



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Start-Up Manual

TABLE OF CONTENTS

<i>Contents</i>	<i>Page</i>
<i>Introduction</i>	<i>1</i>
<i>Support Available from HIPPY USA</i>	<i>2</i>
<i>HIPPY USA Staff Directory</i>	<i>3</i>
<i>Steps to Implementation</i>	<i>4</i>
<i>Application Guidelines</i>	<i>14</i>
<i>Appendices to Steps to Implementation</i>	<i>20</i>

INTRODUCTION

The successful implementation of the **Home Instruction for Parents of Preschool Youngsters (HIPPY)** program is a process involving *extensive community coordination* and *intensive communication* with HIPPY USA. Both components are vital to ensure that local needs are well understood and met, and that programmatic guidelines and requirements are in alignment with the national model. For these reasons, a set of guidelines has been developed to assist local communities as they engage in the process of starting a HIPPY program. It is a process that is developed through strong grassroots community relations in conjunction with dialogue with the national office. It is important to remember the *process* will greatly influence the quality of the *product*. This document is written to inform you of critical components and to help you understand and negotiate the process.

HIPPY programs are operated by a variety of institutions and agencies that include: school districts; preschool programs; departments of health; housing authorities; children welfare and other community based organizations. Approval is provided only to those agencies with a sound organizational structure and that have a demonstrated record of implementing well-functioning and effective projects. More specifically, it is vital to the efficacy of a HIPPY program that an agency be able to meet the other needs of families in addition to HIPPY educational services.



"HIPPY not only plants the seeds for learning, but provides the sunshine and the water to help children grow."

~ June Higgins, HIPPY Parent • Pawtucket, RI

SUPPORT AVAILABLE FROM THE NATIONAL OFFICE

This manual is designed to help you determine if HIPPY is appropriate for your community and, if so, how to begin the implementation process. The national office can provide a wide range of support materials and additional information:

- The national office can supply additional resources to be used for public awareness and to better inform those involved in the start-up process. These materials include the *HIPPY USA Guide to Fund Development*, research information on the effectiveness of HIPPY programs, a DVD about the program, and our national brochure. *Many of these items are at no charge; others are available at a nominal cost.*
- The national office can arrange for guest speakers, such as national staff members, trainers, or others involved in the program, to attend local community meetings, when requested and feasible.
- The national office can put you in contact with other HIPPY programs in your area or with similar demographics.
- The national office can inform you of other agencies or individuals in your city or community who have already requested information about HIPPY.
- The national office can provide information on pertinent legislation and funding opportunities.
- National office staff is always available to answer specific questions and to assist and guide you through the application process.

For more information or further consultation, please contact:

HIPPY USA
1221 Bishop Street
Little Rock, Arkansas 72202
Telephone: 501.537.7726
Fax: 501.537.7716

HIPPY USA National Office Staff Directory

INTRODUCING HIPPY USA

Continuing dialogue with HIPPY USA is an essential component of starting and maintaining a program. As you begin, and continue, the process of establishing a HIPPY program, you will quickly become familiar with the staff at the national office. The following is an introduction to HIPPY USA national office staff members and their roles in supporting our local programs.

Please direct calls concerning new program applications to: Gayle Hart or Angela Jones.

HIPPY USA STAFF

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STEPS TO IMPLEMENTATION

STEPS TO IMPLEMENTATION

Based on our experience with helping local communities start HIPPY programs, we have broken down the process into seven steps. These basic steps are:

- 1) Review program requirements
- 2) Perform a community needs assessment
- 3) Convene a preliminary meeting
- 4) Secure funding
- 5) Submit an application
- 6) Select a coordinator
- 7) Sign a contract

Of course, all communities are different and the individual processes will vary. The steps are presented as guidelines to help provide focus for the implementation process. While there are some required action steps along the way, they may not always occur in the same order. In every case, they must be adapted to fit your local circumstances.

STEP 1 REVIEW PROGRAM REQUIREMENTS

While each local HIPPY program is adapted to its local situation, there are several **core components** to the HIPPY program. These requirements need to be carefully considered as the decision making process develops. Below are descriptions of the basic core elements that make up the HIPPY program.

Program Size

A new HIPPY program typically serves children/families in one geographic area - that is, in one community. However, this may vary. In very small rural communities, clusters of about 10 children may come from several different areas and still be a part of one program. Programs in magnet schools may use the "school community" rather than the geographic community as the targeted community. However defined, HIPPY should always be part of a specific community.

An ideal HIPPY program begins with **60 children** (maximum) in the first year. Natural program growth means a **new cohort of 60 children is added in the second, and each year thereafter**. In some communities, it may not be possible to recruit 60 children. In those instances, it is recommended that at least 45 children be added each year. These maximum and minimum figures are determined based on years of experience that take "economy of scale" and the important need for a critical mass of parents and home visitors (group dynamics) into consideration. However, if you determine that the target community will benefit from HIPPY and your numbers are smaller than 45, we urge you to have a conversation with our National Program Director. We will support your efforts by helping you to develop strategies to ensure that your implementation will still be effective.

Program Length and Intensity

HIPPY is a home visitation early learning program for parents of children ages three, four and five. It is suggested that programs **begin with service to age 3 children**. Utilizing this structure, programs will achieve maximum capacity by the third year. Initial recruitment of age 3 children is optimum relative to: brain research findings, easier engagement of parents, and allowing for maximum exposure. However, HIPPY USA realizes that each community may have varying needs and requirements. Therefore, programs may enroll both three- and four-year-olds in year one.

It is recommended in the first year, children who have not been through the four-year-old curriculum be enrolled into in the five-year-old curriculum. The five-year-old curriculum has a different structure and delivery system that builds upon the four-year-old curriculum. It is essential to achieving desired results that the children, parents and home visitors be only exposed to basic HIPPY in the initial year of programming.

Agencies are urged to give full consideration to the inclusion of the Age 5 curriculum. Participation in the Age 5 curriculum provides a subtle, but strong, message to parents that they should still be actively involved in their child's education, even after they enter school. In addition, participation can support the child's transition into school – providing information to the school about the child, and fostering the parent's understanding of and involvement in school activities. Many research studies link superior student achievement to active parent involvement.

In each curriculum year, there are thirty weeks of activities. Normal delivery is scheduled to roughly coincide with the public school year. Minimally, HIPPY is a **two-year program** (three and four year old curriculum, or four and five year old curriculum). However, it is strongly recommended that implementing agencies operate a program that includes all **three years** in order to maximize potential outcomes.

<i>Three-year-old curriculum</i>	<i>Four-year-old curriculum</i>	<i>Five-year-old curriculum</i>
May be Optional	Required	May be Optional (children must first participate in four-year-old program)

Program Coordinator

It is **essential** that each program site have **one full-time coordinator whose time is fully dedicated to HIPPY**. It has been our experience that program **quality is greatly sacrificed** when coordinators have additional responsibilities. This is true regardless of the number of children/families being served. The same amount of time is needed for certain responsibilities whether 45 children are enrolled or the program has reached the maximum size for one coordinator (180 children). And, given the demanding nature (**support to staff and families; referrals; training; etc**) of the coordinator's role, it is extremely challenging for HIPPY coordinators to be truly effective when managing a program on a part-time basis.

A coordinator's area of expertise may include early childhood education, elementary education, social work, community development, adult education or any other related field. [See Appendix A, Guidelines for the HIPPPY Coordinator, pg. 22] *Note:* In order to implement an effective HIPPPY program, it is important that you have a coordinator who understands the philosophical and practical aspects of the HIPPPY model.

It is also vital that a coordinator be reasonably accessible to staff and participants when the need arises. If it is impossible to hire a coordinator to manage HIPPPY on a full time basis, then an assistant coordinator must be hired. [See Appendix B, Guidelines for the Assistant Coordinator, pg. 23]

The coordinator is required to successfully **complete the entire week of the HIPPPY Preservice training** before starting a new program, or taking on the coordination of an existing program. If the coordinator is hired after a pre-service has occurred, **s/he must attend the next scheduled training**. The HIPPPY pre-service training is five days in length and covers all aspects of administering a HIPPPY program. It also addresses the philosophical and theoretical underpinnings of the program through practical, hands-on training. [See Appendix D, Abridged Pre-service Training Agenda, pg. 25]

Home Visitors

The hiring of the right home visitors is **crucial to the success** of your HIPPPY program. The model is for home visitors to be parents in the program. If that is not possible, home visitors should be recruited from the targeted community. They should either have a child of appropriate HIPPPY age, or have access to a practice child with whom they can engage daily in the HIPPPY curriculum. Other eligibility requirements may be specified by the host agency. Home Visitors initially receive training in the use of the curriculum during an Initial Site Visit conducted by a national HIPPPY trainer. Thereafter, they receive weekly HIPPPY training from their coordinator, which should also include a minimum of 15 hours of additional professional skill development. The staff training is **key to the success** of the home visitors, and subsequently, the program. It is essential that the weekly staff training be held **every week at the same time**. The home visitor's main responsibility is to deliver the curriculum to their assigned parents each week. The service delivery is achieved through role play (acting out the curriculum) during home visits and group meetings. On alternate weeks, beginning around week 4, parents, home visitors and the coordinator meet as a group to role play the activity packet; to participate in an enrichment activity; and often to have parent and child together (PACT) time.

Since the home visitors are doing the HIPPPY curriculum with their own, or practice child, they can readily identify with some of the challenges parents face as they progress through the HIPPPY curriculum. The home visitor's appreciation for, and intimate knowledge of, their unique communities are vital to the success of HIPPPY. By virtue of this peer mentoring design, home visitors are able to establish effective and trusting relationships with their families and have been found to be quite skillful at presenting the curriculum in a culturally relevant and appropriate manner.

Home Visitors working on a **part-time** (20 hours/week) basis should have a caseload of between **10-15 children**. The caseload for a **full time** (40 hours) home visitor can be **up to 25 children**. *Please consult the national office to calculate the appropriate case load if the number of hours varies from either of these figures.* The ratio of children to home visitor should be determined based on the characteristics of the community served (e.g., distances to be traveled, vulnerability of families). Because this position is often a

first step to future employment, it may be viewed as job training. To ensure continued high quality interactions and increase the economic impact on the community, the recommended **employment period for HIPPY home visitors is 2-3 years**. [See Appendix C, Guidelines for the HIPPY Home Visitor, pg. 24]

Method of Instruction

HIPPY utilizes the **role-playing method of instruction** when training home visitors and parents in the execution of the curriculum. Role playing promotes a comfortable, non-threatening learning environment in which there is always room for mistakes. In addition to maximizing parents' understanding and facility with regard to the execution of the HIPPY activities, role playing promotes parental empathy for the developmental capabilities of young children.

The HIPPY role playing sequence includes several steps: (1) The coordinator role plays the activities for a given week with the home visitors. During this time, s/he explains the purpose of the activities and the developmental significance for children. (2) Each home visitor is then expected to try out those activities with her/his own child, or with a practice child, in order to gain firsthand experience with the activities. (3) At the next week's staff training, the coordinator reviews and discusses the previous weeks' activities. Any questions or ambiguities can be addressed at this time. (4) 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, but does not work with the child.** The parent is then left with a packet containing five days worth of activities to do with her or his child (taking approximately 15-20 minutes per day) during the week.

Group Meetings

Group meetings are integral to the HIPPY program design. Since the core of the program is centered around home visits, a minimum of six group meetings annually are the only **opportunity for parents to meet each other, share and learn from each other's experiences, and receive additional support** and information from the coordinator and other community resource people. For many parents who may feel socially and psychologically isolated, attendance at group meetings provides an important opportunity to bond with other parents and HIPPY staff.

The facility where the group meeting is held should **have all of the necessary amenities** (tables and chairs, a food preparation area, and separate space for child-care, etc.) and must be accessible to all participating families. Group meetings should run for approximately **two hours**. During the initial hour, parents provide the coordinator with **feedback** regarding the previous week's activities and/or the child's educational progress. During this hour, the coordinator and home visitors may **role play** the current week's activity packet with parents. During the second hour, parents are offered an **enrichment experience** ranging from presentations on parenting, community, political or health issues, to craft workshops for designing homemade toys or cultural relevant projects

It is extremely important that HIPPY **parents generate ideas** for group meeting enrichment activities through annual surveys. The **parents' sense of ownership** of the meetings, as a result of their active engagement in the planning of the meetings, will positively impact their attendance.

Efforts to Outcomes Software (ETO)

The HIPPY USA Efforts to Outcomes software (ETO) is a web-based system that **records data** about the participating families and **tracks their progress**. It is designed to help local programs better administer their programs. The coordinator and home visitors are responsible for completing the report forms and inputting the information on-line, as well as producing reports to guide continuous improvement. This information is used to provide data at both the local and national level to **support local program management, sustainability and expansion**. In addition, the information is used at the national level for overall evaluations and research. There are also numerous reports and program administration documents (directories, lists, etc) that can be produced locally. The HIPPY USA ETO software also provides a source of **documentation** when applying for **funding** and base line data for **research/evaluation** efforts. [See Appendix E, Efforts to Outcomes Software, pg. 26]

Program Costs

The average cost to the program per child is between \$1,500 and \$1,800 per year. The per-child cost is based on a program that adds 60 children each year, with a full-time coordinator, and one home visitor for each 10 - 15 children. Programs with lower costs generally receive significant in-kind donations. Included in this figure are salaries for staff, fees for training and technical assistance, license and affiliation, and program development, the cost of curriculum materials, and other direct costs. Appendix G, Budget Considerations, pg. 29, will guide you through the process of creating your budget.

Note: HIPPY parents do not pay any fee to participate in the program with their children. Any charges to parents are prohibited by the operating agreement (contract) with HIPPY USA.

STEP 2 CONVENE PRELIMINARY MEETING

The importance of convening a preliminary meeting about HIPPY should not be underestimated. Its purpose is to orient and **inform** members of the community about HIPPY, to discuss the **need for, and feasibility** of implementing HIPPY, to **strategize funding** possibilities, and to consider potential implementing agencies and possible collaborations. Outcomes of such a meeting may include designating a working group to conduct the community needs assessment, the identification of potential funding sources, forming an advisory group (see next paragraph), and establishing ties between community members. Representatives from the following groups should be invited to the meeting:

- 1) Community agency representatives
- 2) Representatives from the target community
- 3) Volunteer organizations (National Council of Jewish Women, Junior League, Urban League, etc.)
- 4) School personnel (early childhood educators, principals, superintendents, community liaisons, parent involvement coordinators, Parent Teacher Association members, dropout prevention coordinators, etc.)
- 5) Local Head Start staff
- 6) Local government officials

- 7) Potential funding sources (State Department of Education, private foundations, local businesses, local government, school districts, job training organizations, federal government resources, e.g., PIRC, AmeriCorps and Even Start, etc.)

HIPPY Advisory Group

The establishment of a HIPPY advisory group is critical to the functioning of local HIPPY programs. The main responsibility of the HIPPY advisory group is exactly what the term denotes -- to **provide advice, counsel and ongoing assistance and support** to the HIPPY coordinator. The HIPPY advisory group **does not establish** program policy. Rather, it is the advisory group's ultimate challenge to ensure that the HIPPY program remains sustained and viable. The advisory group should be diverse, consisting of community stakeholders: parents, community leaders, volunteers, early childhood professionals, elementary school principals/ teachers, college professors, staff, parents and business and political leaders. For practical and political reasons, it is recommended that an active member of the advisory group, other than the HIPPY coordinator or his or her supervisor/administrator, be designated as chairperson. An agency that already has such a group (e.g., an existing advisory group) with comparable representation might consider bringing the HIPPY program to an existing forum rather than creating a new one or may consider forming a HIPPY Advisory Group as a sub-committee to the larger group. [See Appendix F, Responsibilities of a HIPPY Advisory Group, pg. 28]

STEP 3 COMMUNITY NEEDS ASSESSMENT (CNA)

Completing a basic assessment of the community and its needs and resources is an important process. National attention is now being focused on providing a continuum of comprehensive, integrated services to the entire family. The HIPPY program addresses just one component of family support services. Community groups undertaking implementation of HIPPY are required to engage in a comprehensive assessment to determine the level of need for HIPPY. This is to discourage communities from duplicating services and ensure that there is a **need, support and demand** for the program. As a result, factors previously overlooked or assumptions made regarding needed services in any given community can be challenged and re-examined.

It is worthwhile to **investigate potential partnerships**. Many local programs work in collaboration with other community-based family support programs. For example, HIPPY sometimes provides the education curriculum to Head Start's Home-Based model. In some cases, HIPPY is the follow through program for families who previously participated in the Parents as Teachers or Healthy Families America (0-3 programs). Other programs work with MELD, a program that provides parenting information and support to families via the group process. These are all exciting initiatives in that they offer families a wide range of options and address multiple needs.

Information to be included in a community needs assessment can be found in Appendix H, Community Needs Assessment, pg. 40. A completed needs assessment is one part of the application process.

Please note that it is possible that organizations in your community have already undertaken this task. We encourage seeking out and utilizing information from these existing documents. If a completed

Community Needs Assessment for your community is not available, utilize the following resources to gather information.

Government Resources

Demographic data such as age, race, ethnicity, income, and occupation are available through the U.S. Census, located at reference libraries. Local government offices, planning departments, community development agencies, housing offices, or the chamber of commerce may collect similar information more frequently.

Educational Resources

Education statistics such as the high school dropout rate, pre-school and kindergarten participation rates, number of children with limited English proficiency, enrollment in special education classes, etc. may be available through the office of school superintendents or social service agencies.

Other Resources

Other resources for information on community characteristics include local colleges and universities, police stations, the courts, the departments of health, councils for greater economic opportunity, Department of Human Services, Head Start and non-profit institutions, such as the United Way. When you have finished the Community Needs Assessment, you will have a clear idea of how HIPPY will fit into your community and will be able to answer the following questions:

- 1) Why do you need a HIPPY program in your community?
- 2) How will the HIPPY program address the needs of the community?
- 3) What will be the relationship between the HIPPY program and other community stakeholders?
- 4) How will the HIPPY program fit into the community history and culture?

In addition to the needs assessment, examining the feasibility of implementation is also necessary. Prior to executing the steps for implementation, it is recommended that you consider the following questions:

- 1) Does the community want the program?
- 2) Is there general support from the educational/family support community?
- 3) Can HIPPY program requirements be met?
- 4) Is there funding available?

If all of these questions can be answered in the affirmative, you are well on your way to starting a HIPPY program. If issues exist around any of the questions, the implementing committee should examine the obstacles and ways to address them. For example, funding is often a major concern. A great amount of time, investigation and perseverance are often necessary to locate and secure stable funding.

STEP 4 SECURE FUNDING

In many cases, securing funding is the greatest obstacle to starting a HIPPY program. The national office recommends that new programs secure at least two years of stable funding. However, we are aware of the many barriers to obtaining long term funding. Therefore, the national office requires that local communities

have **the first year fully funded and a realistic plan for securing second year funding** before a program begins. We have found that it is often easier for existing HIPPY programs with a proven track record of effectiveness to obtain funding. For information on possible funding sources and sample components of standard grant applications, you can order the *HIPPY USA Guide to Fund Development*.

Applications may be submitted before funding is secured. The national office may consider approving an application pending the receipt of funding. In the interim, we can address other concerns in the application and, if appropriate, offer suggestions regarding the funding status. This information helps the national office in its ability to forecast and plan for new programs.

STEP 5 SUBMIT APPLICATION

Any community interested in starting a local HIPPY program must submit an application to the national office. The application assists the national office staff in their understanding of the implementing agency, local community, and targeted families. Optimally, applications are submitted on or before June 1. This allows ample time for the coordinator to be identified and registered for the pre-service session held annually in August. And, this timing supports programs becoming operational under optimal circumstances (e.g., ample time to recruit staff and children/families without feeling rushed and to also coincide with the public school year). However, programs may submit applications earlier or later depending on their specific situation. The national office requests that agencies that need an extension, inform the national HIPPY office as soon as possible. Again, this helps us in our planning for new programs. Application Guidelines are included in the next section of this manual.

STEP 6 SIGN CONTRACT

Once all requirements have been met, an "approval" letter is sent to the agency. The letter also sets other steps in motion. The HIPPY USA Contract Administrator will execute and forward a contract and invoice to the appropriate individual at the agency. All HIPPY programs in the U.S. are affiliated with HIPPY USA and are granted the right to implement HIPPY according to a **formal operating agreement** (contract) with HIPPY USA. This three-year agreement spells out the conditions under which the HIPPY name and HIPPY materials can be used and provides the local community with the exclusive right to implement HIPPY in the "program community" as defined in the contract.

A program is granted official status when the national office is in receipt of the **signed contract and the fees** have been paid. The contract must be signed by someone with the authority within the agency to enter into legal agreements – this is usually the superintendent (school districts) or the executive director (community based organizations). The fees are calculated based on a set formula [See Appendix G, Budget Considerations, pg. 29]. Once the signed agreement and fees are returned to the national office, the curriculum publisher is notified of the "approved program" status. HIPPY curriculum is available through a sole vendor (Connelly 3 Publishing Group, Inc.) [Please refer to the C3PG Price List].

STEP 7 SELECT COORDINATOR

Upon the approval of your application by the national office, you are ready for the initial phase of program implementation. You will need to select a qualified individual for the position of coordinator and arrange to **send that individual to the HIPPY USA Coordinator Preservice**. The individual participating in the training must be the person who will assume direct responsibility for the day-to-day operations of the HIPPY program. In addition to the qualifications mentioned earlier, it is helpful if the coordinator is either a member of, or very familiar with, the target population/ community. And, the coordinator needs a deep-rooted sense of compassion, sensitivity and commitment.

In order to facilitate the implementation and execution of the HIPPY program within your organizational framework, it is also recommended that the HIPPY coordinator's **supervisor** and/or another agency administrator **attend** for at least the first two days of **Pre-service** training. Administrators will then have an opportunity to learn firsthand about the administrative requirements for the HIPPY program and how to best support the program and the coordinator.

We recommend that the coordinator not be hired until such time as the potential for approval from HIPPY USA is fairly well assured, however this step may take place at an earlier time.

STEP 8 START-UP AND ON-SITE TRAINING

After attending pre-service training, the HIPPY coordinator returns to her or his agency to begin the process of HIPPY program implementation (e.g., recruitment of staff and children; acquiring equipment and supplies; identifying resources). After s/he has informed the appropriate agency staff about the HIPPY program and implementation requirements, **hired home visiting staff, ordered materials, and recruited two-thirds** of the total number of participating families, she or he is ready to **schedule the initial site visit** from a HIPPY USA staff member or designated national HIPPY trainer. The HIPPY USA staff member or national trainer will provide on-site training, technical assistance and support to the HIPPY coordinator and home visiting staff. Programs in their initial year of operation are entitled to a minimum of two site visits from HIPPY USA.

APPLICATION GUIDELINES

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

APPLICATION GUIDELINES

Any community interested in implementing a HIPPY program must submit an application. This application provides the national office with essential information about both the prospective community and implementing agency. It gives the national office the opportunity to raise concerns and offer suggestions for a more successful implementation process. Submitting the application is a major step in starting a HIPPY program. If you are at this stage, you should already have in place: an advisory group; potential funding sources; a clear understanding of the targeted community; and a familiarity with the basic HIPPY program requirements.

The application, along with all necessary accompanying documents, should be submitted by June 1. Although this date is chosen to ensure enough time between submitting an application and the beginning of the school year, applications are accepted at any time during the year. Please be sure that your application is complete. Each application will be reviewed carefully and you will be contacted regarding any outstanding issues or concerns.

The following pages provide guidelines (format and content) to assist you in the development of the application – there is no application form per se. The application calls for comprehensive data. Our experience has shown that the more information we can mutually exchange at this point, the better your chances of success during the initial year of the HIPPY program. Recognizing that time is a precious commodity, we thank you in advance for taking this application process seriously.

Please Note: HIPPY sites currently operating in the United States have different organizational configurations. Many involve collaboration between two or more agencies. Sometimes the implementing agency is different from the funding agency, but both are actively involved in decision-making concerning the HIPPY program. Other times, three or more groups work together to start a program: one group may provide volunteer services, another may provide funding and a third may implement the program. It is important for us to understand your configuration. This application should clearly describe your particular configuration -- that is, which agencies are involved and what each will contribute to the program. (See Part III of the Application Guidelines, pg. 16). When asked specific information about "your agency", the reference is to the implementing agency. For example, if a community-based organization will implement the program, a local foundation will fund the program and a local volunteer organization will provide volunteer services, the "agency" referred to in this application would be the community-based organization.

I. COVER SHEET

Your application should be submitted with a cover sheet (*this is not the cover letter*) that includes the following information:

1. The name, general mailing address, email address, telephone and fax numbers of the agency proposing to implement this HIPPY program.

2. The service area (city, community, county) in which the families who will be served by this HIPPY program, are residents.
3. The number of children you anticipate serving.
4. The number and status (full-time) of coordinators who will be hired to direct the program.
5. The name, title, mailing address, telephone and fax number(s) of the individual(s) authorized to sign the HIPPY USA Operating Agreement on behalf of this HIPPY Program.
6. The name, mailing address, telephone and fax number of the individual or department to whom invoices for HIPPY USA fees should be sent.

II. GENERAL STATEMENT OF NEED

Based on the information gathered in your community needs assessment (see Appendix H, Community Needs Assessment), please write a brief summary describing the need for HIPPY in your community. This summary should include a general description of the community, as well as specific demographic data relating to the targeted population. In addition, the community characteristics information should be included to provide essential information that will help the national office understand local needs and the range of services that are available to families in your community.

III. ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE

1. Describe your agency, its mission and goals. (If the agency is a school, describe the mission and goals of the department under which the HIPPY program will operate.)
2. Attach an organizational chart of your agency.
3. Where in your organizational chart would HIPPY fit? Please explain this decision.
4. What steps will be taken to ensure that HIPPY and its staff members will be welcomed into the agency? What type of orientation will be provided to existing agency staff members/departments to ensure they understand the nature and scope of HIPPY and that due to the nature of the home visiting design they won't be seen as "outsiders"?
5. Who would directly supervise the HIPPY coordinator? Either list experience and background of the supervisor or attach a resume. If a HIPPY coordinator has already been identified, please provide us with that individual's résumé.
6. What are the geographical boundaries of your agency?
7. What community do you plan to serve? *Please be as specific as possible.* A service community may be defined entirely by geographic boundaries (such as a neighborhood, a school district, or a county), or by other criteria limiting the service community within those boundaries (such as families who meet income guidelines prescribed by a funder or families

who already participate in an existing program, such as Head Start). A map with boundaries clearly marked, should also be included.

8. How will HIPPY be financed? Please list and explain the status of all secured funding and potential funding for your HIPPY program. Attach your proposed budget for HIPPY, using the **three-page worksheet** (not the sample budget) included in the Budget Considerations section.

IV. INITIAL PROGRAMMATIC DECISIONS

1. How many children do you intend to serve? Which age(s) curriculum will you implement in year one? How many home visitors do you intend to hire? Will they be full or part time? - include number of hours per week. *Please review guidelines provided in Steps to Implementation. Call the national office for additional guidance.*
2. Describe the children/families you expect to recruit for the HIPPY program. What criteria will be used for selection?
3. How will children/families be recruited? What information on eligible children/families (files, contacts, existing waiting lists, etc.) is available for the coordinator when s/he begins recruitment?
4. What are some possible locations for group meetings? Bear in mind that group meeting facilities should be convenient, comfortable and appropriate for participating families.
5. What support systems (individuals, training, organizational structure) are currently available for the coordinator once she or he is trained and starts to implement the program?
6. What obstacles do you anticipate in the start-up year? How might you begin to overcome them?

V. ADDITIONAL SUPPORT FOR PROGRAM AND FAMILIES

1. What other programs or services does your agency provide that would be made available to the children and parents participating in HIPPY? How would these services be coordinated?
2. What other agencies, if any, will be involved with the HIPPY program (see explanation on pg. 17)? What role will each organization play, and how do they complement each other (for instance, what programs or services will be made available to families in HIPPY?).
3. List all members of the HIPPY advisory group. Include names, affiliations and position or title. If none has been established, please explain.
4. What role has the advisory group played so far in the process of starting a HIPPY program?
5. Describe how your agency receives community input when starting new projects or programs. How do you plan to ensure community involvement and support in implementing HIPPY?

VI. RESEARCH AND EVALUATION

In addition to completing regular report forms to be submitted to the HIPPY USA national office, some programs may engage in local studies and/or be selected to participate in more rigorous evaluation projects.

1. Will your agency implement a research/evaluation component?
2. Are resources available to support a research project in cooperation with HIPPY USA? If so, please list.
3. Are there agency staff members with research experience?

VII. LETTER(S) OF SUPPORT

Please include at least three letters of support from other (outside your agency) community organizations that will be supportive of your HIPPY program. (For example, such letters might come from the school district, a vocational training or an adult education center, social service agencies, other local early childhood programs, etc.).

Thank you very much for taking the time to complete this application.

Please be sure you have included:

- Cover sheet
- Community Needs Assessment
- Organizational chart
- Résumé of supervisor and/or HIPPY Coordinator
- Map delineating the geographic boundaries of HIPPY program
- 3 Page Budget worksheet
- 3 Letters of support

Applications should be addressed to:

**HIPPY USA
ATTN: New Program Applications
1221 Bishop Street
Little Rock, Arkansas 72202**

A response will be provided within a few weeks. In the meantime, if you have any questions, please do not hesitate to call or write the HIPPY USA national office.

Please remember to keep a copy of the full application for review and utilization by the coordinator.

**APPENDICES
To
STEPS
To IMPLEMENTATION**

APPENDIX DIRECTORY

<i>APPENDIX</i>	<i>TITLE</i>	<i>PAGE</i>
<i>A</i>	<i>Guidelines for the HIPPY Coordinator</i>	<i>22</i>
<i>B</i>	<i>Guidelines for the HIPPY Assistant Coordinator</i>	<i>23</i>
<i>C</i>	<i>Guidelines for the HIPPY Home Visitor</i>	<i>24</i>
<i>D</i>	<i>Abridged HIPPY Pre-service Training Agenda</i>	<i>25</i>
<i>E</i>	<i>Efforts to Outcomes Software (ETO) ~ ETO Report Forms</i>	<i>26 27</i>
<i>F</i>	<i>Responsibilities of a HIPPY Advisory Group</i>	<i>28</i>
<i>G</i>	<i>Budget Considerations</i>	<i>29</i>
<i>H</i>	<i>Community Needs Assessment (CNA)</i>	<i>40</i>

GUIDELINES FOR THE HIPPY COORDINATOR

Educational Qualifications: A minimum of a Bachelors degree in early childhood education, elementary education, family or adult education, social work or a related field. If degree is not education related, the coordinator must have a minimum of 24 training hours in early childhood development

Other Qualifications:

- Strong training and leadership capabilities
- Excellent oral and written communication skills
- Demonstrated knowledge of, and sensitivity to, the needs and interests of families from underserved communities (community resident is preferable)
- Ability to forge strong partnerships and develop a spirit of teamwork
- Demonstrated administrative and organizational skills and ability to multi-task
- Prior experience in one or more of the following areas are an asset: education, program management, community mobilization, parent empowerment/family support, child/family advocacy or staff development

Responsibilities:

- Managing the HIPPY program in accordance with the terms specified in the contract
- Recruitment and selection of eligible HIPPY children/families and home visiting staff
- Ongoing supervision and training of home visitors, which should include the planning and execution of an appropriate staff development plan
- Making periodic home visits to observe home visiting staff
- Planning and executing bi-weekly group meetings that include role playing the curriculum and the provision of an enrichment activity
- Timely completion and submission of detailed reports generated by the HIPPY USA Efforts To Outcomes system and other documentation as requested by the national office
- Planning and preparation for initial, follow-up, and regular site visits by HIPPY USA staff or a designee
- Working in conjunction with the local HIPPY advisory committee
- Establishing effective partnerships with other human service organizations in order to ensure optimal service delivery to participating families
- Participation in local (regional) and national HIPPY conferences and meetings

The HIPPY coordinator is required to successfully complete the pre-service training before* starting a new program or becoming a new coordinator within an existing program. The week-long training covers all aspects of administering a HIPPY program.

**If Coordinator is hired and begins working after a pre-service session, the coordinator is required to attend the very next pre-service training.*

GUIDELINES FOR THE ASSISTANT COORDINATOR

Educational Qualifications: Preferably, the assistant coordinator will possess the same or similar qualifications of the coordinator (Bachelors degree). However, since this individual will be under the leadership of a professional coordinator, other qualifications may be acceptable (e.g., associate's degree, experience in HIPPY or other equivalent work experience).

Qualifications:

- Good oral and written communication skills
- Good organizational skills
- Skills or aptitude for training and leadership
- Ability to take direction and complete projects
- Community resident (or demonstrated sensitivity to the community served)
- A team player

Responsibilities:

Performing, under the direction of the coordinator, all/any of the following duties:

- Leading role play with specified group(s) at staff meeting
- Assisting with recruitment and enrollment tasks
- Making home visits to observe home visiting staff
- Data entry and report generation (MIS)
- Creation of outreach materials, rosters, data bases and other general clerical duties
- Organizing curriculum and props for weekly staff meeting
- Logging in weekly forms and maintaining filing system
- Securing speakers, purchasing materials or refreshments and/or setting up for group meetings
- Processing paperwork for participant referrals to social service, or other, agencies
- Participating in all HIPPY functions

The Assistant Coordinator is also required to attend and successfully complete the week-long pre-service training. This should occur before assuming the role. If this is impossible, the Assistant Coordinator must attend the next scheduled session.

GUIDELINES FOR THE HIPPY HOME VISITOR

Qualifications:

- Eligible for participation in the HIPPY program
- A parent of a three, or four year old child or access to a “practice child” of the appropriate age (a child with whom the home visitor daily executes the HIPPY curriculum)
- A resident of the targeted community
- Ownership of a vehicle or access to public transportation (if needed)
- Good (functional) oral and written communication skills, including good reading skills
- Good organizational skills and the ability to be task-oriented
- Ability to adhere to schedules and specific timetables
- Demonstrated potential leadership abilities
- Demonstrated emotional maturity and sensitivity to the needs and interests of the targeted community
- Aptitude to complete paperwork and reports
- Excellent inter-personal skills, to include intangible qualities (e.g., friendliness, openness, non-judgmental attitude, enthusiasm, etc.)
- Ability to serve as a role model (positive attitude, professional dress, demeanor and behavior)

Responsibilities:

- Executing the curriculum with his or her own child or “practice” child daily
- Meeting, and role playing the curriculum, with assigned families each week
- Participation in the planning and orchestration of group meetings, which includes role playing the curriculum and the provision of an enrichment activity
- Participation in weekly in-service training and other staff development activities
- Keeping the HIPPY coordinator abreast of child/family progress and familial issues and concerns as they arise
- Timely completion and submission of required forms and other documentation as required by the coordinator and/or HIPPY USA
- Participation in all sponsored HIPPY activities (e.g., field trips, graduations, awards ceremonies, etc.)
- Assisting the coordinator in maintaining an efficient record keeping system for participating families.

ABRIDGED HIPPY PRESERVICE TRAINING AGENDA

Day One

- 1) Welcome and Setting Expectations
 - a. Introductions
 - b. Setting Expectations
 - c. Review Agenda
 - d. Group Norms
- 2) The HIPPY Model
 - a. History of HIPPY
 - b. The National Office's Role
 - c. Essential Features of the Model
 - d. HIPPY Video/DVD
 - e. Linking the National and Local Model
- 3) Program Staff
 - a. Responsibilities of a Coordinator
 - b. Recruitment of Children and Families
 - c. Selecting Home Visitors

Day Two

- 1) Child Development
 - a. Developmental Characteristics of Preschool Children
- 2) The HIPPY Curriculum
- 3) Introduction to the Curriculum
 - a. Role Play Method and Rationale
 - b. Role Play Week 1

Day Three

- 1) Home Visiting
 - a. Structure of Home Visits
 - b. Challenges and Solutions
- 2) Home Visit Panel Discussion
- 3) Multi-cultural Issues

Day Four

- 1) Group Meetings
 - a. Purpose
 - b. Logistics of Group Meetings
 - c. Group Facilitation
- 2) Local Community
 - a. Community Resources and Collaborators
 - b. Advisory Group and Volunteers
- 3) Documents and Forms
 - a. Use of ETO as a Management Tool

Day Five

- 1) Implementation Planning
- 2) Individual Consultations

EFFORTS TO OUTCOMES INFORMATION SYSTEM

HIPPY Efforts to Outcomes (ETO) Software

The HIPPY USA ETO software has been designed to record information about the families participating in HIPPY and track their progress. It is designed to help local programs administer programming more effectively; it allows HIPPY USA to measure and evaluate program participation at the local and national level; and it provides programs with a source of documentation when trying to sustain existing, or obtain new funding. In addition to information about the families in the HIPPY program, this system collects data pertaining to program coordinators, home visitors and implementing agencies.

The ETO software is structured around a set of paper forms used to gather information in the field. Information from these paper forms is transcribed onto matching screens in the ETO software. HIPPY program coordinators, home visitors, or any other designees are responsible for entering the information into the computer, and utilizing the ETO software to inform continuous improvement. The ETO software is web based and can only be accessed through the HIPPY USA national office login.

HIPPY Efforts to Outcomes (ETO) Paper Forms

The ETO paper forms are designed to coincide with the ETO software. HIPPY programs use the forms as a convenient way to gather information prior to entering the data into the system. For each paper form, there is a matching form (screen) in the ETO software upon which to enter data. HIPPY program coordinators, home visitors, or any other designees are responsible for completing these paper forms. The ETO paper forms are issued through the HIPPY USA national office.

ETO REPORT FORMS

Form Name	Information Collected
<i>Coordinator's Background</i>	The Coordinator's Background Form records the coordinator's personal demographic information, as well as areas of educational and professional expertise.
<i>Home Visitor's Background</i>	The Home Visitor's Background Form gathers information about each home visitor in the program, including a brief employment history (HIPPIY-related), educational background and professional training.
<i>HIPPY Application</i>	The HIPPY Application Form is used during the family recruitment process and includes enrollment status; basic background information about HIPPY adults; household demographics; group meeting availability and information regarding any child care needs during group meetings; family status update; adult services record; as well as individual child and child services record.
<i>Home Visit Scheduling</i>	The Home Visit Scheduling Form gathers information about the scheduling of home visits by the home visitors. It records the packet number, the number of unsuccessful attempts to make a visit, the reason for the unsuccessful attempts, whether the packet was received during the Home Visit or at the Group Meeting, as well as the date. A Home Visit Scheduling Report can be generated to track the progress of each child.
<i>Home Visiting Progress</i>	The Home Visit Progress Form is used during the home visit to evaluate the activity packet completed during the prior week. The home visitors are asked to record information such the total number of days, and average minutes per day, the family spent on HIPPY during the prior week. There is also room on this form for the home visitor to record any relevant comments. A Home Visit Progress can be generated to track the progress of each child.
<i>Funding Information</i>	The funding report also lists the current total budgets and funders.
<i>National Annual Report</i>	The Annual Report calculates the total number of families and individuals that participated in HIPPY, how many families, children and home visitors left HIPPY and why during the program year, and the program's total number of home visits completed and canceled. The Annual Report also includes: total number of children enrolled in each program (3, 4, 5), a breakdown of racial/ethnic backgrounds for participating individuals, a breakdown of HIPPY children's primary language, a breakdown of family geographical settings, the community median income and funder(s).
<i>Site Identification Form</i> <i>(Screen only)</i>	The Program Identification Form collects basic site and implementing agency information such as site name and ID number, state, community's median income, and the total number of funded slots to be served during the current program year.
<i>Group Meeting Tracking Form</i>	The Group Meeting Form is used to list the date, topic of discussion, expected attendance and actual attendance of the group meetings held by the program. A Group Meeting Tracking Report can be generated for each program year.

RESPONSIBILITIES OF A HIPPY ADVISORY GROUP

Every HIPPY program has a different set of organizational requirements and constraints. While every new HIPPY program is required to have an advisory group, the specific responsibilities each group takes on may vary.

Still, there are basic guidelines that all advisory groups should follow. The following is a list of some recommended responsibilities typically assumed by various advisory groups.

- 1) Promote HIPPY within and outside of the community.
- 2) Assist in the procurement of funds for the HIPPY program
- 3) Provide input and advice regarding planning, implementation and problem solving.
- 4) Assist the coordinator with various program needs such as planning special events, arranging for guest speakers and establishing a lending library.
- 5) Assist the coordinator in promoting cooperative working relations with appropriate agencies, community and volunteer groups and other early childhood/family support programs.

HIPPY BUDGET CONSIDERATIONS

When you begin to plan your budget for implementing a HIPPY program, there are some specific costs that you will need to include. Some of these costs are fixed and some vary according to the number of families you will be serving, local salaries, and the amount of in-kind services provided by the implementing agency. We have divided these budget considerations into three categories:

- Fees for license, program services, and program development
- The cost of HIPPY materials -- books, shapes, activity packets and Home Visitor Guides
- Other costs of operating the local program -- personnel, facilities, local travel, etc.

Located at the end of this Appendix is a budget worksheet that will help in estimating program costs.

1. FEES

Your budget will need to include the fees paid to HIPPY USA, which enables the national office to provide services, training and technical assistance to all local HIPPY programs. There are **three components to the fee structure**, each reflecting a part of the overall support that local programs receive from HIPPY USA. The three components are license and affiliation, training and technical assistance and program development. Each one is described below, followed by a chart showing the fees over a five-year period.

A. LICENSE

Because of the importance HIPPY USA places on maintaining high quality programs, the national office enters into an operating agreement with each local agency operating a HIPPY program in the United States. This agreement sets forth **the minimum requirements for operating an effective HIPPY program**. The operating agreement grants the local agency the **right to operate a HIPPY program and use the HIPPY materials, name and logo** within a specific geographical territory during the term of the agreement.

In those states where a cluster of programs exists, the national office may grant a license to one agency (the "State Agency") to provide - on behalf of, and in conjunction with the national office - the administration and training necessary to facilitate the successful operation of the cluster programs. **In some cases, local programs operating under a state office will then obtain a sublicense from the designated State Office.**

This fee component pays for the license and right to operate a HIPPY program with specific geographical boundaries (according to the contract).

B. PROGRAM SERVICES

Site Visits

As an on-going means to **ensure program quality**, HIPPY USA conducts site visits. There are two in the first year: An Initial Visit to primarily train the home visiting staff, but also become more familiar with the agency and community; and a Follow-Up to monitor progress and provide any necessary additional training. In the second year and years thereafter, one annual site visit is the norm. During regular site visits, national HIPPY trainers meet with agency administrators, local advisory groups, and other collaborative agencies. In addition, the HIPPY trainers assist the coordinator in training the home visitors and troubleshooting around any programmatic issues. All of these on-site support activities conclude with an **overall assessment** of the program **recommended steps for improvement**. Where indicated, the program will produce an Action Plan for continuous improvement. The national office maintains a cadre of national trainers to assist in the provision of training and technical assistance. Extensive training is provided to the trainers on an annual basis.

Technical Support

The national office provides information to each coordinator through regular general **mailings, eblasts, quarterly newsletters, and updates** that provide valuable, timely information surrounding operational issues, relevant legislative developments, funding opportunities, and advocacy techniques for HIPPY programs. Vital funding and advocacy information is provided through regular HIPPY USA alerts (electronic and paper).

Additionally, the assigned trainer remains in **regular communication** (telephone or email) with the coordinator leading up to the site visit. Telephone access to all HIPPY USA staff for **technical support** regarding programmatic issues, funding concerns, curriculum questions and the use of HIPPY USA's Efforts To Outcomes Information System is available to every coordinator.

In response to the needs and desires of local program staff, materials (i.e., **Advocacy Toolkit, Fund Development Guide and HIPPY Excellence Manuals**) are developed and distributed to all programs. Many documents, materials and up-to-date information are accessible through the HIPPY USA website library.

Conferences

The national office conducts a biennial national conference that provides coordinators and other HIPPY stake-holders an opportunity to meet and to participate in workshops designed to **increase their HIPPY specific knowledge and skills and further their professional growth**. Unlike most national conferences, there is **no registration fee** for coordinators and nominal registration fees for other attendees. Regional meetings (where available) provide opportunities for further professional development for both coordinators and home visitors.

Start-up support

As local agencies consider including the HIPPY program as part of their family-related services, the national office provides **extensive support and information**. These include telephone consultations on program implementation and securing funding, networking with other groups in a given community who have expressed interest in the program, referrals for speakers and presenters, and any other assistance requested during the application process.

Decentralization

Research has shown that HIPPY programs have more stability when a state office is in place. For this reason, and in order to bring training resources closer to local programs, the national office has consistently supported the growth of **state networks**. Therefore, capacity building by state networks is supported by the national office. National office staff work closely with local stakeholders to ensure the effective establishment of state offices, state Advisory Groups and state HIPPY directors (all whom receive training and support from HIPPY USA). Meetings are held for the network of state leaders where they are able to establish goals for state level activities, develop strategies and share “best practices”. In addition, the direct financial support of new and fledgling state offices is provided through federal funds and/or by forwarding a portion of the local program fees to established state offices.

The Program Services component of the fee covers all costs related to the site visits by HIPPY USA staff or national trainers, the costs for direct support services provided to each coordinator, technical support, registration for the coordinator at the biennial national conference, support for the regional conferences and assistance provided throughout the process of bringing a new program to a community.

C. PROGRAM DEVELOPMENT

In an effort to provide the best possible service to local programs while, at the same time, decentralizing the training and support resources as much as possible, HIPPY USA embarks on national projects designed to benefit all local programs. These projects tend to be ones that would be unnecessarily duplicative - and in some cases, inappropriate - if done by every local program. By coordinating input from local programs at the national level, the national office is able to provide another important service to local programs.

Curriculum Development

The HIPPY materials are continuously revised and updated in an effort to **maintain the most effective curriculum**. This is done in response to the experiences of the parents and children who use them and to incorporate the most **current information and research** available from the fields of early childhood education, emergent literacy, child development and adult education. All new curricular activities are evaluated; many materials are translated into Spanish, and other languages as the needs and means emerge. A distinguished group of advisors, including experts in the relevant fields, parents in the program, home visitors, and coordinators, are convened and consulted regularly to provide guidance for all curricular projects.

In addition to the basic curriculum, other educational resource materials (i.e., **Resource Guide of 0-3 Programs, enrichment materials and the Early Learning Goals**) are developed for utilization as educational enrichment, or in response to specific needs.

Efforts to Outcomes Software Development and Refinement

The national office assumes ultimate responsibility for the development and maintenance of an electronic management information system that supports the needs of local program operations and the development of a national database. The national office collects and aggregates program data and provides local programs with general and customized reports. Programs have the ability to produce various local reports.

Research efforts

The national office initiates and supports periodic studies of the HIPPY program in order to understand the nature of the program and its overall effectiveness. This includes collecting data and conducting evaluations to monitor program implementation, growth and development and to determine HIPPY model adaptations. All research reports are available to local programs.

National Awareness

The national office works to increase awareness of HIPPY program in local, state and national forums to include federal legislators, federal government agencies and programs, national funders, national professional organizations, leading researchers and the public at large. This is achieved through advocacy, outreach, public relations and participation in local and national professional conferences.

Website

The HIPPY USA website (www.hippyusa.org) contains basic and pertinent information about HIPPY and its activities (conferences, trainings, and new projects), our partners and links to other services and organizations. Included are documents that can be downloaded by program staff or participants. Additionally, via the library section of the website, coordinators have access to various home visitor training modules.

National Affiliation

The HIPPY program has become widely recognized and accepted in the family support and early childhood networks. HIPPY USA has earned a reputation for being a collaborative partner in national, state and local efforts to build stronger community supports for vulnerable families. HIPPY USA undertakes collaborative initiatives such as combining distinct program models, sharing of training resources, conducting workshops at conferences in collaboration with other national organizations and networking to keep abreast of relevant legislative initiatives. By implementing a HIPPY program in your community and by being affiliated with the national HIPPY network, **local programs benefit from HIPPY USA's reputation.**

All the activities described above are designed to improve the quality, availability or sustainability of local HIPPY programs. The program development component of the fee structure is used to defray some of the costs of these extensive program development activities.

2. HIPPY MATERIALS

Certain basic materials necessary for implementing a HIPPY program must be purchased through HIPPY USA's publisher, Connelly 3 Publishing Group (sole vendor). **One set of activity packets, storybooks and shapes must be purchased for each enrolled child.** In addition, each home visitor needs a set of storybooks, two sets of activity packets, a set of shapes and a home visitor instruction guide (for each age curriculum and language they will serve). A full set of all materials should be ordered for the coordinator.

The full curriculum (activity packets and storybooks) exists in both English and Spanish. The home visitor guides exist in English and Spanish. Locally produced translations and modifications of the materials are not permitted: **Translations can only be done with the permission of, and in conjunction with, the national office.** HIPPY is not designed as an ESL program. Any potential uses of the curriculum, other than specified, must be discussed with the national office.

Please note: A publisher's price list as of May 2010 is included at the end of Appendix G. Prices are subject to change. Please contact the national office before ordering materials to be sure you have a current price list.

3. LOCAL PROGRAM OPERATING COSTS

The administrators of agencies and organizations interested in implementing HIPPY are typically concerned about the marginal cost of the program. The "marginal cost" of a new program is the amount by which an organization's budget must be increased to operate the new program, in addition to what it is already doing.

The fees for training and technical assistance, affiliation and license and program development are fixed costs. The cost for curriculum materials varies according to the number of children served. The third category of expense -- Local Operating Expenses (other than HIPPY materials) -- is a little more complicated and subject to several variables (in-kind donations, ability to make bulk purchases, etc.).

Personnel

Every HIPPY program must have certain key personnel --at least one Coordinator who is responsible for training and supervising the home visitors and daily program management and Home Visitors (called by various names in different programs) who deliver program services. The level of compensation (wages/salary + fringe benefits) for these personnel will vary from place to place in relation to prevailing rates in local labor markets; the number of children served; the ratio of children to home visitor; and the compensation structure of the implementing organization. However, studies indicate that there is a direct correlation to low wages (at or near minimum wage) and attrition among home visiting staff.

Rules of Thumb

Part-time home visitors may work with between 10 to 15 children (full time, a maximum of 25), making bi-weekly home visits and participating in group meetings on alternate weeks. This allows adequate time for planning visits and meetings, as well as in-service training and individual supervisory sessions.

HIPPY Coordinators are required to be assigned to the program on a full time basis regardless of the number of children served.

Larger programs may also find it necessary to hire an assistant coordinator. *HIPPY Excellence Manual: Model, Guidance and Accreditation* provides guidelines for determining when an assistant or another coordinator is required).

Administrative support is invaluable to the coordinator, especially one with a large program or extremely vulnerable population, and can assist with many clerical duties, to include ETO data entry.

Additional Direct Costs

Pre-Service Training – HIPPY USA conducts a week-long training for all new Program Coordinators. Please contact the national office for information on upcoming training. The fee for this training is \$925 for the program coordinator and \$600 for additional trainees from the same program. This includes all training materials, lunch for the five days of training, and dinner for one evening. It does not include airfare, hotel costs or other meals. It is supportive to program quality if the supervisor also attends this training. Registration information and costs are available through the national office.

Travel to the National Conference – Program Coordinators are also required to attend HIPPY USA's Biennial National Conference. Estimated cost for airfare and hotel should be included in your budget.

Although various other resources are needed to implement the HIPPY program, some of those may not require additional expenditures by the implementing organization. For example, office and meeting space for HIPPY may be available at no additional cost to the organization. Such **in-kind contributions** help reduce the cost of the program.

Items to be considered in estimating other direct operating costs:

- Facilities – rent, utilities, maintenance, insurance -- including at a minimum, an office for the HIPPY Coordinator, space for the Coordinator to conduct staff training and staff development workshops, space for home visitors to complete paperwork, space for parent group meetings and storage space for curriculum materials and other program related documents.
- Office furniture and equipment.
- Telephone for local calls and occasional calls to the national office.

- IBM compatible computer with a modem. Operating system needed to run ETO: Windows 2000; and Office 2000 with Access 2000 integrated or loaded separately.
- Postage for local mailings and correspondence with the national office.
- Budget for group meetings, field trips*, etc. (**while field trips are not a requirement, they add tremendous value to the lives of the participants*).
- General office supplies.
- Miscellaneous supplies for program (crayons, scissors, paste, etc.) – provided to the participants.

FEE STRUCTURE

License

PER AGENCY	YEAR 1	YEAR 2 & BEYOND
Implementing Agency	\$2,000	\$1,000

Program Services ¹

PER COORDINATOR	YEAR 1	YEAR 2 & BEYOND
First Coordinator	\$4,000	\$2,500
Each Additional Coordinator	2,000	1,500

Program Development

PER AGENCY	YEAR 1	YEAR 2 & BEYOND
Implementing Agency	\$2,000	\$2,000

TOTALS	YEAR 1	YEAR 2 & BEYOND
One-Coordinator Program	\$8,000	\$5,500

¹ Program Services

Since the most intensive training and technical assistance is provided to the first coordinator implementing a new program, the fee for a single coordinator in the first year is \$4,000. This fee decreases after the first year because the coordinator requires less support as s/he gains more experience and because the number of site visits also decreases. In the second year, the Program Services fee decreases and stabilizes at \$2,500 per year. However, if the program expands, the fee is adjusted to the number of coordinators added.

An Assistant Coordinator will also benefit from the training and technical assistance provided by HIPPY USA. For that reason, each Assistant Coordinator will be counted as .5 of the Coordinator costs for the purposes of calculating the Program Services fees.

ESTIMATED SAMPLE TOTAL PROGRAM BUDGET

This sample budget is based on an agency implementing HIPPY with one full-time coordinator serving 60 three year-olds in the first year; 120 three and four year olds in the second year and 180 three, four and five year olds in subsequent years. Figures used for local personnel and other costs are estimates and will vary by site.

Program Year	Year 1 60 Children	Year 2 120 Children	Year 3 & Beyond 180 Children
FEES			
License	\$2,000	\$1,000	\$1,000
Program Services	4,000	2,500	2,500
Program Development	2,000	2,000	2,000
SUB-TOTAL	\$8,000	\$5,500	\$5,500
MATERIALS*			
Storybooks	\$ 3,351	\$5,484	\$ 7,380
Activity Packets	3,150	6,570	6,939
Plastic Shapes	168	336	504
Instructions for the Home Visitors	144	317	417
Estimated Shipping Costs	341	636	762
<i>A publisher's price list as of May 2010 is included under separate cover. Prices are subject to change.</i>			
SUB-TOTAL	\$ 7,154	\$ 13,343	\$ 16,002
LOCAL PERSONNEL			
Coordinator	\$50,000	\$50,000	\$50,000
Home Visitors (@ \$8.50 per hour, 20 hours per week, 40 weeks)	34,000	68,000	102,000
Taxes and Benefits (30% of wages)	\$25,200	35,400	\$45,600
SUB-TOTAL	\$109,200	\$153,400	\$197,600
OTHER COSTS			
Travel and hotel (pre-service training-\$925 registration fee, biennial conference, regional conference)	\$2,500	\$1,000	\$1,000
Utilities (telephone, photocopier, etc.)	2,000	2,000	2,000
SUB-TOTAL	\$4,500	\$3,000	\$3,000
TOTAL	\$ 113,700	\$ 156,400	\$ 200,600

* First year assumes 60 children and 5 home visitors, second year assumes 120 children and 10 program staff and the third year assumes 180 children and 15 home visitors. Prices are based on the May 2010 price list.

Local Budget Allocations Worksheet For First Year of Program

FEES TO HIPPY USA (REFER TO FEE STRUCTURE ON PG. 42)

Licensing Fee	\$ _____
Program Services	\$ _____
Program Development Fee	\$ _____

HIPPY MATERIALS

Books

	Number of Age 3 children		Number of Age 3 children		Number of Age 4 children		Number of Age 4 children
+	Number of home visitors	+	Number of home visitors	+	Number of home visitors	+	Number of home visitors
+	Number of coordinators	+	Number of coordinators	+	Number of coordinators	+	Number of coordinators
+	(10% extra is recommended)	+	(10% extra is recommended)	+	(10% extra is recommended)	+	(10% extra is recommended)
x	Price per set of English books	x	Price per set of Spanish books	x	Price per set of English books	x	Price per set of Spanish books
	Total		Total		Total		Total

*Total amount for books
(add column totals)*
= \$ _____

Activity Packets

	Number of Age 3 children		Number of Age 3 children		Number of Age 4 children		Number of Age 4 children
+	2x Number of home visitors	+	2x Number of home visitors	+	2x Number of home visitors	+	2x Number of home visitors
+	Number of coordinators	+	Number of coordinators	+	Number of coordinators	+	Number of coordinators
+	(10% extra is recommended)	+	(10% extra is recommended)	+	(10% extra is recommended)	+	(10% extra is recommended)
x	Price per set of English books	x	Price per set of Spanish books	x	Price per set of English books	x	Price per set of Spanish books
	Total		Total		Total		Total

*Total amount for activity packets
(add column totals)*
= \$ _____

Shapes

Shapes are sold in units of 20 sets. Use the table to the right to calculate the number of units required.		Number of Age 3 & Age 4 children
	+	Number of Staff
	÷20	Divided by 20
		<i>(If the result is a fraction, round up to the next whole number)</i>
	x	Price per unit
	Total	

Total amount for shapes
= \$ _____

Home Visitor Guide

	Number of home visitors serving Age 3 in English		Number of home visitors serving Age 4 in English		Number of home visitors serving Age 3 in Spanish		Number of home visitors serving Age 4 in Spanish
+	Number of coordinators	+	Number of coordinators	+	Number of coordinators	+	Number of coordinators
x	Cost of Home Visitor Guide	x	Cost of Home Visitor Guide	x	Cost of Home Visitor Guide	x	Cost of Home Visitor Guide
	Total		Total		Total		Total

*Total amount for home visitor guides
(add column totals)*
= \$ _____

Page 1 Subtotal (add totals for books, activity packets, shapes, and Home Visitor Guide) = \$ _____

Postage (Page 1 Subtotal x .04) Postage Total = \$ _____

Page 1 Total = \$ _____

LOCAL PERSONNEL

Coordinator	
Salary	\$
Fringe Benefits	\$
Home Visitors	
Wages	\$
Fringe Benefits	\$
Other: Please list title(s)	
Wages	\$
Fringe Benefits	\$
Total personnel costs (add Coordinator, Home Visitors, and Other totals) =	
	\$

OTHER DIRECT COSTS

Travel expenses for Pre-service Training for Coordinator (Include airfare and hotel, in addition to registration @ \$925*) <i>*Different fee structure for additional coordinator / supervisor</i>	\$
Travel expenses for local HIPPY Coordinator to attend Biennial Conference (Includes airfare and hotel)	\$
Travel expenses for home visitors to attend Biennial Conference (Includes airfare and hotel) OPTIONAL	
Travel expenses for coordinator and home visitors to attend regional conferences (if applicable)	\$
Rent	
Utilities	
Maintenance	
Insurance	
Equipment/Furniture Purchase/Lease	
Telephone	
Postage	
General Office supplies	\$
Reimbursement for Local Travel for Home Visits	\$
Supplies etc. for Group Meetings and Field Trips	\$
Miscellaneous Program Supplies (paste, paper, scissors, crayons, etc.)	\$
Photocopying	\$
Other:	\$
	\$
	\$
Total other direct costs (add totals above) =	
	\$

TOTAL ANNUAL BUDGET (Page 1 total, total personnel costs and total other direct costs) = **\$**

Please indicate by an asterisk (*) if any of the above costs will be provided in-kind.
Attach a Separate sheet to indicate costs and source of funds.

COMMUNITY NEEDS ASSESSMENT (CNA)

A community needs assessment will provide important information for the development of your HIPPY program. While this should not be a rigorous study requiring intensive interviewing and data analysis, it is recommended that other agencies or community representatives be contacted to assist or contribute to the process. In fact, community-based organizations, schools, Head Start agencies and state or local government agencies may be very helpful in providing the information requested below.

A needs assessment can be one of the tasks of the local advisory group with different individuals assuming responsibility for select parts.

This report should be submitted as part of the application packet.

DESCRIPTION OF THE COMMUNITY

Please provide the following information on your community and targeted population.

General Description

- Location of HIPPY program within the community (include a map showing boundaries)
- Brief history of community to be served
- General demographic trends over a three-year span (e.g., population growth, poverty, unemployment, etc.)
- Different ethnic groups represented/predominant languages
- Size of the population eligible for HIPPY services in the community
- Average income level
- % of families receiving federal assistance

Educational Characteristics

- High school dropout rates
- % of children repeating kindergarten or entering transitional classes
- % of children in special education classes
- % of children enrolled in Limited English Proficiency (LEP) classes
- % of children not enrolled in any preschool programs
- Preschool services available to families (i.e., Head Start, school-based pre-k)

Community Characteristics

- Current local educational/political trends or issues
- Strengths and weaknesses of the community
- Central institutions (e.g., church, YMCA, community agency, school)
- Major industries/businesses present in community
- Institutions/programs most utilized by families