

WEST VIRGINIA
EARLY CHILDHOOD
PROVIDER
QUARTERLY

Where Can WVIT Take You?

**New Opportunities Available
from WV STARS**

**Statewide Articulation Agreements
Aim to Help Transfer Credits and
Improve Graduation Rates**

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ACDS..... 3

FEATURE ARTICLES

Statewide Articulation Agreements Aim to Help Transfer Credits and Improve Graduation Rates..... 5-6

Higher Education At a Glance..... 7-8

Where Can WVIT Take You?.....9-10

New Opportunities Available from WV STARS.. 12-16

Tips for Preparing Adults for New Learning Environments..... 17

CLASSROOM ENVIRONMENT..... 19

PYRAMID MODEL.....20-21

HEALTH, SAFETY AND NUTRITION.....23-24

PARENT BLOCKS NEWSLETTER.....25-28

History of Apprenticeship Programs

Submitted by Jennifer Conkle, ACDS Statewide Coordinator, West Virginia Early Childhood Training Connections and Resources, River Valley Child Development Services

Apprenticeship is one of the oldest forms of training in the United States, dating back to 1937. Apprenticeship programs are a way for individuals to: learn job skills while earning an income; receive wage increases; and earn a widely recognized certificate of completion and proficiency. In 2017, there were more than 22,000 registered apprenticeship programs and approximately 533,607 active apprentices throughout the US. The number of active apprentices has grown 42 percent since 2013.

In 1989, West Virginia was the first state to offer an apprenticeship program to individuals working in the field of early care and education (ACDS, the West Virginia Apprenticeship for Child Development Specialist program). Since that time, many other states have implemented similar apprenticeship programs, but not all have been successful. For a variety of reasons, many states have faced difficulty in sustaining programs similar to West Virginia's ACDS program.

Thankfully, West Virginia has experienced much success with ACDS. Since the establishment of the ACDS program, it has expanded across the state and has approximately 25 classes each semester.



Apprenticeship for Child Development Specialist

ACDS is based on a professional partnership between child care providers and their employers.

It is a teaching program where apprentices "learn by doing." A blending of classroom work and on-the-job training provides professional growth for providers. It also enhances the quality of care that employers offer to the community.

The registered Apprenticeship for Child Development Specialist program promotes:

- Highly skilled, confident early childhood employees.
- Quality early childhood environments.
- Informed, supportive early childhood professionals.

The program's participants include:

- Child Care Providers

- Head Start
- In-Home Providers
- Preschool Employees
- Public School
- Youth Apprentices
- Home Visitors

Would you like to become more involved with ACDS? There are many ways to support ACDS besides being a student. ACDS is always looking for assistance from the community in implementing the program. Some ways to get involved include: serving on a local council, instructing, mentoring, being a supervisor/sponsor, enrolling as a student or journey person, and housing ACDS orientations and classes.

If you would like to find out more information on how you can support ACDS in your region, please contact the ACDS office at 304-523-0433 or email wvacs@rvcds.org.

Are your children eligible for health insurance through WVCHIP?

The West Virginia Children's Health Insurance Program (WVCHIP) is a low-cost health care plan for children and teenagers of working families covering important services such as check-ups, vision, dental, immunizations, hospital visits, prescription drugs and more.

Qualifying income is based on your Modified Adjusted Gross Income (MAGI) shown on line #37 on the 1040 Income Tax Form.



Family Size	Maximum Yearly Income
2	\$49,380
3	\$62,340
4	\$75,300
5	\$88,260

Copayments are required for some non-preventive services.
Premiums are required for members with higher incomes.

There is no fee to apply:
www.wvinroads.org

Learn more: chip.wv.gov



**For more information about
WV CHIP, visit
www.chip.wv.gov**

Statewide Articulation Agreements Aim to Help Transfer Credits and Improve Graduation Rates

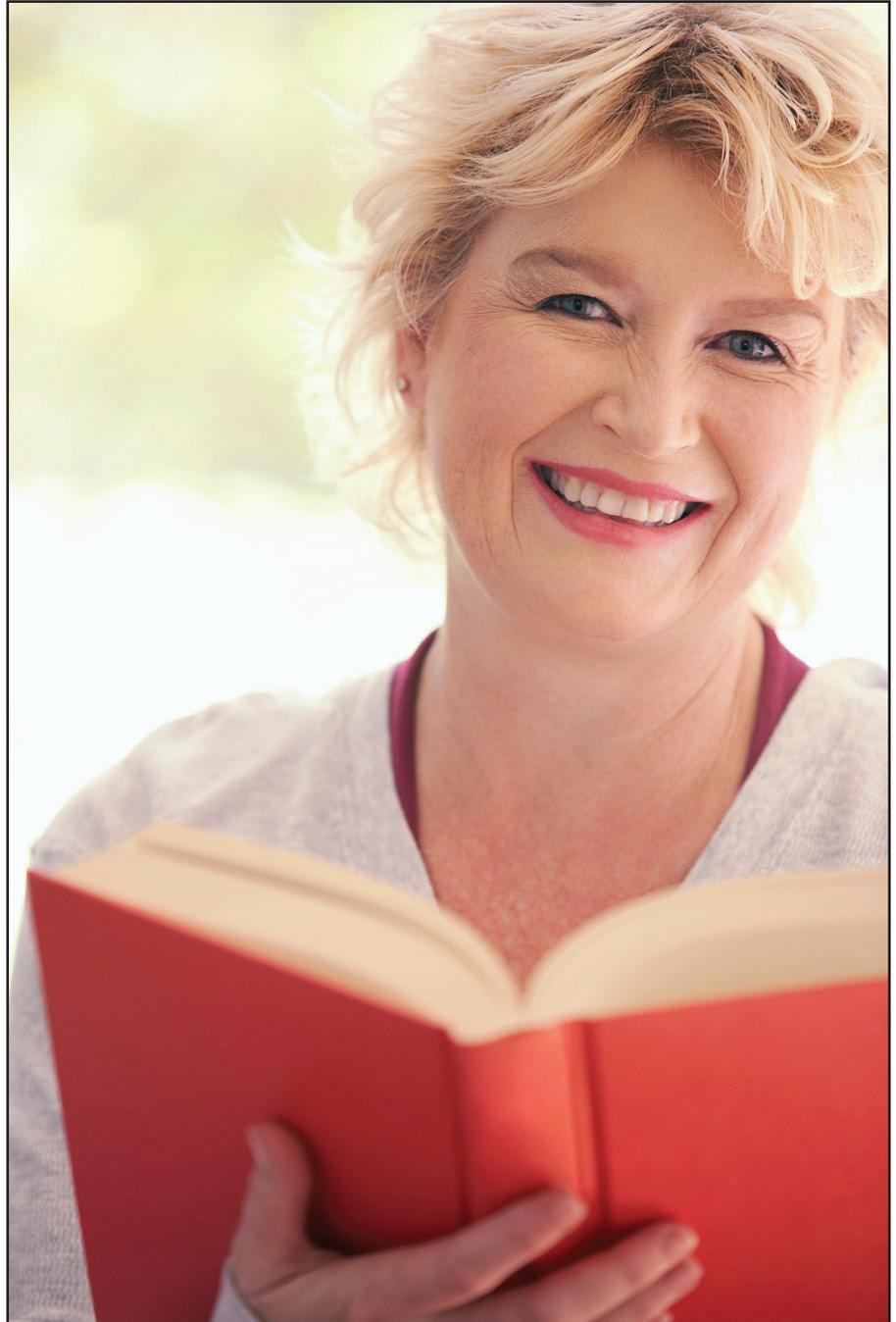
Submitted by Michelle Rollyson, Associate Editor, West Virginia Early Childhood Training Connections and Resources

There are many pathways to receiving a degree. In fact, a research study (called “Four Year Myth”) published in the New York Times indicated that most college students do not graduate within four years. “At most public universities, only 19 percent of full-time students earn a bachelor’s degree in four years, the report found. Even at state flagship universities — selective, research-intensive institutions — only 36 percent of full-time students complete their bachelor’s degree on time” (Lewin, 2014).

Lots of times, that means that people may stop and start during their college work, start at a community college and transfer to a four-year institution, change careers, or want to update previously learned skills. This concept applies to students of all ages and skills. In fact, research from the West Virginia Higher Education Commission shows that the percentage of undergraduate transfers from a two-year college to a four-year institution has increased by nearly 40 percent over the last five years.

One of the ways to support the continuation of student learning is through the use of articulation.

Articulation, or more specifically course articulation, is the process of comparing the content of courses that are transferred between postsecondary institutions, colleges or universities. In other words, course articulation is the process by which one institution match-



es its courses or requirements to course work completed at another institution. Students use course articulation to assure that courses they complete will not have to be repeated upon transferring to another institution.

Course articulation is distinct from the process of acceptance by one institution of earned credit, from another institution, as applicable towards its degree requirements, i.e. “transferring credit”. For example, a university may

be able to include units of academic credit earned at a community college towards its minimum number of units for a bachelor's degree, but it might not treat certain previously taken courses as fulfilling its own specific course requirements for a particular major or concentration for that same degree, if the articulation process reveals that the other institution's course curriculum is not equivalent to or not as rigorous as its own course curricula. In that latter situation, a transferring student may discover they cannot graduate until they take courses at the second institution which partially overlap or repeat material they have previously studied at the first one.

Course articulation may be done on an ad hoc basis when a student actually wishes to transfer. It may also be done pursuant to existing course-to-course comparison data, or based on formal articulation agreements. In the last case, representatives of each institution compare their respective course curricula, to determine which courses are comparable and which are not. Their consensus is then formalized in a written agreement which is used by students and advisors and is regularly updated according to a mutual schedule (Wikipedia).

During the past several years, West Virginia has been working to increase the ease at which credits can be transferred. In 2014, the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) adopted a joint resolution to make it more efficient for students to transfer credits between colleges and universities.

In the joint resolution, the Commission and Council affirmed that public institutions of higher education must make every effort possible to accept credit hours earned at any other public higher education in West Virginia, while sustaining the integrity of academic programs. To accomplish this, the four- and two-year systems will collaborate to develop and implement a statewide agreement for alignment of associate programs to be accepted and fully credited to a related baccalaureate degree program. The Higher Education Policy Commission already has a list of 900 core courses that transfer.

In addition, the Commission and Council developed a reverse transfer policy that facilitates associate degree completion by allowing students who earn their final credits at a four-year institution to have those credits sent back to and credited by the community college where they started.

It is important to note that articulation agreements in West Virginia are not only between two- and four-year programs. There are also articulation agreements in place for the West Virginia Infant/Toddler Program for Caregivers (WVIT) and the Apprenticeship for Child Development Specialist (ACDS) program. Some colleges and universities in West Virginia will count the completed ACDS program toward college credit.

There are many different paths to a degree. Throughout this issue of the magazine, it is possible to see different scholarships and programs that are available throughout West Virginia. Now is the time to get started!

For more information on the ACDS program, visit www.wvacds.org.

For more information about how credits transfer from one institution to another, visit www.secure.cfwv.com.

Resources:

Lewin, Tamar. "Most College Students Don't Earn a Degree in Four Years, Study Finds." *The New York Times*, Dec. 1, 2014. <https://www.nytimes.com/2014/12/02/education/most-college-students-dont-earn-degree-in-4-years-study-finds.html>

West Virginia Higher Education Policy Commission website, <http://www.wvhepc.edu>

Wikipedia, definition of articulation, Retrieved 7-11-18. [https://en.wikipedia.org/wiki/Articulation_\(education\)](https://en.wikipedia.org/wiki/Articulation_(education))

Higher Education At-A-Glance

West Virginia



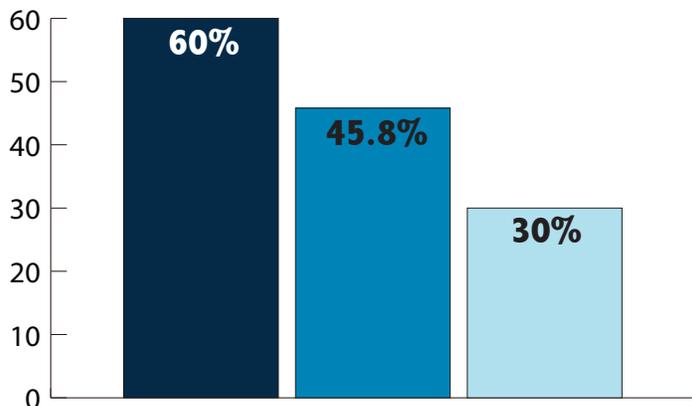
DEFINING “COLLEGE”

Any form of high-quality education or training beyond high school.

This includes certificate programs, workforce training, apprenticeship programs, two- and four-year degree programs, and military service.

THE GOAL

The goal is to ensure that at least 60 percent of Americans have some sort of degree, certificate, or other postsecondary credential by 2025. This is to keep up with changing workforce demands that require education or training beyond high school to fill positions.¹



COLLEGE READINESS

Three out of every ten first time college freshmen **in West Virginia** are **not college ready**.² Students who are not college ready may be required to take supplemental courses that help them fill in the knowledge gap to successfully complete college-level coursework.



CERTIFICATES AND DEGREES AWARDED

to students from **West Virginia**, for the 2016 - 2017 academic year³

1,624
certificates

2,854
associate degrees

5,946
bachelor's degrees

JOB OUTLOOK

LARGEST EMPLOYERS

Below are the largest employers in the state⁴:

- WVU Medicine
- Walmart
- Charleston Area Medical Center, Inc.
- Kroger
- Mylan Pharmaceuticals, Inc.

Approximately 732,300 people in the state are employed.

WORKFORCE PARTNERS

The West Virginia Community and Technical College System (CTCS) partners with various businesses -- large and small -- to help train and educate workers, build up the state's workforce, and provide hands-on training opportunities for students. These partnerships help grow local and regional businesses and boost the state's economy. **More than 700 partnerships have developed as a result of CTCS Workforce initiatives.**⁴

EDUCATIONAL OUTLOOK

COLLEGE-GOING RATE

55%

West Virginia, Class of 2017⁵

89% of high school seniors in the state graduated from high school in 2017.

TOP COLLEGE CHOICES

Below are the top three college and university choices for students in West Virginia⁶:

- West Virginia University
- Marshall University
- Blue Ridge Community and Technical College

IN WEST VIRGINIA, COLLEGE IS AFFORDABLE.



THE VALUE OF A DEGREE

Deciding to go to college is an investment in your future -- and in West Virginia's future. Students who earn a college degree earn hundreds of thousands of dollars more over a lifetime than students who do not pursue postsecondary education, plus students who go to college experience more stable employment and are more likely to be civically engaged and contribute to their communities. And with West Virginia's changing economy, it is predicted that by 2020, more than half of all jobs in the state will require a postsecondary credential.¹

TYPES OF INSTITUTIONS

Part of the college experience is figuring out the right college pathway for you. Below is an explanation of some of the most common forms of college:

Public two-year colleges: Offer two-year associate degree programs in a wide variety of areas as well as certificate programs that can usually be completed in six - 18 months.

Public four-year colleges: Offer bachelor's degree programs that usually take four years to complete; many offer master's and doctoral degree programs.

Private, non-profit schools: Offer a wide variety of degrees and programs; tuition and fees are usually higher than those at public colleges, but many offer large scholarships through donor funds.

Public career and technical education centers: Offer training to high school students, adults seeking high school equivalency or specialized licenses.

FINANCIAL AID OPPORTUNITIES

West Virginia students have a number of in-state and federal financial aid opportunities available to them, many of which are grants and scholarships, which do not need to be repaid.

Below is a list of some financial aid opportunities for West Virginia students along with possible award amounts²:

- Federal Pell Grant, up to \$5,920 annually
- PROMISE Scholarship, up to \$4,750 annually
- Higher Education Grant Program, up to \$2,700 annually
- Higher Education Adult Part-Time Student Grant Program, awards vary
- Engineering, Science, and Technology Scholarship Program, up to \$3,000 annually
- Underwood-Smith Teacher Scholarship Program, up to \$5,000 annually
- Nursing Scholarship Program, up to \$15,000

West Virginia consistently ranks among the top states for providing financial aid to students.

SCHOLARSHIP DOLLARS AWARDED

for the 2015 - 2016 academic year to students who were West Virginia residents and enrolled in a public or private college or university³



Federal Pell Grant (*public colleges and universities only*)
\$90,037,926



PROMISE Scholarship
\$46,524,505



WV Higher Education Grant
\$37,998,225



Underwood-Smith Teacher Scholarship
\$96,150

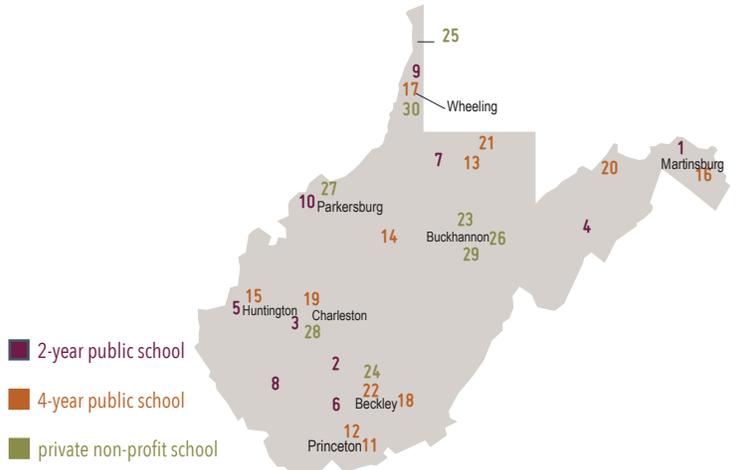


Engineering, Science and Technology Scholarship
\$636,980

In total, 75,428 scholarships and grants were awarded to high school graduates from the state in 2015-2016, totaling \$222,978,623.

WHERE WE STAND

In order for **West Virginia** to reach the national attainment goal of 60 percent, we need 10,440 high school graduates to commit to education and training beyond high school, which we define as college⁴. Students in **West Virginia** may want to consider attending one of the below two- or four-year colleges and universities. For a full list of West Virginia's colleges and universities, visit cfwv.com.



¹ Georgetown University | ² Based on 2017-18 maximum awards | ³ HEPC data, scholarship dollars awarded to county residents | ⁴ HEPC data, number of students who need to go to college to reach a 60% college-going rate based on the last graduating class



Where Can WVIT Take You?

Submitted by Joyce Tucker, Infant/Toddler Coordinator, Division of Early Care and Education,
West Virginia Department of Health and Human Resources

The West Virginia Infant/Toddler Program for Caregivers, fondly known as WVIT, is a great place to start a career in early care and education. WVIT began in 2005 to prepare caregivers for working with children in child care under the age of three. The fifty-hour course features forty-four hours of classroom instruction and six hours of technical assistance provided on-site. A primary focus of the course was to meet the forty-hour training requirement for West Virginia State Child Care Licensing Regulations. The course is broken into four modules.

Module I – The Caregiver

The purpose of this module is to instill in child care professionals the importance of the role they play in the development of infants and toddlers. Caregivers contribute directly to a child's healthy development and ability to learn and build relationships. This module emphasizes basic health and safety practices that are provided by caregivers to protect and nurture children. The health, nutrition, and safety of the caregiver are also covered.

Module II – The Family

This module is intended to heighten caregiver awareness of how family structures and culture influence their work in establishing stable relationships with families and in providing a safe,

healthy environment for infants and toddlers, including those with special needs. This module also is designed to strengthen partnerships between families and child care professionals to ensure seamless transitions between the home and the early child care program.

Module III – The Child

This module is intended to provide caregivers with information about developmental domains and the typical and atypical growth and development of infants and toddlers, along with strategies to support optimal learning. The module focuses on how the integration of all domains and meaningful interactions and relationships promote healthy social, emotional, cognitive, language, and physical development for infants and toddlers.

Module IV – Quality Programs

This module is intended to provide caregivers with the information they need to identify elements of program quality and how these support infant/

toddler growth and development. In addition, caregivers will learn how their vision of the children in their care helps them understand their critical role as early childhood professionals and the impact of quality care on child and adult outcomes. Caregivers will explore how the daily routines, the infant/toddler environments, and health/safety policies and procedures contribute to the quality of their programs and help to reduce discipline problems.

Technical Assistance for Caregivers of Infants and Toddlers (TACIT):

Participating in professional development is an important step in strengthening caregivers' skills and knowledge in early childhood education. Training provides an opportunity to gain new information during the activities and to experience informal networking between caregivers from different settings. A balance of training and on-site support helps beginning caregivers learn what is expected of them and enables them to make choices that are crucial



to their growth and sustained learning. Therefore, Technical Assistance for Caregivers of Infants and Toddlers (TACIT) is incorporated into West Virginia's Infant/Toddler Professional Development Program. The purpose of TACIT is to provide individualized support that links training to everyday experiences.

The TACIT process includes these steps:

- Caregivers assess their process toward achieving specific training objectives.
- Trainers meet with caregivers to review their self-assessment and discuss the type of assistance that will support their goals.
- Trainer provides on-site follow up, which includes observations, modeling, and coaching.
- The trainer and caregiver meet together to review goals and identify together the next steps in training.
- The trainer and caregiver meet with the program administrator to share and discuss plans.

TACIT is designed to assist caregivers in putting into practice the information they received in training and to respond to their specific interests and needs. In addition, it furthers their professional development, highlighting strategies such as self-reflection and action.

WVIT was purposely designed so that it would articulate into college credit for those who successfully complete

the course and wish to continue in the field. Currently, this can be achieved in one of two ways. After completion of WVIT, participants can apply for three hours of course credit at one of several participating community colleges as they enroll in associate degree programs. Or, if college is not an immediate destination, participants can choose to continue their education by entering the Apprenticeship for Child Development Specialist (ACDS) program begin-

ning with the second semester. Upon completion of ACDS, participants can enroll in a participating college with twelve hours of course credit earned.

Either option will build your knowledge and strengthen your skills as you work your way toward your career goals of working with young children.

For more information on WVIT, visit www.wvit.org. For more information on ACDS, visit www.wvacds.org.



MARK YOUR CALENDAR! WVAYC HAS GREAT NEWS

2nd Annual WVAYC Directors Retreat!

PRESENTER: DAWN MARTINI
FROM RONALD V. MCGUCKIN
AND ASSOCIATES

FRIDAY, NOVEMBER 9TH, 2018

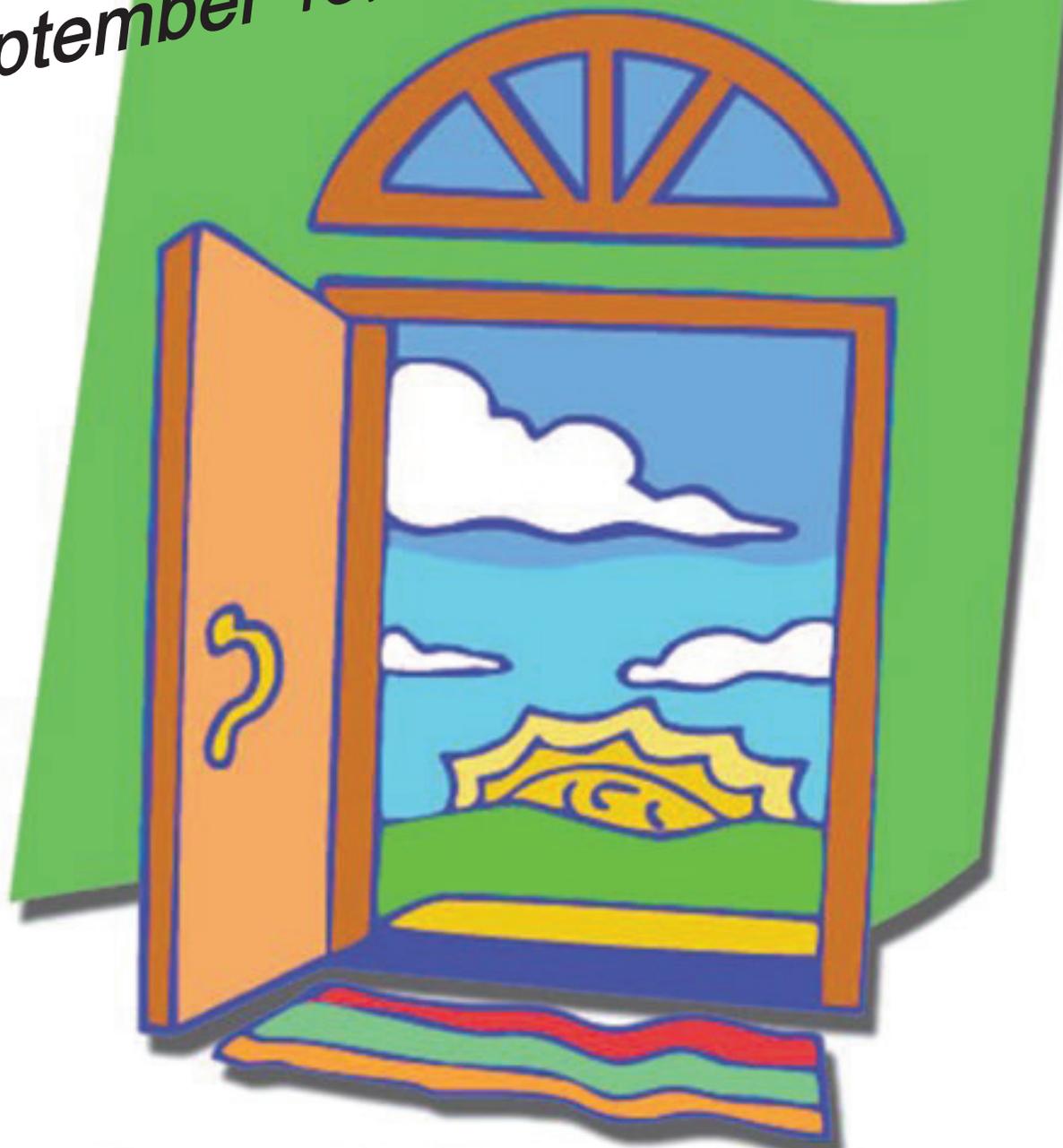
Stonewall Resort, Roanoke, WV

****STARS Registered**

Questions: contact Helen Post-Brown, Vice-President WVAYC
sunbeamccc@aol.com

**Registration information is available on
our web site.**

September 13, 14 & 15, 2018



**Great Beginnings
Infant/Toddler
Conference**

Visit www.wvit.org for conference materials!

New Opportunities Available From WV STARS

Submitted by Rebecca Wheeler, WV STARS Statewide Project Manager,
West Virginia Training Connections and Resources,
River Valley Child Development Services

Did you know? You may qualify to increase your earnings or receive a scholarship to pay for your college tuition. WV STARS offers two exciting opportunities for individuals working in licensed child care, registered family child care facilities, or family child care homes who qualify.

The **WV STARS Pathway Advancement Scholarship** pays tuition for up to two classes per semester as well as a \$200 education related expenses stipend for individuals seeking an associates or bachelor's degree in early childhood. They must be working as a teacher, assistant teacher, director, or family child care provider. There is even a one-time bonus of \$300 when you complete your degree while on scholarship. For a list of the full eligibility requirements, please visit www.wvstars.org.

WV STARS Pathway to Earnings issues payments to increase earnings for individuals with qualifying certificates or degrees who are working in licensed child care or family child care. The degrees and certificates that may qualify you include (please note degrees must be earned from a Regionally Accredited Institution):

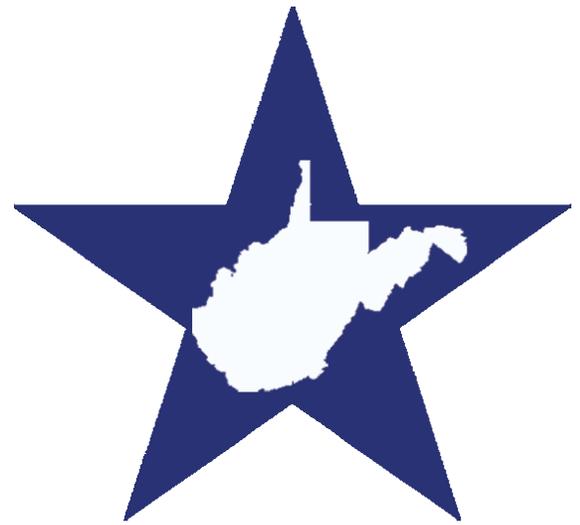
- WV Elements of Family Child Care Series
- Mind in the Making
- WVIT I (must be working with Infants and Toddlers to claim)

- WVIT II (must be working with Infants and Toddlers to claim)
- CDA (current)
- ACDS Department of Labor Certificate
- AAS/AA in ECE*
- BA/BS in ECE* or RBA with ECE emphasis
- MA/MS/M.ED. in ECE*
- Ph.D. or Ed. D. in ECE*

* Accepted ECE Degree Programs include: Child Development; Child Development & Family Studies; Early Childhood; Early Childhood Development; Early Childhood Education; Early Childhood Special Education

The first enrollment period for this new program will begin on October 1, 2018, and run through the end of the month. For a list of the full eligibility requirements, please visit www.wvstars.org.

Don't worry if you do not qualify yet, additional enrollment periods will be open in January and April as funding allows. Check with your local Child Care Resource and Referral agency to enroll in WV Elements of Family Child Care Series, Mind in the Making or WVIT, or explore the WV STARS Pathway Advancement Scholarship. You can also contact the ACDS office to enroll in the ACDS program.



STARS

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



Pathway Advancement Scholarship

Earn Your Degree
Increase your earnings

Earn your Associate or Bachelor's Degree in Early Childhood Education. This is a scholarship opportunity available to child care providers and directors working in a licensed child care center, licensed child care facility, or registered family child care home.



**Tuition: Pays 100%
tuition for up to 2
classes per semester**

**Stipend: \$200 for
education related
expenses**

**Bonus: \$300 one-time
bonus upon
completion of degree**

WV STARS Pathway Advancement Scholarship
Phone: 304-522-7827 • Email: scholarship@rvcds.org
www.wvstars.org

Pathway Advancement Scholarship Eligibility Criteria

Please note you must meet **all** of the following criteria to be eligible to receive the Pathway Advancement Scholarship:

- West Virginia Resident
- Employed as a child care provider or director, at least 20 hours per week, in a licensed child care center, licensed child care facility, or registered family child care home
- Has an active Career Pathway Credential
- Accepted, or enrolled in, an undergraduate degree program (full or part-time) in Early Child Education* at a participating WV community and technical college or university
- Willing to continue employment in the field of early care and education while pursuing an Early Childhood Education degree, and for at least one year after earning degree

* Supported AA/AAS/BA/BS/RBA degrees include: Child Development; Child Development & Family Studies; Early Childhood; Early Childhood Development; Early Childhood Education; and Early Childhood Special Education.

Application Process

1. Visit wvstars.org for information on application periods and to access a scholarship application.
2. Complete an application for the semester for which you wish to apply.
3. Attach required documentation and submit application.
4. Receive an approval letter from our office.
5. Attend classes.
6. Submit grades to WV STARS Scholarship Specialist.
7. Reapply for the scholarship for upcoming semesters you wish to attend.

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



Pathway to Earnings

Increase your Earnings

Available to child care providers and directors working in a licensed child care center, licensed child care facility, or registered family child care home.



WV Elements of Family Child Care Series	\$75
Mind in the Making	\$100
WVIT I	\$100
WVIT II	\$250
CDA	\$500
ACDS Dept. of Labor Certificate	\$500
AA or AAS in ECE* Degree	\$1000
BA or BS or Regents in ECE*	\$1500
MA or MS in ECE* Degree	\$1750
Ph. D. or Ed. D. in ECE* Degree	\$2000

* See reverse for details

Phone: 304-522-7827
 Email: scholarship@rvcds.org
www.wvstars.org

Pathway to Earnings Criteria

Please note you must meet **all** of the following criteria to be eligible to receive the Pathway to Earnings Payment:

- Currently working in a WV licensed child care center, licensed child care facility, or family child care home, serving subsidized children as one of the following:
 - Teacher/Assistant Teacher/Teacher's Aide
 - Director/Assistant Director
 - Family Child Care Provider
- Has worked for 12 consecutive months prior to application within the field of early care and education as outlined above for a minimum of one of the following:
 - 20 hours per week if working as a director/assistant director/teacher/assistant teacher/teacher's aide with no more than a 45 day employment lapse
 - 20 hours per week if working as a family child care provider with no more than a 90 day employment lapse
- Has an active Career Pathway Credential
- Has earned a qualifying degree or certificate (please note degrees must be earned from a Regionally Accredited Institution):

Degree or Certificate

 - WV Elements of Family Child Care Series (*must be working as a family child care provider to claim*)
 - Mind in the Making
 - WVIT I (*must be working with Infants and Toddlers to claim*)
 - WVIT II (*must be working with Infants and Toddlers to claim*)
 - CDA (current)
 - ACDS Department of Labor Certificate
 - AAS/AA in ECE*
 - BA/BS in ECE* or RBA with ECE emphasis
 - MA/MS/M.ED in ECE*
 - Ph.D. or Ed. D. in ECE*

* Accepted ECE Degree Programs include: Child Development; Child Development & Family Studies; Early Childhood; Early Childhood Development; Early Childhood Education; Early Childhood Special Education

If this is not the first time you have applied for and received the WV STARS Pathway to Earnings payment for this degree or certificate you must also have met one of the following in the past 12 months.

- Has completed 18 hours of WV STARS Training in the last 12 months (for those working in Licensed Child Care)
- Has completed 11 hours of WV STARS Training in the last 12 months (for those working in/ as Family Child Care Home or Family Child Care Facility)
- Has completed one college credit course toward a higher degree in ECE in the last 12 months (must submit documentation confirming completion)

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

Tips for Adults Preparing to Enter a New Learning Environment

Whether you are going back to take a few college courses, starting in ACDS or WVIT, or preparing to take an online course, there are several ways that you can prepare yourself to get the most out of your experience. Here are a few tips:

1. Don't worry, you are not the only one. The idea of the "traditional" student (a student who enters college right out of high school and completes it in four years) has changed dramatically in the past decade. Don't let fear distract you from your goals.

2. Access those resources. There are lots of resources that are available for all kinds of learning opportunities: scholarships, online courses, tutoring, counseling, self-paced courses, and credit transfers. Don't be afraid to access and use these resources.

3. Don't let expense be the sole reason for not pursuing learning opportunities. Going back to college can be expensive; however, think of it as an investment. Consider the different options available, perhaps starting with a relatively inexpensive online course.

4. Practice good time management. There is no doubt about it, taking on new coursework may seem overwhelming, particularly in the beginning. With additional constraints on your time, it will be important for you to maximize the time that you are actively involved in the course. For example, it may be important to set aside a small amount of time each day or week for focused time spent on homework or lessons. Schedule this time and make it a priority.

5. Make your time count. Focus in on exactly what your goal is so distractions

don't pop up. For example, is your goal to get a college degree? Or to complete WVIT I? By narrowing your focus to exactly what you want to achieve, you will be able to maximize your time and money.

6. Prepare your loved ones. Depending on what type of coursework you will be pursuing, you may need to prepare your family for the change in your schedule. Be upfront and let them know this is temporary, but it may cause some adaptation from everyone.

7. Look for a support system. It's nice to have at least one person who can understand what you are feeling and listen to your frustrations or celebrate your accomplishments. Perhaps it is a loved one or someone you are in class with. Maybe you got an A on a paper that you worked really hard on or maybe you weren't able to study for a test as much as you wanted. Either way, having someone to share with can make the process seem less daunting. Try to identify at least one person who "has your back."

8. Know that things will go wrong! Even with the best planning, there will be bumps in the road. The online course will have a glitch. The teacher or professor will be absent. The course will be unavailable the semester you need it. It may seem more overwhelming than you anticipated. Don't give up!

9. Be organized. Use whatever helps you be organized. Consider lists, calendars, alerts on your cell phone, sticky notes, color coding information...find something that works and stick with it. It will be important to keep track of upcoming homework, tests, or other events so they don't sneak up on you!

10. Embrace new technology. Different technology options are used every-day in learning environments. If you are taking an online course, you may need to touch up your computer skills. Most courses will offer a tutorial on how to use the technology platform so don't stress. If you have questions, be sure and ask.

11. Practice good self-care. Good nutrition and the proper sleep will be important for you to take care of yourself and allow you to focus on your coursework.

12. Separate your coursework from your job. It will be important to make sure that your school work doesn't interfere with your job. Research suggests that if you want to study during your lunch break, you should move away from your desk.

13. Go For It!

Resources:

10 Things an Adult Learner Should Know Before Going Back to College. Retrieved 7-12-18. <https://www.straighterline.com/blog/10-things-an-adult-learner-should-know-before-going-back-to-college/>

Adults Going Back to School – Tips for Success. Retrieved 7-12-18. <http://centuracollege.edu/blog/adults-going-back-to-school-tips/>.

Facing Your Fears of Returning to School as an Adult. Retrieved 7-12-18. <https://www.educationcorner.com/fear-of-returning-to-school.html>.

Tips for Adult Students. Retrieved 7-12-18. <https://odee.osu.edu/tips-adult-students>



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



Help Me Grow

West Virginia

Your Classroom is . Are You ?

Submitted by Jennifer Conkle, ACDS Statewide Coordinator, West Virginia Early Childhood Training Connections and Resources, River Valley Child Development Services

What does the physical environment in your classroom say to you? What does it say to the children and their families that it represents? The classroom environment should be welcoming, stimulating, and safe for the children in your care. The physical layout and materials in classrooms will vary somewhat according to the ages and development levels of the children in the class.

But all environments should be further individualized to reflect the interests and cultures of the children that make up the class. Everything from the displays on the walls, to the placement of the furniture, should meet the individual needs of the children.

Take a moment and ask yourself some questions about your classroom. Are your shelves low enough to make materials easily accessible for the children? Is the atmosphere inviting and relaxing? Do the colors in the room overstimulate the children, or are they soothing? Can family members easily enter and drop off the children, or are they stepping through activities? Do the children have individual space to keep their personal belongings? Is each child represented in their environment by artwork, photographs, or writings?

All children need to feel safe, secure, and have a sense of belonging. Remember, your classroom is speaking. Are you listening to what it has to say?

Suggestions for Arranging Your Physical Environment

- Arrange the classroom environment into interest areas or centers.
- Furniture should be child sized, sturdy, and in good repair.
- Store materials in containers/baskets and on shelves that are accessible by the children.
- Create an art center that inspires children to manipulate materials and design original art work. Stock the center with a variety of materials that are inviting to the children.
- Save space for a designated cozy area that contains many soft materials.
- Allow children to have space for privacy where one or two children can participate in an activity free from interruption of others, but can still be easily supervised by adults.
- Provide a variety of books in your classroom, and read them throughout your day.
- Arrange the environment so that quieter activities (library) are not disrupted by louder activities (blocks).
- Materials displayed throughout the room should include children's artwork and photographs. Materials intended to be viewed by children should be displayed at their eye level.
- Keep your environment safe by covering outlets, keeping safety materials on hand, and discussing safety guidelines with children.

WV Birth to Three Adopting Pyramid Model to Promote Social Emotional Development

Submitted by Regina (Mel) Woodcock, CSPD/Policy Specialist, WV Birth to Three

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children provides a tiered intervention framework of evidence-based interventions for promoting the social, emotional and behavioral development of young children (Fox et al., 2003; Hemmeter, Ostrosky, & Fox 2006). The model is comprised of three tiers of evidence-based practices: Tier 1 (promotion) which includes practices that support the social emotional development of all children; Tier II (prevention) which includes targeted practices addressing the needs of children who may be at-risk for social emotional delays and; Tier III (intervention) which includes practices for supporting children who have persistent behavioral challenges. Often, the Pyramid Model is thought of as a framework for supporting the social emotional development of young children in center-based settings such as Pre-K, Early Head Start/Head Start, or child care classrooms. However, the model provides a framework for supporting infants and toddlers in home visiting programs as well.



Within Tier I, home visitors are teaching all families skills that support nurturing and responsive caregiving relationships. Families of infants and toddlers learn about the importance of everyday activities and routines for promoting development, how to read and respond to their child's cues, and how to engage their child in play and learning opportunities throughout the day. This tier is about gathering information about the child within the context of the family. It gives home visitors a sense of the family's values and beliefs, and evaluates their needs for supports. We connect families to community resources in times of need. We are non-judgmental, responsive, and culturally aware and families learn that we are a support that they can count on.

Within Tier II, home visitors are supporting families through guided practice and coaching to enhance their child's social emotional skills. Many of the skills we are teaching help all families, but are especially important for families whose children may be at-risk due to the child's delay, medical condition, or family circumstances. The strategies taught are more focused and targeted to help the family in teaching their child words to express their emotions, developing social skills to play with others, and regulating their emotions. We are focusing on promoting language, motor,

cognitive, and self-help skills as well. We help families in understanding how their emotions, reactions, and frustrations can impact their child. We support families in talking about their feelings. We learn about what we bring to our partnerships with families by reflecting on our own values, beliefs, and assumptions. We seek information, support, and guidance through work with a mentor, coach, or reflective supervisor to be able to provide high quality services.

Within Tier III, we recognize and support families who have children with persistent challenges with their behavior. To understand the “why” of the behavior, trained professionals conduct a Functional Behavior Assessment. Based on our findings, a Positive Behavior Support Plan is designed as a team with the family. This team then supports, guides, and coaches the family in the implementation of specially designed strategies to teach and reinforce replacement skills to reduce or eliminate problem behaviors.

WV Birth to Three is adopting the Pyramid Model as the framework we will use to support families in promoting their infant and/or toddler’s social emotional development. WV Birth to Three has a newly organized interdisciplinary team who is evaluating how best to provide training, coaching, and evaluation methods to ensure the successful implementation of the Pyramid Model practices with fidelity.

The WV Birth to Three Social Emotional Interdisciplinary Implementation Team is pleased to announce West Virginia is one of seven states (Hawaii, Maryland, Indiana, Nevada, North Carolina, and Oregon) selected to receive technical assistance from the National Center on Pyramid Model Innovations. These seven states will participate in monthly calls over the next two years focusing on best practices for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children in Part C early intervention systems as part of a State Systemic Improvement Plan (SSIP). We are excited to learn from other states and to share the great things that are happening already in our state.

For more information on the plans for implementation of the Pyramid Model within WV Birth to Three, please contact Mel Woodcock at Regina.K.Woodcock@wv.gov.

Resources:

Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., & Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children*, 58, 48-52.

Hemmeter, M. L., Ostrosky, M. M., & Fox, L. (2006). Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review*, 35, 583-601.

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



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.

HEPATITIS A

General Information

What is hepatitis?

“Hepatitis” means inflammation of the liver. The liver is a vital organ that processes nutrients, filters the blood, and fights infections. When the liver is inflamed or damaged, its function can be affected.

Hepatitis is most often caused by a virus. In the United States, the most common types of viral hepatitis are Hepatitis A, Hepatitis B, and Hepatitis C. Heavy alcohol use, toxins, some medications, and certain medical conditions can also cause hepatitis.

What is Hepatitis A?

Hepatitis A is a highly contagious liver infection caused by the Hepatitis A virus. It can range in severity from a mild illness lasting a few weeks to a severe illness lasting several months.

Who is at risk?

Although anyone can get Hepatitis A, some people are at greater risk, such as those who:

- Travel to or live in countries where Hepatitis A is common
- Use recreational drugs, whether injected or not
- Have sexual contact with someone who has Hepatitis A
- Have clotting-factor disorders, such as hemophilia
- Are men who have sexual encounters with other men
- Are household members or caregivers of a person infected with Hepatitis A

How common is Hepatitis A?

Hepatitis A still occurs in the United States, although not as frequently as it once did. Over the last several decades, there has been more than a 90% decrease in Hepatitis A cases. New cases are now estimated to be around 3,000 each year. Many experts believe this decline is a result of the vaccination of children and people at risk for Hepatitis A. Many of the new cases, however, are from American travelers who got infected while traveling to parts of the world where Hepatitis A is common.



Hepatitis A can be prevented with a safe and effective vaccine.

How is Hepatitis A spread?

Hepatitis A is usually spread when a person ingests fecal matter—even in microscopic amounts—from contact with objects, food, or drinks contaminated by feces or stool from an infected person.

Hepatitis A can be spread when:

- An infected person does not wash his/her hands properly after going to the bathroom and then touches objects or food
- A caregiver does not properly wash his or her hands after changing diapers or cleaning up the stool of an infected person
- Someone engages in sexual activities with an infected person

Hepatitis A also can be spread through contaminated food or water. Contamination of food can happen at any point: growing, harvesting, processing, handling, and even after cooking. This most often occurs in countries where Hepatitis A is common.

Continued on next page



What are the symptoms of Hepatitis A?

Not everyone has symptoms. If symptoms develop, they usually appear 2 to 6 weeks after infection and can include:

- Fever
- Vomiting
- Grey-colored stools
- Fatigue
- Abdominal pain
- Joint pain
- Loss of appetite
- Dark urine
- Jaundice
- Nausea

Symptoms are more likely to occur in adults than in children. They usually last less than 2 months, although some people can be ill for as long as 6 months.



People can spread Hepatitis A even if they don't look or feel sick. Many children and some adults have no symptoms.

How is Hepatitis A diagnosed and treated?

A doctor can determine if a person has Hepatitis A by discussing his or her symptoms and taking a blood sample. To treat Hepatitis A, doctors usually recommend rest, adequate nutrition, fluids, and medical monitoring. Some people will need to be hospitalized. It can take a few months before people begin to feel better.

How serious is Hepatitis A?

Most people who get Hepatitis A feel sick for several months, but they usually recover completely and do not have lasting liver damage. Sometimes Hepatitis A can cause liver failure and death, although this is rare and occurs more commonly in people older than 50 and people with other liver diseases.

Can Hepatitis A be prevented?

Yes. The best way to prevent Hepatitis A is by getting vaccinated. Experts recommend the vaccine for all children, and people with certain risk factors and medical conditions. The vaccine is also recommended for travelers to certain international countries, even if travel occurs for short times or on closed resorts. The Hepatitis A vaccine is safe and effective and given as 2 shots, 6 months apart. Both shots are needed for long-term protection. Ask if your health plan will cover travel related vaccines. You can get vaccinated at your doctor's office, as well as travel clinics and other locations. Lower cost vaccination may be available at certain pharmacies and your local health department.

Who should get vaccinated against Hepatitis A?

Vaccination is recommended for certain groups, including:

- All children at age 1 year
- Travelers to countries where Hepatitis A is common
- Family and caregivers of adoptees from countries where Hepatitis A is common
- Men who have sexual encounters with other men
- Users of recreational drugs, whether injected or not
- People with chronic or long-term liver disease, including Hepatitis B or Hepatitis C
- People with clotting-factor disorders

For more information

Talk to your health professional, call your health department, or visit www.cdc.gov/hepatitis or www.cdc.gov/travel.

For West Virginia specific information, please visit <https://dhr.wv.gov/oeps/disease/FnW/Viral/Pages/HepA.aspx>

Parent Blocks

NEWSLETTER



"Providing resources to parents throughout West Virginia"

Volume 15, Issue 2, Summer 2018

Health check and immunizations

The 2018-19 school year requires students entering Pre-K, Kindergarten, 2nd, 7th and 12th grades to have a health check, dental exam, and updated shot records.

All students entering 7th grade or 12th grade are required to have the Meningococcal and Tetanus vaccinations before entering school on the first day.

If you have not yet done so, please make an appointment with your child's doctor to complete the immunizations requirements, health check and dental exam. These updated documents should be given to your school nurse as soon as possible.

So don't delay...call and schedule an appointment for your child's vaccinations today.

For more information on Health Check and the immunization schedule, visit <https://dhhr.wv.gov/healthcheck/Pages/default.aspx>.

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

Permission to photocopy

Resources to Help Prevent Summer Learning Loss

Submitted by Cabell County Family Resource Network

How can you provide summer learning opportunities for the children in your life? The National Summer Learning Association has a variety of resources to help parents, caregivers, and others prevent summer learning loss.

1. Read at home every day. Help your children choose books that interest them, set reading goals, and even start a family book club.

2. Write in a summer journal. Keeping a journal is thrilling to all of the little writers and readers in your household. Even if your child isn't interested in keeping a journal, encourage him to write about the books he is reading, his summer activities, and other happenings.

3. Go to a local library. In addition to checking out physical and digital books, many libraries offer several children's programs and events where your child can create and learn something new.

4. Look for free or lost-cost activities in your community. The Cabell County Family Resource Network's Pathways to Summer Fun resource guide provides several free and low-cost summer camps, activities, and events for local children.

5. Plant a garden. Start a simple vegetable or fresh herb garden on a windowsill in your house or outside in the backyard. This encourages responsibility and healthy eating.

6. Use counting skills in daily activities. Ask your child to count ingredients in your dinner recipe and calculate coupon discounts at the grocery store. This helps to keep math skills sharp over the summer.

7. Volunteer together. Area non-profits often have several volunteering opportunities, whether it's spending time helping others or doing something with your religious organization.

8. Don't forget to be active. Don't just stay indoors this summer. Give those digital devices a break. Go on a walk with your child, take a bike ride, and visit one of the parks near you.

9. Get creative. Encourage your child or grandchild to get creative. Get some good ideas at www.pinterest.com/cabellcountyfrn.

As parents and caregivers, it's our responsibility to help our children contin-

ue to learn every summer. Give your child a head start for the coming year.

To learn more about the Day of the Summer Learning and the National Summer Learning Association, visit www.summerlearning.org.





CIRCLE of PARENTS®

Sharing Ideas. Sharing Support.

Circle of Parents Groups in West Virginia

Circle of Parents is a national network of parent-led self-help groups, where parents and caregivers share ideas, celebrate successes, and address the challenges surrounding parenting.

Since West Virginia launched Circle of Parents in 2012, over 100 people from 37 sponsoring organizations have participated in Facilitator Training Workshops. All of the organizations have started or have plans to start groups in various parts of the state.

Circle of Parents groups can be open to the general community or tailored to parents who share particular interests or circumstances. All groups agree to meet these standards:

- Groups use the mutual self-help model.
- Groups are non-judgmental and promote a positive approach to parenting.
- Participation is free, confidential, and anonymous.
- A trained facilitator and parent leader facilitates the support groups.
- Groups meet two or four times a month.
- The childcare needs of the participants are addressed.

For more information, contact LaCrisha Rose, Facilitator, West Virginia Circle of Parents Network, lacrisha@teamwv.org.

- Birth to Three
- Brooke Hancock Family Resource Network
- Calhoun County Family Resource Center
- Catholic Charities WV
- Charleston Child Care and Learning Center
- Charleston-Kanawha Housing Authority
- Children's Home Society
- Cornerstone Family Interventions
- Children's Therapy Clinic
- Doddridge County Parent Educator Resource Center
- Doddridge County Starting Points Family Resource Center
- Family Advocacy, Support and Training (A program of Legal Aid West Virginia)
- Glen Dale Child Development Center
- Harrison County Child Advocacy Center
- Harrison County Family Resource Center
- HOPE Community Development Corporation
- Marion County Family Resource Network
- Mason County Day Report Center
- Mercer County Starting Points Family Resource Center
- Mineral County Family Resource Network
- More Excellent Way of Life Church
- Mountain State Healthy Families
- MountainHeart Community Services
- New River Health Association
- Ohio County Family Resource Network
- Partnership of African American Churches
- Pocahontas County Family Outreach and Education Center
- Step by Step
- Tucker County Family Resource Center
- United Way Family Resource Network
- Upper Kanawha Valley Starting Points
- Upshur County Family Resource Center
- West Virginia Hands and Voices
- West Virginia Parent Training and Information
- WVU Centers for Excellence and Disabilities
- Zion Child Development Center

For contact information, please contact lacrisha@teamwv.org or visit https://teamwv.org/wp-content/uploads/2017/08/Circle-of-Parents_Roster.pdf

Say **YES** to Safe Sleep

MOST (99%) of West Virginia parents agree the safety of their babies is most important when thinking about where their babies sleep.

YES

Baby always sleeps alone, on her back and in her crib

YES

Crib is clear of toys, heavy or loose blankets, bumper pads & pillows

YES

Dress your baby in light sleep clothing and keep the room at a comfortable temperature

YES

It's safest for baby to sleep in the room where you sleep, but not in your bed.

YES

Mattress is firm & fits close to the sides

YES

Baby sleeps in a smoke-free room

Data from West Virginia Positive Community Norms Parent Survey Key Findings Report, March 2014.

Did you know?

One baby dies every 10 days in West Virginia as a result of unsafe sleeping.

MOST (99%) of West Virginia parents agree they want to do what's best for their children.

What's best for infants is saying **YES** to safe sleep.

For video + more information visit:

SafeSoundBabies.com

Our Babies: **safe&sound**

The West Virginia Children's Trust Fund

Claude Worthington Benedum Foundation

TEAM
for West Virginia Children

This program is being presented with financial assistance as a grant to the TEAM for West Virginia Children from the WV Department of Health and Human Resources.