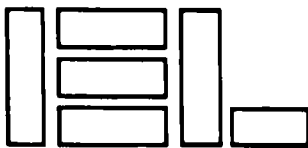


**R. Gaynor
McCown**

**Domestic Policy
Council**



THE IEL POLICY EXCHANGE
THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

March 31, 1996

Washington, D.C. Participants

IEL POLICY EXCHANGE SITE VISIT TO BALTIMORE

April 1-2, 1996

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**1995-1996 COMMUNITY PARTNERSHIPS
RELIGIOUS INSTITUTIONS**

PARTNERSHIP	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
PENNSYLVANIA AVENUE A.M.E. ZION CHURCH	•PROVIDES MENTORS, SURROGATE PARENTS, TUTORIAL AND GIRL SCOUT ACTIVITIES	WEEKLY AND AS REQUIRED	100+
BETHEL A.M.E. CHURCH	•PROVIDES SCHOOL UNIFORMS/SHOES TUTORIAL PROGRAM, MEALS	YEARLY WEEKLY	WILL SERVE ALL WHO COME 50 CHILDREN WEEKLY (FAMILIES MUST ATTEND)
ST. EDWARD ROMAN CATHOLIC CHURCH	•PROVIDES FREE CONSULTANT SERVICES FOR YOUTH LEADERSHIP CONFERENCE •HEALTH FAIR PARTICIPANT (SELF-ESTEEM/HEALTH)	YEARLY AS REQUESTED	100
PROVIDENCE BAPTIST CHURCH	•PROVIDES MENTORING SERVICES •TUTORIAL PROGRAM	CITY-WIDE RELEASE DAYS	50 - 100
SHARP STREET UNITED METHODIST CHURCH	•PROVIDES TUTORIAL ACTIVITIES FOR STUDENTS	TWICE WEEKLY	15-20

The school has developed viable partnerships with individual agencies, churches, businesses, and others. These partnerships allow the school to enjoy many benefits in addition to local and Title 1 funding.

During School Community Night activities in the fall of 1995, the school and its partners explored collaboratively the ways in which the school's improvement plan could be supported more effectively by its community stakeholders.

BUSINESS / INDUSTRY

COMMUNITY GROUPS	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
HARCOURT BRACE PUBLISHERS	•PROVIDES STAFF TRAINING CONSULTANTS, INCENTIVE AWARDS FOR STUDENTS	AS REQUESTED	100
SUN WAN LEE (MERCHANT)	•PROVIDES INCENTIVE AWARDS TO STUDENTS FOOD / PRODUCTS	1 TIME ACTIVITY (1 YEAR)	SCHOOLWIDE
GOODWILL INDUSTRIES	•PROVIDES NEW SHOES FOR STUDENTS	YEARLY	150
SUPER FRESH MARKET	•PROVIDES MATERIAL FOR EXTENDED ACADEMIC ACTIVITIES	AS REQUESTED	SCHOOLWIDE

COMMUNITY GROUPS

PARTNERSHIP	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
WOMEN BEHIND THE COMMUNITY (WO BE CO)	•PROVIDES INCENTIVE AWARDS FOR ATTENDANCE •PROVIDES BOOKS FOR THE LIBRARY	TWICE A YEAR	15-25 MALES SCHOOLWIDE
DELTA SIGMA THETA SORORITY	•PROVIDES SELF-ESTEEM PROGRAMS / MENTORING - CELEBRITY READING	MONTHLY YEARLY	15 MALES SCHOOLWIDE
4-H	•PROVIDES INFORMATION, INCENTIVES, AND PARTICIPATES IN COMMUNITY NIGHT	YEARLY	SCHOOLWIDE
BIG BROTHERS	•PROVIDES INFORMATION AND PARTICIPATES IN COMMUNITY NIGHT	YEARLY	SCHOOLWIDE

GOVERNMENT AGENCIES

PARTNERSHIP	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
U. S. GEOLOGICAL SURVEY	•PROVIDES CLOTHING, TOYS, DONATIONS TO MEDIA CENTER	YEARLY	250-300

POLITICAL LEADERS

PARTNERSHIP	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
UPTON COMMUNITY MAYOR'S STATION	•PROVIDES OUTSIDE MAINTENANCE FOR GROUNDS •PROVIDES PARENT WORKSHOPS	MONTHLY AS REQUESTED	SCHOOLWIDE
DELEGATE ELIJAH CUMMINGS	•PROVIDES NETWORKING TO BUSINESSES (MCI, BIO GRO) •BRINGS OUTSIDE PARTNERSHIPS AND FUNDS INTO THE SCHOOL •VISITS FREQUENTLY	YEARLY	SCHOOLWIDE
SENATOR LARRY YOUNG	•BRINGS OUTSIDE BUSINESSES INTO THE SCHOOL (BLUE RIDGE OIL COMPANY) •PROVIDES MONIES FOR CHILDREN TO VISIT ANNAPOLIS WHEN GOVERNMENT IS IN SESSION	YEARLY	SCHOOLWIDE
JUDGE DAVID MITCHELL	•PROVIDES FREE CONSULTANT SERVICES TO YOUTH LEADERSHIP PROGRAM •INVITES STUDENTS TO VISIT COURT IN SESSION	AS REQUESTED	100 - 150

POLITICAL LEADERS (con't)

PARTNERSHIP	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
WINONNIA DIXON	•PROVIDES CONSULTANT SERVICES TO YOUTH LEADERSHIP PROGRAM •INVITES STUDENTS TO VISIT COURT IN SESSION	AS REQUESTED	100 - 150

HEALTH CARE AGENCIES

PARTNERSHIP	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
UNIVERSITY OF MARYLAND PEDIATRIC DEVELOPMENT AND BEHAVIOR CLINIC	•PROVIDES A DOCTOR WHO TRAINS STAFF AND WORKS WITH FAMILIES ON ISSUES THAT IMPACT LEARNING •SERVES ON MENTAL HEALTH COMMITTEE	WEEKLY	SCHOOLWIDE
TOTAL HEALTH CARE	•PROVIDES AUDIO-VISUAL EQUIPMENT AND BOOKS •PARTICIPATES IN PARENT WORKSHOPS, SCHOOL HEALTH FAIR, SCHOOL COMMUNITY NIGHT	YEARLY	SCHOOLWIDE
BLUE CROSS BLUE SHIELD	•PROVIDES CONSULTANT YOUTH LEADERSHIP CONFERENCE	AS REQUESTED	100 - 150

EDUCATIONAL INSTITUTIONS OR PROGRAMS

PARTNERSHIP	FUNCTION	FREQUENCY	NUMBER OF STUDENTS IMPACTED
UNIVERSITY OF MARYLAND SCHOOL OF SOCIAL WORK	•PROVIDES SOCIAL WORK INTERNS TO DEAL WITH SLIGHTLY SEVERE INDIVIDUAL / FAMILY CASES	WEEKLY	10 FAMILIES
DR. EDNA O'CONNOR	•PROVIDES OUTSIDE CONSULTANT TO YOUTH LEADERSHIP PROGRAM •PROVIDES SERVICES MULTICULTURALISM IN PROGRAM	AS REQUESTED	100 -150
BALTIMORE URBAN SYSTEMIC INITIATIVE MORGAN STATE UNIVERSITY BALTIMORE CITY PUBLIC SCHOOLS NATIONAL SCIENCE FOUNDATION	•PROVIDES TRAINING TO SUPPORT ACADEMIC PROGRAMS •PROVIDES TECHNICAL SUPPORT FOR ACADEMIC PROGRAMS	AS SCHEDULED BY DEPARTMENT OF CURRICULUM AND INSTRUCTION OFFICE OF SCIENCE AND MATHEMATICS	SCHOOLWIDE

PARENT/COMMUNITY SCHOOL INVOLVEMENT

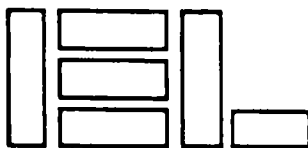
Source: Title 1 School Summary form for Parent Participation from Baltimore City Public Schools

COMMUNITY PARTNERSHIPS 1994-1995

MONTH	BUSINESS/ INDUSTRY	COMMUNITY GROUPS	COMMUNITY POLITICAL LEADERS	RELIGIOUS INSTITUTION	GOV.'T AGENCIES	EDUC. INSTITUTION /PROGRAMS	HEALTH CARE PROGRAMS	EDUC. LEADERS	TOTAL
September	2	0	0	1	0	0	0	1	4
October	0	0	1	1	0	0	0	12	14
November	0	1	1	1	0	0	2	4	9
December	1	0	0	1	3	0	0	4	9
January	0	0	0	1	0	0	0	4	5
February	4	1	0	1	1	0	0	5	12
March	0	0	1	1	4	1	1	13	21
April	2	1	0	0	12	0	1	7	23
May	2	40	0	3	12	1	1	7	66
June	0	0	1	0	12	1	1	7	22
TOTAL	11	43	4	10	44	3	6	64	185

COMMUNITY PARTNERSHIPS 1995-1996

MONTH	BUSINESS/ INDUSTRY	COMMUNITY GROUPS	COMMUNITY POLITICAL LEADERS	RELIGIOUS INSTITUTION	GOV.'T AGENCIES	EDUC. INSTITUTION /PROGRAMS	HEALTH CARE PROGRAMS	EDUC. LEADERS	TOTAL
SEPTEMBER	1	3	1	0	1	1	1	11	19
OCTOBER	3	1	0	4	1	1	1	4	15
NOVEMBER	1	2	1	4	3	1	1	20	33
DECEMBER	0	1	0	13	1	2	0	0	17
JANUARY									
FEBRUARY									
MARCH									
APRIL									
MAY									
JUNE									
TOTAL	5	7	2	21	6	5	3	35	84



Agenda

IEL Policy Exchange Site Visit to Baltimore

*in partnership with the Governor's Office for Children Youth and Families
and
Baltimore City's Local Management Board*

April 1-2, 1996

Monday, April 1, 1996

- 7:00 a.m. Washington, DC Participants Meet at Union Station, Street Level Waiting Area in Front of Gates A-D (Next to Sbarro Italian Eatery)
- 7:30 a.m. Washington, DC Participants Leave Union Station, Arriving at Baltimore's Penn Station at 8:25 a.m.
- 8:30 a.m. Participants Leave for Family Visits
Policy Exchange staff will transport participants' luggage to the Clarion Hotel and participants will leave in groups from the train station for family visits. Check the "Family Visits" list in your packet to learn which site you will be visiting.

March 31, 1996

8:45 a.m. Family Visits—Understanding the Perspective of the Customer
Site visit participants, accompanied by a "Tour Guide," will individually visit Baltimore families to learn first-hand their needs, concerns and priorities. Participants will also briefly tour the community. Federal participants will be paired with state and local participants.

After introducing yourself to the family, you might want to ask some broad, open-ended questions, such as:

What is going on in your community that is important to you and your family—both good and bad?

How has your life changed because of the help you have gotten? From what programs?

What have been your frustrations and successes in getting supports and services? Why?

What do you see as your family's greatest strengths? What do you need to build on them?

These Baltimore families have generously agreed to share their concerns with site visit participants. We ask that you treat these conversations as confidential.

10:30 a.m. End the Family Visits and Community Tour— Return to the Clarion Hotel
Cabs will pick participants up at the family visit sites to return to the Clarion Hotel.

11:15 a.m. Lunch and Debriefing on the Family Visits
 The Clarion Hotel, Salon Level, Peabody Room 1
This session will include both participants and their "Tour Guides."

12:30 p.m. Participants Will Check in at the Clarion Hotel

1:15 p.m. Understanding Baltimore City's Efforts to Improve Systems & Programs for Children & Families—Through the Eyes of the "Jones Family"

The Clarion Hotel, Salon Level, Peabody Room 1

This session will start with brief overviews of Baltimore and two neighborhoods in the Baltimore Empowerment Zone—Sandtown-Winchester and the Historical East Baltimore Community Action Coalition (HEBCAC). Then, using a case study (the "Jones Family") and working in small groups with local staff, participants will develop a three-month action plan for the family. What does the family need and how can it get it?

Diane Bell

President, Empower Baltimore Management Corporation

Patrick M. Costigan

Vice President and Director of Neighborhood Transformation
The Enterprise Foundation

Michael Seipp

Executive Director

Historic East Baltimore Community Action Coalition

2:35 p.m. Break and Networking

2:45 p.m. How Baltimore Initiatives Would Affect the "Jones Family"

The Clarion Hotel, Salon Level, Peabody Room 1

The Jones family teams will report on how they would address the family's most important needs and issues. How are services, strategies and priorities similar or different in the Sandtown-Winchester community and in the Historic East Baltimore area? Local agency heads will provide their perspectives on how city policies, strategies, and initiatives build on the strengths of each community and how they make connections across departments.

Walter Amprey

Superintendent

Baltimore City Schools

Peter Beilenson

Commissioner

Baltimore City Health Department

Diane Bell

President

Empower Baltimore Management Corporation

Linda Ellard
Area Director
Area 1
Baltimore City Department of Juvenile Justice

Yvonne Gilchrist
Director
Baltimore City Department of Social Services

Daniel P. Henson, III
Commissioner
Baltimore City Department of Housing

Pat Newby
Deputy Superintendent
Baltimore City Schools

Janis Parks
Local Management Board
Director
Family Preservation Initiative, Inc.

4:15 p.m. Break and Networking

4:30 p.m. Where the Kids Are—A First-Hand Perspective on School Partnerships
The Clarion Hotel, Salon Level, Peabody Room 1
Four Baltimore City school administrators will share their candid perspective on partnerships between schools and other agencies and organizations, both public and private.

Carolyn Blackwell
Principal
Furman L. Templeton Elementary School (#125)

Christine Johnson
Assistant Principal
Franklin Square Elementary School (#095)

Shari Johnson
Principal
William S. Baer School (#301)

James M. Smith
Principal
Arlington Elementary School (#234)

- 6:00 p.m. Reception
The Clarion Hotel, Salon Level, Peabody Room 6
- 6:40 p.m. "Do Something with Your Hands" (Dramatic Presentation)
The Clarion Hotel, Salon Level, Peabody Room 6
This one-man dramatic presentation by Keith Snipes addresses the challenges facing urban youth with a particular focus on Baltimore.
- 7:45 p.m. Dinner
The Clarion Hotel, Salon Level, Peabody Room 6
- 9:00 p.m. Free Time and Networking

Tuesday, April 2, 1996

- 7:00 a.m. Breakfast and Networking
The Clarion Hotel, Salon Level, Peabody Room 1
- 7:30 a.m. Participants Will Meet in the Library of the Clarion Hotel
Check the "Local Site Visit" list in your packet to find out which site you will visit.
- 8:00 a.m. Local Site Visits
Each participant will take part in one in-depth site visit—getting an overview of programs and services, touring the facility, talking with the customer (client, family, student, child), and having a debriefing with staff.
#1—Youth Fair Chance
#2—Sandtown-Winchester Community Center
#3—Johns Hopkins Hospital Program for Alcoholism & Other Drug Dependencies
#4—George G. Kelson Elementary School
- 11:30 a.m. Welcome and Overview by the Honorable Kurt Schmoke, Mayor of Baltimore
The Clarion Hotel, Salon Level, Peabody Room 1
- 11:45 a.m. Lunch Buffet
The Clarion Hotel, Salon Level, Peabody Room 1
- 12:30 p.m. Understanding Maryland's Efforts to Improve the Systems Most Important to Children & Families
The Clarion Hotel, Salon Level, Peabody Room 1
Site visit participants will learn first-hand from Maryland departments about the numerous state change and reform initiatives affecting children and families.

Carolyn Davis
Deputy Chief of Staff to the Governor

Linda Thompson
Special Secretary
Governor's Office for Children, Youth and Families

Susan Fernandez
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Maryland Department of Human Resources

Jack Nadol
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Ray Skinner
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Maryland Department of Housing and Community Development

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Janice Bowen
Special Assistant to the Deputy Secretary for Public Health Services
Maryland Department of Health and Mental Hygiene

Justin Kopca
Policy Coordinator
Office of Fiscal Planning
Maryland Department of Budget and Fiscal Planning

2:00 p.m. Break and Networking

2:15 p.m. Making the Federal Connection (Facilitated Discussion)
The Clarion Hotel, Salon Level, Peabody Room 1
Federal site visit participants will share their perspectives on federal programs affecting children and families: what is currently in the works and what does all of this mean for Maryland, other states and cities like Baltimore?

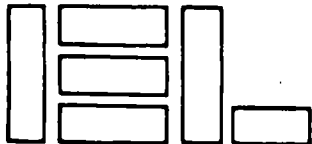
3:45 p.m. Closing Remarks
Clarion Hotel Clarion, Salon Level, Peabody Room 1

Douglas W. Nelson
Executive Director
Annie E. Casey Foundation

4:30 p.m. Van takes DC Participants from the Clarion Hotel to Penn Station

4:55 p.m. Washington, DC Participants Leave Baltimore's Penn Station at 4:55 p.m., arriving at Union Station (Washington) at 5:47 p.m.

6:00 p.m. Debriefing Dinner at America Restaurant, Union Station, Washington



March 31, 1996

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(410) 727-8535
(410) 727-8620 Fax

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Neighborhood Transformation Office
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(410) 727-8620 Fax

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Imogene Peterson
Family Support Director
The Family Place
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(410) 563-8898 Fax

Erthman Naesea
Sustance Abuse Specialist/ Outreach
Coordinator
The Family Place
1809 Ashland Avenue
(410) 563-8890
(410) 563-8898 Fax

The Governor's Office

Parris N. Glendening
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Annapolis, MD 21401
(410) 974-3901
(410) 974-5029 Fax

Major Rittick
Chief of Staff
Governor's Office
State House
100 State Circle
Annapolis, MD 21401
(410) 974-3570
(410) 974-5029

Carolyn Davis
Deputy Chief of Staff
Governor's Office
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Annapolis, MD 21401
(410) 974-3560
(410) 974-5029 Fax

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(410) 225-4160 or (410) 225-4092
(410) 333-7549 Fax
(410) 333-5248 Fax

Eva Austin
Program Director for Systems Reform Initiative
Governor's Office for Children, Youth and Families
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Baltimore, MD 21202
(410) 225-4641

Greater Baltimore Committee

Walter Sondheim
Greater Baltimore Committee
111 South Calvert Street
Suite 1500
Baltimore, MD 21202
(410) 727-2800
(410) 783-4473 (direct)

Head Start

Carlethia Johnson
Program Coordinator
Head Start
2330 St. Paul Street
Baltimore, MD 21218
(410) 396-7482

Historic East Baltimore Community Action Coalition

Michael Seipp
Executive Director
Historic East Baltimore Community Action Coalition
808 North Chester Street
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(410) 614-9438 Fax

Lois Mitchell

Family Preservation Coordinator
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Associate Director for Alcohol and Other
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Women's Clinic
Johns Hopkins Hospital
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Baltimore, MD 21205
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The Living Classroom Foundation
James Bond
Executive Director
The Living Classroom Foundation
The Lighthouse
Pier F
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(410) 685-0295
(410) 752-8433 Fax

**Local Management Board (Systems
Reform Initiative)**
Janis Parks
Director
Family Preservation Initiative, Inc.
2330 St. Paul Street
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(410) 396-7140
(410) 243-1161 Fax

Donna Gaither
(President of Local Management Board)
Executive Director
Commission for Women
10 South Street
Baltimore, MD 21202
(410) 396-4274
(410) 396-8137 Fax

Margaret Williams
Executive Director
Friends of the Family, Inc.
2nd Floor
1001 Eastern Avenue
Baltimore, MD 21202
(410) 659-7701
(410) 783-0814 Fax

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Fiscal Planning
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(410) 974-2585 Fax

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Policy Coordinator
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Maryland Department of Budget and
Fiscal Planning
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**Maryland Department of Health and
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Maryland Department of Health and
Mental Hygiene

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State Superintendent of Schools

Maryland Department of Education

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7th Floor

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(410) 767-0462

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Assistant Superintendent for
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Maryland Department of Education

200 West Baltimore Street

Baltimore, MD 21201

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**Maryland Department of Housing and
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Maryland Department of Human
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(410) 333-0637 Fax

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Director
Department of Human Resources
Child Care Administration
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Baltimore, MD 21201
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Secretary
Maryland Department of Juvenile Justice
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(410) 780-7999 Fax

Jack Nadol
Deputy Secretary
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(410) 780-7888 Fax

Walter Wirsching
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Maryland
Department of Juvenile Justice
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(410) 780-7888 Fax

Maryland General Assembly
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State Senator
Finance Committee Chairman
8th Legislative District
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Annapolis, MD 21401
(301) 858-3620

Joan Cadden
State Delegate
31st Legislative District
213 Lowe House Office Building
Annapolis, MD 21401
(301) 858-3217

John A. Cade
State Senator
33rd Legislative District
407 James Senate Office Building
Annapolis, MD 21401
(301) 858-3568

Ulysses Currie
State Senator
25th Legislative District
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Annapolis, MD 21401
(301) 858-3127

George C. Edwards
State Delegate
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Annapolis, MD 21401
(410) 858-3435

Robert L. Flanagan
State Delegate
Legislative District 14B
226 Lowe House Office Building
Annapolis, MD 21401
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Hattie Harrison
State Delegate
45th Legislative District
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Annapolis, MD 21401
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Barbara Hoffman
State Senator (Budget & Taxation Chair)
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6615 Reisterstown Road
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Nancy K. Kopp
State Delegate
16th Legislative District
221 Lowe House Office Building
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(301) 858-3019

Maggie McIntosh
State Delegate
42nd Legislative District
319 Lowe House Office Building
(301) 858-3297

Martin G. Madden
State Senator
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402-B James Senate Office Building
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(301) 858-3572

Howard Pete Rawlings
State Delegate
Appropriations Chair
40th Legislative District
131 Lowe House Office Building
(301) 858-3407

Sandy I. Rosenberg
State Delegate
42nd Legislative District
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Assistant = Carol Murdoch

Joseph F. Vallario, Jr.
Chair
Judiciary Committee
Maryland House of Delegates
121 Lowe House Office Building
Annapolis, MD
or
5210 Auth Road
Suitland, MD 20746
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(301) 858-3488 (Annapolis)

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(410) 396-7013 Fax

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Benjamin Prestbury
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Baltimore, MD 21207-8862
(410) 484-6593

Professional Training Systems
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**Young Women's Christian Association
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Associate Executive Director
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Cynthia Adams

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Ernest Dorsey

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(410) 332-8200 x 131

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(410) 837-4701 Fax

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Calu R. Barnes-Evans

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Rose Marie Blackwood

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Lorece V. Edwards
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(410) 235-0214 Fax

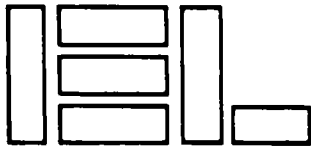
David Sanders
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(410) 243-3992 Fax



Local Site Visit Groups
8:00 a.m., Tuesday, April 1, 1996

#1—Youth Fair Chance

Cynthia Adams, Director
Youth Fair Chance
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Baltimore, MD 21202
(410) 342-6800
(410) 732-4630 Fax

Site Visit Participants

Jeremy Ben-Ami
Carlotta Joyner
John Monahan
Margaret Pugh
Linda Sizelove
Ray Skinner
Sherri Killins
Hans Meeder

#2—Alcohol and Other Dependencies and Comprehensive Women's Clinic

Betsy McCall, Director
Alcohol and Other Dependencies and
Comprehensive Women's Clinic
Johns Hopkins Hospital
911 North Broadway Street
Baltimore, MD 21205
(410) 955-5439

Site Visit Participants

Jeanne Jehl
Lisa Mallory
Aaron Menikoff
Sebastian O'Kelly
Cynthia Taeuber
Linda Thompson
Richard Steinke
Walter Amprey

#3—George G. Kelson Elementary School

Angie McCullum

Principal

George G. Kelson Elementary School

701 Gold Street

Baltimore, MD 21217

(410) 396-0855

Site Visit Participants

Sheryll Cashin

Judi Gold

Mark Nadel

Dan Williams

Jack Nadol

Janis Parks

Jennifer Miller

Judy Wurtzel

#4—Sandtown-Winchester Community Center.

Diana Spencer

Development and Communications Manager

Community Building and Partnership, Inc.

Sandtown-Winchester Community Center

1114 North Mount Street

Baltimore, MD 21217

(410) 728-8307

(410) 728-8609 Fax

Site Visit Participants

Jackie Jackson

Gaynor McCown

Ann Segal

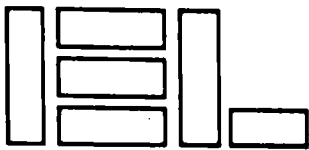
Sandra Weiss

Susan Fernandez

Justin Kopca

Linda Ellard

Pat Newby



RESOURCE MATERIALS

BALTIMORE SITE VISIT

APRIL 1-2, 1996

OVERVIEW

Agenda

Letter from Governor Parris Glendening

Small Group Assignments

1—Family Visit Groups, Monday, 8:45 a.m.

2—"Jones Family" Groups, Monday, 1:15 p.m., Understanding Baltimore City's Efforts to Improve Systems & Programs for Children & Families—Through the Eyes of the "Jones Family"

3—Local Site Visit Groups, Tuesday, 8:00 a.m.

Participants List

Issues Raised by Participants

Resource People

IEL Policy Exchange Flyer

Evaluation

ABOUT BALTIMORE AND MARYLAND

Maryland Kids Count Data from *Kids Count Data Book: State Profiles of Child Well-Being 1995*, The Annie E. Casey Foundation

Excerpts from Baltimore, *Maryland Kids Count Data*

Baltimore Local Management Board:

Systems Reform Initiative

Prevention of Out-of-Home Placement

Return and Diversion from Out-of-State Placement

Governor's Office for Children, Youth and Families:

Maryland's System Reform Initiative: Making Government Work for

Maryland's Children, Youth and Families

Maryland Making the Grade

Map of Maryland

Maryland Celebrates 1996 (Calendar)

Destination Maryland: Your Guide to Travel, 1996

Maryland Tourism Pencil and Ruler

EDUCATION

BALTIMORE

The Alliance for Schools That Work Program (EAI)

Sylvan Learning Centers

Calvert/Barclay Program

Efficacy

Network of Enterprise Schools

Core Knowledge Sequence

Baltimore Urban Systemic Initiative

Health Initiatives

High School Reform

Institute for Middle Grades Reform

Educational Technology Initiatives

MARYLAND

Maryland Reaches for the Goals: A Report on Maryland's Progress Toward
National Education Goals 1995

The 1995 Report Card: High Expectations at Work

Maryland School Performance Report, 1995

Education Week: Bucking a Trend, Md. Assessments Emerge as Model School-
Reform Tool (8/2/95)

Fact Sheet 1: High School Assessments

Fact Sheet 12: MSPAP Through the Eyes of an 3rd Grade Student

Fact Sheet 11: MSPAP Through the Eyes of an 5th Grade Student

Fact Sheet 13: MSPAP Through the Eyes of an 8th Grade Student

HEALTH, SOCIAL SERVICES AND WELFARE

Health

Children and Adolescent Health Advocacy Project (CAHAP)
Healthy Teens and Young Adults Initiative
Pregnant Women Treatment Initiative
East Baltimore Mental Health Partnership

Social Services and Welfare

Family To Family
Young Fathers/Responsible Fathers
Family Preservation Initiatives
FaCT Model Project

HOUSING, COMMUNITY DEVELOPMENT AND EMPOWER BALTIMORE AND JUVENILE JUSTICE

Housing, Community Development and Empower Baltimore

Historic East Baltimore Community Action Coalition (overview)
The Transformation of the Sandtown Neighborhood, Community Building in
Partnership, Residents of Sandtown-Winchester, City of Baltimore and The
Enterprise Foundation
"Baltimore, MD: Key EZ/EC Projects and Accomplishments," for White House
Community Empowerment Conference, 2/21-23, 1996

Juvenile Justice

BALTIMORE

"Doing the Right Thing"
Intensive Supervision of the Baltimore City Juvenile Auto Theft Offender
Program
Star Program
Project Uplift

MARYLAND

Choice Program of the UMBC Shriver Center
Baltimore City Intensive Supervision Juvenile Auto Theft Offender Program
Success Through Accelerated Resources—The S.T.A.R. Program
Project Uplift: A Juvenile Reading Program
Mount Clare Program
Project Attend
System Reform Initiative, Local Management Boards
"Doing the Right Thing"



PARRIS N. GLENDENING
GOVERNOR

ANNAPOLIS OFFICE
STATE HOUSE
100 STATE CIRCLE
ANNAPOLIS, MARYLAND 21401
(410) 974-3901

WASHINGTON OFFICE
SUITE 511
444 NORTH CAPITOL STREET, N.W.
WASHINGTON, D.C. 20001
(202) 638-2215
TDD (410) 332-3098

March 29, 1996

Ms. Margaret C. Dunkle
Director
Institute for Educational Leadership Policy Exchange
1001 Connecticut Avenue N.W.
Suite 310
Washington DC 20036

Dear Ms. Dunkle:

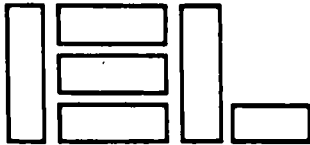
Thank you for inviting me to the Institute for Educational Leadership Policy Exchange. I applaud your group's efforts to improve cooperation between agencies that address the needs of families, and I am pleased that you have selected Baltimore for your two day study of innovative approaches to these issues. However, I do regret that I will not be able to join you during your upcoming site visit.

Strong families are crucial to achieving many of the goals we have envisioned for our communities. I recently spoke with Maryland's Congressional Delegation about our commitment to education -- one of my Administration's top priorities. The State Department of Education, along with the Departments of Health, Human Resources and a number of others, are working collaboratively on specific ways to strengthen our families. Maryland will continue to be a leader in exploring interagency initiatives that improve the quality of life for our citizens.

Again, let me assure you that I wholeheartedly endorse the important work you do. May you have continued success in your efforts to make life better for children and families.

Sincerely,

Parris N. Glendening
Governor



Family Visits
8:45 a.m., Monday, April 1, 1996

East Baltimore Mental Health Partnership

1235 E. Monument Street, Suite 102

(410) 342-6800

Contact: Cynthia Adams

Tour Guides

Susan Tager

Angela Vaughan

Calu Evans

Site Visit Participants

Jackie Jackson

Ray Skinner

Carlotta Joyner

Linda Sizelove

Cynthia Taueber

Pat Newby

The Family Place

1809 Ashland Avenue

(410) 563-8890

Contact: Imogene Peterson

Tour Guides

Theresa Holmes

Blondelia Edwards-Caldwell

Rose Marie Blackwood

Site Visit Participants

Hans Meeder

Susan Fernandez

Mark Nadel

Walter Amprey

Margaret Dunkle

Judy Wurtzel

Dan Williams

Healthy Start (East)

610 N. Chester Street

(410) 675-2125

Contact: Pam Goodwin, Director

Tour Guides

Carla Neal

George Stewart

Pamela Thomas

Site Visit Participants

Ann Segal

Sherri Killins

Margaret Pugh

Jack Nadol

Judi Gold

Cathy Dunn

Healthy Start (West)

1622 North Carey Street

(410) 728-7539

Contact: Daisy Morris, Director

Tour Guides

Lisa Miller

Sonia Austin-Sudler

Donna El-Amin

David Sanders

Site Visit Participants

Lisa Mallory

Justin Kopca

Gaynor McCown

Yvonne Gilchrist

Janice Bowen

Sandra Weiss

Aaron Menikoff

Jeanne Jehl

Sojourner-Douglas College

500 North Caroline Street

(410) 276-0306

Contact: Carolyn Eckels

Tour Guides

Lorece Edwards

Rochelle Ralls

Sharon Pendergrass

Site Visit Participants

Sheryll Cashin

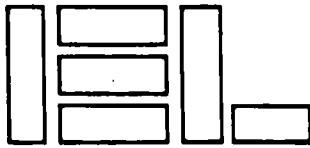
Linda Thompson

John Monahan

Linda Ellard

Jennifer Miller

Sebastian O'Kelly



"Jones Family" Groups
1:15 p.m., Monday, April 1
Understanding Baltimore City's Efforts to Improve Systems & Programs for
Children & Families—Through the Eyes of the "Jones Family"

Jones Family #1—Historic East Baltimore

Sheryll Cashin
Carlotta Joyner
Jeanne Jehl
Ann Segal
Sandra Weiss
Linda Ellard
Pat Newby
Dan Henson
Diane Bell

Jones Family #2—Sandtown-Winchester

Lisa Mallory
Jackie Jackson
Aaron Menikoff
Cynthia Taeuber
Ray Skinner
Jack Nadol
Walter Amprey
Janis Parks

Jones Family #3—Historic East Baltimore

Sheryll Cashin
Judi Gold
Judy Wurtzel
Margaret Pugh
Linda Sizelove
Mark Nadel
Susan Fernandez
Linda Thompson
Peter Beilenson

Jones Family #4—Sandtown-Winchester

Gaynor McCown
Hans Meeder
John Monahan
Sebastian O'Kelly
Dan Williams
Janice Bowen
Yvonne Gilchrist
Sherri Killins

Work Sheet for Stephanie Jones and Her Family

For the next hour, you and the members of your group will "become" Stephanie Jones and her family.

Your task is to develop a three-month action plan for your family. The "Resource Team" for your community knows what services and supports are available and can help you figure out how to reach your goals.

What are your family's top priorities and how will you go about reaching them?

Primary Issues

HEALTH _____ Stephanie and Daughter
HOUSING _____ HEAT
EDUCATION _____ ADD

- 2 people Stephanie
- Social worker
 - Son who is in the
BRAND A
 - Samuel
8 years old
 - girl 2 years
 - Father - 1 in Texas
1 in another
country

Three Month Action Plan

- Stephanie and her family need to get the
signature

Stephanie -

1 Lights are on... immediate action

Energy Assistance Program

2 GOAL → 2 year old needs to get well
Her own health issues

refer her to
an HMO

- Caseworker will
call the HMO
doctor

3 Job / GED

• Daycare is essential in order
for Stefany to go back to work

4 Brian / Samuel



ISSUES
RAISED BY PARTICIPANTS
SITE VISIT TO BALTIMORE
April 1-2, 1996

The following pages summarize issues site visit participants raised on their response forms when asked:

What three questions would you most like for this site visit to address?

Responding to all of the concerns surfaced could easily take a month, probably more. This site visit is a start, with an emphasis on how policies, programs and reform initiatives affect children and families.

Our thanks go to site visit participants—federal, state and local—who shared their thoughts with us. The custom of the Policy Exchange is to share this information (*but not who said what*) to help focus the discussion during the site visit.

We have grouped the comments thematically and edited the questions to turn them into statements and phrases.

3/31/96

Accountability—How Do You Measure Results?

How local service providers are using outcome measures to manage for results.

Understanding what is working. And how you know when it is working.

Learning about the kinds of accountability systems (performance indicators, management information systems, etc.) that are in place to track the expected changes.

Data needs.

How change initiatives are planning to demonstrate results.

What Funding Mechanisms Work?

Spelling out the kinds of effects on the large public systems (especially education) that the proliferation of funded projects have achieved.

Any information regarding non-categorical funding.

Any information regarding establishing a central office for federal grant applications.

The degree to which it is possible to pull money together to integrate budget services for children and families.

Understanding the greatest gaps that Baltimore is finding in available resources for promoting change.

What Strategies Work?

Getting a grip on how family-focused services work on the ground.

How universities can be resources for children and families.

Learning which reform initiatives are building from existing efforts and which ones are new.

Understanding why there is not a greater emphasis on employment as the basic strategy to strengthen inner city families.

Gaining insight into how to create a drug treatment system that emphasizes both prevention and treatment, and one that reaches out to the most needy.

Learning how to strengthen the role of African-American males in the parenting and nurturing of their children.

Figuring out if single point of entry is feasible. And, if so, who, what, where, when, etc.

Learning how to provide families with services as soon as they are requested, and identifying what these services should be.

How Can We Reduce Red Tape?

Is the problem dollars or regulations?

Gaining any information regarding providing preventive services to broad populations of need when the access of clients to programs is restricted by narrow definitions.

Learning how to identify and reduce legislative and regulatory policy and other impediments to delivery of comprehensive services in a selected area.

How Do the Pieces Fit Together?

Understanding Baltimore's Experience

How the many reform movements now operating in Baltimore are connected to each other.

How Baltimore's different reform initiatives fit together.

Linkages that have developed between Baltimore's economic development initiatives (EZ [Empowerment Zone], Sandtown-Winchester) and the social services systems.

Describe any ways these efforts are coordinated.

The extent to which the EZ is being integrated well into existing programs.

Empowerment Zone

How the Empowerment Zone is integrated with other reform efforts.

The degree to which the EZ is performance oriented.

Success that has been seen thus far.

Ways in which schools are involved.

Ways the Empowerment Zone has integrated human development to economic development.

How medical and social services are integrated.

Learning About the Value of Coordinated Services—And Overcoming Barriers

What coordination/integration of services requires. What value does it add? How deeply can it be achieved?

Why, in the opinion of program staff, coordination is important. Whether coordination costs more or saves money.

Clarifying whether the most significant barriers to coordination are attitudinal, organizational, regulatory or legislative. Understanding the best incentives to overcome barriers that are attitudinal and organizational.

How barriers that get in the way of coordinated service delivery can be eliminated.

Identifying Successful Strategies for Coordination

Need to identify federal strategies that tie the human service system (reformed or not) to safety as well as economic development.

How agencies can work closer together or improve collaboration to help families and children to meet their health, education and social needs.

The degree to which the partnership between the federal/state/local governments has helped Baltimore implement their EZ strategic plan.

How the EZ designation (or other incentives) have helped specifically to implement strategies to help children and families.

How the Empowerment Zone initiative has incorporated and built on the efforts of other groups.

How to avoid the "pass the buck"—not my responsibility—syndrome.

I would like to get an understanding of the actual operation of the initiatives through observation.

What Is the Federal Role?

Being clear on our roles and how they determine what we bring to the table.

Identification of specific changes the federal government should make to be responsive to community efforts to achieve results for children and families.

How federal funding uncertainties have affected state and local plans for programs addressing children's and families' needs.

Identification of the current effects of indecision and change in Washington on life in Baltimore.

The degree to which the Feds help or hinder.

Federal Barriers

Identification of the federal barriers to reform efforts.

Spelling out particular barriers caused by federal Education Department rules and practice.

In light of the potential reduction in federal funding, outlining exactly what the feds are doing to revisit regulations and policy, and to make changes that reflect simplification in guidelines so that local (and state) government can truly operate under block grants.

How the federal government can be most supportive of the reform initiatives being undertaken in Baltimore.

Overall, leaning the degree to which the federal government has addressed Baltimore's requests for funding, flexibility and technical assistance responsively and creatively.

What Is the Role of States and Localities?

Identification of **specific** changes that state and city governments should make to be responsive to community efforts to achieve results for children and families.

Understanding what kind of interaction with other states Maryland has undertaken.

Identifying other areas of the country that have effective and operational systems reform.

What About the Community and the Customer?

Involving the Community and the Customer

How residents have been involved in decision making about the neighborhoods in which they live.

Learning how much people at the grassroots level know about these initiatives.
Finding out what their input into the process has been.

How it is that an empowered community can affect/improve/support stronger families. Describe the community/family link.

How Baltimore is building community capacity both within and outside of the EZ—to ensure that current reforms can be sustained over the long haul and to build a sense of ownership among community residents.

How we balance community/local responsibility and trust with oversight responsibility for effective use of public funds.

Understanding the Community and Customer Perspectives

I would like to hear from some residents of Sandtown about their views of the value of the Sandtown-Winchester initiative.

I'd also like to know from a customer perspective what is the one thing they believe could be changed to make the system work to meet their needs.

I'd like to know from customers' perspectives the personal difficulties that the current structures create.

The degree to which residents of the Baltimore Empowerment Zone feel that the EZ revitalization project already makes a positive difference in their neighborhoods.
The degree to which residents are aware of the EZ's impact.

How Empowerment Zone residents have been involved in planning the activities undertaken.

Understanding the priorities of residents. Identifying what residents most need in order to improve their quality of life.

What the clients we serve view as the biggest barrier to their self-sufficiency.

Where Do Schools Fit?

Clarifying the effect of cancelling the EAI [Education Alternatives, Inc.] contract on reform efforts.

How Goals 2000 has impacted state reform efforts—Pro, Con or No Impact?

How Maryland is changing the way it teaches reading in the early grades in order to reduce referrals to Title I and Special Education.

What works!! In particular, Title I/Head Start work.

What can be done to bring the funding of the Baltimore City Public Schools up to parity with the other LEA's [Local Education Agencies] in Maryland, given the special needs of Baltimore's student population.

Understanding the connections/linkages that are in place between the Empowerment Zones and the local schools.

If there are connections, understanding the degree to which they are comprehensive and systemic.

Understanding the impact these connections have on teaching and learning.

Given the possibility of the Baltimore school system being taken over by the State Department of Education, understanding the role the Empowerment Zone can play in ensuring that the students in Baltimore achieve to high standards.

Five entities have been listed as playing a major role in the education of children in Baltimore. What process is in place to ensure that there are no duplications or gaps in delivery to students?

Where Do Medicaid, Welfare and Employment Fit?

Understanding ways in which Medicaid played a role in the service reform efforts.

Identifying what Baltimore and Maryland see as opportunities and costs of Congressional proposals regarding Medicaid, welfare and work force development.

Understanding state and local views on job requirements and work incentive programs.

Understanding the degree to which time limits and job requirements [for Welfare eligibility] produce an attitude change in clients.

Learning the degree to which a problem is isolated to economically disadvantaged people or the degree to which it is broader.

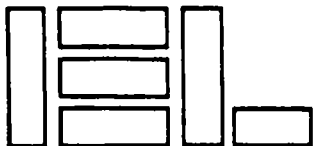
What role Medicaid is currently playing in funding necessary services. Learning about any future plans to expand or constrict that role.

Identifying specific changes that would be needed to make Medicaid more effective in providing needed services.

Understanding how much awareness and use is made of Medicaid EPSDT [Early Periodic Screening, Diagnosis and Treatment] program.

Learning what can be done to reduce the incidence of violence in school communities.

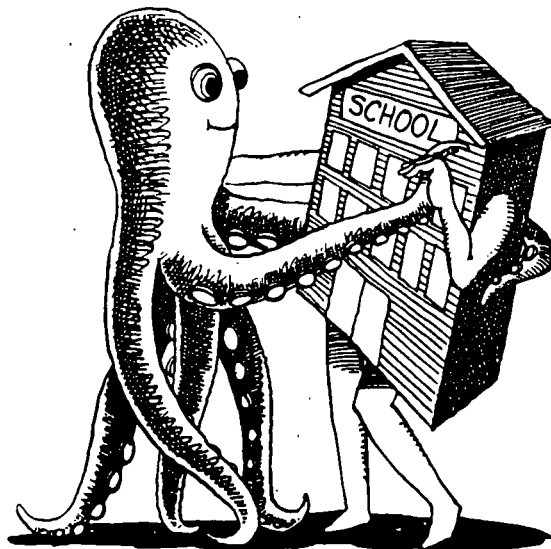
How behavioral health services are delivered to children, their families and caretakers.



THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

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.

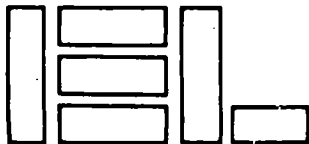
The Intergovernmental/Interagency Policy Exchange is a nonpartisan mechanism to help reshape the policy landscape to reflect the current realities of children, families and communities. Its aim is to create a forum where policy makers and practitioners can learn about cross-cutting and cutting-edge ideas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



The inter-connected activities of the Exchange are designed to be a catalyst for the development of more thoughtful policies that foster collaboration at the local, state and national levels—as well as to explore the interactions among policies at different levels.

- Through ***national and state seminars***, the Exchange will engage key policy makers across sectors in dialogues about effective and efficient ways to provide comprehensive services to children and families.
- Through ***field visits and retreats***, the Exchange will help national leaders explore innovative strategies, provide reality checks from the state and local levels, and develop the personal relationships that can underpin stronger policy networks among sectors and disciplines.
- Through a new publication, ***The Octopus Times***, the Exchange will provide timely "one-stop-shopping" on policy issues of interagency and intergovernmental collaboration.
- Through ***policy briefs***, the Exchange will synthesize—in a jargon-free style that bridges agency and disciplinary boundaries—key information and issues about collaboration among education and other sectors.

For further information, contact Margaret Dunkle, Director of the Policy Exchange, at the Institute for Educational Leadership.



EVALUATION

Site Visit to Baltimore

April 1 - 2, 1996

What was the most significant, important or surprising part of the site visit?

Knowing what you know now, what do you think should be done (and by whom) to make programs and policies for children and families work better?

1.

2.

On a scale from 1 to 10 (with 1 being awful and 10 being great), how would you rate this site visit? _____ Please elaborate.

Was it useful to have federal, state and local officials participating side-by-side in this site visit? Yes _____ No _____ Please elaborate.

When you're back at your job, will you do anything differently as a result of this site visit? Yes ____ No ____ Please elaborate.

What follow-up activities would you suggest to build on this site visit?

Which parts of the site visit did you participate in?

Entire Site Visit ____

Check all that apply: Monday morning ____, Monday afternoon ____,
Monday evening ____, Tuesday morning ____, Tuesday afternoon ____.

Are you with a Federal ____, State ____, Local ____, or Other agency ____?

If you wish, give your agency, committee or organization. _____

Please add any additional comments.

Thank you for your comments!

**Please give this evaluation form
to a staff person before you leave the site visit.**

Or fax it to the IEL Policy Exchange at (202) 872-4050.

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SIMULATION HEARING ON OBTAINING FEDERAL AND STATE ASSISTANCE

HEARING BEFORE THE SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATIONS OF THE COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES HOUSE OF REPRESENTATIVES ONE HUNDRED FOURTH CONGRESS FIRST SESSION

HEARING HELD IN WASHINGTON, DC, MARCH 27, 1995

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