

Professional Development Guide for organizations providing professional development to Iowa Child Care Programs

2025

IOWA Health and Human Services

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Table of Contents

Welcome 2

Iowa's Early Childhood and School Age Professional Workforce Registry 3

Approved Professional Development Organizations 3

CPR and First Aid Review Requirements 7

Content Expertise 7

i-PoWeR Access 7

I-PoWeR Fields for Professional Development Curricula Summary 7

Quality Control 11

Participants 11

Currently Approved but not listed or accredited 11

Questions 12

Welcome

Thank you for your interest in providing professional development to Iowa's child care workforce. The purpose of this guide is to support you thought the verification process, please review the resources within this guide to ensure your organization meets Iowa's requirements to provide high-quality professional development to individuals working in regulated child care settings.

Iowa's Early Childhood and School Age Professional Workforce Registry

Iowa's Early Childhood and School Age Care Professional Workforce Registry (i-**P**o**W**e**R**) is a web-based professional development repository of individual's professional achievements and new opportunities for learning. Anyone can search, view, enroll, and track their successfully completed professional development. The information is stored in one centralized location and is available to use as a paperless record of completion.

The intent of i-PoWeR is to allow statewide access of Iowa Department of Health and Human Services (HHS) approved child care professional development. The system tracks approved professional development completed by participants. This helps Iowa's child care regulators, programs, and systems track professional development requirement completion.

Approved Professional Development Organizations

The following organizations are approved to offer child care professional development in Iowa. Content must be relevant to child care providers and align with the Council for Professional Recognition's CDA Subject Areas or the National Afterschool Association's Content Areas.

1. A university or college accredited by the Council for Higher Education Accreditation (CHEA)
2. An accredited community college
3. Accredited public and non-public high school
4. A child care resource and referral agency
5. A hospital (for health and safety, first-aid, and CPR training)

6. The American Red Cross, the American Heart Association, the National Safety Council, or Medic First Aid (for first aid and CPR training)
7. An Iowa professional development providing organization:
    7.1. Iowa Department of Health and Human Services (HHS)
    7.2. Iowa Department of Education (DE), including those professional development providing organizations recognized by the Iowa Board of Educational Examiners
    7.3. Iowa State University Extension
    7.4. An Iowa area education agency
    7.5. The Regents' Center for Early Developmental Education at the University of Northern Iowa
    7.6. Iowa Association for the Education of Young Children (Iowa AEYC), the Iowa After School Alliance
    7.7. Iowa State Education Association
    7.8. Professional Educators of Iowa
    7.9. Iowa Safe Schools
    7.10. Members Impacting Students: Improving Curriculum
    7.11. School Administrators of Iowa
    7.12. Iowa Head Start Association
    7.13. Board of Regents State of Iowa Special Schools
    7.14. Iowa Conservation Education Coalition

8. A national professional development providing organization:
    8.1. National Association for the Education of Young Children (NAEYC)
    8.2. National Child Care Association (NCCA)
    8.3. National Association for Family Child Care (NAFCC)
    8.4. National After School Association (NAA)
    8.5. Afterschool Alliance
    8.6. American Academy of Pediatrics (AAP)

8.7. Child Care Aware of America (CCAoA)

8.8. The Child and Adult Care Food Program (CACFP)

8.9. Special Supplemental Nutrition Program for Women, Infants and Children (WIC)

8.10. Association for Early Learning Leaders (Formerly known as the National Association for Child Care Professionals)

8.11. Association of Waldorf Schools of North America (AWSNA)

8.12. Center for Early Childhood Professional Development (CECPD)

8.13. Child Care Aware® of America

8.14. Conscious Discipline

8.15. Council for Exceptional Children (CEC), Division for Early Childhood (DEC)

8.16. Council for Professional Recognition

8.17. Early Childhood Investigations

8.18. HighScope Educational Research Foundation

8.19. International Association for Steiner/Waldorf Early Childhood Education (IASWECE)

8.20. McCormick Center for Early Childhood Leadership

8.21. Military Child Education Coalition (MCEC)

8.22. Montessori Accreditation Council for Teacher Education (MACTE) Recognized Organizations (MROs)

8.23. National Afterschool Association (NAA)

8.24. National Association for the Education of Young Children (NAEYC)

8.25. National Association of Family Child Care (NAFCC)

8.26. National Center for Pyramid Model Innovations (NCPMI)

8.27. National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)

8.28. National Child Care Association (NCCA)

8.29. National Child Care Information Center (NCCIC

8.30. National Head Start Association (NHSA)

8.31. National P-3 Center

8.32. National Workforce Registry Alliance (NWRA)

8.33. Office of Head Start (OHS) (Including the National Training/Technical Assistance Center's annual events sponsored by the Office of Head Start)

8.34. Pyramid Model Consortium (PMC)

8.35. Rudolf Steiner College (Waldorf Teacher Education College)

8.36. Teaching Strategies

8.37. Teachstone

8.38. The BUILD Initiative

8.39. TNTP (formerly known as The New Teacher Project)

8.40. Waldorf Early Childhood Association of North America (WECAN)

8.41. WIDA

8.42. Zero to Three

8.43. The federal Department of Health and Human Services

8.44. The federal Department of Education

8.45. Organizations on the National Workforce Registry Alliance Training Organization Recognition (TOR) List Training Organization Recognition (TOR) - National Workforce Registry Alliance

9. World Organization for Early Childhood Education-United States National Committee (OMEP-USNC)

10. Organizations with current accreditation from International Accreditors for Continuing Education and Training (IACET). Organization with IACET accreditation will have an IACET logo on the certificate of completion.
Accredited Providers List - IACET

COUNCIL and NWRA PARTNERSHIP Approved State Registry Transcripts are transferable.

Professional development credits earned through other State Workforce Registries will be considered based on their approval and verification processes, provided they meet or exceed Iowa's approval and verification standards.

CPR and First Aid Review Requirements

If you have trainer credentials to offer CPR/First Aid from the American Red Cross, the American Heart Association, the National Safety Council, or Medic First Aid (for first aid and CPR training), you are eligible to provide CPR/First Aid trainings for child care providers.

Content Expertise

If you are a subject matter expert who works within any of the above listed organizations, you are already eligible to provide professional development to Iowa's child care providers.

i-PoWeR Access

If your organization does not have an account on Iowa's Early Childhood and School Age Professional Workforce Registry (i-PoWeR) please follow the instructions below:

a. Go to the i-PoWeR site: https://ccmis.dhs.state.ia.us/trainingregistry/TrainingRegistry/Public/
b. Create an account in the i-PoWeR system,
c. Click Link to a Role,
d. Click the second "select" option,
e. Select Professional Development Organization Manager,
f. Click "Cannot Find Business"
g. Enter business information,
h. Select the type of organization,
i. Click submit,
j. Send questions to the Child Care Professional Development team at **ccpdreview@hhs.iowa.gov**
k. Send current accreditation (when applicable) to ccpdreview@hhs.iowa.gov

i-PoWeR Fields for Professional Development Curricula Summary

This section provides guidance to the professional development organization about the information that will be needed to enter curricula summaries into the i-PoWeR system. Content must align with the Council for Professional Recognition's CDA Subject Areas or the National Afterschool Association's Content Areas. No more than eight clock-hours of professional development will be rewarded on any one day.

Summaries must include:

1. Title of the class or series,
2. Description of the purpose with learning objectives,
3. Credit Type (single select):
    1. Clock hour
    2. CEU
    3. Quarter Credit
    4. Semester Credit
4. Credits (numeric value)
5. Target Audience (participant role multi-select):
    1. Practitioners of Infants and Toddlers
    2. Program Administrators, Directors, Owners
    3. Preschool Teachers
    4. Practitioners of Children with Special Needs
    5. School Age Care
    6. Other
    7. Policy and Regulatory Staff
    8. Center Director and Staff
    9. Home Providers and Staff
    10. Preschool Directors and Staff
    11. Parents and Families
    12. Food Service Personnel
    13. Board Members
    14. Center/Preschool/Head Start Directors/Program Administrators/Assistant Directors

15. Center Employees

6. Content Pertains to (multi-select):
    1. Infant/Toddler
    2. Preschool (3-5)
    3. School Age (5-8)
    4. School Age (9-12)
    5. Children with Special Needs
    6. Program Administration/Business Practices
    7. Other Specialized Content
    8. Other
7. Competency Area (multi-select):
    1. Competency Area 1: Promoting Child Development and Learning
    2. Competency Area 2: Building Family and Community Relationships
    3. Competency Area 3: Observing, Documenting, and Assessing to Support Children and Families
    4. Competency Area 4: Using Developmentally Effective Approaches to Connect with Children and Families
    5. Competency Area 5: Using Content Knowledge to Build Meaningful Curriculum
    6. Competency Area 6: Becoming a Professional
8. Participant's Competency Level:
    1. Level 1-Progressing Professional
    2. Level 2-Skilled Professional
    3. Level 3-Mastery Professional
9. CDA Subject Area (include the number of clock hours for each area):
    1. Planning a safe, healthy, learning environment
    2. Steps to advance children's physical and intellectual development
    3. Positive ways to support children's social and emotional development

4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observing and recording children's behavior
8. Principles of child development and learning

10. National Afterschool Association (NAA) Content Area (include the number of clock hours for each area):
    1. Child/Youth Growth and Development
    2. Learning Environments and Curriculum
    3. Child/Youth Observation and Assessment
    4. Relationships and Interactions with Children and Youth
    5. Youth Engagement, Voice, and Choice
    6. Equity and Inclusion
    7. Family, School, and Community Relationships
    8. Safety and Wellness
    9. Program Planning and Development
    10. Professional Development and Leadership
11. National Administrator Credential (NAC) approval status,
12. Delivery Method:
    1. Face to Face
    2. Online with Date/Time
    3. Online without Date/Time
    4. Other
13. Format:
    1. Group Setting
    2. Self-Study
14. Curriculum Developed by (author)
15. A certificate of training for each participant that includes:
    1. The name of the participant
    2. The title of the training

3. The dates of training
4. The content area addressed
5. The name of the professional development providing organization
6. The name of the adult educator/instructor/trainer
7. The number of contact hours

16. Training provided to Iowa child care providers shall offer instruction that is consistent with:
    1. Iowa child care regulatory standards,
    2. The Iowa early learning standards (when applicable),
    3. The philosophy of developmentally appropriate practice as defined by the National Association for the Education of Young Children, the Program for Infant/Toddler Care, and the National Health and Safety Performance Standards

Quality Control

HHS may randomly monitor any state-approved professional development providing organization processes, policies, format, curricula, and materials for quality control purposes.

Participants

Training conducted with staff either during the hours of operation of the facility, staff lunch hours, or while children are resting must not diminish the required staff ratio coverage. Staff shall not be actively engaged in care and supervision and simultaneously participate in training.

Currently Approved but not listed or accredited

Beginning on July 1, 2025, the above listed organizations will be approved to provide professional development for child care credit. If your organization is not listed or accredited through a professional development providing accrediting body, please prepare to become accredited so your organization will be eligible to continue to provide professional development to Iowa's child care providers for training credit. Your approval will remain until the renewal date when you will be expected to comply with these new criteria. Please send questions to ccpdreview@hhs.iowa.gov

Questions

Please send questions to ccpdreview@hhs.iowa.gov