HIPPYUSA®
Home Instruction for Parents of Preschool Youngsters

Start-Up Manual

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HIPPY USA
June 2018

INTRODUCTION

The successful implementation of the **Home Instruction for Parents of Preschool Youngsters** (HIPPY) program is a process involving *community collaboration* 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 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.

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 research information on the effectiveness of HIPPY programs, briefs on difference aspects of the HIPPY program and videos available on our website.

- 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
P.O. Box 1034
Little Rock, Arkansas 72203-1034
Phone 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 the Executive Director.

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 eight 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
8) Start-up and on-site training

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.

It is suggested that programs **begin by serving children 3-year-old children**. Natural program growth means a **new cohort of children is added in the second, and in the third year**. Utilizing this structure, programs will achieve maximum capacity by the third year.

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 and serve the same number of children in subsequent years.

HIPPY urges you to have a conversation with our Director of Education and Research once you determine how many children you expect to serve. We will support your efforts by helping you develop strategies to ensure that your implementation is effective.

Program Length and Intensity

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.

HIPPY recommends that children complete the four-year-old curriculum before beginning 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.

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 served. Given the demanding nature of the coordinator's role (**support to staff and families**; **referrals**; **training**; etc), 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 HIPPY Coordinator, pg. 16] *Note*: In order to implement an effective HIPPY program, it is important that you have a coordinator who understands the philosophical and practical aspects of the HIPPY model.

It is also vital that a coordinator be accessible to staff and participants when the need arises. If it is impossible to hire a coordinator to manage HIPPY on a full-time basis, then an assistant coordinator must be hired. [See Appendix B, Guidelines for the Assistant Coordinator, pg. 17]

The coordinator is required to **complete the HIPPY Preservice training** before starting a new program, or taking on the coordination of an existing program. If the coordinator is hired after a Preservice has occurred, **he or she must attend the next scheduled training**. The HIPPY Preservice training is four days in length and covers all aspects of administering a HIPPY program. It also addresses the philosophical and theoretical underpinnings of the program through practical, hands-on training. [See Appendix D, Abridged Preservice Training Agenda, pg. 19]

Home Visitors

The hiring of the right home visitors is **crucial to the success** of your HIPPY 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. Home visitors are expected to speak the language and, as much as possible, share the culture of the families they will serve. In this role, home visitors provide support within their communities to parents of similar backgrounds, and who face similar life challenges.

This peer relationship makes HIPPY unique. Experience shows that home visitors from the target population are able to more easily develop rapport, as well as establish trusting relationships, both of which

are particularly important when working with "hard to reach" or "vulnerable" families. By virtue of this peer mentoring design, home visitors have been found to be quite skillful at presenting the curriculum in a culturally relevant and appropriate manner.

Because home visitors are required to practice the curriculum before visiting families, they should either have a child of appropriate HIPPY age, or be able to practice the HIPPY curriculum with a child of the appropriate age. 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 HIPPY trainer.   Thereafter, they receive weekly HIPPY 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.

Home Visitors working on a **part-time** basis should have a caseload of between **10-15 children**. The caseload for a **full time** home visitor can be **up to 25 children**. The recommended caseload allows adequate time for planning visits and meetings, as well as in-service training and individual supervisory sessions. *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. 18]

Home Visits

Home visits are the primary service delivery method for weekly contact between the home visitor and parent. Home visiting is a valuable tool for working with vulnerable families. Through the individual training of parents in a convenient, comfortable environment, lasting relationships that strengthen the family are built. The intimacy of the home setting promotes rapport with even the most isolated parents. The engagement that takes place during the home visit allows parents to experience a growing comprehension of their importance to their child's success during the pre-school years, as well as the impact that remains after the child enters school. It also allows parents to realize that their homes are appropriate locations for teaching their children.

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

By recruiting parents in their homes, the coordinator can better determine a parent's potential as a peer home visitor.   Coordinators may also accompany home visitors when they make their first visits with

parents. This will help ensure that parents choose to enroll with a clear understanding and genuine commitment.

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

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 the weekly staff meetings. 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. 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 provide an **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, separate space for child-care, etc.) and must be accessible to all participating families. Group meetings should run for approximately **two hours**. Parents are offered an **enrichment experience** ranging from presentations on parenting, community, political or health issues, to craft workshops for designing homemade toys or culturally relevant projects. The activity packets may also be presented and role-played. **Children are invited** to the meetings and **children's activities with group leaders should be available** in another room. Some programs have parents and children engage in an activity together in the second part of the meeting.

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, because of their active engagement in the planning of the meetings, will positively influence their attendance.

Efforts to Outcomes Software (ETO)

The HIPPY USA Efforts to Outcomes software (ETO) is a web-based system that **maintains 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, as well as producing reports to guide continuous improvement. This information is used to provide data that **supports 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. 20]

Program Costs

The average cost to the program per child varies and is dependent upon the total number of people served. Larger programs have lower costs per child. Programs can lower costs by securing significant in-kind donations. Included in this figure are salaries for staff, fees for training and technical assistance, license and affiliation, program development, estimated cost of curriculum materials and other direct costs. The HIPPY New Program Budget Consideration document will guide you through the process of creating your budget.

STEP 2   CONTACT HIPPY USA NATIONAL OFFICE OR STATE OFFICE

After reviewing the program components, contact the national HIPPY USA headquarters for more information, guidance and support through the application process. HIPPY USA has a national office in Little Rock, Arkansas, which provides training and technical assistance to the network of HIPPY programs around the country. Four states have state offices – Arkansas, Colorado, Florida and Texas. Once the application is approved, HIPPY will work closely with the sponsoring agency and the state office(s) to coordinate efforts that result in the operation of an exemplary program.

STEP 3   CONVENE A 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, military school liaison officers, 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, United Way, private foundations, local businesses, local government, school districts, job training organizations, federal government resources, such as AmeriCorps and Maternal Infant Early Childhood Home Visiting)

HIPPY Advisory Group

The establishment of a HIPPY advisory group is critical to the functioning of local HIPPY programs. The primary 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/political leaders. For practical and political reasons, HIPPY recommends 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. 21]

STEP 4   COMMUNITY NEEDS ASSESSMENT (CNA)

Completing a basic assessment of the community and its needs and resources is an important process. Nationally, funders and providers focus on providing a continuum of comprehensive, integrated services to the entire family. 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.

Information to be included in a community needs assessment can be found in Appendix G, Community Needs Assessment, pg. 22. 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 website, census.gov. 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 and the U.S. Census website.

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, HIPPY recommends 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 consider ways to address them.

STEP 5   SECURE FUNDING

In many cases, securing funding is the greatest obstacle to starting a HIPPY program. HIPPY USA 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 record of accomplishment of effectiveness to obtain funding. Common sources of funding include Federal (MIECHV, Title I, Head Start, AmeriCorps), State or Local governments (Dept. of Edu., legislative action, universities) and Private sources (foundations, faith-based, corporate).

Applications to start a HIPPY program may be submitted before funding is secured. The national office will 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 6   SUBMIT APPLICATION

The application assists the staff in their understanding of the implementing agency, local community and targeted families. Applications are accepted at anytime during the year. HIPPY recommends beginning programmatic to coincide with the start of the local community's school year. 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) while allowing time for the new coordinator to attend the HIPPY Preservice training held each summer. Application guidelines are included in the HIPPY USA Application document.

STEP 7   SIGN CONTRACT

Once all requirements are met, an approval letter is sent to the agency. The letter also sets other steps in motion. HIPPY USA 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 agreement spells out the conditions under which the HIPPY name and HIPPY materials may 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 and are described

within the HIPPY New Program Budget Consideration document. 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.).

STEP 8   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 listed in Appendix A (Guidelines for the HIPPY Coordinator, pg.16), it is required that the coordinator is either a member of, or very familiar with, the target population/ community. In addition, the coordinator needs a deep-rooted sense of compassion, sensitivity and commitment to serving people in their community.

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

We recommend waiting to hire the coordinator until an operating agreement has been signed with HIPPY USA.

STEP 9   START-UP AND ON-SITE TRAINING

After attending Preservice 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 designated national HIPPY trainer. The 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 two site visits from HIPPY USA.

APPENDICES
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STEPS
TO IMPLEMENTATION

APPENDIX DIRECTORY

GUIDELINES FOR THE HIPPY COORDINATOR

Educational Qualifications: The person serving as Coordinator must have earned at least 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 under-served 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 three home visits annually to observe each visitor
- Planning and executing group meetings that include the provision of an enrichment activity and may include role playing the curriculum
- Train staff in data entry and monitor data quality to ensure accurate reports may be pulled from the HIPPY USA Efforts To Outcomes (ETO) web-based data collection system
- Planning and preparation for initial, follow-up or HIPPY accreditation site visits by HIPPY USA staff or National Trainers
- 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 and national HIPPY conferences and meetings

The HIPPY coordinator is required to successfully complete the Preservice training before* starting a new program or becoming a new coordinator within an existing program. The weeklong training covers all aspects of administering a HIPPY program.

If Coordinator is hired and begins working after a Preservice session, the coordinator is required to attend the next Preservice training.

GUIDELINES FOR THE ASSISTANT COORDINATOR

Educational Qualifications: Preferably, the assistant coordinator will possess the same or similar qualifications of the coordinator. 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 at staff meetings
- Assisting with recruitment and enrollment tasks
- Organizing group meetings
- Making home visits to observe home visiting staff, if approved by the National Office
- Data entry and report generation in the Efforts To Outcomes (ETO) web-based data collection system
- 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 weeklong Preservice 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
- 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 executes the HIPPY curriculum daily)
- A resident of the targeted community
- Speaks the language of the families being served
- 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, including 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:
- Practicing the curriculum with his or her own child or an appropriate-aged child of a friend or family member
- Meeting and role playing the curriculum with assigned families each week
- Participation in the planning and orchestration of group meetings, which includes enrichment activities for parents and children
- 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.
- Entering demographic data and points of services data into the ETO or agency data system

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) Administration
   a. Accreditation
   b. Supervisor's Role

2) The HIPPY Curriculum

3) Role Play
   a. Role Play Method and Rationale
   b. Role Play Week 1 & 2

Day Three

1) Home Visiting
   a. Structure of Home Visits
   b. Challenges and Solutions

2) Reflective Supervision

3) Working with Diverse Populations

Day Four

1) Group Meetings
   a. Purpose
   b. Logistics of Group Meetings
   c. Group Facilitation

2) Recruiting and Retention
   a. Community Resources and Collaborators
   b. Advisory Group and Volunteers

3) Documents and Forms
   a. Use of ETO as a Management Tool

EFFORTS TO OUTCOMES INFORMATION SYSTEM

HIPPY Efforts to Outcomes (ETO) Software

The HIPPY USA ETO software records information about the families participating in HIPPY and track their progress. It is designed to help local programs administer programming more effectively. Tracking programmatic outputs with ETO also allows HIPPY USA to measure and evaluate program outcomes 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.

HIPPY Efforts to Outcomes (ETO) Paper Forms

The ETO paper forms 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 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 and available on the HIPPY USA library website.

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

6) Help organize group meetings and volunteer to set up or facilitate

7) Assist with supply drives for families

8) Organize field trips and family events

9) Assist with setting up referral systems to help families access food, housing, clothing, medical care, etc.

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