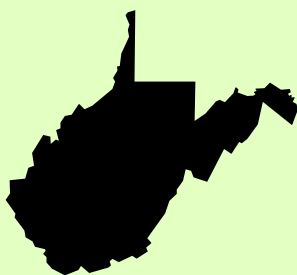




QUARTERLY NEWSLETTER

COUNTIES WITH IN-PERSON CLASSES

- Berkeley/Morgan/Jefferson
- Cabell/Wayne
- Greenbrier/Summers
- Kanawha/Boone/Clay
- Hardy/Grant/Mineral
- Harrison/Taylor/Doddridge
- Jackson/Roane
- Logan/Mingo
- Mercer/Monroe/McDowell
- Monongalia/Marion
- Nicholas
- Ohio/Marshall/Weirton
- Putnam/Lincoln/Mason
- Raleigh/Fayette
- Upshur/Barbour/Randolph
- Wood/Wirt



Virtual Classes

Regions that do not have offer in-person classes have priority for virtual classes. If space is available after registration has closed other requests will be considered.



Declining Skills

Many teachers and parents report that young children's fine motor and social emotional skills decreased over the last five years. Specifically, teachers identify the ability to use scissors, pencils, listen, and share as skills that are lacking. This decline can be attributed to several recent events including the pandemic and an increase in screen usage. During the pandemic, many children were pulled from full time child care programs and from in-person elementary school. This hindered the development of prosocial skills such as sharing and making friends. The increase in screen time, for both educational and recreational purposes, has affected many young children's ability to focus, listen, and manipulate materials that require fine motor skills such as crayons, pencils, scissors and blocks. There is some evidence that suggests this decline in abilities is higher among minorities, including children from low income families.

Now, the question is how can early childhood teachers help children overcome the deficit and increase these skills. Observation is essential so teachers can access where the children are and build upon their skills. Children may be at varying levels of motor and social development and therefore will require different activities and experiences. Teachers will need to be creative and flexible in planning to meet these varying abilities. Hopefully, by recognizing the need for increased exposure to activities that promote these skills teachers can support children and help them improve their skills before deficits become overwhelming.



ACDS MENTORS

Did you know that ACDS graduates (journeypersons) can serve as mentors for students? Apprentices that do not have immediate supervisors, such as directors, owners, and family providers, are provided mentors by the program. Mentors are a source of support and guidance for students while they are in the program. Mentors are contracted with RVCDS for six month periods. Mentors have several responsibilities including monthly contacts/visits, approving student on the job training logs, completing supervisor evaluations, and offering support. Mentors must have excellent communication and record keeping skills. Mentors are contracted on an as needed basis. If you are interested in mentoring, please contact the ACDS office for additional information.



Department of Labor Completion

ACDS graduates often have questions about the completion process. There are two parts to finishing the ACDS program. First, students must finish the four semesters of coursework. Secondly, once apprentices accumulate between 3200-4000 on the job training hours they must apply for completion from the program to receive their final certificate from the Department of Labor. Students should submit for this completion as soon as they accumulate the hours.

ACDS Orientations

Each semester has an orientation that must be completed as part of the registration process. These orientations are designed to provide information that students need before entering the semester. Each orientation includes a review of the previous semester, a preview of the upcoming semester, and important documents and dates. Individual students should complete these orientations. Students miss important information if they are not the ones completing the trainings. These should be completed by the registration deadline date.

ACDS STAFF CONTACT INFORMATION

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REGISTRATION

Registration for the Fall 2025 semester will open June 1, on WV STARS. Check the ACDS website for exact registration dates, including the registration deadline. Any registrations completed after the deadline will be charged a late fee of \$5.00. Late registrants are not guaranteed placement.

WV STARS Pathway Advancement Scholarship

This scholarship is available for child care providers and directors that work in a licensed program. It will assist with paying tuition and related expenses toward an Associate or Bachelor's degree in Early Childhood. For additional information including eligibility criteria and submission deadlines visit the WV STARS website, www.wvstars.org.



Student Quote

"Our instructor made asking questions easy. He was always accessible and patient."