



**DEPARTMENT OF THE NAVY**  
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From: Commandant of the Marine Corps  
To: Marine Corps Community Services (MCCS)

Subj: Child and Youth Programs (CYP) Programming Protocol

Ref: (a) MCO 1710.30  
(b) Caring for Our children: National Health and Safety Performance Standards  
(c) Powell, D.R. with Robinson-Rucker, C., Veen, L, & Elicker, J. 2019) ELM Curriculum User Guide: Birth-36 Months. West Lafayette, IN: Purdue University.  
(d) Powell, D.R. with Robinson-Rucker, C., Veen, L, & Elicker, J. (2019) ELM Curriculum User Guide: 3-5 Years. West Lafayette, IN: Purdue University.  
(e) Virtual Lab School at <http://www.virtuallabschool.org>  
(f) "Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8" National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College Joint Position Statement January 2012  
(g) DoD Instruction 6060.02 w/CH 2, "Child Development Programs (CDPs)," September 1, 2020  
(h) NAVMC 1710.4 CYP Health Promotion Protocol  
(i) National Association for the Education of Young Children (NAEYC)  
(j) DoD Instruction 6060.04, "Youth Services (YS) Policy," December 4, 2019

Encl: (1) Child and Youth Programs (CYP) Programming Protocol

1. Purpose. To provide practices, procedures, and guidance for relationships, curriculum implementation, and the physical environment in Child and Youth Programs (CYP).

2. Background. To ensure CYP creates high quality childcare and youth activities.


3. Procedures. The following procedures ensures CYP welcomes children and families into the learning community, implements developmentally appropriate practices, and supports positive interactions.

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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.

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

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**Child and Youth Programs (CYP) Programming Protocol**

1. Collaborative relationships. Child and Youth Programs (CYP) establishes and maintains collaborative relationships with each child and youth's family to support their development in accordance with (IAW) reference (a).

a. Professionals interact positively with all families which includes, but is not limited to:

(1) Families are welcomed in the facility/home.

(2) Families have access to children/youth at all times and can access activity spaces during operating hours.

(3) CYP Professionals create an environment that makes families feel welcome in the program.

(4) Families are encouraged to attend special activities and other participation opportunities.

(5) CYP Professionals greet families and engage them in conversation.

(6) CYP Professionals model appropriate greetings with parents and visitors.

(7) Visual messages are used to create a welcome environment through parent boards, flyers and other staff and child created methods of communication.

b. Communication with families includes the following:

(1) CYP Professionals are respectful and demonstrate responsive interactions with families.

(2) Prior to starting at the program, CYP families are provided an orientation and written information on policies and procedures to include the program philosophy, program offerings.

(3) CYP families are notified of any policy updates or change.

(4) Family conferences are offered in March and September for Child Development Center (CDC) and Family Child Care (FCC) families and are documented on the appropriate family conference form (MFY-9 and MFY-10).

(5) Family conferences are offered as requested in School Age Care (SAC).

(6) CYP Direct Care Professionals collaborate with families to establish and maintain daily and on-going two-way communication for

children enrolled in CDC, SAC, and FCC programs. This relationship allows CYP direct care Professionals and families to share changes in a child's physical or emotional health, facilitate smooth transitions between home and CYP, and ensure children's learning and developmental needs are met.

(a) A daily note is provided for infants, pretoddlers, and toddlers in the CDC and FCC. The note will include child-specific care and programming information and summarizes key information about the child's day to keep families informed about eating, sleeping, activities, and diapering/toileting.

(b) A daily note can also be used with a child or youth with identified needs, unique situations, or a family with specialized communication needs.

(c) Programs consider using a communication journal between home and the program for families who need additional dialogue and support.

c. Family Involvement

(1) CYP has a Parent Participation Program (PPP) IAW reference (g). The program encourages parents to participate in sponsored activities by offering opportunities to volunteer, share skills and cultural traditions, chaperone fieldtrips, or attend special events or other parent gatherings.

(2) CDC and SAC programs operate a Parent Board (PB) that meets on a quarterly basis through in-person or virtual meetings. The PB provides opportunities for families to offer input regarding policies, procedures, and plans for meeting children's needs.

(3) The PB provides recommendations for improving services and acts only in an advisory capacity.

(4) Meetings are open to all parents of enrolled CYP participants and are widely promoted to ensure maximum attendance.

(a) Written PB policies and procedures, including the intent of the PB, are available to parents.

(b) Required members of the PB include a parent chair and at least one CYP Professional.

(c) The installation commander or designee attends at least one board meeting each year.

(d) PB minutes are posted or placed in a location conspicuous to all families. The minutes may also be electronically shared with parents.

d. Parenting Resources

(1) CYP offers adequate and appropriate resources to support families in a variety of parenting and child development matters. The following resources are shared with families IAW reference (g):

(a) The Thrive initiative is an online platform for parents and caregivers to learn effective strategies for raising healthy children.

(b) Local installation and community resources and programs (e.g., The New Parent Support Program and Military OneSource).

(2) CYP direct care Professionals extend learning by sharing information and resources with families that they can use at home.

(3) CDC and FCC programs support family engagement and share "What Children Will Learn this Week" and "Readiness Starts Early" from the Early Learning Matters (ELM) curriculum.

2. Learning Activities and Interactions IAW with reference (g)

a. CDC programs implement the ELM curriculum IAW references (c) and (d).

b. Positive Relationships IAW references (e) and (i)

(1) CYP Professionals provide responsive interactions with children and youth and interact respectfully with other CYP Professionals.

(2) Interactions, to include tone, words, and body language, among CYP Professionals are positive and calm.

(3) CYP Professionals work collaboratively to communicate pertinent information and details about children, youth, and families.

(4) CYP Professionals use "Welcome Rituals" to build connections with children and youth.

c. Transitions

(1) There is a system in place to support children as they transition to different age groups and classrooms. Children's transitions are supported by the following practices:

(a) Children are provided scheduled time to visit a new classroom and or a new program.

(b) Direct care Professionals from the current and receiving classrooms/programs communicate about transitions.

(c) Transitions are discussed with children, families, and the classroom community.

(2) CYP Professionals manage daily transitions between activities.

(a) CYP Professionals provide time for transitions.

(b) CYP Professionals have materials ready for activities to limit wait times.

(c) Participants are provided notice of upcoming changes to their activities.

(d) CYP Professionals use cues and signals when a transition is about to happen.

d. Child Development Center (CDC) and Family Child Care (FCC) Curriculum, Activities, Environments, and Daily Schedules

(1) Activities and environments do not present stereotypes, but instead respect diversity in gender, sexual orientation, age, language, ability, race, religion, family structure, background, and culture of the children and families enrolled in the program IAW reference (i).

(a) Photos of children's families and staff are displayed in rooms and throughout the program and used as opportunities for meaningful conversation and writing. CYP Professionals, families, and children are encouraged to share photographs of cultural celebrations. Family photographs are displayed in classrooms intentionally.

(b) The classroom/program environment and activities (e.g., labels, books, dramatic play, finger plays, and songs) reflect the preferred language of families served.

(c) Lesson plans, communication boards, and newsletters encourage families to share important aspects from their culture and traditions.

(d) Environments and materials are reviewed quarterly for updates and additions.

(2) CYP Professionals provide peer leadership activities and opportunities.

(3) CYP Professionals support children's different roles or levels of participation within the same activity.

(4) Group expectations are co-created with children.

(5) Daily schedules are responsive to the needs of children.

(a) The daily schedule provides a consistent routine that is developmentally appropriate and is effectively implemented.

(b) Daily schedules include designated time for active and quiet activities (indoor and outdoor), individual and group play.

(c) Daily schedules include both teacher/provider-led and child-initiated activities.

(d) Classroom management and routines are incorporated into daily schedules.

(e) CYP Professionals manage transitions between activities. Transitions support the age of the children and are developmentally appropriate.

(6) Child development center daily schedules support the ELM curriculum.

(a) The daily schedule for infants, pretoddlers, and toddlers includes one-to-one and informal gatherings as outlined in ELM.

(b) The daily schedules for preschool classrooms meet the following benchmarks:

1. Preschool classrooms include four ELM large/small group activities interspersed across the day.

2. Each ELM large/small group activities are offered by itself and not combined with another organized group activity.

3. Each of the four ELM large/small group activities is offered each day when all or most children are present.

4. The four 15-minute teacher-guided learning activities are organized as follows: language and literacy (5 days a week), mathematics (5 days a week), self-regulation (1-2 days), social-emotional (1-2 days), social studies (2 days), science or creative expression (3 days a week, rotating across weeks), and physical/health (2 days a week).

5. ELM's language/literacy and mathematics learning activities are offered in the morning.

e. The curriculum, learning activities, and environments support goals and facilitate meaningful learning.

f. CYP Professionals implement developmentally appropriate curriculum, learning activities, and experiences for children in the CDC and FCC.

g. CYP Professionals plan and implement activities that support infants, pretoddlers, and toddler's development in the following five domains: cognition, communication and language, physical and health, social-emotional, and self-regulation.

h. CYP Professionals provide materials, routines, and an environment that support infants, pretoddlers, and toddler's development in the following five domains: cognition, communication, and language, physical and health, social-emotional, and self-regulation.

i. CYP Professionals plan and implement activities that support preschooler's development in the following eight domains: physical and health, social-emotional, self-regulation, creative expression, language and literacy, science, math, and social studies.

j. CYP Professionals provide materials, routines, and an environment that support preschoolers' development in the following eight domains: physical and health, social-emotional, self-regulation, creative expression, language and literacy, science, math, and social studies.

k. Learning Environments are organized, and materials are accessible.

(1) The learning environment includes age-appropriate and developmentally appropriate materials, equipment, and furnishings to support the curriculum and meet program goals.

(2) The learning environment has areas for children to work independently, together, in pairs, and in small and large groups.

(3) The learning environment is engaging with a variety of materials that meet children's different needs and interests.

(4) Materials and supplies are available to support the number of children in the learning environment.

(5) Duplicates of toys are available for infants, pretoddlers, and toddlers.

(6) Toys and materials are available and displayed on low, open shelves and furniture.

(7) Toys, materials, and shelves are labeled as defined by accreditation standards IAW reference (a). Materials are in good repair and discarded as needed.

(8) Music supports learning and is developmentally appropriate.

l. CYP Professionals provide opportunities for outdoor learning



and experiences.

(1) All children participate daily in two to three occasions of active play outdoors, weather permitting.

(a) Infants participate in unrestricted (not a buggy ride) outdoor play 2 to 3 times per day, as tolerated.

(b) Pretoddlers, toddlers, and preschoolers participate in 60 to 90 total minutes of outdoor play.

(2) CYP Professionals encourage children to move and try motor skills.

(3) The outdoor environment provides a variety of gross motor and physical play materials for multiple children.

(4) Outdoor experiences are planned to support the developmental domains.

(5) The outdoor area is an extension of the indoor environment.

m. Portfolios and observations for CDC and FCC programs.

(1) CYP Professionals create portfolios for all participants IAW appendix (A).

(2) CYP Professionals provide experiences to support children's interests and emerging skills.

(3) CYP Professionals observe and assess children's progress of ELM foundation skills by following the below steps:

(a) Select a skill:

1. Over time, focus on skills in each area.

2. Select skills of special interest or concern to CYP Professionals or family members.

3. Select skills that are directly related to a child's interest or emerging abilities.

(b) Observe and assess:

1. Observe/assess a skill after it is introduced and a child has opportunities to use the skill.

2. Conduct two focused observations of the same skill, preferably on different days and/or in different settings (e.g., during activity and during free play).

3. Record each observation concisely and objectively.

(c) Develop and implement a follow-up learning plan:

1. Reflect on a child's observed uses of the target skill.

2. Develop a follow-up plan that reinforces or reintroduces the skill.

3. Offer the plan in one-to-one or small group settings.

(d) Document progress and determine next steps:

1. Summarize the observations and follow-up plan.

2. Monitor and document a child's responses to the plan.

3. Phase out, extend, or revise the plan in response to the child's progress.

3. School Age Care (SAC) Core Programming, Activities, and Environments. The core programming, learning activities, and environments support the program goals and are engaging and challenging IAW references (g) and (j).

a. Activities are planned and conducted to support the core areas including Leadership and Service Programs, Education and Science, Technology, Engineering and Math Programs, Health and Wellness Programs, the Arts (Digital, Fine, Applied, and Performing) Programs, and Sports and Recreation Programs.

b. SAC programs provide free-choice time for children and youth. Free-choice time is a period during which children and youth make their own choice about what activities they engage in.

(1) Children and youth choose their own experiences at one or more activity areas in the program.

(2) CYP Professionals ensure each child and youth has the opportunity to pursue his or her interests and to make the most of the provided learning opportunities.

(3) CYP Professionals plan high-quality experiences and offer developmentally appropriate materials in each of the activity areas.

(4) A choice board or activity management system is in place to ensure the safety and accountability of children in the activity areas and throughout the facility.

(5) CYP Professionals provide peer leadership activities and opportunities.

c. A system is in place for children to provide input into the planning and execution of the programs and activities.

d. Program furniture is size appropriate for all school age children. The environment includes multi-age spaces with a variety of sizes of chairs on hand, as well as step stools for sinks, counters, etc.

e. Environments have sufficient space for all planned activities and programs.

(1) Children can work and play without crowding and activities do not interfere with each other.

(2) Environments are intentionally arranged to minimize disruptions and meet core-programming needs as children transition from one area to another.

(3) Active and quiet areas are separated.

f. The indoor environments reflect the work and interests of children.

(1) Indoor environments are designed based on input and children's interests.

(2) Environments have a clear function and is a reflection of children currently enrolled in the program.

(3) Child art, projects, and accolades are intentionally and respectfully displayed. Displays are kept up to date.

g. A variety of materials, equipment, and supplies to implement activities are available indoors and outdoors.

(1) CYP Professionals select developmentally appropriate materials and consider the developmental needs of all learners.

(2) Materials, equipment, and supplies are easily accessible and can be returned without staff assistance.

(3) Music supports learning and is developmentally appropriate.

(4) Programs may establish a controlled usage system for certain electronic or highly sought-after items.

(5) All materials are complete and in good repair.

4. Positive Youth Development. CYP provides positive experiences, relationships, and environments to promote positive youth development.

a. CYP Professionals provide a psychologically and physically safe environment for youth and encourage positive social interactions.

(1) CYP Professionals encourage positive social interactions by modeling respect for youth and guests.

(2) CYP Professionals establish a culture of inclusion.

(3) CYP Professionals address behavior via one-on-one conversations versus public reprimands and acknowledge positive social interactions.

(4) CYP Professionals identify behaviors such as teasing, bullying, harassment and relationship aggression and offer alternative models for positive social interactions.

b. CYP Professionals develop and model effective communication skills with youth to include, but not limited to, active listening, reflection, focus, and empathy.

(1) CYP Professionals actively listen to youth and put the youth's thoughts first instead of dismissing or interrupting.

(2) CYP Professionals focus on the youth's positive behavior or conversation.

c. CYP Professionals facilitate and allow for informal socialization and relationship development between adults and youth.

(1) CYP Professionals spend time engaging in conversation with youth.

(2) CYP Professionals utilize conversations to provide information/connections/opportunities.

(3) CYP Professionals encourage youth to engage in conversation with other youth.

d. CYP Professionals are responsive to the needs and interests of youth to support the development of independence and sense of self.

(1) CYP Professionals approach each youth in unique ways respecting their needs and interests.

(2) CYP Professionals allow youth the opportunity to do for themselves, access information independently, and provide support and assistance when needed.

(3) CYP Professionals respect youth's independence and allow

youth to choose whether to participate in scheduled activities.

(4) CYP Professionals respect youths need for alone time/space (e.g., working on a project, need to decompress, engaged in an activity).

e. CYP Professionals are consistent in their interactions with youth, follow through on commitments and provide consistent communication of expectations.

f. Youth are valued, welcomed, and engaged regardless of gender, ethnicity, sexual orientation, or abilities. Youth programs (YP) provide opportunities to create a sense of belonging and foster positive identity formation and improve self-esteem.

g. There is a system in place for youth to offer input into the planning and implementation of the program IAW reference (j).

h. There is a system in place to inform youth of the programs and activities offered.

i. There is a system in place for youth to actively engage in evaluating the program through verbal, written, or electronic means.

j. Youth are provided opportunities to be heard and their opinions are valued.

k. CYP Professionals create an environment which promotes positive social norms.

(1) Youth are provided opportunities to collaborate, listen to different opinions, and express themselves in an accepting environment.

(2) Youth are offered opportunities to participate in service-learning projects to develop a sense of community and to connect with people and places.

l. CYP Professionals provide appropriate structure to engage youth in learning new skills, promoting personal growth, and to keep youth interested in the programs IAW reference (j).

m. Activities are planned and conducted to support the core areas including Leadership and Service Programs, Education and Science, Technology, Engineering and Math Programs, Health and Wellness Programs, the Arts (Digital, Fine, Applied, and Performing) Programs, and Sports and Recreation Programs.

n. Environments have sufficient space for all planned activities and programs IAW reference (j).

(1) Youth are not crowded and there is enough space so

activities do not interfere with each other.

(2) Environments are intentionally arranged to minimize disruptions and meet core programming needs as youth transition from one area to another.

(3) Separate program areas for older and younger participants are provided or the schedule allows times for different age groups to use the program areas.

o. CYP Professionals provide rich opportunities that encourage youth efficacy and empowerment allowing youth to experience leadership roles, assume responsibility, and develop problem-solving skills.

p. The indoor environments reflect the work and interests of children.

(1) Indoor environments are designed based on input from youth and their interests.

(2) Environments have a clear function and reflects youth currently enrolled in the program.

(3) Youth art, projects, and accolades are intentionally and respectfully displayed. Displays are kept up to date.

(4) Youth provide input into supplies and equipment purchases.

q. CYP has a recognition program to provide informal and formal recognition of youth for their participation, accomplishments, achievements, and for positive activities on the installation and within the community IAW reference (j).

r. A variety of materials, equipment, and supplies to implement activities are available indoors and outdoors.

(1) CYP Professionals select developmentally appropriate materials and consider the developmental needs of all learners.

(2) Materials, equipment, and supplies are easily accessible and can be returned without staff assistance.

(3) Programs may establish a controlled usage system for certain electronic or highly sought-after items.

(4) All materials are complete and in good repair.

5. Meal Service. Mealtimes provide opportunities to promote interaction and develop self-help skills IAW reference (b).

a. Nutrition, food service, and infant feeding guidance is followed IAW reference (h).

b. CDC classrooms and FCC homes participate in family style dining IAW the "Family Style Dining Resource Guide" located in the Ethos Learning Management System (LMS) Library.

c. Older infants are provided an opportunity to participate in beginning components of family style dining. Older infants eat at a child size table. They are introduced to appropriately sized dishes and utensils. A sippy cup with water is used for those who are able.

d. Meals and snacks at SAC are provided in an age-appropriate manner to support choice and self-regulation.

(1) Meals and snacks are provided in either a family-style or buffet-style dining format.

(2) Children are encouraged to participate in meals and snacks, but are not required.

(3) Children self-serve and choose food options.

e. Youth and teens self-serve and choose food options, when available.

f. Meals and snacks are consumed in a designated space.

6. Screen Time and Digital Media Guidelines. For the purpose of this guideline "screen time/digital media" refers to media content viewed on tablets, computer, television (TV), video, film, and Digital Video Disc (DVD). It does not include video-chatting with family.

a. Screen time/digital media usage is developmentally and age appropriate.

b. Screen time/digital media usage is limited to the following:

(1) Media viewing and computer use is not permitted for children younger than 2 years.

(2) Passive media viewing is not permitted in the CDC and is limited in FCC.

(3) Interactive media and technology use is permitted with preschool age children 3 to 5. Media and technology use is intentional and supports the goals and standards of ELM and is limited to 30 minutes a week IAW reference (f).

(4) Children ages 5 and older may need to use digital media in early care and education to complete homework.

(5) Screen time is prohibited during meal or snack time.

c. Families are informed if screen media and/or computers/internet is used.

d. Television programs, movies/videos, and games are reviewed and evaluated by the Training and Curriculum Specialist (TCS) before implemented in the program. The TCS utilizes age-appropriate national ratings for media (e.g., Entertainment Software Rating Board and Motion Picture Association of America).

e. In SAC and YP computers, internet access, and software are available. Screen time is limited to thirty minutes daily per participant, except for scheduled educational activities. Scheduled activities involving media and/or computer/internet usage are no longer than 2 hours daily.

(1) A sufficient number of computers are available.

(2) Computers are well maintained and in working order.

(3) Computers are capable of running current software and support digital technology programs in music and art.

(4) Content filtering software is utilized to protect children and youth.

(5) Alternative activities are available when screen-based activities are offered.

(6) Participant media usage is tracked.

(7) Children are aware of media usage expectations prior to usage.

(8) Electronic games are age appropriate and alternate activities are available and documented on activity plans. A process is in place to limit media usage.



Appendix A



## Assessment & Portfolio Plan

**PURPOSE:** The Child Development Program Assessment Plan provides a standardized framework for the developmentally appropriate formal and informal evaluation of children’s strengths, interests, learning styles, and developmental needs. Portfolios are required for all early childhood aged children enrolled in Child Development Centers (CDC) and Family Child Care (FCC).

Assessment results affect decisions for the following:

1. Children’s care
2. Measure program progress
3. Assist the program in communication with families
4. Help adapt/improve the classroom curriculum and teaching practices
5. Guide resource allocation decisions
6. Identify Professional development opportunities for teaching Child and Youth Programs (CYP) Professionals

### **PROCEDURES:**

Assessment	<p>Observation and Assessment process, tools, and use:</p> <p><b>Step 1:</b> CYP Professionals receive training on the Child Assessment Plan, procedures, and tools during orientation and periodically thereafter. They develop an understanding of the purposes, value, and uses of assessment. Training is conducted by the program Training &amp; Curriculum Specialist (TCS) who has expertise and education in Early Childhood Development and the Early Learning Matters (ELM) Curriculum. Families are informed about this training upon enrollment and annually, thereafter. The TCS intermittently reviews assessment documentation for accuracy and provides additional CYP Professionals training, as necessary.</p> <p><b>Step 2:</b> Individual Child Portfolios include:</p> <ul style="list-style-type: none"><li>• Tab 1 - ELM Snapshot of Child Progress (Summary of Foundation Skills)</li><li>• Tab 2 - Focused Observations</li><li>• Tab 3 - Work Samples &amp; Photographs (Aligned with Curriculum Goals)</li><li>• Tab 4 - Family Conference Form (minimum of twice a year – March and September)</li><li>• Tab 5 - Miscellaneous Information (Such as “All About Me” questionnaires, etc.)</li><li>• Tab 6 - Screening tools (optional)</li></ul> <p><b>Step 3:</b> An age-appropriate ELM Snapshot of Child Progress is prepared for each child. This tool serves as the summary of all observations, assessments, and individualized follow-up plan information.</p>
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	<p><b>Step 4:</b> CYP Professionals, familiar to the child, conduct focused ELM Foundation Skill observations of individual children regularly, ensuring all children are observed at least twice monthly.</p> <p><b>Step 4a:</b> CYP Professionals interpret observations, summarize results, and develop follow-up plans to reinforce or reintroduce Foundation Skills, as needed. The process is documented on the child's individual Snapshot of Child Progress.</p> <p><b>Step 4b: (Preschool Only)</b> CYP Professionals periodically conduct Assessments of Foundation Skills closely related to school success, including Language/Literacy and Mathematics. Information is used to develop follow-up plans to reinforce or reintroduce, as appropriate. The process is summarized on individual Snapshot of Child Progress.</p> <p><b>Step 5:</b> CYP Professionals capture additional information about children's development in their portfolio utilizing work samples, photos, informal observations, and information shared by parents.</p> <p><b>Step 6:</b> Weekly, CYP Professionals have collaborative planning time without the responsibility of supervising awake children. Time is used to review observations, interpret assessment results and other information (such as parent observations from home) to tailor learning supports for children by individualizing materials, activities, and teaching strategies.</p> <p><b>Step 7:</b> CYP Professionals individualize teaching strategies and modify learning materials/environments to meet individual interests and needs of each child by reviewing assessment outcome data. Strategies include reinforcement and reintroduction of learning goals, as needed.</p> <p><b>Step 8:</b> CYP Professionals ensure assessment measures and activities are culturally responsive and accommodate children with special needs. CYP Professionals adapt practices as necessary to ensure each child is able to demonstrate progress of their skills &amp; abilities.</p>
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### **CONDITIONS UNDER WHICH CHILDREN WILL BE ASSESSED:**

Individual children are observed and assessed in their regular classroom setting by teachers and other program Professionals such as the Training and Curriculum Specialist and Director, who are familiar to the child. Parents are encouraged to provide assessment information from their home observations. Screening and assessment timelines include:

- Observation of a specific skill should occur after a child has been introduced to the skill and had multiple opportunities to practice or use the skill. Waiting until the following week to do observations will provide a better picture of how well the child has mastered the concept.
- Children are assessed on an ongoing basis using a variety of techniques including observations, and periodic collection of meaningful work samples, photographs, and dictations.

### **FAMILY INVOLVEMENT IN THE ASSESSMENT PROCESS:**

Families are an integral part of pulling together the full picture of their child's development. For that reason, families are asked to share home observations and information about their child's family culture, interests, and home language to determine which assessment methods work best to meet their child's

needs and to assist the classroom teachers in individualizing activities for their child. Additionally, parents are encouraged to raise questions or concerns about how program assessment methods meet their child's needs.

Developmental information is shared verbally with parents on an ongoing daily basis. Formal conferences are offered at least twice a year, or more frequently upon request. At this time, families are provided a written summary of their child's development and learning progress and are encouraged to select future developmental goals for their children.

### **PROCEDURES WHEN CHILDREN ARE ABSENT:**

If children are out for an extended time, for example multiple weeks or a month, the absence is documented on an observation form and provides the reason as to why observations have not been completed. It is also important to document dates of absence supporting a clear picture of assessment. Upon the child's return from an absence, they should easily blend into the current week of activities. Any missed assessments (preschool) should be completed when the child is present and has been provided the opportunity of going through the concepts during an assessment period. CYP Professionals do not need to "catch up" on observations for children.

### **PROCEDURES FOR PORTFOLIO ENTRIES:**

Portfolio entries are written following observations and an assessment. Portfolio entry examples can be found in both ELM User Guides and in the Guides for Observing and Individualizing.

- Portfolio entries are written in the summary section on the focused observation form. The space on the form provides enough room to write a combined summary and portfolio entry.
- The focused observation form is also used for portfolio entries of assessments (preschool).

### **PROCEDURES TO KEEP RECORDS CONFIDENTIAL:**

Children's assessment information (Portfolios) is kept in a secured area within the classroom and can only be accessed by the CYP Professionals, Training and Curriculum Specialist, Director, the child's parents, and other Department of Defense (DoD) and Headquarters, U. S. Marine Corps (HQMC) early childhood Professionals (regulatory authority). All other children's records are locked in the administrative area and are only accessible to Administrators, Directors, Training and Curriculum Specialists, DoD and HQMC early childhood Professionals, and designated CYP Professionals, unless otherwise authorized by the parent.