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**16**

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# **Implementing Welfare-To-Work Initiatives within Military Child Care Programs**



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## Contents

- Information Paper: Welfare to Work
- President Clinton's Welfare-to-Work Initiative
- Welfare to Work Program Points of Contact by State
- Preparing Welfare Recipients as Child Care Providers...Elements of Successful Programs
- Implementation of Welfare to Work at Marine Corps Logistics Base Albany, GA and Marine Corps Base Quantico, VA
- Briefing slides

## INFORMATION PAPER

SUBJECT: WELFARE TO WORK

ISSUE: What is Welfare To Work from a national perspective?

FACTS:

1. Background. The Aid to Families with Dependent Children (AFDC) program was for 60 years the nation's most visible cash assistance program for the poor. The program was created to aid children whose parents could not financially support them. In August of 1996 Congress passed welfare reform legislation abolishing AFDC. Passage of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 fundamentally changed the welfare system in this country and shifted control of welfare implementation from the federal government to the states. The fundamental balance in the federal state partnership changed with this passage of legislation authorizing the Temporary Assistance for Needy Families (TANF).

2. Discussion

a. Purpose and goal of the Welfare to Work program

(1) The purpose of the new welfare legislation is designed to "break the cycle of poverty" by placing lifetime limits on welfare and moving recipients from welfare to work

(2) The use of federal block grant funding under the TANF program is to expand or initiate workfare programs to meet work participation requirements under the new welfare law.

(3) States were required by fiscal year 1997 to ensure that 25 percent of all families receiving benefits under TANF programs have an adult or minor parent head of household engaged in an approved "work" activity. No family may receive federal TANF assistance more than five years. States may exempt up to twenty percent of their caseload from the time limit.

(4) By the year 2002 states must meet work participation rates of fifty percent. States that reduce their welfare caseloads will be rewarded with bonus federal funds, and those that fail to move set percentages of recipients into employment (not education or job training) will be penalized.

b. Welfare to Work program components

(1) Each of the 51 states were to submit their welfare plans to the US Department of Health and Human Services by July 1, 1997. States may submit "their" own plan of achieving the work expectation requirements imposed by legislation. However,

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SUBJECT: WELFARE TO WORK

the most common approaches to the welfare-to-work programs are briefly listed below.

(a) Direct Employment Strategies through the use of job search assistance, self-directed job search, or job development and placement.

(b) Job Training Strategies utilizing classroom occupational training or on-the-job training (OJT).

(c) Education Strategies through remedial education or postsecondary degree programs.

(d) Subsidized Public Employment Strategies which provide actual unpaid work experience, community or public service jobs where wages are received for the hours worked.

(e) Mixed Strategies including vocational training plus basic skills either in the workplace or in instructional centers/classes and supported work experience with preemployment preparation, assignments to public jobs, and gradually increasing hours and responsibility combined with ongoing counseling, education, and peer support.

c. Strengthening Welfare to Work Implementation

(1) Evaluations of work-welfare programs of the past 20 years show employment training, education and work requirement programs to be successful as long as they are well executed. State implementation strategies for successful welfare initiatives include:

(a) A consensus of state administrators, managers, and staff of the program's goals and priorities.

(b) Ongoing support services to include training, counseling and a broad range for employment is available to recipients.

(c) Staff's attitudes and delivery of service are client-oriented.

(d) A strong understanding of the labor market and the willingness to work with it.

3. Summary. States have been given flexibility and latitude in designing a strategy to implement a welfare to work program. Their design and implementation must provide programs that will successfully move recipients to the work force.

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THE SECRETARY OF DEFENSE  
1000 DEFENSE PENTAGON  
WASHINGTON, DC 20301-1000



5 APR 1997

MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS  
CHAIRMAN OF THE JOINT CHIEFS OF STAFF  
UNDER SECRETARIES OF DEFENSE  
DIRECTOR, DEFENSE RESEARCH AND ENGINEERING  
ASSISTANT SECRETARIES OF DEFENSE  
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE  
INSPECTOR GENERAL OF THE DEPARTMENT OF DEFENSE  
DIRECTOR, OPERATIONAL TEST AND EVALUATION  
ASSISTANTS TO THE SECRETARY OF DEFENSE  
DIRECTOR OF ADMINISTRATION AND MANAGEMENT  
DIRECTORS OF THE DEFENSE AGENCIES

SUBJECT: President Clinton's Welfare-to-Work Initiative

Honoring his pledge to "end welfare as we know it," President Clinton last fall signed the historic welfare reform bill. Central to this legislation is the requirement for welfare recipients to find gainful employment. To that end, the President has urged private employers and directed Federal agencies to make special efforts to help welfare recipients enter the work world successfully.

I am proud to announce that the Department of Defense is taking an active role in this effort. Through the collaboration of many Defense Components, the Department has prepared a plan to recruit welfare recipients to fill entry-level positions across the country, consistent with applicable laws and regulations. These new workers will meet needs not only in the civil service but also in our nonappropriated fund activities, such as base exchanges and recreation facilities. In addition, we are encouraging our contractors to take similar actions.

Even with our substantial downsizing in recent years, the Department has the flexibility to offer opportunities to help individuals get started in the work world. We will cooperate with other agencies and state governments to use this flexibility to maximum advantage. As a result, we will provide the workplace and skills training, as well as the support mechanisms, that are essential for long-term success.

This effort will not disadvantage anyone due special consideration because of veterans' preference, spouse preference, other legislation affecting hiring or Priority Placement Program registration. Instead, it will demonstrate that the Federal government is a model employer -- in President Clinton's words, "demanding high performance from workers but going the extra mile to offer opportunity to those who have been on welfare and want to do something more with their lives."



U06159 /97

When positions become available in your organization, I expect that you will consider the possibility of hiring welfare recipients, consistent with applicable laws and regulations. When such individuals are hired, I further expect you to provide the mentoring and other guidance that can ease the transition. Together, we can make a significant difference in the communities we serve.

William L. [Signature]

## WELFARE TO WORK PROGRAM

On March 8, 1997, President Clinton asked Federal agencies to do everything they could to hire people off the welfare rolls into available jobs in the government. Each Federal agency has committed to assisting welfare recipients in their transition from welfare to work.

In order to keep a record of the number of welfare recipients who are successfully employed by the Federal government, the U.S. Office of Personnel Management (OPM) is asking all new hires to fill out the attached form. This form will allow OPM to report the numbers of welfare recipients who are hired by the Federal government. The reports will be used for statistical purposes only and will not be used to identify individuals.

Before you fill out this form there are some things you should know:

1. **Answering this form is voluntary.** If you do not want to answer the survey, you don't have to answer it. No one can fill out the form for you.
2. **This information is confidential.** The information will be protected from all but those few people who will need to keep statistical records.
3. **You will not be personally affected.** Even if you choose not to answer the form, it will have no effect on your job.
4. **This information will also assist agencies to ensure that various support programs they may have in place such as child care services, transportation assistance, and agency mentors are made available to welfare recipients as they become Federal employees.**

We need your help. The Federal government is committed to moving welfare recipients off the welfare rolls and into productive jobs. Please take a minute to read and answer the attached form. Help us help the President meet his goal.

Thank you.



| Welfare to Work Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                |                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| (Please read the instructions and Privacy Act Statement before completing form)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                |                                       |
| Agency Use Only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Name (Last, First, Middle Initial)                                                                                                                                                                                                                                                                                                                                             | Social Security Number<br>    -     - |
| <b>Specific Instructions:</b><br>The categories below are designed to identify whether or not you are receiving assistance under the Temporary Assistance to Needy Families Program. Place an "X" in the box next to the appropriate category.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                |                                       |
| Category<br>(Mark ONE only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | DEFINITION OF CATEGORY                                                                                                                                                                                                                                                                                                                                                         |                                       |
| A <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I am an adult, or teen parent under age 19, receiving assistance under:<br><br>a) The Temporary Assistance for Needy Families (TANF) program administered by a State under the Federal block grant; OR<br><br>b) Aid to Families with Dependent Children (AFDC); OR<br><br>c) Tribal Temporary Assistance for Needy Families program administered by an eligible Indian tribe. |                                       |
| B <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I am not currently receiving this type of assistance.                                                                                                                                                                                                                                                                                                                          |                                       |
| <b>Privacy Act Statement</b><br><br>Furnishing this information is voluntary. Solicitation of this information is authorized by President Clinton's Memorandum of March 8, 1997 entitled "Government Employment for Welfare Recipients." This information will be used for workforce analysis and for monitoring agencies' compliance with the President's Memorandum. This information may also be used for statistical reports. It will not be used to make any personnel decisions about individuals.<br><br>Executive Order 9397 (November 22, 1943) authorizes use of your Social Security Number (SSN). That Order requires agencies to use the SSN for the orderly administration of personnel records. Your SSN will be used solely for that purpose. Your furnishing of your SSN is voluntary and failure to furnish it will have no effect on you. |                                                                                                                                                                                                                                                                                                                                                                                |                                       |

**WELFARE TO WORK PROGRAM  
POINTS OF CONTACT BY STATE**

**Alabama**

POC: Joel Sanders  
Director of Welfare Reform  
Alabama Department of Human  
Resources  
50 Ripley Street  
Montgomery, AL 36130-4000  
(334)242-1773  
*Guidelines governed by the State*

**California**

POC: Corinne Chee  
Director for Public Affairs  
California Department of Social  
Services  
744 P Street, Suite 1750  
Sacramento, California 95814  
(916)657-2268  
*Guidelines governed by the State*

**Alaska**

POC: Charles Knittel  
Work Program Coordinator  
Department of Health & Social  
Services  
Division of Public Assistance  
P.O. Box 110640  
Juneau, Alaska 99811-0640  
(907)465-5843  
*Guidelines governed by the State*

**Colorado**

POC: Connie Haynes  
Medicaid Technician  
Colorado Department of Human  
Services  
1575 Sherman Street, 3rd floor  
Denver, Colorado 80234-1714  
(303)866-5938  
*Guidelines governed by the State;  
however, counties have the option of  
block granting*

**Arizona**

POC: Moe Gallegos  
Program Administrator, Department of  
Economic Security  
Family Assistance  
1717 West Jefferson  
Phoenix, Arizona 85007  
Site Code: 960A  
(602)542-5065  
*Guidelines governed by the State*

**Connecticut**

POC: John Ford  
Director of Family Services  
Department of Social Services  
25 Sigourney Street  
Hartford, Connecticut 06106  
(860)424-5010  
*Guidelines governed by the State*

**Arkansas**

POC: Debbie Bousquet  
Manager of Resource Development  
Department of Human Services  
P.O. Box 1437  
Slot 1230  
Little Rock, Arkansas 72203-1437  
(501)682-8264  
*Guidelines governed by the State*

**Delaware**

POC: Jack Holloway  
Executive Assistant to Director,  
Division of Social Services  
1901 North Dupont Hwy.  
Lewis Building  
New Castle, Delaware 19720  
(302)577-4400  
*Guidelines governed by the State*

**WELFARE TO WORK PROGRAM  
POINTS OF CONTACT BY STATE**

**District of Columbia**

POC: Garland Hawkins  
Acting Chief of Bureau of Training &  
Employment  
Jobs Program/Jobs Opportunities &  
Business Skills-Dept of Human Svcs  
33 North Street NE  
Washington, DC 20002  
(202)727-1293  
*Guidelines governed by the State*

**Florida**

POC: Don Winstead  
Welform Reform Administrator,  
Department of Children and Families  
1317 Winewood Blvd., Building 3,  
Room 406  
Tallahassee, Florida 32399-0700  
(850)921-5567  
*Guidelines governed by the State*

**Georgia**

POC: Carol Robinson  
Chief of Employee Ability Services  
Department of Family & Children Svcs  
2 Peachtree Street, Suite 14-104  
Atlanta, Georgia 30303  
(404)657-3700  
*Guidelines governed by the State*

**Hawaii**

POC: Garry F. Kemp  
Assistant Administrator  
Department of Human Services  
Benefit, Employment & Support  
Service Division  
1001 Bishop Street, Pacific Tower,  
Suite 900  
Honolulu, Hawaii 96813  
(808)586-7054  
*Guidelines governed by the State*

**Idaho**

POC: Joan Silva  
Administrator  
Division of Welfare  
450 West State  
Boise, Idaho 83720-0036  
(208)334-5819  
*Guidelines governed by the State*

**Illinois**

POC: Karen Maxson  
Administrator of Planning and  
Community Services  
100 South Grand Avenue East  
Springfield, Illinois 62762  
(217)785-3300  
*Guidelines governed by the State*

**Indiana**

POC: Charlene Burkett-Sims  
Manager of Policy Coordination  
Division of Family Children/Family  
Independence Section  
402 West Washington Street, Rm 363  
Indianapolis, Indiana 46204  
(317)232-4923  
*Guidelines governed by the State*

**Iowa**

POC: Norma Hohlfeld  
PROMISE Jobs Coordinator  
Division of Economic Assistance -  
Department of Human Services  
Hoover Street Office Bldg, 5th Floor or  
Des Moines, Iowa 50319-0114  
(515)281-4607  
*Guidelines governed by the State*

**WELFARE TO WORK PROGRAM  
POINTS OF CONTACT BY STATE**

**Kansas**

POC: Connie Hubbell  
Commissioner of Social Rehabilitation  
Services  
Income Maintenance Employment and  
Separation Services  
300 Southwest Oakley  
Smith Wilson Building  
Topeka, Kansas 66606  
(913)296-8198

*Guidelines governed by the State*

**Kentucky**

POC: Cathy Mobley  
Assistant Director - Department of  
Social Insurance  
275 East Main  
Frankfurt, Kentucky 40621  
(502)564-3106

*Guidelines governed by the State*

**Louisiana**

POC: Vera Blakes  
Assistant Secretary  
Office of Family Services  
P.O. Box 94065  
Baton Rouge, Louisiana 70804  
(504)342-6729

*Guidelines governed by the State*

**Maine**

POC: Susan Dustin  
Director of Policy and Programs -  
Department of Human Services  
11 State House Station  
Whitten Road  
Augusta, Maine 04333  
(207)287-2826

*Guidelines governed by the State*

**Maryland**

POC: Connie Tolbert  
Kevin Mahon  
Director of Family Investment  
Administration Executive Director  
311 West Saratoga Street  
(410)767-7338  
Baltimore, Maryland 21201  
(410)767-7286

*Guidelines governed by the State*

**Massachusetts**

POC: Claire McIntyre  
Commissioner of Dept of Transitional  
Assistance  
Executive Office of Health & Human  
Services  
600 Washington Street  
Boston, Massachusetts 02111  
(617)348-8402

*Guidelines governed by the State*

**Michigan**

POC: Karen Smith  
Director of Office Communications  
Michigan Family Independence  
Agency  
235 South Grand Avenue  
Lansing, Michigan 48909  
(517)373-7394

*Guidelines governed by the State*

**Minnesota**

POC: Deborah Huskins  
Assistant Commissioner  
Department of Human Services  
444 Lafayette Road  
St. Paul, Minnesota 55155  
(612)296-6955

*Guidelines governed by the State*

**WELFARE TO WORK PROGRAM  
POINTS OF CONTACT BY STATE**

**Mississippi**

POC: Edwin Henry  
Director of Economic Assistance  
Mississippi Human Services  
P.O. Box 352  
Jackson, Mississippi 39205-0352  
(601)359-4800  
*Guidelines governed by the State*

**Missouri**

POC: Tom Jones  
Deputy Director of Income  
Maintenance  
Department of Social Services  
P.O. Box 88  
Jefferson City, Missouri 65103  
(573)526-4836  
*Guidelines governed by the State*

**Montana**

POC: Linda Currie  
Department of Public Health & Human  
Services  
Child and Family Service Division  
P.O. Box 8005  
Helena, Montana 59604-8005  
(406)444-4099  
*Guidelines governed by the State with  
some county discretion*

**Nebraska**

POC: Dan Cillessen  
Administrator of Economic Assistance  
Department of Health and Human  
Services  
P.O. Box 95044  
Lincoln, Nebraska 68509  
(402)471-9270  
*Guidelines governed by the State*

**Nevada**

POC: Rota Rosaschi  
Chief of Benefits and Support - Human  
Resource and Welfare Division  
2527 North Carson Street  
Carson City, Nevada 89710  
(702)687-4834  
*Guidelines governed by the State*

**New Hampshire**

POC: Judith Lowell  
Director of Transition Assistance  
Department of Health and Human  
Services  
6 Hazan Drive  
Concord, New Hampshire 03301  
(603)271-4860  
*Guidelines governed by the State*

**New Jersey**

POC: Karen Highsmith  
Director of Department of Human  
Services  
6 Quakerbridge Plaza  
Mercerville, New Jersey 08625  
(609)588-2401  
*Guidelines governed by the State*

**New Mexico**

POC: Barbara Snider  
Deputy Director  
New Mexico Human Services  
P.O. Box 2348  
Sante Fe, New Mexico 87504-2348  
(505)827-1323  
*Guidelines governed by the State*

**WELFARE TO WORK PROGRAM  
POINTS OF CONTACT BY STATE**

**New York**

POC: Karen Popandrea  
Director of Welfare to Work  
New York State Department of Labor  
State Office Campus, Blvd 12,  
Room 223B  
Albany, New York 12240  
(518)485-6289  
*Guidelines governed by the State*

**Oklahoma**

POC: Mary Stalnaker  
Program Supervisor for Cash Public  
Assistance Program  
Family Support Services  
P.O. Box 25352  
Oklahoma City, Oklahoma 73125  
(405)521-3076  
*Guidelines governed by the State*

**North Carolina**

POC: Pheon Beal  
Chief of Economic Independence  
Division of Social Services  
325 North Salisbury Street  
Raleigh, North Carolina 27603-5905  
1-800-724-0583 or (919)733-3055  
*Guidelines governed by the State*

**Oregon**

POC: Kevin Aguirre  
Jobs/Workforce Manager - Adult and  
Family Services Division  
500 Summer Street  
Northeast 2nd Floor  
Salem, Oregon 97310-1013  
(503)945-6127  
*Guidelines governed by the State*

**North Dakota**

POC: Kevin Iverson  
Director of TEEM Division  
North Dakota Human Services  
Department  
600 East Blvd.  
Dismark, North Dakota 58505  
(701)328-2310  
*Guidelines governed by the State*

**Pennsylvania**

POC: David Florey  
Director of Bureau of Employment &  
Training Program  
Office of Income Maintenance  
Room 428, Health & Welfare Building  
Harrisburg, Pennsylvania 17120  
(717)787-8613  
*Guidelines governed by the State*

**Ohio**

POC: Ron Rhodes  
Deputy Director of Office  
Communications - Office  
Communications Department  
30 East Broad Street, 32nd Floor  
Columbus, Ohio 43266-0423  
(614)466-6650  
*Guidelines governed by the State with  
some county discretion*

**Rhode Island**

POC: Jay G. Lindren  
Director of the Department of Children,  
Youth, and Families  
Department of Administration in  
Governor's Office  
610 Mt. Pleasant Avenue  
Providence, Rhode Island 02908  
(401)457-4789  
*Guidelines governed by the State*

**WELFARE TO WORK PROGRAM  
POINTS OF CONTACT BY STATE**

**South Dakota**

POC: Dennis Pelkofer  
Administrator of TANF(Temporary  
Assistance for Needy Families)  
Department of Social Services  
Economic Assistance  
700 Governor's Drive  
Pierre, South Dakota 57501-2291  
(605)773-4678  
*Guidelines governed by the State*

**Utah**

POC: Mason Bishop  
Director of Office of Public Affairs  
Public Relations Department  
140 East 300 South  
P.O. Box 45249  
Salt Lake City, Utah 84111  
(801)526-4331  
*State of Utah is currently in the  
process of developing a program*

**Tennessee**

POC: Wanda Moore  
Director of Employment and Training  
Services  
Department of Human Services  
400 Deaderick Street  
Nashville, Tennessee 37219  
(615)313-4866  
*Guidelines governed by the State*

**Vermont**

POC: Steve Gold  
Director of Reach-Up Program  
Department of Social Welfare  
103 South Main Street  
Waterbury, Vermont 05671-1201  
(802)241-2834  
*Guidelines governed by the State*

**Texas**

*Guidelines governed by the State in  
combination with two agencies as follows:*

POC: Jessica Shahin  
Director of Public Information  
Texas Department of Human Services  
P.O. Box 149030  
Austin, Texas 78714-9030  
Mail Code: W-623  
(512)438-5471

Luis Macias  
Executive Support  
Texas Workforce Commission  
101 East 15th Street  
Austin, Texas 78778  
(512)463-0198

**Virginia**

POC: Betsy Riopelle  
Director of Planning and Policy  
Department of Social Services  
730 East Broad Avenue  
Richmond, Virginia 23219  
(804)692-1966  
*Guidelines governed by the State*

**Virgin Islands**

POC: Ermine Boschulte  
Administrator of Financial Program  
Division  
Department of Human Services  
Knude Hansen Complex, 1303 Hospital  
Ground  
St. Thomas, Virgin Islands 00802  
(809)774-7125  
*Guidelines governed by the State*

**WELFARE TO WORK PROGRAM  
POINTS OF CONTACT BY STATE**

**Washington**

POC: Cathy Wiggins  
Deputy Assistant Secretary for Welfare  
Reform  
Economic Assistance  
P.O. Box 45070  
Olympia, Washington 98504  
(360)902-7754  
*Guidelines governed by the State*

**West Virginia**

POC: Sue Buster  
Acting Director of Policy Unit  
Department of Health and Human  
Resources  
Office of Family Support  
Capital Complex, Bldg. 6, Room 650  
Charleston, West Virginia 25305  
(304)558-0684  
*Guidelines governed by the State*

**Wisconsin**

POC: Gary Kuhnen  
Director of Bureau Welfare Initiatives  
Department of Workforce Development  
P.O. Box 7935  
Madison, Wisconsin 53707  
(608)267-9022  
*Guidelines implemented by counties  
and the State*

**Wyoming**

POC: Shirley Carson  
Director of Family Services  
2300 Capitol Avenue, 3rd floor,  
Hathaway Bldg.  
Cheyenne, Wyoming 82002  
(307)777-5648  
*Guidelines governed by the State*



## **Preparing Welfare Recipients as Child Care Providers...**

### **Elements of Successful Programs**

#### **Choice**

- Participation should be based on the choice of child care as employment.
- Participants should demonstrate an aptitude for child care.
- Programs should provide participants with information about the variety of child care employment options.

#### **Accessibility**

- Programs should use creative strategies to reach out to welfare recipients to encourage participation.
- Programs should make program entry and registration simple.

#### **Incentives**

- Programs should offer credentials that translate into increased compensation.
- Training should be linked to additional opportunities for academic or professional advancement.
- Training should support career mobility.

#### **Needs-based programming**

- Programs should be prepared to respond to the real life issues of participants.
- Programs should provide a choice of opportunities to enable individuals to enter at the level that meets their needs and to proceed at their own pace.

#### **Integration of On the Job Training with Classroom Training**

- On the job training or supervised fieldwork should be combined with classroom training.
- On the job training should put classroom training into practice.

#### **Multi-level Curricula**

- Curricula should include content about child development and parenting education as well as early childhood education.
- Curricula should also include basic problem-solving skills, an emphasis on cognitive development, and job readiness skills.
- Curricula should be sequential rather than one-shot and should provide repeated opportunities to discuss the material, and apply to real life.

### **Conformance with Adult Learning Principles**

- Preparation should be interactive and experiential.
- Programs should draw on the collective experience of the participants.
- Programs should provide role models with whom participants can identify.

### **Supportive Relationships**

- Programs should encourage personal relationships between teacher-advisors and trainees.
- Teacher-advisers and mentors should support trainees during the full course of the program.

### **Cultural Sensitivity**

- All aspects of the program--staffing, outreach, registration, classroom/on the job training, and support services--should be sensitive to cultural needs.

### **Support Services**

- Support services for participants should include affordable, high quality child care and health care.
- Programs should also offer referrals to other services that participants may need.

\*Supporting Welfare Recipients as Child Care Providers:  
Proceedings from a Conference June 27-28, 1996. Center for  
Family Support, Bank Street College of Education.

USMC CHILD DEVELOPMENT PROGRAM  
IMPLEMENTATION OF WELFARE TO WORK (WTW)

Installation: Marine Corps Logistics Base, Albany, GA  
POC: T. Lynn Willis, Child Development Program  
Administrator  
Phone: 912-439-5199

How did we access the WTW Program?

- Contacted county's job placement coordinator through Department of Family and Children Services to arrange a meeting.
- Job placement coordinator briefed. Georgia's Welfare to Work Program.
  - Work experience
  - Grant diversion
  - State troubleshoots

What did we need to consider in utilizing WTW in our military program?

- How could Welfare To Work Program benefit Child Development Program?
- What positions were open?
- How many vacancies?
- Was an internship possible?
- What form of assessment would be done?

What terms and conditions were negotiated before the start of the program?

- Informed job placement coordinator of 4 vacant flexible direct care positions - stated position requirements
  - 18 years old
  - read, write, comprehend English language
  - high school graduate or equivalent
  - able to successfully pass national background investigation
  - must be dependable and flexible
- Internship 1-3 months prior to hiring consideration.
- Employment would continue as flexible employee.

How were the WTW placements screened?

- Job placement coordinator screened personnel to meet eligibility requirements.
- Child development Program personnel interviewed recipients.

What were the terms set for placement of WTW personnel?

- Internship 30 days - total 6 persons.
- 4 recipients placed on payroll.
- 1 terminated - didn't meet dependability requirement.
- 4 employed Jan 97.
- 1 employed Apr 97.

How are the personnel supervised while in the program?

- Personnel have assigned case worker who troubleshoots for employer.
- Employee monthly performance evaluations due to state.
- Primary staff mentor and monitor.
- Training/curriculum specialist develops IEP's and also provides regular training requirements.
- Verbal communication between job placement coordinator, case worker and Child Development Program personnel to provide oversight of Welfare To Work personnel.

How did the WTW Program benefit my military program?

- a. Recruitment and eligibility screening of potential flexible employees.
- b. Additional supervision provided by the state.
- c. Grant diversion offsets payroll for 9 months - entry level direct care staff cost normally \$7.15 hr - through grant diversion cost is between \$4.00 - \$4.50 hr.
- d. Welfare To Work personnel receive work experience, training and equitable compensation.
- e. Welfare To Work personnel's children may attend quality child development programs.
- f. Former welfare recipients are employed.

What are our future plans for the WTW Program?

- Continue placement as vacancies permit.
- Initiate work experience aspect
  - place candidates as administrative clerk at center
  - work experience afforded for 120 days
  - personnel at no cost to child development program
  - personnel gain work experience

USMC CHILD DEVELOPMENT PROGRAM  
IMPLEMENTATION OF WELFARE TO WORK (WTW)

Installation: Marine Corps Base, Quantico, VA  
POC: Sandra Gojekian, Child Development Program  
Administrator  
Phone: 703-784-2165

How did we access the WTW Program?

In Feb 1997, contact was made with the Department of Social Services to obtain the POC for the Welfare To Work Program. Each county in the state of Virginia was required to design and implement a transition program for welfare participants. Prince William County happened to be designated as a model program for the state of Virginia, thus providing an excellent opportunity to be involved from the onset.

What did we need to consider in utilizing WTW in our military program?

The Quantico CDP's goal was to obtain qualified applicants that could be screened, interviewed and hired more readily to meet the demands of the mission. The ongoing need for additional caregivers and support staff was critical for the CDP to remain financially solvent. The WTW program could also provide "free" labor if chosen to be a CWEP (On-The-Job-Training) site.

What terms and conditions were negotiated before the start of the program?

Once identified, the Employment Development Marketing Specialist (EDM), the POC for the WTW program, provided an overview of the program at the CDPA's request for the CDP management staff. At the conclusion of the brief many concerns were addressed such as; transportation issues, security background checks, dependability, accountability, training, and hiring issues. The EDM Specialist was very responsive to the concerns and was extremely skilled in providing the information. After reviewing the materials, the information and brief was then presented to the command for approval. Once approved for action, MOU's were then drafted and approved by the Quantico Staff Judge Advocate's office and MWR personnel to ensure compliance with all hiring practices. Once finalized, (approximately 30 days) Quantico agreed to serve as a "VIEW" program and "CWEP" site.

How were the WTW placements screened?

The first step was to visit the job placement office and speak directly to the job counselors on how they determine if a person meets certain job qualifications. Standard job positions were given to the counselors for a GSE02-GSE04 Program Assistant to place in their job banks. Specific duties were addressed with the counselors to ensure they were aware of our needs. It was agreed upon that all applicants

must meet all of the job qualifications and have background checks conducted prior to being referred. It was also discovered at this time that support could be given for janitorial, food service and administrative positions. Therefore, these PD's were registered as well.

What were the terms set for placement of WTW personnel?

In the MOU's it clearly states the terms agreed upon by both parties. Further, should an employee fail to report to work for whatever reason, their job counselor would be called immediately, thus jeopardizing their benefits. They would also be required to follow the hiring/firing practices set forth by MWR personnel and the union agreement. If in the CWEP program they would be required to follow all of the CDP policies as well and would be held accountable for their work assignments and attendance. All applicants are placed under a 90 day probation period and will be terminated immediately for any non-compliances.

How are the personnel supervised while in the program?

If hired through the VIEW program (direct hire after following all standard hiring practices through MWR personnel) they will be directly supervised by the CDC Director/Assistant Director. They would be considered a permanent employee and must follow all policies and procedures. Their placement from the WTW program is kept confidential from the rest of the CDP staff to prevent any embarrassment to them. They are considered part of the "TEAM". Monthly reports are provided back to the WTW job counselors for one year.

If placed from the CWEP program (job training) the CDC assistant director is the on-site supervisor and weekly reports and time sheets are provided to the job counselors. A monthly written report must also be completed on their performance. Should they fail to report to work their benefits will be terminated immediately, thus becoming a deterrent itself from absenteeism.

How did the WTW Program benefit my military program?

The benefits have been overwhelming to the CDP. The participants that have been hired and/or placed through the VIEW and CWEP programs have been a great asset to the program as they all came with either college education, CDA's, training or experience in the child care field. The partnership that has been developed with the county has also opened doors on other initiatives that have and will benefit the CDP and command.

What are our future plans for the WTW Program?

To continue the excellent partnership with Prince William County in providing this service that meets everyone's needs.

## **Executive Memorandum on Military Child Development Programs**

---

Establish partnerships with State or county employment and job training programs to enable Military Child Development Centers and Family Child Care Homes to serve as training locations for welfare recipients moving from welfare to work. The Department of Defense programs could provide on-the-job training, work experience, and an understanding of best practices for the delivery of child development services.

The federal government will serve as a model employer - in President Clinton's words, "demanding high performance from workers but going the extra mile to offer opportunity to those who have been on welfare and want to do something more with their lives."

## **OPM / DoD INITIATIVES**

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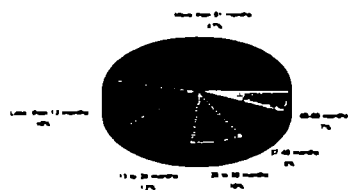
- April 97 <sup>See Brief</sup> ~~Presidential~~ Memo announced DoD participation on Welfare-To-Work Initiatives.
- DoD plan to recruit and fill entry level positions
  - 912 APF
  - 693 NAF
- DoD must first honor employment preferences required by law for
  - Veterans
  - Military spouses
  - Other hiring preferences
- Positions with government contractors also factored into DoD plan.
- Personnel offices collect and report information monthly on employment of welfare recipients.

## **Welfare Reform**

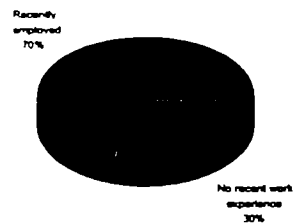
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- Aid to Families with Dependent Children (AFDC)
  - Federal commitment to fund welfare jointly with the States.
  - Entitlement program, unlimited match with federal dollars.
- Temporary Assistance to Needy Families (TANF)
  - Block grant funding to each state
  - Five year lifetime limit on amount of time a family can receive assistance
  - Goals set for each state to receive full funding tied to percentages of families engaged in work activities

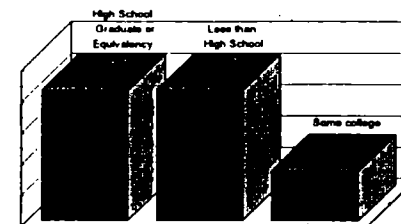
### Length of Time on Welfare



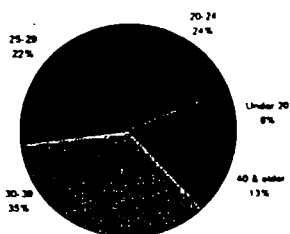
### Work Experience



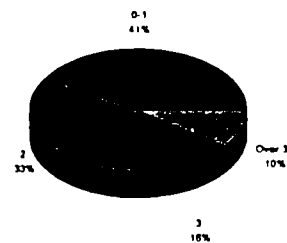
### Academic Levels of Welfare Recipients Education % of Recipients



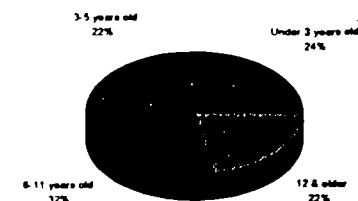
### Age of Welfare Recipients % of Recipients



### Number of Children % of Welfare Families

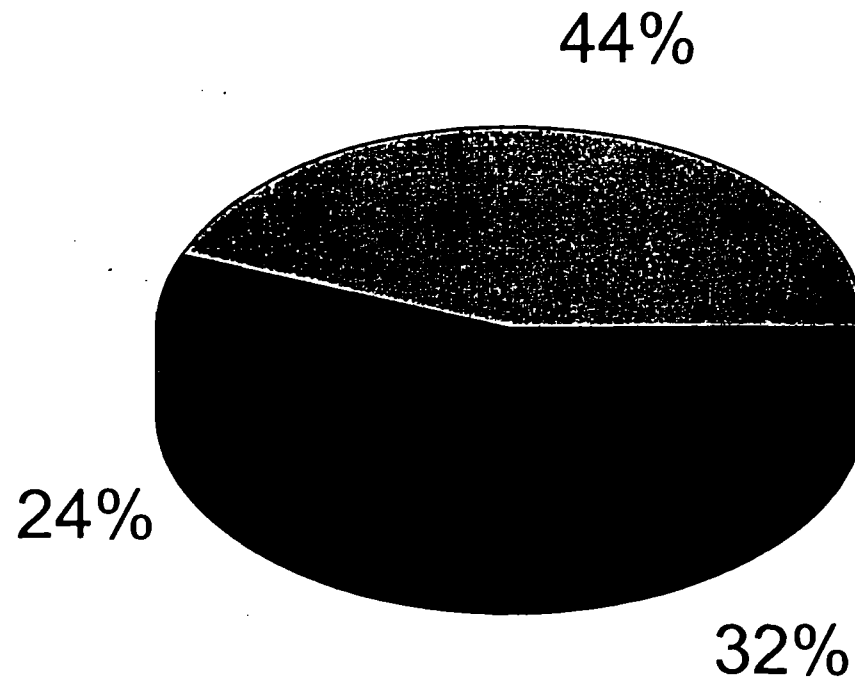


### Age of Youngest Child % of Welfare Families





# DoD PLAN FOR EMPLOYING WELFARE RECIPIENTS



Appropriated Fund



Nonappropriated Fund



Contractors

## **"The Welfare Office"**

---

### **Change in focus**

- from income maintenance to employment center
- client oriented focus; employment, training, and counseling services
- building ties to labor market agencies
- many agencies focus on "work first" strategies rather than long term job training

## **Welfare Recipients**

---

- Majority have work experience
- Most are in their twenties and thirties, a prime working age group
- Majority have a high school degree or equivalency

## **Preparing Welfare Recipients as Child Care Providers ... Elements of Successful Programs**

---

- Choice
- Incentives
- Integration of On The Job Training
- Conformance with Adult Learning Principles

## **Implementing Welfare-to-Work Initiatives in Military Child Care**

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- For more information on installation level implementation plan contact your HRO and NAF personnel offices
- Welfare Reform is state administered program; initiatives and requirements vary. See list of state contacts
- Voluntary effort
- U.S. Marine Corps will prepare report on implementation

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**FAMILY CHILD CARE  
MEETING UNIQUE CHILD  
CARE NEEDS**

DOD JOINT SERVICES TRAINING  
11 NOVEMBER 97  
ANAHEIM, CA

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**NAVY- Executive Agent**

● **Purpose**

- Share expertise and lessons learned from Military Family Child Care (FCC) Programs
  - Assist all military programs and the civilian sector in replicating the Military model for FCC
  - How to establish Military Off-base program to expand the availability of child care spaces
- 
- 

**Background of FCC Program**

- One element of DoD Child Development Program
  - Established in mid-1980's to expand availability of child care
    - meet unique needs (infants and toddlers, evening, weekend, hourly, special needs)
  - Provide oversight of care that was being provided in military housing
- 
- 

**Why We Think the Program Has Been Successful**

- Equally valued
  - Systems Approach
    - Standards and Enforcement
    - Staffing Requirements/Training
    - Inspections: Fire, Safety, Health, Program
    - Monthly Home Visits
    - Background Screenings
- 
- 

**Why We Think the Program Has Been Successful (cont)**

- Support from other Base Agencies
    - Fire, Safety, Health, Family Services/Advocacy, Security, Housing, Military Leaders
  - Training
    - Initial and ongoing
- 
- 

**Why We Think the Program Has Been Successful (cont)**

- Support to Providers
    - Helped meet child care needs
    - Career/job for Provider
    - Skills transferrable from location and other program components
    - Lending library
    - USDA Affiliation
- 
-

### **Why We Think the Program Has Been Successful (cont)**

- Emerging Professionalism of Providers
    - Accreditation Pilot
    - Child Development Associate Credential
    - College Credit Granted for Completion of standardized training modules
    - Provider support groups
- 
- 
- 

### **Implementing the Presidential Memorandum- Are You Ready?**

- Critique your own program
  - Identify model homes
  - Prepare providers for possibilities of showcasing their homes (use "The Military Tour Protocol for FCC Homes")
  - Establish Mentoring Program for Providers
  - Participate in local child care advisory boards
- 
- 
- 

### **Implementing the Presidential Memorandum- Are You Ready?**

- Establish Relationships with Local Agencies
    - NAFCC Affiliate Chapters
    - Child Care Resource and Referral Office
    - State Licensing Department
  - Provide written guidance and expertise to civilian agencies
    - Establish FCC homes within specific communities (church, school, housing areas, businesses)
  - Share training opportunities
- 
- 
- 

### **Setting Up a Military "Off-Base" Program**

- Expand availability of child care spaces
  - Certify and monitor off-base providers in non-government housing
  - Who's Eligible
    - Military family members (active duty and retired)
    - DoD civilian family members
- 
- 
- 

### **Getting Started**

- Network with Other Military FCC Programs in your area
    - Joint Service Program
  - Meet with State/County licensing agency
  - Establish Memorandum of Understanding (MOU)
    - define responsibilities of both parties
    - follow DoD standards "Do Not Compromise Quality"
    - Invite State Agencies to tour "model homes"
- 
- 
- 

### **Getting Started (cont)**

- Prepare Marketing Strategies
    - attract prospective providers and parents/patrons
  - Set up system for referring children
  - Conduct ongoing assessment of program
- 
- 
-

---

**Best Practices to Share  
On the Family Child Care Program  
with  
Other Military Programs  
and the Off-Base Community**

# **Direct/Indirect Support**

---

- ◆ Lending Library
- ◆ Subsidies
- ◆ USDA
- ◆ Provider support groups
- ◆ Provider-coordinator relationships

# Oversight

---

- ◆ Conducting home visits
- ◆ Inspections
- ◆ Involving fire/safety/health
- ◆ Oversight boards/panels
- ◆ Screening
- ◆ Suspensions/revocations



# Training

---

- ◆ Training
- ◆ Orientation
- ◆ Modules

# Marketing

---

- ◆ Recruiting providers
- ◆ Marketing the program to parents
- ◆ Marketing the program in general
- ◆ Referrals/vacancies

# **Provider Professionalism**

---

- ◆ Accreditation
- ◆ CDA credential
- ◆ Provider recognition/appreciation

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**18**

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# Table of Contents

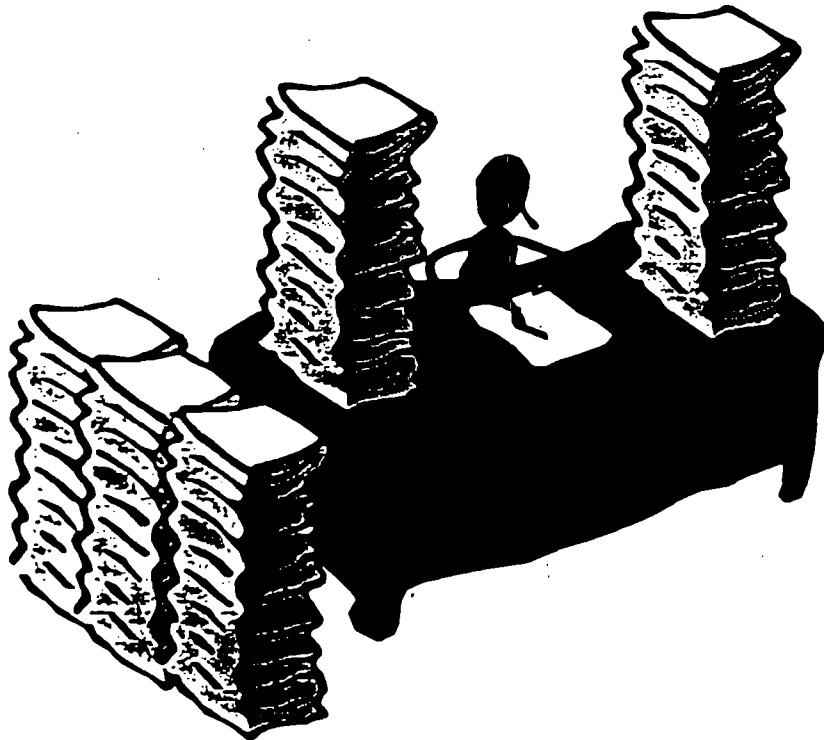
## ACCREDITATION INFORMATION AND "LESSONS LEARNED"

|                                          |    |
|------------------------------------------|----|
| NEW ACCREDITATION STANDARDS              | 1  |
| REACCREDITATION ADMINISTRIVIA            | 2  |
| HELPFUL HINTS                            | 2  |
| PREVALIDATION VISIT                      | 3  |
| POST PREVALIDATION VISIT                 | 3  |
| LESSONS LEARNED                          | 4  |
| A. Interactions Among Staff and Children | 4  |
| B. Curriculum                            | 5  |
| C. Staff-Parent Interactions             | 7  |
| D. Staff Qualifications and Development  | 8  |
| E. Administration                        | 9  |
| F. Staffing                              | 10 |
| G. Physical Environment                  | 10 |
| H. Health and Safety                     | 11 |
| I. Nutrition and Food Service            | 12 |
| J. Evaluation                            | 13 |
| THE DAY OF THE VISIT                     | 14 |
| VALIDATOR QUESTIONS                      | 15 |
| PROGRAM DESCRIPTIONS                     | 16 |
| PART 1 - CENTER PROFILE                  | 16 |
| ♦ Center Profile                         | 16 |
| ♦ Staffing Pattern                       | 16 |
| ♦ Staff Qualification                    | 17 |
| PART 2 - CLASSROOM OBSERVATIONS          | 18 |
| PART 3 - ADMINISTRATOR REPORT            | 18 |
| ♦ Exit Interview                         | 19 |
| FIGURE 2                                 | 20 |

# ACCREDITATION INFORMATION AND "LESSONS LEARNED"

## NEW ACCREDITATION STANDARDS

New Accreditation standards are due out in Jan 98. Old materials received before Jan 98 may be used through Sep 99. The proposed changes were voted on by the NAEYC Board on 25 July 97. The spring/summer 1997 issue of the Academy Update details the proposed changes to Accreditation criteria.

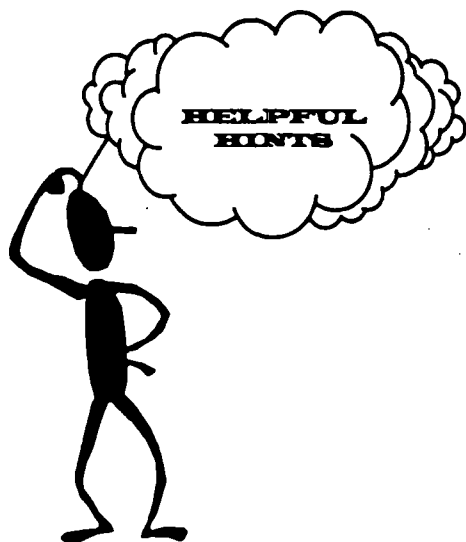


To prepare your staff for accreditation, and to maintain quality, validators (or any other observer you have of your center's program) should write down as much as possible for clarification even for items rated a three. Also validators cannot be "floaters" from group to group but must remain with the same group of children, to get the children's perspective, for the entire hour observation. Another consideration is that low ratings in just one group can cause deferral. If one activity room has many ratings of two, and they were validated as two, the center will not be accredited.

## **REACCREDITATION AND REACCREDITATION**

On the second anniversary of your program's accreditation, send for your accreditation materials from the Academy. ACC will notify bases one year prior to accreditation expiration date to obtain a consultant to provide support during the reaccreditation process. Programs must provide ACC with the name of the consultant and dates of the scheduled visit.

Programs must submit their program description package to ACC/SVPF three months prior to the expiration date to ensure accreditation does not expire. Review pages 16-18 for helpful hints in completing the program description.



The majority of the self-study process should be spent training the staff and conducting classroom observations. Allow plenty of time to resolve problems found during the observations of any parent/staff surveys.

Ensure areas in need of improvement identified by the preliminary results of the Parent and Staff Questionnaires are improved and reflected in the program description prior to submitting.

The results of the questionnaires are used as evidence to show how well the program is meeting the criteria and if the program is ready to seek accreditation. If it is necessary to re-survey ensure the final questionnaire is filled out no more

than 3 months before the program description is sent to the Academy.

Do not write in the original program description (white book) until after ACC/SVPF reviews and approves. Copy the white book and use the copy as a working draft. Send the draft to ACC and once reviewed and approved, copy the information from the draft to the original white book.

Plan for your validation visit when all components of the program are in full session. If you have a preschool enrichment program please ensure this program is included in your self-study.

Brief your staff prior to the day of the validation visit that breaks may have to be adjusted. Ensure the primary staff remain in the classroom while the validator is conducting the observation.

In preparation for the validation visit, practice staff interviews by asking open ended questions a validator may ask. See page 15 for examples.

Begin gathering new employee Staff Qualifications information early. Requesting transcripts or diplomas takes time.

#### **POINT PREVALIDATION VISIT**

After ACC reviews the PD, a prevalidation visit will be scheduled. The Prevalidation visit consists of the following:

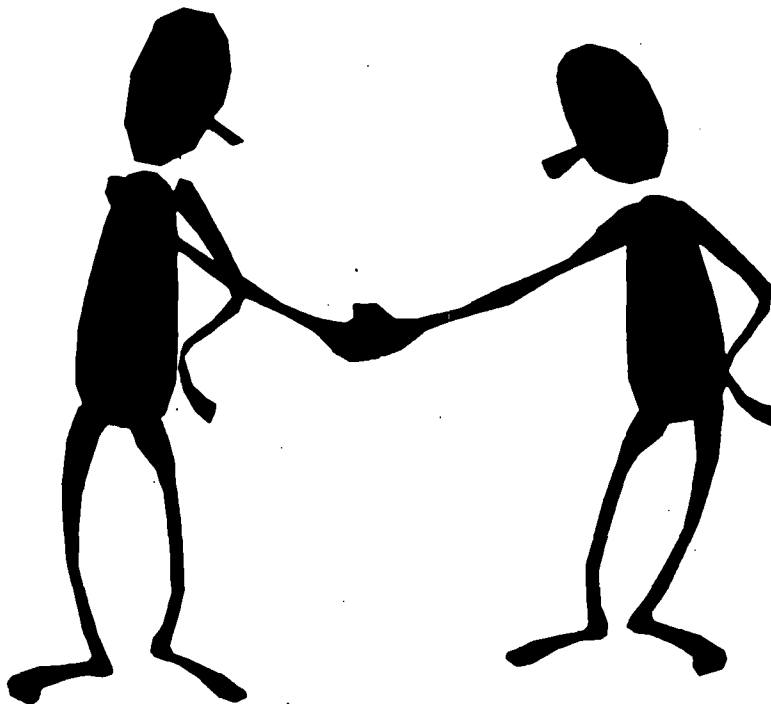
- Review changes to the PD.
- Conduct room observations using the classroom observation tool
- Review accreditation documents
- Review consultant notes
- Conduct practice interviews with the staff and director

#### **POINT PREVALIDATION VISIT**

The SVS/CC will receive a written summary of the prevalidation visit with a copy to the Family Member Support Flight Chief. Corrective actions will be required along with a statement that program description and program changes have been made.

Once the reply is received and approved, the base will be notified to forward the program description to the Academy.

A final visit by ACC/SVPF may be required one month before the validation visit depending on situation, circumstance, talks with consultant, and results of last inspection report.

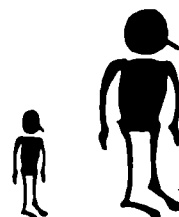




## LESSONS LEARNED

Following is a compilation of actual Commission Decision Reports received from several ACC bases. The validators' comments are in *Italics*. Please pay special attention to the Accreditation criteria listed when preparing your facility and staff for the validation visit.

### A. INTERACTIONS AMONG STAFF AND CHILDREN



All areas of young children's development- social, emotional, cognitive, and physical- are integrated. Optimal development in all areas can be derived from positive, supportive, individualized relationships with adults. Young children also develop socially, emotionally and intellectually through peer interactions.

**A-1- Staff interact frequently with children showing affection, interest, and respect.**

**Ex.** *The validator observed staff members primarily engaging children in discussions concerning routines.*

**Provide training and ensure staff actively seeks meaningful conversations with children.**

**A-2- Staff are available and responsive to children.**

**Ex.** *One child was left alone to wash their hands while others went to listen to a story with both teachers. It was break-time for one of the teachers and the relief teacher was not aware of the child's presence.*

**Ex.** *In this room, children were observed drinking water from the water table. The staff was not aware of this.*

**Ensure staff is trained on the importance of being responsive to children. Avoid scheduling breaks while classrooms are being observed. Ensure all staff is aware of the activities of the entire group even when dealing with a smaller group; staff should position themselves strategically and look up often from involvement.**

**A-3a- Staff speak with children in a friendly, courteous manner.**

**Ex.** *The validator observed staff standing above children when speaking. Also, at one point a teacher left a child in the middle of a conversation.*

**Provide training to ensure staff includes children in conversations; describing action, experiences, and events; listening and responding to children's comments and suggestions. Ensure staff speaks with children at eye level.**

**A-5- Encourage independence in children as they are ready.**  
**Ex.** *The assistant teacher did most of the clean up of the large group activity without noticing if children helped.*

**A-6a- Use positive approaches to help children behave constructively.**

**Ex.** *One child was playing with a ball on the playground. Another child cried and wanted the ball. The teacher responded to the child telling him "you have to share." The child continued to cry and follow the child with the ball around the playground.*

**Provide training on the importance and methods for helping children deal with anger, sadness, and frustration by comforting, identifying reflecting feelings, and helping children use words to solve their problems.**

**A-7- Overall sound of group is pleasant most of the time.**  
**Ex.** *In this room, adult voices dominated in the morning.*

**A-10- Staff expectations of children's social behavior are developmentally appropriate.**

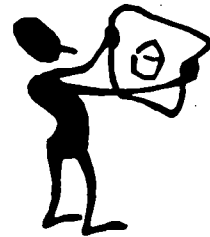
**Ex.** *Teacher's response to a child who was crying was, "You have to share." Teacher's response to a child hitting another child was, "That's not very nice." Children were at a large table for 40 minutes much of the time waiting for the teachers to prepare the activity.*

**A-11- Children are encouraged to talk about feelings and ideas instead of solving problems with force.**

**Ex.** *Children were told, "You need to share, please share." There was no further discussion with any children with problems either individually or in pairs.*

## **B. CURRICULUM**

**Criteria for curriculum implementation should reflect the knowledge that young children learn through active manipulation of the environment and concrete experience that development. Children should be actively involved in the learning process by being provided opportunities to explore many developmentally appropriate activities and materials and being allowed to make decisions in accordance with their own interests.**



**B-4b- The schedule provides for alternating periods of quiet and active play.**

**Ex.** *The validator reported that the schedule or large group time was one hour. The children then stayed in centers for approximately 30 minutes.*

**Ex.** *The children spent most of their time at the table in a large group activity and 20 minutes in centers. Validator indicated that children were required to wait in a large group for a long time.*

**Provide more than one option for group activities (individual, small or large group) during the day. Infants and toddlers should not be expected to function as a large group.**

**B-4e- A balance of child-initiated/staff-initiated activity is provided while limiting the amount of time spent in large group, staff initiated activity.**

**Ex.** *Children were in small group for 10 minutes on the day I observed.*

**Provide a balance of child initiated/staff initiated activities. Provide staff training on the importance of this criterion for helping children learn.**

**B-7a- Foster positive self-concept.**

**Ex.** *Validator observed that there was no children's work on display and that wall decorations were placed above children's eye level.*

**B-7c- Encourage children to think, reason, question, and experiment.**

**Ex.** *Children were told and given solutions. The interactions between the teacher and children dealt primarily with the routines of the classroom.*

**B-7d- Encourage language and literacy development.**

**Ex.** *Validator observed the infant areas needed more pictures of real objects. Validator observed that books in the toddler room were not available as a center for free choice; they were provided by the teacher.*

**Ex.** *The interactions between the teacher and children were basically dealing with the routines of the classroom.*

**Provide infants and toddlers with a variety of pictures of real objects for children to name. Ensure books are available to all children as a self-selected activity. Ensure staff responds to infants' sounds, ask children questions that require more than a one-word answer, and add more information to what children say.**

- B-7g- Encourage creative expression and appreciation for the arts.**  
**Ex.** *Validator observed an open-art experience but it was limited to basic materials (i.e. paper/markers).*
- B-7h- Respect cultural diversity.**  
**Ex.** *Validator indicated that there were limited materials available in these rooms.*
- B-9- Staff conduct smooth and un-regimented transitions between activities.**  
**Ex.** *Children had to wait as large group activity was prepared. Children moved as a group to wash hands for lunch.*
- B-11- Routine tasks such as toileting, eating, dressing, and sleeping are handled in a relaxed and individual manner.**  
**Ex.** *Children moved as a group to wash hands before lunch.*

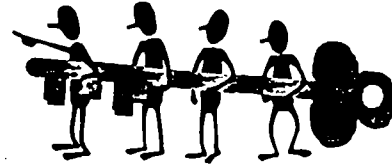
### **C. STAFF-PARENT INTERACTIONS**

Recognizing the importance of a reciprocal relationship between families and programs is essential to ensure that programs are meeting the needs of the children and families that the program serves. All communication between programs and families should be based on the concept that parents are and should be the principal influence in children's lives.

- C-3a- Clarify with parents, especially new parents, center policy on communicating about home and center childrearing practices in order to minimize potential conflicts and confusion in children.**
- C-3b- Provide staff training on providing parents with specific ideas for promoting children's healthy development and learning at home.**
- C-6- Ensure new parents are aware that conferences for all children are held at least once a year and at other times, as needed, to discuss the children's progress, accomplishments, and difficulties at home and at the center.**
- C-7- Inform parents about the center's program policy or regulatory changes, and other critical issues through regular newsletters, bulletin boards, frequent notes, telephone calls and other similar measures.**

- C-8b- Explore ways to improve staff and parents communication to ensure that the programs from which children come and to which they go from one year to the next provide continuity over time. Discuss with parents.**

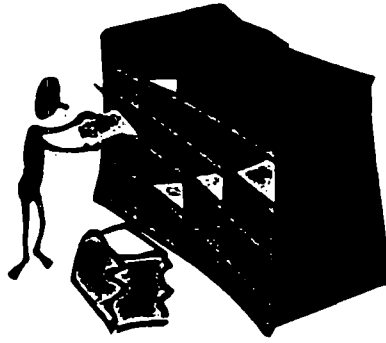
#### **D. STAFF QUALIFICATIONS AND DEVELOPMENT**



**The quality of the staff is the most important determinant of the quality of an early childhood program. Research has found that staff training in child development and/or early childhood education is related to positive outcomes for children such as increased social interaction with adults, development of pro-social behaviors, and improved language and cognitive development. The program should be staffed by adults who understand child development and who recognize and provide for children's needs.**

- D-1b- Early Childhood Teacher Assistants (staff who implement program activities under direct supervision) should be high school graduates or the equivalent and participate in professional development programs: *Please encourage remaining teacher to complete professional development program.***
- D-1c- *The commission acknowledges that the staff have experience in ECE programs and many have completed training modules. Encourage all staff to continue participating in professional development programs.***
- D-2b- *Encourage Training and Curriculum Specialist to obtain formal ECE/CD training.***
- D-3- New staff should be adequately oriented about the goals and philosophy of the program, emergency health and safety procedures, special needs of children assigned to the staff member's care, guidance and classroom management techniques, planned daily activities of the program, and expectations for ethical conduct. Discuss with staff.**

## **E. ADMINISTRATION**



The way in which a program is administered will affect all the interactions within the program. Effective administration creates an environment that facilitates the provision of good quality care for children. Effective administration includes good communication among all involved persons, positive community relations, fiscal stability, and attention to the needs and working conditions of staff members. The program should be efficiently and effectively administered with attention to the needs and desires of children, parents, and staff.

- E-4**      **Benefits for full-time staff are negotiated to meet staff members' needs and should include paid leave (annual, sick and/or personal), medical insurance, retirement, subsidized child care, educational benefits, and other options unique to the situation.**

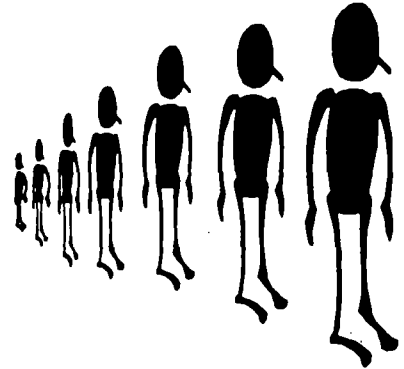
*Validator indicated that there is no subsidized care for employees. The Commission understands that benefits are regulated by the government. Continue to explore ways to offer options unique to your situation.*

- E-5b-**      **Maintain confidential personnel files that include resumes with record of experience, transcripts of education, documentation of in-service training and results of performance evaluation.**
- E-9-**      **Ensure that the staff is aware of the director's efforts to make appropriate use of community resources including social services; mental and physical health agencies; and educational programs such as museums, libraries and neighborhood centers.**
- E-10a-**      **Ensure that the new staff members are aware of the administrators efforts to communicate with them frequently about the program, children and families.**
- E-10b-**      **Provide time for staff to plan and consult together.**
- E-10c-**      **Continue with regular staff meetings for staff to consult of program planning.**

- E-10d- Consider ways to provide staff with paid planning time away from the children.
- E-11- Ensure staff is aware of the space and time away from children provided for them during the day.
- E-12- Ensure that staff keep program information confidential.

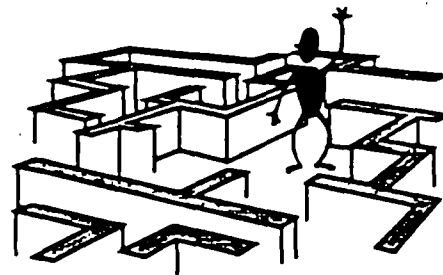
## F. STAFFING

An important determinant of the quality of a program is the way in which it is staffed. Well-organized staffing patterns facilitate individualized care. Research strongly suggests that smaller group sizes and larger numbers of staff to children are related to positive outcomes for children such as increased interaction among adults and children, and less aggression, more cooperation among children. We highly encourage you to minimize approving leave requests during the validation visit. The staffing pattern you submitted should as accurately reflect the program as possible.



- F-2b- Discuss the adequacy of the program's current policy for providing substitutes with the staff.
- F-3b- Develop a plan to provide continuity of staff for children, particularly infants and toddlers. Clarify with staff.

## G. PHYSICAL ENVIRONMENT



The physical environment affects the behavior and development of the people, both children and adults, who live and work in it. The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children. The amount, arrangement, and use of space, both indoors and outdoors should be evaluated.

- G-1b- There is enough usable space for outdoor play for each age group.
- Ex. *Validator indicated that there was "no outdoor sandboxes used and that the children dug in the ground under trees."*

**G-3- Space is arranged to facilitate a variety of activities for each age group. Arrange space for toddler and preschoolers to allow for a variety of individual and small group activities including block building, dramatic play, art, music, science, math, manipulative, and quiet book reading. Provide sand and water play on a regular basis.**

**G-4- A variety of age-appropriate materials and equipment are available for children indoors and outdoors.**

**Ex.** *There were 2 balls and 8 toddlers who wanted to play with them.*

**G-5- Individual space is provided for each child's belongings. Provide space for children to hang clothing.**

**G-6- Private areas where children can play or work alone or with a friend are available indoors and outdoors. Identify private areas where children can play or work alone or with a friend both indoors and outdoors.**

**G-7- The environment includes soft elements.**

**Ex.** *Validator observed that "pillows were available in the toddler room but they were not down of the children's level or utilized and in the infant room there was not adult-sized chair for holding."*

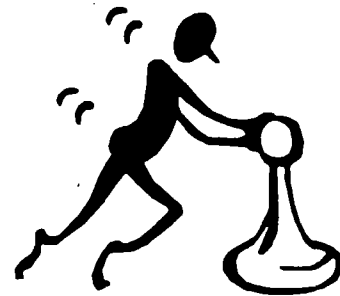
**G-9a- A variety of activities can go on outdoors throughout the year.**

**Ex.** *Validator indicated that there was "no grass."*

#### **H. HEALTH AND SAFETY**

**H-14b- A sink with running water of comfortable temperature is very close to diapering and toileting areas.**

**Ex.** *Validator observed that the hot water spigot was turned off at all children's sinks*



**H-15a- The building, play yard, and all equipment are maintained safe, clean condition and in good repair.**

**Ex.** *Validator indicated that there was "no outdoor sandboxes used and that the children dug in the ground under trees. Cover outdoor sandbox. If the sand area is too large to cover, consider covering a portion of it for children to dig and play in. Ensure that sand is raked daily to eliminate debris."*



- H-17a- Toilets, drinking water, and handwashing facilities are easily accessible to children.**  
**Ex.** *Validator observed that there are "adult-sized restrooms down the hall."*
- H-17c- Children wash hands after toileting and before meals. Develop and implement a plan to remind children and ensure hand washing after toileting and before meals.**
- H-18c- Floor coverings are attached to the floor or backed with non-slip coverings.**  
**Ex.** *Validator indicated that "mat under sand table is not attached and mat in home center are both rippled and could cause someone to trip."*
- H-19b- Climbing equipment, swings, and large pieces or furniture are securely anchored.**  
**Ex.** *Validator observed that "manipulative shelf moved when child leaned against it."*
- H-20a- All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored in original, labeled containers in locked cabinets inaccessible to children.**  
**Ex.** *Validator observed that the bleach water spray bottle was accessible to children.*

## **I. NUTRITION AND FOOD SERVICE**

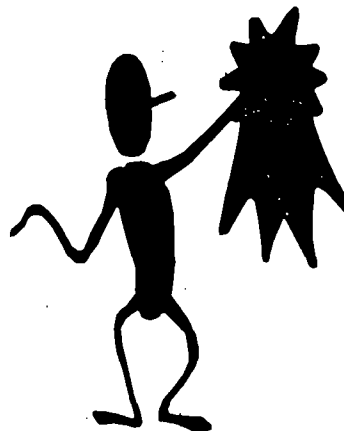
- I-3- Mealtime is a pleasant social and learning experience for children.**  
**Ex.** *Children were only given spoons to eat ham. They had to use their hands.*  
**Ex.** *Validator indicated that there "were no snacks." (Part day enrichment)*  
**Ex.** *Validator observed the teacher serving the children in the Toddler 2 room and a baby holding his/her own bottle while sitting in a seat.*

**Ensure infants are held while bottle fed and spoon fed so social interaction can occur. Ensure toddlers are encouraged to serve and feed themselves and assist with clean-up. Arrange for at least one adult to sit with children during meals to model appropriate behavior and encourage conversation.**

## **J. EVALUATION**

Ongoing and systematic evaluation is essential to improving and maintaining the quality of an early childhood program. Evaluation efforts are based on program goals and assessment of need and identify both strengths and weaknesses of program components.

- J-1f-      **Generate a plan for staff training from the evaluation process.**
- J-2a-      **Involve parents in evaluating the program's effectiveness annually.**



**Expect the unexpected  
Greet the validators  
Sign in  
Provide a workspace  
Provide snacks  
Ask preferences for lunch  
Tour of facilities  
Introduction  
Validators discuss their plans  
Large facilities - map  
Validators begin observations  
Ensure primary CDPA remain in the Classroom during the observation  
Validators compare documents  
Be available  
Outbrief  
Discuss non-validated items  
Discuss findings  
Farewells**



- 1. How often do your children go outside?**
- 2. How do you plan your schedules?**
- 3. How do you make choices for your lesson plans?**
- 4. What do you do to promote language development?**
- 5. What happens when one child hurts another?**
- 6. How do you handle separation anxiety?**
- 7. What happens if a child does not want to participate in an activity?**
- 8. What activities do you provide to increase self esteem?**
- 9. How do you promote problem solving skills?**
- 10. How do you encourage independence in the children?**
- 11. How do you handle disputes over equipment?**
- 12. What happens if a child cries constantly?**
- 13. What is your developmental philosophy?**
- 14. How do you respond a child's fears?**
- 15. How do you integrate science into your curriculum?**
- 16. What is the benefit of music in the classroom?**
- 17. What activities do you provide to promote fine motor development?**
- 18. What activities do you provide to improve listening skills?**
- 19. What is your philosophy on artistic expression?**
- 20. What activities do you provide which encourage math skills?**
- 21. Give example of social growth and development.**
- 22. What is the purpose of circle time?**

# **GUIDANCE ON COMPLETING/REVIEWING PROGRAM DESCRIPTIONS**

Some suggestions of things to look for when analyzing a Program Description (PD) for organization and completeness:

## **PART 1 - CENTER PROFILE**

### **Center Profile**

1. The PD should be written legibly and in black ink.
2. Don't forget to include the Program Code in the boxes at the top of the various pages.
3. The person who is noted as the person legally responsible will be the who receives all correspondence and phone calls. For convenience, this should probably be the director.
4. The local licensing agency is the Department of Defense. No other explanation is necessary. If the program is not currently certified, some sort of verification from the MAJCOM or Agency is needed to confirm that an inspection has occurred, certification forthcoming, etc.
5. Funding source is 50% parent tuition and 50% public funds.
6. Emphasize that the advisory board is for advisory only—does not regulate. Describe the board and functions.
7. The enrollment by developmental level must match the total enrollment mentioned on page 6 of the PD and the Staffing Pattern to follow. If you say you have school-agers, all criteria related to school-agers must be addressed, etc.
8. The philosophy should be developmentally appropriate.

### **Staffing Pattern**

1. Use staff's first name and last initial. This should match the Staff Qualifications section (don't leave anyone out).
2. Use the operational capacity for each room rather than the maximum capacity. If you have large rooms with separate groups within the room, make a separate staffing pattern entry for each group of children. Same for morning and afternoon preschools. The smaller the appearance of the group sizes the better.

## **PROGRAM DESCRIPTIONS (cont'd)**

3. Use names for the groups that all your employees will recognize so that they can help direct the validators to the needed areas.
4. The slashes are used in the boxes under the hours for noting half hours. For example, if your start class at 0830, use a slash in the 0800 box and enter the enrollment below the slash to indicate the bottom half of the hour. Do not put number above and below the same slash.
5. The lines indicating the employee's work schedules are used to match the adult's time in the rooms with the enrollment quoted at the top. This is an easy way for the commission to verify ratios.

### **Staff Qualifications**

1. Use the same employee naming procedure as in the Staffing Pattern (first name and last initial).
2. Try and organize employees by the groups or rooms they work in. This helps the commission to see the qualifications of the employees working together.
3. Use job titles familiar to the Academy. Program assistants and technicians are not common names. Use "Teachers" for the leaders, "Assistant Teachers" for the CD 1-3s who have an AA or CDA but aren't leaders, and "Teaching Assistants" for CD 1-3s who do not have their CDAs.
4. Be sure to count all years of relevant experience including what has been accomplished at the present center.
5. Use only the year of hire. It sometimes looks longer.
6. Use only one check under formal education (you either have some high school, high school graduate, some college, or a college graduate). It is assumed if you check some college that you are a high school graduate or equivalent. Be sure to have documents to support whatever you say.
7. Check off the highest ECE/CD training accomplished. Only one check is necessary. It's not necessary to put a check for BA and Master's degrees both (optional).
8. In the other section at the bottom of the page, you could quote the exact AF training accomplished.

## **PROGRAM DESCRIPTIONS (cont'd)**

### **PART 2 - RESULTS OF CLASSROOM OBSERVATIONS**

1. After the two observations (employees and administration) of each group are made, an average rating for each criteria is computed. This average is entered into the PD.
2. The Commission will review both the average rating on each criteria and the Classroom Observation Summary Sheet to identify any weak trends either in criteria of a similar theme or in one particular room. Ensure you have reviewed each group's scores and also the average ratings to help identify and potential deferrals.
3. If an average rating is 2.7 or less, a comment should be made in the PD. The comment should be worded not as an excuse but rather as information so that the Commission can see that a plan is in place and progressing nicely.
4. A comment may also be made if a program exceeds the minimum standards of a criterion. Don't include comments if they just simply verify a "fully met" but rather make comments that are definitely above and beyond the minimums.
5. The centers must understand that to get a "3" on criteria that have the boxes, all items must be met. "Toys on order" does not substitute for a box checked.

### **PART 3 - RESULTS OF ADMINISTRATOR REPORT**

1. Fifty percent of the parent questionnaires passed out must be returned unless there is a VERY good reason why not (i.e., natural disaster, new facility opening up, etc).
2. In Part 3 a non-validated item occurs when:
  - 75% of staff questionnaires or parent questionnaires returned do not agree with administrator's rating.
  - Documents are not present or accurate.
  - Interview with director produces discrepancies of some sort.
3. Comments should be made on items where the director rates the criterion a "1" or "2" or if the center exceeds the minimum standards for a "3".

## **Exit Interview**

Although you cannot predict what the exit interview will cover just by reading the PD, some criteria may be non-validated before the validation visit occurs. For example, if a problem was fixed after the staff questionnaires were completed, the director may rate the item a "3" but the questionnaires do not support this with the 75% rule. The director can start planning a response to use during the exit interview.

The secret to the interview is not to be surprised by anything the validators have to say, if possible. Remind directors to take time to formulate a positive answer, one that will explain the difference of opinion in terms that the Commission will understand. Answers such as "that's the Air Force way" or "it's in the regulation" mean nothing to them.

Remind directors to check the validator's recording of responses to the exit interview to ensure the comments were recorded exactly as orally given.



## Clinton Library Transfer Form

|                           |                                                                                                                                                                                                               |                     |                         |            |  |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|------------|--|
| Case #, if applicable     | 2012-1035-S                                                                                                                                                                                                   | Accession #         |                         |            |  |
| Collection/Record Group   | Clinton Presidential Records                                                                                                                                                                                  | Series/Staff Member | Domestic Policy Council |            |  |
| Subgroup/Office of Origin | First Lady's Office                                                                                                                                                                                           | Subseries           | Nicole Rabner           |            |  |
| Folder Title              | Military Child Development Program, Final                                                                                                                                                                     | OA/ID Number        | 15413                   | Box Number |  |
| Description of Item(s)    | One VHS tape, Department of Defense, 17:24, Our Children, America's Future. One CD ROM in sealed case, Department of Defense, The Military Child Development System. Stored in AV regular storage on 12-5-4-5 |                     |                         |            |  |

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| Transferred by: | Kim Coryat  |
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