Prior Level Requirements
- The program meets all Level 1 requirements
- The program meets all Level 2 requirements

Nutrition and Physical Activity
- The program (choose ONE):
  a. Participates in CACFP, NSLP or another departmental approved CNP
  OR
  b. If exempt from CACFP, the program identifies and implements two nutrition goals from the completed action plan in Level 1.
- The program identifies and implements one additional physical activity goal from completed action plan in Level 1.

Professional Development
- All Teaching Staff complete 10 annual training hours of professional development.

Leadership and Administration
- The Program Administrator completes (choose ONE):
  a. NAC or other DHS-approved credential
  OR
  b. 30 training hours in early childhood and 10 training hours in leadership, administration or management.
- The Program Administrator has at least 3 years of full-time experience working in the field or 1 year of full-time experience as a Program Administrator.

Family and Community Partnerships
- The program promotes culturally-sensitive practices and procedures.
- The program completes one additional activity annually that promote partnerships (see Family and Community Partnership Activity Options).

Environment
- 30% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series appropriate to the age group served (choose between ITERS, ECERS, or SACERS, if applicable) and provides a certificate of completion.
- The program completes the Health and Safety Checklist for Early Care and Education Programs.
- The program develops and implements a policy regarding oral health (aligned with Caring for Our Children).
Teaching Staff Qualifications

- The average score for all Lead Teachers is 3 points on the IQ4K Teaching Staff Qualifications Worksheet.

Teaching and Learning

- The program utilizes an appropriate assessment tool throughout the year that aligns with the curriculum to gather information on each child's strengths, progress and needs.
- The program shares community resources with families as needed, based on the gathered information (example: provide contact information for the local AEA for further evaluation).
- The program develops and implements policies and procedures for inclusive practices for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs and/or specialized health needs.