

School Linked Social Services

**PHOTOCOPY
PRESERVATION**

PLANNING MEETING
May 24, 1994

- I. Size of July meeting
- II. Date
- III. Place
- IV. Structure of the day
- V. Outcomes
- VI. Possible foundation support

School Linked Comprehensive Services S-24-94

Size of Meeting

2 possibilities:

- A) Smaller mtg. - more intimate - conversational
- B) Larger group - up to 75 could attend

Group of 30 worked well in Carnegie Session

- 1. Edelman - what do we want to get out of this?
 - could have session to inform Fed policymakers
 - Media
 - exchange between practitioners

What about fostering collaborative efforts in Fed Govt.

Use Event as Focus For Crime bill Prevention Funding, Goals 2000 ESEA Implementation.

What do agencies need to do to be prepared to work more collaboratively with each other in

- August conf on violence & youth at risk will target many of these issues, many of the same people.

75 person mtg -- 3-4 breakout sessions to allow smaller groups, interaction.

Product -- one would be listing of barriers to action and ways we can address barriers.

one day session? are 8 1/2? Is one day enough?
if we are stuck with one day, we could ask people to do homework beforehand.

all 2 objectives

- ① WH mty can focus attention and send a signal that we feel issue is important
 - ② Find barriers to action and possible solutions (getting rid of ~~barriers~~ regulations, possible legislation)
- ↳ outcome: informal memorandum/report that would be sent to participants, ask for their response
-

* Evening Kickoff + next day session -- ends at 3:30-4:00 to let people get on plane.

July 14th - Friday
July 25-26 ^{min Tues} 3 WH Conf Center

July 14th to 15th

- Gaynor's Bill -- Come back to group on outcomes, structure

THE WHITE HOUSE

WASHINGTON

May 4, 1994

MEMORANDUM

TO: Tom Payzant (DOE)
Judy Wurtzel (DOE)
Terry Peterson (DOE)
Mike Smith (DOE)
Paul Dimond (NEC)
Suzan Johnson Cook (DPC)
Sheldon Bilchik (DOJ)
Reggie Robinson (DOJ)
Peter Edelman (HHS)
George Latimer (HUD)
Tom Glynn (DOL)
Ellen Haas (DOA)

*Who is she?
Department Justice
Deputy At General*

FROM: Bill Galston and Gaynor McCown

SUBJECT: Planning Meeting on Monday, May 9th

As the Clinton Administration moves forward on different pieces of the youth development agenda, school-linked comprehensive services can play a key role. A variety of initiatives within the Departments of Education, Justice, Labor, HUD and HHS include a focus on these services.

We hope to convene a White House meeting to focus on school-linked comprehensive services. This meeting - tentatively scheduled for the beginning of July - is not meant to be a full blown conference but rather a less formal discussion between practitioners and policy-makers.

The objective of the July meeting is to bring together a group of people who are involved in planning, developing and implementing school-linked comprehensive service programs. As a result, we hope to come to a better understanding of the value of these initiatives. In addition, we want to leave the meeting with a better idea of the federal role. What can federal agencies do, both as individual agencies and in partnership with other agencies and the private sector, to develop policies and programs that encourage quality school linked comprehensive services? How does the concept of school linked comprehensive services fit into already existing legislation and pending legislation?

Because this meeting relates to the work of several different agencies, we would like to solicit your help and advice in

planning the day. For that reason, we are inviting you to a planning meeting on Monday, May 9th, from 3:00 to 4:00 pm. We will meet in room 180 of the Old Executive Office Building.

Some of the specific questions we will deal with at this meeting are:

- * Whom should we invite?
- * What questions should we address?
- * How should we structure the day?
- * What should the result of the meeting be?
- * When should we have the meeting?

Please call Patrick Lester or Jeff Tibbits at 456-2216 and let them know if you will be attending the meeting. We look forward to seeing you there.

July Meeting
School Linked Comprehensive Services

FOUNDATIONS

Phil Coltoff, Children's Aid Society, NYC

Michael Carrera, Children's Aid Society, NYC

Judy Chynoweth, Foundation Consortium for School Linked Services

Jan Levy, Danforth Foundation

NON-PROFIT ORGANIZATIONS

Michelle Cahill, Fund for the City of New York

Richard Murphy, Fund for the City of New York

Karen Pittman, Center for Youth Development and Policy Research,
AED - Washington

Geoff Canada, Rheedlen, NYC

Angela Blackwell, Urban Strategies Council

Otis Johnson, New Futures, Savannah

Chris Baca, Youth Development Inc., Albuquerque

Cliff Johnson, Children's Defense Fund

Kent Amos, Urban Family Institute, Washington, D.C.

Luis Garden Acosta, El Puente, Brooklyn

Sister Mary Paul Janchill, Sunset Park Family Life Services,
Brooklyn

Martin Blank, Senior Associate, IEL, Washington

Sarah Shuptrine, President, The Southern Institute on Children and Families

Terri Barreiro, Deputy Director, United Way of Minneapolis

Ralph Smith, Philadelphia Children's Network

Gail Hobbs, Executive Director, Local Investment Council, Kansas City

William Morrill, Mathtec and National Center for Service Integration

UNIVERSITIES

Larry Aber, Columbia Teachers College, NYC

Paul Heckman, Arizona State University

Sid Gardner, CSU Fullerton

FEDERAL, STATE, and LOCAL POLICY-MAKERS

Ann Rosewater, HHS

Don Sykes, HHS

Astrid Merget, HHS

Ed Tettelman, New Jersey State Education Department

Nancy Grasmick, State Superintendent of Schools, Maryland

Conrad Hogan, Director of Human Resources, Vermont

Gary Stengler, State Budget Director, Missouri

Denise Brown, Executive Director, Children and Youth Initiative Detroit

Bertha Pendleton, Superintendent, San Diego

Bob Donofrio, Superintendent, Phoenix, AZ

Charles Terrell, Superintendent, Hickman, Kentucky

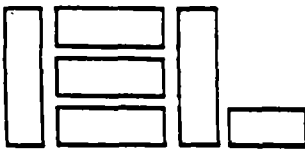
Jeanne Jehl, Administrator on Special Assignment, San Diego

Barbara Kamara, Executive Director, Office of Early Childhood Development, Washington

Maria Ellena Orrega, Formerly Director of Family Place,
Washington

Khatib Waheed, Director, Caring Communities, St. Louis

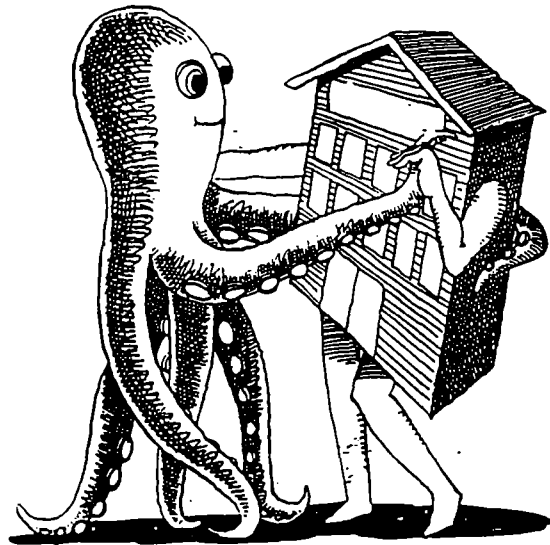
Beverly Stein, County Chair, Multnomah, Oregon



THE IEL POLICY EXCHANGE

IEL's Policy Exchange promotes effective and collaborative policies for children and families. The Policy Exchange is based on the premise that the educational, health, social services, income, nutritional, housing and employment needs of children and families are intricately intertwined. But the legislative committees that write the statutes and the Executive Branch departments that administer programs typically take a piecemeal approach that misses the forest for the trees.

Although these programs serve largely the same families, staff across Congressional committees and Executive Branch agencies rarely know *each other*, much less the details of programs outside of their jurisdiction. The Policy Exchange fills this void.



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

Building on IEL's rich history of convening diverse groups to explore important and difficult issues, the IEL Policy Exchange:

Holds national seminars & site visits for key federal policy makers.

Featured guests have included Secretary of Education Richard Riley and Minneapolis Mayor Donald Fraser.

Develops publications that bridge agency & disciplinary boundaries.

For example, *Solving the Maze of Federal Programs for Children & Families* provides a provocative "shopping list" of ideas from key Congressional staff.

Sponsors state-level activities for policy makers.

Current projects are in Arizona, Ohio and Maine.

Participants in Policy Exchange events are the Congressional and Executive Branch staff responsible for the major programs for children and families—**education** programs such as Chapter 1, **food** programs such as Food Stamps and the School Lunch Program, **health** programs such as Medicaid, **training** programs such as the Job Training Partnership Act, **income** programs such as AFDC and the Earned Income Tax Credit, and **housing** programs such as Section 8 and Public Housing.

At every event, staff members make important new connections with their counterparts in other agencies and on other committees. They learn from each other and build the personal and professional relationships needed to deal constructively with tough issues involving resources and power.

The issues are so complex that they make Rube Goldberg look like an amateur. To explore the Byzantine maze of federal programs for children and families, the IEL Policy Exchange took a close look at the way Congressional committees and Executive Branch agencies that create and administer these programs relate—or, too often, do *not* relate—to one another.¹ This review included the 76 programs with 1993 funding levels of \$100 million or more.²

Although many of these programs serve the same families, responsibility is spread among 19 Congressional committees, 33 Congressional subcommittees, 10 Executive Branch departments and the Office of Personnel Management, and 25 Assistant Secretary-level agencies within departments. *In all, almost 90 separate federal entities have primary responsibility for the 76 major federal programs for children and families.*³

The attached diagram illustrates this complexity, showing how the various Congressional committees and subcommittees relate to one another. To understand the picture, remember that each figure represents a different Congressional committee, the heads represent full committee action, and the arms, legs and "pocketbooks" represent subcommittee action. This spaghetti-like maze highlights the issue of fragmentation that trickles down from the federal level to states, localities and families—and an upcoming Policy Exchange publication will suggest some solutions as well as document the problem.

Collaborative approaches to addressing the multiple issues facing families today are more than a nice idea. With shrinking budgets and growing needs, our country must find better ways to make programs for children and families more effective and efficient. Increasingly, the IEL Policy Exchange is playing a catalytic role in this endeavor—testifying before the Congress, conducting important analytical work, and making critical connections across agencies and committees.

Endnotes

1. This analysis formed the basis of IEL Policy Exchange testimony to the Joint Committee on the Organization of Congress and will be published in an expanded form later in 1994.
2. In all, these 76 programs account for \$343 billion in federal funding (\$228 billion if the Dependent Tax Exemption is excluded).
3. As confusing as this network of committees and subcommittees is, it dramatically *underestimates* the complexity of the relationships. For example, this listing does not include: the Appropriations and Budget Committees, joint referrals of legislation to multiple committees, committees that only have authority over programs of less than \$100 million, or any Executive Branch departments or agencies.

Publications of the IEL Policy Exchange

Solving the Maze of Federal Programs for Children & Families: Perspectives from Key Congressional Staff

How Much Do You Know About Federal Programs for Children & Families? (Quiz & Answers)

Ten Major Federal Programs Affecting Children & Families ("Cliffs Notes")

Case Studies: *Susan & Her Family* and *The Hernandez Family* and the Accompanying "Workbook," *Application Packets for San Diego Assistance Programs*

Upcoming Publications Include:

Publications That Grew Out of Seminars, Including *San Diego's New Beginnings: Perspectives from Thomas Payzant* (in press) and *Community Connections & Federal Policies*

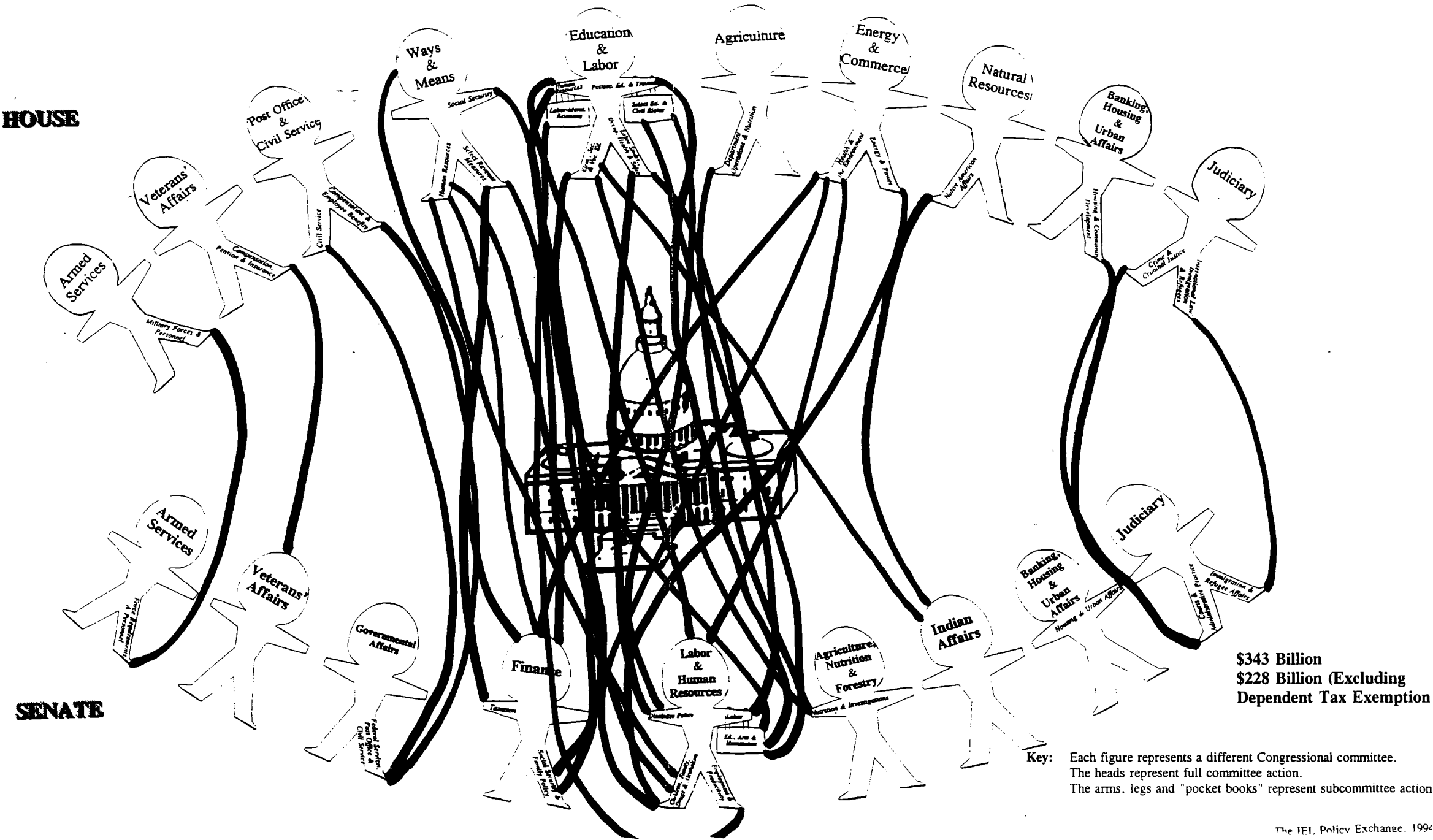
The first issue of *The Octopus Times*

Legislative Windows of Opportunity for Children & Families

Major Federal Programs for Children & Families: Everything You Always Wanted to Know, But Were Afraid to Ask (Poster)

Who Controls Federal Programs for Children & Families? (Report & Posters)

CONGRESSIONAL COMMITTEES THAT CONTROL MAJOR PROGRAMS FOR CHILDREN & FAMILIES—
AND HOW THEY RELATE TO EACH OTHER





IEL POLICY EXCHANGE

RESOURCE COUNCIL MAY, 1994

Cynthia Brown

Director
Resource Center on Educational Equality
Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001
(202)408-5505

Vee Burke

Specialist in Income Maintenance Education &
Public Welfare Division
Congressional Research Service
Library of Congress, LM-320
First St. and Independence Avenue, S.E.
Washington, DC 20540-4770
(202)707-5885

Angela Covert

Former Coordinator for the IEL Education Policy
Fellowship Program & Program Officer
The Atlantic Philanthropic Service Company, Inc.
521 5th Avenue, 20th Floor
New York NY 10175
(212)916-7306

Chris Cross

Executive Director
Education Initiative
The Business Roundtable
1615 L St., NW
Suite 1350
Washington, DC 20036
(202)872-1260

Barbara Dyer

Director
The Alliance for Redesigning Government
National Academy of Public Administration
1120 G Street, NW
Suite 850
Washington, DC 20005
(202)347-3190

William A. Galston

Deputy Assistant to the
President for Domestic Policy
Office of Domestic Policy
The White House
Washington, DC 20500
(202)456-2216

Nancy M. Gordon

Assistant Director of the Human Resources &
Community Development Division
Congressional Budget Office
U.S. Congress
118A Ford House Office Building
Washington, DC 20515
(202)226-2669

Ellen Guiney

Chief Education Advisor
Committee on Labor and Human Resources
U.S. Senate
428 Dirksen Senate Office Building
Washington, DC 20510
(202)224-5501

Samuel Halperin
Director
American Youth Policy Forum
1001 Connecticut Avenue, NW, Suite 716
Washington, DC 20036
(202)775-4731

Ron Haskins
Human Resources Minority Counsel
Subcommittee on Human Resources
Committee on Ways and Means
U.S. House of Representatives
1106 Longworth House Office Building
Washington, DC 20515
(202)225-4021

Susan K. Hattan
Minority Staff Director
Committee on Labor and Human Resources
U.S. Senate
SH-835 Hart Senate Office Building
Washington, DC 20510
(202)224-6770

Kathryn Higgins
Chief of Staff
Office of the Secretary
U.S. Department of Labor
Suite S-2018
200 Constitution Avenue, NW
Washington, DC 20210
(202)219-8271

Bill Hoagland
Minority Staff Director
Committee on the Budget
U.S. Senate
SD-634A Dirksen Senate Office Building
Washington, DC 20510-6100
(202)224-0769

Anthony Jackson
Program Officer
Carnegie Corporation of New York
437 Madison Avenue
New York, NY 10022
(212)371-3200

John F. Jennings
General Counsel for Education
Committee on Education and Labor
U.S. House of Representatives
2181 Rayburn House Office Building
Washington, DC 20515-6100
(202)225-6808

Brian Kennedy
Staff Director/Chief Counsel
Subcommittee on Employment and Productivity
Committee on Labor and Human Resources
U.S. Senate
644 Dirksen Senate Office Building

George Latimer
Director, Special Actions Office
Office of Congressional &
Intergovernmental Relations
U.S. Department of Housing &
Urban Development
451 7th Street, SW, Room 10120
Washington, DC 20410-1000
(202)708-1547
Represented by: Maureen Warren

Ed Long
Staff Director
Subcommittee on Labor, Health and Human
Services, Education, and Related Agencies
Committee on Appropriations
U.S. Senate
186 Dirksen Senate Office Bldg.
Washington, DC 20510
(202)224-7283

Carolyn Lukensmeyer
Consultant to the Office of the Chief of Staff
White House, Office of the President
Ground Floor Office, West Wing
1600 Pennsylvania Avenue, NW
Washington, DC 20500
(202)456-6798

Astrid Merget
Senior Advisor to the Secretary
Office of Planning & Evaluation
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Room 447D
Washington, DC 20201
(202)690-7316

Jennifer Miller
Program Associate
The Annie E. Casey Foundation
One Lafayette Place
Greenwich, CT 06830
(203)661-2773

Karen Nelson
Staff Director
Subcommittee on Health and the Environment
Committee on Energy and Commerce
U.S. House of Representatives
2415 Rayburn House Office Bldg.
Washington, DC 20515
(202)225-4952

Paul Offner
Chief Health and Welfare Counselor
Committee on Finance
U.S. Senate
205 Dirksen Senate Office Bldg.
Washington, DC 20510
(202)224-4515

Terry Peterson
Counselor to the Secretary
Office of the Secretary
U.S. Department of Education
Room 4181
400 Maryland Avenue, SW
Washington, DC 20202
(202)401-3414

Karabelle Pizzigati
Director, Public Policy
Child Welfare League of America
440 First Street, NW
Suite 310
Washington, DC 20001-2085
(202)638-2952

Wendell Primus
Deputy Assistant Secretary for
Human Services Policy
Office of the Assistant Secretary
for Planning & Evaluation
U.S. Department of Health & Human Services
Room 404E, Humphrey Bldg.
200 Independence Avenue, SW
Washington, DC 20201
(202)690-7409

Barbara Pryor
Legislative Assistant
Office of Senator John Rockefeller
U.S. Senate
SH-109 Hart Senate Office Building
Washington, DC 20510-4802
(202)224-2578

Sara Rosenbaum
Senior Research Staff Scientist
Center for Health Policy Research
George Washington University
2021 K Street, NW
Suite 800
Washington, DC 20052
(202)296-6922

Shirley Ruhe
Budget Priorities Director
Committee on the Budget
U.S. House of Representatives
203 O'Neill House Office Building
Washington, DC 20515
(202)226-7200

Janet L. Shikles
Assistant Comptroller General for Human
Resources Program
Human Resources Division
U.S. General Accounting Office
NGB/ACG
441 G Street, NW
Washington, DC 20548
(202)512-6806

Michael Stephens
Staff Assistant, Overall, Education
Subcommittee on Labor, Health and Human
Services, Education and Related Agencies
Committee on Appropriations
U.S. House of Representatives
2358 Rayburn House Office Building
Washington, DC 20515
(202)225-3508

Michael Usdan
President, Institute for Educational
Leadership, Inc.
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036
(202)822-8405

Christine Varney
Deputy Assistant to the President &
Secretary of the Cabinet
Executive Office of the President
1600 Pennsylvania Avenue, NW
Washington, DC 20500
(202)456-6280

Shirley Watkins
Deputy Assistant Secretary
of Food & Consumer Services
U.S. Department of Agriculture
14th & Independence Avenue, NW
Room 240E
Washington, DC 20201
(202)720-7711

IEL Policy Exchange

Margaret Dunkle
Director
The IEL Policy Exchange

Jane Dewey
Program Associate
The IEL Policy Exchange

Karin R. McNutt
Executive Assistant
The IEL Policy Exchange

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



EXECUTIVE SUMMARY

SOLVING THE MAZE OF FEDERAL PROGRAMS FOR CHILDREN & FAMILIES

PERSPECTIVES FROM KEY CONGRESSIONAL STAFF

Most federal and state programs for children and families are organized to fit within the jurisdictions of specific Congressional committees and Executive Branch departments, not the more complex realities that face today's children and families. To explore this maze of federal programs, the Institute for Educational Leadership's Policy Exchange held two round-table seminars in December 1992. Seminar participants were an eclectic and bipartisan cross-section of key Congressional staff responsible for a wide range of programs, from Aid to Families with Dependent Children (AFDC) to the Earned Income Tax Credit (EITC), Chapter 1 and Food Stamps.

During these discussions, participants candidly and constructively shared their perspectives. *While this executive summary and the full report on the seminars are written in a conversational tone and often use the first person ("I," "We") to convey the energy and openness of the discussion, the specific items are not quotations: they are composites and summaries of the varied points of view expressed.*

What Are the Symptoms of Fragmented Federal Programs for Children and Families?

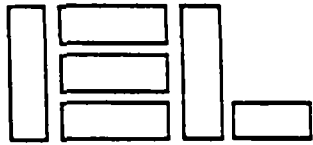
There are too many different programs run by too many different agencies.

Programs don't fit together to meet the needs of real people.

Federal programs treat states like children. The federal government micro-manages and doesn't allow for flexibility.

The federal bureaucracy is in gridlock.

Programs reward the wrong behaviors—of both recipients and administrators.



THE HERNANDEZ FAMILY¹

A Composite Case Study of a San Diego Family Living in City Heights

The Hernandez family lives in a section of San Diego called City Heights. Hamilton Elementary School (New Beginnings) and Hoover High School are located in City Heights. This area is about 40% Latino, 25% Pan Asian, 25% African-American, and 10% Caucasian and other.

The crime rate in City Heights is the highest in the city and two-thirds of the families who live there have annual incomes of less than \$25,000.

Carlos Pablo and Yolanda M. Hernandez were married in 1984, when he was 18 and she was 15. It's 1994 now and he's 28 and she's 24. They have four children and Yolanda is again pregnant.

Jose Carlos, 9, is the oldest. Jose was born in Mexico. He is eligible for citizenship since his father is a U.S. citizen, but Carlos and Yolanda have not yet done the paperwork to make things official.

His sister Maria Yolanda is 8 and was born in the USA.

Pablo Ricardo is 5 and was born in the USA.

And Roberto Melendez is one and a half and was born in the USA.

Yolanda's younger sister, Alicia, also lives with Yolanda and Carlos.

Yolanda is a traditional Catholic and both Carlos and Yolanda want to do all they can for their family. Carlos goes to church once or twice a year and doesn't object to Yolanda's deeper involvement with the Church.

¹ The Hernandez family is not a real San Diego family. But it could be. Staff of the IEL Policy Exchange worked closely with staff in San Diego to develop a composite family that is typical of families living in the City Heights area. The Policy Exchange especially wishes to thank Jeanne Jehl, Kathleen Armogida and staff from the San Diego Health Services Department, Millie Garcia, Connie Roberts, Sabrena Marshall, Connie Busse, Shirlee Munger and Janlee Wong for their suggestions and assistance.

Citizenship & Language

Carlos is a U.S. citizen and Yolanda is a permanent legal resident. Carlos was born in San Diego at the University of California at San Diego (UCSD) Hospital. Yolanda was born in Mexico and became a legal resident of the U.S. in 1984 after marrying Carlos.

Carlos speaks both English and Spanish fairly well, but Yolanda speaks almost no English. They speak Spanish at home. Yolanda had wanted to enroll in an ESL (English as a Second Language) class, but Carlos didn't want her to be out alone at night. So, Yolanda uses nine-year-old Jose or eight-year-old Maria to translate for her.

Alicia, Yolanda's 19 year-old unmarried sister who lives with them, is not a legal resident of the U.S. She originally came to California as a migrant worker to pick fruit and decided to stay in San Diego with her sister and Carlos. She speaks little English.

Since Carlos and three of the children are U.S. citizens (and Yolanda is a legal resident and Jose is eligible for citizenship), members of the Hernandez family could be eligible for benefits under such federal and state programs as:

- Food Stamps,
- AFDC (Aid to Families with Dependent Children),
- General Relief,
- SSI (Supplemental Security Income Program),
- After school care and child care,
- Medi-Cal (Medicaid in California),

- County Medical Services (CMS),
- CCS (California Children's Services),²
- WIC (Special Supplemental Food Program for Women, Infants & Children),
- CHDP & CHDP-TR (Child Health & Disability Prevention & Treatment Program),

- JTPA (the Job Training Partnership Act),
- GAIN Program,

- IDEA (the Individuals with Disabilities Education Act),³
- Free and reduced-priced school meals,

- Section 8 rental assistance from HUD, and
- EIC (Earned Income Credit).

² California Children's Services provides diagnostic and treatment services to eligible physically handicapped children through private medical providers. CCS operates Medical Therapy Units in local schools.

³ All children in the U.S. regardless of citizenship status qualify for services (including assistance through the Individuals with Disabilities Education Act) provided by schools.

Education & School

Carlos went through the ninth grade, dropping out when he was fifteen to help his family out financially. He does not read much Spanish and his reading skills in English are limited as well. Yolanda grew up in Hermosillo (a town in the interior of Mexico) and attended school sporadically through sixth grade. Yolanda does not read English, but reads a little Spanish.

The family moved to City Heights (where Hamilton Elementary School is) three months ago from Barrio Logan, about five miles away. This meant that both Jose and Maria had to change schools. Their academic records were electronically transferred from their old school (Sherman Elementary School), also part of the San Diego Unified School District. However, information about their health, language ability and family hasn't made it to Hamilton yet.

Jose, age nine, is in the third grade at Hamilton Elementary School. He is not very comfortable speaking English and is in the Spanish Bilingual Program. He was held back a grade last year because he was absent a lot when his baby brother, Roberto, was sick. He has always been an active boy and, lately, Jose's teachers report that he has been hitting other children, yelling and getting in fights.

Jose's teacher at Hamilton is concerned: Jose might need counseling, he might have a disability such as Attention Deficit Disorder (ADD), or he may need more help with his English. The teacher wanted to call Mr. and Mrs. Hernandez, but could not find a phone number.

Two weeks ago, the teacher sent a note home with Jose asking for a parent conference, but hasn't heard back yet. In fact, Jose's teacher won't hear back. Yolanda works most days and is embarrassed that she doesn't speak English. Carlos is too busy looking for work (and, besides, schools have always made him feel uncomfortable). Also, Carlos doesn't think there is a problem. After all, he has always told Jose to stand up for himself.

Jose's teacher has now referred him to one of the New Beginnings Family Service Advocates (FSA).⁴ Since the FSA couldn't reach Yolanda or Carlos by phone or get a response to a note, she plans to go to their home tomorrow.

⁴ FSAs work with families as well as individual children to provide such services as needs assessment, counseling, client advocacy, crisis intervention, case management, information and referral, and community service mediation.

Maria, age 8, is also in the third grade. She is a quiet and shy girl who works very hard at her studies. Her English is limited, but she tries hard and doesn't cause any problems at school. Like her brother, Jose, she receives instruction in both Spanish and English through Hamilton's Spanish Bilingual Program.

Five-year-old Pablo will start school next fall and Yolanda knows he will need to get his shots before he can enroll. Yolanda had tried to save some money for a doctor's visit, but that has been impossible since Carlos has not been working regularly.

Housing & Telephone

When the family moved into City Heights, they rented a one bedroom apartment just off of Fairmount Avenue, in a house divided into six apartments. Yolanda and Carlos sleep in the living room with the one-year-old, Roberto. The three other children share the other bedroom.

Yolanda's younger sister (Alicia) moved in last summer and helps take care of the children while Yolanda is at work. Alicia sleeps in the bedroom with the children.

Carlos and Yolanda pay \$450 a month plus utilities in rent to a retired Navy officer who lives in Point Loma, a comfortable neighborhood near the coast. The apartment is in relatively good shape. The plumbing works most of the time and there is a stove. Lately, though, the refrigerator has been breaking down and food has been spoiling. Carlos is trying to reach the landlord to ask him to fix or replace the refrigerator.

The Hernandez family has never been evaluated to see if it qualifies for a HUD rental subsidy.

The Hernandez family doesn't have a phone because they cannot afford the installation fee. In emergencies, their neighbor, Mrs. Anita Cordera, allows them to use her phone and will take messages for them. Her telephone number is (619) 943-8080.

Employment & Income

When he can find work, Carlos is a gardener in La Jolla. He generally works with a friend who locates the jobs while Carlos provides transportation: they work mostly at private homes, are paid in cash and often Carlos doesn't know the names of his employers.

Things have been slow for Carlos lately: he hasn't worked for a month and a half. When he works, he earns \$5 to \$8 per hour. Carlos doesn't get any benefits and has mostly worked "off the books." As a result, he does not qualify for Unemployment Insurance benefits and his employers have not withheld taxes or paid Social Security.

In all of 1993, Carlos earned \$7,200. He did not get any tax forms from his employers.

Yolanda works four days (28 hours) a week as a housekeeper for Jan and David Simpson. Jan just became a partner at a prominent San Diego law firm and David teaches in the English Department at the University of California at San Diego. Yolanda used to work "off the books" and was paid in cash. But in February of 1993, the Simpsons, both lifelong Democrats, suddenly insisted on paying Social Security and Medicare taxes.

Yolanda earns \$200 a week. In 1993 she earned \$9,800.

Transportation

The Hernandez family has a two-door 1980 Toyota Tercel EZ that runs well.⁵ Carlos has always had a way with machinery and has been able to fix the car whenever it broke down. In fact, they got the car for almost nothing from Yolanda's employers because it kept breaking down and the Simpsons wanted to get rid of it and buy a new car. They worked out a payment schedule and Carlos now owns the car outright: he and Yolanda finished making payments two years ago.

Carlos used the car to drive to work, and he drives Yolanda to get groceries every Friday after she gets paid. Now that the refrigerator doesn't always work, Yolanda usually gets groceries more often.

Yolanda doesn't drive. She gets to her job in University City by bus. It takes her about an hour and a half each way because she has to go downtown and change busses.

Assets & Resources

In addition to the Toyota, the Hernandez family has some furniture, their clothing and personal possessions. Carlos and Yolanda have \$140 in a savings account they've had for five years. (They get three percent interest.) They do not have a checking account. They pay bills either in cash or through money orders they get at the Lucky Market on University Avenue.

Training

Carlos heard from his brother about a program through something called the San Diego Consortium and Private Industry Council (PIC) to train people in auto repair. He thinks he might like that and be good at it. Carlos called the PIC and hopes to get to the Continental Training Consortium on El Cajon Boulevard (where the training is offered, about six or seven miles from City Heights) sometime during the next couple of weeks to find out more. He is worried that he might not qualify since he doesn't have a high school diploma or a GED.

⁵ According to the NADA's (National Automobile Dealers' Association) *Older Used Car Guide* (September-December 1993), the "blue book," their Toyota has a fair market value of \$900.

Health

The Hernandez family doesn't have any health insurance. It is not a benefit of their jobs and they can't afford to buy it on their own. When a family member gets really sick, they have a neighbor call 911 to get a paramedic to come to their house.

Mid-City, a community clinic, is about half a mile away, but they heard that they would have to come up with a registration fee of \$15 to \$25 up front and consequently have not checked it out.

Yolanda is now four months pregnant with her fifth child. She knows she should see a doctor, but she is worried about how to pay for it. It seems like she spends all of her time working, commuting, or taking care of Carlos and the kids. Besides, she is feeling fine and her other pregnancies have been easy.

When eight-year-old Maria told one of the Family Service Advocates (FSAs) at Hamilton that her mother was pregnant, the FSA asked if her mother had applied for something called "WIC." When Maria asked her mother, Yolanda replied that she had received WIC help when Roberto was born, but hasn't applied during her current pregnancy because she wasn't sure where to go now that they live in City Heights.

When Yolanda went to the hospital to deliver her children, she was given pamphlets (written in Spanish) about several programs. Hospital staff thought Yolanda was non-cooperative or disinterested when she didn't follow through. It didn't occur to them that she didn't read much Spanish.

Five-year-old Pablo will start school next September and he'll need to get his shots soon. Pablo had a broken arm last month and was treated at the UCSD hospital emergency room. He needs follow-up care. Carlos and Yolanda are worried about how they will pay for the hospital and follow-up care. The hospital sent a sizable bill and Carlos and Yolanda borrowed \$150 from a friend so they could pay at least part of it.

The one-year-old baby, Roberto, is profoundly deaf. He had meningitis when Yolanda took him back to Mexico to visit her parents when he was six months old. The damage was done before Yolanda realized how sick he was and took him to the hospital in Hermosillo. Roberto is a sweet and quiet child.

The children have not been screened and the family has not been evaluated for services by the Child Health and Disability Prevention and Treatment Programs (CHDP-TR).

Possible sources of medical care and services for the Hernandez family are: Medi-Cal,

CCS or California Children's Services, SSI, CHDP-TR and WIC.⁶

Social Services

Pablo broke his arm when he fell after his father smacked him for jumping on the sofa. Usually Carlos is a good father, but his temper gets out of hand when he drinks too much -- and he's been drinking more since he can't find work. Yolanda had worried that the hospital would find out and take Pablo away: someone from Child Protective Services had placed her neighbor's (Anita Cordera's) child in foster care last year after something similar happened.

Yolanda generally relies on her sister (Alicia) to care for her children while she is at work. She thinks Roberto needs special attention and would like to find child care for him where he can get special help with his speech and hearing.

Carlos and Yolanda have heard about various social services and food programs, but have never applied for any except WIC.

The family might qualify for social services and there may be a need for Child Protective Services.

Nutrition & Food

The Hernandez family eats traditional Mexican food most of the time. Also, the Simpsons have a lot of parties and Yolanda often brings home leftover food.

When Jose and Maria registered at Hamilton Elementary School, they brought home Spanish-language forms so that they could qualify for free or reduced-priced school breakfasts and lunches. But Yolanda and Carlos weren't sure how to fill them out.

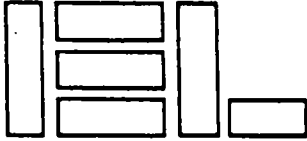
Yolanda is vaguely aware of the Food Stamp program, but has no idea exactly what it does or how to find out more.

Tax Help

Carlos and Yolanda recently heard about something called the EITC (Earned Income Tax Credit). One of their neighbors paid H&R Block \$33 to fill out some forms for them and eventually got a check back from the government for \$87.

Carlos and Yolanda are nervous about applying for the EITC. Most of Carlos' income hasn't been reported, and they are afraid that filling out the form will get them and their employers in trouble.

⁶ See page 2 of this case study for a more complete list of programs and translations of these acronyms.



Seminar on

REINVENTING GOVERNMENT FOR CHILDREN & FAMILIES

April 6, 1994

The April 1994 luncheon seminar on *Reinventing Government for Children & Families* illustrates how the Policy Exchange uses seminars to bring together diverse players in the federal executive and legislative branches of government to learn about issues affecting children and families—and to build bridges across departments and committees.

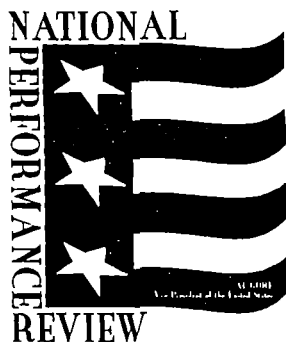
The impetus for the seminar was the many cross-cutting recommendations affecting children and families in the report of Vice President Gore's National Performance Review, *From Red Tape to Results: Creating a Government That Works Better and Costs Less*.

NPR staff first outlined key recommendations that ranged from strengthening intergovernmental partnerships, to "customer service" (where the family is the customer) and "bottom-up" and "top-down" grant consolidation.

The discussion that followed these short presentations was so spirited that it ran well into the time originally allocated for lunch.

Participants included Republican and Democratic staff members from the House and Senate as well as senior officials in the Clinton Administration.

Attached is the listing of "National Performance Review Recommendations Affecting Services to Children and Families" that NPR developed for this Policy Exchange seminar.



National Performance Review

Recommendations Affecting Services To Children and Families

Principles of the National Performance Review

We will invent a government that puts people first, by:

- Cutting Unnecessary Spending
- Serving It's Customers
- Empowering Its Employees
- Helping Communities to Solve Their Own Problems
- Fostering Excellence

Here's how. We will:

- Create a clear sense of mission
- Steer more, row less
- Delegate authority and responsibility
- Replace regulations with incentives
- Develop budgets based on outcomes
- Expose Federal operations to competition
- Search for market, not administrative solutions
- Measure our success by customer satisfaction

The principles laid out above underpin all of the recommendations to reinvent government developed by the National Performance Review (NPR). In developing recommendations, the NPR looked internally at each of the 25 largest agencies as well as across the Federal system at 13 functions that are critical to making government work better and cost less. Many recommendations within each of these areas affect services to children and families. Those NPR recommendations that affect – both directly and indirectly – services to children and families are summarized below, and are categorized by the NPR agency and system reports which accompany the September 1993 NPR summary report, "From Red Tape to Results: Making Government Work Better and Cost Less". More detail can be found on each of these recommendations in the accompanying reports.

These recommendations have been compiled here to serve as a tool for stimulating cross-cutting actions and efforts to collaborate and coordinate the hundreds of Federal programs serving children and families. Some of these recommendations directly improve children and family programs. Others improve all government services and operations, including those to children and families. Explanatory notes (in italics) follow those recommendations where the relationship to children and family programs may not be entirely clear.

With at least 340 children and families programs administered by 11 different Federal agencies, it is imperative in our efforts to improve the delivery of service to the customers of this country that we look across departments and agencies as well as at our fundamental operation of governmental systems. While this compilation lists the relevant recommendations made in the NPR reports, many additional efforts are underway all across government. As communities and governments at all levels strive to implement these efforts and to improve services to children and families, the NPR principles can serve as a guide.

Major Recommendations by Agency

There are eleven federal agencies predominately responsible for providing or funding services to children and families. The relevant recommendations from the NPR reports covering these agencies are summarized below.

Improving service delivery requires partnership at all levels, intergovernmentally as well as internally within the Federal government. Efforts to strengthen services within each agency impacts services to that agency's customers, as well as services provided or funded by other agencies that serve the same customers. In order to keep this customer in focus, we must recognize these interconnections from the customer's perspective and work to better coordinate our efforts. Many of the systems' recommendations (summarized below following the specific agency recommendations) are aimed at improving inter-agency coordination.

Department of Agriculture

- USDA05 Administer the Employment and Training Requirements for Food Stamp Recipients More Effectively and Efficiently**
Redirect funds from an ineffective training program for food stamp recipients and allow them to participate in programs with proven results.
- USDA06 Encourage Better Food Package Management Practices and Facilitate Multi-State Contracts for Infant Food and Formula Cost Containment in the WIC program**
The recommendation encourages increased competition among infant formula vendors and manufacturers of other items in the USDA's Special Supplemental Food Program for Women, Infants and Children (WIC). Savings accrue to program.
- USDA07 Deliver Food Stamp Benefits Via Electronic Benefits Transfer to Improve Service to Customers While Remaining Cost Effective**
Use electronic technology to distribute food stamp benefits, thereby improving service and reducing the need for current paper stamps.

Federal Emergency Management Agency

- FEMA01 Shift Emphasis to Preparing for and Responding to the Consequences of All Disasters**
FEMA's early focus was on preparedness for nuclear war. The current world situation and recent natural disasters highlight the need for FEMA to continue to shift its resources to respond to all hazards.
- FEMA02 Develop a More Anticipatory and Customer-Driven Response to Catastrophic Disasters**
These recommendations should make FEMA respond faster and more effectively to catastrophic disasters.

Department of Transportation

- DOT11 Improve Intermodal Transportation Policy Coordination and Management**
DOT should institute a strategic planning process to promulgate national, integrated transportation policies. *Transportation policy affects families by, for example, isolating the poor from jobs and services if strategic, community-wide planning is not conducted.*

Department of Commerce

- DOC01 Reinvent Federal Economic and Regional Development Efforts**
Improve coordination of federal economic development efforts with the goals of eliminating duplication and better directing federal resources to improve business conditions and provide jobs.
- DOC07 Provide EDA Public Works Loan Guarantees for Infrastructure Assistance**
This recommendation would provide the Economic Development Administration with authority to use part of its funding as a reserve for loan guarantees for various public economic development projects.
- DOC09 Expand the Electronic Availability of Census Data**
To increase access to and use of census data, the Census Bureau should create a computerized census information center. *This data can help inform policy, implementation, and evaluation of all government programs and can provide critical information to all levels of government and the local communities in developing strategic plans.*
- DOC14 Build a Business and Economic Information Node for the Information Highway**
To assist in the distribution of government information to private citizens, Commerce should build a business and economic information node to the "information highway."

Department of Education

- ED01 Redesign Chapter 1 of Elementary and Secondary Education Act**
Recommendations focus education funds on the neediest students and simplify requirements on schools receiving federal education aid. Existing funds are redirected.
- ED02 Reduce the Number of Programs the Department of Education Administers**
Eliminate or consolidate more than 40 existing education grant programs and free up funds for use in other educational programs.
- ED03 Consolidate the Eisenhower Math and Science Education Program with Chapter 2**
NPR proposes combining this teacher training program, which is largely consumed with short-term training, with other Education programs to create a new program with a more coherent national focus on teacher training and professional development.
- ED08 Create a Single Point of Contact for Program and Grant Information**
Education should create an electronic system that can be used by students, parents, researchers and administrators to learn about department programs, funding opportunities, best practices and other information.
- ED12 Develop a Strategy for Technical Assistance and Information Dissemination**
Education should develop a strategy for its \$290 million technical assistance efforts designed to promote the National Education Goals 2000 themes.

Department of Health and Human Services

- HHS01 Promote Effective, Integrated Service Delivery for Customers by Increasing Collaborative Efforts**
These recommendations outline a number of steps needed to better integrate and deliver social services to communities and families.
- HHS02 Reengineer the HHS Process for Issuing Regulations**
HHS should improve the timeliness and quality of regulations issued and should involve stakeholders in the development of regulations.

- HHS06 Improve Social Security Administration Disability Claims Processing to Better Serve People with Disabilities and Safeguard Trust Fund Assets**
SSA should apply resources and management tools needed to reduce backlogs and to avoid paying benefits to individuals who are no longer disabled.
- HHS11 Redesign SSA Service Delivery and Make Better Use of Technology to Provide Improved Access and Services to Customers**
SSA's organizational structure needs to be updated to reflect changing customer needs and to take full advantage of emerging technologies.
- HHS13 Review the Field and Regional Office Structure of the HHS and Develop a Plan for Shifting Resources to Match Workload Demands**
The review should emphasize customer service, results and increased accountability.

Department of Housing and Urban Development

- HUD01 Reinvent Public Housing**
HUD should create pilot programs to devolve greater authority over housing funds to sound local agencies. It should create demonstrations of mixed-income public housing with portable subsidies. HUD should also streamline public housing rules and take other steps to improve public housing management.
- HUD02 Improve Multi-Family Asset Management and Disposition**
HUD should use public-private partnerships to manage and sell HUD-held loans and real estate for non-subsidized housing projects. Congress should reduce restrictions on HUD sale of multi-family properties, including use of portable subsidies for tenants when the Secretary determines that to be best for tenant needs.
- HUD03 Improve Single-Family Asset Management and Disposition**
HUD should use a combination of early assistance to borrowers having financial difficulties, contract loan servicing, contract mortgage assistance programs and public-private partnerships to streamline and improve management of HUD- assigned single-family mortgages.
- HUD04 Create an Assisted-Housing/Rent Subsidy Demonstration Project**
HUD should be authorized to experiment in negotiated restructuring of privately owned assisted-housing projects to improve management, promote mixed-income housing and save taxpayer funds.
- HUD05 Establish a New Housing Production Program**
HUD should stimulate housing production through FHA risk-sharing arrangements with housing finance agencies, stimulate a secondary market for multi-family properties, improve access to FHA insurance for first-time home buyers, provide special FHA programs to revitalize neighborhoods and improve FHA management.
- HUD06 Streamline HUD Field Operations**
HUD should streamline its Washington, regional and field office structure and consolidate and reduce its size over time.
- HUD08 Reduce Section 8 Contract Rent Payments**
HUD should modify its process to reduce unjustified increases in annual payments to Section 8 projects.
- HUD09 Consolidate Section 8 Certificates and Vouchers**
This recommendation would consolidate two overlapping projects to eliminate duplication.
- HUD10 Reduce Operating Subsidies for Vacancies**
This recommendation would encourage public housing agencies to make better use of their assets by reducing subsidies paid for unjustifiably vacant units.

Department of Justice

- DOJ01 Improve the Coordination and Structure of Federal Law Enforcement Agencies**
NPR recommends the designation of the Attorney General as the Director of Law Enforcement to coordinate federal law enforcement efforts to improve public safety. It also recommends changes in the alignment of federal law enforcement responsibilities.
- DOJ02 Improve Border Management**
Federal border management should be significantly improved. NPR recommends a series of actions to be taken by Customs and INS to make these improvements. *Border states' budgets and workload are severely impacted by government services to undocumented aliens. In addition, INS's efficiency and effectiveness in verifying INS status impacts the Aid to Families with Dependent Children program's ability to determine eligibility for it's applicants.*
- DOJ03 Redirect and Better Coordinate Resources Dedicated to Interdiction of Drugs**
This recommendation outlines changes that can be made to better coordinate federal programs directed at the air interdiction of drugs.
- DOJ05 Improve the Bureau of Prisons Education, Job Training, and Financial Responsibilities Programs**
NPR makes a series of recommendations for improving prison education, training, and inmate financial responsibility policies.
- DOJ08 Reinvent the Immigration and Naturalization Service's Organization**
NPR recommends a number of changes in INS organization and management processes to provide an improved management structure and a strategic vision for the agency.

Department of Labor

- DOL01 Enhance Reemployment Programs for Occupationally Disabled Federal Employees**
These recommendations would help occupationally disabled federal employees return to productive careers by expanding DOL's return-to-work program. This saves money by reducing long-term benefit costs to the government.
- DOL02 Develop a Single Comprehensive Worker Adjustment Strategy**
Improve services to the unemployed—and those at risk of dislocation—and make better use of resources available for assistance by developing a new worker adjustment strategy.
- DOL08 Create One-Stop Centers for Career Management**
Establishing one-stop centers for career management would create a customer-driven work force system, empowering Americans to make informed career choices and providing the means to achieve those goals.
- DOL11 Open the Civilian Conservation Centers to Private and Public Competition**
A long-term reduction in costs is possible through expanded competition for contracts to operate Job Corps Civilian Conservation Centers.
- DOL19 Transfer the Veterans' Employment and Training Service to the Employment and Training Administration**
The DOL can improve service delivery to veterans and save money by consolidating administration of this function.
- DOL21 Change the Focus of the Unemployment Insurance Benefits Quality Control Program to Improve Performance**
Re-examining the present mix of systems to shift the focus of this program from error measurement to a constructive use of the results would allow DOL to improve benefit payment quality and more effectively achieve the program's goals.

Small Business Administration

SBA02 Improve Assistance to Minority Small Businesses

This proposal recommends a complete review of all federal minority business assistance programs and the establishment of a Small Disadvantaged Business Set-Aside program for civilian agencies to provide increased opportunities for minority small business.

SBA03 Reinvent the U.S. Small Business Administration's Credit Programs

Identify ways to improve SBA's credit programs to make SBA more responsive to those industries with the potential for creating a higher number of jobs, those involved in international trade, and those providing critical technologies. It will also enable the agency to operate more efficiently.

SBA04 Examine Federal Guidelines for Small Business Lending Requirements

The federal government should examine the guidelines bank regulators set for small business lending by financial institutions to ensure that capital is available without undue barriers while maintaining the integrity of the financial institutions.

SBA05 Manage the Microloan Program to Increase Loans for Small Business

Allowing SBA to guarantee loans made by banks to nonprofit intermediaries, who could, in turn, make small loans to low-income individuals, women, minorities and other small businesses unable to obtain credit through traditional lending sources would increase private sector participation and lessen administrative burdens linked to direct government lending.

SBA06 Establish User Fees for Small Business Development Center Services

Authorize Small Business Development Centers to charge a nominal fee for their services to reduce federal outlays and require the direct beneficiaries of the assistance to pay a share of the cost.

Department of Veterans Affairs

DVA02 Modernize Benefits Claims Processing

Modernization of the VA benefits claims processing system will improve the quality of service and save taxpayer dollars over time.

DVA04 Streamline Benefits Claims Processing

VA should examine the usefulness of a New York Regional Office approach to benefits claims processing that promises to streamline the process. It should also examine regional staffing.

DVA10 Serve Veterans and Their Families as Customers

This recommendation outlines several approaches for VA to improve its focus on veterans and their families as customers.

DVA12 Improve Business Practices through Electronic Commerce

VA should expand its use of electronic media to reduce paperwork and save money. It should seek to make greater use of electronic funds transfer of compensation and pension benefits.

DVA15 Restructure the Veterans Affairs' Health Care System

VA should re-examine its role and delivery structure after the issuance of the report of the President's National Health Care Reform Task Force and take actions to restructure the VA health care system.

Major Recommendations Affecting Governmental Systems

Systems improvements impact the way government does business in literally every area, including services to children and families, which are greatly enhanced when we are able to: strengthen intergovernmental partnerships; reinvent support services; streamline management control; transform organizational structures; implement mission-driven, results-oriented budgeting; improve customer service; improve financial management; reinvent human resource management; reinvent Federal procurement; reengineer through the use of information technology; focus on program design; and, improve regulatory systems. Improvements in each of these areas are especially relevant in the 11 Federal agencies charged with administering programs to children and families. These systems improvements will free up resources and provide a clearer sense of organizational mission and objectives as we measure and improve our performance in serving families.

Strengthening the Partnership in Intergovernmental Service Delivery

- FSL01 Improve the Delivery of Federal Domestic Grant Programs**
Create flexibility and encourage innovation by designing a bottom-up solution to the problem of grant proliferation and its accompanying red tape. Also, support proposals for Federal-State Flexibility Grants. Establish a Cabinet-level Enterprise Board to oversee initiatives in community improvement.
- FSL02 Reduce Red Tape through Regulatory and Mandate Relief**
Issue an Executive Order addressing the problems of unfunded federal mandates and regulatory relief and authorize Cabinet Secretaries and agency heads to obtain selective relief from regulations or mandates in programs they oversee.
- FSL03 Simplify Reimbursement Procedures for Administrative Costs of Federal Grant Disbursement**
Modify OMB Circular A-87, "Cost Principles for State and Local Governments," to provide states and localities with a fixed fee-for-service option in lieu of costly reimbursement procedures covering administrative costs. *Time and funds saved by reducing accounting and allocative burdens can be recaptured and refocused on achieving programmatic outcomes.*
- FSL05 Simplify Administration by Modifying the Common Grant Rules on Small Purchases**
Modify OMB Circular A-102, "Grants and Cooperative Agreements to State and Local Governments", to increase the dollar threshold for small purchases by local governments from \$25,000 to \$100,000. *This modification would allow local governments to use relatively simple procurement methods (e.g., obtaining price or rate quotations over the phone from an adequate number of vendors) rather than formally advertise and solicit sealed public bids for purchases up to \$100,000 for services, supplies, or other property. This will speed the procurement process and thus speed services to customers when, for example, a grantee wants to procure one small van to transport the disabled.*
- FSL06 Strengthen the Intergovernmental Partnership**
Reinvent the Advisory Commission on Intergovernmental Affairs (ACIR) and charge it with the responsibility for continuous improvement in federal, state and local partnership and intergovernmental service delivery. Direct the ACIR to identify opportunities to improve intergovernmental service delivery and develop a set of benchmarks.

Reinventing Support Services

- SUP02 Assure Public Access to Federal Information**
Give the executive branch agencies responsibility for distributing printed federal information to depository libraries. Require agencies to inventory the federal information they hold and make it accessible to the public.

Streamlining Management Control

- SMC03 Change the Focus of the Inspectors General**
Change the focus of the Inspectors General from compliance auditing to evaluating management control systems. In addition, recast the IG's method of operation to be more collaborative and less adversarial. *As the IG's and others in government change their focus from compliance with process to collaborative management for results, all government programs will improve.*
- SMC04 Increase the Effectiveness of Offices of General Counsel**
Define clearly the clients of agency General Counsel offices as agency line managers. Train staff attorneys to understand the cultural changes they will need to undertake to operate in an environment where program results are important. Develop performance measures and "feedback loops" to ensure close cooperation with line managers. *As the culture of government in every office focuses more on cooperation to achieve results, all government programs will improve.*
- SMC05 Improve the Effectiveness of the General Accounting Office Through Increased Customer Feedback**
Improve GAO's documentation of best practices and the use of feedback loops on its performance.
- SMC07 Reduce Internal Regulations by More than 50 Percent**
Direct department secretaries and agency heads to reduce by a least 50 percent the number of internal regulations and the number of pages of regulations within three years. *These actions will help eliminate unnecessary procedural delays many agencies face in serving their customers.*
- SMC08 Expand the Use of Waivers to Encourage Innovation**
Establish a process for obtaining waivers from federal regulations and identifying those regulations for which this process should apply. *Regulatory barriers that prevent front line innovation to improve services will be reduced.*

Transforming Organizational Structures

- ORG05 Sponsor Three or More Cross-Departmental Initiatives Addressing Common Issues or Customers**
The President's Management Council should identify and sponsor three or more cross-departmental initiatives in areas such as illegal immigration, debt collection, and the problems of the homeless.
- ORG06 Identify and Change Legislative Barriers to Cross-Organizational Cooperation**
As cross-organizational collaborations become an integral part of government operations, barriers to ready collaboration and funding should be removed. *Cross-organizational cooperation can be a very effective tool to improving program results and meeting the needs of the customers.*

Mission-Driven, Results-Oriented Budgeting

- BGT01 Develop Performance Agreements with Senior Political Leadership that Reflect Organizational and Policy Goals**
The President should develop performance agreements with agency heads. Agency heads should also use performance agreements within their agency to forge an effective team committed to achieving organizational goals and objectives. *Performance agreements are one tool to set a common mission, prioritize organizational goals, and focus on achieving results.*
- BGT02 Effectively Implement the Government Performance and Results Act of 1993**
Accelerate planning and measurement efforts to improve performance in every federal program and agency. Designate as pilots under the act several multi-agency efforts that have related programs and function. Develop common measures and data collection efforts for cross-cutting issues. Clarify the goals and objectives of federal programs. Incorporate performance objectives and results as key elements in budget and management reviews.

BGT03 Empower Managers to Perform

Restructure appropriations accounts to reduce overitemization and to align them with programs. Ensure that direct operating costs can be identified. Reduce overly detailed restrictions and earmarks in appropriations and report language. Simplify the apportionment process. Reduce the excessive administrative subdivision of funds in financial operating plans. *These actions will allow front line managers, those closest to the service delivery level, more flexibility in using funds to best meet program objectives.*

Improving Customer Services

ICS01 Create Customer-driven Programs in All Departments and Agencies that Provide Services Directly to the Public

Establish an overall policy for quality of federal services delivered to the public and initiate customer service programs in all agencies that provide services directly to the public.

ICS02 Customer Service Performance Standards--Internal Revenue Service

As part of its participation in the NPR, the Internal Revenue Service is publishing customer service performance standards. To speed the delivery of taxpayer refunds, the Secretary of the Treasury should delegate disbursing authority to IRS in 1993 and future tax seasons. *IRS serves the same customers as several other Federal programs. With the expansion of the Earned Income Tax Credit (EITC), IRS's responsiveness to it's customers becomes even more relevant to Federal programs such as Aid to Families with Dependent Children and Food Stamps. The effective disbursement of these EITC payments could prevent the need for families to seek assistance in these other Federal programs.*

ICS03 Customer Service Performance Standards--Social Security Administration

As part of its participation in the NPR, the Social Security Administration is publishing customer service performance standards. SSA will also obtain customer opinions on all the goals and objectives of their strategic plan, using that input to revise the goals and objectives as needed, set priorities, and establish interim objectives.

ICS05 Streamline Ways to Collect Customer Satisfaction and Other Information from the Public

For voluntary information collection requests directed at customers, OMB will delegate authority to approve such requests if departments certify that they will fully comply with Paperwork Reduction Act requirements. OMB will also clarify rules on the use of focus groups and streamline renewals of previously approved survey requests.

Improving Financial Management

FM04 Increase the Use of Technology to Streamline Financial Services

Use electronic funds transfer to pay and reimburse expenses for all federal employees, to handle all interagency payments, to make payments to state and local governments, and to pay for purchases from the private sector. Similarly, all payments to individuals should be done electronically.

Reinventing Human Resource Management

HRM03 Authorize Agencies to Develop Programs for Improvement of Individual and Organizational Performance

Authorize agencies to design their own performance management programs which define and measure success based on each agency's unique needs. *In departments charged with serving children and families, human resource tools which reinforce a clear sense of mission, performance goals, and expected results will help to improve outcomes of all programs.*

HRM04 Authorize Agencies to Develop Incentive Award and Bonus Systems to Improve Individual and Organizational Performance

Authorize agencies to develop their own incentive award and bonus systems. Encourage agencies to establish productivity gainsharing programs to support their reinvention and change efforts. *These actions are among the human resource tools which can be used to improve government performance in all programs.*

- HRM06** **Clearly Define the Objective of Training as the Improvement of Individual and Organizational Performance; Make Training More Market-Driven**
Reduce restrictions on training to allow managers to focus on organizational mission and to take advantage of the available training marketplace.
- HRM07** **Enhance Programs to Provide Family-Friendly Workplaces**
Implement family-friendly workplace practices (flex-time, flexiplace, job sharing, telecommuting) while ensuring accountability for customer service. Provide telecommunications and administrative support necessary for employees participating in flexiplace and telecommuting work arrangements. Expand the authority to establish and fund dependent care programs. Allow employees to use sick leave to care for dependents. Allow employees who leave and then re-enter federal service to be given credit for prior sick leave balances.

Reinventing Federal Procurement

- PROC07** **Enhance Programs for Small Business and Small Disadvantaged Business Concerns**
Repeal statutory limitations on subcontracting and substitute regulatory limitations to provide greater flexibility. Authorize civilian agencies to establish small disadvantaged business set-asides. *These actions will affect economic development in distressed communities.*
- PROC10** **Ensure Customer Focus in Procurement**
Revise Procurement Management Reviews to incorporate NPR principles such as "focusing on results" for the line managers.

Reengineer Through the Use of Information Technology

- IT01** **Provide Clear, Strong Leadership to Integrate Information Technology into the Business of Government**
Create a Government Information Technology Services working group to develop a strategic vision for the use of government information technology and to implement NPR's information technology recommendations. *A major focus of this group is the application of technology to improve governmental services to citizens.*
- IT02** **Implement Nationwide, Integrated Electronic Benefit Transfer**
Design an integrated implementation plan for the use of electronic benefit transfer for programs such as Food Stamps and for direct payments to individuals without bank accounts.
- IT03** **Develop Integrated Electronic Access to Government Information and Service**
Use information technology initiatives to improve customer service by creating a one-stop "800" calling service, integrated one-stop service "kiosks," and a government-wide electronic bulletin board system.
- IT04** **Establish a National Law Enforcement/Public Safety Network**
Establish a national law enforcement/public safety data network for use by federal, state, and local law enforcement officials.
- IT09** **Establish an Information Infrastructure**
Develop a Government Information Infrastructure to use government information resources effectively and support electronic government applications. Consolidate and modernize government data processing centers. *These actions will speed government service and provide information to improve government service.*
- IT10** **Develop Systems and Mechanisms to Ensure Privacy and Security**
Establish a Privacy Protection Board. Establish uniform privacy protection practices and generally acceptable implementation methods for these practices. Develop a digital signature standard for sensitive, unclassified data by January 1994. *In children and family programs, confidentiality concerns have impeded some past efforts for interagency and interdisciplinary collaboration.*

Program Design

- DES01 Activate Program Design as a Formal Discipline**
The President's Management Council should commission the development of a handbook to help federal managers understand the strengths and weaknesses of various forms of program design, which will lead to improvements in the outcomes of government programs.
- DES02 Establish Pilot Program Design Capabilities in One or Two Agencies**
Test the usefulness of the program design handbook and the value of program design as a useful discipline.
- DES03 Encourage the Strengthening of Program Design in the Legislative Branch**
The President's Management Council should work with congressional support agencies to help them strengthen their program design capabilities.
- DES04 Commission Program Design Courses**
Develop training courses for managers and policymakers on various program design approaches to improve government programs.

Improving Regulatory Systems

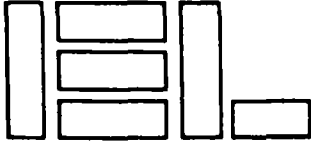
- REG01 Create an Interagency Regulatory Coordinating Group**
Create an interagency Regulatory Coordinating Group to share information and coordinate approaches to regulatory issues. *These actions will help to improve the design and outcomes of all federal programs.*
- REG04 Enhance Public Awareness and Participation**
Use information technology and other techniques to increase opportunities for early, frequent and interactive public participation during the rulemaking process and to increase program evaluation efforts.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



**HOW MUCH DO YOU KNOW
ABOUT FEDERAL PROGRAMS
FOR CHILDREN AND FAMILIES?**

TAKE THIS QUIZ AND FIND OUT

1. What is Chapter 1?

- a. A new novel by Stephen King
- b. A computer program for people with writer's block
- c. A federal program to give a boost to educationally disadvantaged children
- d. Something that comes before Chapter 2

2. Which of the following federal programs has the largest budget?

- a. Food Stamps
- b. AFDC -- Aid to Families with Dependent Children
- c. WIC -- Special Supplemental Food Program for Women, Infants & Children
- d. Head Start

3. Which statement is true about the Joint Committee on the Organization of Congress?

- a. They have already brought some sense to the crazy-quilt of federal programs for children and families that cut across a dozen committees and subcommittees.
- b. Sure, they have a great opportunity, but they won't have the guts to tackle the tough issues of committee jurisdiction.
- c. No one really knows yet the degree to which the Committee will address coordinating programs affecting children and families.

4. What do the letters "JTPA" stand for?

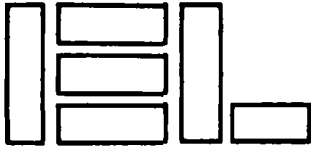
- a. An antibiotic the FDA just approved to treat drug-resistant tuberculosis
- b. The Job Training Partnership Act
- c. The Juvenile Treatment and Prevention Act

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



ANSWERS

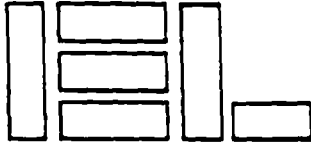
HOW MUCH DO YOU KNOW ABOUT FEDERAL PROGRAMS FOR CHILDREN AND FAMILIES?

1. *c.* Chapter 1 is a federal program to give a boost to educationally disadvantaged children. Chapter 1 funds (\$6.7 billion in 1993) can be used for services (such as supplemental instruction in reading and math) in pre-schools as well as elementary and secondary schools.
2. *a.* Food Stamps has the largest federal appropriation, \$28.1 in FY 1993. The AFDC budget is second largest, with \$14.9 billion in federal funds and \$11.5 billion in state funds. The WIC appropriation is \$2.9 billion and the Head Start appropriation is \$2.8 billion.
3. *c.* No one really knows yet the degree to which the Joint Committee on the Organization of Congress will address coordination of programs affecting children and families. Time will tell. . . .
4. *b.* "JTPA" stands for "The Job Training Partnership Act," a \$4.2 billion federal program that provides training, education, help finding a job, counseling and other services.
5. *c.* Fifty-six percent of the people eligible for WIC actually got food help through this program in 1991.

Source: Committee on Ways and Means, U.S. House of Representatives, *Overview of Entitlement Programs: 1992 Green Book*, page 1688.

6. *d.* Twenty-nine percent of three-to-five year olds poor enough to qualify for the program participated in Head Start in 1992. Although final figures are not available, this percentage is expected to increase to 30-35 percent in 1993.

Source: Anne Stewart, Congressional Research Service, "Head Start: A Fact Sheet," *CRS Report for Congress*, January 22, 1993, page 2.



**SUMMARY OF
PROVISIONS TO MAKE THE CHILD NUTRITION PROGRAMS
MORE FLEXIBLE & "SEAMLESS"**

H.R. 8

The Healthy Meals for Healthy Children Act of 1994

**As Reported by the
Subcommittee on Elementary, Secondary and Vocational Education,
Education and Labor Committee,
U.S. House of Representatives**

May 4, 1994

Consolidate or Combine Programs

The bill requires the Secretary of Agriculture to consolidate the National School Lunch Program and the School Breakfast Program into one comprehensive Meal Program within a year after the bill becomes law. Before implementing these changes, the Secretary must submit a report to Congress. (Section 301)

Reduce Paperwork

The bill instructs the General Accounting Office to analyze the advantages and disadvantages of the "Coordinated Review System," which was designed to promote uniform accountability across child nutrition programs. (Section 109)

Making It Easier for Institutions & People to Participate

The bill eliminates the year-long waiting period for nonprofit organizations to operate a summer food site that was previously run by a school or government sponsor. (Section 104)

In making the Homeless Children Nutrition Program permanent, the bill provides that the same meal patterns and reimbursement rates (for both meals and supplements) be used as for the Child Care Food Program, rather than having different criteria for this new program. (Section 107)

In making the Homeless Children Nutrition Program permanent, the bill contains several provisions that increase program flexibility. The term "emergency shelter" is made consistent with that same term in the Stewart B. McKinney Homeless Assistance Act. The bill also allows payment for meals served on weekends and holidays and says that homeless children under age 6 in emergency shelters are eligible for free meals without having to apply for them. (Section 107)

The bill codifies a provision that has been included in appropriations bills for the last several years concerning program operation. Specifically, the Secretary of Agriculture is given authority to waive certain reporting requirements and time limits under the National School Lunch Act. (Section 102)

Make Changes in Program Eligibility

The bill makes pregnant women who meet WIC income eligibility criteria immediately eligible for WIC without waiting for them to pass WIC's "nutritional risk" test. (Section 203)

Improve Public Information

The bill requires the Secretary of Agriculture to promote the WIC program by producing and distributing materials that inform potential WIC recipients of the benefits and services they could receive. (Section 203)

Better Coordinate the Food Programs with Other Need-Based Programs

The bill modifies WIC eligibility by making a pregnant woman eligible for WIC if she would be eligible once her child was born. (This makes WIC consistent with Medicaid.) (Section 203)

The bill also makes technical amendments to clarify that WIC and Medicaid eligibility guidelines may be implemented concurrently. (Section 203)

The bill requires the Secretaries of Health and Human Services and Agriculture to undertake a joint initiative to bring more community, Indian Health Service and migrant health centers into the WIC program. This initiative can include outreach and technical assistance for state and local agencies and health centers, state and local demonstration projects, and other activities. The two Secretaries must submit an initial report to Congress on these initiatives by April 1, 1995 and a final report by July 1, 1996. (Section 203)

5/13/94



DRAFT
4/25/94

OPTIONS & IDEAS FOR MAKING FOOD PROGRAMS "SEAMLESS"

The options and ideas on the following pages—drawn from conversations and meetings with association representatives, advocates and experts—are designed to facilitate a constructive bipartisan discussion that will make federal food programs more effective as well as more efficient.

Congress is currently considering the major child nutrition programs—and the largest federal food program (Food Stamps) is slated for reauthorization next year (FY 1995). During this time, Congress will also consider health care reform and welfare reform. Given this timing, it makes sense to look at how the federal child nutrition programs might be better streamlined or integrated—both with each other and with other programs affecting children and families.

Making food programs more "seamless" has many potential benefits. For example, it could:

- Reduce burdensome and expensive reporting requirements, freeing funds for food rather than paper-pushing.

- Increase access to food programs, helping to keep children and families out of costly crises.

At the same time, advocates and institutions alike worry about possible pitfalls of making the food programs more seamless.

- Most obvious is the worry that simplification or streamlining will translate into fewer federal dollars for child nutrition programs. If groups concerned with food programs perceive that the real motivation is to cut program funding, they will resist changes.

- There is also a concern that seamlessness will produce a "lowest-common-denominator" result that pleases no one—for example, that the least bureaucratic programs (such as WIC) will be loaded down with new

restrictions, rather than simplifying the more cumbersome programs. A related worry is that important secondary effects of current requirements will be lost. For example, limiting participation in the child care food program to family day care providers who serve *low-income children* would eliminate an incentive that these providers now have to become licensed.

There is also fiscal reality to consider. If programs were less complicated, people and institutions *eligible* to participate—but who do not now apply because they are confused, they don't know they are eligible, or they are discouraged by the hassle factor—would participate.¹ Even with administrative savings taken into account, total program costs might well increase. This would mean that Congress would either need to increase funding for the programs or find some other mechanism (such as need, rather than complexity) to target limited federal dollars. Although this is a tough policy choice, it is not an unreasonable one for Congress to address.

Consolidate or Combine Programs

Combine several of the programs into a single, more comprehensive program.

For example, combine the school lunch and breakfast programs into a single "school meals" program.

Another, more comprehensive, suggestion is to combine the school lunch program, the school breakfast program, the summer food service program, and the child and adult care food program into a single program.

Institute seamless programs that reduce barriers and duplicative paperwork among the various child nutrition programs.

Make common elements that cut across programs more consistent, reducing paperwork, administrative costs and confusion.

For example, make requirements regarding nutrition education, nutritional requirements of meals, information needed to document eligibility, and administrative reimbursement rates parallel across programs.

An example of inconsistent administrative reimbursement rates is that currently severe-need schools get 2 cents extra for school breakfast, but not lunch.

¹The provisions in the child nutrition and food programs (and other federal programs as well) are the result of creeping complexity. No one planned the tangled maze of eligibility and reporting requirements that currently exists. This maze resulted from incremental changes made amendment-by-amendment and reauthorization-after-reauthorization over the years.

Allow flexibility in the use of funds across similar programs.

For example, allow school meal funds to be used for after-school food programs.

Now, under the school lunch program, only schools that were in the program before May 15, 1989 can serve after-school snacks using school lunch funds. Other schools have to use child and adult care food funds to do the same thing. This is an example of complexity that results from budget constraints: the 1989 cutoff date was chosen to reduce the cost of amending the law to allow more flexible use of school lunch funds.

Create a universal school meal program, federally subsidizing all lunches for all elementary and secondary children.

By reducing the current three-tier pricing system (free meals, reduced-price meals and full-cost meals), this would substantially reduce record-keeping and verification by institutions.

Reduce Paperwork—Reporting, Accountability & Auditing

Substantially reduce the monthly reporting requirements (profit and loss) to qualify for "severe need" breakfast assistance in schools with a high percentage (such as 80%) of students eligible for free or reduced-price meals.

Combine reporting forms or allow institutions to use a single reporting form, indicating which information is required for what program, rather than multiple reporting forms.

Require similar auditing standards for the different programs.

Have the Department of Agriculture identify current differences in auditing requirements, standards and penalties. If any of these differences come from the statute, make them as consistent as possible. And instruct USDA to reduce regulatory inconsistencies.

Amend the statutes to allow recipients (states, schools and other institutions) to get waivers from record keeping and other duplicative or inconsistent requirements.

Instruct USDA to change the rules about error rates—to focus more on program goals and to make data collection less labor-intensive.

Instruct USDA to make the standard for errors more flexible. For example, allow a certain percentage of errors (such as 1-2%), rather than a certain dollar figure (\$600, which does not vary according to the size of the school district).

Ask the Administration to initiate a cross-agency initiative to consolidate forms, reporting requirements, auditing standards, etc.

This would include need-based non-food programs as well as food programs.

Ask the Administration or an outside group to compile four packets of application and reporting forms—those that a state, a school district, a school and individual families would have to complete during a one-year period. Then, assess the forms to identify duplicative and unnecessary information.

Instruct USDA to provide technical assistance (including model forms and procedures and advice on computer technology) to states and institutions to help them reduce the paperwork and reporting burdens across programs.

Some states, such as Maryland, have developed procedures that could profitably be shared with other states.

Make It Easier for *People* to Participate in Multiple Programs

Provide incentives for, or require institutions/agencies to make *referrals to, other programs—or to provide information about other programs or sign people up on the spot.*

Strengthen or add provisions in the child nutrition laws for staff training and development, so that staff will be able to make referrals.

Develop—or provide incentives for states to develop—informational materials about other programs for participants in the child nutrition programs.

For example, currently there is no requirement for WIC or food stamps to make referrals to school nutrition or other programs.

Include non-food programs in this, too—such as the Earned Income Credit, child support enforcement, Medicaid and AFDC.

Provide incentives for states, schools and other institutions to use electronic benefit transfer cards (sometimes called "Smart Cards") that could be used for multiple programs (from school lunches to food stamps).

Make It Easier for *Institutions* to Participate in Multiple Programs

Simplify the application and reporting processes for schools/institutions if their population is above a certain percentage of poverty.

Provide school-wide eligibility for child nutrition programs (including school lunch and breakfast) for school-wide Chapter 1 schools. (That is, provide all children in these schools with free or reduce-price meals.)

Alternately, provide schools with reimbursement for meals for the percentage of children eligible for meal subsidies, but relieve the school of child-by-child and meal-by-meal reporting requirements (allowing the school to use saved administrative costs for additional meals for children).

Require new applications less frequently.

For example, require new applications every two years, rather than every year, unless there is a significant change in chief administrators (such as commissioner or superintendent) or the population served—or if the school/agency is applying for additional programs.

Develop a *single application form*, indicating which information is required for which programs, rather than multiple application forms.

The most straightforward application of this idea—simply consolidating all of the items on every application—is also the least helpful.

Fashioning a sensible consolidated application form requires looking at ways to make the criteria used and information requested more consistent and less burdensome.

Develop a model joint application, drawing on the work already done by MCH and such states as Ohio and Vermont.

Make it easier for high schools to participate in the breakfast and lunch programs, perhaps using a composite of eligibility of feeder elementary/middle schools as a surrogate for eligibility.

Update or eliminate obsolete provisions.

For example, change the criterion that links 25% Title XX (Social Services Block Grant) participation to reflect a percentage of kids eligible for free or reduced-price school lunch.

Make Changes in Program Eligibility

Make it easier for schools and other agencies to use direct certification. For example:
Permit confidential use of free and reduced-price meal application meal information for programs with similar eligibility standards.

Make children enrolled in Head Start programs automatically eligible for free school lunches and breakfasts.

Make children in after-school care automatically eligible for free or reduced-price meal supplements.

Continue and expand the direct certification for free lunches and breakfasts of children in families receiving AFDC.

Have the Departments of Agriculture, HHS, Education and Labor testify or otherwise report on the extent to which direct certification is currently used (including programs involved, in what localities, how direct certification changes reporting requirements for agencies as well as families, and costs and benefits).

Allow pregnant women who meet the WIC income eligibility criteria to be determined eligible for WIC without also requiring them to pass WIC's "nutritional risk" test.

GAO and CBO estimate that nearly 100% of the pregnant women who meet the income criteria meet the nutritional risk test, too.

Examine the child nutrition programs to identify (and then make as consistent as possible) important *definitional differences* (that is, the same words have different meanings). Income? Assets? Other?

Similarly, examine the child nutrition programs to identify major *differences in cutoff levels or eligibility criteria*. Then, look at ways to streamline programs.

For example, programs have different income cutoffs and some programs apply to families while others apply to households.

What are the implications of increasing or decreasing income cutoff levels to make them consistent—both in terms of increased program participation and costs?

Consider waiver provisions.

Improve Public Information

Require or encourage the Department of Agriculture (and other federal agencies as well) to develop informational and technical assistance materials to help institutions and families participate in other programs (including AFDC, Medicaid, the Earned Income Credit and child support enforcement).

Have the Department of Agriculture publicize and encourage the use of already-existing coordination/collaboration mechanisms, waivers and procedures.

What provisions and mechanisms (including demonstration programs) for this are currently on the books?

How much has the word gotten out to institutions/agencies/people?

Working with other agencies (including the Departments of HHS, Education, Treasury and Labor), have the Department of Agriculture develop and disseminate information about other programs that would be available at all possible client entry points. For example:

WIC staff could provide information about other programs.

The school could provide children (either all children or only those eligible for free or reduced price lunches) with information to take home about AFDC, the Earned Income Credit, Medicaid and child support enforcement.

Information about food and other need-based programs could be mailed by the Treasury Department with Earned Income Credit checks.

Improve Cross Training & Professional Development

Provide incentives for (or require) cross-agency/interdisciplinary training for front-line staff, so they will be equipped to make referrals to other programs.

What staff development provisions are in the current laws?

Provide requirements or incentives for the various licensing or accrediting agencies/organizations to make this a priority.

Use Technology to Help Manage the Confusion

Issue electronic benefit transfer ("EBT") cards to families.

Share more data across programs. Identify confidentiality and logistical issues and provide incentives for schools and agencies to address them.

Use technology to decrease the hassle for institutions by, for example, supporting or providing incentives for the development and use of software to handle multiple programs across different agencies.

This support could take the form of contracting for the development of this software, providing transitional funding for conversion, allowing saved administrative funds to be used for converting computer systems, and/or providing technical assistance and training (including cross-training).

Better Coordinate the Smaller Food Programs with Food Stamps and Other Need-Based Programs

Remove the inconsistency between Medicaid and WIC eligibility criteria regarding pregnant women.

That is, have the WIC program pick up the Medicaid rule and make a pregnant woman eligible for WIC if she would be eligible once her child is born.

Currently, a woman on Medicaid is automatically eligible for WIC. But, if a pregnant woman applies for WIC first, she will either be left out of WIC throughout her pregnancy or told to re-apply for WIC after she is certified for Medicaid, with the result that she begins receiving benefits later in her pregnancy or after childbirth.

Require that HHS and USDA, working with state health departments, undertake a joint initiative or demonstration project to bring more community and migrant health centers into the WIC program.

Currently, about half of these 550 centers provide WIC services.

Have the agencies (HHS, USDA, HUD, Labor, Treasury, etc.) identify how well (or how poorly) the child nutrition programs are coordinated with other major federal programs affecting children and families—including food stamps, AFDC, child welfare programs, housing (section 8, public and rural housing), the Earned Income Credit, and employment and training programs.

Have the agencies or outside groups testify on these coordination issues.

Then, based on these findings, identify further areas for streamlining—from how need and eligibility are determined to administrative procedures.

Another option would be to make it mandatory, rather than optional, for programs to coordinate with one another. Incentives could also be provided for coordination, even if it were not mandated.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Institute for Educational
Leadership 1994 Mid-Year
update [Booklet]
12 Pages

1 9 9 4
Mid-Year Update



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



Institute for
Educational
Leadership

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Together We Can

A Guide for Crafting a Profamily System of Education and Human Services