

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application  Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):

3. DATE RECEIVED BY STATE:

29-DEC-11

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:

12AC133066

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

12ACHCO0020002

#### 5. APPLICATION INFORMATION

LEGAL NAME: Colorado Parent and Child Foundation (HippyCorps)

DUNS NUMBER: 142912992

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:

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

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

841169805

7. TYPE OF APPLICANT:

7a. Non-Profit  
7b. Community-Based Organization

8. TYPE OF APPLICATION (Check appropriate box).

NEW  NEW/PREVIOUS GRANTEE  
 CONTINUATION  AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

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 HIPPIY Corps

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

Adams, Alamosa, Costilla, Denver, Jefferson, Pueblo, and Saguache Counties.

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 09/01/12 END DATE: 12/31/13

14. CONGRESSIONAL DISTRICT OF: a.Applicant  b.Program

15. ESTIMATED FUNDING: Year #:

a. FEDERAL	\$ 266,500.00
b. APPLICANT	\$ 715,487.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 981,987.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation.  NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION 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:

11/01/11

# Narratives

## 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, 35 half-time and 3 full-time Colorado HIPPYCorps members provide home-based, parent involved, early learning opportunities for 600 vulnerable children and their families, equipping them with the knowledge, tools, and support they need to help prepare their preschool-aged children for success in school and life. Members conduct weekly one-on-one home visits over a 30-week period with each HIPPY family, and provide monthly group meetings in each of the five HIPPY sites: Adams, Denver, Jefferson, and Pueblo counties, and the San Luis Valley (Alamosa, Costilla, and Saguache counties). The program year will run from September 1, 2012 through August 31, 2013. The CNCS Focus Areas of Education and Healthy Futures are addressed through this project, and will result in statistically significant gains in school readiness skills and a 95% rate of fully immunized children prior to kindergarten entry. The CNCS investment of \$266,500 will be matched with \$715,487 in cash funds from a broad-base of supporters.

## Rationale and Approach

NEED - It is increasingly apparent that for many of Colorado's youngest and poorest children, success in school and life 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 home is the first and most influential early learning environment. Parents are their child's first and best teacher and 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 that lead to school readiness and later school success. In recent years, Colorado experienced the highest growth rate in child poverty in the nation (KidsCount in Colorado, 2011). Children from these families start school behind their peers and stay behind. There is a well-documented correlation between high school drop-outs and the ability to read at grade level by the end of the third grade. Similarly, there is a correlation between the ability to read at grade level by the end of the third grade and a child's readiness at kindergarten entry. It is imperative that we start early, and in starting early, we must start with the parents of our youngest children. This issue is crucial to Colorado's and the nation's prosperity. Colorado Governor John Hickenlooper identified

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early childhood literacy as one of three education priorities for the state. As Colorado Lt. Governor Joe Garcia stated, "Children who can't read face significant barriers in school and life."

Since 1991, the Colorado Parent & Child Foundation (CPCF) has promoted and supported high-quality early childhood programs and family initiatives that inspire parent involvement and facilitate school readiness. CPCF achieves this mission through its statewide work advancing proven solutions in partnership with communities to directly address the needs that stem from the key issues outlined above. CPCF's first initiative, the Home Instruction for Parents of Preschool Youngsters (HIPPY) program, provides positive, sustained, and logically designed evidence-based approaches to developing, strengthening, and supporting families and communities, and helping parents to educate their young children. HIPPY delivers home-based, parent-involved, early learning opportunities through its well-researched home visitation design, empowering parents in providing developmentally appropriate enrichment for their children. 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 become lifelong first teachers in their children's education. The Hickenlooper/Garcia administration has placed an emphasis on evidence-based programming and community partnerships, both of which are fundamentals of HIPPY. CPCF's leadership was actively engaged in developing Colorado's Early Childhood Framework, the state's strategic vision on behalf of young children and their families. HIPPY was highlighted by the State of Colorado in their Race to the Top Early Learning Challenge Fund (RTT-ELC) proposal as one of the effective programs reaching children with high needs. HIPPY is integrated and coordinated into the state's broader early childhood system, and despite Colorado not receiving a RTT-ELC grant, CPCF and HIPPY remain committed to improving the state level systems for high-quality early learning to improve school readiness, particularly among high-needs children.

HIPPY is targeted to families of young children, ages 3-5, with the greatest needs. Nearly 100% of Colorado's HIPPY families live in poverty (vs. the state rate of 15%). Over 50% of HIPPY children have parents that did not complete high school and 56% have limited English proficiency (vs. 21% and 15% of Colorado's population respectively), and 84% are racial/ethnic minorities (vs. 30% across Colorado). (KidsCount in Colorado, 2011.) Research demonstrates these children are more likely to enter school without having obtained necessary immunizations, with undetected developmental and health delays, with lower parent involvement in early learning, and without adequate pre-literacy skills to prepare them to learn. There are approximately 350,000 children under the age of five in Colorado, and fewer than 7,000 benefit from consistent, ongoing, evidence-based home visitation

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(Colorado Home Visitation Coalition, 2010; CO RTT-ELC, 2011). Yet it is widely established that home visitation is effective in improving the school readiness and health outcomes of vulnerable families (Geeraert, Van den Noortgate, Grietens, & Onghena, 2004; Gomby, 2005; Howard & Brooks-Gunn, 2009; Olds, Sadler, & Kitzman, 2007; Sweet & Applebaum, 2004). As Colorado's population has grown and evolved, the need to address the challenge of school readiness among the state's poorest families, especially those with multiple barriers to success is ever-pressing.

VALUE ADDED - AmeriCorps plus HIPPIY equals HIPPIYCorps, a partnership has a proven track record of success since 1994. With a new generation of preschool-aged children to serve throughout the years, the intensity, duration, and quality of the HIPPIY model to impact the challenges of school readiness and early learning amongst vulnerable families has improved early learning outcomes and school readiness for more than 10,000 children in Colorado. HIPPIY was developed in 1969 at Hebrew University in Jerusalem, Israel. The first program reached the U.S. in 1984, and reached Colorado in 1989. The basic tenets of HIPPIY are that all children can learn and that all parents want what is best for their children. The program builds on the basic, instinctual bonds between parents and their children. HIPPIY is planned around a 2 or 3 "school" year cycle, with children entering as 3 or 4 year olds and "graduating" at the end of the kindergarten year. Using a set of materials appropriate to children's developmental levels, trained HIPPIYCorps members deliver a 30-week curriculum which includes weekly one-on-one home visits, and monthly group meetings. Role play is the instructional method employed by HIPPIY members in the home visit setting as it reinforces learning through modeling, not just explanation. Applied behavioral science research (NTL Institute, The Learning Pyramid) has established that retention of learning is greatest when participatory teaching methods such as practice and teaching others is employed (versus strategies such as lecture or reading). The HIPPIY role play provides opportunities to discuss the purpose of individual activities, to reflect on the specific needs of learners, and to develop new teaching skills so that parents can be an effective teacher of their children and appreciate the learning process from the child's point of view. In turn, HIPPIY parents then use the HIPPIY curriculum to work with their children daily, 5 days a week. In addition to the educational activities promoting pre-literacy skill development among preschool-aged children, HIPPIY also provides parents with information on community and health resources, including educating parents about the importance of immunization, working to ensure that 100% of HIPPIY children are fully immunized to guard against preventable diseases that can cause lasting problems (including death, disability, increased school absence, and decreased ability to achieve in school and in life). Working in partnership with community organizations such as the Lion's Club, the Ronald

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McDonald House, and others, HIPPY also facilitates basic health screenings to identify and mitigate the effects of potential delays that otherwise may not be detected until entry into the K-12 school system.

HIPPY was designed as a peer-delivered model, meaning that the members of the Colorado HIPPYCorps are recruited from the parent population served. AmeriCorps strengthens the HIPPY model by providing the HIPPY members with training, development, and an educational award to further their own education. The pairing of HIPPY and AmeriCorps not only provides the members with development along their path to increased education and self-sufficiency, it also creates a pathway for the families served to become HIPPY members. Further, the HIPPY-AmeriCorps partnership brings a value-add to the community, engaging families in service events and later K-12 school participation and involvement - something most of the families served would not have done otherwise.

The Colorado HIPPYCorps program will utilize 35 half-time members and 3 full-time members to reach over 600 vulnerable families characterized by low-income/poverty status and low educational attainment levels, with many being English language learners and racial/ethnic minorities. The members will serve in one of five local partnering HIPPYCorps communities: Adams, Denver, Jefferson, Pueblo, and the San Luis Valley. While most HIPPY members are half-time members, the San Luis Valley site will utilize 3 full-time members as the geographic reach of that local site (three counties) demands such a structure.

EVIDENCE-BASED - HIPPY is an established evidence-based program model with a well-researched theory of change and decades of research, including randomized controlled trials, quasi-experimental methods, and longitudinal studies, with published findings in peer reviewed journals. HIPPY has been cited as a model program on numerous legitimized third party registries, including the Promising Practices Network, Child Trend's "What Works" guide of effective programs, and the Strengthening America's Families model program list. HIPPY is included as one of fifteen programs with a strong evidence base (the highest level) in the RAND Corporation's report "Early Childhood Interventions: Proven Results, Future Promise" and was cited as one of ten parenting programs strong enough to have an economic impact by the Partnership for America's Economic Success. Notably, HIPPY was recently being named as one of only nine models that met the highest level requirements for evidence-based programming under the federal Maternal, Infant and Early Childhood Home Visiting initiative (over 250 programs were reviewed). Research has proven the HIPPY model to have statistically significant impacts and sustained long-term effects ranging from increased parent knowledge of and

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more reasonable expectations about early childhood development, prevention of child abuse and neglect through improved positive parenting practices, increased school readiness, performance, and success, greater likelihood among families to have health insurance, a medical home, and higher childhood immunization rates. By working with parents in the home, the program impacts the parental education levels as well as the child's development, which leads to greater outcomes for families as parents improve their own skills.

A major benefit of established evidence-based models is that they are proven to garner a consistent pattern of positive program impacts. However, the success of a program's efforts in making a similar difference as declared by the evidence depends greatly on the fidelity in implementing the model. CPCF recognizes this and places a high priority on ensuring that HIPYPY sites are of high quality and are implemented with fidelity. Each HIPYPY site is assigned a certified HIPYPY consultant who evaluates all aspects of program operations to ensure model fidelity. Fidelity reviews are conducted annually for HIPYPY, using a protocol that includes a self-assessment validation instrument completed by the site and externally validated by the certified HIPYPY consultant during an on-site review that evaluates service dosage, duration, implementation of all model components, prescribed use of curriculum and approach, and overall program management. Successful validation results in HIPYPY Accreditation status.

MEMBER EXPERIENCE - As members of the community served, members enter the program with a strong commitment and deep knowledge of the community and its people. Their service enhances their intuitive sense of civic responsibility and their training helps them identify their particular role in addressing the need for parent involvement, school readiness, and volunteerism. Through their ongoing weekly visits with families, members develop a better sense of the specific needs of their community. With many members having little prior work or educational experience, the training offered by the program in areas of early childhood education has inspired many members to seek careers in that field, which in turn helps address the current childcare and education crisis in American society. Ongoing reflection of service performed is incorporated into member's personal evaluations of their service and into individualized post-service career planning.

Ethic of service and the AmeriCorps identity is embedded in all facets of HIPYPY through Civic Reflection, AmeriCorps State Conferences, National Service Days, and simply by wearing the AmeriCorps logo with pride. HIPYPY members participate regularly in civic reflection throughout the year. Civic reflection is a process in which the members, led by their supervisor or other facilitator, discuss a reading or image that relates to their service individually and as a team. This process

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provides the members with an opportunity to pause periodically throughout their service and come together to reflect on their efforts in the community, what it means to be an AmeriCorps in service to others, their efforts both as a team and as an individual, to develop an understanding of each other, and to renew their commitment to the program and to the larger goal of service throughout their lives. The members further their commitment and identification to AmeriCorps through their participation in AmeriCorps state events and National Days of Service where they experience AmeriCorps beyond their program by interacting with members from other programs and alumni. The AmeriCorps experience is indeed one where HIPYPY shines: in recent years two HIPYPYCorps members have been recognized with Governor's Service Awards - Shannon Dill (2009) as Member of the Year and Celia Amaro Mendoza (2011) with a Still Getting Things Done/AmeriCorps Alum award.

OVERALL PICTURE - Recognizing that barriers to early intervention within the homes of vulnerable families may include not only limited access and resources for educational materials but also limited parental awareness of the home as an educational setting and lack of self-efficacy among parents, HIPYPY's theory of change and approach has two points of focus: 1) the strengthening of the parents' self-efficacy through the activities he or she does as an educator in the family setting, and 2) the educational enrichment of the child through the provision of curriculum activities, books, and other educational materials. HIPYPY addresses these areas through a structured home visitation model that includes a programmed instruction curricular design and role play as a teaching method for the parent. The overall goal of HIPYPY is to help parents prepare their children for success in school and beyond, and to empower parents as their child's first teacher by giving them the tools, skills, and confidence they need to work with their children in the home. HIPYPY's targeted end-outcomes include achievement of long-term academic success among vulnerable children, strengthening of parent-child relationships, and increasing parent involvement in their children's schools and communities. Each of these outcomes are outlined in the HIPYPY Logic Model, with linear, logical progression of model components and activities that tie activities to short-, intermediate-, and end outcomes.

Each of the over 600 HIPYPY 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 HIPYPY member, participates in monthly group meetings, receives 9 HIPYPY story books to use with their child, completes weekly curriculum packets with their child (each including 5 days of parent-child school readiness activities), receives materials necessary for the successful completion of the HIPYPY curriculum with their child, and receives information regarding local parenting, health, and

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educational resources. In aggregate, Colorado HIPPY parents receive over 15,000 hours of one-on-one support from trained HIPPY members, and in turn HIPPY children receive approximately 27,000 hours of parent-child interactive school readiness instruction from parents each year. A typical day for HIPPYCorps 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. Each half-time member has a portfolio of approximately 15 families and each full-time member has a portfolio of approximately 30 families that they meet with one-on-one through the weekly home visits. Visits generally last one hour and include an entrance process (building rapport, providing children with an activity while the member works with the parent, reviewing progress on the previous week's curriculum, and gathering data on child and parent progress), a role play (including member modeling of parent-child interaction activities with the parent), and an exit process (including follow-up instruction, confirmation of upcoming activities, and other parenting resources). Families are assessed at the start of their HIPPY experience, and progress in terms of school readiness gains, positive parent-child interaction and family functioning, and immunizations are tracked throughout the program year. In addition to weekly home visits, HIPPY offers monthly group meetings to provide opportunities for parents to acquire additional information about child development, community and health resources, while gaining support from other parents.

**MEMBER SELECTION, TRAINING AND SUPERVISION** - The Colorado HIPPYCorps is structured as a statewide partnership, with CPCF serving in the intermediary role, providing each of the five HIPPY communities (Adams, Denver, Jefferson, Pueblo, and the San Luis Valley) with leadership and guidance as the nationally designated official state office for HIPPY. CPCF provides sites with start-up and implementation guidance, initial and ongoing training and technical assistance, on-site consultation, evaluation and meta-analysis of program effectiveness, strategic positioning within state level early childhood systems, and resource development. Member recruitment is done at each partnering HIPPY site. Each of the five HIPPY communities employ a certified HIPPY Coordinator, who is responsible for the recruitment, training, and direct supervision of members. Sites serving more than 180 children are required by the HIPPY model to employ a second coordinator.

Members reflect the diversity of each partnering HIPPY community in that members are primarily selected from the parent population served. That is, most members will have been HIPPY parents prior to becoming members of the Colorado HIPPYCorps. This ensures integrity of the peer-delivered, neighbor-to-neighbor approach that is a cornerstone of the HIPPY model. This strategy is

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most effective for HIPPY as it occurs easily and naturally from within the HIPPY parent population. All HIPPY parents are given consideration as potential AmeriCorps members-in-training, but ultimately parents selected as members are those who demonstrate a strong service ethic, leadership potential, enthusiasm, motivation, reliability, community commitment and awareness in addition to meeting the general AmeriCorps member requirements (all members will be at least 17 years of age and all will be citizens, nationals, or lawful permanent residents of the United States). Not all HIPPY members will have completed high school, but the program has an over twenty-year track record of providing support to those members in achieving a GED. In addition, because of the large number of monolingual Spanish speakers that HIPPY serves, approximately 50% of the member population will have bilingual abilities and some might initially be monolingual Spanish speakers themselves (with ESL support provided).

As the AmeriCorps experience is likely the first foray into the 'work' world for HIPPY members, training, coaching, and recognition are crucial. HIPPY Coordinators organize orientation, weekly team meetings/trainings at each site, attend a minimum of thrice yearly home visit observations with each member, work with members to plan and execute monthly parent group meetings and special events, and provide one-on-one reflective supervision to meet the developmental needs of individual members. HIPPY Coordinators work with each member to develop personal/professional goals and plans for achieving them. Colorado HIPPY members receive a thorough orientation to the program, delivered by each partnering HIPPY site. This two-week orientation at the start of each program year includes an overview of national service, the rules and regulations of the program (including information about member service agreements, grievance procedures, and prohibited activities), program specific training in the HIPPY curriculum and developmentally appropriate early childhood education, adult learning styles, role play teaching techniques, documentation, referrals, home visiting issues, family dynamics, communication, diversity, conflict resolution, child abuse reporting, time management, civics and citizenship, CPR, and First Aid, as well as additional programming areas specific to each HIPPY community and host agency, such as collaborative partnerships with Parents as Teachers, Bright Beginnings, Head Start, and other early childhood strategies. Since most members are from the community and participated in the program first as parents, their awareness of community resources has already been established. However, since most families only utilize the services they personally need as a family unit, the program helps all members to map out the entirety of community resources to assist the families they serve. HIPPY training is extensive and ongoing, and members learn to teach all program years (ages 3, 4 and 5). Each HIPPY site begins each week

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with a four hour team meeting which involves training members and role playing the weekly curricula (for each curriculum age) as well as addressing issues such as parental motivation, home visit challenges, and group meeting topics. The curriculum is available in both English and Spanish, and members are trained in their first language, be it either English or Spanish, so that they may best mentor the families they serve. The curriculum is written in a structured format, comparable to a well-designed lesson plan for a novice teacher. In addition to weekly team meetings, members have Home Visitor Guides for each curriculum age that provide additional child development background on skill areas being taught in each week's home visit. Member experience is assessed through the Serve Colorado member development objective to show members are prepared to effectively perform their service, are civically engaged, and are on track with their post-AmeriCorps plans. 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 avoided. Further, HIPPY allows for upward mobility because of the skill development and training, coupled with the AmeriCorps education award for post-secondary education upon completion of service (something inaccessible and unimaginable for most HIPPY members prior to this experience) and the individualized post-service planning. Many HIPPY alums are now employed in education fields and half of Colorado's HIPPY Coordinators started first as parents in the program and became HIPPYCorps members, and advanced to other positions within their sites.

HIPPY Coordinators undergo an intensive pre-service training in the HIPPY model (a five-day comprehensive training), and receive ongoing training and guidance from CPCF, including an annual two-day HIPPY Management Institute, a monthly webinar series, on-site technical assistance, a mid-year training event, and participate in a biennial national HIPPY conference. In addition to the orientation and ongoing training conducted by each site, CPCF holds annual HIPPY training events for all HIPPY staff and members, and facilitates HIPPY participation in training events hosted by Serve Colorado and other national service offerings.

PERFORMANCE MEASURES - As a result of the activities outlined above, HIPPY 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 increased numbers of children fully immunized. The goals and objectives of the HIPPY model are clearly aligned with multiple Tier 1 Education Priority National Performance Measures for CNCS Strategic Plan Objective 1: School Readiness, specifically ED 21 (completed participation in a CNCS-

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supported early childhood education program), and ED 24 (demonstrated gains in school readiness in terms of literacy skills). (Evaluations of HIPPY also demonstrate gains in school readiness in terms of social-emotional (ED 23) and numeracy (ED 25) skills as well, but for simplicity in analysis and cost-efficiencies in the external evaluation contract, these gains are evaluated and reported under the school readiness/literacy performance measure.) In addition, HIPPY also impacts the Tier 3 Healthy Futures focus area in providing preventive immunization resources.

HIPPY outcomes are measured through a comprehensive evaluation plan that includes tracking of services and outputs (collected and reviewed with families weekly), fidelity to the HIPPY model (externally validated), and curriculum-based, valid pre-post measures that include both survey and observational formats and that are externally analyzed by evaluators at the Center for Education Policy Analysis, University of Colorado Denver. Specifically, 75% of HIPPY children assessed will demonstrate statistically significant gains in school readiness skills, including language and verbal expression, listening skills, vocabulary, letter recognition, story comprehension, writing skills, creative thinking, shapes and colors, gross and fine motor skills, counting, social skills, following directions, and interactive play as shown by the externally analyzed results of the HIPPY Survey. HIPPY also currently administers the Life Skills Progression, a family-centered assessment tool, as a mechanism to get to know and genuinely understand the family, to recognize factors that promote family resilience and well-being, and to facilitate goal setting with the family. 85% of HIPPY families assessed will exhibit higher levels in parental confidence and knowledge, increased involvement in parent-child school readiness activity, and long-term improvements in positive parenting life skills and family functioning in support of their child's development and learning. Progress against the performance measures will be reported on a semi-annual basis, with pre-test data denoting established baselines assessed within the first 3 to 6 weeks from the start of the intervention with families (in accordance with timelines appropriate to the specific measurement tools- 3 weeks for the HIPPY Survey, 6 weeks for the family assessment), and post-test data denoting progress assessed at the end of the program year for the HIPPY Survey and every six months for the family assessment. Output results related to parent time spent on school readiness activities with their children, obtainment of immunizations, and children completing the HIPPY early childhood education program, will be tracked through the HIPPY Efforts to Outcomes online data management system on a monthly basis. Performance targets outlined in the measures were determined through an analysis of the HIPPY logic model, fidelity to the evidence-based program, and the protocols of the utilized measurement instruments.

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The Colorado HIPPLYCorps has been thoroughly evaluated in recent years thanks to generous support from the Temple Hoyne Buell Foundation. In partnership with the University of Northern Colorado, CPCF conducted three years of intensive standardized testing (from 2005-2008) using the Woodcock-Johnson Tests of Achievement to measure child outcomes and the Early Childhood Home Observation for the Measurement of the Environment to assess parent outcomes. This rigorous testing showed statistically significant gains in all areas measured for both children and parents (including child measures of letter/word identification, story recall, understanding directions, picture vocabulary, oral comprehension, and sound awareness, and parent measures of the home environment including learning materials, language stimulation, physical environment, responsiveness, academic stimulation, modeling, variety, and discipline). From 2008-2010, CPCF engaged researchers at The Partnership for Families and Children to study program impacts through five separate rigorous research studies that examined the progression of child learning, parent knowledge, kindergarten readiness, and reading engagement. Data from the child outcome studies (one of which was an experimental, multiple baseline study) showed significant gains in child learning as being the direct result of HIPPLY programming. Data on the quasi-experimental parent knowledge study showed that as a direct result of HIPPLY, not only were HIPPLY parents more knowledgeable of school readiness strategies than non-HIPPLY parents, but they also were able to articulate specific activities that they employ with their children. Data from the kindergarten teacher study showed that HIPPLY children are better prepared for learning and better behaved than non-HIPPLY children, and that their parents are more engaged in their child's learning. Data on the reading engagement study showed that HIPPLY children were more engaged in reading interaction than non-HIPPLY children and that they were read to more on a daily basis. For the most recently completed HIPPLYCorps program year (2010-2011), CPCF worked with evaluators at the University of Colorado Denver to develop and analyze the curriculum-based, logic model aligned HIPPLY Survey, which showed statistically significant increases in all areas of child development measured (social skills, fine motor, gross motor, counting, language/verbal expression, following directions, listening skills, vocabulary, with the greatest gains being in recognizing letters, writing skills, knowing shapes and colors, understanding stories, and creative thinking). In 2011, the University of Colorado Denver also conducted a longitudinal research study on the sustained effects of HIPPLY in the later elementary school years. Initial results showed that HIPPLY children had higher 3rd grade reading scores on the Colorado State Assessment Program test, the Acuity test, the phoneme segmentation fluency, and the DIBELS oral reading fluency test as compared to their non-HIPPLY peers.

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VOLUNTEER GENERATION - HIPPY generates a host of volunteers who provide a variety of services to help meet the identified needs of families in each HIPPY community. To date (for the current three-year cycle), HIPPY generated 228 volunteers who have contributed 2,184 hours of service in support of local efforts, such as volunteer assistance with parent meetings, home visitor trainings, community outreach, end-of-year celebrations, supplemental summer activities, distribution of books, field trip coordination and chaperoning, general administrative and technological support, and assistance with special events. HIPPY promotes volunteerism as ultimately HIPPY parents become advocates for their children and active citizen participants and contributing volunteers in their local communities. HIPPY volunteers are recruited from the parent population, the area schools, and local and community groups. Most importantly, HIPPY members empower parents as the primary educators of their children, generating over 27,000 hours spent by parents working with their children on the HIPPY curriculum.

In addition to individual volunteers, HIPPY generates in-kind and community collaboration support to expand the impact of HIPPY programming in each partnering community. Each HIPPY site is an essential component in the fabric of their individual community, and the program actively works with local early childhood councils, schools, libraries, the business sector, local government, and other community organizations in the planning and provision of service strategies. Working collaboratively with these partners, HIPPY is able to connect families with needed services rather than duplicate existing activities.

### **Organizational Capability**

ORGANIZATIONAL BACKGROUND & STAFFING - Since 1991, the Colorado Parent & Child Foundation (CPCF) has worked to introduce and develop high-quality early childhood home visitation programs in communities throughout Colorado. HIPPY is one of those initiatives (and the organization's first). CPCF also advances the evidence-based Parents as Teachers (PAT) model in 37 Colorado communities. CPCF is nationally recognized as the official state lead agency for these two evidence-based models. In that role, CPCF serves as an Intermediary to provide technical assistance 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 international model developers.

In addition to successfully overseeing the Colorado HIPPYCorps program since 1994, CPCF serves as an effective intermediary partner with other state and federal agencies, having administered

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federal PIRC grants since 2000, State Tony Gramscas Youth Services grants also since 2000, and serving in the t/ta, quality assurance, and benchmark tracking role for the HIPPY and PAT sites receiving funding through the State's federal home visiting monies under health care reform. CPCF also manages multiple foundation grants, including general operating grants as well as project grants for evaluation, quality/fidelity, and special training events. CPCF has an annual revenue budget of over \$1.3 million, including an annual subgrant budget of just under \$1 million for which CPCF serves in an intermediary role on behalf of HIPPY and PAT sites statewide. AmeriCorps funding represents approximately 26% of CPCF's budget. However, CPCF is an intermediary for this grant, with five HIPPY sites including two local school districts, one county government, and two nonprofits. Those organizations combined have annual budgets of over \$1.43 billion in aggregate, so AmeriCorps funding represents only a small portion of their overall funding. For the most recently completed fiscal year end, audited financials show that federal funding, from all sources, constituted 41% of CPCF's budget. State funding represented 39%, foundations represented 13%, and unrestricted sources including individual and corporate contributions represented 7%.

Having operated as an intermediary partner responsible for not only the programmatic outcomes and training of sites to implement programs with fidelity, but also for issuing, monitoring, and managing more than 35 reimbursement-based subgrants each year, CPCF is adept at ensuring sound financial systems and is familiar with all legal, regulatory, audit, reporting, and matching requirements across a variety of state and federal grants (each with their own requirements and processes). CPCF knows that a sound financial management system is essential to operating a successful AmeriCorps program and has designed a strong system for documenting expenditures, managing cash, documenting activities, and ensuring internal controls. Day-to-day fiscal management is the responsibility of the Executive Director and the Grants Manager. The organization's financial records are maintained in accordance with Generally Accepted Accounting Principles. All finances are reconciled and regularly reviewed by the Board of Directors and the Board Treasurer. In accordance 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. All of the organization's past audits have had an unqualified opinion and no significant findings.

CPCF is guided by an independent Board of Directors that meets six times a year and has entrusted organizational 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

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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 Commission on Community Service under both Governors Romer and Owens. Ms. Kelley serves on numerous statewide and national boards and initiatives, including the Colorado Home Visitation Coalition, the Colorado Early Childhood Partners, the Colorado Early Childhood Summit, and the Board of Directors of the St. Louis, MO based National Center for Parents as Teachers. She recently completed a three-year term on the National Board of Trustees of the Little Rock, AR based HIPPY USA and on the governing board of the Colorado Association for the Education of Young Children. She is a member of the Rotary Club of Denver and an alum of Leadership Denver through the Denver Metro Chamber of Commerce. Two Program Officers, David Tisdale and Kathryn Gray, provide coordination, management, monitoring, and training and technical assistance for CPCF's program initiatives. David brings ten years of national service management experience across three programs (YMCA Dallas, Texas HIPPY, and Colorado HIPPY) and holds a BA from Barry University. He serves as a Colorado State Board of Education appointee to the State Advisory Committee on Parent Involvement in Education. Kathryn brings seven years of national service experience across three programs (Adams County CARENET, Frontier Asset Building, and Colorado HIPPY), and has first-hand experience serving as an AmeriCorps member for two years with Adams County CARENET. Kathryn also served as an AmeriCorps Program Specialist with Serve Colorado: the Governor's Commission on Community Service. She holds a BA from Augustana College, serves as an officer of the Adams 14 Education Foundation, and as a Senior Advisory Board member of the Colorado InterCorps Council. Sara Marquez, Grants Manager, supports the organization by providing overall accounting, financial management, and fiscal monitoring of program sites. She has 39 years in financial management experience with government and nonprofit organizations having overseen financial grant reporting for both the Department of Labor and Employment and the Department of Local Affairs and has been active in the administration of HIPPY programming in Colorado since its inception. In aggregate, CPCF's core leadership team brings a combined 49 years of national service program management. Principal program staff for HIPPY also includes trained coordinators at each HIPPY site and three certified HIPPY trainers. These coordinators and trainers provide direct supervision of members at each HIPPY site.

**SUSTAINABILITY** - HIPPY has built an impressive support network with key stakeholders, including key community partnerships and local funders that contribute generously to the HIPPY project. The

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AmeriCorps value-add partnership allows HIPPY to leverage funds, as does the strong evidence-base and track record of accomplishments. The program exceeds the AmeriCorps match requirements by securing 73% of its program budget (including 100% of the member support costs and 54% of the program operating costs) from other cash funding sources. Private foundations support both CPCF's general operating efforts as well as individual HIPPY sites with project related direct costs. The proposed budget includes \$721,667 in applicant share CASH support from more than a dozen funding sources. Indeed, the community investment in HIPPY is significant and represents the considerable commitment HIPPY's stakeholders have to its success.

CPCF views sustainability on several levels. Programmatically, while HIPPY sites are independent of CPCF, it is a key CPCF goal and role to ensure the sustainability and long-term viability of the programs. In addition to securing actual funds for the sites through governmental intermediary partnerships, CPCF also helps to increase program visibility and ensure program quality so that existing and potential funders are aware of these home visitation programs and their results. Toward that end, CPCF's sustainability efforts are threefold: 1) Coordinated Public Support for HIPPY and PAT; 2) Other Funding Efforts; 3) Integration, Visibility, and Collaboration. In the area of Coordinated Public Support, CPCF has coordinated four large public proposals, serving as an intermediary for HIPPY and PAT sites that may be hard pressed to acquire this funding individually, and/or when approached by public funding entities to coordinate a single proposal on behalf of HIPPY or PAT (as opposed to those funders receiving separate proposals from multiple entities implementing the same model in different communities). In the area of Other Funding Efforts, CPCF has a strong reputation with Colorado's foundation community, with more than 50% of its non-subgrant revenue being derived from foundation and other non-governmental sources. CPCF has successfully garnered support from individual donors through participation in Colorado Gives Day and [www.givingfirst.org](http://www.givingfirst.org) through the Community First Foundation, and has received generous corporate contributions from Leisure Trends Group, CoBiz Financial, Lafarge, and SuccessPartner LLC this past year. 100% of the Board contributes financially to the organization on an annual basis. In the area of Integration, Visibility, and Collaboration, CPCF continues to network with Colorado's early childhood community to ensure that home visitation is an integral element of the Early Childhood Colorado Framework and to advocate for necessary resources and policies at the state level that benefit CPCF, its programs, and families of young children throughout the state.

COMPLIANCE & ACCOUNTABILITY - CPCF ensures compliance with AmeriCorps rules and regulations through rigorous pre-award risk assessment processes to assess HIPPY site capacity and

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systems to implement with fidelity and to comply with grant expectations. This includes a thorough examination of supervision and financial systems in place at each site, as analyzed by audit reviews, written descriptions of major systems, and an on-site visit with site leadership (administrative, programmatic, and fiscal). Upon approval, CPCF issues official annual written subgrant contracts with each HIPPY site outlining key responsibilities and specific financial and programmatic responsibilities. All sites must remain in good standing with both CPCF and with HIPPY USA, achieving quality performance in all components of the HIPPY model as well as compliance with AmeriCorps fiscal, programmatic, and member requirements. Through the HIPPY Management Institute, webinars, on-site consultation, and website resources, CPCF provides sites with file and program management tools and training to help sites successfully implement AmeriCorps and comply with all requirements. Sites receive file reviews at the start of each year, and CPCF monitors sites on an ongoing basis via OnCorps, the HIPPY Efforts to Outcomes online data management systems, and site visits. During the file reviews, CPCF examines member eligibility, service agreements, member training protocols, and supervision procedures to ensure members are not engaging in prohibited activities. Any site with demonstrated risk is provided with training support and guidance to mitigate the risk. Any site with noted issues of noncompliance is placed on an improvement plan, or may be immediately suspended depending on the issue noted and whether it can be easily rectified or not.

**ENROLLMENT & RETENTION** - The Colorado HIPPYCorps traditionally has a strong track record for enrollment and retention, which is especially remarkable given the population from which the program recruits. During the current funding cycle, for the 2009-2010 program year, HIPPY enrolled 100% of its awarded member slots (43 half-time) and 100% were retained and received Education Awards. For the 2010-2011 program year, HIPPY enrolled 102.5% of its awarded member slots (37 half-time and 3 full-time) and retained 36 half-time and 3 full-time members all of whom received Education Awards (97%). For the 2011-2012 program year, HIPPY is on-track to fully recruit and retain its awarded member slots.

**TARGETS & COMPLIANCE** - The Colorado HIPPYCorps met all of its objectives during the last full year of program operation, as well as all of its stated objectives for every year since the inception of AmeriCorps funding. In addition, no material compliance issues or areas of weakness have been identified by Serve Colorado in recent years. As an intermediary, CPCF conducts compliance monitoring of each HIPPY site. This past year, four of the five HIPPYCorps sites were fully compliant, and one was put on a formal improvement plan. The site is meeting its improvement plan benchmarks and has no issues of material weakness in its compliance with AmeriCorps regulations.

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The specific site's improvement plan included corrective actions with regard to supervision and support, targeted recruitment of vulnerable families, and certain model fidelity requirements. CPCF takes its compliance role very seriously as serving in an intermediary role is not without its challenges. CPCF has little control over staffing or operational priorities of local sites. Within the subgrant relationship, HIPPY sites are part of a larger consortium and when one site struggles it has ramifications (both in terms of collective funding and overall perceptions of the entire model) that could potentially impact all other HIPPY sites. There is a constant tension between supporting struggling sites and defending overall program quality and accomplishments. CPCF has closed HIPPY sites that have not met improvement plan benchmarks.

OPERATING SITES - There are five HIPPY communities included in the Colorado HIPPYCorps: Adams (Adams County Head Start)- 6 members, Denver (Focus Points Family Resource Center) - 5 members, Jefferson (Jefferson County Schools/Family Literacy) - 14 members, Pueblo (Catholic Charities) - 5 members, and San Luis Valley (Alamosa Schools) - 8 members. To become a HIPPY site, a community has to complete a community needs assessment (ensuring need, demand, integration with existing services, adequate community support, site supervision, and capacity to implement with fidelity), identify central institutions and partnerships, secure sufficient resources to operate programming for a minimum of two years, and submit a formal HIPPY site application for approval to CPCF which is then vetted and recommended for a legal licensing agreement with HIPPY USA. Only approved HIPPY sites can become a Colorado HIPPYCorps member service site. HIPPY sites are responsible for the supervision of the Coordinator, the training and supervision of members, the implementation of program activities, securing of match, and management of subgranted funds. CPCF provides overall training, support, and assurance of site capacity to effectively implement the program. This is accomplished through annual management training; a monthly webinar series; on-site fiscal, compliance, and fidelity reviews; ongoing telephone, written, and on-site technical assistance consultation; and desk-based monitoring of the HIPPY ETO and OnCorps data.

### **Cost Effectiveness and Budget Adequacy**

COST EFFECTIVENESS - The Colorado Parent & Child Foundation (CPCF) is requesting \$266,500 in CNCS funds for the Colorado HIPPYCorps. This funding will support 35 half-time and 3 full-time members who will provide intensive, evidence-based services to over 600 vulnerable children and their families in five HIPPY communities: Adams, Denver, Jefferson, Pueblo, and the San Luis Valley. The CNCS cost per member service year is \$13,000. The average CNCS cost per child served is \$444. HIPPY is a cost-effective program that has been subjected to rigorous RAND Corporation benefit-cost

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analyses to show a positive return on investment. Thus, the investment of \$266,500 in the Colorado HIPYPYCorps saves American taxpayers significant monies, providing a net benefit to society for each child served. 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".

CNCS support of HIPYPY provides considerable leverage for obtaining other non-CNCS financial support. The \$266,500 in CNCS funding represents 27% of the overall HIPYPY budget, with 73% of funding totalling \$715,487 coming from a broad-base of supporters, including the Temple Hoyne Buell Foundation, Rose Community Foundation, Daniels Fund, Tony Grampsas Youth Services, and local implementing HIPYPY community partner supporters including Jeffco Public Schools, El Pomar Foundation, and Mile High United Way.

**INCREASED SHARE OF COSTS** - For the current program year, the applicant share was \$658,337. For this proposal, the projected applicant share is \$715,487, an increase of \$57,150 in cash support to offset increased costs of project staffing, increased curriculum costs, significantly increased costs of mileage (a significant budget line item due to the home visitation method of service delivery). The budget does not reflect the countless in-kind contributions that community, business, and partnering stakeholders have provided such as donated technology support, training expertise, office space for HIPYPY staff and members, meeting space for team meetings, parent group meetings, and program-wide trainings, or local HIPYPY site administration. The CNCS cost per MSY remains at the current level - \$13,000.

In addition to increasing the applicant share of costs to meet the stated goals of HIPYPY, CPCF is also utilizing the AmeriCorps opportunity to expand HIPYPY to reach vulnerable families in Pueblo, an area designated as one of the highest need communities in the state for its high rates of child poverty, unemployment, births to mothers with three risk factors (unmarried, under the age of 25, less than a high school education), and child deaths from abuse and neglect. HIPYPY was identified by the community as an effective strategy to reach these families.

**BUDGET ADEQUACY** - The proposed budget, including both the CNCS and applicant share, adequately supports the program design of the Colorado HIPYPYCorps and is sufficient for the achievement of the outlined performance measures and activities of the program. Because of the program's success in obtaining other cash grant sources to support the member living allowance and time spent conducting home visits and group meetings with families, much of the CNCS share in the AmeriCorps budget is used for the program operating costs such as HIPYPY supervision and training,

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AmeriCorps member identity and connection, mileage for weekly home visits, and curriculum and supplies for families. As noted above, the CNCS cost per MSY is \$13,000. As an intermediary, CPCF provides each HIPPY site with \$10,200 per MSY via CPCF's subgrant process (\$209,100), retaining \$57,400 for CPCF's 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 (with 1% shared with Serve Colorado), and communication with key stakeholders. Criminal Background Checks are included in the budget for all members and for staff that are new to the project.

Given that the program serves communities of great need, with nearly 100% of families served living in poverty, AmeriCorps funding is assured to reach those who need it most. Four of the five HIPPY communities outlined in this grant are among the top five 'at risk' counties (out of 64) delineated by the comprehensive statewide needs assessment conducted by the State of Colorado for funding through the Maternal, Infant, and Early Childhood Home Visitation program, with Pueblo, the new site being established through this AmeriCorps opportunity, being the most at risk. Adams County, the counties served by the San Luis Valley site (Alamosa, Costilla, and Saguache), and Denver County were noted as at-risk counties number 2, 3, and 5 respectively. 'At risk' communities were defined in that assessment as communities with concentrations of premature birth, low-birth-weight infants, and infant mortality, including infant death due to neglect, or other indicators of at-risk prenatal, maternal, newborn, or child health; poverty; crime; domestic violence; high rates of high-school drop-outs; substance abuse; unemployment; or child maltreatment. While Jefferson county was not among the top communities, HIPPY in that community is targeted to the District's Title 1 school articulation areas, denoting significant pockets of poverty. The Pueblo and San Luis Valley HIPPY communities have a scarcity of resources, with the San Luis Valley counties being characterized as rural or frontier. As a home-based program, many of the families served would not otherwise receive services without HIPPY members meeting their needs where they are - in the home.

### **Evaluation Summary or Plan**

The Colorado Parent & Child Foundation (CPCF) chose to advance the HIPPY model because of its evidence-base and significant body of rigorous research, conducted over decades, showing a strong set of outcomes for those served - both parents and children. Ongoing evaluation is incorporated into the HIPPY program design and features both qualitative and quantitative evaluation procedures. Coordinators from each HIPPY site are responsible for direct service monitoring and making the necessary program adjustments and modifications to meet the program goals and identified

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community needs (without compromising fidelity). All sites are trained in data collection and CPCF monitors programs to ensure data is properly tracked and recorded into the HIPPY Efforts to Outcomes (ETO) online database management system. Members track process data including numbers served, demographics, home visits (# conducted, time spent, content covered), child and family progress observed, curriculum completion, group meetings (attendance, content, feedback), referrals made, materials distributed, trainings offered, and immunization records through the HIPPY ETO. This information is verified through the model fidelity protocols and on-site accreditation visits.

CPCF works with the Center for Education Policy Analysis (CEPA) at the University of Colorado Denver to evaluate annual outcomes of HIPPY. Using the framework of the HIPPY logic model, CEPA designed a measurement tool (the HIPPY Survey) to examine parent knowledge, confidence, abilities, activity dosage, and connection. Members provide families with instruction in completing the HIPPY Survey. In addition to the HIPPY Survey, members assess family functioning using the a standardized family-centered assessment tool, the Life Skills Progression, and use the data to appropriately direct their service with each family and connect them with needed resources. Information on both tools can be found in the Performance Measures section of the Rationale and Approach Narrative, as well as in the attached Performance Measures. Previous statewide evaluations of HIPPY have included standardized pre-post measures on child and parent outcomes, longitudinal studies on academic success, curriculum-based experimental studies on the progression of learning, and quasi-experimental studies on parent knowledge. Each have shown statistically significant gains in all areas measured. Evaluations inform CPCF's training and technical assistance plans with HIPPY sites and are shared with HIPPY USA to incorporate necessary improvements and updates to the model and curriculum.

The Colorado HIPPYCorps is re-competing for AmeriCorps funding and as such has submitted the required evaluation reports to the Commission via the Documents section of eGrants. These reports summarize twelve rigorous evaluation studies on the Colorado HIPPY program, including information on the analyst/author, research design/population/focus, and key findings. This document also includes a listing of citations of HIPPY by legitimized third party evidence-based registries.

### **Amendment Justification**

### **Clarification Summary**

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### National Service Identity:

The Colorado HIPYPYCorps Program is proud to be Colorado's oldest AmeriCorps\*State program and the first of the "HIPYPYCorps" programs nationwide (our HIPYPY/AmeriCorps blend has been replicated with success in numerous other states). HIPYPYCorps members identify as participants in a national service program through their Member Service Agreements, position descriptions and completion of service hours, orientation and ongoing training, member gear (t-shirts, vests, AmeriCorps insignia), and through regular involvement in statewide national service events and national days of service. We strive to ensure full participation in Serve Colorado's AmeriCorps conferences and trainings, and the Colorado HIPYPYCorps program has enjoyed recent media visibility for its Martin Luther King Jr. Day of Service activities as well as beginning of the program year school supply drives. National service is cited on the lead agency's website and annual reports, and through an entire web link dedicated to supporting the HIPYPYCorps program sites. All sites display AmeriCorps signage, and include references to AmeriCorps in community outreach efforts such as flyers for monthly group parent meetings.

### Training and Support of Site Supervisors:

At the beginning of each program year, the Colorado Parent & Child Foundation (CPCF) hosts a two-day HIPYPY Management Institute for site supervisors. This Institute provides a comprehensive overview of AmeriCorps site supervision expectations as well as training in major changes in AmeriCorps regulations (such as background checks). In addition, CPCF provides site supervisors with training in the OnCorps Member Management System and other program management functions specific to AmeriCorps supervision. CPCF also hosts a monthly webinar series to provide ongoing, subject-specific technical assistance to supervisors. Webinars have included: reflective supervision, model fidelity, assessing and improving professional boundaries, strengthening community resource and referral, creating a high quality supervision plan, creating support for your program, hiring the right members, and many other topics relevant to strong program implementation. CPCF provides on-site visits with each HIPYPYCorps site AT LEAST two times a year (once at the start of the year to provide beginning of the year t/ta and review member files, and once mid-year to review program fidelity and implementation and provide appropriate training and consultation around specific issues). However, most sites actually receive four or five visits per year, some that include observation and feedback, some that are for follow-up on compliance or implementation fidelity issues). These site visits include elements of compliance oversight as well as consultation, training, and coaching of site

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supervisors. All site supervisors receive regular and ongoing written and verbal technical assistance through web, email, and telephone outreach and support. While the site supervisors provide the bulk of direct support and supervision of members at their site, CPCF's staff has comprehensive experience in AmeriCorps program management, including an AmeriCorps Alum who can provide direct responses to HIPPYCorps members on topics such as using the education award, connecting with other alums, the overall national service experience, etc., based on personal experiences.

### Performance Measures:

Changes have been made as requested in the Performance Measures screens in eGrants. Specifically: the applicant determined measure related to Family Involvement has been eliminated; the Childhood Immunizations measure has been revised as an aligned national performance measure (H2) with an output and intermediate outcome; and the School Readiness measure (ED 21 and ED 24) has been revised to include information related to the administration timeline for the assessments, information about the standard of success to demonstrate gains, and the number targeted. The eGrants Performance Measurement fields do not allow for enough space to fully explain the rigorous evaluation system for assessing HIPPY results. While 600 children are enrolled in HIPPY, approximately 40% are in HIPPY 3, 40% in HIPPY 4, and 20% in HIPPY 5. These percentages are estimates and fluctuate from year to year based on targeted recruitment of families in need. The pre-post survey tool is administered at pre- typically during the first or second home visit, but certainly within the first five weeks of the intervention, typically September/October of each program year. It is administered only with families of children enrolled in HIPPY 3. This ensures that data is collected only 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. It is administered at post- after week 25 of the 30 week HIPPY curriculum, typically April. Thus, while 600 children are served with HIPPY, this tool is annually administered with approximately 240. The survey measures a variety of areas related to children's school readiness, including measures of child development (social skills, play, fine motor, gross motor, counting, language use and verbal expression, shapes, colors, directions, listening skills, vocabulary, letter recognition, understanding stories, writing skills, creative thinking), time spent between parents and children on educational activity, types of parent/child activity (including book reading, teaching concepts, singing, storytelling, games and puzzles, physical activities, etc.), parental knowledge and confidence (understanding of developmental milestones, understanding of how to support children's learning and development, knowledge of

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healthy eating, creating a good learning environment, positive discipline, parenting resources, etc.). The comprehensive design and validity of the instrument, with results analyzed externally, affords us the opportunity to glean statistical significance within each area measured. Statistical significance is reported at both the .01 and .05 levels. Some children gain make significant gains in certain areas whereas others may have already been at or near the top of a particular area so as not to show significant gain. Overall, previous results show aggregate gains in ALL areas, and those gains are statistically significant. The external evaluators are able to drill down to the matched level as necessary and we can pull raw data to look at individual results, or results by HIPYPY site, but typically we report gains in aggregate across the overall Colorado HIPYPYCorps program.

### **Continuation Changes**









## Required Documents

**Document Name**

**Status**

Evaluation

Sent

Labor Union Concurrence

Not Applicable

Annual Audit

Sent