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Page # Newest Version	Section	Original Text	New Text
N/A	Model Terminology	Accreditation	Endorsement
N/A	Model Terminology	Model Guidance, Requirements and Accreditation	Model Guidance, Requirements and Endorsement
N/A	Model Terminology	National Trainer will now become two separate roles	Model Fidelity Specialist and Content Trainer
1	Cover	Manual of Accreditation Standards for Quality HIPPY Programs ACHIEVING HIPPY PROGRAM EXCELLENCE: A COORDINATOR'S REFERENCE FOR MODEL, GUIDANCE, REQUIREMENTS, AND ACCREDITATION 2022-2024 Revised July 2023 HIPPY US	Model Guidance, Requirements & Accreditation: A roadmap to excellence! 2024-2029
3	Overview	The information in this manual, in conjunction with the other manuals in the HIPPY series, will better equip local programs to create, implement, and sustain stronger, successful programming.	This manual is a resource for understanding the minimum standards that define quality implementation of our research based model. Standards are described for each feature of the model, which is further detailed with implementation requirements and best practice recommendations. This guide covers all areas of program implementation including role play, home visits, group meetings, and the all important roles of coordinators and home visitors.
5	Overview	Wording addition	A new subsection has been added to explain the 5 Elements of Model Fidelity
7	Section I: Quality Assurance	Program assessment is an easy and well-accepted method to evaluate and document the quality of services being delivered,	Program assessment is a well accepted method to evaluate and document the quality of services being delivered and ensure that a program is implemented in adherence to the research-based model.



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7	Section I: Quality Assurance	An accreditation status awards the site with a three-year certification that is valid if programming remains fundamentally the same. For programs with multiple sites, accreditation can be awarded collectively, or to individual sites based on each site's ability to meet the standards. In acknowledgment of the site's level of programming quality, accredited sites will not receive a visit from a HIPPY Trainer the year immediately following their certification.	An endorsement status awards the site a five-year credential that is valid if programming remains fundamentally the same. For programs with multiple coordinators, endorsement can be awarded collectively, or individually at the request of the state office, or contracting agency (in the case of independent sites).
7	Section I: Quality Assurance	N/A Wording Addition	New language was added to better explain the endorsement cycle.
10	Section II: Program Assessment	Section II: Program Assessment	Section II: Program Assessment (Previsit)
10	Section II: Program Assessment	N/A This is a wording addition	A new subsection was added to discuss the Administrative Checklist, Model Fidelity Specialists Role and Activities, and the File Review, and the Site Visit Process
14	Section II: Program Assessment	N/A This is a wording addition	A sample site visit agenda was added to the MGRA



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15	Section III: Endorsement & Post Visit Support	After the Site Visit: Within one week of the site visit: The trainer will submit the Accreditation Worksheet* to the site, HIPPY US, and the state office (if applicable). The local program should submit the Trainer Site Visit Evaluation* to the national office and the state office, if applicable. *Note: A site visit is not complete, and no determination will be made in terms of accreditation, until all required documents are submitted.	Moved to section 3 from section 2 and wording change: After the Site Visit: Within two weeks of the site visit: The Model Fidelity Specialist will submit the Endorsement Worksheet and observation forms to the site, HIPPY US, and the state office (if applicable). The local program should submit the Model Fidelity Specialist Site Visit Evaluation to the national office. Note: A site visit is not complete, and no determination will be made in terms of endorsement, until all required documents are reviewed.
16	Section III: Endorsement & Post Visit Support	N/A This is a wording addition	A new subsection was added to discuss the Endorsement Scoring Rubric
17	Section IV: Endorsement Standards	Section IV: Accreditation Standards	Section IV: Endorsement Standards
20-24	Section IV: Endorsement Standards	N/A This is a wording addition	Suggested Role Play Sequence A new subsection was added to better explain the suggested role play cycle and sequence



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26	Keys to Role Play	<ol style="list-style-type: none"> 1. Discuss “Tips” before and “Things to think about and do” after the role play of the activity packet. Sharing information with or asking questions of the parent helps them focus on the activity’s objective, relate the activity to past experiences, apply the learning to daily living, and engage the child in additional activities to extend the learning. See Role Play Standard One, Implementation Guidance “d” through “f” for best practices. For Year 1, role play (best) or read the Tips before the activities; role play (best) or read Things to talk about and do at the end of each activity. 2. Use a Sample Packet to Role play. Use the current week’s Sample Packet to instruct parents during home visits. Home visitors provide parents with an unused packet at the end of the visit. 3. Take turns playing the role of “parent” and “child.” See Role Play Standard One, Implementation Guidance “k” and “l” for implementation options. 4. Answer spontaneously when playing the child. The “child’s” answers should represent what a child of that age might say. Make periodic mistakes. This will provide the parent with practice in anticipating their child’s response and applying the three C’s. 5. Model all activities. If the script reads, get up, and bark, the person playing that role should get up and bark. Let the “inner child” come out! Remember that enjoyment is contagious! 6. Read the directions (in parenthesis) silently before beginning the role play when assuming the teacher/parent role. Reading instructions aloud often gives away the answer or lessens the anticipation or surprise factor in a lesson. All actions should support the child having esteem for their parent in the role of teacher. 	<ol style="list-style-type: none"> 1. Review “Things to think about and do” and role play at least one activity per week. "TIPS" should be reviewed with parents. At a minimum these should be read aloud. With practice they can be restated and paraphrased. This review should be facilitated by the coordinator, then included again in the role play of each activity. Sharing information with or asking questions of the parent helps them focus on the activity’s objective, relate the activity to past experiences, apply the learning to daily living, and engage the child in additional activities to extend the learning. See Role Play Standard One, Implementation Requirements “1” through “13” for more guidance. 2. "Things to Think About and Do" should be reviewed with parents. At a minimum these should be read aloud and with practice they can be restated and paraphrased. At least one extension activity per week, at the coordinator's discretion, should be role played by home visitors in the team role play, and then at each home visit. 3. Use a Sample Packet to Role play. Use the current week’s Sample Packet to instruct parents during home visits. Home visitors provide parents with an unused packet at the end of the visit. 4. Take turns playing the role of “parent” and “child.” See Role Play Standard One, Best Practices “1” through “3” for more guidance. 5. Answer spontaneously when playing the child. The “child’s” answers should represent what a child of that age might say. Make periodic mistakes. This will provide the parent with practice in anticipating their child’s response and applying
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		<p>7. Read the “script” to the child. Information to be said to the child appears in bold letters in the activity packet. (For Year 2 and Age 5, the script is also in capitalized letters.) This is read aloud without skipping any parts. Changes to the narrative can cause the concept being taught to be lost or confusing to the parent.</p> <p>8. State the potential response, which follows a hyphen, regardless of the “child’s” answer. If the child provides a different but correct answer, the child’s answer should be repeated along with the anticipated response. HIPPY teaches through repetition, as well as positive affirmations. This technique serves to develop self-motivated learners.</p> <p>9. Never tell the child “No” or that they are wrong if they answer incorrectly. Using the three C’s technique creates a positive learning environment and encourages self-esteem and thirst for knowledge. Be careful with non-verbal communication, such as a shake of the head or the absence of a nod, which still tells the child they are wrong.</p> <p>10. Provide the child with periodic praise. For example, praise should be given at the end of an activity to acknowledge effort (i.e., you worked very hard today, I like the colors you used in your drawing). Note: praise given for each answer, or too often, becomes meaningless.</p> <p>11. Provide the title, author, and illustrator at the initial reading of each storybook. This practice further expands the child’s literacy development and is a standard “reading</p>	<p>the three C’s.</p> <p>6. Model all activities. If the script reads, get up and bark, the person playing that role should get up and bark. Let the “inner child” come out! Remember that enjoyment is contagious!</p> <p>7. Read the directions (in parenthesis) silently before beginning the role play when assuming the teacher/parent role. Reading instructions aloud often gives away the answer or lessens the anticipation or surprise factor in a lesson. All actions should support the child having esteem for their parent in the role of teacher.</p> <p>8. Read the “script” to the child. Information to be said to the child appears in bold letters in the activity packet. (For Year 2 and Age 5, the script is also in capitalized letters.) This is read aloud without skipping any parts. Changes to the narrative can cause the concept being taught to be lost or confusing to the parent.</p> <p>9. State the potential response, which follows a hyphen, regardless of the “child’s” answer. If the child provides a different but correct answer, the child’s answer should be repeated along with the anticipated response. HIPPY teaches through repetition, as well as positive affirmations. This technique serves to develop self-motivated learners.</p> <p>10. Never tell the child “no” or that they are wrong if</p>



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		<p>aloud” skill. 12. Ask the parent to identify words in the storybook that may be unfamiliar to their child. This allows the parent to obtain assistance in a manner that maintains their dignity by pointing to terms they are unable to pronounce and for which they need a definition. All staff must know how to pronounce and define all words in an activity packet or storybook.</p> <p>12. Review “Things to think about and do” and role play at least one activity per week.</p> <p>13. The coordinator uses the Keys to Successful Role play to train home visitors to present each week’s activity packets to parents. Guided Discussion should be used to prepare home visitors to deliver the Age 5 curriculum.</p>	<p>they answer incorrectly. Using the three C’s technique creates a positive learning environment and encourages self-esteem and thirst for knowledge. Be careful with non-verbal communication, such as a shake of the head or the absence of a nod, which still tells the child they are wrong.</p> <p>11. Provide the child with periodic, meaningful praise. For example, praise should be given at the end of an activity to acknowledge effort (i.e., you worked very hard today, I like the colors you used in your drawing). Note: praise given for each answer, or too often, becomes meaningless.</p> <p>12. Provide the title, author, and illustrator at the initial reading of each storybook. This practice further expands the child’s literacy development and is a standard “reading aloud” skill.</p> <p>13. Ask the parent to identify words in the storybook that may be unfamiliar to their child. This allows the parent to obtain assistance in a manner that maintains their dignity by pointing to terms they are unable to pronounce and for which they need a definition. All staff must know how to pronounce and define all words in an activity packet or storybook.</p>
27	The 3 Cs	N/A This is a wording addition	A new subsection was added to better explain and illustrate the 3 Cs



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29	Role Play: Standard 1	Implementation Requirements G: Role play each activity packet weekly for Little Learners, Year 1, and Year 2. Use a combination of Role play and Guided Discussion for Age 5. A limited amount of Guided Discussion is appropriate with new parents.	Implementation Requirements 7: Role Play each activity packet weekly for year 1 and year 2. Use a combination of Role Play and Guided discussion for Little Learners and Year 3. A limited amount of Guided Discussion is appropriate with new parents.
31	Role Play: Standard 2	Home Visitors successfully instruct assigned parents (not children) in the effectiveness of the curriculum by completely role playing each activity packet each week using the 3C method (Correct, Confirm, Complete). Home visitors should instruct parents enrolled in the Age 5 curriculum using Guided Discussion techniques.	Home Visitors successfully instruct assigned parents (not children) in the effectiveness of the curriculum by completely role playing each activity packet each week using the Keys to Role Play and 3C method (Correct, Confirm, Complete). Role Play and Guided Discussion are used in the Little Learners and Year 3 Curriculum.
37	Home Visit: Standard 1	<p>Validation</p> <ol style="list-style-type: none"> 1. 75% of home visits take place in the home as indicated by: <ol style="list-style-type: none"> a. Data management system report documenting service location 2. If a home visit does not take place in the home, a note is made to the file explaining why another location was used for the visit. If all home visits do not take place in the home, the reason is documented by notes explaining why another location is used. 	<p>Validation</p> <ol style="list-style-type: none"> 1. 75% of home visits take place in the home as indicated by: <ol style="list-style-type: none"> a. Data management system report documenting service location 2. If a home visit does not take place in the home, a note is made to the file explaining why another location was used for the visit. If all home visits do not take place in the home, the reason is documented by notes explaining why another location is used. This includes innovation for age 5.



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37	Home Visit: Standard 2	<p>Implementation Guidance: Implementation Requirements</p> <ol style="list-style-type: none"> a. Ensure parents understand how much time is needed for each home visit by hosting a parent orientation b. Review Parent Participation Agreement and ensure parents acknowledge understanding of program requirements c. Document the time of the home visit in the Data Management System or Home Visit Progress Report Log or alternate document. d. Make an informal assessment of assigned parents' individual needs regarding learning styles, developmental challenges, and literacy levels during the first few visits; make any necessary adjustments over time. 	<p>Implementation Requirements</p> <ol style="list-style-type: none"> 1. Rapport: Parent and Home Visitor greet each other warmly and build rapport 2. Review: The previous week's activity is thoroughly reviewed by the Home Visitor, who interviews the parents about their experience with the curriculum and documents any identified needs. 3. Role play: the curriculum is role-played for about 30-45 minutes, with the parent alternating as parent and child during role-play, depending on the age of the child and needs of the parent 4. Referrals and Reminders: The Home Visitor answers any clarifying questions, reviews materials for next week, schedules the next appointment, thanks the parent for their participation, and exits the Home Visit
38	Home Visit Standard 3	<p>Implementation Guidance: Implementation Requirements</p> <ol style="list-style-type: none"> a. Administer a development screener to identify potential developmental delays. b. Implement family needs assessment to identify social service or health-related referrals. c. Respond to any requests made by parents or observations that indicate a family's need for services. d. Document the referral in the family file (digital or hardcopy) to include the agency referred to, date of referral, follow up date, and disposition 	<p>Implementation Requirements</p> <ol style="list-style-type: none"> 1. Administer a developmental screener to identify potential developmental delays. Programs with a State Office must follow the plan outlined by their state. 2. Implement family needs assessment to identify social service or health-related referrals. 3. Respond to any requests made by parents or observations that indicate a family's need for services. 4. Document the referral in the family file (digital or hardcopy) to include the agency referred to, date



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			of referral, follow up date, and outcome.
41	Home Visit Standard 5	Wording Addition, Implementation Requirements	Implementation Requirements 6: Review program expectations and reschedule the next visit to complete the activity packet. Do not provide the next curriculum packet until the previous week is complete or the reason for the missing pull page is documented. INSTEAD , Discuss and plan with the parent how to proceed. Some parents may be able to complete two packets in one week and catch up, others will need extra time to complete the past week before being able to complete the new packet.



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42	Home Visit Standard 5	N/A This is a wording addition	<p>Best Practice Recommendations</p> <p>Programs should provide families with at least 2 years of curriculum, for example: Little Learners and Year 1, or Year 1 and Year 2, and up to four years of curriculum through Year 3.</p> <p>Children should be enrolled based on need, as defined by the program/state office. It is strongly suggested that pre-post assessments and developmental screeners be used to measure whether a child "needs" subsequent years of home visiting. By serving families who need HIPPY the most, we will have the greatest impact. The following definitions clarify the recommended criteria for enrollment, served, completion, and retention to ensure consistent tracking and reporting of participant progress:</p> <p>Enrolled: A participant is considered enrolled if they have completed all application requirements and have received up to 3 home visits with curriculum packets role played.</p> <p>Served: A participant is considered served if they have received more than 3 home visits with a curriculum packet role played.</p> <p>Completion: A participant is considered to have completed the program if they have completed at least 26 weeks of the HIPPY curriculum during the program year.</p> <p>Retention: The retention rate is calculated as the percentage of participants who have completed the program out of those who were served.</p>
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			The formula is: Retention Rate = (Served/Completion) * 100. For example, if 100 participants were served and 75 completed, the retention rate is 75%.
43	Home Visit Standard 6	Each child has their own copy of the (paper-based or digital) curriculum. Implementation requirements	Each parent or caregiver has their own copy of the (paper-based or digital) curriculum to use with their child in the language that is predominantly used in the home (English or Spanish is available).
44	Home Visit Standard 6	N/A This is a wording addition	<p>Best Practice Recommendations</p> <p>1. English as a second language learners can be served as long as one of the following criteria are met:</p> <p>a. The parent feels comfortable reading and speaking in English to their child, or another family member (such as sibling) is able to work with the child daily</p> <p>b. A home visitor can be hired from that community of second language learners, who can speak and read fluently in their language and present the curriculum in English with support in their home language.</p> <p>c. A translator is provided either in the home via another family member, or by the program.</p>
46	Group Meetings Standard 1	N/A This is a wording addition	<p>Implementation Requirements</p> <p>5. Primarily, social events such as "end of year celebration" or "field trips" must include documented educational components for parents and children for the event to be considered one of the 6 required group meetings.</p>



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47	Group Meetings Standard 1	<p>Validation</p> <ol style="list-style-type: none"> 1. Six group meetings, or series of meetings, are held annually as indicated by: <ol style="list-style-type: none"> a. Current meeting schedule b. Six Current and Previous year's sign-in sheets and flyers c. Six Current and Previous year's Group meeting planning forms d. Six Parent Survey Summaries that indicate that parents' needs are used to plan meeting topics <p>Meeting agendas for all meetings held year-to-date compared to the Parent Survey Summary indicate parents' desires/needs are being met</p>	<p>Validation</p> <ol style="list-style-type: none"> 1. Six group meetings, or series of meetings, are held annually as indicated by: <ol style="list-style-type: none"> a. Current meeting schedule b. Six Current and Previous year's sign-in sheets and flyers c. Most recent six Group Meeting Planning forms (this may include forms from the previous year if six meetings have not yet been held in the current year). d. Six Parent Survey Summaries that indicate that parents' needs are used to plan meeting topics. Meeting agendas for all meetings held year-to-date compared to the Parent Survey Summary indicate parents' desires/needs are being met.
49	Coordinator Section	Wording Addition	<p>On the occasion where geography, community need, or low population density results in a smaller size program, it is understood that a full-time coordinator may be cost-prohibitive. In these cases, a program can operate as a "micro-site" (Microsite Guidance) with prior approval from HUS or the state office.</p>



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50	Coordinator Standard 1	<p>The coordinator has a bachelor’s degree in early childhood education or a related field preferred. If a bachelor’s degree is not in early childhood education or a related field, the coordinator must complete 24 contact hours of training in early childhood development each program year. If a candidate does not have a Bachelor’s degree, they may be conditionally hired as a Coordinator with an Associate’s degree and five years of home visiting experience. The coordinators must then obtain their Bachelor’s degree in early education or related field within three years.</p> <p>*Coordinators hired before 2011 were granted an exemption to the required bachelor’s degree. However, they must obtain a minimum of 24 hours of training in early childhood education and child development annually. Coordinators hired after 2011 must comply with standards as written above and obtain a degree within three years of this contract year or date of hire, whichever is most recent.</p>	<p>The coordinator is required to hold a bachelor’s degree in early childhood education or a related field. In rare circumstances, equivalent lived experience may be considered, subject to pre-approval by the state office director (if applicable). In the absence of a bachelor’s degree in early childhood education or a related field, the coordinator must complete 24 contact hours of training in early childhood development each program year.</p>
50	Coordinator Standard 1	<p>Validation</p> <ol style="list-style-type: none"> 1. The coordinator has attended preservice. <ol style="list-style-type: none"> a. Documentation of preservice attendance 	<p>This was removed from the validation for this standard in the MGRA and added to the administrative checklist. What was previously validation 2 became validation 1.</p>



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51	<p>Coordinator Standard 2</p>	<p>Implementation Requirements</p> <ol style="list-style-type: none"> a. The coordinator should select the home visit to observe the home visitor. b. Schedule observation visits at regular intervals throughout the year. c. Conduct visits with new home visitors within the first five weeks of the curriculum week; the second observation should occur within weeks six through fifteen of the curriculum, with the results of the first observation used to determine the interval between visits. d. Conduct visits with veteran staff within the first ten curriculum weeks. The second observation for the purpose of performance monitoring should occur within weeks ten to twenty of the curriculum. e. Schedule second visits within the upcoming three to six weeks of the curriculum following the first visit if challenges are noted in the first visit. f. Conduct all three observation visits by at least curriculum week twenty-five. g. Conduct additional assessment through quality check-in with parents, as needed. h. Include home visit observations, observations at group meetings, observations at staff meetings, and a review of overall work in Performance Evaluations. i. Record your observations on appropriate forms. (See Home Visit Observation Form.) j. Meet with each home visitor at least three times a year to discuss their performance and establish/ review goals. All Performance Evaluations should be completed by at least week 25. (See Home Visitor Evaluation Best Practices and Sample Forms.) 	<p>Implementation Requirements</p> <ol style="list-style-type: none"> 1. The selection of the home visit to observe the home visitor is done by the coordinator. 2. Schedule observation visits at regular intervals throughout the year based on the experience and support needs of the home visitors. See suggested schedule under Best Practice Recommendations below. 3. Conduct all three observations by curriculum week twenty five. 4. Conduct additional assessment through quality check-in with parents, as needed. 5. Record observations on Home Visit Observation Form.
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51	Coordinator Standard 2	<p>Best Practice Recommendations</p> <ol style="list-style-type: none">1. For new home visitor conduct observation by week three of the curriculum. Allow for shadowing opportunities with seasoned home visitors.	<p>Best Practice Recommendations</p> <ol style="list-style-type: none">1. For a new home visitor conduct the first observation by week three of the curriculum. Allow for shadowing opportunities with seasoned home visitors. For experienced home visitors, conduct the first observation by week five. For all home visitors conduct the second observation by week fifteen and the third observation by week twenty five.



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52	Coordinator Standard 3	<p>Rationale The HIPPY model uses peer home visitors who share the language, culture, and life experiences of the families they serve. While most home visitors do not have college degrees, they receive intensive weekly training from the program coordinators to enable them to deliver the curriculum successfully to the parents. HIPPY is the first professional level job for many of the women and men employed as home visitors, highlighting the strong workforce development element of the model.</p> <p>HIPPY’s workforce development initiative supports home visitors as they plan for future professional growth. It provides home visitors with time to reflect on their professional goals and areas in which they can grow with the guidance and support of their coordinator. Helping home visitors see the value of continuing education and how it relates to their personal goals can help fine-tune their professional development in ways that will help them move further into the workforce.</p>	<p>Rationale The HIPPY model uses peer home visitors who share the language, culture, and life experiences of the families they serve. While most home visitors do not have college degrees, they receive intensive weekly training from the program coordinators to enable them to deliver the curriculum successfully to the parents. HIPPY is the first professional level job for many home visitors, highlighting the strong workforce development element of the model.</p> <p>HIPPY’s workforce development initiative supports home visitors as they plan for future professional growth. It provides home visitors with time to reflect on their professional goals and areas in which they can grow with the guidance and support of their coordinator. Helping home visitors see the value of continuing education and how it relates to their personal goals can help fine-tune their professional development in ways that will help them move further into the workforce.</p> <p>HIPPY US provides a variety of support and training materials for coordinators to use during training of home visitors. These provide a good starting point for coordinators, who should also bring in other materials such as information from websites like NAEYC, Head Start, as well as reference information from state education agencies and other resources. In sum, the coordinator should spend time preparing for the weekly role play training just as a teacher would prepare for teaching a class.</p>
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52	Coordinator Standard 3	Moved from implementation requirements from coordinator standard 2 to coordinator standard 3	<p>Implementation Requirements</p> <ol style="list-style-type: none"> 1. Include home visit observations, observations at group meetings, observations at staff meetings, and a review of overall work in Performance Evaluations. 2. Meet with each home visitor at least three times a year to discuss their performance and establish and review goals. All Performance Evaluations should be completed by at least week twenty five. (See Home Visitor Evaluation Best Practices and Sample Forms.)
53	Coordinator Standard 3	<p>Implementation Requirements</p> <ol style="list-style-type: none"> a. Professional goals may be discussed anytime during a home visitor's tenure at HIPPY: when interviewing, during orientation, and during weekly coaching. 	<p>Implementation Requirements</p> <ol style="list-style-type: none"> 3. Professional goals should be discussed throughout a home visitor's tenure at HIPPY: when interviewing, during orientation, and during weekly coaching.
53	Coordinator Standard 3	<p>Implementation Requirements</p> <ol style="list-style-type: none"> f. Write a professional development plan and check for progress at least annually 	<p>Implementation Requirements</p> <ol style="list-style-type: none"> 8. Work with home visitors one on one to create a professional development plan and check for progress at least quarterly.
57	Home Visitor Standard 2	Home Visitors can read, write, and speak well in the curriculum language they will use with assigned parents.	Home Visitors can read, write, and speak fluently in the curriculum language they will use with assigned parents.