

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 05-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123812	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHCO0010001														
5. APPLICATION INFORMATION																
LEGAL NAME: Colorado Parent and Child Foundation (HippyCorps) DUNS NUMBER: 142912992	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Melissa L. Kelley TELEPHONE NUMBER: (303) 860-6000 FAX NUMBER: (303) 860-7110 INTERNET E-MAIL ADDRESS: melissa@cpcfonline.org															
ADDRESS (give street address, city, state, zip code and county): Colorado Parent and Child Foundation 1775 Sherman Street, Suite 2075 Denver CO 80203 - 4340 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 841169805	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Colorado HIPPYCorps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Adams, Alamosa, Conejos, Costilla, Denver, Jefferson, Rio Grande, and Saguache Counties.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 12/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CO 001"/> b.Program <input type="text" value="CO 001"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 260,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 658,337.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 918,337.00</td> </tr> </table>	a. FEDERAL	\$ 260,000.00	b. APPLICANT	\$ 658,337.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 918,337.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 260,000.00															
b. APPLICANT	\$ 658,337.00															
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 918,337.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Melissa L. Kelley	b. TITLE: Executive Director	c. TELEPHONE NUMBER: (303) 860-7067														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/29/10														

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Executive Summary

Parents are their child's first teachers, and the home is a child's most influential early learning environment. Utilizing the evidence-based Home Instruction for Parents of Preschool Youngsters (HIPPY) early childhood home visitation model, Colorado HIPPYCorps members provide home-based, parent involved, early learning opportunities for 600 families, equipping them with the knowledge, tools, and support they need to help prepare their preschool-aged children for success in school and life.

Rationale and Approach

a. NEEDS

The home is the first and most important learning environment for children. Parents are their child's first and best teacher. Yet, it is increasingly apparent that for many of Colorado's youngest and poorest children, academic success is an achievement that will remain forever beyond their reach, even though they have yet to step across the threshold of their first classroom. The early years are a critical time for brain development, knowledge acquisition, and positive social-emotional growth. Many parents do not have the ability to provide quality early experiences for their children, even when they take their parenting responsibility very seriously. Issues such as poverty, low-educational attainment, and linguistic and cultural isolation can prevent parents from providing their children with positive developmental experiences without which their children are set on a path of accumulating disadvantage.

Nobel prize-winning economist James Heckman has stated "for severely disadvantaged children, there are no levels of later childhood skill investments that can bring the children to a level of social and economic performance attainable from well-targeted early investments." Thus, making wise investments in the early years places children on a trajectory for success both in school and in life, yielding significant results for tomorrow's workforce and a more productive society.

Since 1991, the Colorado Parent and Child Foundation (CPCF) has worked to promote and support high-quality early childhood education programs and family initiatives which build parent involvement and school readiness. CPCF achieves this mission through its statewide work implementing evidence-

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based program initiatives, one of which is the Colorado Home Instruction for Parents of Preschool Youngsters (HIPPY), which works to directly address the needs that stem from the key issues outlined above. HIPPY is a home-based, peer-delivered, early intervention program that helps parents provide educational enrichment for their preschool aged children in order to help them realize success by beginning school ready to learn. Trained home visitors, themselves current or former parents in the program, provide weekly home visits to parents of preschool aged children (3, 4, and 5) over the course of 30 weeks each year. The program is targeted toward low-income families with limited educational attainment and is offered in both English and Spanish. The goal of the program is to empower parents as the primary educators of their children by giving them the tools, skills, and confidence they need to work with their children on a daily basis in the home. This is done through role play of a weekly curriculum, providing parents with activities to do with their children on a daily basis to promote language development, achievement of developmental milestones, parental attachment, strong home/school ties, and parent involvement. CO HIPPY also works to ensure that 100% of children are fully immunized.

The basic tenets of HIPPY are that all children can learn and that all parents want what is best for their children. HIPPY builds on the basic, instinctual bonds between parents and their children. The program does this through mentoring parents to be involved in their child's education. It is designed in such a way that it avoids the common obstacles that many parents face, such as uncertainty about what to do with their children to help them learn, cultural barriers of receiving guidance from people who may not have experienced similar disadvantages, and lack of ongoing support. Because AmeriCorps members are recruited primarily from the community, and most members were HIPPY parents prior to becoming members, the program is truly a neighbor-to-neighbor approach which reduces barriers of differing socio-economic and educational status. Not only does HIPPY help to strengthen the ties between families with their schools and communities, it also aims to increase family literacy. By modeling teaching and communication skills to parents, offering developmentally appropriate early childhood

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education, and by reinforcing parent confidence, the program establishes within parents an ongoing commitment to their child's education.

HIPPY provides a positive, sustained, and logically designed evidence-based approach to developing, strengthening, and supporting families and communities, and helping to educate their young children. HIPPY delivers home-based, parent-involved, early learning opportunities and provides solutions that strengthen families and help children realize success by beginning school ready to learn. HIPPY reaches families where they are -- in their homes and on their terms. The program works in both urban and rural settings to overcome the barriers of poverty and social isolation, and presents parents with options to help develop their skills to be their child's best first teacher.

The CO HIPPYCorps Program is targeted to families who stand to benefit the most. HIPPY families are generally poor, under-educated, and disenfranchised. Over half of the HIPPY parents have not completed high school, and often, negative school experiences have led to the development of distrust and dislike for school. This, in turn, could have a strong effect on their child's success in school and life. The program currently serves eight counties (Adams, Alamosa, Conejos, Costilla, Denver, Jefferson, Rio Grande, and Saguache) representing five partnering host site agencies, and all are in communities of demonstrated need. The general demographic profile of the HIPPYCorps sites follows:

SAN LUIS VALLEY HIPPYCorps, serving 200 families in Alamosa, Conejos, Costilla, Rio Grande, and Saguache Counties (Agency Partner: Alamosa School District)

50% of the families will fall below poverty guidelines

Average family income is \$14,181

86% Latino; 14% White;

15% Monolingual Spanish speakers

12% of parents will not have completed high school

FOCUS POINTS HIPPYCorps, serving 80 families in north Denver (Agency Partner: Focus Points Family Resource Center)

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100% of the families will fall below poverty guidelines

Average family income is \$21,000

100% Latino immigrants from Mexico and Central America

100% Monolingual Spanish speakers

80% of parents will not have completed high school

METRO HIPPOCorps, serving 70 families in the Quigg Newton, Park Avenue and Curtis Park Public Housing Neighborhoods in Denver (Agency Partner: Metro State College of Denver Family Literacy Center)

Average family income is \$14,782

98% of the families will fall below poverty guidelines

95% Latino; 3% White; 1% African American; 1% Other

68% Limited English Proficiency

89% of parents will not have completed high school

JEFFCO HIPPOCorps, serving 180 families in the Deane, Edgewater, Eiber, Foster, Lasley, Lawrence, Lumberg, Martensen, Molholm, Pennington, Russell, Stevens, and Stein elementary school articulation areas in Jefferson County (Agency Partner: Jeffco Family Literacy Center)

74% of the families will fall below poverty guidelines

Average family income is \$19,190

77% Latino; 14% White; 4% African American; 5% Other

50% Monolingual Spanish speakers

70% of parents will not have completed high school

ADAMS HIPPOCorps, serving 80 families in Adams County (Agency Partner: Adams County Head Start)

90% of families fall below poverty guidelines

Average family income is \$14,000

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78% Latino; 14% white; 3% African American; 5% Other

57% Limited English Proficiency

41% of parents have not completed high school

CO HIPPYCorps sites are established in communities of demonstrated need. All sites reflect the community that they serve and are locally planned and operated by a community based organization or a school/school district. Each host site works with the most vulnerable and at-risk families. Needs are identified on an ongoing basis by each of the communities in collaboration with each of the host site's partners.

b. ACTIVITIES AND MEMBER ROLES

Under the training and guidance of professional staff in partnering HIPPYCorps sites throughout Colorado, 43 half-time AmeriCorps members will provide ongoing HIPPY, early childhood education, family literacy services, and early childhood health and immunization services to over 600 families in Adams, Alamosa, Conejos, Costilla, Denver, Jefferson, Rio Grande, and Saguache Counties. The overall goal of the program is to increase the level of literacy and educational opportunities for disadvantaged children by teaching parents to consistently work with their children. This is accomplished through the delivery of a 30-week curriculum, which includes a series of weekly home visits, group meetings, family field trips, and celebrations. Each of the over 600 HIPPY families receives a weekly (for parents of children ages 3 and 4) or bi-weekly (for parents of kindergarten children in age 5) home visit over a 30 week period by a trained AmeriCorps member, participates in monthly group meetings, receives 9 HIPPY story books to use with their child, completes weekly curriculum packets with their child (each including five days of parent-child school readiness activities), receives materials necessary for the successful completion of the HIPPY curriculum with their child, and receives information regarding local parenting, health, and educational resources. In total, HIPPY parents receive over 14,000 hours of one-on-one mentoring from trained AmeriCorps members, and in turn, HIPPY children receive over 22,500 hours of parent-child interactive school readiness instruction from parents.

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A typical day for an AmeriCorps member might begin with a team meeting, during which each curriculum (age 3, 4, and 5) for the week is explained and role-played. Members then meet with parents in the home, scheduling visits in accordance with each family's needs (daytime, evening, weekends, etc.). Each member has a portfolio of approximately 15 families that they meet with one-on-one through the weekly home visits. Visits generally last one hour and include an entrance process (providing children with an activity while the member is working with the parent; reviewing progress on the previous week's curriculum; and gathering data on the hours each parent spent working with their children for the week, challenges, and achievements), a role play (including the member modeling the parent-child interaction process with the parent and then the parent role-playing the process back to the member), and an exit (including follow-up, praise, setting date for next visit, providing information about upcoming group meetings and/or community outings as well as other parenting resources).

HIPPY is planned around a two or three 'school' year cycle. Children enter as three or four year olds and 'graduate' upon the completion of the kindergarten year. Using a set of materials appropriate to children's developmental levels, HIPPY parents, trained through role modeling from an AmeriCorps member, work with their children daily, five days a week. Role play is the instructional method as it reinforces learning through modeling, not just explanation. HIPPY activities packets consist of a series of storybooks and materials designed to foster vocabulary/language development, sensory and perceptual discrimination skills, and problem solving.

In addition to weekly home visits, members plan monthly group meetings for parents at each partnering host site. Group meetings provide opportunities for parents to acquire information about child development, community and health resources. Because each individual member's relationship with the family is the primary avenue through which HIPPY services are delivered, they play a central role in the implementation of group meetings. The benefit of group meetings is that parenting education occurs in many forms, including group role play, informal conversations with staff, members, and other parents, facilitated discussions on topics such as child health, safety, nutrition, immunization, and other

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topics selected by families through needs assessments conducted throughout the year. Also, these meetings provide group activities for parent-child interaction, offer structured learning opportunities for both children and parents, model successful strategies for engaging children and supporting their development, and give children opportunities for social development through interaction with other children outside the home. The program also provides parents with monthly calendars of interactive activities for parent and child, information on program, school, and community events, and other resources.

HIPPYCorps members also educate parents about the importance of immunization, working to ensure that 100% of HIPPY children are fully immunized by the time they enter kindergarten. Immunization guards against preventable diseases that can cause lasting problems, including death, disability, increased school absence, and decreased ability to achieve in school and in life. Information about immunization is relayed to the parents and children in a culturally, developmentally appropriate, and sensitive manner, so that children are not frightened by the prospect of "shots". Members also work to connect families with the appropriate resources for obtaining immunizations for their children, and follow-up to ensure that families have received the services they need. While immunization rates in Colorado have increased in recent years, it still lags behind national goals, and children living in poverty have higher rates of vaccine-preventable disease.

HIPPYCorps members serve half-time, providing over 900 hours of service typically in a nine-month period. The HIPPY program generally follows a school year calendar, with members beginning their term at the start of the school year in the fall, and ending their service in May/June. A few sites offer some year round services for families and thus retain members throughout the summer months as well. Weekly home visits account for over 650 hours of member time (15 families per home visitor, each receiving a one-on-one home visit each week for thirty weeks). Monthly group meetings and other program activities with families account for about 100 hours of member time. Member training, including weekly team meetings, orientation, and ongoing development account for the remaining 150

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hours of member time. Because of the well-designed structure of the program and the ongoing training provided to members, appropriate member service is ensured and prohibited service activities are completely avoided.

c. MEASURABLE OUTPUTS/OUTCOMES

As a result of the activities outlined above, the CO HIPPYCorps expects to demonstrate increased improvement in child school readiness (including language and literacy skills, cognitive abilities and general knowledge, social and emotional development, and physical well-being), increased parent engagement in their child's education and local community activities, and strengthened parent-child engagement. These outcomes are measured through a comprehensive evaluation plan that includes tracking of services and outputs (which are collected and reviewed with families weekly), fidelity to the HIPPY model (externally validated), curriculum-based pre-post measures that include both survey and observational formats, kindergarten teacher reports, and both experimental and quasi-experimental evaluative studies conducted by external researchers. Additional tracking of outcomes such as immunization rates and referral rates/follow-up services are conducted by each partnering host site agency.

In 2005, CPCF launched a new evaluation system for HIPPY in collaboration with a local funder, the Temple Hoyne Buell Foundation. Colorado's HIPPY programs all participated in an intensive standardized pre-post testing effort following HIPPY children and parents across multiple years of programming using scientifically valid and reliable assessment tools. Statistically significant gains were achieved in all areas examined, thus indicating child school readiness in HIPPY children and improvement in parenting practices among HIPPY parents. In 2007, CPCF launched its second phase of evaluating the program's effectiveness (again, with the support of the Buell Foundation). This second phase included four research studies that examined the progression of child learning as a result of the HIPPY program specifically, parent knowledge in engaging their children in activities that promote school readiness, and kindergarten teachers perceptions of readiness for learning in HIPPY versus non-

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HIPPY children. All four studies converged on the strong conclusion that HIPPY makes a significant impact not only on the learning of important skills for children, but also on the learning of important skills by parents.

d. SELF-ASSESSMENT/IMPROVEMENT

Ongoing program assessment is incorporated into the CO HIPPYCorps program design and features both quantitative and qualitative procedures. Coordinators from each partnering host site are responsible for ongoing monitoring and evaluation, and for making the necessary program adjustments and modifications to meet the stated performance measures and identified needs in each community served. All partnering host sites are trained in data collection and analysis and CPCF monitors sites to ensure data is properly tracked and reported in the HIPPY MIS (Management Information System) database. In addition, sites complete the SAFE (Self-Assessment For Excellence) on a bi-annual basis, which examines all aspects of HIPPY program operations and feeds into continuous improvement strategies for the program. The SAFE includes a self-assessment by the site as well as a validation visit by a nationally certified HIPPY trainer.

The program also collects basic demographic data on those served. Demographic information on AmeriCorps members is compiled from member enrollment forms. Client specific demographic information is collected through the family intake process and documented in the HIPPY MIS. During home visits, AmeriCorps members provide monitoring and technical assistance to each family. They record progress and the amount of time spent working on the curriculum activities on a weekly basis. This includes tracking overall numbers served, hours served in each service activity, demographics, process and outcome data, qualitative and quantitative data, and the number of parent volunteers generated.

Each program site also conducts a series of surveys with parents to ensure satisfaction with the program, assess ongoing needs of families, and evaluate effectiveness of the home visitor training and application. This feedback is provided to members on a weekly basis during team meetings, and to

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families on a monthly basis.

e. COMMUNITY INVOLVEMENT

The CO HIPPYCorps program is a strong community-based model. Program development begins with the completion of a community needs assessment in order to prevent duplication of services, ensure the need, demand, and components for the program, and identify central institutions and partnerships for the program. This helps to ensure that the program is developed and implemented in such a way that is complementary to, and integrated with, the various services available for families and children in the specific community. In order to successfully launch a new HIPPY site, a community must develop a sufficient funding plan to operate a program for at least two years, thus ensuring a sense of sustainability for the program from the point of start-up, as well as developing adequate community support and resources to effectively meet the needs of families. Partnering host sites are responsible for the supervision of the Coordinator, the training and supervision of members, the implementation of the program activities, securing of match, and management of subgrant funds. CPCF, together with HIPPY USA, provides training of the Coordinators. CPCF provides overall evaluation, ongoing technical assistance, overall grants management, quality and fidelity monitoring, annual training events, regular Coordinator meetings, and strategic linkages to state and local early childhood systems.

All partnering host sites are key institutions in their communities. While all sites present the HIPPY curriculum, individual sites are distinctly local in both character and composition, and incorporate other program elements that make sense for their communities needs. For example, San Luis Valley, Metro, and Focus Points incorporate Parents as Teachers programming to serve families with younger children; Adams offers a HIPPY/Head Start hybrid; Metro, Focus Points, and Jeffco incorporate ESL, family literacy, and adult basic education into their model; and many sites have initial contact with the families they serve through Bright Beginnings programming (a statewide home visitation program that provides an initial home visit to new families). All program sites have local advisory boards and actively participate in their local service networks. At the state level, CPCF is a major partner in Colorado's early

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childhood system and works to ensure that HIPPY programming enhances family support services by building on family strengths.

f. RELATIONSHIP TO CNCS PROGRAMS

The CO HIPPYCorps program addresses one of the key strategic priorities outlined in the Corporation's strategic plan: Ensuring a brighter future for all of America's youth. Germane to that priority is a focus on children in at-risk environments who have special challenges to overcome in order to reach their full potential. By reaching both the parents and their young children, HIPPYCorps creates lasting, positive familial connections, empowering parents with the tools necessary to provide support for their child's development. The Corporation recognizes in its strategic plan that parents and families are the first and most important influence in a child's life -- a vision identical to the basic tenets of the HIPPY program.

The CO HIPPYCorps program fits a unique niche in Colorado's service network, providing a continuum of direct services for Colorado's youngest children and their families, developing members who turn their leadership into community capacity building by developing parent volunteerism and then exiting the program with the resources and background needed to transition successfully. HIPPYCorps members provide cultural and linguistic diversity to the CO AmeriCorps family and continually seek opportunities to provide their unique perspective at local and statewide planning for national service events. HIPPYCorps programs fully participate with members from local CNCS-sponsored programs for national service days such as MLK Day and National AmeriCorps Week, and through statewide training events such as the annual CO Service Conference and annual Life After AmeriCorps conference hosted by the CO Chapter of AmeriCorps Alums. Last year, the San Luis Valley HIPPY site forged a new relationship with Trinidad State Junior College's UCAN Serve Ed Award Only program and will implement a project with them this year. This past year, the OneStar Commission in Texas funded a peer-exchange for the Texas HIPPYCorps program staff to visit and learn from the CO HIPPYCorps and share best practices.

g. REPLICATION POTENTIAL

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HIPPY is an international program developed in 1969 at Hebrew University in Jerusalem, Israel. The first program reached the U.S. in 1984, and reached Colorado in 1989. The HIPPY program is currently implemented in Australia, Austria, Canada, El Salvador, Germany, Israel, Italy, New Zealand, South Africa, and the United States. National programs based on the HIPPY model are also operating in China, Denmark, Portugal, Singapore, and Zimbabwe. In the US, the program currently exists in 23 states and the District of Columbia. The CO HIPPYCorps is Colorado's oldest AmeriCorps program and was the first HIPPY program in the nation to partner with AmeriCorps. HIPPY USA replicated Colorado's model in 1995, incubating new programs in targeted states through a national direct effort and in subsequent years, state commissions in Alabama, Arkansas, Louisiana, Texas replicated Colorado's HIPPYCorps through state commission grants. HIPPYCorps programming modeled after Colorado's program has had an active presence in a dozen states.

HIPPY works. It is an evidence-based program model that has been the subject of numerous citations and recognitions, including: been cited several times as a highly replicable and proven model for improving school readiness, including Listed as a "Model Program" by Strengthening America's Families: Effective Family Programs for Prevention of Delinquency; Listed as "What Works" in Child Trends Guide to Effective Programs for Children and Youth: Lifecourse Interventions to Nurture Kids Successfully: Home Visiting; Included as a Program with a Strong Evidence Base in the Rand Corporation report "Early Childhood Interventions: Proven Results, Future Promise"; Included as a Promising Program with a focus on family well-being and self-sufficiency in SECPTAN's "Up and Running: A Compendium of Multi-Site Early Childhood Initiatives"; Cited as a leader among effective model programs serving low-income families in the Zero to Three journal report on "Replication in Practice: Lessons from Five Lead Agencies"; and citations as effective strategies for school readiness and family involvement by the CO School Readiness Indicators Project and by the Denver Public Schools Task Force on Early Education & School Readiness. Former President Bill Clinton featured HIPPY in his 2007 book "Giving: How Each of Us Can Change the World."

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CPCF has grown the program in Colorado from two counties reaching 30 children, to eight counties reaching upwards of 700 children. CPCF is a well-positioned, sustainable organization with strong partnerships, and through its intermediary role, is poised to provide start-up counsel and assistance for communities seeking to implement the HIPPY model.

Organizational Capability

1. SOUND ORGANIZATIONAL STRUCTURE

a. ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT

Since 1991, CPCF has worked to introduce and develop high-quality early childhood home visitation programs in communities throughout Colorado. The organization's first initiative was HIPPY. Building on its successful track record as the official state office for HIPPY, CPCF began serving PAT programs blended with HIPPY in 1997 and later became the official PAT state office as well. CPCF is the first organization in the nation to serve as the state office for both program models. CPCF works closely with local communities seeking to implement one or both of these program models. This includes assisting with program start-up, initial and ongoing training and technical assistance, fidelity and compliance monitoring, evaluation support, generating broad-based support and visibility, and serving as a liaison between local programs and the national offices for each model.

In addition to successfully implementing an AmeriCorps program since 2000, CPCF administers a federal PIRC grant, multiple foundation grants, including project grants for evaluation, quality/fidelity, and special events, and state grants through the Tony Gramscas Youth Services Program. CPCF has an annual budget of over \$1.6 million including an annual subgrant budget of over \$1,000,000 for which CPCF serves as an intermediary on behalf of HIPPY and PAT sites throughout Colorado. CPCF knows that a sound financial management system is essential to operating a successful AmeriCorps program and as such, is familiar with all regulatory, audit, reporting, and matching requirements, has designed a strong system of documenting expenditures, managing cash, documenting activities, and has strong budgetary controls. Day-to-day fiscal management is the responsibility of the Executive Director and the

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Grants Manager. All finances are reconciled and reviewed regularly by the Board of Directors and the Board Treasurer.

HIPPYCorps programming is implemented by partnering host site agencies independent of CPCF. These organizations all have unique configurations, be they school districts, family resource centers, Head Start programs, etc. but have common characteristics related to their history of providing services for families and children in their communities. CPCF subcontracts to implementing agencies using a formal contract that outlines all requirements, provisions, and program expectations. Agency capacity for each host site includes an administrator who supervises overall operations, a full-time HIPPY coordinator who that meets the established criteria and training for implementing the program, fiscal support sufficient to manage the grants and budgets for the program, and infrastructure that is effective and sustainable. Prior to the subcontracting process, each site undergoes a thorough review of its financial systems. CPCF monitors the partnering host sites both to ensure compliance and to provide ongoing technical assistance. Monitoring is done through on-site visits utilizing a comprehensive documentation checklist as well as through quarterly financial and program progress reporting and informal monitoring such as phone contact and HIPPY meetings, and regular training events. Each partnering host site maintains their own site's member records, including member eligibility documentation, tracking of member hours and activities (including direct service, training, and volunteer hours), and each host site coordinator has access to computer-based management information systems for managing their site's AmeriCorps member enrollments, time logs, and HIPPY services. All AmeriCorps members undergo a criminal background check, sign a similar Member Contract (varies slightly per host site) and Grievance Procedure. These systems of documentation are reviewed during site visits. Partnering host sites report financial and programmatic data on a quarterly basis to CPCF and request funding on a cost reimbursement basis.

b. BOARD OF DIRECTORS, ADMINISTRATORS, STAFF

CPCF is led by a Board of Directors that meets six times each year and has entrusted organizational

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operations to an Executive Director, Melissa Kelley, who provides overall leadership and oversight of the organization. Ms. Kelley holds a Master of Divinity degree from Princeton Seminary and a BA from Mary Baldwin College. Prior to her leadership of CPCF, Ms. Kelley served in the national service arena working both as a national consultant with individual state service commissions and as a staff member overseeing Colorado's AmeriCorps programs for the Governor's Community on Community Service under both Governor's Romer and Owens. Erica Severson, CPCF Director of Programs and Training, provides overall coordination and management of CPCF's program initiatives, including the CO HIPPOCorps. She brings nine years of non-profit and national service experience including serving as an AmeriCorps Member, AmeriCorps Leader, Program Manager for two AmeriCorps programs, and as a Training and Program Officer with the OneStar Foundation. She holds a BA from Cornell College and is a trainer with the Hands On Network Leadership Faculty. Sara Marquez, CPCF Grants Manager, supports the organization by providing overall accounting, financial management, and fiscal monitoring of program sites. She has 36 years in financial management experience with government and non-profit organizations. In aggregate, CPCF's core leadership team brings a combined 38 years of national service program leadership. Principal program staff for the CO HIPPOCorps also includes CPCF program and contract staff, as well as trained coordinators and assistant coordinators at each HIPPO site. Colorado is home to four HIPPO USA national trainers and also has its own PAT training team. These trainers assist programs in start-up and in ongoing training and technical assistance.

c. SELF-ASSESSMENT AND IMPROVEMENT

CPCF tracks its progress on multiple levels, including organizational and programmatic. Programmatic assessment as it relates to the HIPPO program is covered in the program design section of this application. Organizational assessment is conducted by the Board of Directors. The organization developed a new multi-year strategic plan in 2007 funded through a t/ta grant from the Denver Foundation. The planning process included an internal and external review of the organization's capacity, needs, and the way it is perceived, as well as an environmental scan of its internal strengths

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and external opportunities. The new blueprint for the organization includes annual and ongoing assessment of the organization against its major goal areas of programming, strategic positioning, management, and governance. Each year, the Board of Directors conducts a thorough review of the Executive Director's performance, who in turn reviews staff performance, functioning, and infrastructure needs.

In compliance with the Single Audit Act, CPCF has completed an A-133 audit for each year that the organization has surpassed the federal threshold, and completes an annual independent audit on years that the A-133 has not been required. Audits are conducted according to generally accepted auditing standards. All of the organization's past audits reveal no significant findings.

Each HIPPY site is assigned a HIPPY trainer who has been certified to evaluate all aspects of HIPPY program fidelity. The trainer conducts an annual site visit to review and observe program operations using a validation instrument called the SAFE (Self-Assessment for Excellence). The HIPPY trainers work in conjunction with each local HIPPY site, CPCF, and HIPPY USA to develop appropriate plans for ensuring the integrity of the HIPPY model.

d. TECHNICAL ASSISTANCE

As an Intermediary organization, CPCF provides ongoing program related training and technical assistance to partnering host site agencies 1) to provide guidance to programs about best practices for consistent program implementation; 2) to impart necessary programmatic and grants related information; 3) to ensure program quality and fidelity; and 4) to connect program staff with one another and with the state office. At the start of each program year, CPCF conducts a HIPPY Management Institute, covering all aspects of program and grant compliance expectations, as well as appropriate topical training. CPCF develops an annual training calendar and plan to meet the collective and individual needs of each HIPPY site. In addition to regularly scheduled meetings, CPCF provides technical assistance through on-site visits, file reviews, web-based conferencing, and an annual retreat with HIPPY coordinators. CPCF also conducts cross-program site training events for members. HIPPY

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coordinators also have access to a private web-based homepage where they can access frequently used documents, report formats, due dates, discussion threads, and best practices for effective program implementation. HIPPY program staff (including coordinators and fiscal administrators) complete a needs assessment at the start of each program year, and ongoing needs are gleaned throughout the year during trainings and meetings.

2. SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

a. VOLUNTEER GENERATION

In addition to the volunteers generated to serve the HIPPYCorps program on an annual basis, CPCF utilizes volunteers to enhance the organization's capacity. Last year, 135 volunteers provided 484 hours of service toward the general operations of the CPCF. This included the set-up and ongoing maintenance of the IT network and phone system, IT troubleshooting, assistance with conference planning and workshop presentations, meeting facilitation, and implementation of a special event providing children's books for CPCF's programs. Volunteers are recruited based on the needs of the organization.

b. ORGANIZATIONAL AND COMMUNITY LEADERSHIP

CPCF is seen as a leader in the early childhood home visitation field, both in Colorado and nationally. The CPCF Executive Director currently provides leadership to the home visitation community in the state as Chair of the CO Home Visitation Coalition. She also represents home visitation programming as a member of the Early Childhood State Systems Team and the Strategic Planning Task Force for the early childhood framework in Colorado. She serves on the Governing Board of the CO Association for the Education of Young Children, as a resource participant to the CO Early Childhood Summit, on the Advisory Board of the CO Office of Professional Development, and as a member of the CO Parent Involvement Network for Education. In addition, she serves on the Institutional Review Board for the National Center for School Engagement, on the National Board of Trustees for HIPPY USA, and on the State Leadership Advocacy Committee for the National Center for Parents as Teachers. She was a 2007 PLAN Fellow with the National Women's Law Center and is also an active member of the Rotary Club of

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Denver. The CPCF Director of Programs and Training serves as the National Service Liaison for the Colorado Chapter of AmeriCorps Alums, State Leader for HIPPY, State Leader for PAT, as an advisor to the CO Parent and Information Resource Center, and is certified as a Bridges out of Poverty trainer.

CPCF was fortunate to have its founder, Bernice Frieder, receive a Colorado Cares Award in 2005 for her service to Colorado. Ms. Frieder, who is now in her 90s, brought HIPPY to Colorado through her work with the National Council of Jewish Women and soon thereafter established the Colorado Parent & Child Foundation.

c. SUCCESS IN SECURING MATCH RESOURCES

The CO HIPPYCorps has an outstanding relationship with local funders, due in part to the ability to leverage funds as a value added by the AmeriCorps program, and in part because of the program's track record of accomplishments. The program exceeds the AmeriCorps match requirements by securing 73% of its program budget from other funding sources. Private foundations regularly support both CPCF with general operating monies as well as the individual HIPPY sites with project related costs. In the previous three-year grant cycle, state and local funders provided \$1.8 million, averaging \$600,000 each year to support the CO HIPPYCorps. In this new grant cycle, these funders will provide upwards of \$740,000 per year. Despite difficult economic times in recent years, the CO HIPPYCorps was able to sustain itself by increased community investment and dedication. As the lead agency and intermediary organization for the CO HIPPYCorps, CPCF is able to dedicate staff time not charged against the AmeriCorps grant or match toward resource development to support the program and the local sites. The individual partner agencies that make up the CO HIPPYCorps do not have the capacity on their own to secure and manage significant large public grants. Rather, their energy is directed toward ensuring the highest quality of programming to support families, using the grants from CPCF to help them leverage additional local support through the voices of their local program champions.

3. COMMUNITY SUPPORT

a. COLLABORATION

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CPCF is a partnership with a consortium of HIPPY sites. As a whole, the CO HIPPYCorps is active in many statewide, regional, and national partnerships. Each site has developed its own partnerships at the local level in order to best provide services to the various communities. Partnerships developed by the various sites are too many to mention, but among them are: the Wheat Ridge Rotary Club, and Barnes and Noble bookstore, providing books for HIPPY children; the CSU Extension Office, Operation Frontline, area WIC offices, and area food banks, providing nutrition and cooking classes for parents, enrollment in services, and emergency food for HIPPY families in need; the Inner City Health Center, Eastside Family Health Center, La Casa/Quigg Newton Community Health Center, MCPN Clinic, Salud Family Health Center, Denver Health, and CHP+, providing families with health services, referrals, immunization, and insurance enrollment; El Centro Esperanza, the Mental Health Center of Denver, Clinica Tepeyac, and Servicios de la Raza providing mental health referrals and services; the CO Statewide Parent Coalition, providing Los Padres/Las Madres training; Child Find and Denver Options, providing child development screening and services; CO Bright Beginnings, providing initial home visits for parents of newborns; ArtReach and the Arvada Center for the Performing Arts, providing children with cultural and art experiences; local housing authorities (Adams County, Denver), providing housing assistance and referrals for families; CO Legal Services, facilitating training on legal resources for families; and local workforce development offices, providing client referrals, access to services, and assistance with job location.

Faith-based partnerships are also very important to HIPPY. Among those partnerships are: ECCOS Family Center/Manos de la Esperanza, a program of Centro Bienestar San Jose, which specializes in immigrant services and provides referrals, joint trainings, mental health services and access to assistance programs for the metro area sites; the Denver Rescue Mission and the Mile High Church provides thanksgiving and holiday food baskets to identified HIPPY families; Sangre de Cristo Parish Circle of Friendship Hall in San Luis provides space for HIPPY family nights; and Iglesia Cristiana Maranatha provides adult education classes for Denver area HIPPY families. HIPPY was conceived by

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the National Council of Jewish Women, and the CO chapter worked to bring the program to Colorado. They continue to support the overall program through monetary donations, book drives, and their traveling children's theater. These examples are but a few. Many additional faith-based partnerships exist within each partnering host site community.

b. LOCAL FINANCIAL/IN-KIND CONTRIBUTIONS

As stated, the CO HIPPYCorps benefits from a wide scope of financial and in-kind contributions. While the \$744,757 in match for the program is in the form of cash, local partners contribute an immense amount of in-kind support for partnering host site agencies. Community-based agencies housing the program, including local family resource centers, early education or family literacy departments of school districts, Head Start partners, and institutions of higher education provide space, administration, training, resource and referral, and administration as additional in-kind support to the program. Local support for the program has grown significantly over the years, as evidenced by the increase in funding for the program. For example, this past year CPCF successfully competed for a Tony Grampsas Youth Services grant this year to support both HIPPY and PAT, receiving the largest grant the State has ever issued through that fund. This multi-year funding commitment from the State is indicative of the growing awareness of the importance of parent-involved early childhood education among high-level decision-makers.

c. WIDE RANGE OF STAKEHOLDERS

Community stakeholders for CPCF include government, foundation, and individual funders, program sites and service recipients, and the larger early childhood system in Colorado. Funder support for the organization provides the obvious financial means necessary for carrying out the activities of the organization, but has also provided countless examples of in-kind service to the CO HIPPYCorps. For instance, it was a foundation funder who provided the impetus for CPCF to revamp its evaluation system in 2005. Another foundation funder provided us the challenge and means to bring together Colorado's home visitation community, thus creating the CO Home Visitation Coalition. Another provided word-of-

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mouth outreach to help CPCF start a new HIPYPY site. The CO Parent Information & Resource Center provided HIPYPY members with ample training in No Child Left Behind. In addition, through positioning the organization and home visiting programs within Colorado's plan for a comprehensive early childhood care and education system, other state agencies and statewide community based organizations have assisted the CO HIPYPYCorps program with linkages for support, training, and expansion at the state and local levels. For instance, HIPYPY programs are beginning to work more closely with local child care resource and referral agencies, have been included in Colorado's system of local early childhood councils, and have become institutions of importance within school district settings.

Community stakeholders at the host site level have also expanded their support of HIPYPY. In 2005, the Jeffco HIPYPY program moved into a new building provided for family literacy services by the school district, marking the first time in that district's history that a building has been designated specifically for purposes outside K-12 school instruction. In 2007, the Focus Points program site was selected as the class project for the Denver Metro Chamber of Commerce's "Leadership Denver" program, and civic and business leaders from throughout the metro area raised over \$40,000 to refurbish the family resource center. These community leaders also advocated for the Jared Polis Foundation to provide them with 35 refurbished computers for their adult education services.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS

a. CNCS COST PER MSY

CPCF has requested \$270,900 in Corporation funds for the CO HIPYPYCorps. This funding will support 43 half-time members who will provide service to over 700 children in eight Colorado Counties. The CNCS cost per member service year is \$6,300 per half-time member. The average CNCS cost per child served is less than \$387. HIPYPY is a cost-effective program. Investing in it actually saves money. A 2005 RAND Corporation study found that "well-designed early childhood interventions have been found to

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generate short- and long-term benefits to participating children and families in multiple domains of well-being...in dollar terms, the return to society ranges from \$1.26 to \$17.07 for each dollar spent". The RAND Corporation specifically cited the HIPPY program model in this report as one that was subjected to rigorous benefit-cost analyses that generated favorable economic returns, thus the investment of \$270,900 in the CO HIPPYCorps saves American taxpayers significant monies, providing a net benefit to society for each child served.

b. DIVERSE NON-FEDERAL SUPPORT

The CO HIPPYCorps leverages the CNCS grant with \$744,757 in cash match funds, including other public and private foundation dollars. Thus, the CNCS Share of the CO HIPPYCorps program is only 27%, with 73% of funding coming from a broad-base of supporters, including the Temple Hoyne Buell Foundation, Rose Community Foundation, Daniels Fund, CPIRC, Tony Grampsas Youth Services, the Jay and Rose Phillips Foundation, and local host site agency supporters including Jeffco Public Schools, Metro State College, and the San Luis Valley Community Fund.

c. DECREASED RELIANCE ON FEDERAL SUPPORT

As the lead Intermediary for the CO HIPPYCorps Program, CPCF has decreased its reliance on federal monies from 65% to only 17% in the last eight years. Since the inception of the CO HIPPYCorps in 1994, the program has never requested Corporation funds for the use of member stipends as it has secured other funding for supporting this direct service aspect of the budget. The CO HIPPYCorps program has leveraged additional resources from other sources to meet the demands of rising costs related to member stipends, HIPPY Coordinator salaries, and mileage to conduct nearly 15,000 home visits each year over 9,457 square miles, by leveraging additional resources from other sources.

2. BUDGET ADEQUACY

The proposed budget adequately supports the program design of the CO HIPPYCorps and is sufficient for the achievement of the outlined performance measures and activities of the program. Because of the program's success rate in obtaining other grants to support the member's direct service to the

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community, much of the AmeriCorps budget is used for the organizational capacity of each partnering host site agency to carryout the functions of the program, including HIPPY Coordinator salaries and support, member training and supervision, mileage for daily home visits, and curriculum and supplies for families. The CNCS cost per member service year, as noted above, is \$6,300 per half-time member. \$5,000 per half-time member is provided to each host site agency via CPCF's subgrant process, totaling 80% of the AmeriCorps grant. The remaining \$1,300 per half-time member, totaling 20% is retained by CPCF for overall program oversight, including training of members and site coordinators, ongoing technical assistance, rigorous outcome evaluation (conducted externally), quality and fidelity monitoring, fiscal and programmatic reporting, program management, administration, and communication with stakeholders.

Given that the program serves communities of great need, with 90% of families served falling below the poverty guidelines, AmeriCorps funding is assured to reach those who need it most. Also, five of the Counties served (Alamosa, Conejos, Costilla, Rio Grande, and Saguache) have a scarcity of resources and are considered rural. Saguache County has the highest child poverty rate in the state (50.9% according to Kids Count in Colorado 2008), and Alamosa, Costilla, and Conejos Counties have a child poverty rate that is more than double the state rate. The three urban Counties served (Adams, Denver, and Jefferson) are high cost of living areas where pockets of poverty are great, especially in the areas served by this program. As a home-based program, many of the families served would not otherwise receive services without HIPPYCorps members meeting their needs where they are at- in the home.

Evaluation Summary or Plan

The CO HIPPYCorps completed a comprehensive evaluation of the program's effectiveness during the last complete grant cycle. The full reports for both Phase 1 (standardized testing) and Phase 2 (four research studies) have been submitted to the Commission. Phase 1 involved a rigorous standardized testing on both child and parent outcomes, using the Woodcock-Johnson Tests of Achievement and the Early Childhood Home Observation for the Measurement of the Environment. Results showed

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statistically significant gains across all areas measured. Phase 2 involved four experimental research studies that examined the progression of child learning, parent knowledge, and kindergarten readiness. Data from the two child outcome studies showed statistically significant gains in child learning that were the direct result of HIPPY programming and not due to other factors. Data on the parent knowledge study showed that as a direct result of HIPPY, not only were HIPPY parents more knowledgeable of school readiness strategies than non-HIPPY parents, but they also were able to articulate specific activities they employ with their children. Data from the kindergarten teacher study showed that HIPPY children are better prepared for learning and better behaved than non-HIPPY children, and that their parents are more engaged in their child's learning. Phase 3 will involve a fifth research study to examine whether parent knowledge gains result in actual behavioral changes. Research on Colorado's HIPPY program is being conducted externally by The Partnership for Children and Families.

Amendment Justification

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Clarification Summary

Legal Applicant Mission Statement:

The Colorado Parent & Child Foundation (CPCF) promotes and supports high quality early childhood education programs and family initiatives which build parent involvement and school readiness.

HIPPYCorps Program Mission Statement:

HIPPY programs empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences.

Number of Placement Sites and Site Staff:

For the purposes of the HIPPYCorps program (as well as other public grants supporting HIPPY and

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Parents as Teachers in Colorado), CPCF serves as the official state office and as an INTERMEDIARY organization for those program models which have multiple sites throughout the state. For the CO HIPPCorps program, there are FIVE independent HIPPCorps sites. The HIPPCorps model, an international evidence-based program model, requires each HIPPCorps site to have at least one full-time HIPPCorps Coordinator. Sites serving more than 180 children are required to have additional assistant Coordinators.

Adams County HIPPCorps/Head Start -- One full-time HIPPCorps Coordinator (63% charged against AmeriCorps; 37% charged against site match).

Alamosa School District (Serving over 200 children across five counties and 11 school districts) -- One full-time HIPPCorps Coordinator (100% charged against AmeriCorps), One part-time Assistant Coordinator (100% charged against AmeriCorps).

Focus Points Family Resource Center HIPPCorps -- One full-time HIPPCorps Coordinator (60% charged against AmeriCorps; 40% charged against site match).

Jefferson County School District/Family Literacy HIPPCorps (Serving over 200 children across 11 school articulation areas in the state's largest school district) - One full-time HIPPCorps Coordinator (100% charged against AmeriCorps), One part-time Assistant Coordinator (54% charged against AmeriCorps; 46% charged against site match). This site also includes as 100% match a reduced part time (RPT) portion of the salary of the Family Literacy Center Coordinator (site administrator) because she is a HIPPCorps trainer who provides HIPPCorps model fidelity expertise across all Colorado HIPPCorps sites (not just the Jeffco site).

Metro State College/Family Literacy HIPPCorps -- One full-time HIPPCorps Coordinator (63% charged against AmeriCorps; 37% charged against match) and a reduced part time (RPT) site administrator (charged 100% against match) who provides additional family literacy training for the HIPPCorps program.

(Note: These FIVE (5) placement sites account for nine (9) of the program staff. CPCF, as the

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intermediary organization and lead partner for HIPPY in Colorado, has two (2) staff that appear on the AmeriCorps grant: the Director of Programs and Training (40% time on this grant), who provides overall program management, training, and coordination for HIPPY programming in Colorado, and the Grants Manager (25% time on this grant), who provides compliance monitoring across all of the HIPPYCorps sites. As the INTERMEDIARY organization, CPCF staff equates to less than one full-time equivalent staff person attributing time against this grant.

HIPPY Site Staff Duties:

Every local HIPPY program is coordinated and supervised by a trained professional coordinator. The HIPPY coordinator has primary responsibility for all aspects of local program implementation and management. The HIPPY coordinator provides AmeriCorps home visitors and families with expertise in early childhood education, elementary education, parent/adult education, social work, community development, family literacy, and family support. HIPPY Coordinators are each expected to bring experience in coordinating school and community based projects; have commitment and sensitivity to the needs and interests of the community served; show strong leadership; possess strong verbal and writing skills for working with the program's population and supporters; promote interagency collaboration in support of the program; and work with a local HIPPY advisory group. All HIPPY Coordinators are certified through a national HIPPY preservice training. The specific duties of all HIPPY Coordinators includes:

- *Conducting initial recruitment and intake of parents served
- *Interviewing and selecting AmeriCorps home visitors from among the target community served
- *Providing weekly training and ongoing observation and instruction for the AmeriCorps home visitors
- *Conducting periodic home visits to observe and supervise the AmeriCorps home visitor and interact with families who encounter challenges or who are in need of additional support services
- *Planning and facilitating parent group meetings on a monthly or bimonthly basis

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- *Coordinating the various community elements involved with the program
- *Reporting to both the national and state HIPYPY office (CPCF) who provides t/ta, funding, and evaluation support
- *Participating in regional workshops, trainings, and other required meetings
- *Managing the documentation related to local site operations, including the HIPYPY MIS system which tracks data across all parents and children served by the program
- *Participating in all aspects of program evaluation and research.

Those duties are true for all Colorado HIPYPY Coordinators (and this basic position description is as established by HIPYPY USA). Individual sites have tailored the specific duties in relation to the specific needs of their community and the agency in which the local program site is housed. Large programs (those serving more than 180 children) have assistant coordinators who assist in all aspects of these efforts. For Colorado's 2 HIPYPYCorps sites that have Assistant Coordinators (Jeffco and Alamosa), the Jeffco Assistant Coordinator is bilingual, so she provides much of the above duties specifically targeted to the English Language Learners who are AmeriCorps home visitors or HIPYPY families. The Assistant Coordinator for the Alamosa site (San Luis Valley) provides the coordination aspects for Costilla and Conejos Counties (whereas the Coordinator provides overall coordination for the site and targeted coordination for Alamosa, Rio Grande, and Saguache Counties.)

The two reduced part-time (RPT) site administrators (one at Jeffco and one at Metro) are both family literacy program directors who provide (entirely on the basis of match) additional training for the program participants in areas related to family literacy. The Jeffco administrator is also a HIPYPY trainer who provides model quality enhancement and fidelity training to all HIPYPY sites.

Background Checks:

All CO HIPYPYCorps members undergo criminal background checks. These are conducted prior to the

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start of the year at each of the five HIPPLYCorps sites. These are reviewed by appropriate human resources/legal personnel at each of the site agencies. (As stated, CPCF is the INTERMEDIARY partner organization for the CO HIPPLYCorps program. Each HIPPLYCorps site is independent and has its established agency systems in place for conducting criminal background checks. All five sites conduct criminal background checks at the levels required by the agency for personnel working with vulnerable populations. Some of the sites have more rigorous processes, to include motor vehicle records, TRAILS, etc., but at a minimum all sites are conducting basic criminal background checks.) In the fall of each year, the CPCF Director of Programs and Training conducts a site visit/file check to each HIPPLYCorps site to ensure all member documentation is on file -- checking all five sites and every single member file (not just a spot check -- an intensive full file review of every member file every year).

2009-2010 BUDGET CLARIFICATION RESPONSE

Section I: A. Personnel Expenses and Fringe

The Director of Programs and Training is a full-time employee charging 40% of her time against the AmeriCorps grant. Her duties related to HIPPLYCorps include: serving as the statewide program director overseeing Colorado's HIPPLY programs, providing on-site and ongoing consultation, coordination, and t/ta support to each of the program sites and their staff, conducting file reviews and quality/fidelity monitoring at each site, organizing training events, conducting topical training related to HIPPLY and AmeriCorps, and other subject-based trainings as needed, preparing progress reports (including establishing reporting formats and collection guidelines for sites, and preparing aggregate reports across all sites), ensuring member timelogs are completed and correct, and coordinating overall program evaluation efforts.

The Grants Manager is a part-time employee charging 25% of time against the AmeriCorps grant. Her duties related to HIPPLYCorps include: serving as lead subgrant manager working with each HIPPLY site

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contract, providing on-site compliance reviews and ongoing grants management t/ta with each site's grants manager, analyzing grant requests and preparing aggregate grant reimbursement requests to the Commission, and conducting grants management training for the subgrant sites.

HIPPY Site Coordination represents 6.75 FTE. This includes five full-time HIPPY Coordinators, one part-time Assistant Coordinator (.5 FTE), one .35 FTE Assistant Coordinator (part-time over 9 months only), and two reduced part-time site administrators (less than .4 FTE each -- entirely attributed to match). eGrants does not allow for a 6.75 FTE calculation, therefore in the revision CPCF has now broken out each position. This has also been reflected in the fringe section.

Section I. E. Supplies/Section I. I. Other Program Operational Costs

The amount originally reflected for Background Checks has been removed from the Program Supplies line and moved to Other Program Operational Costs. As stated, CPCF is the INTERMEDIARY partner organization for the CO HIPPYCorps program. Each HIPPYCorps site is independent and has its established agency systems in place for conducting criminal background checks. All five sites conduct criminal background checks at the levels required by the agency for personnel working with vulnerable populations. Some of the sites have more rigorous processes, to include motor vehicle records, TRAILS, etc., but at a minimum all sites are conducting basic criminal background checks. Because of the variances in the processes, sites have different costs for criminal background checks ranging from \$15/person to \$56/person. The average for 43 people is \$37.49 for a total of \$1612. The breakdown per site is as follows:

Adams County HIPPY/Head Start, \$56/person x 7 people = \$392

Alamosa School District, \$35/person x 13 people = \$455

Focus Points Family Resource Center, \$15/person x 5 people = \$75

Jefferson County Schools, \$40/person x 12 people = \$480

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Metro State Family Literacy, \$35/person x 6 people = \$210

2010-2011 BUDGET CLARIFICATION RESPONSE

1) Demonstrate the Need for a Higher cost/MSY

This year, the guidance issued from CNCS allowed for a cost/MSY increase from \$12,600/FTE MSY to \$13,000/FTE MSY. This is an approximate 8% increase in funds requested from CNCS (for a total increase amount of \$8,600). The CO HIPYPYCorps had been at the \$12,600/FTE MSY since 2005.

During those five years, cost of living for personnel increased in aggregate nationwide four out of five years, and the minimum living allowance for national service participants increased by 25%. In addition to personnel expenses and living allowance increases, member support costs (fringe) for the CO HIPYPYCorps program increased from approximately 10% of total living allowance amounts to 13% of those amounts.

Additionally, mileage costs have fluctuated tremendously in recent years, resulting in an average increase of \$0.05 per mile since 2005. This is extremely significant for a home visitation program model where members are driving vast distances to meet families where they are: in their homes. At the same time, the CO HIPYPYCorps expanded its geographic reach to three additional large, rural counties -- thus requiring considerable additional mileage costs. Overall travel costs for the program increased 75% in five years, mostly related to the expanded geographic reach and mileage rate fluctuations, but also due to increases in per diem rates for areas most often traveled to by the CO HIPYPYCorps (those increased by 40% in the five year period). It should be noted that the majority of these cost increases were born by the Grantee Share of the budget -- with CNCS monies covering only 4% of the travel costs (vs. 20% in 2005).

At the same time that the CO HIPYPYCorps Program is requesting an increase in the cost/MSY of 8%

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(representing a total of \$8,600 overall), the program has increased its Grantee Share during this five year period by more than 23% (from \$576,644 to \$713,151 -- totaling additional cash match of more than \$136,000). Match funding comprises 72% of the overall budget, with CNCS costs at 28%. (The overall match requirement for the CO HIPPYCorps program is 24% - so the program's match at 72% is a significant over-match.)

2) Criminal Background Checks

The guidance provided through the CNCS website (specifically http://www.nationalservicerresources.org/files/Frequently_Asked_Questions_for_Final_Rule_April_15_2010.pdf) states that "A program must conduct a criminal registry check and NSOPR check the first time an individual applies to a position. A second check is not required for participants who are serving a consecutive term of service within the same program. A consecutive term of service means that there is no break in service of more than 30 days. If an individual applies for a term of service or employment with a different program, with or without any break in service, a new National Service Criminal History check is required."

The majority of the CO HIPPYCorps members serve two consecutive terms of service with the program. However, there is generally a lapse of more than 30 days between their end date of their first term and their start date of their second term, therefore this is a recurring annual requirement for the members. However, the program staff of the CO HIPPYCorps program that are charged against the grant do NOT have a lapse in their employment between program years, so recurring checks are not required.

The budget submitted by the CO HIPPYCorps in its original continuation request, submitted December 18, 2009, included a budget line for criminal history checks covering 45 positions, of which 43 are AmeriCorps members. Given that there have been very few changes in new staff positions charged

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against the budget, this should be fully sufficient to cover this requirement, without further revision. This line item can be found in Section I: Program Operating Costs, I. Other Program Operating Costs, line item purpose Criminal Background Checks.

3) Performance Measures

The CO HIPYPYCorps program has made the appropriate updates in the Performance Measures screens as requested to comply with the updates made in the eGrants system, including: SAA Characteristics, Priority Area, and the selection of "not opting in" to the national performance measures.

2011-2012 CLARIFICATION RESPONSE

Performance Measure changes and corrections to the Executive Summary have been made in those eGrants fields.

The grant start date is September 1, 2011. The member enrollment period runs from September 1 through December 1.

Budget Clarification Items for IB,IC,IE,IG,IH,IIB,IIIA have been made in eGrants. For clarifications requiring more space than the budget narrative allows for, a fuller response is outlined here:

I.B. Different fringe rates used for different staff positions.

CPCF is an INTERMEDIARY for the CO HIPYPYCorps Program. AmeriCorps monies received by CPCF are subgranted to four HIPYPYCorps sites, each of which are independent entities (Jefferson County Public Schools, Alamosa School District, Focus Points Family Resource Center, Adams County Head Start). Each receives a subgrant based on the number of MSYs at each site. Those subgrant agencies each set their rates for fringe, mileage, worker's comp, etc. based on what the agency rates are. They do

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not set up different rates for AmeriCorps members as opposed to other program initiatives under their agency's purview. All HIPYPYCorps sites have at least a full-time HIPYPY Coordinator. Those positions are hired by and salaries/fringe set by the agency, so they differ. Within a site such as Jeffco HIPYPY, through Jeffco Public Schools, they may have a full-time Coordinator who has a salary and fringe rate set within the guidelines of that position's classification (for example: Full-time Exempt Professional V) and a part-time Assistant Coordinator who has a totally different classification (for example: Non-exempt, hourly, 9 month position). Thus, different fringe rates.

I.B. CPCF Program Management Fringe calculation and how position is allocated to the grant.

The CPCF Program Management staff line item is a full-time position at \$50,020. 60% of that time dedicated to AmeriCorps (\$30,012). The other 40% of that time is not dedicated to AmeriCorps, so is not reflected in this budget. The fringe was calculated at the FICA rate of 7.65% x \$30,012 = \$2,296. CPCF full-time employees receive a health benefit allowance of \$156.25 per pay period x 24 pay periods (12 months) = \$3,750/year. Given that the position is 60% AmeriCorps dedicated, \$156.25 x 60% = \$93.75 per pay period, x 24 pay periods = \$2,250. \$2,296 (FICA) plus \$2,250 (Health) = \$4,546 total. The position provides overall program management of the CO HIPYPYCorps Program. This includes: Creation and implementation of the comprehensive training plan for HIPYPY (working with program sites to assess ongoing training and technical assistance needs and coordinate/deliver support, including statewide training events, supervision institutes, monthly webinars, and other subject-based trainings); Conduct on-site fidelity monitoring and training and technical assistance as well as written consultation to HIPYPY sites to enhance program quality and fidelity; Coordinate program evaluation and quality improvement efforts; Manage program site and aggregate reporting processes (including establishing/updating reporting formats and collection guidelines in alignment with aggregate reporting requirements for HIPYPY and AmeriCorps, reviewing site reports for accuracy, aggregating statewide data, reviewing monthly member timelogs, working with sites on member plans for members behind on their hours, overseeing AmeriCorps compliance across sites, negotiating site contracts (scopes of work),

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and managing subgrant processes.

I.C. Explanation of varying mileage rates and the average cost for calculation in both Travel sections.

See explanation above for I.B. as to why these rates differ from one site to another. Variances in the total travel costs averages from site to site are because of the differing geographic reach covered. For instance, the San Luis Valley HIPYPCorps site covers 7,325 square miles of land across five counties of intermountain valley, with weekly one-on-one home visits to individual families living throughout the area. Focus Points HIPYPCorps in Denver covers only a specific area code/neighborhood within the city of Denver (and Denver County in whole is only 154 square miles of land).

I.E. Justification for purchase of HIPPY Curriculum materials every year.

The HIPPY Curriculum is not something that a program buys once and re-uses year after year or with more than one family. The weekly activity packets and books are provided to the families enrolled in the program. The program doesn't provide a set of materials to the family that it then takes back for use by another family. The family interacts with the curriculum - drawing on it, cutting it up, etc. (like worksheets). Thus, there is a curriculum cost for the program for each family enrolled each year. The curriculum also differs from Age 3 to Age 4 to Age 5, so if a family is in the program for three years with one child, then it gets new curriculum appropriate to that age and stage of development for their child each week of each year.

I.E. Description of materials for Parent group meetings.

Materials vary from meeting to meeting depending on the topic being discussed. A group meeting on Child Nutrition may involve sample foods, recipe cards/printed handouts, etc. A group meeting on Literacy and Storytelling might include blank books, writing materials, construction paper, etc. Group meetings with topics relayed to parents in one format (for instance, a child development/health expert talking with parents) while children engage in another activity, then bringing the group together for parent-child activity time together, may involve numerous sets of materials, from parent handouts, to child-centered art activities (yarn, glue, etc.), to an interactive piece for adults and children such as

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baking muffins.

I.G. Explanation of what is included in the cost of the On-Site and Regional Training for Site Coordinators.

In our role as the INTERMEDIARY, and our role as the nationally designated state office for HIPPY programming in Colorado, we provide on-site visits to ensure fidelity to the evidence-based model (a two day visit to observe home visits, group meetings, team meetings, and review files), on-site targeted technical assistance (to address specific needs of one program site, such as training on outreach to a particular target population), and group-based training, either regionally or statewide (to address needs across all of the program sites, such as training on understanding the culture of poverty, training on advanced reflective supervision, etc.). Annually, we provide a two-day HIPPY Management Institute at the beginning of the program year to relay important information about AmeriCorps, HIPPY, and overall management of the HIPPYCorps Program. This entails bringing all of the HIPPY Coordinators and Asst Coordinators together. We pay for all of the expenses related to holding a two day training (facility, lunch, handouts, AV, etc.). We provide much of the training ourselves, but also bring in a trainer to offer insights on particular issues (father involvement, media outreach, etc.). We also provide a mid-year retreat each year to bring together the HIPPYCorps sites to train them in particular areas of relevance.

I.G. Explanation of what is included in the cost of Site Specific Member Training item.

Again, CPCF is the INTERMEDIARY. While we provide a wealth of training for the CO HIPPYCorps Program, each HIPPYCorps site is responsible for orienting their members to the particulars of their sites and their communities. In addition, the evidence-based HIPPY model requires WEEKLY training of the AmeriCorps home visitors, during which time they role play the curriculum to be used with families that week, review issues that arose during visits the preceding week, and provide additional information and education to the members on relevant topics of child development and parenting practice. This is a WEEKLY training for all AmeriCorps members at each individual HIPPYCorps site.

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I.H. Explain instrument implementation and overall external analysis item in Evaluation section.

The CPCF contracts with the Center for Education Policy Analysis (CEPA) at the University of Colorado Denver to externally evaluate the effectiveness of the HIPPY program to determine whether the program is achieving the short, intermediate, and long term outcomes intended by HIPPY. The HIPPY Pre-Post tool measures parent knowledge and practices in a number of different areas that are directly aligned with the HIPPY Program Logic Model and, specifically, the HIPPY Age 3 curriculum. The tool determines the extent to which parents engage in a variety of developmentally appropriate activities with their child, how well their child is doing emotionally, socially and developmentally. It also collects demographic information to provide a context for interpreting the survey results. The tool's direct alignment with the logic model and corresponding curriculum makes it better suited to measure the actual impact of the HIPPY intervention on parents and children versus using an instrument that is not aligned with the HIPPY model. It should be noted that CPCF has implemented standardized assessments in the recent years to measure HIPPY outcomes, with results consistently showing statistically significant gains. The HIPPY Pre-Post tool developed for Colorado HIPPY by CEPA has high validity because it is customized to measure the to which HIPPY has achieved its articulated goals and objectives. Existing instruments, while they have undergone formal reliability testing, are not explicitly designed to assess the effectiveness of the HIPPY program and therefore have multiple limitations in demonstrating that the gains were the direct result of the intervention as opposed to other services. CPCF and CEPA provide training to the HIPPY programs in administering the tool. Individual program sites administer the tool. CEPA evaluators then go through appropriate processes to clean the data, match pre's to post's, analyze data using statistical software programming as appropriate, and provide a comprehensive report on the aggregate data, as well as site-by-site results. The survey was designed as pre/post tool and is available in English and Spanish. HIPPY Program Coordinators are given training and guidance to plan for administration of the tool. HIPPY Home Visitors complete the pre-test with new HIPPY AGE 3 families during the first (or second) visit. This ensures that data is collected only

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from families that have not previously participated in the intervention, allowing for pre-test data to be a clean representation of the family's situation at the start of programming. In May, HIPPY Home Visitors complete the post-test with these same HIPPY AGE 3 families. Prior to administering the tool, the Coordinators assign and record a Parent ID # for the tool. Guidance is provided to the HIPPY Home Visitors to properly administer the tool, including assurances for following testing protocols and confidentiality.

HIPPY sites are required to use the HIPPY data management system (ETO) to enter program, family, personnel, and visit. CPCF's conducts fidelity visits of sites (using an accreditation tool to validate fidelity to the model across all HIPPY standards) and also engages in longitudinal, experimental, and quasi-experimental research on the effectiveness of the HIPPY mode. HIPPY was named one of only 7 models meeting the highest level requirements for evidence-based programming under the Maternal, Infant, and Early Childhood Home Visiting Program under the Affordable Care Act (health care reform). The US DHHS contracted with an external research firm (Mathematica) to systematically analyze over 8,200 research studies on more than 250 home visiting programs. HIPPY was named as one of the 7 evidence-based models because it possessed strong outcomes in several areas as demonstrated by high level research (such as replicated randomized controlled trials) published in peer reviewed journals.

IIB. Explain FICA exemption and PERA rate for Alamosa

The Alamosa HIPPYCorps site is implemented through a public school district that is exempted from FICA and pays instead into PERA for ALL individuals who are paid (salary, wage, living stipend) by the District, regardless of status as an "employee" or "participant in a national service program". The District does not and cannot set up alternative payroll systems for the variety of grant programs that require payroll services.

Continuation Changes

The Colorado HIPPYCorps Program is not proposing any significant changes to its original narrative.

Minor changes are noted below:

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HIPPY LEADERCORPS

The Colorado HIPPYCorps Program's two largest sites, Jeffco and San Luis Valley (Alamosa) will each recruit a full-time member in addition to their cadre of half-time HIPPYCorps members to serve in a leadership capacity. HIPPYCorps Leaders maintain a designated caseload of HIPPY families just as regular HIPPYCorps members. Additionally, they lead role play for their team, develop and implement monthly group meetings, mentor new home visitors, lead 2 workshops for home visitors, lead in planning Martin Luther King Day service activities for the team, join the Colorado InterCorps Council, and engage in site specific program activities. They also receive additional training in leadership and professional skills development.

SITE REALIGNMENT

The Colorado HIPPYCorps Program now has four instead of five service sites, including Jeffco (Jefferson County), Focus Points (Denver County), Adams County, and the San Luis Valley (Alamosa, Conejos, Costilla, Rio Grande, and Saguache Counties). The Metro State HIPPYCorps site (Denver) has been dropped as a stand-alone service site. Families previously served by that site are in the same outreach area as the Focus Points site.

PERFORMANCE MEASURES AND EVALUATION

Minor changes were made to the performance measures to reflect the member slot changes (from 43 half-time to 36 half-time and 2 full-time members).

A minor change was made to the End Outcome Result for the School Readiness Performance Measure, specifically to the instrument used. The Colorado HIPPYCorps Program is engaged in an external evaluation study with the Center for Education Policy Analysis (CEPA) at the University of Colorado at

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Denver. CEPA designed a pre/post measurement tool that is aligned with the HIPPY Logic Model. This will be used to demonstrate annual gains in parenting practice and school readiness.

ENROLLMENT

For the 2010-2011 program year, the Colorado HIPPYCorps Program converted 6 of its 43 part-time member slots to 3 full-time member slots. Total slots are therefore 37 part-time and 3 full-time. 100% of the positions awarded to the Colorado HIPPYCorps Program have been filled.

RETENTION

For the most recently completed program year (2009-2010), the Colorado HIPPYCorps Program was awarded 43 half-time member positions, and 43 members were awarded Education Awards (100%). 41 of those 43 (95%) successfully completed their full term of service. 2 members received pro-rated education awards as they exited the program early for compelling personal circumstances.

ALIGNMENT WITH STATE AND NATIONAL PRIORITIES

The goals and strategies of the Colorado HIPPYCorps Program are directly aligned with key priorities of the Kennedy Serve America Act and the initiatives of the Colorado Office of the Lt. Governor, as follows:

**Kennedy Serve America Act - Education Priority Area

and Office of the Lt. Governor Initiatives - Early Childhood

The Colorado HIPPYCorps delivers home-based, parent involved, early learning opportunities and provides solutions that strengthens families and helps children realize success by beginning school ready to learn and succeed. The program works with families of preschool aged children, and follows the child throughout the kindergarten year, helping to reinforce home-school connections, parent

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involvement in learning, and ensuring successful preschool to grade school transitions. Studies on the program have been conducted in eight countries as well as across the United States which demonstrate HIPPY to be effective in improving child school readiness and academic performance throughout K-12 schooling, parent involvement, better school attendance, behavior, and standardized test scores.

As the state office for HIPPY in Colorado, the Colorado Parent & Child Foundation is a strong partner in the state's comprehensive early childhood systems building efforts, collaborating to achieve optimal outcomes for families and children throughout the state and aligning program services and supports with the Early Childhood Colorado Framework.

**Kennedy Serve America Act - Opportunity

The Colorado HIPPYCorps program is a unique model which not only benefits the families and children served, but also provides economic opportunity for disadvantaged individuals through job training. HIPPY is a peer-delivered model, and HIPPYCorps members are recruited from the parent population served. The program works to ensure that those members for whom this is their first foray into the work world are provided with adequate training and support to achieve upward mobility for themselves and their families.

**Kennedy Serve America Act - Healthy Futures Priority Area
and Office of the Lt. Governor Initiatives - Health and Wellness

In addition to the school readiness/early literacy skill development taught through the HIPPY curriculum via home visits, health promotion is covered through a variety of parent group meetings held throughout each program year on topics such as nutrition, healthy growth and development, access to

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the children's health insurance program, and physical activity.

The Colorado HIPYPYCorps Program also works to ensure that 100% of HIPYPY children and their siblings are fully immunized. HIPYPY provides services to families of children ages 3, 4, and 5. 50% of the Colorado HIPYPYCorps sites offer blended programming with Parents as Teachers, providing families of children birth through age 3 with regular health, vision, hearing, and developmental screening, allowing for early identification of delays and appropriate intervention services.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- | | |
|---|---|
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Veterans and Military Families |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 20

Service Categories

- | | | |
|---|---|---|
| Adult Education and Literacy (including ESL and GED) | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| School Readiness/Head Start/Early Childhood Education | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |

Parent Engagement

Service Category: Adult Education and Literacy (including ESL and GED)

Measure Category: Strengthening Communities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Thirty-six part time and two full-time AmeriCorps members will coordinate and sponsor a series of group activities for 600 HIPPY parents in each HIPPYCorps community, including monthly group meetings for parents, monthly creation and dissemination of activity and resource calendars, and ongoing social and recreational events for parents to engage in activities with their children and other families. Monthly group meetings cover issues for parents such as kindergarten transition, what it means for a child to be "ready for school", No Child Left Behind (specifically issues of school choice, accountability, supplemental education services, and parent involvement), talking with teachers, child health, nutrition, and safety, immunization, crisis management, and peer support.

Results

Result: Output

HIPPY Parents will attend monthly meetings.

Indicator: Parent beneficiaries

Result: Output

Target: 50% enrolled HIPPY parents will attend parent meetings.

Target Value: 50%

Instruments: Attendance/sign in sheets

PM Statement: 50% enrolled HIPPY parents will attend monthly parent meetings.

Prev. Yrs. Data

Result: Intermediate Outcome

HIPPY parents will gain an understanding of how to better participate in their child's school and their community.

Indicator: Increase in civic knowledge and skills

Target: 70% of parents enrolled in HIPPY will report a gained understanding of how to better participate in their child's school or their community.

Target Value: 70%

Instruments: End of Year HIPPY Parent Survey.

PM Statement: 70% of enrolled HIPPY parents will report a gained understanding of how to better participate in their child's school or their community.

Prev. Yrs. Data

Result: End Outcome

HIPPY parents report getting involved in their child's school or community by the end of the year.

Indicator: Increased participation

Target: 70% of the parents enrolled in HIPPY will report getting involved in their child's school or community by the end of the year.

Target Value: 70%

Instruments: End of Year HIPPY Parent Survey

PM Statement: 70% of the parents enrolled in HIPPY will report getting involved in their child's school or community by the end of the year.

Prev. Yrs. Data

School Readiness

Service Category: School Readiness/Head Start/Early Childhood Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Thirty-six part time and two full-time AmeriCorps members will train parents to prepare their children for school by teaching them HIPPY and/or PAT preschool skills via role play/mentoring through a home-based, peer-delivered, thirty week curriculum. Visits occur weekly with each family and are one-on-one for approximately one to one and a half hours each visit. Each of the 38 members carries a caseload of 15 families on average.

Results

Result: Output

Parents will be trained to utilize the HIPPY curriculum to prepare their preschool aged children for school.

Indicator: student beneficiaries

Target: 600 parents will be trained in the HIPPY curriculum through weekly home visits for 30 weeks.

Target Value: 600

Instruments: HIPPY Management Information System (Efforts to Outcomes - ETO)

PM Statement: 600 parents will be trained through weekly HIPPY home visits to utilize the HIPPY curriculum to prepare their preschool aged children for school.

Prev. Yrs. Data

Result: Intermediate Outcome

Parents will spend time with their children on HIPPY curriculum activities weekly.

Indicator: student beneficiaries

Target: HIPPY parents will spend a total of 22,500 hours utilizing the HIPPY curriculum with their preschool aged children to prepare them for school.

Target Value: 22500

Instruments: Parent activity time log, HIPPY MIS (ETO), Colorado HIPPY Pre-Post Survey.

PM Statement: Parents will spend in aggregate 22,500 working on HIPPY activities to prepare their preschool aged children for school.

Prev. Yrs. Data

Result: End Outcome

HIPPY children will demonstrate increased school readiness.

Indicator: student beneficiaries

Target: 75% of HIPPY children will demonstrate gains in school readiness skills.

Target Value: 75%

Instruments: Externally developed and analyzed Pre/Post HIPPY Evaluation measure.

PM Statement: 75% of HIPPY children will demonstrate gains in school readiness skills.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable