



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

S A V I
SELF-ASSESSMENT AND VALIDATION INSTRUMENT
[REVISED OCTOBER 2006]

HIPPY SELF-ASSESSMENT AND VALIDATION INSTRUMENT (SAVI)

GOAL

The primary purpose of the HIPPY Self-Assessment and Validation Instrument (SAVI) is to:

- **Help local HIPPY staff evaluate all aspects of their HIPPY program operations**
- **To guide the implementation of high quality services that result in the outcomes/impacts outlined in the HIPPY Logic Model, including:**
 - Parents learn to initiate, monitor and direct children's educational experiences in the home
 - Parents gain confidence in their role of their child's most influential teacher
 - Parents become familiar with child development concepts and terminology; they learn the language of the schools
 - Parents increase their communication skills and become more effective advocates for their children
 - Parents increase their skills in parenting, organization and time management
 - Parents become more actively involved in their children's lives overall and in the community
 - Parents have increased opportunities for social interactions and to learn about parenting, school involvement and community resources
 - Parents assume an active role as children enter the formal academic environment
 - Parent-child relationships are improved
 - Children acquire skills and values that display a predisposition to learning
 - Children acquire pre-academic skills and knowledge in key educational domains
 - Children are prepared for school and beyond
 - Children are more self-confident in their role as learners
 - Children achieve long-term academic success
 - Children receive the message that education is an important value for their family
 - Families gain increased self-reliance and self-sufficiency
 - Family relationships improve
 - Family involvement in local community activities is increased
 - Literacy in the home environment increases
 - Home visitors acquire and hone skills that improve their future marketability to employers
 - Increased economic development occurs within the community

In addition, the SAVI allows:

- **Local program staff to better understand how activities and procedures influence the capacity to serve families**
- **Identification of the activities, tasks, processes and relationships that - if implemented consistently- will provide optimal services to participating families**
- **Local program staff to determine how their activities and practices meet HIPPY USA's mission, HIPPY program guidelines, and the obligations and responsibilities set forth in the contractual agreement**
- **Local program staff to gain useful information to support programmatic planning and improvement efforts**
- **HIPPY USA to receive feedback to aid in maintaining the integrity of the HIPPY model.**

OTHER ADVANTAGES

- **Guide programmatic design** for new start-up sites
- **Identify** both strengths and opportunities for enhancement, as a strategy for ongoing self-improvement.
- **Strengthen** camaraderie, unity, and purpose.
- Help **familiarize** the various stakeholders with all aspects of HIPPY management and operations.
- **Orient** new and existing staff to required staff roles and responsibilities in order to ensure consistent and comprehensive service delivery.
- Assist HIPPY staff in becoming **effective champions** and **advocates** for the HIPPY program within the community.
- **Leverage Support** by sharing the HIPPY SAVI report with program supporters (funders) and stakeholders, thereby increasing the likelihood of long-term program sustainability.

The SAVI process includes:

- **A self-assessment by the local program**
 - **Coordinator**
 - **Home Visitor**
 - **Supervisor**
 - **Parent**

See **INSTRUCTIONS AND RECOMMENDATIONS FOR USING THE HIPPY SAVI** for specific details on how to orient the local team and conduct the self-assessment..

- **The validation by a HIPPY USA national trainer**

[Some portions of the information provided above were adapted from How Are We Doing? A Step-By-Step Guide to Agency Self-Assessment - Family Support American and Family Resource, Information, Education and Network Development Services (FRIENDS), 4/11/97]

FORMAT OF THE HIPPY SAVI

- Part I. HIPPY Program Information** – records the basic program facts and demographics, names/titles of the HIPPY SAVI team, name of the HIPPY USA validator and dates of execution, and the program’s narrative profile which is completed by the site.
- Part II. HIPPY Program Operations Summary (for use by HIPPY USA only)** - indicates program strengths, challenges, recommendations for program improvement and other suggestions; person(s) responsible for implementation of the program improvement plan(s), their respective titles and date(s) of completion.
- Part III.** The **HIPPY SAVI Worksheet** addresses eleven HIPPY program operations **categories** and the respective **objective**:
- A. The HIPPY Model - Home Visits
 - B. The HIPPY Model - Group Meetings
 - C. The HIPPY Model - Role Playing
 - D. The HIPPY Model - Curriculum
 - E. The HIPPY Model - Staffing/Training/Supervision
 - F. Administration
 - G. Outreach and Collaboration
 - H. Documentation - MIS

The worksheet is further divided into the following columns:

- **STELLAR, REQUIRED** and **RECOMMENDED** practices: activities that must (**stellar** and required practices) or should (*recommended practices*) be implemented
[see *Stellar, Required, Recommended and Best Practices* document that summarizes HIPPY USA national standards and program guidelines, as articulated in the contractual agreement]
- **VERIFICATION**: specific activities, tasks, procedures, relationships and/or documents that can determine the status of a particular objective, or the degree of implementation of a particular objective
- **LOCAL ASSESSMENT**: determination of degree of implementation or status of a particular goal by local HIPPY stakeholders during the self-assessment stage, using the rating scale below
- **HIPPY USA VALIDATION**: determination by a National HIPPY Trainer in each goal area, using the same rating scale.

Rating Scale:

- | | |
|------------------------------|--|
| 1 - Practice not met | 4 - Practice met |
| 2 - Working towards practice | n/a - Not applicable |
| 3 - Practice nearly met | c/s - Can't say (for HIPPY USA use only) |

Part IV: APPENDIX

- A - Review Documents (*used by self-assessment team and national trainer*)
- B - Keys to Role Play
- C - Program Practices
- D - Adaptations
- E - Logic Model

INSTRUCTIONS AND RECOMMENDATIONS FOR USING THE HIPPY SAVI

All **new HIPPY programs** are required to complete the SAVI in the **third year** of the program's existence. Thereafter, due to the intensity of the self-assessment process and because of HIPPY USA's heavy emphasis on the provision of training during site visits, a program's execution of the HIPPY SAVI will be required **no more than once every other year**. A change of coordinator or the addition of an expansion coordinator re-starts the two year SAVI schedule cycle.

This self-assessment is performed by a team, which includes: **the coordinator; the HIPPY program supervisor; a home visitor; and a parent**. Additional stakeholders (e.g., other agency administrators; advisory committee members; collaborators; or agency board members) can also be included at the program's discretion. The HIPPY SAVI process can be rather extensive, occurring over the course of a few days.

Prior to conducting the program self-assessment, team members should be sufficiently oriented to the purpose, format, content and protocols of the HIPPY SAVI. This thorough orientation will enable team members to make informed and valid judgments as to the status of HIPPY program goals.

Team members will use the **HIPPY SAVI Worksheet** and accompanying rating scale to rate and reach consensus on the various program goals and to make explanatory comments, if necessary.

For programs with multiple coordinators, each coordinator must complete a SAVI completed for his/her site based on the respective cycle for that site.

In order to facilitate the HIPPY USA validation during the site visit, materials and documentation used by the local SAVI team to verify practices should also be made available to the HIPPY USA representative (see **HIPPY SAVI Review Documents**). In addition, if the program is implementing any "Adaptations", they need to provide the trainer with the appropriate documentation.

The SAVI is available on diskette from HIPPY USA. The coordinator (or designee) should enter the HIPPY Program Information data and transfer the Worksheet determinations (reached by consensus) to an electronic version of the SAVI. The trainer should receive a copy of the completed SAVI, both a hard copy (paper) and on disk.

During the site visit, a HIPPY USA trainer will:

- **Review the HIPPY SAVI Worksheet** with the coordinator (and representatives from the self-assessment team, if feasible).
- **Discuss and validate findings and conduct an exit conference** that includes the coordinator's supervisor, outlining program strengths, challenges and recommendations for program improvement (with particular focus on HIPPY program goals partially met or not yet achieved)
- **Specify** name(s)/title(s) of the individuals responsible for implementation of the program **improvement plan** and date(s) of completion.

Within a month after the site visit, the HIPPY USA trainer will provide the coordinator with a final copy of the HIPPY Self-Assessment and Validation Instrument (SAVI) Worksheet, which will include validation ratings, comments, and a copy of the HIPPY Program Operations Summary.

**PART I: HIPPY SELF-ASSESSMENT AND VALIDATION INSTRUMENT (SAVI)
PROGRAM INFORMATION**

DATE OF REPORT	DATE(S) OF VISIT	TRAINER
PROGRAM NAME		
ADDRESS		
CITY	STATE	ZIP
TELEPHONE # () ()	FAX # () ()	E-MAIL ADDRESS:
COORDINATOR'S NAME:		
ASSISTANT COORDINATOR'S NAME(S)		
1.	3.	
2.	4.	
# PART TIME HOME VISITORS _____ # FULL TIME HOME VISITORS _____	MIN/MAX # OF CHILDREN ____/____ MIN/MAX # OF CHILDREN ____/____	
NAME, TITLE AND ADDRESS OF SUPERVISOR:		
SITE # _____ of _____		

	Age 3	Age 4	Age 5	Grand Total
Total number of Children				
Total number of Families (may be duplicate number)				

Racial / Ethnic Groups <i>(Please enter number in each category)</i>				
Black (Non-Hispanic)		White (Non-Hispanic)		Other: (Please specify)
Hispanic		Native American		
Asian		Pacific Islander		

**PART I: HIPPY SELF-ASSESSMENT AND VALIDATION INSTRUMENT (SAVI)
PROGRAM INFORMATION**

Self-Assessment Team	
<u>Name</u>	<u>Title or Relationship to program</u>
1.	
2.	
3.	
4.	
5.	
6.	
Date(s) Completed:	

HIPPY USA Staffer/Trainer (Validator):
Date(s) Validated:

PART I: HIPPY SELF-ASSESSMENT AND VALIDATION INSTRUMENT (SAVI)
PROGRAM INFORMATION

HIPPY Program's Narrative Profile

This description should be no less than 100 words, and no more than 200. It should be a description of your program that HIPPY USA can use when referring to your program. The narrative should include your programs' origins/history; special characteristics of the population/community served; and perceived impact.

This profile may be used in subsequent years. However, it should be reviewed for needed additions or revisions.

PART II: HIPPY PROGRAM OPERATIONS SUMMARY (HIPPY USA USE ONLY)

PROGRAM STRENGTHS (Please explain and link to the appropriate goal area, e.g. "a highly qualified coordinator" - E5, E6, E7)

PROGRAM CHALLENGES (Please explain and link to the appropriate goal area, e.g. "standard role play not being used" - C1, C2)

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT (PLEASE DIRECTLY CORRELATE TO CHALLENGES ABOVE)

PERSON(S)/TITLE RESPONSIBLE FOR IMPLEMENTATING PROGRAM IMPROVEMENT PLAN(S):

DATE(S) OF COMPLETION:

OTHER SUGGESTIONS (OPTIONAL PRACTICES)

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
---	--------------	------------------	----------------------

A. THE HIPPY MODEL – HOME VISITS			
OBJ: To provide parents with individualized peer training in the use of educational materials that support them in their role as the primary educators of their children: This is one in a convenient and comfortable place that allows for a one on one supportive experience between the parent and home visitor			
A1. Home visits are the primary means of contact (occurring minimally every other week for at least 90% of families or per an approved adaptation).	<input type="checkbox"/> Home visit scheduling forms <input type="checkbox"/> Home visitor rosters <input type="checkbox"/> Approved Adaptation		
A2. Visits follow standard format (rapport building, review of work, role play, information sharing, and praise).	<input type="checkbox"/> Observation <input type="checkbox"/> Approved Adaptation		
A3. Visits are conducted between one parent and one home visitor, or alternate adaptation for small groups of no more than 3 parents in same curriculum age and language takes place.	<input type="checkbox"/> Observation <input type="checkbox"/> Home visit scheduling forms <input type="checkbox"/> Home visitor rosters <input type="checkbox"/> Approved Adaptation		
A4. Home visitor works only with the assigned parent/care giver, never directly with their child.	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews		
A5. Parents are trained weekly alternating between home visits and group meetings. Make-up visits are provided for parents who do not attend the group meeting on any given week.	<input type="checkbox"/> Home visit scheduling forms <input type="checkbox"/> MIS reports <input type="checkbox"/> Group meeting attendance forms		
A6. Visits are of sufficient time to provide comprehensive support - minimum of 45 minutes (for Age 3 curriculum) or 60 minutes (for Age 4 & 5 curriculums).	<input type="checkbox"/> Observation <input type="checkbox"/> Home visit schedules		
A7. Fewer than 20% of the total required home visits are cancelled/rescheduled.	<input type="checkbox"/> MIS report <input type="checkbox"/> Home visiting scheduling form <input type="checkbox"/> Parent weekly sign-in sheet <input type="checkbox"/> Other documents		
A8. Parent's learning is supported by home visitor or parent preparing an appropriate work environment.	<input type="checkbox"/> Observation – cleared space; no children are present/or children are otherwise occupied; there is relative quiet.		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
A9. Home visitors help parents to determine the availability of props or substitute items.	<input type="checkbox"/> Observation		
B. THE HIPPY MODEL – GROUP MEETINGS OBJ: To provide parents with a supportive peer network to discuss and share individual and common concerns; to help develop a sense of confidence and community; and, to allow for socialization opportunities for parents and children.			
B1. Group meetings are held beginning between weeks 4-6, and then occur every other week (minimum of 12) through the end of the HIPPY year. Or, approved adaptation for once a month meetings (minimum of 6) is in use.	<input type="checkbox"/> Agendas/sign-in logs <input type="checkbox"/> MIS Summary <input type="checkbox"/> Approved Adaptation		
B2. Coordinator takes ultimate responsibility for organizing, delegating duties and attending group meetings; coordinator supervises adult activities at the meeting.	<input type="checkbox"/> Observation <input type="checkbox"/> Agenda		
B3. Round-robin role play for ages 3 and 4 of the curriculum is included – with the most advanced week role played if parents are on different weeks, or approved adaptation is used.	<input type="checkbox"/> Observation <input type="checkbox"/> Agenda <input type="checkbox"/> Approved Adaptation		
B4. Age 5 parents will be led in a separate discussion of topic of interest, local issues or <i>Parent Tip Page</i> .	<input type="checkbox"/> Observation <input type="checkbox"/> Agenda <input type="checkbox"/> Approved Adaptation		
B5. Enrichment activities are relevant to parents, based on their needs and desires as indicated on current parent surveys.	<input type="checkbox"/> MIS Summary <input type="checkbox"/> Agendas <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Parent Evaluations		
B6. Quality childcare is provided. Educational, fun and safe activities are planned and conducted for the children.	<input type="checkbox"/> Observation <input type="checkbox"/> Adult-child ratios <input type="checkbox"/> Lesson Plans		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
B7. Meetings are conducted in the parent's primary language, when possible.	<input type="checkbox"/> Observation <input type="checkbox"/> Agendas <input type="checkbox"/> Enrollment Applications		
B8. An average of at least 1/3 of the total number of HIPPY parents are present at meetings.	<input type="checkbox"/> MIS Report		
B9. Meetings are scheduled at a time and location convenient for parents.	<input type="checkbox"/> Enrollment Applications <input type="checkbox"/> MIS Summary <input type="checkbox"/> Parent Survey		
B10. Home visitors role play individually with parents who are behind the week being role played by the larger group.	<input type="checkbox"/> Observation <input type="checkbox"/> Approved Adaptation		
B11. Refreshments are provided for parents and children.	<input type="checkbox"/> Observation <input type="checkbox"/> Budget		
B12. Parent/child events or field trips are occasionally offered.	<input type="checkbox"/> Observation <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Flyer		
C. THE HIPPY MODEL – ROLE PLAYING / STAFF MEETING OBJ: To fully prepare home visitors to instruct parents in the curriculum through role play in a manner that supports the parent's ability to effectively engage their child in educational activities.			
C1. Activities are role played, not just explained, in order to check for understanding. Or, guided discussion is used appropriately for Age 5.	<input type="checkbox"/> Observation		
C2. Role play of the activities is conducted as parent and child.	<input type="checkbox"/> Observation		
C3. All the "Keys to Role Play" are used.	<input type="checkbox"/> Observation		
C4. Each home visitor is issued a current Home Visitor Guide that is used during the staff meeting.	<input type="checkbox"/> Observation <input type="checkbox"/> Curriculum order		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
C5. Background material in the Home Visitor Guide is reviewed prior to individual activity and includes discussion of how to use the information with parents.	<input type="checkbox"/> Observation		
C6. “Before and After” suggestions are role played as home visitor to parent before/after role play of activity as parent and child.	<input type="checkbox"/> Observation		
C7. Early childhood education concepts are included for some/all activities.	<input type="checkbox"/> Observation		
C8. Two adults share one packet during role play.	<input type="checkbox"/> Observation		
C9. At least one sample packet is used by staff to role play.	<input type="checkbox"/> Observation		
C10. One full set of props for entire week is available and used during staff meeting – replacement props fulfill the same concept development or objective of the activity.	<input type="checkbox"/> Observation		
C11. Curriculum is role played by staff one week in advance of delivery to families.	<input type="checkbox"/> Observation		
C12. Home Visitors complete activity packet with their own child/practice child over a period of five days and prior to role playing with families.	<input type="checkbox"/> Interview		
C13. <i>Home visitors have their sample activity packet available – either made during the meeting or prior to the meeting.</i>	<input type="checkbox"/> Observation		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
C14. Home visitors bring their props to the meeting or coordinator verifies availability	<input type="checkbox"/> Observation		
C15. HIPPY activity is named before role play	<input type="checkbox"/> Observation		
C. THE HIPPY MODEL – ROLE PLAYING / HOME VISITS AND GROUP MEETINGS OBJ: To ensure that all parents are confident and proficient as they initiate, monitor and direct their child’s educational activities; to ensure that parents comprehend early childhood concepts and their link to the HIPPY curriculum and their child’s development.			
C16. All age 3 & 4 activities are role played using appropriate techniques in order to check for understanding. Or, approved adaptation for abbreviated role play is used. Or, guided discussion is used for Age 5.	<input type="checkbox"/> Observation <input type="checkbox"/> Approved Adaptation		
C17. Role play is always conducted as parent and child.	<input type="checkbox"/> Observation		
C18. All of the “Keys to Role Play” are used.	<input type="checkbox"/> Observation		
C19. Two adults share the sample packet while role playing.	<input type="checkbox"/> Observation		
C20. Each parent has an activity packet during role play at group meetings. Week 1 – 30 packets are role played one week at a time in order.	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews <input type="checkbox"/> Approved Adaptation		
C21. Home visitors provide one set of props for use in the home or for each group of parents they lead in role playing during group meetings.	<input type="checkbox"/> Observation		
C22. Home visitors read the skill boxes or discuss the educational concepts and objectives, as well as discuss the “Before and After” information just before/after each activity.	<input type="checkbox"/> Observation		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
C23. Each activity is named before role play starts.	<input type="checkbox"/> Observation		
C24. The title and author of the storybook is read when book is first introduced. After reading the book the parent is asked which words in the storybook might be unfamiliar to their child.	<input type="checkbox"/> Observation		
D. THE HIPPY MODEL – CURRICULUM OBJ: To ensure the average 3, 4 and 5 year old child will acquire skills and knowledge in 6 key domains: To ensure the success of parent’s as their child’s most influential teacher. And, to promote parents’ long-term active involvement in their child’s education regardless of barriers such as limited education or resources.			
D1. The site offers the Age 3, 4 and 5 curricula or the Age 4 & 5 curricula to families at no charge. The Age 5 curricula only offered after completion of Age 4.	<input type="checkbox"/> Observation <input type="checkbox"/> Curriculum order <input type="checkbox"/> Enrollment rosters		
D2. Sufficient quantity of the current, sanctioned edition of all materials is purchased through C3PG (No materials are photocopied). One curriculum packet is provided to each enrolled HIPPY child, coordinator, home visitor and practice child using that curriculum year and language.	<input type="checkbox"/> Observation <input type="checkbox"/> Curriculum order <input type="checkbox"/> Review of stock <input type="checkbox"/> “Pull Pages”		
D3. Each child’s literacy is supported by her/his own materials that remain in the home with the exception of “pull pages”.	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews with Parents		
D4. Site replaces reasonable quantities of lost materials.	<input type="checkbox"/> Interviews		
D5. Participating families are given the latitude to choose curriculum written in their primary language, if available.	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews <input type="checkbox"/> Pull Pages		
D6. Other instructional techniques and supports are employed to facilitate parent’s comprehension, where needed.	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews <input type="checkbox"/> Audio tapes		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
D7. The parent guides the child to complete the curriculum using the guidelines of 15 – 20 minutes daily over the course of 5 days. Or, alternate adaptation for accelerated delivery is used.	<input type="checkbox"/> “Pull Pages” <input type="checkbox"/> Interviews <input type="checkbox"/> MIS forms <input type="checkbox"/> Approved Adaptation		
D8. <i>Enrichment or extension materials are regularly offered to parents and children who are ready and able to do more.</i>	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews <input type="checkbox"/> Review of stock <input type="checkbox"/> Displays of children’s work		
D9. <i>The “Parent’s Page” in the HIPPYTimes is offered to parents.</i>	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews		
E. THE HIPPY MODEL – STAFF / COORDINATOR OBJ: To ensure efficacious local programming that is also linked to the “bigger picture” (agency, community, advisory committee, national HIPPY) through the appropriate selection, adequate training and support for the coordinator.			
E1. Coordinator/assistant coordinator attends the first pre-service offered after hire.	<input type="checkbox"/> Certificate <input type="checkbox"/> HUSA Documentation		
E2. Position is full time, dedicated exclusively to HIPPY oversight, or alternate adaptation is employed.	<input type="checkbox"/> Observation <input type="checkbox"/> Job Description(s) <input type="checkbox"/> Time Sheets <input type="checkbox"/> Approved Adaptation		
E3. Has a BA/BS or a minimum of four year equivalent work experience in a related field	<input type="checkbox"/> College Degree, Certificate or Transcript <input type="checkbox"/> Documentation to validate equivalent work experience		
E4. Conducts weekly staff meetings with home visitors at a regular time, to include role play in the languages of the curriculum being delivered.	<input type="checkbox"/> Observation <input type="checkbox"/> Agendas and Sign-in Sheets		
E5. Oversees no more than 180 children. Assistant coordinator is in place if enrollment is between 180 and 270 children.	<input type="checkbox"/> Enrollment rosters <input type="checkbox"/> MIS reports		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
E6. Reviews program documentation on a regular basis.	<input type="checkbox"/> Interviews <input type="checkbox"/> Review of files <input type="checkbox"/> Review of home visitor documentation forms		
E7. Recruits, hires, and trains home visitors.	<input type="checkbox"/> Resumes <input type="checkbox"/> Employment Application <input type="checkbox"/> In-service agendas <input type="checkbox"/> Orientation Agenda and Sign-in Sheet		
E8. Demonstrates a commitment and sensitivity to the staff and families being served.	<input type="checkbox"/> Referrals made <input type="checkbox"/> Observation of staff interactions with families		
E9. <i>Performs or actively oversees intake (application) with families.</i>	<input type="checkbox"/> Interviews <input type="checkbox"/> Review of applications		
E. THE HIPPY MODEL – STAFF / HOME VISITORS OBJ: To ensure the efficacious delivery of services and “peer to peer” support to parents through the appropriate selection, adequate training and support for the home visiting staff.			
E10. Participates in basic HIPPY pre-service training.	<input type="checkbox"/> Orientation Agenda <input type="checkbox"/> Orientation Sign-in Logs		
E11. Is a member of the target population and/or is representative of the population served.	<input type="checkbox"/> Observation <input type="checkbox"/> Home Visitor Background Form <input type="checkbox"/> Home Visitor Interviews		
E12. Home visitors reasonably reflect the ethnic and cultural characteristics of the families.	<input type="checkbox"/> Observation <input type="checkbox"/> Applications		
E13. Has a child in the program or has access to a practice child.	<input type="checkbox"/> “Pull Pages”		
E14. Home visitors read and write at an eighth grade level, or higher, in the language of the families assigned.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation		
E15. Is mature, responsible, with good communication and leadership skills (serves as a positive role model).	<input type="checkbox"/> Observation <input type="checkbox"/> Home Visitor Interviews		
E16. Attends all staff meetings and scheduled group meetings	<input type="checkbox"/> Sign-in sheets		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
E17. Has an equivalent caseload of 10 – 15 children (20 hrs) or 25 children (35 + hrs).	<input type="checkbox"/> Enrollment rosters <input type="checkbox"/> MIS reports		
E18. Has served as a home visitor for no more than four years as a paid employee.	<input type="checkbox"/> Home Visitor Background Form		
E19. Home visitor qualities result in positive relationships with assigned families.	<input type="checkbox"/> Observation <input type="checkbox"/> Attrition rate is less than 17%		
E20. <i>HIPPY is the sole, or primary, job.</i>	<input type="checkbox"/> Home Visitor Background Form <input type="checkbox"/> Job Description		
F. ADMINISTRATION OBJ: To ensure quality implementation and programming that meets all objectives of the HIPPY model through the provision of adequate funding, training, support to staff, record keeping and adherence to “best practices”.			
F1. Services are provided to an appropriate number of children. Between 45 – 60 new children are added each year.	<input type="checkbox"/> MIS Report <input type="checkbox"/> Enrollment Rosters <input type="checkbox"/> Evidence of natural growth		
F2. Funding is adequate to support all components of a model program (e.g., # of children; curriculum; conference attendance; etc.)	<input type="checkbox"/> Budget <input type="checkbox"/> Beginning of Year Survey <input type="checkbox"/> Enrollment rosters <input type="checkbox"/> Curriculum order <input type="checkbox"/> Conference attendance		
F3. Cost per child is realistic per the national average.	<input type="checkbox"/> Budget <input type="checkbox"/> Enrollment rosters		
F4. Services are provided within the designated boundaries.	<input type="checkbox"/> Enrollment rosters <input type="checkbox"/> Operating Agreement <input type="checkbox"/> Map w/ marked boundaries		
F5. Agency provides consistent supervision and support for the coordinator.	<input type="checkbox"/> In-service agendas <input type="checkbox"/> Supervisory meetings <input type="checkbox"/> Performance Evaluations		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
F6. Agency / coordinator provide on-going professional/ personal growth opportunities for home visitors.	<input type="checkbox"/> In-service agendas <input type="checkbox"/> Supervisory meetings <input type="checkbox"/> Performance Evaluations <input type="checkbox"/> Individualized career plans		
F7. Coordinator conducts a minimum of four separate supervisory home visits with each home visitor per program year.	<input type="checkbox"/> MIS reports <input type="checkbox"/> Interviews		
F8. Coordinator conducts individual supervisory sessions with home visitors on a regular basis; topics include goal setting and time management.	<input type="checkbox"/> Performance reviews <input type="checkbox"/> Goal setting forms <input type="checkbox"/> Interviews		
F9. Coordinator maintains ongoing communication with HIPPY USA and state office, if applicable.	<input type="checkbox"/> Pre visit interactions		
F10. Coordinator attends National HIPPY conference and state/regional conferences, if offered.	<input type="checkbox"/> Conference attendee list <input type="checkbox"/> Conference agendas		
F11. Home visitor's safety is a priority - they have an ID badge or other items to identify them as HIPPY staff.	<input type="checkbox"/> Observation		
F12. Immediate supervisor is knowledgeable and attends week long HIPPY USA coordinator pre-service – or, minimally first two days.	<input type="checkbox"/> Interview <input type="checkbox"/> HIPPY USA documents		
F13. Supervisor is supportive occasionally attends program events (i.e., staff meetings, group meeting, home visits)	<input type="checkbox"/> Interview		
F14. An efficient and comprehensive record keeping system is established that maintains the confidentiality of all participants.	<input type="checkbox"/> Files contain all pertinent records (e.g., applications, “pull pages”, referrals, letters, etc.) <input type="checkbox"/> Files cabinets are locked		
F15. Home visitors attend regional and/or national conferences.	<input type="checkbox"/> Sign-in Logs		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
---	--------------	------------------	----------------------

G. OUTREACH AND COLLABORATION			
OBJ: To ensure the program's ability to recruit eligible children/families, link families to agencies that provide comprehensive services and garner support for HIPPY throughout the community.			
G1. A variety of recruitment strategies are employed to attract eligible families.	<input type="checkbox"/> PR materials <input type="checkbox"/> Outreach/media plan <input type="checkbox"/> Lists from other programs		
G2. Participants are linked to needed services via effective community partnerships with social services organizations.	<input type="checkbox"/> Intra- and Inter-agency agreements <input type="checkbox"/> Budget in-kind contributions <input type="checkbox"/> Referrals		
G3. A fully functioning advisory committee dedicated to HIPPY is in place and meets at least three times during the program year.	<input type="checkbox"/> Member roster <input type="checkbox"/> Meeting agendas <input type="checkbox"/> Meeting attendance logs <input type="checkbox"/> Member job description <input type="checkbox"/> Other documents		
G4. <i>Partnerships with the volunteer community exist.</i>	<input type="checkbox"/> MOU's <input type="checkbox"/> Letter(s) of commitment <input type="checkbox"/> Advisory committee members <input type="checkbox"/> Volunteer assistance <input type="checkbox"/> Volunteer training materials <input type="checkbox"/> Volunteer recognition events		
H. DOCUMENTATION (MIS)			
OBJ: To ensure that data is available to support advocacy efforts, guide implementation, inform continuous improvement, and track the success of the participants and the program, in general.			
H1. Site data and demographic information is gathered for each child/family.	<input type="checkbox"/> Review of files		
H2. Annual reports are correctly prepared and submitted to HIPPY USA in a timely manner.	<input type="checkbox"/> Review of report		
H3. A computer is available and capable of the entry and processing of HIPPY data and the creation of reports.	<input type="checkbox"/> Observation <input type="checkbox"/> MIS (current versions) <input type="checkbox"/> other data collection system		

Part III – SAVI GUIDE & WORKSHEET

Rating Scale: 1 = Practice Not Met 2 = Working Towards Practice 3 = Practice Nearly Met 4 = Practice Met

N/A = Not Applicable C/S = Can't Say (for use by HIPPY USA validator only)

Please use these designations to determine the degree of implementation or status of each practice:

Provide any explanatory comments in the assessment or validation columns

STELLAR, REQUIRED & RECOMMENDED PRACTICES	VERIFICATION	LOCAL ASSESSMENT	HIPPY USA VALIDATION
---	--------------	------------------	----------------------

H4. Data is gathered and entered on a regular and consistent basis using the HIPPY USA MIS, or other data collection system.	<input type="checkbox"/> MIS review <input type="checkbox"/> Interviews <input type="checkbox"/> other data collection system		
H5. MIS or other database is used to ease administrative functions.	<input type="checkbox"/> Interviews <input type="checkbox"/> Enrollment rosters <input type="checkbox"/> Mailing labels		
H6. MIS or other database local and national reports are used to assess and improve programming.	<input type="checkbox"/> Observation <input type="checkbox"/> Interviews		



HIPPYUSA®
Home Instruction for Parents of Preschool Youngsters

ADAPTATION to the HIPPY MODEL

Approval Form

If your site needs to make an adaptation to a feature of the HIPPY model in order to more effectively meet the needs of the participants and/or the local environment, please complete the information requested below. *All adaptations will need to be reviewed minimally every two years.*

Your assigned national trainer can help you to determine what adaptation is necessary and/or how an adaptation may be best implemented. In the first year of the adaptation*, the trainer will review and approve the adaptation, and then forward a copy of the adaptation to HIPPY USA. In future years, please provide a copy of the approved adaptation for review by the next assigned trainer. Each succeeding trainer will need to add their initials and the date of review the first time they visit your site. This will indicate that the adaptation is still needed and appropriate. Also, it is suggested that you send a copy of the signed adaptation to your state office for their files, if applicable.

**If the adaptation involves role playing with small groups of no more than three parents on a weekly basis, the adaptation request must be submitted to HIPPY USA for approval. Please indicate how individual parents will receive personal attention at least three times a year.*

Explain why the adaptation of the model is necessary for your site.

Explain how programming will still be able to reach the goal of the feature of the model in question.

Describe any perceived obstacles and how they will be overcome.

Program Information:

Coordinator: _____

Phone: _____

Fax: _____

Original Reviewer Information:

Approved by: _____

Date: _____

Comments: _____

Subsequent Trainers; initial and date

_____ / _____	_____ / _____	_____ / _____
_____ / _____	_____ / _____	_____ / _____

PART IV: APPENDIX A – REVIEW DOCUMENTS

Some of the following HIPPY documents may be used both doing the self-assessment with local stakeholders and during the validation process with a HIPPY USA trainer.

Agency personnel policies	Home visit observation forms
Advisory committee minutes, agendas	Home visit schedules/grids
Advisory committee roster	Home visitor weekly training agendas
Agency organizational chart	Home visitors' job description
Agency staff meeting agendas	Home visitors' job performance evaluations
Agency strategic plan	Home visitors' resume(s)
Application/amendment(s)	In-service training calendars, agendas, attendance sheets
Budget	Inter-agency memos
Community Needs Assessment (CNA)	Local map outlining target area(s)
Coordinator's job description	Memorandums of Understanding (MOU's) with other local agencies
Coordinator's job performance evaluation	MIS or other data collection system hard copies
Coordinator's resume(s)	Mission statement, goals
Coordinator's/home visitors' career development plans	Other inter-agency administrative documents
Coordinator's/home visitors' degree(s), school transcript(s), certificate(s), etc.	Outreach materials - recruitment flyers, brochures, newsletters, video, media releases
Coordinator's/home visitors' employment applications	Outreach plan
Coordinator's/home visitors' time sheets	Parent evaluations of HIPPY group meetings
Employee handbook	Parent group meeting survey forms
Fiscal contracts	Parent home visit confirmation forms
Group meeting agendas, flyers	Parental assessments of home visits
Group meeting attendance sheets	Program outcome data
Group meeting calendars	Promissory funding letters
Group meeting survey	Research summary(ies)
HIPPY materials purchase order	Rosters with home visitor assignments
HIPPY pre-service training certificate	Staff meeting minutes
HIPPY waiting list	Volunteer roster, job descriptions, training manuals, letters of commitment

As well as a sample of 10% of participating families' files that include:

Required

- * MIS forms
- * HIPPY pull-out pages
- * Family referrals
- * Anecdotal information

Recommended

- * Family needs assessment
- * Development screening
- * Child immunization record
- * Child's birth certificate

(This suggested list is not all inclusive)

Keys to Role Playing

- Share the materials with your partner
- Repeat “correct” response, or child’s alternate response
- Make periodic “mistakes”
- Provide periodic praise
- Use an animated reading voice; respond naturally when taking the role of “child”
- Provide additional information on child development
- Explain and clarify as needed
- Refrain from using the word “NO”
- Be prepared: time, space, materials, sample, etc.
- Offer suggested extension activities as appropriate
- Have FUN!!!

*Remember, **everything you do, or don't do**, provides parents with a model of how to work with their child.*



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

PART IV: APPENDIX C – PROGRAM PRACTICES

**Program Practices
The HIPPY Model - Home Visits:**

Goal of Home Visits: To support the individualized training of parents in how to use the HIPPY materials to engage their child in educational activities. The visit is done in a convenient, comfortable environment that is conducive to learning.

STELLAR and other REQUIRED PRACTICES

All of these practices must be included in home visits.

1. **Home visits are the primary means of contact.**
2. **Home visits follow standard format of rapport building, review of work, role play, information sharing and praise.**
3. **Visits are conducted between one parent and one home visitor.**
4. Home Visitor works only with the parent or primary caregiver, never directly with the assigned child.
5. The home visit occurs every other week, minimally. Make-up home visits are provided for parents who do not attend the group meeting on any given week.
6. Each visit lasts a minimum of 45 minutes (age 3) or 1 hour (age 4 or 5).

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be included if they help accomplish the ultimate purpose of home visits.

1. *There is a quiet space to work uninterrupted, and with no children present.*
2. *Home visitors help parents to determine the availability of props or substitute items.*

Note: HIPPY Coordinators may require some of the recommended elements (or other elements, not listed in this document) for home visits. That is acceptable, as long as the components listed under “required” above are also included.

Quality Indicator: Fewer than 10% of the total number of required home visits are canceled per weekly schedule.

Program Practices The HIPPY Model – Group Meetings:

Goal of Group Meetings: To provide parents with a supportive peer network to discuss and share their individual and common concerns and areas of interest; and to help develop a sense of confidence and belonging among parents, as well as establish a common framework for communication.

STELLAR and other REQUIRED PRACTICES

All of these practices must be included in group meetings

1. **They begin around week 4, and then occur every other week (bi-weekly) through the end of the HIPPY year.**
2. **Coordinator takes ultimate responsibility for organizing group meetings and supervises adult activities at each meeting.**
3. **For Ages 3/4 - Includes role play of the HIPPY curriculum, with the most advanced week of the curriculum role played if parents are on different weeks.**
4. For Age 5, a separate meeting is held.
5. Includes enrichment activities that are relevant to parents and based on their desires (survey).
6. Childcare is provided; organized, educational, fun activities for children are planned
7. Meetings are conducted in parent's primary language, when possible.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be included if they help accomplish the ultimate purpose of group meetings

1. *Group meeting location and time are convenient for parents. Facility is visually appealing.*
2. *Home Visitors work individually (role play) with parents who are behind the week being role played.*
3. *Snacks or refreshments are provided for adults and children.*
4. *Parent/child events or field trips are occasionally offered.*
5. *Transportation to the meeting is provided, if necessary.*

Note: HIPPY Coordinators may require some of the recommended elements (or other elements, not listed in this document) for group meetings. That is acceptable, as long as the components listed under "required" above are also included.

Quality Indicator: On average, at least 1/3 of the total number of HIPPY parents are represented at group meetings.

Program Practices
The HIPPY Model - Role Play:
Part I: Staff Meetings

Goal of role play at staff meetings: To ensure that home visitors are sufficiently comfortable with, and effective at, instructing their assigned caseload of parents in how to effectively use the curriculum to engage their child in educational activities.

STELLAR and other REQUIRED PRACTICES

All of these practices must be included in role play of each curriculum during all staff meetings

1. **All activities are modeled, not just explained.**
2. **Role play is conducted as parent and child.**
3. **All the *Keys to Role Play* are incorporated.**
4. **Each Home Visitor owns and brings his/her own Home Visitor Guide to the staff meeting.**
5. **Review of the background material in the Home Visitor Guide, prior to each activity, and discussion of how to use it with the parents, is included.**
6. “Before and After” suggestions are role played as home visitor to parent.
7. Early childhood education concepts are included.
8. Each Home Visitor has an activity packet during role play at staff meetings.
9. At least, one sample packet is available.
10. At least one set of needed props is available for the entire week’s activities during role play.
11. Curriculum is role played one week in advance of delivery to families.
12. Home visitors complete packet with their own/practice child in advance of delivery to families

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be included if they help accomplish the ultimate purpose of role play during staff meetings

1. *Each Home Visitor makes the sample packet during the meeting.*
2. *Each Home Visitor brings his/her own props to the staff meeting (to make sure they have all been located).*
3. *Each HIPPY activity is named before role play starts.*
4. “Scaffolding” of Early Childhood Education concepts takes place for all, or some, of the HIPPY activities.

Note: HIPPY Coordinators may require some of the recommended elements (or other elements, not listed in this document) for his/her staff meetings. That is acceptable, as long as the components listed under “required” above are also included.

Program Practices
The HIPPY Model - Role Play:
Part II: Home Visits and Group Meetings

Goal of role play during home visits and group meetings: To provide parents with an opportunity for experiential and interactive learning so they feel confident and proficient as they initiate, monitor and direct their child's educational activities.

STELLAR and other REQUIRED PRACTICES

All of these practices must be included in role play during home visits and group meetings

1. **All activities are modeled, not just explained.**
2. **Role play is always conducted as parent and child.**
3. **All the *Keys to Role Play* are incorporated.**
4. Two adults share the sample packet while role playing.
5. Each parent has one activity packet during role play at group meetings.
6. The Home Visitor brings one set of props for the entire week's activities when role playing in the home. During group meetings, there must be one set of props available for each group of parents role playing with one Home Visitor.
7. The Home Visitor reads each of the skill boxes, or discusses with the parent (or group of parents) the educational concepts and objectives – to include the "Before and After" just prior to role playing the particular activity with the parent.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be included if they help accomplish the ultimate purpose of role play during home visits and group meetings

1. *Each HIPPY activity is named before role play starts.*
2. *The title and author of the storybook is read when first introduced. Parent is asked which words in the storybook may be unfamiliar to their child.*

Note: HIPPY Coordinators may require some of the recommended elements (or other elements, not listed in this document) for some or all of the home visits and/or group meetings at his/her program. That is acceptable, as long as the components listed under "required" above are also included.

Program Practices The HIPPY Model - Curriculum:

Goal of the curriculum: To support the average 3, 4, and 5 year-old to be successful in acquiring school readiness skills in all key domains, and his/her parent to be successful as the child's first teacher, regardless of education or resources. And, to support parents as their child's first and most influential teacher, to promote the parents knowledge of how children learn and increase the parent's active involvement in the child's education.

STELLAR and other REQUIRED PRACTICES

All of these practices must be used when implementing the curriculum.

1. **Each child participates in either age 3, 4 & 5 or age 4 & 5 HIPPY curriculum. The program offers the age 5 curriculum and only to those children who have completed Age 4.**
2. **The current, sanctioned, edition of all materials is purchased through Connelly 3 Publishing Group, Inc. All core materials are copyrighted, and therefore, cannot be photocopied.**
3. **Each child has his/her own materials that remain in the home –the only exception are pull pages.**
4. The curriculum is provided, free of charge, to each child and replaced if lost -also at no charge.
5. Participating families are given the latitude to choose curriculum written in their primarily language, if available.
6. Other instructional techniques are employed when needed.
7. Parents take 15-20 minutes a day to guide their child to complete the packet over the course of 5 days.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be used when implementing the curriculum, if possible.

1. *Enrichment or extension materials are used with parents and children who are ready and interested in doing more.*
2. *The Parent's Page of the HIPPY USA Newsletter is offered to parents.*

Note: Local HIPPY Coordinators may require some of the recommended elements or enhance recommended practices with local or national resources. This is acceptable as long as the components listed under "required" above are included.

Program Practices
The HIPPY Model - HIPPY Staff - Coordinator:

Goal of the Coordinator: To effectively and efficiently oversee daily programmatic operations and to integrate all HIPPY program components.

STELLAR and other REQUIRED PRACTICES

All of these practices must be fulfilled by the Coordinator.

1. **Attends Pre-service Training before starting to oversee the program, or attends next scheduled session if hired after start of school year.**
2. **The Coordinator's position is full time, dedicated exclusively to the HIPPY program**
3. **Has a BA/BS or the equivalent related work experience.**
4. **Conducts weekly staff meetings with all Home Visitors, to include role play in the language of the population served.**
5. Oversees no more than 180 children.
6. Reviews program documentation on a regular basis.
7. Recruits, hires, trains, and supervises Home Visitors.
8. Demonstrates a commitment and sensitivity to enrolled families.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these components should be fulfilled by the Coordinator, if possible.

1. *Coordinator performs intake (completes the application) with each family.*

Program Practices
The HIPPY Model - HIPPY Staff - Home Visitors:

Goal of the Home Visitor: To effectively deliver services and support to parents as they engage the parents in the peer-to-peer learning that takes place in HIPPY.

STELLAR and other REQUIRED PRACTICES

All of these components must be fulfilled by the Home Visitor.

1. **Participates in basic HIPPY training/orientation before starting work.**
2. **Comes from the community, and is representative of the population served.**
3. Home Visitors reasonably reflect the ethnic/cultural characteristics of the enrolled families.
4. Each has his or her own child, or a practice child, they engage in HIPPY.
5. Reads and writes at least at an eighth grade level in the language of the families they are serving.
6. Is mature and responsible, has leadership and communication skills, and is a positive role model.
7. Attends each staff meeting and each group meeting for his/her group of parents.
8. Has an equivalent maximum caseload of 15 children if part time; 25 children if full time.
9. Serves as a Home Visitor for a maximum 4 years, as a paid employee.
10. Home visitors have the ability to develop positive rapport with assigned families.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these components should be fulfilled by the Home Visitor, if possible.

1. *HIPPY is the sole, or primary job, of the Home Visitor.*

Note: HIPPY staff may have other responsibilities, not listed in this document. That is acceptable, as long as the elements listed under “exemplary and required” above are also included.

Quality Indicator: The rate of attrition for participating children is less than 17% .

Program Practices The HIPPY Model – Administration:

Goal of Administration: To ensure that adequate support for programming and the staff exists to allow for a quality implementation and for programming that meets the stated objectives, as stipulated by the operating agreement.

STELLAR and other REQUIRED PRACTICES

All of these practices must be included in the administration of the program.

1. **Services are provided to an appropriate number of children. In a model program, 60 new children are added each year; the minimum number is 45 new children each year. Theoretically, this number will match the goal listed in the application.**
2. **Funding is adequate to support all required elements of programming (e.g., number of children served, conferences, etc).**
3. Cost per child is realistic. (The national average is approximately **\$1,250** per child)
4. Services are provided to participants who reside within the specified/approved geographical boundaries.
5. Agency provides consistent, supervisory support for the coordinator.
6. Agency and/or the Coordinator provide on-going, comprehensive training for Home Visitors.
7. Coordinator conducts a minimum of 4 separate supervisory home visits with each Home Visitor annually.
8. Coordinator conducts regular individual supervisory sessions with each Home Visitor.
9. Coordinator maintains on-going communications with HIPPY USA.
10. Coordinator attends National HIPPY Conference; attends state/ regional conferences, if offered.
11. Home Visitor's have an ID badge or identifying item.
12. Immediate supervisor is supportive of program and attends program events.
13. Immediate supervisor is knowledgeable and has attended HIPPY USA Pre-service.
14. The record keeping system is efficient and comprehensive.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be included to help accomplish the ultimate goal of supportive administration.

1. *Home Visitors attend regional and/or national conferences.*

Program Practices
The HIPPY Model – Outreach and Collaboration:

Goal of Outreach and Collaboration: To ensure the program's ability to find eligible children/families, to provide comprehensive services to enrolled participants, and to garner support for HIPPY throughout the community.

STELLAR and other REQUIRED PRACTICES

All of these practices must be included in the administration of the program.

1. **A variety of recruitment strategies are employed to attract eligible families.**
2. Implementing agency links participants with needed services through effective community partnerships.
3. The advisory committee is in place and supports the program in a variety of ways.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be included to help accomplish the ultimate goal of outreach and collaboration.

1. *Partnerships include linkages with the volunteer community.*

**Program Practices
The HIPPY Model – Documentation (MIS):**

Goal of Documentation: To guide program implementation and to ensure the program's ability to track the success of the participants, specifically, and the program, in general.

STELLAR and other REQUIRED PRACTICES

All of these practices must be included in the documentation of the program.

1. **Demographic, and other information, is gathered for each child/family.**
2. **Annual reports are prepared and promptly submitted to HIPPY USA.**
3. A computer is dedicated to the collection and processing of HIPPY data and creation of reports.
4. Data is gathered and entered on a regular and consistent basis using the HIPPY USA MIS, or another management information system.

RECOMMENDED and OPTIONAL PRACTICES

Any and all of these practices should be included to help accomplish the ultimate purpose of documentation.

1. MIS data is utilized to assist with administrative functions.
MIS is utilized to serve as a tool to assess and improve program operations.



ADAPTATIONS to the HIPPY MODEL

*Local sites may need to make an adaptation to a feature of the model in order to more effectively meet the needs of the participants and/or the local environment. In an effort to support local sites, HIPPY USA provides the guidance below. Each site that is interested in making an adaptation to one of the features of the HIPPY model should consider: **why the adaptation is necessary; how programming will still be able to achieve the purpose and objective of the particular feature; and, how any perceived obstacles will be overcome.***

Note: The term “Parent” is used throughout this document in the context of identifying the child’s primary caregiver, including grand parents, foster parents, aunts, uncles, etc.

The specific purpose and objectives of each feature of the HIPPY model is delineated below:

Personal Visits

Purpose: Personal visits support the individualized training of parents in how to use the HIPPY materials to engage their child in educational activities. The visit is done in a convenient, comfortable environment that is conducive to learning.

In HIPPY, this typically means: Personal visits are mostly handled through weekly visits to the family’s home. Sometimes visits are conducted at other places at the request of the parent, such as the child care center during drop-off or pick-up, the parent’s work place during lunch hour, or at the HIPPY agency during times that work for both parties. The visits are conducted with the home visitor and the one parent present only, making sure that any other adults or children in the home are occupied in another part of the home. The entrance and exit time with the parent is targeted to that particular family, child and situation; the role play of the materials is also adjusted to build on the strengths and address the needs of the particular parent.

Group Meetings

Purpose: Group meetings provide parents with a supportive peer network to discuss and share their individual and common concerns and areas of interest. Group meetings help develop a sense of confidence and belonging among parents, as well as establish a common framework for communication.

In HIPPY, this typically means: Group meetings are held every other week in a location that is easy for parents to access; in a space that is appropriate for the meeting and visually welcoming to parents and children; and, at a time that is convenient for the majority of parents. Child care is provided by the HIPPY agency and the children are engaged in a meaningful activity during the time the parents are in their meeting. The group meeting consists of two parts: the home visitors role play the upcoming week’s materials with their assigned caseload of parents; educational enrichments consists of an activity, workshop, demonstration or speaker that focuses on a topic of interest to the group of parents (as determined through a survey with the group or through similar means.)

Method of Teaching

Purpose: The method of teaching makes the home visitors sufficiently comfortable with, and effective at instructing their assigned caseload of parents in how to use the materials. The method of teaching also provides the parents with an opportunity for experiential and interactive learning so they are confident and proficient as they initiate, monitor and direct educational activities with their child. The method of teaching should begin with role play, but should also identify and take into account the continued learning and growth among both home visitors and parents.

In HIPPY, this typically means: The method of teaching is role play between coordinator and home visitors as a group, and then between home visitors and parents on an individual basis. As the program year progresses, and as home visitors become more comfortable with their role overall and more proficient in using the HIPPY materials, the coordinator will increase instruction in early childhood concepts, styles of learning, and other relevant materials. However, all materials continue to be role played between coordinator and home visitor, to ensure that all activities are explored in detail.

The consistent method of teaching is role play among home visitors and parents. In the third year of enrollment, and/or when the parent is ready to handle the materials more independently, the home visitor will monitor the situation and may replace role play with explanations of an activity as appropriate.

HIPPY Materials

Purpose: The HIPPY materials promote cognitive, as well as social-emotional and physical, development in children three-, four- and five-years old. The design of the HIPPY materials support parents as their child's first and most influential teacher and help children acquire school readiness skills. The HIPPY materials are sequential and help both parents and children be successful throughout the process of teaching and learning, respectively. The HIPPY materials are easy to use and do not require a lot of additional resources in the home.

In HIPPY, this typically means: The HIPPY materials are used with children ages three, four and five, based on the same school enrollment cut off date utilized by the local public schools. Specifically, when the child is engaged in the five-year-old HIPPY program, s/he is also in Kindergarten. The HIPPY materials are used sequentially without skipping any major pieces and without making any significant changes to the materials or their use. In order to foster a positive learning environment, the parent and child only work on and complete one day's worth of activities per day. The family enters the HIPPY program when the child is either three or four years old. Children who are or will be five and eligible for enrollment into school are not enrolled into HIPPY for the first time since the Age 5 curriculum builds on skills learned in the Age 4 curriculum. The HIPPY agency provides the materials and related supplies to families at no charge; the materials become the property of the family.

Coordinators

Purpose: Coordinators have the necessary skills, knowledge, characteristics, as well as sufficient time, support and resources, to oversee and integrate all HIPPY program components. Coordinators are designated to oversee, as well as be accountable for overall day-to-day operations.

In HIPPY, this typically means: The HIPPY Coordinator is a full time employee of the implementing agency, with a Bachelor's Degree or equivalent work experience in early childhood education, social work, family literacy or other related professions. The HIPPY Coordinator dedicates 100% of their time to recruit, supervise and train the Home Visitors, and is responsible for the overall operation of the HIPPY program.

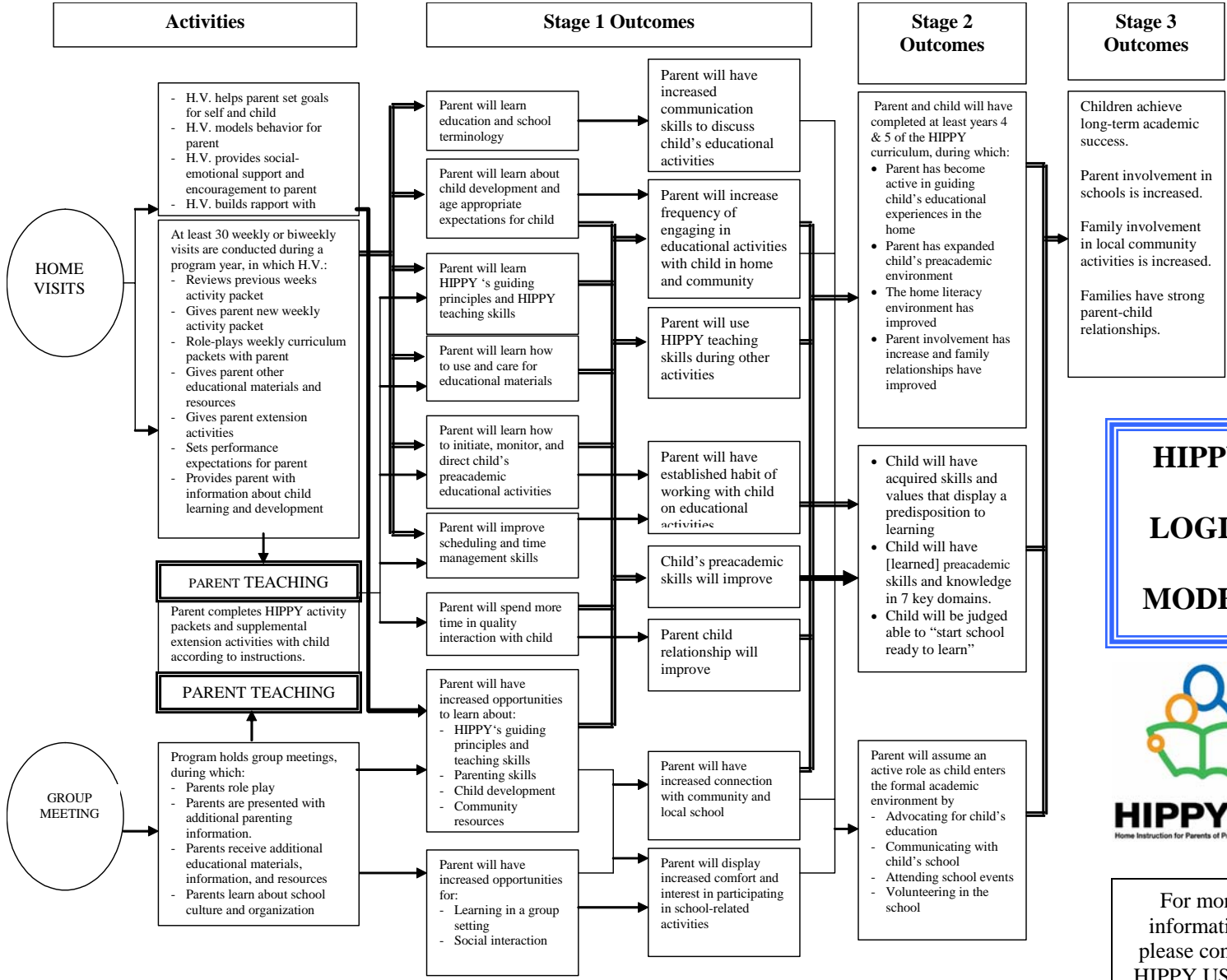
Home Visitors

Purpose: The home visitor is able to relate well to the families being served, to develop rapport and trust with parents, and to effectively engage parents in the peer-to-peer learning that takes place in the HIPPY program. The home visitor is comfortable working in the community, is viewed as a leader and serves as a role model in the community.

Note: One can relate to someone in many different ways. And, the definition of community can be made in many different ways, such as zip code, ethnicity, language, etc.

In HIPPY, this typically means: The home visitors are current or former HIPPY parents living in the community being served. The home visitors speak the language of the parents, both literally and figuratively. The home visitors are provided with employment and personal and professional development opportunities that benefit both the home visitor him/herself and the community in terms of leadership and positive role models.

PART IV: APPENDIX E – LOGIC MODEL



**HIPPY
LOGIC
MODEL**



HIPPYUSA®
Home Instruction for Parents of Preschool Youngsters

For more information please contact HIPPY USA at (212) 532-7730