



School-Age Program Level 4

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 (**choose ONE**):
 - a. Participates in CACFP or NSLP **AND** identifies and implements one nutrition goal from the completed action plan in Level 1
 - OR**
 - b. If exempt from CACFP, the program identifies and implements one additional nutrition goal from the completed action plan in Level 1.
- The program identifies and implements one additional physical activity goals from completed action plan in Level 1.

Professional Development

- All Staff complete 12 annual training hours of professional development.
- 30% or more of all staff have completed 6 hours of DHS or IQ4K-approved training in the area of Social Emotional Behavior Mental Health (SEBMH).

Leadership and Administration

- The **Program Administrator** has 120 training hours in a related field AND 10 training hours in leadership, administration or management
- The **Program Administrator** has at least 2 years of full-time experience as a Program Administrator.
- The **Onsite Supervisor** has 90 training hours in a related field and 1 year of full-time experience as an onsite supervisor.

Family and Community Partnerships

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

Environment

- At least one staff member completes the Environment Rating Scale (ERS) Training series (SACERS).
- 1/3 of classrooms complete the ERS scoresheet and improvement plan using appropriate scale (a minimum of 1 classroom per scale, if applicable).

- The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.

Teaching and Learning

- Staff use information gathered about children and families to make changes in their learning environment and activities.
- Staff participate 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.