

**PARTNERING WITH PARENTS,**  
BUILDING BRIGHTER FUTURES



# MGRA

## A Deep Dive into the HIPPY Standards

23-24

*\*This session is being recorded*



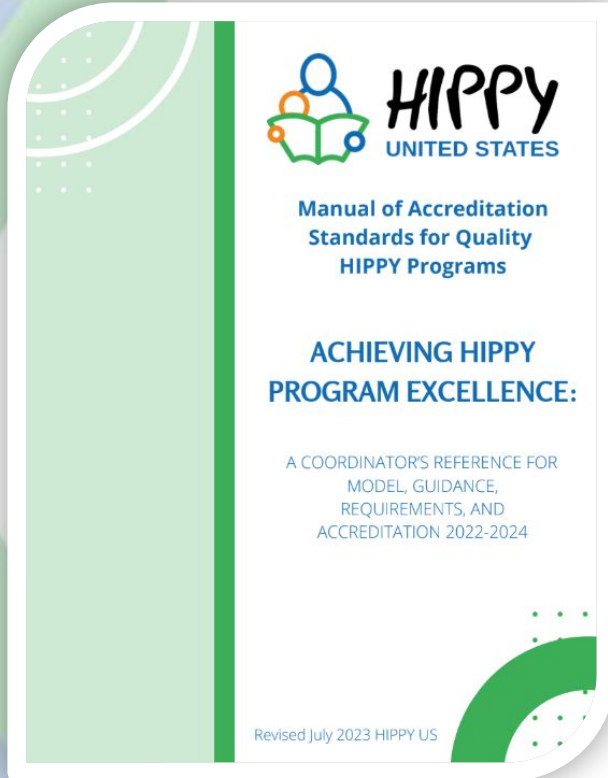
**HIPPY**  
UNITED STATES



# Agenda

- MGRA Overview
- Deep Dive into the standards
- Break-out Groups
- Group Discussion
- Q&A

# MGRA Overview



## MODEL GUIDANCE and REQUIREMENTS for ACCREDITATION

# Purpose



## Why do we have standards?

- Performance Expectations
- Structural Requirements
- Process Guidelines



# Program Implementation Matters

“Discovering what works does not solve the problem of program effectiveness. Once models and best practices are identified, practitioners face the challenge of properly implementing programs. A poorly implemented program can lead to failure as easily as a poorly designed one.”

(Mihalic, Irwin, Fagan, Ballard, & Elliott, 2004)

# Program Support and Model Fidelity

## Train Resources

- If you have what is needed to operate your program

## Coach Activities

- Then you use resources to accomplish planned activities
- If you accomplish planned activities

## Monitor Outputs

- Then you will deliver services as expected
- If you deliver services as expected

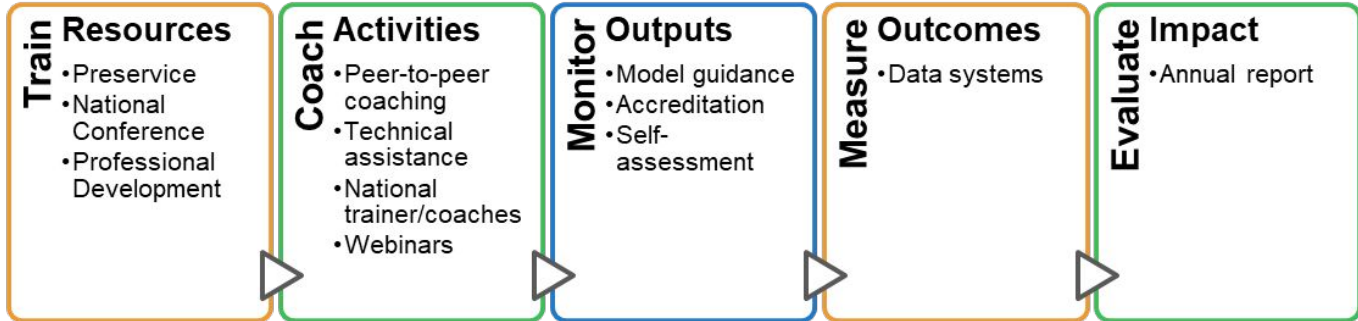
## Measure Outcomes

- Then your participants should benefit as anticipated
- If intended benefits are achieved

## Evaluate Impact

- Then certain changes should occur

# Program Support and Evaluation



# The Model: Essential Features



**Curriculum**

**4 - Year  
Evidence-Based  
Curriculum**



**Role Play**

**HIPPY Role Play  
Instructional  
Technique**



**Staff**

**Coordinator and  
Community-  
Based Home  
Visitors**



**Home Visits and  
Group Meetings**

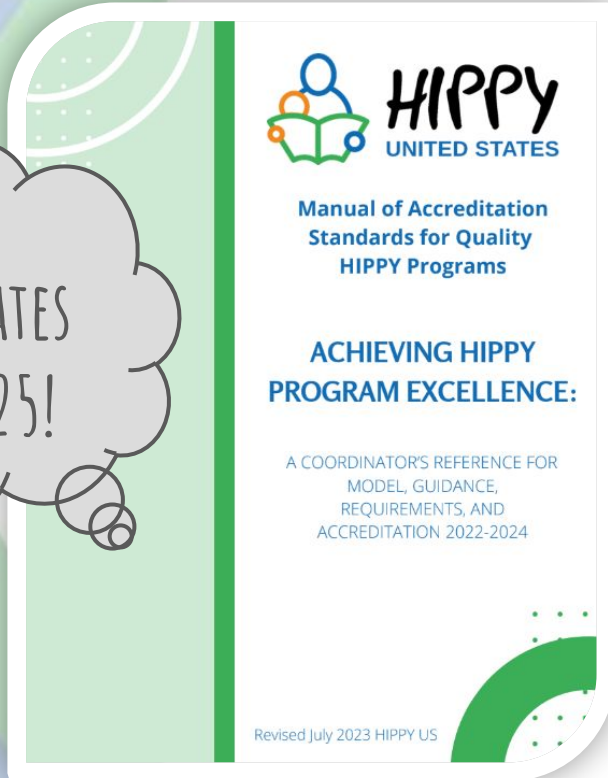
**Weekly Visits in  
the Family Home**

**Group Meetings  
for Enrichment  
and Networking**



# The Standards - A Closer Look

LOOK  
FOR UPDATES  
IN 24-25!



## 19 Standards for Model Implementation

- 3 Standards on Role Play
- 6 Standards on Home Visits
- 3 Standards on Group Meetings
- 4 Standards on Coordinator
- 3 Standards on Home Visitors

# MGRA Role Play Standards

**Role Play Standard 1:** The coordinator uses the Keys to Successful Role play to train home visitors to present each week's activity packets to parents. Guided Discussion should be used to prepare home visitors to deliver the Age 5 curriculum.

**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.

**Role Play Standard 3:** During staff meetings and home visits, each home visitor has activity packets and props. Home Visitors have a Home Visitor Guide for each level of curriculum reviewed.

# MGRA Role Play Standards

**Role Play Standard 1:** The coordinator uses the Keys to Successful Role play to train home visitors to present each week's activity packets to parents. Guided Discussion should be used to prepare home visitors to deliver the Age 5 curriculum.

**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.

**Role Play Standard 3:** During staff meetings and home visits, each home visitor has activity packets and props. Home Visitors have a Home Visitor Guide for each level of curriculum reviewed.

# MGRA Home Visit Standards

**Home Visit Standard 1:** Home visitors meet with parents in their homes at least 75% of the time.

**Home Visit Standard 2:** Home visits last approximately one hour and include Rapport, Review, Role play, Referrals, and Reminders (5R format).

**Home Visit Standard 3:** Families' needs are identified, referrals are made, and follow-up is provided as appropriate.



## MGRA Home Visit Standards Continued

Home Visit Standard 4: Between weekly home visits, parents complete each week's activity packet with their child(ren).

Home Visit Standard 5: At least eighty percent (80%) of the children enrolled complete 26 weeks per program year.

Home Visit Standard 6: Each child has their own copy of the (paper-based or digital) curriculum.



# MGRA Group Meeting Standards

Group Meeting Standard 1: At least six group meetings are organized and offer educational enrichment, information, and activities that meet the needs of the parents.

Group Meeting Standard 2: Enrichment activities are provided for children during group meetings.

Group Meeting Standard 3: Programs collect and analyze attendance and evaluations from at least six group meetings to assess if planned objectives were met.



# MGRA Coordinator Standards

**Coordinator Standard 1:** The coordinator has a bachelor's degree in early childhood education or a related field preferred. If a bachelor's degree is not in early childhood education or a related field, the coordinator must complete 24 contact hours of training in early childhood development each program year. If a candidate does not have a Bachelor's degree, they may be conditionally hired as a Coordinator with an Associate's degree and five years of home visiting experience. The coordinators must then obtain their Bachelor's degree in early education or related field within three years.

**Coordinator Standard 2:** The coordinator observes at least three home visits each year per Home Visitor.

**Coordinator Standard 3:** The coordinator works with Home Visitor to develop performance goals and a professional development plan at the beginning of the program year, reviews progress mid-year, and evaluates the overall performance before the end of the program year.

# MGRA Home Visitor Standards



**Home Visitor Standard 1:** The local implementing agency prioritizes hiring Home Visitors who are HIPPIY parents or former HIPPIY parents and are knowledgeable of the community culture.

**Home Visitor Standard 2:** Home Visitors can read, write, and speak well in the curriculum language they will use with assigned parents.

**Home Visitor Standard 3:** Home Visitors meet weekly with their Program Coordinator for training and then practice that week's activities with a practice child as needed.



# Beyond the Standards

- \* Administrative standards are addressed in operating agreements and now monitored separately by state offices or independent site lead through the use of an administrative checklist

# Breakout Rooms



- How do the standards assigned to your group directly help families in the HIPPIY US program?
- What challenges might come up when trying to follow these standards, and how can they be tackled?
- In your view, what's the most important part of these standards for making sure families get the most benefit from the program?
- Imagine teaching someone new about preparing for a successful accreditation visit with the assigned standard. What key advice or steps would you share with them?

# Let's Discuss



- How do the standards assigned to your group directly help families in the HIPPIY US program?
- What challenges might come up when trying to follow these standards, and how can they be tackled?
- In your view, what's the most important part of these standards for making sure families get the most benefit from the program?
- Imagine teaching someone new about preparing for a successful accreditation visit with the assigned standard. What key advice or steps would you share with them?



# Research Shows

Lack of implementation fidelity might result in a practice or program being less effective, less efficient, or producing less-predictable responses.

(Grow et al., 2009; Wilder, Atwell, & Wine, 2006; Noell, Gresham, & Gansle, 2002)

When programs implemented with fidelity are compared to programs not implemented with fidelity, the difference in effectiveness is profound. Those implemented with fidelity yield average effect sizes that are two to three times higher.

(Durlak & DuPre, 2008)

## Leaders are ....



- Restless for change
- Impatient for progress
- Never satisfied with the status quo
- Engaged in continuous quality improvement

Leaders fail while daring greatly

# Call to Action!

Focus on continuous improvement to elevate our standards and impact on the communities.....foster a culture valuing progress



**Questions?**

**Comments?**



**PARTNERING WITH PARENTS,**  
BUILDING BRIGHTER FUTURES



# MGRA

A Deep Dive into the HIPPY  
Standards

*Thank you!*

23-24

