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| **Qualifications** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Meets Expectations**  **2** |
| Determines and documents income eligibility correctly | Additional sources of income are not assessed  Proofs are requested unnecessarily when appropriate proofs are provided  Documents no proof of income incorrectly  Determines zero income incorrectly  Does not document how basic needs are met for zero income  Proof and adjunctive eligibility are not documented correctly | Inconsistently determines income correctly  Inconsistently documents income correctly  Inconsistently determines household size correctly  Does not request assistance when needed | Determines household size appropriately  Assesses all household income  Documents adjunctive eligibility correctly  Determines and documents no proof of income correctly  Uses self-declare appropriately  Uses proof pending appropriately and correctly |
| Score: \_\_\_\_\_ | Comments: | | |
| Determines and documents residency eligibility correctly | Village or city is not entered in street address when client resides on the reservation and only has a PO Box  Proof of residency is not matched to the address on the demographics tab  Documents no proof of residency incorrectly  Uses self-declare incorrectly and/or is not signed  Uses an invalid, unacceptable proof of residency  Serves clients outside of service area | Inconsistently determines residency correctly  Inconsistently documents residency correctly  Inconsistently matches proof of residency to the demographics tab  Does not request assistance when needed | Determines and documents residency correctly  Documents no proof of residency correctly  Uses self-declare appropriately |
| Score: \_\_\_\_\_ | Comments: | | |
| Verifies and documents client and caregiver identification | Name on identification is not matched to name in STARS  ID is documented incorrectly  Documents no proof of ID incorrectly  Uses unacceptable proof of ID  Uses self-declare incorrectly and/or is not signed | Inconsistently documents ID correctly  Inconsistently matches name on ID to name in STARS  Does not request assistance when needed | Verifies and documents Identification correctly  Documents no proof of ID correctly  Uses self-declare appropriately |
| Score: \_\_\_\_\_ | Comments: | | |
| **Measurements** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** |
| Demonstrates appropriate anthropometric measurement techniques | Inconsistent measures are not identified or acknowledged  Clients are not positioned correctly for measures  Measurements are not taken at appropriate time as indicated by policy, previous growth or RD direction  Appropriate equipment is not used, based on age  Measurements are not entered accurately (including decimals and ounces) | Inconsistently positions clients correctly for measures  Has difficulty measuring ‘difficult’ clients and appropriate procedures are not completed  Two people are not utilized in measuring infants and children consistently  Inconsistently enters measurement correctly  Inconsistently takes measures at appropriate times | Clients are measured using appropriate equipment, based on age  Two people are used for measurements of infants and children  Height/length measure position is knees and/or feet together, whatever touches first  Measurements are taken at appropriate times  Measurement and any notes are entered accurately  Checks for and identifies any inconsistent or unusual measurements |
| Score: \_\_\_\_\_ | Comments: | | |
| Demonstrates appropriate techniques for preforming hemoglobin measurements | Does not use Masimo Pronto device when applicable  Hemoglobin measures are not obtained at appropriate times as indicated by policy, previous measure or RD direction  Proper procedures are not consistently followed  Documented hemoglobin values that were not completed | Sometimes skips some steps in preforming hemoglobins, such as checking for air bubbles, sanitizing hands or obtaining large enough drops to fill cuvettes  Date not changed on hemoglobin measures obtained from outside sources, such as Indian Health Services | Measurements are taken at appropriate times.  Measurement and any notes are entered accurately.  Checks for and identifies and inconsistent or unusual measurements. |
| Score: \_\_\_\_\_ | Comments: | | |

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| **Nutrition Assessment** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** |
| Demonstrates appropriate nutrition assessment skills | Nutrition Assessment Questionnaires are rarely used  Appropriate follow-up questions are not asked  Questions are asked in a leading and/or judgmental manner  Available and relevant assessment data is ignored or not noticed  Nutrition Assessment is not individualized; unnecessary or repetitive questions are asked | Nutrition Assessment Questionnaires are used inconsistently  Adequate follow-up questions are not always asked  Some available assessment data is not used  Irrelevant data is sometimes used  Leading or judgmental questions are asked on occasion | Nutrition assessment is individualized  Uses Nutrition Assessment Questionnaires (or supplement) consistently and appropriately  Adequate and appropriate follow-up questions are asked  Uses all available and relevant assessment data  Question are asked in a non-judgmental, non-leading manner |
| Score: \_\_\_\_\_ | Comments: | | |
| Identifies and documents nutrition risk factors | All applicable risks are not generally assigned  Non-applicable risks are assigned  Documentation of the risk for risk assignment when applicable is not done  Additional documented is not completed  The Nutrition Risk Manual is not referred to when needed | Inconsistently identifies all applicable risks  Non-applicable risks are assigned on occasion.  Inconsistently documents the reason for risk assignment when applicable  Additional information is not consistently documented  The Nutrition Risk Manual is not always referred to when necessary | Uses information collected to identify and individualize nutrition risks  All applicable risks are assigned  Documents reason for risk assignment when applicable  Documents importation information gleaned from assessment  Refers to Nutrition Risk Manual when necessary |
| Score: \_\_\_\_\_ | Comments: | | |
| Uses information obtained from nutrition assessment | Information obtained is not used to tailor food packages, provide nutrition education and make appropriate referrals | Information is used inconsistently to tailor food packages, provide nutrition education and make appropriate referrals | Uses information obtained to tailor food packages, provide nutrition education and make appropriate referrals |
| Score: \_\_\_\_\_ | Comments: | | |

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| **Referrals** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** |
| Identifies and refers clients | Documents the status of a referral without asking clients  Written information on a referral program is not provided  Additional referrals, outside of mandatory ones, are not made or documented | Inconsistently refers clients to appropriate health and social programs  Inconsistently provides written information on program referred to | Clients are referred to appropriate health and social programs (mandatory and additional referrals)  Clients are provided necessary written information to contact the referred program  Referrals are documented appropriately in STARS |
| Score: \_\_\_\_\_ | Comments: | | |
| Follow-up on referrals from previous visits | Follow-up made at previous visits in not done  Additional referrals are not identified or provided  Status of referrals are not documented in STARS | Inconsistently follows up on previous referrals  Inconsistently documents the status of referrals | The status of documented referrals are inquired about at follow-up appointments  Additional referrals are made when appropriate  The status of referrals are documented in STARS |
| Score: \_\_\_\_\_ | Comments: | | |

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| **Program Education** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** |
| Demonstrates appropriate program education skills | Rights and Responsibility Form is not read by the client or explained to the client  Programs with whom WIC shares client information with are not shared with clients  Substance abuse is not provided when appropriate  ID folder is not explained to clients | Rights and Responsibility Form is not consistently read by the client or explained to the client  Programs with whom WIC shares client information with are not consistently shared with clients  Substance abuse is not consistently provided to all clients when appropriate  ID folder is not consistently explained to clients | Uses knowledge of program rules to explain the Rights and Responsibilities  Clients are made aware of programs share information with  Provides accurate and appropriate education to clients on substance abuse education at new certifications (includes certification of all pregnant women)  Explains the Identification Folder to new clients |
| Score: \_\_\_\_\_ | Comments: | | |
| Demonstrates appropriate food delivery education skills | Food list is not provided and/or explained  Check education is limited or does not typically occur  Individual food packages are not explained  Vendor list is not provided and/or explained  No opportunity is provided for clients to share concerns or problems with using checks  Vendor complains are not entered or adequate information is not obtained | Food list is provided, but not consistently explained in detail  Parts of check education is explained, but some parts are missed  Inconsistently explains the clients individual food package  Vendor list is provided, but not explained  Inconsistently provides opportunity for clients to share concerns or problems with using checks  Obtains and documents some information when reported vendor complaints, this may not be enough for follow-up | Explains in detail authorized foods and provides food list  Explains in detail how to redeem checks to new clients  Explains in detail the clients individual food package to new clients or clients changing category  Reviews ITCA Authorized Vendors and provides vendor list  Provides opportunity for clients to share concerns or problems with using checks  Obtains and documents adequate information when reported vendor complaints |
| Score: \_\_\_\_\_ | Comments: | | |

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| **Food Package/Check Issuance** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** |
| Demonstrates appropriate food package assignment skills | Food packages are not tailored to meet the needs of the clients  Food packages are not tailored to breastfeeding frequency and formula intake  Adequate documentation is not entered for the issuance of non-standard food package | Inconsistently assigns appropriate food package considering clients cultural and food preferences  Inconsistently assigns appropriate food package considering environmental needs and nutrition assessment  Inconsistently assigns appropriate food package based on breastfeeding frequency and formula intake  Inconsistently documents reasons for issuance for non-standard food packages | Assigns appropriate food package considering clients cultural and food preferences  Assigns appropriate food package considering environmental needs and nutrition assessment  Assigns appropriate food package based on breastfeeding frequency and formula intake  Documents reasons for issuance for non-standard food packages |
| Score: \_\_\_\_\_ | Comments: | | |
| Demonstrates appropriate check issuance skills | Issues the incorrect number of months of checks considering the client’s individual needs and is in compliance with program policy (HR, mid-cert, syncing family members)  Incorrectly voids and replaces checks  Incorrectly reissues formula | Occasionally issues the incorrect number of months of checks considering the client’s individual needs and is in compliance with program policy (HR, mid-cert, syncing family members)  Cannot demonstrate the ability to correctly void and replace checks in some instances | Issues the correct number of months of checks considering the client’s individual needs and is in compliance with program policy (HR, mid-cert, syncing family members)  Demonstrates the ability to correctly void and replace checks  Demonstrates the ability to correctly reissue formula |
| Score: \_\_\_\_\_ | Comments: | | |

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| **General Service Standards** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** | |
| Documents additional information in STARS appropriately | Mother to child are not linked or linked incorrectly  Determines and documents race and ethnicity incorrectly or does not ask client  Voter registration is not offered or discussed voter registration and/or is not documented correctly  Appointments are routinely scheduled incorrectly/inappropriately | Inconsistently correctly links mother to child  Inconsistently determines and documents race and ethnicity correctly  Inconsistently offers and discusses voter registration and documents correctly  Occasionally schedules inappropriate appointments | Correctly links mother to child  Determines and documents race and ethnicity correctly  Offers and discusses voter registration and documents correctly  Schedules appropriate appointments | |
| Score: \_\_\_\_\_ | Comments: | | | |
| Demonstrates skills in providing services | Knowledge of STARS functionality and the ability to navigate and document efficiently in STARS is limited  Services are provided in a discriminatory manner  Information is collected while interrupting or correcting the client  Questions are asked in a non-judgmental and/or non-leading manner  Follow-up or clarifying questions are not used to ensure understanding  Clients are not notified of next appointment or of what items to bring  Confidentiality of client information is not kept  Program integrity is not maintained (separation of duties, serving relatives) | Demonstrates inconsistent knowledge of STARS functionality, the ability to navigate and document efficiently in STARS  Occasionally interrupts or corrects the client when collecting information  Leading or judgmental questions are asked on occasion  Clarifying or follow-up questions are not consistently used  Inconsistently notifies clients of next appointment what items the client will need to bring  Confidentiality of client is not kept on occasion  Program integrity is not consistently practiced | Demonstrates knowledge of STARS functionality and the ability to navigate and document efficiently in STARS  Provides services in a non-discriminatory manner  Collects information without interrupting or correcting the client  Asks questions in a non-judgmental and non-leading manner  Ensures understanding by clarifying or asking questions  Notifies clients of next appointment and identifies items the client will need to bring  Ensure confidentiality of client information  Ensure program integrity (separation of duties, serving relatives) | |
| Score: \_\_\_\_\_ | Comments: | | | |
| Demonstrates PCS skills | Typically does not set the agenda  Permission is rarely asked  Uses mostly closed-ended questions  Listening is not routinely practice and non-verbal cues are not responded to  Positive reinforcement and encouragement is not provided | Inconsistently sets the agenda  Asks permission sometimes  Uses some open-ended questions with the majority of being closed-ended  Inconsistently practices listening and responds to some non-verbal cues  Inconsistently provides positive reinforcement and encouragement | Sets the agenda  Asks permission  Uses an effective balance of open-ended and closed-ended questions  Practices listening and responds to non-verbal cues  Provides positive reinforcement and encouragement | |
| **Nutrition** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** |
| Demonstrates adequate nutrition knowledge | Lack of knowledge on current nutrition recommendations and guidelines is shown  Handout content is relied upon for education | On occasion nutrition information provided does not coincides with current nutrition recommendations and guidelines  Majority of sessions consists of content outside of information in handout | Provides nutrition information that coincides with current nutrition recommendations and guidelines  Knowledge outside of handout content is provided |
| Score: \_\_\_\_\_ | Comments: | | |
| Demonstrates appropriate PCS Skills | Nutrition education is marginally interactive and client’s needs and preferences are most often not considered  Rarely provides positive reinforcement for healthy nutrition practices and provides support and encouragement to promote behavior change | Nutrition education is inconsistently interactive and client’s needs and preferences are inconsistently considered  Inconsistently provides positive reinforcement for healthy nutrition practices and provides support and encouragement to promote behavior change | Nutrition education is interactive and client’s needs and preferences are considered  Provides positive reinforcement for healthy nutrition practices and provides support and encouragement to promote behavior change |
| Score: \_\_\_\_\_ | Comments: | | |
| Demonstrates appropriate nutrition education skills | Clear and appropriate goal that reflects the desired health outcome are rarely developed or client is unaware of goal  Ways to meet goals are not measurable, do not reflect goals developed or were not specific  Nutrition counseling is often provided before completing the nutrition assessment and info gathered is not utilized to provide appropriate education  Previous nutrition education sessions in not assessed and progress with the client is not discussed  Appropriate materials such as visual aids are not used or are read as the education  Documents topic, handout, goal and ways to meet goal inappropriately | With WIC staff leading, a clear and appropriate goal that reflects the desired health outcome is development  Inconsistently develops appropriate ways to meet goals are measurable, specific and reflect goals with the client  Inconsistently completes nutrition assessment before providing nutrition counseling and utilizes info gathered to provide appropriate education  Inconsistently assesses previous nutrition education sessions and discusses progress with the client  Inconsistently uses appropriate materials such as visual aids to enhance and reinforce the nutrition message  Inconsistently documents topic, handout, goal and ways to meet goal appropriately | Works with client to establish a clear and appropriate goal that reflects the desired health outcome  Appropriate ways to meet goals are measurable, specific and reflect goals developed with the client  Completes nutrition assessment before providing nutrition counseling and utilizes info gathered to provide appropriate education  Assesses previous nutrition education sessions and discusses progress with the client  Uses appropriate materials such as visual aids to enhance and reinforce the nutrition message  Documents topic, handout, goal and ways to meet goal appropriately |
| Score: \_\_\_\_\_ | Comments: | | |
| **Breastfeeding** | **Lacks Competence**  **0** | **Needs Improvement**  **1** | **Demonstrates Competence**  **2** |
| Demonstrates adequate breastfeeding knowledge | Lack of knowledge on current breastfeeding recommendations, how to’s and guidelines is shown  Lack of knowledge to assist a breastfeeding woman is shown | On occasion breastfeeding information provided does not coincides with current breastfeeding recommendations and guidelines  Inconsistently provides adequate and appropriate breastfeeding assistance | Provides breastfeeding information that coincides with current breastfeeding recommendation and guidelines according to ITCA policy  Provides adequate and appropriate breastfeeding assistance |
| Score: \_\_\_\_\_ | Comments: | | |
| Demonstrates appropriate skills in breastfeeding education and assessment | Breastfeeding assessment are not completed  Real and perceived barriers and possible contraindications to breastfeeding are not assessed  The impact of early formula supplementation and mother/infant separation on milk supply and the mother’s breastfeeding intention is not evaluated  Support and encouragement to promote breastfeeding initiation and to sustain continued breastfeeding is not provided  Breastfeeding incentives are not distributed. | Problems or concerns at critical points in the early postpartum period are missed during a breastfeeding assessment  Inconsistently assesses real and perceived barriers and possible contraindications to breastfeeding  Inconsistently evaluates the impact of early formula supplementation and mother/infant separation on milk supply and the mother’s breastfeeding intention  Inconsistently provides support and encouragement to promote breastfeeding initiation and to sustain continued breastfeeding  Breastfeeding incentives are not routinely provided | Uses breastfeeding assessment to identify and address breastfeeding problems or concerns at critical points in the early postpartum period  Assesses real and perceived barriers and possible contraindications to breastfeeding  Evaluates the impact of early formula supplementation and mother/infant separation on milk supply and the mother’s breastfeeding intention  Provides support and encouragement including incentive to promote breastfeeding initiation and to sustain continued breastfeeding |
| Score: \_\_\_\_\_ | Comments: | | |
| Demonstrates adequate knowledge of breastpumps | Demonstrates the inability to issue the appropriate breastpump and knows procedures for cleaning returned pumps  Demonstrates the inability to education the client on assembly and use of all types of breastpumps  Inappropriately/inaccurately documents the issuance and return of breastpump and breastfeeding information correctly | Inconsistently demonstrates ability to issue the appropriate breastpump and knows procedures for cleaning returned pumps  Inconsistently demonstrates the ability to educate the client on assembly and use of all types of breastpumps  Inconsistently documents the issuance and return of breastpump and breastfeeding information correctly | Demonstrates ability to issue the appropriate breastpump and knows procedures for cleaning returned pumps  Demonstrates ability to educate the client on assembly and use of all types of breastpumps  Documents the issuance and return of breastpump and breastfeeding information correctly |
| Score: \_\_\_\_\_ | Comments: | | |