Accreditation 101

Preparing for your HIPPY Accreditation visit
Your job as a coordinator

- Provide EVIDENCE that you are meeting 100% of the HIPPY Accreditation Standards.
- Show off what a GREAT JOB you are doing.
- Learn and grow!
- Continue to provide excellent services to families.
The 5 portions of the visit:

- **Staff Meeting**
- **Home Visits**
  - 2 per site/coordinator
  - 1 5-year old (if applicable)
  - 1 Spanish (if applicable)
- **Document Review** schedule 4 hours (can be split into 2 sessions)
- **Group Meeting** (can be recorded or documented)
- **Exit Interview**
Preparing for your visit:

- Select self-assessment team
  - Agency Supervisor
  - Coordinator
  - Home Visitor
  - Parent
  - Others?
Completing your self-assessment

Choose your team carefully: An accurate self-assessment is your **BEST TOOL** for preparing for accreditation!
Preparing for your visit:

☐ Complete self assessment

☐ Use checklists in addition to the accreditation worksheet to determine:

☐ Can an outsider look at your documents and **VERIFY** that you are meeting 100% of the standards?

☐ Can an outsider attend your staff meetings, home visits, and group meetings and **VERIFY** that you are following the HIPPY model?
Completing your self-assessment

- Fill in all the blanks (If we didn’t want it we wouldn’t ask for it)

**HIPPY USA ACCREDITATION WORKSHEET**

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Site Self-Assessment completed (date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator Name</td>
<td>Trainer site visit dates</td>
</tr>
<tr>
<td>Trainer</td>
<td>Trainer assessment submitted (name)</td>
</tr>
<tr>
<td>Trainer assessment received (name)</td>
<td></td>
</tr>
</tbody>
</table>

**Data Summary**

*Directions: Enter the numbers served in each category below.*

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Number of Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 3</td>
<td>Age 3</td>
</tr>
<tr>
<td>Age 4</td>
<td>Age 4</td>
</tr>
<tr>
<td>Age 5</td>
<td>Age 5</td>
</tr>
<tr>
<td>Total Number</td>
<td>Total Number</td>
</tr>
</tbody>
</table>

Use accurate numbers. If you serve 50 children, write 50 children, even if ETO reports show different numbers.

Use accurate numbers. If you serve 22 families, write 22 families, even if ETO reports show different numbers.

These numbers should add up to the total number of children above.
Completing your self-assessment

- Fill in all the blanks (If we didn’t want it we wouldn’t ask for it)

Have team members sign this portion of the worksheet to verify that they participated.

<table>
<thead>
<tr>
<th>Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name: HIPPY USA Site ID</td>
</tr>
<tr>
<td>Address: City/State/Zip</td>
</tr>
<tr>
<td>Coordinator Name: Coordinator Email</td>
</tr>
<tr>
<td>Telephone Number: Fax Number</td>
</tr>
<tr>
<td>Name and title of supervisor: Supervisor Email</td>
</tr>
<tr>
<td>Assistant Coordinator Name: Email</td>
</tr>
<tr>
<td>Number of part-time home visitors: Number of full-time home visitors</td>
</tr>
</tbody>
</table>

Your Trainer needs this information to complete your Accreditation Report.

This information must be fully completed.

<table>
<thead>
<tr>
<th>Part 1: Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Visitor Name</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Self Assessment Team
- Dates team met to complete self assessment
- Signatures of Self Assessment Team (names)

Title or relationship to program: Signatures of Self Assessment Team (names)
- Coordinator
- Home Visitor
- Supervisor
- Parent
- Other
Completing your self-assessment

☐ Fill in all the blanks (If we didn’t want it we wouldn’t ask for it)

Check her on each item if your self-assessment team found sufficient evidence or insufficient evidence. If there is still time, you can fix items that are missing.

If there are special circumstances or accommodations that you have, put them here. This will help the Trainer determine if you meet the standard or not.

<table>
<thead>
<tr>
<th>Essential Feature: Curriculum</th>
<th>1. Site implements at least 3 years of the curriculum.</th>
<th>2. Each child has his/her own copy of the curriculum.</th>
<th>3. Parents complete each week's activity packet with their child.</th>
<th>4. Each home visitor has activity packet, props, and Home Visitor Guide for each level of curriculum being used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Standard</td>
<td>☐ ETO Enrollment Number by HIPPY Year Report, OR</td>
<td>☐ Enrollment Roster</td>
<td>☐ Staff Meeting Observation Form, OR</td>
<td>☐ Staff Meeting Observation Form, OR</td>
</tr>
<tr>
<td></td>
<td>☐ Enrollment Report</td>
<td></td>
<td>☐ Home Visit Observation Forms</td>
<td>☐ Staff Meeting Observation Form, OR</td>
</tr>
<tr>
<td>Validation</td>
<td>☐ Satisfactory Compliance (Present)</td>
<td>☐ Insufficient Compliance (Not Present)</td>
<td>☐ Satisfactory Compliance (Present)</td>
<td>☐ Insufficient Compliance (Not Present)</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>☐ Satisfactory Compliance (Present)</td>
<td>☐ Insufficient Compliance (Not Present)</td>
<td>☐ Satisfactory Compliance (Present)</td>
<td>☐ Insufficient Compliance (Not Present)</td>
</tr>
<tr>
<td>Trainer’s Assessment</td>
<td>☐ Satisfactory Compliance (Present)</td>
<td>☐ Insufficient Compliance (Not Present)</td>
<td>☐ Satisfactory Compliance (Present)</td>
<td>☐ Insufficient Compliance (Not Present)</td>
</tr>
</tbody>
</table>

Self-Assessment Comments and Creative Strategies:

- Trainer Comments and Creative Strategies:

  - Trainer Recommendations:
Remember...

☐ If you are following the HIPPY model and have **DOCUMENTED** that, you have nothing to worry about.

☐ Your Trainer is there to **VERIFY** that you are meeting the standards...and/or to **SUPPORT** you in better understanding what is expected.
Preparing for your staff meeting

Overall your Trainer will be looking for the following things:

- Review successes and challenges encountered by staff the prior week
- Discuss (brainstorm) how to prevent or remedy challenges
- Collect and review of paperwork from the prior week - unless collected at some other time
- Discuss upcoming events and staff assignments
- Conduct an in-depth training/review of early childhood concepts and terminology as an additional segment the same day or as an in-service held at a separate time
- Distribute upcoming week’s materials, supplies and props
- Check to ensure home visitor’s have their Sample Packet and props prepared for the upcoming week
- Conduct Curriculum Training by role playing the next week’s activity packet

If these things take place at another time, be sure to let your Trainer know that. S/he needs to see these things in action.
Preparing for your staff meeting

During Role Play your Trainer will be looking for the following things:

- Have staff read and then role play – as home visitor would talk with a parent – the TIPS in the activity packet.
- Paraphrase (best) or read the What your child will learn from this activity at top of page for each activity.
- Use the Round Robin technique to Role Play the What to do section in the packet, one entire activity at a time.
- Discuss the importance of completing the entire packet.
- Have staff paraphrase (best) or read Things to think about and do after role playing the activity.
- Encourage staff to make notes regarding the meaning of skills, concepts, the TIPS, Things to think about and do (from the activity packet) along with other items to be shared with parents.
Preparing for your staff meeting

- Your trainer will also be looking to make sure you are actively using and modeling all of the *Keys to Successful Role Play*. Some ways you can do this are:
  - Review the *Keys to Successful Role Play*
  - Discuss the rationale for and benefits of role play
  - Make each home visitor responsible for a particular “Key” – they will be in charge of making sure that their assigned “Key” is used during role play
  - If they need more practice in the *Keys to Successful Role Play*, allow each home visitor to choose which “Key” they will be responsible for – they will be in charge in making sure that their “Key” is used during role play.

*Weekly review and practice using the Keys will help your home visitors to internalize these practices.*
Preparing for your home visits

During home visits your Trainer will be looking for the following:

- **Maintain Rapport** with parents by really listening to them and showing interest in their child(ren).
- **Review** previous week’s work to see how the child is progressing.
- Collect the weekly Pull Page that is identified by your coordinator.
- Write the child’s name on the Pull Page and turn in with other paperwork to your coordinator.
- Praise the parent for the previous week’s accomplishments.
- **Role play** each activity packet, one per week.
- Use the *Keys to Successful Role Play* when role playing.
- Share the Sample Packet with your parent – the parent’s packet should be given to them at the end of the visit.
- Make mistakes on purpose from time to time – this helps keep parents focused and alert, it also helps to reduce/eliminate any anxiety the parent might feel if they make a real mistake.
Preparing for your home visits

During home visits your Trainer will be looking for the following, cont.:

- Read with expression and enthusiasm.
- Guide parents to identify items that they can use as a substitute if they don’t have one or more of the supplies mentioned in the activity – if another item is used, the name of the object should be used instead of what is printed in the activity packet.
- If the parent shares a personal problem, offer to make a Referral and/or discuss their issue with your coordinator.
- Praise parent for being prepared, their growing skills and/or their personal achievements.
- Share Reminders regarding group meetings, program activities and community information.
- Schedule, or reconfirm, the next home visit appointment.

The highlighted words above are the required components of a HIPPY home visit – Rapport, Review, Role play, Referrals (as needed) and Reminders are outlined in the Model, Guidance and Accreditation manual.
Preparing for your documentation review:

- Can an outsider look at your documents and **VERIFY** that you are meeting 100% of the standards?
- This is where your self-assessment team can really be helpful. Can they easily find all the required documentation?
Preparing for your group meeting:

- Flyers
- Agendas
- Sign-in Sheets
- Parents welcomed upon arrival
- Round Robin Role Play conducted
- Speaker(s) or Facilitator(s)
- Parents engaged
- Quality child care was arranged
- Refreshments were provided
- Warm-up activity conducted
- Parent evaluation conducted
- Door prize(s)/incentives
- Space was adequate
- Transportation was arranged for families as needed
- Staff engaged with parents

If Trainer is unable to attend the Group Meeting, a video of these elements is acceptable or a Group Meeting Detail Form.
Planning the visit:

- You will need to schedule time for your trainer to attend:
  - Staff Meeting
  - Home Visits
    - 2 per site/coordinator
    - 1 5-year old (if applicable)
    - 1 Spanish (if applicable)
  - Document Review - schedule 4 hours (can be split into 2 sessions)
  - Group Meeting (can be recorded)
  - Exit Interview (with Coordinator and Supervisor)

- Remember to include time for transportation and meals.
Sample schedule:

HUSA Site Visit 2014 Agenda
Month and Day, 2014

HIPPY Trainer: Mrs. X
Cell phone: 555-687-5309
Sue will provide transportation from airport to hotel

FLIGHT INFORMATION
Tue. ## Feb 2014
Delta Flight 565
Arrive: 1:26 PM

Thur. ## Feb 2014
Delta Flight 1881
Depart: 7:20 PM

Hotel: Hampton Inn (Downtown Area)
100 Address St.
City, State
Phone Number

Wednesday, February 26, 2014
8:30  Pick up Mrs. X, HIPPY Trainer from hotel (Sue Q.)
9-12:30  Staff Training Week 22 ages 3 & 4 and Packet 12 Age 5
12:30-2:00  Lunch TBA with Betty
2:00-5:00  Document Review

Thursday, February 27, 2014
8:30  Pick up Mrs. X, HIPPY Trainer (Sue Q.)
9-10:15  Home Visit: Mary J. 5 year old
Family Name, 100 Address St. City, State, Phone Number
10:45 Noon  Home Visit: Jamie T. Age 3, Spanish Week 22
Family Name, 100 Address St. City, State, Phone Number
Noon-1:00  Lunch
1:30-2:30  Complete Document Review
2:30-3:00  Break
3:00-4:00  Exit Interview with Coordinator and Supervisor
4:30-5:00  Drive to Airport (Sue Q.)
In the end, remember to:

KEEP CALM AND STRUT YOUR STUFF