U.S. Department of Transportation

United States Coast Guard

CHILD DEVELOPMENT CENTER

MANAGEMENT HANDBOOK

COMDTPUB P1754.8

U.S. Department of Transportation
United States Coast Guard

Commandant G-PS-4
United States Coast Guard

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Subj: **Child Development Center Management Handbook**

1. PURPOSE. This publication outlines the responsibilities of management personnel involved in the operation of child development centers.

2. BACKGROUND.

   a. The Coast Guard operates child care centers at seven major installations.

   b. The child care centers provide a range of services (preschool, day-care, drop in, special programs, etc.) for approximately 750 dependent children each day. On a yearly basis about 50,000 units of care are given which provides support urgently required by our members to perform their jobs.

3. CHANGES. Recommendations for improvements to this publication shall be submitted to Commandant (G-PS).

G. D. PASSMORE
Chief, Office of Personnel
and Training

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MANAGEMENT HANDBOOK FOR CHILD DEVELOPMENT CENTERS

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A. INTRODUCTION

This handbook is designed to assist Coast Guard child development center management personnel implement the requirements of COMDTINST 1754.1, to furnish child development center management personnel with procedures for efficient administration, and to provide for the development of Coast Guard children in a safe environment.

Child development centers and preschools operate under policy guidance from Commandant (G-PS-4) and are currently a function of the local Morale, Welfare, and Recreation (MWR) Program. As part of the MWR Program, these facilities are an important quality-of-life factor for Coast Guard families.

This handbook outlines the responsibilities of management personnel involved in the operation of child development centers. It provides guidance in implementing policy in the areas of administration, health, fire, safety, discipline, child abuse prevention and detection, and children with special needs; guidelines for parental involvement; resources; a sample self-assessment instrument; and detailed suggestions for developing local program activities. All of this material is aimed at achieving the primary objective of Coast Guard child care: to provide quality care for Coast Guard dependent children when such care is not available or affordable in the private sector. This will measurably assist our members in meeting the needs of their families while performing the missions of the Coast Guard.

B. ADMINISTRATION

1. Standard Operating Procedure (SOP) The director of the child development center should prepare for command approval a Standard Operating Procedure covering administration of the child development facility. This SOP may be covered in a unit instruction or booklet format and should be provided to employees and patrons for information and guidance. SOP development should be coordinated with the appropriate base offices (e.g. medical, fire, security). COMDTINST M1754.1 and sections B through H of this Handbook will assist center directors in developing their local SOP. The SOP should include as a minimum the following information adapted to the local situation:

a. Center philosophy;
Why does your center exist?
What are the goals of your center?
Is there any general historic information about the center which would be of interest to the staff and parents?

b. Acceptance/registration procedures;
What papers need to be completed before a child can attend?
Is there a priority for children on a waiting list?
Minimum and maximum ages of children enrolled

c. Disenrollment policy and parent appeal procedures;
For what reasons might a parent be asked to remove a child from the center?
Extreme antisocial behavior - hurting other children, staff?
Unpaid bills?
Being picked up after closing hour on several occasions?
Staff and/or facility unable to deal with child's specific needs?
Will child be removed for a given period of time or permanently?
To whom may the parent appeal the decision?

d. Discipline policy;
Who will discipline?
How?
Alternative methods

e. Hours of operation;
Regular hours
Any special times - Pay day, special events?
Visitation policy

f. Fees and service charges
Late pick-up charges, charges for absences, vacations, etc.
When are fees due? Penalty for late payment?
Can the CDC be on the checkout sheet to assure fees are paid before a member leaves the unit?
Are scholarships available?

g. Meals
Are meals prepared at the center or do parents need to send lunch?
Are snacks served? Are parents to send them?
Any guidance on appropriate nutritional meals and snacks if the parents provide?

h. Holidays and weather closing policy;

i. Policy and acceptance of special needs children;
(See Section E on special needs children)

j. Medical and health requirements for children and employees;
Physicals, immunizations, TB test
Daily health inspection of children as they arrive
Under what conditions will parent be asked to take child home?
Policy for child returning from illness

k. Emergency medical procedures;
How parent will be contacted?
Conditions under which child will be transported to medical facility before parents arrive at center
Who will transport?
Who will administer first aid and what kind?
(Coordinate with unit medical personnel)
Policy for administering medicine

l. Safety requirements;
Plastic bottles for infants
Signing children in and out of the center
Not releasing a child to anyone but the parents unless authorized in writing by the parent
Kind of identification required when someone other than parent picks up child

m. Emergency fire and evacuation procedures;
Fire drill procedures and frequency
Fire extinguishers

n. Mandate and process for suspected child abuse reporting.
Parents as well as staff members need to know that child development center employees are mandated by law to report suspected child abuse to the proper authorities.

2. Personnel Management

a. General Child development centers currently operate as elements of local Morale, Welfare, and Recreation (MWR) Programs on bases, support centers, or training centers in accordance with the Coast Guard Morale, Welfare, and Recreation Manual (COMDTINST M1710.13). It is anticipated that child development services will be fully integrated as a Family Support Program in the future as it is now in Headquarters.

NAFA Personnel Administration is conducted in accordance with COMDTINST M7010.5, Enclosure (53), FPM 532-2, and collective bargaining agreements at three units, USCG Air Station Cape Cod, USCG Support Center New York, and USCG Training Center Cape May. Personnel guidance for supervisors of GS employees is covered in COMDTPUB P12000.2. The following is intended to provide guidance to center management personnel. Always rely on the assistance and advice of the appropriate personnel office in interpreting and carrying out policies.

The Coast Guard's child development center program goal is to provide the best child development program possible, regardless of local management style. We can't do this alone. Policy is implemented through the employees under the guidance of the director and/or the assistant director. Much of a director's day is involved in personnel management. Your big job will be to develop the people you supervise through orientation, training, encouragement, guidance, and assistance. A key ingredient of good management is effective communication, both verbal and nonverbal. Are you sending the message you really want to send, and are your employees hearing the message? Do you say one thing about expected behavior and then ignore it when employees behave in an unacceptable way? What kind of message does that convey to others?

With some employees you may be able to model the desired behavior and achieve the expected results. With other employees it will be necessary to be more direct in telling them what is expected and how to meet those expectations. Remember the same principles learned to achieve desired behavior with children also work for adults. Expected behavior needs to be clearly defined. You need to catch the staff doing those things you want and praise them for this behavior. Everyone needs some kind words and to know that what they do is important. Don't take your staff for granted or only acknowledge them by reprimands.

The staff of each child development center should consist of an appropriate mix of positions adequate to maintain required caregiver/child ratios and to operate a quality program. This will depend upon the size and type of facility operated and budgetary limits, but should include the following as needed to carry out program requirements:

1. Center Director (AF*)
2. Assistant Center Director (AF)
3. Full and part-time Caregivers (must be compensated by fees and non-appropriated funds)
4. Part-time Caregivers (volunteers)
5. Clerical Staff (AF)
6. Food Service Workers
7. Custodial Workers (AF)

*AF - may be paid from appropriated funds

b. Staff selection Building a good staff begins with the staff selection process. Selecting teachers and caregivers is an important part of the director's job as a center cannot be better than the staff employed. A congenial, enthusiastic, well-trained staff makes the management job easier and problems more readily resolved. The people hired need to be qualified by education and experience, but also need to be able to work within the philosophy and constraints of a particular center. Centers may vary widely because of location, climate, environment, and needs of the children enrolled.

c. Screening applications The MWR or NAFA office will usually advertise for applicants for open positions when notified of the need. Knowledge of the job requirements is essential, not only in assisting in the preparation of job vacancy notices, but in screening the applicants to find the most qualified to interview.

d. Conducting an interview The interview is the most important step in the selection process. For most positions it is helpful to involve other center personnel or MWR staff in the interview process. It is particularly important to involve other employees who will be working with the new employee, i.e., a teacher or an aide who will be working with the same group of children. A thorough interview that provides both the candidate and the interviewing team an opportunity to exchange information will last approximately 30 minutes. It should be conducted in an atmosphere that allows discussion among all the participants.

Successful interviews consist of more listening and observing than talking by the interviewers. To set a candidate at ease the director should begin by summarizing the position to be filled. The candidate might then be asked to briefly describe previous training and experience relevant to the position to expand upon what is on the application. Questioning specifically tailored to the position being filled should be used to probe the candidates' understanding of early childhood education and how the persons's basic philosophy fits the program and philosophy of your center. Questions asked will vary dependent upon the job to be filled, but it is important in making a final selection to ask all candidates for a job the same basic questions. Some hypothetical-situation questions can be helpful in assessing how an applicant might react in a given situation. Some examples are:

What would you do if ....

A child bites another child?

A parent complains because her child gets dirty?

You disagree with another caregiver's method of disciplining a child?

A child kicks you?

A parent complains because her child isn't learning anything?

d. Conducting an interview (cont)

Questions about discipline and guidance:

What kinds of discipline and guidance techniques have you used?

What have been the most effective techniques for you?

What has worked for you in consoling a frightened or distressed child?

What kinds of activities have you done with children to help them develop a positive self-esteem?

Other questions that could be helpful include:

How do you feel about parents using child care for their children? Do you think parents of young children should stay at home with them?

What kind of experiences do you feel are appropriate for children who are _____ years old?

Why do you believe you would be good in this position?

At the end of the interview, time should be allowed for the applicant to ask questions. This is the appropriate time to indicate that references, education, and experience will be verified prior to hiring of an applicant and that a background security check will be conducted after the employee reports to work. Finally, the applicant should be told when the final selection will be announced and how notification will be made.

Preceding or following the interview, it is good to take the candidate into the center to briefly observe interaction with children and other staff. It will also give the candidate an opportunity to observe the activities and environment of the center.

Because it is easy to forget some of what is said in an interview or who said what if several candidates are interviewed on the same day, it is important to jot down a few notes during the interview and write more detailed comments following the interview. This can be done on the page of questions asked each applicant. An idea for a simple form that can be used by all interviewers in the group follows:

Position to be filled _____

Name of applicant _____

General appearance _____

Attitude _____

Discipline philosophy _____

Understanding of young children _____

Strengths of applicant _____

Weaknesses of applicant _____

Interviewer signature _____

Date _____

After interviewing all candidates for the position, deciding whom to hire may be difficult. Sometimes one candidate may stand out above the others, but most of the time it takes a careful evaluation of each candidate's background, strengths, and weaknesses to make the decision. It is important to select someone who genuinely cares about children, who is willing to learn, and who can work well with the other staff in your center setting. It is possible to provide training in aspects of child care, but it is almost impossible to change a candidate's personality or basic view of children and expected behavior.

It is professional and polite to notify all candidates who have been interviewed when the position has been filled. Those not selected should be thanked for applying. Their applications may be kept on file in case of future vacancies. These individuals may become a good source for substitutes when needed.

e. New Employee Orientation All new employees need an orientation session prior to beginning work at the center. This orientation should include a tour of the center with an opportunity to meet other employees, a review of the unit SOP and the employee handbook. It it helpful to develop an orientation checklist to ensure covering all important information with each new employee. Please coordinate this with your personnel office. Indicate who should be contacted in case of illness or other absence of the employee. These are some items you may want to include in your checklist:

The job

____ Hours and duties of job
____ Who supervises employee
____ Where supplies and equipment are stored
____ Where employee can store personal belongings
____ Staff meetings, training

Rules and regulations

____ Mandated reporting of suspected child abuse or neglect and procedure
____ Lunch and break periods
____ When and how to report on the job injury/illness
____ How to answer phone and where to record messages
____ Personal phone call and visitor policy
____ Safety regulations, fire drills, emergency procedures

CERTIFICATION BY EMPLOYEE

This checklist has been prepared to assist you start your new position properly. Your signature is required to indicate you received an orientation and have read the unit SOP and the employee handbook.

(Date) (Employee's Signature)

f. Probationary periods New employees should be provided with on-the-job training which includes a break-in period under the direct supervision of an experienced employee. Whenever possible, this break-in should be undertaken with the person replaced to provide continuity and consistency. When this is not possible, a new employee should be paired with a current employee who will provide a good role model.

Each new employee serves a 1 year probationary period in order to train, guide, and evaluate the employee's compatibility with the job. The director should schedule regular periods of observation during this time with feedback to the employee.

g. Evaluating employee performance All employees are evaluated at least annually. Informal midyear feedback is helpful. It is particularly important that probationary employees be given informal evaluations as the year progresses. Directors, in cooperation with local personnel and MWR offices, should tailor the evaluation criteria to fit the job requirements of the child development center staff. Those behaviors, taken from the job description, which are critical to the performance of the job should be evaluated. Personnel should be informed of the evaluation criteria when employed and counseled about performance as the need arises.

h. Credentialing requirements for management employees By January 1, 1992, all directors and assistant directors must have an early childhood education credential. State requirements for an early childhood education credential can usually be met by the completion of a Bachelor Degree, an Associate of Arts Degree offered by many community colleges, completion of a specified number of college courses in early childhood education, or by obtaining a Child Development Associate (CDA). Check with your local Department of Social Services or Department of Education for requirements in your state. You may be able to obtain further information about training advisors and other assistance from the Head Start Education Coordinator nearest you. A list of contacts is in section I. For more information about the CDA and scholarships available contact:

Council for Early Childhood Professional Recognition
1718 Connecticut Avenue, N.W., Suite 500
Washington, DC 20009-5786
(202) 265-9090 800-424-4310

i. Licensing or certification of the center By January 1, 1992, each center should be licensed by the local/state licensing agency or accredited by the National Association for the Education of young children's National Academy of Early Childhood Problems.

j. Dismissal policy Policy will be provided by your personnel office.

k. Documenting Refer to COMDTINST M7010.5, Enclosure (53) and, if applicable, unit collective bargaining agreement with assistance from your personnel office. Steps should be taken to document actions that may lead to the dismissal of an employee. To be fair to the employee and to protect the Coast Guard and yourself from possible lawsuits the following guidelines are strongly recommended:

Write down and date specific incidents including who was involved, what time was it, background of incident, what was the specific infraction;

Ask yourself if the infraction was something you would overlook in other employees;

Have an evaluation conference with the employee;

Bring up the points that you feel may be ground for dismissal;

Listen to the employee's point of view/explanation and consider any mitigating circumstances;

Is the infraction one of which the employee was aware?

Is incident due to possible misinterpretation of the job description?

Let the employee know that you disapprove of the particular action you are protesting;

Document the conference, including date, time, location. Write down key points and any particular statements you feel would be relevant if the exact wording were given in court;

Document reports by others; and

Record periodic observations.

1. Maintaining staff morale and preventing employee "burnout" Child care is a demanding job because of the great responsibility adults assume for the safety and well being of the children. Burnout has been defined as the loss of positive energy, flexibility, and personal creativity on the job. Signs are fairly easy to spot - repeated tardiness, increased absenteeism due to illness and feeling of "no energy", and more staff complaints about children's behavior, the parents, the director, and the working conditions. In addition, gossip among the staff increases, petty arguments arise, staff meetings are filled with discussions about job details, and no one seem as flexible or willing to accommodate inconvenience as before. Here are some suggestions for keeping staff morale high and preventing "burnout":

Be sure that each staff member has a well-defined job with reasonable expectations;

1. Maintaining staff morale and preventing employee "burnout"(cont)

Have support or back-up staff available to fill in for absent caregivers to prevent people from having to do double duty;

Work hard for good communications with all staff. Provide regular opportunities for caregivers to air their concerns, in staff meetings or through a suggestion box. Involve all staff in decision-making about their own work environment;

Be consistent in staff supervision so that all policies and procedures are carried out from day to day and employees know what to expect;

Provide staff development and training regularly to improve the understanding and skills of employees;

Pay attention to center climate and recognize the signs of burnout behavior when they first arise;

Use recognition and special awards frequently. These may take many forms such an "Employee of the Month Award", praise in a parent letter, personal commendation or a pat on the back for a job well done. One idea is to put envelopes, each marked with the name of a staff person, in either a work area or staff lounge. Employees are encouraged to put a note in the envelope of anyone who has done something special. It may be as simple as a big smile of welcome to a child or other staff member or more complex like pitching in to do "above and beyond" when the center is short staffed during a round of the flu bug. Be sure that the staff knows that you are aware of what they are doing and appreciate their efforts. You can't do this sitting behind your desk!

Change routines if you feel like everyone is getting stuck in a rut. Try trading responsibilities for a day so that everyone understands and appreciates what others do for the program;

Creat an atmosphere that allows for fun by everyone. Don't let mountains become mole hills. Try secret pals or silent auctions. Plan some special activities such as Halloween parades, picnics, and field trips;

Create opportunities for staff to feel successful and demonstrate the value of what they do. Allow for sharing of activities that have been particularly successful for staff members and children at staff meetings or trainings; and

Create an atmosphere of trust and mutual respect. Respect things told you in confidence. Assume that staff will follow through on assigned tasks; give them a deadline and let them do the job.

3. EMPLOYEE HANDBOOK

So that employees understand expectations and working conditions, each center should develop and distribute staff guidance, separate from the Standard Operating Procedure, covering the following employee relations areas:

a. Center philosophy and purpose;
   Why does your center exist?
   What are the goals of your center?
   Is there any general historic information about the center which would be of interest to the staff?

b. Organizational chart;
   Include a very simple line drawing to illustrate all the positions in the child development center and how they relate to each other. Include any other organizations on the unit that may be responsible for any administrative function for the center, i.e., Morale, Welfare, and Recreation, Personnel, NAFA, etc.

c. Discipline policy;
   Restriction on corporal punishment
   Who may discipline
   Methods of discipline that may be used

d. Reporting child abuse/neglect;
   Mandatory requirement
   Signs to look for
   Procedure

e. Job descriptions;
   Be sure that each employ has a copy of the position description for her job.

f. Credentialing requirements for management employees
   By January 1, 1992, all directors and assistant directors must have an early childhood education credential.

g. In-service training and staff meetings;
   Frequency
   Requirements to attend
   Other workshop and training opportunities

h. Dress code;
   Clothing should be comfortable, easily cared for, and permit freedom of movement. Even though a child development setting is informal and there is a need to bend over, sit on the floor, and lift children and equipment, there still may be some restrictions on what would be considered proper attire in each area of the country. Are tank or tube tops appropriate? How short can shorts be and still be considered appropriate?

i. Health requirements -See COMDTINST 1754.1 (series).

j. Probationary periods
Refer to COMDTINST M7010.5, Enclosure (53) and guidance from your personnel office.

k. Dismissal policy
Policy will be provided by your personnel office.

l. Holiday policy
Refer to COMDTINST M7010.5, Enclosure (53) and consult with your personnel office prior to listing the legal holidays.

m. Annual leave and sick leave policy
Will be provided by your personnel office.

n. Sick leave
Sick leave is a privilege and must be used in compliance with leave regulations. Sick leave shall accrue at the rate of 5% of the total hours in a pay status not to exceed 4 hours for each bi-weekly pay period. Sick leave shall be granted only for the following reasons:

(1) To receive medical, dental, or optical examination or treatment.

(2) Inability to perform duties because of sickness, injury, or pregnancy and confinement verified by an authorized practitioner.

(3) Presence at duty would jeopardize the health of others because of exposure to a contagious disease.

(4) For further information contact your personnel office.

o. Employee group benefits and retirement information will be provided as appropriate.

p. Time keeping and payroll procedures.

When are time cards due? To whom?

When are regular pay days?

q. Local orientation items;

Playground rules

Fire and evacuation plans

Procedures for opening and closing the center.

Each employee should be required to review the employee handbook and their unit's Standard Child Care Operating Procedure. It is recommended that employees sign and date a statement that they have read these documents and are aware of center policy and procedures.

A loose-leaf notebook format for the handbook allows adding to or deleting materials easily. The return of the Employee Handbook should be an item on the checkout list for employees terminating employment at the center.

4. Records Management The Center Director is responsible for establishing and maintaining a system of child and financial records to document daily transactions and for compliance with COMDTINST 1754.1. As a minimum, the following records should be maintained:

a. Child's File

(1) Child Care Registration Form completed and signed by the parents prior to admission and updated annually (CG-5484);

(2) Child Health Form (CG5484 A);

(3) Field Trip Permission Forms (CG-5484 B);

(4) Medication Permissions Forms (CG-5485); and

(5) Record of caregiver/parent conferences.

At the end of the year, children's records are to be filed by year. They should be destroyed 3 years after the child leaves the center. Upon written request of a receiving school, and with the written permission of the parent, the original registration form including the medical history may be sent to another school or center A copy will be kept in the file and handled as are other children's records.

Medication Permission and Log of Medication Given forms should also be filed by year and destroyed 3 years after the last date on the form.

b. Volunteer File

(1) Verification of TB test for each volunteer;

(2) Record of hours for each volunteer;

c. Financial Records

(1) Annual budget;

(2) Fee collection records;

(3) Expense records;

(4) Inventory of equipment;

(5) Survey of child care costs in surrounding area;

(6) Additional guidance on financial management is given in section/5.

d. Other Records

(1) Record of staff training - topic, attendance, etc.

(2) Record of parent meetings - topic, number in attendance.

(3) Copy of annual self-assessment.

(4) Copy of Quarterly Child Development Center Reports due to G-PS-4 on February 1, May 1, August 1, and November 1. A copy is included at the end of this section.

(5) Copy of Annual Child Development Center Report due to G-PS-4 on November 1. A copy is included at the end of this section.

(6) Copy of Child Development Center Financial Statement for the FY, due to G-PS-4 on November 1. A copy is included at the end of this section.

(7) Record of any visits by licensing or regulating agencies.

e. Personnel Records maintained by personnel office shall include the following and be available to the Center Director to verify completion of requirements of COMDTINST 1754.1:

(1) Annual physical exam, including TB test;

(2) Verification of current First Aid and CPR training;

(3) References checked prior to employment;

(4) NAC completed for each employee;

(5) Annual evaluation forms; and

(6) Standard Form 7B, Employee Record.

5. Financial Management The following needs to be included in the written local policy, but not part of policy given to parents:

a. Procedures for bookkeeping and handling of monies
What records and receipts will be kept by center personnel?
What records will be kept by MWR, NAFA, or other unit office?
When/how often will money from fees be deposited?
By whom?
How much cash for change will be kept in the center overnight?
Where?
How will unpaid parent's bills be handled?

b. Preparing a budget
In June of each year a projected budget should be prepared to set the fees for the following school year. Figure anticipated income based on projected enrollment and fees currently charged. Remember in computing fees to allow for absences, holidays, etc. in accordance with local policy. List all expenses charged to the child development center. Check the two totals to see if they balance. If expenses exceed anticipated income, then you will need to see if there are expenses that can be trimmed or eliminated, if fees may need to be raised, or additional funding can be found in order to have a balanced budget. A sample format is at the end of this section. A monthly comparison with projected year totals will help keep things on the right track.

c. Guidelines for establishing fees and charges

(1) Quality care should be provided at fees reasonable enough to enable utilization by all eligible personnel. Fees should not be established to earn a profit (i.e., net income) or to provide for capital requirements (buildings and equipment). Any income above expenses should be returned to the center program in the form of supplies, equipment or other program improvements. Fees and charges should be set to cover basic operating expenses [salaries to caregivers and staff (other than administrative personnel), food and supplies]. With command approval nonappropriated funds (MWR) generated outside child development centers and contributions and donations from individuals or private organizations may be used to provide supplementary funding for special equipment or supplies.

(2) In establishing fee structures, fees may be set on a sliding scale based on total family income, rank/rate of parent(s), number of children in family enrolled in the program, or age of children. If a discount is given for additional children in the same family the recommended discount is not more than 20 percent. It is also recommended that drop-in rates not be discounted.

c. Guidelines for establishing fees and charges (cont)

(3) Fees for Coast Guard Child Development Centers should be approximately 70 to 80 percent of those charged by local commercially operated centers offering comparable facilities and programs. Local rates will be surveyed biennially. Local budget situations will also be taken into consideration when setting fees.

(4) Centers which offer half-day as well as full-day care should charge proportionally more for a part-day in order to cover administrative and space costs. A rate of 60 percent of the full-day rate is suggested.

d. Other Funding Sources

(1) Families

Some families may qualify for financial assistance for child care from agencies of local, State, and/or Federal assistance programs. Child care tax credits are available to all.

(2) Centers

Your center may qualify as a participant in the Combined Federal Campaign or United Way. Center Directors should research this possibility with the local coordinators of these campaigns.

The United States Department of Agriculture Child Care Food Program may be available to assist in defraying the cost of food service programs for children. Commands should establish the appropriate liaison and proper method of obtaining financial assistance with each State agency.

Fund raising activities may be coordinated by Parent Advisory Committees. The committee is an excellent source for funding special equipment and recruiting volunteer workers for special programs, field trips, etc.

Sample Budget Sheet Format

INCOME	Averg. Monthly	Total Yearly
Registration fees	_____	_____
Child care fees	_____	_____
Pre-school fees	_____	_____
Late charges	_____	_____
Fund raising activities	_____	_____
Contributions	_____	_____
M.W.R. support	_____	_____
USDA Food Program	_____	_____
Miscellaneous	_____	_____
TOTAL INCOME	_____	_____

EXPENSES		
Payroll and benefits	_____	_____
Supplies and equipment	_____	_____
Food for meals or snacks	_____	_____
Office expenses	_____	_____
Staff training	_____	_____
Uncollected fees	_____	_____
Miscellaneous	_____	_____
TOTAL EXPENSES	_____	_____
ANTICIPATED NET INCOME OR (LOSS)	_____	_____

C. PROGRAM OF ACTIVITIES

1. General

a. An ongoing developmental program should be established to provide activities which include individual and small group experiences, both adult and child initiated. Opportunities for language, math, science, music, art, cooking, and motor development should be provided routinely, based on children's developmental levels.

b. The lead teacher or caregiver in each group should develop and post a daily schedule which allows children's active participation in a variety of activities, such as social/dramatic play, creative art, blocks, small motor development, language development, music, and large muscle development. Activity plans should be submitted to the director for approval prior to execution. Paper and pencil work sheet activities should be used minimally, if at all.

c. The program and the environment should be planned to give every child an opportunity to develop independence. This should include responsibility for materials and personal belongings and any other self-help activities appropriate for the child's age. Materials should be displayed on easily accessible shelves to afford opportunities for choices and decision making.

d. Programs should include activities that promote the child's self-esteem, self-confidence, and a positive self-image. Each child should be recognized as an individual and respect should be given to a child's choice of activities, privacy, and background. The program should reflect the cultural diversity of the children attending the center and allow opportunities for the children to explore a variety of social and cultural backgrounds.

e. The developmental level of the users should be considered when toys and equipment are purchased. Before making a selection be sure:

(1) It is safe, durable, and versatile;

(2) It gives children active roles, not merely diversions;

(3) It is easy to manipulate and comprehend;

(4) It works as intended;

(5) Price is based on durability and design;

(6) It supports the level of development intended; and

(7) It is sized appropriately.

f. Television watching should be limited, not exceeding 30 minutes a day. Only television programs designed for children should be used to supplement daily plans.

g. Routines should be planned to prevent children from waiting in line, assembling in large groups, or sitting for long periods of time.

h. Every full-day program should include a routine for napping. The supervised nap period should be one hour or longer for children under the age of five who attend the center on a full-time basis. Children who do not rest or sleep should have a quiet time with materials or activities that do not disturb resting children.

i. Each employee in charge of a group of children should prepare a folder of information and suggestions that a substitute can use to carry out the planned program. Based upon the center's program, the age of the children, and the needs of the group, this folder may include:

Unit child development center SOP,

A welcome note for the substitute,

Name of aide in group and other teachers who can provide information and assistance,

Employee Handbook,

Daily schedule,

Activity plans for week,

List of children in group and any helpful information that can make working with the children easier,

Name tags ready to pin on children,

Flannelboard story which the children have never seen,

Names of two or three favorite records or cassettes and their location,

Suggestions for favorite stories, fingerplays, and songs.

2. Key Learning Activities

a. Within the larger classroom setting, children should be divided into smaller groups. Small groups lessen the probability of aimless wandering, lack of involvement, hostility, and squabbles while perpetuating interest, participation, cooperation, and compliance.

b. Young children learn best through their play and not in a formalized and structured desk-and-chair classroom setting. Different environments need to be created through the use of interest centers with activities that will promote understanding and growth in each of the areas discussed below.

(1) Self-concept development

Child develops a positive sense of self-identification; use child's names in conversations and in art work. Encourage the children to call each other by name. Display children's art work identified with names.

Child develops self-confidence in relationships with adults and can ask for help or seek affection when needed; adults respond appropriately to expressed needs.

Child develops self-confidence in relationships with other children by planning, sharing, and using words to express needs and feelings; adults give children an opportunity to work out differences, but are nearby to suggest strategies and stop differences before they get out of hand.

Child develops ability to understand and express emotions in acceptable ways; adults let child know that feelings are real and must be dealt with and provide appropriate ways to express feelings that are not harmful to the child or others.

Child develops an increasing sense of responsibility appropriate for age; adults give the child the time necessary to clean up after an activity, give choices when appropriate and respect the child's choice, and help the child accept responsibility for his actions. This may be as simple as asking a child to use a sponge to wipe up spilt milk (without a lecture on clumsiness!).

Child develops an increasing attention span and ability to stay with a task until completed.

Child develops a sense of respect for his/her identity and the right of others to their special identities; experiences resulting in an understanding that different is not wrong are presented.

(2) Development of creativity

Child's individuality and creativity is encouraged; materials may be used in a variety of ways and a variety of responses are acceptable in a discussion.

Child uses materials to create own designs and objects.

Child displays imagination in dramatic play, storytelling, etc.

(3) Development of curiosity

Child can ask many questions and is encouraged to find answers; adult role is not to dispense facts.

Adults need to give children time to experience and respond.

Children can discover for themselves through materials and equipment provided.

Freedom to explore and learn by trial and error within reasonable limits is allowed so that cause and effect relationships can be observed.

(4) Social understanding

Discussions, books, pictures, classroom visitors, dramatic play are appropriate ways to develop social understandings.

Provide a variety of dramatic play props to allow children to play different roles in working toward an understanding of how society functions.

(5) Science

Magnets, prisms, magnifying glasses and other science materials are provided.

Projects are planned involving plants, animals, fish, outdoor walks.

(6) Fine motor coordination

Puzzles, peg boards, tinker toys, beads to string, Legos, and art materials such as crayons, and scissors appropriate to age and development are provided.

(7) Gross motor coordination

Each child is helped to develop body and manual coordination.

Child develops progressively difficult gross motor skills such as walking, stair-climbing, running, hopping, dancing, and ball throwing and catching.

Block play, balance beam, climbers, wheel toys are made available.

Child develops progressively complicated manual coordination from grasping to use of simple tools such as crayons, scissors, hammer, clay, easel painting, finger painting, etc.

Whole body coordination is developed through rhythm activities, creative movement, and active games.

(8) Visual perception

Child's visual perception is enhanced by walks, puzzles, matching games, art activities, books, pictures, and creative movement.

(9) Auditory discrimination and listening skills

Child's auditory skills are enhanced by perception and imitation of sounds outdoors and indoors.

Child experiments in creating sounds and reciting nursery rhymes and poetry.

Musical activities provided include singing, use of instruments, phonograph, rhythm activities, musical games, nonsense songs, and rhymes.

(10) Conceptual and cognitive development

Child develops concepts and reasoning skills appropriate to development through:

Sand and water play - dumping and filling various sized containers;

Unit blocks, shapes, relationships;

Measurement tools;

Science materials;

Manipulative toys and games involving matching, counting, fitting, constructing;

Fingerplays, songs, books; and

Sensory exploration to identify objects by sound, touch, taste, and smell.

(11) Building vocabulary and verbal skills

Child develops a growing vocabulary, both expressive and receptive, through:

Verbalization of thoughts, feelings, ideas in one to one or small group;

Experiences which build vocabularies and clearer understanding of word meanings such as comparing, describing, sorting, special projects, field trips and visitors, language games; and

Music, books, finger plays, poetry, nursery rhymes, felt board stories, story records or tapes, films, and filmstrips.

(12) Concept of reading

Child develops the idea that books are "talking written down". Teachers label pictures with child's name and comments.

Child identifies books as a source of enjoyment and desired information.

Adults use language experience techniques, i.e., translating children's own words, stories, picture titles and descriptions into written form to illustrate relationship between spoken and written language.

Sequence puzzles are provided.

3. Outdoor Play

There should be ample time spent in outdoor play. In areas where the weather may prevent daily outdoor play, the schedule should include indoor activities which foster large muscle development.

Provide a variety of surfaces, both hard and soft, for a variety of different activities. Be sure that surfaces under climbing and swinging equipment are resilient to cushion falls.

Set up outdoor activities so that areas are easily observable by adults supervising the play yard.

When choosing equipment, look for those pieces that can be used in a variety of ways, are easy to supervise, and call for a child to use his/her imagination. Vary the choice of activities by bringing the painting easel or carpentry center outside in nice weather. Provide boxes, planks, ladders, tires, and sawhorses that can be put together in different ways. Create obstacle courses with these items that can change to offer different challenges.

Be sure to leave part of the playground free from equipment for running and building. Isolate swings from areas used for running around or moving from one piece of equipment to another.

In planning for equipment placement, be aware of when the sun hits the play yard. Look at planting trees or adding a structure that will provide shade on hot days. When planning the play yard, don't forget to plan storage space for tricycles and other moveable equipment.

If you have a concrete surface for trike riding, try painting roadways, complete with curves and intersections, for learning to steer and control tricycles.

If you have a sandbox and the sand gets very dry, water it just before closing so that it is moldable the next day.

Resist the urge to organize preschool children in structured games, particularly those with a winner and lots of losers. If some children choose to play games on their own, that is different, as they will probably make up their own rules as they go along.

Try planting a garden with the children. Nothing tastes better to children than vegetables they have grown themselves.

D. GUIDANCE POLICIES

The following are guidelines that may be helpful in developing guidance policy, providing positive suggestions to the staff, and in heading off major discipline problems:

Use the child's name when you talk to him or her;

Follow the general rule that children are not allowed to do things that would hurt themselves or others or to destroy property;

When stopping an action or redirecting to another activity explain in simple terms what the rule is, ie., "I cannot allow you to hit other children.";

Adults need to keep their voices firm but soft when dealing with unacceptable behavior. Loud, harsh voices only add to the tension of the situation;

Instead of yelling (calling) across the room, it is preferable to move to the child and get down to his/her eye level. (Do we like to be yelled at across the room?);

One way to help children understand the need for quieter voices inside is to talk about "inside voices" and "outside voices". It may be helpful when returning from the playground to remove "outside voices" and put "inside voices" back in;

State what the child should do. There will be less resistance than with lots of "don'ts". "The sand stays in the sandbox" tells the child what to do as well as implying what not to do;

Listen when the children talk. Show an interest and let them finish an idea. It's not necessary to correct grammar or impose one's ideas. This may only stop the conversation;

When you can, ignore "bad" language. Children often use profanity to get a reaction from adults. A simple statement that we do not use those words at school will usually resolve the situation. It might be helpful to give the child some nonsense or silly rhyming words to use instead such as, "Oh, hippopotamus!" as an alternate to profanity;

Give children choices only when alternatives are acceptable. If you want a child to put toys away a direct, "It's time to clean up now" is better than "Don't you want to put the toys away?" The latter allows the child to say no when that is not your intention;

Children should not be forced to participate in an activity, but they should not be allowed to disturb those children who are; and

Reinforce desired behavior by commenting and giving attention to the child when he is doing what is acceptable. Ignore irritating behavior that is not breaking any rules. Many children prefer attention for misbehavior to no attention at all.

E. SPECIAL NEEDS CHILDREN

Public Law 99-457, the Education of the Handicapped Act Amendments of 1986, is a commitment to the nation's handicapped infants and young children. Research has shown that early intervention can assist special needs children reach their full potential. Center personnel should consider working with these children an opportunity as well as a challenge to make a difference in the lives of these children and their families.

Therefore, children with special needs should be accepted for enrollment in centers whenever possible, following the acceptance guidelines in COMDTINST 1754.1, Child Development Centers and Facilities. The presence of children with special needs can be an educational experience that enriches the lives of other children. Children will have an opportunity to know special needs children on an individual basis and may learn to be more comfortable with others who have visible handicapping conditions. Special needs children can gain from the opportunity to be with other children and a part of the group. For parents of special needs children the time that the child is in the center may be a welcome respite period.

F. HEALTH, FIRE, AND SAFETY REQUIREMENTS

This section provides guidance to the child development center director for complying with the the health, fire, and safety requirements of COMDTINST 1754.1, Child Development Centers and Facilities Instruction.

1. Food Service Operations

The director and all child care personnel responsible for the selection of meals and/or snacks, should have a basic knowledge of nutritional needs for children gained by completion of a workshop or class in child nutrition. Meals provided must be balanced and nutritious.

Single-service dishware and/or eating utensils may be used in child care centers. Where multi-use cooking utensils and/or dishware are used, they shall be washed and sanitized in accordance with USDA Food and Nutrition Service Regulations.

Children should be involved in snack preparation as a learning experience. They can count, measure, see changes in food if it is heated, and have many sensory experiences.

2. Diapers and Bedding

For health and sanitation reasons, only disposable diapers should be permitted. Medically indicated exceptions to this policy should be allowed only when a statement to that effect, signed by a physician, is presented. Used diapers should be kept in tightly covered receptacles with plastic liners. Plastic liners should be closed and secured before placing them in outside covered refuse receptacles. Soiled diapers should not be stored in play, sleep, or food service areas. Diaper change areas should be covered with either disposable paper (changed between infants) or with a washable material thoroughly cleaned with disinfectant solution after each use.

Mattresses should have waterproof covers. Bed linen should be changed when soiled and when beds, cots, or cribs are occupied by different children. All bed linen should be changed at the close of the day. Cribs, playpens, and other equipment should be washed with a disinfectant solution daily.

3. Illness Prevention and Screening

Adults shall wash hands with soap and water after changing children, after using restroom, and before food preparation or service.

Children should be visually screened upon arrival at the center each day for symptoms of illness. No child should be admitted with a noticeable fever, cough, runny nose, or rash without a physician's statement that the condition is not communicable.

An area should be provided for isolating ill or injured children until their parents or medical personnel arrive to remove them.

4. Emergency Procedures

Procedures shall be established for obtaining immediate care for children whose health condition is such that waiting for a parent might jeopardize the child's life or pose a risk of permanent disability.

Procedures should be established for those first aid treatment that can be performed by the center staff, e.g. cuts, scratches, bumps, etc.

First aid supplies should be available and stored in an area inaccessible to children.

An incident journal kept in the director's office will provide factual information in the event a parent calls and the person who witnessed or took care of an injury is not available to answer questions. A loose-leaf notebook with a format like this may be helpful:

Date and time Child Teacher

Incident

Action

An accident report should be completed and maintained for information and insurance purposes when a child has an accident requiring medical attention or resulting in death to a child. Below is one possible format:

ACCIDENT REPORT

Name of child _____ Date of accident _____

Address _____ Time of accident _____

_____ Child's home phone _____

Nature of injury (describe in detail):

Where did the accident occur? _____

Who was supervising at the time? _____

Adult/child ratio at time of accident _____

Emergency care administered:

Administered by: _____ Time: _____

Physician notified: _____ Time: _____

Ambulance called: _____ Time: _____

Parent (guardian) called _____ Time: _____

An "Ouch Note" sent to parents explaining a minor accident occurring to a child at the center is a good method of communicating with and developing good relations with the parents. An example is shown below.

Your child _____ had an "ouch" today at the child development center. This is what happened: _____

_____

This is what we did:

_____

5. Room Climate Control

It is important that adults get down on the floor with the children to determine whether the temperature is comfortable and whether there are drafts. The temperature in all rooms occupied by children should be between 68 and 78 degrees Fahrenheit.

Toilets, lavatories, and kitchens need adequate exhausts.

6. Fire

Centers should be located on the ground floor, regardless of building construction. However, multi-story facilities may be used for children age 4 or above if special construction standards or automatic fire extinguishing systems are incorporated. No children may be cared for above the fourth floor. If relocation in noncombustible facilities is not feasible, existing centers constructed of unprotected wood frame or unprotected ordinary construction may be used for children under 3 if the following conditions are met:

1. The entire building is protected by an automatic fire extinguishing system;

2. The infant room and play or sleep room for children under 3 is individually separated from other areas by fire-retardant partitions;

3. The infant room has an exit opening directly to the outdoors. All other play or sleep rooms will have two exits. Floors below ground level should not be used for child care services.

Smoking is prohibited on the playground or in any area accessible to the children. It may be prohibited entirely for parents, maintenance personnel, and others in the center as well as to the staff.

All personnel need to be trained in proper evacuation procedures. These procedures should be conspicuously posted in each group area of the building. Fire drills will be conducted at least monthly, weather permitting, for staff and children who are able to walk by themselves. Drills will be supervised by the director or a designee. Staff should practice removing cribs from the facility so that infants will be evacuated quickly in an emergency.

7. Safety

All windows should be firmly screened to protect children from falls and to prevent insects from entering. Screens should be easy to remove during emergencies. Double-hung windows should be counterbalanced to prevent injuries to a child's finger or arm.

Stairs should have nonslip treads. Gates or similar protection should be provided at stairways. Because of fire hazard, space under the stairwell should not be enclosed or used for storage or any other purpose. Handrails will be provided for children.

Floor surfaces should be easily cleaned and nonslippery.

Separate areas for storage of cleaning equipment and supplies should be provided. Detergents, solvents, and all potentially dangerous supplies should be kept in a locked closet inaccessible to children. Flammable, poisonous, and highly caustic material such as drain cleaners should not be stored in the facility.

No activities can be permitted in a room containing a furnace, domestic hot water heater, or gas meter. Open-flamed heaters cannot be used in care facilities. Air-conditioners and other mechanical equipment should be inaccessible to children.

All electrical outlets should be child safety types or be covered when not in use. Only approved extension cords may be used. Electrical appliances, radiators, fans, and similar appliances meeting Underwriters Laboratory (UL) and NFPA standards and protected from child contact are authorized.

Finger and handholes should not be provided in mechanical, electrical, or plumbing access panels. Panels should be secured.

Off-street parking should be provided so children and parents can enter and leave the facility without crossing a thoroughfare.

G. CHILD ABUSE PREVENTION

Child care workers are in an excellent position to educate children and parents to assist in preventing child abuse and are often the first to see signs of child abuse. Persons who work with the children every day are in a good position to observe changes in behavior that may be indicative of stressful or abusing situations. Employees of child development centers and family child care providers are mandated reporters of child abuse and may be liable under local or State law for not reporting suspected abuse or neglect. Reporters are given immunity from prosecution if the report was made in good faith and based on valid indications that abuse has or is occurring. Think of reporting as a request for help that is made on behalf of the child.

Care must also be taken in screening personnel for employment and in observing all employees so that signals of potential abuse can be read early. In this way, behavior that is potentially abusing may be stopped. Some "red flag" behaviors include yelling, grabbing children, power struggles, and lack of interaction with the children. DoD 6060.1-M-18, Prevention of Child Abuse and Neglect in Child Care Settings, should be inserted after this page of the handbook. It contains excellent material that will assist managers and staff in preventing, minimizing, detecting, and dealing with child abuse. The section on "Prevention Through Operational Policies and Procedures" should be read when preparing the local SOP.

H. ADVISORY COMMITTEES AND PARENTAL INVOLVEMENT

1. Advisory committees for child development centers consisting of parents and members of the supporting community are required by COMDTINST 1754.1. The purpose of an advisory committee is to provide parents with an avenue for direct input to the Commanding Officer and the Center Director concerning the policy and operation of the facility. The chairman of the advisory committee should submit written summaries to the unit Commanding Officer of any suggestions, needs, or concerns of the committee. This is not a policy making body but an advisory group. The majority of those selected should have children who utilize the child development programs on a regular basis. One active duty individual with a child utilizing a program will be designated as chairperson. The director of the child development center and key staff personnel should participate in meetings and be available to answer questions and concerns of parents. The Family Program Administrator for the area may participate.

2. In cooperation with the center staff, the director should develop a method of evaluating the progress of children regularly enrolled in the program and a process for reporting this information to parents. This should usually be a parent/caregiver conference conducted on a quarterly basis.

3. The center director should maintain a list of community resources and develop liaison with other community agencies to provide referrals for parents when the need arises for services which are outside the scope and capability of the center.

4. Parents should be informed they may visit the center any time their child is in attendance. Parents should be counseled that a period of adjustment may be required for some children. This may involve occasions when the parent's presence should not observed by the child if it is not time for the parent to take the child from the center. Opportunities should be provided for parents to observe their children in a way that neither disturbs the children or disrupts the program.

5. Regular communication with parents is important. There are a variety of ways to do this. A bulletin board near the sign-in desk or in each group area, a monthly newsletter, or a monthly calendar with activities highlighted are effective ways of getting information to the parents.

6. Meetings involving all of the parents should be scheduled. Input should be solicited from the parents about their needs and concerns when planning topics for these meetings. When meetings have relevance to the parents, attendance increases. Develop a checklist with suggested topics so parents can indicate those of interest to them. Include space for suggesting additional topics. This might be an agenda item for the committee discussed in para. 1, above.

7. Develop a library where parents can browse and check out books. Encourage parents to share books they find useful in developing an understanding of young children and in enhancing their parenting skills. Articles of interest can be posted on a bulletin board in this area.

I. PROFESSIONAL ORGANIZATIONS Employees of child development centers are encouraged to take an active role in a professional organization that works to improve early childhood education and the welfare of young children. Two major nonprofit organizations for early childhood educators are listed below:

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue, N.W.
Washington, DC 20009-5786
(202) 232-8777 800-424-2460
Journal: Young Children
Local and regional affiliates hold meetings and trainings - check for nearby group. NAEYC is primarily concerned with children from birth through early elementary school.

Association for Childhood Education International (ACEI)
1141 Georgia Avenue, Suite 200
Wheaton, MD 20902
(301) 942-2443
Journal: Childhood Education
ACEI is an international organization with headquarters in the United States. The major focus is on children from infancy through adolescence.

Membership fees in a professional organization may be tax deductible.

J. HEAD START LOCAL PROGRAMS AND REGIONAL RESOURCE CENTERS

Region I (Massachusetts)

Sheila Skiffington
Head Start Resource Center
Educational Development Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100 ext.236

Cape Cod Child Development Program
83 Pearl Street
Hyannis, MA. 02601
(617) 775-6240

Region II (New York, New Jersey, Puerto Rico)

Patricia Hall
Head Start Resource Center
Department of Human Services and Education
New York University
48 Cooper Square, Room 103
New York, NY 10002
(212) 998-7205

Gary L. King, Director
Putnam Child Development Center
706 Quincy St.
Brooklyn, NY 11211
(718) 453-5001

Zelma Malloy
Atlantic Human Resources, Inc.
27 North Massachusetts Avenue
Atlantic City, NJ 08401
(609) 348-4166

Family Child Care Assistance
Cape May County
Division of Women

Mary Gaspar, Education Supervisor
Project Head Start
Municipality of Mayaguez
11 de Agosto Street Corner SAL
Mayaguez, PR 00709
(809) 833-0660

J. HEAD START LOCAL PROGRAMS AND REGIONAL RESOURCE CENTERS

Region II (New York, New Jersey, Puerto Rico) (cont)

Municipality of San Juan
Department of Family Services
Call Box 70170
Hato Rey, PR 00936
(809) 754-0875

Ana Olivilla
GPO Box 712
San Juan, PR 00936
(809) 728-4553 (office)
(809) 754-7294 (home)

Aguadilla Head Start Program
Building 503 Gun Street
Ramey, PR 00604
(809) 890-5296

Regions IX and X (Alaska and California)

Tony Colon and Jean Monroe
Head Start Resource Center
Development Associates, Inc.
1475 N. Broadway, Suite 200
Walnut Creek, CA 94596
(415) 935-9711

Alaska

Rural Alaska Community Action Programs
P.O. Box 200908
Anchorage, AK 99520
(907) 279-2511

Chugiak Children's Services, Inc.
P.O. Box 670233
Chugiak, AK 99567
(907) 688-2660

Greater Fairbanks Family Head Start Association, Inc.
P.O. Box 724
Fairbanks, AK 99701
(907) 356-1212

J. HEAD START LOCAL PROGRAMS AND REGIONAL RESOURCE CENTERS

Regions IX and X (Alaska and California)(cont)

California

Sonoma County People for Economic Opportunity
999 South "A" Street
Santa Rosa, CA 95404
(707) 544-6171

Clara Dalbert
City of Oakland
Education/Training Coordinator
Head Start Program
(415) 273-3165

For Information or Assistance with Multicultural Programs

Jose A. Cuevas
City of Chicago
Multicultural Head Start Resource Center
(312) 744-4449

K. PURCHASING SOURCES FOR SUPPLIES, MATERIALS, AND EQUIPMENT Before purchasing supplies and equipment with appropriated funds check with your local contracting office to determine which companies have a current General Services Administration (GSA) contract. If what you need is available under GSA contract you must use that source. If it is not available under contract you may purchase from any reliable source. Some items may be available only from a single (sole source) supplier. The cutting machine and dies from the Ellison Company are an example of material from a sole source supplier. Items bought with nonappropriated funds (CDC generated) or (MWR) may be purchased from any source. Whatever the source of funding, prices and services must be compared before ordering to assure lowest reasonable purchase cost for value received.

L. SUGGESTED CHILD DEVELOPMENT INSPECTION CHECKLIST

This self-assessment guideline to evaluate the overall program operation can also serve as a command evaluation mechanism.

Installation:_____ Date of Inspection:_____

Facility Inspected:_____

Services provided:

/__/ Drop-ins /__/ Child Development Center /__/Preschool

Observed Child-Adult Ratios/Group Size

4 wks-12 mos _____ children to_____ adults_____ total group size

12 mos-24 mos _____ children to_____adults _____total group size

2 yrs-3 yrs _____ children to_____ adults_____ total group size

3 yrs-5 yrs _____ children to_____adults_____total group size

6 yrs & older _____ children to_____ adults_____ total group size

Total enrollment _____ children staff members (Total #) _____

Total number of staff, excluding director and assistant director, who are credentialed in early childhood education_____.

SECTION A - ADMINISTRATION

	YES	NO	N/A
1. Child registration and health records, including immunization information are complete, kept on file in the facility, and renewed annually.	____	____	____
2. Emergency medical and field trip permission forms are signed by parent or guardian, and kept on file.	____	____	____
3. When first aid is given, or a child is referred to medical treatment facility an incident report is kept on file.	____	____	____
4. All employees have had National Agency Checks.	____	____	____
5. Current physical examinations including TB test are on file for all staff and volunteers.	____	____	____
6. A courtesy visit been made by the state licensing representative.	____	____	____
If so, date of visit_____			
Recommendations made _____			
_____			
7. The Director and Assistant Director are properly credentialed.	____	____	____
8. The facility is licensed by the state or certified by a national organization such as NAEYC.	____	____	____
9. Fees and other monies collected are deposited in a timely manner.	____	____	____
10. These publications are available at the center:			
Special Services Manual, COMDTINST M1710.13	____	____	____
Prevention of Child Abuse and Neglect in Child Care Settings, DoD 6060.1-M-18	____	____	____
Child Development Centers and Facilities, COMDTINST 1754.1	____	____	____

SECTION B - FIRE SAFETY

11.	Fire evacuation plans are posted.	_____	_____	_____
12.	Fire prevention inspections are conducted monthly.	_____	_____	_____
13.	Fire drills are conducted monthly.	_____	_____	_____
14.	Smoking is not permitted on the playground or in portions of the building used by children.	_____	_____	_____
15.	Maximum building capacity is posted.	_____	_____	_____
16.	Smoke detectors are installed and in operating condition.	_____	_____	_____
17.	Fire extinguishers are accessible and in working condition.	_____	_____	_____
18.	Entrances and exits clearly marked.	_____	_____	_____

SECTION C - FACILITY REQUIREMENTS

		YES	NO	N/A
19.	No lead paint or other toxic or inflammable materials are stored or used in the building.	____	____	____
20.	Handwashing facilities are located in the diapering area as well as in restrooms.	____	____	____
21.	One flush toilet and lavatory is provided for each 15 children, 3 years and older. Separate bathroom for staff.	____	____	____
23.	Portable nursery chairs are cleaned with an approved disinfectant solution after each use.	____	____	____
24.	If junior size toilets and sinks are not available, platforms and steps are provided.	____	____	____
25.	A daily inspection is conducted of facility areas and equipment by director.	____	____	____
26.	Facility has a minimum of 35 net, useable square feet per child.	____	____	____
27.	An isolation area is available for children who become sick.	____	____	____
28.	A separate toilet is designated for isolation area use.	____	____	____
29.	Windows and doors used for ventilation are screened.	____	____	____
30.	Windows can be opened and screens easily removed in case of emergency.	____	____	____
31.	Steps and stairways have guardrails and non-slip treads, gates, or similar protection.	____	____	____
32.	Floor surfaces are safe and easily cleaned.	____	____	____
33.	Cleaning equipment and supplies are inaccessible to children.	____	____	____
34.	Children do not have access to rooms which have a furnace, domestic hot water heater, or gas heater.	____	____	____
35.	Drinking fountains have guarded angle-jet drinking heads.	____	____	____

SECTION C - FACILITY REQUIREMENTS

		YES	NO	N/A
36.	At least 50 percent of the drinking fountains are mounted 30 inches from the floor or have platform steps.	_____	_____	___
37.	Temperature is no less than 68 degrees in winter and no more than 78 degrees in summer.	_____	_____	___
38.	Electrical outlets are tamper proof and located at least 36 inches above the floor.	_____	_____	___
39.	Furniture, equipment, and other interior furnishings are safe, non-toxic, free of splinters or rough and sharp edges.	_____	_____	___
40.	Furnishings and equipment are scaled to the needs and sizes of the children served.	_____	_____	___
41.	Beds, cots, and cribs are at least 3 feet apart (or end to end if the ends are of solid construction) on all sides when in use.	_____	_____	___
42.	Bed linens are changed after each use.	_____	_____	___
43.	Crib slat space is a maximum of 2-3/8 inches. There are no corner posts on cribs to catch children's straps.	_____	_____	___
44.	Cots and cribs are cleaned and disinfected on a regular schedule with an approved cleaning solution.	_____	_____	___
45.	Soiled diapers are put in tightly closed containers lined with a plastic bag. Bags are tightly secured before placing in outside trash containers.	_____	_____	___
46.	Diaper changing surfaces are covered with disposable paper (changed after each use) or washable material which is disinfected after each use.	_____	_____	___

SECTION D - OUTDOOR REQUIREMENTS

	YES	NO	N/A
47. Outdoor play area is:			
a. At least 100 square feet per child using the area.	_____	_____	___
b. Immediately adjacent to the facility.	_____	_____	___
c. Enclosed by a fence with a gate that can be secured.	_____	_____	___
d. Equipment is installed over impact absorbing surface.	_____	_____	___
e. Surface is non-slippery, well drained, and reasonably non-abrasive.	_____	_____	___
f. Equipment is safe and sanitary.	_____	_____	___
48. Off street parking is provided.	_____	_____	___
49. Entrances and parking areas are well lighted for night time use.	_____	_____	___
50. Culverts, drainage ditches, sewer accessories and similar hazards are inaccessible (i.e., fenced) to children.	_____	_____	___
51. Garbage and refuse containers are properly covered and located away from children's play areas.	_____	_____	___

SECTION E - FOOD SERVICE

		YES	NO	N/A
52.	Food is prepared in the facility.	____	____	____
53.	Single service dishware and utensils are used or dishwashing procedures of USDA Food and Nutrition Service guidelines are followed.	____	____	____
54.	Food preparation and handling follows USDA Food and Nutrition Service guidelines.	____	____	____
55.	Food and formula for infants provided by parents are labeled and refrigerated (full name, date, feeding instructions).	____	____	____
56.	Feeding periods are properly supervised in all age groups.	____	____	____
57.	Infants are held for bottle feeding.	____	____	____

SECTION F - HEALTH AND SAFETY

		YES	NO	N/A
58.	Once a month health inspections are held.	____	____	____
59.	If staff administers medication, policy in COMDTINST 1754.1 is followed.	____	____	____
60.	SOP includes:			
	a. Information on health evaluation and screening	____	____	____
	b. Child abuse and referral methods.	____	____	____
	c. Criteria for isolation of sick and injured children.	____	____	____
	d. Immunization requirements.	____	____	____
61.	First aid equipment is available.	____	____	____
62.	Emergency telephone numbers are posted and readily available.	____	____	____
63.	Staff has received training in first aid, CPR, and Heimlich maneuver.	____	____	____
64.	There is a monitoring procedure to identify infectious disease outbreaks.	____	____	____
65.	A medical person has been assigned as a point of contact for medical problems.	____	____	____

SECTION G - PROGRAMS

		YES	NO	N/A
66.	A planned program of activities is written and implemented daily.	____	____	____
67.	A daily/weekly schedule is posted.	____	____	____
68.	Staff receives training each month.	____	____	____
69.	There are daily opportunities for participation in a variety of activities (dramatic play, blocks, music, etc.).	____	____	____
70.	There are designated spaces for children's personal belongings.	____	____	____
71.	There is ample outdoor play time.	____	____	____
72.	Infants and toddlers spend the majority of their time awake out of cribs.	____	____	____
73.	Caregivers sit with the children at mealtime.	____	____	____
74.	There is sufficient equipment, toys, and materials to prevent children from waiting.	____	____	____
75.	Materials are stored on low, open, appropriately labeled shelves.	____	____	____
76.	Parents have daily opportunities to talk to caregivers.	____	____	____
77.	There is a written discipline policy provided to staff and parents.	____	____	____
78.	A parent handbook is available.	____	____	____

REMARKS

(Responses contrary to prescribed policy should be explained in this section).

_____ Signature(s) & Title(s) of Person(s) completing this report.

_____

_____ Date: _____

_____ Signature of Director/Assistant Director

Corrective action(s) taken: _____

_____

_____