



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Home Instruction for Parents of Preschool
Youngsters



HIPPY Excellence: Program Management

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MANAGING FOR EXCELLENCE

Starting a new program is both a lot of fun and hard work! You have successfully completed the HIPPY Coordinator Preservice Training and returned to your local program. You have a desk, computer and now, a program to implement. While training was informative and good, all of that newly acquired knowledge must be put into action. So, where do you start?

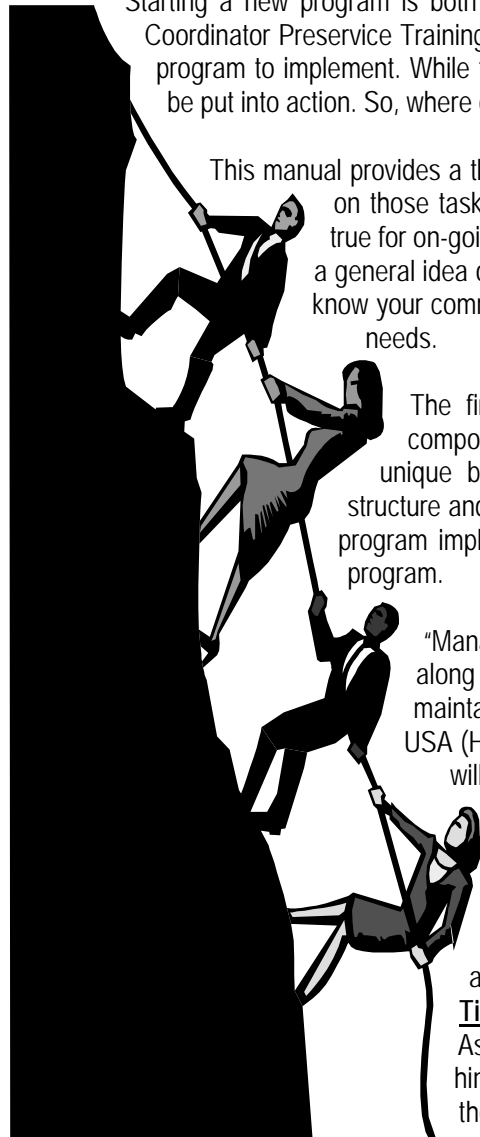
This manual provides a thorough, though not definitive list of tasks for a typical year. It focuses mostly on those tasks that are essential for establishing a model HIPPY program and also holds true for on-going implementation. The timeline specified in this manual is flexible, yet it gives a general idea of when things should be done periodically throughout the year. However, you know your community, your agency and your skills best, so please adjust this timeline to your needs.

The first year in HIPPY has its own unique challenges however certain basic components of the HIPPY model are required for every program. Each program is unique because of the community it serves, the funding source(s), organizational structure and sponsoring agency. During the first year you will work to develop systems for program implementation, hire and train staff plus educate the local community about the program.

"Managing for Excellence" is only one tool that you will have access to. This guide, along with the Coordinator's Manual is designed to assist you in developing and maintaining a high quality HIPPY program. You will receive support from HIPPY USA (HUSA), state office staff where applicable and from an experienced trainer that will be assigned to your site.



Program Planning


First, read through the Task Overview to help guide your initial preparations, and to ensure that you are on track. Following the checklist is a Detailed Task Timeline, that provides an expanded explanation of many tasks in the overview. As you review these sections, it is helpful to consider potential barriers that may hinder your progress. Following the timeline section is a chart where you may list those barriers. Discuss these challenges with your agency supervisor and the assigned HUSA National/State Trainer for possible solutions.








Task Overview

This task overview should be used as a checklist as you prepare for program implementation in the weeks prior to program start-up. Additional details are provided in the **Detailed Task** timeline following.

Weeks	Funding, Budget and Documentation	Training and Supervision	Programmatic	Collaboration and Networking
6-8 Weeks BEFORE starting home visits 	<ul style="list-style-type: none"> <input type="checkbox"/> Read grant proposal(s), as well as HIPPY USA program application and HIPPY USA Operating Agreement <input type="checkbox"/> Purchase HIPPY curriculum materials from publisher 		<ul style="list-style-type: none"> <input type="checkbox"/> Secure space for staff meetings and weekly staff role play <input type="checkbox"/> Develop public relations materials <input type="checkbox"/> Recruit families and home visitors <input type="checkbox"/> Develop and copy intake / enrollment packets <input type="checkbox"/> Contact HIPPY USA to confirm trainer <input type="checkbox"/> Draft evaluation plans detailing yearly assessment strategies for children and parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to identify prospective Advisory Council or recruit new members for existing council <input type="checkbox"/> Distribute and publish home visitor job descriptions <input type="checkbox"/> Network with community agencies and join local initiatives
3-5 weeks BEFORE home visits 	<ul style="list-style-type: none"> <input type="checkbox"/> Review curriculum purchase to ensure quantities are adequate for families being served <input type="checkbox"/> Review curriculum to familiarize yourself 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact home visitors to confirm commitment to return <input type="checkbox"/> Hire home new visitors 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin general planning for parent group meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish and meet with Advisory Council

Weeks	Funding, Budget and Documentation	Training and Supervision	Programmatic	Collaboration and Networking
<p>1-2 weeks BEFORE starting home visits</p> 		<ul style="list-style-type: none"> <input type="checkbox"/> Review weeks 1-10 of HIPPY curriculum to prepare for training home visitors <input type="checkbox"/> Home Visitor Preservice Training <input type="checkbox"/> Assign families to home visitors <input type="checkbox"/> Investigate staff development 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop program calendar <input type="checkbox"/> Have orientation for families who have been recruited <input type="checkbox"/> Ensure all materials needed for Home Visitor Preservice are available 	
<p>Other things to get done before “Week 1”:</p>				

Weeks	Funding, Budget and Documentation	Training and Supervision	Programmatic	Collaboration and Networking
<p>Week 1-4</p> 	<ul style="list-style-type: none"> ❑ Complete HIPPY USA / State Office beginning of the year report ❑ Input data into HIPPY ETO database 	<ul style="list-style-type: none"> ❑ Conduct home visits with each home visitor ❑ Review paperwork and files for each home visitor ❑ Train staff on available community resources for referrals ❑ Assist each home visitor in setting personal and professional goals 	<ul style="list-style-type: none"> ❑ Initiate plans for first parent group meeting ❑ Host first parent group meeting around weeks 4-6 ❑ Complete pre-testing / evaluation of children (optional) ❑ Use HIPPY Excellence: Model, Guidance and Accreditation manual as a tool to guide the practical development of components and documents. 	
<p>Week 5-10</p> 		<ul style="list-style-type: none"> ❑ Review family files for completeness and uniformity ❑ Conduct first supervisory home visit with each home visitor prior to visit; meet with them and review the performance evaluation instrument that will be used to ensure they understand its use and goals 	<ul style="list-style-type: none"> ❑ Schedule regular or follow-up visit with assigned trainer 	<ul style="list-style-type: none"> ❑ Schedule and hold first HIPPY advisory council meeting
<p>Week 11-20</p>	<ul style="list-style-type: none"> ❑ Plan and review budget regularly and explore funding opportunities for the next year 	<ul style="list-style-type: none"> ❑ Conduct second supervisory home visit with each home visitor ❑ Revisit home visitor's personal and professional goals 	<ul style="list-style-type: none"> ❑ Participate in HIPPY USA site visit / follow-up in year 1, Regular in year 2 and beyond ❑ Begin planning end of year celebration 	<ul style="list-style-type: none"> ❑ Schedule and hold second HIPPY advisory council meeting

Weeks	Funding, Budget and Documentation	Training and Supervision	Programmatic	Collaboration and Networking
		<ul style="list-style-type: none"> <input type="checkbox"/> Determine ways to spice up training to re-energize staff and families 	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on ways to implement special events and activities <input type="checkbox"/> Review accreditation process with trainer during site visit 	
<p>Week 21-30</p> 	<p>Submit "National Trainer Site Visit Evaluation to National and State Office.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct third supervisory home visit observation on each home visitor 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin upcoming year's recruitment efforts 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule and hold third HIPPY advisory council meeting
<p>Week 30 and afterwards</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Inventory curriculum and prepare order for next year <input type="checkbox"/> Purchase curriculum for next year provided funding guidelines permit <input type="checkbox"/> Submit end of year reports <input type="checkbox"/> Complete post-test assessments of parents and children if applicable 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct exit interviews and counseling for home visitors who may exit the program <input type="checkbox"/> Write letters of recommendation for exiting home visitors 	<ul style="list-style-type: none"> <input type="checkbox"/> Devise a plan and schedule to complete curriculum with families who are behind <input type="checkbox"/> Reflect on outcome of current year and plan for next year <input type="checkbox"/> Continue recruitment for next year <input type="checkbox"/> Review Model, Guidance and Accreditation manual in preparation for next year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write thank you notes or letters to collaborators and partners <input type="checkbox"/> Send collaborators and advisory council members a summary highlighting program outcomes.

Detailed Task Timeline

Many of the tasks outlined in the above checklist are expanded on below.



6-8 weeks before starting home visits

- ⌚ Each new program starts with a **program application that is approved by HUSA**. Read it carefully and use as a basis for your plans. Thoroughly review the grant application(s) that funds your program and evaluate how well its guidelines fit with the mission of the HIPPY model. Each program operates under a contractual agreement with HIPPY USA, read this document to become familiar with terms of the agreement.
- ⌚ **Secure space for weekly staff meetings and role play:**
 - Space is needed for approximately **four hours** each week for weekly staff training.
 - Role playing requires **space to move around** to actually DO the activities. Table space is needed to spread out the curriculum, props and home visitor guides.
 - If possible, training **facilities should be close** to where the curriculum materials are stored for easy access.
- ⌚ **Purchase materials** from publisher and other vendors:
 - Speak with your supervisor or purchasing department to learn what **process the agency uses for making purchases**. Keep in mind that this process varies from institution to institution and this may be a more complex process and time consuming process in larger organizations.
 - For HIPPY Curriculum price list call **Connelly 3 Publishing Group at 1-800-775-2374**. This is the sole source vendor for HIPPY curriculum, books and shapes.
 - **Estimate how many children** will be served in each age group. This means in the first year materials must be ordered for 3 and/ 4 year olds and in subsequent years for 3, 4, and 5-year olds. Please order sufficient quantity for each child based on the language in which the curriculum is to be taught.
 - Up to **20% of any unused portion of the order can be returned** within the same program year for a credit toward a future purchase. Confirm the return policy with the publisher. Materials are generally shipped in ten week increments. For example Weeks 1-10 will be sent initially and afterwards Weeks 11-20 and 21-30 will be sent. This allows you an opportunity to make adjustments in the order should enrollment increase or decrease.
 - **Review materials and props needed for weekly training and determine** additional items to be purchased such as glue, crayons, pencils and stirrers.
 - Use the following **chart for ordering materials**. For each home visitor, order one set of storybooks and shapes, plus two activity packets for the age curriculum in each language they will work with based on assigned families. For example, if **Home Visitor A** works with age 3 and 4 English speakers and age 3 and 4 Spanish speakers, she will need 4 sets of curriculum. One of each curriculum in all languages being served should be ordered for the coordinator. Order one full set of curriculum for each child you plan on serving. It is also recommended that an extra 10% of curriculum be ordered to accommodate new enrollees or for early attrition Be sure and **purchase a Home Visitor Guide for each home visitor and one for the office**.

ACTIVITY PACKET ORDER CHART

Description	English Age 3	English Age 4	English Age 5	Spanish Age 3	Spanish Age 4	Spanish Age 5
# of Home Visitors x 2						
Office Copy						
# of Children						
10% extra of Weeks 1-10						
TOTAL						

🕒 Recruit families

- Determine the need for and establish **criteria for enrollment priorities**. This is usually based on funding or other agency requirements. If slots are allocated based on need, gather names and pre-recruit families prior to the official enrollment period.
- Age 3 optional and / or age 4 children are recruited each year. **Children enrolled in the Age 5 curriculum should have completed the age 4 curriculum**
- Establish **cutoff dates** for enrollment of children based on their birthdates. This must be in accordance with the local school district's age guidelines for enrollment in kindergarten to ensure the curriculum will be developmentally appropriate.
- **Establish collaborative relationships** with entities that can refer families to you and provide them with the tools needed to send families your way. This includes flyers, simple sign up forms and basic information about enrollment criteria.
- Put up **informational flyers** or posters in locations that families frequent within the community. This includes supermarkets, laundromats, schools and grocery stores.
- **Make presentations** at meetings where families may be found, including PTA, WIC, neighborhood organizations, health clinics and adult education classes. Give your business card to parents at the school, daycare centers, Head Start, and at community events
- **Contact families at homes** by distributing flyers, knocking on doors, posting notices in apartment buildings and phone calls. Remember, collaborators can provide you a list of families to contact.
- Develop and copy **intake and enrollment packets** for use during recruitment.
- Inform parents of **start date** when recruiting and maintain periodic contact, especially if start date is changed.

🕒 Recruit Home Visitors

- **At the same time families are being recruited, you may also be looking for potential home visitors.** Inform families about home visitor positions available and encourage interested parents to apply. Make note of parents who are interested and be sure to and follow up with them later.
- Distribute the **home visitor job description** to your professional and personal network, as well as school campuses, collaborators, etc. A sample job description is included in the addendum.

🕒 Contact HIPPY USA to **confirm your trainer assignment** if not already done. Please review the section on “making the most of your HIPPY USA site visit” for additional details. When communicating with your trainer, make sure to include the following:

- **Schedule your site visit** for the year. If this is the first year for the program, the trainer will visit before you start making home visits. The trainer will conduct the initial site visit, provide pre-service for Home Visitors and conduct another follow-up visit again between weeks 15-25. The trainer will provide monthly technical assistance via phone and/or email. Initial site visits are usually scheduled in early fall however the trainer will work closely with you to accommodate local program needs.
- A regular two day site visit will be conducted in the second year. Identify training or technical assistance **needs for the year**. A full schedule of visits for an existing site can be found in the HIPPY Excellence: Model, Guidance and Accreditation.
- **Identify any changes to the program that may deviate from the basic HIPPY model** you will be implementing this year and discuss with trainer. For example, if a program decides to conduct group meetings with small clusters of parents each week.

🕒 **Determine need for child assessment / program evaluation and draft plans**, to include annual assessment strategies and/or a longitudinal study for children and/or parents.

- **Review funding requirements** to identify specific areas that should be evaluated.
- **Evaluative focus** may be on parent involvement, school readiness, parent attitude or other measures.
- **Select measures** that are easy to administer, are compatible with HIPPY goals and that have been proven in the field. A list of child screening instruments that have been used successfully by other HIPPY programs are listed under “Evaluation and Reporting”.
- **Many instruments require training.** Schedule time to provide training to home visitors or others who will be administering the evaluation instruments.
- **Identify potential evaluation resources** such as a local university, internal evaluators, funder sponsored evaluation, private contractors. It may be possible to garner a graduate student to conduct a no cost evaluation as part of their study.
- **Identify existing instruments for locally conducted evaluations.** This may include parent surveys, screening tools, standardized tests, obtaining permission from parents and school districts to get test scores for older children and access to information on HIPPY parents and children. This may take time but the end result will yield huge benefits that include:

- Time and effort well spent to actually gain more information about the program.
- Possible ways to attract new program funders.
- Comparison between HIPPY and non-HIPPY students to gauge program outcomes.
- An opportunity for a long term longitudinal follow-up on children who have completed HIPPY.

- 🕒 Identify prospective **Advisory Council members and maintain an ongoing roster of possible members.** Network with community agencies and join local initiatives. Be sure to review information in the HIPPY USA Coordinator's Manual).



3-5 weeks BEFORE starting home visits

- 🕒 Hire home visitors

- Contact **home visitors from prior year** to confirm their commitment to return.
- Conduct **informal interviews** of potential home visitors before you formally interview them. This is especially important in large organizations. This allows you to help guide the parent you are interested in hiring through the maze of bureaucratic requirements.
- Check the **coordinator's preservice manual** for extensive information on hiring home visitors, including sample interview questions and home visitor qualifications.
- Ensure that home visitors **speak and read fluently in the language(s)** in which they will be working. Many individuals have a conversational knowledge of a language, but cannot read it well enough to role-play the HIPPY curriculum with native speaking parents. If the coordinator is unable to speak the language, a trusted advisor must be identified to verify the home visitor's capabilities.
- Use **Home Visitor Basic Skills Assessment** to gauge reading abilities and overall aptitude of all prospective home visitors. Help applicants secure **paperwork and other requirements needed** for timely processing of their application paperwork.

- 🕒 Initiate plans for parent group meetings

- Identify and secure parent group meeting **location(s)**.
- Recruit **speaker(s)** for at least the first three group meetings.
- Plan an **orientation** meeting for parents to review expectations and get families excited about the program.
- Plan **child enrichment** activities to be provided during group meetings. Remember, capture the children and keep the parents.
- Conduct **needs and interest assessment** of parents to ensure their specific needs are addressed.

- 🕒 Establish and meet with **Advisory Council** and local agency administrators to report on progress and identify needs for the program year.

- ⌚ Review your **curriculum purchase** to ensure it is adequate for the families you are serving. Exchange / return / purchase curriculum as needed. If serving more than one age or language, wait until you can determine enrollment trend before ordering.
- ⌚ **Review list of supplies and props.** All HIPPY programs provide scissors, glue, crayons, pencils and a container in which to keep these articles. Containers may range from gallon size, self-closing plastic bags to wallet type envelopes. Determine which props your families will probably have on hand, which props can be substituted and which supplies and props you need to purchase and have available for distribution.

1-2 weeks BEFORE Home Visits

- ⌚ **Review all weeks, particularly 1-10** of the HIPPY curriculum to include a thorough overview of the Home Visitor Guide. Become very familiar with the first weeks in order to prepare and role-play in the staff meeting. Briefly review and gather props for the first five weeks. Keep props organized by weeks so they may be used again.
- ⌚ Home Visitor Pre-service Training.
 - In the first year of your program, an assigned **HIPPY USA trainer** will come **on site** and provide a 3-day hands-on HIPPY pre-service training for home visitors. Thereafter, the coordinator is expected to provide this training over a 2-3 day period.
 - HIPPY Home Visitor Orientation should at a minimum include the following topics: Overview of the HIPPY model, the History of HIPPY, Home Visitor's Role and Responsibilities, Understanding the Curriculum, Role Play, Home Visits, Group Meetings and Efforts to Outcome (ETO).
 - The coordinator is expected to provide training related to the sponsoring agency, work requirements, dress code, expectations and other details related to the community. It is preferable that this training precede the HUSA visit.
 - New home visitors may have a variety of questions about their new job and the agency they are working in. Whether they ask or not, be prepared to answer the following questions:
 - 1) How often will I get paid? When will I receive my first paycheck?
 - 2) What benefits or perks will I have? Do I have days off? Vacations?
 - 3) What hours do I work? When do I start? When is the year over?
 - 4) What do I do if I get sick or cannot come to work one day?
 - 5) Where do I park? Where can I put my purse / bag?
 - 6) Do I have a desk? A phone?
 - 7) Who do I answer to? What is the organizational structure of the agency?
 - 8) What do I wear? Is it different for home visits, staff meetings, or parent meetings?
 - 9) What if I can't find childcare? Can I bring my child(ren) on home visits? Can I bring them to staff or group meetings?
- ⌚ Develop a **calendar of events and activities for the program.** Include schedule for weekly staff meetings, group meetings, national, and state conferences if applicable and holidays. Be sure

home visitors are aware of schedules for breaks, payroll schedule that includes due dates for time sheets

- 🕒 **Assign families** to home visitors and begin to finalize caseload rosters.
- 🕒 Conduct an orientation for families who have been recruited. This gives you an opportunity to have everyone meet the home visitors, establish commitment to the program, review mutual responsibilities, identify their start date, and to review the curriculum.
- 🕒 Check to see what **staff development opportunities** in child development, adult learning and professional development may be available to your staff.
 - Complete **self assessment** and program analysis exercises in “Training and Supervision for Excellence” manual.
 - Identify **training resources** within host agency and greater community.
 - Seek **coordinator training** in the areas of group facilitation, training and supervision as needed.
 - Seek a **mentor** or support for your coordinator role as trainer and supervisor.



WEEK 1-4

- 🕒 Now is the time to complete the HIPPY USA / State Office beginning of year report.
- 🕒 Enter program data into the **HIPPY ETO**. It is recommended that families be added after the week 3 activity packet is delivered.
- 🕒 **Observe home visits with each home visitor.**
 - The purpose of this first home visit observation is to **support the new staff** and establish a baseline for follow up supervision and support needed.
 - This is a good time to **reinforce the importance of good habits** in the areas of documentation / paperwork, role-play techniques, setting limits with families, and establishing rapport with families.
 - Discuss **personal and professional goals** with each home visitor and develop action steps and timeline for goals to be met.
- 🕒 **Prepare every week for role-playing the next week’s curriculum.**
 - **Review** the curriculum, Home Visitor Guide, possible enrichment pieces, and secure additional child development and early learning information to provide to home visitors.
 - **Prepare** curriculum materials to distribute to home visitors.
 - **Develop** training information on community resources for referrals and review protocol for providing referrals.
- 🕒 **Each week the coordinator should meet** with home visitors to role play the upcoming week’s curriculum and provide additional enrichment training. Be certain to debrief with home visitors each week on the following items:

- **Update** the progress of each family.
 - **Discuss in detail** any parents who were not visited.
 - **Schedule** time to conduct home visit observations with each home visitor.
 - **Review** each home visitor's files and paperwork (time sheet, home visit paperwork, etc.). Make certain they understand how important it is to correctly complete documentation. This is the time to establish good habits and organizational skills. It is very difficult to catch up or fill in paperwork that is months out of sync.
- 🕒 Help home visitors **identify and set personal and professional goals**.
 - Note goals in **personnel folder** and schedule a time to revisit goals later in the year.
 - Use your discussions to generate ideas for **staff development plans**.
 - 🕒 Begin planning the **first parent group meeting** that is to be held somewhere between weeks 4 and 5. Secure space, child enrichment topic, children's supervision, adult enrichment topic and speaker or activity.
 - 🕒 Complete HIPPY USA and state office beginning of the year reports / surveys.
 - 🕒 Complete pre-testing, parent surveys, children's assessments if applicable.
 - 🕒 Provide training for staff on **community resources** for the purpose of making referrals.
 - Invite **collaborators** to present to staff during weekly training.
 - **Where possible, visit potential referral** resource agency as a team or individually to collect information. Consider inviting agency representatives to present to parents at parent group meetings.
 - Create a **Resource Binder** of agencies, services, pamphlets, client application forms, business cards, etc. Use this and update regularly.



WEEK 5-10

- 🕒 Complete the first home visitor **supervisory visit** and provide feedback on what was observed during the home visit.
 - **Observation** should include role-play; rapport with family; the level of preparation for the home visit; promptness; and parent's familiarity with the curriculum.
 - Use a **form** to record your observations of each home visitor. A sample home visitor observation form is included in the addendum. Using this form standardizes what you are looking for and allows home visitors to know what's expected of them.
 - **Share** the supervision instrument with home visits ahead of time, and review your observations individually with a home visitor soon after the home visit observation.
- 🕒 By this time, the first **HIPPY Advisory Council meeting** of the year should be held.

- 🕒 Begin preparing for the mid year report by **reviewing family files** and working with home visitors to make sure all information is organized and included in individual family files.
- 🕒 **Schedule** a follow up visit from HIPPY USA if this is your first visit. In year two, the HIPPY USA regular site visit will include completion of the self-assessment accreditation instrument. This instrument must be completed by a review team comprised of the coordinator, a home visitor, parent, program administrator or other interested person. The self-assessment instrument must be completed and data entered into the computer prior to the site visit.



WEEK 11-20

- 🕒 Complete **mid-year report and submit** to State Office if applicable.
- 🕒 Begin to **plan budget** and exploring funding for next year.
- 🕒 Conduct second **home visit observation** on each staff member.
 - Provide each individual with a **formal evaluation** of his or her performance.
 - **Debrief** each home visit observation with specific feedback and recommendations.
 - **Revisit** personal and professional goals that were identified at the beginning of the year.
 - Conduct additional home visit observations by week 25 or more if needed to **address recommended improvements** in performance.
- 🕒 **Spice up training to re-energize** staff and families.
 - Invite **special speakers** to address staff and parents.
 - **Provide motivational** readings and other incentives.
 - Plan mid-year **mini-celebration**, this can be in conjunction with winter holidays and should include celebration of achievements to date.
 - Focus on planning and implementation of **special projects** such as health fairs, fundraisers if approved by the local agency, community service project, special training, community outreach, or male involvement.
- 🕒 The second HIPPY **Advisory Council meeting** should be held. Make sure to discuss volunteer opportunities, programmatic needs such as public relations, funding and community resources, and the end of year celebration plans. Be sure to include members of the advisory council.
- 🕒 Start planning the **end of year celebration**, including location, speakers, donations, certificates, entertainment and meals. Be sure to invite collaborators, agency staff, legislators, funders and any other stakeholders.

- 🕒 New programs should focus on the HIPPY Excellence: Model, Guidance and Accreditation manual.
 - Review Standards and Guidance
 - Discuss Accreditation process with HUSA trainer



WEEK 21-30

- 🕒 Conduct third round of **home visit supervisory observations**.
- 🕒 Begin recruitment efforts for next year.
- 🕒 Plan the third **Advisory Council meeting**. This could be held directly after the program completes the 30 week cycle, however holding it earlier will allow you to ask advisors for their help and ideas for holding the end of year celebration. Other topics for this meeting include identifying needs for the following year, brainstorming potential advisors to be added, and celebrating successes!

WEEK 30 and Beyond



🕒 Congratulations!!!! You made it!

- 🕒 Home visitors should **complete families** who enrolled late or fell behind due to extenuating circumstances. Some families must be continued during the summer, or you may catch them up at the beginning of the following year.
- 🕒 **Inventory curriculum** materials in preparation for purchasing next year's curriculum order. Review Connelly 3 Publishing Group information regarding the curriculum return policy, when to order, purchase order procedures, ordering formula and other general information.
- 🕒 **Purchase new curriculum** for the following year if an allowable expenditure and approved by the agency. Keep in mind that each age curriculum is revised in a six-year cycle. Thus, any unused curriculum may be used in the new program year as long as it is the latest version
- 🕒 **Complete** post-test assessment of children / parents if administered.
- 🕒 Submit **end of year reports** to HIPPY USA, funder(s) and agency leadership. Create a shorter "punchy" summary to send to collaborators, advisors, legislators, etc. Send collaborators and advisors summary highlights of the year that at a minimum includes the number of children served, attendance at group meetings, retention rates, evaluation results, site visit reports and any trends that may be developing. Tips for writing the report are included in the report writing section of this manual.
- 🕒 Conduct **exit interviews** and counseling with exiting home visitors, and write letters of recommendation as appropriate.

- ⌚ **Reflect** on the year just completed and make plans for next year. Include stakeholders such as advisors, home visitors, as well as your HIPPY USA National/State Trainer in this process if needed.
- ⌚ Continue **recruitment** for next year.
- ⌚ Write **thank you letters** to collaborators and partners.

At the end of the year, take some time to reflect on those things that went well and decide what can be done to improve in areas where goals and objectives were not met. For even richer information, include others such as advisors, supervisors, home visitors or parents in this process.

The **Plus and Delta** method is a useful tool for reflection and planning. Under **Plus**, write down those things that went well during the year. Under **Delta**, answer the question "This year would have been better if..." Please note that Delta's are not simply problems or challenges but may also point us in the direction of improvement.

PLUSES "Things That Went Well This Year"	DELTAS "This Year Would Have Been Better If..."

challenges

Funding and Budget

Documentation / Paperwork

Training Home Visitors

Group Meetings

Home Visitor Supervision

Program Evaluation

Advisory Council

Collaborations

Share these challenges with your HIPPY USA National/State Trainer.

PROGRAM MANAGEMENT



This section provides helpful information for coordinators and focuses on tips and best practices to make the job easier. In it, ways to organize paperwork, fiscal management, training, report writing, evaluation and other items will be discussed. Program management is usually the most challenging part of the job. This is especially true if you are a person who prefers to work directly with parents and children rather than sit behind a desk. There are ways to balance these challenges but it is important to remember that overall program quality is directly related to the organized and efficient management of program records and files.

Program Organization

The HIPPY office is your home away from home and just like your home, it should be organized in a way that is easy to you. Regardless of the system you use, listed below are items that will help your office function more effectively. While the first two items are essential, the other items also make organizing the program more manageable.

- Computer(s) with enough memory to run ETO and other applications as well as Microsoft Access 2000 for ETO and internet access
- Lockable filing cabinets for family files resource information
- Desks for coordinator and assistant if applicable including a locked drawer for storage of sensitive and private data
- Telephone with voicemail
- Access to a large table and chairs for staff meetings and role play

- **Access to a large table and chairs for staff meetings and role play**
- **Access to a copy and fax machine**
- Cabinets, shelves or files for storing the HIPPY packets and books for HIPPY extension and enrichment materials
- General office supplies, including an electric stapler, calculator, and 3-hole punch
- Name badges or identification for coordinator and staff
- Coordinator supplies such as calendar, business cards, organizer, and desk set
- personnel files
- Home visitors do not each need a permanent desk, but even a shared desk can be an esteem builder. Minimally, they need a working table and access to a phone
- Mailboxes for home visitors
- Bulletin board to post notices
- Presentation / training materials such as flip chart, overhead transparencies, Microsoft Power Point

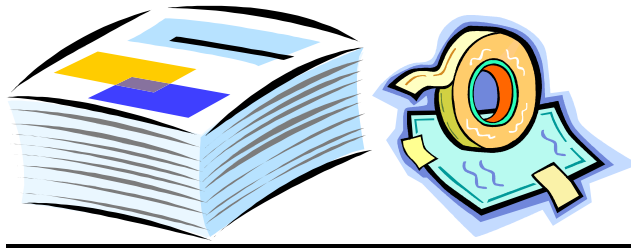
“An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success.”

Stephen R. Covey
Principle-Centered Leadership

Ordering and Organizing The HIPPY Curriculum

- To order curriculum, submit the order by mail, fax or email to Connelly 3 Publishing Group. Provide the purchase order number given by your agency. This also helps you maintain a written record of orders you have placed.
- The HIPPY curriculum is usually sent to you in 10-week increments. Organize them in file cabinets, folders, magazine holders, shelves or keep them in the boxes after it has been inventoried.
- Keep close tabs on the curriculum and distribute to home visitors on a weekly basis.
- Develop an inventory system to keep track of what is on hand, and set up a "check out" or other system to keep track of curriculum that is taken out. Without a system, it is too easy for staff to forget how much they need, or what they have already taken out. If not monitored carefully, this can create problems for local programs.
- Make a sample office packet for each week, label and keep on hand for next year. Curriculums in each age group are on a 6 year revision cycle therefore samples can be reused several times.
- Gather props for 5-10 weeks worth of curriculum at a time and organize them in shoebox type bins, Ziploc bags, or large envelopes. Arrange the sample packets in numerical order in the tubs by HIPPY age group. If the program has access to a laminating machine, the cutouts for sample packets can be laminated. This ensures they are ready for staff role-play, parent group meetings, and for next year!
- Binders can be used to organize an office copy of all thirty weeks of lessons, which can be unstapled and placed in sheet protectors or three holed punched and placed in binders. You will probably need at least four 3 inch binders to accommodate one year of curriculum.
- Binders are needed for the Home Visitor Guide materials. Add information on role-play and the HIPPY curriculum that is copied from the coordinator manual to each Home Visitor Guide for easy reference during staff training. Information on pull out pages and other HIPPY USA materials regarding the curriculum can be added to the notebooks. Each home visitor should have their own copy of the Home Visitor Guide and should highlight, make notes on it and use it during weekly staff training.
- Listed below are file label topics you may use when setting up your program's filing system.

Count, Label, Distribute



and LOCK!

Organizing Paperwork

Set up systems and organize materials that best meet your needs. You may use folders, binders, accordion files, dividers, bins, boxes...the list goes on! Use the following simple tips and you can manage the paperwork monster more effectively!

- Date and label all folders, files and documents, this will make it easier to file.
- If necessary, develop your own forms, or adapt the HIPPIY USA ETO forms to meet the needs of your program.
- Always provide training and explanations of new forms, define each term, give examples of how to use the form and make sample forms. Don't assume everyone thinks the way you do!
- Use checklists and cover pages to keep track of paperwork in family folders and home visitor files.
- Standardize your filing systems so that all family files look the same in terms of the content and the order of the documents.
- Develop a tracking system to ensure your home visitors are all handing in paperwork, this way you can follow up quickly and provide supervision and support to those individuals who need it most.
- According to the "one minute manager" you should only touch a piece of paper one time. This means that as soon as you view a document you need to decide what to do with. Will you **(a)** send it somewhere else, **(b)** throw it away or **(c)** file it. If one of these actions is not taken, it will lie around and gather dust.

Look around you...right now...What do you see? (Describe it below)

How do you WANT it to look? (Write your ideal below)

What NEEDS to be in arms reach, that isn't?

What is nearby, that doesn't NEED to be?

Filing Systems

A recent study found that the average worker spends up to thirty minutes a day looking for lost items. This energy and time waster can be managed through effective organization systems. But how? According to Gail Howerton, a professional consultant specializing in peak performance through playful professionalism, we must consider the differences between right and left-brain thinking. Howerton divides people into two groups, “filers” and “pilers”. Do you file or pile?

The right brain thinker operates in a logical, sequential and linear manner, and works best when filing things vertically in folders. The typical left-brain thinker tends to be creative and artistic. This person tends to store things in sight and flat, also known as “piles”! They need these visual reminders of what tasks, projects and documents need to be followed up on. This stimulates them to follow up on these activities. Most people operate best within a mix of these two systems.

If you pile and never file, take advantage of these tips:

- Keep “active” files in alphabetical order in a file drawer at arms length from where you are regularly seated.
- Put the items you use daily and projects you are currently working on nearby for easy retrieval. Put files that are not used as much in a nearby drawer or file, and least used ones away from your desk area. This gives you instant access to the materials you need and keeps files that are less used organized without being a distraction.
- Once a year, review and purge outdated files and combine similar files. Archive these files together away from your immediate desk area. This gives you space to focus on active files and documents.
- Be especially careful to organize your files related to grants and funding sources, so that it is ready for potential audits. Check with your funding source and agency regarding procedures and policies related to outdated documents. Talk to agency administrators or grant accountants to ensure appropriate data is maintained.

Basic filing systems may be filed chronologically, alphabetically, by project, topically or numerically. Just be sure that you along with others understand the system is used.

Family folders can be organized alphabetically, clustered by home visitor, or handled numerically using the ETO assigned or other ID. Files on individual families should be placed in a locked cabinet. Home visitors should only have access to their own family files.

- Some things that can be filed topically include collaborations, group meetings, advisory council, training materials, supervision / personnel, correspondence, research. These may also be kept in folders or binders
- Files that can be kept chronologically include, payroll, reports, proposals, and budgets.

Listed below are possible topics and file labels you may use when setting up your program’s filing system:

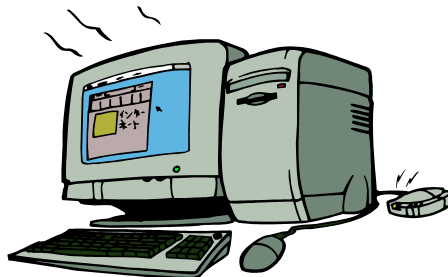
- 📁 **Outreach**: Public Relations; recruiting; making HIPPY presentation, advocacy outreach/legislators
- 📁 **Staff Meetings**: Agendas and Sign in Sheets (often important to funders)
- 📁 **Staff Contact Information**: including emergency information, family roster caseloads, weekly schedule of home visits
- 📁 **Group Meetings**: checklists, invitations/flyers, attendance, agendas & *signature sheets*, icebreakers, workshop topics, speakers, child-care, evaluations, surveys, crafts
- 📁 **Correspondences**: External mailed received and internal communications
- 📁 **Advisory Council**: List of members, agendas, sign in sheets, minutes of meetings
- 📁 **Resources and Referrals**: collaborators, health / social services, businesses, or by topic such as child abuse, drug abuse, counseling, food, housing
- 📁 **Training**: Topics for training such as preschool children, kindergarten transition information
- 📁 **HIPPY USA**: HIPPY USA Application, HIPPY USA Contract, Site Visits, National Conference, Correspondence
- 📁 **Funding**: fundraising projects, grant writing, proposals (funders by name), letters of support, demographic information for area
- 📁 **Budget**: by year
- 📁 **Evaluation**: Instruments, data, reports, plans
- 📁 **Reports**: HIPPY USA reports, funding, other agency data
- 📁 **Supervision / Staff**: job descriptions, job posting, correspondence, hiring process documents, blank application packets, and staff meeting agendas
- 📁 **Personnel File**: One folder for each home visitor, locked for confidentiality, should contain their completed application and all necessary documentation, job performance reviews/evaluations, supervisory home visit reports, copies of awards/certificates/commendations and copies of pertinent correspondence

Many of the files and topics above can also be organized into notebooks. These notebooks should be used to store current or frequently used information. It is recommended that you keep notebooks divided and use plastic sheet protectors to hold frequently used documents or reference material.

Listed below are some notebook ideas:

- 📅 **Recruiting**— with sections for intake applications; sample flyers; blank forms; sample recruitment talking points; recruitment rosters
- 📅 **Group Meeting notebook**—with dividers for forms, sign-in sheets, flyers, speaker information, checklists, planning forms
- 📅 **Budget notebook**—with current budget(s) on spreadsheets. A simple “checkbook” style entry system allows you to subtract expenses from line items as you spend. Back up information such as receipts, purchase orders, invoices and other paperwork are easily accessible if organized with each line item that can be organized with divider sheets. Follow procedures required by your agency
- 📅 **Volunteers**— “job” descriptions, hours donated by volunteers (can be used for budget and grants), sign in sheets, correspondence
- 📅 **ETO notebook**—with copy of blank and sample forms, installation procedures, ETO guidelines from HIPYPY USA, current reports, printouts, usernames for ETO inputting, training information / handouts; check off rosters, sheets for home visitors or clerk to use as they complete each phase of entering ETO data, annual reports
- 📅 **Directory**—with updated lists of HIPYPY families that can be organized by home visitor, school or as a master list. Tracking section with basic data on every family entering the program, their completion, drop date, student ID, school, and other information used to follow children’s progress through third grade or higher, using standardized tests as milestone
- 📅 **Advisory Council folder**—with roster of members, correspondence, minutes, agendas. Mission statement, strategic plan or goals
- 📅 **Correspondence folder**—with a hard copy of all correspondence and faxes for the year. This can be divided into “sent” and “received” sections
- 📅 **Enrichment notebook**—with sections for creative games, enrichment activities and extension activities

Your computer is the equivalent of a 1,000 pound filing cabinet! Keep it organized in much the same way as the files and binders in your office. Use the same titles and keep your organizational systems on track both on paper and disk. If you are not connected to a network server, it is recommended you’re your computer is backed up frequently.



Help Home Visitors Get and Stay Organized

There is usually a person in the group who is very organized. Encourage this person to share their systems with the rest of the group. Use the following guidelines to help you boost staff organizational skills:

- Use binders or folders to organize home visitors in the field. If using folders, have a “field folder” for each family and a “working folder” for each home visitor. You may also use binders with a divider and a pocket divider for each family. Keep the forms needed for the home visit under each family and use pockets for the current activity week to be delivered, along with book and to keep pull out sheets. Use another binder for timesheets, mileage and family roster with phone numbers.
- Organizers and other gadgets such as carrying cases, backpacks, rolling bags, file boxes or even rolling cooler bags at office supply stores, discount stores can be a good motivator in the middle of the year.
- Provide everyone with the tools needed to get organized that includes a calendar, notebook, folders, file box or binder.
- Create a sample family folder together, this should include enrollment form, completed home visit tracking forms, parent contract, pull out sheets and referrals. These folders, once completed, must remain in the office.
- Create a sample field folder for each family together. This folder should contain the materials, supplements (Parent Pages) and forms that will be provided on the next home visit. Typically this includes the upcoming HIPPY curriculum week, any handouts to be given to parents, home visit forms, calendars, pamphlets, flyers and anything else families may need.
- Create a “sample” working folder. This folder should contain the forms and resource information that are continuously needed by home visitors in the field. Typically this includes the current time sheet, mileage sheet, caseload roster, weekly schedule and agency / staff contact list.
- Ask home visitors to submit their paperwork every week for review during the first few weeks. This allows you to address challenges early. Follow up closely with individuals who seem to have a hard time getting organized. Give each one specific feedback, as soon as possible.
- Set clear due dates for turning in paperwork, and transferring data from “working” to office forms. Review all paperwork before it is filed. Set up a paperwork “routine that includes a calendar delineating when timesheets are due, dates for home visitors to turn in forms and other documents.

***“Always behave like a duck - keep calm and unruffled on the surface
but paddle like the devil underneath.”***



Jacob Braude

Sample forms are provided at the end of this manual for your information and adaptation. Other coordinators are a great reference source. Be sure to check with programs that have similar funding and your state HIPPPY office if applicable. The following sample forms are included with this guide:

- home visit (with signature of parents for confirmation)
- parent contract
- referral
- supervision (evaluation, home visit observation)
- time sheet
- mileage sheet
- schedule

Organization Resources

TIPS:

- ❑ Establish a routine for yourself. Check phone calls, e-mail and mail daily. Schedule time to contact a family each day. You will find that random phone calls along with the visits scheduled to observe your home visitors help to keep you informed and up-to-date.
- ❑ Set time aside to prepare for the staff development.
- ❑ Understand your own learning style, and realize it may not be someone else's.
- ❑ Use the internet to find information additional training resources.

There are numerous books and materials in the library on time and organization management. The websites below are a wonderful starting point.

- <http://www.manage-your-time.com/>
- <http://www.ianr.unl.edu/pubs/homemgt/nf172.htm>
- <http://content.monster.com/wlb/archives/stressmanagement/>

Available Resources

Fiscal Management

As a new program “administrator” you may be required to set up and/or oversee the HIPPY budget. Regardless of whether the budget is your full or partial responsibility you must become familiar with the funding available to you, the funding and reporting cycle, and be knowledgeable of how to spend funds. If you do not have a copy of your budget, request it immediately!

Managing your budget is a key task to engage in periodically. Keep the following in mind:

- Write up your budget and develop a spending plan on a quarterly or monthly basis. Figure out how much you are able to spend in various categories such as supplies, payroll and refreshments. Doing this allows you to budget for other items and when you are able to spend it so that you don't over or underspend.
- Compare the categories and dollar amounts in your proposal budget with the category listing your agency uses. If you work in a large bureaucratic organization you may have to fit your budget into specific cost categories that may or may not look the same as what you have in your budget. For example, your travel costs for training may be considered “transportation”, or HIPPY USA fees may have to be counted as “consulting” costs.
- Your program is probably part of a non-profit or public agency and is eligible for tax-exempt status. Ask your supervisor or financial manager for a tax-exempt number and then use this when shopping for the program. The stores will let you know if the tax-exempt form is accepted. You may have to wait a few days for this to get processed. You will receive a card or be listed in their files to make tax-exempt purchases. Be certain that only purchases for the program are made.
- Find out the budget cycle in your agency and when it is set. Determine how you may be involved in budget planning.
- If you do not have a budget, then develop a sample budget using the HIPPY USA budget worksheets in the start up guide. Meet with your supervisor or agency fiscal administrator to discuss your findings.
- Common budget categories include salary, fringe benefits, mileage, travel, materials, supplies, fees for consulting. Other items may include phone, utilities and rent.
- If your funding comes from several sources, make a spread sheet for each of the budget sources and add them together to create a “master budget”. This same budget can be used in planning future grant proposals.
- Check your budget periodically by tracking your expenses to see how much has been spent and compare to the budget you are preparing.
- Find out how to make budget adjustments and modifications. Unexpended funds may possibly be used to purchase additional curriculum and materials for the next program year. Keep in mind the curriculum revision cycle and do not purchase a lot of extra materials in the curriculum that is being revised.

Get to know the individuals in the department who process payments and set up budgets. These individuals are valuable partners and have a deeper understanding of fiscal matters. Don't be afraid to ask questions, such as:

- What is the procedure and how long does it take to process purchase orders?
- Can small purchases be reimbursed with receipts if you use your personal funds?
- When is the budget set for next year? Who is involved in developing the budget?
- What is the fiscal year for the agency? What is the fiscal year for the HIPPY funding / grant?

- ❑ What are the payroll cutoff dates? Who is in charge of processing payroll? What is the payroll process from timesheet submission to check distribution?
- ❑ Will you receive periodic reports on your budget? How much is left in each category?
- ❑ Will your program be assigned a specific individual to work with in the budget office?
- ❑ What back-up paperwork and documentation must be kept on file and how should it be maintained?

Other Budget Concerns:

Supervision of payroll is required regularly, although to varying degrees. It may include the following:

- Know how many families each home visitor has so you can review time sheets and help home visitors schedule their time effectively and know whether the time they report is accurate.
- Provide training on how to count hours and mileage, making clear what does and does not count. Use sample forms that are completed correctly and role-play use of the forms with real-life situations.
- Help home visitors establish a routine and schedule from the very beginning. Make sure you provide them with sufficient tasks and activities to complete their hours for the week, this helps with morale and retention of staff.
- Spot-check payroll paperwork intermittently to check that forms are continuously updated and accurate. This may be done at staff meetings, after home visit observations or other times.
- Sign and approve payroll, and forward to the appropriate individual or department for processing.
- Home visitors should not be involved in payroll matters.

Payroll Supervision Self-Assessment	Check one below		
	Always	Sometimes	Never
I provide home visitors with training on how to complete payroll paperwork at the beginning of the year			
I provide home visitors with sample forms that are correctly completed			
I spot check paperwork frequently, especially at the beginning of the year and with new home visitors			
I develop a calendar of payroll cutoff and due dates, and remind home visitors of each of the cutoff dates			
I cross check time sheets and mileage with the home visitor's schedule—checking for inconsistencies			
I review payroll when due, for accuracy in reporting and mathematics			
How would you like to improve supervision of payroll?			
What resources do you need to make these improvements?			

Enrichment and Group Meetings

The HIPPIY model delivered to families can be enhanced and enriched in a variety of ways. These can include curriculum enrichment, parenting / group enrichment and special events. Each of these can be planned to support grant or agency objectives. It is critical to evaluate and document these activities.

Curriculum Enrichment:

- The core curriculum is used weekly with each family in the home or group settings.
- HIPPY USA offers supplemental and enrichment materials detailed in a document called "The HIPPY Enrichment Library".
- Read and incorporate key ideas presented in the *HIPPY Home Visitor Guide to the Curriculum*. Get in touch with your county health department and agricultural extension service. They have many activities and materials for parents and children that can be used for enrichment activities.
- Connect to websites such as *Blues Clues* or *Disney* to download activities that can be adapted for home visits, group meetings
- Contact RIF or Reading Is Fundamental Program that provides free books to be distributed to children.
- Develop enrichment materials such as games and other activities that can be reused. Organize these so they can be "checked out" by home visitors to distribute to parents.
- Incorporate enrichment and extension curriculum into weekly staff role play training and parent group meetings.

Developing Group Meeting Topics:

- Look for individuals or agencies whose mission is to provide health, education or other services. A good collaboration in this area can result in group meeting sessions for the whole year. In particular, there are a host of materials and information related to safety and health.
- Survey for special skills among the parents and have them provide enrichment in their area. For example a firefighter can present to the children, a Spanish-speaking parent can read to a classroom or group meeting.
- Formal surveys and informal interviews are both effective ways of identifying possible topics for parent group meetings. Group meetings with topics that come from parents will be the most popular and well attended.
- Speakers can be recruited from a variety of collaborators in the areas of health, human services, education for adults and children, counseling, psychology, housing, careers, law, and safety. The local cooperative extension agency can provide speakers, handouts, materials, activities and even nutritional snacks for family meetings.
- Try to preview speakers for appropriateness before inviting them to present to parents. Ensure that the topic, tone, handouts and presentation style are appropriate for the education, language, culture and needs of the families you serve. Remind the speakers of your time constraints.
- Encourage speakers to engage parents in hands on activities. Also ask if it is possible to make a separate presentation to children on the same topic.
- Specific parenting curricula can be used, often curricula includes videos, and handouts. These curricula are generally for sale, some of the following have been used successfully: *Make Parenting a Pleasure*; *National Black Child Development Parent Education Program*; *Practical Parenting Education*; and *Systematic Teaching for Effective Parenting*. All of these have information available on the internet.
- Crafts and "make and take" sessions are often well received. These can be coordinated with themes such as holidays, seasons, cultural events, and celebrations. Early Childhood Education and Preschool Education contacts are excellent resources for these activities.
- Parent and Child Together (PACT) sessions are excellent ways of including both parents and their children in the group session. The National Center for Family Literacy is an excellent resource for PACT time ideas.
- Please review the HIPPY USA Preservice Manual for Coordinators for more information on group meetings.

Group Meeting Component Ideas:

The HIPPY coordinator is responsible for planning the group meetings with the enrichment topics being selected based on surveys provided by the parents. Once home visitors become more comfortable in their role, they may assume more leadership in planning and conducting group meetings.

At the first parent group meeting, it is important to set norms and expectations with the parents and revisit these periodically. A few suggested norms may include (1) start and end on time; (2) everyone's opinion is respected or (3) cell phones should be silenced or turned off during meetings. This establishes a level of trust which enables the group to be more inclusive and supportive.

Home visitors may need additional training on developmentally appropriate practices and child development topics so that the children's activities will go more smoothly during group meetings. Enrichment ideas for home visits may be adapted to group meeting activities for childcare.

Ideas for each component of the HIPPY group meeting are listed below. Additional information is available in the Home Visitor training module on group meetings is a good source for generating more ideas.

Welcome:

- Special poem or reading
- Community or agency leader to present
- Choral reading of motto
- Choral reading of a parent pledge
- Present each parent with a token of recognition

Warm-up or Getting Acquainted Activity:

- Pair and share by sharing "one special thing about my child is..."
- Scavenger hunt to find people with certain characteristics
- Write three things about yourself on a card, interview and introduce each other
- Find something in your purse that symbolizes you. Share, what it means to you and why it is important

Enrichment:

- Orientation to the HIPPY program
- Overview of the year
- Overview of the HIPPY materials
- Any topic requested by parents

Childcare:

(See additional information related to children's activities in the group meeting section in the Home Visitor Manual)

- Songs, finger plays, skits that may include skits from HIPPY storybooks
- Free play in small groups
- Storybooks

Closing the meeting:

- Similar activities as opening
- Thank parents for attending
- Evaluation can be formal or informal
- Formal checklist or survey
- Informal by asking parents "what is one thing they learned today"
- Reminder of next meeting date and time

Refreshments:

- Remember that what you do for the first meeting, parents will expect every time. Thus, you are urged to keep it simple.

- Asking parents to participate in a potluck is better after you get to know the families. This may be intimidating and too much of a commitment in the beginning.
- Snacks should be nutritious that and delicious. HIPPY USA will send nutrition information to the site.
- Some speakers such as cooperative extension will provide snacks. Seek them out!!
- Be sure you have a specific person in charge of setting it up. Proper hygiene is always encouraged.
- Have some small incentives or materials for parents and children.

Clean up:

- This assignment should be rotated among all staff.
- Some parents are willing workers, so encourage their support.

Special Activities

Periodic special events and activities add a level of excitement and fun to the program. Some examples of such include:

- Calendar with children's work
- HIPPY family cook books
- HIPPY quilt displaying children's work
- Field trips to such places as museums, farms, factories, zoos
- Graduation or Closing exercises
- Volunteer Family Picnic
- Health Fair
- Carnival
- Visits to Local Libraries
- Fundraisers
- Special learning event such as an art or science day or a read-a-thon

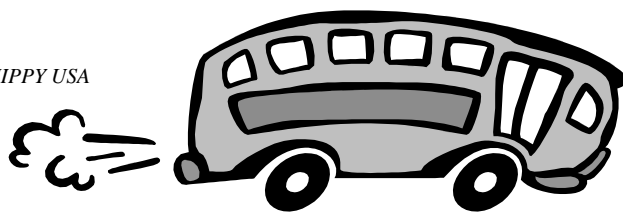
Special Event Tips:

Special events can be time consuming for the HIPPY staff and could be a perfect task for supporters, volunteers, advisory group members and others in the community. Since special events are short-term projects, they could be an attractive project for volunteers. They may not be able to completely take on all the responsibilities needed to plan the event and will need your help. This will not only result in a great enrichment activity for families but can also result in greater "buy in" and more understanding of HIPPY in the community. The following tips are helpful:

- Instead of planning one huge event, plan several smaller ones. Doing this may allow you to reach more parents.
- Solicit support from the agency and your supporters such as advisors, volunteers and yes, parents to help with special events.
- Collaborate with others who are hosting special events, assist with their events and sign on as co-hosts. This spreads the workload and is good outreach and public relations for HIPPY. Know what is going on in the community and refer parents to those events.

PROGRAM QUALITY AND EXCELLENCE

Quality and excellence in HIPPY programs is based on the mission and philosophy of the HIPPY model. Several



tools and venues are used to reflect, document and review quality issues. The HIPPY program application requires sites to incorporate components that will ensure the implementation of a quality HIPPY program. The assessment worksheet found in the HIPPY Excellence: Model, Guidance and Accreditation manual is used by the local HIPPY program to document their view of their implementation as it relates to the HIPPY model.

The self-assessment is validated during a site visit by a national or state HIPPY trainer who observes required aspects of the program. Site visit observations always include an exit conference and written reports which provide program staff and administrators with feedback related to evaluation of their HIPPY program implementation. The information below describes each aspect of the program indicators that leads to quality and excellence in greater detail and includes checklists on how to make the most of site visits.

HIPPY Model

HIPPY is an early intervention program that believes parents play a critical role in their children's education. It is based on the rationale that all parents want what is best for their children supports them in their efforts to provide educational enrichment for their preschool children. The program is specifically designed to assist parents who may not feel confident in their abilities to "teach" their children. By supporting parents, HIPPY reaches its primary goal of increasing the possibilities for vulnerable children to achieve success in school and in life.

Essential Features of the HIPPY Model

- A thirty week program for 3 and 4 year olds that consists of age and developmentally appropriate activities. For 5 year olds, HIPPY is a 25 week program. The curriculum includes activity packets, storybooks that are available in English and Spanish and a set of geometric shapes.
- Staff includes a professional **Coordinator** and **Home Visitors** who are members of the target population/community.
- **Role Play** is the method used to instruct both staff and parents.
- **Home Visits** are the primary method of service delivery along with **Group Meetings** that allow parents to meet and discuss/learn about topics of common interest or concern.

HIPPY USA recognizes that it may be necessary for programs to make changes for certain elements of the HIPPY model in order to adjust program services to the local environment. However, changes should not be in conflict with the core elements of the model that make HIPPY effective. Programs should work with their assigned trainers to ensure that any changes will lead to positive outcomes for children and parents.

Managing Program Growth and Expansion

The HIPPY model calls for 60 children to be enrolled the first year. Preferably, a new HIPPY program starts with 60 age 3 children in year one, and increases by an additional 60 new children in years two and three. This "natural expansion" is due to the recruitment of only three year olds in year one and these children will cycle into the age 4 curriculum in year two. In the third year, a new group of age 3 children are enrolled and those that had been in age 3 and 4, cycle into the age 4 and 5 curriculum respectively. Variations include beginning with less than what the "model" requires or enrolling a combination of age 3 and 4 year olds each year. By year three, one coordinator, and a staff of 12 home visitors serving 15 families each, may serve a maximum of 180 children.

The recommended "model" size of a HIPPY program was developed based on best practices. The rationale for this requirement follows:

- ✦ Cost per family is lower when a larger number of families are served in a program. This is due to the fact that some costs such as salaries, fees, office set up and other overhead is prorated among all families. This helps programs determine the average cost per child which may be high or low based on the number of children enrolled.
- ✦ Training is more effective with a larger group. Interactive activities are possible and a variety of ideas can be shared with staff learning from and supporting each other.
- ✦ Group meetings are more effective because more home visitors are available to plan, organize, to provide childcare and other sources of support.
- ✦ A larger “network” of support among families is generated by having a larger group.
- ✦ A variety of group meeting times, topic and locales can be offered with an assurance of enough parents for sessions to be well attended.

Should the program enrollment increase, program supervision and oversight will require an assistant or second coordinator. For 180 to 240 children, the program needs a minimum of one full time coordinator, plus an assistant. To provide effective services, two coordinators are needed to serve from 240 to 360 children. The formula of one full time coordinator for each 180 children should be applied regardless of the number of children in a multi-site program.

There should not be 500 children with one coordinator and several assistants. A professional coordinator is needed for administrative functions to include providing enrichment for the weekly trainings. Additionally, it is not appropriate to put an assistant coordinator in a direct supervisory position over the home visitors. The role of the assistant coordinator is to support and assist the coordinator.

Making the Most of the HIPPY USA Site Visit

HIPPY USA provides sites with training and technical assistance throughout the implementation and life of a program. Once the coordinator attends the weeklong pre-service training, a national or state trainer is assigned to work with the site during their first year of implementation, including two on-site visits and on-going technical support.

Initial and Follow Up Site Visit

The purpose of the HIPPY USA site visit is to provide training, technical assistance and assist with quality assurance efforts. These activities take place through a variety of venues. In the first year of program implementation an initial site visit takes place soon after home visitors are hired and prior to starting home visits. Preferably, the coordinator has attended the HUSA weeklong Preservice training. The national or state trainer, together with the coordinator, provides new home visitors with 15 hours of training on the basic HIPPY model. The basic agenda includes the following topics:

- History of HIPPY and the HIPPY Model
- Home Visitor Role and Professionalism
- Home Visits
- HIPPY Curriculum Overview and Role Play
- Group Meetings
- Forms and Efforts to Outcome

During the first year of implementation, the same trainer who conducted the initial site visit returns for a follow-up site visit between weeks 15-20. The follow-up visit focuses on technical assistance and the trainer observes as many aspects of program implementation as possible. Minimally, the trainer must observe staff training and two or three home visits.

When possible, a group meeting should be included. It may be helpful to the program to have the trainer meet with the advisory group. The follow-up site visit should conclude with an exit conference that includes the program's administrator or supervisor to highlight strengths, review concerns and recommendations identified by the trainer. While the Program Accreditation process is not required until year three, it can be reviewed during the follow up site visit as a planning tool to review program requirements and current program status.

Regular Site Visit

In the second and subsequent, years of implementation, HUSA may conduct a regular site visit lasting. The purpose of the regular site visit is to provide training and technical assistance to program coordinators and staff, especially as it relates to specific challenges the program is facing.

A new trainer is assigned to the site in the third year of implementation. This trainer will retain this assignment for two years. Moving forward, a cycle of two years with the same national or state trainer continues. Having the same trainer utilizes the knowledge and insight gained from the previous year's visit which helps maximize the impact of the site visit. The trainer assigned to your program will begin communication with you early in the program year, and then contact you minimally, once a month throughout the program year. This helps establish rapport between the coordinator and trainer as well as provides sufficient time to best organize the site visit.

The Accreditation process is first introduced during the third year of implementation. This process is described fully in the HIPPY Excellence: Model, Guidance and Accreditation manual.

Site Visit Checklist

To make the most of the HIPPY USA site visit, use the following checklist:

Before the Site Visit:

- ❑ Participate in regular communication by phone or email with the trainer
- ❑ Secure primary and alternate phone numbers, as well as email and fax numbers for your trainer
- ❑ Discuss changes your agency proposes to the HIPPY model with trainer. The trainer will complete the necessary documentation and provide a report directly to HIPPY USA
- ❑ Advise assigned trainer of your site's training needs/concerns. For example, you may need more information on evaluation, supervision, or how to train your home visitors
- ❑ Discuss "extra" events that trainer might participate in while there, such as an advisory group meeting, agency wide meetings, etc.
- ❑ Provide general information to assist the trainer as she prepares for the site visit. Suggest hotel accommodations and intra-city travel options.
- ❑ Provide trainer with home contact number, if his/her arrival will be after business hours.
- ❑ If you plan to pick the trainer up at the airport, make a sign for identification if you have not previously met.
- ❑ Arrange for all supplies, materials or equipment to be available.
- ❑ Make sure you are available for the entire visit and the supervisor is aware of site visit schedule.

- ❑ Ensure your supervisor is available at appropriate times throughout the visit.
- ❑ Ensure all essential staff will be available per the agenda
- ❑ Prepare an itinerary for entire visit developed in consultation with trainer
- ❑ Enter the findings on the Accreditation Worksheet after completing the self-assessment. Be sure to gather a diverse group to conduct the self-assessment. In addition to the required members, consider including a teacher, collaborator and an advisor.
- ❑ Gather and organize support documentation for the Accreditation process such as files and sign in sheets based on the order in which the standards are listed. This facilitates a rapid review of your support documentation.
- ❑ Inform staff and administration of the purpose and scope of the site visit
- ❑ Plan for home visit observations and arrange for alternate home visits should there is a last minute cancellation of a scheduled visit.
- ❑ If possible schedule trainer site visit during group meeting week.
- ❑ After attending pre-service, you may have questions that were unanswered. Feel free to discuss these issues with the trainer.
- ❑ Review with the trainer what your expectations are of the site visit and the needs you and your program have.
- ❑ Prepare a packet of information for the trainer to “show off” all the great work happening in the program.

During the Site Visit

- ❑ Focus on the areas where you have the greatest needs so you can take advantage of the trainer’s expertise.
- ❑ Share innovative or new ideas you are considering and use the trainer as a sounding board.
- ❑ Provide transportation to and from airport, if possible.
- ❑ Provide transportation to and from hotel and training site.
- ❑ Arrange your schedule to allow for maximum contact time together.
- ❑ Arrange an informal time for staff and trainer to meet. This could occur over lunch or dinner if possible
- ❑ Candidly discuss and brainstorm with trainer all programmatic challenges
- ❑ Actively participate by expressing your view/explanations during all aspects of the site visit including the exit conference
- ❑ Review program adaptation requests and documentation if applicable

Questions to Ask Trainer During Site Visit or Technical Assistance Calls:



After the Site Visit:

- ❑ Complete the “Local Site Visit Evaluation” honestly and forward to HIPPIY USA
- ❑ Look for report from trainer within a month of the visit
- ❑ Discuss with HIPPIY team any recommendations made by trainer
- ❑ Implement any recommendations per timeline provided
- ❑ Communicate monthly with trainer, via telephone or email

Continuous Improvement

The Self-Assessment process of the HIPPIY Excellence: Model, Guidance and Accreditation manual is designed to help local HIPPIY staff evaluate all aspects of their HIPPIY program operations. Going through the accreditation process enables the staff to better understand how the established activities and procedures influence their capacity to serve families. The instrument identifies many activities, tasks, processes and relationships that, if they occur consistently, ensure that HIPPIY programs will provide optimal services to participating families.

By working through the assessment process, local HIPPIY program staff will be able to determine how their activities and practices are meeting HIPPIY USA’s mission, HIPPIY program guidelines, and the obligations and responsibilities set forth in the contractual agreement. Hence, the HIPPIY Excellence: Model, Guidance and Accreditation manual both provides useful information to local HIPPIY programs for the purposes of program planning and improvement efforts, and serves as HIPPIY USA’s feedback mechanism for maintaining the integrity of the HIPPIY model.

SELF-ASSESSMENT PLANNING:

1. **Who** will participate in the process, prior to the site visit?

2. **When** will we meet to complete the Accreditation Worksheet?

3. **How** often will we meet?

4. **Where** will we meet?

5. **Who** will meet with trainer for the site visit?

Evaluation and Reporting

Program accountability is important and required by funding sources, stakeholders and agencies. Evaluation and reporting are both forms of maintaining accountability. As a coordinator, you should be involved in both areas, and seek supervision, support and training in these areas if needed.

Prior to submission of reports, start with the end in mind. Read the grant proposal to ensure you are documenting and measuring the things you will have to report on at the end of the year.

Evaluation planning

- The first line of information you should try to access is existing data. Find out what measures your collaborators and local schools use to measure student success. Determine how to access data on HIPPY students. Find out where the public record on such data for non-HIPPY students is located.
- Contact university professors in the areas of social work, education and psychology. Ask them if they would be interested, or would have students who are interested, in evaluating the HIPPY program. Ask an interested professor to serve on the HIPPY advisory board.
- If your agency has an evaluation department / evaluator find out what services are provided and how you can access them.
- Build evaluation activities into future grant proposals.
- Incorporate evaluation from the beginning or as early as possible. The following evaluation instruments have been used by local HIPPY programs:
 - **Woodcock and Woodcock Muñoz (Spanish version)** is a quick and easy-to-administer screening instrument that can aid in deciding program placement for English as a Second Language students. It is a measure of Cognitive Academic Language Proficiency for all ages from four years to adult. <http://www.riverpub.com/>
 - **DIAL 3-** American Guidance Service Inc. 800-328-2560
 - **Ages and Stages-** Paul Brookes Publishing Co. 800-638-3775, screens preschool children for referral to more in-depth and specific diagnostic evaluation.
 - **Chicago EARLY-** by ETA 620 Lakeview Parkway, Vernon Hills, IL 60061; used as a pre- and post-test.
 - **Parent as Teacher Survey-** Scholastic Testing Services, www.ststesting.com, parent inventory to determine how parents feel about creativity, frustration, control, play and teaching/learning. Can be used as a pre- and post-test.
 - **Early Screening Inventory- Revised (ESI-R)**
 - **Brigance-** Screens key developmental and early academic skills-see chart on program information page: Sequence of Skills Assessed, available in English and Spanish, <http://www.brigance.net/>
 - **Preschool Inventory (PSI)-** The PSI was developed by Bettye Caldwell as a sixty-four-item inventory of basic concepts important for preschool children to know before entering school (CTB/McGraw-Hill, 1970). A thirty-two-item version has been adapted (Abt Associates Inc., 1991) for use in large-scale evaluations. The PSI is an individually administered measure that assesses a range of school readiness skills such as identifying shapes and colors and understanding numerical concepts. The PSI requires fifteen minutes to administer and is

appropriate for children between the ages of 3 and 5 years. English and Spanish versions of the test are combined on a single form.

- **Language Assessment Scale-** (LAS) and many other tests for second language learning students are detailed in <http://www.nwrac.org/pub/hot/assessment.html#instruments>
- **Galileo Electronic Management of Learning-** Assessment Technology Incorporated, 800-367-4762, or www.ati-online.com. Individual profiles of each child are entered on a web-based reporting system.

NOTE: HUSA has included this information as a service to those programs where assessment /evaluation is indicated. This is not a recommendation or endorsement of the process or any tool.

FIND OUT:

- **Why** evaluation is important? What outcomes are you measuring?
- **What** standardized tests do students take in my community?
- **How** can HIPPY children be “tracked” using already existent data?
- **Who** in my agency has experience in the area of evaluation and research?
- **What** key dates or timelines need to be put in place for evaluating parents and children?

Report Writing

- Good reports are essential and must be complete should always be submitted on time. Carefully read questions you are asked to report on and try to answer them simply and clearly. Be honest and if you cannot provide positive results, explain the problems faced and detail steps that will be taken to overcome the problems. Provide a date by which you will be able to remedy the situations you have faced.

The following tips will help you write great reports:

- Know when reports are due, what data is required and gather information regularly. Doing this gives you ample time to gather data, success stories and testimonials that help make a more compelling report. Add quotes from parents and home visitors. Expound by giving examples and figures to support your assertions and picture can humanize the report.
- Reporting requirements vary greatly. They range from open-ended questions to more structured requirements. Check with others and be aware of the report method the agency desires.
- Review forms and compare them to reports that are required. Be sure that the forms include the information needed to complete the reports. Work with the staff to ensure they understand how to complete forms.
- Follow HIPPA USA's definitions of enrollment (a family must have been served for at least 3 curriculum weeks) before they can be counted. Therefore attrition rates should not include families who "dropped out" before week four.

Evaluation and Reporting Resources

- Report writing: <http://www.projectstar.org/star/Library/Toolkit/report.pdf>
- Evaluation Resources; <http://www.idra.org/>
- Evaluation Resources; <http://cart.rmcdenver.com/>

PUBLIC RELATIONS

Public Relations is everything the HIPPA Coordinator and staff members do to promote HIPPA in the community. It includes a variety of activities such as making presentations, developing written materials, and building collaborative relationships with public and private organizations. Time and effort put into public relations activities are investments that eventually pay off.

The ideas outlined below can help promote the program. It may be difficult to carve out time and energy for public relations in the beginning but it is essential for program growth and survival. Devote time to public relations and watch how the program flourishes. Public Relations material should be periodically reviewed and activities built in as part of your yearly plan.

HIPPY USA has developed a variety of public relations materials that are available at low cost to programs including: PR videos, general brochure, curriculum samples and others. Call HIPPY USA and ask for a current order form to purchase these materials. These materials can be used in a variety of public relations activities:

- Adapt the materials to your needs and develop a fact sheet or pamphlet for your community
- Purchase materials to keep on hand for making presentations on HIPPY
- Distribute materials to legislators, potential / funders, collaborators
- Use pieces developed by HIPPY USA in future grant applications and reports

Making HIPPY Presentations

As a coordinator, you will be asked to present HIPPY that includes staff meetings, community events, networking roundtables and parent group meetings. At times you will have little notice and may be given only a few minutes to share about HIPPY. The more you make presentations, the more self-confidence you will gain. As you gain confidence and knowledge, it is important that to get HIPPY on agendas at other appropriate meetings and conferences.

The materials below provide you with material and ideas for a thorough, 1.5 hour session on HIPPY. This outline can be used to develop a brief explanation and overview, or can be reworked into a press release or other public relations materials. It can also help you prepare for any presentation made whether about HIPPY or any topic.

“Public speaking is very easy.”

Dan Quayle

Planning

When asked to talk about HIPPY the following three things should be considered in planning a high quality presentation.

1. **Find out as much as you can about your audience and the setting** in order to tailor the presentation as needed that includes.....

- ❑ The purpose of the meeting, conference or event.
- ❑ The education, background and interests of the participants (i.e. potential parents, educators, possible collaborators, potential volunteers)
- ❑ The number of participants expected to attend so that you have a sufficient quantity of handouts. It also helps you determine the formality of the presentation, and how interactive you can make the session.
- ❑ The amount of time you have been allotted, and any audio visual equipment or aides that may be available should you need them (VCR, overhead projector, chart paper or dry erase board).

- ❑ The room arrangement so that you can best utilize the space, and accommodate your presentation within the limitations of the available space.

2. Plan to present **general information on the HIPPY model** (suggested information included below and sample notes and dialogue):

- Goals / Philosophy / Purpose of the program
- Brief History of HIPPY ending with your site's implementation
- HIPPY Curriculum
- Home Visits
- Group Meeting
- Staffing—Home Visitors and Coordinator
- Research / outcomes
- Start Up and Funding (optional)

**“It usually takes more than three weeks to prepare a good
impromptu speech.”**

Mark Twain

3. **Tailor the remainder of the presentation to the audience:**

- Use an **icebreaker** to introduce yourself and your topic. The best warm-ups relate to the content being presented (parent involvement, school readiness, home visiting). A general icebreaker is included in the suggested format below.
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- Some variations that can be included in a session include a **demonstration of the role play; a panel presentation** with a home visitor, parent, teacher; **slide, power point or video** presentation to show parents and children in action; or a live **testimonial** from parents, children, teachers, principal.
- It is important to plan a session with content you feel knowledgeable and comfortable presenting. If your background is not in education and you are invited to speak to a group of early childhood educators, ask a co-presenter to assist you or someone to provide you with additional viewpoints and information to present.

Sample HIPPY Presentation

On the following pages you will find a suggested outline with additional expanded information that can be used to make presentations to a general audience of professionals. The outline covers essential features that any audience should know about HIPPY in a 45 minute to 1.5 hour presentation Use the expanded information to tailor the presentation to the needs, background, and education level of your audience. You may tailor the length of the presentation based on time allowed.

Note that the format of this guide provides you with a suggested dialogue for presentations, **written in bold**, as well as space for your own notes or dialogue. Also included are master copies of handouts and overhead transparencies.

Public Relations Through Public Speaking: **Are you reaching the following audiences? If not, make a plan to present HIPPY to the following audiences.**

- Parents
- Teachers
- Principals
- Early Childhood Educators
- Head Start
- Special Education specialists
- Speech Therapists
- Social Workers
- Public Housing
- Librarians

GENERAL HIPPY PRESENTATION

Materials Needed

- ❑ Overhead or flip chart. All flip chart information can be done on overhead projector if more convenient.
- ❑ Write-ups on School Readiness, Teacher Ranked Areas of Preparation, HIPPY Philosophy, Why Parents Get Involved and What Prevents Parents from Becoming Involved. Certain points may be written on flip chart paper, overheads or power point slides.
- ❑ HIPPY handouts.
- ❑ Sample curriculum materials are optional but very helpful to have available. Never use these copyrighted materials as handouts, they are ONLY for use by parents in context of the HIPPY model.

TIME	Script / Dialogue	NOTES
5 minutes	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Introduce self and any other HIPPY staff or relevant guests, co-presenters • Explain your role in HIPPY, the number of years you have been associated with the program • Explain your association or connection to the group that you are presenting to and who invited you to speak • Give an overview of the main points you will be presenting to the group. <p>HIPPY = Home Instruction for Parents of Preschool Youngsters.</p> <p>HIPPY can be categorized in several ways:</p> <ul style="list-style-type: none"> • As a parent involvement program • A preschool readiness program • A community development program 	
5-10 minutes	<p><u>Icebreaker</u></p> <p>The purpose of this warm up is to give you an opportunity to get to know the group and possibly have them learn more about each other. It can be</p>	

	<p>used with groups of various sizes and you can select questions that fit best the purpose of your presentation, and add questions of your own. You may ask a few individuals to share a little on some of the questions, or you can just go through the questions without verbal responses from the participants—only standing up and down. Also, you may tailor or add additional questions related to the group you address.</p> <p>We're going to start with a warm up, where I will read descriptions to you and ask you to stand up if the description fits you, and remain seated if it does not.</p> <p>Stand up if...</p> <ul style="list-style-type: none"> • You are the parent of a 3, 4 or 5 year old child • You are a researcher • You remember your first grade teacher's name • You work primarily with parents • You have experience writing grants • You purchased school supplies this year • You work primarily with children • You grew up less than 10 miles from where you now live • You have been on a home visit (of any program) • You work as an administrator or manager of a program or agency • You remember the title of one of your favorite childhood stories or books 	
5 minutes	<p><u>Expectations</u></p> <p>This session should meet your expectations. First I need to know, what you would like to get out of my presentation.</p> <p>Please indicate by a show of hands if you are familiar with the HIPPY program.</p> <p>What would you like to learn more about during this session?</p> <p>If the group is large and time is limited, participants can "pair and share" with their neighbor, and then a few volunteers can share their responses with the group.</p> <p>Write key words that the group generates on the board or chart paper. Once the list is completed, identify any issues you WILL NOT be covering and perhaps how you can follow up to get them that information.</p> <p>At the end of the session, you must take a few moments to review the list and check off the areas you covered.</p>	

<p>5-10 minutes</p>	<p><u>HIPPY Philosophy</u></p> <p>Key concepts are highlighted in bold and expanded material is listed below as bullet points. Write key concepts on chart paper.</p> <p>All programs are based on a set of basic beliefs and assumptions. HIPPY is based on several beliefs about parents, children and learning.</p> <p>1. All parents want the very best for their children.</p> <ul style="list-style-type: none"> • Parents want to help their children have the best chance in school and in life. • No parent knows how to act on those interests at all times, and all parents may need help sometimes. • HIPPY provides parents with the opportunity and skills to prepare their children for successful early school experiences. <p>2. All children can learn.</p> <ul style="list-style-type: none"> • Children, like adults, learn in different ways. • All children have the innate capacity to learn, just as their parents have the capacity to teach. • HIPPY gives children successful learning experiences. The spiraling curriculum builds in more and more complexity throughout the three years. <p>3. Kindergarten classrooms and curricula assume a certain amount of knowledge and skills.</p> <ul style="list-style-type: none"> • As more children participate in daycare and preschools, teachers expect incoming children to be more prepared for kindergarten. • Teacher expectations may include basic knowledge of shapes, numbers, and colors; use of scissors and crayons; following directions; social and emotional development and working in groups. • HIPPY prepares children to meet and exceed teachers' expectations. <p>4. School readiness knowledge and these skills can be taught.</p> <ul style="list-style-type: none"> • These skills are not "magical" but many parents lack the child development knowledge to transfer these skills to their children successfully. • Parents as well as teachers can teach children these skills. • HIPPY provides parents, regardless of their own skills or expertise, with the tools to teach their children these skills. 	
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	<p>5. People learn by doing.</p> <ul style="list-style-type: none"> • Mastery of any new task involves actually “performing” or using new skills or knowledge. • Practicing a new skill in a psychologically safe learning environment gives people the confidence to try new skills. • HIPPY participants at all levels, from program staff to parents to children, are provided with active learning experiences. <p>6. Parents can, and do, teach their children.</p> <ul style="list-style-type: none"> • Parents are their children’s first teacher. • Parents have already taught their children so many things: how to eat, walk, dress, and get along. • Programs can build on parents’ previous experience teaching their children. • HIPPY parents work with their children. <p>7. Parents can teach and support other parents.</p> <ul style="list-style-type: none"> • Common experiences among parents make them excellent peer supporters. • Parents in all communities have informal leaders who can be trained to provide support and teaching expertise. • HIPPY parents are hired as home visitors to visit other parents. Moreover, group meetings provide parents with the opportunity to exchange information and support with their peers. <p>These core beliefs assume that all communities of parents and children have strengths that can be built upon. For this reason HIPPY can be called a “strengths-based model.”</p>	
10 minutes	<p><u>The HIPPY Model</u></p> <p>Make overhead, or hand out <i>Essential Features of the HIPPY Model</i> from the HIPPY Excellence: Home Visitor Orientation Training handouts. Review each of the essential features of the model.</p> <p>1. HIPPY Curriculum, Display some curriculum materials for participants to review after the session or circulate a few curriculum packets during the presentation.</p> <ul style="list-style-type: none"> • 3 year, home based curriculum provided to children ages 3, 4, and 5 • 30 weeks per year in Ages 3 and 4 and 25 weeks in the Age 5 curriculum. • Weekly activity packets are scheduled to coincide with the 	

	<p>school year</p> <ul style="list-style-type: none"> • Curriculum books and activity packets are consumables and must be provided to each family weekly at no cost to them. • Curriculum is available in Spanish <p>2. Staff</p> <ul style="list-style-type: none"> • Full time professional coordinator • Paid home visitors who are current or former participants or members of the community being served • Home visitors work part time and have a typical caseload of 10-15 children <p>3. Role playing is the instructional technique used to teach in HIPPY</p> <ul style="list-style-type: none"> • Step by step practicing of the curriculum materials. • Coordinator role-plays the curriculum with home visitors in weekly training sessions to prepare them for home visits. • Home visitors role-play with parents to prepare them to work with their child. <p>4. Home Visits and Group Meetings.</p> <ul style="list-style-type: none"> • Parents meet with staff weekly, alternating between home and group meetings. • The home visit focuses on the parent, the child does not participate. The parent later works directly with the child. • Group meetings provide an alternate setting for the role play. Enrichment activities such as a speaker, parenting class, community resource, etc. is provided for parents. • Group meetings include enrichment for children, and may include transportation, meals, etc. • Parents who do not attend group session are visited in the home that week so they do not fall behind on the lessons. 	
5 minutes	<p><u>History of HIPPY</u></p> <p>HIPPY began in 1969 as an experimental research project developed by a team of educators at Hebrew University in Jerusalem, Israel.</p> <p>Dr. Avima Lombard, at the National Council of Jewish Women (NCJW) Research Institute for Innovation in Education in Jerusalem developed a new, home based program for preschoolers with parents as their teachers.</p> <p>By 1975 HIPPY was a national program in Israel, serving many communities throughout that country.</p>	

	<p>In the 1980's, HIPPY began to receive international attention, and educators in other countries began to implement the program.</p> <p>The first programs in the United States started in 1984 in Tulsa, OK and Richmond, VA. These sites were followed closely by Miami, FL in 1985. Much of the support for these first programs is due to local National Council of Jewish Women (NCJW) sections across the United States.</p> <p>1985 -- Hillary Rodham Clinton visits Miami, learns about the program and brings it to Arkansas the next year. Arkansas later becomes the state with the most HIPPY programs in the U.S., and has now established its own Regional Training Center at Arkansas Children's Hospital.</p> <p>1988 -- HIPPY USA, a national center for the network of HIPPY programs is established as a project of the NCJW Center for the Child in New York.</p> <p>1992 -- HIPPY USA becomes an independent not for profit educational corporation.</p> <p>1993 -- a groundswell of new HIPPY programs Senate Bill S.634 "A Better Chance to Learn Act" is introduced to support home-based parent and early childhood education programs; language from this bill still appears in federal legislation.</p> <p>1995--Age 3 curriculum added to the existing Age 4 and 5.</p> <p>1997--The HIPPYTimes newsletter begins publication.</p> <p>1998--HIPPY USA celebrates its 10th Anniversary in DC. --The first issue of the HIPPY Champion, advocacy newsletter is published.</p> <p>2000--New national video narrated by Susan Davis, California's first lady is released.</p> <p>2001--HIPPY USA changes its name to Home Instruction for Parents of Preschool Youngsters (formerly, Home Instruction Program for Preschool Youngsters).</p> <p>2002--HIPPY USA adopts a new logo. --The HIPPY Store for on-line purchases is introduced.</p>	
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	<p>2003--Avima D. Lombard Award to honor long-time child advocates instituted.</p> <ul style="list-style-type: none"> --The first "Parent Success Stories" is produced. --The Stellar Award (program accreditation) for exemplary programming debuted. <p>2004--The HIPPY Logic Model is introduced.</p> <p>2006--The Home Visitor Credential is introduced.</p> <ul style="list-style-type: none"> --Age 5 curriculum ushers in new approach to format and delivery. <p>2007--HIPPY USA, the national office, moves to Little Rock, Arkansas, on the campus Arkansas Children's Hospital</p> <ul style="list-style-type: none"> --New national "video" on DVD is released --New HIPPY USA Brochure is released <p>____--HIPPY came to our community, sponsored by _____ agency with funding from _____.</p> <p>Currently the number of programs in the U.S. is _____. (get this figure from HIPPY USA website, www.hippyusa.org).</p>	
5 minutes	<p><u>HIPPY USA and International Network</u></p> <p>All HIPPY programs in the US form a network of programs affiliated with HIPPY USA, an independent non-profit organization located in Little Rock, Arkansas.</p> <p>A look at the HIPPY USA departments provides a thumbnail sketch of the role that HIPPY USA plays with the local programs:</p> <p><i>Advocacy and Outreach:</i> develops and disseminates public relations materials (newsletters, brochures); monitors HIPPY presence at relevant national conferences; advocacy training and technical assistance (funding, policy) to existing sites; develops and updates HIPPY MIS database software; analyzes national policies.</p> <p><i>Education:</i> on-going revision of core curriculum; development of educational outreach materials; maintain educational collaborations/partnerships.</p> <p><i>Training:</i> training and technical assistance for local programs; coordinates special events (national conference, Preservice training for coordinators); reviews and approves new program applications; responsible for national collaborations/partnerships.</p> <p>HIPPY USA also has a sub-network of regions within the U.S. (see</p>	

	<p>current HIPPY USA Directory or website for list of current state offices). These state offices provide training, technical assistance, and in some instances funding for local programs.</p> <p>HIPPY USA is in turn a part of an international HIPPY network whose hub is at the National Council of Jewish Women, Center for Innovation in Education at Hebrew University in Jerusalem, Israel.</p> <p>Other members of the international network are representatives from HIPPY programs in Austria, Australia, Canada, Germany, South Africa, and New Zealand. (Again, see website for updated list of countries).</p>	
25 minutes	<p><u>School Readiness and Parent Involvement</u></p> <p><u>School Readiness</u></p> <p>HIPPY is based on the philosophy that all children can succeed, and all children need early and frequent parental support and engagement in learning opportunities.</p> <p>We will look at the concepts of school readiness and parent involvement as they lay the foundation for the HIPPY model.</p> <p>According to the National Institute of Child Health and Human Development, "90% of 'at risk' children can overcome reading difficulties if they receive comprehensive and intensive instruction early". HIPPY parents provide exactly this to their children.</p> <p>What skills are children expected to develop by the time they reach Kindergarten?</p> <p>Write up responses on the chart paper for all to see. Do not let the audience see the "Teacher Rated Skills" until after they brainstorm. Marge Eberts and Peggy Gisler, in their book entitled "Ready for School- What Every Preschooler Should Know" outlines 27 skills that preschool children should develop.</p> <p>These skills reflect developmental stages in children's growth as well as teacher expectations of children. This top ten list of skills came from teacher rankings.</p> <p>Show flip chart with Teacher Rated Skills below (before session, write these skills up on flip chart):</p> <p style="text-align: center;"><i>Teacher Rated Skills</i></p> <ol style="list-style-type: none"> 1. Comprehension of the spoken word 2. Attention span and problem solving skills 3. Fine motor / small muscle skills 4. Social development 	

5. Self help skills
6. Emotional development
7. Speaking skills
8. Pre-Reading (Early Literacy) skills
9. Understanding numbers
10. Gross motor / large muscle skills

Source: Kimberly Harris and L. Knudson Lindauer, "Parental and Teacher Priorities for Kindergarten Preparation published in the "Child Study Journal" v. 18, 1988: cited in Ready for School by Eberts and Gisler, Meadowbrook Press, Deephaven, MN: 1991.

This list could have come straight out of the HIPPY Curriculum Scope and Sequence. There are many ways to provide children with the opportunities to learn and practice these skills and HIPPY is a proven method that involves parents in preparing their children for school success.

Parent Involvement

Before the session begins, write two questions on the board or a flip chart:

1. Why do parents get involved?
2. What prevents parents from becoming more involved

Divide those attending into groups and give each group one question. Have them brainstorm answers and write responses on chart paper to present to the entire group. This may be done with the group as a whole.

HIPPY is a parent involvement program. Let's explore this by asking ourselves two questions.

Why do parents get involved? What stops parents from becoming more involved?

Brainstorm answers to this question, your group will present your answers after discussing for 5 minutes.

Ask the groups to share their responses and note that many of the reasons parents are involved are the opposite of why they don't get involved.

The HIPPY program capitalizes on many of the reasons parents have for becoming involved in their child's education, and attempts to minimize the barriers which parents face to becoming more involved.

By reviewing some of the reasons for involvement and barriers to involvement the group came up with, explain how HIPPY provides solutions to barriers and capitalizes on parents desire to have their

	children succeed.		
	Some typical barriers and HIPPY solutions are listed below. These could also be made into a handout.		
	Barriers to Parent Involvement		HIPPY Solutions
	Lack of time		<ul style="list-style-type: none"> • Time-flexible home visits • 10-15 minutes of working with their child in their own home
	Uncertainty about what to do with their child or unsuccessful experiences with their child		<ul style="list-style-type: none"> • HIPPY curriculum provides detailed explanation • Parents are instructed weekly through role play technique
	Cultural		<ul style="list-style-type: none"> • Culturally diverse stories and activities • Curriculum available in Spanish • Home visitors from the community
	Don't feel comfortable with education system		<ul style="list-style-type: none"> • Visits bring education into the home • Peer "teachers" • Group meetings provide welcome environment • Group meetings provides parents with a supportive peer group
	Lack of transportation or childcare		<ul style="list-style-type: none"> • Home visits
Family crises / unstable environment	<ul style="list-style-type: none"> • Resource and referral provided in home visits • Resources brought into group meetings • Home visits provide personalized support at the family's pace 		

15-30 minutes	Some variations that can be included in a session include a demonstration of the role play ; a panel presentation with a home visitor, parent, teacher; slide, power point or video presentation to show parents and children in action; or a live testimonial from parents, children, teachers, principal. For these variations, keep the	
---------------	--	--

following in mind:

Demonstration of Role Play:

- Select the introductory activity for a skill (not the 10th time it's presented to the child)
- Select an activity that demonstrates the developmental appropriateness of the curriculum
- Copy the pages that will be role played onto overhead transparencies so the audience can view the activity while it's being demonstrated
- Role play according to standards described in the HIPPY USA Coordinator Manual, "Rules for Role Play"
- Identify who is playing which role (home visitor, parent)
- Have the "home visitor" introduce the activity with the skill box and any other information we would provide to parents (things to keep in mind, extension activity, etc.)
- Provide the scope and sequence context for the activity that will be demonstrated. For example you might say that we will be demonstrating Age 4 Week 3 Day 5 Activity. This activity is called discovery and is the first time it is being introduced to the child. It is one of nine science exploration activities a four year-old will complete in HIPPY.
- Demonstration can be done with a willing participant playing the role of "parent" at a first home visit and the presenter as the "home visitor", or can be done with two experienced staff.

Panel Presentation or Testimonial:

- Panels should consist of a varied group of 3-5 individuals. Variety is important for diversity of perspectives regarding the questions to avoid repetition of answers. Suggested panelists include: teacher, parent, home visitor, principal, funder, or administrator.
- Parents and Home Visitors tend to get somewhat anxious about serving on a panel or providing a testimonial. Provide them with as much information as possible about what to expect that may mention the size of group, purpose of meeting along with other details.
- Develop some questions you will ask to get the panel started. Go over these questions with the panelists and refine them as needed. Eliminate any questions they don't feel comfortable with.
- Prepare the panel but don't over prepare them. Don't tell them what to say and the same goes for a testimonial. Ask them to NOT make a prepared speech.
- Tell them how much time is allocated for the panel presentation or testimonial. Let panelists know that their

answers should be succinct and to the point.

- Take care of logistics—transportation to the location (pick parents and home visitors up, if possible), how early to arrive, meeting room location, how long the session will last, and when their part begins and ends.
- Write down panelist names and introduce each panel member, including their titles. Thank panelists at the beginning and end of the session.
- While you may be the organizer of the session, you are the facilitator of the panel, and your voice should be heard least. You should prompt, encourage and keep the flow of the panel presentation moving.
- Get the panel started with one or more of following sample questions (or develop ones of your own):
 - **What have you found most rewarding about your involvement in HIPPY?**
 - **How has HIPPY affected your life?**
 - **How did you become involved with HIPPY?**
 - **What would you want others to know about HIPPY?**
- The same questions above could be used to prepare a parent or home visitor for a testimonial.

Slide, Power point or Video/DVD are effective ways to present information to parents. A few helpful hints include the following.

- A-V may be used to show visuals that bring the model to life. Showing video, pictures is an effective use of technology that shows all components of the HIPPY model.
- Make sure you have permission, in writing, from parents before you use their picture or children's picture in a presentation.
- Practice handling the equipment before the actual presentation. If possible, get some help so you only present and another person can work the power point, slides or video.
- Video/DVD can also be used instead of live demonstration of role play.

Networking, Collaborations and Partnerships

Reaching Out

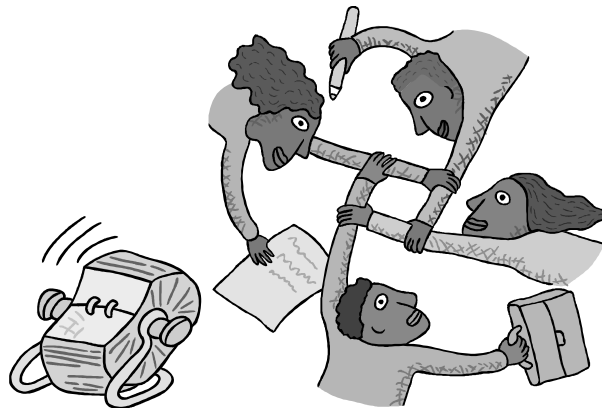
Many words may be used to describe professional relationships. A few of those terms include cooperation, coordination, collaboration, partnerships and networking. Networking, Collaborations and Partnerships are three levels of professional relationships and listed in order of increased commitment and formality.

Like personal relationships, professional relationships are varied, complex and change over time. In order for this section to be useful and concrete you will be provided with tips and ideas for a specific purpose to strengthen and support the program. In order to develop your network of partners it is important to reflect on the strengths and challenges of the program and analyze your social and professional networks. Reflecting on your strengths and needs; as well as getting your "tools" in order are important as you prepare to engage in outreach activities.

There is a clear link between a coordinator's networking and program quality. Make contacts in the community that will help implement group meetings needs like space, speakers, food, transportation and childcare. Additional needs to consider are staff training, advocacy, advisory, funding, and resource referrals for families.

**"Networking is making links from people we know
to people they know, in an organized way,
for a specific purpose..."**

*Donna Fisher and Sandy Vilas
Authors of Power Networking*



"Hello, I'm the HIPPY Coordinator. We provide..."

Networking Self-Evaluation:

Evaluate each of the following networking principles and check the appropriate box to indicate which applies most to you.

Networking Principles	Yes	Somewhat	No
I have an organized system and maintain information on everyone I meet in a rolodex, palm pilot or other data base.			
I keep track of what has been asked of others.			
I keep track of what others have asked of me.			
I carry business cards on me at all times.			
I carry written information or pamphlets on HIPPY on me at all times.			
I introduce myself to at least three new people every time I attend a meeting or public forum.			
I make notes on other people's business cards to jog my memory on where and when I met them or how we could work together.			
I follow up on referrals or leads drop and use the name of the person who made the referral.			
I remember that the first no does not mean "never" and continue building the relationship.			
I offer our resources before asking for theirs.			
I return phone calls promptly.			
I have joined one or more professional organizations.			
I have joined at least one neighborhood or other community organization or group and attend meetings regularly.			
I am a responsible member of the groups in which I belong.			
Total each column			
Multiply totals by 2 for each "Yes" and 1 for each "Somewhat"	X 2 =	X 1 =	Zero points
<p>Scoring Grid</p> <p>0-5 points: "Loner or Alone" Choose one area (above) to work on each month, and immediately and ask one person to help you network.</p> <p>6-11 points: "Branching Out" Start turning more of those "No's" into "Somewhat's"</p> <p>12-17 points: "Effective and Resourceful" Turn the "Somewhats" into "Yes"</p> <p>18-24 points: "Powerful!" Focus your energies on mentoring your home visitors in order to duplicate your networking capacities.</p>			

Take a moment to **brag** about your program. To brainstorm effectively, you should come up with **AT LEAST 20** ideas.

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

When thinking about your program, identify those things you worry about most. What are the **challenges**? What program components need strengthening? Again, to brainstorm effectively, you should come up with **AT LEAST 20 ideas**. List 20 challenges or concerns below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

The strengths and challenges of your program point to what you have to offer potential collaborators, and what your program may need from them. While there is no need to copy and distribute your lists, they should guide you in your networking and collaboration activities.

According to a well-known folk song entitled, **“Make new friends but keep the old, one is silver and the other gold”** also applies to networking and collaborations. The first step you should take is to identify known resources in your professional, personal and geographic community.

Use the graph below to map potential or actual partners or collaborators.

	🏠	🏠
🏠	Clinic 🏠	Library 🏠
55	College 🏠	High School 🏠
🏠	🏠	Business 🏠
🏠	Bank 🏠	Church 🏠
🏠	Elementary 🏠	City Government 🏠
🏠	🏠	🏠
Volunteer Group 🏠	Community Center 🏠	County 🏠
🏠	Grocery 🏠	🏠

By networking you can take your neighborhood map a step further by communicating your strengths and needs to your network and asking their support in identify potential resources within their network. Take your map to 2-4 individuals and ask them to help you fill in some blanks or add more names and contacts to your existing list.

Collaboration

Also called partnerships, collaborations engage two or more parties in “a mutually beneficial and well-defined relationship...to achieve common goals” (Marressich, 2001). Twenty factors have been identified which influence successful collaborations. These factors can be used as a checklist, below, to measure the strength and health of your collaborations. For an even better understanding, provide the checklist to your collaborating partners and ask them to complete it. Share or compare answers.

COLLABORATOR:	Good	OK	Not Good
History of collaboration or cooperation in the community.			
Collaborative group, seen as a leader in the community.			
Political / social climate favorable.			
Mutual respect, understanding and trust between parties.			
Appropriate cross-section of members.			
Members see collaboration as in their self interest.			
Ability to compromise.			
Members share a stake in both process and outcome.			
Multiple layers of decision making.			
Flexibility.			
Development of clear roles and policy guidelines.			
Adaptability.			
Appropriate pace of development.			
Open and frequent communication.			
Established informal and formal communication links.			
Concrete, attainable goals and objectives.			
Shared vision.			
Unique purpose.			
Sufficient funds, staff, materials and time.			
Skilled leadership.			
Total checks in each column			
Multiply totals by 2 for each "Good" and 1 for each "OK"	X 2 =	X 1 =	Zero points
Scoring Grid:			
<p>0-5 points "Independent or Separate?" Begin with an investigation of values and goals to identify areas of overlap. Clear any misunderstandings, stereotypes or bad feelings that may have developed. Build personal relationships.</p>			
<p>6-10 points "Autonomous but Amicable" Find one or more areas where one's strengths match the other's needs. Develop clear "do-able" goals and outline responsibilities of each side with a clear timeline. Gain greater understanding of the organizational culture and rules.</p>			
<p>11-15 points "Clearly Cooperating" Strengthen some of those "OK's" to "Yes's". Conduct strategic planning to meet long-range goals, while maintaining effective communication.</p>			
<p>16-20 points "Completely Committed" Expand the commitment into additional shared resources. Add new partnerships or collaborators to increase the scope or effect of the project.</p>			

Collaboration Resources:

The Collaborative Organization: Morten T. Hansen, October, 2010

Developing a Knowledge Strategy From Management to Leadership: Daryl Morey, Mark Maybury, MIT Press, 2000

Knowledge Networking-The Intelligent Enterprise: Vol 1, No 9, November. 1991

Collaboration: What Makes it Work, by Paul W. Marressich and Barbara R. Monsey. St. Paul Minnesota; Amherst Wilder Foundation, 1992.

Collaboration Handbook: Creating, Sustaining and Enjoying the Journey: Michael Winer and Karen Ray, St. Paul, Minnesota; Amherst H. Wilder Foundation, 1994.

Power Networking-55 Secrets for Personal and Professional Success: Donna Fisher and Sandy Vilas, 1991, 1992. Mountain Harbour Publications.

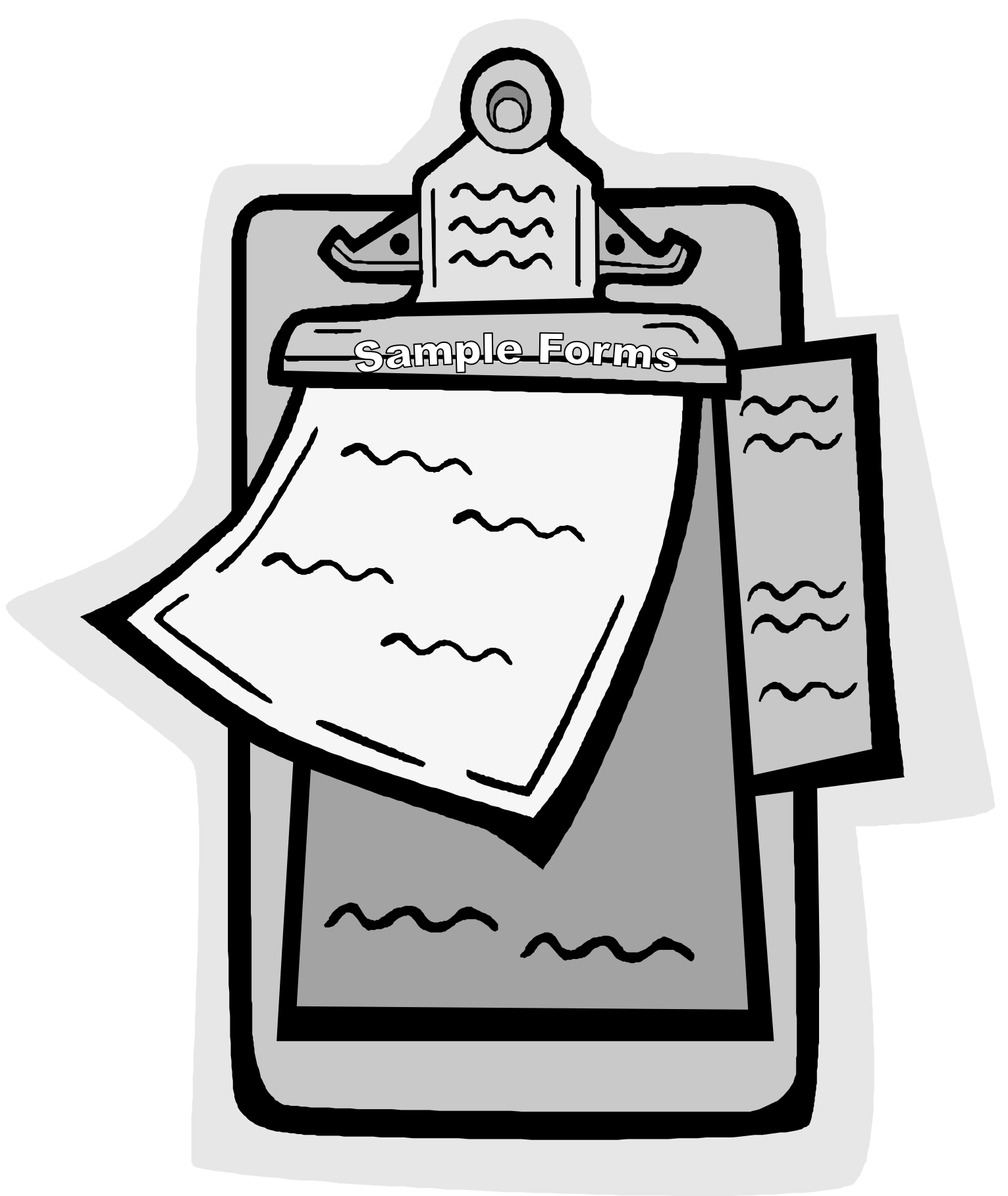


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Site Visit Agenda

HIPPY Homeville

March 28-29, 2012

Monday

9:00 – 9:30

- ✓ Entrance Conference
- ✓ Tour of Facility

9:30 – 12:30 (include break)

- ✓ Introductions and Setting Expectations (45 minutes)
- ✓ History (20 minutes)
- ✓ HIPPY Model (1 hour)
- ✓ Professionalism (45 minutes)

12:30—1:30

LUNCH

1:30—3:35 pm

- ✓ Home Visiting Issues and Techniques (2 hours 5 minutes)

3:35 - ?

- ✓ Coordinator / Trainer Meeting

Tuesday

9:00 – 12:30

- ✓ Warm Up / Connecting Activity
- ✓ The HIPPY Curriculum (45 minutes)
- ✓ Role Play overview and practice (2 hours 35 minutes total)

12:30 – 1:30

LUNCH

1:30 – 3:30 pm

- ✓ Role Play of a home visit (“twist” in home visit module)
- ✓ Tour of the community

3:30 - ?

- ✓ Coordinator / Trainer meeting

Tuesday

9:00 – 12:00

- ✓ Warm Up / Connecting Activity
- ✓ Home Visitor Reflections on Role Play
- ✓ Group Meetings (1 hour)
- ✓ Characteristics of preschool children (30 min)

12:00 – 1:00

Lunch

1:00 – 2:30

- ✓ Forms and Documentation (1 hour 30 minutes)

3:30 – 4:30

- ✓ Exit Conference (coordinator, supervisor, trainer)



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Family Participation Agreement

I agree to participate in the local Home Instruction for Parents of Preschool Youngsters program with my child _____ . I understand that HIPPY is a three-year program, 30 weeks per year. I agree to participate in all HIPPY activities whenever possible. These activities include the following:

1. Meet with an assigned HIPPY home visitor, in my home, every other week, at a regularly scheduled time convenient for both of us. During this home visit, we will review the previous week's lesson and role-play the new HIPPY lesson. I understand that the coordinator will accompany the home visitor occasionally, solely for the purpose of observing the home visit.
2. I will provide a clear, quiet workspace for my home visits. My home visitor and I will plan activities for my child(ren) to do during the home visit so that we can work with few interruptions.
3. I will call or otherwise contact my home visitor if I am unable to keep our scheduled appointment, or if my child or I am sick.
4. I will attend the group meeting every other week, and I realize that the group meeting will take the place of the home visit that week.
5. I will take part in field trips, which will be offered on a periodic basis, I realize that it is my responsibility to take my child on field trips and to monitor his/her activity during the entire trip.
6. I have been made aware of my commitment and I understand my responsibilities as a HIPPY parent. I will do my best to fulfill these requirements.

I release the HIPPY program from any and all liability in connection with my family's participation in HIPPY.

Signed _____

Date _____

HIPPY Staff _____



HIPPYUSA®
Home Instruction for Parents of Preschool Youngsters

Field Trip / Picture Use Agreements

I, _____ agree to take part in field trips, which will be offered on a periodic basis. I realize that it is my responsibility to take my child, _____ on field trips and to monitor his/her activity during the entire trip. I release the HIPPY Program from any and all liability in connection with my family's participation in HIPPY.

signature

witness

date

I, _____ hereby give my permission to my HIPPY Program to use my picture and/or name on behalf of HIPPY in posters, brochures, newsletters, photos, press releases or other materials to illustrate or help HIPPY.

signature

witness

date



Home Visitor Agreement

As a Home Visitor, I understand that I must:

- Have a phone in my home and transportation.
- Have face-to-face contact with families when making home visits.
- Role play with the parent each week, at parent group or during home visits. (No parent receives HIPPY materials for the week without role playing.)
- Be on time for all HIPPY activities.
- Contact the administrative staff and family when having problems, i.e. child's illness or family problems, and am unable to keep home visits, staff meetings, group meetings or staff development days.
- Dress appropriately when representing HIPPY.
- Attend staff meetings.
- Attend staff development meetings.
- Have stable baby-sitting arrangements during work hours.
- Complete paper work as required by HIPPY.
- Comply with rules and regulations stipulated by HIPPY and the local HIPPY program agency.
- Report to supervisor any problems that occur when doing the HIPPY program.
- Not disclose confidential information about HIPPY families to anyone.

I have read and accepted the terms of the above Home Visitor Agreement. I understand that violation or violations of this contract could result in termination.

HIPPY operates with the principle that all parents will be treated with the utmost respect and dignity. Therefore, I will treat the HIPPY parents and children with the same respect that I would want to receive from others.

I will be positive and remember: To invest in a child is to invest in the future. HIPPY makes it possible.

Home Visitor's signature

Coordinator's signature

Date



GROUP MEETING ATTENDANCE FORM

Coordinator _____ Site _____

Parent's Name	Home Visitor's Name	Child/Children's Name
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		



Group Meeting Enrichment Survey

We want to present those topics and themes that are of interest to you . . . and that will provide you with the information you need the most. In order to serve you better, we need you to tell us what you want.

Please check all the activities that you would like to be included. Indicate as many as you like!

- | | | |
|---|---|--|
| <input type="checkbox"/> Arts and Crafts | <input type="checkbox"/> Job Opportunities | <input type="checkbox"/> Alcohol and Drug Abuse |
| <input type="checkbox"/> Child Development | <input type="checkbox"/> School District Services | <input type="checkbox"/> Coping with Stress |
| <input type="checkbox"/> Self Esteem | <input type="checkbox"/> Community Services | <input type="checkbox"/> Sexually Transmitted Diseases |
| <input type="checkbox"/> Discipline | <input type="checkbox"/> Income Tax Credit Guidelines | <input type="checkbox"/> Single Parenting |
| <input type="checkbox"/> Furthering My Education | <input type="checkbox"/> Family Planning, Birth Control | <input type="checkbox"/> First Aid & Home Safety |
| <input type="checkbox"/> Beauty / Hair / Skin Care | <input type="checkbox"/> Childhood Diseases | <input type="checkbox"/> Recreational Activities |
| <input type="checkbox"/> Nutrition – Healthy Snacks | <input type="checkbox"/> Weight Control | <input type="checkbox"/> Domestic Violence |
| <input type="checkbox"/> Health Issues | <input type="checkbox"/> Budgeting, Shopping Wisely | <input type="checkbox"/> Child Abuse / Neglect |
| <input type="checkbox"/> Government Services | <input type="checkbox"/> Parenting Skills | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Banking / Budgets, etc. | <input type="checkbox"/> Marriage, Family Counseling | |

Please give us your ideas:

Group Meeting Information (select best days and time)

- Morning Afternoon Monday Tuesday Wednesday Thursday Friday



GROUP MEETING EVALUATION

Directions: Please help us evaluate our parent group meetings by answering the following questions. Sign your name **ONLY** if you wish.

Put an X along the line.

- | | | | |
|--|--------------------------------|----------------------------------|-----------------------------------|
| 1. The meeting was interesting. | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |
| 2. The information will be helpful. | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |
| 3. I had an opportunity to ask questions. | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |
| 4. The atmosphere made me feel comfortable. | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |
| 5. I would like to have another meeting like this one. | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |
| 6. Would you like this presenter to give another workshop? | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |
| 7. How could this meeting be improved? | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |
| 8. What suggestions do you have for future meetings? | <input type="checkbox"/> Agree | <input type="checkbox"/> Neutral | <input type="checkbox"/> Disagree |

9. Further comments? _____

Your Name (optional)

Date



Group Meeting Plan

Meeting Agenda	WHO	WHAT
1. Welcome		
2. Warm Up		
3. Refreshments		
4. Role Play Week #		
5. Enrichment Topic		
6. Child Care		
7. Closing the Meeting		
8. Clean Up		



Group Meeting Observation Form

Trainer		Date
Observation	Check box	Comments
1. Flyers (current & prior)	<input type="checkbox"/>	
2. Agendas (current & prior)	<input type="checkbox"/>	
3. Sign-in Sheets (current & prior)	<input type="checkbox"/>	
4. Parents welcomed upon arrival	<input type="checkbox"/>	
5. Round Robin Role Play conducted	<input type="checkbox"/>	
6. Speaker(s) or Facilitator(s)	<input type="checkbox"/>	
7. GM Topics match Survey Summary	<input type="checkbox"/>	
8. Parents engaged (current)	<input type="checkbox"/>	
9. Quality child care was arranged	<input type="checkbox"/>	
10. Refreshments were provided	<input type="checkbox"/>	
11. Warm-up activity conducted	<input type="checkbox"/>	
12. Parent evaluation conducted	<input type="checkbox"/>	
13. Door prize(s)/incentives	<input type="checkbox"/>	
14. Space was adequate	<input type="checkbox"/>	
15. Transportation was arranged for families as needed	<input type="checkbox"/>	
16. Staff engaged with parents	<input type="checkbox"/>	



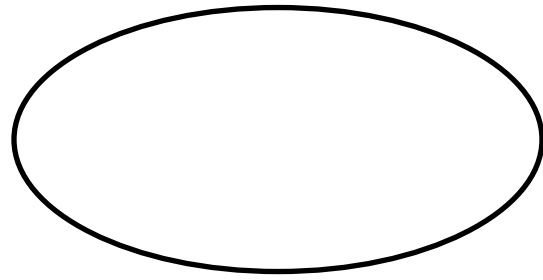
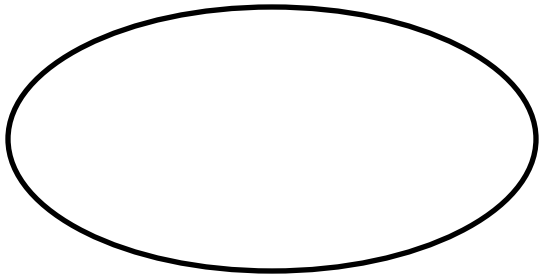
Group Meeting Topic Survey

We want to present those topics and themes that are of interest to you . . . and that will provide you with the information you need the most. In order to serve you better, we need you to tell us what you want.

Please check all the activities that you would like to be included. Indicate as many as you like!

- | | |
|---|---|
| <input type="checkbox"/> Positive Discipline | <input type="checkbox"/> School District Services |
| <input type="checkbox"/> Child Raising Techniques | <input type="checkbox"/> Public Aid |
| <input type="checkbox"/> How to Develop Self-Esteem in my Child | <input type="checkbox"/> Welfare Reform |
| <input type="checkbox"/> Job and Educational Opportunities | <input type="checkbox"/> Income Tax Credit Guidelines |
| <input type="checkbox"/> Health Issues | <input type="checkbox"/> Budgeting Hints |
| <input type="checkbox"/> Self-Defense/Community Safety | <input type="checkbox"/> Domestic Violence |
| <input type="checkbox"/> Arts and Craft | <input type="checkbox"/> Personal Care |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Stress Management |
| <input type="checkbox"/> Department of Public Health Services | <input type="checkbox"/> Organizational Skills |

Please give us your ideas:



SORRY WE
MISSED YOU!
YOU HAD A VISITOR
FROM:



SORRY WE
MISSED YOU!
YOU HAD A VISITOR
FROM:

WE INVITE YOU TO CALL
US AT 555-1111
TO RESCHEDULE
YOUR HOME VISIT
(LOCAL HIPPIY
PROGRAM NAME)

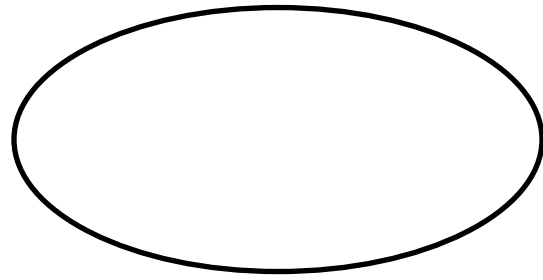
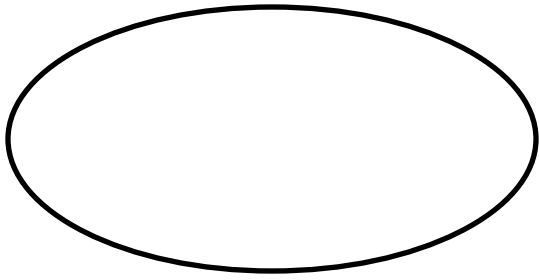
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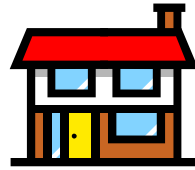
HIPPIYUSA[®]
Home Instruction for Parents of Preschool Youngsters



HIPPIYUSA[®]
Home Instruction for Parents of Preschool Youngsters



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(LOCAL HIPPY
PROGRAM NAME)

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Home Instruction for Parents of Preschool Youngsters



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Home Instruction for Parents of Preschool Youngsters



Home Visit Observation Form

Date		Time <input type="checkbox"/> am <input type="checkbox"/> pm	
Home Visitor Name			
Parent Name		Child Name	
Curriculum Role Play Information	Age <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Week _____	Language <input type="checkbox"/> English <input type="checkbox"/> Spanish
Home Visit	Y/N or N/A	Comments	
1. Arrived on time for visit.			
2. Exhibited good rapport with families - knew children's names, etc.			
3. If a child(ren) were present toys/other items were available.			
4. Reviewed previous week's work.			
5. Obtained information for reports.			
6. Obtained Pull-Page.			
7. Utilized Keys to Role Play – Provided "Before" and "After" information – Used a <i>Sample</i> packet – Switched roles – Child answered spontaneously – Modeled activities – Read directions silently – Read bolded "script" out loud – Provided correct response and child's alternate response – Did not say 'no' to incorrect answers – Praised child periodically – Asked parent to identify unfamiliar words if new book was introduced			
8. Educational concepts were read or explained.			
9. Made periodic mistakes			
10. Modeled expressive reading			

Home Visit	Y/N or N/A	Comments
11. Named title, author and illustrator if new book was introduced		
12. Role Play or Guided Discussion was used with an Age 5 parent.		
13. All props were available.		
14. Shared one activity packet.		
15. Entire packet completed.		
16. Provided any supplies/props that would be challenging for parent to obtain.		
17. Guided parent to find alternate props, if necessary.		
18. Extra support was provided when appropriate.		
19. Offered/suggested enrichment/extension activities when appropriate.		
20. Praised parent (skills, engagement, personal achievements).		
21. Offered to make a referral if indicated.		
22. Informed parent of upcoming HIPPY and community event(s); confirmed next visit; thanked/praised parent.		
23. Visit length was appropriate (45 – 60 min).		

Trainer: _____

Date: _____



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Home Visit Scheduling

Family ID		Child Last Name		Child First Name			
Primary HIPPY Adult Last Name				First Name			
AmeriCorps Family? <input type="checkbox"/> Yes <input type="checkbox"/> No		Home Visitor Code		Home Visitor Last Name		HV Initial	
<input type="checkbox"/> HIPPY 3 (H3)		<input type="checkbox"/> HIPPY 4 (H4)		<input type="checkbox"/> HIPPY 5 (H5)			
Directions: Indicate the number of times each reason was a factor in not completing a Home Visit. If a home visit was made, write in the date and the number of the Activity Packet which was delivered during that home visit.							
Packet Number	Adult not home	Adult canceled	Home Visitor canceled	Total attempts	Packet received during Home Visit?	Packet received at Group Meeting?	Date
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Yes		



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

HIPPY USA PARENT SATISFACTION SURVEY

We would greatly appreciate it if you would take the time to evaluate the educational services that your HIPPY Home Visitor has provided. Please check your answer and add any comments below.

1) The home visitor has offered flexibility in scheduling home visits and has taken into account a time that is most convenient for you. Yes No

Comments

2) The home visitor role-plays the entire lesson each week. Yes No

Comments

What do you like most about your home visits?

What do you like least about your home visits?

3) If you had the opportunity, would you be interested in being a HIPPY Professional? Yes No

If you answered yes, why?

4) Is the home visitor usually on time and well prepared? Yes No

Comments

5) Are you satisfied with the HIPPY activities and extended services? Yes No

Average Duration of Home Visits (hours / minutes): _____

Suggestions / Comments: _____



HIPYPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Program Evaluation Parent Satisfaction Survey

By completing the survey, the staff will be able to evaluate the program.
RESPONSES WILL BE TAKEN SERIOUSLY.

Place an "X" in the box that best describes your opinion

	Very Satisfied	Satisfied	No Opinion	Dissatisfied	Very Dissatisfied	Does Not Apply
1. How satisfied are you with the Home Visitor who has worked with you and your child(ren)?						
2. How satisfied are you with the HIPYPY lessons in helping you to teach your child(ren)?						
3. How satisfied are you concerning how the program has helped your child(ren) learn skills to succeed in school?						
4. How satisfied are you concerning any changes in your child(ren)'s behavior which you have noticed?						
5. How satisfied are you with the program's assistance in finding other services needed for you and your child(ren)?						
6. How satisfied are you concerning the progress your child has shown in getting along well with others?						
7. How satisfied are you that HIPYPY staff members make every effort to help you and your child(ren)?						
8. How satisfied are you that HIPYPY staff members listen to you and respect you as a parent?						
9. How satisfied are you that HIPYPY staff members have worked to help you with your personal goals?						
10. Overall, how satisfied are you with the program?						

Comments _____



HIPPY Parent Survey

Nombre del padre _____

Calle _____

Ciudad _____ Estado _____ Código _____

Teléfono: Casa _____ Trabajo _____

Nombre del Niño _____

Fecha de Nacimiento _____ Sexo del Niño _____

Rasa del Niño / Antecedentes Étnico

- Blanco (No-Hispano) Negro (No-Hispano) Hispano
 Asiático Americano Nativo Otro _____

¿Idioma hablado en Casa? _____

¿Tiene su Hijo diagnosticado o sospechado alguna incapacidad? _____

Especifique: _____

¿Atiende su hijo un programa preescolar? _____ ¿Donde? _____

Otros Niños en su familia Nombre Edad

¿Esta Ud. De acuerdo con una visita semanal, en su casa con un trabajador de HIPPY? _____

Que día es mas conveniente para Ud.? _____

Que Hora del día es mas conveniente? Mañana Tarde Noche

¿Esta Ud. De acuerdo de dedicarle 15 min. Del día a haciendo "HIPPY" con su Hijo? _____

¿Esta Ud. De acuerdo en atender las reuniones una vez al mes? _____

¿Que Hora del día es mas conveniente? Mañana Tarde Noche

¿Si Ud. continué en la comunidad, esta de acuerdo en continuar el programa el otro ano cuando su Hijo entre kinder?

Firma _____ Fecha _____



Telephone Survey

Home Visitor	Parent
--------------	--------

Good morning, this is _____ with the HIPPY program. We are conducting an evaluation with parents of children enrolled in the program. I'd like to take a few moments to ask you some questions that will help us to provide quality service.

What was the last activity packet you completed? _____

	Yes	No		
Does your home visitor meet with you at the scheduled appointment time?	<input type="checkbox"/>	<input type="checkbox"/>		
Does she/he contact you if she/he is late or cannot keep the appointment?	<input type="checkbox"/>	<input type="checkbox"/>		
Were you informed at the initial interview that attending group meetings was a part of your commitment to the program?	<input type="checkbox"/>	<input type="checkbox"/>		
Have you attended any of the last three group meetings?	<input type="checkbox"/>	<input type="checkbox"/>		
Based on your child's progress, would you recommend the program to your friends and relatives for participation next year?	<input type="checkbox"/>	<input type="checkbox"/>		
On a scale of one to five, with five being excellent and one being poor, how would you rate your home visitor's performance?	5	4	3	2 1
	Excellent			Poor

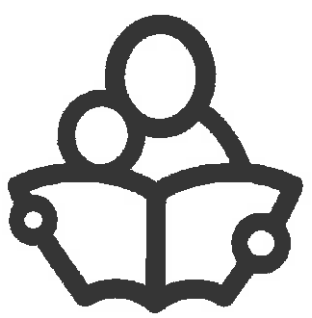
Comments: _____



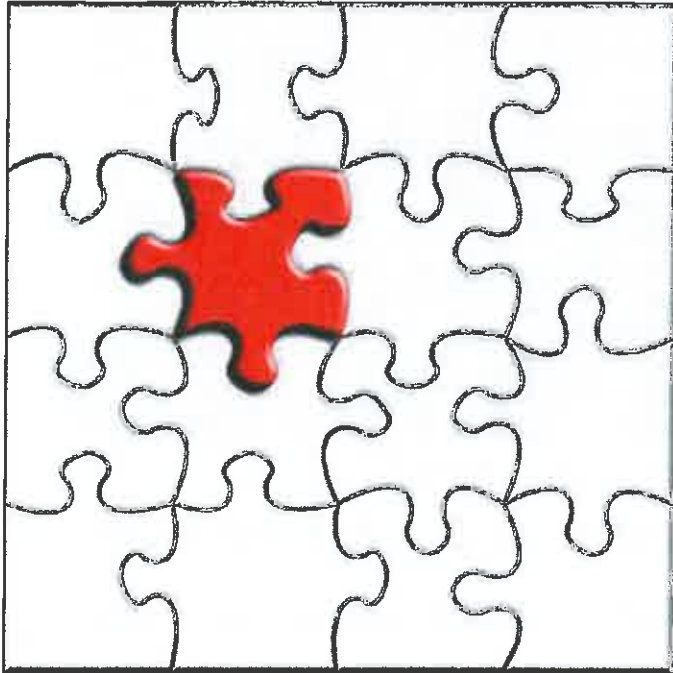
HIPPY MAKES THE CONNECTION FOR YOU!

Enroll your child in our **FREE**
kindergarten readiness program for 3, 4, & 5, year olds!
Materials, supplies, curriculum, and activities are all **FREE!**

Join TODAY!



PUZZLED?

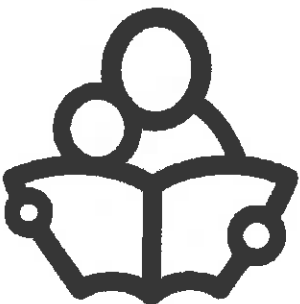


- Reading activities
- Math activities
- Shape activities
- Color activities
- Quality time with parents
- FREE

HIPPY is the Answer!



**Enroll your child in our FREE
kindergarten readiness program for 3, 4, & 5, year olds!
Materials, supplies, curriculum, and activities are all FREE!**





HIPPY Recruitment Checklist

Date	Home Visitor(s)	
Parent Name		
Child's Name		Age

ITEMS	
	<i>Introduce</i> yourself and identify your position within the agency.
	Describe the <i>agency and the location</i> of the program.
	Explain what " <i>HIPPY</i> " stands for.
	Program cost – FREE to all participants.
	<i>Ages</i> of children who participate in the program – 3, 4, and 5 year old children.
	Number of weeks the program operates and number of books included per program year.
	The concept of <i>role playing</i> .
	Explain how the parent " <i>teaches</i> " the child, including amount spent on activities each day.
	<i>Home visit</i> requirements (weekly, except for the week when group meetings are held).
	<i>Group meeting</i> requirements.
	<i>Benefits of the program</i> (to the child, parent and parent-child).
	School preparation to increase school success rate (by exposing children to different activities and age-appropriate books).
	Describe " <i>HIPPY Children's Corner</i> " (a space for children to be engaged in educational activities while parents participate in meetings).
	<i>Ceremony and Certificate</i> (at the end of each program year).
	Trips (throughout the year at low cost to families).
	<i>Raffles</i> and other fund raising efforts.
	<i>Special Events</i> – holiday celebrations, ceremony, lunches, dinners, etc.
	<i>Advocacy</i> efforts.
	<i>Social Services</i> and <i>educational programs</i> throughout the agency.



Evaluation Form for HIPPY Home Visitor

NAME _____ DATE _____

POSITION _____ LOCATION _____

INSTRUCTIONS: The purpose of this evaluation is to assist the employee in improving their performance. Please evaluate the performance of the home visitor by circling each item under the appropriate heading. The evaluation **MUST BE SHARED** with the person being evaluated.

CODE	UP = Unsatisfactory Performance	NI = Needs Improvement	SI = Shows Improvement	SP = Satisfactory Performance
------	---------------------------------	------------------------	------------------------	-------------------------------

- | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1. Acceptance and completion of tasks assigned by supervisor and coordinator | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |
| 2. Dependability (attendance, punctuality, wise use of time) | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |
| 3. Independent judgment when required. | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |
| 4. Interest shown in self-improvement. | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |
| 5. Accuracy and efficiency in record keeping | | | | |
| a. Computer | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |
| b. Weekly sign in sheets | | | | |
| 6. Readiness to profit from suggestions or criticism | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |
| 7. Courtesy, tact and diplomacy in communicating and working with others | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |
| 8. Proficiency in role-play activities | <input type="checkbox"/> UP | <input type="checkbox"/> NI | <input type="checkbox"/> SI | <input type="checkbox"/> SP |

Appraiser's comment: _____

Employee's comment: I Agree I Disagree

Coordinator / Date

Home Visitor / Date



Home Visitor Performance Checklist

Home Visitor _____

Date _____

YES	NO	
		Home visitor turned in completed home visit reports.
		Home visitor turned in completed schedule reports.
		Home visitor was on time for staff meeting.
		Home visitor attended home visit with coordinator.
		Home visitor collected child's work from home visit.
		Home visitor attended all weekly home visits as evidenced by phone calls to parents.
		Home visitor completed computer work.
		Home visitor prepared materials needed for role-play.

Signature _____

Date _____



Staff Performance Evaluation

Employee Name		Date
Job Title	Period of Evaluation From _____ To _____	
Type of Appraisal	<input type="checkbox"/> Probationary	<input type="checkbox"/> Annual <input type="checkbox"/> Special

NOTE: This form is to be completed by the immediate supervisor or executive director and reviewed with the employee by checking appropriate level of performance and making appropriate comments in the spaces provided.

Written comments must be provided on all sections.

PART 1 – Performance Categories

A. JOB KNOWLEDGE – Understanding of all phases of job, including use of methods, techniques, tools and materials, for safe and satisfactory performance.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

B. QUALITY – Accuracy, completeness

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

C. ORGANIZATION – Ability to plan, organize, and complete assigned work with a minimum of supervision.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

D. ATTENDANCE – Observance of work schedule, leave utilization, and compliance with attendance requirements.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

E. CONGENIALITY – Works harmoniously with co-workers, students, visitors.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

F. RESPONSE TO SUPERVISION – Manner in which employee accepts and responds to supervision.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

G. INITIATIVE – Desire to seek, attain and achieve goals; seeks additional responsibility.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

H. SUPERVISORY ABILITY – Effectiveness in directing activities of others, including verbal and written communications.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

PART 2 – Overall Rating

Considering total performance, employee's overall rating is as checked. Any rating other than "Satisfactory" must be explained in detail below.

Outstanding Above Satisfactory Satisfactory Conditional Unsatisfactory

Comments _____

PART 3 – Review of written job description

As part of this evaluation, the official job description for this position has been reviewed by the employee and the supervisor. (Signatures imply that position description is up to date.)

Employee's Signature

Supervisor's Signature

PART 4 – Employee's comments and views on the preceding statements.

PART 5 – Required Signatures

A. Employee Signature	Date
B. Supervisor Signature	Date
C. Rater's Supervisor Signature	Date



Staff Development Form

Date of Review _____

Goals

Set by home visitor

Set by coordinator

Skills to Build

Directions: List two skills you need to improve in order to succeed during the coming years. Identify two ways you can achieve these goals and one way you might benefit from each.

Two skills I need to improve are

1.
2.

Two ways I can begin to achieve each of these goals are

GOAL 1
1.
2.

Two ways I can begin to achieve each of these goals are

GOAL 2
1.
2.

Two ways I can begin to achieve each of these goals are

GOAL 2
1.
2.



Staff Questionnaire

In an effort to acknowledge what is done well and where improvement is needed in HIPPY, we would like you to take a few moments to answer the following questions. It is important that these questions be answered in an honest, thoughtful manner, therefore, names are not needed. The first portion applies to your immediate supervisor, the latter portion to the program in general. Please answer by checking the category that best describes how you feel.

Immediate Supervisor

	most of the time	sometimes	almost never
I feel that she or he:			
Lets me know what is expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides me with good training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is respectful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is respectful to co-workers / clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is consistent when applying discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is fair when applying discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a good leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a good role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps me to be aware of / develop my skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HIPPY Program

	most of the time	sometimes	almost never
I feel that HIPPY:			
(Organization Name) is a good employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides me with good training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a program I'm proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports me in my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does what it says it will do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps me to develop my skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is interested in ME and my welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I need more training in _____

I wish my supervisor would provide me _____

I wish HIPPY would _____

My supervisor is _____



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 Home Instruction for Parents of Preschool Youngsters

Weekly Time Sheet

Week of: (Begin Date) _____ To: (End Date) _____

NOTE: This card must be turned into the proper authority before payment can be made.

DAY	AM		PM		TOTAL HOURS
	IN	OUT	IN	OUT	
SUNDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
WEEKLY TOTAL					

I certify that the above is a true and accurate record of my working time for the period mentioned above, and that I have not performed any work whatsoever during any hours not indicated above as working time.

 Employee Name (Please Print)

 Social Security Number

 Employee Signature

 Date

 Signature of Employee's Supervisor or Principal

 Date