FINAL REPORT OF 2007-2008
Home Instruction for Parents of Preschool Youngsters (HIPPY) Program
EA08-178-2

DEPARTMENT OF EVALUATION
AND ACCOUNTABILITY

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Dallas Independent School District

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Superintendent of Schools

Home Instruction for Parents of Preschool Youngsters (HIPPY)
Program
2007-2008
EA08-178-2

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Dallas, Texas
October, 2008
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FINISH REPORT
HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS
(HIPPY) PROGRAM, 2008

ABSTRACT

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based program that fosters the parent-child relationship to increase school readiness skills. HIPPY has been a successful international program since 1969. Although program implementation may vary to accommodate diverse cultures and communities, the HIPPY model remains consistent in every program. The HIPPY model consists of weekly contact between parents and trained peer home instructors to role-play the developmentally appropriate curriculum. Home instructors maintain weekly contact with parents through home visits or group meetings. This environment helps parents learn the curriculum and additional teaching techniques through role-play to teach their child effectively. In 2007-2008, Dallas HIPPY served 572 children from low performing schools, 463 of whom primarily spoke Spanish at home. Each student worked on increasing their school readiness skills by enhancing language development, problem solving, logical thinking, and perceptual skills. Results suggest that the increase of parental involvement from the HIPPY program may contribute to an increase in reading achievement.
PROGRAM DESCRIPTION

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based program that fosters the parent-child relationship to increase school readiness skills. HIPPY began in Israel in 1969 as a research project and has since expanded to twelve countries, including the United States in 1984. The program uses the HIPPY model to train and support parents as teachers of their preschool children ages 3, 4, and 5. Some adaptations are made to the implementation of the program to accommodate the cultural environment and needs of the community served, but the HIPPY model remains consistent. The success of the HIPPY program is a result of the basic principle of empowering parents to become their child’s first teacher throughout the child’s educational career. In addition, many HIPPY parents use this experience to enter the workforce.

The Dallas HIPPY program serves families with children ages 3, 4 and 5 that live within the boundaries of the Dallas Independent School District (Dallas ISD). Children have the opportunity to participate in the two or three year program. However, children are not allowed to begin the program at 5 years of age because the curriculum is designed to build off the previous year.

In 2007-2008, families were recruited from 34 Dallas ISD Title I schools where Dallas HIPPY was offered. Recruitment may involve sending out flyers, posting information in schools, or door to door visits in the community. Parents are trained by home instructor specialists, meeting either weekly over 30 weeks, or bi-weekly over 15 weeks. Three and 4 year olds participate in a 30 week program, while 5 year olds participate in a 15 week program. Participation usually coincides with the Dallas ISD public school academic year.

Dallas ISD holds the license with HIPPY USA to run the Dallas HIPPY program within the boundaries of the school district. As Dallas HIPPY maintains licensure with HIPPY USA, on-going site visits are conducted to ensure program quality. Site visits are conducted by national HIPPY trainers who meet with staff and administrators to produce an overall assessment of the program. Dallas HIPPY has been recognized as an exemplary program and received the HIPPY USA Stellar Award for their exemplary status.
A sub-contract is also held with Texas HIPPY to implement and distribute surveys. Although, HIPPY USA does not require programs to conduct research to maintain licensure, programs may do so to facilitate funding and quality. A Parental Involvement Interview is administered to Dallas HIPPY parents one week before the program begins, and at the completion of the program. This interview is used to determine the level of participation by parents in the educational activities of their children, and in school and school support organizations. The interview was developed by Columbia University Center for Young Families, and adopted by the Texas HIPPY Center for Training and Technical Assistance. A Kindergarten Teacher Survey, also developed by Columbia University and adopted by Texas HIPPY, is administered to teachers during the fall and spring semesters. The fall administration of this survey is used to measure student readiness and adaptation, while the spring administration is used to capture the teacher’s perception of parental involvement.

**PURPOSE AND SCOPE OF THE EVALUATION**

The goal of the HIPPY program is to increase the level of parental involvement in a child’s education, particularly among parents who may not feel confident in their skills to help their child. This evaluation assesses the HIPPY program along the goals of Title I, Title III, and the goals of Dallas ISD. The effect of parental involvement on low income bilingual students was measured by a comparison of academic outcomes from student participation in two early childhood programs: HIPPY and prekindergarten. Academic outcomes were analyzed from reading scores on the English or Spanish version of the *Texas Assessment of Knowledge and Skills (TAKS)* test.

**MAJOR EVALUATION QUESTIONS**

2.1 *What is the context of the Home Instruction for Parents of Preschool Youngsters Program?*

**Methodology**

Program information was gathered from literature by HIPPY International Network, HIPPY USA, Texas HIPPY, and Dallas HIPPY. An interview was conducted with the Dallas HIPPY Supervisor to obtain additional information. Demographic data were collected from a Dallas HIPPY Specialist.
Results

Background
HIPPY has been a successful international program since 1969. Although program implementation may vary to accommodate diverse cultures and communities, the HIPPY model remains consistent in every program. The HIPPY model consists of weekly contact between parents and trained peer home instructors to role-play the developmentally appropriate curriculum. Home instructors maintain weekly contact with parents through home visits or group meetings. This environment helps parents learn the curriculum and additional teaching techniques through role-play to teach their child effectively. Participation in the program begins at age 3 and continues through age 5. Parents with 4 year olds may begin the program and continue through age 5 years, but children cannot begin the program at 5 years of age.

Dallas ISD holds the license with HIPPY USA to run the Dallas HIPPY program within the boundaries of the school district. In 2007-2008, Dallas HIPPY served 572 children from 34 Dallas ISD Title I schools. Parents of 3 and 4 year olds received 30 weeks of home visits and group meetings, while parents of 5 year olds received 15 weeks of home visits and group meetings on a bi-weekly basis. Parents work with their children, using the HIPPY curriculum, for 15-20 minutes per day. Thirty home instructors met with assigned families each week to role-play curriculum. Five coordinators maintained training and support of home instructors, as well as recruiting new families and planning group meetings.

Student and Teacher Demographics
In 2007-2008, Dallas HIPPY served 508 families with a total of 572 children. Hispanic children were the predominant ethnic group, representing 87% of children enrolled in the Dallas HIPPY program, as shown in Table 1.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>African American</td>
<td>51</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>500</td>
<td>87</td>
</tr>
</tbody>
</table>
Approximately four-fifths of the children primarily spoke Spanish in the home (see Table 2). More than half of the children enrolled were 4 years of age, as shown in Table 2. Also, nearly half of children enrolled were male.

Table 2

Gender and Home Language of HIPPY Participants by Age

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Age 3</th>
<th></th>
<th>Age 4</th>
<th></th>
<th>Age 5</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>73</td>
<td>54</td>
<td>117</td>
<td>42</td>
<td>82</td>
<td>51</td>
<td>272</td>
</tr>
<tr>
<td>Male</td>
<td>62</td>
<td>46</td>
<td>160</td>
<td>58</td>
<td>78</td>
<td>49</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
<td>277</td>
<td>100</td>
<td>160</td>
<td>100</td>
<td>572</td>
</tr>
<tr>
<td>Home Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>29</td>
<td>21</td>
<td>54</td>
<td>19</td>
<td>26</td>
<td>16</td>
<td>109</td>
</tr>
<tr>
<td>Spanish</td>
<td>106</td>
<td>79</td>
<td>223</td>
<td>81</td>
<td>134</td>
<td>84</td>
<td>463</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
<td>277</td>
<td>100</td>
<td>160</td>
<td>100</td>
<td>572</td>
</tr>
</tbody>
</table>

Dallas HIPPY home instructors were predominately Hispanic females, as indicated in Table 3.

Table 3

Demographic Characteristics of Home Instructors

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>97</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>African American</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

2.2 What was the budget and related expenditures for Home Instruction for Parents of Preschool Youngsters?

Methodology

Information regarding budget and expenditures was collected from the Dallas HIPPY Administrative Assistant. Funding information was gathered from the Dallas HIPPY Supervisor.
Results

Funding

In 2007-2008, Dallas HIPPY received funding from Title I, Title III, and on-campus budgets. Dallas ISD receives Title I federal funding for schools that are classified as low performing according to Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2001. Title I is a federal grant allocated to schools to improve basic programs to ensure that all children have an equal opportunity to receive a high-quality education. At least 1% of Title I funds are reserved for parental involvement activities that promote family literacy and parenting skills. Dallas HIPPY, a parental involvement program that promotes literacy, is able to provide Title I schools the option for services under this requirement. In 2007-2008, Dallas HIPPY was able to serve families from 34 Title I Dallas ISD schools.

Federal funds from the Title III grant are allocated to Dallas ISD to increase the English proficiency of limited English proficient (LEP) students. Dallas ISD must use research based approaches and methodologies for teaching LEP students, and immigrant children and youth. HIPPY began in 1969 as a research project by the National Council for Jewish Women Institute in Education at the Hebrew University of Jerusalem, Israel, and has been replicated in twelve countries, now serving 22,000 families worldwide. In 2007-2008, Dallas HIPPY served 463 children whose primary language at home was Spanish.

Expenditures

According to the HIPPY USA Start-Up Manual, the average costs to run a HIPPY program per child in the United States is $1,250 per year. See Appendix C for HIPPY USA Start-Up Manual. Program expenses may vary to accommodate the needs of the community. The amount stated is based on requirements to maintain program guidelines and functions under HIPPY USA, which includes: salaries for full and part-time staff, fees for training and technical assistance, license and affiliation, program development, the cost of curriculum materials, and other direct costs. Part-time staff is based on one home instructor for each 10-15 children. Participation in the program is free for both parents and children; any charges to parents are prohibited by the operating agreement with HIPPY USA.
2.3 How was the Home Instruction for Parents of Preschool Youngsters Implemented?

Methodology

Curriculum

Program implementation of HIPPY may vary across communities to accommodate diverse groups. However, the HIPPY curriculum as part of the HIPPY model is consistent in each program. The curriculum is designed to be developmentally appropriate for children ages 3, 4, and 5, with a focus on language development, problem solving, logical thinking, and perceptual skills to increase a child's exposure to skills, concepts, and experiences, rather than mastery. It contains 30 weekly activity packets, nine storybooks and a set of 20 manipulative shapes for each age group, and is available in either English or Spanish. The packets are written in a clear scripted format to ensure a successful learning experience for the parent and child working together in their own home. All materials are constantly updated to assess needs and reflect current educational research findings.

Role-play is the method of instruction that is consistent across all HIPPY programs. Specialists role-play the activities on a weekly basis with home instructors demonstrating the purpose of the activity and developmental significance for children. Each home instructor is then required to try out those activities with their own child, or practice-child to gain first hand experience. At the next week's staff training, the specialists and home instructors review and discuss the previous week's activities. After this point, home instructors can then role-play the activities with the parents. Parents are then left with their weekly packet containing five days of activities to do with their child approximately 15-20 minutes per day during the week. During a group meeting, parents are then able to meet other parents to share and learn from each other's experiences, and receive additional support. It is recommended that parents generate ideas for group meeting enrichment activities to increase engagement and ownership in the meetings.
Results

Staff

Each HIPPY staff member has an important role to ensure the quality and success of the program. Dallas HIPPY employed 37 staff members to implement the 2007-2008 programs. Full-time staff consisted of one supervisor, five specialists, and one administrative assistant. The duties of the full-time staff are to maintain management information requirements of HIPPY USA, manage the HIPPY program in accordance with HIPPY USA, recruit and select eligible HIPPY families and home instructors, conduct ongoing supervision and training of home instructors, plan and execute group meetings, participate in local and national HIPPY conferences and meetings, and advocate the program to secure funding.

Part-time staff consisted of 30 home instructors. Home instructors are believed to be crucial to the HIPPY program and are required to be recruited from the area in which HIPPY is provided, have a child of appropriate HIPPY age, or have access to a practice-child with whom they can engage in the HIPPY curriculum. Home instructors are also required to receive weekly training over curriculum and professional skill development from their specialist. The recommended employment period for HIPPY home instructors is two to three years to ensure high quality interactions and increase the economic impact of the community. Many home instructors use this opportunity to gain job training and may qualify for an education award package upon completion of employment with a HIPPY program; this option may vary across programs.

Surveys

In 2007-2008, Dallas HIPPY administered a Parent Involvement Interview and a Kindergarten Teacher Survey. The Parent Involvement Interview was administered one week before participants began the program and again at the completion of the program. Home instructors conducted the interview after a consent form was completed by the parent. Parents were then asked 14 questions that provide insight to literacy in the home, parents’ interaction with
school staff, and parents’ school involvement. See Appendix A for Parent Involvement Interview and Consent Form. According to the Dallas HIPPY 2007-2008 report by Texas HIPPY, 345 first-year parents completed the interview before they began the program, and 186 of these parents also completed the interview at the completion of the program. Results show nearly 76% of HIPPY parents increased the amount of time spent at home engaging their children in literacy activities after beginning the HIPPY program. About 60% of HIPPY parents made more frequent contacts with their child’s school. See Appendix B for Texas HIPPY Evaluation Report.

The Kindergarten Teacher Survey was administered online to 144 kindergarten teachers who had HIPPY students in the spring of 2008. There were 51 surveys completed. The online survey consisted of sections that capture a student’s classroom adaptability, behavior, and parental involvement. According to the Dallas HIPPY 2007-2008 report by Texas HIPPY, 96% of teachers reported students who participated in HIPPY as average or above average in classroom adaptability, while 84% of students who participated in HIPPY were reported to be ready for school in classroom behavior. See Appendix B for Texas HIPPY Evaluation Report.

2.4 What were the academic outcomes of Home Instruction for Parents of Preschool Youngsters participants?

Methodology

This evaluation uses secondary analysis from data collected by Dallas ISD to examine long-term effects of participation in two early childhood programs: HIPPY and prekindergarten. Students who attended Dallas ISD from kindergarten through third grade were identified. From this selection, students classified as both bilingual and of low socioeconomic status (SES) in kindergarten were chosen. Prekindergarten participation within Dallas ISD was merged with this dataset, along with third grade reading scores on the TAKS test from English and Spanish versions. As a measure of classroom quality, the Classroom Effectiveness Index (CEI) for the child’s third grade language arts teacher was also merged. Variables were then used in three multiple regression models, with third grade Reading TAKS scores remaining the constant dependent variable through each model. Many of the selected students who participated in HIPPY also attended the Dallas ISD prekindergarten program; therefore the number of HIPPY only participants was too small to test.
Results
As Table 4 presents, HIPPY participation, classroom quality, and income are significant predictors of increasing reading achievement for low SES bilingual students. The significance of HIPPY participation remained consistent among low SES bilingual students who participated in both prekindergarten and HIPPY programs. However, the variable for low SES bilingual students who only participated in prekindergarten was not significant.

Table 4

Regression Models of TAKS Reading achievement for Low SES Bilingual Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Model 1</th>
<th></th>
<th></th>
<th>Model 2</th>
<th></th>
<th></th>
<th>Model 3</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td>β</td>
<td>B</td>
<td>SE</td>
<td>β</td>
<td>B</td>
<td>SE</td>
<td>β</td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td>2.72</td>
<td>1.25</td>
<td>.14**</td>
<td>2.68</td>
<td>1.27</td>
<td>.14*</td>
<td>2.72</td>
<td>1.25</td>
<td>.14*</td>
<td></td>
</tr>
<tr>
<td>Classroom quality</td>
<td>0.10</td>
<td>0.03</td>
<td>.20**</td>
<td>0.09</td>
<td>0.03</td>
<td>.19*</td>
<td>0.10</td>
<td>0.03</td>
<td>.20**</td>
<td></td>
</tr>
<tr>
<td>Pre-k and HIPPY participation</td>
<td>7.75</td>
<td>2.66</td>
<td>.19**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-k participation only</td>
<td>0.25</td>
<td>0.72</td>
<td>0.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. N = 220. * p < .05, ** p < .01, *** p < .001.

SUMMARY
Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based program that fosters the parent-child relationship to increase school readiness. HIPPY is an international program that may vary across cultures and communities, but the basic principles set forth in the HIPPY model are consistent in every program. The HIPPY model consists of weekly contact between parents and trained peer home instructors to role-play the developmentally appropriate curriculum. Home instructors maintain weekly contact with parents through home visits or group meetings. This environment helps parents learn the curriculum and additional teaching techniques through role-play to teach their child effectively.
The HIPPY program strives to increase the level of parental involvement in a child’s education, particularly among parents who may not feel confident in their skills to help their child. The HIPPY curriculum is available to families in either English or Spanish and focuses on exposure to school readiness skills rather than mastery. In 2007-2008, Dallas HIPPY served 572 children from low performing schools and of those students 463 whose primary language at home was Spanish. Each student worked on increasing their school readiness skills by enhancing language development, problem solving, logical thinking, and perceptual skills.

Results indicate that not only does the HIPPY program provide services to families who may not be confident in their skills to help their child, but also increases their literacy skills to be successful in school. The HIPPY program focuses on the parent-child relationship as the key to increase school readiness skills. Results suggest that increases in parental involvement may contribute to an increase in reading achievement. Further research is recommended because the populations of low SES bilingual students who participate in HIPPY are understudied.
REFERENCES


Appendix A

Parent Involvement Interview
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Parental Consent Form

PARENT INVOLVEMENT SURVEY

Interview Date: ________________ (check one: HIPPY 3 ____ HIPPY 4 ____)

CHILD’S NAME: ________________  Interviewer Name _______________________

NAME OF HIPPY PARENT/ADULT INTERVIEWED: ______________________________

Coordinator / Supervisor __________________

School: ___________________________  City & State: ________________

-------------------------------------------------------------------

Parents, PLEASE read below and sign, either the agreement (1) OR the refusal (2)

(1) Parent Agreement Statement

I, the parent/guardian of (name of child) ________________, do consent to participate with my child in the evaluation of HIPPY. As part of my participation, I understand that I may be asked to complete a survey that covers general information about my family, my child’s schooling and my beliefs about education.

Additionally, I understand that my child’s teacher at school may also be asked to complete a survey.

I understand that I may skip any section or questions on the survey that I do not want to answer. I voluntarily agree to participate in this study. Furthermore, I understand that all the information collected will remain confidential, and that my name or personal description will not be used in any way.

Name: ____________________________ Signed: ____________________________ Date: ____________

(parent or legal guardian of HIPPY child)

(2) Parent Refusal Statement

I, the parent/guardian of (name of child) ________________, do not agree/refuse to participate in the evaluation of HIPPY. My refusal to participate in the evaluation does not terminate participation in the HIPPY program or any services provided by HIPPY.

Name: ____________________________ Signed: ____________________________ Date: ____________

(parent or legal guardian of HIPPY child)

-------------------------------------------------------------------

Home Instructor – Please read the instructions below before interviewing the parent:

- This interview is only for NEW parents to HIPPY program.
- The person selected for the interview should be the adult who will participate in the HIPPY program and do activities with the HIPPY child.
- Interview parents at Week 2 (or earlier, during intake). If you miss this deadline, do not interview parent.
- You will interview them again at the end of each year they participate in HIPPY (weeks 29-30).
- If a new parent is enrolled with a 3 and 4 year old, conduct the interview based on the younger child. In case of twins, flip a coin.
Parental Consent Form
PARENT INVOLVEMENT SURVEY
Español

Fecha de Entrevista: __________

Nombre del Niño: ________________________________

Nombre del Padre de HIPPY/ Adulto Entrevistado: ________________________________

Coordinador/Supervisor: ________________________________

Escuela: ________________________________ Ciudad y Estado: ________________________________

Padres, POR FAVOR lean lo siguiente y firmen, que están de acuerdo (1) O en desacuerdo (2)

(1) Declaración de Acuerdo

Yo, el padre/la madre/el guardián del (niño) ________________________________, estoy de acuerdo en participar con mi hijo en la evaluación de HIPPY. Como parte de mi participación, entiendo que me pueden pedir que llene una encuesta que cubre información general sobre mi familia, la educación de mi hijo y mis creencias acerca de la educación.

Adicionalmente, yo entiendo que a el instructor de mi hijo se le puede pedir que llene una encuesta.

Entiendo que puedo omitir cualquier sección o pregunta(s) en la encuesta que no deseo responder. Yo estoy de acuerdo en participar en este estudio. Aún más, entiendo que toda la información es confidencial, y que mi nombre o descripción personal no será usada de ninguna manera.

Nombre: ________________________________ Firma: ________________________________ Fecha: __________

(padre o guardián legal del niño de HIPPY)

(2) Declaración de rehúso

Yo, el padre/la madre/el guardián del (niño) ________________________________, no estoy de acuerdo, es decir rehúso participar en la evaluación del programa HIPPY. El negarme a participar en la evaluación no termina mi participación en el programa HIPPY, ni ningún servicio provisto por HIPPY.

Nombre: ________________________________ Firma: ________________________________ Fecha: __________

(padre o guardián legal del niño de HIPPY)

Instructor—Por favor lea las siguientes instrucciones antes de entrevistar al padre:

- Esta entrevista es solamente para padres NUEVOS al programa HIPPY.
- La persona seleccionada para la entrevista debe ser el adulto quien participará en el programa HIPPY y hará las actividades con el niño de HIPPY.
- Entreviste a los padres en la semana 1 o 2 (o más temprano, durante la época de inscripción)
- Entrevistara a la familia otra vez al final del año que empezaron en HIPPY (semana 29-30)
- Si un padre Nuevo se inscribe con un niño de 3 y de 4 años, completa la entrevista basado en el niño menor, si son gemelos/cuates, tire una moneda para escoger entre los dos.
Section I.

Instructions: Bubble in only one answer for each question below.

1. In a typical week, how often do you spend time telling stories, reading books, or singing songs to your child at home?
   - O 1. Never/seldom
   - O 2. One to Three Times a Month
   - O 3. At least once a week
   - O 4. Daily

2. How often do you encourage your child to read or look at books, signs or labels?
   - O 1. Never/seldom
   - O 2. One to Three Times a Month
   - O 3. At least once a week
   - O 4. Daily

3. How often do you encourage your child to write/scribble/draw or paint?
   - O 1. Never/seldom
   - O 2. One to Three Times a Month
   - O 3. At least once a week
   - O 4. Daily

4. How often do you or any other adults in your family take your child to the public library?
   - O 1. Never/seldom
   - O 2. One to Three Times a Month
   - O 3. At least once a week
   - O 4. Daily

5. Is your child in an early childhood, child care, Head Start or other out-of-home school program?
   - O 1. Yes
   - O 2. No.

6. Do you have other children in early childhood, elementary, middle or high school?
   - O 1. Yes
   - O 2. No.

Instructions:

If Parent answered "Yes" to either Questions 5 OR 6, please continue answering the following questions.

If Parent answered "No" to Questions 5 AND 6, do not proceed with the rest of the survey.
Section II.
Instructions: Answer the following questions in relation to ALL your school children; including your HIPPY child.

7. How often have you had a face-to-face, phone conversation or conference with your child's teacher?

8. How often have you had a face-to-face or phone conversation or conference with your child's school principal or director?

9. How often have you observed your child's classroom?

10. In the past year, how often have you attended meetings of the PTA or PTO?

11. How often have you attended parent meetings (other than PTA or PTO)?

12. How often have you gone on field trips with your child's class?

13. How often have you volunteered at your child's school in the classroom?

14. How often have you volunteered at your child's school in the school office, library, or lunchroom?
Appendix B

Texas HIPPY: Dallas HIPPY 2007-2008 Evaluation Report
Dallas HIPPY 2007-2008
Evaluation Report

HIPPY (Home Instruction for Parents of Preschool Youngsters) is an international home-based literacy program with a 20-year record in the state of Texas. The 2007-2008 impact study encompassed parent involvement and the child's readiness for Kindergarten.

RESEARCH QUESTIONS

Did parents engage in home-literacy activities with their preschool children?

Was there an increase in parental involvement in the education of preschool children?

Do HIPPY children enter Kindergarten “ready to learn”?

PURPOSE

The purpose of this research brief is to provide evidence that HIPPY was a positive influence in preschool children's readiness for Kindergarten and their parents' involvement in school and the community.

The 2007-2008 study compared involvement of parents of HIPPY kindergarten children and their parents at the beginning and end of their first year in the HIPPY Program. The study also surveyed the Kindergarten teachers of HIPPY children to determine the effects of the HIPPY program on school readiness.

PARENT INvolvement
INTERVIEW 2007-2008

Method

In the Fall of 2007, HIPPY Home Visitors administered the Parent Involvement Interview (2-pages, 14 items) to first-year HIPPY parents prior to week 2 of the 30 weeks of HIPPY instruction. The same assessment was administered again at the completion of the school year. The Parent Involvement Interview divides questions into four sections: a) in-home literacy, b) parent's interactions with school staff, and c) parent's school involvement. 345 HIPPY first-year parents participated in the pretest. Of those, 186 parents also participated in the posttest.

Results

Did parents engage in home-literacy activities with their preschool children?

- 75.9% of the HIPPY parents increased the amount of time spent engaging their children in literacy activities at home.

Was there an increase in parental involvement in the education of preschool children?

- 59.6% of HIPPY parents had more frequent contact with personnel at the children's school.

- 66.3% of HIPPY parents increased their level of parent involvement with their children's school.

- 94.1% of HIPPY parents were reported by their child’s Kindergarten teacher as equally or more involved than parents of other children in their class.
Results from one-tailed, paired sample t-tests indicate a significant increase, at the .001 level, in mean scores from pre to post administration on In-home Literacy, section of the Parent Involvement Interview.

KINDERGARTEN TEACHER SURVEY 2007-2008

Benchmark
To identify school readiness expectations of the general population of Kindergarten children in Texas, 52 Kindergarten teachers across the state reviewed the Kindergarten Teacher Survey and identified the number of questions a child in their classroom would have to be rated as average or above to be considered "ready for school." Seventy Kindergarten teachers from four school districts in North, West and Central Texas representing rural, urban, and suburban communities were asked to participate. Results the Kindergarten Teacher Survey were then compared to this benchmark. As a result we are able to determine with more statistical power, the number of HIPPY students who enter Kindergarten "ready for school."

Method
In the Spring of 2008, the Kindergarten teachers of HIPPY students were asked to complete the Kindergarten Teacher Survey via an online survey website. The survey consisted of three sections: Classroom Adaptability, Classroom Behavior, and Parental Involvement. Teachers were not aware of the student’s HIPPY involvement and were asked to rate the student as “below average”, “average”, or “above average” compared to other children in her class. Of the 144 teachers contacted, 51 completed the entire survey.

Results
Do HIPPY children enter Kindergarten “ready to learn”?
- 96.1% of HIPPY children were reported as “average” or “above average” in classroom adaptability by their Kindergarten teachers.
- 92.2% of HIPPY children were reported as “average” or “above average” in classroom behavior by their Kindergarten teachers.
- According to Benchmark results, 92.2% of HIPPY children in Dallas were reported as “ready for kindergarten” in the area of classroom adaptability; 84.3% were reported as “ready for school” in the area of classroom behavior; and 80.4% were reported as “ready for school” in both areas combined.

Percentage of Kindergarteners Rated as "Ready for School" by Teachers - Dallas

ABOUT TEXAS HIPPY
Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based parent involvement program designed to help parents provide educational enrichment for their preschool children. HIPPY Programs served over 1,800 families in 2007-2008 in nine Texas Communities:

Austin • Dallas • Fort Worth
Grand Prairie • Houston • Irving
Richardson • Snyder • Laredo

For More Information Please Contact:
Carla-Marie Weir, Director
Texas HIPPY Center
University of North Texas
Tel 214-442-1441 • Fax 972-780-3606
hippy@unt.edu • http://www.unt.edu/hippy

Report Prepared By:
Amber L. Brown, Evaluation Coordinator
Center for Parent Education, UNT
Tel 940-369-8743 • Fax 940-369-7955
2007-2008 Dallas Parent Involvement Interview Results

Section I – Home Literacy
(Questions 1-4)

Home Literacy - Dallas

Percentage of time spent telling stories, reading books, or singing to child

<table>
<thead>
<tr>
<th></th>
<th>Pre N=345</th>
<th>Post N=186</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Never/Seldom&quot;</td>
<td>2.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>&quot;Monthly&quot;</td>
<td>21.4%</td>
<td>3.7%</td>
</tr>
<tr>
<td>&quot;Weekly&quot;</td>
<td>43%</td>
<td>35.2%</td>
</tr>
<tr>
<td>&quot;Daily&quot;</td>
<td>33.2%</td>
<td>60.5%</td>
</tr>
</tbody>
</table>

Percentage of parents who increased from pre to post
75.9%
Section B – Interaction with School Staff
(Questions 7-11)

Interactions with School Staff - Dallas

Percentage of parents who interacted with school staff members

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=320</td>
<td>N=138</td>
<td></td>
</tr>
<tr>
<td>&quot;Never/Seldom&quot;</td>
<td>12.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>&quot;Monthly&quot;</td>
<td>41.0%</td>
<td>41.6%</td>
</tr>
<tr>
<td>&quot;Weekly&quot;</td>
<td>40.3%</td>
<td>49.5%</td>
</tr>
<tr>
<td>&quot;Daily&quot;</td>
<td>6.2%</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

Percentage of parents who increased from pre to post: 59.6%
Section C – School Involvement
(Questions 12-14)

Parent Involvement at School - Dallas

Percentage of parents who are involved in their child's school

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/Seldem</td>
<td>51.3%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Monthly</td>
<td>31.1%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Weekly</td>
<td>13.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Daily</td>
<td>4.0%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Percentage of parents who increased from pre to post: 66.3%
### Differences between Mean Responses from Pre to Post Parent Involvement Interview for Dallas HIPPY

<table>
<thead>
<tr>
<th>Section</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Standard Deviation Pre</th>
<th>Standard Deviation Post</th>
<th>F-crit</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Home Literacy Interaction w/School Staff</td>
<td>162</td>
<td>2.69</td>
<td>3.15</td>
<td>.704</td>
<td>.453</td>
<td>-7.299</td>
<td>161</td>
<td>**.000</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>104</td>
<td>2.05</td>
<td>2.17</td>
<td>.680</td>
<td>.561</td>
<td>-1.295</td>
<td>103</td>
<td>.198</td>
</tr>
</tbody>
</table>

Note: Scores range from 1 to 4, with 1 being "never/seldom" and 4 being "daily"

* p < .05 ** p < .001

- Results from a one-tailed, paired sample t-test indicates a significant increase, at the .001 level, in mean scores from pre to post administration on the In-home Literacy section of the Parent Involvement Interview.
Dallas Kindergarten Teacher Survey Results 2007-2008

Classroom Adaptability - Dallas

- Dallas
  - Above Average: 41.2%
  - Average: 54.9%
  - Below Average: 3.9%

Classroom Behavior - Dallas

- Dallas
  - Above Average: 33.3%
  - Average: 58.8%
  - Below Average: 7.8%

51 Received/ 144 Surveys Mailed = 35% Response Rate
Parent Involvement - Dallas

<table>
<thead>
<tr>
<th></th>
<th>Dallas</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>51</td>
</tr>
<tr>
<td>More Involved</td>
<td>31.4%</td>
</tr>
<tr>
<td>Equally Involved</td>
<td>62.7%</td>
</tr>
<tr>
<td>Less Involved</td>
<td>5.9%</td>
</tr>
</tbody>
</table>
School Readiness Benchmark Results - Dallas

School Readiness Benchmark (Sections A & B) - Dallas

<table>
<thead>
<tr>
<th>Both (Sections A &amp; B)</th>
<th>Dallas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Adaptability</td>
<td>92.2%</td>
</tr>
<tr>
<td>Classroom Behavior</td>
<td>84.3%</td>
</tr>
</tbody>
</table>

Section A of the Kindergarten Teacher Survey measures a child's ability to adapt to classroom situations. According to a sample of Texas teachers, a score of 5 (out of 8 questions) is the benchmark for students to be considered "ready for school". Based on this definition, 92.2% of Dallas HIPPY Kindergarten students were rated by their teacher as "ready for school".

Section B of the Kindergarten Teacher Survey measures a child's classroom behavior. According to a sample of Texas teachers, a score of 3 (out of 5 questions) is the benchmark for students to be considered "ready for school". Based on this definition, 84.3% of Dallas HIPPY Kindergarten students were rated by their teacher as "ready for school".

Section A of the Kindergarten Teacher Survey measures a child's ability to adapt to classroom situations. According to a sample of Texas teachers, a score of 5 (out of 8 questions) is the benchmark for students to be considered "ready for school". Section B of the Kindergarten Teacher Survey measures a child's classroom behavior. According to a sample of Texas teachers, a score of 3 (out of 5 questions) is the benchmark for students to be considered "ready for school". Based on this definition, 80.4% of Dallas HIPPY Kindergarten students were rated by their teacher as "ready for school" on both Sections A and B of the Kindergarten Teacher Survey.
Appendix C

HIPPY USA Start-Up Manual
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Start-Up Manual
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INTRODUCTION

The successful implementation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) program is a process involving extensive community coordination and intensive communication with HIPPY USA. Both components are vital to ensure that local needs are well understood and met, and that programmatic guidelines and requirements are in alignment with the national model. For these reasons, a set of guidelines has been developed to assist local communities as they engage in the process of starting a HIPPY program.

HIPPY programs are operated by a variety of institutions and agencies that include: school districts; preschool programs; departments of health; housing authorities; children welfare and other community based organizations. Approval is provided only to those agencies with a sound organizational structure and that have a demonstrated record of implementing well functioning and effective projects. More specifically, it is vital to the efficacy of a HIPPY program that an agency be able to meet the other needs of families in addition to HIPPY educational services.

The initial contact with HIPPY USA can be made by any interested community member - - a volunteer, a school superintendent, a concerned parent, a local business person, an agency administrator, or any other person who feels that HIPPY may be beneficial to their community. This initial contact person is typically the one who gets the process moving. However, starting a HIPPY program entails more than simply requesting informational material. It is a process that is developed through strong grassroots community relations in conjunction with dialogue with HIPPY USA. It is important to remember the process will greatly influence the quality of the product. This document is written to inform you of critical components and to help you understand and negotiate the process.

“HIPPY not only plants the seeds for learning, but provides the sunshine and the water to help children grow.”

~June Higgins, Parent, Pawtucket, Rhode Island
SUPPORT AVAILABLE FROM HIPPY USA

This manual is designed to help you determine if HIPPY is appropriate for your community and, if so, how to begin the implementation process. If you make the decision to go ahead with the process, please note that the national office -- HIPPY USA -- can provide a wide range of support materials and additional information:

- HIPPY USA can supply additional resources to be used for public awareness and to better inform those involved in the start-up process. These materials include the *HIPPY USA Guide to Fund Development*, research information on the effectiveness of HIPPY programs, a video about the program, and our national brochure. *Many of these items are at no charge; others are available at a nominal cost.*

- HIPPY USA can arrange for guest speakers, such as national staff members, trainers, or others involved in the program, to attend local community meetings, when requested and feasible.

- HIPPY USA can put you in contact with other HIPPY programs in your area or with similar demographics.

- HIPPY USA can inform you of other agencies or individuals in your city or community who have already requested information about HIPPY.

- HIPPY USA can provide information on pertinent legislation and funding opportunities.

- HIPPY USA staff is always available to answer specific questions and to assist and guide you through the application process.

For more information or further consultation, please contact:

HIPPY USA  
1221 Bishop Street  
Little Rock, Arkansas 72202  
Tel.: (501) 537-7726  
Fax: (501) 537-7716
INTRODUCING HIPPY USA

Continuing dialogue with HIPPY USA is an essential component of starting and maintaining a program. As you begin, and continue, the process of establishing a HIPPY program, you will quickly become familiar with the staff at HIPPY USA. The following is an introduction to HIPPY USA staff members and their roles in supporting our local programs. Please direct calls concerning new program applications to: M. Gayle Hart or Kristi Meyer.

HIPPI USA STAFF

Duane Booker    Executive Director, 501.537.7727, dbooker@hippyusa.org
Teri Todd       Executive Assistant, 501.537.7726, ttodd@hippyusa.org
M. Gayle Hart   National Program Director, 501.537.7731, mghart@hippyusa.org
Kristi Meyer    National Program Assistant, 501.537.7739, kmeyer@hippyusa.org
Merle G. Greene Early Childhood Education Director, 718.548.0507, mgreene@hippyusa.org
Letha Todd      Accountant/Contract Administrator, 501.537.7729, ltodd@hippyusa.org
Nicole Green    HIPPYCorps Coordinator, 501.537.7728, ngreen@hippyusa.org
STEPS TO IMPLEMENTATION
STEPS TO IMPLEMENTATION

Based on our experience with helping local communities start HIPPY programs, we have broken down the process into seven steps. These basic steps are:

1. Review program requirements
2. Perform a community needs assessment
3. Convene a preliminary meeting
4. Secure funding
5. Submit an application
6. Select a coordinator
7. Sign a contract

Of course, all communities are different and the individual processes will vary. The steps are presented as guidelines to help provide focus for the implementation process. While there are some required action steps along the way, they may not always occur in the same order. In every case, they must be adapted to fit your local circumstances.

STEP #1 REVIEW PROGRAM REQUIREMENTS

While each local HIPPY program is adapted to its local situation, there are several core components to the HIPPY program. These requirements need to be carefully considered as the decision making process develops. Below are descriptions of the basic core elements that make up the HIPPY program.

Program Size

A new HIPPY program typically serves children/families in one geographic area - that is, in one community. However, this may vary. In very small rural communities, clusters of about 10 children may come from several different areas and still be a part of one program. Programs in magnet schools may use the “school community” rather than the geographic community as the targeted community. However defined, HIPPY should always be part of a specific community.

A model program begins with 60 children (max.) in the first year. Natural program growth means a new cohort of 60 children is added in the second, and each year thereafter. In some communities, it may not be possible to recruit 60 children. In those instances, at least 45 children should be added each year. These maximum and minimum figures are determined based on years of experience that take “economy of scale” and the important need for a critical mass of parents and home visitors (group dynamics) into consideration.
**Program Length**

HIPPY, in the United States, may be either a **two-year program** for parents with children ages four and five, or the **three-year program option** for parents of three-, four- and five-year-olds.

It is strongly recommended that programs **begin with service to Age 3 children** solely. Utilizing this structure, programs will achieve maximum capacity by the third year. Initial recruitment of age 3 children is optimum relative to: brain research findings, easier engagement of parents, and allowing for maximum exposure. However, HIPPY USA realizes that each community may have varying needs and requirements. Therefore, it is permissible to enroll both three- and four-year-olds in the first year. **Children may not begin the program in the five-year-old curriculum** since it builds on the four-year-old curriculum.

Although some communities have expressed an interest in implementing only the three- and four-year-old components of the program, the five-year-old component is required to be included in every local program. Primarily, participation in the Age 5 curriculum provides a subtle message to parents that they should still be actively involved in their child’s education, - even after they enter school. In addition, participation can support the child’s transition into school – providing information to the school about the child, and fostering the parent’s understanding and involvement in school activities. **Any exceptions to this rule require the prior approval of HIPPY USA**, and will be granted only if well justified in terms of the availability of alternative supports for transition to school.

In each curriculum year, there are thirty weeks of activities. Normal delivery is scheduled to roughly coincide with the public school year.

<table>
<thead>
<tr>
<th>Three-year-old curriculum</th>
<th>Four-year-old curriculum</th>
<th>Five-year-old curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(all children must first participate in four-year-old program)</td>
</tr>
</tbody>
</table>
Program Coordinator

It is essential that each program site should have one full-time coordinator whose time is fully dedicated to HIPPY. It has been our experience that program quality is greatly sacrificed when coordinators have additional responsibilities. This is true regardless of the number of children/families being served. The same amount of time is needed for certain responsibilities whether 45 children are enrolled or the program has reached the maximum size for one coordinator (180 children). And, given the demanding nature (support to staff and families; referrals; training; etc) of the coordinator’s role, it is impossible for HIPPY coordinators to be truly effective when managing a program on a part-time basis.

A coordinator’s area of expertise may include early childhood education, elementary education, social work, community development, adult education or any other related field. [See Appendix A, Guidelines for the HIPPY Coordinator, pg. 25] Note: In order to implement an effective HIPPY program, it is important that you have a coordinator who understands the philosophical and practical aspects of the HIPPY model.

It is also vital that a coordinator be reasonably accessible to staff and participants when the need arises. If it is impossible to hire a coordinator to manage HIPPY on a full time basis, then an assistant coordinator must be hired. [See Appendix B, Guidelines for the Assistant Coordinator, pg. 26]

The coordinator is required to successfully complete the entire week of the HIPPY pre-service training before starting a new program, or taking on the coordination of an existing program. If the coordinator is hired after a pre-service has occurred, s/he must attend the next scheduled training. The HIPPY pre-service training is five days in length and covers all aspects of administering a HIPPY program. It also addresses the philosophical and theoretical underpinnings of the program through practical, hands-on training. [See Appendix D, Abridged Pre-service Training Agenda, pp. 28]

Home Visitors

The hiring of the right home visitors is crucial to the success of your HIPPY program. It is required that home visitors be recruited from the targeted community, have a child of appropriate HIPPY age, or have access to a practice child with whom they can engage in the HIPPY curriculum. Other eligibility requirements may be specified by the host agency. Home Visitors initially receive training in the use of the curriculum during an Initial Site Visit conducted by a national HIPPY trainer. Thereafter, they receive weekly HIPPY training from their coordinator, which periodically should include professional skill development. The staff meeting is key to the success of the home visitors, and therefore, the program. It is essential that the staff training be held every week at the same time. The home visitors’ main responsibility is to deliver the curriculum to their assigned parents each week. The service delivery is achieved through role play...
(acting out the curriculum) during home visits and group meetings. On alternate weeks, beginning around week 4, parents, home visitors and the coordinator meet as a group to role play the activity packet; to participate in an enrichment activity; and often to have parent and child together (PACT) time.

Since the home visitors are doing the HIPPY curriculum with their own, or practice child, they can readily identify with some of the challenges parents face as they progress through the HIPPY curriculum. The home visitor's appreciation for, and intimate knowledge of, their unique communities are vital to the success of HIPPY. By virtue of this peer mentoring design, home visitors are able to establish effective and trusting relationships with their families and have been found to be quite skillful at presenting the curriculum in a culturally relevant and appropriate manner.

Home Visitors working on a part-time (20 hours/week) basis should have a caseload of between 10-15 children. The caseload for a full time (40 hours) home visitor can be up to 25 children. Please consult HIPPY USA to calculate the appropriate case load if the number of hours varies from either of these figures. The ratio of children to home visitor should be determined based on the characteristics of the community served (e.g., distances to be traveled, vulnerability of families). Because this position is often a first step to future employment, it may be viewed as job training. To ensure continued high quality interactions and increase the economic impact on the community, the recommended employment period for HIPPY home visitors is 2-3 years. [See Appendix C, Guidelines for the HIPPY Home Visitor, pg. 27]

Method of Instruction

HIPPY utilizes the role-playing method of instruction when training home visitors and parents in the execution of the curriculum. Role playing promotes a comfortable, non-threatening learning environment in which there is always room for mistakes. In addition to maximizing parents' understanding and facility with regard to the execution of the HIPPY activities, role playing promotes parental empathy for the developmental capabilities of young children.

The HIPPY role playing sequence includes several steps: (1) The coordinator role plays the activities for a given week with the home visitors. During this time, s/he explains the purpose of the activities and the developmental significance for children. (2) Each home visitor is then expected to try out those activities with her/his own child, or with a practice child, in order to gain first hand experience with the activities. (3) At the next week’s staff training, the coordinator reviews and discusses the previous weeks’ activities. Any questions or ambiguities can be addressed at this time. (4) 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, but does not work with the child. The parent is then left with a packet containing five days worth of activities to do with her or his child (taking approximately 15-20 minutes per day) during the week.
**Group Meetings**

Bi-weekly group meetings are integral to the HIPPY program design. Since the core of the program is centered around home visits, the group meetings are the only opportunity for parents to meet each other, share and learn from each other’s experiences, and receive additional support and information from the coordinator and other community resource people. For many parents who may feel socially and psychologically isolated, attendance at group meetings provides an important opportunity to bond with other parents and HIPPY staff.

The facility where the group meeting is held should have all of the necessary amenities (tables and chairs, a food preparation area, and separate space for child-care, etc.) and must be accessible to all participating families. Group meetings should run for approximately two hours. During the initial hour, parents provide the coordinator with feedback regarding the previous week’s activities and/or the child’s educational progress. During this hour, the coordinator and home visitors role play the current week’s activity packet with parents. During the second hour, parents are offered an enrichment experience ranging from presentations on parenting, community, political or health issues, to craft workshops for designing homemade toys or cultural artifacts.

It is extremely important that HIPPY parents generate ideas for group meeting enrichment activities. The parents’ sense of ownership of the meetings, which comes as a result of their active engagement in the planning and implementation of the meetings, will positively impact their attendance.

**Management Information System**

The HIPPY Management Information System (MIS) is a computer program that records data about the participating families and tracks their progress. It is designed to help local programs better administer their programs. The coordinator and home visitors are responsible for completing the report forms and inputting the information into the computer as well as producing an end-of-year MIS report for HIPPY USA. This information is used to provide data at both the local and national level to support local program management, sustainability and expansion. In addition, the information is used at the national level for overall evaluations and research. There are also numerous reports and program administration documents (directories, lists, etc) that can be produced locally. The HIPPY MIS also provides a source of documentation when applying for funding and base line data for research/evaluation efforts. [See Appendix E, Management Information Systems, pp. 31]
Program Costs

The average cost to the program per child is $1250 per year. This amount is based on a program that adds 60 children each year, with a full-time coordinator, and one home visitor for each 10-15 children. Programs with lower costs generally receive significant in-kind donations. Included in this figure are salaries for staff, fees for training and technical assistance, license and affiliation, and program development, the cost of curriculum materials, and other direct costs. Appendix G, Budget Considerations, pp. 34, will guide you through the process of creating your budget.

Note: HIPPY parents do not pay any fee to participate in the program with their children. Any charges to parents are prohibited by the operating agreement (contract) with HIPPY USA.

STEP #2 CONVENE PRELIMINARY MEETING

The importance of convening a preliminary meeting about HIPPY should not be underestimated. Its purpose is to orient and inform members of the community about HIPPY, to discuss the need for, and feasibility of implementing HIPPY, to strategize funding possibilities, and to consider potential implementing agencies and possible collaborations. Outcomes of such a meeting may include designating a working group to conduct the community needs assessment, the identification of potential funding sources, forming an advisory group (see next paragraph), and establishing ties between community members. Representatives from the following groups should be invited to the meeting:

- Community agency representatives
- Representatives from the target community
- Volunteer organizations (National Council of Jewish Women, Junior League, Urban League, etc.)
- School personnel (early childhood educators, principals, superintendents, community liaisons, parent involvement coordinators, Parent Teacher Association members, dropout prevention coordinators, etc.)
- Local Head Start staff
- Local government officials
- Potential funding sources (State Department of Education, private foundations, local businesses, local government, school districts, job training organizations, federal government resources, e.g., PIRC, AmeriCorps and Even Start, etc.)

HIPPY Advisory Group

The establishment of a HIPPY advisory group is critical to the functioning of local HIPPY programs. The main responsibility of the HIPPY advisory group is exactly what the term denotes - to provide advice, counsel and ongoing assistance and support to the HIPPY coordinator. The HIPPY advisory group does not establish program policy. Rather, it is the advisory group’s ultimate challenge to ensure that the HIPPY program remains sustained and viable. The advisory
group should be diverse, consisting of community stakeholders: parents, community leaders, volunteers, early childhood professionals, elementary school principals/teachers, college professors, staff, parents and business and political leaders. For practical and political reasons, it is recommended that an active member of the advisory group, other than the HIPPY coordinator or his or her supervisor/administrator, be designated as chairperson. An agency that already has such a group (e.g., an existing advisory group) with comparable representation might consider bringing the HIPPY program to an existing forum rather than creating a new one or may consider forming a HIPPY Advisory Group as a sub-committee to the larger group. [See Appendix F, Responsibilities of a HIPPY Advisory Group, pg. 33]

STEP #3 COMMUNITY NEEDS ASSESSMENT (CNA)

Completing a basic assessment of the community and its needs and resources is an important process. National attention is now being focused on providing a continuum of comprehensive, integrated services to the entire family. The HIPPY program addresses just one component of family support services. Community groups undertaking implementation of HIPPY are required to engage in a comprehensive assessment to determine the level of need for HIPPY. This is to discourage communities from duplicating services and ensure that there is a need, support and demand for the program. As a result, factors previously overlooked or assumptions made regarding needed services in any given community can be challenged and re-examined.

It is worthwhile to investigate potential partnerships. Many local programs work in collaboration with other community-based family support programs. For example, HIPPY sometimes provides the education curriculum to Head Start’s Home-Based model. In some cases, HIPPY is the follow through program for families who previously participated in the Parents as Teachers or Healthy Families America (0-3 programs). Other programs work with MELD, a program that provides parenting information and support to families via the group process. These are all exciting initiatives in that they offer families a wide range of options and address multiple needs.

Information to be included in a community needs assessment can be found in Appendix H, Community Needs Assessment, pp. 47. A completed needs assessment is one part of the application process. Please note that it is possible that organizations in your community have already undertaken this task. We encourage seeking out and utilizing information from these existing documents. If a completed Community Needs Assessment for your community is not available, utilize the following resources to gather information.

Government Resources

Demographic data such as age, race, ethnicity, income, and occupation are available through the U.S. Census, located at reference libraries. Local government offices, planning departments, community development agencies, housing offices, or the chamber of commerce may collect similar information more frequently.
Educational Resources

Education statistics such as the high school drop out rate, pre-school and kindergarten participation rates, number of children with limited English proficiency, enrollment in special education classes, etc. may be available through the office of school superintendents or social service agencies.

Other Resources

Other resources for information on community characteristics include local colleges and universities, police stations, the courts, the departments of health, councils for greater economic opportunity, Department of Human Services, Head Start and non-profit institutions such as the United Way. When you have finished the Community Needs Assessment, you will have a clear idea of how HIPPY will fit into your community and will be able to answer the following questions:

Why do you need a HIPPY program in your community?
How will the HIPPY program address the needs of the community?
What will be the relationship between the HIPPY program and other community stakeholders?
How will the HIPPY program fit into the community history and culture?

In addition to the needs assessment, examining the feasibility of implementation is also necessary. Prior to executing the steps for implementation, it is recommended that you consider the following questions:

Does the community want the program?
Is there general support from the educational/family support community?
Can HIPPY program requirements be met?
Is there funding available?

If all of these questions can be answered in the affirmative, you are well on your way to starting a HIPPY program. If issues exist around any of the questions, the implementing committee should examine the obstacles and ways to address them. For example, funding is often a major concern. A great amount of time, investigation and perseverance are often necessary to locate and secure stable funding.

STEP #4 SECURE FUNDING

In many cases, securing funding is the greatest obstacle to starting a HIPPY program. HIPPY USA recommends that new programs secure at least two years of stable funding. However, we are aware of the many barriers to obtaining long term funding. Therefore, HIPPY USA requires that local communities have the first year fully funded and a realistic plan for securing second year funding before a program begins. We have found that it is often easier for existing HIPPY programs with a proven track record of effectiveness to obtain funding. For information on
possible funding sources and sample components of standard grant applications, you can order the *HIPPY USA Guide to Fund Development*.

Applications may be submitted before funding is secured. HIPPY USA may consider approving an application pending the receipt of funding. In the interim, we can address other concerns in the application and, if appropriate, offer suggestions regarding the funding status. This information helps HIPPY USA in its ability to forecast and plan for new programs.

**STEP #5  SUBMIT APPLICATION**

Any community interested in starting a local HIPPY program must submit an application to HIPPY USA. The application assists the national office staff in their understanding of the implementing agency, local community, and targeted families. Optimally, applications are submitted on or before June 1. This allows ample time for the coordinator to be identified and registered for the pre-service session held in either July or August annually. And, this timing supports programs becoming operational under optimal circumstances (e.g., ample time to recruit staff and children/families without feeling rushed and to also coincide with the public school year). However, programs may submit applications earlier or later depending on their specific situation. HIPPY USA requests that agencies that need an extension, inform the national HIPPY office as soon as possible. Again, this helps us in our planning for new programs. Application Guidelines are included in the next section of this manual.

**STEP #6  SIGN CONTRACT**

Once all requirements have been met, an “approval” letter is sent to the agency. The letter also sets other steps in motion. The HIPPY USA Contract Administrator will execute and forward a contract and invoice to the appropriate individual at the agency. All HIPPY programs in the U.S. are affiliated with HIPPY USA and are granted the right to implement HIPPY according to a formal operating agreement (contract) with HIPPY USA. This three-year agreement spells out the conditions under which the HIPPY name and HIPPY materials can be used and provides the local community with the exclusive right to implement HIPPY in the “program community” as defined in the contract. [See Appendix I, *SAMPLE HIPPY U.S.A. Operating Agreement*, pp. 49.]

A program is granted official status when HIPPY USA is in receipt of the signed contract and the fees have been paid. The contract must be signed by someone with the authority within the agency to enter into legal agreements – this is usually the superintendent (school districts) or the executive director (community based organizations). The fees are calculated based on a set formula [See Appendix G, Budget Considerations, pg. 34]. Once the signed agreement and fees are returned to HIPPY USA, the curriculum publisher is notified of the “approved program” status. HIPPY curriculum is available through a sole vendor (Connelly 3 Publishing Group, Inc.) [See C3PG Price List attachment]
STEP #7 SELECT COORDINATOR

Upon the approval of your application by HIPPY USA, you are ready for the initial phase of program implementation. You will need to select a qualified individual for the position of coordinator and arrange to send that individual to the HIPPY USA Coordinator Pre-service. The individual participating in the training must be the person who will assume direct responsibility for the day-to-day operations of the HIPPY program. In addition to the qualifications mentioned earlier, it is helpful if the coordinator is either a member of, or very familiar with, the target population/community. And, the coordinator needs a deep-rooted sense of compassion, sensitivity and commitment- or what we call a “HIPPY Heart.”

In order to facilitate the implementation and execution of the HIPPY program within your organizational framework, it is also recommended that the HIPPY coordinator’s supervisor and/or another agency administrator attend for at least the first two days of Pre-service training. Administrators will then have an opportunity to learn firsthand about the administrative requirements for the HIPPY program and how to best support the program and the coordinator.

We recommend that the coordinator not be hired until such time as the potential for approval from HIPPY USA is fairly well assured, however this step may take place at an earlier time.

STEP #8 START-UP

After attending pre-service training, the HIPPY coordinator returns to her or his agency to begin the process of HIPPY program implementation (e.g., recruitment of staff and children; acquiring equipment and supplies; identifying resources). After s/he has informed the appropriate agency staff about the HIPPY program and implementation requirements, hired home visiting staff, ordered materials, and recruited two-thirds of the total number of participating families, she or he is ready to schedule the initial site visit from a HIPPY USA staff member or designated national HIPPY trainer. The HIPPY USA staff member or national trainer will provide on-site training, technical assistance and support to the HIPPY coordinator and home visiting staff. Programs in their initial year of operation are entitled to a minimum of two site visits from HIPPY USA.
APPLICATION GUIDELINES
HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS

APPLICATION GUIDELINES

Any community interested in implementing a HIPPY program must submit an application. This application provides HIPPY USA with essential information about both the prospective community and implementing agency. It gives HIPPY USA the opportunity to raise concerns and offer suggestions for a more successful implementation process. Submitting the application is a major step in starting a HIPPY program. If you are at this stage, you should already have in place: an advisory group; potential funding sources; a clear understanding of the targeted community; and a familiarity with the basic HIPPY program requirements.

The application, along with all necessary accompanying documents, should be submitted by June 1. Although this date is chosen to ensure enough time between submitting an application and the beginning of the school year, applications will be accepted after this time. Please be sure that your application is complete. Each application will be reviewed carefully and you will be contacted regarding any outstanding issues or concerns.

The following pages provide guidelines (format and content) to assist you in the development of the application – there is no application form per se. The application calls for comprehensive data. Our experience has shown that the more information we can mutually exchange at this point, the better your chances of success during the initial year of the HIPPY program. Recognizing that time is a precious commodity, we thank you in advance for taking this application process seriously.

Please Note:

HIPPY sites currently operating in the United States have different organizational configurations. Many involve collaboration between two or more agencies. Sometimes the implementing agency is different from the funding agency, but both are actively involved in decision-making concerning the HIPPY program. Other times, three or more groups work together to start a program: one group may provide volunteer services, another may provide funding and a third may implement the program. It is important for us to understand your configuration. This application should clearly describe your particular configuration — that is, which agencies are involved and what each will contribute to the program. (See Part III of the Application Guidelines, pg. 24.) When asked specific information about “your agency”, the reference is to the implementing agency. For example, if a community-based organization will implement the program, a local foundation will fund the program and a local volunteer organization will provide volunteer services, the “agency” referred to in this application would be the community-based organization.
I. COVER SHEET

Your application should be submitted with a cover sheet (this is not the cover letter) that includes the following information:

1. The name, general mailing address, email address, telephone and telefax numbers of the agency proposing to implement this HIPPY program.

2. The service area (city, community, county) in which the families who will be served by this HIPPY program, are residents.

3. The number of children (45-60) you anticipate serving.

4. The number and status (full-time) of coordinators who will be hired to direct the program, during your first program year.

5. The name, title, mailing address, telephone and telefax number(s) of the individual(s) authorized to sign the HIPPY USA Operating Agreement on behalf of this HIPPY Program.

6. The name, mailing address, telephone and telefax number of the individual or department to whom invoices for HIPPY USA fees should be sent.

II. GENERAL STATEMENT OF NEED

Based on the information gathered in your community needs assessment (see Appendix H, Community Needs Assessment), please write a brief summary describing the need for HIPPY in your community. This summary should include a general description of the community, as well as specific demographic data relating to the targeted population. In addition, the community characteristics information should be included to provide essential information that will help the national office understand local needs and the range of services that are available to families in your community.

III. ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE

1. Describe your agency, its mission and goals. (If the agency is a school, describe the mission and goals of the department under which the HIPPY program will operate.)

2. Attach an organizational chart of your agency.

3. Where in your organizational chart would HIPPY fit? Please explain this decision.
4. What steps will be taken to ensure that HIPPY and its staff members will be welcomed into the agency? What type of orientation will be provided to existing agency staff members/departments to ensure they understand the nature and scope of HIPPY? Often HIPPY staff are seen as “outsiders” due to the home visiting design.

5. Who would directly supervise the HIPPY coordinator? Either list experience and background of the supervisor or attach a resume. If a HIPPY coordinator has already been identified, please provide us with that individual’s resume.

6. What are the geographical boundaries of your agency?

7. What community do you plan to serve? Please be as specific as possible. A service community may be defined entirely by geographic boundaries (such as a neighborhood, a school district, or a county), or by other criteria limiting the service community within those boundaries (such as families who meet income guidelines prescribed by a funder or families who already participate in an existing program, such as EvenStart). A map with boundaries clearly marked, should also be included.

8. How will HIPPY be financed? Please list and explain the status of all secured funding and potential funding for your HIPPY program. Attach your proposed budget for HIPPY, using the three-page worksheet (not the sample budget) included in the Budget Considerations section.

IV. INITIAL PROGRAMMATIC DECISIONS

1. How many children do you intend to serve? Which age(s) curriculum will you implement in year one? How many home visitors do you intend to hire? Will they be full or part time? - include number of hours per week. Please review guidelines provided in Steps to Implementation. Call HIPPY USA for additional guidance.

2. Describe the children/families you expect to recruit for the HIPPY program. What criteria will be used for selection?

3. How will children/families be recruited? What information on eligible children/families (files, contacts, existing waiting lists, etc.) is available for the coordinator when s/he begins recruitment?

4. What are some possible locations for group meetings? Bear in mind that group meeting facilities should be convenient, comfortable and appropriate for participating families.
5. **What support systems** (individuals, training, organizational structure) **are currently available** for the coordinator once she or he is trained and starts to implement the program?

6. **What obstacles do you anticipate in the start-up year?** How might you begin to overcome them?

**V. ADDITIONAL SUPPORT FOR PROGRAM AND FAMILIES**

1. **What other programs or services does your agency provide** that would be made available to the children and parents participating in HIPPY? How would these services be coordinated?

2. **What other agencies, if any, will be involved with the HIPPY program** (see explanation on pg. 17)? **What role will each organization play, and how do they complement each other** (for instance, what programs or services will be made available to families in HIPPY?).

3. List all members of the HIPPY advisory group. Include names, affiliations and position or title. If none has been established, please explain.

4. **What role has the advisory group played so far in the process of starting a HIPPY program?**

5. Describe how your agency receives community input when starting new projects or programs. How do you plan to ensure community involvement and support in implementing HIPPY?

**VI. RESEARCH AND EVALUATION**

In addition to completing regular report forms to be submitted to the HIPPY USA office, some programs may be selected to participate in more rigorous evaluation projects.

1. **Is your agency interested in a research/evaluation component?**

2. **Are resources available to support a research project in cooperation with HIPPY USA?** If so, please list.

3. **Are there agency staff members with research experience?**
VII. LETTER(S) OF SUPPORT

1. Please include at least three letters of support from other (outside) community agencies that will be supportive of your HIPPY program. (For example, such letters might come from the school district, a vocational training or an adult education center, social service agencies, other local early childhood programs, or Head Start programs, etc.).

Thank you very much for taking the time to complete this application.

Please be sure you have included:

- Cover sheet
- Community Needs Assessment
- Organizational chart
- Resume of supervisor and/or HIPPY Coordinator
- Map delineating the geographic boundaries of HIPPY program
- 3 Page Budget worksheet
- 3 Letters of support

Applications should be addressed to:

HIPPY USA
ATTN: New Program Applications
1221 Bishop Street
Little Rock, Arkansas 72202

A response will be provided within a few weeks. In the meantime, if you have any questions, please do not hesitate to call or write the HIPPY USA office.

Please remember to keep a copy of the full application for review and utilization by the coordinator.
APPENDICES TO STEPS TO IMPLEMENTATION
# Appendix Directory

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<td>I</td>
<td>Sample of HIPPY USA Operating Agreement</td>
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GUIDELINES FOR THE HIPPY COORDINATOR

Educational Qualifications:
A minimum of a Bachelors degree (or equivalent work experience) in early childhood education, elementary education, family or adult education, social work or a related field.

Other Qualifications:

* Strong training and leadership capabilities
* Excellent oral and written communication skills
* Demonstrated knowledge of, and sensitivity to, the needs and interests of families from under-served communities (community resident is preferable)
* Ability to forge strong partnerships and develop a spirit of teamwork
* Demonstrated administrative and organizational skills and ability to multi-task
* Prior experience in one or more of the following areas, are an asset: education, program management, community mobilization, parent empowerment/family support, child/family advocacy or staff development

Responsibilities:

* Managing the HIPPY program in accordance with the terms specified in the contract
* Recruitment and selection of eligible HIPPY children/families and home visiting staff
* Ongoing supervision and training of home visitors, which should include the planning and execution of an appropriate staff development plan
* Making periodic home visits to observe home visiting staff
* Planning and executing bi-weekly group meetings that include role playing the curriculum and the provision of an enrichment activity
* Timely completion and submission of detailed reports generated by the HIPPY Management Information System (MIS) and other documentation as requested by HIPPY USA
* Planning and preparation for initial, follow-up, and regular site visits by HIPPY USA staff or a designee
* Working in conjunction with the local HIPPY advisory committee
* Establishing effective partnerships with other human service organizations in order to ensure optimal service delivery to participating families
* Participation in local (regional) and national HIPPY conferences and meetings

The HIPPY coordinator is required to successfully complete the pre-service training before* starting a new program or becoming a new coordinator within an existing program. The week-long training covers all aspects of administering a HIPPY program.

* If Coordinator is hired and begins working after a pre-service session, the coordinator is required to attend the very next pre-service training.
GUIDELINES FOR THE ASSISTANT COORDINATOR

Educational Qualifications: Preferably, the assistant coordinator will possess the same or similar qualifications of the coordinator (bachelors degree). However, since this individual will be under the leadership of a professional coordinator, other qualifications may be acceptable (e.g., associate’s degree, experience in HIPPY or other equivalent work experience).

Qualifications:

- Good oral and written communication skills
- Good organizational skills
- Skills or aptitude for training and leadership
- Ability to take direction and complete projects
- Community resident (or demonstrated sensitivity to the community served)
- A team player

Responsibilities:

Performing, under the direction of the coordinator, all/any of the following duties:

- Leading role play with specified group(s) at staff meeting
- Assisting with recruitment and enrollment tasks
- Making home visits to observe home visiting staff
- Data entry and report generation (MIS)
- Creation of outreach materials, rosters, data bases and other general clerical duties
- Organizing curriculum and props for weekly staff meeting
- Logging in weekly forms and maintaining filing system
- Securing speakers, purchasing materials or refreshments and/or setting up for group meetings
- Processing paperwork for participant referrals to social service, or other, agencies
- Participating in all HIPPY functions

The Assistant Coordinator is also required to attend and successfully complete the week-long pre-service training. This should occur before assuming the role. If this is impossible, the assistant Coordinator must attend the next scheduled session.
GUIDELINES FOR THE HIPPY HOME VISITOR

Qualifications:

- Eligible for participation in the HIPPY program
- A parent of a three-, four- or five- year-old child or access to a “practice child” (a child with whom the home visitor executes the HIPPY curriculum)
- A resident of the targeted community
- Ownership of a vehicle or access to public transportation (if needed)
- Good (functional) oral and written communication skills, including good reading skills
- Good organizational skills and the ability to be task-oriented
- Ability to adhere to schedules and specific timetables
- Demonstrated potential leadership abilities
- Demonstrated emotional maturity and sensitivity to the needs and interests of the targeted community
- Aptitude to complete paperwork and reports
- Excellent interpersonal skills, to include intangible qualities (e.g., friendliness, openness, non-judgmental attitude, enthusiasm, etc.)
- Ability to serve as a role model (positive attitude, professional dress, demeanor and behavior)

Responsibilities:

- Executing the curriculum with his or her own child or “practice” child
- Meeting, and role playing the curriculum, with assigned families each week
- Participation in the planning and orchestration of group meetings, which includes role playing the curriculum and the provision of an enrichment activity
- Participation in weekly in-service training and other staff development activities
- Keeping the HIPPY coordinator abreast of child/family progress and familial issues and concerns as they arise
- Timely completion and submission of required forms and other documentation as required by the coordinator and/or HIPPY USA
- Participation in all sponsored HIPPY activities (e.g., field trips, graduations, awards ceremonies, etc.)
- Assisting the coordinator in maintaining an efficient record keeping system for participating families
ABRIDGED HIPPY PRESERVICE TRAINING AGENDA

Day One:

- Welcome and Setting Expectations
  - Introductions
  - Setting Expectations
  - Review Agenda
  - Group Norms

- The HIPPY Model
  - History of HIPPY
  - HIPPY USA’s Role
  - Essential Features of the Model
  - HIPPY Video/DVD
  - Linking the National and Local Model

- Program Staff
  - Responsibilities of a Coordinator
  - Recruitment of Children and Families
  - Selecting Home Visitors

Day Two:

- Child Development
  - Developmental Characteristics of Preschool Children

- The HIPPY Curriculum
  - Introduction to the Curriculum
  - Role Play Method and Rationale
  - Role Play Week 1
Day Three

- Home Visiting
  - Structure of Home Visits
  - Panel Discussion/ Preparation for Home Visit
- Observation of Home Visits
- Home Visit Panel Discussion
- Multi-cultural Issues

Day Four:

- Group Meetings
  - Purpose of Group Meetings
  - The Logistics of Group Meetings
  - Group Facilitation
- Local Community
  - Community Resources and Collaborators
  - Advisory Group and Volunteers
- Documents and Forms
  - Use of MIS as a Management Tool

Day Five:

- Implementation Planning
- Individual Consultations
HIPPY MIS Computer Database:

The HIPPY Management Information System (MIS) is a unique computer program that records information about the families participating in HIPPY and tracks their progress. It is designed to help local programs administer more effectively; it allows HIPPY USA to measure and evaluate program participation at the local and national level; and it provides programs with a source of documentation when trying to sustain existing, or obtain new, funding. In addition to information about the families in the HIPPY program, the MIS collects data pertaining to program coordinators, home visitors and implementing agencies.

The MIS database is structured around a set of paper forms used to gather information in the field. Information from the MIS paper forms is transcribed onto matching screens in the MIS computer program. HIPPY program coordinators, home visitors, or any other designees are responsible for entering the information into the computer, and using the MIS database to produce national reports for HIPPY USA. The MIS database software can only be issued through the HIPPY USA office.

HIPPY MIS Paper Forms:

The MIS paper forms are designed to coincide with the MIS computer database. HIPPY programs use the forms as a convenient way to gather information prior to entering the data into the database. For each paper form, there is a matching form (screen) in the computer database upon which to enter data. HIPPY program coordinators, home visitors, or any other designees are responsible for completing the MIS paper forms. The MIS paper forms can only be issued through the HIPPY USA office.
MIS REPORT FORMS

<table>
<thead>
<tr>
<th>Form Name</th>
<th>Information Collected</th>
</tr>
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<tbody>
<tr>
<td>Coordinator’s Background</td>
<td>The Coordinator’s Background Form records the coordinator’s personal demographic information, as well as areas of educational and professional expertise.</td>
</tr>
<tr>
<td>Home Visitor’s Background</td>
<td>The Home Visitor’s Background Form gathers information about each home visitor in the program, including a brief employment history (HIPPY-related), educational background and professional training.</td>
</tr>
<tr>
<td>HIPPY Application</td>
<td>The HIPPY Application Form is used during the family recruitment process and includes enrollment status; basic background information about HIPPY adults; household demographics; group meeting availability and information regarding any child care needs during group meetings; family status update; adult services record; as well as individual child and child services record.</td>
</tr>
<tr>
<td>Home Visit Scheduling</td>
<td>The Home Visit Scheduling Form gathers information about the scheduling of home visits by the home visitors. It records the packet number, the number of unsuccessful attempts to make a visit, the reason for the unsuccessful attempts; whether the packet was received during the Home Visit or at the Group Meeting, as well as the date. A Home Visit Scheduling Report can be generated to track the progress of each child.</td>
</tr>
<tr>
<td>Home Visiting Progress</td>
<td>The Home Visit Progress Form is used during the home visit to evaluate the activity packet completed during the prior week. The home visitors are asked to record information such the total number of days, and minutes per day, the family spent on HIPPY during the prior week. There is also room on this form for the home visitor to record any relevant comments. A Home Visit Progress can be generated to track the progress of each child.</td>
</tr>
<tr>
<td><strong>Funding Information</strong></td>
<td>The funding report also lists the current total budgets and funders.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>National Annual Report</strong></td>
<td></td>
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<tr>
<td><em>(MIS data base generated)</em></td>
<td>The Annual Report calculates the total number of families and individuals that participated in HIPPY, how many families, children and home visitors left HIPPY and why during the program year, and the program’s total number of home visits completed and canceled. The Annual Report also includes: total number of children enrolled in each program (3,4,5), a breakdown of racial/ethnic backgrounds for participating individuals, a breakdown of HIPPY children’s primary language, a breakdown of family geographical settings, the community median income and funder(s).</td>
</tr>
<tr>
<td><strong>Site Identification Form</strong></td>
<td></td>
</tr>
<tr>
<td><em>(Screen only)</em></td>
<td>The Program Identification Form collects basic site and implementing agency information such as site name and ID number, state, community’s median income, and the total number of funded slots to be served during the current program year.</td>
</tr>
<tr>
<td><strong>Group Meeting Tracking Form</strong></td>
<td>The Group Meeting Form is used to list the date, topic of discussion, expected attendance and actual attendance of the group meetings held by the program. A Group Meeting Tracking Report can be generated for each program year.</td>
</tr>
</tbody>
</table>
RESPONSIBILITIES OF A HIPPY ADVISORY GROUP

Every HIPPY program has a different set of organizational requirements and constraints. While every new HIPPY program is required to have an advisory group, the specific responsibilities each group takes on may vary.

Still, there are basic guidelines that all advisory groups should follow. The following is a list of some recommended responsibilities typically assumed by various advisory groups.

1. Promote HIPPY within and outside of the community.
2. Assist in the procurement of funds for the HIPPY program.
3. Provide input and advice regarding planning, implementation and problem solving.
4. Assist the coordinator with various program needs such as planning special events, arranging for guest speakers, and establishing a lending library.
5. Assist the coordinator in promoting cooperative working relations with appropriate agencies, community and volunteer groups and other early childhood/family support programs.
HIPPY BUDGET CONSIDERATIONS

When you begin to plan your budget for implementing a HIPPY program, there are some specific costs that you will need to include. Some of these costs are fixed and some vary according to the number of families you will be serving, local salaries, and the amount of in-kind services provided by the implementing agency. We have divided these budget considerations into three categories:

- Fees for license, program services, and program development.
- The cost of HIPPY materials -- books, shapes, activity packets and Home Visitor Guide.
- Other costs of operating the local program -- personnel, facilities, local travel, etc.

At the end of this Appendix, you will find a budget worksheet that will help you to estimate your program costs.

1. FEES

Your budget will need to include the fees paid to HIPPY USA, which enables the national office to provide services, training and technical assistance to all local HIPPY programs. There are three components to the fee structure, each reflecting a part of the overall support that local programs receive from HIPPY USA. The three components are license and affiliation, training and technical assistance, and program development. Each one is described below, followed by a chart showing the fees over a five-year period.

LICENSE

License

Because of the importance HIPPY USA places on maintaining high quality programs, HIPPY USA enters into an operating agreement with each local agency operating a HIPPY program in the United States. This agreement sets forth the minimum requirements for operating an effective HIPPY program. The operating agreement grants the local agency the right to operate a HIPPY program and use the HIPPY materials, name and logo within a specific geographical territory during the term of the agreement.
In those states where a cluster of programs exists, HIPPY USA may grant a license to one agency (the “State Agency”) to provide - on behalf of, and in conjunction with HIPPY USA - the administration and training necessary to facilitate the successful operation of the cluster programs. In some cases, local programs operating under a state office will then obtain a sublicense from the designated State Office.

This fee component pays for the license and right to operate a HIPPY program with specific geographical boundaries (according to the contract).

PROGRAM SERVICES

Site Visits

As an on-going means to ensure program quality, HIPPY USA conducts site visits. There are two in the first year: An Initial to primarily train the home visiting staff, but also become more familiar with the agency and community; and a Follow-Up to monitor progress and provide any necessary additional training. In the second year and years thereafter, one annual site visit is the norm. [The recognition of exemplary programs (Stellar Award) results in the elimination of site visits and a reduction in fees during the designated period of time.] During regular site visits, national HIPPY trainers meet with agency administrators, local advisory groups, and other collaborative agencies. In addition to the meetings, the HIPPY trainers assist the coordinator in training the home visitors and troubleshooting around any programmatic issues. All of these on-site support activities conclude with an overall assessment of the program and an action plan indicating recommended steps for improvement. HIPPY USA maintains a cadre of national trainers to assist in the provision of training and technical assistance. Extensive training is provided to the trainers on an annual basis.

Technical Support

HIPPY USA provides information to every coordinator through regular general mailings, quarterly newsletters, and updates that provide valuable, timely information surrounding operational issues, relevant legislative developments, funding opportunities, and advocacy techniques for HIPPY programs. Vital funding and advocacy information is provided via a legislative newsletter (HIPPY CHAMPION) and telefax alerts.

Additionally, the assigned trainer remains in regular communication (telephone or email) with the coordinator leading up to the site visit. Telephone access to all HIPPY USA staff for technical support regarding programmatic issues, funding concerns,
curriculum questions, and the use of HIPPY USA’s management information system is available to every coordinator.

In response to the needs and desires of local program staff, materials (i.e., Advocacy Toolkit, Fund Development Guide and the Excellence manuals) are developed and distributed to all programs. Many documents, materials and up-to-date information are accessible through the HIPPY USA website library.

Conferences

HIPPY USA conducts a national conference that provides coordinators, home visitors, agency supervisors, HIPPY advisory board members, and other interested stakeholders an opportunity to meet and to participate in workshops designed to increase their HIPPY specific knowledge and skills and further their professional growth. Unlike most national conferences, there is no registration fee for coordinators and nominal registration fees for other attendees Regional meetings (where available) provide opportunities for further professional development for both coordinators and home visitors.

Start-up support

As local agencies consider including the HIPPY program as part of their family-related services, HIPPY USA provides extensive support and information. These include telephone consultations on program implementation and securing funding, networking with other groups in a given community who have expressed interest in the program, referrals for speakers and presenters, and any other assistance requested during the application process.

Decentralization

Research has shown that HIPPY programs have more stability when a state office is in place. For this reason and in order to bring training resources closer to local programs, HIPPY USA has consistently supported the growth of state networks. Therefore, capacity building by state networks is supported by the national office. HIPPY USA staff work closely with local stakeholders to ensure the effective establishment of a state offices, state Advisory Groups and state HIPPY directors (all whom receive training and support from HIPPY USA). Meetings are held for the network of state leaders where they are able to establish goals for state level activities develop strategies and share “best practices”. In addition, the direct financial support of new and fledgling states offices is provided through federal funds and/or by forwarding a portion of the local program fees to established state offices.
The Program Services component of the fee covers all costs related to the sites visits by HIPPY USA staff or national trainers, the costs for direct support services provided to each coordinator, technical support, registration for the coordinator at the annual national conference, support for the regional conferences, and assistance provided throughout the process of bringing a new program to a community.

PROGRAM DEVELOPMENT

In an effort to provide the best possible service to local programs while, at the same time, decentralizing the training and support resources as much as possible, HIPPY USA embarks on national projects designed to benefit all local programs. These projects tend to be ones that would be unnecessarily duplicative - and in some cases, inappropriate - if done by every local program. By coordinating input from local programs at the national level, HIPPY USA is able to provide another important service to local programs.

Curriculum Development

The HIPPY materials are continuously revised and updated in an effort to maintain the most effective curriculum. This is done in response to the experiences of the parents and children who use them and to incorporate the most current information and research available from the fields of early childhood education, emergent literacy, child development and adult education. All new curricular activities are evaluated; many materials are translated into Spanish, and other languages as the needs and means emerge. A distinguished group of advisors, including experts in the relevant fields, parents in the program, home visitors, and coordinators, are convened and consulted regularly to provide guidance for all of these curricular projects.

In addition to the basic curriculum, other educational resource materials (i.e., Resource Guide of 0-3 Programs, enrichment materials and the Early Learning Goals) are developed for utilization as educational enrichment, or in response to specific needs.
Management Information System (MIS) Development and Refinement

HIPPY USA assumes ultimate responsibility for the development and maintenance of an electronic management information system that supports the needs of local program operations and the development of a national database. The national office collects and aggregates program data and provides local programs with general and customized reports. Programs have the ability to produce various local reports.

Research efforts

HIPPY USA initiates and supports periodic studies of the HIPPY program in order to understand the nature of the program and its overall effectiveness. This includes collecting data and conducting evaluations to monitor program implementation, growth and development and to determine HIPPY model adaptations. All research reports are available to local programs.

National Awareness

HIPPY USA works to increase awareness of HIPPY program in local, state and national forums to include federal legislators, federal government agencies and programs, national funders, national professional organizations, leading researchers and the public at large. This is achieved through advocacy, outreach, public relations, and participation in national and local professional conferences.

Website

The HIPPY USA website contains basic and pertinent information about HIPPY and its activities (conferences, trainings, new projects), our partners and links to other services and organizations. Included are documents that can be downloaded by program staff or participants. Additionally, via the library section of the website, coordinators have access to various home visitor training modules.

National Affiliation

The HIPPY program has become widely recognized and accepted in the family support and early childhood networks. HIPPY USA has earned a reputation for being a collaborative partner in national, state and local efforts to build stronger community supports for vulnerable families. HIPPY USA undertakes collaborative initiatives such as combining distinct program models, sharing of training resources, conducting workshops at conferences in collaboration with other national organizations, and, networking to keep abreast of relevant legislative initiatives. By implementing a HIPPY program in your community and by being affiliated with the national HIPPY network, local programs benefit from HIPPY USA’s reputation.
All the activities described above are designed to improve the quality, availability or sustainability of local HIPPY programs. The program development component of the fee structure is used to defray some of the costs of these extensive program development activities.

2. HIPPY MATERIALS

Certain basic materials necessary for implementing a HIPPY program must be purchased through HIPPY USA’s publisher, Connelly 3 Publishing Group (sole vendor). One set of activity packets, storybooks and shapes must be purchased for each enrolled child. In addition, each home visitor needs a set of storybooks, two sets of activity packets, a set of shapes and a home visitor instruction guide (for each age curriculum and language they will serve). A full set of all materials should be order for the coordinator.

The full curriculum (activity packets and storybooks) exists in both English and Spanish. There is a partial translation in Chinese (Mandarin dialect). The home visitor guides exist in English only. Locally produced translations and modifications of the materials are not permitted: Translations can only be done with the permission of, and in conjunction with, HIPPY USA. HIPPY is not designed as an ESL program. Any potential uses of the curriculum, other than specified, must be discussed with HIPPY USA.

Please note: A publisher’s price list as of April 2007 is included at the end of this Appendix (G). Prices are subject to change. Please contact HIPPY USA before ordering materials to be sure you have a current price list.

3. LOCAL PROGRAM OPERATING COSTS

The administrators of agencies and organizations interested in implementing HIPPY are typically concerned about the marginal cost of the program. The “marginal cost” of a new program is the amount by which an organization’s budget must be increased to operate the new program, in addition to what it is already doing.

The fees for training and technical assistance, affiliation and license, and program development are fixed costs. The cost for curriculum materials varies according to the number of children served. The third category of expense -- Local Operating Expenses (other than HIPPY materials) -- is a little more complicated and subject to several variables (in-kind donations, ability to make bulk purchases, etc.).
Personnel:

Every HIPPY program must have certain key personnel -- at least one Coordinator who is responsible for training and supervising the home visitors and daily program management, and Home Visitors (called by various names in different programs) who deliver program services. The level of compensation (wages/salary + fringe benefits) for these personnel will vary from place to place in relation to prevailing rates in local labor markets; the number of children served; the ratio of children to home visitor; and the compensation structure of the implementing organization. However, studies indicate that there is a direct correlation to low wages (at or near minimum wage) and attrition among home visiting staff.

Rules of Thumb:

Part-time home visitors may work with between 10 to 15 children (full time, a maximum of 25), making bi-weekly home visits and participating in group meetings on alternate weeks. This allows adequate time for planning visits and meetings, as well as in-service training and individual supervisory sessions.

It is required that HIPPY Coordinators be assigned to the program on a full time basis regardless of the number of children served.

Larger programs may also find it necessary to hire an assistant coordinator. (Managing for Excellence provides guidelines for determining when an assistant or another coordinator is required)

Administrative support is invaluable to the coordinator, especially one with a large program or extremely vulnerable population, and can assist with many clerical duties, to include MIS data entry.

Additional Direct Costs

Pre-Service Training - HIPPY USA conducts a week long training for all new Program Coordinators. Please contact HIPPY USA for information on upcoming training. The fee for this training is $850.00 for the program coordinator and $600.00 for additional trainees from the same program. This includes all training materials, lunch for the five days of training, and dinner for one evening. It does not include airfare, hotel costs, or other meals. It is supportive to program quality if the supervisor also attends this training. Registration information and costs are available through HIPPY USA.
Travel to the National Conference - Program Coordinators are also required to attend HIPPY USA’s Biennial National Conference. Estimated cost for airfare and hotel should be included in your budget.

Although various other resources are needed to implement the HIPPY program, some of those may not require additional expenditures by the implementing organization. For example, office and meeting space for HIPPY may be available at no additional cost to the organization. Such in-kind contributions help reduce the cost of the program in many communities that are already implementing HIPPY.

Items to be considered in estimating other direct operating costs.

- Facilities - rent, utilities, maintenance, insurance - including at a minimum, an office for the HIPPY Coordinator, space for the Coordinator to conduct staff training and staff development workshops, space for home visitors to complete paperwork, space for parent group meetings, and storage space for curriculum materials and other program related documents.

- Office furniture and equipment.

- Telephone for local calls and occasional calls to HIPPY USA.


- Postage for local mailings and correspondence with HIPPY USA.

- Budget for group meetings, field trips*, etc. (*while field trips are not a requirement, they add tremendous value to the lives of the participants).

- General office supplies.

- Miscellaneous supplies for program - crayons, scissors, paste, etc. – provided to the participants.
### FEE STRUCTURE

#### License

<table>
<thead>
<tr>
<th>PER AGENCY</th>
<th>YEAR 1</th>
<th>YEAR 2 &amp; BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>$2,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

#### Program Services ¹

<table>
<thead>
<tr>
<th>PER COORDINATOR</th>
<th>YEAR 1</th>
<th>YEAR 2 &amp; BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Coordinator</td>
<td>$4,000</td>
<td>$2,500</td>
</tr>
<tr>
<td>Each Additional Coordinator</td>
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<td>1,500</td>
</tr>
</tbody>
</table>

#### Program Development

<table>
<thead>
<tr>
<th>PER AGENCY</th>
<th>YEAR 1</th>
<th>YEAR 2 &amp; BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
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</table>

#### TOTALS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2 &amp; BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Coordinator Program</td>
<td>$8,000</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

¹ Program Services
Since the most intensive training and technical assistance is provided to the first coordinator implementing a new program, the fee for a single coordinator in the first year is $4,000. This fee decreases after the first year because the coordinator requires less support as s/he gains more experience and because the number of site visits also decreases. In the second year the Program Services fee decreases and stabilizes at $2,500 per year. However, if the program expands, the fee is adjusted to the number of coordinators added.

An Assistant Coordinator will also benefit from the training and technical assistance provided by HIPPY USA. For that reason, each Assistant Coordinator will be counted as .5 of the Coordinator costs for the purposes of calculating the Program Services fees.
ESTIMATED SAMPLE TOTAL PROGRAM BUDGET

This sample budget is based on an agency implementing HIPPY with one full-time coordinator serving 60 three-year-olds in the first year; 120 three and four year olds and 180 three, four and five year olds in subsequent years. Figures used for local personnel and other costs are estimates and will vary by site.

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3 &amp; Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEES</strong></td>
<td></td>
<td></td>
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<tr>
<td>License</td>
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<td>$1,000</td>
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<tr>
<td>Program Services</td>
<td>4,000</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>Program Development</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>SUB- TOTAL</strong></td>
<td>$8,000</td>
<td>$5,500</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

| **MATERIALS** |        |        |                 |
| Storybooks    | $3,207 | $5,340 | $7,236          |
| Activity Packets | 3,150 | 6,570  | 8,280           |
| Plastic Shapes | 159    | 318    | 477             |
| Instructions for the Home Visitors | 144    | 318    | 416             |
| Estimated Shipping Costs | 333    | 628    | 821             |
| **SUB- TOTAL** | $6,993 | $13,174 | $17,230         |

**A publisher’s price list as of April 2007 is included under separate cover. Prices are subject to change.**

| **LOCAL PERSONNEL** |        |        |                 |
| Coordinator        | $30,000| $30,000| $30,000         |
| Home Visitors (@ $8.50 per hour, 20 hours per week, 40 weeks) | 34,000 | 68,000 | 102,000    |
| **SUB- TOTAL**      | $64,000| $98,000| $132,000        |

| **OTHER COSTS** |        |        |                 |
| Travel and hotel (pre-service training- $850 registration fee, annual conference, regional conference) | $2,500 | $1,000 | $1,000 |
| Utilities (telephone, photocopier, etc.) | 2,000 | 2,000 | 2,000 |
| **SUB- TOTAL** | $4,500 | $3,000 | $3,000 |

| **TOTAL** | $83,493 | $122,772 | $157,730 |

* First year assumes 60 children and 5 home visitors, second year assumes 120 children and 10 program staff and the third year assumes 180 children and 15 home visitors. Prices are based on the April 2007 price list.
Worksheet for Local Budget Allocations For First Year of Program

FEES TO HIPPY USA
(REFER TO FEE STRUCTURE ON PG. 42)

Licensing Fee

Program Services

Program Development Fee

HIPPY MATERIALS

Books

_____ (# of Age 3 children) + ______ (# of home visitors) + ______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of English books) = 

_____ (# of Age 3 children) + ______ (# of home visitors) + ______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of Spanish books) = 

_____ (# of Age 4 children) + ______ (# of home visitors) + ______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of English books) = 

_____ (# of Age 4 children) + ______ (# of home visitors) + ______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of Spanish books) = 

Activity Packets

_____ (# of Age 3 children) + ______ (2x # of home visitors) + _______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of English) = 

_____ (# of Age 3 children) + ______ (2x # of home visitors) + _______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of Spanish) = 

_____ (# of Age 4 children) + ______ (2x # of home visitors) + _______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of English) = 

_____ (# of Age 4 children) + ______ (2x # of home visitors) + _______ (# of coordinators) + _______ (10% extra is recommended) x _________ (price per set of Spanish) =
Shapes

Shapes are only sold in units of 20 sets. To calculate the number of units required, follow the instructions below:

\[
\text{\# of Age 3 & Age 4 children} + \text{\# staff} \div 20 = \text{units}
\]

*If the result is a fractional number, round it to the next highest whole number → \text{units}

Cost = \# of units \times \$ price per unit = \text{_______}

"Home Visitor Guide"

\[
\text{\# of home visitors serving Age 3 using English Materials} + \text{\# of coordinators} \times \text{cost of home visitor guide} = \text{_______}
\]

\[
\text{\# of home visitors serving Age 4 using English Materials} + \text{\# of coordinators} \times \text{cost of home visitor guide} = \text{_______}
\]

\[
\text{\# of home visitors serving Age 3 using Spanish Materials} + \text{\# of coordinators} \times \text{cost of home visitor guide} = \text{_______}
\]

\[
\text{\# of home visitors serving Age 4 using Spanish Materials} + \text{\# of coordinators} \times \text{cost of home visitor guide} = \text{_______}
\]

**Postage (total cost of books, activity packets, shapes and guides)** \times 4% = \text{_______}

LOCAL PERSONNEL

Coordinator:

\[
\text{Salary} \quad \text{Fringe Benefits}
\]

Home Visitors:

\[
\text{Wages} \quad \text{Fringe Benefits}
\]

Other (Please list titles):

\[
\text{Wages} \quad \text{Fringe Benefits}
\]

OTHER DIRECT COSTS

Travel expenses for Pre-service Training for coordinator

(Include airfare and hotel, in addition to registration @ $850*)

* different fee structure for additional coordinator/supervisor

Travel expenses for local HIPPY Coordinator to attend Annual Conference (Includes airfare and hotel)
Travel expenses for coordinator and home visitors to attend regional conferences *(if applicable)*

Travel expenses for home visitors to attend Annual Conference *(Includes airfare and hotel)* **OPTIONAL**

Rent

Utilities

Maintenance

Insurance

Equipment/Furniture Purchase/ Lease

Telephone

Postage

General Office supplies

Reimbursement for Local Travel for Home Visits

Supplies etc. for Group Meetings and Field Trips

Miscellaneous Program Supplies *(paste, paper, scissors, crayons, etc.)*

Photocopying

Other:

TOTAL ANNUAL BUDGET = sum of all entries in column =

PLEASE INDICATE BY AN ASTERISK (*) IF ANY OF THE ABOVE COSTS WILL BE PROVIDED IN-KIND: ATTACH SEPARATE SHEET TO INDICATE COSTS AND SOURCE OF FUNDS
COMMUNITY NEEDS ASSESSMENT (CNA)

A community needs assessment will provide important information for the development of your HIPPY program. While this should not be a rigorous study requiring intensive interviewing and data analysis, it is recommended that other agencies or community representatives be contacted to assist or contribute to the process. In fact, community-based organizations, schools, Head Start agencies, and state or local government agencies may be very helpful in providing the information requested below.

A needs assessment can be one of the tasks of the local advisory group with different individuals assuming responsibility for select parts.

This report should be submitted as part of the application packet.

DESCRIPTION OF THE COMMUNITY

Please provide the following information on your community and targeted population.

General Description
- Location of HIPPY program within the community (include a map showing boundaries)
- Brief history of community to be served
- General demographic trends over a three-year span (e.g., population growth, poverty, unemployment, etc.)
- Different ethnic groups represented/predominant languages
- Size of the population eligible for HIPPY services in the community
- Average income level
- % of families receiving federal assistance

Educational Characteristics
- high school dropout rates
- % of children repeating kindergarten or entering transitional classes
- % of children in special education classes
- % of children enrolled in Limited English Proficiency (LEP) classes
- % of children not enrolled in any preschool programs
- preschool services available to families (i.e., Head Start, school-based pre-k)
Community Characteristics

- current local educational/political trends or issues
- strengths and weaknesses of the community
- central institutions (e.g., church, YMCA, community agency, school)
- major industries/businesses present in community
- institutions/programs most utilized by families

“I’m teaching my kids. I want them to not only look up to me as their mother but for also going out and bettering myself.”

Rosa Grady, HIPPY Parent, Sarasota, Florida
(quote from the Herald- Tribune)
This Agreement is entered into as of September 1, 2007 between
Home Instruction for Parents of Preschool Youngsters
(HIPPY) U.S.A., an Arkansas education corporation (“HIPPY USA”),

and

[Program Name] (“Participant”)

RECsITALS. Home Instruction for Parents of Preschool Youngsters (also known by its mark “HIPPY”), is a home-based program designed for parents with limited or unsuccessful schooling to provide educational enrichment for their preschool children, thereby increasing parents’ awareness of their own strength and potential as home educators. HIPPY was initiated and developed at the NCJW Research Institute for Innovation in Education at the School of Education, The Hebrew University of Jerusalem (“HIPPY International”). The success of the HIPPY method, as demonstrated through a series of positive research findings, led to its nationwide implementation in Israel and, ultimately, to the gradual establishment of a network of HIPPY programs outside Israel. Each program uses the original HIPPY materials (in translated form), operates according to basic guidelines established by HIPPY International and is accompanied by a research element that generates data for purposes of international comparison. As HIPPY International grows and regional centers are created, HIPPY International assumes responsibility for international coordination and communication between regions and/or countries. All sites, whether or not part of a regional or national network, are a part of the HIPPY framework.

However, HIPPY International recognizes that HIPPY must adapt to and assimilate new ideas in its operations outside Israel. HIPPY USA was created to meet this need by providing the administration and training necessary to disseminate HIPPY within the United States. Under an agreement between The Hebrew University and HIPPY USA, HIPPY USA received the exclusive right and license to operate a network of HIPPY programs within the United States and to sublicense these rights. The purpose of this Agreement is to create a successful Home Instruction for Parents of Preschool Youngsters program in order to meet the needs of families and children in Participant’s community. In consideration of the mutual premises set forth below, the parties agree as follows:
Section 1. License to Operate Local HIPPY Program. HIPPY USA grants to Participant, in consideration of the fees payable under Section 2 of this Agreement, the right and license to operate a Home Instruction for Parents of Preschool Youngsters program (the “Program”), including the right to use the HIPPY Name and Materials (as defined in subsection (c) below) in connection with the Program as long as this Agreement is in effect, subject to such limitations as may be set forth below or elsewhere in this Agreement.

(a) The right and license granted to Participant hereunder is limited solely to the community defined in Exhibit 1 (the “Program Community”), and such right and license will be exclusive within the Program Community.

(b) The right and license granted to Participant is limited solely to an initial term of three years commencing on September 1, 2007 (such commencement date and each anniversary of such date (including any renewal period) during the effectiveness of this Agreement, a “Program Year”) and, unless renewed as provided in Section 8 of this Agreement, this Agreement shall expire on the third anniversary of such date.

(c) (i) The grant by HIPPY USA hereunder includes the right and license to use, during the term of this Agreement and solely in the Program Community, (A) the name “Home Instruction for Parents of Preschool Youngsters”, (B) the mark “HIPPY”, (C) any logo relating to or associated with the name or the mark, whether now or hereafter licensed to HIPPY USA including, but not limited to, the logo set forth in Exhibit 2 ((A), (B), and (C) collectively, the “HIPPY Name”), and (D) all books and materials now or hereafter copyrighted and/or prepared by or in the name of HIPPY USA or in the name of The Hebrew University or HIPPY International and licensed to HIPPY USA for use in connection with Home Instruction for Parents of Preschool Youngsters programs, including all revisions and updates of such books and materials (the “HIPPY Materials” and collectively with the HIPPY Name, the “HIPPY Name and Materials”).

(ii) Participant shall promptly give HIPPY USA written notice of any infringement of the rights granted to Participant under this Agreement.

(iii) HIPPY USA agrees to use reasonable efforts to prosecute any infringement of the rights granted under this Agreement, including the right and license of Participant to use the HIPPY Name and Materials in the Program Community, provided, however, that such efforts shall not include any obligation to commence litigation, if in the sole discretion of HIPPY USA and upon the advice of counsel, HIPPY USA concludes that the prosecution of such litigation, or its outcome, is likely to be adverse to the best interests of HIPPY USA. In the event HIPPY USA chooses to commence such litigation, Participant agrees to execute any and all documents and do such acts and things as may, in the opinion of counsel for HIPPY USA, be necessary to carry on such litigation.

(d) With respect to the HIPPY Name, the Participant agrees:
(i) to use the HIPPY Name on all materials produced or disseminated by Participant and relating to the Program;

(ii) not to use the HIPPY Name for any purpose other than the Program;

(iii) not to use the HIPPY Name as part of any corporate or other trade name;

(iv) not to permit the use of the HIPPY Name by any other person;

(v) not to interfere in any manner with the use of the HIPPY Name by The Hebrew University or HIPPY USA or any other Participant licensed by HIPPY USA to use the HIPPY Name in other Program Communities;

(vi) to provide to HIPPY USA, within ten (10) days of publication or distribution, a copy of any advertisement or publicity that uses the HIPPY Name;

(vii) to notify HIPPY USA immediately of any unauthorized use of, or claims of any right to, the HIPPY Name; and

(viii) not to use or reproduce the HIPPY Name other than in substantially the same form as used by HIPPY USA and as reproduced in Exhibits 2 and 3.

(c) With respect to the HIPPY Materials, the Participant agrees:

(i) not to use or disseminate the HIPPY Materials in connection with advertising or publicity with respect to the Program for classroom or home instruction use outside the Program or for any other purpose other than in the conduct of the Program in accordance with the Guidelines for a Model HIPPY Program (attached hereto as Exhibit 4);

(ii) not to copy or modify any of the HIPPY Materials for any purpose, except with the prior written consent of HIPPY USA; and

(iii) to notify HIPPY USA immediately of any unauthorized third party use of, or claims of any right to, the HIPPY Materials.

(f) Participant hereby acknowledges that The Hebrew University is the sole owner of the HIPPY Name and all good will associated therewith and that any goodwill derived from Participant’s use of the HIPPY name shall inure to the benefit of The Hebrew University. Participant hereby further acknowledges that all right, title and interest in and to the HIPPY Materials is owned exclusively by HIPPY USA or The Hebrew University. Participant further acknowledges that all right, title, and interest in the HIPPY USA Logo belong exclusively to HIPPY USA. Participant shall take no action inconsistent with The Hebrew University’s or HIPPY USA’s rights to the HIPPY Name and Materials and shall not challenge The Hebrew University’s or HIPPY USA’s rights therein.
(g) The license granted under this Section 1 is limited and specifically does not grant to Participant any right to assign, lease, sublicense or transfer its rights to any other person or entity or to establish any additional local HIPPY programs.

(h) Participant agrees that it will not, without the prior written approval of HIPPY USA, own or operate during the term of this Agreement a home-based instructional program for preschool youngsters, other than HIPPY, which uses the HIPPY Materials.

Section 2. Fees and Other Costs. (a) (i) Based on the criteria set forth in Exhibit 5 of this agreement, Participant will pay to HIPPY USA the following fees on or before the first day of each Program Year covered under this Agreement:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>License Fee</td>
<td>$</td>
</tr>
<tr>
<td>Program Service Fee</td>
<td>$</td>
</tr>
<tr>
<td>Program Development Fee</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

[*These amounts assume one Coordinator(s) [and no Assistant Coordinators] as defined in Section 2(a)(ii) below. The Affiliation and License Fee, Training and Technical Assistance Fee and Program Development Fee amounts will be adjusted on an annual basis. The annual fee adjustment will reflect the number of Coordinators and Assistant Coordinators (as defined in Section 2(a)(ii) below) per Program as well as the number of years the Program has existed.]

(ii) For purposes of this Agreement, a “Coordinator” is defined as any person who performs the key functions listed in Exhibit 6 of this Agreement under “Responsibilities”, regardless of such person’s title. As set forth in Exhibit 5 of this Agreement, the Training and Technical Assistance Fee is calculated in part based on the number of Coordinators per program in a particular year. Any person who performs the key functions of a Coordinator on a part time basis (“Assistant Coordinator”) will be counted as \( \frac{1}{2} \) of a Coordinator for purposes of calculating these fees, using the “Fee Structure” table in Exhibit 5, provided that at all times there shall either be one full-time Coordinator or two Assistant Coordinators.

(b) Participant will pay to HIPPY USA, on or before the first day of each Program Year, including any renewal of this Agreement, the appropriate fees as set forth in Section 2 and Exhibit 5 of this Agreement.

(c) Participant agrees that the Coordinator for the Program will attend, at Participant’s expense, the pre-service training workshop for coordinators at such time and location as determined by HIPPY USA prior to such Coordinator assuming any of the responsibilities of such position or, upon HIPPY USA’s consent, at the earliest possible date thereafter. The workshops currently are conducted over a period of five (5) days, and Participant is responsible for any fees payable to HIPPY USA in connection with attendance by the coordinator at the workshop, as well as the cost of the coordinator’s round-trip travel to the workshop location, hotel accommodations and meals. The Participant shall pay the registration fee (which HIPPY USA shall establish each year) for any individual
from Participant’s Program, other than the Coordinator, who attends the workshop. Materials distributed at the workshops will be provided by HIPPY USA.

(d) Participant agrees that (i) each coordinator for the Program will attend, at Participant’s expense, the national HIPPY conference in the Program Years covered by this Agreement and any renewal term of this Agreement and if funding permits, the Participant agrees that (ii) the home visitor(s) for the Program will attend, at Participant’s expense, the annual national HIPPY conference in the Program Years covered by this Agreement and any renewal term of this Agreement. The conferences currently are conducted, or are contemplated to be conducted, at such times and locations as determined by HIPPY USA over a period of two to four days, and Participant is responsible for the cost of each Coordinator’s and, if applicable, each home visitor’s round-trip travel to the conference site, hotel accommodations, and meals. Materials distributed at the conferences will be provided by HIPPY USA.

(e) Participant agrees that, if there is a state HIPPY office in Participant’s state, or other regional affiliation of HIPPY programs that includes Participant’s Program (i) each Coordinator for the Program will attend, at Participant’s expense, a minimum of one state or regional meeting in each of the Program Years covered by this Agreement, and (ii) if funding permits, each home visitor for the Program will also attend, at Participant’s expense, a minimum of one state or regional meeting in each of the Program Years covered by this Agreement. The meetings currently are conducted or are scheduled to be conducted at such times and locations as determined by the state HIPPY Director or other regional coordinator designated by HIPPY USA over a period of two or three days. The Participant is responsible for the cost of each coordinator’s and, if applicable, each home visitor’s round-trip travel to the meeting site, hotel accommodations, and meals. State (or regional) meetings applicable to Participant will be organized by: Name and Title/ Program Name/ Address/ Telephone Number.

(f) Participant agrees (i) to purchase prior to the commencement of each Program Year, from such publisher as may be designated from time to time by HIPPY USA: (A) one set of nine storybooks for three year olds (specified by HIPPY USA) and one set of the Activity Packets for three year olds for each three year old child participating in the Program during such Program Year, (B) one set of nine HIPPY storybooks for four year olds and one set of Activity Packets for four year olds for each four year old child participating in the Program during such Program Year, (C) one set of nine HIPPY storybooks for five year olds and one set of Activity Packets for five year olds for each five year old child participating in the Program during such Program Year, and (D) one set of all of the foregoing materials for each home visitor; (ii) to purchase prior to the commencement of each Program Year from a vendor designated by HIPPY USA, one set of HIPPY shapes for each new child participating in the Program during such Program Year; (iii) to purchase from time to time any updates of the Activity Packets and Instructions for the Home Visitors or Home Visitor Guide referred to in the preceding clauses that may be made available by HIPPY USA; (iv) to provide, free of any charge, to each child participating in the Program during such Program Year one full set of the
foregoing materials that pertains to each child’s age group, whether or not the child joined
the Program at the commencement of the Program Year or after the commencement of
the Program Year; (v) to purchase prior to the commencement of the first Program Year,
one set of the Instructions for the Home Visitors/Home Visitor Guide per Home Visitor for
the three and/or four year olds; (vi) prior to the commencement of the second Program
Year, one set of the Instructions for the Home Visitor/ Home Visitor Guide per Home
Visitor for four and/or five year olds. Participant acknowledges and agrees that the HIPPY
Materials provided to each child are intended to be kept by the child and not returned to
or collected by Participant. Participant further agrees to replace, free of charge, such
books and shapes in the event any such family loses or damages such books or shapes.

(g) HIPPY may be operated as a 2-year program for 4 year olds and 5 year
olds or as a 3-year program for 3 year olds, 4 year olds, and 5 year olds. Exhibit 10 sets
forth HIPPY USA’s policy regarding the 3-year-old program.

(h) Budget considerations for the implementation and operation of the Program
are attached hereto as Exhibit 5. Participant acknowledges that (i) it has reviewed such
considerations and (ii) such considerations are provided by HIPPY USA as guidelines and
suggestions to aid Participant’s planning, but are not fixed prices. The prices of materials
set forth in Table 2 of the budget considerations are the current prices, and may be subject
to change from time to time upon notice to Participant.

Section 3. Fundraising. (a) All fundraising conducted by or on behalf of Participant shall
be conducted in a manner, which preserves the integrity of Home Instruction for Parents of
Preschool Youngsters and is in accordance with the family-oriented philosophy of HIPPY.

Section 4. Implementation of the Program. In order to commence operation of the
Program, Participant agrees that, on or before the first day of the first Program Year covered by
this Agreement, it will have established to the satisfaction of HIPPY USA that:

(a) Participant has hired (i) one full-time Coordinator or (ii) two Assistant
Coordinators for each group of 45 to 60 children scheduled to participate in the Program
during the first Program Year, and for up to 180 children scheduled to participate in the
Program during any subsequent Program Year, with qualifications satisfactory to HIPPY
USA and in accordance with the Guidelines for the HIPPY Coordinator (attached hereto as
Exhibit 6), to supervise the day-to-day operation of the Program; Any Part Time
Coordinator (as defined in Section 2(a)(ii) above) will receive all services provided by
HIPPY USA as listed in Section 7 below and is required to fulfill all the obligations listed in
Sections 2(c), (d) and (e); Sections 4, (a), (b) and (f); and Sections 5 (c), (e) and (g);

(b) the Coordinator has satisfactorily completed the pre-service training
workshop for coordinators;
(c) Participant has hired at least one part-time home visitor for each group of 10 to 15 children scheduled to participate in the Program, in accordance with the Guidelines for the HIPPY Home Visitor (attached hereto as Exhibit 8);

(d) each home visitor hired by Participant has satisfactorily completed fifteen hours of pre-service training in the HIPPY model conducted by the Coordinator under the supervision of a representative of HIPPY USA;

(e) Participant has sufficient funds to meet the cost of the Program for the first two Program Years and has developed a plan for raising such additional funds as will be required to meet the cost of the Program for the remaining Program Year covered by this Agreement;

(f) Participant has leased or otherwise has access to sufficient space to provide an office for the Coordinator, adequate storage space for HIPPY Materials and Program records, and adequate space to hold the biweekly group meetings described in the Guidelines for a Model HIPPY Program (attached hereto as Exhibit 4);

(g) Participant has taken delivery of one set of the Activity Packets and Instructions for the Home Visitor/Home Visitor Guide and one set of nine HIPPY storybooks and one set of HIPPY shapes for each child participating in the Program during the first Program Year as provided in Section 2(f) of this Agreement; and

(h) Participant has enrolled at least 45 children to participate in the Program during the first Program Year.

Section 5. Operation of the Program. Participant agrees to operate the Program in accordance with such requirements and guidelines as HIPPY USA may from time to time determine to be appropriate in order to maintain the quality and integrity of the Home Instruction for Parents of Preschool Youngsters program, including the Required and Recommended Practices (attached hereto as Exhibit 11). Without limiting the generality of the foregoing, Participant agrees, in addition to the other duties and obligations set forth herein:

(a) in the event the Coordinator resigns or is removed by Participant, or the number of children served by Participant increases so that one or more additional Coordinators are required to be hired as specified in the Guidelines for a Model HIPPY Program (attached hereto as Exhibit 4), (i) to notify HIPPY USA immediately, (ii) to appoint an interim Coordinator as soon as possible in accordance with the Guidelines for the HIPPY Coordinator (attached hereto as Exhibit 6) to supervise the day-to-day operation of the Program until such time as a new Coordinator is hired (as provided in subsection (c)(iii) below); (iii) to hire a new Coordinator in the manner specified in Section 4(a) of this Agreement as soon as possible and within a period of time reasonably acceptable to HIPPY USA; and (iv) to ensure that such Coordinator will attend, at Participant’s expense, the next pre-service training workshop for coordinators described in Section 2(c) of this Agreement;
(b) to comply with all applicable federal, state and local laws and regulations applicable to Participant in connection with the implementation, operation and financing of (including fundraising for) the Program;

(c) to permit, a representative of HIPPY USA to conduct at least two (2) site visits in the first Program Year, one (1) site visit in the second Program Year and one (1) site visit in the third Program Year and all subsequent Program Years covered by any renewal terms of this Agreement. HIPPY USA reserves the right to conduct such additional visits to the Program Community as HIPPY USA in its reasonable judgment determines to be necessary or appropriate to ensure that the Program is operating in accordance with the Guidelines for a Model HIPPY Program (attached hereto as Exhibit 4);

(d) to maintain, through the coordinator, regular telephonic as well as written communication with HIPPY USA;

(e) to complete in the second Program Year and every second Program Year thereafter, in each case prior to the annual site visit, the Self-Assessment and Validation Instrument (SAVI) in the form provided by HIPPY USA; and

(f) when requested by HIPPY USA, not to distribute any information relating to HIPPY International or HIPPY USA, including, but not limited to, in connection with any advertising or promotion of, or solicitation of funds for, the Program, except with the prior written consent of HIPPY USA.

Section 6. Reporting Requirements. (a) Participant agrees to deliver to HIPPY USA written annual report (at the end of each Program Year) using the forms provided by HIPPY USA for such purpose (the HIPPY USA Report Forms, attached hereto as Exhibit 9, or such other form(s) as HIPPY USA may from time to time provide) setting forth the information relating to the Program required by such forms.

(b) Participant acknowledges that, in order to fulfill the reporting requirements set forth in the foregoing paragraphs (a) and (b), it will need to have, or have regular access to, a personal computer that (i) is fully IBM-compatible, (ii) contains at least a Pentium III processor; (iii) has a hard disk, a floppy disk drive(s) and a CD drive(s); (iv) has a minimum of 96 Megabytes of RAM; (v) operates at 550 mhz and a Bus Speed of 133; and (vi) is running an Operating System that is Windows 2000 or later; (vii) is equipped with Microsoft Access 2000;

(c) Participant agrees that, in connection with any research relating to the Program proposed to be conducted by Participant or by any other person or institution not affiliated with HIPPY USA: (i) it will prepare and deliver to HIPPY USA, prior to commencement of the research, a research design or proposal; (ii) it will deliver to HIPPY USA when issued copies of all reports relating to such research; and (iii) it will deliver to HIPPY USA, upon submission for publication, copies of all articles or other written materials relating to such research.
Section 7. Services to be Provided by HIPPY USA. (a) HIPPY USA will provide training and technical assistance to Participant by:

(i) conducting or arranging for pre-service training for Coordinators of the Program, at least once every year. During the pre-service training, Coordinators will be instructed as to the use of the home instruction materials, the methods of instruction under the HIPPY model, and the organizational structure of HIPPY USA. In addition, Coordinators will observe a HIPPY Program in action. Other aspects of the pre-service training may include discussions of issues particular to specific Program Communities. All costs incurred in connection with the Coordinator’s attendance are the responsibility of the Participant. All materials used throughout the training are provided by HIPPY USA. This training typically occurs in the summer preceding each Program Year and will last approximately eight hours a day for five days;

(ii) conducting or arranging for annual national training conferences in which the Coordinator will participate. The conferences are conducted annually to report on the developments concerning HIPPY in the United States, to share concerns and ideas about the HIPPY system of operation generally and to develop a support network for HIPPY program coordinators. The training conferences last approximately five to eight hours a day for two to four days. All costs incurred in connection with the coordinator’s attendance are the responsibility of the Participant;

(iii) conducting an initial site visit to the Program Community prior to the commencement of the program. A representative of HIPPY USA, together with the newly trained Coordinator, will provide initial training for all home visitors. Training includes instruction on the use of instructional materials and methods of instruction under the HIPPY model. This initial visit is also used to address the administrative and public relations needs of the HIPPY program. In addition, a representative of HIPPY USA will conduct subsequent periodic site visits to the Program Community to observe, conduct on-site training and advise Participant and the coordinator on the operation of the Program. Costs incurred in connection with the pre-service visit and subsequent periodic site visits are covered under the Participant’s Training and Technical Assistance Fees. A complete description of services covered under the Training and Technical Assistance Fees is included in Exhibit 5 (attached hereto);

(iv) providing such other reasonable assistance, as deemed necessary and appropriate by HIPPY USA, whether prior to the commencement of, or during the operation of the Program to ensure that the Program is operating in accordance with the Guidelines for a Model HIPPY Program (attached hereto as Exhibit 4), including, but not limited to, (A) review of budgetary considerations (see “Budget Considerations” attached hereto as Exhibit 5) and, if requested, HIPPY USA will review and comment on any proposals requesting financial support for the HIPPY Program; (B) on-site and off-site research evaluations; (C) off-site telephone consultations with HIPPY USA staff to address any questions or concerns regarding the HIPPY program; (D) assistance in organizing a local advisory group.
(b) Trade storybooks for three year olds (specified by HIPPY USA) and HIPPY storybooks for four year olds and five year olds and a set of the HIPPY Activity Packets and HIPPY Instructions for the home visitors for three year olds, four year olds and for five year olds, as well as any updates thereof that may become available from time to time, will be available for purchase by Participant from the publisher designated from time to time by HIPPY USA, at the prices applicable at the time of purchase, provided that HIPPY USA reserves the right to instruct the publisher at any time to withhold delivery of such materials to Participant if, in the sole judgment of HIPPY USA, Participant has taken any action or omitted to take any action in violation of this Agreement or which is otherwise detrimental to the operation of the Program in accordance with the Guidelines for a Model HIPPY Program (attached hereto as Exhibit 4).

(c) HIPPY shapes will be available for purchase by Participant from a vendor designated by HIPPY USA, at the prices applicable at the time of purchase, provided that HIPPY USA reserves the right to instruct such vendor at any time to withhold delivery of such materials to Participant if, in the sole judgment of HIPPY USA, Participant has taken any action or omitted to take any action in violation of this Agreement or which is otherwise detrimental to the operation of the Program in accordance with the Guidelines for a Model HIPPY Program (attached hereto as Exhibit 4).

Section 8. Renewal. (a) No later than 90 days prior to the end of the initial or any subsequent term of this Agreement, Participant will notify HIPPY USA in writing of its intention to renew this Agreement for an additional term of three years. Promptly upon receipt of such notice to renew from Participant, but in no case later than thirty (30) days after receipt of such notice, HIPPY USA will notify Participant of any changes in the terms, fees or other costs payable under this Agreement and, if such changed terms, fees or other costs are acceptable to Participant, Participant and HIPPY USA will execute an addendum to this Agreement setting forth such changes and indicating their mutual agreement to renew this Agreement for an additional three year term. Upon execution of this addendum (the “Renewal Date”) and on each anniversary of the Renewal Date during such additional three year term, Participant shall pay to HIPPY USA the appropriate fees based on the criteria set forth in Exhibit 9 (attached hereto).

(b) Notwithstanding anything to the contrary contained in subsection (a) above, HIPPY USA reserves the right not to renew this Agreement in the event Participant, in the sole discretion of HIPPY USA, has at any time during the term of this Agreement refused or failed to perform its obligations pursuant to, or otherwise been in material default of, this Agreement, including any of its Exhibits.

Section 9. Termination and Effect of Termination. (a) This Agreement may be terminated (i) for any reason upon ninety (90) days’ written notice by Participant to HIPPY USA, (ii) upon ninety (90) days’ written notice by HIPPY USA to Participant for good cause (as defined in subsection (b) below), or (iii) at any time by mutual agreement of Participant and HIPPY USA in writing.

(b) “Good Cause” shall mean (i) the refusal or failure of Participant to perform its obligations pursuant to, or otherwise to be in material default of, this Agreement,
including any of its Exhibits, thirty (30) days after receiving written notice from HIPPY USA to cure such conduct; (ii) the failure by Participant to act in good faith (honesty in fact in the conduct or transaction concerned) and in a reasonable manner in carrying out the terms of this Agreement; (iii) the voluntary abandonment by Participant of the Program; (iv) any conduct by Participant which is detrimental in any material respect to the HIPPY Name or the reputation of HIPPY USA or the operation of the Program, including, but not limited to, the unauthorized assignment of this Agreement, the failure to maintain the premises referred to in Section 4(f) of this Agreement, the commission of any offense under any law designed to protect the health, safety or welfare of children by Participant, coordinator or any home visitor, or the making of any material misrepresentation on any application or document submitted to HIPPY USA; or (v) any change in control of Participant as a result of merger, consolidation, sale of stock or assets or otherwise, pursuant to which any person controlling Participant ceases to own a majority of the outstanding stock of Participant or to control the affairs of Participant.

(c) Upon the expiration or termination of this Agreement for any reason, all rights of Participant to conduct the Program and to use the HIPPY Name and Materials will cease. Furthermore, any amounts due to HIPPY USA under this Agreement as well as any advertising or solicitation materials prepared by Participant with respect to the Program must be delivered to HIPPY USA within thirty days. In addition, any HIPPY storybooks, shapes, Activity Packets, Instructions for the Home Visitors and any other materials provided by HIPPY USA to Participant in Participant’s possession must be delivered within thirty days to Connelly 3 Publishing Group at 510 Washington Avenue, North Haven, CT 06473. Upon such expiration or termination, Participant agrees that it will not thereafter (i) directly or indirectly use or refer to the HIPPY Name and Materials or any other name, commercial symbol or printed materials which in HIPPY USA’s reasonable opinion are similar to, or confusing with, the HIPPY Name and Materials; or (ii) engage in any fundraising on behalf of the Program.

Section 10. Assignability of this Agreement. Neither this Agreement nor any interest herein may be assigned by Participant except with the prior written consent of HIPPY USA. HIPPY USA may, on prior written notice to Participant, assign this Agreement or any interest herein to The Hebrew University in the event that the then current agreement between HIPPY USA and The Hebrew University is terminated for any reason.

Section 11. Miscellaneous. (a) This Agreement is governed by the law of the State of New York.

(b) All notices and other communications provided for or permitted under this Agreement shall be in writing and shall be sent by certified or registered mail with postage prepaid or by hand delivery, as follows:

If to HIPPY USA, to it at:

HIPPY USA
1221 Bishop
This Agreement, including its Exhibits, supersedes all prior agreements and understandings of the parties, whether written or oral, relating to the subject matter hereof.

This Agreement does not constitute and shall not be construed as creating an agency, partnership or joint venture between HIPPY USA and either Participant or The Hebrew University.

Any provision of this Agreement may be waived in writing at any time by the party entitled to the benefit of such provision.

This Agreement may be executed in two or more counterparts, each of which shall be an original, but which shall together constitute one and the same instrument.

The headings of the sections of this Agreement are inserted for convenience only and shall not constitute a part of or be referred to in interpreting this Agreement.

This Agreement shall inure to the benefit of and be binding upon the parties hereto and on each of their respective successors and assigns as provided in Section 10 of this Agreement.

In the event that any one or more provisions of this Agreement shall be determined to be invalid, illegal, or unenforceable in any respect for any reason in any jurisdiction, such provision or provisions shall be severable from this Agreement as to such jurisdiction only, so that the validity, legality and enforceability of any such provision or provisions in any other respect and the remaining provisions of this Agreement shall not, in any way, be impaired in any jurisdiction.

Each of the parties hereto acknowledges that the other party hereto would be irreparably damaged in the event any of the provisions of this Agreement were not performed in accordance with their specific terms or were otherwise breached. Accordingly, each of the parties hereto shall be entitled to an injunction or injunctions to prevent breaches of the provisions of this Agreement and to enforce specifically this Agreement and the terms and provisions thereof in any action instituted in any court of the United States or any state thereof having subject matter jurisdiction, in addition to any other remedy to which the parties may be entitled, at law, in equity or pursuant to this Agreement.
(k) Each party irrevocably consents to the service of process in any action or proceeding by receipt of mailed copies thereof by national courier service or registered United States mail, postage prepaid, return receipt requested, to its address as specified in or pursuant to Section 11(b) hereof. However, the foregoing shall not limit the right of a party to effect service of process on the other party by any other legally available method.

(l) Whenever the words “include,” “includes” or “including” are used in this Agreement, they shall be deemed to be followed by the words “without limitation.”

(i) Words denoting any gender shall include all genders. Where a word or phrase is defined herein, each of its other grammatical forms shall have a corresponding meaning.

(ii) A reference to any party to this Agreement or any other agreement or document shall include such party’s successors and permitted assigns.

(iii) All references to “$” and dollars shall be deemed to refer to United States currency unless otherwise specifically provided.

(m) HIPPY USA and Participant hereby acknowledge that (i) both HIPPY USA and Participant have been adequately represented and advised by legal counsel with respect to this Agreement and the transactions contemplated hereby and (ii) no presumption shall be made that any provision of this Agreement shall be construed against either party by reason of such role in the drafting of this Agreement and any other agreement contemplated hereby.
IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the date first above written.

Home Instruction for Parents of Preschool Youngsters (HIPPY) U.S.A.

By: ______________________________
   Name: Duane R. Booker
   Title: Executive Director
   Date:

Program Name [“Participant”]

By: ______________________________
   Name:
   Title:
   Date: