



School-Age Program Requirement Chart

NUTRITION and PHYSICAL ACTIVITY				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1. The Program Administrator and any staff member who prepares meals 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"> Food Safety Escape Challenge Safe Food for a Healthy Future ServSafe Food Handler <p>OR</p> <p>c) Other DHS or IQ4K-approved Food Safety training</p> <p>OR</p> <p>d) ServSafe Certification</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP, NSLP or another departmental approved Child Nutrition Program (CNP).</p> <p>OR</p> <p>b) Completes both of the following:</p> <p>I. Iowa CACFP Meal Pattern Training-Steps to Success Module 2- lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 15, and 17 only (staff planning the menu and their supervisor).</p> <p>II. Video "CACFP School-Age Program Staff Training" (all lead staff responsible for mealtime supervision and their supervisor).</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP, NSLP or another departmental approved Child Nutrition Program (CNP).</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements two nutrition goals from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP, NSLP or another departmental approved Child Nutrition Program (CNP) AND identifies and implements one nutrition goal from the completed action plan in Level 1</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements one additional nutrition goal from the completed action plan in Level 1.</p>	<p>1. The program (choose ONE):</p> <p>a) Participates in CACFP, NSLP or another departmental approved Child Nutrition Program (CNP) AND identifies and implements one additional nutrition goal from the completed action plan in Level 1</p> <p>OR</p> <p>b) If exempt from CACFP, the program identifies and implements one additional nutrition goal from the completed action plan in Level 1.</p>
<p>2. The program completes a self-assessment and creates an action plan in the area of nutrition.</p>	<p>2. The program identifies and implements one physical activity 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>2. The program identifies and implements one additional physical activity 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>3. The program completes a self-assessment and creates an action plan in the area of physical activity.</p>				

PROFESSIONAL DEVELOPMENT				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>4. All Staff complete a professional development plan within 6 months of employment and the plan is updated annually.</p>	<p>3. All staff who administer medication complete the Medication Administration Skills Competency Course (or other training as approved by DHS) and hold a valid certification of completion. All staff who administer medication also successfully complete a Competency Skills Evaluation Assessment Checklist (or DHS-approved equivalent) and hold 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. All Staff complete 10 annual training hours of professional development.</p>	<p>3. All Staff complete 12 annual training hours of professional development.</p>	<p>3. All Staff complete 12 annual training hours of professional development.</p>
<p>5. All Staff complete the Iowa State University Extension and Outreach (ISU-EO) training: Passport to Early Childhood Education: Teacher and Staff Orientation (newly hired staff have 9 months from their date of hire to complete this requirement).</p>	<p>4. All Staff complete 10 annual training hours of professional development.</p>		<p>4. 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).</p>	<p>4. 60% 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).</p>

LEADERSHIP AND ADMINISTRATION

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6. All Staff annually complete the IQ4K Staff Self-Assessment. The Program Administrator annually completes the IQ4K Program Assessment. Self-assessments and reviews are used to improve the professional and the organization, not used as punitive.	5. The Program Administrator completes and annually updates the IQ4K Quality Improvement Action Plan.	4. The Program Administrator completes (choose ONE): a) NAC (or other DHS approved credential) OR b) 30 training hours in a related field and 10 training hours in leadership, administration, or management.	5. The Program Administrator has 120 training hours in a related field AND 10 training hours in leadership, administration or management	5. The Program Administrator has 9 credit hours in a related field AND 12 training hours in leadership, administration, or management.
7. Meetings for all staff are conducted at least twice a year.	6. All Staff receive a written evaluation at least once a year.	5. 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.	6. The Program Administrator has at least 2 years of full-time experience as a Program Administrator.	6. The Program Administrator has at least 3 years of full-time experience as a Program Administrator.
	7. The Program Administrator has at least 2 years of full-time experience working in the field.	6. The Onsite Supervisor has 30 training hours in a related field and 2 years of full-time experience working in the field.	7. The Onsite Supervisor has 90 training hours in a related field and 1 year of full-time experience as an onsite supervisor.	7. The Onsite Supervisor has 6 credit hours in a related field and 2 years of full-time experience as an onsite supervisor.

FAMILY AND COMMUNITY PARTNERSHIPS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
8. The program provides an orientation for new families.	8. The program offers one conference with each family per year to discuss each child's progress, strengths, and needs in all developmental areas.	7. The program promotes culturally-sensitive practices and procedures.	8. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	8. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).
9. The program completes 1 activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	9. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	8. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).		

ENVIRONMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
10. The program develops and implements, as applicable to ages served, the following policies aligned to Caring for Our Children: a) Supervision b) Bullying Prevention c) Playground Equipment Stability and Fall Surfacing & Inspection d) Missing child e) Strangulation Prevention f) Sign-in/sign-out tracking system for children and visitors g) Technology	10. The Program Administrator or Assistant Administrator completes the Environment Rating Scale (ERS) Training (SACERS) and provides a certificate of completion.	9. The onsite supervisor completes the Environment Rating Scale (ERS) Training (SACERS) and provides a certificate of completion.	9. At least one staff member completes the Environment Rating Scale (ERS) Training series (SACERS) and provides a certificate of completion.	9. 80% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series (SACERS) and provides a certificate of completion.
11. The program submits (choose ONE): a) IQ4K Interaction and Relationship Self-Assessment (completed annually by all teaching staff) OR b) CLASS assessment for the age-level being served (one per classroom completed annually by a trained observer)	11. The program provides an environment supportive to, and encouraging of, culture, age, race, ability, special needs, gender diversity, etc.	10. The program participates in the completion of the Health and Safety Checklist for Early Care and Education Programs.	10. 1/3 of classrooms complete the ERS scoresheet (with self-assessment) and improvement plan using the appropriate scale (a minimum of 1 classroom per scale, if applicable).	10. 1/3 of classrooms receive an overall score of 5 or higher on the ERS assessment (a minimum of 1 classroom per scale, if applicable).
	12. The program develops and implements a Tobacco-Free/Nicotine-Free policy aligned to the Iowa Department of Public Health's policy guidelines (see resource guide).		11. The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.	11. The program scores an average of 2.75 or higher on the Health and Safety Checklist for Early Care and Education Programs.

TEACHING AND LEARNING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
12. The program provides assistance or access to tutors to support homework or student's learning needs.	13. The program develops and implements a curriculum that includes all of the following opportunities each day: -active physical activity -creative expression -cooperative games -free choice with a variety of materials -academic support.	11. Staff utilize an appropriate tool throughout the year to gather information about children's strengths, progress, and needs.	12. Staff use information gathered about children and families to make changes in their learning environment and activities.	12. Staff work 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.
13. The program develops and implements a comprehensive discipline/behavior policy that promotes positive relationships.	7. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.	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).	13. 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.	
14. The program develops and implements a comprehensive and age-appropriate schedule of activities.		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.		