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Participating State Agency Memoranda of Understanding

**WEST VIRGINIA DEPARTMENT OF EDUCATION
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Early Childhood Advisory Council of West Virginia (“Lead Agency”) and the West Virginia Department of Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Gay Gordon 10/14/11
Signature Date

Kay Goodwin Chair, Early Childhood Advisory Council of WV
Print Name Title Secretary, Department of Education and the Arts

Authorized Representative of Participating State Agency:

Joree Marple 10/11/11
Signature Date

Joree Marple WV Superintendent of Schools
Print Name Title

**EXHIBIT I—WEST VIRGINIA DEPARTMENT OF EDUCATION
SCOPE OF WORK**

The West Virginia Department of Education hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|---|---|
| A(3) | <ul style="list-style-type: none"> • Office of the State Superintendent of Schools | <p>The State Superintendent of Schools will designate a representative to serve as the Agency’s key point of contact on all ELC matters, serve on the Early Childhood Advisory Council of WV, provide periodic updates to the full ECAC on the progress of projects under the WVDE’s supervision, and negotiate with the lead agency in good faith toward achieving the overall goals of the State’s Plan, including when the State Plan requires modifications that affect the Participating State Agency or when the Participating State Agency’s Scope of Work requires modifications.</p> |
| | <ul style="list-style-type: none"> • Office of the State Superintendent of Schools | <p>Submit revised and detailed MOUs, as needed.</p> |
| | <ul style="list-style-type: none"> • Office of the State Superintendent of Schools | <p>Participate in the reporting process as determined by the ECAC and keep all interested parties informed on the ongoing work of the State Plan taking place under the WVDE’s supervision.</p> |
| (C)(1) | <ul style="list-style-type: none"> • Office of School Readiness • Office of Communications | <p>Design, publish, and disseminate (hard copy and online) a user-friendly promotional document inclusive of the WV Pre-K Early Learning Standards Framework.</p> |
| | <ul style="list-style-type: none"> • Office of School Readiness • WVDE Pre-K CQI Advisory Council | <p>Design, develop, and pilot WV Pre-K Early Learning Standards Professional Development System: Social and Emotional Development Series.</p> |
| | <ul style="list-style-type: none"> • Office of School Readiness • WVDE Pre-K CQI Advisory Council | <p>Design, develop, and pilot WV Pre-K Early Learning Standards Professional Development System: The Arts and Physical Development Series.</p> |
| | <ul style="list-style-type: none"> • Office of School Readiness | <p>Employ .5 FTEs for 8 WV regions to integrate the Ready, Set Go! WV Comprehensive Framework for School Readiness.</p> |

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|---|--|
| | <ul style="list-style-type: none"> Office of School Readiness Office of Communications | Employ 1.0 FTE programmer for RSG website development, .5 FTE for communications and marketing. |
| | <ul style="list-style-type: none"> Office of School Readiness WV Pre-K CQI Advisory Council | Integrate Ready, Set, Go! WV statewide and develop online resources. |
| | <ul style="list-style-type: none"> Office of School Readiness WV Pre-K CQI Advisory Council | Develop and disseminate the Ready, Set, Go! WV Family Handbook. |
| (C)(3) | <ul style="list-style-type: none"> Office of Health Schools | Employ a WVDE Early Childhood Wellness Coordinator and eight WVDE Regional Early Childhood Wellness Specialists. |
| | <ul style="list-style-type: none"> Office of Health Schools | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |
| | <ul style="list-style-type: none"> Office of Special Programs—Part B | Distribute TACSEI training following the timeline and details articulated in the State Plan. |
| | <ul style="list-style-type: none"> Office of Health Schools | Provide professional development on existing nutrition and physical activity tools to support the knowledge base and curriculum integration for early childhood educators. |
| | <ul style="list-style-type: none"> Office of Health Schools | Develop playground improvement application process. |
| | <ul style="list-style-type: none"> Office of Health Schools | Coordinate the playground improvement for application and award process for early childhood programs. |
| | <ul style="list-style-type: none"> Office of Health Schools | Coordinate the expansion of the Governor's Kids First Initiative to include the birth through age five population. |
| (D)(1) | <ul style="list-style-type: none"> Office of School Readiness | Assist in the distribution of the revised Core Knowledge and Core Competencies (both online and hard copy). |
| | <ul style="list-style-type: none"> Office of Professional Preparation | Participate in the design of the new Career Pathways Lattice. |
| (E)(1) | <ul style="list-style-type: none"> Office of School Readiness | Contract with outside vendor to assist in the development and implementation of the WV Kindergarten Assessment System. |
| | <ul style="list-style-type: none"> Office of School Readiness | Develop, with the assistance of contractor, |

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|---|--|
| | <ul style="list-style-type: none"> • Office of School Readiness | <p>the WV Kindergarten Assessment System.</p> <p>Employ eight .5 FTE regional coordinators to assist with development and phased implementation of kindergarten assessment professional development.</p> |
| | <ul style="list-style-type: none"> • Office of School Readiness | <p>Implement professional development for the WV Kindergarten Child Assessment System across all 55 WV school districts.</p> |
| | <ul style="list-style-type: none"> • Office of Information Systems | <p>Employ one FTE programming coordinator to develop and implement a reporting system for the WV Kindergarten Child Assessment System.</p> |
| | <ul style="list-style-type: none"> • Office of School Readiness • Office of Information Systems | <p>Coordinate the phased implementation and reporting process of the WV Kindergarten Child Assessment System into all 55 WV school districts.</p> |
| | <ul style="list-style-type: none"> • Office of Research | <p>Employ one FTE research coordinator to develop process for publication and dissemination of annual state and district data for 55 school districts.</p> |
| | <ul style="list-style-type: none"> • Office of Research • Office of School Readiness | <p>Publish and disseminate reports based on kindergarten entry assessment system.</p> |

**WEST VIRGINIA DEPARTMENT OF HEALTH AND HUMAN RESOURCES
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding ("MOU") is entered into by and between the Early Childhood Advisory Council of West Virginia ("Lead Agency") and the West Virginia Department of Health and Human Resources ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
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- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Kay Gordon 10/17/11
Signature Date

Kay Gordon Chair, Early Childhood Advisory Council
Print Name Title of WV

Authorized Representative of Participating State Agency:

Michael J. Lewis 10/17/2011
Signature Date

Michael J. Lewis, M.D., Ph.D. WVDHHR Cabinet Secretary
Print Name Title

**EXHIBIT I—WEST VIRGINIA DEPARTMENT OF HEALTH AND HUMAN
RESOURCES
SCOPE OF WORK**

The West Virginia Department of Health and Human Resources hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

| Selection Criterion | Participating Party(ies) | Type of Participation |
|----------------------------|---|---|
| (A)(3) | <ul style="list-style-type: none"> • Office of the Secretary | <p>The Cabinet Secretary will designate a representative to serve as the Agency's key point of contact on all ELC matters, serve on the Early Childhood Advisory Council of WV, provide periodic updates to the full ECAC on the progress of projects under the DHHR's supervision, and negotiate with the lead agency in good faith toward achieving the overall goals of the State's Plan, including when the State Plan requires modifications that affect the Participating State Agency or when the Participating State Agency's Scope of Work requires modifications.</p> |
| | <ul style="list-style-type: none"> • Office of the Secretary | <p>Submit revised and detailed MOUs, as needed.</p> |
| | <ul style="list-style-type: none"> • Office of the Secretary | <p>Participate in the reporting process as determined by the ECAC and keep all interested parties informed on the ongoing work of the State Plan taking place under the DHHR's supervision.</p> |
| (B)(1) | <ul style="list-style-type: none"> • Division of Early Care and Education • QRIS Advisory Council • WV Head Start State Collaboration Office | <p>Form work group and develop Comprehensive Assessment System.</p> |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • QRIS Advisory Council • WV Head Start State Collaboration Office | <p>Develop awareness materials and work with stakeholders to understand and implement the Comprehensive Assessment System standards.</p> |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • QRIS Advisory Council | <p>Form work group and develop the effective data use standards.</p> |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | <p>Develop awareness materials and work with stakeholders to understand and</p> |

| Selection Criterion | Participating Party(ies) | Type of Participation |
|----------------------------|---|--|
| | <ul style="list-style-type: none"> • QRIS Advisory Council | implement effective data use standards. |
| (B)(2) | <ul style="list-style-type: none"> • Division of Early Care and Education • QRIS Advisory Council | Write RFP and contract with PR agency. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • QRIS Advisory Council | Develop and launch multi-faceted public awareness campaign for the QRIS, first focusing on providers and then expanding to include consumers and the general public. |
| | <ul style="list-style-type: none"> • WV Head Start State Collaboration Office | Support the QRIS public awareness campaign by encouraging Head Start and Early Head Start participation. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Coordinate the increase of reimbursement based on the star level of quality. |
| (B)(3) | <ul style="list-style-type: none"> • Division of Early Care and Education | Hire, equip, and train anchor evaluators and evaluators following the timeline and procedure detailed in the State Plan. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Coordinate and oversee the change in monitoring over to the new 4-tier QRIS system. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Increase staffing, as needed, as the QRIS system grows and more child care providers apply for higher tiered ratings. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Draft RFP and contract with IT firm for management information system. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Coordinate the development and implementation of the management information system following the timeline and details as articulated in the State Plan. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Coordinate the development and launch of consumer information website. |
| | (B)(4) | <ul style="list-style-type: none"> • Division of Early Care and Education |

| Selection Criterion | Participating Party(ies) | Type of Participation |
|---------------------|---|--|
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Coordinate and oversee, in collaboration with the Higher Education Policy Commission and WV Early Childhood Training Connections and Resources, the increase of scholarship funds following the timeline and details as articulated in the State Plan. |
| (B)(5) | <ul style="list-style-type: none"> • Office of the Secretary • Division of Early Care and Education | Write RFP and contract with evaluator. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Select, with assistance from the evaluator, key measures. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Observe initial on-site evaluations for three and four star programs. |
| (C)(1) | <ul style="list-style-type: none"> • Division of Early Care and Education • WV Head Start State Collaboration Office | Assist in the design, publishing, and dissemination (hard copy and online) of a user-friendly promotional document inclusive of the WV Pre-K Early Learning Standards Framework. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • WV Head Start State Collaboration Office | Assist in the design, development, and piloting of the WV Pre-K Early Learning Standards Professional Development System: Social and Emotional Development Series. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • WV Head Start State Collaboration Office | Assist in the design, development, and piloting of the WV Pre-K Early Learning Standards Professional Development System: The Arts and Physical Development Series. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • WV Head Start State Collaboration Office | Publish and disseminate additional copies of the WV Infant and Toddler Early Learning Standards Framework, both through hard copy and online. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Employ .5 FTE to assist with the implementation of the Infant Toddler Early Learning Standards Professional Development System . |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • WV Head Start State Collaboration Office • WV Birth to Three | Participate in the design and development of the WV Infant and Toddler Early Learning Standards Professional Development System. |

| Selection Criterion | Participating Party(ies) | Type of Participation |
|---------------------|---|--|
| | <ul style="list-style-type: none"> • Division of Early Care and Education • WV Head Start State Collaboration Office • WV Birth to Three | Participate in the piloting of the WV Infant and Toddler Early Learning Standards Professional Development System. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Employ .5 FTE to assist with the implementation of Infant and Toddler Comprehensive Assessment System. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education • WV Head Start State Collaboration Office | Participate in the development of the Infant and Toddler Comprehensive Assessment System. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education | Coordinate the piloting of the Professional Development for Infant and Toddler Comprehensive Assessment System. |
| (C)(3) | <ul style="list-style-type: none"> • WV Birth to Three • WV Early Intervention Interagency Coordinating Council | Coordinate and facilitate all revisions to the WV Birth to Three/IDEA Part C state policy to include health promotion and health literacy. |
| | <ul style="list-style-type: none"> • Division of Early Care and Education—Resource and Referral Agencies • Office of Maternal Child and Family Health | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |
| | <ul style="list-style-type: none"> • WV Birth to Three—TACSEI State Leadership Team | Distribute TACSEI training following the timeline and details articulated in the State Plan. |
| | <ul style="list-style-type: none"> • Office of Maternal Child and Family Health—WV Health Check | Provide training and technical assistance for Health Check Providers on components of quality comprehensive screens. |
| | <ul style="list-style-type: none"> • Office of Maternal Child and Family Health—Home Visiting Program | Employ Help Me Grow specialist and data entry positions, and contract for development of media campaign. |
| | <ul style="list-style-type: none"> • Office of Maternal Child and Family Health—Home Visiting Program | Ensure that Help Me Grow screening and tracking is available to all children birth through age five, following the timeline and details articulated in the State Plan. |

**EARLY CHILDHOOD ADVISORY COUNCIL OF WEST VIRGINIA
MEMORANDUM OF UNDERSTANDING**

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The Participating State Agency hereby certifies and represents that it:

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- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
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 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

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- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Kay Goodwin 10/14/11
Signature Date

Kay Goodwin Chair, Early Childhood Advisory Council of WV
Print Name Title
Secretary, Department of Education and the Arts

Authorized Representative of Participating State Agency:

Kay Goodwin 10/14/11
Signature Date

Kay Goodwin Chair, Early Childhood Advisory Council of WV
Print Name Title
Secretary, Department of Education and the Arts

**EXHIBIT I—EARLY CHILDHOOD ADVISORY COUNCIL OF WEST VIRGINIA
SCOPE OF WORK**

The Early Childhood Advisory Council of West Virginia hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|--|---|
| (A)(3) | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Serve as the Lead Agency for the Early Learning Challenge Grant. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Award the portions of RTT-ELC funds designated for each Participating State Agency in a timely manner, during the course of the entire project period and in accordance with the Participating State Agency's Scope of Work. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Hire Early Learning Challenge staff. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Obtain additional office space and equipment, if needed. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Hold kick-off meeting with full ECAC. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Hold kick-off meeting of ECAC subcommittee chairs. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Submit revised and detailed MOUs, as necessary. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Develop recurring reporting schedule and reporting protocols. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Keep each Participating State Agency and other interested stakeholders informed on the status of the State's Plan and seek input from the Participating State Agencies and interested stakeholders through the designated governance structure. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Facilitate coordination across Participating State Agencies necessary to implement the State Plan. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Identify sources of technical assistance for the project. |

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|--|---|
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Negotiate, as lead agency, with the Participating State Agencies in good faith toward achieving the overall goals of the State's Plan, including when the State Plan requires modifications that affect the Participating State Agency or when the Participating State Agency's Scope of Work requires modifications. |
| (C)(1) | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Facilitate the design, development, and piloting of the WV Infant and Toddler Early Learning Standards Professional Development System as a collaboration between ECAC Professional Development and Early Learning Standards Subcommittee and the WVDHHR. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Pilot the WV Infant and Toddler Early Learning Standards Professional Development System as a collaboration |
| | | between the ECAC Professional Development and Early Learning Standards Subcommittee and the WVDHHR. |
| (D)(1) | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Coordinate the ECAC Professional Development and Early Learning Standards Subcommittee's activities to incorporate the Early Learning Standards into the Early Childhood Workforce Knowledge and Competency Framework. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Coordinate the ECAC Professional Development and Early Learning Standards Subcommittee's revision of the Core Knowledge and Core Competencies and will assist in the distribution of the revised document, both online and in hard copy. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Coordinate the ECAC Professional Development and Early Learning Standards Subcommittee's development of a training module and tool kit to be used for implementation of the revised Core Knowledge and Core Competencies. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Coordinate the ECAC Professional Development and Early Learning Standards Subcommittee' development and implementation of training for individuals |

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|--|---|
| | | in technical assistance roles across early childhood programs and the development and publishing of core competencies for individuals who provide training and technical assistance for Early Childhood Educators. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Coordinate the ECAC Professional Development and Early Learning Standards Subcommittee's review of WV's current credentialing structure, the development of the Infant Toddler and Directors Credential, and the design of the new Career Lattice; and provide input on the distribution of the Career Lattice. |
| | <ul style="list-style-type: none"> • Early Childhood Advisory Council of WV | Coordinate the ECAC Professional Development and Early Learning Standards Subcommittee's participation in the development and implementation of the strategic plan to strengthen relationships between the early learning and development community and institutions of higher education. |

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Early Childhood Advisory Council of West Virginia (“Lead Agency”) and the Higher Education Policy Commission (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Liz Bookman 10/14/11
Signature Date

Kay Goodwin Chair, Early Childhood Advisory Council of WV &
Print Name Title Secretary, Dept. of Education
and the Arts

Authorized Representative of Participating State Agency:

Robert E. Anderson 10/7/2011
Signature Date

Robert E. Anderson Executive Vice Chancellor for Administration
Print Name Title

**EXHIBIT I—WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SCOPE OF WORK**

The West Virginia Higher Education Policy Commission hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|---|---|
| (A)(3) | <ul style="list-style-type: none"> Chancellor's Office | The Chancellor of Higher Education will designate a representative to serve as the Agency's key point of contact on all ELC matters, serve on the Early Childhood Advisory Council of WV, provide periodic updates to the full ECAC on the progress of projects under the HEPC's supervision, and negotiate with the lead agency in good faith toward achieving the overall goals of the State's Plan, including when the State Plan requires modifications that affect the Participating State Agency or when the Participating State Agency's Scope of Work requires modifications. |
| | <ul style="list-style-type: none"> Chancellor's Office | Submit revised and detailed MOUs, as needed. |
| | <ul style="list-style-type: none"> Chancellor's Office | Participate in the reporting process as determined by the ECAC and keep all interested parties informed on the ongoing work of the State Plan taking place under the HEPC's supervision. |
| (B)(4) | <ul style="list-style-type: none"> Division of Financial Aid and Outreach Services | Assist in the increase of scholarship funds following the timeline and details articulated in the State Plan. |
| (D)(1) | <ul style="list-style-type: none"> Division of Academic Affairs | Employ career advising coordinator within 90 days of the grant award. |
| | <ul style="list-style-type: none"> Division of Academic Affairs | Contract for research writer within 90 days of the grant award. |
| | <ul style="list-style-type: none"> Division of Academic Affairs | Participate in the development and implementation of a strategic plan to strengthen the relationship between the EC community and institutions of higher education. |
| | <ul style="list-style-type: none"> Division of Academic Affairs | Participate in the development and implementation of agreements establishing PD credit. |

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**TITLE 126
PROCEDURAL RULE
BOARD OF EDUCATION**

SERIES 28

West Virginia's Universal Access to a Quality Early Education System (2525)

§126-28-1. General.

1.1. Scope. - - This procedural rule establishes the criteria for approving and operating programs for four-year-old children and three-year-old children as mandated under federal law and herein after is referred to as WV Pre-k (hereinafter WV Pre-k).

1.2. Authority. - - W. Va. Constitution, Article XII, §2 and W. Va. Code §§16-3-4, 18-2-5, 18-2E-1 et seq., 18-5-17, 18-5-18c, and 18-5-44. All requirements of this policy are mandated components unless otherwise noted.

1.3. Filing Date. - December 11, 2009

1.4. Effective Date. - January 11, 2010

1.4.1. Unless specified otherwise within the policy.

1.5. Repeal of former rule. This rule amends W. Va. 126CSR28, West Virginia Board of Education (hereinafter WVBE) Policy 2525, West Virginia's Universal Access to Early Education System (hereinafter Policy 2525), filed July 13, 2007 and effective August 13, 2007.

§126-28-2. Guidelines.

2.1. WV Pre-k classrooms shall:

2.1.1. be voluntary.

2.1.2. be readiness programs that are designed to meet the needs of all eligible children.

2.1.3. deliver content through the chosen approved curricular framework and the West Virginia Early Learning Standards Framework W. Va. 126CSR440, WVBE Policy 2520.15, Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-kindergarten (hereinafter the WVELSF).

2.1.4. provide the building blocks for literacy.

2.1.5. view children within the context of their family.

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2.1.6. utilize state approved curricular frameworks and assessments to inform and individualize instruction.

2.1.7. employ staff with strong professional education preparation in child development and early childhood education.

2.1.8. build on what children already know in order to consolidate their learning and foster acquisition of new concepts and skills through hands-on active exploration of their learning environment, problem solving, communication, creativity, and use of their imaginations.

2.1.9. incorporate meaningful ways of communicating with and involving parent/guardian/family.

2.1.10. evaluate program success for meeting the health and safety needs of the child through the use of the Early Childhood Environment Rating Scale – Revised which will be administered by a trained, collaborative county team or outside experienced observer team.

2.1.11. establish staffing requirements and class size according to recommended guidelines.

2.1.12. maximize existing community, state and federal resources.

2.1.13. be an integral part of the West Virginia birth to kindergarten system of education and care.

2.1.14. take place in safe and healthy environments.

2.1.15. be inclusive of all children.

§126-28-3. Definitions.

3.1. *Active media* means materials that the child can control while participating in an activity such as taking pictures with cameras, making audio or video tapes, playing video games or working on a computer.

3.2. *Adequate supervision* means the observation, oversight, and guidance of the individual child or groups of children by the staff member taking responsibility for the ongoing activity of each child so that the staff member is close enough to intervene, if necessary, to protect the child from harm. Adequate supervision requires the staff member's physical presence with the children, knowledge of the child's program of activities, individual needs, habits, interests and special problems, if any, and the acceptance of accountability for the child's or groups of children's care.

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3.3. *Approved funding sources* means any funds used directly to support WV Pre-k classrooms for eligible children including West Virginia State Aid Funding Formula, Head Start funds, Even Start funds, Temporary Assistance to Needy Families, Child Care Development Funds, funds under the Elementary and Secondary Education Act (No Child Left Behind), funds provided by the School Building Authority of West Virginia, funds under the Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004, and any other private or public funds.

3.4. *Approved WV Pre-k participating programs* includes public school preschool, including preschool special education, and any community provider that contracts with the Local Education Agency (hereinafter LEA) including, but not limited to, childcare, private preschool, Head Start, and community-based programs that meet or exceed all of the requirements of this policy and are a part of a county's collaborative plan. Children participating in approved WV Pre-k participating programs can be counted in the school aid funding formula and the participating programs are eligible to receive funds through contractual agreements with or direct administration by the county school system.

3.5. *Collaborative setting* means a classroom of WV Pre-k children operated by a community program with resource support from the state through the Local Education Agency (LEA) or a classroom operated jointly by a community program and LEA.

3.6. *Contracted community program* shall mean any provider of early childhood services that meets all of the requirements of this policy and has a contractual agreement with the county school system to operate a WV Pre-k classroom.

3.7. *Core knowledge and core competencies for early care and education professionals* shall mean the sets of skills and knowledge that represent common standards of satisfactory practice in the early childhood field as defined in West Virginia State Training And Registry System (hereinafter WV S.T.A.R.S.) Core Knowledge and Core Competencies for Early Care and Education Professionals.

3.8. *County collaborative plan* means the plan each county school board, in cooperation with the county collaborative team, is required to submit. The plan shall include an analysis of facility and personnel needs, an analysis of demographics of the county related to the early childhood program implementation, financial requirements for implementation and potential sources of funding to assist implementation, details of how the county board will cooperate and collaborate with other early childhood programs, specific timelines for implementation, and any other requirements of this policy.

3.9. *Developmentally appropriate* means early childhood programming, curricula, and activities that address the stages of each child's cognitive, physical, social/emotional, and cultural development and utilizes a balanced approach of both child initiated and teacher directed instruction. Children should be actively engaged in hands-on, interactive activities for learning for a substantial portion of the day.

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3.10. *Direct supervision* means that a qualified staff member is physically present in the same room, area, or vehicle with the child or group of children, visually monitoring the interactions of the children.

3.11. *Eligible child* shall mean any child, regardless of ability, who is four prior to September 1 of the year he/she is to enroll. Three year old children can be enrolled in the WV Pre-k System if they have an Individualized Education Program (hereinafter IEP.) Three year olds without IEPs may be present in the collaborative classroom if they qualify under the community program's enrollment guidelines. Children may not be excluded based on developmental delays. Children who are five prior to September 1 shall be enrolled in kindergarten, instead of WV Pre-k, unless the teacher, in cooperation with the parent, uses assessment data to determine that kindergarten placement for that child is not in the child's best interest. A five year old with special needs may be placed in a WV pre-k classroom if the IEP committee deems the setting as the best placement for the child. A child may remain in the WV Pre-k classroom for longer than one year if the decision is in the best interest of the child and based on curricular assessment data with mutual agreement between the teacher and parent/guardian.

3.12. *Experienced Early Childhood Environmental Rating Scale – Revised (hereinafter ECERS-R) Observer* is a person who has successfully completed modules I, II, and III of the West Virginia Experienced ECERS-R Observer Training.

3.13. *Local Education Agency (hereinafter LEA) Pre-k County Contact* is the person responsible for implementation of the West Virginia Pre-k System at the local education agency.

3.14. LEA means the county school system as the administrative entity for each county.

3.15. *HealthCheck* is the screening protocol recommended for the licensed health care providers to be used for all children entering WV Pre-k. HealthCheck meets the requirements for vision, hearing, speech, language, and oral health. The HealthCheck screening form is the preferred documentation method of licensed health care providers to record screenings.

3.16. *Passive media* means materials the child cannot control while participating in an activity such as watching television, films and video tapes.

3.17. *Program availability* means each preschool classroom must operate a minimum of 12 hours per week and cannot operate for more than 30 hours per week during the school year calendar. Each preschool classroom must be offered no less than 108 instructional days per school year. Up to six of those 108 days may be used for home visits/parent conferences.

3.18. *Staff: child ratio* means a relationship which describes the number of children ~~one~~ qualified staff members or substitutes are permitted to supervise.

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3.19. *Staff member* means any paid personnel, including substitutes, and student teachers.

3.20. *Teacher caseloads* means the total number of children a teacher in a WV Pre-k classroom is responsible for teaching and assessing each year.

3.21. *Trained collaborative ECERS-R team* means two or more persons with experience and knowledge of early childhood who have completed, at a minimum, the WV Experienced ECERS-R Observer Training, Module I. One member must be listed as an *Experienced Early Childhood Environment Rating Scale-Revised (hereinafter ECERS-R) Observer*.

3.22. *Universal access* shall mean that every eligible child in the county has access to a high quality WV Pre-k classroom that meets or exceeds all of the requirements of this policy.

3.23. *Universal application* means an enrollment form that may be used by all participating community partners at the county level to determine placement and enrollment of eligible children in the county's pre-k system.

3.24. *Universal precautions* means procedures to be followed for infection control in all situations to prevent the transmission of blood borne germs that may be spread through blood or body fluids that might contain blood.

3.25. *West Virginia Community Program Permanent Authorization* is a credential requiring teachers in early childhood community programs to have earned an Associate's degree in early childhood, child development, or occupational development with an emphasis in early childhood/child development and 18 hours of prescribed college coursework.

§126-28-4. Parent/Guardian Involvement and Family Support.

4.1. Parent/guardian involvement and family support must include:

4.1.1. a minimum of two documented face to face conferences annually with each child's parent/guardian/family. Home visits are recommended for these conferences.

4.1.2. documented methods of communicating with parents/guardians such as newsletters, child activity reports, phone calls, home visits, e-mail and conferences.

4.1.3. services to children and their families necessary to support the child in his/her transition into, participation in, and transition out of the program.

4.1.4. for children who come from homes where languages other than English are spoken, support services including communication that is comprehensible and supportive of both the native language and English language development.

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4.1.5. support services pursuant to WV 126CSR16, WVBE Policy 2419 - Regulations for the Education of Exceptional Students with Exceptionalities (hereinafter Policy 2419) provided in accordance with the needs specified in the child's Individualized Education Program for preschool children with disabilities who are integrated into the program.

4.1.6. opportunities for parents/guardians/family to participate in decision making about their child's education.

4.1.7. classrooms that are open to parents/guardians/families and where parents/guardians/families are encouraged to observe children in the classroom and to participate in classroom activities.

§126-28-5. Attendance.

5.1. Enrollment in an approved participating WV Pre-k program is voluntary; however, once the child is enrolled, attendance must follow W. Va. Code §18-8-1, et seq., which allows the program administrator (i.e. principal, director, executive director), teacher and parent/guardian to disenroll the child if they concur that requiring further attendance for that school year is not in the best interest of the child. Once a child is disenrolled, re-enrollment is not guaranteed.

5.2. Each county must establish and implement procedures to ensure that the parent/guardian and other family members, as appropriate, understand about the availability of services, the attendance policy and the benefits of childhood education.

5.3. Each county must establish and implement a provision for working with families whose children are chronically absent and/or tardy that does not penalize the family for acting in the best interest of the child.

§126-28-6. Collaboration and the County Plan.

6.1. Through joint planning with community partners, each county board of education must submit a county plan to the Secretary of West Virginia Department of Health and Human Resources (hereinafter WVDHHR) and WVBE that reflects meaningful involvement of the county collaborative team.

6.2. The West Virginia Department of Education (hereinafter WVDE), in collaboration with the West Virginia Department of Human Resources has the responsibility of convening a committee to review the quality and content of the county plans by representatives from the WVDE, WVDHHR, and the Head Start Collaboration Office. The committee will make recommendations to the Secretary of WVDHHR and the WVBE regarding approval of the county collaborative plans. Participation on the committee by WVDHHR and Head Start State Collaboration Office will ensure the (1) maximization of federal and other available funds and

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(2) maximization of Head Start programs and other public and private programs approved by the State Superintendent of Schools.

6.3. Each county early childhood team shall meet regularly throughout the year to ensure that the following outcomes are met.

6.3.1. Joint decisions are made about the location of WV Pre-k classrooms including Preschool Special Education classes.

6.3.2. Decisions are made about responsibilities for sharing resources for each classroom including but not limited to staffing, facilities, food service and transportation.

6.3.3. A county wide joint universal application and enrollment process that includes a selection and placement criteria for children is utilized.

6.3.4. Services for children with identified special needs are provided in least restrictive environment according to the requirements of that child's IEP.

6.3.5. All approved participating programs are included or represented.

6.4. If a county plan is not recommended for approval, it will be returned to the county board of education with an explanation and instructions for re-submission. The County Superintendent and LEA county contact shall share this information with the county early childhood collaborative team upon receipt. The changes to the plan shall be signed by all required collaborative partners of the county collaborative team prior to resubmission. Once the county plans are reviewed by the collaborative review committee and recommended for approval or nonapproval, the signature of the Secretary of WVDHHR is secured. The Secretary of WVDHHR then forwards the list of approved and nonapproved plans to the WVBE for the July board meeting of the WVBE. At this meeting, the WVBE will vote to accept or reject the Secretary's list.

6.5. Changes, updates and amendments to the county plans are to be submitted to the WVDHHR and the WVDE in February each year until 2013 or until such time as the county offers universal access to a high quality program, as defined by this policy, for all eligible children in that county. Collaborative settings support the maximization of resources as required by W. Va. Code §18-5-44. Counties must maximize early childhood resources by collaborating with existing programs within the county before opening new classrooms operated solely by the LEA, unless those collaborative partners do not exist, or choose not to participate. A county's collaborative plan will reflect the documentation to support maximization of resources, as well as, reflect how this plan identifies both potential resources and the efficient use of currently existing resources.

6.6. All changes of substance to the approved county collaborative plan or approved universal pre-k program structure must be submitted with signatures of all the required

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collaborative partners for approval to the Secretary of WVDHHR and the WVBE, or their respective designees, 30 days prior to the implementation of the changes. Failure to do so will result in the non-approval of the change.

6.7. In order to support counties in the effort to maximize existing resources by 2012-2013 or by full implementation, no less than 50% of the classrooms for eligible children must be provided through contractual agreements with community programs, including but not limited to Head Start and child care, unless the county collaborative team can document that those programs do not exist in that county, can never meet the mandates of this policy, or choose not to participate. Counties shall explore all feasible supports to enable community partners to meet the requirements of this policy, including providing certified teachers in community programs, before determining that programs cannot meet the mandates. This may not be construed to mean that counties will provide education services in public school settings only and contract out support services but rather that 50% of the classrooms for eligible children must be contracted with qualifying providers in collaborative settings. This ratio of community to public school providers can only be decreased with the written permission of both the WVBE and the Secretary of WVDHHR. When the county school system includes the eligible children attending in an approved, contracted community program in the count for the school aid funding formula, a portion of the money generated by the formula must be used through the contractual agreement to insure that the requirements of this policy are met and adhered to for the length of the contract. Counties shall phase in classrooms incrementally to meet the requirement for universality by 2012-13. In an instance when the LEA is the Head Start grantee, those settings are considered part of the mandate for collaboration; however, the collaboration does not fulfill these requirements for collaboration with community partners if those partners are available.

6.8. The county collaborative team must include, at a minimum, representation from the county school system preschool program, the county school system preschool special needs program, a licensed community child care program in that county not operated by the county school system, the Head Start program in that county, the local department of health and human resources, and a parent/guardian of a preschool child. Due to the nature of child care, every licensed child care program in that county must be extended an invitation to participate on the planning team. The county must submit a list of invitees with the county plan; however, all responses shall be kept on file at the LEA.

6.9. The county collaborative team shall annually assess the composition of the county collaborative team and should include a representative from the West Virginia Birth to Three System Regional Administrative Unit, the parent/guardian educator resource centers, child care resource and referral agencies, classroom teachers, Family Resource Networks, early parent/guardian education, local apprenticeship for child development specialist council, health, Starting Points, business, faith based early childhood program providers, Community Action, child abuse prevention agencies, higher education, and/or other community organizations and persons interested in, knowledgeable of, working with young children and their families providing support and education.

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6.10. Any member of the county collaboration team that will provide services to eligible children in that county must follow all rules and regulations as outlined in this policy. The contract/agreement between the collaborating agencies must address how the collaborative will assure compliance with all applicable regulations and standards. It is the responsibility of the collaborative partners to ensure that the staff and administrators receive professional development related to the policies and regulations of all the collaborative partners.

6.10.1. In collaborative classrooms where community partners have regulations such as the Head Start Performance Standards or WVDHHR Child Care Licensing, these regulations shall apply in addition to WVBE Policy 2525.

6.10.2. Part-day community programs that are exempt from child care center licensing under W.Va. Code §49-2B-3(e)(1) must be licensed in order to participate in WV Pre-k unless they are located in an approved LEA site.

6.11. The county collaborative plan must include documentation by each participating partner of his or her role in the development of the county collaborative plan.

6.12. The LEA must submit a request with the county collaborative plan to complete the determination process for universality for the following year.

6.13. By August 1st of each year, a comprehensive universal pre-k fiscal report must be submitted to the WVDE Assistant Director of Early Learning and Literacy. This report must include a list of board approved contracts noting collaborative universal pre-k classrooms for the upcoming school year.

6.14. Every county collaborative team must use a universal application and enrollment process that includes the necessary information to support enrollment in Head Start, child care and other community partner programs.

§126-28-7. Personnel Standards.

7.1. Teachers employed in a WV Pre-k classroom and hired by the LEA must hold ~~the~~ an appropriate license issued by the WVDE.

7.2. To fully maximize resources, community partners may choose to hire their own personnel for the WV Pre-k collaborative classroom. Teachers employed in a WV Pre-k classroom operated by a community program may hold a Professional Teaching Certificate endorsed in Early Education, Preschool Education, or Preschool Special Needs; OR

7.3. When no fully certified teacher is available within or for hire by the community program, the person employed by a community program should hold the minimum of a bachelor's degree and meet the requirements specified in W. Va. 126CSR136, WVBE Policy 5202, Minimum Qualifications for the Licensure of Professional/Paraprofessional Personnel and

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Advanced Salary Classifications (hereinafter Policy 5202), Section 11.7, for the Permanent Authorization, endorsed for Community Programs; OR

7.4. When no fully certified teacher or an individual eligible for the Permanent Authorization endorsed for Community Programs is available within or for hire by the community program, the person employed by the community program must be eligible for a Temporary Authorization for Community Programs.

7.4.1. General Criteria for the Permanent Authorization for Community Programs issued prior to August 1, 2013: The Permanent Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of an associate's degree through an accredited institution of higher education as defined Policy 5202, §126-136-4.5; 2) the general requirements specified in Policy 5202, §126-136-9.1.; 3) the minimum GPA specified in Policy 5202 §126-136-9.8; and the conditions for issuance specified in §126-28-7.3.

7.4.2. Conditions for issuance: The applicant for the Permanent Authorization for Community Programs must submit evidence of the following:

a. College/University Coursework: The minimum of an associate's degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood; AND

b. Specialized Training: Verification of coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement; AND

c. Experience. – Verification of at least one year of early education teaching experience.

d. Verification of employment- Signature of contracted community program director.

7.4.3. Validity Period. – The Permanent Authorization for Community Programs shall continue to be valid unless surrendered, suspended, or revoked for just cause.

7.5. General Criteria for the Permanent Authorization for Community Programs issued after August 1, 2013.

7.5.1. General Criteria for the Permanent Authorization for Community Programs issued after August 1, 2013: The Permanent Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of a bachelor's degree through an accredited institution of higher education as defined in Policy

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5202, §126-136-4.5; 2) the general requirements specified in Policy 5202, §126-136-9.1; 3) the minimum GPA of 2.5 specified in Policy 5202 §126-136-9.8; and the conditions for issuance specified in §126-28-7.3.

7.5.2. Conditions for Issuance: The applicant for the Permanent Authorization for Community Programs must submit evidence of the following:

a. College/University Coursework: The minimum of a bachelor' degree in early childhood, preschool, child development and family studies, early childhood special education or an early education field; AND

b. Specialized Training: Verification of coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement; AND

c. Experience: Verification of at least one year of early education teaching experience.

d. Verification of Employment: Signature of contracted community program director.

7.5.3. Validity Period: The Permanent Authorization for Community Programs shall continue to be valid unless surrendered, suspended, or revoked for just cause.

7.6. When no individual who is eligible for the Permanent Authorization for Community Programs is available within or for hire by the community program, the person employed by the community program must be eligible for a Temporary Authorization for Community Programs.

7.6.1. General Criteria for the Temporary Authorization for Community Programs issued prior to August 1, 2013 – The Temporary Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of an associate's degree through an accredited institution of higher education as defined Policy 5202, Section 5.4;2) the general requirements specified in Policy 5202, Section 9.1.1; 3) the minimum GPA specified in Policy 5202, Section 9.8; and the conditions for issuance specified in Section 7.4.

7.6.2. Conditions for Issuance. - The applicant for the Temporary Authorization for Community Programs must submit evidence of the following:

a. College/University Coursework. - The minimum of an associate's degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood; AND

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b. Experience. – Verification of at least one year of early education teaching experience.

c. Commitment. – Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement.

7.6.3. Validity Period. – The Temporary Authorization for Community Programs shall be valid for one school year and shall expire on June 30. An educator employed on or after January 1 may be issued a Temporary Authorization valid until June 30 of the following school year.

7.6.4. Three Year Limit. - All requirements for the Permanent Authorization for Community Programs must be completed within three years of the original issuance of the Temporary Authorization for Community Programs.

7.7. Renewal of the Temporary Authorization for Community Programs.

7.7.1. Conditions of Issuance. – The holder of the Temporary Authorization for Community Programs who continues to be employed by a community program must submit evidence of satisfying the following:

a. College/University Coursework. – Completion of credit approved by the WVDE through either six semester hours of coursework reflecting the minimum 3.0 GPA; AND

b. Commitment. – Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement OR coursework leading to teacher licensure in Early Education, Preschool Education, or Preschool Special Needs.

7.8. When no individual who is eligible for the Permanent Authorization for Community Programs is available within or for hire by the community program, the person employed by the community program must be eligible for a Temporary Authorization for Community Programs.

7.8.1. General Criteria for the Temporary Authorization for Community Programs issued after August 1, 2013. - The Temporary Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of a bachelor's degree through an accredited institution of higher education as defined

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in Policy 5202, Section 5.4; 2) the general requirements specified in Policy 5202, Section 9.1.1; 3) the minimum GPA of 2.5 as specified in Policy 5202, Section 9.8; and the conditions for issuance specified in Section 7.4.

7.8.2. Conditions for Issuance. - The applicant for the Temporary Authorization for Community Programs must submit evidence of the following:

- a. College/University Coursework. - The minimum of a bachelor's degree; AND
- b. Experience. - Verification of at least one year of early education teaching experience.
- c. Commitment. - Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement.

7.8.3. Validity Period. - The Temporary Authorization for Community Programs shall be valid for one school year and shall expire on June 30. An educator employed on or after January 1 may be issued a Temporary Authorization valid until June 30 of the following school year.

7.8.4. Three Year Limit. - All requirements for the Permanent Authorization for Community Programs must be completed within three years of the original issuance of the Temporary Authorization for Community Programs OR

7.8.5. Five Year Limit. - All requirements for the Professional Teaching Certificate endorsed for Early Education, Preschool Education, or Preschool Special Needs must be completed within five years of the original issuance of the Temporary Authorization for Community Programs.

7.9. Renewal of the Temporary Authorization for Community Programs.

7.9.1. Conditions of Issuance. - The holder of the Temporary Authorization for Community Programs who continues to be employed by a community program must submit evidence of satisfying the following:

- a. College/University Coursework. - Completion of credit approved by the WVDE through either six semester hours of coursework reflecting the minimum 3.0 GPA; AND

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b. Commitment. – Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement **OR** coursework leading to teacher licensure in Early Education, Preschool Education, or Preschool Special Needs .

7.10. Individuals who were issued either a Permanent Authorization endorsed for Community Programs according to Section 7.4 or a Temporary Authorization endorsed for Community Programs in accordance to Section 7.6 continue to be properly credentialed after August 1, 2013.

7.11. Persons who are employed to meet the staff/child ratios but are not certified teachers such as aides, assistants, or paraprofessionals must meet the criteria set forth in the WV S.T.A.R.S. career pathway level II. Level II is defined as persons who are at least 18 years old with a high school diploma or equivalent and one years of experience and possess the ability to understand and practice the core knowledge/core competencies with direction and instruction or through sponsorship of a professional organization or qualified mentor.

§126-28-8. Health and Safety Requirements.

8.1. Recognizing that all children within the WV Pre-k System shall be in safe and healthy environments, and that all of the collaborative partners within the WV Pre-k System have rules and regulations governing various aspects of their programming, this policy sets forth a core set of common health and safety standards that must be followed in addition to any existing rules and regulations based on funding sources for individual programs. Classrooms in public schools will be monitored as a part of the Office of Education Performance Audit auditing process in addition to daily supervision by county and school level administrators to assure all health and safety requirements are met. Collaborative Head Start classrooms will also be monitored for compliance with the Head Start Performance Standards in partnership with local and federal Head Start personnel. Classrooms operated by or in collaboration with licensed child care will be licensed under W.Va. §78CSR1, Child Care Centers Licensing

8.2. WV Pre-k classrooms shall limit class size to no more than twenty children per classroom with no less than two adults, one of whom is a teacher. Caseloads for teachers of classrooms with children who have IEPs shall meet the requirements of WVBE Policy 2419.

8.3. Prior to or during the first week of employment in a WV Pre-k classroom, an orientation for new staff will be provided that includes a review of: WVBE Policies 2525 and 2520.15; classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety; including prevention of injury both indoors and outdoors; and fire safety;

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including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.

8.4. When children with IEPs are enrolled in the WV Pre-k classroom, ratios shall be met as set forth in WVBE Policy 2419.

8.5. At least one meals (breakfast and/or lunch) must be provided in accordance with the nutrition guidelines set forth in the WVDE Child and Adult Care Food Program or National School Lunch Program. Meals shall be served in a setting that encourages socialization and self-help skills, where the children and staff members are seated together when eating, and classroom staff members provide supervision and encourage positive eating habits and conversation. Breakfast and/or lunch must meet the USDA meal pattern or nutrient standard menu planning requirements.

8.6. All children entering an approved participating WV Pre-k classroom must have age appropriate immunizations upon enrollment as defined by the Centers for Disease Control and Prevention (CDC) Advisory Committee on Immunization Practices (ACIP) and recommended by WVDHHR, located at http://www.wvdhhr.org/immunizations/pdf/Pre-K_Vacc_Chart_final.pdf. Children that are not fully immunized may be provisionally enrolled providing a plan has been developed to assure full immunization, but may not enter WV Pre-k classrooms until they have received the first dose of each required vaccine.

8.7. A WV Pre-k classroom should have on file within 45 days of enrollment or prior to the first day of school attendance a record of a HealthCheck screening, or other comprehensive health screening comparable to the HealthCheck protocol. All screening forms shall be signed and dated by the child's licensed health care provider and completed within the past 12 calendar months. Required special instructions for the WV Pre-k classroom shall be included on the screening form. Counties can retain the right to conduct follow-up screening.

8.8. Children in the WV Pre-k System classroom shall be observed by staff daily for changes that may indicate injury, infestation, fever, or illness, and record any observed changes in the child's file and notify the family.

8.9. Student information related to all health and medical conditions and documented on HealthCheck form or any other comparable information must be treated as confidential information and be maintained according to The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) and in such a manner that no one could view these records without proper authorization as specified in W.Va.126CSR94, WVBE Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data. Failure of school personnel to comply with the above rules shall result in personnel disciplinary actions based on W.Va.126CSR142, WVBE Policy 5310, Performance Evaluation of School Personnel W. Va. 126CSR, and WVBE Policy 5902, Employee Code of Conduct.

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8.10. Staff members shall utilize universal precautions when exposed to blood and body fluids that might contain blood, as specified in W.Va.126CSR51, WVBE Policy 2423, Communicable Disease Control.

8.11. The children shall have adequate supervision at all times. When children are on the premises, a WV Pre-k participating program shall ensure that two adults are present with children. The county shall establish policies and procedures for ensuring adequate supervision and safety of children.

8.12. Staff shall ensure that the guidance, behavior management and discipline practices are constructive and educational in nature, appropriate to each child's age and circumstances, and in keeping with the WV Pre-k program's policies and procedures;

8.13. At all times, staff members are responsible for providing positive guidance that is appropriate to each child's age, understanding and circumstances. When a behavior problem arises, qualified staff members shall:

8.13.1. redirect the child to alternative behavior or other activities;

8.13.2. encourage the child to control his or her own behavior, cooperate with others and solve problems by talking through the issues;

8.13.3. speak so the child understands that feelings are acceptable, but inappropriate behaviors and actions are not; and/or

8.13.4. take action that relates to inappropriate behavior and ensure that any action that is taken is without bias and in proportion to the child's act.

8.14. Handling Behavior Problems. Staff members and other adults in a WV Pre-k classroom shall not handle behavior problems by:

8.14.1. subjecting a child to physical punishment of any kind.

8.14.2. putting anything in or on a child's mouth as punishment;

8.14.3. restraining a child by any means other than a firm grasp around a child's arms or legs and then for only as long as is necessary for the child to regain control;

8.14.4. subjecting a child to psychological punishment of any kind, including but not limited to, ridicule, humiliation, or negative remarks about the child or the child's family, including remarks about race, gender, religion or cultural background;

8.14.5. using harsh or profane language, yelling, screaming, or actual or implied threats of physical punishment;

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8.14.6. punishing or threatening a child in association with food, rest or toilet training;

8.14.7. isolating a child without supervision or placing the child in a dark area;

8.14.8. permitting a child to discipline other children;

8.14.9. punishing an entire group for the actions of one child or a few children; or

8.14.10. seeking or accepting parental permission to use physical punishment or other actions prohibited by this rule.

8.15. A WV Pre-k program shall develop, implement and maintain policies and procedures for the reporting of child abuse and neglect that include:

8.15.1. the definition of child abuse and neglect, and

8.15.2. the requirement to report immediately, in accordance with W. Va. Code § 49-6A-1 et seq., any suspected incident of child abuse and neglect to Child Protective Services, or when the staff member believes that the designated person-in-charge would not or has failed to report the suspected incident, to the Child Abuse Hotline, 1-800-352-6513.

8.16. Each WV Pre-k classroom shall provide a minimum of 35 square feet per child of usable classroom space. A WV Pre-k program shall not provide activity space in a basement area unless the basement area is approved by the State Fire Marshal.

8.17. A WV Pre-k program shall provide an outdoor activity area that includes a minimum 75 square feet of space per child, or if the outdoor play area has less than that a WV Pre-k program shall establish an outdoor play schedule for rotating groups of children to meet the minimum space requirement and to ensure that each child has an opportunity to play outdoors each day, weather permitting.

8.18. The WV Pre-k program shall provide one flush toilet and one lavatory per 15 children, excluding children in diapers who are not receiving toilet training. Toilets will be easily accessible to the children and provisions must be made so that pre-k children have adequate supervision during toileting. At no time should pre-k children be without adult supervision in the bathroom.

8.19. A WV Pre-k classroom shall provide appropriate daily opportunity for the children in care to have supervised practice of brushing teeth;

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8.20. A WV Pre-k classroom shall provide equipment and materials for indoor activities that are clearly organized within activity areas that support programming goals and allow for adequate supervision.

8.21. Pre-K classroom shall provide an opportunity for a child to nap or rest. If the program operates for more than four hours per day a regular rest period shall be scheduled and utilized when the child desires or exhibits the need to rest. Programs operating for less than four hours daily shall assure that children have access to rest areas as necessary. These rest or nap areas shall be set up to reduce distraction or disturbance from other activities. Appropriate sleeping equipment shall be provided by the program. Children are not allowed to sleep on the floor or in a sleeping bag or on linens without mats or cots.

8.22. Outdoor activity shall be considered an extension of the classroom. When children participate in WV Pre-k programming for more than four daytime hours, weather permitting, a WV Pre-k classroom shall provide a minimum of one hour of outdoor activity daily as a part of the curriculum, on days when the temperature is 40 degrees Fahrenheit or more, and may provide outdoor activity on other days, as appropriate. Daily outdoor activity shall support the implementation of the approved WV Pre-k curriculum and the WVELSF. Programs operating less than four hours per day must have 30 minutes of daily outdoor activity, weather permitting.

8.23. Staff members shall wash their hands before starting work; and staff members and children shall wash their hands with soap and warm, running water for at least 20 seconds:

- 8.23.1. when hands are contaminated with body fluids;
- 8.23.2. before preparing, handling or serving food, or setting the table;
- 8.23.3. after toileting, handling diapers or assisting a child with toilet use;
- 8.23.4. before and after eating meals or snacks;
- 8.23.5. after handling pets or other animals;
- 8.23.6. before giving medication;
- 8.23.7. after playing outdoors;
- 8.23.8. after handling garbage; and
- 8.23.9. after removing protective gloves used for any purpose.

8.24. Because of allergies and the potential dangers associated with having animals in the classroom, animals can only be in the pre-k classroom with prior parent awareness and approval.

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8.24.1. A WV Pre-k classroom shall not have on the premises ferrets, birds, reptiles, including snakes, lizards and turtles, or any wild or dangerous animals.

8.25. A WV Pre-k classroom shall ensure that the outdoor play area for a child under school age:

8.25.1. is enclosed on all sides by a natural barrier or secure fence that is at least four feet high with a bottom edge that is less than three and one-half inches from the ground;

8.25.2. if it has a fence, the fence has no openings greater than three and one-half inches;

8.25.3. if it has a natural barrier, the barrier has the strength and density to prevent humans and animals from entering or exiting the playground;

8.25.4. if it is attached to a building, that the barrier or fence provides at least two exits from the play area, including one exit that is at a distance from the building;

8.25.5. when it has an exit that does not lead directly indoors, that it is protected by a gate equipped with a closure mechanism that is out of the reach of a small child and prevents the child from leaving the play area, but can be easily opened by an adult, and

8.25.6. has age appropriate equipment to support the curriculum and the children's development.

8.26. For programs participating in the county collaborative plan, transportation is considered a support, not a mandated service, unless it is a related service for children with disabilities in accordance with state and federal requirements. When transportation is provided:

8.26.1. bus drivers are trained in the supervision of young children (in addition to any other staff development received).

8.26.2. children transported by a school bus who attend a pre-k classroom and are not yet enrolled in kindergarten will sit in a segregated area of the vehicle with other pre-k children.

8.26.3. staff shall be available to assist children on and off buses at the WV Pre-k site. If a parent/guardian is unable to meet the bus, there shall be a person designated by the parent/guardian to assist the child. Bus drivers must inspect the bus at all final drop off points to assure that no children are left on the bus and these inspections must be charted. A log of daily inspections shall be maintained on file with the principal/supervisor. At each pre-k site where bus transportation is provided, a designated person must follow-up with the family of any child who is not present or accounted for each day.

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8.27. When a WV Pre-k classroom plans an activity that involves active media, the center shall ensure that:

8.27.1. the active media supplements but does not replace traditional early childhood materials;

8.27.2. a child has a choice of other activities and materials;

8.27.3. staff members are available to support the activity by discussing the use of the active media with the child;

8.27.4. the computer software chosen is developmentally appropriate and supports creative play and learning; and

8.27.5. no video games or computer software with sexual or violent content, profanity or aggressive behavior are used.

8.28. If passive media is used, a WV Pre-k classroom shall ensure that:

8.28.1. passive media is not routinely part of the daily schedule;

8.28.2. that staff members are available to support the use of it by discussing what is viewed with the child;

8.28.3. the contents of television and movies are designed to benefit the child, with limited viewing time and the child who does not wish to watch has a choice of other activities; and

8.28.4. no television programs, cartoons or movies with sexual or violent content, profanity or aggressive behavior are viewed.

8.29. A WV Pre-k classroom shall ensure that products containing potentially hazardous chemicals, such as identified poisons, medications, certain cleaning supplies, and non toxic art supplies are properly handled and stored. These items should be stored in a locked cabinet away from food and in their original containers. These chemicals shall be used according to manufacturers' instructions, and in a manner that will not contaminate play surfaces or articles.

8.30. Plastic bags and Styrofoam objects shall not be accessible to the child less than four years of age.

8.31. Handling of balloons by pre-k children is prohibited.

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§126-28-9. Standards for Preparing Students.

9.1. The WV Pre-k classroom must implement the WVELSF, which is aligned with Head Start Outcomes Framework and the kindergarten content standards and objectives. The content standards and objectives for programs serving eligible children are written to reflect a developmental continuum that enhances successful transition into kindergarten. Children shall be assessed on their individual developmental progress along the developmental continuum.

9.2. When a WV Pre-k System classroom opens, it shall be equipped as required by the chosen curricular framework.

9.3. Time shall be set aside for joint planning by the teacher, co-teacher and/or other personnel working with the children.

§126-28-10. Curriculum and Assessment.

10.1. Only comprehensive curricula systems and comprehensive assessment systems that are included on the approved list shall be used by WV Pre-k classrooms including classrooms that serve children with identified special needs.

10.2. Selection and use of supplemental materials/curricula enhancement, that address core content areas such as language and literacy acquisition or numeracy, must be based on scientifically based research and support the philosophy and techniques of the comprehensive curriculum and the requirements of this section. Guidance provided by the WVDE will provide local county pre-k collaborative teams assistance in collaborative, local decision making processes pertaining to supplemental materials/curricula enhancement. Instructional practices such as worksheets, extended periods of sitting, seat work at desks or tables, flashcards, prescribed sequence of content, content areas taught in isolation, requiring all children to be working on the same skill, lack of individualization, or a high level of teacher directed instruction are not allowed as a part of the supplemental curricula.

10.3. Comprehensive curricula systems and comprehensive assessment systems will be approved following a process similar to the process established by the WVDE, including, preschool special education, for adoption of instructional materials using the Partners Implementing an Early Care Education System (hereinafter PIECES) Advisory Council and appropriate subcommittees.

10.4. A comprehensive curricula system must meet the following standards:

10.4.1. include a philosophy, goals and objectives based on current knowledge of child development and learning styles and reflect an understanding of how children learn and develop by:

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- a. addressing the developmental needs of eligible children through practices that are consistent with current, nationally recognized, most effective practice;
- b. valuing exploration, creativity and construction as the child's primary learning approaches;
- c. engaging children actively in the learning process and providing them with opportunities to make meaningful choices;
- d. responding to individual children's interest, strengths and needs based on ongoing observation and assessment; and
- e. supporting children so they view themselves as part of a larger community.

10.4.2. be balanced and designed to achieve the long-range goals for social, emotional, physical, cognitive and academic (early literacy, early numeracy, and language) achievement; by:

- a. incorporating a wide variety of learning experiences, materials and equipment, and instructional strategies that are responsive to the differences in prior learning experiences, maturation rates, and learning styles young children bring to the classroom.
- b. supporting a balance of large and fine motor activities, quiet and active times, individual and small and large group activities, child initiated and adult initiated activities, planned and spontaneous activities, and indoor and outdoor opportunities.
- c. addressing the development of knowledge and understanding, processes and skills, dispositions and attitudes.

10.4.3. integrate development of all domains, abilities, and content that is relevant, engaging, and meaningful to young children; by:

- a. meeting the developmental continuum contained in the content standards and objectives for eligible children as prescribed by the WVBE .
- b. building on what children already know in order to consolidate their learning and foster the acquisition of new concepts and skills.
- c. reflecting the needs and interest of individual children in the group by including the immediate environment and world with which the children are acquainted.
- d. supporting integration of curriculum content through use of a planning organizer (such as themes, projects, key experiences, or webs).

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e. including materials and activities that reflect a variety of cultures, languages, ages, abilities, and beliefs.

10.4.4. emphasize the development of thinking, reasoning and problem-solving skills through strategies such as open-ended questions, investigation, imaginative and dramatic play, and peer interactions;

10.4.5. promote flexibility and adaptation to unique needs of children and families where ongoing observation and assessment are used to determine appropriate planning and adaptations for varied learning styles, temperaments, abilities, and languages or modes of communication; by:

a. integrating curriculum and assessment that benefits the child.

b. making opportunities for all children, regardless of ability, to participate in all activities through appropriate adaptations or modifications of activities, assistive technology, materials and/or learning environments.

10.4.6. design a learning environment that supports the curriculum and allows children of all abilities to make choices, to discover, to explore, and to solve problems;

a. assuring children's health and safety.

b. clearly defining learning centers and incorporating them into the classroom.

c. organizing and labeling materials and equipment and making them accessible to all children.

d. incorporating non-stereotypical images in all elements of the environment.

e. supplying a sufficient quantity and variety of appropriate materials.

f. rotating the availability of materials.

g. supporting a child's needs for privacy and a safe place to be alone.

h. introducing children to the unfamiliar.

10.4.7. support the importance of learning during routine times of the day and meeting the physiological needs of children; by:

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- a. promoting consistency in schedules and routines and facilitating smooth transitions.
- b. supporting continuity between home and school.
- c. encouraging children's participation in routines to develop responsibility and independence.
- d. recognizing the integral role of adults during routine times.
- e. allowing for flexibility and adaptations for individual children.
- f. supporting positive health and nutrition practices.
- g. providing daily rest times for children in programs operating more than four hours/day and allowing non-nappers to engage in quiet activities.

10.4.8. promote, through a variety of strategies, the essential role of families as partners in planning and implementing their child's care and education;

10.4.9. emphasize the value of social interaction to learning in all domains and promote frequent, responsive, respectful interactions between children, staff and children, and staff and families;

10.4.10. recognize the role of children's psychological safety in learning and include guidance techniques that support children;

10.4.11. promote the use of developmentally appropriate curriculum and assessment principles to determine how technology is incorporated into the classroom environment as a complement to, not substitute for, effective teaching or good curriculum; and

10.4.12. include a comprehensive assessment system that evaluates the program's success in meeting the needs of young children, for helping them be ready to succeed in school, and documents the child's individual progress on the continuum of development by:

- a. supporting the child's development and learning without threatening their psychological safety or feelings of self-esteem.
- b. supporting the parent/guardian relationships with their children.
- c. demonstrating the child's overall strengths and progress.
- d. encouraging self-evaluation by the child.

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- e. relying on demonstrated performance of real, not contrived, activities.
- f. utilizing a variety of tools and processes.
- g. allowing for differences in learning style and rate.
- h. incorporating a mechanism for sharing with and feedback from the parents/guardians.
- i. including the parent/guardian as collaborative partners.

10.5. The curriculum will be a part of the inter-related approach of using curriculum, assessment and content standards and objectives to facilitate the individualization and direction of classroom programming.

10.5.1. Program components must include learning centers, incorporated within the classroom, designed to support literacy, early numeracy, and language, such as:

- a. blocks and construction;
- b. books;
- c. manipulatives;
- d. science and nature;
- e. writing;
- f. role playing;
- g. physical activity;
- h. art; and/or
- i. music.

10.6. Classroom design and program implementation for eligible children must exclude the use of student desks, work sheets, long periods of sitting, use of shaming to discipline, withholding of food or bathroom privileges, or any other practice that is not appropriate for the ages/stages of the children or is harmful psychologically or physically.

126CSR28

§126-28-11. Transition and Continuity.

11.1. Each program participating in the county plan must have a written and implemented plan for transitioning children into WV Pre-k and out of WV Pre-k into kindergarten. At a minimum the plan will include:

11.1.1. an opportunity for the child and his/her family to visit the setting into which the child is transitioning.

11.1.2. written information to parent/guardian and/or other family members as appropriate about pre-k or kindergarten registration and what to expect in pre-k or kindergarten.

11.1.3. an opportunity for teachers/providers in the WV Pre-k and into kindergarten and eligible programs in that county to meet annually to discuss how to facilitate successful transition and support the reciprocity of readiness practices.

11.1.4. a county system for transferring assessment data, including but not limited to portfolios, for each child who has participated in a eligible program to the kindergarten teacher to assist the kindergarten teacher in identifying areas of development and areas for growth to meet the individual needs of each child.

11.1.5. policies and procedures for the transition of children with IEPs into and out of the WV Pre-k and will follow all state and federal requirements.

11.1.6. transition planning which follows the *West Virginia Childhood Transition Checklist* (www.wvearlychildhood.org.)

11.1.7. Programs will be designed to minimize the number of settings in which a child receives education and care services. Parent/guardian should be given options to enroll their child in a program that meets the needs of the family and supports consistency and continuity for the child. Placement shall not be limited to the local school district in which the child lives if openings are available in participating programs within that county that better meet the child and family's needs.

§126-28-12. Inclusive Environments.

12.1. County plans will outline the county's process for providing fully inclusive early childhood classrooms with appropriate supports for children with identified special education needs. Proximity does not guarantee inclusion.

12.2. Children with identified special needs must be served in the least restrictive environment which includes utilizing approved participating partners in WV Pre-k.

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12.3. Socioeconomic level, ability, and/or funding streams should not be viewed as deterrents to providing fully inclusive programs.

12.4. The IEP placement determination identifies the setting where the IEP will be implemented. Placement decisions must be made consistent with 34 CFR §300.552 that requires:

12.4.1. the student's placement decision is made by the student's IEP Committee;

12.4.2. the placement be in the least restrictive environment based on and consistent with the IEP;

12.4.3. that unless the student's IEP requires some other setting, the child be educated in the early childhood setting where the child would have received services if he/she had not been disabled and as close as possible to his/her home school.

12.5. Placement in separate settings designed for students with disabilities should only be used when a child's IEP cannot be implemented in a less restrictive environment as determined by the IEP team and documented through multiple formal and informal assessment process.

§126-28-13. Staff Development and Training.

13.1. All county pre-k staff including teachers and teacher assistants/aides/paraprofessionals shall participate in 15 hours of staff development as described in the collaborative professional development plan that will be included in the county collaborative plan include a minimum of six hours of education on issues related to young children with special needs. The collaborative training plan will utilize the annual ECERS-R results, along with other professional development needs assessment data and be based on the Core Knowledge and Competencies for Early Care and Education Professionals (www.wvearlychildhood.org).

13.2. Professional development information shall be made available to collaborative partners to facilitate the registration of training sessions on the West Virginia State Training and Registry System (WV S.T.A.R.S.), which can be accessed at www.wvearlychildhood.org.

§126-28-14. Program Oversight.

14.1. LEAs have direct responsibility for the public school classrooms in their county. Local program oversight for contracted community programs must be defined in the contracts between the community program and the LEA including, but not limited to, staff evaluation and discipline, will be specified within the resulting collaborative agreements of each participating program in the county plan.

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14.2. The WVBE or its designee and the Secretary of the WVDHHR or his/her designee will maintain state oversight.

§126-28-15. Financing.

15.1. Neither the WVBE nor WVDE may provide any funds to any county for the purpose of implementing this policy unless the county has an approved plan as outlined herein.

15.2. Commencing with the school year beginning on July 1, two thousand four, and thereafter, no county board may increase the total number of students enrolled in the county in early childhood programs until its county collaborative plan is approved by the Secretary of the WVDHHR and the WVBE.

15.3. Each LEA shall enroll Pre-k children in community classrooms and generate funding through the school aid funding formula according to the process and criteria established in the May 28, 2008 WV State Superintendent's Guidance document. Funding generated through community classrooms should be invested in providing quality early education services and local infrastructure to support WV Pre-k classrooms.

15.4. In addition to the resources brought to a pre-k collaboration, community programs participating as partners shall continue using federal and state funding available for these services such as Head Start and Child Care Development Fund monies supporting eligible children.

15.5. WV Pre-k classrooms that provide services to eligible children that can be counted in the county school aid funding formula, must be provide those services at no cost to the parent/guardian of the children, including all instructional activities and field trips.

15.6. In child care, pre-k is an enhancement to the regular program during the designated pre-kindergarten hours. Since pre-k under this policy is part of a free public education, parents/guardians shall only be charged for those hours outside the pre-k designated time. Support for child care centers to offer free public education shall be a part of the contract between the center and LEA.

15.7. The LEA shall provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program. In calculating costs and resources, the county collaborative team should consider a number of issues and cost, such as personnel, facility, materials and furniture, current budgets, needed improvements, and professional development.

§126-28-16. Program Evaluation for Quality Improvement.

16.1. The Early Childhood Environment Rating Scale-Revised will be utilized by each county collaborative team as a guidance tool to measure program quality in each WV Pre-k

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classroom. The ECERS-R shall be administered by collaborative teams with representation from the LEA, contracted community partners, and at a minimum one program county administrator or outside observer. The ECERS-R is not intended to be administered by a single individual. One member of each team must be listed with the WVDE as an “Experienced ECERS-R Observer”. The ECERS-R shall not be completed by individuals with direct supervision responsibilities for the classroom or by the teacher of that classroom for purposes of submitting the observation results to the WVDE. The results from the ECERS-R observation will be submitted to the WVDE annually by August 1.

16.2. The purpose of the program evaluation is to support continuous quality improvement by identifying strengths and areas for improvement. The ECERS-R is not an evaluation of the teacher for performance purposes, or an assessment of the development of individual student, but rather an assessment of the program. Public school teachers shall continue to be evaluated according to W. Va. 120CSR142, WVBE Policy 5310, Performance Evaluation of School Personnel. Prioritized needs will be identified from the ECERS-R, objectives and action steps developed to be incorporated into the school’s strategic plan. Items scored at a level four or below must be identified for improvement and addressed in the school’s strategic plan.

16.3. The ECERS-R results will guide state level professional development planning and highlight areas for technical assistance and support.

16.4. When a county has fully implemented their county collaborative plan and all eligible children in that county have access to a WV Pre-k classroom that meets all of the quality requirements as outlined in this policy, the county board of education is required to annually submit a report that includes: verification of the annual submission of the ECERS-R results, a summary of the WV Pre-k services provided in the county, the number of WV Pre-k children with identified special education needs, the staff development opportunities provided through the county collaborative plan and the number of staff who participated in those staff development opportunities, and number of children who transitioned into kindergarten and other information as required by the WVDE to the WVDE Assistant Director of Early Learning and Literacy by August 1.

16.5. The WVDE shall develop and institute a system of longitudinal, scientifically based research to track learner outcomes, family satisfaction, program continuity and related variables in order to evaluate program impact, as funds become available. The system shall be designed in such a way to be of benefit on both the county and state level and improve the quality of programming available for eligible children.

Letters of Intent and Support



STATE OF WEST VIRGINIA
DEPARTMENT OF HEALTH AND HUMAN RESOURCES

Earl Ray Tomblin
Governor

Bureau for Children and Families
Deputy Commissioner of Programs
Division of Early Care and Education
350 Capitol Street, Room B-18
Charleston, West Virginia 25301-3705
Telephone: (304) 356-4619 Fax: (304) 558-8800

Michael J. Lewis, M.D., Ph.D.
Cabinet Secretary

October 12, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, the West Virginia Quality Rating and Improvement System (QRIS) Advisory Council hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, QRIS Advisory Council, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, the QRIS Advisory Council enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

A handwritten signature in cursive script that reads "Melanie Clark".

Melanie Clark
Interim Director
Division of Early Care and Education

QRIS Advisory Council

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|---|---|
| (B)(1) | <ul style="list-style-type: none"> • QRIS Advisory Council | Form work group and develop Comprehensive Assessment System |
| | <ul style="list-style-type: none"> • QRIS Advisory Council | Develop awareness materials and work with stakeholders to understand and implement the Comprehensive Assessment System standards |
| | <ul style="list-style-type: none"> • QRIS Advisory Council | Form work group and develop effective data use standards |
| | <ul style="list-style-type: none"> • QRIS Advisory Council | Develop awareness materials and work with stakeholders to understand and implement effective data use standards |
| (B)(2) | <ul style="list-style-type: none"> • QRIS Advisory Council | Write RFP and contract with PR agency |
| | <ul style="list-style-type: none"> • QRIS Advisory Council | Develop and launch multi-faceted public awareness campaign for the QRIS, first focusing on providers and then expanding to include consumers and the general public |
| | <ul style="list-style-type: none"> • QRIS Advisory Council | Coordinate wage supplement increase for child care providers |
| | <ul style="list-style-type: none"> • QRIS Advisory Council | Coordinate the increase of reimbursement based on the star level of quality |

Child Care Resource Center
2000 Main Street, Suite 100
Wheeling, WV 26003
Phone: (304) 232-1603
Fax: (304) 232-1604

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, Child Care Resource Center hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, Child Care Resource Center, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, the Child Care Resource Center enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

Traci M. Kinney

Traci M. Kinney, MS, BS, LSW
CCRC Director – Region 1

Resource and Referral Agency Scope of Work

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|---|---|
| (C)(3) | <ul style="list-style-type: none">• Division of Early Care and Education—Resource and Referral Agencies | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, Choices Child Care Resource and Referral, hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, Choices Child Care Resource and Referral, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, Choices Child Care Resource and Referral enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



Karen Bentz
Director
Choices Child Care Resource and Referral

A program of River Valley Child Development Services serving children and families since 1971

Resource and Referral Agency Scope of Work

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|---|---|
| (C)(3) | <ul style="list-style-type: none">• Division of Early Care and Education—Resource and Referral Agencies | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, Connect Child Care Resource and Referral hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, Connect Child Care Resource and Referral, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, Connect Child Care Resource and Referral enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

Denise Truman

Denise Truman
Director
Connect Child Care Resource and Referral

Resource and Referral Agency Scope of Work

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|--|--|
| (C)(3) | • Division of Early Care and Education—Resource and Referral Agencies | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, Link Child Care Resource and Referral, hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, Link Child Care Resource and Referral, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, Link Child Care Resource and Referral enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

Mary Bridgette, Director
Link Child Care Resource and Referral
611 7th Avenue
Huntington, WV 25701

Resource and Referral Agency Scope of Work

| Selection Criterion | Participating Party | Agency Participation |
|----------------------------|---|---|
| (C)(3) | <ul style="list-style-type: none">• Division of Early Care and Education—Resource and Referral Agencies | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |



CHILD CARE RESOURCE AND REFERRAL

A Program of
Mountain Heart Community Services, Inc.

October 12, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, MountainHeart Community Service's Child Care Resource and Referral (CCR&R) Region V program hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, MountainHeart CCR&R Region V, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, MountainHeart CCR&R Region V enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

Willetta Bolinger, MA
Program Director
MountainHeart

Martinsburg Office
1-888-915-7653
304-262-1584

Elkins Office
1-877-862-3103
304-637-2840

Grafton Office
1-877-811-5437
304-265-0142

Weston Office
1-866-232-9227
304-269-6244

Petersburg Office
1-877-211-5437
304-257-9375

Children Are Our Future...And Our Future Looks Promising!

Resource and Referral Agency Scope of Work

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|---|---|
| (C)(3) | <ul style="list-style-type: none">• Division of Early Care and Education—Resource and Referral Agencies | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |

MOUNTAINHEART

Community Services, Inc.

PO Box 1509
Oceana, WV 24870
(304) 682-8271
fax (304) 682-8274
1-800-834-7082

Earl D. Smith, Executive Director

Child Care Resource & Referral
Consulting Services
Employment Training
Excavation
Head Start / Early Head Start
Information & Referral / 211
Information Technology
In Home Care / Medicaid Waiver
VITA / EITC
Weatherization
WV Birth To Three

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

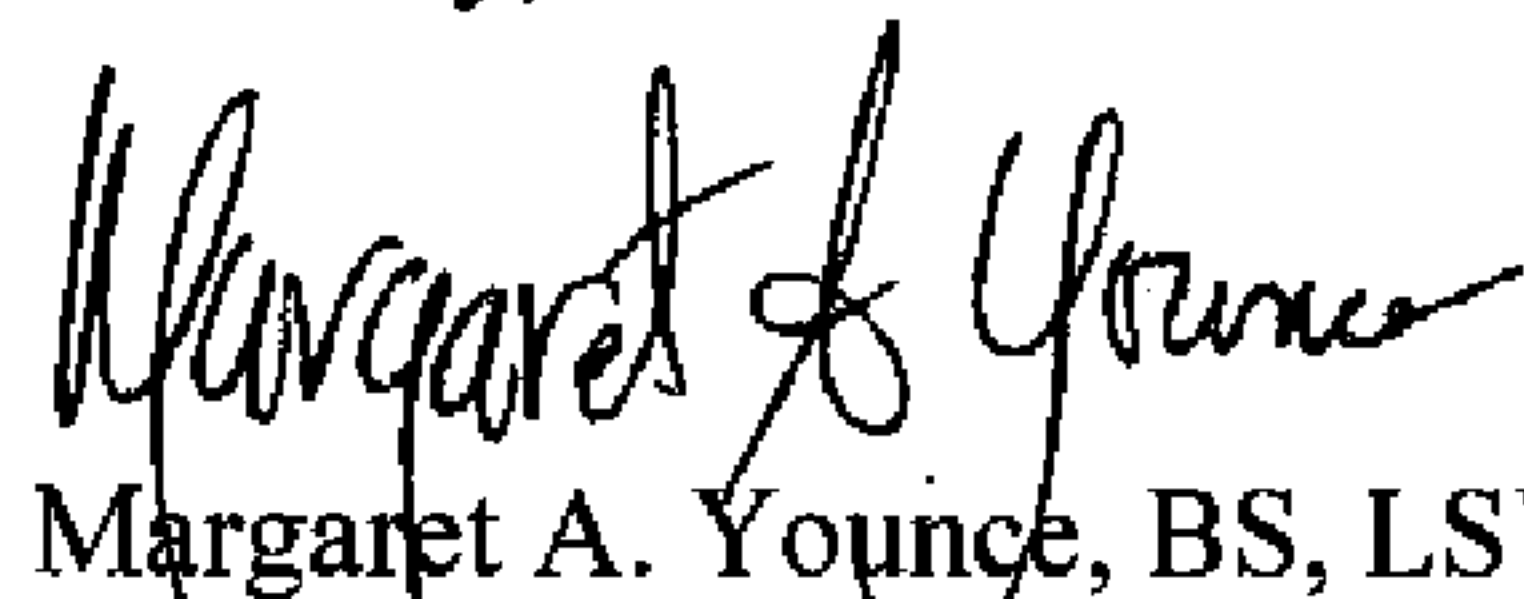
Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, MountainHeart Community Services, Inc., Division of Child Care Resource and Referral (CCR&R) Region VI, hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, MountainHeart CCR&R Region VI, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, MountainHeart CCR&R Region VI enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



Margaret A. Younce, BS, LSW
Program Director

MountainHeart Community Services, Inc.
Division of Child Care Resource and Referral, Region VI

Resource and Referral Agency Scope of Work

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|---|---|
| (C)(3) | <ul style="list-style-type: none">• Division of Early Care and Education—Resource and Referral Agencies | Provide technical assistance, training, and sustained professional development to early childhood professionals regarding early childhood health standards. |



STATE OF WEST VIRGINIA
DEPARTMENT OF HEALTH AND HUMAN RESOURCES

Earl Ray Tomblin
Governor

Michael J. Lewis, M.D., Ph.D.
Cabinet Secretary

October 6, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, the TACSEI State Leadership Team hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, the TACSEI State Leadership Team and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, the TACSEI State Leadership Team enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

Pam S. Roush
Director, WV Birth to Three
Bureau of Public Health
WV Department of Health and Human Resources

Ginger Huffman
Coordinator, Office of Special Programs,
WV Department of Education

OCT 17 2011 RCVD

OFFICE OF MATERNAL, CHILD AND FAMILY HEALTH
Bureau for Public Health
350 Capitol Street, Room 427
Charleston, WV 25301-3714

Phone: (304) 558-5388 Toll-Free (in WV): 1-800-642-8522 or 1-800-642-9704 FAX: (304) 558-2183

Technical Assistance Center on Social Emotional Intervention State Leadership Team

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|--|---|
| (C)(3) | <ul style="list-style-type: none">• TACSEI State Leadership Team | Distribute TACSEI training following the timeline and details articulated in the State Plan |

October 11, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, West Virginia Early Childhood Training Connections and Resources (WVECTCR), a program of River Valley Child Development Services (RVCDS), hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, WVECTCR/RVCDS, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, WVECTCR/RVCDS enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



Brooke Hunter
Director

West Virginia Early Childhood Training Connections and Resources

West Virginia Early Childhood Training Connections and Resources

| Selection Criterion | Participating Party | Type of Participation |
|----------------------------|---|--|
| (B)(4) | <ul style="list-style-type: none"> WV Early Childhood Training Connections and Resources (WVECTCR) | Coordinate, in collaboration with the Division of Early Care and Education, the increase of incentive funds for tier progression and national accreditation following the timeline and details as articulated in the State Plan. |
| | <ul style="list-style-type: none"> WV Early Childhood Training Connections and Resources (WVECTCR) | Coordinate the increase of scholarship funds through TEACH, following the timeline and details as articulated in the State Plan. |
| (C)(3) | <ul style="list-style-type: none"> WV Early Childhood Training Connections and Resources (WVECTCR) | Provide professional development on existing nutrition and physical activity tools to support the knowledge base and curriculum integration for early childhood educators. |
| (D)(1) | <ul style="list-style-type: none"> WV Early Childhood Training Connections and Resources (WVECTCR) | Actively participate and play a key role in the Core Knowledge and Core Competency revision process |
| | <ul style="list-style-type: none"> WV Early Childhood Training Connections and Resources (WVECTCR) | Assist with the publishing and distribution of the revised Core Knowledge and Core Competencies, both online and in hard copy |
| | <ul style="list-style-type: none"> WV Early Childhood Training Connections and Resources (WVECTCR) STARS Advisory Council | Actively participate in the review of WV's current credentialing structure, the development of the Infant Toddler and Directors Credential, the design of the new Career Lattice, and provide input on the distribution of the Career Lattice. |



WV Early Intervention Interagency Coordinating Council

October 12, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

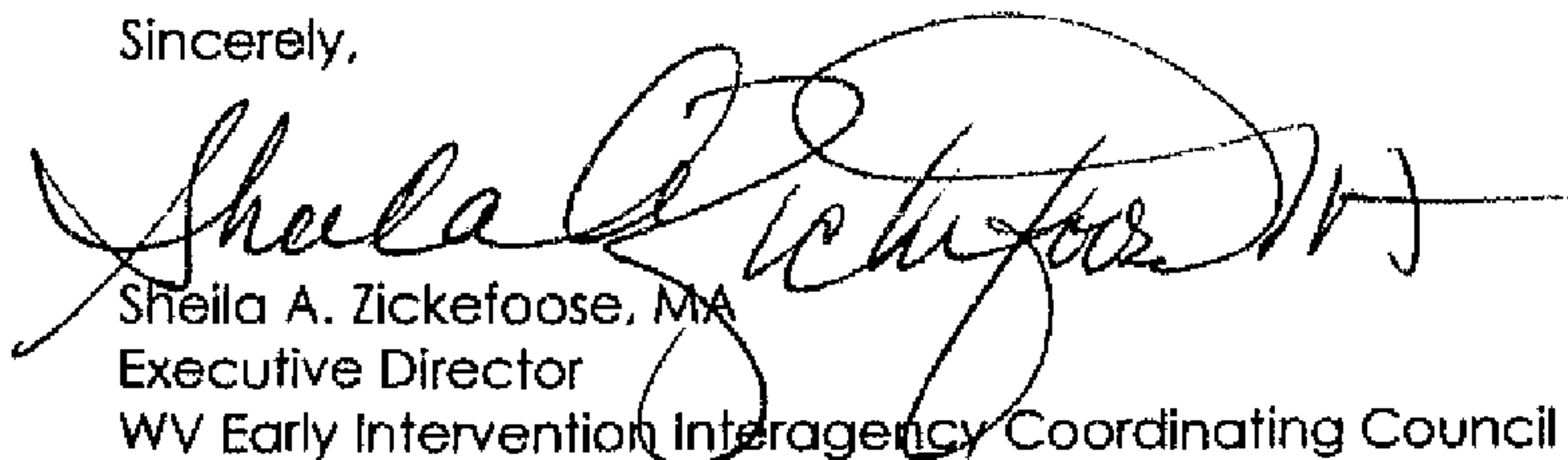
Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, the WV Early Intervention Interagency Coordinating Council (WVICC) hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, WVICC, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, the WVICC enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



Sheila A. Zickefoose, MA
Executive Director
WV Early Intervention Interagency Coordinating Council

West Virginia Early Intervention Interagency Coordinating Council

| Selection Criterion | Participating Party | Type of Participation |
|---------------------|--|--|
| (C)(3) | <ul style="list-style-type: none">WV Early Intervention Interagency Coordinating Council (ICC) | <ul style="list-style-type: none">Assist DHHR with revisions to the WV Birth to Three/IDEA Part C state policies to include health promotion and health literacy and receive routine updates from the lead agency on all RTT-ELC activities. |

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As a Race to the Top participating program, the WV Pre-K Continuous Quality Improvement (CQI) Advisory Council hereby agrees to participate in the State Plan, as described in the State's Race to the Top—Early Learning Challenge application and, more specifically, commits to undertake the tasks and activities described in detail in the Scope of Work attached to this letter.

The coordinated efforts among the Early Childhood Advisory Council of West Virginia, the West Virginia Department of Education, the West Virginia Department of Health and Human Resources, the WV Pre-K CQI Advisory Council, and other participating agencies and programs will assure the continued effective design and delivery of quality early childhood programs and policies. The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia, and our ongoing support will be available throughout the grant period to assist with required collaborations and partnerships that will enable implementation of all the outlined activities.

In closing, the WV Pre-K CQI Advisory Council enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



W. Clayton Burch,
Chairperson
WV Pre-K Continuous Quality Improvement Advisory Council

CQI Advisory Council

| Selection Criteria | Bidding/Proposal | Scope of Participation |
|--------------------|--|--|
| (C)(1) | <ul style="list-style-type: none"> • Pre-K CQI Advisory Council | Design, develop, and pilot WV Pre-K Early Learning Standards Professional Development System: Social and Emotional Development Series |
| | <ul style="list-style-type: none"> • Pre-K CQI Advisory Council | Design, develop, and pilot WV Pre-K Early Learning Standards Professional Development System: The Arts and Physical Development Series |
| | <ul style="list-style-type: none"> • Pre-K CQI Advisory Council | Integration of Ready, Set, Go! WV statewide and development of online resources |
| | <ul style="list-style-type: none"> • Pre-K CQI Advisory Council | Development and dissemination of the Ready, Set, Go! WV Family Handbook |



AFT-West Virginia
AFL-CIO

AFT-West Virginia
AFT, AFL-CIO

1610 Washington St. East, Suite 200
Charleston, WV 25311
T: 304/344-2679
T: 800/222-9838
F: 304/345-5955
www.aftwv.org

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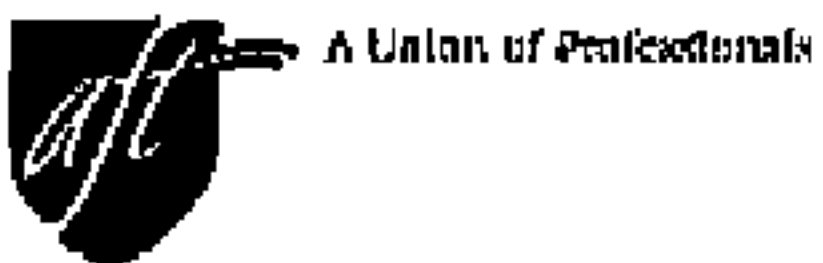
Ralph Smith

Stacey Strawderman

Linda Thompson

Dolores Campbell, Ex-Officio

An affiliate of the American
Federation of Teachers,
AFL-CIO



October 14, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

The AFT - West Virginia fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, AFT-West Virginia enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

Judy Hale
President

**CLAUDE
WORTHINGTON
BENEDUM
FOUNDATION**

October 10, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

1400 Benedum-Trees Building
223 Fourth Avenue
Pittsburgh, Pennsylvania 15222

Telephone 412/288-0360

Facsimile 412/288-0366

From West Virginia 800/223-5948

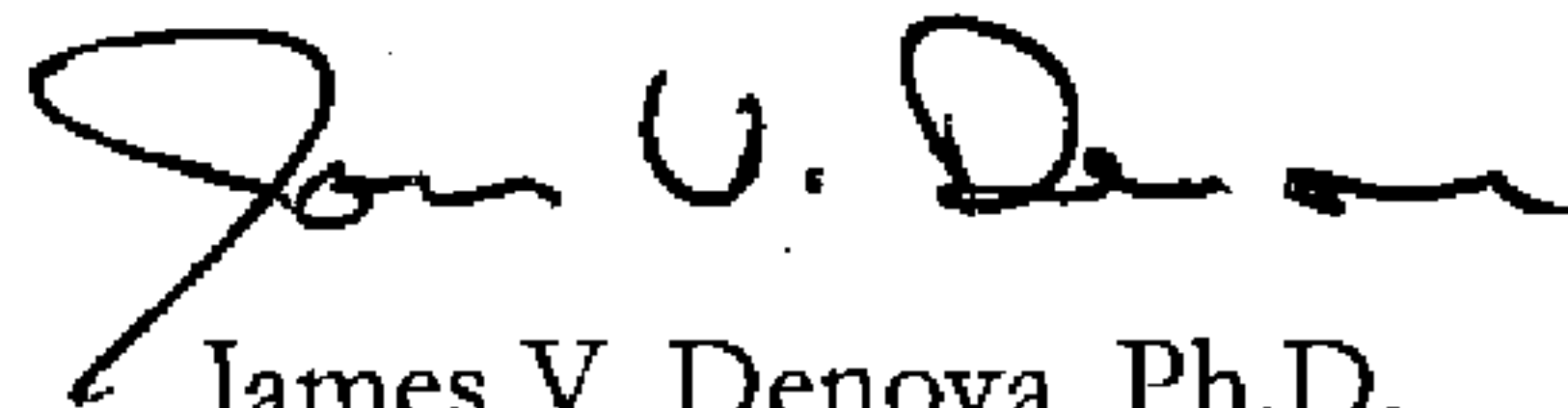
Dear Ms. Grove-DeJarnett:

The Claude Worthington Benedum Foundation fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top Early Learning Challenge grant application.

The Benedum Foundation has been a long-standing funder of early childhood education and school readiness in West Virginia. We believe that Race to the Top Early Learning Challenge funds will dramatically accelerate the work that West Virginia is undertaking to nurture and develop ready families, ready schools, and ready communities, so all children enter kindergarten healthy and prepared to learn.

The planned activities have been carefully designed through the coordinated effort of West Virginia's early childhood stakeholders. Therefore, the Benedum Foundation enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



James V. Denova, Ph.D.
Vice President

OCT 14 2011 RQVD



www.marshall.edu

Graduate College
School of Education & Professional Development
Special Education Department

October 6, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

The Marshall University Graduate School of Education and Professional Development's special education program fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, the Special Education Department enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

A handwritten signature in black ink that reads 'Michael Sullivan'. The signature is written in a cursive style with a long horizontal flourish at the end.

Michael Sullivan, Ed.D.
Professor and Chair, Special Education Department

OCT 12 2011 ROWD

Partners in
Community
Outreach



Education Begins at Home

Partners in Community Outreach
P.O. Box 1653, Huntington, WV 25717
www.wvpartners.org

October 11, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

Founded in 1999, *Partners in Community Outreach* is a coalition of West Virginia research-based In-Home Family Education programs serving families during pregnancy and until children are at least three years old. The mission of *Partners in Community Outreach* is to build a statewide system of In-Home Family Education that assures program quality and accountability - helping programs to improve child health; increase school readiness; enhance parenting skills and reduce child maltreatment.

Partners in Community Outreach fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten healthy and ready to learn.

Partners in Community Outreach has participated in planning the Race to the Top activities; therefore, we enthusiastically endorse West Virginia's Early Learning Challenge application and look forward to all opportunities to participate in and support this important work.

Sincerely,

A handwritten signature in cursive script that reads "Laurie McKeown".

Laurie McKeown
Chair, Partners in Community Outreach



TEAM for West Virginia Children

Together Eliminating Abuse and Maltreatment

P.O. Box 1653 - Huntington, WV 25717-1653 - (304) 523-9587 - fax: (304) 523-9595 - website: www.teamwv.org • e-mail: team@teamwv.org

October 7, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

On behalf of the Board of Directors and staff of the TEAM for West Virginia Children, I would like to offer my full support to the Early Childhood Advisory Council of West Virginia for its submission of the *Race to the Top—Early Learning Challenge* grant application. As the state's leader in child abuse prevention programs, the TEAM understands that the future prosperity of any society depends on its ability to foster the health and well-being of the next generation, from the very beginning. Early experiences literally shape how the brain gets built - a strong foundation in the early years increases the probability of positive outcomes. Experiences of child abuse and neglect damage this foundation, harm brain development and diminish our state's future. The *Race to the Top Early Learning Challenge* funds will help West Virginia to ensure that its children are raised in loving, stimulating and nurturing environments, thus beginning a life-long process that prepares them to learn, develop and positively contribute.

The activities included in the grant application were identified with the help of a broad-based group of early childhood stakeholders in West Virginia. As the organization which hosts the state's Prevent Child Abuse America chapter, promotes the state's Children's Trust Fund, and provides leadership for the network of home visiting programs in the state, the TEAM for West Virginia enthusiastically endorses West Virginia's *Race to the Top - Early Learning Challenge* application and looks forward to its ongoing participation in this important work.

Sincerely,

Laurie McKeown
Executive Director

Vision Shared

Board of Directors:

Michael Basile, *Spilman Thomas & Battle*
Ralph Bean, *Steptoe & Johnston*
Chairman Becky Ceperley, *Greater Kanawha Valley Foundation*
Laura Ellis, *BB&T*
Edward George, *Robinson & McElwee*
William P. Getty, *Claude Worthington Benedum Foundation*
Keith Burdette, *WV Department of Commerce*
Thomas A. Heywood, *Bowles Rice McDavid Graff & Love*
Jeff James, *Mythology Marketing*
Russ Lorince, *WVU Research Corp.*
Clarence E. Martin, *Martin & Seibert*
Wayne Morgan, *WV American Water*
Kenny Perdue, *WV AFL-CIO*
Don Rigby, *Regional Economic Development Partnership*
Judy Sjostedt, *Parkersburg Area Community Foundation*
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IMAGINE WV

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Craig Underwood, *Underwood Partners*



October 13, 2011

Kay Goodwin
Chairman
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Chairman Goodwin:

On behalf of our respective Boards, we write to express strong support for the Race to the Top-Early Learning Challenge grant application that has been expertly coordinated by Governor Tomblin's Early Childhood Advisory Council (ECAC). If approved, this opportunity would help West Virginia to refine previously established, quality state and local early care. It would also build on successful education programs, utilizing them as a foundation for nurturing and strengthening *more* ready families, ready schools and ready communities within the current early learning and development system. At its core, we believe the Council's proposal provides a critical roadmap to build on the excellent work underway in our communities so that the needs of each individual child - especially those of high risk and need - are met and they can enter kindergarten healthy and ready to learn.

Based on review, key highlights of the plan worthy of emphasis include:

- Organizing and aligning various state agencies' early learning programs with a long-standing network of community interests that are committed to adopting a common, standards-based Quality Rating and Improvement System (QRIS) to improve developmental childcare and preschool services;
- Building on existing efforts to create a more uniform, comprehensive process for enhancing West Virginia's ability to collect, manage, track, share and report data on individual children and educators within the early learning system;
- Developing a series of statewide, high-quality early learning and development standards, and a first-class rating and monitoring system, that when undertaken together can be used to evaluate and improve program effectiveness;
- Adopting a more coherent, integrated, single statewide early learning workforce knowledge and competencies framework and publicizing a progression of career path credentials, tools and training to support its success.

As you know from our work, Vision Shared and Imagine West Virginia embrace a common belief that early child investments are among the smartest economic development investments that any state can make. West Virginia has demonstrated time and again an incredible financial commitment to its youngest citizens. In recent years, such investments have had to be increasingly thoughtful and strategic, and yet they have been achieved by an impressive culture of statewide collaborations while respecting the diversity and values of West Virginia families and communities.

In our view, the West Virginia Early Learning Challenge proposal as generated by the ECAC reflects a continuance of this balance. The work plan has been crafted with contributions from hundreds of early childhood stakeholders and represents a pivotal chance for us to take new steps towards ensuring educational excellence for all. Again, we commend the Council on managing the generation of West Virginia's grant application and look forward to every opportunity to participate in and support its implementation.

Sincerely,



Becky Ceperley
Chairman, Board of Directors
Vision Shared, Inc.



Admiral T. Joseph Lopez, USN (Ret.)
Chairman, Board of Governors
Imagine West Virginia

Vision Shared Inc.

1116 Smith St., Suite 301
Charleston, WV 25301
Phone: (304) 344-4244 Fax: (304) 344-4435

Imagine West Virginia

886 Chestnut Ridge Road, P.O. Box 6825
Morgantown, WV 26505
Phone: (304) 293-9185 Fax: (304) 293-6699

Graduate College
West Virginia Advisory Council for the Education of Exceptional Children

Council Members

Frank Andrews
Charleston, WV

October 6, 2011

Ronald Cantley
Cool Ridge, WV

Billie Chapman
Huntington, WV

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue East
Charleston, WV 25305

Patricia Homberg
Charleston, WV

Melanie Hummel
Moundsville, WV

Judy Lucas
Lewisburg, WV

Jeff McCroskey
Amma, WV

Dear Ms. Grove-DeJarnett:

Frances Pack
Charleston, WV

The West Virginia Advisory Council for the Education of Exceptional Children fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top-- Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

Gerry Sawry
Huntington, WV

Dr. Patsy Shank
Romney, WV

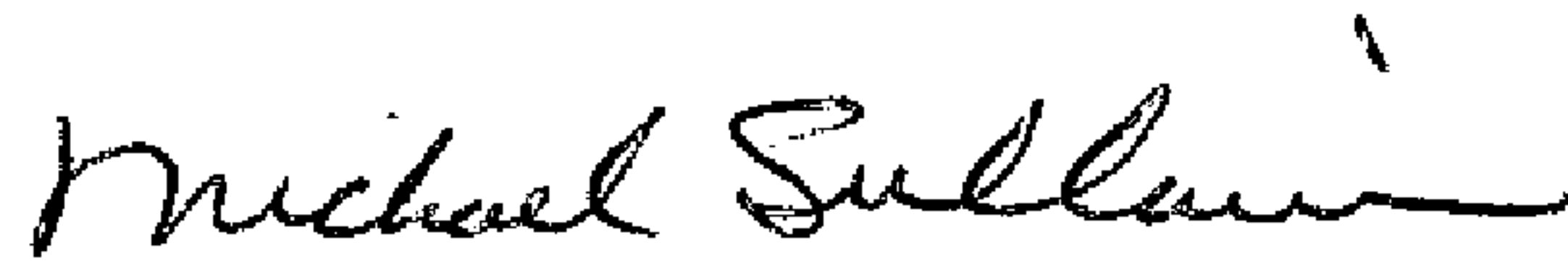
Jim Slinn
Looneyville, WV

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, the Advisory Council enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Mel Woodcock
Kerens, WV

Dr. Michael E. Sullivan
Executive Director

Sincerely,



Michael Sullivan, Ed.D.
Executive Director
WV Advisory Council for the Education of Exceptional Children

OCT 12 2011 RCVD

WE ARE... MARSHALL.

The Council shall advise the State Board of Education, the Superintendent, and the State Legislature concerning the unmet needs of exceptional children...
Federal Law 101-476; State Statute 18-20-6



West Virginia AFL-CIO

Kenneth M. Perdue, PRESIDENT

Larry K. Matheny, SECRETARY-TREASURER

501 Leon Sullivan Way • Charleston, West Virginia 25301 • Phone: (304) 344-3557
Fax: (304) 344-3550 • Web: www.wvafcio.org • E-mail: wvafcio@wvafcio.org

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PAT MARONEY
GENERAL COUNSEL

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

The West Virginia AFL-CIO fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, the AFL-CIO enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

Kenneth M. Perdue
President



One Voice, One Agenda, One Movement!

"OUR MISSION IS TO BE A POWERFUL, EFFECTIVE ADVOCATE FOR ALL WORKING FAMILIES IN WEST VIRGINIA"

October 6, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

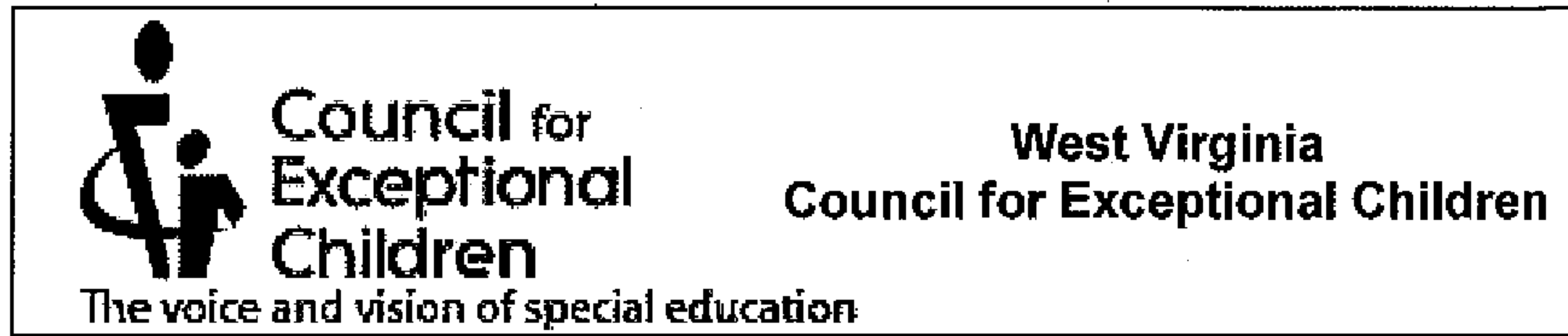
The West Virginia Association for Young Children (WVAYC) fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

~~The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, The West Virginia Association for Young Children (WVAYC) enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.~~

Sincerely,

(b)(6)

Helen Post-Brown
President
West Virginia Association for Young Children



October 6, 2011

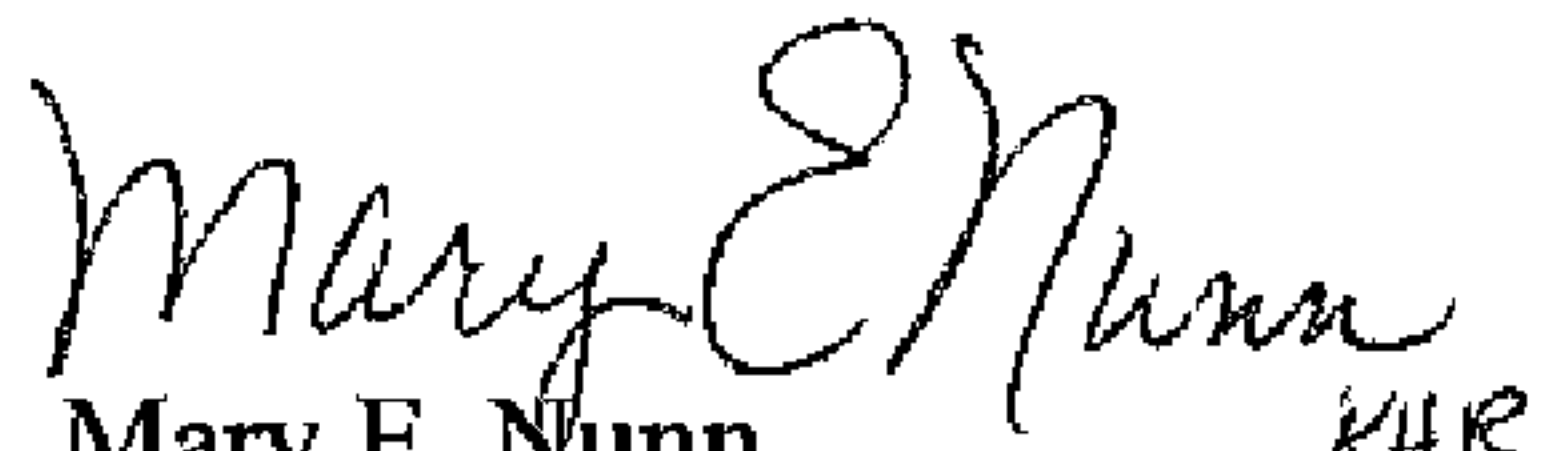
Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

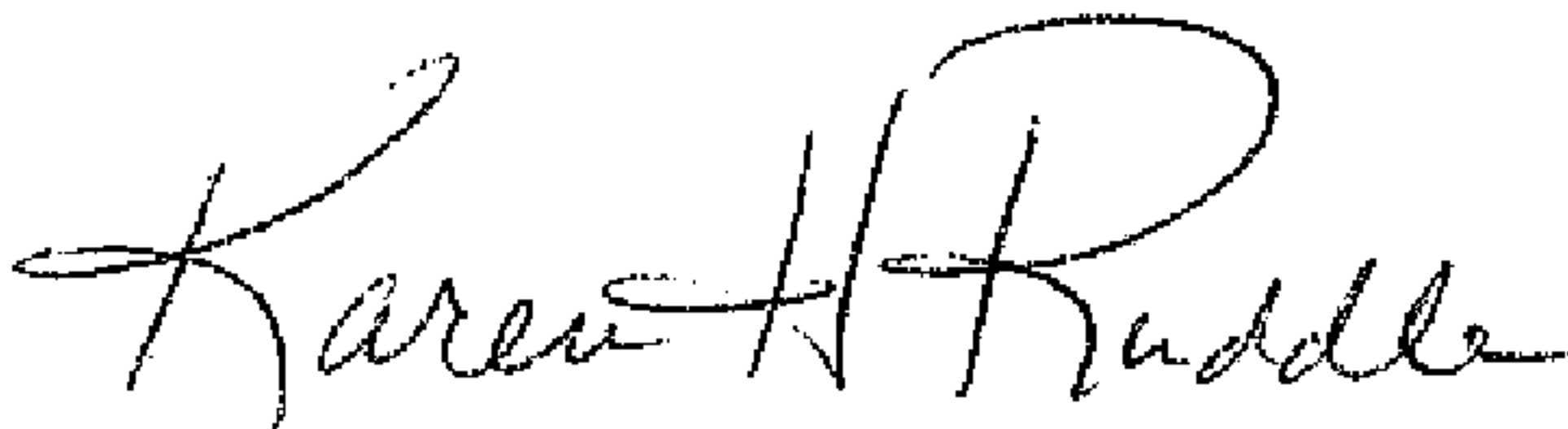
Dear Ms. Grove-DeJarnett:

The West Virginia Council for Exceptional Children (WVCEC) fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, WVCEC enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,


Mary E. Nunn KHR
President
WVCEC


Karen H. Ruddle
Secretary
WVCEC

OCT 13 2011 RVD

October 6, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

The West Virginia Early Childhood Comprehensive Systems (ECCS) Project fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

~~The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, the West Virginia Early Childhood Comprehensive Systems (ECCS) Project enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.~~

Sincerely,

(b)(6)

Betty Tyler
Coordinator
West Virginia Early Childhood Comprehensive Systems

WVEA

WEST VIRGINIA
EDUCATION ASSOCIATION

AN NEA AFFILIATE

Dale Lee, President

David A. Haney, Executive Director

October 11, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Ave, East
Charleston, WV 25305

Dear Ms. Grove-DeJarnett:

The West Virginia Education Association (WVEA) fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten healthy and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, the WVEA enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



Dale Lee
WVEA President

October 6, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

The West Virginia Family Child Care Association fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, the West Virginia Family Child Care Association enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,

West Virginia Family Child Care Association
Melissa Nesslerotte, President
Lorna Adkins, Vice President

WEST VIRGINIA HEAD START ASSOCIATION

"Speaking with one voice for West Virginia's young children and families."

October 11, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

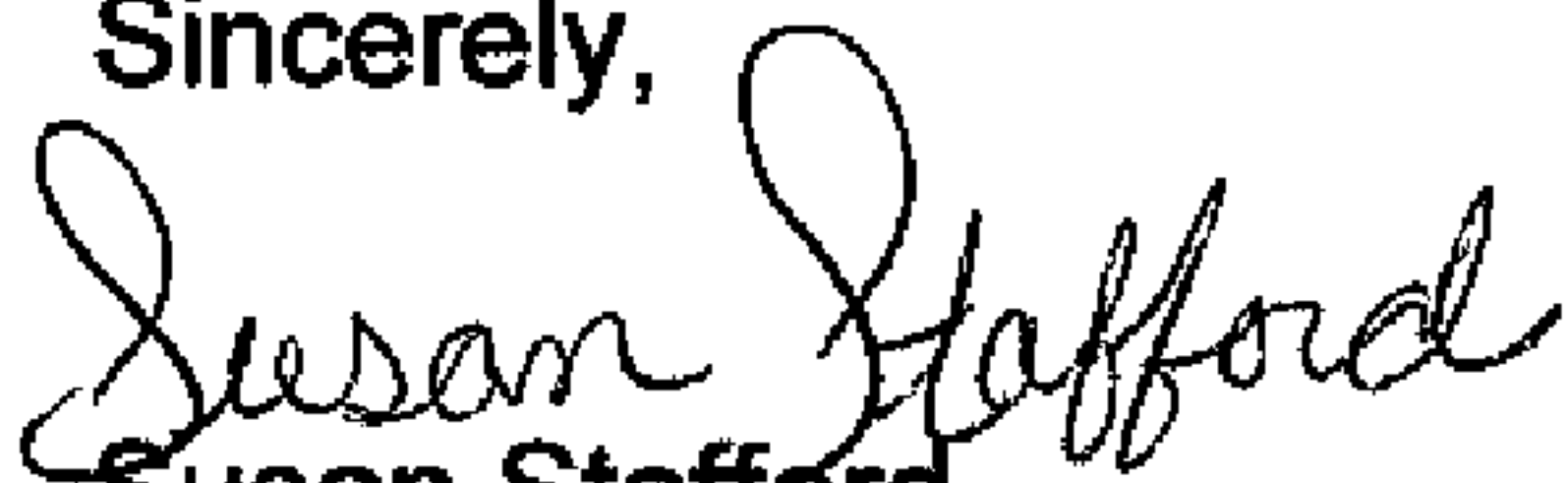
Dear Ms. Grove-DeJarnett:

The West Virginia Head Start Association fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten healthy and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. The activities address specifically our most needy children and families in West Virginia. Our Head Start and Early Head Start programs have been an integral part of the development of our state plan. We are excited about being a collaborative partner in this statewide plan to improve child and family outcomes.

Therefore, the West Virginia Head Start Association enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely,



Susan Stafford
President
West Virginia Head Start Association



Becky Gooch-Erbacher
Executive Director
West Virginia Head Start Association

West Virginia Head Start Association
170 Chapel Road
Wheeling, WV 26003

Phone: 304-233-4450
Fax: 304-233-4450
Email: wvhsa@comcast.net

OCT 14 2011 RCVO



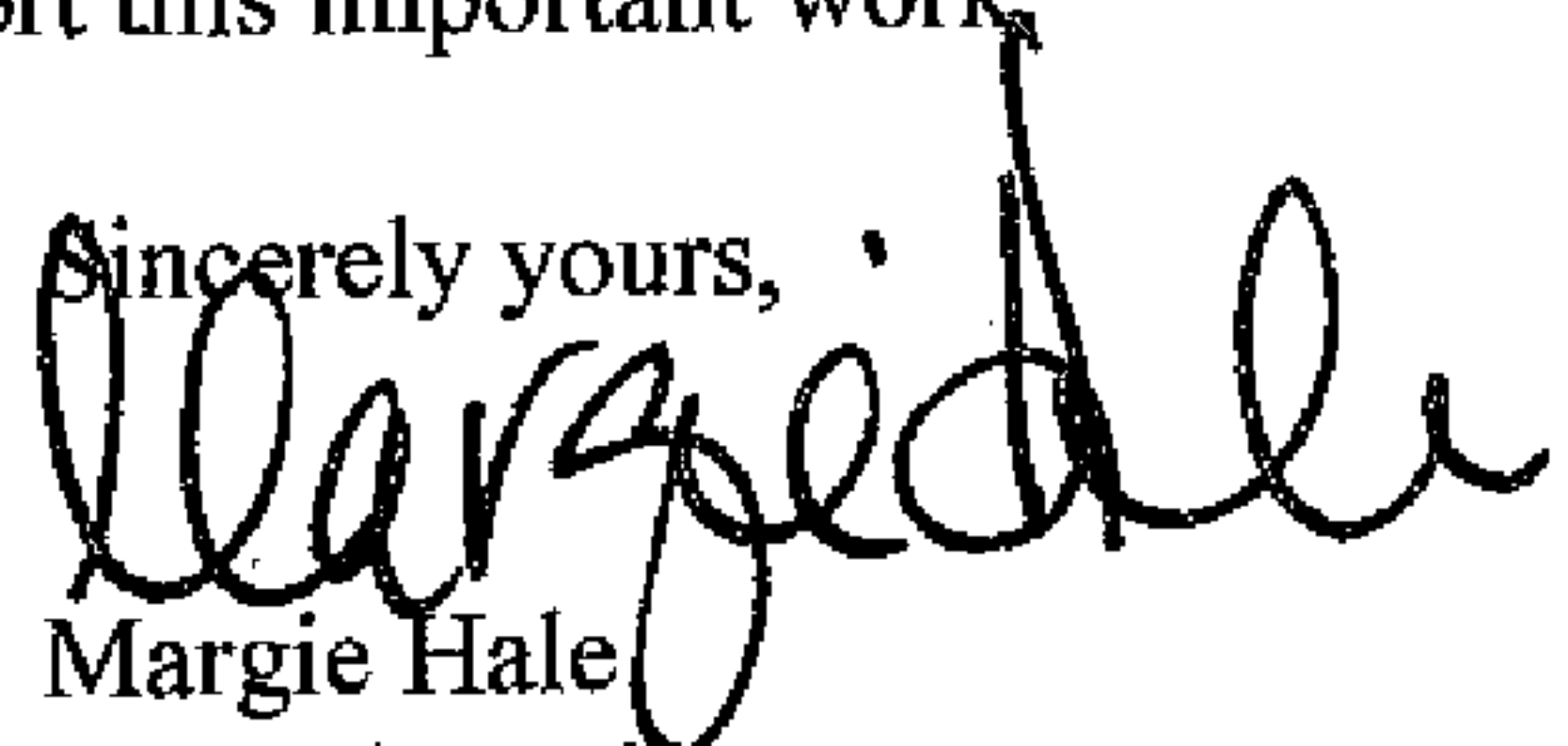
October 6, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

West Virginia KIDS COUNT fully supports the Early Childhood Advisory Council of West Virginia in submission of the Race to the Top—Early Learning Challenge grant application. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten health and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, West Virginia KIDS COUNT enthusiastically endorses West Virginia's Early Learning Challenge application and looks forward to all opportunities to participate in and support this important work.

Sincerely yours,

Margie Hale
Executive Director

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Lynn Blumert
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OCT 12 2011 RCVD



HOUSE OF DELEGATES WEST VIRGINIA LEGISLATURE

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Committees:
House Rules
Finance
Agriculture

October 13, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

I have reviewed West Virginia's Early Learning Challenge application and am satisfied that the plan will help to strengthen greatly the state's efforts to assist families in securing the highest quality services that promote the health and educational development of their preschool children. Please extend my sincere appreciation to the Early Childhood Advisory Council of West Virginia for their diligent work in completing the application on behalf of West Virginia, and in a manner which builds upon the cornerstones of a successful program that we have all labored together to put in place.

I look forward to your success in securing the Race to the Top—Early Learning Challenge funds that will enable us to more quickly achieve our goals and to our continued work together on this extremely important endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Mary M. Poling".

Mary M. Poling, Chair
Committee on Education
West Virginia House of Delegates



The Senate of West Virginia
Charleston

ROBERT H. PLYMALE
206 CLIFFVIEW DRIVE
HUNTINGTON, WV 25704

COMMITTEES:
EDUCATION (CHAIRPERSON)
CONFIRMATIONS
FINANCE
PENSIONS
RULES
TRANSPORTATION &
INFRASTRUCTURE

October 11, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

As Chairman of the West Virginia Senate Education Committee, I would like to express my full support of the submission of the Race to the Top—Early Learning Challenge grant application by the Early Childhood Advisory Council of West Virginia. The Race to the Top Early Learning Challenge funds will help West Virginia to nurture and develop ready families, ready schools, and ready communities, capable of meeting the needs of each individual child so all children enter kindergarten healthy and ready to learn.

The planned activities have been designed with careful consideration of early childhood stakeholders in West Virginia. Therefore, I enthusiastically endorse West Virginia's Early Learning Challenge application and look forward to all opportunities to participate in and support this important work.

Sincerely,


Robert H. Plymale

c. Jeffrey Kessler, Acting Senate President
Roman W. Prezioso, Senate Finance Chair



West Virginia University

Office of the President

October 12, 2011

Gretchen Grove-DeJarnett, Executive Manager
Early Childhood Advisory Council of West Virginia
State Capitol Complex Building 5, Room 205
1900 Kanawha Avenue, East
Charleston, West Virginia 25305

Dear Ms. Grove-DeJarnett:

I am writing to convey West Virginia University's full support for the Early Childhood Advisory Council of West Virginia's submission of its Race to the Top—Early Learning Challenge grant application.

As president of our state's flagship, land-grant university, I know that education is the key to improving West Virginians' economic prosperity, health, and overall well being. Over the past decade, state leaders and educators have worked together to dramatically improve early childhood education dramatically. West Virginia now has one the nation's top ranked pre-k programs, and the National Institute for Early Education Research has found that participating children improve both their math and language skills.

WVU has made a major commitment to increasing West Virginians' educational attainment, and we partner with pre-k-12 educators to achieve this goal. Several of our programs specifically target preparing highly-skilled teachers for this population, so that children and youth benefit from quality instruction.

For example, students in WVU's Birth through Pre-kindergarten Early Childhood Education program learn in depth about the social, emotional, intellectual, and physical development of children. Students in this program enrich their learning with internships at the WVU Child Development Laboratory (Nursery School) and in community child care centers. Students can also earn an endorsement in preschool special needs to prepare for work with infants, toddlers, and preschoolers with developmental disabilities, delays, and at-risk conditions.

Many studies have shown that early childhood education increases the school-readiness of children. The gains they make in motivation, confidence, and social skills start them on the path toward educational achievement and workplace success. This

strong start is especially important for children with special needs and children from low-income families. In West Virginia, the latter group includes an astonishing 49 percent of our preschool-aged children. To start West Virginia children on the path to success, it is important that we develop a similarly high quality system of care and education for infants and toddlers.

For that reason, West Virginia University enthusiastically endorses West Virginia's Early Learning Challenge application. Our faculty and staff will do everything possible to help advance this effort. Doing so will make the future brighter for our state and its children.

Sincerely,

A handwritten signature in black ink that reads "James P. Clements". The signature is written in a cursive style with a large, prominent initial "J".

James P. Clements, Ph.D.
President



NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

73 Easton Avenue, New Brunswick, NJ 08901
Tel 848.932.4350 Fax 732.932.4350

October 13, 2011

To Whom It May Concern:

I am writing in support of the application submitted by West Virginia for the Race to the Top Early Learning Challenge funding opportunity. NIEER has worked closely with the Department of Education previously with the training and implementation of the Preschool Early Learning Scale and we are confident West Virginia's commitment to early childhood education will be strengthened by the initiatives identified in their proposal. I therefore strongly support the goals of this very important and innovative proposal and look forward to the valuable addition it will provide to the field of early education in West Virginia.

Sincerely,

A handwritten signature in cursive script that reads "Shannon Riley-Ayers".

Shannon Riley-Ayers, Ph.D.

Assistant Research Professor

Marshall University Center for Business and Economic Research
Quality Rating and Improvement System Cost Implementation
Study Executive Summary



Quality Rating and Improvement System Cost Implementation Study

Authors:

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Prepared for:

West Virginia Legislature

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West Virginia Early Child Care Advisory Council

Quality Rating and Improvement System Committee

Imagine West Virginia

7/31/2011

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Acknowledgements:

Claude Worthington Benedum Foundation
West Virginia Legislature
Imagine WV

Disclaimer:

The contents of this report reflect the views of the authors who are responsible for the accuracy of the data presented herein. The views expressed in this report are those of the authors and do not reflect the official policy or position of Marshall University or its governing bodies. The use of trade names, if applicable, does not signify endorsement by the authors.

QUALITY RATING AND IMPROVEMENT SYSTEM IN WEST VIRGINIA Implementation Cost Study

Executive Summary

The earlier education begins the more effective it is. Research over the past few decades establishes that high quality child care during the earliest years is imperative for those children whose parents are in the workforce and who trust them to the care of others. Unlike most other industrialized nations, neither the states nor the federal government have done more than establish minimal health, safety and educational standards for those who provide child care.

Substantial differences exist between state licensing and national accreditation standards and most child care providers are unable to navigate the accreditation process without guidance. Many states have some type of quality initiatives such as professional development systems or tiered reimbursement. However, these initiatives were often inconsistent and lacked the ability to track outcomes. Oklahoma implemented the first statewide Quality Rating and Improvement System (QRIS) in 1998. Subsequently, 25 additional states have implemented statewide QRIS and many others are considering it "...as a mechanism for organizing child care quality initiatives into one coherent system". (Quality Rating & Improvement System Resource Guide n.d.)

West Virginia is one of those states which are moving toward rectification of this deficiency. The state is committed under Chapter 49-WV2-E of the West Virginia Code to establishing a Quality Rating Improvement System (QRIS) for those facilities which provide child care services. Under a QRIS, day care providers are ranked on the basis of the quality of care, the education and training of staff as well as the facilities they provide. Such a rating system provides important information to parents as well as an incentive for centers to upgrade their offerings. When implemented in other states QRIS has initiated improvements in the care provided.

Since 2006, early childhood leaders, advocates and practitioners in West Virginia have worked together on plans to create a Child Care Quality Rating and Improvement System (QRIS) in the state. A QRIS is designed to rate the quality of an early childhood program and to assist programs to improve their quality. The rating process awards "Stars" for quality, with four Stars indicating the highest quality and one star indicating a minimal acceptable level of quality.

Since child care programs are primarily funded by parent fees, the quality is largely dependent upon the parent's ability and willingness to pay for quality. This means that many child care centers in West Virginia cannot afford to operate a high quality program if dependent solely on parental support. It also means that many families must keep their children out of quality child care in large part due to cost. A QRIS provides financial and program supports to child care programs, enabling them to increase their quality without passing the costs on to parents who cannot afford the corresponding increases in fees.

Currently West Virginia has a limited system for the evaluation of child care facilities. It consists of minimum licensing requirements and establishes three levels of quality based on facilities and staffing. While QRIS can build on this foundation, current programs do not assure quality childcare or provide a means for training and improvement. Some West Virginia governmental regulations exist in the child care market through minimum requirements and licensing standards. This report examines programs already in place, such as Head Start, and looks at other suggested programs for children at all early ages.

In this report specific problems are identified which require the implementation of QRIS

- There are only a small number of child care facilities which have obtained the higher quality rankings.
- Many areas of the state, including those most in need of quality services, have few if any facilities available.
- There is not currently an incentive program to entice centers to upgrade and provide higher quality programs.
- The costs of quality child care are sufficiently high that many lower income as well as middle income families cannot afford to enroll their children.
- Because of low salaries and few, if any, benefits there is extremely high turnover in staff working at existing centers which creates problems for training new staff and program continuity.
- Many of those working in child care lack appropriate education and training because there does not exist a plan with sufficient financing to train and upgrade the educational attainments of those working at all levels in child care centers.
- Insufficient coordination and supervision of center activities exists in West Virginia to insure quality throughout the entire child care system.

Specifically a QRIS represents a significant enhancement in the development of a state's early care and education system. QRIS encourage continuous quality improvement by:

- Increase *quality* of early care and education services. Increase *parents' understanding* and *demand* for higher quality early care and education.
- Expand the *affordability* of child care to a larger number of families.
- Increase *professional development* opportunities, benchmarks, and rewards for a range of early care and education practitioners and providers.
- Create a *cross-sector framework* that can link standards, technical assistance, monitoring, finance, and consumer engagement for programs in a range of settings, including family child care homes, child care centers, school-based programs, Head Start programs, early intervention, and others.
- Develop a roadmap for *aligning many pieces of the early care and education system*, such as child care licensing, prekindergarten and Head Start program oversight, national program accreditation, early learning guidelines, subsidy administration, technical assistance, training, quality initiatives and professional development systems (National Child Care Information Center 2011).

The purpose of this report is to present a comprehensive evaluation of the steps needed to fully implement a QRIS system in West Virginia and the associated costs. This report was prepared as required under legislation passed by the West Virginia Legislature in 2010 (SB 648). The

Center for Business and Economic Research at Marshall University entered into a contract with the Legislature to perform the study. Additional financial support was obtained from the Claude Worthington Benedum Foundation and Imagine West Virginia.

Improving the quality of child care is not without costs and this is appropriately a concern for policy makers. In West Virginia there are a variety of sources, for payment of child care with one of the principal sources being fees charged to parents. Increased costs to parents will impact the utilization of child care facilities. Some parents may choose to drop out of the formal child care system using unlicensed and unregulated providers. Or one of the parents could select to drop out of the workforce to care for the child or children. This will defeat the purpose of establishing a QRIS.

(Blau and Currie 2004) provide the reasons why state government should be involved in helping to cover the costs of child care. Among these is the desire to provide greater equity in the use of child care facilities among family income groups and the promotion of parental employment. It is probably less expensive for a tax paying parent to stay in the workforce then to leave and to receive public transfer payments. Among the future benefits of quality child care for those children who are enrolled are lower crime rates, better health and higher educational achievement.

To minimize the impact of the higher costs associated with QRIS states use a variety of means to subsidize its provision. One is to directly subsidize the costs to providers by a variety of methods. These can be direct payments to centers based on enrollment or reimbursement for facilities and equipment or payment for staff education and training.

A second method, and the one proposed in this report, is to adopt a system of “tiered reimbursement”. The state pays a higher reimbursement rate based on the center’s QRIS rating. The higher the QRIS rating the greater the costs reimbursed for each child enrolled at the facility. Tiered reimbursement is an effective means to incentivize centers to upgrade as well as a means of allowing lower income families to avail themselves of higher quality child care.

Tiered reimbursement is only one of the strategies discussed in this report which will be a component of the West Virginia QRIS system. Tiered reimbursement is most effective when it is part of a package of incentives contained in the QRIS program. Among these are scholarships to provide additional training for all levels of child care workers from entry to managerial level. State provision of supervisors of licensing, training specialists and coordination of the staff at the regional centers

The most common source of funding for QRIS in other states is the Federal Child Care and Development Fund (CCDF), with all but one State relying on this revenue source. (Quality Rating & Improvement System Resource Guide n.d.) Other states have used federal grants and allocations. Included in these are:

- Temporary Assistance for Needy Families
- Social Services Block Grant
- Head Start
- Title IVB Child and Family Services

- Part B and Part C of the Individuals with Disabilities Education Act
- U.S. Department of Education
- American Recovery and Reinvestment Act and other initiatives

West Virginia DHHR has allocated its federal entitlements under these programs to other activities and projects. Funding from these sources would therefore not be available unless funds were reallocated from existing uses. That is not a recommendation of this report.

Other possible funding sources include:

- State general fund
- Dedicated State funding from tobacco settlement funds
- State lotteries or other gaming revenue
- Severance taxes
- Local government revenues
- Private sources, including business and philanthropic contributions

Considering the limitations placed on local governments by law or the State Constitution, there is little capacity to raise significant additional revenue from them. Private donations are not dependable sources of revenue for ongoing programs. Therefore it is likely that some source of funding at the State level will need to be found

Phased in Approach to Funding

A comprehensive QRIS is built over time and is most often seen as "...a dynamic system that requires regular review and revision based on experience and evolving knowledge." (Mitchell 2005) Substantial investments in planning, infrastructure, data collection and analysis are required. One of the first steps in preparing a financial plan involved identification of the functions already being performed in the state which support quality initiatives. Strategically linking these functions to the new system saves considerable time and monetary investment.

Tremendous effort has already been invested by early child care and education stakeholders in designing the QRIS. The next stage, and majority of the infrastructure cost of a QRIS, is to implement staffing for the administration and evaluation of the system. Current providers must be assigned a rating in the new system and plans for improvement established. New staff must be trained and equipped to evaluate programs as the numbers of participants increase.

Progress to This Point – Legislation

The need for a Child Care Quality Rating and Improvement System was demonstrated in the Policy Matters Assessment in 2006. Three areas were selected for improvement including program and child assessment, workforce compensation and the need for a system to rate and improve the quality of child care. In 2007, following an Executive Order by Governor Joe Manchin, the Partners Implementing Early Care and Education System (PIECES) Council formed committees to research best practices and review other state models. From these committees came recommendations on the various components that should be included in a QRIS, a draft of quality standards and recommendations for financial supports.

During the 2009 Legislative session, Senator Robert Plymale, Chair of the Senate Education Committee, introduced legislation to amend Chapter 49 of WV Code to add Section 2-E – Quality Rating and Improvement System. The legislation incorporated many of the recommendations made by the QRIS subcommittee. In addition, the DHHR Secretary was charged with creating a QRIS Advisory Council and submitting legislative rules including a financial plan for implementing a QRIS in the State.

In 2010, DHHR created the QRIS Advisory Council required by §49-2E-1(c). The Council first met in June 2010 and has continued to meet on a quarterly basis. The Council created two subcommittees to work on initial tasks – the Rules Subcommittee and the Finance Subcommittee - and have recently created two other subcommittees - one on Standards and one for Technical Assistance.

The Rules Subcommittee completed a draft set of rules for promulgation per §49-2E-1(b) with the intent of submitting during the 2012 legislative session. The rules include policies required by §49-2E-1(D). The Finance Subcommittee was created to work on the financial plan required in §49-2E-3 collecting data necessary to estimate costs based on a gradual implementation of the system over a 5 - 10 year time span.

In 2011, the Chairs and Vice Chairs of the Senate Education and Health and Human Resource Committees (Senators Robert Plymale, Erik Wells, Dan Foster and Ron Stollings) submitted a letter to the Benedum

Foundation supporting CBER's application for funding to complete the financial plan. In March of 2011, the Benedum Foundation agreed to provide a portion of the funding. In addition, the Legislature directed CBER funding to complete the analysis. Imagine West Virginia also committed funds to the project.

Consequences If Nothing Is Done

Working parents have limited options for quality child care in West Virginia. Fewer than six percent of child care programs in the state are accredited. These accredited programs are mainly located in the urbanized areas surrounding Huntington, Charleston and Martinsburg. Low-income areas are particularly affected when a lack of quality, affordable child care is a significant barrier in the transition from welfare to work.

Quality child care increases school readiness, enables early identification of special needs children. This is summarized by Nobel Prize winning economist James Heckman and his colleagues.

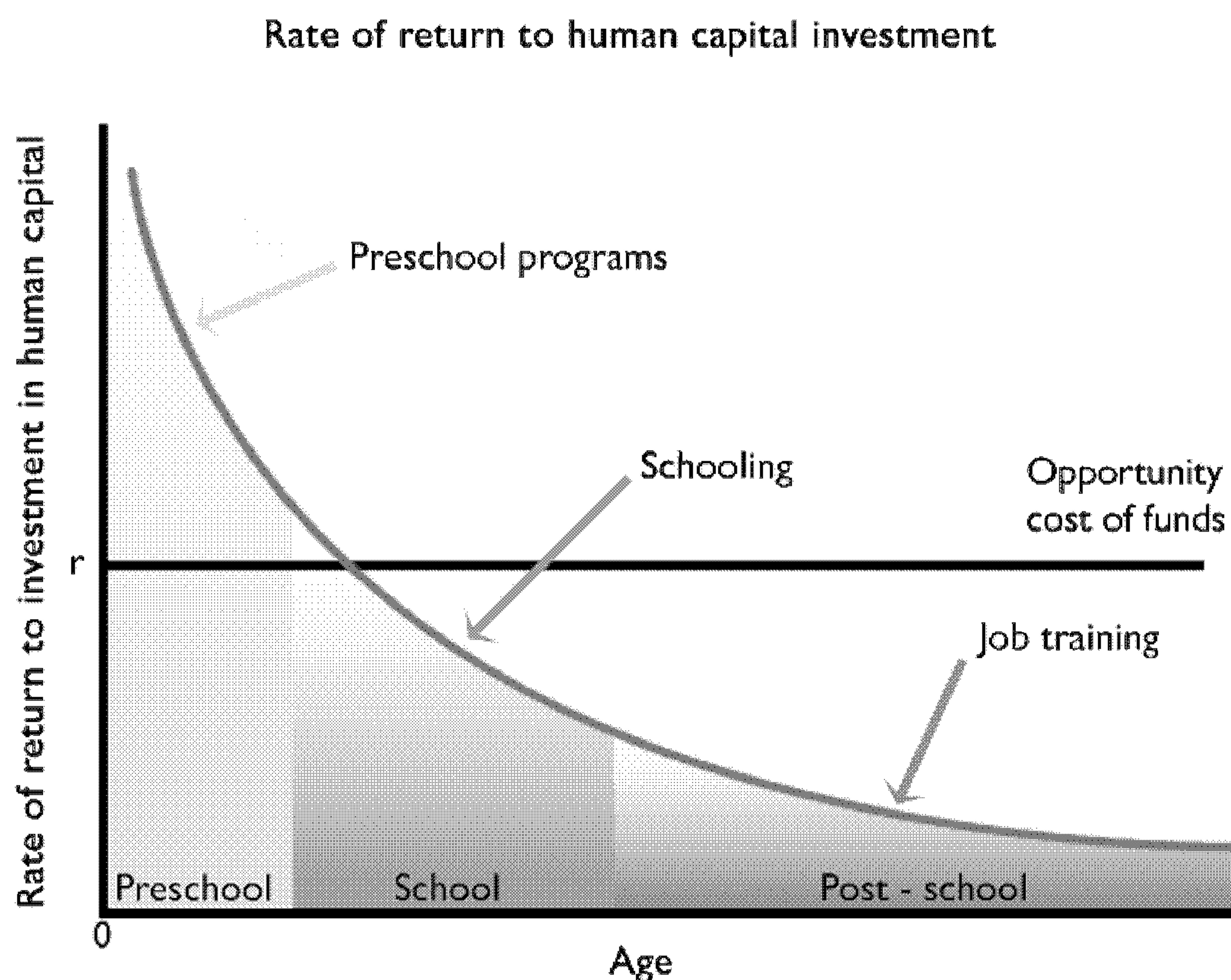
“The future of any society depends on its ability to foster the health and well-being of the next generation. Stated simply, today’s children will become tomorrow’s citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build strong foundation for healthy and productive lives, we put our future prosperity and security at risk.”

-Knudsen, Heckman, Cameron and Shonkoff (2006)

Decades of research prove that the quality of a child's early learning experiences are essential to later academic and social development. In the past, economic growth has been propelled by investment in physical capital, machines and technology. Too little attention has been paid to developing the intellectual and creative capital of our population.

The evidence is unmistakable; investments in young children, during their earliest years of life, produce great economic returns for individuals and society; and the earlier the investment, the larger the return on that investment, as shown in the graph below.

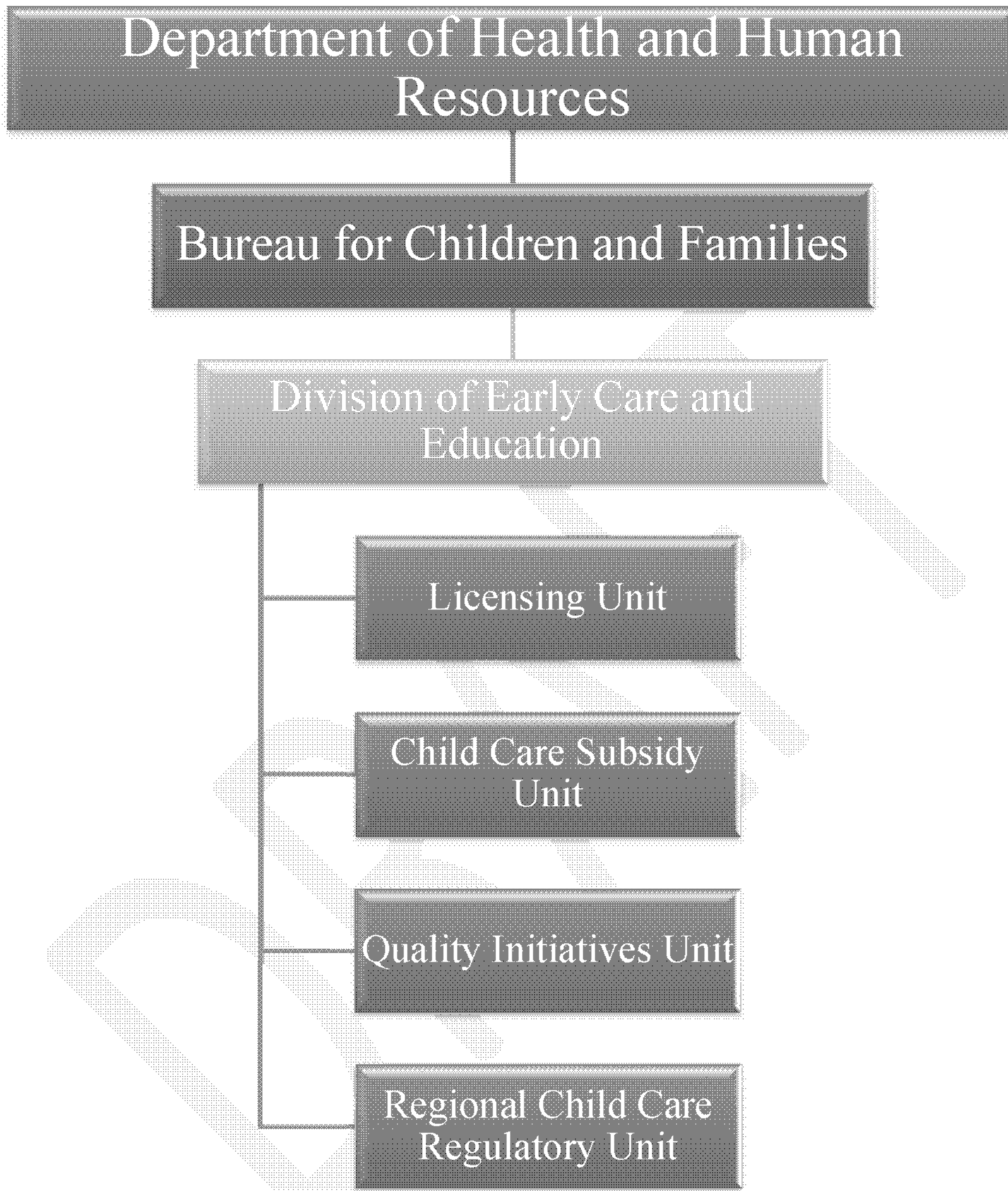
Figure 1 Rate of Return on Human Capital Investment



West Virginia's Current Child Care System

West Virginia's child care program consists of a number of components that are designed to improve the quality, affordability and availability of child care. The three major components are licensing and regulation, provision of subsidies for low income families and quality initiatives. The services are provided by a combination of Department of Health and Human Resources (DHHR) state and local offices and non-profit private agencies that receive grants to perform various activities for the Department. Below is a hierarchy of the various entities within DHHR that contribute to the operation of the child care services.

Figure 2 Child Care Structure in West Virginia



The State Department that receives federal and state child care funding, reports on use of funds and is responsible for overall direction of the child care program. The Bureau Children and Families (BCF) resides within DHHR and manages child care funding, develops budgets, tracks expenditures, manages grants, makes payments and approves all day-to-day operations.

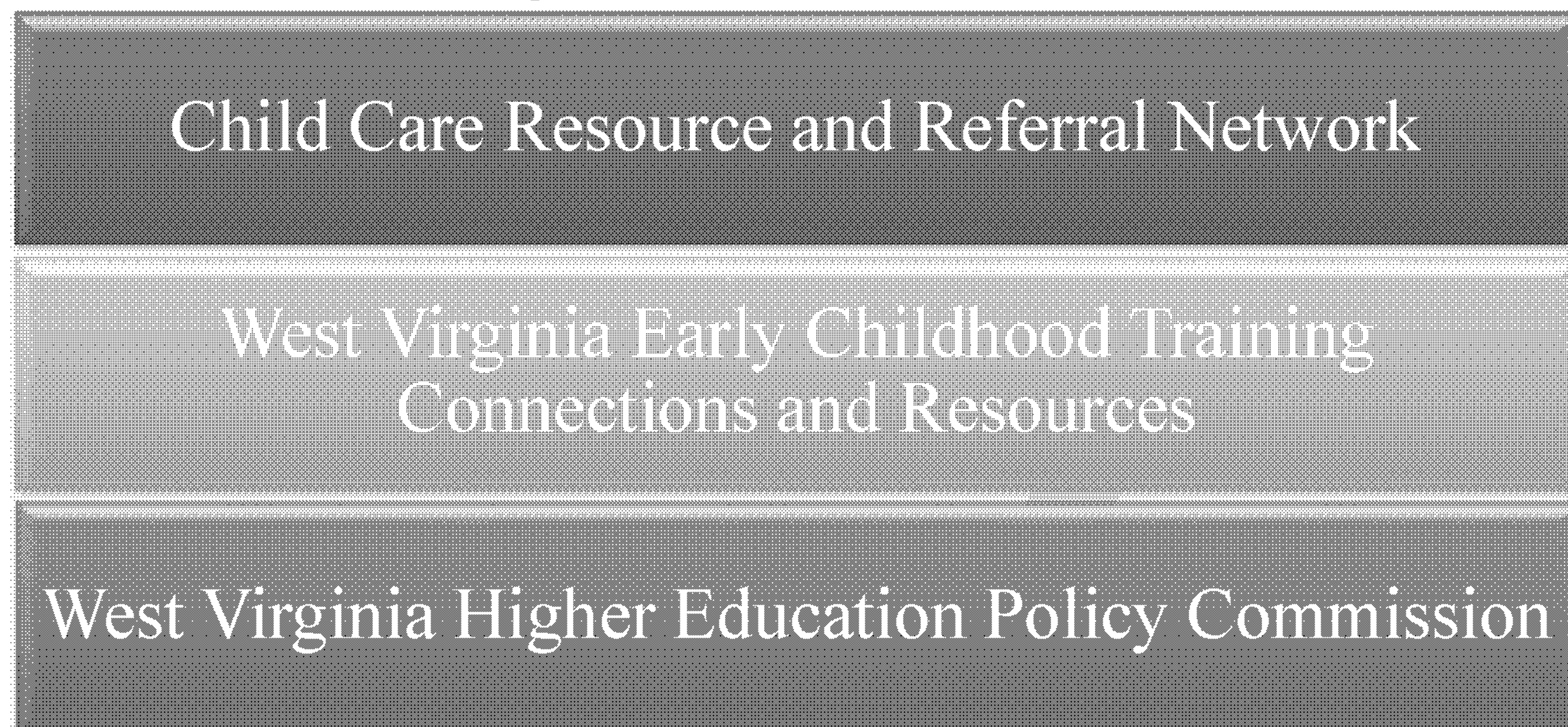
The Division of Early Care and Education (ECE) is located within the BCF and manages programmatic aspects of services, either directly or through local departments or provision of grant funding to private non-profit agencies. Responsibilities are divided between three units:

- The Licensing Unit which

- develops licensing standards for child care centers and out-of-school time centers caring for 13 or more children;
- inspects licensed programs to determine compliance with standards;
- provides technical assistance as needed; and
- issues or denies licenses to operate a child care center.
- The Child Care Subsidy Unit which
 - develops policies and procedures for child care subsidy services, including eligibility for services, payments, and consumer education;
 - oversees the work of six private non-profit child care resource and referral agencies that actually determine eligibility, process payments and provide resource and referral services;
 - develops regulatory requirements and standards for family-based child care services; and
 - provides training, but not oversight, for four regional DHHR units that regulate family child care programs.
- The Quality Initiatives Unit which
 - develops initiatives to improve the quality of care received by children in all regulated child care settings;
 - develops plans for and implements programs designed to improve the child care workforce through professional developments, provision of scholarships and other supports;
 - oversees all professional development activities provided by six child care resource and referral agencies and two other grantees that provide supports for quality improvements, such as scholarships, grants and training and technical assistance.
- Regional Child Care Regulatory Units
 - Four regional units with staff housed in local DHHR offices that are responsible for inspection of family child care settings, including family homes caring for 4-6 children, facilities caring for 7-12 children and relative caregivers or informal providers caring for 3 or fewer children.

In addition to DHHR, a number of private non-profit agencies receive grant funding to provide a variety of child care services. The list below shows the various agencies that receive grant funding and the child care services offered.

Figure 3 Child Care Grantee Network



The Child Care Resource and Referral (CCR&R) network in West Virginia consists of six agencies that manage the child care subsidy system and provide quality services including training and technical assistance to child care providers. Each agency provides the same services within separate geographic areas. Currently, 21 offices are operated statewide. CCR&R agencies determine subsidy eligibility, track provider resources and refer providers to families, and process payments to providers.

Quality initiatives include provision of training and professional development for the early childhood workforce, regional conferences, technical assistance, provision of grants to family providers, special infant and toddler classes, resources provided through the TRAILS lending library and consultation services for children with special needs or for behavior issues.

West Virginia Early Childhood Training Connections and Resources (WVECTCR) is a project operated by River Valley Child Development Services that provides a number of provider support services including:

- The State Training and Registry System (STARS) a system that tracks provider training, registers and approves training and offers a training calendar.
- The Teacher Education and Compensation Helps (T.E.A.C.H.®) program offers scholarships to early educators for both associate and baccalaureate degrees.
- The Center Accreditation Support Services (CASS) offer grants and technical assistance to programs seeking national accreditation.
- The Apprentice for Child Development Specialist (ACDS) professional development program that offers a national apprenticeship credential to those completing 300 hours of classroom work and 3,200 to 4,000 hours of on-the-job training.
- The Nurse Consultant Project with three full-time nurses providing consultation including special needs children.
- Celebrating Connections, an annual early childhood conference that attracts almost 2,000 participants annually.

- Behavior Consultation Coordination to guide and oversee the work of behavior consultants working for the CCR&R agencies.
- Facilitation of train-the-trainer sessions for professional development staff in the CCR&R agencies.
- Provision of grants to centers for participating in the Child Care Tiered Reimbursement project.
- Publications such as the Early Childhood Provider Quarterly, Early Learning Standards and other child care brochures.
- Printing of training materials.

The West Virginia Higher Education Policy Commission (WVHEPC) operates a scholarship fund for individuals who have attained an Apprentice for Child Development Specialist (ACDS) credential and desire to pursue a college degree.

DRAFT

IMPLEMENTATION OF A QUALITY RATING AND IMPROVEMENT SYSTEM

Summary of Activities and Program Costs

A successful QRIS must begin with an adequate infrastructure system that includes:

- planning and coordination functions,
- evaluation capabilities,
- management information systems,
- technical assistance and training,
- public education activities,
- resource and referral functions,
- licensing systems, and
- professional development services.

QRIS must be implemented over a period of time. Before the program can reach the centers certain staff must be hired and trained. Procedures and regulations will be promulgated. Systems for monitoring and evaluation should be in place. Center personnel need to be fully informed about the details and expectations of QRIS. The general public and parents in particular must be made aware of the program, how the rating system reflects quality and the costs and subsidies which will be available.

The West Virginia QRIS will be implemented over a five year period. How this is to be done and the costs associated with each year's implementation are provided in the paragraphs that follow. Full detail on yearly plans and how costs were calculated are revealed in the cost summary section and Table 16 on page 90.

Year One - Building Infrastructure

State Level Infrastructure

Building the infrastructure for the QRIS is the primary focus during first year of implementation. Experience in other states with QRIS programs and recommendations from professional groups regarding programs facilities and staffing were used to develop the first year program and costs as well as in subsequent years. The staff described in the plan are in addition to existing staff. The detailed costs by year for QRIS implementation are given on pages 82-91 of the full report.

On a state level, the Division of Early Care and Education will be developing a new Provider Management System to track the numerous components of the QRIS. This will require additional staff.

- Two staff will be employed as anchors/evaluators for the Environment Rating Scales and will attend training provided by the Frank Porter Graham Early Childhood Institute at the University of North Carolina. Once trained, they will begin on-site evaluations at three and four star programs and to provide training to other staff.
- A new Licensing Supervisor and one new licensing specialist will be employed to determine the rating level of participating centers.
- Three new coordinators will be hired to coordinate the work of staff in CCR&R agencies.

- One coordinator will provide training and oversight for technical assistance staff;
- Another will provide training and oversight for new training specialists conducting training for school-age child care programs;
- The third coordinator will collaborate with other professional development providers, including community and technical colleges, to maximize funding for training, scholarships and professional development and imitate online training, evening classes and off-campus programs for child care workers.
- A rate increase for providers elevates base payment rates towards the goal of the 75th percentile of the 2011 market rate.

The Division, with assistance from the QRIS Advisory Council, will be finalizing quality standards, application forms, policies and procedures for each level of the QRIS. The existing Tiered Reimbursement System, which offers \$2-\$4 extra daily in payments for subsidized children to providers who provide written verifications that their program meets higher quality standards, will be transitioned to the new QRIS. The transition will result in an additional level of quality and physical on-site monitoring to verify compliance with standards. In a QRIS, tiered reimbursement is not a program in and of itself, but merely another financial support provided to increase the level of quality.

The existing Tiered Reimbursement System will be transitioned to the new QRIS Star rating system. Division staff will be working with the Division of Grants and Contracts to increase the scope of work for the CCR&R agencies, which will be responsible for a majority of the provider supports in a QRIS, including training and technical assistance and ERS evaluation.

Two new contractors must be selected:

- A contract for an independent third party evaluator, who must have knowledge of the early childhood framework in West Virginia and experience in conducting research. An independent, third-party evaluator is necessary to accurately gauge the progress and effectiveness of the Quality Rating Improvement System (QRIS). The proposed evaluator is expected to have significant demonstrable research experience regarding effective early childhood practices and policies as well as a substantive connection to the legislative and policy arenas of the State. Further, this evaluator should possess an intimate working knowledge of the financing structures of QRIS systems (broadly defined) and in the State in particular. The evaluating entity should be able to provide evidence of long-standing expertise in evaluating early childhood, Pre-K education or other similar systems and their implementation. Staff will work with the independent third party evaluator to develop outcomes and measurements for evaluation of the QRIS.
- A contract for an agency in conjunction with the QRIS Advisory Council to provide a comprehensive consumer awareness campaign and to create a logo, name and identity for the system Staff will continue quarterly meetings of the QRIS Advisory Council.

Child Care Resource and Referral Agencies Infrastructure

The six child care resource and referral agencies (CCR&FA) will be adding new employees and will need to locate space and purchase equipment for these new employees. Each CCR&FA will add the following additional staff:

- One new infant and toddler specialist to provide training for caregivers of infants and toddlers (the two largest CCR&R agencies will each receive two positions).
- One new school-age child care specialist to provide training specifically for caregivers of school-age children.
- One technical assistance specialist to provide on-site assistance to providers to improve their programs, develop professional development plans, provide career advice, help providers in applying for accreditation or to move up a star level in the QRIS system (the two largest CCR&R agencies will each receive two positions).

All new staff will require an introductory course on the Environment Rating Scales, which will be offered as a web-based course; and all require notepads and access to the national ERS Data System. The infant and toddler specialists require additional training from the Program for Infant and Toddler Caregivers (PITC) program provided by West Ed Laboratories of California.

WV Early Childhood Training Connections and Resources (WVECTCR)

WVECTCR is another significant resource for provider supports for early educators. The agency manages the T.E.A.C.H.® scholarship program and the State Training and Registry System (STARS). The registry system;

- Determines career lattice levels for early childhood staff based on education and experience,
- Tracks training and professional development, and approves trainers and training providers. issues incentive grants to center providers
- Manages the Center Accreditation Support System.
- Facilitates training-of-trainers sessions for DHHR and CCR&R professional development staff.

During the first year, they will be facilitating several train-the-trainer sessions for the new positions. The agency will receive additional funding for grants and scholarships in preparation for increased demand for these supports. The estimated cost for year one is \$12,866,498 in addition to funds already in the program.

Year Two - Growing the QRIS

State Level Growth

By year two, the focus will move from implementation and start-up of the necessary infrastructure to launch the QRIS system.

- The new management information system should be ready for information to transfer from the old system to the new. Staff will be training CCR&R personnel on the new system. Providers will enter information directly into the web-based system.
- The ERS anchors have become experienced evaluators and will attend in-depth training on the Infant and Toddler and Pre-school Environment Scales. Training two new evaluators will be conducted to insure the reliability of the scores for the new staff.
- The first of two base pay increases for child care providers will be implemented and rates will be set at the 75th percentile of 2011 market rate for positions with similar training and experience requirements.

- A second rate increase for providers elevates base payment rates to the 75th percentile of the 2011 market rate.
- A new market rate survey to determine provider fees will be conducted.
- The WAGES™ program will be implemented, which will provide wage supplements for staff working in programs with two or more Stars. Supplements will be phased in over a five-year period, which means the phase-in will carry over into the second five years of the QRIS.
- Two new technical assistance staff and two new ERS evaluators for selected CCR&R agencies to cover areas of need for technical assistance or, in the case of the ERS evaluators, to cover different parts of the state.
- Funding for scholarships and grants will be increased at WVECTCR.
- The third party evaluator will begin collecting data on initial outcomes from the QRIS.

Child Care Resource and Referral Agencies

The child care resource and referral agencies will increase the number of early childhood practitioners attending training courses and needing technical assistance. The infant and toddler specialists will double the amount and comprehensiveness of training available to infant and toddler teachers. The school-age specialists will be doing the same for teachers of children age 5-12. Technical assistance staff will be working with programs and providers, assisting with ERS self-assessments, program improvement planning, applications for accreditation, referrals to other supports, professional development plans and providing advice to practitioners on their practice and their careers. During this year, the following should occur:

- A technical assistance position will be added to two CCR&R agencies experiencing the greatest demand for technical assistance. They will take the new ERS web-based introductory course.
- An ERS evaluator will be added to two CCR&R agencies designed to cover specific geographic regions of the state. They will each attend training offered by the Frank Porter Graham Early Childhood Institute at the University of North Carolina in Chapel Hill and will work with the two state anchors to achieve inter-rater reliability and begin conducting evaluations.
- Conversion to the new Provider Management Information System may take up a considerable amount of time. There will be numerous questions from providers about how to access the new system and how to enter information on their programs in the system.
- CCR&R agencies must find space and purchase equipment for new staff.

West Virginia Early Childhood Training Connections and Resources Growth

WVECTCR will expand the programs it manages that are components of the QRIS, necessitating enhanced funding for several of the program components:

- The T.E.A.C.H.® program will receive increased funding to support the growing number of early educators interested in pursuing a degree due to the incentives offered through the WAGES™ program and scholarship assistance.
- The incentive and accreditation grant programs will receive increased funding to support the growing number of programs interested in participating in the QRIS, those moving up to a new star level and those seeking accreditation.

- The WAGES™ will be implemented through WVECTCR. This new project subsidizes wages to practitioners working in two-star and above programs, having certificates, credentials, or college credit and are at Career Lattice Level 3 or above. Career Levels are available as Appendix 9.
- The training-of-trainers line item will be increased to allow for training for new professional development staff and technical assistance staff in the CCR&R agencies.

The estimated cost for year two is \$12,507,051 in addition to funds already in the program.

Year Three - Reporting on Continuing Progress

State Level Progress

This is the first year for the third party evaluator to make a report on their evaluation of progress to see if modifications are necessary to insure the success of the program. Current efforts continue but some additional efforts are just starting.

- The intake level for eligibility for child care to 160 percent of Federal Poverty Level (FPL), the first in a series of increases designed to take eligibility to 200 percent of FPL. The exit level remains at 185 percent of FPL. This increase allows additional families to afford child care and will cover an estimated 407 additional children.
- An additional licensing specialist is employed to determine the Star ratings for the growing number of centers participating in the QRIS.
- The consumer awareness campaign shifts its focus from encouraging provider participation to providing more materials to families on how to select center care based on the Star level of providers.
- Two additional technical assistance staff will be added along with two new ERS evaluators to selected CCR&R agencies to cover areas of high need for technical assistance or, in the case of the ERS evaluators, to cover different parts of the state.
- Funding for scholarships and grants will be increased at WVECTCR.

CCR&R Progress

The CCR&R agencies continue existing efforts but new staff is added again this year.

- A technical assistance position will be added to two CCR&R agencies experiencing the next greatest demand for technical assistance. They will also take the new ERS web-based introductory course. This makes a total of 12 technical assistance staff statewide.
- Another ERS evaluator will be added to two CCR&R agencies designed to cover specific geographic regions of the state. This makes a total of 4 evaluators in the CCR&R agencies in addition to the two State Anchors.

WV Early Childhood Training Connections and Resources Progress

WVECTCR will employ a coordinator to support the WAGES program. Additional financing is added to the T.E.A.C.H.® scholarship program, the grant incentive program, the Center for Accreditation Support Services (CASS) program and the WAGES program.

The estimated cost for year three is \$15,473,663 in addition to funds already in the program.

Year Four - Results

State Level Results

The initial report by the third party evaluator is available. Based on the report's results, it will be determined what is working well and what isn't. Results will be utilized for changes to policies, procedures and standards as needed.

Two new technical assistance staff and two new ERS evaluators to selected CCR&R agencies will be added to cover areas of high need for technical assistance or, in the case of the ERS evaluators, to strategically cover different parts of the state. Funding for scholarships and grants will be increased at WVECTCR to enhance greater demand for these programs.

State level staff increases the intake level for eligibility for child care to 170 percent of Federal Poverty Level (FPL), the second in the series of increases designed to take eligibility to 200 percent of FPL. The exit level remains at 185 percent of FPFL. This increase means additional families can afford child care and will cover an estimated additional 407 children, which makes a total of over 814 new children in the system.

CCR&R Progress

For the CCR&R agencies new staff is added again this year.

- A technical assistance position will be added to two CCR&R agencies experiencing the next greatest demand for technical assistance. They will also take the new ERS web-based introductory course. This makes a total of 14 technical assistance staff statewide.
- Another ERS evaluator will be added to two CCR&R agencies designed to cover specific geographic regions of the state. This makes a total of six evaluators in the CCR&R agencies in addition to the two State Anchors.

WV Early Childhood Training Connections and Resources Progress

For WVECTCR additional funding is added to the T.E.A.C.H.® scholarship program, the grant incentive program, the CASS accreditation support program and the WAGE\$ program.

The estimated cost for year four is \$18,621,511 in addition to funds already in the program.

Year Five - A New Financial Plan

State Level Results

In the fifth year the Division of Early Care and Education will need funding to update the five-year financial plan. The second five-year plan will continue to expand various components of a graduated implementation, including:

- Increased eligibility for families, possible increases in rates to maintain them at the 75th percentile,
- Provision of health care benefits and evaluation of the need for funding for all other components of the system.

Implementation efforts will continue:

- Grant agreements will once more be altered to add two final technical assistance staff and two final ERS evaluators to selected CCR&R agencies. This will result in 8 ERS evaluators in addition to the two state level anchors and a total of 16 technical assistance staff statewide.
- Funding for scholarships and grants will also be increased at WVECTCR.
- The intake level for eligibility for child care to 180 or 185 percent of Federal Poverty Level (FPL), the second in the series of increases designed to take eligibility to 200 percent of FPL. The exit level remains at 185 percent of FPL. This increase will cover an estimated 406 additional children, which makes a total of 1,220 new children in the system.
- A third licensing specialist is employed to determine the rating levels of the growing number of centers participating in the QRIS.

Provision of Health Care Benefits

This is the last component to be added to the list of improvements for staff and providers and is designed to stabilize the child care workforce by retaining current staff and reducing turnover. Implementation may also depend upon the impact of the Affordable Care Act passed by Congress in 2010, which reforms the provision of health care benefits and may cover much of the current workforce.

The third-party evaluator will complete a second progress report and evaluate the progress and effective of the QRIS. This report should be the first to show program outcomes and could result in analysis and changes to the program in the sixth year of operation.

CCR&R Progress

The CCR&R agencies again this year will require additional personnel.

- A technical assistance position will be added to the two remaining CCR&R agencies. This makes a total of 16 technical assistance staff statewide.
- Another ERS evaluator will be added to two CCR&R agencies. This makes a total of eight evaluators in the CCR&R agencies in addition to the two State Anchors.

WV Early Childhood Training Connections and Resources Progress

Additional amounts are added to the T.E.A.C.H.® scholarship program, the grant incentive program, the CASS accreditation support program and the WAGES™ program. The Health Care Benefits Program will be added to the list of QRIS supports provided through WVECTCR, which may mean the addition of a Health Care Benefits Coordinator. Due to the increase in the award of grants and other financial benefits, a fiscal agent will be added to manage the increased numbers. The estimated cost for year five is \$23,467,304 in addition to funds already in the program.

Conclusion

This executive summary provides a capsule look at what will be required for the establishment of a QRIS program in West Virginia. The importance of having a QRIS program has been established. The state gains by having children better prepared for school and in later life more

productive citizens. Parents profit because they can now evaluate the comparative competencies of various child care options and will find child care to be more affordable. The State itself benefits by having more people in the workforce and fewer relying on state welfare programs.

Implementation of a QRIS in West Virginia will be an ongoing process. This financial plan represents the estimated investment for the first five years with an annualized cost of \$16.5 million and a total five year cost of \$82.9 million.

DRAFT

WV Code §19-2E, et seq.: Quality Rating and Improvement System

WEST VIRGINIA CODE

CHAPTER 49. CHILD WELFARE.

ARTICLE 2E. QUALITY RATING AND IMPROVEMENT SYSTEM.

§49-2E-1. Findings and intent; advisory council.

(a) The Legislature finds that:

- (1) High quality early childhood development substantially improves the intellectual and social potential of children and reduces societal costs;
 - (2) A child care program quality rating and improvement system provides incentives and resources to improve the quality child care programs; and
 - (3) A child care program quality rating and improvement system provides information about the quality of child care programs to parents so they may make more informed decisions about the placement of their children.
- (b) It is the intent of the Legislature to require the Secretary of the Department of Health and Human Resources promulgate a legislative rule and establish a plan for the phased implementation of a child care program quality rating and improvement system not inconsistent with the provisions of this article.
- (c) The Secretary of the Department of Health and Human Resources shall create a Quality Rating and Improvement System Advisory Council to provide advice on the development of the rule and plan for the phased implementation of a child care program quality rating and improvement system and the ongoing program review and policies for quality improvement. The secretary shall facilitate meetings of the advisory council. The advisory council shall include representatives from the provider community, advocacy groups, the Legislature, providers of professional development services for the early childhood community, regulatory agencies and others who may be impacted by the creation of a quality rating and improvement system.
- (d) Nothing in this article requires an appropriation, or any specific level of appropriation, by the Legislature.

§49-2E-2. Creation of statewide quality rating system; legislative rule required; minimum provisions.

(a) The Secretary of the Department of Health and Human Resources shall propose rules for legislative approval in accordance with the provisions of article three, chapter twenty-nine-a of this code to implement a quality rating and improvement system. The quality rating and improvement system shall be applicable to licensed child care centers and facilities and registered family child care homes. If other types of child care settings such as school-age child care programs become licensed after the implementation of a statewide quality rating and improvement system, the secretary may develop quality criteria and incentives that will allow the other types of child care settings to participate in the quality rating and improvement system. The rules shall include, but are not limited to, the following:

- (1) A four-star rating system for registered family child care homes and a four-star rating system for all licensed programs, including family child care facilities and child care centers, to easily communicate to consumers four progressively higher levels of quality child care. One star indicating meeting the minimum acceptable standard and four stars indicating meeting or exceeding the highest standard. The system shall reflect the cumulative attainment of the standards at each level and all lesser levels: *Provided*, That any program accredited by the National Association for the Education of Young Children or the National Association for Family Child Care, as applicable, shall automatically be awarded four-star status;
 - (2) Program standards for registered family child care homes and program standards for all licensed programs, including family child care facilities and child care centers, that are each divided into four levels of attributes that progressively improve the quality of child care beginning with basic state registration and licensing requirements at level one, through achievement of a national accreditation by the appropriate organization at level four. Participation beyond the first level is voluntary. The program standards shall be categorized using the West Virginia State Training and Registry System Core Knowledge Areas or its equivalent;
 - (3) Accountability measures that provide for a fair, valid, accurate and reliable assessment of compliance with quality standards, including, but not limited to:
 - (A) Evaluations conducted by trained evaluators with appropriate early childhood education and training on the selected assessment tool and with a demonstrated inter-rater reliability of eighty-five percent or higher. The evaluations shall include an on-site inspection conducted at least annually to determine whether programs are rated correctly and continue to meet the appropriate standards. The evaluations and observations shall be conducted on at least a statistically valid percentage of center classrooms, with a minimum of one class per age group;
 - (B) The use of valid and reliable observation and assessment tools, such as environmental rating scales for early childhood, infant and toddler, school-age care and family child care as appropriate for the particular setting and age group;
 - (C) An annual self-assessment using the proper observation and assessment tool for programs rated at two stars; and
 - (D) Model program improvement planning shall be designed to help programs improve their evaluation results and level of program quality.
- (b) The rules required pursuant to this section shall include policies relating to the review, reduction, suspension or disqualification of child care programs from the quality rating and improvement system.
- (c) The rules shall provide for implementation of the statewide quality rating system effective July 1, 2011, subject to section four of this article.

§49-2E-3. Creation of statewide quality improvement system; financial plan to support implementation and quality improvement required as part of rules.

Attached to the proposed rules required in section two of this article, the Secretary of the Department of Health and Human Resources shall submit a financial plan to support the implementation of a statewide quality rating and improvement system and help promote quality improvement. The financial plan shall be considered a part of the rule and shall include specific proposals for implementation of the provisions of this section as determined by the Secretary. The plan shall address, but is not limited to, the following:

(1) State agency staffing requirements, including, but not limited to:

(A) Highly trained evaluators to monitor the assessment process and ensure inter-rater reliability of eighty-five percent or higher;

(B) Technical assistance staff responsible for career advising, accreditation support services, improvement planning, portfolio development and evaluations for improvement planning only. The goal for technical assistance staffing is to ensure that individualized technical assistance is available to participating programs;

(C) A person within the department to collaborate with other professional development providers to maximize funding for training, scholarships and professional development. The person filling this position also shall encourage community and technical colleges to provide courses through nontraditional means such as online training, evening classes and off-campus training;

(D) Additional infant and toddler specialists to provide high level professional development for staff caring for infants and to provide on-site assistance with infant and toddler issues;

(E) At least one additional training specialist at each of the child care resource and referral agencies to support new training topics and to provide training for school-age child care programs. Training providers such as the child care resource and referral agencies shall purchase new training programs on topics such as business management, the Devereux Resiliency Training and Mind in the Making; and

(F) Additional staff necessary for program administration;

(2) Implementation of a broad public awareness campaign and communication strategies that may include, but are not limited to:

(A) Brochures, internet sites, posters, banners, certificates, decals and pins to educate parents; and

(B) Strategies such as earned media campaigns, paid advertising campaigns, e-mail and internet-based outreach, face-to-face communication with key civic groups and grassroots organizing techniques; and

(3) Implementation of an internet-based management information system that meets the following requirements:

(A) The system shall allow for multiple agencies to access and input data;

(B) The system shall provide the data necessary to determine if the quality enhancements result in improved care and better outcomes for children;

(C) The system shall allow access by Department of Health and Human Resources subsidy and licensing staff, child care resource and referral agencies, the agencies that provide training and scholarships, evaluators and the child care programs;

(D) The system shall include different security levels in order to comply with the numerous confidentiality requirements;

(E) The system shall assist in informing practice; determining training needs; and tracking changes in availability of care, cost of care, changes in wages and education levels; and

(F) The system shall provide accountability for child care programs and recipients and assure funds are being used effectively;

(4) Financial assistance for child care programs needed to improve learning environments, attain high ratings and sustain long-term quality without passing additional costs on to families that may include, but are not limited to:

(A) Assistance to programs in assessment and individual program improvement planning and providing the necessary information, coaching and resources to assist programs to increase their level of quality;

(B) Subsidizing participating programs for providing child care services to children of low-income families in accordance with the following:

(i) Base payment rates shall be established at the seventy-fifth percentile of market rate; and

(ii) A system of tiered reimbursement shall be established which increases the payment rates by a certain amount above the base payment rates in accordance with the rating tier of the child care program;

(C) Two types of grants shall be awarded to child care programs in accordance with the following:

(i) An incentive grant shall be awarded based on the type of child care program and the level at which the child care program is rated with the types of child care programs having more children and child care programs rated at higher tiers being awarded a larger grant than the types of child care programs having less children and child care programs rated at lower tiers; and

(ii) Grants for helping with the cost of national accreditation shall be awarded on an equitable basis.

(5) Support for increased salaries and benefits for program staff to increase educational levels essential to improving the quality of care that may include, but are not limited to:

(A) Wage supports and benefits provided as an incentive to increase child care programs ratings and as an incentive to increase staff qualifications in accordance with the following:

(i) The cost of salary supplements shall be phased in over a five-year period;

(ii) The Secretary of the Department of Health and Human Resources shall establish a salary scale for each of the top three rating tiers that varies the salary support based on the education of the care giver and the rating tier of the program; and

(iii) Any center with at least a tier two rating that employs at least one staff person participating in the scholarship program required pursuant to paragraph (B) of this subsection or employs degree staff may apply to the Secretary of the Department of Health and Human Resources for funding to provide health care benefits based on the Teacher Education and Compensation Helps model in which insurance costs are shared among the employees, the employer and the state; and

(B) The provision of scholarships and establishment of professional development plans for center staff that would promote increasing the credentials of center staff over a five-year period; and

(6) Financial assistance to the child care consumers whose income is at two hundred percent of the federal poverty level or under to help them afford the increased market price of child care resulting from increased quality.

§49-2E-4. Quality rating and improvement system pilot projects; independent third-party evaluation; modification of proposed rule and financial plan; report to Legislature; limitations on implementation.

(a) The Secretary of the Department of Health and Human Resources may promulgate emergency rules in accordance with the provisions of article three, chapter twenty-nine-a of this code to implement a quality rating and improvement system in up to five counties as pilot projects beginning July 1, 2009. The pilot quality rating and improvement systems shall be in accordance with the provisions of this article for the statewide system. The purpose of the pilot projects is to test the rating system, assess the quality of existing child care providers, provide a basis for estimating the financial requirements of the various elements of a statewide system as set forth in this article and to inform future policy decisions. Notwithstanding any provision of this article to the contrary, the rating or potential rating of a child care provider participating in the study may not be individually disclosed. The secretary may modify and develop additional policies consistent with this article as appropriate.

(b) The secretary shall contract with an independent third-party evaluator to assist the department and the Quality Rating and Improvement System Advisory Council with establishing and evaluating the pilot project quality rating and improvement system and conducting research on statewide implementation. The secretary also may contract with the evaluator for ongoing evaluation and research for quality improvement. The evaluator shall have access to all project data including data in the management information system provided for in section two of this article.

(c) The secretary shall report annually to the Legislature on the progress on development and implementation of a child care quality rating and improvement system and its impact on improving the quality of child care in the state. The secretary may propose amendments to the rules and financial plan necessary to promote implementation of the quality rating and improvement system and improve the quality of child care and may recommend needed legislation. Nothing in this article requires the implementation of a quality rating and improvement system unless funds are appropriated therefore. The secretary may prioritize the components of the financial plan for implementation and quality improvement for funding purposes. If insufficient funds are appropriated for full implementation of the quality rating and improvement system beginning on July 1, 2011, the rules shall provide for gradual implementation over a period of several years.

(d) The Legislature recognizes that expenditures, especially one-time types of expenditures or expenditures of a limited duration, may be funded with moneys derived through the American Recovery and Reinvestment Act of 2009. A study of the cost of implementing a quality rating and improvement system statewide is expected to be conducted over the next two years.

Note: Code updated with legislation passed through the 2009 4th Extraordinary Session

West Virginia Child Care Quality Standards

Family Child Care Quality Standards

Numbering in red indicates location in NAEYC Standards.

| Tier I | Tier II | Tier III | Tier IV |
|---|---|---|---|
| Program Management | | | |
| <ol style="list-style-type: none"> 1. Valid WV Certificate of Registration 2. Records kept in easily accessible files 3. Certificate publicly displayed 4. Records and information about children and families kept in confidence. 5. Training records maintained. 6. Sign in and out sheets maintained 7. Records maintained for 2 years. 8. Reporting to DHHR of child abuse and neglect, changes in household or major accidents or illnesses. | <ol style="list-style-type: none"> 1. The program has developed a Parent Contract that includes hours of operation, supplies needed, vacation policy, and parent communication policy. 2. The program uses at least one community support service per quarter, such as TRAILS, Child and Adult Food Program (CACFP), libraries, behavior consultant, museum, etc. 3. The program has liability insurance. | <ol style="list-style-type: none"> 1. Begin NAFCC application process. 2. The provider has had a FCCERS-R assessment completed by a reliable rater. 3. The provider along with an ERS technical assistance staff has used their FCCERS-R score to develop an improvement plan. 4. The program has developed a written policy that supports the Parent Contract for the following: (5.19) 5. Substitutes, illness, medication administration, guidance and discipline, and toilet training. 6. The program uses at least two community support service per quarter, such as TRAILS, CACFP, libraries, behavior consultant, museums, Birth to Three, community centers, humane society, etc. 7. Your substitute provider must have a current a current CPR/First Aid certification. 8. Your substitute provider has acquired a physical/TB test with a negative result. (5.34) 9. Your substitute understands the routines and special needs of the children in your care. (5.34 paraphrased) | <ol style="list-style-type: none"> 1. NAFCC standards must be achieved in addition to the following: 2. The provider has a current FCCERS-R review on file. 3. The program has developed a Parent Handbook that includes items listed in tier II and III, as well as information about: <ol style="list-style-type: none"> a. Mandated reporting <i>and</i> universal precautions. 4. The program uses at least three community support service per quarter. Examples listed in previous tiers. 5. Your substitute provider must obtain two (2) hours of professional development each year. |

Health, Safety and Nutrition

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| <ol style="list-style-type: none"> 1. Evacuation plan and fire drills with adequate exits. 2. Safe play space and equipment. 3. Meals meet USDA guidelines. 4. Supervision within sight or hearing 5. Frequent observation of children in cribs and playpens. 6. Medical exams for providers and children. 7. Background checks. 8. Working utilities. 9. Home in good repair with barriers on steps, or raised platforms. 10. Safe storage of flammable and poisonous materials and weapons. 11. Electrical cords/outlets safe. 12. Safe heating and cooling devices. 13. Smoke detectors and CO detectors if gas is used. 14. Smoking prohibition. 15. Vaccines for pets, pet safety. 16. Written instructions for administering medications. 17. Safe water supply 18. Universal precautions 19. Safe food storage. 20. Sanitation requirements for garbage, bathrooms, dishes, and home | <ol style="list-style-type: none"> 1. The program has an emergency preparedness plan that includes what to do in the event of severe weather or hazardous conditions such as chemical leaks. 2. The play equipment used both indoors and outdoors in the program is safe and developmentally appropriate for the children who use it. 3. Heavy furniture which is easily tipped, such as shelves and entertainment centers, are anchored to the wall. 4. Climbing equipment, swings, etc. are securely anchored into place. 5. The program's toy chests have either safety hinges and air holes, or no lid. 6. The provider has menus posted and children's food allergies posted in the food preparation area. 7. The provider is alert to napping infants and visually checks on them at a minimum of every 15 minutes. | <ol style="list-style-type: none"> 1. The provider helps children, as they are able, to learn their full names, addresses, phone numbers, and how to dial 911 or the local emergency number. 2. The provider helps children understand dangerous situations and the reasons for fire safety rules. The provider involves children age 3 and over in discussions about their safety. (4.24) 3. If a child has been diagnosed as having a special health care need, the provider understands the condition, follows all prescribed treatments, and works with parents and other specialists as needed. (4.69) | |
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| <p>21. No rodent or insect infestation.</p> <p>22. Water safety for pools and hot tubs</p> <p>23. Posting of emergency information.</p> <p>24. Requirements for first aid supplies</p> <p>25. Use of seatbelts and car inspected.</p> <p>26. Back to sleep requirements</p> <p>27. Safe and sanitary diapering practices</p> <p>28. Comfortable and safe sleeping arrangements</p> <p>29. Bathing safety and health practices.</p> | | | |
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Child Growth and Development

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| <p>1. Age/ stage appropriate materials.</p> | <p>1. The program supports all areas of development, including social-emotional, physical, cognitive, language/communication, and creative expression.</p> | <p>1. The program shares with parents the areas of development and their importance through handouts from training, conferences, or newsletters.</p> <p>2. The provider has attended a minimum of two (2) hours of professional development in Child Growth and Development.</p> | <p>1. NAFCC standards must be achieved in addition to the following:</p> <p>a. The provider has attended a minimum of four (4) hours of professional development in Child Growth and Development.</p> |
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Positive Interactions and Relationships

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| <p>1. Guidance is age appropriate</p> <p>2. No harmful forms of discipline or corporal punishment.</p> <p>3. Hold, cuddle, talk and sing to infants and toddlers.</p> <p>4. Fair and consistent rules relevant to children's ages</p> | <p>1. The program provider has attended a minimum of two (2) hours of professional development in positive interactions and relationships with children.</p> <p>2. The provider posts written rules in simple language that children can understand.</p> <p>3. The program has a written positive guidance policy in addition to simple rules.</p> | <p>1. The program provider has attended a minimum of four (4) hours of professional development in positive interactions and relationships with children.</p> <p>2. The program uses positive guidance, appropriate for the developmental abilities of each child, which is used to help children gain self-control and take responsibility for their own behavior. (3.29)</p> <p>3. The provider takes time every day for meaningful conversation with each child. (3.60)</p> <p>4. The provider takes an interest in and responds positively to babies' vocalizations and imitates their sounds.</p> | <p>1. NAFCC standards must be achieved in addition to the following:</p> <p>2. The program provider has attended a minimum of six (6) hours of professional development in positive interactions and relationships with children.</p> <p>3. Provider reacts quickly to solve problems in a comforting and supportive way.</p> <p>4. Provider shows respect for children. For example, making eye contact and listening attentively.</p> |
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Curriculum

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| <p>1. Age appropriate daily routine with:</p> <ul style="list-style-type: none"> ▪ Regular meal/nap times ▪ Indoor/outdoor play ▪ Quiet/active play ▪ Practice self-help skills ▪ Age appropriate books read to kids <p>2. Use of arts and crafts, building blocks, balls and riding toys, large muscle equipment, manipulative toys, and science materials and dress-up clothes for dramatic play.</p> | <p>1. At least two (2) of the following learning centers are provided to children in the program?</p> <p>a. Art (drawing materials, paints, 3-D materials, collage, tools);</p> <p>b. Library (books for all age groups);</p> <p>c. Building Blocks and accessories (unit blocks, homemade blocks, toy people, animals, vehicles, road signs);</p> <p>d. Dramatic/Pretend Play (housekeeping, different kinds of work, fantasy, leisure);</p> <p>e. Writing;</p> <p>f. Math/Numbers (counting, measuring, comparing, quantities, shapes, written numbers);</p> <p>g. Nature/Science (collections of natural objects, living things, nature/science books, games, toys, and activities);</p> <p>h. Technology (computers with educational programs, filtered internet access, tape recorders, CDs, and cameras).</p> <p>2. Children in the program have access to books all day that are appropriate for the different ages of the children in care.</p> <p>3. Children are offered at least 30 minutes each</p> | <p>1. At least three (3) of the learning centers listed in Tier II are provided to children in the program, with an additional 30 minutes focused on math or science.</p> <p>2. The provider offers several activities appropriate for the abilities and interests of the children. (3.1. paraphrased)</p> <p>3. The provider reads to children for at least 15 minutes during each half day, or all the children are able to read. Books are used to stimulate conversation that expands upon children's interests and imagination, to build vocabulary, or to introduce new ideas and information. (3.64)</p> <p>4. The provider allows children who can read independently to spend at least ½ hour in each ½ day engaged in literacy activities (such as reading, writing, listening to stories, or performing plays).</p> <p>5. The provider teaches children to take care of books as needed. (3.65 paraphrased)</p> <p>6. The provider has implemented a nationally recognized family child care</p> | <p>1. NAFCC standards must be achieved in addition to the following:</p> <p>2. At least four (4) of the learning centers listed in Tier II are provided to children in the program, with an additional 30 minutes focused on math and science.</p> <p>3. The program provider uses the <i>WVELSF</i> standards when planning.</p> |
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| | <p>day for activities that they choose on their own.</p> <p>4. Active gross motor activities are available to children in the program at least 30 minutes of each day.</p> <p>5. Fine motor activities are available to children in the program for at least 30 minutes daily, such as writing, art, and scribbling.</p> | <p>curriculum, such as <i>Creative Curriculum for FCC, High Scope.</i></p> | |
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Child Observation and Assessment

1. The family child care provider receives a minimum of two (2) hours of professional development in child observation and assessment.
2. The family child care provider has implemented informal child assessment that aligns with the goals of the program

1. The provider receives professional development in curriculum planning to meet individual needs of the children.
2. The provider has established and implemented a system to document observations of each child's developmental progress, interest and needs, anecdotal records, etc.

1. NAFCC standards must be achieved in addition to the following:
2. The provider will plan to meet the individual needs of the children based from observations. (3.4 paraphrased)
3. The provider will share documented observations with the parent on an annual basis.

Family and Community

1. Work with the parents, school system and Birth to Three to plan for **child's transition to other** programs.
2. Discuss and agree upon positive methods of guidance with parents.
3. Discuss and agree with **child's parent** for a schedule for toilet training.
4. Provide parents with guidelines for immunizations and periodicity schedules
5. Notify parents in advance on use of substitutes and on field trips that require transportation.
6. Written permission for administering medications, water play, field trips.

1. The family child care provider has at least one (1) method of family involvement such as a family bulletin board, family surveys, family newsletters, and/or family activities.
2. The family child care provider has a system in place for individual family communications that includes:
 - a. daily communication for families with children under age 3, and
 - b. weekly communication for those with children over age 3.

1. The provider will plan an annual parent day **or** conduct an annual survey. Although parent participation is encouraged, it is never required. (1.27 paraphrased)
2. The provider encourages parents to visit any time their children are present. She is available to parents by telephone when children are present, or regularly checks for phone messages. (1.9)
3. The provider respects diverse family styles and recognizes the strengths of each family. (1.11)
4. The provider individualizes the child care program, within reason, to respond to a parent's specific requests, preferences, and values. (1.12)

1. NAFCC standards must be achieved in addition to the following:
2. The provider will plan an annual parent day **and** conduct an annual survey. Although parent participation is encouraged, it is never required.

Professionalism

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| <ol style="list-style-type: none"> 1. Age 18 2. First aid with rescue breathing/choke-saving within 6 mos. 3. 8 clock hours annually 4. 2 other hrs. health and safety training and 4 hrs other training within 12 mos. 5. Training in Core Knowledge/Core Competencies 6. Able to read and write | <ol style="list-style-type: none"> 1. The family child care provider permits an early intervention specialist to enter the home to provide services to a special needs child and to assure the environment is appropriate for the child. 2. The family child care provider is registered on the WV STARS Career Pathway. 3. The family child care provider has current CPR and First Aid certifications. 4. The family child care provider has ten (10) hours of approved training annually, encompassing a minimum of two (2) Core Knowledge/Core Competency areas. 5. The family child care provider has attended training on the Family Child Care Environmental Rating Scale-Revised (FCCERS-R) training 6. The family child care provider has completed a self-assessment of their program using the FCCERS-R. 7. The family child care provider has completed one (1) of the following: <ol style="list-style-type: none"> a) One semester of Apprentice for Child Development Specialist (ACDS), or b) The Family Child Care modules, or | <ol style="list-style-type: none"> 1. The provider has developed a plan to advance on the WV STARS Career Pathway, if applicable. 2. The provider has twelve (12) hours of approved training annually, encompassing a minimum of three (3) Core Knowledge/Core Competency areas. 3. The provider has completed two (2) of the following: <ol style="list-style-type: none"> a. 2 semesters of Apprentice for Child Development Specialist (ACDS), b. the Family Child Care modules, c. WV Infant and Toddler Training (WVIT), d. a 3 hour college course in Early Childhood, e. CQCE training, or f. 80 hours of credit toward the WV Early Childhood Certificate. 4. The provider knows how to detect signs of child abuse and neglect, understands the responsibility to report suspicious cases to child protective services, and, if appropriate, files a report. (5.11) 5. The provider is actively involved with other providers or a related professional group, if available. (5.8) | <ol style="list-style-type: none"> 1. NAFCC standards must be achieved in addition to the following: 2. The provider has advanced on the WV STARS Career Pathway by at least one (1) level, if applicable. 3. The provider has fifteen (15) hours of approved training annually, encompassing a minimum of four (4) Core Knowledge/ Core Competency areas. 4. The provider has completed three (3) of the following: <ol style="list-style-type: none"> a. 4 semesters of Apprentice for Child Development Specialist (ACDS), b. the Family Child Care modules, c. WV Infant and Toddler Training (WVIT), d. a 3 hour college course in Early Childhood, e. CQCE training, or f. Completion of the WV Early Childhood Certificate. 5. The provider has created a five year professional development plan. 6. The provider has participated in a state/regional level initiative. |
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- c) WV Infant and Toddler Training (WVIT), or
 - d) One 3 hour college course in Early Childhood,
 - e) CCQCE training, or
 - f) 40 hours of credit toward the WV Early Childhood Certificate.
8. The family child care provider has completed training on:
- a. Sudden Infant Death Syndrome (SIDS), and
 - b. Child Abuse and Neglect, and
 - c. Medication Administration.
9. The family child care provider participates in an early childhood conference at least once a year.

Family Child Care Facilities

Numbering in red indicates location in NAEYC Standards.

| Tier I | Tier II | Tier III | Tier IV |
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| Child Growth and Development | | | |
| <p>1. Age/ stage appropriate materials.</p> | <p>1. The program supports all areas of development: social-emotional, physical, language, and cognitive development (early literacy, math, science, creative expression and art appreciation).</p> | <p>1. Teachers use their knowledge of individual children to modify strategies and materials to enhance children’s learning. (3.E.04)</p> <p>2. Teaching staff actively seek to understand infants’ needs and desires by recognizing and responding to their nonverbal cues and by using simple language. (3.E.07)</p> <p>3. Teaching staff use varied vocabulary and engage in sustained conversations with children about their experiences (3.F.07)</p> <p>4. Teachers have and use a variety of teaching strategies that include a broad range of approaches and responses. (3.G.01)</p> | |

Health, Safety, and Nutrition

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| <ol style="list-style-type: none"> 1. Evacuation plan and record of fire drills are posted. 2. Safe play space and equipment. 3. Menus are posted for all meals and snacks. Meals meet USDA guidelines. 4. High chair safety 11.11 5. Checks on napping infants every 15-20 minutes. 6. Supervision within sight or hearing 7. 35 sq ft of indoor and 75 sq ft of outdoor space per child (9.B.04) (9.C.01) 8. Safe and sanitary diapering practices. Toilet training health and safety requirements 9. Separate spaces for infants & toddlers. 10. Medical exams for providers, staff and children 11. Background checks 12. No use of illegal drugs or alcohol or no mental illness that poses a risk for children 13. Working utilities 14. Home in good repair with barriers on steps, or raised platforms. | <ol style="list-style-type: none"> 1. Program has an emergency preparedness plan that includes what to do in event of severe weather or hazardous conditions such as chemical leaks. (10.D.08) 2. Equipment used both indoors and outdoors is developmentally appropriate for the children who use it. (9.A.04) 3. Heavy furniture which is easily tipped such as shelves and entertainment centers are anchored to the wall. 4. Climbing equipment, swings, etc is securely anchored. 5. Toy chests have either safety hinges and air holes or no lid. 6. Children's food allergies posted in food prep area. (5.B.05) 7. Provider visually checks on napping infants age 7 months and under every 15 minutes 8. Facility has a shaded outdoor area. (9.B.06) 9. For children who can not use toilet consistently: diaper changing procedures from Caring For Our Children are posted in that area; area has a hands free disposable container (5.A.08) 10. Children brush teeth daily. (5.A.16) 12. Provider uses sunscreen to protect children from sunlight. (5.A.07) | <ol style="list-style-type: none"> 1. Staff takes steps to ensure the safety of food brought from home. (5.B.02) 2. The program supports breastfeeding. (5.B.09) 3. Staff serve only formula and infant food that comes to the facility in factory-sealed containers, except for human milk. (5.B.10) 4. Teaching staff sit and eat with children and engage them in conversation. Meals are served family style. (3.D.07) (3.D.12) 5. The indoor and outdoor environment is designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. (9.A.05) (9.B.03) 6. The program has implemented a written agreement with a health consultant. (5.A.02) 7. A program that allows ill children or staff to remain in the program implements plans that have been reviewed by a health consultant. (5.A.04) 8. Program refrains from the use of alcohol-based hand rubs in lieu of hand washing as it is not recommended for early education settings, due to not being as effective as hand washing. (5.A.09) | <ol style="list-style-type: none"> 1. Teaching staff supervise infants and toddlers/ twos by sight and sound at all times. (3.C.02) 2. Teaching staff supervise children primarily by sight. (3.C.04) |
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| <p>15. Safe storage of flammable and poisonous materials and weapons.</p> <p>16. Electrical cords/outlets safe</p> <p>17. Prohibition on expansion gates.</p> <p>18. Smoking prohibition.</p> <p>19. Vaccines for pets, pet safety.</p> <p>20. Written instructions for administering medications</p> <p>21. Universal precautions</p> <p>22. No rodent or insect infestation.</p> <p>23. Requirements for first aid supplies</p> <p>24. Use of seatbelts and car inspected.</p> <p>25. Back to sleep requirements</p> <p>26. Comfortable and safe sleeping arrangements</p> <p>27. Prohibition on jumpers and infant walkers.</p> <p>28. Bathing safety and health practices.</p> <p>29. Inspections by the Fire Marshall and Health Department</p> | | <p>9. The routine and frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table from Caring for Our Children, 2nd edition. (5.C.01)</p> | |
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Positive Interactions and Relationships

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| <ol style="list-style-type: none"> 1. Guidance is age appropriate. 2. Written discipline policy 3. No harmful forms of discipline or corporal punishment. 4. Fair and consistent rules relevant to children's ages. | <ol style="list-style-type: none"> 1. Provider has attended minimum of 2 hrs of positive interactions and relationships with children professional development. 2. Provider posts written rules in simple language that children can understand. (1.A.05) 3. Provider has a written positive guidance policy in addition to simple rules. (10.B.08) | <ol style="list-style-type: none"> 1. Attend a professional development on Self-Regulation of children. (1.F) 2. Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play. (1.C.03) 3. Quarterly parental meeting (individual or group) related to current topics of early childhood development and cultural competence. (combining 1.A) 4. Teaching staff give one-on-one attention to infants when engaging in caregiving routines. (1.B.12) 5. Teaching staff talk frequently with children and listen to children with attention and respect. (1.B.15) 6. Teaching staff counter potential bias and discrimination while in care and by working with parents. (1.D.01) 7. Utilizes Behavioral Consultants to help develop individualized programs for children, if needed. (1.E) | <ol style="list-style-type: none"> 1. Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. (1.B.09) |
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Curriculum

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| <p>1. Age appropriate daily routine is posted and includes:</p> <p>a. Regular meal/nap times b. Indoor/outdoor play c. Quiet/active play d. Practice self-help skills</p> <p>2. Age appropriate books read to kids</p> <p>3. Use of arts and crafts, building blocks, balls and riding toys, large muscle equipment, manipulative toys, and science materials and dress-up clothes for dramatic play.</p> <p>4. Limited time for TV and video games and prohibition of violent or sexual content.</p> <p>5. Infant and toddler requirements- freedom to crawl or walk, age appropriate toys and self-care habits, expression through talk and imaginative play, attention to emotional and physical needs, continuity of care.</p> | <p>1. Select a curricula or curriculum framework(s) (2.A.01)</p> <p>2. Curricula are linked to WV ELSF (Birth to Five)</p> <p>4. Various types of books are available to children all day which can include: <i>fantasy and factual information; stories about people, animals, and science; books that reflect different cultures and abilities.</i> (2.E)</p> <p>5. Provision of 3 of the following learning centers:</p> <ul style="list-style-type: none"> ▪ Art: <i>drawing materials, paints, 3-D materials, collage materials, tools</i> (2.J) ▪ Library (2.E) ▪ Building blocks and accessories: <i>unit blocks, large hollow blocks, homemade blocks, toy people, animals, vehicles, and road signs.</i> ▪ Dramatic/pretend play: <i>housekeeping, different kinds of work, fantasy, leisure</i> (2.L) ▪ Writing (2.E) ▪ Math/ Number: <i>counting, measuring, comparing quantities, recognizing shapes, familiar with written numbers.</i> (2.F) ▪ Nature/ science: <i>collections of natural objects, living things, nature/ science books, games, toys,</i> ▪ <i>nature/ science activities.</i> (2.G) ▪ Technology: <i>computers with filtered internet access, tape recorders/ CDs and cameras.</i> (2.H) <p>6. Children have individualized storage area. (9.A.02)</p> | <p>1. Implementation of the selected curricula or curriculum framework.</p> <p>2. Children have opportunities to be read to in an engaging manner and have opportunity to retell and reenact events in storybooks. (2.E.04)</p> <p>3. Provision of 6 of the learning centers.</p> <p>4. Program staff use their knowledge of the community and the families it serves as an integral part of the curriculum and the children's learning experiences. (8.B.01)</p> | |
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Child Observation and Assessment

1. Staff receive minimum of 2 hrs training in child assessment/observation
2. Implementation of informal child assessment that aligns with programs curriculum goals. (4.B.05)

1. Staff receive minimum of 6 hrs of training in implementing an assessment system that aligns with the curriculum goals.
2. The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. (4.A.01)
2. Staff shares an understanding of the purposes, values, and uses, of assessment in their program and can explain these to others. (4.B.06)
3. Family members are provided information, either verbally or in writing, about their **child's development and learning** on at least a quarterly basis, with written reports at least two times a year. (4.E.02) (7.B.03)

Family and Community

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| <p>1. Information is shared with parents regarding child's accomplishments and any problems that arise.</p> | <p>1. Document two methods of family involvement such as: Family bulletin board, Family survey, Family Newsletter</p> <p>2. Family individual communications system- daily for children under 3 and weekly for children over 3. (7.B.05) (7.B.06)</p> <p>3. Develop a parent contract.</p> <p>4. Utilizes community resources such as: doctors, dentists, musicians, baker, quilter, health consultants, behavior consultant or use of two community support services per quarter, such as TRAILS, CACFP, Libraries, or Community Health centers. (8.B.02)</p> | <p>1. Program staff establish intentional practices to foster strong reciprocal relationships with families from the first contact and maintain them over time. (7.A.06)</p> <p>2. Program staff uses a variety of mechanisms such as family conferences or home visits to promote dialogue with families. (7.B.01)</p> <p>3. To better understand the cultural backgrounds of children, families, and the community, program staff participates in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families. (7.A.04)</p> <p>4. Program staff uses established linkages with other early education programs and/or local elementary schools to help families prepare for and manage their children's transitions between programs. (7.C.06)</p> <p>5. To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and program options. (7.C.07)</p> <p>6. Program staff maintains a current list of child and family</p> | |
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| | | <p>support services available in the community based on the pattern of needs they observe among families and based on what families request. They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development. (8.A.01)</p> | |
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Program Management

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| <p>1. Valid WV Certificate of License</p> | <p>1. Regular certificate of license.</p> <p>2. Program has a mission statement and program goals and objectives</p> <p>3. Program has implemented a business plan that includes the program's mission and goals, and management operations, marketing, and finance information.</p> | <p>1. The program has a written statement of philosophy. (2.A.01)</p> <p>2. Develop a plan including staff and parents to measure progress toward the program goals and objectives</p> <p>3. Technology-based information management systems are in place. (10.B.03)</p> <p>4. The work environment for staff is comfortable and clean and is in good repair. The work environment includes:</p> <ul style="list-style-type: none"> ▪ A place for adults to take a break from children; ▪ An adult-sized bathroom; and ▪ A secure place for staff to store their personal belongings. <p>5. Have a current/ appropriate ERS assessment completed by a reliable observer and a plan of action developed to work on any identified areas for improvement.</p> | <p>1. Verification of Accreditation.</p> <p>2. Have a current/ appropriate ERS assessment completed by a reliable observer and a plan of action developed to work on any identified areas for improvement.</p> |
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Professionalism

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| <ol style="list-style-type: none"> 1. Operator has a GED or HS diploma 2. Operator & staff is certified in CPR or first aid with rescue breathing/choke-saving. 3. Operator completes 15 clock hours of training annually and staff complete 12 hours annually 4. Training in Core Knowledge/Core Competencies in all areas over a 4-year period. 5. Operators must have 15 clock hours of pre-service training or a CDA or 3 hrs credits in early childhood. 6. Staff must have orientation/ SIDS & SBS self study packet. | <ol style="list-style-type: none"> 1. All Staff credentialed with WV STARS Career Pathway 2. Current First Aid/CPR for all staff. (5.A.03) 3. 18 hours of professional development annually for directors and 15 for staff. 4. Owner/Operator attends ERS training and completes self-assessment. 5. Owner/ Operator have a professional development plan showing work toward at least Level III on the Career Pathway. 6. All staff has completed training on SIDS, Shaken Baby, Child Abuse and Neglect, and Medication Administration. 7. Owner/ operator has completed training on and is using the WV ELSF for children 3-5 years of age. 8. All staff has completed one of the following: <ul style="list-style-type: none"> • 1 semester of ACDS, • FCC modules, • CQCE modules, • WVIT • 3 hr. college course in EC • 40 hours of credit toward the WV Early Childhood Certificate 9. Participation in an Early Childhood Conference (8.C.01) | <ol style="list-style-type: none"> 1. Owner/ Operator has completed Level IV and has a professional development plan towards at least Level VI. 2. All staff have completed one of the following: <ul style="list-style-type: none"> ○ ACDS Certification ○ College credits in EC ○ The WV Training Certificate in Early Care and Education 3. The provider has participated in a state/regional level initiative. (8.C.05) | <ol style="list-style-type: none"> 1. At least one staff member who has a certificate of satisfactory completion of pediatric first aid training is always present with each group of children. (5.A.03) 2. Infants placed to sleep on their backs unless otherwise ordered by a physician. (5.A.12) |
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Child Care Center Quality Standards

Numbering in green indicate location in Licensing.

Numbering in blue indicate location in NAEYC Standards.

| Tier I | Tier II | Tier III | Tier IV |
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| Child Growth and Development | | | |
| <p>1. Age/ stage appropriate materials.</p> | <p>1. The program supports all areas of development: social-emotional, physical, language, and cognitive development (early literacy, math, science, creative expression and art appreciation).</p> | <p>1. Teachers demonstrate their knowledge of content and developmental areas by creating experiences that engage children in purposeful and meaningful learning related to key curriculum. (3.G.14)</p> | |
| Health, Safety, and Nutrition | | | |
| <p>1. Children’s Health Assessment updated at least every 2 yrs for children under the age of 6 yrs.(15.2.b)</p> <p>2. Children have an established diaper changing area (Appendix 78-1 D)</p> <p>3. Meals are served according to USDA guidelines (16.1; 16.2)</p> <p>4. Outdoor Activity Equipment and Materials (13.6; Appendix 78-1 E)</p> <p>5. Outdoor area is free of equipment which might pose a drowning hazard. (13.6.e.8)</p> <p>6. Center shall have bathrooms for children (12.4)</p> <p>7. Appropriate practices for hand washing(17.1.a)</p> | <p>1. Program updates child health records every 6 months for children under the age of 2; updates records every 2 yrs over the age of 2. (5.A.01)</p> <p>2. For children who cannot use toilet consistently: disposable diapers are used; diaper changing procedures from Caring For Our Children are posted in that area; area has a hands free disposable container (5.A.08)</p> <p>3. Written menus are available to parents (5.B.15)</p> <p>4. Outdoor play space has place available for protection from sunlight. (9.B.0)</p> <p>5. Any permanent body of water is enclosed by a 4</p> | <p>1. The program shall have separate hands-free disposal containers for soiled diapers in addition to the disposal container used by children.</p> <p>2. Infants are fed when hungry or according to the written plan, but feeding is not used as a form of comfort. (5.B.12)</p> <p>3. Small, portable outdoor equipment and toys (for example, riding toys and sandbox toys) shall have a storage space that is utilized for their storage.</p> <p>4. When use of equipment or when participation in a special activity requires use of protective gear such as helmets, the protective gear must be designed for use in that activity.</p> <p>5. Adults and children will avoid touching the faucet</p> | <p>1. Teaching staff supervise infants and toddlers/twos by sight and sound at all times. (3.C.02)</p> <p>2. Teaching staff supervise children primarily by sight. (3.C.04)</p> |

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| <p>8. Medication Administration training before giving meds(15.4.h.7)</p> <p>9. Children are put to sleep on back (14.3.a.4)</p> <p>10. Infants are held for bottle-feeding (16.11.d)</p> <p>11. Outdoor play space is protected by a fence or natural barrier for under school age(20.4.a.1.A)</p> <p>12. Safety of food from home</p> <p>13. Documentation for children who have special feeding needs (16.3)</p> <p>14. Individualized care plan for children with special health care needs, food allergies, or special nutrition needs (14.1)</p> <p>15. Clean drinking water available to children throughout the day (14.2.g; 16.11.f)</p> <p>16. Program accepts, stores, & serves human milk for feeding (16.11)</p> <p>17. Infants less than 6 months are not offered solid food or fruit juices. (16.2.b)</p> <p>18. Teaching staff familiar with infant (14.5)</p> <p>19. Meals served at regular established times. (14.2.e; 16.5)</p> <p>20. Classroom (or visiting) pets have documentation form a vet that animal is fully immunized. (18.2)</p> <p>21. Equipment and furnishings for diaper</p> | <p>ft high fence (such as a lake, pool, creek, river, etc.) (9.C.12)</p> <p>6. Bathrooms have barriers to prevent entry of infants/ toddlers(9.C.17)</p> | <p>with just-washed hands.</p> <p>6. All staff administering medication must have a refresher course every two years.</p> <p>7. Individualized furniture is used for the feeding of infants and toddlers</p> <p>8. Fifty percent (50%) of the activity area in space designated for infants is soft flooring or flooring with soft covering.</p> <p>9. Space designated for children under 35 months does not permit through traffic except for emergency evacuation.</p> <p>10. The program will have a written policy concerning exposure to air pollution, lead, asbestos, and other contaminants.</p> <p>11. Child Care Nurse Health Consultant visits the program at least every two years to observe program practices and reviews and makes recommendations about the program's practices and written health policies.(5.A.02)</p> | |
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| <p>changing or changing soiled clothing is away from food preparation (Appendix 78-1 D)</p> <p>22. At least one cot, crib, etc. for each child that is in care for more than four hours. (13.4; 14.3)</p> <p>23. Cot or mat with blanket for an ill child. (13.4)</p> <p>24. Indoor environment designed so staff can supervise children without artificial monitoring devices. (3.2; 10.1)</p> <p>25. Adults have comfortable place to sit, hold, and feed infants. (13.3)</p> <p>26. Outdoor environment includes experiences such as: running, climbing, balancing, riding, jumping, crawling, scooting, and swinging. (13.6)</p> <p>27. Walls, floors, and furnishings are in good repair and safe with no trash. (17.2.a)</p> <p>28. Stairwells and corridors are well lighted, with emergency lighting(20.2.f)</p> <p>29. First aid kits are readily available indoors and outdoors. (19.10; 22.6)</p> <p>30. Choking hazards are removed</p> <p>31. When water supply is a well or other private source; must be determined to be safe for human consumption. (19.1)</p> <p>32. All rooms are heated, cooled, and ventilated. (5.3)</p> | | | |
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| <p>33. No smoking permitted. (20.1.a)</p> <p>34. Facilities are free from harmful animals, insect pests, and poisonous plants.(21.2)</p> <p>35. Toxic materials are stored in original containers in locked room or cabinet. (20.3.b)</p> <p>36. Fire extinguisher in center and staff trained.</p> | | | |
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Positive Interactions and Relationships

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| <ol style="list-style-type: none"> 1. Guidance is age appropriate. (11.1.b) 2. No harmful forms of discipline or corporal punishment.(11.4) 3. Written discipline policy (11.1.a) 4. Fair and consistent rules relevant to children’s ages. (11.1.b) | <ol style="list-style-type: none"> 1. Program staff learn from parents: child’s interest, approaches to learning, child’s developmental needs, and the parents concerns and goals for the child. (7.A.08) 2. 33% of program staff has attended minimum of 2 hrs of positive interactions and relationships with children professional development. | <ol style="list-style-type: none"> 1. Teaching staff encourage and recognize children’s work and accomplishments. (1.B.04) 2. Teaching staff engage regularly in meaningful and extended conversations with each child. (1.B.15) 3. Teaching staff facilitate an infant’s social interaction when he or she is interested in looking at, touching, or vocalizing to others. (1.C.04) 4. All qualified program staff have attended a minimum of four, Tiers III, professional development hours in positive interactions and relationships. | <ol style="list-style-type: none"> 1. Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. (1.B.09) |
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Curriculum

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| <ol style="list-style-type: none"> 1. Flexible program (14.2) 2. Written daily routine of Developmentally Appropriate Practices (14.1) 3. Qualified staffs need to provide daily program that reflects core knowledge/ core competencies. (14.2) 4. Teachers provide time for indoor and outdoor activities. (14.2.b.1) | <ol style="list-style-type: none"> 1. Select a curricula or curriculum framework(s) (2.A.02) 2. Curricula are linked to WV ELSF 3. Lesson Plans provide for: play, teacher-initiated learning, creative expression, large-group, small group, and child – initiated activity, and individualized learning. (2.A.11) 4. Children become familiar with print through: items labeled with child’s name, materials are labeled, print is used to describe rules and routines, print is connected to spoken words. (2.E.03) 5. Children have opportunities to participate in at least 4 learning centers such as: <ul style="list-style-type: none"> ▪ Art: <i>drawing materials, paints, 3-D materials, collage, tools.</i> ▪ Books/library: <i>fantasy, factual, about people, animals, science, cultures, abilities.</i> ▪ Building blocks and accessories: <i>unit blocks, large hollow blocks, homemade blocks, toy people, animals, vehicles, road signs.</i> ▪ Dramatic/pretend play: <i>housekeeping, different kinds of work, fantasy, leisure.</i> ▪ Writing. ▪ Math/ Number: <i>counting, measuring, comparing quantities, shapes, written numbers.</i> | <ol style="list-style-type: none"> 1. The program is currently using selected curricula for infants/ toddlers and preschool; and staff has participated in two hours of professional development on selected curricula. 2. The program’s infant/toddler curricula are linked to the WV Infant/Toddler Early Learning Standards Framework. 3. Infants, toddlers and twos have opportunities to participate in at least four of the learning centers; three year olds and up have opportunities to participate in at least six learning centers; and school age children have access to technology centers. 4. At least 80% of qualified staff in the program are trained to understand, recognize, and be sensitive to diversity within the classroom. 5. Lead teachers and administrators working with infants and toddler through the age of 35 months have attended training on continuity of care. 6. The schedule provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for play, self-initiated learning, creative expression, large-group, small-group and child-initiated activity. (2.A.11) | |
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| | <ul style="list-style-type: none"> ▪ Nature/ science: <i>collections of natural objects, living things, nature/science books, games, toys, nature/science activities</i> ▪ Technology: computers with filtered internet access, tape recorders/ CDs and cameras. <p>6. Teachers are trained to understand and recognize to be sensitive to diversity (3.B.04)</p> <p>7. Teachers individualize routine care for infants and toddlers up thru 35 months (3.B.10)</p> <p>8. Teachers organize space to offer infants opportunities to play individually, in pairs, and in small groups. (3.D.06)</p> <p>9. Teachers support children in learning to participate in daily cleanup of classroom. (3.D.08)</p> <p>10. Teachers use curriculum in all content and developmental areas to support daily plans and learning experiences. (3.F.01)</p> <p>11. Teachers identify what children have learned and adapt strategies and teaching to meet their needs. (3.G.02)</p> <p>12. Teachers interact with children in learning centers. (3.G.10)</p> <p>13. Dramatic play materials available indoors and outdoors. (9.A.04)</p> <p>14. Sensory materials available indoors and outdoors. (9.A.04)</p> | <p>7. Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery. (2.B.04)</p> <p>8. Any materials and activities are made available outdoors as appropriate.</p> | |
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15. Clearly defined place for families to gather information on the daily schedule and upcoming events; and where families can sign in/ out and gather information on child's day. (9.A.09)

Child Observation and Assessment

1. Minimum 2 hrs of staff professional development in child assessment for 33% of qualified staff (Child observation, antidotal notes, etc.)
2. Implementation of informal child assessment that aligns with programs curriculum goals.
3. Program has a written plan for child developmental assessment that includes purpose, procedures, and uses of the results. (4.A.02)

1. All staff has a minimum of 2 hours of professional development in child assessment.
2. Program uses assessments to support children's learning, using a variety of methods such as observations, checklists, rating scales, and individually administered tests. (4.A.01)
3. The plan also includes:
 - Conditions under which children will be assessed,
 - Timelines associated with assessments that occur throughout the year,
 - Procedures to keep individual child records confidential,
 - Ways to involve families in planning and implementing assessments, and
 - Methods to effectively communicate assessment information to families. (4.A.02)
4. The program's written assessment plan includes the multiple purposes and uses of assessment including:
 - Arranging for developmental screening, and referral for diagnostic assessment when indicated,
 - Identifying children's interests and needs,
 - Describing the developmental progress and learning of children,
 - Improving curriculum and adapting teaching practices and the environment,

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| | | <ul style="list-style-type: none"> • Planning program improvement, and • Communicating with families. (4.A.03) <p>4. All children receive developmental screening that includes:</p> <ul style="list-style-type: none"> • The timely screening of all children within three months of program entry, • Screening instruments that meet professional standards for standardization, reliability, and validity. • Screening instruments that have normative scores available on a population relevant for the child being screened; • Screening of children's health status and their sensory, language, cognitive, gross-motor, fine-motor, and s/e development • A plan for evaluating the effectiveness of the screening program, and • Using the results to make referrals to appropriate professionals, when needed, and ensuring that the referrals are followed up. This criterion is an emerging practice. (4.C.01) <p>5. Teachers and other professionals associated with the program use assessment methods and information to design goals:</p> <ol style="list-style-type: none"> a. For individual children b. To guide curriculum planning and monitor progress. (4.D.04) <p>6. Family members are provided information, either verbally or in writing, about their child's</p> | |
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| | | <p>development and learning on at least a quarterly basis, with written reports at least two times a year. (4.E.02)</p> <p>7. Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, and difficulties in the classroom and at home as well as to plan learning activities. (4.E.03)</p> | |
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Family and Community

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| <ol style="list-style-type: none"> 1. Plan for on-going communication for parents (7.6) 2. Parent/Guardian visit children | <ol style="list-style-type: none"> 1. Daily communication with families 2. Program staff provides support and information to family members. (7.A.05) 3. Program works with families on shared child care giving issues. (7.A.10) 4. Families are encouraged to participate in the program at any time during the program's regular hours. (7.A.11) 5. Program is sensitive to the needs of all families (7.B.04) 6. 33% of program staff has professional development on communicating and building relationship with families. (7.B.04) 7. Two child conferences offered to parents each year. 8. Program staff encourages families to raise concerns and work collaboratively to find solution. (7.C.02) 9. Utilizes community resources such as: doctors, dentists, musicians, baker, quilter, health consultants, Community Health Centers, others (8.B.04) 10. Use of Community Resource Directory. (8.A.01) | <ol style="list-style-type: none"> 1. The program will share community information about current family-oriented news and events. 2. The program will provide opportunities for families to develop social connections. 3. 80% of qualified staff have professional development in communicating and building positive relationships with families. 4. The program administrator will develop relationships with other community organizations and services that can help support families. 5. The program will participate in transition meetings when a child is transitioning from one program to another. 6. The primary caregiver for each child will plan or encourage programming that considers the child's abilities, familial characteristics and culture. 7. The program shall have a parent advisory committee that is open to participation of currently enrolled families. The advisory committee will provide the center administration with feedback about all aspects of the program and will be given the opportunity to plan family centered events either at the program or in the community. | |
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Program Management

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| <p>1. Valid WV License to Operate</p> <p>2. Group size & ratio: 6wks-1yr 1:4 (8) 1- 2 yrs 1:4 (12) 2-3 yrs 1:8 (16) 3-4 yrs 1:10 (20) 4-5 yrs 1:12 (24) 5-6 yrs 1:12 (24) 6-13 yrs 1:16 (32)</p> | <p>1. Regular Child Care Center License</p> <p>2. Group size & ratio: 6 wks – 1 yr 1:4 (8) 1 – 2 yrs 1:4 (12) 2 – 3 yrs 1:7 (14) 3 – 4 yrs 1:10 (20) 4 – 5 yrs 1:12 (24) 5 – 6 yrs 1:12 (24) 6 -13 yrs 1:16 (32)</p> <p>3. The program has a well-articulated mission and philosophy of program excellence that guides its operation. (10.A.01)</p> <p>4. Administrator provides leadership to implement the programs mission. (10.A.05)</p> <p>5. Program is in good standing by its regulatory body; can document all certifications, approvals, and corrections of violations and deficiencies. (10.B.04)</p> <p>6. The program has a strategic planning process. (10.B.07)</p> <p>7. Procedures address transition planning by administrators, teachers, and families for children transitioning from teacher to teacher, groups, classrooms, or programs. (10.B.08)</p> <p>8. Person responsible for program implementation is included in fiscal planning and in operating budget preparation, reconciliation, and review. (10.C.02)</p> | <p>1. Staff receives training to implement program mission.</p> <p>2. The program administrator provides leadership to put into service the program’s mission within the community, local region and at the state level.</p> <p>3. Technology based information management systems are in place. (10.B.03)</p> <p>4. If a program is led or governed by a board of directors, advisory group, council, or other similar group, written policies define their roles and responsibilities along with those of the program staff who work directly with those entities. (10.B.06)</p> <p>5. The program has a strategic planning process that outlines actions the program will take to</p> <ul style="list-style-type: none"> • Implement the program’s vision and mission • Achieve outcomes desired for children • Maintain high-quality services to children and families • Provide long-term resources to sustain the operation of the program(10.B.07) <p>6. Financial policies and the procedures to implement</p> | <p>1. Verification of Accreditation.</p> |
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| | | <p>them provide evidence of sound fiscal accountability using standard accounting practices. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to budget. A system exists to review or adjust the budget if circumstances change. (10.C.01)</p> <p>7. A written plan will be developed for employee benefits. (10.E.06)</p> <p>8. The program has written wellness policies to promote wellness and safeguard the health and safety of children and adults. (10.D.01)</p> <p>9. Staff annually evaluates program. (Program Administrator Scale #14, 3.1)</p> <p>10. Have a current/ appropriate ERS assessment completed by a reliable observer and a plan of action developed to work on any identified areas for improvement.</p> | |
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Professionalism

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| <p>1. Type I Director has a minimum of a CDA Credential and 300 hrs of work experience or 12 college credit hrs in ECE and 300 hrs of work experience</p> <p>2. Current WV STARS Credential (8.7)</p> | <p>1. Director working towards at least a Level V on the WV STARS Career Pathway.</p> <p>2. Director has professional development in program assessment such as ITERS-R, ECERS-R, and SACERS; and completes self-assessments.</p> <p>3. Program staffs know and use ethical guidelines in their conduct. (6.A.01)</p> <p>4. Designate one Lead teacher at the center (other than director): Level IV working towards Level V on the WV STARS Career Pathway</p> <p>5. Program staff has 18 hrs of professional development annually.</p> <p>6. 33% of all staff has completed CQCE, WVIT, ACDS, or college courses on EC.</p> <p>7. 33% of all staff has specialized professional development in:</p> <ul style="list-style-type: none"> ▪ Program Curriculum ▪ Program Assessment (ERS) ▪ Child Assessment ▪ Working with diverse children. <p>8. Program staffs evaluate and improve performance based on ongoing reflection and feedback. (6.B.01)</p> <p>9. Director strengthens their leadership skills, knowledge, and relationships with others and works to improve conditions for children. (6.B.02)</p> <p>10. Participate in an early childhood conference.</p> | <p>1. The program director has a documented five year professional development plan to meet NAEYC qualifications. (10.A.2)</p> <p>2. All program staff are required to attend professional development regarding the NAEYC Code of Ethics.</p> <p>3. The program administrator responds proactively to changing conditions to enhance program quality. (10.A.06)</p> | |
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West Virginia Infant/Toddler Early Learning Standards
Framework

(b)(6)

**West Virginia Early Learning
Standards Framework:
*Infant/Toddler***

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Development of Infant/Toddler Early Learning Standards Framework

The Early Learning Standards Framework for Infants and Toddlers was developed under the guidance of the Quality Initiatives and Curriculum Committee of Partners Implementing an Early Care and Education System (PIECES). The workgroup consisted of key stakeholders from the WV DHHR, Early Head Start, WV Birth to Three, Infant/Toddler Specialists Network, child care, Child Care Resource and Referral Agencies, and higher education.

The purpose of the group was to create a document that establishes a common language that illustrates what infants and toddlers should know and do in the developmental process. The document is designed as a planning resource for caregivers, parents, consultants, administrators, home visitors, trainers, higher education, policy makers, and others. It is not intended to be an assessment tool. Users should carefully observe children, record notes, and use the document to guide intentional planning of activities to enhance children's development.

Please see page 4 for a list of those participating on the workgroups.

Individuals on Workgroup for ITELSF

The following is a list of participants who assisted in the development of the Early Learning Standards Framework for Infants and Toddlers.

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WV Infant/Toddler Early Learning Standards Framework

Infants and toddlers discover and explore the world in which they live, develop values, and learn to work and play with others. These learning experiences lay the foundation for future success. We know that individuals who have the privilege of providing care and education for infants and toddlers are important “first teachers”. The West Virginia Infant/Toddler Early Learning Standards Framework, based on developmentally appropriate practices and current brain development research, is a guide for infant and toddler professionals working to provide our children the best start in life.

Quality infant and toddler care and education is based on the following beliefs:

- Each child and their family will be treated with *respect*,
- Trust and attachment will be nurtured when the primary caregiver* *responds* to the needs of each individual child, and
- Quality care and education will include a *positive relationship* between the early childhood professional, child, and family.

When young children are treated with respect, have adults who respond to their needs, and are nurtured within a caring relationship, they grow in all developmental domains.

The West Virginia Infant/Toddler Early Learning Standards Framework guides professionals as they implement a caring, respectful curriculum that allows children to feel valued, competent, and respected. In this type of setting, each child is involved in the daily routines, and each child develops a feeling of self worth. Indeed, this is infant and toddler teaching, not just care giving. Infant and toddler teachers truly make a difference in the lives of children and their families. Friedrich Froebel, the “Father of Kindergarten”, wrote long ago that there is a silent agreement between the teacher of our youngest children and their families. “The child is passed from hand to hand, from heart to heart...In hope and trust the child is brought to you, and you have to show yourself worthy of the confidence which is placed in your skill, your experience, and your knowledge.”

West Virginia’s Infant/Toddler Early Learning Standards Framework will guide the professionals in our state as they provide quality care and education for our youngest children.

- Nancy Jane Cheshire
President, West Virginia Association of Young Children

Guiding Principles

The following principles were used in the development of the Infant/Toddler Early Learning Standards Framework and should be considered while using the document.

- Infants arrive in this world ready to learn. Learning is accomplished within the context of positive attachments formed with significant adults in the child's life. Parents and caregivers must strive to be "in tune"* with the baby, forming a close relationship to promote a sense of security for the baby to explore his or her world.
- Growth is holistic in nature. While the emotional attachments with adults form the foundation for learning in all other domains, it is important to understand that learning and development occur simultaneously in all areas.
- The role of the family cannot be overstated. The family serves as the first and foremost influence in the child's life. Caregivers need to work closely with families, respecting cultural differences and individual needs.
- Play is a young child's world. Environments must be safe, inclusive, and stocked with a variety of developmentally appropriate materials. Adults need to intentionally prepare and plan activities to support learning in all domains.
- Responsive care of infants and toddlers maximizes the individualization of that care. Every child deserves whatever adaptations are needed to provide learning experiences that will best enhance positive growth and development.

J. Ronald Lally, of the Program for Infant/Toddler Caregivers (PITC) suggests that adults strive to instill in infants and toddlers "a compassionate sense of wonder." He describes this approach to life as a way that is curious but not destructive; bright but not manipulative; confident but not obnoxious; altruistic and initiating; powerful and considerate; creative and responsible.

Children will face many challenges on their developmental path. Learning can be affected by things such as developmental delays, culture, poverty, language, individual circumstances, and other risk factors. As adults partnering in children's lives, we must consider this as we provide opportunities for children to learn and grow. By supporting children's efforts, honoring their culture, and providing a safe and secure environment, we can develop in each child "a compassionate sense of wonder" that will take him or her through life in a way that will promote a healthy approach to everyday life situations.

Definitions

Domain:

Child development can be organized into broad categories of learning called domains. All domains are interrelated and experiences related to the Early Learning Standards Framework for Infants and Toddlers should be integrated and offered daily. The framework is organized in the following domains: Approaches to Learning, Social/Emotional Development, Creative Expression, Physical Health, Language and Literacy, and Cognitive Development.

Foundation:

The Foundation is a sub-category within the domain that helps to further define the domain.

Building Blocks:

The skills and knowledge that infants and toddlers should develop within the context of the Foundation are called Building Blocks. Research shows that development can be somewhat predictable, with one skill building on another. The Building Blocks give insight into this order with the understanding that each child will develop at a different rate.

What You Might See:

These are examples of behaviors that you might see an infant or a toddler display that would indicate movement in that Building Block. Babies can demonstrate growth in a variety of ways that adults and caregivers must learn to recognize.

What You Might Do:

Suggestions for activities are provided that will foster and support the child's development. This section also provides ways to include the family and addresses health and safety issues. Many research based

commercial curricula for infants and toddlers can also offer strategies to sustain growth.

Young Infant*:

The young infant is defined as having a chronological age of zero to eight months. Strong, positive attachments are needed between the infant and responsible adults to cultivate a prevailing sense of security for the baby. With this sense of security, the young infant will feel safe in exploring his or her world, which creates synapses in the brain that become part of the child's identity.

Mobile Infant*:

The mobile infant is defined as having a chronological age of six months to eighteen months. Exploration becomes the focus of the mobile infant. During this period, the baby becomes increasingly mobile, allowing him or her to venture into new experiences fueled by abundant curiosity to learn about the environment.

Older Infant*:

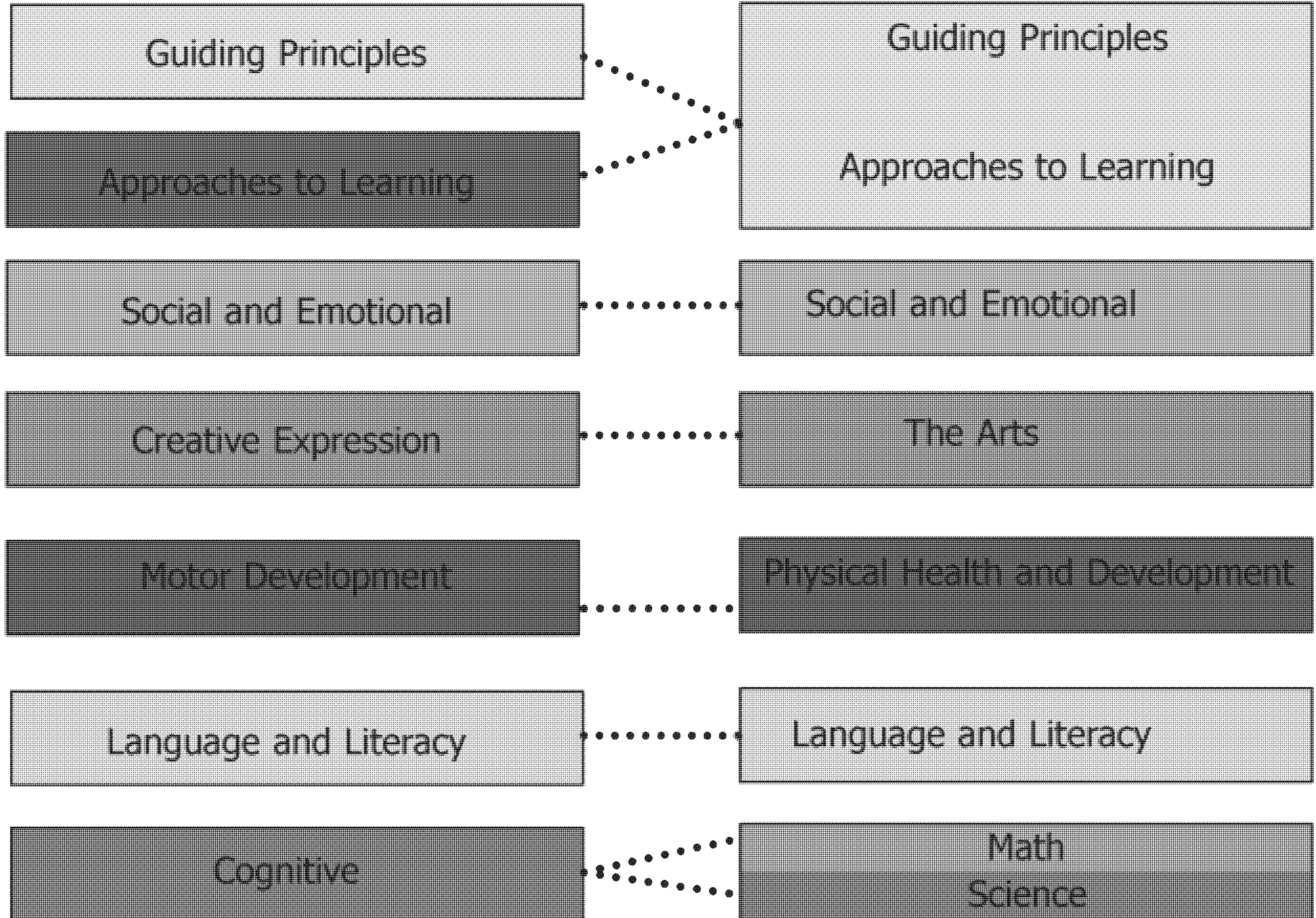
The older infant or toddler is defined as having a chronological age of sixteen months to thirty-six months. A safe, experience rich environment and positive adult relationships set the stage for the older infant to nurture a positive identity, celebrating independence and confidence. Exploring his or her world becomes more intentional and purposeful.

****Note – Development is very individualized as should be the planning of experiences for infants and toddlers. The use of terms (young, mobile and older infant) should be very flexible and fluid. They are only to serve as guidelines in this process.***

Continuum of Standards Framework

West Virginia Infant/Toddler Early Learning Standards Framework

West Virginia Early Learning Standards Framework: 3-5 Year Olds



Approaches to Learning

The domain Approaches to Learning assists adults in thinking about how infants and toddlers go about the business of learning. These very first years are a time for a child to discover how to learn. These approaches to learning--curiosity, persistence, creativity, and imagination--can be observed throughout all domains of development.

Curiosity can be seen immediately as the young infant begins to explore and search his environment, chewing his fist, vocalizing many sounds, and turning his head at the sound of a familiar voice. Persistence is shown as the child repeats actions such as kicking his feet to cause the activity gym to make pleasant sounds. Creativity and imagination can be observed as the child develops problem solving skills. He may roll over so he can see a favorite toy. Later, he may use a roll of wrapping paper to reach a toy under the table. A child's growth and development can be observed at every age.

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Domain 1: Approaches to Learning

Foundation: Curiosity

Infants and toddlers show an interest in the world and want to find out how things work.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|--|--|
| Shows interest in exploring with senses. | The young infant watches the toy in front of or overhead of him. | <ul style="list-style-type: none"> ● Provide colorful objects such as rattles and teething rings for the young infant to follow with eyes and try to grasp with hands. ● Hang mobile with contrasting colors from the ceiling or use a baby gym for the young infant to watch. |
| | The young infant turns head in direction of familiar voice. | <ul style="list-style-type: none"> ● Speak softly to the young infant as you engage in daily routines. "It's time for a diaper change, Lakesha. Let's get some clean pants." ● Use the child's name frequently. "Where's Rachel? Rachel's looking at a book." ● Provide other interesting sounds for the baby to hear, varying intensity and location. Play African drum music during an activity. Open a screened window and allow nature sounds in. |
| | The young infant chews on fist, visually examines feet, and explores toes. | <ul style="list-style-type: none"> ● Encourage baby to explore by describing to the infant what is being seen or felt with simple, descriptive words. "Did you find your hands?" ● Provide colorful, safe sensory objects such as a satin blanket, a bumpy ball, or a fuzzy stuffed toy for the baby to look at, reach for, and touch. |
| | The young infant vocalizes trying many new sounds such as cooing, squealing, whimpering, and babbling. | <ul style="list-style-type: none"> ● Affirm child's babbling by repeating sounds made. "I hear you, Caprice. You're making so many sounds today." |

Foundation: Curiosity

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---------------------------------|--|--|
| Becomes more and more curious. | The mobile infant may point at objects, giving a curious look, using hand gestures, or jabbering as if to ask, "What is this?" or "Where did it go?" May add one or two words to question asked. | <ul style="list-style-type: none"> ● Be available to the child to answer questioning with simple, direct responses. "That's a red apple, Phillip. It looks shiny and feels smooth." |
| | The mobile infant plays with toys that give a response to action taken. | <ul style="list-style-type: none"> ● Make toys accessible that encourage pushing, pulling, or turning parts to cause another action. ● Provide pop-up boxes, bead mazes, spinners, and activity panels. |
| Explores spatial relationships. | The mobile infant attempts to fit himself into tight spaces or boxes, squeezing into unlikely spots. | <ul style="list-style-type: none"> ● Provide safe places for mobile infants to explore, such as boxes, tunnels, or laundry baskets in which to hide. ● Describe with simple statements what you see the child doing. "Luciana, can you fit into that box?" or "What are you going to do next, Victor?" |
| | The mobile infant attempts to fit objects into spaces such as shape sorter, baskets, and paper sacks. | |

Foundation: Curiosity

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|-----------------------------|--|---|
| Exploration increases. | The older infant uses increasing skills to explore environment, moving out away from caregiver, taking risks, and showing excitement in accomplishments. | <ul style="list-style-type: none"> ● Provide a safe environment inside and outside. This is needed for the older infant, and those with developmental delays or disabilities, to feel secure to investigate new spaces and activities. ● Stay nearby, assuring the child as she tries new endeavors. "I'm right here if you need me Mary." |
| | The older infant shows excitement in trying new materials and skills. | <ul style="list-style-type: none"> ● Introduce periodically more challenging activities for the older infants such as adding steps or a slight incline to walk up. ● Add different utensils to paint with, such as rollers, sponges, combs, or plastic cars. ● Introduce play dough with cookie cutters, rolling pins, and craft sticks. |
| | The older infant looks forward to approaching activities, realizing a predictable order of events. | <ul style="list-style-type: none"> ● Post a schedule with recognizable pictures. ● Make daily events predictable based on routine. ● Use transition songs or rhymes to alert older infants of upcoming activity such as a clean up song or mealtime song. |
| Begins to make choices. | The older infant may begin to show preference for some activities or foods. | <ul style="list-style-type: none"> ● Offer the older infant a choice between two or three alternatives. "Erin, would you like the barn puzzle or the flower puzzle?" "Elijah, would you like celery or apple slices?" |
| Continues to be curious. | The older infant with increased language skills will ask many "what" and "why" questions. | <ul style="list-style-type: none"> ● Be sensitive to the child's attempts to communicate by making eye contact, listening closely, and expanding on what the child said. ● Respond to questions as often as needed. |
| Imitates actions of others. | The older infant engages in parallel play*, and may mimic actions of other child. | <ul style="list-style-type: none"> ● Provide space for children to play near one another, allowing each to express himself through play. ● Provide duplicates of favorite toys. |
| | The older infant will imitate actions of caregivers and other adults. | <ul style="list-style-type: none"> ● Be mindful that a child will learn what he sees. Give him many opportunities to see you being respectful to others. |

Foundation: Persistence

Infants and toddlers display varying degrees of willingness to repeat an activity to accomplish a task or learn a new skill.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|--|---|
| Repeats actions that bring satisfaction. | The young infant continues to kick toy on activity gym to repeat its noise or movement. | <ul style="list-style-type: none"> ● Provide plenty of time for the young infant to explore environment using all of her senses such as photos to look at, rattles and musical instruments to hear, and textures to feel. ● Encourage repetition. "Kick it, Billy. Kick it again. You can do it." |
| | The young infant may entertain self for increasing periods of time by banging objects together. | <ul style="list-style-type: none"> ● Make various objects such as rattles, blocks or stacking cups available to the child to grasp and manipulate in different ways. ● Affirm that the young infant is making beautiful music. Encourage the child to continue. "That sounds wonderful McKayla." |
| Anticipates routines. | The young infant will begin to quiet self when placed in crib or will show excitement when feeding preparations begin. | <ul style="list-style-type: none"> ● Be consistent in time and manner of routines, to create a sense of security in the young infant's life. ● Be consistent, yet flexible, with your response to each child's needs, |

Foundation: Persistence

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|--|---|---|
| <p>Focuses for longer periods of time and sticks to tasks.</p> | <p>The mobile infant delights in filling container, dumping contents, and re-filling.</p> | <ul style="list-style-type: none"> ● Provide ample time and space away from gross motor activities. Provide materials for the mobile infant to handle such as blocks and stacking cups. |
| | <p>The mobile infant repeatedly tries to fit the square block in the round hole.</p> | <ul style="list-style-type: none"> ● Offer suggestions and encourage other attempts. "Raphael, try turning the triangle the other way." For children with developmental delays, consider covering the openings on a shape sorter to promote success and reduce stimulation. |
| | <p>The mobile infant enjoys hearing the same story read over and over or repeatedly asks for a favorite song.</p> | <ul style="list-style-type: none"> ● Be supportive of the mobile infant by granting requests to sing favorite songs or read favorite stories. Consider repetitive books (<i>Brown Bear, Brown Bear</i> by Eric Carle) or songs (<i>I'm a Little Teapot</i>). ● Create an index box with favorite finger plays or action songs for easy accessibility. |
| | <p>The mobile infant locates a favorite toy or book by looking for it in its typically stored place.</p> | <ul style="list-style-type: none"> ● Keep a neat and orderly play area that will assist the child in building a sense of independence when she can locate toys on her own. ● Label shelves and containers with easily recognizable pictures from a magazine or photos taken. |

Foundation: Persistence

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---|---|---|
| <p>Begins and completes tasks.</p> | <p>The older infant selects a toy or puzzle and works with it until it is completed.</p> | <ul style="list-style-type: none"> ● Provide the child assistance as needed or remain close by for encouragement. Sometimes all that is needed is a smile or nod. "Oh Antonella, you are working hard at putting all the shapes in the box." |
| | <p>The older infant may insist on choosing clothes to wear and attempt to get dressed on her own.</p> | <ul style="list-style-type: none"> ● Allow the older infant the opportunity to make choices by selecting from two or three options. "Would you like to wear the green shirt or the yellow shirt, Bianca?" ● Provide time for the child to put boots and hat on at her own speed. Gently redirect if necessary. "You worked hard at putting on your shoes, Phoebe. Let's try them on the other feet." |
| <p>Uses increased motor or language skills to achieve desired result.</p> | <p>The older infant may take adult by the hand to assist getting a toy or climb on a chair to reach a book.</p> | <ul style="list-style-type: none"> ● Assist the older infant; be available to watch cues and interpret both verbal and non-verbal language, such as pointing. "Would you like me to hand you the puppets, Mohammad?" ● Add new things to the indoor and outdoor spaces to provide a wide range of items to explore, experiment, and accomplish such as musical instruments, photos of families from different countries, and dolls with disabilities. |

Foundation: Creativity and Imagination

Infants and toddlers watch what others do, begin to pretend, and use materials in new and different ways.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|-------------------------------------|---|---|
| Begins to explore familiar objects. | The young infant attempts to adjust pacifier or tilt bottle to increase the flow of milk. | <ul style="list-style-type: none"> ● Allow the infant the opportunity to try, lending assistance as needed. "Oh Akmed, you are able to hold your own bottle." |
| Uses newly acquired motor skills. | The young infant rolls from back to tummy in search of pacifier or toy. | <ul style="list-style-type: none"> ● Provide the young infant with plenty of tummy time to practice skills. Assure that baby is protected from mobile/older infants. |

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|---|--|
| Begins exploration. | The mobile infant uses one object to imitate another such as a small, rectangular block for a cell phone. | <ul style="list-style-type: none"> ● Engage in playful language with the mobile infant by answering the pretend phone and carrying on a conversation. ● Provide many open ended materials* such as blocks, age appropriate art materials, or dress up materials in many areas. |
| | The mobile infant dances and sways to the sounds of music while clapping hands. | <ul style="list-style-type: none"> ● Provide a wide variety of music styles, such as old favorites, salsas, instrumentals, or bluegrass. ● Make accessible musical instruments or other pleasant sounding toys for children to enjoy. Incorporate everyday items like wooden spoons, buckets for drums, or dried gourds for shakers. |
| Recognizes that objects exist even when not in sight. | The mobile infant searches for a toy that is not easily found. | <ul style="list-style-type: none"> ● Encourage development of object permanence by playing "Peek-A-Boo" and using pop-up toys or simply cover a toy car with a blanket. "Where did the car go, Elizabeth?" ● Always comfort and reassure child if he becomes upset when a loved one leaves. |

Foundation: Creativity and Imagination

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|--|--|---|
| Engages in pretend play. | The older infant plays with greater intentionality in the dramatic play area, creating characters and story lines. | <ul style="list-style-type: none">● Provide many open-ended props to assist the child in play such as boxes, an apron, chef's hat, or books.● Be a part of the child's play and build on her ideas. "You're a chef today, Samantha. What are you cooking that smells so good?" |
| Uses familiar objects in new and different ways. | The older infant uses a box as a dog house, a puzzle as a tray, or unit blocks as a balance beam. | <ul style="list-style-type: none">● Provide open ended materials* to encourage creativity, such as bubble wrap for a new sensation while walking or jumping. |

Social/Emotional Development

Social development deals with what the child thinks, feels, and expects of others. Emotional development is what the child thinks, feels, and the expectations she has about herself. Social and emotional development serves as the foundation for all other development. It is based on the relationships that the infant forms with the adults in her life, and later with other children. The quality of these relationships will determine if the child will thrive in all areas of development or lag behind, assuming that there are no other causes for delay.

Babies arrive ready to learn and looking for that special person with which to build a relationship. They look longingly into their parent's or primary caregiver's* face for reassurance that their needs will be met. When cries are answered in a prompt, respectful way, it gives the child the message that he or she is important. Later, with this sense of security in knowing that needs will be met, the mobile infant will feel confident in exploring the environment and gathering information, making the connections in the brain necessary for development in all other areas. A positive self concept will emerge, given a nurturing environment.

Every relationship that a child develops, whether with a home visitor, parent, or child care provider, can have an effect on the child. Part of the

child's social and emotional development will also be affected by the relationships that are developed with the child's friends or siblings. All can contribute to how a child learns to regulate his or her emotions and self concept. Many influences such as culture, child rearing practices, stress, and overstimulation can have either a positive or negative sway on the child's social emotional development.

(b)(6)

Domain 2: Social Emotional Development

Foundation: Adult interaction

Infants and toddlers look to the adults in their lives for basic needs, security, and guidance.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|--|---|
| <p>Makes wishes and preferences known.</p> | <p>The young infant cries, coos, babbles, or moves arms, legs, or body to show a need to be fed or changed.</p> | <ul style="list-style-type: none"> ● Respond promptly and consistently to the child. He will gain a sense of security in knowing that his needs will be met. ● Respond to the child's cries with words if unable to go to him immediately. "Joshua, I hear you. I'll be right there." |
| | <p>The young infant maintains eye contact if she wants to continue playing or turns away if she is finished playing.</p> | <ul style="list-style-type: none"> ● Learn to tell apart cues and respect them. |
| | <p>The young infant calms self when held by familiar adult.</p> | <ul style="list-style-type: none"> ● Provide one primary caregiver*, limiting the number of adults providing care to the child. |
| | <p>The young infant responds to sight of familiar adult or sound of familiar voice.</p> | <ul style="list-style-type: none"> ● Speak to the child quietly, describing actions being taken and naming emotions being expressed. "Do you see mama, Aidan? You are very excited!" |

Foundation: Adult interaction

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Becomes increasingly attached to primary caregiver*. | The mobile infant looks to an adult for cues during activities. | <ul style="list-style-type: none"> ● Be present with the mobile infant. Watch for cues and respond accordingly. Sometimes the child may just need a smile or a reassuring glance. At other times, she may need your actual physical presence. |
| | The mobile infant shows anxiety when separated from parent or primary caregiver*. | <ul style="list-style-type: none"> ● Use a comforting voice to calm the child. "Oh Kathleen, you're sad because mommy left to go to work. I understand. Mommy will be back before you know it." ● Encourage families to provide a favorite item from home to help ease the transition into care. |
| | The mobile infant goes to primary caregiver* when unfamiliar faces appear in environment. | <ul style="list-style-type: none"> ● Be physically present for the child while introducing new adults. "This is Miss Juanita, my friend. She will be playing with us today." |
| | The mobile infant enjoys recognition for accomplishments. | <ul style="list-style-type: none"> ● Use positive statements throughout the day. "I like the way you are painting with your hands, Tamika." "Thank you, Michael! You put on your coat." |
| | The mobile infant participates in back and forth exchanges with adult. | <ul style="list-style-type: none"> ● Join in verbal play with the child. If Adam says, "Whoa, whoa, whoa", you repeat it back, "Whoa, whoa, whoa." ● Start a pretend phone call with the child. |

Foundation: Adult interaction

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Participates in more complex interactions. | The older infant asks caregiver for help in getting a toy or a snack. | <ul style="list-style-type: none"> ● Be available, listen, and watch older infants throughout the day. Assist those who ask for help while also observing other children and offering non-verbal support, such as smiling or nodding head. |
| | The older infant checks in with the caregiver during playtime for support or to share creations made. | |
| | The older infant enjoys helping to prepare snacks or cleaning up messes. | <ul style="list-style-type: none"> ● Provide lots of opportunities for older infants to participate in daily routines. Have small pitchers so they can pour juice or milk. Be prepared with towels to clean up any spills. |
| | The older infant imitates adult roles during pretend play. | <ul style="list-style-type: none"> ● Make many items available for dramatic play that represents various facets of everyday life such as shirts, dresses, simple footwear, hats for work or play, purses, baskets of play food representing many cultures, dishes, dolls of varying ethnicities, or commercially made costumes. Rotate items as child's interests change. ● Participate in play with the child. Sit down at the table with the child for a tea party. Help the child build a fort. |

Foundation: Peer interaction

Infants and toddlers develop attachments to other children in their home, play group, or child care setting.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|-----------------|---|--|
| Notices others. | The young infant may notice another baby close by and move arms and legs with excitement. | <ul style="list-style-type: none"> ● Provide opportunities for baby to interact with others by placing them within sight of each other while on the floor. Closely supervise. Describe actions of babies. "Look, Isabella is smiling at you, Markus." "I hear Jameson crying." Remind babies to be "easy" with touches. Use your hand to gently guide them with easy touches. |
| | The young infant may cry when she hears another baby cry. | |
| | The young infant may reach out to touch a nearby child. | |

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|--|---|
| Engages in back and forth interactions. | The mobile infant may stack blocks close by another child stacking cups. | <ul style="list-style-type: none"> ● Offer an environment that is spacious so that children may play by themselves or with their friends. Provide ample materials and toys so that each will have enough blocks to build or cups to stack. |
| | The mobile infant will offer a toy to a friend. | <ul style="list-style-type: none"> ● Make verbal notes. "I see Tenecia is letting Brittany look at the puzzle." Extend the play by saying, "Can Matt see it also?" |
| | The mobile infant may identify a favorite playmate. | <ul style="list-style-type: none"> ● Provide opportunities for children to form their own groupings when possible. |
| | The mobile infant will roll a ball or small truck back and forth with another child. | <ul style="list-style-type: none"> ● Guide play and conversation. Add textured ball for another child to join in play. |

Foundation: Peer interaction

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|------------------------------|---|---|
| Engages in cooperative play. | The older infant will work with one or two friends playing store in the dramatic play area. | <ul style="list-style-type: none"> ● Allow for natural groupings to occur while being aware that all children are participating in some play or activity. |
| | The older infant may show sadness when a friend leaves for the day. | <ul style="list-style-type: none"> ● Acknowledge child's feelings. "Arnie, you are sad that your friend is leaving. He will be back tomorrow." ● Anticipate arrivals and departures and encourage children to say good-bye. ● Have the older infant help his friend gather his papers and coat in preparation for leaving. "It's almost time for Martin to go home. Jeremy, would you like to help him put on his coat?" |
| | The older infant may offer suggestions to a friend on how to build a ramp for cars to go down. | <ul style="list-style-type: none"> ● Allow for plenty of time and space during the day for children to play with open ended materials* such as blocks. ● Assist children with play. "Let's try Clark's idea and see if it works." |
| | The older infant will offer a friend a hug or pat on the head to say that "it's ok" when the friend is sad or hurt. | <ul style="list-style-type: none"> ● Point out positive interactions. "How nice, Ronald, to give your friend Beth a hug." |

Foundation: Self awareness and self concept

Infants and toddlers become aware of their individuality and uniqueness.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--------------------------------------|---|--|
| Begins to separate self from others. | The young infant recognizes movement of his own arms and legs. | <ul style="list-style-type: none"> ● Make available quiet, uninterrupted time in a safe environment for the baby to investigate body and movements. Remain close to supervise and offer verbal "play by play" of what the child is doing. "Owen, you found your toes. Do they taste good?" Remember to jot down anecdotal notes* to share with parents or to add to developmental observations. |
| | The young infant gazes intently at fingers and hands as they move. | |
| | The young infant smiles at a mirror image of self without realizing who it is he is looking at. | <ul style="list-style-type: none"> ● Provide safe, non-breakable mirrors in several places such as at the diaper changing station or on the floor for tummy time. Marvel with the infant as she coos and blows bubbles while watching her image in the mirror. "Look at that pretty baby. Emilio is blowing bubbles." |
| | The young infant may react when hearing name spoken. | <ul style="list-style-type: none"> ● Use the child's name frequently as you describe your actions. Greet the child warmly, using the baby's name each time you meet. "Good morning Gabe! Are you ready for a big day?" |
| | The young infant may react when the caregiver or adult disappears from sight. | <ul style="list-style-type: none"> ● Always let the baby know of your actions when you leave the baby's sight. "David, I know you are ready for your bottle. I'll have it for you as soon as I'm done helping Wendy." |

Foundation: Self awareness and self concept, Young Infants continued

| Building Block | What You Might See | What You Might Do |
|----------------|--|---|
| | <p>The young infant shows interest in other people's faces or drawings of faces.</p> | <ul style="list-style-type: none"> ● During routines such as feeding and diapering, allow the baby to look closely at your face. The baby may also want to touch your nose or cheek in an effort to learn about the people around her. "Is that Miss Missy's nose?" |
| | <p>The young infant uses facial expressions, babblings, and body movements to capture the attention of the caregiver or adult to let them know of needs or emotions.</p> | <ul style="list-style-type: none"> ● Stay "in tune*" with the child. Learn to distinguish a cry for food or gleeful babbling wanting to play. Recognize and respect the baby's feelings. Attachments form early and require time and attention. This is the child's way of telling his needs to the adults around him. |
| | <p>The young infant tries different ways to calm herself.</p> | <ul style="list-style-type: none"> ● Allow the young infant time to calm self by staying close by or speaking softly to the child, assuring her that you are aware of her needs. "Oh Marla, you are tired. I will hold you just like mommy does and sing your favorite song to you." |

Foundation: Self awareness and self concept

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---------------------------------------|--|---|
| Recognizes self as a separate person. | The mobile infant smiles or babbles when looking at reflection of self in a mirror. | <ul style="list-style-type: none"> ● Describe what the child sees. "You see Bryce in the mirror. Look at that baby girl." |
| | The mobile infant responds to his name being said. | <ul style="list-style-type: none"> ● Use the name for the child that the family uses. It may be a middle name or other pet name that he becomes most familiar with. It is important to be consistent. |
| | The mobile infant recognizes a few other people outside of his immediate family. | <ul style="list-style-type: none"> ● Build the child's circle of friends slowly and selectively as the baby learns to trust. Primary caregiving in the child care setting allows the baby to be secure in relationships. |
| | The mobile infant moves closer to the caregiver when unfamiliar people approach. | |
| | The mobile infant starts to identify parts of the body. | <ul style="list-style-type: none"> ● Play naming games about face or body. Recite a rhyme such as "This Little Piggy" while playing with the child's toes. "Where is your knee Ricardo? Yes! That is your knee." |
| | The mobile infant begins to express surprise, anger, frustration, happiness, and other emotions. | <ul style="list-style-type: none"> ● Talk about these emotions with the child. "Jackson, I see you are sad." Use a sad voice and facial expression. |
| | The mobile infant says "Me good boy." | <ul style="list-style-type: none"> ● Agree with the child's positive comments as he develops his sense of self. "Yes, Ivan, you are a special fellow." |

Foundation: Self awareness and self concept

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|------------------|--|---|
| Claims identity. | The older infant recognizes self and family members in photographs. | <ul style="list-style-type: none"> ● Display family photos at child's eye level in many areas of the room. Place photos in protective sleeves or cover with contact paper so that little fingers can touch. Talk with the child frequently about who is in the pictures. "Where is sissy?" |
| | The older infant declares ownership to all property. "It's mine!" | <ul style="list-style-type: none"> ● Be patient with the older infant as she evaluates the world around her. Provide duplicates of favorite toys and plenty of space for individual play. |
| | The older infant's favorite word may be "No!" | <ul style="list-style-type: none"> ● Recognize that the child is expressing his individualism during this time. Try to make saying "no" a fun game instead of a power struggle by asking silly questions for them to answer "no". |
| | The older infant insists on doing things for herself such as putting on socks, spreading jam on bread, or brushing hair. | <ul style="list-style-type: none"> ● Promote opportunities for the child to make choices and do things on her own. Be prepared for messes and misplaced hairbows. Acknowledge the child's efforts. |
| | The older infant follows simple rules to play games and participates in group activities. | <ul style="list-style-type: none"> ● Be clear with a few, simply stated, positive rules. "Walking feet." "Quiet voices." |
| | The older infant smiles after completing a new puzzle and says, "I did it!" | <ul style="list-style-type: none"> ● Watch for accomplishments no matter how small. Show excitement when the child shares work done. "Yes, Lillian, you created a nice necklace. Would you like for me to put it on for you and take your picture for mom to see?" |

Foundation: Emotions

Infants and toddlers display a wide range of emotions and learn to control them based on interactions with family and others.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Expresses comfort and discomfort. | The young infant cries when in need of food or a diaper change. | <ul style="list-style-type: none"> ● Learn to tell apart the babies cries. Talk with the baby's family to learn feeding times and other routine practices. |
| | The young infant ceases crying when the caregiver appears. | <ul style="list-style-type: none"> ● Respond quickly to the baby's cues. By doing so, the young infant will gain a sense of security in knowing that her needs will be met. |
| | The young infant squeals with delight when the caregiver makes a funny face. | <ul style="list-style-type: none"> ● Make time to just be playful with the baby. Lay down next to the baby during tummy time so that eye contact is possible. |
| | The young infant turns her head away when over-stimulated. | <ul style="list-style-type: none"> ● Learn baby's cues. Know when the child has had enough and respect her wishes. |
| Begins to regulate moods and emotions. | The young infant creates her own pattern of sleeping and eating, with caregiver's help. | <ul style="list-style-type: none"> ● Work carefully with parents to determine and follow routines. Listen carefully to the baby to pick up on the child's needs. Provide individualized care. |
| | The young infant giggles and coos at the sight of a smiling caregiver. | <ul style="list-style-type: none"> ● Be mindful of your own moods and facial expressions, as these can affect the baby. |

Foundation: Emotions, Young Infants continued

| Building Block | What You Might See | What You Might Do |
|----------------|---|---|
| | <p>The young infant looks for a favorite blanket or pacifier to calm self.</p> | <ul style="list-style-type: none"> ● Assist the baby by providing the special object desired so that the baby can be reassured. Encourage parents to send comfort items from home. ● Remember to follow safe sleep practices. |
| | <p>The young infant kicks legs or plays with fingers as a way to soothe self.</p> | <ul style="list-style-type: none"> ● Provide the infant with the opportunity to develop self-soothing skills. ● Discuss with the family how the baby calms himself and follow their lead. |
| | <p>The young infant smiles, babbles, or maintains eye contact in order to begin, continue, or end social contact.</p> | <ul style="list-style-type: none"> ● Make continuous efforts to be "in tune"* with the baby. Respond to the infant, respecting the child's cues. |

Foundation: Emotions

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|---|--|
| Expresses comfort and discomfort. | The mobile infant becomes anxious around unfamiliar people and clings to the parent or primary caregiver*. | <ul style="list-style-type: none"> ● Limit the number of people introduced to the child during this period to allow the child to build primary relationships, further developing the child's security. |
| | The mobile infant laughs out loud. | <ul style="list-style-type: none"> ● Play with the child by making silly faces or goofy sounds. Laugh with the baby. |
| | The mobile infant cries or makes a sad face when toy is taken away. | <ul style="list-style-type: none"> ● Name feelings for the child. "Look Maria. Justin is sad because you took his car." |
| | The mobile infant shows affection by hugging and kissing. | <ul style="list-style-type: none"> ● Point out positive social interactions between friends. "Ah, Sofie is giving Dylan a good morning hug. That was nice Sofie." |
| | The mobile infant displays sadness and anxiety when separated from a caregiver. | <ul style="list-style-type: none"> ● Make transitions easier by being consistent with routine good-bye hugs, waving, and holding special item from home. |
| | The mobile infant may exhibit negative behaviors brought on by frustration caused by the inability to communicate or complete task. | <ul style="list-style-type: none"> ● Be near to the child to help facilitate activities. Listen and watch closely to understand verbal and non-verbal communications. "Ravi, I see you are having trouble with that puzzle piece. Try turning it a little." |
| Continues to master regulation of moods and emotions. | The mobile infant may move away from distracting noise in order to calm self. | <ul style="list-style-type: none"> ● Be aware that some children are very sensitive to loud activities and may become over-stimulated. Offer the child a quiet area to compose himself. Arrange play area so that noisy activities are separated from quiet ones. |

Foundation: Emotions, Mobile Infants continued

| Building Blocks | What You Might See | What You Might Do |
|-----------------|--|---|
| | <p>The mobile infant looks for and finds favorite stuffed animal to hold and comfort self.</p> | <ul style="list-style-type: none"> ● Provide commentary as you see the child completing a task. "Jack, you're heading to the block center to get Max. Max will help you feel all better." By using descriptive words, you affirm the child's actions and aid language development. |
| | <p>The mobile infant responds to the word "no".</p> | <ul style="list-style-type: none"> ● Comment appropriately when child looks to you for approval or disapproval. The child may show understanding by stopping action, making eye contact with provider, or moving to another activity. Strive to keep environment safe and age appropriate in order to limit the number of "no's" necessary to guide the child. |
| | <p>The mobile infant uses gestures and some words to communicate wants and needs.</p> | <ul style="list-style-type: none"> ● Be "in tune"* with the child to recognize the child's needs. Know that when children are not feeling their best, or are tired or hungry, they may become frustrated and revert back to behaviors from earlier infancy. |
| | <p>The mobile infant looks forward to routine activities.</p> | <ul style="list-style-type: none"> ● Talk about what will be happening next in the child's day. "After lunch Jonathan, we are going to take a rest." Keep schedule of routines predictable so that the child learns to anticipate what is coming. |

Foundation: Emotions

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|-----------------------------------|---|---|
| Expresses comfort and discomfort. | The older infant displays pleasure in completing tasks by clapping for self or looking at the caregiver with a smile. | <ul style="list-style-type: none"> ● Share in the child's success. "Wow, look at you!" or "Zachary buttoned his coat all by himself." |
| | The older infant exhibits many emotions such as joy, fear, anger, sympathy, or modesty during play and routines. | <ul style="list-style-type: none"> ● Let the child know that you see her emotions and accept them. Use your words to describe and name the emotions. "I see you are happy that Valerie is here." Or, "It makes you mad that Janie took your toy away." |
| | The older infant gives a hug to a friend who is sad. | <ul style="list-style-type: none"> ● Point out positive social interactions to children and other adults present. Say, "Look at Kevin, he's giving Julio a hug to make him feel better." |
| | The older infant shows jealousy by throwing toys when attention is given to others. | <ul style="list-style-type: none"> ● Be prepared if a new sibling arrives at home for the older infant to "act out". Show patience and point out ways the child is being a great older sister. Look for books about bringing home a new brother or sister to share with the child. |
| | The older infant talks about how he feels using increased vocabulary. | <ul style="list-style-type: none"> ● Be with the child and provide one-on-one time to "chat" with the child. Express understanding of the child's feelings and extend the conversation with more words and questions. |
| | The older infant demonstrates feelings as she plays in the block center acting out emotions with play people. | <ul style="list-style-type: none"> ● Provide appropriate accessories, such as puppets, play people, dolls, stuffed animals and phones in all learning centers for dramatic play. Allow the child time to work through the situation, intervening when appropriate. |
| | The older infant may be fearful one minute and joyful the next, without reasonable explanation. | <ul style="list-style-type: none"> ● Be tolerant of the child's developmental stage. Know the children in your care. |
| | The older infant becomes increasingly assertive knowing and communicating wants and desires. | <ul style="list-style-type: none"> ● Allow for independence within bounds of safety. |

Foundation: Emotions, Older Infants continued

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| <p>Continues to master regulation of moods and emotions.</p> | <p>The older infant follows simple directions such as, "Bring me the red ball."</p> | <ul style="list-style-type: none"> ● Be mindful when giving directions to use clear, descriptive words so that the child can best understand what is expected. State expectations in a positive manner indicating what she is to do. For example, "Use your walking feet" instead of "Don't run." |
| | <p>The older infant tests limits and begins to respond to verbal redirection.</p> | |
| | <p>The older infant understands what behavior is expected and follows through with increased regularity.</p> | <ul style="list-style-type: none"> ● Keep rules and daily routines simple and steady to allow the child the opportunity to succeed. |
| | <p>The older infant says "no" with meaning.</p> | <ul style="list-style-type: none"> ● Understand that this is the older infant's way of asserting himself. Remember not to ask a question that you can't live with the answer. For example, if it is time to go outside and you want the child to put her shoes on, don't ask if she wants to put them on. Rather, say, "Shaylee do you want to put the left shoe on first or the right one?" This lets her be in control. |
| | <p>The older infant continues to gain competency with self help skills such as putting on clothing or brushing teeth without assistance and shows pride in accomplishments.</p> | <ul style="list-style-type: none"> ● Allow the child time needed to complete tasks and encourage his efforts. Arrange the environment to promote self-help skill. Place step stools near sinks; provide low, open shelves for sorting toys; and make cubbies easily accessible for coats. |
| | <p>The older infant shows control by anticipating and following routines such as clean up time and getting ready to go outside.</p> | <ul style="list-style-type: none"> ● Keep daily activity schedule consistent so that children can be secure in knowing what activities come next. Make transitions smooth by giving time updates, such as "clean up time will be in 5 minutes." |
| | <p>The older infant may become frustrated easily while attempting to navigate rules.</p> | <ul style="list-style-type: none"> ● Be patient when working with this age group. Acknowledge the child's feelings. Let the child know that you are there to help as she needs assistance. |

Creative Expression

Early childhood is a time to grow and explore. Each infant and toddler needs to have the opportunity to discover, enjoy, and create in ways that are safe and healthy, and that lead to learning experiences that are the infrastructure to future growth.

As with all domains, two factors play important roles in the development of creativity in a young child. Those two factors are caring adults providing stable relationships and the availability of a safe environment with access to a variety of materials and activities. Children develop a sense of security built on strong attachments to the adults in their lives. This provides the child with the confidence to explore, experiment, and initiate the give and take of learning. When provided with developmentally appropriate materials in an environment that is clean and free of safety hazards, the child builds the self assurance needed to be self-expressive.

The youngest infants show signs of enjoying looking at contrasting colored objects and hearing a familiar voice sing a lullaby. As the child becomes older, he or she may find it liberating to move to the sound of the music, dancing with scarves or singing and clapping to a favorite nursery song. The land of make believe entices little ones to dream the biggest dreams imaginable. Caring adults, added props, and a safe setting makes these activities meaningful.

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Domain 3: Creative Expression

Foundation: Visual arts

Infants and toddlers enjoy looking at, talking about, and creating pictures, mobiles, and other colorful objects.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|--|---|
| Notices bright and/or contrasting colors. | The young infant looks intently at patterns or pictures. | <ul style="list-style-type: none"> ● Provide age appropriate books and pictures. ● Provide pictures that are simple and bright. Black and white books and pictures with some red are good choices. Position pictures at the child's eye level. ● Hang mobiles in bright colors or black and white contrasting colors above the crib. |
| Notices facial expressions. | The young infant copies or reacts to the face that he or she sees. | <ul style="list-style-type: none"> ● Make eye contact with the baby. ● Talk to the young infant while changing his diaper or feeding him. "You were hungry, Carl." ● Smile frequently at the child. ● Show pictures of faces from many cultures, ages, and both genders. |
| Looks at pictures, photographs, and mirror images. | The young infant looks at self in a mirror. | <ul style="list-style-type: none"> ● Place safe, non-breakable mirrors at the infant's eye level. Point to the image. "There is Jessica's pretty baby face!" |
| | The young infant looks at pictures of own family and reacts. | <ul style="list-style-type: none"> ● Provide photos of the infant's family to enjoy. "Look, there's Carly's momma." |
| | The young infant looks at pictures in books and reacts. | <ul style="list-style-type: none"> ● Rotate weekly appropriate books for the child to view. Books should be vinyl, cloth, or hard back and in good repair. Include a wide variety of books such as realistic and fantasy selections. |
| Notices differences in textures. | The young infant explores small pieces of corduroy, satin, and fake fur. | <ul style="list-style-type: none"> ● Provide access to many different textures in books, on the wall, or in baskets. "That feels silky smooth Andy." |

Foundation: Visual arts

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|--|---|---|
| Shows a preference for favorite colors. | The mobile infant chooses a crayon of a particular color. | <ul style="list-style-type: none"> ● Provide a variety of colored objects for the mobile infant to choose from. ● Talk to the child about the color of an item she has chosen. "Melanie, you really like the green crayon. Is that your favorite?" |
| Uses various materials in exploring and creating visual art. | The mobile infant delights in exploring new art materials and remains focused for longer periods of time. | <ul style="list-style-type: none"> ● Provide varied safe, non-toxic materials for the mobile infant to explore such as fingerpaints, chunky crayons, and easel painting with stubby handled brushes. ● Make activities available outdoors as well, such as jumbo chalk on the sidewalk or water painting trees or rocks. ● Provide open-ended art activities that invite exploration and experimentation. Encourage the effort, not the final product. |

Foundation: Visual arts

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|--|--|---|
| <p>Likes various materials in exploring and creating visual art.</p> | <p>The older infant uses drawing materials with greater control.</p> | <ul style="list-style-type: none"> ● Give daily access to many types of paper, paints, crayons, water-based felt markers, and chalk. ● Add more tools to paint with such as feathers, eyedroppers, toothbrushes, sponges, or small plastic cars with supervision. ● Tape paper to table to keep it in place and use Velcro on gloves and on the art tool in order to allow for painting or drawing. ● Vary the texture and smell of paint by adding materials such as flour or Epson salts. ● Allow opportunities for the older infant to explore using various body parts to express self by using feet or whole body to paint. |
| | <p>The older infant creates forms that begin to take shape and are identified by the child.</p> | <ul style="list-style-type: none"> ● Let the older infant tell you about his creation as you label forms or record his story. Be sure to add the date and photocopy to add to the child's portfolio*. |
| | <p>The older infant uses play dough to create three-dimensional work.</p> | <ul style="list-style-type: none"> ● Offer older infants basic tools such as wooden mallets, tongue depressors, and rolling pins to use with play dough. |
| | <p>The older infant explores torn paper or textured fabric to create a collage.</p> | <ul style="list-style-type: none"> ● Provide sandpaper, netting, velvet, burlap, or other richly textured fabrics for collage work. ● Provide old magazines for children to cut or tear pictures to add to collage. |
| | <p>The older infant begins to use scissors, with assistance, and then with increasing control.</p> | <ul style="list-style-type: none"> ● Set up the environment to promote participation, engagement, and learning by all wishing to participate. Show children who are interested how to use scissors properly. Have both right handed and left handed scissors available. Make sure seating is comfortable and supportive. Set clear rules for safety, stating "scissors stay at the table." |

Foundation: Visual arts, Older Infant continued

| Building Block | What You Might See | What You Might Do |
|------------------------------------|---|---|
| Observes and describes visual art. | The older infant discusses artwork with the caregiver. | <ul style="list-style-type: none"> ● Display children's artwork at child's eye level. ● Point out and talk about individual works with the child, parents, or other adults in the room to emphasize the specialness of the piece. "Ricky worked on this collage today. He added feathers and cotton balls to it." |
| | The older infant points out and talks about a poster displayed on the wall. | <ul style="list-style-type: none"> ● Make child friendly charts and posters available for children to view. Talk about them with the child. |
| | The older infant names and gives actions to art she has made. | <ul style="list-style-type: none"> ● Show genuine interest in the older infant's art work. Ask about what is going on in the picture and who is involved. "Ashley, can you tell me about your picture?" Make a note on the back of the picture, recounting the story, as well as the child's name and date. Take a digital picture to add to the child's portfolio*. |

Foundation: Music and Movement

Infants and toddlers respond to sounds, learn to manipulate bodies and instruments to the sounds heard, and enjoy repetitive rhymes.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|--|---|
| Responds to sounds, tones, and voices. | The young infant calms self at the sound of a familiar voice such as caregiver or parent. | <ul style="list-style-type: none"> ● Speak to the young infant in a quiet, reassuring voice continuously throughout the day. ● Give play-by-play descriptions of activities with and around the baby. "Ted, I hear the birds singing outside. I'll get your blanket and we'll have some tummy time in the fresh air." |
| | The young infant may startle at loud, sudden noises. | <ul style="list-style-type: none"> ● Use reassuring voice to comfort child. "Oh my Jacob, that was a loud bang. Did it scare you? It's ok. I'm right here with you." ● Sing a familiar song to calm the child. |
| Responds to music. | The young infant turns her head toward vocal singing or a pleasant sounding musical toy or mobile. | <ul style="list-style-type: none"> ● Sing or play recorded music at appropriate times. Vary volume and style according to child's moods and needs. ● Provide toys with pleasant sounding music options. ● Securely hang musical mobiles in cribs for young infant to view while falling asleep. |

Foundation: Music and Movement

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Enjoys creating rhythm and other sounds. | The mobile infant attempts and becomes successful at clapping hands together. | <ul style="list-style-type: none"> ● Gently hold the mobile infant's hands, clapping them together and sing "Pat A Cake." ● Clap enthusiastically as the child accomplishes tasks. |
| | The mobile infant bangs objects together to create sounds. | <ul style="list-style-type: none"> ● Provide wooden spoons, measuring cups, pots, lids, and pans for the child to "make music." ● Make available different musical instruments such as drums, xylophones, large bells, clackers, rattles, cymbals, and wooden blocks for the child to use. |
| Responds to music. | The mobile infant moves to the sound of music. | <ul style="list-style-type: none"> ● Provide a variety of musical experiences, along with informal singing such as recorded music from a variety of musical styles including classical, jazz, and folk music. ● Use your own voice to sing to the baby throughout the day. ● Incorporate a mixture of cultures and languages. ● Arrange for the child to have space to move and interpret sound with the whole body. |
| | The mobile infant recognizes sound as an auditory cue to begin activity. | <ul style="list-style-type: none"> ● Provide different sounds and songs to signify transition such as a song for clean-up time, a bell for meal time, or a special song for nap time. |

Foundation: Music and Movement

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|--|--|---|
| Shows excitement when exposed to music. | The older infant moves to the music of varying rhythms, tempos, and types. | <ul style="list-style-type: none"> ● Use actions such as clapping, dancing, or marching to go with songs. ● Demonstrate motions in an exaggerated manner to encourage participation. ● Have accessible many soundmaking toys and instruments. ● Provide scarves or streamers for the child to use as he moves to the music. |
| Recalls lyrics and melodies. | The older infant begins to sing songs that are recognizable. | <ul style="list-style-type: none"> ● Develop a catalog of songs used during the day to provide some familiarity, but also allow for the addition of new songs. ● Allow children to select and initiate songs. ● Recognize the older infant for his performance, regardless of abilities. |
| Demonstrates increased hand and body coordination. | The older infant sings and performs movements to familiar songs. | <ul style="list-style-type: none"> ● Provide opportunities for the child to duplicate movement and order. ● Add selections with increased difficulty in movements. ● Use American Sign Language with songs. |

Foundation: Dramatic play

Infants and toddlers learn to imitate others, recreate experiences, and interact with dolls and other pretend props.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|---|---|---|
| Uses facial expressions and gestures to express feelings and needs. | The young infant moves her face away when the caregiver tries to wipe face. | <ul style="list-style-type: none"> ● Follow the baby's cues to meet the communicated need. Reassure child. "I know you don't like to have your face wiped but we have to get those slobbers cleaned up, Olivia." |
| Imitates facial expressions and gestures of others. | The young infant sticks out tongue in imitation of the caregiver. | <ul style="list-style-type: none"> ● Make playful faces for the baby to imitate. |

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|--|--|
| Understands the meaning of objects during play. | The mobile infant puts a telephone to his ear as if having a conversation. | <ul style="list-style-type: none"> ● Provide access to realistic toys such as dolls, play dishes, cars, hats, and baby blankets. ● Participate in play with the mobile infant by answering phone or saying "It's for you, Matthew." |
| Plays games with adults to explore concepts. | The mobile infant pulls blanket over head and pretends to sleep, then giggles to let you know she is pretending. | <ul style="list-style-type: none"> ● Be available to play with the mobile infant. ● Allow the child to explore his environment, while you talk to him about what he discovers. |
| Relates to dolls and stuffed animals in realistic ways. | The mobile infant gives a doll a bottle. | <ul style="list-style-type: none"> ● Talk with the mobile infants about what they are doing. "I see you're giving your baby a bottle just like I give to little Ian." "Does your baby like to rock?" Dramatic play is an excellent time to bathe the mobile infant in language. |

Foundation: Dramatic play

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---|---|---|
| Engages in play that represents real life experiences. | The older infant sets the table with dishes and silverware. | <ul style="list-style-type: none"> ● Create a dramatic play area with various items that represent real life, such as many types of play food, child-sized kitchen, and furniture. ● Add dolls of various races and abilities. ● Provide play clothes for dress-up for both boys and girls. ● Initiate play. Put on a chef's hat and begin cooking chili. "Jeffrey, what do we need to make chili?" |
| Brings other children into play. | The older infant invites other children into household to play different roles. | <ul style="list-style-type: none"> ● Encourage child to request another to join in play. "Carrie, let's ask Theresa to come over and eat with us." ● Provide ample space and many materials for the child to express ideas. |
| Plans dramatic activities. | The older infant gathers props and gives others directions for how to participate. | <ul style="list-style-type: none"> ● Read or tell a story that will encourage the child to role play. ● Provide puppets for the older infant to re-enact a story. |
| Relies increasingly on the use of communication as an important component of play activities. | The older infant engages in discussions as to how the dramatic scene will play out. | <ul style="list-style-type: none"> ● Be a role model for conversations and including children in play. ● Provide varied props for the older infant's imagination. ● Rotate props. Add items according to the child's interest. |

Motor Development

At the time of conception, a single cell joins with another and begins an extraordinary journey that in just a short 280 days will produce a baby. It is a complicated process with many internal and external variables that can alter the path of development. The need for pre-natal care is an undisputable fact.

Once the child arrives, development continues at a very fast pace for the next three years. Many environmental and biological factors will persist to affect the growth and development of the child. Optimal health of the child is a critical element that supports all realms of development.

Motor development refers to muscle activity and the resulting movement of the body. Movements in the very young infant are uncontrolled and reflexive in nature. As the infant explores, many connections in the brain are made that allow the child to gain control over movements. A progression of control can be seen. Control is gained from head to toe, from midline* to arms and legs. Control is gained over gross or large muscles, such as arms and legs, before control is gained over fine muscles, such as fingers and toes. Infants move mostly with the entire body, slowly but surely controlling their movements across the midline* until, as an older infant, they are able to use their left and right sides independently to walk or make marks on paper.

Delays in motor development may be easier to see even when the cause may not be simply defined. Careful observation with written documentation of these early building blocks is necessary to catch possible problems. When concern arises, contact West Virginia Birth to Three for intervention services. Because babies are busy doing the growing, access to a medical home* to carefully follow the child's progress is vital. This includes visual and auditory screenings, immunizations, adequate oral and dental care, as well as education on proper hygiene routines and balanced nutritional health.

As the toddler emerges, newly developed motor skills will enable the child

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to more actively participate in his or her own care and well-being. Many self-help skills appear that need to be cultivated and reinforced by the adults in the child's life. These habits, formed early in life, will lead to a healthier, happier lifestyle in later years.

Caregivers must work with families to ensure that the needs of the child are met in a way that honors the family's beliefs and values. Concerns need to be addressed openly and with compassion. Partnerships that hold the child's wellness in high regard promote positive development.

Domain 4: Motor Development

Foundation: Fine Motor

Infants and toddlers gain control over small muscle movements such as gumming, sucking, facial expressions, and grasping.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Coordinates sucking, swallowing, and breathing. | The young infant sucks on a bottle or breast without choking or gagging. | <ul style="list-style-type: none"> ● Hold young infant when feeding and provide a quiet area without distractions so the infant can concentrate on feeding. Never prop bottle. |
| Gums and swallows. | The young infant eats mashed baby foods without choking and gagging. | <ul style="list-style-type: none"> ● Provide comfortable, supportive seating when able to sit. ● Offer small amounts of food in a non-rushed manner. ● Work closely with family to identify eating patterns from home. |
| Reflexive movements of arms, hands, and eyes. | The young infant squirms, and stretches, moving body parts without control. | <ul style="list-style-type: none"> ● Provide plenty of tummy time on the floor. ● Limit the amount of time spent in confined space such as swings, bouncy seats, and exersaucers. |
| Progresses from hands being tightly fistled to being open. | The young infant's hands become more open and the baby will explore hands by putting them in mouth. | <ul style="list-style-type: none"> ● Offer rattles or teethers for the baby to grasp making sure that items are sanitized and baby's hands are washed frequently. |
| | The young infant looks closely at fingers and hands and experiments with movement. | <ul style="list-style-type: none"> ● Play Peek-A-Boo, Pat-A-Cake, and other finger games with baby. ● Describe what the baby is doing. "Sarah, did you find your fingers?" |
| Reaches for and swipes at dangling objects. | The young infant sees mobile in crib and makes attempt to grasp the toy. | <ul style="list-style-type: none"> ● Hang mobiles from cribs with strings no longer than 12 inches until the baby is able to pull up. ● Place interesting items near diaper changing area for the young infant to grasp. ● Hold items in front of the baby while encouraging the child to swipe and grasp item. |

Foundation: Fine Motor, Young Infants continued

| Building Blocks | What You Might See | What You Might Do |
|--|--|--|
| Eyes follow to midline*. | The young infant can visually track a toy that is placed right in front of the child and remains near the middle of his body. | <ul style="list-style-type: none"> ● Play tracking games with the young infant by holding up a small, brightly colored toy or rattle and slowly moving the object across the child's midline*. "Here is your green rattle, Brian." |
| Eyes follow past midline* up to 180 degrees. | The young infant progresses from visually tracking a colorful toy across the middle of the body, to demonstrating peripheral* vision. | <ul style="list-style-type: none"> ● Continue tracking games with the baby, increasing distance from midline*. ● Offer a variety of items for the child to observe. |
| | The young infant begins to watch caregiver as she moves around the room. | <ul style="list-style-type: none"> ● Reassure the baby verbally when you are out of sight. "I'm right here, Joseph. I hear you." |
| Begins to gain control over hands, eyes, arms, and legs. | The young infant reaches for rattle. | <ul style="list-style-type: none"> ● Provide varied, safe toys for the child to reach for and explore. ● Provide plenty of tummy time on the floor. |
| | The young infant begins to grasp objects with both hands. | <ul style="list-style-type: none"> ● Provide manipulatives that require child to use both hands such as a large rattle or ball. |
| | The young infant reaches for and grasps a teether in one hand and a rattle in the other hand. Banging two rattles together becomes a favored activity of the young infant. | <ul style="list-style-type: none"> ● Rotate items on a regular basis so that the baby has new objects to manipulate. ● Be sure that items are not a choking hazard and are clean. ● Play imitative games and sing songs that encourage bringing the hands together. |
| | The young infant explores feet and toes by bringing them to the mouth and sucking on them. | <ul style="list-style-type: none"> ● Allow the child to explore new skills. Delight with the baby as he gains more control over his body. |
| Uses a full hand grasp. | The young infant attempts to pick up small object with a whole hand movement, rather than using fingers. | <ul style="list-style-type: none"> ● Be vigilant of small objects that the baby may pick up with her new found skills. |
| Emerging pincer grasp*. | The young infant attempts to pick up a toy with fingers alone. | <ul style="list-style-type: none"> ● Select small snacks such as Cheerio's for the child to practice this skill. ● Make sure hands are washed before/after snack. |
| Shakes and plays with toys in grasp. | The young infant not only grasps and gums toys but shakes and looks at object. | <ul style="list-style-type: none"> ● Add new and different toys to the child's day as he is now interested in what the toy does. |

Foundation: Fine Motor

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|---|---|
| Uses a defined pincer grasp*. | The mobile infant picks up small objects with skill. | <ul style="list-style-type: none"> ● Provide a variety of fine motor toys such as shape sorters, nesting cups, rattles, grasping toys, teething toys, containers, bead mazes, finger paints, markers, and puzzles with knobs. ● Rotate materials. |
| Self feeding skills emerge. | The mobile infant picks up small bits of food and feeds himself. | <ul style="list-style-type: none"> ● Talk with families about mealtimes at home and ask the parents how they feel about increasing skills. |
| | The mobile infant begins to hold the handle of the spoon and attempts to use it correctly. | <ul style="list-style-type: none"> ● Assist child with developmental or physical delays by offering assistive self-feeding utensils and bowls. |
| | The mobile infant holds a bottle without assistance. | <ul style="list-style-type: none"> ● Continue to hold child during feedings but allow him to hold the bottle. Never leave a mobile infant unattended with a bottle. |
| | The mobile infant holds and drinks from a sippy cup. | <ul style="list-style-type: none"> ● Provide sippy cups that have large, easy to hold handles. |
| Turns pages of a book. | The mobile infant turns pages of a stiff, cardboard book without help. This may be accomplished by missing or skipping a page but is still done with success. | <ul style="list-style-type: none"> ● Provide a variety of appropriate sturdy board books to explore throughout the day. Be sure to include realistic pictures as well as fantasy pictures. ● Offer books that depict people of all races, ages, gender, and abilities. ● Introduce books that showcase a variety of familiar objects and routines. |
| Manipulates and turns objects with control. | The mobile infant is interested in squeezing and poking materials such as play dough and finger paint. | <ul style="list-style-type: none"> ● Provide opportunities for the child to explore non-toxic art materials several times a week. Close supervision is needed. The process of using the materials is more important than the product. |

Foundation: Fine Motor, Mobile Infants continued

| Building Blocks | What You Might See | What You Might Do |
|----------------------------------|--|--|
| | The mobile infant begins to release objects from his grasp with less or no assistance. | <ul style="list-style-type: none"> ● Practice "putting away" toys by having the child drop toys into baskets or bins. ● Encourage the mobile infant to hand you his sippy cup when empty. "Stephen, are you all done? (use sign language to demonstrate "all done"). Would you please hand me your cup?" ● Model good manners by saying "please and thank you". |
| Increased control of hands. | The mobile infant begins to wave bye-bye when caregiver is leaving. | <ul style="list-style-type: none"> ● Imitate these motions in a somewhat exaggerated fashion such as "Bye, bye Mama!" as the mobile infant learns this skill. |
| | The mobile infant claps hands, imitating caregiver. | <ul style="list-style-type: none"> ● Provide fingerplays that involve clapping and singing songs such as "If You're Happy and You Know It". Encourage the child by clapping. |
| Stacks blocks. | The mobile infant, with increasing skill, stacks blocks two to four blocks high. | <ul style="list-style-type: none"> ● Provide a variety of sturdy unit blocks or other smooth blocks for the children to maneuver. ● Join the child on the floor to make towers. |
| Uses full hand grasp. | The mobile infant wraps all fingers around a crayon or writing utensil when marking. | <ul style="list-style-type: none"> ● Provide access to fat crayons and stubby brushes that are easy to grasp. Provide daily experiences using these materials. ● Tape pieces of paper to the table or other easel surface to make it easier for the child to use. |
| Scribbles. | The mobile infant uses a fluid motion to make marks with crayons. | <ul style="list-style-type: none"> ● Display art work in prominent place at the child's eye level and marvel at her work. ● Be sure to put date, child's name, and any "story" that the mobile infant might share on the paper, creating a memory for the family. |
| Visually follows dropped object. | The mobile infant delights in watching clothespins dropped into a bucket. | <ul style="list-style-type: none"> ● Provide buckets, bowls, purses, paper sacks, or other containers for the child to dump and fill. |
| Uses index finger to point. | The mobile infant will point to familiar objects in books as they are read. May also point to body parts upon request. | <ul style="list-style-type: none"> ● Read informally to the child, allowing him to point at pictures and to turn pages at will. ● Play games that encourage the child to point to different objects or directions. |

Foundation: Fine Motor

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|----------------------------|--|--|
| Self care skills increase. | The older infants repeatedly removes shoes and socks. | <ul style="list-style-type: none"> ● Be patient with the child as she tries out this new skill. ● Provide dolls with socks for practice. |
| | The older infant attempts to put on clothes, brush teeth, and hair. | <ul style="list-style-type: none"> ● Encourage the child as he increases these skills. ● Provide "dressing bear" or other materials that promote the practicing of zipping, tying, snapping, and buttoning. ● Provide time twice daily for the child to practice brushing teeth. |
| | The older infant washes hands with less assistance from adult. | <ul style="list-style-type: none"> ● Provide step stools to help child stand at the sink to wash hands. Supervision is necessary. ● Check water temperature on a regular basis. |
| | The older infant unbuttons large, easy buttons. | <ul style="list-style-type: none"> ● Allow for time as the child increases skill with each activity. ● Provide adult size clothing for the child to practice skills. |
| | The older infant uses both a spoon and a fork with greater ease. | <ul style="list-style-type: none"> ● Provide child sized utensils for the child to use. Be prepared with extras to replace ones falling on the floor. |
| | The older infant shows development of fine motor skills by peeling half a banana. | <ul style="list-style-type: none"> ● Offer a variety of snacks the older infant can manipulate, encouraging independence. |
| | The older infant exercises increased bowel and bladder control, staying dry for two hours at a time. | <ul style="list-style-type: none"> ● Discuss potty training plan with the family. ● Encourage family to provide several changes of easy to remove clothing. Positively reinforce any attempts at using the potty. "Good job" or "What a big boy!" ● Make certain that hands are washed after each attempt at pottyng. |

Foundation: Fine Motor, Older Infants continued

| Building Blocks | What You Might See | What You Might Do |
|---|--|--|
| Uses fingers, wrists, and hands with greater agility. | The older infant holds crayon, marker, or pencil with thumb and finger in an "adult like" grasp. | <ul style="list-style-type: none"> ● Provide many opportunities for the child to experiment with washable markers and paper. ● Place small tablets with pencil in dramatic play area for restaurant play. Or create an office environment with paper and markers. |
| | The older infant begins to hold scissors, snipping and cutting paper. | <ul style="list-style-type: none"> ● Keep handy a supply of child friendly magazines for children to practice cutting with safety scissors when interested. Provide left and right handed scissors. Closely supervise activity. |
| | The older infant stacks blocks up to six or eight high. | <ul style="list-style-type: none"> ● Have a variety of sizes, shapes, and colors of blocks in the block area. ● Take pictures of creations to share with family and for documentation of experience. Verbalize appreciation for work done. "Alessandra, that's a big tower!" |
| | The older infant attempts to make circular marks with writing utensil and copy horizontal lines. | <ul style="list-style-type: none"> ● Share with parent the importance of these pre-writing skills. Save examples of the child's work for a portfolio* documentation. |
| | The older infant enjoys threading large beads on a string or lacing shoes. | <ul style="list-style-type: none"> ● Make lacing cards using a picture of the child's favorite animal or shape, by laminating the picture and punching several holes around the perimeter of the object. Provide a colorful shoe string for the child to lace object. |
| Exhibits turning motion with wrists. | The older infant turns doorknobs and takes lids off of jars. | <ul style="list-style-type: none"> ● Provide a variety of plastic containers with lids for the child to work these developing fine muscles. From the hardware store, you can find many unusual items such as threaded PVC fittings that can be used for this activity. |
| Uses hands separately. | The older infant holds a container with one hand and places shapes in the container with the other hand. | <ul style="list-style-type: none"> ● Provide a variety of materials for the child to fill, dip, pour, and dump. Rotate materials to maintain interest on a weekly basis. |
| Shows favoritism of hand use. | The older infant more consistently uses one hand or the other when holding objects. | <ul style="list-style-type: none"> ● Allow the child to use dominant hand. The brain is wired to work in just that way. |

Foundation: Gross Motor

Infants and toddlers gain control over large muscle movements such as reaching, kicking, crawling, and walking.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--------------------------------|--|--|
| Progresses to holding up head. | The very young infant is unable to support head or neck. | <ul style="list-style-type: none"> ● Always support the young infant's head and neck while holding or carrying. ● Discuss this developing skill with family. ● Provide tummy time for the infant. |
| Controls head. | The young infant lifts his head while on stomach, and looks from side to side. | <ul style="list-style-type: none"> ● Make careful observations about any delays you may suspect. ● Have conversations often with the family on all stages of development. |
| Demonstrates startle reflex. | The young infant stretches out the arms and legs in response to loud noises. | <ul style="list-style-type: none"> ● Swaddle the baby and comfort when startled. Use a soft voice to reassure the baby. ● Be sensitive to this reaction and seek to have a peaceful environment. |
| Swats at and kicks. | The young infant repeatedly kicks at a musical toy that produces noise when struck. | <ul style="list-style-type: none"> ● Provide materials and toys the infant can manipulate using large leg and arm movements. |
| Rolls over. | The young infant attempts to rock from side to side in an effort to roll over. The baby rolls from stomach to back and later from back to stomach. | <ul style="list-style-type: none"> ● Monitor closely. ● Record accomplishments in a portfolio*. ● Share your observations with the family or ask if they see these skills at home. ● Discuss safety issues as the child becomes more mobile. |
| Sits with support. | The young infant sits with supportive materials such as pillows or boppies*. | <ul style="list-style-type: none"> ● Be sure the child has cushioned material nearby when learning to sit. ● Watch closely for frustration or exhaustion. ● Provide a rattle or toy to engage the child. |
| Attempts to crawl. | The young infant gets up on hands and knees, rocking back and forth. With practice, the baby begins to slowly creep backward and/or forward. | <ul style="list-style-type: none"> ● Encourage the baby's attempts at crawling. ● Place toys just out of the child's reach as an incentive to move toward it. ● Provide plenty of play time and space. |

Foundation: Gross Motor

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|----------------------------------|---|---|
| Sits without support. | The mobile infant progresses from moving into sitting position to sitting by self without supports. | <ul style="list-style-type: none"> ● Be aware that the child is still unbalanced and needs cushioning for safety. ● Provide toys for the child to play with in a sitting position such as rattles and nesting cups. |
| Crawls. | The mobile infant moves about in one of many modes of crawling, going longer distances at quicker paces. | <ul style="list-style-type: none"> ● Provide a safe environment. Be thorough in checking for dangerous situations that might cause harm to the mobile infant. |
| Pulls to stand. | The mobile infant uses chairs, shelves, or larger toys to assist him in standing. | <ul style="list-style-type: none"> ● Provide stable furniture and other solid equipment for the child to pull up. ● Look for hanging items that may be in reach. |
| Cruises holding on to furniture. | The mobile infant stands by pulling self up, using the couch, and then moving from one end to the other holding onto the couch. | <ul style="list-style-type: none"> ● Encourage the child in her endeavors. "Tricia, you're really moving!" ● Share with the family all new skills, documenting them with pictures or notes. ● Keep the area free of clutter for easy mobility. |
| Walks independently. | The mobile infant moves from cruising to walking with a trusted adult until the skill is mastered and she can walk alone. | <ul style="list-style-type: none"> ● Provide the child toys to walk with or push. ● Continue to keep one area clear to allow for space to move. ● Be sure that time is allowed for movement experiences outdoors, weather permitting. |
| Moves from sitting to standing. | The mobile infant develops control to move from a sitting position to a standing position with ease. | <ul style="list-style-type: none"> ● Provide assistance as the child needs until he can accomplish alone. |
| Begins to run. | The mobile infant begins walking quickly and progresses to running. | <ul style="list-style-type: none"> ● Be prepared for bumps and bruises as the child becomes more skilled at moving. ● Play "I'm coming to get you, Nathan" activities with the child, encouraging him to use his new skill. |

Foundation: Gross Motor, Mobile Infants continued

| Building Blocks | What You Might See | What You Might Do |
|--------------------------------|---|---|
| Carries objects while walking. | The mobile infant balances self to walk and hold toys at the same time. | <ul style="list-style-type: none"> ● Provide purses and buckets with handles for the child to carry. |
| Kicks a ball. | The mobile infant kicks ball back and forth with the caregiver. | <ul style="list-style-type: none"> ● Offer plenty of space and a variety of balls to practice kicking skills. Be sure to try outside. |
| Climbs steps. | The mobile infant climbs up and down steps or climbs on and off a sofa. | <ul style="list-style-type: none"> ● Provide appropriate equipment for mobile infant to practice going up and down steps. Be aware if a child has no appropriate objects to climb, as she is more likely to hurt herself by climbing onto whatever is available. |
| Straddles a riding toy. | The mobile infant attempts to climb onto a riding toy. | <ul style="list-style-type: none"> ● Provide a variety of age appropriate riding equipment. |

Foundation: Gross Motor

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|------------------------------|---|---|
| Walks forward and backward. | The older infant walks with balance and control both forward and backward without falling down. | <ul style="list-style-type: none"> ● Work with the physical therapist of a child with special needs to learn ways you can include the child in movement activities as well as help her with gross motor skills. ● Provide opportunities for vigorous active play throughout the day to maintain a healthy lifestyle. "Johnny, take two steps backward." ● Provide at least one hour per day of outdoor time, weather permitting. |
| Jumps. | The older infant is able to jump with both feet. | <ul style="list-style-type: none"> ● Play games that encourage jumping such as having the children pretend to be animals that jump like rabbits or kangaroos. ● Be sure to practice these skills both indoors and out. |
| Climbs. | The older infant climbs higher levels and with better control than before. | <ul style="list-style-type: none"> ● Make available more complex climbing equipment with appropriate fall zones* and cushioning. |
| Stands on one foot. | The older infant maintains balance while standing on one foot while playing games. | <ul style="list-style-type: none"> ● Play other games challenging each child at different skill levels. This is a good opportunity during music and movement times. ● Always acknowledge efforts. |
| Attempts to ride a tricycle. | The older infant moves from riding toys to an interest in pedal bikes. | <ul style="list-style-type: none"> ● Provide a smooth surface for this activity. Helmets are needed for any pedal bike with a height of 18" or more. |

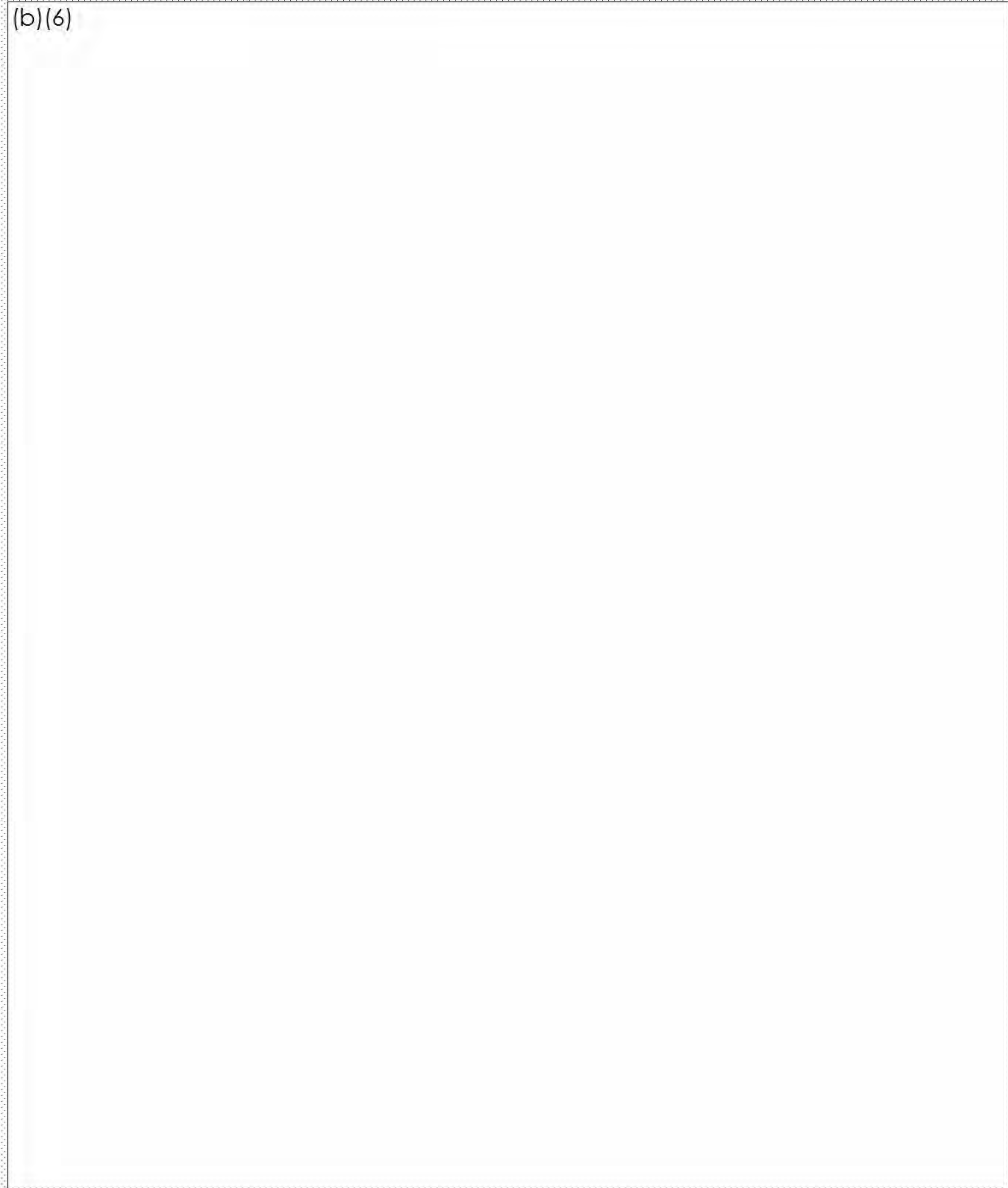
Language and Literacy

Babies come into this world ready to build relationships and to communicate. From those earliest attachments, the baby communicates his or her wants and needs through sounds and gestures. It begins with a cry that alerts the “in tune”* adult as to what the child wants, whether it be feeding, diapering, or just a need to be held. Communication begins at birth.

The young infant learns to respond to familiar voices and sounds in the environment and later learns to follow verbal directions. This is an indication of receptive language skills. The cooing and babbling of early infancy continues into recognizable words, and later, two and three word sentences. These expressive language skills allow the child to communicate with others. And finally, emergent literacy skills develop in which the child shows interest in stories, books, fingerplays, and other printed materials.

Some children may have the experience of growing up in a home where English is the second language. This is an opportunity for the provider and family to work together so that the child may benefit from this unique experience.

Many factors, as with all domains, can affect the child’s language skills. It is important for adults to know the sequence of language development and the red flags of possible delays. Partnering with the family to gauge progress, openly expressing concerns, and sharing\ referrals when needed are key to assisting children with language skills.



West Virginia Birth to Three offers specific identification of developmental needs in all areas and is available to assist families upon request. Other services can be found through the use of the resource and referral agencies located in West Virginia.

Domain 5: Language and Literacy

Foundation: Listening and Understanding

Infants and toddlers learn the sounds of words and ways to use the words of their family's and caregiver's language(s) when adults talk, read, and sing to them.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|---|---|---|
| Shows interest in listening to sounds and verbal communication of others. | The young infant turns head in direction of voices and sounds. | <ul style="list-style-type: none"> Describe your actions and activities to the child. "Deanna, I'm getting things ready for your bottle. Then you'll be ready for a nap." |
| | The young infant quiets down to a familiar voice and sound. | <ul style="list-style-type: none"> Move close and talk with the child, allowing time for the child to respond. "I'm right here." |
| | The young infant responds to tone of voice, such as becoming excited or soothed when engaged in conversation. | <ul style="list-style-type: none"> Greet child by name and tell the child what you are going to do before doing it. "Michael, it's time for a diaper change. Let's get some wipes and a clean diaper ready to go." |
| | The young infant startles to sound. | <ul style="list-style-type: none"> Be aware of sounds that startle individual children and offer physical and verbal comfort. Harsh tones can startle a baby. |
| Responds to nonverbal communication of others. | The young infant smiles when greeted with a smiling face. | <ul style="list-style-type: none"> Smile at child while making eye contact and saying name. Do this regularly. |
| | The young infant lifts arms when caregiver gestures or says "Up" while picking up the child. | <ul style="list-style-type: none"> Use the same words for the same actions daily, especially in routine tasks. Wave hand and say "Bye-bye, Mommy" when mother leaves the room. |
| Begins to understand gestures, words, questions, or routines. | The young infant watches the caregiver's face and hands when they are talking or gesturing. | <ul style="list-style-type: none"> Use animated voices, exaggerated facial expressions, and gestures that are close to your body to avoid startling the child. When child indicates it's time to eat, smile and ask the child "Are you ready to eat?" Use the sign for hungry. |

Foundation: Listening and Understanding

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|--|---|
| Shows interest in listening to sounds and verbal communication of others. | The mobile infant quiets down or gets excited when she hears a familiar voice. | <ul style="list-style-type: none"> ● Talk often to the child. Observe the child slow his breathing and turn his head to the voice. Describe the child's physical responses as he is soothed. "That makes Timothy happy!" |
| | The mobile infant looks at caregiver who calls her name or speaks to her. | <ul style="list-style-type: none"> ● Provide opportunities for conversations with others who have varied voices or interaction styles. ● Use the mobile infant's name frequently and kindly, stating what the child is doing. "Annabelle, it looks like you are busy with the blocks." |
| | The mobile infant cries in response to sudden loud noises, angry faces, or voices. | <ul style="list-style-type: none"> ● View crying as communication of the child's present need for comfort. ● Respond with gentle words and physical soothing. "It's ok, I'm right here." ● Be mindful of your tone of voice. |
| | The mobile infant listens to conversations. | <ul style="list-style-type: none"> ● Role model conversation techniques. Use manners. Speak only about child-friendly and appropriate experiences. "Hi Sue, how are you today?" (while shaking hands with the child). ● Use meal times and other routines to practice taking turns in conversation. |
| Begins to understand gestures, words, questions, or routines. | The mobile infant responds with gestures or words when asked if he wants to eat or play. | <ul style="list-style-type: none"> ● Recognize that a child has individual wants, needs, and desires, as well as individual ways of communicating. Pay attention to their non-verbal and verbal cues and respond promptly. For example, the child may point at a book and say "ba" showing you that she would like you to read with her. ● Show that you recognize the child's needs by making eye contact and moving closer as you respond verbally about the specific need. |

Foundation: Listening and Understanding, Mobile Infants continued

| Building Block | What You Might See | What You Might Do |
|----------------|---|--|
| | The mobile infant carries out one-step directions. | <ul style="list-style-type: none"> ● Give simple, clear, one-step directions. "Abbey, bring the ball to me." You may have to repeat the direction several times. Give the child time to respond. |
| | The mobile infant understands the names of familiar objects in his home language. | <ul style="list-style-type: none"> ● Use clear pronunciation. Provide the actual word for an object. Use familiar words in child's home language as you point to items. For example, the word "cup" in Spanish is "vaso". |

Foundation: Listening and Understanding

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---|---|---|
| Shows interest in listening to sounds and verbal communication of others. | The older infant imitates sound of barking dog or meowing cat. | <ul style="list-style-type: none"> ● Sing, "Old McDonald". Play dress-up, take children to the zoo, provide puzzles that make animal sounds, and visit pets in other classrooms. ● Ask, "What sound does a cow make, Ian?" |
| | The older infant begins to participate more by listening to books for a short period of time. | <ul style="list-style-type: none"> ● Sit on the floor and encourage the child to sit with you. Allow the child to handle the book and turn the pages. Allow time for the child to talk about or point to the items. |
| | The older infant laughs when told a silly story. | <ul style="list-style-type: none"> ● Read/recite rhymes. Sing throughout the day. |
| | The older infant shares conversations with caregiver. | <ul style="list-style-type: none"> ● Make eye contact with the child at the child's eye level. Offer time for the child to respond, elaborate on what the child says, ask more questions, and be present. ● Carry on conversations with the children daily. |
| Responds to nonverbal communication of others. | The older infant comforts others who are crying or looking sad with a touch or hug. | <ul style="list-style-type: none"> ● Model comforting of a child during dramatic play by holding a baby doll. "It's ok baby." ● Provide a child comfort when he is crying or sad by making eye contact, hugging/holding him, labeling his emotions verbally. ● Acknowledge a child for comforting another. "Ah, Derek gave Shawn a big hug." |
| | The older infant responds to caregiver's facial expressions. | <ul style="list-style-type: none"> ● Respond to a child's facial expressions of curiosity and sadness. "You look sad." ● Smile and call attention to your face. "I am happy." |

Foundation: Listening and Understanding, Older Infants continued

| Building Blocks | What You Might See | What You Might Do |
|--|---|--|
| <p>Begins to understand gestures, words, questions, or routines.</p> | <p>The older infant demonstrates understanding of "no" by stopping what he is doing some of the time.</p> | <ul style="list-style-type: none"> ● Use "no" when safety is a concern. ● Demonstrate redirection to the child by telling him what he can do. "We can climb over here on the climber." |
| | <p>The older infant points to body parts.</p> | <ul style="list-style-type: none"> ● Sing "Head, Shoulders, Knees, and Toes" at routine times such as diapering and bath time. |
| | <p>The older infant understands simple questions.</p> | <ul style="list-style-type: none"> ● Ask the child simple questions such as, "What color is the ball?" ● Ask open-ended questions such as, "Camille, how do we make soup?" |
| | <p>The older infant points to pictures and enjoys looking at books.</p> | <ul style="list-style-type: none"> ● Provide durable board books and spend time with the child in your arms or lap reading and pointing to and labeling items seen in the book. ● Provide a cozy, quiet area that is protected from intrusion. |
| | <p>The older infant touches and identifies familiar items when asked.</p> | <ul style="list-style-type: none"> ● Hand an item to a child and give it a verbal label. If the child hands you an item, label it by saying "Thank you, Evan, for the green ball." |
| | <p>The older infant follows simple two-step directions and instructions.</p> | <ul style="list-style-type: none"> ● State a two step directive and offer the child time to respond. "Yolanda, go to the basket and pick out a ball." Then offer the first directive, "Go to the basket." Then offer the second directive, "Pick out a ball", allowing the child time to respond to each directive. |
| | <p>The older infant understands the use of familiar objects.</p> | <ul style="list-style-type: none"> ● Talk about tasks as completed. Say what the children are doing and what they are playing with. "Oh, I see Bartholemew is putting the truck on the shelf. Jasmine, would you like to help by putting the play people in the bucket?" |

Foundation: Communicating and Speaking

Infants and toddlers begin to express their wants, needs, and feelings in many ways including speech, gestures, sign language, and using communication devices.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Uses sounds, gestures, and actions to express wants and needs. | The young infant uses different types of cries for expressing hunger, discomfort, fear, and other emotions. | <ul style="list-style-type: none"> ● Acknowledge the child's cries as a successful communication of her need and her trust that you will care for her. "Lucy, I hear you crying. It must be time to eat." ● Meet immediate need for comfort by hugging, changing the diaper, and using a soothing tone of voice as you speak to the child. |
| | The young infant makes sounds of pleasure and discomfort. | <ul style="list-style-type: none"> ● Recognize the child's cues of pleasure and discomfort and provide verbal/ facial responses to these cues. "You seem so happy, Janelle!" |
| Imitates or recognizes sounds, gestures, or words. | The young infant makes cooing sounds and other sounds of home language. | <ul style="list-style-type: none"> ● Work with the family to become familiar with basic phrases of the child's home language. ● Talk to the young infant in the child's home language regularly. ● Repeat sounds the child makes. |
| | The young infant imitates vowel sounds, such as "ah" or "oh" or "oo". | <ul style="list-style-type: none"> ● Expand on the child's cooing and babbling, initiate verbal play, sing songs, and stress vowel sounds such as ba-be-bi-bo-bu. |
| Takes turns speaking and listening in simple conversations. | The young infant smiles or vocalizes to initiate social contact with familiar caregiver. | <ul style="list-style-type: none"> ● Respond verbally and move closer to the child when she smiles at you. "I see you." |
| | The young infant takes turns by making sounds in response to caregiver talking with child. | <ul style="list-style-type: none"> ● Talk to the child and wait for the child to show a facial expression in response to your words. Give the child time to respond verbally. |
| | The young infant vocalizes to self. | <ul style="list-style-type: none"> ● Lay the child in front of a non-breakable mirror or hold a non-breakable mirror up to the child as you hold her. |

Foundation: Communicating and Speaking

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|---|--|
| <p>Uses sounds, gestures, and actions to express wants and needs.</p> | <p>The mobile infant uses familiar gestures such as waving goodbye.</p> | <ul style="list-style-type: none"> ● Model waving goodbye to child and adult as they leave. Say "goodbye" as you wave. |
| | <p>The mobile infant uses some words or signs for "bottle", "up", or "more".</p> | <ul style="list-style-type: none"> ● Use hand gestures or sign language as you say the words. For example, say "more" as you use the left and right hand, pinching the thumb and forefingers together, bringing the pinched hands together and apart. |
| | <p>The mobile infant knows the name or sign for familiar objects, animals, or people.</p> | <ul style="list-style-type: none"> ● Laminate pictures of family pets or family members and place at child's eye level around the environment. "Where's your puppy?" ● Point to picture of father while signing the word. |
| | <p>The mobile infant points to out-of-reach objects.</p> | <ul style="list-style-type: none"> ● Hang objects or mobiles in frequented areas. Point to and talk about these objects. ● Expand on child's attempts at naming objects. "Yes Noland, that is a blue bird. He likes to eat worms." |
| | <p>The mobile infant uses words such as "mama" or "dada".</p> | <ul style="list-style-type: none"> ● Acknowledge the child each time he says "mama" and "dada". Expand on the words by telling the child where mama and dada are or point to pictures in the environment of mama and dada. |
| | <p>The mobile infant selects a book and takes it to a caregiver to read.</p> | <ul style="list-style-type: none"> ● Provide books that are in good shape and down on the child's level in an inviting area. When a child brings you a book, sit down in the quiet area and read to the child as you encourage him to point to pictures, turn the pages, and handle the book. Act out the story and use dramatic tones as the events of the story unfold. |
| | <p>The mobile infant shows body parts, clothing items, or toys on request.</p> | <ul style="list-style-type: none"> ● Ask the child where individual body parts are. "Where is your nose?" |

Foundation: Communicating and Speaking, Mobile Infants continued

| Building Blocks | What You Might See | What You Might Do |
|---|---|---|
| Imitates or recognizes sounds, gestures, or words. | The mobile infant produces own sounds or babbles either by self or in response to others. | <ul style="list-style-type: none"> ● Incorporate child's home language whenever possible. As the child makes the beginning sound of "ba", rhythmically repeat the sound by saying "ba-ba-ba-ba." ● Play sound games. For example, open up your mouth, place your hand over your mouth, covering and uncovering as you vocalize, "ah-ah, ah-ah." |
| | The mobile infant responds with gestures or vocal signals to familiar words. | <ul style="list-style-type: none"> ● Respond to the child when the child says "ba-ba" as he points to his bottle, pick up the bottle and the child, say "bottle" and provide the bottle to the child. |
| | The mobile infant imitates sounds or familiar words of home language. | <ul style="list-style-type: none"> ● Say the correct word for objects such as baby. "Baby, ba...ba...baby." |
| | The mobile infant reacts to facial expressions of adults. | <ul style="list-style-type: none"> ● Respond to the child's facial expressions of curiosity and sadness. "What do you see there?" ● Smile and call attention to your face. Identify to the child, "I am happy." |
| Takes turns speaking and listening in simple conversations. | The mobile infant responds to questions or simple requests with either a non-verbal or verbal answer. | <ul style="list-style-type: none"> ● Provide simple answers to the child's questions. Make simple requests. "Maranda, will you bring me the block? Thank you." ● Model correct grammar. |

Foundation: Communicating and Speaking

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---|---|---|
| <p>Uses sounds, gestures, and actions to express wants and needs.</p> | <p>The older infant uses the same words consistently to express wants, needs, and thoughts.</p> | <ul style="list-style-type: none"> ● Give the child time to express desires. Repeat what they requested back to them, inserting corrected language into your speech. It is not necessary to correct pronunciation at this time, but do model correct pronunciation in repeating back to child. |
| | <p>The older infant uses home language with a vocabulary of 50 or more words or signs and uses two or three word sentences.</p> | <ul style="list-style-type: none"> ● Give time to respond. Repeat what the child says, inserting details. When the child says "ball" respond by saying, "Would you like the red ball?" |
| | <p>The older infant shows body parts, clothing items, or toys on request.</p> | <ul style="list-style-type: none"> ● Play games such as "Head, Shoulders, Knees, and Toes." Play naming games such as "Where is Thumbkins?" |
| | <p>The older infant labels objects.</p> | <ul style="list-style-type: none"> ● Name objects as the child observes them. "Ben, that is a flower. Can you say flower?" |
| | <p>The older infant follows simple two step directions.</p> | <ul style="list-style-type: none"> ● State directions in simple terms. "Arielle, please pick up the green ball and put it in the basket." Repeat if necessary. |
| | <p>The older infant shows frustration when not understood.</p> | <ul style="list-style-type: none"> ● Help the child express her emotions. Label feelings. "Johanna, are you frustrated that the pieces aren't fitting together?" Try to voice the child's needs. |
| | <p>The older infant makes up stories while turning pages of a book.</p> | <ul style="list-style-type: none"> ● Allow for storytelling. Expand on older infant's ideas. "What happened when it rained?" |
| <p>Imitates or recognizes sounds, gestures, or words.</p> | <p>The older infant names pictures in a book.</p> | <ul style="list-style-type: none"> ● Point to objects in books. "What is this?" |

Foundation: Communicating and Speaking, Older Infants continued

| Building Blocks | What You Might See | What You Might Do |
|---|---|---|
| | The older infant uses facial expressions to show excitement or distress. | <ul style="list-style-type: none"> ● Use a non-breakable mirror to practice facial expressions. ● Describe the child's emotions and the face she made. |
| | The older infant creates sounds that start to resemble real words. | <ul style="list-style-type: none"> ● Allow the child time to attempt to say new words. Repeat words clearly. |
| Takes turns speaking and listening in simple conversations. | The older infant repeats simple rhymes or songs. | <ul style="list-style-type: none"> ● Sing songs and rhymes. Encourage the child to sing. Use motions. Have fun. Do so throughout the day in both routines and play time. |
| | The older infant begins using personal pronouns such as I, me, and you. | <ul style="list-style-type: none"> ● Insert proper grammar when repeating the child's statement back to her, without drawing attention to mistakes. |
| | The older infant answers questions and tells about what happened over the weekend. | <ul style="list-style-type: none"> ● Ask simple, open-ended questions about her weekend. "What happened at the park?" Ask for more details. Expand on her thoughts. |
| | The older infant talks to other children while playing together. | <ul style="list-style-type: none"> ● Encourage activities for small groups or parallel play*. |
| | The older infant initiates conversations, asks questions, and answers questions with two or three word responses. | <ul style="list-style-type: none"> ● Take part in conversation. Allow time for child to respond. Elaborate and ask more questions. |

Foundation: Emergent Literacy

Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their early literacy skills.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Shows interest in pictures, books, and environmental print. | The young infant looks with interest at pictures of other children or faces. | <ul style="list-style-type: none"> ● Show the infant real pictures of children and faces from various cultures. |
| Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and fingerplays. | The young infant demonstrates physical response such as kicking feet or quieting movement in reaction to rhythm of music. | <ul style="list-style-type: none"> ● Play music at planned times during the day. Vary the tempo and style of music. Encourage movement using musical toys. ● Vary volume and tone of voice when reading a story to encourage interest. |
| Demonstrates beginning book handling skills. | The young infant listens and shows interest in repetition of familiar words, songs, or rhymes. | <ul style="list-style-type: none"> ● Speak and sing frequently to the infant. Make eye contact, vary pitch of your voice. ● Recite rhymes such as "This Little Piggy" to the infant. |
| | The young infant looks at books, pats pictures, or brings book to mouth. | <ul style="list-style-type: none"> ● Offer and read different types of age appropriate books. Allow the young infant to hold the book. Use books such as cloth, soft plastic, touch and feel books, or board books that are easy to clean. |

Foundation: Emergent Literacy

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|--|--|
| Shows interest in pictures, books, and environmental print. | The mobile infant points at or names objects, animals, or people in photos, pictures, and drawings. | <ul style="list-style-type: none"> ● Have books available for the child to look at. Read to the child and talk to the child using different sounds and voices. ● Display family photos that are protected and not keepsakes. Display at child's eye level. |
| | The mobile infant looks at pictures in a book and vocalizes sounds or words. | <ul style="list-style-type: none"> ● Read books with predictable story line and sequence of events. Point to pictures as you are reading. "Roger, can you find the cat?" |
| Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays. | The mobile infant makes motions for familiar games such as "Pat-a-Cake" or other rhymes and fingerplays. | <ul style="list-style-type: none"> ● Use familiar fingerplays and rhymes, "Row, Row, Row Your Boat," "The Wheels on the Bus," and "I'm a Little Teapot" throughout the day during routines and play. |
| | The mobile infant will repeat sounds or words, mimicking tones made by the caregiver. | <ul style="list-style-type: none"> ● Reassure the mobile infant that you are listening to and valuing attempts to communicate by repeating sounds and words back to the child. |
| Experiments with drawing and writing. | The mobile infant pays particular attention to writing and drawing tools held by a caregiver. | <ul style="list-style-type: none"> ● Model uses of writing with the mobile infant. Draw and label pictures while talking with the child about an activity or an idea. "I'm writing your name." |
| | The mobile infant will pick up and manipulate writing and drawing tools. | <ul style="list-style-type: none"> ● Provide writing tools (thick crayons, paint brushes) and writing surfaces (large paper, easel) for the child to imitate and experiment with writing. |
| Demonstrates beginning book handling skills. | The mobile infant handles books by turning pages from left to right, grasping pages, and holding a book. | <ul style="list-style-type: none"> ● Provide a variety of books representing real pictures, as well as fantasy pictures, that are cloth, soft plastic, touch and feel books, or board books. |

Foundation: Emergent Literacy

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---|---|--|
| Shows interest in pictures, books, and environmental print. | The older infant returns to same picture in a favorite book over and over again. | <ul style="list-style-type: none"> ● Allow the older infant the opportunity to enjoy selection, respecting his need to stay focused on a particular page. Ask questions about the page such as, "What animal is that, Micah?" |
| | The older infant begins to attach real life experiences and stories with those in books. | <ul style="list-style-type: none"> ● Provide props such as flannel boards and puppets for stories. Add books and props to block area, dramatic play, and other areas that relate to books currently available. |
| | The older infant recognizes common logos, brand names, and signs. | <ul style="list-style-type: none"> ● Label rest rooms with appropriate universal signs and print. Allow older infants to choose between types of cereal by identifying the box. |
| | The older infant understands that pictures tell a story. | <ul style="list-style-type: none"> ● Point to the pictures and talk about what is happening as you read books. Describe the details and actions drawn in the pictures to the older infant. Ask the child what characters and items in the pictures are doing before you read the words. |
| | The older infant actively seeks book reading as part of the daily routine with the caregiver. | <ul style="list-style-type: none"> ● Protect a daily time, place, and method of reading to the older infant. Ensure the place for reading is quiet and uninterrupted. Make the environment cozy with soft items such as a blanket and pillow. |
| Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays. | The older infant recognizes familiar letters in the environment. | <ul style="list-style-type: none"> ● Label the items in the environment with written word and picture. Label the older infant's cubby with name. Point to each letter in the child's name. |
| | The older infant attempts to sing familiar songs. | <ul style="list-style-type: none"> ● Allow and encourage the older infant to sing. Join in the song with the child. Provide pretend microphones and stage in dramatic play or block area. |

Foundation: Emergent Literacy, Older Infants continued

| Building Blocks | What You Might See | What You Might Do |
|--|---|--|
| | The older infant mimics caregivers' storytelling tone and gestures. | <ul style="list-style-type: none"> ● Make books available on child's level in the book center as well as in other areas such as dramatic play. The books should be age appropriate, in good condition, and not scary. |
| | The older infant retells favorite story without book. | <ul style="list-style-type: none"> ● Make eye contact as the older infant tells her story. Encourage the child to act out the story by providing props. "Angela, how does the bear walk through the forest?" |
| | The older infant may act out some of the actions of a story. | <ul style="list-style-type: none"> ● Role play with the older infant after reading a story by using props and dress-up clothes. Make props available in different locations both inside and outside. |
| | The older infant attempts to sing the alphabet song. | <ul style="list-style-type: none"> ● Sing the alphabet song with the older infant throughout the day. Slow the song down by clapping between each letter to ensure clarity. Point to letters in a book, on a puzzle, or on the wall as you sing them. |
| | The older infant identifies with a character's feelings by talking, frowning, or smiling. | <ul style="list-style-type: none"> ● Model feelings on a story character's face and label the emotion. Show the child pictures of people that are happy, sad, or angry and ask the child to tell you how the people are feeling. |
| Experiments with drawing and writing. | The older infant scribbles on paper to represent ideas and can tell a story based on scribbles. | <ul style="list-style-type: none"> ● Ensure that multiple types of paper and writing utensils are in a place that an older infant can access them. ● Provide child-sized tables with child-sized chairs. ● As the child tells the story, document it. Laminate and place the story in an album the child can keep and look at from time to time. ● Keep copies of the child's work for portfolio*. |
| Demonstrates beginning book handling skills. | The older infant recognizes familiar story sequence. | <ul style="list-style-type: none"> ● Read the same story to the child each time the child asks. |
| | The older infant recognizes left to right, top to bottom concept in books. | <ul style="list-style-type: none"> ● Place a finger on each word as you read from left to right, top to bottom. |

Cognitive Development

The Discoveries of Infancy, as presented in the Program for Infant/Toddler Caregivers (PITC), is a clustering of learning activities that occur during infancy as described by Jean Piaget. Caregivers must be intentional in observing children as they learn and become competent in their skills. These discoveries become more and more complex as the child grows and are intricately woven together through all domains of learning.

The PITC research tells us that 95 percent of intellectual development in the first two years occurs using these six discoveries of infancy. These six discoveries are learning schemes*, cause and effect, use of tools, object permanence, space, and imitation. This becomes the background for later learning in school subjects such as math, science, and social studies.

Providing a safe, nurturing environment in which infants and toddlers can explore and grow provides them with a sense of mastery of their world. Children gain confidence in their own ability to solve problems and to think creatively. Careful observation and adjustments to individualized curriculum will best support infants and toddlers as they grow. When concerns arise, contact West Virginia Birth to Three services.

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Domain 6: Cognitive Development

Foundation: Learning Schemes*

Infants and toddlers develop a system to categorize objects and actions of the adults and children in their world.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|---|--|--|
| Begins to discover characteristics of items and categorize them (simple schemes). | The young infant bangs, mouths, and touches objects. | <ul style="list-style-type: none"> ● Provide many safe rattles, teething toys, and other grasping toys for the infant to explore. Verbally describe the objects as the child investigates them. Allow the infant time to examine items. Wash and sanitize items frequently. |
| Develops understanding of actions of people (social schemes). | The young infant becomes excited and turns her head when she hears a familiar voice or sounds. | <ul style="list-style-type: none"> ● Keep routines consistent, using transitional songs or fingerplays. The young child will begin to understand that when he hears the lullaby song, that it will be naptime soon. |

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|---|---|--|
| Puts together and modifies learned theories (combining schemes). | The mobile infant no longer mouths new objects but begins to shake or bang as appropriate to properly manipulate the toy. | <ul style="list-style-type: none"> ● Encourage the child as she discovers new concepts. "You did it. You put the circle shape in the hole shaped like a circle." ● Provide many safe, appropriate toys and objects to play with and explore. |
| Increases understanding of correlation between people and actions (social schemes). | The mobile infant begins dancing at the sound of music or waves goodbye when someone is leaving. | <ul style="list-style-type: none"> ● Keep activities simple and include all children. Remember to use straightforward words and phrases to describe actions and activities. "Wave bye-bye to daddy, Jeremy." |

Foundation: Learning Schemes*

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---|--|---|
| <p>Demonstrates greater awareness of use of objects (social schemes).</p> | <p>The older infant successfully uses a toothbrush to brush her teeth.</p> | <ul style="list-style-type: none"> ● Encourage older infants to use utensils for eating, brushing teeth, and other everyday items needed for self-help skills. "I like the way you are eating your cereal with a spoon." |

Foundation: Cause and Effect

Infants and toddlers discover how one action will produce a desired result.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|---------------------------|---|--|
| Begins to explore. | The young infant examines objects and self by feeling, banging, mouthing, or shaking. | <ul style="list-style-type: none"> ● Provide many safe, appropriate toys and materials for the child to explore. Ask questions as she plays. "Is the ball round?" ● Give verbal descriptions of actions as she plays. ● Be near the child to offer support and comfort. |
| | The young infant bites arm and squeals at the discomfort. | <ul style="list-style-type: none"> ● Verbalize action and reaction. "Ouch. That hurts when you bite yourself. Maybe you would like to bite on the teether instead, Anita." |
| Begins to repeat actions. | The young infant continues swatting at a rattle on exersaucer to make noise. | <ul style="list-style-type: none"> ● Acknowledge the child's accomplishments. "I see you learned how to make noise with the rattle, Katherine." ● Provide many colorful, safe toys for the child to explore. |

Foundation: Cause and Effect

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|--|---|--|
| Continues exploration and repeating actions. | The mobile infant uses different objects to bang together to create different sounds. | <ul style="list-style-type: none"> ● Affirm child's efforts. "Listen to that sound." ● Engage in noise making activity with the child. Provide "instruments" for each child to allow everyone to participate. |
| | The mobile infant enlists the help of the caregiver to make music box produce noise. | <ul style="list-style-type: none"> ● Be responsive to the child's cues as he asks for help. "Do you need help turning the knob?" ● Recognize the child is learning how to make things work. Speak softly and show the child how the music box works as many times as he asks. "See Jeremy, you wind it up like this." ● Rotate toys to provide new adventures, while having some favorites on hand. ● Provide duplicates of favorite toys. |

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---|--|---|
| Begins to have understanding of cause and effect. | The older infant searches for and finds button that makes door pop open. | <ul style="list-style-type: none"> ● Rotate inventory of materials that give older infants the opportunity to move parts to make them work. ● Acknowledge accomplishments. "Yeah Joey! You pushed the red button and the animal popped up." |

Foundation: Use of Tools

Infants and toddlers discover how to use self, others, or objects as a means to achieve what they want.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|-------------------------|---|---|
| Uses body as a tool. | The young infant cries when diaper needs changing. | <ul style="list-style-type: none"> ● Listen intently to distinguish the baby's cry. Learn to recognize the "hungry" cry from the "wet diaper" cry. |
| | The young infant mouths objects to begin the learning process. | <ul style="list-style-type: none"> ● Provide rattles, teething rings, and other age appropriate toys for the baby to explore. ● Maintain sanitation procedures to make sure mouthed toys are cleaned before shared. |
| | The young infant rolls over in response to the sound of a familiar voice. | <ul style="list-style-type: none"> ● Speak deliberately and clearly so that the young infant becomes familiar with your voice and tone. |
| Uses adults as a tool. | The young infant giggles in response to the caregiver's funny face. | <ul style="list-style-type: none"> ● Be mindful of baby's attempt to capture your attention by responding to the infant's communication attempts. ● Continue the verbal give and take until the infant lets you know that he is finished. |
| | The young infant cries when she drops rattle. | <ul style="list-style-type: none"> ● Offer the rattle to the child. "Here, Roberta, did you drop your rattle?" |
| Uses objects as a tool. | The young infant chews on objects to soothe irritated gums. | <ul style="list-style-type: none"> ● Make available teething rings and other soft toys for the baby to chew on when discomfort arises. |

Foundation: Use of Tools

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|-------------------------|--|--|
| Uses body as a tool. | The mobile infant crawls to reach a desired toy. | <ul style="list-style-type: none"> ● Provide ample space for tummy time with a suitable selection of interesting objects for the mobile infant to explore. |
| | The mobile infant uses mouth to carry a toy to a desired location. | <ul style="list-style-type: none"> ● Be prepared to remove and sanitize mouthed toys once a child has finished with that particular object. |
| Uses adults as a tool. | The mobile infant takes the caregiver's hand to direct them to a particular toy. | <ul style="list-style-type: none"> ● Be available to the child by being "in tune"* with his actions. Let him know that you will be right with him if you are otherwise occupied. "Let me finish changing Juan's diaper and then I'll come look at your blocks." |
| | The mobile infant gives the caregiver a toy that does not perform as the child wishes. | <ul style="list-style-type: none"> ● Provide needed assistance with the toy by demonstrating how to push the knob to make the animal pop-up. ● Be on the floor with the child during tummy time to help with these requests. |
| Uses objects as a tool. | The mobile infant uses the xylophone mallet to reach under a chair to retrieve a toy. | <ul style="list-style-type: none"> ● Use words to describe what the child has done, providing encouragement and language development. "Wow, Shannon. You used the mallet to reach the ball you wanted." |

Foundation: Use of Tools

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|-------------------------|---|--|
| Uses body as a tool. | The older infant claps hands or jumps up and down to respond to music. | <ul style="list-style-type: none"> ● Provide informal opportunities for older infants to experience music from different cultures and styles. The child will enjoy using different parts of their body to react to music. |
| | The older infant carries an armful of dolls and puts one more under her chin. | <ul style="list-style-type: none"> ● Affirm child's efforts. "Look at Sally carry all of those dolls at once." |
| | The older infant uses more vocabulary words to get a response from the caregiver. | <ul style="list-style-type: none"> ● Repeat child's words in your response to them. ● Be attentive to child's activities. |
| Uses adults as a tool. | The older infant frequently engages the caregiver to aid in completing tasks. | <ul style="list-style-type: none"> ● Be responsive and available to the child to participate in play. |
| Uses objects as a tool. | The older infant stacks up books to stand on in order to reach a toy. | <ul style="list-style-type: none"> ● Watch for safety concerns during the day. ● Offer assistance without getting in the way of the child's efforts. "Henry, let's see if we can move the car to the lower shelf." |
| | The older infant, with increasing skills, works out many approaches to solving problems with the objects around them. | <ul style="list-style-type: none"> ● Provide a safe, rich environment for the child to explore, create, and grow. |

Foundation: Object Permanence

Infants and toddlers first begin to identify objects and people, hold them in their memory, and then persist in finding them when out of sight.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|--------------------------------|--|--|
| Identifies and tracks objects. | The young infant calms self at the sound of the caregiver's voice. | <ul style="list-style-type: none"> ● Speak frequently to the child to reassure him that you are there to meet his needs. ● Provide a verbal description of your activities when you are near the infant to comfort him. |
| | The young infant follows a rattle with eyes. | <ul style="list-style-type: none"> ● Provide opportunities for the baby to track items. Use brightly colored toys, shakers, and squeakers to move back and forth in the child's line of sight. Watch for cues alerting you to when she is done with the activity. |

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|--------------------------|---|--|
| Holds objects in memory. | The mobile infant becomes upset when a caregiver leaves. | <ul style="list-style-type: none"> ● Comfort and reassure the child that the person will return. Provide a special place to wave bye-bye. Provide activity to gain child's attention. |
| | The mobile infant shows excitement when a hidden object is found. | <ul style="list-style-type: none"> ● Play a game of "Peek-A-Boo" with the child. ● Cover a favorite toy with colorful scarf, making it disappear and reappear. |

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|--|---|---|
| Holds object in memory and persists in search. | The older infant goes straight to the book shelf to find a favorite book. | <ul style="list-style-type: none"> ● Keep toys, books, and materials in a neat and orderly fashion within reach of the child. Label low, open shelves with pictures. |
| | The older infant continues to look for a hidden car during play. | <ul style="list-style-type: none"> ● Play "detective" games with children, searching for hidden toys. |

Foundation: Understanding Space

Infants and toddlers develop an understanding of distance, gain abilities in movement, and experience perception of space through exploration.

Young Infant: 0-8 Months

| Building Block | What You Might See | What You Might Do |
|---------------------|--|---|
| Discovers distance. | The young infant reaches for a rattle, closing the grasp of the hand, but missing the intended object. | <ul style="list-style-type: none"> ● Place objects for the child to reach for at varying distances to ensure success of obtaining toy. ● Place non-mobile infant on tummy with toys just slightly in front to practice reaching. |
| | The young infant delights in seeing a butterfly mobile hanging from the ceiling. | <ul style="list-style-type: none"> ● Place hanging objects around the room for interest. Talk to the baby while carrying him closer to object, describe colors saying, "Here comes the yellow butterfly." ● Encourage the baby to reach for the object. |
| Discovers movement. | The young infant kicks off her blanket. | <ul style="list-style-type: none"> ● Provide floor time for the child to freely experience movement of arms and legs. ● Encourage movement by offering various floor gyms with hanging objects to reach for, swat at, and kick. |
| | The young infant rolls from back to front. | <ul style="list-style-type: none"> ● Show your excitement over the child's accomplishment. "Look at you go Jack!" ● Make sure dangerous objects are not placed in a location where the baby may roll over on them. |

Foundation: Understanding Space

Mobile Infant: 6-18 Months

| Building Block | What You Might See | What You Might Do |
|------------------------|---|---|
| Discovers distance. | The mobile infant crawls over the ball and then sits up and looks back at it. | <ul style="list-style-type: none"> ● Provide nonbreakable mirrors on the wall for the child to experience space and depth. ● Provide verbal commentary on the child's activities. "You crawled over the ball. Now the ball is behind you." ● Observe the environment for safety hazards that may harm the child as he or she explores. |
| Discovers movement. | The mobile infant rocks back and forth on hands and knees, followed by crawling motion. | <ul style="list-style-type: none"> ● Make sure ample space is available to child to explore and discover new motoring abilities. |
| | The mobile infant begins to take first steps. | <ul style="list-style-type: none"> ● Assist the child as he is ready, providing verbal encouragement and physical assistance. ● Provide safe space, free of hazards. |
| Discovers perspective. | The mobile infant releases grasp on a spoon and it falls to the floor instead of the table. | <ul style="list-style-type: none"> ● Enjoy the ensuing game of "dropsy" that is sure to follow. |

Foundation: Understanding Space

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|------------------------|---|---|
| Discovers distance. | The older infant makes several attempts kicking the ball to his playmate. | <ul style="list-style-type: none"> ● Provide verbal encouragement as the older infant attempts new skills. "Keep trying Glen, You almost kicked the ball." |
| Discovers movement. | The older infant watches as pouring water spins a wheel. | <ul style="list-style-type: none"> ● Provide for safe sand and water play after 18 months, at least weekly. Use shallow trays and plastic scoops. |
| | The older infant bends knees and reaches up at the command of jump. | <ul style="list-style-type: none"> ● Facilitate opportunities for children to safely explore gross motor activities both indoors and outdoors. |
| Discovers perspective. | The older infant attempts to squish a large ball into a small basket. | <ul style="list-style-type: none"> ● Offer a variety of objects both large and small for the child to experiment placing in the basket. |

Foundation: Imitation

Infants and toddlers, through observation, learn to repeat their own actions and those of the people around them.

| Young Infant: 0-8 Months | | |
|---------------------------------|---|---|
| Building Block | What You Might See | What You Might Do |
| Imitates self. | The young infant repeats sounds made earlier that elicited a response from adult. | <ul style="list-style-type: none"> ● Responds to the child, listening to verbal cues and watching for non-verbal gestures. |
| Imitates others. | The young infant makes faces in response to the caregiver. | <ul style="list-style-type: none"> ● Be playful and animated with facial appearances. |

| Mobile Infant: 6-18 Months | | |
|-----------------------------------|---|--|
| Building Block | What You Might See | What You Might Do |
| Imitates others. | The mobile infant repeats body movements. | <ul style="list-style-type: none"> ● Provide many fingerplays and rhythmic songs to encourage the child to clap hands during songs. Do motions slowly and deliberately so that the child can follow. ● Act out movements and sounds of animals that are familiar to the child. |

Foundation: Imitation

Older Infant: 16-36 Months

| Building Block | What You Might See | What You Might Do |
|---------------------------------|---|---|
| Imitates sequences of behavior. | The older infant pretends to drink coffee from cup after stirring in creamer. | <ul style="list-style-type: none"> ● Remember, the older infant is always watching. Pattern your behavior accordingly, using manners and polite conversation with co-workers and other adults. ● Join in pretend play with the child. |
| | The older infant pretends to answer and talk on the telephone. | |
| | The older infant pretends to pick up and sweep floor. | |

Glossary

Adult/Caregiver/Provider

These terms are used interchangeably to describe the adults who might be involved in the child's life. They could include teachers, home visitors, parents, or early intervention specialists.

Anecdotal Notes

Written observations of a child's daily activities that reflect a wide range of behaviors such as how children move, how they express themselves, what materials interest them, what causes them frustration, and how they attempt to solve problems. The most useful anecdotes paint a picture that is clear to people who did not witness the original event and have the following characteristics: context, including the date, time of day, each child's name and location; actions and words describing what the child did and said; and, facts including objective details rather than general or subjective statements.

Boppie

An assistive device to support infant while sitting.

Fall Zone

Area around play equipment needing to be free of other objects or equipment and cushioned to prevent injuries.

"In Tune"

Refers to the caregiver's ability to read the child's cues and appropriately respond to a child. Being "in tune" with a child helps them to develop a sense of security and positive self-esteem.

Learning Schemes

Considered to be the building blocks for all other discovery during early development. Learning schemes help children discover how objects are best used and how to use objects in new and interesting ways.

Medical Home

The American Academy of Pediatrics describes the medical home as a model of delivering primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate, and culturally effective care.

Midline

An imaginary line that divides the body into right and left halves.

Open Ended Materials

Objects or playthings whose use is not predetermined or narrowly limited in action or purpose. Children can use them in many different ways.

Portfolio

A system to track the development of an individual child. This may include anecdotal notes*, samples of work, photographs, parent notes and other information to give a snapshot of the child at a particular time.

Parallel Play

When children share materials or play near each other without attempting to coordinate or connect their play. There is no real acknowledgement of the play of others.

Peripheral

This refers to something at the edge as opposed to the center.

Pincer Grasp

Picking up small objects between thumb and forefinger.

Primary Caregiver

In a primary caregiving system, each child is assigned to one caregiver who is principally, but not exclusively, responsible for care and sharing of information with the child's family.

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West Virginia Infant/Toddler Professional Development Program Curriculum

**For more information, please visit
www.wvchildcare.org**

W. Va. 25E.S.R.0440 (West Virginia Board of Education Policy 2520.15): Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-Kindergarten

126CSR440

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 440
Early Learning Standards Framework
Content Standards and Learning Criteria
for West Virginia Pre-Kindergarten (WV Pre-k) (2520.15)**

§126-440-1. General.

1.1. Scope. Policy 2520.15 defines the content standards and learning criteria for WV Pre-k as required by W. Va. 126CSR28, West Virginia Board of Education Policy 2525, West Virginia's Universal Access to Pre-kindergarten System, and W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, and related to W. Va. 126CSR16, West Virginia Board of Education Policy 2419, Regulations for the Education of Exceptional Students. Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §§16-3-4, 18-2-5, 18-2E-1, 18-5-18c, et seq., 18-5-17, and 18-5-44.

1.3. Filing Date. September 9, 2010.

1.4. Effective Date. October 12, 2010.

1.5. Repeal of Former Rule. This legislative rule repeals and replaces W. Va. 126CSR440, West Virginia Board of Education Policy 2520.15, Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K), filed February 13, 2004, and effective June 1, 2004.

§126-440-2. Purpose.

2.1. This policy defines the content standards and learning criteria for WV Pre-k programs as required by West Virginia Board of Education Policies 2510 and 2525, and related to Policy 2419.

126-440-3. Incorporation by Reference.

3.1. A copy of the Early Learning Standards Framework is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

Early Learning Standards Framework

Children benefit from high quality preschool experiences, which can take place in a variety of settings that include an enriched environment that supports maximum development and optimizes learning opportunities. In March 2002, the West Virginia legislature passed Senate Bill 247 that became West Virginia Code §18-5-44, a mandate for high quality early education programs for all four-year-old children and three year old children with identified special needs. These early education programs are now known as West Virginia Pre-kindergarten (WV Pre-k). To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the Early Learning Standards Framework, a document that is developmentally appropriate and based on what preschool children should know and learn. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting.

The West Virginia Early Learning Standards are grounded in scientific research of child development, children's approaches to learning and effective educational practices. Vital to implementing these standards is the ability to teach using appropriate strategies. The foremost goal for West Virginia's children is to be lifelong learners. Young children live in a society where information is constantly changing and the ability to function well in an increasingly global economy is essential. Children must have the ability to continuously learn. Therefore, it is essential that children develop skills which allow them to become competent, independent learners capable of higher intellectual functions. To fulfill this role, teachers of young children must also be lifelong learners, continuously building their professional knowledge and functional competencies based on current research.

The Early Learning Standards Framework is intended to guide practitioners in offering high quality early education environments and educational experiences that are responsive to individual children and maximize learning and skill development. Using this standards framework, educators can plan high quality learning experiences designed to promote school readiness skills for all children, including children with disabilities. The framework is not designed as an assessment tool, nor should it be used as a way to delay the entry of eligible children into kindergarten.

The Early Learning Standards Framework is considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by West Virginia Board of Education Policy 2525.

Guiding Principles.

The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards in all education programs (W. Va. Code §18-9A-22). Several guiding principles frame the design of the West Virginia Early Learning Standards and describe an approach that promotes lifelong learning competencies.

1. **Representation and symbolic thinking is an essential element in providing high quality early education programs.** The ability to pretend and use symbols is at the foundation for symbolic and abstract thought leading to the development of academic skills such as math, science, and literacy. Children use representation and symbolic thinking across all domains to develop understanding of concepts and generalizations

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from concrete to abstract. The experiences that lead to a child's ability to think abstractly are embedded in the curriculum through opportunities for active exploration, pretend play, and symbolic communication.

Promoting advanced play by assisting young children to use objects symbolically to represent other objects and/or actions and to use language to create pretend situations is vital. Children do not have to have exact props or play situations but rather the opportunity to invent with materials, words. For example, instead of native costumes -- pieces of fabrics that can represent various outfits is more beneficial.

2. **Children are active learners.** Children learn through active involvement (exploring, playing, manipulating, and problem-solving). Young children construct their own knowledge as well as benefit from instructions by more competent peers and adults. Therefore, opportunities must be available through spontaneous play, teacher-directed activities, projects of in-depth studies, and collaboration with peers in inclusive settings. Whether child-guided or teacher guided, the most significant educational experiences are those that engage children's minds. Content does not have to be entertaining but it must be meaningful and significant to the participants. It is more than content; it is the process of learning that is so critical.
3. **Development and learning are interrelated.** Early learning and areas of development interact and influence each other. The dynamic interaction of all domains of development must be considered. All domains are interrelated and experiences related to the Early Learning Standards Framework must be integrated and offered daily or frequently.

Teachers of young children must adjust their teaching to fit the child. Often teachers rationalize that development must come first, which reduces teaching to presenting materials that a child already knows. On the other hand, teachers can not completely ignore the child's developmental level. For example, children must master language before thinking logically. Adjusting for each child is challenging but necessary for teachers of young children.

4. **Each child is an individual learner.** Children go through similar stages of development but at individual rates. All children within an age group should not be expected to arrive at early learning expectations at the same time or with the same degree of proficiency.
5. **Children with special needs and English Language Learners develop best in inclusive early education settings.** The early learning standards are best taught from intentional adult guidance and planned assistance in environments conducive to the various learners. Attention to individual variation is critical. Individualized modifications and adaptations provide each child with the opportunities to reach his or her full potential.
6. **Family engagement is critical.** The family is the child's first and most important teacher and integral to the child's success. Teachers work collaboratively with parents and establish a frequent two-way communication with them.

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7. **Development and learning are embedded in culture.** Early education settings and programs must be purposefully planned to expand the child's awareness and understanding of cultures and people different from his/herself.

Culture influences cognition. The way the child thinks, remembers, listens and communicates is a reflection of the social context (family and society) in which the child lives. Therefore, the teacher must embed within the environment, aspects of the various cultures represented into the classroom. Cultural aspects must be included in a nature kind of way---not by isolated activities. Each child's home culture and language are brought into classroom as part of the shared culture of the class.

8. **Young children learn by experiencing the world in which they live.** The classroom environment is a key factor in providing high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development. The early childhood classroom must be a community of learners. In order to facilitate this, teachers must know the children and families well so they can plan ways for children to work and play together collaboratively.
9. **School Readiness is a multi-faceted definition and approach.** It includes a child's physical growth and development, social and emotional development, language development and cognitive competencies, as well as the capacity of families, community and schools to support children's learning and development.

Because each child develops at an individual rate and has a variety of experiences, children enter school with varied levels of skills and learning experiences. Besides academic benchmarks, there are a range of learning skills and developmental milestones that are essential to children's future success in school and life. These school readiness indicators include:

- Child's health and physical development
- Social and emotional development
- Language development and communication
- Academic competencies, including cognition, general knowledge and approaches to learning

School Readiness Performance Indicators are domain areas identified in four of the early learning standards domains -- social and emotional development, language and communication, math and science. These domain areas, along with the child's immunization and health and physical development report, as required for school entry, will create a WV School Readiness Report.

10. **Assessment of early learning standards is a systematic, performance-based measure using student data collected through observation and work samples.** Assessment is across all domains, informs instruction and guides children's development and learning. Comprehensive, performance-based assessment is necessary due to children's day to day changes, interests and strengths. This assessment approach informs teaching, as well as provides a meaningful approach to communicating to parents about their child's growth and development.

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As referenced in WVBE Policy 2525, Section 10.3, on-going, authentic assessment is required. Progress monitoring of the identified school readiness performance indicators shall be reported to the WVDE no fewer than three times during the school year as part of the WV Early Learning Scale Assessment. This assessment shall be research based, correlated to the Head Start Child Outcomes and will be correlated to the Office of Special Education Programs (OSEP) Child Outcomes. This assessment and reporting system will provide WV Universal Pre-K classrooms with a WV School Readiness Report to drive instruction, inform families of progress, assist with transition to Kindergarten, and provide information for program improvement for comprehensive school readiness.

Definitions

1. **Domains:** Child development can be organized in broad categories of learning called domains. All domains are interrelated and experiences related to the Early Learning Standards Framework should be integrated and offered daily. The framework is organized in the following domains: Social and Emotional, Language and Literacy, Mathematics, Science, The Arts and Physical Health and Development.

Learning domains in early childhood are less about content than they are about process and approach. During the early childhood years, children are building the foundations for all future learning. Therefore, the standards that West Virginia has set forth should be thought as the experiences that need to be provided rather than the outcomes that children must obtain.

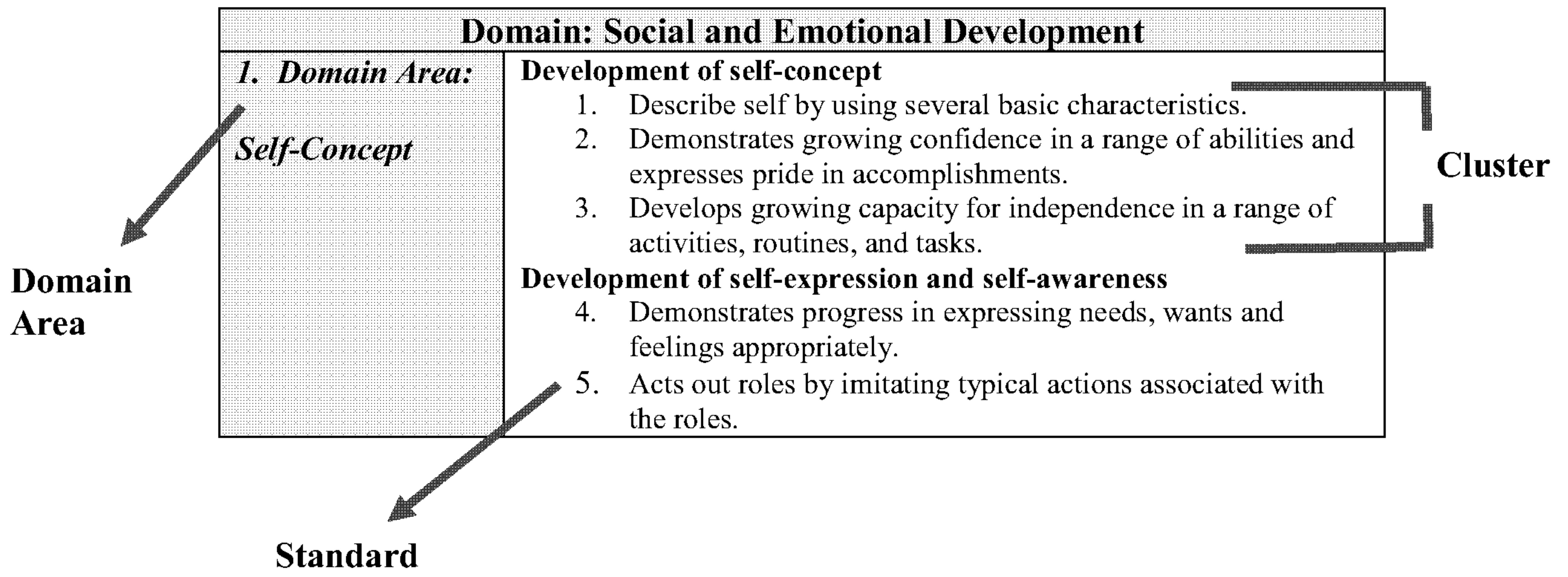
2. **Domain Areas:** Groups of related early learning standards and expectations are listed under domain areas. Domain areas are highlighted on the left and numbered within the framework.

3. **Clusters:** Early learning standards that are summarized and grouped together form a cluster. Clusters are bolded within the standards and summarize the numbered standards that follow.

4. **Early Learning Standards:** The early learning standards are skills and knowledge children should develop and acquire within the context of the standard. The standards do not dictate curriculum or teaching methods, but support each child's individual rate of development within a curricular framework and early educational experience. Progress toward meeting the standard will be measured along a developmental continuum within the state adopted early education assessment system.

How to Read the Early Learning Standards Framework

Example from Social and Emotional Development:



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SOCIAL AND EMOTIONAL

Social and emotional development lays the foundation for all learning. Progressive physical, cognitive and academic development depends on a child's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the child's ability to self-regulate and persist in activities when challenged with new experiences. A child who is not constantly confronted with the need to overcome behavioral obstacles has more physical and emotional energy to actively participate in their learning process. Active learning is achieved through a child's ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves to enable them to reach deeper to stretch their growth and development. Effective teaching strategies help children develop strong self-regulation which in turn prepares young children to succeed in school. These processes must be the primary goals for young children and incorporated into all early learning standards.

*Social and emotional domain areas identified for school readiness report:

Development of self-concept

Development and demonstration of pro-social behaviors in social relationships

Development of cooperation skills in social relationships

Development of independence and intrinsic motivation to learn

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| Domain: Social and Emotional Development | |
|---|--|
| <p>1. Domain Area: <i>Self-Concept</i></p> | <p>Development of self-concept</p> <ol style="list-style-type: none"> 1. Describe self by using several basic characteristics. 2. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. 3. Develops growing capacity for independence in a range of activities, routines, and tasks. <p>Development of self-expression and self-awareness</p> <ol style="list-style-type: none"> 4. Demonstrates progress in expressing needs, wants and feelings appropriately. 5. Acts out roles by imitating typical actions associated with the roles. |
| <p>2. Domain Area: <i>Social Relationships</i></p> | <p>Development and demonstration of pro-social behaviors</p> <ol style="list-style-type: none"> 1. Develops positive relationships with children and adults. 2. Shows empathy and caring for others. 3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. 4. Shows progress in developing and sustaining friendship with peers. 5. Manages transitions and begins to adapt to change in routines. <p>Cooperation</p> <ol style="list-style-type: none"> 6. Uses appropriate communication skills to initiate or join classroom activities. 7. Engages in cooperative group play. 8. Begins to share materials and experiences and take turns. 9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts. 10. Accepts guidance and directions from a variety of familiar adults. 11. Follows basic routines and rules for play and group participation. |
| <p>3. Domain Area: <i>Knowledge of Family and Community</i></p> | <p>Progression of understanding of their role in the family and community</p> <ol style="list-style-type: none"> 1. Understands and describes the interactive roles and relationships among family members. 2. Identifies and describes roles and relationships of community members. 3. Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures. 4. Identifies themselves as a member of groups within a community. 5. Identifies and describes locations and places in their environment. |
| <p>4. Domain Area: <i>Dispositions to Learning</i></p> | <p>Intrinsic Motivation for Learning</p> <ol style="list-style-type: none"> 1. Participates in a variety of classroom activities and tasks. 2. Develops increased ability to make independent choices. 3. Approaches tasks and activities with flexibility, imagination, and inventiveness. 4. Persists in and completes tasks, activities, projects, and experiences. 5. Demonstrates increasing ability to set goals and develop and follow through on plans. 6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions. |

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LANGUAGE AND LITERACY

Oral language, communication and the ability to interpret meaning from written text is essential to social and emotional competency and successful engagement in society. During the preschool years critical foundational skills for language and literacy are developed. As children build on these skills during the elementary years, language and literacy competency increasingly serves as an approach to learning academic content. The importance of oral and written communication emphasizes the need for educators to address this learning domain aggressively to minimize the risk in terms of future learning outcomes.

Much of academic learning requires children to become increasingly competent in using symbols to represent ideas. Competent readers are individuals that can interpret meaning from written symbols. Competent writers can use symbols to represent their thoughts. . Mathematical and scientific thinking requires the ability to think in the abstract which stems from the ability to pretend. In preschool, this essential approach to learning is promoted through a curriculum that provides children with ample time to play and pretend. Imagination and creativity, essential competencies for intuitive learning are cultivated through an environment rich in open-ended play materials and equipment supported by high quality teacher-child interactions.

*Language and literacy domain areas identified for school readiness report:

Utilization of receptive and expressive language for a variety of purposes
Comprehension and collaboration in listening and speaking
Development of foundational skills for reading, including development of print concepts,
phonological awareness, and word recognition
Development of writing skills

| Domain: Language and Literacy | |
|--|--|
| <p>1. Domain Area:</p> <p><i>Listening and Speaking</i></p> | <p>Utilization of receptive and expressive language for a variety of purposes</p> <ol style="list-style-type: none"> 1. Demonstrates an increasing ability to attend to and understand communication. 2. Communicates needs and wants through a variety of verbal and symbolic forms. 3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking. <p>Comprehension and collaboration</p> <ol style="list-style-type: none"> 4. Comprehends and expands on oral language. 5. Participates in conversations with peers and adults about topics of interest. 6. Listens to others and takes turns speaking. 7. Asks questions to get information, seeks help, or clarifies something that is not understood. |
| <p>2. Domain Area:</p> <p><i>Foundational Skills for Reading</i></p> | <p>Print Concepts</p> <ol style="list-style-type: none"> 1. Holds book upright and identifies the front and back of a book. 2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator. 3. Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message. 4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus. 5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. 6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. 7. Recognizes words as units of print that are separated by spaces. <p>Phonological Awareness</p> <ol style="list-style-type: none"> 8. Listens to and identifies sounds that are in the environment. 9. Shows growing ability to hear and discriminate separate syllables in words. 10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. 11. Shows growing awareness of beginning and ending sounds of words. <p>Word Recognition</p> <ol style="list-style-type: none"> 12. Recognizes a word as a unit of print. 13. Recognize words such as his/her name, names of family and friends, and familiar environmental print. |

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| | |
|--|--|
| <p>3. Domain Area:</p> <p><i>Literature</i></p> | <p>Key Ideas and Details</p> <ol style="list-style-type: none">1. Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.2. Looks through books independently and asks to have books read to them.3. Recognizes story elements such as characters, sequence of events, and theme of a story.4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none">5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary. |
| <p>4. Domain Area:</p> <p><i>Writing</i></p> | <p>Text Type and Purposes</p> <ol style="list-style-type: none">1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.3. Demonstrates an understanding that writing relays a message that can be read.4. Begins to use functional print in play.5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces. |

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MATHEMATICS

Mathematical thinking is a process and a core component of cognition. Young children need to analyze mathematical challenges where collaboration in creative mathematical thinking is encouraged. Formulating, representing, and solving simple mathematical problems through creative thinking is imperative to the building of the competent lifelong learner. Mathematics is the ability to think logically, plan, solve problems, reason, make predictions, and notice patterns. When given the opportunity, young children use symbolic thinking to represent their thoughts and this becomes a natural springboard for higher level thinking in all domains. Young children construct mathematical concepts and processes through everyday experiences in quality learning environments.

Historically, early childhood education has focused on providing a nurturing environment with an emphasis on social-emotional development where academic content primarily concentrated on language and literacy development. Although this is also necessary, research states that early childhood is the time for building a foundation of mathematical thinking. Early childhood teachers are agents of cultural transmission, which includes conveying attitudes about mathematics. For young children mathematical thinking is vital and practical applications of mathematics are essential. Mathematical thinking is an approach to learning.

*Mathematics domain areas identified for school readiness report:

- Development of number counting and cardinality
- Development of number operations
- Development of measurement skills and utilization of data
- Development of shapes and spatial reasoning

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| Domain: Mathematics | |
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| <p>1. Domain Area:</p> <p><i>Number – Counting and Cardinality</i></p> | <p>Number Names</p> <ol style="list-style-type: none"> 1. Develops increased ability to counts in sequence to ten and beyond. 2. Begins to identify number symbols one to ten. <p>Counting To Tell the Number of Objects</p> <ol style="list-style-type: none"> 3. Uses one-to-one correspondence in counting objects and matching groups of objects. 4. Matches quantity with number symbols. <p>Comparing and Ordering Numbers</p> <ol style="list-style-type: none"> 5. Uses comparative words such as more, less, fewer, equal to. 6. Begins to recognize the order of numbers, e.g. before, after and between. |
| <p>2. Domain Area:</p> <p><i>Number – Operations and the Problems they Solve</i></p> | <p>Composing and decomposing numbers; addition and subtraction</p> <ol style="list-style-type: none"> 1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart. 2. Identifies parts in relationship to the whole. |
| <p>3. Domain Area:</p> <p><i>Measurement and Data</i></p> | <p>Direct Measurement</p> <ol style="list-style-type: none"> 1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest. 2. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy. 3. Begins to construct a sense of time through participation in daily activities. <p>Representing and Interpreting Data</p> <ol style="list-style-type: none"> 4. Classify objects according to common characteristics, such as color, size, or shape. 5. Begins to incorporate estimating and measuring activities into play. 6. Begins to recognize and interpret information presented in tables, graphs and symbols. |
| <p>4. Domain Area:</p> <p><i>Geometry</i></p> | <p>Shapes, their attributes, and spatial reasoning</p> <ol style="list-style-type: none"> 1. Recognizes, duplicates, and creates simple patterns using a variety of materials. 2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind. 3. Recognizes, describes, compares, and names common shapes. 4. Determines whether or not two shapes are the same size and shape. |

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SCIENCE

Scientific thinking in early childhood programs builds on children's prior experiences, backgrounds and early theories. Children's fundamental math concepts of one-to-one correspondence, counting; classifying; and measuring are used to support scientific experimentation, investigation and inquiry, resulting in the development of new understandings of the world. These fundamental concepts are best developed through active exploration of naturalistic, informal, and structured learning experiences. Teachers must expand on children's curiosity and encourage them to pursue their own questions and develop their own ideas in a risk-free environment and assist children to reflect on their observations. Teachers need to document children's experiences, hypotheses, and have children share and discuss them with others. Scientific thinking is an approach to learning.

*Science domain areas identified for school readiness report:

Development of foundational knowledge of scientific inquiry
Utilization of Inquiry

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| Domain: Science | |
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| <p>1. Domain Area: <i>Science as Inquiry</i></p> | <p>Foundational Knowledge of Scientific Inquiry</p> <ol style="list-style-type: none"> 1. Expresses wonder and asks questions about the world around them. 2. Observes and discusses similarities and differences among objects and materials, including cause and effect 3. Investigates and problem solves through active exploration of the environment. 4. Progresses in ability to describe and discuss predictions, explanations, and generalizations. <p>Utilization of Inquiry</p> <ol style="list-style-type: none"> 5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships 6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them. |
| <p>2. Domain Area: <i>Scientific Knowledge</i></p> | <p>Understanding the living and physical world</p> <ol style="list-style-type: none"> 1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes. 2. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states. 3. Demonstrates expanding knowledge of and respect for the environment. |

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THE ARTS

The arts include opportunities for children to engage in creative expression and aesthetic appreciation in such forms as dramatic play, music, dance, visual arts and other creative outlets for expression. Imagination and creativity are the foundation for new ideas and builds skills that are needed for problem solving, conflict resolution, and lifelong learning. Teachers must respect and support long term creative projects by offering children opportunities to continue to work on their projects. As children experience opportunities to express themselves through artistic representation, development is enhanced in every domain. Creative thinking is an approach to learning.

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| Domain: The Arts | |
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| <p>1. Domain Area:</p> <p><i>Music and Movement</i></p> | <p>Self Expression</p> <ol style="list-style-type: none"> 1. Participates in music activities, including listening, singing and finger plays. 2. Creates music through a variety of techniques. <p>Foundations of Music and Movement</p> <ol style="list-style-type: none"> 3. Demonstrates an understanding of movement as it relates to music. 4. Uses a variety of instruments including non-traditional and natural objects. 5. Responds to and indentifies particular musical elements such as rhythm and style. |
| <p>2. Domain Area:</p> <p><i>Visual Art</i></p> | <p>Self Expression</p> <ol style="list-style-type: none"> 1. Progresses in ability to express emotion and communicates ideas through creative artwork. 2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project. 3. Develops growing ability to create artwork that reflects an idea, theme, or story. <p>Foundations of Visual Arts</p> <ol style="list-style-type: none"> 4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc. 5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork. |
| <p>3. Domain Area:</p> <p><i>Dramatic Play</i></p> | <p>Self Expression</p> <ol style="list-style-type: none"> 1. Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex. 2. Expresses ideas, feelings, and emotions through dramatic play. 3. Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc. 4. Tells and re-enacts stories and experiences through dramatic play. |

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PHYSICAL HEALTH AND DEVELOPMENT

Becoming proficient, coordinated, and skillful involves the interplay between children's emerging physical capacities, a result of their growth and maturation, and the skills that develop from adult instruction and opportunities to practice new skills. Play is necessary and essential in early childhood, but children also need planned activities with clear instructions to further refine their new abilities. Teachers must plan for active play indoors and outdoors, and be aware of the different capabilities and interests of children in their classroom. Promoting physical skill development through daily activities helps young children to develop competence and confidence and sets the pattern for lifelong healthy practices. Children need access to a variety of materials and objects to help them with both gross and fine motor activities.

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| Domain: Physical Health and Development | |
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| <p>1. Domain Area:</p> <p><i>Fine Motor</i></p> | <p>Fine Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools. 2. Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles. 3. Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology. 4. Begins to demonstrate self help skills such as buttoning and zipping. |
| <p>2. Domain Area:</p> <p><i>Gross Motor</i></p> | <p>Gross Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping. 2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs. 3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures. |
| <p>3. Domain Area:</p> <p><i>Health and Safety Practices</i></p> | <p>Healthy Development</p> <ol style="list-style-type: none"> 1. Demonstrates ability to identify and make healthy food choices. 2. Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness. 3. Exhibits increased physical growth, strength, stamina, endurance and flexibility. 4. Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting. 5. Demonstrates an understanding of the need for different apparel in different climates and weather conditions. <p>Safety Practices</p> <ol style="list-style-type: none"> 6. Participates in safety games, songs and stories. 7. Recognizes symbols indicating danger. 8. Follows classroom and community safety rules, such as fire drills, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. |

West Virginia Pre-K Early Learning Standards Framework
Professional Development System

West Virginia Pre-K Early Learning Standards Framework (ELSF) Professional Development System:

Background and Description:

- In 2010, The WV Pre-K Continuous Quality Improvement (CQI) Advisory Council established a Professional Development System Work Group to create a professional development system based on the WV Pre-K Early Learning Standards Framework.
- The WV Pre-K ELSF Professional Development System: Language and Literacy Series was the first series to be developed, and was piloted during the 2010-2011 school year in 5 WV Counties.
- Each WV Pre-K ELSF Series will consist of 45 clock hours of educator-focused professional development, as well as administrator and family components.

System Goals:

- Build local-level capacity for research- and standards-based professional development to identified audiences:
 - Educators
 - Administrators
 - Families
- Strengthen the integration of WV Pre-K Early Learning Standards into classroom practices.
- Increase administrators' understanding of WV Pre-K Early Learning Standards.
- Develop supports to include families in their child's pre-k experience through engagement in family-friendly standards-based experiences.
- Offer multiple opportunities for educators to earn staff development credit through WV Institutions of Higher Education and the state's training and registry system (as needed).
- Providing opportunities for collaborative and non-collaborative pre-k sites to participate in the system to meet the various needs of LEAs, Head Start, childcare, as well as assistant teachers.

Framework for Support:

- The training model includes:
 - An application process required by county collaborative early childhood teams;
 - Development of professional development leadership teams for those counties accepted into the program;
 - All materials and training modules required for implementation
 - Leadership team training for all components
 - Assistance with strategic planning for county roll-out of the program

WV Pre-K Early Learning Standards Framework (ELSF) Professional Development System

Educator focus

- Professional development modules
- Alignment with WV Early Learning Standards
- Multiple options for those seeking professional development/course credits

Administrator support

- Leadership classroom walk-through to assist with identification of best practices
- Ongoing training for leaders to align with educator-focused professional development

Parent/Family focus

- Utilization of tools to assist with parent/family understanding and involvement:
 - Getting Ready for School (National Head Start Family Literacy Center)
 - CELL Toolkits (Center for Early Literacy Learning, USDE OSP)
 - Potential collaboration with Carnegie Science Center

Ready, Set, Go! WV Visual

Ready, Set, Go! WV

WV Early Childhood Advisory Council

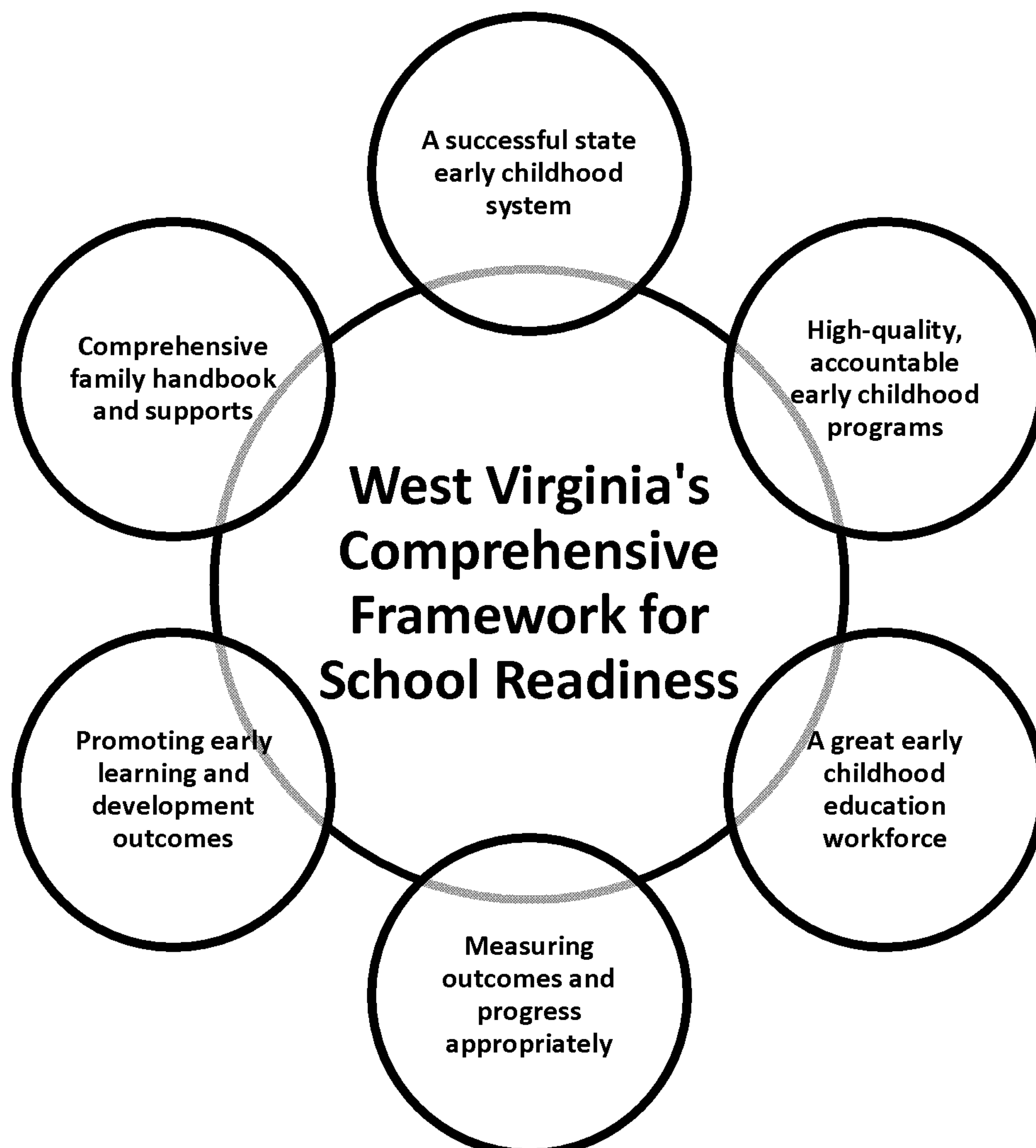
MISSION

The mission of the Early Childhood Advisory Council of West Virginia is to create a high-quality, coordinated system of services that supports early childhood development.

VISION

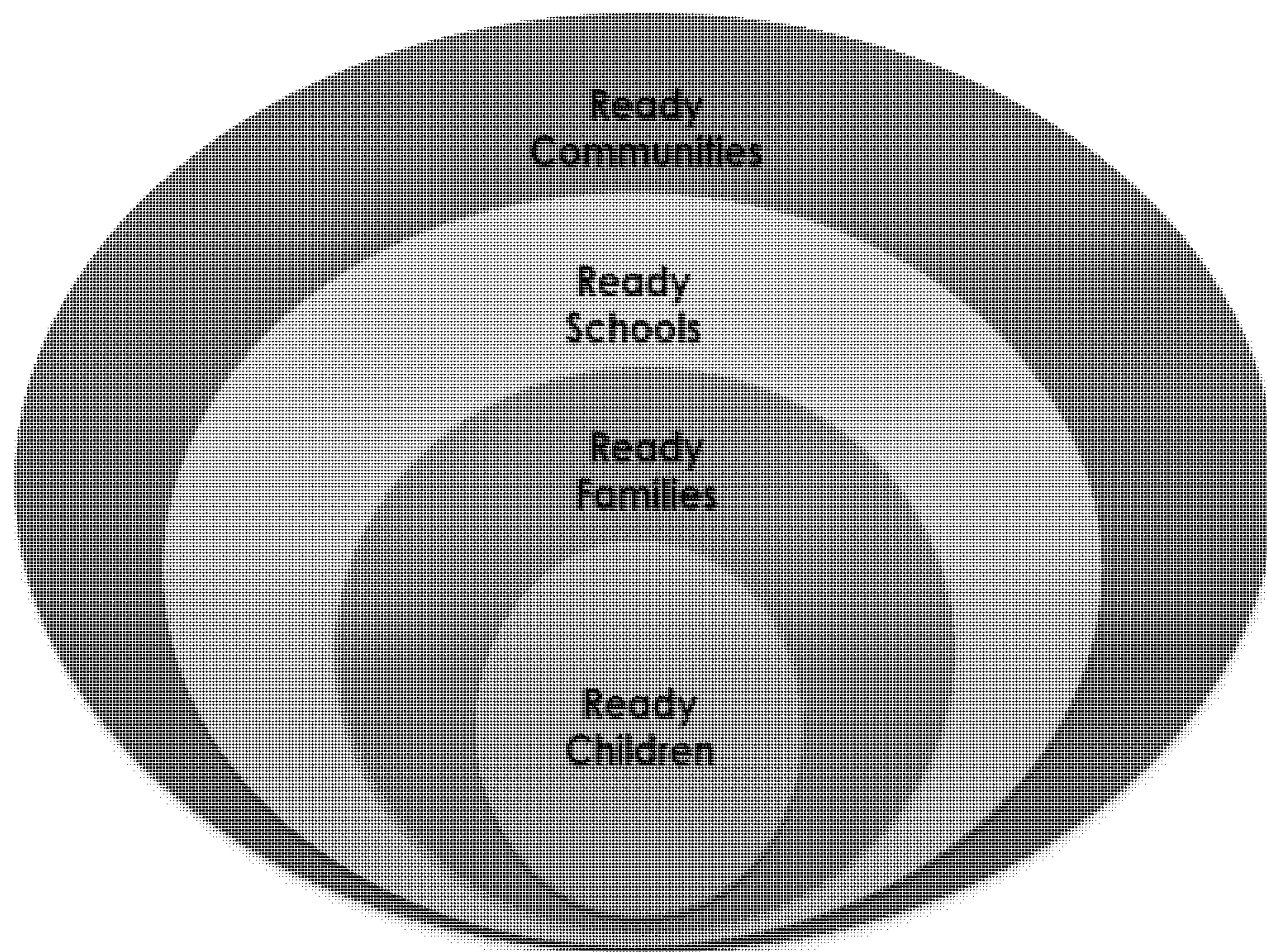
The early care and education community should:

- Value that all children in West Virginia are healthy and ready to learn; have safe and nurturing environments; and have positive early learning experiences.
- Value that all families in West Virginia are respected as their child's first and foremost teacher and have access to information and resources to meet the individual needs of their children.
- Value that all communities in West Virginia Share responsibility for the well-being of all children and have a comprehensive system of services to support children and families.



Ready, Set, Go! WV

A framework to support children and their families as they enter Kindergarten from various settings



Ready, Set, Go! WV Description

Ready, Set, Go! WV is West Virginia's comprehensive framework for school readiness. Developed by the WV Department of Education's Office of School Readiness, this framework is designed to help families, educators, administrators, and other stakeholders who interact with young children better understand the development of children's positive dispositions to learning and their holistic development during the early childhood years. Providing a comprehensive framework inclusive of multiple facets which focus on West Virginia's early childhood communities, schools, and families assists with closing the achievement gap and providing high-quality transitions to help ensure children are well-equipped to enter formal schooling. The Ready, Set, Go! WV framework supports the continuous quality improvement of early childhood education and awareness in West Virginia, including:

- A successful state early childhood system;
- High-quality, accountable early childhood programs;
- A great early childhood workforce;
- Measuring outcomes and progress appropriately;
- Promoting early learning and development outcomes; and
- Comprehensive family resources and supports.

Attuning to the unique needs, strengths, and interests of all young children in West Virginia ages birth through five is a manageable goal when the conscious commitment to school readiness is viewed in the context of a comprehensive framework. The Ready, Set, Go! WV framework provides an overarching commitment to ensuring young children are valued and their development is fostered to facilitate health and well-being, as well as social, emotional, cognitive, literacy, and physical readiness for school.

Pre-K, Kindergarten, and First Grade Content Standards
Alignment

**WV Pre-K to 1st Grade
Mathematics**

| Standard | Pre-K | Kindergarten | First Grade |
|--|---|--|-------------|
| <p>Counting & Cardinality</p> | <p>Number Names</p> <ol style="list-style-type: none"> 1. Develops increased ability to count in sequence to ten and beyond. 2. Begins to identify number symbols one to ten. <p>Counting To Tell the Number of Objects</p> <ol style="list-style-type: none"> 3. Uses one-to-one correspondence in counting objects and matching groups of objects. 4. Matches quantity with number symbols. <p>Comparing and Ordering Numbers</p> <ol style="list-style-type: none"> 5. Uses comparative words such as more, less, fewer, equal to. 6. Begins to recognize the order of numbers, e.g. before, after and between. | <p>Know number names and the count sequence.</p> <p>M.K.CC.1 Count to 100 by ones and by tens.</p> <p>M.K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>M.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>Count to tell the number of objects.</p> <p>M.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. <p>M.K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> | |

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| | | <p>Compare numbers.</p> <p>M.K.CC. 6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>M.K.CC. 7 Compare two numbers between 1 and 10 presented as written numerals.</p> | |
| <p>Operations and Algebraic Thinking</p> | <p>Composing and decomposing numbers; addition and subtraction</p> <ol style="list-style-type: none"> 1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart. 2. Identifies parts in relationship to the whole. | <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>M.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>M.K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>M.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>M.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>M.K.OA.5 Fluently add and subtract within 5.</p> | <p>Represent and solve problems involving addition and subtraction.</p> <p>M.1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>M.1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>M.1.OA.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (Students need not use formal terms for these properties.)</i></p> |

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| | | | <p>M.1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>Add and subtract within 20.</p> <p>M.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>M.1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Work with addition and subtraction equations.</p> <p>M.1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>M.1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> |
| <p>Number and Operations Base Ten</p> | | <p>Work with numbers 11-19 to gain foundation for place value.</p> <p>M.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition</p> | <p>Extend the counting sequence.</p> <p>M.1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> |

or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Understand place value.

M.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a “ten.”

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

M.1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

M.1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

M.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

M.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using

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| | | | concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| Measurement and Data | <p>Direct Measurement</p> <ol style="list-style-type: none"> Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy. Begins to construct a sense of time through participation in daily activities. <p>Representing and Interpreting Data</p> <ol style="list-style-type: none"> Classify objects according to common characteristics, such as color, size, or shape. Begins to incorporate estimating and measuring activities into play. Begins to recognize and interpret information presented in tables, graphs and symbols. | <p>Describe and compare measurable attributes.</p> <p>M.K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>M.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>Classify objects and count the number of objects in each category.</p> <p>M.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)</p> | <p>Measure lengths indirectly and by iterating length units.</p> <p>M.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object</p> <p>M.1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>Tell and write time.</p> <p>M.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Represent and interpret data.</p> <p>M.1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> |
| Geometry | <p>Shapes, their attributes, and spatial reasoning</p> <ol style="list-style-type: none"> Recognizes, duplicates, and creates simple patterns using a variety of materials. | <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>M.K.G.1 Describe objects in the environment using names of shapes, and</p> | <p>Reason with shapes and their attributes.</p> <p>M.1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build</p> |

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| | <p>2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p> <p>3. Recognizes, describes, compares, and names common shapes.</p> <p>4. Determines whether or not two shapes are the same size and shape.</p> | <p>describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>M.K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>M.K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).</p> <p><i>Analyze, Compare, Create and Compose Shapes</i></p> <p>M.K.G.4 analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>M.K.G.5 model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>M.K.G.6 compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p> | <p>and draw shapes to possess defining attributes.</p> <p>M.1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)</p> <p>M.1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> |
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**WV Pre-K to 1st Grade
English Language Arts**

| Standard | Pre-K | Kindergarten | First Grade |
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| Reading | | <p>Key Ideas and Details</p> <p>ELA.K.R.C1.1 With prompting and support, ask and answer questions about key details in a literary text.</p> <p>ELA.K.R.C1.2. With prompting and support, retell familiar stories, including key details in literary texts.</p> <p>ELA.K.R.C1.3 With prompting and support, identify characters, settings, and major events in a story in literary text.</p> <p>ELA.K.R.C1.4 With prompting and support, ask and answer questions about key details in an informational text.</p> <p>ELA.K.R.C1.5 With prompting and support, identify the main topic and retell key details of an informational text.</p> <p>ELA.K.R.C1.6 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p> <p>Craft and Structure</p> <p>ELA.K.R.C2.1 Ask and answer questions about unknown words in a literary text.</p> <p>ELA.K.R.C2.2 Recognize common types of texts (e.g., storybooks, poems).</p> | <p>Key Ideas and Details</p> <p>ELA.1.R.C1.1 Ask and answer questions about key details in a literary text.</p> <p>ELA.1.R.C1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.</p> <p>ELA.1.R.C1.3 Describe characters, settings, and major events in a story, using key details in literary texts.</p> <p>ELA.1.R.C1.4 Ask and answer questions about key details in an informational text.</p> <p>ELA.1.R.C1.5 Identify the main topic and retell key details of an informational text.</p> <p>ELA.1.R.C1.6 Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p> <p>Craft and Structure</p> <p>ELA.1.R.C2.1 In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELA.1.R.C2.2 Explain major differences between books that tell stories and books that give information, drawing on a</p> |

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| | | <p>ELA.K.R.C2.3 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.</p> <p>ELA.K.R.C2.4 With prompting and support, ask and answer questions about unknown words in an informational text.</p> <p>RLA.K.R.C2.5 Identify the front cover, back cover, and title page of a book.</p> <p>RLA.K.R.C2.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>ELA.K.R.C3.1 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>ELA.K.R.C3.2 Not applicable to literature</p> <p>ELA.K.R.C3.3 With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.</p> <p>ELA.K.R.C3.4 With prompting and support, describe the relationship</p> | <p>wide reading of a range of literary text types.</p> <p>ELA.1.R.C2.3 Identify who is telling the story at various points in a literary text.</p> <p>ELA.1.R.C2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.</p> <p>ELA.1.R.C2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in an informational text.</p> <p>ELA.1.R.C2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.</p> <p>Integration of Knowledge and Ideas</p> <p>ELA.1.R.C3.1 Use illustrations and details in a story to describe its characters, setting, or events in literary texts.</p> <p>ELA.1.R.C3.2 Not applicable to Literature.</p> <p>ELA.1.R.C3.2 Compare and contrast the adventures and experiences of characters in stories in literary texts.</p> <p>ELA.1.R.C3.3 Use the illustrations and details in a text to describe its key ideas</p> |
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| | <p>Foundational Skills for Reading: Print Concepts</p> <ol style="list-style-type: none"> 1. Holds book upright and identifies the front and back of a book. 2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator. 3. Demonstrates increasing | <p>between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>ELA.K.R.C3.5 With prompting and support, identify the reasons an author gives to support points in a literary or informational text.</p> <p>ELA.K.R.C3.6 With prompting and support, identify basic similarities in, and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>ELA.K.R.C4.1 Actively engage in group reading activities of literary texts with purpose and understanding.</p> <p>ELA.K.R.C4.2 Actively engage in group reading activities of informational texts with purpose and understanding.</p> <p>Print Concepts</p> <p>ELA.K.R.C5.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> ▪ Follow words from left to right, top to bottom, and page by page. ▪ Recognize that spoken words are represented in written language by specific sequences of letters. ▪ Understand that words are separated by spaces in print. | <p>in informational texts.</p> <p>ELA.1.R.C3.4 Identify the reasons an author gives to support points in an informational text.</p> <p>ELA.1.R.C3.5 Identify basic similarities in, and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>ELA.1.R.C4.1 With prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.</p> <p>ELA.R.C4.2 With prompting and support, read informational texts appropriately complex for grade 1 in informational texts.</p> <p>Print Concepts</p> <p>ELA.1.R.C5.1 Demonstrate understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> ▪ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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| | <p>awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message.</p> <ol style="list-style-type: none"> 4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus. 5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. 6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. 7. Recognizes words as units of print that are separated by spaces. <p>Foundational Skills for Reading: Phonological Awareness</p> <ol style="list-style-type: none"> 8. Listens to and identifies sounds that are in the environment. 9. Shows growing ability to hear and discriminate separate syllables in words. 10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. 11. Shows growing awareness of beginning and ending sounds of words. <p>Foundational Skills for Reading: Word Recognition</p> <ol style="list-style-type: none"> 12. Recognizes a word as a unit of print. 13. Recognize words such as his/her | <ul style="list-style-type: none"> ▪ Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness</p> <p>ELA.K.R.C6.1 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ▪ Recognize and produce rhyming words. ▪ Count, pronounce, blend, and segment syllables in spoken words. ▪ Blend and segment onsets and rimes of single-syllable spoken words. ▪ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) ▪ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>Phonics and Word Recognition</p> <p>ELA.K.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ▪ Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. ▪ Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ▪ Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). | <p>Phonological Awareness</p> <p>ELA.1.R.C6.1 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ▪ Distinguish long from short vowel sounds in spoken single-syllable words. ▪ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ▪ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ▪ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>Phonics and Word Recognition</p> <p>ELA.1.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ▪ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). ▪ Decode regularly spelled one-syllable words. ▪ Know final -e and common vowel team conventions for representing long vowel sounds. ▪ Use knowledge that every syllable must have a vowel sound to |
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| | <p>name, names of family and friends, and familiar environmental print.</p> | <ul style="list-style-type: none"> ▪ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency</p> <p>ELA.K.R.C8.1 Read emergent-reader texts with purpose and understanding.</p> | <p>determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> ▪ Decode two-syllable words following basic patterns by breaking the words into syllables. ▪ Read words with inflectional endings. ▪ Recognize and read grade-appropriate irregularly spelled words. <p>Fluency</p> <p>ELA.1.R.C8.1 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. ▪ Read on-level text orally with accuracy, appropriate rate, and expression. ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| <p>Writing</p> | <p>Text Type and Purposes</p> <ol style="list-style-type: none"> 1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name. 2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings. 3. Demonstrates an understanding that writing relays a message that | <p>Text Types and Purposes</p> <p>ELA.K.W.C9.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>ELA.K.W.C9.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing</p> | <p>Text Types and Purposes</p> <p>ELA.1.W.C9.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>ELA.1.W.C9.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense</p> |

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| | <p>can be read.</p> <ol style="list-style-type: none"> 4. Begins to use functional print in play. 5. Uses a variety of writing tools and materials, such as pencils, crayons and computers. 6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces. | <p>about and supply some information about the topic.</p> <p>RLA.K.W.C9.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Production and Distribution of Writing</p> <p>ELA.K.W.C10.1 (Begins in grade 3)</p> <p>ELA.K.W.C10.2 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>ELA.K.W.C10.3 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>ELA.K.W.C11.1 Participate in shared research and writing projects</p> <p>ELA.K.W.C11.2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>of closure.</p> <p>ELA.1.W.C9.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>ELA.1.W.C10.1 (Begins in Grade 3.)</p> <p>ELA.1.W.C10.2 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>ELA.1.W.C10.3 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>ELA.1.W.C11.1 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>ELA.1.W.C11.2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> |
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| | | <p>ELA.K.W.C11.3 (Begins in grade 4)</p> <p>Range of Writing</p> <p>ELA.K.W.C12.1 (Begins in grade 3)</p> | <p>ELA.1.W.C11.3 (Begins in grade 4.)</p> <p>Range of Writing</p> <p>ELA1.W.C12.1 (Begins in grade 3.)</p> |
| <p>Speaking & Listening</p> | <p>Utilization of receptive and expressive language for a variety of purposes</p> <ol style="list-style-type: none"> 1. Demonstrates an increasing ability to attend to and understand communication. 2. Communicates needs and wants through a variety of verbal and symbolic forms. 3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking. <p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 4. Comprehends and expands on oral language. 5. Participates in conversations with peers and adults about topics of interest. 6. Listens to others and takes turns speaking. Asks questions to get information, seeks help, or clarifies something that is not understood. | <p>Comprehension and Collaboration</p> <p>ELA.K.SL.C13.1 participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <p>continue a conversation through multiple exchanges.</p> | <p>Comprehension and Collaboration</p> <p>ELA.1.SL.C13.1 participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • build on others' talk in conversations by responding to the comments of others through multiple exchanges. <p>ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELA.1.SL.C13.2 ask and answer questions about key details in a text read aloud or</p> |

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| | | <p>ELA.K.SL.C13.2 confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELA.K.SL.C13.3 ask and answer questions in order to seek help, get information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>ELA.K.SL.C14.1 describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>ELA.K.SL.C14.2 add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>ELA.K.SL.C14.3 speak audibly and express thoughts, feelings and ideas clearly.</p> | <p>information presented orally or through other media.</p> <p>ELA.1.SL.C13.3 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>ELA.1.SL.C14.1 describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELA.1.SL.C14.2 add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p> <p>ELA.1.SL.C14.3 produce complete sentences when appropriate to task and situation.</p> |
| <p>Language</p> | <p>Literature: Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. 2. Looks through books independently and asks to have books read to them. 3. Recognizes story elements such as characters, sequence of | | |

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| | <p>events, and theme of a story.</p> <p>4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children.</p> <p>Literature: Integration of Knowledge and Ideas</p> <p>5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.</p> | <p>Conventions of Standard English</p> <p>ELA.K.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ▪ Print many upper and lowercase letters. ▪ Use frequently occurring nouns and verbs. ▪ Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). ▪ Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). ▪ Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ▪ Produce and expand complete sentences in shared language activities. | <p>Conventions of Standard English</p> <p>ELA.1.L.C15.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ▪ Print all upper- and lowercase letters. ▪ Use common, proper, and possessive nouns. ▪ Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). ▪ Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). ▪ Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). ▪ Use frequently occurring adjectives. ▪ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). ▪ Use determiners (e.g., <i>articles,</i> |
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ELA.K.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

ELA.K.L.C16.1 (Begins in grade 2)

Vocabulary Acquisition and Use

ELA.K.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on kindergarten reading and content*.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring

demonstratives).

- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

ELA.1.L.C15.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

ELA.1.L.C16.1 (Begins in grade2.)

Vocabulary Acquisition and Use

ELA.1.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 1 reading and content*, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as

inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

ELA.K.L.C17.2 With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

ELA.K.L.C17.3 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

a clue to the meaning of a word.

- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

ELA.1.L.C17.2 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Sort words into categories (e.g., *colors*, *clothing*) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
- Identify real-life connections between words and their use (e.g., *note places at home that are cozy*).
- Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

ELA.1.L.C17.3 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

The West Virginia Coalfield School—Public Health Partnership

APPENDIX—(G)(3) 1

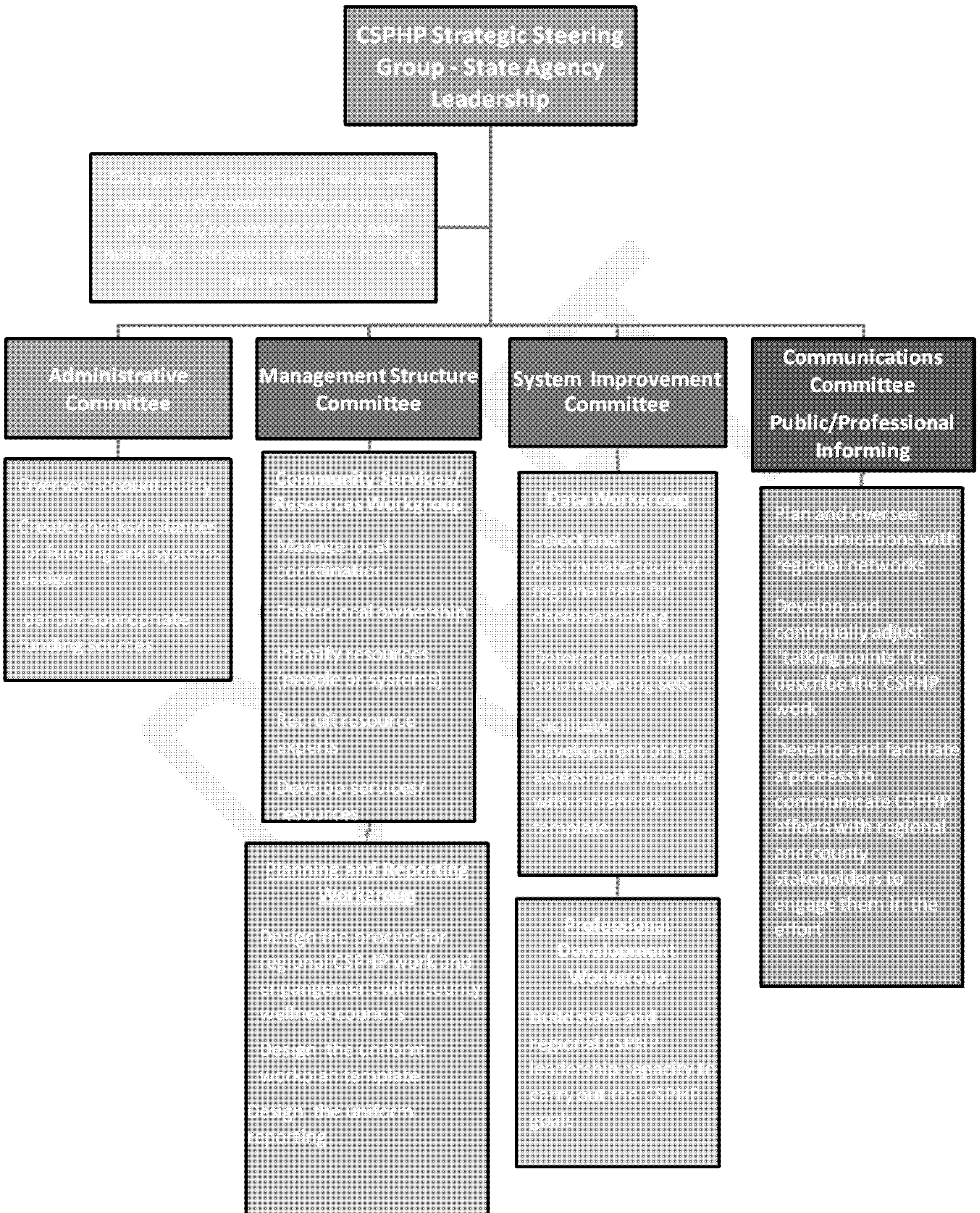
The West Virginia Coordinated School-Public Health Partnership
West Virginia Department of Education and Bureau for Public Health

September 2011

In the spring of 2009, leaders from the West Virginia Department of Education (WVDE) and the West Virginia Department of Health and Human Resources' (WVDHHR) Bureau for Public Health formed the West Virginia Coordinated School-Public Health Partnership (CSPHP) with the goal of implementing the Coordinated School Health Program recommendations adopted by the West Virginia Board of Education in a January 2009 Position Statement. The Board states that it believes the schools can play an important role in shaping students' health behaviors and that it is the Board's desire to have wellness as a priority issue in all schools. The Board encourages all county boards of education to promote and advance the coordination of health programs and services by using a coordinated school health approach that brings together the resources of families, schools, and communities to help students stay healthy and make the most of their educational opportunities.

While the Board's Position Statement recommendations focus on local coordination of school health efforts, the CSPHP has based its work on a concept of using existing regional health promotion resources and staff as a springboard for providing support for local coordination of school health efforts. The CSPHP has taken on the challenge of building this capacity entirely on existing resources; no new funding or staff is being proposed for this initiative. Keeping that in mind, the state CSPHP is developing a framework that will tap into all applicable regional staff and resources that can contribute to the CSPHP goals. The plan is to bring regional staff and resources together to form regional CSPHP teams and provide them sustained support and professional development targeted at building their collective knowledge, skills and capacity to provide county wellness councils with facilitation and assistance to make their schools healthy.

The state CSPHP has a proposed state level management structure that outlines the proposed work tasks in which the Partnership must engage to realize the group's goals. Those work tasks have been assigned to six workgroups that are organized under four committees as depicted in the following diagram. The Strategic Steering Team is led by the Commissioner of the Bureau for Public Health and the Assistant State Superintendent for Student Support Services and includes management level staff from each agency; these managers will also serve as co-chairs for the four Committees (one manager from each agency for each Committee). Committee and Workgroup membership includes representation from both state and regional level program staff that will be involved in the implementation of the Partnership activities.



CSPHP Strategic Steering Group - State Agency Leadership

Core group charged with review and approval of committee/workgroup products/recommendations and building a consensus decision making process.

Administrative Committee

Oversee accountability
Create checks/balances for funding and systems design
Identify appropriate funding sources

Management Structure Committee

Community Services/Resources Workgroup
Manage local coordination
Foster local ownership
Identify resources (people or systems)
Recruit resource experts
Develop services/resources

Planning and Reporting Workgroup
Design the process for regional CSPHP work and engagement with county wellness councils
Design the uniform workplan template
Design the uniform reporting

System Improvement Committee

Data Workgroup
Select and disseminate county/regional data for decision making
Determine uniform data reporting sets
Facilitate development of self-assessment module within planning template

Professional Development Workgroup
Build state and regional CSPHP leadership capacity to carry out the CSPHP goals

**Communications Committee
Public/Professional Informing**

Plan and oversee communications with regional networks
Develop and continually adjust "talking points" to describe the CSPHP work
Develop and facilitate a process to communicate CSPHP efforts with regional and county stakeholders to engage them in the effort

The Proposed CSPHP Process

The state CSPHP is focusing on building and sustaining a system to support early care and education and school based public health efforts rather than simply supporting individual programs. The system design will organize a variety of existing state and regional program resources in such a manner that communities, schools and families receive appropriate supports, resources and services to respond to the needs of children. The system will engage county wellness councils with regional and state CSPHP teams in collaborative planning and program implementation that incorporates both state directed activities and locally selected activities. Considerable effort will be made to supply appropriate support and guidance throughout the process via regional CSPHP teams.

The CSPHP proposes a new collaborative initiative to build regional capacity to support the efforts of county level wellness councils through existing categorical regional networks. Eight regional CSPHP teams will be formed and developed consisting of existing staff funded through a variety of education and health categorical program resources. Existing regional health networks that are considered appropriate partners for this effort include:

- Tobacco Prevention Specialists
- Adolescent Health Specialists
- Adolescent Pregnancy Prevention Specialists
- EPSDT Regional Outreach Specialists
- Safe & Drug Free Schools Coordinators
- Regional Tobacco Prevention Coalition Coordinators
- Community Development Specialists
- WV Early Child Care Nurse Consultants
- Early Head Start/Head Start Nurses
- Regional Special Education Directors

This list is preliminary. Funding for the various regional CSPHP team members will remain categorical and they will continue to meet the expectations of their respective programs; however, the manner in which they engage with early care and educational school systems will change based on an approach that will be designed by the state CSPHP. Agreements will be developed with the state level authorities for each regional network included in the regional CSPHP that outline the scope of work related to regional CSPHP duties and expectations for coordinating those duties with existing categorical program duties.

The CSPHP plans to have the regional CSPHP teams in place with basic competencies by September 2010. Work is underway to develop three critical tools to guide the initiative and assure quality control and consistency.

Tool #1: Professional Development for Regional CSPHP Teams

In order to equip the regional CSPHP teams with essential school health leadership skills, the state CSPHP and Early Childhood Advisory Council will design and deliver sustained professional development for regional CSPHP teams based on the American Cancer Society's Coordinated School Health Leadership Institute training modules. The professional development series will focus on the development and improvement of skill sets/competencies including but not limited to:

- Coordinated School Health - American Cancer Society Leadership Institute (ACS)
- Program Assessment/Evaluation – CDC School Health Index
- Program Management/Accountability
- Advocacy
- Group Facilitation
- Awareness of early childhood and school health policies/resources/programs/funding streams/personnel
- Leadership - developing regional leadership/building county leadership capacity
- Professional Development – planning/coordination/facilitation/implementation

Tool #2: Coordinated School Health Electronic Planning Template

The CSPHP will facilitate a continuous improvement process that will allow local wellness councils to address their broad school health concerns through a deliberate data driven path that assures appropriate emphasis on specific categorical health concerns while continuing to school health comprehensively. An electronic planning/reporting/monitoring tool will be developed by the state CSPHP (Management Structure Committee) to drive the process with a consistent focus statewide. The planning template tool will be programmed with:

- critical data sets (determined by the System Improvement Committee)
- guided self assessment (School Health Index)
- state directed objectives/activities with rationales
- guides for setting local objectives/activities/rationales
- data monitoring and reporting capabilities

The electronic planning template will be accessible at local, regional and state levels. Regional teams will utilize the tool to inform regional planning and resource utilization as well as to focus targeted assistance at individual counties. The State CSPHP will utilize the tool to monitor regional and county activities/progress and to inform state planning and resource utilization within the continuous improvement process.

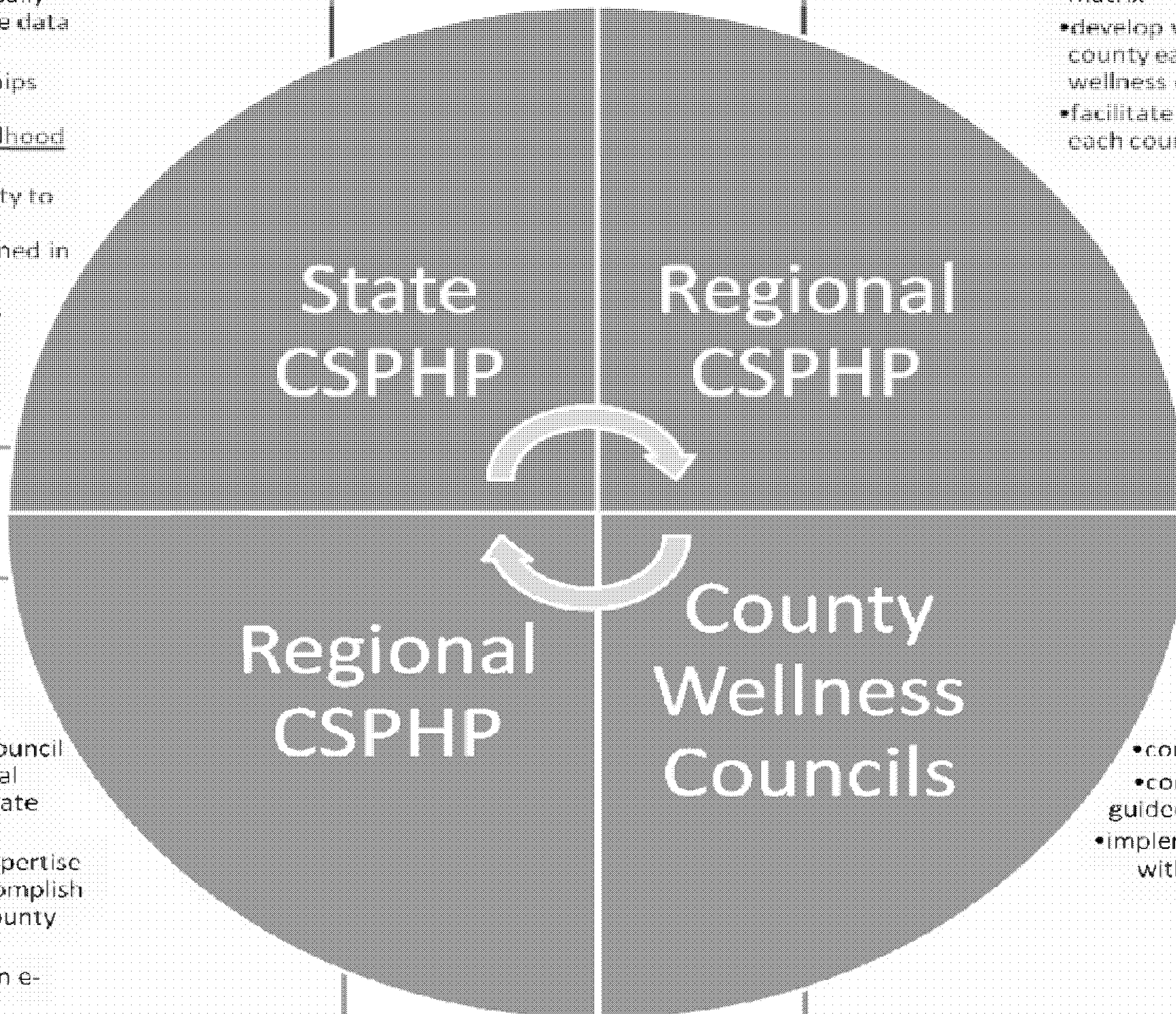
Tool #3: Enhanced Capacity and Communications

The CSPHP framework is designed to enhance statewide capacity and communications for school health by increasing the number of qualified staff prepared to coordinate and communicate about a variety of early childhood and school health efforts. The regional CSPHP teams will increase the state's ability to reach counties with information and to gather information from counties. The regional CSPHP teams will also increase the capacity of counties to share school health information and experiences among counties thereby fostering the development of county to county networks.

The following diagram depicts the process for a statewide CSPHP system and outlines the role of state, regional and county stakeholders.

- determine statewide data indicators
- develop statewide service/resource matrix
- develop guided planning template with both state set goals and locally determined goals based on state data indicators
- foster regional CSPHP partnerships among various regional health networks focused on early childhood and school aged populations
- build regional leadership capacity to facilitate the planning and implementation processes outlined in the planning template
- monitor county/regional efforts through the planning template reporting mechanism and other program evaluations to inform systems improvement efforts

- create regional C
- participate in sta
- develop regional matrix
- develop working county early child wellness councils
- facilitate CSPHP p each county/subr

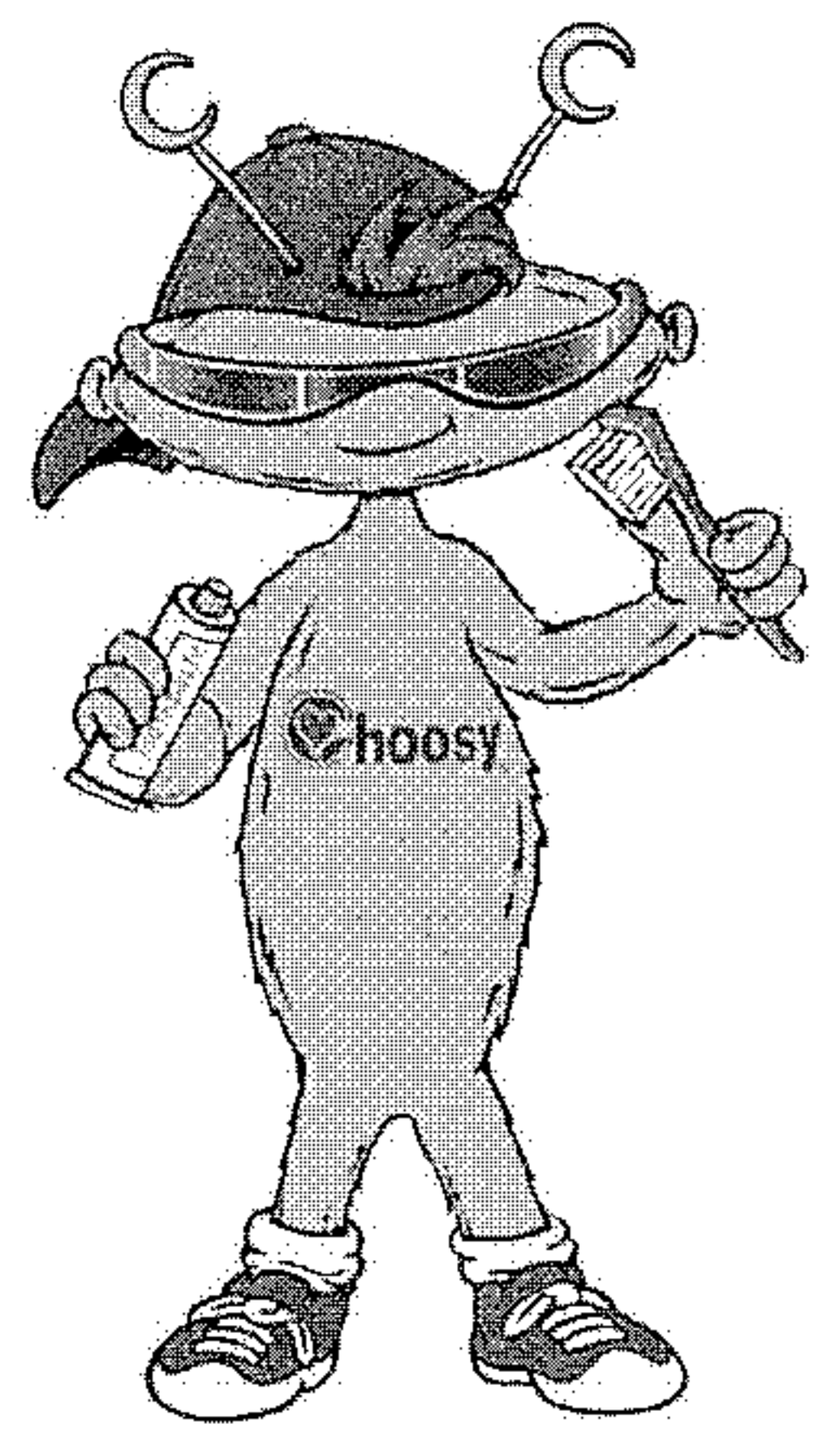
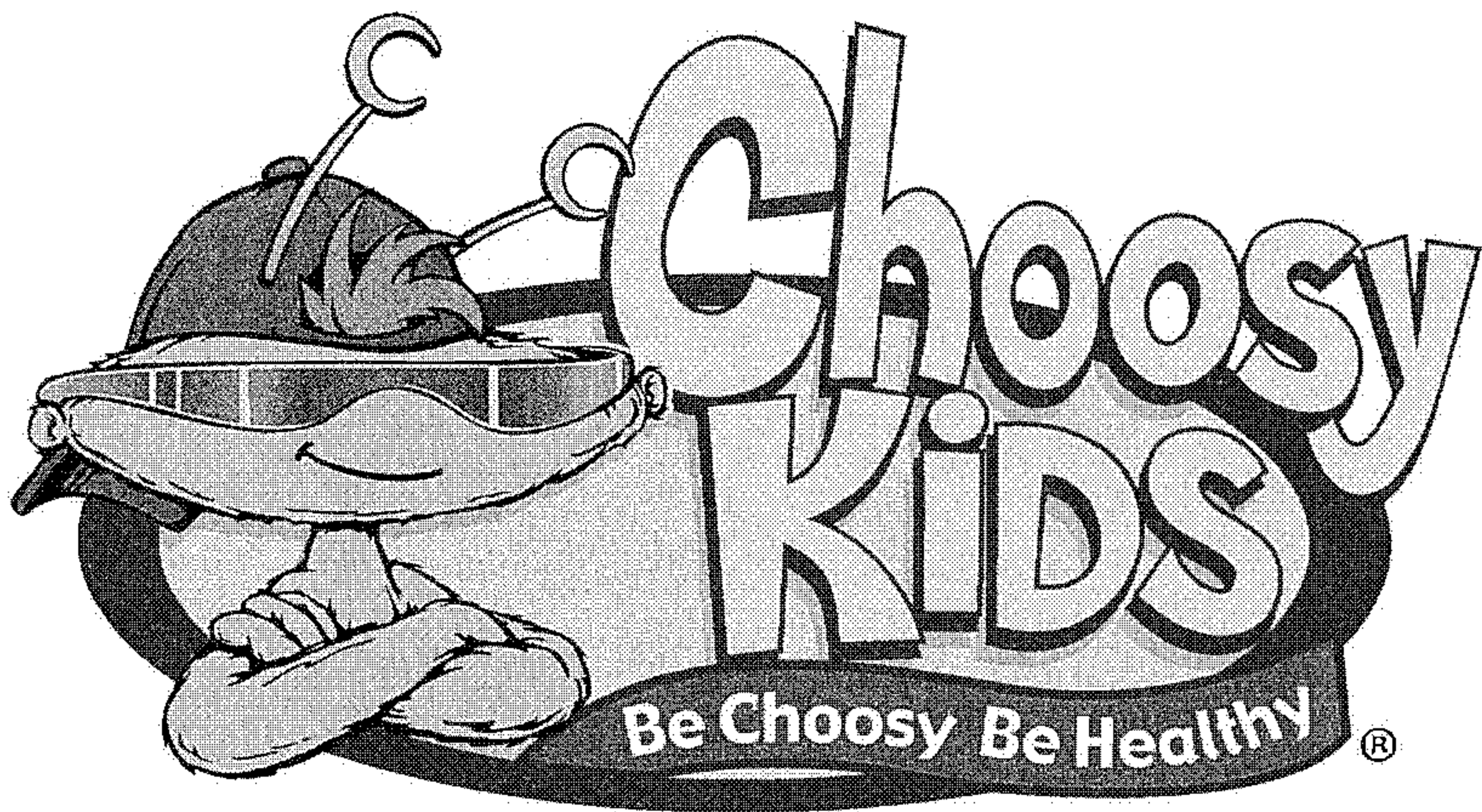
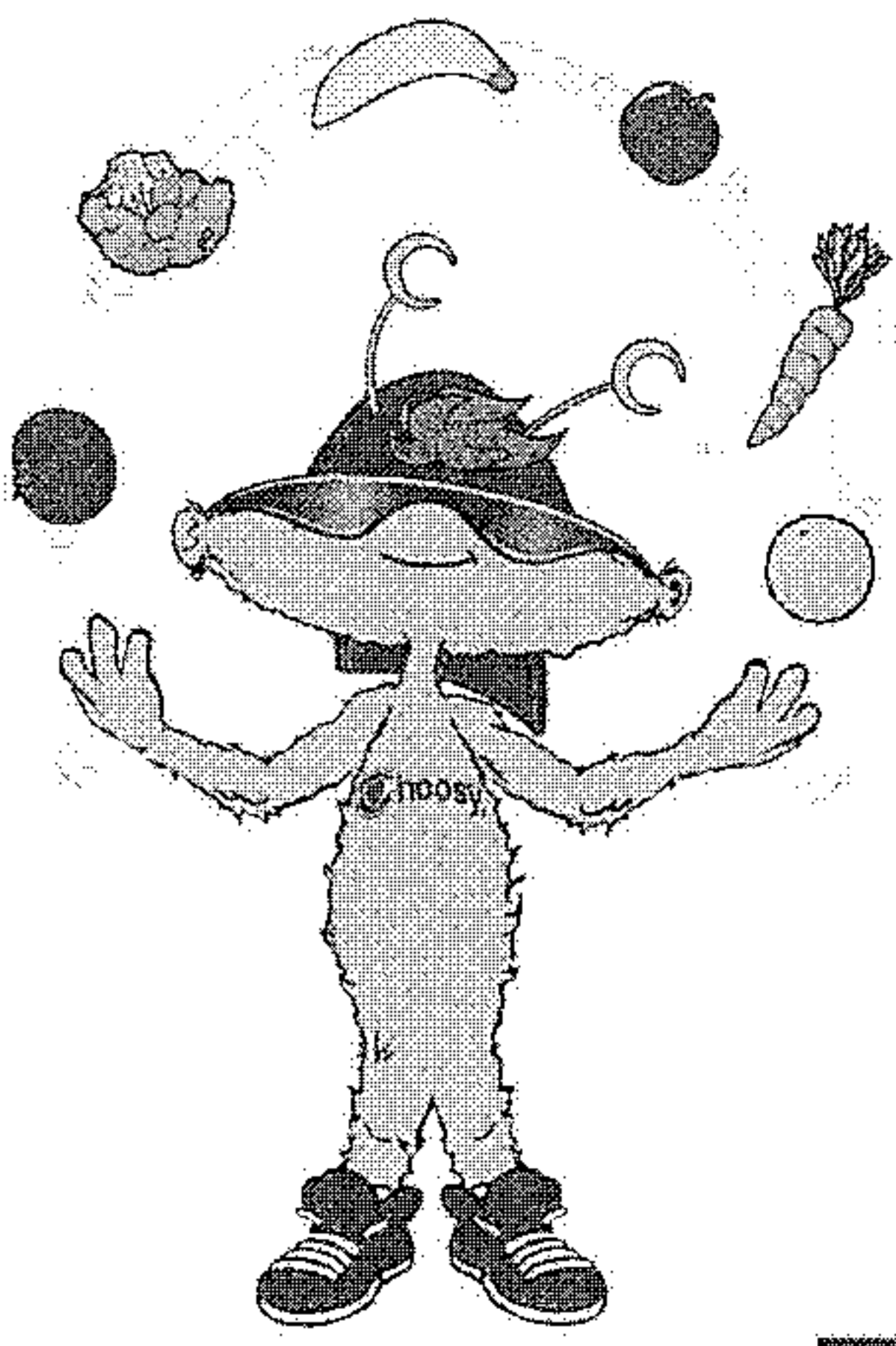


- summarize County Wellness Council planning templates into regional workplans that address both state goals and local goals
- utilize collective and unique expertise of regional CSPHP team to accomplish regional workplan and meet county identified needs
- report activities and progress in e-planning tool
- evaluate, track and report professional development offerings.

- convene a
- complete t
- guided by the
- implement im
- with support

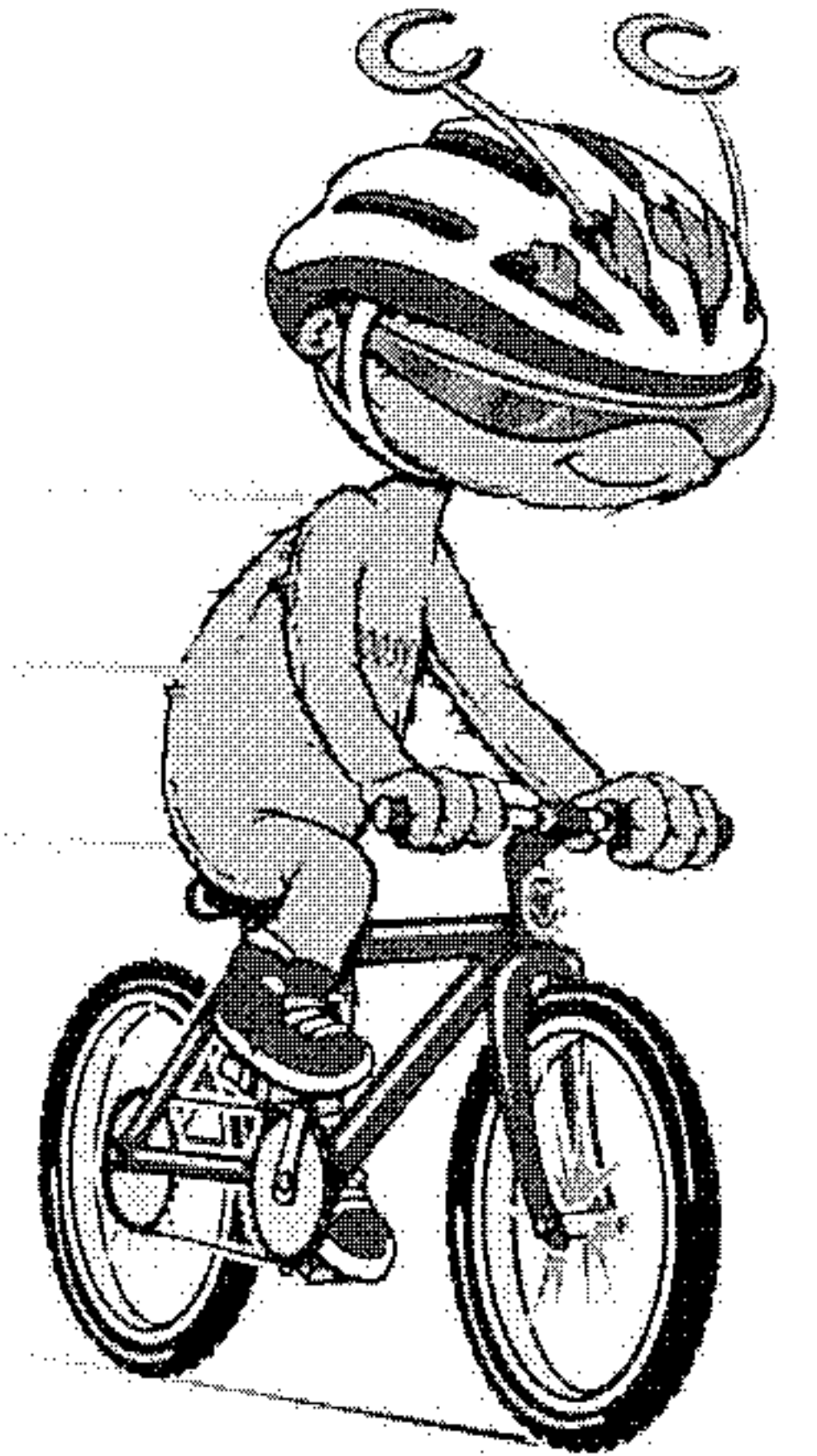
DRAFT

Choosy Kids: Your Resource for Developing Healthy Children



Choosy Kids: Your Resource for Developing Healthy Children

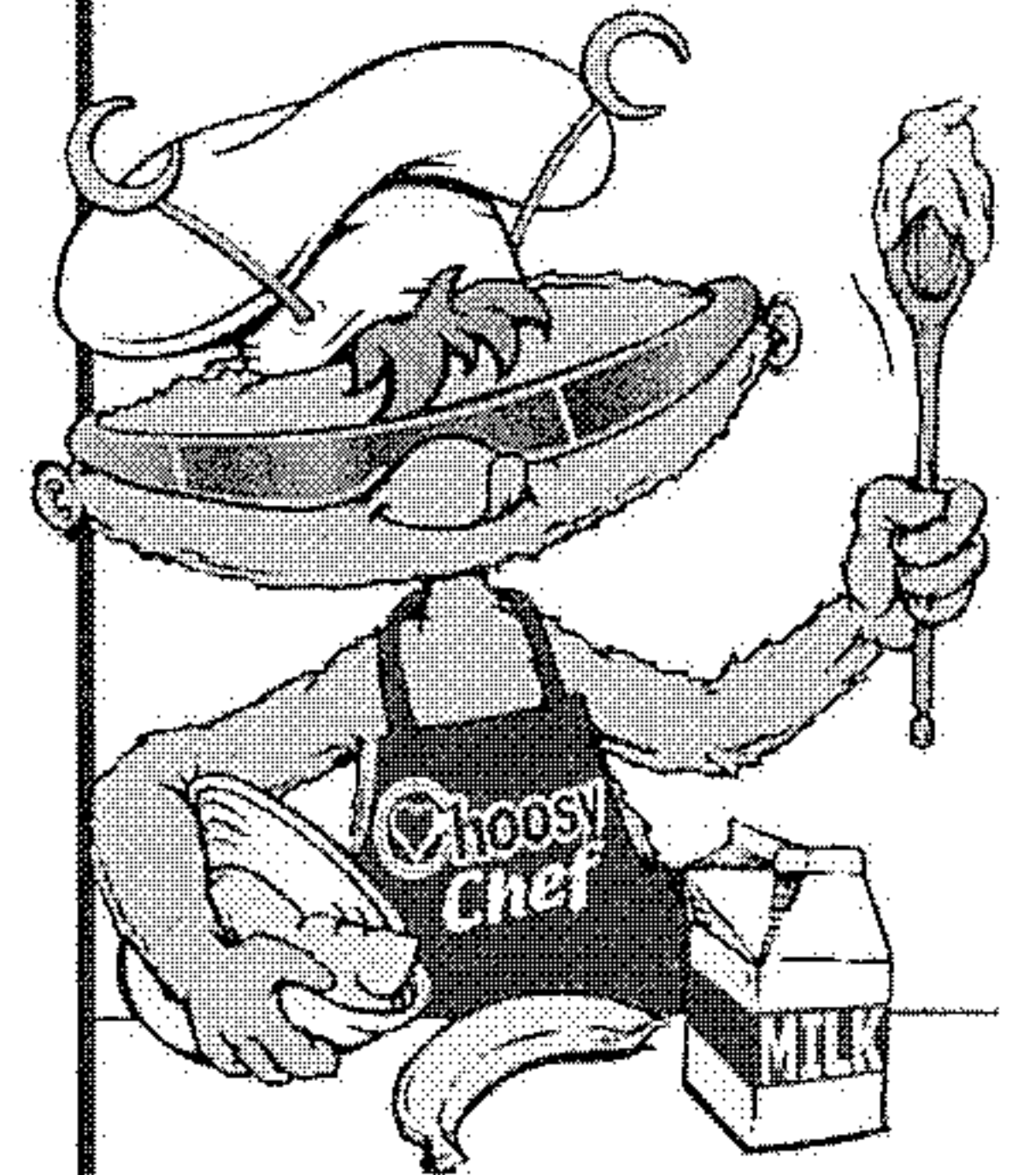
MISSION: The mission of Choosy Kids, LLC is to promote the development of healthy preferences. We are committed to providing products and services that promote healthy decision making and healthy, active lifestyles. We recognize that the first five years of life lay the foundation for learning and behavior preferences that may last a life time; therefore, we focus primarily on young children and the adults who make decisions on their behalf.



VISION: Choosy Kids, LLC is committed to the mission of developing healthy preferences, and intends to honor our commitment with excellence in:

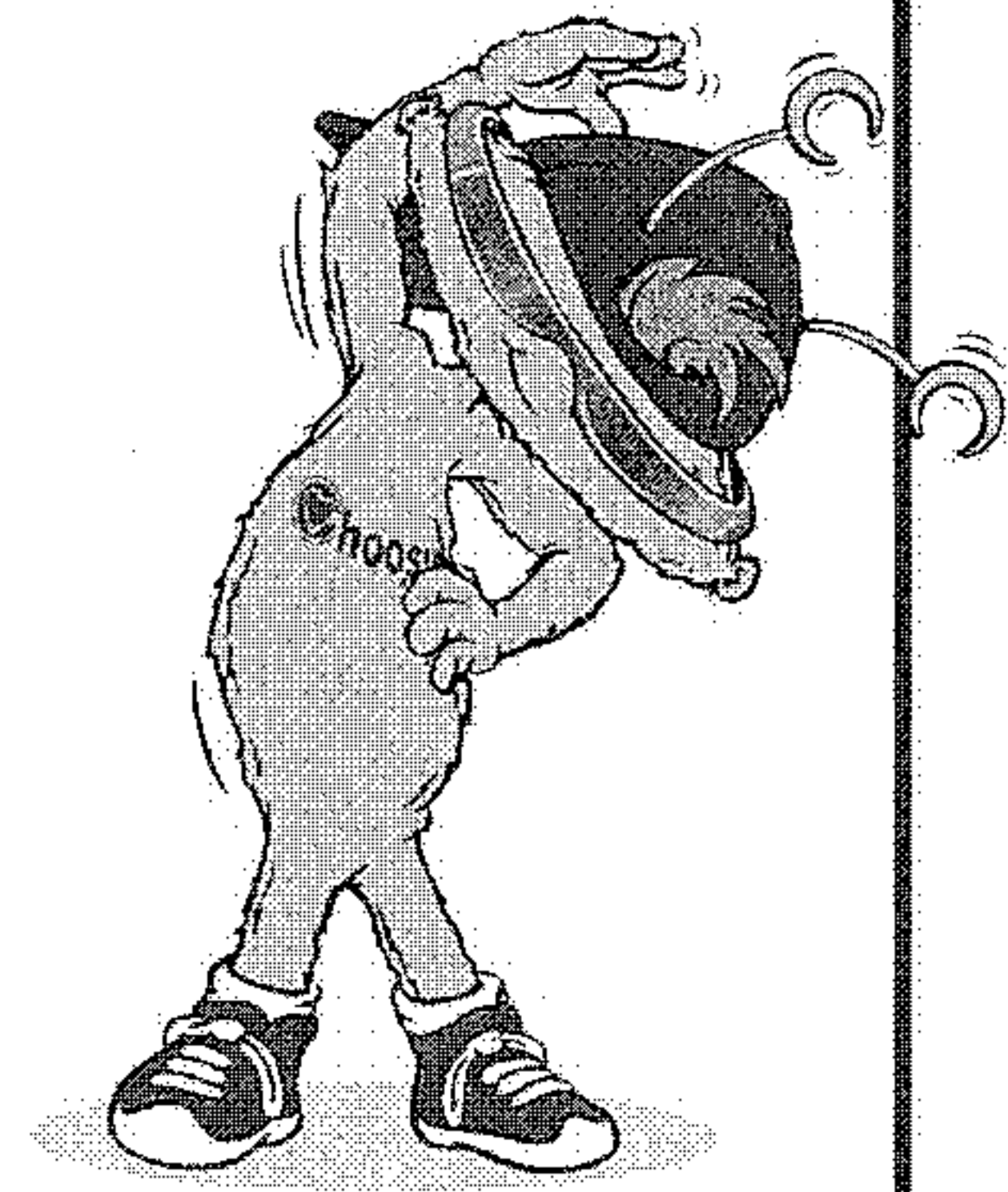
Products

- Developing music, educational materials, play props, and other resources to promote health enhancing preferences for physical activity and nutrition for children and adults



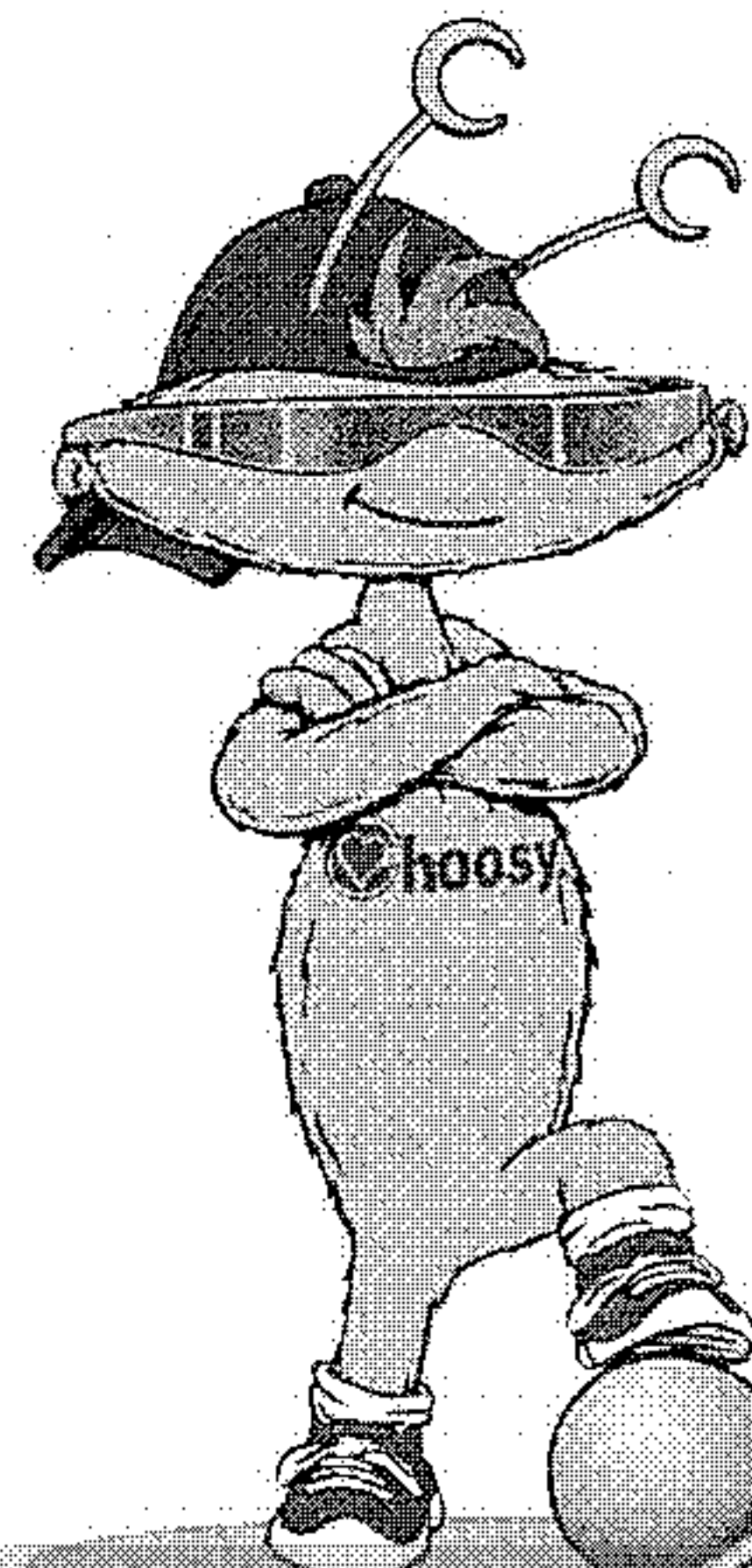
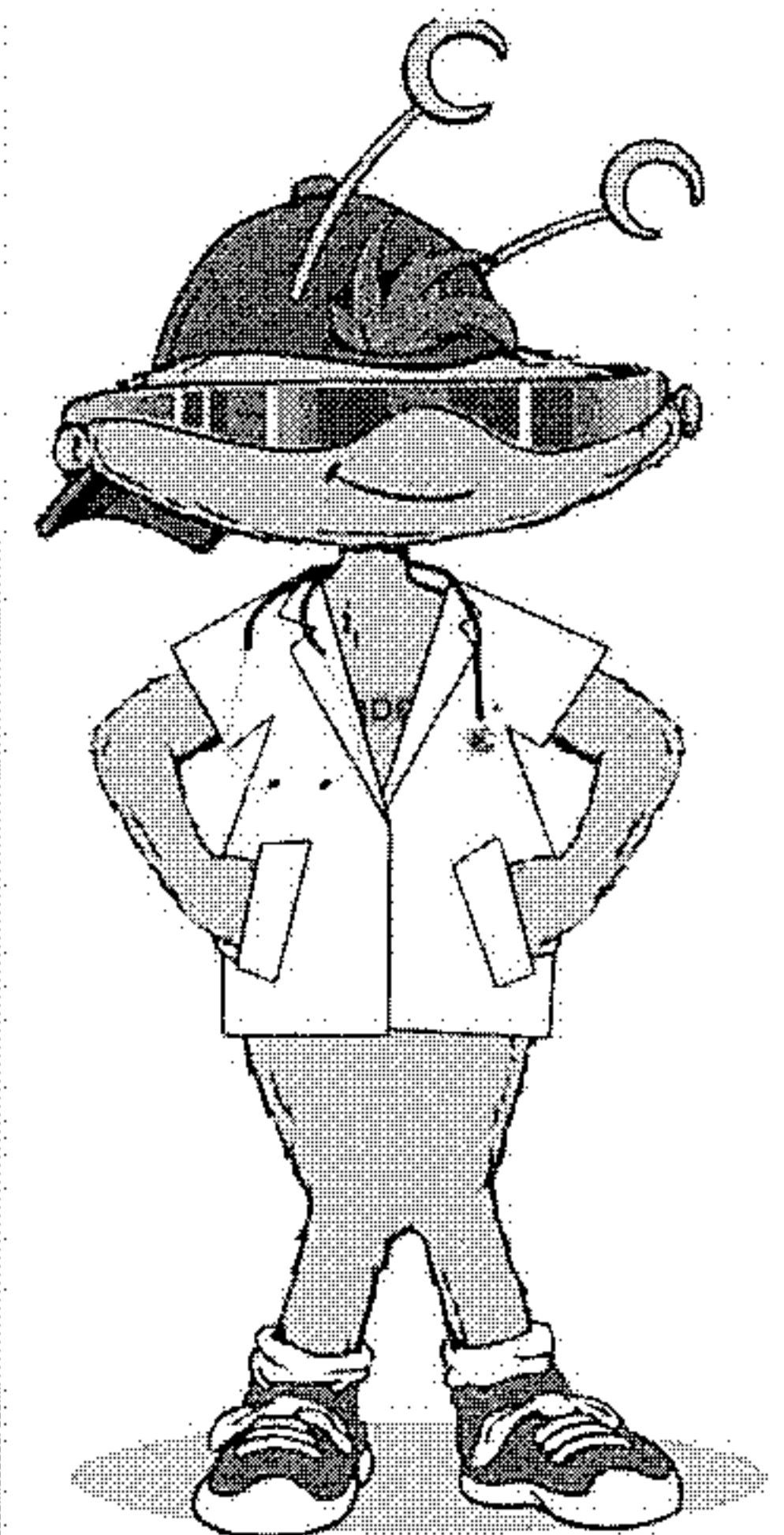
Relationships

- Honoring the role that parents have as the first and most influential teacher of children; the role that parents, grandparents, guardians, and care givers have as valued play partners; and the role that we have for fostering collaborative professional relationships



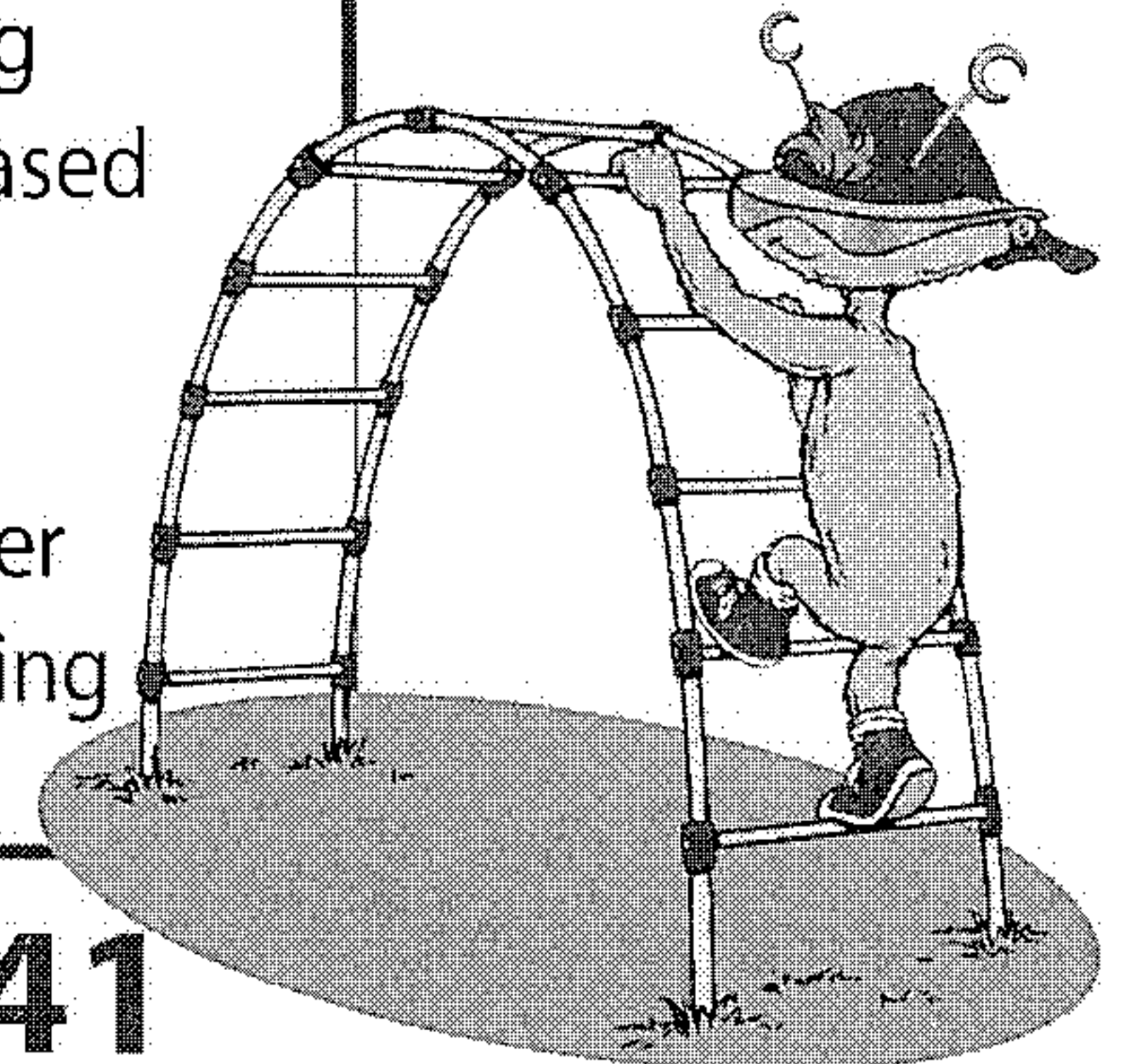
Training

- Assisting parents and professionals in early education and allied health become more informed about 1) active learning, 2) the significance of well planned movement and nutrition learning experiences, 3) age appropriate motor skill practice, 4) providing opportunities for play both indoors and outside, 5) and brain based learning experiences for young children



Health Messaging

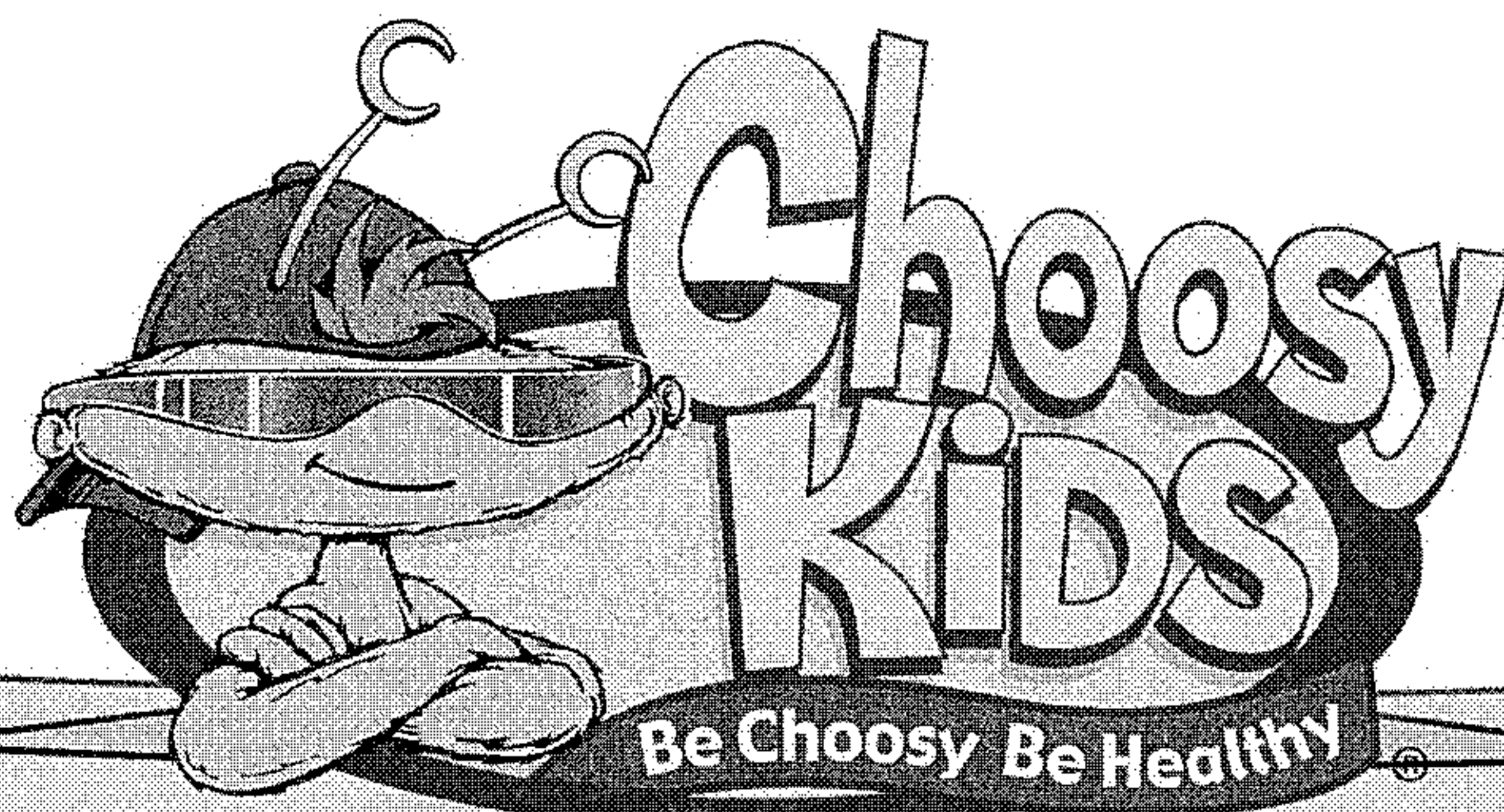
- Promoting Choosy, a children's character and positive messenger who represents healthy lifestyles and responsible decision making



choosykids.com (304) 777-4541

choosykids.com

(304) 777-4541



Resource Materials

Staff Training

Posters

Music & DVDs

Childhood Obesity Prevention

Health ~ Nutrition ~ Activity

RESOURCES for Early Educators, Caregivers, Health Care Teams, and Families

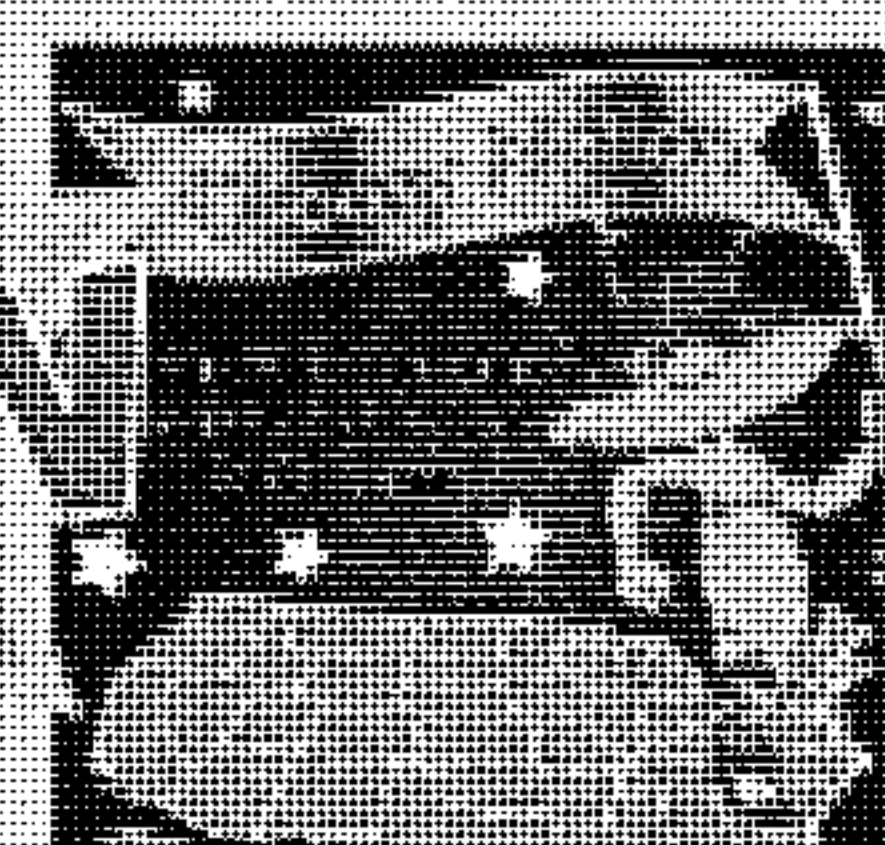
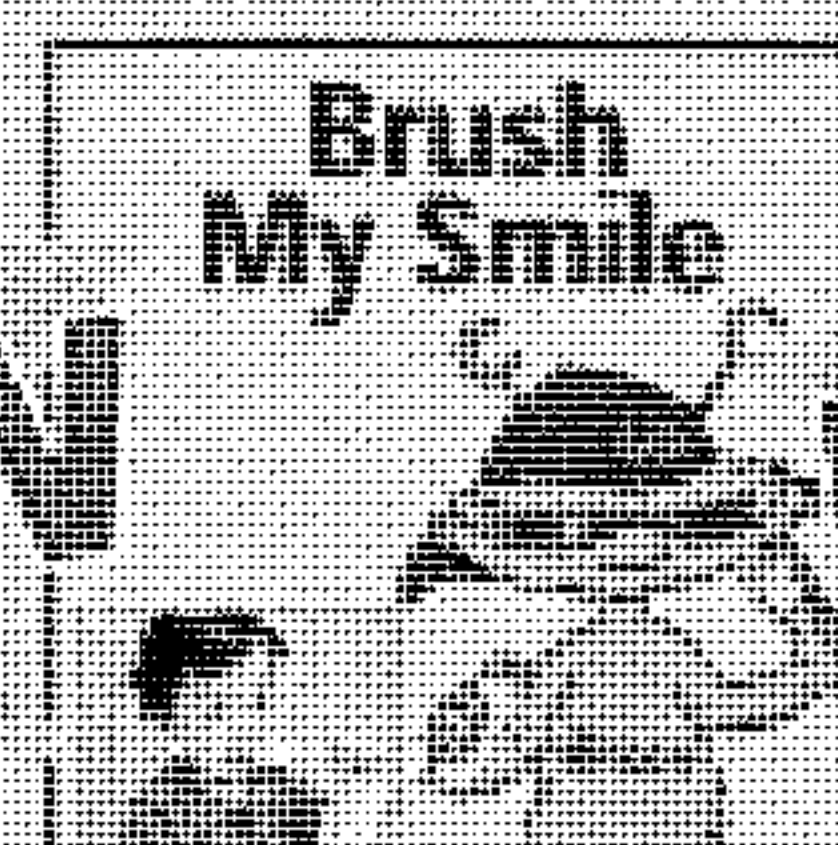
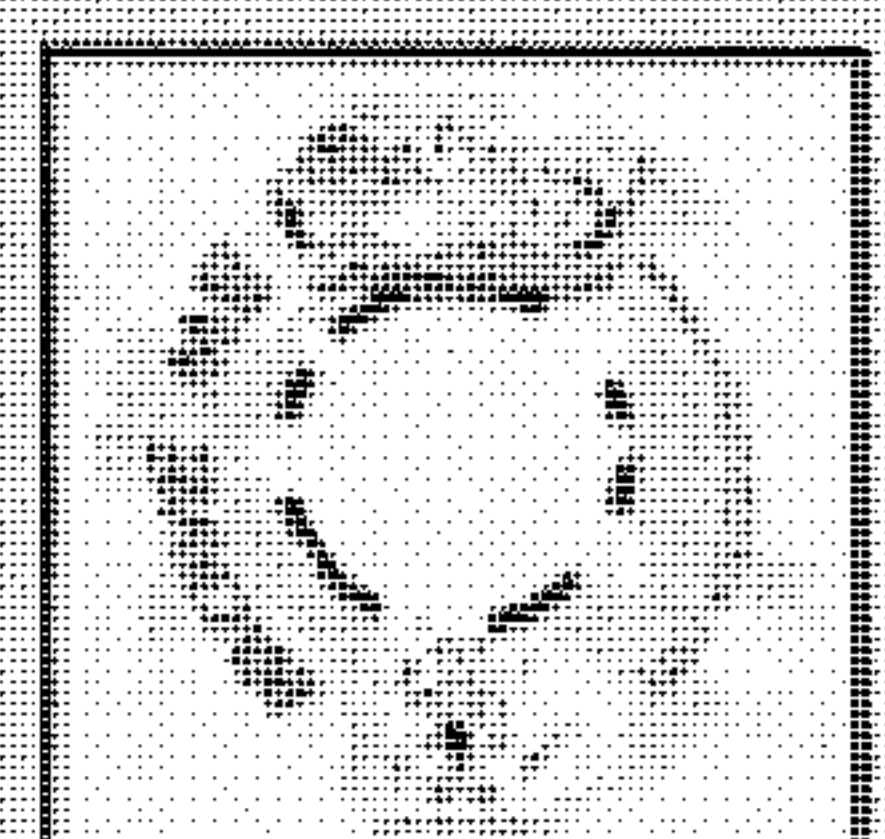
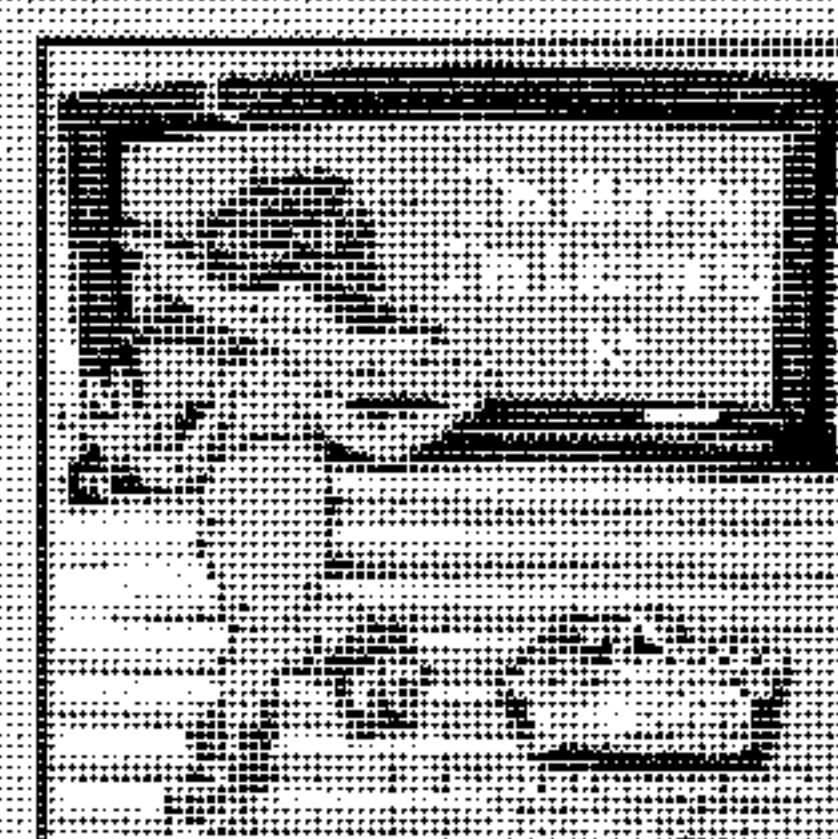
- **NEW!** *Choosy Nation* CD - New Choosy songs to promote healthy behaviors
- **NEW!** *Sign and Move* DVD - A staff development resource - Includes sign language and the motions to your favorite Choosy songs
- **NEW!** *Brush My Smile* single song music DVD - Oral health messages in music and video - Great for parent meetings, clinics, doctor and dentist offices
- Staff development training by content experts
- Special focus on Childhood Obesity Prevention, Oral Health, Nutrition, Movement
- Health promotion messages
- Upbeat music and sign language
- Posters, growth charts, plush dolls, stickers, tattoos, desk-top stand ups, and more



Choose
Healthy
Options
Often &
Start
Young®

Children enjoy music. They move to it and learn from it.

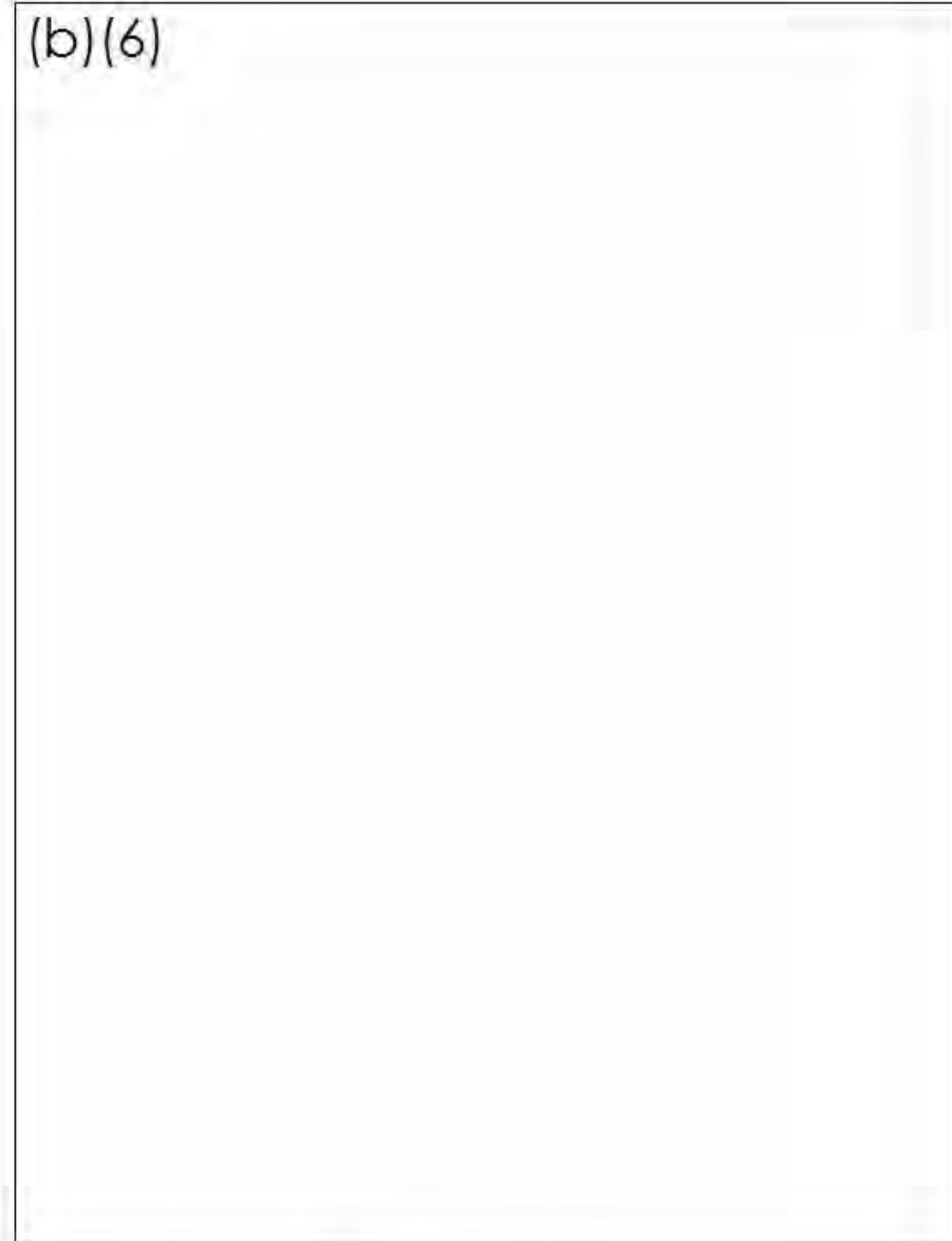
Our music contains messages like eating healthier, moving more, and treating your body better.



NEW NEW NEW

Kids First—The Governor's Wellness Initiative for the State of West Virginia

Kids First – The Governor's Wellness Initiative for the State of West Virginia (<http://www.wvkidsfirst.org/>)



Earl Ray Tomblin Governor — State of West Virginia

The Kids First Screening Initiative unites parents, health professionals and teachers to give West Virginia's children the positive start in life they deserve. By working together, we can help ensure that every child receives the best possible chance to be healthy and ready to learn.

Governor Joe Manchin III developed the West Virginia Kids First program so that children could benefit from a caring health professional working closely with their parents and school. By creating a medical home for our state's children, the three important parties can come together and establish the best resources and services for each child.

Kids First's Healthcheck is a comprehensive screening that includes hearing, speech, language, and growth and development. Beginning the 2008-09 school year, all children enrolling in kindergarten will receive this wellness exam.

According to America's Promise Alliance, children need "Five Promises" to succeed in life. Since his inaugural speech in 2005, Governor Manchin asked that we unite as a state in committing ourselves to keeping these five promises for our children. The promises are:

- 1. Caring adults**
- 2. Safe places**
- 3. A healthy start**
- 4. Effective education**
- 5. Opportunities to help others**



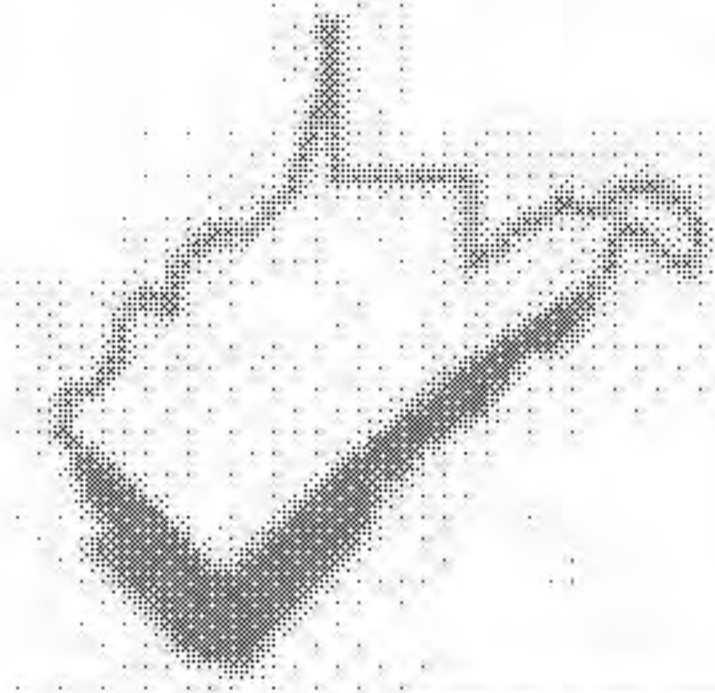
The Kids First Screening Initiative is a part of keeping these valuable promises for the children of West Virginia. Let's commit to our children's future – let's put **West Virginia Kids First.**

Kids First – The Governor's Wellness Initiative for the State of West Virginia (<http://www.wvkidsfirst.org/>)

If your child will be entering kindergarten during the 2009-10 school year, please contact your family physician to schedule your child's wellness screening today. If you do not have a family physician your child's school will be able to assist you in locating one.

Copyright (c) 2011 Kids First - The Governor's Wellness Initiative for the State of West Virginia- Privacy Statement - Login

West Virginia HealthCheck



West Virginia HealthCheck

[About Us](#)

[Provider Information](#)

Well Child Visits

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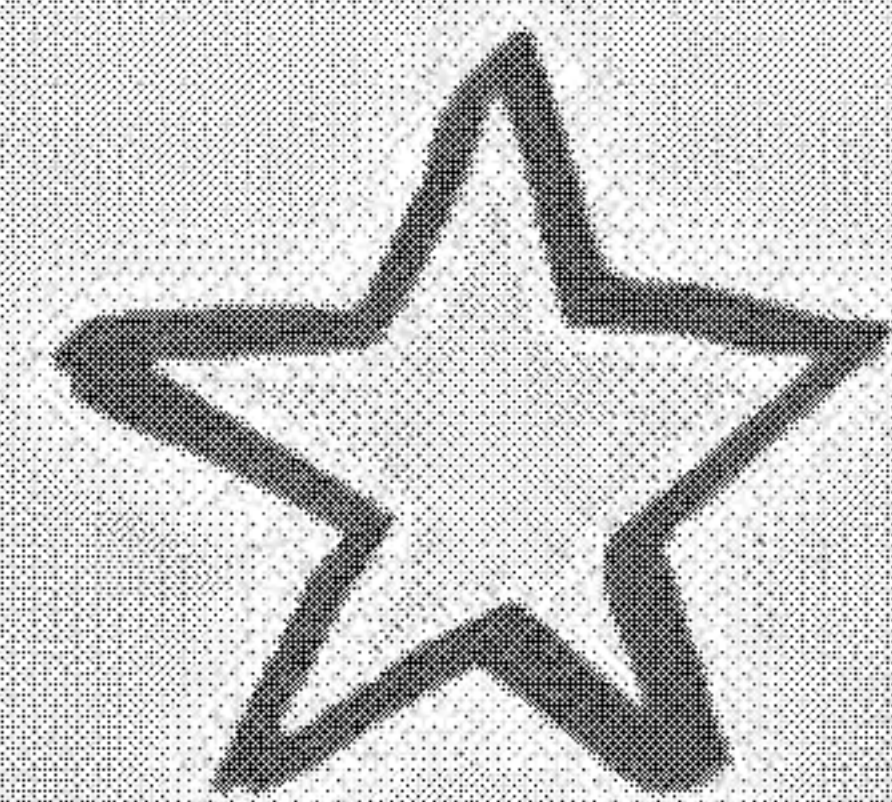
Well Child Visit...What to Expect

Fill in your child's birth date to find out what to expect at the next well child visit.

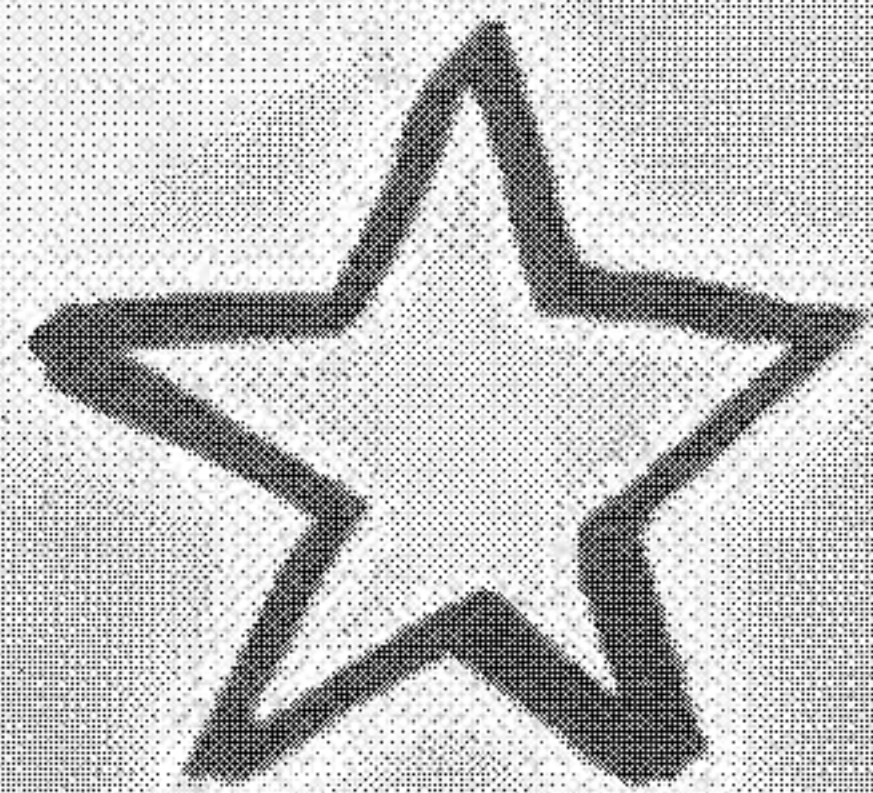
Birth Date:

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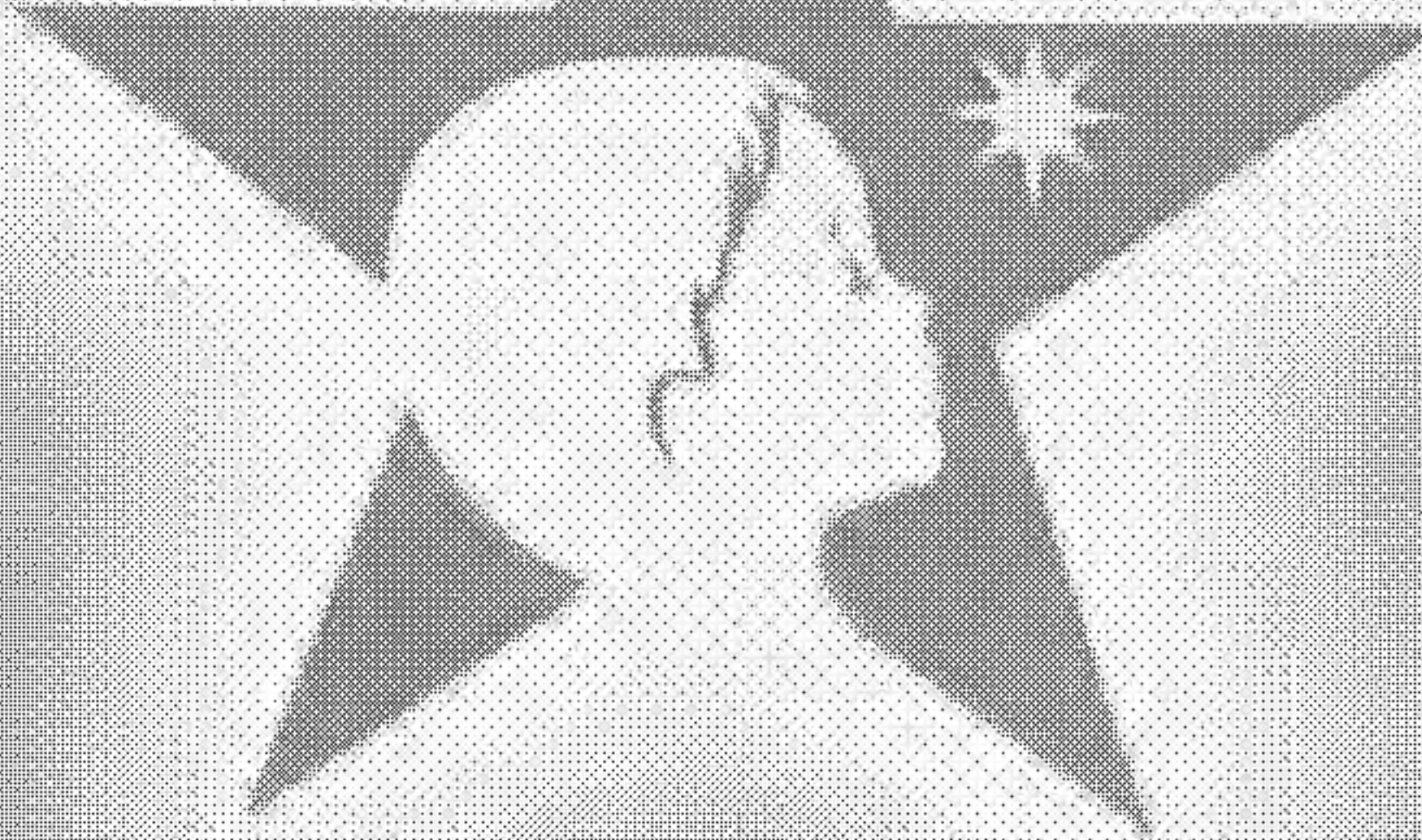
West Virginia STARS State Training and Registry System: Core
Knowledge and Core Competencies for Early Care and Education
Professional



West Virginia



STARS



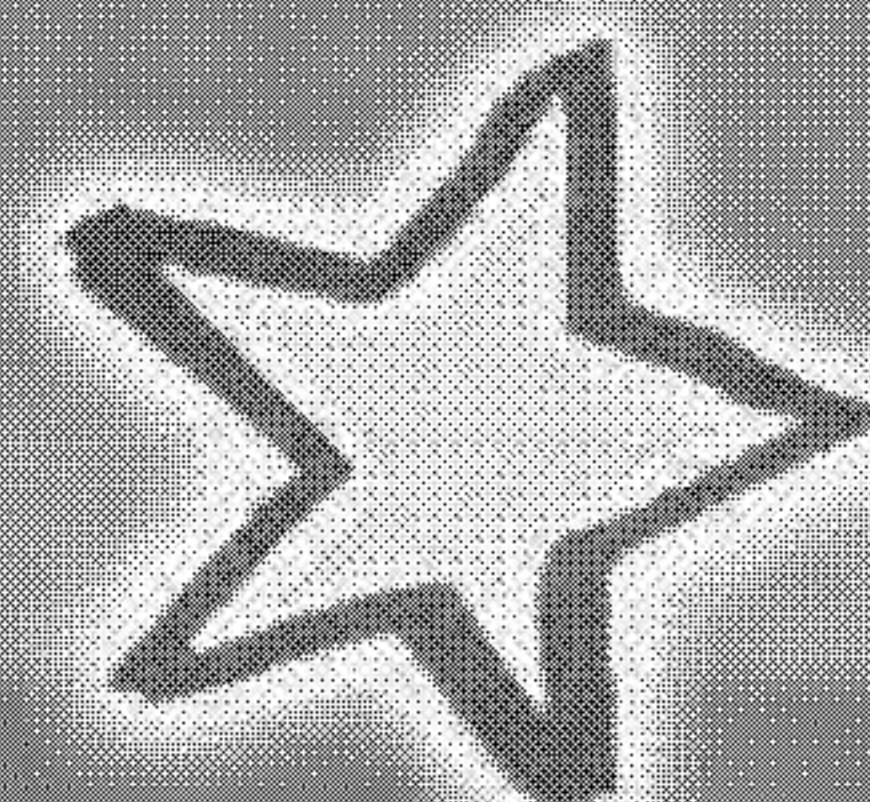
State Training & Registry System

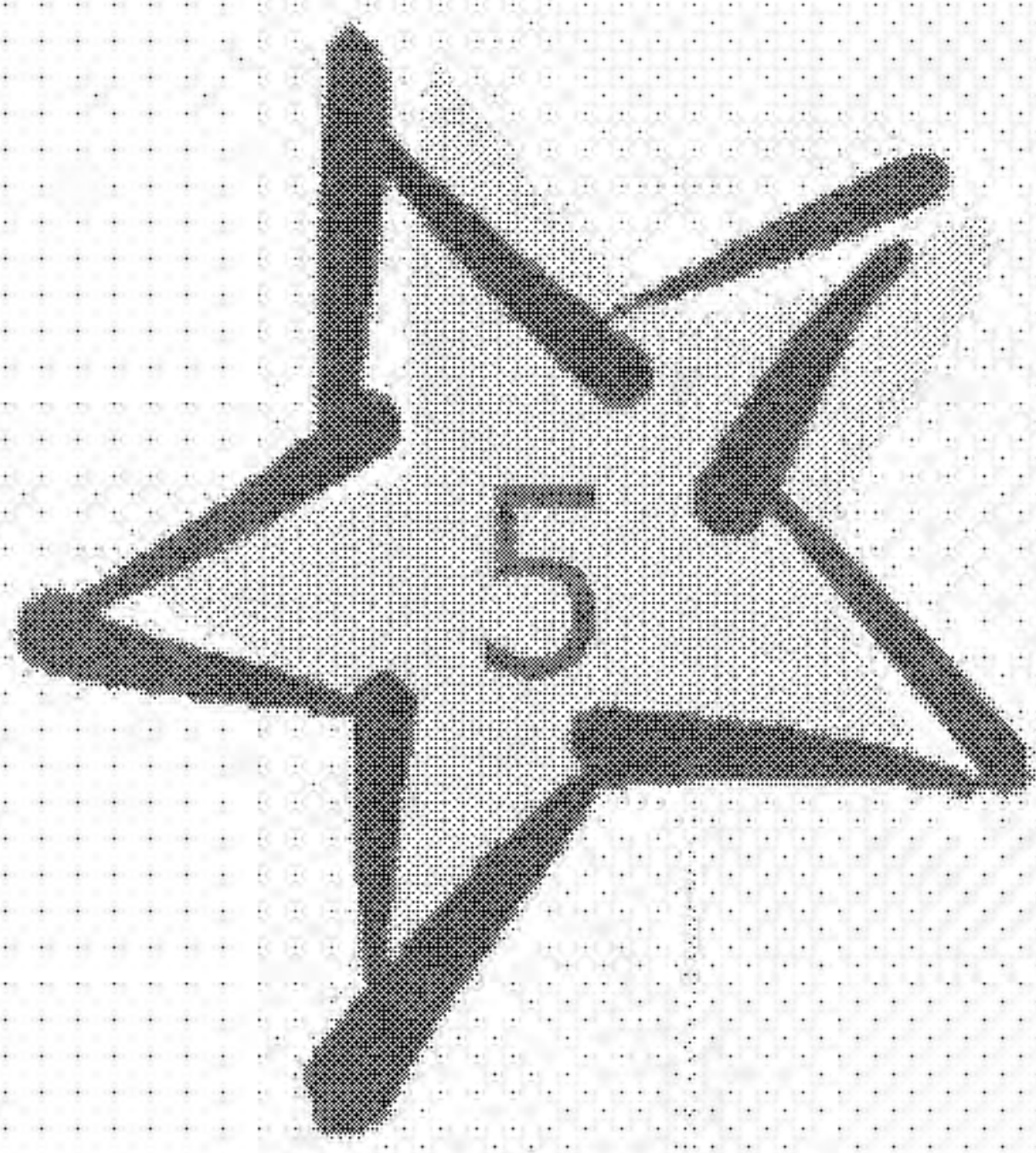


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Core Knowledge
and
Core Competencies
for Early Care and Education Professionals

Revised May 2009





CORE KNOWLEDGE/CORE COMPETENCIES AREA 5: Child Observation and Assessment

Core
Knowledge:
Area 5

Early care and education professionals must know about procedures for child development observation and encourage parents to become observers of their children. Positive benefits to children and families can be promoted by knowing about the goals, the uses, and the variety of assessment approaches. Responsible and ethical early care and education professionals understand effective assessment strategies, how to use them responsibly, and how to involve families and other professionals. Early care and education professionals must understand how to use ongoing observation, documentation, and assessment to develop curriculum, plan for home visits, and make needed referrals.

Core
Competencies:
Area 5

5.1 Principles of Observation and Assessment of Children

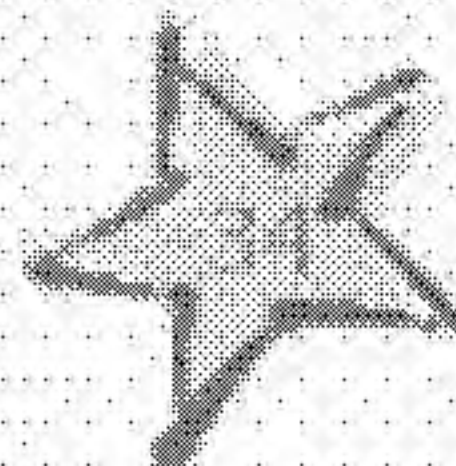
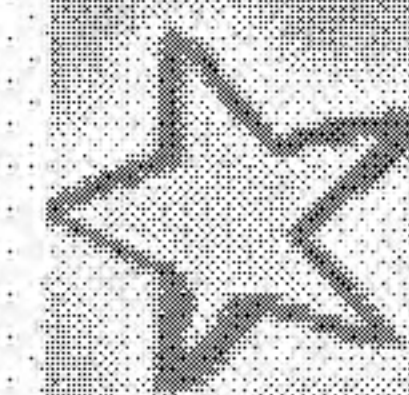
5.2 Documentation Methods

5.3 Observation and Assessment Findings and Uses

5.4 Reporting Methods

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CORE COMPETENCIES AREA 5: Child Observation and Assessment

5.1 Principles of Observation and Assessment of Children

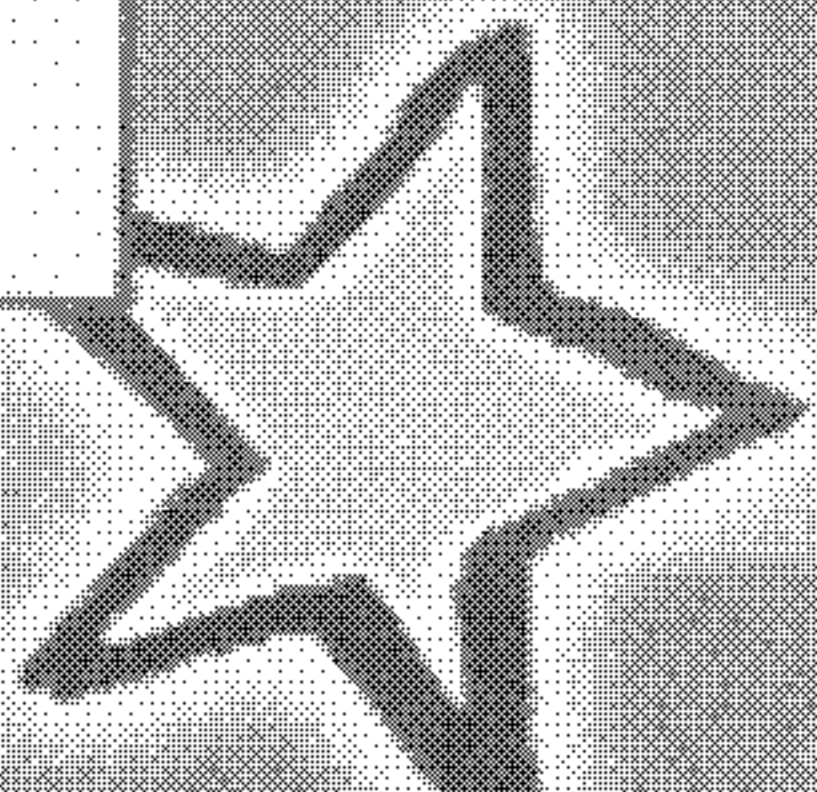
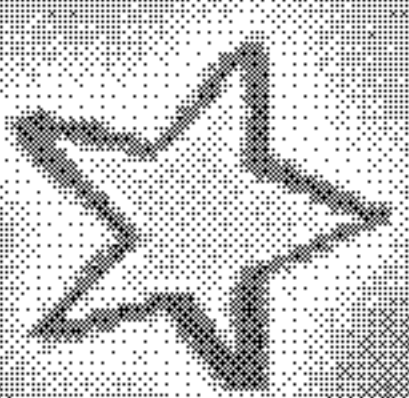
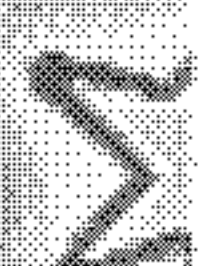
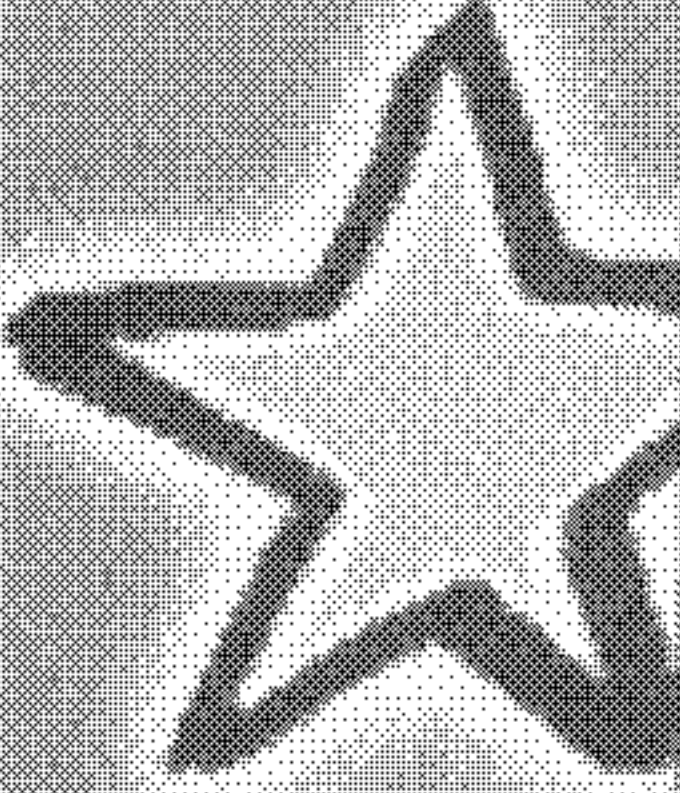
| Tier I | Tier II | Tier III |
|---|---|---|
| <ul style="list-style-type: none"> • Acknowledges that children develop at their own rate. • Follows appropriate procedures of child observation. • Identifies differences in development and skills among children. • Seeks guidance and support from other professionals as needed (such as: behavioral problems, atypical behavior). • Recognizes that observation is an on-going process. | <ul style="list-style-type: none"> • Accommodates for the range of development and skills among children. • Observes children continually and applies basic principles of observation and assessment. • Recognizes environmental factors that may place children at risk. • Selects appropriate observation and assessment methods for the individual child and the situation. • Applies basic elements of child development theory to observation. • Involves families and other professionals, when appropriate, as partners in observation and assessment. | <ul style="list-style-type: none"> • Analyzes and evaluates observation and assessment findings and applies this knowledge to practice. • Articulates and applies current theory, research, and policy on assessment. |
| In-Home Family Education | | |
| Tier I | Tier II | Tier III |
| <ul style="list-style-type: none"> • Completes required program training in child observation and assessment. • Provides services with the acknowledgement that children develop at different rates. • Follows appropriate procedures for child observation. • Recognizes developmental differences and makes adaptations as necessary. • Seeks guidance and support from other professionals as needed. • Recognizes that observation is an on-going process. • Encourages parents to be good observers of their children. • Refers families to necessary agencies and services to meet family and child's specific needs. | <ul style="list-style-type: none"> • Accommodates for the range of development and skills among children. • Observes children and applies basic principles of observation and assessment. • Recognizes and responds to environmental factors that may place children at risk. • Selects appropriate observation and assessment methods for the family, individual child and the situation. • Involves other professionals, when appropriate, as partners in observation and assessment. | <ul style="list-style-type: none"> • Ensures that staff have the necessary training and resources for observation and assessment of children. • Articulates and applies current theory, research, and policy on assessment. • Analyzes and evaluates observation and assessment findings and applies this knowledge to practice. |





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What are Core Knowledge and Core Competencies?

Core knowledge identifies what individuals providing early care and education experiences need to know in order to facilitate child learning and development.

Core competencies identify the observable skills that individuals providing early care and education experiences need to facilitate child learning and development.

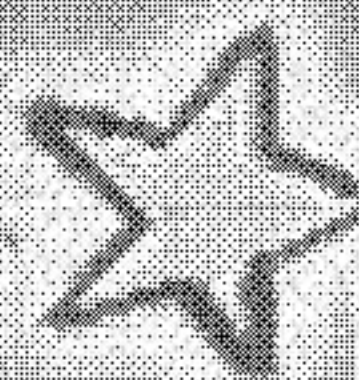

What is the importance of Core Knowledge and Core Competencies?

Research demonstrates the vital importance of professional education of individuals providing early care and education experiences. Regardless of setting, specific early experiences are documented to support children's optimal development in all domains. What we do or do not do for young children makes a difference in their learning capabilities and their future success in life. Providing voluntary parenting support helps parents understand their role as their child's first and most important teacher. Ensuring that individuals who provide these experiences have the knowledge and the skills to provide quality early care and education services is essential. West Virginia Core Knowledge and Core Competencies provide the framework to build a comprehensive system to support these professional development experiences.

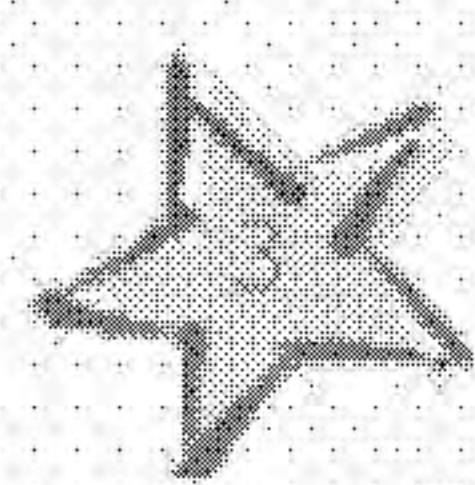
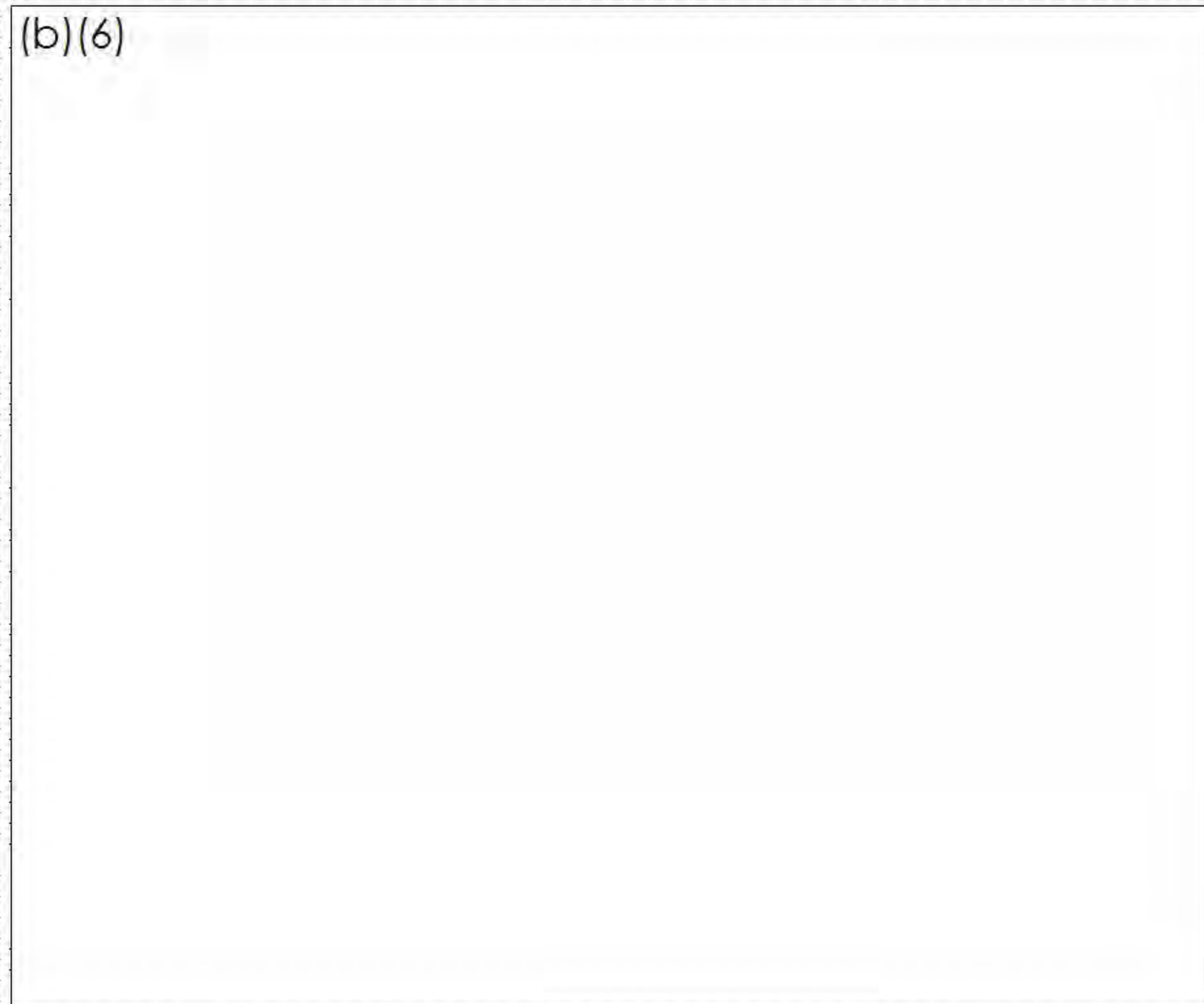
Who are the Early Care and Education Professionals that should use the Core Knowledge and Core Competencies?

Core Knowledge and Core Competencies pertain to all professionals working with or on behalf of children, ages birth through five and their families through a) direct work with young children and families; b) supervision, leadership or management; c) program coordination, development or regulation; d) training, instruction or technical assistance; or e) evaluation or research.

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Document Organization and Content

The document content is guided by the following principles:

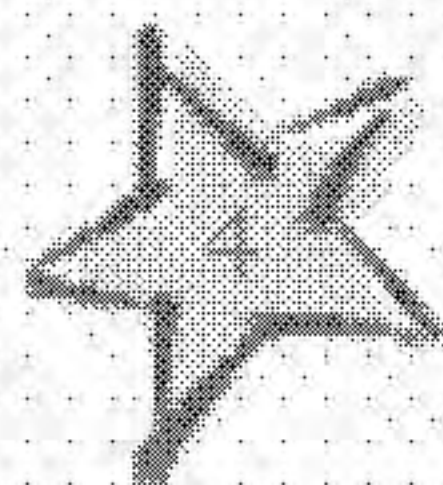
- Core knowledge and core competencies provide a fundamental and consistent set of knowledge and skill areas that are common to all roles in the early care and education field. They represent the most current effective practices.
- Core knowledge may be used in various ways depending on the role (teacher, administrator, higher education faculty, trainer, home visitor, etc.) or setting (child care center, Head Start, public school, higher education, etc.).
- Core knowledge and core competencies provide a framework for the different levels of professional preparation.
- Core knowledge areas and core competencies link to West Virginia's Early Learning Standards Framework, Standards for Preparing Early Childhood Professionals, National Association for the Education of Young Children's Standards for Programs, and In-Home Family Education accreditation standards.
- Recognition and support of the diversity of children and families is considered critical to all areas of core knowledge and core competencies.
- The core knowledge and core competencies support early experiences for the optimal development of all children and families, regardless of ability.

Core knowledge areas provide an overview of essential knowledge that all early care and education professionals should know and understand. The eight core knowledge content areas are as follows:

- I. Child Growth and Development
- II. Health, Safety, and Nutrition
- III. Positive Interactions and Relationships
- IV. Curriculum
- V. Child Observation and Assessment
- VI. Family and Community
- VII. Program Management
- VIII. Professionalism

The core competency areas follow the corresponding core knowledge areas and identify observable skills or attributes of acquired knowledge. Each core competency area has three to eight defined categories.

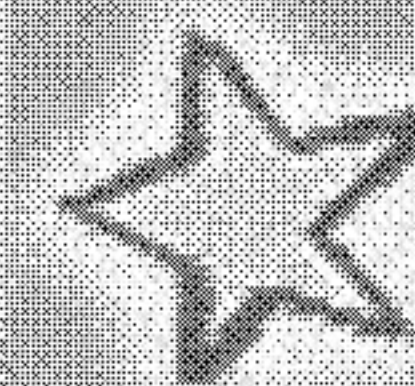
The core competency areas are organized into three tiers that establish a continuum of learning from entry level skills to an advanced level of academic preparation and varied experience. Each tier encompasses the knowledge base and competencies of the previous level. Individuals progress from one tier to another through a combination of formal study and experience. Tier 1 competencies are intentionally written in clear, specific language to support beginning levels.



Guiding Principles

Core Knowledge and Core Competency Areas

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Linkages

Several critical connections are made between the Core Knowledge and Competencies:

West Virginia State Training and Registry System (STARS) Career Pathway

WV STARS is a comprehensive system of professional development, credentialing, and career mobility in early care and education. The Career Pathway encourages higher levels of skills, as illustrated in the three tiers of the core competency areas. Core knowledge and core competencies are the foundation for a professional development system. They provide a blueprint for individual professional growth, and also serve as guidelines for training and education programs that will meet the needs of professionals in the field.

West Virginia Early Learning Standards Framework (WV ELSF)

The WV Early Learning Standards Framework provide a guideline for what children should know, understand, and be able to do. The WV ELSF in turn provides a basis for what individuals providing early care and education experiences should know and be able to do. This critical alignment can support practitioners in attaining education that supports their abilities to plan and to implement quality early care and education environments and experiences. This framework is separated into domains related to children ages birth to thirty-five months and children three to five years of age.

Throughout the document, related WV ELSF Standards are identified to illustrate this critical connection.

Standards for Preparing Early Childhood Professionals, National Association for the Education of Young Children's Standards for Programs (2003)

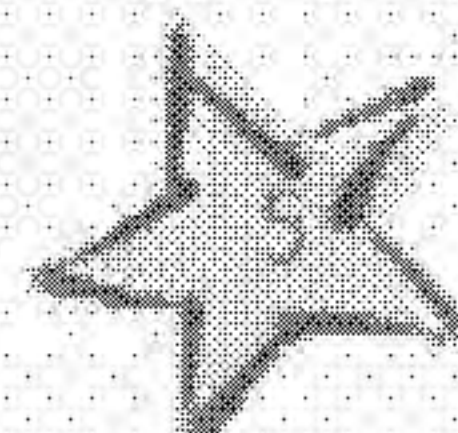
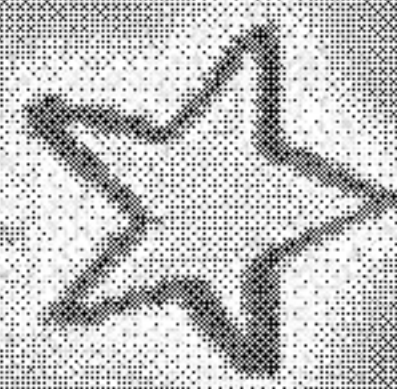
The *Standards for Preparing Early Childhood Professionals NAEYC Standards for Programs* provides a basis for the core knowledge areas. Connecting these standards to all tiers of the core knowledge and core competencies supports a continuum of professional growth and development.

Related standards are identified throughout the document for core knowledge and core competency areas.

In-Home Family Education

The Core Knowledge and Core Competencies are based on Prevent Child Abuse America—Healthy Families America Self-Assessment Tool, Parents as Teachers National Center Quality Indicators and Vanderbilt University, Center for Health Services Maternal Infant Health Outreach Worker (MIHOW) Standards of Practice for Sponsoring Agencies and Maternal Infant Health Outreach Worker (MIHOW) Standards of Practice for Outreach Workers.

(b)(6)



Uses for the Core Knowledge and Core Competencies

Integration and infusion of the core knowledge and core competencies throughout West Virginia's early care and education system will support more consistent and coordinated infrastructure and services that provide quality early care and education experiences. There are a variety of roles and ways the core knowledge and core competencies can be used; such as:

Individuals Providing Early Care and Education Experiences

- Identify and plan for continuing professional development in each content area.

Administrators of Programs/Services

- Develop job descriptions and job qualifications.
- Develop individual professional development plans for staff.
- Create professional development policies.
- Use in conjunction with the WV STARS Pathway to create job responsibility and salary scale based on increased education and experience.

Higher Education and Training Providers

- Coordinate and design course content to facilitate transfer and articulation agreements.
- Plan and organize professional development/education.
- Offer varied levels of training to meet diverse needs.
- Organize and categorize professional development opportunities.
- Assess needs.

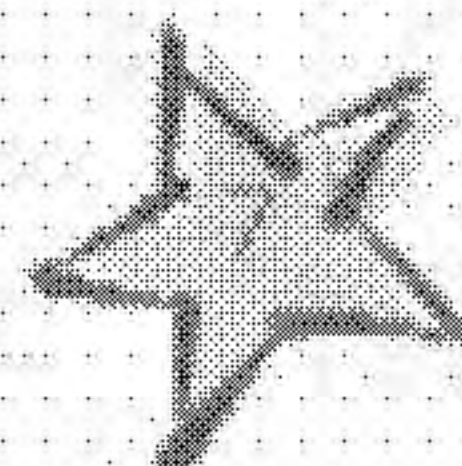
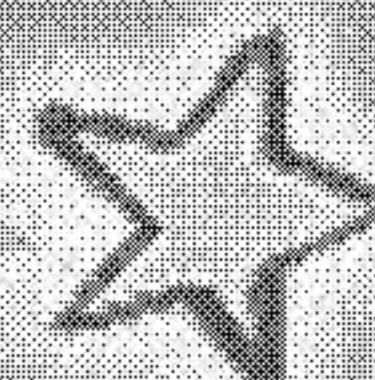
State and Local Agencies

- Integrate into policy/regulation to support quality early care and education experiences.

Professional Development System

- Foundation for all components of a professional development system.
- Trainer and training approval.
- Training registration and tracking.
- Develop credentials.

(b)(6)



5.2 Documentation Methods

| Tier I | Tier II | Tier III |
|---|---|--|
| <ul style="list-style-type: none"> • Assists with collection of information about each child's developmental progress. • Maintains confidentiality between the program and the child's family regarding each child's observation and assessment. • Recognizes appropriate documentation methods. | <ul style="list-style-type: none"> • Collects and organizes information about each child utilizing age-appropriate assessment tools. • Ensures confidentiality of individual child's assessments. | <ul style="list-style-type: none"> • Establishes criteria, procedures, and documentation methods for assessment. • Plans and utilizes culturally diverse assessment methods. • Utilizes a variety of appropriate assessment tools to record child observations. |
| In-Home Family Education | | |
| Tier I | Tier II | Tier III |
| <ul style="list-style-type: none"> • Completes required program training on documentation and adheres to program and agency documentation guidelines. • Maintains confidentiality. | <ul style="list-style-type: none"> • Collects and organizes information about each child utilizing age appropriate assessment tools. • Ensures confidentiality of individual child's assessments. • Supports parent's observations and findings. | <ul style="list-style-type: none"> • Establishes criteria, procedures, and documentation methods for assessment. • Ensures that assessment methods are appropriate for a culturally diverse population. • Ensures the availability of a variety of appropriate assessment tools to record child observations. |

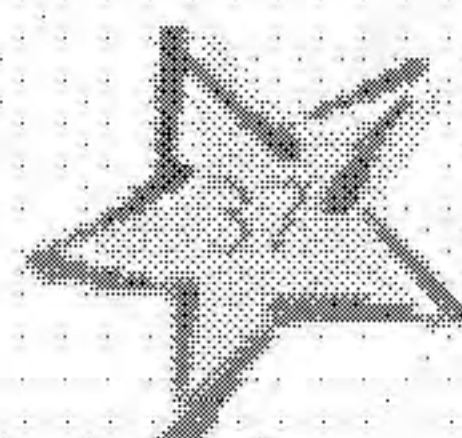
5.3 Observation and Assessment Findings and Uses

| Tier I | Tier II | Tier III |
|--|---|--|
| <ul style="list-style-type: none"> • Recognizes that findings in child observation and assessment assist in planning classroom curricula. • Recognizes that findings in child observation and assessment guide each individual child's development plan. | <ul style="list-style-type: none"> • Modifies classroom curriculum to meet individual needs of young children based on observation and assessment findings. • Develops and implements individual plans based on observation and assessment findings. • Ensures that results of assessments are used responsibly and to benefit the child and family. | <ul style="list-style-type: none"> • Communicates major theories, research, and issues relevant to findings in observation and assessment. • Works cooperatively and collaboratively with assessment and health care teams for children with special needs. • Responds to requests for information and appropriate case management referrals. • Establishes new goals for individual children. |
| In-Home Family Education | | |
| Tier I | Tier II | Tier III |
| <ul style="list-style-type: none"> • Incorporates observation and assessment findings to assist caregivers in identifying strengths and areas of need for each child. • Incorporates observation and assessment findings in home visit plans. • Uses observation/assessment findings to make referrals. | <ul style="list-style-type: none"> • Modifies program curriculum to meet individual needs of young children and families based on observation and assessment findings. • Develops and implements individual plans based on observation and assessment findings. | <ul style="list-style-type: none"> • Communicates major theories, research, and issues relevant to findings in observation and assessment. • Works cooperatively and collaboratively with assessment and health care teams for children with special needs. |

5.4 Reporting Methods

| Tier I | Tier II | Tier III |
|---|---|--|
| <ul style="list-style-type: none">● Recognizes the importance of confidentiality in reporting child observation and assessment results.● Identifies appropriate reporting methods for child observation and assessment.● Plans for communicating observation to families. | <ul style="list-style-type: none">● Communicates observation in written and oral form.● Explains the importance of ongoing assessment to staff and families.● Communicates assessment results to families in a clear and supportive manner. | <ul style="list-style-type: none">● Based on assessment results, communicates next steps for individual child to families in a clear and supportive manner.● Communicates assessment results with appropriate staff and administration. |

(b)(6)



Linkages to the
West Virginia
Early Learning
Standards
Framework
(WV ELSF)

Related NAEYC
Standard

Birth to Thirty Five-Months of Age

All Domains: Approaches to Learning, Social/Emotional Development, Creative Expression, Fine/Gross Motor Development, Health and Nutrition, Language and Literacy, Cognitive

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Well prepared early childhood professionals understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

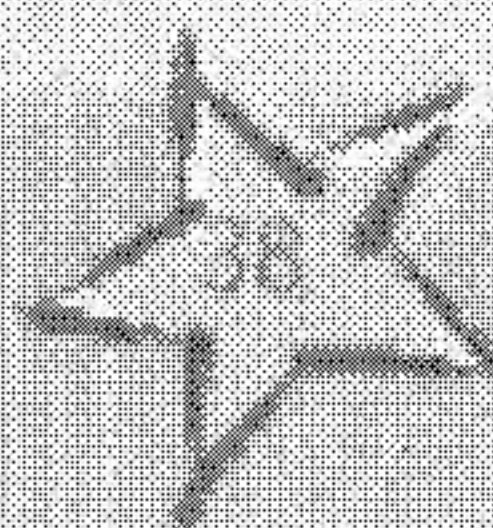
Sub-Standard 3a: Understanding the goals, benefits, and uses of assessment.

Sub-Standard 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.

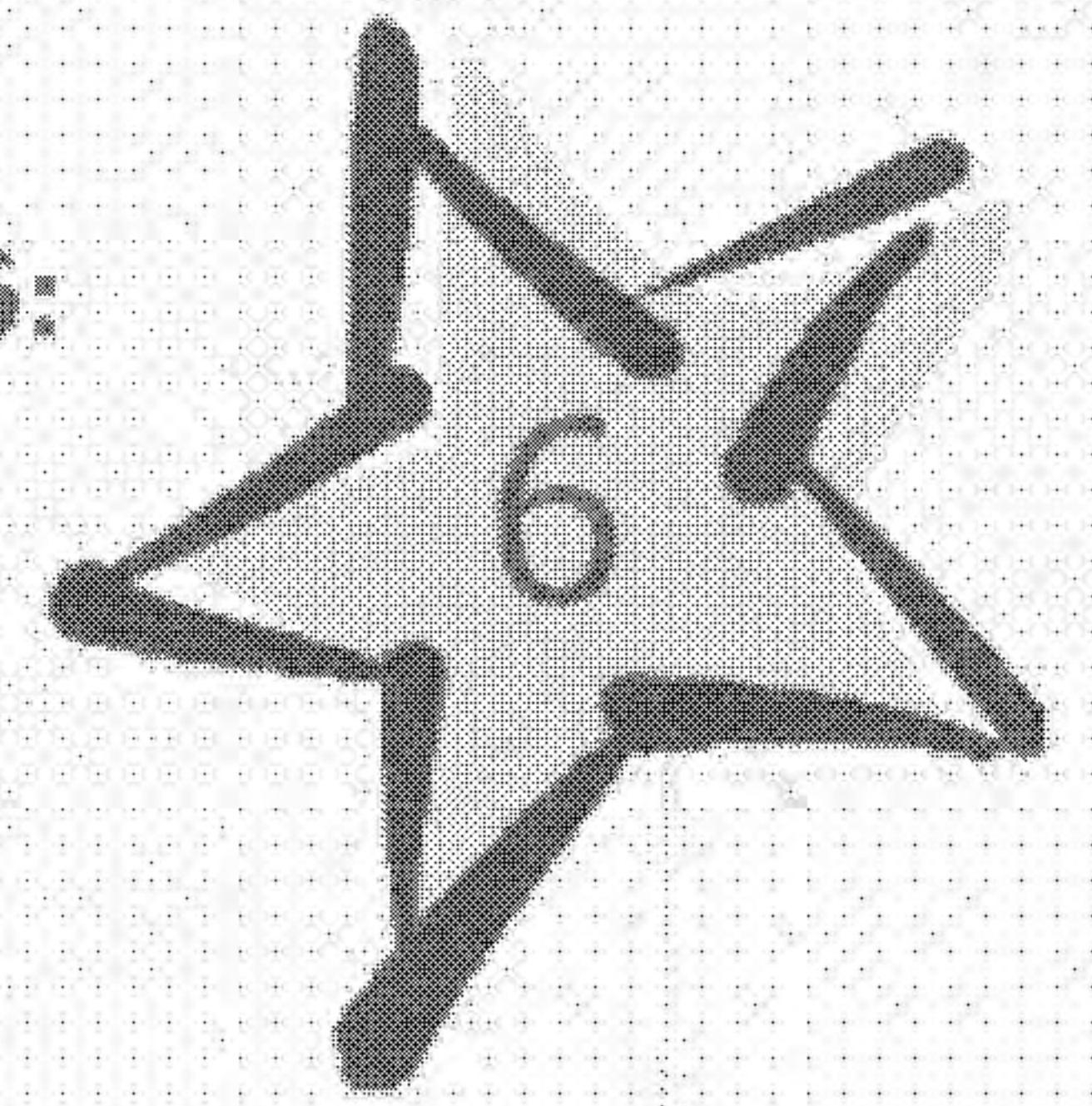
Sub-Standard 3c: Understanding and practicing responsible assessment.

Sub-Standard 3d: Knowing about assessment partnerships with families and other professionals.

(b)(6)



CORE KNOWLEDGE/CORE COMPETENCIES AREA 6: Family and Community



Core
Knowledge:
Area 6

Early care and education professionals must know and understand that the family and community are integral to each child's optimal learning and development. Recognizing each family's unique strengths and differences and respecting the family as the child's first teacher are fundamental in providing early care and education opportunities for children. Knowledge and understanding of diverse family structures and influences enable early educators to support individual children and families in positive ways. Critical to young children's development is the knowledge of how to build respectful and reciprocal relationships with families, as well as how to provide meaningful family and community involvement. Early care and education professionals must be aware of community resources and opportunities, and know how to make collaborative connections to benefit children and families.

Core
Competencies:
Area 6

6.1 Family Characteristics and Influences

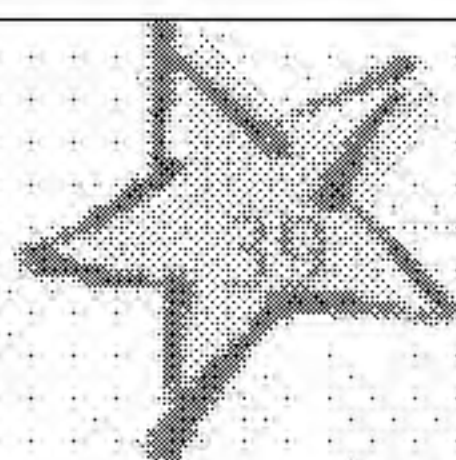
6.2 Respectful and Reciprocal Relationships with Families

6.3 Family Involvement

6.4 Community Collaboration and Relationships

(b)(6)

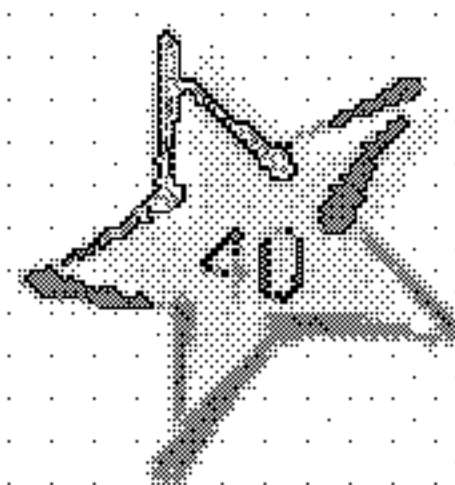
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CORE COMPETENCIES AREA 6: Family and Community

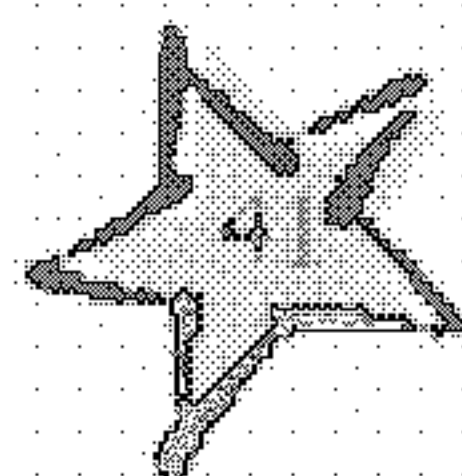
6.1 Family Characteristics and Influences

| Tier I | Tier II | Tier III |
|--|---|---|
| <ul style="list-style-type: none"> • Supports and respects strengths and differences in all families. • Recognizes that culture, language, socioeconomic factors, support systems, and special needs may influence how families nurture their children. • Follows rules of confidentiality. | <ul style="list-style-type: none"> • Designs and implements an environment that reflects sensitivity and acceptance of diverse family structures, values, cultures and languages. • Builds on families' strengths and supports diverse needs. • Involves families in contributing to the diversity of the environment. | <ul style="list-style-type: none"> • Establishes policy and practice that ensures respect and acceptance of diverse families and situations. • Articulates, analyzes, evaluates, and applies current theory and research on family systems and the effects of stress on families. • Analyzes children's behaviors as they relate to family stress, collaborates with parents as required to behaviors, and accesses appropriate community resources. |
| In-Home Family Education | | |
| Tier I | Tier II | Tier III |
| <ul style="list-style-type: none"> • Supports and respects strengths and differences in all families. • Recognizes that culture, language, socioeconomic factors, support systems, and special needs may influence how families nurture their children. | <ul style="list-style-type: none"> • Builds on families' strengths, and supports diverse needs. • Considers cultural differences in parenting, and plans for visits accordingly. • Considers the special circumstances of substance abuse and mental illness and plans for visits accordingly. | <ul style="list-style-type: none"> • Helps staff identify their strengths. • Develops hiring practices to employ strength-based applicants. • Establishes policies and practices that ensure respect and acceptance of diverse families and situations. • Articulates, analyzes, evaluates, and applies current theory and research on family systems and the effects of stress on families. |



6.2 Respectful and Reciprocal Relationships with Families

| Tier I | Tier II | Tier III |
|--|---|---|
| <ul style="list-style-type: none"> • Follows established communications mechanisms for building positive relationships. • Supports children's relationships with their families. • Accepts and follows adaptations/changes designed to meet the needs and preferences of individual children and families. | <ul style="list-style-type: none"> • Builds partnerships with families through frequent, effective communication about their child's experiences and development. • Establishes a variety of communication mechanisms. • Adapts and/or modifies appropriate teaching strategies to reflect individual children's and families' needs. • Collaborates with families to resolve problems and issues. | <ul style="list-style-type: none"> • Develops and implements policies and practice that facilitates respectful and reciprocal relationships with families. • Articulates, analyzes, evaluates, and applies current theory and research on relationships with families. |
| In-Home Family Education | | |
| Tier I | Tier II | Tier III |
| <ul style="list-style-type: none"> • Demonstrates effective communication skills to build positive relationships (i.e. listens attentively, clearly expresses oneself). • Supports families during the pregnancy and post-natally in their adjustment to parenthood. • Supports the caregivers in building their relationship with their child. • Adapts to individual differences in learning styles. • Develops rapport and trust with others. • Includes other individuals in visit, as requested or approved by participant. | <ul style="list-style-type: none"> • Models and teaches effective communication skills to participants (i.e. active listening, assertiveness). • Promotes positive parent-child relationships. • Identifies and responds appropriately to differing individual and family values and attitudes. • Demonstrates trusting relationships with participants. • Adapts and modifies strategies to reflect each child's and/or family's needs. | <ul style="list-style-type: none"> • Promotes healthy communication in all levels of the program. • Articulates, analyzes, evaluates, and applies current theory and research on positive parent/child relationships. • Ensures services are individualized to the needs and strengths of each participating family. |

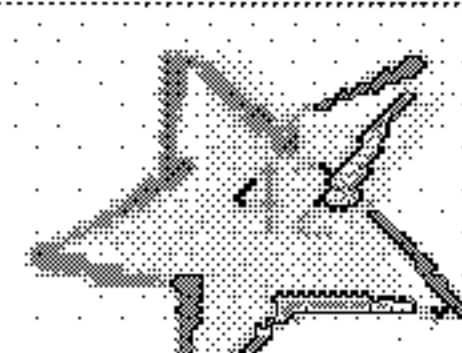


6.3 Family Involvement

| Tier I | Tier II | Tier III |
|---|---|--|
| <ul style="list-style-type: none"> • Respects the family as the child's first teacher. • Respects and supports practices that nurture parent involvement in their child's care and education. | <ul style="list-style-type: none"> • Designs and provides a variety of meaningful opportunities for parents to participate and influence their child's care and education. • Incorporates, on a routine basis, opportunities for families to share strengths, skills, and talents. • Supports and respects families' decision-making related to their child's development and learning. • Engages families in planning curriculum, evaluating program and planning transitions. | <ul style="list-style-type: none"> • Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program. • Assesses, plans, and conducts diverse opportunities for family support and participation. |
| In-Home Family Education | | |
| Tier I | Tier II | Tier III |
| <ul style="list-style-type: none"> • Respects the family as the child's first teacher. • Respects the family's right to accept services voluntarily. • Works with the family to identify and meet the family's goals. • Encourages participation of families in program group activities. • Engages each family in evaluating the program. | <ul style="list-style-type: none"> • Accepts and supports the decisions that families make. • Incorporates opportunities for families to share their strengths, skills, and talents. • Facilitates group activities with families. • Facilitates program evaluation via family input. | <ul style="list-style-type: none"> • Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program. • Provides the resources for the program to offer group activities. • Ensures ongoing program evaluation via family input. |

6.4 Community Collaboration and Relationships

| Tier I | Tier II | Tier III |
|---|--|--|
| <ul style="list-style-type: none"> • Develops an awareness of community resources to support families. • Works cooperatively with volunteers and community representatives. | <ul style="list-style-type: none"> • Connects families to appropriate community resources. • Promotes interaction between children and community. • Utilizes services for children in the community (ex. library story time, field trips, etc). • Provides families with appropriate information, referrals, and assistance to access and coordinate appropriate community resources and services. | <ul style="list-style-type: none"> • Works collaboratively with community agencies to meet the needs of individual children and families. • Develops a partnership with the larger community to develop resources that support children and families. • Advocates for needed services and resources for families. • Develops and maintains relationships with other disciplines and specialties in related fields. |



Linkages to the
West Virginia Early
Learning
Standards
Framework
(WV ELSF)

Related NAEYC
Standard

Birth to Thirty-Five Months of Age

All Domains: Approaches to Learning, Social/Emotional Development, Creative Expression, Fine/Gross Motor Development, Health and Nutrition, Language and Literacy, Cognitive

Three to Five Years of Age

Domain: Social and Emotional Development

Standard 3: Knowledge of Family and Community

Standard 2: Building Family and Community Relationships

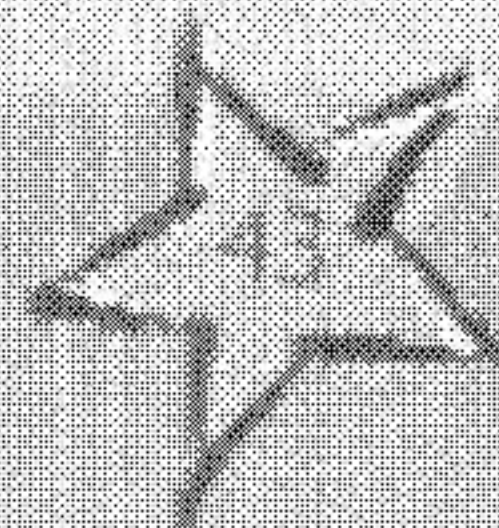
Well prepared professionals know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Sub-Standard 2a: Knowing about and understanding family and community characteristics.

Sub-Standard 2b: Supporting and empowering families and communities through respectful, reciprocal relationships.

Sub-Standard 2c: Involving families and communities in their children's development and learning.

(b)(6)



WV STARS Career Pathway Levels

WV STARS Career Pathway Levels

Level VIII

Requirements: Advanced (master's or doctorate) degree in an early care and education field or advanced degree with 18 college credit hours in early care and education and either 90 practicum contact hours or 1 year of relevant occupational experience or advanced degree and 5 years of relevant occupational experience.

Abilities: Directly involved in the activities of state, regional and/or national groups; contribute to the formation, evaluation & implementation of policies within the field.

Level VII

Requirements: Bachelor's degree in an early care and education field or bachelor's degree with 15 college credit hours in early care and education and either 90 practicum hours or 1 year of relevant occupational experience or bachelor's degree and 3 years of relevant occupational experience.

Abilities: Develop, select, and evaluate the early childhood program; apply theory into practice.

Level VI

Requirements: Associate's degree in an early care and education field or associate's degree with 12 college credit hours in early care and education courses or associate's degree and 2 years of relevant occupational experience or 64 college credit hours with 12 college credit hours in early care and education courses or 64 college credit hours with 2 years of relevant occupational experience.

Abilities: Make curricular decisions that conform to Core Knowledge and Core Competencies.

Level V

Requirements: Apprenticeship for Child Development Specialist (ACDS) certificate or other comparable certificate program in early care and education or 28-63 college credit hours, with 9 college credit hours in early care and education or 28-63 college credit hours and 1 year of relevant occupational experience.

Abilities: Plan and adapt programming which conforms to Core Knowledge and Core Competencies.

Level IV

Requirements: Child Development Associate (CDA) credential or equivalent or 12 college credit hours in early care and education and 300 clock hours of relevant occupational experience or 4 completed semesters of the Apprenticeship for Child Development (ACDS) program.

Abilities: Practice and implement programming that conforms to Core Knowledge and Core Competencies.

Level III

Requirements: WV Training Certificate in Early Care and Education (WVTCECE) which includes completion of 120 clock hours of registered training through WV STARS or 120 completed training hours required for the Child Development Associate (CDA) credential or equivalent or 3 completed semesters of the Apprenticeship for Child Development Specialist (ACDS) program or completed 4 courses of the WVDE Child Development Specialist (CDS) Career and Technical Education program.

Abilities: Practice programming that conforms to Core Knowledge and Core Competencies.

Level II

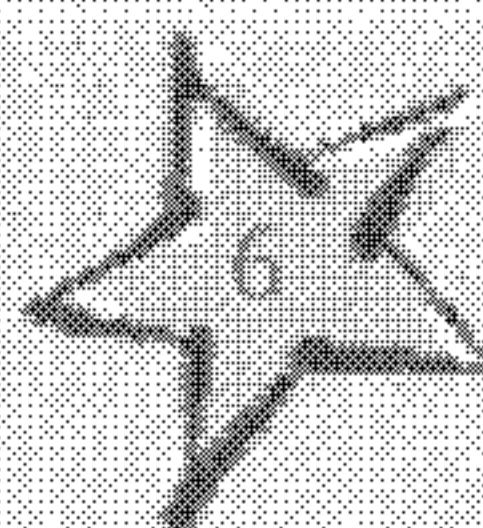
Requirements: At least 18 years old with a high school diploma or equivalent and 0-1 years of experience.

Abilities: Understand and practice Core Knowledge and Core Competencies with direction and instruction or through sponsorship/affiliation with a professional organization or qualified mentor.

Level I

Requirements: At least 16 years old and enrolled in High School or GED preparation classes.

Abilities: Conform to Core Knowledge and Core Competencies for Early Care and Education Professionals by following supervisory direction and instruction.

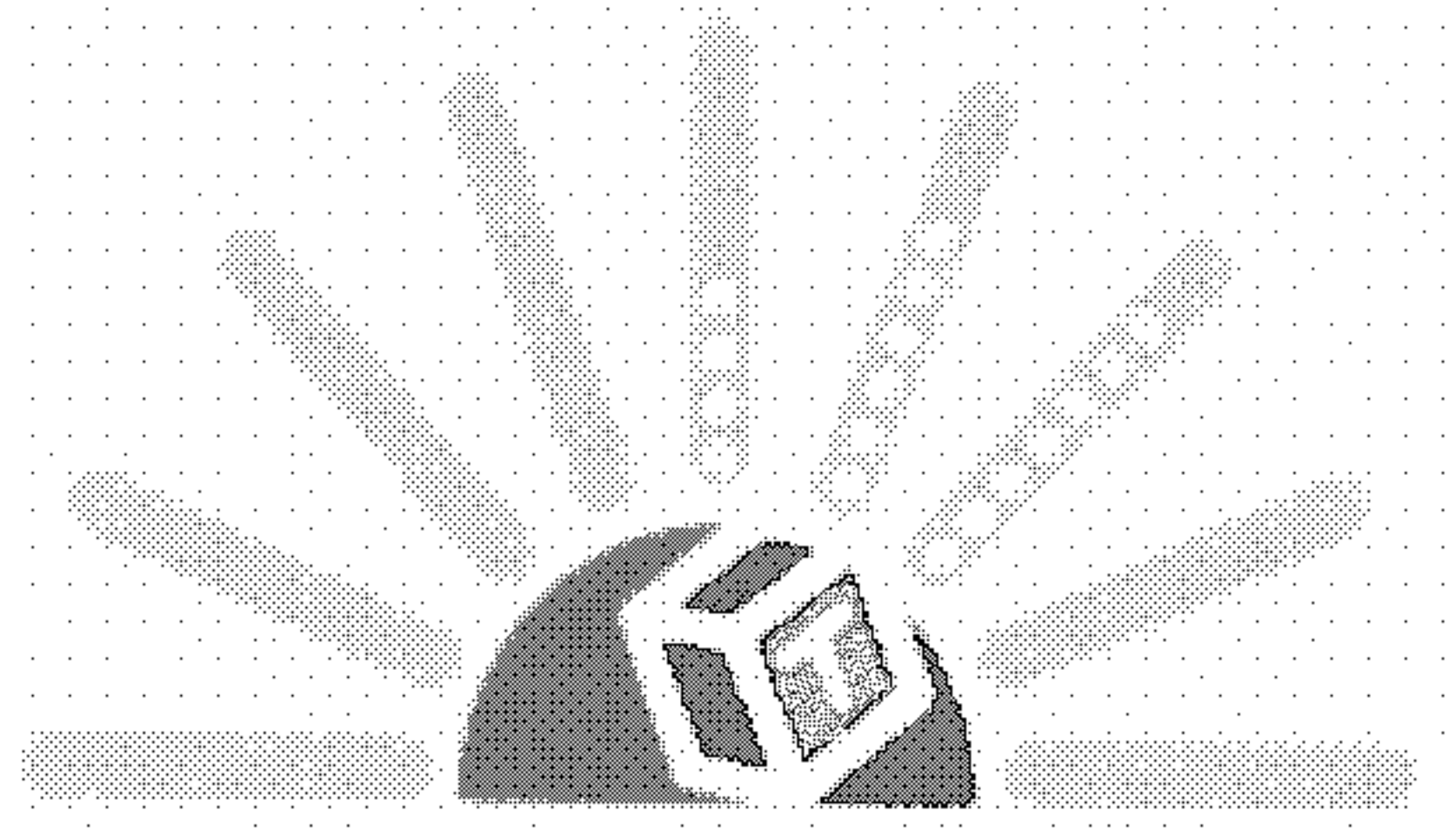


T.E.A.C.H. Early Childhood West Virginia

Place
Stamp
Here

T.E.A.C.H. Early Childhood® WEST VIRGINIA
River Valley Child Development Services
611 Seventh Avenue, Suite 322
Huntington, WV 25701

T.E.A.C.H. Early Childhood® WEST VIRGINIA
River Valley Child Development Services
611 Seventh Avenue, Suite 322
Huntington, WV 25701



T.E.A.C.H. Early Childhood®

WEST VIRGINIA

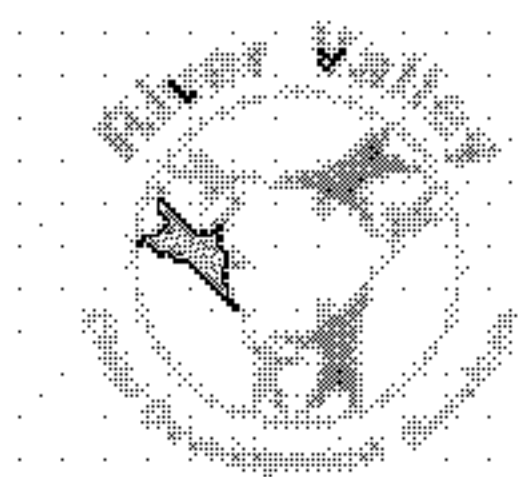
A Project of River Valley
Child Development Services

**Early Childhood
Associate Degree
Bachelor's Degree
Masters Degree
Scholarship Program
for
Child Care
Center Teachers**

T.E.A.C.H. Early Childhood®

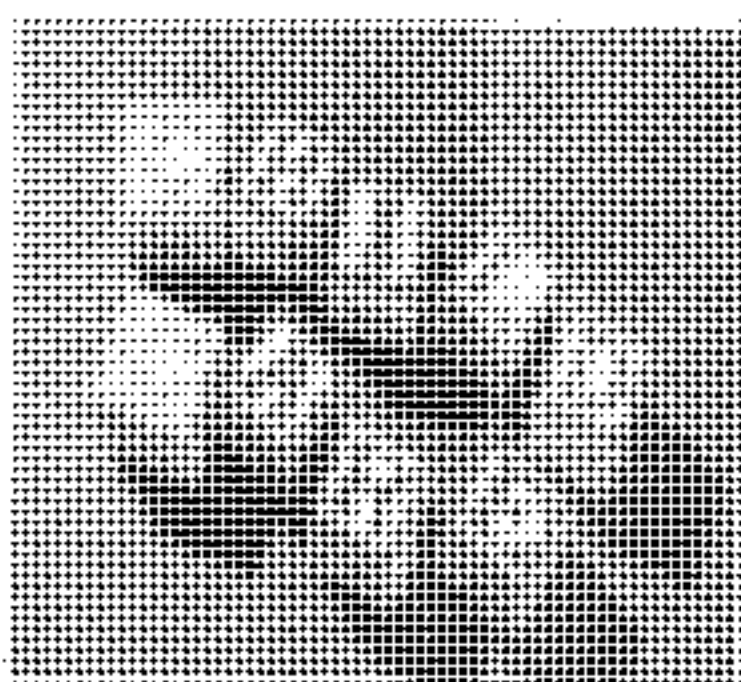
T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® project began in 1990 in North Carolina to address three issues in the early childhood workforce: low education levels, low compensation and high turnover. Due to North Carolina's success in improving these three issues, T.E.A.C.H. Early Childhood® is now a nationwide movement with 21 states operating a T.E.A.C.H. program.

T.E.A.C.H. Early Childhood® WEST VIRGINIA began its operation in December 2008 and is administered by River Valley Child Development Services through West Virginia Early Childhood Training Connections and Resources.



T.E.A.C.H. Early Childhood® WEST VIRGINIA is a licensed program of Child Care Services Association.

WHAT IS T.E.A.C.H. EARLY CHILDHOOD® WV?



T.E.A.C.H. Early Childhood® WEST VIRGINIA provides scholarships for current or potential Pre-K teachers working in licensed child care centers to assist in increasing educational levels and compensation, while reducing teacher turnover. The scholarship is a partnership between T.E.A.C.H. WV, the scholarship recipient and the sponsoring child care center. All three are invested in the scholarship and support high-quality care for West Virginia children.

Scholarship Models

Associate Degree Scholarship

- To be used with an early childhood education degree program at a participating community college.

Bachelor & Master's Degree Scholarships

- To be used with an early childhood education degree program OR the early childhood education (Pre-K) endorsement at a participating university.
- Must have 55 credit hours complete to be eligible for the B.A. scholarship.

Scholarship Components

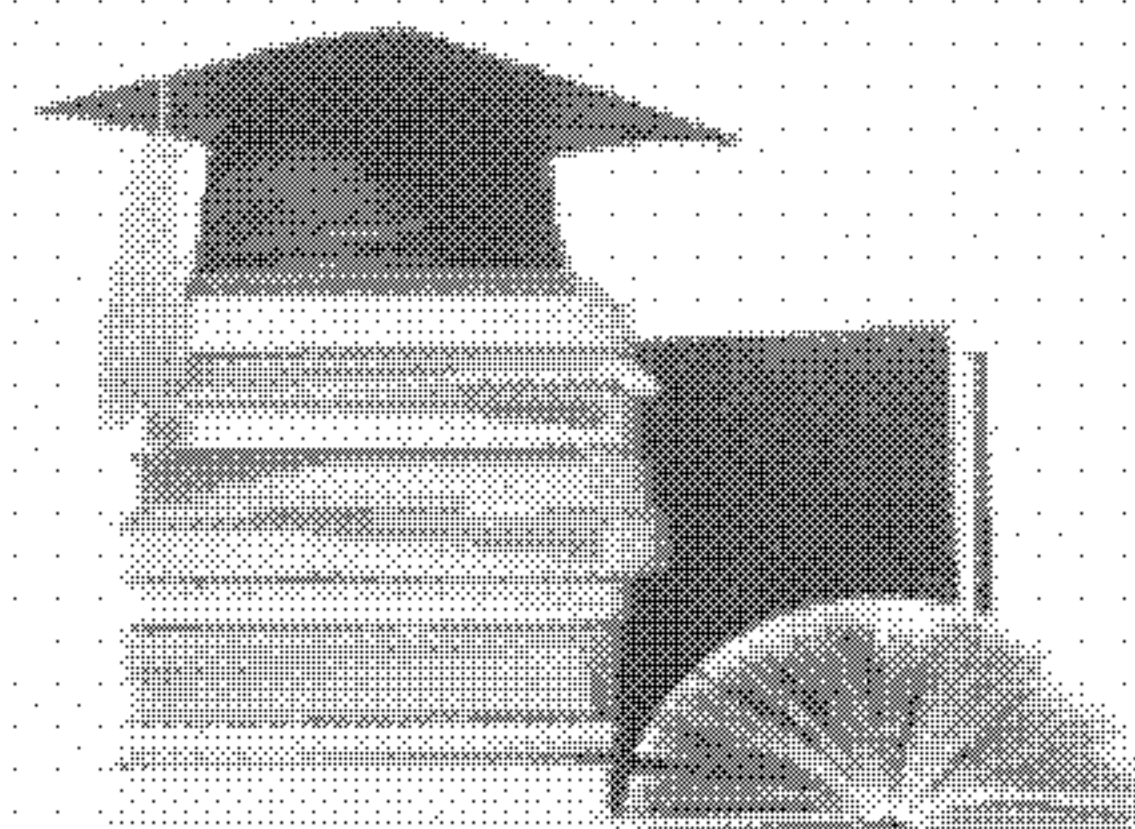
A T.E.A.C.H. WV scholarship is a partnership between T.E.A.C.H. WV, the scholarship recipient and the sponsoring child care center. Each is responsible for the following as part of an annual scholarship contract:

***T.E.A.C.H. WV:** pays a large portion of tuition cost and book reimbursement, travel stipend, partial reimbursement to center for paid release time and a bonus for the scholarship recipient.

***Sponsoring Center:** a small portion of tuition cost, weekly paid release time, and a bonus or raise for the scholarship recipient.

***Scholarship Recipient:** a small portion of tuition and book cost and a commitment to work in the sponsoring center for an additional year after successfully completing the scholarship contract.

***Please see insert for current scholarship models.**



Which WV Community Colleges and Universities Participate?

- MCTC
- Marshall University
- Pierpont CTC
- West Virginia University
- WVU Parkersburg
- Concord College
- Glenville State College
- Pierpont CTC
- Southern WV CTC
- West Liberty
- WV Northern CC

Who Can Apply?

- Individuals who are current or potential Pre-K teachers.
- Individuals working at least 30 hours per week in a licensed WV child care center.
- Individuals enrolled in or accepted in an early childhood program at a participating community college or university.
- Individuals willing to commit to working in the early childhood field.
- Individuals who display financial need.

How do I Apply?

- Request an application
304-529-7603 x118
sgeneseo@rvcds.org
- Download an application

Want to Know More?

Please complete the form below

Name _____

Child Care Program _____

Address _____

City _____

State _____

Zip Code _____

Telephone () _____

Fax () _____ E-mail _____

What position do you hold?

- Center Teacher
 Teacher's Assistant
 Family Child Care Provider
 Center Director
 Child Care Owner
 Other _____

What degree are you interested in?

- Associate Degree
 Bachelor's Degree Masters Pre-K Endorsement

Are you currently enrolled in or accepted in an early childhood degree program?

- Yes
 School & Degree _____
 No
 Desired School & Degree _____

Please mail or fax to:

T.E.A.C.H. Early Childhood® WEST VIRGINIA
 River Valley Child Development Services
 511 Seventh Avenue, Suite 322
 Huntington, WV 25701
 304-529-7603 x118 or x403
 Fax: 304-529-2535
 www.wvearlychildhood.org
 sgeneseo@rvcds.org

Utilizing the Early Learning Scale as a part of the WV Pre-K Child Assessment System

Utilizing the Early Learning Scale as part of the WV Pre-K Child Assessment System: Information for County and RESA WVEIS Contacts

West Virginia's Universal Pre-K program has placed its child assessment reporting system on a WVEIS-based platform. The WV Pre-K Child Assessment System includes pre-k children's information based on data collected from

- The Early Learning Scale,
- The WV Early Learning Standards Domains,
- Child Health information,
- English Language Learner data,* and
- Special Education data* (*as applicable)

An online platform (WVEIS) will be utilized three times each year to assist with Early Learning Scale reporting:

- Will be used for data reporting for the WVDE and collaborative partners
- Reporting will also be available to assist with
 - Parent conferences
 - Kindergarten transitions

As the system launches this summer, WVEIS County and RESA contacts are likely to be asked to provide WVEIS User ID Numbers and Passwords for individuals such as:

- WV Public Pre-K Teachers
- County Pre-K Coordinators
- County Special Education Directors

Access for collaborative partners (such as Head Start or childcare) is provided by the WVDE Office of School Readiness.

Please note that additional guidance for pre-k educators and administrators will be available in the coming months regarding data input and reporting on the WVEIS-based platform.

For questions regarding the WV Pre-K Child Assessment System, contact:
Monica DellaMea Harless, WVDE Early Childhood Assessment and School Readiness Coordinator
Mdharless@access.k12.wv.us
(304) 558-5325

West Virginia Pre-K Child Assessment System—Child
Accomplishment Summary

West Virginia Pre-K Child Assessment System

Child Accomplishments Summary

Child's Name: _____ Child's Age: _____

Pre-K Educator Signature: _____ Date of Completion: _____

Parent Signature(s): _____

| Part I. Child Health Information | | | | | |
|---|--------------------------------|------------------|--|------|----|
| Health | Health Check Screenings | Completed | Referral* | | |
| | Vision | | | | |
| | Hearing | | | | |
| | Speech & Language | | | | |
| | Developmental | | | | |
| <i>*Referral process to be determined by the child's parent and medical provider.</i> | | | | | |
| Immunizations Up to Date: | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table> | Yes | No |
| Yes | No | | | | |
| Body Mass Index (BMI) Within Normal Limits? | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table> | Yes | No |
| Yes | No | | | | |
| Notices: | | | | | |
| <p>To keep your child healthy and ready to learn,</p> <ul style="list-style-type: none"> Please be sure to schedule a well-child visit for your child annually. Please be sure to schedule a dental visit for your child at least annually. | | | | | |
| Part II: English Language Learner Information (if applicable) | | | | | |
| Is the child an English Language Learner? | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Yes*</td> <td style="width: 50%; text-align: center;">No</td> </tr> </table> | Yes* | No |
| Yes* | No | | | | |
| <i>*If Yes is selected:</i> | | | | | |
| English Language Learner classroom progress: | | | | | |
| | | | | | |
| Next steps/ Suggestions for families: | | | | | |
| | | | | | |

Part III: West Virginia Pre-K Child Assessment System Data

Social Emotional/Social Studies

Next steps/ Suggestions for families:

West Virginia Pre-K Child Assessment System Data

Language and Literacy

Next steps/ Suggestions for families:

West Virginia Pre-K Child Assessment System Data

Mathematics and Science

Next steps/ suggestions for families:

West Virginia Pre-K Child Assessment System Data

**Physical and Health Development
Major Accomplishments Summary**

Fine Motor

Gross Motor

Health and Safety Practices

Next steps/ suggestions for families:

West Virginia Pre-K Child Assessment System Data

**The Arts
Major Accomplishments Summary**

Music and Movement

Visual Art

Dramatic Play

Next steps/suggestions for families:

West Virginia Pre-K Child Assessment System: Kindergarten
Transition Report

West Virginia Pre-K Child Assessment System

Kindergarten Transition Report

Child's Name: _____ Child's Date of Birth: _____

Pre-k Educator: _____ Date of Completion: _____

Pre-k County of Enrollment: _____ Pre-k Site of Enrollment: _____

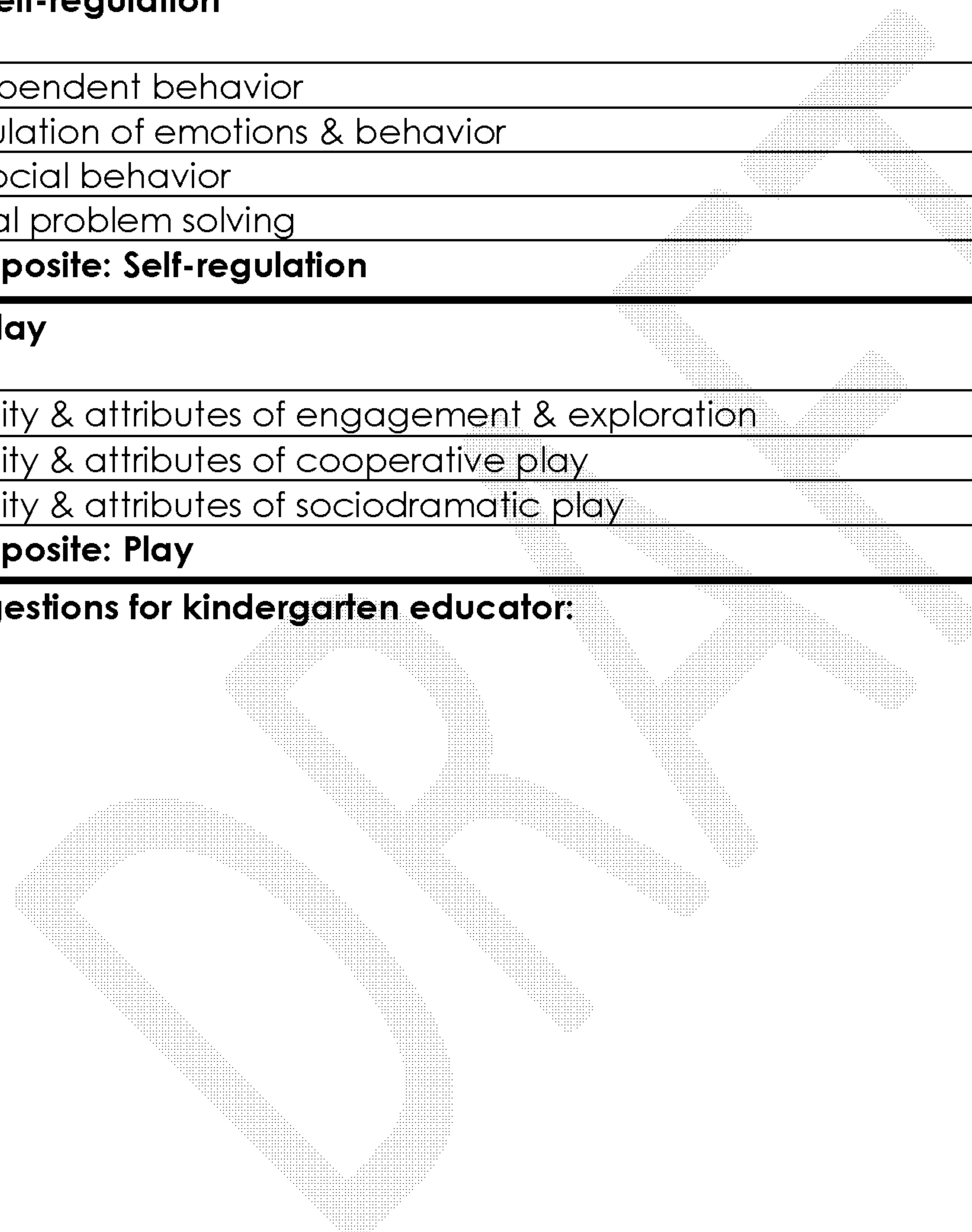
| Part I. Child Health Information | | | | |
|--|--------------------------------|--|------------------------------|------------------|
| Health | Health Check Screenings | | Completed | Referral* |
| | Vision | | | |
| | Hearing | | | |
| | Speech & Language | | | |
| | Developmental | | | |
| <i>*Referral process to be determined at the county level.</i> | | | | |
| Immunizations | Up to date: | | | Yes No |
| Body Mass Index (BMI) Information | BMI #: | | Within Normal Limits? | Yes No |
| Individualized Health Care Plan* | Yes | <i>*If an Individualized Health Care Plan exists, be sure to follow up with your school nurse for details and to receive the Intervention Guide.</i> | | |
| | No | | | |
| Part II: English Language Learner Information | | | | |
| Is the child an English Language Learner? | | | | Yes* No |
| <i>*If Yes is selected:</i> | | | | |
| What English Language Learning progress occurred during the pre-k experience? | | | | |
| Suggestions for kindergarten educator: | | | | |

Part III: West Virginia Pre-K Child Assessment System Data

Social Emotional/Social Studies

| Self-regulation | T3 | T1-T3 % gain |
|--|-----------|---------------------|
| Independent behavior | | |
| Regulation of emotions & behavior | | |
| Prosocial behavior | | |
| Social problem solving | | |
| Composite: Self-regulation | | |
| Play | T3 | T1-T3 % gain |
| Quality & attributes of engagement & exploration | | |
| Quality & attributes of cooperative play | | |
| Quality & attributes of sociodramatic play | | |
| Composite: Play | | |

Suggestions for kindergarten educator:



West Virginia Pre-K Child Assessment System Data

Language and Literacy

| Oral language | T3 | T1-T3 % gain |
|--|-----------|---------------------|
| Speaking | | |
| Story retelling | | |
| Composite: Oral language | | |
| Phonological awareness | T3 | T1-T3 % gain |
| Language manipulation | | |
| Composite: Phonological awareness | | |
| Print awareness | T3 | T1-T3 % gain |
| Alphabetic awareness | | |
| Print knowledge | | |
| Composite: Print Awareness | | |
| Writing | T3 | T1-T3 % gain |
| Composing | | |
| Production | | |
| Composite: Writing | | |

Suggestions for kindergarten educator:

Blank area for suggestions for kindergarten educator.

West Virginia Pre-K Child Assessment System Data

Mathematics and Science

| Number and numerical operations | T3 | T1-T3 % gain |
|---|-----------|---------------------|
| Functional counting | | |
| Numerical operations | | |
| Written numbers | | |
| Composite: Number and numerical operations | | |
| Classification and algebraic thinking | T3 | T1-T3 % gain |
| Classification | | |
| Algebraic thinking | | |
| Composite: Classification and algebraic thinking | | |
| Geometry and measurement | T3 | T1-T3 % gain |
| Identifying and using shapes | | |
| Measurement | | |
| Composite: Geometry and measurement | | |
| Scientific inquiry | T3 | T1-T3 % gain |
| Observation and reporting | | |
| Prediction | | |
| Investigation | | |
| Composite: Scientific inquiry | | |

Suggestions for kindergarten educator:

Blank area for suggestions for kindergarten educator.

West Virginia Pre-K Child Assessment System Data

Physical and Health Development Major Accomplishments Summary:

Be sure to address :

- Fine motor
- Gross motor
- Health and safety practices

Suggestions for kindergarten educator:

West Virginia Pre-K Child Assessment System Data

The Arts Major Accomplishments Summary

Be sure to address :

- Music and movement
- Visual art
- Dramatic play

Suggestions for kindergarten educator: