



# Council on Accreditation (COA) Center Requirement Chart

NUTRITION and PHYSICAL ACTIVITY				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1. 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): 1. Food Safety Escape Challenge 2. Safe Food for a Healthy Future 3. ServSafe Food Handler</p> <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 program (choose ONE):</p> <p>a) Participates in CACFP, NSLP or another departmental approved Child Nutrition Program (CNP). OR</p> <p>b) Completes all of the following (as applicable to ages served):</p> <p>I. Iowa CACFP 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 Child Care Center Infant Staff Training" or Iowa CACFP Infant Feeding Training -- Steps to Success Module 15 (parts 1 and 2) (infant lead staff and their supervisor)</p> <p>III. Video "CACFP Child Care Center Staff Training" or Iowa CACFP Wellness Module - Meaningful Mealtimes (all lead staff responsible for mealtime supervision and their supervisor)</p> <p>2. The program identifies and implements one physical activity 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). 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>2. The program identifies and implements one additional physical activity 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 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 identifies and implements one additional physical activity 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 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. All staff have completed professional development plans with the program's overall skill needs in mind within 6 months of employment.</p> <p>5. All staff complete the Iowa State University Extension's orientation for new staff training within 6 months of employment.</p>	<p>3. All staff that administer medication have taken Medication Administration Skills Competency Course (or other training as approved by DHS) and have successfully completed a Competency Skills Evaluation Assessment Checklist. There must be one person who meets this criteria present onsite at all times.</p> <p>4. All teaching staff: complete 10 annual training hours of professional development.</p>	<p>3. All teaching staff: complete 10 annual training hours of professional development.</p>	<p>3. All teaching staff: complete 12 annual training hours of professional development.</p> <p>4. 60% or more of all the Lead Teachers will complete applicable EC PBIS training:</p> <p>a) Preschool Modules 1 &amp; 2</p> <p>b) Infant/Toddler Modules 1 &amp; 2</p>	<p>3. All teaching staff: complete 12 annual training hours of professional development.</p> <p>4. Minimally an administrator and internal coach will complete applicable EC PBIS training:</p> <p>a) EC PBIS Preschool Modules 3a and 3b</p> <p>b) EC PBIS Infant/Toddlers Module 3</p> <p>c) Prevent Teach Reinforce for Young Children (PTR-YC)</p>

## LEADERSHIP and ADMINISTRATION

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6. All Staff complete the IQ4K Staff Self-Assessment annually. The Program Administrator completes the IQ4K Program Assessment annually. 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.  6. All Staff receive a written evaluation at least once a year.  7. The Program Administrator has at least 2 years of full-time experience working in the field.	4. The Program Administrator completes (choose ONE): a) NAC or other DHS-approved credential OR b) 30 training hours in early childhood and 10 training hours in leadership, administration, or management.  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.	5. The Program Administrator meets Tier 1 or higher on the Iowa Early Care and Education Program Administrator Roles Career Pathway.  6. The Program Administrator has at least 2 years of full-time experience as a Program Administrator.	5. The Program Administrator meets Tier 2 or higher on the Iowa Early Care and Education Program Administrator Roles Career Pathway.  6. The Program Administrator has at least 3 years of full-time experience as a Program Administrator.

## FAMILY and COMMUNITY PARTNERSHIPS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
7. The program provides an orientation for new families.  8. The program completes 1 activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	8. 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.  9. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	6. The program promotes culturally-sensitive practices and procedures.  7. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	7. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	7. The program completes one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).  8. The program offers one additional conference with each family of 4-year-old children in care, per year, to discuss each child's progress, strengths, and needs in all developmental areas. Assessment information is shared with the family.

## ENVIRONMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
9. The program develops and implements, as applicable to ages served, the following policies aligned to Caring for Our Children: a) Supervision b) Safe Sleep Policy 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  10. The program submits (choose ONE): a) IQ4K Interaction and Relationship Self-Assessment (completed annually by teaching staff) OR b) CLASS assessment for the age-level being served (one per classroom completed annually by a trained observer) OR c) TPOT or TPITOS tool (one per classroom completed annually by a trained observer)	10. The Program Administrator or Assistant Administrator completes the Environment Rating Scale (ERS) Training (choose between ITERS, ECERS or SACERS, if applicable) and provides a certificate of completion.  11. The program provides an environment supportive to, and encouraging of, culture, age, race, ability, special needs, and gender diversity.  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).	8. 30% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series appropriate to the age group served (choose between ITERS, ECERS, or SACERS, if applicable) and provides a certificate of completion. (a minimum of 1 classroom per scale, if possible)  9. The program participates in the completion of the Health and Safety Checklist for Early Care and Education Programs.  10. The program develops and implements a policy regarding oral health (aligned with Caring for Our Children).	8. 60% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series appropriate to the age group served (choose between ITERS, ECERS, or SACERS, if applicable) and provides a certificate of completion. (a minimum of 1 classroom per scale, if possible)  9. 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. The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.	9. 80% or more of Lead Teachers complete the Environment Rating Scale (ERS) Training series appropriate to the age group served (choose between ITERS, ECERS, or SACERS, if applicable) and provides a certificate of completion. (a minimum of 1 classroom per scale, if possible)  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).**  11. The program scores an average of 2.75 or higher on the Health and Safety Checklist for Early Care and Education Programs.

## TEACHING STAFF QUALIFICATIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
11. All Lead Teachers are participating in Tier 1 training or meet a higher Tier qualification on the Iowa Early Care and Education Teaching Roles Career Pathway within 6 months of starting employment (this level is met if the program is in compliance with the regulatory requirement of all staff taking Essentials).	13. All Lead Teachers meet Tier 1, Step 1 (40 hours of training towards a CDA) or meet a higher Tier qualification on the Iowa Early Care and Education Teaching Roles Career Pathway.	11. The average score for all Lead Teachers is 3 points on the IQ4K Teaching Staff Qualifications Worksheet.	11. The average score for all Teaching Staff is 4 points on the IQ4K Teaching Staff Qualifications Worksheet.	12. The average score for all Teaching Staff is 8 points on the IQ4K Teaching Staff Qualifications Worksheet.

## TEACHING and LEARNING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>12. The Program Administrator and at least one Lead Teacher have been trained on the Iowa Early Learning Standards (2hrs).</p> <p>13. The program develops and implements a comprehensive discipline/behavior policy that promotes positive relationships.</p>	<p>14. The program uses a curriculum that is aligned with the Iowa Early Learning Standards, addresses the multiple domain areas, and is specific to the ages of the children the program serves.</p> <p>15. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.</p> <p>16. 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>12. 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>13. 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>14. 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>12. The teaching staff use assessment data and information gathered about children and families to make changes in their learning environment and activities.</p> <p>13. The teaching 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.</p>	<p>13. The teaching 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.</p> <p>14. The Leadership Team completes Program Wide Positive Behavioral Interventions and Supports (PW PBIS) Training. The Leadership Team must include an administrator, internal coach and teacher.</p>