



**PART I: Program Information**

*Directions:* This section is to be completed by the Site / Coordinator in preparation of the site visit. Enter information by clicking on gray bar, moving forward with the tab button or clicking on next bar.

Date(s) of visit:		Trainer:		
Program Name:		HIPPY USA Site ID:		
Address:		City, State and Zip:		
Coordinator Name:		Coordinator email:		
Telephone#:		Fax#:		
Name and title of supervisor:		Address of supervisor:		
Email of supervisor:				
Assistant Coordinator Name		email:		
Assistant Coordinator Name		email:		
Assistant Coordinator Name		email:		
Assistant Coordinator Name		email:		
# Part time home visitors:		# Full time home visitors		
Home Visitor Name	# Hours Worked Per Week (approx)	Years of service with HIPPY	Number of HIPPY children served	Works with Practice/Own Child Yes/No


Narrative Profile

*Directions:* This description is to be completed by the site / coordinator in preparation for the site visit. The narrative should be between 100-200 words and be a description of your program that HIPPY USA can use when referring to your program. The narrative should include your program’s history; special characteristics of the community served; and perceived impact. This profile may be used in subsequent years. However, it should be reviewed annually for needed additions or revisions.

Self Assessment Team

Dates team met to complete self assessment:

Members of Self Assessment Team (Names)	Title or relationship to program
	Coordinator
	Home Visitor
	Supervisor
	Parent

Data Summary:

**S** = Site Self Assessment    **T** = Trainer Assessment

*Directions:* Enter the numbers served in each category below. For program budget amount, please enter the amount budgeted not including in kind values such as space. Calculate cost per child by dividing the Program Budget by Total # of Children (Program budget ÷ Children = Cost Per Child).

	# Children
Age 3	
Age 4	
Age 5	
Total #	

Program Budget	
Cost Per Child	

Race/Ethnicity of Children	# of Children (combined ages 3, 4, and 5)
Black / African American	
Hispanic / Latino	
Asian	
White	
Native American	
Pacific Islander	
Other	
Total	

## **PART II: Site Self Assessment and Trainer Validation**

*Directions:* There are two checkboxes before each item. The check boxes on the left are used by the Site (labeled S for Site) in self assessment. Check boxes on the right are used by the Trainer (labeled T for Trainer) during the on-site validation process.

Each component also has a documentation section. This is for Trainers only, and is used to check how they reviewed this component during the visit. It is recommended that the coordinator / site gather documentation prior to the visit so the trainer will have ready access. The trainer must also have an opportunity to interview and observe program staff, stakeholders, administrators and parents. These observations and interviews are also considered documentation.

At the end of each section the coordinator describes what the program does to meet the practices listed, any innovations undertaken and challenges faced. This should be done in advance of the site visit, in collaboration with the Self Assessment Team, and presented to the trainer at the beginning of the visit.

### **A. HOME VISITS**

Trainer: did you conduct home visit observation(s)?  Yes (describe age/weeks below)  No

**S** = Site Self Assessment **T** = Trainer Assessment



**S T A3. Role play during home visit follows standard format:**

- 1. Home visitor and parent role-play activities as parent and child; the role of the child is switched periodically between parent and home visitor, as appropriate.
- 2. A sample activity packet is used; the sample packet is shared between home visitor and parent.
- 3. Home visitor assists parents in identifying the appropriate props or substitutes items for activities.
- 4. Title and author of storybook is read when book is first introduced.
- 5. The skills are introduced or explained by home visitor, using *Skill Boxes* and/or other methods.
- 6. HIPPY activity is named before role play.
- 7. “Before” and “After” role play information is shared.
- 8. Purposeful “mistakes” are made periodically.
- 9. Correct response is repeated.
- 10. Praise is given periodically.
- 11. Home visitor reads with an animated voice.

A-Home Visit Component Documentation reviewed on site by trainer **(to be completed by trainer)**

- |  |  |
|--|--|
| <input type="checkbox"/> Approved Adaptation           | <input type="checkbox"/> MIS reports                 |
| <input type="checkbox"/> Home visitors schedules/grids | <input type="checkbox"/> Observations                |
| <input type="checkbox"/> Home visitors rosters         | <input type="checkbox"/> Parent weekly sign-in sheet |
| <input type="checkbox"/> Home visit scheduling reports | <input type="checkbox"/> Other documents (specify)   |

**A-Program Self Assessment of Home Visit component**

***Program Self Assessment Team: Describe 1) how these best practices in Home Visits are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.***

**A-Trainer Assessment and Validation of Home Visit component:**

***Trainer:*** Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:

**B. GROUP MEETINGS**

**S T B1. Coordinator takes primary responsibility for the parent meetings:**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Organizes the group meeting.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Delegates duties and responsibilities for staff.       |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Attends and is actively involved in the group meeting. |

**S T B2. Parents are provided with a supportive peer network to discuss and share individual and common concerns; to help develop a sense of confidence and community; and, to allow for socialization opportunities for parents and children.**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. A minimum of 12 parent group meetings are held or an approved adaptation for monthly meetings (minimum of 6) is on file.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Group meetings begin no later than the 6 <sup>th</sup> week of curriculum delivery; the meetings then occur every other week through the end of the HIPPY year. |

**S T B3. Parents are engaged in round-robin role play for Ages 3, 4 and 5 of the curriculum. Alternately, Guided Discussion is provided for Age 5.**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The most advanced week is role played if parents are on different weeks, or an approved adaptation to provide enrichment and omit role play is on file. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Staff (home visitor or coordinator) facilitates the role play with each group of parents.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. A sample activity packet is used.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. One activity packet is shared between each pair of adults as they role play activities in round robin style.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Title and author of storybook is read when book is first introduced.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. The skills are introduced or explained by home visitor, using <i>Skill Boxes</i> and other methods.   |

**B3. Parents are engaged in round-robin role play for Ages 3, 4 and 5 of the curriculum. Alternately, Guided Discussion is provided for Age 5.**

*S*    *T*

- 7. HIPPY activity is named before role play.
- 8. “Before” and “After” role play information is shared.
- 9. Purposeful “mistakes” are made periodically.
- 10. Praise is given periodically.
- 11. Correct response is repeated.
- 12. Home visitor reads with an animated voice.
- 13. Each parent is provided his/her own activity packet to take home.

*S*    *T*    **B4. Group meeting follows standard format.**

- 1. Staff conducts themselves in a professional and welcoming manner.
- 2. There is an invitational flyer and agenda.
- 3. Sign-in sheets are utilized.
- 4. Enrichment activities are based on the results of parent surveys.
- 5. Standard group facilitation skills are used.
- 6. Various meeting incentives are offered.
- 7. Quality childcare activities are provided.
- 8. An evaluation of the group meetings is performed.
- 9. Meetings are held in an adequate size facility that is convenient to families.
- 10. Staff works as a team to accomplish pre and post meeting setup and cleaning.

B-Group Meeting Component Documentation reviewed on site by trainer **(to be completed by trainer)**

- Approved Adaptation                       Group meeting sign in sheets
- Group meeting agendas                       Group meeting survey

*S* = Site Self Assessment    *T* = Trainer Assessment

B-Group Meeting Component Documentation reviewed on site by trainer **(to be completed by trainer)**

- |  |   |
|--|---|
| <input type="checkbox"/> Group meeting calendar    | <input type="checkbox"/> Interviews                       |
| <input type="checkbox"/> Group meeting evaluations | <input type="checkbox"/> Trainer observed a Group Meeting |
| <input type="checkbox"/> Group meeting flyers      | <input type="checkbox"/> Other documents (Specify)        |
| <input type="checkbox"/> MIS                       |   |

**B-Program Self Assessment of Group Meeting component**

***Program Self Assessment Team: Describe 1) how these best practices in Group Meetings are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.***

**B-Trainer Assessment and Validation of Group Meeting component**

***Trainer: Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:***

**C. STAFF TRAINING AND DEVELOPMENT**

Trainer: Did you observe staff role play?  Yes (describe age/weeks below)  
 No

Age:      Week#:                      Age:      Week#                      Age:      Week#

**C1. Coordinator is fully prepared to instruct home visitors in the curriculum through role play in a manner that supports the parent’s ability to effectively engage their child in educational activities.**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <b>S</b>                 | <b>T</b>                 |  |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Coordinator is organized and prepared with all required materials.                  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Meeting starts on time.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Written agenda is provided.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Sign-in sheets document staff attendance.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Coordinator takes the lead by actively participating in role play.                  |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Coordinator reviews the previous week’s documentation and discusses the progress of |

**S** = Site Self Assessment    **T** = Trainer Assessment



**S T C1. Coordinator is fully prepared to instruct home visitors in the curriculum through role play in a manner that supports the parent’s ability to effectively engage their child in educational activities.**

the families with the home visitors.

7. Coordinator confirms that home visitors complete activity packet with their own child/practice child over a period of five days prior to role playing with families.

**S T C2. Weekly training prepares home visitors with the skills and knowledge needed to provide high quality home visits:**

1. Curriculum is role played by coordinator and home visitors one full week in advance of delivery to families.
2. Each home visitor is issued a current Home Visitor Guide that is used during staff training.
3. The Home Visitor Guide is used to provide early childhood concepts to home visitors during weekly training and to facilitate a discussion on how to use the curriculum with parents.
4. Resources such as the Glossary, “Before” and “After” role play suggestions, Description of Activity are integrated into the role play.
5. One full set of props for entire week is available and used during staff meeting – or, replacement props fulfill the same concept development or objective of the activity.
6. Coordinator confirms that home visitors prepare their sample activity packet prior to home visits taking place – usually prepared during or prior to the meeting.
7. Coordinator confirms that home visitors have all props available/prepared prior to home visits taking place.
8. Activities are role played as parent and child, not just explained in ages 3 and 4.
9. Role Play or Guided Discussion is used for the Age 5 curriculum.

**S T C3. Role play during in-service staff meeting follows the standard format:**

1. Materials for role play are available.
2. Sample activity packet is used.



**S T C3. Role play during in-service staff meeting follows the standard format:**

- 3. One activity packet is shared by the two individuals role playing the activity.
- 4. Activity description is read/explained.
- 5. Title and author of storybook is read when book is first introduced.
- 6. HIPPY activity is named before role play.
- 7. “Before” and “After” role play information is role played or discussed.
- 8. Purposeful “mistakes” are made periodically.
- 9. Praise is given periodically.
- 10. Correct response is repeated.
- 11. One activity packet is shared between each pair of adults as they role play activities in round robin style.
- 12. Staff uses animated voice when reading.

**S T C4. Additional training and professional development is provided to ensure home visitors provide excellent services to families:**

- 1. Agency / coordinator provide on-going professional/ personal growth opportunities for home visitors.
- 2. Pre-service orientation is provided to new and returning home visitors each year.
- 3. Home visitors attend HIPPY regional and/or national conferences.
- 4. Staff is afforded opportunities to attend other conferences/trainings.

**C-Staff Development Component Documentation reviewed on site by trainer (to be completed by trainer)**

- |   |  |
|---|--|
| <input type="checkbox"/> Attendance records for trainings | <input type="checkbox"/> Agency personnel policies                       |
| <input type="checkbox"/> Staff meeting agendas            | <input type="checkbox"/> Evaluations of home visitors                    |
| <input type="checkbox"/> Staff meeting sign in sheets     | <input type="checkbox"/> Goal setting forms for home visitors            |
| <input type="checkbox"/> Interviews with staff            | <input type="checkbox"/> Orientation training agendas and sign in sheets |



C-Staff Development Component Documentation reviewed on site by trainer **(to be completed by trainer)**

- Required observation of Staff Training / Role Play       Other documents (Specify)

**C-Program Self Assessment of Staff Development component**

***Program Self Assessment Team: Describe 1) how these best practices in Staff Development are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.***

**C-Trainer Assessment and Validation of Staff Development component**

***Trainer: Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:***

**D. CURRICULUM**

**S    T    Program provides appropriate curriculum to HIPPIY families:**

- 1. Program provides the Age 3, 4, and 5 or Age 4 and 5 curriculum for use with families.  
NOTE: The Age 5 Curriculum is not optional.
- 2. Program provides current, sanctioned edition of HIPPIY materials purchased from C3PG;  
The HIPPIY curriculum is never photocopied for use with families.
- 3. The Age 5 curriculum is offered to families only after completion of Age 4.
- 4. A set of age appropriate curriculum is provided to each child enrolled in HIPPIY and  
remains in the home except for "Pull Pages".
- 5. Families are provided the HIPPIY curriculum written in their primary language if  
available.
- 6. Enrichment, extension and/or supplementary materials are regularly offered to parents  
for additional activities to perform with their child.
- 7. Programs replace reasonable quantities of misplaced/lost curriculum.

D-Curriculum Component Documentation reviewed on site by trainer **(to be completed by trainer)**

**S** = Site Self Assessment    **T** = Trainer Assessment

D-Curriculum Component Documentation reviewed on site by trainer (**to be completed by trainer**)

- |  |  |
|--|--|
| <input type="checkbox"/> Budget                  | <input type="checkbox"/> Observation of curriculum stock |
| <input type="checkbox"/> Enrollment rosters      | <input type="checkbox"/> Pull pages                      |
| <input type="checkbox"/> Interviews              | <input type="checkbox"/> Curriculum Purchase Orders      |
| <input type="checkbox"/> MIS demographics report | <input type="checkbox"/> Other documents (Specify)       |

**D-Program Self Assessment of Curriculum component**

***Program Self Assessment Team: Describe 1) how these best practices in use of the curriculum are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.***

**D-Trainer Assessment and Validation of Curriculum component**

***Trainer: Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:***

**E. STAFFING**

**S T E1. Agency ensures effective local programming through the appropriate selection, adequate training and support for the coordinator.**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Coordinator (and assistant coordinator) attends the first pre-service offered after hire.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Coordinator position is full time, dedicated exclusively to HIPPIY oversight, or approved adaptation is employed.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Coordinator has a bachelor degree or a minimum of four years equivalent work experience in a related field.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Coordinator conducts weekly staff meetings with home visitors at a regular time, to include role play in the languages of the curriculum being delivered. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Coordinator oversees maximum caseload of 180 children; an assistant coordinator is in place if enrollment is between 180 and 270 children.                |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Coordinator reviews program documentation on a regular basis.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Coordinator recruits, hires, and trains home visitors.  |

S = Site Self Assessment T = Trainer Assessment

**S T E1. Agency ensures effective local programming through the appropriate selection, adequate training and support for the coordinator.**

8. Coordinator performs or actively oversees intake (application) with families.

**S T E2. Staffing ensures efficient and effective delivery of services and “peer to peer” support to parents through the appropriate selection of staff.**

1. Home visitors participate in basic HIPPY orientation training.
2. Home visitors are members of the target population and/or reasonably reflect the ethnic and cultural characteristics of the families.
3. All Home Visitors attend staff training and scheduled parent group meetings on a regular basis.
4. Home visitors have an equivalent caseload of 10 – 12 children (20 hrs per week) or 20-25 children (40 hrs per week).
5. Home visitors are sufficiently skilled and literate to serve families in their native language.
6. Home visitors demonstrate good communication and leadership skills and serve as a positive role model.
7. Staff has served as home visitors for no more than four years.

<u>E-Staffing Component Documentation</u> reviewed on site by trainer ( <b>to be completed by trainer</b> )			
<input type="checkbox"/>	Approved Adaptation	<input type="checkbox"/>	Staff meeting agendas or sign in sheets
<input type="checkbox"/>	Agency employment guidelines	<input type="checkbox"/>	Time sheets of agency
<input type="checkbox"/>	Budget for program	<input type="checkbox"/>	Group meeting sign in sheets
<input type="checkbox"/>	Certificate of Preservice Training attendance	<input type="checkbox"/>	Documentation of Home Visitors education or experience
<input type="checkbox"/>	Documentation of Coordinator’s education or experience	<input type="checkbox"/>	Observations
<input type="checkbox"/>	Coordinator’s Job Description or position advertisement	<input type="checkbox"/>	Orientation training agenda and signature sheet

<u>E-Staffing Component Documentation</u> reviewed on site by trainer ( <b>to be completed by trainer</b> )			
<input type="checkbox"/>	Interviews	<input type="checkbox"/>	Other documents (Specify)
<input type="checkbox"/>	MIS records or roster of children		

**E-Program Self Assessment of Staffing component**

***Program Self Assessment Team:*** Describe 1) how these best practices in Staffing are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.

**Trainer Assessment and Validation of Staffing component**

***Trainer:*** Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:

**F. ADMINISTRATION**

**S T Quality implementation and programming meets all objectives of the HIPPY model through the provision of adequate funding, support to staff, record keeping and adherence to “best practices”.**

- 1. Program services are provided to a minimum of 90 children (serving Ages 4 and 5) or 135 (serving Ages 3, 4, and 5), or approved adaptation based on geographical density is in place.
- 2. Funding is adequate to support all components of a model program (e.g., # of children; curriculum; conference attendance; etc.).
- 3. Agency provides consistent supervision and support for the coordinator.
- 4. Coordinator conducts home visit observations with new home visitors, or ones who need additional supervision, at least 4 times per year.
- 5. Experienced home visitors are observed in a home visit twice a year.
- 6. Coordinator conducts individual supervisory sessions with home visitors on a regular basis.
- 7. Coordinator attends National HIPPY conference and state/regional conferences, if offered.

S = Site Self Assessment T = Trainer Assessment



**S T Quality implementation and programming meets all objectives of the HIPPY model through the provision of adequate funding, support to staff, record keeping and adherence to “best practices”.**

- 8. Coordinator’s supervisor is knowledgeable about HIPPY and attends week long HIPPY USA coordinator pre-service – or, minimally first two days.
- 9. Coordinator’s supervisor is supportive and occasionally attends program events (i.e., staff meetings, group meeting, home visits)

F-Administration Component Documentation reviewed on site by trainer **(to be completed by trainer)**

- |   |   |
|---|---|
| <input type="checkbox"/> Approved adaptation:                                       | <input type="checkbox"/> Conference attendance              |
| <input type="checkbox"/> Agency mission statement                                   | <input type="checkbox"/> Correspondence and Reports to HUSA |
| <input type="checkbox"/> Agency organizational chart                                | <input type="checkbox"/> Staff performance evaluations      |
| <input type="checkbox"/> Agency personnel policies or employee handbook             | <input type="checkbox"/> Supervisory meetings               |
| <input type="checkbox"/> Agency staff meeting agendas or sign ins                   | <input type="checkbox"/> Other documents (Specify)          |
| <input type="checkbox"/> Budget, Fiscal/Funding contract, promissory funding letter |   |

**F-Program Self Assessment of Administration component**

***Program Self Assessment Team: Describe 1) how these best practices in Administration are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.***

**F-Trainer Assessment and Validation of Administration component**

***Trainer: Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:***

**G. OUTREACH AND COLLABORATION**

**S T The program’s ability to recruit eligible children/families, link families to agencies that provide comprehensive services and garner support for HIPPY throughout the community is ensured.**

**S T The program’s ability to recruit eligible children/families, link families to agencies that provide comprehensive services and garner support for HIPPIY throughout the community is ensured.**

- 1. Effective recruitment strategies are employed to attract eligible families.
- 2. An active HIPPIY advisory committee is in place and meets at least three times during the program year. Alternately, HIPPIY is a focus for the agency’s general advisory group.
- 3. The HIPPIY coordinator reaches out and collaborates within the agency and in the greater community.
- 4. Participants are linked to needed services via effective community partnerships with social services organizations.
- 5. Partnerships and volunteers are in place to support the HIPPIY program.

G-Outreach/Collaboration Component Documentation reviewed on site by trainer (**to be completed by trainer**)

- |  |  |
|--|--|
| <input type="checkbox"/> Advisory committee roster                     | <input type="checkbox"/> Intra- and Inter-agency agreements                      |
| <input type="checkbox"/> Advisory committee meeting agendas or minutes | <input type="checkbox"/> Memorandum of Understanding (MOU’s) with other agencies |
| <input type="checkbox"/> Advisory committee meeting sign in sheets     | <input type="checkbox"/> Public relations materials                              |
| <input type="checkbox"/> Agency budget in-kind contributions           | <input type="checkbox"/> Referrals   |
| <input type="checkbox"/> Agency media plan                             | <input type="checkbox"/> Volunteer roster  |
| <input type="checkbox"/> Agency outreach plan                          | <input type="checkbox"/> Waiting lists from other programs                       |
| <input type="checkbox"/> Interviews                                    | <input type="checkbox"/> Other documents (Specify)                               |

**G-Program Self Assessment of Outreach and Collaboration component**

***Program Self Assessment Team: Describe 1) how these best practices in Outreach and Collaboration are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.***

**G-Trainer Assessment and Validation of Outreach and Collaboration component**

S = Site Self Assessment T = Trainer Assessment

***Trainer:*** Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:

## H. DOCUMENTATION

**S T H1. A management information system is in place to ensure that data is available to support advocacy efforts, guide implementation, inform continuous improvement, and track the success of the participants and the program.**

- 1. Site data and demographic information is gathered for each child/family.
- 2. A computer is available to process HIPPY data and create reports.
- 3. Data is gathered and entered on a regular and consistent basis using the HIPPY USA or agency MIS.
- 4. MIS reports are used to assess and improve programming.
- 5. An efficient and comprehensive record keeping system is established that maintains the confidentiality of all participants.
- 6. Files are kept in a secure location in the HIPPY office.

Number of family files reviewed by trainer

**S T H2. The program engages in evaluation activities to demonstrate that HIPPY is achieving its program goals and intended outcomes.**

- 1. Program collects evaluation data on parent and child outcomes; a computerized system is utilized to track child outcomes within the district/agency.
- 2. Developmental screenings or assessments are conducted on HIPPY children; standardized test scores are collected on HIPPY children who are in school.
- 3. Program has additional funding in the budget for evaluation activities or it is provided in-kind.

H-Documentation Component Documentation reviewed on site by trainer **(to be completed by trainer)**

- Beginning of Year Survey  Observations

S = Site Self Assessment T = Trainer Assessment

H-Documentation Component Documentation reviewed on site by trainer **(to be completed by trainer)**

- |   |   |
|---|---|
| <input type="checkbox"/> Communications with HUSA   | <input type="checkbox"/> Evaluation budget          |
| <input type="checkbox"/> Enrollment rosters   | <input type="checkbox"/> Program evaluation surveys |
| <input type="checkbox"/> Interviews   | <input type="checkbox"/> Program outcome data       |
| <input type="checkbox"/> Files contain all pertinent records (e.g., applications, “pull pages”, referrals, letters, etc.) | <input type="checkbox"/> Other documents (Specify)  |
| <input type="checkbox"/> MIS (current version) or other data collection system  | <input type="checkbox"/>                            |

**H-Program Self Assessment of Documentation component**

***Program Self Assessment Team: Describe 1) how these best practices in Documentation are being met by the program, 2) also describe any innovations or variations the program implements, 3) detail any challenges or problems faced in implementing these best practices.***

**H-Trainer Assessment and Validation of Documentation component**

***Trainer: Describe observations, assessments, discussion with site, and any adaptations, innovations or variations the program implements:***

**For trainer use:**

1. Were SAFE Part I Program Information and Part II Self Assessment checklists and narratives completed by the site and ready prior to the site visit?  Yes  No
2. During the course of this site visit, were any new adaptations granted?  Yes  No
3. If yes, please list the section(s) where the description can be found for any adaptation that is unusual or innovative: