Home Instruction for Parents of Preschool Youngsters

New HIPPY Site Start Up Guide

Revised January 2019

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program as developed in Israel in 1969 as an evidence-based, community-driven response specifically designed for the literacy needs of families living on low-incomes and the lack of their children's school-readiness. HIPPY recognizes the parent as their child's first and best teacher. HIPPY then empowers parents with a fun, flexible and easy-to-follow format that helps them teach their children and prepare them for the demands of primary school.

Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada

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Introduction

The Mothers Matter Centre (MMC) – formerly known as HIPPY Canada is excited to provide communities who are interested in the Home Instruction Program for Parents of Preschool Youngsters (HIPPY) program with this Start-Up Guide. We hope it will be helpful as you navigate the journey towards implementing a HIPPY Program in your community.

In Part 1, the guide talks about ways of educating yourself and your community about program. One of these is attending a week-long preservice training at the National office in Vancouver, BC. This section also focuses on mobilizing your community for support and ensuring that the program complements and does not compete with other similar programs.

Part 2 focuses on the implementation of the program.

There are four main steps to starting up a HIPPY program:

- Determine if there is community need and interest.

- Establish HIPPY site location, partners and supporters.

- Notify Mothers Matter Centre

- Search for funding.

- Once funding is received "kick-in" the HIPPY start-up process.
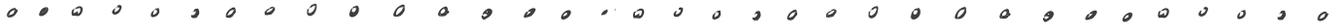
A HIPPY site takes on average 4 months (if funding is available), 1 year (when it is not), to initiate. HIPPY programs run concurrently with the school year, they start in September and finish May / June each year.

PART ONE: Laying the Foundation

1. Learn about the program

There are several ways to find out about the HIPPY program:

- Explore websites of programs around the world at mothersmattercentre.ca

- Visit a program near you (these are also on the Mothers Matter Centre website)

- Attend the Mothers Matter Centre Coordinators Pre-service training workshop (typically held in September in Vancouver, BC)

- Call the Mothers Matter Centre National office at 604.676.8250 to talk to a staff member

COMMUNICATE WITH A HIPPY CONTACT PERSON

Staff of the Mothers Matter Centre have accumulated years of experience in starting new programs. The Mothers Matter Centre office will put you in direct contact with someone to help guide and support the development of your new project.

2. Mobilize community support

MAP YOUR COMMUNITY

Draw a map of your community and label all the programs, services, and facilities that are important to the families in your community.

FIND A CHAMPION

Starting a new program in a new community is an exciting challenge that requires an enormous amount of energy, perseverance, patience, determination and flexibility. In other words, it takes a champion!

A champion can be a community leader, a professor, a volunteer, a journalist, a teacher, a politician, or anyone who is passionate about helping young children and their families, and has the time and energy to tackle a new endeavour and is driven enough to stick with it for the long haul.

CREATE A SMALL GROUP OF CHAMPIONS

The task of starting a new program is more than one person can do alone. A group of interested people should be created to help. If the original champion is not a member of the community for which the program is being considered, this expanded group MUST include a community representative. Other group members might be family educators, early childhood professionals, community leaders, funders, political representatives, members of volunteer organizations, etc.

The champions (individuals) in our community that would support a HIPPY program are:

_____

_____

The groups and organizations that should know or be informed about the HIPPY program include:

_____

_____

The members of our interim advisory committee will be:

_____

_____

CONVENE PRELIMINARY MEETING

The importance of convening a preliminary meeting about the HIPPY program cannot be underestimated. Its purpose is to orient and inform members of the community about the HIPPY program, to discuss the need and feasibility of implementing the program, to strategize funding possibilities, and to consider possible 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, and establishing ties between community members.

Representatives from the following groups might be invited to the meeting:

• Community agency representatives;

• Representatives from the communities that will you will recruit HIPPY families from;

• Volunteer organizations;

• School personnel (early childhood educators, principals, superintendents, community liaison officers, Parents Advisory Committees (PAC), counsellors);

• Local Head Start staff;

• Local government officials;

• Potential funders (federal / provincial representatives, community foundation executive, local businesses, possible corporate donors, and job training organizations)

3. Determine community needs and resources

DETERMINE NEED AND FIT WITH LOCAL COMMUNITIES

In order to determine whether the HIPPY program would truly benefit any given community, a needs assessment of some sort needs to be conducted. Whatever format is used the following questions should be addressed:

- Is there a strong interest in such a program within the community?

- Are there programs and services in the community that would complement and support the HIPPY program?

- Are there other groups with the same goals?

- Does the HIPPY program duplicate existing services?

- Who are the major stakeholders and would they support the programmatic approach?

COMMUNITY NEEDS ASSESSMENT

National attention is 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 that undertake implementation of the HIPPY program are required to engage in a comprehensive needs assessment to determine the level of need for such a program. This discourages communities from duplicating services and ensures that a need and a demand for the programs exists. As a result, factors previously overlooked or assumptions made regarding needed services in any given community can be challenged and re-examined.

The majority of HIPPY programs ((95%) are embedded within a larger community organization, for example most of the Multicultural HIPPY programs are within immigrant/refugee service providers across the country. This enables parents to access other programs to help facilitate their settlement

and integration process and reduce isolation. Similarly, the Aboriginal HIPPY programs are managed within large Aboriginal organizations (in urban and land-based settings) for example the Saskatoon Tribal Council. The HIPPY Program is meant to complement and work in collaboration with other community-based family support programs. In some cases, it is the follow through program for families who previously participated in programs directed at ages zero to three such as Parent as Teachers and Mother Goose.

The level of community needs could be determined by using a variety of strategies:

Review Community Demographics

Make a list of who may have demographics in your community. This may include local school boards, band offices, or health boards. Have there been any other recent needs assessments?

Organization   Contact Name   Interview Date

_____

_____

Interview Current Service Providers

Often many service providers in the communities have valuable information about the needs in the community. Interviews with these groups may give valuable insights into community needs. Make a list of groups that could have information about the families in the community.

Organization   Contact Name   Interview Date

_____

_____

Identify Services Currently Provided in the Community

Community needs will also be determined by what services are currently operating in your community. It is important to know about which early childhood services are operating in the community to ensure unnecessary overlap. Also some services may well complement a HIPPY program. For example, HIPPY works well in partnerships with organizations, such as Head Start.

Organization	Contact Name	Interview Date

CONDUCT A COMMUNITY SURVEY

If you are convinced that there is no sufficient information available, you may want to think about using a community needs survey. Remember disadvantaged communities have been surveyed extensively and may well resist being surveyed.

4. Establish program requirements

DETERMINE PROGRAM SITE

A new program typically serves families in one geographic area or community; though, it may vary. In small, rural communities, clusters of about ten families 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 target group.

 We recommend starting with thirty - sixty families depending on the size of your community. This number might be less if you come from a small community. Natural program growth in the second year, after adding a new cohort of four- (and three) year olds, will increase the number of families to approximately 60 – 120 (this again depends on the size of the community and funding). These figures, based on years of experience, are recommended because of economy of scale and the need for a critical mass of parents. We realize that each community may have varying needs and requirements.

How many families could benefit from participating in the HIPPY program using a three-year projection? It is safe to predict the 65-75% of the children completing the current year will continue on with the next. The largest drop occurs with children moving from age four to five. Generally, you can predict at a 40-60% drop.

	Current Year	Second Year	Third Year
Year 1			
Year 2			
Age 5			
Total			

5. Create a budget

Program budgets will vary considerably from site to site - these are some of the budgetary items you should take into consideration on a budget-planning sheet for year one of program operations with: sixty families, five Home Visitors and one Coordinator.

Budget Item	Considerations & Expectations	Calculation	Amount
Coordinator	A new program with thirty - sixty families (and planning on approximately 60 - 120 families in the second year) should hire one full time Coordinator.	Salary plus benefits for 12 months	
Home Visitors	Home Visitor work with 10 -12 families. Home Visitors should be offered a living wage (full time if possible)	Salary plus benefits multiplied by 5-6 Home Visitors	
Supplies	The materials needed are: 9 storybooks per year, 30 activity packets, sets of plastic shapes and Home Visitor guides. We estimate costs here with 65 families because the Home Visitors also use the materials. Shipping costs will vary depending on location. Materials are available in English and French.	HIPPY Books: # of families x Activity Packets: # of families x Plastic Shapes: $98.42 for 20 packets (families) Shipping	
Rent	Your program needs a physical home – an office, telephone, computer etc. often this is provided by the housing agency as an in-kind contribution, but if not, the cost must be considered.		

Budget Item	Considerations & Expectations	Calculation	Amount
Program Participation Fee	Each program pays an annual fee: The annual fee covers a contribution to HIPPY international, annual coordinators conference, site monitoring travel costs, home visitor training materials, curriculum development, and promotion materials.	Year 1: $7,500 (might change in 2020) Year 2: $6,000 Year 3 and after: $5,500	
Onsite Training	Every program receives training and monitoring from HIPPY Canada each year. Sites are required to cover the cost of the accommodation and per diem for Mothers Matter Centre staff.		
Group Meetings	Most programs have a small fund to provide food and enrichment materials for their group meetings.	Approximately 8-10 group meetings and one-year end celebration.	
Travel	Decision about Home Visitor and coordinator travel are made on a site-by-site basis. Typically, these costs are covered in the budget coordinators are required to attend annual conference. Site should budget for this.		
		Total	

## IDENTIFY POSSIBLE FUNDING SOURCES

All programs have unique funding requirements and arrangements. And the HIPPY program can be described in a variety of different ways depending on the aspect of the program that one wishes to stress. The HIPPY program can be described as: early childhood education, early literacy, family support, parent education, job training, community development.

Once you have your funding in place, you are ready to start your HIPPY program!

PART TWO: Implementing the program
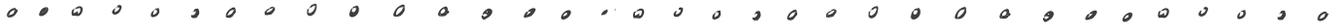
1. Sign a contractual agreement with Mothers Matter Centre

Mothers Matter Centre holds a licensing agreement with HIPPY international. Therefore, all programs must sign a contractual agreement with Mothers Matter Centre that is intended to protect the name and reputation of the program. The contract has been developed to clarify the rights and obligations of both the licensor (Mothers Matter Centre) and the licensee (the organization that will host the new program). These include:

- Supervision, services and assistance provided by Mothers Matter Centre;

- Supervision, services and assistance provided by the local program to participating families;

- Fees and payments, and purchase of materials;

- Territorial rights of local programs;

- Trademark and copyrights issues;

- Contract renewal, termination and related information.

2. Hire a Coordinator

Upon approval of your application, you'll need to hire your Coordinator and arrange to send that individual to the Pre-service Training for HIPPY program Coordinators. 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. If it is not possible for the Coordinator to attend the Pre-service Training, the Mothers Matter Centre will support with on-site training when possible. The community will be responsible for all costs associated with the on-site training.

It is recommended that the Coordinator's supervisor and or another agency administrator attends for at least the first two days of pre-service training. These individuals will then have an opportunity to learn first-hand about the administrative requirements for HIPPY.

Each new program has one full time Coordinator. Program quality is often sacrificed when Coordinators take on the HIPPY program as an added responsibility to their existing job, at any point during the life of the program. Given the demanding nature of the Coordinators' role, it is difficult for HIPPY program Coordinators to be effective when working on a part time basis. A full-time Coordinator can assume responsibility for a maximum of 150 families. A Coordinator's area of expertise may include: early childhood education, elementary education, social work, community development, adult education or any other related field.

Make a list of qualities most needed in your Coordinator. Keep in mind the strengths that already exist in your organization.

Make a list of the candidates.

Name   Personal Background

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3. Form your HIPPY advisory group

The establishment of a HIPPY program advisory group is critical to the functioning of local HIPPY program sites. Many of your champions in the start-up phase may carry-over onto your local advisory committee. The main function of the group is to provide advice, counsel and ongoing assistance and support to the HIPPY program coordinator. The advisory group does not establish program policy. Rather, it is the advisory group's ultimate challenge to ensure that the program is executed according to the terms specified in the contractual agreement. The advisory group should consist of community stakeholders: parents, community leaders, volunteers, early childhood professionals, elementary school principals/teachers, entrepreneurs, college professors, and political leaders. For practical reasons, it is recommended that an active member of the advisory group, other than the HIPPY program Coordinator or his or her supervisor/administrator, be designated as chairperson.

4. Recruit families

Possible recruiting strategies include contacting the following groups and individuals:

Collaborators – other child service agencies.

_____

_____

_____

Personal contact – public and private locations where you would go to make personal contact with potential HIPPY families.

_____

_____

_____

Indirect contact – public and private locations where you would post or send written information such as flyers and posters.

_____

_____

_____

5. Hire Home Visitors

The hiring of Home Visitors is crucial to the success of the HIPPY program. It is required that they are recruited from the participating community, have a child of appropriate HIPPY program age, or have access to a practice child with whom they can do they HIPPY program, and meet other eligibility requirements as specified by the host agency. Since Home Visitors are doing the HIPPY program curriculum with their own children, they can readily identify with some of the challenges parents face as they progress through the curriculum. Home Visitor's appreciation for, and intimate knowledge of, their unique communities make them appropriate people for this job. They 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.

During the initial year of employment, Home Visitors should have a caseload of no more than 10-12 families. Because this position is often a first step to future employment, the recommended employment period for a HIPPY Home Visitor is two to three years. Once you have interviewed a number of families for the program, some likely candidates for Home Visitors should arise.

6. Order supplies

Materials must be purchased for all participating families and for Home Visitors. Mothers Matter Centre has prepared a Curriculum and Book Order Procedures Manual that is made available to all HIPPY sites. Once your site has been approved for operation, HIPPY Canada will forward you the Curriculum and Book Order Procedures Manual. The manual has all the information you need to order HIPPY materials seamlessly.

7. Arrange for a site visit

Once two thirds of the total number of participating families is recruited, you are ready for the initial site visit from Mothers Matter Centre. The visiting Mothers Matter Centre personnel will observe the weekly training (between the Coordinator and Home Visitors), observe a home visit and as well as a group meeting. The visiting staff member will also provide on-site training, technical assistance and support. Programs in their initial year of operations are entitled to a least one visit.

Timeline

Time	Date
Part 1: Laying the foundation	
1. LEARN ABOUT THE PROGRAM	
Communicate with a Mothers Matter Centre contact person	
Submit a letter of intent	
2. MOBILIZE COMMUNITY SUPPORT	
Map your community	
Find a champion	
Create a small group of champions	
Convene a preliminary meeting	
3. DETERMINE COMMUNITY NEEDS AND RESOURCES	
Determine a need and fit with local communities	
Conduct community needs assessment	
Review community demographics	
Interview current service providers	
Conduct a community survey	
4. ESTABLISH PROGRAM REQUIREMENTS	
Determine program size	
5. CREATE A BUDGET	
6. IDENTIFY POSSIBLE FUNDING SOURCES	

Time	Date
Part 2: Implementing the program	
1. **SIGN A CONTRACTUAL AGREEMENT WITH MMC**	
2. **HIRE A COORDINATOR**	
3. **FORM YOUR HIPPY ADVISORY GROUP**	
4. **RECRUIT FAMILIES**	
5. **HIRE HOME VISITORS**	
6. **ORDER SUPPLIES**	
7. **ARRANGE FOR A SITE VISIT**	

HIPPY Advisory Committee
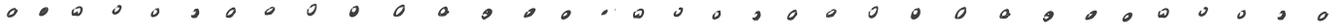
Every HIPPY program has a different set of organizational requirements and constraints. In fact, while each program is expected to implement the basic educational model, there are no two HIPPY programs in Canada that have the same organizational structure. Therefore, while every new HIPPY program is required to have an advisory committee, the specific responsibilities each committee takes on may vary. Still, there are some basic guidelines which all advisory committees should follow. The following is a list of some recommended guidelines for HIPPY advisory committees.

- The chair of the advisory committee should not be from the implementing agency. In fact, it is advantageous for the chairperson to be a volunteer from the target communities.

- Potential members of the advisory committee include; representatives from the sponsoring agency; a parent and a home visitor from the program; representatives of other early childhood/family support programs; Head Start; the HIPPY Coordinator; representatives from active community groups; and educational specialists.

- The Coordinator and the chairperson should maintain regular contact with all members through memos, phone calls, newsletters. It is important to keep members involved throughout the year, not just when meetings are held.

- Prepare agendas for committee meetings carefully. Put the items that are most important first. Everything takes more time than you expect.

Try to stick to the agenda, especially to time limits.

- Try to find ways in which each individual can contribute something that helps the program and also makes them feel good about participating.

- Be sure that minutes are taken and circulated at each meeting. This task could be assigned to members of the committee on a rotating basis.

- End each meeting with a plan of action. Be sure everyone knows who agreed to do what and by when.

- At the end of each meeting, set the date for the next meeting. Otherwise this can be an unnecessarily time consuming task.

Responsibilities typically assumed by various advisory committees include the following:

1. Understand and assist with the execution of the program's contractual agreement entered in to with Mothers Matter Centre

2. Promote HIPPY within the community.

3. Assist in the procurement of funds for the HIPPY program.

4. Provide input and advice regarding planning, implementation and problem solving.

5. Assist the Coordinator in promoting cooperative working relations with appropriate agencies, community and volunteer groups and other early childhood/family support programs.

HIPPY Advisory Committee Guidelines

The following guidelines can be used as a spring board for the Advisory Committee to develop their own set of guidelines. These guidelines are merely suggestions and not requirements.

✧ Items marked with a diamond are sample options which the advisory committee could decide on.

PURPOSE

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program is a home based, parent involvement program designed to help parents provide educational enrichment activities for their preschool children.

ROLES AND RESPONSIBILITIES

The Advisory Committee serves to support the growth and development of HIPPY in _____, and is not a policy-making entity. Responsibilities of advisory committee members include providing information, assistance, support and advice regarding:

✧ Program start up and implementation
✧ Program sustainability and funding
✧ Advocacy and legislation
✧ Program expansion/ public relations
✧ Implementation of successful practices

Meetings of the Advisory Committee are held:

✧ 3
✧ 4
✧ 6 times per year.

An orientation will be held for new advisory committee members in August at a time and date specified by the committee:

- ✧ Yes
- ✧ No

Regular meetings will be held on:

- ✧ Second Thursday from 11:00-1:00
- ✧ Whatever other date is best
- ✧ August, November, February, May
- ✧ August, October, December, February, April, June

Membership on the advisory committee of:

- ✧ 12-18
- ✧ 10-15
- ✧ 15-20 members

To enable new people to join, a member can be elected a maximum of up to

- ✧ 2 consecutive terms
- ✧ 3 consecutive terms
- ✧ but then must be off the committee for at least 1 year before being eligible for an additional 1 or 2 terms.

To ensure continuity in the committee's work, terms are staggered, requiring that one third of the initial committee serve one year terms, one third serve two year terms and one third serve three year terms. Staggering of terms will be done randomly by pulling numbers from a hat. One- and two- year terms will not be counted in limiting consecutive committee services to two three year terms.

New members are nominated by:

- ✧ Committee members
- ✧ Program staff
- ✧ Sponsoring agency

The program Coordinator and a representative of the sponsoring agency will serve as members of the advisory committee.

A vacancy on the committee is filled through the nomination process (as listed above). The new member completes the unexpired term and is then eligible to serve a full term.

Committee members receive no compensation of any kind for their services, but may be reimbursed expenses if approved by a majority vote of the committee, and if there are funds available.

Attendance is vital to the functioning of the committee and unexcused absences for 3 consecutive meetings, or two thirds of the regular meetings in any given year, is considered a de facto resignation from the advisory committee.

Officers of the advisory committee consist of a:

- ✧ Chairperson who presides over all meetings and maintains regular communications with committee members
- ✧ Secretary who takes minutes of all meetings and keeps records of attendance.
- ✧ Others? Treasurer, Vice Chair?

Standing sub-committees coincide with areas of responsibility of the advisory committee:

- ✧ Sustainability
- ✧ Advocacy
- ✧ Program expansion
- ✧ Successful practices

Parliamentary Authority:

- ✧ General courtesy and respect for the authority of the chairperson, will prevail.
- ✧ Roberts Rules of Order will guide all matters of procedure not specified in the guidelines.

Each committee member is expected to:

- ✧ Attend a minimum of two meetings per year
- ✧ Actively participate in the functioning of the committee
- ✧ Be available for individual consultation with the Coordinator and other Senior staff
- ✧ Occasionally accompany another committee member, or Coordinator/Senior staff director for support at meetings, solicitation

✧ Write or sign letters endorsing the program and specific solicitations

Is your advisory committee established?

"IF YES"

Tasks:

✧ Contact/meet with chairperson and members
✧ Update them regarding what you learned at Pre-service
✧ Share Advisory Committee materials from the Pre-service binder
✧ Collaborate to schedule next meeting (if appropriate)

"IF NO" or NEEDS TO BE REVISED

Steps to take:

1. Identify who is already collaborating or volunteering

2. Contact possible advisory committee members

3. Put together an advisory committee packet (with materials from the Pre-service binder) to provide to potential committee members

4. Speak at community and professional meetings to recruit possible advisory committee members

5. Ask other agency staff to recommend advisory committee members

6. Identify several active parents/community members to be on the advisory committee