NUTRITION and PHYSICAL ACTIVITY

LEVEL 1
1. Any staff member who prepares meals completes one of the following food safety trainings (choose ONE):
   a) Food Safety in Child Care-4 hours (Institute of Child Nutrition online training)
   b) Iowa State University Extension and Outreach (ISU-EO) Food Safety
      Training (choose one): 1. Food Safety in Child Care
      2. Safe Food for a Healthy Future
   c) Other DHS or IQ4K-approved Food Safety training
   d) ServSafe Certification
2. The program completes a self-assessment and creates an action plan in the area of nutrition.
3. The program completes a self-assessment and creates an action plan in the area of physical activity.

LEVEL 2
1. The program (choose ONE):
   a) Participates in CACFP, NSLP or another departmental approved
      Child Nutrition Program (CNP).
   b) Completes all of the following (as applicable to ages served):
      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)
      II. Video “CACFP Infant Child Care Center Staff Training” or Iowa CACFP Infant Feeding Training —
      Steps to Success Module 15 (parts 1 and 2) (infant lead staff and their supervisor)
      III. Video “CACFP Child Care Center Staff Training” or Iowa CACFP Wellness Module —
      Meaningful Mealtime (all lead staff responsible for mealtime supervision and their supervisor)
2. The program identifies and implements one additional physical activity goal from the completed action plan in Level 1.

LEVEL 3
1. The program (choose ONE):
   a) Participates in CACFP, NSLP or another departmental approved
      Child Nutrition Program (CNP).
   b) If exempt from CACFP, the program identifies and implements
      two nutrition goals from the completed action plan in Level 1.
2. The program identifies and implements one additional physical activity goal from the completed action plan in Level 1.

LEVEL 4
1. The program (choose ONE):
   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 OR
   b) If exempt from CACFP, the program identifies and implements one additional nutrition goal from the completed action plan in Level 1 OR
2. The program identifies and implements one additional physical activity goal from the completed action plan in Level 1.

LEVEL 5
1. The program (choose ONE):
   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 OR
   b) If exempt from CACFP, the program identifies and implements one additional nutrition goal from the completed action plan in Level 1 OR
2. The program identifies and implements one additional physical activity goal from the completed action plan in Level 1.

PROFESSIONAL DEVELOPMENT

LEVEL 1
4. All Staff complete a professional development plan within 6 months of employment and the plan is updated annually.
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).

LEVEL 2
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.
4. All Teaching Staff complete 10 annual training hours of professional development.

LEVEL 3
3. All Teaching Staff complete 10 annual training hours of professional development.

LEVEL 4
4. 60% or more of all Lead Teachers complete the applicable Early Childhood Positive Behavioral Interventions and Supports (EC-PBIS) training:
   a) EC-PBIS Preschool Modules 1 & 2
   b) EC-PBIS Infant/Toddler Modules 1 & 2

LEVEL 5
4. 60% or more of all Lead Teachers and the Internal Coach complete the applicable (based on age groups served) Positive Behavioral Interventions and Supports (EC-PBIS) trainings (choose one):
   a) EC-PBIS Preschool Modules 3a and 3b
   b) EC-PBIS Infant/Toddler Module 3
   c) Prevent Teach Reinforce for Young Children (PTR-YC)
### LEADERSHIP and ADMINISTRATION

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<tr>
<td>1. 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.</td>
<td>5. The Program Administrator completes and annually updates the IQ4K Quality Improvement Action Plan.</td>
<td>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.</td>
<td>5. The Program Administrator meets Tier 1 (CDA or 120 EC training hours; AND 10 training hours in leadership, administration or management) or higher on the Iowa Early Care and Education Program Administrator Roles Career Pathway.</td>
<td>5. The Program Administrator meets Tier 2 (8 credit hours in EC AND 3 credit hours in leadership, administration, or management) or higher on the Iowa Early Care and Education Program Administrator Roles Career Pathway.</td>
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<td>2. All Staff receive a written evaluation at least once a year.</td>
<td>6. The Program Administrator has at least 2 years of full-time experience working in the field.</td>
<td>7. 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.</td>
<td>6. The Program Administrator has at least 3 years of full-time experience as a Program Administrator.</td>
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<td>3. The Program Administrator and the Program Coordinator complete the IQ4K Quality Improvement Action Plan.</td>
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<td>4. The Program Coordinator completes and annually updates the IQ4K Program Assessment annually.</td>
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<td>5. The Program Coordinator promotes partnerships (see Family and Community Partnership Activity Options).</td>
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### FAMILY and COMMUNITY PARTNERSHIPS

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<td>1. 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.</td>
<td>5. The program offers one additional activity annually that promotes partnerships (see Family and Community Partnership Activity Options).</td>
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<td>3. The program develops and implements, as applicable to age served, the following policies aligned to Caring for Our Children: a) Supervision b) Safe Sleep Policy c) Playground Equipment Stability and Fall Surfacing &amp; Inspection d) Missing child e) Strangulation Prevention f) Sign-in/sign-out tracking system for children and visitors</td>
<td>10. The program develops and implements, as applicable to age served, the following policies aligned to Caring for Our Children: 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)</td>
<td>11. The program develops and implements, as applicable to age served, the following policies aligned to Caring for Our Children: 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)</td>
<td>12. The program develops and implements, as applicable to age served, the following policies aligned to Caring for Our Children: 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)</td>
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<td>14. The program develops and implements, as applicable to age served, the following policies aligned to Caring for Our Children: 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)</td>
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### ENVIRONMENT

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<td>9. The program develops and implements, as applicable to age served, the following policies aligned to Caring for Our Children: a) Supervision b) Safe Sleep Policy c) Playground Equipment Stability and Fall Surfacing &amp; Inspection d) Missing child e) Strangulation Prevention f) Sign-in/sign-out tracking system for children and visitors</td>
<td>10. The Program Administrator or Assistant Administrator completes the Environment Rating Scale (ERS) Training series (choose between ITERS, ECERS or SACERS, if applicable) and provides a certificate of completion.</td>
<td>11. 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).</td>
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<td>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)</td>
<td>11. The program provides an environment supportive to, and encouraging of, culture, age, race, ability, special needs, and gender diversity.</td>
<td>12. The program develops and implements a policy regarding oral health (aligned with Caring for Our Children).</td>
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**Note:** ERS scoresheets are required for each classroom. Each classroom must have an overall score of 5 or higher on the ERS assessment. ERS assessment forms are completed by lead teachers at least once a year. ERS assessment forms must be submitted to the Program Coordinator. ERS assessment forms are completed by lead teachers at least once a year. ERS assessment forms must be submitted to the Program Coordinator. ERS assessment forms are completed by lead teachers at least once a year. ERS assessment forms must be submitted to the Program Coordinator. ERS assessment forms are completed by lead teachers at least once a year. ERS assessment forms must be submitted to the Program Coordinator.
### TEACHING STAFF QUALIFICATIONS

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<td>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).</td>
<td>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.</td>
<td>11. The average score for all Lead Teachers is 3 points on the IQ4K Teaching Staff Qualifications Worksheet.</td>
<td>11. The average score for all Teaching Staff is 4 points on the IQ4K Teaching Staff Qualifications Worksheet.</td>
<td>11. The average score for all Teaching Staff is 8 points on the IQ4K Teaching Staff Qualifications Worksheet.</td>
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### TEACHING and LEARNING

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<td>12. The Program Administrator and at least one Lead Teacher have been trained on the Iowa Early Learning Standards (2hrs.).</td>
<td>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.</td>
<td>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.</td>
<td>12. The teaching staff use assessment data and information gathered about children and families to make changes in their learning environment and activities.</td>
<td>12. 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.</td>
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<td>13. The program develops a comprehensive discipline/behavior policy that promotes positive relationships.</td>
<td>15. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.</td>
<td>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).</td>
<td>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.</td>
<td>13. 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.</td>
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