



# NAFCC Requirement Chart

NUTRITION and PHYSICAL ACTIVITY				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1. The provider completes one of the following food safety trainings (choose ONE):</p> <p>a) Food Safety in Child Care-4 hours (Institute of Child Nutrition online training)</p> <p>OR</p> <p>b) Iowa State University Extension and Outreach (ISU-EO) Food Safety Training (choose one):</p> <ol style="list-style-type: none"> <li>Food Safety Escape Challenge</li> <li>Safe Food for a Healthy Future</li> <li>ServSafe Food Handler</li> </ol> <p>OR</p> <p>c) Other DHS or IQ4K-approved Food Safety training</p> <p>OR</p> <p>d) ServSafe Certification</p> <p>2. The program completes a self-assessment and creates an action plan in the area of nutrition.</p> <p>3. The program completes a self-assessment and creates an action plan in the area of physical activity.</p>	<p>1. The provider/program (choose ONE):</p> <p>a) Participates in CACFP</p> <p>OR</p> <p>b) Completes all of the following (as applicable per age served):</p> <ol style="list-style-type: none"> <li>Iowa CACFP Steps to Success Module 2: lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 15, and 17 only</li> <li>Iowa CACFP Steps to Success Module 15 (parts 1 and 2): Feeding Infants in the CACFP</li> <li>Iowa CACFP Wellness Module – Meaningful Mealtimes</li> </ol> <p>2. The program identifies and implements one physical activity goal from the completed action plan in Level 1.</p>	<p>1. The program participates in CACFP.</p> <p>2. The program identifies and implements one additional physical activity goal from the completed action plan in Level 1.</p>	<p>1. The program participates in CACFP AND identifies and implements one nutrition goal from the completed action plan in Level 1.</p> <p>2. The program identifies and implements one additional physical activity goal from the completed action plan in Level 1.</p>	<p>1. The program participates in CACFP AND identifies and implements one additional nutrition goal from the completed action plan in Level 1.</p> <p>2. The program identifies and implements one additional physical activity goal from the completed action plan in Level 1.</p>

PROFESSIONAL DEVELOPMENT				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>4. The provider completes a professional development plan annually.</p>	<p>3. The provider completes ChildNet Training.</p> <p>4. The provider completes 15 annual training hours of professional development.</p> <p>5. The provider completes the Medication Administration Skills Competency Course (or other training as approved by DHS) and holds a valid certification of completion. The provider also successfully completes a Competency Skills Evaluation Assessment Checklist (or DHS-approved equivalent) and holds a valid certification of completion. There shall be one person who meets this criterion present onsite in the program at all times.</p>	<p>3. The provider completes ChildNet Certification.</p> <p>4. The provider chooses ONE of the following (as applicable per age served):</p> <p>a) Complete one module- Program for Infant and Toddler Care (PITC)</p> <p>OR</p> <p>b) Complete Module 1 (10hrs.): Early Childhood Positive Behavioral Interventions and Supports for Family Child Care (EC-PBIS FCC) and complete the following Implementation Guide Checklists and review with coach</p> <ul style="list-style-type: none"> <li>-Relationships</li> <li>-Environments</li> <li>-Expectations, Activities and Feedback</li> </ul> <p>OR</p> <p>c) School Age Matters</p> <p>OR</p> <p>d) Once all of the age-applicable trainings are completed, subsequent applications must show completion of 18 annual training hours of professional development.</p>	<p>3. The provider chooses ONE of the following (as applicable per age served):</p> <p>a) Complete two additional modules- Program for Infant and Toddler Care (PITC)</p> <p>OR</p> <p>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</p> <ul style="list-style-type: none"> <li>-Emotions and Emotional-Regulation</li> <li>-Friendship and Problem Solving</li> </ul> <p>OR</p> <p>c) Once all of the age-applicable trainings are completed, subsequent applications must show completion of 20 annual training hours of professional development.</p>	<p>3. The provider chooses ONE of the following (as applicable per age served):</p> <p>a) Complete two additional modules- Program for Infant and Toddler Care (series complete)</p> <p>OR</p> <p>b) Complete Early Childhood Positive Behavioral Interventions and Supports for Family Child Care (EC-PBIS FCC) Benchmarks of Quality and action plan for continued implementation and growth with coach (EC-PBIS FCC series must be complete)</p> <p>OR</p> <p>c) Once all of the age-applicable trainings are completed, subsequent applications must show completion of 22 annual training hours of professional development.</p>

## FAMILY and COMMUNITY PARTNERSHIPS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>5. The program provides an orientation for new families.</p> <p>6. The provider completes 1 activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>6. The program offers one conference with each family per year to discuss each child's progress, strengths, and needs in all developmental areas. Assessment information is shared with the family.</p> <p>7. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>5. The program promotes culturally-sensitive practices and procedures.</p> <p>6. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>4. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>	<p>4. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</p>

## ENVIRONMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>7. The program develops and implements policies regarding (as applicable to age served, aligned with Caring for Our Children):</p> <ul style="list-style-type: none"> <li>a) Supervision</li> <li>b) Safe Sleep Policy</li> <li>c) Missing child</li> <li>d) Strangulation Prevention</li> <li>e) Sign-in/sign-out tracking system for children and visitors.</li> </ul> <p>8. The provider annually completes the IQ4K Interaction and Relationship Self-Assessment.</p> <p>9. The program annually completes the IQ4K Program Assessment.</p>	<p>8. The program provides an environment supportive to, and encouraging of, culture, age, race, ability, special needs, and gender diversity.</p> <p>9. The program develops and implements a policy regarding Playground Equipment Stability and Fall Surfacing &amp; Inspection (aligned with Caring for Our Children).</p> <p>10. The program develops and implements a tobacco/nicotine policy (see sample policy).</p> <p>11. The program completes and annually updates the IQ4K Quality Improvement Action Plan.</p>	<p>7. The provider completes the Environment Rating Scale (ERS) Training series (FCCERS) and provides a certificate of completion.</p> <p>8. The program participates in the completion of the Health and Safety Checklist for Early Care and Education Programs.</p> <p>9. The program develops and implements a policy regarding oral health (aligned with Caring for Our Children).</p>	<p>5. The program completes the ERS scoresheet (with self-assessment) and Improvement Plan (FCCERS).</p> <p>6. The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>	<p>5. The program receives an overall score of 5 on the ERS assessment (FCCERS).**</p> <p>6. The program scores an average of 2.75 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>

## PROVIDER QUALIFICATIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>10. The provider has at least 1 year of child care experience.</p>	<p>12. The provider has (Choose ONE):</p> <ul style="list-style-type: none"> <li>a) At least 2 years of child care experience</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>b) At least 6 college credit hours in education specific to the age group for whom care is provided.</li> </ul>	<p>10. The provider has (Choose ONE):</p> <ul style="list-style-type: none"> <li>a) At least 3 years of child care experience</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>b) At least 9 college credit hours in education specific to age group for whom care is provided.</li> </ul>	<p>7. The provider meets Tier 2 or higher on the Iowa Early Care and Education Teaching Roles Career Pathway.</p> <p>8. The provider has at least 3 years of full-time child care experience.</p>	<p>7. The provider meets Tier 2 or higher on the Iowa Early Care and Education Teaching Roles Career Pathway.</p> <p>8. The provider has at least 4 years of full-time child care experience.</p>

## TEACHING and LEARNING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>11. The provider completes training on the Iowa Early Learning Standards (2hrs).</p> <p>12. The program develops and implements a comprehensive discipline/behavior policy that promotes positive relationships.</p>	<p>12. The program develops and implements a daily schedule with predictable routines that are developmentally appropriate for all ages served.</p> <p>13. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.</p> <p>14. The program develops and implements policies regarding the use of an approved developmental screening tool for all children in care within 60 days of enrollment and at least annually to identify children who may need additional evaluation and/or intervention strategies.</p>	<p>11. 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.</p> <p>12. 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).</p> <p>13. 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.</p>	<p>9. The program uses information gathered about children and families to make changes in their learning environment and activities.</p> <p>10. 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.</p>	<p>9. The program works with families and other experts to implement instructional and/or environmental adaptations, that support the learning for each child, including those with diverse needs, identified disabilities, dual language learners, identified behavioral health needs, and/or specialized health needs.</p>