

# Air Force (AF) Child Development Center (CDC) 19<sup>th</sup> Year Inspection – Always Assessed Criteria Revised Oct 09

To be used during the 19<sup>th</sup> year to inspect all CDCs operated on AF installations. This document is AF Policy until the next update of the AF Instruction governing the program.

*Changes/Additions to the 19th Year CDC Criteria are indicated by italicized red font*

*Combined criteria without any changes in the 19th Year CDC Criteria are indicated by italicized green font.*

## PROGRAM QUALITY

### Building Positive Relationships

**C1 Teaching staff are consistent and predictable in their physical and emotional care of all children. (NAEYC 1.B.03)**

- *demonstrate respect for children with word choice and tone of voice*
- *respond with sensitivity to children's verbal and non-verbal signals*
- *engage in meaningful conversation; listen to children with attention and respect*
- *treat all children with equal consideration*
- *comfort and reassure children who are hurt, fearful, or otherwise upset*
- *respond to children's ideas and suggestions*

**C2 For Toddlers/Twos, Preschoolers, and Kindergartners with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. (NAEYC 1.E.01)**

**C4 Teaching staff facilitate positive peer interaction for Toddlers/Twos, Preschoolers, and Kindergartners, who are socially reserved or withdrawn and for those who are bullied or excluded. (NAEYC 1.C.06)**

- *facilitate positive peer interactions*
- *intervene to stop negative aggressive exchanges between children*
- *model desired behavior and acknowledge positive peer interaction*
- *encourage children to verbalize feelings and ideas*

**C5 Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection. (NAEYC 1.B.01)**

- *encourage and support each child's developmental achievements*
- *listen and respond to children*
- *allow time for children to talk about what they see, do, and like*
- *use children's names frequently*
- *display children's work and photos of children and families*
- *encourage children to draw pictures and tell stories about self, family, and cultural practices*
- *provide experiences for children to initiate activity, develop and demonstrate control of their bodies and self-help skills*
- *provide Kindergartners learning experiences that respond to children's individual differences in ability and interests*

- C6** Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children’s positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, support, and assistance. (NAEYC 1.B.05) *Provide assistance to children:*
- *in distress*
  - *who are crying*
  - *by acknowledging or verbalizing children's feelings*
  - *by demonstrating matched affect*
  - *by demonstrating affection by speaking in a calm, caring voice*
  - *by helping children deal with anger, frustration, or sadness*
  - *by supporting, identifying and reflecting feelings*

- C77** Staff engage Infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g., talking, cooing, repeating Infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding). (NAEYC 1.B.11)
- *talk, coo, repeat sounds, sing, hold, and make eye contact*

- C83** Teaching staff talk frequently with Toddlers/Twos, Preschoolers, and Kindergartners and listen to children with attention and respect. They respond to children's questions and requests, use strategies to communicate effectively and build relationships with every child and engage regularly in meaningful and extended conversations with each child. (NAEYC 1.B.15)
- *encourage children to use language*
  - *expand on children's responses*
  - *help children express their ideas*
  - *allow time for children to talk about what they see, do, and like*
  - *speak with individual children often*
  - *ask open-ended questions*
  - *call children by their names*

### **Making Learning Meaningful**

- C7** Teaching staff coach and support Toddlers/Twos, Preschoolers, and Kindergartners, as they learn to participate in daily cleanup and maintenance of the classroom. (NAEYC 3.D.08)
- C8** Teaching staff join Toddlers/Twos, Preschoolers, and Kindergartners in learning centers to extend and deepen children’s learning. They observe children, engage in conversations, and position themselves at eye level with the children. (NAEYC 3.G.10)
- *converse with children about their play*
  - *participate in children's play*
  - *extend a teachable moment*
  - *expand on children's play*
- C10** Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences. (NAEYC 3.F.07) \*Teachers do not talk down to children; teachers occasionally use words that the children may not understand and provide explanations of these words.
- *listen attentively*
  - *allow children to finish talking before responding*
  - *respond in a warm, supportive manner*
  - *use a variety of questioning techniques (open-ended, predictive, and evaluative)*
  - *provide a meaningful response to children's questions and attempts at vocalization*

- C11** Teaching staff foster independence, as children are ready, in routine activities such as picking up toys, wiping up spills, personal grooming (toileting and hand washing), obtaining and caring for materials, and other self-help skills.

**C81 Teaching staff counter potential bias and discrimination by treating all children with equal respect and consideration, initiating activities and discussions that build positive self-identity and teach the valuing of differences, intervening when children tease or reject others, providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations, and avoiding stereotypes in language references. (NAEYC 1.D.01) \*Evidence may include diversity within the program itself, for example: a male teacher, staff and enrollment reflecting multiple ethnicities, multiple languages spoken, enrollment of a child in a wheelchair.**

- *initiate activities and discussions to build positive self-identity and teach the value of differences*
- *talk positively about each child's physical characteristics and cultural heritage*
- *respond to teasing or rejection among children*
- *provide models, props, and visual images that counter traditional gender-role limitations*
- *avoid gender stereotypes in speaking.*

## **Indoor Materials and Equipment**

**C18/51** *A variety of age and developmentally appropriate materials and equipment are available indoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests. (NAEYC 9.A.04/9.A.08)*

### **Equipment and materials:**

- *reflect diverse racial, gender, and age attributes*
- *reflect the lives of the children and families served*
- *are sufficient in quantity to avoid problems with sharing and waiting*
- *are durable and in good repair*
- *are organized consistently on low, open shelves to encourage independent use*
- *are rotated and adapted to maintain children's interest*

### **Infant Equipment**

- *simple, lightweight, open-ended, easily washable toys*
- *rattles, squeak toys, action/reaction toys*
- *cuddle toys*
- *toys to mouth*
- *pictures of real objects*
- *sturdy, stable furniture*

### **Pretoddler and Toddler Equipment**

- *push and pull toys*
- *manipulatives*
- *music*
- *sturdy picture books, music*
- *toys for pretending*
- *large paper and crayons*
- *sturdy furniture*
- *sand and water toys*

### **Preschool Equipment**

- *active play equipment for climbing and balancing*
- *unit blocks and accessories*
- *puzzles, manipulative toys*
- *audio recordings and musical instruments*
- *picture books*
- *art materials*
- *dramatic play materials*
- *sand and water toys.*

### **Kindergarten Equipment**

- *active play equipment for climbing and balancing*
- *unit blocks and accessories*
- *construction materials*
- *complex puzzles and manipulative toys for counting, sorting*
- *picture books and early readers*
- *audio recordings and musical instruments*
- *computers with appropriate software*
- *materials for writing and complex art projects*
- *a variety of dramatic play materials and props*
- *board and card games*

**C227 Provide a comfortable place for breastfeeding and coordinate feedings with the Infant's mother. (NAEYC 5.B.09)**

### **Outdoor Materials and Equipment**

**C19 A variety of age and developmentally appropriate materials and equipment are available outdoors for children throughout the day. Equipment may include: dramatic play equipment, sensory materials, blocks, materials that support curriculum goals and objectives in literacy, math, science, social studies and other content areas and gross motor equipment. (NAEYC 9.A.04)**  
**\*Some combination of each are needed indoors and outdoors but not all are needed both indoors and outdoors.**

- *variety of natural areas with grass, plants, and trees*
- *path for using wheeled vehicles*
- *variety of natural materials*
- *imaginative play items*
- *child size and cozy places*
- *interesting sensory discoveries*
- *equipment for motor development*
- *materials and space to create outdoor art*
- *multiple play materials*
- *opportunities for independent, self-directed play and group experiences*
- *materials and equipment for children with special needs to independently explore and use the area*

### **Daily Schedules**

**C30-35 *The posted daily schedule is followed, accurately reflects the events of the day, is predictable, yet flexible and responsive to the children's individual needs. The posted daily schedule includes both indoor and outdoor experiences and is responsive to a child's need to rest or be active.***

- *accurately reflects the activities provided*
- *alternating periods of quiet and active play*
- *balance of large and small-muscle activities*
- *includes indoor play and outdoor play*
- *provides more than one option for grouping*
- *provides a balance of child-initiated and teacher-initiated activities*
- *allows children to make decisions about their activities*
- *flexible to meet children's needs or interests*
- *flexible to allow a tired child a place to rest or a child not napping to get up early*

### **Teaching Strategies and Weekly Plans**

**C38 The Standardized Weekly Planning Form, that has been reviewed and initialed by the Training and Curriculum (T&C) Specialist (or designee during absences or vacancies) prior to implementation, is current, complete, posted, and followed. (Standardization)**

**C39 Teaching staff help Toddlers/Twos, Preschoolers, and Kindergartners follow a predictable but flexible daily routine by providing time and support for transitions. (NAEYC 3.D.09) \*Support for transitions includes predictability, verbal or visual cues, staff engagement in clean up, staff ability to fill time effectively (for example, if lunch is late). The spirit of this criterion also has to do with staff being willing to suspend their agenda in an effort to be responsive to children's interests and needs.**

- *provide children advance warnings and avoid prolonged waiting times*
- *complete the required preparations for the new activity before the transition*
- *modify activities based on the needs and interests of children*

**C40** There are realistic *weekly activity* plans based on the needs and interests of individual children, consistent with the developmental goals and philosophy.

- *plan activities are based on children's needs and interests, age-appropriate, and challenging*

**C48** Teachers create classroom displays that help Toddlers/Twos, Preschoolers, and Kindergartners reflect on and extend their learning. They ensure that children's recent work is predominately displayed in the classroom (e.g., art, emerging writing, graphic representation and three-dimensional creations) and that some displays are at children's eye level. (NAEYC 3.A.06)

- *incorporate pictures of the children, their families, the military, and the regional culture*
- *incorporate samples of children's recent work and children's emerging writing*
- *are at children's eye level*
- *incorporate graphic representation and three dimensional examples*
- *are focused on product rather than process oriented art*
- *appropriate lettering and recommended font style for displays/labeling*

## Literacy

**C52** Infants have varied opportunities to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs, and interactive games (e.g., peek-a-boo); daily opportunities for each child to hear and respond to various types of books including picture books, wordless books, books with rhymes, and access to durable books that enable independent exploration. (NAEYC 2.E.01)

- *provide simple books and pictures*
- *verbally label objects and events*
- *sing songs, recite rhymes, and play interactive games*

**C53** Toddlers/Twos have varied opportunities to experience books, songs, rhymes, and routine games through individualized play that includes simple rhymes, songs, and sequence gestures (e.g., finger plays, peek-a-boo, patty cake, This Little Piggy); daily opportunities to hear and respond to various types of books including picture books, wordless books and books with rhymes; access to durable books that enable independent exploration; experiences that help them understand that pictures represent real things in their environment. (NAEYC 2.E.02)

- *provide simple books and pictures connected to real items*
- *verbally label objects and events*
- *sing songs, recite rhymes and play interactive games*

**C54-59** *Preschoolers and Kindergartners have varied opportunities to be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs. Children are read to regularly in individualized ways including one-to-one or in small groups of two to six children. Children can explore books on their own and have places that are conducive to the quiet enjoyment of books. Children have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books and are read the same book on repeated occasions. Children are encouraged to retell and reenact events in storybooks; engage in conversations that help them understand the content of the book; identify the parts of the book; and differentiate print from pictures. Children are assisted in linking books to other aspects of the curriculum. (NAEYC 2.E.04)*

- *read to children at least twice daily*
- *read to children individually or in small groups*
- *provide access to a variety of styles of books*
- *help children develop book-handling skills*
- *help children understand the convention of print*
- *link books with planned activities*
- *encourage children to retell or reenact stories*
- *extend learning by asking open-ended questions*

## Self-Initiated

**C60 Infants and Toddlers/Twos are provided an environment that allows them to move freely and achieve mastery of their bodies through self-initiated movement. They have multiple opportunities to practice emerging skills in coordination, movement, and balance, as well as perceptual-motor integration. (NAEYC 2.C.01)**

- *provide self-initiated motor development*
- *provide low, sturdy furniture for child to pull up or hold on to while walking*
- *provide simple objects children may reach for and grasp*
- *provide children objects for carrying*

## Communication

**C74 Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events. (NAEYC 2.D.03) \*For Infants and Toddlers/Twos, the development of competence includes adults' narration of things and events.**

- *talk with Infants using simple language and frequent eye contact while being responsive to their cues*
- *verbally label objects and events with the Infants' experiences*
- *encourage Pretoddlers and Toddlers attempts at language in supportive ways*
- *engage Pretoddlers and Toddlers in meaningful conversation about everyday experiences*
- *tell stories about Preschoolers' and Kindergartners' experiences*
- *talk about pictures with Preschoolers and Kindergartners*
- *write down stories Preschoolers and Kindergartners dictate*
- *provide Preschoolers time for conversation*
- *ask Preschoolers open ended questions and answer Preschoolers' questions*
- *use written words with pictures and spoken language for Preschoolers*
- *use flannel boards, puppets, songs, finger plays, rhyming games for Preschoolers*
- *encourage Preschoolers' and Kindergartners' emerging interest in writing*
- *help Kindergartners develop strategies for reading, for instance, using letter-sound relationships, pictures, and their understanding of the text to figure out unknown words*

## Children's Portfolios

**C43 Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching. (NAEYC 4.D.03)**

- *regularly observe children*
- *record individual children's strengths, interests, and needs/plan and implement activities*

**C84 Staff follow the AF Standardized Screening and Assessment Plan. They use the standardized *Age Appropriate Assessment and Planning Form* to set goals for each child by targeting specific objectives selected based on observations of children's needs and/or interests, parental observations/requests, or areas of development not yet observed. (Standardization)**

**C101 Parents are offered the opportunity for a formal conference at least once a year. Both formal and informal conferences are documented on children's *Age Appropriate Assessment and Planning Form*. (Standardization)**

## FAMILY AND COMMUNITY RELATIONS

### Parent Orientation and Education

**C85 Staff orient children and parents to the program at the time of initial enrollment and when transferred to a different room.**

**C89** The Director and Flight Chief consult with agencies and organizations on and off the installation to provide information, obtain resources, and coordinate services.

**C90-92** *Parents are provided information about child abuse prevention, how to promote learning at home, and how to promote their children's healthy development. (Examples include pamphlets, brochures, training, a listing of community resources, newsletters, etc.)*

#### Parent Surveys

**C97** Parents are surveyed at least annually to determine if the hours of operation and opening of the main facility during deployments, exercises, and inspections are appropriate.

## PROGRAM MANAGEMENT

#### Ongoing Monitoring: Fire/Safety/Health/Program

**C145** A fire task-certified/trained staff member conducts daily Fire Inspections prior to use. All doors, stairs, and other exits are in proper condition, unobstructed, unlocked to egress, easy to open, and all egress paths are free from debris, ice, snow, etc. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. (HQ AFCESA C-1)

- doors and gates have one release motion and can be opened by children
- locking devices, padlocks, deadbolts, slide bolts, or hook-and-eye latches are not installed
- primary egress doors have hold open devices
- egress paths are unobstructed
- valances are no longer than 18"
- curtains are flame retardant and not installed in front of egress doors
- panic hardware is full-width, flush mounted (for Infant and Pretoddler areas only)
- children had access to flammable or combustible materials
- the kitchen door has a magnetic hold-open device and all cooking appliances are under the hood

**C150** A safety task-certified/trained staff member conducts daily Safety Inspections for indoor areas and equipment, prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file.

*Children had access to*

- doors with missing or broken fingerguards
- choking and strangulation hazards
- toxic substances and/or plants
- unsafe equipment
- harmful items
- stairs, over three steps, without handrails

**C156** *A task-certified/trained staff member conducts daily Playground Inspections for outdoor areas and equipment, prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file. The outdoor play area protects children from injury from falls (resilient surfacing should extend 6' beyond the limits of stationary equipment), catch points, sharp points, and protruding hardware, entrapments (openings should measure less than 3.5" or more than 9"), tripping hazards, and excessive wind and direct sunlight. (NAEYC 9.B.06)*

*Children had access to*

- dirty equipment and materials
- trash and/or animal feces
- equipment with inadequate fall zone materials
- entanglement, protrusions, entrapment, strangulation, choking and/or tripping hazards
- pinch points

- *rust and/or chipping and peeling paint*
- *splintering wood*
- *insects and rodents*
- *toxic plants and substances*
- *unsafe or broken equipment/materials*
- *equipment which was not age-appropriate*
- *equipment placed too close together*
- *little or no shade*

**C170 A health task-certified/trained staff member conducts daily Health Inspections prior to use. The inspection is signed/initialed and dated with time of completion. Deficiencies identified are corrected, remain corrected and documentation is kept on file.**

- *bleach bottles are labeled properly*
- *strong odors are not present in the facility*
- *floors are clean*
- *soap for hand washing is available*
- *paper towels and toilet paper are available*
- *dirty linen, trash, and/or mops are not accessible to children*
- *diaper ointments, lip balms, and hand lotions labeled with each child's first and last name*
- *staff wear gloves if contact with bodily fluids*
- *contaminated articles are properly disposed*
- *screens are installed and not torn on open windows/doors*
- *there is no evidence of insects/rodents*

**C181 APF custodial support is provided during the hours of operation to ensure sanitation and cleanliness. All surfaces surrounding toilets, diaper changing areas, and tables and chairs are disinfected at least daily. Hard surface floors are swept and disinfected prior to children's arrival and after breakfast and lunch. All carpets are vacuumed each day and shampooed at least quarterly. Infant room carpets are shampooed at least monthly. Rooms and surfaces are kept clean and are disinfected to reduce the spread of disease. Any mouthed toys are washed and sanitized before use by another child. Infant equipment is washed and disinfected daily. (Cleaning Standards for CDC, YP and SA Programs)**

- *custodial support is provided during the hours of operation*
- *daily disinfection occurs on all surfaces surrounding toilets, diaper changing areas, tables, chairs*
- *hard surface floors are swept and disinfected prior to children's arrival, after breakfast, and lunch*
- *daily vacuuming of carpets*
- *monthly shampooing of carpets in Infant Rooms*
- *quarterly shampooing of carpets*
- *rooms and surfaces clean*
- *mouthed toys washed and sanitized before use by another child*
- *daily washing and disinfection of Infant equipment*

**C209 The names of children with allergies are posted in every room where the child has meals/snacks in the same way and similar location. Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals. (NAYEC 5.C.04)**

**C210 The results of the initial water testing for lead contaminants from each faucet/drinking fountain used by the children or staff are on file in the CDC. The Installation's Bioenvironmental Engineer (BE) has been informed when plumbing lines or fixtures are modified, added or replaced. Based on a health risk assessment by BE, these plumbing lines or fixtures are tested for lead contaminants and the risk assessment and/or results are on file in the CDC. Water from the facility has been tested for bacterial contaminants at least annually and the results are kept on file. It has been determined that the water is safe for**

consumption, or another source of safe water has been provided. For CONUS: The most recent annual installation-wide Consumer Confidence Report (CCR) is kept on file. For OCONUS: Results of the installation wide water quality report are kept on file. (AF Policy CDC/SA/YP Drinking Water, 3 Oct 05)

## Fire Drills

**C146** Written emergency procedures and diagrams of evacuation routes are posted in a conspicuous location in each area of the facility. A fire inspector or fire task-certified/trained staff member conducts monthly fire drills. The recommended procedures for fire drills are followed and the children and staff evacuate safely and within a reasonable time. Fire drills are conducted at different hours of the day, including when children are resting/sleeping. No more than 2 months may pass between fire drills. (HQ AFCEA E-1)

*During the fire drill,*

- *participants walk and personal items are not obtained before leaving the building*
- *the AF Forms 1182 and 1930 are taken to the evacuation point and cross-checked*
- *participants evacuate at least 75' and the building is checked to confirm all had evacuated*
- *wheeled devices are available for children under the age of 2 years*
- *blankets are taken to the evacuation point*
- *the alarm sounds the same throughout the building, is heard on the playground, and is connected to the Fire Department*

## Pets

**C203** All classroom pets and visiting animals brought into the CDC have been checked by a veterinarian and are certified as safe and healthy to be with children. No amphibians (toads, frogs, newts, salamanders, etc.), reptiles (includes ALL snakes, iguanas, lizards, turtles, etc.), birds of the parrot family, baby chicks or ducklings, aggressive fish species, ferrets, bats, cats, dogs, wild, exotic animals, and other animals not recommended for child care settings are present.

## Safe Sleep Practices

**C166A** *Infants are placed flat on their backs to sleep unless there is an up-to-date physician signed sleep position medical waiver, reviewed by the installation medical advisor, on file. The waiver notice is posted in the Infant's crib. The full waiver is maintained in the Infant's file. (Sudden Infant Death Syndrome Prevention Policy, 5 Jan 09)*

**C166B** *Cribs meet the US CPSC guidelines. Crib slats will be less than 2 3/8" apart. The top of the crib mattress will be more than 20" from the top of the crib rail. Sides of Infants' cribs are in a locked position when cribs are occupied. Crib mattresses are firm and tight-fitting. Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed where Infants sleep. If a blanket is used, the Infant is placed at the foot of the crib or mat with a thin, single layer blanket tightly tucked around the sides and the foot of the crib mattress or mat, reaching only as far as the Infant's chest. The Infant's head remains uncovered during sleep. After being placed down for sleep on their backs, Infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. Bibs and pacifiers are not tied around the Infant's neck or clipped to an Infant's clothing during sleep. Infants who use pacifiers are offered their pacifiers when they are placed to sleep. A copy of the AF Infant Safe Sleep Practices is posted in each Infant sleeping area. (Sudden Infant Death Syndrome Prevention Policy, 5 Jan 09)*

- *firm and tight fitting crib mattresses and the top mattresses are less than 20" from the crib rail*
- *crib slats less than 2 3/8" apart*
- *sides of the cribs are locked when occupied*
- *soft items such as pillows, quilts, etc. are not used*
- *Infants are placed at the foot of the crib or mat*
- *thin blankets are tucked around the sides and the foot of the crib mattresses or mats*

- blankets did not reach above the Infants' chests and Infants' heads are not covered
- bibs or pacifiers are not tied around Infants' necks or clipped to Infants' clothing
- Infants, who used pacifiers, are offered their pacifiers when they were placed to sleep
- the AF Safe Infant Sleep Practices Poster is posted in each Infant sleeping area

### Hand washing Procedures

**C191** Signs are posted near hand washing sinks reminding staff and children of hand washing procedures. Proper hand washing procedures are followed: wash with liquid soap and running water for at least 10 seconds; use disposable towels; and avoid recontamination by turning off faucets with the disposable towel.

- hand washing signs are posted at each hand washing sink
- hand washing occurs for at least 10 seconds using liquid soap
- paper towels is used to turn off the faucets

### Diapering

**C193** Diapering procedures are in accordance with AF guidelines.  
(AF Diaper Changing Procedures)

### Annual Inspections/HQ AFCESA

**C104** The Annual Unannounced Multidisciplinary Team Inspection (MTI), required by the Military Child Care Act, of all facilities used by the CDC has been conducted within the last 12 months. The MTI includes an expert in each of the following areas: child abuse protection, staffing, and a parent representative who has a child enrolled in the CDC. The results of the Annual Unannounced Higher Headquarters and Comprehensive Fire, Health, and Safety Inspections are reviewed as part of the MTI and the review is documented. The results are provided to the program staff in a timely manner – preferably within 1 month.

**C106** All non-life-threatening deficiencies identified in any inspections required by the Military Child Care Act have been corrected within 90 days and remain corrected or a waiver is on file from the Assistant Secretary of the Air Force Manpower and Reserve Affairs (SAF/MR). All life-threatening deficiencies are corrected immediately.

**C142** All CDC facilities have been inspected by HQ AFCESA or an approved designee and are certified by HQ AFCESA as meeting the structural requirements of NFPA 101, Life Safety Code (current edition) and the AF for the type of program for which they are used. Full-day and hourly care facilities must comply with the day care standards. Part-day Preschool facilities must comply with the standards for educational facilities. Any deficiencies identified by HQ AFCESA or their designee have been corrected within 90 days and remain corrected or a waiver is on file from SAF/MR. A copy of the HQ AFCESA certification inspection for each CDC facility (if available) is on file and the certificate posted. NOTE: If the facility usage has changed or alterations have been made to the facility since it was first certified, the facility has been recertified for the current use by HQ AFCESA. (HQ AFCESA A-1)

**C143/148/168** *An Annual Unannounced Comprehensive Fire, Safety, and Health Inspection of each CDC facility has been conducted within the last 12 months by a Fire Specialist, the Installation Safety Office, and by a Public Health Specialist. The inspections are signed and dated. The most current version of the CDC Fire Prevention/Inspection Guide provided by HQ AFCESA was used.*

### Administration

**C113** The current DoD Certificate, standardized AF philosophy and goals, the mission statement, the guidance policy, and a copy of the current week's menu are posted in each lobby.

**C136** The desk staff use AF Form 1183, *Child Development/Enrichment Program Hourly Record of Attendance Instructions*, to record the number of children and staff in each room each hour.

**C200** *An AF Form 1187, Youth Flight Accident Report, is completed for any injury and any fatality in the program. Do not use this form to record behavior incidents. Injuries are recorded on AF Form 1023, Youth Flight Record of Injuries, within 24 hours of when they occur. Accidents and injuries which require medical attention, hospitalization, or death of a child are recorded and reported on the AF Child and Youth Programs (CYP) Accident/Incident/Illness Report within 24 hours of the event to the Flight Chief, Squadron Commander/Director, MAJCOM Specialist, HQ AFSVA/SVPY, and Headquarters United States Air Force Airman and Family Services (HQ USAF/AISA).*

**C242** The Child Abuse/Neglect and Safety Violations in DoD CYPs signs are posted in highly visible areas in each facility where parents, children, youth, and staff have easy access to the telephone numbers.

**C243** The Director/Designee reports all suspected cases of child abuse and neglect telephonically and in writing, using the *AF Child and Youth Programs Child Abuse and Neglect Report*, to the Flight Chief, Family Advocacy Office (FAO) (or other locally determined action officer), *Squadron Commander/Director*, MAJCOM Specialist, HQ AFSVA/SVPY, and HQ USAF/A1SA within 24 hours of occurrence.

**C273** There is a GS-05 (or National Security Personnel System (NSPS)/Non-Appropriated Funds (NAF) equivalent in pay and job responsibilities) or higher supervisor in each facility during all hours of operation and the name of the current on-site supervisor is posted at all times.

#### Funding and Fees

**C116** Sufficient Appropriated Funds (APF) are provided to operate the program and to minimize Non-Appropriated Funds (NAF) subsidy and parent fees. APF support for the program (personnel, supplies, equipment, and training) is at least equal to the parent fees collected.

**C117** The program fees are based on Total Family Income (TFI) and the annual DOD fee ranges and policies.

**C118** At least 75% of the hours paid to *caregivers*, APF or NAF, are paid to employees receiving benefits.

#### Waiting List/Priorities

**C137** Active Duty and DoD civilian employed parents are given a higher priority for enrollment for full-day and part-day care. Commanders may give single parents and dual military higher priority than other families. A policy has been established and implemented to terminate, within a reasonable time, the enrollment of children in families where the spouse is no longer employed, actively seeking employment, or is no longer a full-time student, if there is a waiting list. Full-time students who are enrolled for a minimum of 12 semester hours during the school year and 6 semester hours during the summer or the equivalent quarter hours, parents who are self-employed, or who telecommute are considered employed.

**C139** Parents requesting care complete DD Form 2606, *DoD Child Development Program Request for Care Record*. Parents are provided information about available FCC Programs. If interested in using FCC, the DD Form 2606 is annotated. Parents with a child on the waiting list are contacted

at least every 2 months to keep the waiting list up-to-date. The DD Form 2606 is documented each time contact is made with the parent.

**C140** If there is a waiting list, a written plan for meeting the additional need has been developed and implemented. If the Program is not able to serve them, families are referred to the FCC Program. If FCC is unavailable, the Program refers families to AF sponsored Outreach/Subsidized Programs. The current monthly FCC Provider List is posted where it can be viewed by parents.

#### **Children's Records**

**C122** An AF Form 1181, *Youth Flight Program Patron Registration*, is on file and has been completed and updated within the last 12 months for each child accepted for care. The emergency contacts have been authorized to sign the child in/out. Parents have signed the Authorization for Field Trips block on the AF Form 1181, for their child(ren) to be taken away from the CDC for walks, field trips, lessons, etc. Current and up-to-date immunizations have been transcribed to the AF Form 1181. Children without immunizations required by AF policy are not accepted for care unless it is an emergency.

**C127** A copy of the completed AF Form 357, *Family Care Plan*, (or other branch of Service equivalent) is on file for all children whose parent(s) are single or dual military.

**C129** The DD Form 2652, *Application for Department of Defense Child Care Fees*, is completed in its entirety for families requesting a reduction in fees. All financial documentation to determine TFI is kept on file.

#### **Special Needs**

**C41** Teaching staff, program staff, or both work as a team to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans as needed. (NAEYC 3.A.01)

**C282** If children with special needs are present the required staff:child ratio has been adjusted, as recommended by the Program Medical Advisor, to ensure children's needs are met.

#### **Medications/Topicals/Ointments**

**C194-197** *Medications are administered in a way that protects children. Only administer medications with daily written direction of parents on the AF Form 1055, Youth Flight Medication Permission Form, and approval from a medical professional. Consistent staff, who have been trained within the last 12 months by a medical professional, administer medication. No over-the-counter medications, including aspirin or aspirin-like products, antihistamines, decongestants, or cough syrup, are administered without approval from a medical authority for the child receiving them. Emergency "as needed" medications, for asthma or allergies, (inhalers, nebulizers, and EpiPens) are accepted and used on an emergency basis. A current and complete action plan outlined by the prescribing health care provider is required. Parents initial monthly to authorize administration of emergency asthma medication and annually authorizing the use of an EpiPen. If it is necessary to administer the medication, parents are contacted. The need for such medication must be reverified every 12 months.*

- *secured*
- *current (not expired)*
- *labeled with the children's first and last names*
- *approved for use in AF Programs*
- *administered by staff who have been trained by a medical professional within the last 12 months*

**C198-199** On an annual basis, parental permission to apply diaper ointments/salves, sunscreen, *insect repellent*, lip balms, over-the-counter hand lotions, *and alcohol free hand sanitizer* is obtained. Diaper ointments/salves are only used for treatment purposes. *Sunscreen, insect repellent, and alcohol free hand sanitizer are approved by the Program Medical Advisor and purchased by the Program.*

## NUTRITION AND FOOD SERVICE

### Food Program Administration

**C214** The food program is administered in accordance with and meets DoD, AF, and USDA CACFP requirements. The Program participates in the USDA CACFP, if it is available.

*In the kitchen,*

- *temperatures in the refrigerators are maintained at or below 40° F*
- *temperatures in the freezers are maintained at or below 0° F*
- *proper food temperature are maintained*
- *open containers of food stored properly*
- *canned goods are not damaged*
- *food is not expired*
- *food is not stored on the floor or less than 6" off the floor*
- *food is not stored with non-food items*
- *there is a system for First In-First Out*
- *there is no evidence of rodents*
- *there is no evidence of insects*
- *screens are installed on open windows and doors*
- *screens are not torn on open doors or windows*
- *cleaning products are secure*
- *garbage cans have lids*
- *staff wear head coverings*
- *staff follow proper hand washing procedures*
- *equipment is clean*
- *the current allergy listing is posted*

**C216** Processed foods/foods high in sugar, salt, and chemical additives are not served frequently.

### Meal Service

**C220** Staff do not offer children younger than 4 years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than ¼" squares for Infants and ½" squares for Toddlers/Twos, according to each child's chewing and swallowing capability. (NAEYC 5.B.14)

**C235** Food Service staff delivers food in a timely manner and in a way that minimizes the need for preparation by the *caregivers*. Meals and snacks are served family style, and staff sit and eat with children and engage them in conversation. Adults eating with children eat only food served to children. Toddlers/Twos and older children are encouraged to serve and feed themselves based on their abilities. Preschoolers and older children assist with table setting and clean up. (NAEYC 3.D.07)

*serve food family style*

*sit and eat with the children*

*engage children in conversation*

*encourage children to serve and feed themselves*

*ask children to assist with table setting and clean up*

## SUPERVISION AND GUIDANCE

### Supervision of Children

**C151** Teaching staff supervise children at all times.

**C167** Teaching staff are aware of, and positioned so they can hear and see, any sleeping Infants and Toddlers/Twos for whom they are responsible, especially when they are actively engaged with children who are awake. (NAEYC 3.C.03) \*Teaching staff should check on sleeping Infants and Toddlers/Twos by standing near and looking into the child's crib at least 3 times each hour. Checking on a sleeping Infant should not disrupt the Infant's sleep or interrupt the teaching staff member's interactions with children who are awake. The frequency of checks should reflect knowledge of an individual child's characteristics (for example, a child with reflux may need more frequent checks). Teaching staff should use natural transitions to check on sleeping Infants or Toddlers/Twos, for example, when placing another child down for a nap, responding to a waking child, or at the end of an activity with a child or children who are awake. Timers or buzzers to remind teaching staff to check on children every 5 minutes are neither required nor recommended as they are not only likely to disrupt children's sleep but also the flow of interactions with children who are awake.

**C254** Through proper use and close attention to the AF Form 1930, *Daily Attendance in Youth Programs*, each child is under the care of a specific adult and the adult knows where the child is at all times. Parents drop off and pick up their child from his/her assigned room. Parents sign their children in and out on the AF Form 1930.

**C261** Convex mirrors or other means of providing visual access are used (indoors and outdoors), where needed, to improve supervision.

**C279** The program is organized and staffed to minimize the number of groups, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt is made to maintain continuity of relationships between teaching staff and children among groups of children.  
(NAEYC 10.B.13)

### Child Abuse Prevention Measures/Monitoring

**C237** All visitors are required to enter and depart at the main entrance (except for approved kitchen deliveries); sign in and out; wear identification; are monitored while in the facility.

**C238** Exterior doors, with the exception of the front entrance and kitchen door, not opening onto fenced play areas, are alarmed. NOTE: This is not required in a multi-use facility.

**C239** All staff, contract workers (CWs), and specified volunteers (SVs) wear a nametag or other identifying apparel. There is a visually recognizable system that identifies staff with completed National Agency Checks (NAC)/National Agency Checks with Inquiries (NACI).

**C240** Children are under the care of two adults with completed criminal history background checks at all times. If, due to limited room capacity or utilization, this is not feasible, Closed Circuit Television (CCTV) surveillance of the room is maintained continuously. When CCTV surveillance is used instead of a second adult, the one adult in the room and the desk staff monitoring the CCTV have completed **NACs/NACIs**. When CCTV surveillance is used instead of

the second adult, set the camera and monitor on the room, and ensure rotation through all other rooms continues.

**C241** Properly functioning CCTV is installed in each activity room. **NOTE:** Not required in annexes of less than 49 capacity. CCTV monitors are located where the desk staff can clearly view and regularly observe each room.

**C258** The lights are kept on in all rooms, closets, toilets, offices, and storage areas, when the building is in use.

#### **Guidance Policy Reporting**

**C245** All staff have read the guidance policy and signed a written statement of understanding. All violations of the guidance policy are reported both telephonically and in writing to the supervisor and by the supervisor to the Flight Chief. Staff who violate the guidance policy are not permitted access to children until they are retrained or they are terminated.

## **STAFFING AND RATIOS**

#### **Staff-to-Child Ratios**

**C274** For children, 6 weeks to 12 months, there are never more than 4 children per staff member.

**C275** For children, 12 months to 24 months, there are never more than 5 children per staff member.

**C276** For children, 24 months to 36 months, there are never more than 7 children per staff member.

**C277** For children 3 years and older, there are never more than 12 children per staff member.

## **PERSONNEL PRACTICES**

#### **Criminal History Background Checks**

**C264A** An Installation Records Check (IRC) has been completed on all staff, CWs, and SVs. The IRC consists of a records check of all installations on which the individual has lived or worked for 2 years before the date of the application. The IRC includes a file check of Security Forces Management Information System (SFMIS), Family Advocacy's AF Central Registry (which includes all drug and alcohol program files, medical treatment facility files, mental health, and life skills files) and Family Housing. A check of SFMIS and Family Advocacy's AF Central Registry will satisfy the requirement for IRCs from current and former installations. Results are maintained in the employee work folder.

**C264B** *The Dru Sjodin National Sex Offender Registry Check has been completed prior to employment. NOTE: Applicable for those hired after October 2008. (CY Pay Plan Program Guidance, Oct 08)*

**C265** A State Criminal History Repository Check (SCHRC) has been completed from all the states the individual staff or CW has lived in during the last five years. **NOTE:** Only required if a completed NAC or NACI is not on file. Results are maintained in the employee work folder.

**C266** A NAC or NACI has been requested for each individual staff member. NOTE: As of 21 May 08, all newly hired employees must have a NACI. An FBI fingerprint check has been requested for each CW. An individual with a Secret Clearance meets the requirement of a NAC or NACI but does not meet the SCHRC requirement. If the results of the NAC, NACI, or FBI fingerprint check were not completed and adjudicated, follow-up action has been conducted and documented every 6 months, until the checks are completed and adjudicated. Results are maintained in the employee work folder.

**C267** Record reverification of the IRC and a Defense Central Index of Investigations (DCII) has been completed for all staff, SVs, and CWs every 5 years. Results are maintained in the employee work folder.

**C268** All staff, SVs, and CWs have signed a statement indicating whether or not they have been arrested or convicted of any crime involving children, drugs, or alcohol.

#### **Training Records**

**C188** At least one staff member who has a certificate showing satisfactory completion of pediatric first aid training, including managing a blocked airway and providing rescue breathing for Infants and children, is always present with each group of children. (NAEYC 5.A.03)  
\*Courses that specifically address first aid for young children are considered pediatric first aid. A general first aid course that does not address the specific needs of young children is insufficient to meet this criterion.

**C284** All training is documented on the AF Form 1098, *Special Task Certification and Recurring Training*. An AF Form 1098 is initiated on each employee every January. (DTM)

**C285** Directors, Assistant Directors, and T&Cs receive at least 12 hours of annual training on supervision, administration, curriculum development, child abuse prevention, disease control, and other child care topics.

**C286** Administrative and Food Service staff receive at least 6 hours of New Employee Orientation (NEO) training in accordance with the standardized orientation AF Form 1098. An Individual Training Plan (ITP) is developed during the NEO and goals are updated annually or as training needs are identified. The ITP is on file. (DTM and Standardization)

**C287** Administrative staff receive at least 6 hours of annual training on administrative procedures, customer service, child abuse prevention, and position-related topics.

**C288** During the first 6 months of employment, Administrative staff complete the Administrative Staff Modules and the Child Abuse Modules 14 and 15. (Standardization)

**C289** Food Service staff receive at least 6 hours of annual training on sanitation, nutrition, food preparation and service, child abuse prevention, and position-related subjects. (Standardization)

**C290** During the first 6 months of employment, Food Service staff complete the Food Service Modules and the Child Abuse Modules 14 and 15. (Standardization)

- C291** *Caregivers* receive at least 12 hours NEO training in accordance with the standard orientation AF Form 1098. An ITP is developed for *caregivers* during the NEO and goals are updated as training needs are identified during observations and/or debriefs. (DTM and Standardization)
- C292** *Caregivers* receive annual training on positive guidance techniques including acceptable and unacceptable ways of touching, talking to, and handling children, reporting suspected child abuse and neglect, *and AF Infant Safe Sleep Practice*. *Caregivers*, who have completed the modules, are provided at least 24 hours of training annually. (DTM and Standardization)
- C294** During the first 6 months of employment, *caregivers* complete 3 of the AF Child Development Program Assistant Modules (14, 15 and module of choice), pediatric first aid including rescue breathing and food *service* training. Satisfactory progress toward and completion of the modules is a condition of employment. After fulfilling the initial 6 months requirement of completing 3 modules, *caregivers* must complete a minimum of 3 modules every 3 months, completing all modules within the first 18 months of employment.
- C297** SVs receive at least 10 hours of orientation including at least 1 hour overview of policies and practices, 1/4 hour pre-brief for Observation and Mentorship, 4 hours of Observation, 4 hours hands-on Mentorship and 3/4 hour of debrief for Observation and Mentorship prior to being assigned to volunteer in the center. (DTM and Standardization)
- C298** All CWs receive annual training on child abuse prevention, identification, and reporting.