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001. list	re: Directory of Department of Defense Military Child Development Programs [National Security Act] [partial] (3 pages)	09/16/1997	P3/b(3)

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Military Child Development Program Briefing Book [Binder] [2]

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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- b(1) National security classified information [(b)(1) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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Divider Title: _____

"(d) **SEPARATION TO BE CONSIDERED INVOLUNTARY.**—A separation under this section shall be considered to be an involuntary separation for purposes of any other provision of law.

"(e) **ENTITLEMENT TO HEALTH CARE.**—A member separated under this section shall be entitled to medical and dental care under chapter 55 of this title to the same extent and under the same conditions as a person who is entitled to such care under section 1074(b) of this title.

"(f) **COUNSELING ABOUT AVAILABLE MEDICAL CARE.**—A member to be separated under this section shall be provided information, in writing, before such separation of the available medical care (through the Department of Veterans Affairs and otherwise) to treat the member's condition. Such information shall include identification of specific medical locations near the member's home of record or point of discharge at which the member may seek necessary medical care.

"(g) **HIV-POSITIVE MEMBERS.**—A member shall be considered to be HIV-positive for purposes of this section if there is serologic evidence that the member is infected with the virus known as Human Immunodeficiency Virus-1 (HIV-1), the virus most commonly associated with the acquired immune deficiency syndrome (AIDS) in the United States. Such serologic evidence shall be considered to exist if there is a reactive result given by an enzyme-linked immunosorbent assay (ELISA) serologic test that is confirmed by a reactive and diagnostic immunoelectrophoresis test (Western blot) on two separate samples. Any such serologic test must be one that is approved by the Food and Drug Administration."

(2) The item relating to such section in the table of sections at the beginning of chapter 59 of such title is amended to read as follows:

"1177. Members infected with HIV-1 virus: mandatory discharge or retirement."

(b) **EFFECTIVE DATE.**—Section 1177 of title 10, United States Code, as amended by subsection (a), applies with respect to members of the Armed Forces determined to be HIV-positive before, on, or after the date of the enactment of this Act. In the case of a member of the Armed Forces determined to be HIV-positive before such date, the deadline for separation of the member under subsection (a) of such section, as so amended, shall be determined from the date of the enactment of this Act (rather than from the date of such determination).

SEC. 568. REVISION AND CODIFICATION OF MILITARY FAMILY ACT AND MILITARY CHILD CARE ACT.

(a) **IN GENERAL.**—(1) Subtitle A of title 10, United States Code, is amended by inserting after chapter 87 the following new chapter:

"CHAPTER 88—MILITARY FAMILY PROGRAMS AND MILITARY CHILD CARE

"Subchapter	Sec.
"I. Military Family Programs	1781
"II. Military Child Care	1791

"SUBCHAPTER I—MILITARY FAMILY PROGRAMS

- "Sec.**
 "1781. Office of Family Policy.
 "1782. Surveys of military families.
 "1783. Family members serving on advisory committees.

- *1784. Employment opportunities for military spouses.
*1785. Youth sponsorship program.
*1786. Dependent student travel within the United States.
*1787. Reporting of child abuse.

"§1781. Office of Family Policy

"(a) **ESTABLISHMENT.**—There is in the Office of the Secretary of Defense an Office of Family Policy (hereinafter in this section referred to as the 'Office'). The Office shall be under the Assistant Secretary of Defense for Force Management and Personnel.

"(b) **DUTIES.**—The Office—

"(1) shall coordinate programs and activities of the military departments to the extent that they relate to military families; and

"(2) shall make recommendations to the Secretaries of the military departments with respect to programs and policies regarding military families.

"(c) **STAFF.**—The Office shall have not less than five professional staff members.

"§1782. Surveys of military families

"(a) **AUTHORITY.**—The Secretary of Defense may conduct surveys of members of the armed forces on active duty or in an active status, members of the families of such members, and retired members of the armed forces to determine the effectiveness of Federal programs relating to military families and the need for new programs.

"(b) **RESPONSES TO BE VOLUNTARY.**—Responses to surveys conducted under this section shall be voluntary.

"(c) **FEDERAL RECORDKEEPING REQUIREMENTS.**—With respect to such surveys, family members of members of the armed forces and reserve and retired members of the armed forces shall be considered to be employees of the United States for purposes of section 3502(3)(A)(i) of title 44.

"§1783. Family members serving on advisory committees

"A committee within the Department of Defense which advises or assists the Department in the performance of any function which affects members of military families and which includes members of military families in its membership shall not be considered an advisory committee under section 3(2) of the Federal Advisory Committee Act (5 U.S.C. App.) solely because of such membership.

"§1784. Employment opportunities for military spouses

"(a) **AUTHORITY.**—The President shall order such measures as the President considers necessary to increase employment opportunities for spouses of members of the armed forces. Such measures may include—

"(1) excepting, pursuant to section 3302 of title 5, from the competitive service positions in the Department of Defense located outside of the United States to provide employment opportunities for qualified spouses of members of the armed forces in the same geographical area as the permanent duty station of the members; and

"(2) providing preference in hiring for positions in nonappropriated fund activities to qualified spouses of members

of the armed forces stationed in the same geographical area as the nonappropriated fund activity for positions in wage grade UA-8 and below and equivalent positions and for positions paid at hourly rates.

"(b) **REGULATIONS.**—The Secretary of Defense shall prescribe regulations—

"(1) to implement such measures as the President orders under subsection (a);

"(2) to provide preference to qualified spouses of members of the armed forces in hiring for any civilian position in the Department of Defense if the spouse is among persons determined to be best qualified for the position and if the position is located in the same geographical area as the permanent duty station of the member;

"(3) to ensure that notice of any vacant position in the Department of Defense is provided in a manner reasonably designed to reach spouses of members of the armed forces whose permanent duty stations are in the same geographic area as the area in which the position is located; and

"(4) to ensure that the spouse of a member of the armed forces who applies for a vacant position in the Department of Defense shall, to the extent practicable, be considered for any such position located in the same geographic area as the permanent duty station of the member.

"(c) **STATUS OF PREFERENCE ELIGIBLES.**—Nothing in this section shall be construed to provide a spouse of a member of the armed forces with preference in hiring over an individual who is a preference eligible.

"§ 1785. Youth sponsorship program

"(a) **REQUIREMENT.**—The Secretary of Defense shall require that there be at each military installation a youth sponsorship program to facilitate the integration of dependent children of members of the armed forces into new surroundings when moving to that military installation as a result of a parent's permanent change of station.

"(b) **DESCRIPTION OF PROGRAMS.**—The program at each installation shall provide for involvement of dependent children of members presently stationed at the military installation and shall be directed primarily toward children in their preteen and teenage years.

"§ 1786. Dependent student travel within the United States

"Funds available to the Department of Defense for the travel and transportation of dependent students of members of the armed forces stationed overseas may be obligated for transportation allowances for travel within or between the contiguous States.

"§ 1787. Reporting of child abuse

"(a) **IN GENERAL.**—The Secretary of Defense shall request each State to provide for the reporting to the Secretary of any report the State receives of known or suspected instances of child abuse and neglect in which the person having care of the child is a member of the armed forces (or the spouse of the member).

"(b) **DEFINITION.**—In this section, the term 'child abuse and neglect' has the meaning provided in section 3(1) of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5102).

"SUBCHAPTER II—MILITARY CHILD CARE

"Sec.

"1791. Funding for military child care.

"1792. Child care employees.

"1793. Parent fees.

"1794. Child abuse prevention and safety at facilities.

"1795. Parent partnerships with child development centers.

"1796. Subsidies for family home day care.

"1797. Early childhood education program.

"1798. Definitions.

"§ 1791. Funding for military child care

"It is the policy of Congress that the amount of appropriated funds available during a fiscal year for operating expenses for military child development centers and programs shall be not less than the amount of child care fee receipts that are estimated to be received by the Department of Defense during that fiscal year.

"§ 1792. Child care employees

"(a) **REQUIRED TRAINING.**—(1) The Secretary of Defense shall prescribe regulations implementing a training program for child care employees. Those regulations shall apply uniformly among the military departments. Subject to paragraph (2), satisfactory completion of the training program shall be a condition of employment of any person as a child care employee.

"(2) Under those regulations, the Secretary shall require that each child care employee complete the training program not later than six months after the date on which the employee is employed as a child care employee.

"(3) The training program established under this subsection shall cover, at a minimum, training in the following:

"(A) Early childhood development.

"(B) Activities and disciplinary techniques appropriate to children of different ages.

"(C) Child abuse prevention and detection.

"(D) Cardiopulmonary resuscitation and other emergency medical procedures.

"(b) **TRAINING AND CURRICULUM SPECIALISTS.**—(1) The Secretary of Defense shall require that at least one employee at each military child development center be a specialist in training and curriculum development. The Secretary shall ensure that such employees have appropriate credentials and experience.

"(2) The duties of such employees shall include the following:

"(A) Special teaching activities at the center.

"(B) Daily oversight and instruction of other child care employees at the center.

"(C) Daily assistance in the preparation of lesson plans.

"(D) Assistance in the center's child abuse prevention and detection program.

"(b) PARENT PARTICIPATION PROGRAMS.—The Secretary of Defense shall require the establishment of a parent participation program at each military child development center. As part of such program, the Secretary of Defense may establish fees for attendance of children at such a center, in the case of parents who participate in the parent participation program at that center, at rates lower than the rates that otherwise apply.

"§ 1796. Subsidies for family home day care

"The Secretary of Defense may use appropriated funds available for military child care purposes to provide assistance to family home day care providers so that family home day care services can be provided to members of the armed forces at a cost comparable to the cost of services provided by military child development centers. The Secretary shall prescribe regulations for the provision of such assistance.

"§ 1797. Early childhood education program

"The Secretary of Defense shall require that all military child development centers meet standards of operation necessary for accreditation by an appropriate national early childhood programs accrediting body.

"§ 1798. Definitions

"In this subchapter:

"(1) The term 'military child development center' means a facility on a military installation (or on property under the jurisdiction of the commander of a military installation) at which child care services are provided for members of the armed forces or any other facility at which such child care services are provided that is operated by the Secretary of a military department.

"(2) The term 'family home day care' means home-based child care services that are provided for members of the armed forces by an individual who (A) is certified by the Secretary of the military department concerned as qualified to provide those services, and (B) provides those services on a regular basis for compensation.

"(3) The term 'child care employee' means a civilian employee of the Department of Defense who is employed to work in a military child development center (regardless of whether the employee is paid from appropriated funds or nonappropriated funds).

"(4) The term 'child care fee receipts' means those nonappropriated funds that are derived from fees paid by members of the armed forces for child care services provided at military child development centers."

(2) The tables of chapters at the beginning of subtitle A, and at the beginning of part II of subtitle A, of title 10, United States Code, are amended by inserting after the item relating to chapter 87 the following new item:

"88. Military Family Programs and Military Child Care 1781".

(b) **REPORT ON FIVE-YEAR DEMAND FOR CHILD CARE.**—(1) Not later than the date of the submission of the budget for fiscal year 1997 pursuant to section 1105 of title 31, United States Code, the Secretary of Defense shall submit to Congress a report on the expected demand for child care by military and civilian personnel of the Department of Defense during fiscal years 1997 through 2001.

(2) The report shall include—

(A) a plan for meeting the expected child care demand identified in the report; and

(B) an estimate of the cost of implementing that plan.

(3) The report shall also include a description of methods for monitoring family home day care programs of the military departments.

(c) **PLAN FOR IMPLEMENTATION OF ACCREDITATION REQUIREMENT.**—The Secretary of Defense shall submit to the Committee on Armed Services of the Senate and the Committee on National Security of the House of Representatives a plan for carrying out the requirements of section 1787 of title 10, United States Code, as added by subsection (a). The plan shall be submitted not later than April 1, 1997.

(d) **CONTINUATION OF DELEGATION OF AUTHORITY WITH RESPECT TO HIRING PREFERENCE FOR QUALIFIED MILITARY SPOUSES.**—The provisions of Executive Order No. 12568, issued October 2, 1986 (10 U.S.C. 113 note), shall apply as if the reference in that Executive order to section 806(a)(2) of the Department of Defense Authorization Act of 1986 refers to section 1784 of title 10, United States Code, as added by subsection (a).

(e) **REPEALER.**—The following provisions of law are repealed:

(1) The Military Family Act of 1985 (title VIII of Public Law 99-145; 10 U.S.C. 113 note).

(2) The Military Child Care Act of 1989 (title XV of Public Law 101-189; 10 U.S.C. 113 note).

SEC. 569. DETERMINATION OF WHEREABOUTS AND STATUS OF MISSING PERSONS.

(a) **PURPOSE.**—The purpose of this section is to ensure that any member of the Armed Forces (and any Department of Defense civilian employee or contractor employee who serves with or accompanies the Armed Forces in the field under orders) who becomes missing or unaccounted for is ultimately accounted for by the United States and, as a general rule, is not declared dead solely because of the passage of time.

(b) **IN GENERAL.**—(1) Part II of subtitle A of title 10, United States Code, is amended by inserting after chapter 75 the following new chapter:

“CHAPTER 76—MISSING PERSONS

“Sec.

“1501. System for accounting for missing persons.

“1502. Missing persons: initial report.

“1503. Actions of Secretary concerned; initial board inquiry.

“1504. Subsequent board of inquiry.

“1505. Further review.

“1506. Personnel files.

“1507. Recommendation of status of death.

“1508. Judicial review.

"(E) Advising the director of the center on the performance of other child care employees.

"(3) Each employee referred to in paragraph (1) shall be an employee in a competitive service position.

"(c) **COMPETITIVE RATES OF PAY.**—For the purpose of providing military child development centers with a qualified and stable civilian workforce, employees at a military installation who are directly involved in providing child care and are paid from nonappropriated funds—

"(1) in the case of entry-level employees, shall be paid at rates of pay competitive with the rates of pay paid to other entry-level employees at that installation who are drawn from the same labor pool; and

"(2) in the case of other employees, shall be paid at rates of pay substantially equivalent to the rates of pay paid to other employees at that installation with similar training, seniority, and experience.

"(d) **EMPLOYMENT PREFERENCE PROGRAM FOR MILITARY SPOUSES.**—(1) The Secretary of Defense shall conduct a program under which qualified spouses of members of the armed forces shall be given a preference in hiring for the position of child care employee in a position paid from nonappropriated funds if the spouse is among persons determined to be best qualified for the position.

"(2) A spouse who is provided a preference under this subsection at a military child development center may not be precluded from obtaining another preference, in accordance with section 1794 of this title, in the same geographic area as the military child development center.

"(e) **COMPETITIVE SERVICE POSITION DEFINED.**—In this section, the term 'competitive service position' means a position in the competitive service, as defined in section 2102(a)(1) of title 5.

"§ 1793. Parent fees

"(a) **IN GENERAL.**—The Secretary of Defense shall prescribe regulations establishing fees to be charged parents for the attendance of children at military child development centers. Those regulations shall be uniform for the military departments and shall require that, in the case of children who attend the centers on a regular basis, the fees shall be based on family income.

"(b) **LOCAL WAIVER AUTHORITY.**—The Secretary of Defense may provide authority to installation commanders, on a case-by-case basis, to establish fees for attendance of children at child development centers at rates lower than those prescribed under subsection (a) if the rates prescribed under subsection (a) are not competitive with rates at local non-military child development centers.

"§ 1794. Child abuse prevention and safety at facilities

"(a) **CHILD ABUSE TASK FORCE.**—The Secretary of Defense shall maintain a special task force to respond to allegations of widespread child abuse at a military installation. The task force shall be composed of personnel from appropriate disciplines, including, where appropriate, medicine, psychology, and childhood development. In the case of such allegations, the task force shall provide

assistance to the commander of the installation, and to parents at the installation, in helping them to deal with such allegations.

"(b) **NATIONAL HOTLINE.**—(1) The Secretary of Defense shall maintain a national telephone number for persons to use to report suspected child abuse or safety violations at a military child development center or family home day care site. The Secretary shall ensure that such reports may be made anonymously if so desired by the person making the report. The Secretary shall establish procedures for following up on complaints and information received over that number.

"(2) The Secretary shall publicize the existence of the number.

"(c) **ASSISTANCE FROM LOCAL AUTHORITIES.**—The Secretary of Defense shall prescribe regulations requiring that, in a case of allegations of child abuse at a military child development center or family home day care site, the commander of the military installation or the head of the task force established under subsection (a) shall seek the assistance of local child protective authorities if such assistance is available.

"(d) **SAFETY REGULATIONS.**—The Secretary of Defense shall prescribe regulations on safety and operating procedures at military child development centers. Those regulations shall apply uniformly among the military departments.

"(e) **INSPECTIONS.**—The Secretary of Defense shall require that each military child development center be inspected not less often than four times a year. Each such inspection shall be unannounced. At least one inspection a year shall be carried out by a representative of the installation served by the center, and one inspection a year shall be carried out by a representative of the major command under which that installation operates.

"(f) **REMEDIES FOR VIOLATIONS.**—(1) Except as provided in paragraph (2), any violation of a safety, health, or child welfare law or regulation (discovered at an inspection or otherwise) at a military child development center shall be remedied immediately.

"(2) In the case of a violation that is not life threatening, the commander of the major command under which the installation concerned operates may waive the requirement that the violation be remedied immediately for a period of up to 90 days beginning on the date of the discovery of the violation. If the violation is not remedied as of the end of that 90-day period, the military child development center shall be closed until the violation is remedied. The Secretary of the military department concerned may waive the preceding sentence and authorize the center to remain open in a case in which the violation cannot reasonably be remedied within that 90-day period or in which major facility reconstruction is required.

"§ 1795. Parent partnerships with child development centers

"(a) **PARENT BOARDS.**—The Secretary of Defense shall require that there be established at each military child development center a board of parents, to be composed of parents of children attending the center. The board shall meet periodically with staff of the center and the commander of the installation served by the center for the purpose of discussing problems and concerns. The board, together with the staff of the center, shall be responsible for coordinating the parent participation program described in subsection (b).

the Survivor Benefit Plan or the Supplemental Survivor Benefit Plan, as the case may be.

(i) **REPORT CONCERNING OPEN SEASON.**—Not later than June 1, 1990, the Secretary of Defense shall submit to the Committees on Armed Services of the Senate and House of Representatives a report on the open season authorized by this section for the Survivor Benefit Plan. The report shall include—

- (1) a description of the Secretary's plans for implementation of the open season;
- (2) the Secretary's estimates of the costs associated with the open season, including any anticipated effect of the open season on the actuarial status of the Department of Defense Military Retirement Fund; and
- (3) any recommendation by the Secretary for further legislative action.

10 USC 1448
note.

SEC. 1406. DEFINITIONS

For the purpose of this title:

- (1) The term "Survivor Benefit Plan" means the program established under subchapter II of chapter 73 of title 10, United States Code.
- (2) The term "retired pay" includes retainer pay paid under section 6330 of title 10, United States Code.
- (3) The terms "uniformed services" and "Secretary concerned" have the meanings given those terms in section 101 of title 37, United States Code.

SEC. 1407. MISCELLANEOUS TECHNICAL AND CLERICAL AMENDMENTS

(a) **GENERAL AMENDMENTS.**—Subchapter II of chapter 73 of title 10, United States Code, is amended as follows:

- (1) Section 1447 is amended—
 - (A) in paragraph (5), by striking out "this clause" both places it appears and inserting in lieu thereof "this paragraph";
 - (B) in paragraph (11), by inserting "paid under section 6330 of this title" after "retainer pay"; and
 - (C) by adding at the end the following new paragraph:

"(14) The term 'reserve-component retired pay' means retired pay under chapter 67 of this title."
- (2) Sections 1447(2)(B), 1447(2)(C)(ii), 1448(a)(1)(B), 1448(a)(2)(B), 1448(f)(1)(A), 1448(f)(1)(B), and 1450(1)(1) are amended by striking out "retired pay under chapter 67 of this title" and inserting in lieu thereof "reserve-component retired pay".
- (3) Sections 1447(2)(C)(i), 1447(3), 1447(4), 1448(a)(4)(A), 1449, and 1450(1)(2) are amended by striking out "or retainer".
- (4) Section 1450(f)(3)(B) is amended—
 - (A) by striking out "before October 1, 1985, or"; and
 - (B) by striking out "whichever is later".
- (5) Section 1451(c)(4) is amended by inserting "by reason of the service of a person who first became a member of a uniformed service before September 8, 1980" after "of this title".
- (6) Section 1451(e)(1) is amended by striking out "plan" in the matter preceding subparagraph (A) and inserting in lieu thereof "Plan".
- (7) Section 1451(e)(1)(B) is amended—
 - (A) by striking out "is" each place it appears and inserting in lieu thereof "was";

(B) by striking out "has" in clause (ii) and inserting in lieu thereof "had"; and

(C) by striking out "would be" in clause (iii) and inserting in lieu thereof "would have been".

(8) Section 1451(e)(2) is amended by striking out "(as the base amount is adjusted from time to time under section 1401a of this title)" in subparagraphs (A) and (B).

(9) Section 1452(h) is amended—

(A) by inserting "(or any other provision of law)" after "of this title" the first place it appears; and

(B) by striking out "increased under section 1401a of this title" and inserting in lieu thereof "so increased".

(10)(A) The heading of section 1454 is amended to read as follows:

"§ 1454. Correction of administrative errors".

(B) The item relating to that section in the table of sections at the beginning of that subchapter is amended to read as follows:

"1454. Correction of administrative errors".

(b) **PARITY OF TREATMENT OF FORMER SPOUSES AND SURVIVING SPOUSES.**—(1) Section 1451(e) of title 10, United States Code, is amended by inserting "or former spouse" in paragraphs (3)(A) and (4)(A) after "widow or widower".

(2) The amendments made by paragraph (1) shall apply only with respect to the computation of an annuity for a person who becomes a former spouse under a divorce that becomes final after the date of the enactment of this Act.

10 USC 1451
note.

TITLE XV—MILITARY CHILD CARE

SEC. 1501. SHORT TITLE; DEFINITIONS

(a) **SHORT TITLE.**—This title may be cited as the "Military Child Care Act of 1989".

(b) **DEFINITIONS.**—For purposes of this title:

(1) The term "military child development center" means a facility on a military installation (or on property under the jurisdiction of the commander of a military installation) at which child care services are provided for members of the Armed Forces or any other facility at which such child care services are provided that is operated by the Secretary of a military department.

(2) The term "family home day care" means home-based child care services that are provided for members of the Armed Forces by an individual who (A) is certified by the Secretary of the military department concerned as qualified to provide those services, and (B) provides those services on a regular basis for compensation.

(3) The term "child care employee" means a civilian employee of the Department of Defense who is employed to work in a military child development center (regardless of whether the employee is paid from appropriated funds or nonappropriated funds).

(4) The term "child care fee receipts" means those nonappropriated funds that are derived from fees paid by members of the Armed Forces for child care services provided at military child development centers.

Military Child
Care Act of 1989.
10 USC 113 note.

SEC. 1502. FUNDING FOR MILITARY CHILD CARE FOR FISCAL YEAR 1990

(a) **FISCAL YEAR 1990 FUNDING.**—(1) It is the policy of Congress that the amount of appropriated funds available during fiscal year 1990 for operating expenses for military child development centers shall not be less than the amount of child care fee receipts that are estimated to be received by the Department of Defense during that fiscal year. Of the amount authorized to be appropriated for the Department of Defense for fiscal year 1990, \$102,000,000 shall be available for operating expenses for military child development centers.

(2) In addition to the amount referred to in paragraph (1), \$26,000,000 shall be available for child care and child-related services of the Department other than military child development centers.

(3) In using the funds referred to in paragraph (1), the Secretary shall give priority to—

(A) increasing the number of child care employees who are directly involved in providing child care for members of the Armed Forces; and

(B) expanding the availability of child care for members of the Armed Forces.

(b) **FUNDS DERIVED FROM PARENT FEES TO BE USED FOR EMPLOYEE COMPENSATION AND OTHER CHILD CARE SERVICES.**—(1) Except as provided in paragraph (2), child care fee receipts may be used during fiscal year 1990 only for compensation of child care employees who are directly involved in providing child care.

(2) If the Secretary of Defense determines that compliance with the limitation in paragraph (1) would result in an uneconomical and inefficient use of such fee receipts, the Secretary may (to the extent that such compliance would be uneconomical and inefficient) use such receipts—

(A) first, for the purchase of consumable or disposable items for military child development centers; and

(B) if the requirements of such centers for consumable or disposable items for fiscal year 1990 have been met, for other expenses of those centers.

(c) **REPORT.**—(1) Not later than December 31, 1989, the Secretary of Defense shall submit to the Committees on Armed Services of the Senate and House of Representatives a report on how the Secretary intends to use the funds referred to in subsection (a), including how the Secretary intends to achieve the priorities specified in paragraph (3) of that subsection.

(2) If at the time such report is submitted the Secretary proposes to use the authority provided by subsection (b)(2), the Secretary shall include in the report under paragraph (1) a description of the use proposed to be made of that authority and a statement of the reasons why the Secretary determined that compliance with the limitation in subsection (b)(1) would result in an uneconomical and inefficient use of child care fee receipts, together with supporting cost information and other information justifying the determination.

(3) If the Secretary uses such authority after December 31, 1989, the Secretary shall promptly inform the committees of the House of Representatives of the authority and of the reasons for its use.

SEC. 1503. CHILD CARE EMPLOYEES

(a) **REQUIRED TRAINING.**—(1) The Secretary of Defense shall establish, and prescribe regulations to implement, a training program for child care employees. Those regulations shall apply uniformly among the military departments. Subject to paragraph (2), satisfactory completion of the training program shall be a condition of employment of any person as a child care employee.

(2) Under those regulations, the Secretary shall require that each child care employee complete the training program not later than six months after the date on which the employee is employed as a child care employee (except that, in the case of a child care employee hired before the date on which the training program is established, the Secretary shall require that the employee complete the program not later than six months after that date).

(3) The training program established under this subsection shall cover, at a minimum, training in the following:

(A) Early childhood development.

(B) Activities and disciplinary techniques appropriate to children of different ages.

(C) Child abuse prevention and detection.

(D) Cardiopulmonary resuscitation and other emergency medical procedures.

(b) **TRAINING AND CURRICULUM SPECIALISTS.**—(1) The Secretary of Defense shall require that at least one employee at each military child development center be a specialist in training and curriculum development. The Secretary shall ensure that such employees have appropriate credentials and experience.

(2) The duties of such employees shall include the following:

(A) Special teaching activities at the center.

(B) Daily oversight and instruction of other child care employees at the center.

(C) Daily assistance in the preparation of lesson plans.

(D) Assistance in the center's child abuse prevention and detection program.

(E) Advising the director of the center on the performance of other child care employees.

(3) Each employee referred to in paragraph (1) shall be an employee in a competitive service position.

(c) **PROGRAM TO TEST COMPETITIVE RATES OF PAY.**—(1) For the purpose of improving the capability of the Department of Defense to provide military child development centers with a qualified and stable civilian workforce, the Secretary of Defense shall conduct a program as provided in this subsection to increase the compensation of child care employees. The Secretary shall begin the program not later than six months after the date of the enactment of this Act. The program shall be in effect for a period of at least two years.

(2) The program shall apply to all child care employees who—

(A) are directly involved in providing child care; and

(B) are paid from nonappropriated funds.

(3) Under the program, child care employees at a military installation who are described in paragraph (2) shall be paid—

(A) in the case of entry-level employees, at rates of pay competitive with the rates of pay paid to other entry-level employees at that installation who are drawn from the same labor pool; and

Regulations.

(B) in the case of other employees, at rates of pay substantially equivalent to the rates of pay paid to other employees at that installation with similar training, seniority, and experience.

(d) **EMPLOYMENT PREFERENCE TEST PROGRAM FOR MILITARY SPOUSES.**—(1) The Secretary of Defense shall conduct a test program under which qualified spouses of members of the Armed Forces shall be given a preference in hiring for the position of child care employee in a position paid from nonappropriated funds if the spouse is among persons determined to be best qualified for the position. A spouse who is provided a preference under this subsection at a military child development center may not be precluded from obtaining another preference, in accordance with section 806 of the Military Family Act of 1985 (10 U.S.C. 113 note), in the same geographical area as the military child development center.

(2) The test program under this subsection shall run concurrently with the program under subsection (c).

(e) **REPORT ON COMPENSATION AND SPOUSE EMPLOYMENT PREFERENCE PROGRAMS.**—Not later than March 1, 1991, the Secretary of Defense shall submit to the Committees on Armed Services of the Senate and House of Representatives a report on the programs under subsections (c) and (d). The report shall include the findings of the Secretary concerning the effect of each of the programs on the quality of child care provided in military child development centers and the effect of the spouse employment preference program on employee turnover at such centers.

(f) **ADDITIONAL CHILD CARE POSITIONS.**—(1) The Secretary of Defense shall make available for child care programs of the Department of Defense, not later than September 30, 1990, at least 1,000 competitive service positions in addition to the number of competitive service positions in such programs as of September 30, 1989. During fiscal year 1991, the Secretary shall make available to child care programs of the Department additional competitive service positions so that the number of competitive service positions in such programs as of September 30, 1991, is at least 3,700 greater than the number of competitive service positions in such programs as of September 30, 1989.

(2) The Secretary may waive the increase otherwise required by the second sentence of paragraph (1) to the extent that the Secretary determines that such increase is not executable. If the Secretary issues such a waiver, the Secretary shall promptly submit to the Committees on Armed Services of the Senate and House of Representatives a report on the waiver. Any such report shall specify the number of such positions waived and the reasons for the waiver.

(3) The additional positions provided for in paragraph (1), and the workyears associated with those positions, that are used outside the United States shall not be counted for purpose of applying any limitation on the total number of positions or workyears, respectively, available to the Department of Defense outside the United States (or any limitation on the availability of appropriated funds for such positions or workyears for any fiscal year).

(g) **COMPETITIVE SERVICE POSITION DEFINED.**—For purposes of this section, the term "competitive service position" means a position in the competitive service, as defined in section 2102(a)(1) of title 5, United States Code.

reports.

SEC. 1504. PARENT FEES

The Secretary of Defense shall prescribe regulations establishing fees to be charged parents for the attendance of children at military child development centers. Those regulations shall be uniform for the military departments and shall require that, in the case of children who attend the centers on a regular basis, the fees shall be based on family income.

Regulations.

SEC. 1505. CHILD ABUSE PREVENTION AND SAFETY AT FACILITIES

(a) **CHILD ABUSE TASK FORCE.**—The Secretary of Defense shall establish and maintain a special task force to respond to allegations of widespread child abuse at a military installation. The task force shall be composed of personnel from appropriate disciplines, including, where appropriate, medicine, psychology, and childhood development. In the case of such allegations, the task force shall provide assistance to the commander of the installation, and to parents at the installation, in helping them to deal with such allegations.

Establishment.

(b) **NATIONAL HOTLINE.**—(1) The Secretary of Defense shall establish and maintain a national telephone number for persons to use to report suspected child abuse or safety violations at a military child development center or family home day care site. The Secretary shall ensure that such reports may be made anonymously if so desired by the person making the report. The Secretary shall establish procedures for following up on complaints and information received over that number.

Communications and telecommunications.

(2) The Secretary shall establish such national telephone number not later than 90 days after the date of the enactment of this Act and shall publicize the existence of the number.

Effective date.

(c) **ASSISTANCE FROM LOCAL AUTHORITIES.**—The Secretary of Defense shall prescribe regulations requiring that, in a case of allegations of child abuse at a military child development center or family home day care site, the commander of the military installation or the head of the task force established under subsection (a) shall seek the assistance of local child protective authorities if such assistance is available.

Regulations.

(d) **SAFETY REGULATIONS.**—The Secretary of Defense shall prescribe regulations on safety and operating procedures at military child development centers. Those regulations shall apply uniformly among the military departments.

(e) **INSPECTIONS.**—The Secretary of Defense shall require that each military child development center be inspected not less often than four times a year. Each such inspection shall be unannounced. At least one inspection a year shall be carried out by a representative of the installation served by the center, and one inspection a year shall be carried out by a representative of the major command under which that installation operates.

(f) **REMEDIES FOR VIOLATIONS.**—(1) Except as provided in paragraph (2), any violation of a safety, health, or child welfare law or regulation (discovered at an inspection or otherwise) at a military child development center shall be remedied immediately.

(2) In the case of a violation that is not life threatening, the commander of the major command under which the installation concerned operates may waive the requirement that the violation be remedied immediately for a period of up to 90 days beginning on the date of the discovery of the violation. If the violation is not remedied as of the end of that 90-day period, the military child development center shall be closed until the violation is remedied. The Secretary

Reports.

of the military department concerned may waive the preceding sentence and authorize the center to remain open in a case in which the violation cannot reasonably be remedied within that 90-day period or in which major facility reconstruction is required.

(3) If a military child development center is closed under paragraph (2), the Secretary of the military department concerned shall promptly submit to the Committees on Armed Services of the Senate and House of Representatives a report notifying those committees of the closing. The report shall include—

(A) notice of the violation that resulted in the closing and the cost of remedying the violation; and

(B) a statement of the reasons why the violation has not been remedied as of the time of the report.

(g) **REPORT ON COOPERATION WITH DEPARTMENT OF JUSTICE.**—(1) The Secretary of Defense, in consultation with the Attorney General, shall study matters relating to military child care that are of concern to the Department of Justice. The matters studied shall include the following:

(A) Improving communication between the Department of Defense and the Department of Justice in investigations of child abuse in military programs and in the coordination of the conduct of such investigations.

(B) Eliminating overlapping responsibilities between the two departments.

(C) Making better use of government and non-government experts in child abuse investigations and prosecutions.

(D) Improving communication with affected families by the Department of Defense, the Department of Justice, and appropriate State and local agencies.

(2) Not later than six months after the date of the enactment of this Act, the Secretary of Defense shall submit to Congress a report on the study required by paragraph (1). The report shall include recommendations on methods for improving the matters studied.

(3) Not later than nine months after the date of the enactment of this Act, the Comptroller General of the United States shall submit to Congress a report evaluating the findings in the report submitted under paragraph (2).

Establishment.

SEC. 1504. PARENT PARTNERSHIPS WITH CHILD DEVELOPMENT CENTERS

(a) **PARENT BOARDS.**—The Secretary of Defense shall require that there be established at each military child development center a board of parents, to be composed of parents of children attending the center. The board shall meet periodically with staff of the center and the commander of the installation served by the center for the purpose of discussing problems and concerns. The board, together with the staff of the center, shall be responsible for coordinating the parent participation program described in subsection (b).

(b) **PARENT PARTICIPATION PROGRAMS.**—The Secretary of Defense shall require the establishment of a parent participation program at each military child development center. As part of such program, the Secretary of Defense may establish fees for attendance of children at such a center, in the case of parents who participate in the parent participation program at that center, at rates lower than the rates that otherwise apply.

SEC. 1507. REPORT ON FIVE-YEAR DEMAND FOR CHILD CARE

(a) **REPORT REQUIRED.**—Not later than six months after the date of the enactment of this Act, the Secretary of Defense shall submit to Congress a report on the expected demand for child care by military and civilian personnel of the Department of Defense during fiscal years 1991 through 1995.

(b) **PLAN FOR MEETING DEMAND.**—The report shall include—

(1) a plan for meeting the expected child care demand identified in the report; and

(2) an estimate of the cost of implementing that plan.

(c) **MONITORING OF FAMILY DAY CARE PROVIDERS.**—The report shall also include a description of methods for monitoring family home day care programs of the military departments.

SEC. 1508. SUBSIDIES FOR FAMILY HOME DAY CARE

The Secretary of Defense may use appropriated funds available for military child care purposes to provide assistance to family home day care providers so that family home day care services can be provided to members of the Armed Forces at a cost comparable to the cost of services provided by military child development centers. The Secretary shall prescribe regulations for the provision of such assistance.

Regulations.

SEC. 1509. EARLY CHILDHOOD EDUCATION DEMONSTRATION PROGRAM

(a) **DEMONSTRATION PROGRAM FOR ACCREDITED CENTERS.**—(1) The Secretary of Defense shall carry out a program to demonstrate the effect on the development of preschool children of requiring that military child development centers meet standards of operation necessary for accreditation by an appropriate national early childhood programs accrediting body. To carry out such demonstration program, the Secretary shall ensure that not later than June 1, 1991, at least 50 military child development centers are accredited by such an appropriate national early childhood accrediting body.

(2) Each military child development center so accredited shall be designated as an early childhood education demonstration project and shall serve as a program model for other military child development centers and family home day care providers at military installations.

(b) **PLAN FOR IMPLEMENTATION.**—Not later than April 1, 1990, the Secretary shall submit to the Committees on Armed Services of the Senate and House of Representatives a plan for carrying out the requirements of subsection (a).

(c) **EVALUATION.**—The Secretary shall obtain an independent evaluation of the demonstration program carried out under subsection (a) to determine the extent to which the imposition of a requirement that military child development centers meet accreditation standards effectively promotes the development of preschool children of members of the Armed Forces. The Secretary shall report the results of the evaluation to Congress, together with such comments and recommendations as the Secretary considers appropriate, not later than July 15, 1992.

Reports.

SEC. 1510. DEADLINE FOR REGULATIONS

Regulations required to be prescribed by this title shall be prescribed not later than 90 days after the date of the enactment of this Act.

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Report To The Secretary Of Defense

Military Child Care Programs: Progress Made, More Needed

Military child care centers provide care for about 53,000 military dependents daily at more than 400 installations worldwide. Although the services have expressed a commitment to providing quality care and have taken action to upgrade some facilities and develop program regulations, GAO finds that many child care centers currently in use are neither safe nor suitable. The majority of centers in the Army and Navy and 20 percent in the Air Force need upgrading.

DOD-wide minimum standards are lacking for important program elements including: (1) total group size, (2) caregiver/child ratios, (3) educational activities, (4) staff training, and (5) food services.

GAO recommends that the Secretary of Defense take certain actions to insure that the services provide quality child care programs.



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FEDERAL PERSONNEL AND
COMPENSATION DIVISION

B-207217

The Honorable Caspar W. Weinberger
The Secretary of Defense

Attention: Director, GAO Affairs

Dear Mr. Secretary:

This report provides background information on military child care programs in each of the services and points out some potential problems in the quality of the programs. It also identifies opportunities to reduce child care costs.

This report contains recommendations to you on pages 9, 15, and 19. As you know, section 236 of the Legislative Reorganization Act of 1970 requires the head of a Federal agency to submit a written statement on actions taken on our recommendations. This written statement must be submitted to the Senate Committee on Governmental Affairs and the House Committee on Government Operations not later than 60 days after the date of the report. A written statement must also be submitted to the House and Senate Committees on Appropriations with an agency's first request for appropriations made more than 60 days after the date of the report.

We are sending copies of this report to the Chairmen, House and Senate Committees on Armed Services; the Secretaries of the Air Force, Army, and Navy; and the Director, Office of Management and Budget.

Sincerely yours,

Clifford I. Gould
Clifford I. Gould
Director

D I G E S T

In 1978, the Department of Defense (DOD) designated child care centers as community facilities for which the Government has a responsibility. Congress approved a DOD request for appropriated funds to construct new child care facilities for the first time in the fiscal year 1982 budget. Having acquired oversight responsibility for military child care programs, the House and Senate Armed Services and Appropriations Committees expressed interest in obtaining information on the condition of child care facilities, construction requirements, program operations, and ways to control costs. In response to this interest, GAO has reviewed military child care programs.

Since the services have made the commitment to provide child care, they need to make sure that the programs they offer are provided in safe facilities, that the program's policies and procedures address the basic needs of children, and that program management is effective. GAO believes that improvements can be made in all these areas.

FACILITY CONDITIONS, CONSTRUCTION
ALTERNATIVES, AND UNIFORM BUILDING
DESIGN GUIDES

Many facilities currently in use are neither safe nor suitable places for child care programs. For example:

- The majority of the 318 Army child care facilities do not meet fire and safety codes. (See p. 5.)
- The majority of the 73 Navy facilities need upgrading to comply with fire, safety, and sanitation standards. (See p. 6.)

--Additional facilities are needed in the Marine Corps to accommodate demand. (See p. 6.)

--In the Air Force, 20 percent of 162 facilities need improvements. (See p. 7.)

User fees, charges, and donations are not sufficient to support renovation and construction of child care facilities. The Air Force and Marine Corps have used nonappropriated funds from sources other than those mentioned above to build and maintain child care facilities which, for the most part, are suitable. The Army and Navy, on the other hand, found they could not absorb construction costs from their nonappropriated funds and, at the same time, satisfy competing morale, welfare and recreation demands. (See p. 5.)

Some installations have renovated excess buildings rather than request new facilities. DOD procedures require that options--making better use of existing space or contracting--be evaluated and documented before requesting funds for new facility construction. (See pp. 7 and 8.)

The services have been in the process of developing a joint building design guide for child care facilities for the last year. According to service officials, using these design guides DOD-wide could reduce both the cost and time required for the construction of new facilities. (See p. 8).

DOD-WIDE PROGRAM STANDARDS ARE NEEDED

Changes are needed in DOD and service policies and procedures to improve the quality of military child care programs. At the present time, the services develop their own program policies and standards, many of which do not meet the Federal Interagency Day Care Requirements, or do not adequately address important program elements to insure that basic health, safety, and developmental needs are met. GAO found that:

--Service regulations allow the caregiver/child ratios to exceed recommended limits. (See p. 11.)

--The existing service regulations do not adequately specify the educational equipment, toys, games, books, and materials that must be provided or incorporate the minimum staff training requirements of the Federal Inter-agency Day Care Requirements. (See pp. 12 and 13.)

--The Army, Navy, and Marine Corps have not provided sufficient guidance on meal standards and food program inspections to insure that adequate and nutritious meals and snacks are served. (See pp. 13 and 14.)

FURTHER MEASURES FOR IMPROVING PROGRAM AND CONTROLLING COSTS

Center administrators and caregivers need inservice training to prepare them to carry out the many diverse tasks they must perform. The services have provided inservice training for center directors; however, training for caregivers is still inadequate. Furthermore, training guides and manuals already developed have not been printed in sufficient quantity to make them available for all center staff. (See p. 16.)

With proper monitoring, family day care homes (private homes in which children receive full-time care) can be an appropriate and inexpensive way to provide additional child care options, and to alleviate center overcrowding. Although the Army and the Marine Corps have authorized family day care at installation housing units, this option has not been fully utilized. (See p. 17.)

The quality of child care programs and the ability to maintain self-sustaining operations are directly affected by the fees charged. The fees in military centers are generally lower than in civilian centers, often by as much as 25 to 50 percent. The rates have been set to enable lower-ranking enlisted personnel to fully use the child care activities; however, DOD data indicated that relatively few lower-ranking personnel have children. A variable rate structure based on rank or total family

income could increase the funds available to improve the quality of child care provided without sustaining operating losses. (See p. 18.)

RECOMMENDATIONS

To insure that the most urgent needs for child care facilities are met first and that resources are effectively allocated, GAO recommends that the Secretary of Defense require the services:

- When it is not feasible to correct unsafe or hazardous conditions, to document and develop plans to overcome the problems of facilities which should be closed.
- To determine where appropriated funds are needed to correct unsafe or hazardous conditions.
- To use uniform building design guides for child care facility construction where feasible.

To assure that military child care programs provide acceptable child care services, GAO recommends that the Secretary of Defense:

- Develop DOD-wide minimum standards for the services' child care programs. These standards should address (1) total group size, (2) caregiver/child ratios, (3) educational activities, (4) staff training, and (5) food services.
- Require the services to periodically verify compliance with DOD standards. See page 32 for further recommendations addressing the need to improve program quality and control operating costs.

AGENCY COMMENTS

In oral comments, received April 8, 1982, DOD agreed with GAO's recommendations, and plans to implement them.

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Call Toll-Free 1-888-CDP-3040



Directory of Department of Defense Military Child Development Programs

Section 1 - Headquarters Organizations

16-Sep-97

OFFICE ORGANIZATION	ADDRESS, PHONE POINTS OF CONTACT
Office of Family Policy (OSD) Department of Defense	Ballston Towers #3, Room 917 4015 Wilson Blvd. Arlington, VA 22203-5193 888-CDP-3040 Linda Smith - Director, Office of Family Policy Patty Kasold - Senior Child Development and Youth Policy Specialist Bonnie Storm - Child Development and Youth Specialist
Child Development Services United States Army	ATTN: CFSC-FS 2461 Eisenhower Avenue Alexandria, VA 22331-0521 703-325-9647 M.-A. Lucas - Director, Family Support
Army Material Command United States Army	ATTN: AMCPE-FC 5001 Eisenhower Avenue Alexandria, VA 22333-0001 703-617-8530 Jeanne Comeau - Child and Youth Program Manager
Corps of Engineers United States Army	ATTN: CEHR-D 20 Massachusetts Avenue NW Washington, DC 20314-1000 202-761-0400 Diane Padilla - CDS Program Manager

OFFICE ORGANIZATION	ADDRESS, PHONE POINTS OF CONTACT
Eighth United States Army United States Army	ATTN: EAGA-MWR--G-1 PSC 303, Box 25, Unit #15236 APO, AP 96205-0009 011-822-7915-5061 Leo Bonner - CDS/SAS Program Manager
Forces Command United States Army	ATTN: AFPO-MWP 1777 Hardee Avenue SW Fort McPherson, GA 30330-6000 404-464-6164 Jan Hicks - CDS Program Manager
Intelligence and Security Command United States Army	ATTN: IAPE-HR 8825 Beulah Street Fort Belvoir, VA 22060-5246 703-706-2484 Portia Davidson - CDS/SAS/YS Program Manager
Military District of Washington United States Army	ATTN: ANPE-CF 103 Third Avenue, Building 48, Room 102 Washington, DC 20319-5050 202-685-3359 Shirlee Anderson - CDS/SAS/YS Program Manager
Military Traffic Management Command United States Army	ATTN: MTPL-HR 5611 Columbia Pike, Room 209 Falls Church, VA 22041-5050 703-681-6716 Michael E. Coppedge - CDS/SAS/YS Program Manager

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Space and Strategic Command United States Army	ATTN: CSSD-RM P.O. Box 15280 Arlington, VA 22215-0280 703-607-1947 Scott Larkin - CDS/SAS/YS Program manager
Training and Doctrine Command United States Army	ATTN: ATBO-FA Building 5A Fort Monroe, VA 23651-5000 757-728-5269 Gwen Smith
U.S. Army Europe United States Army	ATTN: AEAGA-GY Unit 29351 APO, AE 09014 011-49-6221-57-6686 Jan Witte - Family Support Director
U.S. Army Medical Command United States Army	ATTN: MCPE-H 2050 Worth Road Fort Sam Houston, TX 78234-6000 210-221-6807 Mary Jo Nelson - CDS/SAS/YS Program Manager
U.S. Army South United States Army	ATTN: SOPR-CFS Unit 7105 APO, AA 34004-5000 011-507-288-3214 John R. Lawter - Chief, Community and Family Support Division

OFFICE ORGANIZATION	ADDRESS, PHONE POINTS OF CONTACT
United States Army Pacific United States Army	ATTN: APPE-CFA T117 Palm Circle Fort Shafter, HI 96858-5100 808-438-8672 Kathleen Rocha - Child Development Services Program Manager
United States Military Academy United States Army	ATTN: MAPA-FS Ruger Road, Building 681 West Point, NY 10996 914-938-2023 Nancy Campbell - Family Support Division Chief
Child Care Program United States Marine Corps	ATTN: CMC HQ USMC (MHF) Code 40, # 2 Navy Annex Washington, DC 20308-1775 703-696-1182 Sandra Evans - Child Care Program Director
Bureau of Naval Personnel United States Navy	PERS65 7800 3rd Avenue Memphis, TN 38054-5045 901-874-6699 Pam Crespi - Head, Community Support Activities Branch
Directorate of Services United States Air Force	HQ USAF/SVP Air Force Pentagon Washington, DC 20330-1770 703-604-6421 Beverly Schmalzried - Chief, Community Activities Policy Maryalice Howe - Child Development and Youth Specialist

OFFICE ORGANIZATION	ADDRESS, PHONE POINTS OF CONTACT
11th Support Group Wing United States Air Force	11 SPTG/SVY 4556 Tinker Street, Building 4456 Bolling AFB, DC 20332-5000 202-767-3047 Leslie Lips - Family Member Flight Chief
Air Combat Command United States Air Force	HQ ACC/SVPPF 220 Sweeny Boulevard, Suite 313 Langley AFB, VA 23665-2795 804-764-2821/4145 Sherry Patterson - Chief, Family Activities Al Bartz - Youth Specialist Mindy McConnell - Child and Youth Specialist Lori Anderson - Child and Youth Specialist Stacey Young - Child and Youth Specialist
Air Education and Training Command United States Air Force	HQ AETC/SVPC 1850 First Street West, Suite 3 Randolph AFB, TX 78150-4308 210-652-3791 Louella Anderson - Chief, Community Support Branch
Air Force Material Command United States Air Force	HQ AFMC/SVPC 4375 Childlaw Road, Suite 6 Wright-Patterson AFB, OH 45433-5006 513-257-7139 Joyce Brown - Youth Specialist Bette Doelger - Child Development Specialist

OFFICE ORGANIZATION	ADDRESS, PHONE POINTS OF CONTACT
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Air Force Space Command United States Air Force	HQ AFSPC/SVPY 150 Vandenberg Street, Suite 1105 Peterson AFB, CO 80914-4210 719-554-3884 Dick Seibel - Chief, Sports and Youth
Air Force Special Operations Command United States Air Force	16 SVS/SVY 345 Tully Street Hurlburt Field, FL 32544-5000 904-884-2952 Jay Weiz - Youth Flight Chief
Air Mobility Command United States Air Force	HQ AMC/SVPCC 102 E. Martin Street, B-1 Scott AFB, IL 62225-5014 618-256-3228 Sandi Coleman - Child Development and Youth Specialist Joan Stephens - Child Development and Youth Specialist

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Pacific Air Force United States Air Force	HQ PACAF/SVPY 25 E. Street CIOO Hickam AFB, HI 96853-5246 808-449-9505/9831 Loretta Vega - Chief, Child and Youth Branch Judith Gross - Youth Specialist
U.S. Air Force Europe United States Air Force	HQ USAFE/SVPCC Unit 3050, Box 160 APO, AE 09136-0160 011-49-6302-67-7948 David Quinn - Youth Specialist Alice Rose - Child Development Specialist Linda Caldwell - Child Development Specialist
United States Air Force Academy United States Air Force	HQ USAFA/SVY 5150 Community Center Drive, Suite 100 USAF Academy, CO 80840 719-472-4166 Donna Head - Family Member Flight Chief
Children's World Learning Center National Security Agency	(b)(3) [001]
Quality of Life Defense Logistics Agency	ATTN: CAAPQ 8725 John J. Kingman Road Fort Belvoir, VA 22060-6211 703-767-5372 Rosemary Smith - Deputy, Quality of Life

Directory of Department of Defense Child Development Programs

Section 2 -- Installations Listed by State

16-Sep-97

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	SERVICES
ALABAMA			
Fort McClellan United States Army	ATTN: ATZN-DPF-C Building 3161 Fort McClellan, AL 36205-5000	Brenda Malone Chief, Child and Youth Services 205-848-3644/3632	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Rucker United States Army	ATTN: ATZQ-DCF, CYS Fort Rucker, AL 36362	Beverly Joiner Chief, Child & Youth Services 334-255-9108	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Maxwell AFB (Gunter Annex) United States Air Force	42 SVS/SVYC 60 W. Maxwell Boulevard Maxwell AFB, AL 36112-6307	David Carpenter Family Member Support Flight Chief 334-953-3624	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Maxwell Air Force Base United States Air Force	42 SVS/SVYC 60 W. Maxwell Boulevard Maxwell AFB, AL 36112-6307	David Carpenter Family Member Support Flight Chief 334-953-3624	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Redstone Arsenal United States Army	ATTN: AMSMI-RA-CF-FS-CD Redstone Arsenal, AL 35898-5000	Edward Gancarz Child Development Services Coordinator 205-955-6278	CEN ☒ SAC ☒ FCC ☒ R/R ☒
ALASKA			
Eielson Air Force Base United States Air Force	SVS/SVYC 3112 Broadway Avenue, Unit 6B Eielson AFB, AK 99702-1885	Debra Mettile Family Member Support Flight Chief 907-377-1808	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Elmendorf Air Force Base United States Air Force	SVY/SVYC 6920 12th Street Elmendorf AFB, AK 99506-2550	Maxine Henry Family Member Support Flight Chief 907-552-3995	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Greely United States Army	ATTN: APVR-GPA-CF-CDC P.O. Box 2000 Delta Junction, AK 99737	Patricia McCowan Child Development Services Coordinator 907-873-3213	CEN ☒ SAC ☒ FCC ☒ R/R ☒

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	SERVICES
Fort Richardson United States Army	ATTN: APVR-RCA-CFD 1 Headquarters Loop #6600 Fort Richardson, AK 99505	Kathy Putzel Child Development Services Coordinator 907-428-0981	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Wainwright United States Army	P.O. Box 35045 Fort Wainwright, AK 99703	Kristina D. Knowles Child Development Services Coordinator 907-353-9545	CEN ☒ SAC ☒ FCC ☒ R/R ☒
ARIZONA			
Davis-Monthan Air Force Base United States Air Force	SVS/SVYC 5335 E. Comanche Davis Monthan AFB, AZ 85707	Kay Martin Family Member Support Flight Chief 250-228-2335	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Huachuca United States Army	ATTN: ATZS-HRF-C Fort Huachuca, AZ 85613-6000	Judith Stevenson Child Development Services Coordinator 520-533-0460/0461	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Luke Air Force Base United States Air Force	SVS/SVYC 7383 N. Litchfield Road, Suite 3090 Luke AFB, AZ 85309-1566	Stephanie Tresky Family Member Support Flight Chief 602-856-6820	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Yuma United States Marine Corps	Marine Corps Air Station P.O. Box 99131 Yuma, AZ 85369-9100	Cindy Wyant Child Development Program Administrator 520-341-3234	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Yuma Proving Ground United States Army	ATTN: STEYP-MWR-FSD Building 1102 USAYPG Yuma, AZ 85365	Bea Curl Coordinator, Child and Youth Division 520-328-3130	CEN ☒ SAC ☒ FCC ☒ R/R ☒
ARKANSAS			
Little Rock Air Force Base United States Air Force	SVS/SVYC 1255 Vandenburg Boulevard Little Rock AFB, AR 72099-5013	Garland Becker Family Member Support Flight Chief 501-988-8703	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Pine Bluff Arsenal United States Army	ATTN: SIOPB-PAF Pine Bluff, AR 71602-9500	Melissa J. Brodnax Family Support Chief 870-540-3612	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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CALIFORNIA			
Barstow United States Marine Corps	Marine Corps Logistics Base Barstow, CA 92311-5001	Ingrid Hamilton Child Development Program Administrator 760-577-6287	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Beale Air Force Base United States Air Force	9th SVA/SVYC 5190 Beale Highway Beale AFB, CA 95903	Brian Floyd Family Member Support Flight Chief 916-634-2804	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Camp Pendleton United States Marine Corps	Marine Corps Base Camp Pendelton PSC Box 555010 Camp Pendleton, CA 92055-5010	Deborah Singleton Child Development Program Administrator 619-725-6212	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Edwards Air Force Base United States Air Force	95 SPTG/SVY 115 Methusa Edwards AFB, CA 93524-1510	VACANT Family Member Support Flight Chief 805-277-4037	CEN ☒ SAC ☒ FCC ☒ R/R ☒
El Toro United States Marine Corps	Marine Corps Air Station El Toro P.O. Box 95001 Santa Ana, CA 92709-5001	Diann Johnson Child Development Program Administrator 714-726-4370	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Fort Hunter Liggett United States Army	AFRC-FMR-PA (FCC) P.O. Box 7130 Fort Hunter Liggett, CA 93928	Timothy B. Zimmerman Director, Family Child Care and Youth Services 408-386-2313	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Irwin United States Army	ATTN: AFZJ-PAS-CD P.O. Box 105014 Fort Irwin, CA 92310-5014	Pamela Hill Child Development Services Coordinator 760-380-4869	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Los Angeles Air Force Base United States Air Force	SVS/SVYC 325 Challenger Way, Suite 107B Los Angeles AFB, CA 90245-4677	Iris Alexander Family Member Support Flight Chief 310-363-5950	CEN ☒ SAC ☒ FCC ☒ R/R ☒
McClellan Air Force Base United States Air Force	77 SPTG/SVYC 5241 Arnold Avenue, STE 2 McClellan AFB, CA 95652-1088	Betty Ona Family Member Support Flight Chief 916-643-6660	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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Miramar United States Marine Corps	Building 740 NAS Miramar San Diego, CA 92145-5000	Diann Johnson Child Development Program Administrator 619-537-4146	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Facility El Centro United States Navy	3001 Monterey Avenue NAF El Centro, CA 92243-0000	Lois Macias Child Development Program Administrator 619-339-2560	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Lemoore United States Navy	Building 965 NAS Lemoore, CA 93246-5040	Theresa Mitchell Child Development Program Administrator 209-998-4917	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station North Island United States Navy	Building 650 Box 357081, CODE 92 San Diego, CA 92135-5092	Mary Utterback Child Development Program Administrator 619-545-7226	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Naval Air Wpns Station China Lake United States Navy	CDPA Code C865, NAWS China Lake, CA 93555-6100	Debra L. Oliver Child Development Program Administrator 760-939-4208	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Wpns Station Point Mugu United States Navy	CDPA Bldg 17, CODE 86500E, NAWS Point Mugu, CA 93042-5000	Patricia Turner Child Development Program Administrator 805-989-7481	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Amphibious Base Coronado United States Navy	2525 Munda Road Code 60 NAB San Diego, CA 92155-5000	Jane Ann Carroll Child Development Program Administrator 619-437-2119	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Naval Medical Center San Diego United States Navy	COR MWR CODE BEA San Diego, CA 92134-5000	Beth Swing Contracting Officer's Representative 619-532-5070	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Naval Station San Diego United States Navy	2375 Recreation Way MWR DEPT Code 10 San Diego, CA 92136-5592	Phyllis Williams Child Development Program Administrator (Acting) 619-556-7475	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Submarine Base San Diego United States Navy	140 Sylvester Road Building 377 San Diego, CA 92106	Lenda Kaplan Child Development Program Administrator 619-553-0781	CEN ☒ SAC ☐ FCC ☐ R/R ☐

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Naval Weapons Station Concord United States Navy	Buildng 1A 10 Code 08 NWS Concord, CA 94520-5100	Jackie Lara Family Child Care Director 510-246-3138	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Navy Support Activity Monterey Bay United States Navy	MWR Code 45 CD RM B47 NSA, 1 University Cr. Monterey, CA 93943-5027	Cathy Austin Child Development Program Administrator 408-656-2734	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NCBC Port Hueneme United States Navy	1000 23rd Avenue MWR Code 1924, CBC Port Hueneme, CA 93043	Polly Elam-Ferraro Child Development Program Administrator 805-982-2048	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Oakland United States Army	Building 655 Oakland Army Base, CA 65626-5000	Sandra Young Child Development Center Director 510-446-2687	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Presidio of Monterey United States Army	ATTN: ATZP-DCA-CD Presidio of Monterey, CA 93944	Vicky Ashenbrenner Child Development Services Coordinator 408-583-2395	CEN ☒ SAC ☒ FCC ☒ R/R ☒
San Diego United States Marine Corps	Marine Corps Recruit Depot 1600 Henderson Avenue, Suite 238 San Diego, CA 92140-5001	Marry Young Child Development Program Administrator 619-524-4430	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Sierra Army Depot United States Army	ATTN: SIOSI-DACO-CDC Herlong, CA 96113-5166	Robert Picco Child Development Services Coordinator 916-827-4562	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Travis Air Force Base United States Air Force	60 SVS/SVYC 4 Illinois Street Travis AFB, CA 94535-1931	Janis D. Mahone Family Member Support Flight Chief 707-424-5372	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Tustin United States Marine Corps	Marine Corps Air Station Tustin P.O. Box 105001 Santa Ana, CA 92710-5001	Diann Johnson Child Development Program Administrator 714-726-7400	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Twentynine Palms United States Marine Corps	Marine Corps Air Ground Combat Center PSC Box 788100 Twentynine Palms, CA 92278-8100	Cindy Tompkins Child Development Program Administrator 760-830-7529	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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COLORADO			
Buckley Air National Guard Base United States Air Force	821 SPTS/SVYC 18300 E. Crested Butte Avenue, Stop 24 Aurora, CO 80011	Brian Borda Services Director 303-340-9992	CEN ☐ SAC ☐ FCC ☐ R/R ☐
Fort Carson United States Army	AFZC-PA-CY Building 5510 Fort Carson, CO 80913	Jan McConnell Chief, Child and Youth Services 719-526-4188	CEN ☒ SAC ☒ FCC ☒ R/R ☒
U.S. Air Force Academy United States Air Force	HQ USAFA SVYC USAFA, CO 80840-3000	Donna Head Family Member Support Flight Chief 719-333-4166	CEN ☒ SAC ☒ FCC ☒ R/R ☒
CONNECTICUT			
Naval Submarine Base New London United States Navy	Box 14, MWR DEPT Naval Submarine Base Groton, CT 06349-5014	Marie Faulise Child Development Program Administrator 860-449-3519	CEN ☒ SAC ☒ FCC ☒ R/R ☒
DELAWARE			
Dover Air Force Base United States Air Force	436 SVS/SVYC 262 Chad Street, Room 208 Dover AFB, DE 19902-7262	Steve Shelvy Family Member Support Flight Chief 302-677-3998	CEN ☒ SAC ☒ FCC ☒ R/R ☒
DISTRICT OF COLUMBIA			
Bolling Air Force Base United States Air Force	11th Support Group/SVYC 4556 Tinker Street, Suite 100 Bolling AFB, DC 20332-5300	Leslie Lips Family Member Support Flight Chief 202-767-3047	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval District Washington United States Navy	Code 915, MWR DEPT Naval Station Anacostia Washington, DC 20374	Linda Tomlins Child Development Program Administrator 202-433-0771/0797	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Walter Reed Army Medical Center United States Army	Building 11, Rm1-76 6825 16th Street, NW Washington, DC 20307-5001	Marlene S. Crow Chief, Child/Youth Development Services 202-782-5024	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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FLORIDA			
Eglin Air Force Base United States Air Force	96 SVS/SVYC 404 N. Seventh Street, STE C Eglin AFB, FL 32542-5648	Skipper Kemp Family Member Support Flight Chief 904-882-3337	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Hurlburt Air Force Base United States Air Force	16 SVS/SVYC 108 McMillian Street Hurlburt Field, FL 32544-1073	Jay Weisz Family Member Support Flight Chief 904-884-2952	CEN ☒ SAC ☒ FCC ☒ R/R ☒
MacDill Air Force Base United States Air Force	SVS/SVYC 1904 Golf Course Avenue, Suite 1 MacDill AFB, FL 33621	Gladys Rodriquez Family Member Support Flight Chief 813-828-5097	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Cecil Field United States Navy	Box 109, BLDG 200 NAS Cecil Field, FL 32215-0109	Bobbie Emfinger Child Development Program Administrator 904-778-6290	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Jacksonville United States Navy	Box 14, Building 621 NAS Jacksonville, FL 32212	Sandra Powers Child Development Program Administrator 904-772-5434	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Naval Air Station Key West United States Navy	P.O. Box 9027, MWR DEPT NAS Key West, FL 33040-9027	Pam Fithian Child Development Program Administrator 305-293-4442/4441	CEN ☐ SAC ☐ FCC ☐ R/R ☐
Naval Air Station Pensacola United States Navy	Building 362 NAS Pensacola, FL 32508-5000	Ann King Child Development Program Administrator 904-452-3029	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Whiting Field United States Navy	7180 Langley Street NAS Whiting Field Milton, FL 32570-5000	Jane Garton Child Development Program Administrator 904-623-7472	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Station Mayport United States Navy	P. O. Box 280048, Building 414 NAVSTA (Code N9J) Mayport, FL 32228-0048	Mary Cano Child Development Program Administrator 904-270-7740	CEN ☒ SAC ☒ FCC ☐ R/R ☒

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Naval Training Center Orlando United States Navy	1657 John Paul Jones Avenue Bldg 2034, Suite 0738, NTC Orlando, FL 32813-8323	Daisy Studley Child Development Program Administrator 407-646-5131/4694	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NTTC Corry Station United States Navy	Code 9980 Naval Technical Training Center Pensacola, FL 32511	Linda Delaney Child Development Program Administrator 904-452-6138	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Tyndall Air Force Base United States Air Force	SVS/SVYC 113 Suwannee Road Tyndall AFB, FL 32403	Saundra K. Lockwood Family Member Support Flight Chief 904-283-4859	CEN ☒ SAC ☒ FCC ☒ R/R ☒
GEORGIA			
Albany United States Marine Corps	Marine Corps Logistics Base 814 Radford Boulevard Albany, GA 31704-1128	Lynn Willis Child Development Program Administrator 912-439-5199	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Benning United States Army	ATTN: ATZB-PAF-C Fort Benning, GA 31905	Jennifer Williams Child Development Services Coordinator 706-545-3065	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Gordon United States Army	ATTN: ATZH-CAF-D Fort Gordon, GA 30905-5020	Mary Negron Chief, Children and Youth Branch 706-791-6494	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort McPherson United States Army	1608 Maney Lane SW Atlanta, GA 30330-1008	Jacqueline L. Williams Acting Child and Youth Services Coordinator 404-464-3192	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Stewart/Hunter United States Army	P.O. Box 3600 Fort Stewart, GA 31314	James F. Neal Family Child Care Director 912-767-2311	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Hunter Army Airfield United States Army	P.O. Box 3600 Fort Stewart, GA 31314-5000	Linda A. Heifferon Assistant Director of Human Resources 912-767-3098	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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Moody Air Force Base United States Air Force	347 SVS/SVYC 5251 Berger Street, STE 1 Moody AFB, GA 31699-1796	Wendy L. Ozment Family Member Support Flight Chief 912-257-3182	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Atlanta United States Navy	1000 Halsey Avenue Building 64, NAS Atlanta Marietta, GA 30060-5099	Josephine Allen Child Development Program Administrator 770-919-6222	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Naval Submarine Base Kings Bay United States Navy	Code QL2241 NSB Kings Bay, GA 31547-0000	Lisa Wolfe Child Development Program Administrator 912-673-2001 Ext 9653	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Supply Corps School Athens United States Navy	1425 Prince Avenue MWR Code 076, NSCS Athens, GA 30606-2205	Pat Deaton Child Development Program Administrator 706-548-4832	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Robins Air Force Base United States Air Force	76 SPTG/SVYC 755 Warner Robins Street Robins AFB, GA 31098	Carolyn Stevens Family Member Support Flight Chief 912-926-3193	CEN ☒ SAC ☒ FCC ☒ R/R ☒
HAWAII			
Fort Shafter United States Army	ATTN: APVG-GAF-FC Wisser Street, Bldg 525 Fort Shafter, HI 96858-5000	Kathy Price Child Development Services Coordinator 808-438-7501	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Hickam Air Force Base United States Air Force	15 SVS/SVY 900 Hanger Avenue Hickam AFB, HI 96853-5246	Ardyn Craig Family Member Support Flight Chief 808-448-2042	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Kaneohe United States Marine Corps	Marine Corps Bases Hawaii Box 63002 Kaneohe, HI 96863-3002	Susan Cleveland Child Development Program Administrator 808-257-7430	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Naval Air Station Barbers Point United States Navy	Building 929 NAS Barbers Point, HI 96862	Vickie Walton Child Development Program Administrator 808-682-0013	CEN ☒ SAC ☒ FCC ☐ R/R ☒

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Naval Station Pearl Harbor United States Navy	MWR Dept., Box 20 NAVSTA Pearl Harbor Honolulu, HI 96860-6000	Bobbie Asato Child Development Program Administrator 808-471-2431	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NCTAMS EASTPAC United States Navy	Code 10160, Building 416 NCTAMS EASTPAC Wahiawa, HI 96786-3050	A. Harlan-Fortucci Child Development Program Administrator 808-653-9010/5305	CEN ☒ SAC ☒ FCC ☐ R/R ☒
PMRF Barking Sands United States Navy	P.O. Box 128 PMRF Barking Sands Kekaha, HI 96752-0128	Bette Turlington Child Development Program Administrator 808-335-4453	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Schofield Barracks United States Army	ATTN: APVG-GAF-FC Wisser Street, Bldg 525 Fort Shafter, HI 96858-5000	Kathy Price Child Development Services Coordinator 808-438-7501	CEN ☒ SAC ☒ FCC ☒ R/R ☒
IDAHO			
Mountain Home Air Force Base United States Air Force	366 SVS/SVYD 755 Pine Street Mountain Home AFB, ID 83648-5160	Lewis A. Clagg Family Member Support Flight Chief 208-828-2461	CEN ☒ SAC ☒ FCC ☒ R/R ☒
ILLINOIS			
Charles Melvin Price Support Center United States Army	ATTN: SATAS-CC Granite City, IL 62040-1801	Myra Garriott Child and Youth Development Coordinator 618-452-4521	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Training Center Great Lakes United States Navy	MWR Building 160 Great Lakes, IL 60088-0000	Nina Hepburn Child Development Program Administrator 847-688-2110 Ext 129	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Rock Island Arsenal United States Army	ATTN: SIORI-CFF-C Rock Island, IL 61299-5000	Nancy J. Reeves Child Development Services Coordinator 309-782-2828	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Scott Air Force Base United States Air Force	375th SVS/SVYC 505 J Street, Building 1805, Room 203 Scott AFB, IL 62225-5305	Shannon Dauber Family Member Support Flight Chief 618-256-2505	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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KANSAS			
Fort Leavenworth United States Army	120 Dickman Avenue Fort Leavenworth, KS 66027	Christy Allie Supplemental Programs & Services Director 913-684-9394	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Riley United States Army	AFZN-CA 211 Custer Avenue, Building 6620 Fort Riley, KS 66442-6400	Mary L. Nunley Acting Director, Child & Youth Services 913-239-9220	CEN ☒ SAC ☒ FCC ☒ R/R ☒
McConnell Air Force Base United States Air Force	22 SVS/SVYC 53427 Lincoln Street McConnell AFB, KS 67221-5000	Nanci Wildman Family Member Support Flight Chief 316-652-4305	CEN ☒ SAC ☒ FCC ☒ R/R ☒
KENTUCKY			
Fort Campbell United States Army	Building 2188 Fort Campbell, KY 42223-5407	Katy Eccles Director, Youth Development Division 502-798-2164	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Knox United States Army	ATTN: ATZK-HRS-D 1384 Vine Grove Road Fort Knox, KY 40121-5000	Carole Holt Child Development Services Coordinator 502-624-8391	CEN ☒ SAC ☒ FCC ☒ R/R ☒
LOUISIANA			
Barksdale Air Force Base United States Air Force	2 SVS/SVYC 424 Kenney Avenue Barksdale AFB, LA 71110-2242	Wayne Williamson Family Member Support Flight Chief 318-456-2634	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Polk United States Army	AFZX-PA-FSC P.O. Box 3670 Fort Polk, LA 71459	Delores A. Hunder Child Development Services Coordinator 318-531-1989	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station New Orleans United States Navy	Code 100 MWR Building 57 New Orleans, LA 70143-5000	Sharon Brewer Child Development Program Administrator 504-678-3654	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Station New Orleans United States Navy	Building 724 Code N3 New Orleans, LA 70142-5000	Clarito Bernas Child Development Program Administrator 504-678-2450	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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MAINE			
Naval Air Station Brunswick United States Navy	Box 34, Building 21 NAS Brunswick, ME 04011-5000	Joyce Droney Child Development Program Administrator 207-921-2615	CEN ☒ SAC ☐ FCC ☒ R/R ☐
NAVCOMTELSTA Cutler United States Navy	FCC Director MWR BLDG 500, NCTS Cutler East Machias, ME 04630	Carol Rudelitch Family Child Care Director 207-259-8258	CEN ☐ SAC ☒ FCC ☒ R/R ☒
NSGA Winter Harbor United States Navy	MWR Department 208/265 NSGA Winter Harbor, ME 04693	Roxane Dietrich Child Development Program Administrator 207-963-5534 Ext 265	CEN ☒ SAC ☒ FCC ☒ R/R ☒
MARYLAND			
Andrews Air Force Base United States Air Force	Child Development Center - 1 Building 4575 Andrews AFB, MD 20762	Sara Hearn Family Member Support Flight Chief 301-981-9719	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Detrick United States Army	ATTN: MCHD-PCS 810 Schreider Street, Suite 200 Frederick, MD 21702-5016	Linda Vollentine Child and Youth Services Coordinator 301-619-3405	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Meade United States Army	ATTN: ANME-PEC Building 3176, Ernie Pyle Street Fort George C. Meade, MD 20755	Martha M. McClary Child Development Services Coordinator 301-677-5757	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Ritchie United States Army	ATTN: ANRT-CAF-C Building 506 Fort Ritchie, MD 21719	Lorenza Stinnent Acting Child Development Services Coordinator 301-878-5380	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Patuxent River United States Navy	Building 2030 NAS Patuxent River, MD 20670	Phyllis Leighton Child Development Program Administrator 301-342-7637	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Medical Command Bethesda United States Navy	8901 Wisconsin Avenue NMC Bethesda, MD 20814-0000	E. Houston Child Development Program Administrator 301-295-5475	CEN ☒ SAC ☐ FCC ☐ R/R ☐

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Naval Station Annapolis United States Navy	MWR Building 298 Annapolis Area Complex, Naval Station Annapolis, MD 21402-0000	June Wooten Child Development Program Administrator 410-293-9391	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NSWC Indian Head United States Navy	NSWC Indian Head Division Code 014, Building ROB 14 Indian Head, MD 20640-5035	Margo Turner Child Development Program Administrator 301-743-4458	CEN ☒ SAC ☒ FCC ☒ R/R ☒
U.S. Army Garrison - APG United States Army	ATTN: STEAP-CF-FC, Bldg. 2485 Aberdeen Proving Ground, MD 21005-5001	Regina Danenfelzer Child and Youth Coordinator 410-278-2223	CEN ☒ SAC ☒ FCC ☒ R/R ☒
U.S. Army Garrison - Edgewood United States Army	ATTN: STEAP-CF-FC Building 2485 Aberdeen Proving Ground, MD 21005-5001	Regina Danenfelzer Child and Youth Coordinator 410-278-2223	CEN ☒ SAC ☒ FCC ☒ R/R ☒
MASSACHUSETTS			
Hanscom Air Force Base United States Air Force	66 SVS/SVYC 98 Barksdale Street, Building 1994 Hanscom AFB, MA 01731	Linda Janulis Family Member Support Flight Chief 617-377-1282	CEN ☒ SAC ☒ FCC ☒ R/R ☒
U.S. Army Soldier Systems Command United States Army	Kansas Street Natick, MA 01760	Michelle Poirier Child Development Services Coordinator 508-233-5593	CEN ☒ SAC ☒ FCC ☒ R/R ☒
MICHIGAN			
U.S. Army Garrison - Selfridge United States Army	ATTN: AMSTA-CY-AFC Building 971 Selfridge ANG Base, MI 48045	Dennise Ellis-Goyke Child Development Services Coordinator 810-307-5903	CEN ☒ SAC ☒ FCC ☒ R/R ☒
MISSISSIPPI			
Columbus Air Force Base United States Air Force	14 SPTG/SVYC 555 Simler Boulevard Columbus AFB, MS 39710-5100	Cherrie E. Castell Family Member Support Flight Chief 601-434-2405	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Keesler Air Force Base United States Air Force	81 SVS/SVY 604 J. Street Keesler AFB, MS 39534	VACANT Family Member Support Flight Chief 601-377-3077	CEN ☒ SAC ☒ FCC ☒ R/R ☒

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	SERVICES
Naval Air Station Meridian United States Navy	2395 Brown Drive NAS Meridian, MS 39309-5611	Patricia Evans Child Development Program Administrator 601-679-2652	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NCBC Gulfport United States Navy	5200 CBC 2nd Street MWR DEPT Code 300 Gulfport, MS 39501-5001	Jill Paradise Child Development Program Administrator 601-871-2323	CEN ☒ SAC ☒ FCC ☐ R/R ☒
MISSOURI			
Fort Leonard Wood United States Army	Building 470 Fort Leonard Wood, MO 65473	Shirley A. Sterbenk Chief, Child & Youth Services Division 573-596-0200	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Kansas City United States Marine Corps	Marine Corps Support Activity 15424 Andrews Road Kansas City, MO 64147-1219	Cheryl Erickson Family Child Care Director 816-843-3151	CEN ☐ SAC ☐ FCC ☒ R/R ☐
Whiteman Air Force Base United States Air Force	SVS/SVYC 660 10th Street, Suite 222 Whiteman AFB, MO 65305	Meladee Bay Family Member Support Flight Chief 816-687-6533	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NEBRASKA			
Offutt Air Force Base United States Air Force	55 SVS/SVY 109 Grant Circle, STE 101 Offutt AFB, NE 68113-2084	Rosalyn Johnson Family Member Support Flight Chief 402-294-8103	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NEVADA			
Naval Air Station Fallon United States Navy	4755 Pasture Road BLDG 350, NAS Fallon, NV 89596-5000	Earl Nissen Child Development Program Administrator 702-423-5808	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Nellis Air Force Base United States Air Force	99 SVS/SVYC 5690 Rickenbacker Road Nellis AFB, NV 89191-7063	Barbara Bettens Family Member Support Flight Chief 702-652-4417	CEN ☒ SAC ☒ FCC ☒ R/R ☒

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	SERVICES
NEW HAMPSHIRE			
Cold Region Research Engineering Ct United States Army	72 Lyme Road Hanover, NH 03755	Denise Andrews Child Development Services Coordinator 603-646-4137	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Portsmouth NSYD United States Navy	Code 820 10 Portsmouth Naval Shipyard Portsmouth, NH 03804-5000	Kathy Haley Child Development Program Administrator 207-438-2083	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NEW JERSEY			
Fort Dix United States Army	AFTZ-CFA-CDS Fort Dix, NJ 08640-5130	Linda Severs Child Development Services Coordinator 609-562-6296	CEN ☒ SAC ☒ FCC ☒ R/R ☒
McGuire Air Force Base United States Air Force	305 SVS/SVYC 2905 Tuskegee Airman Avenue McGuire AFB, NJ 08641	Patricia Payne Family Member Support Flight Chief 609-724-2840	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Military Ocean Terminal - Bayonne United States Army	CF Activity Division USA GBY Bayonne, NJ 07002	Terry Stone Child Development Services Coordinator 201-823-5980	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Engineering Station Lakehurst United States Navy	MWR Building 123-1 Code 8463, NAES Lakehurst, NJ 08733-5040	Barbara Lane Child Development Program Administrator 732-323-1363	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Naval Weapons Station Earle United States Navy	201 Highway 34 South NWS, Building C29 Colts Neck, NJ 07722	Tricia Ingleston Child Development Program Administrator 732-866-2530	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Picatinny Arsenal United States Army	ATTN: AMSTA-AR-PAQ-F, Bldg. 34N Building 34N Picatinny Arsenal, NJ 07806-5000	Patricia McKenna Child and Youth Services Coordinator 973-724-4994	CEN ☒ SAC ☒ FCC ☒ R/R ☒
U.S. Army Garrison- Fort Monmouth United States Army	ATTN: SELFM-MWR-FA-CY Fort Monmouth, NJ 07703-5000	Janey K. Baca Child and Youth Coordinator 908-532-9697 Ext 4160	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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NEW MEXICO			
Cannon Air Force Base United States Air Force	27 SV/SVYC 110 E. Sextant, Suite 1058 Cannon AFB, NM 88103-5322	Jim Hernandez Family Member Support Flight Chief 505-784-7728	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Holloman Air Force Base United States Air Force	49 SVS/SVYC 541 New Mexico Avenue, Building 790 Holloman AFB, NM 88330	James Laquerre Family Member Support Flight Chief 505-475-3418	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Kirtland Air Force Base United States Air Force	377 SVS/SVYC 2000 Wyoming Boulevard SE Kirtland AFB, NM 87117-5661	Judith Nicholas Family Member Support Flight Chief 505-846-4123	CEN ☒ SAC ☒ FCC ☒ R/R ☒
White Sands Missile Range United States Army	ATTN: STEWS-CA-FC White Sands Missile Range, NM 88002-5040	Denise Rodriguez Child Development Services Coordinator 505-678-7882	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NEW YORK			
Fort Drum United States Army	Dir Com Act 7 Lewis Avenue Fort Drum, NY 13602-5018	Karen B. Wood Child Development Services Coordinator 315-772-6715	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Hamilton United States Army	ATTN: AFZT-FHA 302 General Lee Avenue Brooklyn, NY 11252-5100	Margaret Forsyth Child & Youth Services Coordinator 718-630-4475	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Mitchel Field United States Navy	82B Mitchel Avenue Navy Housing Mitchel Field East Meadow, NY 11554	Sandy Canupp Family Child Care Director 516-483-3106	CEN ☐ SAC ☐ FCC ☒ R/R ☐
NAVADMINU Scotia United States Navy	26 Quiet Harbor Drive Navy Housing Management Office, NAU Saratoga Spring, NY 12866	Betsy D. Coffey Family Child Care Director 518-584-3579	CEN ☐ SAC ☐ FCC ☒ R/R ☐
U.S. Military Academy United States Army	CDS Building 644 West Point, NY 10996	Barbara Denerstein Child Development Services Program Specialist 914-938-2092	CEN ☐ SAC ☐ FCC ☐ R/R ☐

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USMA - Stewart Army Sub-Post United States Army	CDS Building 2104 New Windsor, NY 10996	Barbara Denerstein Child Development Services Program Specialist 914-563-3522	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NORTH CAROLINA			
Camp Lejeune United States Marine Corps	Marine Corps Base Camp Lejeune PSC Box 20004 Camp Lejeune, NC 28542-0004	Judith Korol Child Development Program Administrator 910-451-9587	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Cherry Point United States Marine Corps	Marine Corps Air Station Cherry Point PSC Box 8003 Cherry Point, NC 28533-0003	Vera Campbell Child Development Program Administrator 919-466-5856	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Fort Bragg United States Army	ATTN: AFZA-DCA, 4-1469 Reilly Road P.O. Box 70122 Fort Bragg, NC 28307-5000	Sondra McMillan Child Development Services Coordinator 910-396-4313	CEN ☒ SAC ☒ FCC ☒ R/R ☒
New River United States Marine Corps	Marine Corps Air Station New River PSC Box 21001 Jacksonville, NC 28545-1001	Kelly Faircloth Child Development Program Administrator 910-451-6110	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Pope Air Force Base United States Air Force	23 SVS/SVYC 374 Maynard Street, STE 1 Pope AFB, NC 28308-2369	Joye Tolley Family Member Support Flight Chief 910-394-2145	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Seymour Johnson Air Force Base United States Air Force	SVS/SVYC 1030 Langley Avenue Seymour Johnson AFB, NC 27531-2544	Beth Hodge Family Member Support Flight Chief 919-736-6678	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NORTH DAKOTA			
Grand Forks Air Force Base United States Air Force	319 SVS/SVYC Grand Forks AFB, ND 58205-5085	Linda K. Depaola Family Member Support Flight Chief 701-747-6483	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Minot Air Force Base United States Air Force	5 SVS/SVYC 201 Summit Drive, Suite 203 Minot AFB, ND 58705-5037	Lori Kickery Family Member Support Flight Chief 701-723-4673	CEN ☒ SAC ☒ FCC ☒ R/R ☒

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	SERVICES
OHIO			
Defense Supply Center Columbus		Penny Schneider	CEN ☒ SAC ☒
Defense Logistics Agency	P.O. Box 3990 Columbus, OH 43216-5000	Education Program Specialist 614-692-6651	FCC ☒ R/R ☒
Wright Patterson Air Force Base	88 SPTG/SVYC	Kim Jackson	CEN ☒ SAC ☒
United States Air Force	5215 Thurlow Street, STE 2 Wright Patterson AFB, OH 45433-5542	Family Member Support Flight Chief 937-257-2915	FCC ☒ R/R ☒
OKLAHOMA			
Altus Air Force Base	97 SVS/SVYC	Constance Hill	CEN ☒ SAC ☒
United States Air Force	308 N. 1st Street, Suite 2325 Altus AFB, OK 73523-5003	Family Member Support Flight Chief 405-481-7742	FCC ☒ R/R ☒
Fort Sill	ATTN: ATZR-PNC-C	Robin Wyrick	CEN ☒ SAC ☒
United States Army	P.O. Box 33313 Fort Sill, OK 73503	Child Development Services Coordinator 405-442-2130	FCC ☒ R/R ☒
McAlester Army Ammunition Plant	ATTN: SIOMC-CAS	Betty E. Compton	CEN ☒ SAC ☒
United States Army	McAlester, OK 74501-9002	Child Development Services Director 918-421-2440	FCC ☒ R/R ☒
Tinker Air Force Base	72 SPTG/SVYC	Vicki Trahan	CEN ☒ SAC ☒
United States Air Force	6120 Arnold Street Tinker AFB, OK 73145-8101	Family Member Support Flight Chief 405-734-3566	FCC ☒ R/R ☒
Vance Air Force Base	71 LS/SVY	Marilyn Stewart	CEN ☒ SAC ☒
United States Air Force	308 Sawyer Street, Suite 112 Vance AFB, OK 73705-5115	Family Member Support Flight Chief 405-213-7139	FCC ☒ R/R ☒
PENNSYLVANIA			
Carlisle Barracks	CDS	Susan Ziegler	CEN ☒ SAC ☒
United States Army	632 Wright Avenue Carlisle Barracks, PA 17013	Child Development Services Coordinator 717-245-3788	FCC ☒ R/R ☒
DLA - Administrative Spt Ctr East	ASCE-WNSC	Marith A. Willis	CEN ☒ SAC ☒
Defense Logistics Agency	#14 Dedication Drive (Suite 3) New Cumberland, PA 17070-5011	Coordinator, Child & Youth Development Services 717-770-7669	FCC ☒ R/R ☒

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Letterkenny Army Depot United States Army	ATTN: SIOLE-RMC Building 645 Chambersburg, PA 17201	Lois Trueman Chief, Child and Youth Services 717-267-8846	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station JRB Willow Grove United States Navy	MWR Department, BLDG 2, Box 06 Naval Air Station, Joint Reserve Base Willow Grove, PA 19090	Jan Cook Child Development Program Administrator 215-443-6020	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NAVICP Mechanicsburg United States Navy	Naval Inventory Control Point, P.O. Box 2020 Code 01132, 5450 Carlisle Pike Mechanicsburg, PA 17055	Mike Lukehart Contracting Officer's Representative 717-790-1611/4333	CEN ☒ SAC ☐ FCC ☐ R/R ☐
NAVICP Philadelphia United States Navy	Naval Inventory Control Point, Bldg 1, Room 1205 Code 8088, 700 Robbins Avenue Philadelphia, PA 19111	Filomena Ward Contracting Officer's Representative 215-697-5566	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Tobyhanna Army Depot United States Army	ATTN: SIOTY-CS-F Tobyhanna, PA 18466-5044	Anne Wombacker Child and Youth Services Coordinator 717-895-6148	CEN ☒ SAC ☒ FCC ☒ R/R ☒
PUERTO RICO			
Fort Buchanan, Puerto Rico United States Army	ATTN: AFZK-B-PA Chrisman Road Fort Buchanan, PR 00934-5000	Irma Julia Child & Youth Services Coordinator 787-273-3399	CEN ☒ SAC ☒ FCC ☒ R/R ☒
RHODE ISLAND			
NETC Newport United States Navy	1121 Meyerkord Avenue Naval Education and Training Center Newport, RI 02841-1620	Joann Brake Child Development Program Administrator 401-841-2141	CEN ☒ SAC ☒ FCC ☒ R/R ☒
SOUTH CAROLINA			
Beaufort United States Marine Corps	Marine Corps Air Station Beaufort, SC 29904-5023	Cassie McIntyre Child Development Program Administrator 803-522-7114	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Charleston Air Force Base United States Air Force	437 SVS/SVYC 2953 N. O'Neil Avenue Charleston AFB, SC 29404	Timothy P. Garrahan Family Member Support Flight Chief 803-566-3811	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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Fort Jackson United States Army	ATTN: ATZJ-DCA-CC Fort Jackson, SC 29207-5140	Rose Edmond Child & Youth Coordinator 803-751-5256	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Parris Island United States Marine Corps	Marine Corps Recruit Depot P.O. Box 19001 Parris Island, SC 29905-9001	Amy Banks Child Development Program Administrator 803-525-2215	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Shaw Air Force Base United States Air Force	SVS/SVYC 320 Laurel Street Shaw AFB, SC 29152	Pamela Kelly Family Member Support Flight Chief 803-668-2822	CEN ☒ SAC ☒ FCC ☒ R/R ☒
WPNSTA Charleston United States Navy	Code 15, Building 788 2316 Red Bank Road, STE 100 Goose Creek, SC 29445-8601	Laura Ruth Child Development Program Administrator 803-764-7408	CEN ☒ SAC ☒ FCC ☒ R/R ☒
TENNESSEE			
NSA Memphis United States Navy	MWR Fund 10146, P.O. Box 54278 Building S780, NSA Memphis Millington, TN 38054-0278	Carolyn Walker Child Development Program Administrator 901-874-5745	CEN ☒ SAC ☒ FCC ☒ R/R ☒
TEXAS			
Brooks Air Force Base United States Air Force	SVS/SVYC 3203 North Road, BLDG 502 Brooks AFB, TX 78235-5219	Michele McKenna Family Member Support Flight Chief 210-536-8060	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Dyess Air Force Base United States Air Force	7 SVS/SVYC 566 Avenue D Dyess AFB, TX 79607	Dianna G. Doggette Family Member Support Flight Chief 915-696-5530	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Bliss United States Army	Building 1730 Fort Bliss, TX 79916-0058	Elvia Walker Supplemental Programs & Services Director 915-568-5709	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Hood United States Army	AFZF-CA-HSD-CYS Building 1802 Fort Hood, TX 76544	Maureen Rigs Coordinator, Child & Youth Services 254-288-3865	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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Fort Sam Houston United States Army	ATTN: MCHG-CA-CD 2729 Stanley Road Fort Sam Houston, TX 78234	Elaine Parvin Coordinator, Child Development Services 210-916-9516	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Goodfellow Air Force Base United States Air Force	17 SPTG/SVYC 310 E. Kearny Boulevard Goodfellow AFB, TX 76908-3102	Ginger Moore Family Member Support Flight Chief 915-654-3211	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Kelly Air Force Base United States Air Force	76 SPTG/SVYC 102 Duncan Drive Kelly AFB, TX 78241-6002	Lee Tomlinson Family Member Support Flight Chief 210-925-7221	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Lackland Air Force Base United States Air Force	37 SVS/SVYC Lackland AFB, TX 78236-5602	Marge Green Family Member Support Flight Chief 210-671-4268	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Laughlin Air Force Base United States Air Force	47th SPTG/SVYC 416 Liberty Drive Laughlin AFB, TX 78843-5134	Sam Kyle Family Member Support Flight Chief 210-298-4337	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Corpus Christi United States Navy	Building 39 Code 22 NAS Corpus Christi, TX 78419	Sallie Bullard Child Development Program Administrator 512-939-7843	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station JRB Fort Worth United States Navy	Naval Air Station Joint Reserve Base, P.O. Box 27118 Fort Worth, TX 76127-0000	Judy Kersbergen Child Development Program Administrator 817-782-7445	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Naval Air Station Kingsville United States Navy	MWR Department Building 1771, NAS Kingsville, TX 78363	Carmen Baldwin Child Development Program Administrator 512-516-6176/6569	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Randolph Air Force Base United States Air Force	12 SPTG/SVYC 415 B. Street East Randolph AFB, TX 78150	Gloria McCullough Family Member Support Flight Chief 210-652-5941	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Sheppard Air Force Base United States Air Force	82 SVS/SVYC 108 I Avenue Sheppard AFB, TX 76311-2736	Terry Baggott Family Member Support Flight Chief 817-676-5107	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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UTAH			
Dugway Proving Ground United States Army	ATTN: STEDP-DBO-PCA-CDS Dugway, UT 84022	Nancy Carter Child Development Services Coordinator/Director 801-831-3345	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Hill Air Force Base United States Air Force	75 SPTG/SVYC 7285 4th Street Hill AFB, UT 84056-5206	James Dicus Family Member Support Flight Chief 801-777-3599	CEN ☒ SAC ☒ FCC ☒ R/R ☒
VIRGINIA			
AFSC Norfolk United States Navy	7800 Hampton Boulevard Armed Forces Staff College Norfolk, VA 23511-1702	Linda Dyer Child Development Program Administrator 757-445-2751	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Defense Supply Center Richmond Defense Logistics Agency	DSCR-DF 8000 Jefferson Davis Highway Richmond, VA 23297-5415	Sandra DeSelms Coordinator, Children and Youth Development Svcs 804-279-6694	CEN ☒ SAC ☒ FCC ☒ R/R ☒
FCTC Dam Neck United States Navy	1912 Regulus Avenue Code N5, FCTC Dam Neck Virginia Beach, VA 23461	Judy Luckey Child Development Program Administrator 757-433-8683	CEN ☒ SAC ☐ FCC ☐ R/R ☐
Fort Belvoir United States Army	ATTN: ANFB-PEC-S 9725 Harris Road, Suite 101 Fort Belvoir, VA 22060	Jan Smith Acting Child Development Services Coordinator 703-805-3339	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Eustis/Fort Story United States Army	Building 1522 11th Street Fort Eustis, VA 23604	Catherine Meadows Child Development Services Coordinator 757-878-3794	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Lee United States Army	2011 Mahone Avenue Fort Lee, VA 23801	Josephine Brady Child Development Services Coordinator 804-734-6461	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Monroe United States Army	Building T-183 Pratt Street Fort Monroe, VA 23651	Susan Searles Child & Youth Services Coordinator 757-727-2698/2855	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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Fort Myer United States Army	ATTN: ANMY-PEF-S 201 McNair Road Fort Myer, VA 22211-1199	Consolacion M. Trance Child and Youth Services Coordinator 703-696-6862	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Headquarters Complex, Fort Belvoir Defense Logistics Agency	8725 John J. Kingman Road STE 1739 Fort Belvoir, VA 22060-6221	Linda M. Scales Child Development Services Coordinator 703-767-7103	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Henderson Hall United States Marine Corps	Headquarters Battalion Family Service Center, Henderson Hall Arlington, VA 22214	Muriel Ferguson Supplemental Programs & Services Director 703-607-8459	CEN ☐ SAC ☐ FCC ☒ R/R ☐
Langley Air Force Base United States Air Force	1 SVS/SVYC 68 Walnut Avenue Langley AFB, VA 23665	Cinda Sherrill Family Member Support Flight Chief 757-764-4343	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Oceana United States Navy	MWR Department Building 331, NAS Oceana Virginia Beach, VA 23460	Millie Bowers Child Development Program Administrator 757-433-3164	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Naval Amphibious Base Little Creek United States Navy	1423 Hewitt Drive NAB Little Creek Norfolk, VA 23521-2522	Sharron Porter Child Development Program Administrator 757-464-7951	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Station Norfolk United States Navy	9475 Bacon Avenue Recreation Department, Naval Station Norfolk, VA 23511-0000	Kristen Carter Child Development Program Administrator 757-444-3239	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Norfolk NSY United States Navy	Code C 836 Building 1510 Portsmouth, VA 23709	Delayne Harlowe Child Development Program Administrator (Acting) 757-396-5863	CEN ☒ SAC ☒ FCC ☐ R/R ☒
NSGA Northwest United States Navy	MWR Department MOU 1 Box 697, NSGA Northwest Chesapeake, VA 23322	Mary E. Maxwell Child Development Program Administrator 757-421-8740	CEN ☒ SAC ☒ FCC ☒ R/R ☒
NSWC Dahlgren United States Navy	MWR Code CD25E NSWC, 17320 Dahlgren Road Dahlgren, VA 22448-5000	Patricia Wright Child Development Program Administrator 540-653-4342	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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Quantico United States Marine Corps	Marine Corps Base Quantico 3250 Catlin Avenue, Suite 233 Quantico, VA 22134-5001	Sandi Gojekian Child Development Program Administrator 703-784-2165	CEN ☒ SAC ☒ FCC ☒ R/R ☒
WPNSTA Yorktown United States Navy	P.O. Box 32 Building 2033, Naval Weapons Station Lackey, VA 23693-0003	Polly Coulter Child Development Program Administrator 757-887-4734	CEN ☒ SAC ☒ FCC ☒ R/R ☒
WASHINGTON			
Fairchild Air Force Base United States Air Force	92 SVS/SVYC 201 E. Fairchild Highway Fairchild AFB, WA 99011	John Patten Family Member Support Flight Chief 509-247-2333	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Fort Lewis United States Army	AFZH-PAW-K MS 20R Fort Lewis, WA 98433-9500	Marlene J. Scavo Child Development Services Coordinator 253-967-3056	CEN ☒ SAC ☒ FCC ☒ R/R ☒
McChord Air Force Base United States Air Force	62 SVS/SVYC 100 Main Street, Suite 1003 McChord AFB, WA 98438-1109	Joseph L. Jones Family Member Support Flight Chief 206-984-3281	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Whidbey Island United States Navy	MWR Building 2679 NAS Whidbey Island Oak Harbor, WA 98278-2100	Linda Jury Child Development Program Administrator 360-257-6423	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Naval Station Everett United States Navy	2000 West Marine View Drive BLDG 2000, Room 207, Naval Station Everett, WA 98207-1700	Laura Knutson Child Development Program Administrator 206-304-3782	CEN ☒ SAC ☐ FCC ☒ R/R ☐
Naval Submarine Base Bangor United States Navy	Building 2902 Code N72, Naval Submarine Base Silverdale, WA 98315-5000	Wendy Hickman Child Development Program Administrator 360-779-4066	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Puget Sound NSY United States Navy	Code 820.4, BLDG 434 PSNS 1400 Farragut Ave Bremerton, WA 98314-5001	Camie Carlson Child Development Program Administrator 360-476-1132	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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WEST VIRGINIA			
NSGA Sugar Grove	MWR	Ann Leonard	CEN ☐ SAC ☒
United States Navy	Naval Security Group Activity Sugar Grove, WV 26815-5000	Family Child Care Director 304-249-6385	FCC ☒ R/R ☒
WISCONSIN			
Fort McCoy	DPCA, ATTN: AFRC-FM-PAF-C	Kathleen Brennan	CEN ☒ SAC ☒
United States Army	1439 S. M Street Fort McCoy, WI 54656	Child Development Services Coordinator 608-388-4124	FCC ☒ R/R ☒

Directory of Department of Defense Child Development Programs **Section 3 -- Overseas Installations Listed by Geographical Area**

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INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	
EUROPE			
221st BSB Wiesbaden United States Army	Unit 29623 APO, AE 09096	Barbara Mouton Child Development Services Coordinator 0611-705-5383	CEN ☒ SAC ☒ FCC ☒ R/R ☒
222nd BSB Baumholder United States Army	Unit 23746 APO, AE 09034	Sandy Hill Child Development Services Coordinator 06783-6-7003	CEN ☒ SAC ☒ FCC ☒ R/R ☒
233rd BSB Darmstadt United States Army	CDS CMR 431 APO, AE 09175	Sarah Howell Child Development Services Coordinator 06151-69-6383	CEN ☒ SAC ☒ FCC ☒ R/R ☒
235th BSB Ansbach United States Army	ATTN: AETV-WG-AJ-C, CDS APO, AE 09177	Kathleen Faicon Children and Youth Services Coordinator 0931-283-7716	CEN ☒ SAC ☒ FCC ☒ R/R ☒
236th BSB Augsburg United States Army	Building 134 Sheridan Kaserne APO, AE 09178	Lora Mehrer Child Development Services Coordinator 011-49-821-540-642	CEN ☒ SAC ☒ FCC ☒ R/R ☒
254th BSB AFCENT United States Army	235 Prinshapdriklaan, Brussum AESE-VPF-C APO, AE 09221	Robert E. Davis Child Development Center Director 045-526-2575	CEN ☒ SAC ☒ FCC ☒ R/R ☒
279th BSB Bamberg United States Army	Unit 27535 APO, AE 09139	Alma Rice Child Development Services Coordinator 0951-300-1770	CEN ☒ SAC ☒ FCC ☒ R/R ☒
280th BSB Schweinfurt United States Army	DCA, FSD, CDS, CMR 457 APO, AE 09033	Mary E. Himic Chief, Family Support Division 09721-96-6279	CEN ☒ SAC ☒ FCC ☒ R/R ☒

INSTALLATION SERVICES: CEN = Center; FCC = Family Child Care; SAC = School Age Care; R/R = Resource and Referral

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282nd BSB Hohenfels United States Army	Unit 28216 APO, AE 09173	Bonnie P. Cornelison Child Development Services Coordinator 09472-832080	CEN ☒	SAC ☒	☒
293rd BSB Mannheim United States Army	Unit 29901 Box 25 APO, AE 09086	Linda Redwine-Bell Chief, Children and Youth Services 0621-730-3550/2849	CEN ☒	SAC ☒	☒
409th BSB Vilseck/Grafenwoehr United States Army	DCA, CDS APO, AE 09112	Cindy Nail Child & Youth ServicesD Director 09641-83-6232	CEN ☒	SAC ☒	☒
410th BSB Bad Kreuznach United States Army	Unit 24308 CDS APO, AE 09110	Tracy Charles Child Development Services Coordinator 0671-609-7920	CEN ☒	SAC ☒	☒
411 BSB Heidelberg United States Army	CYS Unit 29245 APO, AE 09102	Russell Smith Chief, Children & Youth Services 06221-57-8895	CEN ☒	SAC ☒	☒
414th BSB Hanau United States Army	CDS Unit 2019 Box 0006 APO, AE 09165-0006	Mary Ann Phillips-Butzkies Child Development Services Coordinator 06181-88-8023/8202	CEN ☒	SAC ☒	☒
415th BSB Kaiserslautern United States Army	CYSD Unit 23152 APO, AE 09227	Christine Welde Chief, Child/Youth Services 0631-536-7209	CEN ☒	SAC ☒	☒
417th BSB Wuerzburg United States Army	Unit 26137 APO, AE 09031	Cherri Kimerer Child Development Services Coordinator 09321-305363	CEN ☒	SAC ☒	☒
80th ASG SHAPE United States Army	CMR 450 Box 4500 APO, AE 09708	Ken O'Meara Chief, Human Resource Division 0032-06544486/06827-5686	CEN ☒	SAC ☒	☒

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	
AST Garmisch United States Army	Unit 24515 APO, AE 09053	Eric Wissel Child Development Services Coordinator 011-49-8821-750-684	CEN ☒ SAC ☒ FCC ☒ R/R ☒
AST Stuttgart United States Army	CMR 423 Kelley Barracks APO, AE 09107	Barbara Sporic Child Development Services Coordinator 011-49-711-680-7458	CEN ☒ SAC ☒ FCC ☒ R/R ☒
ASU/SWA Bahrain United States Navy	Admin Support Unit, PSC 451 Box MWR DEPT Southwest Asia Bahrain FPO, AE 09834-2800	Maureen Wilson Child Development Program Administrator 011-973-724-422	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Aviano Air Base Italy United States Air Force	31 SVS/SVYC, Unit 6122 Box 45 APO, AE 09601	Barbara Fraticelli Family Member Support Flight Chief 001-39-434-668811	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Bad Aibling Station National Security Agency	CMR 407 Box 331 APO, AE 09098	(b)(3)	CEN ☐ SAC ☐ FCC ☐ R/R ☐
Bad Aibling Station, Germany United States Army	718th MI Group CMR 407, Building 358 APO, AE 09098	Matthew Lutes Child and Youth Coordinator 011-49-8061-38-5722	CEN ☒ SAC ☒ FCC ☒ R/R ☒
BSB Giessen Provisional United States Army	CDS Unit 20911 APO, AE 09169	Anita Armstrong Child Development Services Coordinator 06181-88-8298	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Geilenkirchen United States Air Force	470 ABF/MWRC Unit 3485 APO, AE 09104	Deloris Kenerson Child Development Center Director 49-02451-632216	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Izmir, Turkey United States Air Force	425 ABS/SVYC APO, AE 09821	Michelle Stewart Child Development Center Director 90-232-489-5329 EXT 3269	CEN ☒ SAC ☒ FCC ☐ R/R ☒

INSTALLATION SERVICES: CEN = Center; FCC = Family Child Care; SAC = School Age Care; R/R = Resource and Referral

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JFM ST Mawgan United States Navy	PSC 804 Box 31 FPO, AE 09409-1031	Linday Lamberson Child Development Program Administrator 011-44-1841-54-1093	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Kadena Air Base Okinawa United States Air Force	18 SVS/SVYC Unit 5135 Box 10 APO, AE 96368-5135	Ann Smith Family Member Support Flight Chief 011-81-6117-34-2775	CEN ☒ SAC ☒ FCC ☒ R/R ☒
La Maddalena United States Navy	PSC 816 MWR Box 1795 FPO, AE 09612-0051	Carol Kitchens Child Development Program Administrator 011-39-789-623-8393	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Lajes Field, Azores United States Air Force	65 SVS/SVYC Unit 8010 APO, AE 09720	Louise Denham Family Member Support Flight Chief 535-1333	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Livorno AST United States Army	Unit 31314 Box 20 APO, AE 09613	John Orme Child Development Services Coordinator 39-050-547642	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Menwith Hill Station National Security Agency	PSC 45 APO, AE 09468	(c)(q)	CEN ☐ SAC ☐ FCC ☐ R/R ☐
Naval Activity United Kingdom United States Navy	PSC 821 Box 120 FPO, AE 09421-0120	Cindy Chandler Child Development Program Administrator 011-44-189-561-6520	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Keflavik United States Navy	PSC 1003 Box 43 NAS Keflavik FPO, AE 09728-0343	Mary Jo Lohrenz Child Development Program Administrator 011-354-425-2791	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Air Station Signoella United States Navy	PSC 812 MWR Department FPO, AE 09627-0812	Patricia Turner Child Development Program Administrator 011-39-95-90-3709	CEN ☒ SAC ☒ FCC ☒ R/R ☒

INSTALLATION SERVICES: CEN = Center; FCC = Family Child Care; SAC = School Age Care; R/R = Resource and Referral

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Naval Station Guantanamo Bay United States Navy	MWR PSC 1005 Box 19, Naval Station FPO, AE 09593-0119	Susan Barkley Child Development Program Administrator 011-53-99-4491	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Station Rota United States Navy	PSC 819 Box 14 FPO, AE 09645-2000	William Bray Child Development Program Administrator 011-341-56-82-1105	CEN ☒ SAC ☒ FCC ☒ R/R ☒
Naval Support Activity Gaeta United States Navy	PSC 811 Box MWR FPO, AE 09609-1001	Julieane Schmidt Child Development Program Administrator 011-39-77-171-2272	CEN ☒ SAC ☒ FCC ☐ R/R ☒
Naval Support Activity Naples United States Navy	PSC 817 Box 9 FPO, AE 09622-0009	Cassandra Martin Child Development Program Administrator 011-39-81-568-5119	CEN ☒ SAC ☒ FCC ☒ R/R ☒
RAF Croughton UK United States Air Force	SVS/SVYC Unit 5855 APO, AE 09494	Dana Delinger-Mailes Family Member Support Flight Chief 01280-708222	CEN ☒ SAC ☒ FCC ☒ R/R ☒
RAF Lakenheath UK United States Air Force	48 SVS/SVYC Unit 5185, Box 70 APO, AE 09464-8570	Heidi Welch Family Member Support Flight Chief 44-1638-52-2410	CEN ☒ SAC ☒ FCC ☒ R/R ☒
RAF Menwith Hill Station, UK United States Army	PSC 45 Building 12 APO, AE 09468	Cecilia Kandler Child Development Services Coordinator 0144-1423-7890	CEN ☒ SAC ☒ FCC ☒ R/R ☒
RAF Mildenhall United States Air Force	100 SVS/SVYC Unit 4905 Box 400 APO, AE 09459	Larry Hileman Family Member Support Flight Chief 1-638-54-22525	CEN ☒ SAC ☒ FCC ☒ R/R ☒
RAF Molesworth United States Air Force	SVS/SVYC Unit 5570, Box 75, BLDG 700 APO, AE 09470	Richard Ravenell Family Member Support Flight Chief 1-480823079	CEN ☒ SAC ☒ FCC ☒ R/R ☒

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Ramstein Air Force Base Germany	86 SVC/SVYC	Eliza Nesmith	CEN	☒	☒
United States Air Force	Unit 3240	Family Member Support Flight Chief	FCC	☒	☒
	APO, AE 09094-0536	49-6371-47-6007			
Rhein Main Air Base Germany	469 ABG/SVYC	Karlene Kaufman-Williams	CEN	☒	☒
United States Air Force		Family Member Support Flight Chief	FCC	☒	☒
	APO, AE 09050	011-49-69-699-6667			
Spangdahlem Air Force Base Germany	52 SVS/SVYC-B	VACANT	CEN	☒	☒
United States Air Force	Unit 3670, Box 170	Family Member Support Flight Chief	FCC	☒	☒
	APO, AE 09126-0170	011-49-6565-61-6721			
Vicenza ASG (22nd)	HQ 22nd ASG Unit 31401	Linda Bailey	CEN	☒	☒
United States Army	Box 80	Child Development Services Coordinator	FCC	☒	☒
	APO, AE 09630	39-444-517262			
PACIFIC					
20th Support Group - Camp George	EANC-TD-CDS	Judy Batson	CEN	☒	☒
United States Army	Unit 15494	Child Development Center Director	FCC	☒	☒
	APO, AP 96218-0562	470-7707 (in country)			
34th Support Group	Unit 15333	Darryl Rice	CEN	☒	☒
United States Army		Child Development Services Coordinator	FCC	☒	☒
	APO, AP 96205-0177	7918-3528 (in country)			
Andersen Air Force Base - Guam	36 SVS/SVY	Carolyn G. McCafferty	CEN	☒	☒
United States Air Force	Unit 14004	Family Member Support Flight Chief	FCC	☒	☒
	APO, AP 96543-4004	671-362-1040 OR 366/4911			
Butler	Marine Corps Base	Marla Rankin	CEN	☒	☒
United States Marine Corps	Camp Smedley D. Butler, Unit #35001	Child Development Program Administrator	FCC	☒	☒
	FPO, AP 96373-5001	94-315-645-2174			
Camp Zama Japan	17th ASG, DCA, FSD, CDS	Joanna L. Pike	CEN	☒	☒
United States Army	Unit 45006	Child Development Services Coordinator	FCC	☒	☒
	APO, AP 96343-5006	0181311763-3397			

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE			
COMFLEACT Sasebo United States Navy	PSC 476 Box 5 FPO, AP 96322-0008	Amy Davis Child Development Program Administrator 011-81-956-24-6111 X 3472	CEN ☒	SAC ☒	
			FCC ☒	R/R ☒	
COMNAVFOR Marianas United States Navy	MWR Department PSC 455 Box 169 FPO, AP 96540-1099	Louise Lippert Child Development Program Administrator 011-671-564-1844/45	CEN ☒	SAC ☒	
			FCC ☒	R/R ☒	
FLEACT Yokosuka United States Navy	PSC 473 Box 60 FPO, AP 96349-1105	Carolyn Jensen Child Development Program Administrator 011-81-311-743-9188	CEN ☒	SAC ☒	
			FCC ☒	R/R ☒	
Iwakuni United States Marine Corps	Marine Corps Air Statiion Iwakuni FPO, AP 96310-5417	Rebecca Davis Child Development Program Administrator 695-7366	CEN ☒	SAC ☐	
			FCC ☒	R/R ☐	
Naval Air Facility Atsugi/Kami Seya United States Navy	PSC 477 Box 20 FPO, AP 96306-1220	Bonnie Rhodes Child Development Program Administrator 011-81-467-51-1520	CEN ☒	SAC ☒	
			FCC ☐	R/R ☒	
NCTAMS WESTPAC United States Navy	PSC 488 P.O. Box 109 FPO, AP 96537-1807	Erlinda Guerrero Child Development Program Administrator 011-671-355-5683	CEN ☒	SAC ☒	
			FCC ☒	R/R ☒	
U. S. Naval Hospital Guam United States Navy	MWR PSC 490, Box 9118 FPO, AP 96630-1600	Enrica McMillon Child Development Program Administrator 011-671-344-9379	CEN ☒	SAC ☐	
			FCC ☒	R/R ☐	
USAKA/KMR (Kwajalein) United States Army	Box 26 APO, AP 96555	Karen Long Retail Operations Specialist 808-355-3371	CEN ☒	SAC ☒	
			FCC ☒	R/R ☒	
THE AMERICAS					
Fort Clayton, Panama United States Army	ATTN: SOCO-CRL Unit 7149, Bldg 155 APO, AA 34004-5000	Sheryl Byrd Chief, Community and Family Support Division 011-507-288-6816	CEN ☒	SAC ☒	
			FCC ☒	R/R ☒	

INSTALLATION MILITARY SERVICE	ADDRESS	POINT OF CONTACT NAME/TITLE/PHONE	
Howard Air Force Base, Panama	24 SVS/SVYC	Mitchell Hebert	CEN ☒ SAC ☒
United States Air Force	Unit 0600	Family Member Support Flight Chief	FCC ☒ R/R ☒
	APO, AA 34001-5000	507-284-3856	
Naval Station Roosevelt Roads	PSC 1008	Mei Ling Tittle	CEN ☒ SAC ☒
United States Navy	Box 3015, Naval Station Roosevelt Roads	Child Development Program Administrator	FCC ☒ R/R ☒
	FPO, AA 34051-0000	787-865-4504	
NSGA Sabana Seca	CDPA	Helen Rivera	CEN ☒ SAC ☒
United States Navy	NSGA Sabana Seca	Child Development Program Administrator	FCC ☒ R/R ☒
	FPO, AA 34053-0000	787-261-8451	

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NATIONAL CLEARINGHOUSE FOR MILITARY CHILD DEVELOPMENT PROGRAMS

DRAFT WORKING INDEX OF CLEARINGHOUSE MATERIALS SORTED BY KEYWORD

15-Sep-97

KEYWORD	TITLE	CATALOG NUMBER
ACCREDITATION	Achieving Quality Through NAEYC Accreditation. Army Center Director's Handbook. 1992	0076
	Growing Opportunities: An Orientation for Caregiving Personnel	0022
ADULT LEARNING	Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Endorsement. School-Age Children.Expanding Horizons in Family Child Care	0013
	Professional Development: Working with Adults as Learners. Training Guide for the U.S. Marine Corps Child Development Program. 1996	0082
ADULT/CHILD RATIOS	Army Child Development Centers: Blueprints for Care	0019
ALTERNATIVE CHILD CARE OPTIONS	Supplemental Programs and Services Trainer's Guide	0012
	Child Development Services Coordinator's Handbook. 1994	0057
	Growing Opportunities: An Orientation for Caregiving Personnel and Providers (Videotape)	0023
BABYSITTERS	Supplemental Programs and Services Trainer's Guide	0012
	Hourly Child Care - A Management Guide. Improving the Management of Hourly Child Care Services on USAF Bases	0002
BACK-UP PROVIDERS	Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Care Endorsement. 1995	0018
	Preventing Child Abuse in Military Family Child Care Settings. A Training Module for Military Family Child Care Providers	0073
BACKGROUND CHECKS	Children First. Guarding Against Child Abuse and Neglect	0021
	A Comprehensive Guide to Screening Family Child Care Provider Applicants. 1994	0011

KEYWORD	TITLE	CATALOG NUMBER
BARRIERS TO LEARNING	Professional Development: Working with Adults as Learners. Training Guide for the U.S. Marine Corps Child Development Program. 1996	0082
BLUEPRINT	Army Child Development Centers: Blueprints for Care	0019
BUDGET	Child Development Program Budget Guide for both Center Based and Family Child Care Home. 1992	0097
CAREGIVERS	Quality Child Care is Basic Training - CDC. 1994	0087
CENTER BASED CHILD CARE	Growing Opportunities: An Orientation for Caregiving Personnel and Providers (Videotape)	0023
CERTIFICATION	Handbook for Navy Family Child Care Coordinators. 1994	0091
	Handbook for Navy Family Child Care Providers. 1994	0074
	A Child Abuse Risk Assessment Tool for the U.S. Army Family Child Care Program	0094
	Army Family Child Care Director's Handbook. 1996	0098
CHILD ABUSE AND NEGLECT	A Comprehensive Guide to Screening Family Child Care Provider Applicants. 1994	0011
	Family Child Care Provider's Training Program; Module #3 Healthy. 1993	0045
	A Child Abuse Risk Assessment Tool for the U.S. Army Family Child Care Program	0094
	A Tool for Minimizing the Risk of Abusive Situations in Child Development Settings, Administration Handbook	0095
	Children First. Guarding Against Child Abuse and Neglect	0021
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	Preventing Child Abuse in Military Family Child Care Settings. A Training Module for Military Family Child Care Providers	0073
CHILD ABUSE RISK ASSESSMENT TOOL	A Tool for Minimizing the Risk of Abusive Situations in Child Development Settings, Administration Handbook	0095

KEYWORD	TITLE	CATALOG NUMBER
CHILD ACTIVITY ROOMS	Blueprints for Care. Child Development Services. 1994	0020
	Army Child Development Centers: Blueprints for Care	0019
CHILD ACTIVITY SPACES	Military Handbook (MIL-HDBK-103/2) - Child Development Centers. 1989	0096
CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM	Quality Child Care is Basic Training - CDC. 1994	0087
	Family Child Care Provider's Training Program; Introduction. 1993	0043
	Family Child Care Providers' Training Program. Trainers' Guide. 1993	0090
	Family Child Care Provider's Training Program Audio Tape	0100
	Child Development Center Directors' Handbook. 1990	0088
	Quality Child Care is Basic Training - FCC	0085
	The School-Age Staff Training Program - an Orientation. 1994	0099
	Growing Opportunities: An Orientation for Caregiving Personnel	0022
	An Annotated Bibliography of CDA Resources. 1995	0008
CHILD DEVELOPMENT CENTER	Field Trips: A New World Awaits	0080
	Child Development Program Budget Guide for both Center Based and Family Child Care Home. 1992	0097
CHILD DEVELOPMENT CENTER BLUEPRINT	Child Development Center Naval Hospital, San Diego, CA - Blueprint	0068
	Child Development Center, Gulfport, MS - Blueprint	0067
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	Marine Corps Child Development Center (MCCDC) Quantico, VA-Blueprint	0059
	Andrews Air Force Base, Camp Springs, MD - Blueprint	0058
	Child Development Center, Corry Station, FL - Blueprint	0062
CHILD DEVELOPMENT CENTER DESIGN GUIDANCE	Military Handbook (MIL-HDBK-103/2) - Child Development Centers. 1989	0096
CHILD DEVELOPMENT CENTER MANAGEMENT STAFF	Achieving Quality Through NAEYC Accreditation. Army Center Director's Handbook. 1992	0076
	Army Family Child Care Director's Handbook. 1996	0098
	Child Development Center Directors' Handbook. 1990	0088
	A Tool for Minimizing the Risk of Abusive Situations in Child Development Settings, Administration Handbook	0095
CHILD DEVELOPMENT CENTER SPECIFICATIONS	Child Development Center Generic Specifications for Lease, Purchase, or Construction of Relocatable/ Modular Facilities. 1991	0093
CHILD DEVELOPMENT CENTER STAFF	Army Child Development Services Individual Development Plan- Child Development Center Personnel	0102
CHILD DEVELOPMENT PROGRAM	Child Development Services Coordinator's Handbook. 1994	0057
	Child Development Program Standards. OPNAV INSTRUCTION 1700.9D. 1994	0075
CO-WORKERS	Communicating and Maintaining Professional Relationships with Co-Workers and Families	0083

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COGNITIVE DEVELOPMENT	The School-Age Training Program; Module #5, Cognitive. 1994	0032
	Family Child Care Provider's Training Program; Module #5, Cognitive. 1993	0048
COMMUNICATION	Communicating and Maintaining Professional Relationships with Co-Workers and Families	0083
	Family Child Care Provider's Training Program; Module #6, Communication. 1993	0049
	The School-Age Staff Training Program; Module #6, Communication. 1994	0033
COMPETENCY ASSESSMENT	The School-Age Staff Training Program - Trainer's Guide	0089
COMPETENCY BASED TRAINING	The School-Age Staff Training Program - an Orientation. 1994	0099
	Child Development Center Directors' Handbook. 1990	0088
	An Annotated Bibliography of CDA Resources. 1995	0008
	Family Child Care Providers' Training Program. Trainers' Guide. 1993	0090
	Quality Child Care is Basic Training - FCC	0085
	Quality Child Care is Basic Training - CDC. 1994	0087
CONSTRUCTIVE ACTIVITIES	The Child in Self-Care. Training Guide for the U.S. Marine Corps Child Development Program. 1996	0081
CONSTRUCTIVIST	Constructivist Approach to Discipline. 1996	0016
	Professional Development: Working with Adults as Learners. Training Guide for the U.S. Marine Corps Child Development Program. 1996	0082
CONSUMER PRODUCT AND SAFETY COMMISSION	Child Development Center (CDC) Playground Criteria. 1993	0071
CORE VALUES	Celebrate - Keeping Holidays in CDS Programs. 1996	0042
CREATIVITY	The School-Age Staff Training Program; Module #7, Creative. 1994	0034
	Family Child Care Provider's Training Program; Module #7, Creative. 1993	0050

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CULTURE	Diversity	0005
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	Celebrate - Keeping Holidays in CDS Programs. 1996	0042
DAILY SCHEDULE	The School-Age Staff Training Program; Module #3. Out-of-School Environments. 1994	0030
DEVELOPMENTAL	School Age Children. Expanding Horizons in Family Child Care.	0006
DEVELOPMENTAL PROGRAM	Supplemental Programs and Services Trainer's Guide	0012
DISCIPLINE	Constructivist Approach to Discipline. 1996	0016
DIVERSITY	Diversity	0005
	Communicating and Maintaining Professional Relationships with Co-Workers and Families	0083
DRAMATIC PLAY	Dramatic Play Prop Boxes. 1993	0009
	Family Child Care Provider's Training Program; Module #9, Social. 1993	0052
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EARLY ADOLESCENCE/MIDDLE LEVEL CHILDREN	A Conversation: What Does It Mean to Live and Work with 10-14 year old Children? Training Guide for the U. S. Marine Corps CDP	0084
ENVIRONMENT	The School-Age Staff Training Program; Module #3. Out-of-School Environments. 1994	0030
ERIKSON'S STAGES OF SOCIO-EMOTIONAL DEVELOPMENT	The School-Age Staff Training Program; Module #8, Self. 1994	0035
ETHICS	Child Development Services Coordinator's Handbook. 1994	0057
	Communicating and Maintaining Professional Relationships with Co-Workers and Families	0083
EXTENDED HOURS/ AND LONG TERM CARE	Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Care Endorsement. 1995	0018

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	Army Family Child Care Endorsement Training...Opening Your Home for Around-the-Clock, Infant and Toddler Family Child Care	0086
FACILITATOR	The School-Age Staff Training Program; Module #7, Creative. 1994	0034
FAMILIES	Working with Families	0003
	Family Child Care Provider's Training Program; Module #11, Families. 1993	0054
FAMILY CHILD CARE	Family Child Care Provider's Training Program; Module #9, Social. 1993	0052
	Opportunity Knocks: Making the Most of Home Visits. 1994	0010
	Family Child Care Provider's Training Program; Module #10, Guidance. 1993	0053
	Infant and Toddler Care . . . A Very Special Endorsement	0004
	Family Child Care - a Choice for Quality	0027
	Army Family Child Care Director's Handbook. 1996	0098
	Family Child Care Provider's Training Program; Module #3. Learning Environment. 1993	0046
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	Family Child Care Provider's Training Program; Module #11, Families. 1993	0054
	Growing Opportunities: An Orientation for Caregiving Personnel and Providers (Videotape)	0023
	Family Child Care Provider's Training Program Audio Tape	0100
	Children First. Guarding Against Child Abuse and Neglect	0021

KEYWORD	TITLE	CATALOG NUMBER
FAMILY CHILD CARE	Quality Child Care is Basic Training - FCC	0085
	Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Care Endorsement. 1995	0018
	Family Child Care Provider's Training Program; Module #4, Physical. 1993	0047
	Family Child Care Provider's Training Program; Module #5, Cognitive. 1993	0048
	Army Child Development Services Individual Development Plan - Family Child Care Provider	0103
	Child Development Services Coordinator's Handbook. 1994	0057
	Family Child Care Provider's Training Program; Module #12, Program Management. 1993	0055
	Preventing Child Abuse in Military Family Child Care Settings. A Training Module for Military Family Child Care Providers	0073
	A Child Abuse Risk Assessment Tool for the U.S. Army Family Child Care Program	0094
	Identifying and Reporting Child Abuse in Military Family Child Care Settings. A Training Module for Military Family Child Care Providers	0072
	Handbook for Navy Family Child Care Providers. 1994	0074
	Successful Home Visits. A Handbook for Navy Family Child Care Directors. 1997	0092
	Family Child Care Provider's Training Program; Module #8, Self. 1993	0051
	Family Home Care - Parent's Guide. How to Choose a Family Home Care Setting	0069
	Handbook for Navy Family Child Care Coordinators. 1994	0091
	A Comprehensive Guide to Screening Family Child Care Provider Applicants. 1994	0011
	Family Child Care Provider's Training Program; Module #6, Communication. 1993	0049
	Family Child Care Providers' Training Program. Trainers' Guide. 1993	0090
	Family Child Care Provider's Training Program; Module #7, Creative. 1993	0050

KEYWORD	TITLE	CATALOG NUMBER
FAMILY CHILD CARE	School Age Children. Expanding Horizons in Family Child Care.	0006
	Diversity	0005
	Family Child Care Provider's Training Program; Module 1, Safe. 1993	0044
	Child Development Program Budget Guide for both Center Based and Family Child Care Home. 1992	0097
	Hourly Child Care - A Management Guide. Improving the Management of Hourly Child Care Services on USAF Bases	0002
	Family Child Care Provider's Training Program; Module #13, Professionalism. 1993	0056
FAMILY CHILD CARE CERTIFICATION	Family Child Care - a Choice for Quality	0027
FAMILY STYLE MEALS	Family Style Meal Service. 1994	0077
FIELD TRIP	Field Trips: A New World Awaits	0080
FOOD SERVICE PERSONNEL	Family Style Meal Service. 1994	0077
FUNCTIONAL AREAS	Quality Child Care is Basic Training - FCC	0085
	An Annotated Bibliography of CDA Resources. 1995	0008
	Family Child Care Provider's Training Program; Introduction. 1993	0043
GUIDANCE	Supplemental Programs and Services Trainer's Guide	0012
	Family Child Care Provider's Training Program; Module #10, Guidance. 1993	0053
	The School-Age Staff Training Program; Module #10, Guidance. 1994	0037
	School Age Children. Expanding Horizons in Family Child Care.	0006
HEALTH	Family Child Care Provider's Training Program; Module #3 Healthy. 1993	0045
	The School-Age Staff Training Program; Module #2, Healthy. 1994	0029
HOLIDAYS	Celebrate - Keeping Holidays in CDS Programs. 1996	0042

KEYWORD	TITLE	CATALOG NUMBER
HOME VISITS	A Child Abuse Risk Assessment Tool for the U.S. Army Family Child Care Program	0094
	A Comprehensive Guide to Screening Family Child Care Provider Applicants. 1994	0011
	Opportunity Knocks: Making the Most of Home Visits. 1994	0010
	Successful Home Visits. A Handbook for Navy Family Child Care Directors. 1997	0092
	Family Child Care Providers' Training Program. Trainers' Guide. 1993	0090
	Handbook for Navy Family Child Care Providers. 1994	0074
HOURLY CHILD CARE	Hourly Child Care - A Management Guide. Improving the Management of Hourly Child Care Services on USAF Bases	0002
HYGIENE	The School-Age Staff Training Program; Module #2, Healthy. 1994	0029
INDIVIDUAL DEVELOPMENT PLAN	Army School-Age Services Individual Development Plan - School-Age Personnel	0101
	Growing Opportunities: An Orientation for Caregiving Personnel	0022
	Army Child Development Services Individual Development Plan - Family Child Care Provider	0103
	The School-Age Staff Training Program - Trainer's Guide	0089
	Army Child Development Services Individual Development Plan- Child Development Center Personnel	0102
INDIVIDUAL EDUCATION PLAN	Quality Child Care is Basic Training - CDC. 1994	0087
	Child Development Center Directors' Handbook. 1990	0088
INFANTS AND TODDLERS	Diversity	0005
	Army Family Child Care Endorsement Training...Opening Your Home for Around-the-Clock, Infant and Toddler Family Child Care	0086
	Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Endorsement. School-Age Children.Expanding Horizons in Family Child Care	0013

KEYWORD	TITLE	CATALOG NUMBER
INFANTS AND TODDLERS	Infant and Toddler Care . . . A Very Special Endorsement	0004
INSPECTIONS	Child Development Program Standards. OPNAV INSTRUCTION 1700.9D. 1994	0075
INTERVIEWS	A Comprehensive Guide to Screening Family Child Care Provider Applicants. 1994	0011
KNOWLEDGE ASSESSMENT	The School-Age Staff Training Program - Trainer's Guide	0089
LANGUAGE SKILLS	The School-Age Staff Training Program; Module #6, Communication. 1994	0033
	Family Child Care Provider's Training Program; Module #6, Communication. 1993	0049
LATCH-KEY	Growing Opportunities: An Orientation for School-Age Personnel	0001
LEARNING ENVIRONMENT	Family Child Care Provider's Training Program; Module #3. Learning Environment. 1993	0046
LITERACY	Family Child Care Provider's Training Program; Module #6, Communication. 1993	0049
MATERIALS/EQUIPMENT	The School-Age Staff Training Program; Module #3. Out-of-School Environments. 1994	0030
MORAL DEVELOPMENT	The School-Age Staff Training Program; Module #10, Guidance. 1994	0037
	A Conversation: What Does It Mean to Live and Work with 10-14 year old Children? Training Guide for the U. S. Marine Corps CDP	0084
NAEYC	Achieving Quality Through NAEYC Accreditation. Army Center Director's Handbook. 1992	0076
NEEDS ASSESSMENT	Supporting Families with Information and Resources. 1996	0014
OBSERVATION	Observation Skills...The Heart of Quality Caregiving	0007
	The School-Age Staff Training Program - Trainer's Guide	0089
	Family Home Care - Parent's Guide. How to Choose a Family Home Care Setting	0069
	The School-Age Staff Training Program; Module #12, Program Management. 1994	0039
	Observation and Recording: Tools for Decision Making. 1996	0017
	Family Child Care Provider's Training Program; Module #12, Program Management. 1993	0055
	Opportunity Knocks: Making the Most of Home Visits. 1994	0010

KEYWORD	TITLE	CATALOG NUMBER
OPEN-ENDED MATERIALS	The School-Age Staff Training Program; Module #7, Creative. 1994	0034
OPEN-ENDED QUESTIONS	The School-Age Staff Training Program; Module #6, Communication. 1994	0033
PARENT ADVISORY BOARD	Child Development Program Standards. OPNAV INSTRUCTION 1700.9D. 1994	0075
	Parent Involvement	0079
PARENT ADVISORY COUNCIL	Celebrate - Keeping Holidays in CDS Programs. 1996	0042
PARENT ADVOCACY	Serving Parents: Connecting Worlds	0024
	The School-Age Staff Training Program; Module #13, Professionalism. 1994	0040
	Supporting Families with Information and Resources. 1996	0014
PARENTS AS PARTNERS	Working with Families	0003
	Family Child Care Provider's Training Program; Module #11, Families. 1993	0054
	Serving Parents - Common Sense Approaches for Uncommon Results	0070
	Communicating and Maintaining Professional Relationships with Co-Workers and Families	0083
	Parent Involvement	0079
	The School-Age Staff Training Program; Module #11, Families. 1994	0038
PARENTS RIGHTS AND RESPONSIBILITIES	Family Home Care - Parent's Guide. How to Choose a Family Home Care Setting	0069
PERSONNEL MANAGEMENT	Child Development Center Directors' Handbook. 1990	0088
PHYSICAL DEVELOPMENT	The School-Age Staff Training Program; Module #4, Physical. 1994	0031
	Family Child Care Provider's Training Program; Module #4, Physical. 1993	0047
PLAYGROUND EQUIPMENT	Child Development Center (CDC) Playground Criteria. 1993	0071
PLAYGROUND SAFETY	Child Development Center (CDC) Playground Criteria. 1993	0071

KEYWORD	TITLE	CATALOG NUMBER
PREJUDICE	Diversity	0005
PROFESSIONAL DEVELOPMENT	The School-Age Staff Training Program; Module #13, Professionalism. 1994	0040
PROFESSIONALISM	Family Child Care Provider's Training Program; Module #13, Professionalism. 1993	0056
PROGRAM EVALUATION	Observation Skills...The Heart of Quality Caregiving	0007
PROGRAM MANAGEMENT	Child Development Services Coordinator's Handbook. 1994	0057
	The School-Age Staff Training Program; Module #12, Program Management. 1994	0039
	Family Child Care Provider's Training Program; Module #12, Program Management. 1993	0055
PROP BOXES	Dramatic Play Prop Boxes. 1993	0009
	The School-Age Staff Training Program; Module #9, Social. 1994	0036
QUALITY REVIEW BOARD	Handbook for Navy Family Child Care Coordinators. 1994	0091
	Family Child Care - a Choice for Quality	0027
RESOURCE LENDING LIBRARY	Short Term Alternative Child Care Program (STACC)	0025
RESOURCES	Quality of Life Project. Recommended Resources for each USMC Child Development Center. 1996	0015
RESPITE CARE	Hourly Child Care - A Management Guide. Improving the Management of Hourly Child Care Services on USAF Bases	0002
RISK ASSESSMENT	Opportunity Knocks: Making the Most of Home Visits. 1994	0010
	A Child Abuse Risk Assessment Tool for the U.S. Army Family Child Care Program	0094
ROLE MODEL	Opportunity Knocks: Making the Most of Home Visits. 1994	0010
	Serving Parents: Connecting Worlds	0024
SAFETY	Family Child Care Provider's Training Program; Module 1, Safe. 1993	0044

KEYWORD	TITLE	CATALOG NUMBER
SAFETY	The School-Age Staff Training Program; Module #1, Safe. 1994	0028
SCHOOL-AGE	The School-Age Staff Training Program; Module #13, Professionalism. 1994	0040
	The School-Age Staff Training Program; Module #10, Guidance. 1994	0037
	Growing Opportunities: An Orientation for School-Age Personnel	0001
	The School-Age Staff Training Program; Module #1, Safe. 1994	0028
	Getting to Know School-Age Children. The School-Age Staff Training Program	0026
	The School-Age Staff Training Program - Trainer's Guide	0089
	The School-Age Staff Training Program - an Orientation. 1994	0099
	Army School-Age Services Individual Development Plan - School-Age Personnel	0101
	The School-Age Staff Training Program; Module #11, Families. 1994	0038
	The School-Age Staff Training Program; Module #9, Social. 1994	0036
	The School-Age Staff Training Program; Module #8, Self. 1994	0035
	The School-Age Staff Training Program; Module #7, Creative. 1994	0034
	Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Endorsement. School-Age Children. Expanding Horizons in Family Child Care	0013
	The School-Age Staff Training Program; Module #6, Communication. 1994	0033
	School Age Children. Expanding Horizons in Family Child Care.	0006
	The School-Age Training Program; Module #5, Cognitive. 1994	0032
	The School-Age Staff Training Program; Module #4, Physical. 1994	0031
	The School-Age Staff Training Program; Module #12, Program Management. 1994	0039
	The School-Age Staff Training Program; Module #3. Out-of-School Environments. 1994	0030
SCREENING TECHNIQUES	A Comprehensive Guide to Screening Family Child Care Provider Applicants. 1994	0011

KEYWORD	TITLE	CATALOG NUMBER
SELF-AWARENESS	Diversity	0005
SELF-AWARENESS PROFILE	Preventing Child Abuse in Military Family Child Care Settings. A Training Module for Military Family Child Care Providers	0073
SELF-CARE	The Child in Self-Care. Training Guide for the U.S. Marine Corps Child Development Program. 1996	0081
SELF-CONFIDENCE	Family Child Care Provider's Training Program; Module #5, Cognitive. 1993	0048
SELF-ESTEEM	Family Child Care Provider's Training Program; Module #8, Self. 1993	0051
	The School-Age Staff Training Program; Module #4, Physical. 1994	0031
	The School-Age Staff Training Program; Module #8, Self. 1994	0035
	Getting to Know School-Age Children. The School-Age Staff Training Program	0026
SELF-HELP SKILLS	Blueprints for Care. Child Development Services. 1994	0020
SHORT-TERM ALTERNATIVE CHILD CARE	Short Term Alternative Child Care Program (STACC)	0025
SOCIAL DEVELOPMENT	The School-Age Staff Training Program; Module #9, Social. 1994	0036
	Family Child Care Provider's Training Program; Module #9, Social. 1993	0052
SPECIAL NEEDS	Child Development Program Standards. OPNAV INSTRUCTION 1700.9D. 1994	0075
	Growing Opportunities: An Orientation for School-Age Personnel	0001
STANDARD DESIGN CHILD DEVELOPMENT CENTER	Blueprints for Care. Child Development Services. 1994	0020
	Army Child Development Centers: Blueprints for Care	0019
TEAMWORK	Communicating and Maintaining Professional Relationships with Co-Workers and Families	0083
TEMPORARY GUARDIANSHIP	Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Care Endorsement. 1995	0018
TRAINING	Army School-Age Services Individual Development Plan - School-Age Personnel	0101

KEYWORD	TITLE	CATALOG NUMBER
TRAINING	Army Child Development Services Individual Development Plan- Child Development Center Personnel	0102
	Army Child Development Services Individual Development Plan - Family Child Care Provider	0103
TRANSITION TIMES	Transition Times	0078
VALUES	Diversity	0005
	Constructivist Approach to Discipline. 1996	0016
VISION PANELS	Army Child Development Centers: Blueprints for Care	0019

BIBLIOGRAPHY - DRAFT WORKING VERSION

17-Sep-97

CATNO: 0001 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Growing Opportunities: An Orientation for School-Age Personnel

SUBTITLE: A Handbook for Developing Programs for School-Age Children

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Booklet - 52 pages

SUMMARY: This book can be used by individuals responsible for developing programs for school-age children. It also addresses the inclusion of special needs children. School-age care incorporates four specific components: (1) sports and fitness; (2) life skills and citizenship; (3) leisure and recreation; and (4) mentoring and support services. This handbook defines school-age programming, staff roles, responsibilities, credentialing; program planning factors such as adult/child ratios and space requirements; principles and procedures; and sample program ideas. It provides specific information on important issues such as health and sanitation; safety and emergency procedures; parent and public relations; and child abuse identification, reporting and prevention.

REMARKS: Stapled booklet with color cover. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand = 2.

KEYWORDS: LATCH-KEY
SCHOOL-AGE
SPECIAL NEEDS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0002 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Hourly Child Care - A Management Guide. Improving the Management of Hourly Child Care Services on USAF Bases

SUBTITLE: A Handbook for Designing and Managing Hourly Child Care Programs

SOURCE: U.S. Air Force, HQ AFSVA/SVPAC, 10110 Reunion Place, Suite 402, San Antonio, TX 78216-4138, FAX 484-2383

MEDIA: Bound Booklet - 19 pages

SUMMARY: The handbook outlines a variety of options for providing hourly child care. The options include child care center and family child care home vacancies, respite care, evening and weekend care, parent cooperatives, teen babysitters, and how to financially subsidize spaces in child care centers and family child care homes. Topics covered include: (1) assessing community needs for hourly care; (2) subsidizing hourly child care; (3) marketing; (4) benefits of hourly child care programs; (5) safety and health; and (6) staffing requirements.

REMARKS: Stapled booklet with color cover. Could be scanned for reproduction and/or electronic dissemination. Source is identified. Copies on hand = 2.

KEYWORDS: BABYSITTERS
FAMILY CHILD CARE
HOURLY CHILD CARE
RESPITE CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0003 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Working with Families

SUBTITLE: A Handbook Discussing the Importance for Child Caregivers to Work Together with Families

SOURCE: Department of the Navy, Bureau of Naval Personnel, Washington, D.C. 20370-5000

MEDIA: Unbound handbook on diskette (WordPerfect) - 60 pages when printed

SUMMARY: This handbook can be used by individuals responsible for caring for children in center-based child care. The handbook addresses the importance of working together with parents as a team to provide consistency in care for their children. Studies have shown that the most effective child care programs are those that actively promote and encourage the involvement of families. The handbook is specifically designed for training caregivers on how to communicate with and involve parents in the care of their children. The guiding principle of the handbook is that parents are the first and primary educators of their children, and that caregivers have the unique opportunity of reinforcing family ties and providing an additional resource for the family. The handbook is written in a training format with objectives, specific examples, assessments, and daily communication record forms. The handbook incorporates key concepts on how to establish the partnership between caregivers and parents.

REMARKS: File is provided in WordPerfect format on diskette. Printed copies on hand = 0.

KEYWORDS: FAMILIES
PARENTS AS PARTNERS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0004 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Infant and Toddler Care . . . A Very Special Endorsement

SUBTITLE: A Handbook for Individuals Caring for Infants and Toddlers

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Booklet - 47 pages

SUMMARY: The handbook was designed for Family Child Care (FCC) providers who care for infants and toddlers, and provides information on how to identify and respond to the individual and developmental needs of this specialized age group. Suggestions for appropriate materials, equipment, activities, environment, guidance, and interactions are outlined. The developmental stages of infants and toddlers are discussed in terms of their physical, socio-emotional, and cognitive needs; describing ways providers can use this information to provide appropriate care. Issues addressed include feeding, diapering, preventing and handling typical illnesses, materials and equipment, as well as communicating with parents.

REMARKS: Stapled booklet with color cover. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Printed copies on hand = 2.

KEYWORDS: FAMILY CHILD CARE
INFANTS AND TODDLERS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0005 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Diversity

SUBTITLE: A Handbook Designed to Challenge Adults to Recognize the Role of Diversity in Working with Children

SOURCE: U.S. Marine Corps Child Development Program

MEDIA: Bound Booklet - 85 pages

SUMMARY: This handbook provides an overview of diversity and its impact on adults and children. The handbook will help child care staff recognize cultural values and prejudices, and to help them understand the importance of cultivating a developmentally appropriate multicultural curriculum. The handbook can apply to a variety of settings. The handbook is divided into six core topics: (1) examining our values and perspectives; (2) diversity and the multicultural perspective; (3) understanding children and associated developmental considerations; (4) teaching from a multicultural curriculum; (5) the developmentally appropriate multicultural curriculum; and (6) cultural differences in goals and values. Coverage of each topic addresses outcomes, key concepts, goals, and hands-on activities. Readers are invited to examine their own values and beliefs by recognizing that they have prejudices, and to reflect on how those values and prejudices effect their roles as parents and teachers. The handbook emphasizes the theory that everything adults say and do serves as a role model for children, and challenges readers to move from self-examination to understanding children and teaching from a multicultural perspective.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Developed by Virginia Polytechnic Institute and State University under a contract with the Department of Agriculture and the Department of Defense. Need to identify the address and phone number for the Marine Corps source. Printed copies on hand = 1

KEYWORDS: CULTURE
DIVERSITY
FAMILY CHILD CARE
INFANTS AND TODDLERS
PREJUDICE
SELF-AWARENESS
VALUES

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0006 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: School Age Children. Expanding Horizons in Family Child Care.

SUBTITLE: A Handbook for Family Child Care Providers Caring for School-Age Children

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Booklet - 46 pages

SUMMARY: The handbook focuses on the unique role of Family Child Care providers caring for school-age children. Key concepts addressed include: (1) the importance of using active listening skills as a method of respecting children's ideas; (2) the increasing importance of peers to this age group; (3) activity ideas; (4) getting to know each child; (5) understanding their temperament; (6) communicating with parents about their children and helping them to handle their challenging behavior; (7) helping school-age children to learn self-discipline and how to resolve disagreements; and (8) using positive guidance techniques. To assist the reader, developmental characteristics are addressed in separate age groups (5 to 7 years, 8 to 10 years, and 11 to 12 years).

REMARKS: Stapled booklet with color cover. Can be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Printed Copies on hand = 2.

KEYWORDS: DEVELOPMENTAL
FAMILY CHILD CARE
GUIDANCE
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0007 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Observation Skills...The Heart of Quality Caregiving

SUBTITLE: A Handbook About the Importance of Caregiver Observation Skills

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Booklet - 39 pages

SUMMARY: A handbook for child caregivers which augments a videotape by the same name. Observation is a part of everyday life and the handbook highlights the concept that observing children is an integral part of providing quality child care and is the root of all developmentally appropriate programming. Observation is key to: (1) learning about children thus providing more individualization; (2) objectively measuring children's progress; and (3) enhancing program evaluation. The handbook discusses inter-rater reliability and contains the corresponding videotape scripts, specific exercises and workshops, reproducible handouts, and other resources.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify the address and phone number for source. Printed copies on hand=1. Videotape not provided.

KEYWORDS: OBSERVATION
PROGRAM EVALUATION

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0008 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: An Annotated Bibliography of CDA Resources. 1995

SUBTITLE: A Resource Handbook for Child Caregivers who are Working in the Competency Based Child Development Associate (CDA) Program

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Booklet - 111 pages

SUMMARY: This handbook contains a comprehensive bibliography of current resources for child care staff who are working in a competency based Child Development Associate program. The Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program is divided into thirteen (13) Functional Areas which are: (1) Safe, (2) Healthy, (3) Learning Environment, (4) Physical, (5) Cognitive, (6) Communication, (7) Creative, (8) Self, (9) Social, (10) Guidance and Discipline, (11) Families, (12) Program Development, and (13) Professionalism. These Functional Areas are the framework for the CDA training program which is competency based, is a credentialing process, and determines the skill level of individual child caregivers. This bibliography provides a list of resources which are categorized in alphabetical order, by Functional Area, and by specific setting.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify the address and phone number for the source. Printed copies on hand=4. 1995.

KEYWORDS: CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
COMPETENCY BASED TRAINING
FUNCTIONAL AREAS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0009 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Dramatic Play Prop Boxes. 1993

SUBTITLE: How to Utilize Dramatic Play in Child Care Settings

SOURCE: U.S. Army Child Development Services

MEDIA: Unbound Booklet - 55 pages

SUMMARY: Dramatic play is a natural part of a child's life. This handbook highlights the concepts of dramatic play for children. Dramatic play provides opportunities for: (1) developing their creativity; (2) demonstrating their affective skills and self expression; and (3) cooperative learning. This handbook describes the learning principles of dramatic play and shows caregivers how to develop, assemble, and utilize dramatic play prop boxes. Dramatic play is explored through each developmental level from infant to school-age children. Examples of prop boxes are included with an identified purpose/topic, a list of materials, preparation information, suggested activities, motivation or guidance, and alternative ideas.

REMARKS: Unbound (Binder) Handbook. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Notebook was prepared by the Council for Early Childhood Recognition for Army Child Development Services. Printed copies on hand=2. 1993.

KEYWORDS: DRAMATIC PLAY
PROP BOXES

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0010 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Opportunity Knocks: Making the Most of Home Visits. 1994

SUBTITLE: Home Visits to In-Home Child Care Providers

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Handbook - 99 pages

SUMMARY: This handbook was written primarily for staff who are responsible for recommending Family Child Care (FCC) providers for certification and/or licensing and provides a basic guide for "how-to" conduct and record home visits. Making home visits is a unique and critical component of certifying in-home child care providers and ensuring that safe and healthy quality care is provided, and home visits have both teaching and evaluative components. Family Child Care providers are responsible for providing safe developmental child care in their own home environment, and are basically operating a small business which can be both isolating and challenging. This handbook outlines the benefits and reasons for making home visits: (1) to provide role modeling; (2) to supply resources; (3) to conduct various evaluations; (4) as a training tool which complements group training; and (5) it services as a means of quality assurance for parents. This book clarifies the skills used in effective observations, techniques for giving feedback to the providers, the characteristics of good listening skills, and strategies for successful home visits.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify the address and phone number for the source. Printed copies on hand=1. 1994

KEYWORDS: FAMILY CHILD CARE
HOME VISITS
OBSERVATION
RISK ASSESSMENT
ROLE MODEL

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0011 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: A Comprehensive Guide to Screening Family Child Care Provider Applicants. 1994

SUBTITLE: Screening Guide for In-Home Child Care Providers

SOURCE: U.S. Army Child Development Services (CFSC-FSC), 2461 Eisenhower Avenue, Room 1408, Alexandria, VA 22331-0521

MEDIA: Bound Booklet - 51 pages

SUMMARY: This guide book provides an overview on Family Child Care (FCC) practices and emphasizes the significance for thoroughly screening potential FCC providers and provides differing screening options and techniques. Family Child Care providers juggle a myriad of roles including caregiver, cook, manager, nurse, nutritionist, mother, and spouse. The book specifies how providing family child care affects the entire family and the importance of the caregiver's spouse and family to be supportive. It describes the entire process from background checks, interviews, home visits, and assessments. The book utilizes specific examples of physical and sexual abuse which are a risk factor for consideration in child care practices.

REMARKS: Stapled booklet. Could be scanned for reproduction and/or electronic dissemination. Printed copies on hand = 1. 1994.

KEYWORDS: BACKGROUND CHECKS
CHILD ABUSE AND NEGLECT
FAMILY CHILD CARE
HOME VISITS
INTERVIEWS
SCREENING TECHNIQUES

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0012 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Supplemental Programs and Services Trainer's Guide

SUBTITLE: Alternative Child Care Services

SOURCE: U.S. Army Child and Youth Services

MEDIA: Bound Booklet - over 180 pages

SUMMARY: This guide book describes a complex system of alternative child care delivery system services which augment traditional child care center and family child care programs. It discusses concepts related to adult learning and summarizes resources, developmental curriculum components, and provides examples of forms. The book provides specific program information such as Babysitter Training and Referral Services (e.g. Safe Sitter National Headquarters). It individualizes training outlines for specific workshops such as guiding children's behavior, recognizing and reporting child abuse and neglect, and offering developmental programs. The training outlines are complete with warm-up activities, objectives, and checklists.

REMARKS: Spiral bound book. Could be scanned for reproduction and/or electronic dissemination. Developed by Teaching Strategies, Inc. under a contract with the U.S. Army Child and Youth Services. Need to identify the address and phone number for the source. Printed copies on hand=1.

KEYWORDS: ALTERNATIVE CHILD CARE OPTIONS
BABYSITTERS
DEVELOPMENTAL PROGRAM
GUIDANCE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0013 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Endorsement. School-Age Children.Expanding Horizons

SUBTITLE: Providing Specialized Family Child Care for Extended Hours, School-Age Children, and/or Infant and Toddler Care

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Booklet - 137 pages

SUMMARY: This book begins with the concepts of presenting training to adult learners, specific agendas, follow-up activities, assessment of training, and closes with complete detailed workshops which can be presented. The workshop materials include learning objectives, equipment, transparencies, and participant handouts. The book uses real life examples such as conflict resolution techniques. Detailed training modules are included for caregivers who provide extended hours and long term care, infant and toddler care, and/or school-age care. The design is user friendly incorporating such principles as "What You Should See," "Why," "Warning Signs," "Why This Might Be Happening," and "What You Might Do."

REMARKS: Spiral bound booklet with color cover. (TRAINER'S GUIDE version) Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: ADULT LEARNING
EXTENDED HOURS/ AND LONG TERM CARE
INFANTS AND TODDLERS
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0014 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Supporting Families with Information and Resources. 1996

SUBTITLE: Selecting Appropriate and Individualized Child Care Services

SOURCE: U.S. Marine Corps Child Development Program

MEDIA: Bound Booklet - 71 pages

SUMMARY: Parents need a supporting network within the community to help meet the daily life challenges of caring for children. This book outlines how to help parents assess their specific needs through surveys, focus groups, both informal and formal assessments, and formalized requests. This book is primarily written for child care management staff who help parents obtain child care which meets their individual family needs. The information from parent assessments is used to plan parent education activities, organize support services, and to provide services such as conferences, classes, support groups, mentoring and counseling. The book also focuses on parent advocacy.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Developed by Virginia Polytechnic Institute and State University under a contract with the Department of Agriculture and Department of Defense. Need to identify the address and phone number for the Marine Corps source. Printed copies on hand=1. 1996.

KEYWORDS: NEEDS ASSESSMENT
PARENT ADVOCACY

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0015 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Quality of Life Project. Recommended Resources for each USMC Child Development Center. 1996

SUBTITLE: Recommended Resources for Child Development Centers

SOURCE: U.S. Marine Corps Child Development Program

MEDIA: Unbound Booklet - 6 pages

SUMMARY: This booklet is a resource list of professional journals and books to be used as resources in Child Development Centers. The listing includes the Title, Author, and Publisher and is divided into age and specific categories.

REMARKS: Stapled booklet. Could be scanned for reproduction and/or electronic dissemination. Developed under a contract with Virginia Polytechnic Institute and State University, the Department of Agriculture, and the Department of Defense. Need to identify the address and phone number for the source. Printed copies on hand=1. 1996.

KEYWORDS: RESOURCES

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0016 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Constructivist Approach to Discipline. 1996

SUBTITLE: Effective Discipline Techniques

SOURCE: U.S. Marine Corps Child Development Program

MEDIA: Bound Booklet - 73 pages

SUMMARY: This handbook is a guide for child caregivers, teachers, and management staff which recognize their role as having the primary responsibility for classroom discipline. The constructivist approach is defined and includes the key concepts of: (1) active valuing of differences among members; (2) the inclusion of children's solutions in solving problems; (3) the integration of teaching and learning; and (4) the simultaneous teaching and learning for both children and adults. The constructivist approach matches the children's abilities with their individual strengths. The book explores the importance of building children's self-esteem and supporting them in resolving their own conflicts. The focus of the book is on the definition and interpretation of discipline and encourages staff to examine their own personal approach to discipline. It is written in a training module format with key concepts, learning activities, and pre and post-assessments.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Developed by Virginig Polytechnic Institute and State University under a contract with the Department of Agriculture and the Department of Defense. Need to identify the address and phone number for the Marine Corps source. Printed copies on hand=1. 1996

KEYWORDS: CONSTRUCTIVIST
DISCIPLINE
VALUES

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0017 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Observation and Recording: Tools for Decision Making. 1996

SUBTITLE: Observation in Child Care Practices

SOURCE: U.S. Marine Corps Child Development Program

MEDIA: Bound Booklet - 29 pages

SUMMARY: This handbook emphasizes the significance of observation when caring for children. The book is divided into four specific modules: (1) observing and recording children's behavior, (2) overcoming challenges and obstacles to observation, (3) working together with parents to enhance observations, and (4) interpreting and using observation results. The modules include specific vignettes to explain the key concepts. It is applicable to any child care setting and was originally used for the Head Start Program.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Developed by Virginia Polytechnic Institute and State University under a contract with the Department of Agriculture and Department of Defense. Need to identify the address and phone number for the Marine Corps source. Printed copies on hand=1. 1996

KEYWORDS: OBSERVATION

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0018 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Opening Your Home for Around-the-Clock Care. The Extended Hours/Long Term Care Endorsement. 1995

SUBTITLE: Providing Extended or Long Term Child Care Family Child Care

SOURCE: U.S. Army Child Development Services

MEDIA: Bound Booklet - 30 pages

SUMMARY: A handbook that can be used by individuals responsible for providing family child care. Family Child Care (FCC) providers have the unique opportunity to provide both regular and specialized child care services such as evening, weekend, or extended care. The handbook discusses the health and legal issues of providing this specialized care to meet the needs of parents who travel for work or emergency situations, or who work evening and weekend hours. Details such as: (1) record keeping; (2) obtaining back-up providers; (3) medical records; (4) transporting children (includes liability information); (5) temporary guardianship; and (6) helping children handle separation. The handbook contains an example of a parent information sheet and consent form, guidance about providing extended care, and issues for consideration concerning the impact this specialized care may have on the providers family.

REMARKS: Stapled booklet with color cover. (HANDBOOK FOR PROVIDER'S version) Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=2. 1995.

KEYWORDS: BACK-UP PROVIDERS
EXTENDED HOURS/ AND LONG TERM CARE
FAMILY CHILD CARE
TEMPORARY GUARDIANSHIP

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0019 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Army Child Development Centers: Blueprints for Care

SUBTITLE: Child Development Center Design and its Impact on Developmental Care

SOURCE: U.S. Army Child Development Service

MEDIA: Unbound booklet - over 200 pages

SUMMARY: This book is designed to provide an orientation for caregivers and management staff who are working in a standard design Child Development Center. The layout of the standard design center differs from traditional child care centers. This book explains how the standard design supports children's growth and development and the role of caregiving personnel in utilizing the design and space provided. An environment is created where children safely explore and make choices while staff can be stationed to be easily accessible to supervise. Details of the design feature, such as the child activity rooms which have two Home Bases and one Shared Space, are fully discussed with their impact on both the staff and the children. The use of space is described in full detail along with specific suggestions of using an "L-shaped flow" and the "front to back" approach. Handouts and follow-up activities are provided. Program management issues regarding: (1) adult/child ratios, (2) group sizes, (3) room capacity, and (4) type of group (mixed-age or single-age) are fully explained and includes descriptions of features such as floor coverings, lighting, windows, and vision panels. The book includes age specific developmental programming and blueprints of the rooms. The book is augmented by an eighteen (18) minute videotape.

REMARKS: Unbound book. Developed in conjunction with the Council for Early Childhood Professional Recognition, Teaching Strategies, Inc., and Army Child Development Services. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: ADULT/CHILD RATIOS
BLUEPRINT
CHILD ACTIVITY ROOMS
STANDARD DESIGN CHILD DEVELOPMENT CENTER
VISION PANELS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0020 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Blueprints for Care. Child Development Services. 1994

SUBTITLE: Child Development Center Design and its Impact on Developmental Care

SOURCE: U. S. Army Child Development Services

MEDIA: Videotape - 18 minutes

SUMMARY: This videotape augments a handbook by the same name. The information provided is applicable to all child care center staff and offers important ideas about providing developmental care and effectively utilizing the space in a standard design Child Development Center. The videotape is divided into three sections: (1) Standard Design Layout and Information; (2) Use of Child Activity Rooms; and (3) Program Management. The videotape exemplifies how the standard design child care center provides the opportunity for children to use and develop their self help skills. Viewers can visually see the design features of nonbreakable mirrors throughout, rounded corners, vinyl seamless flooring, specialized electrical outlets, emergency features, and vision panels as well as the multiple uses of the child activity spaces. The open design is shown with examples of block, science, quiet, art sensory, and motor/music areas. The videotape is an excellent resource to augment the book and it provides an in-depth visual description of providing developmental child care in a standard design child care center.

REMARKS: Videotape, 18 minutes in length. Could be reproduced. Was produced by JAE Productions, Inc. Need to identify address and telephone number for U.S. Army source. Copies on hand=2. 1994.

KEYWORDS: CHILD ACTIVITY ROOMS
SELF-HELP SKILLS
STANDARD DESIGN CHILD DEVELOPMENT CENTER

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0021 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Children First. Guarding Against Child Abuse and Neglect

SUBTITLE: Child Abuse and Neglect Risk Factors in Family Child Care Settings

SOURCE: U.S. Army Child Development Services

MEDIA: Videotape - 18 minutes

SUMMARY: This videotape was developed specifically for caregivers who watch children in their home. The videotape describes the extensive training involved in providing family child care. Child abuse prevention is integrated into all aspects of providing family child care. The videotape is produced and delivered through the eyes of a Family Child Care (FCC) provider. She discusses the extensive training involved in providing family child care, the background checks of herself and her family, the risk factors regarding child abuse and neglect, the reporting process, and the support and monitoring by staff.

REMARKS: Videotape, 18 minutes in length. Produced by Army Child Development Services. Is reproducible. Copies on hand=1.

KEYWORDS: BACKGROUND CHECKS
CHILD ABUSE AND NEGLECT
FAMILY CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0022 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Growing Opportunities: An Orientation for Caregiving Personnel

SUBTITLE: Caregiver Orientation Training

SOURCE: U.S. Army Child Development Services (CFSC-FSCY), 2461 Eisenhower Ave. Alexandria, VA 22331-0521. (703) 325-0710.

MEDIA: Unbound Booklet - 67 pages

SUMMARY: This book provides a standardized orientation for child caregivers within the Army Child Development Services Program. A videotape by the same name augments the book. The book outlines the responsibilities of Child Development Service Programs to provide consistent, safe, nurturing environments that promote the children's development in the following areas: (1) physical, (2) social, (3) emotional, (4) cognitive, and (5) creative. The book discusses the child care program accreditation which is pursued through the National Association for the Education of Young Children's Academy for Early Childhood Programs. The book outlines the training program for all child caregivers. Each caregiver has an Individual Development Plan (IDP) which is based on individual skill levels and previous experience. The caregivers work through a competency based program recognized by the national Child Development Associate (CDS) credential. The book is a complete orientation for all caregivers and is formatted for individual notations and information.

REMARKS: Unbound (binder) booklet. Could be scanned for reproduction and/or dissemination. The book was prepared through a contract between Army Child Development Services and the Council for Early Childhood Professional Recognition. Fax # for source is 703-325-6327. Copies on hand=1.

KEYWORDS: ACCREDITATION
CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
INDIVIDUAL DEVELOPMENT PLAN

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0023 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Growing Opportunities: An Orientation for Caregiving Personnel and Providers (Videotape)

SUBTITLE: Orientation Training for Child Caregivers

SOURCE: U.S. Army Child Development Services (CFSC-FSCY), 2461 Eisenhower Ave. Alexandria, VA 22331-0521. (703) 325-0710.

MEDIA: Videotape

SUMMARY: Three different and complementary systems of child care are explored in the videotape: (1) center based care, (2) Family Child Care, (3) and supplemental or alternative options for child care. Staff are able to move within all three systems and are provided opportunities for continued growth, training, and diversification. The video focuses on the importance of providing families access to affordable high quality developmental child care and emphasizes three principles: (1) children develop at their own rates and should be valued for their differences; (2) the importance of the appropriate environment; and (3) children need a predictable routine. The videotape provides the viewer a vision of actual child care programs, the different age groups of children within child activity spaces, and the interaction between the caregivers, children, and their parents.

REMARKS: This videotape was produced through a contract between Army Child Development Services and the Council for Early Childhood Professional Recognition through South Carolina Educational Television. Is reproducible. Fax # for source is 703-325-6327. Copies on hand=2.

KEYWORDS: ALTERNATIVE CHILD CARE OPTIONS
CENTER BASED CHILD CARE
FAMILY CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0024 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Serving Parents: Connecting Worlds

SUBTITLE: Working Together with Parents to Provide Child Care Services

SOURCE: U.S. Army Child Development Services, CFSC-FSCY, 2461 Eisenhower Ave. Alexandria, VA 22331-0521, (703) 325-0710.

MEDIA: Videotape

SUMMARY: This videotape augments a book by the same name and was produced for all adults (caregivers, administrators, and support personnel) who work in a child care center. It describes the role and services that all staff need to provide for families. Their roles as advocates for the parents and children are described as (1) listener, (2) role model, (3) facilitator, (4) negotiator, (5) communicator, and (6) coordinators of parent education opportunities. The video describes the open friendly attitude staff should emulate so that they can work together with parents as a team to provide continuous consistent developmental care for the children.

REMARKS: This videotape was produced by South Carolina Educational Television for Army Child Development Services. Can be reproduced. Need to obtain length of videotape. Fax # for source is 703-325-6327. Copies on hand=2.

KEYWORDS: PARENT ADVOCACY
ROLE MODEL

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0025 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Short Term Alternative Child Care Program (STACC)

SUBTITLE: Providing Short Term Child Care in Alternative Settings

SOURCE: U.S. Army Child Development Services

MEDIA: Videotape - 19 minute in length

SUMMARY: This videotape describes short term alternative child care and provides an in-depth process to set it up, including fire, safety, health inspections, and specific operating procedures. Short term alternative care is child care which is set up in a specific location (other than a child care center) for a specialized purpose. The parents remain on site and retain full responsibility for the children. This type of care requires extensive pre-planning by child care administrative and caregiving staff. Age specific child care equipment and materials are borrowed from a resource lending library or child care center and placed in the alternative site. The video provides a step-by-step description of providing short term alternative child care.

REMARKS: The videotape was produced by JAE Productions for Army Child Development Services and could be reproduced. Need to identify address and telephone number for Army source. Copies on hand=2.

KEYWORDS: RESOURCE LENDING LIBRARY
SHORT-TERM ALTERNATIVE CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0026 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Getting to Know School-Age Children. The School-Age Staff Training Program

SUBTITLE: Providing School-Age Child Care

SOURCE: U.S. Army Child Development Services

MEDIA: Videotape - 15 minutes in length

SUMMARY: This videotape is an excellent resource for child care staff and administrators who are planning to develop a school-age program. The videotape divides school-age children into three specific age groups: (1) 5-7 years, (2) 8-10 years, and (3) 11-12 years, and it describes distinct characteristics of each group. The tape visually describes the differences in skills, interests, and capabilities of each group with examples such as the cooperative play of the younger ages and the competitive play of the 11-12 year olds. It emphasizes that a school-age program needs to meet the needs of all children who are enrolled pointing out that the children's self esteem is like a roller coaster during these age spans and focuses on how staff can help them.

REMARKS: This videotape was produced by Teaching Strategies, Inc. for Army Child Development Services. It is applicable for any school-age program and is not military specific. Could be reproduced. Need to identify address and telephone number for source. Copies on hand=1.

KEYWORDS: SCHOOL-AGE
SELF-ESTEEM

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0027 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care - a Choice for Quality

SUBTITLE: Providing Family Child Care

SOURCE: U.S. Department of the Navy

MEDIA: Videotape - 18 minutes

SUMMARY: This videotape provides an overview on Family Child Care which is applicable for prospective child care providers and parents. The positive features of family child care are described as having a home-like atmosphere, convenience, flexible hours to meet the individual needs of parents, quality, and the bonds which are developed between the child, the caregivers, and the parents. The certification process for family child care homes may provide a peace of mind for parents. The certification process is outlined complete with a security check, a twenty hour orientation/training session for providers, the Quality Review Board, and individual interviews between providers and parents. Family Child Care is described from the view point of operating a small business.

REMARKS: This videotape was produced by the Department of the Navy, PIN#805824 and can be reproduced. Need to identify address and telephone number for source. Copies on hand=1.

KEYWORDS: FAMILY CHILD CARE
FAMILY CHILD CARE CERTIFICATION
QUALITY REVIEW BOARD

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0028 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #1, Safe. 1994

SUBTITLE: Training in a School-Age Program for Developing and Maintaining Safety

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 49 pages

SUMMARY: This book is Module #1, Safe, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. The book defines safety as freedom from danger and involves: (1) maintaining indoor and outdoor environments that reduce and prevent accidents; (2) planning for and responding to accidents and emergencies; and (3) helping children develop habits that will reduce and prevent accidents and injuries. The book emphasizes the staff members' professional responsibility of protecting children from harm by conforming to the Code of Ethical Conduct of the National Association for the Education of Young Children (NAEYC). The book uses a Pre-Training Assessment, Learning Activities that provides instruction on providing a safe environment, and Indoor/Outdoor Safety Checklist, and a section on Applying Your Knowledge which is designed to summarize and quiz the readers' progress.

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KEYWORDS: SAFETY
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0029 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #2, Healthy. 1994

SUBTITLE: Training In a School-Age Program for Developing and Maintaining Health

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 78 pages

SUMMARY: This book is Module #2, Healthy, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. The book defines good health as a state of well-being--physical, mental, and social--not simply the absence of disease, and involves: (1) maintaining indoor and outdoor environments that promote wellness and reduce the spread of disease; (2) encouraging children to develop habits that promote good hygiene and nutrition; and (3) recognizing child abuse and neglect. The book includes information from the Centers for Disease Control (CDC) on contagious diseases, a Health and Hygiene Checklist, information about HIV, and guidance on helping children learn healthy ways to cope with stress. The book uses a Pre-Training Assessment, five specific Learning Activities, and a section specifically on child abuse and neglect.

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KEYWORDS: HEALTH
HYGIENE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0030 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #3. Out-of-School Environments. 1994

SUBTITLE: Training for School-Age Program Staff for Developing and Maintaining Effective Out-of-School Environments

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 75 pages

SUMMARY: This book is Module #3, Out-of-School Environments, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. The book defines an appropriate out-of-school environment as one that complements rather than duplicates the school day. It's one that allows children to unwind, relax, and socialize with peers and adults while supporting their interests in pursuing special projects, developing talents, and mastering new skills. The book outlines: (1) the organization of indoor and outdoor areas that support a variety of activities; (2) selecting and arranging developmentally appropriate materials and equipment; and (3) planning and implementing a schedule and routines to meet children's developmental and individual needs. The book recognizes typical behaviors of school-age children and applies that to creating and using an ideal out-of-school environment. Planning and setting up indoor interest areas, creating effective outdoor space, and an environment in shared space are topics also covered. The module incorporates the selection and organization of materials that are developmentally and culturally appropriate with a daily schedule that uses a variety of strategies to handle transitions smoothly and meet children's needs. The book uses a Pre-Training Assessment, Learning Activities which provide a Checklist for Indoor/Outdoor Interest Area Materials and Equipment, a Sample Daily Schedule, and a section on Applying Your Knowledge which is designed to summarize and quiz the readers' progress.

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KEYWORDS: DAILY SCHEDULE
ENVIRONMENT
MATERIALS/EQUIPMENT
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0031 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #4, Physical. 1994

SUBTITLE: Staff Training for Promoting School-Age Children's Physical Development

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 60 pages

SUMMARY: This is Module #4, Physical, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book focuses on promoting school-age children's physical development through: (1) reinforcing and encouraging physical development through appropriate environments, activities, and interactions; (2) providing equipment and opportunities for gross motor development (such as walking, running, and throwing); and (3) providing equipment and opportunities for fine motor development (such as holding, pinching, and flexing fingers and toes). The book defines physical development as the gradual gaining of control over large and small muscles. Adults and caregivers play an important role in promoting children's physical development by reinforcing and encouraging appropriate activities and interactions in a safe environment. The book emphasizes learning to identify children's developing fine and gross motor skills and offers activities that help children practice these skills. The book uses a Pre-Training Assessment, Learning Activities which provide the concept of Movement Stations, sample Individual Fitness Records, and an in-depth description of three distinct phases that children pass through during school age years. The phases are delineated in specific age groupings of 5-7 years, 8-10 years, and 11-12 years and includes the typical physical development of the age groups. An entire section of the book is devoted to helping school-age children develop a positive self-concept through physical development.

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KEYWORDS: PHYSICAL DEVELOPMENT
SCHOOL-AGE
SELF-ESTEEM

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0032 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Training Program; Module #5, Cognitive. 1994

SUBTITLE: Training for School-Age Program Personnel on Encouraging Cognitive Development

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 66 pages

SUMMARY: This book is Module #5, Cognitive, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book focuses on the cognitive development of children and emphasizes that children develop cognitive skills naturally by exploring everything around them. The book outlines the responsibility of staff in developing programs that encourage children's inborn needs to learn, think, reason, and question their environment. The book demonstrates how staff can use convergent, divergent, recall, and evaluative questions to interact with the school-age children and encourage the growth of their cognitive skills. The module incorporates specific situations, a Pre-Training Assessment, Learning Activities, Observation Summaries, and Progress Summaries for staff growth, development, and training.

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KEYWORDS: COGNITIVE DEVELOPMENT
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0033 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #6, Communication. 1994

SUBTITLE: Staff Training on Promoting School-Age Children's Communication Skills

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 64 pages

SUMMARY: This book is Module #6, Communication, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book focuses specifically on language and communication. Language skills affect other areas of children's development and is an important factor in emotional development. The book details how staff can promote children's communication skills by: (1) creating an interesting and varied environment that encourages children to develop and use communication skills; (2) interacting with children in ways that encourage them to express their ideas and feelings; and (3) providing opportunities for children to use their listening, speaking, reading, and writing skills. The book explores techniques such as asking open-ended questions, modeling listening skills, treating reading as a natural part of the program, using group meetings as a method of encouraging the children to share their ideas and concerns, and setting up the physical environment of the school-age program. The module is formatted to include a Pre-Training Assessment, five specific Learning Activities, and Progress Summaries for all staff who are working with school-age children.

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KEYWORDS: COMMUNICATION
LANGUAGE SKILLS
OPEN-ENDED QUESTIONS
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0034 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #7, Creative. 1994

SUBTITLE: Staff Training on Promoting School-Age Children's Creativity

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 68 pages

SUMMARY: This book is Module #7, Creative, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book differentiates creativity from intelligence and talent, and asserts that children are born with the ability to be creative. Parents and teachers play an important role by valuing children's creative abilities. The book describes that the relationship between the school-age children and staff are the foundation on which creativity can be nurtured. Outlined are specific ways staff can promote children's creativity: (1) providing a rich and varied environment that invites exploration and experimentation; (2) offering a variety of activities and experiences that promote self-expression; and (3) interacting with children in ways that encourage and respect original ideas, thoughts, and expressions. Specific guidelines were suggested for providing open-ended materials, providing examples of creative work, supporting long-term projects, motivating children to be creative, and arranging the environment. When planning or leading creative activities, school-age staff are described as facilitators with the responsibility of encouraging, questioning, guiding, and assisting children. The format of the book includes a Pre-Training Assessment, five specific Learning Activities, and a Progress Summary.

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KEYWORDS: CREATIVITY
FACILITATOR
OPEN-ENDED MATERIALS
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0035 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #8, Self. 1994

SUBTITLE: The Role of Staff in Building School-Age Children's Self-Esteem

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 48 pages

SUMMARY: This book is Module #8, Self, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book on self is focused on building school-age children's self esteem through: (1) developing a positive and supportive relationship with each child; (2) helping children accept and appreciate themselves and others; and (3) providing children with opportunities to feel successful and competent. It begins by defining self esteem as a sense of one's worth and delineates how staff can help children learn about themselves, their strengths, interests, and their skills. Staff can help identify the children's unique interests through observation and conversation. The importance of providing praise and recognition of their efforts is stressed. The book highlights that staff should focus on building their own self esteem so that they can pass those positive feelings to the children in the program. The book provides detailed information on Erickson's Eight Stages of Socio-Emotional Development which encompass stages from infancy to old age.

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KEYWORDS: ERIKSON'S STAGES OF SOCIO-EMOTIONAL DEVELOPMENT
SCHOOL-AGE
SELF-ESTEEM

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0036 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #9, Social. 1994

SUBTITLE: Staff Training for Promoting School-Age Children's Social Development

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 75 pages

SUMMARY: This book is Module #9, Social, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book focuses on promoting school-age children's social development through: (1) encouraging children to develop friendships and enjoy being with their peers; (2) helping children understand and respect the feelings of others; and (3) providing an environment and experiences that help children develop social skills. The book defines social development as the way in which children learn to get along with others and to enjoy the people in their lives. Adults and caregivers play an important role in promoting children's social development by observing and listening to how individual children relate to others, by encouraging them to help each other and to resolve their own conflicts, and assisting children who have difficulty being accepted by the group. The book emphasizes the role of staff in modeling positive social behaviors. Included in the book is an in-depth description of the three distinct phases that children pass through during school age years which is delineated in specific age groupings of 5-7 years, 8-10 years, and 11-12 years. It includes charts with typical behaviors of the age groups to apply the reader's knowledge. An entire section of the book is devoted to promoting school-age children's play and includes information charts on dramatic play prop boxes.

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KEYWORDS: DRAMATIC PLAY
PROP BOXES
SCHOOL-AGE
SOCIAL DEVELOPMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0037 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #10, Guidance. 1994

SUBTITLE: Training for Guiding School-Age Children's Behavior

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 68 pages

SUMMARY: This book is Module #10, Guidance, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book discusses children's need for adult guidance to help them learn what behaviors are acceptable and what are not and links guidance to self-discipline which is the ability to control one's own behavior. Staff may help guide school-age children's behavior by: (1) providing an environment that encourages self-discipline; (2) using positive methods to guide individual children; and (3) helping children understand and express their feelings in acceptable ways. It further asserts that children are not born with self-discipline and that adults have the responsibility to provide positive guidance that teaches them to make their own decisions, tell the difference from right and wrong, and to guide their behavior in ways that will help them develop self-discipline. The book describes specific positive guidance methods such as allowing children to learn from their mistakes, holding conversations with individual children in private, using logical consequences to help children be responsible for their actions, redirecting, and modeling acceptable ways to express negative feelings. The book provides information on moral development and developmental stages complete with learning activities for school-age staff. The book is written in a hands-on format with an in-depth section that is included on creating an environment which promotes self-discipline and uses examples of children's behavior, possible problems in the environment, and how the environment could be changed.

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KEYWORDS: GUIDANCE
MORAL DEVELOPMENT
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0038 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #11, Families. 1994

SUBTITLE: Working with Families in School-Age Child Care Programs

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 63 pages

SUMMARY: This book is Module #11, Families, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book emphasizes that school-age staff and parents work as a team which promotes sharing of information and consistent care for the children at home and at the program. Working with families involve: (1) communicating with parents often to exchange information about their child at home and at the program; (2) offering a variety of ways for parents to participate in their child's life at the program; and (3) providing support to families. The book incorporates five specific exercises and learning activities for staff which helps to actively develop a partnership with parents.

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KEYWORDS: PARENTS AS PARTNERS
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0039 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #12, Program Management. 1994

SUBTITLE: Managing a School-Age Program

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 64 pages

SUMMARY: This book is Module #12, Program Management, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book broadly defines management of a school-age program to include not only the administrators but the caregivers. The school-age staff/caregivers manage by: (1) observing and recording information about each child's growth and development; (2) working as a member of a team to plan an individual program; and (3) following administrative policies and procedures. The book emphasizes that as staff members perform these tasks they become more effective in promoting children's self esteem, guiding their learning, and setting up the environment. Staff are encouraged to consider how they manage their own home life and how it contributes to their performance as a manager at work. The book uses a Pre-Training Assessment and five specific Learning Activities which involve observations, individualizing the program, involving parents, using surveys, and planning.

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KEYWORDS: OBSERVATION
PROGRAM MANAGEMENT
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0040 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program; Module #13, Professionalism. 1994

SUBTITLE: Staff Training for Promoting School-Age Staff Professionalism

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Booklet - 59 pages

SUMMARY: This book is Module #13, Professionalism, which is part of a Module Training Set comprised of the Thirteen (13) Functional Areas for the Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is developed to provide school-age program staff comprehensive competency-based training on how to plan and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. This book focuses on maintaining a commitment to professionalism through continual self assessment and applying one's learning about school-age children to the program. The four stages of professional development are outlined beginning with survival and evolving into maturity. This module is divided into five learning activities: (1) assessing yourself which lets staff recognize unique skills and abilities while assessing their own competence; (2) continuing to learn, which allows staff to expand knowledge and skills to improve their short and long range planning; (3) applying professional ethics, which identifies examples of professional and unprofessional behavior; (4) becoming an advocate describes how to become involved in advocacy efforts for children and families; and (5) taking care of yourself, which recognizes the importance of physical, emotional, social, and intellectual health. The book lists numerous addresses and telephone numbers of professional organizations and a chart to help set short and long range plans.

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KEYWORDS: PARENT ADVOCACY
PROFESSIONAL DEVELOPMENT
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0042 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Celebrate - Keeping Holidays in CDS Programs. 1996

SUBTITLE: The Celebration of Holidays in Child Development Programs

SOURCE: Army Child Development Services, Community and Family Support Center Child and Youth Division and the Council for Early Childhood

MEDIA: Bound Booklet - 53 pages

SUMMARY: This book discusses the past history of celebrating holidays in Child Development Programs, provides guidance from the National Association for the Education of Young Children (NAEYC), and clarifies ways that military child development programs can celebrate holidays. The book asserts that holidays provide ideal opportunities for adults working with young children to support children's personal identity and to introduce basic values which are the root of our nation's heritage. The concept and implementation of a Parent Advisory Council (PAC) is integral to understanding the values and desires of parents involved in the program. The book discusses core values and their integration with early childhood education curriculum. The book suggests identifying "core" holidays as days of national observance which include: New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas. Other selected or optional holidays may be included as a result of patron and Parent Advisory Council feedback and the book further delineates them into three levels of observance: (Level 1) is brief observance such as a guest visitor, game, story, or song, (Level 2) is significant observance such as setting up a learning center or a field trip, and (Level 3) is a comprehensive celebration which integrates several holidays or concepts with common values and times of year. The book provides an excellent in-depth break down of core values integrated with early childhood education concepts complete with sample curriculum activities and their connection to a holiday. A holiday question and answer section is followed by sample parent questionnaires.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Copies on hand =1. 1996

KEYWORDS: CORE VALUES
CURRICULUM
HOLIDAYS
PARENT ADVISORY COUNCIL

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0043 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Introduction. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 30 pages

SUMMARY: This book is the introduction for a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. Family Child Care (FCC) Providers need to understand child development and how to support children's learning, and they have the unique role of caring for multi-age groups in a home environment. FCC Providers have to balance the needs of the FCC children with their own family and generally work alone with little interaction with other adults. The book outlines all 13 Functional Areas of the Child Development Associate Competency Standards and includes a Pre-Training Assessment, a glossary of terms, a bibliography, and a list of publishers.

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KEYWORDS: CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
FAMILY CHILD CARE
FUNCTIONAL AREAS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0044 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module 1, Safe. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 57 pages

SUMMARY: This book is Module #1, Safe, of a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. A Family Child Care (FCC) Provider's first priority is to create and maintain a safe environment where children are protected from danger; safety is a basic and essential requirement for all FCC homes. Practicing safety standards and sharing your concerns helps children learn to make safety part of their lives. The book outlines the responsibility of the FCC provider to: (1) maintain indoor and outdoor environments that reduce and prevent accidents; (2) planning for and responding to accidents and emergencies; (3) helping children develop habits that will reduce and prevent accidents and injuries. The book uses a Pre-Training Assessment, seven specific Learning Activities, and both Indoor and Outdoor Safety Checklists.

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KEYWORDS: FAMILY CHILD CARE
SAFETY

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0045 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #3 Healthy. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 66 pages

SUMMARY: This book is Module #2, Healthy, of a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. The book defines good health as a state of well-being; physical, mental, and social and not simply the absence of disease. Family Child Care (FCC) providers play an important role in keeping children healthy by preventing diseases from spreading. FCC providers teach concepts of good health and nutrition in the course of daily life in the FCC home. FCC providers can demonstrate their competence in keeping children healthy by: (1) maintaining indoor and outdoor environments that reduce the spread of disease; (2) helping children develop habits that promote good hygiene and nutrition; and (3) recognizing and reporting child abuse and neglect. The book includes information from the Centers for Disease Control (CDC) about contagious diseases and a Health Checklist. The book uses a Pre-Training Assessment, five specific Learning Activities, and a section specifically on child abuse and neglect.

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KEYWORDS: CHILD ABUSE AND NEGLECT
FAMILY CHILD CARE
HEALTH

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0046 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #3. Learning Environment. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 52 pages

SUMMARY: This book is Module #3, Learning Environment, of a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. A Family Child Care (FCC) Provider's home is the learning environment for the children and includes both the indoor and outdoor areas. It provides many opportunities for children to explore. Features such as the size of the home, the type of flooring, and the amount of light all effect the quality of the indoor environment however the most important factor is the quality of the relationships between the FCC provider, the children and their families. FCC providers may show their competence in establishing a learning environment by: (1) organizing indoor and outdoor areas that foster growth and learning; (2) selection and arranging appropriate materials and equipment that encourage play and exploration; and (3) developing and implementing routines which respond to the needs of the children by providing a balance between active and quiet activities. The book uses a Pre-Training Assessment and four specific Learning Activities.

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KEYWORDS: FAMILY CHILD CARE
LEARNING ENVIRONMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0047 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #4, Physical. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 52 pages

SUMMARY: This book is Module #4, Physical, of a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. The book defines physical development as the gradual gaining of control over large and small muscles asserting that children naturally practice their physical skills. Family Child Care (FCC) Providers play an important role in promoting children's physical development by providing safe spaces both indoors and outdoors for children to move their bodies. FCC providers can: (1) reinforce and encourage physical development through appropriate environment, activities, and interactions; and (2) provide equipment and opportunities for gross motor development and for fine motor activities. The book uses a Pre-Training Assessment and five specific Learning Activities.

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KEYWORDS: FAMILY CHILD CARE
PHYSICAL DEVELOPMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0048 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #5, Cognitive. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 59 pages

SUMMARY: This book is Module #5, Cognitive, of a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. This book focuses on the cognitive development of children and defines it as the process of learning to think and to reason. The book discusses the works of educational theorists such as Jean Piaget, Lev Vygotsky, and Howard Gardner which all conclude that children develop cognitive skills naturally. Children approach learning and thinking in varied ways, and it directly impacts their level self-confidence and cognitive development. The book outlines ways to promote children's cognitive development by: (1) providing opportunities for children to explore their environment; (2) interacting with children in ways that help them develop confidence and curiosity; and (3) providing opportunities for children to develop new concepts and skills. The book uses a Pre-Training Assessment and five specific Learning Activities which cover all age spans from infants to school-age children. A helpful diagram on promoting children's thinking is included which lists the thinking skill, what the children did, and what the Family Child Care (FCC) provider can say to promote learning and thinking.

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KEYWORDS: COGNITIVE DEVELOPMENT
FAMILY CHILD CARE
SELF-CONFIDENCE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0049 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #6, Communication. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 69 pages

SUMMARY: This book is Module #6, Communication, of a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. The book defines communication as expressing and sharing ideas, desires, and feelings with other people and asserts that our drive to communicate is strong. This book focuses specifically on language which is a system of words and the rules for their use in speaking, reading, and writing. It is intrinsically connected to cognitive development and social development. The development of language is one of a child's major accomplishments during early childhood. Family Child Care (FCC) providers have an important responsibility in promoting children's communication skills by interacting with children in ways that encourage communication of their thoughts and feelings, and providing materials and activities that promote language communication skills. The book incorporates a self evaluation of clarity and communication skills for the FCC provider, a Pre-Training Assessment, and five specific learning activities which covers information regarding communication from infants through school-age children, observation summaries, and individualized plans for children's language development. One section focuses on selecting and using books with children and the importance of promoting literacy.

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KEYWORDS: COMMUNICATION
FAMILY CHILD CARE
LANGUAGE SKILLS
LITERACY

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0050 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #7, Creative. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 78 pages

SUMMARY: This book is Module #7, Creative, of a 13 Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate's (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. The book defines creativity as a way of experiencing the world, and states that although some people are more creative than others, everyone has creative abilities. Children are natural learners, are imaginative, and are creative; and the book correlates creativity to the natural exploration of infants and toddlers. FCC providers can promote creativity by: (1) arranging the environment and providing materials to encourage exploration and experimentation; (2) offering a variety of activities and experiences to promote creativity such as dramatic play, messy open-ended activities such as painting, using dough, clay or water; and by (3) interacting with children in ways that encourage and respect creative expression. The book includes charts on encouraging creativity throughout the day, and includes many ideas to promote children's creativity such as using music and movement, information on the developmental stages of children's art, how to promote artistic development, and ideas for using sand and water to promote creativity.

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KEYWORDS: CREATIVITY
FAMILY CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0051 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #8, Self. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 78 pages

SUMMARY: This book is Module #8, Self, of a 13-Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. The book defines self-esteem as feeling powerful with the ability to do things on their own, being connected to others, and feeling respected. Children begin developing a sense of self from birth and their feelings affect their entire adjustment to life. Family Child Care (FCC) providers play an important role to the children in their care and through their positive interactions with children they can support the development of self-esteem that will help the children succeed throughout their lives. FCC providers can help build children's self-esteem by: (1) developing a positive and supportive relationship with each child and letting them know that they are special; (2) helping children accept and appreciate themselves and others; and (3) providing children with opportunities to feel successful and competent. The book recommends that FCC providers should assess their own self-esteem which affects the interactions they have with children in their care. A specific learning activity is included on using age-appropriate approaches to building children's self-esteem including information on Erickson's stages of socio-emotional development and information on how providers can build self-esteem in children from infancy to school-age. Other specific learning activities include getting to know a child and helping children deal with separation.

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KEYWORDS: FAMILY CHILD CARE
SELF-ESTEEM

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0052 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #9, Social. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 68 pages

SUMMARY: This book is Module #9, Social, of a 13-Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. There are 13 CDA "functional areas" that define the skills and knowledge of competent providers. Social development is defined as the way children learn to get along with others and to enjoy the people in their lives. Children learn by sharing, cooperating, taking turns, and negotiation with other children and adults. Family Child Care (FCC) providers help children to feel good about themselves through showing they are loved and accepted, and consistently meeting their needs. FCC homes provide an environment where children can spend time alone or in a group. FCC providers promote children's social development by: (1) helping children learn to get along with others; (2) helping children understand and express their feelings and to respect those of others; and (3) providing an environment and experiences that help children develop social skills. A specific Learning Activity in the book focuses on using age-appropriate approaches to promote social development, which includes information on each stage from infancy through school-age. An entire section is devoted to dramatic play and prop boxes, and contains a list of ideas and materials which can be readily accessible in the home environment.

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KEYWORDS: DRAMATIC PLAY
FAMILY CHILD CARE
SOCIAL DEVELOPMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0053 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #10, Guidance. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 53 pages

SUMMARY: This book is Module #10, Guidance, of a 13-Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. Family Child Care (FCC) providers need to think about the reasons for children's behavior. Children may have different rules and expectations in their own homes and there can many other reasons guiding their behavior. Once the FCC provider can identify the need that a child may be expressing, they can then try to meet that need. This book focuses on guiding children's behavior in ways that assist them in developing self-discipline. FCC providers can help to guide children's behavior by: (1) providing an environment that encourages self-discipline; (2) using positive methods to guide individual children; and (3) helping children understand and express their feelings in acceptable ways. One Learning Activity in the book identifies typical behaviors of children and provides examples of positive guidance. Another entire section is devoted to responding to challenging behaviors, and provides guidance on how to identify reasons for the behaviors and develop a plan of response.

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KEYWORDS: FAMILY CHILD CARE
GUIDANCE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0054 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #11, Families. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 63 pages

SUMMARY: This book is Module #11, Families, of a 13-Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. This book describes that when Family Child Care (FCC) Providers and parents work together as a team, they are able to share information and discuss ways to provide consistent care for children. A primary role of an FCC provider is to enhance the relationship between parents and their children, and working with families by: (1) communicating with parents often to share information about their child's experiences and development; (2) offering a variety of ways for parents to participate in their child's life at the FCC home; and (3) working together with parents to meet children's needs. The book has a section for FCC providers to examine their own family experiences which may affect the way they work with other families. Specific sections are included on resolving differences and ways to reach out to families.

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KEYWORDS: FAMILIES
FAMILY CHILD CARE
PARENTS AS PARTNERS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0055 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #12, Program Management. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 45 pages

SUMMARY: This book is Module #12, Program Management, of a 13-Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. Family Child Care (FCC) providers may not view themselves as managers due to the daily challenges of providing care for children. However, each day, FCC providers make many decisions which are based on gathering and recording information and by observation. FCC providers also follow administrative policies and procedures which govern Department of Defense Family Child Care Programs. The book discusses how this planning and management by FCC providers leads to implementing high-quality programs which are consistently evaluated. The book includes a specific section on planning and evaluation along with an example Family Child Care Weekly Plan.

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KEYWORDS: FAMILY CHILD CARE
OBSERVATION
PROGRAM MANAGEMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0056 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program; Module #13, Professionalism. 1993

SUBTITLE: Training for Family Child Care Providers

SOURCE: U.S. Department of the Army and the Department of Defense

MEDIA: Bound Booklet - 51 pages

SUMMARY: This book is Module #13, Professionalism, of a 13-Module Training Series for Family Child Care Providers. This training program is based on the Child Development Associate (CDA) competency standards as defined by the Council for Early Childhood Professional Recognition. The book describes a professional as a person who uses specialized knowledge and skills to do a job or provide a service and involves being viewed with respect. The expertise of Family Child Care (FCC) provider may not always be recognized. One of the bases of professionalism for Family Child Care is providing care based on child development and by giving individualized attention. Professionalism for FCC providers also involves taking advantage of opportunities to learn more about children and to develop new skills. The book describes the professional contributions of FCC providers as: (1) providing a high-quality child development program; (2) having specialized knowledge of child development; (3) having a commitment to quality by providing a safe and healthy environment; (4) being dependable; and (5) by providing an effective program. The book includes a section on applying professional ethics and becoming an advocate for families.

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KEYWORDS: FAMILY CHILD CARE
PROFESSIONALISM

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0057 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Services Coordinator's Handbook. 1994

SUBTITLE: A Reference Guide for Child Development Program Management Staff

SOURCE: U.S. Army Child Development Services

MEDIA: Unbound Booklet - 228 pages

SUMMARY: This book is a comprehensive guide which has been developed to assist both new and experienced Child Development Center Program Management staff to perform their jobs effectively. The book provides a history of Army child care and describes in-depth the three systems of child care: center-based (Child Development Center), home-based (Family Child Care), and alternative child care options (Supplemental Programs and Services). The book includes Army Child Development Service Policy Standards as well as specifying all employee positions within the program. The book emphasizes that the standards do improve the quality of child care and provides comprehensive descriptions of the evolutionary process and learning opportunities. The Military Child Care Act (MCCA) of 1989 and its impact are covered. Specific topics and chapters included are: minimizing child abuse and neglect, team building, streamlining the bureaucracy, the developmental program, program evaluation, resource management, personnel management, program management, organization, and ethics. This is an excellent and very comprehensive book for all child care management staff.

REMARKS: Unbound (binder) Booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=2. 1994

KEYWORDS: ALTERNATIVE CHILD CARE OPTIONS
CHILD DEVELOPMENT PROGRAM
ETHICS
FAMILY CHILD CARE
PROGRAM MANAGEMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0058 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Andrews Air Force Base, Camp Springs, MD - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 659, Naval Support Actvy Memphis, 7800 Third Ave, Millington, TN 38054

MEDIA: Blueprint

SUMMARY: A complete blueprint for an Air Force Child Development Center.

REMARKS: Stapled blueprint. Designed by the Department of Engineers. Could be scanned for reproduction. (Full ZIP for source-38054-5014).
Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0059 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Marine Corps Child Development Center (MCCDC) Quantico, VA-Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: U. S. Marine Corps

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing of a Marine Corps Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Copies on hand =1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0060 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: National Naval Medical Command, Bethesda, MD - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 659

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing for a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Naval Support Activity Memphis, Bldg 457, 7800 Third Ave., Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0061 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Anacostia Naval Station, Washington D.C. - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing for a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Naval Support Activity Memphis, Bldg 457, 7800 Third Ave., Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0062 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Center, Corry Station, FL - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing for a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59, Naval Support Activity Memphis, Bldg 457, 7800 Third Ave. Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0063 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Naval Station Everett, Everett, WA - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing for a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59, Naval Support Activity Memphis, Bldg 457, 7800 Third Ave. Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0064 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: MCAGCC, Marine Corps 29 Palms - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing of a Marine Corps Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59, Naval Support Activity Memphis, Bldg 457, 7800 Third Ave. Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0065 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Subbase, Kings Bay, GA - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing for a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59, Naval Support Activity Memphis, Bldg 457, 7800 Third Ave. Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0066 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Naval Station, Mayport, FL - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing of a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59, Naval Support Activity Memphis, Bldg 457, 7800 Third Ave. Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0067 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Center, Gulfport, MS - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing of a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59, Naval Support Activity Memphis, Bldg 457, 7800 Third Ave. Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0068 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Center Naval Hospital, San Diego, CA - Blueprint

SUBTITLE: Blueprint for Child Development Center

SOURCE: Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59

MEDIA: Blueprint

SUMMARY: This is a blueprint/architectural drawing for a Navy Child Development Center.

REMARKS: Blueprint designed by the Department of Engineers. Could be scanned for reproduction. Complete address is Department of the Navy, BUPERS DETCH MEMPHIS PERS 6B59, Naval Support Activity Memphis, Bldg 457, 7800 Third Ave. Millington, TN 38054-5014. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER BLUEPRINT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0069 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Home Care - Parent's Guide. How to Choose a Family Home Care Setting

SUBTITLE: Parent's Guide to Choosing a Family Child Care Home

SOURCE: Navy Child Development Branch, Morale Welfare and Recreation Division, Bureau of Naval Personnel, Washington D.C. 20370

MEDIA: Bound Booklet - 6 pages

SUMMARY: This book was written as a guide for parents who are selecting a Family Home Care Provider for their child/children. The book provides specific lists of the the rights and the responsibilities which parents have when using a Family Home Care setting. Parents are encouraged to telephone prospective providers and ask questions regarding their child care practices and home settings. A list of questions is provided for both telephonic and in-person interviews. The book encourages parents to observe the home care environment during both planned and unannounced visits. An extensive list of criteria for parents to use in determining the quality of the home care setting is included and covers topics such as safety, health, space, the provider, provider-child interaction, activities and equipment, parent involvement, and nutrition. Selecting the right child care for each family is a very important process and this is an excellent guide for parents.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Copies on hand=1.

KEYWORDS: FAMILY CHILD CARE
OBSERVATION
PARENTS RIGHTS AND RESPONSIBILITIES

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0070 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Serving Parents - Common Sense Approaches for Uncommon Results

SUBTITLE: Communicating and Working with Parents to Enhance Quality Care to Children

SOURCE: U.S. Army Community and Family Support Center, Army Child Development Services

MEDIA: Bound Booklet - 67 pages

SUMMARY: This book is written for all child care staff to include administrative, clerical, caregivers, and Family Child Care (FCC) providers and focuses on viewing parents as the primary customers. The book asserts that the superior service provided by child care staff helps parents: (1) become better parents through increased understanding of their children's developmental growth; (2) feel confident and comfortable with the child care so they can concentrate on their jobs; (3) freely share information about their children, and (4) become active, enthusiastic, and supportive. The attitudes of child care staff are very important as they become facilitators and negotiators with parents. The book contains specific situations such as using caregiving information to build relationships, learning about different cultures, and using complaints to stimulate conversation and provides different ways child care staff can respond. The overall theme of the book is that it takes to give parents superior service is common sense, which helps to achieve uncommon results. It is a well written guide to help make the relationships between child care staff and parents as rewarding as possible.

REMARKS: Spiral bound booklet (1 unbound). Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: PARENTS AS PARTNERS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0071 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Center (CDC) Playground Criteria. 1993

SUBTITLE: Informational Guide on Playground Safety and Design

SOURCE: Department of the Navy, Bureau of Naval Personnel, Washington, DC 20370.

MEDIA: Bound booklet - 31 pages

SUMMARY: This book includes standard details, criteria, and sources for playground safety and design for Child Development Centers with the following recommendations: (1) play areas should be separated by age group; and (2) playgrounds should contain equal areas of grass, smooth surface material, and shock-absorbent surfaces under and around play equipment. Specific guidance is provided for playground equipment. The book incorporates Chapter IX on Outdoor Child Activity Spaces from Military Handbook 1037/2, a technical information guide from the U.S. Consumer Product Safety Commission, and a handbook for Public Playground Safety. Comprehensive information is provided on playground surfaces, hazards such as entrapments and protrusions, and a general maintenance checklist. The book includes addresses and telephone numbers for the U. S. Consumer Product Safety Commission and various playground surfacing sources.

REMARKS: Bound booklet. POC for source is: Mr. James Zeech, Facilities Design Specialist, Pers-656DB2, 286-6580. Referenced NAVFAC p-80 Facility Planning Criteria for Navy and Marine Corps Shore Installations. Department of the Navy. Could be scanned for reproduction and/or electronic dissemination. Copies on hand=1.

KEYWORDS: CONSUMER PRODUCT AND SAFETY COMMISSION
PLAYGROUND EQUIPMENT
PLAYGROUND SAFETY

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0072 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Identifying and Reporting Child Abuse in Military Family Child Care Settings. A Training Module for Military Family Child Care Provider

SUBTITLE: The Identification and Reporting Procedures for Child Abuse and Neglect

SOURCE: Department of Defense, Office of Family Policy

MEDIA: Bound Booklet - 52 pages

SUMMARY: This book was written for Family Child Care (FCC) providers in a standardized training module format. It is divided into four specific topics of defining, recognizing, reporting, and preventing child abuse and neglect. The training modules are written to promote a comprehensive and consistent approach for any military child care program. Recognizing that definitions of child abuse vary from state to state and program to program, the book provides both specific and broad definitions for physical abuse, sexual abuse, emotional abuse, and neglect. FCC providers are in a key position to identify suspected abuse because they observe and care for children daily and are often alert for behavioral and physical clues. FCC providers are responsible for reporting suspected abuse and the book provides guidance on the process of reporting, barriers to reporting, and uses learning activities with examples as a learning tool. Other selections in the book which are directed to the FCC providers include recognizing feelings, reducing stress, maintaining confidentiality, reaching out to parents, and recognizing signs of stress in parents.

REMARKS: Bound booklet with color cover. Could be scanned for reproduction and/or electronic dissemination. Developed by the University of Minnesota under contract for the Office of Family Policy Support and Services, Office of the Secretary of Defense. It cannot be reproduced without the written consent of the Office of Family Policy Support and Services. Copies on hand=1.

KEYWORDS: CHILD ABUSE AND NEGLECT
FAMILY CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0073 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Preventing Child Abuse in Military Family Child Care Settings. A Training Module for Military Family Child Care Providers

SUBTITLE: Preventing Child Abuse in Family Child Care Settings

SOURCE: Department of Defense, Office of Family Policy

MEDIA: Bound Booklet - 69 pages

SUMMARY: This book is written for Family Child Care (FCC) providers in a standardized training module format. It was developed to help providers keep children safe from abuse while in their care, and to help protect themselves from being accused of child abuse. The challenges and stressors of providing family child care are recognized and discussed in the book. The book outlines the following procedures which have been established to help protect children and FCC providers: (1) conducting background checks on providers and family members over age 12; (2) requiring periodic unannounced home visits by FCC staff; (3) requiring providers to follow policies about guidance and touch, back-up providers, and parent access; (4) training providers about child abuse and neglect issues; and (5) regulating the use of and screening back-up providers. The book provides comprehensive examples of how FCC providers can prevent child abuse and neglect by using appropriate guidance, modeling self-control, recognizing one's own limits, being sensitive to stress within the provider's own family, providing careful supervision, having limited supervised involvement of family members, and having realistic expectations of self and children. Providing the highest possible quality care is the best tool for preventing abuse or accusations of abuse is the emphasis of the book. The book includes six detailed training modules, examples, and learning activities. The book highlights the importance of self-evaluation and includes a complete Family Child Care Self-Awareness Profile and recommended avenues for help if needed.

REMARKS: Bound booklet with color cover. Could be scanned for reproduction and/or electronic dissemination. Developed by the University of Minnesota under contract for the Office of Family Policy Support and Services, Office of the Secretary of Defense. It cannot be reproduced without the written consent of the Office of Family Policy Support and Services. Copies on hand=1.

KEYWORDS: BACK-UP PROVIDERS
CHILD ABUSE AND NEGLECT
FAMILY CHILD CARE
SELF-AWARENESS PROFILE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0074 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Handbook for Navy Family Child Care Providers. 1994

SUBTITLE: A Manual for Helping Individuals Providing Family Child Care

SOURCE: Morale, Welfare, and Recreation Division, Child Development Services Branch, Washington DC 20370

MEDIA: Bound Booklet - 65 pages

SUMMARY: This book was written specifically for prospective and current Family Child Care (FCC) providers. The FCC provider is responsible for planning and implementing a child care program in their home that meets the children's needs at various stages of development. The book describes the importance of becoming a certified FCC provider, the steps and process of certification, and the ongoing requirements of training and home visits. The book describes the provider/child relationship as being crucial to a child's overall development. Included in the book is information on the ages, stages, and developmental characteristics of children from infancy to school-age. It includes children with special needs, suggestions for toys, equipment, and activities by age group.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify full address and telephone number for source. Copies on hand=1. 1994.

KEYWORDS: CERTIFICATION
FAMILY CHILD CARE
HOME VISITS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0075 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Program Standards. OPNAV INSTRUCTION 1700.9D. 1994

SUBTITLE: Standards for a Military Child Development Program

SOURCE: Department of the Navy, Office of the Chief of Naval Operations, Washington, DC 20350-2000

MEDIA: Bound Booklet - 311 pages

SUMMARY: This book provides an extensive description of Navy Child Development Program standards which include center-based, Family Child Care (FCC), school-age, alternative child care programs, and care for children with special needs. The purpose of the instruction book is: (1) to establish minimum operating standards; (2) to provide guidance for the operation of all Naval Child Development Programs; and (3) to ensure a healthy, safe environment which promotes quality child care. The book is divided into specific sections including: financial support, annual inspections which are conducted at least four times a year, standard operating policies, Parent Advisory Boards, Child Abuse and Neglect reporting procedures and prevention, criminal history background checks of all staff, training, food service, staffing ratios, and recommended programs of activities. Specific forms, records, and reports are included.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify complete address and telephone number for source. Copies on hand=1. 1994.

KEYWORDS: CHILD DEVELOPMENT PROGRAM
INSPECTIONS
PARENT ADVISORY BOARD
SPECIAL NEEDS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0076 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Achieving Quality Through NAEYC Accreditation. Army Center Director's Handbook. 1992

SUBTITLE: Child Development Center Accreditation through the National Association of the Education of Young Children (NAEYC)

SOURCE: U. S. Army Child Development Services

MEDIA: Bound Booklet - 52 pages

SUMMARY: This book was developed to assist Child Development Services Management staff in pursuing the National Association for the Education of Young Children's (NAEYC) accreditation process. It provides suggestions and guidelines which are applicable to any child development program seeking accreditation. The information in the book is from NAEYC's accreditation materials and the "lessons learned" by 27 Army Child Development Centers who have earned accreditation. NAEYC accreditation provides a nationally recognized criteria for all types of early childhood programs which were developed by the National Academy of Early Childhood Programs (a division of NAEYC). The purpose of accreditation is to enhance the quality of services, and this accreditation process involves management staff, child caregivers, and parents. The five primary steps of the accreditation process are outlined and explained in-depth: (1) the center evaluates its program through self-study; (2) the results of self-study are used to make program improvements; (3) the center completes a Program Description which describes the program after the improvements were made; (4) an early childhood professional (called a Validator) visits the program to validate the information in the Program Description, and (5) a Commission of three early childhood professionals review the Program Description and determine if the program has substantially met the criteria (vote must be unanimous). The decision is made to accredit the program or to defer. This book provides a comprehensive guide for child care management staff and provides a model for involving all staff and parents in the accreditation process.

REMARKS: Bound and unbound booklet. Could be scanned for reproduction and/or electronic dissemination. Was prepared through a contract between Army Child Development Services and High/Scope Educational Research Foundation. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: ACCREDITATION
CHILD DEVELOPMENT CENTER MANAGEMENT STAFF
NAEYC

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0077 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Style Meal Service. 1994

SUBTITLE: Serving Family Style Meals in Child Development Programs

SOURCE: Navy Child Development Branch, Morale, Welfare, and Recreation, Bureau of Naval Personnel, Washington, DC 20370

MEDIA: Bound Booklet - 15 pages

SUMMARY: This book was written specifically for child development center staff and explains the benefits and goals of providing balanced family style meals for children. The book describes the self-help skills the children learn through family style dining, the importance of transition time for the children, and the careful planning it requires of food service and child caregiver staff. The book categorizes meal time into four periods: (1) setting the table, (2) food service, (3) meal time, and (4) finishing/cleaning up. Each of the periods have helpful suggestions on how to make them an enjoyable and learning experience. The final two sections of the book provide helpful suggestions for making meal time pleasant, defining what is a "good" snack for children, and information on how to prevent choking.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to verify complete address and telephone number. Copies on hand=1.

KEYWORDS: FAMILY STYLE MEALS
FOOD SERVICE PERSONNEL

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0078 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Transition Times

SUBTITLE: Transition Time; an Important Part of Effective Classroom Management

SOURCE: Navy Child Development Branch, Bureau of Naval Personnel

MEDIA: Bound Booklet - 7 pages

SUMMARY: This book was written for child development center staff to provide suggestions for effective and smooth transitions for the children they care for. Transitions are defined as any time children are moving from one activity to another such as when they arrive or depart, before and after meal times, and moving from indoor to outdoor activities. The book emphasizes that successful transition contribute to the overall quality of an effective developmental program. It highlights that by allowing for time and including children in the process, behavior problems may decrease. Five sections of the book outline: (1) when transition times occur; (2) what transition time involves for specified age groups and special needs children; (3) how to best handle transition times; and (4) effective techniques.

REMARKS: Stapled pamphlet. Could be scanned for reproduction and/or electronic dissemination. Need to obtain complete address and telephone number for source. Copies on hand=1.

KEYWORDS: TRANSITION TIMES

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0079 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Parent Involvement

SUBTITLE: Developing a Parental Participation Program

SOURCE: Navy Child Development Branch, Morale, Welfare, and Recreation, Bureau of Naval Personnel, Washington DC 20370

MEDIA: Bound Booklet - 14 pages

SUMMARY: This book was written for Child Development Center Management staff and caregivers to provide guidance on building and maintaining a strong partnership between parents and center staff. The focus is on maintaining communication by: (1) creating a good first impression with parents by providing good customer service; (2) presenting an informative orientation; (3) sustaining good communication and creating quality parent partnerships; (4) tips on conducting parent conferences; (5) establishing a Parent Advisory Board; and (6) setting up a parent participation plan that gives parents the opportunity to participate in the program.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify full address and telephone number for source. Copies on hand=1

KEYWORDS: PARENT ADVISORY BOARD
PARENTS AS PARTNERS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0080 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Field Trips: A New World Awaits

SUBTITLE: How to Plan and Conduct Successful Field Trips for Child Development Centers

SOURCE: Navy Child Development Branch, Bureau of Naval Personnel

MEDIA: Bound Booklet - 7 pages

SUMMARY: This book was written for Child Development Center staff with recommendations for planning successful field trips as part of their developmental curriculum for children. Field trips provide children with the opportunity to gain experience and knowledge of the world around them. The book discusses the importance of advanced planning; choosing a field trip to fit the curriculum; and ensuring that the trip is age-appropriate for the children. The book discusses how to prepare children for the field trip and ways to conduct related follow-up activities. These follow-up activities reinforce the topic and help to ensure that it was a successful learning experience. A sample permission slip for parents is included.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to verify complete address and telephone number for source. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER
CURRICULUM
FIELD TRIP

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0081 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The Child in Self-Care. Training Guide for the U.S. Marine Corps Child Development Program. 1996

SUBTITLE: Working with Families to Support Children in Self-Care

SOURCE: U.S. Marine Corps Child Development Programs

MEDIA: Bound Booklet - 70 pages

SUMMARY: This book is a guide for Child Development Program Coordinators, specifically staff working with supplemental or alternative child care programs, to assist parents in making decisions regarding self-care for their children. Self-care is defined as the time between parental care and school attendance when a child is responsible for his/her own supervision. The amount of self-care for each family is different depending on their circumstances, and their child's development, personality, and environment. This book is a guide to help the coordinator provide guidance, facilitate informal decision-making, and support parents in their decisions. The topics covered in the book include: (1) understanding child development and the range of available child care options; (2) planning for personal safety by brainstorming what if...situations; (3) making choices for constructive use of time; (4) selecting appropriate educational resources, entertainment, nutritional choices, and activities; and (5) information about community-based programs. The book provides examples of grids for families to use in making decisions and establishing priorities of activities, provides training on effective listening for parents, and it includes handouts on the developmental characteristics of children ages 10 - 14 years. The emphasis of the book is that by making decisions regarding self-care together as a family, children can be coached through incremental steps of daily decision making and it can be a positive learning experience for the family.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. It was developed by the Department of Family and Child Development, College of Human Resources and Education, Virginia Polytechnic Institute and State University with the Cooperative State Research, Education and Extension Service, United States Department of Agriculture, and the U.S. Marine Corps. Need to identify address and telephone number for source. Copies on hand=1. 1996.

KEYWORDS: CONSTRUCTIVE ACTIVITIES
SELF-CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0082 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Professional Development: Working with Adults as Learners. Training Guide for the U.S. Marine Corps Child Development Program. 1996

SUBTITLE: Working with Adult Learners

SOURCE: U. S. Marine Corps Child Development Program

MEDIA: Bound Booklet - 73 pages

SUMMARY: This book was developed for Child Development Program Management staff as a guide to understanding the various components to working with adult learners. This book is part of a professional development series for Child Care Management staff. Management staff are often responsible for training, and this book emphasizes that the key to facilitating learning among adults is knowing how adults learn. Andragogy is defined as the art and science of helping adults to learn and includes these themes: (1) adults see themselves as responsible for self and others; (2) adults have a wealth of experience from which to draw; (3) readiness to learn in adulthood is influenced by psychological climate, external context, and social roles; and (4) adults have a need to see the immediate application of learned materials. The book explores important concepts of adult learning such as need to know, motivation, type of learner, playing multiple roles, and barriers to learning. An entire section is devoted to constructivism, a theory about knowledge and learning including such concepts as learning is development, contradiction brings about learning, the classroom is a community to share ideas, and reflecting helps learners organize what they are learning. Learning interventions and decision points in planning which include identifying the audience, purpose, content, and format are explained. The book discusses designing learning activities, being cognizant of the climate and environmental conditions for learning, and evaluating the success of programs. A resource and reference list for further guidance is included.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. It was developed by the Department of Family and Child Development, College of Human Resources and Education, Virginia Polytechnic Institute and State University with the Cooperative State Research, Education and Extension Service, United States Department of Agriculture, and the U.S. Marine Corps. Need to identify address and telephone number for source. Copies on hand=1. 1996.

KEYWORDS: ADULT LEARNING
BARRIERS TO LEARNING
CONSTRUCTIVIST

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0083 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Communicating and Maintaining Professional Relationships with Co-Workers and Families

SUBTITLE: Effective Communication and Relationships with Families and Co-Workers

SOURCE: U.S. Marine Corps Child Development Programs

MEDIA: Bound Booklet - 72 pages

SUMMARY: This book was written for all staff working within the Child Development Program system and underscores the importance of maintaining strong professional relationships with co-workers and families. The book focuses on relationships between co-workers and families separately, and then ties them together with the theme that supportive teamwork leads to positive working conditions, greater job satisfaction, and higher quality coordinated services to children and families. Teamwork is especially important in child care because the needs of the children are diverse and complex and are best served by more than one professional. Families are key members of the team. The book highlights the need for regular communication with families and provides strategies for communicating concerns, encouraging family input, and using both formal and informal methods of communication. Child care staff members are encouraged to respect and be sensitive to the racial, ethnic, cultural, religious, and socioeconomic diversity of families, and to respect their right to make decisions which are different from those that a staff member may recommend. This book provides an in-depth discussion of the importance of relationships with co-workers by clarifying common goals and responsibilities, valuing each member's expertise, and providing constructive feedback. Overall, the book discusses the techniques of using positive communication skills and communicating honestly with both co-workers and families. A section on making ethical decisions and applying the National Association for the Education of Young Children (NAEYC) to professional activities and interactions is included.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. It was developed by the Department of Family and Child Development, College of Human Resources and Education, Virginia Polytechnic Institute and State University with the Cooperative State Research, Education and Extension Service, United States Department of Agriculture, and the U.S. Marine Corps. Need to identify address and telephone number for source. Copies on hand=1. 1996.

KEYWORDS: CO-WORKERS
COMMUNICATION
DIVERSITY
ETHICS
PARENTS AS PARTNERS
TEAMWORK

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0084 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: A Conversation: What Does It Mean to Live and Work with 10-14 year old Children? Training Guide for the U. S. Marine Corps CDP

SUBTITLE: Working with 10 - 14 year old Children

SOURCE: U. S. Marine Corps Child Development Program

MEDIA: Bound Booklet - 32 pages

SUMMARY: This book was written for adults who work with children ages 10 - 14 years. This book is not a "how-to" guide, but instead is a conversation/dialogue format of thoughts from eight adults. These eight adults play multiple roles with children in this age group; specifically parent, teacher, pastor, and/or counselor. The book covers topics common to middle-age children such as social pressures, physical changes and growth spurts, future orientation, caught between childhood and adulthood dilemma, moral development, and labeling. Adults are encouraged to examine whether or not they are comfortable with this age (early adolescents). One section is devoted to being supportive of middle level children, emphasizing the importance of mutual trust, respect, honesty, acceptance, and a sense of humor.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. It was developed by the Department of Family and Child Development, College of Human Resources and Education, Virginia Polytechnic Institute and State University with the Cooperative State Research, Education and Extension Service, United States Department of Agriculture, and the U.S. Marine Corps. Need to identify address and telephone number for source. Copies on hand=1. 1996.

KEYWORDS: EARLY ADOLESCENCE/MIDDLE LEVEL CHILDREN
MORAL DEVELOPMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0085 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Quality Child Care is Basic Training - FCC

SUBTITLE: Family Child Care Provides Quality Child Care

SOURCE: Army Child Development Services

MEDIA: Videotape - 16 minutes

SUMMARY: This videotape was developed for prospective and current Family Child Care (FCC) providers and it discusses the training involved in the Child Development Services FCC program. The videotape provides a complete overview on the Child Development Associate (CDA) Program training which is competency based and covers the thirteen functional areas. The tape depicts a FCC provider utilizing all thirteen components to include: safety, health, learning environment, physical, cognitive, communication, creativity, self, social, guidance, families, program management, and professionalism; this in her home with the children in her care. Other Child Development Services staff and their roles are explained as well as the importance of Family Child Care to the entire community.

REMARKS: Videotape is 16 minutes and length and can be reproduced. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
COMPETENCY BASED TRAINING
FAMILY CHILD CARE
FUNCTIONAL AREAS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0086 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Army Family Child Care Endorsement Training...Opening Your Home for Around-the-Clock, Infant and Toddler Family Child Care

SUBTITLE: A Guide to Opening Your Home for Around-the-Clock Child Care

SOURCE: Army Child Development Services, Department of the Army

MEDIA: Videotape - 33 minutes

SUMMARY: This videotape is divided into two sections and is produced for Family Child Care (FCC) providers. The first section, Opening Your Home for Around-the-Clock Care, is 18 minutes in length and focuses on evening, weekend and 24 hour child care. The need for 24 hour child care is increasing and two types of 24 hour child care are discussed; extended hour endorsement which is 24 hour care up to 14 days, and long term care which is 24 hour care from 15 to 60 days. The video interviews FCC providers as they describe different methods they use in providing 24 hour care and highlight key factors to consider such as: (1) home layout, (2) sleeping arrangements, (3) family cohesion, (4) reviewing business/operational activity with parents, and (5) helping parents prepare their children for the upcoming separation. The video also covers ways to handle stress. The second section of the videotape, Infant and Toddler Family Child Care, is 15 minutes in length and uses the same FCC provider interview format. It discusses the following topics: (1) safety, (2) nutrition, (3) toilet training, (4) room layouts, (5) scheduling, and (6) parent interaction.

REMARKS: Videotape 33 minutes in length; can be reproduced. Production was developed by Teaching Strategies, Inc. in cooperation with FTI Corporation under a contract with Army Child Development Services, Department of the Army. Need to identify the full address and telephone number for source. Copies on hand=1.

KEYWORDS: EXTENDED HOURS/ AND LONG TERM CARE
FAMILY CHILD CARE
INFANTS AND TODDLERS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0087 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Quality Child Care is Basic Training - CDC. 1994

SUBTITLE: A Guide to Quality Training for Child Development Center Staff

SOURCE: Army Child Development Services

MEDIA: Videotape - 16 minutes

SUMMARY: This videotape was developed for use by Army Child Development Center staff, and it emphasizes that a quality staff equals quality care. The videotape provides a complete overview on Child Development Associate (CDA) training which is competency based and encompasses thirteen basic skills or functional areas. It explains that a caregiver begins their training with an Individual Education Plan (IEP) developed by an education specialist. The thirteen basic skill areas are taught in workshops, individual training sessions, and on an individual basis. The videotape addresses questions from caregivers on the steps and length of time needed to earn a CDA credential. The standards of competence used by evaluators are covered: (1) professional resource file; (2) parent opinion questionnaires; (3) formal observation; (4) early childhood studies review; and (5) oral interview.

REMARKS: Videotape is 16 minutes and length and can be reproduced. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: CAREGIVERS
CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
COMPETENCY BASED TRAINING
INDIVIDUAL EDUCATION PLAN

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0088 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Center Directors' Handbook. 1990

SUBTITLE: Reference Guide for Child Development Center Directors

SOURCE: Department of the Army, Child Development Services

MEDIA: Bound Booklet - over 200 pages

SUMMARY: This book was developed to serve as a reference tool in assisting new or experienced Child Development Center Directors. The book is divided into three main sections: Orientation, Operations, and Strategies. The Orientation section describes the history of the Army Child Development Services program, other significant factors include the Army Regulation, Army Family Action Plan, the Military Child Care Act (MCCA), and the military framework. It provides details about the three separate delivery systems of child care. The Operations section provides in-depth information on personnel management covering the range of screening applicants, background checks, interview questions, competency-based training and the Child Development Associate (CDA) credential, and staff development. Sample forms such as the Child Development Center Personnel Individual Education Plan (IEP) are included. Other topics covered in the Operations section include facility maintenance, child abuse prevention, procurement, and parent involvement programs. The third section, Strategies, outlines decision-making models that address both simple and complex issues, and is focused on management issues.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
CHILD DEVELOPMENT CENTER MANAGEMENT STAFF
COMPETENCY BASED TRAINING
INDIVIDUAL EDUCATION PLAN
PERSONNEL MANAGEMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0089 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program - Trainer's Guide

SUBTITLE: Standardized Competency-Based Training for School-Age Child Care Staff

SOURCE: U. S. Army Community and Family Support Center, Army Child and Youth Programs

MEDIA: Bound Booklet - 215 pages

SUMMARY: This book is written for trainers/managers of School-Age Child Care staff who are responsible for the care of children in kindergarten through sixth grade, before and after school hours, and full-time during vacation periods. Staff training is viewed as an essential factor for a high quality school age program which will provide opportunities for children to broaden their horizons, participate in sports and recreational activities, and develop interests and skills. This book describes a standardized performance based training for staff which is based on the 13 functional areas covered by the Child Development Associate (CDA) Competency Standards as defined by The Council for Early Childhood Professional Recognition. The book is divided into three chapters. The first chapter describes how to set the stage and introduce the training program and modules to the staff. A group consensus process known as Delphi was used to define the content of this training program because the CDA standards do not specifically address school-age care. Information is provided on understanding how adults learn. Chapter II explains the assessment process which includes both the knowledge and competency assessments. The knowledge assessment is a paper and pencil exercise which tests the individuals understanding of the materials. The competency assessment is a one hour observation of the staff member working with children during which they can demonstrate competence by using applicable skills while working with children. The book explains that a key element is the feedback after the competency assessment. Individual Development Plans are explained and examples are provided. Chapter III fully explains the assessment process and includes both the knowledge and competency assessment for each module. The appendices of the book include the answer sheets, observation forms, and a list of resources.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=1.

KEYWORDS: COMPETENCY ASSESSMENT
INDIVIDUAL DEVELOPMENT PLAN
KNOWLEDGE ASSESSMENT
OBSERVATION
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0090 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Providers' Training Program. Trainers' Guide. 1993

SUBTITLE: Trainers' Guide for Family Child Care Training

SOURCE: U. S. Army Child Development Services

MEDIA: Bound Booklet - 215 pages

SUMMARY: This is a Trainers' Guide written primarily for Management staff working with Family Child Care (FCC) providers. The book describes Family Child Care as a very valuable and integral system of child care, and emphasizes the importance of a comprehensive training program for FCC providers. The training is competency-based and is primarily self instructional so FCC providers can work at their own pace. The training is based on the thirteen (13) functional areas covered by the Child Development Associate (CDA) Competency Standards as defined by The Council for Early Childhood Professional Recognition. The book describes the trainer's central role of providing feedback, making judgments about the appropriateness of provider's responses, modeling appropriate practices, and serving as a resource. The book is divided into three chapters and extensive appendices. Chapter I describes how to set the stage to implement the FCC training program. It includes information on understanding how adults learn. Chapter II includes an overview of the trainer's role working with individual providers and leading group meetings. It describes the key element of the Individual Training Plan which is developed after a one-hour written observation of each FCC provider. Observations are continued throughout the training program as a method to provide feedback to providers on their progress in applying the information and skills they develop with each module. Feedback is provided by home visits and also telephone conferences. Charts for all thirteen modules are included and divided into three sections: (1) the learning activity; (2) what the FCC provider does; and (3) what the trainer does. The knowledge and competency assessments for all thirteen modules are fully explained in Chapter III. The appendices are very comprehensive and include sample agendas for leading provider group meetings, knowledge assessment answer sheets, observation forms, and a resource list.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Developed for Child Development Services, Department of the Army by Teaching Strategies, Inc. Washington, DC. Copies on hand=1. 1993.

KEYWORDS: CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
COMPETENCY BASED TRAINING
FAMILY CHILD CARE
HOME VISITS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0091 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Handbook for Navy Family Child Care Coordinators. 1994

SUBTITLE: A Manual for Family Child Care Coordinators on Building a Successful Program

SOURCE: Morale, Welfare, and Recreation Division, Child Development Services Branch, Washington, DC 20370

MEDIA: Bound Booklet - 74 pages

SUMMARY: This book was written for Family Child Care Coordinators who are responsible for administering Family Child Care (FCC) programs, screening providers, making home visits, training, and for quality assurance. The book covers definitions for Child Development Program Services, delineates types of FCC homes, provides recommendations for marketing, and emphasizes the importance of documenting everything in writing. A section on the purpose and function of a Quality Review Board (QRB) is included, and the entire certification process is outlined. This comprehensive book includes a resource list, sample forms, letters, and checklists.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Need to identify complete address and telephone number for source. Copies on hand=1. 1994

KEYWORDS: CERTIFICATION
FAMILY CHILD CARE
QUALITY REVIEW BOARD

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0092 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Successful Home Visits. A Handbook for Navy Family Child Care Directors. 1997

SUBTITLE: Making Successful Family Child Care Home Visits

SOURCE: Community Support Activities Branch, Bureau of Naval Personnel

MEDIA: Bound Booklet - 84 pages

SUMMARY: This book was written for Family Child Care Directors highlighting the importance of home visits to the success of the Family Child Care Program. Home visits are described as a commitment to quality developmentally appropriate care, and are the basis for all Family Child Care components including training and helping providers grow professionally. Providing family child care is challenging, and home visits offer the opportunity to improve the quality of life for the provider and the children in their care. The book describes the differing types of home visits: (1) recruitment, (2) inspections, (3) informational, (4) monthly unannounced, and (5) suspension. Each phase of the home visit is explained including the arrival, observing in the home, providing feedback, professionalism, reports and follow-up, and training. The final chapter focuses on the role of FCC Directors when helping providers implement the thirteen (13) competency based training modules in their home environment.

REMARKS: Bound booklet. Could be scanned for reproduction and/or electronic dissemination. Complete address for source is Bureau of Naval Personnel, Naval Support Activity Memphis, Millington, TN 38054-5045. Copies on hand=1. 1997.

KEYWORDS: FAMILY CHILD CARE
HOME VISITS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0093 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Center Generic Specifications for Lease, Purchase, or Construction of Relocatable/ Modular Facilities. 1991

SUBTITLE: Generic Specifications for Child Development Centers

SOURCE: Department of the Navy, Bureau of Naval Personnel, Washington, D.C. 20370-5000

MEDIA: Bound Booklet - 125 pages

SUMMARY: This book is generic specifications of Child Development Centers for Navy installations, and is written to be tailored to unique local needs. It provides various solicitation and contract forms, and a statement of work for any potential bidder on the construction of a relocatable/modular Child Development Center facility or addition. A list of references for a bid package is included. There is a section of building functional requirements that provide guidelines for the following: (1) pre-school room, (2) toddler room, (3) pre-toddler room, (4) infants room, (5) isolation room, (6) reception area, and (7) a kitchen. Floor plans for a modular complex (more than one room) and a modular unit (one room) of a Child Development Center prototype are pictured. Included is a list of vendors and sources.

REMARKS: Bound booklet. Can be scanned for reproduction and/or dissemination. Copies on hand=1. 1992

KEYWORDS: CHILD DEVELOPMENT CENTER SPECIFICATIONS

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0094 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: A Child Abuse Risk Assessment Tool for the U.S. Army Family Child Care Program

SUBTITLE: Child Abuse Risk Assessment Tool for Family Child Care Homes

SOURCE: U. S. Army Child Development Services

MEDIA: Bound Booklet - 104 pages

SUMMARY: This book was developed for Family Child Care (FCC) Directors and Outreach Workers to help prevent child abuse in FCC homes by providers or members of their families. It is to be used in conjunction with the Child Abuse Risk Assessment Tool (CARAT). The book is self-instructional in nature. A full description of the Child Abuse Risk Assessment Tool, its purpose, and instructions for its use are explained, along with general child abuse information. An entire section of the book is devoted to understanding child abuse, the definitions and types of child abuse, characteristics of abusers, causes of child abuse, and its impact on individuals. The book also recommends techniques for FCC staff to use when observing and interviewing FCC providers. These techniques can be used to ensure that staff are not seen as a threat to the provider and to put them at ease. Hypothetical situations are used which FCC staff may encounter and a list of resources is included. The CARAT is used to help make a decision about certifying or recertifying FCC providers. Issues on high risk providers is included. The Appendix is a 39 -question section of Risk Indicators.

REMARKS: Bound Booklet. Developed by the U.S. Army Family Child Care Program and the Early Childhood Studies Program, University of Minnesota. Can be scanned for reproduction and/or dissemination. Need to identify address and telephone number for source. Copies on hand=1.

KEYWORDS: CERTIFICATION
CHILD ABUSE AND NEGLECT
FAMILY CHILD CARE
HOME VISITS
RISK ASSESSMENT

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0095 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: A Tool for Minimizing the Risk of Abusive Situations in Child Development Settings, Administration Handbook

SUBTITLE: Child Abuse Risk Assessment Tool for Center-Based Care

SOURCE: Department of the Army, Child Development Services

MEDIA: Unbound Booklet - 405 pages

SUMMARY: This book is a training guide to help Child Development Center management, staff, and evaluators or assessment team members study and use the "Tool" for Minimizing the Risk of Abusive Situations in Child Care Settings. The tool is the Child Abuse Risk Assessment Tool or CARAT. The book contains an overview of the CARAT and describes questions that the CARAT can and cannot answer. The second section is primarily for Child Development Center Directors who are responsible for managing and implementing the assessment process. The third section of the guide book is specifically for team members assessing a child care program and provides detailed instructions on using the CARAT for evaluating the risk level of child abuse and neglect. The CARAT does not evaluate the quality of a child care program. It is designed to look for vulnerabilities so that improvements can be made. A program is evaluated in the following components: (1) administration, (2) toddler, (3) infant, (4) caregiver, (5) preschool, (6) school-age, and (7) special needs. In using the CARAT, evaluators assign a risk rating to each item by observing the program, interviewing participants, and comparing observations and responses to a set of criteria established in the CARAT. The criteria are then scaled for each item along a continuum of very low to high risk. The result is a criterion-referenced observation and interview tool. A glossary of terms is included.

REMARKS: Unbound booklet (loose leaf pages). Could be scanned for reproduction and/or electronic dissemination. Need to identify address and telephone number for source. Copies on hand=2.

KEYWORDS: CHILD ABUSE AND NEGLECT
CHILD ABUSE RISK ASSESSMENT TOOL
CHILD DEVELOPMENT CENTER MANAGEMENT STAFF

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0096 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Military Handbook (MIL-HDBK-103/2) - Child Development Centers. 1989

SUBTITLE: Design Guide for Child Development Centers

SOURCE: Department of Defense

MEDIA: Bound Booklet - 39 pages

SUMMARY: This book was developed to provide design guidance on Child Development Facilities at Department of Defense establishments worldwide for both new construction and all future major rehabilitation or improvement projects. It was prepared using national professional society, association, and institute standards. The book contains the basic criteria governing the design and construction of military Child Development Facilities which are renovated and/or new. It provides guidance on concept, designs, and other criteria. The following areas are addressed: (1) interior administrative/support areas; (2) mechanical, heating, air conditioning, plumbing; (3) utilities such as gas, water, power, and lighting; (4) fire protection; (5) interior child activity spaces; (6) interior design; (7) outdoor child activity spaces; and (8) exterior site requirements. Attached as appendices are the Department of Defense Minimum Standards for Child/Staff Ratios and Group Sizes, a reference list, and Space and Planning Criteria.

REMARKS: Bound booklet. It may not be used as a reference document for procurement of facilities construction. It is to be used in the purchase of facilities engineering studies and design. For specific information contact: Navy Projects: Commander, Naval Facilities Engineering Command, Code 04A6, 200 Stovall Street, Alexandria, VA 22332, (202) 325-0036. Army Projects: Department of the Army, HQUSACE, Attn: CEEC-EA, 20 Massachusetts Ave, NW, Washington, DC 20314-1000. Can be scanned for reproduction and/or dissemination. Copies on hand=2. 1989.

KEYWORDS: CHILD ACTIVITY SPACES
CHILD DEVELOPMENT CENTER DESIGN GUIDANCE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0097 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Child Development Program Budget Guide for both Center Based and Family Child Care Home. 1992

SUBTITLE: Budget Preparation Guide for Child Development Programs

SOURCE: Navy Morale, Welfare, and Recreation Training Unit (MWRTU), Building 1489, Patuxent River, Maryland 20670-5489

MEDIA: Bound Booklet - over 200 pages

SUMMARY: This book was written to assist Child Development Center Directors and Family Child Care (FCC) Home Coordinators in preparing their budgeted program funds. It includes the forms necessary to prepare and maintain a budget, as well as, a step-by-step method for data collection, budget preparation, and submission. The guide is divided into five sections: (1) examples of budget working papers and revenue worksheets; (2) blank reproducible forms for budget preparation; (3) procedures, references, and notes to prepare a budget; (4) glossary terms and definitions; and (5) feedback.

REMARKS: Bound booklet (loose-leaf). Could be scanned for reproduction and/or dissemination. Copies on hand=1. 1992

KEYWORDS: BUDGET
CHILD DEVELOPMENT CENTER
FAMILY CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0098 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Army Family Child Care Director's Handbook. 1996

SUBTITLE: A Reference Guide for Family Child Care Director's

SOURCE: U.S. Army Child Development Services

MEDIA: Unbound Booklet - 265 pages

SUMMARY: This book was designed as a desk reference for new and experienced Family Child Care (FCC) Directors. It is a comprehensive book which includes an overview of Army Child Development Services, a history of Family Child Care including a job description of the FCC Director, administrative requirements of FCC, a description of the certification process of a FCC provider, training requirements for FCC homes delineated by home categories, training resources, and the entire process of planning, conducting, and evaluating training. A complete description of developmental programming including writing a Developmental Program Plan (DPP) is provided. This detailed book also includes the following complete chapters: (1) the business and legal aspects of family child care; (2) recognizing, reporting, and preventing child abuse and neglect; (3) the United States Department of Agriculture (USDA) Child and Adult Care Food Program; (4) the resource library; (5) program assessment; (6) marketing and public relations; (7) personnel management; and (8) financial management. A Bibliography of FCC and child development resources and a list of acronyms is attached as appendices. Each chapter is written with an overview, a summary of the key points, and an application section.

REMARKS: Unbound booklet. Could be scanned for reproduction and/or electronic dissemination. Developed by DGK & Co., Kensington, MD in conjunction with U.S. Army Child Development Services. Need to identify address and telephone number for source. Copies on hand=1. 1996

KEYWORDS: CERTIFICATION
CHILD DEVELOPMENT CENTER MANAGEMENT STAFF
FAMILY CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0099 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: The School-Age Staff Training Program - an Orientation. 1994

SUBTITLE: Training for School-Age Child Care Staff

SOURCE: Department of the Army Child and Youth Services

MEDIA: Bound Book - 27 pages

SUMMARY: This book is the Orientation guide for the standardized set of thirteen (13) modules/functional areas established by The Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. Each module is written in a separate book and is developed to provide school-age program staff comprehensive competency-based training on how to play and implement developmentally appropriate out-of-school programs for children in kindergarten through sixth grade. The orientation gives a brief overview of the entire thirteen module training set. It includes a glossary of terms that will appear throughout the training program and a bibliography of resources.

REMARKS: Spiral bound booklet. Could be scanned for reproduction and/or electronic dissemination. Developed by Teaching Strategies, Inc., Washington D.C. Cannot be reproduced or distributed without prior written permission of Teaching Strategies, Inc., except it can be reproduced at government expense by DOD for use in child development and youth service programs. Need to identify address and telephone number for source. Copies on hand=1. 1994

KEYWORDS: CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
COMPETENCY BASED TRAINING
SCHOOL-AGE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0100 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Family Child Care Provider's Training Program Audio Tape

SUBTITLE: Training for Family Child Care Providers

SOURCE: Department of the Navy

MEDIA: Audio Tape

SUMMARY: This audio tape was developed for prospective and experienced Family Child Care (FCC) providers to augment the Family Child Care Training Program. Family Child Care training incorporates a competency-based model based on a set of thirteen (13) functional areas established by The Council for Early Childhood Professional Recognition's Child Development Associate (CDA) program. This audio tape can be used as an individual training tool or used within a group training session for FCC providers. The tape includes interviews with several FCC providers and incorporates their perspectives of providing family child care specifically related to the following areas: (1) cognitive, (2) communication, (3) guidance, (4) families, and (5) professionalism. The FCC providers give verbal descriptions of the ways they are implementing cognitive learning in the home environment, and they discuss sand and water play as an example. The tape is full of good ideas and is an excellent way to apply and recognize how the five functional areas are used in every day life in a home environment.

REMARKS: Could be reproduced for dissemination. Need to clarify address of source and length of audio tape. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM
FAMILY CHILD CARE

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0101 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Army School-Age Services Individual Development Plan - School-Age Personnel

SUBTITLE: Individual Development Plan to Document Training for School-Age Personnel

SOURCE: Army School-Age Services

MEDIA: Stapled Pamphlet

SUMMARY: This is a four page outline of an Individual Development Plan (IDP) which documents training for personnel working in a School-Age Program. The training is divided into four sections which are Orientation, Entry Level Training, Skill Level Training, and Intermediate Training. Each type of training also includes a block to denote Installation Training Requirements. Each section of training includes the date, the training units earned, the trainer's initials, and the employee's initials. The end of the form has a place for both the employee's and trainer's signature to verify completion of the training. The training is very comprehensive and includes topics such as: (1) growth and development; (2) parent and public relations; (3) child health, sanitation and nutrition; (4) safety and emergency procedures; (5) child abuse identification, reporting, and prevention; (6) special needs awareness; and (7) First Aid and CPR.

REMARKS: Could be reproduced for dissemination. Need to clarify address and telephone number for source. Copies on hand=1.

KEYWORDS: INDIVIDUAL DEVELOPMENT PLAN
SCHOOL-AGE
TRAINING

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0102 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Army Child Development Services Individual Development Plan- Child Development Center Personnel

SUBTITLE: Individual Development Plan to Document Training - Child Development Center Personnel

SOURCE: Army Child Development Services

MEDIA: Stapled pamphlet

SUMMARY: This is a four page outline of an Individual Development Plan (IDP) which documents training for personnel working in a Child Development Center (CDC). The training is divided into four sections which are Orientation, Entry Level Training, Skill Level Training, and Intermediate Training. Each type of training also includes a block to denote Installation Training Requirements. Each section of training includes the date, the training units earned, the trainer's initials, and the employee's initials. The end of the form has a place for both the employee's and trainer's signature to verify completion of the training. The training is very comprehensive and includes topics such as: (1) growth and development; (2) parent and public relations; (3) child health, sanitation and nutrition; (4) safety and emergency procedures; (5) child abuse identification, reporting, and prevention; (6) special needs awareness; (7) First Aid and CPR; and (8) sections for each of the thirteen (13) functional areas/modules.

REMARKS: Could be reproduced for dissemination. Need to clarify address and telephone number for source. Copies on hand=1.

KEYWORDS: CHILD DEVELOPMENT CENTER STAFF
INDIVIDUAL DEVELOPMENT PLAN
TRAINING

BIBLIOGRAPHY - DRAFT WORKING VERSION

15-Sep-97

CATNO: 0103 **BIBLIOGRAPHY ENTRY APPROVED FOR PUBLICATION:** No

TITLE: Army Child Development Services Individual Development Plan - Family Child Care Provider

SUBTITLE: Individual Development Plan to Document Training for Family Child Care Providers

SOURCE: Army Child Development Services

MEDIA: Stapled Pamphlet

SUMMARY: This is a four page outline of an Individual Development Plan (IDP) which documents training for individual Family Child Care (FCC) Providers. The IDP is designed to document the date that initial FCC training began, the date provisional certification was awarded, the date full certification was awarded, the category of FCC home (such as multi-age, school-age), and any special endorsement (such as infant/toddler care, extended hours care) for the FCC home. FCC Orientation Training is required prior to the provision of care and includes a minimum of 12 training units. Part I and Part II are both Entry Level Training and are both a minimum of 8 training units. FCC Skill Level Training and FCC Intermediate Level combine for a total of a minimum of 38 training units. The Family Child Care training program is very comprehensive and includes topics such as: (1) growth and development; (2) parent and public relations; (3) child health, sanitation and nutrition; (4) safety and emergency procedures; (5) child abuse identification, reporting, and prevention; (6) special needs awareness; (7) First Aid and CPR; and (8) sections for each of the thirteen (13) functional areas/modules.

REMARKS: Could be reproduced for dissemination. Need to clarify address and telephone number for source. Copies on hand=1.

KEYWORDS: FAMILY CHILD CARE
INDIVIDUAL DEVELOPMENT PLAN
TRAINING