

Center Name: \_\_\_\_\_

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Child Nutrition:**

**1. Our program offers fruit:\***

- 3 times per week or less (Half-day: 2 times per week or less)       4 times per week (Half-day: 3 times per week)       1 time per day (Half-day: 4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\*For this assessment, fruit does not include servings of fruit juice.

**2. Our program offers fruit that is fresh, frozen, or canned in its own juice, not in syrup:**

- Rarely or never       Sometimes       Often       Every time fruit is offered

**3. Our program offers vegetables:\***

- 2 times per week or less (Half-day: 1 time per week or less)       3-4 times per week (Half-day: 2-3 times per week)       1 time per day (Half-day: 4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\* For this assessment, vegetables do not include French fries, tater tots, hash browns or dried beans.

**4. Our program offers dark green, orange, red or deep yellow vegetables:\***

- 3 times per month or less       1-2 times per month       3-4 times per week       1 time per day or more

\* This does not include servings of white potatoes or corn. These vegetables are not included because they have more starch and fewer vitamins and minerals than other vegetables.

**5. Our program offers vegetables that are prepared with meat fat, margarine or butter:**

- Every time vegetables are served       Often       Sometimes       Rarely or never

**6. Our program offers fried or pre-fried potatoes:\***

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\*Fried or pre-fried include French fries, tater tots and hash browns that are pre-fried, sold frozen and prepared in the oven.

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)

**7. Our programs offers fried or pre-fried meats or fish:\***

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\*Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.

**8. Our program offers high-fat meats:\***

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\* High-fat meats include sausage, bacon, hot dogs, bologna and ground beef that is less than 93% lean.

**9. Our program offers meats and meat alternatives that are lean or low fat:\***

- 3 times per month or less       1-2 times per week       3-4 times per week       Every time meats or meat alternatives are served

\*Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include low-fat dairy foods; baked, poached or boiled eggs; and dried beans.

**10. Our program offers high-fiber, whole grain foods:\***

- 1 time per week or less (Half-day: 3 times per month or less)       2-4 times per week (Half-day: 1 time per week)       1 time per day (Half-day: 2-4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\*High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios and whole grain pasta.

**11. Our program offers high-sugar, high-fat foods:\***

- 1 time per day or more       3-4 times per week       1-2 times per week       Less than 1 time per week or never

\*High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream and pudding.

**12. Our program offers high-salt, high-fat snacks:\***

- 1 time per day or more       3-4 times per week       1-2 times per week       Less than 1 time per week or never

\*High-salt, high-fat snacks include chips, buttered popcorn and Ritz crackers.

**13. Children are given sweet or salty snacks outside of meal or snack times:**

- 1 time per day or more       3-4 times per week       1-2 times per week       Less than 1 time per week or never

**14. Drinking water is available:**

- Only when children ask       Only when children ask and during water breaks       Only indoors where it is always visible and freely available       Indoors and outdoors, where it is always visible and freely available

**15. Our program offers a 4-6 oz. serving of 100% fruit juice:**

- 2 times per day or more       1 time per day       3-4 times per week       2 times per week or less

**16. Our program offers sugary drinks:\***

- 1 time per month or more       Less than 1 time per month       1-2 times per year       Never

\*Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks and soda.

**17. For children ages 2 years and older,\* our program offers milk that is:**

- Whole or regular       Reduced fat or 2%       Low-fat or 1%       Fat-free or skim

\*This does not include children with milk allergies

**18. Meals and snacks are served to preschool children by:**

- Meals and snacks come to classrooms pre-plated with set portions of each food       Teachers portion out servings to children       Children are allowed to serve some foods themselves, while some foods are served by teachers       Children are allowed to choose and serve all foods themselves.

**19. When in classrooms during meal or snack times, teachers and staff eat and drink the same foods and beverages as children:**

- Rarely or never       Sometimes       Often       Always

**20. Teachers enthusiastically role model\* eating healthy foods served at meal and snack times:**

- Rarely or never                       Sometimes                       Often                       Every meal or snack

\*Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, “Mmm, these peas taste yummy!”

**21. Teachers and staff eat or drink unhealthy foods or beverages in front of children:**

- Always                       Often                       Sometimes                       Rarely or never

**22. Describe the posters, books, toys and other learning materials\* that your program displays to promote healthy eating:**

- There are few or no materials                       There are some materials, but limited variety                       There is a large variety of materials                       There is a large variety of materials with new items introduced often

\*Learning materials can include books about healthy eating habits, posters of MyPlate, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

**23. Describe the posters, books, toys and other learning materials\* that your program displays featuring unhealthy foods:**

- There is a large variety of materials with new items introduced                       There is a large variety of materials                       There are some materials but limited variety                       There are few or no materials

\* Learning materials can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods and bowls of candy.

**24. Teachers praise children for trying new or less preferred foods:**

- Rarely or never                       Sometimes                       Often                       Always

**25. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:**

- Rarely or never                       Sometimes                       Often                       Always

**26. When children request seconds, teachers ask them if they are still hungry before serving more food:**

- Rarely or never                       Sometimes                       Often                       Always

**27. Teachers require that children sit at the table until they clean their plates:**

- Every meal or snack                       Often                       Sometimes                       Rarely or never

**28. Teachers use an authoritative feeding style:**

- Rarely or never                       Sometimes                       Often                       Every meal or snack time

\*An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. To encourage children to eat their vegetables, caregivers may reason with them and talk about the importance of eating vegetables, rather than using bribes or threats.

**29. Teachers use food to calm upset children or encourage appropriate behavior:**

- Every day                       Often                       Sometimes                       Rarely or never

**30. During meal and snack times, teachers praise and give hands-on help\* to guide toddlers as they learn to feed themselves:**

- Rarely or never                       Sometimes                       Often                       Always

\*Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves and helping children use cups or other utensils.

**31. Teachers incorporate planned nutrition education\* into their classroom routines:**

- Rarely or never                       1 time per month                       2-3 times per month                       1 time per week or more

\*Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities and garden activities.

**32. Teachers talk with children informally about healthy eating:**

- Rarely or never                       Sometimes                       Often                       Each time they see an opportunity

**33. Describe your program's garden\*:**

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> There is no garden | <input type="checkbox"/> There is an herb garden | <input type="checkbox"/> The garden produces some fruits and/or vegetables for children to taste | <input type="checkbox"/> The garden produces enough fruits and/or vegetables to provide children meals or snacks during 2 seasons or more |
|---|--|--|---|

\*A garden can be planted in the ground or in containers like window boxes or pots. A garden can include a grove of fruit trees or vines growing on fences or arbors.

**34. Teachers and staff receive professional development on nutrition:\***

- |                                |  |  |   |
|--------------------------------|--|--|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Less than 1 time per year | <input type="checkbox"/> 1 time per year | <input type="checkbox"/> 2 times per year or more |
|--------------------------------|--|--|---|

\*For this assessment, professional development on child nutrition does not include food safety and food program guidelines training. Professional development CAN include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

**35. Families are offered education\* on child nutrition:**

- |                                |  |  |   |
|--------------------------------|--|--|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Less than 1 time per year | <input type="checkbox"/> 1 time per year | <input type="checkbox"/> 2 times per year or more |
|--------------------------------|--|--|---|

\*Education can include brochures, tip sheets, links to trusted websites and in-person educational sessions.

**36. A quiet and comfortable space,\*set aside for mothers to breastfeed or express breast milk, is available:**

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

\*This is a space other than a bathroom.

**37. Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by:**

- Talking with families about the benefits of breastfeeding
- Telling families about the ways our child care program supports breastfeeding
- Telling families about community organizations that provide breastfeeding support
- Giving families educational materials
- Showing positive attitudes about breastfeeding

- |                               |                                  |                                     |                                     |
|-------------------------------|----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 topic | <input type="checkbox"/> 2-3 topics | <input type="checkbox"/> 4-5 topics |
|-------------------------------|----------------------------------|-------------------------------------|-------------------------------------|

**38. Our written policy on child nutrition includes the following topics:**

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)

- Foods provided
  - Beverages provided
  - Healthy mealtime environments
  - Teacher practices to encourage healthy eating
  - Not offering food to calm children or encourage appropriate behavior
  - Professional development on child nutrition
  - Education for families
  - Planned and informal nutrition education for children
  - Guidelines on food for holidays and celebrations
  - Fundraising with non-food items
- No written policy       1-4 topics       5-8 topics       9-10 topics

### Physical Activity

**39. The amount of time provided to toddlers and preschool children for indoor and outdoor physical activity\* each day is:**

- Less than 60 minutes  
(Half-day: Less than 30 minutes)
- 60-89 minutes  
(Half-day: 30-44 minutes)
- 90-119 minutes  
(Half-day: 45-59 minutes)
- 120 minutes or more  
(Half-day: 60 minutes or more)

\*Physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.

**40. Our program offers 3-5 minutes of tummy time\* to infants:**

- 2 times per week or less  
(Half-day: 1 time per week or less)
- 3-4 times per week  
(Half-day: 2-3 times per week)
- 1 time per day  
(Half-day: 4 times per week)
- 2 times per day or more  
(Half-day: 1 time per day or more)

\*3-5 minutes of tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Tummy time may not last 3-5 minutes for infants who are not used to it or do not enjoy it. It may last longer than 5 minutes for infants who do.

**41. The amount of adult-led\* physical activity our program provides to toddlers and preschool children each day is:**

- Less than 30 minutes  
(Half-day: Less than 10 minutes)
- 30-44 minutes  
(Half-day: 10-19 minutes)
- 45-59 minutes  
(Half-day: 20-29 minutes)
- 60 minutes or more  
(Half-day: 30 minutes)

\*Adult-led activities and lessons can be led by teachers or outside presenters.

**42. Outdoor playtime\* is provided to preschool children and toddlers:**

- 4 times per week or less (Half-day: 3 times per week or less)       1 time per day (Half-day: 4 times per week)       2 times per day (Half-day: 1 time per day)       3 times per day or more (Half-day: 2 times per day or more)

\*Outdoor playtime is any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

**43. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:**

- 30 minutes or more       20-29 minutes       15-19 minutes       Less than 15 minutes

**44. Outside of nap and meal times, the longest that infants spend in seats, swings or ExerSaucers at any one time is:**

- More than 30 minutes       15-30 minutes       1-14 minutes       Infants are never placed in seats, swings or ExerSaucers

**45. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:\***

- Rarely or never       Sometimes       Often       At least a few items are always available to encourage physical activity

\*Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room or other space that allows children to move freely.

**46. Describe the posters, books and other learning materials that your program displays to promote physical activity.**

- There are few or no materials       There are some materials with limited variety       There is a large variety of materials       There is a large variety of materials with new items introduced often

**47. As punishment for misbehavior, preschool children or toddlers are removed from physically active playtime for longer than 5 minutes**

- Always       Often       Sometimes       Never

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)



**48. Teachers take the following role during children’s physically active playtime:**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> They supervise only | <input type="checkbox"/> They supervise and verbally encourage physical activity | <input type="checkbox"/> They supervise, verbally encourage and sometimes join in to increase children’s physical activity | <input type="checkbox"/> They supervise, verbally encourage and often join in to increase children’s physical activity |
|--|--|--|--|

**49. During tummy time and other activities, teachers interact with infants to help them build motor skills:\***

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

\*Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, reaching for and grasping toys.

**50. Teachers incorporate physical activity into classroom routines and transitions:\***

- |  |                                    |                                |  |
|--|------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Each time they see an opportunity |
|--|------------------------------------|--------------------------------|--|

\*Physical activity during classroom routines and transitions can include movement during circle time or story time, physical activity during center time, Simon Says or other movement games while children wait in line.

**51. Teachers lead planned lessons to build preschool children’s and toddlers’ motor skills:\***

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> 1 time per month | <input type="checkbox"/> 2-3 times per month | <input type="checkbox"/> 1 time per week or more |
|--|---|--|--|

\*Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for preschool children and toddlers include walking, running, skipping, jumping, throwing, catching and kicking.

**52. Teachers talk with children informally about the importance of physical activity:**

- |  |                                    |                                |  |
|--|------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Each time they see an opportunity |
|--|------------------------------------|--------------------------------|--|

**53. Teachers and staff receive professional development on children’s physical activity:\***

- |                                |  |  |   |
|--------------------------------|--|--|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Less than 1 time per year | <input type="checkbox"/> 1 time per year | <input type="checkbox"/> 2 times per year or more |
|--------------------------------|--|--|---|

\*For this assessment, professional development on children’s physical activity does not include playground safety training.

**54. Families are offered education on children’s physical activity:**

- |                                |  |  |   |
|--------------------------------|--|--|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Less than 1 time per year | <input type="checkbox"/> 1 time per year | <input type="checkbox"/> 2 times per year or more |
|--------------------------------|--|--|---|

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)

**55. Our written policy on physical activity includes the following topics:**

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in physical activity
- Teacher practices that encourage physical activity
- Not withholding physical activity as punishment
- Planned and informal physical activity education
- Professional development on children's physical activity
- Education for families on children's physical activity

- No written policy       1-3 topics       4-6 topics       7-8 topics

**Screen Time**

**56. Televisions are located:**

- In every classroom       In some classrooms       Stored outside of classrooms but regularly available to children       No televisions or televisions stored outside of classrooms and not regularly available to children

**57. For children 2 years of age and older, the amount of screen time\* allowed in our program each week is:**

- 90 minutes or more (Half-day: 45 minutes or more)       60-89 minutes (Half-day:30-44 minutes)       30-59 minutes (Half-day: 15-29 minutes)       No screen time allowed

\*For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction or connecting with families through Skype or other videoconferencing programs.

**58. For children under 2 years of age the amount of screen time\*allowed in our program each week is:**

- 60 minutes or more       30-59 minutes       1-29 minutes       No screen time is allowed

\*For children under 2 years of age, screen time includes any time spent watching shows or videos or playing games on a screen. Screens can include televisions, desktop, laptop, or tablet computers, or smart phone.

**59. When television or videos are shown the programming is educational and commercial free:\***

- Rarely or never       Sometimes       Often       Always

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)

\*Educational and commercial-free shows and videos are developmentally appropriate for children's learning goals, and do not contain advertising.

**60. When screen time is offered, children are given the opportunity to do an alternative activity:**

- Rarely or never       Sometimes       Often       Always

**61. Screen time is used as a reward:**

- Everyday       1-4 times per week       1-3 times per month       Rarely or never

**62. When screen time is offered, teachers talk with children about what they are seeing and learning:**

- Rarely or never       Sometimes       Often       Always

**63. Families are offered education\* on screen time:**

- Never       Less than 1 time per year       1 time per year       2 times per year or more

\*Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

## Family Engagement

**64. Our child care center has a welcoming atmosphere and feels like a place where parents "belong":**

- Rarely or never       Sometimes       Often       Always

**65. The center communicates with families in multiple ways (e.g., email, phone, websites):**

- Rarely or never       Sometimes       Often       Always

**66. Teachers communicate with families:**

- Once a month or less       3-4 times per month       3-4 times per Week       Once a Day or more

**67. The Center hosts trainings and family engagement events where families receive education on nutrition, physical activity, child development and/or positive parenting strategies:**

- Rarely or Never       1-2 times per year       2-3 times per year       4 times per year or more

\*Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

**68. The child care staff shares with families what their child learns and does while in the child care center:**

- Once a month or less       3-4 times per month       3-4 times per Week       Once a Day or more

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)

**69. Menus are posted for families to review:**

- Rarely or never       Sometimes       Often       Always

**70. Families are offered opportunities to provide feedback and encouraged to offer suggestions (e.g. meal planning ideas, physical activities, wellness policies) :**

- Rarely or never       Sometimes       Often       Always

**71. Families are provided with information about their child's daily nutrition while in child care:**

- Rarely or never       Sometimes       Often       Always

**72. Families are provided with information that encourages healthy eating at home:**

- Rarely or Never       Once a year       2-3 times per year       4 times a year or more

**73. Families are provided with information that encourages physical activity at home:**

- Rarely or Never       Once a year       2-3 times per year       4 times a year or more

**74. Families are provided with information about their children's daily physical activity while in child care:**

- Rarely or Never       Sometimes       Often       Always

**75. Families are provided with information on the benefits of limiting screen time:**

- Rarely or Never       Once a year       2-3 times per year       4 times a year or more

**76. Families receive written policies and education for healthy birthdays, holidays and celebrations:**

- Rarely or Never       Once a year       2-3 times per year       4 times a year or more

Questions from Go NAP SACC:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2<sup>nd</sup> edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org)