| **IQPPS #** | **Criteria** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| * **5.2**

**Required** | **At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training and satisfactory completion of pediatric CPR is always present with each class of children.**  |  |  |  |  |  |
| * **6.2**

**Required** | **Teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment.**  |  |  |  |  |  |
| * **6.3**

**Required** | **Assistant Teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and:** 1. **50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.**
2. **100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.**

**College-level course work is from regionally accredited institutions of higher education may include distance learning or online coursework.** **If there is only one assistant teacher-teacher aide, then either of the requirements can be met.** |  |  |  |  |  |
| * 6.4
 | All teaching staff have specialized coursework or professional development training in the program’s curriculum as well as in communication and collaboration skills that prepare them to participate as a member of a team. |  |  |  |  |  |
| * 6.5
 | All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program’s assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities. |  |  |  |  |  |
| * 6.6
 | All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development. |  |  |  |  |  |
| * **10.2**

**Required** | **The program administrator has the educational qualifications and personal commitment required to serve as the program’s operational and pedagogical leader. This criterion can be met in one of three ways:**1. **The administrator…**
	* **has at least a baccalaureate degree. [AND]**
	* **has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. (which can be can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND]**

**has at least 24 credit-bearing hours of specialized college-level course work 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.****OR**1. **The administrator documents that a plan is in place to meet the above qualifications within five years.**

**OR**1. **The administrator can provide documentation of having achieved a combination of relevant formal education and experience as specified in the table titled, “Alternative Pathways to Achieve Educational Qualifications as a Program Administrator.”**
 |  |  |  |  |  |
| * 10.3
 | The program, regardless of its size or funding auspices, has a designated program administrator with the educational qualifications detailed in Criterion 10.2. 1. When a program has a total enrollment of fewer than 60 full-time equivalent (FTE) children, employs fewer than eight FTE staff, or both, the program may have a part-time administrator or an administrator who fulfills a dual role (e.g. teacher-administrator), and [OR]
2. In multi-site programs, the sites may share an off-site administrator.
3. When a program has a total enrollment of 60 or more FTE children and employs eight or more FTE staff the program has a full-time administrator, OR
4. In multi-site programs with 60 or more FTE children and 8 or more FTE staff, individual facilities have on-site a full-time administrator or full-time manager under the direct supervision of an individual who meets the qualifications outlined for the program administrator.
 |  |  |  |  |  |
| * 10.12
 | Hiring procedures ensure that all employees in the program (including bus drivers, bus monitors, custodians, cooks, clerical, and other support staff) who come in contact with children in the program or who have responsibility for children1. have passed a criminal-record check.
2. are free from any history of substantiated child abuse or neglect.
3. are at least 18 years old (except vehicle drivers who must be at least 21).
4. have completed high school or the equivalent.
5. have provided personal references that attests to the prospective employee’s ability to perform the tasks required to carry out the responsibilities of their position.
 |  |  |  |  |  |
| * 10.14
 | All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the governing body. |  |  |  |  |  |