

RESEARCHERS ON BRAIN DEVELOPMENT

5/6/97 DRAFT

Cathy Dunn 822-8495 x 101

IEL Policy Exchange

Name	Phone	Affiliation	Address	Field
<i>Neurology</i>				
Harry Chugani	313-993-2867	Wayne State U.		Pediatric Neurology
Patricia Kuhl		U. of Washington		Neuroscientist
Carla Shatz	501-643-5762	U.C. Berkeley		Neurobiology
Paula Talal	201-648-1272 201-648-1080	Rutgers U. Ctr. for Neuroscience		
<i>Pediatrics</i>				
T. Berry Brazelton		Harvard		Pediatrician
Barry <u>Zuckerman</u>		Boston U. & Boston Medical Center		Pediatrician

<i>Psychology/Psychiatry</i>				
Dwayne Alexander		National Institute of Child Health and Human Development Harvard (?)		
Robert Coles		Harvard		Psychiatrist
Geraldine Dawson		U. of Washington		Psycho(pathology??)
Felton Earls		Harvard (School of Public Health)		Human Behavior & Development
William Fifer		Columbia U.		Psychobiologist
Stanley Greenspan	301-657-2348	George Washington U.		Psychiatrist (CHECK)
Megan Gunnar	(612)624-2846	U. of Minnesota		Child Development Developmental Psychology
Myron Hofer		Columbia U. & NY State Psychiatric Institute		Psychiatrist
Bruce Perry		Baylor		Psychiatrist
Kyle Pruett		Zero to Three & Yale		Psychiatrist
Alan Sroufe		U. of Minnesota		Child Psychologist
Serena Wider				Clinical Psychologist

<i>Education</i>				
Ronald Lally		Wested/ Far West Laboratory		Child and Family Studies (Ed.D.)
Irving Lazar		Vanderbilt		Special Education
William Staso				School Psychologist
<i>Other</i>				
Barbara Bowman		Erikson Institute		
Janet Di Pietro		Johns Hopkins U.		
Terri Edersheim		New York Hospital (Cornell)		OBGYN?
Emily Fenichel		ZERO TO THREE		
Lippman		U. Washington		
Craig Ramey		U. Alabama at Birmingham		PhD

Law	Status	FY 97 Budget	House Committee	Senate Committee	Federal Agency
<i>Childcare</i>					
Head Start (<i>Part of Human Services Amendments of 1994</i>) Early Head Start	Expiring Authorization	\$3,981,000,000	Education & Workforce	Labor & Human Resources	HHS - ACF
Child & Dependent Care Tax Credit			Ways & Means	Finance	
<i>Education</i>					
IASA (ESEA) Title I Even Start Safe & Drug Free Schools Bilingual & Immigrant Education	Expiring Authorization in 1999		Education & Workforce	Labor & Human Resources	Education
Goals 2000	Expiring Authorization	\$491,000,000	Education & Workforce	Labor & Human Resources	Education
IDEA Part H	Expired Authorization	\$4,036,000,000	Education & Workforce	Labor & Human Resources	Education - Office of Special Ed & Rehab Srvcs
National Literacy Act	Expired Authorization		Education & Workforce	Labor & Human Resources	

Housing

Housing & Community Development Act of 1992	Unauthorized Appropriation for FY 1997		Banking & Financial Services	Banking, Housing & Urban Affairs	HUD
Section 8	Unauthorized Appropriation for FY 1997		Banking & Financial Services	Banking, Housing & Urban Affairs	HUD
Stewart B. McKinney Homeless Assistance Act <i>(Part of Human Services Amendments of 1994)</i>	Expiring authorization		Banking & Financial Services	Labor & Human Resources	

Justice

Child Support Recovery Act of 1992 Criminal Child Support Enforcement	Unauthorized Appropriation for FY 1997		Ways & Means	Finance	
Juvenile Justice and Delinquency Prevention Act	Unauthorized Appropriation for FY 1997	\$170,000,000	Education & Workforce / Judiciary	Judiciary	Justice
Reauthorization of Omnibus Crime Control & Safe Streets Act Programs Office of Justice Programs State & Local Law Enforcement Assistance	Unauthorized Appropriation for FY 1997		Judiciary	Judiciary	Justice
Violent Crime Control & Law Enforcement Act of 1994 National Commission on Crime Prevention & Control Model Programs for Youth Education Concerning Domestic Violence	Unauthorized Appropriation for FY 1997		Judiciary	Judiciary	Justice

Health & Nutrition

Medicaid EPSDT (Early Periodic Screening & Diagnostic Testing)		Energy & Commerce	Finance	HHS
National School Lunch Program		Education & Workforce	Agriculture, Nutrition & Forestry	Agriculture
Substance Abuse & Mental Health Services Administration Mental Health Block Grant Substance Abuse Block Grant	Expired Authorization	Commerce	Labor & Human Resources	HHS(?)
Vaccine & Immunization Amendments of 1990	Unauthorized Appropriation for FY 1997			HHS(?)

Social Services

Community Services Block Grant	Expiring Authorization	Education & Workforce	Labor & Human Resources	HHS- ACF
Foster Care Adoption Assistance		Ways & Means	Labor & Human Resources	HHS - ACF
Personal Responsibility & Work Opportunity Reconciliation Act Temporary Assistance for Needy Families	Current	Ways & Means	Finance	HHS
Family Preservation (Doesn't exist)				

Other

National Institute for Health (Reauthorization)	Expired Authorization	Commerce	Labor & Human Resources	HHS
National Institutes of Health Revitalization Act of 1993 National Vaccine Program	Unauthorized Appropriation for FY 1997			
National Science Foundation	Expired Authorization	Science	Labor & Human Resources	National Science Foundation
National and Community Service Trust Act (There are separate authorizations for national service, service learning and each of the domestic volunteer programs)	Expired Authorization	Education & Workforce	Labor & Human Resources	Corporation for National Service
Domestic Volunteer Service Act Amendments Vista School & Community-Based Service Learning	Unauthorized Appropriation for FY 1997			
Kennedy-Kerry (?) Bill to insure children	Proposed			

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SIMULATION HEARING ON OBTAINING FEDERAL AND STATE ASSISTANCE

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

HEARING HELD IN WASHINGTON, DC, MARCH 27, 1995

Serial No. 104-8

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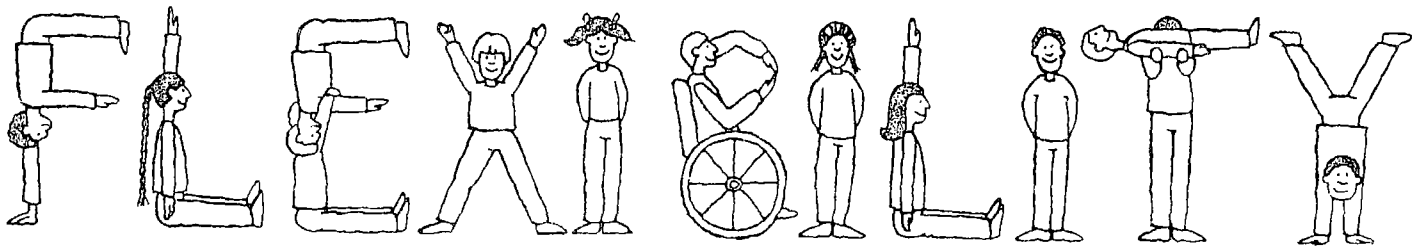
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FEDERAL EDUCATION PROGRAMS

A GUIDE BOOK FOR COMMUNITY INNOVATION

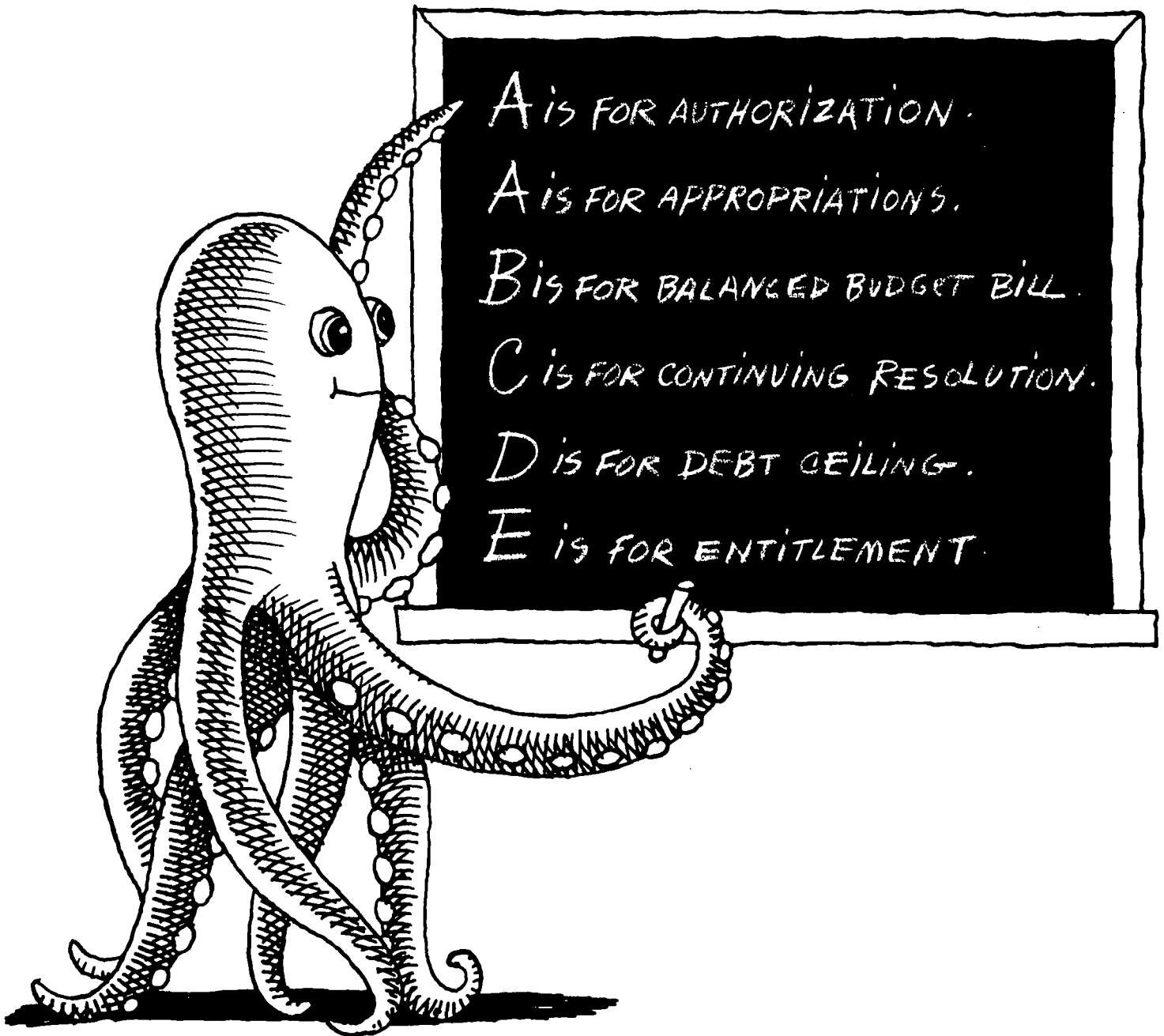
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THE ABC'S OF THE FEDERAL BUDGET DEBATE



The Policy Exchange
The Institute for Educational Leadership
February 1996

Congress and the Clinton administration are barreling toward changing both the form and function of the country's social safety net, a system of programs that is cumbersome at best and broken at worst.

However, few people, even members of Congress and state legislators, understand how awkwardly current assistance programs fit together for real people. This blind spot makes it likely that the dramatic proposals moving through Congress to put states in charge will repeat problems that plague the current federally driven system.

Earlier this year, the nonpartisan Institute for Educational Leadership conducted a hands-on exercise in which members of Congress, state legislators, their staffs, and other policymakers stepped into the shoes of a typical working-poor family in San Diego and applied for assistance from more than 20 federal, state, and local programs. Participants became a "virtual" family, the Hernandez family: Carlos (a U.S. citizen), his wife Yolanda, their four children, and Yolanda's sister (Alicia).

Real front-line workers traveled from San Diego to staff the agency "offices" located around a large room set aside for the purposes of the experiment. Included were benefit analysts for Aid for Families with Dependent Children and Medicaid, an employment and training specialist funded by the Job Training Partnership Act, a school nurse-practitioner, a school-based "family-services advocate," a child-care coordinator, a city housing assistant, an Internal Revenue Service taxpayer specialist on the earned-income tax credit, and local health department staff members responsible for programs such as child health and immunization.

Some important and surprising insights emerged from this exercise—insights with significant implications for how the country's public safety-net programs might be revamped as states slide into the policy driver's seat.

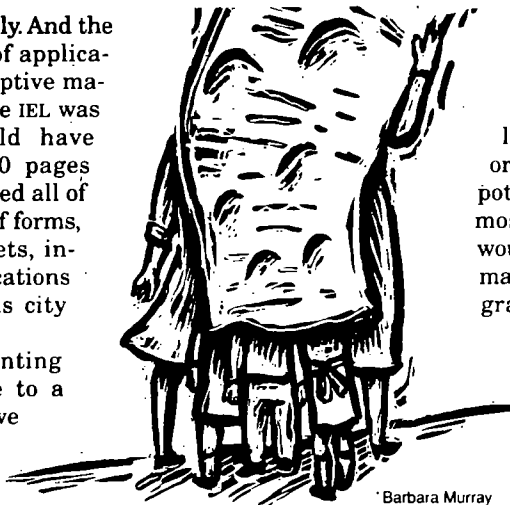
None of the Ph.D.s, lawyers, elected officials, administrators, or assorted policy wonks participating in the exercise could deal competently with the mounds of paperwork that would face the barely lit-

erate Hernandez family. And the 800-page workbook of application forms and descriptive materials supplied by the IEL was incomplete: It would have been more than 600 pages longer if it had included all of the duplicate copies of forms, informational booklets, instructions, and applications for county as well as city housing programs.

Imagine how daunting the system must be to a real family. How can we cut the paperwork, yet be sure to target funding and help where it is most needed?

Just about everyone participating in the exercise lied, cheated, or purposely withheld information. It seemed like the only sensible thing to do. When faced with the reality of the current system, members of Congress as well as senior staff members who draft or administer programs distorted or conveniently "forgot" such bottom-line facts as the work history of Carlos and Yolanda, Carlos' income, or the specifics about Alicia (who was not a documented U.S. citizen). For example, Rep. Peter Hoekstra, R-Mich., reported that his Hernandez-family team "thought we would get more money if we didn't talk about our work history," even though these facts were clearly laid out in the case study. Will block grants to states simplify the system and reduce the gamesmanship, or will they simply change a few rules of the game?

There is a sharp distinction between entitlement programs (such as AFDC, Medicaid, and food stamps) and categorical programs funded with finite appropriations



Barbara Murray



each year, and that difference stood out in high relief. Virtually all of the categorical programs—such as job training, Head Start, housing, and child care—rationed limited funds by targeting "priority groups" or having long waiting lists. So, while the hypothetical Hernandez family was eligible for most of the programs they applied for, they would only get actual help from about half, primarily because of their link to entitlement programs. As Congress transforms entitlement programs for individuals into block grants to states, will "stitch in time" help be even harder for families like the Hernandezes to get? Will "priority groups" constantly shift to respond to the latest local scandal or political hot potato? Will any assistance ever be a certainty?

Where the Hernandez family ends up depends primarily on where it starts, not on its real needs or its ability to benefit from aid. For example, the father, Carlos, needed help getting a job. But the quickest way for him to get job assistance was to already be receiving AFDC. With the increased authority under block grants, will states be able to provide just-in-time help for the likes of the Hernandez family living at the margin? Or will the fastest road to other services continue to be receiving AFDC?

The Achilles' heel of work and training for low-income families is child care. Even for parents like Yolanda and Carlos who want to work, the logistics of navigating the jumble of child-care programs are daunting. Yolanda's sister provided child care in this instance. But what if she returned to Mexico?

Continued on Page 22

Margaret Dunkle is the director of The Policy Exchange at the Institute for Educational Leadership in Washington.

Welfare Reformers' Initiation

Continued from Page 21

Each child would be eligible for a different program, each in a different location, and each with different operating hours (full-day, half-day, after-school, or a couple of hours here, a couple there). Besides, the best programs, like Head Start, are already oversubscribed. We want adults to work. We also want children to be safe and nurtured so that they, too, can grow up to be responsible and productive adults. But how can parents work, or look for work, if they can't find decent care for their children?

In our experiment, there was a Catch-22 when it came to housing. In San Diego, the Hernandez family would have a three- to five-year wait before being con-

sidered for public or assisted rental housing. And even if a two- or three-bedroom apartment became available, this family of seven would not get it because federal housing rules forbid putting a family that large into anything smaller than a four-bedroom apartment. In the

Whether they like it or not (and many do not) front-line social-services workers across the spectrum spend from 70 percent to more than 90 percent of their time with paper and computers, not with people. Old-fashioned caseworkers who help families put the pieces together are, with

more human error in return for greater productivity and the one-on-one contact that might actually change lives? Or will we continue to be stuck with a paranoid system that would rather prevent one audit exception than enable 20 families to get their feet on the ground?

pated in the exercise freely admitted that their states would have a lot of work to do before they could effectively assume additional responsibilities under block grants. One commented that, with 50 different states setting their own rules, "we could very well have a system that is worse" than the system confronting the Hernandez family

Legislators were also surprised to discover that their own states, not the federal government, were the source of much of the complexity. This is consistent with a recent General Accounting Office report that found that the federal block grants of the 1980s didn't reduce the paperwork burden at the local level, even though states no longer had to report very much to the federal government.

Having survived the experience as the Hernandez family, one seasoned Congressional staff aide wryly expressed surprise that there were so few shootings in welfare offices. Others left the exercise saying "surely we can do better." We can. But only if we learn from experience. ■



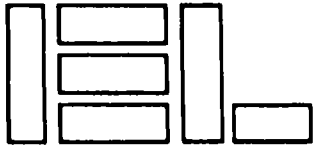
Barbara Murray

meantime, though, the family would continue to be stuffed into the one-bedroom apartment they currently rent. How helpful are all of the social-services and educational programs aimed at self-sufficiency if people have no options but to live like sardines?

few exceptions, extinct. They have morphed into traffic cops who spend their time double-checking eligibility, calculating error rates, and weeding out the deceptions that the system encourages in the first place. Would it be a fair swap to allow

Finally, not even the most sophisticated legislators or policy experts had a firm grip on all of the federal, state, and local aid programs involved in the exercise. No wonder: Programs at the federal level alone originated in nine different Congressional committees and nine Congressional subcommittees, and they are administered by six different executive-branch departments, one independent agency, and seven agencies within departments. Since fragmentation at the federal level has trickled down to states and localities, how well prepared are states to do a better job than their federal counterparts of connecting the programmatic dots?

State legislators who partici-



THE IEL POLICY EXCHANGE

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

March 27, 1997

Nicole Rabner
Assistant to the Deputy Chief of Staff
Office of the First Lady
Old Executive Office Building
Room 100
Washington, DC 20500

Dear Ms. Rabner:

I am writing in reference to a seminar the IEL Policy Exchange plans to hold for bipartisan Congressional and Executive Branch staff looking at what the brain development research means for specific pieces of legislation that the 105th Congress will consider. We plan to hold the seminar in late April to build on the momentum and enthusiasm of the White House Conference on Early Childhood Development and Learning.

The seminar will begin with a panel of researchers that will translate the research on brain development into layman's terms, giving examples of specific behaviors and activities that foster healthy brain development. Following the panel, seminar participants will break into small groups to analyze specific pieces of legislation to answer the question, "If your only goal was to maximize the brain development of children, how would you change this law?"

Given your current work at the White House on early childhood development, I thought you might have some thoughts on a few questions I have related to the White House conference and the planned IEL Policy Exchange seminar.

First, can you recommend specific researchers who could present the research on brain development in children in a straightforward, concrete and engaging manner to provide the basis for this policy discussion?

Second, what specific pieces of pending (or soon-to-be-pending) legislation would you suggest bipartisan Congressional and Executive branch staff examine to identify how to "maximize brain development in children"?

A Bottom-Up Look at Welfare Reform

*What Happens When Policymakers Apply
For Assistance From the Programs They Created?*

By Margaret Dunkle



Barbara Murray



Third, would the White House be interested in co-sponsoring this bipartisan seminar with us? We believe this seminar will provide a concrete next step to your conference. As you may know, the IEL Policy Exchange has co-sponsored several meetings of the Partnerships for Stronger Families initiative with the Domestic Policy Council since 1994.

Finally, would it be possible for me and my colleague, Cathy Dunn, to attend the White House Conference on Early Childhood Development and Learning to assure that our seminar constructively incorporates and follows up on the issues that are raised?

I have enclosed some background materials about the Institute for Educational Leadership and our work at the Policy Exchange. I hope to speak with you soon. I can be reached at (202) 822-8405, extension 104.

Best wishes,

Margaret Dunkle
Margaret Dunkle
Director
The IEL Policy Exchange

Enclosures

IEL Brochure

Comprehensive Strategies for Children and Families: Report on an October 4, 1994 Seminar
"A Bottom-Up Look at Welfare Reform"

→ co-sponsors?
• Sen Jeffords

• in cooperation w/
co-sponsored by
parameters

Collaboration -
Families & Work Institute.

Summer -
June or July

Committee room -

am / pm session -

• 2 K - both

staff

normally not open
to press, but
could be.

pass report -

1 sec. of improved
programs

Martha Moorehouse

that
statistics / early childhood
stuff.