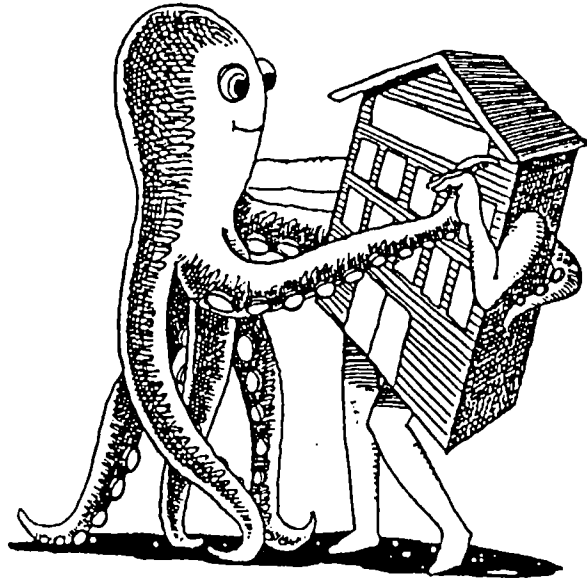


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Collaboration is like dancing with an octopus,
with each agency or organization a "tentacle."

The Institute For Educational Leadership

"Bringing Together People Who Can Effect Change . . ."

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**QUESTIONS & ISSUES
RAISED BY PARTICIPANTS**

BREAKFAST SEMINAR

The Devil Is in the Details
Differing Program Rules Across AFDC, Food Stamps and Medicaid

February 10, 1995

Our thanks go to participants who shared their thoughts with us on the Response Form. The custom of the Policy Exchange is to share this information (*but not who said what*) to help focus the discussions.

* * * * *

We asked: "From what you know about AFDC, Food Stamps and Medicaid—and by looking at the enclosed *Primer on Program Rules for Five Major Federal Programs*—what do you think is the most important question or issue for this seminar to address?" Participants responded:

Block Grants

In light of the current discussions regarding massive block grants and other Congressional efforts to restructure the current "welfare" assistance programs—how can we avoid repeating the same problems with conflicting rules and regulations (at the state and federal levels)?

What requirements should be imposed on block grants that might replace AFDC? Child care? Why? How can we assure compliance?

Should the Food Stamp program be delegated to the states under a block grant program?

Given other—block grant—changes in programs which are under consideration, how can we keep attention on this issue so it doesn't drift to the background?

Accountability

How to respond to the current move towards block grants in a way that truly does enhance state and local flexibility, but also preserves the federal government's ability to ensure that funding is deployed to achieve federal goals.

What are the basic "national standards" that should govern major benefit programs for America's poor and near-poor citizens?

If such programs are "block granted," how does the federal government assure its policy objectives are achieved and states are held accountable?

How do we hold states accountable?

Federal, State and Local Roles

What are the roles of national and state governments?

Should states be free to cut their own spending?

What kinds of flexibility do states really need?

Is there any reason to believe states will be able to achieve better outcomes?

Are there efficiencies that can only be obtained by maintaining a federal role?

Should the federal government set uniform rules or should we allow it at state option?

Simplification

How can we make these programs easier for both clients and administrators to navigate while controlling costs and meeting the needs of those in poverty? . . . The question is certainly difficult. Some of the goals conflict obviously.

How can these programs' rules be streamlined without altering eligibility?

How can we integrate housing, job development, job training and welfare programs to help single mothers move from poverty to independence?

How can we structure our programs to ensure that clients receive the benefits and services for which they are eligible in the most dignified, efficient and effective manner?

What legislative and organizational changes would be necessary to bring about a more simplified welfare system?

What aspects of the current programs can be better coordinated? What are the implications?

How can program requirements be simplified to enable an AFDC family to more easily access needed services?

How can the integration and coordination of programs be informed by more thorough knowledge of their provisions?

Identifying a process for simplifying the method for determining eligibility across programs serving clients, standardizing funding cycles.

Other

What aspects of the current programs work?

We asked: "How would combining the federal programs you know best into block grants affect children, families and communities?" Participants responded:

Block Grants Could *Harm* Children and Families

Combining federal nutrition programs into a block grant would have serious and negative nutrition, health and economic consequences.

The effect would be devastating for the food programs, e.g., removing entitlement nature means inability to respond to changed economy, failure to have national standards when need is scientifically known (i.e., we know, based on income, how much subsidy someone needs to eat a nutritious diet).

My concern is that needs that are addressed through some of the more narrow discretionary programs would go unaddressed through an unstructured block grant approach.

The republican governors' proposal has the potential to significantly harm children and families as presently designed.

It would probably mean greater disparity in the benefits provided.

It would limit states' ability to respond to need in times of recession and would hurt poor families who don't apply before funds run out.

Simplify community administration of job-training services, but may impact negatively on certain clients, particularly those on "targeted" programs that might lose their priority status in a block grant.

Block Grants Could *Help* Children and Families

It depends whether the goal is just to block and slash or have the improvement of direct services for children and families as the guiding principle of the action—clarifying what is in the national interest and what is best left to the discretion of the states.

It would help, assuming that clear goals are provided, outcomes are evaluated and disseminated and local case workers have a full kit of tools to help remove people from poverty.

•
•
• Could help strengthen state and local efforts to treat the family and its multiple problems as a *unit*, as compared to attempts at addressing the problems in isolated, often unrelated/uncoordinated ways with many categorical program services.

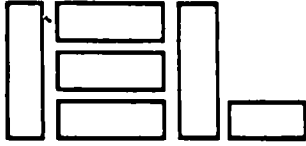
Block grants with greater discretion in some areas can be helpful.

It Depends

I believe the answer to this depends on the dollar figure attached to the block grants.

Depends on whether the block grant is client-based or function-based. For example, block granting by function (food, housing, etc.) may not be the best arrangement for serving families with multiple needs.

It would depend on how it were implemented.



Participants

BREAKFAST SEMINAR

THE DEVIL IS IN THE DETAILS

DIFFERING PROGRAM RULES ACROSS AFDC, FOOD STAMPS AND MEDICAID

February 10, 1995

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Jane Dewey

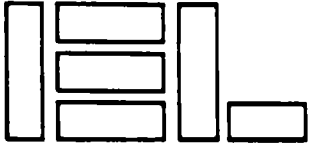
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Intern
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AGENDA

Breakfast Seminar

The Devil Is in the Details

Differing Program Rules Across AFDC, Food Stamps and Medicaid

February 10, 1995

8:00 a.m. **Breakfast** Please sit at the place marked with your name.

8:30 a.m. **Introduction & Comments from Featured Guests**

Sally Richardson, Director, Medicaid Bureau, U.S. Department of Health and Human Services

Lavinia Limon, Director, Office of Family Assistance, U.S. Department of Health and Human Services

Yvette Jackson, Deputy Director, Food Stamp Program, U.S. Department of Agriculture

Sarah Shuptrine, President, Sarah Shuptrine and Associates

9:15 a.m. **Questions & Discussion**
-10:30 a.m.



Institute For
Educational
Leadership

"BRINGING TOGETHER PEOPLE TO EFFECT CHANGE"

The Institute for Educational Leadership (IEL), a 28 year-old not-for-profit organization, seeks to improve educational opportunities and results for children and youth by developing and supporting leaders who work together.

IEL activities engage education and health/human service agencies, schools, school boards, advocacy groups, foundations, corporations, and all levels of government. IEL works to enhance the skills of present and emerging leaders, and facilitates collaborative efforts to create more efficient service delivery systems and enlightened public policy for children and families. Through a national publications program, IEL disseminates information about emerging trends and issues identified by research and demographic analysis.

The following are illustrative examples of IEL's programs and projects.

PREPARING LEADERS...

Education Policy Fellowship Program

(EPFP) – operating in thirteen sites throughout the country, a year-long in-service program that introduces mid-career educators and others in the private/public sectors to new leadership skills, public policy, and to each other. Alumni total over 3,400.

DeWitt Wallace-Reader's Digest

Collaborative Leaders Program –

in-service activities designed to increase the collaborative skills of mid-level staff in schools, government agencies, or other private, public, and non-profit organizations

that provide educational, social, or health services to young people and their families.

Superintendents Prepared – a joint activity with The McKenzie Group and The Joint Center for Political and Economic Studies which will add 90 new candidates recruited from careers in education, law, business, and the military to the pipeline supplying urban superintendencies.

LINKING LEADERS...

Collaborative Leadership Development

Program (CLDP) – is developing sustained collaborations in five urban centers, building a culture of collaborative problem-solving among top level leaders.

National Health/Education Consortium

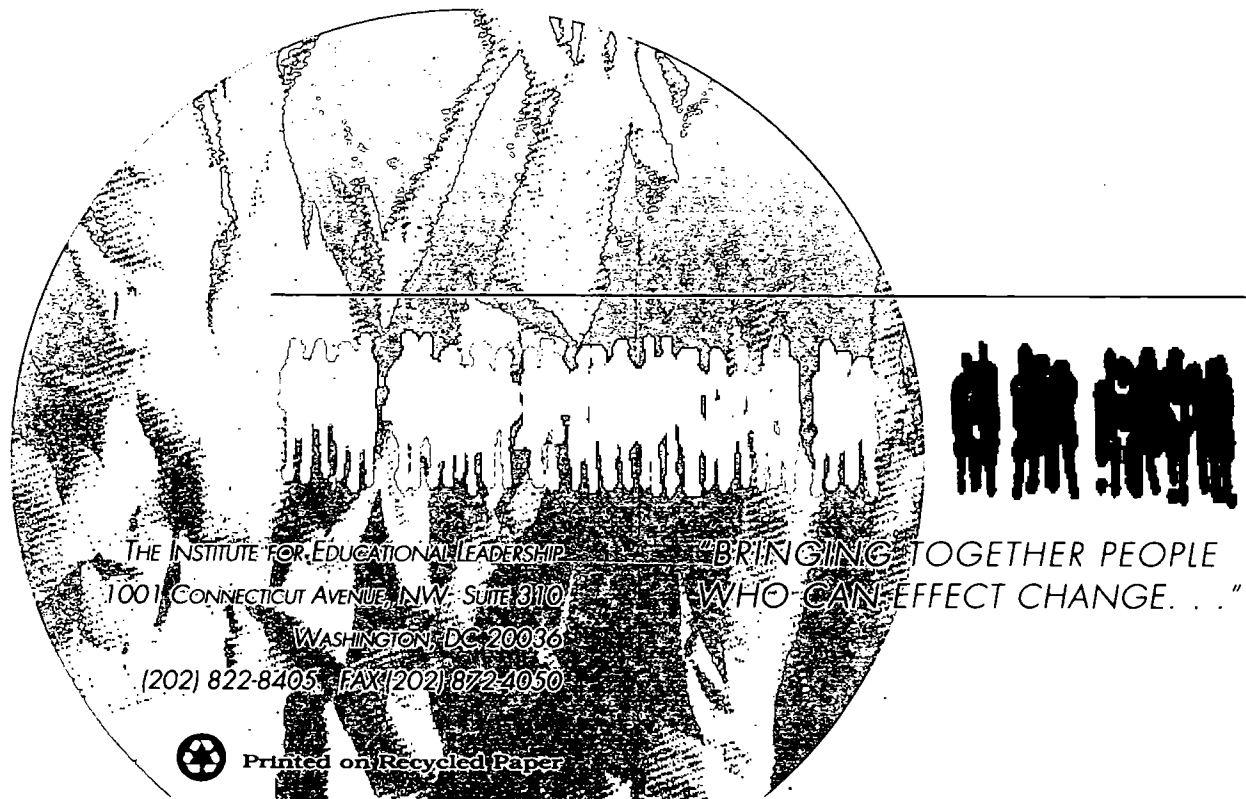
(NHEC) – a partnership with the National Commission to Prevent Infant Mortality to promote the integration between health and education policy and services at the local, state, and national levels, utilizing a network of over 50 national health and education professional membership associations.

Intergovernmental/Interagency Policy

Exchange – a mechanism through which policymakers and practitioners at the national and state levels who are working on cross-cutting and inter-related education issues can exchange information and study collaborative issues in depth.

State Education Policy Seminars

(SEPS) – a series of seminars co-sponsored with the Education Commission of the States in state capitals where educators, policymakers, and leaders from the private and independent sectors discuss issues affecting state education and human/health services public policy.



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National LEADership Network –

a network of 57 federally-funded Leadership in Educational Administration Development (LEAD) centers in each state, the District of Columbia, and six Caribbean and Pacific territories, supported by IEL and the U.S. Dept. of Education's Office of Educational Research and Improvement (OERI).

HELPING LEADERS PUSH BEYOND THE BOUNDARIES...

School Board Effectiveness Program –

a self-assessment curriculum available nationally to school boards, state associations of school boards, consultants, and institutions wishing to review school board performance.

Center for Demographic Policy (CDP) –

analyzes and disseminates the demographic realities influencing our nation's school systems and communities. CDP has published more than two dozen demographic analyses of specific states and metropolitan areas, and is nationally regarded for two seminal works, *All One System* and *The Same Client*.

Center for Workforce Development –

investigates strategies to strengthen linkages among schools, workplace learning systems, and post-secondary institutions, and seeks to establish more relevant and commonly shared benchmarks of excellence for education and training programs in both the private and public sectors.

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THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

Evaluation

BREAKFAST SEMINAR

The Devil Is in the Details

Differing Program Rules Across AFDC, Food Stamps and Medicaid

February 10, 1995

What was the most useful thing you gained from the seminar?

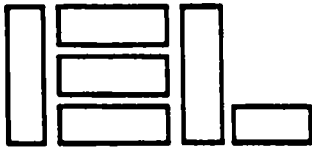
How will you use the information and contacts from the seminar?

Did you meet new people or make any useful connections? ____ Yes ____ No

Other comments and suggestions for future seminars and site visits:

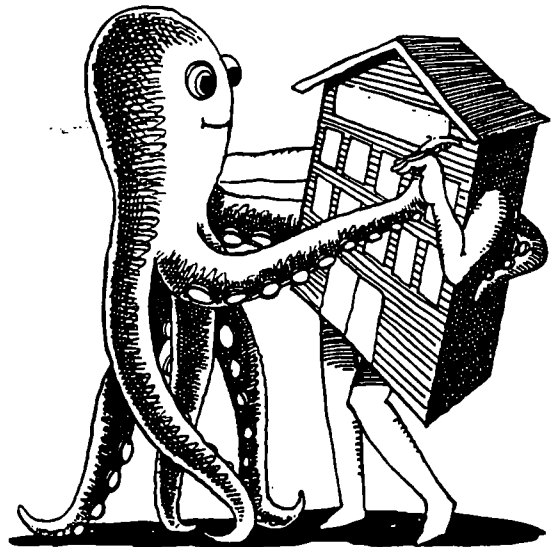
Your committee or agency (optional): _____

THANK YOU! PLEASE LEAVE THIS EVALUATION ON YOUR TABLE.



THE INTERGOVERNMENTAL/INTERAGENCY POLICY EXCHANGE

The educational, health, social services and employment needs of children and families are intricately intertwined. The same child who is at risk of school failure is frequently also at risk of poor health. A child who is homeless has difficulty completing his or her homework. A child who lives among drugs and violence at night is ill-prepared to flourish academically during the day. A three-pound baby in neonatal intensive care today is likely to be a special education student tomorrow.



Collaboration is like dancing with an octopus, with each agency or organization a "tentacle."

While policy *makers* are increasingly recognizing these relationships, the policy *landscape* does not reflect this recognition. At the same time that many communities are struggling to make services more comprehensive and coordinated, state and federal legislative committees, executive branch agencies, interest groups, and postsecondary preparatory programs are overwhelmingly organized by narrow service sectors—education, health, social services, juvenile justice, labor and so forth.

The Intergovernmental/Interagency Policy Exchange is a nonpartisan mechanism to help reshape the policy landscape to reflect the current realities of children, families and communities. Its aim is to create a forum where policy makers and practitioners can learn about cross-cutting and cutting-edge ideas so that they can lead the way to systemic change.

