

## Prior Level Requirements

- The program meets all Level 1 requirements
- The program meets all Level 2 requirements
- The program meets all Level 3 requirements

## Nutrition and Physical Activity

- The program participates in CACFP **AND** identifies and implements one nutrition goal from the completed action plan in Level 1.
- The provider identifies and implements one additional physical activity goal from completed action plan in Level 1.

## Professional Development

- The provider chooses **ONE** of the following (as applicable per age served):
  - a. Complete two additional modules- Program for Infant and Toddler Care (PITC)  
**OR**
  - b. Complete Module 2 (10hrs.)-Early Childhood Positive Behavioral Interventions and Supports for Family Child Care (EC-PBIS FCC series completed) and complete the following Implementation Guide Checklists and review with coach
    - Emotions and Emotional-Regulation
    - Friendship and Problem Solving**OR**
  - c. Once all of the age-applicable trainings are completed, subsequent applications must complete 20 annual training hours of professional development.

## Family and Community Partnerships

- The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).

## Environment

- The provider completes the ERS scoresheet and Improvement Plan (FCCERS).
- The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.

## Provider Qualifications

- The provider meets Tier 2 or higher on the Iowa Early Care and Education Teaching Roles Career Pathway.
- The provider has at least 3 years of full-time child care experience.

## Teaching and Learning

- The program uses information gathered about children and families to make changes in their learning environment and activities.
- The program participates in planning with families and/or outside experts, as needed, for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.