



**HIPPY CANADA**  
Home Instruction for Parents  
of Preschool Youngsters

***HIPPY CANADA***  
***START –UP MANUAL***

**[Revised May 2010]**



## TABLE OF CONTENTS

<b>Overview of the HIPPY Program</b>	<b>1</b>
<i>What Is The HIPPY Program?</i>	1
<i>The HIPPY Program: A Summary</i>	1
<i>Goals And Objectives Of The HIPPY Program</i>	2
<i>Child Poverty And How The HIPPY Program Can Help</i>	4
<i>The HIPPY Program Works</i>	5
<i>An International Success</i>	5
<i>HIPPY In Canada: Four Outstanding Examples Of Success</i>	6
<i>Making A Difference</i>	6
<i>Creating A National Program</i>	7
<b>Most Commonly Asked Questions</b>	<b>8</b>
<b>Starting Up: Guide to Planning</b>	<b>11</b>
<i>Part One: Laying The Foundation</i>	11
<i>Part Two: Implementing The Program</i>	20
<b>Appendix One: Research Findings</b>	<b>25</b>
<i>The Vancouver Hippy Project: Preliminary Evaluation Findings From A Multicultural Program</i>	25
<b>Appendix Two: Role And Function of HIPPY International</b>	<b>32</b>
<b>Appendix Three: The HIPPY Program Curriculum</b>	<b>34</b>



## ***OVERVIEW OF THE HIPPY PROGRAM***

### **WHAT IS THE HIPPY PROGRAM?**

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program is designed to maximize, through early intervention, the educational potential of young children at risk. The HIPPY program's goal is to ensure that children of low-income families are ready for kindergarten and that their parents play a key role in preparing them (see *Child Poverty and How The HIPPY Program Can Help*, page 4).

The HIPPY program recognizes the power of the parent as primary educator – a child's first and best teacher. Through its Home Visitors, the program works collaboratively with parents to develop home instruction that will improve their children's linguistic, social and cognitive skills. Together they build a framework that enables the children to flourish. The strategy is simple: it works by helping parents help their children to succeed early in life.

### **THE HIPPY PROGRAM: A SUMMARY**

- Families apply to be part of the program. They are typically selected on the basis of need, which is determined by income.
- The family makes a two-year commitment (i.e. ages 3 or 4, and 5) to participate thirty weeks per year. The program runs concurrently with the school year.
- Home Visitors, who are parents in the program, are employed to work with ten to twelve families each.
- The Home Visitors call upon the family every second week, bringing a new set of materials – usually a storybook and a packet of instructional materials.
- The Home Visitor and parent spend about one hour reviewing the materials, using role-play. All of the instructional materials are prepared at a grade three reading level, and they are available in a number of languages.
- Every other week, the HIPPY program offers a group meeting at community centres or schools, with enrichment activities for parents.
- If the parent has low literacy skills, an older child or a friend can take part in the visit.
- Parents spend about 15 minutes each day doing activities with their child.
- Home Visitors are provided with weekly training sessions that better prepare them for their home-visiting work.

The versatility of the HIPPY program enables meaningful partnerships around the world with existing government and community-sponsored programs such as Head Start, Mother Goose, and Parents as Teachers. Joint delivery of these programs ensures that community resources are maximized to meet the complex needs of families living in poverty.

## **GOALS AND OBJECTIVES OF THE HIPPY PROGRAM**

HIPPY Canada's goals are to deliver a home-based program designed for:

- 1) the enrichment of preschool children at risk; and
- 2) increasing their parents' awareness of their own strengths and potential as home educators.

The following six objectives will allow us to achieve these goals. The activities listed below each objective will result in a combination of outcomes. The specified outcomes will indicate the fulfillment of the objective.

### **OBJECTIVE: IMPROVE THE ACADEMIC PERFORMANCE OF HIPPY CHILDREN IN COMPARISON TO SIMILARLY SITUATED STUDENTS.**

#### **Activities**

- Provide instructional materials that stress cognitive development through language instruction, sensory discrimination skill development, and problem solving.
- Encourage parents to spend 15 minutes/day reviewing instructional materials with children.

#### **Outcomes**

- Children entering kindergarten will be better adapted to the classroom.
- Children will experience increased enjoyment of school.
- Children will express more self-confidence in their abilities to succeed in school.
- Children will achieve academic success comparable to middle income children.
- Children will attend school regularly.

### **OBJECTIVE: SUPPORT PARENTS AS THE CHILD'S FIRST EDUCATOR AND IMPROVE CHILD/PARENT INTERACTION.**

#### **Activities**

- Visit the parents weekly to review new instructional materials using role-play to instruct.
- Offer monthly parent enrichment activities at a community centre.
- Ask parents to commit to thirty weeks/year for two years.
- Encourage older siblings or friends to assist the parent if they have a low level of literacy.

#### **Outcomes**

- Parents will understand and engage in a variety of activities to promote the cognitive, physical, emotional, social and creative development of their children.
- Parents will express more confidence in supporting children's learning.
- Parents will become more involved in children's schooling.
- Parents will spend 10–15 minutes a day reading to and teaching their children.
- Parents will act as advocates on behalf of their children in the school system.

**OBJECTIVE: REDUCE SOCIAL ISOLATION AND FOSTER PARENT INVOLVEMENT IN THE COMMUNITY.**

**Activities**

- Reach out to families who live in poverty with preschool children.
- Provide a Home Visitor who will visit the family once a week with teaching materials.
- Increase centre-based instruction in the second year, i.e. alternating weekly visits between the home and the centre.
- Facilitate linkages between the HIPPY program and the public school system.
- Support the parents' view of themselves as advocates on behalf of their children in the educational and broader communities.

**Outcomes**

- Parents will participate in the HIPPY program group meetings at the centre.
- Parents will participate in children's extra-curricular activities, e.g. library, story time, community center, and sports.
- HIPPY program families will have knowledge of, and access to, additional community services.

**OBJECTIVE: PROVIDE JOBS AND TRAINING TO PARENTS WHO TYPICALLY EXPERIENCE MULTIPLE EMPLOYMENT BARRIERS.**

**Activities**

- Employ parents in the program as Home Visitors.
- Provide a comprehensive and ongoing training program for the Home Visitors.
- Ensure that all training has employment and academic currency.
- Encourage Home Visitors to seek other employment opportunities after two years.

**Outcomes**

- Five parents from the community who are involved in the program will be employed as Home Visitors annually.
- The Home Visitors will each receive a total of 100 hours of instruction per year.
- After two to three years, Home Visitors will be encouraged and supported to find other employment.

**OBJECTIVE: FACILITATE THE ACTIVE PARTICIPATION OF MULTI-CULTURAL FAMILIES IN CANADIAN SOCIETY.**

**Activities**

- Utilize community outreach strategies for new immigrant and refugee families living in isolation.
- Select Home Visitors who are themselves members of the multicultural communities served by the program.
- Ensure the Home Visitor speaks the parent's first language.

- Connect immigrant and refugee parents with other parents from both their own and other immigrant and local communities.
- Link parents with other community resources and support systems.

### **Outcomes**

- Parents will understand and participate in the Canadian school system.
- Parents will have knowledge of, and access to, a variety of other community services.
- Parents will have increased interaction with other parents in their cultural communities.
- Parents will have increased interaction with parents from other cultural communities.

## **OBJECTIVE: CONTRIBUTE TO THE DEVELOPMENT OF STRONG, ACTIVE COMMUNITIES.**

### **Activities**

- Promote the formation of parental networks.
- Identify and support people from the community who have leadership potential.
- Improve access to community resources.

### **Outcomes**

- Parents will create a mutual support network through their involvement in the program.
- Parents will have increased involvement in community leadership roles.

## **CHILD POVERTY AND HOW THE HIPPY PROGRAM CAN HELP**

*(Extract from Dr. Lucy Le Mare: "Understanding the HIPPY Program in the Context of Contemporary Models of Development, Risk, and Intervention", Unpublished Research Report.)*

The relation between poverty, compromised development and academic failure is well established in the research literature (Duncan, Brooks-Gunn, & Klebanov, 1994; Hunt, 1961; Scarr-Salapatek, 1971). In Canada, where the level of child poverty is one in five, this relationship presents a problem of the gravest nature. The more recent work of UBC's Clyde Hertzman shows similar findings. In Grandview-Woodland, the neighbourhood where the majority of Vancouver HIPPY program families live, the link between stressful socio-ecological conditions and child outcomes is painfully clear. Recent research conducted by Hertzman and his colleagues (2001) on all kindergarten children in Vancouver (n = x), indicates that Grandview-Woodland has the highest rate of children in the bottom ten percent for social competence, emotional maturity, language and cognitive development, and physical health and well-being.

For close to four decades now, programs have been implemented based on the premise that early intervention for impoverished children can yield significant improvement in cognitive, academic and social outcomes. Despite their differences, the underlying logic of these intervention programs is essentially the same. Improving the early environment and experiences should enhance the child's development. In turn, the child should enter formal education with greater school readiness and an increased likelihood of success. Early school success should improve the chances of later success and eventually lead to higher-paying jobs and other social and cultural

rewards (Campbell & Ramey, 1994). In other words, a primary aim of early intervention is to place children on a normative developmental trajectory so that they continue to show optimal development after the intervention ends.

The theory underlying the HIPPY program, the elements of the program, together with ongoing collection of research data support the claim that the HIPPY program does increase the children's readiness to succeed in school and their parent's ability and confidence in helping them achieve this outcome.

## **THE HIPPY PROGRAM WORKS**

The HIPPY program was developed in Israel in 1969 to address the lack of school-readiness in children considered at risk. The HIPPY program's design recognizes that two major influences on young children are their families and their schools. The program combines these two primary influences – family and school – to provide a simple, flexible, and easy to follow format that can prepare children for the demands of the primary school classroom. The elements of the program and the research data collected demonstrate the assertion that the HIPPY program does increase children's readiness to succeed in school as well as the parents' ability and confidence in helping their children achieve (see Appendix 1 – Research Findings).

The specific benefits of the HIPPY program in the community at large can be found on many levels, including the training and development of parents, employment training for the Home Visitors, community engagement, and, most important, the development and academic achievement of the children. The potential outcomes, reach, and contact hours of the HIPPY program are shown in Appendix 2 – HIPPY Canada Annual Report 2002-2003. By themselves, these numbers do not capture the depth and richness of the changes in quality of life that HIPPY program parents and their families experience. Several personal testimonies included in the Annual Report describe the changes experienced by HIPPY program families.

## **AN INTERNATIONAL SUCCESS**

Over the last decade hundreds of thousands of children around the world have benefited from their participation in the HIPPY program through better academic success and social adjustment in kindergarten. In turn, the impact on families, community organizations and the schools themselves totals in the millions.

HIPPY International is based at Hebrew University in Jerusalem. It is the licensing agent for the HIPPY programs around the world and supports prospective sites in their initial investigation and implementation. The Israeli HIPPY program is now in its 30<sup>th</sup> year. Over the years, the HIPPY program has been replicated in ten countries, currently operating in Australia, Canada, Germany, New Zealand, South Africa and the United States. National early childhood programs based on the principles and programmatic approaches of the HIPPY program also exist in Turkey and the Netherlands. The programs operating in Chile and Mexico were closed as a result of

changes in political leadership and priorities. Discussions are now taking place about the possibility of starting new programs in Ethiopia, France, Singapore and Zimbabwe (see Appendix 3 – Role and Function of HIPPY International).

The cornerstone of the HIPPY program's success is its commitment to ensuring that all sites are initiated by the communities that they will serve. The HIPPY program has found that programs that respond to a groundswell of community interest and stem from clearly identified needs are more likely to succeed over the long-term.

In all cases, however, there has proved to be a need for central coordination at a national level once a critical mass of sites (usually around five or six) has been established. In the Netherlands, the United States, South Africa, New Zealand and Australia administrators saw that it made good economic and administrative sense to implement a national body for the coordination of HIPPY program activities.

## **HIPPY IN CANADA: FOUR OUTSTANDING EXAMPLES OF SUCCESS**

HIPPY Canada completed four years of operation in Canada in June 2003. Over this time, the HIPPY Canada program has worked with 600 different families. Four HIPPY sites provided services to the community in 2002-2003 – Vancouver, Victoria, Halifax and Aboriginal Consortium. In these sites, 350 families started the HIPPY program, and 261 successfully completed the program. Families completed an average of 21 weeks of the 30 week program.

Home Visitors spent a total of 7,677 hours teaching parents to teach their children, and parents spent a total of 9,729 hours teaching their children. The sites spent 480 hours in group meetings.

The four sites combined hired a total of 23 Home Visitors and spent a total number 2,402 hours on training them. Training included both weekly Home Visitor training and additional training. Home Visitors received training in a wide range of subjects, such as child and health care, communication and computer and cultural-specific topics.

Each of the four sites created between 3,000 and 8,050 hours of employment each during 2002-2003.

(see Appendix 2 – HIPPY Canada Annual Report 2002-2003)

## **MAKING A DIFFERENCE**

A two-year formal evaluation of the pilot HIPPY Britannia program, which began in September 2001, provides a quantitative assessment of 50 HIPPY program children's academic success and adjustment to school. On nearly every measure taken, HIPPY children performed or were rated the most favorably of all groups (see Appendix 1 – Research Findings).

## **CREATING A NATIONAL PROGRAM**

HIPPY Canada has established a national development plan that will provide coordination and support to existing and prospective sites across the nation. The experience of other HIPPY national programs, such as that in the United States, suggests that after factoring in differences in population size it would be safe to predict the start-up of 50 additional sites over the next five years. A program of this magnitude would contribute substantially towards the Early Childhood Agenda by reaching 10,000 children who would otherwise be at risk of failing in school, and preparing them to succeed.

The HIPPY Canada secretariat plays a pivotal role in the orchestration of the national plan by providing critical quality control in the development and maintenance of HIPPY program sites. The secretariat also yields economic benefits by centralizing many support functions. It ensures:

- the appropriateness of the materials given the diversity of Canadians;
- the suitability of the material for translation into French;
- the development and distribution of materials;
- the development and delivery of training and training materials;
- site accountability and evaluation;
- long-term sustainability of HIPPY Canada.

The secretariat also ensures that the HIPPY program is placed on government and voluntary sector early childhood agendas and assists in national fundraising strategies. The HIPPY Canada office is currently housed at Simon Fraser University in Vancouver.

## ***MOST COMMONLY ASKED QUESTIONS***

### **IS THERE A NEED FOR THE HIPPY PROGRAM?**

#### **Poverty is a Problem in Canada**

Canada's national poverty and incidence of low literacy rates remain at intolerable levels. Canada continues to hold the dubious 11th place position in the Human Poverty Index released as part of the United Nations Development Programme Human Development Report. At the time of the report 3.6 million people or 11.9% of the population lived in poverty (at less than 50% of the median income). Campaign 2000 reported that one in six Canadian children still live in poverty.

#### **Poverty is Linked to Low Literacy**

One in six Canadians lack functional literacy skills. There is an irrefutable link between poverty and literacy. "Changing Face of Poverty: Statistics Canada Definition" notes that the probability of living in poverty increases with less formal education. The Movement for Canadian Literacy (MCL) provides illuminating insight into the relationship between poverty and literacy. They argue that Canada's high rate of illiteracy is symptomatic of deep and wide spread social inequality and exclusion resulting, in a large degree, from poverty. MCL argues that low literacy, poverty and exclusion are all part of the same problem.

#### **Children Experience the Sharp Edge of Poverty**

While MCL makes several compelling links between poverty and low literacy skills, the most relevant of these is the assertion that children from low income families are at risk of having literacy problems. More over, their parents lack the skills and capacity to advocate for their children in the school system.

#### **How and Why HIPPY Addresses the Identified Need – Our Experience**

HIPPY provides a concrete and practical response for addressing the literacy needs of families that live on low incomes. The Home Instruction for Parents of Preschool Youngsters (HIPPY) program was developed in 1969 to address the lack of school-readiness in children considered at risk. The HIPPY program's design accepts that two major influences on young children are their families and their schools. The program combines these two primary influences – family and school - to provide a simple, flexible and easy to follow format that can prepare children at risk for the demands of the primary school classroom. The elements of the program and the research data collected verify the assertion that the HIPPY program does increase children's readiness to succeed in school by developing the parents' ability and confidence to help their children achieve success. By focusing on the development of the parent, HIPPY not only positively affects early childhood development but has the potential to, and practice of, impacting parental change in regard to self-concept, literacy levels, community involvement, and employment opportunities.

There is a substantial body of research, in the academic, social service, and law enforcement communities that indicates an interrelationship between educational achievement and socio-economic status. A low socio-economic status has a predictable impact on children's educational achievements. Once in school, the children remain at risk, because the critical period of the preschool years has been neglected. The HIPPY program recognizes that early intervention can help cut school dropout rates, reduce the long-term cost of education, and improve the quality of life for both children and parents.

## **WHO DOES THE HIPPY PROGRAM SERVE?**

The HIPPY program is designed to serve parents of three-, four-, and five-year olds who want educational enrichment for their children, including parents who may have a limited formal education. The curriculum is designed to guide parents in teaching their children and to ensure a successful learning experience. Curriculum materials are written at a third grade level to make them easily accessible to all parents.

## **WHAT DOES THE HIPPY PROGRAM COST?**

The average program costs are approximately \$2, 500 CDN per family per year. This is based on an average program size of sixty families in the first year and 120 families in the second year, one full-time coordinator overseeing the program and five part-time Home Visitors.

## **HOW IS HIPPY FUNDED?**

Programs can be funded by a variety of public and private sources at the municipal, provincial and federal levels. It is the responsibility of each HIPPY program site to secure its own source of funding.

## **WHAT DOES IT COST FAMILIES TO PARTICIPATE?**

The HIPPY program and accompanying materials (storybooks, activity packets, and supplies) are all provided at no cost to the participating parents and children.

## **HOW DOES THE CURRICULUM WORK?**

The HIPPY program's activities are written in a structured format comparable to a well-designed lesson plan for a novice teacher. The curriculum is primarily based on a cognitive approach, focusing on language development, problem solving and discrimination skills. It also fosters the social, emotional and physical development of young children. The curriculum contains thirty weeks of activities and nine storybooks for each year. Parents and children generally spend 15–20 minutes a day together completing the activities.

## **HOW ARE PARENTS SUPPORTED IN THE HIPPY PROGRAM?**

Home Visitors, who are also parents in the program, train parents to use the curriculum through weekly visits. Every other week, the Home Visitors role-play the activities with parents in the child's home. On alternate weeks, all of the parents and Home Visitors meet at the HIPPY program site to role- play the activities as a large group.

## **WHAT ARE THE STAFFING REQUIREMENTS?**

Each program has one full-time professional coordinator who is responsible for all aspects of the program. This includes recruitment, training and supervision of Home Visitors. Home Visitors, who are themselves parents in the program, conduct the home visits. They work part-time with 10–15 families. Becoming a Home Visitor is often a first job and a step out of dependency.

## **WHAT TRAINING IS PROVIDED?**

The HIPPY program provides training and education to coordinators, Home Visitors and parents. A five day Pre-Service Training is offered for new program coordinators. There is semi-annual on-site training for new programs and annual on-site training for established ones.

The Home Visitors receive four hours of training weekly. This includes weekly role-play and group discussions on the family progress. The Home Visitors also receive in-service training each week on special topics that will help them to carry out their work.

Parent development is a core strategy of the HIPPY program. Weekly role-play activities between the Home Visitor and the parent help to develop parents' skills and confidence. Parent enrichment activities on themes of their choice are also offered at the bi-weekly group meetings.

## **IS THERE RESEARCH ON HIPPY?**

Extensive research has been conducted on the program. Many studies find that HIPPY children and their parents experience significant positive changes as a result of the program. A recent book, published by Miriam Westheimer – Executive Director of HIPPY International, contains 15 research studies from around the world.

## **WHAT ROLES CAN A VOLUNTEER ORGANIZATION PLAY?**

Volunteer organizations, can support the HIPPY program in a variety of ways depending on local needs and interests. Volunteers often become involved with the HIPPY program during the initial stages of implementation, frequently serving as catalysts for bringing HIPPY to their communities. Volunteers assist with enrichment activities such as field trips, group meeting activities, graduation ceremonies, and childcare. Volunteers also help make invaluable program connections: they serve on advisory boards and help with advocacy, fund raising and public relations.

# ***STARTING UP: GUIDE TO PLANNING***

## **PART ONE: LAYING THE FOUNDATION**

### **1. LEARN ABOUT THE PROGRAM**

There are several ways to find out about the HIPPY program :

- explore websites of programs around the world ([www.hippycanada.ca](http://www.hippycanada.ca));
- visit a program;
- attend the HIPPY Canada Coordinators Coordinator's Pre-service Training Workshop (typically held in June).

#### **Communicate With A HIPPY Canada Contact Person**

Representatives of HIPPY Canada have accumulated years of experience in starting new programs. The HIPPY Canada office will put you in direct contact with someone to help guide and support the development of this new project.

### **2. MOBILIZE COMMUNITY SUPPORT**

#### **Map Your Community**

Draw a map of your community and label all the programs, services, and facilities that are important to the families in your community.

#### **Find A Champion**

Starting a new program in a new community is an exciting challenge that requires an enormous amount of energy, perseverance, patience, determination and flexibility. In other words, it takes a champion!

A champions can be a community leader, a professor, a volunteer, a journalist, a teacher, a politician, or anyone who is passionate about helping young children and their families, who has the time and energy to tackle a new endeavor and who is driven enough to stick with it for the long haul.

**Create A Small Group of Champions**

The task of starting a new program is more than one person can do alone. A group of interested people should be created to help. If the original champion is not a member of the community for which the program is being considered, this expanded group MUST include a community representative. Other group members might be family educators, early childhood professionals, community leaders, funders, political representatives, members of volunteer organizations, etc.

The champions (individuals) in our community that would support a HIPPY program are:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

The groups and organizations that would be good partners in the HIPPY program are:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

The groups and organizations that should know or be educated about the HIPPY program include:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

The members of our interim advisory committee will be:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### **Convene Preliminary Meeting**

The importance of convening a preliminary meeting about the HIPPY program cannot be underestimated. Its purpose is to orient and inform members of the community about the HIPPY program, to discuss the need and feasibility of implementing the program, to strategize funding possibilities, and to consider possible implementing agencies and possible collaborations. Outcomes of such a meeting may include designating a working group to conduct the community needs assessment, the identification of potential funding sources, forming an advisory group, and establishing ties between community members. Representatives from the following groups might be invited to the meeting:

- community agency representatives;
- representatives from the target community;
- volunteer organizations;
- school personnel (early childhood educators, principals, superintendents, community liaison officers, PTA members, counselors);
- local Head Start staff;
- local government officials;
- potential funding sources (federal/provincial representatives, community foundation executive, local businesses, possible corporate donors, and job training organizers).

### 3. DETERMINE COMMUNITY NEEDS AND RESOURCES

#### Determine Need And Fit With Local Communities

In order to determine whether the HIPPY program would truly benefit any given community, a needs assessment of some sort needs to be conducted. Whatever format is used the following questions should be addressed:

- Is there a strong interest in such a program within the community?
- Are there other programs and services in the community that would complement and support the HIPPY program?
- Are there other programs with the same goals?
- Does the HIPPY program duplicate existing services?
- Who are the major stakeholders and would they support this programmatic approach?

#### Community Needs Assessment

National attention is focused on providing a continuum of comprehensive, integrated services to the entire family. The HIPPY program addresses just one component of family support services. Community groups undertaking implementation of the HIPPY program are required to engage in a comprehensive needs assessment to determine the level of need for such a program. This discourages communities from duplicating services and ensures that a need and a demand for the program exist. As a result, factors previously overlooked or assumptions made regarding needed services in any given community can be challenged and re-examined.

Many local programs work in collaboration with other community-based family support programs. For example, the HIPPY program sometimes provides the education curriculum to Head Start's home-based model. In some cases, it is the follow through program for families who previously participated in programs directed at ages zero to three.

The level of community needs could be determined by using a variety of strategies:

#### **Review Community Demographics**

Make a list of who may have demographics on your community. This may include local school boards, band offices, or health boards. Have their been any other recent needs assessments?

	Organizations	Contact Name	Interview Date
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

**Interview Current Service Providers**

Often many service providers in the communities have valuable information about the needs in the community. Interviews with these groups may give valuable insights into community needs. Make a list of groups that could have information about the families in the community.

	Organizations	Contact Name	Interview Date
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____

**Identify Services Currently Provided In The Community**

Community needs will also be determined by what services are currently operating in your community. It is important to know about which early childhood services are operating in the community to ensure any unnecessary overlap. Also some services may well complement a HIPPY program. For example, HIPPY works well in partnership with organizations, such as Head Start.

	Organizations	Contact Name	Interview Date
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____

**Conduct A Community Survey**

If you are convinced that there is not sufficient information available to determine you may want to think about using a community needs survey. Remember disadvantaged communities have been surveyed extensively and may well resist being surveyed.

## 4. ESTABLISH PROGRAM REQUIREMENTS

### Determine Program Size

A new program typically serves families in one geographic area or community; though, it may vary. In very small, rural communities, clusters of about ten families may come from several different areas and still be a part of one program. Programs in magnet schools may use the “school community” rather than the geographic community as the targeted group.

We recommend starting with sixty families. Natural program growth in the second year, after adding a new cohort of four- (and three-) year olds, will increase the number of families to approximately 120. These figures, based on years of experience, are recommended because of the economy of scale and the need for a critical mass of parents. We realize that each community may have varying needs and requirements.

How many families could benefit from participating in the HIPPY program using a three year projection? It is safe to predict that 65 to 75 percent of the children completing the current year will continue on with the next. The largest drop occurs with children moving from age four to age five. Generally you can predict a 60 percent drop.

	Current Year	Second Year	Third Year
Age 3			
Age 4			
Age 5			
Total			

## 5. CREATE A BUDGET

Program budgets will vary considerable from site to site – these are some of the budgetary items you should take into consideration a budget-planning sheet for one year of program operations with: sixty families, five Home Visitors, one coordinator

BUDGET ITEM	CONSIDERATIONS AND EXPECTATIONS	CALCULATION	AMOUNT
Coordinator	A new program with sixty families (and planning on approximately 120 families the second year) should hire one full-time professional coordinator.	Salary plus benefits for twelve months	
Home Visitors	One part time Home Visitor should work with 12-15 families. Salaries of Home Visitors should be commensurate with that of local schoolteacher assistants.	(Salary + Benefits) multiplied by five Home Visitors	
Supplies	The materials needed are: Nine storybooks per year, thirty activity packets, sets of plastic shapes and Home Visitor guides. We estimate costs here with 65 families because the Home Visitors also use the materials. Shipping costs will vary depending on location. Materials are available in English, Spanish, German, Hebrew and Arabic. (For any other language, there is a major additional cost of translation).	HIPPY Books: (# of families) x \$82 sets/9 books per set =  Activity packets: (# of families) x \$51.70/set =  Plastic shapes 20 per bag: (# of families divided by 4) x \$95/set x 4 =  Home Visitor guides: (# of home visitors) x \$65=  Shipping	
Rent	Your program needs a physical home – an office, telephone, computer, etc. Often this is provided by the hosting agency as an in-kind contribution, but if not, the costs must be considered.		

<b>BUDGET ITEM</b>	<b>CONSIDERATIONS AND EXPECTATIONS</b>	<b>CALCULATION</b>	<b>AMOUNT</b>
Program Participation Fee	Each program pays an annual fee: the annual fee covers a contribution to HIPPY International, annual coordinators conference, site monitoring travel costs, home visitor training materials, curriculum development and promotional materials.	Year #1: \$7,000 Year #2: \$5,500 Year #3 & after: \$5,000	
On-site Training	Every program receives training and monitoring visit from HIPPY Canada each year. Sites are required to cover the cost of the accommodation and per diem for HIPPY Canada staff.		
Group Meetings	Most programs have a small fund to provide food and enrichment materials for their group meetings.	Approximately fifteen group meetings and one end-of year celebration	
Travel	Decision about home visitor and coordinator travel are made on a site-by-site basis. Typically these cost are covered in the budget.. Coordinators are required to attend an annual conference. Sites should budget for this.	\$1,000	
Special Trips	Many programs arrange a few trips for parents and children during the year.		
<b>Total</b>			

## **6. IDENTIFY POSSIBLE FUNDING SOURCES**

All programs have unique funding requirements and arrangements. And the HIPPY program can be described in a variety of different ways depending on the aspect of the program that one wishes to stress. The HIPPY program can be described as: early childhood, early literacy, family support, parent education, job training, community development.

**Once you have your funding in place you are ready to start your HIPPY program!**

## **PART TWO: IMPLEMENTING THE PROGRAM**

### **1. SIGN A CONTRACTUAL AGREEMENT WITH HIPPY CANADA**

The HIPPY Canada holds a licensing agreement with HIPPY International. Therefore, all programs must sign a contractual agreement with HIPPY Canada that is intended to protect the name and reputation of the program by specifying the requirements for operating a high quality program. The contract has been developed to clarify the rights and obligations of both the Licensor (HIPPY Canada) and the Licensee (the organization that will host the new program). These include:

- supervision, services and assistance provided by HIPPY Canada;
- supervision, services and assistance provided by the local program to participating families;
- fees and payments, and purchase of materials;
- territorial rights of local programs;
- trademark and copyright issues;
- contract renewal, termination and related information.

### **2. SELECT A COORDINATOR**

Upon approval of your application, you will need to select your coordinator and arrange to send that individual to pre-service training for HIPPY program coordinators. The individual participating in the training must be the person who will assume direct responsibility for the day-to-day operations of the HIPPY program. (If it is not possible for the coordinator to attend pre-service training HIPPY Canada will support with on-site training when possible.)

It is recommended that the coordinator's supervisor and/or another agency administrator attend for at least the first two days of pre-service training. These individuals will then have an opportunity to learn first-hand about the administrative requirements for HIPPY.

Each new program has one full-time professional coordinator. Program quality is often sacrificed when coordinators take on the HIPPY program as an added responsibility to their existing job, at any point during the life of the program. Given the demanding nature of the coordinator's role, it is difficult for HIPPY program coordinators to be effective when working on a part-time basis. A full-time coordinator can assume responsibility for a maximum of 150 families. A coordinator's area of expertise may include early childhood education, elementary education, social work, community development, adult education or any other related field.

Make a list of the qualities most needed. Keep in mind the strengths that already exist in your organization.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Make a list of the candidates

	Name	Professional Background
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

### 3. FORM YOUR HIPPY ADVISORY GROUP

The establishment of a HIPPY program advisory group is critical to the functioning of local HIPPY program sites. Many of your champions in the start-up phase may carry-over onto your advisory committee. The main function of the group is to provide advice, counsel and ongoing assistance and support to the HIPPY program coordinator. The advisory group *does not establish* program policy. Rather, it is the advisory group's ultimate challenge to ensure that the program is executed according to the terms specified in the contractual agreement. The advisory group should consist of community stakeholders: parents, community leaders, volunteers, early childhood professionals, elementary school principals/teachers, entrepreneurs, college professors, and political leaders. For practical and political reasons, it is recommended that an active member of the advisory group, other than the HIPPY program coordinator or his or her supervisor/administrator, be designated as chairperson.

#### 4. RECRUIT FAMILIES

Possible recruiting strategies include contacting the following groups and individuals:

Collaborators – other child service agencies.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Personal Contact – public and private locations where you would go to make personal contact with potential HIPPY families.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Indirect Contact – public and private locations where you would post or send written information such as flyers and posters.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## **5. HIRE HOME VISITORS**

The hiring of Home Visitors is crucial to the success of the HIPPY program. It is required that they are recruited from the participating community, have a child of appropriate HIPPY program age, or have access to a “practice” child with whom they can do the HIPPY program, and meet other eligibility requirements as specified by the host agency. Since Home Visitors are doing the HIPPY program curriculum with their own children, they can readily identify with some of the challenges parents face as they progress through the curriculum. Home Visitor’s appreciation for, and intimate knowledge of, their unique communities make them appropriate Home Visitors. They are able to establish effective and trusting relationships with their families and have been found to be quite skillful at presenting the curriculum in a culturally relevant and appropriate manner.

During the initial year of employment, Home Visitors working on a part-time basis should have a caseload of no more than 10-12 families. In the second year, each Home Visitor may have a caseload of no more than fifteen families. Because this position is often a first step to future employment, the recommended employment period for HIPPY Home Visitors is two to three years. Once you have interviewed a number of families for the program some likely candidates for home visitors should arise.

## **6. ORDER SUPPLIES**

Materials must be purchased for all participating families and for the Home Visitors. At this point HIPPY Canada Instructional materials are purchased from Connely3 Publishers in USA. Once your site has been approved for operation, HIPPY Canada will forward an order form and approve the purchase of materials.

## **7. ARRANGE FOR A SITE VISIT**

Once two-thirds of the total number of participating families is recruited, you are ready for the initial site visit from HIPPY International. The HIPPY director will provide on-site training, technical assistance and support. Programs in their initial year of operation are entitled to a minimum of two site visits.

TIMELINE	DATE
----------	------

**PART ONE: LAYING THE FOUNDATION**

- 1. LEARN ABOUT THE PROGRAM
  - Communicate With A HIPPY Canada Contact Person \_\_\_\_\_
  - Submit A Letter Of Intent \_\_\_\_\_
  
- 2. MOBILIZE COMMUNITY SUPPORT
  - Map Your Community \_\_\_\_\_
  - Find A Champion \_\_\_\_\_
  - Create A Small Group of Champions \_\_\_\_\_
  - Convene Preliminary Meeting \_\_\_\_\_
  
- 3. DETERMINE COMMUNITY NEEDS AND RESOURCES
  - Determine A Need And Fit With Local Communities \_\_\_\_\_
  - Community Needs Assessment \_\_\_\_\_
  - Review Community Demographics \_\_\_\_\_
  - Interview Current Service Providers \_\_\_\_\_
  - Identify Services Currently Provided In The Community \_\_\_\_\_
  - Conduct A Community Survey \_\_\_\_\_
  
- 4. ESTABLISH PROGRAM REQUIREMENTS
  - Determine Program Size \_\_\_\_\_
  
- 5. CREATE A BUDGET \_\_\_\_\_
  
- 6. IDENTIFY POSSIBLE FUNDING SOURCES \_\_\_\_\_

**PART TWO : IMPLEMENTING THE PROGRAM**

- 1. SIGN A CONTRACTUAL AGREEMENT WITH HIPPY CANADA \_\_\_\_\_
- 2. SELECT A COORDINATOR \_\_\_\_\_
- 3. FORM YOUR HIPPY ADVISORY GROUP \_\_\_\_\_
- 4. RECRUIT FAMILIES \_\_\_\_\_
- 5. HIRE HOME VISITORS \_\_\_\_\_
- 6. ORDER SUPPLIES \_\_\_\_\_
- 7. ARRANGE FOR A SITE VISIT \_\_\_\_\_

## ***APPENDIX ONE: RESEARCH FINDINGS***

### **THE VANCOUVER HIPPY PROJECT: PRELIMINARY EVALUATION FINDINGS FROM A MULTICULTURAL PROGRAM**

*(Lucy Le Mare and Karyn Audet, Faculty of Education, Simon Fraser University)*

The story of the Vancouver HIPPY Project began in 1998 when a group of women accompanied Debbie Bell (now acting Director of HIPPY Canada) on a trip to San Diego and Tijuana as part of a Canadian International Development Association (CIDA) funded project called Common Journeys. The women were largely minority, low income, grassroots community activists whose purpose for the trip, in part, was to observe programs for low-income women and children in the communities they visited. Among the programs they saw was HIPPY, and it was this program that stood out to the women as being something they needed and wanted in their own communities.

Upon arrival back in Vancouver, Debbie, in her capacity as Director of Community Education Programs at Simon Fraser University (SFU), began to receive calls on an almost daily basis from the women she had traveled with, asking for her assistance in bringing HIPPY to Vancouver. If not for the interest and tenacity of these women, who saw HIPPY as an avenue for improving the lives of their children, the Vancouver project would not have occurred. Coincidentally, at the same time, the Vancouver chapter of the National Council of Jewish Women (NCJW) was exploring the possibility of launching HIPPY in Vancouver as part of their mandate to alleviate child poverty. Independently, both NCJW and SFU contacted HIPPY founder, Avima Lombard, at the Hebrew University in Jerusalem. Through this contact, NCJW learned of the interest in HIPPY at SFU. A partnership was struck in October 1998, focused on making HIPPY a reality in Vancouver. A community partner was found in Britannia Community Services Centre, a unique multi-service complex located in a low-income multicultural area of the city. Britannia was ideally located and serviced for HIPPY and became the home of the Vancouver project.

The Vancouver HIPPY Program was launched in November 1999 as the first implementation of HIPPY in Canada. It is located and serves families in an area of the city known as Grandview-Woodland, which is one of the poorest neighborhoods in Canada. This culturally and ethnically diverse neighborhood has the highest rate of families headed by a single parent in the city and the second highest percentage of children (aged 0 to 12) in single parent families on social assistance (close to 20%).

Early in 2000, a coordinator and six paraprofessional Home Visitors representing five different cultural communities that live in the Grandview-Woodland area were hired as HIPPY staff. These women were known through their involvement in their own cultural communities, which included First Nations, African, Latin American, Vietnamese, and Near Eastern and Eastern European groups. Within weeks of being hired, the coordinator and Home Visitors had recruited families from 26 different nations (including 6 First Nations) to participate in the program.

Participants were recruited through a variety of means including handing out flyers, knocking on doors, and word of mouth.

Home visits started in the second week of February and continued until mid-July. In this time the home visitors covered 23 of the 30-week Age 4 program. The families that stayed with the program completed, on average, 17 weeks. The research presented in this chapter is based on 14 children whose families returned to HIPPY, completed the Age 5 program and continued to live and/or send their children to school in the Grandview-Woodland neighborhood. Several returning children either did not complete the program or attended schools outside the neighborhood due to a family move or desire to send their children to a non-secular school and were not included in the study.

## **DESIGN**

This evaluation research included three groups of children. The HIPPY group included children who had completed 2 years of HIPPY and one year of kindergarten. The preschool group included children individually matched to the HIPPY children on teacher, sex, ethnicity, and family socio-demographic factors. Children in this group did not participate in HIPPY but all had attended a centre based preschool program. The third group included children who were also individually matched to the HIPPY and preschool children on teacher, sex, ethnicity, and family socio-demographic factors but who had neither HIPPY nor preschool experience. Every effort was made to find in each classroom the two best matches (preschool and no ECE program) for each HIPPY child. We relied heavily on teachers for assistance in this regard, particularly as concerned family socio-demographic characteristics. Because of the constraint of selecting comparison children from the same kindergarten class as each HIPPY student, it was not possible to meet all the criteria in all cases.

Data were collected at the end of the school year. Although the original research design also included an assessment of each child at the outset of kindergarten, we were unable to conduct this first assessment due to job action on the part of the British Columbia Teacher's Federation at that time. Consequently, we do not have kindergarten entry data.

## **PARTICIPANTS**

Within the HIPPY group there were 14 children (6 boys) whose mean age was 71 months (range = 64-77 months) at the time of assessment. The group was multi-ethnic including Chinese, Vietnamese, European, African, and Latin American children.

The preschool group included 13 children (5 boys) with a mean age of 71 months (range = 66-77 months). The no ECE program group contained 14 children (6 boys) who had a mean age of 70 months (range = 64-75 months) at the time of assessment.

## **PROCEDURE**

Ethics approval was applied for and granted by both the Simon Fraser University ethics board and the Vancouver School Board. Introductory letters were then sent out to the principal of each school (n = 10) in which HIPPY children were enrolled. This introductory letter explained the HIPPY program as well as the proposed evaluation research.

School principals were then contacted by phone and a request was made for a meeting between themselves, the kindergarten teacher of the child participating in HIPPY, and the researchers. Further information regarding the HIPPY program and the evaluation study were provided at that meeting and feedback from principals and teachers regarding the proposed study was encouraged.

Teachers, with the assistance of a research assistant, chose the best comparison children for the HIPPY student in their classrooms. Consent forms were then sent home with every participating child. Translation of the consent form into the parent's first language was arranged whenever necessary.

Research assistants contacted the participating teachers 1 to 2 weeks after they had sent home the consent forms. When all consent forms had been signed by the parents and returned to the school, an assessment date and time was arranged at the teachers' convenience.

Graduate student research assistants who worked individually with each child for approximately 2 hours conducted the child assessments at the school. Teachers completed measures on all participating children in their classrooms. These measures were either given to the teacher at the initial meeting or mailed to them shortly afterwards. The completed teacher measures were given to the researchers at the time of the child assessments. If the measures had not been completed at this time, teachers were provided with a self addressed stamped envelope to mail the questionnaires to the researchers at the University.

## **MEASURES**

### **Child Measures**

The Bracken Basic Concept Scale (Bracken, 1984) was used to evaluate knowledge of concepts that most children acquire during the preschool and early elementary years. Many of the concepts assessed by this measure are explicitly taught in the HIPPY program. The test has 11 subtests, the first five of which (colors, letters, numbers, comparisons, and shapes) are combined to form a School Readiness score. The remaining six subtests include Direction/Position, Quantity, Size, Social/Emotional, Text, and Time/Sequence. Administration time for this measure was about 15 minutes.

The Stanford-Binet Intelligence Scale, 4<sup>th</sup> edition (SB4; Thorndike, Hagen, & Sattler, 1986) was used to assess the overall cognitive development of the children. The SB4 yields an overall Intelligence Quotient (IQ) score as well as subtest scores for Bead Memory, Quantitative Reasoning, Verbal Reasoning, and Visual. Administration time for the SB4 was approximately 40-45 minutes.

The School Liking Interview (Le Mare, 1999) assesses children's comfort with going to and being in school. It is a 15-item interview that asks children to respond on a 3-point scale (always, sometimes, never) to questions such as: *Do you feel happy at school? Do you feel sad in the morning because you have to go to school? and Do you feel scared of any kids at school?*. Each item is followed up with probes asking children to further explain or elaborate on their responses, for example: *Tell me why you feel sad about going to school?*

### **Teacher Measures**

Positive school adjustment was assessed with the Preschool Adjustment Questionnaire (PAQ; Jewsuwan et al., 1993), which yields scores for Pro-social Behavior, Positive Affect Within the School Setting, Peer Competence, Ego Strength, and Adjustment to School Routines.

Play was assessed with two teacher report instruments – the Penn Interactive Peer Play Scale (PIPPS; Fantuzo, et al., 1995) and the Preschool Play Behavior Scale (PPBS; Coplan & Rubin, 1998). The PIPPS assesses three types of play – disruptive, disconnected, and interactive. The PPBS assesses five somewhat different forms of play – reticent, solitary active, solitary passive, rough, and social. Internal consistency for all scales on both measures is above 80.

Teachers also completed a number of items asking about their perceptions of the parents' attitudes toward their child's schooling, parents' involvement in their child's education, and rates of absenteeism.

## **RESULTS AND DISCUSSION**

One-way analyses of variance were computed for all measures, comparing the mean scores of the HIPPY group with those of the preschool and no ECE program groups. Given the small sample sizes in this study, and hence the reduced statistical power, non-significant differences were found among the three groups on all measures. Despite the lack of statistically significant findings, it is, nevertheless, very important to note the pattern of results. On nearly every measure taken, HIPPY children performed or were rated the most favorably of all groups. Mean scores on each measure for each group are presented in Table 1.

As can be seen in Table 1, the HIPPY children, as a group performed better on cognitive measures than either of the other two groups. On the Bracken Basic Concepts scales HIPPY children either outperformed or equaled the performance of the preschool and no ECE program children. This measure taps some of the skills that are directly taught in the HIPPY program so this finding was an encouraging indicator that the children were learning the content of the curriculum. Differences among groups on this measure were particularly apparent on the size and social/emotional subscales.

Overall cognitive development, as indexed by performance on the Stanford Binet, was also highest in the HIPPY group. One of the most valuable uses of IQ scores is as a predictor of later school performance. In this sense, the mean IQ score of the HIPPY group, which is nearly half a standard deviation higher than that of the preschool and no ECE program groups, indicates an advantage for future school success.

It is noteworthy that differences between the groups in cognitive development were apparent at the end of the school year. This was after all children had spent a year in the same public school program, which may have been expected to even out any differences that existed at the start of kindergarten. Indeed, when teachers were asked to think back to the start of the year, they did report that HIPPY children were better prepared for kindergarten, both academically and socially, than children in the other groups. These differences among groups remained for the duration of the school year, despite participation in identical kindergarten programs.

That the HIPPY children were seen by teachers to be better socially prepared for kindergarten than other children, particularly than those who had centre based preschool experience is very interesting. This may not have been expected given the cognitive emphasis of the HIPPY curriculum and the fact that peer interaction is not a component of HIPPY as it is in centre based programs. Moreover, like their academic advantage, the social advantage of the HIPPY children remained over the duration of kindergarten. This was evidenced in their higher scores on the Positive Adjustment Questionnaire scales, their higher scores on Interactive Play, and their lower scores on Disruptive and Rough Play.

Although we have no data directly addressing why the HIPPY children showed more positive social development than children in the other groups, anecdotal comments from parents suggest that HIPPY had a powerful and positive impact on the quality of parent-child relationships. In group meetings, when parents had the opportunity to talk about the impact of HIPPY on their families, they invariably spoke of how since being in HIPPY they had developed a new understanding of their child as a person and learned new and positive ways of interacting with their child. We can speculate that such changes in parent-child interactions had a positive impact on the children's social development through a variety of mechanisms. These could include children modeling pro-social behavior learned in the context of positive interactions with parents, enhanced feelings of self-worth in children as they experienced positive attention from their parents and, possibly, greater feelings of security and accompanying changes in children's internal working models of the social world.

The positive views that the HIPPY children held of their social worlds were seen in their responses to the School Liking Interview. The HIPPY children were less likely to endorse negative statements about school (e.g. being bored, picked on, sad, or lonely at school) than children in the other groups.

## **LIMITATIONS AND CONCLUSIONS**

The findings reported here are very encouraging for a couple of reasons. First, they support the usefulness of the measures selected for evaluating the impact of HIPPY on young children, and in particular, a multicultural group of young children. Second, the results suggest that participation in HIPPY positively supports the development of "at risk" children, both cognitively and socially, and that HIPPY is as or more beneficial than centre based preschool for this population. Nevertheless, it is important to keep in mind that none of our findings are statistically significant. A sounder evaluation of the program would include larger samples with sufficient power to determine the reliability of the differences between groups seen here. Ideally, future evaluation efforts will also include assessments of children prior to entering the public

school system and will continue to follow the children through their school years. The evaluation reported here focused only on the impact of HIPPY on children. The HIPPY program theoretically has the potential to affect many aspects of the social ecology of the. Future evaluations should address all those aspects, including the impact of HIPPY on caregivers, families, schools, and communities.

## **REFERENCES**

Bracken, 1984

Coplan, R. and Rubin, K. (1998). Exploring and assessing non-social play in the preschool: The development and validation of the Preschool Play Behavior Scale. Social Development, 7, 72-91.

Fantuzo, J., Sutton-Smith, B., Coolahan, K.C., Manz, P.H., Canning, S. & Debnam, D. (1995). Assessment of preschool play interaction behaviors in young low-income children: Penn interactive peer play scale. Early Childhood Research Quarterly, 10, 105-120.

Jewsuwan et al., 1993

Le Mare, L. (1999). Temperament and socio-emotional adjustment in the early childhood classroom. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM, April 15-18.

Thorndike, Hagen, & Sattler, 1986

**TABLE 1. MEAN SCORES ON ALL VARIABLES FOR THE HIPPY, PRESCHOOL, AND NO ECE PROGRAM GROUPS.**

MEASURE	HIPPY (n=14)	Preschool (n=13)	No ECE (n=14)
<b>BRACKEN BASIC CONCEPTS TOTAL SCORE</b>	87	86	81
Bracken – Direction/position	7	7	7
Bracken – Quantitative	8	7.5	6.6
Bracken – Size	9	6.6	7.7
Bracken – Social/emotional	9.5	7.7	7
Bracken – School readiness	8	7.5	7
Bracken – Text	9	8	8.9
Bracken – Time	8	8.3	6.5
Academic prep. for kindergarten (teacher)	3.2	2.8	2.7
Social prep. for kindergarten (teacher)	3.5	2.9	2.7
Overall adjustment to kindergarten (teacher)	3.8	3.5	3.4
Days absent	3.1	3.4	3.9
<b>STANFORD BINET (SB4) IQ TOTAL</b>	102	95	96
SB4 – Visual IQ	105	100	102
SB4 – Memory	102	96	94
SB4 – Quantitative IQ	105	96	98
SB4 – Verbal IQ	94	92	91
Parent involvement (teacher report)	1.9	1.4	1.7
Disruptive play (PIPPS)	23	26	27
Rough play (PPBS)	3.5	4.3	4.7
Interactive play (PIPPS)	27	26	24
<b>Positive Adjustment Questionnaire (PAQ)</b>			
PAQ – Positive affect	17	16	15
PAQ – Positive adjustment	31	29	29
PAQ – Ego strength	24	23	19
PAQ – Peer competence	23	23	21
PAQ – Pro-social behavior	21	19	19
<b>CHILD INTERVIEW</b> <b>1 = "ALWAYS" 3 = "NEVER"</b>			
Child Interview – Bored at school	2.8	2.3	2.7
Child Interview – Don't want to go to school	2.8	2.4	2.6
Child Interview – Picked on at school	2.3	1.7	2
Child Interview – Sad at school	2.7	2.3	2.5
Child Interview – Kids are mean to me	2.4	1.9	2.2
Child Interview – Sad in the morning	2.7	2.2	2.9
Child Interview – Lonely at school	2.7	2.3	2.9

## ***APPENDIX TWO: ROLE AND FUNCTION OF HIPPY INTERNATIONAL***

HIPPY was originally developed in Israel 30 years ago<sup>1</sup> and is now a government-funded national program in Israel. Outside of Israel, HIPPY has been replicated in ten countries. HIPPY programs are currently operating in Australia, Canada, Germany, New Zealand, South Africa, and the United States. National early childhood programs exist in Turkey and the Netherlands that are based on the principles and programmatic approaches of HIPPY. And programs that had been operating in Chile and Mexico were closed due to changes in political leadership and priorities. Discussions are now taking place about the possibility of starting new programs in Ethiopia, France, Singapore and Zimbabwe.

HIPPY International is a project of the NCJW Research Institute for Innovation in Education at the Hebrew University of Jerusalem. Until now, all programs – new and old – were visited by the founder of the program, Professor Avima Lombard, whose main focus had been to guide, train and monitor the growth of new programs all over the world. The central functions of HIPPY International were:

- to conduct an annual international training workshop;
- to produce an annual international newsletter;
- to provide materials;
- to start new programs; and
- to serve on the governing boards of various programs.

Building on the successful proliferation of programs now serving over 22,000 families worldwide, it is time to build a network that will strengthen the ties among existing programs, in addition to supporting the growth of new ones.

Today we see some additional necessary functions of the Network:

- responding systematically to initial contact with new, interested parties;
- maintaining contractual arrangements;
- fundraising;
- coordinating and supporting research;
- training of non-national programs;
- conducting site visits and providing support to national programs;
- supplying curriculum;
- developing new curriculum; and
- guiding the initiation and creation of new ideas.

---

<sup>1</sup> In Israel the program is called HAETGAR.

As we think to the future, we can imagine a network of professional and paraprofessional staff, researchers, board members, funders, policy makers and advocates for young children and their families that are able to benefit from the experiences of one another worldwide. At a recent meeting of international representatives, the following ideas for the HIPPPY International Network were raised:

- provide a forum for learning about cross-national issues in parent-focused early childhood intervention programs;
- conduct annual seminars and training workshops for new and for experienced program staff;
- provide a forum for inter-program communication via its website;
- create a cadre of international trainers who could support the needs of the growing number of programs;
- provide guidance to those interested in research on various aspects of the program;
- provide seed money to help translate materials into different languages;
- encourage international exchange of coordinators and paraprofessionals;
- provide leadership in international advocacy;
- oversee international exchange of ideas and materials.

Different organizations within the six countries outside of Israel are currently all part of the HIPPPY International Network. (See HIPPPY Worldwide for a complete listing.) Being part of the Network means that the programs have a contractual agreement with Hebrew University to operate the program and that the programs are visited and monitored by HIPPPY International.

Our ultimate goal is to build a vibrant and responsive network of organizations and people who are committed to helping parents provide much-needed educational enrichment for their young children. We expect to begin with those who are now implementing the HIPPPY program as it has been replicated over the last twenty years.

## ***APPENDIX THREE: THE HIPPY PROGRAM CURRICULUM***

The HIPPY curriculum is designed for preschool children aged three, four, and five and is available in both English and Spanish. One of the major reasons for choosing ages three through five is to stress the importance of the parent's role in a child's transition from preschool to kindergarten. The curriculum materials for each year include thirty weekly activity packets, nine storybooks, and a set of twenty manipulative shapes. The schedule of activities coincides roughly with the school year. The daily activities, which are developmentally appropriate for children, are written in a format that is designed to provide guidance to parents and ensure successful teaching.

The HIPPY curriculum is primarily based on a cognitive approach, and focuses on language development, problem solving, logical thinking and perceptual skills. The activities also foster social/emotional and physical development in young children. Skills and concepts are developed through a variety of activities that involve reading, writing, drawing, singing, sewing, games, movement, and more. The HIPPY storybooks bring children's literature into the home, where the books remain permanently.

HIPPY is not a curriculum of mastery, but rather a curriculum of exposure to skills, concepts, and experiences, which together ensure "school readiness" in young children. Parents in turn, gain teaching skills and foster a new kind of relationship with their children that centers around learning.

The following curriculum pages show the HIPPY program curriculum for children aged three to five. It details the scope, activities, and skill levels that are addressed during the HIPPY program, and the actual activity plans used in the program. *(These pages are not available in electronic version)*