

## Universal Preschool Desk Audit: Evidence of IQPPS Implementation

### Purpose

The purpose of the desk audit is to provide a process for the continued approval of preschool programs following IQPPS within a Statewide Voluntary Preschool Program, Shared Visions Preschool Program, early childhood special education (ECSE) classroom and those programs providing ECSE services.

### Requirements

Programs 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, Iowa Code 256A.3(4)c; IAC 281–16.3, IAC 281–64.33 and 281–41.17 (256B, 34CFR300). Programs are responsible for ensuring quality and equitable learning experiences for students and families regardless of the preschool program location.

Programs implementing IQPPS in preschool programming and/or early childhood special education complete the Universal Desk Audit as evidence of compliance with state legal requirements Iowa Code 256C, 281–IAC Chapter 16, 281–IAC Chapter 41.

### Submission and Deadline

The Universal Preschool Desk Audit will be submitted in the [Consolidated Accountability and Support Application \(CASA\)](#) which is available through the [Iowa portal](#). Initial submissions are due December 15. Final submissions are due April 15.

### Guidelines

Evidence at a district/program level is needed; classroom level evidence will not be accepted. The evidence should represent a **process** of how the district/program ensures IQPPS are implemented across all classrooms implementing IQPPS. Evidence should address variations across preschool program locations. Evidence must reflect a **completed practice** occurring within the past year.

# Preschool Desk Audit Guidance

Topic	2017 Program Standards	2026 Program Standards	Evidence to Provide
<p><b>1. Program Governance</b></p>	<p><b>Assessment of Child Progress</b> (Standard 4: Criterion 4.2)</p> <p><b>Health</b> (Standard 5: Criteria 5.1, 5.5, 5.8, 5.13, 5.18, 5.19)</p> <p><b>Leadership and Management</b> (Standard 10: Criterion 10.15)</p>	<p><b>Family and Community Connections</b> (Standard 2: Criterion 2.6)</p> <p><b>Health and Safety</b> (Standard 7: Criteria 7.1, 7.4, 7.5, 7.10, 7.14)</p>	<p>Provide the link families use to access information about the preschool program. If the district program includes community partners, please also provide the links families use to access information about the community partner preschool programs.</p> <p>Topics reviewed will include policies in alignment with program standards:</p> <ul style="list-style-type: none"> <li>● opportunities for families related to program improvement</li> <li>● child health records</li> <li>● specialized medical or feeding needs</li> <li>● medication</li> <li>● standard precaution and routine frequency of cleaning and sanitization</li> <li>● toileting and diapering</li> </ul> <p>Policies within handbooks must be in alignment with the following:</p> <ul style="list-style-type: none"> <li>● SWVPP Finance FAQ (i.e. snacks, registration fees, tuition, supplies etc.)</li> <li>● <a href="#">Suspension and Expulsion Policies in Early Childhood Programs</a></li> <li>● <a href="#">Preschool Ratio and Class Size</a></li> <li>● <a href="#">Non-Discrimination Guidance</a></li> </ul> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>● link to the program’s website and description of how to locate the preschool handbook</li> <li>● electronic link families use to access the preschool program handbook</li> <li>● uploaded preschool handbook with description of how it is provided to families</li> </ul>
<p><b>2. Indoor Learning Environment</b></p>	<p><b>Physical Environment</b> (Standard 9: Criterion 9.4)</p>	<p><b>Learning Environments</b> (Standard 6: Criterion 6.8)</p>	<p>Provide evidence of the process used to ensure indoor space is designed, furnished and arranged to:</p> <ul style="list-style-type: none"> <li>● align with principles for universal design</li> <li>● provide learning centers with clear boundaries that are supplied with materials organized in a manner to support children’s play and learning</li> <li>● accommodate children individually, in small groups and in a large group</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 move freely from one area to another without assistance or disturbing other children’s work and play</li> </ul> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>● IQPPS monitoring tool</li> <li>● indoor learning environment checklist</li> <li>● fidelity tool for administrators</li> <li>● administrator observation tools</li> </ul>

<p><b>3. Outdoor Learning Environment</b></p>	<p><b>Physical Environment (Standard 9: Criterion 9.5)</b></p>	<p><b>Learning Environments (Standard 6: Criterion 6.11)</b></p>	<p>Provide evidence of the process used to ensure outdoor play areas are designed and arranged to include:</p> <ul style="list-style-type: none"> <li>• age and developmentally appropriate equipment, located in clearly defined spaces</li> <li>• semi-private areas where children can play alone or with a friend</li> <li>• opportunities for 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>• three or more natural materials, such as grass, sand, rocks, non-poisonous plants, trees and variations in ground elevation, to promote exploration of the natural environment</li> <li>• accommodations so children with disabilities have opportunities to fully participate in the outdoor curriculum and activities</li> </ul> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• IQPPS monitoring tool</li> <li>• outdoor learning environment checklist</li> <li>• fidelity tool for administrators</li> <li>• administrator observation tools</li> </ul>
<p><b>4. Assessment</b></p>	<p><b>Assessment of Child Progress (Standard 4: Criterion 4.1)</b></p>	<p><b>Assessment (Standard 5: Criteria 5.1, 5.5)</b></p>	<p>Upload the preschool program’s written plan for assessment, which must include:</p> <ul style="list-style-type: none"> <li>• conditions under which children will be assessed using ongoing, authentic observations in their natural environment</li> <li>• how familiar adults will observe and assess each child's interests, strengths and needs</li> <li>• purposes for assessment</li> <li>• timelines associated with assessments</li> <li>• procedures for keeping child records confidential</li> <li>• opportunities for families to communicate and take an active role in the assessment of their child’s development and learning</li> </ul> <p><b>Evidence may include, but is not limited to:</b> A written plan that describes how all children are assessed using the indicators above and reflects the current data-based decision making elements and processes.</p>
<p><b>5. Data-Based Decision Making</b></p>	<p><b>Assessment of Child Progress (Standard 4: Criteria 4.2, 4.8)</b></p>	<p><b>Assessment (Standard 5: Criterion 5.7R)</b></p>	<p>Provide evidence of how the program uses an ongoing assessment process to evaluate all areas of children’s development and learning. Evidence will show how assessment results are used at least weekly by teaching teams to:</p> <ul style="list-style-type: none"> <li>• identify children’s interests and needs</li> <li>• adapt instructional practices, the curriculum and the environment</li> <li>• adjust teaching practices to inform classroom instruction for large groups, small groups and individual children</li> </ul>

			<p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• data showing current data-based decision making elements and processes reflected in the written assessment plan</li> <li>• PLC notes analyzing data to plan for and adapt instructional decisions for students aligned to their interests and needs</li> <li>• lesson plans demonstrating differentiated instruction based on data results, as well as indicators demonstrating how the current plan informs future instruction</li> <li>• early childhood assessment tool reflecting the process of analyzing child data</li> </ul>
<b>6. Health and Safety</b>	<b>Health (Standard 5: Criterion 5.2)</b>	<b>Health and Safety (Standard 7: Criterion 7.3R)</b>	<p>Provide evidence of the process used to ensure at least one staff member with current pediatric CPR and pediatric first-aid training is always present with each class of children. Evidence must clearly represent each preschool classroom and indicate the inclusion of the Child (ages 1 to 12 years) modules/coursework.</p> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• spreadsheet or tracking document outlining dates of certification and expiration for preschool staff</li> <li>• sign-in sheet for preschool staff taking pediatric CPR/pediatric first aid training</li> </ul>
<b>7. Teaching Staff Professional Learning</b>	<b>Teachers (Standard 6: Criteria 6.4, 6.5)</b>	<b>Professionalism (Standard 8: Criterion 8.5)</b>	<p>Provide evidence demonstrating all teachers and assistant teachers across all locations received early childhood specific professional development within the past year, including the topics covered and the dates provided.</p> <p>Early childhood professional learning may include training pertaining to the Iowa Early Learning Standards, IQPPS, curriculum, assessment, child development, or other such topics.</p> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• preschool professional development schedule with dates, topics and attendees</li> <li>• program spreadsheet or tracking document listing all preschool staff by location and professional learning topics and dates</li> </ul>

<p><b>8. Daily Schedule</b></p>	<p><b>Curriculum (Standard 2: Criteria 2.3, 2.5, 2.6)</b></p> <p><b>Teaching (Standard 3: Criterion 3.12)</b></p>	<p><b>Curricula (Standard 3: Criterion 3.2, 3.5, 3.6)</b></p> <p><b>Teaching Practices (Standard 4: Criterion 4.1R)</b></p>	<p>Provide the preschool program's daily schedule indicating arrival and dismissal times, as well as the hours per day children are funded by state and/or federal dollars.</p> <p>The schedule is inclusive of the following items:</p> <ul style="list-style-type: none"> <li>● balance between child and adult-directed activities</li> <li>● child-initiated play</li> <li>● indoor and outdoor experiences</li> <li>● literacy</li> <li>● mathematics</li> <li>● emotional well-being</li> <li>● large group</li> <li>● small group</li> <li>● snack/meals</li> </ul> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>● master schedule for all locations including time requirements for activities</li> <li>● daily schedules from each location including time ranges and descriptions to clarify activities as needed.</li> </ul>
<p><b>9. Partnering with Families</b></p>	<p><b>Relationships (Standard 1: Criterion 1.1)</b></p> <p><b>Families (Standard 7: Criterion 7.4)</b></p>	<p><b>Relationships (Standard 1: Criterion 1.1)</b></p> <p><b>Family and Community Connections (Standard 2: Criterion 2.3)</b></p>	<p>Provide evidence of the communication strategies used to ensure teachers connect with families for both of the following:</p> <ul style="list-style-type: none"> <li>● establish and maintain a routine of regular, on-going, two-way communication</li> <li>● communicate about child's progress, growth, activities and/or shared caregiving</li> </ul> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>● screenshot or summary of family portal usage (e.g. SmartTeach GOLD®, SeeSaw®, Class Dojo®, etc.)</li> <li>● communication log including topics</li> <li>● examples of back and forth communication relevant to learning, progress, activities and/or caregiving issues (emails, screenshot of texts/direct messaging, SeeSaw® etc.)</li> </ul>
<p><b>10. Families and Communities</b></p>	<p><b>Families (Standard 7: Criteria 7.2, 7.7)</b></p> <p><b>Community Relationships (Standard 8: Criterion 8.1)</b></p>	<p><b>Family and Community Connections (Standard 2: Criterion 2.7)</b></p>	<p>Provide evidence of a current list of local and/or county child and family support services that are accessible to families. Describe how families access the child and family support services list.</p> <p><b>Evidence may include, but is not limited to:</b></p> <ul style="list-style-type: none"> <li>● link to district/program website where the resource list is publicly available</li> <li>● upload of a hard copy resource list provided to families with a description of when/how it is given to families</li> <li>● handbook section that provides a direct link to the resource list</li> </ul>