



HIPPY
UNITED STATES

Model
Guidance,
Requirements &
Accreditation

**A ROADMAP
TO EXCELLENCE!**

2024-2029

Revised July 2024 HIPPY US

MGRA: Model Guidance, Requirements and Accreditation Standards for Quality HIPPY Programs 2024-2029

Revised July 2024 HIPPY US

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Overview

Endorsement signals a site's commitment to excellence in the implementation of the **Home Instruction for Parents of Preschool Youngsters (HIPPY)**. 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.

In addition to the program standards, HIPPY operating agreements with the state office (where applicable) or HIPPY International, include requirements that are detailed on the administrative checklist, which may be slightly different if adapted by the HIPPY State Office. These are required to ensure the local implementing agency's support and sustainability of the HIPPY program, and adherence to branding guidelines. HIPPY US (HUS) and the state offices are committed to high quality programming throughout the network of HIPPY programs. Therefore, each program can expect to receive the technical assistance needed to achieve positive outcomes.

In order to assess whether the program is implemented with fidelity to our research-based model, a site visit is periodically conducted by an objective, experienced, representative of HIPPY in the US. The endorsement process includes an on-site evaluation of essential elements and programmatic practices, based on documentation and in-person observations that constitute evidence that the site is adhering to program standards.

This guide offers HIPPY program staff a clear path to successful implementation and assists them in smoothly navigating the endorsement process. If you have any questions or need direct assistance, please reach out to your state office or HIPPY US if you are an independent site. We are ready to provide support and answer your questions.

The Mission

HIPPY partners with parents to prepare their children for success in school.

The Model: Purpose and Outcomes

HIPPY is an **evidence-based**, early childhood home visiting program designed to support parents in preparing their children for school success. The goal of the HIPPY program is to empower parents as their children's first, and most influential teacher by giving them the tools, skills, and confidence they need to successfully engage their children in educational activities in the home. When implemented with fidelity, HIPPY programs can expect positive outcomes for both parents and their children.

Research has shown that children from low-income homes are more likely to start school at a significant disadvantage, and that the gap persists throughout elementary school. Research also shows that parental involvement in children's educational activities in the home is an important predictor of school success. Many parents who want the best for their children may lack the skills, knowledge or confidence to actively support their child's academic learning. HIPPY is designed to fill the gap between parents' dreams for their children, and the resources and knowledge needed to fulfill that dream. Through well-defined activities, materials and instruction, the HIPPY model is designed to achieve the following:

Parents:

- Are active in guiding their children's educational experiences in the home while creating a love of learning from an early age
- Provide their children with a literacy-rich home environment
- Assume an active role as their children enter the formal academic environment by communicating with teachers, attending school events, volunteering in the schools, and advocating for their children

Children:

- Acquire pre-academic skills and knowledge in all early childhood development domains
- Enjoy a strong bond with their parent
- Achieve long-term academic success

Why Model Fidelity?

Fidelity to a research-based program model such as HIPPY ensures that the program is implemented as intended, maintaining its integrity and maximizing its effectiveness. When HIPPY program staff adhere closely to the implementation requirements and best practice recommendations, the outcomes are more likely to align with those observed in research studies. This consistency helps to validate the program's effectiveness, and results in accurate assessment of its impact. By following our research-based program with fidelity, implementing agencies and funders can confidently attribute results to the program itself and make data-driven decisions for improvements.

There is considerable research on the replication of educational interventions such as HIPPY. Five elements have been identified which guide our work in ensuring we can accurately assess whether our program model is being implemented as intended.

1. **Program specificity** - Key elements of a program's design are clearly described and defined so that practitioners understand what is expected and to what degree. HIPPY US accomplishes this in this document, and through preservice training for coordinators and supervisors.
2. **Adherence** - the degree to which the program is implemented as it was originally designed, following prescribed methods and practices. This ensures that the program's core components are delivered consistently and as intended, which is crucial for achieving reliable and effective outcomes.
3. **Duration** - delivery of the program for the amount specified by the program model. In the case of HIPPY, this refers to the weekly training provided to home visitors and the number of packets role played with parents in their homes. Inconsistency in duration may compromise the program's effectiveness.
4. **Engagement** - active and consistent participation ensures that families receive the intended experience and benefit from the intervention as planned. Low engagement can lead to deviations from the program's core components and diminish effectiveness, while high engagement supports achieving the desired outcomes.
5. **Quality of delivery** - ensuring the skillful and consistent application of the program's methods and components. High-quality delivery ensures that the program is implemented in a way that aligns with the original design, therefore maximizing its impact and effectiveness, which is more likely to produce outcomes similar to those observed in research.

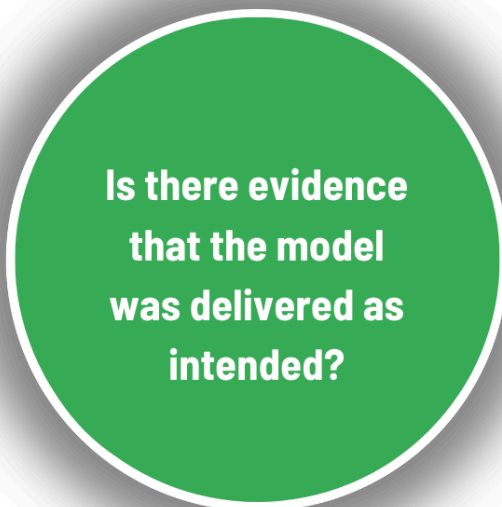
5 Elements of Model Fidelity

Considerations for Effective Implementation of the HIPPY Model



Program Specificity

How well is the program defined?



Adherence

How well do we stick to the model and curriculum?



Quality of Delivery

Do the coordinator and home visitors have the necessary training, knowledge, and skills to deliver the instruction?



Engagement

How attentive and involved are the parent and child?



Duration

How many curriculum weeks are completed?

Why Fidelity? If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

National Center on Intensive Intervention at the American Institutes for Research

Based on: Dane and Schneider (1988); Gresham, Gansle, and Noell (1993); O'Donnell (2008)

Section I: Quality Assurance

The overarching goal of the HIPPY program is to maximize each child's ability to achieve long-term academic success through the interactive involvement of their parents. Longitudinal studies demonstrate that children who participate in HIPPY perform better than comparable students throughout their school years and adherence to the model is a key determinant in obtaining these results.

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. The quality assurance process will allow individual sites to first engage in [self-assessment](#), and subsequently to have their findings validated by a HIPPY Model Fidelity Specialist or a representative from their state office. Each site that demonstrates quality programming by meeting **all standards** of the HIPPY Model and defined [contractual obligations](#) will earn **endorsement** status. 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).

New Site Implementation

Year One – The site coordinator and supervisor, with the support of a National / State Model Fidelity Specialists, should review this manual by week 20 to ensure familiarity with the quality assurance process, develop practices that will support the ability to meet all standards, and make plans for implementing Year 2 according to model fidelity.

Year Two – The site coordinator should engage a team to conduct an informal self-assessment between curriculum weeks 10 to 15. Any improvement strategies should be developed and implemented based on the self-assessment findings. The HIPPY State Office, or HUS Independent Site Director will provide support and input during this process through in person and/or virtual means.

Year Three - The site will be eligible to engage in the endorsement process. If so, a HIPPY Model

Fidelity Specialist will visit the site to observe, make recommendations for continuous improvement, and provide training and technical assistance to ensure model fidelity. If endorsement is accomplished, it will be valid for a period of 5 years after the site visit. In the sixth year, the site will be eligible to engage in the endorsement process again.

Once a new site has received endorsement they become an “existing site” and follow a five year endorsement cycle, see below. If endorsement is not accomplished, the site completes a [Program Improvement Plan](#) and is eligible to engage in the endorsement process again as soon as the following year. Eligibility for endorsement is at the discretion of HIPPY US in collaboration with the relevant HIPPY State Office (if applicable).

Example: New Site

1. **Year 1** of program implementation - **start up support** is provided and the site becomes familiar with the endorsement documents and process, with the support of the State Office / HUS.
2. **Year 2** of program implementation - site engages in an **informal self-assessment** with the support of the State Office / HUS as applicable, who will provide technical assistance for quality improvement.
3. **Year 3** of program implementation - site engages in **formal endorsement process** which includes an on-site visit with a Model Fidelity Specialist who validates the [Endorsement Worksheet](#) through reviewing documents and making observations.
 - a. If the site is **awarded endorsement** in Year 3 then it is endorsed for 5 years and is eligible for endorsement again in year 6 of implementation.
 - b. If the site **did not receive endorsement** in Year 3, then it completes a Program Improvement Plan and is eligible to engage in the endorsement process again as soon as the following year.
4. **Year 4** of program implementation - site receives **ongoing support and technical assistance** from the State Office / HUS as applicable. The focus of support is to increase quality as reflected in the recommendations made by the Model Fidelity Specialist during the site visit.
5. **Year 5** of program implementation - **ongoing support and technical assistance** as described above in year 4
6. **Year 6** of program implementation - the cycle begins again with an **informal**

self-assessment with the support of the State Office / HUS as applicable, who will provide technical assistance. The following year the site will again receive a site visit and henceforth continues as an existing site, see below.

Existing Site Implementation

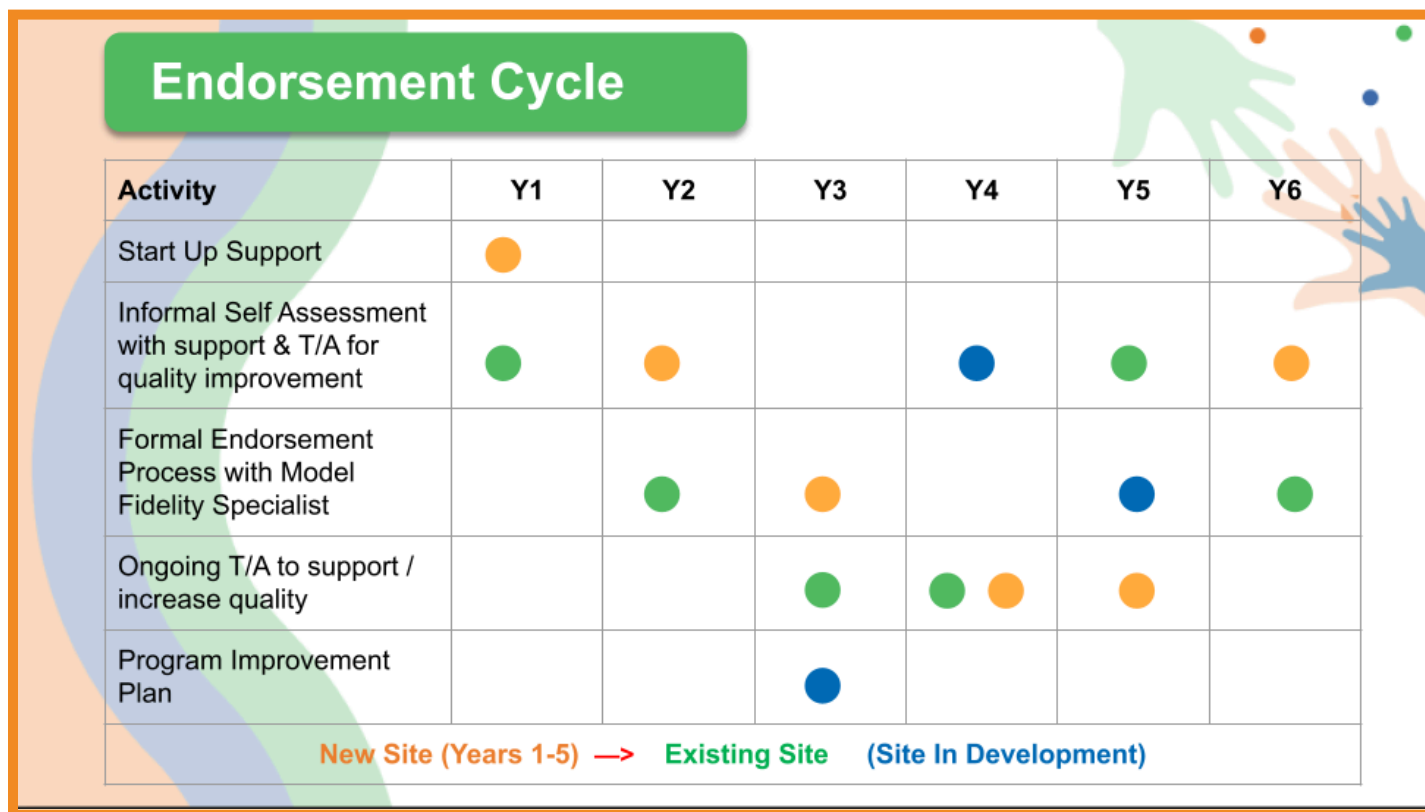
An existing site is one that has been in place for at least 5 years, and has completed the endorsement process at least once.

Example: Existing Site

1. **Year 1** - site engages in an **informal self-assessment** with the support of the State Office / HUS as applicable, who will provide technical assistance for quality improvement.
2. **Year 2** - site engages in **formal endorsement process** which includes an on-site visit with a Model Fidelity Specialist who validates the **Endorsement Worksheet** through reviewing documents and making observations.
 - a. If the site is **awarded endorsement**, then it is endorsed for 5 years and is eligible for endorsement again in the 6th year after the initial endorsement.
 - b. If the site **did not receive endorsement**, then it completes a **Program Improvement Plan** and is eligible to engage in the endorsement process again as soon as the following year.
3. **Year 3** - site receives **ongoing support and technical assistance** from the State Office / HUS as applicable. The focus of support is to increase quality as reflected in the recommendations made by the Model Fidelity Specialist during the site visit.
4. **Year 4** – site receives **ongoing support and technical assistance** as described above in year 3.
5. **Year 5** - site receives **ongoing support and technical assistance** as described above in year 3.
6. **Year 6** - the cycle begins again with an **informal self-assessment** with the support of the State Office / HUS as applicable, who will provide technical assistance. The following year the site will again receive a site visit and henceforth continues as an existing site, see below.

NOTE: A new coordinator hired at an existing site is not expected to receive an endorsement visit until they have served **at least 1 year** as coordinator. This gives new coordinators the time needed to attend Coordinator Preservice as well as receive technical assistance and support from their state

office / HUS as applicable. Always, eligibility for endorsement is at the discretion of HIPPY US in collaboration with the relevant HIPPY State Office (if applicable).



Section II: Program Assessment (Pre-visit)

The national program assessment process includes **self-assessment by a local team of stakeholders, followed by an on-site assessment by a HIPPY Model Fidelity Specialists.**

Self-Assessment

An essential component of ensuring quality implementation of the HIPPY model is formal self-assessment at the local level. Each site conducts a self-assessment for all standards, prior to the Model Fidelity Specialist on-site assessment. Conducting the self-assessment well in advance of the Model Fidelity Specialist’s site visit allows the local program to make improvements in the implementation of the HIPPY model prior to the Model Fidelity Specialist’s site visit.

The following guidelines will assist in the self-assessment process:

1. The **self-assessment team** consists of the agency supervisor, the coordinator, a home visitor, a member of the HIPPY advisory group, and a HIPPY parent. Others may be added to the team at the discretion of the agency.
2. HIPPY staff should **collect all pertinent documentation to be reviewed** by the self-assessment team. The same documents will be reviewed by the Model Fidelity Specialist during the site visit. Caution should be exercised to maintain the confidentiality of personal information, ex. family files, home visitor files.
3. The self-assessment team will review all documentation to determine if each standard has been met. These determinations should be entered on the **Endorsement Worksheet** with descriptions of any differences from the model, creative strategies, and any other information that helps the Model Fidelity Specialist better understand what they will observe on site.
4. The [Endorsement Scoring Rubric](#) should be used in tandem with the **Endorsement Worksheet** as it has examples and criteria that the Model Fidelity Specialists will use to award points in the **Endorsement Worksheet**.
5. Both the self-assessment team (and later, the HIPPY Model Fidelity Specialist) will use the [Observation Forms](#) referenced in this document as well as the **Endorsement Worksheet** for entering findings.
6. The self assessment team should strive to **describe how each and every standard is met** by the site. This documents a site's efforts AND provides the site visitor with key information to help understand the local site's implementation of the model.
7. The completed **Endorsement Worksheet** – electronic and hard copy – must be given to the Model Fidelity Specialist for use during the site visit. This should be sent to the Model Fidelity Specialist a minimum of 2 weeks prior to the visit. Supporting documentation must be organized and available for review on site.
8. Some documents will be [reviewed](#) virtually prior to the on-site visit. The site coordinator and Model Fidelity Specialist together should identify which documents are expected to be included in the virtual document review. They will also decide whether they will be reviewed together during their monthly calls, between the calls, or during the site visit itself (see Model Fidelity Specialists Role and Activities below). Documents which could reasonably be expected to be reviewed virtually have been identified and are in the **Endorsement Worksheet**.

Administrative Checklist

The Administrative Checklist is an attachment to the site contract between the local operating site and the HIPPY State Office / HIPPY International. This checklist must be reviewed and completed in order for a site to receive endorsement. The checklist confirms that the site has met contractual obligations.

Model Fidelity Specialists Role and Activities

HIPPY US cadre of Model Fidelity Specialists, selected and trained from among experienced HIPPY practitioners, will provide training and technical assistance, conduct site visits and otherwise support local programs. Specialists are provided training and support to ensure they are able to meet established training and technical assistance goals.

Model Fidelity Specialists primarily conduct reviews and observations to validate implementation of the HIPPY model with fidelity. Follow up **recommendations** for alignment to the model will result in the site being required to submit a **Program Improvement Plan**. Additionally, the Model Fidelity Specialists can provide support and technical assistance to staff regarding effective and efficient implementation of the HIPPY model at their site. This may include sharing strategies that have been effective at other sites, helping staff identify quality improvement goals, and sharing other ideas and best practices to further improve program implementation. These **suggestions** are offered in an effort to improve quality even if the site is implementing all the standards with fidelity. When suggestions are made, it does not require the site to submit a program improvement plan.

Once a HIPPY Model Fidelity Specialist has been assigned, they will be in **monthly contact with the site coordinator**, up to the provision of the on-site visit, plus one additional follow up call after the visit. The purpose of these monthly calls are the following:

- To get to know the intricacies of implementation at the site
- Answer any questions about the Endorsement process
- Identify any additional support or technical assistance needed by the site
- Identify documents to be sent in advance for the virtual document review
- Make plans for the on-site visit.

After the site visit, the Model Fidelity Specialist will engage in 1 follow-up call with the site to consider any questions regarding implementation of recommendations and/or suggestions.

File Review

The endorsement process is accomplished through observations on site, a review of randomly selected family files, as well as key documents that reflect successful implementation of the program model. The endorsement process includes the opportunity for a virtual document review, followed by on-site validation of each HIPPY Standard detailed in this document. A virtual review allows the Model Fidelity Specialist to validate some files electronically prior to the site visit. This creates an opportunity for the in-person time to focus on interactions with staff, observation of program components, and training/coaching (if time allows and a need is expressed by the site). The Model Fidelity Specialist and site coordinator together will decide which, from among the list of suggested documents for virtual review, will be reviewed prior to the site visit. They will also decide whether to review together on the monthly calls, or between calls. This flexibility (as to which documents, and whether they are reviewed together on the call, or independently) allows for site needs to be met in terms of technology, time, etc. In addition to the virtual file review, the completed self-assessment portion of the **Endorsement Worksheet** should be emailed to the Model Fidelity Specialist at least 2 weeks prior to the site visit. Together with the monthly calls, the virtual review and the completed self assessments prepares the Specialist for the in-person site visit. Use the **Endorsement Worksheet** to organize your folders and files for both the in person and virtual document reviews.

The files that could be shared in the virtual review are identified as such in the Endorsement Worksheet under “validation” for each standard. Any files not reviewed virtually will be reviewed on site. Together with the site coordinator, the Specialist will identify, in advance, documents that will be reviewed virtually. The files sent to the Model Fidelity Specialist for virtual review **should be clearly labeled to reflect the standard being reviewed**. They should be named and organized such that the Model Fidelity Specialist can easily understand which standard the validation document is being provided for. For example, they could be scanned together as one large document/pdf in the order of the standards, or individual documents each of which is named according to the standard it validates. **No personally identifiable family information should ever be sent to the Model Fidelity Specialist for the virtual document review.**

Sample Site Visit Agenda

The following agenda includes all components that are expected to be included in a site visit.

Happy HIPPY Program Site Visit 500 Role Play Lane, Avimaville, CA Terrific Trainer: 307-789-6541 Cool Coordinator: 214-369-8521	
Activity - Required unless noted otherwise	Estimated time
2 Home Visit observations with different home visitors, and in 2 different curriculum years, ex. Home Visitor 1 visiting a Year 2 family, Home Visitor 2 visiting a Year 1 family	3-4 hours depending on distance between homes
File review <ul style="list-style-type: none">At least 2 files, randomly selected by the Model Fidelity Specialist, from each home visitor. Additional files may be pulled if necessary.Group meeting documentationOther files not completed in the virtual file review	2-4 hours depending on the number of home visitors and how much was accomplished in the virtual file review
Staff Meeting observation including role play of Y1, Y2, Y3 curriculum. NOTE: Little Learner curriculum role play or home visits are not included in the endorsement process.	3-4 hours (depending on how many years of curriculum are role played)
Group meeting observation (optional)	2 hours
Exit conference with Coordinator and Supervisor	1 hour
Training HIPPY staff or one-on-one coaching of coordinator (optional, based on needs identified in advance, and if time allows).	1-2 hours

At the conclusion of the visit, the HIPPY Model Fidelity Specialist will verbally share findings during an exit conference held with the coordinator and HIPPY supervisor. After the visit the Model Fidelity Specialist will provide their observations and recommendations as documented on the worksheet, observation forms, and file review form. These report documents will be submitted by the Model Fidelity Specialist to HUS and the state office as applicable. In addition, the Model Fidelity Specialists will provide recommendations (required for fidelity to the model) or suggestions for improvement. If any standard is not met, resulting in recommendations by the Specialist, the site must submit a **Program Improvement Plan** within a month of being notified by HUS. The program improvement plan details the actions that will take place to align the site to the HIPPY standards, and will include a timeline and person(s) responsible for the actions.

Section III: Endorsement & Post Visit Support

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 and all contractual obligations are met.

HIPPY US will grant the appropriate endorsement status based on the **Endorsement Worksheet** and compliance of the contractual obligations, including payment of fees, as verified on the Administrative Checklist. Notification of endorsement status will be sent to the site within 30 days after receiving the **Endorsement Worksheet** from the Model Fidelity Specialists and the Model Fidelity Specialist Site Visit Evaluation from the local program.

Endorsement Scoring Rubric

This document provides site coordinators and Model Fidelity Specialists with additional information for assessing fidelity and implementation of each HIPPY standard, as well as creative strategies for high-quality programming. The rubric offers concrete examples and thresholds that would result in each standard being rated into one of three categories: does not meet standard (0 points), meets standard (1 point) and exceptional (2 points). **Descriptors in the rubric are examples, not criteria that need to be met**, and not all of the criteria in the description are required to be missing/in place for the points to be assigned. Especially for the exceptional column, the site may implement other creative strategies that are not listed. These must be documented in the **Endorsement Worksheet** in the Self-assessment and/or Model Fidelity Specialists validation fields. Points will be assigned based on the observer's judgment, using the description as a guide. The descriptions help the observer create a picture of overall implementation of the program model, and rather than focusing on a single instance, the descriptions should be used to assess observations as a whole. **For a site to be endorsed, they must meet the minimum standard on each of the standards.** A site may be recognized as exceptional in one standard, and still not receive endorsement if another standard is not met. The **Scoring Rubric** provides both the site and Model Fidelity Specialists with an opportunity to recognize sites that exceed the minimum standards. Every year, visited programs will be ranked, based on results of the scoring rubric, and **stellar sites** will be recognized in a variety of manners.

Each endorsement standard is evaluated based on the evidence provided, validation by the Model Fidelity Specialists during the virtual file review, on-site observations, and onsite document review by the Model Fidelity Specialists, as reflected in the **Endorsement Worksheet**.

If the documentation demonstrates that the standard has been met – meaning **ALL required evidence** is present – the Model Fidelity Specialists verification is marked evidence verified (1 point for each standard). If the evidence is lacking the Model Fidelity Specialists verification is marked evidence not verified. Either way, the Model Fidelity Specialists should provide details on what was observed, recommendations for attaining fidelity to the model, suggestions for improvement, as well as creative strategies. **Any items awarded 0 points (not meeting standard) or 2 points (stellar) must have an accompanying description of findings and recommendations or suggestions, both in the self-assessment and Model Fidelity Specialists verification.**

When a standard has multiple validation sources this is indicated by a bolded “**OR**”. The option

applies only to the items immediately before and after the “**OR**”. Information listed in any other boxes must still be checked.

The designated status will be earned based on the following:

1. **Endorsement** is earned when **all elements of all Standards are met**, and HIPPY US confirms that all contractual obligations have been met based on the administrative checklist.
2. **Program in Development** is earned when **any Standard is not met**.
 - a. If any Standard is not met, the site must develop and submit a **Program Improvement Plan** within 30 days to address any standard marked insufficient evidence. HIPPY US, and the state office (if applicable) can provide technical assistance in the development of the program improvement plan. A **Program Improvement Plan** will include the following for each standard that requires improvement:
 - i. Description of the need for improvement with specific reference to one or more standards.
 - ii. Specific action(s) to be taken for improvement
 - iii. Individual(s) responsible for completing the action(s)
 - iv. Timeline for completion and submission to HUS and state office (if applicable)
 - b. In the year after their endorsement year, sites will continue to receive technical assistance and will engage in the self-assessment process to ensure alignment with the model.
 - c. The following year the site will again be eligible to receive an endorsement site visit from a Model Fidelity Specialist (see endorsement cycle chart).

Section IV: Endorsement Standards

The HIPPY standards define the performance expectations, activities, or processes that must be in place for programs to provide services to families in accordance with the model. Meeting all the standards will result in the greatest positive outcomes for children and families.

Within this section are descriptions of the essential features of the model with guidance for implementing the standards. Programs that implement HIPPY in full alignment with the standards

will achieve endorsement status. In all circumstances, the standards can provide guidance for continuous improvement of HIPPY programs.

Measuring Additional Standards

HIPPY programs across the country are funded by different sources. There may be additional standards/assessments required by these funders. If these requirements make it difficult to meet any standards, programs are encouraged to contact HIPPY US or their state office (if applicable), for guidance. Programs should work closely with their state office, HIPPY US (if applicable) and funders to ensure that any conflicts are addressed before endorsement visits take place.

Curriculum

The HIPPY model includes a unique, research-based curriculum designed to assist children in achieving long-term academic success, enhance the parent-child bond, provide parental instruction in early childhood development, increase families’ overall engagement in educational activities, improve the home literacy environment and promote education as a family value.

The HIPPY curriculum, used by parents to prepare their children for school, has an emphasis on cognitive development. The curriculum supports school readiness with activities that are naturally interesting to the child as well as meaningful to the parent. The curriculum focuses on developing vital skills and concepts that include:

- Problem Solving/Logical
- Thinking Memory
- Creativity
- Social and Emotional
- Phonemic and Phonological Awareness
- Reading Readiness
- Math Readiness
- Physical and Motor

The curriculum is composed of 30 weeks of activities for parents to use in instructing their children. The activity packets, which can be compared to a well-written lesson plan for a beginning teacher, use a step-by-step, structured approach that includes a careful sequencing of activities so both parent and child experience success.

The curriculum, available in English and Spanish, consists of:

- 30 activity packets per year for Little Learners, Year 1, and Year 2
- 15 activity packets and Let's Read, Talk, and Play packets per year for Age 5
- 10 trade storybooks per year for Little Learners, 9 trade storybooks per year for Year 1; 9 HIPPY storybooks per year for Year 2; 8 HIPPY storybooks per year for Age 5
- A set of geometric shapes or blocks for each curriculum year
- Tips to promote the parent's understanding of learning objectives for each activity enrichment activities
- Supplemental enrichment materials to enhance the curriculum and provide additional learning opportunities for children (available on HIPPY US website)
- Training and instructional support materials such as Coordinator and Home Visitor Curriculum Guides, Weekly Guidance for home visitors, Tip Sheets for home visitors, Curriculum Guide for coordinators and/or home visitors.
- Availability of materials in both paper versions as well as HIPPY 3.0 which is the electronic version of the curriculum. HIPPY 3.0 includes hard copy materials in the form of books and consumable materials.

Role Play

Role play is the primary method of instruction utilized to train home visitors and parents in the execution of the curriculum. Role play provides opportunities to discuss the purpose of individual activities, reflect on the specific needs of learners (both adults and children), and develop new teaching skills. Role play is easily managed by home visitors and allows all parents to become more effective as their children's first teachers. Role play promotes a comfortable, non-threatening learning environment where mistakes are acceptable and used to heighten learning.

Role play enables the parent to be in the role of both the parent and the child. One individual (parent) teaches and directs the activity; the other (child) provides spontaneous answers. By acting as the child, the parent begins to appreciate the learning process from the child's point of view and develop empathy for challenges the child may face. Switching roles also keeps parents interested and focused. When the parent has the role of "parent" in the role play, the home visitor can ensure that the parent fully comprehends the concepts and observe how well the parent can lead an activity with their child. This observation is essential since program staff will not see the parent working with the child. While home visitors should strongly encourage parents to play both the role of the parent

and the child, they should also be sensitive to the needs of parents with low literacy skills.

All participants use role play throughout the HIPPY program based on a cycle that begins with the coordinator and staff.

1. During the weekly training meeting, the coordinator and home visitors role play the activity packet specified for that week. The purpose of the activities and the developmental significance for children are explained during role play.
2. Each home visitor then engages in the same activities with their child or a practice child to gain first-hand experience in how children may react to the activities.
3. Finally, the home visitors are ready to implement the activities one-on-one with their assigned parents. ***Note: The home visitor role plays the activities with the parent and does not work directly with the child.*** The parent is then left with a clean packet containing five days' worth of activities to engage with their child.

The cycle above is repeated weekly. In addition to role playing the next activity packet with staff at the staff meeting, the coordinator reviews and discusses the previous weeks' activities. Any questions or concerns are addressed at this time.

Weekly role play evolves in alignment with the developmental needs of the home visitors as well as those of the parents. Initially, the coordinator conducts role play using a controlled, technical methodology and then adds a variety of training techniques and applications as the home visitors gain experience and skills.

Role play is the primary method of instruction and is used with the Year 1 (Y1), Year 2 (Y2), Year 3 (Y3) curricula. Role play is modified using Guided Discussion with the Little Learners (LL) curricula, as parents will need to adapt activities to the shorter attention span of 2 year old Little Learners. Year 3 instruction includes role play for the 15 activity packets, and Guided Discussion for the 11 Read Talk and Play packets.

Suggested Role Play Sequence

The Keys to Successful Role Play are essential to ensure parents receive high-quality instruction that promotes a comprehensive understanding of how the activities will increase their children's

learning and ultimately expand their abilities. These keys should become second nature within a month or so after being introduced to new home visitors. Once these skills are integrated and become habitual, the coordinator can then focus on training home visitors to paraphrase (skills, domains, tips) and increase their understanding of the early childhood concepts, how activities can be tailored to the needs of parents and children, and how HIPPY activities relate to each other and to what children will learn in school. The following sequence is a best practice.

Coordinator's Role

The coordinator is the primary point of contact for HIPPY Home Visitors. The role of the coordinator is critical in order to **create a positive learning environment for home visitors** and to **develop them both personally and professionally**. The ultimate professional goal of this supervision and training process is for home visitors to provide quality services to HIPPY families, and on a personal level, to “outgrow” their role as HIPPY Home Visitor, and move on to realizing their personal and professional potential.

Weekly staff training and role play is the coordinator's primary venue to provide training to home visitors. It is the coordinator's responsibility to plan for and make weekly staff training and role play interesting and informative. The training must prepare home visitors for role playing effectively with families. In addition to role play, the coordinator facilitates discussion around general challenges encountered in the delivery of HIPPY. Staff should brainstorm solutions and strategies for addressing or preventing challenges. The coordinator must also create an overall staff development plan for the program and facilitate each home visitor's goal setting and the development of their own career plan. This means the coordinator will constantly juggle different projects and tasks to **balance the developmental needs of individuals and the group as a whole**.

Weekly Guidance

HIPPY recognizes the competence of parents. Training in the curriculum extends that recognition to home visitors. Ultimately, the result will be home visitors and parents who are able to:

- Demonstrate an ever-increasing knowledge base in early childhood concepts and terminology
- Discuss instructional information in a conversational manner versus having to read word for word

- Apply specific knowledge to general applications.

Coordinator Preparation (Prior to Staff Meeting):

1. Gather all needed materials for the week being role played including: role play props, sample packet, guides, post-it notes, pens and paper. At that time, the coordinator may identify and secure items that the program wants to provide to parents who need it, such as popsicle sticks.
2. Review the activity packet (in its entirety) and storybook that will be used that week. This includes becoming familiar with and being able to define each of the skills introduced that week.
3. Prepare by utilizing the [Coordinator Guide](#), Weekly Guidance and [Home Visitor Guide, Year 1 and 2](#), and [Home Visitor Guide, Age 5](#) and [Little Learners](#) support materials. Highlight the guide and make notes to share with Home Visitors.
 - a. The guides provide guidance on how to train staff as well as expand upon, amplify or clarify the content in the activity packet. This information is what the coordinator provides to the Home Visitors, so that they can take notes during role play.
 - b. **Pro Tips:**
 - i. Review tips, prepare open ended questions (to encourage discussion)
 - ii. ***What your child will learn*** – incorporate the information, special notes and educational concepts from the guides while paraphrasing what the child will do and skills fostered as home visitors take notes.
 - iii. ***Things to think about and do*** – review extensions and identify which extension will be highlighted, role played, and the skills covered in that extension.
 - iv. Provide additional resources/handouts/links referenced in the guides (or from coordinator's research) to home visitors.
4. Brainstorm ideas on how they will role play any particular week and select one: round robin, breaking up randomly into pairs, pulling popsicle sticks with names to pair up home visitors, etc.

Day of Staff Meeting

Before Role Play Coordinator Should:

1. Lead a discussion regarding successes and challenges in previous week's lessons and brainstorm how to prevent and or remedy challenges.
2. Conduct a prop check prior to each year being role played. It's recommended that home visitors be told each week the props needed for the following week, so they can bring them to the next week's team role play. Prop check entails ensuring that each home visitor has each of the required props.
 - a. **Pro Tips:**
 - i. This can be quickly accomplished by stating each of the items and looking around the table to see everyone has it.
 - ii. Substitute props are acceptable, and even helpful to discuss the viability of creative substitutions. **A substitute can be used so long as it fulfills the purpose of the original prop in the activity.** Ex. if the activity compares sounds of a penny dropping in a pan compared to a ceramic cup - a plastic toy pan will not accomplish the goal if the cup is also plastic, they will sound too similar and the purpose of the activity is not fulfilled.
3. Review Domains and overview of the activities for the week.
4. Discuss both **TIPS** by paraphrasing content and skills of each **TIP**, while using open ended questions (to encourage discussion).
5. Share the information, special notes and educational concepts from the **Coordinator Guide/ Weekly Guidance/Home Visitors Guide**, etc.
6. Introduce "**What your child will learn from this activity**" and paraphrase what was prepared during coordinator prep to include information from **Coordinator Guide/ Weekly Guidance/Home Visitors Guide**. (home visitors should be taking notes)
7. Summarize what the activity is about, what the child will do, and skills fostered during the activity.
8. Proceed with reviewing "**what you will need**" for this activity.
9. Go over the extension activities, explain briefly in your own words and inform the team which extension will be modeled at home (if applicable) and what skills will be fostered in the activity.
10. Start role play of the **TIPS** page and first domain with a first pair (round robin, random, etc.)

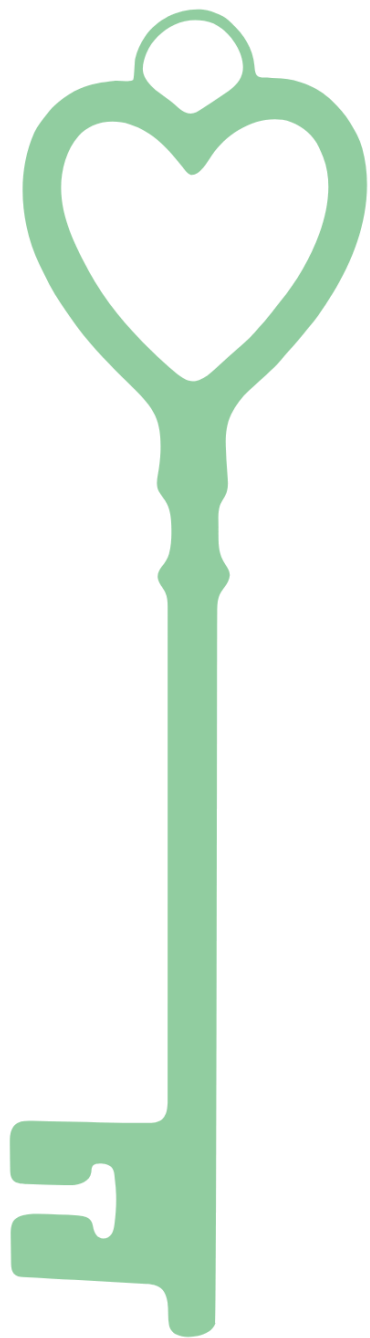
Home Visitor or next person waiting their turn:

1. Introduces domains and both **TIPS** based on the notes they took from the coordinator – role played as home visitor to parent.
2. Introduces **“What your child will learn from this activity”** read or paraphrased and adding from the notes they took from the Coordinator – role played as home visitor to parent.
3. Proceeds with **“What you will need”** for this activity – role played as home visitor to parent.
4. Role plays the activity following the script and implementing the 3Cs and [Keys to Successful Role Play](#) – role played as parent to child.
5. Explains briefly in own words the extension activities and role plays the designated extension activity (if applicable) – role played as home visitor to parent, with the exception of the designated activity to be role played as parent to child.

After each activity has been role played Coordinator should:

1. Check for questions and understanding by all staff.
2. Provide extra information (if any), comments, notes, clarifications i.e. from weekly guidance, tip sheets, resources, others.
3. Provide feedback if any **Keys to Successful Role Play** were missed or **the 3Cs** were not used.
 - a. **Pro Tips:**
 - i. Coordinator can verbally quiz home visitors on what was missed.
 - ii. Home visitors can self-reflect and share what they may have missed.
 - iii. Home visitors can be assigned one person to give feedback to, and use a Home Visit Observation form (role play section) to document what they observed.
4. Close the activity once everyone is clear and move on to the next activity and repeat the process (except going over the **TIPS**).

Keys to Role Play



1. Review “Things to think about and do” and role play at least one activity per week.
2. “Things to think about and do” should be reviewed with “parents”.
3. Use a sample packet to role play.
4. Take turns playing the role of “parent” and “child.”
5. Answer spontaneously when playing the child.
6. Model all activities.
7. Read the directions (in parenthesis) silently before beginning the role play when assuming the teacher/parent role.
8. Read the “script” to the child.
9. State the potential response, which follows a hyphen, regardless of the “child’s” answer.
10. Never tell the child “no” or that they are wrong if they answer incorrectly.
11. Provide the child with periodic, meaningful praise.
12. Provide the title, author, and illustrator at the initial reading of each storybook.
13. Ask the parent to identify words in the storybook that may be unfamiliar to their child.

KEYS to Role Play

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 **the three C’s**.
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!
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.
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.
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.

10. **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.
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.
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.
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.

The 3 Cs

[The 3 Cs](#) should be used in role play to model to parents a positive way to encourage their child. When parents employ **the 3 Cs**, children hear a positive response to their attempt. This is a reaction that occurs even when the response is a correction. In this way, children will feel confident to persist in their efforts.

The 3 C's



CONFIRM: When the child **responds** and the answer is **correct** (matches the anticipated response listed in the activity packet), the parents repeats (**confirms**) the answer.



COMPLETE: When the child **responds** with part of the correct or alternate correct answer, the parent **repeats** the child's answer and **completes** by providing any missing details (ie. full sentence versus one word answer).



CORRECT: If the child has **no response**, says “I **don't know** the answer”, or **gives an answer that does not fit the question**, the parent will **correct** by saying the anticipated response.

Role Play Standard One: 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.

Rationale

It is crucial to ensure that home visitors effectively instruct and support their **assigned** parents. Home visitors need to be well prepared to engage their assigned parents in role playing in a manner that supports the parent's growing knowledge and skills. The various activities included in the weekly staff meeting are designed to meet this need.

Implementation Requirements

1. Prepare for, and lead, the staff meeting.
2. Prepare a Sample Packet to use during the staff meeting. A sample packet with specified items cut out will allow participants to experience the activity and gain greater comprehension fully.
3. Ensure home visitors have prepared their sample packets before home visits are conducted.
Note: Activity pages are never glued or colored!
4. Prepare all props and supplies needed for role playing in advance of the staff training.
5. Have staff role play the "**Tips**" and "**Things to think about and do**" versus simply reading. Role playing results in staff's increased ability to help parents focus on the activity presented through conversation.
6. Instruct home visitors to prepare notes on tip pages or on the Sample Packet to support discussion with parents regarding the skill development for each activity.
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.
8. Increase the understanding of the home visitors by having them use activity packets to teach their own, or practice, child over a period of five days. This practice is done one week before delivering that same week packet to parents. Home visitors who have experienced HIPPY in each curriculum age with their child or a practice child may forgo having a practice child until a curriculum revision is introduced. This practice is implemented at the discretion of the coordinator.
9. Share the activity packet with a partner. The adult taking on the role of "child" should turn

their packet face down. This increases realism since a child would not read along with their parent.

10. Instruct staff that are not role playing an activity to follow closely along in silence during staff and group meetings.
11. Instruct each pair to use one packet while role playing the activity(ies).
12. Make periodic mistakes. This practice helps increase parents' comfort level, particularly those with limited confidence in their abilities. This helps to lessen any embarrassment that might otherwise be felt. If a parent makes a genuine mistake, no one will know the difference.
13. Read with expression and enthusiasm. Modeling expressive reading can encourage parents to do the same, making reading more enjoyable for their children. Remember, people tend to do what they enjoy.

Best Practice Recommendations

1. Utilize the round-robin method to allow everyone to have a turn being the "parent" and the "child." Round-robin is used to support the home visitor's (and the parent's) comprehension of the concepts presented.
2. Implement round-robin role play for an entire day by moving around the table in sequence. The "child" for one activity will become the "parent" of the person next to them in the subsequent activity. Or, role play can be between one pair, with each of them switching to the role of the "parent" or "child" to complete an activity. The next pair will then do the same.
3. Home visitors take notes on post it notes, sample packets, tip pages, or a notebook.

Validation

1. The coordinator appropriately uses the [Keys to Successful Role Play](#) or [Guided Discussion](#) to train the staff in the Little Learners, Year 1, Year 2, and Year 3 curricula, respectively, as indicated by:
 - a. Observation (Use [Staff Meeting Observation Form](#))

Role Play Standard Two: 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 3Cs method (Correct, Confirm, Complete). Role Play and Guided Discussion are used in the Little Learners and Year 3 Curriculum.

Rationale

Research has shown that optimum, long-term positive outcomes result from parents being active participants in their child's education. The practice is received when the home visitor works with the parent and prepares them to engage their child alone. The HIPPY program delivery system promotes the child's esteem for their parent as their teacher. The message to the child is that "if my parent takes time out of a busy schedule to work with me, education is valued by our family."

Role play in the HIPPY program is grounded in experiential learning theory, which emphasizes interaction, doing, and reflection. In role play, learning occurs through modeling how the curriculum should be presented to the child. Role play enables parents to become effective teachers. It increases parents' confidence by requiring them to participate in the instructional process.

It is essential to acknowledge the developmental growth of parents who participate in HIPPY for multiple years. Role play is only the beginning of a continuum of instruction that moves parents to be more in control of their child's pre-school educational experiences by encouraging them to transfer specific teaching skills to general activities. At the end of the continuum is Guided Discussion which recognizes and builds upon the skills parents have gained working in previous curricula.

Implementation Requirements

1. Deliver Little Learners, Year 1, and Year 2 weekly. Age 5 (Year 3) is designed to be provided every other week.
2. Prepare a Sample Packet before meeting with any parent. Specified items should already be cut out. **Note: Activity pages are never glued or colored!**
3. Prepare all props and supplies needed for role play in advance.
4. Role play each activity packet weekly, in sequence, for Little Learners, Year 1 and Year 2. Use a combination of Role play and Guided Discussion for Age 5. Discuss educational

concepts for daily lessons by paraphrasing the skill development. Parent's comprehension is increased when information is shared using conversational language. However, new home visitors may read from notes previously prepared (sticky notes or on the sample packet) during a staff meeting or refer to the Parent Skill Boxes when working with parents. Utilize the **Keys to Successful Role Play** to enhance the instructional experience.

5. Share the activity packet with your partner. The adult taking on the role of "child" should turn their packet face down. This adds realism since a child would not read along with their parent.
6. Make periodic mistakes. This practice helps increase the comfort level of parents, particularly those with limited confidence in their abilities. This helps to lessen any embarrassment that might otherwise be felt. If a parent makes an honest mistake, no one will know the difference.
7. Read with expression and enthusiasm. Modeling expressive reading can encourage parents to do the same, making reading more enjoyable for their children. Remember, people tend to do more of what they enjoy.
8. Provide parents with basic supplies (scissors, glue, pencils, crayons, etc.) and if possible, other items that will be difficult for parents to obtain.
9. Guide parents to identify substitute items if the parent does not have the specific supplies listed.
10. Use substitute items to develop the same concept as the original item listed in the activity and fulfill the activity's objective. The actual name of the object should be used.
11. Utilized Guided Discussion to the extent that the parent is comfortable handling the HIPPY curriculum and displays complete comprehension.

Validation

Home visitors instruct parents weekly in the effective utilization of the curriculum as indicated by:

1. Two home visit observations (Use the [Home Visit Observation Form](#))
2. The use of the **Keys to Successful Role Play** and **3Cs** must be observed whether the observation is in-person or virtual

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

Rationale

It is vital for the home visitor to instruct parents on how to use the curriculum comfortably and confidently. These characteristics are supported by the home visitor having all necessary materials and becoming familiar with how to help parents through reading the **Home Visitor Guide** and reviewing the activity packet twice before making any home visits to deliver that week's activities. The **Home Visitor Guide** enables the home visitor to better understand the curriculum and how to present it in the most supportive way to the parent.

Implementation Requirements

1. Provide each home visitor with two activity packets in each language they deliver to parents. The home visitor has one copy of the curriculum packet used during staff training and when training the parent (Sample Packet). The second activity packet is used to teach their own, or practice child. Home visitors who have experienced HIPPY in each curriculum age with their child or a practice child may forgo having a practice child until a curriculum revision is introduced. This practice is implemented at the discretion of the coordinator.
2. Ensure home visitors have all supplies (props) needed to complete the entire week's activities before visiting their parents.
3. Provide each home visitor with a **Home Visitor Guide** to review early childhood terms and concepts that they then will relay to parents. During staff meetings, home visitors should have the complete Guide or the relevant pages for the week. ***Note: The Home Visitor Guide is not present at home visits, or group meetings – communication with parents should be conversational in nature.***

Validation

1. Each home visitor has a **Home Visitor Guide**, curriculum packets, supplies, and relevant props present at the staff meeting as indicated by:
 - a. Staff meeting observation (Use **Staff Meeting Observation Form**)
2. Home visitors have a sample curriculum packet and all props present when role playing with

parents as indicated by:

- a. Two home visit observations (Use **Home Visit Observation Form**)

Guided Discussion

In Guided Discussion, instruction is achieved by describing, paraphrasing, questioning, sharing an example, or demonstrating how to do an activity. This is particularly true for “Let’s Read, Talk and Play.”

1. When reviewing “Let’s Read, Talk and Play,” cover everything on the “Read” page. Recall of the story supports the development of retention skills. Be sure to remind the parent to ask the child to find words and phrases listed in the “Vocabulary “ section.
2. Ask questions of the parent that will support the child’s learning. Examples: “There are a few words in the storybook that might be unfamiliar to your child. Are there any words in the vocabulary list that you think will be in that category? Any others? What are they? Do you think the pictures will guide your child to understand the meaning of the word(s)?” Select certain activities to be role played or demonstrated on the rest of the pages.
3. In the “Let’s Remember” area of the “Talk” section, request parents to read through the questions and pick at least one question that will be most helpful for their child’s learning process and tell why.
4. In the “Play” section, let parents know they can select the number of activities to complete with their child. Suggest activities they might consider based on any underdeveloped skill areas their child may have.
5. Summarize the lesson at the end. Ask the parent if there is an activity they would like to cover in greater depth.
6. Suggest using the public library to find other books related to the current topic or any topic of interest to their child.

Home Visits and Group Meetings

Home visits and group meetings are the service delivery methods for weekly contact between the home visitor and parent. Together, home visits and group meetings address enrolled families’ educational, social, and personal needs. Home visiting is a valuable tool for working with vulnerable families. Through the individual training of parents in a convenient, comfortable

environment, lasting relationships that strengthen the family are built.

Group meetings help eliminate barriers through social experiences for children and adults, expose participants to new concepts, and allow parents to solve common challenges. Group meetings are also an effective means of keeping parents actively engaged for 30 weeks.

Home Visits

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

Coordinators may also accompany home visitors when they make their first visits with their parents. This will help ensure that parents choose to enroll with a clear understanding and genuine commitment.

Parents are visited in their home for approximately one hour by their assigned home visitor. The focus of the home visit is the parent, or primary caregiver, who learns from the home visitor how to use the HIPPY curriculum with their child in the home. Ideally, the child is not present for the home visit. If the child is present, strategies need to be employed to engage the child in independent play to give full attention to the parent.

Role playing the HIPPY curriculum with parents is the main activity during the visit. The length of home visits must also accommodate reviewing the past week's work, collecting a sample of the child's work; discussing any challenges the parent and child encountered when completing the previous week's activity, and addressing any other challenges the family may face (i.e., information regarding community services). The home visitor leaves the parent with the new weekly materials and a reminder of any upcoming parent meetings or community events.

Program coordinators periodically (at least three times a year) accompany home visitors to participating family's homes to observe, provide supervision, and support home visitors. This

practice also increases rapport between coordinators and parents.

Home Visits Standard One: Home visitors meet with parents in their homes at least 75% of the time.

Rationale

The intimacy of the home setting promotes rapport with even the most isolated parents. This connection helps parents feel comfortable enough to attend group meetings. This is especially true for parents who are shy or feel insecure. The home setting allows home visitors to meet parents' individual needs while helping to establish the home as a positive learning environment.

Home visits allow parents to receive one-on-one training and support that is convenient, consistent, and non-threatening. The engagement that takes place during the home visit will enable parents to experience a growing comprehension of their importance to their child's success during the preschool years and the impact that remains after the child enters school. It also allows parents to realize that their homes are appropriate locations for teaching their children.

Implementation Requirements

1. Discuss with assigned parents the best day and time to establish a regular meeting in the home; this is done at the beginning of the HIPPY year.
2. Ensure the packet has been completed before the following packet is delivered.
3. Establish an alternate location for the visit when circumstances dictate (i.e., unsafe conditions, parent's work schedule, etc.). Alternate locations may include the HIPPY office, library, parent's work location, or virtual platform with audio-visual capacity. Please contact your state office (if applicable) or HIPPY US to discuss any circumstance where the number of parents met regularly in locations other than their homes exceeds 25%. **This must be approved in advance by HIPPY US or your State Office.**
4. Indicate in the family's file the reason for an alternate location if a parent is not visited in their home.

Best Practice Recommendations

1. Confirm each visit with the parent, if possible.

Validation

1. 75% of home visits take place in the home as indicated by:
 - 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.

Home Visits Standard Two: Home visits last approximately one hour and include Rapport, Review, Role Play, Referrals, and Reminders (5R format).

Rationale

Parents have a greater potential for success in their role as “teachers” when there is ample time to accommodate all the components of a quality home visit ([Home Visit Standard Three](#)) and to address all their questions or concerns. Parents are more apt to stay motivated when they feel a genuine interest in them, and they don’t feel rushed.

Implementation Requirements

1. **Rapport:** The 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.

Best Practice Recommendations

1. Ensure the schedule will allow for a longer length of time during the first few weeks of working with the curriculum with newly enrolled parents as they (and staff) need to become familiar with the materials and methodology.

Validation

1. All home visits last 45-60 minutes based on the implemented curriculum (see guidance above), indicated by:
 - a. [Home Visit Logs](#) from eight weeks of visits, OR
 - b. Data management system report documenting visit duration
 - c. Copy of agenda from orientation meeting

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

Rationale

Children are best supported through prevention versus remediation. The early identification of a child's developmental needs can be vital to a child's later success in school and life. The basic and urgent needs of families must be addressed to achieve the most significant benefit from program participation. In some cases, the family's needs must be addressed to retain the family in the program.

Implementation Requirements

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 of referral, follow up date, and outcome.

Best Practice Recommendations

1. Develop and maintain (updated annually) a comprehensive list of providers of various community services and supports. If the implementing agency is not a school district, the schools should be secured as partners.
2. Communicate with service providers to determine the array of services, the points of contact, and the best method for effective referrals.

Validation

1. Children and families with identified needs for services received referrals for those services, as indicated by:
 - a. Documentation of Referral in the Data Management System OR
 - b. Review of the [referral](#) section of the family file

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

Rationale

Research has shown that optimum, long-term positive outcomes are the result of parents being active participants in their child's education. The practice received when the home visitor works with the parent prepares them to engage their child when alone. The HIPPY program delivery system promotes the child's esteem for their parent as their teacher. The message to the child is that "if my parent takes time out of a busy schedule to work with me, education is valued by our family."

Role play in the HIPPY program is grounded in experiential learning theory, which emphasizes interaction, doing, and reflection. In role play, learning occurs through modeling how the curriculum should be presented to the child. Role play enables parents to become effective teachers. It increases parents' confidence by requiring them to take an active part in the instructional process.

It is essential to acknowledge the developmental growth of parents who participate in HIPPY for multiple years. Role play is only the beginning of a continuum of instruction that moves parents to be more in control of their child's pre-school educational experiences by encouraging them to transfer specific teaching skills to general activities. At the end of the continuum is Guided Discussion which recognizes and builds upon the skills parents have gained working in previous curricula.

Implementation Requirements

1. Collect recommended pull pages (as applicable) for each visit from the parent.
2. Track parents progress completing the curriculum with their children each week or biweekly (Age 5)
3. Begin all children with week one activities and progress through the packets in sequence. This is true even if a child and parent begin HIPPY after the general enrollment period.
4. If the parent did not complete the weekly activity with their child:
 - a. Discuss barriers to completion
 - b. Brainstorm solutions to remove barriers
 - c. Identify potential referrals if necessary
 - d. Review program expectations and reschedule the next visit to complete the activity packet
 - e. Do not provide the next curriculum packet until the previous week is complete or the reason for the [missing pull page](#) is documented.

Best Practice Recommendations

1. Document the parent's feedback on their children's developmental gains weekly or biweekly (Age 5)
2. Add the child's name and the date collected on the pull page
3. Document the parent's feedback on activities they found difficult to complete. Discuss trends during weekly role play.
4. After week 10, two packets per week may be provided only if both the child's and parent's abilities allow for this accelerated process. This determination must be made for each individual child and parent.

Validation

1. Review of pull pages or ***missing pull page document** (*is half credit)
2. Review documentation of families' progress through the curriculum or the data management system tracking services.

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

Rationale

An essential indicator of the overall quality of programming is the rate of retention.

Implementation Requirements

1. This validation standard should say Establish a protocol that defines requirements for enrollment. The protocol should state how the enrollment date is determined. To calculate the retention rate, divide the number of children who completed 26 weeks of the curriculum by the number of children served in the previous program year.
2. Enroll children in HIPPY to match the birth date for entry into public school. The goal is for children to be engaged in the Age 5 Curriculum to align with and reinforce the learning occurring in kindergarten. Therefore, the cut-off date used by local public schools should be used for enrollment criteria into the Little Learners, Age 3 or 4 curricula.
3. Each curriculum year is sequential, with each year providing the foundation for the next year's curriculum. Programs may choose to implement only two years of the HIPPY curriculum, although strongly encouraged to provide all four.
4. Document steps to retain families in the program and review with staff (document on weekly home visit form or utilize one of these optional [sample forms](#)).
5. Document the reason(s) for any family who leaves the program. This will help guide continuous improvement efforts.
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.

Best Practice Recommendations

1. 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.
2. 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.
3. The following definitions clarify the recommended criteria for enrolled, served, completion, and retention to ensure consistent tracking and reporting of participant progress:
 - a. **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.
 - b. **Served:** A participant is considered served if they have received more than 3 home visits with a curriculum packet role played.
 - c. **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.
 - d. **Retention:** The retention rate is calculated as the percentage of participants who have completed the program out of those who were served.
 - i. The formula is: $\text{Retention Rate} = (\text{Completed}/\text{Served}) * 100$. For example, if 100 participants were served and 75 completed, the retention rate is 75%.

Validation

1. At least 80% of enrolled children complete the program annually, as indicated by an analysis of the previous year through the following:
 - a. Data Management System, OR program generated report

b. Enrollment roster and Family Progress analysis

Home Visits Standard Six: Each parent or caregiver has their own copy of the (paper-based or digital) curriculum in the language that is predominantly used in the home (English or Spanish is available).

Rationale

It is fundamental to children's self-esteem to have new materials that belong to them. Retaining their curriculum enables the family to review previous activities and re-read storybooks as often as they wish. The curriculum allows for teaching in both English and Spanish.

Because the success of HIPPY depends on the parent being comfortable as the child's first teacher, parents may choose their language preference. Experience has shown that cognitive concepts and skills acquired by young children in their primary language are transferable to a second language.

Implementation Requirements

1. Ensure curriculum supply will provide each enrolled child with a complete set of curricula (activity packets and storybooks).
2. Allow parents to engage in HIPPY activities using the English or Spanish version of the curriculum, based on the language they are most comfortable using with their child. Advise the parent that HIPPY is not a second language acquisition program and provide the parent with resources to access that type of service upon request.
3. The home visitors must be able to read and speak fluently in the language of the curriculum chosen by the parent.
4. Ensure all curriculum materials remain in the home. The only exceptions are the Pull Pages, which are activity pages selected to reflect how the child's skill development progresses. HIPPY United States distributes a list of suggested Pull Pages. The coordinator may select alternate pages that meet the objective of reflecting all skill development in all key learning areas over time.

Best Practice Recommendations

1. English as a second language learners can be served as long as one of the following criteria are met:
 - 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
 - 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.
 - c. A translator is provided either in the home via another family member, or by the program.

Validation

1. Each child is shown to have their own copy of the curriculum as indicated by:
 - a. Pull Pages from a minimum of 2 files per Home Visitor, which includes active and inactive files within the program year. Additional files may be reviewed as needed.
 - b. Two Home visit observations (Use **Home Visit Observation Form**)

Group Meetings

Group meetings are excellent vehicles for engaging parents in activities related to parenting, personal and professional growth, social services, community involvement, and other topics of interest to the parents.

Group meetings enable parents to:

- Learn from and support one another
- Reduce geographic or social isolation
- Receive important information about the school, community, or other issues that impact them
- Learn about child development and parenting techniques
- Develop new relationships and build social networks
- Share common issues and discuss solutions to problems

Group meetings allow coordinators to maintain contact with all HIPPY families, as well as the opportunity to observe and assess home visitor interactions with families.

Generally, coordinators have the ultimate responsibility for coordinating group meetings. Considerations for group meetings include mutually convenient scheduling, safety, accessibility, transportation, childcare, and addressing individual and group needs.

Group meetings:

- Begin within the first four to six weeks of the program. This allows rapport with families to be developed during home visits before the initial group meeting
- Last one to two hours
- Are held in an accessible facility within the target neighborhood
- Are held a minimum of six times during the HIPPY program year
- Provide enrichment activities for parents
- Provide quality activities to enrich children's learning
- Are sometimes held in partnership with other nonprofits/programs in the community
- Include planned objectives

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

Rationale

Group meetings are an efficient, low-cost way to share information, experiences, community resources, and opportunities with parents participating in the program.

Implementation Requirements

1. Use the HIPPY US [Planning Form](#) to plan each of the six required group meetings.
2. Establish a day and time for meetings based on parent availability as indicated on **needs assessment**.
3. Notify and remind parents in advance of each meeting. Produce flyers in the languages of enrolled families.
4. Conduct a **survey** at the beginning of the year to determine topics desired or needed by

parents. Plan enrichment based on parents' most requested topics.

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.

Best Practice Recommendations

1. Select a location(s) that will provide convenient access for all parents, adequate space for adult and child activities, and other amenities (kitchen, storage space, parking, etc.) Research the availability of agency property, school facilities, local churches, or social service agencies.
2. If serving a large geographical area, this may mean that a series of meetings with the same/similar content may need to be scheduled.
3. Develop rapport with facility staff to ensure a successful partnership.
4. Consider if your budget has funds to purchase needed/useful items (i.e., food, paper goods, toys, or materials educational incentives, etc.), or solicit donations from providers in the community (i.e., grocery stores, restaurants).
5. Provide families with calendars with group meetings and other community events marked.
6. Assign staff to set up the room, and clean-up, as applicable.
7. Make sure parents and children are welcomed by the staff.
8. Share the location of restrooms and meeting rooms with families.
9. Solicit workshop facilitators from the implementing agency, partners, social services agencies, advisory council, and the educational arena.
10. Ask absent parents about reasons for not attending.
11. Conduct meetings in the parents' (majority) primary language. Provide other considerations for parents who speak other languages (translators).
12. Programs may include role playing of the curriculum. Role play during a group meeting allows parents to observe and develop techniques based on how others handle the materials. It also will enable coordinators to observe how well individual parents are progressing.

Validation

1. Six group meetings, or series of meetings, are held annually as indicated by:

- 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.

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

Rationale

Children also need to build skills that are best learned through group play. Social development during group meetings is essential for all children, particularly those with limited opportunities to engage in cooperative play with their peers.

Implementation Requirements

1. Secure a group meeting facility that will provide safe and adequate areas for adults and children.
2. Coordinator and Home visitors will plan, prepare, coordinate, and implement enrichment activities for children. Volunteers may assist the HIPPY staff.
3. Plan activities that will build upon or reinforce skills learned in HIPPY. Activities may include HIPPY extension activities, simple science projects, arts and crafts, and the handling of manipulatives. Research what may be provided by community partners (i.e., theme box from the local library, toys, books, videos, and video equipment).

Best Practice Recommendations

1. Establish a balance between individual, small group, and large group experiences.

Validation

1. Enrichment activities are provided for children during the parent group meeting as indicated by:
 - a. Observe a Group Meeting (Use the **Group Meeting Observation Form**)
 - b. A video or pictures of the group and activities.

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

Rationale

People generally become empowered to make positive changes in their lives when exposed to new ideas or techniques, different perspectives, and people. This empowerment is particularly valuable for HIPPY parents, especially those who face multiple barriers (i.e., low income; language; physical or social isolation). Additionally, people are more responsive when presented with requested/desired content.

Implementation Requirements

1. After each meeting, provide parents with an opportunity to provide feedback on the meeting.
2. Review the results with the staff during the staff meeting.
3. Discuss any changes or enhancements suggested by parents or staff.
4. Implement changes as applicable for future meetings and share actions with parents.

Validation

1. Group meetings offer enrichment and activities that meet the needs of the parents as indicated by:
 - a. [Parent evaluations](#) for the most recent two group meetings indicate the meetings are of value to the parents

Coordinator and Home Visitors

The heart of each HIPPY program is the staff. These individuals – a coordinator and home visiting staff – provide parents with support, instruction, motivation, inspiration, and guidance. The coordinator oversees the day-to-day operation of the HIPPY program and links the program to the agency, schools, and the community at large. The home visitors, who are representative of the target community, serve as important role models for their assigned parents by engaging them in peer-to-peer learning.

Coordinator

The management of a HIPPY program is provided by a full-time (or full-time equivalent) professional coordinator. 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" ([Micro-site Guidance](#)) with prior approval from HUS or the state office. The coordinator is responsible for the effective and efficient implementation of a HIPPY program as outlined in the Coordinator Job Description ([Start-Up Manual](#)). See [Coordinator Key Tasks and Responsibilities](#).

Frequently, the enrolled families – and sometimes the staff – face multiple challenges and barriers. Regardless of program size or number enrolled, full-time oversight must exist to implement administrative responsibilities. The range of tasks, coupled with providing comprehensive support to home visitors and families, creates the necessity for a full-time, fully dedicated coordinator.

The background of HIPPY Coordinators varies. Expertise in early childhood education or experience related to job responsibilities such as elementary education, parent/adult education, social work, community development, family literacy, or family support is highly recommended. Coordinators without a background in early childhood education must obtain training to increase their knowledge in this area. It is equally important that coordinators demonstrate knowledge of and sensitivity to enrolled families' needs, culture, and interests.

Coordinator Standard One: 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. 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.

Rationale

A HIPPY program coordinator should possess knowledge of early childhood education and development, demonstrate project and time management skills, and be able to lead and develop a team of home visitors so that the team can transfer an understanding of developmental concepts to parents.

Implementation Requirements

1. Obtain/update early childhood education training through classes at a higher education institution, seminars offered by experts, continuing education units provided at conferences, or instruction provided on the internet.
2. Document all training by signed certificates, CEU's, etc.

Validation

1. The coordinator has earned a bachelor's degree in education or closely related field whose coursework includes child development as indicated by a diploma or transcript.
OR, If the bachelor's degree does not meet #2 above, the coordinator must complete 24 hours of annual training in early childhood education (the equivalent of one college course) or a related field as indicated by transcripts, signed certificates (certificates must include hours) or other documentation.

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

Rationale

The success of children and parents is greatly dependent upon the quality of the services delivered. Therefore, coordinators must observe home visitors to provide adequate guidance, supervision, and training.

Implementation Requirements

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**.

Best Practice Recommendations

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.

Validation

1. The coordinator provides Home Visit Observations at least three times a year as indicated by:
 - a. Review of the last 2 Home visit observations with the **Home Visit Observation Form** signed by the Coordinator and the Home Visitor as an acknowledgment of receipt and is based on the Coordinator observations for each Home Visitor.

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

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.

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.

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.

Implementation Requirements

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.](#))

3. Professional goals should be discussed throughout the home visitor's tenure at HIPPY: when interviewing, during orientation, and during weekly coaching.
4. Make sure that home visitors know that HIPPY is intended to be a stepping stone for individuals who want to enter the workforce but may not have had the resources to do so.
5. Incorporate general professional development, as appropriate (i.e., communication skills, work ethics, record keeping). See the [HIPPY US website](#) for training topics/modules.
6. Discuss options such as individualized professional development and training, obtaining a CDA, or taking college courses.
7. Support home visitors in finding the resources they need to meet their goals (finding face-to-face or online training, CDA materials, applying to college).
8. Work with home visitors one on one to create a [professional development](#) plan and check for progress at least quarterly.

Validation

1. Each home visitor has a **professional development plan** based on performance evaluations and career goals as indicated by:
 - a. Current **professional development plan** for each home visitor based on performance evaluations and career goals.

Coordinator Standard Four: The coordinator establishes a weekly schedule to train staff in the curriculum to include child development concepts and terminology utilizing the coordinator guide. All staff attend weekly training.

Rationale

The role of the Home Visitor may be the first job outside the home for many staff. HIPPY is often seen as a job training opportunity by organizations and funders. Regular staff meetings provide critical training for home visitors to ensure the curriculum is being properly presented. Regular meetings also help establish good work habits.

A focus of the staff meeting is to ensure that home visitors understand early childhood concepts and terminology so that they are equipped to relay this knowledge to parents. This is vital

because parents can better create a positive learning environment when they understand why and how early learning activities support their child's current and future academic success. Parents are also better prepared to advocate for their children when they learn and can use the language of the schools.

Implementation Requirements

1. Determine what day and time will be most conducive for staff aligned with home visit schedules, group meetings, and regularly held agency events.
2. Develop expectations and protocols for regular and punctual staff attendance.
3. Discuss results of the delivery of the packet from the previous week.
4. Brainstorm solutions for any challenges home visitors encounter.
5. Plan/discuss upcoming group meetings and other events.
6. Assign roles/responsibilities for future events.
7. Utilize the **Home Visitor Guide** to train new and veteran home visitors by reviewing and referring to the Glossary and Scope and Sequence sections.
8. Review the skills for the coming week.
9. Read or paraphrase the information in each activity description.
10. Discuss early childhood education concepts and terms related to the activity. Each discussion should build upon previous learning.
11. Teach new staff to locate definitions of early childhood terminology in the **Home Visitor Guide**.
12. Ask, rather than tell, "What skill is being developed?" or, "How would you define this skill?" as home visitors increase their knowledge.

Validation

1. The coordinator holds weekly staff meetings at an established time and day as indicated by a review of the previous eight weeks of the following:
 - a. Data Management System, or program developed report.
 - b. Staff Meeting Agendas and Sign-In Sheets
2. Excused absences are documented if attendance at any staff meeting is less than 100%, as indicated by:

- a. Note(s) regarding absence and make-up training.
3. The coordinator trains home visitors in the curriculum, child development concepts, and terminology, using the **Coordinator Guide** (hard copy or online) as indicated by:
 - a. Staff meeting observation (Use **Staff Meeting Observation Form**)

Home Visitors

Home visitors deliver HIPPY services to parents primarily in their homes. Group meetings are the secondary setting where home visitors engage parents. (See [Group Meeting Section](#)) The HIPPY model is designed to utilize and support paraprofessional home visitors. In this role, home visitors provide support to parents who may face similar life challenges within their communities.

This peer relationship makes HIPPY unique. Experience shows that home visitors from the target population can more easily develop rapport and establish trusting relationships, both of which are particularly important when working with “systematically excluded” or “underrepresented” families.

Each home visitor serves from 10 to 15 children (part-time/20 hours) or 15 to 25 children (full-time/35+ hours) annually. Ideally, home visitors are recruited from parent participants and serve a cohort of parents who have a child of the same age as their own. In some instances, home visitors are former HIPPY parents who have grown in self-confidence and want to give back to their community.

Home visitors deliver the curriculum materials and instruction to participating families and are the key to the success of HIPPY. While specific requirements vary from agency to agency, the following may be used as recommended guidelines for hiring HIPPY home visitors.

Typically, home visitors:

- Deliver the curriculum
- Meet weekly with each family to role play and document each family’s progress throughout the year
- Assist with the planning and execution of parent group meetings
- Assist in making referrals for basic needs
- Demonstrate desired behaviors (i.e., effective communication and

organizational skills, positive attitudes, leadership, sensitivity, maturity, and empathy).

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

Rationale

Experience has shown that parents are more comfortable with, and more inclined to welcome, peers in their homes every week.

Implementation Requirements

1. Look for potential home visitors when performing family intakes. It is important to have home visitors with similar experiences to develop rapport with their assigned families more effectively.
2. Consult the **Start-Up Guide** for recruitment ideas, ideal home visitor qualifications, and home visitor job description.
3. Consider former HIPPY parents if it is impossible to hire current parents. Home visitors need to experience HIPPY with their own or a practice child.
4. Ensure applicants have an excellent working knowledge of the community and community services.

Best Practice Recommendations

1. Seek individuals who do not have another job or individuals whose primary responsibility is HIPPY.
2. Solicit recommendations from agency staff, elementary school teachers/principals, or community partners.
3. If recruiting from the pool of parents is not possible, consider partnering with a workforce development office, community college or other agency to recruit home visitors. Candidates should still meet the general criteria for program enrollment.

4. Determine the agency's hiring procedures and timelines in the first year.

Validation

1. Home visitors are peers of their assigned parents, or are knowledgeable of the language and culture of the community being served, as indicated by:
 - a. **Endorsement Worksheet** indicates that each home visitor is either a current or former HIPPY parent, **OR**
 - b. Documentation describing how the home visitor reflects the characteristics of the community.

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

Rationale

HIPPY is a literacy-based program and home visitors must be able to effectively model curriculum delivery to parents. Therefore, it is vital that all staff understand and communicate the HIPPY materials in terms of pronunciation and explanation of concepts.

Implementation Requirements

1. Programs assess applicants' abilities before hire based on the following:
 - a. Application was complete, with no or very few errors.
 - b. Logical thought processes evident during the interview. (See [HIPPY Excellence: Management, Sample Interview Questions.](#))
 - c. Possesses basic computer skills or displays a willingness to acquire/enhance skills.
 - d. Good oral communication skills.
 - e. Good written communication skills.
 - f. Reading a HIPPY storybook (i.e., Sometimes Big, Sometimes Small) in the language(s) of the parents who will be served.

Best Practice Recommendations

1. Home Visitor Basic Skills Assessment or agency-approved assessment/process used to determine and document the candidate's abilities*. (See **HIPPY Excellence: Management**)

Validation

1. Home visitors can read, write, and speak well in the language they will use with parents, as indicated by:
 - a. [Home Visitor Demographic Form](#), signed by both home visitor and coordinator, certifies that home visitors have the skills and expertise to serve their assigned parents

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

Rationale

It is essential for the home visitor to instruct parents on how to use the curriculum in a comfortable and confident manner. These characteristics are supported by the home visitor having all necessary materials and becoming familiar with supporting parents through reading the **Home Visitor Guide** and practicing the activity packet twice before making any home visits to deliver that week's activities. The **Home Visitor Guide** enables the home visitor to better understand the curriculum and how to present it in the most supportive way to the parent.

Implementation Requirements

1. Provide each home visitor with two activity packets in each language they deliver to parents. The home visitor has one copy of the curriculum packet used during staff training and when training the parent (Sample Packet). The second activity packet is used to teach their own, or practice, child. Home visitors who have experienced HIPPY in each age of the curriculum with their child or a practice child may forgo having a practice child until a curriculum revision is introduced. This practice is implemented at the discretion of the coordinator. (See [Role Play Standard One](#), *Implementation Guidance "9."*)

2. Ensure home visitors have all supplies (props) needed to complete the entire week's activities before visiting their parents.
3. Provide each home visitor with access to a **Home Visitor Guide** to review early childhood terms and concepts that they then will relay to parents. During a staff meeting, home visitors should have the complete Guide or the relevant pages for the week. ***Note: The Home Visitor Guide is not present at home visits, or group meetings – communication with parents should be conversational in nature.***

Validation

1. Each home visitor has access to a **Home Visitor Guide**, curriculum packets, supplies, and relevant props at the staff meeting as indicated by:
 - a. Staff meeting observation (Use **Staff Meeting Observation Form**)
2. Home visitors have a Sample Curriculum Packet and all props available when role playing with parents as indicated by:
 - a. Two home visit observations (Use **Home Visit Observation Form**)

Appendix: Associated Forms

Referenced As	Document Name	Page Number(s)
3Cs	The 3Cs	24,25,31,32
5 Elements of Model Fidelity	5 Elements of Model Fidelity	6
Coordinator Guide	Coordinator's Guide	22,23,55
Coordinator Key Tasks and Responsibilities	Coordinator Key Tasks and Responsibilities	51
Development Screener	Developmental Screener Recommendations	38,42
Endorsement Scoring Rubric	Endorsement Scoring Rubric	11,16
Group Meeting Observation Form	Group Meeting Observation Form	11,15,48
Group Meeting Planning Form	Group Meeting Planning Form	45,47
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Home Visit Log	Home Visit Log	38
Home Visitor Demographic Form	Home Visitor Demographic Form	58
Home Visitor Evaluation Best Practices and Sample Forms	Home Visitor Evaluation Best Practices and Sample Forms	52
Home Visitor Guide, Year 1 and 2	Year 1 and 2 Home Visitor Guide	22,23,32,33,58,59
Home Visitor Guide, Age 5	Age 5 Home Visitor Guide	22,23,32,33,58,59
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Parent evaluations	Group Meeting Evaluation	49
Professional Development Plan	Home Visitor Performance Evaluation	53
Program Improvement Plan	Program Improvement Plan	8,9,12,15,17
Quality Check-in	HUS Telephone Survey	51
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This document was developed by HIPPY US and HIPPY State Offices, with contributions from the field. We extend our sincere thanks to all who contributed to this revision. Their contributions ensured the endorsement process reflects the needs and strengths of the HIPPY US community. We continue to welcome questions and comments, which can be submitted by using the [form linked here](#).

