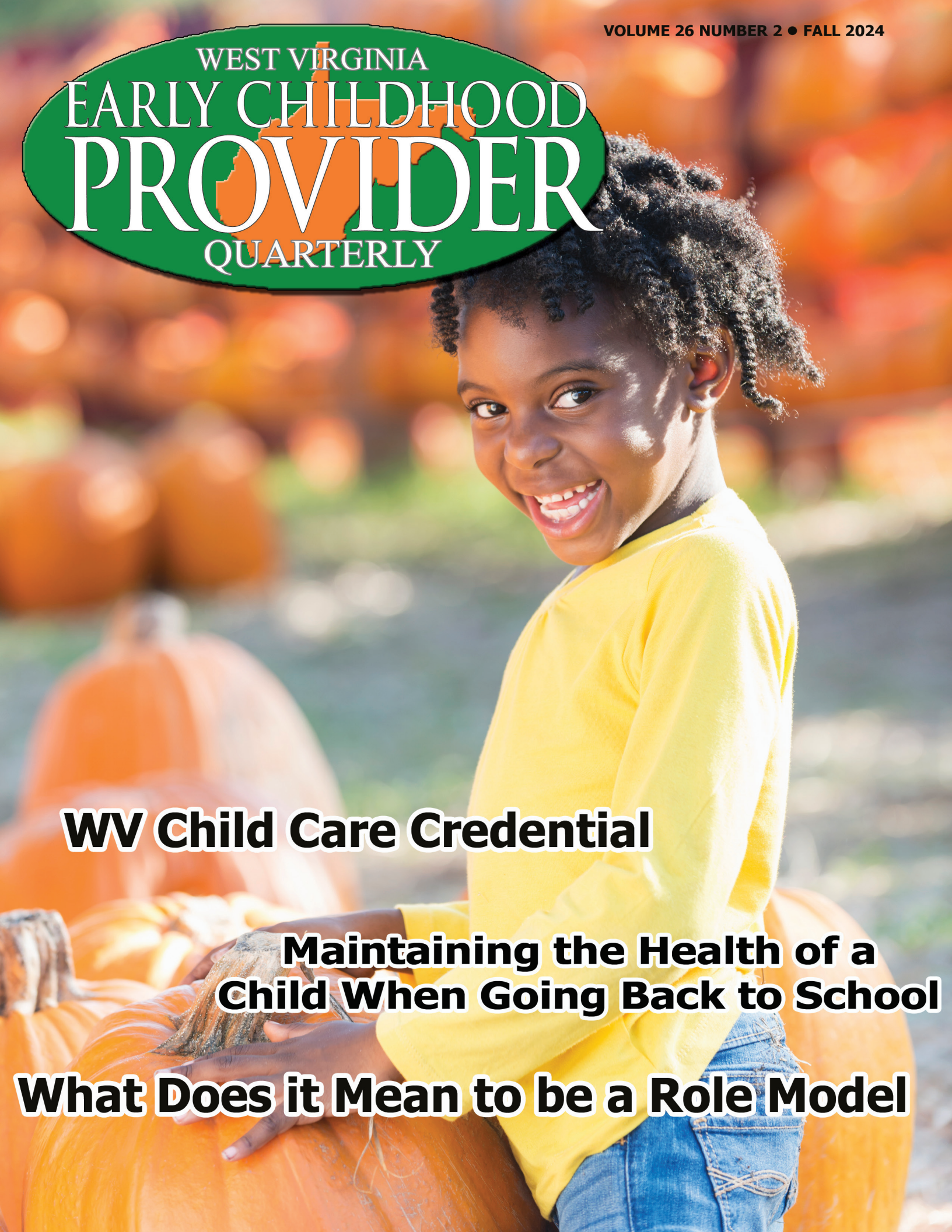


WEST VIRGINIA  
EARLY CHILDHOOD  
**PROVIDER**  
QUARTERLY



**WV Child Care Credential**

**Maintaining the Health of a  
Child When Going Back to School**

**What Does it Mean to be a Role Model**



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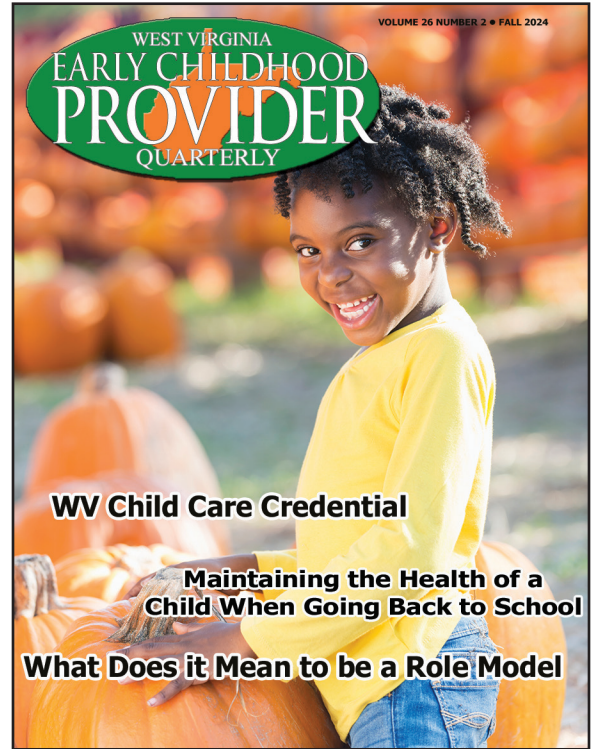
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# Becoming a Child Care Home Provider

Kaitlyn Broyles, Provider Support Specialist, MountainHeart Child Care Resource and Referral

Becoming a parent has been one of the most fulfilling and challenging roles in my life. My car-loving, adventurous toddler depends upon me for necessities, love, guidance, and making tough decisions. One of those decisions was to return to work and find a quality child care option suited for our family's need. As a first-time mother, I was emotional and overwhelmed. However, it was comforting to know there were numerous options for child care including placement in a quality family child care home, facility, or center. It has been our mission at the Child Care Resource and Referral Agencies to recruit and increase child care providers, so that families have options for quality child care and have security in knowing their child is safe while they are at work or school.

Family child care homes, facilities, and child care centers are options that a parent can select as their child care provider. Family Child Care Homes are defined as "a facility which is used to provide nonresidential child care for compensation in the providers home." Family Child Care Home Providers can care for 4-6 children, in-



cluding children who are living in the household, who are under six years of age. No more than two of the total number of children may be under twenty-four months of age. There are benefits to choosing a Family Child Care Home Provider such as the flexibility with hours of operation, smaller ratio of children and adults/staff, and the comfortable, home-like environment.

Accessible and affordable child care is a priority throughout West Virginia. Opening and operating a Family Child Care Home is one

approach to meeting the needs of parents within our communities. Becoming a Family Child Care Home Provider is a rewarding career opportunity that allows you to work from the comfort of your home. You are the boss, determining the hours worked as well as making a difference in a child's life. As a Family Child Care Home Provider, you are supported by Early Care and Education, Department of Human Services, and the local Child Care Resource and Referral Agency (CCR&R). Staff at the local CCR&R Agency will provide optimum guidance and

support throughout your journey into becoming a Family Child Care Home Provider. Some of the qualifications to becoming a Family Child Care Home Provider include (but are not limited to):

- You must be 18 years of age or older
- Provide the care in your home
- You must pay for your own taxes and social security
- Everyone in the home 18 years of age or older must be fingerprinted and have no serious criminal history
- No one in the home may have a history of abusing or neglecting a child or an adult
- You must have a physical exam
- Your home must meet the regulations set forth by the Department of Human Services
- Smoking is not permitted in a family child care home while children are in care
- Must be able to read and write and understand the rules, agreements, payment forms, and other paperwork involved in the program
- Cannot use any form of physical discipline, such as spanking, hitting, or slapping
- Complete the required amount of training set forth by the Department of Human Services

The question now remains “How do you begin the journey of becoming a Family Child Care

Home Provider?” The first step is inquiring/contacting the local Child Care Resource and Referral Agency. At that initial contact, the potential provider will be given an overview of the application process, expectations, and additional resources. Contact can be in person, email, or over the telephone. After the initial contact, potential providers are given a Family Child Care Information Packet and additional resources that describe the expectations, roles, responsibilities, and requirements of operating a Family Child Care Home. Providers are also given additional information on the application process, which includes information on WV Clearance for Access: Registry & Employment Screening (WV CARES), West Virginia State Training and Registry System (WV STARS), and payment training.

After that initial contact, the provider will then be scheduled to attend the Provider Orientation at the local CCR&R Office. Orientations are scheduled on a monthly to 45-day basis. During the orientation, workers will assist the potential provider by starting the registration process through completing the required forms that will be mailed to Child Care Regulation (Department of Human Services) for processing. During orientation at the CCR&R,

potential providers will also begin enrollment in WV STARS and WV CARES.

WV CARES is the vendor the Department of Human Services approved to process certain background checks. The potential provider and all adult household members/residents that are eighteen years of age and older will need to be fingerprinted through WV CARES. WV CARES has multiple, online steps. Staff at the local Child Care Resource and Referral Agency can assist the potential provider in navigating through the system. To begin, potential providers can email WV CARES at [wvcare@wv.gov](mailto:wvcare@wv.gov) or call at 304-558-2018 to set up an administrative account.

A family child care provider must complete eight (8) hours of approved training each year. All training completed by the Child Care Resource and Referral Agency is registered through WV STARS. To register and attend training, providers must have registered for a STARS number and log on to their account to schedule training. Providers can select training from the following core competency areas:

- Child Growth and Development
- Health, Safety, and Nutrition
- Environment and Curriculum
- Professionalism and Leadership



- Family and Community Relationships
- Administration and Management
- Child Observation and Assessment

After the potential provider's application has been processed by the Department of Human Services/Child Care Regulation, the provider must have completed the process to obtain a WV CARES account and have all adult household members fingerprinted.

Additionally, providers must register for a WV STARS account so that, once opened, providers can begin registering and completing required trainings. The provider will then be in contact with the Regulatory Specialist with the Department of Human Services in regard to scheduling a home visit

that ensures the home meets minimum health and safety standards. If the home meets requirements, the provider will then be approved as a registered Family Child Care Home Provider through the Department of Human Services.

For a provider to be considered a Registered Subsidized Family Child Care Home Provider, the provider must complete payment training at the local CCR&R. The provider will learn the billing process and procedures, additional resources that are available, and sign a Provider Services Agreement. At that time, providers can care for children that are through the Subsidy Program.

Becoming a Family Child Care Home Provider is not an easy feat. There are requirements and processes that are necessary for

the health, safety, and well-being of our children. It is often said "that children are the future" and I agree. Family Child Care Home Providers can make a difference in a child's life by shaping their mind, providing a nurturing and safe environment that allows parents to have security while they work or attend school, and ultimately, make a difference in our communities...one family at a time.

References:

Child Care Subsidy Policy & Procedures Manual, WV DHHR/Bureau for Children and Families Policy/Division of Early Care & Education.

Family Child Care Information Packet, WV DHHR

# Project Celebrate!

Project Celebrate! highlights those who are inspiring, guiding, and nurturing healthy social and emotional development in a young child. These inspirational stories shine a light on the wonderful impact early childhood West Virginia professionals are making on families all over the state.

From October 21-31, share your stories of someone who has made a difference in the lives of young children so we can all celebrate together.

<https://forms.gle/kyihEY6KpFhLcs1X9>



WEST VIRGINIA EARLY CHILDHOOD

**Training**  
CONNECTIONS  
AND RESOURCES

# Financial Support For Training Opportunities



## We have funds available to:

Assist with State Early Childhood  
Conferences

WVETCR has grants available to assist with early childhood conferences statewide. The funds are limited and available on a first-come, first-serve basis. Funds should be requested at least 90 days prior to the event.

## CONTACT INFORMATION

(304) 529-7603  
1-888-WVETCR  
tcr@rvcds.org



## APPLICATION INFORMATION



[www.wvearlychildhood.org](http://www.wvearlychildhood.org)

This program is being presented with financial assistance as a grant from the West Virginia Department of Human Services and the West Virginia Department of Health and is administered by West Virginia Early Childhood Training Connections and Resources, a program of [River Valley Child Development Services](http://www.rivervalleychilddevelopment.com).



# *What Does it Mean to be a Role Model and How Can I be a Good Role Model?*

Submitted by Harmony Vance-Tissenbaum, West Virginia Child Care Health Educator

Children learn through a plethora of facets. Whether it be through observation, instruction, or practice, we know they absorb lots of information that helps them to understand their environment and how to act and respond to the things around them. Beyond this they are learning and growing and building the foundation they will eventually use in their adulthood. Role modeling is a technique often used by children to learn through the observation of others in order to help them develop their own skills or to polish their skills (Potisek & Fromme & Ryan, 2019).

While other forms of learning are often teacher or instructor led, learning through role modeling occurs via the child's own observation, making it a student-based learning form (Potisek & Fromme & Ryan, 2019). Since these observations can be witnessed at any time, there is no limit to how much a child can learn or pick up from the people around them. Knowing this, we are left with a few questions. Who are the role models for young children? What can be learned through role modeling?

How is being a positive role model achieved?

## **Who are the role models for young children?**

Role models can be anyone whom a child can observe. This could be peers, teachers, parents, siblings, TV characters, strangers in the grocery store, neighbors, and many more. According to the American Academy of Child and Adolescent Psychiatry, parents and caregivers are commonly the role models for young children (American Academy of Child and Adolescent Psychiatry, 2017).

These individuals spend a vast majority of time with that child, and therefore, have direct influence on them. As caregivers it is important to know that you have little eyes watching everything you do, and learning based off your own behaviors.

## **What can be learned through modeling?**

Role modeling is an unlimited source for learning and children have the potential to learn most

anything through this form of learning. For instance, a child who is read too often will pick up the skills on how to hold a book, the concept of retrieving information off the page, and then turning to the next page. Another example would be a young child who is talked to often will babble back and forth with an adult, even before they start talking, because they have already learned the concept of conversation. Now these are both examples of observation along with bringing the child into the activity, but what about when the child isn't involved in the activity? Take walking for example. If a child spends a lot of time with someone who has a differentiating gait, they will begin to mimic that same style of walking. Like putting their hands on their hips or limping. There is a lot of power in the learning tool of role modeling so it is important to surround young children with positive role models as they can pick up on anyone's behaviors; however, they do not yet have the tools to differentiate whether or not the person they are observing will have a positive impact on their lives (American

Academy of Child and Adolescent Psychiatry, 2017). This leads us to our last question.

### How is being a positive role model achieved?

The Council on Medical Students in Pediatrics created an acronym for teachers in the medical field that applies to the teaching of young children. They reference it as a way to “Transform role modeling into SUPER modeling”

S-self-awareness

U-unconscious become conscious

P-plan debriefing

E-encourage

R-reflection

#### Self-awareness

In order to be a good role model, you first need to be aware that you are being always watched and your behaviors are being mimicked and picked up on by the little eyes that are around you. Knowing this you need to make an effort to make good choices throughout your day. Think of things you may do below and whether you would want the child in your care to do things the same way:

- Washing your hands
- Attentiveness in a conversation
- Eating habits
- Physical activity levels



- The way you speak about and to others
- How you clean
- How you respond to stress or stressful environments
- Techniques you use to calm down
- Basic mannerisms (sitting, standing, leaning on things, how you hold your hands, eye contact, sighing, covering your mouth when you sneeze)

This list is just a few items that children observe through your own behaviors, so it is important to work on yourself and try to put your best foot forward so that the

things they pick up from you have a positive impact on their lives.

#### Unconscious become conscious

Often times children see what is happening, but they are unprepared to take in the full event. Teachers can fix this by inviting children to intentionally watch. Think of hand washing. They see you go and wash your hands, but did they notice how long you washed or that you used soap and turned the faucet off with the paper towel? You can tell them to come with you to wash hands and



then narrate exactly what you are doing so when they go to wash their own hands, they have fresh in their minds what steps they need to take.

### Plan debriefing

When observing behaviors, you see the action and the result, but not the why. The purpose of the planned debriefing is to answer the why behind a behavior (American Academy of Child and Adolescent Psychiatry, 2017). Whenever you want children to know the why behind something plan to take a few seconds and tell them. This could be stopping in a story to tell them what a vocabulary word means, or it could be telling them you need to put a toy in the yuck bucket because someone put it in their mouth. This gives children the opportunity to learn why certain tasks are done or why things are said, and therefore gives them a bigger picture of the purpose of words and actions.

### Encourage reflection

It is safe to say that most caregivers and parents want their

children to be in positive learning environments that encourage growth. A part of growth is reflection; learning from the things we do well and the things we need to work on. This goes for not only the teacher, but also the student. It is important to celebrate when things are done well, but we also need to look at the ways we fail and see where changes can be made. The goal doesn't need to be perfection, but rather improvement. When this is practiced as a way to improve rather than a way to be punished, it creates an environment where people want to grow and get better and look at their own faults with excitement as it gives them something to work toward. You can practice this reflection by directly following a behavior with celebration like a high five or congratulations or by stopping to make small adjustments to help them plan for better achievement in the future. This may even look like stopping and apologizing or correcting your own behavior to the kids in your care.

As caregivers and parents, you are tasked with such an important

role of being a positive role model for the children in your care. This is an all-day, everyday task and sometimes can feel overwhelming. Know that it is your job to be a positive role model not a perfect one, and that the moments you fail can be just as important as the times you get it right. Lastly "Children are great imitators. So, give them something great to imitate" – Unknown (Convoy of Hope, 2023).

### Resources:

American Academy of Child and Adolescent Psychiatry. (2017, March). Role models and children. [https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Children-and-Role-Models-099.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-and-Role-Models-099.aspx)

Convoy of Hope. (2024, April 18). 150+ heartwarming quotes about children. <https://convoyofhope.org/articles/quotes-about-children/>

Potisek, N. M., Fromme, B., & Ryan, M. S. (2019). Transform role modeling into supermodeling. *Pediatrics*, 144(5). <https://doi.org/10.1542/peds.2019-2624>

***“Role modeling is an unlimited source for learning.”***



**March 19-21, 2025**

# Celebrating Connections

Leading The Way Through

## • Collaborative Relationships

- Join us in 2025 for information about
- practices, policies, planning, and
- research; to have the opportunity to
- network with other professionals; and
- participate in a diverse array of early
- childhood education discussions.



**Registration opens  
December 2024**



**Charleston Coliseum & Convention Center  
Charleston, WV**

This program is being presented with financial assistance as a grant from the West Virginia Department of Health, the West Virginia Department of Human Services, and the West Virginia Department of Education, and is administered by West Virginia Early Childhood Training Connections and Resources, a program of River Valley Child Development Services.



# West Virginia Child Care Credential

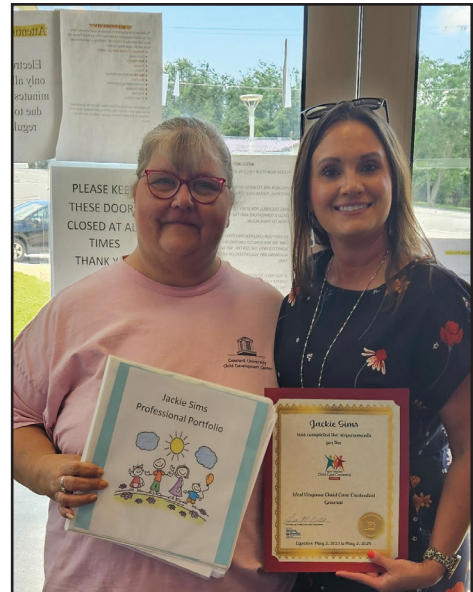
Submitted by Elizabeth Teel, Quality Initiatives Program Manager, Bureau for Family Assistance, Division of Early Care and Education, WV Department of Human Services

West Virginia's Division of Early Care and Education (ECE) developed a Child Care Credential Program to give child care providers a unique opportunity to be recognized for going above the requirements of State licensing and registration regulations for training, education, and experience. ECE recognizes the importance of the child care profession and their commitment to continuing education. A credential indicates the desire to stay current on research and best practices in order to provide individualized, quality care which improves the lives of children and their families.



The Credential Program was launched in September 2022 with four major goals:

- Help develop a professional workforce qualified to provide care for young learners
- Improve the caregiver status and compensation
- Recognize the caregiver's professional learning and ongoing education toward new innovations in child care and early learning
- Give caregivers a structure for professional growth and development



There are two parts of the Credential Program, the General Credential and Specializations. Both credentials are voluntary and open to all child care providers in licensed or regulated sites that have a Provider Service Agreement in good standing. There is no cost to participate. Both credentials are based on

successful completion of items such as specified WV STARS registered trainings, approved conference attendance, and employment history, just to name a few.

Once a provider has completed the requirements for the general credential and has been approved, they may go on and complete a specialization. The Specialty Credentials include a Director's Specialization, Family Child Care (FCC) Specialization, Infant/Toddler (I/T) Specialization, and a Preschool Specialization. An Out of School Time Specialization is being developed with the goal of a July 2025 launch date! Currently, providers are eligible to apply for the General Credential and one of the Specialty Credentials.

There are currently 78 providers who have been awarded a General Credential, 6 who have a Director Specialization, 3 who have an FCC Specialization, and 5 who have a Preschool Specialization. A provider may ask, "What's in it for me?" There is a financial incentive to participate. Once a credential status has been achieved, you are eligible for a bonus payment and are recognized for your commitment to your profession!!

For more information on the General Credential or any of the Specializations, please contact your local Child Care Resource and Referral Agency.





# Director's Specialization Credential

Submitted by Jamie Remp, Executive Director, King's Daughters Child Care Center

Ten years ago, I took a chance and accepted the position of Executive Director for King's Daughters Child Care Center. I had no experience in early childhood education. My background was solely in the financial market. However, I did know that this child care center needed someone who would accept this role and help turn it around financially and programmatically. And it's been my focus since day one!

Early childhood education is an ever-changing environment. Children's development is different from one another. Regulations are constantly being updated and changed. How and what we teach changes. These changes are not to be seen negatively. Daily, we learn how to improve the outcomes for the children and families we serve. When presented with the opportunity to receive a General Credential and a Director's Specialization Credential, I was eager to achieve both, not only for myself, but also for the growth of the center and the program.

My educational background is in business management with a master's degree in leadership in education. Even though I have these degrees, there were still reasons I wanted to go through the process of earning a Director's Credential. The following highlights this:

- **Professional Development:** I continually look at ways to improve my knowledge of early childhood education. It's important to me to stay informed with best practices that will continue to grow our program. Professional development helps build relationships and makes connections with other directors. Sharing best practices also instills growth in your program.
- **Leadership and Management:** For the past two years, Jasmine Reynolds, our Center Director who has also received her Director's Credential, and I have attended the NAEYC National Conference. We've attended sessions on financial management, staff development, and creating a more positive work environment. We are excited to



come back and share it with our teachers and make changes where needed. It always gives us a different view of how to lead our Center. The changes we are making are ones which we hope bring positivity to the teachers and improve the overall working and learning environment.

- **Quality of Early Childhood Education:** In reviewing the course list for the Director's Credential, I realized I had all the requirements but one course, Emergency Preparedness. I was surprised by how much I learned about emergency procedures in this class. Although we had just reviewed and updated our plan, we had to make some small changes to it, and we also had a better understanding of why we have these plans in place.
- **You cannot grow if you do not learn.** To continue to offer high quality early childhood education, we must keep up with the trends and best practices in our field. Continuing education courses, conferences, and director retreats are ways in which we can all ensure the care and education we provide our children align with the highest quality possible.
- **Advocating for Child Care:** Building better relationships with our State Legislators and Senators is very important in our field. Having the Director's Credential is just another avenue to educate myself when speaking to Delegates and advocating for changes in child care. As the Director, I'm not in the classrooms working directly with children. These courses always help me understand what is needed from our teachers and allow me to have educated conversations with others.

In summary, I'm always looking for ways in which I can grow as a director. I look for opportunities that will give me a chance to learn and make changes where needed to improve the operations and efficiency of our child care center. Creating and maintaining a high quality early childhood education program is very important to me. Helping my teachers be better at their jobs and giving them the tools and resources needed to grow is equally important. Earning the Director's Specialization Credential shows my commitment to early childhood education and hopefully will inspire others to pursue this opportunity as well.





# Do you know a child who is not \*moving \*hearing \*seeing \* learning or \*talking like others their age?

By 3 months,  
Does your baby...

- grasp rattle or finger?
- hold up his/her head well?
- make cooing sounds?
- smile when talked to?

By 6 months,  
Does your baby...

- play with own hands/feet?
- roll over?
- turn his/her head towards sound?
- holds head up/looks around without support?

By 9 months,  
Does your baby...

- sit alone or with minimal support?
- pick up small objects with thumb and fingers?
- move toy from hand to hand?

By 12 months,  
Does your baby...

- wave goodbye?
- play with toys in different ways?
- feed self with finger foods?
- begin to pull up and stand?
- begin to take steps?

By 18 months,  
Does your baby...

- cling to caretaker in new situations?
- try to talk and repeat words?
- walk without support?

By 24 months,  
Does your baby...

- point to body parts?
- walk, run, climb without help?
- get along with other children?
- use 2 or 3 word sentences?

If you are concerned about your child's development, get help early.

Every child deserves a great start.

WV Birth to Three supports families to help their children grow and learn.

To learn more about the  
WV Birth to Three services  
in your area, please call:

**1-866-321-4728**

Or visit [www.wvdhhr.org/birth23](http://www.wvdhhr.org/birth23)



WV Birth to Three services and supports are provided under Part C of the Individuals with Disabilities Education Act (IDEA) and administered through the West Virginia Department of Health and Human Resources, Office of Maternal, Child and Family Health.

# West Virginia Tiered Reimbursement System

Submitted by Jessica Wilcoxon, Early Childhood Specialist



The West Virginia Tiered Reimbursement System is a quality initiative that offers higher subsidy payments to child care programs that demonstrate they meet higher standards of care. It consists of three Tier Levels:

**Tier I:** all licensed or registered programs in WV will begin as a Tier I program and meet basic operational requirements.

**Tier II:** programs that have documented they are meeting state specific quality standards and have applied for Tier II status with WV DoHS Division of Early Care and Education. There are no fees to advance to Tier II status.

**Tier III:** programs that have achieved National Accreditation with an approved accrediting body. Fees vary depending on the organization that a program obtains accreditation through; however, the Quality Improvement Specialist can assist programs with reimbursement of some of the accreditation expenses.

Advancement on the WV Tiered Reimbursement System is voluntary for all child care centers, family child care facilities, and family child care home providers. A few of the eligibility requirements for advancement include:

- The program must be in

operation for at least a year before they are eligible to submit the application for advancement.

- The program has a regular two-year license with either the West Virginia Licensing for Child Care Centers or West Virginia's Family Child Care Regulatory.
- The program has a current Provider Service Agreement (PSA) in good standing with the local Child Care Resource and Referral (CCR&R) Agency.
- The program must work with a Quality Improvement Specialist if interested in advancing.



Programs may be wondering about the benefits of advancing on the Tiered Reimbursement System. Advancement on West Virginia's Tiered Reimbursement System does have some monetary benefits, which are helpful to programs when it's time to make updates to the program or replace materials.

There are also some non-monetary benefits to showing the community that your program is providing a higher quality of care and education to young children. A few of the benefits include:

- Higher rates of subsidy payments.
- Grant opportunities, when available.
- New applicants receive a bonus

payment for achieving a higher quality status.

- A higher quality status on the Tiered Reimbursement System is a great marketing strategy for a program.

Programs that are interested in advancing on the WV Tiered Reimbursement System can contact their local Child Care Resource and Referral (CCR&R) Agency and ask for a Quality Improvement Specialist. The Quality Improvement Specialist can provide more information on Policy and Procedures for the West Virginia Tiered Reimbursement System, as well as the quality standards for Tier II. If a program is interested in becoming accredited and advancing to Tier III status, the Quality Improvement Specialist can guide the program to the approved

accrediting organization. Often, a program has the standards in place, they just lack a system to document those standards. The Quality Improvement Specialist is a great resource for developing a documentation method for each unique program.

Also, the Professional Development teams with any CCR&R office can assist programs looking to advance on the Tiered Reimbursement System with room arrangements, curriculum implementation, classroom management, developmentally appropriate practices, lesson planning, portfolios, child observation and assessments, and so much more. Please reach out to your local Quality Improvement Specialist to learn more.





# *The Breastfeeding Friendly Child Care Designation*

Written By: Holly Irwin

## *Overview and benefits:*

The Breastfeeding initiative began in 2019 and since has grown to about 23 motivated providers. These providers worked closely with specialists from the Infant Toddler Specialist Network, Nurse Health Educators, and Nurse Health Consultants to create their spaces and documentation to be breastfeeding friendly.

*Benefits of breastfeeding include but aren't limited to these 5 known items from the CDC website:*

### Nutrition

Breast milk is the best source of nutrition for most babies.

### Protection from Illness

Breastfeeding can help protect babies against some short- and long-term illnesses and diseases.

### Helps form Antibodies

Breast milk shares antibodies from the mother with her baby.

### Convenience

Mothers can breastfeed anytime and anywhere. Mothers can feed their babies on the go without worrying about mixing formula or preparing sterile bottles.

### Mother's Health

Breastfeeding has health benefits for the mother too! Breastfeeding can reduce the mother's risk of breast and ovarian cancer, type 2 diabetes, and high blood pressure.



## *What is it?*

The breastfeeding initiative is a ten step process where a provider will work with specialists and consultants to complete trainings, develop their own policies, create a space, and communicate better with those in that provider's community!



## *Who is it for?*

Family Child Care Facilities, Family Child Care Homes, and Centers that are open and licensed in the state of WV!

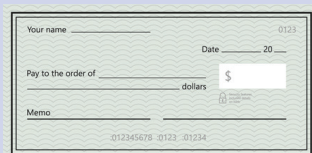


## *Who does it, provides it, and completes it?*

Infant/ Toddler Coaching Specialists, Nurse Health Consultants and Nurse Health Educators are helpful in assistance with any questions and signing off on the checklist items.

## *How to create the space?*

The space is created by you and where you have room in your space! The needs for the space are highlighted in the checklist.



## *How to complete the space and the designation?*

After the space is completed and the items have been checked off the list, your Infant/Toddler Coaching Specialist will have you submit a check request form and a W9 to get reimbursed up to \$1000 for whatever you might have purchased for your space. You will also receive a certificate to verify that your space is now breastfeeding friendly!



A special shout out to those who've completed so far!

*Region 1 -  
CCRC*

Wonderland  
Pleasant Day  
Zadah Toothman  
Wild and Wonderful Kids (Site 1)  
Kinder Haus  
Brook Loy  
Higher Hills  
King's Daughters  
Miss Tiffany's EC  
Ohio Valley

*Region 2 -  
Choices*

Busy Hands  
Gigi's Place  
Lisa Starkey  
Watch Me Grow

*Region 3 -  
Connect*

Imagination Station  
Sacred Heart  
Gateway CEC  
Cross Lanes Child Care and Learning

*Region 4 -  
Link*

Bev Davis  
Mrs. Kathy's Daycare

*Region 5 - Mountain  
Heart North*

Tiny Tots (Franklin)

*Region 6 - Mountain  
Heart South*

Monroe Daycare  
Michelle Tincher

Scan the QR code if you're an interested licensed provider to get started with having a Breastfeeding Friendly Childcare Designation!



# Maintaining the Health of a Child When Going Back to School

Submitted by Lisa Galford, MSN, RN, Child Care Nurse Health Consultant



Summer has come to an end. The air has a sharp feel of crispness early in the morning and then again in the evening. For many, this is the beloved sweater weather. For others, it is the dreaded season of sickness. No matter what your position on the subject, it is important to know what you should be doing to maintain the health of the children you are caring for, as well as your own personal health. Although there is no way to stop germs altogether, there are things we can do to control their spread.

Let's take a look at the environment. Classrooms are an ideal breeding ground for a smorgasbord of bacteria, viruses, fungi, and even parasites. You have a number of people in a confined space, little hands and fingers are touching things, everyone is breathing in the same air, add a few little extra coughs, sneezes, and runny noses and KABOOM. Your classroom has just exploded into an infectious nightmare. At this point, you can run, but you probably cannot hide.

Handwashing with soap and water is still the number one way to stop the spread of infection. It seems we all know this, but do we do it enough? There are key times that handwashing should be performed such as, after using the bathroom, during food preparation, before you eat, and after coughing, sneezing, or blowing your nose ("About Handwashing | Clean Hands | CDC", n.d.). Alcohol based hand sanitizers are effective if used appropriately and properly. You should use a hand sanitizer that has at least 60 per-

cent alcohol, so make sure you are reading the label. Keep in mind hand sanitizers will not work against C-diff, or norovirus (“Your Comprehensive Guide to Hand Sanitizer”, 2020). All visibly soiled hands should be washed with soap and water for a minimum of 20 seconds (“About Handwashing | Clean Hands | CDC”, n.d.).

There are other things to consider as far as keeping the germ population at bay. Do you have a regular cleaning schedule? Are your staff properly trained? Do they know what items need sanitized, what areas to disinfect, or how to mix cleaning solutions according to the manufacturer’s directions? Do they even know there are directions? We can never assume that people know what to do or how to properly do it. Always use a product with a registered EPA number (“Selected EPA-Registered Disinfectants | US EPA”, n.d.).

Many illnesses are preventable by vaccination. Ensure the vaccination status of the children and your staff is up-to-date and on file. Do not let the change in weather deter getting plenty of quality exercise and outdoor play, which can give the immune system a boost. Educate families and staff on the importance of other things that may get put on the back burner such as getting an ade-

quate amount of sleep and eating healthy foods. High fiber foods and ones with healthy fats provide key nutrients like vitamins A, C, D, and E. Zinc and iron also help support your immune system (Murphy, 2022).

What is your exclusion policy? Are parents aware of when to keep children home, what to report, and how long a child should be excluded? Staff should also know when to stay home and what is expected of them. Make sure you are consistent with upholding your policies. Letting things slide or making exceptions can breach your efforts of maintaining a healthy environment.

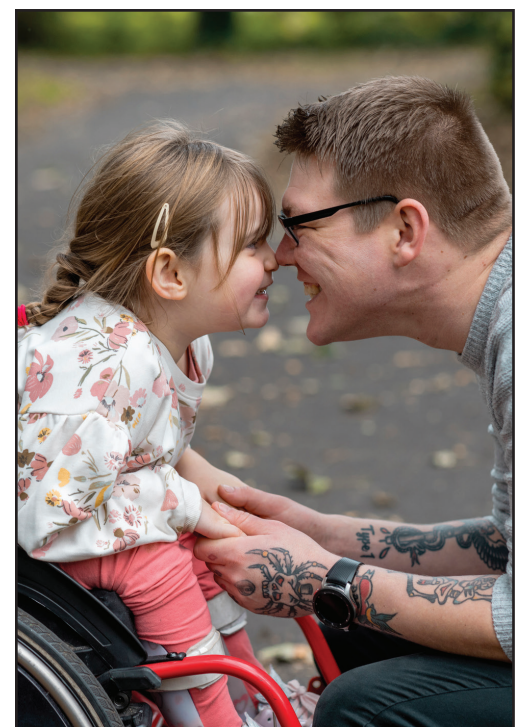
Fall allergies include seasonal allergies like dust, mold, pollen, smoke, and pet dander that peak during the autumn months (Valeii, 2022). These allergens can also contribute to respiratory infections. What started out as allergies can turn into a full-blown illness like a bacterial infection.

Hopefully, your fall months and heading back to school consist of pumpkin spice and everything nice. If you are interested in training for you or your staff, the West Virginia Child Care Nurse Health Consultants offer a 1-hour Infection Control training as well as a 2-hour Communicable Disease

training. Both trainings are free STARS approved training offered online and in person. If you do not see one on the STARS calendar, contact your local CCNHC at [www.wvearlychildhood.org](http://www.wvearlychildhood.org). We would be happy to schedule one for you.

Resources:

- Murphy, D. (2022, April 30). 7 Worst Foods to Eat for Your Immune System. Retrieved August 1, 2024, from <https://www.eatingwell.com/article/8050179/worst-foods-for-immune-system/>
- Valeii, K. (2022, March 3). Fall Allergies: Symptoms, Causes, and Treatment. Retrieved August 1, 2024, from <https://www.verywellhealth.com/fall-allergies-5218826>





# When Should a Child Stay Home?

Submitted by Candice Morgan, RN, WV Child Care Nurse Health Consultants

Children frequently experience colds or other illnesses, especially at this time of year. It may be difficult to know when to keep an ill child home. To help you make that decision, the American Academy of Pediatrics give recommendations for reasons to exclude children from child care.

The primary reasons for exclusion from child care or school are:

- Prevents the child from participating comfortably in activities
- Results in a need for care that is greater than staff members can provide without compromising the health and safety of other children
- Poses a risk of spread of harmful disease to others

Excluding children from child care may not always be useful to prevent the spread of minor illness, but it is important to remember that it may be necessary at times to prevent an outbreak of a serious illness. Policies outlining when children should stay home should be in writing. The policy should be shared with families at enrollment, as well as any time it is updated.

Germs cannot be completely eliminated, but they can be managed so that you do not contract illnesses. Take measures to protect yourself from acquiring illnesses. Proper hand hygiene is the best way to prevent the spread of germs. Do not touch your face with unclean hands and avoid close contact with those who are ill. Disinfecting routinely, and as needed, can be helpful to manage germs in your environment. If you have any health related questions, reach out to your local Child Care Nurse Health Consultant for assistance.

**Child Care Resource Center  
Resource and Referral  
304-840-2482**

**Choices Resource and Referral  
304-840-8560**

**Connect Resource and Referral  
304-840-2967**



**Link Resource and Referral  
304-972-6300**

**MountainHeart North  
Resource and Referral  
304-840-1933**

**MountainHeart South  
304-840-2165**

[www.wvearlychildhood.org](http://www.wvearlychildhood.org)



## Concerned about your CHILD'S DEVELOPMENT?

**Help Me Grow**, a free developmental referral service, provides vital support for children from birth to age five including:

- Information and community resources to aid development
- Free developmental screening questionnaire
- Coordination with your child's doctor

Talk to a care coordinator and schedule a developmental screening for your child today.

**Help Me Grow: 1-800-642-8522**  
**[www.dhhr.wv.gov/helpmegrow](http://www.dhhr.wv.gov/helpmegrow)**



**Help Me Grow**  
West Virginia

# Parent Blocks

## NEWSLETTER



"Providing resources to parents throughout West Virginia"

Volume 20, Issue 4, Fall 2024

## Finding Quality Child Care

### Look

Begin by visiting several child care homes, facilities or centers. On each visit, think about your first impression.

Does the place look safe for your child?

Do the caregivers/teachers who will care for your child enjoy talking and playing with children?

Do they talk with each child at the child's eye level?

Are there plenty of toys and learning materials within a child's reach?

You should always visit a home or center more than once. Stay as long as possible so you can get a good feel for what the care will be like for your child. Continue to visit from time to time even after you have started using the child care provider.

### Listen

What does the child care setting sound like?

Do the children sound happy and involved?

Are the teachers' voices cheerful and pleasant?

A place that is too quiet may mean not enough activity. Too noisy may mean that there is a lack of control.

### Count

Count the number of children in the group, then count the number of staff members caring for them. Obviously, the fewer the number of children per caregiver, the more attention your child will get. A small number of children per caregiver is most important for babies and younger children.

### Ask

It's very important that adults who care for your children have the knowledge and experience to give them the attention that they need. Ask about the background and experience of all staff, including the program director, caregivers, teachers, and any other adults who will have contact with your children in the home or center.

- Reprinted from [rvcds.org](http://rvcds.org)

WV Parent Blocks Newsletter is a project of West Virginia Early Childhood Training Connections and Resources, a collaborative project of West Virginia Department of Human Services/Bureau for Family Assistance/Division of Early Care and Education; West Virginia Department of Human Services/Bureau for Family Assistance/WV Head Start State Collaboration Office; West Virginia Department of Health/Bureau for Public Health/Office of Maternal, Child and Family Health/West Virginia Birth to Three; and West Virginia Department of Health/Bureau for Public Health/Office of Maternal, Child and Family Health/West Virginia Home Visitation Program and is supported and administered by River Valley Child Development Services.

Permission to photocopy



# Concerned about Development?

## How to Get Help for Your Child



Talking to the doctor is the first step toward getting help for your child if you are concerned about his or her development (how your child plays, learns, speaks, acts, or moves). **Don't wait.** Acting early can make a real difference!

### 1 Make an appointment with your child's doctor

- When you schedule the appointment, tell the doctor's staff you have concerns about your child's development that you would like to discuss with the doctor.

### 2 Complete a milestone checklist

- Before the appointment, complete a milestone checklist by downloading CDC's free [Milestone Tracker mobile app](#) from the App Store or Google Play or printing a paper checklist from [www.cdc.gov/Milestones](http://www.cdc.gov/Milestones).
- Write down your questions and concerns; take these with you to the doctor's appointment.

### 3 During the doctor's appointment

- **Show the completed milestone checklist to the doctor**
  - > If your child **is** missing milestones, point them out, and share any other concerns that you have.
  - > If your child **is not** missing milestones but you still have concerns, tell the doctor about them.
- **Ask the doctor for developmental screening for your child**
  - > Developmental screening is recommended whenever there is a concern. It gives the doctor more information to figure out how best to help your child.
  - > For more information about developmental screening, go to [www.cdc.gov/DevScreening](http://www.cdc.gov/DevScreening).
- **Ask the doctor if your child needs further developmental evaluation**
  - > If your child does, ask for a referral and call right away. If you have difficulty getting an appointment, let the doctor know.

### 4 Make sure you understand what the doctor tells you, and what to do next

- Before you leave the appointment, check the notes you have written and make sure all of your questions have been answered.
- If you do not understand something, ask the doctor to explain it again or in a different way.
- When you get home, review your notes and follow the steps the doctor has given you. Remember, you can always contact the doctor's office if you have any questions.

## You Know Your Child Best

If your child's doctor has told you to "wait and see," but you feel uneasy about that advice:

Talk with others (doctor, teacher, another provider) to get a second opinion

### AND

Call for a free evaluation to find out if your child can get free or low-cost services that can help.

- **If your child is under age 3:** Call your state's early intervention program. Find the phone number at [www.cdc.gov/FindEI](http://www.cdc.gov/FindEI).
- **If your child is age 3 or older:** Call the local public elementary school.

**You do not need a doctor's referral to have your child evaluated for services.**

Find more information, including what to say when you make these important calls, visit [www.cdc.gov/Concerned](http://www.cdc.gov/Concerned).

**Don't wait.**  
Acting early can make a real difference!



[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)

1-800-CDC-INFO (1-800-232-4636)

Learn the Signs. Act Early.



Download CDC's free Milestone Tracker app



# FALL AND HALLOWEEN FUN

## A FAMILY GUIDE



### TIPS ON COSTUMES

#### BE CREATIVE

Costumes are an opportunity for children to practice pretend play and dress up. Many children have definite opinions about what they want to be for Halloween. Some children just want to go out and have fun or don't like the idea of wearing a mask, gloves, or an itchy costume. Be creative in supporting all children. Costumes don't have to be new or expensive. For example, sometimes a fun pair of pajamas can be a costume, or modified accessories can add to regular clothes. It's okay if children change their minds at the last minute. This happens quite a bit.

### TIPS ON TRICK OR TREAT

#### FOCUS ON THE FUN

Halloween can be an overwhelming time for families. If you feel that your child is becoming overwhelmed from the noise, decorations, or too many treats, consider taking a short break from the activities. You could take a walk or find a bench or chair to sit in for a few minutes. If you are trick-or-treating with older children, consider bringing a book or a toy along that your younger child can play with, while the older children continue trick-or-treating.

### ACCESSIBILITY

Accessibility can be challenging during Halloween activities. For children with limited mobility, the addition of a costume, lots of people out trick-or-treating, or stairs can be difficult to manage. Consider going to one location with better accessibility for all of your trick-or-treating. Check your community calendar for local events. Language can also be a challenge during trick-or-treating. It's okay if your child doesn't say "trick or treat" like some of the other children.

### JUST HAVE FUN

Halloween can be one of those times that we spend so much time planning for, and then our plans change. Often the reason for the changes are out of our control. Weather, the child's sudden refusal to wear a costume, or not being able to find the perfect costume can change those well-intentioned plans. Remind yourself that it doesn't have to be perfect to be fun. Children will find the joy in just being part of the celebration. Letting the small stuff go will make it more enjoyable for everyone -- including yourself!

If Halloween isn't for your family, there are lots of other fall activities to enjoy. Looking at pumpkins, walking through crunchy leaves, smelling and tasting apple butter are all something to celebrate. Here's a list of other [fun fall activities](#) to do together.

WV Infant/Toddler Mental Health Association

[facebook.com/nurturingwvbabies.org](https://www.facebook.com/nurturingwvbabies.org)

[www.nurturingwvbabies.org](http://www.nurturingwvbabies.org)

[instagram.com/nurturingwvbabies/](https://www.instagram.com/nurturingwvbabies/)



# Why Should WV Child Care Professionals Consider Infant Mental Health Endorsement?



## Why should I pursue Endorsement?

**Good for You:** Earning IMH-E® enhances your credibility and confidence in working with or on behalf of infants, toddlers, and their families. You'll gain recognition and belong to a cross-systems, multi-disciplinary network of Endorsed professionals in WV.

**Good for Babies and Families:** Infants, toddlers, and families receive culturally sensitive, relationship-based early childhood services provided by a workforce that demonstrates a common set of core competencies.

**Good for Communities:** IMH-E® provides assurance to families that early childhood professionals meet high standards of care and are prepared to support optimal development of infants, young children, and their families.

**Good for Programs:** IMH-E® professionalizes the early childhood field and ensures consistency of professional standards across programs, no matter the curriculum, location, or services.

**Myth: Endorsement is only for those who have lots of degrees and experience.**

**FACT:** Neuroscience tells us that the first three years of life are critical to lifelong health and well-being, making the role and responsibilities of home visiting professionals incredibly important to family and community success. The IMH Endorsement® recognizes professionals who work with or on behalf of infants, toddlers, and their families. It's the largest and most recognized IMH credentialing system in the United States, and it's available to you here in West Virginia! Anyone in the early childhood field can work toward earning Endorsement, including directors, supervisors, child care professionals, and service coordinators.

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## The IMH Competencies® naturally align with Early Childhood work

**IMH-Endorsement® supports the belief that positive social-emotional development is foundational** to other learning, and that healthy development happens within the context of nurturing relationships and environments.

**IMH competencies® provide a professional development "road map"** for acquiring the knowledge and skills needed to attend to the often complex nature of early social and emotional development and parent-child relationships.

**Financial assistance is available for Endorsement.** Local Child Care Resource and Referral agencies have funds available to provide financial assistance for those seeking Endorsement within the Early Childhood field.

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**For more information, please contact the West Virginia Infant/Toddler Mental Health Association or visit [www.nurturingwvbabies.org](http://www.nurturingwvbabies.org)**

Special thanks to the Wisconsin Alliance for Infant Mental Health for sharing information