Introduction to Navy YP

June 2015

CNIC
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NAVY CYP
Child and Youth Programs
# Table of Contents

## Chapter 1: Introduction to the Youth Program Operating Manual  
1. Background ........................................................................................................................................ 1
2. Purpose ............................................................................................................................................... 2
   1.2.1 Description of the YP Operating Manual .............................................................................. 2
   1.2.2 Description of the CYP Operating Manual ........................................................................... 4

## Chapter 2: The History of Military Child Care  
2.1 Military Child Care’s Modest Beginning ..................................................................................... 7
2.2 The Military Child Care Act of 1989 (MCCA) ............................................................................ 7
2.3 Navy YP ........................................................................................................................................... 8

## Chapter 3: CYP Mission, Vision, Philosophy, Core Values, and Goals  
3.1 CYP Mission ................................................................................................................................... 9
3.2 CYP Vision ..................................................................................................................................... 10
3.3 Philosophy & Core Values ............................................................................................................ 10
3.4 Goals ............................................................................................................................................. 12
3.5 Navy CYP Preparing for the Future: 2020 and Beyond ................................................................. 14

## Chapter 4: System of Care  
4.1 Youth Programs (YP) ..................................................................................................................... 17
   4.1.1 School Age Care (SAC) ......................................................................................................... 17
   4.1.2 Recreational Preschool ......................................................................................................... 18
   4.1.3 Youth Sports & Fitness (YSF) ............................................................................................ 18
   4.1.4 Teen Programs .................................................................................................................... 19
   4.1.5 Recreational School Age Program (RSAP) ...................................................................... 19
   4.1.6 Community Events ............................................................................................................ 19
4.2 Child Development Centers (CDC) 

4.3 Child Development Homes (CDH) 

4.4 24/7 Centers 

4.5 Child and Youth Education Services (CYES) 

4.6 Outreach and Respite Programs
   4.6.1 Off-installation Child Care
   4.6.2 Respite Care Programs
   4.6.3 Boys and Girls Club of America (BGCA)
   4.6.4 Sittercity—Military Program
   4.6.5 Tutor.com for U.S. Military Families

Chapter 5: CYP Customers

5.1 Eligibility
   5.1.1 YP Guests

5.2 Priorities for CYP Custodial Care Programs
   5.2.1 Priorities for YP Recreational Programs

5.3 Age Requirements

Chapter 6: Chain of Command and CNIC

6.1 Chain of Command
   6.1.1 Secretary of Defense (OSD)
   6.1.2 Deputy of the Office of the Under Secretary for Personnel and Readiness (OSD P&R)
   6.1.3 Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (MC&FP) and Office of Family Policy/Child and Youth
   6.1.4 Secretary of the Navy (SECNAV)
   6.1.5 Assistant Secretary of the Navy for Manpower and Reserve Affairs (ASN M&RA)
   6.1.6 Deputy Assistant Secretary of the Navy Military Manpower and Personnel (MMP)
   6.1.7 Navy and Chief of Naval Operations
   6.1.8 Commander, Navy Installations Command (CNIC)
   6.1.9 CNIC (N9) Fleet and Family Readiness (FFR)
   6.1.10 CNIC (N926) Headquarters (HQ)

Chapter 7: CYP Organizational Structure and Installation Staffing

7.1 CYP Regions
7.2 Regional CYP Structure

7.3 Installation YP Structure and Staffing

7.3.1 Installation CYP Director
7.3.2 Examples of YP Organizational Charts
7.3.3 CYP Professionals
7.3.4 YP Program Management Team—Roles and Responsibilities
7.3.5 YP Training Team—Roles and Responsibilities
7.3.6 YP Direct Care Staff—Roles and Responsibilities
7.3.7 YP Support Staff—Roles and Responsibilities

Chapter 8: Governing Authorities and Funding Sources

8.1 Governing Authorities
8.1.1 Legislation
8.1.2 Department of Defense (DoD) Policy
8.1.3 Instructions
8.1.4 CYP and YP Operating Manuals
8.1.5 Additional Governance

8.2 Funding Sources
8.2.1 Appropriated Funds (APF)
8.2.2 Non-appropriated Funds (NAF)

Chapter 9: Quality Assurance

9.1 Local Ongoing Monitoring
9.2 Inspections
9.2.1 Fire and Safety
9.2.2 Health and Sanitation
9.2.3 Multi-Disciplinary Team Inspection (MDTI)
9.2.4 CNIC (N926) Inspection

9.3 Accreditation

Chapter 10: Information Systems

10.1 Navy CYP E-Library
10.2 Child and Youth Management System (CYMS)
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.3</td>
<td>MilitaryChildCare.com (MCC)</td>
<td>64</td>
</tr>
<tr>
<td>10.4</td>
<td>CYP Enterprise Modeling System (EMS) and Metrics Tool</td>
<td>64</td>
</tr>
<tr>
<td>10.5</td>
<td>Virtual Youth Programs</td>
<td>64</td>
</tr>
<tr>
<td>10.6</td>
<td>YP Online Curriculum Materials</td>
<td>64</td>
</tr>
<tr>
<td>10.7</td>
<td>TS GOLD™</td>
<td>65</td>
</tr>
<tr>
<td>10.8</td>
<td>Inspection Management System (IMS)</td>
<td>65</td>
</tr>
<tr>
<td>10.9</td>
<td>CDH Management System</td>
<td>65</td>
</tr>
<tr>
<td>10.10</td>
<td>Environment Rating Scale (ERS) Data System</td>
<td>65</td>
</tr>
<tr>
<td>10.11</td>
<td>Systems, Applications and Products (SAP)</td>
<td>65</td>
</tr>
<tr>
<td>10.12</td>
<td>KRONOS</td>
<td>65</td>
</tr>
<tr>
<td>10.13</td>
<td>Standard Labor Data Collection and Distribution Application (SLDCADA)</td>
<td>66</td>
</tr>
<tr>
<td>10.14</td>
<td>Total Workforce Management System (TWMS)</td>
<td>66</td>
</tr>
<tr>
<td>10.15</td>
<td>Enterprise Safety Applications Management System (ESAMS)</td>
<td>66</td>
</tr>
</tbody>
</table>

**Chapter 11: Partnerships and Resources**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>National Partnerships and Resources</td>
<td>67</td>
</tr>
<tr>
<td>11.2</td>
<td>Installation Partnerships and Resources</td>
<td>69</td>
</tr>
</tbody>
</table>
Chapter 1: Introduction to the Youth Program Operating Manual

1.1 Background

The Navy Child and Youth Program (CYP) is a vital part of a nationally recognized child and youth development system that is increasing the quality, availability, and affordability of child care for military and Department of Defense (DoD) families worldwide. A leader in child care reform, Navy CYP has aggressively responded to the requirements of the 1989 Military Child Care Act (MCCA) by raising the bar for quality expectations, increasing performance and outcomes criteria, and investing in critical resources including personnel, professional development, facilities, and technology.

Today, Navy CYP is known and well-respected for the tremendous impact it has had on the entire early childhood and youth services landscape—not just for military child care and the families it serves, but also for children and families who participate in non-military operated programs.

Navy CYP is a role model for other programs by consistently implementing program quality standards and requiring national accreditation in all Child Development Centers (CDC) and School Age Care (SAC) programs. While national accreditation is not required for Child Development Home (CDH) Providers, it is strongly encouraged, and CNIC (N926) has made it a goal to increase the number of accredited CDH Providers because of the positive impact accreditation has on the quality of CD homes. The Commander, Navy Installations Command (CNIC) and CNIC (N926) are investing in professional development so that CYP Professionals are prepared to provide high quality care not only while they are working with CYP, but whenever they provide care outside of the military child care system (see insert on the next page for a brief introduction of CNIC [N926] and CYP Professionals).

Navy CYP specializes in providing high quality education and recreational programs for children and youth. At the same time, CYP’s overarching mission is to support military and DoD families worldwide as they protect and serve our country. By assisting commands and families in finding a healthy balance of military readiness and family life, Navy CYP ensures a better quality of life for military families, while at the same time supports military defense mission and family readiness. CYP's outcomes extend far beyond child and youth outcomes—CYPs have a direct effect on fleet readiness, service member morale and retention, and command mission accomplishment.
1.2 Purpose

The purpose of the YP Operating Manual is to set the stage for understanding how and why CYPs function, and—specific to Youth Programs (YP)—how Navy YP fits within the CYP and overall military framework. Equally as important, is the understanding that Navy CYP is a critical element of a much larger picture. This manual lays the groundwork for understanding the “big picture” of which CYP is part, so that CYP Professionals are familiar with the history of military child care, and the chain of command and organizational structure from DoD down to the local installation level.

There is a role for every CYP Professional to play in providing high quality services. High quality does not come from working independently or in “silos,” but rather as a team. It takes diligence and dedication from everyone—including Teachers in the classroom; youth and teen Counselors; support staff providing administrative, janitorial, and food service; CDH Providers; management staff; and Headquarters (HQ) staff—working together as a unified team to provide the highest quality services possible. At the HQ level, CNIC (N926) is committed to supporting programs in providing exemplary child and youth programs that meet the specific child care needs of families and installations. Part of that commitment involves a well-designed and comprehensive quality assurance approach, which includes the development and dissemination of Operating Manuals. The purpose and structure of the Operating Manuals are discussed next.

Note: The term “youth” is used throughout the YP Operating Manual to include all children (3-5 years), youth (6-12 years), and teens (13-18 years) participating in the YP. If a program is designed specifically for young children (e.g., Recreational Preschool or Motor Skill Development), the term “child” may also be used to reference children (3-5 years). Similarly, the term “teen” may be used when discussing activities and programs that are specifically geared toward teenage youth (13-18 years).

1.2.1 Description of the YP Operating Manual

Operating Manuals are being developed for YP, CDC, CDH, and 24/7 Center programs, and Child, Youth, and Education Services (CYES). Each Operating Manual will be comprised of specific standards such as Accountability and Supervision, Space Management, Programming, Curriculum, and Environments, etc., that will be developed and released over the next several years. The YP Operating Manual will include standards for all YP business lines. The purpose of each Operating Manual is to build a foundation for high quality programs by providing guidance on how to implement governing policies (e.g., OPNAV, DoD Instructions, etc.), explain the rationale for why such policies exist, offer best practices, and (when appropriate) prescribe standardized Navy-wide operating procedures. These resources not only provide a foundation for the CYP training program, they also help guide all CYP Professionals in understanding the ongoing CYP day-to-day operations.
The content for each Operating Manual has been carefully selected and organized into Operating Standards (hereafter referred to as “Standards”) based on requests for guidance and clarification, monitoring and reporting results, the release of new standards and requirements, and the needs of programs, families, and installations. Exhibit 1-1A provides an outline of the YP Operating Manual.

### Exhibit 1-1A: Operating a Navy Youth Program

<table>
<thead>
<tr>
<th>YP Standards</th>
<th>Content Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Navy YP</td>
<td>Sets the stage for understanding how the CYP and YP fits within the larger military environment, and provides basic introductory information to help the user gain as much as possible from the other standards</td>
</tr>
<tr>
<td>Space Management</td>
<td>Provides guidance and best practices for maximizing all CYP and YP program space so that the maximum number of children are served, and DoD resources are used as efficiently as possible</td>
</tr>
<tr>
<td>Financial Management: Budgeting and Execution</td>
<td>Contains information and guidance for fiscal management, including budget development, resource allocation, financial reports, ongoing budget monitoring, performance dashboards, and command briefing templates</td>
</tr>
<tr>
<td>Parent Fees</td>
<td>Offers guidance on how to collect, process, and document parent fees</td>
</tr>
<tr>
<td>Administration and Record Keeping</td>
<td>Includes instructions and information related to accurate record keeping for families, children, and personnel—including the mandated use of the Child Youth and Management System (CYMS)</td>
</tr>
<tr>
<td>Managing Staff and Scheduling</td>
<td>Provides information and guidance related to managing and scheduling staff at the program and center level so that staff:child/youth ratios are met at all times, and to ensure that program and staff resources are maximized as efficiently as possible</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Describes professional development strategies including coaching, mentoring, credentialing, training, and other professional development opportunities available to YP staff</td>
</tr>
<tr>
<td>Family Relations</td>
<td>Contains guidance and best practices related to building strong relationships with families</td>
</tr>
<tr>
<td>Child Abuse Prevention, Education, and Reporting (CAPER)</td>
<td>Provides information related to identifying potential cases of child abuse or neglect, mandatory child abuse reporting requirements, child abuse prevention strategies, and resources that are available to help ensure all children are kept safe and free from harm</td>
</tr>
<tr>
<td>Accountability and Supervision</td>
<td>Discusses accountability and supervision practices that ensure the safety and security of children at all times</td>
</tr>
<tr>
<td>Interactions and Relationships</td>
<td>Provides information on the importance of appropriate interactions with children, and includes strategies and recommendations for building strong relationships and using positive behavior guidance techniques</td>
</tr>
<tr>
<td>Programming, Curriculum, and Environments</td>
<td>Describes the fundamental concepts of YPs, including teen councils, youth sponsorship, locally-selected programs, and required core program areas (character and leadership development, health and life skills, education and career development, the arts, sports, fitness and recreation, and technology)</td>
</tr>
<tr>
<td>Youth and Sports Fitness Programs (Navy YSF Operating Manual)</td>
<td>Provides guidance for operating Youth and Sports Fitness Programs, including intent, partnerships/affiliations, authorizations, age requirements, program and activity environments, service delivery methods, and core service area requirements</td>
</tr>
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</table>
### YP Standards

<table>
<thead>
<tr>
<th>YP Standards</th>
<th>Content Overview</th>
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<tbody>
<tr>
<td>Food Service and Nutrition</td>
<td>Contains guidance to assist program staff in meeting the food service and nutrition requirements mandated by OPNAV and the Child and Adult Care Food Program (CACFP)</td>
</tr>
<tr>
<td>Field Trips and Transportation</td>
<td>Provides guidance on field trips and transportation requirements, including the appropriate use of field trips to enhance curriculum, transportation safety standards, vehicle requirements and passenger limits, driver requirements, and transportation emergency procedures</td>
</tr>
<tr>
<td>Health and Sanitation</td>
<td>Discusses the importance of appropriate health and sanitation practices, including health checks, child health requirements for daily participation, toileting, sick child/youth procedures, exclusion policies, and infectious disease prevention</td>
</tr>
<tr>
<td>Facility, Fire, and Safety</td>
<td>Outlines requirements and expectations for fire and safety practices, including facility site requirements, fire/safety drills, emergency preparedness, renovations/modifications, parent and visitor access, alarm systems, visibility requirements, opening/closing procedures, and facility maintenance</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>Offers direction on how to prepare for inspections, including local inspections for health/sanitation, fire/safety, unannounced inspections, and pre/post actions to take before and after inspections</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Discusses the importance of accreditation and provides guidance on how to prepare for the accreditation process</td>
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### 1.2.2 Description of the CYP Operating Manual

In addition to the YP Operating Manual just described, an overarching CYP Operating Manual is being developed to provide guidance on topics that apply to all CYP programs, regardless of the specific program type or age group the program serves. Exhibit 1-1B lists the content of the CYP Operating Manual.

#### Exhibit 1-1B: Operating a Navy Child and Youth Program

<table>
<thead>
<tr>
<th>CYP Standards</th>
<th>Content Overview</th>
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<tbody>
<tr>
<td>Introduction to CYP</td>
<td>Sets the stage for understanding how the CYP works within the larger military landscape and provides basic introductory information to help the user gain as much as possible from the other chapters</td>
</tr>
<tr>
<td>Identifying and Meeting the Needs of the Installation</td>
<td>Discusses the importance of and strategies for understanding the actual needs (current and future) of individual installations, so that each CYP can tailor its programs to meet the needs of their specific population</td>
</tr>
<tr>
<td>Program Administration</td>
<td>Includes guidance on CYP-wide program administration requirements, including record keeping and reporting, and management systems</td>
</tr>
<tr>
<td>Navy Management Standards</td>
<td>Provide practices, requirements, and guidance for CYPs to operate efficiently and effectively as they provide seamless service delivery across all programs; topics include CYP size determination, program capacity, staffing authorizations, non-labor expenses, subsidies and incentives, and NAF revenues</td>
</tr>
<tr>
<td>Financial Management: Budgeting and Execution</td>
<td>Contains information and guidance for CYP fiscal management, including budget development, resource allocation, financial reports, ongoing budget monitoring, performance dashboards, and command briefing templates</td>
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</table>
**CYP Standards**

| Management Information Systems (MIS), Child and Youth Management System (CYMS), and Enterprise Management System (EMS) | Provides guidance for using the primary Navy CYP MISs, including:
- CYMS: CYMS is the Navy CYP’s primary record keeping and tracking system for child and family records, and personnel records. CYMS also serves as the Navy’s CYP point of sale system used for the billing, tracking, and collection of child care fees; and,
- EMS: EMS is a tool that supports DoD planning, programming, budgeting, and execution processes, as well as facilitates the ability to model, track, analyze, and evaluate program operations |

| Waitlist Management/Using MilitaryChildCare.com | Describes the processes for waitlist management systems and MilitaryChildCare.com (MCC), including using MCC to market CYP services to military families worldwide, assisting families with the request for care process, and offering care to families through MCC and waitlist reporting |

| Inclusion | Provides policies and standards for including children with disabilities and other special needs in Navy CYPs, including the role of the Inclusion Action Team (IAT) and other inclusion support systems, identifying needs, referral systems, accommodations, and behavior support |

| Staff Management | Provides staff management and human resources information regarding staff recruitment, selection, hiring, onboarding, supervising, mentoring, career coaching, and retention |

| Professional Development | Describes professional development strategies including coaching, mentoring, credentialing, training, and other professional development opportunities available to CYP Professionals |

| Mobilization and Contingency Planning (MAC) | Contains guidance for developing, implementing, and monitoring an installation plan for child care and youth support during mobilization, deployment, natural disasters, and other contingency situations |

| Inspector Handbook | Offers guidance and directions for professionals who are conducting CYP inspections, and provides tools and resources for use during inspections; topics include the purpose of inspections, the inspectors’ roles, what to look for during an inspection, pre- and post-inspection activities, etc. |

Some of the benefits of using the Operating Manuals include:

- Greater consistency in program delivery and quality expectations;
- Improved understanding of CYP Professionals’ roles and responsibilities;
- Clear guidance that can be used for training and ongoing guidance for program operations;
- Optimized use of industry best practices;
- Enhanced awareness of what “quality” looks like for the purposes of program monitoring and accreditation/certification purposes; and,
- Increased continuous quality improvement.
Following this overview, the *Introduction to Navy YP* is organized into the following chapters:

- **Chapter 2**: The History of Military Child Care
- **Chapter 3**: CYP Mission, Vision, Philosophy, Core Values, and Goals
- **Chapter 4**: System of Care
- **Chapter 5**: CYP Customers
- **Chapter 6**: Chain of Command and CNIC
- **Chapter 7**: CYP Organizational Structure and Installation Staffing
- **Chapter 8**: Governing Authorities and Funding Sources
- **Chapter 9**: Quality Assurance
- **Chapter 10**: Information Systems
- **Chapter 11**: Partnerships and Resources
Chapter 2: The History of Military Child Care

2.1 Military Child Care’s Modest Beginning

Military child care had a modest and humble beginning compared to the world-class child and youth care system it is today. Families started the first military child care system out of necessity, for there were limited child care options available to them. Beginning in the 1950’s, military child care services were organized through informal groups of military wives or parent cooperatives. The first military child care “system” lacked any official structure, and was essentially an hourly babysitting service for military spouses who were working outside the home and parents who wanted socialization opportunities (i.e., “playgroups”) for their children.¹

More than two decades later, DoD mandated that child care be officially recognized as a Morale, Welfare, and Recreation (MWR) activity. Yet, there was still no requirement that a formal military child care program be implemented at individual military installations. Installations that chose to provide child care services (they were not required to do so at this point) were required to develop their own operating policies and procedures.²

The need for military child care grew rapidly, especially during the post-Vietnam War years. The number of military spouses who worked outside the home increased, and the number of women in the armed services grew, as did the number of dual-military couples. These societal changes placed additional stress on the military child care system, which at that time lacked the capacity and quality needed to serve the growing numbers of military families who desperately needed child care.

2.2 The Military Child Care Act of 1989 (MCCA)

The Military Child Care Act of 1989 (MCCA) was a pivotal moment for military child care. Congress passed the MCCA in response to great concern over the lack of quality and accessibility of child care for military families. A 1982 report (Military Child Care Programs: Progress Made, More Needed) from the Government Accounting Office (GAO) to the Secretary of Defense revealed that many DoD child care programs failed to meet the minimum fire and safety codes, there was an lack of effective inspection systems, little or few consequences for deficiencies or noncompliance, no oversight for CD homes, and staff training and professional expectations were subpar. Families remained on wait lists for unreasonably long periods of time, and parent fees were disproportionately too high, which made child care virtually

inaccessible for many military families. In 1986, the Presidio Army base was the subject of child abuse allegations, which spurred Congressional hearings and ultimately led to the MCCA.

The MCCA became the catalyst for a complete transformation of military child care, and focused on improving the quality, affordability, and accessibility of military child care by:

- Requiring the development and implementation of comprehensive standards;
- Establishing accreditation requirements;
- Enforcing licensing mandates through a rigorous inspection and annual certification process;
- Creating an effective and efficient child care subsidy system to reduce the financial burden on military families, and implementing a sliding fee scale based on family income;
- Improving wages for staff;
- Strengthening training and professional development, including providing designated Training Specialists to support training and curriculum development;
- Developing an effective inspection system, including unannounced inspection visits and heavy consequences for noncompliance; and,
- Increasing the amount of DoD funding provided to each service branch (i.e., Navy, Army, Air Force, Marine Corps) for child care programs.

Military child care is seen as a “Cinderella Story” in that it came from being viewed as ineffective and of poor quality, but today is recognized as a national model for high quality child care, and has even been described as the “gold standard for child care.” Indeed, military child care has had a positive impact on the child care system overall—extending far beyond the military child care landscape. President Clinton “hailed military child care as the nation’s model of excellence” at a White House Conference on Early Childhood Development and Learning, and praised the military for requiring its child care programs to meet national standards, providing sufficient funding, increasing oversight and accountability, strengthening child care training systems, increasing staff compensation and benefits, and creating comprehensive family care systems. Today’s military child care system is a model of excellence that other child care programs turn to for lessons learned and best practices.

### 2.3 Navy YP

Historically, Navy YP was a separate program under Navy Morale, Welfare and Recreation (MWR). A little more than a decade ago, the SAC program merged with CYP and became part of CYP’s funding stream. The recreational component of YP followed suit several years later, bringing all of YP into the CYP enterprise. This merger also resulted in increased quality because of new requirements for core programming standards, staff training and professional development, and many other quality benchmarks that makes YP the success it is today.

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Chapter 3: CYP Mission, Vision, Philosophy, Core Values, and Goals

All CYP Professionals should know and understand CYP’s mission and vision, philosophy and core values, and goals. Broadly speaking, these elements clarify CYP’s purpose (the “what” we are doing), rationale (the “why” it is important), and the vision for how it will look when it is done successfully. Equally as important, YP Professionals should be able to envision how the overall CYP mission, vision, philosophy, core values, and goals are translated into specific YP operations.

All CYP Professionals should also realize that these statements are more than simply words on paper. Each statement was developed after a careful analysis and reflection of current issues affecting CY programs, as well as factors that will impact future CYP operations. CNIC (N926) purposefully engages in short and long term strategic planning to ensure that current needs are met, but also so that CYP can be proactive and fully prepared—not just for today, but for next year, the following year, and beyond. For a “sneak preview” of CYP’s focus areas leading up to 2020, see Section 3.5.

This section defines CYP’s mission, vision, philosophy and core values, and goals; and provides examples of what each might look like in the YP environment.

3.1 CYP Mission

A mission statement explains what CYP does, and why it is so important. It justifies why the CYP exists. CYP’s mission statement is:

The Navy Child & Youth Program (CYP) supports military and DoD families worldwide as they protect and serve our country. We do this by providing high quality, innovative, accessible, and affordable child care that supports school readiness, and recreational programs for children and youth.

The key points to draw from the CYP mission statement include:

- **What CYP Does**: CYP provides high quality child care and youth programs.
  
  - **What this looks like in a YP**: YPs provide before and after school care for school-age children, youth and teen recreational activities, and auxiliary recreational opportunities for preschool children. Program options include Before School, After School, Before/After School, Half-Day Kindergarten, Holiday/Summer Camps, Recreational Preschool, Youth Sports & Fitness, Teen Programs, Recreational School Age Program (RSAP), and Community Events. (More details about what YP offers are found in Chapter 4.)
Who CYP Serves: CYP serves military and DoD affiliated families.

Why it is so important: When military members and DoD personnel are confident that their children are safe and in good care, they can concentrate better on fulfilling their military and defense support responsibilities. Furthermore, successful YPs are a conduit for youth to build positive relationships with peers and caring adults, a deterrent for juvenile delinquency, and a platform of many opportunities for youth to build a lifetime of learning. YPs instill the ideals of good sportsmanship, honesty, loyalty, and a sense of teamwork so that youth will become strong, healthy, well-adjusted, and contributing members of society.

3.2 CYP Vision

Vision statements describe what the organization will look like when it is successful in fulfilling its mission. It answers the question: “What do we want to happen and what will it look like when it happens?” CYP’s vision is:

- Military and DoD families will rest assured that their children are safe, well cared for, and thriving in high quality child care, excellent learning environments, and strong recreational youth programs. Families will be confident that the type of care they need for their children will be available when they need it.
  
  - What this looks like in a YP: Youth are actively and appropriately engaged in before/after school, sports, and recreational activities that focus on building self-esteem, developing appropriate relationships, facilitating academic success, and making healthy choices. All families who request custodial care, or any other YP program option (e.g. recreation), will be offered viable program options with minimal wait list times.

- Navy CYP programs will be known as a nationally recognized provider of family-centric child and youth care programs that set the industry standard for innovative and high quality programs. Families will view Navy CYP as their preferred “program of choice.”
  
  - What this looks like in a YP: All SACs will be accredited through the Council on Accreditation (COA), and all Youth and Sports Fitness (YSF) programs will be affiliated with the National Alliance for Youth Sports (NAYS). All YPs will be affiliated with 4-H and the Boys & Girls Clubs of America (BGCA). 100% of SAC spaces will be filled at all times due to the popular demand of the SAC, and at least 35% of all eligible youth are actively participating in the YP.

3.3 Philosophy & Core Values

An organization’s philosophy defines the basic belief for how the organization behaves and operates. Core values are a set of fundamental ideas that drill even deeper into the mission statement and philosophy, and help shape the organization’s environment and culture. Navy CYP’s philosophy is presented below:

Each CYP region, installation, family, child, and CYP Professional is unique. Individuality must be recognized to ensure all programs can fulfill the specific educational and recreational needs of the installation and the families it serves.
The Navy CYP philosophy is supported by the set of core values found below in Exhibit 3-1. Examples have been provided for how these core values are demonstrated in a YP.

Exhibit 3-1: CYP Core Values and Examples of What the Core Values Look Like in a YP

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Examples of What This Looks Like in a YP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships &amp; Interactions</td>
<td>- Learning environments and program spaces are inviting and welcoming. Youth and families are greeted warmly upon arrival.</td>
</tr>
<tr>
<td></td>
<td>- Activity plans include activities that are appropriate for all family cultures.</td>
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<tr>
<td></td>
<td>- YP staff engage youth in appropriate interactions and integrate relationship building into the program on a daily basis.</td>
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<tr>
<td></td>
<td>- YP staff are encouraged to build professional and trusting relationships with each youth under their supervision.</td>
</tr>
<tr>
<td>Individuality &amp; Uniqueness</td>
<td>- Staff take the time to get to know each youth—his/her likes, dislikes, and interests—and then incorporate that knowledge into YP activities.</td>
</tr>
<tr>
<td></td>
<td>- Counselors plan activities based on the youth’s interests, feedback, and developmental abilities.</td>
</tr>
<tr>
<td></td>
<td>- Counselors are constantly aware of the program dynamics, and are willing to adjust activity plans as needed.</td>
</tr>
<tr>
<td>Inclusion</td>
<td>- Counselors individualize activity plans to meet the specific needs of every child and youth including those with special needs.</td>
</tr>
<tr>
<td></td>
<td>- Learning environments are arranged so that all youth, including those with special needs, can participate fully.</td>
</tr>
<tr>
<td></td>
<td>- Counselors work closely together and have access to a number of resources (e.g., Kids Included Together [KIT]) to design and implement an inclusion plan specifically individualized for each youth with special needs.</td>
</tr>
<tr>
<td>Safety</td>
<td>- Safety will remain the YP’s first priority.</td>
</tr>
<tr>
<td></td>
<td>- Daily safety checklists are completed for all activity rooms and playgrounds.</td>
</tr>
<tr>
<td></td>
<td>- Activity room and outdoor equipment is kept in good condition, repaired immediately if needed, and replaced if necessary.</td>
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<tr>
<td></td>
<td>- YP staff implement effective accountability and supervision procedures, including the use of sign-in/sign-out sheets, so that staff are aware of where youth are and what they are doing at all times.</td>
</tr>
<tr>
<td></td>
<td>- Closed-circuit television (CCTV) is available and working properly to ensure the safety and security of youth and staff.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Core Values</th>
<th>Examples of What This Looks Like in a YP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualified and Invested CYP Professionals</strong></td>
<td>▶ Training Specialists are highly visible in YP activity rooms, conduct frequent observations, provide helpful feedback, and are available for ongoing training and support.</td>
</tr>
<tr>
<td></td>
<td>▶ Supervisors and Managers engage YP staff in developing Individual Professional Development plans, and support staff in implementing those plans.</td>
</tr>
<tr>
<td></td>
<td>▶ CNIC (N926) provides supplemental funding for YP staff to complete their Military School-Age (MSA) credential, and/or tuition assistance toward an undergraduate or graduate degree.</td>
</tr>
<tr>
<td>Technology</td>
<td>▶ YP staff will have training opportunities that are focused on increasing the use of technology and information systems (for more on information systems, see Chapter 10).</td>
</tr>
<tr>
<td></td>
<td>▶ In addition to the traditional in-person training formats, training is also made available through Web-based formats and computer modules (e.g., webinars).</td>
</tr>
<tr>
<td></td>
<td>▶ The YP makes a computer available in an area where parents can access the computer, and assists parents in using the computer when needed.</td>
</tr>
<tr>
<td></td>
<td>▶ All YPs are provided with state-of-the-art computer areas, laptops, tablets, software, and Internet connectivity, to be used as tools for preparing youth to navigate the technical world. Staff are professionally trained in the use of these technologies, not only for their own professional development, but so that they can assist the youth in learning and using new technologies.</td>
</tr>
<tr>
<td></td>
<td>▶ The YP utilizes various advances in technology to strengthen connections with families and other CYP partners (e.g., social media).</td>
</tr>
<tr>
<td></td>
<td>▶ YP staff intentionally encourage the use of varying technologies when planning activities to better prepare youth for future leisure and career opportunities.</td>
</tr>
</tbody>
</table>

### 3.4 Goals

Goals are broad statements that describe specific and measurable actions. Every CYP must have goals, and every CYP Professional should be aware of the goals and the CYP’s progress in meeting its goals.
Navy CYP has identified operating goals that are applicable to all installations worldwide. In addition, Navy YP has established goals that complement the Navy CYP’s worldwide goals. These goals are listed below in Exhibit 3-2.

**Exhibit 3-2: CYP and YP Overarching Goals**

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CYP-wide (Overarching Management &amp; Administrative Goals)</strong></td>
</tr>
<tr>
<td>1. Engage in intentional continuous quality efforts, based on accountability measurements, industry standards and best practices, accreditation criteria, and research-based strategies.</td>
</tr>
<tr>
<td>2. Recruit and retain the highest caliber of CYP Professionals.</td>
</tr>
<tr>
<td>3. Improve space management practices to provide services for the maximum number of children, youth, and families; minimize the length of time families spend on the wait list; and ensure DoD funding and resources are used as efficiently as possible.</td>
</tr>
<tr>
<td>4. Increase the use of technology to enhance program operations, including offering additional opportunities for parents and CYP Professionals to utilize technology more frequently.</td>
</tr>
<tr>
<td>5. Build global infrastructure and implement policies that provide consistency and accountability across all installations, while at the same time allow for flexibility and individualization when needed.</td>
</tr>
<tr>
<td><strong>YP Goals</strong></td>
</tr>
<tr>
<td>1. 100% of daily activity plans will include age and developmentally appropriate activities that focus on building each youth’s school readiness skills, including problem solving, literacy, language development, social/emotional skills, and physical and motor skills development for future leisure and career success.</td>
</tr>
<tr>
<td>2. YP activity rooms and staff will demonstrate respect for all cultures and diversities at all times (e.g., as reflected in interactions with youth and families, seen on bulletin boards, classroom displays, selection of books and classroom materials, food menus, etc.).</td>
</tr>
<tr>
<td>3. 100% of all YP staff whose high school diploma is their maximum level of education will complete the MSA credential.</td>
</tr>
<tr>
<td>4. 100% of all SAC programs will pursue and maintain COA accreditation.</td>
</tr>
<tr>
<td>5. 100% of SAC spaces will be filled at all times (i.e., there will be no vacancies), and the YP overall is meeting the DoD goal of 35% of all eligible youth actively participating in YP programming.</td>
</tr>
</tbody>
</table>
3.5 Navy CYP Preparing for the Future: 2020 and Beyond

CNIC (N926) and CYP are moving into 2020 and beyond by investing significant resources and strategic planning efforts in these key areas:

1. **Technology and Innovation**: Technology is transforming how CYP works and how CYP Professionals interact with families, staff, providers, and partners worldwide. CNIC (N926) plans to make strategic investments in state-of-the-art and innovative technologies that improve CYP’s scale of efficiencies, allow faster connections with families and CYP Professionals across the world, strengthen program quality, and help CYP Professionals work faster and smarter. Some current and future planned CYP technology initiatives include: the Navy CYP E-Library; MCC.com; Virtual Youth Program; online CDH Management System; program specific apps; Learning Management System and other Web-based trainings; online tools for child assessments and program environment assessments; and electronic and Web-based tools for reporting and monitoring, budgeting, and program inspections.

2. **Collaboration and Integration**: CYP is evolving from a series of independent programs to a unified, integrated system of care. Collaborative planning, shared decision making, consolidated efforts, and collective outcomes will continue to evolve as CYP shifts from working in “silos” to working together across programs, installations, and regions. In addition to integrating internal CYP systems, CNIC (N926) has plans to deepen its external community partnerships by strengthening current affiliations and reaching out to new partners to further serve military children and families by leveraging resources that may lead to additional grants or research-to-practice opportunities.
3. **Consistent Messaging and Standardization**: Moving to an integrated system of care and working together as a single team requires investing in resources and efforts to ensure communication, guidance, and expectations are consistent across programs, installations, and regions. CNIC (N926) will develop standard operating procedures (when appropriate) to ensure uniformity in critical processes (e.g., personnel and human resources, data collection and metrics reporting, enrollment procedures, etc.), yet at the same time retain enough flexibility for local installations to meet the specific needs of their families and installation. Examples of some of CNIC’s current and planned efforts to ensure consistent messaging and standardization are the development and dissemination of CYP and program-specific Operating Manuals; standardized training platforms; standardized position descriptions; uniform processes for background checks and visitors’ badges; and consistent standards for employee performance management.

4. **Training and Professional Development**: CNIC (N926) recognizes that preparing for the future means ensuring that all CYP Professionals are prepared with the right skills, knowledge, and abilities. CNIC (N926) plans to dedicate resources to training and ongoing professional development in initiatives such as Web-based training modules, Learning Management System, CYP and program-specific Operating Manuals, as well as continued fund allocations for tuition assistance and certification. As CYP prepares for the future, the focus on training will move away from reactive training (e.g., training and retraining because an employee lacks the skills s/he needs) and toward proactive training so that CYP Professionals are prepared for success from the beginning.

5. **Human Resources and Performance Management**: Part of ensuring that CYP is prepared to succeed involves making sure the right CYP Professionals with the right skills are recruited and retained, and that they are available quickly when vacancies need to be filled. Furthermore, preparing CYP Professionals for the future requires they fully understand performance expectations, as well as the outcomes or consequences of their performance. CNIC (N926) is preparing to invest continued and new resources in its human capital by refining performance rating scales, developing *CYP Staff Management Standards*, planning for the development of standardized recruiting systems, and developing standardized CYP standards for performance management and disciplinary procedures.

6. **Quality Assurance**: CNIC (N926) has aggressive plans to continue promoting ongoing quality improvement efforts. The Inspection Management System (IMS) was rolled out in 2014, with future development of additional functionalities being planned that will enhance the system even further. CNIC (N926) is also exploring how to support installations so that they are prepared to earn inspection compliance scores of 100%. In addition, accreditation efforts will continue to ensure all CDC and YP programs are fully accredited, and to encourage CDH Providers to take advantage of the accreditation resources available to them. Quality assurance efforts will be strategically used to identify areas in need of additional focus and resources, as well as to identify and highlight program strengths upon which CYP can build.
CYP is a comprehensive system of care that offers a wide range of programs for children and youth of all ages, and for families with a variety of needs. The types of care and programs provided are tailored to meet the needs of:

- Specific age groups (i.e., infants, pretoddlers, toddlers, preschoolers, school-age children, youth, and teens);
- Working families’ schedules (i.e., families have a variety of work schedules, including traditional daytime shifts, nights and weekends, and extended 24/7 shifts); and,
- Families’ child care preferences (i.e., some families prefer center-based care, while other families may opt for a home-like environment or different type of care).

In addition to providing child care and youth program options, CYPs also offer employment opportunities for military spouses who are interested in a CYP career or in operating their own child care business as a CD home.

The YP is one service option in the larger framework of CYP’s entire system of care (see insert). While YP employees may spend the majority, if not all, of their work hours in the YP, it is very important that every employee is aware of all CYP services, including other CYP components (e.g., CDC, CDH, 24/7 Centers, Outreach Services, etc.). When YP staff are knowledgeable about other CYP components, they are prepared to talk with parents who may benefit from other CYP services, and are able to assist families better when a child transitions from one program to another (e.g., a child transitioning from preschool to school-age care, or a school-age care child transitioning to the Teen Program). Another reason YP staff must be knowledgeable about other CYP programs is there may be occasions when a YP employee is asked to provide coverage in a different program (e.g., a YP employee working in a SAC program may be asked to assist in a CDC classroom). Any CYP Professional who supports programs across the CYP must be cross-trained in the areas they will be supporting to ensure their success.

The following sections provide an overview of the overall CYP system of care, and include information about each of the CYP components.
4.1 Youth Programs (YP)

The Youth Program (YP) component is tailored to meet the needs of parents once their children start school, as well as provide auxiliary recreational opportunities for youth. YPs are designed to complement the school day, and provide care or recreation when schools are not in session. The hours of service that are offered by the YP should be established based on the local school schedule and command requirements. In addition to this Introduction to the YP Operating Manual, the remaining YP Standards will be available in the future to guide and inform YP staff.

There are six YP business lines, each of which are described in the following paragraphs.

4.1.1 School Age Care (SAC)

SAC programs provide quality “out of school” activities for children who have started kindergarten to 12 years of age. The programs are designed to enhance rather than duplicate the school day, are affiliated with the Boys & Girls Clubs of America (BGCA), and offer 4-H programs. Navy SAC programs are DoD certified and nationally accredited by the Council on Accreditation (COA). The following information is a brief overview of the different SAC program types.

**SAC Program Types**

SAC is designed to meet the needs of parents and to accommodate the children’s school schedules. Therefore, a variety of programs are offered. The same children may be enrolled in some or all of these programs; however, the hours and the time of year these programs are offered determine the program type. The operating hours for the SAC and CDC are aligned to meet the needs of parents with children in both programs. SAC program types include the following (see Exhibit 4-1A):

**Exhibit 4-1A: Snapshot of SAC Program Types**

<table>
<thead>
<tr>
<th>SAC Program Type</th>
<th>A Snapshot of SAC Program Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>The Before School program is offered to meet the needs of the command members who report to work prior to the start of their child’s school day. Transportation may be offered by the YP or by the local school system. Hours shall be established that meet the needs of command requirement (e.g., 0600-1800; with care being provided from 0600 until the youth’s school day starts).</td>
</tr>
<tr>
<td>After School</td>
<td>The After School program is offered to meet the needs of command members whose work day extends beyond the time their child is out of school for the day. Transportation may be offered by the YP or by the local school system. Hours shall be established that meet the needs of command requirement (e.g., 0600-1800; with care being provided from the time the youth’s school day ends until 1800).</td>
</tr>
<tr>
<td>Half-Day Kindergarten</td>
<td>The Half-Day Kindergarten program is offered to meet the needs of the command members who have children that are in kindergarten for half of the day. This program may be offered in the morning, afternoon, or both. Transportation may be offered by the YP program or by the local school system. Hours shall be established that meet the needs of command requirements and the local school system’s established hours.</td>
</tr>
</tbody>
</table>
4.1.2 Recreational Preschool

Exhibit 4-1B: Snapshot of Recreational Preschool

Recreational Preschool programs plan, organize, and implement recreational programs for children ages 3 to 5 years old. These programs are sometimes referred to as “Tiny Tots” or “Play Pals,” and are designed as an auxiliary opportunity to full- or part-day preschool programs. As an auxiliary program, Recreational Preschool programs must not meet more than five hours per week and must be offered on a drop-in basis. Programs that exceed these hours are considered “part-day” preschool programs that are held in YP facilities.

4.1.3 Youth Sports & Fitness (YSF)

Exhibit 4-1C: Snapshot of YSF

Youth Sports & Fitness (YSF) programs plan, organize, and conduct sports and fitness opportunities for youth that are 3 to 18 years old. All YSF programs are affiliated with the National Alliance for Youth Sports (NAYS). YSF programs are designed to help families balance the demands of family life and military readiness by providing opportunities for youth to engage in rewarding physical activity and by exposing youth to positive lifestyle behaviors. Additional information regarding the YSF business line is available in the Navy YSF Operating Manual. The YSF program is offered through its Core Service Areas (CSA) of sports, fitness, health and nutrition, outdoor recreation, and motor skill development.

- **Sports**: Sports opportunities are offered in leagues, camps, clinics, or instructional class formats. Sports activities typically occur after school, on weekends, or during other times when school is not in session (i.e., summer, winter/fall/spring breaks, etc.), and are supported by a combination of on-base and community partnerships. Team sports (e.g., baseball, soccer, flag football, etc.) are organized into age-appropriate groupings.

- **Fitness**: Fitness opportunities such as gymnastics, fitness challenges, swimming, etc., are offered as regularly scheduled Navy YP programming. Fitness activities normally occur after school, on weekends, or during other times when school is not in session.

- **Health and Nutrition**: Health and nutrition opportunities are offered as regularly scheduled programming within Navy CYPs, and normally occur after school, on weekends, or during other times when school is not in session. Examples of health and nutrition activities include learning to make healthy snacks and healthier food choices, gardening, anti-smoking and drug prevention campaigns, home-alone safety programs, and self-esteem building activities.

- **Outdoor Recreation**: Outdoor recreation opportunities are offered as regularly scheduled programming within Navy YPs, and normally occur after school, on weekends, or during other times when school is not in session. Types of outdoor recreation activities that might be offered are hiking, canoeing, camping, and other outdoor activities.

- **Motor Skill Development**: Motor skill development activities are offered in instructional formats to children ages 3 to 5 years. Typically, these activities occur after preschool or school, on weekends, or during other times when school is not in session, and are supported by a combination of on-base and community partnerships.
4.1.4 Teen Programs

Exhibit 4-1D: Snapshot of Teen Programs

A Snapshot of Teen Programs
Teen Programs are recreational programs that provide quality “out-of-school” activities for pre-teens and teens. Teen Programs are offered to meet the needs of the command members. Transportation may be offered by the YP or local school system. Hours of operation shall be established that meet the needs of command requirements, teen input, transportation, and established self-care policies. Teen Programs are DoD certified, affiliated with Boys and Girls Clubs of America (BGCA), and offer 4-H programs.

All Teen Programs are designed to offer recreational-based experiential learning opportunities that enhance (rather than duplicate) the school day by integrating age and developmentally appropriate activities based on the knowledge of youth development, and the needs and interests of the pre-teens and teens enrolled in the program. Equally as important, Teen Programs provide important social/emotional growth opportunities that focus on character development, leadership skills, communication, and self-esteem.

4.1.5 Recreational School Age Program (RSAP)

Exhibit 4-1E: Snapshot of RSAP

A Snapshot of RSAP
Recreational School Age Programs (RSAP) are recreational programs for youth and preteens. They are designed as an auxiliary opportunity to SAC programs. Programming is recreational in nature, but still provides opportunities for learning outcomes. If programs choose to offer RSAP, it must be offered outside of established SAC program hours of operation, usually use CYP facilities, and adhere to a local self-care policy.

4.1.6 Community Events

4-1F: Snapshot of Community Events

A Snapshot of Community Events
Community Events are events that are planned, organized, and conducted independently or in conjunction with various on or off-base entities for the enjoyment of all family members connected with the installation. Community Events are often in support of the American and U.S. Military holiday schedules (e.g., 4th of July) and local community/installation-specific events (e.g., Japan’s Friendship Day Celebration).

4.2 Child Development Centers (CDC)

Navy CDCs provide full- and part-day early care and education (ECE) services for children ages 6 weeks through preschool (or until the child enters kindergarten) in a center-based learning environment. The CDC Operating Manual will include specific standards to help direct and instruct CDC staff.

Exhibit 4-2 is a snapshot of the CDC program.

Exhibit 4-2: Snapshot of the CDC Program

A Snapshot of CDCs
General Description
CDCs focus on reaching child development milestones and school readiness skills. CDC
A Snapshot of CDCs

professionals receive comprehensive ECE training, and are given the tools, resources, and ongoing support they need to work with children in a developmentally appropriate classroom environment.

| Type of Care Provided | CDCs provide full- and part-day classroom options in a center-based environment. Full-day care is designed to meet the needs of parents who work full time. Part-day care is tailored for parents who require child care services on a seasonal or regularly scheduled part-day basis, although non-working parents who are looking for socialization opportunities for their children may also request part-day care. Working parents must receive priority on the wait list for both full- and part-day care (e.g., families who request care primarily for socialization opportunities for their child(ren) will receive lower priority on the wait list). The days of the week and operating hours vary between installations and age groups depending on the specific needs of the installation, but most CDCs offer the following:  
- Full-day—Monday through Friday, with established operating hours (e.g., 0600-1800);  
- Part-day AM (children attend only in the morning for 2, 3, or 4 days per week; e.g., 2-day AM Preschool);  
- Part-day PM (children attend only in the afternoon for 2, 3, or 4 days per week; e.g., 3-day PM Toddler);  
  - Some CDCs may also provide “wrap-around” care. Wrap-around care is a part-day program in states with state-funded prekindergarten. Care is provided before and after the state-funded prekindergarten operating hours; and,  
- Shared full-time spaces—CDCs may meet the needs of families with different needs by allowing families to share full-time spaces (i.e., a child from one family may attend three days a week, while a child from another family attends the other two days a week). In addition, all CYPs must offer hourly care. Hourly care is intended to meet the needs of parents who require short-term child care services on an intermittent basis. The Hourly Care Program Policy Letter and CYP Guidebook for Hourly Care are available on the Navy CYP E-Library.  
| | Age Groups Served | Children ages 6 weeks through preschool are placed in classrooms according to the following age groups:  
- Infant 6 weeks – 12 mos.  
- Pretoddler 13 mos. – 24 mos.  
- Toddler 25 mos. – 36 mos.  
- Preschool 37 mos. – until the child starts school (usually at age 5)  
Depending on the structure of the CDC and the space management needs of the CYP, classrooms may be configured as single age classrooms (e.g., designated infant classroom), multi-age classrooms (e.g., combined infant/toddler classroom), or a combination of both (i.e., some classrooms may serve only one age group, while other classrooms serve multi-age groups).  
| | Curriculum and Assessment | All CDCs use The Creative Curriculum® as the primary classroom curriculum and Teaching Strategies GOLD® for ongoing child assessment. When properly implemented, these systems ensure consistent classroom quality, promote an age and developmentally appropriate learning environment for children, facilitate relationship building between staff and families, and provide a mechanism for child outcomes measurement. In addition, CDC classrooms can use the Infant/Toddler Environment Rating Scale-Revised (ITERS-R; for infant and toddler rooms) and Early Childhood Environment Rating Scale-Revised (ECERS-R; for preschool rooms) tools to supplement the guidance provided by The Creative Curriculum®.  |
4.3 Child Development Homes (CDH)

The CDH Program provides a choice for families when it comes to the care and education of their children. Not only is the CDH Program a cost effective and flexible way to increase the number of children and families served and to alleviate wait lists of unserved children, it also helps military families by providing career opportunities to those who want to provide child care services in their homes. A benefit to CDH Providers is that their job is transferrable between installations, so that if a CDH Provider’s family moves to a different installation, s/he may choose to open a CD home at the family’s new installation.

CDH Providers have the option of providing care during nights and weekends (in addition to “traditional” work day hours). Research has shown that institutional settings provided by center-based care are not conducive for children in overnight care, while in-home care settings help to ease separation anxiety. CDH Providers can provide child care for all eligible patrons whose work with the military requires them to work hours that CDCs are not typically open (e.g., evenings, nights, and weekends).

The CDH Program has two distinct groups of CYP Professionals: 1) the CDH Management Team (CDH Director and Monitor) and CDH staff (Training Team and Operations Clerks, if authorized); and, 2) CDH Providers. The CDH staff and Management Team support and oversee the administrative and management aspects of the program. The CDH Providers are the direct caregivers who actually provide the care for children ages 6 weeks to 12 years, while at the same time manage the business aspects of their CD home. The CDH Operating Manual will be available in the future and will include specific standards.

Exhibit 4-3 is a snapshot of the CDH program.

Exhibit 4-3: Snapshot of the CDH Program

| General Description | Certified CDH Providers offer developmentally appropriate programs that promote the overall social, emotional, cognitive, and physical growth and development of the children in the homes while building school readiness skills. All CDH Providers receive extensive training, regular home inspections, and ongoing programming support from Navy CYP. Many CDH Providers have previous early childhood education (ECE) experience or are working toward achieving this expertise. |
| Type of Care Provided | CDH Providers offer a variety of care and services depending on the needs of the installation. CDH care options may include:  
  - Full- or part-time care for children ages 6 weeks to 12 years;  
  - Infant only;  
  - Emergency care; |
### A Snapshot of the CDH Program

- Respite care;
- Hourly care;
- Extended hours;
- Overnight care; and,
- Special needs care.

### Age Groups Served

Many CDH Providers offer care for multi-age groups. However, some homes cater to specific age groups only. For example, a CDH Provider may choose to offer care only to infants, especially in an area where there are long wait lists for infant care.

### Curriculum and Assessment

Navy CYP recommends that CDH Providers use *The Creative Curriculum for Family Child Care®*, however CDH Providers have the option of using a different curriculum if it is approved by the CDH Director.

In addition, CDH Directors, Monitors, and CDH Providers must use the *Family Child Care Environment Rating Scale-Revised (FCCRS-R)* tools to supplement the guidance provided by *The Creative Curriculum for Family Child Care®*, assess CDH Provider quality, and support quality improvement.

### Accreditation & Certification

**CDH Program Certification:** The CDH Program must pass an annual CNIC (N926) inspection, after which they are issued a DoD Certificate to Operate.

**Provider Certification:** CDH Providers must demonstrate (initially, then annually thereafter) that they meet all of the Navy certification requirements before they are certified by the Navy and approved to operate a CD home.

**Accreditation:** All Certified CDH Providers are eligible and encouraged to obtain accreditation through the *National Association for Family Child Care* (NAFCC) as a means of professional development and program quality improvement.

Additional information concerning CDH accreditation and certification may be found in the *CDH Operating Manual*.

### Business Model

CDH Providers are self-employed individuals who operate their own child care businesses. Although they are not CYP employees, they are considered to be CYP Professionals. CDH Providers may be full-time (i.e., they operate a full-time child care business in their home), or serve as a back-up CDH Provider (i.e., they provide back-up care in their own home on a temporary basis for families when their CDH Provider is on vacation, or is closed due to an emergency). Or, they may be substitute CDH Providers who provide child care services in the CDH Provider’s home when substitute care is needed (e.g., a CDH Provider has a doctor’s appointment for a couple of hours in the middle of the day).

The CDH Program Management Team are all CYP employees who monitor and support CDH Providers to ensure the CD homes are operated in accordance with all Navy requirements. Additional staffing details are discussed in the *Introduction to Navy CDH Programs* and the *Navy Management Standards*.

### Subsidies

A “subsidy” is a financial offset that allows parents to pay the child care rate based on their Total Family Income (TFI) and ensures CDH Providers receive the fair market rate for the services they provide. Subsidies also encourage CDH Providers to offer additional services as needed by the installation such as nights or weekend care, or care for children with special needs. Additional information regarding subsidies is found in the *Navy Management Standards*. 
4.4 24/7 Centers

As previously stated, research has shown that institutional settings provided by center-based care are not conducive for children in overnight care, while in-home care settings help to ease separation anxiety. 24/7 Centers are built to provide child care for all eligible patrons whose work with the military requires them to work hours that CDCs are not typically open (e.g., evenings, nights, and weekends). A 24/7 Center Operating Manual is being developed, and will include specific standards for 24/7 Centers.

Exhibit 4-4 is a brief description of 24/7 Centers.

Exhibit 4-4: Snapshot of 24/7 Centers

<table>
<thead>
<tr>
<th>A Snapshot of 24/7 Centers</th>
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<tbody>
<tr>
<td><strong>General Description</strong></td>
</tr>
<tr>
<td>24/7 Centers serve children ages 6 weeks through 12 years old, 24 hours a day/7 days a week. These centers combine the strengths of both in-home care and traditional center-based care. 24/7 facilities are modeled after a home-like environment; yet provide more than one adult to supervise children and to facilitate more opportunities for child socialization in large groups (similar to center-based care).</td>
</tr>
<tr>
<td><strong>Type of Care Provided</strong></td>
</tr>
</tbody>
</table>
| 24/7 Centers operate continuously—24 hours a day, 7 days a week, 365 days per year. The following guidelines apply to 24/7 care: 
  - Care may not exceed 72 continuous hours (except in emergency situations and only with approval from the command); and, 
  - Families using the 24/7 Center program are eligible to receive the same number of hours per week or month offered to families in the CDC program. For example, if the CDC is open daily from 0600 to 1800 (12 hours per day/60 hours per week), the 24/7 center must offer families 60 hours of care per week at the same cost. Additional information regarding 24/7 Center parent fees will be available in the 24/7 Center Parent Fees Standards (currently in development). |
| **Age Groups Served** |
| 24/7 Centers care for children 6 weeks through 12 years old. Due to the nature of this program option, 24/7 Centers operate as a multi-age center. |
| **Curriculum and Assessment** |
| 24/7 Centers use The Creative Curriculum for Family Child Care, 2nd Edition® and the Family Child Care Rating Scale-Revised (FCCRS-R) as the foundation for setting up the center’s environment, planning the daily schedule, and selecting materials and activities for indoor and outdoor play. They are required to use Teaching Strategies GOLD® for ongoing child assessment. However, 24/7 Centers require some flexibility with curriculum planning due to the round-the-clock nature of the center. |
| **Accreditation & Certification** |
| 24/7 Centers are not required to obtain accreditation. However, because 24/7 Centers combine concepts from both in-home child care and traditional center-based care, 24/7 Center Directors must be well versed in CDC and CDH OPNAV regulations, as well as NAEYC and NAFCC accreditation guidelines. 24/7 Center staff should use standards and regulations from each of these sources to guide program operations and make informed decisions on a daily basis. As with all other CYP programs, all 24/7 Centers must be certified by DoD annually. |
| **Staffing** |
| All 24/7 Center staff are CYP Professionals. Additional information related to staffing is found in the Introduction to Navy 24/7 Centers and the Navy Management Standards. |
4.5 Child and Youth Education Services (CYES)

Exhibit 4-5: Snapshot of CYES

A Snapshot of CYES

Title 10 U.S.C. §1785, “Youth Sponsorship Program” requires each military installation have a youth sponsorship program to facilitate the integration of dependent children of members of the armed forces into new surroundings when moving to that military installation as a result of a parent’s permanent change of station (PCS).

The CYES program at each installation shall provide for the involvement of dependent children of members presently stationed at the military installation and shall be directed primarily toward children in their preteen and teenage years. The component of Youth Sponsorship supported by the School Liaison Office (SLO) in all CYP functions includes PCS-IN/OUT support, Deployment Support, Post-Secondary Preparation, and Home School Support.

SLOs and YPs deliver youth sponsorship through a coordinated use of School Based Programs (SBP) and center-based programs. School-based youth sponsorship is a peer-to-peer program delivered at the middle and high school levels. Some locations may implement similar programs at the elementary school levels, but these programs receive more faculty guidance than the peer-to-peer programs designed for older youth.

A successful Youth Sponsorship program creates a ready community by connecting SBPs to installation-based YPs. The Youth Sponsorship Program initiates contact with incoming youth, helps them adjust, and gets them connected to youth who are already participating in the installation, school, or community programs. Programs are also responsible for providing students with information about the community. It is important that Youth Sponsorship Programs are created by and for youth—with youth involvement in every aspect of the program development and implementation.

4.6 Outreach and Respite Programs

Although Navy CYP strives to meet the needs of all families who request care, there may be times when the demand for care outweighs the number of available spaces. Or, though more seldom, a family requires a type of care that the CYP does not offer. When this happens, the CYP should assist the family in locating and securing the care they need through the Navy CYP Outreach Program. The CYP Outreach Program is an integral part of the CYP system, especially since the Navy subsidizes (i.e., contributes financial support for) the services provided.

There are also times when Navy families are subject to unique stressors associated with military life, including deployments, remote tours of duty, and extended working hours. Active duty members are often separated from spouses, as well as extended family members who might otherwise offer support. In an effort to assist families, supplemental funding is provided to Navy CYPs to offer respite care through the CYP “Give Parents a Break” (GPAB) program.

The following information provides summaries of a variety of outreach services that are sponsored by the Navy, as well as by DoD, including the GPAB program. All CYP Professionals shall be aware of all Outreach Programs available in their communities so that they are prepared to discuss these options with families.

4.6.1 Off-installation Child Care
Authorized Reservists, Individual Augmentees (IA), Safe Harbor enrollees, Reserve Officers’ Training Corps (ROTC) families, and Active Duty personnel are eligible for CYP support with locating and selecting child care programs not located on a military installation, and fee assistance if there is a wait list for all viable CYP options (“viable” means the care option meets the family’s needs, and is affordable, accessible, and of high-quality), including CDH. The fee assistance program is also available to military families who live more than 15 miles from an installation and choose a participating child care program through one of the nationwide programs described below. CYP Professionals should refer these families to Child Care Aware of America (CCA; formerly known as the National Association of Child Care Resource and Referral Agencies [NACCRRA]) to begin the process of locating off-installation child care.

Families can contact CCA at http://www.naccrra.org/node/3090 or call Child Care Aware at 1-800-424-2246.

Military Child Care in Your Neighborhood (MCCYN)

Military Child Care in Your Neighborhood (MCCYN) is designed to support and provide fee assistance to local child care programs for providing care for children of Active Duty Sailors (including Reservists and IAs) who need full-time/part-time/year-round child care. The MCCYN fee assistance is intended to level the cost of commercial child care with what the family would normally pay for military child care based on their Total Family Income (TFI), thereby making the cost of commercial child care more affordable for military families. Sailors are eligible for MCCYN when their anticipated placement time (APT) on a DoD child care wait list is greater than 90 days, or when the family does not have access to on-base child care (including families who live more than 15 miles from an installation). Currently, Navy CYP contracts with CCA to provide the MCCYN program to eligible participants. CCA determines subsidy amounts for eligible Sailors according to the Navy Fee Policy, and pays subsidy amounts directly to the child care program or provider. Additional information is found on the Child Care Aware of America website at http://www.naccrra.org/node/3090.

Operation Military Child Care (OMCC)

Deployed sailors in need of short-term child care may be eligible for fee assistance through OMCC. OMCC provides military subsidies to eligible providers of quality commercial child care programs throughout the United States. Similar to MCCYN, the OMCC fee assistance is intended to level the cost of commercial child care with what the family would normally pay for military child care based on their TFI, to make commercial child care more affordable for military families. OMCC operates their fee assistance processes very similar to MCCYN, provides fee assistance for eligible Reservists and Active Duty Sailors according to the Navy Fee Policy, and pays subsidy amounts directly to the child care program or provider. The Navy contracts with CCA to operate the OMCC Outreach Program. Additional information regarding OMCC is available on the Child Care Aware of America website at http://www.naccrra.org/node/3090.
4.6.2 Respite Care Programs

**CYP “Give Parents a Break” Program (GPAB)**

Military families are subject to unique stressors associated with military life, such as deployments, remote tours of duty, and extended working hours. The GPAB program is designed to give family members a short break from parenting in order to help them deal with these types of stressful situations. Installation CYPs have previously offered different types of typical respite care services. The GPAB program standardizes those respite care services across all installations operating child and youth programs. The program is intended for families who may be experiencing stress due to a deployment and/or the sponsor’s Temporary Duty Status (TDY), recent transfer to the area, illness in the family, caring for a child with special needs, or other unique circumstances/hardships.

Installation CYPs are required to offer the GPAB program to eligible families. It is important that this program be widely advertised and briefed to command personnel who support families, including Fleet and Family Support Program Directors, Chaplains, Ombudsmen, Family Readiness Groups, and command leadership. GPAB should not be viewed as simply “free child care,” but as a tool to provide respite to families who are experiencing stress. This program is not a substitute for regularly scheduled child care, and may be used at the discretion of the parent at a minimum of 2-hour increments.

Installation CYP Directors and CYP Directors with oversight are responsible for ensuring that the program guidance defined in the Navy CYP Give Parents a Break Policy is implemented at their installation. All OPNAV 1700.9 requirements and supplemental policy guidance related to CYP operations must be followed when administering the GPAB program.

The GPAB policy letter and a complete overview, list of the requirements, eligibility, referral certificate, and reimbursement policies can be found in the Navy CYP Give Parents a Break Policy on the Navy CYP E-Library. The following information outlines the types of respite care that shall be offered at all installations.
Navy CYP Exceptional Family Member Program (EFMP)—Respite Care

The Navy CYP Exceptional Family Member Program—Respite Care is specifically designed for Navy families who have children ages birth through 18 years old enrolled in the Exceptional Family Member Program (EFMP), and are classified as Categories IV or V (additional information about parent fee categories will be available in the YP Parent Fees Standards, once published). Children or teens that are eligible for Navy CYP EFMP-Respite Care have been identified with special medical and/or educational needs, including those whose medical condition requires assignment near major medical facilities in the United States, or whose needs are complex and require specialized care. (The Navy CYP EFMP has the same eligibility requirements as MCCYN: Authorized Reservists, Individual Augmentees, Safe Harbor enrollees, ROTC families, and Active Duty personnel excluding weekend drillers.)

The Navy CYP EFMP-Respite Care program assists families who qualify for the program by helping them identify and access child care programs and services. The program provides eligible Navy families living in the United States with up to 40 hours of respite care per month so that they can leave the house, go to an appointment, or just rest, knowing that their child is well cared for. Once a child has been approved for EFMP as a Category IV or V, the family can work with their local EFMP coordinator, contact CCA online at the CCA Exceptional Family Member Program (EFMP) Respite Care website at http://www.naccrra.org/navy/exceptional-family-member-program-efmp-respite-care, or call CCA at 1-
800-424-2246. In addition, there is a Navy CYP EFMP – Respite Care flyer available to share with parents. CYP Professionals can find additional information about the EFMP in the EFMP Quick Reference Guide.

**YMCA Respite Outreach**

The YMCA Respite Child Care program is a DoD outreach program that provides respite care for military families. Many family members of deployed guard, reserve and active duty personnel live far from a military installation and are isolated from the family programming, support services, and recreational opportunities offered at an installation. The YMCA Respite Child Care program is a key factor in promoting the personal health and well-being of military families, helping to build strong families, and reducing stress. Respite child care is not intended to be an offset for full-time or daily child care, nor is it a substitute for a part-time preschool program. Participating YMCAs provide up to 16 hours of free child care per month, per child for children ages infant through 12 years old (unless the local YMCA has different age group requirements) while a Sailor is deployed or when a Reservist is activated.

Eligibility for the Respite Child Care program is extended to families of National Guard and Reserve personnel who are deployed under Title 10 of the U.S. Code (regardless of the length of the deployment), families whose Service member is serving at an Independent Duty location, or families of deployed active duty personnel residing 30 miles from a military installation.

**Navy Safe Harbor Foundation**

The Navy provides child care services for children of seriously wounded, ill, or injured Sailors and Coast Guardsmen while the military member is recuperating and/or receiving treatment. To be eligible, the wounded warrior must be enrolled in the Safe Harbor program and undergoing treatment. A wounded warrior enrolled in the Safe Harbor Program, or other Service equivalent, shall be charged Category I parent fees while in the treatment period, regardless of his/her family’s TFI. In addition, a wounded warrior enrolled in the Safe Harbor program who does not live near an installation may be eligible to receive child care fee assistance (to be paid to the child care provider) as a Category I family, regardless of TFI, through CCA (eligible families must work through their Safe Harbor counselor for fee assistance). This outreach service is a partnership between Navy CYP and The Navy Safe Harbor Foundation. Sailors should contact their Safe Harbor counselor for additional details.

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6 Title 10 of the U.S. Code is the legal framework for the roles, missions, and organizations of each of the armed services and the Department of Defense. Information about Title 10 can be found on the United States Government Printing Office website at www.gpo.gov.
4.6.3 Boys and Girls Club of America (BGCA)

**Mission Youth Outreach**

The Navy provides free BGCA memberships through the Mission Youth Outreach program for all Navy youth ages 6 to 18 years old who are not living on or near an installation (youth living on or near an installation have access to their installation-based YPs, which are affiliated with the BGCA). Mission Youth Outreach is made available through a partnership between BGCA and the U.S. Armed Forces, with the goal of helping children of military families face the unique challenges of military life.

4.6.4 Sittercity—Military Program

Sittercity—Military Program helps military families find babysitters, part-time and full-time nannies, last minute care providers, pet sitters, and housekeepers. Sittercity membership is funded by DoD and is available to military families at no cost. More information is available at [http://www.sittercity.com/dod](http://www.sittercity.com/dod).

4.6.5 Tutor.com for U.S. Military Families

Tutor.com for U.S. Military Families provides free tutoring services to students in military families from professional tutors in more than 40 subjects such as reading, math, science, English, social studies, algebra, chemistry, calculus, and physics. Online homework help and tutoring is available 24 hours a day, 7 days a week—no appointment needed. Tutor.com also provides assistance with test preparation, proofreading, GED preparation, college and career transition assistance, resume writing, and more. Additional information about Tutor.com, including eligibility requirements, is found at [http://www.tutor.com/military-programs](http://www.tutor.com/military-programs).
Chapter 5: CYP Customers

One of the most basic facts that all CYP Professionals must have is a clear understanding of the populations that CYP serves. That is, who are the CYP customers, and for whom does CYP care? This knowledge ensures that CYP and YP services can be customized to meet the specific needs of the families and their children and youth.

There are two main factors that are considered in determining who may receive CYP services: eligibility and priority. In addition, the youth’s age is a deciding factor in identifying for which CYP services that youth are eligible. Each of these factors is discussed in the following paragraphs.

(Note: While this chapter covers the basics of eligibility and priority, the primary intent is to clarify who the CYP customers are. This chapter does not cover how families actually request care or enroll in a CYP program. Wait list and enrollment information will be provided in the YP Administration and Record Keeping Standards and the CYP Waitlist Management/Using MilitaryChildCare.com Standards.)

5.1 Eligibility

To be eligible for Navy CYP, including services provided by YPs, the child or youth must have a military sponsor or other eligible DoD affiliated sponsor (e.g., DoD civilians or contractors). The sponsor must provide proof of eligibility and employment (a military ID card or Common Access Card [CAC] suffices as proof of eligibility; parents are not required to show a “Page 2” from their military personnel file). Eligible sponsors include:

- Active duty military personnel;
- Combat related wounded warriors;
- Surviving spouses of military members who died from a combat related incident;
- DoD civilian personnel who are paid from Appropriated Funds (APF) or Non-Appropriated Funds (NAF);
- Reservists on active duty or deployment (these sponsors are eligible for dependents to attend a CYP or receive fee assistance through the Navy’s Outreach Program; see Section 4.6);
- Reservists on inactive duty for training;
- DoD contractors;
- Active duty Coast Guard; and,
- Others authorized on space available basis. Retirees and other federal employees are included here; however, installations must still submit a letter to CNIC (N9) requesting to allow others full-time
Attendance at the CDC. (Retirees are eligible for recreational programs and activities without notification to CNIC (N9).

- Individuals acting in loco parentis for the dependent child of an otherwise eligible patron.

The child who will be receiving care must be a “dependent” child or youth, meaning s/he has one of the following relationships with the sponsor:

- A biological child who lives with the sponsor, or a step-child living in the home of a sponsor where the sponsor is married to the parent;
- A child who lives with a person acting “in loco parentis” on behalf of the eligible patron. “In loco parentis” is defined as “in the place or position of the parent.” An “in loco parentis” relationship is one in which a person takes on the role of a lawful parent by assuming the obligations and duties of a parent without formally becoming an adoptive parent or legal guardian. The child(ren) must reside with and be supported by the person. A special power of attorney to act “in loco parentis” must be maintained in the child’s file;
- A legally adopted child who lives with the sponsor;
- A foster child who lives with the sponsor.

In cases where the parents are geographically separated or unmarried, legally separated parents with joint custody, or divorced parents with joint custody, children are eligible for child care only when they reside with the military Service member or eligible civilian sponsor at least 25 percent of the time in a month the child receives child care through a DoD program.

Because this is a common occurrence, some examples of different scenarios are listed below:

- The youth’s parents are married and the sponsor takes a duty station that is geographically separated from the child and other parent. The child who stayed behind with the spouse is still eligible for care at the location in which he/she resides.
- The youth has one active duty parent, but the parents are divorced or have never been married. If the active duty parent moves away from the area and leaves the child with the other parent, that child is no longer eligible for care because he/she does not live with the sponsor.
- The youth’s active duty parent has to leave the area to fulfill a military duty (e.g., deployment to Iraq), and leaves the child with someone as part of their Family Care Plan (FCP). That person becomes the child’s “loco parentis” guardian and the child remains eligible for care. (See the bullet above for additional information on “in loco parentis.”)
- The youth’s sponsor is located elsewhere, but the youth visits relatives near a Navy installation. The youth remains eligible for recreational programs (e.g., Teen Programs) at the nearby Navy installation.
- The child’s parents are divorced with shared custody and the service member has custody 25% of the time throughout the month. The child is eligible for full-time care. For example, if the active duty service member has custody either Monday-Wednesday or 1 week of the month, then the child is eligible for care when they reside with the service member AND when they are residing with the non-eligible parent (For example, either Monday-Wednesday or 1 week of the month.)


Introduction to Navy YP

Chapter 5: CYP Customers

Eligibility Exceptions

Title 10 U.S.C., §1799 allows children and youth that would not typically be eligible (i.e., they do not meet the eligibility requirements listed above) to participate in CYP activities if the following objectives are supported by their participation and approval has been granted by CNIC (N926):

- To assist children and youth of military families in adapting to and integrating into the civilian community (i.e., it provides them with opportunities to meet and interact with new friends in the community, including non-military peers, as a way of becoming more familiar and comfortable with the civilian community);
- To maximize the use of all DoD facilities and resources; and,
- To establish and support collaborative efforts with partners such as local schools and other child and youth organizations that serve military families.

5.1.1 YP Guests

Youth guests are allowed access to recreational programs (i.e., Teen Programs, Community Events, and RSAP). Youth guests are not authorized in custodial care programs (i.e., SAC programs).

A “guest” is defined as a youth that is either a relative or close family friend of a registered, eligible youth, who meets the age requirements of the YP. In order to participate in the Navy YP and its organized activities, the guest must have a completed registration form signed by his/her legal guardian. Guests must be officially sponsored and accompanied by an eligible youth. A guest may not access any program activity alone.

5.2 Priorities for CYP Custodial Care Programs

Once a family is identified as eligible for CYP custodial care services (e.g., SAC, child care, etc.), the next step is to determine the family’s priority ranking, or family type. Priority ranking only applies to custodial care (SAC) programs. Navy CYP regulations mandate that care be offered to families in the priority order listed below. Any exceptions to these priorities must be requested in writing by the CYP Director and officially approved by CNIC (N926) before any exception can be considered:

- Priority 1: The order of precedence from highest to lowest within Priority 1 is as follows:
  - Priority 1A: Combat-related wounded warriors
  - Priority 1B: Child and Youth Program Staff with a working spouse
  - Priority 1C: Single Military Service members on active duty or dual active duty Service member couples
  - Priority 1D: Active duty Service members with a working spouse (including a DoD civilian spouse)
  - Priority 1E: Single DoD civilian employees paid from appropriated (APF) or non-appropriated funds (NAF) or dual DoD civilian employee couples
  - Priority 1F: DoD civilians with a working spouse who is not a DoD civilian
– **Priority 1G**: Surviving working spouses of military members who died from a combat-related incident.

Note: Because the majority of Navy CDC programs do not offer part-time care options, part-time and flex employees can be considered as working for the purpose of priority.

- **Priority 2**: The second priority shall be given equally to active duty Military Service members, DoD civilians paid from APF and NAF, surviving spouses of military members who died from combat related incident, where a non-working spouse is actively seeking employment. The status of actively seeking employment must be verified every 90 days.

- **Priority 3**: The third priority shall be given equally to active duty Military Service members, DoD civilians paid from APF and NAF, surviving spouses of military members who died from combat related incident, where a non-working spouse is enrolled in a post-secondary institution. The status of post-secondary enrollment must be verified every 90 days.

- **Space Available**: After meeting the needs of parents in priorities 1, 2, and 3, programs shall support the need for care for other eligible patrons such as active duty Military Service members with non-working spouses, DoD civilian employees paid from APF and NAF with non-working spouses, eligible employees of DoD Contractors, Federal employees from non-DoD agencies, and military retirees on a space available basis. In this category, programs may also authorize otherwise ineligible patron in accordance with reference (c).

- **Exceptions for priorities**: The Commanding Officer is authorized to approve case-by-case waivers if a family has extenuating circumstances that prevent them from meeting the employment criteria listed above. However, the CYP Director must make the Commanding Officer aware of the overall status of the wait list and the impact such a waiver will have on the placement of other children on the waitlist.

Once the family has been identified as eligible and placed in the appropriate family priority order, parent fees will be determined based on the type of CYP program that child is enrolled in (e.g., full- or part-day child care, After School SAC, Summer Camp, etc.) and the family’s TFI. Parent fees are established annually by DoD and CNIC (N926) and published in the [Navy Fee Policy](#). Additional guidance will be available in the *YP Parent Fees Standards*.

### 5.2.1 Priorities for YP Recreational Programs

Recreational programs are not required, nor is it recommended, to adhere to the priority categories used for custodial YP care (see above). Recreational programs should offer services on a “first-come/first-served” basis. Therefore, once a youth’s eligibility has been verified, the priorities of all eligible youth are equal. Unlike custodial care, which uses a prioritized wait list to determine which families are offered care first, recreational programs should use an “RSVP” process. For example, Teen Programs may use an RSVP process for field trips and special events; families that want their teen to attend place an RSVP with the program to reserve a space on the field trip or other special event.

### 5.3 Age Requirements

All CYP Professionals must be familiar with the age requirements of all CYP programs so that they can answer any questions a family may have about which programs their child may participate in. For example, a YP employee must have knowledge of the CDC age requirements so that s/he can assist families who are
preparing to transition a child from a CDC classroom into a SAC program when the child enters kindergarten. Another example is a family that has a child enrolled in SAC, but also has a younger child for whom the family wants to find care.

The age requirements for enrollment in the Navy CYP are provided below in Exhibit 5-1, followed by Exhibit 5-2, which gives a summary of the specific age groups for children ages 0-5.

**Exhibit 5-1: CYP Age Requirements**

<table>
<thead>
<tr>
<th>CYP Component</th>
<th>Age Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>SAC</em></td>
<td>Kindergarten – 12 years (children that turn 5 years old become eligible for SAC programs on the first day of the Fall semester of their registered kindergarten class—the child must have actually started kindergarten; the summer before kindergarten starts does not meet the age requirement; 12 year-old youth remain eligible for SAC through the summer after the youth graduates from his/her current grade until the first day of the next Fall semester of their previously attended school)</td>
</tr>
<tr>
<td><em>YSF</em></td>
<td>3 years – 18 years (18 year-old teens remain eligible for YSF through the summer after the teen graduates from high school until the first day of the next Fall semester of their previously attended high school)</td>
</tr>
<tr>
<td><em>Teen Programs</em></td>
<td>13 years – 18 years (Teen Programs may include preteens depending on the installation’s established self-care policy. 18 year-olds remain eligible for Teen Programs through the summer after the teen graduates from high school until the first day of the next Fall semester of their previously attended high school.)</td>
</tr>
<tr>
<td>Recreational Preschool</td>
<td>3 years – until the child enters school (children that turn 5 years old become eligible for SAC programs on the first day of the Fall semester of their registered kindergarten class)</td>
</tr>
<tr>
<td>Part-Day Preschool</td>
<td>3 years – until the child enters school (children that turn 5 years old become eligible for SAC programs on the first day of the Fall semester of their registered kindergarten class)</td>
</tr>
<tr>
<td><em>RSAP</em></td>
<td>5 years – 12 years (or until the child graduates from his/her current grade; 12 year-old youth remain eligible for RSAP through the summer after the youth graduates from his/her current grade until the first day of the next Fall semester of their previously attended school)</td>
</tr>
<tr>
<td>Community Events</td>
<td>No applicable age requirements</td>
</tr>
<tr>
<td><strong>CDC</strong></td>
<td>6 weeks – until the child enters school (children that turn 5 years old become eligible for SAC programs on the first day of the Fall semester of their registered kindergarten class)</td>
</tr>
<tr>
<td><em><strong>CDH</strong></em></td>
<td>6 weeks – 12 years (or until the child graduates from his/her current grade; 12 year-old youth remain eligible for CDH through the summer after the youth graduates from his/her current grade until the first day of the next Fall semester of their previously attended school)</td>
</tr>
<tr>
<td>24/7 Centers</td>
<td>6 weeks – 12 years (or until the child graduates from his/her current grade; 12 year-old youth remain eligible for 24/7 Center care through the summer after the youth graduates from his/her current grade until the first day of the next Fall semester of their previously attended school)</td>
</tr>
</tbody>
</table>

* Age restrictions may apply to all YP programming depending on the type of activity offered (e.g., High Adventure activities or Tiny Tots).
** Families expecting newborns or adopting a child may request to be placed on the wait list before the arrival of the child.
*** Families who need to place infants in a CDH program as early as 4 weeks old may possibly be allowed to do so, but only with special permission (written) from the CDH Director and written documentation from the child’s physician that the infant can be placed in child care.
Exhibit 5-2: Age Groups for Children Ages 0-5 (CDC, CDH, and 24/7 Centers)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>6 weeks – 12 mos.</td>
</tr>
<tr>
<td>Pretoddler</td>
<td>13 mos. – 24 mos.</td>
</tr>
<tr>
<td>Toddler</td>
<td>25 mos. – 36 mos.</td>
</tr>
<tr>
<td>Preschool</td>
<td>37 mos. – 5 yrs. (or until the child enters school, usually at age 5 when the child enters kindergarten)</td>
</tr>
</tbody>
</table>

It is important to understand that while children are initially placed in a program or classroom based on age, they may later be transitioned to a different program or classroom when they are developmentally ready. For example, although a child is typically expected to be potty trained before entering preschool, if a child is not fully potty trained, but is developmentally ready to start preschool in every other way, that child may be placed in a preschool classroom.
Chapter 6: Chain of Command and CNIC

6.1 Chain of Command

"Chain of command" is how an organization structures its reporting relationships and layers of authority. Understanding where one fits in the overall chain of command results in greater communication, stronger awareness of the scope of services, and a firmer understanding of service delivery expectations. This chapter demonstrates that CYP is one part of a much larger picture.

Why is understanding the overall chain of command important? Listed below are some reasons:

- Knowing the full chain of command reminds CYP Professionals that although their primary duties involve the direct care of children and youth, at the same time they are supporting fleet readiness and enabling the fleet to meet military mission requirements.
- By recognizing that "fleet readiness" encompasses more than child care and youth services, CYP Professionals become more aware that they are contributing to a comprehensive network of services for military families, including housing and lodging, financial planning, food service, community support, deployment and transition support, and many other elements that help military families maintain a good quality of life.
- Being knowledgeable about the different levels of the chain of command allows CYP Professionals to recognize the department or division when memos, instructions, and other correspondence come from various levels in the chain of command.
- Finally, when CYP Professionals are aware of how the "big picture" operates, they can understand how the chain of command supports their local installations and local CYPs. This allows them and the families they serve to benefit from all of the support and resources the chain of command has to offer.

Navy CYP is part of the Department of Defense (DoD), which encompasses all four branches of the military, including the Navy (the other three branches are the Army, Air Force, and Marine Corps). Exhibit 6-1 provides a basic visual of where CYP fits into the overall "big picture" with regard to chain of command, and CYP policy and resource alignment, and gives a general understanding of the offices and departments that support Navy CYP.
Note: The specific organizational structure may vary across regions and installations, depending on the needs of the individual regions and installations.
6.1.1 Secretary of Defense (OSD)

DoD is the executive department of the United States Government and is charged with the coordination and supervision of all government agencies that are related to national security and the armed forces, including the Navy, Army, Air Force, and Marine Corps. DoD is the world’s largest employer, with over 2 million active duty sailors, soldiers, marines, airmen, and civilian workers, as well as more than 1 million National Guardsmen and armed force reserves.

DoD is headed by the Secretary of Defense, and is the authoritative body for policy development, planning, resource management, fiscal, and program evaluation responsibilities of all of DoD and the organizations that operate under the DoD umbrella (including Navy CYP).

6.1.2 Deputy of the Office of the Under Secretary for Personnel and Readiness (OSD P&R)

The Under Secretary for Personnel and Readiness is the principal staff assistant and advisor to the Secretary and Deputy Secretary of Defense for Total Force Management as it relates to readiness; National Guard and Reserve component affairs; health affairs; training; and personnel requirements and management, including equal opportunity, morale, welfare, recreation, and quality of life matters.

6.1.3 Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (MC&FP) and Office of Family Policy/Child and Youth

MC&FP is directly responsible for programs and policies for community quality of life programs for service members and their families worldwide. This includes providing family support policies and programs such as family center operations, child care, youth programs, family advocacy, relocation assistance, transition support services, and support during mobilization and deployment.

The Office of Family Policy/Child and Youth provides oversight specifically for child development programs, services and support for geographically dispersed service members, youth financial readiness services and tools that promote financial literacy, and education programs that build skills for individual and family life development. The Office of Family Policy/Child and Youth is responsible for writing and disseminating policies and procedures for military child and youth programs, including Navy CYP.

6.1.4 Secretary of the Navy (SECNAV)

The Secretary of the Navy (SECNAV) is responsible for all the affairs of the Department of the Navy, including: recruiting, organizing, supplying, equipping, training, mobilizing, and demobilizing. The Secretary also oversees the construction, outfitting, and repair of naval ships, equipment and facilities. SECNAV is responsible for the formulation and implementation of policies and programs that are consistent with the national security policies and objectives established by the President and the Secretary of Defense. The Department of the Navy consists of two uniformed Services: the United States Navy and the United States Marine Corps.
6.1.5 Assistant Secretary of the Navy for Manpower and Reserve Affairs (ASN M&RA)

The ASN M&RA is a civilian office in the United States Department of the Navy that is responsible for recruiting all of the personnel of the United States Navy, including military personnel (both active and reserve), government civilians, contractors, and volunteers.

6.1.6 Deputy Assistant Secretary of the Navy Military Manpower and Personnel (MMP)

The Deputy Assistance Secretary of Navy MMP is responsible for the establishment and oversight of policies related to Navy active duty service members and their families, including recruiting and retention, compensation, quality of life, healthcare, and training and education.

6.1.7 Navy and Chief of Naval Operations

The Navy is led by the Chief of Naval Operations. The Navy maintains, trains, and equips combat-ready maritime forces capable of winning wars, deterring aggression, and maintaining freedom of the seas. The Navy is America’s forward deployed force and is a major deterrent to aggression around the world. The Navy’s aircraft carriers are stationed in “hotspots” that include the Far East, Persian Gulf, and Mediterranean Sea, to provide a quick response to crises worldwide.

6.1.8 Commander, Navy Installations Command (CNIC)

CNIC is the Supporting Commander for shore services and support, and is responsible for the management, operation and readiness of the Navy’s installations and shore capabilities. CNIC enables and sustains Fleet, Fighter and Family readiness by providing unified policies, resources, procedures, processes, standards, and oversight for effective and efficient shore platform capabilities.

6.1.9 CNIC (N9) Fleet and Family Readiness (FFR)

Although CNIC has numerous divisions, the one that applies most directly to CYP is CNIC (N9), or FFR. FFR is responsible for policy development, resourcing, and oversight of quality of life programs for sailors and their families. FFR enables a ready Navy force through programs such as Family Readiness, Fleet Readiness, and Housing programs. Some of the services and programs FFR provides include:

Fleet Readiness and Housing (N92)

- **Navy Morale, Welfare and Recreation** (MWR) programs and services: These programs include fitness and sports, deployed support, the Navy Motion Picture Service, libraries, golf, bowling, marinas and outdoor recreation, the Single Sailor or Liberty program, Information, Tickets and Travel; and Navy entertainment programs.

  - CYP: In most cases, the Installation CYP Director reports directly to the Morale, Welfare and Recreation (MWR) Director on the installation;
Lodging and Housing: The Navy Gateway Inns and Suites, formerly known as the Visitors Quarters or VQ, along with MWR’s lodging services (including campsites, hotels, cabins and cottages, and ashore galleys); and,
- MWR food and beverage services.

6.1.10 CNIC (N926) Headquarters (HQ)

CNIC (N926) HQ is under CNIC (N9), and is the specific office responsible for the management and oversight of all CY programs at 70 installations and partnership organizations. All CYP Professionals must be aware of CNIC (N926) because it is the direct link between the CYPs and the upper part of the chain of command. Directives, policies, instructions, and other important correspondence flow directly from CNIC (N926) to the CYPs.

CNIC (N926) HQ Program management responsibilities and support include:

- CYP HQ Inspections;
- Business and Strategic Planning;
- Process Improvement Practices;
- Training Oversight;
- Financial Planning, Budgeting, and Execution;
- Facility Management; and,
- Operating Policies.

CYP Professionals should learn what resources CNIC (N926) has to offer because every installation, at some point, will need support from CNIC (N926). Knowing what CNIC (N926) has to offer in advance will enable local CYPs to get the support they need faster.

Each of the CNIC (N926) teams described in this section assist local CYPs in enhancing the quality of life for the military families and children they serve. When families have affordable, accessible, and high quality child care and youth programs, they have one less thing to worry about—and they can be assured that their children are well cared for while participating in Navy CYP activities. Because CYPs are considered “mission essential,” meaning that in addition to being a cornerstone for family programming (i.e., family readiness), CYPs are critical to ensuring fleet readiness—the fleet’s ability to accomplish its military mission. Brief summaries of each of these oversight and support areas are provided in the following sections.

Business and Strategic Planning (N926A)

The CNIC (N926A) HQ Business and Strategic Planning division provides oversight of Navy CYP business activities and ensures the effective and efficient use of total resources within CYP operations. The Business and Strategic Planning team provides policy and technical support for child and youth educational services, information systems, and resource management for CY programs. The Business and Strategic Planning division houses three additional teams, as listed below in Exhibit 6-2.
Exhibit 6-2: CNIC (N926) HQ Business and Strategic Planning Teams

<table>
<thead>
<tr>
<th>CNIC (N926) HQ Business and Strategic Planning Team</th>
<th>Support and Resources Provided to CYPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNIC HQ Education Services and Communications (N926A1)</td>
<td>Education Services and Communications provide the enterprise “system of support” for policy development and execution of installation programs that provide commanders and families with grades K-12 Education System Navigation through community capacity building. Specific programming includes transition support (Youth Sponsorship), deployment support, special education system navigation, post-secondary preparation, home school support, and partnerships in education (PIE). CNIC (N926A1) is used to connect Navy CYP to CYP Professionals and customers.</td>
</tr>
<tr>
<td>CNIC HQ Information Systems and Technology Support (N926A2)</td>
<td>Information Systems and Technology Support provides support for enterprise modeling analysis and support; technology refresh requirements definition, planning and oversight; support for CYP software development projects including conceptualization, design, requirements and development processes; contract input on technology and systems issues; system integration analysis and planning; liaison with N94 IT issues; and research for new technologies and processes that can benefit CYP.</td>
</tr>
<tr>
<td>CNIC HQ Resource Management (N926A3)</td>
<td>Resource Management provides technical support and guidance for the planning, programming, budgeting, execution and performance of CYPs to include APF and NAF budgets, metric collection and analysis, financial policies and procedures, financial management, procurement, and internal control review. Ongoing assistance and training is provided for budget modeling, financial reporting, and performance metrics tools.</td>
</tr>
</tbody>
</table>

**Operations and Policy (N926B)**

The CNIC (N926B) HQ Operations/Policy division provides oversight of all inspections conducted by HQ, technical assistance and training plan implementation, career management, and facilities and environmental management. The Operations/Policy team also provides ongoing management support in the areas of CYP programming, inspections, accreditation processes, professional development, information management systems, field management, and special projects. The Operations/Policy division houses five additional teams, as listed below in Exhibit 6-3.

Exhibit 6-3: CNIC (N926) HQ Operations and Policy Teams

<table>
<thead>
<tr>
<th>CNIC (N926) HQ Operations and Policy Team</th>
<th>Support and Resources Provided to CYPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYP HQ Inspections (N926B1)</td>
<td>CNIC (N926) HQ deploys CYP Specialists to conduct annual HQ inspections of CYPs as required by law. CYP Specialists provide technical assistance and monitor program compliance with CYP regulations and standards. Local CYP Professionals will meet and get to know their Inspection Team, as the team will be onsite and working directly with the CYP Professionals in the actual program environment.</td>
</tr>
<tr>
<td>Training/Implementation (N926B2)</td>
<td>CYP Program Coordinators and Specialists establish policy guidance, identify training needs and training opportunities, create implementation strategies, and promote best practices for quality programming. Local CYPs are assigned Program Coordinators from HQ who are subject matter experts in various components (i.e., CDC, CDH, YP, Outreach, and also 4-H), and are encouraged to reach out to their Program Coordinators frequently for support and resources.</td>
</tr>
</tbody>
</table>
### CNIC (N926) HQ Operations and Policy Team

<table>
<thead>
<tr>
<th>Support and Resources Provided to CYPs</th>
</tr>
</thead>
</table>
| **Career Management (N926B3)**        | The Career Management division oversees numerous aspects of human resources and professional development, including staff hiring, recruitment and retention, career ladders, job counseling, performance evaluations, and professional development. The Career Management division also oversees the Management Assist Team (MAT) and Professional Development Institute (PDI). Each of these resources is briefly described below.  
  - MAT: MAT assists regions by temporarily filling critical staff vacancies or performing other temporary assignments such as training and curriculum support, and management assistance at CYPs on an interim basis as needed.  
  - PDI: The CYP PDI is a new professional development initiative designed to attract individuals to a career with Navy CYP. The PDI includes an accelerated training component for PDI participants. Positions are established in support staff and direct care staff categories, and are assigned to select host CYP site locations. |
| **Facilities Management (N926B4)**    | The Facilities Management division assists CYPs by providing guidance and information related to facility and site regulations, as well as best practices. Facilities Management personnel are subject matter experts in the Unified Facilities Criteria (UFC), which provides the planning, design, construction, sustainment, restoration, and modernization criteria required by DoD. |
| **CYMS Implementation (N926B5)**      | A CYMS subject matter expert is available to assist programs with the appropriate implementation and utilization of CYMS for record keeping and management tracking purposes. |

### Projects/OSD Operations Center Division (N926C)

The CNIC (N926C) Projects/OSD Operations Center Division oversees special projects and the OSD Joint Services Child and Youth (CY) Operations Center. The Operations Center manages all functions of MilitaryChildCare.com, the website application that automates access to military CY programs, which includes 24/7 help desk support for families and CYP Professionals.
Chapter 7: CYP Organizational Structure and Installation Staffing

CYPs are structured to meet the specific needs of their installations. Thus, the organizational structure and installation staffing patterns will vary among installations. This chapter describes how CYPs are organized at the local level, and how YPs are structured and staffed at the local level. First, however, is a brief description of the regional CYP structure.

7.1 CYP Regions

At the regional level, CYP is organized into several regions throughout the world—within the Continental United States (CONUS) and Outside the Continental United States (OCONUS). These regions are listed below in Exhibit 7-1, followed by a map of each of the regions (see Exhibit 7-2).

<table>
<thead>
<tr>
<th>CONUS</th>
<th>OCONUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naval District Washington (NDW)</td>
<td>Commander, Navy Region Europe, Africa, Southwest Asia (CNREURAFSWA)</td>
</tr>
<tr>
<td>Commander, Navy Region Mid-Atlantic (CNRMA)</td>
<td>Singapore Area Coordinator Commander</td>
</tr>
<tr>
<td>Commander, Navy Region Northwest (CNRNW)</td>
<td>Navy Region Hawaii (CNRH)</td>
</tr>
<tr>
<td>Commander, Navy Region Southeast (CNRSE)</td>
<td>Commander, Navy Region Japan - Commander, U.S. Naval Forces Japan (CNRJ)</td>
</tr>
<tr>
<td>Commander, Navy Region Southwest (CNRSW)</td>
<td>Commander, U.S. Naval Forces Korea (CNFK)</td>
</tr>
<tr>
<td>Joint Region Marianas (JRM)</td>
<td></td>
</tr>
</tbody>
</table>
7.2 Regional CYP Structure

Regions are structured to provide maximum support to all installation CYPs. The organizational structure and specific roles of the regions will vary based on the size and needs of the individual regions. CYP Professionals should request additional information from their supervisors about how the chain of command works at their installation.

The Regional Advisory Board (RAB) meets on a regular basis with CNIC (N926). The RAB facilitates open communication across all regions and with CNIC (N926), and ensures a collaborative decision-making process is in place for joint decisions and strategic planning efforts that affect all regions and installations. The Regional Program Manager (RPM) from each region is the RAB member for his/her region, and serves as the channel between the RAB and the installation by sharing information and bringing each region’s perspectives to the table for discussion, as well as bringing back relevant information from RAB meetings to share with installation personnel. If the RPM is unable to participate in a RAB meeting, s/he may designate a substitute designee to attend that meeting. Or, at times, the RPM may determine that it would be appropriate to bring another CYP Professional to a particular meeting to provide additional insight on a specific discussion topic.

Providing support and services regionally minimizes duplication of efforts across the regions, utilizes positions and talents most effectively, reduces costs of materials and equipment through bulk purchasing, and can increase revenues through combined fundraising efforts (e.g., joint grant applications, collaborative fundraising initiatives, etc.). While regions are not engaged in day-to-day CYP operational management, they do provide important ongoing support and assistance, such as:

- Regional oversight positions—These positions provide support to programs to keep everyone on the “same page” in terms of business practices as well as programming;
A CYP Director must be designated at every installation. This can mean:

- A YP, CDC, or CDH Director will be assigned CYP oversight responsibilities (most frequent), OR—
- A dedicated Installation CYP Director may be authorized (usually only at large installations with large components)

Either way, the Installation CYP Director is responsible for ongoing oversight and coordination of the entire CYP.

7.3 Installation YP Structure and Staffing

YPs are structured based on the size of the SAC and the needs of the installation. Therefore, the staffing levels and reporting relationships will vary across YPs. The Navy Management Standards contain detailed information on the staffing authorizations for YPs and the definitions for the sizes of YPs (i.e., Extra Small, Small, Medium, Large, and Extra Large). In addition, YP standards are being developed that will address all YP business lines. (See Section 1.2.1 for an outline of the YP Operating Manual.)

7.3.1 Installation CYP Director

CNIC (N926) requires that an Installation CYP Director be officially designated with oversight of all CYP operations at the installation. In many cases, a YP, CDC, or CDH Director is designated as a CYP Director with oversight of the installation CYP (i.e., a “dual-hatted” director position). A dedicated Installation CYP Director position (i.e., a “stand-alone” director position) may be authorized at installations where all CYP components are Large programs. (See the Navy Management Standards for definitions of program sizes.) The Installation CYP

- Coordinating and implementing policies;
- Scheduling and facilitating data calls;
- Conducting quality assurance visits;
- Providing high level oversight of “hands-on” support and training for management positions;
- Coordinating site and facility maintenance at the regional level;
- Conducting informational briefings so that internal and external customers are informed about CYP operations, events, priorities, and initiatives;
- Distributing staff and CDH Provider handbooks;
- Tracking personnel actions and monthly reports;
- Coordinating with local unions and Human Resource Offices (HROs);
- Serving as the liaison for CNIC (N926) and subject matter expert for the Regional Commander;
- Coordinating the wait list and R&R services—For programs that are already using, or will soon be using MCC, ensuring the effective implementation and management of MCC, including the use of MCC as a marketing tool;
- Scheduling and facilitating meetings and/or conference calls for Installation CYP Directors within the region;
- Ensuring that information from CNIC (N926) to Installation CYP Directors is relayed in a timely manner; and
- Coordinating training events within the region to maximize utilization of the Training Specialists.
Director supervises the CYP Directors of all CY programs on the installation (e.g., YP Director, CDC Director, CDH Director, etc.) and is ultimately accountable for the management and quality of all CY programs at the installation.

### 7.3.2 Examples of YP Organizational Charts

Exhibits 7-3A and 7-3B provide two general visualizations of how a typical YP may look, depending on whether or not the YP Director also has CYP oversight. As a reminder, the actual YP organizational structure will vary across installations, based on the size, nature, and specific needs of the program.

**Exhibit 7-3A: YP Organizational Chart—Stand Alone Installation CYP Director**

*Note: Small and Extra Small YP programs generally do not have Assistant Directors. In these instances, the direct care staff (i.e., Lead Counselors and Counselors) report directly to the YP Director. Additional information about staffing authorizations is found in the Navy Management Standards.*

*Volunteers are used in all CY programs, but YSF uses volunteers extensively, thus volunteers have been added to the YP organization chart. Although volunteers are not technically staff (i.e., they are unpaid volunteers), they work directly with the youth.*
The image contains a chart titled "Exhibit 7-3B: YP Organizational Chart—Dual-hatted YP Director with CYP Oversight". The chart illustrates the organizational structure of a YP with a dual-hatted YP Director who oversees the CYP. The chart is color-coded with red for YP Management Team, purple for YP Training Team, green for YP Direct Care Staff, and orange for YP Support Staff.

**Note:** Small and Extra Small YPs generally do not have Assistant Directors. In these instances, the direct care staff (i.e., Lead Counselors and Counselors) report directly to the YP Director. Additional information about staffing authorizations is found in the Navy Management Standards.

Volunteers are used in all CY programs, but YSF uses volunteers extensively, thus volunteers have been added to the YP organization chart. Although volunteers are not technically staff (i.e., they are unpaid volunteers), they work directly with the youth.

### 7.3.3 CYP Professionals

A “CYP Professional” is any paid or unpaid (e.g., volunteers) individual who:

- Works in a YP, CDC, CDH (including CDH Providers), 24/7 Center, or CYES program;
- Provides administrative, management, or outreach support to any CYP; or,
- Volunteers in the program a regular basis (e.g., YSF coaches who are unpaid volunteers, individuals who volunteer to assist in classrooms on a regular basis, etc.).
This section provides a high level overview of the general roles and responsibilities of the CYP Professionals who work in a YP program. The YP Operating Manual will provide in-depth descriptions of roles and responsibilities that are specific to each operating standard (e.g., the YP Space Management Standards will include detailed guidance for what each position is responsible for with regard to space management; the YP Family Relations Standards will provide clear direction for roles and responsibilities related to family relationships, etc.).

The quality of the CYP and the services it provides is directly correlated to the professionals it employs (or engages, as with CDH Providers and unpaid volunteers). CNIC (N926) supports the ongoing development of CYP Professionals throughout their career with training, professional development opportunities, financial assistance for working toward the Child Development Associate (CDA) or Military School Age Credential (MSA), and other tuition assistance programs. CYP employees are eligible for tuition assistance, in addition to the funding for the CDA or MSA certification. CDH Providers are eligible for funding to obtain a CDA or MSA, but are not eligible for tuition assistance.

To ensure consistency in job qualifications and performance expectations, and to communicate clear roles and responsibilities, CNIC (N926) has established standardized Position Descriptions (PD) that all CYPs are required to use. Detailed information regarding the PDs, as well as the available training and professional support, is found in the Navy Management Standards. In addition, each of the standardized PDs may be reviewed on the Navy CYP E-Library.

YP staff fall into four main categories (see below), each of which is described in the following sections.

(Note: Not every installation will have each of these positions, as staffing authorization levels are based on the number of children served and number of full time equivalent staff. For example, Assistant Directors are authorized only if the number of children served exceeds 100. Training Specialists and Assistant Training Specialists are authorized based on the number of full time equivalent staff. Complete information about staffing authorizations is found in the Navy Management Standards.)
7.3.4 YP Program Management Team—Roles and Responsibilities

The YP Program Management Team is the liaison between the YP, the CYP, and the community. Together, they are accountable for the day-to-day management, supervision, and oversight of all aspects of YP operations.

The YP Management Team must have a visible presence in the programs and activity rooms on a frequent basis, and be available to CYP Professionals and families when needed. A more detailed coverage of the YP Management Team’s specific responsibilities will be covered throughout the YP Operating Manual.

**YP Director and Assistant Director**

YP Directors assume responsibility for overall program quality of the entire YP, parent satisfaction, program morale, staffing (including recruiting and hiring) and scheduling, internal and external communication, budget development and fiscal monitoring, reporting, facility maintenance, enrollment, space management, communications, and all policies and procedures at the installation level. Assistant Directors (if authorized) support the YP Directors in the ongoing management of the YP program. If no Assistant Director is authorized, a CYP Lead or Teen Coordinator is often assigned to provide management support to the YP Director.

**YSF Coordinator**

The YSF Coordinator is responsible for the administration and oversight of the Navy YSF programs, which includes the implementation of the YSF Core Service Areas: Sports, Fitness, Health and Nutrition, Outdoor Recreation and Motor Skills Development; which are established to meet the Navy’s program criteria by age group component. The YSF Coordinator is responsible for planning, organizing, and supervising all YSF activities (e.g., team and individual sports/fitness activities), and for supervising all staff and volunteers that are working with YSF.

Depending on the size and needs of the installation and YSF program, the YSF Coordinator may be a stand-alone position (i.e., the YSF Coordinator oversees only the YSF program), a blended position (i.e., the YSF Coordinator also serves as the Teen Coordinator), or the position may be assigned as collateral duty (e.g., the YP Director or other CYP Director also serves as the YSF Coordinator). Regardless of how the position is filled, a CYP Professional must be officially designated as the YSF Coordinator.

**Teen Coordinator**

The Teen Coordinator is responsible for the administration and oversight of the Navy Teen Programs, which includes the implementation of the Navy Core Programming Areas: Character and Leadership Development, Education and Career Development, Health and Life Skills, the Arts, Sports, Fitness, and Recreation, and Technology. Teen Coordinators are also responsible for their program’s indoor and outdoor environments, interactions and relationships, supervising youth and staff who are working with the teens, outreach, and for ensuring compliance with all operational requirements.

As with the YSF Coordinator, The Teen Coordinator may be a stand-alone position (i.e., the Teen Coordinator oversees only the Teen Program), a blended position (i.e., the Teen Coordinator also serves as
the YSF Coordinator), or the position may be assigned as collateral duty (e.g., the YP Director or other CYP Director also serves as the Teen Coordinator). Regardless of how the position is filled, a CYP Professional must be officially designated as the Teen Coordinator.

**Training Team**

When requested by the YP Director or Assistant Director, the Training Team participates as part of the YP Program Management Team by serving as the “link” between the activity rooms and the YP Management Team. Although observations by the Training Team are not required, they must conduct observations when needed (e.g., upon request from the YP Director, when the YP Management Team or staff are concerned about a particular youth or issue in the program, etc.). Training Team observations of YP activities are most often conducted to identify staff training needs, not necessarily the needs of the youth (unless specifically requested). Because the Training Team is in the activity rooms on a regular basis, Trainers provide valuable insights regarding actual program practices, provide input to the YP Director and Assistant Director on identified training needs, and make recommendations for training and technical assistance to improve program quality.

Because the Training Team is not always under the direct supervision of the YP Director (i.e., in many installations the Training Team reports directly to the Installation CYP Director), it is critical that the Training Team, Installation CYP Director, and YP Director work very closely together to ensure the Training Team can focus on its core responsibilities, and not get pulled into covering for ratio, substituting for Counselor vacancies or absences, etc.

### 7.3.5 YP Training Team—Roles and Responsibilities

The YP Training Team is critical to the YP’s operations because of the impact it has on the quality of program implementation, staff training, counselor/youth interactions, and youth behavior guidance. The specific staffing authorizations for the YP Training Team will vary depending on the size of the program. (See the Navy Management Standards for additional information.) As with the YP Management Team, the YP Training Team must also be highly visible in all YP activity rooms, and must interact with YP staff in their activity rooms on a regular basis. The YP Operating Manual will contain detailed descriptions of the YP Training Team’s duties and job expectations.

Generally, there are three types of training positions that comprise the Training Team:

- Training and Curriculum (T&C) Specialist (as required by the MCCA, each CDC must have at least one T&C Specialist who meets the specific early childhood education [ECE] degree requirements assigned to that program);
- Training Specialist; and,
- Assistant Training Specialist.

*(Note: The term “Training Specialist” and/or “Training Team” is often used interchangeably to indicate any of the three training roles listed above. If a specific role is being discussed [i.e., the T&C Specialist or the Assistant Training Specialist], it will be clarified where needed.)*
**Training Specialists**

The Training Specialist supports the YP by assisting the YP Director with orientation trainings (e.g., helping with planning, co-facilitating trainings if needed, providing training materials and resources, etc.) and with ongoing monthly trainings. The Training Specialist also ensures that all training files are maintained and up-to-date in CYMS or the NAYS Chapter Management website. The Training Specialist must work with the YP Director to ensure employee modules are completed within the required time frames, make recommendations to improve the program environment, assist the YP Director by providing feedback to strengthen youth and staff interactions, and assist SAC programs in the COA accreditation process. The Training Specialist also encourages and provides support to employees’ career growth, including assistance in obtaining the MSA and attending applicable college courses.

The Training Team also has responsibilities across the entire CYP (not only with just the YP), and coordinates the installation orientation for all new hires, including providing comprehensive information about the CYP as a whole. For example, if a new employee is hired as a SAC Counselor in the YP, the Training Specialist must still provide the new hire with meaningful information about all of the other CYP components. The Training Team ensures that all CYP staff have opportunities to participate in ongoing trainings, including required annual trainings, in-service trainings and workshops, mentor/coaching opportunities, and support in completing any required (or optional) training modules. Whenever possible, the Training Specialist must design the trainings to be fully inclusive of all CYP staff (although there will be times when it is necessary to modify training content to ensure that the caregivers of all age groups receive the most appropriate and relevant information).

Because Training Specialists have frequent and direct access to Lead Counselors and Counselors—and are observing in the activity rooms on a regular basis—they have a responsibility to address issues that arise even if it is not training or curriculum related. Training Specialists are responsible for quickly and clearly communicating actions and observations with the YP Director and Assistant Director, so that there is cohesive support from the entire YP Management Team on any follow-up actions that may be required.

**Assistant Training Specialist**

The Assistant Training Specialist supports the Training Specialist in numerous ways. The Assistant Training Specialist provides role modeling and coaching to CYP staff, participates in the development of training plans, observes and provides feedback for all CY programs, and provides support and encouragement for all accreditation processes.

The role of the Assistant Training Specialist is purposely designed to be a stepping-stone to the higher level of the Training Specialist. The Assistant Training Specialist should never be expected to assume the full role of the Training Specialist, even when that position is vacant. Instead, the Assistant Training Specialist should be exposed to and fully engaged in all aspects of the Training Specialist’s regular duties. The Training Specialist and YP Director must provide mentoring and ongoing support to prepare the Assistant Training Specialist for a full Training Specialist position.
7.3.6 YP Direct Care Staff—Roles and Responsibilities

YP direct care staff, including Lead Counselors and Counselors, work in the activity rooms on a daily basis with youth. They are responsible for ensuring high quality SAC and youth activities, curriculum planning, youth supervision, individualization, and ongoing activity management. In addition, YP direct care staff identify individual and group interests of the youth by observing and actively gathering youth input so that they can design programs and activities that are of significant interest to the youth.

**Lead Counselors**

Lead Counselors are to be in the activity room 80% of their scheduled work time supporting YP activities (e.g., assisting with activities, conducting activity observations, helping Counselors make connections between observations and youth learning objectives, serving as a role model for the Counselors, demonstrating best practices while setting up the activity environment, etc.). The remaining 20% of their time is dedicated to program support functions (e.g., coordinating with the YP Training Team about training needs, assisting with program portfolios for COA accreditation, reviewing and providing feedback on activity plans, working with the YP Director on staff schedules, conducting new parent classroom orientations, supporting module test assessment/competencies, etc.).

The *YP Operating Manual* will include comprehensive information and standards related to the role of the YP direct care staff (i.e., Lead Counselors and Counselors).

**Counselors**

Counselors are responsible for ensuring a safe, creative, and developmentally appropriate learning environment for youth; developing schedules and activity plans; ensuring that all activities meet the observed needs of individual youth; and facilitating healthy interactions. Equally as important, Counselors must build strong relationships with each youth’s family; keep lines of communication open with the families; and encourage parent participation whenever possible.
7.3.7 YP Support Staff—Roles and Responsibilities

YP support staff provide administrative and operational support including clerical and front desk tasks, record keeping, food service support, janitorial services, and school liaison functions. YP support staff include Operations Clerks, Food Service employees, and Custodians.

**Operations Clerks**

Operations Clerks are often the first point of contact for information when families call the YP or visit the building. They are responsible for clerical and administrative tasks including front desk operations, child and household record keeping, coordination of enrollment and family orientation, and parent fees.

**Food Service Employees**

Food Service employees include Cooks and Food Service Workers. They provide food service support for the YP. It is common for CDCs to support SAC programs by preparing SAC meals in the CDC kitchen, then transporting the meals and serving them in the SAC center.

**Custodians**

Custodians provide a variety of semiskilled labor and cleaning tasks for Medium, Large, and Extra Large YP facilities to ensure clean and healthy classrooms and programmatic space.

As with the other YP staff discussed in this section, the *YP Operating Manual* will include detailed guidance and standards for the various roles and responsibilities of the YP support staff.
Chapter 8: Governing Authorities and Funding Sources

8.1 Governing Authorities

All CYPs must operate in accordance with all Navy mandates, as well as local command requirements and any other applicable regulations (e.g., state laws, accreditation requirements, etc.). CYP Professionals must be familiar with the background of these regulations to understand that Navy CYP requirements were not developed arbitrarily, but rather, were strategically designed to implement several pieces of Federal legislation (i.e., “the law”). This section provides a short explanation of how the Navy CYP requirements came into existence, and why they are so important. Exhibit 8-1 provides a visual summary of which governing authorities resulted in the Navy CYP requirements.

Exhibit 8-1: Navy CYP Governing Authorities Result in CYP Requirements
8.1.1 Legislation

The MCCA is the founding legislation that guides how Navy CYP operates. It prescribes what CYPs are required to do by law, and is the foundation for other policies and instructions that define in more detail how Navy CYP will execute the MCCA mandates. Refer back to Chapter 2 for a discussion of the MCCA, including why it was enacted and what it requires.

8.1.2 Department of Defense (DoD) Policy

DoD child care policies grew out of the MCCA. While the MCCA established Federal law that required military child care programs to revamp their systems, it was left to DoD to determine how that would occur. Thus, the MCCA is the law; DoD policies were developed to define how the MCCA will actually be implemented in the field. In many instances, the Office of Family Policy/Child and Youth determines and writes the DoD policies that apply to child and youth programs (see Section 6.1.3). These policies apply to DoD child care programs of all military service branches, including Navy CYP. Listed below are some of the DoD Instructions that apply to Navy CYP.

**DoD Instructions (DoDI)**

- **DoD Instruction 6060.2, Child Development Programs** (CDPs) prescribes policy and procedures for DoD-operated CDPs to include the provision of DoD-sponsored or operated CDCs, CDH programs, and R&R programs. In addition to these required programs, the Instruction encourages DoD components to provide SAC programs and child preschools in other installation facilities, such as youth centers, chapels, and schools and to provide supplemental child care options as needed.

- **DoD Instruction 6060.3, School Age Care Program** implements policies and assigns responsibilities for the operation of SAC programs for eligible children of military service members and civilian personnel.

- **DoD Instruction 6060.4, Youth Programs** implements policies and assigns responsibilities for installation-based youth programs for children, kindergarten through grade 12, of service members and civilian employees.

- **DoD Instruction 1402.5, Criminal History Background Checks on Individuals in Child Care Services** provides guidance on the required criminal history background checks for all existing and newly hired individuals involved in the provision of child care services as federal employees, contractors, or in federal facilities to children under the age of 18.

In addition to these DoDIs, additional Instructions will be published whenever needed and distributed to CYPs. Instructions that are relevant to CYPs are on the Navy CYP E-Library.
8.1.3 Instructions

DoD published official instructions (see above) to respond to the MCCA. In turn, the Navy established policies and procedures to address the requirements mandated in the DoDIs through the OPNAV Instruction 1700.9 Child and Youth Program (OPNAV). The OPNAV was issued by the Office of the Chief of Naval Operations to establish policy, minimum standards, and guidance for the operations of all child development programs on all Navy installations worldwide. In addition to the OPNAV Instruction 1700.9, other OPNAV Instructions may apply to CYPs, such as instructions that relate to Significant Outreach Events, Community Service programs, and Volunteer Services in the Navy. OPNAV Instructions that are applicable to Navy CYP can be found on the Navy CYP E-Library.

8.1.4 CYP and YP Operating Manuals

The CYP Operating Manual and YP Operating Manual are being developed to clarify Navy CYP and YP policy, reinforce accreditation and inspection expectations, provide guidance on how Navy policy and accreditation requirements will look like in local installation programs, give detailed instructions where needed, and offer recommendations and best practices based on research and industry standards. The Operating Manuals shall be considered standard operating procedures for daily CYP and YP operations. For a summary of the contents of the YP Operating Manual, refer back to Section 1.2.

8.1.5 Additional Governance

In addition to the governing authorities just discussed (MCCA, DoDIs, OPNAV, and the CYP and YP Operating Manuals), additional requirements may be applicable. CYP Professionals shall be aware of and familiar with the following additional governance requirements:

- **Local command instructions and policies** are established as needed and tailored to the mission of each installation, the programs in operation, and the needs of local families. The local command or CYP provides this information.

- **Policy Letters** are issued by CNIC (N926) whenever additional clarification is needed, or when new or updated requirements are introduced to CYP. Policy letters will be posted on the Navy CYP E-Library.

8.2 Funding Sources

CYP funding support includes a combination of Appropriated Funds (APF) and Non-appropriated Funds (NAF). Definitions for each type of funding are provided in Section 8.2.1 and Section 8.2.2.

Commanders have a fiduciary responsibility for the proper management, control, fiscal oversight, and review of MWR programs under their cognizance. All funding must be allocated and expended in accordance with fiscal policies and guidelines. There are penalties for misuse of both APF and NAF funds.

Policy and guidance of APF and NAF may be found in the Instructions section of the Navy CYP E-Library (use the Instructions link in the Document Library). Some of the relevant Instructions include:
8.2.1 Appropriated Funds (APF)

Appropriated funds are defined as government monies identified for a specific purpose, also known as “appropriations.” There are two types of appropriations—mandatory and discretionary. All military child care appropriations are classified as discretionary. Discretionary funding levels are determined and recommended annually by the House and Senate Appropriations Committees, and then reviewed and approved by Congress to be included in the fiscal budget forwarded to the President for signature. Funding approved for the fiscal year must be spent in the same year. Funds may not be carried over into the next fiscal year, nor may program spending continue beyond the fiscal year without either a new appropriation or a continuing resolution.

CYP APF shall be used for program operating costs, equipment, supplies, utilities, custodial and maintenance services, administrative and supervisory personnel, training, travel, food-related expenses not paid by the U.S. Department of Agriculture (USDA), and any other related uses. APF shall be used for the construction and/or renovation of CDC facilities, SAC exclusive facilities, and OCONUS youth centers.

APF support for direct staff and materials for center-based programs must equal or exceed the amount of child care fees generated.

Uniform Funding and Management (UFM)

Uniform Funding and Management (UFM) is a practice designed to aid in efficient and cost effective execution of APF funds appropriated to DoD MWR programs. Through this practice, authorized appropriated funds are transferred to NAF and executed using NAF processes in order to streamline the process related to the purchase of property and services, hiring and management of employees, and financial reporting of the program. UFM is only for programs authorized to receive APF support, and only for the amount and purpose that was authorized. This practice will neither increase nor decrease total program funding support, it only changes the execution of appropriated funds.

8.2.2 Non-appropriated Funds (NAF)

Non-appropriated funds are government monies received from sources other than appropriations. Funds are primarily from sale of goods and services to DoD military and civilian personnel and their family members to support authorized MWR program and activities.

CYP generates NAF funds through child care fees, USDA Child and Adult Food Care Program (CACFP) reimbursements, and organizational grants. CYPs are not expected to generate a NAF profit, but must generate NAF funds that are adequate to effectively support its programs. Use of CYP NAF is limited to its programs and projects. NAF shall be used for the compensation of employees directly involved in providing child care, food-related expenses not paid by DoD APFs, and consumable supplies. NAF shall also be used for construction and/or renovation of SAC/YP combined facilities and CONUS youth centers facilities.
Chapter 9: Quality Assurance

As discussed in previous chapters, the MCCA focused on improving the accessibility, affordability, and quality of military child care. And, it succeeded—today’s military child care is more accessible, more affordable, and of much greater quality. However, what began years ago as a need to “fix” the military child care system has evolved into the need to ensure that high quality is sustained. CYPs must embrace a culture of continuous quality improvement. Continuous quality improvement means that:

- CYP Professionals are constantly looking for ways to strengthen and enhance the services being provided to the children and families it serves;
- The “status quo” is no longer acceptable. Programs must continue to raise the bar for quality performance; and,
- Effective quality assurance systems must be in place.

Navy CYP engages in quality assurance activities on several levels, including local ongoing monitoring, mandatory inspections, and accreditation of all SAC programs through the Council on Accreditation (COA). Each of these is briefly discussed in the following sections.

9.1 Local Ongoing Monitoring

YP Directors are responsible for the ongoing monitoring of all aspects of YP program operations. This includes ensuring that staff are adequately supervised, learning environments are well-equipped, Counselors are engaging the youth in meaningful and developmentally appropriate activities, food service is being provided appropriately, budgets are reviewed regularly, and policies and procedures are fully implemented.

YP Directors have numerous management responsibilities that require “office time,” (e.g., personnel matters, budgeting, reporting, planning, etc.). However, they must maintain an ongoing visible presence in the program and in the activity rooms. This not only allows the YP Director to observe first-hand how the program is functioning on a daily basis, it also shows that s/he is approachable and accessible to CYP Professionals, parents, and visitors. Being visible and accessible on a daily basis is one of the most effective ongoing monitoring strategies.

Although the YP Director may not personally conduct each of the ongoing monitoring activities (e.g., Counselors might conduct daily activity room checks, Training Specialists and/or Lead Counselors might conduct activity room observations, the Operations Clerk might conduct record checks, etc.), s/he must conduct some monitoring activities, and s/he is responsible for the quality of the monitoring performed by others. Thus, the YP Director must have a “situational awareness” of all monitoring activities and their results to ensure the monitoring system is capturing an accurate reflection of the program. The YP Operating Manual will include standards that address the importance of this, along with clearly defined roles and responsibilities that relate to ongoing monitoring.
Several ongoing monitoring activities must occur at the local level, including:

- Daily inspections of the facilities and grounds (indoor and outdoor) to ensure the program space is safe, clean, and in good repair at all times;
- Frequent activity room observations, followed by constructive feedback sessions with the staff who were supervised;
- Routine CYMS record and file checks (i.e., youth, household, and personnel files) to ensure records are complete and up-to-date;
- Weekly review of activity lesson plans to ensure activity plans are appropriate and meet the needs of individual youth;
- Regular review of program assessment data to ensure outcomes are being achieved;
- Ongoing review of parent feedback on a regular basis (and making sure there is an effective mechanism to seek parent feedback), and,
- Close oversight of cash controls, including the YP budget to avoid over- or under-spending.

Each of these ongoing monitoring activities is essential for the early identification and correction of problematic issues, and must be part of the local monitoring system. The stronger a CYP’s internal monitoring system is, the better prepared it is for a Navy inspection. Navy inspections are discussed next.

### 9.2 Inspections

Inspections are vital to ensuring the safety of youth and staff, monitoring the CYP’s compliance levels, and assuring the overall quality of CYP services. Because inspections are so critical to CYP’s success, CNIC (N926) is developing the YP Quality Assurance Standards to discuss the importance of inspections, and to guide staff in understanding and navigating the inspection process correctly.

YP staff should understand that inspections are a normal part of program operations. Inspections are not intended to “catch” anyone doing something wrong! They are designed to ensure the safety of all youth and staff; support staff in fully complying with all regulations and requirements by identifying any concerns and providing corrective technical assistance; and facilitate continuous program improvement. One of the most important things YP staff should realize is that if the YP and all of its activity rooms are operating as they should at all times, then inspections are a part of another “business as usual” day. Even so, inspections can cause anxiety for some staff. The following points may help to alleviate some of that anxiety:

- Inspections are actually somewhat predictable—not always the “when” they might occur, but certainly the “what” will occur. For example, staff should expect monthly fire drills. They should expect to have fire/safety personnel visiting at random for routine fire/safety inspections. They should also expect that at some point they will be asked to provide youth files, child immunization records, assessment data, activity plans, and daily health/safety checklists, etc.

- YP staff should expect to be observed and monitored by the YP Program Management Team and YP Training Team frequently. The Training Team observes every activity room regularly. The YP Director and Assistant Director should also be observing on a regular basis so they are aware of how the activity rooms are operating and can validate the Training Team’s observations when needed. The ongoing observations conducted by the YP Program Management Team and YP Training Team are part of the
CYP’s quality assurance process, but they also help with preparing for future inspections. YP staff should take advantage of the ongoing monitoring visits to become more comfortable with being observed.

- No matter how prepared a program may be for any inspection visit, or how hard the inspectors try to keep disruptions to a minimum, there may be some disruptions—especially in activity rooms. YP staff can minimize the effect of disruptions by explaining to the youth that there may be an adult visiting the program, redirecting them to an activity they are interested in, and staying calm and unflustered throughout the observation/inspection.

Legislation (i.e., MCCA) requires that all CYPs participate in four types of unannounced annual inspections. These inspections are briefly described in the following sections.

### 9.2.1 Fire and Safety

Each CYP must ensure all participants cared for by the CYP are in a safe and healthy environment. Monthly, unannounced fire and safety inspections are required for all CYPs. In addition, an unannounced comprehensive fire and safety inspection is conducted annually. These inspections are conducted by qualified local fire/safety personnel, and are separate from the inspections that occur during the annual CNIC (N926) certification process. **Failure to comply with fire and safety regulations may result in immediate closure.**

In addition to the unannounced fire and safety inspection, all YP facilities must be inspected prior to opening (or prior to reopening after summer closures or facility renovations), and thereafter on a monthly basis.

### 9.2.2 Health and Sanitation

CYPs are mandated to ensure the health and welfare of all staff and children. Monthly health and sanitation inspections are conducted by qualified local health/sanitation personnel through the Navy Medical Treatment Facilities (MTFs) Preventative Medicine Services or Environmental Health offices. In addition, an unannounced comprehensive health and sanitation inspection is conducted annually. These inspections are separate from those that occur as part of the annual CNIC (N926) certification process. Furthermore, any program that prepares food onsite must be inspected monthly (programs that do not prepare food onsite are inspected quarterly).

Health and sanitation inspections must be also conducted prior to opening and before being certified by DoD, prior to reopening after facility renovations have been made, and prior to reopening after summer closure. **Failure to comply with health and sanitation regulations may result in immediate closure.**

In addition to the formal local health and sanitation inspections, YP personnel must conduct daily inspections of all facilities and outside areas to identify and address any concerns or deficiencies.

### 9.2.3 Multi-Disciplinary Team Inspection (MDTI)

The Multi-Disciplinary Inspection Team (MDIT) is the command’s local CYP inspection team that conducts the Multi-Disciplinary Team Inspection (MDTI). The MDIT monitors program compliance by providing an in-depth comprehensive review of the CYP operations. During the inspection, the team will...
Introduction to Navy YP

Chapter 9: Quality Assurance

use the same current inspection criteria that are used for the CNIC (N926) inspection (see below). MDIT team members are comprised of local professionals with expertise in fire/safety, health/sanitation, fleet and family support, family advocacy, and parent involvement.

CYP Professionals should understand that while the MDTI checks for compliance, the MDTI process itself provides an opportunity to educate the command on the value of the services provided by CYP, as well as the inspection process and the impact it has on the quality of services. The Installation CYP Director is responsible for training and educating the MDTI team on what to look for during inspections and how to conduct the inspection activities.

9.2.4 CNIC (N926) Inspection

The MCCA requires annual high level CNIC (N926) HQ inspections. All CYP facilities must successfully complete an initial CNIC inspection prior to issuance of the DoD Certificate to Operate and the opening of the facility. Thereafter, CNIC must conduct an unannounced, in-depth inspection on an annual basis to ensure the entire CYP, including any expansion efforts, are in compliance with all regulations and that efficient practices are consistently implemented. Installations are inspected based on the Navy Child and Youth 2014 Inspections Criteria Policy. YPs should also reference the 2014 Youth Inspection Criteria with Guidance.

9.3 Accreditation

National accreditation is another quality assurance strategy that CNIC (N926) uses to ensure children and families receive the best care and services possible. Not only must all Navy YPs meet DoD and Navy standards at all times, all SACs must be accredited through the Council on Accreditation (COA). Even for programs that may not be currently accredited (i.e., they are in the process of obtaining accreditation), CNIC’s expectation is that every SAC program follows COA’s quality standards.

COA is a nationally recognized accrediting body for child and youth development programs. Achieving COA accreditation is an honor that is reserved for the highest performing youth programs. YP staff who play a role in the SAC earning national accreditation should feel proud! Accreditation is no easy task, and requires all staff pulling together—but the result is worth it. Accredited SACs are recognized as school-age care programs of excellence, the “gold standard,” and a role model for other school-age care programs across the nation.

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7 A certificate is issued to the program after a successful inspection by a representative(s) of the higher headquarters or a major command Child Development Specialist, and found to be in compliance with DoD standards. The certificate is valid for 15 months.
COA sets and monitors industry standards for high quality after school and youth programs and accredits programs that meet the standards in 17 focus areas:

1. Outreach and Program Accessibility
2. Program Mission and Philosophy
3. Registration and Orientation
4. Building Healthy Relationships Between Children and Youth and Adults
5. Promoting Positive Behavior and Healthy Peer Relationships
6. Programming and Activities
7. Academic Programming
8. Indoor Environment
9. Outdoor Environment
10. Nutrition and Physical Fitness
11. Specialized Sports and Fitness Programming
12. Health and Wellness
13. Safety
14. Family Connections
15. Community Involvement and Partnerships
16. Supervision
17. Protecting the Rights of Children and Youth and their Families

The initial COA accreditation process takes approximately 12-18 months to complete, and includes a seven-step process:

- **Step 1**: Application and Accreditation Agreement;
- **Step 2**: Intake;
- **Step 3**: Self-Study;
- **Step 4**: Site Visit;
- **Step 5**: Pre-Commission Review;
- **Step 6**: Accreditation Commission; and,
- **Step 7**: Maintenance of Accreditation.

When the process is successfully completed, the SAC is awarded a COA Accreditation Certificate, which is valid for four years. The certificate is a symbol that the SAC has achieved excellence. It should be posted in a prominent location in the lobby of the program so that all parents and visitors can see it, so that they know their children and youth are being cared for in one of the best school-age programs in the country.
Chapter 10: Information Systems

Technology is rapidly changing the way CYPs operate. CYP Professionals use technology to work “faster and smarter,” which results in improved services to children and families. The information provided in this section is important to CYP Professionals because as CYP continues to advance its technological capabilities, CYP Professionals must stay current in (and be comfortable with) the technology tools that are available to them now, and those that will be made available in the future.

10.1 Navy CYP E-Library

The Navy CYP E-Library is a one-stop Web-based resource for CYP policy documents, forms, news and announcements, and other resources such as convenient access to external CYP online systems (e.g., EMS and the Metrics Tool), and links to CYP partners. CYP Professionals should visit the Navy CYP E-Library frequently, as new items and updates are added weekly. Some of the specific documents and resources are listed below:

- DoD Instructions;
- Policy Letters;
- CYP Operating Manuals and Standards;
- YP Operating Manual and Standards;
- Standardized Position Descriptions;
- Job Vacancy Announcements;
- CYP Forms;
- Web-based Training Modules;
- Individual Development Plans;
- Inspection Criteria;
- CDA and MSA Credentialing Packets; and,
- Parent Handbook.

10.2 Child and Youth Management System (CYMS)

CYMS is the primary record management system for tracking enrollment, child and household records, personnel records, staff training, and parent fees due/received. CYMS also serves as the Navy’s CYP point of
sale system used for the billing, tracking, and collection of child care fees. The CYP Management Information Systems (MIS), Child and Youth Management System (CYMS), and Enterprise Management System (EMS) Standards are being developed to provide guidance on how to use these tools.

10.3 MilitaryChildCare.com (MCC)

MilitaryChildCare.com (MCC) is a Web-based system that enables military families to search, place, and manage their requests for care online, and allows program staff to make offers of care to families through the MCC system. Currently, MCC is being piloted with a small group of programs, with the intent that all programs will be using MCC by the end of FY15. The CYP Waitlist Management/Using MilitaryChildCare.com Standards, once published, will include information on the appropriate use of MCC.com.

10.4 CYP Enterprise Modeling System (EMS) and Metrics Tool

EMS and the Metrics Tool were developed to support DoD planning, programming, budgeting, and execution processes. EMS places a special focus on CYP planning, budgeting and performance management, while the Metrics Tool provides CYP senior managers, regional program directors, and installation program managers the tools to model, track, analyze, and evaluate operations. Once published, the CYP Management Information Systems (MIS), Child and Youth Management System (CYMS), and Enterprise Management System (EMS) Standards will provide instruction on how to use these tools.

10.5 Virtual Youth Programs

Virtual Youth Programs is a conceptual gateway that is being developed and is poised to revolutionize Navy CYPs worldwide by effectively “virtualizing” the YP experience. A Navy youth’s membership will be virtualized via a website and associated smart phone application, and will grant youth access to opportunities beyond the Navy’s facility-based programs, connecting them to fellow military youth within their geographic area.

10.6 YP Online Curriculum Materials

CNIC (N926) has centralized contracts between with 4-H, BGCA, and NAYS. These contracts allow YP staff to download various program curriculums from the following websites (additional information about each is provided in Chapter 11):

- 4-H Military Partnerships;
- 4-H National Council Curriculum;
- 4-H Online Curriculum Mall;
- BGCA.net; and,
- NAYS.org.
10.7 TS GOLD™

CDC and 24/7 Center programs use the TS Gold™ software to track ongoing child assessment and child outcomes. TS Gold™ supplements the Navy’s early childhood curriculum, The Creative Curriculum®. The Creative Curriculum® is an award winning research-based curriculum with proven success in fostering positive child development in all areas of development and learning (e.g., cognitive, social/emotional, physical, etc.).

10.8 Inspection Management System (IMS)

IMS is a Web-based system that facilitates the Navy CYP inspection process (full and partial inspections). IMS is designed to interface with EMS and the Metrics Tool, and streamlines criteria scoring, tracks inspection results and findings, and generates inspection reports. Additional information about IMS will be available in the YP Quality Assurance Operating Standards, once published.

10.9 CDH Management System

CNIC (N926) is developing the CDH Management System (CDHMS) to increase the effectiveness and efficiency of the CDH Program. The CDHMS will streamline many processes for CDH program staff and CDH Providers, including enabling online functionalities such as provider applications, Monitor assignment, provider status reports, certification and re-certification status reporting, provider transfer requests, child/household lists, provider news blasts, timesheet/invoice processing, and subsidy criteria. The anticipated CDHMS launch date is FY 2015.

10.10 Environment Rating Scale (ERS) Data System

The ERS Data System is a state-of-the-art online environment assessment tool that allows programs to conduct and automatically score assessment results, and generate electronic reports. The Navy CDH program will be implementing the ERS Data System, with future plans to add functionality that will allow programs to use the ERS Data System not only as an annual assessment, but as a monthly home visiting tool. Additional information about the ERS Data System is found at http://branaghgroup.com/ers-home.html.

10.11 Systems, Applications and Products (SAP)

SAP is the Navy’s accounting and financial reporting system. CYP and YP Directors use SAP to monitor budget expenditures, plan future budgets, and assess the financial status of their programs.

10.12 KRONOS

KRONOS® is the Navy CYP’s automatic time keeping system, where staff enter the number of hours worked into an electronic timesheet for payroll processing. All CYP Professionals who are paid out of NAF use KRONOS® (APF employee do not use KRONOS®).
10.13 Standard Labor Data Collection and Distribution Application (SLDCADA)

SLDCADA is the automatic time keeping and payroll system used by APF CYP Professionals (NAF employees do not use SLDCADA).

10.14 Total Workforce Management System (TWMS)

TWMS is a secure, Web-based Department of Navy system that allows Navy staff to view, print, and update specific personal employment information via one convenient, user-friendly application. TWMS is also the mechanism through which the Navy-required training must be completed (CYP-required training is not held on this database; it is tracked in CYMS).

10.15 Enterprise Safety Applications Management System (ESAMS)

ESAMS was instituted by CNIC for management to identify, track, and address safety issues before they lead to near-misses or actual accidents. CYP Directors are required to input safety training data into ESAMS. Navy safety professionals can analyze job hazards, respirator program data, and safety metrics including medical surveillance, hazard abatement, and accidental mishaps. Commands are given reports on a regular basis to review the safety data and take action if needed.
Chapter 11: Partnerships and Resources

Navy CYP’s success is attributable to numerous factors, including qualified and experienced CYP Professionals, standardized policies and procedures, effective and efficient management systems, and a robust quality assurance system. Yet, Navy CYP would not have earned its stellar reputation without the support and valuable contributions of important partnerships and affiliations, and the resources they offer. This chapter provides brief overviews of a few of Navy CYP’s formal affiliations that are applicable to YPs. Installations should establish additional partnerships at the local levels depending on the specific needs of the installation and its families (e.g., community medical services, local early childhood networks, social service agencies, community colleges, universities, etc.).

Listed below are several CYP partnerships and resources that are relevant to the YP program.

### 11.1 National Partnerships and Resources

- **Council for Professional Recognition**: CNIC (N926) has a centralized contract with the Council for Professional Recognition to facilitate the funding and application process for CDA and MSA credentialing. The CDA credential is nationally recognized and designed to improve the quality of child development programs through the assessment, training, and credentialing of early childhood professionals. Based on a set of core competencies for infant/toddler, preschool, and family child care, the CDA guides early childhood professionals as they work to increase their knowledge, skills, and abilities to become expert care providers. In addition to the CDA, many CYP Professionals choose to complete the Military School Age (MSA) credential (also through the Council for Professional Recognition). For more information about the Council of Professional Recognition and the CDA and MSA credentialing process, refer to the following resources:
  - **CDA and MSA Credentials Policy Letter January 2013**: Explains the purpose and funding stream of the CDA credentialing program, and includes credentialing guidance and instructions, CDA application packet request, credentialing fee authorization, and credentialing/renewal coversheet;
  - **Child Development Associate National Credentialing Program**: A guide to the new CDA Web-based program; and,
  - **Military School Age Credentialing Program**: Information and resources for the MSA program.

- **Kids Included Together (KIT)**: Kids Included Together specializes in best practices for including children with and without special needs in recreational, child development, and youth development programs. Navy CYP contracts with KIT to provide the services of Inclusion Specialists to assist CYP professionals in supporting children who need special accommodations. More information about the Navy’s use of KIT Inclusion Specialists is available from the local CYP.

- **Military Child Education Coalition (MCEC)**: Military Child Education Coalition promotes partnerships and facilitates the networking of military installations and their supporting school districts.
Its focus is to address transition and other educational issues related to the military-connected child, including active duty, National Guard, and Reserves.

- **Council on Accreditation (COA):** The Council on Accreditation is the national accrediting body that sets and monitors the standards for high quality child and youth development programs. In addition to the accreditation process, COA also offers numerous resources such as publications, professional development, and training.

- **Child Care Aware:** Child Care Aware of America (CCA; formerly known as the National Association of Child Care Resource and Referral Agencies [NACCRRA]) provides extensive information for parents and child care providers. Navy CYP partners with CCA on several initiatives, including Military Child Care in Your Neighborhood (MCCYN) and Operation Military Child Care (OMCC). See Section 4.6 for additional information on these initiatives.

- **4-H:** 4-H is the nation’s largest youth development and empowerment organization, reaching more than 7 million 4-H youth in urban neighborhoods, suburban schoolyards, and rural farming communities. Fueled by university-backed curriculum, 4-H participants engage in hands-on learning activities in the areas of science, healthy living, and food security. All Navy YPs are affiliated with 4-H. As a result of CNIC’s affiliation and contractual agreement with 4-H, YPs are able to access various 4-H program curricula, staff development training, technical assistance, grant funding, and services in-kind.

- **Boys & Girls Clubs of America (BGCA):** BGCA provides installations and YPs with resources and programs related to healthy and safe activities and mentoring for youth. Focus areas include health and life skills, sports fitness and recreation, character and leadership development, and education and career development. All Navy YPs are affiliated with BGCA. CNIC’s affiliation and contractual agreement with BGCA allows YP staff to access various BGCA program curricula, staff development training, technical assistance, grant funding, and services in-kind.

- **National Alliance for Youth Sports (NAYS):** NAYS is a partnering organization that provides guidance on youth sports standards and policies, training for coaches and youth sports administrators, and other youth sports resources for youth program staff, coaches, volunteers, and parents. Because of CNIC’s affiliation and contractual agreement with NAYS, YPs are able to access various NAYS program curricula, staff development training, technical assistance, grant funding, and services in-kind.

- **Directory of Opportunities:** The Directory of Opportunities is an online resource developed for parents and youth to access information about the available sports, fitness, health and nutrition, and recreational opportunities on base and in the communities surrounding each installation. The Directory of Opportunities includes useful information for parents and youth that are trying to find information on the available opportunities for activities on- and off-base. The information provided includes, but is not limited to, the name of the organization, contact information (i.e., name, phone, and email), physical location, distance from home and installation, website, registration dates and fees, and level of experience needed (i.e., skill building vs. competitive leagues). The Directory of Opportunities is at: http://www.navygetfit.com.

- **Drug Education for Youth (DEFY):** The DEFY Program is designed for the 9-12 year old target population, a group described as “at risk” to become involved in substance abuse, gangs, and crime. DEFY is based on best practices determined by the Center for Substance Abuse Prevention (CSAP) and is designed to strengthen factors that make youth more resilient to negative influences.

- **Missoula Children’s Theater (MCT):** MCT provides installations and YPs with opportunities and resources for creative programs and performing arts as a means of enhancing social skills, teamwork, morale building, communication, and self-expression. MCT works with installations to “produce”
theater productions, including full-scale musicals, through intense, weeklong “residency” activities. This initiative is made available through a centrally funded CNIC (N926) contract. YP Directors who are interested in having their installation participate in MCT should contact CNIC (N926).

- **Young Men’s Christian Association (YMCA):** The YMCA is a national affiliation that provides recreational resources to installations, focusing on youth development, healthy living, and social responsibility. In addition, the Navy is partnering with the YMCA to provide respite care through the Give Parents a Break program.

### 11.2 Installation Partnerships and Resources

Each installation has many family support programs available right on the installation to assist families with children and youth. Some of these programs include:

- **Exceptional Family Member Program (EFMP):** The [Exceptional Family Member Program](#) serves military families with special needs. The EFMP is a mandatory enrollment program for sponsors with qualifying family members. Enrollment in the EFMP ensures maximum provision of services to the family throughout the sponsor’s career.

- **Military Family Life Consultant Program (MFLC):** The MFLC program uses licensed clinicians with master’s degrees and at least five years of experience in social work, counseling, or related clinical discipline to provide short-term, non-medical counseling support to service members and their families, as well as training for local CYP Professionals. Consultants are also trained on military-specific topics including basic orientation to the deployment cycle, military culture, the chain of command, and reporting requirements in accordance with the Navy Family Advocacy Program (FAP). Additional information can be found on the [Military Health Net (MHN) Government Services](#) website.

- **Family Advocacy Program (FAP):** The FAP provides a variety of interventions and treatment services, including counseling, clinical case management, and treatment groups to military members and their families exposed to domestic abuse (i.e., child maltreatment or domestic violence). FAP also refers families to other military and civilian resources as appropriate. As part of its function, the FAP also provides expertise and guidance to CYPs on child maltreatment prevention, identification, education, and reporting. The local Family Advocacy Representative (FAR) is a certified clinical provider within the FAP, and is responsible for implementing and managing the clinical rehabilitative and intervention aspects of the local FAP. The FAR serves as the CYP point of contact for all child maltreatment questions and reports.

- **Family Readiness and Fleet and Family Support Centers:** Family Readiness and Fleet and Family Support Centers support individual and family readiness through a full array of programs and resources such as relocation assistance to families who are relocating from one installation to another, transition assistance, information and referrals for community resources, spouse employment services, family employment readiness, counseling services, personal finance management and financial counseling, life skills services, family advocacy, and sexual assault prevention and response.

The Fleet Readiness division also includes many MWR programs and services. These programs include: fitness and sports, deployment support, the Navy Motion Picture Service, libraries, golf, bowling, marinas and outdoor recreation, the Single Sailor or Liberty program, Information, Tickets and Travel; and Navy entertainment programs.