



State of Idaho
DEPARTMENT OF HEALTH AND WELFARE
Division of Medicaid

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May 6, 1998

Mr. Rick Fenton
Deputy Director
Family and Children's Health Program Group
Health Care Financing Administration
7500 Security Blvd., C3-18-26
Baltimore, MD 21244-1850

Dear Mr. Fenton:

Thank you for assisting us in preparing the Idaho State Children's Health Insurance Plan for federal approval. As you requested, I am providing the following clarifications to our State Plan for Title XXI and our letter to Nancy Goetschius dated April 17, 1998.

Section 2.3 of the State Plan

Idaho has implemented CHIP as an expansion of the State Medicaid program as provided under the Balanced Budget Act (BBA). Idaho Self Reliance Specialists will first determine if an applicant meets the income and resource requirements for Medicaid under Title XIX of the Social Security Act and the State Plan for Title XIX. All those applicants who qualify for "regular" Medicaid will be enrolled in Medicaid. Applicants who do not qualify for Medicaid under Title XIX of the Social Security Act and the State Plan for Title XIX will be evaluated for enrollment in the CHIP program. If the applicant has no credible health insurance and meets the federal poverty threshold criteria (currently 160% FPL) as provided in the State Plan for Title XXI, then that applicant will be enrolled in the Idaho Children's Health Insurance Program.

Please see the enclosed material (Titled Module 3: Sense and Sensibility; Making Sound Decisions) for the training and guidelines used in Idaho for the Self Reliance Specialists in determining whether or not credible insurance coverage exists. These guidelines are consistent with the federal Health Insurance Portability and Accountability Act (HIPAA).

Section 9.10 of the State Plan

Idaho has implemented CHIP as an expansion of the State Medicaid program as provided under the Balanced Budget Act. We confirm that all funds used for the State portion of the CHIP program will be in compliance with section 1903(w) of the BBA.



Printed on
recycled paper.

To clarify our administrative costs under CHIP, I have summarized the administrative costs to date in the chart below

**Idaho Children's Health Insurance Program
Administrative Cost Summary
January 1-April 30, 1998**

Indirect Costs:

A01001	Statewide Administrative	\$ 322.62
A05002	State Office Building	\$ 103.94
A07003	Motor	\$ 94.93
A08057	Computer Maintenance	\$ 400.39
A08558	Printer Charges	\$ 13.82
A09004	Legal Services	\$ 750.81
A10005	Department Director	\$ 631.68
A11006	Management	\$ 119.26
A11507	Management Review	\$ 35.76
A13008	Human Resources	\$ 394.12
A14009	Information Technology Salaries	\$ 353.01
A15010	Information Technology Operations	\$ 335.22
A16012	Accounting Services	\$ 337.03
A16513	Financial Services	\$ 1,225.41
A19160	Careline	\$ 14.42
A20022	Division of Welfare	\$ 4,806.86
A24733	Regional Administrative	\$ 2,796.75
A27543	Self Reliance Cost Pool	<u>\$45,166.34</u>

Total Indirect \$57,908.37

Direct Costs:

CHIP outreach (including employee costs-April only) \$ 2,466.59

Total \$60,374.96

Total administrative costs through April are \$60,374.96. We are projecting that our administrative costs will continue at roughly the same distributions and in the range of \$20-32,000 per month—cost for April were \$26,430.76—while the CHIP program is operated as a Medicaid expansion program. Total CHIP benefits paid are running about \$140,000 per month for approximately 2,000 enrolled participants. Note that the benefit dollars will continue to grow as more clients are enrolled but the administrative dollars are projected to remain fairly constant.

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JAN 1998

Rick Fenton
May 6, 1998
Page 3

State Plan Amendment

See the enclosed State Plan Attachment 2.2-A, page 23b which specifies Title XXI coverage under Optional Coverage to Title XIX Medicaid.

If you have any questions please call me at (208) 334-5761.

Sincerely,

DEEANNE MOORE
Administrator

DM/jp

cc: Nancy Goetschius, HCFA
Linda Caballero, Idaho DHW
Mary Anne Saunders, Idaho DHW
Pam Wiley, Idaho DHW

Citation

Groups Covered

B. Optional Coverage Other Than the Medically Needy
(Continued)

1902(a)(10)(A)
(ii)(XIV) of the Act

✓

19. Optional Targeted Low Income Children who:

- a. are not eligible for Medicaid under any other optional or mandatory eligibility group or eligible as medically needy (without spenddown liability);
- b. would not be eligible for Medicaid under the policies in the State's Medicaid plan as in effect on March 31, 1997 (other than because of the age expansion provided for in §1902(1)(2)(D));
- c. are not covered under a group health plan or other group health insurance (as such terms are defined in §2791 of the Public Health Service Act coverage) other than under a health insurance program in operation before July 1, 1997 offered by a State which receives no Federal funds for the program;
- d. have family income at or below:

200 percent of the Federal poverty level for the size family involved, as revised annually in the Federal Register; or

A percentage of the Federal poverty level, which is in excess of the "Medicaid applicable income level" (as defined in §2110(b)(4) of the Act) but by no more than 50 percentage points.

The State covers:

- ✓ All children described above who are under age 19 (18, 19) with family income at or below 160 percent of the federal poverty level.

— The following reasonable
classifications of children
described above who are under age
____ (18, 19) with family income at
or below the percent of the Federal
poverty level specified for the
classification:

(ADD NARRATIVE DESCRIPTION(S) OF THE
REASONABLE CLASSIFICATION(S) AND THE
PERCENT OF THE FEDERAL POVERTY LEVEL
USED TO ESTABLISH ELIGIBILITY FOR
EACH CLASSIFICATION.)

TITLE: ***SENSE AND SENSIBILITY; MAKING SOUND DECISIONS***

Programs: TAFI

References: A Reference Guide, Temporary Assistance for Families in Idaho
A *Report of The Governor's Welfare Reform Advisory Council*, published in December 1995.
A Strategic Plan, Department of Health and Welfare, 1997-2000

Instructional Goal: To provide self-reliance staff with guidelines for making **sound decisions** that **help** put participant families on a logical, sequential path to self-reliance.

Instructional Objectives:

By the end of the session, learners will be able to:

- ◆ List the resources available to self-reliance staff for guidance in **making** decisions and solving problems jointly with participant families. Achievement of this objective will be demonstrated by successful completion of questions **#1 and #2** of the written learning check.
- ◆ Explain the reasonable person standard and identify situations in **which** the guideline **must be applied** in order to **make** sound decisions. Achievement of this objective **will be demonstrated by successful completion** of questions **#3 and #4** of the written learning check.
- ◆ Effectively **apply** the *reasonable person* standard to the decisions they **make** when working with participant families. Achievement of this objective will be demonstrated by successfully performing Practical Exercise #2.
- ◆ Describe the basic **model** for making decisions. Achievement of this objective **will be demonstrated** by successful completion of question **#5** of the written learning check.

LP-i

Instructional Methods: Lecture, group discussion, learning checks, role-play

Time: Approximately 7 hours

Contents: Lesson Plan
Trainer Resources
Training Material

Trainer Preparation List

- Reserve training space, overhead projector/screen, flip chart and/or whiteboard.
- E-mail training session announcement to participants.
- Study background reading in *Trainer Resources* section.
- Copy session agenda for learners.
- Copy *Training Materials* section for learners.
- Locate copies of reference material.
- Set up training facility just before the session and test overhead projector.

Background Notes to Trainer.

The Self-Reliance program *is* focused on asset-based coaching and family responsibility. The expectation is for exploration *of* all options/possibilities through open, adult-to-adult conversation with an emphasis on behavior. Frequent interaction between the self-reliance specialist and the participant family *is* essential.

Refer to the Trainer Resources section *of this* training module for background reading, activities, answers to learning checks and exercises, and templates for overhead transparencies.

Session Agenda

- Introduction
- Decision Making for Self-Reliance
- Overcoming Obstacles
- Basic Decision-Making Model
- Learning Check
- Practical Exercises
- Summary/Wrap-Up

Instructional Goal:

To provide self-reliance staff with guidelines for making sound decisions that help put participant families on a logical, sequential path to self-reliance.

Instructional Objectives:

By the end of the session, you will be able to ...

- ◆ List the resources available to self-reliance staff for guidance in making decisions and solving problems jointly with participant families.
- ◆ Explain *the reasonable person* standard and identify situations in which the guideline must be applied in order to make sound decisions..
- ◆ Successfully apply the *reasonable person* standard to the decisions they make when working with participant families.
- ◆ Describe the basic model for making decisions.

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
30 min	Introduction	<p>Welcome learners and perform introductions and housekeeping remarks, as necessary.</p> <p>Explain that the content of this training session introduces one of the biggest challenges we face in implementing temporary cash assistance and changing the culture of the welfare office. Explain that we will be discussing the decisions self-reliance staff must make without the detailed program guidance we have relied on in the past. Encourage learners to be open to new ways of performing their job tasks, including decision making.</p> <p>Illustrate the obstacles people can place in the path of learning when they approach a learning opportunity with less than an open mind. Do this by relating the <i>Cup of Tea</i> story.</p>	<i>Cup of Tea (TR-8)</i>

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>After you have related the story, ask learners how many of them have experienced being the professor. Explain that learners must empty their cups before we proceed.</p> <p>Ask learners to look at <i>the</i> session agenda. Have someone read the instructional goal for the session.</p> <p>Review the session objectives with learners.</p>	<p><i>Session Agenda (LP-iii)</i></p> <p><i>Session Agenda (LP-iii)</i></p>
2 hours	Decision Making for Self-Reliance	<p>Discuss how decision making will be different for temporary cash assistance than <i>it</i> has been <i>for</i> AFDC.</p> <p>1. The outcome we have worked toward has been compliance with federal and state rules--timely and accurate benefits. The outcome now is for employed, responsible, and self-reliant participants. The drastic change in program goals requires new decision making skills.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>2. In the past, we have based our decisions on very prescriptive rules. We have tried to create rules and policies for every conceivable family circumstance we might encounter. Now, we must be free to make decisions that help bring the participant family closer to employment and self-reliance.</p> <p>3. We are accustomed to researching an issue, making a decision, and then notifying the participant of our decision. Now, we must involve the participant in any decision impacting his/her family.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Explain that the rules for the TAFI program are intentionally brief to give self-reliance staff more autonomy to do what's necessary to move participant families toward employment and self-reliance.</p> <p>Present a new acronym to learners (be sure to credit Jim Jackson in OPP for the acronym):</p> <p>Reasonable Understandable Legal Effective</p> <p>When choosing a course of action with participant families, the action that is reasonable, easily understood by the participants, and legal is likely to be the most effective course of action.</p>	<p>Transparency (TR-9) Handout (TM-2)</p>
		<p>Distribute Practical Exercise #1. Ask someone to read the case scenario. Have learners discuss as a group whether or not they feel the participant acted as a reasonable person.</p> <p>Explain that, although decisions such as the one that needs to be made here are difficult ones, we do have several resources to turn to to help us make those difficult decisions.</p>	<p><i>Practical Exercise #1 (TM-9)</i></p>

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Review each of the following resources available to self-reliance staff to help them make decisions:</p> <ul style="list-style-type: none"> a. The participant family b. DHW mission statement, WR mission statement, and TAFI program goals c. Report of the Governor's Welfare Reform Advisory Council d. Reference Guide, Temporary Assistance for Families in Idaho e. The <i>reasonable person</i> standard <p>Discuss how each of these resources can be utilized to make sound decisions.</p>	<p>Transparency (TR-10)</p>

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>On a flip chad page or whiteboard, write <i>participant family</i>. Ask learners to tell you how the family can be used as a resource for making decisions as you record their responses.</p> <p>Responses should include:</p> <ol style="list-style-type: none"> 1. Often, the family is the best source of information about the situation requiring a decision. 2. The more the family is involved in making decisions that further their employment and self-reliance goals, the more likely it will become that family members begin making sound decisions on their own. <p><i>Remind learners that every moment with a participant is a teachable moment. Through consistent participation in decisions which affect them, participants will learn decision making and problem solving skills.</i></p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>On the flip chart or white board, write Mission Statements and Program Goals.</p> <p>Ask learners to tell you how mission statements and program goals can be used as resources in making decisions as you record their responses.</p> <p><i>Note to Trainer:</i> There are many possible responses, but the response that should be emphasized is that they provide direction.</p> <p>Explain that mission and vision statements as well as program goals constantly remind us of our destination.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Ask learners to imagine that they are planning a trip to New York City, and they are studying an atlas. The atlas shows you that there are hundreds of roads between Idaho and NYC. If the goal is to reach NYC by the quickest route, your decision concerning which roads to take becomes much easier because as you evaluate each alternative route, you ask yourself, "Will this route take me closer to NYC or further away?" -</p> <p>Explain that mission/vision statements and program goals work much the same way. If the destination is employment and self-reliance, selecting the most effective courses of action in different situations can be accomplished by evaluating each alternative in terms of whether it takes us nearer to or further away from the destination.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Have learners break into groups of 4-5 people. Give the small groups five minutes to make a list of any mission statements, vision statements, value statements, or program goals they can think of that provide direction to self-reliance staff. Then have each group take a turn giving one of their answers. Continue to go from group to group until all responses have been discussed.</p>	
		<p>Ask learners to share situations they have encountered in which they might have made a more effective decision if they had been allowed to use a mission or vision statement as guidance rather than a prescriptive rule.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>If no one has a story to share, give them the following case situation.</p> <p>Madeline, a TAFI participant, just started work as a receptionist for Dr. Charles Fuller, a busy obstetrician. When she was hired, Or. Fuller told her that punctuality was very important to him because he had to have someone in the office first thing in the morning when patients started to arrive. After working a few weeks, Madeline was late for work one morning because her alarm clock didn't go off and she overslept, Even though she called Dr. Fuller as soon as she awakened and explained that there had been a power outage during the night, Dr. Fuller fired her. Madeline calls you to report what happened. Should Madeline be penalized and sanctioned for failure to comply with work requirements?</p>	
		<p>On a flip chart page or whiteboard, write <i>Governor's WR Advisory Council's 44 Proposals</i>. Ask learners to tell you how these proposals can be used as resources in making decisions as you record their responses.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p><i>Note to Trainer:</i> Again, there are many possible responses, but the response to emphasize is the fact that the 44 proposals provide additional direction for self-reliance staff by sewing as a constant reminder of what the citizens of Idaho expect of the state's welfare system.</p>	
		<p>On a flip chart page or whiteboard, write <i>TAN Reference Guide</i>. Ask learners to tell you how the reference guide can be used as resources in making decisions as you record their responses.</p> <p><i>Note to Trainer:</i> Again, there are many possible responses, but the response to emphasize is the fact that the reference guide is the source of rules, laws, and policies for the temporary cash assistance program.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Introduce the <i>reasonable person</i> standard by defining the terms <i>reasonable</i> and <i>prudent</i>. Define <i>reasonable person</i>, the standard to which the actions of participants and other individuals will be held, and the basic precept for applying the guideline.</p>	<p>Transparencies (TR-11 through TR-13) Handouts (TM-3 through TM-5)</p>
		<p>Ask learners to think about the types of situations in which the <i>reasonable person</i> standard would be applied as you record their responses on a flip chart or whiteboard:</p> <p>Situations include:</p> <ol style="list-style-type: none"> 1. Application approvals and rejections 2. Negotiation and maintenance of personal responsibility contracts 3. Establishment of good cause 4. Possible imposition of sanctions for individuals and families who don't meet contract obligations 	<p>Transparency (TR-14)</p>

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Activity: Break the large group into small groups of 3-4 people. Give each group the list of actions taken by participants. For each action, have the groups determine whether or not the participant acted as a <i>reasonable person</i>.</p>	<p>Handout (TM-6)</p>
		<p>After groups have finished, review the participant actions as well as the determinations made by the small groups with the entire group.</p> <p>Point out that the guideline is much easier to apply when the worker asks the question, "What would a reasonable person do in the same or similar circumstances?"</p>	<p>Answers to <i>Participant Actions</i> (TR-17, 18)</p> <p>Transparency (TR-15) Handout (TM-3)</p>

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LESSON PLAN			
Time	Topic	Activity	Instructional
1 hour	Overcoming Obstacles	<p>that we will all have freely and effectively if the at it re learners that, like any skill, practice ill : performance.</p> <p>Explain that the primary reason we will find decisions difficult to make with only mission and goal statements and the <i>reasonable person</i> standard to follow is our mind-set.</p> <p>Define mind-set. Explain how mind-sets are formed and the purpose they serve.</p>	
		<p>Ask learners what mind-set they think we carry with us concerning decision making in the administration of welfare programs.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Discuss the fact that most self-reliance staff have years of experience working with welfare programs. Have all learners who worked with welfare programs before 3/1/97 raise their hands, Ask each of the learners with a raised hand how many years he/she has worked in welfare programs. Have someone keep track of the total number of years. Point out that with the group has <?> years of experience in the old welfare culture,</p> <p>Discuss the fact that the two main obstacles we face are 1) we are used to basing decisions on rules, policies, procedures, and precedents, and 2) much of the work we have done in the past has been task-centered rather than participant-centered</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional A...
		<p>Be sure to point out that we have been very effective in our jobs, and the dramatic change in the way we are being asked to work now is in response to the way the citizens of the United States and more specifically, the citizens of Idaho have changed their expectations of us. In the past, the general public has demanded that we provide eligible families with timely and accurate benefits. Now, the general public is demanding that we produce employed and responsible individuals and self-reliant families. We are being asked to build a much different product—we must change the way we do our work and we must develop new skills in order to make the product we're being asked to produce.</p> <p>Explain that one of the most effective ways to change a mindset is to learn and practice new ways of thinking. For example, learning to <i>stand the problem on its head</i>.</p>	
		Relate the <i>Golf Ball in a Bag</i> story and present the discussion questions.	<i>Golf Ball in a Bag</i> (TR- 19)

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		Tell learners that another way to overcome the mind-set obstacle in decision making is by using the basic decision making model.	
1 hour	Basic Model <i>for</i> Decision Making	<p>Review the steps in the basic model:</p> <ol style="list-style-type: none"> 1. Identify the problem 2. Develop alternative courses of action 3. Evaluate the alternatives 4. Choose the most effective course of action <p>Define <i>problem</i> and explain that the first step in the model is to diagnose the problem by determining its nature and cause(s).</p>	<p>Handout (TM-6)</p> <p>transparency (TR-20)</p>

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Ask the group if they know of any techniques or methods for generating many alternative courses of action. Record responses.</p> <p><i>Note to Trainer:</i> There are many possible responses, but brainstorming is generally the most effective technique to use when attempting to quickly generate many alternatives.</p> <p>Explain that, in addition to evaluating each alternative against desired outcomes/goals, alternatives should be evaluated according to the following criteria (briefly explain each of the criterion):</p> <p><i>Feasibility</i> <i>Quality</i> <i>Acceptability</i> <i>costs</i> <i>Reversibility</i></p> <p>Explain that the last step in the basic decision making model is to select and implement the most effective course(s) of action.</p>	Handout (TM-7)

LESSON PLAN

Time	Topic	Activity	Instructional Aids
		<p>Tell learners that they will now have an opportunity to practice using the basic model for decision making.</p> <p>Have participants form groups of 5-6 people (3-4 people would be fine, also). Give each group a copy of <i>Practical Exercise #2</i>. Ask learners to <i>work</i> within their groups to take Teresa's problem through the steps in the model to determine the most effective course of action, Give the groups about 15 minutes to do this and then discuss the results of the exercise with the entire group.</p>	<p><i>Practical Exercise #2 (TR-21 through TR-23)</i></p>
30 min	Summary/ Wrap-up	<p>Review any aspects of the basic decision making model you deem necessary depending on the results of the practical exercise.</p> <p>Review any aspects of other topics covered in this session.</p>	

LESSON PLAN			
Time	Topic	Activity	Instructional Aids
		<p>Distribute the learning check and ask learners to complete it. Allow 10 minutes. Discuss the answers to the learning check and review any topics you deem necessary. Ask learners if they have any questions about any part of the session.</p> <p>As a final activity, distribute Practical Exercise #3. Ask someone to read the case scenario. Have learners discuss as a group whether or not they feel the participant acted as a reasonable person.</p> <p>Be sure to point out how important it is for us to obtain complete information about the participant's circumstances by involving the participant. In this particular situation, changing or omitting any of the variables could lead to a very different conclusion.</p> <p>Thank learners for their participation. Distribute evaluation forms. Ask learners to complete and return the form before they leave the session.</p>	<p>Learning Check (TM-8) Answers (TR-24)</p> <p>Practical Exercise #3 (TM-10)</p> <p>Evaluation Form (TM-10)</p>

Trainer Resources

SENSE AND SENSIBILITY; MAKING SOUND DECISIONS

Free people from restraint and they will come up with far better, far more advanced, far more productive answers than the experts.

- Rousseau

Decision Making in the Self-Reliance Program

The Self-Reliance **program** emphasizes **asset-based** coaching and individual responsibility. For **all** staff members who work with participant **families**, the expectation **is** for open, **adult-to-adult** conversation as **well** as exploration of all **options/possibilities** for **family** support. **Successful** coaching requires frequent **interaction** and feedback. Further, self-reliance specialists, **supervisors**, and program managers **will** often **find themselves** in situations **which** require sound decision making and joint problem solving. The participant family **must** be **involved in both processes** for **true** progress toward self-reliance to occur.

Decision making is the **process** of thought **and** action that results **in** choice behavior. In the **past**, **we have relied heavily** on **rules**, policies, procedures, **and** precedents when **making** decisions; however, our **desired** outcome **was** compliance **with** federal **and** state **regulations--timely and** accurate case work. The outcome we work toward **now** is employed, empowered, and self-reliant **families**. Although rules serve the purpose of providing a legal **program** description and **framework** for **action**, **they do not, are not intended to, and will** not provide self-reliance staff with step-by-step instructions for making **decisions**. **Each** family is unique, **and each** set of circumstances is unique; therefore, each situation requiring a decision must be viewed as a unique opportunity to move the family closer to employment and **self-reliance**.

So where **do** self-reliance specialists turn for guidance **when** faced with

decisions, such as in the approval/rejection of **applications**, the negotiation of personal responsibility **contracts**, the establishment of good cause, or the possible imposition of sanctions for individuals or families **who** don't meet contract obligations? Where do self-reliance supervisors, trainers, investigators, community development specialists, clerical support staff, **and** program managers find guidance to support specialists as well as participant **families** as **they** work together **toward** the goals of employment and self-reliance? What guides bureau, **division**, **and** department **management** and staff **as they** support regional efforts **to form** partnerships with participant **families** **and** communities toward the goals of employment and **self-reliance**?

Much guidance can be found in the mission, vision, **and** values of the **Idaho** Department of Health and Welfare. Even more direction **can** be found in the mission of **Idaho's** welfare reform and in the goals of the temporary **cash** assistance **program**. Mission, vision, **goal**, **and** value statements are **useful** in decision making because they provide direction--a constant reminder of the destination. When the **destination is clear, it becomes much easier** to choose the most effective **way(s)** to **reach** it. When **the goal is clear**, it becomes **much** easier to choose the most effective **course(s)** of **action** required **to reach** the goal. Evaluating alternatives **becomes** as easy as asking, "Will **this** particular **course of action take us closer** to or further from the **goal**?" In almost **all** situations, **the most** effective **course of action** takes **us** closer to the **goal**.

Guidance can **also be** found in the *Reference Guide for Temporary Assistance for Families in Idaho*. The reference guide **contains** the rules for the TAFI program as well as several appendices **which** provide additional direction in specific program areas.

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The *Report of The Governor's Welfare Reform Advisory Council*, published in December 1995 furnishes self-reliance staff with guidance in decision making since it serves as a constant reminder of what the citizens of Idaho expect from our welfare system. Success in meeting these expectations depends on the ability of self-reliance staff to learn new habits and new ways of looking at old problems.

One tool for direction in decision making that will enable self-reliance staff to explore new possibilities is the *reasonable person* standard. Webster's New Collegiate Dictionary defines *reasonable* as *agreeable to reason; not extreme or excessive; moderate and fair, having the faculty of reason, and possessing sound judgement*. In the same dictionary *prudent* is *characterized by wisdom and judiciousness*. Thus, it follows that a *reasonably-prudent person* is one who possesses and exercises sound judgement and whose actions are not extreme or excessive. The standard which *must* then be held to Department staff, to participants, and other individuals when applying the guideline is this:

What would a reasonable person do in the same or similar circumstances?

So how do we apply that standard? Under what circumstances is the *reasonable person* standard appropriate?

The *basic* precept for applying this guideline is:

In the absence of a rule, apply the reasonable person standard

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