

PARTNERSHIPS FOR STRONGER FAMILIES

Steering Committee

REVISED: July 11, 1996

file

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6/12/96

6/27/96

WHITE HOUSE PARTNERSHIP FOR STRONGER FAMILIES

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PARTNERSHIPS FOR STRONGER FAMILIES
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REVISED: July 16, 1996

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PARTNERSHIPS FOR STRONGER FAMILIES

Steering Committee

July 12, 1996

12:30-2:00 pm

White House Conference Center, Truman Room

AGENDA

1. Welcome and Introductions Carol Rasco

2. Action Team Reports:
 - Promoting Intergovernmental Partnerships Michael Stegman
 - Lessons from partnership models Barbara Dyer
 - Technical Assistance Reggie Robinson
 - Accountability/National Indicators Peter Edelman

3. Moving Ahead: Keeping staff engaged Jeremy Ben-Ami

4. Feedback from local representatives Jeanne Jehl

5. Future meeting dates:
 - August 14
 - September 18

PARTNERSHIPS FOR STRONGER FAMILIES

Promoting Intergovernmental Partnerships Action Team
July 17, 1996

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PARTNERSHIPS FOR STRONGER FAMILIES

STEERING COMMITTEE TO DO LIST:

- Identify Department Contact for Connecticut Memorandum of Understanding
(Submit contact information to Molly Brostrom by Friday, July 19th)
- Review Action Team Lists
(Submit any additions to Jeanne Jehl by Tuesday, July 23rd)
- Raise PSF Activities at Senior Staff Meetings
- Assist Information Dissemination Team Catalogue Department Web Sites
(Submit catalogue information to agency contact by Monday, July 22nd)
- Identify People Within Your Department to Participate in the Technical Assistance Survey
(Submit contact information to Jeanne Jehl by Tuesday, July 23rd)
- *Pls let Jeanne know meetings scheduled*
- *State/local partners*
- *Nov. 20/21 > tent. date of ^{working} mtg*

July 17, 1996

Summary Report on Indicators of Child Well-Being

A Proposal from the Reporting Committee of the
Federal Interagency Forum on Child and Family Statistics

Background and Purpose

At the first meeting of the Federal Interagency Forum on Child and Family Statistics, Duane Alexander proposed that the Forum produce an annual report to the President on the status of children. Although ASPE is producing a comprehensive report on the well-being of children and youth, the Forum saw the need for a summary report as well. The Reporting Committee herewith proposes for consideration by Forum members a process for preparing, reviewing, and releasing such a summary report and a list of indicators that would be included.

The purpose of the report is 1) to summarize the well-being of children and youth for the general public and the policy communities in an accessible format 2) to monitor child and youth well-being over time, and 3) stimulate the improvement of the collection and reporting of data on children and youth by federal statistical agencies through their involvement in this process and through recommendations to the Forum's data collection committee. The indicators proposed represent the best available data on topics which the Forum member agencies agree are of the highest importance in monitoring child well-being, and they were selected through a consensus process by representatives of each agency. Special feature measures could be highlighted each year, and "guest" measures are proposed in areas which the committee felt were important to measure but which do not currently have regular, continuous, or complete coverage in federal surveys.

Preparation, Review, and Release

The Reporting Committee proposes that the report be prepared under the direction of the committee with the support of Child Trends, Inc. Child Trends has completed much of the work already in the preparation of the ASPE report "Trends in the Well-Being of Children and Youth", and has proposed the initial set of indicators from which the committee deliberated, some of which were calculated by Child Trends staff. The role of the committee will be to make final decisions regarding the report content and style, to provide data to Child Trends when necessary, and to review the report, (particularly sections using data from their agency). Final approval of the indicators to be included rests with the Forum member agencies, and the committee recommends that review be obtained by experts outside the government as well to help inform the deliberations of the committee. The committee will coordinate the review process. Forum members will have input into the report at all stages of development through their representative on the committee.

The cover of the report will carry the Forum name and perhaps a logo, and the title page of the report will state that it was prepared under the direction of the Federal Interagency Forum on Child and Family Statistics by Child Trends, Inc. All of the Forum members will be listed inside the cover, as in the Aging Forum reports.

The format that the committee envisions for the report is a short, colorful executive summary with graphics and text, like that of NCHS' Health United States: 1994 (without the appendices).

The committee proposes that one agency take the lead in releasing the report. This will result in efficiencies in the review and clearance process, eliminating the need for multiple formal reviews by each statistical agency. The committee proposed that either ASPE or NICHD release the report, since these agencies are most active in coordinating activities around child well-being. After discussions between the two agencies, NICHD stated its willingness to release the report.

The costs for the preparation and production of the report would be shared by the member agencies of the Forum. We have commitments for sufficient funds to produce the report---about \$5,000 from each agency. In addition to the normal government distribution of the report, partnerships with private organizations could be explored to disseminate the report to wide audiences.

The Indicators

Indicators were chosen by the committee to represent the same domains of children's lives as are represented in the ASPE report: Population and Family Characteristics, Economic Security, Health and Health Care, Behavioral Health, and Education. The committee used the following guidelines in selecting the indicators:

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

The committee chose 26 indicators for the annual report which are specified in the table which follows. In addition, the committee proposes presenting 4 additional indicators that are important, but for which the data are not regularly available or for which coverage of the phenomenon in federal surveys is not yet optimal. These are listed on a "guest list" at the end of the table.

List of Indicators

Indicator	Description	Source	Periodicity
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Population and Family Characteristics

1. Number of Children	Number of children under age 18	March CPS	annual
2. Child Proportion of Population	% of total and dependent populations	March CPS	annual
3. Minority Children	% of children who are other than white non-Hispanic	March CPS	annual
4. Children in Single-Parent Families	% of all non-institutionalized children under age 18 living with one parent	March CPS	annual

Economic Security

5. Child Poverty	% of children living in poverty and under 50% and 150% of poverty line	March CPS	annual
6. Poor Children Receiving Assistance	% of poor children receiving AFDC, Food Stamps, subsidized housing, energy assistance, or free/reduced price lunch in past year	March CPS	annual
7. Parental Labor Force Detachment	% of children with no resident parents in labor force	March CPS	annual
8. Secure Parental Labor Force Attachment	% of children with at least one resident parent employed full time full year	March CPS	annual

Health and Health Care

9. Infant Mortality	Death rate per 1,000 children under age 1	Vital Statistics, Mortality	annual
10. Low Birth Weight	% of newborns weighing 5.5lbs. or less	Vital Statistics, Natality	annual
11. Immunization	% of children ages 19-35 months who have received combined 4:3:1 or 3:3:1 series vaccinations	National Health Interview Survey, NCHS	annual
12. Limitations of Major Activities	% of children <5, and 5-17 who are limited in major activities due to chronic health conditions	National Health Interview Survey, NCHS	annual
13. Child Mortality	Death rate per 1,000 children ages 1-14	Vital Statistics, Mortality	annual

14. Teen Accident Deaths	Motor Vehicle Accident Deaths per 1,000 youth ages 15-19	Mortality Statistics Branch, NCHS	annual
15. Teen Homicides	Homicide rate per 100,00 youth ages 15-17	Mortality Statistics Branch, NCHS	annual
16. Teen Births	birth rate per 1,000 single females ages 10-14, and 15-17	Vital Statistics, NCHS	annual
17. Health Insurance	% of children covered by health insurance	March CPS	annual

Behavioral Health

18. Violent Crime Arrests	Arrests for violent crimes per 1,000 youth ages <15 and 15-17	Uniform Crime Reporting Program, FBI	annual
19. Crime Victims	% ages 12 and over who are victims of crime (violent and thefts)	Crime Victimization Survey, BJS	annual
20. Seat Belt Use	% of children under 18 who wear seat belts regularly	National Health Interview Survey, NCHS	every 5 years
21. Cigarette Addiction	% of 8th, 10th, or 12th graders who smoke daily	Monitoring the Future	annual
22. Alcohol and Substance Abuse	% of teens who report having 5+ drinks per night or who have used controlled substance in last 30 days (composite)	National Household Survey on Drug Abuse, National Institute on Drug Abuse	every 1-3 years

Education

23. Early Childhood Reading Exposure	% of children ages 3-5 who are read to daily	National Household Education Survey, NCES	1996, 1999?
24. Math and Reading Proficiency	Change since 1990 in the proficiency scores in math and reading for 9, 13, and 17 year-olds	National Assessment of Educational Progress, NCES	every 2 years
25. High School Completion	% of 21-22 year-olds who've completed high school	October CPS	annual
26. Detached Youth	% of youth ages 16-19 not in school or labor force full time	March CPS	annual

Guest List

1. Sustained Poverty	% of children who were poor for two years in a row	March CPS, SIPP	annual
2. Food Security	% of families who report that they have enough food	various surveys, USDA	irregular
3. Child Abuse	Substantiated cases of child abuse and neglect (rate per 1,000 children)	NCCAN	annual
4. Child Care	% under 5 with employed mothers in child care	SIPP, NHES	1993, '94 and '97, 1995, 1999?

PARTNERSHIPS FOR STRONGER FAMILIES

Action Team Timelines and Products

DRAFT: July 17, 1996

1. TECHNICAL ASSISTANCE ACTION TEAM

Disseminate survey to TA managers	July 22
Completed surveys to be returned	August 2
Complete descriptions of innovative programs	August 9
Develop Working Paper analyzing status of TA and recommendations for change	Sept. 15
Distribute Working Paper for comment	Oct. 1

2. ACTION TEAM ON FINANCING FLEXIBILITY

Develop options paper on Cooperative Audit Resolution Process	June 30
Discuss with Inspectors General from partici- pating agencies	July 31
Seek pilot implementation of initiative in two agencies outside education	July 31
Develop description of audit initiative for dissemination across federal, state and local agencies	Sept.30

3. ACTION TEAM ON ACCOUNTABILITY/NATIONAL INDICATORS

- Develop a decision memo for the President on
creating an annual report on child well-being
- Develop a concept paper outlining issues of
accountability in federal/state/local partnerships
and implications for future efforts

4. ACTION TEAM ON INFORMATION DISSEMINATION

Develop an electronic single point of access for
community groups seeking information about federal
programs for children and families:

Information about existing Internet info due	July 23
Alpha version for review and comment	September 15
Beta version	November 15

5. ACTION TEAM ON PROMOTING INTERGOVERNMENTAL PARTNERSHIPS

Memorandum to agencies supporting Connecticut MOU
requesting agencies to designate regional
agency contact July 8

Convene agency contacts in Connecticut to develop
commitment to implementing the partnership August 7

Develop reports on learnings from six identified July 31

Analyze these papers to develop a framework for
intergovernmental partnerships, including
principles and skills for federal partners September 6

Solicit feedback on the framework from states
and localities and develop revised framework September 20

Updated agenda

PARTNERSHIPS FOR STRONGER FAMILIES

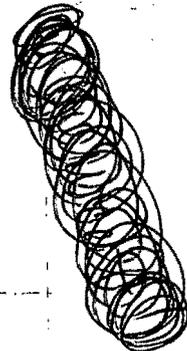
Steering Committee

July 12, 1996

12:30-2:00 pm

White House Conference Center, Truman Room

AGENDA



1. Welcome and Introductions

Carol Rasco

2. Action Team Reports:

Promoting Intergovernmental Partnerships

Michael Stegman

Lessons from partnership models

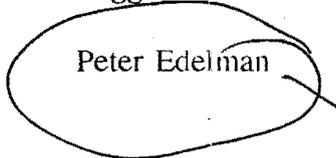
Barbara Dyer

Technical Assistance

Reggie Robinson

Accountability/National Indicators

Peter Edelman



MATT STAGNER
Who?
↓
Where is he?

3. Moving Ahead: Keeping staff engaged

Jeremy Ben-Ami

if you wish
You are welcome to say announcement
in next 2 wks on a DPC mtg of
secretaries on this issue or so.

4. Involving state and local partners

Jeanne Jehl

Lisa Mallory

I don't want
this group to
think they are
all coming tho!

5. Future meeting dates:

August 14

September 18



July 8, 1996

Partnerships for Stronger Families
Action Team: Promoting Intergovernmental Partnerships

Work Plan

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

Goals:

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

Work Plan:

- o DPC to issue memorandum to heads of relevant Federal agencies supporting CT/MOU and designating it as a laboratory for Partnership. Target date: July 9.
- o DPC to lead a field visit to Connecticut of relevant Federal agency representatives to explain the purpose of the CT/MOU and to discuss agency coordinating procedures and issues. Target date: Mid-August.
- o Use Action Team as a forum for discussion and resolution of issues arising from implementation of CT/MOU. Target date: ongoing.
- o Prepare report on CT/MOU lessons. Target date: September 20.

TOPIC II: Framework for Intergovernmental Partnership
Agreements for Federal Programs for Children
and Families

Goals:

- o Assess models for best practices:
 - * CT/MOU
 - * Oregon Option
 - * Community Empowerment Boards
 - * Federal Executive Boards
 - * Performance Partnerships
 - * Northwest Initiative
 - * Other

- o Develop a model partnership framework for children and family programs

Work Plan:

- o Assign papers on strengths and weaknesses of each of the identified models. Target date for completion: July 31.

- o Prepare "maps" of Federal field contacts for children and family programs in selected localities. Target date: July 19.

- o Create a sub-group on model partnership framework
 - * Define subject matter focus
 - * Identify Federal participants and clients
 - * Develop model for Federal agency participation and coordination and prepare information package for October Conference. Target date: September 6.

- o Discuss proposed framework with representatives of States or localities to gain feedback. Target date: September 20.

PARTNERSHIPS FOR STRONGER FAMILIES

July 16, 1996

PROMOTING INTERGOVERNMENTAL PARTNERSHIPS: Learning from Current Efforts

The Partnerships for Stronger Families effort seeks to explore ways that the federal government can become a more responsive partner with states and local communities to improve outcomes for children and families. Recent efforts by federal agencies have sought to develop and formalize intergovernmental relationships through a variety of models. The "best practices" papers will seek to learn from these models and the experiences of the agencies and their partners in implementing them. Once developed, these papers will serve as the basis for a discussion of the essential elements of intergovernmental partnerships.

ASSESS FIVE MODELS FOR BEST PRACTICES:

Connecticut MOU: Michael Stegman (HUD)

Oregon Option: Barbara Dyer

Community Empowerment Board: Margaret Pugh (CEB)

Federal Executive Board: Susan Valaskovic (NPR)

Performance Partnership grants: Hap Hadd (NPR)

Northwest Initiative: Victor Vasquez (USDA)

In reviewing each model, consider:

Background and context: what issues and conditions gave rise to the partnership?

Purpose: what is the stated purpose of the partnership? Has this purpose changed over the life of the partnership? Is the partnership clear about the results it intends to achieve?

Membership: who are the partners at federal/state/local levels?

Structure: What structure is needed to support the partnership? How specific is the agreement?

Process: How can multiple levels of government (and multiple entities within each level of government) reach agreement on a desired set of results to be achieved within a state or sub-state region?

Results: How are results monitored across multiple providers and numerous funding sources? What if the results are not achieved? What are the learning opportunities? What are the consequences?

Are we reaching targets (inc. deadline)

Accountability: What accountability mechanisms will replace existing ones? How can we adequately ensure honesty and equity and still provide the needed flexibility to manage for results?

Advantages and barriers: What are the primary advantages and barriers to these partnerships?

Implications for systemic change: How much potential does this partnership have to change the way the system operates??

Partnerships for Stronger Families

Technical Assistance Action Team

July 17, 1996

- Federal TA Survey Dissemination
 - Draft Cover Letter
 - Draft Survey

- Case Studies of Promising Technical Assistance Efforts

- IEL Working Meeting on Federal Technical Assistance (7/10-11)

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Dear Ms. T

Through an et
Families (Partnerships), th
drive to enhance, on a range of
and families across the country. We
willingness to complete the attached survey.

As you know from your own work, federal
supporting those programs and activities intended to produ
families. We recognize, therefore, that any serious effort to enu
families must focus, at least in part, on federal technical assistance del
Partnerships group is, through a multi-agency Technical Assistance Action Team,
enhancements that can be made in this area.

The Action Team has been asked to recommend changes in federal policy and practice
regarding the planning, delivery, and evaluation of federal technical assistance. The attached survey is
being conducted as a part of that effort. The Action Team expects to focus its recommendations on
strategies that: (1) coordinate technical assistance within and across agencies more effectively, (2)
improve responsiveness of technical assistance to community goals and outcomes, and (3) adapt and
replicate innovative technical assistance activities currently underway within the public and private
sectors. Your survey responses will provide invaluable information as we seek to undertake those
tasks.

Thank you very much for your help in this important effort.

Please return the completed by [DATE] to:

Reggie Robinson
Deputy Assistant Attorney General
Office of Justice Programs
633 Indiana Avenue, NW
Washington, DC 20531

Or fax to: Reggie Robinson
202/514-7805

**White House Domestic Policy Council
Partnerships for Stronger Families**

Federal Technical Assistance Survey

1. Organizational Information

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

2. Name of Technical Assistance Program/Activity: _____

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

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

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

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

MODE OF TA DELIVERY	% OF BUDGET
<input type="checkbox"/> Telephone consultation	_____
<input type="checkbox"/> On-line technology	_____
<input type="checkbox"/> Workshop/Seminar	_____
<input type="checkbox"/> External Expert Consultation	_____
<input type="checkbox"/> Peer to Peer	_____
<input type="checkbox"/> Training of Trainers	_____
<input type="checkbox"/> Other _____	_____

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

CUSTOMER	% OF BUDGET
<input type="checkbox"/> States	_____
<input type="checkbox"/> Tribal Governments	_____
<input type="checkbox"/> Substate units (city/county)	_____
<input type="checkbox"/> Local Education Agencies	_____
<input type="checkbox"/> Community/neighborhood	_____
<input type="checkbox"/> Non-profit organizations	_____
<input type="checkbox"/> Practitioners	_____
<input type="checkbox"/> Individuals	_____
<input type="checkbox"/> Other _____	_____

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

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

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

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

TYPE OF ORGANIZATION	% OF BUDGET
<input type="checkbox"/> States	_____
<input type="checkbox"/> Tribal Governments/Organizations	_____
<input type="checkbox"/> Profit-making enterprises	_____
<input type="checkbox"/> Institutions of Higher Education	_____
<input type="checkbox"/> Associations of States/Local Governments	_____
<input type="checkbox"/> Private Non-profit organizations	_____
<input type="checkbox"/> Other _____	_____

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

- Yes No

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

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

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

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

FY '95: _____ FY '96: _____

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

FY '95: _____ FY '96: _____

12. *Contact information for person completing this survey:*

Name: _____

Title: _____

Address: _____

Telephone number: _____

Fax number: _____

E-mail: _____

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

Yes

No

Thank You Very Much

CONNECTICUT MEMORANDUM OF UNDERSTANDING

Agency Contact Status Sheet

(as of July 16, 1996)

Department of Health and Human Services

Maureen O'Solnik
Executive Assistant to the Regional
Director
Boston Regional Office
John F. Kennedy Federal Building
Government Center
Boston, Massachusetts 02203
phone: (617) 565-1500
fax: (617) 565-1491

Department of Transportation
no response

Department of Education
no response

Department of Labor
no response

Department of Justice

Christopher Droney
United States Attorney for Connecticut
Connecticut Financial Center
157 Church Street
New Haven, CT 06510
phone: (203) 773-2108
fax: (203) 773-5376

Small Business Administration

Patrick McGowan
Regional Administrator for Region I
phone: (617) 565-8415

Environmental Protection Agency
Regional office will respond by end of the
week.

Department of Agriculture
no response

Department of the Interior
no response

Partnerships for Stronger Families

July 1996

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Sat./Sun.</i>
1	2	3 Flexibility HHS-HB 10am-11:30am	4	5	6/7
8 Promoting Intergovernmental Partnerships HUD - 2pm	9 Federal Technical Asst. Working Mtg. 1-5pm	10 Federal Technical Asst. Working Mtg. 8am-4pm	11	12 Information Dissemination 12:30 - 2pm WHCC	13/14
15	16 Nat'l Indicators 2pm HHS-HB 415F	17 Steering Committee WHCC Truman 2-4pm	18	19	20/21
22	23 Info.Dissem. Content Group WHCC 10am Technical Assistance WHCC 3:30pm	24	25	26	27/28
29	30	31			

Key

WHCC - White House Conference Center 786 Jackson Place
HHS-HB - Department of Health and Human Services Humphrey Building 200 Independence Ave.
IEL - Institute for Educational Leadership 1001 Connecticut Ave. 3rd Floor

July 16, 1996

Partnerships for Stronger Families

August 1996

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Sat./Sun.</i>
			1	2 Philadelphia Site Visit (Tentative)	3/4
5	6	7	8	9 Information Dissemination WHCC 12:30 --2pm	10/11
12	13	14 Steering Committee WHCC 2-4pm	15	16	17/18
19	20	21	22	23	24/25
26	27	28	29	30	31

Key

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HHS-HB - Department of Health and Human Services Humphrey Building 200 Independence Ave.

IEL - Institute for Educational Leadership 1001 Connecticut Ave. 3rd Floor

July 16, 1996