

Qualifications	Lacks Competence 0	Needs Improvement 1	Meets Expectations 2
Determines and documents income eligibility correctly	<input type="checkbox"/> Additional sources of income are not assessed <input type="checkbox"/> Proofs are requested unnecessarily when appropriate proofs are provided <input type="checkbox"/> Documents no proof of income incorrectly <input type="checkbox"/> Determines zero income incorrectly <input type="checkbox"/> Does not document how basic needs are met for zero income <input type="checkbox"/> Proof and adjunctive eligibility are not documented correctly	<input type="checkbox"/> Inconsistently determines income correctly <input type="checkbox"/> Inconsistently documents income correctly <input type="checkbox"/> Inconsistently determines household size correctly <input type="checkbox"/> Does not request assistance when needed	<input type="checkbox"/> Determines household size appropriately <input type="checkbox"/> Assesses all household income <input type="checkbox"/> Documents adjunctive eligibility correctly <input type="checkbox"/> Determines and documents no proof of income correctly <input type="checkbox"/> Uses self-declare appropriately <input type="checkbox"/> Uses proof pending appropriately and correctly
Score: _____	Comments:		
Determines and documents residency eligibility correctly	<input type="checkbox"/> Village or city is not entered in street address when client resides on the reservation and only has a PO Box <input type="checkbox"/> Proof of residency is not matched to the address on the demographics tab <input type="checkbox"/> Documents no proof of residency incorrectly <input type="checkbox"/> Uses self-declare incorrectly and/or is not signed <input type="checkbox"/> Uses an invalid, unacceptable proof of residency <input type="checkbox"/> Serves clients outside of service area	<input type="checkbox"/> Inconsistently determines residency correctly <input type="checkbox"/> Inconsistently documents residency correctly <input type="checkbox"/> Inconsistently matches proof of residency to the demographics tab <input type="checkbox"/> Does not request assistance when needed	<input type="checkbox"/> Determines and documents residency correctly <input type="checkbox"/> Documents no proof of residency correctly <input type="checkbox"/> Uses self-declare appropriately
Score: _____	Comments:		
Verifies and documents client and caregiver identification	<input type="checkbox"/> Name on identification is not matched to name in STARS <input type="checkbox"/> ID is documented incorrectly <input type="checkbox"/> Documents no proof of ID incorrectly <input type="checkbox"/> Uses unacceptable proof of ID <input type="checkbox"/> Uses self-declare incorrectly and/or is not signed	<input type="checkbox"/> Inconsistently documents ID correctly <input type="checkbox"/> Inconsistently matches name on ID to name in STARS <input type="checkbox"/> Does not request assistance when needed	<input type="checkbox"/> Verifies and documents Identification correctly <input type="checkbox"/> Documents no proof of ID correctly <input type="checkbox"/> Uses self-declare appropriately

Score: _____	Comments:		
Measurements	Lacks Competence 0	Needs Improvement 1	Demonstrates Competence 2
Demonstrates appropriate anthropometric measurement techniques	<input type="checkbox"/> Inconsistent measures are not identified or acknowledged <input type="checkbox"/> Clients are not positioned correctly for measures <input type="checkbox"/> Measurements are not taken at appropriate time as indicated by policy, previous growth or RD direction <input type="checkbox"/> Appropriate equipment is not used, based on age <input type="checkbox"/> Measurements are not entered accurately (including decimals and ounces)	<input type="checkbox"/> Inconsistently positions clients correctly for measures <input type="checkbox"/> Has difficulty measuring 'difficult' clients and appropriate procedures are not completed <input type="checkbox"/> Two people are not utilized in measuring infants and children consistently <input type="checkbox"/> Inconsistently enters measurement correctly <input type="checkbox"/> Inconsistently takes measures at appropriate times	<input type="checkbox"/> Clients are measured using appropriate equipment, based on age <input type="checkbox"/> Two people are used for measurements of infants and children <input type="checkbox"/> Height/length measure position is knees and/or feet together, whatever touches first <input type="checkbox"/> Measurements are taken at appropriate times <input type="checkbox"/> Measurement and any notes are entered accurately <input type="checkbox"/> Checks for and identifies any inconsistent or unusual measurements
Score: _____	Comments:		
Demonstrates appropriate techniques for performing hemoglobin measurements	<input type="checkbox"/> Does not use Masimo Pronto device when applicable <input type="checkbox"/> Hemoglobin measures are not obtained at appropriate times as indicated by policy, previous measure or RD direction <input type="checkbox"/> Proper procedures are not consistently followed <input type="checkbox"/> Documented hemoglobin values that were not completed	<input type="checkbox"/> Sometimes skips some steps in performing hemoglobins, such as checking for air bubbles, sanitizing hands or obtaining large enough drops to fill cuvettes <input type="checkbox"/> Date not changed on hemoglobin measures obtained from outside sources, such as Indian Health Services	<input type="checkbox"/> Measurements are taken at appropriate times. <input type="checkbox"/> Measurement and any notes are entered accurately. <input type="checkbox"/> Checks for and identifies and inconsistent or unusual measurements.
Score: _____	Comments:		

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

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

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

Food Package/Check Issuance	Lacks Competence 0	Needs Improvement 1	Demonstrates Competence 2
Demonstrates appropriate food package assignment skills	<input type="checkbox"/> Food packages are not tailored to meet the needs of the clients <input type="checkbox"/> Food packages are not tailored to breastfeeding frequency and formula intake <input type="checkbox"/> Adequate documentation is not entered for the issuance of non-standard food package	<input type="checkbox"/> Inconsistently assigns appropriate food package considering clients cultural and food preferences <input type="checkbox"/> Inconsistently assigns appropriate food package considering environmental needs and nutrition assessment <input type="checkbox"/> Inconsistently assigns appropriate food package based on breastfeeding frequency and formula intake <input type="checkbox"/> Inconsistently documents reasons for issuance for non-standard food packages	<input type="checkbox"/> Assigns appropriate food package considering clients cultural and food preferences <input type="checkbox"/> Assigns appropriate food package considering environmental needs and nutrition assessment <input type="checkbox"/> Assigns appropriate food package based on breastfeeding frequency and formula intake <input type="checkbox"/> Documents reasons for issuance for non-standard food packages
Score: _____	Comments:		
Demonstrates appropriate check issuance skills	<input type="checkbox"/> 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) <input type="checkbox"/> Incorrectly voids and replaces checks <input type="checkbox"/> Incorrectly reissues formula	<input type="checkbox"/> 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) <input type="checkbox"/> Cannot demonstrate the ability to correctly void and replace checks in some instances	<input type="checkbox"/> 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) <input type="checkbox"/> Demonstrates the ability to correctly void and replace checks <input type="checkbox"/> Demonstrates the ability to correctly reissue formula
Score: _____	Comments:		

General Service Standards	Lacks Competence 0	Needs Improvement 1	Demonstrates Competence 2
Documents additional information in STARS appropriately	<input type="checkbox"/> Mother to child are not linked or linked incorrectly <input type="checkbox"/> Determines and documents race and ethnicity incorrectly or does not ask client <input type="checkbox"/> Voter registration is not offered or discussed voter registration and/or is not documented correctly <input type="checkbox"/> Appointments are routinely scheduled incorrectly/inappropriately	<input type="checkbox"/> Inconsistently correctly links mother to child <input type="checkbox"/> Inconsistently determines and documents race and ethnicity correctly <input type="checkbox"/> Inconsistently offers and discusses voter registration and documents correctly <input type="checkbox"/> Occasionally schedules inappropriate appointments	<input type="checkbox"/> Correctly links mother to child <input type="checkbox"/> Determines and documents race and ethnicity correctly <input type="checkbox"/> Offers and discusses voter registration and documents correctly <input type="checkbox"/> Schedules appropriate appointments
Score: _____	Comments:		
Demonstrates skills in providing services	<input type="checkbox"/> Knowledge of STARS functionality and the ability to navigate and document efficiently in STARS is limited <input type="checkbox"/> Services are provided in a discriminatory manner <input type="checkbox"/> Information is collected while interrupting or correcting the client <input type="checkbox"/> Questions are asked in a non-judgmental and/or non-leading manner <input type="checkbox"/> Follow-up or clarifying questions are not used to ensure understanding <input type="checkbox"/> Clients are not notified of next appointment or of what items to bring <input type="checkbox"/> Confidentiality of client information is not kept <input type="checkbox"/> Program integrity is not maintained (separation of duties, serving relatives)	<input type="checkbox"/> Demonstrates inconsistent knowledge of STARS functionality, the ability to navigate and document efficiently in STARS <input type="checkbox"/> Occasionally interrupts or corrects the client when collecting information <input type="checkbox"/> Leading or judgmental questions are asked on occasion <input type="checkbox"/> Clarifying or follow-up questions are not consistently used <input type="checkbox"/> Inconsistently notifies clients of next appointment what items the client will need to bring <input type="checkbox"/> Confidentiality of client is not kept on occasion <input type="checkbox"/> Program integrity is not consistently practiced	<input type="checkbox"/> Demonstrates knowledge of STARS functionality and the ability to navigate and document efficiently in STARS <input type="checkbox"/> Provides services in a non-discriminatory manner <input type="checkbox"/> Collects information without interrupting or correcting the client <input type="checkbox"/> Asks questions in a non-judgmental and non-leading manner <input type="checkbox"/> Ensures understanding by clarifying or asking questions <input type="checkbox"/> Notifies clients of next appointment and identifies items the client will need to bring <input type="checkbox"/> Ensure confidentiality of client information <input type="checkbox"/> Ensure program integrity (separation of duties, serving relatives)
Score: _____	Comments:		
Demonstrates PCS skills	<input type="checkbox"/> Typically does not set the agenda <input type="checkbox"/> Permission is rarely asked <input type="checkbox"/> Uses mostly closed-ended questions <input type="checkbox"/> Listening is not routinely practice and non-verbal cues are not responded to <input type="checkbox"/> Positive reinforcement and encouragement is not provided	<input type="checkbox"/> Inconsistently sets the agenda <input type="checkbox"/> Asks permission sometimes <input type="checkbox"/> Uses some open-ended questions with the majority of being closed-ended <input type="checkbox"/> Inconsistently practices listening and responds to some non-verbal cues <input type="checkbox"/> Inconsistently provides positive reinforcement and encouragement	<input type="checkbox"/> Sets the agenda <input type="checkbox"/> Asks permission <input type="checkbox"/> Uses an effective balance of open-ended and closed-ended questions <input type="checkbox"/> Practices listening and responds to non-verbal cues <input type="checkbox"/> Provides positive reinforcement and encouragement

Nutrition	Lacks Competence 0	Needs Improvement 1	Demonstrates Competence 2
Demonstrates adequate nutrition knowledge	<input type="checkbox"/> Lack of knowledge on current nutrition recommendations and guidelines is shown <input type="checkbox"/> Handout content is relied upon for education	<input type="checkbox"/> On occasion nutrition information provided does not coincides with current nutrition recommendations and guidelines <input type="checkbox"/> Majority of sessions consists of content outside of information in handout	<input type="checkbox"/> Provides nutrition information that coincides with current nutrition recommendations and guidelines <input type="checkbox"/> Knowledge outside of handout content is provided
Score: _____	Comments:		
Demonstrates appropriate PCS Skills	<input type="checkbox"/> Nutrition education is marginally interactive and client’s needs and preferences are most often not considered <input type="checkbox"/> Rarely provides positive reinforcement for healthy nutrition practices and provides support and encouragement to promote behavior change	<input type="checkbox"/> Nutrition education is inconsistently interactive and client’s needs and preferences are inconsistently considered <input type="checkbox"/> Inconsistently provides positive reinforcement for healthy nutrition practices and provides support and encouragement to promote behavior change	<input type="checkbox"/> Nutrition education is interactive and client’s needs and preferences are considered <input type="checkbox"/> Provides positive reinforcement for healthy nutrition practices and provides support and encouragement to promote behavior change
Score: _____	Comments:		
Demonstrates appropriate nutrition education skills	<input type="checkbox"/> Clear and appropriate goal that reflects the desired health outcome are rarely developed or client is unaware of goal <input type="checkbox"/> Ways to meet goals are not measurable, do not reflect goals developed or were not specific <input type="checkbox"/> Nutrition counseling is often provided before completing the nutrition assessment and info gathered is not utilized to provide appropriate education <input type="checkbox"/> Previous nutrition education sessions in not assessed and progress with the client is not discussed <input type="checkbox"/> Appropriate materials such as visual aids are not used or are read as the education <input type="checkbox"/> Documents topic, handout, goal and ways to meet goal inappropriately	<input type="checkbox"/> With WIC staff leading, a clear and appropriate goal that reflects the desired health outcome is development <input type="checkbox"/> Inconsistently develops appropriate ways to meet goals are measurable, specific and reflect goals with the client <input type="checkbox"/> Inconsistently completes nutrition assessment before providing nutrition counseling and utilizes info gathered to provide appropriate education <input type="checkbox"/> Inconsistently assesses previous nutrition education sessions and discusses progress with the client <input type="checkbox"/> Inconsistently uses appropriate materials such as visual aids to enhance and reinforce the nutrition message <input type="checkbox"/> Inconsistently documents topic, handout, goal and ways to meet goal appropriately	<input type="checkbox"/> Works with client to establish a clear and appropriate goal that reflects the desired health outcome <input type="checkbox"/> Appropriate ways to meet goals are measurable, specific and reflect goals developed with the client <input type="checkbox"/> Completes nutrition assessment before providing nutrition counseling and utilizes info gathered to provide appropriate education <input type="checkbox"/> Assesses previous nutrition education sessions and discusses progress with the client <input type="checkbox"/> Uses appropriate materials such as visual aids to enhance and reinforce the nutrition message <input type="checkbox"/> 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	<input type="checkbox"/> Lack of knowledge on current breastfeeding recommendations, how to's and guidelines is shown <input type="checkbox"/> Lack of knowledge to assist a breastfeeding woman is shown	<input type="checkbox"/> On occasion breastfeeding information provided does not coincides with current breastfeeding recommendations and guidelines <input type="checkbox"/> Inconsistently provides adequate and appropriate breastfeeding assistance	<input type="checkbox"/> Provides breastfeeding information that coincides with current breastfeeding recommendation and guidelines according to ITCA policy <input type="checkbox"/> Provides adequate and appropriate breastfeeding assistance
Score: _____	Comments:		
Demonstrates appropriate skills in breastfeeding education and assessment	<input type="checkbox"/> Breastfeeding assessment are not completed <input type="checkbox"/> Real and perceived barriers and possible contraindications to breastfeeding are not assessed <input type="checkbox"/> The impact of early formula supplementation and mother/infant separation on milk supply and the mother's breastfeeding intention is not evaluated <input type="checkbox"/> Support and encouragement to promote breastfeeding initiation and to sustain continued breastfeeding is not provided <input type="checkbox"/> Breastfeeding incentives are not distributed.	<input type="checkbox"/> Problems or concerns at critical points in the early postpartum period are missed during a breastfeeding assessment <input type="checkbox"/> Inconsistently assesses real and perceived barriers and possible contraindications to breastfeeding <input type="checkbox"/> Inconsistently evaluates the impact of early formula supplementation and mother/infant separation on milk supply and the mother's breastfeeding intention <input type="checkbox"/> Inconsistently provides support and encouragement to promote breastfeeding initiation and to sustain continued breastfeeding <input type="checkbox"/> Breastfeeding incentives are not routinely provided	<input type="checkbox"/> Uses breastfeeding assessment to identify and address breastfeeding problems or concerns at critical points in the early postpartum period <input type="checkbox"/> Assesses real and perceived barriers and possible contraindications to breastfeeding <input type="checkbox"/> Evaluates the impact of early formula supplementation and mother/infant separation on milk supply and the mother's breastfeeding intention <input type="checkbox"/> Provides support and encouragement including incentive to promote breastfeeding initiation and to sustain continued breastfeeding
Score: _____	Comments:		
Demonstrates adequate knowledge of breastpumps	<input type="checkbox"/> Demonstrates the inability to issue the appropriate breastpump and knows procedures for cleaning returned pumps <input type="checkbox"/> Demonstrates the inability to education the client on assembly and use of all types of breastpumps <input type="checkbox"/> Inappropriately/inaccurately documents the issuance and return of breastpump and breastfeeding information correctly	<input type="checkbox"/> Inconsistently demonstrates ability to issue the appropriate breastpump and knows procedures for cleaning returned pumps <input type="checkbox"/> Inconsistently demonstrates the ability to educate the client on assembly and use of all types of breastpumps <input type="checkbox"/> Inconsistently documents the issuance and return of breastpump and breastfeeding information correctly	<input type="checkbox"/> Demonstrates ability to issue the appropriate breastpump and knows procedures for cleaning returned pumps <input type="checkbox"/> Demonstrates ability to educate the client on assembly and use of all types of breastpumps <input type="checkbox"/> Documents the issuance and return of breastpump and breastfeeding information correctly
Score: _____	Comments:		

