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COLLECTION:

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FOLDER TITLE:

Partnerships for Stronger Families

2012-0255-S

rc627

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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- b(1) National security classified information [(b)(1) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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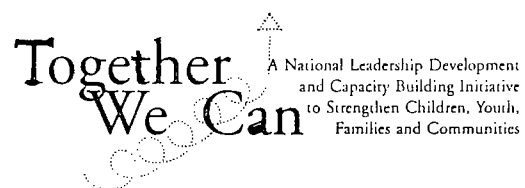
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A National Leadership Development
and Capacity Building Initiative
to Strengthen Children, Youth,
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***Working Meeting on
Coordinating Federal Technical
Assistance***

The Institute for Educational Leadership • California Tomorrow • Child
and Family Policy Center • Program for Community Problem Solving

1001 Connecticut Avenue, NW • Suite 310 • Washington, DC 20036

**COMMUNITY BUILDING IN PARTNERSHIP
SANDTOWN-WINCHESTER
PROGRESS REPORT
June, 1996**

By 1990, the Sandtown-Winchester neighborhood in West Baltimore had become a community challenged by virtually every urban ill. Sandtown currently ranks near the bottom of Baltimore's neighborhoods in indicators such as poverty, unemployment, school performance, teen pregnancy, chronic illness, violent crime, and frequency of HIV-AIDS infection.

But another Sandtown is now emerging. It began in 1990 when the residents of Sandtown-Winchester, Mayor Kurt L. Schmoke and The Enterprise Foundation had a common vision -- to transform Sandtown-Winchester into a viable, livable community. They formed a partnership to transform the neighborhood's broken systems: education, housing/open space, human services, health care and substance abuse, public safety, employment, community building, and commercial/retail development. The belief is that as all problems are interrelated, so are the solutions. Residents work with government and Enterprise to plan what needs to be done, design and operate the programs, and see that the transformation direction remains true to the original vision and goals.

In 1994, Community Building in Partnership, Inc. (CBP), a community-based organization, was formed to coordinate the overall transformation activities and build the capacity of existing organizations and institutions.

Residents identified specific goals that they wished to achieve in eight program areas. The following outlines the long-term goals for each area, progress that has been made, and the next steps that are expected in the coming year.

Employment: 44% of working age residents are unemployed or underemployed; 22% are officially unemployed. One quarter of households have annual incomes below \$5,000.

- **Goal:** Cut the unemployment rate in half, to 11%. Reduce by half the number of households with incomes under \$5,000.
- **Progress:** CBP sponsored "Sandtown Works" employment development program officially opened in the Community Center in 1996. Over 400 job seekers have been assessed; 187 have completed job readiness training; 210 have received industry linked training; and 322 have been placed in jobs.
- **Next Steps:** Continue to work with other neighborhood actors (Eden Jobs, Empowerment Zone Village Center) to institutionalize a comprehensive approach to employment (assessment, readiness and skills training, placement, follow-up support, self-employment).

Education: 90% of students in Sandtown-Winchester's three elementary schools scored below Maryland standards.

- **Goal:** 95% of students in Sandtown-Winchester's three elementary schools will meet Maryland School Performance Standards.
- **Progress:** A compact has been executed among the school system, teachers and residents that shares responsibility for preparing students and managing the schools. A new, nationally-recognized curriculum was introduced in the schools and aligned to professional development for teachers and parents. All three schools are working together on instruction, professional development and readiness issues. Early childhood education, pre- and full-day kindergarten, and school-based clinics have been established to ensure that all children are prepared to learn.
- **Next Steps:** Formalize the management structure, and continue professional development activities.

Housing and Open Space: 75% of families live in substandard dwellings; over 800 residential units are vacant. A combined six acres are abandoned, debris-strewn lots.

- **Goal:** Improve and make affordable to existing residents 3,000 units and develop 50 parks, gardens and play areas.
- **Progress:** Over 1,000 units have been newly constructed or rehabilitated; an additional 69 units are under construction; 167 units will go to construction in the next quarter. Three parks have been renovated; 19 gardens have been planted.
- **Next Steps:** Renovate additional vacant housing and initiate a home repair program.

Human Services: Two in five Sandtown-Winchester households (approximately 1,350 families) receive public assistance.

- **Goal:** Reduce by half -- to 675 -- the number of families on public assistance.
- **Progress:** A community center has been opened offering adult education, after-school and recreation programs for youth, and services for seniors. A family advocacy program has been started, offering outreach, referrals and support to families in crisis, which responded to 1,627 requests for help in past year. Eighty adult dropouts have worked to complete their high school education in the last year. Ninety-one at-risk youth are being trained in construction trades and are completing their education. Of these programs' 40 recent graduates, 26 are already employed. Seventy children currently attend "after school" programs.

- **Next Steps:** Install a management information system to improve client tracking capabilities, program management and communication between programs.

Public Safety: Sandtown-Winchester is one of the three most violent neighborhoods in Baltimore and open air drug markets scourge the neighborhood.

- **Goal:** Reduce the level of violent crime in Sandtown-Winchester to that of a typical middle-income neighborhood and eliminate blatant drug dealing.
- **Progress:** Violent crime has been reduced 20%. Fifteen known drug houses have been closed. More than 100 block clubs have been organized to fight crime. "Parents on Patrol" and "Citizens on Patrol" programs have been established to create safer environments for children and residents.
- **Next Steps:** Link programs to outreach efforts and sanitation; make block captains more central to communications and program oversight.

Commercial/Retail Development: Residents have little or no access to good quality, fairly priced produce, groceries or pharmaceuticals.

- **Goal:** Revitalize the local retail strip, anchored by the redevelopment of the municipal market featuring fresh, quality foods, crafts and entertainment.
- **Progress:** Management authority for the municipal market has been turned over to a non-profit corporation, which is presently overseeing its renovation as the new "Avenue Market". Approximately 40 merchant and 120 full-time positions will be created. Two new drugstores have opened on the retail strip.
- **Next Steps:** Complete The Avenue Market renovations and lease space to 10 new merchants trained through a "Merchant Development Program."

Health: One third of residents -- including 90% of adult males -- have no health insurance and no access to primary care. Only one in two pregnant women received prenatal care in their first trimester. Only 40% of children are fully immunized by the age of two.

- **Goal:** Provide access to comprehensive primary health care for all residents.
- **Progress:** A consortium of five private and public health care providers has been organized to comprehensively deliver needed care to all residents. Health care is available to all pregnant women and infants. Health clinics for students opened in the three elementary schools in 1995 and have had 4,400 visits. A needle exchange program has served 2,700 Sandtown-Winchester substance abusers. Blood pressure and arthritis programs will serve 850 people once fully operational.

- **Next Steps:** Develop and begin to implement comprehensive substance abuse and violence prevention programs.

Community Building: Once home to many of Baltimore's leaders, social activities, and institutions, Sandtown has become a community of last resort -- primarily to those who do not have the means to move out.

- **Goal:** Involve over half of Sandtown-Winchester households in transformation activities, community affairs and services.
- **Progress:** More than 1,700 voters have been registered. A community newspaper is published monthly. A regular calendar of community events and activities -- from holiday celebrations to volunteer awards and youth leagues -- is maintained, involving over 4,000 people. CBP, Inc. has created or provided support to nearly 28 community organizations involved in transformation activities.
- **Next Steps:** Plan and host a community-wide festival in the fall featuring health and public safety activities.

Sandtown-Winchester Neighborhood, Baltimore, MD

COMMUNITY BUILDING IN PARTNERSHIP INVENTORY OF FEDERAL AID

Purpose	Program	Agency/Amount
<u>Housing/Open Space</u> • Public housing modernization • New construction • Rehabilitation/new construction, infrastructure/open space, support to CDCs & community organizations • Rental assistance • Elderly assisted housing • Family assisted housing	• CIAP • Nehemiah • CDBG, Rental Rehab, Section 108, HOME • Section 8, Vouchers • Section 202 • Public Housing, HABC	• HUD - \$13.3 million • HUD - \$4.2 million • HUD - \$26.6 million • HUD - 61 units • HUD - 134 units • HUD - 937 units
<u>Education</u> • Teachers' aides, tutors, librarian, materials, free breakfast & lunch, cultural enrichment for all five Sandtown schools	• Chapter I	• Dept. of Education - approximately \$2 million in 1993
<u>Youth</u> • Youth-focused services in employment, education, family support	• Youth Opportunities Unlimited	• Dept. of Labor - \$2.7 million

Purpose	Program	Agency/Amount
<u>Employment & Training</u> • Construction/rehab training for unemployed youth • Lead abatement training, placement • Summer jobs for youth	• Ventures in Community Improvement (part of Youth Opportunities Unlimited) • Baltimore Jobs in Energy Training for Lead-Based Paint Abatement Workers • Summer Youth Employment program	• Dept. of Labor - \$178,000 (out of \$2.7 million) • Environmental Protection Agency - \$20,000 • Department of Labor - \$331,000, 1991-1993
<u>Recreation</u> • Renovation of playfield including restrooms, pools, & basketball courts	• Urban Parks Recreation and Recovery	• National Park Service - \$75,000
<u>Health/Human Services</u> • Pre-natal care and services for mothers and children up to age five to reduce infant mortality and deliver healthy children to the school system.	• Baltimore Project/Healthy Start	• Dept. of Health and Human Services - \$6.6 million
<u>Commercial/Retail</u> • Renovation of municipal market.	• CDBG	• HUD - \$70,000

PARTNERSHIPS FOR STRONGER FAMILIES

The goal of Partnerships for Stronger Families is to make the federal government a more responsive and supportive partner in efforts to implement comprehensive community-based initiatives to serve children and families. Many promising domestic initiatives of the Clinton administration have been designed to support community-developed strategies including the Empowerment Zone/Enterprise Community Program and the National Performance Review's State and Local partnerships. This effort will take lessons learned from those models and others across the country and pursue systemic change to make federal practices more supportive of community efforts.

Partnerships is an interagency effort, coordinated by several White House offices including the Domestic Policy Council, the National Performance Review, the Community Empowerment Board, and the Office of Management and Budget. Federal agency staff have formed five action teams to pursue a concrete agenda for administrative action in 1996. The teams and their initial mandates are:

1. **Building Capacity: Technical Assistance** Mission: to inventory federal technical assistance to communities in children and family services and to consider ways to improve interagency coordination and make TA more responsive to customer needs.
2. **Accountability: National Indicators** Mission: to develop options for a system of national indicators of family and child well-being, possibly modelled on the Index of Leading Economic Indicators.
3. **Financing: Flexibility** Mission: to explore federal funding and regulation of efforts to integrate services to children and families, to recommend improvements, and to explain to communities how to maximize federal funding and flexibility.
4. **Information Dissemination** Mission: to inventory federal clearinghouses, web sites and 800 numbers providing information to communities on programs for children and families and to recommend ways to integrate these resources into an easy-to-use reference system -- on the World Wide Web and through non-electronic means.
5. **Single Point of Contact** Mission: to examine how a single federal point of contact for states and communities might be implemented, using the HUD/Connecticut MOU as a model and learning opportunity.

The teams have submitted work plans indicating their initial actions for 1996. Participating agencies include Health and Human Services, Housing and Urban Development, Agriculture, Labor, Education and Justice. Each agency is participating on all five teams. Team chairs are Assistant Secretaries or other high-level agency officials. The initiative is being managed by a Steering Committee consisting of the Team Chairs and representatives of the various White House offices.

6/25/96

CENTER FOR THE STUDY OF SOCIAL POLICY

CURRENT INITIATIVES INVOLVING TECHNICAL ASSISTANCE

► **Peer-to-Peer Technical Assistance Network**

This initiative establishes a network of state and local staff who are pursuing reforms in their own communities and who have agreed to provide ongoing consultation to their peers in other sites. The network currently consists of over 40 consultants representing a diversity of disciplines, departments, and areas of expertise. Major substantive areas include child protective services reform, community-based service delivery, local governance, school-linked services, financing and budgeting, and outcome measures and accountability.

► **Initiatives Involving Technical Assistance to Multiple Sites**

Cross - Systems Professional Development

Purpose: To help create cross-systems professional development opportunities for front-line staff in order to improve their ability to work in a reformed system

Sites: San Diego; Louisville, KY

Community Partnerships for Protecting Children

Purpose: To help sites work with their local communities in order to substantially reform their child protective services system to better protect children

Sites: Jacksonville, FL; Cedar Rapids, IA; Louisville, KY; and St. Louis, MO

Governance Workgroup

Purpose: To provide assistance to states pursuing comprehensive collaborative governance initiatives

Sites: Georgia, Iowa, Maryland, Michigan, Missouri, North Carolina, Oregon, Vermont and Washington

Tom Joe, Director

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Case Studies on Neighborhood-based Services

Purpose: To document and provide assistance to sites developing comprehensive, jurisdiction-wide initiatives to develop neighborhood-based, community-directed services for families and children

Sites: Los Angeles; Louisville, KY; and Cedar Rapids, IA

Improved Outcomes for Children Project/National Alliance for Restructuring Education

Purpose: To work with sites undertaking systemic education reforms to address needed human service reforms in order to ensure all children learn at high levels

Sites: Kentucky, Washington state, Vermont, San Diego, Pittsburgh, Chicago

Intensive Technical Assistance Initiative

Purpose: To provide intensive technical assistance to two sites in order to assist them in pursuing substantial reforms in their child- and family-serving systems

Sites: TBD

► **Initiatives Involving Technical Assistance to Single Sites**

Missouri: Work with the states' Family Investment Trust and Caring Communities Initiative to provide strategic assistance, workshops, case studies, and other written materials. Work with Jackson County Department of Children and Family Services to help reform the child welfare system.

District of Columbia: Work with the city's child welfare staff and four community collaboratives to improve the city's child protective services system and begin to move CPS services into neighborhoods.

Arkansas: Work with the state's child protective services system to review practices and procedures and effect long-term improvements.

► **Written Products**

Most of CSSP's written products are designed to provide either conceptual or hands-on technical assistance to sites in pursuing systemic reforms. Recent examples are:

A Matter of Commitment: Improving Results for Children, Youth and Families: A Comprehensive Guide to Ideas and Help

The Case for Shifting to Results-Based Accountability

Finding the Data: A Start-Up List of Outcome Measures with Annotations

Beyond Lists: Moving to Results-Based Accountability

Changing Governance to Achieve Better Results for Children and Families

Toward New Forms of Local Governance: A Progress Report from the Field

System Change at the Neighborhood Level: Creating Better Futures for Children, Youth and Families

Getting From Here to There: Building A Community-Based System for the Protection of Children

New Strategies for Student Support Services

Financing Reform of Family and Children's Services: An Approach to the Systematic Consideration of Financing Options

From Outcomes to Budgets: An Approach to Outcome-Based Budgeting for Family and Children's Services

Partners for Success: A Curriculum for Cross-systems Professional Development

Evaluating Successful Results for Missouri's Children and Families

► **Contact Person: Frank Farrow**
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**White House Domestic Policy Council
Partnerships for Stronger Families**

Federal Technical Assistance Survey

1. *Organizational Information*

- a. *Department:*** _____
b. *Agency:* _____
c. *Bureau/Office* _____

2. *Name of Technical Assistance Program/Activity:* _____

3. *What is the primary substantive objective of the programs supported by this Technical Assistance? (Check no more than three.)*

Please note the outcomes to which your program contributes as well as the outcomes you consider primary. For example, a health program may have a primary emphasis on healthy children and families, but the program may also contribute to a child's capacity to be ready to learn or to succeed in school. We consciously have chosen to list some basic outcomes that relate to more than one particular set of programs. If your program seeks to achieve an important outcome that is not listed below, please add it.

- ☐ Healthy Birth
- ☐ Children Ready to Learn
- ☐ Success in School
- ☐ Healthy (physically & mentally) Children and Families
- ☐ Free from Alcohol & Other Drugs
- ☐ Adequate/Affordable Housing
- ☐ Children & Youth Prepared for Productive Adulthood
- ☐ Working Adults
- ☐ Capacity to Exercise Civic Responsibilities
- ☐ Violence Free Communities
- ☐ Violence Free Families
- ☐ Economically Strong Communities
- ☐ Other _____

4. *What types of capacity building activities are part of this technical assistance program/activity? Please check all that apply and estimate the proportion of your budget devoted to each. We are aware that these categories are overlapping to some extent.*

ACTIVITY	% OF BUDGET FOR THIS ACTIVITY
☐ Information/Data Collection (Includes clearinghouses, conferences, written/electronic communications)	_____
☐ Best Practices (Identification, documentation, dissemination of "what works")	_____
☐ Training Systems Development (Assessment of training needs, development of training curricula and resource materials)	_____
☐ Training Delivery (Conduct of formal learning events intended to increase participant knowledge and skill)	_____
☐ Technical Assistance Delivery (Support -- excluding training as defined above -- to improve the overall capacity of organizations and programs to achieve desired outcomes)	_____
☐ Standards/Evaluation (Development of program/systems outcomes and standards; development of evaluation capacity)	_____
☐ Cross Systems Collaboration/Coordination (Developing decision-making bodies and service delivery strategies across systems, programs and agencies)	_____

5. *Please check all modes of technical assistance or training delivery that apply to your program/activity. Estimate the proportion of your budget devoted to each.*

MODE OF TA DELIVERY	% OF BUDGET
☐ Telephone consultation	_____
☐ On-line technology	_____
☐ Workshop/Seminar	_____
☐ External Expert Consultation	_____
☐ Peer to Peer	_____
☐ Training of Trainers	_____
☐ Other _____	_____

6. *Who are the customers for the technical assistance you provide? Please check all that apply and estimate the proportion of your budget devoted to each.*

CUSTOMER	% OF BUDGET
☐ States	_____
☐ Tribal Governments	_____
☐ Substate units (city/county)	_____
☐ Local Education Agencies	_____
☐ Community/neighborhood	_____
☐ Non-profit organizations	_____
☐ Practitioners	_____
☐ Individuals	_____
☐ Other _____	_____

7. *What role do the customers play with regard to this Technical Assistance? Please check all that apply.*

- ☐ Assist in planning overall office/bureau program of technical assistance
- ☐ Assist in planning specific technical assistance activities
- ☐ Help to select individual providers of technical assistance for their program

- ☐ Evaluate effectiveness of technical assistance
- ☐ Other (please describe) _____

8. *What types of organizations provide technical assistance under your program? This question applies only for grants, contracts and cooperative agreements. (Check all that apply and estimate the percentage of your budget devoted to each).*

TYPE OF ORGANIZATION	% OF BUDGET
☐ States	_____
☐ Tribal Governments/Organizations	_____
☐ Profit-making enterprises	_____
☐ Institutions of Higher Education	_____
☐ Associations of States/Local Governments	_____
☐ Private Non-profit organizations	_____
☐ Other _____	_____

9. *Is this Technical Assistance delivered in partnership with any other agency, bureau, or office either in your own department or otherwise?*

- ☐ Yes ☐ No

If so, please list your partner(s). _____

10. *Please describe any new or innovative efforts you have undertaken through this TA program. Attach additional information if you wish.*

**11. What level of resources has been devoted to this technical assistance program?
Please estimate where necessary.**

- a. Technical Assistance delivered by federal government staff. Indicate how many FTEs are devoted to the effort?

FY '95: _____ FY '96: _____

- b. Technical Assistance is delivered through grant, contract, or cooperative agreement. Indicate dollars devoted to the effort?

FY '95: _____ FY '96: _____

12. Contact information for person completing this survey:

Name: _____

Title: _____

Address: _____

Telephone number: _____

Fax number: _____

E-mail: _____

13. I would like to participate in further conversations with the members of the Technical Assistance Action Team?

☐ Yes ☐ No

Thank You Very Much

FEDERAL TECHNICAL ASSISTANCE WORKING MEETING

July 9 & 10, 1996

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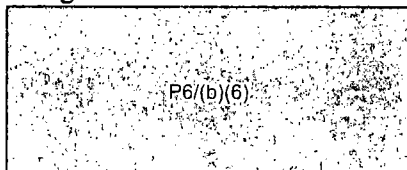
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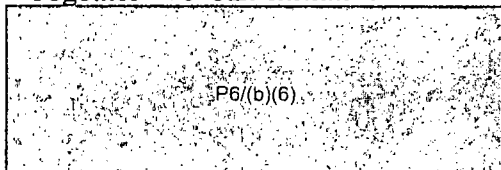
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TA TO COMPREHENSIVE COMMUNITY INITIATIVES

WHAT WE'VE LEARNED

According to federal agency staff and providers, TA works best when:

- Providers take time to understand each community's vision of what it wants to do. They tailor their assistance to meet the community's agenda.
- All TA staff are respectful of cultural differences. They seek out community leaders as valued partners in planning and providing TA. They know how to build on the strengths inherent in diverse settings.
- Individual providers see the importance of coordinating their efforts within communities and across initiatives. They help create and consistently use a variety of mechanisms to increase communication with their colleagues. They jointly plan and work together with other providers when that is what is needed.
- TA providers and program officers clearly distinguish between TA and evaluation. Communities know how information gained from reports and especially in field visits will be used. Communities know when they are receiving TA and when they are being evaluated. By the same token, when better ways are needed, we use TA activities as a way to develop knowledge about the growth and the development of comprehensive initiatives.
- TA providers have the skills needed to help communities develop cross-system comprehensive initiatives. They have nuts and bolts know-how in key areas including: environmental assessment, political negotiation, designing and financing comprehensive strategies, and setting up methods for measuring accountability based on results.
- Federal officials are clear about the principles that inform community-based comprehensive initiatives. They make sure that TA reflects these principles.

TA TO COMPREHENSIVE COMMUNITY INITIATIVES

WHAT WE'VE LEARNED

According to a focus group of community groups, the best TA providers:

- Have had personal experience in cross-sector collaboration.
- Are selected by the community and accountable to the community as their primary client.
- Incorporate "peer-to-peer" consultation into TA strategies whenever possible.
- Understand and promote community goals.
- See an important part of their role as developing local leadership and community capacity.
- Are politically astute. They bring skills and techniques that communities can use in navigating their own political context.
- Work with each community for an extended period of time, preferably on or near site. They become part of the initiative and share accountability for it.

TA TO COMPREHENSIVE COMMUNITY INITIATIVES

WHAT WE'VE LEARNED

Community initiatives would like to see:

- TA providers held more accountable for results connected to community outcomes.
- Increased feedback and guidance from federal agencies about what comprehensive initiatives should look like.
- More effective use by federal agencies of feedback from communities. Required reports could be used to help communities identify and anticipate areas that could benefit from specific kinds of TA.
- Accelerated efforts to create local capacity and the infrastructure necessary to promote cross-agency linkages. More attention given to helping political leaders see how comprehensive initiatives can help localities manage federal and state resources.
- Creation of a federal clearinghouse with a variety of information on comprehensive initiatives and useful strategies. Better ways for communities to find qualified TA providers with demonstrated skills in specific areas.

TA TO COMPREHENSIVE COMMUNITY INITIATIVES

WHAT WE'VE LEARNED

Examples of TA strategies that communities have found very helpful include:

- Using practitioners from other programs to evaluate initiatives. Providing on the spot peer-to-peer consultation in areas where improvements could be made.
- Exchanges of senior managers both across programs and across levels of government for several months or longer.
- Temporary assignment of regional office staff to the local level in order to manage a specific scope of work or to introduce new procedures.
- Multi-faceted TA combining public and private resources from several initiatives targeted at the same community.
- Fellowships to develop collaborative skills among local practitioners from many settings and regions. Utilization of this pool to provide TA at other sites.

THE WHITE HOUSE

WASHINGTON

May 22, 1996

Dear Colleagues,

I am pleased to send you a copy of "Building Partnerships for Stronger Families," a report of the White House Working Meeting held on March 12-13, 1996. The report captures the experiences of many participants who are working to support the strong, healthy development of children and families. It also provides an agenda for continued initiatives by the federal government to be responsive to local and state efforts.

We are moving ahead with the ideas developed during the Working Meeting. With leadership from the Domestic Policy Council, the Community Empowerment Board, the National Performance Review, and the President's Crime Prevention Council, we have formed five cross-agency "Action Teams" to design and undertake new efforts such as those proposed during the meeting. These five teams will focus initial efforts during the next few months in the areas of:

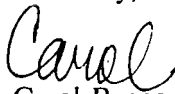
- . Building Capacity: Technical Assistance
- . Accountability: National Indicators
- . Finance/Flexibility
- . Information Dissemination
- . Streamlining Bureaucracy: Single Point of Contact

The Action Teams will submit work plans by the end of May indicating reasonable goals for 1996. Participating agencies include Health and Human Services, Housing and Urban Development, Agriculture, Labor, Education, and Justice. The teams are chaired by Assistant Secretaries or other high-level agency officials, and each agency is participating on all five teams.

The Partnerships for Stronger Families initiative will be coordinated and managed by Jeanne Jehl, who can be reached at the Institute for Educational Leadership (202/822-8405) by mid-June. We plan to stay in contact with you and others in states and communities as this exciting effort progresses, and we are considering convening another forum in the fall to review the teams' progress.

We look forward to your continued involvement and support.

Sincerely,



Carol Rasco

Assistant to the President
for Domestic Policy

THE WHITE HOUSE
WASHINGTON

**Building Partnerships for Stronger Families:
Report of a White House Working Meeting**

March 12 - 13, 1996
Washington, D.C.

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Overview

State and local representatives from the front lines of innovative partnerships for stronger families shared success strategies, discussed challenges, and mapped out action steps at a working meeting with federal policy makers on March 12 and 13, 1996. The meeting, convened by President Clinton's Domestic Policy Council in collaboration with the National Performance Review, U. S. Department of Education, Federal Working Group on Comprehensive Services for Children and Families, and the Policy Exchange of the Institute for Educational Leadership, brought together collaborators from each level of government to clarify the issues, barriers, and success factors involved in building intergovernmental partnerships that improve results for families. Participants generated action steps for each level of government that will inform a federal framework for action as well as action plans for each federal agency.

Participants included practitioners, policy makers, and program administrators from 14 states¹ and localities with innovative strategies for strengthening children, families, and communities. State and local participants represented the fields of education, health, human services, labor, justice, and economic development. Representatives of federal agencies and executive offices,² foundations, and organizations involved in promoting stronger families also participated.

During several small group sessions; a "town meeting" with Vice President Al Gore and Carol Rasco, Assistant to the President for Domestic Policy; and a concluding plenary session, participants addressed the following questions:

- What factors contribute to the success of innovative state and local reforms for families and communities? What are the obstacles to successful partnerships, and how should they be addressed?
- What specific actions should each level of government take to improve results for families and communities through intergovernmental partnerships? In particular, what should federal partners do to remove barriers and increase responsiveness to local reform efforts?

¹Arkansas, Colorado, Connecticut, Indiana, Iowa, Kentucky, Maryland, Minnesota, Missouri, North Carolina, Ohio, Oregon, Vermont, and West Virginia

² The departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, Labor, and Transportation; Office of Management and Budget; Office of the First Lady; National Economic Council; Community Empowerment Board; Office of Intergovernmental Affairs; Office of the Vice President; National Performance Review; Bureau of the Census; Bureau of Labor Statistics; National Institute of Child Health and Human Development; the National Center for Education Statistics

The working meeting was part of the Clinton Administration's ongoing efforts to work with other levels of government and communities to strengthen families. Strong, healthy families are essential to the economic and social wellbeing of the country because "when families flourish, communities and nations follow," explained Elaine Kamarck, Senior Policy Advisor to the Vice President. Other White House efforts to promote partnerships for stronger families include: the Federal Working Group on Partnerships for Stronger Families; the Empowerment Zone/Enterprise Community program; and formal partnerships between the federal government and state governments in Connecticut, Indiana, Oregon, and West Virginia.

This report summarizes the key actions, issues, success factors, challenges, and governmental roles identified by meeting participants. Appendices contain the meeting agenda, descriptions of federal programs or collaborative efforts and state and local partnerships to strengthen children and families, and a draft vision statement for partnerships for stronger families.

Recommended Actions

One of the primary purposes of the meeting was to develop concrete and specific action steps for moving toward stronger families, at all levels of government and within communities. These steps will inform the work of the Federal Working Group on Comprehensive Strategies, an interagency collaborative group, which is identifying actions that the federal government can take to facilitate state and local strategies for children and families. In topical discussions and a "town meeting" with Vice President Gore and policy adviser Rasco, participants recommended the following federal, state, and local government actions to help build stronger families:

Actions for the Federal Government

Federal actions should support new roles and responsibilities for accountability among partners at all levels of government, provide new tools for flexible local efforts, and establish incentives for innovative approaches, participants agreed. The federal government should:

Support New Roles and Responsibilities for Accountability

- ***Define expectations and responsibilities for federal, state, and local governments.*** Clear role definitions, based on the strengths and capacities of each level of government, will reduce duplication, overlap, and confusion about the locus of control or accountability. A shared understanding of "who does what" will help the federal government streamline its efforts and find cost-effective strategies for coping with downsizing and balanced budgets. In defining new roles and responsibilities, the federal government should examine family policy and related programs in their historical context to build on lessons learned, honor past successes, and avoid repeating mistakes.
- ***Convene a federal interagency working group to determine what constitutes meaningful and useful outcome data for children and families.*** Outcome data should support a shared vision for families and should be collected and disseminated in ways that respond to state and local information needs. The interagency group should develop a system of responsible safeguards against fraud and abuse in data reporting. The group should include representatives from states and localities but could be headed by a federal agency, such as the Bureau of the Census.

Provide New Tools for Flexible Responses

- ***Develop consistent interagency confidentiality rules that remove barriers to effective, comprehensive services for families and children.*** Current confidentiality procedures make it hard to provide families with a continuum of care across systems such as law enforcement, health care, education, welfare, and human services. A common set of rules that is consistent across agencies and through inspection and audit procedures will help communities forge more cooperative partnerships. The federal government should follow the example of states such as Indiana, where government attorneys and officials collaborated to produce a one-page interagency confidentiality document.
- ***Encourage Empowerment Zones, Enterprise Communities, and other community development efforts to bring together a comprehensive array of funding streams*** that include education programs, social welfare programs, and state and local initiatives. The federal government should urge these "umbrella" partnerships to use their broad funding infrastructure to support coherent local strategies that cross programmatic lines and put families' interests first. Communities that blend funding streams can bring more practitioners and leaders together to work toward a shared vision for children and families.
- ***Provide communities with flexible, responsive technical assistance that builds capacity for sustainable local problem-solving.*** Federal strategies for technical assistance may include setting standards for government-funded private providers; involving community members in selecting technical assistance providers; facilitating community connections to institutions of higher education for ongoing technical assistance; and training program administrators as technical assistance providers to avoid adding another level bureaucracy.

Establish Incentives for New Approaches

- ***Reward best practices and disseminate case studies of innovative strategies.*** Official recognition of successful partnerships for stronger families will foster innovation across the country. An effective information-sharing system will help communities avoid reinventing good ideas by building on the promising practices, strategies, results, and lessons learned from other sites. The federal government could use as a model the award system used by the National Performance Review to acknowledge outstanding efforts within federal agencies.

Actions for State Governments

State actions should improve coordination across systems and agencies, streamline communication and technical assistance, and encourage broad-based local support, participants said.

In particular, states should:

Improve Coordination Across Systems and Agencies

- ***Facilitate local innovation by clarifying whether communities face obstacles posed by federal or state regulations.*** Clear information from state governments will help communities pursue appropriate solutions to real or perceived barriers to effective partnerships for families. Local efforts that receive concise regulatory information from the state government can avoid wasting time applying for unnecessary waivers or confusing state and federal barriers.

Streamline Communication and Technical Assistance

- ***Establish a single ombudsman for local reform efforts that need information about state programs, regulations, and waivers.*** States should consider the experience of Oregon and Connecticut, where federal points of contact provide consistent information and embody common goals across program lines. States might also consider establishing a hotline for local partnerships with questions about state guidelines, requirements, or assistance.
- ***Simplify and streamline regulations and paperwork to clarify legal requirements for state administrators and local practitioners.*** A leaner system of rules and a smaller bureaucracy will allow information to be dispersed through a single entity, which will reduce confusion at the local level. States may consider using the methods that helped the National Performance Review identify 16,000 pages of unnecessary federal regulations.

Encourage Broad-based Local Support

- ***Reward local partnerships that demonstrate positive results, rather than individual programs that follow traditional requirements.*** State agencies—including top officials, middle management, program administrators, and inspectors general—should value comprehensive, coordinated strategies that produce successful results for families. All state institutions must buy into this orientation to avoid sending conflicting messages to local partnerships.

Actions for Local Governments

Local actions should empower communities to identify and attain solutions, encourage the involvement of all local stakeholders, and coordinate with efforts by other levels of government, participants said. Local governments should:

Empower Communities to Identify and Attain Solutions

- ***Develop shared leadership among local policy makers and community members to set objectives that focus on building community assets.*** A vision shared by all stakeholders should inform local assessment of resources, assets, opportunities, and needs. Local reform efforts will have more credibility if they grow from shared management and mutual understanding among diverse community members.
- ***Identify community resources, goals, assets, needs, and regulatory barriers before asking the state government for waivers or assistance.*** Well-informed local reform efforts that come to the table with a clear mission are empowered to move ahead and can better define their expectations for state action.

Encourage the Involvement of all Local Stakeholders

- ***Increase broad-based local participation by educating community members about how the flow of federal and state funds affects local infrastructure for children and families.*** Field officers for federal programs could help community members get involved in local governance and become familiar with funding decisions that impact families.
- ***Include suburbs and exurbs in regional planning and development efforts for urban areas.*** As urban residents continue to migrate to outer areas, cities must expand their definitions of community to incorporate the resources and needs of the larger region. Regional planning and economic development will benefit from a vision of infrastructure, jobs, and communication that does not isolate the city core from its surrounding areas.

Coordinate Efforts with Other Levels of Government

- ***Help improve the federal government's responsiveness to communities by providing feedback on federal performance.*** Federal agencies and offices need to know how their actions impact the front lines of service delivery to children and families.

A Focus on Key Issues

As participants developed recommendations for federal action, they identified important success factors, challenges, and governmental roles and relationships related to five key topics: (1) building capacity, (2) strengthening data and information systems, (3) improving accountability, (4) streamlining bureaucracy, and (5) financing.

Building Capacity

Capacity building creates communities that optimize their resources and leadership, learn from the work of others, and tap into a network of partners, participants agreed. Key topics for capacity building include leadership, relationships among stakeholders, information sharing, mentoring opportunities, technical assistance, seamless systems of support, and economic development.

- **Shared leadership** enables diverse stakeholders to bring new ideas, resources, and broader credibility to family-centered efforts. Funding mechanisms should encourage and reward shared leadership and active involvement of diverse stakeholders, participants agreed.
- **New relationships among stakeholders** require community members to learn to trust and respect each another and the work they do together. In particular, partnerships should (1) bring together schools, health care providers, and municipal government representatives to identify resources, assets, needs, barriers, trends, gaps in existing systems, and coordinated responses; (2) engage agencies in changing service delivery systems; and (3) engage and employ neighborhood residents in order to build local skills, bring new incomes into communities, and produce more culturally appropriate programs.
- **Shared information** builds capacity for problem solving and optimizes state and local partners' knowledge about best practices, flexibility options, and legal requirements. Existing laboratories such as Empowerment Zones can serve as concrete examples of intergovernmental relationships in discussions about how new partnerships impact the lives of children and families.
- **Mentoring opportunities** help communities replicate successful partnerships. Governments can promote mentoring relationships by developing grants and other incentives for existing laboratories (e.g., Oregon Options, Empowerment Zones/Enterprise Communities, Pulling America's Cities Together [PACT], SafeFutures) to team with emerging partnerships. The federal government itself also has a role in mentoring communities.
- **Technical assistance** builds capacity in communities when it responds to evolving local needs. Federal and state governments should design grant processes that encourage locally driven,

flexible technical assistance that allow communities to manage their own training opportunities.

- **Seamless systems of support** emphasize early intervention and prevention efforts to build capacity among families and communities to avoid chronic—and costly—crises. Capacity building in such systems (e.g., Empowerment Zones/Enterprise Communities, PACT, Oregon Options) must involve managers of data, funding, and accountability to ensure consistency and coherence throughout the system.
- **Economic development** in communities is closely related to the wellbeing of children and families. The federal government and its partners should articulate a national vision for children and families that incorporates economic development, participants agreed.

Strengthening Data and Information Systems

To support partnerships for stronger families, all levels of government should change the kinds of data they produce as well as the ways in which data are collected, analyzed, used, and disseminated to create stronger families and children, participants said.

- **Collecting information:** Current data systems use inconsistent reporting requirements, are unresponsive to local information needs, and cannot describe holistically how initiatives affect children and families. In collecting data, partnerships should shift from a "pathology model" to a focus on the strengths and assets of families and communities. This change would emphasize broad progress toward goals rather than individual program indicators. Federal, state, and local partners must collaborate to develop the kinds of data that will most effectively reach the public.
- **Analyzing information:** Data and information systems should focus on outcome information—results—instead of processes. A common set of outcome data across agencies, programs, and levels of government would enable local initiatives to share and compare their results nationwide. A common set of data also would serve as a catalyst for new intergovernmental and interagency partnerships that could share information and align their objectives to meet mutual goals.
- **Using information:** Accurate, comparable outcome data are valuable tools for conducting high-quality evaluation and community assessments—essential steps in developing effective partnerships for stronger families. Information about outcomes for families provides a framework for discussion about partnerships across agency lines.
- **Disseminating information:** Partnerships garner credibility with the public and support from funders by providing simple, compelling information about the effects of their work. An informed public can advocate for new approaches to strengthening families within programs, schools, or agencies at all levels of government. Understandable, usable outcome data about children and families also shapes public policy making.

Improving Accountability

An improved vision of accountability focuses more closely on results and clarifies the relationship between goals and results. Accountability systems should support the use of outcome information for the continuous improvement of programs, partnerships, and policies.

- **Focusing on results:** Results must be well defined, shared, and measurable. Partners must develop a shared agenda that includes steps and responsibilities for reaching shared goals. This requires partnerships to align monitoring, reporting, funding, and accountability systems—and to help practitioners, administrators, inspectors, and other stakeholders view accountability in more holistic ways. Auditors and others in direct contact with local partnerships must share an understanding of goals, measurements, and results. States' shared outcomes, developed with community input, might also inform a national vision of outcomes.
- **Linking outcomes to accountability:** Resources and funding should reward positive outcomes—not programs and procedures. One option is for the federal government to issue an RFP for "a significant amount of funding" based entirely on a single outcome, a participant suggested. The government should not specify how the outcome should to be achieved, who should accomplish it, or any other input.
- **Using outcome information:** Communities need good information in order to be accountable for results. The federal government could improve information sources by increasing conducting population surveys and collecting community demographic data more frequently. Accountability efforts should also link progress measurement with incentives for producing results.

Goals for strengthening families are extremely hard to measure because there are not enough data yet to link many strategies with specific impacts; agencies within partnerships often measure progress differently or resist changing their information systems; and complex goals and changes take time to become evident. Despite these obstacles, effective partnerships at the federal level can help states improve accountability. Agreements around intergovernmental service delivery with the federal departments of labor, education, health and human services, and management and budget make it easier for some states to take risks in managing results and reallocate resources to support local data collection and reporting, participants noted.

Streamlining Bureaucracy

Excessive state or federal bureaucracy impedes partnerships' efforts to focus on children and families, keep partners in touch with family and community conditions and concerns, and establish clear goals for local action. Federal and state governments can streamline bureaucracy for state and local partnerships through efforts to improve the waiver system, merging and restructuring efforts, better funding and accountability measures, and increased responsiveness to community conditions.

- **Improving the waiver system:** The federal government should notice repeated requests for common waivers and change the regulations that present obstacles rather than focusing on working around existing rules. For example, an interagency, categorized database could track common waiver requests. The federal government should also simplify waiver applications and use common applications for all states and agencies.
- **Merging and restructuring:** All levels of government can consolidate administration, cut costs, and stimulate collaboration by merging programs and retraining staff. A single interagency point of contact could serve as a clearinghouse for information from all programs and agencies about waivers, funding, resources, and other issues affecting state and local partnerships for families.
- **Better funding and accountability measures:** Consistent messages about funding across federal agencies and programs would help partnerships concentrate on meeting the needs of communities, rather than those of discrete (and conflicting) funding streams. Interdepartmental budget strategies and merged funding would stimulate coordination among and within agencies and support more comprehensive strategies for service delivery. Auditors and inspectors-general who monitor practitioners and report on their programs should deliver consistent messages to communities about federal requirements. A state or federal database should be established with continually updated data from local initiatives to help communities compare their progress with other sites.
- **Increased responsiveness to community conditions:** A stronger link between federal agencies and communities that enables front-line practitioners and administrators to describe the real impact of policies would make the government more responsive to families and communities.

Financing

Key topics for financing partnerships include funding sources and limits, incentives in financing, challenges to changing funding strategies, and the relationship between federal budgeting and state and local budget reform.

- **Funding sources and limits:** Participants agreed that federal funding streams have a strong impact on state and local partnerships and that blending federal funding streams would give communities more flexibility to pursue partnerships. To ensure that efforts to strengthen families receive adequate funding, participants suggested that the federal government earmark a pot of funds for children and families and establish a federal tax to support it. The federal government also should create more flexibility within existing statutory authority to address the needs of children and families holistically.
- **Incentives in financing:** Current funding carries financial rewards for problems and pathologies rather than for solutions; states and communities receive funds for treating problems rather than for preventing them. States also lose money when the number of people needing services and supports declines. The challenge of funding efforts that reduce the need for intensive, remedial treatment or maintenance investments may involve aligning incentives within and across agencies and levels of government. The federal government also must develop better incentives to create local activities that mobilize local resources, participants said.
- **Challenges to changing funding strategies:** Participants identified the following funding challenges: (1) grant amounts and sources are unpredictable; (2) funds often carry implicit preferences for particular types of programs; (3) short-term funding streams force partnerships to focus on short-term solutions; (4) structures for allocating and distributing federal resources do not ensure that resources reach the people who most need them; (5) partnerships are vulnerable to state budget deficits and fiscal crises; (6) the federal government must balance funding for efforts to address problems with funding for planning, prevention, and outreach; and (7) it takes time and effort to make the transition to new funding systems.
- **The relationship between federal budgeting and state and local budget reform:** Participants questioned whether it is really possible for states and communities to develop results-based or investment-based approaches to budgeting and financing as long as the federal government uses a line-item budget.

Appendix A: Meeting Agenda

Tuesday, March 12, 1996

- 5:30 p.m. Registration
- 6-7:30 p.m. Reception and dinner
- 7:30 p.m. Building partnerships for results: Discussion with Cabinet members and other administration officials
- 8:45 p.m. Overview of Wednesday's meeting

Wednesday, March 13, 1996

- 8 a.m. Introductions and networking
- 8:30 a.m. Understanding state and local reforms for children and families: Small group discussions
- 10 a.m. Federal action to support partnerships for stronger families: Small group discussions
- Noon Lunch and networking
- 1 p.m. A focus on the issues: Identifying next steps
Small group discussions
- 2:30 p.m. Town meeting with Vice President Al Gore
- 4 p.m. Moving ahead: Building Intergovernmental Partnerships
Plenary discussion
- 5 p.m. Conclusion of meeting

Appendix B: Federal Programs and Collaborative Efforts to Strengthen Families

Leaders from five federal agencies set the tone for the meeting by highlighting current efforts by the Clinton Administration to support partnerships that strengthen families. The speakers included Henry Cisneros, Secretary of the Department of Housing and Urban Development (HUD); Richard Riley, Secretary of the Department of Education (ED); Janet Reno, U.S. Attorney General, Department of Justice (DOJ); Peter Edelman, Assistant Secretary for Planning and Evaluation, Department of Health and Human Services (HHS); and Ellen Haas, Undersecretary for Food, Nutrition, and Consumer Services, Department of Agriculture (USDA).

Activities within the Department of Housing and Urban Development. HUD has demonstrated its commitment to strengthening families through services for homeless people, public housing programs, and affordable housing/home ownership initiatives. For homeless women and children—the country's fastest growing homeless population—HUD implemented a certificate and voucher program to move women and children out of shelters and into safer, longer-term transitional housing. HUD provides premiums to shelters that keep families intact. Working families also find it easier to stay together in public housing under new rent rules, which permit an 18-month grace period before rents are raised when a family gains additional income.

HUD works to strengthen families through job initiatives that incorporate conditions of participation. These conditions encourage participants to adopt positive behaviors toward their families. For example, a lead-abatement training project requires participating men to accompany their families on obstetric and pediatric visits.

Activities within the Department of Education. ED provides communities with flexibility and resources for partnerships to strengthen families through several initiatives. Under the Goals 2000: Educate America Act, ED grants seed money to state and local school-improvement efforts that bring parents, students, teachers, school administrators, and members of the business and religious communities together to address local needs. ED also promotes flexibility at the state and local levels through its Ed Flex initiative, which gives states authority to handle their own waivers and consolidate their planning efforts.

The Department of Education's Family Involvement Partnership for Learning supports partnerships among schools, parents, businesses, and community groups by promoting strategies that make parents feel welcome in schools and creating family-friendly work opportunities. In addition, through Title XI of the Elementary and Secondary Education Act schools can use a percentage of

federal categorical funds to coordinate services with community health and human service agencies and other local partners to meet the comprehensive needs of families.

Activities within the Department of Justice. In addition to its efforts in law enforcement and criminal prosecution, DOJ has become a catalyst for family-centered, community-based intervention and education efforts. DOJ has formed several partnerships with other agencies and communities to establish innovative strategies for strengthening families:

- Domestic and family violence initiatives reach out to survivors of violence through police units, shelters, and other community settings; DOJ encourages partnerships with medical and public health systems that recognize domestic violence as a public health problem
- More than 33,000 community police officers are building trusting relationships with youth and community members
- The SafeFutures program allows communities to identify specific needs and resources but gives federal help in reaching local goals
- A partnership between DOJ and the Department of Education focuses on designing effective interventions that help school truants and drop-outs avoid a cycle of crime

Activities within the Department of Health and Human Services. Under HHS' Family Preservation and Support program, states develop five-year plans for delivering a continuum of comprehensive services for children and families. States collaborate with several systems of support including public health agencies, mental health care providers, schools, parents, and advocacy groups to identify goals for meeting families' needs.

Other HHS partnerships that encourage local collaboration and flexibility include: Healthy Schools/Healthy Communities, a school-based health clinic program; Community Schools, a joint effort with the Department of Education that invites communities to design after-school programs around local needs and interests; involvement in the Empowerment Zone/Enterprise Community laboratories in collaboration with HUD, USDA, and other agencies; and several partnerships to address domestic violence through community-based public health, nutrition, law enforcement, and human-service organizations. HHS also demonstrates a commitment to partnerships within the agency itself. The department's Governing Council on Children and Families examines the needs of children and families in a holistic way across the entire agency; the council focuses on improving results for families, not federal programs.

Activities within the Department of Agriculture. In its efforts to promote healthy diets for children and families, USDA has recognized the importance of empowering communities and families to make healthy food choices. The department's Team Nutrition Schools serve as the focal point for local partnerships between schools; families; communities; government; and health, education, and food industry organizations. USDA provides more than 5,000 Team Nutrition Schools with technical assistance and other capacity-building efforts that help schools meet dietary guidelines through a locally driven, integrated approach.

Appendix C: State and Local Partnerships to Strengthen Families

Participants highlighted the following programs, initiatives, and strategies in their state and local partnerships:

- **Arkansas** recently formed a Governor's Partnership Council for Children and Families to build community capacity for strengthening families. Activities include: linking existing reform initiatives across systems; strengthening relationships between communities and state agencies; planning and budgeting across agencies; developing performance measures; providing technical assistance; and identifying state financial and regulatory barriers to local service integration. Council members includes parents, public and private non-profit agencies, professional and advocacy organizations, elected officials, and businesses. The state departments of health, education, and human services co-chair the council.
- **Colorado's** collaborative efforts include welfare reform, family-centered health and human services initiatives, and a PACT site. Denver Family Opportunity unites more than 100 public and private partners to help families receiving public assistance become self-sufficient through skills development, child care, and job placement. Integrated systems of support in Denver meet families' health and social needs through school-based clinics, home visits to first-time mothers, paternity identification programs, and a Medicaid managed care initiative. Metro Denver PACT is a multi-agency federal/local partnership that brings together the governor's office, city and county government, and the resources of six federal agencies and offices. PACT empowers communities to reduce crime and violence through coordinated, multi-disciplinary strategies that emphasize prevention and education.
- **Connecticut's** Neighborhood Revitalization initiative is a federal, state, and local partnership that directs resources to locally identified needs and removes barriers to community-based solutions. Neighborhoods develop comprehensive strategic plans and measurable goals for economic development and neighborhood revitalization. Municipal and state partners help neighborhoods identify resources, waivers, and information that support their goals. A recent Memorandum of Understanding between Connecticut and the federal government placed a federal point of contact in the state as an interagency facilitator and information resource. A separate HUD-sponsored partnership is transforming a New Haven public housing project into an education campus that empowers families to meet their own needs.
- The **Indiana** Collaboration Project improves and expands services to children and decreases bureaucratic obstacles to state and local coordination. The project's accomplishments include: (1) new strategies for pooling, blending, and developing alternative funding for child care services and a Healthy Families Initiative; (2) a statewide electronic communication system that gives counties access to federal, state, and local officials who can resolve barriers; and (3) a common intake/release form for 11 state agencies. Indiana has developed a one-page confidentiality document that unifies several agencies under one set of rules. Local Step Ahead Councils conduct needs assessments and plan improved systems of support for families; a state Policy Council on Families and Children supports the local councils.

- **Iowa's** Council for Human Investment developed a long-term, multidisciplinary human investment strategy with broad policy goals and benchmarks. The council also conducted surveys of customer satisfaction with public services. The council includes state legislators, officials from four state agencies, and public and private stakeholders. Iowa's Child Welfare Decategorization Project eliminates bureaucratic barriers to local services; counties that join the voluntary project implement use a flexible, combined funding scheme that allows them to create less-restrictive individual service plans for children. Iowa's employment incentives for welfare recipients have helped 35 percent of the residents who received public assistance become employed. Iowa's welfare caseloads and expenditures have reached a 10-year low.
- **Kentucky's** systemic, standards-based school reform effort began in 1990, when the legislature designed a comprehensive initiative that includes (1) a preschool program in collaboration with Head Start and an approved child care program that increase children's readiness to learn; (2) state-funded, school-based and school-linked family resource/youth service centers that link children and families with existing health and human services and create new services to fill gaps; (3) a state cabinet that focuses on strengthening children and families; and (4) an accountability system.
- In **Maryland**, the Governor's Subcabinet for Children, Youth, and Families is an interagency partnership committed to devolving authority to local management boards and streamlining bureaucracy through interagency budgeting, funding, and planning. The subcabinet promotes family-centered services that emphasize coordination, access, and accountability. The state works with businesses and schools in the Maryland's Tomorrow High School Program, an effort to prevent school dropout and help graduates transition to the workplace. The Community Building and Partnership alliance in Baltimore (an Empowerment Zone) brings together city agencies, community organizations, and state and federal agencies to transform housing, health care, youth programs, family support, public safety, employment, and other systems of support.
- **Minnesota's** family-centered initiatives support innovative, community-based strategies, shared outcomes, and accountability. Minnesota Milestones establishes measurable goals for improving results for children and families and allows communities to compare their progress with other locations and the state as a whole. The Automated Children's Services Report Card displays data on-line and on a World Wide Web site; the Kids Can't Wait Progress Report also lets community members and programs evaluate progress. Action for Children, which supports community-based family service collaboratives and an interagency technical assistance team, emphasizes joint planning and problem solving by local stakeholders. The restructured state Department for Children, Families, and Learning offers a state-level model for linkages between education and human services.
- The **Missouri** Family Investment Trust is a public/private partnership between four state agencies, business and civic leaders, and communities. Communities that become partners with the Trust can negotiate new relationships with state agencies to provide responsive services that move children and families toward communities' priorities, selected from a core set of desired results. Missouri also supports community-based partnerships for families through Caring Communities, a school-based effort to link or co-locate health and human services with education reform in schools. Sixty school sites in seven communities have been identified; Caring Communities benefits from interagency budgeting across five state agencies.

- **North Carolina** is improving systems for children and families through education reform efforts that grant schools flexibility and incentives to achieve performance-based standards. Reform of the state's financing system has also moved North Carolina toward outcomes-based budgeting by allocating funds in 11 "function areas" rather than along department lines. Twenty-four county partnerships receive funds from Smart Start, the state's early childhood initiative that focuses on improving the health and well-being of young children and families through public/private partnerships and redesigned comprehensive service delivery systems.
- **Ohio's** Children and Families First initiative unites the public and private sectors and state and county governments to create collaborative systems of services for families. Local councils of direct service providers, family advocates, community members, and local leaders meet regularly to identify needs and coordinate services. In Cleveland, an Empowerment Zone, a non-profit organization called Cleveland Works delivers educational opportunities, legal services, job training and placement, family education, health care, and child care services. Cleveland Works draws on funds from several federal programs, state and municipal governments, and private and non-profit organizations; these broad funding sources help the organization address the needs of people who seek permanent employment and an opportunity to move off public assistance.
- The **Oregon** Option is a federal, state, and local partnership to improve the state's intergovernmental service delivery system. Partners focus on removing barriers and improving results for benchmarks measuring healthy children, a well-developed and educated workforce, and stable families. A Shared Information System collapses core data from 10 agencies into one statistical file to support these efforts. Other information technology initiatives include automated county maps for seven benchmarks that communities use to assess progress toward improving results for families and children. The Oregon Commission on Children and Families works with local commissions to develop community-based plans for children and families. The commission is developing results-oriented goals for school-linked services, family resource centers, and assessing the effectiveness of integrated services. Oregon also expanded its Medicaid coverage to more than 126,000 additional low-income individuals through a demonstration project.
- In **Vermont**, early intervention and prevention are the driving principles behind health, education, and human services partnerships that link families to systems of support. "Success by Six" brings state and local partners together early in children's lives through home visits and other health and education initiatives. This support has reduced teen pregnancies and the incidence of abuse of young children. Vermont Early Education Services works collaboratively with families and communities to expand, improve, and link services that enhance economic, social, and personal wellbeing. A partnership between the state's Agency for Human Services and the Vermont Department of Education has developed a set of outcomes for families and will support corresponding community development efforts.
- Counties in **West Virginia** are creating Family Resource Networks (FRNs) to conduct local needs assessments, plan evaluation efforts across systems and programs, and solicit community input. Seven established FRNs focus on preventive strategies and early identification of family needs. The state governor's Cabinet on Children and Families, an oversight body for state systemic reform efforts, is reviewing 19 proposed FRNs. The cabinet pooled state and federal funding streams into a Family Resource Planning Fund that

shares the costs of collaborative local planning and evaluation. A five-year Child/Family Services Plan guides community planning, supports and enhances services, and provides a framework for services integration in the state.

Appendix D: A Draft Vision Statement For Partnerships for Stronger Families

In his State of the Union Address, President Clinton said: "Our first challenge is to cherish our children and strengthen America's families. Family is the foundation of American life. If we have stronger families, we will have a stronger America." This effort—Partnerships for Stronger Families—is about meeting that challenge and strengthening families. The following principles will guide our work:

- ***Invest Early and Prevent Crises.*** Early intervention can help to avoid the need for long-term supports. Attention and resources should focus on providing early help and support to enhance the strengths of families and prevent crises.
- ***Respond to Families, Not Problems.*** Rather than drawing rigid boundaries between services and supports for families, government must be able to respond flexibly. Families do not come in neat packages, the supports they need do not fall into discrete programs, and governments cannot respond with "one-size-fits-all" policies. Each member of a family must be seen in the context of his or her family and community—not as a disconnected individual with isolated problems.
- ***Account for Results.*** Success of these partnerships should be measured by results—good indicators of the strength of families and the growth of children—not by the dollars spent or numbers of people serving or being served.
- ***Facilitate and Support Local Efforts.*** The Clinton Administration is committed to support for bottom-up reform. Families live and work in communities, and efforts to improve results should build on local initiatives. To be successful, partnerships for stronger families must engage all stakeholders in the community: neighborhood and community leaders, schools, nonprofit and for-profit organizations, local government, the faith community, the media, and families themselves.
- ***Provide Opportunities for Parents to Meet Their Responsibility.*** In the end, successful partnerships for stronger families must build on the fundamental role of both parents in raising their children. Mothers, fathers, and other caregivers must accept their responsibility as nurturers, first teachers, partners with schools, mentors of their adolescents, and coaches during life transitions. Federal, state, and local policies should reinforce that critical responsibility and provide parents with opportunities to fulfill it.

PARTNERSHIPS FOR STRONGER FAMILIES: TA ACTION TEAM

Proposed Work Plan

MISSION:

To collect, analyze, and then define the breadth and depth of the formal technical assistance and training system in place within the Federal government to state/community efforts to produce positive results for children and families. Using this information as a baseline, the action team will develop a "White Paper" to recommend improvements in the system.

TASKS/(TIME LINE):

1. Define and clarify mission and scope of work, keeping in mind time lines and "do-ability" and feasibility. (May 31, 1996)
2. Develop and finalize instrumentation to collect a broad first cut of information from government agencies, and identify the "right people" in each agency for initial contact. (June 11, 1996)
3. Send instrument(s) to targeted departments (June 17, 1996) with a due date of July 25, 1996.
4. Initiate follow-up calls to persons compiling data to clarify any questions or concerns. (First week of July)
5. Attend IEL Federal Assistance Conference with the specific intent of leveraging the findings of both efforts to create a more meaningful product. (July 9/10, 1996)
6. Implement weekly meetings during August to analyze submitted instruments and supporting materials. (August)
7. Develop state-of-the-art (snapshot) working paper (not for publication or dissemination beyond Steering Committee) of Federal TA and Training System. (September 15, 1996)
8. Develop and circulate for comment first draft of Technical Assistance and Training Recommendations "White Paper". (October 1, 1996)
9. Share "White Paper" draft during Working Conference of Local Practitioners. (October 1996)
10. Develop and submit final White Paper on Improving the Federal Technical Assistance and Training System to Enhance Support for Children and Families. (December 15, 1996)
11. Develop feasibility plan for a Technical Assistance and Training Catalogue. (January 15, 1997)

PARTNERSHIPS FOR STRONGER FAMILIES

FINANCING FLEXIBILITY ACTION TEAM

Status Report and Work Plan

June 10, 1996

The Financing Flexibility Action Team has held two meetings so far -- on May 13 and 29. The following offices and agencies have participated:

Health and Human Services
Education
Justice
Agriculture
Domestic Policy Council
Office of Management and Budget
National Performance Review
Community Empowerment Board

The Team used its initial meeting to brainstorm a range of possible activities. Two possible projects were identified. The second Team meeting was used to investigate each project idea in more depth and to agree to a course of action. At its May 29 meeting, the Team decided to move forward simultaneously with both projects. The third meeting of the Team will take place near the end of June.

Cooperative Audit Resolution and Oversight Initiative. Last year, the Department of Education launched a unique effort to persuade state and local agencies of the Department's broadened commitment to flexibility under the recently-enacted Improving America's Schools Act. Concerns had been expressed by various state and local education agencies that the way in which the Single Audit Act was being conducted could seriously hamper the Department's ability to get these agencies to aggressively utilize the newly offered flexibility. So the Department began a pilot effort in three states (Florida, Mississippi, and Washington) to improve the auditing and monitoring process in collaboration with the grantees and subgrantees themselves. The early results of this collaboration are encouraging.

The Team has asked DoEd to lead an effort to share its experience under this project with key Federal agencies involved in programming for children and families. The objective would be to see if DoEd's cooperative audit resolution approach might be tried with one or several other Federal programs.

Guidebook on Waiver Authority in Federal Programs. The movement toward establishing more flexibility in Federal Programs has resulted in increased interest among state and local agencies in getting access to whatever limited waiver authorities already exist in Federal statutes. HHS, and to a lesser extent DoEd, has

Flex-Financing Team: Status

June 10, 1996

Page 2

considerable experience with the management of statutory waiver authorities. As a product of its effort to assist Empowerment Zones and Enterprise Communities, HHS was already planning to develop a guidebook on key waiver authorities. At the Team's request, HHS has agreed to expand the scope of its project to include the full range of waivers available among Federal agencies on issues of significance to children and families.

A draft of the Team's work plan on both of these issues is attached.

Financing Flexibility Action Team**Draft Work Plan (6/10/96)****Project #1: Cooperative Audit Resolution Initiative**

Goal: To expand on the DoEd's experience with its Cooperative Audit Resolution Initiative by extending this approach to major children and family programs in several other Federal agencies.

Lead Agency: Department of Education

- Tasks:**
- * Identify appropriate staff from HHS, USDA, DOJ, and DOL and have DoEd staff brief them on the Initiative. Complete by end of June.
 - * Discuss project with Woody Jackson and his staff from OMB and solicit their support. Complete by end of June.
 - * Persuade two agencies (other than DoEd) that a version of this approach of tying together program and audit flexibility will be begun by the start of FY 97. Do by end of July.
 - * Have Team assist DoEd in developing a "user friendly" description of the audit initiative for wider dissemination among Federal, state and local agencies. Complete by end of September.

Project #2: Guidebook on Federal Waiver Authorities

Goal: To provide an easy-to-follow guide on how state and local agencies and organizations can access existing flexibility opportunities through statutory waiver authorities in major Federal programs for children and families.

Lead Agency: HHS

- Tasks:**
- * Find appropriate staff at USDA, DoEd, DOJ, and DOL to assist HHS staff to identify and explain existing statutory waiver authorities in programs for children and families. Assemble the data. Complete by end of June.
 - * Develop document describing these waiver authorities and how to access them. Review drafts with the Team. Complete by end of September.
 - * Identify some specific examples of how common waiver approaches have been developed to address the needs of families. Include in guidebook. Complete by end of September.

PARTNERSHIPS FOR STRONGER FAMILIES

Information Dissemination Action Team

ACTION PLAN

June 11, 1996

INFORMATION DISSEMINATION ACTION TEAM MISSION: to inventory federal clearinghouses, web sites and 800 numbers providing information to communities on programs for children and families and to recommend ways to integrate these resources into an easy-to-use reference system -- on the World Wide Web and through non-electronic means.

CORE VALUES FOR ACTION:

1. Information is empowering.

Community initiatives can assist individual families by connecting them with the information they want and need. Federal information must be accessible to individual consumers as well as individuals and organizations responsible for community initiatives. When electronic information resources are provided for families, they should be responsive to consumer concerns, be accessible through multiple gateways providing "one-stop" access, and use plain English and illustrations.

Individuals and organizations involved in community-based comprehensive initiatives are likely to look for information that helps them to gain access to a wide variety of federal resources and to use them to meet community needs. These community planners and program providers may access information from specific federal agencies, especially when access to information from a variety of sources is available through a single point of entry.

Because many consumers do not have immediate access home or business access to the Internet, electronic information resources should be available to them in community locations, including schools, community centers, libraries, and shopping malls. Information should be made available in two formats: "agency-based" to meet specific inquiries about agency programs, and "inquiry-based," to respond to consumer concerns and inquiries.

By September 1, 1996: Develop and post a Web Page ("family.gov") providing information for community initiatives serving children and families, including Notices of Funding Availability, waiver information, and program monitoring and evaluation information.

2. Federal information dissemination must be accessible and effective.

The federal government provides information to families and communities through a multitude of products and services. At present, information regarding the organization and effectiveness of these resources is primarily derived from the degree to which they are used: the numbers of copies printed and disseminated, of calls to 800 numbers, of "hits" on Web Pages, etc. Staff from federal agencies serving children and families are frequently not aware of resources provided by other agencies that serve the same children, families, and communities.

By September 1, 1996:

Complete the development of an inventory of current federal information resources for families and communities.

3. Information, like politics, is local.

Many federal programs are operated through state and local agencies. Information resources designed by the federal government should be tailored to regional and/or state levels whenever appropriate. A system of regional web pages would allow users to access federal agency information specific to the state in which they live, including information that allows direct access to relevant local service providers.

By September 1, 1996 (?): Design the front page for a system of regional web pages.

4. We still believe in print.

Although the future of information dissemination is clearly through electronic media, many individuals and communities, especially those in greatest need of information, do not yet have access to the Internet. Until electronic information is universally available to consumers as well as professionals, it is essential to provide access to information through print products that are user-friendly and widely available.

In the longer term, the action team is interested in organizing, consolidating and disseminating print information (commonly used 800 numbers, etc.) to reach target audiences. The effort may include implementing the common taxonomy of federal government listings in telephone directories in communities across the nation, as well as reviewing and expanding the training for key clients in using telephone directories and other sources of consolidated information now being piloted for clients of the Special Supplementary Nutrition Program for Women, Infants and Children (WIC).

June 10, 1996

Partnerships for Stronger Families
Action Team: Single Point of Contact (SPOC)

Work Plan

TOPIC I: Connecticut Memorandum of Understanding (CT/MOU) as a Laboratory

Goals:

- o Use the resources of the Action Team to help make the CT/MOU a success. Specifically, to bring the resources of agencies other than HUD and EPA to support the effort of the Connecticut Neighborhood Revitalization Zones (NRZ's)
- o Assess the strengths, weaknesses, and lessons to be learned from the CT/MOU

Work Plan:

- o DPC to lead a field visit to Connecticut of all relevant Federal agency field reps to explain the purpose of the CT/MOU and to discuss coordinating procedures and issues. Target date: July 11-12.
- o Following Connecticut field visit, DPC or VPUS to issue memorandum to heads of relevant Federal agencies. Target date: July 26.
- o Use Action Team as a forum for discussion and resolution of issues arising from implementation of CT/MOU. Target date: ongoing.
- o Prepare report on CT/MOU lessons. Target date: August 16.

TOPIC II: Framework for Single Point of Contact (SPOC)
Agreements for Federal Programs for Children
and Families

Goals:

- o Assess four SPOC models for best practices:
 - * CT/MOU
 - * Oregon Option
 - * Community Empowerment Boards
 - * Federal Executive Boards
- o Develop a model SPOC framework for children and family programs

Work Plan:

- o Assign papers on strengths and weaknesses of each of the four models. Target date for completion: July 19.
- o Prepare "maps" of Federal field contacts for children and family programs in selected localities. Target date: July 19.
- o Create a sub-group on model SPOC framework
 - * Define subject matter focus
 - * Define role of SPOC
 - * Identify Federal participants and clients
 - * Develop model for Federal agency participation and coordination. Target date: August 30.
- o Assess interest of one or more States in participating as a laboratory. Target date: September 13.

cc: [initials]

THE WHITE HOUSE

WASHINGTON

April 23, 1996

MEMORANDUM FOR JOHN KOSKINEN

FROM: JEREMY BEN-AMI
GAYNOR McCOWN

SUBJECT: PARTNERSHIPS FOR STRONGER FAMILIES

Thank you for taking the time to meet with us tomorrow. The purpose of the meeting is to provide an overview of our ongoing work on Partnerships for Stronger Families. In advance of the meeting, we thought it would be useful for you to have some general background information, an agenda for action and a timeline. We have also attached a copy of a draft vision statement and an April 15th memorandum regarding this effort. We hope this information is useful.

BACKGROUND:

The National Performance Review, the Domestic Policy Council, the Office of Management and Budget and the National Economic Council have made it a priority to encourage federal agencies to explore all possible means to ensure that states and localities have the ability to pursue more comprehensive strategies for children and families. Several different Administration initiatives -- including the Department of Education's Working Group on Comprehensive Services, the President's Prevention Council, HUD's Campus of Learners Project, the Department of Justice's Juvenile Justice Coordinating Council and other related reinvention efforts -- have provided ideas and a context for moving forward. Furthermore, the Empowerment Zone and Enterprise Community Initiative and the Administration's partnerships with Oregon, West Virginia, Indiana and Connecticut are indicative of our commitment to changing the way government does business.

To demonstrate this commitment, the Domestic Policy Council and the National Performance Review, in collaboration with the Institute for Educational Leadership, hosted a White House Working Meeting on Partnerships for Stronger Families in mid-March of this year. Participants from local and state initiatives in fifteen states joined representatives from federal agencies to discuss and recommend changes in the federal role to better enable states and localities to meet the needs of children and families. The discussions focused on the following major areas for change:

1. *Building Capacity: Technical Assistance*
2. *Accountability: National Indicators*
3. *Flexibility: Financing*
4. *Information Dissemination*
5. *Single Point of Contact*

AN AGENDA FOR ACTION:

To maintain the momentum for change generated by the White House Working Meeting, a Steering Committee on Partnerships for Stronger Families – composed of senior representatives from the Departments of Health and Human Services, Education, Housing and Urban Development, Justice, Labor, Transportation, Commerce, and Agriculture; and the National Performance Review, the National Economic Council, the Domestic Policy Council, the Office of the First Lady and the Office of Management and Budget has developed a series of initial action steps to be pursued by the federal agencies in order to support and assist local and state efforts to strengthen families.

In determining next steps, we have established some general guidelines for the effort:

- . Start with a few limited challenges
- . Set achievable goals -- within the context of non-legislative changes -- for this year
- . Maintain high level focus while involving federal staff at all levels
- . Build interagency and intergovernmental partnerships

Each of the agencies represented on the steering committee has designated representatives for each action team. Five action teams, accountable to the steering committee, have been designated to press forward with an agenda for change. During the month of May, the action teams will review recommendations, determine goals for their work and develop a strategic plan to meet them. Following is an indication of possible deliverables for each action team:

1. Building Capacity: Technical Assistance

- A. Develop an inventory of programs and funding currently available for technical assistance: how it is used, how it is provided.
- B. Prepare an options memo on how federal technical assistance could be improved and provided to best meet customer needs. This could include proposing appropriate joint-funded and interagency ventures and bold, creative reinvention options.
- C. Develop a guide for consumers that explains the technical assistance that is available, who is eligible, and how it can be accessed.

2. Accountability: National Indicators

- A. Build on the ongoing work of the Interagency Forum on Family and Child Statistics and incorporate agencies that have not been involved (e.g., HUD, DOJ).
- B. Propose key indicators of family and child well-being and develop a plan for how these could be used.

3. Financing: Flexibility

- A. Suggest how we could develop more flexible funding within current legislation.
- B. Build on the work of the Community Empowerment Board to analyze the hundreds of requests for flexibility received from communities – to determine common areas of concern and suggest where "blanket waivers" might be granted, etc.

- C. Suggest how flexibility that is currently available, but is not being fully utilized or understood by intergovernmental partners, might be better used.
- D. Develop opportunities for additional performance partnership grants, particularly as legislation is reauthorized.
- E. Develop suggestions for sharing successful financing approaches such as the creative programs described in the work of the Finance Project and others.

4. Information Dissemination

- A. Develop an inventory of all federal resource guides, 800 numbers for the different clearinghouses, electronic directories and other information resources.
- B. Propose recommendations for ways to integrate these resources to provide interested organizations and individuals with a consolidated, easy-to-use point of reference.

5. Single Point of Contact

- A. Assist HUD in implementation of current single point of contact for Connecticut and for 183 other jurisdictions.
- B. Determine whether and how other agencies can participate in the HUD effort to provide all communities with a single point of contact for their programs.

PROPOSED TIME LINE:

<i>April:</i>	Develop Action Teams
<i>May:</i>	Chairs Convene Action Teams
<i>May 16:</i>	Steering Committee Meeting
<i>May 31:</i>	Draft Action Plans Due From Each Team
<i>June:</i>	Steering Committee Reviews and Provides Feedback on Action Plans
<i>July – December:</i>	Action Plans Implemented
<i>December:</i>	Next Steps Determined and Second Phase of Work Begins

PARTNERSHIPS FOR STRONGER FAMILIES

04/23/96

In his State of the Union Address, President Clinton said: "Our first challenge is to cherish our children and strengthen America's families. Family is the foundation of American life. If we have stronger families, we will have a stronger America." This effort -- Partnerships for Stronger Families -- is about meeting that challenge and strengthening families. The following principles will guide our work.

Invest Early and Prevent Crises. Early intervention can help to avoid the need for long-term supports. Attention and resources should focus on providing early help and support to enhance the strengths of families and prevent crises.

Respond to Families not Problems. Rather than drawing rigid boundaries between services and supports for families, government must be able to respond flexibly. Families do not come in neat packages, the supports they need do not fall into discrete programs, and governments cannot respond with "one size fits all" policies. Each member of a family must be seen in the context of their family and community -- not as a disconnected individual with isolated problems.

Account for Results. Success of these partnerships should be measured by results -- good indicators of the strength of families and the growth of children -- not by the dollars spent or numbers of people serving or being served.

Facilitate and Support Local Efforts. The Clinton Administration is committed to support for bottom up reform. Families live and work in communities, and efforts to improve results should build on local initiatives. To be successful, partnerships for stronger families must engage all stakeholders in the community: neighborhood and community leaders, schools, nonprofit and for-profit organizations, local government, the faith community, the media and families themselves.

Provide Opportunities for Parents to Meet Their Responsibility. In the end, successful partnerships for stronger families must build on the fundamental role of both parents in raising their children. Mothers, fathers, and other caregivers must accept their responsibility as nurturers, first-teachers, partners with schools, mentors of their adolescents, and coaches during life transitions. Federal, state and local policies should reinforce that critical responsibility and provide parents with opportunities to fulfill it.

THE WHITE HOUSE

WASHINGTON

April 15, 1996

MEMORANDUM FOR PETER EDELMAN -- HHS
JOHN MONAHAN -- HHS
REGGIE ROBINSON -- DOJ
MICHAEL STEGMAN -- HUD
GERALD TIROZZI -- DOEd

FROM: JEREMY BEN-AMI
GAYNOR MCCOWN
BEVERLY GODWIN

SUBJECT: NEXT STEPS AND TIMELINE

cc: Carol H. Rasco
Elaine C. Kamarck

Thank you for your willingness to chair one of the action teams we have established as part of our Partnerships for Stronger Families effort. We appreciate your ongoing participation and input a great deal.

The purpose of this memorandum is to provide an outline of next steps and a timeline. At our last meeting, we discussed the following principles for determining next steps:

- *Start With A Few Limited Challenges*
- *Set Achievable Goals For This Year*
- *Maintain High Level Focus While Involving Federal Staff At All Levels*
- *Make Progress On Interagency and Intergovernmental Partnerships*

Below is a proposed timeline:

April-- Develop Action Teams
First week of May-- Chairs Convene Action Team Meetings
Thursday, May 16th-- Steering Committee Meeting
May 31st-- Draft Action Plan Due From Each Team

Please put the steering committee meeting on May 16th at 2:00 p.m. on your schedule. We will convene in room 472 of the OEOb.

As the chair of an action team, you will report to the steering committee on a monthly basis. The steering committee will be

made up of key policy representatives from the DPC, NPR, OMB and NEC staff and Assistant Secretaries or Program Directors from HHS, HUD, DOL, DOJ, Agriculture, Education, and Transportation. Other offices to be represented are the Community Empowerment Board, the President's Prevention Council, National Service, and the office of the First Lady.

We requested that each agency represented on the steering committee designate a staff person or persons for each action team. We are still waiting to hear from several agencies. Attached you will find a list of names and phone numbers for everyone who has been nominated to participate in the different action teams thus far. You may want to add others to your group or provide suggestions of people who should participate on the other action teams. Please get us that information by COB on Wednesday (April 17) and we will send out an updated list.

Following is a list of the action teams and an indication of possible "deliverables." Please note that the deliverables we have included are merely suggestions; each action team will determine its own goals and develop a strategic plan to meet them.

(1) Building Capacity: Technical Assistance
(Reggie Robinson)

(1) Develop an inventory of programs and funding currently available - how it is used, how it is provided. (2) Prepare an options memo on how federal technical assistance could be improved and redesigned to best meet customer needs. This could include proposing joint funded and interagency ventures as appropriate and bold, creative reinvention options. (3) Develop a guide for consumers that explains the technical assistance that is available, who is eligible, and how it can be accessed.

(2) Accountability: National Indicators
(Peter Edelman)

(1) Build on the work of the Interagency Forum on Family and Child Statistics and incorporate agencies that have not been involved -- e.g., HUD, DOJ. (2) Propose key national indicators of family and child well-being and develop a plan for how these could be used.

(3) Flexibility: Financing
(John Monahan)

(1) Suggest how we could allow more flexible funding within current legislation. (2) Build on work done by the Community Empowerment Board -- to analyze the hundreds of requests for flexibility received from communities -- to determine common areas of concern, where "blanket waivers" might be granted, etc... (3) Suggest how flexibility

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currently available -- but not being fully utilized or realized by intergovernmental partners -- might be better used. (4) Look at opportunities for additional performance partnership grants, particularly as legislation is reauthorized. (5) Develop suggestions on how to share successful financing approaches such as the creative programs described by work done through the Finance Project and others.

(4) Information Dissemination
(Gerald Tirozzi)

(1) Develop an inventory of all federal resource guides, 800 numbers for the different clearinghouses, electronic directories and other information resources. (2) Propose recommendations on how this network of resources could be integrated to provide interested organizations and individuals a consolidated, easy-to-use point of reference.

(5) Single Point of Contact
(Michael Stegman)

(1) Assist HUD in implementation of current single point of contact for Connecticut and for 183 other jurisdictions. (2) Determine whether and how other agencies can participate in the HUD effort to provide all communities with a single point of contact for their programs.

We hope this is a useful start. Please call one of us if you have any questions. Thank you for your cooperation.

Attachment: Preliminary List of Action Team Participants

Partnerships for Stronger Families
Preliminary List of Action Teams
(as of 04/15/96)

* = Team Chair

Building Capacity: Technical Assistance

Reggie Robinson*	Department of Justice	(202) 307-5933
Jim Kohlmoos	DOEd -- OESE	(202) 401-0113
Ann Smith	DOEd -- Office of Special Education and Rehabilitative Services	(202) 205-8888
Cheryl Austein	HHS -- ASPE	(202) 690-6051
Jennifer Chang	HHS -- ACF	(202) 690-6241
Angela Duran	HHS -- ASPE	(202) 708-4151
Wilfred Hamm	HHS -- ACF	(202) 205-8671
Joyce Jackson	HHS -- HCFA	(410) 786-3257
Michelle Jefferson	HHS -- ACF	(202) 401-9374
Joan Lombardi	HHS -- ACF	(202) 401-6947
Audrey Nora	HHS -- Maternal and Child Health Bureau	(301) 443-2170
Susanne Stoiber	HHS -- ASPE	(202) 690-8774
Amy Bennett	School to Work Office	(202) 401-6226
Beverly Godwin	National Performance Review	(202) 632-0374
Elaine Kamarck	National Performance Review	(202) 456-2816
Susan Valaskovic	National Performance Review	(202) 632-0150 x117
Betsy Julian	HUD -- Fair Housing and Equal Equal Opportunity	(202) 708-4151
Gaynor McCown	Domestic Policy Council	(202) 456-5575

National Indicators

Peter Edelman*	HHS -- ASPE	(202) 690-7858
Duane Alexander	HHS -- National Institutes of Health	(301) 496-3454
Angela Duran	HHS -- ASPE	(202) 690-8794
Claude Earl Fox	HHS -- Disease Prevention and Health Promotion	(202) 401-6295
Pam Johnson	HHS -- ACF	(202) 205-9843
Samuel "Woodie" Kessel	HHS -- Maternal and Child Health Bureau	(301) 443-2340
Joan Lombardi	HHS -- ACF	(202) 401-6947
Penny Maza	HHS -- ACF	(202) 205-8172
Joyce Pitts	HHS -- ACF	(202) 401-5374
Howard Rolston	HHS -- ACF	(202) 205-8370

indicators cont....

Matt Stagner	HHS -- ASPE	(202) 690-5653
Suzanne Stoiber	HHS -- ASPE	(202) 690-8774
Kay Willmoth	HHS -- ACF/Region V (Chicago)	(312) 353-4439
Adrianna DeKanter	DOEd -- OUS - Evaluation	(202) 401-3132
Nevzer Stacy	School to Work Office	(202) 401-3823
Kathy Nelson	HUD -- Office of Policy Development	(202) 708-0544
Beverly Godwin	National Performance Review	(202) 632-0374
Hap Hadd	National Performance Review	(202) 632-0374 x124
Katherine Wallman	OMB	(202) 395-3093
Jeremy Ben-Ami	Domestic Policy Council	(202) 456-5584

Financing: Flexibility

John Monohan*	HHS -- Intergovernmental Affairs	(202) 690-6060
Ann Burek	HHS -- ACF	(202) 401-4528
Angela Duran	HHS -- ASPE	(202) 690-8794
Mary Knipmeyer	HHS -- Substance Abuse and Mental Health Services Administration	(301) 443-5184
Wendy Jacobson	HHS -- ACF	(202) 260-1853
Howard Rolston	HHS -- ACF	(202) 401-9220
Ann Segal	HHS -- ASPE	(202) 690-8410
Lynn Squire	HHS -- Maternal and Child Health Bureau	(301) 443-2778
David Walsh	HHS -- HCFA	(410) 786-6628
Hal Wolman	HHS -- ASPE	(202) 260-0454
Ta Zitans	HHS -- ASPE	(202) 690-7316
Margaret Pugh	Office of the Vice President	(202) 456-9039
Judi Gold	National Performance Review	(202) 632-1182
Lisa Mallory	National Performance Review	(202) 632-0150 x147
Patsy Mathews	DOEd -- OUS - Budget	(202) 401-0318
Jon Breul	OMB	(202) 395-5670
Diana Fortuna	Domestic Policy Council	(202) 456-5570

Information Dissemination

Gerald Tirozzi*	DOEd -- OESE	(202) 401-0113
Michele Cavataio	DOEd -- Deputy's Office	(202) 401-1000
Patricia Campbell	HHS -- Maternal and Child Health Bureau	(301) 443-0185

information dissemination cont....

Mary Jo Deering	HHS -- Office of Disease Prevention and Health Promotion	(202) 260-2652
Joe Gloystein	HHS -- ACF	(202) 401-6741
Michael Kharfen	HHS -- ACF	(202) 401-9215
Richard Silva	HHS -- ASPE	(202) 401-6660
Linda Thomas	HHS -- ACF	(202) 690-7885
Tom Wilmer	HHS -- HCFA	(410) 786-4647
John Huang	National Performance Review	(202) 632-0150 x174
Candy Kane	National Performance Review	(202) 632-0150 x123
Susan Valaskovic	National Performance Review	(202) 632-0150 x117
Bob Woods	GSA	(703) 285-1020
Jim Flysick	Treasury	(202) 622-1592
Kathy O'Leary	HUD -- Office of Research Utilization	(202) 708-0544

Single Point of Contact

Michael Stegman*	HUD -- Policy Development and Research	(202) 708-1600
Agnes Donahue	HHS -- Office of Intergovernmental	(202) 205-1830
Angela Duran	HHS -- ASPE	(202) 690-8794
Dan Fascione	HHS -- ACF/Region III (Philadelphia)	(215) 596-4367
Helaine Jeffers	HHS -- HCFA	(410) 786-5648
Gilda Lambert	HHS -- ACF	(202) 205-8347
Marion Steffy	HHS -- ACF/Region V (Chicago)	(312) 353-4237
Steve Redburn	OMB	(202) 395-4610
Molly Brostrom	Domestic Policy Council	(202) 456-5561

POLICY STUDIES ASSOCIATES, INC.

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Building Partnerships for Stronger Families: Report of a White House Working Meeting

March 12-13, 1996
Washington, DC

Sara Nathanson and Leila Fiester
Policy Studies Associates, Inc.

Prepared for the U.S. Department of Education
Contract EA94053001, Task Order #10/EA950920

fifteen states joined representatives from federal agencies to discuss and recommend changes in the federal role to better enable states and localities to meet the needs of children and families. The discussions focused on the following major areas for change:

1. *Building Capacity: Technical Assistance*
2. *Accountability: National Indicators*
3. *Flexibility: Financing*
4. *Information Dissemination*
5. *Single Point of Contact*

AN AGENDA FOR ACTION:

To maintain the momentum for change generated by the White House Working Meeting, a Steering Committee on Partnerships for Stronger Families – composed of senior representatives from the Departments of Health and Human Services, Education, Housing and Urban Development, Justice, Labor, Transportation, Commerce, and Agriculture; and the National Performance Review, the National Economic Council, the Domestic Policy Council, the Office of the First Lady and the Office of Management and Budget has developed a series of initial action steps to be pursued by the federal agencies in order to support and assist local and state efforts to strengthen families.

In determining next steps, we have established some general guidelines for the effort:

- . Start with a few limited challenges
- . Set achievable goals -- within the context of non-legislative changes -- for this year
- . Maintain high level focus while involving federal staff at all levels
- . Build interagency and intergovernmental partnerships

Each of the agencies represented on the steering committee has designated representatives for each action team. Five action teams, accountable to the steering committee, have been designated to press forward with an agenda for change. During the month of May, the action teams will review recommendations, determine goals for their work and develop a strategic plan to meet them. Following is an indication of possible deliverables for each action team:

1. Building Capacity: Technical Assistance

- A. Develop an inventory of programs and funding currently available for technical assistance: how it is used, how it is provided.
- B. Prepare an options memo on how federal technical assistance could be improved and provided to best meet customer needs. This could include proposing appropriate joint-funded and interagency ventures and bold, creative reinvention options.
- C. Develop a guide for consumers that explains the technical assistance that is available, who is eligible, and how it can be accessed.

2. Accountability: National Indicators

- A. Build on the ongoing work of the Interagency Forum on Family and Child Statistics and incorporate agencies that have not been involved (e.g., HUD, DOJ).
- B. Propose key indicators of family and child well-being and develop a plan for how these could be used.

3. Financing: Flexibility

- A. Suggest how we could develop more flexible funding within current legislation.

- B. Build on the work of the Community Empowerment Board to analyze the hundreds of requests for flexibility received from communities – to determine common areas of concern and suggest where "blanket waivers" might be granted, etc.
- C. Suggest how flexibility that is currently available, but is not being fully utilized or understood by intergovernmental partners, might be better used.
- D. Develop opportunities for additional performance partnership grants, particularly as legislation is reauthorized.
- E. Develop suggestions for sharing successful financing approaches such as the creative programs described in the work of the Finance Project and others.

4. Information Dissemination

- A. Develop an inventory of all federal resource guides, 800 numbers for the different clearinghouses, electronic directories and other information resources.
- B. Propose recommendations for ways to integrate these resources to provide interested organizations and individuals with a consolidated, easy-to-use point of reference.

5. Single Point of Contact

- A. Assist HUD in implementation of current single point of contact for Connecticut and for 183 other jurisdictions.
- B. Determine whether and how other agencies can participate in the HUD effort to provide all communities with a single point of contact for their programs.

PROPOSED TIME LINE:

<i>March / April:</i>	Steering Committee Chairs Develop Action Teams
<i>May 6-10:</i>	Chairs Convene Action Teams
<i>May 16:</i>	Steering Committee meeting
<i>May 31:</i>	Draft Action Plans Due From Each Team
<i>June:</i>	Steering Committee Reviews and Provides Feedback on Action Plans
<i>July – December:</i>	Action Plans Implemented
<i>December:</i>	Next Steps Determined and Second Phase of Work Begins

NEEDS:

In order to sustain this effort and to follow through with our goals, we need to ensure that we have someone who can spend all of his / her time providing direction and overall coordination. This individual would work closely with federal agencies and White House offices to offer support to the five action teams as well as the steering committee. Foundation funding would go to the U. S. Department of Education. The current salary for such a position is approximately \$75,000 per year. To include provisions for benefits, a total amount of \$100,000 would be necessary.

MEMORANDUM TO THE VICE PRESIDENT

FROM: Kumiki Gibson
Elaine Kamarck
Carol Rasco
Laura Tyson

SUBJECT: Strategies to Reinvent the Federal/State/Local Relationship

For the past several weeks, our offices together with other White House staff have held a series of in-depth discussions on how best to move forward in the second term with efforts to reinvent the federal role in the federal/state/local partnership. Our goal has been to develop a strategy that meets three critical and interrelated challenges:

1. Substantially strengthen the Community Empowerment Board (CEB) so that it can successfully follow through on our commitment to provide a government-wide, coordinated response to Empowerment Zones and Enterprise Communities;
2. Improve the integration and coordination of the many administration initiatives designed to enhance interagency cooperation around intergovernmental partnerships; and
3. Take the first steps toward the long-term vision of a fully reinvented federal/state/local partnership in which communities have simple, clear points of contact with the federal government to help them achieve their plans and goals.

Meeting each of these challenges requires leadership from the White House, a commitment of adequate (and not insignificant) resources and support, and a coordinated strategy that guides the White House and the agencies in their planning for the second term. This memorandum provides a quick overview of our recommendations for proceeding and lays out a couple of possible strategies for your consideration. Based on your decision, we will move quickly to develop an implementation plan that gets these efforts moving immediately.

Recommendations

We start by summarizing some shared recommendations that we believe should guide the choice of strategy:

1. The CEB needs to be restructured and strengthened to ensure that it can follow through on its promised function -- to provide EZ/ECs and other communities with a coordinated, government-wide response. Whatever strategy we pursue, the CEB needs greater staff and resources to meet its mission;

2. There needs to be much greater integration and coordination among administration offices and initiatives that are seeking to improve interagency cooperation with communities. Some of our well-intentioned efforts have at times been duplicative and uncoordinated.
3. The deployment of federal staff into communities as "Single Points of Contact" should be limited in the first year at least to clearly-defined communities with which we have agreements to implement specific plans developed by the communities to achieve concrete results and outcomes.
4. While moving toward the long-term vision of a "Department of Cleveland" should drive our work, getting there will take time. We strongly recommend taking manageable first steps with adequate resources, and not attempting immediate implementation of what amounts to a large-scale reorganization of the federal government.

Choice of Strategies

Strategy #1 -- Enhancing the Community Empowerment Board/Focus on EZ/ECs

The first option is to focus energy and resources simply on making our support of the EZs and ECs as coordinated and community-friendly as possible. To implement this strategy, we would recommend expanding the CEB's operation at the White House, restructuring the field staff so they report to the CEB rather than the agencies, and making those field staff the first wave of Single Points of Contact -- but with the limited mission of implementing the plans laid out by the EZs and ECs.

Strategy #2 -- Focus on Existing Community Partnerships

The second option involves an enhanced commitments to a broader array of partnership efforts and a proposal to unify several existing efforts under one structure. Specifically, this strategy would envision a Community Partnerships Initiative that would bring together the EZ/EC program, the efforts to create state and city MOUs and other coordination initiatives within one integrated office. This option builds on #1 -- proposing the creation of a field staff working with states and communities that have developed strategic, community-based plans oriented around results and a central office to support that field-based effort.

Strategy #3 -- Large Scale Reinvention of Intergovernmental Relationship

This strategy is dramatically different from the two above -- both of which envision the creation of a program and a staff whose role is limited to working with communities that have entered into specific agreements or programs around specific plans to achieve particular results and objectives. This strategy would be seeking to develop a broad new framework for the entire relationship of the federal government to the states and communities, centered around the assignment of individuals to serve as "single points of contact" on any and all matters with a particular jurisdiction.

Discussion

We strongly recommend Strategy #2. The changes in the role and structure of the federal government that are central to your vision of reinvention for the next century are dramatic. They will be extraordinarily challenging to implement and will require resources, leadership and focus. Taking the first steps down this road correctly and successfully is critical, and that is why we recommend adopting a more limited strategy initially. The successful implementation of the agreements we already have and of the models to which we are already committed is essential to creating the base of support for any more sweeping change at a later date.

Strategy #3 would require a radically different approach to implementation. A primary distinction is that there would be no requirement of the community itself to change the way it does business. In both #1 and #2, the federal government's efforts to reinvent itself would be focussed on those communities that undertake a strategic planning process and which have concrete results on which they are focussed. The federal points of contact in the field would have a narrow agenda, agreed-upon objectives, and a measurable focus on results. Strategy #3 would imply none of those, but rather a much more open-ended commitment to provide a general ombudsperson to work with communities addressing problems as they arise in a much more ad hoc fashion. In the long run, this is a valuable vision. In the short run, we believe it would prove difficult to implement in a way that produces results in the next few years.

Next Steps

With your approval, we would like to put together a small staff group to work with the Cabinet agencies and with OMB to develop a proposal for the staffing and structuring a Community Partnerships Initiative as briefly outlined in Strategy 2. This proposal would:

- o provide a stronger, enhanced structure for supporting EZs and ECs;
- o integrate the work of the CEB, NPR and other initiatives aimed at reinventing the federal relationship to states and localities;
- o provide a single front door to the federal government for states and communities seeking to enter partnerships to implement community-developed plans;
- o initiate a demonstration of the "single point of contact" in a limited number of communities with which we already have agreements and which have plans which the federal government can help to implement.

This proposal would address issues such as staffing and other resources, the identification of initial communities, and the steps needed to establish such an initiative. We would have such a proposal ready in relatively short order to present to you and to work with the agencies to implement.

Decision

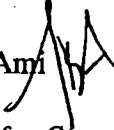
_____ Agree. Proceed to develop plan to implement Strategy 2.

_____ Let's discuss.

THE WHITE HOUSE
WASHINGTON

March 26, 1996

MEMORANDUM TO FEDERAL WORKING GROUP ON PARTNERSHIPS FOR
STRONGER FAMILIES

From: Jeremy Ben-Ami 
Subjects: "Partnerships for Stronger Families": Next Steps

The Federal Working Group on Partnerships for Stronger Families is meeting on Thursday, March 28 at 2:00 p.m. in the Prevention Council offices on Jackson Place. Following up on the next steps suggested at the March 17 White House Working Meeting, this memo provides a preliminary outline of next steps for discussion by the Working Group. It is time for us to roll up our sleeves and begin to act on some of the many excellent ideas that have emerged from this successful planning process and Working Meeting.

Let me suggest a couple of principles for determining our next steps:

- (1) Start with a few limited challenges -- In advance of the Working Meeting, we laid out a broad framework for thinking about federal action and to guide discussion. Now, however, our agenda needs to be focused and limited. I would propose that we identify between 2 and 5 concrete tasks to pursue. We all have limited time, and we need to demonstrate some results to show that this is worth the effort.
- (2) Set achievable goals for this year -- We should choose tasks where results can be achieved by the end of the year. They should not require legislative action, and they should not involve the articulation of new policy. Making progress by the end of the year will give us energy and incentive to take on a broader agenda in the second term.
- (3) Maintain High Level Focus While Involving Federal Staff at All Levels -- We need a structure that both provides high level political focus to give this work momentum *and* involves agency staff whose buy-in is critical to achieving a real change in mindset and to getting the work done.
- (4) Make Progress on Interagency Partnerships -- Build on the good work going on in individual agencies and focus on tasks that build interagency partnerships.

With these thoughts in mind, the following is a possible structure and agenda for this effort for the remainder of 1996.

Structure

We should have a steering committee made up of key policy people from the agencies and the White House, and a series of working groups each responsible for one concrete task.

Steering Committee -- The Steering Committee would include DPC, NPR, OMB and NEC staff and Assistant Secretaries or Program Directors from HHS, HUD, DOL, DOJ, Agriculture, Education, and Transportation. Other offices represented would be the Empowerment Board, the Prevention Council, National Service, and the First Lady. The working groups should report to the Steering Committee on a monthly basis.

Working Groups -- For discussion Thursday, here are five possible working groups and a brief description of what they might be expected to deliver by the end of the year. We would like each agency to designate a staff person for each working group.

(1) *Building-Capacity: Technical Assistance*

Task: Undertake a thorough review of federal T/TA to communities and state and local government on the issue of serving families and children.

Deliverables: (1) First, develop an inventory of programs and funding currently available -- how it is used, how it is provided; (2) Prepare an options memo on how federal TA could be improved and redesigned to best meet customer needs. This would include proposing joint funded and interagency ventures as appropriate and bold, creative reinvention options. (3) Develop a guide for consumers that explains the TA that is available, who is eligible, and how it can be accessed.

(2) *Accountability: National Indicators*

Task: Propose a system of national indicators of child and family well-being and present roll-out options.

This group should build on the work of the Interagency Forum and incorporate agencies that may not have been involved -- i.e., HUD, DOJ.

(3) *Financing*

Task: Develop a user-friendly guidebook that explains to communities how to use existing federal dollars -- including block grants and other funding streams -- to support integrated efforts. This guide might include an appendix with examples of model programs and how they creatively fund their efforts.

The group should start by looking at the questions and requests submitted by EZs and ECs to the CEB and should look at some of the work done by the Finance Project describing creative programs around the country.

(4) *Information Dissemination*

Task: Develop a coordinated system of 800 numbers, web sites, and clearinghouses that relate to federal resources for programs serving children and families.

The group should start by taking an inventory of all federal resource guides, electronic directories and other information resources. Some work has already been done in this area - including a list of clearinghouses prepared by the Prevention Council.

The group should provide recommendations on how this network of resources can be integrated to provide interested organizations and individuals a consolidated, easy-to-use point of reference. For instance, the group should consider whether home pages on the internet can be interconnected and whether a consolidated directory of clearinghouses might be a useful tool.

(5) *Streamlining Bureaucracy*

Task: Expand the notion of a Single Point of Contact beyond HUD and beyond Connecticut and the EZs.

The group should determine whether and how other agencies can participate in the HUD effort to provide all communities with a single point of contact for their programs.

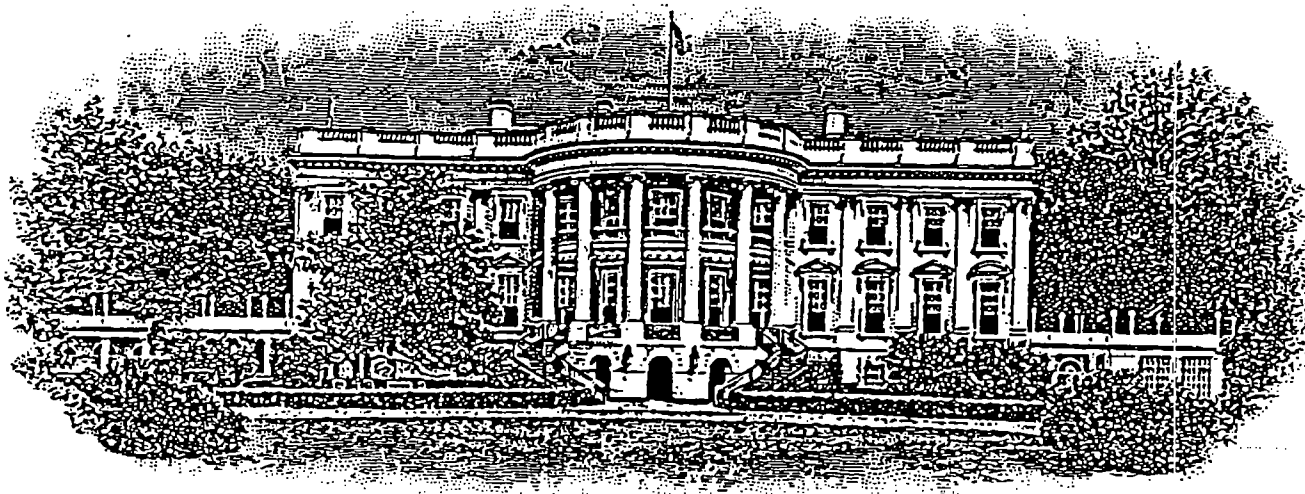
cc: Carol Rasco
Elaine Kamarck

*** ACTIVITY REPORT ***

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The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Reggie RobinsonFAX NUMBER: 514-7805

TELEPHONE NUMBER: _____

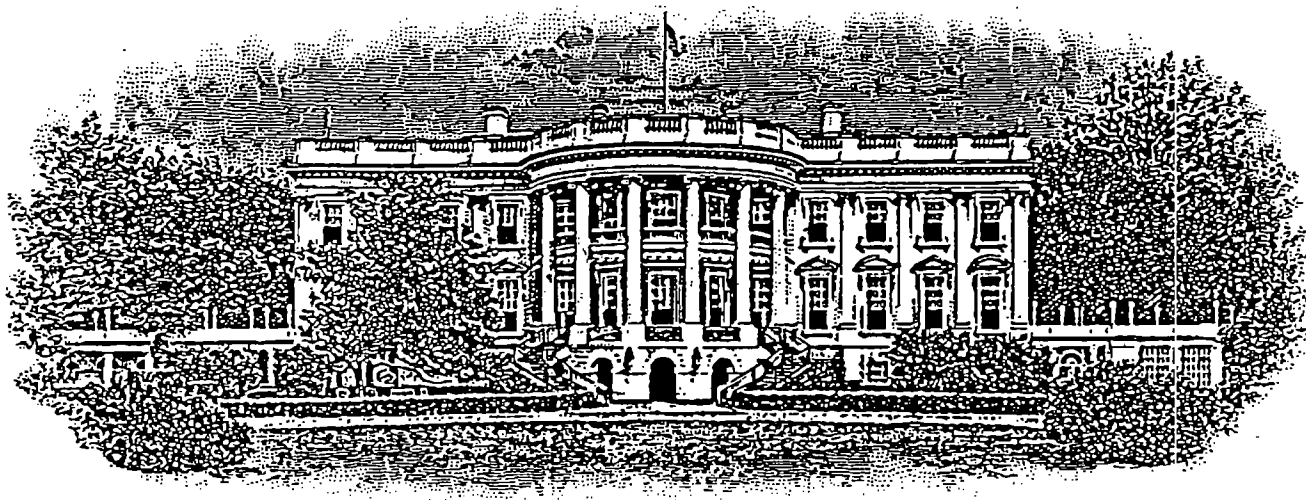
FROM: Jeremy Ben Ami

*** ACTIVITY REPORT ***

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USAGE TIME 02'41
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The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Peter Edelman

FAX NUMBER: 690-7383

TELEPHONE NUMBER: _____

FROM: Jeremy Ben-Ami

1151-5584

✓ Peter Edelmann

Following up on our lunch discussion
last week, here is the memo
for discussion at our Thursday
meeting.

✓ Michael Stegman

If possible, please deliver
to Michael in advance
of 5:00 p.m. meeting with
Johnny and Gayer

✓ Reggie Robinson

For discussion at our meeting
on Tuesday. Please feel free
to invite others at DOJ as
appropriate. Thanks.

✓ Terry Peterson

For our meeting on Wednesday.

Ann Lewis - (AR Dept of Labor)

Ann - I will give you a call this
afternoon to discuss this check and
the best way to engage DOL.
Thanks.

original to Gaynor
5 copies to JBA

THE WHITE HOUSE
WASHINGTON

September 24, 1996

MEMORANDUM TO THE DOMESTIC POLICY COUNCIL

FROM: CAROL H. RASCO 

SUBJECT: MEETING ON THE PARTNERSHIPS FOR STRONGER FAMILIES
INITIATIVE

As you know, the Domestic Policy Council will meet on **Monday, September 30, 1996** from 5:00 – 6:00 p.m. in the Roosevelt Room. We will discuss the progress of the Partnerships for Stronger Families initiative.

Many of your agencies are heavily engaged in the Partnerships, an effort to make the federal government more responsive to and supportive of community based plans to serve children and families. The upcoming meeting will be an opportunity for the action teams to report to the Council on their progress. I encourage you to review the background material attached prior to the meeting

Please have your staff provide your clearance information to Jennifer Schimmenti at (202) 456-5228. If there are additional questions or concerns, please feel free to contact Jeanine Smartt at (202) 456-5228. Thank you.

Attachments

PARTNERSHIPS FOR STRONGER FAMILIES

Meeting of the Domestic Policy Council

September 30, 1996

5:00-6:00 p.m.

Main Lobby, Roosevelt Room

Welcome and Introductions

Carol H. Rasco

Overview of Partnerships for Stronger Families

Elaine Kamarck

Review Action Team Products

Jeremy Ben-Ami

Creating Unified Electronic Access
to Information for Communities

Gerald Tirozzi

Proposal for an Annual Summary
on the Condition of Children

Duane Alexander

Promoting Intergovernmental Partnerships
Recommendations for Federal Action

Michael Stegman

Creating a Community-Driven System
of Technical Assistance

Reginald Robinson

Next Steps

Jeremy Ben-Ami

Resources for Partnerships for Stronger Families

Conference with Community and State Leaders: December 3-4

Attachments

Attachment A: Overview of Partnerships for Stronger Families

Attachment B: Family.info.gov Web Site information

Attachment C: Proposal for an Annual Summary on the Condition of Children

Attachment D: Promoting Intergovernmental Partnerships: Recommendations for
Federal Action

Attachment E: Creating a Community-Driven System of Technical Assistance

PARTNERSHIPS FOR STRONGER FAMILIES

The goal of Partnerships for Stronger Families is to make the federal government a more responsive and supportive partner in efforts to implement comprehensive community-based initiatives to serve children and families. Many promising domestic initiatives of the Clinton administration have been designed to support community-developed strategies, including Empowerment Zone/Enterprise Community Program and the National Performance Review's State and Local partnerships. This effort will take lessons learned from those models and others across the country and pursue systemic change to make federal practices more supportive of systemic efforts.

Partnerships is an interagency effort, coordinated by White House offices including the Domestic Policy Council, the National Performance Review, the Community Empowerment Board, and the Office of Management and Budget. Federal agency staff have formed five action teams to pursue a concrete agenda for administrative action in 1996. The teams and their initial mandates are:

- Building Capacity: Technical Assistance
- Accountability: National Indicators
- Financing: Flexibility
- Information Dissemination
- Promoting Intergovernmental Partnerships

Participating agencies include Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, and Labor. Each agency is participating on all five teams. The initiative is managed by a Steering Committee including team chairs, additional senior staff from participating agencies, and representatives of participating White House offices.

Jeanne Jehl, a Senior Associate at the IEL Policy Exchange, works with the Partnerships for Stronger Families effort. She manages and supports the work of the Action Teams and the Steering Committee and works to ensure that they are informed by the work of parallel privately-funded efforts. Her work at IEL is funded by the Annie E. Casey Foundation as part of the foundation's ongoing commitment to improving the life opportunities of children in poverty.

SURF THE NET!!!

**THE
PARTNERSHIPS FOR
STRONGER FAMILIES
WEB SITE**

**AT
<http://family.info.gov>**

The Information Dissemination Team has worked together to assemble one home page for community groups and local governments to access who are seeking information on federal resources to provide services to families and children.

To access the test page you will need the following information:

user name – psf
password – psf.1

Thank you!

Proposal for an Annual Summary Report on the Condition of Children

The Federal Interagency Forum on Child and Family Statistics

Background

In the fall of 1994, the Chief Statistician at OMB collaborated with the leaders of six statistical and research agencies¹ to found the *Federal Interagency Forum on Child and Family Statistics*. The Forum now has participants from a broader range of government agencies, including the Departments of Agriculture, Justice, and Housing and Urban Development. It also has partners in private research organizations.

The Forum fosters coordination, collaboration, and integration of the collection and reporting of Federal data on child and family issues. It meets two to three times per year. Between meetings, its agenda is carried out by working groups that focus on

- developing priorities for enhanced *data collection* on children and youth,
- improving the *reporting* of childhood indicators to the policy community and the general public, and
- producing better data on children at the *sub-national level*.

At the first meeting of the Forum, Duane Alexander, Director of the National Institute for Child Health and Human Development (NICHD), proposed that the Forum produce an Annual Summary Report to the President on the status of children and youth and trends in their well-being. Although HHS is producing a comprehensive annual report on child well-being (entitled *Trends in the Well-being of America's Children and Youth*), the Forum saw the need for a more-focused summary report as well. At their May 1996 meeting, the Forum commissioned an Annual Summary Report and asked its Reporting Committee to begin to develop it. This report will focus on a limited number of indicators that can best capture the range of conditions facing American children and youth.

¹ Agencies included the Bureau of the Census, the Bureau of Labor Statistics, the National Center for Education Statistics, the National Center for Health Statistics, the National Institute for Child Health and Human Development, and the Office of the Assistant Secretary for Planning and Evaluation at HHS.

Purpose of the Report

The Annual Summary Report will

- summarize, in an accessible format, the well-being of children and youth,
- monitor child and youth well-being *over time*, and
- stimulate improvements in the collection and reporting of data on children and youth by Federal statistical agencies.

The set of indicators proposed will represent the best available data on enduring topics that the Forum member agencies--with input from the policy, advocacy and research communities--agree are of the highest importance. A separate set of indicators may appear occasionally, rather than annually. These indicators will feature special measures that the Forum wishes to highlight in a given year, as well as measures which are deemed important but for which there is not currently regular and continuous coverage in Federal surveys.

Preparation of the Report

The report will be prepared for the Forum under the direction of the Reporting Committee. The Reporting Committee will recommend the indicators and data sources to the Forum members, make decisions regarding the report content and style, provide data when necessary, and review the report. Review of the indicators will also be obtained by the policy, advocacy, and research communities to help inform the deliberations of the committee. The committee will coordinate the review process, and revise the indicators accordingly. Forum members will have input into the report at all stages of development through their representative on the committee and final approval of the indicators to be included will rest with the Forum members.

The format that the committee envisions for the report is a short, colorful summary with graphics and text, like that of the National Center for Health Statistics' *Health United States: 1994* Chartbook. The report will be printed annually. The release strategy will focus on "telling the story" of each year's indicators, focusing on key trends of interest to the policy community and the general public. In addition to highlighting trends in the indicators, the release will also focus attention on areas of children's lives where better information is required.

The Selection of Indicators

The Reporting Committee will recommend to the Forum a list of indicators to represent the domains of children's lives as represented in the annual comprehensive report developed by HHS:

- Population and Family Characteristics,
- Economic Security,
- Health and Health Care,
- Behavior, and
- Education.

The committee will also recommend that the indicators be presented or identified in the report as belonging to one of the following categories:

- *background* indicators,
- indicators of the *status* of child well-being in each domain, and
- indicators of *risk* in each domain.

The committee will seek a balance in the report between status indicators and indicators of risk to achieve both comprehensiveness and impact. The committee will use the following guidelines in selecting the indicators:

- they must be *easy to understand* by broad audiences,
- they must be *objective*, and their importance must be based on research rather than public opinion,
- they must be *balanced* so that no single domain of children's lives would dominate the report,
- they must be *available regularly* so that they can be updated annually (or nearly) and show trends over time,
- they must be *representative* of large segments of the population, rather than one concentrated group, and,
- there must be *reliable estimates* available for the indicator.

The "story" in many indicators is told by the trends among age groups, racial/ethnic groups, and by gender. The committee will recommend these breaks for each indicator according to expert opinion in each domain, but the suggested breaks are not presented in the attached list.

The committee will recommend approximately 30 regular indicators for the annual report. A tentative draft list is attached. In addition, a special feature section is proposed for important indicators for which data may only be available for one year, or for which there is significant interest in the policy or research communities.

Relationship to Partnerships for Stronger Families

The Domestic Policy Council's *Partnerships for Stronger Families's* Action Team on National Indicators and Accountability has been charged with developing a proposal for the President that suggests the production of an annual report on the condition of children. The Action Team is building on the work already conducted by the Forum on this effort. As part of the Action Team's efforts, meetings have been held to obtain input from the policy, research, and advocacy communities about the most useful content and structure for an annual report on the condition of children and youth.

Future steps

Next month, the Forum will meet to approve the list of indicators to be produced in the first year's report. Following that meeting, staff of Forum agencies will develop a proposal to the President. This proposal will outline the process for creating the report in 1997 and following years, a process for developing the structure of the annual release event, a process for improving the report, and more generally, for improving data collection on children.

List of Indicators

Indicator	Description	Source	Periodicity	Notes	
Population and Family Characteristics				This section would be moved to the back and provide background and contextual information.	
1	Number of Children	Number of children under age 18	Census Bureau's population estimates	annual	
2	Child Proportion of Population	% of total and dependent populations	Census Bureau's population estimates	annual	
3	Minority Children	% of children who are other than white non-Hispanic	Census Bureau's population estimates	annual	
4	Difficulty Speaking English	% of children with difficulty speaking English	CPS 79, 89, 92, 95	irregular	There is a question about whether this indicator fits in the background or education section
5	Family Structure	% of all non-institutionalized children under 18, by family structure	March CPS	annual	Categories would include one-parent, two-parent (broken into step and biological), and no-parent. Non-marital births also would be presented.
Suggested addition: foreign-born					

Economic Security

6	Child Poverty	% of children living in poverty, and under 50% and 150% of poverty line	March CPS	annual	
7	Poor Children Receiving Assistance	% of poor children receiving AFDC, food stamps, subsidized housing, energy assistance, or Medicaid in the past year	March CPS	annual	Considering the indicator with and without subsidized lunches and with SSI. Also suggested: % of children lifted out of poverty by govt. programs; by EITC; by child support; use all eligible children as denominator
8	Food Security	% of families who report they have enough food	CSFII or CPS, USDA	irregular ??	Some felt that this indicator is too subjective. USDA food sufficiency scale to be substituted in the future
9	Inadequate Housing	Percent of children living in "worst case" housing	American Housing Survey, HUD	1975, 1980, 1985, 1989, 1993	
10	Secure Parental Labor Force Attachment	% of children with at least one resident parent employed full time, full year	March CPS	annual	
Suggested Addition: Children in the workplace					

Health and Health Care

11	Infant Mortality	Death rate per 1,000 children under age 1	Vital Statistics, Mortality	annual	neonatal and perinatal split will appear in appendix
12	Low Birth Weight	% of newborns weighing 5.5lbs. or less	Vital Statistics, Natality	annual	Should this indicator be dropped? Is IMR sufficient?
13	Immunization	% of children ages 19-35 months who have received combined 4:3:1 or 3:3:1 series vaccinations	National Health Interview Survey, NCHS	annual	
14	Limitations of Activities	% of children <5, and 5-17 who are limited in activities due to chronic health conditions	National Health Interview Survey, NCHS	annual	Broken down by types of activities: major, etc.
15	Child Mortality	Death rate per 100,000 children ages 1-14	Vital Statistics, Mortality	annual	
16	Adolescent Mortality: Homicides, Suicides, Motor Vehicle Accidents, Other Deaths, Total Deaths	Death rate per 100,000 children ages 15 - 19	Vital Statistics, Mortality	annual	
17	Child Abuse	Substantiated cases of child abuse and neglect	NCCAN	annual	Suggestion: show infant victims separately
18	Teen Non-marital Births	Birth rate per 1,000 single females ages 10-14, 15-17 and 18-19	Vital Statistics, Natality	annual	
19	Health Insurance	% covered by health insurance	March CPS	annual	
Suggested Additions: indicators of mental health or self-esteem and physical activity					

Behavior

Suggestion: Move these into the health section and eliminate this section

20	Violent Crime Arrests	Arrests for violent crimes per 1,000 youth age <15 and 15-17	Uniform Crime Reporting Program, FBI	annual	Suggestion: Change this to convictions, not arrests
21	Crime Victims	% ages 12 - 19 who are victims of crime (violent and thefts)	Crime Victimization Survey, BJS	annual	
22	Regular Cigarette Smoking	% of 8th, 10th, and 12th graders who smoke daily	Monitoring the Future	annual	Suggestion: Add tobacco use

23	Alcohol and Substance Abuse	% of teens who report drinking alcohol regularly or who have used controlled substance in the last 30 days (composite)	Monitoring the Future	every 1-3 years	
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Education

24	Early Childhood Reading Exposure	% of children ages 3-5 who are read to daily by family member	National Household Education Survey, NCES	1993, 1995, 1996, 1999?	
25	Early Childhood Education	% of children who attend early childhood programs	NHES, NCES	91, 95, 96, possibly 99	
26	Math and Reading Proficiency	Change since 1990 in the proficiency scores in math and reading for 9, 13, and 17 year-olds	NAEP, NCES	every 2 years	
27	High School Course-taking	% of high school graduates taking selected advanced math and science courses	High School Transcripts, NCES	82, 87, 90, 94 and possibly 2000	
28	High School Graduation	% of 18 - 24 year olds who have graduated high school	October CPS	annual	This differs from HS completion: the GED is not included in this measure.
29	Detached Youth	% of youth ages 16-19 not in school or labor force full or part time	March CPS	annual	There is a question about what section this indicator fits in
30	Higher Education	% of high school graduates enrolled in college	October CPS	annual	This includes two year colleges
Suggested additions: participation in vocational programs and head start, computer literacy, 8th graders taking algebra					

September 30, 1996

**PROMOTING INTERGOVERNMENTAL PARTNERSHIPS
PRELIMINARY RECOMMENDATIONS FOR FEDERAL ACTION**

BACKGROUND

During the past two months, the Partnerships for Stronger Families' workgroup on Promoting Intergovernmental Partnerships has analyzed eight intergovernmental partnerships between the Clinton Administration and various states and localities. These partnerships have varied histories and goals but teach us very similar lessons about what it takes to make partnerships work. The eight considered were:

1. The Community Empowerment Board and its work with the Empowerment Zones and Enterprise Communities (EZ/EC) program.
2. The Oregon Option.
3. Our MOU with Connecticut for its Neighborhood Revitalization Zones (NRZs) program.
4. School-to-Work.
5. Performance Partnership Grants.
6. Project PACT.
7. Federal Executive Boards (FEBs)

The following analysis is preliminary, and the progress of these partnerships will doubtless teach us more over time about how different levels of government can work together. However, our analysis yielded some useful lessons and recommendations that we hope will guide us as we look to expand and improve our efforts.

LESSONS LEARNED AND RECOMMENDATIONS FOR CHANGE

1. Federal management of interagency partnership initiatives requires an interagency oversight structure, with high-level oversight and a central support structure.

The Oregon Option's success on the federal level stems from the long-term commitment of individuals in agencies who are empowered to make change. The Community Empowerment Board's effectiveness is increased immeasurably by the Vice President's involvement, which reinforces the importance of all member agencies' ongoing commitments to the EZ/EC program. The Pacific Northwest Initiative got its initial energy from the President and Vice President's visit to the region. Where partnerships have been managed by one lead agency, such as DOJ's management of Project PACT, it is difficult to sustain commitment and participation of other agencies.

Recommendation: Federal responsibility of these partnership initiatives should be located in a White House-based interagency structure, such as the CEB or DPC.

2. Partnership efforts require adequate administrative support.

Resources to support the implementation of the partnership are essential. Existing federal efforts have been maintained without special funding allocations for administrative costs; staff salaries and overhead have been financed by agencies. These resource limitations have constrained the ability of existing interagency boards, like the CEB, to fulfill their stated mission. It is apparent that intergovernmental partnerships could do so much more to realize their potential if they were adequately financed and supported. Policy makers often view the staffing and funding of an initiative as a detail to be worked out later, but promising ideas can fail if those carrying them out are forced to beg and plead for resources and support.

Recommendation: Interagency management of intergovernmental partnerships must have sufficient budget, staff, and administrative resources to properly respond to communities' needs and support an ongoing capacity development effort.

3. Promises of flexibility should not exceed what is legally possible.

Current partnerships have found it very difficult to fulfill their commitment to local flexibility and barrier removal because of the shortage of statutory waiver authority, stringent audit requirements, and lack of support in agencies. In addition, community partners often lack sophistication about existing federal or state waiver authority and about real or perceived barriers, further slowing the process as their requests are clarified. Barrier removal efforts have been most successful in initiatives like the Oregon Option, where (1) the state and local partners had a clear idea of what they needed, (2) involved federal agencies had adopted a "get-to-yes" attitude, and (3) the scope of barrier removal requests was limited enough to be manageable. Barrier removal efforts have suffered when, as in the EZ/EC process, there was a lack of specificity given to communities at the front end.

Recommendations:

- The administration should continue to support legislative expansion of waiver authority and local flexibility.
- Communities, state and local governments need clearer information about the flexibility and waiver opportunities that do exist.
- High level reinforcement of the need to adopt friendlier policies towards local flexibility and innovation is required to sustain the change.
- Promises of flexibility should not exceed capacity to grant it.

4. The use of staff from one agency as a "single point of contact" is an exciting concept but difficult to implement.

The federal initiatives examined have provided a variety of ways to facilitate contact for partners with the federal government. While the notion of a community having a single point of contact with the federal government is attractive, it is unclear how a staff person from a single agency can be expected to have the authority and breadth of knowledge to serve as an all-purpose federal representative, truly responsive to community needs. In addition, we have not brought communities into the policy development process to explore what kind of liaison would work best for them. Some of our efforts, like EZ/EC, have tried several different liaison models, causing frustration on the part of some local leaders.

Recommendation: The federal interagency management structure, with input from state and local partners, should develop a on-site "community ombudsman" structure to provide partner communities with a one-stop resource for federal assistance (this could be an individual or an interagency board). This "single point of contact" staff person should not be affiliated with one agency, but would represent the interagency manager of the partnership. The "single point of contact" would work with states and communities to develop partnerships around specific needs defined by the partners.

5. Regional offices have a logical role in implementing partnerships, but the lack of a consistent government-wide policy on regions makes it difficult.

Twenty years of government centralization have resulted in regional offices with few staff resources and little program authority. Downsizing during the past four years has continued this trend. Some agencies have discussed abandoning a regional structure, and others have considered (and implemented) radical realignments of their regional and field offices. We tend to forget these inconsistencies when we turn to regional offices to making intergovernmental partnerships work. When region-based interagency partnerships are successful, it is because of the energy and dedication of the regional staff who run them, and (most importantly) because their bosses in Washington actively support the effort and have agreed to devolve some decision-making authority to the regions. The more successful FEB efforts are a good example of this. Even when regional involvement works, many regional offices often lack the program authority to solve the bulk of community issues, and localities must once again turn to Washington for help.

Recommendation: Partnership must be entered into with a clear sense of the federal regional role; regional staff should be involved whenever possible, and can serve as the lead federal representative if programmatically practical. If regions have leadership in agency partnerships, they must be given the resources – and active support – from Washington.

6. Most federal intergovernmental partnership efforts lack an institutionalized way to track results or evaluate success.

In absence of internal mechanisms, some of the models studied have used their federal interagency frameworks as an ad hoc "enforcer." The CEB is one example of this. The system is not ideal, and with the advent of performance-based budgeting as required by the Government Performance and Results Act, all agencies will have to find a better, more formalized way to quantify their contributions to these intergovernmental partnerships. A centralized partnership structure can help provide peer-to-peer support and an exchange of ideas for successful implementation.

Recommendation: Tracking and accountability mechanisms must be in place at the beginning of any intergovernmental partnership and must be owned and supported at all levels.

7. Successful partnerships need unified, broadly representative local governance and cooperative states.

Local efforts are most effective when there is a strong, single governmental body which represents all the local interests involved in the partnership. Project PACT's varying experiences across different sites is a testament to this, as is the EZ/EC governance board model. Where local leaders are bought in and unified, successful partnerships result. Similarly, state buy-in is a crucial component of any intergovernmental partnership, regardless of whether the state is a primary partner or not. So many programmatic and flexibility decisions rest with states; they must be informed and willing participants in any partnership effort.

Recommendation: Partnerships should only be entered into if the state and local partners have a clear sense of the goals they want to achieve and have an infrastructure in place to implement these goals. Federal partners can assist communities interested in entering into partnerships by developing clear guidelines and "best practice" suggestions about how to build community capacity and a self-sustaining governance structure to manage an intergovernmental partnership.

NEXT STEPS

These lessons teach us that, if the federal government is to continue to offer partnerships to states and localities, we must:

- (1) give communities a clear set of criteria needed from them on the front end before entering the partnership, and
- (2) get our own (federal) house in order so that we may fulfill our promise of more responsive and "reinvented" federal-local partnership.

Assuming consensus on the lessons learned and recommendations of this preliminary document, we intend to gather key decisionmakers from the White House and from agencies to put together a proposal for making these suggestions a reality.

CREATING A COMMUNITY-DRIVEN SYSTEM OF TECHNICAL ASSISTANCE:
Preliminary Recommendations for Federal Action
September 30, 1996

BACKGROUND

The Action Team on Technical Assistance was charged with reviewing federal training and technical assistance (T/TA) that develops community capacity to produce positive outcomes for children and families and making recommendations for improvement. Over the past four months, the Action Team has gathered information about the current status of federal T/TA by ;

- . conducting a Working Meeting on Federal Technical Assistance, co-sponsored with the Together We Can initiative, that brought together customers, providers, and managers of federal T/TA to community initiatives for children and families;
- . surveying managers of federal T/TA programs; and
- . interviewing program managers who have initiated new approaches to T/ TA.

Although the Action Team's review does not encompass all programs for children and families, it does reflect the perspectives of a variety of stakeholders and a range of programs across federal agencies.

A VISION FOR FEDERALLY FUNDED TECHNICAL ASSISTANCE

Participants in the Working Meeting envisioned a system of federal T/TA to community initiatives for children and families that:

- . Maximizes consumer choice and redefines the relationship between the federal government, communities, and T/TA providers. TA would be market-driven, with sites determining the type and timing of T/TA. The federal government would facilitate rather than control federally-supported T/TA.
- . Makes T/TA accessible to customers. Information and assistance would be made available on line, in print, and through consultation, as well as through formal presentations. Meaningful access to T/TA requires that Federal agencies work in partnership with local and community leaders to help define community needs and link those localities to appropriate available assistance. Because federal resources frequently support T/TA delivered through state and local government, partnerships with these leaders are critical.
- . Supports the community collaborative process as well as program implementation. T/TA would be available to build skills that are critical to the success of collaboration, including strategic planning, developing financing strategies, and measuring results.

. Makes effective use of existing resources , including those of communities and the private sector, and local expertise. T/ TA would employ a variety of strategies and providers, drawing on local experts and assistance from peers in similar communities as well as on outside consultants.

. Forms partnerships among federal agencies, and with state and local governments, for the design and delivery of T/TA. Communities would have access to appropriate T/TA from an array of sources.

. Builds accountability for technical assistance and community outcomes. Customers and federal agencies would evaluate the effectiveness of T/TA in helping communities achieve priority results.

SURVEY OF EXISTING TRAINING/TECHNICAL ASSISTANCE EFFORTS

Findings from the survey of managers of federally-funded technical assistance programs raised several concerns about current efforts in relation to the vision:

Few programs are designed to support either the *process* of bringing programs and agencies together in communities or the *results* defined by these communities. T/TA is designed and delivered to support the achievement of specific agency and program goals. Fewer than half the respondents indicated that they provide T/ TA in partnership with other agencies and organizations.

Most TA is designed and delivered without input from customers. Fewer than half the managers who responded to the survey reported that their customers played an active role in selecting T/TA providers or planning T/TA activities, and even fewer reported that customers were involved in evaluating the assistance they received.

It is difficult for communities to get quick responses to requests for assistance. T/TA is most frequently provided in formal settings such as workshops and seminars. Peer-to-peer assistance, telephone consultation, and on-line delivery systems are less frequently used.

There is little accountability for the effectiveness of T/TA or the programs it is designed to assist. Only a small proportion of survey respondents indicated that customers are involved in planning or evaluating the effectiveness of T/TA.

RECOMMENDATIONS FOR CHANGE

Based on the vision developed in the Working Meeting and the concerns identified in the survey, the Action Team on Technical Assistance recommends the development of pilot T/TA . Plans must be made up front to ensure that this pilot is subjected to rigorous evaluation. Only with that kind of evaluation can this pilot launch the kind of broad system-wide reform that is contemplated. The pilot would be anchored in the following principles:

- . T/TA should be made available to comprehensive community initiatives to support the achievement of community-defined goals for children and families.
- . Communities should have access to funding so that they can select and purchase T/TA.
- . Communities should be able to purchase T/TA from a variety of approved providers, including local experts and peers from other communities.
- . T/TA should be readily available to communities through electronic media and consultation with experts.
- . Customers of T/TA should be actively involved in evaluating its effectiveness in helping them achieve community goals.

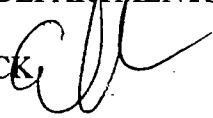
NEXT STEPS

Provided that the Domestic Policy Council accepts the recommendations of the Action Team on Technical Assistance, the Action Team will design a pilot initiative for review by the agencies.

THE WHITE HOUSE
WASHINGTON

July 26, 1996

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

FROM: CAROL RASCO AND ELAINE KAMARCK 

SUBJECT: FAMILY-FRIENDLY WORK ARRANGEMENTS

As you know, the President's June 21, 1996 Memorandum reiterated his commitment to families in the federal workplace. The Memorandum directed all heads of executive departments and agencies to review their personnel policies and programs and develop a plan of action that provides employees more flexibility to meet family demands. To this end, attached please find a suggested format for your department's response, including options that will assist you in assessing your efforts. This review should build on your outline submitted in response to the July 11, 1994 Memorandum in which you were asked to establish a program to encourage and support the expansion of flexible family-friendly work arrangements.

This review is meant to assist you as well as the Administration in assessing how we can best serve our employees and their families. In responding to the questions, please identify any barriers that you may have faced while implementing your agency's family-friendly work arrangements.

By Monday, November 18, 1996 we would like a report that details your agency's accomplishments and ongoing efforts, following the format provided herein. In addition, Carol Rasco will be hosting a meeting with the Domestic Policy Council on September 17, 1996 to discuss these policies.

The White House contacts for this initiative are Lisa Mallory at the National Performance Review (202-632-0150 ext.147) and Jeanine Smartt at the Domestic Policy Council (202-456-5228). By August 15, 1996 please provide them with the name of the person(s) that will serve as representative(s) for your department or agency.

We appreciate your immediate attention to this matter.

Attachments:

- A. June 21, 1996 Presidential Memorandum
- B. July 11, 1994 Presidential Memorandum
- C. Suggested Format for Response

THE WHITE HOUSE

WASHINGTON

June 21, 1996

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Implementing Federal Family Friendly Work Arrangements

I continue to believe that honoring and supporting the concerns of family members in the workplace is vital to good government and to a productive work force. In order to build on its record of support for families in the Federal workplace, the executive branch must continue to examine its practices and to implement the goals of the Presidential Memorandum of July 11, 1994. The Federal Government must continue to set the pace in transforming the culture of the American workplace so that it supports employees who are devoted to their families.

It is clear to me that whenever the Federal Government establishes a goal of providing civilian employees and military personnel with an environment supportive to families, the result is greater cost efficiency, increased worker commitment and productivity, better customer service, and improved family life.

Therefore, today I am directing all executive departments and agencies to review their personnel practices and develop a plan of action to utilize the flexible policies already in place and, to the extent feasible, expand their ability to provide their employees:

- (1) assistance in securing safe, affordable quality child care;
- (2) elder care information and referral services;
- (3) flexible hours that will enable employees to schedule their work and meet the needs of their families. This includes encouragement to parents to attend school functions and events essential to their children;
- (4) opportunities to telecommute, when possible, and consistent with their responsibilities, to achieve the goal of 60,000 telecommuters by 1998 as set by the President's Management Council. This includes telecommuting from home and from satellite locations;

- (5) policies and procedures that promote active inclusion of fathers as well as mothers;
- (6) an effective mechanism by which employees can suggest new practices that strengthen families and provide for a more productive work environment; and
- (7) leadership and participation in these policies and programs at the highest level of the agency.

The departments and agencies shall provide an initial report on the results of this review to the Vice President through the National Performance Review within 120 days of the date of this memorandum. This report should include an assessment of progress made towards specific goals and include innovative approaches and detailed success-stories.

The National Performance Review, together with the Domestic Policy Council, the President's Management Council Working Group on Telecommuting, the Office of Personnel Management, and the General Services Administration will continue to work with the executive agencies as we move forward together to increase productivity through family friendly work environments.

William D. Clinton

THE WHITE HOUSE

WASHINGTON

July 11, 1994

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Expanding Family-Friendly Work
 Arrangements in the Executive Branch

In order to recruit and retain a Federal work force that will provide the highest quality of service to the American people, the executive branch must implement flexible work arrangements to create a "family-friendly" workplace. Broad use of flexible work arrangements to enable Federal employees to better balance their work and family responsibilities can increase employee effectiveness and job satisfaction, while decreasing turnover rates and absenteeism. I therefore adopt the National Performance Review's recommendation that a more family-friendly workplace be created by expanding opportunities for Federal workers to participate in flexible work arrangements, consistent with the mission of the executive branch to serve the public.

The head of each executive department or agency (hereafter collectively "agency" or "agencies") is hereby directed to establish a program to encourage and support the expansion of flexible family-friendly work arrangements, including: job sharing; career part-time employment; alternative work schedules; telecommuting and satellite work locations. Such a program shall include:

- (1) identifying agency positions that are suitable for flexible work arrangements;
- (2) adopting appropriate policies to increase the opportunities for employees in suitable positions to participate in such flexible work arrangements;
- (3) providing appropriate training and support necessary to implement flexible work arrangements; and
- (4) identifying barriers to implementing this directive and providing recommendations for addressing such barriers to the President's Management Council.

I direct the Director of the Office of Personnel Management ("OPM") and the Administrator of General Services ("GSA") to take all necessary steps to support and encourage the expanded implementation of flexible work arrangements. The OPM and GSA shall work in concert to promptly review and revise regulations that are barriers to such work arrangements and develop legislative proposals, as needed, to achieve the goals of this directive. The OPM and GSA also shall assist agencies, as requested, to implement this directive.

The President's Management Council, in conjunction with the Office of Management and Budget, shall ensure that any guidance necessary to implement the actions set forth in this directive is provided.

Independent agencies are requested to adhere to this directive to the extent permitted by law.

This directive is for the internal management of the executive branch and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

The Director of the Office of Management and Budget is authorized and directed to publish this directive in the Federal Register.

William D. Clinton

GUIDELINES FOR RESPONSE TO THE PRESIDENTIAL MEMORANDUM

"IMPLEMENTING FAMILY-FRIENDLY FEDERAL WORK ARRANGEMENTS"

JUNE 21, 1996

In response to the Presidential Memorandum please answer each of the following questions as you address the areas of family support cited in the memorandum.

- 1. What is the present situation in your agency with regard to the question?**
- 2. What plans do you have to expand or improve this option?**
- 3. What is your goal in the coming year, and how will you measure success?**

Please respond to these questions as you consider each of the following:

- How does your agency or department offer assistance to employees in securing safe, affordable child care?
- How does your agency or department provide elder care information and referral services?
- To what extent do employees of your agency or department utilize flexible hours that enable them to spend more time with family or in family and community activities, especially their children's school functions?
- To what extent are telecommuting options available to, and utilized by your workforce?
- What efforts is your agency making to promote the active involvement of fathers and mothers in their children's lives?
- What mechanism is available to employees in your department or agency to suggest ways in which you could be more responsive to their needs as family members and enhance their productivity?
- How is the importance of this initiative made clear, and the options utilized at the highest levels of your agency or department?

***Please Be Certain To Include Information About Current Efforts,
Future Plans, And Measures Of Success.***

In considering your answers to the memorandum, note that the US Office of Personnel management suggested some options to consider in implementing the President's Memorandum of July 11, 1994 entitled "Expanding Family-Friendly Work Arrangements in the Executive Branch". It may be helpful to consider these options in preparing your response.

- Written policy on leave for family responsibilities.
- Credit hours
- Leave sharing
- Leave bank
- Flexible work schedules
- Compressed work schedules
- Job sharing
- Career part-time employment
- Telecommuting
- Satellite work locations
- Child care/development centers on site or near site
- Counseling and referral services for child care
- Counseling and referral services for elder care
- Employee assistance program for family matters

Please do not limit your agency response to only these options. We are interested in learning what options and strategies you may be using or planning to use.

As you respond, please consider the significance of organizational culture and leadership at all levels of management that communicate the importance of family-friendly work arrangements. It is also important to note that the careers of employees utilizing these options should not be adversely affected in any way.

THE WHITE HOUSE
WASHINGTON

JBA,

I'm actually leaving now! I left a final copy of this memo for you to review. Manoj has an electronic version if there are additional changes. He has agreed to red dot ~~that~~ the document out.

See ya next week.

JG

Fikeman
per my 823

THE WHITE HOUSE
WASHINGTON

August 22, 1996

MEMORANDUM FOR JOHN KOSKINEN

FROM: JEREMY BEN-AMI

SUBJECT: PARTNERSHIPS FOR STRONGER FAMILIES

I am writing to bring you up to date, on the Partnerships for Stronger Families initiative. As you may remember from our conversation earlier this summer, the Partnerships project is designed to make the federal government a more responsive and supportive partner in efforts to implement comprehensive community-based initiatives to serve children and families. To achieve this goal our workplan includes the following:

Unified Web Page -- By the late fall, the federal government will have one home page for community groups and local governments to access who are seeking information on resources to provide services to families and children. This web page will provide links to nearly 100 federal web pages in six federal agencies, all providing information on programs to serve families and children.

National Indicators -- By December, the President will receive a proposal for the creation of a set of National Indicators of Child and Family Well-Being. Comparable to the Index of Leading Economic Indicators, these indicators would provide a regular series of statistics by which the nation can judge its performance on behalf of children and families.

Technical Assistance Proposals -- For the FY98 budget, we plan to make a series of proposals for providing funding for integrated technical assistance across agencies to help communities develop comprehensive programs for families as well as to make TA more consumer driven.

Partnerships Framework -- A memo to DPC principals will be prepared outlining structural and resource decisions that need to be made to better support the federal government's partnerships with states and local communities

Fall Conference -- On December 4, 1996 the DPC will host a follow-up meeting with state and community leaders.

I am very optimistic about reaching these goals. However, as I mentioned to you when we met, to support these interagency efforts we may need your personal and institutional assistance to marshal the resources necessary. I see four areas where your help could be critical.

1. *Maintenance of a Unified Web Page*

As you know, a web site requires constant maintenance if it is to be useful to consumers. We envision a full-time staff person dedicated to updating information as well as graphics, and working with all agencies to ensure that responses to comments and requests reflect the Administration appropriately.

2. *Producing a Waiver Guidebook*

This report would reveal to communities how they can utilize existing statutory and regulatory waivers to access federal funds. This report will cross the boundaries of many federal agencies and will require a central agent to compile and organize this information. We know that it is extremely difficult to write across agency and look for your assistance to address this issue.

3. *Integrating Technical Assistance*

Similarly, in order to provide technical assistance that is responsive to consumer needs we know that it will be necessary to combine in some way existing technical assistance funding streams.

4. *Hosting the Partnerships Fall Conference*

The conference is an opportunity for the federal government to stay in communication on a regular basis with states and localities about issues that matter to them most. The production of a quality document used to communicate what is learned from this partnership process will be one of several costs associated with this conference.

I would really like to come in and talk with you about all these issues. Jeanine Smartt will call your office to arrange a mutually convenient time. If anyone in your office has any questions please have them call Jeanine at (202) 456-5228. Thank you as always.

April 15, 1996

MEMORANDUM FOR PETER EDELMAN -- HHS
JOHN MONAHAN -- HHS
REGGIE ROBINSON -- DOJ
MICHAEL STEGMAN -- HUD
GERALD TIROZZI -- DOEd

FROM: JEREMY BEN-AMI
GAYNOR McCOWN
BEVERLY GODWIN

SUBJECT: NEXT STEPS AND TIMELINE

CC: Carol H. Rasco
Elaine C. Kamarck

Thank you for your willingness to chair one of the action teams we have established as part of our Partnerships for Stronger Families effort. We appreciate your ongoing participation and input a great deal.

The purpose of this memorandum is to provide an outline of next steps and a timeline. At our last meeting, we discussed the following principles for determining next steps:

- *Start With A Few Limited Challenges*
- *Set Achievable Goals For This Year*
- *Maintain High Level Focus While Involving Federal Staff At All Levels*
- *Make Progress On Interagency and Intergovernmental Partnerships*

Below is a proposed timeline:

April-- Develop Action Teams
First week of May-- Chairs Convene Action Team Meetings
Thursday, May 16th-- Steering Committee Meeting
May 31st-- Draft Action Plan Due From Each Team

Please put the steering committee meeting on May 16th at 2:00 p.m. on your schedule. We will convene in room 472 of the OEOb.

As the chair of an action team, you will report to the steering committee on a monthly basis. The steering committee will be

made up of key policy representatives from the DPC, NPR, OMB and NEC staff and Assistant Secretaries or Program Directors from HHS, HUD, DOL, DOJ, Agriculture, Education, and Transportation. Other offices to be represented are the Community Empowerment Board, the President's Prevention Council, National Service, and the office of the First Lady.

We requested that each agency represented on the steering committee designate a staff person or persons for each action team. We are still waiting to hear from several agencies. Attached you will find a list of names and phone numbers for everyone who has been nominated to participate in the different action teams thus far. You may want to add others to your group or provide suggestions of people who should participate on the other action teams. Please get us that information by COB on Wednesday (April 17) and we will send out an updated list.

Following is a list of the action teams and an indication of possible "deliverables." Please note that the deliverables we have included are merely suggestions; each action team will determine its own goals and develop a strategic plan to meet them.

(1) *Building Capacity: Technical Assistance*
(Reggie Robinson)

(1) Develop an inventory of programs and funding currently available - how it is used, how it is provided. (2) Prepare an options memo on how federal technical assistance could be improved and redesigned to best meet customer needs. This could include proposing joint funded and interagency ventures as appropriate and bold, creative reinvention options. (3) Develop a guide for consumers that explains the technical assistance that is available, who is eligible, and how it can be accessed.

(2) *Accountability: National Indicators*
(Peter Edelman)

(1) Build on the work of the Interagency Forum on Family and Child Statistics and incorporate agencies that have not been involved -- e.g., HUD, DOJ. (2) Propose key national indicators of family and child well-being and develop a plan for how these could be used.

(3) *Flexibility: Financing*
(John Monahan)

(1) Suggest how we could allow more flexible funding within current legislation. (2) Build on work done by the Community Empowerment Board -- to analyze the hundreds of requests for flexibility received from communities -- to determine common areas of concern, where "blanket waivers" might be granted, etc... (3) Suggest how flexibility

currently available -- but not being fully utilized or realized by intergovernmental partners -- might be better used. (4) Look at opportunities for additional performance partnership grants, particularly as legislation is reauthorized. (5) Develop suggestions on how to share successful financing approaches such as the creative programs described by work done through the Finance Project and others.

(4) Information Dissemination
(Gerald Tirozzi)

(1) Develop an inventory of all federal resource guides, 800 numbers for the different clearinghouses, electronic directories and other information resources. (2) Propose recommendations on how this network of resources could be integrated to provide interested organizations and individuals a consolidated, easy-to-use point of reference.

(5) Single Point of Contact
(Michael Stegman)

(1) Assist HUD in implementation of current single point of contact for Connecticut and for 183 other jurisdictions. (2) Determine whether and how other agencies can participate in the HUD effort to provide all communities with a single point of contact for their programs.

We hope this is a useful start. Please call one of us if you have any questions. Thank you for your cooperation.

Attachment: Preliminary List of Action Team Participants

THE WHITE HOUSE

WASHINGTON

May 22, 1996

Dear Colleagues,

I am pleased to send you a copy of "Building Partnerships for Stronger Families," a report of the White House Working Meeting held on March 12-13, 1996. The report captures the experiences of many participants who are working to support the strong, healthy development of children and families. It also provides an agenda for continued initiatives by the federal government to be responsive to local and state efforts.

We are moving ahead with the ideas developed during the Working Meeting. With leadership from the Domestic Policy Council, the Community Empowerment Board, the National Performance Review, and the President's Crime Prevention Council, we have formed five cross-agency "Action Teams" to design and undertake new efforts such as those proposed during the meeting. These five teams will focus initial efforts during the next few months in the areas of:

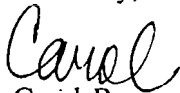
- . Building Capacity: Technical Assistance
- . Accountability: National Indicators
- . Finance/Flexibility
- . Information Dissemination
- . Streamlining Bureaucracy: Single Point of Contact

The Action Teams will submit work plans by the end of May indicating reasonable goals for 1996. Participating agencies include Health and Human Services, Housing and Urban Development, Agriculture, Labor, Education, and Justice. The teams are chaired by Assistant Secretaries or other high-level agency officials, and each agency is participating on all five teams.

The Partnerships for Stronger Families initiative will be coordinated and managed by Jeanne Jehl, who can be reached at the Institute for Educational Leadership (202/822-8405) by mid-June. We plan to stay in contact with you and others in states and communities as this exciting effort progresses, and we are considering convening another forum in the fall to review the teams' progress.

We look forward to your continued involvement and support.

Sincerely,



Carol Rasco

Assistant to the President
for Domestic Policy

THE WHITE HOUSE
WASHINGTON

**Building Partnerships for Stronger Families:
Report of a White House Working Meeting**

March 12 – 13, 1996
Washington, D.C.

Prepared by
Sara Nathanson and Leila Fiester
Policy Studies Associates, Inc.

Prepared for the United States Department of Education

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Overview

State and local representatives from the front lines of innovative partnerships for stronger families shared success strategies, discussed challenges, and mapped out action steps at a working meeting with federal policy makers on March 12 and 13, 1996. The meeting, convened by President Clinton's Domestic Policy Council in collaboration with the National Performance Review, U. S. Department of Education, Federal Working Group on Comprehensive Services for Children and Families, and the Policy Exchange of the Institute for Educational Leadership, brought together collaborators from each level of government to clarify the issues, barriers, and success factors involved in building intergovernmental partnerships that improve results for families. Participants generated action steps for each level of government that will inform a federal framework for action as well as action plans for each federal agency.

Participants included practitioners, policy makers, and program administrators from 14 states¹ and localities with innovative strategies for strengthening children, families, and communities. State and local participants represented the fields of education, health, human services, labor, justice, and economic development. Representatives of federal agencies and executive offices,² foundations, and organizations involved in promoting stronger families also participated.

During several small group sessions; a "town meeting" with Vice President Al Gore and Carol Rasco, Assistant to the President for Domestic Policy; and a concluding plenary session, participants addressed the following questions:

- What factors contribute to the success of innovative state and local reforms for families and communities? What are the obstacles to successful partnerships, and how should they be addressed?
- What specific actions should each level of government take to improve results for families and communities through intergovernmental partnerships? In particular, what should federal partners do to remove barriers and increase responsiveness to local reform efforts?

¹Arkansas, Colorado, Connecticut, Indiana, Iowa, Kentucky, Maryland, Minnesota, Missouri, North Carolina, Ohio, Oregon, Vermont, and West Virginia

² The departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, Labor, and Transportation; Office of Management and Budget; Office of the First Lady; National Economic Council; Community Empowerment Board; Office of Intergovernmental Affairs; Office of the Vice President; National Performance Review; Bureau of the Census; Bureau of Labor Statistics; National Institute of Child Health and Human Development; the National Center for Education Statistics

The working meeting was part of the Clinton Administration's ongoing efforts to work with other levels of government and communities to strengthen families. Strong, healthy families are essential to the economic and social wellbeing of the country because "when families flourish, communities and nations follow," explained Elaine Kamarck, Senior Policy Advisor to the Vice President. Other White House efforts to promote partnerships for stronger families include: the Federal Working Group on Partnerships for Stronger Families; the Empowerment Zone/Enterprise Community program; and formal partnerships between the federal government and state governments in Connecticut, Indiana, Oregon, and West Virginia.

This report summarizes the key actions, issues, success factors, challenges, and governmental roles identified by meeting participants. Appendices contain the meeting agenda, descriptions of federal programs or collaborative efforts and state and local partnerships to strengthen children and families, and a draft vision statement for partnerships for stronger families.

Recommended Actions

One of the primary purposes of the meeting was to develop concrete and specific action steps for moving toward stronger families, at all levels of government and within communities. These steps will inform the work of the Federal Working Group on Comprehensive Strategies, an interagency collaborative group, which is identifying actions that the federal government can take to facilitate state and local strategies for children and families. In topical discussions and a "town meeting" with Vice President Gore and policy adviser Rasco, participants recommended the following federal, state, and local government actions to help build stronger families:

Actions for the Federal Government

Federal actions should support new roles and responsibilities for accountability among partners at all levels of government, provide new tools for flexible local efforts, and establish incentives for innovative approaches, participants agreed. The federal government should:

Support New Roles and Responsibilities for Accountability

- ***Define expectations and responsibilities for federal, state, and local governments.*** Clear role definitions, based on the strengths and capacities of each level of government, will reduce duplication, overlap, and confusion about the locus of control or accountability. A shared understanding of "who does what" will help the federal government streamline its efforts and find cost-effective strategies for coping with downsizing and balanced budgets. In defining new roles and responsibilities, the federal government should examine family policy and related programs in their historical context to build on lessons learned, honor past successes, and avoid repeating mistakes.
- ***Convene a federal interagency working group to determine what constitutes meaningful and useful outcome data for children and families.*** Outcome data should support a shared vision for families and should be collected and disseminated in ways that respond to state and local information needs. The interagency group should develop a system of responsible safeguards against fraud and abuse in data reporting. The group should include representatives from states and localities but could be headed by a federal agency, such as the Bureau of the Census.

Provide New Tools for Flexible Responses

- ***Develop consistent interagency confidentiality rules that remove barriers to effective, comprehensive services for families and children.*** Current confidentiality procedures make it hard to provide families with a continuum of care across systems such as law enforcement, health care, education, welfare, and human services. A common set of rules that is consistent across agencies and through inspection and audit procedures will help communities forge more cooperative partnerships. The federal government should follow the example of states such as Indiana, where government attorneys and officials collaborated to produce a one-page interagency confidentiality document.
- ***Encourage Empowerment Zones, Enterprise Communities, and other community development efforts to bring together a comprehensive array of funding streams*** that include education programs, social welfare programs, and state and local initiatives. The federal government should urge these "umbrella" partnerships to use their broad funding infrastructure to support coherent local strategies that cross programmatic lines and put families' interests first. Communities that blend funding streams can bring more practitioners and leaders together to work toward a shared vision for children and families.
- ***Provide communities with flexible, responsive technical assistance that builds capacity for sustainable local problem-solving.*** Federal strategies for technical assistance may include setting standards for government-funded private providers; involving community members in selecting technical assistance providers; facilitating community connections to institutions of higher education for ongoing technical assistance; and training program administrators as technical assistance providers to avoid adding another level bureaucracy.

Establish Incentives for New Approaches

- ***Reward best practices and disseminate case studies of innovative strategies.*** Official recognition of successful partnerships for stronger families will foster innovation across the country. An effective information-sharing system will help communities avoid reinventing good ideas by building on the promising practices, strategies, results, and lessons learned from other sites. The federal government could use as a model the award system used by the National Performance Review to acknowledge outstanding efforts within federal agencies.

Actions for State Governments

State actions should improve coordination across systems and agencies, streamline communication and technical assistance, and encourage broad-based local support, participants said.

In particular, states should:

Improve Coordination Across Systems and Agencies

- ***Facilitate local innovation by clarifying whether communities face obstacles posed by federal or state regulations.*** Clear information from state governments will help communities pursue appropriate solutions to real or perceived barriers to effective partnerships for families. Local efforts that receive concise regulatory information from the state government can avoid wasting time applying for unnecessary waivers or confusing state and federal barriers.

Streamline Communication and Technical Assistance

- ***Establish a single ombudsman for local reform efforts that need information about state programs, regulations, and waivers.*** States should consider the experience of Oregon and Connecticut, where federal points of contact provide consistent information and embody common goals across program lines. States might also consider establishing a hotline for local partnerships with questions about state guidelines, requirements, or assistance.
- ***Simplify and streamline regulations and paperwork to clarify legal requirements for state administrators and local practitioners.*** A leaner system of rules and a smaller bureaucracy will allow information to be dispersed through a single entity, which will reduce confusion at the local level. States may consider using the methods that helped the National Performance Review identify 16,000 pages of unnecessary federal regulations.

Encourage Broad-based Local Support

- ***Reward local partnerships that demonstrate positive results, rather than individual programs that follow traditional requirements.*** State agencies—including top officials, middle management, program administrators, and inspectors general—should value comprehensive, coordinated strategies that produce successful results for families. All state institutions must buy into this orientation to avoid sending conflicting messages to local partnerships.

Actions for Local Governments

Local actions should empower communities to identify and attain solutions, encourage the involvement of all local stakeholders, and coordinate with efforts by other levels of government, participants said. Local governments should:

Empower Communities to Identify and Attain Solutions

- *Develop shared leadership among local policy makers and community members to set objectives that focus on building community assets.* A vision shared by all stakeholders should inform local assessment of resources, assets, opportunities, and needs. Local reform efforts will have more credibility if they grow from shared management and mutual understanding among diverse community members.
- *Identify community resources, goals, assets, needs, and regulatory barriers before asking the state government for waivers or assistance.* Well-informed local reform efforts that come to the table with a clear mission are empowered to move ahead and can better define their expectations for state action.

Encourage the Involvement of all Local Stakeholders

- *Increase broad-based local participation by educating community members about how the flow of federal and state funds affects local infrastructure for children and families.* Field officers for federal programs could help community members get involved in local governance and become familiar with funding decisions that impact families.
- *Include suburbs and exurbs in regional planning and development efforts for urban areas.* As urban residents continue to migrate to outer areas, cities must expand their definitions of community to incorporate the resources and needs of the larger region. Regional planning and economic development will benefit from a vision of infrastructure, jobs, and communication that does not isolate the city core from its surrounding areas.

Coordinate Efforts with Other Levels of Government

- *Help improve the federal government's responsiveness to communities by providing feedback on federal performance.* Federal agencies and offices need to know how their actions impact the front lines of service delivery to children and families.

A Focus on Key Issues

As participants developed recommendations for federal action, they identified important success factors, challenges, and governmental roles and relationships related to five key topics: (1) building capacity, (2) strengthening data and information systems, (3) improving accountability, (4) streamlining bureaucracy, and (5) financing.

Building Capacity

Capacity building creates communities that optimize their resources and leadership, learn from the work of others, and tap into a network of partners, participants agreed. Key topics for capacity building include leadership, relationships among stakeholders, information sharing, mentoring opportunities, technical assistance, seamless systems of support, and economic development.

- **Shared leadership** enables diverse stakeholders to bring new ideas, resources, and broader credibility to family-centered efforts. Funding mechanisms should encourage and reward shared leadership and active involvement of diverse stakeholders, participants agreed.
- **New relationships among stakeholders** require community members to learn to trust and respect each another and the work they do together. In particular, partnerships should (1) bring together schools, health care providers, and municipal government representatives to identify resources, assets, needs, barriers, trends, gaps in existing systems, and coordinated responses; (2) engage agencies in changing service delivery systems; and (3) engage and employ neighborhood residents in order to build local skills, bring new incomes into communities, and produce more culturally appropriate programs.
- **Shared information** builds capacity for problem solving and optimizes state and local partners' knowledge about best practices, flexibility options, and legal requirements. Existing laboratories such as Empowerment Zones can serve as concrete examples of intergovernmental relationships in discussions about how new partnerships impact the lives of children and families.
- **Mentoring opportunities** help communities replicate successful partnerships. Governments can promote mentoring relationships by developing grants and other incentives for existing laboratories (e.g., Oregon Options, Empowerment Zones/Enterprise Communities, Pulling America's Cities Together [PACT], SafeFutures) to team with emerging partnerships. The federal government itself also has a role in mentoring communities.
- **Technical assistance** builds capacity in communities when it responds to evolving local needs. Federal and state governments should design grant processes that encourage locally driven,

flexible technical assistance that allow communities to manage their own training opportunities.

- **Seamless systems of support** emphasize early intervention and prevention efforts to build capacity among families and communities to avoid chronic—and costly—crises. Capacity building in such systems (e.g., Empowerment Zones/Enterprise Communities, PACT, Oregon Options) must involve managers of data, funding, and accountability to ensure consistency and coherence throughout the system.
- **Economic development** in communities is closely related to the wellbeing of children and families. The federal government and its partners should articulate a national vision for children and families that incorporates economic development, participants agreed.

Strengthening Data and Information Systems

To support partnerships for stronger families, all levels of government should change the kinds of data they produce as well as the ways in which data are collected, analyzed, used, and disseminated to create stronger families and children, participants said.

- **Collecting information:** Current data systems use inconsistent reporting requirements, are unresponsive to local information needs, and cannot describe holistically how initiatives affect children and families. In collecting data, partnerships should shift from a "pathology model" to a focus on the strengths and assets of families and communities. This change would emphasize broad progress toward goals rather than individual program indicators. Federal, state, and local partners must collaborate to develop the kinds of data that will most effectively reach the public.
- **Analyzing information:** Data and information systems should focus on outcome information—results—instead of processes. A common set of outcome data across agencies, programs, and levels of government would enable local initiatives to share and compare their results nationwide. A common set of data also would serve as a catalyst for new intergovernmental and interagency partnerships that could share information and align their objectives to meet mutual goals.
- **Using information:** Accurate, comparable outcome data are valuable tools for conducting high-quality evaluation and community assessments—essential steps in developing effective partnerships for stronger families. Information about outcomes for families provides a framework for discussion about partnerships across agency lines.
- **Disseminating information:** Partnerships garner credibility with the public and support from funders by providing simple, compelling information about the effects of their work. An informed public can advocate for new approaches to strengthening families within programs, schools, or agencies at all levels of government. Understandable, usable outcome data about children and families also shapes public policy making.

Improving Accountability

An improved vision of accountability focuses more closely on results and clarifies the relationship between goals and results. Accountability systems should support the use of outcome information for the continuous improvement of programs, partnerships, and policies.

- **Focusing on results:** Results must be well defined, shared, and measurable. Partners must develop a shared agenda that includes steps and responsibilities for reaching shared goals. This requires partnerships to align monitoring, reporting, funding, and accountability systems—and to help practitioners, administrators, inspectors, and other stakeholders view accountability in more holistic ways. Auditors and others in direct contact with local partnerships must share an understanding of goals, measurements, and results. States' shared outcomes, developed with community input, might also inform a national vision of outcomes.
- **Linking outcomes to accountability:** Resources and funding should reward positive outcomes—not programs and procedures. One option is for the federal government to issue an RFP for "a significant amount of funding" based entirely on a single outcome, a participant suggested. The government should not specify how the outcome should to be achieved, who should accomplish it, or any other input.
- **Using outcome information:** Communities need good information in order to be accountable for results. The federal government could improve information sources by increasing conducting population surveys and collecting community demographic data more frequently. Accountability efforts should also link progress measurement with incentives for producing results.

Goals for strengthening families are extremely hard to measure because there are not enough data yet to link many strategies with specific impacts; agencies within partnerships often measure progress differently or resist changing their information systems; and complex goals and changes take time to become evident. Despite these obstacles, effective partnerships at the federal level can help states improve accountability. Agreements around intergovernmental service delivery with the federal departments of labor, education, health and human services, and management and budget make it easier for some states to take risks in managing results and reallocate resources to support local data collection and reporting, participants noted.

Streamlining Bureaucracy

Excessive state or federal bureaucracy impedes partnerships' efforts to focus on children and families, keep partners in touch with family and community conditions and concerns, and establish clear goals for local action. Federal and state governments can streamline bureaucracy for state and local partnerships through efforts to improve the waiver system, merging and restructuring efforts, better funding and accountability measures, and increased responsiveness to community conditions.

- **Improving the waiver system:** The federal government should notice repeated requests for common waivers and change the regulations that present obstacles rather than focusing on working around existing rules. For example, an interagency, categorized database could track common waiver requests. The federal government should also simplify waiver applications and use common applications for all states and agencies.
- **Merging and restructuring:** All levels of government can consolidate administration, cut costs, and stimulate collaboration by merging programs and retraining staff. A single interagency point of contact could serve as a clearinghouse for information from all programs and agencies about waivers, funding, resources, and other issues affecting state and local partnerships for families.
- **Better funding and accountability measures:** Consistent messages about funding across federal agencies and programs would help partnerships concentrate on meeting the needs of communities, rather than those of discrete (and conflicting) funding streams. Interdepartmental budget strategies and merged funding would stimulate coordination among and within agencies and support more comprehensive strategies for service delivery. Auditors and inspectors-general who monitor practitioners and report on their programs should deliver consistent messages to communities about federal requirements. A state or federal database should be established with continually updated data from local initiatives to help communities compare their progress with other sites.
- **Increased responsiveness to community conditions:** A stronger link between federal agencies and communities that enables front-line practitioners and administrators to describe the real impact of policies would make the government more responsive to families and communities.

Financing

Key topics for financing partnerships include funding sources and limits, incentives in financing, challenges to changing funding strategies, and the relationship between federal budgeting and state and local budget reform.

- **Funding sources and limits:** Participants agreed that federal funding streams have a strong impact on state and local partnerships and that blending federal funding streams would give communities more flexibility to pursue partnerships. To ensure that efforts to strengthen families receive adequate funding, participants suggested that the federal government earmark a pot of funds for children and families and establish a federal tax to support it. The federal government also should create more flexibility within existing statutory authority to address the needs of children and families holistically.
- **Incentives in financing:** Current funding carries financial rewards for problems and pathologies rather than for solutions; states and communities receive funds for treating problems rather than for preventing them. States also lose money when the number of people needing services and supports declines. The challenge of funding efforts that reduce the need for intensive, remedial treatment or maintenance investments may involve aligning incentives within and across agencies and levels of government. The federal government also must develop better incentives to create local activities that mobilize local resources, participants said.
- **Challenges to changing funding strategies:** Participants identified the following funding challenges: (1) grant amounts and sources are unpredictable; (2) funds often carry implicit preferences for particular types of programs; (3) short-term funding streams force partnerships to focus on short-term solutions; (4) structures for allocating and distributing federal resources do not ensure that resources reach the people who most need them; (5) partnerships are vulnerable to state budget deficits and fiscal crises; (6) the federal government must balance funding for efforts to address problems with funding for planning, prevention, and outreach; and (7) it takes time and effort to make the transition to new funding systems.
- **The relationship between federal budgeting and state and local budget reform:** Participants questioned whether it is really possible for states and communities to develop results-based or investment-based approaches to budgeting and financing as long as the federal government uses a line-item budget.

Appendix A: Meeting Agenda

Tuesday, March 12, 1996

- 5:30 p.m. Registration
- 6-7:30 p.m. Reception and dinner
- 7:30 p.m. Building partnerships for results: Discussion with Cabinet members and other administration officials
- 8:45 p.m. Overview of Wednesday's meeting

Wednesday, March 13, 1996

- 8 a.m. Introductions and networking
- 8:30 a.m. Understanding state and local reforms for children and families: Small group discussions
- 10 a.m. Federal action to support partnerships for stronger families: Small group discussions
- Noon Lunch and networking
- 1 p.m. A focus on the issues: Identifying next steps
Small group discussions
- 2:30 p.m. Town meeting with Vice President Al Gore
- 4 p.m. Moving ahead: Building Intergovernmental Partnerships
Plenary discussion
- 5 p.m. Conclusion of meeting

Appendix B: Federal Programs and Collaborative Efforts to Strengthen Families

Leaders from five federal agencies set the tone for the meeting by highlighting current efforts by the Clinton Administration to support partnerships that strengthen families. The speakers included Henry Cisneros, Secretary of the Department of Housing and Urban Development (HUD); Richard Riley, Secretary of the Department of Education (ED); Janet Reno, U.S. Attorney General, Department of Justice (DOJ); Peter Edelman, Assistant Secretary for Planning and Evaluation, Department of Health and Human Services (HHS); and Ellen Haas, Undersecretary for Food, Nutrition, and Consumer Services, Department of Agriculture (USDA).

Activities within the Department of Housing and Urban Development. HUD has demonstrated its commitment to strengthening families through services for homeless people, public housing programs, and affordable housing/home ownership initiatives. For homeless women and children—the country's fastest growing homeless population—HUD implemented a certificate and voucher program to move women and children out of shelters and into safer, longer-term transitional housing. HUD provides premiums to shelters that keep families intact. Working families also find it easier to stay together in public housing under new rent rules, which permit an 18-month grace period before rents are raised when a family gains additional income.

HUD works to strengthen families through job initiatives that incorporate conditions of participation. These conditions encourage participants to adopt positive behaviors toward their families. For example, a lead-abatement training project requires participating men to accompany their families on obstetric and pediatric visits.

Activities within the Department of Education. ED provides communities with flexibility and resources for partnerships to strengthen families through several initiatives. Under the Goals 2000: Educate America Act, ED grants seed money to state and local school-improvement efforts that bring parents, students, teachers, school administrators, and members of the business and religious communities together to address local needs. ED also promotes flexibility at the state and local levels through its Ed Flex initiative, which gives states authority to handle their own waivers and consolidate their planning efforts.

The Department of Education's Family Involvement Partnership for Learning supports partnerships among schools, parents, businesses, and community groups by promoting strategies that make parents feel welcome in schools and creating family-friendly work opportunities. In addition, through Title XI of the Elementary and Secondary Education Act schools can use a percentage of

federal categorical funds to coordinate services with community health and human service agencies and other local partners to meet the comprehensive needs of families.

Activities within the Department of Justice. In addition to its efforts in law enforcement and criminal prosecution, DOJ has become a catalyst for family-centered, community-based intervention and education efforts. DOJ has formed several partnerships with other agencies and communities to establish innovative strategies for strengthening families:

- Domestic and family violence initiatives reach out to survivors of violence through police units, shelters, and other community settings; DOJ encourages partnerships with medical and public health systems that recognize domestic violence as a public health problem
- More than 33,000 community police officers are building trusting relationships with youth and community members
- The SafeFutures program allows communities to identify specific needs and resources but gives federal help in reaching local goals
- A partnership between DOJ and the Department of Education focuses on designing effective interventions that help school truants and drop-outs avoid a cycle of crime

Activities within the Department of Health and Human Services. Under HHS' Family Preservation and Support program, states develop five-year plans for delivering a continuum of comprehensive services for children and families. States collaborate with several systems of support including public health agencies, mental health care providers, schools, parents, and advocacy groups to identify goals for meeting families' needs.

Other HHS partnerships that encourage local collaboration and flexibility include: Healthy Schools/Healthy Communities, a school-based health clinic program; Community Schools, a joint effort with the Department of Education that invites communities to design after-school programs around local needs and interests; involvement in the Empowerment Zone/Enterprise Community laboratories in collaboration with HUD, USDA, and other agencies; and several partnerships to address domestic violence through community-based public health, nutrition, law enforcement, and human-service organizations. HHS also demonstrates a commitment to partnerships within the agency itself. The department's Governing Council on Children and Families examines the needs of children and families in a holistic way across the entire agency; the council focuses on improving results for families, not federal programs.

Activities within the Department of Agriculture. In its efforts to promote healthy diets for children and families, USDA has recognized the importance of empowering communities and families to make healthy food choices. The department's Team Nutrition Schools serve as the focal point for local partnerships between schools; families; communities; government; and health, education, and food industry organizations. USDA provides more than 5,000 Team Nutrition Schools with technical assistance and other capacity-building efforts that help schools meet dietary guidelines through a locally driven, integrated approach.

Appendix C: State and Local Partnerships to Strengthen Families

Participants highlighted the following programs, initiatives, and strategies in their state and local partnerships:

- **Arkansas** recently formed a Governor's Partnership Council for Children and Families to build community capacity for strengthening families. Activities include: linking existing reform initiatives across systems; strengthening relationships between communities and state agencies; planning and budgeting across agencies; developing performance measures; providing technical assistance; and identifying state financial and regulatory barriers to local service integration. Council members includes parents, public and private non-profit agencies, professional and advocacy organizations, elected officials, and businesses. The state departments of health, education, and human services co-chair the council.
- **Colorado's** collaborative efforts include welfare reform, family-centered health and human services initiatives, and a PACT site. Denver Family Opportunity unites more than 100 public and private partners to help families receiving public assistance become self-sufficient through skills development, child care, and job placement. Integrated systems of support in Denver meet families' health and social needs through school-based clinics, home visits to first-time mothers, paternity identification programs, and a Medicaid managed care initiative. Metro Denver PACT is a multi-agency federal/local partnership that brings together the governor's office, city and county government, and the resources of six federal agencies and offices. PACT empowers communities to reduce crime and violence through coordinated, multi-disciplinary strategies that emphasize prevention and education.
- **Connecticut's** Neighborhood Revitalization initiative is a federal, state, and local partnership that directs resources to locally identified needs and removes barriers to community-based solutions. Neighborhoods develop comprehensive strategic plans and measurable goals for economic development and neighborhood revitalization. Municipal and state partners help neighborhoods identify resources, waivers, and information that support their goals. A recent Memorandum of Understanding between Connecticut and the federal government placed a federal point of contact in the state as an interagency facilitator and information resource. A separate HUD-sponsored partnership is transforming a New Haven public housing project into an education campus that empowers families to meet their own needs.
- The **Indiana** Collaboration Project improves and expands services to children and decreases bureaucratic obstacles to state and local coordination. The project's accomplishments include: (1) new strategies for pooling, blending, and developing alternative funding for child care services and a Healthy Families Initiative; (2) a statewide electronic communication system that gives counties access to federal, state, and local officials who can resolve barriers; and (3) a common intake/release form for 11 state agencies. Indiana has developed a one-page confidentiality document that unifies several agencies under one set of rules. Local Step Ahead Councils conduct needs assessments and plan improved systems of support for families; a state Policy Council on Families and Children supports the local councils.

- **Iowa's** Council for Human Investment developed a long-term, multidisciplinary human investment strategy with broad policy goals and benchmarks. The council also conducted surveys of customer satisfaction with public services. The council includes state legislators, officials from four state agencies, and public and private stakeholders. Iowa's Child Welfare Decategorization Project eliminates bureaucratic barriers to local services; counties that join the voluntary project implement use a flexible, combined funding scheme that allows them to create less-restrictive individual service plans for children. Iowa's employment incentives for welfare recipients have helped 35 percent of the residents who received public assistance become employed. Iowa's welfare caseloads and expenditures have reached a 10-year low.
- **Kentucky's** systemic, standards-based school reform effort began in 1990, when the legislature designed a comprehensive initiative that includes (1) a preschool program in collaboration with Head Start and an approved child care program that increase children's readiness to learn; (2) state-funded, school-based and school-linked family resource/youth service centers that link children and families with existing health and human services and create new services to fill gaps; (3) a state cabinet that focuses on strengthening children and families; and (4) an accountability system.
- In **Maryland**, the Governor's Subcabinet for Children, Youth, and Families is an interagency partnership committed to devolving authority to local management boards and streamlining bureaucracy through interagency budgeting, funding, and planning. The subcabinet promotes family-centered services that emphasize coordination, access, and accountability. The state works with businesses and schools in the Maryland's Tomorrow High School Program, an effort to prevent school dropout and help graduates transition to the workplace. The Community Building and Partnership alliance in Baltimore (an Empowerment Zone) brings together city agencies, community organizations, and state and federal agencies to transform housing, health care, youth programs, family support, public safety, employment, and other systems of support.
- **Minnesota's** family-centered initiatives support innovative, community-based strategies, shared outcomes, and accountability. Minnesota Milestones establishes measurable goals for improving results for children and families and allows communities to compare their progress with other locations and the state as a whole. The Automated Children's Services Report Card displays data on-line and on a World Wide Web site; the Kids Can't Wait Progress Report also lets community members and programs evaluate progress. Action for Children, which supports community-based family service collaboratives and an interagency technical assistance team, emphasizes joint planning and problem solving by local stakeholders. The restructured state Department for Children, Families, and Learning offers a state-level model for linkages between education and human services.
- The **Missouri** Family Investment Trust is a public/private partnership between four state agencies, business and civic leaders, and communities. Communities that become partners with the Trust can negotiate new relationships with state agencies to provide responsive services that move children and families toward communities' priorities, selected from a core set of desired results. Missouri also supports community-based partnerships for families through Caring Communities, a school-based effort to link or co-locate health and human services with education reform in schools. Sixty school sites in seven communities have been identified; Caring Communities benefits from interagency budgeting across five state agencies.

- **North Carolina** is improving systems for children and families through education reform efforts that grant schools flexibility and incentives to achieve performance-based standards. Reform of the state's financing system has also moved North Carolina toward outcomes-based budgeting by allocating funds in 11 "function areas" rather than along department lines. Twenty-four county partnerships receive funds from Smart Start, the state's early childhood initiative that focuses on improving the health and well-being of young children and families through public/private partnerships and redesigned comprehensive service delivery systems.
- **Ohio's** Children and Families First initiative unites the public and private sectors and state and county governments to create collaborative systems of services for families. Local councils of direct service providers, family advocates, community members, and local leaders meet regularly to identify needs and coordinate services. In Cleveland, an Empowerment Zone, a non-profit organization called Cleveland Works delivers educational opportunities, legal services, job training and placement, family education, health care, and child care services. Cleveland Works draws on funds from several federal programs, state and municipal governments, and private and non-profit organizations; these broad funding sources help the organization address the needs of people who seek permanent employment and an opportunity to move off public assistance.
- The **Oregon Option** is a federal, state, and local partnership to improve the state's intergovernmental service delivery system. Partners focus on removing barriers and improving results for benchmarks measuring healthy children, a well-developed and educated workforce, and stable families. A Shared Information System collapses core data from 10 agencies into one statistical file to support these efforts. Other information technology initiatives include automated county maps for seven benchmarks that communities use to assess progress toward improving results for families and children. The Oregon Commission on Children and Families works with local commissions to develop community-based plans for children and families. The commission is developing results-oriented goals for school-linked services, family resource centers, and assessing the effectiveness of integrated services. Oregon also expanded its Medicaid coverage to more than 126,000 additional low-income individuals through a demonstration project.
- In **Vermont**, early intervention and prevention are the driving principles behind health, education, and human services partnerships that link families to systems of support. "Success by Six" brings state and local partners together early in children's lives through home visits and other health and education initiatives. This support has reduced teen pregnancies and the incidence of abuse of young children. Vermont Early Education Services works collaboratively with families and communities to expand, improve, and link services that enhance economic, social, and personal wellbeing. A partnership between the state's Agency for Human Services and the Vermont Department of Education has developed a set of outcomes for families and will support corresponding community development efforts.
- Counties in **West Virginia** are creating Family Resource Networks (FRNs) to conduct local needs assessments, plan evaluation efforts across systems and programs, and solicit community input. Seven established FRNs focus on preventive strategies and early identification of family needs. The state governor's Cabinet on Children and Families, an oversight body for state systemic reform efforts, is reviewing 19 proposed FRNs. The cabinet pooled state and federal funding streams into a Family Resource Planning Fund that

shares the costs of collaborative local planning and evaluation. A five-year Child/Family Services Plan guides community planning, supports and enhances services, and provides a framework for services integration in the state.

Appendix D: A Draft Vision Statement For Partnerships for Stronger Families

In his State of the Union Address, President Clinton said: "Our first challenge is to cherish our children and strengthen America's families. Family is the foundation of American life. If we have stronger families, we will have a stronger America." This effort—Partnerships for Stronger Families—is about meeting that challenge and strengthening families. The following principles will guide our work:

- ***Invest Early and Prevent Crises.*** Early intervention can help to avoid the need for long-term supports. Attention and resources should focus on providing early help and support to enhance the strengths of families and prevent crises.
- ***Respond to Families, Not Problems.*** Rather than drawing rigid boundaries between services and supports for families, government must be able to respond flexibly. Families do not come in neat packages, the supports they need do not fall into discrete programs, and governments cannot respond with "one-size-fits-all" policies. Each member of a family must be seen in the context of his or her family and community—not as a disconnected individual with isolated problems.
- ***Account for Results.*** Success of these partnerships should be measured by results—good indicators of the strength of families and the growth of children—not by the dollars spent or numbers of people serving or being served.
- ***Facilitate and Support Local Efforts.*** The Clinton Administration is committed to support for bottom-up reform. Families live and work in communities, and efforts to improve results should build on local initiatives. To be successful, partnerships for stronger families must engage all stakeholders in the community: neighborhood and community leaders, schools, nonprofit and for-profit organizations, local government, the faith community, the media, and families themselves.
- ***Provide Opportunities for Parents to Meet Their Responsibility.*** In the end, successful partnerships for stronger families must build on the fundamental role of both parents in raising their children. Mothers, fathers, and other caregivers must accept their responsibility as nurturers, first teachers, partners with schools, mentors of their adolescents, and coaches during life transitions. Federal, state, and local policies should reinforce that critical responsibility and provide parents with opportunities to fulfill it.

MATERNAL AND CHILD HEALTH BUREAU OFFICE OF STATE AND COMMUNITY HEALTH

In the federal register notice creating the Office of State and Community Health (OSCH) the office is given the responsibility to develop, plan, manage, and monitor a Bureau-wide program of technical assistance (TA) and consultation in collaboration with other MCHB divisions and agencies and organizations based on review of State Block Grant applications and annual reports.

In an attempt to respond to this responsibility, OSCH and the regional offices have collaborated in collecting the TA requests & suggestions from the block grant review from August and September of 1995. Although there was no standardized collection form or method to use during the reviews, TA needs are reported to have been discussed, and in most cases committed to writing. The regional offices were instrumental in collecting this information which was then aggregated by OSCH.

Most States have specific needs noted. The comments from States in Regional IX and X were aggregated during the reviews.

While it would be helpful to develop and implement a more formal and consistent approach to collecting this information, the current information presented here is both useful and instructive.

The need most often recorded was for TA related to CSHCN program development and evaluation, in many cases related to managed care. Help with development of data systems was requested in over half of the States. Next most requested was assistance with quality issues in managed care, coalition building and training, analysis of State policy options, issues surrounding private/public integration, and core public health functions.

If you have comments or suggestions about this report please call or write us.

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MATERNAL AND CHILD HEALTH BUREAU OFFICE OF STATE AND COMMUNITY HEALTH

Types of Assistance Requested by States														
	STATES	GENERAL SYSTEMS DEVELOPMENT			DATA-RELATED REQUESTS			SPECIAL ISSUES						
		System Review/Planning	Policy Options Analysis	Coordination/Coalition Building/Training	Data System Development	Needs Assessment	Performance Indicators	Health Care Reform/Wrap Around Services	CSHCN Program Development/Evaluation	Public Health/Managed Care/Quality	Core Public Health Functions	Inter-Agency, Public/Private Integration	Family & Pres. Support Act	Other
Region I	Connecticut				X	X		X	X	X	X			
	Maine	X	X	X	X			X	X	X		X		
	Massachusetts				X	X			X		X			
	New Hampshire			X	X			X		X				
	Rhode Island		X	X	X				X		X	X		X
	Vermont	X	X	X	X	X			X	X				
Region II	New Jersey			X	X							X		
	New York													
	Virgin Island	X			X				X		X	X		
	Puerto Rico			X	X				X					X
Region III	Delaware				X					X			X	
	D.C.									X				
	Maryland								X	X				
	Pennsylvania								X	X				
	Virginia	X			X									
	West Virginia	X									X			
Region IV	Alabama	X		X	X				X			X		
	Florida								X	X	X			
	Georgia	X								X	X	X		
	Kentucky													
	Mississippi			X						X		X		
	North Carolina										X	X		
	South Carolina		X						X		X			
	Tennessee		X	X						X				X

Types of Assistance Requested by States

	STATES	GENERAL SYSTEMS DEVELOPMENT			DATA-RELATED REQUESTS			SPECIAL ISSUES						
		System Review/Planning	Policy Options Analysis	Coordination/Coalition Building/Training	Data System Development	Needs Assessment	Performance Indicators	Health Care Reform/Wrap Around Services	CSHCN Program Development/Evaluation	Public Health/Managed Care/Quality	Core Public Health Functions	Inter-Agency, Public/Private Integration	Family Pres. Support Act	Other
Region V	Illinois		X						X	X				
	Indiana			X					X			X		
	Michigan		X	X					X			X		
	Minnesota								X					
	Ohio								X					
	Wisconsin				X		X		X					
Region VI	Arkansas	X	X	X					X		X	X		X
	Louisiana			X	X						X	X		
	New Mexico			X	X		X		X	X				
	Oklahoma	X	X	X	X				X	X		X		X
	Texas													
Region VII	Iowa	X	X		X	X			X					X
	Kansas		X		X				X	X	X			
	Missouri		X	X	X			X	X					
	Nebraska		X			X			X		X			
Region VIII	Colorado		X						X					
	Montana	X				X	X		X	X				
	North Dakota		X		X			X	X			X		
	South Dakota					X			X	X				
	Utah	X			X							X		
	Wyoming							X		X	X			
Region IX	All States	X	X		X		X			X	X	X	X	
	Pacific Islands	X	X	X	X	X			X					
Region X	All States	X	X		X	X			X	X	X	X		X

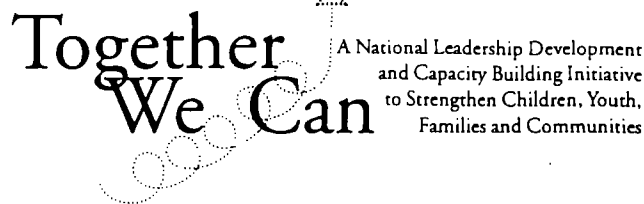
EXCITEMENT

Thanks

WH support

Part goal - what's the
goal.

CHALLENGE



in partnership with

**THE WHITE HOUSE DOMESTIC POLICY COUNCIL
PARTNERSHIPS FOR STRONGER FAMILIES**

***WORKING MEETING ON
COORDINATING FEDERAL TECHNICAL ASSISTANCE***

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Date: July 9, 1:00 p.m. - July 10, 4:30 p.m.

Location: Sheraton City Centre Hotel
1143 New Hampshire Ave. N.W.
Washington, D.C.

Participating Agencies

U.S. Department of Agriculture
U.S. Department of Education
U.S. Department of Housing and Urban Development
U.S. Department of Health and Human Services
U.S. Department of Justice
U.S. Department of Labor
President's Crime Prevention Council

Goal: To develop strategies and recommendations to strengthen how federal technical assistance and training supports state and community efforts to improve results for children, youth, families and neighborhoods.

AGENDA

1:00 p.m. Welcome and Introductions

*Moderator: Martin J. Blank, Together We Can Initiative
(Institute for Educational Leadership)*

*Jeremy Ben-Ami, Deputy Director, White House Domestic Policy Council
Reginald Robinson, Deputy Assistant Attorney General and Chair, White
House Partnerships Action Team on Technical Assistance*

1:20 Goals and Agenda

Facilitator: Martin J. Blank, Together We Can Initiative

1:30 Learning About Federal Comprehensive Initiatives

*Facilitator: Bill Potapchuk, Together We Can Initiative
(Program for Community Problem Solving)*

Participants will develop greater understanding of existing federal programs by participating in a "gallery walk."

2:30 Break

2:45 Identifying Strengths and Weaknesses in Technical Assistance and Training

Session Moderator: Bill Potapchuk

*TWC Facilitators: Martin Blank
Dina Boogaard
Hedy Chang
Jamie Kendall
Elena Pell
Bill Potapchuk
Mary Skelton*

In small groups, and then in a plenary session, participants will identify and discuss the strengths and weaknesses of existing federal technical assistance and training programs.

4:15 Recognizing Threats and Opportunities Influencing Comprehensive Initiatives and Related Technical Assistance

Moderator: Martin J. Blank

Panelists:

Shay Bilchik, Administrator, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice; J.D. Hoyer, Director, National School-to-Work Office; Jeanne Jehl, Senior Associate, Policy Exchange, Institute for Educational Leadership; Victor Vasquez, Director, Office of Community Development, U.S. Department of Agriculture

The panel will highlight opportunities and threats associated with emerging trends in federal funding present for comprehensive community initiatives with particular focus on technical assistance.

5:15 Reception

Day Two

8:00 a.m. Continental Breakfast

8:30 Agenda Review

Facilitator: Bill Potapchuk

8:35 A Community Perspective: Sandtown-Winchester Neighborhood in Baltimore

Presenter: Patrick Costigan, Vice-President, Enterprise Foundation

Participants will view a video presentation and participate in a Q&A session on the vision, goals and strategy in the Sandtown-Winchester neighborhood of Baltimore.

9:30 Voices from the Field

Moderator: Hedy Chang, Together We Can Initiative (California Tomorrow)

Panelists:

Pat Costigan, Vice President, The Enterprise Foundation; Sherri Killins, Chief of Operations, Empower Baltimore Management; Pat Newby, Deputy Superintendent, Baltimore City Public Schools; Helen Spence, Director, UMOJA Head Start Academy; Ernest Dorsey, Manager, Community Division for Youth, Office of Employment Development, City of Baltimore

Participants will listen to a group of community based comprehensive initiative leaders who will discuss the successes, challenges and possibilities they see with technical assistance and will also respond to participant's questions.

10:30 **Break**

10:45 **Key Elements of Comprehensive Initiatives: One Perspective**

*Presenter: Charlie Bruner, Together We Can Initiative
(Child and Family Policy Center)*

The session will highlight characteristics of comprehensive initiatives and discuss key elements of systems reform.

11:00 **Working Lunch: Building a Vision and Strategic Plan for Technical Assistance**

Facilitator: Bill Potapchuk

Participants will think through their vision of a federal technical assistance system that would support comprehensive community initiatives more effectively and identify strategies and action steps that can move federal TA toward that vision.

1:00 p.m. **Building a Shared Vision and Strategy: Plenary Dialogue**

Facilitator: Bill Potapchuk

Using the small group work, participants will move toward a shared vision for technical assistance and discuss specific strategies and actions steps that are proposed.

3:00 **Summary and Next Steps**

Facilitators: Jeanne Jehl and Reginald Robinson

3:15 **Reflections**

Facilitator: Martin J. Blank

3:30 **Adjourn**

PARTNERSHIPS FOR STRONGER FAMILIES

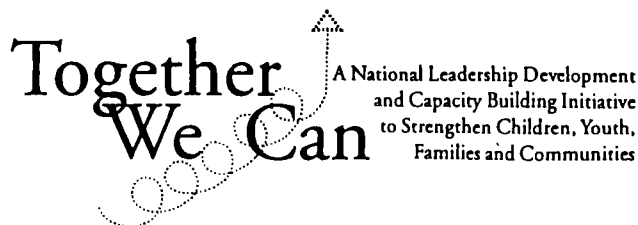
The goal of Partnerships for Stronger Families is to make the federal government a more responsive and supportive partner in efforts to implement comprehensive community-based initiatives to serve children and families. Many promising domestic initiatives of the Clinton administration have been designed to support community-developed strategies including the Empowerment Zone/Enterprise Community Program and the National Performance Review's State and Local partnerships. This effort will take lessons learned from those models and others across the country and pursue systemic change to make federal practices more supportive of community efforts.

Partnerships is an interagency effort, coordinated by several White House offices including the Domestic Policy Council, the National Performance Review, the Community Empowerment Board, and the Office of Management and Budget. Federal agency staff have formed five action teams to pursue a concrete agenda for administrative action in 1996. The teams and their initial mandates are:

- 1. Building Capacity: Technical Assistance** Mission: to inventory federal technical assistance to communities in children and family services and to consider ways to improve interagency coordination and make TA more responsive to customer needs.
- 2. Accountability: National Indicators** Mission: to develop options for a system of national indicators of family and child well-being, possibly modelled on the Index of Leading Economic Indicators.
- 3. Financing: Flexibility** Mission: to explore federal funding and regulation of efforts to integrate services to children and families, to recommend improvements, and to explain to communities how to maximize federal funding and flexibility.
- 4. Information Dissemination** Mission: to inventory federal clearinghouses, web sites and 800 numbers providing information to communities on programs for children and families and to recommend ways to integrate these resources into an easy-to-use reference system -- on the World Wide Web and through non-electronic means.
- 5. Promoting Intergovernmental Partnerships** Mission: to examine how a single federal point of contact for states and communities might be implemented, using the HUD/Connecticut MOU as a model and learning opportunity.

The teams are currently holding their initial meetings and have been asked to submit work plans by the end of May indicating reasonable goals for action in 1996. Participating agencies include Health and Human Services, Housing and Urban Development, Agriculture, Labor, Education and Justice. Each agency is participating on all five teams. Team chairs are Assistant Secretaries or other high-level agency officials. The initiative is being managed by a Steering Committee consisting of the Team Chairs and representatives of the various White House offices.

(7/9/96)



OVERVIEW

CONTEXT

The movement toward collaboration to improve results for children, families and communities continues to spread across the country. Current efforts are moving toward comprehensive efforts to effect fundamental reform across the multiple systems that serve children and families and work to develop communities. Changing systems and creating community development strategies requires skillful leaders and staff who possess the substantive knowledge and the personal and process skills to guide institutional change. Neighborhood, community and government leaders at all levels and of all types are seeking support in aggressively and strategically pursuing systems reform and community development efforts. The Together We Can Initiative is working to provide such support.

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MISSION AND GOALS

For more than three years, the Together We Can (TWC) Partners - the Institute for Educational Leadership, the Child and Family Policy Center, the Program for Community Problem Solving, and California Tomorrow - have been working together to support leaders of systems reform. The TWC Partners have designed and field tested a leadership development and training framework and curricula that builds on the publication, *Together We Can: A Guide to Crafting a Profamily System of Education and Human Services*, and incorporates more recent thinking about systems reform.

Based on our planning and development experience, the Together We Can Partners have defined the following mission and goals:

Mission

To develop and support a diverse nationwide network of individuals and organizations who can provide leadership, training and technical assistance to collaborative community and state initiatives dedicated to improving results for children, youth, families and neighborhoods.

Goal 1: To develop leadership development and training tools and resources that can be used by leaders and staff in neighborhood, community and state collaborative initiatives, and by consultants and institutions who support these initiatives.

Goal 2: To expand the quantity and diversity of consultants and other individuals committed to systems reform who will be resources for the field, and for TWC.

Goal 3: To create capacity building partnerships with state agencies and other organizations in order to develop a leadership development and technical assistance infrastructure within states and communities that can help to deepen the impact of collaborative initiatives.

Goal 4: To help create and sustain networks of technical assistance organizations at the national level, and in state and communities, concerned with systems reform and community development.

KEY ACTIVITIES

Leadership Development and Capacity Building Tools

The core tool of the Together We Can Initiative is *Improving Child, Youth, Family, Neighborhood, and Community Well-Being: A Comprehensive Continuum of Change*. The goal of the continuum is to strengthen the capacity of collaborative systems reform initiatives to change how public, private, and community institutions work together to support children, youth, and families. The continuum reflects the experiences of many community collaboratives in working toward comprehensive reforms. It raises issues collaboratives must address in accomplishing their ultimate goals of improved results for children, youth, families, and neighborhoods.

The continuum integrates seven substantive elements of reform with five stages of collaborative change outlined in Together We Can.. The *seven elements of reform* shown on the continuum are: 1) collaborative decision-making (governance); 2) public engagement; 3) parent, consumer, and neighborhood participation; 4) accountability for results; 5) comprehensive supports and opportunities; 6) financing and resource development; and 7) leadership/professional development and capacity building. The *stages of collaboration* shown on the continuum are: 1) Getting Together; 2) Building Trust and Ownership; 3) Strategic Planning; 4) Taking Action; and 5) Deepening and Broadening the Work. A sixth stage, Going to Scale, is not included on the continuum, but represents the idealized end-state for fully-implemented collaborative reforms.

The Continuum uses questions to convey the idea that collaborative reform is a process of continuing inquiry in which participants ask, answer, and reflect on questions for themselves, for their organizations, and for their communities. When teams from community collaboratives work together to answer the questions, the continuum becomes an assessment tool to chart progress, identify challenges and create a more strategic course of action.

A supplementary document offers brief answers to each question on the Continuum to help users begin to address that issue. A resource guide which provides ready access to monographs, papers, and other learning tools that can assist people to deepen their own knowledge and chart a more effective course for their collaborative is also available.

Build a Diverse Cadre of Technical Assistance Providers

TWC is committed to fielding diverse teams of technical assistance providers whose personal experience, knowledge and expertise reflect the demographic characteristics of communities being served and the diversity of the membership of community collaboratives. To this end, we have established a cadre of individuals from different groups who are experienced in collaborative community processes and have knowledge of the programs and systems which we are endeavoring to change.

TWC Partnerships

TWC has been working in a number of states and communities over the past three years including:

- Michigan Systems Reform for Children and Families
- Pennsylvania Family Center and Systems Reform Initiative
- Washington States Ready-to-Learn Initiative
- North Carolina's Smart Start Program
- Healthy Start Program of the Maternal and Child Health Bureau/HHS
- San Francisco Foundation's Life Line Initiative
- Safe Futures Program, Office of Juvenile Justice and Delinquency Prevention/JUSTICE

TWC is in the process of developing ongoing capacity building partnerships with the states of Michigan and Pennsylvania. The TWC continuum also has been modified for work with the National Funding Collaborative on Violence Prevention. TWC partners also work independently with other state and community collaboratives across the country.

Building Reform Networks

The Together We Can Initiative is working to create networks among individuals, organizations and reform strategies that are dedicated to better results for children, youth, families and neighborhoods. Our networking efforts focus in four areas.

- TWC brings together private organizations operating at the national, regional and state level to promote systems change. In addition to the TWC partners, these groups include, among others, the Center for the Study of Social Policy, the Center for Youth Development and Policy Research, the Foundation Consortium for School-Linked Services in California and the Center for Schools and Communities in Pennsylvania. These relationships enable TWC to tap a wide range of expertise in carrying out its work.
- TWC links technical assistance financed by private sources with federally funded efforts. Communities can and must learn from one another. The effort to help build a more coordinated and effective system of technical assistance within and across federal agencies is one part of TWC work in this regard.

- TWC connects systems reform work in the health, human services and education arenas with community development and community organizing strategies in order to build stronger communities. TWC is preparing a paper which will explain each of these different arenas. It will provide a foundation on which people can seek common ground and explore opportunities to work together.
- TWC is working to identify the wide array of other technical assistance organizations at the state and local level that are working with collaborative initiatives and connecting them with the best available reform literature and tools. TWC has prepared a directory of technical assistance organizations which is available upon request

TOGETHER WE CAN PARTNERS

The Institute for Educational Leadership, with its roots in the education community, has extensive leadership development and facilitation experience, a broad ranging network of leaders and programs nation-wide, and access to policy makers at the national and state level. Martin Blank, the managing partner of TWC, has over 20 years experience building effective collaborative structures and strategies at the neighborhood, city, county and state levels. He is the co-author of *Together We Can: A Guide to Creating a Pro-Family System of Education and Human Services*.

California Tomorrow, has expertise in diversity issues and their implications for services and supports for children and families, and a proven track record for providing training and technical assistance to local collaboratives in California. Co-Director, Hedy Chang, provides technical assistance to communities to help them develop comprehensive, integrated programs and policies for ethnically and linguistically diverse children, youth and families. Her publications include *Drawing Strength From Diversity: Effective Services for Children, Youth and Families*.

The Child and Family Policy Center, has substantial knowledge of cross-system service delivery issues and experience with systems reform work nationally, particularly in Iowa. A former state legislator, Charles Bruner, the Center's Executive Director, has written widely on public policy approaches to developing more comprehensive, community-based responses to children, family and neighborhood needs. Among his publications is *Thinking Collaboratively*.

The Program for Community Problem Solving, brings expertise with the processes and tools of collaborative problem solving at the community level and a network of colleagues involved with collaboration and community development nationally. William Potapchuk, Executive Director, has analyzed, facilitated, and designed processes in public policy and community disputes. He is the author of many articles on consensus building, conflict and dispute resolutions, and developing collaborative communities.

The Together We Can Initiative is funded by
generous donations from the Annie E. Casey
Foundation, Ewing M. Kauffman Foundation
and the U.S. Department of Education

Improving Child, Youth, Family, Neighborhood, and Community Well-Being: A Continuum of Comprehensive Change

	Getting Together	Building Trust and Ownership	Strategic Planning	Taking Action	Deepening and Sustaining
Collaborative Decision Making	- Has a group of people and organizations committed to work together to improve conditions for children, youth, families and neighborhoods (CYFN)? - Does that group include people who represent diverse neighborhood, community and institutional views and interests? - Have members agreed upon how they will plan and conduct their meetings? - Have key people been asked to take the responsibility for moving the group forward?	- Are members getting to know each other personally and learning about each other's organizations and neighborhoods? - Can the group talk openly about sensitive issues? - Has the group agreed on how it will make decisions, manage conflict and share information? - Has the group defined collaboration and identified opportunities for early successes in working together? - Is the group building relationships with related initiatives and institutions (e.g., local and state government, United Way) and prominent leaders in the community?	- Has the collaborative agreed upon a shared vision, purpose and principles to guide its actions? - Have members agreed to use their personal and institutional clout and resources to achieve the agreed upon vision and plan of action? - Does the collaborative's organizational structure enable it to effectively oversee the implementation of its plans?	- Are members being held accountable by the collaborative for following through on their commitments? - Does the collaborative regularly discuss personnel, fiscal and other operational matters and take appropriate action? - Does the collaborative regularly discuss its policy, media and other advocacy strategies and take appropriate action? - Are decision making, conflict resolution and communication processes working?	- Are members strengthening the work of the group? - Is the collaborative building relationships with institutions working? - Do policies for self ensure diversity in work? - Is the collaborative member organization?
Public Support	- Have members discussed how the public views the problems, needs and issues facing children, youth, families and neighborhoods (CYFN)? - Have members discussed the importance of building public support for CYFN?	- Is the group soliciting input from the broader community using methods such as surveys, open forums and focus groups? - Does the group know how key institutions (e.g., local and state governments, United Way, school board) are organized and make decisions? - Has the group identified and sought to obtain buy-in from multiple constituencies in the community who could block or help implement its plan?	- Has the collaborative developed and publicized a statistical report card to tell the public how well (or not well) CYFN are doing? - Has the collaborative developed a strategy for keeping multiple constituencies in the community informed of its vision, plans, actions and successes? - Are the collaborative's decision-making processes open to the public?	- Are there opportunities for interested members of the public to become involved in the collaborative's work? - Is information on progress and changes in results publicly communicated on a regular basis? - Has the collaborative developed strategies for engaging diverse constituencies who have not yet been involved?	- Is public awareness (credibility) the collaborative's work? - Is the collaborative public dialogue of the community?
Parent and Neighborhood Participation	- Do initial members include parents, consumers and other neighborhood residents? - Do members understand the historical relationships between agencies and the neighborhoods or target populations they serve?	- Has the group asked parents, consumers, other neighborhood residents and existing neighborhood groups (civic associations, community development corporations, community-based organizations, etc.) their opinion of the present system of services and supports? - Has the group identified practices which encourage or discourage participation by parents, consumers and other neighborhood residents?	- Do parents, consumers and other neighborhood residents involved in planning reflect the diversity of the population being served? - Does the collaborative's agenda respond to the concerns and hopes expressed by the neighborhood residents or target population? - Are consumers, parents and other neighborhood residents organized to define their common interests? If not, is the collaborative taking steps to help them organize?	- Are parents, consumers and other neighborhood leaders involved in the implementation of the plan? - Is there a system for ongoing feedback from parents, consumers and neighborhood residents on the quality and responsiveness of services and supports?	- Is the system of services and neighborhood to influence policy? - Do consumers and believe the group community?
or Results	- Have members begun to discuss what is going well and not well (socially, economically, etc.) for children, youth, families and neighborhoods (CYFN) in the community? - Have members discussed why it is important to have children, youth, families and neighborhoods (CYFN) in the community?	- Has the group reviewed available data about the well-being of CYFN and the conditions in which they live by neighborhood, ethnic group, age group, language background, gender? - Has data been made accessible and understandable (translated out of "bureaucratic") to multiple constituencies?	- Has the collaborative developed a set of priority desired results for CYFN with specific measurable objectives and interim measures of progress? - Has baseline data been collected on how well CYFN are currently doing with regards to the specified results?	- Is information on progress and changes in results being communicated regularly to all collaborative members and the broader public? - Are data and information being used to review progress toward results and to make necessary revisions to strategies?	- Is the collaborative learning beyond its immediate community? - Is the collaborative learning from its past changing objectives needed?

Improving Child, Youth, Family, Neighborhood, and Community Well-Being: A Continuum of Comprehensive Change

Getting Together	Building Trust and Ownership	Strategic Planning	Taking Action	Deepening and Broadening the Work
Has a group of people and organizations committed to work together to improve conditions for children, youth, families and neighborhoods (CYFN)? Does that group include people who represent diverse neighborhood, community and institutional views and interests? Have members agreed upon how they will plan and conduct their meetings? Have key people been asked to take the responsibility for moving the group forward?	1. Are members getting to know each other personally and learning about each other's organizations and neighborhoods? 2. Can the group talk openly about sensitive issues? 3. Has the group agreed on how it will make decisions, manage conflict and share information? 4. Has the group defined collaboration and identified opportunities for early successes in working together? 5. Is the group building relationships with related initiatives and institutions (e.g., local and state government, United Way) and prominent leaders in the community?	1. Has the collaborative agreed upon a shared vision, purpose and principles to guide its actions? 2. Have members agreed to use their personal and institutional clout and resources to achieve the agreed upon vision and plan of action? 3. Does the collaborative's organizational structure enable it to effectively oversee the implementation of its plans?	1. Are members being held accountable by the collaborative for following through on their commitments? 2. Does the collaborative regularly discuss personnel, fiscal and other operational matters and take appropriate action? 3. Does the collaborative regularly discuss its policy, media and other advocacy strategies and take appropriate action? 4. Are decision making, conflict resolution and communication processes working?	1. Are members strengthening their commitment to the work of the group? 2. Is the collaborative building more formal relationships with other related groups and key institutions working to improve conditions for CYFN? 3. Do policies for selecting members and leaders ensure diversity and enable the group to sustain its work? 4. Is the collaborative making a difference in how member organizations do their work?
Have members discussed how the public views the problems, needs and issues facing children, youth, families and neighborhoods (CYFN)? Have members discussed the importance of building public support for CYFN?	1. Is the group soliciting input from the broader community using methods such as surveys, open forums and focus groups? 2. Does the group know how key institutions (e.g., local and state governments, United Way, school board) are organized and make decisions? 3. Has the group identified and sought to obtain buy-in from multiple constituencies in the community who could block or help implement its plan?	1. Has the collaborative developed and publicized a statistical report card to tell the public how well (or not well) CYFN are doing? 2. Has the collaborative developed a strategy for keeping multiple constituencies in the community informed of its vision, plans, actions and successes? 3. Are the collaborative's decision-making processes open to the public?	1. Are there opportunities for interested members of the public to become involved in the collaborative's work? 2. Is information on progress and change in results publicly communicated on a regular basis? 3. Has the collaborative developed strategies for engaging diverse constituencies who have not yet been involved?	1. Is public awareness of (visibility) and support for (credibility) the collaborative growing? 2. Is the collaborative regularly contributing to the public dialogue about issues facing CYFN?
Do initial members include parents, consumers and other neighborhood residents? Do members understand the historical relationships between agencies and the neighborhoods or target populations they serve?	1. Has the group asked parents, consumers, other neighborhood residents and existing neighborhood groups (civic associations, community development corporations, community-based organizations, etc.) their opinion of the present system of services and supports? 2. Has the group identified practices which encourage or discourage participation by parents, consumers and other neighborhood residents?	1. Do parents, consumers and other neighborhood residents involved in planning reflect the diversity of the population being served? 2. Does the collaborative's agenda respond to the concerns and hopes expressed by the neighborhood residents or target population? 3. Are consumers, parents and other neighborhood residents organized to define their common interests? If not, is the collaborative taking steps to help them organize?	1. Are parents, consumers and other neighborhood leaders involved in the implementation of the plan? 2. Is there a system for ongoing feedback from parents, consumers and neighborhood residents on the quality and responsiveness of services and supports?	1. Is the system of feedback from parents, consumers and neighborhood leaders being used consistently to influence policy and practice? 2. Do consumers and other neighborhood residents believe the group is making positive change in their community?
Have members begun to discuss what is going well and not well (socially, economically, etc.) for children, youth, families and neighborhoods (CYFN) in the community? Have members discussed why it is important to have	1. Has the group reviewed available data about the well-being of CYFN and the conditions in which they live by neighborhood, ethnic group, age group, language background, gender? 2. Has data been made accessible and understandable	1. Has the collaborative developed a set of priority desired results for CYFN with specific measurable objectives and interim measures of progress? 2. Has baseline data been collected on how well CYFN are currently doing with regards to the specified	1. Is information on progress and changes in results being communicated regularly to all collaborative members and the broader public? 2. Are data and information being used to review progress toward results and to make necessary	1. Is the collaborative assessing how public policies beyond its immediate control influence its work? 2. Is the collaborative regularly discussing the lessons learned from its successes and failures, and changing objectives strategies and timelines as

Parent and Neighborhood Participation	other neighborhood residents? 2. Do members understand the historical relationships between agencies and the neighborhoods or target populations they serve?	neighborhood residents and existing neighborhood groups (civic associations, community development corporations, community-based organizations, etc.) their opinion of the present system of services and supports? 2. Has the group identified practices which encourage or discourage participation by parents, consumers and other neighborhood residents?	residents involved in planning reflect the diversity of the population being served? 2. Does the collaborative's agenda respond to the concerns and hopes expressed by the neighborhood residents or target population? 3. Are consumers, parents and other neighborhood residents organized to define their common interests? If not, is the collaborative taking steps to help them organize?	leaders involved in the implementation of the plan? 2. Is there a system for ongoing feedback from parents, consumers and neighborhood residents on the quality and responsiveness of services and supports?	and neighbors to influence 2. Do consumers believe the community?
Accountability for Results	1. Have members begun to discuss what is going well and not well (socially, economically, etc.) for children, youth, families and neighborhoods (CYFN) in the community? 2. Have members discussed why it is important to have a system which holds individuals and organizations accountable for results?	1. Has the group reviewed available data about the well-being of CYFN and the conditions in which they live by neighborhood, ethnic group, age group, language background, gender? 2. Has data been made accessible and understandable (translated out of "bureaucratese") to multiple constituencies in the community? 3. Has the group discussed the implication of the data for its joint action?	1. Has the collaborative developed a set of priority desired results for CYFN with specific measurable objectives and interim measures of progress? 2. Has baseline data been collected on how well CYFN are currently doing with regards to the specified results? 3. In setting the measurable objectives and interim measures of progress, did the group take into consideration the community's capacity to achieve them? 4. Has the collaborative developed a plan to evaluate its work?	1. Is information on progress and changes in results being communicated regularly to all collaborative members and the broader public? 2. Are data and information being used to review progress toward results and to make necessary revisions to strategies?	1. Is the collaborative beyond its initial focus? 2. Is the collaborative learning from changing objectives needed?
Comprehensive Services, Supports and Opportunities	1. Have members discussed their perceptions of what is and is not working with currently available services, supports and opportunities? 2. Have members discussed the characteristics of a healthy and viable community and the conditions that are necessary for CYFN to succeed? 3. Have members discussed the importance of building on individual and community strengths rather than focusing on problems?	1. Have members developed an inventory of the services, supports and opportunities currently available to CYFN and identified gaps and areas of duplication? 2. Have frontline workers in public and private agencies and community based organizations been asked to assess existing services, supports and opportunities? 3. Have members reviewed current knowledge and promising practices about working with CYFN? 4. Have members agreed on what they believe are the best ways to work effectively with CYFN (e.g., building upon the strengths, cultural and linguistic appropriateness, working with the entire family, building community capacity)?	1. Has the collaborative developed an action plan defining short- and long-term objectives, time lines and responsible individuals and organizations? 2. Does the plan indicate how current services and supports need to change in order to reflect their idea of how to work best with CYFN? 3. Does the plan take into account past experience about what works well and not well for particular sub-populations as defined by race, gender, age, language, etc.? 4. Does the plan outline how services and resources from different organizations will be brought together to achieve desired results? 5. Does the plan draw upon the assets and informal supports available through grassroots organizations, community groups, and families?	1. Is the plan being implemented consistent with the collaborative's principles and values? 2. Do staff reflect the ethnic and linguistic diversity of the neighborhoods served or target populations? 3. Are linkages with related initiatives concerned with CYFN and efforts to address economic, housing and safety issues being developed?	1. Is the collaborative working to address the needs of all? 2. Is the collaborative original focus achieve its vision? 3. Is the collaborative related initiatives housing and safety issues being developed? 4. Is the collaborative seeking to overcome obstacles to success?
Financing and Resource Development	1. Do members have access to financial and in-kind resources?	1. Have members secured resources from within their organizations and/or from external sources to continue planning? 2. Has the group identified existing funding sources for CYFN across the community? 3. Has the group explored financing and resource development strategies to support new efforts on behalf of CYFN (e.g., redirecting existing funds and personnel, tapping community assets, securing new public funds, obtaining corporate or foundation support)?	1. Has the collaborative developed a plan for financing its efforts which collaborative members consider to be sufficient to achieve desired results? 2. Have planning, budgeting and contracting personnel from key institutions been involved in strategic planning? 3. Has the group agreed to pool resources to support the effort? 4. Does the financing plan leverage public and private dollars and build upon in-kind resources from grassroots organizations, community groups and families?	1. Is the effort sufficiently funded to achieve the intended results? 2. Does the collaborative have the authority to adjust how funds are spent to meet changing needs? 3. Is there a continuing effort to mobilize community and neighborhood resources? 4. Are sufficient resources committed to leadership development for staff as well as parents, consumers and other neighborhood residents?	1. Is the collaborative financing the effort of its strategy? 2. Is the collaborative securing new resources to achieve desired results? 3. Are members based on the priority results? 4. Is the collaborative political process public and private?
Additional Community Building	1. Does the initial group include individuals who have the skills and relationships needed to engage a membership which reflects the diversity of the community?	1. Has the group discussed the importance of on-going leadership and professional development for staff and participants? 2. Has the group identified the assets and talents that	1. Has the collaborative agreed upon a leadership development plan for its members? 2. Has the collaborative devised an interdisciplinary professional development plan to help staff develop	1. Is leadership and professional development changing the way people do their work? 2. Is the collaborative using its experience to identify additional leadership and professional development	1. Is the collaborative leadership and professional development determine how to move its

Do members understand the historical relationships between agencies and the neighborhoods or target populations they serve?	groups (civic associations, community development corporations, community-based organizations, etc.) their opinion of the present system of services and supports? 2. Has the group identified practices which encourage or discourage participation by parents, consumers and other neighborhood residents?	the population being served? 2. Does the collaborative's agenda respond to the concerns and hopes expressed by the neighborhood residents or target population? 3. Are consumers, parents and other neighborhood residents organized to define their common interests? If not, is the collaborative taking steps to help them organize?	2. Is there a system for ongoing feedback from parents, consumers and neighborhood residents on the quality and responsiveness of services and supports?	to influence policy and practice? 2. Do consumers and other neighborhood residents believe the group is making positive change in their community?
Have members begun to discuss what is going well and not well (socially, economically, etc.) for children, youth, families and neighborhoods (CYFN) in the community? Have members discussed why it is important to have a system which holds individuals and organizations accountable for results?	1. Has the group reviewed available data about the well-being of CYFN and the conditions in which they live by neighborhood, ethnic group, age group, language background, gender? 2. Has data been made accessible and understandable (translated out of "bureaucratese") to multiple constituencies in the community? 3. Has the group discussed the implication of the data for its joint action?	1. Has the collaborative developed a set of priority desired results for CYFN with specific measurable objectives and interim measures of progress? 2. Has baseline data been collected on how well CYFN are currently doing with regards to the specified results? 3. In setting the measurable objectives and interim measures of progress, did the group take into consideration the community's capacity to achieve them? 4. Has the collaborative developed a plan to evaluate its work?	1. Is information on progress and changes in results being communicated regularly to all collaborative members and the broader public? 2. Are data and information being used to review progress toward results and to make necessary revisions to strategies?	1. Is the collaborative assessing how public policies beyond its immediate control influence its work? 2. Is the collaborative regularly discussing the lessons learned from its successes and failures, and changing objectives strategies and timelines as needed?
Have members discussed their perceptions of what is and is not working with currently available services, supports and opportunities? Have members discussed the characteristics of a healthy and viable community and the conditions that are necessary for CYFN to succeed? Have members discussed the importance of building on individual and community strengths rather than focusing on problems?	1. Have members developed an inventory of the services, supports and opportunities currently available to CYFN and identified gaps and areas of duplication? 2. Have frontline workers in public and private agencies and community based organizations been asked to assess existing services, supports and opportunities? 3. Have members reviewed current knowledge and promising practices about working with CYFN? 4. Have members agreed on what they believe are the best ways to work effectively with CYFN (e.g., building upon the strengths, cultural and linguistic appropriateness, working with the entire family, building community capacity)?	1. Has the collaborative developed an action plan defining short- and long-term objectives, time lines and responsible individuals and organizations? 2. Does the plan indicate how current services and supports need to change in order to reflect their idea of how to work best with CYFN? 3. Does the plan take into account past experience about what works well and not well for particular sub-populations as defined by race, gender, age, language, etc.? 4. Does the plan outline how services and resources from different organizations will be brought together to achieve desired results? 5. Does the plan draw upon the assets and informal supports available through grassroots organizations, community groups, and families?	1. Is the plan being implemented consistent with the collaborative's principles and values? 2. Do staff reflect the ethnic and linguistic diversity of the neighborhoods served or target populations? 3. Are linkages with related initiatives concerned with CYFN and efforts to address economic, housing and safety issues being developed?	1. Is the collaborative using feedback from frontline workers to assess its strategies and design changes? 2. Is the collaborative identifying issues beyond its original focus which need to be addressed if it is to achieve its vision? 3. Is the collaborative initiating joint planning with related initiatives in human services reform and housing and economic development? 4. Is the collaborative systematically identifying and seeking to change policies and practices that are obstacles to the achievement of its goals?
Do members have access to financial and in-kind resources?	1. Have members secured resources from within their organizations and/or from external sources to continue planning? 2. Has the group identified existing funding sources for CYFN across the community? 3. Has the group explored financing and resource development strategies to support new efforts on behalf of CYFN (e.g., redirecting existing funds and personnel, tapping community assets, securing new public funds, obtaining corporate or foundation support)?	1. Has the collaborative developed a plan for financing its efforts which collaborative members consider to be sufficient to achieve desired results? 2. Have planning, budgeting and contracting personnel from key institutions been involved in strategic planning? 3. Has the group agreed to pool resources to support the effort? 4. Does the financing plan leverage public and private dollars and build upon in-kind resources from grassroots organizations, community groups and families?	1. Is the effort sufficiently funded to achieve the intended results? 2. Does the collaborative have the authority to adjust how funds are spent to meet changing needs? 3. Is there a continuing effort to mobilize community and neighborhood resources? 4. Are sufficient resources committed to leadership development for staff as well as parents, consumers and other neighborhood residents?	1. Is the collaborative developing a long-range plan for financing the essential and most successful elements of its strategy? 2. Is the collaborative developing a strategy for securing new public and private resources needed to achieve desired results across the community? 3. Are member agencies making budget decisions based on the collaborative's progress toward its priority results? 4. Is the collaborative's financing strategy connected to political processes which make decisions about public and private resources?
Does the initial group include individuals who have the skills and relationships needed to engage a membership which reflects the diversity of the community?	1. Has the group discussed the importance of on-going leadership and professional development for staff and participants?	1. Has the collaborative agreed upon a leadership development plan for its members? 2. Has the collaborative devised an interdisciplinary	1. Is leadership and professional development changing the way people do their work? 2. Is the collaborative using its experience to identify	1. Is the collaborative assessing the effectiveness of its leadership and professional development activities to determine how they could be strengthened in order

Comprehensive Services, Supports and Opportunities	Account	for its joint action?			
		consideration the community's capacity to achieve them?			
		4. Has the collaborative developed a plan to evaluate its work?			
1. Have members discussed their perceptions of what is and is not working with currently available services, supports and opportunities?		1. Have members developed an inventory of the services, supports and opportunities currently available to CYFN and identified gaps and areas of duplication?	1. Has the collaborative developed an action plan defining short- and long-term objectives, time lines and responsible individuals and organizations?	1. Is the plan being implemented consistent with the collaborative's principles and values?	1. Is the collaborative using feedback from workers to assess its strategies and c
2. Have members discussed the characteristics of a healthy and viable community and the conditions that are necessary for CYFN to succeed?		2. Have frontline workers in public and private agencies and community based organizations been asked to assess existing services, supports and opportunities?	2. Does the plan indicate how current services and supports need to change in order to reflect their idea of how to work best with CYFN?	2. Do staff reflect the ethnic and linguistic diversity of the neighborhoods served or target populations?	2. Is the collaborative identifying issues original focus which need to be addressed to achieve its vision?
3. Have members discussed the importance of building on individual and community strengths rather than focusing on problems?		3. Have members reviewed current knowledge and promising practices about working with CYFN?	3. Does the plan take into account past experience about what works well and not well for particular sub-populations as defined by race, gender, age, language, etc.?	3. Are linkages with related initiatives concerned with CYFN and efforts to address economic, housing and safety issues being developed?	3. Is the collaborative initiating joint planning related initiatives in human services, housing and economic development?
		4. Have members agreed on what they believe are the best ways to work effectively with CYFN (e.g., building upon the strengths, cultural and linguistic appropriateness, working with the entire family, building community capacity)?	4. Does the plan outline how services and resources from different organizations will be brought together to achieve desired results?		4. Is the collaborative systematically identifying obstacles seeking to change policies and practices to overcome obstacles to the achievement of its goals?
1. Do members have access to financial and in-kind resources?		1. Have members secured resources from within their organizations and/or from external sources to continue planning?	1. Has the collaborative developed a plan for financing its efforts which collaborative members consider to be sufficient to achieve desired results?	1. Is the effort sufficiently funded to achieve the intended results?	1. Is the collaborative developing a long-term financing the essential and most successful of its strategy?
		2. Has the group identified existing funding sources for CYFN across the community?	2. Have planning, budgeting and contracting personnel from key institutions been involved in strategic planning?	2. Does the collaborative have the authority to adjust how funds are spent to meet changing needs?	2. Is the collaborative developing a strategy for securing new public and private resources to achieve desired results across the community?
		3. Has the group explored financing and resource development strategies to support new efforts on behalf of CYFN (e.g., redirecting existing funds and personnel, tapping community assets, securing new public funds, obtaining corporate or foundation support)?	3. Has the group agreed to pool resources to support the effort?	3. Is there a continuing effort to mobilize community and neighborhood resources?	3. Are member agencies making budget decisions based on the collaborative's progress and priority results?
			4. Does the financing plan leverage public and private dollars and build upon in-kind resources from grassroots organizations, community groups and families?	4. Are sufficient resources committed to leadership development for staff as well as parents, consumers and other neighborhood residents?	4. Is the collaborative's financing strategy taking into account political processes which make decisions about public and private resources?
1. Does the initial group include individuals who have the skills and relationships needed to engage a membership which reflects the diversity of the community?		1. Has the group discussed the importance of on-going leadership and professional development for staff and participants?	1. Has the collaborative agreed upon a leadership development plan for its members?	1. Is leadership and professional development changing the way people do their work?	1. Is the collaborative assessing the effectiveness of leadership and professional development to determine how they could be strengthened to move its agenda forward?
		2. Has the group identified the assets and talents that each individual or organization brings to the process, as well as their leadership needs?	2. Has the collaborative devised an interdisciplinary professional development plan to help staff develop the knowledge and skills necessary to implement the proposed strategy?	2. Is the collaborative using its experience to identify additional leadership and professional development needs?	2. Is the collaborative broadening its leadership and professional development strategy to staff and community residents?
		3. Has the group developed a method to inform new participants about its work and processes?	3. Has the collaborative agreed upon a leadership development plan for parents, consumers and other residents?	3. Is the collaborative helping to expand employment and career development opportunities within member organizations for neighborhood residents?	3. Is the collaborative amassing the staff and personnel or partner organizations) to implement its agenda community wide?
		4. Has the group developed an inventory of available leadership and professional development opportunities (e.g., staff development in public and non-profit agencies, leadership development for parents and neighborhood residents, community college courses)?	4. Has the collaborative gained access to people and organizations with the capacity to a) gather, manage and use data for planning and accountability b) analyze existing policies affecting CYFN and develop better alternatives?		

REFLECT AND CELEBRATE

Together We Can:

A National Leadership Development and Capacity Building Initiative to Strengthen Children, Youth, Families, and Communities

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CYFN to succeed?

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community strengths rather than

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1. Have members developed an inventory of the services,
supports and opportunities currently available to CYFN
and identified gaps and areas of duplication?

2. Have frontline workers in public and private agencies
and community based organizations been asked to
assess existing services, supports and opportunities?

3. Have members reviewed current knowledge and
promising practices about working with CYFN?

4. Have members agreed on what they believe are the
best ways to work effectively with CYFN (e.g.,
building upon the strengths, cultural and linguistic
appropriateness, working with the entire family,
building community capacity)?

1. Have members secured resources from within their
organizations and/or from external sources to continue
planning?

2. Has the group identified existing funding sources for
CYFN across the community?

3. Has the group explored financing and resource
development strategies to support new efforts on
behalf of CYFN (e.g., redirecting existing funds and
personnel, tapping community assets, securing new
public funds, obtaining corporate or foundation
support)?

1. Has the group discussed the importance of on-going
leadership and professional development for staff and
participants?

2. Has the group identified the assets and talents that
each individual or organization brings to the process,
as well as their leadership needs?

3. Has the group developed a method to inform new
participants about its work and processes?

4. Has the group developed an inventory of available lead-
ership and professional development opportunities
(e.g., staff development in public and non-profit agen-
cies, leadership development for parents and neighbor-
hood residents, community college courses)?

consideration and community capacity to achieve
them?

4. Has the collaborative developed a plan to evaluate its
work?

1. Has the collaborative developed an action plan defining
short- and long-term objectives, time lines and responsible
individuals and organizations?

2. Does the plan indicate how current services and supports
need to change in order to reflect their idea of how to work
best with CYFN?

3. Does the plan take into account past experience about what
works well and not well for particular sub-populations as
defined by race, gender, age, language, etc.?

4. Does the plan outline how services and resources from different
organizations will be brought together to achieve desired results?

5. Does the plan draw upon the assets and informal supports
available through grassroots organizations, community
groups, and families?

1. Has the collaborative developed a plan for financing
its efforts which collaborative members consider to be
sufficient to achieve desired results?

2. Have planning, budgeting and contracting personnel
from key institutions been involved in strategic
planning?

3. Has the group agreed to pool resources to support the
effort?

4. Does the financing plan leverage public and private
dollars and build upon in-kind resources from
grassroots organizations, community groups and
families?

1. Has the collaborative agreed upon a leadership
development plan for its members?

2. Has the collaborative devised an interdisciplinary
professional development plan to help staff develop
the knowledge and skills necessary to implement the
proposed strategy?

3. Has the collaborative agreed upon a leadership devel-
opment plan for parents, consumers and other residents?

4. Has the collaborative gained access to people and
organizations with the capacity to a) gather, manage
and use data for planning and accountability b)
analyze existing policies affecting CYFN and develop
better alternatives?

1. Is the plan being implemented consistent with the
collaborative's principles and values?

2. Do staff reflect the ethnic and linguistic diversity of
the neighborhoods served or target populations?

3. Are linkages with related initiatives concerned with
CYFN and efforts to address economic, housing and
safety issues being developed?

1. Is the effort sufficiently funded to achieve the
intended results?

2. Does the collaborative have the authority to adjust
how funds are spent to meet changing needs?

3. Is there a continuing effort to mobilize community and
neighborhood resources?

4. Are sufficient resources committed to leadership
development for staff as well as parents, consumers
and other neighborhood residents?

1. Is leadership and professional development changing
the way people do their work?

2. Is the collaborative using its experience to identify
additional leadership and professional development
needs?

3. Is the collaborative helping to expand employment and
career development opportunities within member
organizations for neighborhood residents?

1. Is the collaborative using feedback from frontline
workers to assess its strategies and design changes?

2. Is the collaborative identifying issues beyond its
original focus which need to be addressed if it is to
achieve its vision?

3. Is the collaborative initiating joint planning with
related initiatives in human services reform and
housing and economic development?

4. Is the collaborative systematically identifying and
seeking to change policies and practices that are
obstacles to the achievement of its goals?

1. Is the collaborative developing a long-range plan for
financing the essential and most successful elements
of its strategy?

2. Is the collaborative developing a strategy for
securing new public and private resources needed to
achieve desired results across the community?

3. Are member agencies making budget decisions
based on the collaborative's progress toward its
priority results?

4. Is the collaborative's financing strategy connected to
political processes which make decisions about
public and private resources?

1. Is the collaborative assessing the effectiveness of its
leadership and professional development activities to
determine how they could be strengthened in order
to move its agenda forward?

2. Is the collaborative broadening its leadership and
professional development strategy to include more
staff and community residents?

3. Is the collaborative amassing the staff capacity (through
personnel or partner organizations) to implement its
agenda community wide?

REFLECT AND CELEBRATE

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