

**ALLEGHENY COUNTY  
DEPARTMENT OF HUMAN SERVICES**



**CONTRACT SPECIFICATIONS MANUAL  
FOR FAMILY CENTERED SERVICES  
(INCLUDING FAMILY SUPPORT CENTERS AND FIRST STEPS)**

**May, 2004  
Revised February, 2005**



## TABLE OF CONTENTS

<b>CHAPTER</b>		
<b>1</b>	General Contract Provisions	<b>1</b>
<b>2</b>	Family Support Centers	<b>7</b>
<b>3</b>	Workstatement and Budget Instructions	<b>13</b>
<b>4A</b>	Workstatement and Budget Forms – Family Support Centers	<b>21</b>
<b>4B</b>	State Budget Form – for State Funded Family Support Centers	<b>41</b>
<b>4C</b>	Workstatement and Budget Forms – First Steps Programs	<b>43</b>
<b>5</b>	Other Manuals	<b>60</b>
<b>APPENDIX A</b>	CPSL, Title 23 PA CSA Chapter 63, Clearances	<b>63</b>
<b>APPENDIX B</b>	CPSL, Title 23 PA CSA Chapter 63 Mandated Reporters	<b>69</b>
<b>APPENDIX C</b>	MPI Service Names and Codes	<b>75</b>
<b>APPENDIX D</b>	Family Support Program Quality Self Assessment Tool	<b>79</b>



## **CHAPTER 1: GENERAL CONTRACT PROVISIONS**

For all services funded through the Allegheny County Department of Human Services, Office of Children, Youth and Families and/or Allegheny County Juvenile Court, the following applies:

The COUNTY has the authority and duty to provide services for children and youth by reason of:

1. Article VII and Article IX of the Act of June, 1967, P.L. 31, known as the Public Welfare Code, as amended by the Act of July 5, 1976, P.L. 846, No. 148 (62 P.S. Article IV and VII);
2. The Juvenile Act, 42 PA C.S. secs., 6301-6365 (relating to juvenile matters)
3. Act of November, 1976, P.L. 438, No. 124, as amended (11 P.S. Section 2201-2224) known as the Child Protective Services Law; and

The COUNTY desires to utilize the services and facilities of the SERVICE PROVIDER for the children and/or families to be served by the SERVICE PROVIDER; and

The SERVICE PROVIDER, when appropriate, is certified and approved by the Pennsylvania Department of Public Welfare to provide services for children and youth/families, and is desirous of making such services available to the COUNTY; and

### **I. ADMINISTRATIVE PROVISION**

With respect to all provisions of this AGREEMENT wherein the obligated party is stated to be the COUNTY, the parties agree:

- A. The COUNTY shall be the obligated party concerning matters affecting dependent children when the Department of Human Services' Office of Children, Youth and Families has referred the child/family for services to the SERVICE PROVIDER.
- B. The services rendered through this AGREEMENT are subject to all applicable provisions of State and Federal law and regulations related to the provision, delivery, and funding of services to children, youth and families including but not limited to DPW OCYF Bulletins.

- C. The SERVICE PROVIDER for and in consideration of the compensation hereinafter set forth in Exhibit B, agrees to provide services to children, youth and families referred to it by the COUNTY.

**II. PROVISION OF SERVICES**

- A. The SERVICE PROVIDER shall maintain for each child/family a record that is adequate for:
  - 1. Planning and continuously evaluating the child's/family's program; identifying specific goals and the means by which these goals are to be achieved;
  - 2. Providing a means of communication among all persons contributing to the child's/family's program.
  - 3. Furnishing documentary evidence of the child's/family's progress and of their response to the program;
  - 4. The SERVICE PROVIDER shall submit Information to the DEPARTMENT regarding children/families served under this AGREEMENT. The information will be provided not less than quarterly, in a standard format designated by the COUNTY.
  - 5. The DEPARTMENT may request and shall be provided such service data from the SERVICE PROVIDER for use in research and evaluation and said documentation shall serve as a basis for review, study, and evaluation of the programs provided to the client(s) by the SERVICE PROVIDER; protecting the legal rights of the child/family.
- B. Any changes to the services under the AGREEMENT that result in changes in the approved activities or the location of activities or the addition, reduction or deletion of services to be purchased by the COUNTY from the SERVICE PROVIDER under this AGREEMENT must receive prior written approval from the Allegheny County Department of Human Services' (DHS) Director.

SERVICE PROVIDER requesting change must submit a written request to the DHS Director and the DHS Deputy Director for the Office of Children, Youth and Families, at least ninety (90) days prior to the anticipated change.

Note that reductions in service may result in reduction in funding as more fully stated in Exhibit B, Payment Provisions.

- C. The SERVICE PROVIDER shall report to the COUNTY all unusual incidents and child abuse described in the Pennsylvania Code Title 55 Chapter 3680.21 "Reports of Unusual Incidents and Child Abuse."
- D. Confidential information concerning the consumer and/or their family, which is available to the SERVICE PROVIDER, shall be made available to those responsible for treatment in other service systems within the COUNTY, State institutions, or by other SERVICE PROVIDERS. Consent from the consumer for the release of such information shall be provided for in accordance with applicable regulations.
- E. Service provider shall comply with the Child Death Review Protocols established by the Department of Public Welfare and promulgated in DPW's Office of Children, Youth and Families Bulletin #3490-00-01 published October 10, 2000.

### **III. LICENSURE/CERTIFICATION**

- A. The SERVICE PROVIDER shall maintain current documentation of its approval or licensure by any/all applicable and appropriate government entity/ies for service(s) and facilities herein agreed upon and shall provide to the County upon request copies of said license(s)/certificates.
- B. The SERVICE PROVIDER shall notify the COUNTY immediately by phone of any loss of licensure/certification for any of the service(s) and facilities provided to the COUNTY under the terms of this AGREEMENT. The

SERVICE PROVIDER shall follow-up said notification with written verification within five (5) working days.

- C. The SERVICE PROVIDER shall notify the COUNTY in writing within five (5) working days of any action by the any government entity which results in a less than full license/certification/approval for any of the service(s) and facilities being provided to the COUNTY under the terms of this AGREEMENT. The COUNTY may request copies of all Plans of Correction.

#### **IV. COMPLIANCE WITH CHILD PROTECTIVE SERVICES LAW**

The SERVICE PROVIDER shall comply with the provisions of the Child Protective Services Law (Act of November 26, 1975, P.L. 438, No. 124, 11 P.S. sections 2201-2224, as amended by the Act of June 10, 1982, P.L. 124, No. 135; as amended by the Act of October 21, 1983, P.L. 124, No. 42; as amended by the Act of July 1, 1985, P.L. 124, No. 33; as amended by the Act of November 6, 1987, P.L. 124, No. 80) and all regulations promulgated thereunder (55 PA Code, Chapter 3490).

This shall include, but not be limited to, Criminal Background Checks/ChildLine (child abuse history) clearances for employees and mandated reporting specifications (See Appendices A and B of this manual for more information.)

#### **V. NON-COMPLIANCE**

- A. Should the SERVICE PROVIDER not comply with all terms of this AGREEMENT, the COUNTY shall notify the provider of the specific area of non-compliance in writing. The COUNTY may withhold all funding to the program(s) which is/are not in compliance with the terms of this AGREEMENT until the SERVICE PROVIDER corrects the area(s) of non-compliance.
- B. Should the SERVICE PROVIDER not correct the area(s) of non-compliance within thirty (30) days of notification, the COUNTY's financial obligation to the SERVICE PROVIDER for cases affected by the non-compliance may be reduced up to one-half effective to the date of notification of non-compliance

referenced above and continuing until such time as the SERVICE PROVIDER has corrected the area(s) of non-compliance.

## VI. BUDGET REVISIONS

It is the policy of the Allegheny County Department of Human Services, that providers may not re-budget funds without express consent of the County. To distinguish the levels at which contract modification, budget line item modification and amendments are required, the following are to be followed:

1. **Multiple Projects/Programs within one or through many agreements** – If DHS funds multiple programs/projects with the same provider, either within one agreement or through multiple agreements, the provider ***MAY NOT*** move funds from one program/project to another program/project without prior, written approval from DHS and an amendment to the agreement, regardless of the amount proposed to be moved. Each program/project is to have its own unique budget and funds are not to be shifted between projects.
2. **Legal modification or amendment to the agreement** – this level requires approval via the County’s Executive Action process and a signed, legally binding modification/amendment to the agreement. These items include, but may not be limited to:
  - a. Additional Funding (increasing the overall agreement amount)
  - b. Altering the period of time of the agreement
  - c. Significant changes to the scope of services (workstatement) including outcomes, client groups, number of clients to be served, altering service locations and/or target communities.

The DHS Fiscal Management Bureau may not reimburse any costs that exceed the modified line items.

To secure such a modification/amendment, the provider should submit their request for change to the DHS Program/Planning office. The DHS staff will authorize or deny the request and followup with the request for Executive Action, etc.

3. **Formal modification** – at this level the DHS Program Office shall review/approve requested changes and notify both the provider and the contracts unit of their determination. These items include, but may not be limited to:
  - a. Reductions in total contract amount (note: Contracts must notify Controller)
  - b. Line item budget changes exceeding 10% of the total budget per program or the total amount of the change exceeds \$30,000, whichever is less based upon the originally approved budget.
  - c. Moving any amount of funding from program line items to administrative lines.
  
3. **Informal modification** – this level requires the provider submit notice to the DHS program office staff; program office shall provide written verification to the provider with copies to the DHS contracts unit. No additional follow-up action is required by either program or contracts.
  - a. Line item budget changes that are less than 10% of the total budget per program or an aggregate amount less than \$30,000 provided the shift in funds does not apply to any administrative line.
  - b. Minor changes or error/corrections to the workstatement.

## **CHAPTER 2: FAMILY SUPPORT CENTERS**

Family Support programs are based on the philosophy that the most effective way to insure the healthy development and growth of small children is by supporting the families and communities in which they live. They are designed to increase the strength and stability of families, to increase parents' confidence and competence in their parenting abilities, to afford children a stable and supportive family environment. Family Support programs seek to provide intensive, comprehensive, and culturally relevant services to families through a collaboration of public, private, and community-based agencies.

### **Family Support Principles:**

- ❖ Family support is governed, designed and improved by participants and community members.
- ❖ Family Support is relationship-based fostering partnerships between and among parents, peers and professionals.
- ❖ Family support is strengths-based, building on existing individual, family, community and cultural abilities and vitalities.
- ❖ Family Support reflects and enhances cultures of the neighborhood through the staff it hires, the materials and activities it provides.
- ❖ Family Support services are based in the community, serve the entire family without eligibility requirements and are voluntary.
- ❖ Family Support services are designed by and for parents to meet their priorities and are collaborative among agencies to ensure easy access and use.

Family support services are enhanced through program evaluations that reflect family support principals and that contribute to continuous program improvement.

### **CORE SERVICES/ACTIVITIES**

These activities would be considered essential for any Family Support Center in Allegheny County and serves to define what is available to families at **all** centers.

- ❖ **Governance**
- ❖ **Outreach** (for recruitment and to the general community); and
- ❖ **Intensive services** ( for families with children ages 0-5) in the areas of:

- *Child Development*
- *Case Management*
- *Health*
- *Self-Sufficiency*
- *Parent Education*

**Intensive services include:**

- *Assessment(child, adult, family)*
- *Goal plans*
- *Linkages/referrals/follow-up*
- *Implementation of goal plan*
- *Review every 6 months*

**OPTIONAL SERVICES/ACTIVITIES**

These activities would be based on the strengths and needs of a community and serves to define what is available to families in **individual** centers.

- ❖ Services provided for ***other populations*** receiving intensive or general services. Examples include populations such as:
  - School age children
  - Adults
  - Families with older children
  - Fathers
- ❖ And/or ***activities*** such as:
  - GED
  - After school
  - Mental Health counseling
  - Mentoring
  - Crisis intervention

**Criteria for determining  
GENERAL and INTENSIVE  
Enrollment with the Family Support MIS**

<b><u>GENERAL</u></b>	<b><u>INTENSIVE</u></b>
<ul style="list-style-type: none"> <li>* Families who attend the center primarily for recreational / socialization activities</li> <li>* Families/Individuals/Seniors who come to the center for a specific program that is limited in scope such as once a month for a Food Bank Program, job training, GED, Parenting classes, Child Development Classes for which outcomes are not documented</li> <li>* Collaborative partner programming which may involve use of the center</li> <li>* Families who need temporary child care</li> <li>* Families who are seeking temporary referrals to another agency, supportive services or crisis intervention without follow-up               <ul style="list-style-type: none"> <li>o health, housing, employment, education, resume writing, counseling</li> </ul> </li> <li>* Children/teens who attend before/ afterschool or tutoring programming if goal plans are not completed.</li> </ul>	<ul style="list-style-type: none"> <li>* Families with children 0-5 receiving parenting education and/or child development services               <ul style="list-style-type: none"> <li>o can include prenatal and teen parents</li> </ul> </li> <li>* Families with children above age 5 who receive ongoing services such as after school program, day camp, mentoring and tutoring programs</li> <li>* Families where the adult member is working on a specific goal plan for themselves or their families or receiving ongoing services offered by the center such as job readiness training, budget counseling</li> <li>* Any family to whom you are providing services for which funders are requesting specific information that cannot be obtained from completing the MIS General Enrollment, Staff/Family Contact Summary and Group Activities forms</li> <li>* Families served by multiple programs offered by the Lead Agency.</li> <li>* Families referred by CYF</li> </ul>
<p><b><u>Considerations:</u></b></p> <ul style="list-style-type: none"> <li>* Those not demonstrating need for case management, goal planning service.</li> </ul>	<p><b><u>Considerations:</u></b></p> <ul style="list-style-type: none"> <li>* Those families requiring case management services and/or short/long term goal plans.</li> </ul>

<ul style="list-style-type: none"> <li>* Those families who provide limited demographic information - name, phone number, address, reason for visiting the center pregnancy/health history and insurance information</li> </ul>	<ul style="list-style-type: none"> <li>* Those families who provide more specific demographic information - household profile, work history,</li> </ul>
<p><b><u>Forms Completed for General Enrollment:</u></b></p> <ul style="list-style-type: none"> <li>* Enrollment</li> <li>* Contact Summary Forms</li> <li>* Group Activity Forms</li> <li>* Exit Forms</li> <li>* Staff Daily Activity Profile</li> </ul>	<p><b><u>Forms Completed for Intensive Enrollment:</u></b></p> <ul style="list-style-type: none"> <li>* Enrollment Forms</li> <li>* Profiles</li> <li>* Pregnancy Forms I &amp; II</li> <li>* Child Development Forms I &amp; II</li> <li>* Immunization Forms</li> <li>* Group Activities Form</li> <li>* Staff Daily Activity Form</li> <li>* Contact Summary</li> <li>* Goal Plan</li> <li>* Out of Home Placement</li> <li>* Exit Forms</li> </ul>

Original approval 11/02  
Reviewed and re-endorsed Site Directors 7/03; PFS/DHS Quarterly meeting 7/03;  
Presented to RT 7/03

**A. WORK STATEMENT**

The SERVICE PROVIDER shall perform the service as outlined in the Work Statement(s) attached to the agreement and incorporated as "Exhibit A."

**B. EMERGENCY CONTACT**

The SERVICE PROVIDER shall provide twenty-four (24) hour emergency access phone numbers to the DEPARTMENT.

**C. COOPERATION WITH THE DEPARTMENT**

The SERVICE PROVIDER shall work cooperatively with the DEPARTMENT. It is the joint responsibility of the DEPARTMENT and the SERVICE PROVIDER to resolve all differences case planning and service delivery.

- D. The SERVICE PROVIDER must make general safety assessments on each contact with a child(ren) and must notify the DEPARTMENT immediately if it has been determined that any child is at imminent risk.
- E. The SERVICE PROVIDER must submit to the designated Contract Monitoring Unit, monthly reports summarizing services provided including but not limited to statistical information regarding units of service and intensity levels.
- F. SERVICE PROVIDER will complete Eligibility Forms when determined to be appropriate by the COUNTY and SERVICE PROVIDER is so notified by COUNTY in writing. Forms will be completed fully and submitted in the time schedules set forth in writing by the COUNTY. The eligibility form will be completed for each new child entering services and, as directed by COUNTY, SERVICE PROVIDER will subsequently complete said form on an annual basis.

SERVICE PROVIDER, upon written request from the COUNTY, will submit a complete list of all consumers receiving services which are fully or in part funded through this AGREEMENT. Said report shall document each consumer and the number of units (by intensity level) of service delivered in the given month.

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## **CHAPTER 3: WORKSTATEMENT GUIDELINES**

The following section provides outlines for service providers to use in preparing their Workstatement(s) which are attached to the Agreement and incorporated therein as Exhibit A.

The following outline must be followed for said Workstatement. All points must be addressed in the prescribed order for the contract to be processed by the DEPARTMENT. The person reading your Workstatement should not be required to have the Outline in order to understand your Workstatement. You will be monitored for compliance with the document.

**YOU MUST LABEL THIS PAGE EXHIBIT A, WORKSTATEMENT FOR FY \_\_\_\_.**

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# FAMILY CENTERED SERVICES WORKSTATEMENT AND CENTER BUDGET DIRECTIONS

**Overall** (For the electronic versions previously provided to the organizations completing these workstatements) – Except for the Cover Page, there are no lines after the questions on which to enter your answers. Just provide your response in the space provided after each question or instruction. Make sure that you answer all the questions. If something does not apply to your center, then mark it N/A.

## **Cover Page**

Complete all the information requested on the cover page. You should be able to enter information on the lines. If the categories start to shift, as you enter the information back-space until you can get all the fields that are included on that line.

- I. **Center & Lead Agency Information** - Provide the complete information requested for the center and the lead agency. Do not leave any field empty.
- II. **Community Information** - List any and all communities that you define as the service area for your center. If it's more than three, then use a separate sheet to list them. Be sure to label it **Cover Page II Communities to be Served**.
- III. **Number of Families to be Served** - The numbers of families and children who you will enroll as intensive and general, should be entered here. These projections would be based on experience, the number of Center staff, outreach strategies, the level of funding and demographic information you may have about families, and community need.

## IV. **Budget**

- a. **Total DHS funds** = All DHS funds that support the center including State Family Center Initiative funds from those centers that receive it (budget column 2 or column 1 + 2 if state-funded)
- b. **Total Family Center Budget** = the entire operating budget for the Center (all sources including DHS & State)

- V. **Preparation of Center's Scope of Services & Work Statement:** Answer the question in the space provided. On a separate attachment, i.e., Exhibit A, *Attachment 1* – list the names of any and all parents who were involved in the preparation of this scope of work and include the role they played. Some examples:

- a. Jane Doe - helped to redesign one of the services we provide
- b. Tanya Smith- reviewed the document and provided feedback before it was submitted to DHS

- c. Parent Council (see list of attendees at meeting on \_\_\_\_\_, 2004) reviewed the application from DHS and made suggestions about what they thought should be included; on \_\_\_\_\_, 2004 the Parent Council met (see attached attendance list) and reviewed the completed scope of services and work statement and made suggestions for changes before it was submitted on \_\_\_\_\_, 2004.

**Part I. Current Performance** - Page 2 is devoted to your year-to-date (Y-T-D) performance for the current contract year 2003-2004 through March 31, 2004. If you need more than that page for your responses, you may keep writing. The whole document will shift. When you are done with Part I, move Part II down so that it starts on a new page. This may be the last time that the page number will correspond to the page numbers in the blank application.

**Part II. 2004-2005 Proposed Services** The boxes next to the *Core Services* were pre-marked with an “x” since they are considered essential services for all family centers. To check the boxes in the *Optional Services* go to **View** and **click** on **Toolbars**, go down list and **click** on **Forms**. A **forms** bar will appear – click on the **lock symbol**. This will allow you to place an “x” inside the boxes next to the services that your center provides. When you have indicated all the optional services your center provides, **be sure to click the lock symbol off**. If you do not provide any optional services, don’t mark any of the boxes.

As you go through the document answering the questions related to your services, the pages will shift. This is okay. However, when you get to **B. Collaboration** move it down so that you are starting this section on a new page and complete **B, C and D** using additional pages if needed. When you get to Part III move down, so that Part III starts on a new page.

**Part III. Services Outcomes**, move down so that the instructions and example chart is on a new page. Then make sure that each service has its own page. We have provided a service chart for each Core Service – a total of 5. If you have several service and outcome goals, you may need more than one page for each service. You may copy more charts to use.

We also provided two charts for Optional Services. If you don’t offer any optional services, do not complete any more charts. If you offer one optional service complete a chart for it. If you offer more than two, add as many charts as you need. Again, make sure that each service chart is on its own page.

**Part IV. Center Budget** A budget form has been provided in *Excel*. It includes formulas. You may use this form with the formulas or use it without the formulas and enter your own, or you may use your own form as long as it includes all the same line items. Please try to fit your budget on one page.

The budget form has four columns. The **first is for State Family Center Initiative** funding which involves only ten centers. The **second is DHS** funding. This includes any funds that you receive from DHS for the operation of your center. However, if your DHS contract includes other programs besides your family center, *do not* include these. **The third is for other sources of funds** that support the operation of your center. Examples include grants from United Way, foundations, other government entities, or corporations. Do not include funds for such things as GAPS or Reinvestment since these funds are not used to operate your center. Finally, the **fourth column is the total of all sources of funds** for your center, i.e., column 1 + column 2 + column three = column four. This should be the total operating budget for your center.

**Refer to Page 5 of this manual for directions on requests for changes in funding (i.e., moving funds among line items at a center, among centers, etc.) Changes to budgets made without prior County approval will not be honored at year end/close.**

**Part V. Budget Narrative** (separate from Budget form) – Please be specific about the details for each line item in the operating budget for the Center. Below is an explanation and examples of what is expected. Apologies to those for whom these instructions are too basic, however, it is important that all agencies understand what kind of budget detail is required.

*I. Personnel*

*A. Salaries*

List each position and the salary the person is earning. Indicate if the position is full time or part time. If the salary is hourly show the hourly rate x the number of hours per month or week and the number of months or weeks to get to the yearly amount for that position. Here are some examples of the calculations.

$\$10/\text{hour} \times 30 \text{ hours/week} \times 50 \text{ weeks} = \$15,000$  or

$\$10/\text{hour} \times 80 \text{ hours/mo.} \times 12 \text{ months} = \$9,600$  or  
a summer worker might be

$\$8/\text{hr.} \times 40 \text{ hours/week} \times 8 \text{ weeks} = \$2,560$

If you operate on annual salaries show the annual amount for each position.

If it is monthly, what is the amount per month x the number of months, e.g.,  $\$2,200 \text{ per month} \times 12 \text{ months} = \$26,400$ .

Budget examples –

Site Director - 1 full-time \$2500/mo. x 12 mos. = \$30,000

Family Development Specialist  
2 full-time \$2000/mo. x 12 mos. x 2 = 48,000

Summer Camp workers  
3 full-time temp. \$8/hr. x 40 hrs/wk. x 8wks. x 3 = \$7,680

## B. Benefits

For benefits indicate how much the rate is for each employee. You just have to show the amount that the agency is responsible for. For example, if health insurance is \$200 per month and the employee pays \$100, the agency amount would be \$100/mo. x 12 mos. = \$1,200. Clearly, if the agency pays for it all, you should show \$200/mo. x 12 mos. = \$2,400.

## C. Professional Services/Consultants

Some agencies utilize professional services or consultants – You must show how many consultants at what cost. Does the consultant charge a flat fee that includes all his/her expenses? Do you pay on an hourly basis and pay expenses? What are the consultant's deliverables, i.e., what will you have as a result of the consultation? Be sure to include in the scope of work or in the description of services you provide what it is that each consultant does.

## II. *Operating*

### A. **Space** - Show all space costs.

**Rent** – the amount you pay per month x 12 months. E.g., \$750/mo. X 12 mos. = \$9,000

If you the cost per sq. ft. multiply by the number of sq. ft. to get the yearly cost. Example, space is \$9/ sq ft for 1000 sq. ft. = \$9,000 for the year or \$750/mo.

**Utilities** - Do you pay utilities – gas, electric, water, sewage. Average amount per mo. X 12 mos. for each utility you have to pay.

**B. Local travel** – how many miles do you anticipate each staff traveling per mo. x the reimbursement rate x 12 months. (e.g., reimbursement is at about \$ .365 per mile for many agencies). Are there other local travel

expenses for transporting participants to meetings, etc. If you have a van, you may want to include it in its own line item.

**C. Out of Town Travel** – Are there conferences to which you want to send you staff and/or participants? How much do you anticipate spending on travel? Hotel? Per diem for expenses?

**D. Conferences** – what are some relevant conferences, workshops, and staff development trainings that you would want to send staff to. Approximate the amount it would cost to send staff. Some allocate a certain amount per staff for the year. Some know there are certain annual conferences they want to send people to and estimate the cost over the year. Also, include opportunities offered to participants.

**E. Meeting Expenses** – this may be for food, child care, transportation for participants to come to meetings, e.g., parent council meetings. Average cost per meeting x number of meetings per year = meeting expense. Be specific.

**F. Materials and Supplies** – these are consumables.

**Office Supplies** - About how much would you need for office supplies each month based on the number of staff that work in the office?

**Program supplies** – do you have an after-school program – what are you consumable supply and materials costs?

**G. Postage** – estimated expense per mo. x 12 months

**H. Telephone** – estimated expense per mo. x 12 months (based on # of lines, etc.) Does staff have cell phones, pagers, etc.? What does that cost per month?

**I. Administrative Overhead** – How much does the lead agency receive for administering the project – What % of the total funding? This figure should not exceed 10%.

**J. Other** - Are there other expenses? Describe what they are. Be specific.

### *III. Equipment*

**A. Rent** - Do you rent equipment? What equipment? How much per month? Does that include maintenance or is there a separate maintenance agreement?

**B. Purchase** - Do you need to purchase equipment, e.g., computer, copier, fax machine, etc.? What's the cost? Do you need a maintenance agreement? How much does that cost?

## **CHAPTER 4: Workstatement and Center Budget Forms**

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**Family Support Center (MPI Service Code 322 Prevention/Diversion)  
2004-2005 Scope of Service/Work Statement and Budget  
COVER PAGE**

**I. Identifying Information**

Name of Family Center: \_\_\_\_\_

Address of Center: \_\_\_\_\_

Address where services will be delivered (complete only if different):

Site Director: \_\_\_\_\_

Phone No: \_\_\_\_\_

Fax No.: \_\_\_\_\_

No Email: \_\_\_\_\_

**Lead Agency:** \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone No: \_\_\_\_\_

Fax No. \_\_\_\_\_

Email: \_\_\_\_\_

Fiscal Contact Person: \_\_\_\_\_

Phone No: \_\_\_\_\_

Fax No: \_\_\_\_\_

Email: \_\_\_\_\_

**II. Community(ies) Served by Center:**

\_\_\_\_\_ Zip Code

\_\_\_\_\_ Zip Code

\_\_\_\_\_ Zip Code

**III. Number of Families to be Served**

1. Projected number of families enrolled as intensive to be served:

▪ Projected number of children: \_\_\_\_\_ Age Range(s): \_\_\_\_\_

2. Projected Number of families enrolled as general to be served:

▪ Projected number of children: \_\_\_\_\_ Age Range(s): \_\_\_\_\_

**IV. Budget**

1. Total DHS Funds (include State grant): \$ \_\_\_\_\_

2. Total Family Center Budget (all sources): \$ \_\_\_\_\_

**V. Preparation of Center's Scope of Services/Work Statement and Budget:** Please indicate who was involved (e.g., site director, center staff, lead agency staff, parents, community members, etc.) in helping to prepare this Family Support Center Scope of Services/Work Statement plan for submission to DHS. Attach a list of the **parents** who were involved and briefly describe the specific role(s) they played in the process.

**Part I: Current Performance: (July 1, 2003 through March 31, 2004 - 2003-2004 Contract )**

**A. Current Funding Summary:** *(What are the specific sources and amounts of funds that were raised and used to support your center in 2003-2004?)*

**B. Current Statistics:** *How many families and children have you served Year-to-Date (YTD) July 1, 2003-March 31, 2004*

1. Projected # of families to be enrolled as *intensive* (2003-2004):

YTD Actual #:

2. Projected # of families to be enrolled as *general* (2003-2004):

YTD Actual #:

3. Projected # of children to be served ages 0-5:

Projected:	Intensive:	General:
YTD Actual #:	Intensive:	General:

4. Projected # of children to be served ages 6-12:

Projected:	Intensive:	General:
YTD Actual #:	Intensive:	General:

5. Projected # of children to be served ages 13-18:

Projected:	Intensive:	General:
YTD Actual #:	Intensive:	General:

6. YTD Actual # of unduplicated child development assessments completed:

7. YTD Actual # unduplicated families who received home visits:

8. YTD Actual # of unduplicated families who have goals plans:

9. Other Statistics *(Are there any other statistics you want to share):*

**C. Current Key Outcomes:** *Describe a few key outcomes for families from your 2003-2004 work statement that your center is proud of.*

**D. Barriers:** Describe any barriers that interfered with your ability to reach your goals for 2003-2004; What strategies have you used or are you using to overcome these?

**Part II. 2004-2005 Proposed Services**

Core service and optional service definitions were developed by family center representatives through a process led by OCD. The core and optional services are listed in the chart below. Because the *core services* are considered *essential for all family support centers*, they have been checked for you as required fields. Please indicate how many unduplicated families enrolled as intensive and general will receive each core service.

For the *optional services*, place an “x” in the box next to those that your family support center will provide and then project the number of unduplicated families enrolled as intensive and general that will be served for each. To place an “x” in the box next to the optional service(s) your center provides, go to “**View**” click on “**toolbars**” choose “**forms**” from the menu and click on the **lock icon**. **Remember to unlock the icon before you proceed to the next section.** Also, estimate the number of service hours for each service. If you do not provide *optional services* just go directly to question #1 in this section.

**A. Core and Optional Services**

Services to be provided	Total # of unduplicated parents and/or children to be served who are enrolled as intensive	Total # of unduplicated parents and/or children to be served who are enrolled as general	Total # of service hours to be provided
<b>Core Services</b>			
<input checked="" type="checkbox"/> Child Development (including assessments)			
<input checked="" type="checkbox"/> Case Management/ Goal Planning			
<input checked="" type="checkbox"/> Parent education (specify the curriculum)			
<input checked="" type="checkbox"/> Health (e.g. Immunizations, insurance, etc.)			
<input checked="" type="checkbox"/> Self-sufficiency			
<b>Optional Services</b>			
<input type="checkbox"/> After school Program			
<input type="checkbox"/> Mental Health Services			
<input type="checkbox"/> Mentoring			
<input type="checkbox"/> Crisis Intervention			
<input type="checkbox"/> Other (specify)			

1. For each service that you checked above, describe how the service will be delivered. (For example: individuals or groups, home visits, center visits, etc.)
  
2. Service Strategies
  - a. Number of unduplicated families enrolled as intensive who will receive home visits:
  - b. In 2004-2005, even if your Center is not a home visiting program, it will be required that all families enrolled as intensive will receive at least one home visit during the contract year.
    - Currently, do all families enrolled as intensive at your center get visited in their homes at least once per year? Circle: Yes No
  - c. Number of unduplicated parents who will participate in parenting groups:
    - Number enrolled as intensive:
    - Number enrolled as general:
  - d. Number of unduplicated parents and children who will participate in parent/child interaction groups
 

# of Parents	# of Children
--------------	---------------
  - e. Number of unduplicated parents who will develop a goal plan for themselves and their children:

3. Other Activities and Services

Describe any other activities the center sponsors that are not included above (e.g., family fun nights, food pantries, field trips, etc.)

4. Transportation

- Does your center have a van?
- If yes, what is it used for?
- Are there other ways through which you offer transportation for families (e.g., MATP)
- If not, do you offer any other kind of transportation? Explain.

5. Does a family have to meet certain criteria in order to participate in any of the activities or services listed above? If yes, please describe.

6. Service Delivery Process: Provide a Step-by-Step Description of the Service Delivery Process from intake to exit including the method(s) used to engage families.

7. Average Frequency and Duration of Service

For each of the services estimate the average frequency and duration.

(e.g., how often are the parenting groups and for how long do they run, how often are home visits made, how long is each visit, etc.).

8. Projected Average and Maximum Length of Service

(Examples: six months, 2 years, 7 years, until child turns six years of age, etc.)

a. Average length of service for families enrolled as intensive:

b. Average length of service for families enrolled as general:

c. Is there a maximum length of service for families enrolled as intensive? If so, what is it?

d. Is there a maximum length of service for families enrolled as general? If so, what is it?

9. Center/Service hours and days of operation

a. List your center hours and days of operation. (If hours change by season, please indicate)

b. If the hours that you provide services to families are different from the center hours, please describe.



**B. Collaboration:** List agencies/organizations with whom you collaborate most often; describe how these collaborations help families.

**Referral Activities:** Indicate the procedure you will use to refer families for services from which they can benefit. Be sure to include follow-up activities.

**CYF Referrals:** Allegheny County Department of Human Services, Office of Children, Youth and Families (CYF) may refer families to your program. Describe the information you will require when CYF refers families to your program. It is of particular importance to DHS that these referrals are carefully tracked.

*If you have a referral form, please attach it.*

**C. Governance** – Describe the ways in which parents are involved in making decisions (Choose 1, 2, or 3):

1. If you have an active parent council, describe:
  - How often it meets
  - Composition (e.g., parents, staff, community)
  - Number of people who serve on it
  - How members are selected
  - The kinds of decisions the Parent Council is responsible for
  - How decisions are documented
  - Are there other opportunities for parents to be involved in decision-making? Describe.
  - If there is a particular staff person who is responsible for parent involvement in governance/decision making, indicate who that is.
2. If your Parent Council is not very active
  - Describe how you will strengthen it
  - Describe any other opportunities you provide for parents to be involved in decisions
  - If there is a particular staff person who is responsible for parent involvement in governance/decision making, indicate who that is.
3. If you do not have a parent council, describe how you involve parents in decisions.
  - If there is a particular staff person who is responsible for parent involvement in governance/decision making, indicate who that is.

**C. Outreach to families:** Centers are responsible for recruiting and retaining families. Briefly describe the strategies you will use to bring families into your center and to retain them once they are enrolled

**Part III. Service Outcomes**

There is a separate chart for each of the five core services. There are two additional charts for you to use for the optional services you provide. If you have only one optional service, just complete one. If you have more than two, copy and complete the form for as many optional services as your center provides. If you have no optional services, don't complete any optional service chart. Be sure these services correspond to the service categories you indicated in the chart on page 2. Below is a sample chart for Child Development. You may need more than one chart for each service if you have several service and outcome goals to include. Just copy the blank if you need more space.

*Example: Core Service # 1: Child Development*

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families</i>  <b>(What?)</b></p>	<p><b>Outcome Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So What?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome</i>  <b>(How Many?)</b></p>	<p><b>Tracking</b>  <i>The methods and Tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome and reporting results</i>  <b>(When &amp; How Often)</b></p>
<p>Example :  Children are provided developmental screenings/ assessments to determine if they are on target.</p>	<p>Children who are enrolled as intensive between the ages of 0-5 will be screened and delays will be detected earlier than their counterparts in the community.</p> <p>Those children who are identified with developmental delays will be referred for early intervention sooner.</p> <p>Children who are identified with developmental delays will receive more intensive and focused child development activities at the center.</p>	<p>100% of the 105 children enrolled as intensive between the ages of 0-5 will be screened.</p> <p>Of the children who are determined to have developmental delays (12), all will be referred for early intervention and/or will receive more intensive focused child development services at center.</p> <p>100% or all 12 of the children who are referred for early intervention will receive needed services from EI and/or the center.</p>	<p>Denver II screening</p> <p>MIS Tracking follow up with parents who are referred to EI MIS Tracking</p> <p>Parents as Teachers</p> <p>File documentation</p>	<p>Every six months through age 5 for all children</p> <p>Follow up with EI or DART every six months</p>

Core Service # 1: Child Development

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families.</i>  <b>(What?)</b></p>	<p><b>Outcomes Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So what?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome or result</i>  <b>(How many?)</b></p>	<p><b>Tracking</b>  <i>The methods and tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome, and reporting results</i>  <b>(When &amp; how often)</b></p>

Core Service # 2: Case Management/Goal Planning

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families.</i>  <b>(What?)</b></p>	<p><b>Outcomes Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So what?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome or result</i>  <b>(How many?)</b></p>	<p><b>Tracking</b>  <i>The methods and tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome, and reporting results</i>  <b>(When &amp; how often)</b></p>

Core Service # 3: Parent Education

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families.</i>  <b>(What?)</b></p>	<p><b>Outcomes Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So what?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome or result</i>  <b>(How many?)</b></p>	<p><b>Tracking</b>  <i>The methods and tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome, and reporting results</i>  <b>(When &amp; how often)</b></p>

Core Service # 4: Health

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families.</i>  <b>(What?)</b></p>	<p><b>Outcomes Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So what?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome or result</i>  <b>(How many?)</b></p>	<p><b>Tracking</b>  <i>The methods and tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome, and reporting results</i>  <b>(When &amp; how often)</b></p>

Core Service # 5: Self-Sufficiency

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families.</i>  <b>(What?)</b></p>	<p><b>Outcomes Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So what?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome or result</i>  <b>(How many?)</b></p>	<p><b>Tracking</b>  <i>The methods and tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome, and reporting results</i>  <b>(When &amp; how often)</b></p>

Optional service # 1: \_\_\_\_\_

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families.</i>  <b>(What?)</b></p>	<p><b>Outcomes Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So what?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome or result</i>  <b>(How many?)</b></p>	<p><b>Tracking</b>  <i>The methods and tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome, and reporting results</i>  <b>(When &amp; how often)</b></p>

Optional service # 2: \_\_\_\_\_

<p><b>Service Goal(s)</b>  <i>The specific goals of the service the center provides for families.</i>  <b>(What?)</b></p>	<p><b>Outcomes Goal(s)</b>  <i>The results that you expect will be achieved from the service</i>  <b>(So what?)</b></p>	<p><b>Performance Measures</b>  <i>The numerical objective for achievement of outcome or result</i>  <b>(How many?)</b></p>	<p><b>Tracking</b>  <i>The methods and tools used to track progress/achievement</i>  <b>(As evidenced by...)</b></p>	<p><b>Time Line</b>  <i>The time frame for tracking progress, achieving this outcome, and reporting results</i>  <b>(When &amp; how often)</b></p>

FY \_\_\_\_ -- \_\_\_\_ FAMILY SUPPORT CENTER BUDGET

I. Personnel A. (list ea. ctr.position w/salary & % time)	ALL DHS FUNDS (STATE AND CYF)	ALL OTHER FUNDING SOURCES	TOTAL CENTER BUDGET
SUBTOTAL SALARIES	\$ _____	\$ _____	\$ _____
B. Fringe			
FICA (Salaries X 7.65%)			
Health Insurance			
Life Insurance			
Retirement			
Workers Compensation			
Unemployment Insurance			
Other			
SUBTOTAL FRINGE:	\$ _____	\$ _____	\$ _____
C. Professional Services (specify)			
SUBTOTAL PROF. SERVICES	\$ _____	\$ _____	\$ _____
<b>SUBTOTAL PERSONNEL (A + B + C)</b>	<b>\$ _____</b>	<b>\$ _____</b>	<b>\$ _____</b>
II. OPERATING			
A. Space			
Rent			
Utilities			
Electric			
Gas			
B. Travel			
Local			
Out of Town			
C. Conference/Workshops/Training			
D. Meeting Expenses			
E. Materials/Supplies (consumables)			
Office Supplies			
Program Materials & Supplies			
F. Postage			
G. Telephone			
H. Other			
I. Indirect Costs			
SUBTOTAL OPERATING	\$ _____	\$ _____	\$ _____
III. Equipment			
A. Purchase			
B. Rental			
SUBTOTAL EQUIPMENT	\$ _____	\$ _____	\$ _____
<b>TOTAL CENTER BUDGET (i + ii + iii)</b>	<b>\$ _____</b>	<b>\$ _____</b>	<b>\$ _____</b>

**V. Budget Narrative**

[Empty box for Budget Narrative]

Use Additional Pages As needed

STATE FAMILY CENTER INITIATIVE BUDGET FORM

Period: \_\_\_\_\_

Grantee: \_\_\_\_\_

CATEGORY	DPW GRANT FUNDS	DHS FUNDING	OTHER FUNDING SOURCES	TOTAL CENTER BUDGET
<b>I. PERSONNEL</b>				
A. Salaries/Wages				
Position % FTE                      Annual Salary				
Subtotal Salaries				
B. Employee Benefits ( _____ %)				
FICA (Salaries x 7.65%)				
Health Insurance				
Life Insurance				
Retirement				
Workers Compensation				
Unemployment Insurance				
Other				
Subtotal Fringe				
<b>TOTAL PERSONNEL</b>				
<b>II. OPERATIONS</b>				
Professional/Technical Services				
Training/Conferences				
Transportation/Travel				
Service Contracts				
Communication				
Facility Expenses				
Supplies				
Evaluation				
Other				
Indirect Costs				
<b>TOTAL OPERATING</b>				
<b>III. EQUIPMENT</b>				
List items over \$500				
<b>TOTAL EQUIPMENT</b>				
<b>TOTAL BUDGET</b>				

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**First Steps Program (MPI Service Code 322 Prevention/Diversion)  
2004-2005 Scope of Service/Work Statement and Budget  
COVER PAGE**

**I. Identifying Information**

Name of Program: \_\_\_\_\_

Address of Program: \_\_\_\_\_

Address where services will be delivered (complete only if different):

*First Steps Program Supervisor:* \_\_\_\_\_

Phone No: \_\_\_\_\_

Fax No.: \_\_\_\_\_

No Email: \_\_\_\_\_

**Lead Agency:** \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone No: \_\_\_\_\_

Fax No. \_\_\_\_\_

Email: \_\_\_\_\_

Fiscal Contact Person: \_\_\_\_\_

Phone No: \_\_\_\_\_

Fax No: \_\_\_\_\_

Email: \_\_\_\_\_

**II. Community(ies) Served by Center:**

\_\_\_\_\_ Zip Code

\_\_\_\_\_ Zip Code

\_\_\_\_\_ Zip Code

**III. Number of Families to be Served**

1. Projected number of families to be served: \_\_\_\_\_  
Projected number of children: \_\_\_\_\_ Age Range(s): \_\_\_\_\_

**IV. Budget**

1. Total DHS Funds (include State grant): \$ \_\_\_\_\_  
2. Total Program Budget (all sources): \$ \_\_\_\_\_

**V. Preparation of Program's Scope of Services/Work Statement and Budget:** Please indicate who was involved (e.g., site director, program staff, lead agency staff, parents, community members, etc.) in helping to prepare this First Steps Program Scope of Services/Work Statement plan for submission to DHS.

**Part I: Current Performance: (July 1, 2003 through March 31, 2004 - 2003-2004 Contract )**

**A. Current Funding Summary:** *(What are the specific sources and amounts of funds that were raised and used to support your Program in 2003-2004?)*

**B. Current Statistics:** *How many families and children have you served Year-to-Date (YTD) July 1, 2003-March 31, 2004*

1. Projected # of families to be enrolled in 2003-2004:

YTD Actual #:

2. Projected # of children to be enrolled by the age 0-6 mos:

YTD Actual:

3. Projected # of First Steps Children to be served 0 – 5:

YTD Actual #:

4. YTD Actual # of unduplicated child development assessments completed:

5. YTD Actual # unduplicated families who received home visits:

6. YTD Actual # of unduplicated families who have goals plans:

7. Other Statistics *(Are there any other statistics you want to share):*

**C. Current Key Outcomes:** *Describe a few key outcomes for families from your 2003-2004 work statement that your program is proud of.*

**D. Barriers:** *Describe any barriers that interfered with your ability to reach your goals for 2003-2004; What strategies have you used or are you using to overcome these?*

**Part II. 2004-2005 Proposed Services**

Some services are listed in the chart below. Place an “x” in the box next to the services you provide to families enrolled in the *First Steps* program. Please indicate how many unduplicated families enrolled will receive each services. Estimate the number of hours for each service.

To place an “x” in the box next to the optional service(s) your center provides, go to “**View**” click on “**toolbars**” choose “**forms**” from the menu and click on the **lock icon**. **Remember to unlock the icon before you proceed to the next section.**

If you don’t provide a service, please mark “N/A”.

**A. Services**

1. For each service that you checked above describe how the service will be delivered (individual, groups, home visits, center visits, etc.)

Services to be provided	Total # of unduplicated parents and/or children to be served who are enrolled	Total # of service hours to be provided
<b>Services</b>		
<input type="checkbox"/> Child Development (including assessments)		
<input type="checkbox"/> Case Management/ Goal Planning		
<input type="checkbox"/> Parent education (specify the curriculum)		
<input type="checkbox"/> Health (e.g. Immunizations, insurance, etc.)		
<input type="checkbox"/> Self-sufficiency		
<input type="checkbox"/> Child and Parent activities		
<input type="checkbox"/> Crisis Intervention		
<input type="checkbox"/> Kindergarten/School Preparation		
<input type="checkbox"/> Mental Health		
<input type="checkbox"/> Pre-natal Services		
<input type="checkbox"/> Other (specify)		

2. Service Strategies

a. Number of unduplicated families enrolled who will receive home visits:

i. Currently, do all families enrolled in First Steps get visited in their homes at least once per year? Circle: Yes No

e. Number of unduplicated parents who will participate in parenting groups:

f. Number of unduplicated parents and children who will participate in parent/child interaction groups

# of Parents

# of Children

e. Number of unduplicated parents who will develop a goal plan for themselves and their children:

3. Other Activities and Services - Describe any other activities the program sponsors that are not included above.

4. Transportation

- Does your program have a van?
- If yes, what is it used for?
- Are there other ways through which you offer transportation for families (e.g., MATP)
- If not, do you offer any other kind of transportation? Explain.

5. Does a family have to meet certain criteria in order to participate in any of the activities or services you provide? If yes, please describe.

6. Service Delivery Process: Provide a Step-by-Step Description of the Service Delivery Process from intake to exit including the method(s) used to engage families.

7. Average Frequency and Duration of Service

For each of the services estimate the average frequency and duration.

(e.g., how often are the parenting groups and for how long do they run, how often are home visits made, how long is each visit, etc.).

8. Projected Average and Maximum Length of Service

(Examples: 6mos, 2 years, until child turns six years of age, 7 years, etc.)

a. Average length of service for families enrolled as intensive:

b. Is there a maximum length of service for families enrolled as intensive? If so, what is it?

9. Program/Service hours and days of operation

a. List your center hours and days of operation. (If hours change by season, please indicate)

b. If the hours that you provide services to families are different from the program hours, please describe.



**B. Collaboration:** List agencies/organizations with whom you collaborate most often; describe how these collaborations help families.

**Referral Activities:** Indicate the procedure you will use to refer families for services from which they can benefit. Be sure to include follow-up activities.

**CYF Referrals:** Allegheny County Department of Human Services, Office of Children, Youth, and Families (CYF) may refer families to your program. Describe the information you will require when CYF refers families to your program. It is of particular importance to DHS that these referrals are carefully tracked.

*If you have a referral form, please attach it.*

**C. Outreach to families:** Centers are responsible for recruiting and retaining families. Briefly describe the strategies you will use to bring families into your center and to retain them once they are enrolled

**Part III. Service Outcomes**

There are seven charts for you to use for each of the services you provide. Use as many as you need. If you have more than seven, copy and complete the form for as many services as your center provides. If you need fewer, then use fewer. Be sure these services correspond to the service categories you indicated in the chart on page 2. Below is a sample chart for Child Development. You may need more than one chart for each service if you have several service and outcome goals to include. Just copy the blank if you need more space.

Example: Service # 1: Child Development

<p>Service Goal(s) The specific goals of the service the center provides for families <b>(What?)</b></p>	<p><b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b></p>	<p><b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b></p>	<p><b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b></p>	<p><b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b></p>
<p>Example: Children are provided developmental screenings/ assessments to determine if they are on target.</p>	<p>Children who are enrolled as intensive between the ages of 0-5 will be screened and delays will be detected earlier than their counterparts in the community.</p> <p>Those children who are identified with developmental delays will be referred for early intervention sooner.</p> <p>Children who are identified with developmental delays will receive more intensive and focused child development activities at the center.</p>	<p>100% of the 105 children enrolled as intensive between the ages of 0-5 will be screened.</p> <p>Of the children who are determined to have developmental delays (12), all will be referred for early intervention and/or will receive more intensive focused child development services at center.</p> <p>100% or all 12 of the children who are referred for early intervention will receive needed services from EI and/or the center.</p>	<p>Denver II screening</p> <p>MIS Tracking</p> <p>Parents as Teachers</p> <p>File documentation</p>	<p>Every six months through age 5 for all children</p> <p>Follow up with EI or DART every six months</p>

Service # 1: \_\_\_\_\_

<b>Service Goal(s)</b> The specific goals of the service the center provides for families <i>(What?)</i>	<b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b>	<b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b>	<b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b>	<b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b>

Service # 2: \_\_\_\_\_

<b>Service Goal(s)</b> The specific goals of the service the center provides for families <i>(What?)</i>	<b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b>	<b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b>	<b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b>	<b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b>

Service # 3: \_\_\_\_\_

<b>Service Goal(s)</b> The specific goals of the service the center provides for families <i>(What?)</i>	<b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b>	<b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b>	<b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b>	<b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b>

Service # 4: \_\_\_\_\_

<b>Service Goal(s)</b> The specific goals of the service the center provides for families <i>(What?)</i>	<b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b>	<b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b>	<b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b>	<b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b>

Service # 5: \_\_\_\_\_

<b>Service Goal(s)</b> The specific goals of the service the center provides for families <i>(What?)</i>	<b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b>	<b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b>	<b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b>	<b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b>

Service # 6: \_\_\_\_\_

<b>Service Goal(s)</b> The specific goals of the service the center provides for families <i>(What?)</i>	<b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b>	<b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b>	<b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b>	<b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b>

Service # 7: \_\_\_\_\_

<b>Service Goal(s)</b> The specific goals of the service the center provides for families <i>(What?)</i>	<b>Outcome Goal(s)</b> <i>The results that you expect will be achieved from the service</i> <b>(So What?)</b>	<b>Performance Measures</b> <i>The numerical objective for achievement of outcome</i> <b>(How Many?)</b>	<b>Tracking</b> <i>The methods and tools used to track progress/achievement</i> <b>(As evidenced by...)</b>	<b>Time Line</b> <i>The time frame for tracking progress, achieving this outcome and reporting results</i> <b>(When &amp; How Often)</b>



**BUDGET NARRATIVE:**

Empty box for budget narrative.

**Use Additional Pages if Needed**

## CHAPTER 5

### OTHER MANUALS

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SERVICE PROVIDER shall comply with all provisions of the following contract specifications manuals:

DHS General Requirements

DHS Payment Provisions/Fiscal Requirements

M/W/DBE

Master Provider Index (MPI) Requirements

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## **APPENDIX A**

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COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF PUBLIC WELFARE  
THE CHILD PROTECTIVE SERVICES LAW  
Title 23 Pa. C. S. A. Chapter 63



**TOM RIDGE**  
GOVERNOR

**FEATHER O. HOUSTOUN**  
SECRETARY, DEPARTMENT OF PUBLIC WELFARE

**OFFICE OF CHILDREN, YOUTH AND FAMILIES**

COV 168 - 3/99

**Child Protective  
Services Law**

**Cross References.** Section 6343 is referred to in section 6340 of this title.

§ 6344. Information relating to prospective child-care personnel.

- a. Applicability.--This section applies to all prospective employees of child-care services, prospective foster parents, prospective adoptive parents, prospective self-employed family day-care providers and other persons seeking to provide child-care services under contract with a child-care facility or program. This section does not apply to administrative or other support personnel unless their duties will involve direct contact with children.

- b. Information submitted by prospective employees.--Administrators of child-care services shall require applicants to submit with their applications the following information obtained within the preceding one-year period:
1. Pursuant to 18 Pa.C.S. Ch. 91 (relating to criminal history record information), a report of criminal history record information from the Pennsylvania State Police or a statement from the Pennsylvania State Police that the State Police central repository contains no such information relating to that person. The criminal history record information shall be limited to that which is disseminated pursuant to 18 Pa.C.S. § 9121(b)(2) (relating to general regulations).
  2. A certification from the department as to whether the applicant is named in the central register as the perpetrator of a founded report of child abuse, indicated report of child abuse, founded report for school employee or indicated report for school employee.
  3. Where the applicant is not a resident of this Commonwealth, administrators shall require the applicant to submit with the application for employment a report of federal criminal history record information. The applicant shall submit a full set of fingerprints to the department. The department shall submit the fingerprints to the Federal Bureau of Investigation in order to obtain a report of Federal criminal history record information and serve as intermediary for the purposes of this section.

For the purposes of this subsection, an applicant may submit a copy of the required information with an application for employment. Administrators shall maintain a copy of the required information and shall require applicants to produce the original document prior to employment.

- c. Grounds for denying employment.--
1. In no case shall an administrator hire an applicant where the department has verified that the applicant is named in the central register as the perpetrator of a founded report of child abuse committed within the five-year period immediately preceding verification pursuant to this section.
  2. In no case shall an administrator hire an applicant if the applicant's criminal history record information indicates the applicant has been convicted of one or more of the following offenses under Title 18 (relating to crimes and offenses) or an equivalent crime under Federal law or the law of another state:
    - Chapter 25 (relating to criminal homicide).
    - Section 2702 (relating to aggravated assault).
    - Section 2709 (relating to harassment and stalking).
    - Section 2901 (relating to kidnapping).

- Section 2902 (relating to unlawful restraint).
  - Section 3121 (relating to rape).
  - Section 3122.1 (relating to statutory sexual assault).
  - Section 3123 (relating to involuntary deviate sexual intercourse).
  - Section 3124.1 (relating to sexual assault).
  - Section 3125 (relating to aggravated indecent assault).
  - Section 3126 (relating to indecent assault).
  - Section 3127 (relating to indecent exposure).
  - Section 4302 (relating to incest).
  - Section 4303 (relating to concealing death of child).
  - Section 4304 (relating to endangering welfare of children).
  - Section 4305 (relating to dealing in infant children).
  - A felony offense under section 5902 (b) (relating to prostitution and related offenses).
  - Section 5903(c) or (d) (relating to obscene and other sexual materials and performances).
  - Section 6301 (relating to corruption of minors).
  - Section 6312 (relating to sexual abuse of children).
  - The attempt, solicitation or conspiracy to commit any of the offenses set forth in this paragraph.
3. In no case shall an administrator hire an applicant if the applicant's criminal history record information indicates the applicant has been convicted of a felony offense under the act of April 14, 1972 (P.L.233, No. 64), known as the controlled substance, drug, device and cosmetic act, committed within the five- year period immediately preceding verification under this section.
- d. Prospective adoptive or foster parents.--With regard to prospective adoptive or prospective foster parents, the following shall apply:
1. In the course of causing an investigation to be made pursuant to section 2535(a) (relating to investigation), an agency or person designated by the court to conduct the investigation shall require prospective adoptive parents to submit the information set forth in subsection (b)(1) and (2) for review in accordance with this section.

2. In the course of approving a prospective foster parent, a foster family care agency shall require prospective foster parents to submit the information set forth in subsection (b)(1) and (2) for review by the foster family care agency in accordance with this section.

**APPENDIX B**  
**MANDATED REPORTING REQUIREMENTS**

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**Pennsylvania Consolidated Statutes, Domestic Relations,  
Title 23, Abuse of Family  
Chapter 63, Child Protective Services  
Subchapter B, Provisions and Responsibilities for  
Reporting Suspected Child Abuse**

**§ 6311. Persons required to report suspected child abuse.**

(a) General rule.--Persons who, in the course of their employment, occupation or practice of their profession, come into contact with children shall report or cause a report to be made in accordance with section 6313 (relating to reporting procedure) when they have reasonable cause to suspect, on the basis of their medical, professional or other training and experience, that a child coming before them in their professional or official capacity is an abused child. Except with respect to confidential communications made to an ordained member of the clergy which are protected under [42 Pa.C.S. § 5943 \(relating to confidential communications to clergymen\)](#), the privileged communication between any professional person required to report and the patient or client of that person shall not apply to situations involving child abuse and shall not constitute grounds for failure to report as required by this chapter.

(b) Enumeration of persons required to report.--Persons required to report under subsection (a) include, but are not limited to, any licensed physician, osteopath, medical examiner, coroner, funeral director, dentist, optometrist, chiropractor, podiatrist, intern, registered nurse, licensed practical nurse, hospital personnel engaged in the admission, examination, care or treatment of persons, Christian Science practitioner, member of the clergy, school administrator, school teacher, school nurse, social services worker, day-care center worker or any other child-care or foster-care worker, mental health professional, peace officer or law enforcement official.

(c) Staff members of institutions, etc.--Whenever a person is required to report under subsection (b) in the capacity as a member of the staff of a medical or other public or private institution, school, facility or agency, that person shall immediately notify the person in charge of the institution, school, facility or agency or the designated agent of the person in charge. Upon notification, the person in charge or the designated agent, if any, shall assume the responsibility and have the legal obligation to report or cause a report to be made in accordance with section 6313. This chapter does not require more than one report from any such institution, school, facility or agency.

(d) Civil action for discrimination against person filing report.--Any person who, under this section, is required to report or cause a report of suspected child abuse to be made and who, in good faith, makes or causes the report to be made and, as a result thereof, is discharged from his employment or in any other manner is discriminated against with respect to compensation, hire, tenure, terms, conditions or privileges of employment, may commence an action in the court of common pleas of the county in which the alleged unlawful discharge or discrimination occurred for appropriate relief. If the court finds that the person is an individual who, under this section, is required to report or cause a report of suspected child abuse to be made and who, in good faith, made or caused to be made a report of suspected child abuse and, as a result thereof, was

discharged or discriminated against with respect to compensation, hire, tenure, terms, conditions or privileges of employment, it may issue an order granting appropriate relief, including, but not limited to, reinstatement with back pay. The department may intervene in any action commenced under this subsection.

**§ 6312. Persons permitted to report suspected child abuse.**

In addition to those persons and officials required to report suspected child abuse, any person may make such a report if that person has reasonable cause to suspect that a child is an abused child.

**§ 6313. Reporting procedure.**

(a) General rule.--Reports from persons required to report under section 6311 (relating to persons required to report suspected child abuse) shall be made immediately by telephone and in writing within 48 hours after the oral report.

(b) Oral reports.--Oral reports shall be made to the department pursuant to Subchapter C (relating to powers and duties of department) and may be made to the appropriate county agency. When oral reports of suspected child abuse are initially received at the county agency, the protective services staff shall, after seeing to the immediate safety of the child and other children in the home, immediately notify the department of the receipt of the report, which is to be held in the pending complaint file as provided in Subchapter C. The initial child abuse report summary shall be supplemented with a written report when a determination is made as to whether a report of suspected child abuse is a founded report, an unfounded report or an indicated report.

(c) Written reports.--Written reports from persons required to report under section 6311 shall be made to the appropriate county agency in a manner and on forms the department prescribes by regulation. The written reports shall include the following information if available:

1. The names and addresses of the child and the parents or other person responsible for the care of the child if known.
2. Where the suspected abuse occurred.
3. The age and sex of the subjects of the report.
4. The nature and extent of the suspected child abuse, including any evidence of prior abuse to the child or siblings of the child.
5. The name and relationship of the person or persons responsible for causing the suspected abuse, if known, and any evidence of prior abuse by that person or persons.
6. Family composition.
7. The source of the report.

8. The person making the report and where that person can be reached.
9. The actions taken by the reporting source, including the taking of photographs and X-rays, removal or keeping of the child or notifying the medical examiner or coroner.
10. Any other information which the department may require by regulation.

(d) Failure to confirm oral report.--The failure of a person reporting cases of suspected child abuse to confirm an oral report in writing within 48 hours shall not relieve the county agency from any duties prescribed by this chapter. In such event, the county agency shall proceed as if a written report were actually made.

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**APPENDIX C**  
**MPI SERVICE NAMES AND CODES**

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### **MPI SERVICE NAMES AND CODES**

The appropriate service name and code should be identified on each workstatement (Exhibit A) attached to your agreement and incorporated therein.

<b>Service Id</b>	<b>Service Name</b>
326	Adoption
To be assigned	Concrete Goods and Services
339	Day Care
To be assigned	Day Treatment
To be assigned	Education
324	Foster Family Care
325	Group Home
To be assigned	Health/Mental Health Services
To be assigned	Housing
327	Independent Living
328	In-Home
330	Kinship Care
To be assigned	Legal Services
322	Prevention/Diversion
332	Residential
334	RTF - Non-JCAHO
333	RTF-JCAHO
335	Shelter
To be assigned	Support Services
337	Training
338	Transportation

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**APPENDIX D  
FAMILY SUPPORT PROGRAM  
QUALITY SELF ASSESSMENT TOOL**

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## Family Support Program Quality Self Assessment Tool

### Purpose

#### What is this?

A mirror, a reflection.

A tool to help you answer the questions:

- Does my center implement the principles of family support?
- How can we enhance our center and challenge ourselves to do even more to implement the principles?

This tool should help center's determine:

- if they are meeting the minimal operational characteristics for each standard,
- where and how they exceed the minimal operational characteristics
- where and how they would like to enhance the practices of their center

#### Background:

Allegheny County Family Support Centers adhere to the family support principles.

- The centers and their lead agencies created and agreed to implement program quality standards that put the principles into practice.
- These program quality standards have minimum standards and indicators to give centers a place to start.
- All centers are expected to meet the minimum standards and indicators.
- Most centers exceed the minimum standards in many ways.

## Use of the Tool

**How to use tool:** It is up to you!

There are many ways to use this tool. Here are some ideas:

- Review all standards annually at a staff & parent retreat.
- Staff evaluate all standards, bring the standards that need enhancement strategies to Parent Council.
- Parent Council evaluates all standards and brings to Staff the standards that need enhancement strategies.
- Look at one standard a month at each Parent/Staff governance meeting.
- Lead agency sets up a parent/staff task force to review all standards.

**The Format:** Has to match your strategy.

- The attached format could be used for staff review.
- The format needs to be revised for family friendly use.
- The examples under ways we exceed are just that: EXAMPLES, not what you must do!

**How to use results:** It is up to you in your center. Plus, an aggregate report will be written as a “state-of-the-union!”

There are many ways to use the results. Here are some ideas:

- Create an enhancement plan with your OCD technical assistance partner.
- Create an internal committee to implement new ideas.
- All sites will be asked to send results to OCD for a system wide report on how we’re all doing and to help identify cross-site training needs.

Center \_\_\_\_\_ Completed by \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

Standard 1: Governance that includes parents and makes significant decisions about center operations.

<b>Approved Minimum Standards for Quality:</b> <b>Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum?</b> <b>Below are *SAMPLES* that may apply.</b> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section.</b> <b>Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>A Governance process that includes parents.</i></p> <p>100% Parent committee/ council that meets regularly.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents make decisions on how their committee/council will be structured (e.g. write/vote on by-laws, establish rules of conduct, etc.)</li> <li><input type="checkbox"/> Parent council uses office space onsite when provided. (e.g. desk, phone, computer, internet, etc.)</li> <li><input type="checkbox"/> Parent Council holds elections for officers and/or for representatives to other governing bodies or other positions (e.g. Policy Council, agency Board, Community Voices, etc.)</li> <li><input type="checkbox"/> Parents participate in a decision-making role in center programming and/or grant development (e.g. writing and GAPS program).</li> <li><input type="checkbox"/> Center has a parent/staff decision making body.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minutes including attendance, date &amp; time of meeting, issues discussed, decisions made and next steps are recorded for each parent committee/council meeting.</li> <li><input type="checkbox"/> Center disseminates minutes to all parents &amp; staff (e.g. posted in center, published in center newsletter, sent to all parents via mail, via home visitor, etc.)</li> </ul>	

Standard 1: Governance that includes parents and makes significant decisions about center operations.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
		<input type="checkbox"/> Centers provide written information to staff and parents regarding their roles & responsibilities.	



Standard 1: Governance that includes parents and makes significant decisions about center operations.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
		<p>(e.g. February: focus groups, April: parent/staff/Board rep meeting, etc.)</p> <p><input type="checkbox"/> Agency bylaws reflect the role of parents in the hiring process, program development and/or program satisfaction</p>	

Standard 1: Governance that includes parents and makes significant decisions about center operations.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Families are involved with mechanism for tracking progress toward program goals.</i></p> <p>Annual strategic planning process. (e.g. How are we doing program self-assessment?)</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents and staff implement strategies to improve the program.</li> <li><input type="checkbox"/> Parents and staff use the program self-assessment process established by Family Support America, which has strategies for parent involvement in the ongoing tracking of center progress.</li> <li><input type="checkbox"/> A parent and/or parent/staff committee meets on a regular basis to examine center's compliance with the determined quality standards.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An annual event or calendar identifies time for the parent governance group to approve all program goals and objectives and annual program plans.</li> <li><input type="checkbox"/> Center disseminates to all parents annual calendar that identifies when and where the progress toward program goals will be reviewed.</li> </ul>	

Standard 1: Governance that includes parents and makes significant decisions about center operations.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Process to assess family satisfaction with services.</i></p> <p>Annual process. (e.g. How are we doing?)</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> After every training, parents and staff complete a survey to share feedback.</li> <li><input type="checkbox"/> Site Director visits or calls some/all families on a yearly basis to assess satisfaction with direct services.</li> <li><input type="checkbox"/> A focus group of parents is conducted by someone not employed by the center to discuss satisfaction with services and recommendations for changes.</li> <li><input type="checkbox"/> Parents participate in focus groups.</li> <li><input type="checkbox"/> Before activities and calendars are set and disseminated, staff polls a broad sample of parents to determine best times for activities.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At enrollment, staff makes all parents aware of the process in place to assess satisfaction with services.</li> <li><input type="checkbox"/> Site Director writes results of the family satisfaction process into a report, disseminates in the center newsletter and/or gives to the agency Board of Directors.</li> </ul>	

Standard 1: Governance that includes parents and makes significant decisions about center operations.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Training opportunities for parents.</i></p> <p>One Parent identified as Community Voices Rep. Opportunity for parents to attend Family Support Conference.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Center provides parents with information on all training opportunities identified for staff in a consistent and easily accessible way (e.g. on-site, OCD, other venues, conferences).</li> <li><input type="checkbox"/> Parents and staff attend appropriate trainings.</li> <li><input type="checkbox"/> Centers offer active families registration fees, transportation and reimbursement for childcare to facilitate attendance at relevant conferences.</li> <li><input type="checkbox"/> Staff and parent council support and encourage several parents to attend regularly Community Voices.</li> <li><input type="checkbox"/> Staff or parents distribute parent created training and activity manual to newly enrolled families.</li> <li><input type="checkbox"/> Agency sponsors annual retreat for Parent Council for training, community building, and planning.</li> <li><input type="checkbox"/> Parents create agenda for retreat.</li> <li><input type="checkbox"/> Parents present to advisory groups of both center and agency.</li> <li><input type="checkbox"/> Parents attend Community Voices, retreats and other conferences available.</li> <li><input type="checkbox"/> Staff polls a broad sample of parents to determine best times for them to attend training programs and meetings.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p>	

Standard 1: Governance that includes parents and makes significant decisions about center operations.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Site Director assigns a staff member or parent to provide outreach and opportunities to other parents to participate in training opportunities. If staff, their job description and performance appraisal includes this task.</li> <li><input type="checkbox"/> Center annually develops goals for the number of parents that will participate in training opportunities. Their attendance is tracked.</li> <li><input type="checkbox"/> Parents sign off on any materials they receive to ensure all opportunities and information goes to all parents.</li> </ul>	

Center \_\_\_\_\_ Completed by \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

Standard 2: A welcoming drop in center that supports activities of interest to families including self help and mutual aid groups, programs, classes and family activity nights.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Clean, child and family friendly, accessible centers.</i></p> <p>Signs &amp; activity calendars are posted. Activities scheduled some evening &amp; weekend hours. A process exists for cleaning the center and equipment.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Center is accessible for a wheelchair with wheelchair accessible bathrooms.</li> <li><input type="checkbox"/> Center has additional supports for families with special needs (e.g. signs in brail, handicapped parking, etc.)</li> <li><input type="checkbox"/> Center has access to outdoor play equipment that is safe, accessible and free from debris.</li> <li><input type="checkbox"/> Parents are reminded of activities through phone calls and other outreach strategies.</li> <li><input type="checkbox"/> Center has evening and/or weekend hours at least once a week to accommodate working families.</li> <li><input type="checkbox"/> Individual parents and children receive acknowledgement as members of the center (e.g. birthday celebrations, opportunities for recognizing volunteers, etc.)</li> <li><input type="checkbox"/> Calendar includes several different types of activities, such as support groups, classes, parent child play groups, discussion groups, etc.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A staff person is responsible for monitoring the cleanliness of the center. For</li> </ul>	

Standard 2: A welcoming drop in center that supports activities of interest to families including self help and mutual aid groups, programs, classes and family activity nights.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
		<p>example, a staff member ensures that a checklist of what needs to be cleaned, signed and dated when completed is reviewed weekly.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A staff person is responsible for monitoring and/or sanitizing toys on a daily basis.</li> <li><input type="checkbox"/> A staff person is responsible for regularly updated center signs and activity calendar.</li> <li><input type="checkbox"/> Annually, families provide input (via survey, focus groups, group meetings, etc.) to create the center schedule (i.e. hours of operations) and calendar (i.e. types of activities and groups).</li> <li><input type="checkbox"/> Parent group assesses the “family friendliness” of the center at least twice per year.</li> </ul>	



Standard 2: A welcoming drop in center that supports activities of interest to families including self help and mutual aid groups, programs, classes and family activity nights.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Materials &amp; activities that reflect the culture of the participants.</i></p> <p>Process where parents have input into selection of materials. Exposure to multiple cultures occurs through materials and/or activities.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Center has resource lending library of activities, toys and materials for parents with children.</li> <li><input type="checkbox"/> Flyers, brochures, books and/or newsletter are written in the languages of all those in the community.</li> <li><input type="checkbox"/> Toys and books represent cultural diversity.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annual meeting with parents includes a discussion of materials needed in the center and/or on home visits. When possible, provide parents with options of items that can be purchased from which they can choose.</li> </ul>	

Standard 2: A welcoming drop in center that supports activities of interest to families including self help and mutual aid groups, programs, classes and family activity nights.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Does your center exceed the minimum? Below are *SAMPLES* that may apply. (check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>All activities offered by staff/families are guided by the Family Support Principles.</i></p> <p>Principles are displayed. Staff and parents review principles annually through program planning (e.g. How are we doing?)</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents read principles at Parent Council meetings and at parent groups.</li> <li><input type="checkbox"/> Staff review and discuss principles at staff meetings.</li> <li><input type="checkbox"/> Parents discuss principles semi-annually.</li> <li><input type="checkbox"/> Newsletter focuses on the principles or on one principle providing implementation examples.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Center schedules annual meeting, and all staff and participating parents are aware of the date at least two months in advance. Agenda includes creative, interactive strategies for review of the principles.</li> </ul>	

Center \_\_\_\_\_

Completed by \_\_\_\_\_

Position \_\_\_\_\_ Date \_\_\_\_\_

Standard 3: Individual Family Support Work and Advocacy that can provide support in family goal-setting, and may include home visiting.

<b>Approved Minimum Standards for Quality:</b> <b>Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>All families have the opportunity for assessment, goal setting and goal achieving activities at a mutually agreed upon frequency.</i></p> <p>Each family requesting intensive services is assigned a "primary" staff within 6 weeks of enrollment. The staff assists with long and short term goal setting. Progress is reviewed semi-annually. Assessments include family</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff are highly qualified in developing individualized goal plans.</li> <li><input type="checkbox"/> Assessment tools are respectful of each family's diversity and cultural background.</li> <li><input type="checkbox"/> Staff engage in a process of partnership building with families to build trust before goal planning.</li> <li><input type="checkbox"/> All agencies supporting a family integrate one goal plan to avoid confusion and duplication.</li> <li><input type="checkbox"/> Staff and parents update goal plans every three months in order to track progress and create new goals.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A policy/plan and a tracking system exist to ensure that families are assigned to a primary staff within timeframe established by center.</li> <li><input type="checkbox"/> A parent group approves new assessment tools before implementation and reviews existing tools annually.</li> <li><input type="checkbox"/> A policy/plan and a tracking system exist to ensure that families complete assessments and goal plans within timeframe established by center.</li> </ul>	

Standard 3: Individual Family Support Work and Advocacy that can provide support in family goal-setting, and may include home visiting.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
self-assessment, staff assessment and partnership agreement.		<input type="checkbox"/> Staff and parents have flexibility in identifying and working through barriers to accomplish realistic goals.	

Standard 3: Individual Family Support Work and Advocacy that can provide support in family goal-setting, and may include home visiting.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically. (check or list only those for which you have evidence)</i>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Home visiting, for those who offer it, is offered by trained staff who know and implement Family Support Principles.</i></p> <p>Regularity of visits is known to family and staff. Records reviewed monthly, home visits observed annually.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff providing home visits are highly qualified: CDA, associate, bachelor and master degree (child development) and/or multiple years in family support.</li> <li><input type="checkbox"/> Staff visit families receiving “intensive” services at least twice a month.</li> <li><input type="checkbox"/> Center expects staff to make multiple attempts to visit families. Staff records and monitors these attempts/visits.</li> <li><input type="checkbox"/> Center has system in place to reassess home visiting service.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The task of monitoring home visit contacts forms on a monthly basis is on a staff member’s job description and included in their performance appraisal.</li> <li><input type="checkbox"/> The task of observing home visits annually is on a staff member’s job description and included in their performance appraisal.</li> <li><input type="checkbox"/> Staff use a checklist that identifies the items reviewed on a home visit contact form and during the observation of a home visit.</li> </ul>	

Center \_\_\_\_\_ Completed by \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

Standard 4: Effective referrals and advocacy on behalf of the families to other programs and services, including schools and income maintenance services and health services.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> (check or list only those for which you have evidence)	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
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Standard 4: Effective referrals and advocacy on behalf of the families to other programs and services, including schools and income maintenance services and health services.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Families are aware of comprehensive services &amp; expected outcomes.</i></p> <p>Families receive a "Menu" of services &amp; activities at enrollment. Staff informs family of principles, expected outcomes &amp; standards within a month of enrollment.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborating agencies give presentations to parent groups on a regular basis.</li> <li><input type="checkbox"/> Opportunities for continuum of services exist through formal interagency agreements, subcontracts and/or memo of understanding.</li> <li><input type="checkbox"/> Staff participate in informal networks in the community.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents review list of collaborating agencies to assess comprehensiveness and help to identify agencies with which to create new collaborations.</li> </ul>	

Standard 4: Effective referrals and advocacy on behalf of the families to other programs and services, including schools and income maintenance services and health services.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Trained staff offers referrals to meet the needs, hopes &amp; aspirations of the family.</i></p> <p>Accessible materials are displayed from other local agencies (e.g. resource directories, brochures). Staff meet and track all referral requests.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff provide appropriate materials from other agencies to parents based on specific needs and goals.</li> <li><input type="checkbox"/> At each home visit, staff and families review the external services families received, discuss barriers, and develop strategies as necessary.</li> <li><input type="checkbox"/> Staff and families collaboratively assess families' needs, hopes and aspirations to make appropriate, relevant referrals.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff document all efforts to ensure family awareness of community resources.</li> <li><input type="checkbox"/> Site Director assigns one staff member to be accountable for outreach to new organizations and services in the community.</li> <li><input type="checkbox"/> Staff have access to internal or external resources to meet tangible, emergency needs that may arise for families (food, clothing, shelter, medical, etc.)</li> </ul>	

Standard 4: Effective referrals and advocacy on behalf of the families to other programs and services, including schools and income maintenance services and health services.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Trained staff serve as liaison to meet the needs, hopes &amp; aspirations of the family.</i></p> <p>Liaison function includes phone calls, letters or accompaniment in a supportive role.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff and parents support the development of neighborhood parent support system.</li> <li><input type="checkbox"/> Staff are available to accompany families to new and/or difficult external appointments when requested.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family support staff and staff of other agencies' staff hold face-to-face meetings on a regular basis to ensure ease and accuracy when making a referral.</li> <li><input type="checkbox"/> Site Director reviews documentation of all follow up activities for all referrals on a regular basis.</li> </ul>	

Standard 4: Effective referrals and advocacy on behalf of the families to other programs and services, including schools and income maintenance services and health services.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Trained staff advocate with families in meeting their needs, hopes &amp; aspirations.</i></p> <p>Advocacy includes brokering, active participation and active involvement in follow-up.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff and families hold family case conferences on a regular basis to identify barriers, and develop strategies to help individual families get the services they want.</li> <li><input type="checkbox"/> Center integrates staff from other agencies, co-located in family support, into the staff team.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annually, staff and parents identify service gaps and unmet tangible needs and report to DHS, Roundtable, advocacy groups, etc.</li> <li><input type="checkbox"/> Staff document external agency non-responsiveness to families; supervisors intervene when appropriate.</li> </ul>	

Standard 4: Effective referrals and advocacy on behalf of the families to other programs and services, including schools and income maintenance services and health services.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Program coordination/ collaboration exists to meet family needs &amp; to ensure a Family Support approach to the referral network.</i></p> <p>Annual strategic planning meeting identifies one issue for partners to resolve through formal and/or informal collaboration.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple paid and unpaid service providers who support individual families are all coordinated through one plan.</li> <li><input type="checkbox"/> Center shares space with other agencies in their site.</li> <li><input type="checkbox"/> Center serves as host for community groups for meetings and events as a way to coordinate and collaborate community efforts.</li> <li><input type="checkbox"/> Family support staff, behavioral health staff and family meet jointly on home visits and in the center to address difficult issues.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff and parents attend collaboration meetings within the community and surrounding areas.</li> <li><input type="checkbox"/> Co-located programs meet to ensure coordination, no duplication, and a shared approach to families.</li> </ul>	

Center \_\_\_\_\_ Completed by \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

Standard 5: Parent, Parent/Child and Child focused developmental activities are included in center-based and individual family support activities.

<b>Approved Minimum Standards for Quality:</b> <b>Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>All children under age 5 are developmentally assessed.</i></p> <p>Children are screened with ELAP, LAP, Denver II or DOCS. Following enrollment, children are screened w/in 45 days home based, 90 days center based programs &amp; then every 6 months.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents get verbal and written documentation of results of child's developmental screening.</li> <li><input type="checkbox"/> Families have one plan that integrates family development and child development goals.</li> <li><input type="checkbox"/> Parents are key partners in the child's developmental screening.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervisors remind staff monthly about their about upcoming assessment deadlines.</li> <li><input type="checkbox"/> A policy exists to guide staff in the number of attempts and how to document the attempts to ensure completion of assessments.</li> <li><input type="checkbox"/> Annually a qualified child development specialist observes and provides feedback to staff on their child assessments.</li> </ul>	

Standard 5: Parent, Parent/Child and Child focused developmental activities are included in center-based and individual family support activities.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>All children suspected of a developmental delay are referred to early intervention with advocacy.</i></p> <p>Children screened with 25% delay in one developmental domain get referred to EI provider. Track and/or advocate services delivered w/in 3 mos. Provide transportation &amp; other supports.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff refer children with behavioral problems to appropriate programs.</li> <li><input type="checkbox"/> Staff have knowledge of appropriate referral sources and intake procedures in lead agency and within the County.</li> <li><input type="checkbox"/> Children referred to EI continue to receive services from the center.</li> <li><input type="checkbox"/> Staff assist parents in follow up with EI to ensure that child receives services</li> <li><input type="checkbox"/> Staff obtain reports from EI regularly and use them to plan coordinated services for the child.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff know appropriate EI referral strategies and have annual face to face meeting with EI intake workers.</li> <li><input type="checkbox"/> Site Directors review data reports on EI referrals on a regular basis.</li> <li><input type="checkbox"/> Staff report barriers to EI and behavioral health agencies to EI providers, Roundtable, Lead Agency, advocacy groups, etc.</li> </ul>	

Standard 5: Parent, Parent/Child and Child focused developmental activities are included in center-based and individual family support activities.

<p><b>Approved Minimum Standards for Quality:</b> <b>Approved Indicator:</b></p>	<p><b>Met</b></p>	<p><b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b></p>	<p><b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b></p>
<p><i>All centers offer developmentally appropriate parent, parent/child programs.</i></p> <p>Home based and/or center based programs have developmentally appropriate curriculum (e.g. PAT) &amp; parent/child groups (2x/month).</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmentally appropriate curriculum guides parent/child playgroups; each session has a written plan and follow-up activities for families to implement at home.</li> <li><input type="checkbox"/> Parents and staff schedule parent child playgroups based on the needs of parents and children.</li> <li><input type="checkbox"/> Parent child playgroups include developmentally appropriate self-expression opportunities such as art, music, movement and dialogue.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff use the aggregate child development scores to ensure that the curriculum is comprehensive and targeted to the needs, e.g. additional activities for language development are developed and integrated.</li> <li><input type="checkbox"/> Staff and parents assess appropriate materials and equipment available for groups at least annually.</li> </ul>	

Standard 5: Parent, Parent/Child and Child focused developmental activities are included in center-based and individual family support activities.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check or list only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>All centers offer parenting education opportunities.</i></p> <p>Parent education, delivered through home based or group meetings, has a parenting curriculum. Parents groups have a minimum duration of 6 wks.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The parent education group has reasonable, specific and well-articulated goals.</li> <li><input type="checkbox"/> Parent education group flexibly uses a curriculum to meet the needs of the parents and target the goals of the group.</li> <li><input type="checkbox"/> Staff incorporates parent input into the curriculum and design, including: topics, speakers, activities, etc.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitators are trained in parent education curriculum, group process, and building and enhancing staff/parent and peer relationships.</li> <li><input type="checkbox"/> A supervisor observes groups and provides written feedback to the facilitator.</li> </ul>	

Center \_\_\_\_\_ Completed by \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

Standard 6: Outreach and Community education efforts specifically around very young children and their families, including a strong center focus on families with children pre-natal to school age.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Establish outreach/recruitment strategy that targets families unserved through other systems as well as families referred by other community partners.</i></p> <p>Outreach strategies are planned, reviewed and implemented 4x per year.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff and parents plan and implement outreach strategies. A list of options is reviewed for appropriateness including but not limited to: door-to-door outreach; participate in school district events; distribute flyers and put information in local church bulletins; parents given incentives to get other parents to enroll, etc.</li> <li><input type="checkbox"/> Center establishes partnerships with community resources and uses partners as recruitment opportunities. (e.g. Center is community based site for Medical Assistance Transportation Program, center offers weekly bread bank to the community, Domestic Violence Intervention project brings families to center, etc.)</li> <li><input type="checkbox"/> Center sponsors open houses regularly where new families are introduced to the center.</li> <li><input type="checkbox"/> Staff and parents recruit for enrollment families who access any center's programs.</li> <li><input type="checkbox"/> Staff and parents work with local neighborhood schools to recruit families with pre-school age children.</li> <li><input type="checkbox"/> Center participates in civic groups' activities to get out information about the center.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p>	

Standard 6: Outreach and Community education efforts specifically around very young children and their families, including a strong center focus on families with children pre-natal to school age.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Center establishes and implements a "recruitment to enrollment" plan that identifies staff/parents responsible for contacting referred or newly recruited families with timeframes for each contact.</li> <li><input type="checkbox"/> Centers, with parent input, devise a plan to follow up with families that have casual contact with the center.</li> <li><input type="checkbox"/> Centers, with parent input, devise a plan to follow up with families in need of the center's services as identified by local schools, etc.</li> </ul>	

Center \_\_\_\_\_ Completed by \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

Standard 7: Attention to quality and management, including training and staff development for the family center workforce, that insures workers share the philosophy and have the skills for their particular jobs. \*Inclusive management and accountability.

<b>Approved Minimum Standards for Quality: Approved Indicator:</b>	<b>Met</b>	<b>Indicators that Exceed Minimum</b> <i>Note: these are examples from the field written generically.</i> <b>(check only those for which you have evidence)</b>	<b>If there is a plan to enhance in this area, please complete this section. Please indicate what indicators you expect to achieve within the next 12 months.</b>
<p><i>Specific orientation &amp; minimum training including: one week pre service training for new staff; &amp; 20 hours a year of in service training on family support relevant content including supervision skills and governance.</i></p> <p>Pre-service at OCD for all new staff at next available class. Each staff training plan is based on individual goals, job position &amp; annual performance review. Staff training records are maintained, updated annually &amp; housed in personnel files.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agency provides for staff, agency, and center, orientation to principles, practices, and policies within the first 30 days of employment.</li> <li><input type="checkbox"/> Each FDS completes Parents as Teachers training for birth – 3 years (35 hours) and 3 – 5 years (24 hours).</li> <li><input type="checkbox"/> Individualized professional development plans identify and include training opportunities that will help to prepare staff for potential promotions.</li> <li><input type="checkbox"/> Staff develops and reviews staff development plans every six months.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agency and/or center develop standards for professional development activities that exceed the minimum standard (20 hours annually) and monitor for compliance.</li> </ul>	

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<p><i>System for managing/tracking information for program development, program monitoring, program reporting &amp; evaluation.</i></p> <p>Centers participate in monthly, county-wide, family support data collection process. Annual strategic planning meeting uses program data (e.g. How are we doing?).</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Site Director uses MIS report on a defined, regular basis for monitoring enrollment and service delivery</li> <li><input type="checkbox"/> At least one staff member is responsible to represent the center and translate the information learned at the MIS Users group.</li> <li><input type="checkbox"/> Staff get MIS reports monthly that inform their practice (e.g. due dates for IFSPs, assessments, etc.)</li> <li><input type="checkbox"/> Center has HIPAA regulations/policies in place.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance Appraisals include the use of data to inform the practice for Site Directors and other staff as appropriate</li> <li><input type="checkbox"/> Site Director distributes data reports to all participants prior to annual planning meetings.</li> </ul>	

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<p><i>Policy and procedures in place for fiscal and human resource management &amp; accountability.</i></p> <p>Every lead agency has a policy and procedure manual at each site and/or for each employee. Every site follows lead agency fiscal policies.</p>	<p>Y <input type="checkbox"/></p> <p>N <input type="checkbox"/></p>	<p><b>Ways that our center exceeds the minimum (describe):</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead agency representative reviews policy and procedures manual with staff and parents yearly.</li> <li><input type="checkbox"/> The agency policy and procedures manual clearly articulates the parents' roles in hiring staff.</li> <li><input type="checkbox"/> Site Directors have an annual budget and are accountable for ensuring reasonable and appropriate spending.</li> </ul> <p><b>What are we doing to ensure that we always meet this standard?</b></p> <p>Other ideas (if true for your center, check the box):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annual individualized staff signatures document that agency policy and procedure manuals were reviewed.</li> <li><input type="checkbox"/> A staff person's job description includes ensuring parent involvement as described in policy and procedures manual.</li> <li><input type="checkbox"/> Policy &amp; procedure manual describes the procedures for reporting suspected child abuse and neglect.</li> </ul>	

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