



Center or Preschool Level 3

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**):
 - Participates in CACFP, NSLP or another departmental approved CNP**OR**
 - 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**):
 - NAC or other DHS-approved credential**OR**
 - 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) (a minimum of 1 classroom per scale, 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.