



**HIPPYUSA**  
Home Instruction for Parents of Preschool Youngsters

## ***HIPPY USA-LEAP Evaluation Report 1***


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The HIPPY USA LEAP program has articulated a mission that focuses on improving service delivery through helping home visitors reach their education and career goals. The program provides training, goal development materials, and supports through program Coordinators and the LEAP website. It is informed by a process evaluation and tracking of entries into a HIPPY USA database. The program is being developed by a HIPPY USA Training Manager in collaboration with a Professional Development Specialist and steering committee made up of program coordinators. The program is currently being piloted at five HIPPY sites around the country, and will soon expand to include additional sites with up to 100 home visitors.

This initial report provides a draft theory of change for the HIPPY LEAP program based on documents, steering committee meeting notes, and information gathered from the HIPPY USA website.



The LEAP Theory of Change is a way of summarizing the program that shows how HIPPY USA intends to fulfill its mission and meet its educational advancement goals for home visitors. It provides a visual description of who the program intends to work with (home visitors), how it intends to work with them, and what outcomes are expected. It also includes some of the main resources and challenges that can impact the attainment of its goals and outcomes. In other words, the theory of change diagram helps to show the linkages across the Context for the program, the Strategies it will use to accomplish its Goals, and the desired Outcomes. In addition, the role of Evaluation is shown as a two-way arrow at the bottom, illustrating its function of providing useful information that can assist with program development and implementation, and helping to develop processes for ongoing quality improvement.

One important function of such a diagram is to help program designers see where there might be any gaps in the linkages across Context, Strategies, and Outcomes. For example, if there were no strategies that were specifically tailored to the characteristics of home visitors and didn't take into account their challenges/needs (as listed in the Context column), there would be no reason to believe that the program would result in the desired outcomes for home visitors (as listed in the Outcomes column). Likewise, if there were no supports for Coordinators that would meet the challenges/needs listed in the Context, it would also be unlikely that the desired Outcomes for home visitors would occur.

A diagram of the LEAP Theory of Change is provided on the next page. This is followed by an outline that links the theory of change content to the sources of information that were used to develop each section of the theory of change diagram are listed. Items included in each section of the theory of change are based on documents created by HIPPY USA, information on its website, or feedback from steering committee members and home visitors.

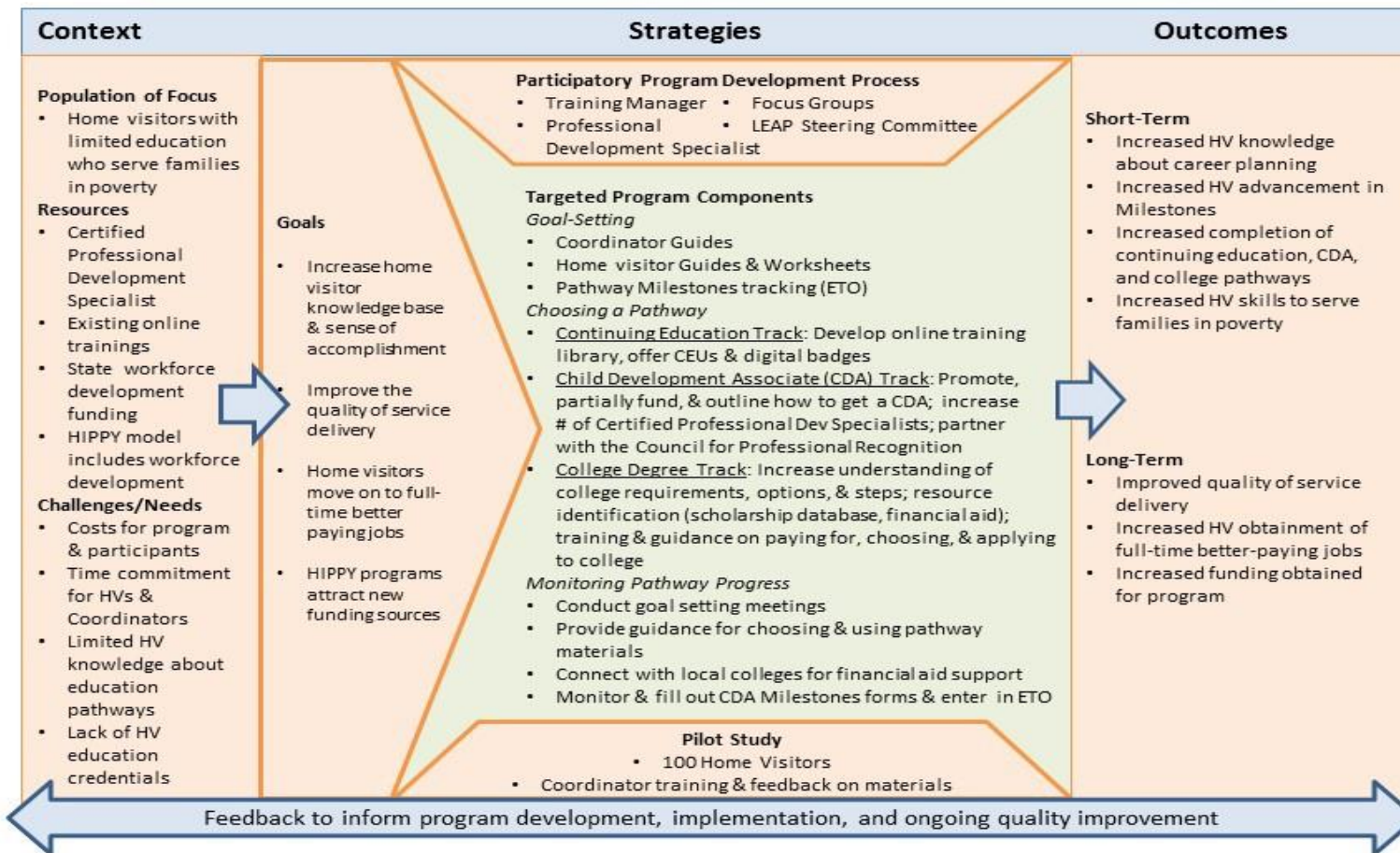
*NOTE: The theory of change diagram and this outline are draft documents that can be revised at any point in time so that they best represent the actual LEAP program. Please feel free to provide feedback or ask question*

# HIPPY USA-LEAP THEORY OF CHANGE DIAGRAM

Draft #7

## HIPPY LEAP Theory of Change

**Mission:** To improve service delivery by assisting home visitors to reach their long-term education goals.



## **THEORY OF CHANGE OUTLINE**

It may be helpful to look at the LEAP Theory of Change as you read this outline. The outline is organized according to the main headings of the theory of change and includes sources of information in parentheses after each bulleted item.

### **MISSION**

To improve service delivery by assisting home visitors to reach their long-term education goals.

### **CONTEXT**

The bulleted items below show the wording that informed the development of the Context section of the theory of change diagram. It includes a brief description of the Population of Focus, as well as Challenges and Resources that influence program development and implementation

#### ***LEAP Population of Focus***

- Home visitors from the community (Website- The HIPPY Model) who are also parents in the program (Website- HIPPY Staff)
- Home visitors share the language, culture, and life experiences of families they serve (Kellogg proposal, p.1)
- Serving families with barriers to participation in education, including lack of education, poverty, and social isolation (Website- The HIPPY Model)
- Serving families from diverse ethnic and geographic groups: programs in 20 states; 29% whites, 32% African American, 31% Hispanic, 8% Asian/Pacific Islander or multiracial (Kellogg proposal, p. 1)
- Serving “vulnerable” children to increase success in school and in life (Website- The HIPPY Curriculum)
- Children from at-risk communities (Kellogg proposal, p.5)

#### ***LEAP Resources***

- Certified Professional Development Specialist (Steering committee notes)
- Existing online trainings (Steering committee notes)
- State workforce development funding (Steering committee notes, Website- LEAP Scholarships)
- HIPPY model includes workforce development (Steering committee notes)
  - Coordinators provide weekly and periodic in-service training (Website- Home Visits & Group Meetings)

- Home visitors receive intensive weekly training from the program coordinators (Kellogg proposal, p.1)

### ***Challenges/Needs***

- Costs for program (LEAP Outline: Track I, Track II)
- Costs for home visitors (LEAP Outline: Track II and Track III; Educational Goal Setting Worksheet Feedback)
- Time commitment for HVs & Coordinators (Steering committee notes; LEAP Outline: Track I, Track II, and Track III; Educational Goal Setting Worksheet Feedback )
- Limited HV knowledge about education pathways (Educational Goal Setting Worksheet Feedback)
  - Need to understand options available, college placement exams, financial aid, application process for college (LEAP Outline: Track III)
- Lack of HV education credentials
  - Most home visitors do not have college degrees (Kellogg proposal, p. 1)

### **STRATEGIES**

The Strategies for developing and implementing the HIPPY LEAP program are shown in the middle section of the theory of change diagram. They include the goals articulated for the program, participants in the development of the program, each program component, and the piloting process. Sources of information for each bulleted item are provided in parentheses.

### ***Goals***

- Increase home visitor knowledge base & sense of accomplishment (LEAP Outline, p.1)
- Improve the quality of service delivery (LEAP Outline, p. 1)
- Home visitors move on to full-time better paying jobs (Steering committee notes; LEAP Outline, Track II: Benefits, Track III: Benefits)
- HIPPY programs attract new funding sources (LEAP Outline, Track 1: Benefits, Track II: Benefits, Track III: Benefits)

### ***Participatory Program Development Process***

- Focus groups
- LEAP steering committee
- Training Manager
- Professional Development Specialist

### ***Targeted Program Components***

*Goal-Setting (Kellogg proposal; LEAP Website)*

- Coordinator Guides
- Home visitor Guides & Worksheets
- Pathway Milestones tracking (ETO)

*Choosing a Pathway (Kellogg proposal, LEAP Outline; LEAP Website; Steering committee notes)*

- Continuing Education Track: Develop online training library, offer CEUs & digital badges
- Child Development Associate (CDA) Track: Promote, partially fund, & outline how to get a CDA; increase # of Certified Professional Dev Specialists; partner with the Council for Professional Recognition
- College Degree Track: Increase understanding of college requirements, options, & steps; resource identification (scholarship database, financial aid); training & guidance on paying for, choosing, & applying to college

*Monitoring Pathway Progress (Kellogg proposal; LEAP Outline; LEAP Website; Steering committee notes)*

- Conduct goal setting meetings
- Provide guidance for choosing & using pathway materials
- Connect with local colleges for financial aid support
- Monitor & fill out CDA Milestones forms & enter in ETO

**Pilot Study**

- 100 home visitors participate (Kellogg proposal, p.3)
- Coordinator training & feedback on materials (Kellogg proposal, p.3)

**OUTCOMES**

The desired outcomes for the HIPPY LEAP program are shown on the far right of the theory of change diagram. They are based on goals articulated for the program, and are supported by educational goals identified by home visitors in their feedback to the steering committee. Outcomes have been divided into those that are more short-term (can be tracked within the timeline of the Kellogg funded project), and more long-term goals for HIPPY USA's ongoing implementation of the program.

**Short-Term**

- Increased HV knowledge about career planning (Goal setting worksheets; Feedback sheets)
- Increased HV advancement in Milestones (Goal setting worksheets; ETO database)
- Increased completion of continuing education, CDA, and college pathways (ETO database)
- Increased HV skills to serve families in poverty (Goal setting worksheets)

**Long-Term**

- Improved quality of service delivery (Kellogg proposal; Goal setting worksheet feedback)
- Increased HV obtainment of full-time better-paying jobs (LEAP Outline; Goal setting worksheet feedback)
- Increased funding obtained for program (LEAP Outline)



## **EVALUATION**

Evaluation relates to both the short-term process evaluation conducted by USF, as well as ongoing monitoring, quality improvement, and outcome measurement procedures that may be developed. The arrow at the bottom of the LEAP theory of change shows the evaluation approach is focused on providing information that is useful for program development, including feedback on pilot implementation, and recommendations for ongoing quality improvement and outcome evaluation procedures.

- Feedback to inform program development (Evaluation proposal)
- Feedback to inform implementation (Evaluation proposal)
- Feedback to inform ongoing quality improvement (Evaluation proposal)

### Addendum to HIPPY USA-LEAP Evaluation Report 1

Draft #9

## HIPPY LEAP Theory of Change

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