

Body of Evidence Box Checklist

Enter program # Enter Organization Name Enter Program Name

Standard 1

1.01

- ☐ 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)

1.02

- ☐ 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
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Standard 2

2.01

- ☐ 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

2.02

- ☐ Program policies and procedures for wait list
 - ☐ Enrollment priorities
 - ☐ List, manual, or guide for community services and resources
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Standard 3

3.01

- ☐ 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 program training log highlighting all assessment trainings **highlighted or labeled** for standard-related elements
- ☐ Agenda for training (if done within the organization) **highlighted or labeled** for standard-related elements
- ☐ Materials for training (if done within the organization) **highlighted or labeled** for standard-related elements
- ☐ Evidence of completed training
- ☐ Supervisory observation of relevant training, skill, and experience (if applicable)
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

3.02

- ☐ Program policies and procedures on comprehensive assessment(s)
- ☐ Blank comprehensive assessments used

3.03

- ☐ Program policy and procedures that establish assessments are conducted in a culturally responsive manner
- ☐ Curriculum model handouts or guidelines relating to cultural humility
- ☐ Blank service plan/goal sheet

3.04

- ☐ Program policies and procedures for assessment process
- ☐ Timetable of all assessments
- ☐ Evidence that assessments are updated periodically with families as determined by program
- ☐ Curriculum model handouts or guidance relating to assessments
- ☐ Blank assessment(s)

3.05

- ☐ 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

Standard 4

4.01

- ☐ 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

Required

Recommended

- ☐ 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:
 - ☐ Documentation of date the service plan/goal sheet is developed
 - ☐ Documentation of who participated in service planning/goal setting process

4.02

- ☐ Program policies and procedures on goal setting based on assessment(s) which include:
 - ☐ 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 progress toward achievement
 - ☐ Signed revisions to service plan/goal sheet
- ☐ Blank assessments used to help develop goals
- ☐ Blank service plan/goal sheet which include:
 - ☐ 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

4.03

- ☐ 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:
 - ☐ Implementation
 - ☐ Family's progress
 - ☐ Continuing appropriateness of goals

Standard 5

- ☐ Program policies and procedures on how program adheres to program service philosophy
- ☐ Program service philosophy which includes:
 - ☐ 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

- ☐ Program policies and procedures on information regarding approach to service
- ☐ Program policies and procedures on assignment; as applicable
- ☐ Blank supervisor's home visit observations

Required

Recommended

- ☐ Blank participant surveys
- ☐ Program brochures
- ☐ Program's ethical practice statement
- ☐ Blank participant Rights & Responsibilities

6.02

- ☐ 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

6.03

- ☐ 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 often visits occur
 - ☐ 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

- ☐ 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

- ☐ 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:
 - ☐ Regularly assessing resources
 - ☐ Advocating for services when they are lacking or not easily available
- ☐ Team meeting minutes showing:
 - ☐ Regularly assessing resources
 - ☐ Advocating for services when they are lacking or not easily available

7.03

- ☐ Program policies and procedures describing that program activities facilitate a connection to the community

Required

Recommended

- ☐ Program policies and procedures describing that the program promotes a coordinated response to community needs, by encouraging families to:
 - ☐ 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
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Standard 8

8.01

- ☐ Program policies and procedures for linking participants to health services which include:
 - ☐ 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
- ☐ Diagnosis and treatment of health problems resource documents used (Fliers, pamphlets, brochures) **highlighted or labeled** for standard-related elements
- ☐ Dental care resource documents used (Fliers, pamphlets, brochures) **highlighted or labeled** for standard-related elements
- ☐ Mental health care resource documents used (Fliers, pamphlets, brochures) **highlighted or labeled** for standard-related elements
- ☐ Ongoing healthcare, including routine medical checkups resource documents used (Fliers, pamphlets, brochures) **highlighted or labeled** for standard-related elements
- ☐ Pediatric health care, including well-baby visits and immunizations resource documents used (Fliers, pamphlets, brochures) **highlighted or labeled** for standard-related elements
- ☐ Information and education about pregnancy planning and prevention, including linkages to family planning services resource documents used (Fliers, pamphlets, brochures) **highlighted or labeled** for standard-related elements
- ☐ Curriculum table of contents with prenatal topics relating to standard elements **highlighted**
- ☐ Blank depression screen
- ☐ Blank release of information
- ☐ Blank referral log

8.02

- ☐ Program policies and procedures for linking expectant parents to healthcare services which include:
 - ☐ 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 highlighted or labeled for standard-related elements
- ☐ Genetic risk identification and counseling services resource documents used highlighted or labeled for standard-related elements
- ☐ Labor and delivery services resource documents used highlighted or labeled for standard-related elements
- ☐ Nutrition services resource documents used highlighted or labeled for standard-related elements
- ☐ Dental care resource documents used highlighted or labeled for standard-related elements
- ☐ Mental health care resource documents used highlighted or labeled for standard-related elements
- ☐ Postpartum care resource documents used highlighted or labeled for standard-related elements
- ☐ Curriculum table of contents highlighted or labeled for prenatal topics relating to standard elements
- ☐ Blank referral log
- ☐ Blank release of information
- ☐ Blank depression screen

8.03

- ☐ 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 highlighted or labeled for standard-related elements
- ☐ Blank referral log
- ☐ Blank release of information

8.04

- ☐ 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 highlighted or labeled for standard-related elements
- ☐ Prevention and treatment of disease handouts used highlighted or labeled for standard-related elements

Standard 9

9.01

- ☐ Program policies and procedures for linking participants to services to make positive connections which include:
 - ☐ 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 highlighted or labeled for standard-related elements
- ☐ Community calendar
- ☐ Community events handouts

Required

Recommended

☐ Group/Facebook page

9.02

☐ Program policies and procedures for linking participants to basic need services which include:

- ☐ 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**

9.03

☐ Program policies and procedures for linking participants to services promoting self-sufficiency which include:

- ☐ Educational and literacy services, including special education
- ☐ Vocational and employment services
- ☐ Parent education services and support groups

☐ Community resource guide with standard-related services promoting self-sufficiency **highlighted**

☐ Self-sufficiency handouts used

9.04

☐ Program policies and procedures for linking participants to services addressing problems impeding effective parenting which include:

- ☐ Counseling services
- ☐ Mental health services
- ☐ Services for substance use conditions
- ☐ Domestic violence services

☐ Counseling services handouts used **highlighted** for standard-related content

☐ Mental health services handouts used **highlighted** for standard-related content

☐ Substance use handouts used **highlighted** for standard-related content

☐ Domestic violence services handouts used **highlighted** for standard-related content

Standard 10

10.01

☐ 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

Required

Recommended

☐ Blank participant survey (if asking about educational interventions, materials, and curricula) highlighted for standard-related content

10.02

☐ Program policies and procedures for educating participants on child development topics which include:

- ☐ 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
- ☐ 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 with child development topics highlighted which include:

- ☐ 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
- ☐ Age-appropriate behavioral expectations and appropriate discipline for children

10.03

☐ Program policies and procedures for educating expectant parents on prenatal health topics which include:

- ☐ 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 with prenatal health topics highlighted which include:

- ☐ 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

10.04

☐ Program policies and procedures for educating participants on self-sufficiency by building on family strengths and addressing topics related to positive personal functioning and development

☐ Program policies and procedures for educating participants on self-efficacy by building on family strengths and addressing topics related to positive personal functioning and development

☐ Curriculum model table of contents with self-sufficiency topics highlighted

Required

Recommended

- ☐ Curriculum model table of contents with self-efficacy topics highlighted
- ☐ Parent education handouts used relating to self-sufficiency highlighted
- ☐ Parent education handouts used relating to self-efficacy highlighted

10.05

- ☐ Program policies and procedures on group parent education setting so that services:
 - ☐ Emphasize group learning and sharing
 - ☐ Respond flexibly to the changing needs of group members
 - ☐ Are scheduled with participants' time commitments in mind
- ☐ Curriculum model guidance and / or handouts used with standard-related elements highlighted
- ☐ Sample group meeting fliers
- ☐ Group rules
- ☐ Blank group meeting participant evaluations (that measure flexibility to the changing needs of group members) if applicable
- ☐ Blank group rights and responsibilities sheet
- ☐ Blank group meeting participant evaluations (that measure participants' time commitments) if applicable
- ☐ Blank supervisor's group parent education observation form(s) if applicable
- ☐ Blank group planning form(s)

10.06

- ☐ Program policies and procedures on group parent education which provides participants with opportunities to:
 - ☐ Contribute by asking questions and 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
- ☐ Curriculum model guidance and / or handouts used with standard-related elements highlighted
- ☐ Sample group meeting fliers (showing that group topics vary)
- ☐ Group rules
- ☐ Blank group rights and responsibilities sheet
- ☐ Blank satisfaction survey (that cover standard-related topics) if applicable
- ☐ Blank supervisor's group parent education meeting observation form if applicable
- ☐ Blank group planning form(s)
- ☐ Blank group follow-up form(s)

10.07

- ☐ 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

Standard 11

11.01

- ☐ Program policies and procedures for linking children to services, supports and activities promoting development which includes:
 - ☐ Educational services

Required

Recommended

- ☐ Counseling and therapeutic services
- ☐ Health services
- ☐ Social, recreational, and physical activities
- ☐ Community resource lists with standard-related topics highlighted
- ☐ Educational services handouts used with standard-related topics highlighted
- ☐ Counseling and therapeutic services handouts used with standard-related topics highlighted
- ☐ Health services handouts used with standard-related topics highlighted
- ☐ Social, recreational, and physical activities handouts used with standard-related topics highlighted
- ☐ Blank referral log
- ☐ Blank release of information

11.02

- ☐ Program policies and procedures on considering child and family characteristics when choosing or designing educational interventions, materials and curricula relating to child development
- ☐ 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)

11.03

- ☐ 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 with standard-related topics highlighted

11.04

- ☐ 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
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Standard 12

12.01

- ☐ Program policies and procedures that cover specialized services that children receive needed to promote their:
 - ☐ 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:
 - ☐ Physical development
 - ☐ Cognitive development

Required

Recommended

Enter Program # Enter Organization Name Enter Program Name

- ☐ Emotional development
- ☐ Social development
- ☐ Communicative development
- ☐ Adaptive development
- ☐ Blank IEP/IFSP

12.02

- ☐ Program policies and procedures containing children receive services taking into account their:
 - ☐ 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.
- ☐ Blank IEP/IFSP

12.03

- ☐ 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)

12.04

- ☐ Program policies and procedures on providing services in natural environments
- ☐ Blank contact note form showing where visit takes place

12.05

- ☐ 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

12.06

- ☐ Program policies and procedures on early intervention services:
 - ☐ 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

12.07

- ☐ 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

Required
Recommended

- ☐ 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
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Standard 13

13.01

- ☐ Program policies and procedure describing case closing which include:
 - ☐ 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

13.02

- ☐ 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

13.03

- ☐ Program policies and procedure regarding linking participants to appropriate 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

13.04

- ☐ Program policies and procedure describing aftercare plans which:
 - ☐ 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:
 - ☐ Date aftercare plan was written
 - ☐ Services needed or desired by family members
 - ☐ Specific steps for obtaining aftercare services
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Standard 14

14.01

Required
Recommended

- ☐ Program policies and procedures ensuring home visitation staff have the competencies to:
 - ☐ 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
- ☐ Blank pre-service training requirements **highlighted or labeled** with what standard-related competencies they meet
- ☐ Required in-service training agenda and/or table of contents with standard-related trainings **highlighted or labeled**
- ☐ Blank program training log showing standard-related competencies with **highlighted and labeled for each element (14.01a, 14.01b, etc...)**
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

14.02

- ☐ Program policies and procedures on ensuring early intervention staff have the competencies to:
 - ☐ 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

14.03

- ☐ Program policies and procedures on ensuring group parent education staff has the competencies to:
 - ☐ 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
- ☐ Blank pre-service training requirements **highlighted or labeled** with what standard-related competencies they meet
- ☐ Required in-service training agenda and/or table of contents with standard-related trainings **highlighted or labeled**

- ☐ Blank program training log showing standard-related competencies with **highlighted and labeled for each element (14.01a, 14.01b, etc...)**
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

14.04

- ☐ Program policies and procedures on supervisor's qualifications
- ☐ Job description(s) showing desired qualifications
- ☐ 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

14.05

- ☐ Program policies and procedures regarding supervision to all direct service personnel
- ☐ Program policies and procedures regarding additional supervision when direct service personnel are:
 - ☐ New
 - ☐ Developing competencies
 - ☐ Experiencing challenging circumstances with the individuals and families or staff they work with
 - ☐ Experiencing higher workloads
- ☐ Blank supervision documentation form(s)
- ☐ Completed documentation of how frequently each direct staff receives supervision
- ☐ Curriculum model guidance for supervisory activities with standard-related elements **highlighted**

14.06

- ☐ 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:
 - ☐ The qualifications, competencies, and experience of the provider, including the level of supervision needed;
 - ☐ 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 with standard-related elements **highlighted**
- ☐ Blank supervisory form(s) where workload would be discussed
- ☐ Blank Family Support Professional workload report

14.07

- ☐ 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 is documented

Required

Recommended

Standard 15

15.01

- ☐ 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:
 - ☐ Ethnic,
 - ☐ Racial,
 - ☐ Linguistic,
 - ☐ Demographic
 - ☐ And other characteristics

15.02

- ☐ 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

- ☐ 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) with standard-related elements highlighted
 - ☐ Materials for training (if done within the organization) with standard-related elements highlighted
 - ☐ Evidence of completed training
 - ☐ Blank training log showing reference to cultural humility training(s) with standard-related elements highlighted or labeled
 - ☐ 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
-

Standard 16

16.01

- ☐ 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

Required
Recommended

- ☐ 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

- ☐ Organization policies and procedures on conflict of interest which:
 - ☐ 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
-

Standard 18

- ☐ 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
-

Standard 19

19.01

- ☐ 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 with standard-related elements **highlighted or labeled**
-

19.02

- ☐ Organization policies and procedures (for board and employees) that the following elements are prohibited:

Required

Recommended

- ☐ 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 with standard-related elements **highlighted or labeled**
 - ☐ Blank form(s) to show evidence that prohibited items detailed in policy has been covered with board with standard-related elements **highlighted or labeled**
-

19.03

- ☐ Organization policies and procedures regarding prohibiting preferential treatment of individuals when applying for and receiving the organization's services who are:
 - ☐ Organization members,
 - ☐ Community partners,
 - ☐ Members of the organization's governing body,
 - ☐ Advisory boards,
 - ☐ Personnel, or
 - ☐ Consultants
-

Standard 20

20.01

- ☐ Organization (may be program specific) policies and procedures regarding receipt of rights and responsibilities at initial contact which includes:
 - ☐ 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 with standard-related elements **highlighted or labeled**
- ☐ Documents provided to participants describing their rights and responsibilities with standard-related elements **highlighted or labeled**
- ☐ Blank form(s) where participants acknowledge receiving participant rights and responsibilities with standard-related elements **highlighted or labeled**

20.02

- ☐ Organization (may be program specific) policies and procedures that the organization accommodates the written and oral communication needs of clients by:
 - ☐ 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 or hearing impaired persons
 - ☐ 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 with standard-related elements **highlighted or labeled**
 - ☐ Program or organizational accessibility plan, if applicable
 - ☐ Curriculum model guidance showing communication accommodations with standard-related elements **highlighted or labeled**
-

Standard 21

21.01

- ☐ 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 with standard-related elements **highlighted or labeled**

21.02

- ☐ Organization policies and procedures on receiving a request for confidential information about a client, prior to releasing such information, the organization:
 - ☐ 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 with standard-related elements **highlighted or labeled**

21.03

- ☐ 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
- ☐ Completed training log showing child abuse/neglect training for ALL direct staff and those who supervise direct staff

21.04

- ☐ Organization (may be program specific) policies and procedures regarding the release of information form which includes:
 - ☐ 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 with standard-related elements **highlighted or labeled for each element (i.e. 21.04a, 24.01b, etc...)**

21.05

- ☐ 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
-

Standard 22

- ☐ Organization policies and procedures on expressing and/or resolving grievances which includes:
 - ☐ 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
-

Standard 23

23.01

- ☐ Organization (may be program specific) policies and procedures that the personnel training and development program include:
 - ☐ 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
- ☐ Professional development plan which **highlight or label clearly** where each of the following can be found:
 - ☐ 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

- ☐ Organization (may be program specific) policies and procedures that the training and development program:
 - ☐ 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

Required
Recommended

- ☐ 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 **highlight or label clearly** where each of the following can be found:
 - ☐ 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
-

Standard 24

24.01

- ☐ Organization (may be program specific) policies and procedures on orientation within the first three months of hire that includes:
 - ☐ 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 with each element **highlighted**
- ☐ Document **labeled** with each of the following showing referenced material for each topic is provided to new staff if done inside organization:
 - ☐ 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
- ☐ Orientation 'packet' with standard-related training topics highlighted
- ☐ Training schedule with standard-related training topics highlighted
- ☐ Training materials used with standard-related training topics highlighted
- ☐ Blank training log showing standard-related orientation topics with each standard-related element **highlighted or labeled**
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.02

- ☐ Organization (may be program specific) policies and procedures on training on legal issues including:
 - ☐ 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
- ☐ 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 where each standard-related element relating to legal issues is **highlighted or labeled**
- ☐ Blank training log showing where each standard-related element relating to legal issues is **highlighted or labeled**
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.03

- ☐ 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:
 - ☐ Documentation techniques
 - ☐ Data entry and data integrity
 - ☐ The maintenance and security of records
- ☐ Document **labeled** with each of the following showing referenced material for each topic if training is done inside organization:
 - ☐ 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) with each standard-related element **highlighted or labeled**
- ☐ Professional development plan
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.04

- ☐ Organization (may be program specific) policies and procedures ensuring competency in or training on:
 - ☐ The establishment of rapport and responsive behaviors with service recipients

Required

Recommended

- ☐ 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
- ☐ Program model training agenda; if applicable with each standard-related element **highlighted or labeled**
- ☐ Document **labeled** with each of the following showing referenced material for each topic if training is done inside organization:
 - ☐ 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) with each standard-related element **highlighted or labeled**
- ☐ Professional development plan with each standard-related element **highlighted or labeled**
- ☐ Blank training log with each standard-related element **highlighted or labeled**
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.05

- ☐ Organization (may be program specific) policies and procedures on training on differences within organization's service population which include:
 - ☐ 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 with each standard-related element **highlighted or labeled**
- ☐ Document **labeled** with each of the following showing referenced material for each topic if training is done inside organization:
 - ☐ 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 with each standard-related element **highlighted or labeled**
- ☐ Blank training log with each standard-related element **highlighted or labeled**
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.06

- ☐ Organization (may be program specific) policies and procedures 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
- ☐ Referenced material for training on the needs of special populations within the defined service area including the need for normalizing experiences and social inclusion if training is done inside organization
- ☐ Blank training log with each standard-related element **highlighted or labeled**
- ☐ Blank employee performance-based evaluation form(s) with each standard-related element **highlighted or labeled**
- ☐ Professional development plan with each standard-related element **highlighted or labeled**
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

24.07

- ☐ Organization (may be program specific) policies and procedures on ensuring competency in or training on advocacy including:
 - ☐ 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 with each standard-related element **highlighted or labeled**
 - ☐ Document **labeled** with each of the following **showing referenced material for each topic** if training is done inside organization:
 - ☐ 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 with each standard-related element **highlighted or labeled**
 - ☐ Blank employee performance-based evaluation form(s) with each standard-related element **highlighted or labeled**
 - ☐ Professional development plan with each standard-related element **highlighted or labeled**
 - ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies
-

Standard 25

25.01

- ☐ Organization (may be program specific) policies and procedures regarding supervisors having time to:
 - ☐ 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 with each standard-related element **highlighted or labeled**
- ☐ 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 for family-level supervision
- ☐ Blank Family Support Professional supervision logs for administrative-level supervision
- ☐ Blank Organizational supervision logs of Family Support Supervisor

25.02

- ☐ Organization (may be program specific) policies and procedures on supervisory assignment including:
 - ☐ 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
- ☐ Job descriptions with each standard-related element **highlighted or labeled**
- ☐ Organizational Chart

25.03

- ☐ Program policy and procedures on supervisory responsibilities including:
 - ☐ 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 with each standard-related element **highlighted or labeled**
- ☐ If supervision duties are divided among different staff, describe how this works
- ☐ Blank employee evaluation form(s) with each standard-related element **highlighted or labeled**
- ☐ Blank Family Support Professional supervision logs
- ☐ Blank Organizational supervision logs of Family Support Supervisor

25.04

- ☐ 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 and policy requirements governing service delivery
- ☐ Supervisor training and/or education showing standard-related competencies with each standard-related element **highlighted or labeled**
- ☐ Supervisory position job descriptions with each standard-related element **highlighted or labeled**
- ☐ Blank organizational supervision logs of Family Support Supervisor
- ☐ Completed Iowa Family Support Credential training log for each required employee showing standard-related competencies

25.05

- ☐ Program policies and procedures on supervisor abilities to teach and model:
 - ☐ Technical knowledge and skills
 - ☐ Work management and communication skills
 - ☐ Conflict management skills
- ☐ Supervisor training and/or education with each standard-related element **highlighted or labeled**
- ☐ Blank Family Support Professional supervision logs
- ☐ Blank employee evaluation of Family Support Supervisor form(s)

25.06

- ☐ Program policy and procedures on supervisor abilities including:
 - ☐ 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 with each standard-related element **highlighted or labeled**
- ☐ Supervisory position job descriptions with each standard-related element **highlighted or labeled**
- ☐ Blank organizational supervision logs of Family Support Supervisor
- ☐ Blank training log showing competency on these competencies with each standard-related element **highlighted or labeled**
- ☐ Blank employee performance-based evaluation form(s) with each standard-related element **highlighted or labeled**

25.07

- ☐ Program policies and procedures on supervisor responsibilities including:
 - ☐ 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:
 - ☐ 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
-

Standard 26

26.01

- ☐ Organization policies and procedures on quality expectations within:
 - ☐ Budgets
 - ☐ Policy and procedures manuals
 - ☐ New staff training material
 - ☐ Communications to staff, family members, consumers, and volunteers
 - ☐ Service provider contracts
- ☐ Documents that are **labeled** to show where quality expectations are found within:
 - ☐ Budgets
 - ☐ Policy and procedures manuals
 - ☐ New staff training material
 - ☐ Communications to staff, family members, consumers, and volunteers
 - ☐ Service provider contracts

26.02

- ☐ Organization policies and procedures on organization outcomes being regularly reviewed and revised by stakeholders/management staff
- ☐ Documentation of performance outcome expectations and achievements being shared with stakeholders that includes management team
- ☐ Documentation showing that plan is revised based on what is learned or feedback given
- ☐ Stakeholder meeting minutes indicating outcomes shared
- ☐ Outcome expectation and achievement documents, may be contained within an organization or program annual or periodic report
- ☐ Annual reports
- ☐ Annual quality assurance evaluations

26.03

- ☐ Organization policies and procedures that the strategic plan includes:
 - ☐ 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**:
 - ☐ 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

- ☐ Program policies and procedures on case records which contain information necessary to provide services including:
 - ☐ 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
- ☐ Template Case File with all forms that could be found relating to:
 - ☐ 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

27.02

- ☐ Program policies and procedures on case record entries made by authorized personnel and are:
 - ☐ 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 closing”
- ☐ 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

Standard 28

28.01

- ☐ Organization policies and procedures that case records meet legal requirements and are limited to:
 - ☐ 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 with each standard-related element **highlighted or labeled**
- ☐ Blank disclosure log sheet

Required

Recommended

28.02

- ☐ Organization policies and procedures on participant access to records that are:
 - ☐ 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 with each standard-related element **highlighted or labeled**
 - ☐ Blank disclosure log
-

Standard 29

29.01

- ☐ Organization policies and procedures on job descriptions that include:
 - ☐ 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 **highlighted and labeled** for each standard-related element showing standard-related content for these positions:
 - ☐ 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

- ☐ Organization policies and procedures on recruitment and selection practices which include:
 - ☐ Notifying personnel of available positions
 - ☐ Verifying references and credentials of personnel and independent contractors
 - ☐ Utilizing pre-screening tools to assess suitability to the position
 - ☐ 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

29.03

- ☐ 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

29.04

- ☐ 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:
- ☐ 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

Select One:

- ☐ SEQIP must be **labeled** with what section and page number each topic can be found under **OR**
- ☐ Employment Handbook where each content area is **labeled** by bullet number **OR**
- ☐ **Print and label** each section as an individual of the Employment Handbook
- ☐ Blank receipt of Employment Handbook acknowledgement form

29.05

- ☐ Organization policies and procedures which address agency assessment-based workforce development plan to meet current and future workforce needs that:
- ☐ 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 **labeled** from workforce development plan that shows how that plan:
- ☐ 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

Required
Recommended

- ☐ Organization policies and procedures on annual performance evaluations
 - ☐ Blank performance evaluation form(s) used for all positions (direct and supervisor)
-

Standard 30

30.01

- ☐ 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

30.02

- ☐ Organization policies and procedures that upon request the organization provides an annual report of fiscal, statistical, and service data that includes summary information regarding its financial position
- ☐ Program annual report
- ☐ Organization annual report

30.03

- ☐ Organization policies and procedures on financial and audit practices
- ☐ IRS Form 990, as applicable
- ☐ Audit findings or summary letter
- ☐ Full audit

30.04

- ☐ Organization policies and procedures on financial review practices
 - ☐ IRS Form 990, as applicable
 - ☐ Audit findings or summary letter
-

Standard 31

- ☐ 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

- ☐ Organization policies and procedure detailing the precautions taken to protect the rights of the individuals participating in research

Required
Recommended

☐ De-identified statistical analyses, reports, and summaries provided to research entity

32.02

☐ Organization policies and procedures including research proposal review which reports to the governing body

☐ Meeting minutes showing review of research proposals

32.03

☐ Organization policies and procedures detailing the research consent form needed which includes:

☐ 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 including:

☐ 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

Standard 33

☐ Organization policies and procedure detailing emergency response plans for:

☐ Medical emergencies

☐ Facility and security-related emergencies

☐ Natural disasters

☐ Emergency response plans are **labeled** for each standard-related element and address:

☐ Coordination with appropriate local, state, and federal governmental authorities and emergency responders

☐ Coordination with organization leadership, personnel, service recipients and their families, and as appropriate, the public and media

☐ Evacuation procedures including accounting for the whereabouts of staff and service recipients and the evacuation of persons with mobility challenges and other special needs

☐ Plans for maintaining service continuity