” Pg1 Wave1	Has GED	Minor
Marital status/ Partner	Never married	N/A	N/A	First father talking to cousin and second father stayed away Pg1 wave1	She has no support network form fathers. Went to court but no support Pg1 Wave1	Major	Not noted	Finished tenth grade received GED Father’s pay no child support	Major
Children	4	N/A	N/A	“It’s hard to raise children by yourself. No help or nothing Pg1 Wave1 young children	4 young children	Moderate	It’s hard. It’s hard trying to raise children by yourself” Pg 1 Wave1	In a difficult situation limited child care, limited support	Moderate
Education Training	9 th grade	N/A	N/A	None Pg1 wave1	No additional training	Moderate	“Wants to be a welder waiting for a class to open” Pg 1 Wave1	Finished 10 th grade received GED	Moderate

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Case 63 continued

Cognitive Limitations	Limited due to education	N/A	N/A	Not noted	Limited due to education	Moderate	Not noted	Limited due to education	Moderate
Transportation	N/A	N/A	N/A	Not noted	Limited no transportation	Moderate	N/A	Limited no transportation	Major
Work history	Not working	N/A	N/A	Sewing, security officer, not working	No job. 12 years on public assistance Pg1 wave1	Major	Wants to be welder	Waiting for an opening in welding class	Moderate
Child Care	N/A	N/A	N/A	Not noted	Young children	Major	Not noted	Young children	Major
Mismatch Hours	No jobs	N/A	N/A	No job Pg1 Wave1	No job on welfare 12 years Pg1 Wave1	Major	Not noted	On welfare 12 years Pg1 Wave1	Major
Support network	None	N/A	N/A	Not noted	Lives with her father "He don't get them nothing or anything like that" Pg 2 Wave1	Major	Not noted	No one to help her with the children and to set a positive role model	Major
Competing responsibilities tensions	Young children, job training	N/A	N/A	"I guess if you don't have the experience you need don't get jobs" Pg1 wave1	Welfare 12 years	Major	Waiting for an opening in welding Pg1 Wave1	Welfare 12 years	Major

Case 70

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	35	N/A	39	“Not what you it’s who you know” Pg1,2 Wave1	She is young and her age should not be a barrier	Minor	Carpentry program	Has a high school diploma young attending a technical school Pg 1 Wave2	Minor
Marital status/ Partner	Never married	Single	Single	Always took care of her children Pg1 Wave1	No support system Pg1 wave1, 2,3	Major	Not noted	Finished the 12 th grade, carpentry program	Moderate
Children	4	4	4	“I don’t trust everybody with my children” Pg5 Wave1	Barrier when the children were small. Going trade school now Pg 1,5 wave2	Moderate	“When they got a certain age I went to school” Pg5 Wave2	Positive outlook, children are older Pg1,5 Wave2	Minor
Educa- tion Training	12 th grade	Carpentry school	Carpentr y school	Started school wave2 continuing in carpentry school in wave3 Pg 1,5 wave 2, 3	Positive attitude, likes the class. Back pain had to stop Pg1 Wave 2 Pg 5 Wave 3	Moderate	Likes class “It’s about the children” Pg 2 wave1	Has diploma carpentry class, but has back pain Pg 2 wave1 Pg 5 Wave3	Moderate

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Case 70 continued

Cognitive Limitations	Average	N/A	N/A	Not noted	Average	Moderate	Not noted	Average	Moderate
Transportation	N/A	Family, friends, owns car Pg1 Wave1, 2, 3	Family, friends, owns car Pg1 Wave1, 2, 3	No transportation problems Pg1 wave 1, 2, 3	No problem has not missed school or work due to transportation Pg 1 wave 2, 3	Minor	Not noted	Average	Moderate
Work history	Has work as a security guard, clerical	None	None	Supported her and the children through the system now going to school Pg1 Wave1, 2	Prime reason can not leave children with anybody Pg1 Wave1	Moderate	No job, going to carpentry school Pg1 Wave 1,2	Finished school, got hurt on job Pg1 wave3	Moderate
Child Care	Herself	Herself	Herself	“I didn’t have nobody to stay home with my children. I wasn’t going to leave them with anybody else”Pg5 wave2	When children get older wants to go to school Pg5 Wave2	Moderate	“I didn’t have nobody to stay home with my children. I wasn’t going to leave them with anybody else” Pg5 waave2	No support net work stayed home with children now they are older attended carpentry school Pg 1 wave1	Minor
Mis-match Hours	No job	No job	No job	No job Pg1 wave1,2	No job	Major	Not noted	Not noted	Major
Support network	None	N/A	N/A	Not noted	None	Major	Not noted	No role model to further education	Major

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Competing Responsibilities tensions	Welfare 10 years, no job, abuse, bills, depression, no transportation Pg1,2 Wave1	N/A	N/a	Criminal record, no job Pg1 Wave1	Welfare support, no transportation, no work, trying to change her lifePg1,2 Wave1	Major	Welfare 10 years no job, abuse, bills, transportation depression, Pg1,2 Wave1	Welfare support, no transportation, no work trying to change her life Pg1,2 wave1	Major
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Case 70

Case 76

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating Major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	19	N/A	N/A	“I want a steady job with a big income”	She is young and her age should not be a barrier	Minor	“I am too young to stop” Pg 2 Wave 1	Has high school diploma	Minor
Marital status/ Partner	Never married	N/A	N/A	“He wasn’t helping me no kind of way” Pg1 wave1	Has no support net work, lives with her children and cousin	Major	“He couldn’t do nothing for me so I let him go” Pg1 wave1	Finished 9 th grade, low self esteem Pg1 wave1	Major
Children	2	N/A	N/A	“I care I don’t want my children to be left out I want to set a good example for them” Pg2 Wave1	2 small children	Moderate	Getting GED “While they have a chance to get some kind of training so they be prepared” Pg 2 Wave1	Positive outlook Pg1 wave1	Moderate
Education Training	9 th grade	N/A	N/A	Working on GED Pg1 wave1	Positive attitude, likes the class	Moderate	“I’m trying to get GED and get placed at a day care” Pg1 Wave1	Working hard Pg1 wave1	Moderate

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Case 76 continued

Cognitive Limitations	Limited due to education	N/A	N/A	Not noted	Limited due to education	Moderate	Not noted	Limited due to education	Moderate
Transportation	N/A	N/A	N/A	N/A	Limited due to transportation	Major	Not noted	Limited due to transportation	Major
Work history	2 years planted sugar cane	N/A	N/A	“I’m still trying and applying no one is calling” Pg1 wave1	No job, on welfare	Major	Getting GED Pg1 Wave1	9 th grade young children, and no transportation difficult situation	Major
Child Care	Mother helps her Pg1 wave1	N/A	N/A	Not noted	Children ages 3, 5	Major	Not noted	Young Children	Major
Mismatch Hours	No job	N/A	N/A	No job Pg1 wave1	No job, on welfare	Major	Not noted	On welfare	Major
Support network	Mother	N/A	N/A	Not noted	No positive role model, on welfare, young children Pg1 wave1	Major	Not noted	No role model to further education	Major
Competing responsibilities tensions	Young children, school	N/A	N/A	Not noted	Welfare support, no transportation, no work, trying to change her life Pg1,2 Wave1	Major	Not noted	Welfare support, no transportation, no work, trying to change her life Pg1, 2 Wave 1	Major

Case76

Case 79

Barriers	First interview date	Second interview date	Third interview date	Her assessment as employment barrier	My assessment as employment barrier	My rating major, moderate, minor	Her assessment of variable as education barrier	My assessment of variable as education barrier	My rating major, moderate, minor
Age	19	21	24	Never noted age as a barrier	In training program Pg 1 Wave 1 Pg 1 Wave 2 not working. Pg 1 Wave 3 not working, Limited transportation Wave 1,2,3	Major	“The more I learn I might get a nice job.” Pg2 Wave 1	Wave 1 Motivated, taking a class. Wave 2,3 not working or pursuing an education	Major
Marital Status/ Partner	Never	Single /alone	Single/ alone	Not noted as a barrier	Father 1 does not help at all. Father 2 gives money for both children. Pg1 Wave 1. No support to get employed	Major	Not noted as a barrier	Finished 9th grade. GED. Wants to have in-home childcare. Pg 2 Wave 1	Major
Children	2	2	3	Worked briefly at Popeye’s Pg15 Wave 2	Grand-mother takes care of children. Had third child same father for second child. Pg 1 Wave 3	Major	“Some people are just not willing to do things, might be lazy.” Pg2 Wave 1	Lives with grandparents, no positive role model. Had another child. Pg 2 Wave 1	Major

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Case 79 continued

Edu- cation, training	9 th grade, Got GED	GED	GED	Training in childcare. Pg 1 Wave 1	Low skill level. Pg 1 Wave 1	Major	GED, Child care class. Pg Wave 1	No support, no positive role model, GED. Child care class. Pg 1 Wave 1 No other training. Wave 2,3	Major
Cog- nitive limita- tions	Limited due to education	Limited due to education	Limited due to education	“The first child I didn’t but it happen the second one, it was my decision.” Pg 1 Wave	Questions throughout Waves not answered correctly or on low level. Pg1 Wave 1 (Advice)	Major	Not noted	Limited due to education, training, and socialization.	Major
Trans- porta- tion	Family/ friend	Family/ friend	Family/ friend	Quit work due to lack of transportat- ion. “Cause sometimes I ax, and they...they would not show up.” Pg5 Wave 3	Friends and family may not always be available when needed.	Major	Not noted	Friends and family may not always be available when needed.	Major
Work history	No job	Fast food chain quit. Pg 15 Wave 2	Casino, bussing. Pg 5 Wave 3	“I haven’t really had a job.” Pg 1 Wave 3	Left a full-time job, no transporta-tion. Little motivation.	Major	Not noted. Wave 1,2,3	No job, no motivation, no further education. Wave 1,2,3	Major

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Case 79 continued

Child-care	Grand-mother	Grand-mother	Grand-mother	Grandmother sick . "I didn't have another babysitter." Pg 1 Wave 3	Grand-mother is sick often and there is no one else for the children.	Major	Grand-mother sick. "I didn't have another babysitter." Pg 1 Wave 3	Grand-mother is sick often and there is no one else for the children.	Major
Mis-match hours	No job. Pg 1 Wave 1	No job. Pg 1 Wave 2	No job. Pg 1 Wave 3	Not noted	Needs full-time employment.	Major	Not noted	No job, no training, no education	Major
Support network	Grand-mother	Grand-mother	Grand-mother	Not Noted	No support, lives with grand-mother	Major	Grand-mother	No support, no positive role model	Major
Competing responsibilities, tensions	Has public assistance, lives with grand-mother. Pg 1 Wave 1	Lives with grand-mother, has public assistance, works a little, gets money from second father	Lives with grand-mother, third child by second father, gets money from second father for all children.	Not noted	Does not show signs of concern. I think she is aware of problems such as transportation but has a lackadaisical outlook.	Major	Not noted	Does not show signs of concern. She is aware of problems such as transportation but has a lackadaisical outlook.	Major

Case 79

VITA

Lynda Williamson Carville was born September 27, 1960, in Baton Rouge, Louisiana. She is the daughter of Emma Jo DuPont and William Seth Williamson. She has one child: Garrison Seth Carville.

In 1983, Lynda graduated from Nichols State University, after earning a Bachelor of Science degree in human ecology with a social service option. She earned an alternative certification in teaching from the Louisiana State University in 1999. She will graduate from Louisiana State University in December 2005, with a Masters of Science degree in human ecology.

Lynda is a Child Nutrition School Food Service Supervisor for the Baton Rouge Catholic Dioceses. She is a member of the local school chapter, Louisiana State School Food Service and a member of the national chapter of School Nutrition Association.