

West Virginia Department of Health and Human Resources
**Tiered Reimbursement Application for
West Virginia Child Care Centers**



A tiered reimbursement system offers higher subsidy payments to programs that demonstrate they meet higher standards of care. Programs may apply for Tier II or Tier III reimbursement rates if specific higher quality standards are met. A center may receive one of three tiered rates based on the age of the children in care and the program’s tier level. Programs that meet Tier II standards receive \$3.00 extra daily and programs that are accredited receive \$6.00 extra daily per full day per child. Part days are converted to full days before the supplement is calculated. The amount is added for actual days of care only. The following table shows the difference in payment rates:

Rate Type	Infant (0-24 Months) Day	Toddler (25-36 Months) Day	Pre-School (37-59 Months) Day	School-Age (60 Months and Up) Day
Tier I	\$36	\$34	\$32	\$30
Tier II	\$39	\$37	\$35	\$33
Tier III – National Accreditation	\$42	\$40	\$38	\$36

Tier I Rates

If you are licensed as a center, you are a Tier I provider and receive Tier I rates through the child care subsidy program.

Tier II Rates

To be eligible for Tier II, you must document that you meet the additional standards which are attached. Your program must have a regular 2-year operating license (not a provisional or initial license) and must enroll children who receive subsidies for care. Programs must have been in operation for a minimum of one year. A Tiered Reimbursement application form is attached that must be completed and submitted with the required documentation in order to be eligible to receive the Tier II rates.

Application submission does not guarantee approval of Tier II.

Tier II Application Instructions

- Providers may submit the documentation material in one of two formats:
 1. You may create a compact disc (CD) or flash drive with documentation material for each standard. Each item of documentation should be saved on the CD or flash drive as the category name followed by the documentation number to which it applies. For example, the business plan for your program will be saved on the CD or flash drive as “Administration and Management #1.”
 2. You may also create a validation notebook using a three-ring binder divided into the seven sections of tiered standards (same as categories on CD or flash drive) with all documentation in the appropriate section. Each item of documentation should be labeled in red in the upper right-hand corner with the corresponding number. For example, a copy of your program’s business plan will be labeled with a red “1” on the upper right-hand corner under the “Administration and Management” section.
- Please label the front of your documentation CD or notebook with your name and/or the name of your program.
- The required documentation must accompany this form and will be used to validate Tier II Reimbursement status.
- All documentation must be current and dated.

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- 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 the WV Child Care Center Licensing Regulations §78-1-9).
- Tier II training requirements must be met with training that is registered with WV STARS or approved by your licensing specialist. Applicable Early Childhood Education courses completed at accredited colleges or universities are also acceptable.
- Programs that have been approved for Tier II Reimbursement will be required to submit validation materials annually, with accurate and updated documentation materials.
- Keep a copy of this application and supporting documentation for your records. Material that is submitted to the West Virginia Department of Health and Human Resources (Department), Division of Early Child Care and Education will not be retained after review. Any Department employee may come to your program to check your validation material at any time.
- The Division of Early Care and Education has 60 days from the date your application is received to approve or deny your application. You will receive a written notification of the action taken on your application. Once an application is approved, the new rate becomes effective the first day of the following month.

Tier III

To be eligible for Tier III, you must be nationally accredited. At present, centers may be accredited by either the National Association for the Education of Young Children or the Council on Accreditation. For more information on these accrediting bodies, you may contact:

National Association for the Education of Young Children
1313 L Street, N.W. Suite 500
Washington, D.C. 10005
Phone: 202-232-8777 or 1-800-424-2460
<http://www.naeyc.org>

Council on Accreditation
120 Wall Street, 11th floor
New York, NY 10005
Phone: 212-797-1428 or 1-866-262-8088
www.coanet.org

Tier III Application Instructions

Child care programs that are accredited and not already receiving Tier III reimbursement rates must submit the attached application form and a copy of the certificate of accreditation from one of the above accrediting bodies to the address below. If you lose your accreditation status, you must immediately notify the Division of Early Care and Education in writing either by e-mail or regular mail, as you will no longer be eligible for the increased payment rates.

Mailing Address and Contact Information

Submit Tier II or Tier III Reimbursement application and documentations to:

West Virginia Department of Health and Human Resources
Division of Early Care and Education
Attn: Elizabeth Teel
350 Capitol Street, Room B-18
Charleston, WV 25301
Email: Elizabeth.D.Teel@wv.gov Phone: (304) 352-4557



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**APPLICATION FOR WEST VIRGINIA
 TIERED REIMBURSEMENT
 CHILD CARE CENTER PROGRAMS**

I. PROGRAM INFORMATION

1. Program Name: _____

Phone Number: _____ **Email Address:** _____

FEIN # _____

Physical Location Address:

 Street City State Zip Code

Mailing Address (if different):

 Street City State Zip Code

2. Name of Program Director: _____

3. Name of Applicant/Owner (if different than Program Director): _____

Phone Number: _____ **Email Address:** _____

II. TIER FOR WHICH YOU ARE APPLYING

TIER II - ATTACHED IS THE REQUIRED TIER II DOCUMENTATION

TIER III - ATTACHED IS A COPY OF MY CERTIFICATE OF ACCREDITATION

Owner/Director Signature: _____ **Date:** _____

III. DOCUMENTATION REQUIREMENTS FOR TIER II REIMBURSEMENT

Section I. Administration and Management:

1. Business plan for your child care program, which should include, at a minimum, the following separately labeled sections:
 - Mission and philosophy

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- Goals and objectives with child outcomes
 - Goals and objectives with family outcomes
 - Management operations
 - Marketing information
 - Financial information (i.e., program budget and bookkeeping information)
 - Program administrator's job description, signed and dated
2. The Parent Handbook for your program, which should include:
 - Child health policy specifying frequency of health assessment and immunization updates
 - Diaper changing and toileting practices and policies which states as defined by NAEYC or Caring for Our Children
 - Written policy for child assessment in your program
 - Parent participation policy
 - Transition policy and procedures for transitioning children in your program
 3. Class Ratio Form (attached).

Section II. Health, Safety and Nutrition:

4. Evidence of how your program shares nutritional information to parents such as obesity prevention, healthy eating habits, MyPlate, etc. in addition to providing written menus to parents.
5. Provide evidence of your program safe sleep policy.

Section III. Child Growth and Development:

6. Lesson plans for each age group in your program, including individualized plans for children 0-36 months, showing the following:
 - Activities that support each area of development as defined by the WV Early Learning Standards Framework.
 - Various types of activities, including teacher-initiated, child-initiated, individualized learning, and large and small group activities.
 - Inclusion of all curriculum content areas: social-emotional, physical health, language and literacy, the arts, mathematics, and science.
 - Note: Some of the activities in your program's lesson plans may achieve both developmental and curriculum content areas through one activity.
 - Lesson plans should be current and dated.

Section IV. Environment and Curriculum:

7. The name of the approved curricula or curriculum framework(s) for each age group (Infant/Toddler and Preschool) selected for your program, and a written narrative of how the selected curriculum links to WV Early Learning Standards Framework.
8. One completed example of individualized care used in your program for each age group, such as "My Day" daily notes for a specific child showing how care was customized to that child's needs.

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9. A description of the learning centers used in the classrooms in your program, including five examples of materials used in each learning center.
10. Five examples of dramatic play materials available to children both indoors and outdoors in your program.
11. Five examples of sensory materials available to children both indoors and outdoors in your program.

Section V. Child Observation and Assessment:

12. An example of at least one type of a completed, informal child assessment for each age group used by teachers in your program to adapt strategies and teaching methods to meet different children's needs.

Section VI. Family and Community Relationships:

13. At least two completed and separate examples of daily communication, ongoing support and informational materials provided to families in your program (i.e., "My Day" daily notes, letters sent home to parents, or parent newsletter).
14. A completed copy of Child Information Forms used in your program for each age group to obtain information about a child's individual needs, characteristics and differences from parents. This should include approaches to learning, child's developmental needs, and the parent's concerns and goals for the child.
15. Evidence of how your program works with families on shared child care giving issues (documentation of a parent-teacher meeting regarding issues with a child).
16. Individualized Education Plan (IEP), IEP goal sheet, goal plan by a multi-disciplinary team or other documentation of meeting the special need(s) of a child in your program (if applicable). If this standard does not apply to your program, submit a non-applicable statement with your documentation.
17. Two examples of notices to parents regarding individual parent-teacher conference opportunities at different times of the year.
18. Provide one of the following:
 - Copy of your program's family survey
 - Suggestion box samples
 - Other evidence of the method used in your program to address families' concerns and find solutions
19. Two examples of community resources, **excluding brochures**, used in your program over the past year.

Section VII. Professionalism and Leadership:

20. Staff Credential Form (attached).
21. A copy of the program director's WV STARS Credential Certificate and a current professional development plan. Professional development plans should include core areas, goals and timeline.

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22. A copy of one designated lead teacher's WV STARS Credential Certificate showing at least a level IV on the Career Pathway and working toward at least a level V, and that teacher's current professional development plan. Professional development plans should include core areas, goals and timeline.
23. A copy of WV STARS training transcripts and/or academic transcripts for ALL qualified staff members in your program showing completion of Tier II training requirements (see Tier II Standards) regardless of how many hours they work per week. If academic transcripts are submitted highlight courses for consideration of approval.
24. A copy of all staff credentials such as ACDS, WVIT, WVIT II, college degree, high school diploma, etc.
25. A copy of the Environmental Rating Scale (ERS) self-assessment completed by the director for each classroom/group in your program.
26. Evidence showing that all program staff members have read and understand the NAEYC Code of Ethics on an annual basis (i.e., copies of the Code of Ethics signed by staff members, training certificates for Ethical Conduct, or other form used to verify that staff members are required to read the Code of Ethics).
27. At least two completed staff self-evaluations for qualified staff members in your program as well as their completed performance evaluation sign by the staff member and director.
28. Evidence of the program director taking a leadership role, such as a meeting agenda with program director's name, meeting minutes showing attendance of program director, a list of committee members showing program director's name or a written narrative on the director's leadership role in advocating on behalf of children and families in the community.
 - Involvement in local provider associations
 - Pre-K county planning teams
 - State-level committees
 - Family resource networks
 - Advisory councils
 - Collaboration with other child care programs
 - Other community organizations that work on behalf of children
29. Certificates of attendance for both the program director and at least one staff member for an early childhood conference showing attendance by each in the past year.

VIII. CERTIFICATIONS

1. Access to Monitor Documentation File: The child care provider shall fully cooperate and assist the West Virginia Department of Health and Human Resources (Department) or its representative(s) with respect to the monitoring responsibilities and activities deemed necessary and appropriate by the Department at its sole discretion. The child care provider shall allow for the performance of onsite monitoring reviews by the Department or its representative(s), and agrees to provide any technical assistance, reports, records, documentation and to comply with all requests for information as deemed necessary and appropriate by the Department, at its sole discretion, to fulfill its monitoring responsibilities and objectives. The Department or its authorized representative(s) shall be given full and complete access to all information and personnel related to the performance of this agreement to ensure that program activities and cost are consistent with goals and objectives of the Department.

The Department and its Inspector General, State Auditors, program monitors, or any duly authorized representatives have the right of timely and unrestricted access to any books, documents, papers, or other records of the child care provider, in order to make audits, examinations, excerpts, transcripts and copies of such documents.

2. Self-Certifying Statements

The following are additional Tier II Standards not requiring documentation at this time; please sign below to certify compliance with these standards:

- I attest that the outdoor play space for my child care program includes an area that provides protection from sunlight.
- I attest that the bathrooms in my child care program utilize barriers as a safety measure to prevent entry of infants and toddlers into the area.
- I attest that my child care program allows children to become familiar with print through items labeled with names, materials labeled in classrooms, print used to describe rules and routines, and print connected to spoken words.
- I attest that teachers in my child care program organize space to offer infants opportunities to play individually, in pairs, and in small groups on a regular basis.
- I attest that teachers in my child care program support and encourage children in learning to participate in daily cleanup of the classrooms at my center.
- I attest that teachers in my child care program interact and engage with children in the learning centers at my program.
- I attest that my child care program provides a clearly defined and designated place for families to gather information on the daily schedule and upcoming events, and where families can sign in and out and gather information on the child's day.



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I, _____, hereby certify that my child care program meets the quality standards required for Tier II of the *Child Care Center* Tiered Reimbursement System. I further certify that I will continue to meet the quality standards in addition to West Virginia Licensing Requirements. I understand that my program is subject to on-site inspection at any time, and that failure to maintain the quality standards or to maintain the required documentation on site will result in the loss of the \$3.00 extra per day per child provided as an incentive for meeting higher quality standards.

Owner/Director Signature: _____ Date: _____

Approved by: _____ Date: _____

INSTRUCTIONS FOR TIER II REIMBURSEMENT REQUIREMENTS

- The following standards must be met to achieve a Tier II Reimbursement Rate. To be eligible for Tier II Reimbursement, your program must have a regular 2-year operating license (not a provisional or initial license) and must enroll children who receive subsidies for care. Program must be in operation for a minimum of one year.
- Upon application for Tier II Reimbursement, it is mandatory that you document compliance with the required following standards to receive the Tier II Reimbursement Rate.
- Tier II training requirements must be met with training that is registered with WV STARS or approved by your licensing specialist. Applicable courses completed at accredited colleges or universities are also acceptable.
- 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 the WV Child Care Center Licensing Regulations §78-1-9.).
- If you need further information, contact Elizabeth Teel by email at Elizabeth.D.Teel@wv.gov or by phone at (304) 352-4557.

TIER II QUALITY STANDARDS CENTER-BASED PROGRAMS

SECTION I. ADMINISTRATION AND MANAGEMENT

1. The program must currently hold a valid, regular 2-year WV license to operate, issued by the West Virginia Department of Health and Human Resources, Bureau for Children and Families, Division of Early Care and Education.
2. The program has a well-articulated mission and philosophy of program excellence that guides its operation.
3. The program administrator provides leadership to implement the program's mission.
4. The program has implemented a business plan that includes the program's mission and goals, management operations, marketing, and finance information.
5. Program procedures address transition planning by administrators, teachers, and families for children transitioning from teacher to teacher or into and out of groups, classrooms, or programs.
6. The group size and ratio is as follows:

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)
7. The person responsible for program implementation is included in the fiscal planning and in operating budget preparation, reconciliation, and review as reflected in their job description.

SECTION II. HEALTH, SAFETY AND NUTRITION

8. The program updates child health assessment records every six months for children under the age of two, and updates records every two years for children over the age of two.

9. For children who cannot use the toilet consistently: disposable diapers are used; diaper changing procedures from Caring for Our Children or NAEYC Diaper Changing Procedures are followed and posted in that area; and area has a hands-free disposal container.

10. Written menus are available to parents of the program. Nutritional information such as obesity prevention, healthy eating habits, and MyPlate is made available to parents.

11. Program practices safe sleep procedures as recommended by Caring for Our Children.

12. Outdoor play space at the program has a place available for protection from sunlight.

13. Any permanent body of water is enclosed by a 4 ft. high fence (such as a lake, pool, creek, river, etc.).

14. Bathrooms in the program have barriers to prevent entry of infants/toddlers.

SECTION III. CHILD GROWTH AND DEVELOPMENT

15. The program supports all areas of development as defined by the WV Early Learning Standards Framework for all age groups. Lesson plans, materials and activities link to the various developmental areas.

SECTION IV. ENVIRONMENT AND CURRICULUM

17. The program has selected an approved curricula or curriculum framework(s) for each age group that supports the philosophy of the program.

18. The program's curricula are linked to the WV Early Learning Standards Framework.

19. Lesson plans in the program provide for play, teacher-initiated learning, creative expression, large group, small group, child-initiated activity, and individualized learning.

20. Children become familiar with print through items labeled with child's name, materials labeled in classrooms, print used to describe rules and routines, and print connected to spoken words.

21. At least 33% of qualified staff in the program have a minimum of two professional development hours to understand, recognize, and be sensitive to diversity within the classroom.

22. Qualified staff persons in the program individualize routine care and lesson plans for infants and toddlers through the age of 36 months.

23. Teachers in the program organize space to offer infants opportunities to play individually, in pairs, and in small groups.

24. Children have opportunities to participate in at least four learning centers such as:

- a. Art (drawing materials, paints, 3-D materials, collage, tools)
- b. Books/library (fantasy, factual, about people, animals, science, cultures, abilities)
- c. Building blocks and accessories (unit blocks, homemade blocks, toy people, animals, vehicles, road signs)
- d. Dramatic/pretend play (housekeeping, different kinds of work, fantasy, leisure)
- e. Writing
- f. Math/numbers (counting, measuring, comparing, quantities, shapes, written numbers)
- g. Nature/science (collections of natural objects, living things, nature/science books, games, toys, and activities)
- h. Technology (computers with educational programs, filtered internet access, tape recorders, CDs, and cameras)

25. Teachers in the program support children in learning to participate in daily cleanup of the classroom, including use of job charts for older children.

26. Teachers in the program use curriculum in all content and developmental areas (social-emotional, physical health, language and literacy, the arts, mathematics and science) to support daily lesson plans and learning experiences.

27. Teachers in the program identify what children have learned and adapt strategies and teaching to meet their needs.

28. Teachers in the program interact with children in learning centers.

29. Dramatic play materials are available indoors and outdoors in the program.

30. Sensory materials are available indoors and outdoors in the program.

31. The program provides a clearly defined place for families to gather information on the daily schedule and upcoming events, and where families can sign in and out and gather information on the child's day.

SECTION V. CHILD OBSERVATION AND ASSESSMENT

32. At least 33% of qualified staff have a minimum of two professional development hours in child assessment (child observation, anecdotal notes, etc.).

33. The program has implemented informal child assessment that aligns with the curriculum goals of the program.

34. The program has a written plan for child developmental assessment that includes frequency of, purpose, procedures, and uses of the results.

SECTION VI. FAMILY AND COMMUNITY RELATIONSHIPS

35. Qualified program staff obtains information from parents on the following: child's interests, approaches to learning, child's developmental needs, and the parent's concerns and goals for the child.

36. The program practices daily communication with families through activities such as daily notes or bulletin boards, pictures, etc.

37. The program provides support and information to family members through letters, brochures, information sheets or newsletters.

38. The program works with families on shared child care giving issues to promote consistency between what occurs at the program and at home.

39. Families are encouraged to participate in the program at any time during the program's regular hours.

40. The program is sensitive to the special needs of all children and families.

41. At least 33% of qualified staff have a minimum of two professional development hours in family and community relationships.

42. Program parents are offered opportunities to attend two parent-teacher conferences which are offered at different times of the year (such as spring and fall) each year to discuss progress or issues regarding their child.

43. Program staff encourages families to raise concerns about the program and its operation and work collaboratively to find solutions.

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44. The program utilizes community resources such as: doctors, dentists, musicians, bakers, quilters, health consultants, etc.
45. The program uses a Community Resource Directory.
SECTION VII. PROFESSIONALISM AND LEADERSHIP
46. The program director is at least a level IV working toward a level V on the WV STARS Career Pathway.
47. The program director has a minimum of two professional development hours in program ERS assessment such as ITERS-R, ECERS-R, SACERS or basic overview of ERS, and completes classroom self-assessments on each classroom/group.
48. All program staff is required to sign, on an annual basis, that they have read and understand the NAEYC Code of Ethics, and staff members know and use the ethical guidelines in their conduct.
49. The program has at least one lead teacher at the center (other than director) who is at least a level IV working toward a level V on the WV STARS Career Pathway.
50. All qualified program staff have at least 18 hours of professional development annually regardless of how many hours per week they are scheduled. Training must be WV STARS registered or approved college courses in Early Childhood Education from an accredited college.
51. At least 33% of qualified staff have <u>completed</u> Mind in the Making, WVIT, ACDS, or college courses in early childhood.
52. At least 33% of all qualified staff have a minimum or two specialized professional development hours in all four of the following areas: program environment and curriculum, program assessment (ERS), child observation and assessment, and cultural and diversity awareness.
53. Qualified program staff evaluates and improves performance based on ongoing reflection, self evaluation and feedback.
54. The program director strengthens leadership, knowledge, and relationships with others, and works to improve conditions for children through involvement in local associations or organizations that work on behalf of children.
55. The program director and at least one staff member participate in an early childhood conference at least once a year.

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Tiered Reimbursement Staff Credential Form

For use in Section VII. Professionalism and Leadership – Documentation #23

Management:

	Highest Level of Education/ Child Care Credentials	If hired within the past year, what is date of hire?	Registered on the STARS Career Pathway?	If yes, what level on STARS Career Pathway?	CPR and First Aid Certifications? If yes, what is the expiration date?
Owner:					
Director:					
Asst. Director:					
Lead Teachers (Name)					

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Tiered Reimbursement Class Ratio Form
For use in Section I. Administration and Management - Documentation #3

Directions: Fill in the table for each classroom/group in your program.

Classroom/Group	Maximum Number of Children to be Cared for by 1 Qualified Staff Member	Maximum Number of Children in a Group	Age Group
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			