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Executive Summary

The Colorado Parent and Child Foundation (CPCF) proposes to have 49 AmeriCorps members who will deliver the Home Instruction for Parents of Preschool Youngsters (HIPPY) evidence-based, school readiness program to families with children ages 3, 4, and 5 in Adams, Alamosa, Costilla, Crowley, Denver, Jefferson, Pueblo, Saguache, and Weld counties. At the end of the first program year, the AmeriCorps members will be responsible for the engagement of 725 children and their parents in the children's pre-school education and development through the HIPPY program. In addition, the AmeriCorps members will leverage an additional 80 volunteers who will be engaged in episodic and ongoing activities supporting the HIPPY program.

This program will focus on the CNCS focus area of Education. The CNCS investment of \$293,713 will be matched with \$859,797 which includes \$703,599 in public funding and \$156,198 in private funding.

Rationale and Approach/Program Design

1. PROBLEM/NEED: The foundation for a child's educational success is well-established long before entering his or her first classroom. Unfortunately, for families living with poverty, low-educational attainment, or linguistic and social isolation, this foundation may never be established. According to the Harvard Center on the Developing Child, such adverse experiences can contribute to a buildup of "toxic stress," strongly associated with disruptions in the developing brain and body, resulting in poor school readiness (Gerwin, 2013). Inadequate school readiness is predictive of low reading proficiency and educational failure, including grade retention and early school withdrawal (Necoechea, 2007; Hernandez, 2011). The Ounce of Prevention reports that at-risk children who do not receive a high-quality early childhood education are 25% more likely to drop out of school, 50% more likely to be placed in special education, 60% more likely to never attend college, and 70% more likely to be arrested for a violent crime (2014). In the words of Governor John Hickenlooper, "There is nothing more important to Colorado's future than the success of our children and our ability to capitalize on the opportunities of our future workforce, leaders, parents, and citizens" (2014). That, precisely, is the focus of CPCF and Colorado HIPPYCorps.

Colorado HIPPYCorps, established in Colorado in 1994, is a unique combination of the Home Instruction for Parents of Preschool Youngsters (HIPPY) program and AmeriCorps. Through the evidence-based, parent-centered HIPPY program, AmeriCorps members work directly with families to facilitate their child's school readiness and engage parents in their child's learning. Colorado

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HIPPYCorps increases access to high-quality preschool activities for economically disadvantaged families by taking the activities directly to them, in their homes and on their terms. The HIPPY model utilizes a two-generation, peer-delivered approach in which home visitors (AmeriCorps members) deliver developmentally appropriate curriculum packets directly to parents of children ages 3-5. Through the process of role play, parents develop the skills and self-efficacy to complete the packets with their child, fostering involvement in their child's early education. In addition, parents attend monthly group meetings for continued education, socialization, and support.

By supporting 6 Colorado HIPPYCorps programs throughout the state, CPCF works to ensure economically disadvantaged families realize their full potential as their child's first and most influential teacher and recognize the importance of the home as the first and most influential early learning environment. Colorado HIPPYCorps currently serves families in Adams, Alamosa, Costilla, Crowley, Denver, Jefferson, Pueblo, Saguache, and Weld counties, all of which have statistically significant needs for high-quality, early childhood education opportunities. With the exception of Adams and Weld, all counties served demonstrate poverty rates among school aged children (ages 5-17) far above the statewide average of 17%. Rates among these counties reach as high as 39.9% (Crowley) and 43.9% (Saguache) (Kids Count, 2014). Further, in 2013 only 43.9% of fourth graders living in Costilla County demonstrated proficiency in reading via their TCAP (Transitional Colorado Assessment Program) scores and the graduation rate in Denver County reached only 61.3%, both substantially below the statewide averages of 68 and 76.9%, respectively. Finally, communities served in Adams, Alamosa, Costilla, Crowley, Denver, Pueblo, and Saguache counties were identified by the Colorado Department of Public Health and Environment during a 2010 statewide needs assessment as being among the top 5 areas most in-need of continued and expanded evidence-based, early childhood services. Contributing factors included rates of poverty, infant mortality, child maltreatment, overall crime rate, and percentage of high school dropouts.

2. THEORY OF CHANGE & LOGIC MODEL: Colorado's commitment to school readiness and early childhood development is demonstrated through the passage of Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K) and the creation of Colorado's Early Childhood Framework. However, from limited access and resources for educational materials to parental awareness of the home as an educational setting, countless families throughout Colorado continue to face barriers strongly associated with poor school readiness. The evidence-based HIPPY model is designed to increase school readiness among children ages 3-5 from diverse ethnic and geographic populations most at risk because of poverty, parents' limited education, and social isolation.

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Developed in 1969 at Hebrew University in Jerusalem, Israel and introduced to the U.S. in 1986, HIPPY has decades of research supporting its effectiveness in parent engagement and school readiness. By reaching families in their homes and on their terms, HIPPY provides hard-to-reach, economically disadvantaged families with early learning opportunities that may otherwise be out of reach. Recognizing the many barriers to early intervention within the homes of vulnerable families, the HIPPY approach has two points of focus: 1) strengthening 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. Through its unique parent-centered design, HIPPY empowers the parent to play an active role in their child's educational success, in turn preparing their children for school before even stepping foot into a classroom. HIPPY's focus on the parent follows growing research which suggests the involvement of parents in their child's educational activities in the home is an important predictor of school success (Sawhill and Karpilow, 2014; Bennett et al, 2002).

Through its partnership with AmeriCorps, all HIPPY home visitors are AmeriCorps members recruited from participating parent population. This member recruitment and peer-delivered strategy not only facilitates the development of rapport between members and families, but also extends economic opportunities for families well beyond the end of the program. AmeriCorps members are provided with extensive training, community service opportunities, and an educational award to further their own education, providing members with development along their path to increased education and self-sufficiency.

Using a set of materials appropriate to children's developmental levels, 49 trained HIPPYCorps members will deliver a 30-week curriculum through one-on-one home visits to 725 families. The curriculum is structured to progress by adding and expanding upon each child's emerging skills and responds to early childhood learning goals in seven domains: literacy, language development, physical and motor development, social/emotional development, mathematics, science, and creativity. Members deliver the weekly curriculum using the instructional method of role play, a method that can be easily mastered by individuals with limited formal education and literacy skills. The role play and instruction are designed to encourage and support parents to work through each packet with their children, approximately 15 minutes/day, 5 days/week. This time increases parents' self-efficacy for teaching their child and creates a positive learning environment by establishing a routine and schedule for completing the activities. In addition to weekly home visits, parents participate in monthly group meetings with other HIPPY parents. These meetings are meant to break social isolation that may be

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experienced by families living in low income neighborhoods or rural areas and give parents an opportunity to develop social networks and supportive relationships with other parents.

The overall goal of HIPPY is to help parents prepare their children for success in school and beyond, and to empower parents as their child's first teacher. The targeted end-outcomes of HIPPY include increased parental engagement in both their children's schools and communities, strengthening parent-child relationships, increasing children's school readiness and ultimately ensuring achievement of long-term academic success among vulnerable children. The expected outputs of the HIPPY model are clearly aligned with CNCS Priority National Performance Measures specific to Education. These performance measures include the number of children starting in an early childhood education program (ED20); completed participation in CNCS-supported early childhood education programs (ED21), and the number of children demonstrating gains in school readiness in terms of literacy skills (ED24).

Each of these outcomes is further outlined in the supplemental HIPPY Logic Model, with linear, logical progression of model components, activities, outputs, and multiple short- medium- and long-term end outcomes.

3. EVIDENCE BASE: Decades of research, including randomized controlled trials, quasi-experimental methods, and longitudinal studies make HIPPY an internationally recognized model with a strong evidence base. Numerous studies throughout the nation show statistically significant impacts, such as increased parent involvement in their child's education, increased parent knowledge of and more reasonable expectations about early childhood development, prevention of child abuse and neglect, increased school readiness in both classroom adaptability and verbal classroom behavior as well as higher school attendance rates (Johnson et al, 2012; Necochea, 2007; Bradley and Gilkey, 2001; Gumpel, 1999; Baker et al, 1998).

Research conducted by Necochea (2007) and Johnson (2012) demonstrates the effectiveness of HIPPY on parental engagement and school readiness among low-income minority populations, representative of Colorado HIPPYCorps' priority population. Using an experimental randomized trial, Necochea (2007) examined the effectiveness of HIPPY among low-income immigrant mothers with preschool aged children (n=52). Results of pre/post-test scores on standardized vocabulary measures revealed children who participated in HIPPY outperformed their peers in expressive vocabulary skills and results of pre/post-test self-report measure revealed a remarkably strong effect of HIPPY on parental involvement in the home ($p < 0.1$ and $p < 0.001$, respectively; Cohen's $d = 0.35$ and 0.87 , respectively). Using a within-and between-group design among low-income, minority families,

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Johnson et al (2012) investigated the relationship between HIPPY intervention and both parent involvement in the home and preschool aged children's academic achievement. Pre/post Likert-type surveys administered to mothers enrolled in HIPPY (n=87) revealed increased parental involvement in the home (Cohen's $d=0.36$) and Kindergarten Teacher Surveys (KTS) administered to kindergarten teachers of HIPPY participants (n=92) revealed significantly higher pre-kindergarten and kindergarten attendance rates, and lower kindergarten retention ($p<0.01$, $p<0.001$, and $p<0.05$, respectively; $n_2=0.15$, 0.02 , and 0.01 , respectively).

Results of HIPPY evaluations commissioned by the CPCF state office mirror international and national findings. Pre/post-test parent surveys conducted between 2012-13 and 2013-14 show parents who completed one program year with a 3 year old were substantially and significantly more likely to engage in educational activities with their child, demonstrated using a greater variety of literacy materials with their child, and increased reading and literacy activities with their child (teaching their child how to read a book and encouraging their child to read street signs, food labels, advertisements, etc.). Overall mean scores were based on parents who completed both pre- and post-test surveys (n=111 in 2012-13; n=146 in 2013-14).

Such extensive research has placed HIPPY among 15 other strong evidence-based programs included in the RAND Corporation's Early Childhood Interventions: Proven Results, Future Promises report (2005). In areas of child development, school readiness, and positive parenting practices, HIPPY has been recognized as one of only 17 models that meet the highest level requirements for evidence-based home visitation programs by the U.S. Department of Health and Human Services (Avellar et al, 2014).

4. NOTICE PRIORITY: HIPPY is designed to increase parental engagement in their child's education and strengthen parent-child relationships, in turn increasing school readiness and achievement of long-term academic success among vulnerable children. 100% of the available MSYs are specifically and exclusively devoted to providing school readiness support and services to economically disadvantaged families. Through the curriculum and normal programming, other priority areas may be touched upon. For instance, through its partnership with AmeriCorps, Colorado HIPPYCorps provides an even stronger two-generation approach by recruiting members directly from the parent population, extending opportunities to individuals with previously limited education and/or work experience. By offering an educational award and ongoing professional development, HIPPYCorps ensures more economic opportunities for at-risk families struggling with poverty, low-educational attainment, and social and linguistic isolation. In addition to increasing self-sufficiency,

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caregivers who either become home visitors or simply complete the HIPPY program become a positive influence on their families and set a strong example for their child's future decisions.

5. MEMBER TRAINING: In most cases, HIPPYCorps members are recruited directly out of the parent population served. As a parent previously enrolled in the program, the member has been on the receiving end of the HIPPY program. All HIPPYCorps members receive an initial orientation at the beginning of the program year that typically spans two weeks. As required, orientation includes the history of national service and an overview of AmeriCorps, along with an orientation to the service community and host agency. Orientation also includes an in-depth review of the Member Service Agreement (MSA) which explicitly describes the member's position description and defines all allowable service activities. The MSA also clearly states the minimum number of service hours required, the education award amount for which the member is eligible, the maximum payable living allowance and distribution schedule, the CNCS prohibited activities, standards of conduct with discipline, suspension and early release rules, required fundraising limitations and non-duplication/displacement language, the CNCS-required grievance procedure, drug-free workplace requirements, and non-discrimination statement. Initial training also covers orientation to the HIPPY program, including the history of HIPPY, recruitment and enrollment of families, conducting home visits, collecting and recording data, completing weekly time sheets, home visit logs, and other required procedures.

Throughout the service term, HIPPYCorps teams convene weekly for approximately 4 hours. During that time, the teams review the previous week's successes & challenges, discuss any current events, participate in professional development, and prepare for the current week of curriculum. Each member has a "sample" curriculum packet they have completed in advance and will use on their home visits during the week. The HIPPYCorps members then work in pairs or small groups, taking turns playing the role of the home visitor and parent as they work through the entire week's packet. They repeat this process for each year of the curriculum (Years 1, 2, and/or 3) in English or Spanish (depending on the home visitor's caseload). Nearly all members have their own "practice child" with whom they can practice the weekly curriculum, such as their own child, grandchild, etc. This thorough training and practice process ensures the members are fully prepared for their weekly caseload of home visits, which constitutes the bulk of their service hours.

All 6 HIPPYCorps teams convene at least once per year at a statewide AmeriCorps and/or HIPPYCorps training retreat. In addition to the exposure and networking, such gatherings allow for an enhanced overview of AmeriCorps at the state level, as well as a wide variety of additional

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professional development workshops, including life after AmeriCorps transition resources.

Teams are reminded to revisit the prohibited activities mid-year, especially during election years, to remind members of what political activities they are able to engage in as private citizens, but not while serving or identifying as an AmeriCorps member. The member position description is very tightly defined around the HIPPY model components, including weekly role play and team meetings, home visits, group connections, and associated preparation, family files, and data recording tasks, which significantly reduces any opportunity for members to violate any of the prohibited activities. Time sheet categories are established for the members so that they may not record any hours that do not fit into a pre-assigned category without an explanation. In the event that a member needs to catch up on hours due to illness or other unforeseen circumstance, programs may elect to allow members to serve up to 5% of their hours at a community agency outside of their host organization. These limited opportunities must be pre-approved by the coordinator to ensure they are allowable.

6. MEMBER SUPERVISION: Colorado HIPPYCorps is structured as a statewide partnership, with CPCF serving in the intermediary role. Each of the 6 HIPPY communities employ a certified HIPPY Coordinator (and assistant, if serving >180 children), who is responsible for the recruitment, training, and direct supervision of members. Coordinators undergo an intensive 5-day comprehensive pre-service training in the HIPPY model, and receive ongoing training and guidance from CPCF, including an annual 2-day HIPPY Management Institute, regular conference ("HIPPYCorps Connect") calls, on-site technical assistance, a midyear training event, and participate in a biennial national HIPPY conference. In addition to the orientation and ongoing training conducted by each site, CPCF facilitates HIPPY participation in training events hosted by Serve Colorado and other national service offerings. All of this training prepares supervisors to be adequately prepared to train and ensure members' successful service and compliance.

A significant amount of member supervision and support occurs during the teams' regularly scheduled 4-hour weekly meetings. Program supervisors take this face-to-face opportunity to issue reminders about progress on service hours, time sheet submissions, and staying up-to-date on family files and records. In addition, each member participates in a mid-year and end-of-year evaluation with their site supervisor. At a minimum, the evaluation covers the member's hours served to-date, any action plan to get caught up (if applicable), and a review of the member's performance on program criteria. The end-of-year evaluation also addresses whether the member is interested in returning for a subsequent year of service and, if so, if they would be eligible to do so based on their just-completed service term. Programs are encouraged to have more frequent individual meetings

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with members, especially early on to ensure the service term is getting off to a good, solid start.

As required by the HIPPY model, each HIPPYCorps member is observed on at least 3 home visits annually. This allows the coordinator to observe the member "in action" to ensure the member is employing all components as required for model fidelity. The home visit observations also lead to individualized professional development and reflective supervision opportunities for each member. An additional component of supervision is each parent's signature upon the completion of the home visit. The coordinator uses the paper home visit log as a basis for reviewing time sheets submitted in OnCorps Reports prior to approving them.

7. MEMBER EXPERIENCE: Because Colorado HIPPYCorps programs recruit exclusively from the community they serve, 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 takes place at weekly team meetings, in individual reflective supervision meetings, at mid- and end-of-year evaluations, &/or via reflection journals and is incorporated into their personal post-service transition planning.

Two of the HIPPYCorps program locations also host an AmeriCorps VISTA member with whom the teams partner on national service days, and three program sites have other AmeriCorps State programs serving nearby. Programs are encouraged to partner with each other for national days of service, teambuilding, training, and networking opportunities.

HIPPYCorps has an excellent record of providing a high-quality service and professional development experience for members. At the beginning of the 2014-15 program year, 13 members were engaged in their 2nd term of service, 10 were in their 3rd, and 2 were serving their 4th and final terms! The skills members gain through their term(s) of service frequently allow members to transition into early childhood and/or community-based agencies. As of November 2014, coordinators are aware of at least 32 HIPPYCorps alumni employed at their agencies. HIPPYCorps alumni are known to put their education awards to use to become teachers, preschool directors, school-based parent liaisons, and adult education teachers. Others have put their education awards toward student

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loans, and some pursue still other opportunities, such as massage therapy and radiology.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: During orientation, each team devotes time to an overview of national service and AmeriCorps emphasizing how they, as HIPPY home visitors, are AmeriCorps members. Members develop an elevator speech with their team so all members are prepared to give it when the opportunity arises. For visibility, all members are required to wear the AmeriCorps logo daily while serving. At a minimum, this involves a highly visible lanyard and name badge that contain the official AmeriCorps seal and HIPPY logo. All new members are also provided with a messenger bag emblazoned with a large (5"x8") version of the HIPPY and AmeriCorps logos for use on home visits. CPCF provides the lanyard, nametag, and messenger bag, and each site adds additional apparel items, such as polo, vests, and/or t-shirts so members are appropriately "geared-up" to visibly represent AmeriCorps during their service.

Each service location proudly displays a 30" x 72" vinyl binder proudly proclaiming "Colorado HIPPY Serves Here" with the official AmeriCorps and HIPPY logos. They also have yard and poster board signs, and decals to display in windows and offices. CPCF is in the process of developing a HIPPYCorps Member Manual for all teams, which will emphasize the AmeriCorps identity and highlight the significance of service in HIPPYCorps, Colorado, and the nation. In the event a program location allows their members to serve up to 5% of their hours at a pre-approved partnering community organization, members are required to wear the logo and be prepared to speak of AmeriCorps and their service experience.

Organizational Capability

1. ORGANIZATIONAL BACKGROUND AND STAFFING: Since 1991, CPCF has worked to introduce and develop high-quality early childhood home visitation programs in communities throughout Colorado. CPCF is nationally recognized as the official state lead agency for both HIPPY and Parents as Teachers (PAT), an evidence-based early childhood home visitation model that serves families with children prenatal through kindergarten. While there is overlap in the ages of children served, the PAT program is completely separate from HIPPY. CPCF serves as an Intermediary to provide technical assistance (ta) to communities looking to implement either model, including assisting with program start-up, initial and ongoing training/ta, 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 federal

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PIRC grants 2000-2011, State Tony Gramscas Youth Services grants 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 those for general operating, evaluation, quality/fidelity, and special training events. CPCF has an annual revenue budget of over \$1.9 million, including an annual subgrant budget of just nearly \$1 million, for which CPCF serves in an intermediary role on behalf of HIPPY and PAT sites statewide. AmeriCorps funding represents approximately 15% of CPCF's budget. However, CPCF is an intermediary for this grant, with 6 HIPPY sites including 1 school district, 1 county government, and 4 nonprofits. Those organizations combined have annual budgets of over \$1.1 billion in aggregate, so AmeriCorps funding represents only a small portion of their overall funding. For the most recently completed fiscal year end, unaudited financials show that government grants constituted 52% of CPCF's budget, foundations represented 40%, and unrestricted sources including individual and corporate contributions represented 8%.

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 20 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 Finance Manager. The organization's financial records are maintained in accordance with Generally Accepted Accounting Principles. In accordance with the Single Audit Act, CPCF completes an A-133 audit for each year 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 at least six times a year and has entrusted organizational operations to an Executive Director, who oversees a staff of a Deputy Director, Program Officer, and MIECHV (Maternal, Infant, and Early Childhood Home Visitation) Program Manager, as well as the accountant/finance manager. Marion Batayte, Deputy Director, contributes to the development of strategic goals and operational planning and provides collaborative

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oversight of CPCF's various public grant initiatives. Marion currently oversees the AmeriCorps VISTA project and supervised a large AmeriCorps State program previous to joining CPCF in 2012. The Program Officer, Kathryn Gray, provides coordination, management, monitoring, and training and ta for CPCF's program initiatives. Kathryn has nearly a decade of national service experience, including 2 years as an AmeriCorps State member, 2 years as a program director, and a year at the state commission. Ashley Bassett provides additional statewide coordination, monitoring, and technical assistance for CPCF's PAT and HIPPY sites. Ashley has over five years of experience in childhood nutrition and healthy food access and holds a Master's of Public Health in Community and Behavioral Health. CPCF currently contracts NFP Partners for its in-house accounting. NFP's team of experienced professionals are responsible for overall accounting and financial management of CPCF as well as fiscal monitoring of HIPPY subgrantee sites. Each of the 6 HIPPY coordinators has been in their position for a minimum of 3 years and, consequently, is well-grounded in both HIPPY and AmeriCorps priorities, rules, and regulations.

In order to be approved as an official HIPPY program, each community must undergo a community needs assessment to ensure that there is need, desire, and support to implement the program locally. Beyond the community's needs, the assessment requires agencies to consider the relationship between the HIPPY program and other community stakeholders and how HIPPY will fit into the local culture. Once approved, the implementing agency sustains its program by continuing to meet the programmatic requirements necessary for model fidelity. HIPPY holds a place on a continuum of early childhood services available in Colorado. HIPPY serves as a referral recipient for vulnerable families aging out of other programs who are still too young for school-based services. Each program also sustains its own network of community agencies to which it can refer families for needs and resources not met by the HIPPY program.

2. COMPLIANCE AND ACCOUNTABILITY: CPCF ensures compliance with AmeriCorps rules and regulations through rigorous pre-award risk assessment processes to assess HIPPY site capacity and 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 HIPPYCorps site outlining key responsibilities and specific financial and programmatic responsibilities. All sites must remain in good standing with both CPCF and HIPPY USA, achieving quality performance in all components of the HIPPY model and AmeriCorps fiscal,

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programmatic, and member requirements.

Through the HIPPPY 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 and end of each year, and CPCF monitors sites on an ongoing basis via OnCorps, the HIPPPY online data management systems, and site visits. During the file reviews, CPCF examines 100% of the member files to ensure compliance with Serve Colorado's file checklist, including eligibility documentation, national service criminal history check documentation, and the member service agreement. 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. Within the subgrant relationship, HIPPPY 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 HIPPPY sites. There is a constant tension between supporting struggling sites and defending overall program quality and accomplishments. CPCF has closed HIPPPY sites that have not met improvement plan benchmarks.

As identified earlier, the HIPPPYCorps member position description is tightly structured around the HIPPPY program model. Allowable service activities are limited to model requirements, including weekly team role play meetings, home visits, group meetings, and the associated time for preparation, record keeping, and time-keeping. Any activity potentially classified as "Other" must include a description. While monitoring service hours, CPCF randomly reviews time sheets to look for any "suspicious" service activities. If found, the supervisor is immediately contacted for clarification, and the member's timesheet is returned for any necessary edits.

3. PAST PERFORMANCE: Performance Measures: HIPPPYCorps participates in the National Performance Measures of Healthy Futures and Education.

Healthy Futures: In 2012-13, HIPPPYCorps achieved 95% of the target outcome for families receiving immunization information. In 2013-14, HIPPPYCorps members provided immunization information to 100% of enrolled families. It is important to note, while members will continue to provide immunization and health resource information to families and report it in narrative, the Healthy Futures performance measure is being dropped for the current proposal as it is not a primary service area for HIPPPYCorps.

Education: The annual evaluation results demonstrate the desired achievement of the education

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performance measures, but the quantity of matched pre/post surveys has not met the target value. Therefore, the performance measure is recognized as "not met." "Completion" of the HIPPY program is narrowly defined by the national office as "reaching at least Week 26 in the curriculum." While ideal, many families do not reach Week 26 for many reasons not related to quality of the program. For instance, if a family enrolls at the beginning of the year, but moves out of the service area at Week 12, the HIPPYCorps member can enroll a family to fill the vacancy in his/her caseload. However, the new family will start with Week 1 in the curriculum, and the program year will come to an end before the second family reaches Week 26. Therefore, while both families may have had perfect attendance during their enrollment, neither technically completed the program. CPCF has been working with programs and the national HIPPY office to identify another appropriate definition of completion that will be both adequate to measure results and recognized by the model. Previously set with a target value of 100%, CPCF has modified the target value to a more reasonable number.

ENROLLMENT: During the most recent full program year, Colorado HIPPYCorps achieved 100% enrollment, taking advantage of all available standard and refill slots.

RETENTION: During 2013-14, an 83.3% member retention rate was sustained. A total of 8 members were released early without an education award due to taking other jobs or performance/conduct violations. Typically over 90%, retention rates are struggling due to a recovering economy as members accept positions with higher pay. Adherence to a full term of service is stressed by all coordinators during recruitment and clearly explained in member service agreements. However, a goal of HIPPYCorps is to increase and encourage long-term employment opportunities among its members, meaning transition from member service to full-time employment is a success, not a failure. Release other than for employment typically consisted of members not adhering to the service schedule or action plan to maintain adequate progress on their hours. In order to assess member investment and improve retention, programs have adopted a multi-step application process, including an open house, demonstration home visit, screening interview (to stress that HIPPYCorps is a service and not a job), and a final in-person interview. Recently, CPCF and coordinators have intensified their monitoring of hours to ensure that members are on track for success. CPCF sends monthly emails to coordinators investigating "red flags," including a high average number of weekly hours needed, late/not-started time sheets, and any suspect activity descriptions.

COMPLIANCE: CPCF continues to strengthen its official and unofficial monitoring of HIPPYCorps subgrantees. Although no major compliance issues have been identified, CPCF constantly strives to ensure "slack" does not develop in program management.

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Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: CPCF is requesting \$293,713 in CNCS funds to support 49 half-time HIPPYCorps members who will deliver the HIPPY program to 725 vulnerable families throughout 6 diverse communities of Colorado. As part of its intermediary role, CPCF has aggregated all 6 HIPPYCorps sites' budgets and is confident the proposed budget is sufficient for supporting the program design of Colorado HIPPYCorps and for the achieving the outlined performance measures and activities.

The respective CNCS-supported cost of \$439/family will help support higher educational attainment and subsequent economic success for participants, ultimately providing improved economic outcomes for participants and an overall net benefit to society. The RAND Corporation's Labor and Population Research Brief includes HIPPY as 1 of 20 early childhood intervention programs to have a positive return on investment, suggesting more favorable economic returns for programs that focus on home visiting or parent education (2005).

CNCS support of HIPPY provides considerable leverage for obtaining other non-CNCS financial support. The proposed \$293,713 in CNCS funding represents 25% of the overall HIPPY budget, with the remaining \$859,797 (75%) cash match funds coming from a broad-base of supporters. The budget does not reflect the numerous in-kind contributions from community, business, and partnering stakeholders such as training expertise, office space for HIPPY staff and members, and meeting space for team and parent group meetings.

2. BUDGET ADEQUACY: Colorado HIPPYCorps is supported by a broad base of supporters such as the Temple Hoyne Buell Foundation, Maternal Infant and Early Childhood Home Visiting (MIECHV), Rose Community Foundation, Tony Grampsas Youth Services (TGYS), Department of Health and Human Services-Head Start, Project Launch, Jefferson County Public Schools, Title I, and Mile High United Way. These non-CNCS funds help support member living allowance and time spent conducting home visits and family group meetings. Much of the CNCS share is used for program operating costs such as HIPPY supervision and training, AmeriCorps member identity, mileage for weekly home visits, and curriculum and supplies for families.

Evaluation Summary or Plan

THEORY OF CHANGE: Several Colorado communities show alarmingly low rates of elementary reading proficiency and high school graduation rates, two factors that are indicated by a child's school readiness. To increase children's school readiness and levels of 3rd grade reading proficiency, 49 half-

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time HIPPYCorps members will deliver the evidence-based HIPPY (Home Instruction for Parents of Preschool Youngsters) curriculum to 725 vulnerable families in Colorado. Through weekly home visits lasting 45-60 minutes, the HIPPYCorps members will deliver and role-play a developmentally appropriate curriculum packet with the parents of children ages 3, 4, and 5. After the home visit, the parent will complete the activity packet with their child throughout the subsequent week. The 30-week curriculum focuses on all domains of school readiness and has a strong evidence base in both child and parent outcomes. Children enrolled in HIPPY demonstrate increased proficiency in school readiness skills, and parents demonstrate increased engagement in their child's education both at home and continuing on into the school system.

CLEAR & MEASURABLE OUTCOMES: The overall goal of HIPPYCorps is to help parents prepare their children for success in school and beyond, and to empower parents as their child's first teacher. The targeted end-outcomes of HIPPYCorps include increased parental engagement in both their children's schools and communities, strengthening parent-child relationships, increasing children's school readiness and ultimately ensuring achievement of long-term academic success among vulnerable children. The goals and objectives of the HIPPYCorps model are clearly aligned with multiple Tier 1 Education Priority National Performance Measures for CNCS Strategic Plan Objective 1: School Readiness, specifically ED20 (the number of children starting in an early childhood education program), ED21 (completed participation in CNCS-supported early childhood education programs), and ED24 (the number of children demonstrating gains in school readiness in terms of literacy skills).

After investigating the use of Teaching Strategies Gold, CPCF has determined it is neither a valid or reliable tool in home-based settings. CPCF is working closely with HIPPY USA and the evaluation team at Clayton Early Learning to develop a robust and actionable evaluation plan for all HIPPYCorps sites. This evaluation plan will measure child-level outcomes in the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and Language Acquisition. A final decision will be made prior to the beginning of the upcoming program year.

RESEARCH QUESTIONS: The overarching goal of CPCF's evaluation will be to answer the following question: How do children enrolled in HIPPYCorps perform across the domains of social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and language acquisition in comparison to their peer group? And, if there is a significant difference

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between groups, can this difference be attributed to the HIPPYCorps program rather than differences in demographic or socioeconomic characteristics?

PROPOSED RESEARCH DESIGN: As discussed above, CPCF is currently working with Clayton Early Learning to develop a research design that would allow CPCF to answer these questions. Further details will be available in the coming months, including a data collection and analysis plan along with a project schedule.

QUALIFICATIONS NEEDED FOR EVALUATOR: The evaluation team for this research would need a strong quantitative background, including experience with sampling methodology and propensity score matching. Additionally, they would have to have the capacity to coordinate data collection and analysis across Colorado's 6 HIPPYCorps sites.

ESTIMATED BUDGET: TBD - Currently estimated at \$4,500 for Year 1.

Amendment Justification

N/A

Clarification Summary

Programmatic clarification items: As Colorado's oldest AmeriCorps State program, Colorado HIPPYCorps takes pride in not only increasing school readiness among children ages 3-5, but also decreasing poverty and increasing educational opportunities among economically disadvantaged members. The Colorado Parent & Child Foundation respects the importance of maintaining a low cost per MSY and determined the proposed cost/MSY after much deliberation. This cost will help to ensure members receive consistent support and professional development training opportunities that in turn will prepare members for a successful transition into the workforce. Budget Clarification: CPCF's EIN has been confirmed (841169805). CPCF's DUNS (142912992) registration has been updated and now appears as active on the SAM.gov website. The requested A-133 (FY ending 6/30/2014) was completed and a copy has been submitted to Serve Colorado. Budget Compliance: All requested clarifications pertaining to Personnel Fringe Focus Points HIPPY Coordinator have been made and are reflected in the application budget in eGrants. After further review of La Llave Executive Director, Office Manager, & Finance Manager, these personnel have been removed. Section II Member Support: All requested clarifications have been made in the application budget in eGrants. The

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Unemployment Insurance rate applied to this calculation, .739% was based on the average rate of all six HIPPYCorps programs which ranges from .33% to 3.35%. Administrative/Indirect Cost was calculated using the exact formula given in the 2015-16 State Commission's Application Instructions. Serve CO retains 0.4 of the maximum allowable 5.26% administrative costs, which equals 2.104%. Performance Measure Clarification: 1) Colorado HIPPYCorps currently provides the HIPPY program to hard-to-reach economically disadvantaged families in nine counties throughout Colorado. Children served by HIPPYCorps and counted in performance measure ED21 have met and will continue to meet the definition of economically disadvantaged backgrounds, per the CNCS Performance Measures Instructions. According to the 2015 Kids Count in Colorado report (Colorado Children's Campaign), the percentage of children qualifying for free and reduced lunch ranges between 31% and 85.5%, with only one county served falling below the statewide average of 41.6%. 2.) All 6 HIPPYCorps programs will utilize a valid and reliable tool in the upcoming program year in order to demonstrate gains in literacy. CPCF confirms that this tool meets the requirements as specified for ED24 in the Performance Measures instructions. Strategic Engagement Slots: 1.) Colorado HIPPYCorps is an equal opportunity program and considers all AmeriCorps member applications. However, due to the unpredictable environments of families' homes as well as physical demands and driving requirements of home visitation, our programs do not specifically recruit members of the disability community. 2.) Colorado HIPPYCorps does not wish to request additional MSYs to be filled by AmeriCorps members with disabilities. MSY with No Program Funds Attached Clarification: Colorado HIPPYCorps does not wish to request No-Cost MSYs for 2015-16.

Continuation Changes

N/A

Grant Characteristics