



**DEPARTMENT OF THE NAVY**  
HEADQUARTERS UNITED STATES MARINE CORPS  
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IN REPLY REFER TO:  
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From: Commandant of the Marine Corps  
To: Marine Corps Community Services (MCCS)

Subj: Child and Youth Programs (CYP) Professional Development Protocol

Ref: (a) MCO 1710.30  
(b) TB MED 530/NAVMED P-5010-1/AFMAN 48-147 IP Tri-Service Food Code  
(c) Caring for Our Children: National Health and Safety Performance Standards  
(d) Penn State University Better Kid Care: Safe Sleep Practices for Caregivers: Reduce the risk of SUID at <http://extension.psu.edu/programs/betterkidcare>  
(e) Council for Professional Recognition. Essentials for Child Development Associates Working with Youth Children. Washington, DC: 1991  
(f) Virtual Lab School at <http://www.virtuallabschool.org>  
(g) DoD Instruction 6060.02 w/CH 2, "Child Development Programs (CDPs)", 1 Sep 2020  
(h) DoD Instruction 6060.04, "Youth Services (YS) Policy," 4 Dec 2019  
(i) DoD Instruction 1400.25, "Civilian Personnel Management"  
(j) Early Childhood Learning and Knowledge Center (ECLKC)  
(k) The Early Childhood Coaching Handbook  
(l) Zero to Three. Learning through supervision and mentorship to support the development of infants, toddlers, and their families

Encl: (1) Child and Youth Programs (CYP) Professional Development Protocol

1. Purpose. To provide practice and guidance for the Child and Youth Programs (CYP) Professional Development Training Program.
2. Background. The CYP Training Program ensures Professionals are prepared to provide high quality childcare and services.
3. Processes. The following processes are in place to ensure CYP Professional receive required training to be appropriately promoted and compensated.
4. Information. Headquarters, U. S. Marine Corps, Marine and Family Program Division, Family Care Branch, Child and Youth Programs maintains and updates information as required.

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5. Certification. This NAVMC is effective the date signed.

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**Child and Youth Programs (CYP) Professional Development Protocol**

1. Workforce Development Objectives

a. Child and Youth Programs (CYP) follows the Child and Youth Programs Employee Wage Plan Promotion Chart (Table 1) and Child and Youth Programs Initial Appointment Chart (Table 2), which ensure Professionals are compensated as training/competency requirements are satisfied and appropriately appointed in accordance with (IAW) references (g), (h) and (i).

b. The CYP Training Program ensures Professionals are prepared to provide high quality childcare and services IAW references (a), (g), and (h).

c. Foundation training (beginning or "baseline" training) includes a comprehensive orientation, child and youth competency courses, and is completed during the first 18 months of employment.

d. Professionals receive annual training based on position requirements.

e. Professionals who have completed Foundation Training may incorporate a Special Project to enhance Professional Development and participant's experience.

f. Annual CYP (required) training remains valid for 12 months from the date training is completed.

g. CYP training is documented, maintained, and readily available upon request.

h. A Training and Curriculum Specialist (TCS) oversees the CYP Training Program.

i. The TCS work inside classrooms and or activity areas to provide support to CYP Professionals.

(1) Support for classrooms and activity areas includes, but is not limited to:

(a) Engages with children and youth and participates in activities.

(b) Models appropriate interactions

(c) Redirects inappropriate behavior

(d) Performs curriculum based and Virtual Lab School (VLS) observations

(e) Mentors and coaches CYP Professionals when needed

(f) Provides real time feedback and support for any additional classroom based teachable opportunities.

(2) The TCS, assigned to a Child Development Center (CDC), provides support at a minimum of 16 hours a week in the classrooms.

(3) The TCS, assigned to a School Age Care (SAC), provides support at

a minimum of an hour a day (minimum of 5 hours per week) in the activity rooms/areas during before and after care.

(4) The TCS, assigned to a SAC, provides support at a minimum of 4 hours a day in the activity rooms/areas during SAC full day care to include camps, school holidays, teacher in-service days, intersessions, and during school closings.

j. The CYP Training Team develops an annual, installation-wide Professional Development Plan to support continual learning for all CYP Professionals IAW reference (a).

(1) The TCS uses the most current Headquarters, U. S. Marine Corps (HQMC) CYP Approved Training Events to create the Professional Development Plan for the Program.

(2) The following components are used to build the Professional Development Plan:

(a) Learning development plan topics from individual CYP Professionals.

(b) Environment Rating Scale results.

(c) Kids Included Together (KIT) Site Visit Report.

(d) Conscious Discipline.

(e) Training identified through observations of CYP Professionals.

(f) Mentoring and coaching experiences.

(g) Job related trainings.

k. CYP training is led by the TCS; however, specific trainings require a Subject Matter Expert (SME). SME is an authority in a particular area of topic.

(1) The following training topics are taught by an SME; to include but not limited to: Health, Medication, Safety, Sanitation, Food Handling, Child Abuse, Identification, and Reporting, and Fire IAW reference (a).

(2) The TCS coordinates the delivery of SME led trainings.

(3) HQMC CYP approved Cardiopulmonary Resuscitation (CPR) and First Aid courses are provided by American Red Cross or American Heart Association.

(4) The TCS provides professional development for required CYP training only. TCS are not responsible to conduct or monitor Human Resources (HR) annual compliance training.

l. The TCS and Management have a system in place to coach Direct Care Professionals and Family Childcare (FCC) Providers in professional growth provided in the Appendix "Coaching Process".

m. The TCS implements the United States Marine Corps (USMC) Approved

guidelines for the Child Development Associate (CDA) Credential Program outlined in the Appendix "CDA".

n. CYP training is documented, maintained, and readily available upon request. CYP uses the web-based Ethos Learning Management System (LMS), to manage and document employee training.

o. Ethos LMS is the electronic training record for each CYP Professional and serves as the signature/proof that training has been accomplished. This serves as proof if disciplinary actions are explored or under review.

(1) TCS ensures all training documentation is completed in Ethos LMS within five business days of the completed training.

(2) Installation policies/Standard Operating Procedures (SOP) content is embedded into trainings. CYP does not require Professionals to sign hard copy policies.

(3) All observations and competency reflections for CYP Professionals are maintained in the CYP Observations folder in the Ethos Snapshot section of their transcript. This includes, but is not limited to, Virtual Lab School (VLS), Early Learning Matters (ELM), and Management observations.

(4) All certificates and certification cards for CYP Professionals are maintained in the CYP Certificates folder in the Ethos Snapshot section of their transcript. This includes, but is not limited to module completion certificates, VLS track completion certificates, Food Handler's, and First Aid and CPR certification cards.

(5) Training transcripts are accessible, in Ethos LMS, if disciplinary action or any other administrative action is needed.

p. A dedicated training space, away from children, is available for planning and training. The dedicated space may be at another facility in proximity and/or when children/youth are not present.

q. Internet access, computers, and software are available to support the CYP training program IAW references (g) and (h).

r. Employee Transfer Program. Losing and gaining installations coordinate the transfer of all professionals' records to include all training related documentation. All module and VLS documentation as well as any observations or certificates are preserved electronically in the professional's Ethos Snapshot prior to the transfer.

2. Child and Youth Competency Courses in accordance with (IAW) references (g) and (h)

a. During the Foundation training period, each Professional (flex, seasonal, part-time, and full-time) completes all Department of Defense (DoD) approved child and youth competency-based trainings as a condition of employment.

b. CDC, SAC Professionals, and FCC Providers use the VLS, an on-line learning platform, for their competency courses and complete a VLS track specific to the assigned age group.

c. Youth Professionals use the approved DoD modules and VLS child abuse courses for their competency courses. Completion of the University of Minnesota courses is highly encouraged.

d. Professionals who provide care throughout several age groups complete a designated/assigned track to fulfill training requirement. CDC employees, working across age groups, complete the Infant Toddler Track.

e. TCS and Management Professionals complete the designated VLS track.

f. CYP recommends Behavior Specialists and Nurses complete the VLS TCS track.

3. Position Training Requirements. Required orientation and annual training for each position in a CYP includes the following IAW references (a), (g), and (h).

a. Direct Care Professionals, Technicians, and Family Child Care (FCC) Providers

(1) All newly hired CYP Direct Care Professionals and FCC Providers complete 40 hours of orientation. Orientation begins prior to working with children, with the full 40 hours completed within the first 90 days of employment.

(2) FCC Providers complete orientation training, to include but not limited to 60 and 90 day required training, prior to accepting children for care.

(3) CYP Direct Care Professionals and FCC Providers complete a minimum of 24 hours per year of ongoing training.

(4) A basic orientation and background check prior to providing care is completed for Substitute FCC Providers. Orientation includes, but is not limited to, child abuse prevention, identification, and reporting procedures from FAP, problematic sexual behavior prevention, identification, and reporting, inclusion, safety procedures and pediatric CPR and first aid, and safe infant sleep practices (sudden infant death syndrome (SIDS) and sudden unexpected infant death (SUID) prevention). To be a Substitute FCC Provider, the FCC Providers' spouse, or same-sex domestic partner, civilian or active duty completes the required substitute FCC provider training prior to providing care. Substitute providers are permitted on a limited basis when authorized by the local installation.

(5) The below table outlines all minimum training requirements for Direct Care Professionals, Technicians, and FCC Providers:

MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS DIRECT CARE PROFESSIONALS, TECHNICIANS, & FCC PROVIDERS						
Training Title	Orientation	60 Days of Hire	90 Days of Hire	6 Months of Hire	Annually	Prior to Expiration
Accountability & Supervision	X				X	
Administering Medication (if required to administer)	X				X	
Appropriate Touch Policy & Procedures	X				X	
Business Operations (FCC Only)	X					
Child Abuse & PSB-CY with FAP	X				X	
Child Safety	X					
Child Transportation (for Programs/Providers that transport children)	X				X	
CYP Facility Orientation	X					
CYP Installation SOPs	X					
CYP Regulations & Policies	X					
CYP Visitor Requirements	X					
Developmentally Appropriate Practice	X				X	
Diapering Procedures	X				X	
Emergency Procedures & Preparedness	X				X	
Environmental Observations (16 hours of observing in a classroom or activity area)	X				X	
Facility Control	X					
Fire Prevention, Protection, & Evacuation Routes	X				X	
Nutrition, Obesity Prevention, Meal Service, & Family Style Dining	X				X	
Parent & Family Relations	X				X	
Position Description & Performance Standards	X					
Positive Guidance Policy & Procedures	X				X	
Prevention of Illness & Injury & Promotion of Health (rescue medications and basic care items)	X				X	
Professionalism & Confidentiality	X					
Safe Infant Sleep Practices (SIDS & SUID Prevention)	X				X	
Safety to Include Back Safety & Injury Prevention	X				X	
USDA Child & Adult Care Food Program	X				X	
Food Handlers - 4 Hours (if required locally)	X				X	X
Food Handlers - 2 Hours (FCC Only)	X				X	
Inclusion	X				X	
Introduction to Accreditation	X					
VLS - Child Abuse Identification and Reporting		X				
VLS - Child Abuse Prevention		X				
VLS - Sexual Development & Behavior in Children & Youth		X				
CPR - Adult and Pediatric			X			X
First Aid - Adult and Pediatric			X			X
KIT - Partnering with Families				X		
KIT - Respectful Accommodations				X		
KIT - The Value of Disability Inclusion				X		
KIT - Viewing Behavior as Communication				X		
KIT - Guidance for Unsafe Situations					X	
Curriculum Components - Weekly Planning (CDC, FCC, & SAC)					X	
Curriculum Components - Assessment					X	
Curriculum Components - Observations					X	
Environmental Rating Scale (ECERS, ITERS, FCCERS, SACERS)					X	
Lesson/Activity Planning - SAC & Youth					X	

b. Training and Curriculum Specialist (TCS) and Behavior Specialist

(1) Orientation begins prior to beginning duties and is completed within the first 90 days of employment.

(2) The below table outlines all minimum training requirements for Training and Curriculum Specialists, Behavior Specialists, and Assistant Trainers.

MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS TRAINING AND CURRICULUM SPECIALISTS, BEHAVIOR SPECIALISTS, AND ASSISTANT TRAINERS						
Training Title	Orientation	60 Days of Hire	90 Days of Hire	6 Months of Hire	Annually	Prior to Expiration
Administering Medication (if required to administer)	X				X	
Appropriate Touch Policy & Procedures	X				X	
Child Abuse & PSB-CY with FAP	X				X	
Child Safety	X					
CYP Facility Orientation	X					
CYP Installation SOPs	X					
CYP Regulations & Policies	X					
CYP Visitor Requirements	X					
Developmentally Appropriate Practice	X				X	
Emergency Procedures & Preparedness	X				X	
Facility Control	X					
Fire Prevention, Protection, & Evacuation Routes	X				X	
Inclusion	X				X	
Position Description & Performance Standards	X					
Positive Guidance Policy & Procedures	X				X	
Prevention of Illness & Injury & Promotion of Health (rescue medications and basic care items)	X				X	
Principles of Adult Learning	X				X	
Safe Infant Sleep Practices (SIDS & SUID Prevention)	X				X	
Safety to Include Back Safety & Injury Prevention	X				X	
VLS - Child Abuse Identification and Reporting		X				
VLS - Child Abuse Prevention		X				
VLS - Sexual Development & Behavior in Children & Youth		X				
CPR - Adult and Pediatric (Behavior Specialist)			X			X
CPR Instructor (TCS & Assistant Trainer)			X			X
First Aid - Adult and Pediatric (Behavior Specialist)			X			X
First Aid Instructor (TCS & Assistant Trainer)			X			X
PSB-CY Non-Clinical Referral Tool (TCS & Behavior Specialist)				X		
KIT - Partnering with Families				X		
KIT - Respectful Accommodations				X		
KIT - The Value of Disability Inclusion				X		
KIT - Viewing Behavior as Communication				X		
KIT - Guidance for Unsafe Situations					X	

c. CYP Management Professional Training. Includes, but is not limited to Program Directors (FCC, CDC, SAC, and Youth), Assistant Program Directors (CDC, SAC, and Youth), FCC Monitors, and CYP Administrators/Deputy Administrators.

(1) Orientation begins prior to beginning duties and is completed within the first 90 days of employment. Youth management staff, at a minimum, complete 12 hours of annual training.

(2) The below table outlines all minimum training requirements for CYP Management.

MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS CYP MANAGEMENT						
Training Title	Orientation	60 Days of Hire	90 Days of Hire	6 Months of Hire	Annually	Prior to Expiration
Administering Medication (if required to administer)	X				X	
Appropriate Touch Policy & Procedures	X				X	
Cash Handling	X				X	
Child Abuse & PSB-CY with FAP	X				X	
Child Safety	X					
CYP Facility Orientation	X					
CYP Installation SOPs	X					
CYP Regulations & Policies	X					
CYP Visitor Requirements	X					
Developmentally Appropriate Practice	X				X	
Emergency Procedures & Preparedness	X				X	
Facility Control	X					
Fire Prevention, Protection, & Evacuation Routes	X				X	
Inclusion	X				X	
Parent & Family Relations	X				X	
Position Description & Performance Standards	X					
Positive Guidance Policy & Procedures	X				X	
Prevention of Illness & Injury & Promotion of Health (rescue medications and basic care items)	X				X	
Program Administration	X				X	
Safe Infant Sleep Practices (SIDS & SUID Prevention)	X				X	
Safety to Include Back Safety & Injury Prevention	X				X	
Staff Development and Personnel Management	X				X	
Youth Activity Programming (Youth Management)	X				X	
Positive Youth Development (Youth Management)	X				X	
VLS - Child Abuse Identification and Reporting		X				
VLS - Child Abuse Prevention		X				
VLS - Sexual Development & Behavior in Children & Youth		X				
CPR - Adult and Pediatric			X			X
First Aid - Adult and Pediatric			X			X
PSB-CY Non-Clinical Referral Tool				X		
KIT - Partnering with Families				X		
KIT - Respectful Accommodations				X		
KIT - The Value of Disability Inclusion				X		
KIT - Viewing Behavior as Communication				X		
KIT - Guidance for Unsafe Situations					X	

d. CYP Community Health Nurses

(1) Orientation begins prior to beginning duties and is completed within the first 90 days of employment. Medication Administration in Early Care and Education Settings (American Academy of Pediatrics online course or course with equivalent content) fulfills the requirement for medication administration training.

(2) The below table outlines all minimum training requirements for CYP Community Health Nurses.

MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS CYP COMMUNITY HEALTH NURSES						
Training Title	Orientation	60 Days of Hire	90 Days of Hire	6 Months of Hire	Annually	Prior to Expiration
Appropriate Touch Policy & Procedures	X				X	
Child Abuse & PSB-CY with FAP	X				X	
CYP Facility Orientation	X					
CYP Installation SOPs	X					
CYP Regulations & Policies	X					
CYP Visitor Requirements	X					
Emergency Procedures & Preparedness	X				X	
Fire Prevention, Protection, & Evacuation Routes	X				X	
Inclusion	X				X	
Medication Administration (*Course requirement. See note in NAVMC)	X					
Position Description & Performance Standards	X					
Positive Guidance Policy & Procedures	X				X	
Principles of Adult Learning	X				X	
Safe Infant Sleep Practices (SIDS & SUID Prevention)	X				X	
VLS - Child Abuse Identification and Reporting		X				
VLS - Child Abuse Prevention		X				
VLS - Sexual Development & Behavior in Children & Youth		X				
CPR Instructor			X			X
First Aid Instructor			X			X
KIT - Partnering with Families				X		
KIT - Respectful Accommodations				X		
KIT - The Value of Disability Inclusion				X		
KIT - Viewing Behavior as Communication				X		
PSB-CY Non-Clinical Referral Tool				X		

e. Kitchen Professionals

(1) Orientation begins prior to beginning duties and is completed within the first 90 days of employment.

(2) The below table outlines all minimum training requirements for Kitchen Professionals.

MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS CYP KITCHEN PROFESSIONALS						
Training Title	Orientation	60 Days of Hire	90 Days of Hire	6 Months of Hire	Annually	Prior to Expiration
Appropriate Touch Policy & Procedures	X				X	
Child Safety	X					
Child Abuse & PSB-CY with FAP	X				X	
CYP Facility Orientation	X					
CYP Installation SOPs	X					
CYP Regulations & Policies	X					
CYP Visitor Requirements	X					
Emergency Procedures & Preparedness	X				X	
Facility Control	X					
Fire Prevention, Protection, & Evacuation Routes	X				X	
Inclusion	X				X	
Inclusion Support Plans	X					
Kitchen Sanitation Practices	X					
Menu Planning	X					
Nutrition, Obesity Prevention, Meal Service, & Family Style Dining	X					
Position Description & Performance Standards	X					
Positive Guidance Policy & Procedures	X				X	
Prevention of Illness & Injury & Promotion of Health (rescue medications and basic care items)	X				X	
Safety to Include Back Safety & Injury Prevention	X				X	
USDA Child & Adult Care Food Program	X				X	
Food Handler's - 4 Hour		X			X	
VLS - Child Abuse Identification and Reporting for Support Staff			X			
VLS - Child Abuse Prevention for Support Staff			X			
VLS - Sexual Development & Behavior in Children & Youth			X			
VLS - Essentials in Childcare Food Service				X		
CPR - Adult and Pediatric				X		X
First Aid - Adult and Pediatric				X		X
Person In Charge - Food Manager Certification (*Course requirement. See note in NAVMC)						X

(3) New CYP Kitchen Professionals receive the 4 hours Food handler's training within 30 days of employment.

(4) The following food safety requirements are followed:

(a) A Person in Charge (PIC) is designated for each facility with a food service program. A supervisor/manager completes a food manager certification that is required for any Professional designated as a PIC. This training is required for new CYP Professionals prior to assuming the responsibilities as a PIC. Updates are needed when certifications require.

(b) Temporary food service Professionals assigned for 30 days or less must receive 2 hours initial training and orientation. Professionals assigned more than 30 days receive the minimum 4 hours training required of

food service Professionals.

(c) Kitchen Professionals complete additional job-related annual training as needed.

f. Custodian Professionals

(1) Orientation begins prior to working and is completed within the first 90 days of employment.

(2) Custodian Professionals complete additional job-related annual training as needed. The below table outlines all minimum training requirements for Custodian Professionals.

MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS CYP CUSTODIAN PROFESSIONALS					
Training Title	Orientation	60 Days of Hire	90 Days of Hire	Annually	Prior to Expiration
Appropriate Touch Policy & Procedures	X			X	
Child Abuse & PSB-CY with FAP	X			X	
Child Safety	X				
CYP Facility Orientation	X				
CYP Installation SOPs	X				
CYP Regulations & Policies	X				
CYP Visitor Requirements	X				
Emergency Procedures & Preparedness	X			X	
Facility Control	X				
Fire Prevention, Protection, & Evacuation Routes	X			X	
Inclusion	X			X	
Position Description & Performance Standards	X				
Positive Guidance Policy & Procedures	X			X	
Prevention of Illness & Injury & Promotion of Health (rescue medications and basic care items)	X			X	
Safety for Cleaning Supplies/Equipment & SD Sheets	X			X	
Safety to Include Back Safety & Injury Prevention	X			X	
VLS - Child Abuse Identification and Reporting for Support Staff		X			
VLS - Child Abuse Prevention for Support Staff		X			
VLS - Sexual Development & Behavior in Children & Youth		X			
CPR - Adult and Pediatric			X		X
First Aid - Adult and Pediatric			X		X

g. Resource and Referral Specialists (R&R), R&R Clerks, Operation Clerks, Administrative Assistants, and U. S. Department of Agriculture (USDA)

(1) Orientation begins prior to working and is completed within the first 90 days of employment.

(2) Administrative Professionals complete additional job-related annual training as needed. The below table outlines all minimum training requirements for Administrative Professionals.

MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS CYP ADMINISTRATIVE PROFESSIONALS					
Training Title	Orientation	60 Days of Hire	90 Days of Hire	Annually	Prior to Expiration
Appropriate Touch Policy & Procedures	X			X	
Cash Handling	X			X	
Child Abuse & PSB-CY with FAP	X			X	
Child Safety	X				
Customer Service	X			X	
CYP Facility Orientation	X				
CYP Installation SOPs	X				
CYP Regulations & Policies	X				
CYP Visitor Requirements	X				
Emergency Procedures & Preparedness	X			X	
Facility Control	X				
Fire Prevention, Protection, & Evacuation Routes	X			X	
Inclusion	X			X	
Position Description & Performance Standards	X				
Positive Guidance Policy & Procedures	X			X	
Prevention of Illness & Injury & Promotion of Health (rescue medications and basic care items)	X			X	
Safety to Include Back Safety & Injury Prevention	X			X	
USDA Child & Adult Care Food Program (if applicable)	X			X	
VLS - Child Abuse Identification and Reporting for Support Staff		X			
VLS - Child Abuse Prevention for Support Staff		X			
VLS - Sexual Development & Behavior in Children & Youth		X			
CPR - Adult and Pediatric			X		X
First Aid - Adult and Pediatric			X		X

h. Volunteers and Contractors

(1) Training is completed prior to working with children and annually if applicable.

(2) The below table outlines all minimum training requirements for Volunteers and Contractors.

<b>MARINE CORPS CHILD AND YOUTH PROGRAMS TRAINING REQUIREMENTS CYP VOLUNTEERS &amp; CONTRACTORS</b>		
<b>Training Title</b>	<b>Orientation</b>	<b>Annually</b>
Age Appropriate Learning Activities	<b>X</b>	<b>X</b>
Inclusion	<b>X</b>	<b>X</b>
Safe Infant Sleep Practices (SIDS & SUID Prevention)	<b>X</b>	<b>X</b>
Child Safety	<b>X</b>	<b>X</b>
Prevention of Illness & Injury & Promotion of Health (rescue medications and basic care items)	<b>X</b>	<b>X</b>
Fire Prevention, Protection, & Evacuation Routes	<b>X</b>	<b>X</b>
Emergency Procedures & Preparedness	<b>X</b>	<b>X</b>
CYP Installation SOPs	<b>X</b>	<b>X</b>
CYP Regulations & Policies	<b>X</b>	<b>X</b>
Role of the Volunteer/Contractor in CYP	<b>X</b>	<b>X</b>

4. Virtual Lab School (VLS) in accordance with (IAW) references (g) and (h)

a. TCS complete the TCS track within the first 6 months of employment and maintains knowledge of content in all other appropriate tracks.

b. Management staff completes the Manager track within the first 6 months of employment and maintains knowledge of content in all other appropriate tracks.

c. TCS and Management complete the following VLS focused topic courses once their respective VLS tracks are complete.

- (1) Supporting Children with Challenging Behaviors.
- (2) Trauma-Informed Care in Childcare Settings.
- (3) Social Emotional Learning for Teachers.
- (4) Creating Gender Safe Spaces.
- (5) Supporting Language Diversity: Coaching.
- (6) Using the VLS Coaching to Enhance Practice.
- (7) Leadership Essentials.

d. All newly hired Direct Care CDC and SAC Professionals, to include target level employees, complete the appropriate track unless this requirement was met during previous employment in a DoD childcare facility.

e. Professionals complete the appropriate track within the first 18 months.

f. Seasoned Professionals with completed "retired" DoD modules are assigned an appropriate VLS Learning Development Plan (Track) as part of the annual training plan.

g. Once Professionals have completed their VLS track, they are assigned and complete the following VLS focused topic courses.

- (1) Supporting Children with Challenging Behaviors.
- (2) Trauma-Informed Care in Childcare Settings.
- (3) Social Emotional Learning for Teachers.
- (4) Supporting Language Diversity: Direct Care.
- (5) Creating Gender Safe Spaces.

h. Professionals with a completed VLS track are encouraged to complete additional tracks and courses pertaining to different CYP age groups and/or programs.

i. Family Child Care (FCC) Providers complete the VLS FCC track.

(1) The VLS track is completed within 18 months of opening an FCC home. Failure to complete training will result in restrictions. Restrictions are determined by the installation.

(2) Seasoned Providers, with completed retired modules, are encouraged to complete the VLS FCC track as part of the annual training plan.

(3) FCC Providers with a completed VLS track are encouraged to complete additional tracks pertaining to different CYP age groups and/or programs.

(4) Other required training materials compliment VLS and provide FCC Providers additional skills and knowledge.

j. Child and Youth Programs (CYP) Professionals, to include Family Child Care (FCC) Providers, follow the below Virtual Lab School (VLS) course outline in this specific Order

(1) Child Abuse. Identification & Reporting (as part of orientation requirements).

(2) Child Abuse. Prevention (as part of orientation requirements).

(3) Sexual Development & Behavior in Children and Youth (as part of orientation requirements).

(4) Positive Guidance.

(5) Safe Environments.

(6) Healthy Environments.

- (7) Learning Environments.
- (8) Physical Development.
- (9) Social and Emotional Development.
- (10) Family Engagement.
- (11) Cognitive Development.
- (12) Communication and Language Development.
- (13) Creative Expression.
- (14) Self and Cultural Understanding.
- (15) Program Management.
- (16) Professionalism.

k. The VLS courses are designed to be completed, one course per month, which allows for the opportunity to develop and master skills and ensure observation of these skills.

l. Promotion, according to the CYP Employee Wage Plan Promotion Chart, from entry to intermediate level "may" occur at 6 months and intermediate level to full level between 15 and 18 months.

m. CDC Professionals providing care throughout several age groups, complete the VLS Infant Toddler Track.

n. Professionals are provided out of classroom training time and are not counted in staff to child/youth ratio while completing training.

o. To mitigate loss of VLS training progression, contact HQMC CYP for assistance when transferring VLS accounts of transfer professionals (from another service or USMC CYP). To ensure immediate action send the information to: HQMCCYP@usmc.mil.

p. VLS course handouts and assignments are returned to the CYP Professional. The Course Assessments, which demonstrated competency and have also been reviewed and documented are shredded. Competency Reflections are completed and reviewed as part of the coaching process (an interactive discussion between the TCS and the professional) and maintained in Ethos.

q. In the absence of a TCS, the CYP Administrator appoints a designee to oversee the VLS training program (assessments, reflections, and review of Professional's completed courses).

r. CYP Management supports the VLS process and ensures the TCS has access to Professionals, classrooms and develops schedules to support training and course work.

s. The VLS Crosswalk is designed to support CYP Professionals who have been assigned a VLS track and have completed multiple courses within the track but move to a different age group prior to completion.

t. The CYP Professional will start the next course in the new age group track and complete the remaining courses for a total of 15 VLS courses. Once a total of 15 VLS topic area courses are complete, a certificate of completion is issued by the TCS and the CYP Professional is eligible for promotion.

u. The CYP Professional, who has completed the 15 VLS topic area courses, in multiple age group tracks will go back and complete the lessons listed on the VLS Crosswalk document for the newly assigned age group.

(1) For example: A CYP Professional who is assigned to an infant classroom and has completed several VLS courses in the Infant/Toddler track but has now switched to the Preschool track because they are working in a preschool classroom. The CYP Professional will pick up with completing the remaining courses in the Preschool track until they have completed all courses in the 15 topic areas to meet the requirement to move to Target level. After all, 15 courses have been completed, the CYP Professional must then go back into the Preschool courses that have not been completed and just complete the lessons listed on the crosswalk document.

(2) The crosswalk document for each course can be found at the beginning of each course.

v. The CYP Professional and the TCS monitor time spent on the VLS Crosswalk training to ensure accurate time is accounted. VLS Crosswalk training completion time can vary depending upon previous completions and assignments. VLS Crosswalk training is documented in the Ethos LMS using the VLS Crosswalk Training event.

5. Youth Professional's Child and Youth Competency Course Schedule in accordance with (IAW) reference (h)

a. Youth professionals use the approved DoD modules and VLS child abuse courses which is completed in the specific order noted below. Additionally, Youth professionals may complete the Safe Environments, Healthy Environments, Family Engagement, Program Management, and Professionalism SAC VLS courses. SAC VLS is also an appropriate training requirement for those CYP professionals who spend time between SAC and Youth.

(1) Virtual Lab School (VLS): Child Abuse. Identification & Reporting (orientation requirements).

(2) Virtual Lab School (VLS): Child Abuse. Prevention (orientation requirements).

(3) Virtual Lab School (VLS). Sexual Development & Behavior in Children and Youth (orientation requirements).

(4) Module 10. Guidance.

(5) Module 1. Safe.

(6) Module 2. Healthy.

(7) Module 3. Program Setting.

- (8) Module 4. Physical.
- (9) Module 9. Social and Culture.
- (10) Module 11. Families, Schools, and Communities.
- (11) Module 5. Education and Career Development.
- (12) Module 6. Communication.
- (13) Module 7. Creativity.
- (14) Module 8. Personal Character and Leadership Development.
- (15) Module 12. Program Management.
- (16) Module 13. Professionalism.
- (17) Module 14. Programming.

b. The DoD modules are designed to be completed, one course per month, which allows for the opportunity to develop and master skills and to ensure observation of these skills.

c. Modules are completed within 18 months from date of hire.

d. It is highly encouraged that the University of Minnesota Youth Development modules, found at <https://reachfamilies.umn.edu>, are incorporated into the Professional's annual training/ Learning Development Plan (LDP):

(1) What is Positive Youth Development Approach and Why Does it Matter?

- (2) Physical and Psychological Safety.
- (3) Supportive Relationships.
- (4) Opportunities to Belong.
- (5) Positive Social Norms.
- (6) Appropriate Structure.
- (7) Support for Efficacy and Mattering.
- (8) Opportunities for Skill Building.
- (9) Integration of Family, School, and Community Efforts.

6. Virtual Lab School (VLS) Courses for the Nurse and Behavior Specialist

a. Both the Nurse and Behavior Specialist complete courses from the TCS VLS Track within the first 6 months of employment.

b. The Nurse completes the following VLS courses:

- (1) Child Abuse. Identification and Reporting.

- (2) Child Abuse. Prevention.
  - (3) Sexual Development & Behavior in Children and Youth.
  - (4) Safe Environments.
  - (5) Healthy Environments.
  - (6) Learning Environments.
  - (7) Physical Development.
  - (8) Cognitive Development.
  - (9) Communication & Language Development.
  - (10) Self & Cultural Understanding.
  - (11) Social & Emotional Development.
  - (12) Family Engagement.
  - (13) Professionalism.
  - (14) Supporting Children with Challenging Behaviors.
  - (15) Trauma-Informed Care in Childcare Settings.
  - (16) Creating Gender Safe Spaces.
- c. The Behavior Specialist completes the following VLS courses:
- (1) Child Abuse. Identification and Reporting.
  - (2) Child Abuse. Prevention.
  - (3) Sexual Development & Behavior in Children and Youth.
  - (4) Positive Guidance.
  - (5) Safe Environments.
  - (6) Learning Environments.
  - (7) Physical Development.
  - (8) Cognitive Development.
  - (9) Communication & Language Development.
  - (10) Self & Cultural Understanding.
  - (11) Social & Emotional Development.
  - (12) Family Engagement.

- (13) Professionalism.
- (14) Supporting Children with Challenging Behaviors.
- (15) Trauma-Informed Care in Childcare Settings.
- (16) Social Emotional Learning for Teachers.
- (17) Creating Gender Safe Spaces.

7. Kids Included Together (KIT) Academy Courses

a. KIT Academy courses provide classroom guidance for CYP Professionals who implement the USMC CYP Behavior Support Process. The below courses also meet the intent of annual inclusion training requirement. KIT Academy courses are located at <https://elearning.kit.org>.

- (1) Overview of the USMC CYP Behavior Support Process.
- (2) Using the Behavior Tracking Tool to Identify Trends.
- (3) Using Observation Tools to Identify Trends.
- (4) Using the Behavior Support Plan.
- (5) Connect & Redirect: A Strategy to Support Behavior.
- (6) Guidance for Unsafe Situations.

Table 1 - Child and Youth Programs (CYP) Employee Wage Plan Promotion Chart

Training requirements for Direct Care Professionals (excluding FCC Providers) are linked to the DoD Professional Wage Plan and includes completion of the DoD approved modules and competency training courses.

<p>CY-I (GSE-02 Entry to GSE-03 Intermediate)</p>	<ul style="list-style-type: none"> <li>• Minimum 6 months of experience</li> <li>• Completion of required training as outlined in the Professional Development Protocol</li> <li>• Completion and competency of the DoD approved child abuse courses/modules and completion of four more DoD approved child and youth competency courses/modules.</li> </ul>
<p>CY-I-II (GSE-03 Intermediate to GSE-04 Target)</p>	<ul style="list-style-type: none"> <li>• Minimum 12 months of experience</li> <li>• Completion of required training as outlined in the Professional Development Protocol</li> <li>• Completion and competency of all DoD approved child and youth competency courses/modules.</li> </ul>

Table 2 - Child and Youth Programs (CYP) Initial Appointment Chart

	Basic Requirement	Experience	Education/Training
CY-I Entry Level	Be able to communicate in English (both written and verbal). Be 18 years of age at the time of appointment.	None	Possess a high school diploma or GED certificate.
CY-I Intermediate Level	Be able to communicate in English (both written and verbal). Be 18 years of age at the time of appointment.	Minimum of 6 months experience working in a childcare or youth program.	Possess one of the following:  1. 9 semester hours of college credit with course content directly related to the age group assigned.  OR  2. 1-year vocational certificate in childcare meets the intent of the education requirement.
CY-II Target Level	Be able to communicate in English (both written and verbal). Be 18 years of age at the time of appointment.	Minimum of 12 months experience working in a childcare or youth program.	Possess and maintain one of the following:  1. Child Development Associate (CDA) Credential or a Military School Age Credential. OR  2. Associate degree which includes a major course of study (24 semester hours) with content directly related to the age group assigned.  OR  3. A bachelor's degree which includes a major course of study (24 semester hours) with content directly related to the age group assigned. *

<p>CY-II Leader Level Competitive*</p>	<p>Be able to communicate in English (both written and verbal). Be 18 years of age at the time of appointment.</p>	<p>Minimum of 2 years' experience working in a childcare or youth program.</p>	<p>Possess and maintain one of the following:</p> <ol style="list-style-type: none"> <li>1. Child Development Associate (CDA) Credential or a Military School Age Credential</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Associate degree which includes a major course of study (24 semester hours) with content directly related to the age group assigned.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. A bachelor's degree which includes a major course of study (24 semester hours) with content directly related to the age group assigned.</li> </ol> <p>*Best Qualified Criteria applies</p>
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The CYP Initial Appointment chart outlines the requirements to hire CYP Professionals, with no previous military childcare or youth program experience, at the CY II intermediate, target, or leader level.

Examples of degrees appropriate for CYP positions include the following:

Child Development Centers. Early Childhood Education/Child Development, Elementary Education, and Special Education.

School Age. Elementary Education, Child or Youth Development, Special Education.

Youth Programs. Youth Development, Secondary Education, Human Development, Youth Program Administration, Recreation, or Physical Education.

\*Applicants meeting Best Qualified Criteria will be considered before candidates only meeting minimum qualifications of the position. Best Qualified Criteria: One (1) year experience working as a Child and Youth Program Assistant (Target Level 4) CY-02 for any Service Child and Youth Programs or equivalent.

## Appendix A

### Coaching In Child and Youth Programs (CYP)

1. The Coaching Process. A practice-based coaching process is in place to support teaching practices that lead to positive outcomes for Direct Care Professionals and children. The Management Team (Program Director/Assistant Director(s) and Training and Curriculum Specialist TCS) have a system in place to coach all Direct Care Professionals that work with children or youth and Family Childcare Providers. The term "coaching" refers to all professional development interactions between a member of the Management Team and Direct Care Professionals. The term "Coach" refers to any TCS or Program Director/Assistant Director(s).

2. Coaching Process Components. The coaching process is built on a collaborative partnership between the coach and the teaching staff member engaged in the process. In addition to a collaborative partnership, the other components of the coaching process are as follows:

- a. Planning shared goals and action steps
- b. Engaging in focused observations
- c. Reflecting on and sharing feedback about teaching and childcare practices

3. Shared Goals and Action Planning

a. The TCS supports staff development and credentialing by setting goals, providing support, and coaching to assist in meeting those goals.

b. Shared goals and action planning is the first step in the coaching process. The management team member and teaching staff work as partners to set goals and develop action plans. The goal setting process is always collaborative with input from both the management team member and teaching staff. Goals reflect the skill level and needs of teaching staff. Goals are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). Goals are recorded and referred to often and frame the content of the coaching process.

4. Focused Observations

a. Formal observations are documented and required for full-time, part-time, and flex Direct Care Professionals and FCC Providers.

b. Observations are conducted for at least 45 minutes at a time.

c. Documentation of observations are uploaded and stored in the Ethos Snapshot folder.

d. TCS use the DoD Module Competency or Virtual Lab School (VLS) Competency Reflections for observations which allow an assessment of training competencies. Program Directors use the VLS Staff Observation Tool for observations which allow an assessment of performance-based competencies.

5. Newly Hired Professionals. This section pertains to Professionals with no prior Child and Youth (CY) experience.

a. The TCS conducts formal observations of newly hired teaching staff once a month during the foundation training program using the VLS Competency Reflections in conjunction with the VLS track.

b. Program Director and/or Assistant Director conduct a minimum of three total formal observations of newly hired teaching staff during the foundation training period using the VLS Staff Observation Tool. The first observation occurs during the first 6 months, the second observation occurs before the 1-year mark and the third observation occurs before the 18-month mark.

6. Seasoned Professionals

a. After completing Foundation Training, formal observations of teaching staff continue, at a minimum quarterly, and documented on either the VLS Staff Observation Tool or the VLS Caregiving Observation and Reflection Tool (CORT). Observations are completed by the Program Director/Assistant Director(s) and TCS.

b. The Program Director and/or Assistant Director document and complete a minimum of two observations using the VLS Staff Observation Tool. The first observation occurs during the first 6 months of the year and the second observation occurs before the end of the year.

c. A minimum of two observations are documented and completed by the TCS using the CORT Observation Sheets.

(1) The TCS completes the Language & Literacy Domain and the Balanced and Differentiated Instruction Domain for one observation.

(2) The TCS completes the Responsive Relationships Domain, Comprehensive Caregiving Domain, and the Family-Centered Practice Domain for one observation.

(3) The first observation occurs during the first 6 months and the second observation occurs before the year mark. The VLS Competency Reflection satisfies the requirement for quarterly observations for those teaching staff who are assigned a VLS track.

7. Transfer Professionals. Professionals who transfer from another military installation and have completed a validated VLS track:

a. If the Professional is hired in the same age group as their completed VLS track, the TCS completes one observation using the CORT Observation Sheets within the first 3 months of hire. The Program Directors complete an observation using the VLS Staff Observation Tool during the first 3 months of hire. If observations are satisfactory, the Professional falls to the Seasoned Professional category and the observation serves as the first completed quarterly observation.

b. If the Professional is hired in a different age group from completed VLS track, the cross walk is assigned. The Program Directors complete a performance-based observation using the VLS Staff Observation Tool during the first 3 months of hire. The Professional then falls to the Seasoned Professional category.

8. Additional Support. The TCS and/or Program Director/Assistant Director(s) can assign additional VLS courses/tracks/observations to support Professionals performance improvement.

9. Reflection and Feedback

a. TCS provide 30 to 45 minutes of reflection and feedback after each observation, for all Direct Care Professionals. Reflection and feedback sessions are provided within 5 days of the observation. Documentation of reflection and feedback sessions are maintained in Ethos.

b. Through reflection and feedback, changes in practice are considered, evaluated, and strengthened. In reflection and feedback, progress toward goals are discussed, and new action steps or goals may be identified and become the focus of the next cycle of coaching.

c. The reflective process is critical in using observation to:

- (1) Identify effective practices
- (2) Children's responses to instructional efforts
- (3) The success of efforts to improve practice
- (4) How well a practice is implemented
- (5) Teaching Staff's confidence in using new practices
- (6) Teaching Staff's beliefs about how their practices affect children's learning

d. TCS use a variety of support strategies, throughout the coaching cycle, to help teaching staff implement effective teaching practices.

- (1) Modeling - The coach demonstrates how to implement strategies
- (2) Problem - Solving Discussion - Interactions between the coach and teacher designed to identify the problem, generate options, decide on a possible solution, implement the best solution, and evaluate the solution
- (3) In-Situation Support - Supports provided by the coach within the classroom
- (4) Role-Playing - Simulated situations between the coach and teacher to help the teacher to learn or practice strategies

e. Interactions between the Coach and teaching staff are reciprocal, positive, and encouraging. During reflection, teaching staff are encouraged to think deeply about their practice and feel safe in sharing. Coaches pose reflective questions and use active listening techniques to encourage Direct Care Professionals to share their observations and ideas. During the reflective conversation, the Coach will pose the question or share observations and create an encouraging space for all teaching staff to discuss and share reflections.

10. Early Learning Matters (ELM) Activity Observation Checklist

a. TCS observe Direct Care Professionals implementing an ELM activity plan and provide individualized coaching. Direct Care Professionals must have four months of ELM experience prior to being observed.

b. TCS use the appropriate ELM Activity Observation Checklist.

c. ELM Activity Observations are conducted quarterly and the TCS observes for at least 15 minutes.

d. Documentation of observations are uploaded and stored in the Ethos Snapshot folder.

11. Virtual Lab School (VLS) Competency Reflection Requirements

a. VLS Competency Reflection requirements are provided to ensure standardized implementation for all CYP.

b. Competency Reflections are tools for self-reflection and documentation of observed competencies. These documents guide the coaching process, which is essential for goal achievement.

12. Record Keeping

a. Each VLS course contains two parallel Competency Reflection documents (one for the professional and one for the TCS).

(1) Competency Reflections completed by the professional are maintained by the individual for professional development and reflection.

(2) Competency Reflections completed by the TCS are maintained in Ethos LMS under the CYP Observation folder in the Ethos Snapshot.

(3) Each Competency Reflection includes the names of the Professional and TCS as well as the date(s) completed (Required for validation).

(4) Competencies are validated through direct observation, conversation or environmental evidence using levels of mastery 1) Emerging, 2) Developing, or 3) Mastered. Each numbered competency is addressed and scored.

13. Conducting Competency Reflection Observations and Evidence-Based Coaching Sessions

a. Competency reflection observations are conducted in conjunction with VLS course work. Most Competency Reflections require TCS to conduct multiple visits/observations to fully evaluate competency.

b. The following questions and comments are used to prompt an opportunity for observation:

(1) "Let's Try It"

(2) "Can we try that now?"

(3) "Show me how you do that?"

- (4) "How would that look/how does that look when you do it?"
- (5) "What do you want to try?"
- (6) "How about you take a turn?"
- (7) "Would you be comfortable trying this while I watch?"
- (8) "What will you do if it doesn't work?"

c. Observation notes are objective and report on what the observer sees and hears.

d. Documented notes are intentional and directly reflect the observed competency.

e. Open-ended questions (5 W's, who, what, where, when, why, and how) are used when assessing competencies through conversation.

f. Notes provide detailed insight regarding the professional's ability to demonstrate competency of the content.

(1) Examples of a meaningful note are "Some children were observed not washing their hands after using the restroom". "Only one of four toddlers sat at a table while eating lunch. The provider did not encourage family-style dining." "Provider observed every child when they entered the home."

(2) Include the competency number and date with notes written on the reflection. For example, 1.12 - 9/5/2018 prefaces a note. Continue this practice on additional note pages (if applicable).

(3) Documentation guidance for each section is provided below.

(a) Section I - Direct Observation competencies require a reflection score and a note for each listed competency. Competency scores of 1 require, at a minimum, a repeat visit, and additional notes.

(b) Section II and III - Observation or Conversation and Environmental Evidence competencies require a reflection score.

(c) Competency scores of 1 require, at a minimum, a repeat visit, and additional notes.

(d) Competency scores of 2 do not require repeat visits; however, TCS may determine with a thorough reflective competency review, a repeat visit(s) and note is necessary.

(e) Competency scores of 3 do not require a repeat visit. Notes are encouraged; however, not required.

(f) Competency scores updated due to a repeat visit are documented in the notes section as a change in score. For example, "Change in score from a 1 to a 2" prefaces a note.

(g) Section IV - Concluding Competency Reflections are conducted as a joint planning session between professionals and TCS. The goal is to promote continuous improvement by assisting professionals in analyzing his/her practices and behavior using reflective discussion.

g. During the Reflective Discussion, TCS asks encouraging questions allowing professionals to think about what is happening now, what he/she wants to happen, and what he/she can do to bridge the gap.

h. Following the reflection, TCS provides feedback and/or new information. The TCS helps the professional to recognize existing practices and discover ideas to build upon current strengths to address questions, priorities, and interests.

i. Evidence-Based Coaching is an adult learning strategy in which the coach promotes the learner's (coach's) ability to reflect on his or her actions to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations. See Table 1.

(1) TCS guides the professional's development through agreed upon goals and action plans based on identified needs.

(2) TCS schedules, plans, and facilitates focused coaching sessions. TCS supports by sharing resources, models effective practices, and gives helpful and constructive feedback.

TABLE 1:



<b>CYP Observations</b>	<b>Conducted by TCS</b>	<b>Conducted by Program Director or Assistant Director</b>
<b>Newly Hired Professionals</b>	<ol style="list-style-type: none"> <li>1. Set goals and develop action plans</li> <li>2. Engage in focused observations <ul style="list-style-type: none"> <li>• A VLS Competency Checklist is completed once a month in conjunction with the Professional's VLS track.</li> <li>• For Youth Professionals, a module competency is completed once a month to include two VLS Child Abuse Competency Checklists.</li> </ul> </li> <li>3. Reflect on and share feedback about teaching and childcare practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set goals and develop action plans</li> <li>2. Engage in focused observations <ul style="list-style-type: none"> <li>• The VLS Staff Observation Tool is used.</li> <li>• 1st observation occurs during the first 6 months.</li> <li>• 2nd observation occurs before the 1-year mark.</li> <li>• 3rd observation occurs before the 18-month mark.</li> </ul> </li> <li>3. Reflect on and share feedback about teaching and childcare practices.</li> </ol>
<b>Seasoned Professionals</b>	<ol style="list-style-type: none"> <li>1. Set goals and develop action plans</li> <li>2. Engage in focused observations <ul style="list-style-type: none"> <li>• A module competency is used for Youth Professionals and the CORT Observation Sheets are used for CDC and SAC Direct Care Professionals.</li> <li>• 1st observation occurs during the first 6 months.</li> <li>• 2nd observation occurs before the 1-year mark.</li> <li>• The VLS Competency checklist satisfies the requirement for observations for those Professionals assigned to a VLS Learning Development Plan (LDP).</li> </ul> </li> <li>3. Reflect on and share feedback about teaching and childcare practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set goals and develop action plans</li> <li>2. Engage in focused observations <ul style="list-style-type: none"> <li>• The VLS Staff Observation Tool is used.</li> <li>• 1st observation occurs during the first 6 months.</li> <li>• 2nd observation occurs before the 1-year mark.</li> </ul> </li> <li>3. Reflect on and share feedback about teaching and childcare practices.</li> </ol>
<b>CYP Observations</b>	<b>Conducted by TCS</b>	<b>Conducted by Program Director or Assistant Director</b>

<p><b>Transfer Professionals</b></p>	<ol style="list-style-type: none"> <li>1. Set goals and develop action plans</li> <li>2. Engage in focused observations <ul style="list-style-type: none"> <li>• If hired in the same age group as their completed competency training, the TCS conducts one observation within the first 3 months of hire. The TCS uses the CORT observation sheet or a module competency checklist, for Youth Professionals.</li> <li>• If observations are satisfactory, the Professional moves to the Seasoned Professional category and the observation serves as the first completed observation (first 6 months requirement).</li> <li>• If hired in a different age group from completed VLS track, the cross walk is assigned.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Set goals and develop action plans</li> <li>2. Engage in focused observations <ul style="list-style-type: none"> <li>• The VLS Staff Observation Tool is used.</li> <li>• 1st observation occurs during the first 3 months</li> <li>• If observations are satisfactory, the Professional moves to the Seasoned Professional category and the 1st observation serves as the first completed observation (first 6 months requirement).</li> </ul> </li> <li>3. Reflect on and share feedback about teaching and childcare practices.</li> </ol>
<p><b>ELM Activity Observation Checklist</b></p>	<ol style="list-style-type: none"> <li>1. Direct Care Professionals must have four months of ELM experience prior to being observed.</li> <li>2. ELM Activity Observations are conducted quarterly for Direct Care Professionals.</li> </ol>	

Appendix B

USMC Child and Youth Programs Child Development Associate

1. The Child Development Associate National Credentialing Program. Child Development Associate (CDA) National Credentialing Program is a professional development opportunity for early educators working with children ages birth to 5 years old to demonstrate their knowledge, skills, and abilities in the early childhood education field.

2. The CDA credentialing program assesses Candidates using multiple sources of evidence, including an exam, observation, and professional portfolio with resources and competency statements prepared by the Candidate.

3. The eligibility requirements to apply for a CDA Credential are as follows:

a. Candidates must have a high school diploma or be a high school junior or senior in an early education/child development Career and Technical Program

b. Prior to Submitting an Application. Complete 120 clock hours of professional education covering the eight CDA Subject Areas (Virtual Lab School (VLS)) course completion will satisfy this requirement. (See letter from Office of Secretary of Defense (OSD) found in VLS and Ethos). Ten training hours in each of the eight CDA Subject Areas:

- (1) Planning a safe and healthy learning environment
- (2) Advancing children's physical and intellectual development
- (3) Supporting children's social and emotional development
- (4) Building productive relationships with families
- (5) Managing an effective program operation
- (6) Maintaining a commitment to professionalism
- (7) Observing and recording children's behaviour
- (8) Understanding principles of child development and learning
- (9) Obtain 480 hours of experience working with young children within the last 3 years.
- (10) Prepare a CDA Professional Portfolio 6 months prior to applying. Portfolio is comprised of:

(a) Education Documentation. High School diploma.

(b) Family Questionnaires. Family Questionnaires are a required component of the CDA Professional Portfolio. Candidates are required to distribute the questionnaires to the families they serve and include them in their CDA Professional Portfolio. The Family Questionnaires allow the Candidate to review and address feedback from the families they serve to aid in their professional development.

(c) Six (6) Reflective Statements of Competence.

4. The Child Development Associate (CDA) Competency Standards. The CDA Competency Standards are the national standards, set by the Council for Professional Recognition, used to evaluate an educator's performance with children and families during the CDA assessment process. The Competency Standards are divided into six Competency Goals, which are statements of a general purpose or goal for an educator's behavior.

5. Child Development Associate (CDA) Competency Standards and Functional Areas

- a. Safe Environments
- b. Healthy Environments
- c. Learning Environments
- d. Physical Development
- e. Cognitive Development
- f. Communication and Language Development
- g. Creative Expression
- h. Self and Cultural Understanding
- i. Social and Emotional Development
- j. Positive Guidance
- k. Family Engagement
- l. Program Management
- m. Professionalism

6. A Professional Philosophy Statement. CDA Credential setting is determined by the age of children candidates work with daily.

a. Infant/ Toddler. Candidate can be observed working with a group of children under the age of 3 years old.

b. Preschool. Candidate can be observed working with a group of children 3 to 5 years old.

c. Family Child Care. Candidate can be observed working in a home setting.

7. Getting Started

a. Meet all eligibility and training requirements.

b. Complete the documentation collection: Professional Portfolio, Family Questionnaires.

c. Submit a completed CDA application

d. Schedule a CDA Exam through the following website,  
<https://home.pearsonvue.com/cdaexam>.

(1) The CDA Exam has 65 multiple-choice questions - 60 questions and 5 scenario questions (with a short narrative and photo). The Candidate will have up to one hour and 45 minutes to complete the exam. The only computer-based skill needed to take the Exam is the ability to point and click a mouse. The exam requires no scrolling, typing or even double-clicking.

(2) Complete the CDA Verification Visit with a Professional Development (PD) Specialist.

(3) The CDA PD Specialist conducts the CDA Verification Visit with the Candidate. The observation must take place at the center or home where the Candidate works or volunteers with children. During the CDA Verification Visit the CDA PD Specialist:

(a) Reviews the Candidate's Professional Portfolio

(b) Observes the Candidate working with children

(c) Facilitates a reflective dialogue with the Candidate.

(d) At the end of the CDA Verification Visit, the CDA PD Specialist electronically submits the Candidate's scores to the Council. Generally, once a Candidate has successfully completed the CDA Exam and Verification Visit, the scores are transmitted to the Council within 24-48 hours. If there are no errors or missing information, the credentialing decision may take 1-3 business days. Candidates do not receive a pass or fail score on the CDA Exam and Verification Visit. Rather, the Council comprehensively evaluates how Candidates score in each of the thirteen CDA Functional Areas on the CDA Exam and during the CDA Verification Visit to make a credentialing decision.

(e) CDA Candidates receive notification of credentialing decisions by mail.

8. United States Marine Corps (USMC) Child Development Associate (CDA) Payment Program. Child and Youth Programs (CYP) has established the CDA Credential Payment Program to pay for currently employed Marine Corps Community Services (MCCS) early childhood education professionals to obtain a nationally recognized CDA credential, CDA credential renewal or applications.

a. All Child and Youth Program professionals are eligible to participate in the USMC CDA Payment Program.

b. Applicants/Candidates may request participation through installation Training & Curriculum Specialist or Program Managers.

c. CDA Payment Request Forms are in the CYP Ethos Community.

d. Completed forms are submitted to [HQMCCYP@usmc.mil](mailto:HQMCCYP@usmc.mil)

e. More general information about the CDA and credentials may be found at: <http://www.cdacouncil.org/>.