



**HIPPYUSA**<sup>®</sup>  
Home Instruction for Parents of Preschool Youngsters

# **HIPPY EXCELLENCE: MODEL, GUIDANCE, AND ACCREDITATION**

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## Overview:

The **HIPPY Excellence: Model, Guidance, and Accreditation** manual describes the elements of a quality HIPPY program, clarifies the program assessment process and establishes the criteria for accreditation. The manual will:

- Identify the activities, tasks, processes, and relationships that, if implemented consistently, will provide optimal services to participating families
- Guide the implementation of high quality services that result in positive outcomes.

This is accomplished by establishing Standards that support programs to achieve desired outcomes; defining the Rationale for each standard; providing Guidance in how to implement the Model based on proven best practices; and listing the methods of Validation required to demonstrate how the standards have been met. The manual also includes a description of the Accreditation process used to recognize programs that meet the standards of the HIPPY Model.

## The Mission

**HIPPY partners with parents to prepare their children for success in school.**

## The Model: Purpose and Outcomes

**Home Instruction for Parents of Preschool Youngsters (HIPPY)** is a home visitation program that focuses on parent-involved, early learning and provides solutions that strengthen families. HIPPY's goal is to **help parents prepare their children for success in school and beyond, as well as empower parents as their children's first, and most influential, teacher** by giving them the tools, skills and confidence they need to successfully engage their children in educational activities in the home.

Research has shown that children from low income homes start school 18 months behind middle class students, and that the gap persists throughout elementary school. Research also shows that parental involvement in children's educational activities in the home is an important predictor of school success. However, parents who want the best for their children may lack the skills and knowledge to actively support their child's academic learning.

HIPPY was developed specifically for parents who may face various barriers such as limited education, poverty, language and/or isolation. Through well defined activities, materials and instruction, the HIPPY model is designed to have the following impact:

- Parents become active in guiding their children’s educational experiences in the home
- The home literacy environment improves
- Children acquire values that display a predisposition to learning
- Children acquire pre-academic skills and knowledge in key learning areas
- Parents assume an active role as their children enter the formal academic environment by communicating with teachers, attending school events, volunteering in the school and advocating for their children
- Families increase their involvement in the local community
- Families have stronger parent-child relationships
- Children achieve long-term academic success.

### The Model: Essential Features

The model contains essential features designed to provide optimum support and services to families. The **Essential Features** of the HIPPY Model include:

- **Curriculum**
- **Role Play**
- **Staff: Coordinator and Home Visitors**
- **Home Visits & Group Meetings**

There are additional factors that are fundamental to quality programming. There are key components that are critical to the operation of a successful HIPPY program and are addressed in the standards for:

- **Administration**

The information in this manual, in conjunction with the other manuals in the HIPPY Excellence series, will better equip local programs to create, implement, and sustain stronger, successful programming.

HIPPY USA and the state offices are committed to high quality programming throughout the network of HIPPY programs. Therefore, we look forward to providing each program with the technical assistance needed to achieve positive outcomes.

## Section I: Quality Assurance

The overarching goal of the HIPPY program is to maximize each child's ability to achieve long-term academic success through the interactive involvement of their parents. Longitudinal studies demonstrate that children who participate in HIPPY perform better than comparable students throughout their school years and adherence to the model is a key determinate in obtaining these results.

Program assessment is an easy and well accepted method to evaluate and document the quality of services being delivered.

The quality assurance process will allow individual sites to first engage in self-assessment, and subsequently to have their findings validated by a national trainer or a representative from their state office.

Each site that demonstrates quality programming by meeting all Standards of the HIPPY Model and defined contractual obligations (see pg 6) will earn **Accreditation** status (see pg 7).

Accreditation status awards the site with a three-year certification that is valid as long as programming remains fundamentally the same. For programs with multiple sites, accreditation can be awarded collectively, or to individual sites based on each site's ability to meet the standards. In acknowledgment of the site's level of programming quality, accredited sites will not receive a visit from a HIPPY USA Trainer the year immediately following their certification.

## Section II: Program Assessment

### New Site Implementation

**Year One** – Review this manual by week 15 to ensure familiarity with the quality assurance process and to develop practices that will support the ability to meet all standards.

**Year Two** – Engage a team to conduct an informal self-assessment between weeks eight through 12 of the program year. Any improvement strategies should be developed and implemented based on the self-assessment findings. The HIPPY trainer will then visit your site to observe, make recommendations for continuous improvement, and provide training and technical assistance. The trainer will conduct an informal program assessment during the site visit in the second year of a new program.

The program assessment process includes **self-assessment by the self assessment team, and an on-site assessment by a national or state trainer.**

### **Self-Assessment**

An essential component of ensuring quality implementation of the HIPPY model is formal self-assessment at the local level. Each site conducts a self-assessment to include all standards prior to the trainer's on-site assessment. Conducting the self-assessment well in advance of the trainer's site visit allows the local program to review and make improvements in the implementation of the HIPPY model prior to the trainer's site visit.

The following guidelines will assist in the self-assessment process:

1. The self-assessment team consists of the agency supervisor, the coordinator, a home visitor\* and a parent\*. Others may be added to the team at the discretion of the agency. ***\*Caution should be exercised with team members to maintain the confidentiality of personal information.***
2. HIPPY staff should collect all pertinent documentation to be reviewed by the self-assessment team. ***The same documents will be reviewed by the trainer during the site visit.***
3. The self-assessment team will review all documentation to determine if each standard has been met. These determinations should be entered on the Accreditation Worksheet.
4. The completed Worksheet – electronic and hard copy – must be given to the trainer for use during the site visit, along with all supporting documentation.

***Both the self-assessment team and national will utilize the Observation Forms (referenced in this document) as well as the Accreditation Worksheet for entering findings.***

### **Trainer Assessment**

A HIPPY USA National Trainer\*\* will make an assessment during an on-site visit. Site visits normally last two full days and include the following activities:

- Review 10% of randomly selected participant files, with a required minimum of 10 files
- Observation of:
  - ♦ Two home visits w/different staff, in languages used and Age 5, if possible
  - ♦ One staff meeting
  - ♦ One group meeting
- Review of documentation for:
  - ♦ 8 staff meetings
  - ♦ Six parent group meetings or events (may be from previous year)
  - ♦ Two advisory group meetings
  - ♦ Professional development training
- Interviews with the coordinator, home visitors, parents, HIPPY supervisor, etc.

At the conclusion of the visit, the national will verbally share findings during an Exit Conference held with the coordinator and HIPPY supervisor. In addition, the trainer will provide recommendations or suggestions for improvement.

*\*\*HIPPY USA maintains and trains a cadre of national trainers to provide training and technical assistance, conduct site visits and otherwise support local programs. Trainers are selected from veteran coordinators who have operated/are operating high quality HIPPY sites. National Trainers are provided professional development to ensure they are able to meet established training and technical assistance goals.*

### **After the Site Visit**

Within three weeks of the site visit:

The **trainer** will submit the **Accreditation Worksheet\*** to the site, HIPPY USA, and the state office (if applicable).

The **local program** should submit the **National Trainer Site Visit Evaluation\*** to the national office and the state office, if applicable.

***\*Note: A site visit is not complete, and no determination will be made in terms of accreditation, until all required documents are submitted.***

Once both documents are received, HIPPY USA will confirm that the site has met the following national office contractual obligations:

- Payment of annual fees
- Coordinator's attendance at the most recent national conference
- Coordinator's attendance at HIPPY USA sponsored Preservice, if applicable
- Participation in state/regional conferences, if applicable
- Submission of complete and up-to-date annual reports in ETO or other approved method.

The national office will grant the appropriate accreditation status based on the assessment results combined with compliance of the contractual obligations. Notification of accreditation status will be sent to the site within 30 days after receiving the Accreditation Worksheet from the national/state trainer and the National Trainer Site Visit Evaluation from the local program.

## Section III: Accreditation

During the program assessment, each Essential Feature and Administration Standard is evaluated based on the existence of all documentation listed under **Evidence Provided**.

If the documentation demonstrates that the Standard has been met – meaning **ALL evidence is present** – the Standard is marked **Sufficient Evidence/Present**.

If any required\* **validation item for a Standard is not met, or partially met**, the Standard will be marked **Insufficient Evidence/Not Present**. \*When a Standard may be validated by either item, this is indicated by a bolded “**OR**”. The option applies only to the items immediately before and after the “**OR**”. Any other boxes must still be checked.

As a result of the assessment process, sites will earn the following designations:

- **Accreditation** (all standards fully met)
- **Program in Development** (one or more standards not met after first assessment visit)
- **Probation** (any standard not met after second assessment visit)

HIPPY USA will send written correspondence to each site notifying the site of the status that has been earned. This will occur within 30 days of receiving the Accreditation Worksheet.

The designated status will be earned based on the following:

1. **Accreditation** is earned when all elements of all Standards are met, and HIPPY USA confirms that all contractual obligations have been met.
2. **Program in Development** is earned when any Standard is not met as a result of the first assessment visit.
  - a. If an Administrative Standard is not met, the site may qualify to submit documentation of compliance or corrective changes to HIPPY USA by June 30 of the current year. If the submission results in the standard(s) being met, accreditation may still be granted for the current program year.
  - b. If any **Essential Feature** Standard is not met, the site must develop and submit a **Program Improvement Plan within 30 days** to address **any Essential Feature** Standard marked Insufficient Compliance. HIPPY USA or the trainer is available to assist a site in developing a Program Improvement Plan. **Technical assistance will be provided by HIPPY USA**, and the state office (if applicable), to support continuous improvement. If the program can show evidence of corrective action, accreditation **MAY** be awarded for the current program year.
3. **Probation** is earned when any Standard is not met as a result of a second, or subsequent, program assessment visit.
  - a. If the site has had two program assessments and still has one or more **unmet Essential or Administrative Standards**, the site must develop and submit a **Program Improvement Plan** within 30 days to address **any Standard** marked Insufficient Compliance. An increased level of **Technical assistance will be**

**provided by HIPPY USA**, and the state office (if applicable), to support the site's continuous improvement efforts throughout the Probation period.

b. A site may remain in Probation for a maximum of **two cycles**.

If a site is unable to meet all Standards after a total of three program assessment visits, a thorough appraisal of programmatic elements will be made by HIPPY USA, in conjunction with the site, to determine the ability of the site to meet the Standards in the future in order to continue as part of the HIPPY network.

### **Program Assessment Schedule:**

#### ***All Sites***

The cycle begins with any site, in year three\* or beyond, engaging a self-assessment team in a formal assessment between weeks 8 through 12 of the program year

\*Sites may elect to go through accreditation during their second year of operation if desired.

- The self assessment is done prior to the site visit by the national trainer or state trainer
- The trainer on-site program assessment visit should occur at approximately week 15 and may result in accreditation

#### ***Accredited Sites***

- The first and second year after earning **Accreditation** status, the site will review current practices to ensure continued alignment with the standards
- The site will participate in a desk audit as directed by HIPPY USA confirming that all programmatic elements remain fundamentally the same.  
*(No HIPPY USA trainer will visit that year, but technical assistance will be available through the national and/or state office)*
- The third year after earning **Accreditation** status, the site will engage a self-assessment team in formal assessment between weeks 8 through 12
- The self assessment is done prior to the site visit by the national trainer or state trainer
- The trainer on-site program assessment visit should occur at approximately week 15 and may validate continued accreditation status

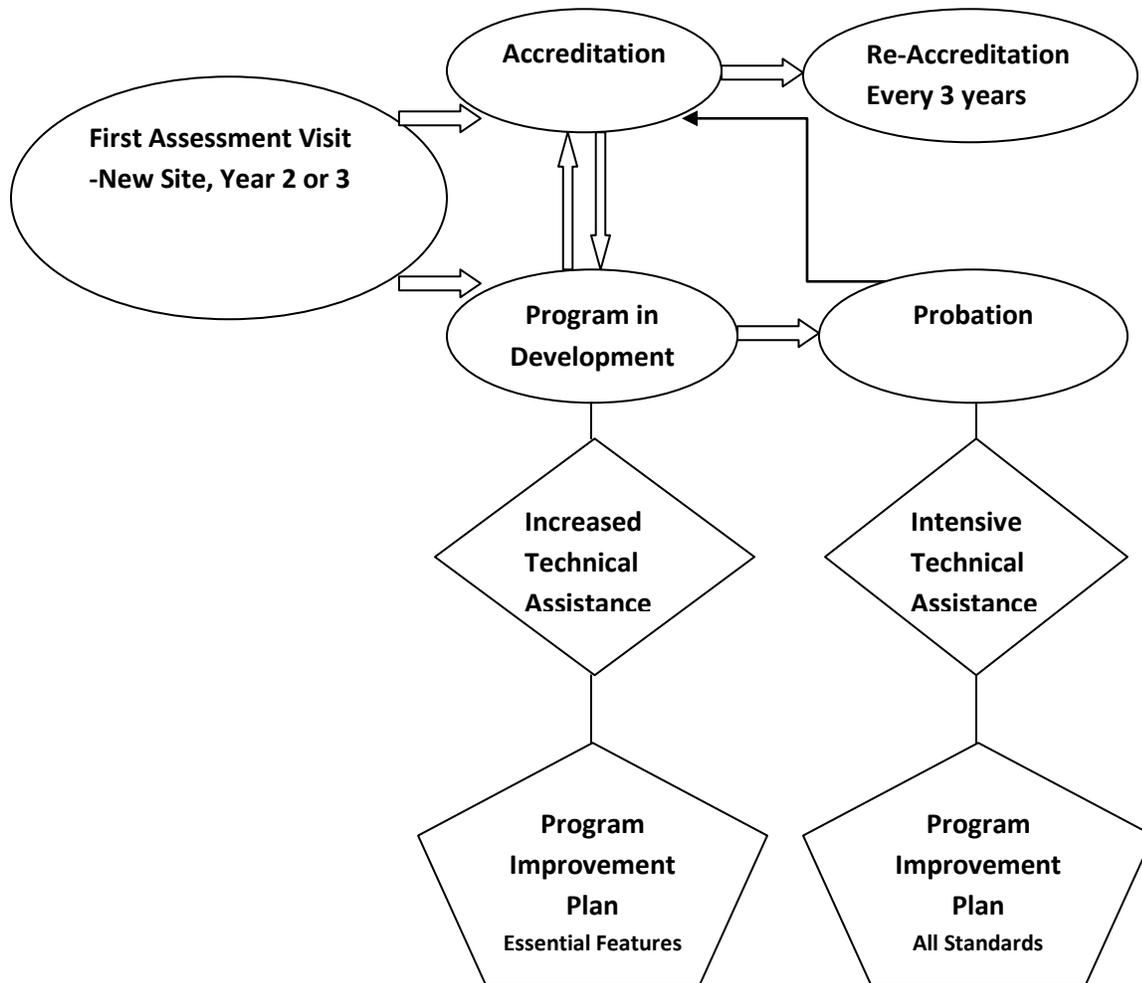
#### ***Program in Development Sites***

- After receiving notification of not being accredited from HIPPY USA, the site will begin to implement actions per the timeline contained in the Program Improvement Plan
- All improvements should be completed prior to engaging a self-assessment team in a formal assessment between weeks 8 through 12 the year following the designation
- The self-assessment is done prior to the site visit by the national trainer or state trainer
- The trainer on-site program assessment visit will occur at approximately week 15, and may result in accreditation or probation

### ***Probation Sites***

- After receiving Probation notification, the site will begin to implement actions per the timeline contained in the Program Improvement Plan
- All improvements should be completed prior to engaging a self-assessment team in a formal assessment between weeks 8 through 12 the year following the designation
- The self-assessment is done prior to the site visit by the national trainer or state trainer
- The trainer on-site program assessment visit will occur at approximately week 15

### **Program Assessment Cycle**



### **Program Improvement Plan**

To successfully meet this requirement, the site will:

1. Develop a written **Program Improvement Plan** using the designated form (on website)
2. Submit the Program Improvement Plan **within 30 days** to HIPPIY USA: The plan must address each Standard identified as Insufficient Evidence (Not Present)
3. Keep and file a copy of the **Program Improvement Plan** signed by HIPPIY USA

A Program Improvement Plan will include the following:

- Specific action(s) taken or to be taken
- Date of completion or timeline for completion
- Individual(s) responsible for completing the action(s)

## Section III: Accreditation Standards

The Standards define the performance expectations, structures, or processes that must be in place for programs to provide the highest quality services to families and the greatest positive outcomes for children.

Within this section are descriptions of the **Essential Features** of the Model plus **Administration**, the critical **Standards** as well as **Guidance** for implementing the Standards. Programs that implement HIPPY in full alignment with the Standards will achieve **Accreditation** status. In all circumstances, the Standards can provide guidance for continuous improvement of HIPPY programs.

### **Measuring Additional Standards**

HIPPY programs across the country are funded by different sources. There may be additional standards/assessments required by these funders. If these requirements make it difficult to meet any standards, programs are encouraged to contact the national office for guidance.

Programs should work closely with HIPPY USA and funders to ensure that any conflicts are addressed before accreditation visits take place.

## CURRICULUM

The HIPPY model includes a unique, research-based curriculum designed to assist children in achieving long-term academic success, enhance the parent-child bond, provide parental instruction in early childhood development, increase families' overall engagement in educational activities, improve the home literacy environment and promote education as a family value.

The HIPPY curriculum, used by parents to prepare their children for school, has an emphasis on cognitive development. The curriculum supports school readiness with activities that are naturally interesting to the child as well as meaningful to the parent. The curriculum focuses on developing vital skills and concepts that include:

- Problem Solving/Logical Thinking
- Memory
- Creativity
- Social and Emotional
- Phonemic and Phonological Awareness
- Reading Readiness
- Math Readiness
- Physical and Motor

The curriculum is composed of 30 weeks of activities for parents to use in instructing their children. The activity packets, which can be compared to a well-written lesson plan for a beginning teacher, use a step-by-step, structured approach that includes a careful sequencing of activities so both parent and child experience success.

The curriculum, available in English and Spanish, consists of:

- 30 activity packets per year for Year 1 and 2
- 15 activity and *Let's Read, Talk, and Play* packets per year for Age 5
- 9 trade storybooks per year for Age 3; 9 HIPPY storybooks per year for Age 4; 8 HIPPY storybooks per year for Age 5
- A set of 20 geometric shapes (circle, square, triangle, star and rectangle in red, yellow, blue and green)
- Tips to promote the parent's understanding of learning objectives for each activity
- Enrichment activities
- Supplemental enrichment materials to enhance the curriculum and provide additional learning opportunities for children (available on HIPPY USA web site)
- Curriculum Guide for coordinators (Year 1 and 2) and home visitors

### *Curriculum Standard One:*

Site implements at least two consecutive years of the curriculum and uses the current sanctioned edition purchased from Connelly 3 Publishing.

#### **Rationale:**

Parents will acquire the skills and habits necessary to teach academic skills to their children and to guide their educational experiences in the home and at school after completing a minimum of two years of HIPPY with their children. Each curriculum year is sequential, with each year providing the foundation for the next year's curriculum. Programs may choose to implement only two years of the HIPPY curriculum, although strongly encouraged to provide all three.

Through the use of HIPPY materials and the new knowledge and skills learned by both parents and children, the general home literacy environment will also have improved, and the level of parent-child interaction will have increased. By completing HIPPY activities with their parents, children will have acquired the pre-academic skills and knowledge in key learning areas to enable them to be successful in kindergarten. This should be reflected in successful performance on standardized tests related to school readiness and academic progress.

The use of current curriculum ensures that participants receive materials revised to reflect recent research, current methodology, and national/state core standards. Connelly 3 Publishing Group has a contract with HIPPY USA, establishing them as the sole publisher in the United States for HIPPY materials.

#### **Implementation Guidance:**

- a. Calculate orders based on the number of children by age and language. Additionally, order 5% to 10% extra curricula, especially of weeks one through 10 (when the highest attrition normally occurs).
- b. Ensure each child annually receives an activity packet and a set of story-books; a set of geometric shapes with replacements as needed. Ensure each home visitor has access to a Home Visitor Guide and two activity packets (as indicated), a set of story-books, and a set of geometric shapes. The coordinator needs a full set of all materials. A full set for the office is also recommended.
- c. Enroll children beginning with the Age 3 Curriculum. This will allow for a child's maximum exposure. Programs, at their discretion, may enroll children directly into the Age 4 Curriculum even if they have not completed the Age 3 Curriculum.
- d. Implement only Age 3 and 4 in the first year of programming (Age 5 is not encouraged in the first year); ideally, children will transition from Age 4 to Age 5.
- e. Offer the Age 5 Curriculum. The Age 5 Curriculum supports the home into school transition, as well as promotes the parents' long-term engagement with their school-aged child. (See *From Home to School Transition Plan on HIPPY USA web site for other ideas on how to support parents during the transition to school.*)
- f. Enroll children in the Age 5 curriculum after they complete Age 4; skills in the Age 5 curriculum build carefully on those developed in Age 4.
- g. Enroll children in HIPPY to match the birth date for entry into public school. The goal is for children to be engaged in the Age 5 Curriculum to align with and reinforce the learning occurring in kindergarten. Therefore, the cut-off date used by local public schools should be used for enrollment criteria into the Age 3 or 4 curricula.
- h. Begin all children with week one activities and progress through the packets in sequence. This is true even if a child and parent begin HIPPY after the general enrollment period. After week 10, two packets per week may be provided **only** if both the child's and parent's abilities allow for this accelerated process. This determination must be made for each individual child and parent.

**Validation:**

1. Site implements at least 2 years of the curriculum and uses the current sanctioned edition purchased from Connelly 3 Publishing as indicated by:
  - a. ETO Accreditation Report: Curriculum 1, ETO Child Enrollment Numbers by HIPPY Year,  
**OR**
  - b. Enrollment roster
  - c. Receipt from Connelly 3 Publishing

### *Curriculum Standard Two:*

Each child has his or her own copy of the curriculum.

#### **Rationale:**

It is fundamental to the self-esteem of children to have new materials that belong to them. Retaining their curriculum enables the family to review previous activities and to re-read storybooks as often as they wish. The curriculum allows for teaching in both English and Spanish.

Because the success of HIPPY depends on the parent being comfortable as the child's first teacher, parents may choose their language preference. Experience has shown that cognitive concepts and skills acquired by young children in their primary language are transferable to a second language.

#### **Implementation Guidance:**

- a. Ensure curriculum supply will provide each enrolled child with a complete set of curriculum (activity packets and storybooks).
- b. Allow parents to engage in HIPPY activities using the English or Spanish version of the curriculum, based on the language in which they are most comfortable using with their child.
- c. Serve only those families that are comfortable using HIPPY in the languages currently available. (It is important that the home visitor be able to read and speak in the language of the curriculum chosen by the parent.)
- d. Support dual language parents by allowing them to begin in their native language and later on switch to the other language based on proficiency. For instance, a Spanish speaking parent may engage their child in the Age 3 curriculum in Spanish. And, after becoming proficient in English, they may opt to use the English version of the curriculum when their child is in the Age 5.
- e. Ensure all curriculum materials remain in the home. The only exceptions are the *Pull Pages*, which are activity pages selected to reflect how the child's skill development is progressing. A list of suggested *Pull Pages* is distributed annually by HIPPY USA. However, the coordinator may select alternate pages that meet the objective of reflecting all skill development in all key learning areas, over time.

#### **Validation:**

1. Each child is shown to have his or her own copy of the curriculum as indicated by:
  - a. Pull Pages from 10%, or a minimum of 10, randomly selected files
  - b. Two Home visit observation (Use Home Visit Observation Form)

### *Curriculum Standard Three:*

Parents complete each week's activity packet with their child.

#### **Rationale:**

Children benefit from having regular, consistent, quality educational interactions. Parents are able to see the result of their academic involvement with their child over time. As the parent and child spend more time completing weekly packets, the parent-child bond, parent-child communication and mutual feelings of achievement (parent and child) increase. HIPPY is designed so that parents develop more empathy for their child and gain a better appreciation of their child's skill level and progress. Overall, the process improves the parent-child relationship.

#### **Implementation Guidance:**

- a. Ensure home visitors deliver new curriculum materials weekly to assigned parents.
- b. Encourage parents to work with their child for approximately 15-20 minutes a day.
- c. Encourage parents to set a regular time each day to teach their child that day's activities.
- d. Encourage parents to complete one day's worth of activities each day for a period of five days; children learn best through repetition.
- e. Encourage parents to engage their child in extension or enrichment activities if the child wants to do more than the daily activity(ies).
- f. Monitor records at least twice a month to ensure parents work with their children five days per week and that the average number of minutes worked per day is reasonable for the age of the child.
- g. Research the cause when the number of minutes is consistently much less or greater than the average 15-20 minutes per day. Determine if a referral, or other intervention, is indicated.
- h. Ensure home visitors gather *Pull Pages* on a regular basis for each child; the reason for any missing pages should be documented on the Home Visit Progress Report or alternate document.
- i. Check *Pull Pages* to determine that each child's skill development is progressing at an acceptable rate and that the work is being completed by the child and not the parent (i.e., "too perfect" based on the age of the child). If any of the work looks suspicious, the coordinator should have a diplomatic conversation about how important it is to allow children to complete work according to their abilities. Based on the abilities of individual staff members, this conversation can be held directly with the parent or relayed through the home visitor.
- j. Include *Pull Pages* in the child's folder. The *Pull Pages* can become a portfolio to be shared with the kindergarten teacher to demonstrate the child's ability. Ideally, *Pull Pages* are compiled and presented to the parents when the child graduates from HIPPY. This serves as a memento for parents, as well as a visual display of how their child's skills have progressed over time.

#### **Validation:**

1. Parents complete weekly packets with their child as indicated by a review of 10%, or a minimum of 10, randomly selected files observed in the:
  - a. *Pull Pages* from 10 %, or a minimum of 10, randomly selected files, **AND/OR**
  - b. A note indicates the reason for each missing page

#### *Curriculum Standard Four:*

During staff meetings and home visits, each home visitor has activity packets and props. Home visitors have access to the Home Visitor Guide for each level of curriculum being used.

#### **Rationale:**

It is important for the home visitor to instruct parents on how to use the curriculum in a manner that is comfortable and confident. These characteristics are supported by the home visitor having all necessary materials, as well as becoming familiar with how to support parents through reading the Home Visitor Guide, and reviewing the activity packet twice before making any home visits to deliver that week's activities. The Home Visitor Guide enables the home visitor to better understand the curriculum and how to present it in the most supportive way to the parent.

#### **Implementation Guidance:**

- a. Provide each home visitor with two activity packets in each language they deliver to parents. The home visitor has one copy of the curriculum packet that is used during staff trainings as well as when training the parent (*Sample Packet*). The second activity packet is used to teach their own, or practice, child. For home visitors who have experienced HIPPEY in each age of the curriculum with their child or a practice child, they may forgo having a practice child until a curriculum revision is introduced. This practice is implemented at the discretion of the coordinator. *See Role Play Standard One, Implementation Guidance "i"*.
- b. Ensure home visitors have all supplies (props) needed to complete the entire week's activities before visiting their parents.
- c. Provide each home visitor with access to a Home Visitor Guide to review early childhood terms and concepts that they then will relay to parents. During staff meeting, home visitors should have entire Guide or the pertinent pages for the week. *Note: The Home Visitor Guide is not present at home visits or group meetings – communication with parents should be conversational in nature.*

#### **Validation:**

1. Each home visitor has access to a Home Visitor Guide, curriculum packets, supplies and relevant props at the staff meeting as indicated by:
  - a. Staff meeting observation (Use Staff Meeting Observation Form)
2. Home visitors have a Sample Curriculum Packet and all props available when role playing with parents as indicated by:
  - a. Two home visit observations (Use Home Visit Observation Form)

## ROLE PLAY

Role Play is the primary method utilized to train home visitors and parents in the execution of the curriculum. Role play provides opportunities to discuss the purpose of individual activities, to reflect on the specific needs of learners (both adults and children) and to develop new teaching skills. Role play is easily managed by home visitors, and allows parents with any educational limitations an opportunity to become more effective as the first teachers of their children. Role play promotes a comfortable, non-threatening learning environment in which mistakes are acceptable and used to heighten learning.

Role play enables the parent to be in the role of both the parent and the child. One individual (parent) teaches and directs the activity; the other (child) provides spontaneous answers. By acting as the child, the parent begins to appreciate the learning process from the child's point of view, as well as develop empathy for challenges the child may face. Switching roles also keeps parents interested and focused. When the parent has the role of "parent" in the role play, the home visitor can ensure that the parent fully comprehends the concepts, in addition to observing how well the parent is able to lead an activity with their child. Since program staff will not see the parent working with the child, this observation is essential. While home visitors should strongly encourage parents to play both the role of the parent and the child, they should also be sensitive to the needs of parents with low literacy skills.

Role play is used throughout the HIPPY program by all participants based on a cycle that begins with the coordinator and staff.

1. The coordinator and home visitors role play the activity packet specified for that week during the weekly training meeting. During role play, the purpose of the activities and the developmental significance for children is explained.
2. Each home visitor then engages in the same activities with their child, or with a practice child, in order to gain first-hand experience in how children may react to the activities.
3. Finally, the home visitors are ready to implement the activities one-on-one with their assigned parents. **Note: The home visitor role plays the activities with the parent and does not work directly with the child.** The parent is then left with a clean packet containing five days worth of activities in which to engage with their child.

The cycle above is repeated weekly. At the staff meeting, in addition to role playing the next activity packet with staff, the coordinator reviews and discusses the previous weeks' activities. Any questions or concerns are addressed at this time.

Weekly role play evolves in alignment with the developmental needs of the home visitors as well as those of the parents. Initially, the coordinator conducts role play using a controlled, technical methodology, and then adds a variety of training techniques and applications as the home visitors gain experience and skills.

Role play is the primary initial method of instruction and generally used with Ages 3 and 4 leading to *Guided Discussion*, which may be utilized with those in the Age 5 curriculum.

The guidelines, or *Keys to Successful Role Play*, are essential to ensure parents receive high quality instruction in a manner that promotes a comprehensive understanding of how the activities will increase their children's learning and ultimately expand the child's abilities.

### ***KEYS to Successful Role Play***

1. **Discuss "Tips" before and "Things to think about and do" after the role play of the activity packet.** Sharing information with, or asking questions of, the parent helps them focus on the objective of the activity, relate the activity to past experiences, apply the learning to daily living and engage the child in additional activities to extend the learning. *See Role Play Standard One, Implementation Guidance "d" through "f" for best practices.* For Year 1, **role play (best) or read the Tips** before the activities; **role play (best) or read Things to talk about and do** at the end of each activity.
2. **Use a Sample Packet to Role Play.** Use the current week's *Sample Packet* to instruct parents during home visits. Home visitors provide parents with an unused packet at the end of the visit.
3. **Take turns playing the role of "parent" and "child".** *See Role Play Standard One, Implementation Guidance "k" and "l" for options in how to implement.*
4. **Answer spontaneously when playing the child.** The "child's" answers should represent what a child of that age might say. This will assist the parent in anticipating their child's response.
5. **Model all activities.** If the script reads get up and bark, the person playing that role should get up and bark. Let the "inner child" come out! Remember that enjoyment is contagious!
6. **Read the directions (contained in parenthesis) silently before beginning the role play when assuming the teacher/parent role.** Reading instructions aloud often gives away the answer or lessens the anticipation or surprise factor in a lesson. All actions should support the child having esteem for their parent in the role of teacher.
7. **Read the "script" to the child.** Information to be said to the child appears as bold letters in the activity packet. (For Ages 4 and 5, the script is also in all capitalized letters.) This is read aloud without skipping any parts. Changes to the narrative can cause the concept being taught to be lost or confusing to the parent.
8. **State the potential response, which follows a hyphen, regardless of the "child's" answer.** If the child provides a different but correct answer, the child's answer should be repeated along with the anticipated response. HIPPY teaches through repetition, as well as positive affirmation. This technique serves to develop self motivated learners.
9. **Never tell the child "no" or that they are wrong if they answer incorrectly.** This technique creates a positive learning environment, as well as encourages the child's self-esteem and thirst for knowledge. Be careful with non-verbal communication, such as a shake of the head or the absence of a nod, which still tells the child he/she is wrong.
10. **Provide the child with periodic praise.** For example, praise should be given at the end of an activity to acknowledge effort (i.e., you worked very hard today, I like the colors you used in your drawing). Note: praise given for each answer, or too often, becomes meaningless.
11. **Provide the title, author and illustrator** at the initial reading of each story book. This practice further expands the child's literacy development and is a standard "reading aloud" skill.
12. **Ask the parent to identify words in the story book that may be unfamiliar to their child.** This allows the parent to obtain assistance in a manner that maintains their dignity by pointing to words they are unable to pronounce and/or for which they need a definition. It is crucial that all staff know how to pronounce and define all words in an activity packet or storybook.

### *Role Play Standard One:*

The coordinator uses the *Keys to Successful Role Play* to train home visitors to present each week's activity packets to parents.

*Role Play and/or Guided Discussion may be used to train home visitors in the delivery of the Age 5 curriculum.*

#### **Rationale:**

It is crucial to ensure that home visitors will be effective at instructing and supporting their assigned parents. Home visitors need to be well prepared to engage their assigned parents in role play in a manner that supports the parent's growing knowledge and skills. The various activities included in the weekly staff meeting are designed to meet this need.

#### **Implementation Guidance:**

- a. Prepare for, and generally lead, the staff meeting.
- b. Prepare a Sample Packet to use during staff meeting. A sample packet with specified items cut out will allow participants to fully experience the activity and gain greater comprehension.
- c. Ensure home visitors have prepared their sample packets prior to home visits being conducted. *Note: Activity pages are never glued or colored!*
- d. Prepare all props and supplies needed for role play in advance of the staff training.
- e. Have staff role play the "Tips" and "Things to think about and do", versus simply reading. Role playing results in staff's increased ability to help parents focus on the activity presented through conversation.
- f. Develop individualized "Before" and "After" comments relevant to the specific population, as warranted.
- g. Instruct home visitors to prepare notes on sticky pads, or on the Sample Packet, to support discussion with parents regarding the skill development for each activity.
- h. Role Play each activity packet weekly, in sequence, for Ages 3\* and 4; use a combination of Role Play and Guided Discussion for Age 5. \*a limited amount of Guided Discussion is appropriate with Age 3.
- i. Increase the understanding of the home visitors by having them use activity packets to teach their own, or practice, child over a period of five days. This practice is done one week in advance of delivering that same week packet to parents. *See Curriculum Standard 4, Implementation Guidance "a" for the exception to having their own/practice child.*
- j. Share the activity packet with a partner. The adult taking on the role of "child" should turn their packet face down. This increases realism, since a child would not read along with their parent.
- k. Instruct staff that is not role playing an activity, to follow closely along in silence during staff and group meetings.
- l. Utilize the round-robin method to allow everyone to have a turn being the "parent" and the "child". Round-robin is used to support the home visitor's (and the parent's) comprehension of the concepts presented.
- m. Implement round-robin role play of an entire day by moving around the table in sequence. The "child" for one activity will become the "parent" of the person next to them in the subsequent activity. Or, role play can be between one pair with each of them switching to the role of the "parent" or "child" to complete an activity. The next pair will then do the same.
- n. Instruct each pair to use one packet while role playing the activity(ies).
- o. Make periodic mistakes. This practice helps increase the comfort level of parents, particularly those with limited confidence in their abilities. This helps to lessen any embarrassment that might otherwise be felt. If a parent makes an actual mistake, no one will know the difference.
- p. Read with expression and enthusiasm. Modeling expressive reading can encourage parents to do the same, making reading more enjoyable for their child. Remember, people tend to do what they enjoy.

#### **Validation Method:**

1. The coordinator appropriately uses the *Keys to Successful Role Play* or Guided Discussion to train the staff in the Age 3, 4 and/or 5 curricula respectively as indicated by:
  - a. Observation (Use Staff Meeting Observation Form)

### *Role Play Standard Two:*

Home visitor successfully instructs assigned parents (not children) in the effective utilization of the curriculum by completely role playing each activity packet each week using the 5R format: rapport, review, role play, referrals, and reminders.

*Home visitors may instruct parents enrolled in the Age 5 curriculum using Role Play and/or Guided Discussion.*

#### **Rationale:**

Research has shown that optimum, long-term positive outcomes are the result of parents being active participants in their child's education. The practice received when the home visitor works with the parent prepares them to be able to engage their child when alone. The HIPPY program delivery system promotes the child's esteem for his or her parent as their teacher. The message to the child is that "if my parent takes time out of a busy schedule to work with me, education is valued by our family".

The use of role play in the HIPPY program is grounded in experiential learning theory, which emphasizes interaction, doing and reflection. In role play, learning occurs through modeling how the curriculum should be presented to the child. Role play enables parents to become effective teachers. It increases parent's confidence by requiring them to take an active part in the instructional process.

It is important to acknowledge the developmental growth of parents who participate in HIPPY for multiple years. Role play is only the beginning of a continuum of instruction that moves parents to be more in control of their child's pre-school educational experiences by encouraging them to transfer specific teaching skills to general activities.

At the end of the continuum is Guided Discussion (see next page) which recognizes and builds upon the skills parents have gained working in previous curricula.

#### **Implementation Guidance:**

- a. Deliver Ages 3 and 4 weekly: Age 5 is designed to be provided every other week.
- b. Prepare a Sample Packet before meeting with any parent. Specified items should already be cut out.  
*Note: Activity pages are never glued or colored!*
- c. Prepare all props and supplies needed for role play in advance.
- d. Role Play each activity packet weekly, in sequence, for Ages 3\* and 4; use a combination of Role Play and Guided Discussion for Age 5. \*a limited amount of Guided Discussion is appropriate with Age 3.
- e. Role play the most advanced week of the curriculum if delivered at group meetings. If a few parents are on different weeks of the curriculum being role played, home visitors should role play the specified week individually with those parents, if possible.
- f. Discuss educational concepts for daily lessons by paraphrasing the skill development. Parent's comprehension is increased when information is shared using conversational language. However, new home visitors may read from notes previously prepared (sticky notes or on the sample packet) during staff meeting, or refer to the Parent Skill Boxes when working with parents.
- g. Utilize the Keys to Successful Role Play and 5 Rs (rapport, review, role play, referrals and reminders) to enhance the instructional experience.
- h. Share the activity packet with your partner. The adult taking on the role of "child" should turn their packet face down. This adds realism, since a child would not read along with their parent.
- i. Make periodic mistakes. This practice helps increase the comfort level of parents, particularly those with limited confidence in their abilities. This helps to lessen any embarrassment that might otherwise be felt. If a parent makes a real mistake, no one will know the difference.

- j. Read with expression and enthusiasm. Modeling expressive reading can encourage parents to do the same, making reading more enjoyable for their child. Remember, people tend to do more of what they enjoy.
- k. Provide parents with basic supplies (scissors, glue, pencils, crayons, etc.) and other items (screws, nails, sandpaper), items that will be difficult for parents to obtain.
- l. Guide parents in the identification of substitute items if the parent does not have the specific supplies listed. Use substitute items in a manner that develops the same concept as the original item listed in the activity, and fulfills the objective of the activity. The actual name of the object should be used.
- m. Role play the first four weeks with families enrolled in the Age 5 curriculum, in order to assess the parent's comfort level using the HIPPY materials. This will help determine what combination of role play versus *Guided Discussion* will be best for the parent going forward.
- n. Utilized *Guided Discussion* to the extent that the parent is comfortable handling the HIPPY curriculum and displays full comprehension.

**Validation Method:**

1. Home visitors instruct parents weekly in the effective utilization of the curriculum as indicated by:
  - a. Two home visit observations (Use the Home Visitor Observation Form)

# Age 5 Curriculum Instructions

## *Guided Discussion*

- In Guided Discussion, instruction is achieved by describing, paraphrasing, questioning, sharing an example or even demonstrating how to do an activity. This is particularly true for “Let’s Read, Talk and Play”.
- When reviewing “Let’s Read, Talk and Play” cover everything on the “Read” page. Recall of the story supports the development of retention skills. Be sure to remind the parent to ask the child to find words and phrases listed in the “Vocabulary” section.
- Ask questions of the parent that will support the child’s learning. Examples: “There are a few words in the storybook that might be unfamiliar to your child. Are there any words in the vocabulary list that you think will be in that category? Any others? What are they? Do you think the pictures will guide your child to understand the meaning of the word(s)?”
- On the rest of the pages, select certain activities to be role played or demonstrated.
- In the “Let’s Remember” area of the “Talk” section, request parents to read through the questions and pick at least one question that will be most helpful for their child’s learning process and tell why.
- In the “Play” section, let parents know they can select the number of activities to complete with their child.
- Suggest activities they might consider based on any underdeveloped skill areas their child may have.
- Summarize the lesson at the end. Ask the parent if there is an activity they would like to cover in greater depth.
- Suggest using the public library to find other books related to the current topic, or any topic of interest to their child.

## **HOME VISITS AND GROUP MEETINGS**

Home visits and group meetings are the service delivery methods for weekly contact between the home visitor and parent. Together, home visits and group meetings address the educational, social and personal needs of enrolled families. Home visiting is a valuable tool for working with vulnerable families. Through the individual training of parents in a convenient, comfortable environment, lasting relationships that strengthen the family are built. Group meetings help eliminate barriers through social experiences for children and adults, expose participants to new concepts, and allow parents to find solutions to common challenges. Group meetings are also an effective means of keeping parents actively engaged for 30 weeks.

### **Home Visits**

The first home visits each program year are for recruiting new families, providing them with a comprehensive understanding of the program, and obtaining intake information for the application process. It is vital to each family's overall success and retention that parents understand the commitment they are essentially making to their children, as well as the commitment that the HIPPY staff/agency is making to them. It is recommended that these first visits are conducted by the coordinator for enhanced clarity.

By recruiting parents in their homes, the coordinator can better determine a parent's potential as a peer home visitor. Coordinators may also accompany home visitors when they make their first visits with parents. This will help ensure that parents choose to enroll with a clear understanding and genuine commitment.

- The curriculum is delivered through home visits for the first 4-6 weeks before a pattern of home visits and group meetings begin. Home visits must also occur if the curriculum is not role played at a group meeting
- Parents are visited in their home for approximately one hour by their assigned home visitor. The focus of the home visit is the parent, or primary caregiver, who learns from the home visitor how to use the HIPPY curriculum with his/her child in the home. The child should not be present. *If the child is present, strategies need to be employed to engage the child in independent play so that full attention can be given to the parent.*
- Role playing the HIPPY curriculum with parents is the main activity during the visit.
- The length of home visits must also accommodate reviewing the past week's work, collecting a sample of the child's work; discussing any challenges the parent and child encountered when completing the previous week's activity, and addressing any other challenges the family may face (i.e., information regarding community services).
- The home visitor leaves the parent with the new weekly materials and a reminder of any upcoming parent meetings or community events.
- Program coordinators periodically (at least three times a year) accompany home visitors in the home of each participating family to observe, to provide supervision, and to support home visitors. This practice also increases rapport between coordinators and parents.

### *Home Visits Standard One:*

Home visitors meet with parents in their homes at least 90% of the time.

#### **Rationale:**

The intimacy of the home setting promotes rapport with even the most isolated parents. This connection helps parents feel comfortable enough to attend group meetings. This is especially true for parents who are shy or feel insecure. The home setting allows home visitors to meet the individual needs of parents while helping to establish the home as a positive learning environment.

Home visits allow parents to receive one-on-one training and support that is convenient, consistent and non-threatening. The engagement that takes place during the home visit allows parents to experience a growing comprehension of their importance to their child's success during the pre-school years, as well as the impact that remains after the child enters school. It also allows parents to realize that their homes are appropriate locations for teaching their children.

#### **Implementation Guidance:**

- a. Discuss with assigned parents the best day and time to establish a regular meeting in the home; this is done at the beginning of the HIPPY year.
- b. Confirm each appointment with parent, if possible.
- c. Ensure the packet has been completed prior to the visit.
- d. Schedule a home visit with any parent that did not attend the group meeting that week, or with all parents if role play of the curriculum does not occur at the group meeting. *Note: Visits with parents using the Age 5 curriculum typically occur every other week.*
- e. Establish an alternate location for the visit when circumstances dictate (i.e., unsafe conditions, parent's work schedule, etc). Alternate locations may include the HIPPY office, library, or parent's work location. Please contact HIPPY USA to discuss any circumstance where the number of parents who are met regularly in locations other than their homes exceeds 10%.
- f. Indicate in the family's folder the reason for an alternate location, if a parent is not visited in their home.

#### **Validation:**

1. 90% of home visits are taking place in the home as indicated by:
  - a. **ETO Accreditation Report: Home Visits 1, ETO Home Visit Location Count, OR**
  - b. **Home Visit Logs, OR**
2. If all home visits do not take place in the home, the reason is documented by:
  - a. **Notes explaining why another location is used, OR**
  - b. **A signed and approved Adaptation**

### *Home Visits Standard Two:*

Home visits last 45 – 60 minutes.

#### **Rationale:**

Parents have a greater potential for success in their role as “teacher” when there is ample time to accommodate all of the components of a quality home visit (Home Visit Standard Three) and to address all of their questions or concerns. Parents are more apt to stay motivated when they feel there is a genuine interest in them and they don’t feel rushed.

#### **Implementation Guidance:**

- a. Ensure parents understand how much time is needed for each home visit. Typically, Age 3 takes at least 45 minutes; Ages 4 and 5 require a minimum of 60 minutes.
- b. Ensure the schedule will allow for a longer length of time during the first few weeks of working with the curriculum with newly enrolled parents as they (and staff) need to become familiar with the materials and methodology.
- c. Document the time of the home visit on the ETO Home Visit Progress Report Log or alternate document.
- d. Make an informal assessment of the individual needs of assigned parents in regards to learning styles, developmental challenges and literacy levels during the first few visits; make any necessary adjustments over time.

#### **Validation:**

1. All home visits last 45-60 minutes based on the the curriculum being implemented (see guidance above), indicated by
  - a. **ETO Accreditation Report: Home Visits 2, ETO Home Visit Duration With Packets Delivered, OR**
  - b. Home Visit Logs, from eight weeks of visits, **OR**
2. If there are any visits lasting less than 45 minutes (Age 3) or 60 minutes (Age 4 and 5), this is documented by:
  - a. Notes to indicate the specific reason(s) for the shorter duration

## **Group Meetings**

Group meetings are excellent vehicles for engaging parents in activities related to parenting, personal and professional growth, social services, community involvement and other topics of interest to the parents.

Group meetings enable parents to:

- Learn from and support one another
- Reduce geographic or social isolation
- Receive important information about the school, community or other issues that impact them
- Learn about child development and parenting techniques
- Develop new relationships and build social networks
- Share common issues and discuss solutions to problems

Programs may include role play of the curriculum. Role play during a group meeting allows parents to observe, as well as develop, techniques based on how others handle the materials. It also allows coordinators to more easily observe how well individual parents are progressing.

Group meetings allow coordinators to maintain contact with all HIPPY families, as well as the opportunity to observe and assess home visitor interactions with families.

Generally, coordinators have the ultimate responsibility for coordinating group meetings. Considerations for group meetings include mutually convenient scheduling, safety, accessibility, transportation, child care and addressing individual and group needs.

Group meetings generally:

- Begin within the first four to six weeks of the program. This allows rapport with families to be developed during home visits before the initial group meeting
- Last approximately two hours
- Are held in an accessible facility within the target neighborhood
- Are held a minimum of six times during the HIPPY program year
- Provide enrichment activities for parents
- Provide quality child care activities to enrich children's learning
- Are sometimes held in partnership with other nonprofits/programs in the community

**Group Meeting Standard One:**

At least six group meetings (including socializations, field trips and graduations) are organized and held during the program year.

**Rationale:**

Group meetings are an efficient, low cost way to share information, experiences, community resources and opportunities with parents participating in the program.

**Implementation Guidance:**

- a. Establish a day and time for meetings based on parent availability.
- b. Select a location(s) that will provide convenient access for all parents, adequate space for adult and child activities and other amenities (kitchen, storage space, parking, etc.). Research the availability of agency property, school facilities, local churches or social service agencies.
- c. Schedule at least one meeting per month once they begin. If serving a large geographical area, this may mean that a series of meetings with same/similar content may need to be scheduled.
- d. Meetings may be scheduled for every other week versus monthly, if desired.
- e. Develop rapport with facility staff to ensure parents will be made to feel welcome.
- f. Ensure budget has sufficient monies to purchase needed/helpful items (i.e., food, paper goods, toys or materials for child care area, door prizes, etc.), or solicit donations from providers in the community (i.e., grocery stores, restaurants).
- g. Determine how and where items/supplies will be stored. You may need to purchase a lockable cabinet to secure supplies, paper goods, toys, etc.
- h. Notify parents well in advance of each meeting. Produce flyers in the languages of enrolled families.
- i. Provide families with calendars with group meetings and other community events marked.
- j. Assess transportation needs of families and develop strategies based on those needs.
- k. Assign staff to set-up room, prepare for and lead role play(s) with parents, and clean-up, as applicable.
- l. Ensure facility has a welcoming appearance. If possible, display posters and children's art work, etc.
- m. Make sure parents and children are welcomed by staff.
- n. Ensure everyone knows where to go (i.e., child care room).

**Validation:**

1. Six group meetings, or series of meetings, are held annually as indicated by:
  - a. Current and/or
  - b. Previous year's, meeting schedule
  - c. Sign in sheets

### *Group Meeting Standard Two:*

Group meetings offer educational enrichment, information and activities that meet the needs of the parents.

#### **Rationale:**

People generally become empowered to make positive changes in their lives when exposed to new ideas or techniques, different perspectives and people. This empowerment is particularly valuable for HIPPY parents, especially those who face multiple barriers (i.e., low income; language; physical or social isolation). Additionally, people are more responsive when presented with requested/desired content.

#### **Implementation Guidance:**

- a. Conduct a survey at the beginning of the year to determine topics desired or needed by parents.
- b. Plan enrichment based on parent's most requested topics. Home visitors can assist in coordinating these efforts as part of their professional development.
- c. Solicit workshop facilitators from among the implementing agency, partners, social services agencies, advisory council and the educational arena.
- d. Conduct meetings in the parents' (majority) primary language. Provide other considerations for parents who speak other languages (translators).
- e. Plan occasional parent and child activities, such as sharing a meal or an activity.
- f. Provide Group Meeting Evaluation forms for parents to complete at each meeting to determine if topics and/or presenters are valuable to the parents. (See HIPPY Excellence: Management and Supervision for sample forms.)

#### **Validation:**

1. Group meetings offer enrichment and activities that meet the needs of the parents as indicated by:
  - a. Parent Survey Summary indicates that parent's needs are used to plan meeting topics
  - b. Meeting agendas for all meetings held year-to-date compared to the Parent Survey Summary indicate parents' desires/needs are being met
  - c. Group meeting planning forms for at least two meetings
  - d. Parent evaluations for a minimum of two meetings indicate the meetings are of value to the parents

*Group Meeting Standard Three:*

Enrichment activities are provided for children during group meetings.

**Rationale:**

Children also need to build skills that are best learned through group play. The social development that occurs during group meetings is essential for all children, but particularly for those with limited opportunities to engage in cooperative play with their peers.

- a. Secure a group meeting facility that will provide separate areas for adults and children.
- b. Determine whether home visitors, agency staff, paid child care worker, teen volunteers (Girl Scouts, Campfire, high school students who need to earn credit, or adult volunteers (NCJW or Junior League, etc.) will plan, prepare, coordinate, and/or implement enrichment activities for children.
- c. Plan activities that will build upon or reinforce skills learned in HIPPY. Activities may include HIPPY extension activities, simple science projects, arts and crafts, and the handling of manipulatives. *(The HIPPY Enrichment Activity Book and the Suggested Book List for Children on the HIPPY USA web site can be used to assist with activities and book recommendations.)*
- d. Research what may be provided by community partners (i.e., theme box from local library, toys, books, videos, and video equipment).
- e. Establish a balance between individual, small group and large group experiences.

**Validation:**

1. Enrichment activities are provided for children during the parent group meeting as indicated by:
  - a. Completed Group Meeting Observation Form, **OR**
  - b. A video and/or pictures

## **COORDINATOR and HOME VISITORS**

The heart of each HIPPY program is the staff. These individuals – a coordinator and home visiting staff – provide parents with support, instruction, motivation, inspiration and guidance. The coordinator oversees the day-to-day operation of the HIPPY program and links the program to the agency, schools and the community at large. The home visitors, who are representative of the target community, serve as important role models for their assigned parents by engaging them in peer to peer learning.

### **Coordinator**

The management of a HIPPY program is provided by a full-time (or full-time equivalent) professional coordinator. The coordinator is responsible for the effective and efficient implementation of a HIPPY program as outlined in the Coordinator Job Description (Start-Up Manual). Responsibilities typically include:

- Recruit children/families and home visiting staff
- Train and supervise home visiting staff
- Plan and execute parent group meetings
- Maintain accurate and efficient record-keeping, data collection and reporting systems
- Keep a current, updated list of community resources; make referrals for families and staff, as needed
- Represent HIPPY within the community
- In conjunction with sponsoring agency, manage a functioning local HIPPY advisory committee.

Frequently, the enrolled families – and sometimes the staff – face multiple challenges and barriers. Regardless of program size or number enrolled, full-time oversight must exist to implement administrative responsibilities. The range of tasks, coupled with providing comprehensive support to home visitors and families, creates the necessity for a full-time, fully dedicated coordinator.

The background of HIPPY Coordinators varies. Expertise in early childhood education or experience in a field related to job responsibilities such as elementary education, parent/adult education, social work, community development, family literacy or family support is highly recommended. Coordinators without a background in early childhood education must obtain a level of training to increase their knowledge in this area. It is equally important that coordinators demonstrate knowledge of, and sensitivity to, the needs, culture and interests of enrolled families.

### *Coordinator Standard One:*

Coordinator has attended preservice. Coordinator has at least a Bachelor's degree\*, or is actively working on a Bachelor's degree. If course work has not included child development, the coordinator has obtained 24 contact hours of training in early childhood development.

*\*Coordinators hired prior to 2011 were granted an exemption to the required Bachelor's degree. However, they must obtain a minimum of 24 hours training in early childhood education and child development annually.*

#### **Rationale:**

It is crucial that a coordinator be equipped to undertake the encompassing and challenging responsibility of managing a HIPPY program and staff. It is essential that the coordinator have expertise in early childhood development in order to adequately train home visitors so that the staff can transfer an understanding of developmental concepts to parents.

#### **Implementation Guidance:**

- a. Obtain/update early childhood education training through classes at a higher education institution, seminars offered by experts, continuing education units offered at conferences or instruction offered on the internet.
- b. Document all training by signed certificates, CEU's, etc.

#### **Validation:**

1. The Coordinator has attended preservice.
  - a. Documentation of preservice attendance
2. The coordinator has earned, or is actively working towards, a Bachelor's degree in education or a field where course work includes child growth and development, as indicated by:
  - a. Résumé or copy of degree or transcript, **OR**
3. If the Bachelor's degree is not in a related field, the obtainment of 24 hours of training in early childhood development (**equivalent of one college course**) is indicated by:
  - a. Transcripts, signed certificates or other documentation, **OR**
4. If coordinator hired prior to 2011 does not have a degree, the obtainment of 24 hours of annual training in early childhood development is indicated by:
  - a. Transcripts, signed certificates or other documentation

### *Coordinator Standard Two:*

Coordinator evaluates each home visitor's performance at least 3 times a year, based on home visits, group and staff meeting observations.

#### **Rationale:**

The success of children and parents is greatly dependent upon the quality of the services delivered. Therefore, it is vital that coordinators observe home visitors in order to provide adequate guidance, supervision and training.

#### **Implementation Guidance:**

- a. Accompany staff on home visits that you select.
- b. Schedule observation visits at regular intervals throughout the year.
- c. Conduct visits with new home visitors within the first five weeks; the second observation should occur within weeks six through 15 with the results of the first observation used to determine the interval between visits.
- d. Conduct visits with veteran staff within the first 10 weeks. The second observation for the purpose of performance evaluation should occur within week 10-20.
- e. Schedule second visits within the upcoming three to six weeks following the first visit, if challenges are noted in the first visit.
- f. Conduct all three observation visits by at least week 25.
- g. Conduct additional assessment through phone interviews with parents. (See HIPPY Excellence: Management and Supervision for sample documents.)
- h. Include home visit observations, observations at group meetings, observations at staff meetings and a review of overall work in Performance Evaluations.**
- i. Record your observations on appropriate forms. (See HIPPY Excellence: Management and Supervision for sample documents.)
- j. Meet with each home visitor at least three times a year to discuss their performance and establish/review goals. All Performance Evaluations should be completed by at least week 25.
- k. Record supervisory home visits in ETO or otherwise document.

#### **Validation:**

1. The coordinator provides all staff with written, comprehensive performance evaluations at least three times a year as indicated by:
  - a. Review of the Last 2 comprehensive performance evaluations (or supervisory meetings) based on coordinator observations, for each home visitor.
  - b. Supporting Documentation: home visits, group and staff meeting observation forms

### *Coordinator Standard Three:*

Coordinator establishes a weekly schedule to train staff in the curriculum to include child development concepts and terminology utilizing the Coordinator Guide. All staff attend weekly training.

#### **Rationale:**

The role of home visitor may be the first job outside the home for many staff. HIPPY is often seen as a job training opportunity by organizations and funders. Regular staff meetings provide critical training for home visitors to ensure curriculum is being properly presented. Regular meetings also help establish good work habits.

A focus of the staff meeting is to ensure that home visitors understand early childhood concepts and terminology so that they are equipped to relay this knowledge to parents. This is vital because parents are better able to create a positive learning environment when they understand why and how early learning activities support their child's current and future academic success. Parents are also better prepared to advocate for their child when they learn and can use the language of the schools.

#### **Implementation Guidance:**

- a. Determine what day and time will be most conducive for staff aligned with home visit schedules, group meetings as well as regularly held agency events.
- b. Develop expectations and protocols for regular and punctual staff attendance.
- c. Discuss results of the delivery of the packet from the previous week.
- d. Brainstorm solutions for any challenges home visitors encountered.
- e. Plan/discuss upcoming group meetings and other events.
- f. Assign roles/responsibilities for future events.
- g. Incorporate general professional development, as appropriate (i.e., communication skills, work ethics, record keeping). See HIPPY USA web site for training topics/modules.
- h. Utilize the Home Visitor Guide to train new and veteran home visitors by reviewing and/or referring to the Glossary and Scope and Sequence sections.
- i. Review the skills for the coming week.
- j. Read or paraphrase the information in each activity description.
- k. Discuss early childhood education concepts and terms related to the activity. Each discussion should build upon previous learning.
- l. Decide on which day to focus on a skill that may be included two or more times during the week.
- m. Teach new staff to locate definitions of early childhood terminology in the Home Visitor Guide.
- n. Ask, rather than tell, "What skill is being developed?" or, "How would you define this skill?" as home visitors increase their knowledge.

#### **Validation:**

1. The coordinator holds weekly staff meetings at an established time and day as indicated by a review of the previous eight weeks of the:
  - a. ETO **Home Visitor Activity Touchpoint Report, OR**
  - b. Staff Meeting Agendas and Sign-In Sheets, **OR**
2. Excused absences are documented if attendance at any staff meeting is less than 100%, as indicated by:
  - a. Note(s) regarding absence and make-up training.
3. The coordinator trains home visitors in the curriculum, child development concepts and terminology, using the Coordinator Guide (hard copy or online) as indicated by:
  - a. Staff meeting observation (Use Staff Meeting Observation Form)

## Home Visitors

Home visitors deliver HIPPY services to parents primarily in their homes. Group meetings are the secondary setting where home visitors engage parents. (See Group Meeting section) The HIPPY model is designed to utilize and support paraprofessional home visitors. In this role, home visitors provide support within their communities to parents of similar backgrounds, and who face similar life challenges.

This peer relationship makes HIPPY unique. Experience shows that home visitors from the target population are able to more easily develop rapport, as well as establish trusting relationships, both of which are particularly important when working with “hard to reach” or “vulnerable” families.

Each home visitor serves from 10 to 15 children (part-time/20 hours) or 15 to 25 children (full-time/35 + hours) during a 30 week period, annually. Ideally, home visitors are recruited from parent participants and serve a cohort of parents who have a child of the same age as their own. In some instances, home visitors are former HIPPY parents who have now grown in self-confidence and want to give back to their community.

Home visitors deliver the curriculum materials and instruction to participating families and are the key to the success of HIPPY. While specific requirements will vary from agency to agency, the following may be used as recommended guidelines for hiring HIPPY home visitors. (Job Description can be found in HIPPY Excellence: Management)

Typically, home visitors:

- Deliver the curriculum
- Meet weekly with each family and document each family’s progress throughout the year
- Assist with the planning and execution of parent group meetings
- With permission, make family needs known to the coordinator (may result in referrals)
- Demonstrate desired behaviors (i.e., good communication and organizational skills, positive attitudes, leadership, sensitivity, maturity and empathy).

### *Home Visitor Standard One:*

Home visitors are HIPPY parents, former HIPPY parents, or are knowledgeable of the language and culture of the community served.\*\*

*\*\*Home visitors hired prior to 2011 were granted an exemption to this requirement.*

#### **Rationale:**

Experience has shown that parents have a greater comfort level with home visitors who are their peers. And parents are more inclined to welcome peers into their homes on a weekly basis. Family support is enhanced when home visitors are very familiar with the community.

#### **Implementation Guidance:**

- a. Look for potential home visitors when performing family intakes. It is important to have home visitors with similar experiences, who will more easily develop rapport with their assigned families.
- b. Consult HIPPY Excellence: Management for recruitment ideas, ideal home visitor qualifications, and Home Visitor Job Description.
- c. Consider former HIPPY parents, if it is impossible to hire current parents. Home visitors need to experience HIPPY with their own or a practice child.
- d. Seek individuals who do not have another job, or individuals for whom HIPPY will be their primary responsibility.
- e. Ensure applicants have a good working knowledge of the community and community services.
- f. Solicit recommendations from agency staff, elementary school teachers/principal or community partners.
- g. Consider seeking candidates at the local junior college only if challenged in finding bilingual home visitors from among the parents. Home visitors should still meet the basic criteria for program enrollment.
- h. Determine the agency's hiring procedures and timelines in the first year.

#### **Validation:**

1. Home visitors are peers of their assigned parents, or are knowledgeable of the language and culture of the community being served, as indicated by:
  - a. [ETO Accreditation Report: Home Visitors 1](#), [ETO Home Visitors Background Form Information](#) indicates that each home visitor is either a HIPPY parent, a former HIPPY Parent or is knowledgeable of the language and culture of the families s/he is assigned to serve, **OR**
  - b. Documentation describing how the home visitor reflects the characteristics of the community ([Home Visitor Skills Certification](#)), **OR**
  - c. Any staff that is a not peer to assigned parents was hired prior to 2011

*Home Visitor Standard Two:*

Home Visitors can read, write and speak well in the language of the curriculum they will use with assigned parents.

**Rationale:**

HIPPY is a literacy based program. Therefore, it is vital that all staff is able to understand the HIPPY materials easily in terms of pronunciation of words, overall comprehension and explanation of concepts. Home visitors must be able to serve as role models for parents.

**Implementation Guidance:**

- a. Assesses applicants' abilities prior to hire based on the following:
  1. Application was complete, with no or very few errors.
  2. Logical thought processes evident during the interview. (See HIPPY Excellence: Management, Sample Interview Questions.)
  3. Possesses basic computer skills or displays a willingness to acquire/enhance skills.
  4. Good oral communication skills.
  5. Good written communication skills.
  6. A HIPPY storybook (i.e., *Sometimes Big, Sometimes Small* ) was read fluently.
  7. Home Visitor Basic Skills Assessment or agency approved assessment/process used to determine and document the candidate's abilities\*. (\*See HIPPY Excellence: Management)

**Validation:**

1. Home visitors can read, write and speak well in the language they will use with parents, as indicated by:
  - a. Home Visitor Skills Certification signed by both coordinator certifies that home visitors have the skills and expertise to serve their assigned parents

### *Home Visitor Standard Three:*

Home visitor has a professional development plan based on performance evaluations and career goals.

**Rationale:** The HIPPY model uses peer home visitors who share the language, culture and life experiences of the families they serve. While most home visitors do not have college degrees, they receive intensive weekly training from the program coordinators to enable them to deliver the curriculum successfully to the parents. Working for HIPPY is the first professional level job for many of the women employed as home visitors, highlighting the strong workforce development element of the model.

Supporting home visitors as they plan for future professional growth supports HIPPY's workforce development initiative. It provides home visitors with time to reflect on their professional goals and areas in which they can grow with the guidance and support of their coordinator. Helping home visitors to see the value of continuing education and how it relates to their personal goals can help to fine-tune their professional development in ways that will help them as they move further into the workforce.

#### **Implementation Guidance:**

- a. Professional goals may be discussed anytime during a home visitor's tenure at HIPPY: when interviewing, during orientation and during supervisory evaluations.
- b. Make sure that home visitors know that HIPPY is intended to be a stepping stone for individuals who want to enter the workforce but may not have had the resources to do so.
- c. Discuss options such as individualized professional development and training, obtaining a CDA, or taking college courses.
- d. Support home visitors in finding the resources they need to meet their goals (finding face-to-face or online trainings, CDA materials, applying to college).
- e. Write a professional development plan and check for progress at least annually

#### **Validation:**

1. Each home visitor has a professional development plan based on performance evaluations and career goals as indicated by:
  - a. Current professional development plan for each home visitor based on performance evaluations and career goals.

## Administration

The role of the agency is also vital to quality assurance and long-term sustainability. The overarching goal of agency administration is to ensure that cost effective, high quality services are provided to children and families enrolled in the HIPPY program.

Effective administrative policies and procedures guide the following activities:

- Secure and maintain adequate funding
- Hire qualified staff
- Integrate HIPPY staff and program into the agency
- Determine needs and coordinate appropriate staff professional development
- Establish standard business operating procedures that include recognized protocols for record keeping
- Promote outreach to the community, other community agencies and services
- Adhere to all contractual obligations.

In addition, the agency must ensure that:

- Staff receives on-going training
- Measures are in place to ensure staff remains energized and provides the best possible services
- Protocols are in place to include the “best practices” that meet all objectives of the HIPPY model
- Staff has the tools necessary for effective program implementation (i.e., computer and software compatible with the HIPPY USA ETO system).

*Administrative Standard One:*

Funding supports all essential features and administrative functions of a cost-effective, efficient and sustainable program.

**Rationale:**

Quality services for children and families enrolled in HIPPY are dependent upon agency-wide support that includes administration (general oversight), the coordinator (daily oversight) and home visitors (service delivery).

**Implementation Guidance:**

- a. Prepare an annual budget that supports all programmatic elements.
- b. Prepare a proposed budget for each upcoming year. If the future budget is not developed by the time of the trainer visit, the coordinator should minimally prepare a forecast for the upcoming year. *This forecast should prove helpful in the development of the actual budget.*
- c. Engage in ongoing, diversified fund development. Seek in-kind contributions to augment funding streams.
- d. Include line item expenses and revenues for at least the following: salaries, fees to HIPPY USA, local travel expenses, administrative costs such as curriculum, group meetings, professional staff development, and conferences (the biennial National HIPPY Conference for coordinators and state/regional meetings for coordinators and home visiting staff). *(See electronic budget form on HIPPY USA website for specifics.)*

**Validation:**

1. Funding support all Essential Features and Administrative functions, as indicated by:
  - a. Current year budget that includes income and expenses
  - b. Proposed budget (or forecast) for next year that includes income and expenses

*Administrative Standard Two:*

Families are supported through referrals for educational, social and community services.

**Rationale:**

Children are best supported through prevention versus remediation. The early identification of a child's developmental needs can be vital to a child's later success in school and life.

Basic and/or urgent needs of families must be addressed in order for them to achieve the greatest benefit from program participation. In some cases, the needs of the family must be addressed in order to retain the family in the program.

**Implementation Guidance:**

- a. Review *Pull Pages* at least once a month to note each child's progress in all areas of skill development. If it appears the child is not making reasonable progress, the coordinator should make a determination or consult with an appropriate professional to determine if the child would benefit from additional help or a referral to an appropriate agency. All decisions should be made in consultation with the child's parent.
- b. Develop and maintain (annual updates) a comprehensive list of providers of various community services and supports. If the implementing agency is not a school district, the schools should be secured as partners.
- c. Communicate with service providers to determine the array of services, the points of contact, and the best method for effective referrals.
- d. Disseminate preventive information provided by community agencies. This could be flyers, announcements or group meeting presentations.
- e. Advise parents of community supports (i.e., clothing distribution center).
- f. Respond to any requests made by parents or observations that indicate a family's need for services.
- g. Document all referrals in the family's folder. Conduct appropriate follow-up.

**Validation:**

1. Children and/or families with identified needs for services received referrals for those services, as indicated by:
  - a. **ETO Referral Management Report, OR**
  - b. Review of the family folders

*Administrative Standard Three:*

Each coordinator is responsible for a maximum of 180 children.

**Rationale:**

Many of the coordinator duties (staff meetings, group meetings, field trips, etc.) take the same amount of time regardless of enrollment size. To ensure the coordinator's efficiency, a reasonable maximum enrollment has been established.

Note: Some families may have more than one child enrolled in HIPPY at the same time. The size of a program is calculated on the number of children which may exceed the number of families.

**Implementation Guidance:**

- a. Hire an assistant coordinator, or assign other agency staff to assume certain duties, if between 181 and 270 children are served.
- b. Hire a second full time coordinator if more than 270 children, or a hire second assistant coordinator, or assign other agency staff to assume certain duties, if between 270 and 360 children are enrolled.

**Validation:**

1. Coordinator oversees a cohort of 180 children or less, as indicated by:
  - a. **ETO Accreditation Report: Administration 3 & ETO Home Visitor Caseload Count Total Currently Active Children reflects < 180, OR**
  - b. enrollment roster, **OR**
2. If coordinator oversees a cohort of more than 180 children, the workload has been lessened as indicated by:
  - a. an assistant coordinator or other agency staff who assists the coordinator

*Administration Standard Four:*

Coordinator is dedicated full-time to HIPPY. **Note: If coordinator is not 100% dedicated to HIPPY, tasks are assigned to other staff.**

**Rationale:**

It is essential that there is adequate time to perform daily operations. The coordinator is responsible for a wide range of administrative tasks, as well as the educational enrichment and support of families that may be in crises. In addition, since the home visiting staff is from the community, sufficient time is needed to provide them with comprehensive support and training.

**Implementation Guidance:**

- a. Hire an assistant if coordinator is not both full-time and fully dedicated to HIPPY oversight.
- b. Assign other agency staff to be responsible for any duties that cannot be reasonably performed by the coordinator based in the number of hours worked per week.

**Validation:**

1. Coordinator is full-time, fully dedicated to HIPPY, as indicated by:
  - a. Job description or other documentation, **OR**
2. The coordinator is responsible for tasks commensurate with hours worked per week, or other staff are responsible for an appropriate percentage of tasks as indicated by:
  - a. Coordinator Key Roles and Responsibilities form

*Administrative Standard Five:*

Home visitors are assigned an appropriate caseload of children.

**Rationale:**

The ability of home visitors to work effectively with families is crucial to ensuring positive outcomes. Their demanding tasks include contacting parents by phone, making home visits, travel between homes, participating in staff meetings, completing and filing paperwork, data entry (if applicable), the planning and execution of group meetings and attendance at any special events. Therefore, caseload limitations are important in terms of greater effectiveness, efficiency and to avoid “burn-out”.

**Implementation Guidance:**

- a. Consider physical distances between assigned homes, the level of support needed to sustain families facing barriers and challenges, etc., when determining case loads.
- b. Assign part-time home visitors (20 hours/week) a caseload of 10 to 15 children; full-time home visitors (35+ hours/week) a caseload of 16 to 25 children.
- c. Use the following formulas when determining caseloads when the number of hours worked does not meet the 20 or 35 hour examples: For an average family, calculate 1.4 hours for each child being served or 1.5 hours per child in cases where families are challenged by multiple crises.

**Validation:**

1. It is evident that each home visitor’s caseload is less than the maximum indicated by:
  - a. **ETO Accreditation Report: Administration 3 & 5, ETO Home Visitor Caseload Count, # Children Assigned, OR**
  - b. Home visitor assignment rosters

*Administrative Standard Six:*

Agency ensures all staff receives comprehensive pre-service orientation plus 15 hours of annual training related to job responsibilities.

**Rationale:**

Professional development is particularly critical in HIPPY due to its specific design which includes home visitors who are peers of the community served. HIPPY USA sponsors essential pre-service or in-service opportunities and requires that staff take part in job related training opportunities.

**Implementation Guidance:**

- a. Make sure a new coordinator attends HIPPY USA Coordinator Preservice. New coordinators hired during the year must attend the next offered session.
- b. Ensure the coordinator's attendance at each HIPPY USA biennial national conference.
- c. Notify HIPPY USA whenever there is a change in coordinator. If this occurs, a national trainer will make an early visit (within first eight weeks) to support the continuation of effective programming.
- d. Request a modified Initial Site Visit to train home visitors and provide on-site training for the coordinator if a new coordinator is hired along with new home visiting staff. A national trainer will conduct a two-day training.
- e. Make sure all new home visiting staff participates in HIPPY pre-service (on-site) training.
- f. Ensure all staff attend HIPPY sponsored state or regional meetings during the program year.
- g. Conduct or coordinate periodic in-service training for HIPPY staff (coordinator and home visitors). Recommended schedule: Conduct every four to six weeks.
- h. Design in-service to improve or expand upon skills needed to effectively deliver HIPPY services.
- i. Survey home visitors annually to determine in-service topics.
- j. Select professional development topics for home visitors based on coordinator's observations (performance evaluations) or developmental needs identified during supervisory goal setting sessions and home visitor survey answers. Some recommended topics are organizational skills, time management, establishing boundaries with families, personal safety, early childhood development, and mandated reporting.
- k. Utilize basic training modules, as well as *Everyday Talk* (early childhood focus), available on the HIPPY USA web site.
- l. Determine home visitor levels of expertise in relation to training needs. This may be achieved by utilizing the Home Visitor Knowledge and Skills Assessment and Answer Key.

**Validation:**

1. Certificates, or other documentation, reflect 15 hours of training annually for each home visitor and coordinator
2. Agendas and Sign-In Sheets for annual pre-service training/review for veteran home visitors
3. Agendas and Sign-In Sheets for pre-service training for any new home visitors

*Administrative Standard Seven:*

Coordinator's supervisor is knowledgeable and supportive of HIPPY program.

**Rationale:**

The role of the coordinator's supervisor is vital to overall program quality and long-term sustainability. In order to provide adequate support, the supervisor should have a comprehensive understanding of HIPPY goals, practices, and philosophy from the perspective of a supervisor.

**Implementation Guidance:**

- a. Participate in an official HIPPY USA training in the HIPPY model.
- b. Attend program activities such as staff meetings, parent group meetings and end-of-year celebrations (i.e., "graduation", promotional exercise).
- c. Conduct regular supervisory sessions with coordinator to discuss performance and professional goals.
- d. Ensure coordinator has on-going professional development training.
- e. Ensure coordinator has a copy of the contract with HIPPY USA to inform them of mutual obligations.
- f. Perform, or ensure the performance of fund development tasks.
- g. Develop, or ensure the development of the budget.
- h. Participate in HIPPY Advisory Council.
- i. Participate in site visit Exit Conference with coordinator and trainer.

**Validation:**

1. HIPPY supervisor is knowledgeable and supportive of HIPPY program, as indicated by:
  - a. Documentation of participation in an official HIPPY orientation (i.e., HIPPY USA sponsored Supervisor Training Webinars or minimum 3 days' attendance at HIPPY USA Coordinator Preservice)
  - b. Event Sign-In Sheets (minimally, one staff meeting, one group meeting, and one other activity from current or previous year (i.e., end-of-year event)
  - c. Documentation of Supervisory Sessions that include Performance Evaluations and Goal Setting (three per year)
  - d. Attendance at Exit Conference with HIPPY National or state trainer

*Administrative Standard Eight:*

Data collection system tracks child, parent, and program progress as well as generates required HIPPY USA reports on outcomes.

**Rationale:**

Collecting and evaluating data on program activities enables the agency to determine the effectiveness of the HIPPY program. It can also be used to indicate areas for program improvement.

Additionally, there is a strong link between being able to secure funding, and the ability to document who is served as well as the short, medium, and long-term impact on program participants - which ultimately should lead to the sustainability of the program.

**Implementation Guidance:**

- a. Utilize HIPPY USA ETO, or other funder or agency required computerized system to collect and report on demographic, quantitative and qualitative data related to children, families, programmatic elements and outcomes required by HIPPY USA.
- b. Provide a dedicated computer to process HIPPY data and generate reports. If ETO is used, provide access to the internet.
- c. Gather and enter data on a regular and consistent basis. Once a week is recommended.
- d. Utilize computerized reports to assess, improve and guide program management, decision making and evaluation.

**Validation:**

1. Program collects and reports on program participants and activities as indicated by:
  - a. Use of ETO, evidence that reports are complete and up to date (within 4 weeks)\*\***OR**
  - b. ETO Waiver, plus the use of another computerized data collection system to collect and report data required by HIPPY USA, evidence that reports are complete and up to date (within 4 weeks)\*\*\*

\*\*HUSA is developing a report that can be used to verify this standard, until future notice, ETO reports will be verified in HUSA office

\*\*\*Waiver Sites End of Year reports will be verified by HUSA

*Administrative Standard Nine:*

Record keeping system is organized for efficiency and ensures the confidentiality of personal information.

**Rationale:**

Effective data collection is supported by a system that is easy, effective and efficient to access. It is essential for participants to trust and have confidence in the program/agency that all data is maintained with the utmost confidentiality.

**Implementation Guidance:**

- a. Establish organized and systematic record keeping. (See HIPPY Excellence Manual: Program Management)
- b. Maintain records in a secure location in the HIPPY office to ensure complete confidentiality.
- c. Ensure family folders contain documentation that is reasonably up-to-date (within four weeks of current week). Documentation should include Home Visit Reports and *Pull Pages*.
- d. Ensure files always remain in the office. Office copies are never transported by the home visitors. *Note: Irreplaceable documents may be permanently lost if they are taken from the office. It is recommended that home visitors have a “working copy” of the necessary forms or they collect the needed information using other methods (i.e., notebook, iPad, appointment book) and transfer the information to the office documents once a week.*

**Validation:**

1. Record keeping is organized and maintains the confidentiality of participants indicated by:
  - a. Review of filing system

*Administrative Standard Ten:*

Program has an active Advisory Council that includes decision makers and leaders in the community.

**Rationale:**

An important element of long-term sustainability is the support of stake holders in the community. One strategy is to involve supporters/potential supporters as advisors to the program.

**Implementation Guidance:**

- a. Establish a council that represents the entire community (business, education, residents, community partners, and other agency representatives). Community partners may include Head Start, libraries, preschool centers, public schools, and social service providers.
- b. Create a list of potential assignments for council members. This may include community outreach (speaker's bureau), presenting at group meetings, supervising children's activities at group meetings, financial support of special events (i.e., field trips, graduation), and entrée to potential funders. (See Coordinator's Preservice Manual, Local Community, section eight for ideas.)
- c. Use a sub-committee of the agency's advisory group if it is impossible to have a separate group.

**Validation:**

1. An Advisory Council with diverse community representation, is indicated by:
  - a. ETO Advisory Group Report, **OR**
  - b. Advisory Council Roster
1. The Advisory Council is active, as indicated by:
  - a. Minutes from at least two meetings from the current program year

*Administrative Standard Eleven:*

At least eighty percent (80%) of the children enrolled complete at least 26 weeks, annually.

**Rationale:**

An important indicator of the overall quality of programming is the rate of retention.

**Implementation Guidance:**

- a. Calculate the retention rate. [If not using ETO, divide the number of children who completed at least 26 weeks by the number of children who were enrolled for at least 4 weeks]
- b. Document the reason(s) for any family or staff member who leaves the program. This will help guide continuous improvement efforts.
- c. Calculate the rate of retention from one year to the next. Determine how many children re-enroll versus drop out the following year and use the information for program management.

**Validation:**

1. At least eighty percent of enrolled children complete the program annually, as indicated by an analysis of the previous year through the:
  - a. ETO Accreditation Report: Administration 11 Previous Year's ETO Child Retention, **AND/OR**
  - b. ETO Accreditation Report: Administration 11, Current Year's ETO Child Retention, **OR**
  - c. Enrollment roster analysis

*Administrative Standard Twelve:*

Program reports Parent and Child outcome to demonstrate effectiveness.\*\*

**Rationale:**

HIPPY is an evidence based model. In order to continue to demonstrate effectiveness, build the evidence base and continue to grow, HIPPY programs must contribute to the data that is used to report outcomes. Programs are expected to evaluate parent and child outcomes annually to measure their own effectiveness and the effectiveness of the model.

**Implementation Guidance:**

1. Create a evaluation plan that includes:
  - a. Who will be assessed,
  - b. What tool/s will be used,
  - c. When assessments will occur,
  - d. How assessments will be analyzed and reported.
2. Implement plan annually.
3. Submit data and/or report findings to HIPPY USA and/or state office.

**Validation:**

1. Program reports Parent and Child outcome to demonstrate effectiveness.\*\*
  - a. Written evaluation plan (State plans are suitable)
  - b. Measures for parents
  - c. Measures for children

\*\*2014/2015 Plan is in writing

\*\*2015/2016 Plan is in writing and parent measure is reported

\*\*2016/2017 Plan is in writing. Parent and child measures are reported.

*Administrative Standard Thirteen:*

Program has an employee manual that includes at least:

- a. hiring and training
- b. expectations, job descriptions
- c. how employees issues are handled, grievance procedures

**Rationale:**

Employees who have clear guidelines about what to expect and what is expected tend to have higher productivity rates, better morale and superior supervisory evaluations. Well written policies protect the employer and employee from misunderstandings and ensure that all staff have the same knowledge about workplace expectations. Employers should evaluate policies regularly to make sure that they are still relevant and up-to-date and that they are being followed.

**Implementation Guidance:**

1. If the agency does not have an employee manual, one should be written to include at least:
  - a. Hiring and training
  - b. Expectations and job descriptions,
  - c. How employee issues are handled, a grievance policy.
2. Review the manual with the Advisory Board.
3. Share the manual with all staff.
4. Ensure that policies are implemented and review regularly.
5. If the agency has an employee manual, the HIPPY coordinator is encouraged to make sure that policies that do not apply to home visitors are modified in writing.

**Validation:**

1. Program has a employee manual that includes at least:
  - a. hiring and training
  - b. expectations, job descriptions
  - c. how employees issues are handled, grievance procedures
2. Employee manual with required sections noted or highlighted.

# 2015 – 2016 HIPPY USA ACCREDITATION WORKSHEET

Program Name	HIPPY USA Site ID
Program Year Start Date	Program Year End Date <i>(fiscal year end if unknown)</i>
Coordinator Name	Site Self-Assessment Completed <i>(date)</i>
Trainer	Trainer Site Visit Dates
Trainer Assessment Submitted <i>(date)</i>	Trainer Assessment Received <i>(date)</i>

## Data Summary

**Directions:** Enter numbers served at time of self-assessment or site visit in each category below.

Number Enrolled <i>( Includes all active AND recently registered, with or without role play )</i>		
HIPPY Year	Number of Children	
Year 1, Age 3		
Year 2, Age 4		
Year 3, Age 5		
<b>Total Children</b>		
<b>Number of Families</b>		
Race	Number of Children	
	Hispanic	Non-Hispanic
American Indian or Alaskan Native		
Asian		
Black or African American		
Pacific Islander		
White		
Multiracial		
Unknown		
<b>Total Children</b>		
Number Enrolled <i>( Includes all active AND recently registered, with or without role play )</i>		

Number Served <i>( Includes all active AND dropped completed 3 or more packets )</i>		
HIPPY Year	Number of Children	
Year 1, Age 3		
Year 2, Age 4		
Year 3, Age 5		
<b>Total Children</b>		
<b>Number of Families</b>		
Race	Number of Children	
	Hispanic	Non-Hispanic
American Indian or Alaskan Native		
Asian		
Black or African American		
Pacific Islander		
White		
Multiracial		
Unknown		
<b>Total Children</b>		
Number Served <i>( Includes active AND dropped completed 3 or more packets )</i>		

## Part I: Program Information

**Directions:** The Coordinator completes this section in preparation of the site visit. Enter information by clicking on the gray bar, moving forward with the tab button or clicking on next bar.

<b>Program Name</b>	<b>HIPPY USA Site ID</b>				
<b>Address</b>	<b>City/State/Zip</b>				
<b>Coordinator Name</b>	<b>Coordinator Email</b>				
<b>Telephone Number</b>	<b>Fax Number</b>				
<b>Name and title of supervisor</b>	<b>Supervisor Email</b>				
<b>Assistant Coordinator Name</b>	<b>Email</b>				
<b>Number of part-time home visitors</b>	<b>Number of full-time home visitors</b>				
<b>Home Visitor Name</b>	<b>HIPPY parent or past parent</b>	<b>Hours worked per week</b>	<b>Years with HIPPY</b>	<b>Number of HIPPY children served</b>	<b>Works with practice/own child</b>
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No
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	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No

## Self Assessment Team

Dates team met to complete self assessment \_\_\_\_\_

<b>Title or relationship to program</b>	<b>Signatures of Self Assessment Team (Names)</b>
Coordinator	
Home Visitor	
Supervisor	
Parent	
Other	

Essential Feature: Curriculum				
Accreditation Standard	1. Site implements at least 2 years of the curriculum and uses the current sanctioned edition purchased from Connelly 3 Publishing.	2. Each child has his/her own copy of the curriculum.	3. Parents complete each week's activity packet with their child.	4. During staff meetings and home visits, each home visitor has activity packets and props. Home visitors have access to the Home Visitor Guide for each level of curriculum being used.
Self –Assessment	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met
Evidence Provided	<input type="checkbox"/> ETO Accreditation Report: Curriculum 1 ETO Child Enrollment Numbers by HIPPY Year, <b>OR</b> <input type="checkbox"/> Enrollment Roster <input type="checkbox"/> Receipt from Connelly 3 Publishing	<b>TRAINER OBSERVATION:</b> <input type="checkbox"/> Pull Pages from 10 %, or a minimum of 10, randomly selected files <input type="checkbox"/> 2 Home Visit Observations	<b>TRAINER OBSERVATION:</b> <input type="checkbox"/> Pull Pages from 10 %, or a minimum of 10, randomly selected files <input type="checkbox"/> Note(s) to indicate the reason for missing weeks/pages	<b>TRAINER OBSERVATION:</b> <input type="checkbox"/> Staff Meeting Observation <input type="checkbox"/> 2 Home Visit Observations
Self-Assessment Comments and Creative Strategies				
Trainer's Verification	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)
Trainer Recommendations, Comments and Creative Strategies:				

<b>Essential Feature: Role Play</b>		
<b>Accreditation Standard</b>	<p>1. The coordinator uses the Keys to Successful Role Play to train home visitors to present each week’s activity packets to parents. <i>Role Play and/or Guided Discussion may be used to train home visitors in the delivery of the Age 5 curriculum.</i></p>	<p>2. Home visitor <b>successfully</b> instructs assigned parents <b>(not children)</b> in the effective utilization of the curriculum by completely role playing each activity packet each week <b>using the 5R format:</b> rapport, review, role play, referrals, and reminders. <i>Home visitors may instruct parents enrolled in the Age 5 curriculum using Role Play and/or Guided Discussion</i></p>
<b>Self –Assessment</b>	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met
<b>Evidence Provided</b>	<p><b>TRAINER OBSERVATION:</b></p> <input type="checkbox"/> Staff Meeting Observation	<p><b>TRAINER OBSERVATION:</b></p> <input type="checkbox"/> Two (2) Home Visit Observations
<b>Self-Assessment Comments and Creative Strategies</b>		
<b>Trainer’s Verification</b>	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)
<b>Trainer Recommendations, Comments and Creative Strategies:</b>		

## Essential Feature: Home Visits

<b>Accreditation Standard</b>	1. Home visitors meet with parents in their homes at least <b>90%</b> of the time.	2. Home visits last 45 to 60 minutes.
<b>Self-Assessment</b>	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met
<b>Evidence Provided</b>	<input type="checkbox"/> <b>ETO Accreditation Report: Home Visits 1</b> <input type="checkbox"/> <b>ETO Home Visit Location Count, OR</b> <input type="checkbox"/> Home Visit Logs, <b>OR</b> <input type="checkbox"/> Documentation for alternate meeting location(s) for less than 10% of visits, <b>OR</b> <input type="checkbox"/> Approved Adaptation	<input type="checkbox"/> <b>ETO Accreditation Report: Home Visits 2</b> <input type="checkbox"/> <b>ETO Home Visit Duration With Packets Delivered, OR</b> <input type="checkbox"/> Home Visit logs (past 8 weeks), <b>OR</b> <input type="checkbox"/> Note(S) to indicate reason for visits of less duration  <b>TRAINER OBSERVATION:</b> <input type="checkbox"/> 2 Home Visit Observations
<b>Self-Assessment Comments and Creative Strategies</b>		
<b>Trainer's Verification</b>	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)
<b>Trainer Recommendations, Comments and Creative Strategies:</b>		

<b>Essential Feature: Group Meetings</b>			
<b>Accreditation Standard</b>	1. At least six group meetings (including socializations, field trips and graduations) are organized and held during the program year.	2. Group meetings offer educational enrichment, information, and activities that meet the needs of the parents.	3. Enrichment activities are provided for children during group meetings.
<b>Self-Assessment</b>	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met
<b>Evidence Provided</b>	<input type="checkbox"/> Current year's schedule, <b>and/or</b> <input type="checkbox"/> Previous year's meeting schedule <input type="checkbox"/> Sign in sheets	<input type="checkbox"/> Parent Survey Summary <input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Group meeting planning form <input type="checkbox"/> Parent Group Meeting Evaluations for two meetings	<input type="checkbox"/> Group Meeting Video and/or pictures <b>OR</b> <b>TRAINER OBSERVATION:</b> <input type="checkbox"/> Group Meeting Observation
<b>Self-Assessment Comments and Creative Strategies</b>			
<b>Trainer's Verification</b>	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)
<b>Trainer Recommendations, Comments and Creative Strategies:</b>			

Essential Feature: Coordinators			
Accreditation Standard	1. <b>Coordinator has attended preservice.</b> Coordinator has at least a Bachelor's degree. If the degree is not in education or a related field, the coordinator has obtained the required annual early childhood development training.	2. Coordinator evaluates each home visitor's performance at least 3 times a year, based on home visits, group and staff meeting observations.	3. Coordinator establishes a weekly schedule to train staff in the curriculum and child development concepts and terminology using the Coordinator's Guide. <b>All staff attend weekly training.</b>
Self-Assessment	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met
Evidence Provided	<input type="checkbox"/> <b>Documentation of preservice attendance</b> <input type="checkbox"/> Documentation of a degree (résumé or copy of diploma), <b>OR</b> <input type="checkbox"/> Documentation of 24 hours of training in early childhood development if degree is not related to education, <b>OR</b> <input type="checkbox"/> Documentation of 24 hours of training in early childhood development annually if (pre-2011) coordinator without a degree.	<input type="checkbox"/> Last 2 <b>comprehensive</b> performance evaluations ( <b>or supervisory meetings</b> ) based on coordinator observations, for each home visitor. <input type="checkbox"/> <b>Supporting Documentation: home visits, group and staff meeting observation forms</b>	<input type="checkbox"/> <b>HOME VISITOR ACTIVITY TOUCHPOINT Report, OR</b> <input type="checkbox"/> Meeting Agendas and Sign-In Sheets for 8 previous weeks, <b>OR</b> <input type="checkbox"/> Documentation to explain any absences <b>and make up training</b>  <b>TRAINER OBSERVATION:</b> <input type="checkbox"/> Staff Meeting Observation
Self-Assessment Comments and Creative Strategies			
Trainer's Verification	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)
Trainer Recommendations, Comments and Creative Strategies:			

## Essential Feature: Home Visitors

<b>Accreditation Standard</b>	1. Home visitors are HIPPA parents, former HIPPA parents or have the characteristics of the community.	2. Home visitors can read, write, and speak well in the language of the curriculum they will use with assigned parents.	3. Home visitor has a professional development plan based on performance evaluations and career goals.
<b>Self-Assessment</b>	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met	<input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met
<b>Evidence Provided</b>	<input type="checkbox"/> ETO Accreditation Report: Home Visitors 1 <input type="checkbox"/> ETO Home Visitors Background Form Information, <b>OR</b> <input type="checkbox"/> Home Visitor Skills Certification for each home visiting staff member signed by HIPPA coordinator <b>OR</b> <input type="checkbox"/> Hired prior to 2011	<input type="checkbox"/> Home Visitor Skills Certification for each home visiting staff member signed by HIPPA coordinator.	<input type="checkbox"/> Current professional development plan for each home visitor based on performance evaluations and career goals.
<b>Self-Assessment Comments and Creative Strategies</b>			
<b>Trainer's Assessment</b>	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)	<input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)
<b>Trainer Recommendations, Comments and Creative Strategies:</b>			

**Essential Feature: Administration (Page 1 of 3)**

<p><b>Accreditation Standard</b></p>	<p>1. Funding supports all essential features and administrative functions of a cost effective, efficient, and sustainable program.</p>	<p>2. Families are supported through referrals for educational, social, and community services.</p>	<p>3. Each coordinator is responsible for a maximum of 180 children.</p>	<p>4. Coordinator is full-time. <b>Note:</b> If coordinator is not 100% dedicated to HIPPY, tasks are assigned to other staff.</p>
<p><b>Self-Assessment</b></p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>
<p><b>Evidence Provided</b></p>	<p><input type="checkbox"/> Current Budget that includes income and expenses <input type="checkbox"/> Proposed budget or forecast that includes income and expenses</p>	<p><input type="checkbox"/> ETO Referral Management Report <b>OR</b> <input type="checkbox"/> TRAINER OBSERVATION: Review of Family Folders</p>	<p><input type="checkbox"/> ETO Accreditation Report: Administration 3 &amp; 5; ETO Home Visitor Caseload Count; Total Currently Active Children reflects &lt; 180, <b>OR</b> <input type="checkbox"/> Enrollment Roster reflects &lt; 180, <b>OR</b> <input type="checkbox"/> Asst. Coordinator, if more than 180 children</p>	<p><input type="checkbox"/> Documentation that coordinator is full-time, fully dedicated to HIPPY <b>OR</b> <input type="checkbox"/> Coordinator Key Tasks and Responsibilities Form (reflects appropriate % of tasks performed by others if not full time)</p>
<p><b>Self-Assessment Comments and Creative Strategies</b></p>				
<p><b>Trainer's Verification</b></p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>
<p><b>Trainer Recommendations, Comments and Creative Strategies:</b></p>				

**Essential Feature: Administration (Page 2 of 3)**

<p><b>Accreditation Standard</b></p>	<p>5. Home visitors are assigned appropriate caseload of children.</p>	<p>6. Agency ensures all staff receives comprehensive pre-service orientation and 15 hours of annual job related training.</p>	<p>7. Coordinator's supervisor is knowledgeable and supportive of HIPPY program.</p>	<p>8. Data collection system tracks child, parent, and program progress, generating required HIPPY USA outcome reports.</p>
<p><b>Self-Assessment</b></p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>
<p><b>Evidence Provided</b></p>	<p><input type="checkbox"/> ETO Accreditation Report: Administration 3 &amp; 5 ETO Home Visitor Caseload Count # Children Assigned, <b>OR</b> <input type="checkbox"/> Home Visitor Assignment Rosters</p>	<p><input type="checkbox"/> Certificates or other documentation <input type="checkbox"/> Agendas and Attendance Sheets for pre-service training for any new home visitors</p>	<p><input type="checkbox"/> Documentation of participation in an official HIPPY USA orientation. <input type="checkbox"/> Event sign-in sheets (1 staff meeting, 1 group meeting, and 1 other event) <input type="checkbox"/> Supervisory meetings with coordinator (3 per year) <b>TRAINER OBSERVATION:</b> <input type="checkbox"/> Attendance at exit conference</p>	<p><input type="checkbox"/> HIPPY USA ETO reports are complete and up to date (within 4 weeks)* <b>OR</b> <input type="checkbox"/> Site has an ETO Waiver (using another computerized data collection system) and reports are complete and up to date (within 4 weeks)**</p>
<p><b>Self-Assessment Comments and Creative Strategies</b></p>				
<p><b>Trainer's Verification</b></p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present) **ETO reports will be verified in HUSA office until checklist is created ***End of Year reports will be verified by HUSA</p>
<p><b>Trainer Recommendations, Comments and Creative Strategies: Recommendations:</b></p>				

**Essential Feature: Administration (Page 3 of 3)**

<p><b>Accreditation Standard</b></p>	<p>9. Record keeping system is organized for efficiency and ensures the confidentiality of personal information.</p>	<p>10. Program has an active Advisory Council that includes decision makers and leaders in the community.</p>	<p>11. Eighty percent (80%) of enrolled children complete at least 26 weeks annually.</p>	<p>12. Program reports Parent and Child outcome to demonstrate effectiveness.**</p>	<p>13. Program has a employee manual that includes at least:  a. hiring and training b. expectations, job descriptions c. how employees issues are handled, grievance procedures</p>
<p><b>Self-Assessment</b></p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>	<p><input type="checkbox"/> Met standard <input type="checkbox"/> Partially met <input type="checkbox"/> Not met</p>
<p><b>Evidence Provided</b></p>	<p><b>TRAINER OBSERVATION:</b> <input type="checkbox"/> Files are organized and kept in a manner that ensures personal information about families is kept confidential</p>	<p><input type="checkbox"/> ETO Advisory Group Report, or <input type="checkbox"/> Advisory Council Roster <input type="checkbox"/> Minutes from at least two meetings held during the current program year</p>	<p><input type="checkbox"/> ETO Accreditation Report: Administration 11 Previous Year's ETO Child Retention <b>AND/OR</b> <input type="checkbox"/> Current Year's ETO Child Retention <b>OR</b> <input type="checkbox"/> Enrollment Roster Analysis</p>	<p><input type="checkbox"/> Written evaluation plan (State plans are suitable) <input type="checkbox"/> Measures for parents <input type="checkbox"/> Measures for children  **2014/2015- Plan is in writing **2015/2016 Plan is in writing and parent measure is reported **2016/2017 Plan is in writing. Parent and child measures are reported.</p>	<p><input type="checkbox"/> Employee manual with required sections noted or highlighted.</p>
<p><b>Self-Assessment Comments and Creative Strategies</b></p>					
<p><b>Trainer's Verification</b></p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>	<p><input type="checkbox"/> Sufficient Evidence (Present) <input type="checkbox"/> Insufficient Evidence (Not Present)</p>
<p><b>Trainer Recommendations, Comments and Creative Strategies: Recommendations:</b></p>					