



ChildNet Certification Checklist

Program/Provider Name		Co-Provider Name	
Street Address	City	Zip Code	County
Email	CCR&R ChildNet Validator Name		Date of Validation Visit(s)

The *ChildNet Certification Checklist* is intended to guide providers, consultants and validators through the certification process by using guided questions to prompt knowledge and conversation. By inputting the date completed, it provides insight on the components to be completed and/or addressed.

Session 1: Laying the Foundation		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
1.1	I can communicate and/or demonstrate the difference between best practice and minimum standard. <ul style="list-style-type: none"> • Please explain the difference between best practice and minimum standards. • Why are best practice standards important? 			
1.1	I have taken the Iowa Early Learning Standards Orientation 3 rd Edition (IELS) training and can share at least one new thing I have learned. <ul style="list-style-type: none"> • Can you tell me one thing you learned from the IELS training? 			
1.2	I have created a written business mission statement that is accessible/visible to the families I serve. <ul style="list-style-type: none"> • What is your business vision? • Does your statement answer: <ul style="list-style-type: none"> ○ What services your business provides? ○ How your business provides services? ○ Whom you are providing services for? ○ What value is your business bringing to your children, families and community? 			
1.4	I have signed the National Association for the Education of Young Children (NAEYC) <i>Code of Ethical Conduct and Statement of Commitment</i> . <ul style="list-style-type: none"> • Why are ethics important in child care? • Have you ever been put into an ethical situation where a parent has requested a caregiving practice that would challenge your ethics and values? 			
1.6	I have access to a list of supportive agencies specific to my business needs. <ul style="list-style-type: none"> • Do you know what agencies are in your area that can be of support? • Do you understand the roles of different agencies? • Where do you keep the list of supportive agencies that can give you resources as needed? 			
Submit	Submit the following documentation with the <i>ChildNet Validation Checklist</i> : <ol style="list-style-type: none"> 1. A copy of the IELS training certificate or i-PoWeR Professional Workforce Registry training history verifying attendance of IELS 2. A copy of signed <i>NAEYC Statement of Commitment</i> 			

Notes	<p>Evidence to be noted on <i>ChildNet Certification Checklist</i>:</p> <ol style="list-style-type: none"> 1. Articulates/demonstrates the difference between best practice and minimum standard 2. Mission statement is visible to parents (i.e. policies, bulletin boards, etc.) 3. List of supportive agencies are easily accessible/displayed <p>Other:</p>
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Session 2: All About Business... Basics		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
2.3	<p>I use a contract which includes terms that are legally binding (i.e. time of services, fees charged, date signed, all parties signature lines, etc.)</p> <ul style="list-style-type: none"> • Why is a contract legally binding? • Does the contract have details to include time of services and fees charged? • Is the contract signed and dated by you and the parent(s)? • Does the contract include a statement about termination? • How often should you update a contract? 			
2.4	<p>I use business policies to communicate expectations to families and include terms around how my business operates.</p> <ul style="list-style-type: none"> • Please show me a copy of your policies. • Why are policies important? • Are policies legally binding? • How often do you review and share your policies with families? • Are the policies required by the Department of Human Services (DHS) included? 			
2.4	<p>I have detailed written business policies that are presented to families together. (i.e. booklet, folder, etc.)</p> <ul style="list-style-type: none"> • Business/Provider Name – page # _____ <ul style="list-style-type: none"> ○ Does it provide a visual for families? • Confidentiality – page # _____ <ul style="list-style-type: none"> ○ How do you practice confidentiality regarding children and parents? ○ Why is confidentiality important? ○ What records do you keep that contain confidential information? ○ How would you address a family if confidential information was needing to be shared? • Guidance – page # _____ <ul style="list-style-type: none"> ○ How do you guide children's behaviors? ○ What is the difference between guidance and discipline? ○ How do you teach children to regulate emotions? • Minimizing Expulsion, Suspension and Punitive Discipline – page # _____ <ul style="list-style-type: none"> ○ How do you limit expulsion or excessive discipline when having issues with challenging parents or children? • Use of Developmental Screening Tool – page # _____ <ul style="list-style-type: none"> ○ What screening tool do you use to ensure children are meeting milestones? • Daily Schedule – page # _____ <ul style="list-style-type: none"> ○ What activities are included in a typical day with children? 			

	<ul style="list-style-type: none"> • Tobacco/Nicotine – page # _____ <ul style="list-style-type: none"> ○ Do you abide by Iowa law as a smoke-free state? • Supervision – page # _____ <ul style="list-style-type: none"> ○ How do you maintain supervision of all children throughout the day? • Missing Child – page # _____ <ul style="list-style-type: none"> ○ What is your practice if a child is missing? • Strangulation Prevention – page # _____ <ul style="list-style-type: none"> ○ What precautions do you take to prevent strangulations? • Playground Equipment Stability, Fall Surfacing and Inspection – page # _____ <ul style="list-style-type: none"> ○ What steps are in place to ensure the outdoor play area is safe for children’s play? • Screen Time/Media – page # _____ <ul style="list-style-type: none"> ○ How do you limit screen time in your program and ensure it is age appropriate? • Safe Sleep – page # _____ <ul style="list-style-type: none"> ○ What practices do you have in place to ensure infant sleeping areas are safe? • Diversity and Inclusion – page # _____ <ul style="list-style-type: none"> ○ How do you ensure business practices include children regardless of race, age, culture and/or ability? • Orientation – page # _____ <ul style="list-style-type: none"> ○ What is the process to communicate expectations to new families in care? • Sign In/Sign Out Tracking System – page # _____ <ul style="list-style-type: none"> ○ What is your sign in/sign out procedure during drop off and pick up? • Parent Communication – page # _____ <ul style="list-style-type: none"> ○ What are some of the ways you communicate with families? • Reporting and Documenting Injuries, Accidents and Emergencies – page # _____ <ul style="list-style-type: none"> ○ How do you document injuries, accidents and emergencies? ○ How do you share this information with families? • Safety Procedures on Walks and Field Trips – page # _____ <ul style="list-style-type: none"> ○ What is your safety procedure when you go for walks or field trips? • Pets – page # _____ <ul style="list-style-type: none"> ○ How do you inform families you have pets in your program? ○ What documentation do you keep? • Medication – page # _____ <ul style="list-style-type: none"> ○ How are medications received from parents and stored? ○ What documentation do you keep? • Oral Health – page # _____ <ul style="list-style-type: none"> ○ How are you engaging children in their oral health care? ○ What activities do you encourage around this? 			
2.5	<p>I have self-declared that I carry business insurance to minimize risk.</p> <ul style="list-style-type: none"> • Why is it important to have business insurance? • Do you feel you understand what your insurance covers? 			

Submit	Submit the following documentation with the <i>ChildNet Validation Checklist</i> : <ol style="list-style-type: none"> 1. A copy of a business contract with families, which includes information to make it legally binding (i.e. time, money, 2 signatures, etc.) 2. A copy of all combined written business policies with page numbers included for easy access noted in lesson objective 2.4 3. A signed <i>Self-Declaration of Insurance</i> form
Notes	Evidence to be noted on <i>ChildNet Certification Checklist</i> : <ol style="list-style-type: none"> 1. n/a Other:

Session 3: Guiding a Child's Development		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
3.1	I am knowledgeable of the physical, social-emotional, cognitive and language development areas for children birth to 8 years. <ul style="list-style-type: none"> • What are some examples of actions/behaviors children may display that show they are meeting: <ul style="list-style-type: none"> ○ Physical milestones? ○ Social-emotional milestones? ○ Cognitive milestones? ○ Language development milestones? 			
3.2	I use a research-based developmental screening tool to observe how a child is meeting developmental milestones. <ul style="list-style-type: none"> • Why is it important to observe whether a child is meeting developmental milestones? • What tool do you use when observing children? • Can you share a copy of an observation you documented on a child in your care? • How often do you share this information with families? • Do you have a business policy around how this tool is implemented? 			
3.3	I interact with children in a positive manner to build a safe, trusting atmosphere. <ul style="list-style-type: none"> • What do you do to make the children feel safe and to build trusting relationships? • How do you respond with children when they don't feel they can be safe or have a lack of trust? 			
3.3	I documented one goal and the steps needed to implement a new strategy to interact with children in a positive manner. <ul style="list-style-type: none"> • Discuss the results of Child Care Aware of America (CCAoA) <i>Caregiver-Child Interactions</i> assessment. (taken in class for Initial Certification, taken again for Re-Certification) • How is your current policy working in your daily routine with all children? • What things can you try to adjust to avoid challenging behaviors? • Do you have a challenging behavior that is triggering? (i.e. biting, throwing toys, aggressive behaviors, etc.) Discuss. 			

	<ul style="list-style-type: none"> Who can you reach out to for support when challenging behaviors arise and current strategies are not working? Please tell about your goal. (Initial Certification) Please tell about your new goal. (Re-Certification) 			
Submit	Submit the following documentation with the <i>ChildNet Validation Checklist</i> : 1. CCR&R <i>Action Plan</i> stating one goal and the steps needed to implement a new strategy to interact with children in a positive manner			
Notes	Evidence to be noted on <i>ChildNet Certification Checklist</i> : 1. Documentation of physical, cognitive, social-emotional and language development assessment of one child observed Other:			

Session 4: Routines and Developmentally Appropriate Practice		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
4.1	I am knowledgeable about Developmentally Appropriate Practice (DAP). <ul style="list-style-type: none"> Why is it important to know about the typical ages and stages of child development? Why should you consider the children's ages, development and abilities when planning learning experiences? How do you adapt learning activities to meet the needs of a mixed aged group? 			
4.1	I documented one goal and the steps needed to implement a new strategy to integrate DAP into the children's routine. <ul style="list-style-type: none"> Please discuss the results of Child Care Aware of America (CCAoA) <i>Developmentally Appropriate Practice</i> assessment. (Initial Certification taken in class, Re-Certification taken again) What are your challenges working with children of mixed ages and development? What things can you adjust to make the learning experiences engaging for all children in your care? (i.e. meet the child at their development level, let children choose whom and what they play with, provide support to guide them in their learning experiences, etc.) Please tell about your goal. (Initial Certification) Please tell about your new goal. (Re-Certification) 			
4.2	I use a daily schedule with predictable routines to guide a typical day in child care. <ul style="list-style-type: none"> Is your schedule posted for children and families to see? Is the schedule flexible to meet the developmental needs of the children? Please describe a routine that is used. (i.e. handwashing, preparing for mealtime, preparing for naptime, etc.) 			
4.3	I use different strategies to transition from one activity to another. <ul style="list-style-type: none"> Please describe a time during the day when you would use a transition activity. 			

	<ul style="list-style-type: none"> • What is working well when moving children from one activity to another? • What challenges do you find when moving children from one activity to another? What can be done differently? 			
4.5	<p>I use the Iowa Early Learning Standards (IELS) Benchmarks to plan activities.</p> <ul style="list-style-type: none"> • What developmental domain did you plan the activity around? • What age group is it appropriate for? • Why are the IELS benchmarks important when planning activities? • What successes did you have when implementing the activity? • What changes would you make when implementing the next activity? 			
Submit	<p>Submit the following documentation with the <i>ChildNet Validation Checklist</i>:</p> <ol style="list-style-type: none"> 1. CCR&R <i>Action Plan</i> stating an area of improvement regarding DAP 			
Notes	<p>Evidence to be noted on <i>ChildNet Certification Checklist</i>:</p> <ol style="list-style-type: none"> 1. Observes daily schedule and routines that includes time, activity and description of what is to occur 2. Observes transition activity and notes strengths and guidance to improve 3. Planned activity that supports one developmental domain across multiple age groups utilizing the benchmarks of IELS <p>Other:</p>			

Session 5: Environments and a Child's Learning		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
5.1, 5.2	<p>The environment in my child care optimizes a child's development and is safe and appropriate.</p> <ul style="list-style-type: none"> • Please give a tour of these different indoor spaces within the program. <ul style="list-style-type: none"> ○ Entryway ○ Storage area ○ Main play area ○ Bathroom/Handwashing area ○ Nap area ○ Eating/Meal Prep area ○ Diapering area ○ Breastfeeding area ○ Sick area ○ Safe area for infants ○ Outdoor area • Are supplies and toys labeled appropriately? (i.e. children's name on cubbies, toy shelves, words and pictures to identify objects and areas, bins, etc.) • Is registration, no smoking, fire and tornado signage visible? • Is medication stored in original containers and in locked bins? • Are adult-directed materials stored out of reach of children? • Are areas welcoming and have ample space for movement? • Is space arranged by furnishings? (i.e. bookshelves, rugs, child furniture, bins and totes, etc.) 			

	<ul style="list-style-type: none"> • How do you display children's art work? • How do you ensure child-size furniture is available? • How do you utilize safety gates for stairs and areas not accessible to children? 			
5.2	<p>The space in my child care is arranged to address the following:</p> <ul style="list-style-type: none"> • Enough room to move around comfortably. • Different areas for eating, resting, active play, quiet play, ill child. • Materials are easily accessible and stored on low shelving. • Varied materials for interest centers. (i.e. book area, dramatic play, arts and crafts, etc.) • Supervised area for children to relax away from other children. • Clean and safe. • Enough toys and learning materials for the number of children enrolled in the program. • Personalized. • Child-sized furniture. 			
5.4	<p>I use pretend play in my child care environment.</p> <ul style="list-style-type: none"> • How do you use props to reenact "real" life experiences? (i.e. dishes, puppets, computer key boards to "type", phones, etc.) • How do you encourage social interactions within pretend play experiences? • What challenges or barriers prevent you from offering pretend play? 			
5.4	<p>I use dramatic play in my child care environment.</p> <ul style="list-style-type: none"> • What types of dramatic play do you have children engage in? • How do you use dramatic play to promote creativity and imagination? • What are some challenges or barriers that prevent you from offering dramatic play? 			
5.4	<p>I use cognitive play in my child care environment.</p> <ul style="list-style-type: none"> • Describe what games or manipulatives you use? (i.e. puzzles, shape sorters, counting bears, memory game, etc.) • How does the cognitive play promote: <ul style="list-style-type: none"> ○ Problem solving opportunities? ○ Use of memory? ○ Shape recognition? ○ Spatial awareness? • What are some challenges or barriers that prevent you from offering cognitive play? 			
5.4	<p>I use large group play in my child care environment.</p> <ul style="list-style-type: none"> • How do you engage children in large group play? (i.e. parachutes, Duck Duck Goose, Hide and Seek, etc.) • How does the large group play promote the development of social, cognitive and physical skills? • What are some challenges or barriers that prevent you from offering large group play? 			
5.4	<p>I allow children to direct their play experiences through interests and needs.</p> <ul style="list-style-type: none"> • How do children choose what to play? • Describe how you integrate free-play opportunities within program schedule and needs. (i.e. take cues from children, expand their learning through individual interests and needs, etc.) 			
5.5	<p>I use screen time to enhance children's learning.</p> <ul style="list-style-type: none"> • Please describe how you use screen time in your program. • How are the screen time selections educational and child-directed? • How are the screen time selections interesting and fun? 			

	<ul style="list-style-type: none"> • How does the screen time selection have a learning goal or purpose? • How does the screen time selection interact directly with the child? (i.e. asks them to act, asks them give response, etc.) • How is the screen time selection meaningful and relatable to child situations? • How is the screen time selection straightforward and repetitive? • Document NA if screen time is not offered. 			
5.5	<p>I limit viewing time for children as appropriate by age.</p> <ul style="list-style-type: none"> • What is the appropriate amount of screen time for a child 24 months or older? • What is the appropriate amount of screen time for a child 0-24 months? • Document NA if screen time is not offered. 			
5.5	<p>I model appropriate screen time use.</p> <ul style="list-style-type: none"> • How do you limit your own screen time when interacting with children? (i.e. avoid background media by turning off television, using devices during routines like eating, etc.) • How do you use proper policy regarding confidentiality when utilizing social media to promote your child care program? 			
5.6	<p>I have developed a goal and action plan to ensure a minimum of 3 interest centers in my program are supported by the Iowa Early Learning Standards (IELS): (Initial Certification)</p> <ul style="list-style-type: none"> • What interest centers do you have in your program? • What challenges do you face with having multiple interest centers in your program? • How do you keep children engaged in the interest centers? (i.e. rotation of materials, multiple of one item, etc.) • Please show me the interest centers that children interact with to promote engaging play. • Do the interest centers allow children to direct their play experiences through interest and needs? • Are there enough supplies in the interest centers to allow multiple children to engage in cooperative and individual play? • Do you take cues from children and expand learning through individual interests and needs? • Do you allow for enough time in the schedule for children to fully engage in the play experience? • Are their signs posted for children to identify the interest centers? • Is there storage with picture labels for the supplies within each interest center? • Are the interest center spaces clearly defined? (i.e. bookshelves, rugs, tables, hard surface, etc.) • Are children able to access the materials independently and allow for choice? • Please tell about your goal. 			
5.6	<p>I have developed a goal and action plan to ensure changes to interest centers are supported by the Iowa Early Learning Standards (IELS): (Re-Certification)</p> <ul style="list-style-type: none"> • What interest centers do you have in your program? • What challenges do you face with having multiple interest centers in your program? • How do you keep children engaged in the interest centers? (i.e. rotation of materials, multiple of one item, etc.) 			

	<ul style="list-style-type: none"> • Please show me the interest centers that children are able to interact with and promote engaging play. • Are there enough supplies in the interest centers to allow multiple children to engage in cooperative and individual play? • Do you take cues from children and expand learning through individual interests and needs? • Do you allow for enough time in the schedule for children to fully engage in the play experience? • Are there signs posted for children to identify the interest centers? • Is there storage with picture labels for the supplies within each interest center? • Are the interest center spaces clearly defined? (i.e. bookshelves, rugs, tables, hard surface, etc.) • Are children able to access the materials independently and allow for choice? • Please tell about your new goal. 			
Submit	Submit the following documentation with the <i>ChildNet Validation Checklist</i> : 1. CCR&R <i>Action Plan</i> around implementing change to an interest center utilizing the Iowa Early Learning Standards (IELS) and other quality standards			
Notes	Evidence to be noted on <i>ChildNet Certification Checklist</i> : 1. A minimum of 3 interest centers are identified (Initial Certification) 2. Changes to existing or new interest centers are observed (i.e. changes in materials, rotation of supplies, labels, etc.) (Re-Certification) Other:			

Session 6: Eat, Sleep, Play and Go		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
6.1	I participate in the Child and Adult Care Food Program (CACFP). <ul style="list-style-type: none"> • Do you understand the role CACFP plays in your child care program? • What are some of the benefits you are seeing by participating in CACFP? 			
6.2	I plan nutritious meals by following the United States Department of Agriculture (USDA) guidelines and include diet modifications due to food allergies, special needs and picky eaters. <ul style="list-style-type: none"> • Please describe a typical day of planned meals • How do you plan infant, toddler, preschool and school-age meals based on the USDA guidelines? • How do you modify menus to meet the needs of children with food allergies, special needs and picky eaters? Explain. 			
6.2	I have completed the Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC) nutrition (i.e. child nutrition, breast feeding, oral health or Farm to ECE) OR Healthy Kids, Healthy Future self-assessment. <ul style="list-style-type: none"> • Please show me a copy of one completed NAPSACC or Healthy Kids, Healthy Future self-assessment. 			

	<ul style="list-style-type: none"> • What do you see as your program strengths? • What do you see as practices that could be improved on? 			
6.2	<p>I have completed one goal and action plan around nutrition.</p> <ul style="list-style-type: none"> • Please tell me about your goal. (Initial Certification) • Please tell me about your new goal. (Re-Certification) 			
6.4	<p>I follow safe sleep procedures for the children in my care.</p> <ul style="list-style-type: none"> • Please describe how you follow safe sleep procedures for infants, toddlers and preschool-age children. • How do you share your safe sleep practices and policy with families? • What challenges do you face when enforcing your safe sleep practices? • What successes do you have around safe sleep? 			
6.4	<p>I ensure all spaces children interact with are free from risk of strangulation.</p> <ul style="list-style-type: none"> • Please describe what prevention measures you have put in place to reduce the risk of strangulation. • How often do you assess all spaces that children interact in to ensure that there isn't a risk of strangulation? 			
6.5	<p>I offer opportunities for children to participate in physical activity within my child care routine and schedule.</p> <ul style="list-style-type: none"> • Please describe what physical activities you provide for the children in your care. • How do you modify physical activities when weather permits children from going outside? 			
6.5	<p>I have completed one action plan around physical activity.</p> <ul style="list-style-type: none"> • Please tell me about your goal. (Initial Certification) • Please tell me about your new goal. (Re-Certification) 			
6.5	<p>I have completed the NAPSACC physical activity (i.e. infant and child physical activity, outdoor play or screen time) OR Healthy Kids, Healthy Future self-assessment.</p> <ul style="list-style-type: none"> • Please show me a copy of one completed NAPSACC or Healthy Kids, Healthy Future self-assessment. • What do you see as your program strengths? 			
Submit	<p>Submit the following documentation with the <i>ChildNet Validation Checklist</i>:</p> <ol style="list-style-type: none"> 1. A copy of CACFP enrollment certificate 2. CCR&R <i>Action Plan</i> stating one nutrition goal 3. CCR&R <i>Action Plan</i> stating one physical activity goal 			
Notes	<p>Evidence to be noted on <i>ChildNet Certification Checklist</i>:</p> <ol style="list-style-type: none"> 1. One completed NAPSACC nutrition self-assessment (i.e. child nutrition, breastfeeding and infant feeding, oral health or Farm to ECE) AND 2. One completed CCR&R <i>Action Plan</i> around nutrition <p>OR</p> <ol style="list-style-type: none"> 1. One completed Healthy Kids, Healthy Future nutrition self-assessment AND 2. One completed CCR&R <i>Action Plan</i> around nutrition <p>Other:</p>			

Notes	<p>Evidence to be noted on <i>ChildNet Certification Checklist</i>:</p> <ol style="list-style-type: none"> 1. One completed NAPSACC physical activity self-assessment (i.e. physical activity, outdoor play and learning, screen time) AND 2. One completed CCR&R <i>Action Plan</i> around physical activity practices <p>OR</p> <ol style="list-style-type: none"> 1. One completed Healthy Kids, Healthy Future physical activity self-assessment AND 2. One completed CCR&R <i>Action Plan</i> around physical activity <p>Other:</p>
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Session 7: Talk, Play, Read, Write and Sing		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
7.2	<p>I am aware of common early literacy skills that children display in a print rich environment.</p> <ul style="list-style-type: none"> • What skills do children of all ages learn in a print rich environment? (i.e. recognizing letters and words, knowing how to handle a book, knowing the names of objects, etc.) • What common behaviors do children display when engaged in a print rich environment? (i.e. mouthing or chewing books, turning pages, pointing, laughing, following words with fingers, etc.) 			
7.2	<p>I have a variety of books accessible for children of all ages.</p> <ul style="list-style-type: none"> • Please show me the books that you have for the children in your care. • What do you look for when selecting books for each age of child you are serving? (i.e. infants, toddlers, preschool-age, etc.) • What makes certain books more appropriate for one age group versus another? • Are the books easily accessible for children to interact with? • What activities do you plan to engage in literacy for all children in your care at the same time? (i.e. school-agers read to younger children, work together on a literacy activity, sing together, writing activities, etc.) 			
7.4	<p>I can use the Iowa Early Learning Standards (IELS) Adult Supports as a guide when planning developmentally appropriate literacy activities for the children in my care.</p> <ul style="list-style-type: none"> • Please name the five ways to help children develop literacy skills and why they are important to a child's development? (i.e. talk, sing, read, write and play, etc.) • Please describe some of the other activities you would do to integrate talking, singing, reading, writing and play. • Do you have access to an IELS manual? • What IELS area is appropriate for language and literacy? • Identify a few of the IELS Adult Supports that you can use to engage a child in literacy behaviors. 			

Submit	Submit the following documentation with the <i>ChildNet Validation Checklist</i> : 1. n/a
Notes	Evidence to be noted on <i>ChildNet Certification Checklist</i> : 1. Displays a variety of appropriate books for all ages 2. Observation of provider encouraging early literacy skills 3. Demonstrates where to find appropriate IELS in regards to Area 6: Language and Communication Other:

Session 8: Where We Live		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
8.1	I understand the importance of integrating culture and diversity into my child care program. <ul style="list-style-type: none"> How would you define culture and diversity in child care? What are the activities or practices in your program that reflects the culture of the families that you serve? Why is it important to be attentive to how basic routines like feeding, sleeping and diapering/toileting may be different based on the families enrolled? (i.e. home vs child care, child development beliefs, etc.) 			
8.4	I practice diversity in my child care program through my physical environment, materials, resources, communication styles, values and attitudes. <ul style="list-style-type: none"> How do you show diversity within your physical environment, materials and resources? (i.e. posters of various cultures, dramatic play, meal planning, etc.) How do you show diversity within your communication styles? (i.e. use of visual aids, bilingual, written communications in language of origin, etc.) How do you show diversity within your values and attitude? (i.e. avoid racial slurs, screen books and media for stereotyping, activities around accepting differences, etc.) 			
8.4	I have developed a goal and action plan to ensure that the environment is supportive to and encouraging of culture, age, race, ability, special needs, and gender diversity as referenced by the Iowa Early Learning Standards (IELS). <ul style="list-style-type: none"> What are some challenges you have faced when integrating diversity into your environment? What are some successes you have had when integrating diversity into your environment? Please tell about your goal. (Initial Certification) Please tell about your new goal. (Re-Certification) 			
8.6	I connect with community partners to support a child's identity and sense of belonging. <ul style="list-style-type: none"> Why is the involvement of community partners important? What kind of activities do you implement that involve community partners? (i.e. chaperoned field trips, guest speakers, etc.) 			

	<ul style="list-style-type: none"> What successes and challenges do you have when hosting/participating in activities that include community partners? 			
Submit	Submit the following documentation with the <i>ChildNet Validation Checklist</i> : 1. CCR&R <i>Action Plan</i> regarding an environment that is supportive to and encouraging of culture, age, race, ability, special needs and gender diversity			
Notes	Evidence to be noted on <i>ChildNet Certification Checklist</i> : 1. Statement about the importance of culture and diversity (i.e. incorporate language into mission statement or philosophy, create a tagline, create a simple statement, etc.) 2. Documents/provides copy of two completed family and community partner activities (i.e. sign in sheet, minutes, newsletter, etc.) Other:			

Session 9: Keeping Families Engaged		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
9.2, 9.3	I understand the purpose behind an orientation for newly enrolled families. <ul style="list-style-type: none"> How is an orientation different than an interview? What should be considered when setting up an orientation with a new family? (i.e. when to schedule, time allowed, tour of space, etc.) Please describe your orientation process with a newly enrolled family. 			
9.4	I use various methods or tools to communicate with enrolled families. <ul style="list-style-type: none"> Why is communication with families important? What methods or tools do you use to communicate with families? What successes and challenges have you experienced when communicating with families? How have you overcome the challenges faced when communicating with families? 			
9.5	I hold parent/child conferences annually for all children in my care to discuss each child's progress and behavioral, social, emotional and physical needs. <ul style="list-style-type: none"> Please describe a typical parent/child conference and what you review. Do you require the child to be present at the conference? Explain. How do you discuss the child's progress? How do you show samples of a child's "work"? How are you respectful of the parent's suggestions? What successes and challenges have you experienced with holding conferences? How have you overcome the challenges faced when holding conferences? 			
Submit	Submit the following documentation with the <i>ChildNet Validation Checklist</i> : 1. n/a			

Notes	<p>Evidence to be noted on <i>ChildNet Certification Checklist</i>:</p> <ol style="list-style-type: none"> 1. Articulates/reviews orientation process 2. Observe/review the tool being used to communicate with families 3. Documentation of one family/child conference held (i.e. minutes, review, notes taken, etc.) <p>Other:</p>
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Session 10: Putting It All Together		Date Completed		
Learning Objective	Action	Provider	Consultant	Validator
10.1	<p>I advocate for issues that affect me personally or the families and children I provide care for.</p> <ul style="list-style-type: none"> • What does it mean to be an advocate? • What kind of issues currently affect families and children you provide care for? • How comfortable are you to advocate for yourself, families and children? • What opportunities to network do you have or have participated in as a way to advocate for yourself, families and children? • What successes have you had when being an advocate? • What challenges have you had when being an advocate? 			
10.3	<p>I understand the importance of taking training and other professional development opportunities.</p> <ul style="list-style-type: none"> • Why is taking training important? • What motivates you to take training? • What topics would you like to learn about? • Do you feel you have access to all the training you need to be a successful business owner? 			
10.3	<p>I keep a detailed plan of professional development opportunities to enhance my skills and maintain quality in my child care business.</p> <ul style="list-style-type: none"> • Why is it important to have a professional development plan? • How do you access the list of Iowa Department of Human Services (DHS) approved trainings? • Where can you access the <i>Professional Growth and Development Record for Child Development Homes</i> form? • What is your level of current education? • How would the next level of professional development benefit you as a child care business owner? (i.e. Child Development Associate (CDA) Credential™, Early Childhood Education Diploma, Associate's Degree or Bachelor's Degree, etc.) • Have you heard of T.E.A.C.H. Early Childhood® IOWA (Teacher Education and Compensation Helps) or WAGE\$® programs? • Would you participate in WAGE\$® if it was available in your area? 			
Submit	<p>Submit the following documentation with the <i>ChildNet Validation Checklist</i>:</p> <ol style="list-style-type: none"> 1. Copy of the completed <i>Professional Growth & Development Record for Child Development Homes</i> form 			

Notes	Evidence to be noted on <i>ChildNet Certification Checklist</i> : 1. Articulate an issue that affects families and children and how you can advocate for their well-being Other:
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Signature of Program Representative	Date
Signature of CCR&R Representative	Date