

HIPPY Research Summary

A list of research reports that have been produced since the 2003 publication of *Parents Making A Difference*, organized by primary focus on children, parents, home visitors or community.

Studies submitted from:

US

Canada

Germany (dissertations)

March, 2009

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Effects on Children's Achievement

Children At-Risk for Poor School Readiness: The Effect of an Early Intervention Home Visiting Program on Children and Parents (Unpublished doctoral dissertation)

Author: Denise M. Necoechea

Location: California, USA

Research design, population and focus:

An experimental randomized trial was used to determine the effect of treatment on children's early language skills and emergent literacy outcomes, as well as the level of parent involvement at home. A secondary research focus was to explore the relationships between the features of treatment implementation (i.e., treatment intensity, home visit quality, fidelity of treatment) and dependent measures. Participants were low-income Mexican-American immigrant mothers and their preschool aged children. Random assignment was stratified by child age and early childhood education enrollment, leaving 26 families assigned to the treatment group, and another 26 families assigned to the control group.

Findings:

- ▶ Positive treatment effects in favor of the HIPPY program for children's expressive language skills and parent involvement at home
- ▶ No treatment effects emerged for children's receptive language or emergent literacy performance.
- ▶ Considerable variation in the amount of treatment that families received and the fidelity with which the intervention was implemented.
- ▶ Treatment intensity (i.e., number of home visits, number of group meetings, total time spent in one-on-one training) and fidelity of treatment (i.e., how faithful the treatment program was implemented) were significantly related to children's performance on a measure of receptive language skills.
- ▶ Parent participation in the group meetings demonstrated a significant association with children's expressive language outcomes.

Colorado HIPPY Evaluation – 2008 Study 1: Progression of Learning (Skills Taught at Specific Intervals in the HIPPY Curriculum)

Author: Marty Tombari, Ph.D., The Partnership for Families and Children

Location: Colorado, USA

Research design, population and focus:

An experimental study (multiple baselines) that examined the progression of the learning of four children for four skills taught at specific intervals in the HIPPY Curriculum (concepts, vocabulary, math readiness and auditory discrimination). Children were assessed every two weeks for thirty weeks to determine if skill growth correlated to the teaching in HIPPY, versus maturation or other uncontrolled variable.

Findings:

- ▶ The overall pattern of the data (thrice replicated) provides strong experimental evidence that increases in learning are the result of HIPPY teaching and not factors such as maturation or other interventions. Baseline data, however, was higher than expected, indicating that the content of the HIPPY activities themselves should be reexamined as they were not unfamiliar or challenging enough for any of the children assessed.

Colorado HIPPY Evaluation – 2008 Study 2: Progression of Learning (Skills Taught Continuously Throughout the HIPPY Curriculum)

Author: Marty Tombari, Ph.D., The Partnership for Families and Children

Location: Colorado, USA

Research design, population and focus:

This study followed the progression of learning for 12 children who were assessed 5 times over the course of the year on 4 skills (gross motor, fine motor, sensory discrimination, language) taught continuously throughout the HIPPY Curriculum. Language assessments, including recorded observations, were transcribed and analyzed to determine whether the child's utterances became increasingly complex over the course of the 30 weeks. Both English and Spanish speaking children were included in this study.

Findings:

- ▶ Findings of Study 1 were replicated when examining these additional skills. In all cases, the scores improved steadily as a result of the learning that took place through the program.
- ▶ While the language scores were particularly impressive. Baseline scores in gross motor, fine motor, and sensory discrimination were high, as with areas studied in Study 1, indicating that many children have already acquired a significant number of skills taught over the 30 week period of the HIPPY 3 curriculum and perhaps the level of difficulty should be examined.

Colorado HIPPY Evaluation – 2008 Study 4: Kindergarten Readiness and Parent Involvement

Author: Marty Tombari, Ph.D., The Partnership for Families and Children

Location: Colorado, USA

Research design, population and focus:

A qualitative study asked 19 kindergarten teachers across 6 HIPPY communities to compare readiness for learning of HIPPY children with the readiness for learning

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of non-HIPPY children in their own classrooms as well as the extent of parent involvement for both groups (HIPPY vs. non-HIPPY).

Findings:

- ▶ A large majority of the teachers believe that HIPPY children are better prepared for kindergarten literacy instruction in comparison to non-HIPPY children.
- ▶ Teachers state that HIPPY children are generally average to above average in school performance.
- ▶ Compared to their non-HIPPY classmates, HIPPY children are described as better behaved, more used to school routines, more engaged, and overall, better prepared for kindergarten.

HIPPY Alabama Evaluation: FY 2007

Authors: Alexander Vazsonyi, Pan Chen and Sara Browder, Auburn University

Location: Alabama, USA

Research design, population and focus:

A basic pre/post test design examined the progress of 62 four-year-old children participating in HIPPY.

Findings:

- ▶ Strong evidence that children made substantial gains in vocabulary and language skills during the course of the program.
- ▶ Positive and statistically significant gains in color and relationship knowledge, math, language skills and directionality.

Pacific Research Study

Author: Pacific Research & Evaluation

Location: Oregon, USA

Research design, population and focus:

Pacific Research & Evaluation is the evaluator for Hillsboro School District's Safe Schools/Healthy Students Initiative (SS/HS). The District's federally-funded, three-year, \$8.5 million project is designed to provide opportunities for healthy childhood development, promote safe schools, reduce youth substance abuse, and reduce school violence. A retrospective study collected data on kindergarten entry tests for 44 HIPPY participants and compared them to the overall scores of children in the same schools.

Findings:

- ▶ HIPPY participants fared better than the comparison group during the fall of

their kindergarten year. They obtained higher mean scores on both tests, and they were slightly less likely to have scores classified as “at risk”.

An Evaluation Report of Louisiana HIPPY Corps: An AmeriCorps-Funded Component of the Louisiana HIPPY Program

Author: University of Louisiana at Lafayette Center for Child Development

Location: Louisiana, USA

Research design, population and focus:

A pre/post test study conducted on 260 children in the three- and four-year old HIPPY program examined children's academic improvement. The study also compared the rate of kindergarten completion for children in the HIPPY program with the statewide kindergarten completion rate.

Findings:

- ▶ Increases in performance were demonstrated by both three- and four-year-olds on the Brigance Screen II posttest as compared to pretest results.
- ▶ Successful kindergarten completion rates of HIPPY/AmeriCorps students averaged 96% as compared to an 88% statewide average for at-risk children.

Five-year Study of the Impact of HIPPY in Alamosa, Colorado

Authors: Tracy O'Brien, Donna Garnett and Kaylene Proctor; Center for Human Investment Policy

Location: Colorado, USA

Research design, population and focus:

A longitudinal, impact study compared the school grades, teacher ratings, test scores, attendance records and parental involvement data for 318 children (159 in both HIPPY and comparison groups) in kindergarten and 272 of those children (136 in each group) again in fifth grade.

Findings:

- ▶ In kindergarten, the HIPPY children performed better than the comparison children. The results are statistically significant.
- ▶ In fifth grade, the HIPPY children continued to show higher mean scores in all areas (reading, spelling, English, math, social studies and science). The differences were statistically significant in reading math and social studies.

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Colorado HIPPY Evaluation: Woodcock-Johnson Tests of Achievement Results Summary

Author: Marty Tombari, Ph.D., The Partnership for Families and Children, with preliminary data from 2005-2006 submitted by Roger Eldridge, Ph.D., University of Northern Colorado

Location: Colorado, USA

Research design, population and focus:

A pre/post achievement test was administered to 216 children before and after participating in HIPPY, beginning at the start of HIPPY 3, with post-tests at the end of HIPPY 3 and HIPPY 4.

Findings:

- ▶ The children's average score increased on all measures tested (letter-word recognition, story recall, understanding directions, picture vocabulary, oral comprehension, and sound awareness). All gains were statistically significant.

McIntyre Middle School Study

Author: Joanne Shum

Location: Alabama, USA

Research design, population and focus:

This study examined the records of 27 (out of 56) 8th grade children in one school who started HIPPY in 1993. The purpose was to compare the pass/fail rates of the HIPPY children with the rates of the children in the same grade in the same school.

Findings:

- ▶ Overall 15% of the children were passing all subjects; 85% were failing one or more core subjects. Among the 27 HIPPY children, 80% were passing all core subjects.

The Impact of HIPPY on Reading, Math and Language Achievement of Hispanic English Language Learners (Unpublished doctoral dissertation)

Author: Maria Garcia

Location: Texas, USA

Research design, population and focus:

Using a quasi-experimental design, 70 third grade children were tested (35 HIPPY and 35 non-HIPPY) to determine whether their participation in HIPPY has a lasting effect on their current school achievement. Both the treatment group and the control

group were Hispanic and classified as ELL students in 3rd grade at Irving ISD.

Findings:

- ▶ The study results indicated a statistically significant difference between the TAKS reading gains of students participating in the HIPPY program and students who did not participate.
- ▶ There was no statistically significant difference in the TAKS Mathematics gains of students participating in the HIPPY program and students who did not participate.
- ▶ The results indicated a statistically significant difference in the TerraNova and TerraNova SUPERA composite scale scores in reading, language, mathematics, and total composite scale scores gains between the children who participated in the HIPPY Program and those who did not participate.

HIPPY La Perouse: An Evaluation Report (2004)

Authors: Maya Haviland, Liz Orr and Sherri Longbottom

Location: La Perouse, Australia

Research design, population and focus:

Utilizing a participatory action research and evaluation framework, this study engaged members of the community to discover the impacts of the HIPPY program on their community. La Perouse, a predominantly Indigenous community, is auspiced by the University of New South Wales and housed within the La Perouse public school system. The study focused on feedback, gathered by interviews and observations, from parents, teachers and staff members about their perceptions of the programs' impact and its delivery approach.

Findings:

Early childhood and learning:

- ▶ HIPPY supports participating children to develop skills and reach key developmental milestones.
- ▶ HIPPY parents get to know about early childhood development and to know their child's level of skill and development
- ▶ HIPPY fosters school readiness, confidence and self esteem in children.
- ▶ The benefits of HIPPY extend beyond the participating child to include supporting the learning of siblings.

Responses to an Early Childhood Educational Intervention with Disadvantaged Families an Exploratory Study (Unpublished dissertation)

Author: Celia Godfrey

Location: Victoria, Australia

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Research design, population and focus:

This thesis reports an investigation of the implementation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) program in a regional city in Victoria, Australia. Following previous research, it was expected that HIPPY would result in positive outcomes in terms of cognitive and socio-emotional functioning for children. The experience of parents and staff were also explored as part of the process evaluation. Implementation issues were documented, and their relevance to program outcomes was considered. Analysis of complementary qualitative and quantitative data showed that children made substantial gains in several areas.

Findings:

- ▶ Interviews with parents revealed that HIPPY was enjoyable and achievable, and contributed to children's increased confidence, early learning, and familiarity with schoolwork.
- ▶ Formal psychological testing demonstrated clear gains for children in terms of their early school skills and socioemotional development, although results in the areas of general cognitive development, school readiness, and academic self-esteem were inconclusive.
- ▶ Process evaluation found that HIPPY was relevant and feasible in this population and highlighted several key aspects of program implementation.

Year One HIPPY AmeriCorps Evaluation: Parent Involvement in Literacy Activities and Children's Receptive Vocabulary Development

Authors: Marsha M. Black, Ph.D. and Diane Powell, Ph.D.

Location: Florida, USA

Research design, population and focus:

The purpose of this evaluation was to document the influence of the HIPPY program on the development of children's receptive vocabulary skills and parents' perceptions of gains in their involvement in different types of home and community literacy activities. A second interest was in measuring parent gains in their knowledge of early childhood development, teaching skills, quality of parent-child relationship, and in use of positive parenting practices. Six states (California, Hawaii, Nevada, Oregon, New York, and New Jersey) and 14 sites participated in the first year's evaluation of the HIPPY AmeriCorps program. Pre-post tests were administered to 123 children during Fall 2004 and again in Spring 2005. Forty-five children were administered the PPVT-III, 64 children were administered the Spanish version of the test, the TVIP and in Hawaii 14 children were administered the Get Ready to Read! screening tool. The Retrospective Parent Survey was developed by University of South Florida researchers and is a self-report measure of program impact.

Findings:

- ▶ After participating in HIPPY for a year, more children were performing at or above

their age level on standardized vocabulary tests, which are related to success in school.

- ▶ When the scores for the PPVT-III A and TVIP were combined, there was a statistically significant difference between the pre- and posttest mean vocabulary scores, indicating that the gains did not occur by chance alone. However, when the PPVT-III A scores and the TVIP scores were analyzed separately, the pre- and posttest difference was not statistically significant.
- ▶ Hawaiian HIPPY children have developed, or are developing, strong print knowledge, emergent writing, and linguistic awareness skills as assessed by the Get Ready to Read!

Intervention in Early Childhood: Links to School Success

Authors: Angela Nievar, Ph.D. and Veronica Martinez-Cantu

Location: Texas, USA

Research, design, population and focus:

This study examines long-term effects of participation in two early childhood interventions: home visiting and prekindergarten. Secondary data analysis tested for intervention effects on reading achievement among low-income bilingual students from an urban area (n = 220). Multiple regression models measured effects of both types of intervention participation, income, and classroom quality on reading achievement scores.

Findings:

- ▶ Classroom quality and participation in the home visiting program showed significant effects on reading achievement, while participation in only prekindergarten program did not.
- ▶ Likewise, participation in both HIPPY and prekindergarten programs showed a significant relationship to reading achievement.

Year One HIPPY AmeriCorps Evaluation: Parent Involvement in Literacy Activities and Children's Receptive Vocabulary Development

Authors: Marsha Black, Ph.D. and Diane Powell, Ph.D.

Location: Florida, USA

Research design, population and focus:

The purpose of this evaluation was to document the influence of the HIPPY program on the development of children's receptive vocabulary skills and parents' perceptions of gains in their involvement in different types of home and community literacy activities. A second interest was in measuring parent gains in their knowledge of early childhood development, teaching skills, quality of parent-child relationship, and

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in use of positive parenting practices. Six states (California, Hawaii, Nevada, Oregon, New York, and New Jersey) and 14 sites participated in the first year's evaluation of the HIPPY AmeriCorps program. Pre-post tests were administered to 123 children during Fall 2004 and again in Spring 2005. Forty-five children were administered the PPVT-III A, 64 children were administered the Spanish version of the test, the TVIP and in Hawaii 14 children were administered the Get Ready to Read! screening tool. The Retrospective Parent Survey was developed by University of South Florida researchers and is a self-report measure of program impact.

Findings:

- ▶ Both English-speaking and Spanish-speaking HIPPY parents reported significant increases in their level of involvement with their children after completing an average of 25 weeks of the HIPPY program.
- ▶ First-time HIPPY parents indicated they were spending more time reading with their preschool children, having conversations around the shared picture book reading experience and teaching their child the alphabet and letter sound associations and numbers.
- ▶ English-speaking and Spanish-speaking parents reported that after participating in the HIPPY program, they increased their knowledge of early childhood development, improved the quality of their parent-child interactions, became more proficient in their teaching skills, and engaged more frequently in supportive parenting behaviors.

Year Two HIPPY AmeriCorps Evaluation: Children's Receptive Vocabulary Development, Parental Involvement in Literacy Activities for First-Year Parents, and Additional Benefits for Second-Year HIPPY Parents

Authors: Marsha Black, Ph.D. and Diane Powell, Ph.D.

Location: Florida, USA

Research design, population and focus:

The purpose of this evaluation for the second-year HIPPYCorps Initiative was to document the influence of the HIPPY program on the development of children's receptive vocabulary skills and first-year parents' perceptions of gains in their involvement in different types of home and community literacy activities. There were 82 children who participated in the second-year evaluation of HIPPY AmeriCorps programs. Eighteen children were administered a pre- and posttest using the PPVT-III A, 64 children were administered the TVIP, and 78 children were administered the Get Ready to Read! Screening Tool in the Fall and again in Spring, 2006.

Findings:

- ▶ Overall, the results from the paired sample t-tests for the PPVT-III A and TVIP indicated there was a statistically significant difference between the pre-and posttest mean vocabulary scores. However, a separate analysis of the PPVT-III A

and TVIP scores indicated the pre- and posttest difference was significant for children who were administered the TVIP, but not for those taking the PPVT-III. There was also an increase in the percentage of children performing above their chronological age from pretest to posttest.

- ▶ Hawaiian HIPPY children have developed, or are developing, strong print knowledge, emergent writing, and linguistic awareness skills as assessed by the Get Ready to Read!
- ▶ The findings show that first-year HIPPY parents who took either the English or Spanish version of the survey reported significant improvement in their level of involvement with their children in home literacy and community educational activities after completing an average of 25 weeks of the HIPPY program.

Year Three HIPPY AmeriCorps Evaluation: Children's Receptive Vocabulary Development, Parental Involvement in Literacy Activities for First-Year Parents, and Additional Benefits for Second-Year HIPPY Parents

Authors: Marsha Black, Ph.D. and Diane Powell, Ph.D.

Location: Florida, USA

Research design, population and focus:

The purpose of this evaluation for the third-year of the HIPPYCorps Initiative was to document the influence of the HIPPY program on the development of children's receptive vocabulary skills or other reading readiness skills and first year HIPPY parents' perceptions of gains in their involvement in different types of home and community literacy activities. There were 114 children who participated in the third-year evaluation of HIPPY AmeriCorps programs. In Nevada and Oregon, nine children were administered a pre- and posttest using the PPVT-III, and 30 children were administered the TVIP. In Hawaii, 75 children were administered the Get Ready to Read! screening tool in the Fall of 2006 and again in Spring, 2007.

Findings:

- ▶ Overall, the results from the paired sample t-tests for the combined sample of children administered either the PPVT-III or TVIP indicated there was a statistically significant difference between the pre- and posttest mean vocabulary scores. Separate analyses of the PPVT-III and TVIP scores indicated the pre- and posttest differences were also significant.
- ▶ Hawaiian HIPPY children have developed, or are developing, strong print knowledge, emergent writing, and linguistic awareness skills as assessed by the Get Ready to Read!
- ▶ Both English and Spanish-speaking first-year HIPPY parents reported the largest amount of change on those items that described the activities that were part of the weekly activity packets they complete with their child.

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Evening Up The Odds...A Study of Eighteen Young People who Completed HIPPY with Their Parents Between 1992 and 1998

Author: Sue Younger, Great Potentials Foundation

Location: New Zealand

Research design, population and focus:

HIPPY has been operating in New Zealand since 1992. Children from the early years are now adolescents, some of whom have finished school and gone on to training or employment. This study interviewed eighteen HIPPY graduates using a range of qualitative and quantitative tools, including an adolescent attachment interview. The parent who took each graduate through HIPPY was also interviewed as to their perception of the graduate and the impact of HIPPY on their child, their parenting and their own life.

Findings:

- ▶ All HIPPY adolescents displayed a very high level of well-being, which included no health problems, positivity about themselves, their families, school and their lives. All teenagers were setting goals for themselves, reported no criminal offending, and expressed a dislike of violence. Sixteen out of the eighteen former HIPPY children had never been violent and none reported heavy drinking or drinking and driving. Most adolescents still live with parents and don't smoke. 78% scored "high" on their level of attachment to their parents; 22% scored "medium; and none scored "low". 83% scored "high" on their level of attachment to their peers; 17% scored "medium"; and none scored "low". As a group, in comparison with the New Zealand average for a similar age-group, the HIPPY graduates scored higher than average in their satisfaction with their leisure time, significantly more likely than average to report having enough contact with one or both parents, higher on regular contact with family and friends, less trusting, slightly higher on frequency of feelings of loneliness, and higher on access to phone and Internet.

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Colorado HIPPY Evaluation – 2008 Study 3: Parent Knowledge

Author: Marty Tombari, Ph.D., The Partnership for Families and Children

Location: Colorado, USA

Research design, population and focus:

A quasi-experimental study of 12 HIPPY and 12 non-HIPPY parents, using a pre-post test interview design (with an inter-observer reliability quotient of 90% or higher), compared home teaching activities to determine if parents of four year old HIPPY children were able to identify more specific strategies for getting their children ready for kindergarten at the end their involvement with HIPPY. The study also examined whether these same parents were able to identify more specific strategies than a comparable group of non-HIPPY parents.

Findings:

- ▶ HIPPY parents had higher post-test scores on the post-interview than non-HIPPY parents. The gains for beginning reading strategies, beginning math strategies, science activities, vocabulary building, and activities for understanding stories were statistically significant. None of the readiness activities reported by non-HIPPY parents showed any significant gains.
- ▶ While the gains for HIPPY parents were remarkable and highly significant, there is much room for improvement on the HIPPY parents' proficiency to identify specific activities to do with their children to get them ready for kindergarten. This statement is reflective of the fact that the gains made took parents from a very low baseline and moved them up the scale, but there is still considerable room for additional growth.

Colorado HIPPY Evaluation – 2008 Study 4: Kindergarten Readiness and Parent Involvement

Author: Marty Tombari, Ph.D., The Partnership for Families and Children

Location: Colorado, USA

Research design, population and focus:

A qualitative study asked 19 kindergarten teachers across 6 HIPPY communities to compare readiness for learning of HIPPY children with the readiness for learning of non-HIPPY children in their own classrooms as well as the extent of parent involvement for both groups (HIPPY vs. non-HIPPY).

Findings:

- ▶ Almost all of the teachers strongly recommended that parents enroll their children in HIPPY.
- ▶ Parents of HIPPY children in comparison to the parents of non-HIPPY children are more involved in classroom activities and more involved in their children's

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education.

The Impact of HIPPY on Attachment and Maternal Sensitivity

Author: Angela Nievar, Ph.D.

Location: Texas, USA

Research design, population and focus:

A comparison study using a control group (children on a waiting list for HIPPY) with 48 children in each group examined the parenting behaviors of HIPPY and non-HIPPY parents. These included appropriate responsiveness of parents, responsibility parents take for their children, and the type of environment that parents provide for their children.

Findings:

- ▶ There was a positive and significant relationship between participation in HIPPY and parenting behaviors. In addition, parents in the non-HIPPY group reported significantly more attachment-related stress.

Colorado HIPPY Evaluation: Early Childhood Home Observation for the Measurement of the Environment

Author: Tracey O'Brien, Center for Educational Policy Analysis at the University of Colorado at Denver

Location: Colorado, USA

Research design, population and focus:

Using a pre/post test design with 452 families in the 2005-2006 program year and 687 families in the 2006-2007 program year, this evaluation examined improvements made in parenting practices as they relate to the child's home environment using the Early Childhood Home Observation for the Measurement of the Environment. The HOME inventory contains 55 items clustered into 8 subscales: 1) learning materials; 2) language stimulation; 3) physical environment; 4) parental responsiveness; 5) learning stimulation; 6) modeling of social maturity; 7) variety in experience; and 8) acceptance. The inventory is done through both observation and an interview with the HIPPY parent.

Findings:

- ▶ In both years, parenting behaviors on all subscales were higher on the post test. Gains were most pronounced in the areas of Learning Materials and Variety in Experience.

HIPPY La Perouse: An Evaluation Report

Authors: Maya Haviland, Liz Orr and Sherri Longbottom

Location: La Perouse, Australia

Research design, population and focus:

Utilizing a participatory action research and evaluation framework, this study engaged members of the community to discover the impacts of the HIPPY program on their community. La Perouse, a predominantly Indigenous community, is auspiced by the University of New South Wales and housed within the La Perouse public school system. The study focused on feedback, gathered by interviews and observations, from parents, teachers and staff members about their perceptions of the programs' impact and its delivery approach.

Findings:

Improvements to relationships and social skills:

- ▶ HIPPY grows and demonstrates good parent child relationships. Parents report greater confidence in their parenting role. Through working with HIPPY they learn how to talk to their kids, how to read to their kids and how to learn with their kids.
- ▶ Involvement in HIPPY increases parents' confidence and skills to be involved in their children's education.
- ▶ Involvement in HIPPY changes parents' negative experiences of school.

Integration von Migrantenkindern – Sprachprogramme im Vergleich [Integration of Migrant Children – Comparison of Language Programs]

Author: Denise Reinhold

Location: Bamberg, Germany

Research design, population and focus:

The goal of the dissertation was to examine and compare four programs („frühstart“, „HIPPY“, „Rucksack“ and Sprachkompetenzzentrum“) in terms of their concepts, structural arrangement, as well their strengths and weakness. This practice oriented evaluation also provided insight to better understand the target groups and the integrative effect of the programs.

Findings:

- ▶ The HIPPY program is more effective than some of the other programs in reaching hard to reach families (i.e. parents, who are often isolated, integrate little into the community).
- ▶ Due to its well structured curriculum HIPPY is also particularly effective in teaching parents with little experience or low literacy level in becoming their child's first teacher.

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- ▶ Home visitors in HIPPY who share the same cultural background and similar life circumstances, have great understanding of the families they serve and are also able to better able to encourage participation of families in the program.

Taking ownership: The implementation of a non-Aboriginal early education program for on-reserve children

Author: Michelle Beatch

Location: British Columbia, Canada

Research design, population and focus:

This year-long, qualitative study, analyzed data collected from interviews and observations, to assess the appropriateness of HIPPY program in 5 on-reserve First Nations communities. The study focused on the experiences of the Aboriginal women (4 home visitors and 1 coordinator) who delivered the program. The original focus was to determine if a non-Aboriginal program was suitable in this context.

Findings:

- ▶ A process of “taking ownership” of HIPPY unfolded which included changes in the women’s views regarding (1) the strengths of the program; (2) self-identity; and (3) the identification of the program as Aboriginal.
- ▶ Through taking ownership, the women were no longer content to deliver HIPPY strictly as it was described in the program manuals. Although the women continued to maintain that HIPPY was valuable for their communities, their actions and words clearly demonstrated that sharing cultural knowledge in the context of the program was important to them and, they believed, important for the children and families they worked with.

Home visiting for at-risk preschoolers: A successful model for Latino families. (Paper presented at the Annual Conference of the National Council on Family Relations. Little Rock, Arkansas)

Authors: Angela Nievar, Ph.D., Arminta Jacobson, Ph.D., and Shannon Dier

Location: Texas, USA

Research design, population and focus:

A quasi-experimental design compared 48 families on the program waiting list with 48 families who had completed at least 6 months of home visits. All participants spoke Spanish, although 3% were bilingual. Data on parenting self-efficacy, maternal depression, parenting practices, children’s behaviors and language skills, and contextual factors were collected using the Parenting Stress Index, Parental Involvement and Efficacy, Center for Epidemiological Survey-Depression, Marital Conflict Scale, Marital Satisfaction, Home Observation for Measurement of the

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Environment, Child Behavior Checklist, and the Peabody Picture Vocabulary Test. The study examined the impact of HIPPY on parenting behaviors and on increasing children's vocabulary.

Findings:

- ▶ Independent t tests showed significant differences between program participants and the control group on the home environment, marital satisfaction, parental efficacy, and attachment-related stress.
- ▶ Two multiple regressions indicated a positive program effect on the home environment and children's receptive vocabulary, controlling for income, maternal depression, and contextual factors.
- ▶ The significant effect of the intervention on the total home environment is an outcome consistent with the HIPPY program's goal of empowering parents as their children's first teacher.

Niedrigschwellige Familienbildungsprogramme für Familien mit Migrationshintergrund: Ein Überblick über innovative Angebote der Elternbildung und frühkindlichen Förderung mit einer empirischen Analyse des Hausbesuchsprogramms HIPPY [Low-threshold family programs for families with migration background: A overview of innovative offers for parental education and early childhood support including an empirical analysis of the home education program HIPPY]

Author: Veronika Geib

Location: Würzburg, Germany

Research design, population and focus:

The dissertation compares seven family programs (Parents as Teachers, Opstapje, Griffbereit, Rucksack, frühstart, KIKUS, Mama-lernt-Deutsch and HIPPY) based on their basic ideas, target groups, conceptions, goals and evaluations. Theoretically, the immigration aspects in Germany and the importance of family education, especially for families with migration background, are discussed. Qualitative analysis includes interviews with six former and six current paraprofessional aides from Munich and Berlin. The research is based on the experiences of the paraprofessional aides and the benefits and limitation of working with paraprofessionals.

Findings:

- ▶ The main purposes of the program were accomplished, where the children benefitted in their development and were prepared for school. While the mothers took an active part in the learning process of their children, increased self-confidence, and improved their German language skills, the fathers did not participate often in the program.
- ▶ Conceptually, the program is successful based on home visits and group meetings. The home visits seemed to assist families with stressful home situations, while group meetings provided information on education, the school

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system and health issues, and reduced social isolation. A programmatic concern is the lack of attendance at the group meetings.

- ▶ Paraprofessionals assisted parents in becoming familiar with the HIPPY materials and provided social service resources. The aides who shared the same native language and cultural background had an advantage with working with the families. It was found that it was a benefit if the paraprofessionals were mothers themselves and completed the program with their own children. Paraprofessionals should be open-minded, friendly, flexible, tolerant, and assertive and have good time management skills.
- ▶ The aides benefit from learning about human development and parenting skills. After employment with HIPPY, the paraprofessionals gain more self-confidence but career opportunities are slim.
- ▶ The cooperation and teamwork between the paraprofessionals and the local coordinator is very important, which may be related to the aides ability to fulfill the program's high expectations.

Evening Up The Odds...A Study of Eighteen Young People who Completed HIPPY with Their Parents Between 1992 and 1998

Author: Sue Younger, Great Potentials Foundation

Location: New Zealand

Research design, population and focus:

HIPPY has been operating in New Zealand since 1992. Children from the early years are now adolescents, some of whom have finished school and gone on to training or employment. This study interviewed eighteen HIPPY graduates using a range of qualitative and quantitative tools, including an adolescent attachment interview. The parent who took each graduate through HIPPY was also interviewed as to their perception of the graduate and the impact of HIPPY on their child, their parenting and their own life.

Findings:

- ▶ All parents interviewed were positive about their participation in HIPPY, felt that HIPPY had influenced their children in a positive way and felt that the “great start” HIPPY had given their children at school had continued to have an impact throughout their schooling. Parents reported that HIPPY had helped them learn to teach their children and introduced them early to concepts and skills that remained useful throughout school and other aspects of life. All HIPPY parents interviewed felt HIPPY had helped “kick-start” a positive, attached relationship where they enjoyed encouraging their child's learning. Many of the parents felt the lasting benefits of HIPPY for their children accrued from the changes in their own habits, attitudes and understanding of parenting from the time of HIPPY on. 53.8% mothers interviewed went on to further training and/or a change in occupation after their involvement in HIPPY.

HIPPY La Perouse: An Evaluation Report (2004)

Authors: Maya Haviland, Liz Orr and Sherri Longbottom

Location: La Perouse, Australia

Research design, population and focus:

Utilizing a participatory action research and evaluation framework, this study engaged members of the community to discover the impacts of the HIPPY program on their community. La Perouse, a predominantly Indigenous community, is auspiced by the University of New South Wales and housed within the La Perouse public school system. The study focused on feedback, gathered by interviews and observations, from parents, teachers and staff members about their perceptions of the programs' impact and its delivery approach.

Findings:

Broader community impact:

- ▶ HIPPY La Perouse helps to connect the community.
- ▶ HIPPY supports employment and skills development in the community.
- ▶ HIPPY parents get to meet other parents.
- ▶ Connecting HIPPY to other Aboriginal communities is an important aspect of the program.

Care Identity and Inclusion Project: Investigating the Links between Private Time and Social Inclusion

Author: Paul Kershaw, Principal Investigator

Location: British Columbia, Canada

Research design, population and focus:

Research study that investigates the links between the private time that a parent or another caregiver spends interacting with children and the level of social inclusion they enjoy. Particular attention is paid to the way cultural identity is transmitted through intergenerational caring for children in minority ethnic groups. The research involves five HIPPY Canada sites from neighborhoods in Vancouver and Toronto, as well as a consortium of five First Nations groups in British Columbia.

Findings:

- ▶ Although the project is scheduled for completion in March 2009, preliminary results confirm the project hypothesis that social inclusion requires 'private' time.
- ▶ Project participants suggest that inclusion is theorized too narrowly by academics and policy makers whenever they fail to appreciate (a) the role that 'private' family time plays in mediating their participation in state, market and community sectors; and (b) the extent to which full social inclusion actually

Effects on Community

- ▶ requires sufficient access to, and time in, a fluid family network of their choosing.
- ▶ Findings of this multi-year research, funded by the Ministry of Human Resources and Social Development, are expected to provide evidence-based insight into best practices in family literacy.

National and International Reports that refer to HIPPY

Transforming Communities through Service: A Collection of 51 of the Most Innovative AmeriCorps Programs in the United States (2005)

Group/Organization: Innovations in Civic Participation

- ▶ Lists HIPPY as one of the most innovative AmeriCorps programs in the United States

Home visitation assessing progress, managing expectations (2006)

Group/Organization: University of Chicago, Chapel Hill Center for Children

- ▶ One of six major national home visitation programs highlighted as a model early intervention program

What works for education: Lessons from Experimental Evaluations of Programs and Social Interventions to Enhance Educational Outcomes (2008)

Groups/Organizations: Child Trends

- ▶ Highlighted as a social program that has been rigorously evaluated to impact academic achievement

Model Programs: Home Instruction for Parents of Preschool Youngsters (HIPPY) (1999)

Group/Organization: Office of Juvenile Justice and Delinquency Prevention

- ▶ Listed as a model program that is an effective family program for prevention of delinquency

Up and Running: A Compendium of Multi-site Early Childhood Initiatives (2004)

Group/Organization: State Early Childhood Policy Technical Assistance Network

- ▶ Reports HIPPY is a sustainable program that has been replicated in many states

Home Visiting: Strengthening Families by Promoting Parenting Success (2007)

Group/Organization: National Human Services Assembly

- ▶ Lists HIPPY as a national model of home visiting programs, with a cost per family estimated at \$1,837 and a demonstrated net savings of \$1,476 per family served

What does economics tell us about early childhood policy? (2008)

Group/Organization: Rand Corporation

- ▶ The benefit-cost ratio for HIPPY USA is 1.80 (\$3,032/\$1,681), meaning that the program generates a benefit of \$1.80 for each dollar invested in the program

National and International Reports that refer to HIPPY

The Economies of Early Childhood Policy: What the dismal science has to say about investing in children (2008)

Group/Organization: Rand Corporation

- ▶ Highlights HIPPY as an early childhood intervention program that can reduce future costs by promoting positive development and lessening poor child/family outcomes

Benefits and Costs of Prevention and Early Intervention Programs for Youth (2004)

Group/Organization: Washington State Institute for Public Policy

- ▶ Reports that the benefit-cost ratio for HIPPY USA is 1.80 (\$3,032/\$1,681)

Education for All Global Monitoring Report 2007: Strong foundations, early childhood care and education (2006)

Group/Organization: United Nations Educational, Scientific and Cultural Organization (UNESCO)

- ▶ Reports that many countries have limited access to formal early childhood education programs, but programs like HIPPY provide international access to improve the quality of care and education to young children

Family Literacy (Policy Brief No. 19) (2007)

Group/Organization: Family Strengthening Policy Center at National Human Services Assembly

- ▶ Recommends the HIPPY program because it expands access to literacy programs for families with limited mobility

Ensuring the Best Start in Life: Targeting versus Universality in Early Childhood Development (2007)

Group/Organization: Institute for Research and Public Policy (IRPP)

- ▶ Lists HIPPY as one of five Canadian parent-focused initiatives that is a targeted program with a \$1.80 benefit for every dollar spent by age 5

Education and the Integration of Migrant Children (2008)

Group/Organization: Network of Experts in Social Sciences of Education and Training (NESSE)

- ▶ Highlights HIPPY as a program that raises opportunities of migrant children in education on the societal, school, and individual levels

National and International Reports that refer to HIPPY

From Immigration to Participation: A Report on Promising Practices in Integration (2008)

Group/Organization: Public Policy Forum

- ▶ This research report on current perspectives and innovative strategies on migrant settlement names HIPPY a promising practice in engaging communities in the settlement process of newcomers.

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(by The Florida State HIPPY office and researchers at the University of South Florida)

The HIPPY Logic Model diagram presents a series of activities and the outcomes that are expected to occur for parents and children who are enrolled in the program for at least curriculum years 4 and 5, but preferably for all three years. The model progresses linearly, and presents a chain of events that may be read as a logical progression using “if... then” statements. However, as with most complex systems involving behavior change and skill development, the events and stages in the logic model are recursive and will experience feedback and possibly reversion before moving forward. Below is a narrative description of the stages in the HIPPY Logic Model describing the chain of events that links the activities of the HIPPY program to the final outcomes for children and parents who participate in the program.

HIPPY Activities

HIPPY USA has published a list of required and recommended program practices, which outlines the guidelines for operating programs. Home visits are employed as the primary means of contact with participating families, and are conducted at least biweekly. Home visits last at least 30 minutes with the bulk of the time devoted to role play. The parent is the focus of the home visit, and home visitors are required to individualize the home visit to the family’s language needs, including parent literacy level. During home visits, parent educators set the stage for parent instruction by helping parents set goals for themselves and their child. Home visitors also model teaching behavior for the parent and provide support and encouragement to the parent throughout the HIPPY year. Home visitors are trained in strategies for building rapport and trust with parents and begin each visit with a short period of conversation meant to build connection and engage parents.

The structured home visit activities include:

- ▶ Review the previous week’s completed activity packet with the parent;
- ▶ Discuss the educational objectives of the current activities or review the Parent Skill Boxes (new home visitors);
- ▶ Share child development activities and concepts;
- ▶ Share activity related information discussed during the previous staff meeting;
- ▶ Role play the current activity packet with the parent;
- ▶ Provide the parent with other educational materials, extension activities or resources, if appropriate; and
- ▶ Inform the parent of program, school or community events.

In addition to home visits, programs are expected to hold group meetings on a biweekly basis during the program year. Group meetings must be held at a time and place convenient to parents, and parents select topics for group meetings.

The HIPPY Logic Model

During group meetings the following activities occur

:

- ▶ Parents role play the weekly activity packet;
- ▶ Parents are presented with additional parenting information;
- ▶ Parents receive additional educational materials, information, and resources;
- ▶ Parents learn about school culture and organization; and
- ▶ Parents are exposed to a variety of topics that support their personal growth

The role play and instruction parents receive during home visits and group meetings are designed to encourage and support parents to complete the weekly activity packets with their children. After role playing activity packets during home visits and group meetings, parents work with their children to complete the assigned activity packets. Parents are expected to spend approximately 15 minutes per day, five days per week working on the activity packets with their child. Parents may also complete the supplemental extension activities with their child if they choose to do so. Activity packets include explicit directions for parents to use in instructing their child. Role play models appropriate instructional and interactive behaviors and also assists parents with creating a learning environment conducive to positive interactive exchanges including establishing a work setting in the home and a routine and schedule for completing the activities. Through these activities, parents provide their children with developmentally appropriate pre-academic instruction.

Stage 1 Outcomes

Stage 1 outcomes are the changes in children and parents that are expected to occur during the time the family is enrolled in HIPPY.

In the course of reviewing and role playing the weekly activity packets with home visitors, parents gain knowledge in child development as well as a better understanding of age appropriate expectations for their child's development. They learn HIPPY teaching principles and techniques (repetition of words, positive correction, and appropriate encouragement) as well as skills for initiating, monitoring and directing educational activities with their child. Parents are encouraged to find new ways to become involved in their child's pre-academic learning and apply skill-building techniques learned in HIPPY to daily interactions with their HIPPY child and other children. Through participation in HIPPY it is also expected that parents will progressively improve their time management skills, become more responsive and responsible (as they are coached in the use and care of HIPPY materials) and thereby establish habits, routines and schedules for interacting with their child around educational activities.

At the same time that parents are increasing the time they spend on educational activities with their child, the HIPPY activity packets are increasing in complexity and length, thus providing further learning opportunities for HIPPY children. These educational opportunities and learning activities will foster children's development

across domains and the acquisition of pre-academic skills.

HIPPY is designed so that parents develop more empathy for their child and gain a better appreciation of their child's skill level and progress. As parent and child complete the weekly packets, they will naturally spend more time in quality interactions, thereby increasing the bond, on-going communication, and the confidence levels and feelings of achievement for both parent and child.

Parents are instructed using developmental concepts and terminology. Therefore, they acquire knowledge of the professional language used by educators that allows them to be more effective communicators and advocates for their children with teachers, physicians and other professionals. Through HIPPY parents develop increased understanding of their role in guiding their child's preschool instruction and their academic support role once the child is in school, leading to involvement in school activities.

A goal for parents attending group meetings with other parents from their community is an increased level of comfort participating in social interactions and group learning. As a result, parents often form new social networks and interact in a cooperative manner with other parents (e.g. joint outings, trading child care services etc.). Group meeting topics inform parents about parenting skills; community resources and events; and school events, personnel, policies, and procedures thus reinforcing information distributed by staff during home visits. This exposure translates over time into an increased connection between the parent and the child's school (once the child begins formal education) and between the parent and the community. With this foundation parents become active members of the home-school-community partnership, often volunteering within and advocating for schools and other organizations and activities (e.g. parent-teacher organization, classroom volunteer, holiday parties, little league etc.).

Stage 2 Outcomes

Stage 2 outcomes are the changes in children and parents that are expected to have occurred by the time the family has completed HIPPY 3, 4 and 5 curricula or HIPPY 4 and 5 curricula.

After completing a minimum of two years of HIPPY with their children, parents will have acquired skills and habits necessary to teach pre-academic skills to their children and to guide their educational experiences in the home and the community. Through the addition of the HIPPY materials and the new knowledge and skills learned by both parents and children, the general home literacy environment will also have improved, and the level of parent-child interaction will have increased. Through completing HIPPY activities with their parents, children will have acquired the pre-academic skills and knowledge in HIPPY's seven key learning domains that enable them to be successful in kindergarten. This should be reflected in successful performance on standardized tests of school readiness and academic progress.

The HIPPY Logic Model

Through the skills and information conveyed during the home visits and group meeting activities parents will have become comfortable as their children's teachers and will have the language, knowledge, experience and confidence to assume an active role as their child enters a formal academic environment. They establish a routine and conducive environment for homework and use their skills to effectively monitor and assist their child with homework. They advocate for their child and communicate regularly and successfully with their children's teachers. They attend school events, participate in school-based parent activities, and volunteer in their children's classrooms.

Stage 3 Outcomes

Stage 3 outcomes are the changes in the child and parent that are expected to occur after the family has completed HIPPY.

In the long term it is expected that the training and experiences parents receive through HIPPY and the resulting early educational experiences their children receive will result in sustained parent involvement in the school system and in assisting their children with homework, providing learning activities for their children at home and in the community, increased family involvement in local communities, stronger parent-child relationships, and long-term academic success for children.

