WV Tiered Reimbursement Policy and Procedures
Updated October 2017

1.) To be eligible for tiered reimbursement, child care centers and facilities must have a regular 2 year operating license through the WV Dept. of Health and Human Resources, Division of Early Care and Education and have been in operation for a minimum of one (1) year. Programs with an initial or provisional license will not be eligible for tiered reimbursement. Family child care homes must have a regular certificate of registration for at least one (1) year in WV.

2.) Programs applying for Tier II quality status must hold a provider service agreement with the local Child Care Resource and Referral (CCR&R) agency. In the event that a program has a provider service agreement but does not currently have any subsidized children enrolled in care, the program will be eligible to apply for tiered reimbursement.

3.) Programs applying for tiered reimbursement must not have been placed on a provisional license or provisional certificate of registration for noncompliance(s) within the past six (6) months. Revocation of Tier II quality status is based on a program's regulatory status and history of noncompliance. Tier II programs will return to a Tier I quality level if placed on a provisional license or provisional certificate of registration if the provisional status exceeds 30 days or if Tier II monitoring visits determine that Tier II standards are not being met. Tier II programs that have had their status revoked must wait a minimum of six (6) months before reapplying for a higher tier.

4.) Tier III programs that are placed on a provisional license or provisional certificate of registration will return to a Tier I quality status. Tier III programs that have had their tier status revoked may return to a Tier III status once they are placed back on a regular operating license or certificate of registration given that their national accreditation certificate is still valid.

5.) Programs applying for Tier II quality status must submit all documentation requirements with the application form in order for the application to be considered. Programs applying for Tier III are required to submit a tiered reimbursement application form along with a current accreditation certificate from an approved accrediting body. No additional documentation is required for programs applying for Tier III quality status.

6.) Documentation material may be submitted in three (3) formats: in a 3-ring binder divided into sections of tiered standards or on a compact disc (CD) or flash drive with an electronic copy of all documentation material saved and labeled according to the tiered standards.

7.) The Division of Early Care and Education is allowed 60 days from the date of receipt to process tiered reimbursement applications and report approval or denial.

8.) Reimbursement rates will take effect on the first day of the month following the month of approval for Tier II or Tier III.

9.) Bonus payments will be awarded to programs that advance in quality tier level in the following amounts: Centers- $1,500; Facilities- $500; Homes- $250. Bonus payments will be awarded to Tier III programs for re-accreditation only. Annual Tier II renewals will not be considered for bonus payments to programs.

10.) For the purpose of Tier II standard requirements, qualified staff refers to staff members who have a high school diploma or GED and meet the requirements for the position of director, assistant director, lead teacher, teacher, assistant teacher or teaching assistant (as defined in Licensing Regulations).

11.) Professional development requirements for Tier II must be met with training that is either registered with WV STARS or from an accredited college or university.

12.) The following regional accrediting associations will be accepted when considering academic courses for completion of Tier II requirements: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

13.) Substitute and volunteer staff are not required to complete all 18 hours of professional development annually. The hours for these types of staff will be pro-rated if they are in positions used for classroom ratios and care for children directly. Summer-only staff members are required to have 4.5 of the 18 professional development hours. All other qualified staff is required to complete 18 hours annually regardless of how many hours they are scheduled to work on a weekly basis.

14.) Staff members with a teaching certificate who are employed by the Board of Education for WV Pre-k or kindergarten classrooms are not required to complete the 18 hours of professional development annually. However, if staff members with a teaching certificate are employed by the center, then they are required to complete the professional development requirements for Tier II. In the case that the staff member works only during the school year (9 mos.) and is not working

during the summer months, professional development requirements can be pro-rated for 9 months of the year (13.5 hours).

15.) Professional development for new staff members may be pro-rated according to the date of hire. Pro-rating of new staff is limited to 25% of the total number of staff in a program. For instance, a program with 16 staff members will be allowed to pro-rate professional development for up to 4 staff. The staff members <u>must</u> be newly hired to the program, and the pro-rated amount is determined in 3-month increments. (See Appendix- Provision for new staff members.)

16.) When determining which core competency area requirements are met through the Apprenticeship for Child Development Specialist (ACDS), and WV Infant and Toddler Professional Development Program (WVIT) the Coursework Framework as determined by the WV STARS program is used in determining credit hours for completion of these module type trainings. The framework is divided into ACDS semesters and WVIT sessions.

17.) On-the-job training that is counted toward ACDS completion is not included when counting professional development hours required for Tier II. Only WV STARS registered semester hours will count toward the requirement.

18.) In regard to the conference requirement for Tier II: A conference is generally defined as multiple training sessions with a keynote speaker or an all-day training institute on the same topic with a minimum of 6 documented training hours. However, some trainings that do not qualify as a conference may fit this description. For the purpose of Tier II, a professional development event that may qualify as a conference is subject to approval by the Division of Early Care and Education. **Super Saturdays do not meet the Tier II requirement of annual attendance at an early childhood conference. See Appendix 1 for a list of Approved Conferences for Tiered Reimbursement.**

19.) In the event that a WV STARS registered training has not yet been recorded on a participant's WV STARS Professional Development Record, a WV STARS Training Certificate may be submitted for verification of Tier II professional development requirements. In the event that a WV STARS Training Certificate is not available to the participant, a letter from the trainer may be submitted to verify attendance at the training that includes: the name of the training, the date and clock hours of the training, the core competency areas covered and the trainer's signature.

20.) Tier II applications that are submitted with missing documentation items will result in the applicant being notified of the missing documents and given a

deadline date by which to submit them. The application can only remain in a pending status for up to 2 weeks. If the missing documentation is not submitted within the 2 week period, the application will be denied and the applicant must re-apply again at a later date.

Tier II applications that are submitted with a substantial amount (50% or more) of missing or incomplete documentation will be denied.

Tier II applications that reflect using a non-approved curriculum will result in an automatic denial. **See appendix 2 for approved curriculum list**

21.)   Any program that has a Tier II application denied must wait a minimum of six (6) months before reapplying for a higher tier.

22.)   Only the Environment Rating Scales written by Harms, Cryer, and Clifford (ITERS-R, ECERS-3, FCCERS-R, SACERS) will be accepted for the Tier II ERS requirement. The revised version of each Environment Rating Scale must be used. The Rating Scales for each classroom are meant to be self-assessments conducted by program director.

23.)   The liability insurance requirement for family child care homes can be met one of two ways: A homeowner's insurance policy that includes the child care business or a separate business liability insurance policy. When the homeowner's insurance policy is used, applicants must submit a letter or other documentation from their insurance company stating that the company is aware of multiple children being cared for in the home and that they are assuming liability for the child care business. Otherwise, the separate business liability policy will be required. (FCC Homes only)

24.)   WV STARS will recognize 'non-registered training' of up to 15 hours of the required 45 to renew a WV STARS Credential. This policy is in place for renewals only and will not show up on the Professional Development Record. Therefore, tiered reimbursement policy will reflect approval of up to 6 hours of the required 18 professional development hours for Tier II. Certificates must be submitted to verify the training. The certificate submitted must include the participant's name, date of training, training title, number of clock hours, and signature of the presenter/supervisor verifying attendance. Only trainings that can be linked to the WV Core Knowledge and Core Competencies will be considered.

25.) Applicants are expected to keep a copy of their application and supporting documentation on site. Material that is submitted to the Division of Early Care and Education will not be retained after review. Programs will have the option to send an addressed envelope or large box <u>with</u> postage to the Division of Early Care and Education so that notebooks may be returned to the program by mail. However, a copy must always be on site during the application process and if approved for Tier II. Any Department employee may come to the approved program to review validation material at any time.

26.) Programs that have been approved for Tier II quality status must renew the status on an annual basis with the Division of Early Care and Education. Each year, new documentation must be submitted with updated and accurate information to maintain the Tier II reimbursement rate. Environment Rating Scales self-assessments for each classroom must be completed on an annual basis. Submission of a Tier II renewal application does not guarantee automatic approval.

27.) At the time for a program to renew Tier II quality status, a notification letter will be sent by mail to the program, which includes a deadline date by which to submit validation materials to the Division of Early Care and Education. If the materials are not received at the Division by the deadline date given, the Tier II quality status may lapse until Division staff has had up to 60 days to review the documentation materials.

28.) Tier III programs that are renewing accreditation must submit all required paperwork and fees to the approved accrediting agency on time in order to prevent a lapse in Tier III reimbursement rates. In the event that a program has submitted all required paperwork and fees and is waiting an excessive amount of time on a validation visit from the accrediting agency, the program may send a copy of the paperwork submitted and proof of fee payment to the Division of Early Care and Education for consideration to remain at a Tier III quality status until a decision has been made on the part of the accrediting agency. **This request will only be considered if the Division of Early Care and Education has been contacted a minimum of 30 days prior to the accreditation expiration date. If the Division is not contacted within the required timeframe, the program will return to Tier I status until approval from the accrediting body has been received by the Division.**

29.) Programs that advance in quality tier level, but have had a decrease in quality tier level within the past twelve (12) months, must maintain Tier II status for one year before receiving a bonus payment (bonus payment will be issued upon year 1 renewal).

30.) Tier II programs that are changing the type of care provided (i.e., center, facility, home) must re-submit a tiered reimbursement application and supporting documentation that is applicable to the new type of program.

31.) Tiered Reimbursement applicants have the right to request a conference or file a grievance. To do so, applicants must submit in writing a request for a conference or a statement of complaint to the Division of Early Care and Education. This must be done within 90 days of the date of the appealed action.

32.) Sample validation materials may be available for reference through each CCR&R, and also on the Division of Early Care and Education website. These sample materials were created to serve as an example to providers in the process of applying for Tier II quality status, and are not to be duplicated for use in a Tier II application. If sample documentation items are submitted as part of a program's Tier II application, the application will be denied approval of Tier II quality status.

33.) In the event that a Tier II or Tier III program is under investigation by Child Protective Services/IIU, the program may retain the quality tier level during the investigation until a claim is substantiated, assuming that all other eligibility criteria are met. The quality tier level of the program will be revoked, and the program will return to Tier I quality status, if the claim is substantiated. In this event, a program must wait a minimum of six (6) months before reapplying for a higher tier given that there has not been a change in licensing or regulatory status.

34.) Tier II standards for family child care homes and facilities currently require the development of an emergency preparedness plan. However, because the development of an emergency preparedness plan is now a regulatory requirement and Regulatory Specialists will be monitoring to see that the plans have been completed, this standard will no longer be reviewed as part of a Tier II application (as of January 2011). Development of emergency preparedness plans is now a Tier I requirement.

35.) Clarification for document submission: **The number after each statement corresponds with the number on the <u>Tiered Reimbursement Application</u> for Documentation Requirements for Tier II Reimbursement.**

Child Care Centers:
<u>Section I. Administration and Management:</u>
1. Business Plan- each section should be clearly and separately labeled. (#1)
2. Parent Handbook- A statement in the diaper changing and toilet practices and policies that diapering procedures from NAEYC or Caring for Our Children are followed and posted in each diaper changing station is included. #2)

<u>Section II. Health, Safety and Nutrition:</u>
1. Safe Sleep Policy- should be signed and dated by parent (#5)

<u>Section III. Child Growth and Development:</u>
1. Individualized plans for children 0-35 months are to be submitted. (#6)
2. All lesson plans are to be current and dated with month and year. (#6)

<u>Section IV. Environment and Curriculum:</u>
1. The name of the curriculum for both Infant/Toddler and Preschool selected for your program. (#7)
2. Examples of individualized care such as "My Day" should be completed and include date. Child's name can be blacked out.(#8)
3. Examples of individualized care such as "My Day" for each age group in the program are to be submitted. (#8)

<u>Section V. Child Observation and Assessment:</u>
1. Informal assessments are to be submitted for each group. (#12)
2. The submitted assessments are to be completed and current. (#12)
3. In addition to the assessment, at least one example of anecdotal notes, etc. is to be submitted. (#12)

<u>Section VII. Family and Community Relationships:</u>
1. At least two (2) completed and different examples of daily communication, ongoing support and information provided to parents are to be submitted. (#13)
2. An IEP Goal Sheet can be submitted for documentation. (#17)

3. Parent-teacher conferences are to be offered 2 separate times of the year (i.e. Spring and Fall). (#18)
4. Evidence of how community resources in the program such as sign in sheets, pictures, listing of activities and dates are acceptable documentation. (#20)
5. Brochures of community resources are not accepted for this standard. (#20)

Section VII. Professionalism and Leadership:

1. Professional development plans are to include specific core knowledge areas training is needed in, goals in the core knowledge area, timeline for completion and resources that will be used. (#22,23)
2. If academic transcripts are submitted for professional development- the course needs to be highlighted and specified what Core Knowledge Area it meets. The Division may require verification of the course content. (#24)
3. STARS transcripts are to be highlighted indicating the (#24)
   a. Required trainings
   b. Required core knowledge or topic area for ERS and Diversity
4. All ERS self-assessments are to be completed by the Program Director. (#26)
5. All ERS self-assessments score sheets are to be completed with scoring in all sub-scales. (#26)
6. Performance evaluation by the director and a staff self-evaluation are to be submitted. (#28)
7. Leadership roles by the Director are to be participation in local provider associations. NAEYC or other affiliate memberships will not meet the standard. (#29)

Family Child Care Facilities:
Section I. Administration and Management:
1. Business Plan- each section should be clearly and separately labeled. (#1)

Section II. Health, Safety and Nutrition:
1. Diaper changing policies procedures as defined by NAEYC or Caring for Our Children are followed. (#4)

Section III. Child Growth and Development:
1. Individualized plans for children 0-35 months are to be submitted. (#7)
2. All lesson plans are to be current and dated with month and year. (#7)

Section IV. Environment and Curriculum:

4. The name of the curriculum for both Infant/Toddler and Preschool selected for your program. (#8)

Section V. Child Observation and Assessment:

4. Informal assessments are to be submitted for each group. (#12)
5. The submitted assessments are to be completed and current. (#12)
6. In addition to the assessment, at least one example of anecdotal notes, etc. is to be submitted. (#12)

Section VI. Family and Community Relationships:

1. At least two (2) completed and different examples of daily communication, ongoing support and information provided to parents are to be submitted. (#15)
2. Evidence of how community resources in the program such as sign in sheets, pictures, listing of activities and dates are acceptable documentation. (#16)
3. Brochures of community resources are not accepted for this standard. (#16)

Section VII. Professionalism and Leadership:

1. If academic transcripts are submitted for professional development- the course needs to be highlighted and specified what Core Knowledge Area it meets. The Division may require verification of the course content. (#17)
2. All ERS self-assessments are to be completed by the Program Director. (#19)
3. All ERS self-assessments score sheets are to be completed with scoring in all sub-scales. (#19)
4. Professional development plans are to include specific core knowledge areas training is needed in, goals in the core knowledge area, timeline for completion and resources that will be used. (#20)

Family Child Care Homes:
Section IV. Environment and Curriculum:
1. The name of the approved curriculum for your program

Section V. Child Observation and Assessment:
1. A completed example of at least one (1) type of informal child assessment. (#11)

Section VII. Family and Community Relationships:

1. At least one (1) completed example of daily communication with parents and family involvement. (#13)
2. Evidence of use of community support services used in your program at least once per quarter. (#14)

Appendix 1

West Virginia Tiered Reimbursement Policy and Procedure

Effective January 1, 2018 the following conferences in WV are the only ones approved to meet the conference requirement for Tier II.

Any conference not listed must have prior approval from Division of Early Care and Education Tiered Reimbursement State Coordinator

**Conference attendance must meet a minimum of 6 documented training hours

1. Annual Greenbrier County Early Childhood Conference

2. Celebrating Connections

3. FCC Summits sponsored by the Division of Early Care and Education

4. Great Beginnings

5. Handle With Care

6. Huntington Area Early Childhood Conference

7. Infant/Toddler Summits sponsored by the Division of Early Care and Education

8. Language of Joy Annual Conference

9. Mountain Heart Provider Conference

10. Partners in Prevention Annual Conference

11. WVAYC Annual Conference

12. WV Child Care Centers United Leadership Academy

13. WV Family Child Care Association Annual Conference- **(for facility and home providers only)**

Appendix 2

Infant/Toddler Approved Curriculum List

Curriculum	*Curriculum Description*	*Publisher*
The Creative Curriculum® for Infant, Toddler, and Twos, Second Edition	Revised into three comprehensive volumes that reflect 38 research-based objectives for development and learning, *The Creative Curriculum for Infants, Toddlers, & Twos*, Second Edition, Revised, retains its focus on responsive care while incorporating objectives that enable teachers to focus on what matters most for very young children. This new edition helps teachers to plan and implement every aspect of caring for and teaching children from birth to age 3. *The Creative Curriculum for Infants, Toddlers & Twos, Second Edition, Revised features:* *Volume 1: The Foundation, which outlines the research behind the curriculum and discusses the five central components of nurturing care and teaching.* *Volume 2: Routines and Experiences, which discusses the five routines and eight experiences that are essential to the development and learning of children birth to age 3, explaining how to plan intentionally while maintaining the flexibility to respond to the changing interests and abilities of young children.* **Volume 3: Objectives for Development & Learning: Birth Through Kindergarten**, which explains the skills, knowledge, and behaviors that matter most to the continuing development and learning of very young children. A tool to help teachers observe children effec*t*ively	Teaching Strategies, Inc. http://www.teachingstrategies.com **Toll Free Phone:** 800-637-3652 **Local Phone:** 301-634-0818 **Fax:** 301-634-0825 OR 301-634-0826

Curriculum	Curriculum Description	Publisher
Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings 2nd Ed.	This second edition of *Tender Care and Early Learning* describes HighScope's active learning approach for very young children who are in the sensory-motor state of development — the stage when children learn with their whole body and all their senses, and when they rely on trusted adults to support their learning adventures. Incorporating the latest research on infant and toddler development, this extensively revised and expanded manual provides both a rationale and specific strategies for each part of the Infant-Toddler Curriculum.	**Ordering Instructions for Publications —** Web orders: Online store Phone: Call 800.40.PRESS Fax: 800.442.4FAX E-mail: PressStaff@highscope.org

Pre-School Approved Curriculum List

Curriculum	Curriculum Description	Publisher
The Creative Curriculum® for Preschool	*The Creative Curriculum®* System *for Preschool*, is a research-based system that offers early childhood educators a comprehensive collection of resources to help them build high-quality programs. The Fifth Edition, has five comprehensive volumes: **Volume 1: The Foundation** presents the theory and research behind the curriculum, helps teachers translate them into practice, and explains the five components of teaching preschool children effectively. **Volume 2: Interest Areas** discusses the 10 classroom interest areas and the outdoors, suggesting appropriate materials and presenting teachers with ways to promote children's development and learning. **Volume 3: Literacy** gives teachers the latest research-based strategies for supporting early literacy learning, helping them to teach intentionally and incorporate language and literacy learning into everyday classroom experiences. **Volume 4: Mathematics** explains the components and process skills of mathematics and provides teachers with practical strategies for promoting mathematics learning throughout the day. **Volume 5: Objectives for Development and Learning** presents the 38 objectives for development and learning; user-friendly, color-coded developmental progressions that show widely-held expectations for children; and strategies to help every child progress.	Teaching Strategies, Inc. http://www.teachingstrategies.com **Toll Free Phone:** 800-637-3652 **Local Phone:** 301-634-0818 **Fax:** 301-634-0825 OR 301-634-0826

Curriculum	Curriculum Description	Publisher
The HighScope Curriculum for Preschool	The HighScope Curriculum provides essential basics to research-validated details- for all the know-how needed to run a high-quality preschool classroom— whether planned by adults or initiated by children — HighScope Preschool Curriculum is the central element. Children learn through direct, hands-on experiences with people, objects, events, and ideas. Trained adults who understand child development and how to scaffold the important areas of learning in the preschool years offer guidance and support. The preschool component of the HighScope Curriculum includes • A set of **teaching practices** for adult-child interaction, arranging the classroom and materials, and planning the daily routine. • **Curriculum content areas** for 3- to 5-year-olds • **Assessment tools** to measure teaching behaviors and child progress • **A training model** to help teachers implement the curriculum effectively.	**Ordering Instructions for Publications —** Web orders: Online store Phone: Call 800.40.PRESS Fax: 800.442.4FAX E-mail: PressStaff@highscope.org
HighReach Learnnig	**HighReach Learning curriculum** supports and inspires educators from a variety of educational backgrounds by providing meaningful learning experiences and support materials that promote active, playful, and authentic learning opportunities. The core of the HighReach Learning curriculum philosophy is teaching and interacting with purpose using Learning Zones. Helping teachers focus on learning approaches that can be developed during any type of experience or interaction, the Learning Zones take advantage of the back and forth interaction between teachers and children throughout the day.	**Customer Service** – In your email, please include your state of residence. hrlleads@highreach.com **By Phone:** 800-729-9988 or 704-357-0112 **By Mail:** HighReach Learning 5275 Parkway Plaza Blvd Charlotte, NC 28217-1967 **By Fax:** 800-729-4754 **To Place an Order by Phone:** Please call 800-729-9988 Monday-Friday, 8:30-5:00 (EST)

Family Child Care Approved Curriculum List

Curriculum	Curriculum Description	Publisher
The Creative Curriculum® for Family Child Care, Second Edition	*The Creative Curriculum® for Family Child Care* is a research-based, comprehensive curriculum that addresses the unique strengths and challenges of family child care. It helps family child care providers design high-quality home-based programs that are responsive to the needs of children from birth to age 12. The curriculum explains all aspects of a developmentally appropriate program while offering choices and encouraging flexibility. **Volume 1: The Foundation** begins with the theories and research behind the curriculum and then addresses how children develop and learn, ideas for setting up the learning environment, strategies for building positive relationships, and benefits of building partnerships with families. **Volume 2: Routines and Experiences** discusses the importance of routines as an avenue for learning and offers guidance on a wide range of experiences for children, including the selection and display of materials and ways to interact with children of different ages.	Teaching Strategies, Inc. http://www.teachingstrategies.com **Toll Free Phone:** 800-637-3652 **Local Phone:** 301-634-0818 **Fax:** 301-634-0825 OR 301-634-0826
Building a HighScope Program: Family Child Care Programs	The HighScope curriculum for family child care programs teaches family child care providers to successfully adapt their homes into learning spaces, work with a mixed-age group, find time to observe children and develop lesson plans, find suitable professional development opportunities, and address many other challenges unique to family child care. This curriculum tells you what you need to know to plan your program, answers frequently asked questions, and provides tips, strategies, and practical examples from actual providers to help you deal with specific challenges that may arise. It also includes a brief overview of the active learning approach, sample daily routines, a step-by-step implementation guide for getting started with HighScope, and information on related HighScope resources.	**Ordering Instructions for Publications —** Web orders: Online store Phone: Call 800.40.PRESS Fax: 800.442.4FAX E-mail: Press@highscope.org