



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Helping You Complete Your State Visiting Plans

Narrative Requirements: How HIPPY Fits

HIPPY is an approved model that meets the evidence-based criteria of the federal Maternal, Infant, Early Childhood Home Visiting (MIECHV) program, and is uniquely positioned to help states achieve the desired outcomes.

The Supplemental Information Request (SIR) for home visiting plans describes the sections of narrative that you must provide in your plan. HIPPY has prepared information to simplify the process of collecting information for the Narrative Requirements.

For assistance or if you have any questions, please contact Lia Lent at llent@hippyusa.org or call 501.537.7727.

SECTION 1: IDENTIFICATION OF THE STATE'S TARGETED AT-RISK COMMUNITY(IES)

In Section 1, you are required to list any existing home visiting services in the community, currently operating or discontinued since March 23, 2010 and describe coordination among these existing programs/resources.

HIPPY's national office can provide information about each of our local programs – number of families served in those communities, their demographics and risk factors, as well as the partners HIPPY has established in those communities.

HIPPY has state offices and programs in [Alabama](#), [Arkansas](#), [Colorado](#), [Florida](#), and [Texas](#). Please go [here](#) for a list of our current HIPPY programs in the following states: Arizona, California, the District of Columbia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Nevada, New Jersey, New York, Ohio, Rhode Island, Virginia, and Wisconsin.

SECTION 2: STATE HOME VISITING PROGRAM GOALS AND OBJECTIVES

Describe the goals and objectives for the State Home Visiting Program and offer a logic model and strategies for integrating its services within an early childhood system.

The [HIPPY Logic Model](#) describes the key inputs of our program and the outcomes that are anticipated by implementing the model as designed. These inputs and outcomes can be incorporated into your state home visiting program's logic model.

The goals of HIPPY's programs are to 1) help at-risk children achieve long term academic success, 2) improve parent-child relationships and 3) increase parent involvement in their children's schools and 4)

increase participation in their communities. The short term and long term objectives are listed in the [HIPPY Logic Model](#).

SECTION 3: EXPLANATION OF HOW THE MODEL MEETS THE NEEDS OF TARGETED COMMUNITY

Select a home visiting model and explain how it meets the needs of your targeted community(ies).

Letter of Approval: The HIPPY national office can provide you with a letter of approval for implementation of HIPPY programs in your state. HIPPY will actively participate in the national evaluation and coordinate with any other related HHS efforts. Adaptations will be considered based on discussions with the State Plan coordinator. For more information about a letter, contact llent@hippyusa.org or 501-537-7727.

Identification of evidence –based model and how it meets the needs of the community:

The HIPPY model is well suited for:

- Parents with low educational achievement levels who lack the skills or confidence to prepare their children for success in school
- Teenage parents
- Parents whose first language is not English
- Rural families
- Areas where low school achievement is a major problem.

As a program for three to five year olds, HIPPY provides school readiness activities that strengthen the parent-child bond and provides a transition for families from zero-to-three home visiting programs into school.

The HIPPY model works well with hard to reach populations. The HIPPY program is delivered by home visitors who speak the language of the parents and who are members of the participating communities. Their unique knowledge of their communities allows them to develop trusting relationships with the families and, by using the HIPPY materials with their own children, home visitors identify with the challenges parents face. Home visitors receive structured weekly trainings focused on curriculum and conducting effective home visits.

Because it was designed to work with parents with low academic achievement levels or literacy levels, the HIPPY curriculum is written on a third grade reading level. This allows parents who may not have done well in school to successfully prepare their children for school.

Description with the State’s experience implementing the model selected:

HIPPY has state offices and programs in [Alabama](#), [Arkansas](#), [Colorado](#), [Florida](#), and [Texas](#). A list of HIPPY programs can be found [here](#). To learn more about HIPPY’s experience in your state, please contact Gayle Hart, National Program Director, at mghart@hippyusa.org or 501.537.7731 or Lia Lent, Interim Executive Director at llent@hippyusa.org or 501.537.7727.

Plan for insuring fidelity to the model:

HIPPY has a strong internal monitoring system to insure fidelity and continuous quality improvement. The program assessment process requires sites to first engage in a self-assessment process to measure their program against HIPPY standards. This rigorous self-assessment process is conducted by a team

including the coordinator, a home visitor, a parent, and a representative from the sponsoring organization. The site then receives an on-site visit by a national HIPPY trainer to monitor the quality of the program with file reviews, interviews and observations of home visits.

Each site that demonstrates quality programming by meeting all the standards of the HIPPY Model earns Accreditation status and a two-year certification. For programs with multiple sites, accreditation will be awarded based on how each individual site meets the standards.

Any standards not being met by the program must be addressed in a Continuous Improvement Plan developed by the site. The plan is submitted within 30 days of the site visit and plan compliance is monitored throughout the year by the national trainer.

SECTION 4: IMPLEMENTATION PLAN

Provide plans for model implementation and ongoing monitoring of quality, including recruitment and collaboration.

A plan for working with national model developer and description of technical assistance:

The HIPPY national office will work directly with the program sites to implement the program.

A timeline for obtaining the curriculum and materials:

HIPPY curriculum and story books are available from Connelly 3 Publishing Group. Materials are usually delivered within two weeks of the order date.

A description of how and what types of training and technical assistance is available from the model developer:

HIPPY provides comprehensive training and technical assistance from program inception and through the entire continuum of programming. For start-up programs, the national office provides:

- 1) A Pre-service training for new coordinators and their supervisors
- 2) An initial three day on-site training for the home visitors and coordinator
- 3) A second on-site visit conducted at approximately week 15 of the first year, focused on additional training, sharing of "best practices"; plus, implementation guidance and technical assistance.
- 4) HIPPY's National Trainers communicate as needed (by phone or email) with new program coordinators to discuss progress and troubleshoot issues throughout the first year.

On-going training and technical assistance includes:

- 1) Annual on-site visits to monitor progress, ensure quality assurance, trouble-shoot programmatic challenges and guide continuous quality improvement
- 2) A biennial national conference devoted to professional development
- 3) State or regional conferences, where applicable, to share best practices and address the professional development needs of HIPPY staff from a broad approach.

A plan for recruiting, hiring and retaining appropriate staff:

HIPPY requires two primary staff positions: (1) peer home visitors who deliver the curriculum to their assigned parents each week; and (2) coordinators who oversee the day-to-day implementation of the HIPPY program, supervise home visitors, and organize group meetings.

Home visitors are recruited from the targeted community and have a child of HIPPY-appropriate age, or have access to a practice child with whom they can engage in the HIPPY curriculum. Other qualifications may be specified by the local implementing agency.

HIPPY requires coordinators to have a minimum of a bachelor's degree and training in early childhood education, elementary education, family or adult education, social work, or a related field. Coordinators should also have strong training, leadership, communication, organizational, and administrative skills, as well as knowledge of the needs and interests of families in underserved communities. A member of the target community is preferred. HIPPY USA requires coordinators to complete a week-long HIPPY pre-service training.

HIPPY recommends that home visitors working on a part-time basis have a caseload of between 10 and 15 children; those working full-time should have a caseload of up to 25 children. HIPPY USA recommends that sites determine the ratio of children to home visitor based on the characteristics of the community served, such as distances to be traveled between visits and the vulnerability of families.

A plan to ensure high quality supervision for all home visitors and supervisors:

HIPPY coordinators are responsible for the ongoing supervision and training of home visitors and the implementation of an appropriate staff development plan to include individual reflective supervision sessions with all staff. Coordinators make home visits to observe each home visitor at least three times a year. Coordinators are required to hold weekly in-service training for home visitors at which the curriculum, activities, challenges, and problems are modeled and discussed. It is recommended that coordinators oversee programs with no more than 180 children and a staff that ranges from 7- 12 home visitors depending if they are part or full time.

The HIPPY model standards document addresses the type of annual training hours required for home visitors and coordinators. The national office provides on-site training, training materials and instruction to support the efforts of the coordinator.

While the implementing agency provides direct supervision of the coordinators, HIPPY's national office monitors the supervision provided to the coordinator, as well as provides opportunities for professional development.

The estimated number of families served:

A typical HIPPY program, conducting programs for three, four and five year olds, serves 180 children. More families may be served, if additional coordinators or assistant coordinators are hired.

A plan for identifying and recruiting participants:

The successful, grassroots recruitment of program participants is a hallmark of HIPPY. Creative strategies to recruit families and home visitors are fully explored during the Coordinator Preservice. Individual guidance is provided by the assigned national trainer and/or HIPPY USA.

A plan for minimizing attrition rates for participants in the program:

HIPPY is designed to maintain the active involvement of participants through activities such as regular and consistent contact and the provision of, or access to, supportive services for the entire family. Strategies to prevent attrition are inherent to the HIPPY model and are built into the Coordinator Preservice;

individualized technical assistance to minimize attrition is provided by the national trainer and national office.

An estimated timeline to reach maximum caseload in each location:

There are two options for implementation of a HIPPY program. In both options, maximum program growth occurs when the program begins with 60 children and adds a cohort of 60 children each year; natural growth is achieved as each cohort progresses through the curriculum. One is to solely enroll three year-old children in year one, with that group progressing to the Age 4 curriculum the following year when a new group of three year-olds is added. The other is to recruit for both the three and four year-old programs during the first year. The program for five year-olds is started when the four year-olds move up into that curriculum. The first options require three years and the second method takes two years to obtain the maximum caseload capacity for one coordinator.

An operational plan for coordination between home visiting programs and other resources in the communities:

Since its inception in 1984, HIPPY has collaborated with most, if not all, of the approved home visiting model programs. As a program for three-to-five year olds, HIPPY provides school readiness activities that strengthen the parent-child bond and provides a vehicle to enhance active parent involvement for families as they bridge from zero-to-three home visiting programs into school.

In addition, HIPPY programs are operated by a variety of institutions and agencies that include school districts; preschool programs; departments of health; housing authorities; child welfare, and other community based organizations.

A plan for obtaining or modifying data systems for ongoing continuous quality improvement:

HIPPY utilizes the ETO (Efforts to Outcomes) web-based performance management system that provides comprehensive data collection, reporting and outcome measurement at the local, state and nation-wide levels. This secure, scalable, customizable, easy to use tool not only meets current program-wide needs to lessen administrative burdens, it has the flexibility to adjust to future needs as they evolve, as well as the capability to migrate data to or from other data collection and reporting systems.

An explanation of the State's approach to monitoring, assessing, and supporting implementation with fidelity to the chosen model(s) and maintaining quality assurance:

HIPPY has an established system for monitoring model fidelity and can work closely with your state to provide the reports and site visits required to maintain program fidelity.

A discussion of anticipated challenges to maintaining quality and fidelity, and the proposed response to the issues identified:

The HIPPY model provides a turnkey operation with established procedures to monitor and maintain quality and fidelity. The State can be an active partner in that monitoring process.

A list of collaborative public and private partners:

The HIPPY model is based on developing a broad spectrum of public and private partners. Partners may provide funding, some may provide services to families directly or indirectly and some collaborators provide in both areas.

Partnerships are specific to the community and include: school districts, children's hospitals, housing authorities, food banks, public libraries, adult education departments, preschools, junior colleges, public utility companies, United Ways, local Urban League affiliates, and AmeriCorps.

Assurance that the State home visiting program is designed to result in participant outcomes noted in the legislation:

HIPPY has shown consistently good outcomes in the area of school readiness and achievement for at-risk populations. Other research has indicated improvements in family self-sufficiency and referrals for other community resources and supports.

Assurance that individualized assessments will be conducted of participant families and that services will be provided in accordance with those individual assessments:

HIPPY conducts individualized assessments of each family and provides services and referrals based on those assessments. This information is tracked in our Efforts to Outcomes (ETO) management information system.

Assurance that services will be provided on a voluntary basis:

All HIPPY programs provide services on a voluntary basis.

Assurance that priority will be given to serve eligible participants:

HIPPY will work with program sites to establish that appropriate priority be given to eligible participants based on the risk factors listed in the federal legislation.

SECTION 5: PLAN FOR MEETING LEGISLATIVELY-MANDATED BENCHMARKS

Provide updated plans that describe data collection for each of the six benchmark areas.

HIPPY collects the assessment and outcome information necessary for measuring all the constructs in the relevant benchmarks. The Efforts to Outcomes (ETO) management information system used by HIPPY USA can analyze results of on pre and post assessments, identify and track key trends; identify which efforts are most effective at achieving desired outcomes; monitor participant engagement; and track progress on critical benchmarks.

SECTION 6: PLAN FOR ADMINISTRATION OF STATE HOME VISITING PROGRAM

Describe your administrative structure to support the home visiting program. Include a detailed description of how the proposed program will meet legislative requirements for well-trained, competent staff, high quality supervision, strong organizational capacity, referrals and monitoring of fidelity of the program.

The HIPPY USA national office has vast experience in grassroots recruitment, supervision, and establishing referral processes that will support the specific needs of the state or communities.

HIPPY requires coordinators to have a minimum of a bachelor's degree and training in early childhood education, elementary education, family or adult education, social work, or a related field. Coordinators should also have strong training, leadership, communication, organizational, and administrative skills, as

well as knowledge of the needs and interests of families in underserved communities. A member of the target community is preferred.

The HIPPY program is delivered by home visitors who speak the language of the parents and who are members of the participating communities. Their knowledge of their unique communities allows them to develop trusting relationships with the families and, by using the HIPPY materials with their own children, home visitors identify with the challenges parents face. Home visitors receive structured weekly trainings focused on curriculum and conducting effective home visits.

SECTION 7: PLAN FOR CONTINUOUS QUALITY IMPROVEMENT

The HIPPY accreditation guidelines contain a set of standards for each essential feature of the HIPPY Model. These standards define the minimum performance expectations, structures, or processes that must be in place for programs to provide the highest quality services to families. A self-assessment, followed by an on-site monitoring conducted by a HIPPY national trainer, in conjunction with reports from the Efforts to Outcomes (ETO) performance management system, determine the level of quality for each site.

Each site that demonstrates quality programming by meeting all the standards of the HIPPY Model earns Program Accreditation status that includes a two-year certification. Any standards not being met by the program must be addressed in a Continuous Improvement Plan developed by the site. The plan is submitted within 30 days of the site visit and plan compliance is monitored throughout the year by the National Trainer.

SECTION 8: TECHNICAL ASSISTANCE NEEDS

Describe your anticipated technical assistance needs for conducting the home visiting program and identify what technical assistance will be provided by the model developer.

HIPPY's national office provides extensive technical assistance by coordinating the efforts of state offices and local HIPPY programs and providing training, developing and improving the HIPPY materials and model, conducting outreach and advocacy, collecting national data, and overseeing research. HIPPY USA maintains a cadre of national trainers to provide training, technical assistance, and otherwise support local programs. National trainers typically are current or former coordinators who possess extensive, practical expertise in implementing HIPPY programs and maintaining high quality programming.

The successful implementation of the evidence-based HIPPY model is a process involving long-term technical assistance to ensure that local needs are well understood and met, and that programmatic guidelines and requirements are aligned with the national model. For these reasons, an implementation manual and accreditation guidelines have been developed and will be used in the process of integrating the HIPPY program into the state home visiting plan.