

Introduction: A Decade of HIPPY Research

Why This Book?

A Tribute. After dedicating a lifetime's work to the development and promotion of an international program to support parents in their irreplaceable role as first and most important teachers of their own children, Professor Avima D. Lombard deserves nothing less than the admiration and respect of all who care about the well-being of families and young children. As many readers of this book will already know, the program Avima designed – HIPPY, the Home Instruction for Parents of Preschool Youngsters program¹ – provides parents with the support, information, and tools they need in order to take on their critical “first teacher” role. The program was launched in Israel in the late 1960s, and since then it has spread to seven countries, where, through the work of over 250 separate programs all collected under the umbrella of HIPPY International, it helps parents help their children and themselves everyday. Indeed, in several countries, HIPPY has become an essential part of the early childhood landscape. It serves as a key program among many that together weave a system of support and information for vulnerable families with young children.²

¹ In 2001, the full version of the acronym HIPPY was changed from the Home Instruction Program for Preschool Youngsters to the Home Instruction for Parents of Preschool Youngsters program, to reflect the emphasis the program places on parents.

² Every chapter in this book in one way or another describes the HIPPY program. Chapter 1, “Ready or Not: One Home-Based Response to the School Readiness Dilemma,” provides a detailed overview of the structure and workings of the program. For additional information, visit the international website at www.hippy.org.il.

Avima Lombard started the program because she recognized parents' great need for structured lessons that would guide them in boosting their children's early literacy. This book has been put together as a testimony to the power of Avima's vision, the tangible successes of that vision, and the dedication Avima has given to that vision. Tying together a decade of theoretical and empirical work on HIPPIY, the book also is meant, in part, to document how others have become invested in Avima's vision and how they have made it a part of their own. In addition, the book aims to provide a framework and a starting point for future research, in order to ensure that Avima Lombard's work, ideas, and commitment will continue to have an impact.

A book is a fitting tribute because it does more than provide personal recognition of one individual's life-work; it can prove useful to many people. With this in mind, then, in addition to honoring Avima's contribution to early childhood education, the book aims to fulfill several other purposes as well. First, it is meant also to clarify what has been found about the ways HIPPIY is successful and to raise important questions about what needs to change. In addition, it is meant to provide a stepping-stone toward building a more integrated international HIPPIY network; serve as a resource for HIPPIY practitioners and researchers; and offer ideas and information to individuals involved in other parent-focused early childhood education programs. Before detailing the structure of the book, I'd like to take a moment to explain the importance of each of these driving forces behind it.

Building an International Network

With HIPPIY programs being implemented in seven countries and several other countries waiting to start, the time has come to build an international network that can increase the productivity, quality, and quantity of programs around the world. Such a

network should involve meetings (both virtual and face-to-face), shared programmatic resources, shared curricula, cross-national training, and shared research.

Most programs, national and local, face the issue of evaluation and research at one time or another.³ Legitimate questions are raised about the allocation of limited resources and the efficacy of a particular programmatic approach. Since many of the issues are the same from community to community, it makes little sense for individual programs to struggle in isolation. One of the purposes of this book, then, is to provide a baseline for sharing what has been investigated and what we know about HIPPY programs. Of course, research usually raises more questions than it provides answers. These, too, are valuable. If we can find common ground in the questions raised, we can determine together which questions are most pressing and then challenge ourselves to find ways to provide better answers and more questions in a coordinated, collaborative fashion.

A Resource for HIPPY Practitioners. Program directors and coordinators yearn for the one, single piece of evidence they can use to "prove" to others what they believe themselves, namely that the hard work they do has meaning and produces

³ "Research" and "evaluation" are terms used throughout this book and it is important to clarify the difference between them. "Research" refers to a broader category of work that asks questions beyond the immediate efficacy of a particular program (in this case, of course, HIPPY). "Evaluation," on the other hand, refers to specific studies and experiments performed to explore various aspects of one particular program. In this book, the broader research questions often are asked in the context of specific evaluation issues relating to HIPPY. For example, rather than simply posing the question of whether HIPPY works, contributors to this book might ask how parents can be more involved in their children's early learning, using the HIPPY program as the specific context in which to explore this broader question.

results. Indeed, some may think this book will provide that proof. It will not. The book will not provide definitive proof that HIPPY works; it will not guarantee future funding for programs; and it will not eliminate the need for more research and evaluation. Nonetheless, I intend for this book to become a valuable resource for HIPPY practitioners.

I believe strongly in the need for bringing together the worlds of research and practice, and to that end I have written a section called *For the Practitioner* after each chapter. In this section, I suggest ways that those involved with providing direct services to families can use the information from the book's chapters. These ideas are written for the people who run programs, supervise staff, write grants, worry about the quality of their services and, most importantly, for those who want to think critically about their work. The ideas offered include discussion topics for staff development and training, guidelines for planning future research, critical questions to ask oneself about the program, and, of course, ways to use the chapters to "make the case" and support the important work being done in many communities around the world.

Another approach to making the information in this book more accessible to practitioners involved synthesizing the information into smaller chunks. Two charts are included in this introduction: One summarizes the basic information from each study (see Table 1) and the other provides a cross-reference among the programmatic areas of focus, the relevant theory and research for each chapter, and the programmatic and policy implications each one carries(see Table 2). In addition, assuming that most practitioners do not have time to read full research articles, each chapter is introduced with a brief abstract. Indeed, one could say that this introduction, together with the charts, the abstracts, and the "For the Practitioner" sections, could be taken as an *executive summary* of the whole book.

A Resource for HIPPY Researchers. Before embarking on a new research project, most researchers will ask some basic questions: What has been done before? What questions have others asked? What answers have been found? For those who are interested in doing research on HIPPY and who start with these sorts of questions, having a collection of studies organized by theme in one place should provide for a good launching pad. While there are a few studies that are not included here, primarily because of space limitations, this volume can be seen as the most broadly representative collection of work on HIPPY to date.

Beyond the ease of finding all these studies under one cover, several other aspects of the book are designed to facilitate future research. The charts mentioned above should prove as useful to researchers as to practitioners, as they summarize each study's location, design, data sources, outcome measures, key findings, and cross-references. In addition, the reference list at the end, which combines the sources used for each chapter, together with the detailed index (by subject and by author) should provide researchers – both present and future – with a resource that will make their work easier, more efficient, and ultimately more useful to the field. As a final reference tool, a collection of all the research instruments used in these studies has been compiled and is available from the National Council of Jewish Women (NCJW) Research Institute for Innovation in Education at Hebrew University.⁴

A final word for researchers: The last section of this book focuses on the research process. The chapters in the final section discuss different ways that

⁴ For copies of the instruments used in this book, write to HIPPY International, NCJW Research Institute for Innovation in Education, School of Education, Mount Scopus, Hebrew University, Jerusalem, Israel 91905, or e-mail info@hippy.org.il.

researchers and practitioners have worked collaboratively to craft a research project and design that would address the needs of several stakeholders – not the least of whom are the program staff themselves. For those less familiar with this type of research, I strongly encourage you to read these chapters, contact the people who have engaged in this work, and follow their lead. To promote such communication among people engaged in these issues, a list of contributing authors with detailed contact information is included in the back.

A Resource for Other Practitioners and Researchers. Family support, parent-focused programs have more in common than not, and more than their proponents sometimes like to admit. Within any given professional field, the more similar separate programs are, the more those involved in the programs tend to focus on the differences. Still, from those who look from outside this particular field, and even sometimes from those who are able to look from within with a broader perspective, the area of common ground is wide and the potential for shared learning is great.

With this in mind, the substance and the organization of this book may be useful to others from related fields and programs. For some, the specific findings of the studies may help to guide new research. For others, the methodologies described may be useful. And perhaps others may choose to develop a book similar to this one that will serve as a resource focusing exclusively on another program. This book is written with the hope that it might trigger any of the above possibilities.

What is in This Book?

Like all community-based, family support programs, HIPY is complex. It has multiple goals and multiple impacts. HIPY builds on the basic premises that all children can learn and that all parents want the best for their children, and the program

utilizes a curriculum that promotes successful parent-child educational interactions. Parents are trained by paraprofessionals from their own communities with role playing as the primary method of instruction. Paraprofessionals are trained by their local coordinators who receive support from national or international networks. There are many levels of interactions and they all intermingle with one another. While this complexity is a natural expectation for practitioners, it can be the source of frustration for evaluators. It is difficult to tease out one impact from another and to hold just about anything constant for any period of time. Still, for purposes of accountability requirements and funding pressures, and to learn more about what is effective and how a program needs to grow and adapt, most programs want to engage in some level of research activity. All the studies in this book began by addressing a specific need identified by the field. Together, they represent issues and concerns that have arisen in all of the seven countries that are now part of the HIPPIY international network.⁵

Exploring Theoretical Perspectives

The book begins with some theoretical and conceptual perspectives on HIPPIY, bringing together three approaches to thinking about the HIPPIY model, design, and theory. Specifically, the initial section starts off with an article I wrote several years ago to provide a bridge between the theoretical discussion about implementing home-based, parent-focused programs and the practical realities of doing so. At the time I wrote the article, I was the executive director of HIPPIY USA – the national network

⁵ Several studies that were conducted before the 1990's in Israel, Turkey, and Holland are not included here because they were part of an earlier book about HIPPIY written by Avima Lombard and called *Success Begins at Home* (Guilford, CN: Dushkin, 1994). These earlier studies are also used as references in several chapters in this book and are all listed in the full reference section at the end.

of HIPPY programs in the United States – and so this chapter also offers some insights that could be useful as other national programs develop and grow.

Following my article, a transcript of a speech given by Sue Bredekamp at a national conference of U.S.-based HIPPY program providers places HIPPY in the context of other early childhood programs. Bredekamp presented the speech as the keynote address at the conference, and in it she offers a careful examination of the principles of developmentally appropriate practice for the education of young children, showing how HIPPY fits within those principles. She indicates that, because of the focus HIPPY places on parents and their primary role in the education of their children, the program can offer the larger early childhood community much support in learning how to develop and nurture partnerships between professionals and parents.

The final piece in the first section offers a conceptual framework designed by Lucy Le Mare. This framework examines HIPPY in the context of a model of development and risk, first describing HIPPY in relation to six principles for successful early intervention programs and then drawing up an original model that specifies connections among program features, family environmental setting conditions, child and caregiver characteristics, and outcomes. Le Mare's close connection with the first Canadian HIPPY program is evident as she weaves in anecdotal evidence throughout her theoretical claims. In addition to serving as a tool to organize research findings, the model she provides can be used to examine the role of HIPPY in relation to other interventions and services for families in poverty.

The hope is that, together, these introductory pieces will frame out the studies that follow, which are placed into three sections organized around different foci for examining HIPPY's impact: first on children, then on parents and caregivers, and

finally on the larger community. The final section, as mentioned earlier, discusses ways to craft a research project. Table 1 provides a summary of each of the studies in Part Two through Part Five.⁶

Study Author	Study Design and Number of Participants per Group	Evaluation Sites	Data Sources	Outcome Measures	Key Findings
Bradley and Gilkey (USA)	Quasi-experimental, longitudinal: E: (n=516) C: (n=516)	21 programs Arkansas	School records Teacher ratings	School attendance Disciplinary actions Classroom grades Standardized achievement test scores Student behaviors	Positive effects shown by reduced levels of suspension, reduction of special services, higher grades, higher achievement scores, and better classroom behavior
BarHava et al. (New Zealand)	Quasi-experimental: E: (n=77) C: (n=704) Quasi-experimental: E: (n=29) C: (n=29) Quasi-experimental E: (n=27) C: (n=38)	4 urban programs 1 rural program	Reading Diagnostic Survey Metropolitan Readiness Test Behavioral Academic Self Esteem Scale (BASE)	Children's reading ability School readiness School behavior	Consistently better performance for experimental group on all of the measures used, with statistical significance achieved on three of the six sub-tests of the Reading Diagnostic Survey and the BASE scale.
Gumpel (Israel)	Randomized trail:	Countrywide	Readiness Inventory	School readiness	Scores on RI were significantly

⁶ The idea for this chart came from a review of Tim Gilley's doctoral dissertation, in which Gilley developed a similar chart that includes different studies and provides greater detail.

	E: (n=79) C: (n=83)				higher for boys
Kfir and Elroy (Israel)	Qualitative (n=46)	46 preschools throughout the country	Teacher surveys Teacher interviews	Teacher's knowledge of program and impressions of its effectiveness	Preschool teachers familiar with the program held positive impressions
Baker et al. (USA)	Randomized trial: Cohort 1 E: (n=52) C: (n=38)	New York	Cooperative Preschool Inventory	Cognitive skills	Measures of cognitive skills, classroom adaptation, and reading scores were significantly higher
	Randomized trial: Cohort 2 E: (n=70) C: (87)		National Evaluation Information System	Classroom adaptation	No significant differences were found
	Quasi-experimental: Cohort 1 E: (n=58) C: (n=55)	Arkansas	Metropolitan Readiness test	Standardized reading	Trend for being better adapted to the classroom
	Cohort 2 E: (n=63) C: (n=50)		Metropolitan Achievement Test	Promotion to first grade	More children promoted to first grade
	Qualitative case study:	New York	In-depth case study		Varying patterns of attrition
	Qualitative	Arkansas Michigan	Interviews with program staff	Administrative and programmatic challenges	Varying levels of parent involvement

		New York			Strategies used to engage families
Le Mare and Audet (Canada)	Quasi-experimental: E: (n=14) C1: (n=13) C2: (n=14)	Vancouver	Bracken Basic Concept Scale	Children's conceptual knowledge	Experimental group outperformed both comparison groups
			Stanford-Binet Intelligence Scale	Cognitive development	Experimental group performed higher than both comparison groups
			School Liking Interview	Comfort with going to and being in school	Experimental group were happier at school
			Preschool Adjustment Questionnaire	Adjustment to school	Experimental group were better adjusted
			Penn Interactive Peer Play Scale and Preschool Play Behavior Scale	Assessment of children's play	Experimental group had highest scores
			Teacher Questionnaire	Parents' attitudes toward their child's schooling	Not reported
				Parents' involvement in their child's education	
				Rates of absenteeism	
Roundtree (USA)	Qualitative (n=3 mother-child dyads)	New York	Videotaped observations	Scaffolding behaviors	All mothers were found to use scaffolding strategies.

					One increased after the HIPPY treatment.
BarHava et al. (New Zealand)	Quasi-experimental: E1: (n=44) E2: (n=52) C: (n=38)	4 urban programs 1 rural program	Questionnaire Rosenberg self esteem scale	Educational involvement Attitudes toward education Self-esteem	Significant difference was found for educational involvement; no significant effects were found for attitude or self-esteem. Ethnic group membership is a determining variable.
Westheimer (on McLean) (South Africa)	Qualitative: (n=40, approx.)	Vosloorus Botshabelo	Semi-structured interviews	Parents' concerns	Naughty vs. good children Women's dominant role in child rearing Parents adjusting to a changing world Quality of time spent with children Programmatic implications
Britt (USA)	Qualitative case study	Detroit	Interviews Field observations Paraprofessional assessments Unobtrusive field data	Meaning of "reaching out" and "making a difference"	Services to families are context dependent. More vulnerable families need greater support.
Schuberth (Germany)	Qualitative case study (n=3)	Nuremberg	Semi-structured interviews	Attitudes, opinions, and experiences	Professional versus paraprofessional roles and overall evaluation of the program from the perspectives of a

					professional, a paraprofessional, and a mother
Britto and Brooks-Gunn (USA)	Non-experimental (n=17) (n=13)	New York	HIPPY Parent Interview Kindergarten Teacher Survey	Home-school partnerships School readiness	Parents have high rates of participation in school Children performing at same or higher level than classmates
Deuel et al. (USA)	Qualitative	6 sites in Florida	Paraprofessional Survey Employability Skills Instrument Paraprofessional Focus Group Protocol Coordinator Interview Protocol	Variability in organization structure and delivery systems Appropriate measures for future investigations Test data collection instruments Assess feasibility of procedures for statewide evaluation effort	Recommendations for future evaluations Programmatic implications
Jacobson (USA)	Non-experimental: (n=89) (n=26) Non-experimental: (n=353) (n=94) Non-experimental: (n=45) (n=27)	3 sites in Texas 5 sites in Texas 4 sites in Texas	Parent interviews Teacher survey Getting Ready for School Parent as a Teacher Staff self assessments	Parents involved in educational activities Children's adaptability to school	Positive findings that met or exceeded stated objectives

Dean et al. (Australia)	Qualitative (n=21)	Fitzroy	Semi-structured interviews Participant observation	Issues in implementation Parent-child relationship	Can be successfully implemented in this multi-cultural setting Concerns with language issues Parents' perception of improved parent- child interactions
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Examining HIPPY's Impact on Children

In examining HIPPY's impact on children, the studies that make up Part Two of this book are informed mainly by the bottom-line question, *Are the children doing better?* First, Robert Bradley and Barbara Gilkey provide a longitudinal perspective as they report on how children who were in HIPPY are faring in the third and the sixth grades in Arkansas. With an appropriate degree of caution based on their historical community sampling design, they paint an optimistic picture of HIPPY's long term effects. Next, taking a shorter-term view of child outcomes, Galia BarHava-Monteith and colleagues Niki Harré and Jeff Fields report on three sub-studies of the HIPPY program in New Zealand, examining children's reading ability, school readiness, and school behavior. Each study they consider converges with positive outcomes for HIPPY children.

Following that, Thomas P. Gumpel uses HIPPY in Israel as a background against which he describes how he developed an item response inventory for assessing children's school readiness. His chapter deals with the complexities and

debates inherent in understanding the school readiness concept. While the primary purpose for this study was to develop a new research measure, I have included it in this book and in this section because, by using HIPPPY as his context, Gumpel has provided a validation of HIPPPY as a successful school readiness program.

A less direct approach to examining HIPPPY's impact on children was taken by Drora Kfir and Irit Elroy in the chapter that follows. Kfir and Elroy detail a survey of preschool teachers who had HIPPPY children in their classrooms. The survey was undertaken as an attempt to determine what the teachers knew about the program's goals and general mode of operation, and how they assessed the program's effectiveness overall. With some interesting recommendations for program improvements and a strong call for closer collaboration, the preschool teachers expressed strong support for the program.

Next in this section, Amy J.L. Baker, Chaya S. Piotrkowski, and Jeanne Brooks-Gunn summarize several studies of HIPPPY that they conducted in different locations. The first study described is the only truly experimental study of HIPPPY to date and the findings in it are inconclusive. The other two studies they reported on are qualitative, with a focus on understanding variation in parental involvement in HIPPPY.⁷

Finally, Lucy Le Mare and Karyn Audet report on an evaluation that they completed just as this book was about to go to press. By comparing a small group of

⁷ Because of the dual focus of the chapter by Baker and colleagues, I had a difficult time deciding which section to fit it into. Ultimately I decided to place it with the other discussions of HIPPPY's impact on children, because I feel that its data regarding children is stronger than its data regarding parents. Nevertheless, the chapter includes some important information about parental involvement in the program, and anyone reading these pieces with an eye toward understanding the program's effect on parents should take a close look at what this piece has to say.

HIPPY children to children with either no other preschool experience or with center-based experience, they find consistently positive outcomes for the HIPPY group. This study is the first to examine HIPPY's impact on the social and emotional development of children.⁸

Examining HIPPY's Impact on Parents

Parents are at the very core of the HIPPY program approach and, while most studies of HIPPY are designed to look for impacts on children, some have also looked at the program's direct impact on parents. Part Three gathers several of these studies together. First, Wanda Roundtree's chapter bridges the single focus on the child and the single focus on the parent by looking at the relationship between the two. Using scaffolding as her theoretical construct, Roundtree conducted an in-depth qualitative study of three mother-child pairs to see what kind of interaction (or scaffolding behavior) was happening with and without the HIPPY intervention and how HIPPY may have influenced it. Moving to a more deliberate focus on parents, another essay by BarHava-Monteith, Harré, and Field explores the differences between HIPPY caregivers, HIPPY home visitors, and comparison caregivers in involvement in educationally-oriented behaviors, attitudes towards education, and self-esteem. Next in this section comes my essay on a study conducted by Hugh McLean in South Africa. It is meant to shed light on the concerns, realities, and unique circumstances of the caregivers who participated in McLean's study. Since the data for this study came out of a series of focus groups, an abundance of direct quotes are organized under four broad issues to provide the flavor of the life of parents of young children in

⁸ Because of the tight timeframe involved in including this study in this book, not all of the data collected was analyzed. Future, more inclusive reports will be forthcoming.

South Africa today. Using these issues to make program recommendations is another way of integrating research and program development.

Examining HIPPY's Impact in a Community Context

Beyond direct impact on children and parents, the HIPPY program can also be viewed as a community development project. The program is often situated within an array of services and programs for young children and their families. In the process of finding the "right fit," the program can serve as a focal point for a community, organizing around understanding the needs of young children and their families. In addition, HIPPY employs paraprofessionals from the community, providing a point of job entry for individuals interested in working with families. And finally, because HIPPY works in the home and promotes school-readiness, the program can serve as a home-school partnership project. Each chapter in Part Four of this book addresses the various ways in which HIPPY works as a tool for community-building.

To begin with, David W. Britt offers a close look at one program in a midwestern city in the United States, and makes a strong case for recognizing that the families who typically participate in HIPPY require a broader set of services and supports than the HIPPY program alone can provide. He shows how, over the course of two years, one program changed by first defining what families need, and then providing assistance for those families. His chapter makes a strong case for insisting that HIPPY be incorporated into a broad array of services and support for at-risk families.⁹

⁹ In a companion article ("Beyond Elaborating the Obvious: Context-Dependent Parental-Involvement Scenarios in a Preschool Program," *Applied Behavioral Science Review* 6 (2, 1998): 179-97), Britt uses an intricate statistical approach called qualitative comparative analysis (QCA) to demonstrate the

Next, Oliver Schuberth takes a micro-examination of the role of the paraprofessional. By considering HIPPY paraprofessionals to be comparable to community volunteers, he explores the benefits paraprofessionals offer to the program from the perspectives of one professional, one paraprofessional, and one mother. He also provides each participant's perspective on the overall benefit of the HIPPY program.

Finally, Pia Rebello Britto and Jeanne Brooks-Gunn look at HIPPY as a potential vehicle for establishing home-school partnerships. In the study reported here, both parent and teacher responses indicated that HIPPY parents are involved in their children's schooling, especially in terms of informal contacts and communications between the parents and school staff. This study also reports that most of the HIPPY children included in the study appeared to be performing at the same level as their classmates, if not higher.

Navigating the Research Process

Following these considerations of HIPPY's impact on specific groups, the final section of this book exposes the reader to the inner workings of the research decision-making process. Understanding the intricacies of the decision-making process in a research endeavor can be as important as – perhaps sometimes even more important than – reporting on specific methods of inquiry and research findings. The early stages of planning for a project provide ample opportunity for individual and

importance of providing extra support for families at risk. As Britt writes, "I expected and found that parents in low-risk families would be highly involved no matter what level of additional family support for problems of living was provided by the [HIPPY] program. I expected and found that parents in high-risk families, on the other hand, would only be highly involved if the program were able to provide additional support for the problems of living with which they were coping."

subjective input. Some would argue that the decisions that get made in the early planning stages are the ones that have the fewest objective controls. The authors who contribute to Part Five take these complexities into account, and it is worth noting that they approach their respective research tasks with a highly respectful and collaborative attitude towards their practitioner colleagues.

First, using a unique metaphor that compares the research process to food preparation, Lois-Lynn S. Deuel and her colleagues provide painstaking detail about how they went about establishing a statewide research effort in Florida, detailing every step from confirming the need for research to describing how the research-practitioner team in Florida was able to use the data it collected.

Next, Arminta Lee Jacobson's discussion of a three-year evaluation in Texas provides detailed descriptions of how and why changes were made in evaluation methodology from year to year. Her original task was to provide a federally-funded program in Texas with an evaluation that would determine whether predetermined goals and objectives had been met. This design does not call for any comparison and so, while she does report consistently positive findings for HIPPY children's adaptation to kindergarten and HIPPY parents' involvement in their children's education, her most interesting ideas deal with how the evaluation process changed and how she involved program staff in making these decisions.

Finally, Suzanne Dean and her colleagues provide a descriptive analysis of how research impacted on initial program implementation – and vice versa – in Australia. They also reveal how planning for research as an integral part of initial implementation eventually led to both wider implementation and a national research agenda. Based on a whole range of different perspectives, the lessons learned from

the Australian experience have implications for any new research effort, either at the local or national level.

So, What Do We Know About HIPPY?

After reviewing all this research, the ultimate question still remains: What do we know about HIPPY? Well, we know that people all over the world have a strong intuitive sense that the HIPPY approach will make a difference and that people have made monumental efforts to see the program implemented in their own communities. We know that many parents in many HIPPY programs speak highly of the impact they feel resulted from their participation. And we know that researchers – both with and without established grant funding – have committed themselves to struggle for a better understanding of the intricacies of the program.

However, all of this is considered to be soft, anecdotal evidence of the program's effectiveness, far from the hard proof that some would like to show. But these “anecdotes” should not be totally dismissed. It is not insignificant to see scores of volunteers working to bring a new program to a community. And certainly it is not insignificant to hear parents' testimonies. In fact, if it were not for the use of public money to support HIPPY, parents' impressions would probably be enough to prove the worth of the program. How many parenting programs in more affluent communities have been evaluated? How many middle class parents choose the parenting programs they attend based on scientific evidence of their effectiveness? And, for that matter, how many professionals – practitioners or policy makers – choose one programmatic approach over another because of the validating research available for that program? Still, there is no question of the importance and necessity of finding statistically rigorous ways to understand what we do, what effects we have,

and what effects we do *not* have. But there is also no question that finding such quantitative measures is not the only way to learn about a program and its potential place in a given community.

The studies in this book do begin to weave a story about HIPPY. The threads are of different qualities, colors and textures, but when woven together they produce a tapestry that shows children and parents engaging together in learning activities. The tapestry also reveals that most HIPPY children have learned more than they ever would have without the program -- and that they are more ready for school than they would have been otherwise. The fact that the most rigorous study here (Baker et al) produced the most conflicting findings is certainly cause for concern. However, the related fact that so many of the other studies in this book (Bradley and Gilkey, BarHava et al., Kfir and Elroy, Gumpel, and Le Mare and Audet), show a strong trend for positive findings for children – using a wide range of research designs and methodologies – does lend more credence to the more positive findings in Baker et al.

As for parents, the picture is bright but it has much less detail. Since the bottom line for accountability is how the program impacts on children, studies on parents have been sparser. The studies included here show that there is some parental impact, but they also show a great deal of variability and ultimately they raise many more questions than answers. It is hard to understand, for example, how some HIPPY parents were more engaged in school and educational activities (BarHava et al., Britto and Brooks-Gunn), yet their attitudes about school did not change. Clearly, something is happening to the parents in the program – but what exactly is happening is still unclear. We may need to consider developing new measures and new ways to look at parents from a developmental perspective over a longer period of time. Variations in outcomes that can be explained by cultural background (BarHava,

Chapter 9) point to a powerful direction for serious consideration. Might specific adaptations in the delivery of the program be necessary for different cultural groups? And what might these be? Finally, further investigation into patterns of and reasons for attrition, building on the work of Baker et al., should be a high research priority.

Now, let's turn to the larger community-based contexts. HIPPY, by design, provides jobs in poor communities and, while not documented in any study included in this book, anecdotal evidence indicates that the growth of paraprofessionals during their experience with HIPPY can be tremendous. Still, we don't know much about how the job-entry opportunities turn into future career development paths. On a different but related note, since HIPPY is designed to bring school-related activities into the home, it provides the basis for a natural link between the home and school environments (Britto and Brooks-Gunn). We have seen how the program serves as the basis for developing the kind of home-school partnerships that are now known to best support children's development. Finally, a very strong case has been made for the importance of providing families with a range of support and services that can include, but certainly should not be exclusive to, HIPPY (Britt). Many HIPPY programs around the world are embedded in systems and organizations that provide a wide array of support to families with young children, but some are stand-alone efforts. We now have both scientific and anecdotal evidence to suggest that families are better served when HIPPY is one part of a more holistic approach.

There is still so much we do not know. But even with all that we do not know, the collective wisdom gained and shared through this book has strong policy and programmatic implications. To help make these connections, I have prepared a second chart that puts the studies in this book into a slightly different framework. I start by listing the different content areas that the HIPPY program touches. It should

be evident by now that HIPPY is much more than an early childhood program, and the other content areas listed in this chart show the many different lenses that can be used to view the program from different perspectives. The next column in the chart lists theorists that have made major contributions in each of the content areas. I have limited myself to those used as references in the chapters of this book, both to limit the otherwise endless possibilities and to serve as another cross-reference between theory and practice. The theorists are followed by the specific chapters in this book and the broad categories of policy issues that relate to each of the content areas. So, for example, if we look at parent leadership and education combined with adult education, we find three theorists that have made significant contributions and are cited in the chapters (Powell, Delgado-Gaitan, and Cochran), followed by the three chapters that relate to this content area. Four policy issues are then offered that could serve as hooks to connect the theory and research: parent involvement, parent empowerment, family support, and adult education.

Finally, I have added two types of programmatic implications. The first describes how the HIPPY program as it now exists responds to the theory, research and policy issues provided. The second lists some ways the basic program approach may need to adapt in the future.

Table 2: HIPPY Program: Theory, Research, Policy, and Practice

Content Area	Theory	Research: HIPPY- specific	Policy Issues	Practice: Existing HIPPY model	Practice: Possible new programmatic directions
Early childhood development	Bredekamp Kagan	Baker et al. BarHava et al. (Chapter 5)	Early learning Early brain development	Enjoyment of learning with parents, successful experiences, development of school readiness skills	More open-ended activities and creative games
Early literacy	Pflaum	Bradley and Gilkey	School readiness		More group activities with children
School readiness	Ramey and				

	Ramey Snow	Britto and Brooks-Gunn Dean Gumpel Jacobson Kfir and Elroy Le Mare and Audet	Early literacy	Early exposure to books, language-related activities, school-like learning experiences	Consider some work directly with children More interactive activities, balance between phonics and whole language approaches
Parent-child interactions Family literacy	Brooks-Gunn Vygotsky	Dean Jacobson Roundtree	Parents as their children's first teachers Family literacy	Parents are the teachers Positive interactions around learning	As variations develop, maintain focus on parent-child connection
Parent leadership and education Adult learning	Powell Delgado-Gaitan Cochran	Baker et al. BarHava et al. (Chapter 10) Jacobson Westheimer (On McLean)	Parent involvement Parent empowerment Family support Adult education Family Literacy	Parents can become paraprofessionals Paraprofessionals can develop skills and training and move along their own career paths.	Consider growth and development of parents as adult learners and adapt service delivery method
Home-school (community) connections Community development Range of supports for families living in poverty	Bronfenbrenner Zigler Aber Halpern Duncan	Britt Britto and Brooks-Gunn Kfir and Elroy	Community schools Home-school partnerships Transition to school Integrated services Collaborative community partnerships	Parents learn the language, ways, and expectations of school Parents view themselves as educators of their children Parents learn about other available supports and services As a structured and clearly definable program, it can fit easily within other more comprehensive supports and services for families	More work on transition to school More connections made with school community More connections with other community services and programs Build more networks within the community When possible connect with others providing needed services; otherwise provide those services

					within the program's scope of work
Paraprofessional growth and development	Musick and Stott Halpern	Deuel Schuberth	Job training Welfare reform Adult education	Program provides jobs and on-the-job training in area of interest Develops new transferable skills	Advancement along a career path Turn training into recognized credits for career advancement
Home visiting as method of service delivery	Olds Gumby Wasik Weiss	Baker (US)	Home visitations Service delivery methods	To deliver to hard-to-reach families must go where they are Value of home as place of learning	Find alternative routes to meeting one-on-one with parents
Cultural relevance/multi-cultural approaches	Ogbu	BarHava et al. (Chapter 10) Dean et al. Le Mare and Audet	Multi-cultural education Cultural appropriateness	Newly designed curriculum in US is multi-cultural Use of paraprofessionals from the local community	Adapt books and materials for various cultures Include more cultural awareness activities

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It is my hope that this chart can help both those looking to frame the HIPPY program in different ways and those looking at HIPPY with an eye toward future programmatic development. It is also my sincere hope that all those involved in the development, research, and promotion of HIPPY can move forward informed and enriched by the important contributions of theory, research, policy, and practice.

In conclusion, then, let me join my friends and colleagues – the few who appear in this book and the many more who do not – in saluting Professor Avima D. Lombard for her passionate commitment to young children, her belief in the human capacity to change, and her determination to make a difference in the world.

*Westheimer, Miriam, (2003). *Parents Making a Difference*. The Hebrew University
Magnes Press, Jerusalem **19-45**.