

1st February 2024 | HIPPY US | info@hippyus.org



Nikki's Corner



Terri Holcey

Go [here](#) to learn more or to share your memories

As we embark on the journey of the New Year, it is with a heavy heart that I convey the news of a significant loss within the HIPPY Alabama family. Mrs. Terri Holcey, a valued member of our community, passed away. Mrs. Holcey dedicated some of her professional life to the Macon County School District si2001 and joined the HIPPY family in 2013.

In the context of HIPPY's relational model, while some may not have had direct interactions with Mrs. Holcey, we all understand the depth of commitment required to lead a HIPPY program for over a decade. It demands unwavering dedication, passion, and a steadfast belief that, with the right resources at the right time, we contribute to becoming a footnote in a family's success story.

To our colleagues in Alabama and the extended HIPPY family, we share in the grief of losing a cherished member. Mrs. Holcey's legacy will undoubtedly live on through the lives she touched and the impact she made on the families she served. May we collectively honor her memory by continuing the important work of HIPPY with the same dedication and passion that she exemplified. Our thoughts and condolences are with Mrs. Holcey's family, friends, and all who had the privilege of working alongside her.

In sorrow,
HIPPY US

MGRA Inspired

Role Play Standard 2: Home Visitors successfully instruct assigned parents (not children) in the effectiveness of the curriculum by completely role playing each activity packet each week using the 3C method (Correct, Confirm, Complete). Home visitors should instruct parents enrolled in the Age 5 curriculum using Guided Discussion techniques.

TIPS:

1. Provide each home visitor with information on the 3 C method and ask them to prepare a brief presentation on one of the C's at the next weekly role play training meeting. Depending on the size of your team, each of the "C" presentations can be done by more than one person, or they can work in teams to prepare. Some things they can explore are: defining the "C", examples of how it's used in this week's curriculum, the purpose/rationale of it, and ties into early childhood education in general.
2. On separate index cards, write examples of ways that parents and children challenge us to teach the child directly rather than role play with the parent, ex. "The child wants to use the crayons and props while you are role playing with parent", and "Parent calls the child over to join in the role play during the home visit." Come up with 1 example per staff member if possible. During role play training, have home visitors randomly pick one card, and without sharing their card "act it out" when it's their turn to be the role of parent when role playing with another home visitor. This gives home visitors practice in dealing with this situation in the home visit.
3. Randomly assign home visitors to observe each other during role play. Give each person the Home Visit Observation Form and ask them to document what they observe. After role play, give each other the observation forms and debrief what was observed, challenges, suggestions, etc.
4. Share [this information](#) on paraphrasing with your home visitors. Assign them one specific activity from next week's packet and ask them to prepare to paraphrase "What Your Child Will Learn" and "Things to Think About and Do" the next week. Have team members share their own tips for paraphrasing, and any challenges they face.
5. Invite a children's librarian to your team meeting to discuss and demonstrate read-aloud skills, reading with expression, and how to introduce a new book.
6. Role Play is based on Experiential Learning Theory - watch this [8 minute video](#) together. Reflect on how each of the points made in the video apply to the HIPPY Role Play, both our time together as staff as well as role playing with parents.



Program Highlight: HIPPY in Alabama

HIPPY has certainly helped a lot of families in Clarke County Alabama. It is amazing how the program helps caregivers understand the important role they play in their children's learning. The love of learning truly begins in the home with the parent working with the child. Also, through assessments we can address concerns earlier and be able to send resources and make referrals for additional services if warranted for families. It is so exciting to be a part of a program that has a focus on children's future success.

HIPPY is so proud of Kerri Walker (parent) and Landyn Brown (child) who have participated in the program for two years



Landyn Brown,
Age 3

For more of
this story go
here.



Advocacy

Washington Update

The new year has begun and unfortunately, Congress is still working to come to an agreement on government funding. As a reminder, the federal government's budget cycle begins on October 1 of each calendar year, and it is the role of Congress to pass funding legislation determining how much funding programs receive. Congress was unable to come to an agreement in time and in order to avoid a government shutdown they passed what is known as a Continuing Resolution (CR) to keep the government open and funded at the previously established funding levels. Over the last decade, it has become more common than not for Congress to pass a CR before they are able to come to an agreement and so far, Congress has passed three CRs since the October 1 deadline came and went. With the passage of the latest CR this January, Congress now has until the beginning of March to continue to work on an agreement.

The good news is the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV), which is the only dedicated federal funding source for home visiting, will not be impacted by the ongoing funding negotiations or a potential government shutdown. However, other programs that our families and the field rely on could be-- including WIC, housing vouchers, and Title I for example. HIPPY US is closely monitoring the situation and will provide updates as we have them.

Advocacy Working Group

Are you interested in learning more about advocacy and techniques for how to spread the news about the great work you do with HIPPY? Join the soon to kick off HIPPY Advocacy Working Group! We are planning to host our first quarterly meeting in March and the group is open to any and all who have an interest in advocacy. Whether you're a well-seasoned advocate or you're brand new, we hope you'll consider joining. To sign up to join the working group or for any other questions please email splascencia@linchpinstrategies.com

Special Initiatives

Curriculum Refresh

We are in good hands as we prepare to modify the curriculum! Advisory Committee Members are:

- **Catalina Gonsales - Colorado**
- **Claudia Marquez Gomez - Texas**
- **Lisa Boneck - Nevada**
- **Sarah - ARESK Arkansas**
- **Shawna Yates - Alabama**
- **Stacey Williams - Florida**

Vroom

Are you using the Vroom QR codes on the curriculum? If so, let us know what you think by completing [this](#) brief survey by February 9, 2024. Your input will help us determine next steps.

NASD-CORP Project

For the National Autism Spectrum Disorder Community of Research & Practice (NASD-CORP), there was an overwhelmingly positive response with more demand than availability. The first cohort begins on March 4, 2024, and discussions are scheduled to decide how to make NASD-CORP available field-wide following the pilot. For now, the first group of participants will be selected and notified very soon and we are all excited for them to establish the foundation that will ensure continuity and sustainability for years to come.

Special Announcements

HIPPY in Print

Deborah Stark and our very own Dr. Miriam Westheimer are featured in the Journal of Family Diversity in Education describing HIPPY's approach to hiring parents as home visitors as an equity accelerator. View the article [here](#)

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