
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.

REMARKS: Stapled booklet. Could be scanned for reproduction and/or electronic dissemination. No part of this publication may be reproduced in any form or by any means without the prior permission of Teaching Strategies, Inc., Washington D.C. except it may be reproduced by government expense by the U.S. Department of the Army and the Department of Defense for use in child development programs. Copies on hand=2. 1993.

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 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.

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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.

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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

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Divider Title: _____

UNCLASSIFIED

INFORMATION PAPER

SUBJECT: MARINE CORPS BASE (MCB) QUANTICO, VA, CHILD DEVELOPMENT PROGRAM

ISSUE: To provide information regarding the Marine Corps Base, Quantico Child Development Program

FACTS:

1. The mission of the Marine Corps Base, Quantico Child Development Program (CDP) is to provide quality child care to active-duty military and DoD civilians aboard Marine Corps Base and Marine Corps Combat and Development Command, Quantico, VA. This service provides assistance to USMC personnel in meeting the demands of family life and the accomplishment of the command's mission. The CDP has several components: Child Development Center, Family Child Care, School-Age Care, and Supplemental Programs and Services. These components are discussed below. Information on a new effort, Welfare to Work, is at Tab A.

2. Child Development Center (CDC). The CDC offers care for children from twelve weeks to five years on a full-day, part-day and hourly care basis. The facility opened in August 1995 and was designed for a capacity of 305 spaces. Currently the program provides a capacity of 294 spaces due to a restructuring of the classroom areas.

a. Parent fees are regulated by the Department of Defense and include all meals. There is a sliding fee scale based on family income. The program also offers a Part-Day Preschool Program with a choice of a two or three day program.

b. In collaboration with the Bethesda Naval Hospital Early Intervention Program and the Quantico Department of Defense Dependent Schools Special Education program, children identified with special needs with moderate functional levels are placed in the full-day program with physical therapy and speech therapy provided on site by specialists. The children currently enrolled through this initiative are diagnosed with autism and cerebral palsy.

c. The CDC is Department of Defense (DoD) certified with the most recent Headquarters Marine Corps, MHT inspection being conducted in June 97. The program was inspected on 13-15 May 97 by the United States Department of Agriculture (USDA) and was found to be in full compliance. The program was accredited by the National Academy of Early Childhood Programs on 31 May 97.

3. Family Child Care (FCC). The FCC program provides child care for children from six weeks to twelve years of age. There are currently 37 certified family day care homes providing 125 spaces. Full-day, part-day, hourly and overnight care also are provided. Child care for children

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SUBJECT: MARINE CORPS BASE (MCB) QUANTICO, VA, CHILD DEVELOPMENT PROGRAM

with special needs is also available. The FCC program provides care for all of the infant needs aboard the installation.

a. Parent fees in the FCC program are set by the FCC provider through a contractual agreement with the parents. To offset FCC child care costs aboard the installation parent fees are subsidized with government funds through a Department of Defense initiative resulting from the Military Child Care Act of 1989. These FCC subsidies are administered by the MCB, Quantico FCC Director through a cash payment plan to the FCC provider for children up to thirty-six months of age. The dollar amount subsidized is based on total family income and compared to the parent fee levels used by the CDC. Currently there are fifty-four spaces subsidized in FCC.

4. School-Age Care (SAC). The SAC program currently provides care in three Department of Defense Domestic Elementary and Secondary Schools located on base. The SAC care program has 90 spaces to provide care for children six years to twelve years of age and does include kindergartners. Care is provided before and after school when school is in session and on a full time basis during school closures. The program enhances the educational environment of the school setting by scheduling field trips, drama events and physical activities that relate to the interest and development of the children.

5. Supplemental Programs and Services (SPS). Program components are: Resource and Referral, Parent Education, Short Term Alternative Child Care (STACC), Volunteer Services, Baby sitting Training and Referral Services (BTRS), Parent Co-ops and Private Preschool programs. The SPS office also provides technical assistance to Child Care in Unit Setting (CCUS) activities. Another initiative of the SPS program is the "Welfare to Work" program, conducted jointly with the Prince William County, Manassas Park and Manassas Department of Social Services. This is the welfare reform program that replaces traditional Aid to Families with Dependent Children (AFDC) benefits. See Tab A for additional information.

6. POC at Quantico is Mrs. Sandra Gojekian, DSN 278-2165 or commercial (703) 784-2716.

UNCLASSIFIED

INFORMATION PAPER

SUBJECT: MARINE CORPS BASE (MCB) QUANTICO, VA, CIVILIAN
PARTNERSHIP PROGRAM

ISSUE: To describe the Marine Corps Base, Quantico's Welfare
to Work initiative?

FACTS:

1. In March 1995 the Virginia Independence Program (VIP) was adopted by the Virginia General Assembly in accordance with the Welfare Reform initiative. The employment component of VIP is the Virginia Initiative for Employment not Welfare (VIEW), which was implemented in Prince William County, Virginia on 1 July 1996.

2. The VIEW component provides job readiness training for participants currently receiving public assistance. This training is job specific and prepares participants for interviewing and placement. If within thirty days employment cannot be secured the participant is placed in a CWEP (Community Work Experience Program), in which they work in exchange for their benefits. Local and federal government agencies can elect to become a CWEP work site.

3. In February 1997, Quantico Marine Corps Base, Child Development Center developed a partnership with the Prince William County Department of Social Services in support of the VIEW program. On 12 May 1997, letters of agreement were signed between the Quantico CDC and Prince William County stating that the CDC would be a community work site for VIEW/CWEP participants.

4. Currently, Quantico has placed two participants in the VIEW program and one participant in the CWEP program. These participants must meet all the basic requirements for the jobs they are filling and must have passed a criminal background check. Participants are placed according to their job skills into one of the four positions that are registered through the VIEW and CWEP program; i.e. Program Assistant (GSE-02-04), Custodial Worker, Administrative Assistant and Food Service Worker.

5. POC at Quantico, CDP is Sandra Gojekain, DSN 278-2165, or commercial (703) 784-2165.

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Divider Title: _____

PARENTS FOR DISCUSSION PANEL

Gunnery Sergeant Michelle Gonzales
Parent
Military/Civilian Spouse
2-Children
1-Child in Child Development Center
Lives Off Base

Staff Sergeant Mathew Torres
Parent
Military/Civilian Spouse
3-Children
2-Children in School Age Care, 1-Child in Family Child Care
Lives On Base

Captain Jason Hanson
Parent
Military/Civilian Spouse
2-Children
Child Development Center
Lives Off Base

Captain Sylvia Ross
Parent
Dual Military
1-Child
Child Development Center
Lives Off Base

Gunnery Sergeant Kimberly Aucoin
Parent
Dual Military
2-Children
Family Child Care
Lives Off Base

Parents for Discussion Panel (cont.)

Staff Sergeant LeRoy Head
Parent
Single Military
Child Development Center
Lives Off Base

Mrs. Riahuyiauh Sorrell
Parent
Military/Civilian Spouse
3-Children
Family Child Care
Lives Off Base

Mr. William Basham, Jr.
Parent
Military/Civilian Spouse
2-Children
2-Children in School Age Care
Lives Off Base

STAFF/PROVIDERS FOR DISCUSSION PANEL

Colonel George B. Brown III
Chief of Staff, Marine Corps Base, Quantico

Lieutenant Colonel Frank Pote III
Manpower Director
Principle Deputy Staff Officer for Child Development Programs

Mrs. Sandra S. Gojekian
Administrator, Child Development Programs

Mrs. Ruth Heasley
Family Child Care Provider
Provides Home Day Care Services

Mrs. Laura Santos
Family Child Care Provider
Provides Home Day Care Services

Mrs. Joyce M. Phillips
Child Development Center, Caregiver
Provides Child Care Services

Making the Choice

Get Ready

- Talk to your family, including your children, about the kind of child care you want and need.
- Make a list of child care features most important to you.
- Get information about and lists of child care services in your area. Your Child Care Resource and Referral office can help.

Visit

- Observe
 - Child/staff interaction
 - Children's enjoyment of the program
 - Parents' and caregivers' ease with each other
 - Caregivers' satisfaction with their work
 - Your comfort with the caregivers and the facility
- Discuss
 - Fees and payment arrangements
 - Certification and licensing of staff and facility
 - Insurance coverage
 - Caregiver-client contract
 - Policy on care of sick children
 - Vacation and other leave policies
 - Your child's special needs



Parents' Suggestions

- Be sure you feel really comfortable with the caregiver.
- Visit a variety of homes and centers before you choose.
- Visit at least twice at different times to see how the staff works with the children.
- Ask to review the daily schedule of play activities to see if they will help your child learn and grow.
- Make sure you approve of the kind of discipline the staff uses if children misbehave.
- Once enrolled, talk to your child about daily activities and watch for any changes in your child that might indicate a problem.



Your Guide To...

Choosing Quality Child Care



Every Child Deserves Quality Care

As a parent looking for out-of-home child care, you want to find a program which promotes your child's emotional, social, physical and intellectual development. You also need a program which meets your own needs and

those of your family. We hope this brochure will help you make that important decision.

Though finding the right child care arrange-

ments may take much

time and energy, most parents find this effort is rewarded many times over by their children's well-being and their own peace of mind.

Quality out-of-home care for children is typically provided in an accredited child care center or a family child care home that meets local standards. Both programs usually provide full-day, and part-day care for infants, toddlers and preschoolers. They also may offer before and after school and vacation care for school-age children.

In child care centers, groups of children are cared for by trained staff in buildings designed and equipped specifically for children's activities. In family child care homes a few children are cared for by trained providers in their own homes that have been arranged for child care.

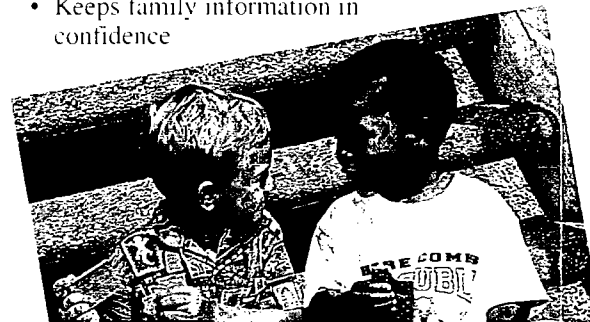
The Marine Corps Child Care Resource and Referral staff can help military and DoD civilian personnel to locate center-based and home-based child care on the installation and in the local community.



Signs of Quality Care

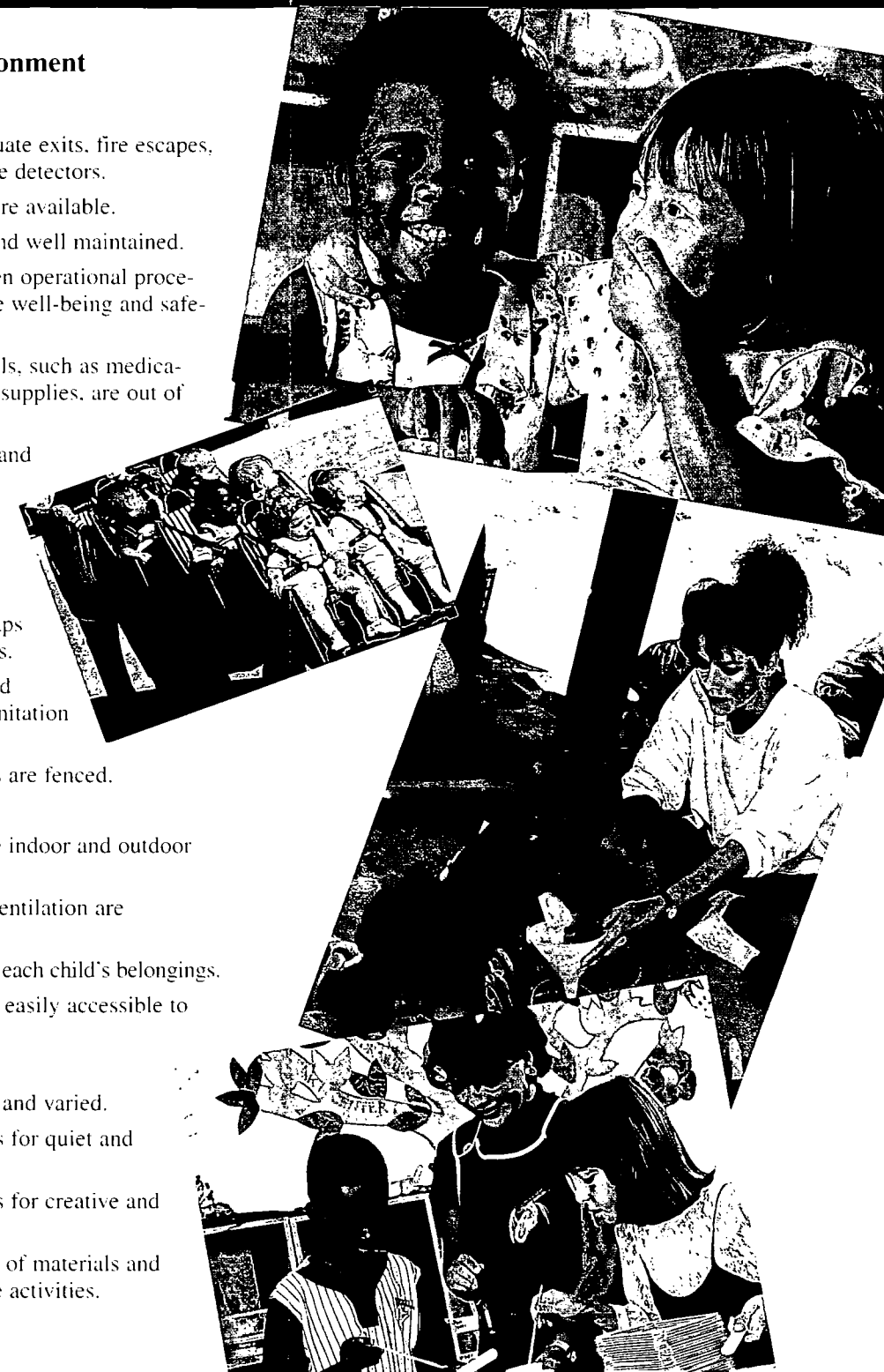
The Caregiver

- Is caring and nurturing
 - Respects and enjoys children
 - Shows affection
 - Responds sensitively to children's needs
- Guides appropriately and effectively
 - Provides fair/gentle guidance and discipline
 - Explains rules and limits clearly
 - Encourages responsibility
- Provides educational activities to meet each child's developmental needs
 - Promotes language and literacy skills through conversation, games and stories
 - Provides a variety of individual and group learning activities
 - Helps with homework and educational projects
- Promotes health and safety
 - Requires hand washing by staff and children
 - Has had first aid and CPR training
 - Handles and stores food safely
 - Provides nutritious meals and snacks
 - Has developed emergency plans
- Works well with parents
 - Welcomes parent visits and questions
 - Discusses children's development with parents
 - Keeps family information in confidence



Facilities and Environment

- Safety
 - Building has adequate exits, fire escapes, and working smoke detectors.
 - First aid supplies are available.
 - Spaces are clean and well maintained.
 - Program has written operational procedures to protect the well-being and safety of children.
 - Dangerous materials, such as medications and cleaning supplies, are out of children's reach.
 - Toys, furnishings, and equipment are clean, safe, in good condition, and appropriate to the child's age.
 - There are safety caps on electrical outlets.
 - Building has passed local safety and sanitation inspections.
 - Outdoor play areas are fenced.
- Space
 - There are adequate indoor and outdoor areas.
 - Temperature and ventilation are comfortable.
 - There is a place for each child's belongings.
 - Toilet facilities are easily accessible to children.
- Program materials
 - Toys are sufficient and varied.
 - There are materials for quiet and active play.
 - There are materials for creative and fantasy play.
 - There are a variety of materials and books for language activities.





Center-Based or Home-Based Child Care?

In both programs, DoD certified, trained caregivers provide safe, quality care.

Why parents may choose home-based child care

- ▼ My child has a disability and needs lots of individual attention.
- ▼ I want my preschooler and my school-age child to be together in child care.
- ▼ I sometimes need evening, overnight or weekend care.
- ▼ I want my baby cared for by the same person every day.
- ▼ The Family Child Care home is in my neighborhood.
- ▼ My child is shy and wants to be with just a few children.
- ▼ I prefer a family-like care situation.
- ▼ I want play experiences for my child that stimulate learning.

Why parents may choose center-based child care

- ▼ My child likes to play with groups of children her own age.
- ▼ My child needs the structure that the center provides.
- ▼ My child enjoys taking part in a wide variety of activities.
- ▼ I want my child to have an experience which helps prepare him for kindergarten classes.
- ▼ I want my child to be in a facility designed and equipped specifically for child development activities.
- ▼ I want my child to feel comfortable with a variety of different adults.

Fees

The services at the Child Care Resource and Referral office are free.

CDC fees are set by installation commanders within a range established by the DoD. Fees are based on total family income and reviewed annually to ensure affordability.

FCC fees are determined by agreement of the parent and the provider. These fees may be subsidized by the installation.



Your Partners For Parenting



Your Guide To Marine Corps

Child Development Programs (CDP)



USMC Child Development Programs assist active duty and DoD civilian personnel in balancing the competing demands of family life and accomplishment of the mission. Finding and arranging child care is the personal responsibility of parents. Installation commanders offer programs to the extent possible based upon local needs and the resources available. However, access to child care services is not an entitlement.

Helping You Shape Your Child's Future

You want the best for your children. The Marines want that too. We know Marine families need a full range of child care services to maintain their quality of life and support their mission readiness. Installation child care services generally available to you as part of the Marine family are described in this brochure.



Child Care Resource and Referral Offices— The Best Place to Start

These offices are staffed by knowledgeable professionals who can help you:

- ▼ Locate and select infant, toddler, preschool and school-age child care services available on and off the installation
- ▼ Find out about services for children with special needs
- ▼ Find hourly and emergency child care



- ▼ Make decisions about your school-age child's readiness for self-care
- ▼ Obtain trained teenage baby-sitters for occasional hourly care
- ▼ Access parenting videos and written materials
- ▼ Learn about on-site child care options
- ▼ Get information about baby-sitter training
- ▼ Locate a baby-sitting cooperative

Child Care Services— Committed to Excellence

On Marine Corps bases, most child care is provided either by a Child Development Center (CDC) located in installation facilities, or by Family Child Care (FCC) located in base housing. Both must comply with DoD standards for caregiver qualifications, program quality, safety, sanitation, and nutrition. Both programs receive regular comprehensive inspections. On-base FCC providers are screened, trained, and certified by the installation commander; CDC's must be accredited by the National Association for the Education of Young Children.

**For BOTH programs,
caregivers are required to...**

1 Promote Health and Safety

- ▼ Have CPR and first aid training
- ▼ Maintain clean, comfortable, safe facilities, equipment, and toys
- ▼ Provide nutritious meals and snacks

2 Provide Quality Care and Guidance

- ▼ Offer a variety of planned group and individual activities tailored to children's developmental needs
- ▼ Provide children with carefully selected books, toys, and equipment
- ▼ Maintain stringent staff-to-child ratios

3 Collaborate with Parents

- ▼ Discuss children's development with parents
- ▼ Allow parents unlimited visits
- ▼ Encourage parents to contribute to the programs as volunteers and advisors

We value children and understand the importance of early childhood programs to their growth and development. All our programs are staffed by skilled caregivers who provide planned, age-appropriate learning activities.



What are the requirements to work in a Child Development Center?

Program management staff and trainers are required to have bachelor of arts degrees and specialized experience in early childhood programs. Program leaders are required to have associate of arts degrees (or equivalent credential) in early childhood education. Caregiving staff must be at least 18 years old and have a high school diploma or equivalent. Comprehensive on-the-job training is required for caregivers and is tied to career progression. All staff, regardless of position, are required to complete on-going training to enhance job skills.

What are the requirements to operate a FCC home on base?

The provider must be 18 years of age and have a high school diploma or equivalent. The provider completes a comprehensive training program, the home is regularly inspected, and background checks are conducted on the provider and her family.

How are fees established in FCC homes on base?

Fees are determined by the family child care provider and the parents. Prior to starting care, families should complete a written contract with the provider regarding fees. At some locations the CDP have established a cash payment program to ensure FCC fees are affordable to lower income families; where this occurs the command will regulate the fees of the FCC provider.



USMC Child Development Programs assist active duty and DoD civilian personnel in balancing the competing demands of family life and accomplishment of the mission. Finding and arranging child care is the personal responsibility of parents. Installation commanders offer programs to the extent possible based upon local needs and the resources available, however, access to child care services is not an entitlement.



Questions Answers

Marine Corps

Child

Development

Programs

(CDP)



Answers to Commonly Asked Questions about USMC Programs

CDP



Can I get hourly child care?

Hourly care, either scheduled in advance or drop-in, is often available in Child Development Centers or Family Child Care (FCC) homes. Short-term child care may be provided at command functions. Other options are USMC trained baby-sitters or parent baby-sitting cooperatives.

My child is disabled. What out-of-home care is available for her?

Many children with disabilities are cared for in Child Development Centers. Children who need more individual attention may be cared for by specially trained FCC providers. Your Child Care Resource and Referral staff can help you find the right place for your child.

I'm a single mom. What child care is there for emergencies and extra long work days?

Your best bet would probably be a FCC home. FCC providers are often able to provide emergency and extended hours care.

I'm pregnant. When should I start to plan for my child's care?

Child Development Centers and FCC homes provide care for infants older than six weeks, however, there are often waiting lists for such care. Start right away to line up care for your baby-to-be.

I have unit PT at 0530. Where can I get child care services that early in the day?

Most Child Development Centers are not open at 0530 unless there is sufficient demand to justify early operating hours. A FCC home may be the best option to meet your needs for early morning care. Contact the Child Care Resource and Referral office for assistance in finding early morning, evening and extended hours child care.

What is a baby-sitting cooperative?

A baby-sitting cooperative is an organization of parents who need occasional hourly child care. Parents exchange child care, not money, with each other. Child care is provided in the homes of the members. Child Care Resource and Referral staff can help you locate or start a baby-sitting cooperative.

How can I find a teen baby-sitter to care for my child from time-to-time?

Your installation Child Care Resource and Referral office has lists of baby-sitters who have been trained. Contact them for information.

We have a 12-year-old son who wants to stay home alone after school. How can we decide if he is really ready to do so?

A child's readiness to stay home is not determined just by age. Consider also such things as maturity, the length of time he'll be alone, the safety of your home and community, and the availability of helpful neighbors. The staff of your Resource and Referral office can give you advice on this and useful booklets to help you and your son make a decision about self care.

What are the options for child care provided on site at base functions?

The first option is Child Care in a Unit Setting (CCUS) which allows an organization to provide child care on site during a function. The other option, Short-Term Alternative Child Care (STACC), uses employees from the local Child Development Program to provide on-site care. Contact your Child Care Resource and Referral office for more information.

How are fees established in military Child Development Centers?

The Department of Defense has established standardized fee ranges based upon total family income to be charged for regular care. This ensures that families pay uniform fees no matter where they go. Families in the lower fee ranges pay about 8-10% of their income for child care while the families in the upper ranges pay approximately 6-8% of their income.

What happens to the fees that I pay for care in a military Child Development Center?

The revenue from parent fees is used to pay for caregiver wages and some program supplies. USMC appropriated funds are used for the other CDC program costs.



U.S. Marine Corps

Supplemental Program and Services (SPS) Coordinator

The SPS staff on your base is trained to help you and your child decide whether she or he is ready to stay home alone.

If you and your child decide that part-time or full-time care is needed, the SPS staff can help you choose other types of activities that your child can participate in until she or he is ready to stay home alone.

Your SPS staff can:

- give you copies of Marine Corps policy and explain how it affects you and your children
- help you and your child decide if she or he is ready to stay alone
- help you and your child prepare for staying alone
- tell you about programs and activities for your child if staying home alone is not the choice at this time.

So, if this is a decision that your family is facing, call or see your SPS Coordinator.

*Your SPS
Coordinator is:*



**If Your Child Seems
Ready to Stay Home
Alone...**

**Your Marine Corps
Can Help!**



"Can't I stay by myself?"

"I'm too old for a babysitter!"

*"I don't want to go to the center
any more. That's for babies!"*

If you are starting to hear these words from your school-age child, it may be time to start thinking about whether or not your child is old enough to stay home alone.

This is an important decision for you and your child to make. To help you with this decision, the U.S. Marine Corps provides you with the following information and resources.

Marine Corps Policy

Each installation has a policy that states how old a child must be before he or she can be in self-care.

A child under the minimum age for self-care may not be allowed to:

- stay home alone
- be left alone overnight
- stay in a car unattended
- babysit siblings or others

See your Supplemental Program and Services (SPS) Coordinator at your base for more information about installation policies regarding self-care for children.

Booklets to Help You With Your Decision

The decision to allow your child to stay home alone involves a variety of considerations such as:

- your child's maturity
- how long you will be away
- how often you will be away
- your child's ability to handle an emergency
- presence of siblings
- how easily other adults can be reached
- presence of handicapping conditions



The USMC has developed several booklets to help you make an informed decision.

One booklet entitled, *Staying Home Alone—Are You and Your Child Ready?* can help you and your child decide if it is time to allow your child to stay by him or herself.

The second, *Staying Home Alone—Preparing You, Your Child, and Your Home* helps you and your child to get ready for staying alone.

The third, *Staying Home Alone—Self-care Kit for Kids* gives you a place to write down information that will help to make the experience a safe and positive one for your child.

Ask your SPS for copies of these booklets.

Semper Friend

Your base may have a phone number that your child can call if she or he is feeling lonely, is unsure of how to handle a situation, or just needs someone to talk to. This telephone support is called *Semper Friend*.

Child welfare is a top priority for the Marine Corps. We want to make sure that every child is safe and happy.

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4. Ask your child how s/he would handle the following problems:
- You are caring for your brother (or sister). You tell him/her not to play with the TV remote control, but s/he does not listen to you. What would you do?
 - Your brother/sister falls down and hurts his/her knee. It is bloody and looks swollen. S/he is crying that it "really hurts". What would you do?
 - You usually meet your brother/sister at the bus stop after school. This time s/he does not get off the bus. What would you do? How would you feel?

If you have any questions or concerns about self-care for your child, please contact the SPS staff on your base.

Developed by the Quality of Life/Partners for Readiness Program at Virginia Tech, Department of Family and Child Development.
Portions adapted from Project Home Safe: 1995.

VT/134/1096/10M/971410

Staying Home Alone

--Are You and Your Child Ready?



Booklet 1

**U.S. Marine Corps
Child Development Program**

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Being Lonely or Afraid

Children (and adults) often feel lonely or fearful when home alone. Houses can make noises, weather can look scary, or TV programs can get active imaginations thinking about scary situations. Here are some suggestions to help with loneliness or fear:

1. Have your child talk about his/her fears. Don't call the fears silly or laugh at them as they are very real to your child.
2. Explore your child's fears with him/her. Together check out the basement or closet that may be frightening.
3. Come up with a plan of action of what your child can do if afraid or lonely. Write these in the **Self-Care Kit for Kids**. Some ideas are:
 - Identify someone your child can call (including yourself). If you have *Semper Friend* on your base your child can call and talk.
 - Have art supplies and projects that your child can become involved in.
 - Consider getting a pet as a companion.

Developed by the Quality of Life/Partners for Readiness Project at Virginia Tech, Department of Family and Child Development. Portions adapted from Project Home Safe, 1995.

Staying Home Alone

--Preparing You, Your Child, and Your Home



Booklet 2

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Resources

Rules

Emergencies

Every-Day Safety

Important Stuff

About This Kit

Staying Home Alone



Self-Care Kit for Kids

USMC Quality of Life/Partners for Readiness Project

WORKING AS A FAMILY CHILD CARE PROVIDER HELPED US SPEND TIME WITH OUR OWN CHILDREN AND MAKE ENDS MEET.

My husband and I decided when we first started a family that I would be a stay-at-home mom. That's what I wanted. I didn't want to miss a moment of watching my kids grow up.



We realized that it wouldn't be easy for us financially if I didn't have a job. It can be a challenge making ends meet as a single-income family in the Marine Corps.

Working as a Family Child Care provider was the perfect solution to our problem. It gave me the opportunity to be a stay-at-home mom and make money doing it. I love my kids, and I love my job as a Family Child Care provider, and my daughter loves having children to play with during the day.



WHAT OTHER FAMILY CHILD CARE PROVIDERS ARE SAYING...

Now that I'm certified, I know I can be an FCC provider wherever we're assigned.

I truly enjoy the parents I work with.

I love helping children learn.

To learn more contact the Family Child Care director on your installation.

**FAMILY CHILD CARE...IT'S A HOME
BASED BUSINESS WITH A FUTURE!**

Opportunities may also exist to be an off-base family child care provider

WE'RE
LOOKING FOR
SPECIAL
PEOPLE
TO BECOME
USMC
FAMILY
CHILD
CARE
PROVIDERS.



IF YOU ENJOY HELPING
CHILDREN GROW,
THIS MAY BE JUST THE
RIGHT JOB FOR YOU.

The Opportunity

BY SERVING AS A FAMILY CHILD CARE PROVIDER, YOU...

- Provide a quality service to USMC children and their families.
- Increase your child development knowledge and skills.
- Become a part of a growing profession.
- Remain at home with your own children.
- Run your own business.
- Receive valuable training and certification.
- Work with other providers on joint projects.
- May transfer your certification to the next duty station.



The training and supervision are great; they've helped me to be a better parent.

Provider Requirements

TO BE A FAMILY CHILD CARE PROVIDER, YOU MUST...

- Love children.
- Be at least 18 years old, a military family member, and a high school graduate or equivalent.
- Live in military housing.
- Complete required child care training.
- Successfully pass health and other background checks.
- Participate in a home interview with your family members.



I like working with the other family care providers; they're so friendly and helpful.

Home Requirements

TO BE A FAMILY CHILD CARE PROVIDER, YOUR HOME MUST...

- Meet fire, health and safety standards.
- Be clean, pleasant, and orderly.
- Include space for indoor and outdoor play.
- Have an operational telephone.
- Be equipped with a visible, working fire extinguisher.
- Have smoke detectors in sleeping areas.
- Have two unobstructed exits.



I know I'm helping USMC families, and that makes me feel really good.

United States Marine Corps



Child Development Programs (CDP)

A Commander's Guide

Overview

Child Care Resource and Referral Offices

Child Development Centers (CDC's)

Family Child Care (FCC) Homes

School-Age Care (SAC)

On-Site Child Care for Base Functions

Baby-Sitting

Eligibility and Fees

Your CDP Points of Contact • Notes

United States Marine Corps



**Child Development Programs (CDP)
A Commander's Guide**

Overview

The purpose of USMC Child Development Programs is to assist active duty and DoD civilian personnel in balancing the competing demands of family life and accomplishment of the mission and to improve the economic viability of the family unit.

The USMC CDP on this installation provide a range of services to support parents in rearing their children. Services include parent information and education and out-of-home child care. All CDP personnel are screened, trained, and supervised. All services are of high quality.

Out-of-home child care is not a right or entitlement. It is provided to the extent possible as determined by local needs and available resources, however the demand for care often exceeds supply.

Child Care Resource and Referral Offices

Child Care Resource & Referral offices are staffed by knowledgeable professionals who can help parents:

- locate and select out-of-home infant, preschool, and school-age child care services available on and off the installation
- find services for children, including those with special needs
- locate hourly and emergency child care
- make decisions about school-age children's readiness for self care
- obtain trained teen-age baby-sitters for occasional hourly child care
- access parenting videos and written materials
- get information about baby-sitter training
- join baby-sitting co-ops
- learn how to become Family Child Care providers

Child Development Centers (CDC's)

CDC's are located in base facilities. They offer quality full-day, part-day, and hourly care for children 6 weeks to 12 years old. These programs, staffed by trained child care providers, must meet the accreditation standards of the National Association for the Education of Young Children (NAEYC). All CDC's comply with DoD standards for staff qualifications, program quality, safety, sanitation, and nutrition. They receive regular comprehensive inspections.

CDC's offer a variety of planned group and individual activities tailored to children's developmental needs. Staff consult with parents on their children's development and encourage parents to contribute to the programs as volunteers and Advisory Board members.

Family Child Care (FCC) Homes

Family Child Care is located in the provider's home on base or, in some cases, in the community. FCC providers offer full-day, part-day and sometimes extended-day and hourly care for children 6 weeks to 12 years of age.

FCC homes on base are certified by the installation. Prior to certification all providers and their family members must pass a series of background checks and the provider must complete a comprehensive training program. FCC homes receive regular fire, safety and sanitation inspections. Off-base homes registered by the Marine Corps are subject to local regulations and also receive USMC provider training and home visits.

FCC providers offer a variety of planned group and individual activities tailored to children's developmental needs. Providers consult with parents on their children's development and encourage parents to visit at any time and to contribute to the programs as volunteers and advisors.

School-Age Care (SAC)

School-Age Care is available for children enrolled in elementary school, generally kindergarten through grade 6. These planned and supervised programs are provided in Child Development Centers, Family Child Care homes, or other appropriate facilities both on and off the base. SAC is offered before and after school and during most school holidays and vacation periods.

All SAC programs comply with DoD standards for staff qualification, program quality, safety, sanitation and nutrition. They receive regular comprehensive inspections.

On-Site Child Care for Base Functions

Occasional hourly child care services may be provided on site when parents are attending a base function. There are two options for hourly on-site care. The first is Child Care in a Unit Setting (CCUS) which allows a base organization such as Key Volunteers or a wives' club to provide child care during a meeting or function. Under the CCUS concept, personnel from the sponsoring activity provide the child care. The other option is Short-Term Alternative Child Care (STACC), which differs in that employees of the local Child Development Centers provide the on-site care.

Operational requirements for STACC/CCUS are not as stringent as those imposed for the operation of a Child Development Center because parents are on site, retain custody of the children, and are available in an emergency.

Baby-Sitting

BABY-SITTING CO-OPS _____

The local Child Development Programs can provide information on how to find or start a Baby-Sitting Co-op. Co-ops are organizations of parents who need occasional hourly child care services. They operate on the principle of credit for time as parents exchange baby-sitting services rather than money. All child care in baby-sitting co-ops is provided in the homes of the co-op members.

BABY-SITTER TRAINING AND REFERRALS _____

The Child Development Programs offer training for teen and adult family members interested in providing baby-sitting services. A referral list is maintained of those who complete the training and is given to families seeking a baby-sitter to provide occasional child care for their children.

Eligibility and Fees

ELIGIBILITY

The following people are eligible for USMC child care services:

- Military personnel
- DoD civilian personnel paid from APF's or NAF's
- Reserves on active duty or during inactive personnel training
- DoD contractors

FEES

The services of the Resource and Referral office are free. Fees are charged for care in Child Development Centers, Family Child Care homes, and in alternative facilities on and off base.

- CDC fees are set by the installation commander within a range established by the DoD. Fees are based on total family income.
- FCC fees are determined by agreement between parents and providers. These fees may be regulated by the installation commander when FCC providers receive subsidy payments.

Your CDP Points of Contact

Notes

Children Get Only One Chance At Childhood Make It The Best One Possible

Your USMC
Child Care Resource and Referral Office
can help you find...

- Child Care: full-day, part-day, and hourly
- Services for children with special needs
- Information about self-care for school-age children
- Parenting information and videos
- Baby-sitting cooperatives
- Trained baby-sitters

Child Development Programs

