

Iowa QRS Survey-FAQs and Additional Documents for **CENTERS**

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Nutrition and Physical Activity Levels 1-5-CENTERS

Level 1	Level 2	Level 3	Level 4	Level 5
<p>1. Food Safety (choose ONE)</p> <ul style="list-style-type: none"> a) 4 hours of food safety & sanitation training Institute of Child Nutrition online training b) Iowa State University Extension: Food Safety Lessons, 4 Lessons c) Training from other DHS approved or meets QRS approved training for Food Safety Level 1 d) ServSafe 	<p>1. Nutrition (choose ONE):</p> <ul style="list-style-type: none"> a) Participate in CACFP OR b) Complete all of the following: <ul style="list-style-type: none"> I. CACFP Meal Pattern Training for menu planner and person responsible for supervising the menu planner (Iowa CACFP Steps to Success Module 2) II. CACFP Infant Feeding Training for infant staff and person responsible for supervising them (Iowa CACFP Steps to Success Module 15) III. CACFP Meal-time supervision training for all staff responsible for supervising children during mealtime and person responsible for supervising them (CACFP Wellness Module - Meaningful Mealtimes) IV. Implement following policies regarding beverages: <ul style="list-style-type: none"> A. Serve children two years and older only 1%, skim or non-fat milk. B. For children one to two years old, serve whole milk. C. Infants receive only breast milk and/or formula. D. Serve only 100% fruit juice. E. Serve juice no more than one time per day. <p>2. Physical Activity (choose ONE)</p> <ul style="list-style-type: none"> a) Let's Move quiz/action plan OR b) NAPSACC assessment 	<p>1. Nutrition- Participate in CACFP</p> <p>2. Physical Activity-complete 1 activity that supports physical activity (see Physical Activity Options)</p>	<p>1.Nutrition-Participate in CACFP AND complete 1 activity that supports healthy nutrition (see Nutrition Activity Options)</p> <p>2. Physical Activity-complete 2 activities that supports physical activity (see Physical Activity Options)</p>	<p>1.Nutrition-Participate in CACFP AND complete 2 activities that support healthy nutrition (see Nutrition Activity Options)</p> <p>2. Physical Activity-complete 3 activities that supports physical activity (see Physical Activity Options)</p>

Nutrition and Physical Activity Options-CENTERS

Nutrition Activity Options:

1. DE Team Nutrition Online Training (choose one for lead staff)
 - a. Healthy Menu Makeover
 - b. Farm to Childcare
 - c. Trying New Food
 - d. Nutrition Education in the Child Care Setting
 - e. Smarter Mealtime Scorecard
 - f. CACFP Meal Pattern Best Practices
2. Farm to Child Care Activity
3. Purchasing local and regional foods for meals
4. Incorporating agricultural education such as Grow It, Try It, Like It
5. Taste testing local foods
6. Harvest of the Month
7. Center garden
8. Field trip to farmer's market or farm
9. Let's Move-Serve all meals to preschoolers and school-aged children family-style.
10. Let's Move-Breastfeeding Support
11. BMER (Building Mealtime Environments and Relationships – University of Idaho-for preschool programs only)
12. Healthier CACFP Award¹
13. Let's Move-Serve a fruit and/or a vegetable at every meal
14. Let's Move-Offer fried or pre-fried foods no more than once a month

Physical Activity Options:

1. Penn State University Extension- Better Kids Care Trainings
 - a. I Am Moving, I am Learning: Active Play Every Day
 - b. I Am Moving, I am Learning: Take it Outside
 - c. Childhood Obesity Prevention: LMCC Increase Physical Activity
2. Go Smart-<https://gosmart.nhsa.org/>
3. GoNoodle-<https://app.gonoodle.com>
4. Let's Go-<http://www.lets-go.org/programs/early-childhood/>
5. Sesame Street Healthy Habits for Life-
<http://www.sesamestreet.org/toolkits/healthyhabits>
6. PE Central-<http://www.pecentral.org/preschool/preschoolindex.html>
7. Shape America-
<http://www.shapeamerica.org/standards/guidelines/early-childhood-resources.cfm>
8. Commit to Ten-<http://commit2ten.org>
9. USDA Nutrition & Wellness Tips for Young Children-
<http://www.fns.usda.gov/tn/nutrition-wellness-tips-young-children>
10. USDA Choose My Plate-Songs- <https://www.choosemyplate.gov/videos-songs>
11. Move for Thought-
<https://www.educateiowa.gov/pk-12/nutrition-programs/quick-links-nutrition/learning-tools-nutrition/move-thought-pre-k-k>
12. Let's Move-Get Kids Moving-
<https://healthykidshealthyfuture.org/5-healthy-goals/get-kids-moving/>
13. Let's Move-Reduce Screen Time-
<https://healthykidshealthyfuture.org/5-healthy-goals/reduce-screen-time/>
14. NAPSACC-Infant & Child Physical Activity Self-Assessment
15. NAPSACC-Outdoor Play & Learning Self-Assessment
16. NAPSACC-Screen Time Self-Assessment
17. DE Team Nutrition Online Training - Provide Opportunities for Active Play

Nutrition and Physical Activity FAQs-CENTERS

1. Why isn't CACFP an option at level 1?
 - a. CACFP does not provide comprehensive food safety training.
2. For those programs who are exempt from CACFP or do not participate, will these CACFP trainings be available to non-participants?
 - a. Yes; all trainings are Iowa Learning Online and free to everyone. An enrollment key may be required but would be provided to QRS applicants..
3. Who takes these trainings? Just the Cook or Food Prep person? Staff who help with serving and clean-up?
 - a. Staff responsible for food preparation, service, and clean up (not intended for staff who supervise meals). In most centers this will include most staff since they often serve and clean up.
4. Is exemption from CACFP an option? What is the evidence, a letter?
 - a. Yes, at level 3, Documentation would be based on the criteria you are using for the exemption (see #7)
5. Some of these goals are part of the food program, so do they have to choose something else?
 - a. The options listed are not required by CACFP, but are recommended best practices.
6. School District Food Service-what would be required for training, as well as serving/clean-up of meals and snacks?
 - a. School food service staff would need to meet the same requirements. They are already required to have annual training, so may have it already; if not this could probably count toward their annual training requirement.
7. How can you be exempt from CACFP?
 - a. Meet 1 of the following criteria to be exempt:
 - i. 0-5% free and reduced - survey based on income applications distributed to families
 - ii. ≤ 30 licensed capacity or enrollment - license or documentation of enrollment
 - iii. ≤ 2 meal/snacks served per day – schedule and menu
 - iv. Operate ≤ 3 days/week – parent handbook or schedule
8. CACFP seems to be a stop-gap; what about programs that are not exempt but don't participate in CACFP?
 - a. The exemptions have been expanded.
9. Some of these are required on the food program, does it still count as my "one" if I'm on the food program?
 - a. None of these are required on CACFP. The exception is that frying is not allowed on site. Centers can still purchase and serve pre-fried foods and can purchase vended meals with fried foods.
10. How specifically do providers access approved trainings? Concerned about access, need to be online.
 - a. All are online except ServSafe.
11. What if parents provide all of the food, does this apply?
 - a. If parents provide food it must meet CACFP requirements per DHS licensing rules, so it would still apply for children under school age. All of it? If parents provide all the food, the center is not eligible to participate in CACFP. Nutritional quality could be improved by utilizing the CACFP and providing meals and snacks.
12. What if meals/snacks are catered in?
 - a. Someone still needs to monitor temps for safety, hold the food at safe temperatures, serve it and clean up. Catered meals must meet CACFP requirements
13. Will online trainings have a cost associated with them?
 - a. The majority of the online trainings are free; there may be some that have a cost but they are not required.
14. Can the same course be repeated in the next cycle?
 - a. Not by the same person.

15. 1b-will you require 2 certificates, one for menu planner and one for person responsible?
 - a. Yes.
16. Will the non-profit vs for-profit policy still be in there?
 - a. For-profit centers must be eligible for CACFP to participate. If they are not eligible, they still have to complete CACFP training at level 2.
17. What about programs that do not serve food?
 - a. Please see new exemptions. Also see #12. There will be a separate track for Before/After School Programs and Part-Time Preschool Programs.
18. What about programs that serve snack only?
 - a. See #17 above
19. What if a program does not serve infants?
 - a. Those trainings would be n/a.
20. How long is ServSafe good for?
 - a. 5 years
21. What about schools that do food service? Would their ServSafe certificate be acceptable?
 - a. Yes.
22. ServSafe is not for child care, what can we do about that?
 - a. Take one of the other training options.
23. Will we have to do ServSafe for both preschool and school-age if we do both?
 - a. No. If it has been taken, it counts for both.
24. Level 1-How long are these trainings good for?
 - a. 5 years unless the training has its own expiration date.
25. Level 1d- What are the requirements for these trainings?
 - a. DHS or CACFP-approved.
26. Level 1-How recent do these have to be?
 - a. Within the last 5 years.

Professional Development Levels 1-5-CENTERS

Level 1	Level 2	Level 3	Level 4	Level 5
<p>2. All staff have completed professional development plans with the center's overall skill needs in mind within 6 months of employment.</p> <p>3. All staff complete the Iowa State University Extension New Staff Orientation (NSO) training within 4 months of employment</p>	<p>3. All staff that administer medication has taken Medication Administration Skills Competency Course and has successfully completed the Competency Skills Assessment Checklist. (or approved equivalent). There must be one person who meets this criteria present onsite at all times.</p> <p>4. All teaching staff: complete 12 hrs. annually of professional development</p>	<p>3. All teaching staff: complete 14 hrs. annually of professional development</p>	<p>3. All teaching staff: complete 16 hrs. annually of professional development</p>	<p>3. All teaching staff: complete 18 hrs. annually of professional development</p>

Professional Development FAQs-CENTERS

1. Concerned with NSO being required in first 4 months-could it be 6 months or first year? Too many requirements to get done in first months of employment
 - a. NSO includes policies and procedures that staff need to know in order to do their job effectively.
2. Could Preservice be included to offset NSO?
 - a. No, NSO is specific to each program and would include policies and procedures not covered in preservice.
3. How will programs who don't have to take Essentials access the Med Admin trainings since they won't have the foundational piece to take the assessment?
 - a. All program staff will have to take the Essentials Series.
4. How do you prove it was completed in first 4 months?
 - a. Evidence would include the signed worksheet that verifies if it was completed in the first 4 months.
5. There should be a "waiver" for having to take this course if the staff member is a RN, LPN, CNA, Med Aid, EMT etc.
 - a. We could consider this however just because a person has a medical license of certificate does not mean that they provide med admin. RN, LPN, and Med Aids have a med admin. competency skills requirement. CNAs do not take a competency skills assessment. EMTs-it depends on their level.
6. What about staff that have taken the old NSO, will they be grandfathered in?
 - a. If they have already taken NSO, then it will count, they do not have to take it again.
7. If staff take NSO at a previous place of employment, do they have to do it again as a "new hire" at a different center? Could they just do the "program-specific" pieces?
 - a. At this time, they would have to take it again.
8. What is the skills assessment part? How many hours/how do we get it?

- a. The initial Competency Skills Assessment Checklist is 1 hr. Please talk to your CCNC for more information.
9. What if a program does not administer medication?
 - a. This is not realistic for a program to not administer meds. At any time a child could come into care that needs meds administered.
10. What about part-time staff? Staff that work just summer or holidays?
 - a. There will not be a distinction between part-time and full-time since they all have contact with children.
11. Need to clarify-is this 14 hours in addition to the 12 hours at level 2 or just 14 total?
 - a. This would be 14 hours total, not in addition to 12 hours at level 2.
12. Is this above Essentials and NSO?
 - a. No, Essentials and NSO would count towards the PD hours.
13. What about staff that have degrees, do they need NSO? Could they just do the program-specific pieces?
 - a. At this time, NSO does not offer that option.
14. Could NSO be offered for college-credit?
 - a. At this time, NSO does not offer that option.
15. Clarify what is accepted for the 12 hours-do other required trainings count?
 - a. Any training that is DHS-approved, including required trainings.
16. Need to have different requirements for teachers vs. staff, part-time vs. full-time
 - a. There will not be a distinction between part-time and full-time since they all have contact with children.
17. How do we get hours approved that we do internally?
 - a. Training has to be done by an approved training organization. Organizations can request to be approved as a training organization through DHS.
18. If staff take 20 hours, can the extra 8 hours be carried over to the next year?
 - a. Yes, if it's within the current renewal period.
19. Can years of experience be counted here?
 - a. Years of experience is considered in the staff qualifications section.

Family and Community Partnerships Levels 1-5-CENTERS

Level 1	Level 2	Level 3	Level 4	Level 5
<p>4. Orientation for new families</p> <p>5. Complete 1 activity that promotes partnerships (see Partnerships Activity Options)</p>	<p>5. 1 conference with parents offered per year to discuss child's progress and behavioral social and physical needs. Assessment information is shared with the family.</p> <p>6. Complete 2 activities that promote partnerships (see Partnership Activity Options).</p>	<p>4. Promotes cultural sensitivity in the environment. Provide two separate examples.</p> <p>5. Complete 3 activities that promote partnerships (see Partnership Activity Options).</p>	<p>4. Complete 4 activities that promote partnerships (see Partnership Activity Options).</p>	<p>4. Complete 5 activities that promote partnerships (see Partnership Activity Options).</p>

Family and Community Partnership Activity Options

1. Host a speaker into the program
2. Coordinate field trips to community partners (i.e. fire station, EMS, city hall)
3. Host a group parent/guardian meeting; (parent/guardian provides feedback to the provider; Back to School Night is not an example for this type of meeting)
4. Provide a newsletter that is specific to your program or utilize social media to provide program information to families
5. 10% of enrolled children are served by Child Care Assistance
6. Offers sliding fee scale, scholarship, or reduced fee for families not qualifying for CCA
7. Annually survey families with regard to program planning and policies and procedures
8. Minimum of 2 family conferences are offered per year to discuss child's progress and behavioral social and physical needs. Assessment information is shared with the family.
9. Active participation in a professional organization.
10. Program has a parent/guardian advisory group that meets at least twice a year
11. Program hosts at least 2 family events in a year
12. A program staff member presents to a local organization about their program or other relevant topic at least once a year.
13. Program has a systemic process for identifying children who are DLLs at program enrollment
14. Program provides information to families in their primary language
15. Program employs at least one bilingual staff person with appropriate credentials who is proficient in the home language of most of the DLLs in the program
16. Other activity that promotes family and community partnerships, as approved by DHS

Family and Community Partnerships FAQs-CENTERS

1. Will evidence for Level 1, #4 be in handbook or separate plan?
 - a. In the handbook
2. What if parents do not want to participate? Can it state a conference was offered?
 - a. Yes
3. Please define “active participation”
 - a. Attendance at one activity annually, sponsored by the organization (ex. meeting, training, conference, etc.)
4. Could they present to a board?
 - a. Yes, but it cannot be your own program’s board.
5. Can we state that conferences are available upon request?
 - a. No
6. Please define and give examples of a professional organization.
 - a. Any local, state, or national organization that relates to your job (ex. Iowa AEYC, DEC, Iowa FCCA, etc.)
7. Does sibling discount qualify at reduced fee?
 - a. Yes
8. What about ECI scholarships? Or scholarships from other organizations?
 - a. It only counts if your program takes less money
9. Define Parent Advisory Board (if a program has a board with parent representatives, does that count?)
 - a. A parent advisory group would be a group of parents that provide input to the program; this does not include a governing board
10. What if we are different types of programs in one day (ex. DHS in AM, DE in afternoon), do we do 2 conferences with same children?
 - a. No, just one conference per child
11. Concerned about submitting list of CCA children and privacy
 - a. You wouldn’t be submitting actual names. IF using this option, DHS will verify internally.
12. Define Family Event
 - a. An event planned by the program (with partners is acceptable) and all families are invited to attend.
13. Option 1-what are the topics? Please give more specifics.
 - a. The speaker could be anyone who has a relevant topic for children and families.
14. Will you provide a template or examples of what the survey should include?
 - a. Yes, resources and guides will be made available.
15. How often do these events have to occur? Annually? Once in the renewal period?
 - a. You have to offer one conference per year and partnerships options annually.
16. Does having a board member come talk or having a board meeting count?
 - a. No –Unless the board member is someone that is going to present to the children.

Teaching Staff Qualifications Levels 1-5-CENTERS

Level 1	Level 2	Level 3	Level 4	Level 5
<p>6. All Lead Teachers are participating in Tier 1 training or meet a higher Tier qualification within 6 months of starting employment (<i>this level is met if the center is in compliance with the regulatory requirement of all staff taking Essentials</i>)* *see Career Pathway</p>	<p>7. All Lead Teachers have completed at least one step in Tier 1 (40 hours of training towards a CDA) or meet a higher Tier qualification within 1 year of starting employment.* *see Career Pathway</p>	<p>6. The average score for all Lead Teachers is 3 points.* *see Career Pathway</p>	<p>5. The average score for All Teaching Staff is 4 points.* *see Career Pathway</p>	<p>5. The average score for All Teaching Staff is 8 points.* *see Career Pathway</p>

Teaching Staff Qualifications FAQs-CENTERS

1. All three stages in Tier 1 equals 120 credit hours-that's too much for level 1
 - a. As long as a teaching staff member is enrolled in training, it will count towards this requirement.
2. What is the difference between career pathway and Tier system? Please clarify
 - a. They are the same, the career pathway is divided into Tiers, as the level of qualification increases, so does the Tier.
3. What about conditional licenses?
 - a. A conditional license that is not expired would count as a license.
4. Define teaching staff
 - a. See QRIS Staff Definitions on page 12
5. Do directors count in this one?
 - a. No, just teaching staff.
6. For the Tier 1 training, is the 40 hours lifetime or does it have to be done annually?
 - a. For Tier 1, the 40 hours can have been taken at any time.
7. How is this calibrated for part-time staff? Or Part-time experience?
 - a. There is no difference for part-time or full-time staff.
8. If a staff member is in college, will there be a list of accepted courses? Would the evidence be transcripts?
 - a. There will not be a list of accepted courses, the coursework needs to be related to the person's current position. A transcript or course enrollment form would be examples of evidence.
9. Does 40 hrs refer to training or hours worked?
 - a. It refers to the training hours.
10. Define "enrolled"-does it have to be completed?
 - a. No, just enrolled.

Teaching Staff Career Pathway (revised from ECI to fit into this document)

Teaching Role Tiers	Tier 1			Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier 7	Tier 8
Education Details	<p>STEP 1 – (40 hours)</p> <p>Competencies addressed include:</p> <p>Promoting Child Development and Learning Competencies (This includes competencies regarding Health and Safety.)</p> <p>Becoming a Professional Competencies</p> <p>Examples of Trainings as of Fall 2013 might include:</p> <ol style="list-style-type: none"> 1.Program for Infant/Toddler Care 2.Environmental Rating Scales 3.Iowa Early Learning Standards 	<p>STEP 2 – (40 hours)</p> <p>Competencies addressed include:</p> <p>Building Family and Community Relationships Competencies</p> <p>Using Developmentally Effective Approaches to Connect with Children and Families Competencies</p> <p>Examples of Trainings as of Fall 2013 might include:</p> <ol style="list-style-type: none"> 1.Early Childhood Positive Behavior Interventions and Supports 2.Cultural Competencies 3.Classroom Assessment Scoring System 	<p>STEP 3 – (40 hours)</p> <p>Competencies addressed include:</p> <p>Using Content Knowledge to Build Meaningful Curriculum Competencies</p> <p>Observing, Documenting and Assessing to Support Young Children and Families Competencies</p> <p>Examples of Trainings as of Fall 2013 might include:</p> <ol style="list-style-type: none"> 1.Every Child Reads 2.Evidenced-Based Curriculum 3.Evidenced-Based Assessment 4.Early Care and Education Institute or local conferences 	<p>CDA Through Clock Hours OR ECE Para-Educator or Through Clock Hours</p>	<p>CDA Through College Credit OR ECE Para-Educator or Through Credit</p>	<p>ECE Community College Diploma</p> <p>Associate Degree with less than 12 ECE Credits</p> <p><i>BA in any field*</i></p> <p><i>Working toward BA in Related Field*</i></p>	<p>Associate Degree in ECE</p> <p>Associate Degree plus or including 24 ECE Credits</p> <p><i>BA in Related Field (ex. elem. Education, social work)*</i></p> <p><i>Working toward BA in EC*</i></p>	<p>Bachelor's Degree in ECE</p> <p>Bachelor's Degree in Child Development OR Child, Adult and Family Services – Child Service Option OR Human Development and Family Studies – Child Option</p> <p>Bachelor's Degree in Early Childhood Administration</p> <p>Bachelor's Degree plus or including 24 ECE Credits</p> <p>Credentials Specific to Adult Educator or Program Administrator Will Align Here</p>	<p>BOEE Licensure with ECE Endorsements : 100, 103, 106 or 262</p>	<p>Master's Degree with Teaching License (MA/MS in ECE)</p>
QRS Points	1	1	1	5	5	5	10	20	20	30

***These items have been added to the career pathway by the QRS OT for the purpose of QRS ONLY**

****1 additional point for every 3 years of full-time experience**

QRIS Staff Definitions

All Staff: Center Director, onsite supervisor, and staff counted as part of staff ratio (DHS-Comm. 204)

Teaching Staff: All lead teachers and assistant teachers.

Lead Teacher: A Lead Teacher is responsible for providing a safe and developmentally appropriate preschool program that complies with legislation, policies, and procedures. The teacher nurtures children, plans and provides instruction and other activities, and ensures student safety. Teachers supervise children at all times, communicate with parents/guardians, are familiar with emergency procedures, and integrate special needs children.

Assistant Teacher: An assistant teacher works under the supervision of teachers or other licensed personnel who have the ultimate responsibility for the design and implementation of education and related service programs. Other terms used include paraprofessional, educational aide, associate, or instructional aide.

Program Administrator or Director: Program Administrators or Directors oversee the day-to-day operations of a child care center. They are in charge of all aspects of running the childcare program, including scheduling trainings, planning educational activities, hiring and managing properly trained staff, handling the budget, and establishing well-defined policies and procedures. They are ultimately responsible for everything that takes place within the program and they act as the main communication hub between parents, teachers and children.

Teaching and Learning Levels 1-5-CENTERS

Level 1	Level 2	Level 3	Level 4	Level 5
<p>7. Director and at least one Lead teacher have been trained on the Iowa Early Learning Standards (2hrs.).</p> <p>8. The program has a comprehensive discipline/behavior policy that promotes positive relationships.</p>	<p>8. 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>9. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline.</p>	<p>7. The program develops and implements policies and procedures for using screening measures to be given to all children within 60 days of entry into the program and at least annually. The program also gathers ongoing information about each child, including strengths, progress, and needs using tools that are developmentally appropriate.</p> <p>8. The program will share community resources with family as needed, based on the gathered information (example: provide contact information for the local AEA for further evaluation).</p> <p>9. 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>6. The program staff use information gathered about children and families to make changes in their learning environment and activities.</p> <p>7. The program 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>6. The program 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, including those with identified disabilities, dual language learners, identified behavioral health needs, and/or specialized health needs.</p>

Teaching and Learning FAQs-CENTERS

1. What does the copy of curriculum mean? Scope and sequence?
 - a. Statement in handbook regarding the chosen curriculum. If the curriculum is not part of the list of examples, information regarding the alignment to IELS, domain areas covered, and ages would need to be provided.
2. What if no children with diverse needs are enrolled?
 - a. Any child that has an individualized need would be considered as a child with diverse needs.
3. Will you provide a list of acceptable curriculums?
 - a. Yes, a list of examples will be provided.
4. Screening within 60 days is a concern
 - a. This is best-practice.
5. Could this include parents filling out Ages and Stages? Which tools will be acceptable? Will examples be provided?
 - a. Ages and Stages can be done by the teacher in collaboration with the parent. Yes, examples will be provided.
6. Do AEAs have the capacity for conducting screenings?
 - a. This would be done by the center, with support from the AEA as needed for further evaluations.

Environment Levels 1-5-CENTERS

Level 1	Level 2	Level 3	Level 4	Level 5
<p>9. The program will develop and implement a policy regarding (as applicable to age served, aligned with Caring for Our Children):</p> <ul style="list-style-type: none"> ● Supervision ● Safe Sleep Policy ● Playground Equipment Stability and Fall Surfacing & Inspection ● Missing child ● Safety/Emergency procedures ● Strangulation Prevention ● Sign-in/sign-out tracking system for children and visitors <p>10. All teaching staff (choose ONE):</p> <ol style="list-style-type: none"> a. Complete an Interaction and Relationship Self-Assessment <u>OR</u> b. Have CLASS assessment completed for the age-level being served <u>OR</u> c. Have the TPOT or TPTOES tool completed in their classroom 	<p>10. Complete Environment Rating Scale (ERS) Training (Director or Assistant Director) Choose between ITERS-R, ECERS-3 or SACERS, if applicable.</p> <p>11. Three examples of readily available books, pictures/posters and other materials which display culture, age, race, ability, special needs, and gender diversity.</p> <p>12. Child Record Review Conducted</p> <p>13. The program will develop and implement a Tobacco-Free/Nicotine-Free policy aligned to the Iowa Department of Public Health's policy guidelines (see resource guide).</p>	<p>10. More than 10% of Teaching Staff complete Environment Rating Scale (ERS) Training series appropriate to age group served. Choose between ITERS-R, ECERS-3, or SACERS.</p> <p>11. Health and Safety Checklist for Early Care and Education Programs http://www.ucsfchildcarehealth.org/pdfs/Checklists/HS_Checklist.pdf</p> <p>12. The program will develop and implement a policy (aligned with Caring for our children) regarding:</p> <ul style="list-style-type: none"> ● Oral health ● Exposure Control Plan (CCRR resource) 	<p>8. ERS scoresheet and Child Care Center Improvement Plan completed for 1/3 of classrooms using appropriate scale. Minimum of 1 classroom per scale if applicable.</p> <p>9. More than 15% of Teaching Staff complete Environment Rating Scale (ERS) Training series appropriate to age group served. Choose between ITERS-R, ECERS-3, or SACERS.</p> <p>10. Health and Safety Checklist for Early Care and Education Programs completed with an average score of 2 or higher.</p>	<p>7. ERS assessment completed on 1/3 of classrooms, with an overall score of 5 achieved in each. Minimum of 1 classroom per scale if applicable.</p> <p>8. More than 20% of Teaching Staff complete Environment Rating Scale (ERS) Training series appropriate to age group served. Choose between ITERS-R, ECERS-3, or SACERS.</p> <p>9. Health and Safety Checklist for Early Care and Education Programs completed with an average score of 2.5 or higher..</p>

Environment FAQs-CENTERS

1. Do you need a safe sleep policy if you are just preschool? Before/After?
 - a. As applicable if caring for infants
2. Who completes the ERS assessment?
 - a. The Assessment is completed at level 5 by ISU. The scoresheet and improvement plan at level 4 is completed by the person who has been trained.
3. The policy and implementation section on Playground Equipment and Fall Surfacing will be a huge barrier for many providers as they do not have fall surfacing. This feels like a more complex policy development, requiring lots of consultation and financial support.
 - a. Fall surfacing policy would include having fall surfacing if the equipment requires it per manufacturer's instructions.
4. Access and availability of ERS training is a concern
 - a. It's offered regularly across the state, online options are also available.
5. Define Teaching Staff
 - a. Lead Teachers and Assistant Teachers-see QRIS Staff Definitions on p. 12
6. Can the CLASS assessment be completed on your own? Training is very pricey.
 - a. CLASS assessment is not a self-assessment, it must be completed by a trained observer. It is an option but not required.
7. Does someone come and do this health and safety checklist for us?
 - a. CCNC
8. Will the old ERS be counted?
 - a. At a level 2, 3, or 4, any ERS training will count. If you are seeking level 5, the current ERS training being offered must be completed.
9. How many examples must be submitted (level 2, #11)?
 - a. 3 or more examples
10. Could I Smile count for oral health supports? Policy?
 - a. I Smile can help with policy development but the center would be responsible for implementation.
11. What if a CCNC is not available for the record review? CCRR cannot do it (could we get that changed?)
 - a. There should be CCNC available for QRS through our regional structure, if not, please contact your CCRR. At this time, CCRR consultants can not assess health records or do care planning for children with special health needs. To find a CCNC consultant in your area, please see <http://www.idph.iowa.gov/hcci/consultants>
12. How recent does the review have to be?
 - a. Within the past 2 years

Leadership and Administration Levels 1-5-CENTERS

Level 1	Level 2	Level 3	Level 4	Level 5
<p>11. Program Administrator and all staff perform self-assessments of each individual's skills and one assessment of the center overall. Self-assessments and reviews are used to improve the professional and the organization, not used as punitive.</p>	<p>14. Development and annual updating of an overall center improvement plan.</p> <p>15. All staff receive written evaluation once a year at minimum.</p> <p>16. Program Administrator has at least 2 years of full-time experience working in the field.</p>	<p>13. Program Administrator has at least a CDA or 12 credit hours in EC (Tier 1, Step 3 on career pathway).</p> <p>14. Program Administrator has 3 years of full-time experience working in the field or 1 year of full-time experience as a program administrator.</p>	<p>11. Program Administrator has at least 6 credit hours in business administration and at least 12 credit hours in EC.</p> <p>12. Program Administrator has at least 2 years of full-time experience as a program administrator.</p>	<p>10. Program Administrator meets Program Administrator Tier II or higher (see pathway).</p> <p>11. Program Administrator has at least 3 years of full-time experience as a program administrator.</p>

Leadership and Administration FAQs-CENTERS

1. Is Level 1 all staff or teaching staff?
 - a. All staff
2. How is this different from the PD self-assessment?
 - a. The self-assessment should be used to develop the PD plan.
3. Who is the program director? Administrator vs. Site Director vs. Principal
 - a. Program Administrators or Directors oversee the day-to-day operations of a child care center. They are in charge of all aspects of running the childcare program, including scheduling trainings, planning educational activities, hiring and managing properly trained staff, handling the budget, and establishing well-defined policies and procedures. They are ultimately responsible for everything that takes place within the program and they act as the main communication hub between parents, teachers and children.
4. Where is NAC?
 - a. See the career pathway, it is on Tier 1, Step 3

Program Administrator Pathway (revised from ECI to fit into this document)

Program Administrator Tier 1			Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier 7
<p>STEP 1 - Child Development Competencies</p> <p>Health and Safety Competencies</p> <p>Credit Option Examples that lead to a CDA 1. Intro to ECE 2. Early Childhood Guidance 3. Health, Safety, and Nutrition</p> <p>In Addition choose from one of the following: <i>EC Curriculum I or Infant/Toddler Care Education</i></p> <p>Examples of Trainings as of Fall 2013 might include: 1. Program for Infant/Toddler Care 2. Environmental Rating Scales</p>	<p>STEP 2 - Program Management Competencies</p> <p>Professionalism and Leadership Competencies</p> <p>Credit Option Examples that lead to a CDA 1. Intro to ECE 2. Early Childhood Guidance 3. Health, Safety, and Nutrition</p> <p>In Addition choose from one of the following: <i>EC Curriculum I or Infant/Toddler Care Education</i></p> <p>Examples of Trainings as of Fall 2013 might include: 1. Early Childhood Positive Behavior Interventions and Supports 2. Cultural Competencies Assessment 3. Classroom Assessment Scoring System 5. National Administrator Credential</p>	<p>STEP 3 - Education Program Competencies</p> <p>Families and Communities Competencies</p> <p>Credit Option Examples that lead to a CDA 1. Intro to ECE 2. Early Childhood Guidance 3. Health, Safety, and Nutrition</p> <p>In Addition choose from one of the following: <i>EC Curriculum I or Infant/Toddler Care Education</i></p> <p>Examples of Trainings as of Fall 2013 might include: 1. Every Child Reads 2. Evidenced-Based Curriculum 3. Evidenced-Based Assessment 4. Early Care and Education Institute or local conferences</p> <p>OR</p> <p>NAC</p>	<p>16-17 credit certificate in Child Care Program Administration</p> <p>Prerequisite: 12 credits in ECE</p>	<p>ECE Community College Diploma</p> <p>OR</p> <p>36 Credits General Education plus or including 12 ECE credits</p> <p>Plus or Including</p> <p>At least 9 semester credit hours in the following areas: Accounting/Business Math Human Relations Management Racial Equity and Diversity Leadership Marketing</p> <p>OR</p> <p>Aim4Excellence Director Credential</p>	<p>Associate Degree in ECE</p> <p>OR</p> <p>Associate Degree plus or including 24 ECE Credits</p> <p>OR</p> <p>60 General Education Credits with 24 ECE Credits</p> <p>Plus or Including</p> <p>At least 9 semester credit hours in the following areas: Accounting/Business Math Human Relations Management Racial Equity and Diversity Leadership Marketing</p> <p>OR</p> <p>Aim4Excellence Director Credential</p>	<p>Bachelor's Degree in ECE</p> <p>OR</p> <p>BOEE Licensure with ECE Endorsements: 100, 103, 106 or 262</p> <p>OR</p> <p>Bachelor's Degree in Early Childhood Administration</p> <p>OR</p> <p>Bachelor's Degree plus or including 24 ECE credits</p> <p>Plus or Including</p> <p>At least 9 semester credit hours in the following areas: Accounting/Business Math Human Relations Management Racial Equity and Diversity Leadership Marketing</p> <p>OR</p> <p>Aim4Excellence Director Credential</p>	<p>Master's Degree with or without Teaching License and 24 ECE credits (MA/MS in ECE)</p> <p>OR</p> <p>Master's Degree in Early Childhood Administration</p> <p>OR</p> <p>Any of the Bachelor's Degrees from Previous Column with the Aim for Excellence Certificate</p> <p>Plus or Including</p> <p>At least 9 semester credit hours in the following areas: Accounting/Business Math Human Relations Management Racial Equity and Diversity Leadership Marketing</p> <p>OR</p> <p>Aim4Excellence Director Credential</p>	<p>Principal License that includes PK grade level</p> <p>OR</p> <p>Bachelor's Degree including: 9 credits in specialized coursework related to leadership, management, administration</p> <p>AND</p> <p>has at least 24 credit-bearing hours of specialized college-level coursework in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting and assessing young children; teaching and learning processes; and professional practices and development.</p> <p>OR</p> <p>Documents that a plan is in place to meet the above requirements in five years.</p> <p>OR</p> <p>can provide documentation of having achieved a combination of relevant formal education and experience as specified in table 3, Alternative Pathways to Achieve Qualifications as a Program Administrator⁵</p>