

Body of Evidence

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Standard 1

1.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization collaborates with other providers or conducts community outreach to identify families who are potentially in need of service and inform them about the program.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on recruitment method ○ Outreach materials ○ If applicable, central point of coordination documents or other collaboration agreements ○ Marketing plans ○ Blank outreach/contact log template including phone contact, email lists, flyer placements ○ Minutes from community meetings ○ Guidelines for incoming referral sources ○ Program brochure(s) ○ Evidence of programmatic participation in community events (i.e. health fair, WIC Clinic, family-friendly event) 	<ul style="list-style-type: none"> ○ Completed outreach/contact log template including phone contact, emails lists, flyer placements

1.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are engaged to participate in the program in a timely manner.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on how to recruit participants, handle incoming referrals to the program, and documenting initial contact attempts ○ Procedure should define “timely” ○ Blank intake form ○ Evidence supporting focus on engagement to participate of target population 	<ul style="list-style-type: none"> ○ Completed intake form (may be part of participant file)

Standard 2

2.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Prompt, responsive screening practices:</p> <ul style="list-style-type: none"> a) ensure equitable treatment; b) give priority to urgent needs; c) inform families how well their requests match the organization’s services d) include using all available prior-screening information and does not duplicate recent screening activities, e) support timely initiation of services; and f) provide for placement on a waiting list, if desired. 	<ul style="list-style-type: none"> ○ Program policies and procedures for screening ○ Procedure includes using all available prior-screening information and does not duplicate recent screening activities ○ Enrollment priorities (can be represented in policy or practice) ○ Curriculum model enrollment guidelines ○ Blank screening tool ○ Blank document showing evidence of how/where families have been informed on how well their requests match the organization’s services ○ Blank document showing ongoing attempts to engage to support timely initiation of services ○ Blank waiting list 	<ul style="list-style-type: none"> ○ Completed documentation showing ongoing attempts to engage to support timely initiation of services (may be part of participant file) ○ Completed evidence of how/where families have been informed on how well their requests match the organization’s services (may be part of participant file) ○ Current waiting list ○ Previous waiting lists if there is no current waiting list ○ Completed screening tool

2.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families who cannot be served, or cannot be served promptly, are referred or connected to appropriate resources.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures for wait list ○ Enrollment priorities ○ Blank document showing where ongoing attempts to engage are documented ○ List, manual, or guide for community services and resources 	<ul style="list-style-type: none"> ○ Completed documentation showing ongoing attempts to engage (may be part of participant file) ○ Family-specific referrals or connections to appropriate resources

Standard 3

3.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Personnel who conduct assessments are qualified by relevant training, skill, and experience and can recognize individuals and families with special needs.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures for assessment training ○ Program policies and procedures identifies assessments used ○ Program policies and procedures providing recognition of individuals and families with special needs ○ Blank training log highlighting all assessment trainings ○ Agenda for training (if done within the organization) ○ Materials for training (if done within the organization) ○ Evidence of completed training ○ Supervisory observation of relevant training, skill, and experience ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	<ul style="list-style-type: none"> ○ Completed training log highlighting all assessments trainings (if not provided in box) ○ Supervisory observation of relevant training, skill, and experience (if not provided in box) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

3.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The information gathered for assessments is comprehensive, directed at concerns identified in the initial screening, and limited to material pertinent for meeting service requests and objectives.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on comprehensive assessment(s) ○ Blank comprehensive assessments used 	<ul style="list-style-type: none"> ○ Completed comprehensive assessments used (may be part of participant file)

3.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Assessments are conducted in a culturally responsive manner and are the basis for identifying resources that can increase service participation and support the achievement of agreed upon goals.</p>	<ul style="list-style-type: none"> ○ Program policy and procedures that establish assessments are conducted in a culturally responsive manner ○ Curriculum model handouts or guidelines relating to cultural humility 	<ul style="list-style-type: none"> ○ Completed service plan/goal sheet (may be part of the participant file)

	<ul style="list-style-type: none"> ○ Blank service plan/goal sheet 	
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3.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Assessments are completed within timeframes established by the organization and are updated periodically.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures for assessment process ○ Timetable of all assessments ○ Evidence that assessments are updated periodically as determined by program ○ Curriculum model handouts or guidance relating to assessments ○ Blank assessment(s) 	<ul style="list-style-type: none"> ○ Completed assessment(s) (may be part of the participant file)

3.05

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Standardized assessment tools are used to:</p> <ul style="list-style-type: none"> a) identify family strengths and protective factors; b) assess for needs and risk factors associated with poor child, individual, and family outcomes; and c) screen child development. 	<ul style="list-style-type: none"> ○ Program policies and procedures on use of assessments to identify strengths and protective factors ○ Program policies and procedures on use of assessments to consider needs and risk factors associated with poor child, individual, and family outcomes ○ Program policies and procedures on use of assessments to screen for child development ○ Blank standardized assessments used to identify strengths and protective factors ○ Blank standardized assessments used to consider needs and risk factors associated with poor child, individual, and family outcomes ○ Blank standardized assessments used to screen for child development 	<ul style="list-style-type: none"> ○ Completed assessments (may be part of the participant file)

Standard 4

4.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>A family-centered service plan is developed within an appropriate timeframe with the full participation of family members as appropriate, and expedited service planning is available when crisis or urgent need is identified.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on service plan/goal setting and monitoring ○ Program policies and procedures that the service plan/goal sheet is developed within an appropriate timeframe ○ Program policies and procedures describing the full participation of family members as appropriate ○ Program policies and procedures on expedited service planning when crisis or urgent need is identified ○ Curriculum model handouts or guidance on service plan/goal setting ○ Curriculum model handouts or guidance on involving all family members as determined by participant ○ Blank service plan/goal sheet which includes: <ul style="list-style-type: none"> ▪ Documentation of date the service plan/goal sheet is developed ▪ Documentation of who participated in service planning/goal setting process 	<ul style="list-style-type: none"> ○ Completed service plans/goal sheets (may be part of the participant file)

4.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The service plan is based on the assessment, is tailored to the family’s unique needs and priorities, is measurable, and includes:</p> <ol style="list-style-type: none"> a) agreed-upon goals, desired outcomes, and timeframes for achieving them; b) services and supports to be provided that build on the families strengths and addresses the family’s risks, and by whom; c) includes a parent’s or legal guardian’s signature; d) provider and family’s regular review of 	<ul style="list-style-type: none"> ○ Program policies and procedures on goal setting based on assessment(s) which include: <ul style="list-style-type: none"> ○ Measureable/agreed upon goals, desired outcomes, and timeframes for achievement ○ Providing services/supports that build on family strengths ○ Providing services/supports that address family risks ○ Parent/Legal Guardian signature ○ Provider and Families regular review of 	<ul style="list-style-type: none"> ○ Completed assessments used to help develop goals (may be a part of the participant file) ○ Completed service plan/goal sheet (may be part of the participant file)

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<p>progress toward achievement of goals and; e) signed revisions to service goals and plans.</p>	<p>progress toward achievement</p> <ul style="list-style-type: none"> ○ Signed revisions to service plan/goal sheet ○ Blank assessments used to help develop goals ○ Blank service plan/goal sheet which include: <ul style="list-style-type: none"> ○ Documentation of measureable/agreed upon goals, desired outcomes, and timeframes for achievement ○ Documentation of services/supports that build on family strengths ○ Documentation of services/supports that address family risks ○ Parent/Legal Guardian signature ○ Documentation of Provider and Family’s regular review of progress toward achievement ○ Documentation of signed revisions to service plan/goal sheet 	
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4.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The provider and a supervisor, or peer team, review the case quarterly to assess:</p> <ul style="list-style-type: none"> a) service plan implementation; b) the family’s progress toward achieving goals and desired outcomes; and c) the continuing appropriateness of the family’s goals. 	<ul style="list-style-type: none"> ○ Program policies and procedures on service planning/goal setting review ○ Curriculum model requirements for supervisory review of case records ○ Blank documentation showing quarterly supervisory review of goals which includes: <ul style="list-style-type: none"> ○ Implementation ○ Family’s progress ○ Continuing appropriateness of goals 	<ul style="list-style-type: none"> ○ Completed documentation showing quarterly supervisory review of goals

Standard 5

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The program is guided by a service philosophy that:</p> <ul style="list-style-type: none"> a) sets forth a logical approach for how program activities and interventions will meet family needs; and b) guides the development and implementation of program activities and services based on the best available evidence of service effectiveness. 	<ul style="list-style-type: none"> ○ Program policies and procedures on how program adheres to program service philosophy ○ Program service philosophy which includes: <ul style="list-style-type: none"> ○ Logical approach for how program activities and interventions meet family needs ○ Guides the development and implementation of program activities and services ○ Organization materials and/or publications that are reflective of the program service philosophy ○ Curriculum model documents that have influenced program’s service philosophy 	

Standard 6

6.01

Standard:	Evidence in Box:	Documents Available Onsite:
Families and providers establish respectful relationships that facilitate productive service planning and delivery.	<ul style="list-style-type: none"> ○ Program policies and procedures on information regarding approach to service ○ Program policies and procedures on assignment; as applicable ○ Blank supervisor’s home visit observations ○ Blank participant surveys ○ Program brochures ○ Program’s ethical practice statement ○ Blank participant Rights & Responsibilities 	<ul style="list-style-type: none"> ○ Completed supervisor’s home visit observations ○ Completed participant surveys ○ Completed participants Rights & Responsibilities (may be part of the participant file)

6.02

Standard:	Evidence in Box:	Documents Available Onsite:
Services involve and accommodate all family members to the extent possible and appropriate, and are provided at times acceptable to the family.	<ul style="list-style-type: none"> ○ Program policies and procedures state services involve and accommodate all family members to the extent possible and appropriate ○ Program policies and procedures explaining that services are provided at times acceptable to the family ○ Blank forms used by the program where documentation of family preferences on family members and times are noted 	<ul style="list-style-type: none"> ○ Completed forms used by the program where documentation of family preferences on family members and times are noted (may be part of the participant file)

6.03

Standard:	Evidence in Box:	Documents Available Onsite:
The frequency, intensity, and duration of services are: <ul style="list-style-type: none"> a) based on each family’s needs, strengths, and circumstances; and b) appropriate to the type of services offered. 	<ul style="list-style-type: none"> ○ Program policies and procedures outlining any criteria that determine how often visits occur ○ Program policies and procedures outlining any criteria that determine how long each visit lasts ○ Curriculum model documents that provide guidance to determine how often visits occur ○ Curriculum model documents that provide guidance to determine how long each visit lasts ○ Blank form(s) used to help determine how 	<ul style="list-style-type: none"> ○ Complete form(s) used to help determine how often visits occur (may be part of the participant file) ○ Complete form(s) showing when participants are moved to/from more or less frequent visits (may be part of the participant file) ○ Complete form(s) documenting that how often visits occur and how long each visit lasts is discussed with the family (may be part of the participant file)

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	<p>often visits occur</p> <ul style="list-style-type: none">○ Blank form(s) showing when participants are moved to/from more or less frequent visits○ Blank form(s) documenting that how often visits occur and how long each visit lasts is discussed with the family	
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Standard 7

7.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization works and partners with other community providers to coordinate service delivery and increase the likelihood that needed supports and services will be used.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on service delivery ○ Program informational materials including flyers or handouts ○ Documentation of collaboration efforts (emails, MOUs, and/or community events the program collaborated on) ○ Representative sample of minutes from community collaboration meetings showing program involvement (Prevent Child Abuse boards, CPPC meetings, and/or other community partners) 	

7.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>To promote the availability of a full range of community services, the organization:</p> <ul style="list-style-type: none"> a) regularly assesses the resources and services available to families; and b) advocates for needed services when they are lacking or not easily accessible. 	<ul style="list-style-type: none"> ○ Program policies and procedures for regularly assessing resources ○ Program policies and procedures for advocating for services when they are lacking or not easily available ○ Documentation of assessing for resources available (either as part of intra-agency meetings or part of community collaboration meetings) ○ Documentation of advocacy efforts for needed services (either as part of intra-agency meetings or part of community collaboration meetings) ○ Community needs assessment ○ Meeting minutes of community meetings showing: <ul style="list-style-type: none"> ○ Regularly assessing resources ○ Advocating for services when they are lacking or not easily available ○ Team meeting minutes showing: 	

	<ul style="list-style-type: none"> ○ Regularly assessing resources ○ Advocating for services when they are lacking or not easily available 	
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7.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Program activities facilitate a connection to the community, and promote a coordinated response to community needs, by encouraging families to:</p> <ul style="list-style-type: none"> a) connect with other community members, organizations, and institutions; and b) contribute time and skills to family support and community building efforts if and when it is appropriate to do so. 	<ul style="list-style-type: none"> ○ Program policies and procedures describing that program activities facilitate a connection to the community ○ Program policies and procedures describing that the program promotes a coordinated response to community needs, by encouraging families to: <ul style="list-style-type: none"> ○ Connect with other community members, organizations, and institutions; and ○ Contribute time and skills to family support and community building efforts if and when it is appropriate to do so. ○ Evidence of helping connect the family to other community members, organizations ○ Evidence of informing participants of opportunities to give back to the community 	

Standard 8

8.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Children and families are linked to the following health services, as needed:</p> <ul style="list-style-type: none"> a) diagnosis and treatment of health problems; b) dental care; c) mental health care; d) ongoing health care, including routine medical checkups; e) pediatric health care, including well-baby visits and immunizations; and f) information and education about pregnancy planning and prevention, including linkages to family planning services. 	<ul style="list-style-type: none"> ○ Program policies and procedures for linking participants to health services which include: <ul style="list-style-type: none"> ○ Diagnosis and treatment of health problems ○ Dental care ○ Mental health care ○ Ongoing health care, including routine medical checkups ○ Pediatric health care, including well-baby visits and immunizations ○ Information and education about pregnancy planning and prevention, including linkages to family planning services ○ Program policies and procedures regarding regular depression screening for expectant and recent mothers ○ Program policies and procedures regarding informing expectant and recent mothers on post partum depression ○ Program policies and procedures regarding connecting expectant and recent mothers to support and treatment services ○ Blank referral log ○ Diagnosis and treatment of health problems resource documents used (Fliers, pamphlets, brochures) ○ Dental care resource documents used (Fliers, pamphlets, brochures) ○ Mental health care resource documents used (Fliers, pamphlets, brochures) ○ Ongoing healthcare, including routine medical checkups resource documents used (Fliers, pamphlets, brochures) 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Completed depression screen (may be part of participant file) ○ Completed referral log showing participants were linked to health services (may be part of participant file) ○ Completed releases of information showing participants were linked to health services (may be part of participant file)

	<ul style="list-style-type: none"> ○ Pediatric health care, including well-baby visits and immunizations resource documents used (Fliers, pamphlets, brochures) ○ Information and education about pregnancy planning and prevention, including linkages to family planning services resource documents used (Fliers, pamphlets, brochures) ○ Blank depression screen ○ Blank release of information 	
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8.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Expectant parents are linked to the following healthcare services, as needed:</p> <ul style="list-style-type: none"> a) prenatal health care; b) genetic risk identification and counseling services; c) labor and delivery services; d) nutrition services; e) dental care; f) mental health care; and g) postpartum care. 	<ul style="list-style-type: none"> ○ Program policies and procedures for linking expectant parents to healthcare services which include: <ul style="list-style-type: none"> ○ Prenatal health care ○ Genetic risk identification and counseling services ○ Labor and delivery services ○ Nutrition services ○ Dental care ○ Mental health care ○ Postpartum care ○ Program policies and procedures regarding regular depression screening for expectant and recent mothers ○ Program policies and procedures regarding informing expectant and recent mothers on post partum depression ○ Program policies and procedures regarding connecting expectant and recent mothers to support and treatment services ○ Prenatal health care resource documents used ○ Genetic risk identification and counseling services resource documents used ○ Labor and delivery services resource documents used ○ Nutrition services resource documents used 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Full curriculum used ○ Completed depression screen (may be part of participant file) ○ Completed referral log showing expectant parents were linked to healthcare services (may be part of participant file) ○ Completed releases of information showing expectant parents were linked to healthcare services (may be part of participant file)

	<ul style="list-style-type: none"> ○ Dental care resource documents used ○ Mental health care resource documents used ○ Postpartum care resource documents used ○ Curriculum table of contents highlighting prenatal topics relating to standard elements ○ Blank referral log ○ Blank release of information ○ Blank depression screen 	
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8.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are helped to sign up for health insurance when coverage is available and receive information about other options for care, such as free clinics, when insurance coverage is not available.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on how participants are linked to health care coverage ○ Local health fair fliers, health insurance applications and/or other health care coverage information ○ Blank form(s) used that asks about family’s health insurance ○ Blank referral log ○ Blank release of information 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Completed form(s) that asks about family’s health insurance (may be part of participant file) ○ Completed referral logs showing that participants are linked to health care coverage (may be part of participant file) ○ Completed releases of information showing that participants are linked to health care coverage (may be part of participant file)

8.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are educated about:</p> <ul style="list-style-type: none"> a) health-related issues and behaviors that can impact child, individual, and family functioning; and b) the prevention and treatment of disease. 	<ul style="list-style-type: none"> ○ Program policies and procedures on how participants are educated on health-related issues and behaviors that can impact child, individual, and family functioning ○ Program policies and procedures on the prevention and treatment of disease ○ Curriculum table of contents with health related issues and behaviors topics highlighted ○ Curriculum table of contents with the prevention and treatment of disease topics highlighted ○ Health-related issues and behaviors handouts used ○ Prevention and treatment of disease handouts used 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Full curriculum used

Standard 9

9.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are helped to reduce social isolation and develop positive connections with others by:</p> <ul style="list-style-type: none"> a) maintaining and strengthening their relationships with others within the family, including the extended family; and b) developing and expanding their informal networks, including connections with friends, neighbors, and community members. 	<ul style="list-style-type: none"> ○ Program policies and procedures for linking participants to services to make positive connections which include: <ul style="list-style-type: none"> ○ Maintaining and strengthening their relationships with others within the family, including the extended family ○ Developing and expanding their informal networks, including connections with friends, neighbors, and community members. ○ Curriculum table of contents with positive connection topics highlighted ○ Positive connection handouts used ○ Community calendar ○ Community events handouts ○ Group/Facebook page 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Full curriculum

9.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are helped to access community services that meet basic needs and help them care for their children, including, as appropriate:</p> <ul style="list-style-type: none"> a) food and nutrition services; b) health services; c) housing services, including transitional living arrangements; d) transportation services; e) financial assistance; f) child care; and g) respite care. 	<ul style="list-style-type: none"> ○ Program policies and procedures for linking participants to basic need services which include: <ul style="list-style-type: none"> ○ Food and nutrition services ○ Health services ○ Housing services, including transitional living arrangements ○ Transportation services ○ Financial assistance ○ Child care ○ Respite care ○ Community resource guide with standard-related basic needs services highlighted ○ Basic needs handouts used ○ Curriculum table of contents with basic needs topics highlighted 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Full curriculum

9.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are helped to access community services that promote self-sufficiency and positive life course development, including, as appropriate:</p> <ul style="list-style-type: none"> a) educational and literacy services, including special education; b) vocational and employment services; and c) parent education services and support groups. 	<ul style="list-style-type: none"> ○ Program policies and procedures for linking participants to services promoting self-sufficiency which include: <ul style="list-style-type: none"> ○ Educational and literacy services, including special education ○ Vocational and employment services ○ Parent education services and support groups ○ Curriculum table of contents with self-sufficiency topics highlighted ○ Community resource guide with standard-related services promoting self-sufficiency highlighted ○ Self-sufficiency handouts used 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Full curriculum

9.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are helped to access community services that address needs and problems that may impede effective parenting, including, as appropriate:</p> <ul style="list-style-type: none"> a) counseling services; b) mental health services; c) services for substance use conditions; and d) domestic violence services. 	<ul style="list-style-type: none"> ○ Program policies and procedures for linking participants to services addressing problems impeding effective parenting which include: <ul style="list-style-type: none"> ○ Counseling services ○ Mental health services ○ Services for substance use conditions ○ Domestic violence services ○ Counseling services handouts used ○ Mental health services handouts used ○ Substance use handouts used ○ Domestic violence services handouts used 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file)

Standard 10

10.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Child and family characteristics, such as age, developmental level, race, culture, ethnicity, language, and literacy level, are considered when choosing or designing educational interventions, materials, and curricula. Organizations should seek the input of families and other community members when developing educational interventions, materials, and curricula.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on seeking input when developing educational interventions, materials and curricula ○ Program policies and procedures on considering child and family characteristics when choosing or designing educational interventions, materials and curricula ○ Meeting minutes and/or agendas showing family and community participation in developing educational interventions, materials and curricula ○ Meeting minutes and/or agendas showing program participation in considering child and family characteristics when choosing or designing educational interventions, materials and curricula ○ Community needs assessment ○ Blank participant survey (if asking about educational interventions, materials, and curricula) 	<ul style="list-style-type: none"> ○ “Easy Reader” curricula or other adjusted learning materials ○ Completed participant surveys

10.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are educated about child development and child rearing topics that include, as appropriate:</p> <ul style="list-style-type: none"> a) basic care giving routines; b) child growth and development, including physical, cognitive, and social development; c) environmental safety and injury prevention; d) meeting children’s health and emotional needs; e) parent-child interactions and bonding; and f) age-appropriate behavioral expectations 	<ul style="list-style-type: none"> ○ Program policies and procedures for educating participants on child development topics which include: <ul style="list-style-type: none"> ○ Basic care giving routines ○ Child growth and development, including physical, cognitive, and social development ○ Environmental safety and injury prevention ○ Meeting children’s health and emotional needs ○ Parent-child interactions and bonding 	<ul style="list-style-type: none"> ○ Full curriculum

<p>and appropriate discipline for children.</p>	<ul style="list-style-type: none"> ○ Age-appropriate behavioral expectations and appropriate discipline for children ○ Curriculum model table of contents with standard-related child development topics highlighted ○ Standard-related child development and child-rearing handouts used 	
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10.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Expectant parents are educated about the following prenatal health topics:</p> <ul style="list-style-type: none"> a) fetal growth and development; b) the importance of prenatal care; c) nutrition and proper weight gain; d) appropriate exercise; e) medication use during pregnancy; f) effects of tobacco and substance use on fetal development; g) what to expect during labor and delivery; and h) benefits of breastfeeding. 	<ul style="list-style-type: none"> ○ Program policies and procedures for educating expectant parents on prenatal health topics which include: <ul style="list-style-type: none"> ○ Fetal growth and development ○ The importance of prenatal care ○ Nutrition and proper weight gain ○ Appropriate exercise ○ Medication use during pregnancy ○ Effects of tobacco and substance use on fetal development ○ What to expect during labor and delivery ○ Benefits of breastfeeding ○ Curriculum table of contents with standard-related prenatal health topics highlighted ○ Standard-related prenatal health topic handouts used 	<ul style="list-style-type: none"> ○ Full curriculum

10.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Parent education services promote self-sufficiency and self-efficacy by building on family strengths and addressing topics related to positive personal functioning and development, as appropriate to the needs of the service population.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures for educating participants on <u>self-sufficiency</u> by building on family strengths and addressing topics related to positive personal functioning and development ○ Program policies and procedures for educating participants on <u>self-efficacy</u> by building on family strengths and addressing topics related to positive personal functioning and development 	<ul style="list-style-type: none"> ○ Full curriculum

	<ul style="list-style-type: none"> ○ Curriculum model table of contents with self-sufficiency topics highlighted ○ Curriculum model table of contents with self-efficacy topics highlighted ○ Parent education handouts used relating to self-sufficiency ○ Parent education handouts used relating to self-efficacy 	
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10.05

Standard:	Evidence in Box:	Documents Available Onsite:
<p>When parent education is provided in a group setting, services:</p> <ul style="list-style-type: none"> a) emphasize group learning and sharing; b) respond flexibly to the changing needs of group members; and c) are scheduled with participants’ time commitments in mind. 	<ul style="list-style-type: none"> ○ Program policies and procedures on group parent education setting so that services: <ul style="list-style-type: none"> ○ Emphasize group learning and sharing ○ Respond flexibly to the changing needs of group members ○ Are scheduled with participants’ time commitments in mind ○ Sample group meeting fliers ○ Blank group rights and responsibilities sheet ○ Group rules ○ Blank group meeting participant evaluations (that measure flexibility to the changing needs of group members) ○ Blank group meeting participant evaluations (that measure participants’ time commitments) ○ Blank supervisor’s group parent education observation form(s) ○ Curriculum model guidance and / or handouts used ○ Blank group planning form(s) 	<ul style="list-style-type: none"> ○ Completed supervisor’s group parent education observation form(s) ○ Full curriculum ○ Completed group meeting participant evaluations (that measure flexibility to the changing needs of group members) ○ Completed group meeting participant evaluations (that measure participants’ time commitments) ○ Completed group planning form(s)

10.06

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Group programs provide participants with opportunities to:</p> <ul style="list-style-type: none"> a) contribute by asking questions and sharing their experiences; 	<ul style="list-style-type: none"> ○ Program policies and procedures on group parent education which provides participants with opportunities to: <ul style="list-style-type: none"> ○ Contribute by asking questions and 	<ul style="list-style-type: none"> ○ Completed supervisor evaluation or observation of group parent education ○ Full curriculum used ○ Completed acknowledgement of group rules

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<ul style="list-style-type: none"> b) listen to and learn from those who are similar to and different from themselves; c) develop positive relationships with others; d) assume responsibilities and develop leadership capacities; and e) participate in activities of interest. 	<ul style="list-style-type: none"> ○ sharing their experiences ○ Listen to and learn from those who are similar to and different from themselves ○ Develop positive relationships with others ○ Assume responsibilities and develop leadership capacities ○ Participate in activities of interest ○ Sample group meeting fliers (showing that group topics vary) ○ Blank satisfaction survey (that cover standard-related topics) ○ Group rules ○ Blank group rights and responsibilities sheet ○ Blank supervisor’s group parent education meeting observation form ○ Curriculum model guidance and / or handouts used ○ Blank group planning form(s) ○ Blank group <u>follow-up</u> form(s) ○ Completed supervisor’s groups parent education meeting observation form 	<ul style="list-style-type: none"> ○ Completed group rights and responsibilities sheet ○ Completed satisfaction surveys ○ Completed group planning form(s) ○ Completed group <u>follow-up</u> form(s)
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10.07

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Personnel providing parent education services in a group setting are available to meet with parents individually, as needed.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on providing parent education services in a group setting are available to meet with parents individually ○ Supervisor’s group parent education meeting observation form (if covers standard-related content) ○ Blank contact note form(s) showing provider/participant individual interactions 	<ul style="list-style-type: none"> ○ Completed supervisor’s evaluation or observation of group parent education (if covers standard-related content) ○ Completed contact note form(s) showing provider/participant individual interactions

Standard 11

11.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Children are connected to supports, services, and activities that promote their physical, cognitive, social, and emotional development, including, as appropriate:</p> <ul style="list-style-type: none"> a) educational services; b) counseling and therapeutic services; c) health services; and d) social, recreational, and physical activities. 	<ul style="list-style-type: none"> ○ Program policies and procedures for linking children to services, supports and activities promoting development which includes: <ul style="list-style-type: none"> ○ Educational services ○ Counseling and therapeutic services ○ Health services ○ Social, recreational, and physical activities ○ Community resource lists with standard-related topics highlighted ○ Educational services handouts used ○ Counseling and therapeutic services handouts used ○ Health services handouts used ○ Social, recreational, and physical activities handouts used ○ Blank referral log ○ Blank release of information 	<ul style="list-style-type: none"> ○ Completed referral log (may be part of participant file) ○ Completed release of information (may be part of participant file)

11.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Child and family characteristics, such as age, developmental level, race, culture, ethnicity, and language, are considered when choosing or designing program interventions, materials, and curricula.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on considering child and family characteristics when choosing or designing educational interventions, materials and curricula <u>relating to child development</u> ○ Blank participant survey covering child development services (if asking about educational interventions, materials, and curricula) ○ Meeting minutes and/or agendas showing program participation in considering child and family characteristics when choosing or designing educational interventions, materials and curricula (in relation to child development) 	<ul style="list-style-type: none"> ○ Completed participant survey covering child development services (if asking about educational interventions, materials, and curricula) ○ Full compilation of educational interventions, materials, and curricula

11.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Parents are involved in service delivery, and providers help them increase their ability to interact positively with their children and promote child well-being.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures for involving parents in service delivery ○ Program policies and procedures where family support professionals help parents increase their ability to interact positively with their children and promote child well-being. ○ Curriculum table of contents with standard-related content highlighted ○ Sample curriculum/activities used to involve parents in service delivery 	<ul style="list-style-type: none"> ○ Full curriculum ○ Contact notes (may be part of participant file)

11.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>When assessment reveals the need for early intervention services, the organization either directly provides those services, or links the family with another organization or agency that provides those services.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures that cover what to do when assessment reveals the need for early intervention services ○ Blank examples of child development assessments ○ Blank referral log ○ Blank release of information 	<ul style="list-style-type: none"> ○ Completed child development assessments (may be part of participant file) ○ Completed referral logs for early intervention services (may be part of participant file) ○ Completed release of information for early intervention services (may be part of participant file) ○ Contact notes (may be part of participant file)

Standard 12

12.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Children receive all specialized services needed to promote their physical, cognitive, emotional, social, communicative, and adaptive development.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures that cover specialized services that children receive needed to promote their: <ul style="list-style-type: none"> ○ Physical development ○ Cognitive development ○ Emotional development ○ Social development ○ Communicative development ○ Adaptive development ○ Curricula model table of contents related to early intervention services with standard-related content highlighted ○ Sample handouts or lesson plans related to early intervention services covering: <ul style="list-style-type: none"> ○ Physical development ○ Cognitive development ○ Emotional development ○ Social development ○ Communicative development ○ Adaptive development ○ Blank IEP/IFSP 	<ul style="list-style-type: none"> ○ Full Curricula and/or materials ○ Contact notes (may be part of participant file) ○ Completed IEP/IFSP (may be part of participant file)

12.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Children receive services that take into account their strengths, challenges, functional status, and social competence, and that facilitate their ability to complete essential, age-appropriate daily tasks.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures containing children receive services taking into account their: <ul style="list-style-type: none"> ○ Strengths ○ Challenges ○ Functional status ○ Social competence ○ Program policies and procedures containing children receive services that facilitate their ability to complete essential, age-appropriate daily tasks. 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Completed IEP/IFSP (may be part of participant file)

	○ Blank IEP/IFSP	
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12.03

Standard:	Evidence in Box:	Documents Available Onsite:
Child and family characteristics, such as age, developmental level, race, culture, ethnicity, and language, are considered when choosing or designing early intervention services.	<ul style="list-style-type: none"> ○ Program policies and procedures on considering child and family characteristics when choosing or designing educational interventions, materials and curricula ○ Meeting minutes and/or agendas showing program participation in considering child and family characteristics when choosing or designing educational interventions, materials and curricula (in relation to early intervention services) ○ Blank participant survey covering early intervention services (if asking about educational interventions, materials, and curricula) 	<ul style="list-style-type: none"> ○ Completed participant survey covering early intervention services (if asking about educational interventions, materials, and curricula) ○ Full compilation of educational interventions, materials, and curricula

12.04

Standard:	Evidence in Box:	Documents Available Onsite:
Children receive early intervention services in natural environments where they can interact in a positive way with other children to the extent appropriate.	<ul style="list-style-type: none"> ○ Program policies and procedures on providing services in natural environments ○ Blank contact note form showing where visit takes place 	<ul style="list-style-type: none"> ○ Contact notes form showing where visit takes place (may be part of participant file)

12.05

Standard:	Evidence in Box:	Documents Available Onsite:
Families are involved in services and provided with information and education about: <ul style="list-style-type: none"> a) developmental delays and disabilities; b) the best strategies for lessening the effects of developmental delays and disabilities; c) meeting their children’s needs; and d) their children’s progress. 	<ul style="list-style-type: none"> ○ Program policies and procedures on involving families in services and providing information and education ○ Blank participant survey with standard-related topics covered ○ Blank IEP/IFSP 	<ul style="list-style-type: none"> ○ Completed participant survey with standard-related topics covered ○ Contact notes form showing collaboration between family support professional and family for each standard-related topic (may be part of participant file) ○ Completed IEP/IFSP (may be part of participant file)

12.06

Standard:	Evidence in Box:	Documents Available Onsite:
Early intervention services:	<ul style="list-style-type: none"> ○ Program policies and procedures on early 	<ul style="list-style-type: none"> ○ Completed participant survey with standard-

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<ul style="list-style-type: none"> a) are delivered in environments where children and families spend time or would like to spend time; b) include family members’ ideas; c) use the family’s informal resources, such as toys, household materials, and family members; d) take advantage of learning opportunities that occur naturally during activities in which the family participates; and e) can be incorporated into everyday routines and activities. 	<p>intervention services:</p> <ul style="list-style-type: none"> ○ Are delivered in environments where children and families spend time or would like to spend time ○ Include family members’ ideas ○ Use the family’s informal resources, such as toys, household materials, and family members ○ Take advantage of learning opportunities that occur naturally during activities in which the family participates ○ Can be incorporated into everyday routines and activities ○ Blank participant survey with standard-related topics covered ○ Blank IEP/IFSP 	<p>related topics covered</p> <ul style="list-style-type: none"> ○ Contact notes form showing early intervention services cover standard-related topic (may be part of participant file) ○ Completed IEP/IFSP (may be part of participant file)
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12.07

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Families are linked to needed support services, including, as appropriate:</p> <ul style="list-style-type: none"> a) individual counseling or parent-to-parent support groups; and b) financial assistance for specialized services that meet their children’s needs. 	<ul style="list-style-type: none"> ○ Policies and procedures for linking participants to individual counseling or parent-to-parent support groups ○ Policies and procedures for linking participants to financial assistance for specialized services that meet their children’s needs ○ Community resource guide with standard-related individual counseling or parent-to-parent support group services highlighted ○ Individual counseling or parent-to-parent support group handouts used ○ Community resource guide with standard-related financial assistance for specialized services that meet their children’s needs services highlighted ○ Financial assistance for specialized services that meet their children’s needs handouts used ○ Blank IEP/IFSP 	<ul style="list-style-type: none"> ○ Contact notes (may be part of participant file) ○ Completed IEP/IFSP (may be part of participant file)

Standard 13

13.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Planning for case closing:</p> <ul style="list-style-type: none"> a) is a clearly defined process that includes assignment of staff responsibility; b) begins at intake; and c) involves the provider, family members, and others, as appropriate. 	<ul style="list-style-type: none"> ○ Program policies and procedure describing case closing which include: <ul style="list-style-type: none"> ○ A clearly defined process that includes assignment of staff responsibility ○ Begins at intake ○ Involves the provider, family members, and others, as appropriate ○ Blank client rights and responsibilities ○ Blank form(s) used to track case closing ○ Blank form(s) and/or documentation that family is made aware of case closing at intake 	<ul style="list-style-type: none"> ○ Program exit reports ○ Contact notes showing the case closing process (may be part of participant file) ○ Completed client rights and responsibilities (may be part of participant file) ○ Completed form(s) used to track case closing (may be part of participant file)

13.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Upon case closing, the organization notifies any collaborating service providers, including the courts, as appropriate.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on notifying service providers upon participants exit ○ Blank form(s) used to notify collaborating service providers ○ Blank form(s) used to track when/how collaborating service providers are notified ○ Blank release of information 	<ul style="list-style-type: none"> ○ Completed form(s) used to notify collaborating service providers (may be part of participant file) ○ Completed form(s) used to track when/how collaborating service providers are notified (may be part of participant file) ○ Completed release of information (may be part of participant file)

13.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>If a family leaves the program for whatever reason, the organization makes every effort to link family members with appropriate services.</p>	<ul style="list-style-type: none"> ○ Program policies and procedure regarding linking participants to <u>appropriate</u> services upon exit ○ Community resources and information utilized ○ Blank form(s) used to track case closing ○ Blank form(s) used to document referrals made ○ Blank release of information 	<ul style="list-style-type: none"> ○ Contact notes showing the case closing process (may be part of participant file) ○ Completed form(s) used to track case closing (may be part of participant file) ○ Completed form(s) used to document referrals made (may be part of participant file) ○ Completed releases of information (may be part of participant file)

13.04

Standard:	Evidence in Box:	Documents Available Onsite:

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<p>Families and providers work together to develop aftercare plans that:</p> <ul style="list-style-type: none">a) are developed sufficiently in advance of case closing to ensure an orderly transition;b) identify services needed or desired by family members; andc) specify steps for obtaining these services.	<ul style="list-style-type: none">○ Program policies and procedure describing aftercare plans which:<ul style="list-style-type: none">○ Are developed sufficiently in advance of case closing to ensure an orderly transition○ Identify services needed or desired by family members○ Specify steps for obtaining these services○ Blank aftercare plan template that includes:<ul style="list-style-type: none">○ Date aftercare plan was written○ Services needed or desired by family members○ Specific steps for obtaining aftercare services	<ul style="list-style-type: none">○ Completed aftercare plan (may be part of participant file)○ Contact notes showing development of aftercare plan (may be part of participant file)
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Standard 14
14.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Personnel have the competencies needed to:</p> <ul style="list-style-type: none"> a) engage, establish trust, develop relationships, and collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives; b) provide services in a culturally competent manner; c) promote respect and encourage independence; d) use appropriate methods of support and establish professional boundaries with families; e) observe and understand child, individual, and family functioning; f) educate families about child development, child rearing, and positive personal development; g) identify and build on strengths; h) assess needs, risks, and safety; i) recognize and address problems related to substance use, mental health, domestic violence, and child abuse and neglect; j) recognize and respond to signs of prenatal and postpartum depression; k) collaborate with community providers; and l) link families with needed services offered by other community providers. 	<ul style="list-style-type: none"> ○ Program policies and procedures ensuring home visitation staff have the competencies to: <ul style="list-style-type: none"> ○ Engage, establish trust, develop relationships, and collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives ○ Provide services in a culturally competent manner ○ Promote respect and encourage independence ○ Use appropriate methods of support and establish professional boundaries with families; ○ Observe and understand child, individual, and family functioning ○ Educate families about child development, child rearing and positive personal development ○ Identify and build on strengths ○ Assess needs, risks, and safety ○ Recognize and address problems related to substance use, mental health, domestic violence, and child abuse and neglect ○ Recognize and respond to signs of prenatal and postpartum depression ○ Collaborate with community providers ○ Link families with needed services offered by other community providers ○ Resumes for staff members highlighted or labeled with what standard-related competencies they meet 	<ul style="list-style-type: none"> ○ Family support professional self-evaluations completed if they demonstrate an observed competency. It should be labeled with which standard-related competency is referenced. ○ Supervisory evaluations done for staff if they demonstrate an observed competency; it should be labeled with which standard-related competency is referenced. ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

	<ul style="list-style-type: none"> ○ Pre-service training requirements highlighted or labeled with what standard-related competencies they meet ○ Required in-service training agenda and/or table of contents ○ Blank training log showing desired competencies ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	
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14.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Personnel providing early intervention services have the additional competencies needed to:</p> <ul style="list-style-type: none"> a) administer early intervention techniques; b) understand issues of particular relevance to the families of children with developmental delays or disabilities; and c) help families learn how to support and promote their children’s healthy development. 	<ul style="list-style-type: none"> ○ Program policies and procedures on ensuring early intervention staff have the competencies to: <ul style="list-style-type: none"> ○ Administer early intervention techniques ○ Understand issues of particular relevance to the families of children with developmental delays or disabilities ○ Help families learn how to support and promote their children’s healthy development ○ Resumes for staff members highlighted or labeled with what standard-related competencies they meet ○ Pre-service requirements highlighted or labeled with what standard-related competencies they meet ○ Required in-service training agenda and/or table of contents ○ Blank training log showing desired competencies ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	<ul style="list-style-type: none"> ○ Family support professional self-evaluations completed if they demonstrate an observed competency. It should be labeled with which standard-related competency is referenced. ○ Supervisory evaluations done for staff if they demonstrate an observed competency; it should be labeled with which standard-related competency is referenced. ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

14.03

Standard:	Evidence in Box:	Documents Available Onsite:
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<p>Personnel providing parent education services in a group setting have the competencies needed to:</p> <ul style="list-style-type: none"> a) engage and motivate group members; b) understand group dynamics; c) lead discussions; d) facilitate group activities; e) collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives; f) provide services in a culturally competent manner; g) promote respect and encourage independence; h) educate individuals and families about child development, child rearing, and positive personal development; and i) recognize family needs and collaborate with community providers. 	<ul style="list-style-type: none"> ○ Program policies and procedures on ensuring group parent education staff has the competencies to: <ul style="list-style-type: none"> ○ Engage and motivate group members ○ Understand group dynamics ○ Lead discussions ○ Facilitate group activities ○ Collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives ○ Provide services in a culturally competent manner ○ Promote respect and encourage independence ○ Educate individuals and families about child development, child rearing, and positive personal development ○ Recognize family needs and collaborate with community providers ○ Resumes for staff members highlighted or labeled with what standard-related competencies they meet ○ Pre-service requirements highlighted or labeled with what standard-related competencies they meet ○ Required in-service training agenda and/or table of contents ○ Blank training log showing desired competencies ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	<ul style="list-style-type: none"> ○ Family support professional self-evaluations completed if they demonstrate an observed competency. It should be labeled with which standard-related competency is referenced. ○ Supervisory evaluations done for staff if they demonstrate an observed competency; it should be labeled with which standard-related competency is referenced. ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies
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14.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors are qualified by:</p> <ul style="list-style-type: none"> a) an advanced degree in a health, education, or human service field; or 	<ul style="list-style-type: none"> ○ Program policies and procedures on supervisor’s qualifications ○ Job description(s) showing desired 	

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<p>b) a bachelor’s degree in a health, education or human service field and two years’ experience working with children and families; or</p> <p>c) an associate’s degree in a health, education or human service field and four years of experience working with children and families. Supervisors receive ongoing educational and training opportunities.</p>	<p>qualifications</p> <ul style="list-style-type: none"> ○ Program staffing chart that includes lines of supervision ○ Resume for supervisor(s) ○ Copy of diploma showing degree earned with degree field (health, education, or human service) ○ 14.04 exception waiver if needed 	
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14.05

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors provide regular support and supervision to all direct service personnel. Supervisors provide additional support to personnel when they are:</p> <ul style="list-style-type: none"> a) new; b) developing competencies; c) experiencing challenging circumstances with the individuals and families or staff they work with; or d) experiencing higher workloads. 	<ul style="list-style-type: none"> ○ Program policies and procedures regarding supervision to all direct service personnel ○ Program policies and procedures regarding additional supervision when direct service personnel are: <ul style="list-style-type: none"> ○ New ○ Developing competencies ○ Experiencing challenging circumstances with the individuals and families or staff they work with ○ Experiencing higher workloads ○ Blank supervision documentation form(s) ○ Curriculum model guidance for supervisory activities 	<ul style="list-style-type: none"> ○ Completed supervision documentation form(s)

14.06

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Employee workloads support the achievement of positive outcomes for families, are regularly reviewed, and are based on an assessment of the following:</p> <ul style="list-style-type: none"> a) the qualifications, competencies, and experience of the provider, including the level of supervision needed; b) case complexity and status; c) the work and time required to accomplish assigned tasks, including those associated 	<ul style="list-style-type: none"> ○ Program policies and procedures on workloads supporting the achievement of positive outcomes for families ○ Program policies and procedures that workloads are regularly reviewed – program defines regularly reviewed ○ Program policies and procedures basing workloads on the following elements: <ul style="list-style-type: none"> ○ The qualifications, competencies, and experience of the provider, including the 	<ul style="list-style-type: none"> ○ Completed Family Support Professional workload report for each staff with a caseload ○ Completed supervisory form(s) where workload would be discussed

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<p>with individual caseloads and other job responsibilities;</p> <p>d) whether services are provided by multiple professionals or team members; and</p> <p>e) service volume, accounting for assessed level of needs of new and current families and referrals.</p>	<p>level of supervision needed;</p> <ul style="list-style-type: none"> ○ Case complexity and status; ○ The work and time required to accomplish assigned tasks, including those associated with individual caseloads and other job responsibilities; ○ Whether services are provided by multiple professionals or team members; and ○ Service volume, accounting for assessed level of needs of new and current families and referrals. ○ Curriculum model workload guidance ○ Blank supervisory form(s) where workload would be discussed ○ Blank Family Support Professional workload report 	
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14.07

Standard:	Evidence in Box:	Documents Available Onsite:
<p>When multiple providers are involved, a team approach is used to ensure a comprehensive, integrated approach to service delivery.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures for working with other service providers to ensure an integrated approach to service delivery ○ Emails showing collaboration with other service providers ○ MOUs should collaboration with other service providers ○ Service Contracts showing collaboration with other service providers ○ Team Meeting Minutes showing education about and with other service providers ○ Blank contact log where collaboration with service providers is documented ○ Blank contact note where discussing details of collaboration with other service provider 	<ul style="list-style-type: none"> ○ Completed contact log where collaboration with service providers is documented (may be part of participant file) ○ Contact notes describing collaboration with other service providers (may be part of participant file) ○ Releases of information to exchange information with other service providers (may be part of participant file)

Standard 15

15.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The program has a description of the cultural characteristics of its current population, including ethnic, racial, linguistic, demographic and other characteristics.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on collecting the demographics of its current population (community demographics) ○ Description of the cultural characteristics of program’s current population, including: <ul style="list-style-type: none"> ○ ethnic, ○ racial, ○ linguistic, ○ demographic ○ and other characteristics 	

15.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The program has the capacity to provide culturally sensitive and family-centered services to the major group(s) within the service population.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on providing culturally sensitive practices ○ Program policies and procedures on interpreters ○ Example(s) of program outreach, recruitment, and publications showing culturally sensitive practices ○ Sample curriculum used showing culturally sensitive practices 	

15.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The program ensures staff receive training designed to increase understanding and sensitivity of the unique characteristics of the service population.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures ensuring staff receive training designed to increase understanding and sensitivity of the unique characteristics of the service population ○ Agenda for training (if done within the organization) ○ Materials for training (if done within the organization) ○ Evidence of completed training ○ Blank training log showing reference to 	<ul style="list-style-type: none"> ○ Completed training log showing reference to cultural humility training(s) (if not provided in box) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

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	<p>cultural humility training(s)</p> <ul style="list-style-type: none">○ Completed training log showing reference to cultural humility training(s)○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies	
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Standard 16

16.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The public has access to clear, timely, accurate information about the organization’s programs, activities, service recipients, and finances.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures assuring access to clear, timely, accurate information about the organization’s programs, activities, service recipients, and finances ○ Organization annual report ○ Advisory or governing board by-laws – this document would indicate if board meetings are open to the public and if not, how the public can provide feedback and comments to the board about programs and activities ○ IRS 990 Form, if used ○ Findings letter from most recent audit ○ Email or other notification sent advising of annual reports, program reports, or other organizational documents ○ Open records law 	

16.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization eliminates internal and external barriers to achieving ethical practice throughout the organization, including unawareness of expectations and current information</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures on eliminating internal and external barriers (regarding board and staff education) ○ Most recent audit completed ○ By-laws ○ Examples of board meeting minutes showing discussion around barriers or public attendance at meetings ○ Funders audit ○ Annual report ○ Signed statement of receipt of policies and procedures 	

Standard 17

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization prevents the enrichment of insiders and other abuses through the adoption and enforcement of a conflict of interest policy consistent with state laws and regulations.</p> <p>A conflict of interest policy is tailored to the organization’s specific needs and characteristics, and:</p> <ul style="list-style-type: none"> a) defines conflict of interest; b) identifies groups of individuals within the organization covered by the policy; c) addresses transactions between board members and the organization; d) addresses policy enforcement; e) provides a framework for evaluating situations that may constitute a conflict; and f) invests management with developing procedures that facilitate disclosure of information to prevent and manage potential and apparent conflicts of interest. 	<ul style="list-style-type: none"> ○ Organization policies and procedures on conflict of interest which: <ul style="list-style-type: none"> ○ Defines conflict of interest ○ Identifies groups of individuals within the organization covered by the policy ○ Addresses transactions between board members and the organization ○ Addresses policy enforcement ○ Provides a framework for evaluating situations that may constitute a conflict ○ Invests management with developing procedures that facilitate disclosure of information to prevent and manage potential and apparent conflicts of interest ○ Current IRS Form 990 (2012), Part VI, Section B- Policies, line 12C- Explanation of Monitoring and Enforcement of Conflicts (explanation is written in Schedule O of Form 990) ○ Blank conflict of interest disclosure form(s) for board members ○ Blank conflict of interest disclosure form(s) for staff ○ Completed conflict of interest disclosure form(s) for board members ○ Completed conflict of interest disclosure form(s) for staff 	<ul style="list-style-type: none"> ○ Completed conflict of interest disclosure form(s) for board members (if not provided in box) ○ Completed conflict of interest disclosure form(s) for staff (if not provided in box)

Standard 18

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization prohibits employment-related retaliation against employees, and others affiliated with the organization, who comes forward with information about suspected misconduct or questionable practices, and provides an appropriate, confidential channel for reporting such information.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures for board to report suspected misconduct or questionable practices ○ Organization policies and procedures for employees to report suspected misconduct or questionable practices ○ Organizational policies and procedures for participants to report suspected misconduct or questionable practices ○ Blank statement of receipt of policies and procedures (if whistleblower policy covers this topic) ○ Signed statement of receipt of policies and procedures (if whistleblower policy covers this topic) for board ○ Signed statement of receipt of policies and procedures (if whistleblower policy covers this topic) for staff 	<ul style="list-style-type: none"> ○ Signed statement of receipt of policies and procedures (if whistleblower policy covers this topic) for board ○ Signed statement of receipt of policies and procedures (if whistleblower policy covers this topic) for staff

Standard 19

19.01

Standard:	Evidence in Box:	Documents Available Onsite:
Personnel know and follow the code of ethics of their respective professions.	<ul style="list-style-type: none"> ○ Program policies and procedures on code of ethics ○ Applicable code of ethics ○ Blank form(s) to show evidence that code of ethics has been covered with staff 	<ul style="list-style-type: none"> ○ Completed form(s) to show evidence that code of ethics has been covered for all staff

19.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization prohibits:</p> <ul style="list-style-type: none"> a) making or accepting payment or other consideration in exchange for referrals; b) steering, directing referrals to, or giving preference to clients easier or less costly to serve for the organization and practitioners within the organization; and c) steering or directing referrals to private practices in which personnel, consultants, or the immediate families of personnel and consultants are engaged. 	<ul style="list-style-type: none"> ○ Organization policies and procedures (for board and employees) that the following elements are prohibited: <ul style="list-style-type: none"> ○ Making or accepting payment or other consideration in exchange for referrals ○ Steering, directing referrals to, or giving preference to clients easier or less costly to serve for the organization and practitioners within the organization ○ Steering or directing referrals to private practices in which personnel, consultants, or the immediate families of personnel and consultants are engaged ○ Blank form(s) to show evidence that prohibited items detailed in policy has been covered with staff ○ Blank form(s) to show evidence that prohibited items detailed in policy has been covered with board 	<ul style="list-style-type: none"> ○ Completed form(s) to show evidence that prohibited items detailed in policy has been covered with staff (if not sent in box) ○ Completed form(s) to show evidence that prohibited items detailed in policy has been covered with board (if not sent in box)

19.03

Standard:	Evidence in Box:	Documents Available Onsite:
The organization prohibits preferential treatment of organization members, community partners, members of the organization's governing body, advisory boards, personnel, or consultants applying for and receiving the organization's	<ul style="list-style-type: none"> ○ Organization policies and procedures regarding prohibiting preferential treatment of individuals when applying for and receiving the organization's services who are: <ul style="list-style-type: none"> ○ organization members, 	

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services.	<ul style="list-style-type: none">○ community partners,○ members of the organization's governing body,○ advisory boards,○ personnel, or○ consultants	
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Standard 20

20.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Clients receive a written summary of their rights and their responsibilities at initial contact, which includes:</p> <ul style="list-style-type: none"> a) basic expectations for use of the organization’s services; b) hours that services are available; c) rules, expectations, and other factors that can result in discharge or termination of services; and d) a clear explanation of how to lodge complaints, grievances, or appeals. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures regarding receipt of rights and responsibilities at initial contact which includes: <ul style="list-style-type: none"> ○ Basic expectations for use of the organization’s services ○ Hours that services are available ○ Rules, expectations, and other factors that can result in discharge or termination of services ○ A clear explanation of how to lodge complaints, grievances, or appeals ○ Organization policies and procedures on grievance, complaints, or appeals ○ Documents provided to participants describing their rights and responsibilities ○ Blank form(s) where participants acknowledge receiving participant rights and responsibilities 	<ul style="list-style-type: none"> ○ Complete form(s) where participants acknowledge receiving participant rights and responsibilities (may be part of participant file)

20.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization accommodates the written and oral communication needs of clients by:</p> <ul style="list-style-type: none"> a) communicating, in writing and orally, in the languages of the major population groups served; b) providing, or arranging for, bilingual personnel or interpreters/ translators or arranging for the use of communication technology, as needed; c) providing, or arranging for, telephone amplification, sign language services, or other communication methods for deaf or hearing impaired persons; d) providing, or arranging for, communication 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures that the organization accommodates the written and oral communication needs of clients by: <ul style="list-style-type: none"> ○ Communicating, in writing and orally, in the languages of the major population groups served ○ Providing, or arranging for, bilingual personnel or interpreters/ translators or arranging for the use of communication technology, as needed ○ Providing, or arranging for, telephone amplification, sign language services, or other communication methods for deaf 	<ul style="list-style-type: none"> ○ Full curriculum ○ Accessibility plan, if applicable ○ Contact notes showing communication accommodations (may be part of participant file)

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<p>assistance for persons with special needs who have difficulty making their service needs known; and</p> <p>e) considering the person's literacy level.</p>	<p>or hearing impaired persons</p> <ul style="list-style-type: none">○ Providing, or arranging for, communication assistance for persons with special needs who have difficulty making their service needs known○ Considering the person's literacy level○ Examples of organization (should be program specific) documents accommodating further communication needs○ Curriculum model guidance showing communication accommodations	
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Standard 21

21.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization informs the client, prior to his or her disclosure of confidential or private information, about circumstances when the agency may be legally or ethically permitted or required to release such information without the client’s consent.</p>	<ul style="list-style-type: none"> ○ Organization policy and procedures that covers how participants are informed when information must be released without consent ○ Blank participant rights and responsibility covering when information will be released without consent 	<ul style="list-style-type: none"> ○ Completed participant rights and responsibility covering when information will be released without consent (may be part of participant file)

21.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>When the organization receives a request for confidential information about a client, or when the release of confidential information is necessary for the provision of services, prior to releasing such information, the organization:</p> <ol style="list-style-type: none"> a) determines if the request is valid; b) obtains the client's informed, written authorization to release the information; and c) obtains informed, written authorization from a parent or legal guardian, if the person is a minor or an adult who is incapable of providing authorization to release the information. 	<ul style="list-style-type: none"> ○ Organization policies and procedures on receiving a request for confidential information about a client, prior to releasing such information, the organization: <ul style="list-style-type: none"> ○ Determines if the request is valid ○ Obtains the client's informed, written authorization to release the information ○ Obtains informed, written authorization from a parent or legal guardian, if the person is a minor or an adult who is incapable of providing authorization to release the information ○ Blank release of information 	<ul style="list-style-type: none"> ○ Completed releases of information (may be part of participant file)

21.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The program has clear criteria or definitions through which to identify suspected cases of child abuse and neglect and procedures for reporting are followed.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures on reporting suspected case(s) of child abuse or neglect ○ Iowa Code used to inform policies on child abuse and neglect reporting ○ Blank form(s) used to report suspected child abuse or neglect ○ Blank training log showing child abuse/neglect training 	<ul style="list-style-type: none"> ○ Completed form(s) used to report suspected child abuse or neglect (should be separate from participant file) ○ Completed training log showing child abuse/neglect training (if not provided in box)

	<ul style="list-style-type: none"> ○ Completed training log showing child abuse/neglect training for ALL direct staff and those who supervise direct staff 	
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21.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The release form for disclosure of confidential information includes the following elements:</p> <ul style="list-style-type: none"> a) the signature of the person whose information will be released, or the parent or legal guardian of a person who is unable to provide authorization; b) the specific information to be released; c) the purpose for which the information is to be used, except where disclosure is mandated by law or the person is receiving service under court supervision or directive; d) the date the release takes effect; e) the date the release expires, not to exceed 90 days from when authorization is given for a one time release of information, and not to exceed one year, or as the law requires, when a contracted or cooperating service provider requires the release of information for ongoing service provision; f) The name of the person, or the job title of the person, to whom the information is to be released; g) the name of the person, or job title of the person, within the organization who is providing the confidential information; and h) a statement that the person or family may withdraw their authorization at any time 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures regarding the release of information form which includes: <ul style="list-style-type: none"> ○ The signature of the person, whose information will be released, or the parent or legal guardian of a person who is unable to provide authorization ○ The specific information to be released ○ The purpose for which the information is to be used, except where disclosure is mandated by law or the person is receiving service under court supervision or directive ○ The date the release takes effect ○ The date the release expires, not to exceed 90 days from when authorization is given for a one time release of information, and not to exceed one year, or as the law requires, when a contracted or cooperating service provider requires the release of information for ongoing service provision ○ The name of the person, or the job title of the person, to whom the information is to be released ○ The name of the person, or job title of the person, within the organization who is providing the confidential information ○ A statement that the person or family may withdraw their authorization at any time ○ Blank release of information 	<ul style="list-style-type: none"> ○ Completed releases of information (may be part of participant file)

21.05

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization provides a copy of the signed form to the person or family authorizing the disclosure of confidential information, and places a copy in the case record.</p>	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures on providing participants with a copy of the release of information ○ Organization (may be program specific) policies and procedures that a copy of the release of information is placed in the participant file ○ Blank form(s) used to document that a copy of the release of information was provided to participant ○ Blank form(s) used to document that a copy of the release of information was placed in the participant file 	<ul style="list-style-type: none"> ○ Completed form(s) used to document that a copy of the release of information was provided to participant ○ Completed form(s) used to document that a copy of the release of information was placed in the participant file

Standard 22

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization maintains a formal mechanism through which applicants, clients, and other stakeholders can express and resolve grievances, including denial of service, which includes:</p> <ul style="list-style-type: none"> a) timely written notification of the resolution and an explanation of any further appeal, rights or recourse; b) at least one level of review that does not involve the person about whom the complaint has been made or the person who reached the decision under review; and c) the right of the consumer or a family member to be heard by a panel or person delegated to review responsibility. 	<p>**Note: This is not a staff grievance**</p> <ul style="list-style-type: none"> ○ Organization policies and procedures on expressing and/or resolving grievances which includes: <ul style="list-style-type: none"> ○ Timely written notification of the resolution and an explanation of any further appeal, rights or recourse ○ At least one level of review that does not involve the person about whom the complaint has been made or the person who reached the decision under review ○ The right of the consumer or a family member to be heard by a panel or person delegated to review responsibility 	<ul style="list-style-type: none"> ○ Any grievances filed within the last year

Standard 23
23.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The personnel training and development program:</p> <ul style="list-style-type: none"> a) promotes cooperation among personnel; b) includes an education and training program that provides opportunities for learning and skill enhancement; c) encourages creativity and innovation in program development and service delivery; d) promotes awareness of, and sensitivity to, cultural backgrounds and needs; and e) rewards and acknowledges the contributions of personnel. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) <u>policies and procedures</u> that the personnel training and development program include: <ul style="list-style-type: none"> ○ Promotes cooperation among personnel ○ Includes an education and training program that provides opportunities for learning and skill enhancement ○ Encourages creativity and innovation in program development and service delivery ○ Promotes awareness of, and sensitivity to, cultural backgrounds and needs ○ Rewards and acknowledges the contributions of personnel ○ <u>Professional development plan</u> which label where each of the following can be found: <ul style="list-style-type: none"> ○ Promotes cooperation among personnel ○ Includes an education and training program that provides opportunities for learning and skill enhancement ○ Encourages creativity and innovation in program development and service delivery ○ Promotes awareness of, and sensitivity to, cultural backgrounds and needs ○ Rewards and acknowledges the contributions of personnel ○ Blank training log ○ Team building exercises ○ Team meeting minutes ○ Blank Supervision Logs 	

23.02

Standard:	Evidence in Box:	Documents Available Onsite:
The personnel training and development	<ul style="list-style-type: none"> ○ Organization (may be program specific) 	

<p>program:</p> <ul style="list-style-type: none"> a) is reviewed annually and revised in accord with an assessment of the organization's training needs; b) outlines specific expectations regarding training required of personnel in different positions and categories; c) has faculty/trainers who are qualified and well-prepared; d) provides the opportunity for personnel to fulfill the continuing education requirements of their respective professions; and e) provides opportunities to support advancement within the organization and profession. 	<p>policies and procedures that the training and development program:</p> <ul style="list-style-type: none"> ○ Is reviewed annually and revised in accord with an assessment of the organization's training needs ○ Outlines specific expectations regarding training required of personnel in different positions and categories ○ Has faculty/trainers who are qualified and well-prepared ○ Provides the opportunity for personnel to fulfill the continuing education requirements of their respective professions ○ Provides opportunities to support advancement within the organization and profession ○ Professional development plan which label where each of the following can be found: <ul style="list-style-type: none"> ○ Is reviewed annually and revised in accord with an assessment of the organization's training needs ○ Outlines specific expectations regarding training required of personnel in different positions and categories ○ Has faculty/trainers who are qualified and well-prepared ○ Provides the opportunity for personnel to fulfill the continuing education requirements of their respective professions ○ Provides opportunities to support advancement within the organization and profession ○ Training requirements for different positions or job categories 	
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Standard 24
24.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>New personnel are oriented within the first three months of hire to:</p> <ul style="list-style-type: none"> a) the agency’s mission, purpose, and philosophy of practice; b) programs and service goals; c) the cultural and socioeconomic characteristics of populations served by the agency; d) the agency’s role within and relationship to the communities it serves; e) the agency’s human resource policies and procedures; f) ethical practice and the agency’s standards for professional conduct; and g) lines of accountability and authority within the agency. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) <u>policies and procedures</u> on orientation within the first three months of hire that includes: <ul style="list-style-type: none"> ○ The agency’s mission, purpose, and philosophy of practice ○ Programs and service goals ○ The cultural and socioeconomic characteristics of populations served by the agency ○ The agency’s role within and relationship to the communities it serves ○ The agency’s human resource policies and procedures; ○ Ethical practice and the agency’s standards for professional conduct ○ Lines of accountability and authority within the agency ○ Blank orientation checklist showing standard-related orientation topics ○ Document <u>labeled</u> with each of the following <u>showing referenced material for each topic</u> is provided to new staff if done inside organization: <ul style="list-style-type: none"> ○ The agency’s mission, purpose, and philosophy of practice ○ Programs and service goals ○ The cultural and socioeconomic characteristics of populations served by the agency ○ The agency’s role within and relationship to the communities it serves ○ The agency’s human resource policies and procedures; ○ Ethical practice and the agency’s 	<ul style="list-style-type: none"> ○ Completed orientation checklist showing standard-related orientation topics ○ Completed training log showing standard-related orientation topics ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

	<ul style="list-style-type: none"> ○ standards for professional conduct <ul style="list-style-type: none"> ○ Lines of accountability and authority within the agency ○ Orientation ‘packet’ ○ Training schedule ○ Training materials used ○ Blank training log showing standard-related orientation topics ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	
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24.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>All personnel who have regular contact with individuals and families receive training on legal issues, including:</p> <ul style="list-style-type: none"> a) mandatory reporting and the identification of clinical indicators of suspected abuse and neglect, as applicable; b) federal, state, and local laws requiring disclosure of confidential information for law enforcement purposes, including compliance with a court-order, warrant, or subpoena; c) duty to warn, pursuant to relevant professional standards and as required by federal, state, and local law; d) the agency’s policies and procedures on confidentiality and disclosure of service recipient information, and penalties for violation of these policies and procedures; e) the legal rights of service recipients; f) any requirements associated with consent decrees; g) reportable criminal behavior; and h) disclosure of information and penalties for violation of these policies and procedures. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures on training on legal issues including: <ul style="list-style-type: none"> ○ Mandatory reporting and the identification of clinical indicators of suspected abuse and neglect, as applicable ○ Federal, state, and local laws requiring disclosure of confidential information for law enforcement purposes, including compliance with a court-order, warrant, or subpoena ○ Duty to warn, pursuant to relevant professional standards and as required by federal, state, and local law ○ The agency’s policies and procedures on confidentiality and disclosure of service recipient information, and penalties for violation of these policies and procedures ○ The legal rights of service recipients ○ Any requirements associated with consent decrees ○ Reportable criminal behavior 	<ul style="list-style-type: none"> ○ Completed orientation checklist showing standard-related legal issues ○ Completed training log showing standard-related legal issues ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

- Disclosure of information and penalties for violation of these policies and procedures
- Document labeled with each of the following showing referenced material for each topic if training is done inside organization:
 - Mandatory reporting and the identification of clinical indicators of suspected abuse and neglect, as applicable
 - Federal, state, and local laws requiring disclosure of confidential information for law enforcement purposes, including compliance with a court-order, warrant, or subpoena
 - Duty to warn, pursuant to relevant professional standards and as required by federal, state, and local law
 - The agency’s policies and procedures on confidentiality and disclosure of service recipient information, and penalties for violation of these policies and procedures
 - The legal rights of service recipients
 - Any requirements associated with consent decrees
 - Reportable criminal behavior
 - Disclosure of information and penalties for violation of these policies and procedures
- Blank orientation checklist showing standard-related legal issues
- Blank training log showing standard-related legal issues
- Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Personnel receive training on and demonstrate competence in the agency’s technology and information systems, as appropriate to their position and job responsibilities, including:</p> <ul style="list-style-type: none"> a) documentation techniques; b) data entry and data integrity; and c) the maintenance and security of records. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures on the agency’s technology and information systems, as appropriate to their position and job responsibilities, including: <ul style="list-style-type: none"> ○ Documentation techniques ○ Data entry and data integrity ○ The maintenance and security of records ○ Document <u>labeled</u> with each of the following <u>showing referenced material for each topic</u> if training is done inside organization: <ul style="list-style-type: none"> ○ Documentation techniques ○ Data entry and data integrity ○ The maintenance and security of records ○ Redacted examples used by program showing appropriate documentation ○ Blank form(s) used to conduct file audits ○ Blank training log showing appropriate documentation training(s) ○ Professional development plan ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	<ul style="list-style-type: none"> ○ Completed form(s) used to conduct file audits (may be part of participant file) ○ Completed training log showing appropriate documentation training(s) ○ Completed professional development plan(s) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Direct service personnel demonstrate competence in, or receive training on, as applicable:</p> <ul style="list-style-type: none"> a) the establishment of rapport and responsive behaviors with service recipients; b) the needs of individuals and families in crisis including special service needs of victims of violence, abuse, or neglect and their family members; 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures ensuring competency in or training on: <ul style="list-style-type: none"> ○ The establishment of rapport and responsive behaviors with service recipients ○ The needs of individuals and families in crisis including special service needs of victims of violence, abuse, or neglect and their family members 	<ul style="list-style-type: none"> ○ Completed employee performance-based evaluation form(s) ○ Completed training log showing standard-related topics ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies ○ Completed professional development plan(s)

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<ul style="list-style-type: none"> c) basic health and medical needs of the service population; d) procedures for working with English language learners and persons with communication impairments; and e) public assistance and government subsidies. 	<ul style="list-style-type: none"> ○ Basic health and medical needs of the service population ○ Procedures for working with English language learners and persons with communication impairments ○ Public assistance and government subsidies ○ Program model training agenda; if applicable ○ Document <u>labeled</u> with each of the following <u>showing referenced material for each topic</u> if training is done inside organization: <ul style="list-style-type: none"> ○ The establishment of rapport and responsive behaviors with service recipients ○ The needs of individuals and families in crisis including special service needs of victims of violence, abuse, or neglect and their family members ○ Basic health and medical needs of the service population ○ Procedures for working with English language learners and persons with communication impairments ○ Public assistance and government subsidies ○ Blank employee performance-based evaluation form(s) ○ Professional development plan ○ Blank training log showing standard-related topics ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	
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24.05

Standard:	Evidence in Box:	Documents Available Onsite:
Training for direct service personnel addresses differences within the organization’s service	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures on training on 	<ul style="list-style-type: none"> ○ Completed training log showing standard-related topics

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<p>population, including:</p> <ul style="list-style-type: none"> a) interventions that address cultural and socioeconomic factors in service delivery; b) the role cultural identity plays in motivating human behavior; and c) understanding bias or discrimination. 	<p>differences within organization’s service population which include:</p> <ul style="list-style-type: none"> ○ Interventions that address cultural and socioeconomic factors in service delivery ○ The role cultural identity plays in motivating human behavior ○ Understanding bias or discrimination ○ Program model training agenda; if applicable ○ Document <u>labeled</u> with each of the following <u>showing referenced material for each topic</u> if training is done inside organization: <ul style="list-style-type: none"> ○ Interventions that address cultural and socioeconomic factors in service delivery ○ The role cultural identity plays in motivating human behavior ○ Understanding bias or discrimination ○ Professional development plan ○ Blank training log showing standard-related topics ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	<ul style="list-style-type: none"> ○ Completed professional development plan(s) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies
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24.06

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Personnel demonstrate competence in, or receive training on, the needs of special populations within the defined service population, including the need for normalizing experiences and social inclusion.</p>	<ul style="list-style-type: none"> ○ Organization (may be program specific) <u>policies and procedures</u> on ensuring competency in or training on the needs of special populations within the defined service area including the need for normalizing experiences and social inclusion ○ <u>Referenced material for training</u> on the needs of special populations within the defined service area including the need for normalizing experiences and social inclusion <u>if training is done inside organization</u> ○ Blank training log showing standard-related training(s) 	<ul style="list-style-type: none"> ○ Completed training log showing standard-related training(s) ○ Completed employee evaluation form(s) ○ Completed professional development plan(s) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

	<ul style="list-style-type: none"> ○ Blank employee performance-based evaluation form(s) ○ Professional development plan ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	
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24.07

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Direct service personnel demonstrate competence in, or receive training on, advocacy, including how to:</p> <ul style="list-style-type: none"> a) access financial and other community resources; b) identify the impact of the socioeconomic environment on the service population; and c) empower service recipients and their families to advocate on their own behalf. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures on ensuring competency in or training on advocacy including: <ul style="list-style-type: none"> ○ Access financial and other community resources; ○ Identify the impact of the socioeconomic environment on the service population; and ○ Empower service recipients and their families to advocate on their own behalf. ○ Program model training agenda; if applicable ○ Document <u>labeled</u> with each of the following <u>showing referenced material for each topic</u> if training is done inside organization: <ul style="list-style-type: none"> ○ Access financial and other community resources; ○ Identify the impact of the socioeconomic environment on the service population; and ○ Empower service recipients and their families to advocate on their own behalf ○ Blank training log showing training(s) on advocacy ○ Blank employee performance-based evaluation form(s) ○ Professional development plan ○ Completed Iowa Family Support Credential training log for each required employee 	<ul style="list-style-type: none"> ○ Completed training log showing training(s) on advocacy ○ Completed employee evaluation form(s) ○ Completed professional development plan(s) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

	showing standard-related competencies	
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Standard 25

25.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors have sufficient time to:</p> <ul style="list-style-type: none"> a) provide regularly scheduled supervision; b) offer flexible support in response to crisis situations or urgent needs; and c) conduct evaluation and training activities as outlined in the agency’s supervision framework. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures regarding supervisors having time to: <ul style="list-style-type: none"> ○ Provide regularly scheduled supervision ○ Offer flexible support in response to crisis situations or urgent needs ○ Conduct evaluation and training activities as outlined in the agency’s supervision framework ○ Organizational chart that illustrates lines of supervision ○ Job descriptions of supervisors including qualifications ○ If program curriculum affiliation requires specific topic or hours of training for supervisors of direct staff, please include these documents, as applicable to your situation ○ Program budget or budget details regarding supervision ○ Blank Family Support Professional supervision logs ○ Blank Organizational supervision logs of Family Support Supervisor 	<ul style="list-style-type: none"> ○ Completed supervisory form(s) used ○ Completed employee evaluation form(s)

25.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>When assigning supervisory responsibilities, the agency considers:</p> <ul style="list-style-type: none"> a) ratio standards established by its supervision framework; b) the qualifications and experience of the worker and the supervisor; c) the complexity and intensity of services; and d) additional agency responsibilities. 	<ul style="list-style-type: none"> ○ Organization (may be program specific) policies and procedures on supervisory assignment including: <ul style="list-style-type: none"> ○ Ratio standards established by its supervision framework ○ The qualifications and experience of the worker and the supervisor ○ The complexity and intensity of services ○ Additional agency responsibilities 	<ul style="list-style-type: none"> ○ Completed Family Support Professional supervision logs ○ Completed Organizational supervision logs of Family Support Supervisor

	<ul style="list-style-type: none"> ○ Job descriptions ○ Organizational Chart ○ Family Support Supervisor Resume(s) ○ Blank Family Support Professional supervision logs ○ Blank Organizational supervision logs of Family Support Supervisor 	
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25.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors are responsible for:</p> <ul style="list-style-type: none"> a) delegating and overseeing work assignments; b) ensuring that service delivery is performed according to the organization's mission, policies and procedures, and service philosophy; c) providing case consultation and in-service training, as appropriate; d) identifying unmet training needs; and e) conducting performance evaluations. 	<ul style="list-style-type: none"> ○ Program policy and procedures on supervisory responsibilities including: <ul style="list-style-type: none"> ○ Delegating and overseeing work assignments ○ Ensuring that service delivery is performed according to the organization's mission, policies and procedures, and service philosophy ○ Providing case consultation and in-service training, as appropriate ○ Identifying unmet training needs ○ Conducting performance evaluations ○ Supervisory position job descriptions ○ If supervision duties are divided among different staff, describe how this works ○ Blank employee evaluation form(s) ○ Blank Family Support Professional supervision logs ○ Blank Organizational supervision logs of Family Support Supervisor 	<ul style="list-style-type: none"> ○ Completed Family Support Professional supervision logs ○ Completed employee evaluation form(s) ○ Completed Organizational supervision logs of Family Support Supervisor

25.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors of direct service personnel are competent to assess the needs of service recipients, the resources available to meet those needs, and the legal and policy requirements governing service delivery.</p>	<ul style="list-style-type: none"> ○ Program policies and procedures on supervisor competencies to assess the needs of service recipients and the resources available to meet those needs ○ Program policies and procedures on supervisory competencies to assess the legal 	<ul style="list-style-type: none"> ○ Completed organizational supervision logs of Family Support Supervisor

	<p>and policy requirements governing service delivery</p> <ul style="list-style-type: none"> ○ Supervisor training and/or education showing standard-related competencies ○ Supervisory position job descriptions ○ Supervisor Resume(s) ○ Relevant community meeting minutes ○ Blank organizational supervision logs of Family Support Supervisor 	
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25.05

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors support and enhance staff’s ability to perform their jobs by teaching and modeling, as appropriate:</p> <ul style="list-style-type: none"> a) technical knowledge and skills; b) work management and communication skills; and c) conflict management skills. 	<ul style="list-style-type: none"> ○ Program policies and procedures on supervisor abilities to teach and model: <ul style="list-style-type: none"> ○ Technical knowledge and skills ○ Work management and communication skills ○ Conflict management skills ○ Supervisor training and/or education showing standard-related competencies ○ Blank Family Support Professional supervision logs ○ Blank employee evaluation of Family Support Supervisor form(s) 	<ul style="list-style-type: none"> ○ Completed Family Support Professional supervision logs ○ Completed employee evaluation of Family Support Supervisor form(s)

25.06

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors are able to:</p> <ul style="list-style-type: none"> a) address interpersonal barriers and strengths in personnel; b) empower those receiving supervision; c) offer criticism in a constructive manner; and d) understand employment and labor laws. 	<ul style="list-style-type: none"> ○ Program policy and procedures on supervisor abilities including: <ul style="list-style-type: none"> ○ Address interpersonal barriers and strengths in personnel ○ Empower those receiving supervision ○ Offer criticism in a constructive manner ○ Understand employment and labor laws ○ Supervisor training and/or education showing standard-related competencies ○ Supervisory position job descriptions ○ Supervisor(s) Resume ○ Blank organizational supervision logs of Family 	<ul style="list-style-type: none"> ○ Completed organizational supervision logs of Family Support Supervisor ○ Completed training log showing competency on these competencies ○ Completed employee performance-based evaluation form(s) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

	<p>Support Supervisor</p> <ul style="list-style-type: none"> ○ Blank training log showing competency on these competencies ○ Blank employee performance-based evaluation form(s) ○ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies 	
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25.07

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Supervisors of direct service personnel assume the following administrative responsibilities, as appropriate:</p> <ul style="list-style-type: none"> a) tracking and monitoring the progress of the families and individuals receiving services; b) collecting and applying data to improve client outcomes; and c) meeting the organization's quality improvement and evaluation requirements. 	<ul style="list-style-type: none"> ○ Program policies and procedures on supervisor responsibilities including: <ul style="list-style-type: none"> ○ Tracking and monitoring the progress of the families and individuals receiving services ○ Collecting and applying data to improve client outcomes ○ Meeting the organization's quality improvement and evaluation requirements ○ Evidence of the reports or data collected to review the following items: <ul style="list-style-type: none"> ○ Tracking and monitoring the progress of the families and individuals receiving services ○ Collecting and applying data to improve client outcomes ○ Meeting the organization's quality improvement and evaluation requirements ○ Blank Family Support Professional supervision logs 	<ul style="list-style-type: none"> ○ Blank Family Support Professional supervision logs showing discussion of these CQI processes ○ Current reports and data collected for this standard

Standard 26

26.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Quality expectations are reflected in key documents including:</p> <ul style="list-style-type: none"> a) budgets; b) policy and procedures manuals; c) new staff training material; d) communications to staff, family members, consumers, and volunteers; and e) service provider contracts. 	<ul style="list-style-type: none"> ○ Organization policies and procedures on quality expectations within: <ul style="list-style-type: none"> ○ Budgets ○ Policy and procedures manuals ○ New staff training material ○ Communications to staff, family members, consumers, and volunteers ○ Service provider contracts ○ Documents to show where quality expectations are found within: <ul style="list-style-type: none"> ○ Budgets ○ Policy and procedures manuals ○ New staff training material ○ Communications to staff, family members, consumers, and volunteers ○ Service provider contracts 	<ul style="list-style-type: none"> ○ Recent updates to any of the following: <ul style="list-style-type: none"> ○ Budget information ○ Program policy and procedure manual ○ New staff training material ○ Communications to staff, family members, consumers, and volunteers ○ Service provider contracts

26.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Performance and outcomes expectations and achievements are reviewed by stakeholders including management staff on a regular basis and revised based on what is learned.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures on organization outcomes being regularly reviewed and revised by stakeholders/management staff ○ Documentation of performance outcome expectations and achievements being <u>shared with stakeholders</u> that includes management team ○ Documentation showing that plan is <u>revised based on what is learned or feedback given</u> ○ Stakeholder meeting minutes indicating outcomes shared ○ Outcome expectation and achievement documents, may be contained within an organization or program annual or periodic report 	

	<ul style="list-style-type: none"> ○ Annual reports ○ Annual quality assurance evaluations 	
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26.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The long term plan or strategic plan:</p> <ul style="list-style-type: none"> a) assigns responsibilities for implementation and coordination of activities, b) establishes a periodic review of essential management and service delivery processes, c) outlines methods and timeframes for monitoring and reporting activities; d) and provides an assessment process to determine the usefulness of the plan. 	<ul style="list-style-type: none"> ○ Organization policies and procedures that the strategic plan includes: <ul style="list-style-type: none"> ○ Assigns responsibilities for implementation and coordination of activities ○ Establishes a periodic review of essential management and service delivery processes ○ Outlines methods and timeframes for monitoring and reporting activities ○ Provides an assessment process to determine the usefulness of the plan ○ Strategic or long-term plan from the organization with each of the following pieces labeled: <ul style="list-style-type: none"> ○ Assigns responsibilities for implementation and coordination of activities ○ Establishes a periodic review of essential management and service delivery processes ○ Outlines methods and timeframes for monitoring and reporting activities ○ Provides an assessment process to determine the usefulness of the plan 	

Standard 27

27.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Case records comply with all legal requirements and contain information necessary to provide services, including:</p> <ul style="list-style-type: none"> a) demographic and contact information; b) the reason for requesting or being referred for services; c) up-to-date assessments; d) the service plan, including mutually developed goals and objectives; e) copies of all signed consent forms; f) routine documentation of ongoing services provided directly or by referral; g) documentation of routine supervisory review; h) discharge or aftercare plan; and i) a closing summary. 	<ul style="list-style-type: none"> ○ Program policies and procedures on case records which contain information necessary to provide services including: <ul style="list-style-type: none"> ○ Demographic and contact information ○ The reason for requesting or being referred for services ○ Up-to-date assessments ○ The service plan, including mutually developed goals and objectives ○ Copies of all signed consent forms ○ Routine documentation of ongoing services provided directly or by referral ○ Documentation of routine supervisory review ○ Discharge or aftercare plan ○ A closing summary ○ Example file which includes a file of all the possible forms that staff could use and placed in the appropriate location in the file. ○ For programs with electronic case management create a “map” of where to find all information needed for peer reviewers in a case file. 	<ul style="list-style-type: none"> ○ Participant open files ○ Participant closed files

27.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Case record entries are made by authorized personnel only, and are:</p> <ul style="list-style-type: none"> a) specific, factual, relevant, and legible; b) kept up to date from intake through case closing; and c) completed, signed, and dated by the person who provided the service. 	<ul style="list-style-type: none"> ○ Program policies and procedures on case record entries made by authorized personnel and are: <ul style="list-style-type: none"> ○ Specific, factual, relevant, and legible ○ Kept up to date from intake through case closing ○ Completed, signed, and dated by the person who provided the service ○ Policy defines “up to date from intake through 	<ul style="list-style-type: none"> ○ Participant open files ○ Participant closed files

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	<p>closing”</p> <ul style="list-style-type: none">○ Blank case note form showing where signature is at○ Blank case note form showing where date case note is completed○ Blank case note form showing where date contact with family is documented	
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Standard 28

28.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Access to confidential case records meets legal requirements, and is limited to:</p> <ul style="list-style-type: none"> a) the service recipient (current or former) or, as appropriate, a parent or legal guardian; b) personnel authorized to access specific information on a “need-to-know” basis; and c) auditors, contractors, and licensing or accrediting personnel consistent with the organization’s confidentiality policy. 	<ul style="list-style-type: none"> ○ Organization policies and procedures that case records meet legal requirements and are limited to: <ul style="list-style-type: none"> ○ The service recipient (current or former) or, as appropriate, a parent or legal guardian ○ Personnel authorized to access specific information on a “need-to-know” basis ○ Auditors, contractors, and licensing or accrediting personnel consistent with the organization’s confidentiality policy ○ Blank rights & responsibilities sheet ○ Blank disclosure log sheet 	<ul style="list-style-type: none"> ○ Completed rights & responsibilities acknowledgement (may be part of participant file) ○ Completed disclosure log sheet (may be part of participant file)

28.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Reviews of case records by service recipients are:</p> <ul style="list-style-type: none"> a) conducted in the presence of professional personnel on the organization’s premises; and b) carried out in a manner that protects the confidentiality of family members and others whose information may be contained in the record. 	<ul style="list-style-type: none"> ○ Organization policies and procedures on participant access to records that are: <ul style="list-style-type: none"> ○ Conducted in the presence of professional personnel on the organization’s premises ○ Carried out in a manner that protects the confidentiality of family members and others whose information may be contained in the record ○ Blank rights & responsibilities acknowledgement ○ Blank disclosure log 	<ul style="list-style-type: none"> ○ Completed rights & responsibilities acknowledgement ○ Completed disclosure log documenting a participant’s viewing of case record (may be part of participant file)

Standard 29

29.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Job descriptions:</p> <ul style="list-style-type: none"> a) state the required credentials and qualifications, b) identify desired core competencies, including leadership competencies and associated behaviors; c) outline the essential functions of the position; d) define performance and quality improvement responsibilities; e) include sensitivity to the service population’s cultural and socioeconomic characteristics; and f) are reviewed and updated regularly. 	<ul style="list-style-type: none"> ○ Organization policies and procedures on job descriptions that include: <ul style="list-style-type: none"> ○ State the required credentials and qualifications ○ Identify desired core competencies, including leadership competencies and associated behaviors ○ Outline the essential functions of the position ○ Define performance and quality improvement responsibilities ○ Include sensitivity to the service population’s cultural and socioeconomic characteristics ○ Are reviewed and updated regularly ○ Job descriptions showing standard-related content for these positions: <ul style="list-style-type: none"> ○ Family Support Professional (any staff who work directly with families) ○ Family Support Supervisor (any staff who provides any kind of supervision to staff who work directly with families) ○ Job descriptions that include reviewed and revised dates 	

29.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Recruitment and selection procedures include:</p> <ul style="list-style-type: none"> a) notifying personnel of available positions; b) verifying references and credentials of personnel and independent contractors; c) utilizing pre-screening tools to assess suitability to the position; d) providing applicants with a written job description; 	<ul style="list-style-type: none"> ○ Organization policies and procedures on recruitment and selection practices which include: <ul style="list-style-type: none"> ○ Notifying personnel of available positions ○ Verifying references and credentials of personnel and independent contractors ○ Utilizing pre-screening tools to assess suitability to the position 	<ul style="list-style-type: none"> ○ Completed forms to verify references (may be part of personnel file) ○ Completed forms to verify credentials (may be part of personnel file) ○ Completed pre-screening forms to assess suitability to the position (may be part of personnel file) ○ Completed forms documenting final

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<ul style="list-style-type: none"> e) giving final candidates the opportunity to speak with currently-employed personnel; f) retaining hiring records in accordance with legal requirements; and g) using standard interview questions that comply with employment and labor laws. 	<ul style="list-style-type: none"> ○ Providing applicants with a written job description ○ Giving final candidates the opportunity to speak with currently-employed personnel ○ Retaining hiring records in accordance with legal requirements ○ Using standard interview questions that comply with employment and labor laws ○ Examples of used notification of personnel of available positions ○ Blank form to verify references ○ Blank form to verify credentials ○ Blank pre-screening tool to assess suitability to the position ○ Blank form documenting final candidates the opportunity to speak with currently-employed personnel ○ Blank form with standardized position interview questions 	<p>candidates the opportunity to speak with currently-employed personnel</p> <ul style="list-style-type: none"> ○ Completed forms with standardized position interview questions (may be part of personnel file)
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29.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Screening procedures for new employees, contractors, and direct service volunteers include appropriate, legally permissible, and mandated reviews of state criminal history records and civil child abuse and neglect registries to determine the appropriateness of hiring prospective personnel who will provide direct services to children and families.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures for screening appropriate, legally permissible, reviews of state criminal history records and civil child abuse and neglect registries to determine the appropriateness of hiring prospective personnel ○ Blank civil child abuse and neglect registry check form ○ Blank state criminal history record check form 	<ul style="list-style-type: none"> ○ Completed civil child abuse and neglect registry check form (may be part of personnel file) ○ Completed state criminal history record check form (may be part of personnel file)

29.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>All personnel receive, and confirm in writing, receipt of an up-to-date employee policies and procedures manual that articulates current:</p> <ul style="list-style-type: none"> a) conditions of employment; 	<ul style="list-style-type: none"> ○ Organization policies and procedures that all personnel receive, and confirm in writing, receipt of an up-to-date employee policies and procedures manual that articulates current: 	<ul style="list-style-type: none"> ○ Completed receipt of Employment Handbook acknowledgement form

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<p>b) benefits;</p> <p>c) rights and responsibilities of employees; and</p> <p>d) other important employment-related information.</p> <p>Interpretation: Policies and procedures can be written or electronic, and address:</p> <p>e) conditions and procedures for layoffs;</p> <p>f) safety procedures and protocols;</p> <p>g) emergency response procedures;</p> <p>h) non-discrimination/EEO and anti-harassment policies and reporting procedures;</p> <p>i) conflict of interest policies including nepotism policy);</p> <p>j) personnel grievance procedures;</p> <p>k) insurance protections including unemployment, disability, medical care, and malpractice liability;</p> <p>l) policies and procedures governing access to free legal counsel;</p> <p>m) performance review procedures;</p> <p>n) whistle-blower protections;</p> <p>o) promotions;</p> <p>p) professional development;</p> <p>q) standards of conduct;</p> <p>r) time-off policies;</p> <p>s) wage policy;</p> <p>t) working conditions; and</p> <p>u) policies and guidelines on the use of social media, electronic communications, and mobile devices.</p>	<ul style="list-style-type: none"> ○ Conditions of employment ○ Benefits ○ Rights and responsibilities of employees ○ Other important employment-related information ○ Conditions and procedures for layoffs ○ Safety procedures and protocols ○ Emergency response procedures ○ Non-discrimination/EEO and anti-harassment policies and reporting procedures ○ Conflict of interest policies including nepotism policy ○ Personnel grievance procedures ○ Insurance protections including unemployment, disability, medical care, and malpractice liability ○ Policies and procedures governing access to free legal counsel ○ Performance review procedures ○ Whistle-blower protections ○ Promotions ○ Professional development ○ Standards of conduct ○ Time-off policies ○ Wage policy ○ Working conditions ○ Policies and guidelines on the use of social media, electronic communications, and mobile devices ○ SEQIP must be labeled with what section and page number each topic can be found under <u>OR</u> ○ Employment Handbook where each content area is labeled by bullet number <u>OR</u> ○ Print and label each section as an individual of the Employment Handbook ○ Blank receipt of Employment Handbook 	
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	acknowledgement form	
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29.05

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The agency develops an assessment-based workforce development plan to meet current and future workforce needs that:</p> <ul style="list-style-type: none"> a) considers cultural characteristics of its defined service population b) is aligned with its strategic plan; c) establishes goals for recruitment, employment, advancement, training, and leadership development; d) outlines associated activities and timeframes for implementation; and e) identifies associated costs and relevant stakeholders. 	<ul style="list-style-type: none"> ○ Organization policies and procedures which address agency assessment-based workforce development plan to meet current and future workforce needs that: <ul style="list-style-type: none"> ○ Considers cultural characteristics of its defined service population ○ Is aligned with its strategic plan ○ Establishes goals for recruitment, employment, advancement, training, and leadership development ○ Outlines associated activities and timeframes for implementation ○ Identifies associated costs and relevant stakeholders ○ Evidence from workforce development plan that shows how that plan (labeled if not already clear): <ul style="list-style-type: none"> ○ Considers cultural characteristics of its defined service population ○ Is aligned with its strategic plan ○ Establishes goals for recruitment, employment, advancement, training, and leadership development ○ Outlines associated activities and timeframes for implementation ○ Identifies associated costs and relevant stakeholders 	

29.06

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Every full-time and part-time employee receives a written annual performance evaluation conducted by the person to whom he or she reports.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures on annual performance evaluations ○ Blank performance evaluation form(s) used for all positions (direct and supervisor) 	<ul style="list-style-type: none"> ○ Completed performance evaluation form(s) used for all positions (direct and supervisor)

Standard 30

30.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The budget planning process and monitoring includes participation of management, the governing body, and other relevant organization participants.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures showing the budget planning and monitoring processes includes participation of management, the governing body, and other relevant organization participants ○ Budget ○ Evidence showing management, the governing body, and other participated in the budget planning process ○ Evidence showing management, the governing body, and others participated in the monitoring process 	<ul style="list-style-type: none"> ○ Full budget, if too large to be put into the box

30.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Upon request the organization provides an annual report of fiscal, statistical, and service data that includes summary information regarding its financial position.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures that upon request the organization provides an annual report <u>of fiscal, statistical, and service data</u> that includes summary information regarding its financial position ○ Program annual report ○ Organization annual report 	<ul style="list-style-type: none"> ○ Program annual report, if too large to be put into the box ○ Organization annual report, if too large to be put into the box

30.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization with annual revenues at, or in excess of, \$500,000, or one that is otherwise required to, undergoes an audit of its financial statements within 9 months of the end of the fiscal year by an independent, certified public accountant approved by the governing body.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures on financial and audit practices ○ IRS Form 990, as applicable ○ Audit findings or summary letter ○ Full audit 	<ul style="list-style-type: none"> ○ Full audit, if too large to be put into the box

30.04

Standard:	Evidence in Box:	Documents Available Onsite:
<p>An organization with less than \$500,000 in annual revenues, or one that is not otherwise required to</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures on financial review practices 	<ul style="list-style-type: none"> ○ Full audit, if too large to be put into the box

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file an audit, undergoes a review of financial statements that is conducted at the end of each fiscal year by an independent, certified public accountant who is approved by the governing body	<ul style="list-style-type: none">○ IRS Form 990, as applicable○ Audit findings or summary letter	
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Standard 31

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization's governing body is sufficiently active, capable, and diverse to guide, plan, and support the achievement of the organization's mission and goals.</p>	<ul style="list-style-type: none">○ Organization policies and procedures guiding the governing body as sufficiently active, capable, and diverse to guide, plan, and support the achievement of the organization's mission and goals○ Governing body by-laws relating to board activity and role in guiding, planning and supporting mission and goals○ Governing body meeting minutes showing attendance to demonstrate activity of all board members○ Governing body roster to demonstrate board diversity and capability○ Governing body attendance records○ Organizational chart	

Standard 32

32.01

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The identity and privacy of participants is safeguarded in all phases of research conducted by, or with the cooperation of, the organization.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedure detailing the precautions taken to protect the rights of the individuals participating in research ○ De-identified statistical analyses, reports, and summaries provided to research entity 	<ul style="list-style-type: none"> ○ Research files

32.02

Standard:	Evidence in Box:	Documents Available Onsite:
<p>The organization has a mechanism to review research proposals involving families, such as a human subjects committee or an internal review board, which reports to the governing body.</p>	<ul style="list-style-type: none"> ○ Organization policies and procedures including research proposal review which reports to the governing body ○ Meeting minutes showing review of research proposals 	<ul style="list-style-type: none"> ○ Research files

32.03

Standard:	Evidence in Box:	Documents Available Onsite:
<p>Research participants, or a parent or legal guardian, sign a consent form that includes:</p> <ol style="list-style-type: none"> a) a statement that he or she voluntarily agrees to participate; b) a statement that the organization will continue to provide services whether he or she agrees to participate; c) an explanation of the nature and purpose of the research; d) a clear description of possible risks or discomfort; and e) a guarantee of confidentiality. 	<ul style="list-style-type: none"> ○ Organization policies and procedures detailing the research consent form needed which includes: <ul style="list-style-type: none"> ○ A statement that he or she voluntarily agrees to participate ○ A statement that the organization will continue to provide services whether he or she agrees to participate ○ An explanation of the nature and purpose of the research ○ A clear description of possible risks or discomfort ○ A guarantee of confidentiality ○ Blank research consent form containing all standard-related components 	<ul style="list-style-type: none"> ○ Completed research consent forms containing all standard-related components