



Scope of Work Agreement **(Draft)**

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Scope of Work Agreement for HIPPY Program in Martin County

INTRODUCTION

School Readiness in Martin County

The Children's Services Council of Martin County 2021-2026 Strategic Plan prioritizes investing in evidence-based or research-proven models of care that address child development and school readiness by achieving the following goals: engaging parents in activities designed to improve child functioning across developmental areas, educating parents about child development as well as strategies to enhance school readiness (such as early language and/or literacy activities), and promoting positive parent-child interactions.

Per the Council of Chief School Officers, the readiness gap continues between birth and kindergarten due to differences in children's resources and opportunities for physical, linguistic, cognitive, social, emotional, and behavioral development. Disparities in development outcomes emerge in infancy and widen in toddlerhood. By the time children from low-income families enter kindergarten, they are typically 12-14 months below national norms in language and pre-reading skills. Additionally, there is a direct correlation between third-grade reading levels and school readiness.

Focusing on grade-level reading scores for third-grade students within the Martin County School District, there are notable discrepancies within the data. Six of the twelve public elementary schools within Martin County are Title 1 schools. Children in Martin County, as throughout Florida, are screened using the Florida Kindergarten Readiness Screener (FLKRS). The six lowest-performing schools for the Florida Kindergarten Readiness Scores (FLKRS) were from Title I schools. These same schools had the lowest third-grade reading scores. The following scores show the Kindergarten Readiness Rates for all Martin County elementary schools for the 2019-20SY:

School	# Ready	# Test Takers	% Ready
FLKRS - Bessey Creek Elementary	63	83	76%
FLKRS - Citrus Grove Elementary	73	115	63%
FLKRS - Crystal Lake Elementary	42	75	56%
FLKRS - FELIX A. WILLIAMS ELEMENTARY	50	93	54%
FLKRS - Hobe Sound Elementary *	46	88	52%
FLKRS - JD PARKER SCHOOL OF TECHNOLOGY *	31	83	37%
FLKRS - Jensen Beach Elementary	62	90	69%
FLKRS - Palm City Elementary	50	75	67%
FLKRS - Pinewood Elementary *	52	122	43%
FLKRS - Port Salerno Elementary *	28	124	23%
FLKRS - SeaWind Elementary *	41	88	47%
FLKRS - Warfield Elementary *	36	155	23%
District	661	1293	51%

*Denotes Title I School

Source: www.fldoe.org

The HIPPY Program

HIPPY (Home Instruction for Parents of Preschool Youngsters) is an evidence-based, parental involvement program that partners with parents to prepare their 2-5-year-old children for school success. The HIPPY program seeks to support parents who may not feel sufficiently confident to prepare their children for school and is designed to remove barriers to participation in education. HIPPY's primary goal is to increase vulnerable children's success in school and, ultimately, in life. The specific goals of the HIPPY Program are to 1) empower parents to view themselves as the primary educator; 2) create an educational environment in the home that encourages literacy; 3) stimulate cognitive development of the child; and 4) improve the interaction between parents and children.

The HIPPY model has four essential features: (1) a thirty-week evidence-based curriculum; (2) a staff consisting of a professional Coordinator and Home Visitors; (3) role play as a method of instruction; and (4) service delivery methods consisting of home visits and group meetings.

2.1 The Curriculum

The HIPPY curriculum is focused on specific school readiness skills, including visual discrimination, phonemic awareness, pre-math concepts, self-concept, creativity, problem-solving, and logical thinking. The curriculum also promotes active parental involvement in the learning process. HIPPY programs serve families from a variety of racial, ethnic, and cultural backgrounds. The HIPPY program is free to parents and is delivered by HIPPY home visitors who live in the same high-need communities as the families they serve. The four essential features of the HIPPY model include role-playing, home visits, group meetings, and a staff of home visitors. HIPPY's systematic program of role-playing during home visits and group meetings is designed to engage parents in learning activities with their children and to promote the view of themselves as active agents in their children's education and schooling.

The HIPPY Curriculum, available in English and Spanish, is designed for children ages two, three, four, and five. It contains 30 weekly activity packets, nine storybooks, and a set of 20 manipulative shapes for each year. In addition to these materials, basic supplies such as scissors and crayons are provided for each participating family. The daily activities are developmentally appropriate for children. The packets are written in a clear, scripted format guide designed to provide guidance for parents and ensure a successful learning experience for the parent and child working together in their own home.

The HIPPY curriculum is primarily cognitive-based, focusing on language development, problem-solving, logical thinking, and perceptual skills. The curriculum covers five domains consisting of literacy, math, science, motor, and language. Learning and play mingle throughout HIPPY's curriculum as parents expose their children to early literacy skills. In addition, the curriculum fosters social-emotional development. HIPPY introduces skills and concepts in a progressive manner, first using the physical body, then concrete objects, and finally, representation of objects in print. The HIPPY storybooks bring children's literature into the home. HIPPY provides numerous opportunities for children and parents to discuss the storybooks in varied and increasingly complex ways.

2.2 The HIPPY Staff

The HIPPY Staff consists of trained Coordinators and Home Visitors. The HIPPY Coordinators have primary responsibility for all aspects of local program implementation and management. They train staff weekly on the delivery of the HIPPY curriculum, conduct supervisory home visits, organize group meetings and community activities, develop relationships with community partners, and report program data to funders and community stakeholders. Home Visitors are either parents currently in the HIPPY program or parents with children who have completed the program. The racial and ethnic characteristics of the Home Visitors reflect the communities they serve to support HIPPY's mission of

providing culturally responsive programming. They role-play activities with the parents in their homes and support each family throughout their participation in the program.

2.3 Staff Training Requirements

All HIPPY staff are required to engage in comprehensive and continuous staff training. All HIPPY Coordinators attend an intensive pre-service training conducted by HIPPY USA prior to assuming their responsibilities. This pre-service training builds a thorough knowledge of the HIPPY model and curriculum. It also prepares program Coordinators to demonstrate the critical skills required of their position, including program management, supervision and mentorship, and community resource development. Additionally, coordinators are required to complete 16 hours of annual professional development training and attend annual statewide Coordinator meetings.

Home Visitors are required to participate in weekly trainings (in-service trainings) for approximately 6-8 hours. During the training, staff role plays the next week's HIPPY lessons under the Coordinator's direction. They will also discuss concepts, instructional strategies, and service issues as a means of developing the expertise required during their interactions with participating parents/caregivers. Furthermore, the Program Coordinator will observe Home Visitors at a minimum of three times per year as they deliver the HIPPY curriculum to families. This activity will be conducted in order to document compliance with the HIPPY model, as well as to provide an opportunity for supervisory feedback and individual coaching.

2.4 Role Play

Role Play is the method of curriculum instruction that is utilized by the HIPPY model. It promotes a comfortable, non-threatening learning environment, which allows room for mistakes. During role-play, Home Visitors teach parents how to use the curriculum with their child by playing the role of the teacher and by having the parent pretend to be the child. Role Play promotes parental empathy for the developmental capabilities of young children. Through interactions with Home Visitors, parents become facilitators in the learning process and understand that children can learn through play. They gain confidence through participation in the HIPPY program and become comfortable expanding HIPPY activities to broaden learning experiences for their children.

The Service Delivery methods for the HIPPY program consist of weekly home visits and monthly group meetings. HIPPY activity packets are delivered to parents in their home. Each home visit is unique, but all of them share common methods and goals. During each visit, the Home Visitor provides the parent with the tools and materials that enable the parent to work directly with their child on developmentally appropriate skill-building activities. Another important aspect of the home visit is the transference (Home Visitor to parent) of early childhood development concepts and terminology that increase the parent's ability to observe and understand their child's learning process. This knowledge also allows parents to be better advocates for their children.

2.5 Service Delivery:

At the weekly home meetings, Home Visitors will visit each household (in-person or virtually) and deliver the corresponding curriculum for that week. Through the method of role-play, each meeting covers skills that target literacy, mathematics, science, motor control, and language. Furthermore, to aid in the instructional procedures of the curriculum, Home Visitors carry essential items, such as crayons, glue, toys, string, popsicle sticks, etc. With these aids, the program model demonstrates and promotes the

use of common materials found around the house rather than goods purchased. Overall, this approach is designed to maximize a holistic learning environment for both parent and child.

Group meetings allow parents to come together (in-person or virtually) and share their experiences. Parents are strongly encouraged to attend the monthly group meetings, leaving the all-too-common isolation of the home and, in doing so, learn from and teach one another. During monthly group meetings, the educational play environment is the theme. Parents are strongly encouraged to attend with an open mind for Science, Technology, Engineering, Art, and Math (STEAM). STEAM activities are created as learning extensions and enhancements to the skills and concepts taught in the HIPPY curriculum. Some activities are designed to promote group work, while others target individual milestone developments. Therefore, in this approach, HIPPY hopes to build a network of like-minded families who embrace the concept of interactive learning through play.

2.6 HIPPY Advisory Group

The establishment of a HIPPY advisory group is critical to the functioning of local HIPPY programs. The primary responsibility of the HIPPY advisory group is to provide advice, counsel and on-going assistance, and support to the HIPPY coordinator. The HIPPY advisory group does not establish program policy. It is the advisory group's charge to ensure that the HIPPY program remains sustainable and viable. The advisory group should be diverse, consisting of community stakeholders, parents, community leaders, volunteers, early childhood professionals, elementary school principals, elementary school teachers, college professors, staff, parents, and business and political leaders. For practical and political reasons, it is recommended that an active member of the advisory group, other than the HIPPY coordinator or his or her supervisor/administrator, be designated as Chairperson. An agency that already has a group with comparable representation might consider bringing the HIPPY program to an existing forum rather than creating a new one, or may consider forming a HIPPY Advisory Group as a sub-committee to the larger group.

2.7 Evidence of Effectiveness

National Study: Goldstein's (2017) meta-analysis of HIPPY research included 14 studies conducted in the USA between 1999 and 2015. Since 2015, there have been several publications referencing the national HIPPY home visiting model and three studies reporting new findings on the effect of participating in HIPPY. A study by Brown and Lee (2017) based on a small sample of Head Start children found evidence that children enrolled in Head Start and HIPPY were better prepared for school than children who participated in Head Start alone. A second study examining the long-term effects of HIPPY among 254 mostly low-income Latino families found that participation in HIPPY predicted higher academic achievement through the fifth grade (Nievar, Brown, Nathans, Chen, & Martinez-Cantu, 2018). A third study found significant associations between HIPPY home visiting and mothers' reports of parenting self-efficacy, parent-child closeness, and parent engagement in education among a mostly Latino, inner-city population (Nathans, Nievar, & Tucker, 2019).

Florida Study: Early Childhood Research Quarterly published research by Payne et al. (2020) on the effect of HIPPY on children's school readiness scores and first-grade promotions among a sample of 730 children in Florida. Using data from the Florida Department of Education and propensity score matching techniques, the results show *the odds of passing the Florida Kindergarten Readiness Screener were almost two times greater for children whose parents participated in the HIPPY program and their odds of being promoted to the first grade were five times greater than a matched sample of non-participants.* This research provides evidence that HIPPY can be successfully replicated and that the intervention is successful in real-world contexts and among a diverse sample.

The current study shows significant differences between children from low-income families whose parents enrolled in HIPPY as compared to a matched sample in kindergarten readiness scores and promotion to first grade:

Florida HIPPY IMPACT

COUNTY	K-Ready HIPPY	K-Ready Comparison	1 st Grade Promotions HIPPY	1 st Grade Promotions Comparison
Alachua	92%	50%	83%	83%
Broward	80%	65%	100%	78%
Hillsborough	97%	56%	96%	83%
Manatee	88%	63%	100%	88%
Miami-Dade	85%	46%	94%	82%
Pinellas	93%	65%	97%	74%
Palm Beach County	82%	26%	99%	92%

¹ Florida HIPPY Training & Technical Center, Payne, 2020

SCOPE OF WORK

Purpose:

CSCMC will contract with the Florida HIPPY Training and Technical Assistance Center located at the University of South Florida to establish a HIPPY Program in Martin County.

The T&TAC at USF is authorized by HIPPY USA to conduct the following activities in Florida:

1. **Contracts & Finance:**
 - a. To manage contracts of or related to operating a HIPPY Program.
 - b. To manage the invoicing, payments, and budgets of T&TA and subcontracts.
2. **Research & Evaluation:**
 - a. To design and conduct research on programs that inform funders and stakeholders of the program's short-term and long-term effects on children, families, and communities return on investment or benefit-cost ratio.
 - b. To manage data collection, integrity, compliance, and reporting of findings to funders and stakeholders.
 - c. To author grants and publications on behalf of the University and HIPPY USA that informs educators, practitioners, and policy.
3. **Training & Technical Assistance:**
 - a. To ensure program services adhere to the HIPPY model with fidelity by providing coordinators and home visitors with feedback and statistics on program operations.
 - b. To provide a minimum of 15 hours per year of training and professional development opportunities for HIPPY coordinators and home visitors.
 - c. To provide technical assistance to HIPPY coordinators and home visitors as needed for programs to achieve a minimum of 90% accuracy on measures of data accountability.
4. **Service & Outreach**
 - a. To develop and work with an advisory committee whose responsibilities include advising the Florida HIPPY State Office, advocacy, and fundraising.
 - b. To work with other home visiting and early childhood organizations to ensure the sharing of knowledge and resources so that Florida's families, preschool-aged children, and communities are receiving the services most aligned with their needs.
 - c. To provide promotional materials, information, support, and opportunity for program growth and visibility in their communities.

Martin County HIPPY

4.1 Participants:

Priority will be given to families who fall under the 200% Federal Poverty Level and reside in the Title 1 school zones with lower than average Kindergarten Readiness Rates in Martin County during the 2019-20SY. The following schools are ranked from lowest to highest Readiness Rates: Port Salerno Elementary, Warfield Elementary, JD Parker Elementary, and Pinewood Elementary. Participation criteria are: Age of eligibility for participation in children's age at the time of recruitment (23 months to 54 months of age), proof of residency within the school boundaries, and completing the enrollment paperwork. Children who fall within the age at the time of enrollment, whose parents provide proof of residency and complete all enrollment paperwork, may be enrolled in school (VPK, Head Start, another childcare setting, or no childcare setting outside of the home) and participate in HIPPY. It is not required that the enrolled child be present at the time the home visitor and parent meet for the home visit.

4.2 Schools or Zip Codes

Port Salerno will be the area of first priority for the initiation of HIPPY services via the enrollment of families. During the most recent school year (2019-20), Port Salerno Elementary held the lowest K-Readiness ranking within Martin County. Families within the corridor surrounding this school (e.g., Golden Gate) have limited access to early learning centers. Port Salerno Elementary is associated with the geographic area that is south of Indian Street, north of Cove Road and east of U.S.1. Following the prioritization of Port Salerno, HIPPY enrollment may then include the boundaries of other Martin County schools based upon their K-readiness rates, as referenced in Section 4.1 Participants.

Proposed Research in Martin County

The Florida HIPPY T&TA Center will include in their duties the collection and analysis of data that answers research questions of interest to the CSC.

- What is the effect of targeting the HIPPY Intervention within high-needs zip codes (or early childhood centers) on children's school readiness skills?
- What is the effect of targeting the HIPPY Intervention within high-needs zip codes (or early childhood centers) on parents' school involvement?
- What is the effect of participating in HIPPY on parent-child interactions and choices on how to spend time in the community?
- What is the effect of participating in HIPPY on home visitors' professional knowledge of early childhood development and understanding of the effects of poverty on families?

5.1 Measurable Outcomes for HIPPY

- Children's school readiness skills
- Parents' school involvement
- Parent-child interactions
- Choices on how to spend time in the community
- Home visitors' professional knowledge of early childhood development
- Home visitors' understanding of the effects of poverty on families

5.2 Data Collection

Participant demographics and assessments would follow the same schedule as other HIPPY Programs. Additional measures for children, parents, home visitors, and communities/schools would be used to investigate the effects of participation at the level of child, parent, home visitor, and community.

5.3 USF-Florida HIPPY Longitudinal Study:

Martin county children are to be included in the University of Florida's HIPPY T&TA Longitudinal Study. This study follows former participating children whose parents consented to inclusion in the study through the third grade. Each year that children in Martin County are enrolled into HIPPY, parents who signed a consent agreement will provide their children's social security number, which is then provided to the Florida Department of Education. Children are "flagged" in the DOE database once they enter school for the purpose of evaluating their performance as compared to similar peers from the same district.

Objective of Deliverables.

Goal: To establish a HIPPIY Program in Martin County.

1. **Objective 1.1:** Work with USF and CSCMC to identify a local provider who will act as the USF subcontracting agency for the HIPPIY Program.
2. **Objective 1.2:** Work with CSCMC and the identified provider to select, hire, and train one program coordinator and three home visitors.
3. **Objective 1.3:** Provide guidance to the program coordinator in obtaining the needed tools, technology, assessments, curriculum for their work, and carrying out necessary measurement protocol.
4. **Objective 1.4:** Provide guidance to the program coordinator in staff training, data collection, and programmatic protocols.
5. **Objective 1.5:** Provide guidance to program coordinator in developing strategies for recruiting families, community partnerships, and advisory committee members.

Projected Timeline

DELIVERABLE	EVIDENCE OF COMPLETION	SCHEDULE
Scope of Work between CSCMC and approved by USF	Signed Contract	Anticipated: February 2021
Draft Project Plan	USF will provide a detailed draft project plan delivered to CSCMC. The plan will clearly establish roles, responsibilities, timelines, and will stipulate how USF will manage any modifications or adjustments to the project. At a minimum, the plan shall include the following: hiring, training, timeline, and a data collection plan.	Within fifteen (15) business days of Contract execution
Final Draft Project Plan	USF shall provide CSCMC with a final approved Project Plan incorporating any changes requested by CSCMC from the Draft Project Plan. The Final Project Plan may be updated periodically as circumstances dictate to reflect any minor changes to ensure project success. Any updates to the Final Project Plan shall be approved by both Parties in writing and reflect the effective date.	Within ten (10) business days of receipt of CSCMC edits to the draft Project Plan.

On-going Reporting	<p>Quarterly</p> <p>At a minimum, the quarterly reports shall include how many families were enrolled, the demographics of families enrolled including race, ethnicity, native language, income, zip code, number of home visits and how they were delivered, how many pre/post-tests were administered and results of the tests, the quarterly report shall also include how many families dis-enrolled and the reason for disenrollment</p>	<p>Quarterly reports will be due on the 15th day of the month, following the end of each quarter.</p>
Identify a local provider with approval from CSCMC	The contract between provider and USF	This work shall be completed within 60 days of execution of the contract
Subcontract between USF and Provider finalized with CSCMC approval	The executed subcontract agreement will include all requirements, including approved budget, performance measurements, and reporting requirements. CSCMC will have final approval of subcontract Provider and subcontract agreement.	This work shall be completed within 60 days execution of the contract.
Select, hire, and train one program coordinator and three home visitors.	Contract between provider and selected Coordinator	This work shall begin within 90 days of execution of the contract between provider and USF.
Enrollment of Families	Families enrolled and begin HIPPY program.	Enrollment of families shall begin within 90 days of contract execution.
Provide guidance in obtaining the needed tools, technology, assessments, and curriculum	Provider obtains all materials, technology, curriculum, and assessments needed to do the work	This work shall be complete within 30 days of Home Visitors' start date
Provide guidance with staff training, data collection, and programmatic protocols.	<p>Trainings for coordinators and home visitors (i.e., administration, data collection, administering assessments, HIPPY role-play, and curriculum)</p> <p>*To include all assessments required by the T&TAC and CSCMC</p>	This work shall begin within the first 10 days of hiring and shall be completed within 30 days.

Provide guidance in developing strategies for recruiting families, community partnerships, and advisory committee members	A schedule of community meetings (i.e., community introduction to HIPPY, group meeting schedule, and Advisory Committee Meeting schedule)	This work shall take place between the first date of hiring and the completion of training.
Final Draft Report	At a minimum, the final draft report shall include how many families were enrolled, the demographics of families enrolled including race, ethnicity, native language, income, zip code, and number of home visits. The report will also include how services were delivered, how many pre/post-tests were administered and results of the tests. Also, the quarterly report shall include how many families disenrolled, and the reason for disenrollment, as well as any other reporting outlined and approved in the Project Plan.	Within fifteen (15) business days of the close of the contract year.
Final Report	The Final Report will incorporate the draft final report and incorporate any requested edits, comments, and recommendations from CSCMC.	Within ten (10) business days of receipt of CSCMC's edits to the Final Draft Report

6.0 Projected Number of Participants Served – Year One

Number of Participants Served – 60 estimated

7.0 Program Budget – Year 1

CSCMC agrees to reimburse according to the CSCMC contract, the CSCMC program, the funding policies, and the CSCMC Chart of Accounts. Total invoices cannot exceed \$275,000 from February 1, 2021, to September 30, 2021. This contract allocates up to \$90,000 for direct expenses incurred by the HIPPY T&TA center at the University of South Florida and up to \$185,000 to contract with the selected provider. USF will be required to submit a budget, reimbursements, and budget amendments through SAMIS (Services and Activities Management Information System).

Cost Category	Up to \$ Amount
Salaries & Related Fringe	\$65,000
Training	\$13,500
Travel	\$3,000
Printing & Copying	\$100

Office Supplies	\$250
Other Costs – Includes additional costs and salaries and fringe related to RedCap database for HIPYPY, IT Support, Payroll, Human Resource support, Legal, Accounting etc.	\$8,150
Subcontracted provider budget including salaries for Program Coordinator and 3 Home Visitors, fringe, licensing fees, training, conference, travel, technology, curriculum, assessments, postage, supplies, office space, etc.	\$100,000 - \$185,000
TOTAL	\$190,000 - \$275,000