

# Universal Preschool Desk Audit: Evidence of IQPPS Implementation

## Purpose

The purpose of the desk audit is to provide a process for the continued accreditation of school districts and community partner sites for the Statewide Voluntary Preschool Program. Accreditation monitoring requires a comprehensive desk audit of all accredited schools and school districts. Iowa Code 256.11(10)(a)(1).

## Requirements

Districts are required to provide evidence of implementation of the Iowa Quality Preschool Program Standards (IQPPS) as listed below based on requirements to implement program standards as indicated in Iowa Code 256C.3(3)b, IAC 281–16.3, and 281–41.17 (256B, 34CFR300) Districts are responsible for ensuring quality and equitable learning experiences for students and families regardless of the preschool program location, including community partner locations. Districts implementing IQPPS in preschool programming and/or early childhood special education complete the Universal Desk Audit for programming provided in district and community partner locations as evidence of compliance with state and federal legal requirements. Iowa Code 256C, 281–IAC Chapter 16, 281–IAC Chapter 41.

## Submission and Deadline

Submission and Deadline Universal Preschool Desk Audit will be submitted in the [Consolidated Accountability and Support Application \(CASA\)](#) which is available through the [education portal](#).

Initial submissions are due December 15. Final submissions are due April 15.

## Guidelines

Evidence at a district level is needed; classroom level evidence will not be accepted. The evidence should represent a process of how the district ensures the program standards are implemented across all classrooms, including in community partner sites. Evidence should address variations across preschool program locations. Evidence must reflect a completed practice occurring within the past year.

Topic	Program Standard(s)	Evidence to Provide
1. Program Governance  <a href="#">More Information on Slide Deck 1</a>	Assessment of Child Progress (Standard 4: Criterion 4.2)  Health (Standard 5: Criteria 5.1, 5.5, 5.8, 5.13, 5.18, 5.19)  Leadership and Management (Standard 10: Criterion 10.15)	Provide the electronic link families use to access the preschool program handbook from the district's website. If the district program includes community partners, please also provide the links families use to access preschool partner handbooks.

Topic	Program Standard(s)	Evidence to Provide
2. Indoor Learning Environment  <a href="#">More Information on Slide Deck 2</a>	Physical Environment (Standard 9: Criterion 9.4)	Provide evidence of the process used to ensure indoor space is designed and arranged to: <ul style="list-style-type: none"> <li>• accommodate children individually, in small groups and in a large group.</li> <li>• divide space into areas that are supplied with materials organized in a manner to support children's play and learning.</li> <li>• provide semi private areas where children can play or work alone or with a friend.</li> <li>• provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space</li> </ul>
3. Outdoor Learning Environment  <a href="#">More Information on Slide Deck 3</a>	Physical Environment (Standard 9: Criterion 9.5)	Provide evidence of the process used to ensure outdoor play areas accommodate: <ul style="list-style-type: none"> <li>• motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging.</li> <li>• activities such as dramatic play, block building, manipulative play, or art activities.</li> <li>• exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees.</li> <li>• The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.</li> </ul>
4. Assessment  <a href="#">More Information on Slide Deck 4</a>	Assessment of Child Progress (Standard 4: Criterion 4.1)	Upload the preschool program's written plan for assessment, which must outline: <ul style="list-style-type: none"> <li>• conditions under which children will be assessed</li> <li>• timelines associated with assessments that occur throughout the year,</li> <li>• procedures to keep individual child records confidential,</li> <li>• ways to involve families in planning and implementing assessments</li> <li>• methods to effectively communicate assessment to families.</li> </ul>
5. Data-Based Decision Making  <a href="#">More Information on Slide Deck 5</a>	Assessment of Child Progress (Standard 4: Criteria 4.2, 4.8)	Provide evidence of established routines used by teaching teams (and others) reflecting how: <ul style="list-style-type: none"> <li>• assessment results are used to align curriculum and teaching practices to the interests and needs of the children.</li> <li>• assessment information is used to design goals for individual children as well as to guide curriculum planning and monitor progress.</li> </ul>
6. Health and Safety  <a href="#">More Information on Slide Deck 6</a>	Health (Standard 5: Criterion 5.2)	Provide evidence of the process used to ensure at least one staff member certified in Pediatric First Aid and Pediatric CPR is present with each class/session of children.
7. Teaching Staff Professional Learning  <a href="#">More Information on Slide Deck 7</a>	Teachers (Standard 6: Criteria 6.4, 6.5)	Provide evidence of the process used to ensure professional development is provided to all teachers and assistant teachers across all locations related to the program's <ul style="list-style-type: none"> <li>• curricula</li> <li>• assessment(s)</li> </ul> Include topics and dates when professional development in each area was provided.

Topic	Program Standard(s)	Evidence to Provide
8. Daily Schedule <a href="#">More Information on Slide Deck 8</a>	Curriculum (Standard 2: Criteria 2.3, 2.5, 2.6)  Teaching (Standard 3: Criterion 3.12)	Upload the preschool program's master schedule/time requirement or a schedule from each location.
9. Partnering with Families <a href="#">More Information on Slide Deck 9</a>	Relationships (Standard 1: Criterion 1.1)  Families (Standard 7: Criterion 7.4)	Provide evidence of the process used to ensure teachers work in partnership with families through formal and informal strategies to establish and maintain regular, on-going, two-way communication in response to families' needs and preferences.
10. Families and Communities <a href="#">More Information on Slide Deck 10</a>	Families (Standard 7: Criteria 7.2, 7.7)  Community Relationships (Standard 8: Criterion 8.1)	Provide evidence of the process used to ensure program staff connect with all families to share information about: <ul style="list-style-type: none"> <li>community resources</li> <li>ways to connect with the program/school</li> <li>opportunities to volunteer in/for their child's classroom</li> </ul>