

HIPPY New Zealand: Book of Evidence

2018



This document contains evidence for the outcomes that HIPPY New Zealand has identified as central to the spirit and practice of HIPPY across the country. Stakeholders of HIPPY are welcome to use this material in full or in part for the purpose of informing interested parties about the effectiveness of HIPPY, provided that references to the original works are included in all written communications.

Dr Dina Dosmukhambetova

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Introduction

New Zealand is struggling with persistent inequality, which manifests itself in poor educational outcomes, unemployment, poor health and poverty for disadvantaged sectors of the society.

This Book of Evidence, compiled from New Zealand and international sources, demonstrates the efficacy of HIPPY – Home Interaction Programme for Parents and Youngsters* – in improving educational outcomes of children born into relative poverty and in providing both parent and child generations with critical skills and confidence.

The HIPPY programme is currently operating in 41 low-income communities throughout New Zealand. Year on year, Māori make up about half of the participating families, Pasifika make up about a quarter, while Pakeha (New Zealand Europeans) and recent migrants from other countries comprise the balance of the participants.

It will be apparent to the reader that this evidence indicates clearly that HIPPY is a potent agent in the struggle to reduce inequality.

*Note: In New Zealand, the acronym 'HIPPY' used to stand for 'Home Instruction Programme for Preschool and Year One Youngsters', but it was later changed to 'Home Interaction Programme for Parents and Youngsters'. Internationally, other variations exist, including 'A Home Instruction Programme for Preschool Youngsters', and 'The Home Instruction for Parents of Preschool Youngsters Program'.

Child Outcome 1 – Oracy Skills

**HIPPY improves children’s oracy skills
(language skills)**

HIPPY improves children's oracy skills

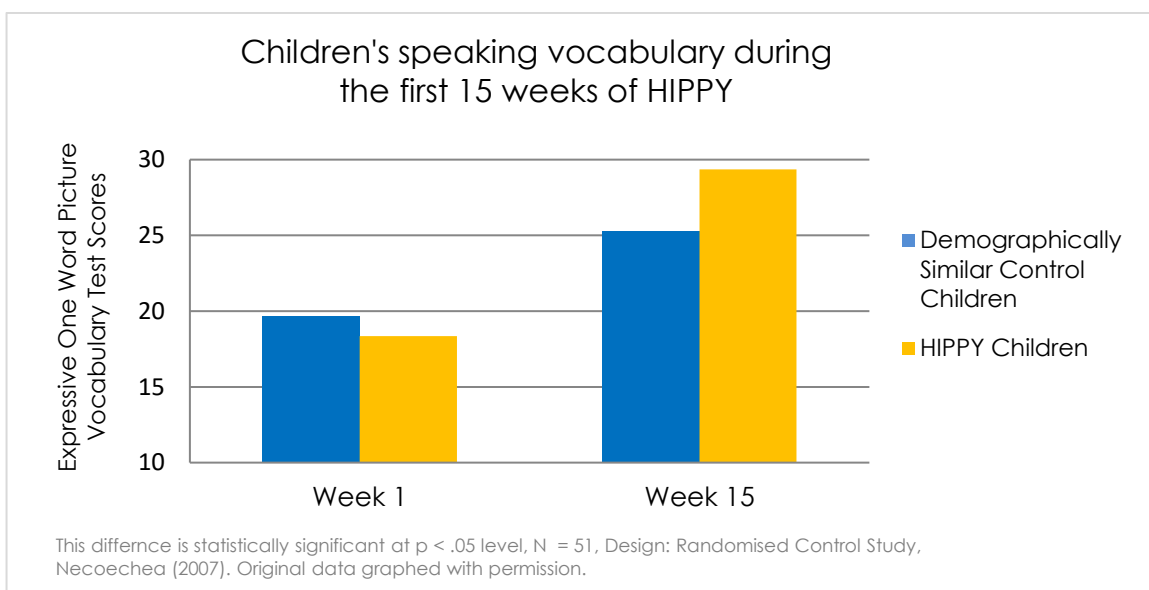
Evidence 1-A: International Evidence (California, USA)

Introduction

In 2007 Denise Necochea completed an evaluation of HIPPY in California (USA) as part of her doctoral studies. The evaluation focused on the effects of HIPPY on children's early language skills and pre-literacy skills. The participants were low-income ethnic minority families (Mexican-American). Necochea used a randomized control trial design – the most scientifically rigorous method for assessing the effects of a programme (see Further Notes). There were 26 families in the HIPPY condition and 26 families in the control condition.

Evidence

Necochea (2007) showed that after only 15 weeks of the programme HIPPY children did better than their peers on a test of speaking ability.



Reference

Necochea, D. M. (2007). *Children at-risk for poor school readiness: The effect of an early intervention home visiting program on children and parents*. (Doctoral dissertation), University of California, Riverside, US.

Further Notes

Expressive One Word Picture Vocabulary Test (EOWPVT) is a psychometrically sound (i.e. valid and reliable) measure of speaking ability; it is suitable for persons between the ages of 2 and 80.

Randomized Control Trial means that participants were randomly assigned to conditions (HIPPY vs. no HIPPY) before the programme began. This method ensures that there are no differences between the groups other than being on HIPPY (e.g. HIPPY children do not do better just because their parents were more motivated).

HIPPY improves children's oracy skills

Evidence 1-B: Earlier New Zealand Evidence

Introduction

In 1994 Joanne Watt completed a Master's thesis examining the effectiveness of HIPPY in Auckland, New Zealand. Among other things, Watt investigated the effects of HIPPY on children's communication skills. She ran a small quasi-experimental study on first- and second-year HIPPY children.

Evidence

Watt (1994) found that first-year HIPPY children **significantly improved both their receptive and expressive language** within the first **four months** of HIPPY (as measured by Battelle Developmental Inventory, $N = 20$, $p < 0.01$).

Reference

Watt, J. E. (1994). *An evaluation of HIPPY: A Home Instruction Programme for Preschool Youngsters*. (Master's Thesis), University of Auckland, New Zealand

Further Notes

This evidence complements and reinforces the message of the US results presented earlier (Evidence 1-A, p. 4).

HIPPY improves children's oracy skills

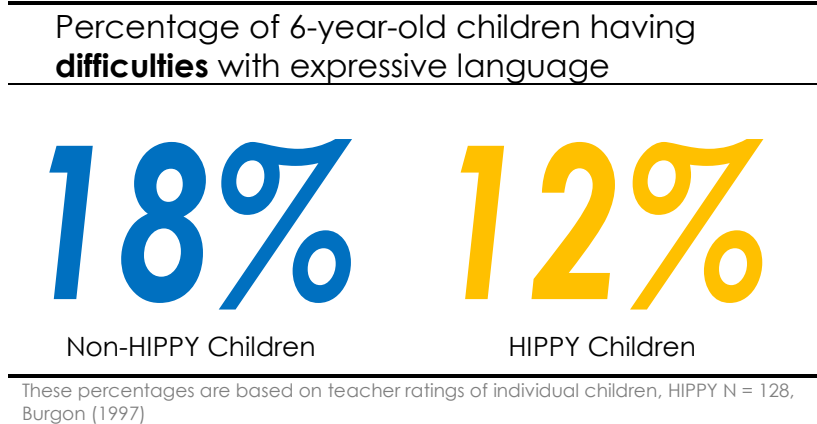
Evidence 1-C: Earlier New Zealand Evidence

Introduction

In 1997, Jacky Burgon of [New Zealand Council for Education Research](#) (NZCER) conducted an evaluation of Family Service Centres for the Department of Social Welfare (New Zealand). Among other things, Burgon investigated the effect of HIPPY on children's language ability. She compared HIPPY children with the children from [Competent Children](#), a well-known New Zealand study of the effects of early childhood education ([Wylie & Thompson, 1998](#)).

Evidence

Burgon (1997) asked teachers in which curriculum areas HIPPY children had particular strengths and weaknesses. Among other things, she found that HIPPY children were perceived to have fewer difficulties in the areas of expressive language (speaking) than the demographically similar children from the Competent Children study.



Reference

Burgon, J. (1997). *Family Service Centres Evaluation: The HIPPY Programme in Family Service Centres*. Report produced for the Department of Social Welfare, New Zealand.

Further Notes

Burgon did not use an experimental design. She compared HIPPY children to a "demographically similar" subset of the children from Competent Children. The subset comprised of children whose parents earned less than \$30,000 a year. However, the average income of the HIPPY parents in this study was still smaller; in addition, the HIPPY children were 4-5 months younger than the other cohort; and, finally, there was a bigger proportion of Pasifika and Maori children among the HIPPY sample.

Burgon noted that these were 'important findings because of the previously reported correlations between receptive vocabulary and later reading skills (such as Silva et al, 1983, and Neale et al, 1979)' (p. 77).

Silva, P. A., McGee, R., & Williams, S. M. (1983). Developmental language delay from three to seven years and its significance for low intelligence and reading difficulties at age seven. *Developmental Medicine and Child Neurology*, 25, 783-793.

Neale, M. D., McKay, M. F., Thompson, B. G. (1979). The Neale Scales of early childhood development and later reading performance: A multivariate analysis. *Exceptional Child*, 26 (3), pp. 133-143.

Child Outcome 2 – Literacy Skills

HIPPY improves children's literacy skills

HIPPY improves children's literacy skills

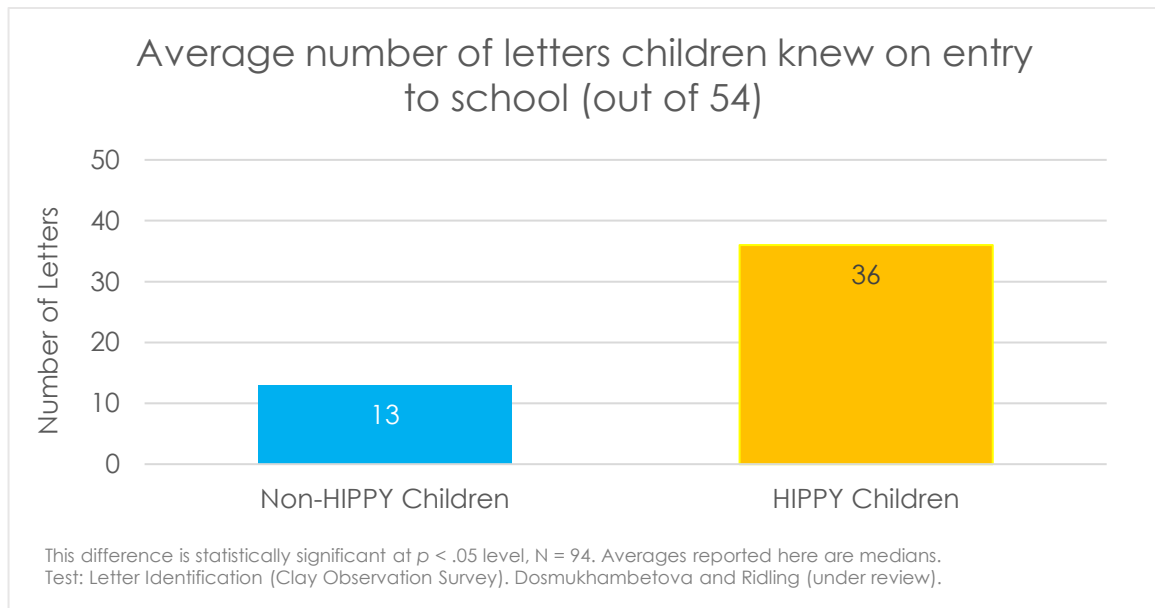
Evidence 2-A: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

In a recent study conducted in New Zealand, Dosmukhambetova and Ridling (2016) found that on entry to school HIPPY children knew more letter symbols than their peers (out of 54 total, including 26 upper case, 26 lower case, and variant spellings of 'a' and 'g').



Reference

Dosmukhambetova, D. & Ridling, J. (under review). *Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.*

Further Notes

This original research is described in an academic manuscript, which was submitted for publication to an international peer-reviewed journal in 2017.

HIPPY improves children's literacy skills

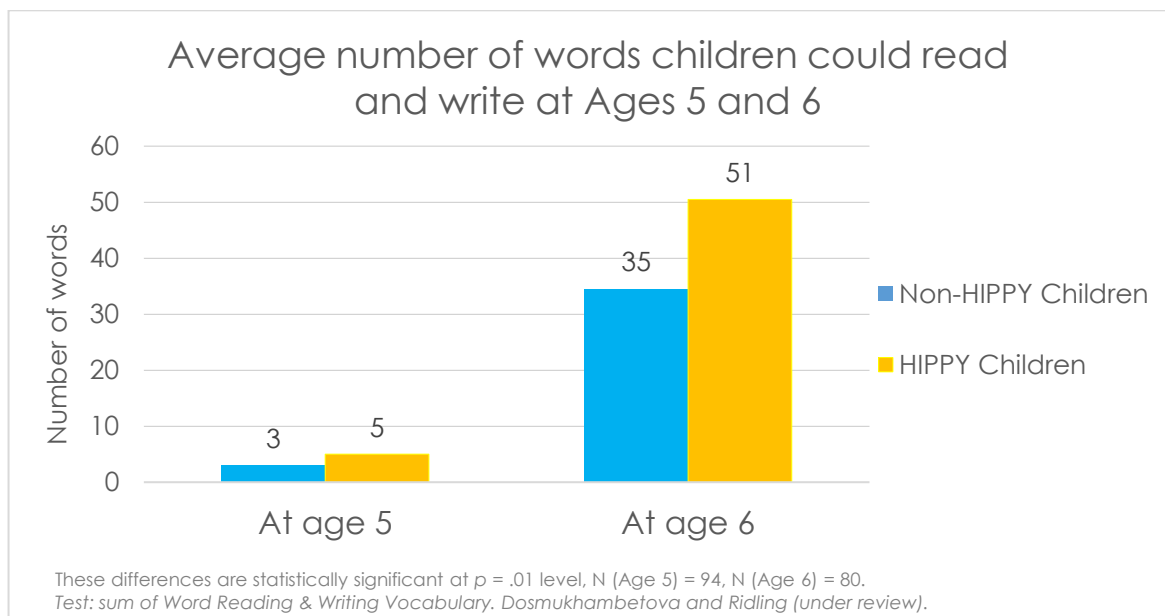
Evidence 2-B: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

In a recent study conducted in New Zealand, Dosmukhambetova and Ridling (2016) found that HIPPY children could read and write more words than their peers, both at age 5 (on entry to school) and at age 6 (after one year at school). The measure is a sum total of Word Reading and Writing Vocabulary (modules of Clay Observation Survey).



Reference

Dosmukhambetova, D. & Ridling, J. (under review). Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.

Further Notes

This original research is described in an academic manuscript, which was submitted for publication to an international peer-reviewed journal in 2017.

HIPPY improves children's literacy skills

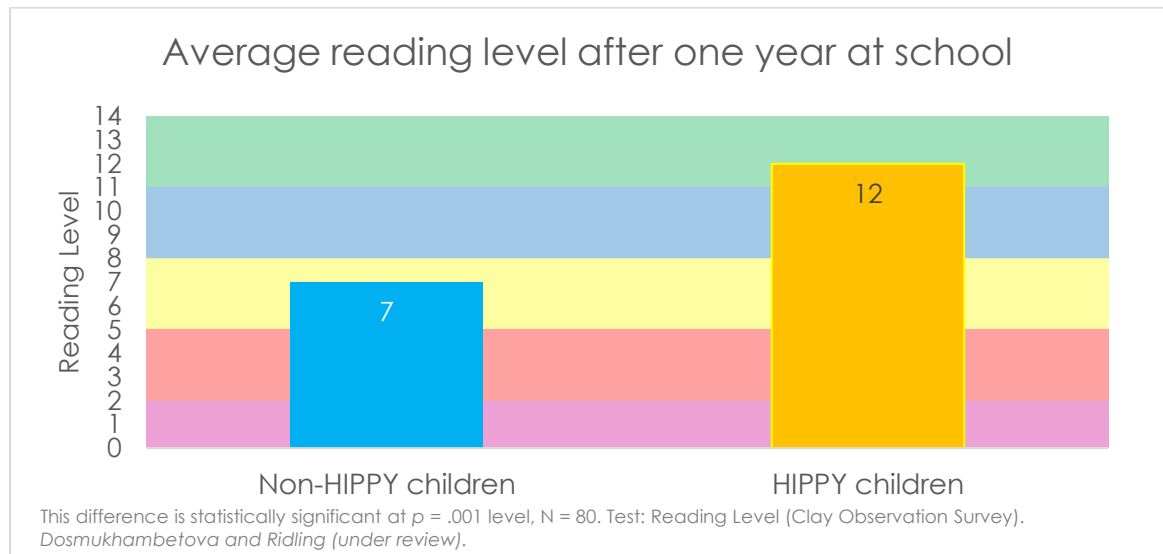
Evidence 2-C: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

In a recent study conducted in New Zealand, Dosmukhambetova and Ridling (2016) found that HIPPY children read more advanced books at age 6 (N = 80). Reading progression is measured using a numerical system and a colour wheel in the first years of schooling. The researchers showed that after one year at school HIPPY children were reading at Green Level (or Reading Level 12), while non-HIPPY children were reading at Yellow Level (Reading Level 7). The performance of HIPPY children was in line with the expectations of the Ministry of Education, NZ, who state that *"although students progress at different rates, they all need to be at or near Yellow level after 6 months of instruction in order to reach the goal of reading at Green level by the end of the first year of school"* ([Literacy Learning Progressions, 2010](#), p. 10).



Reference

Dosmukhambetova, D. & Ridling, J. (under review). Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.

Further Notes

This original research is described in an academic manuscript, which was submitted for publication to an international peer-reviewed journal in 2017.

HIPPY improves children's literacy skills

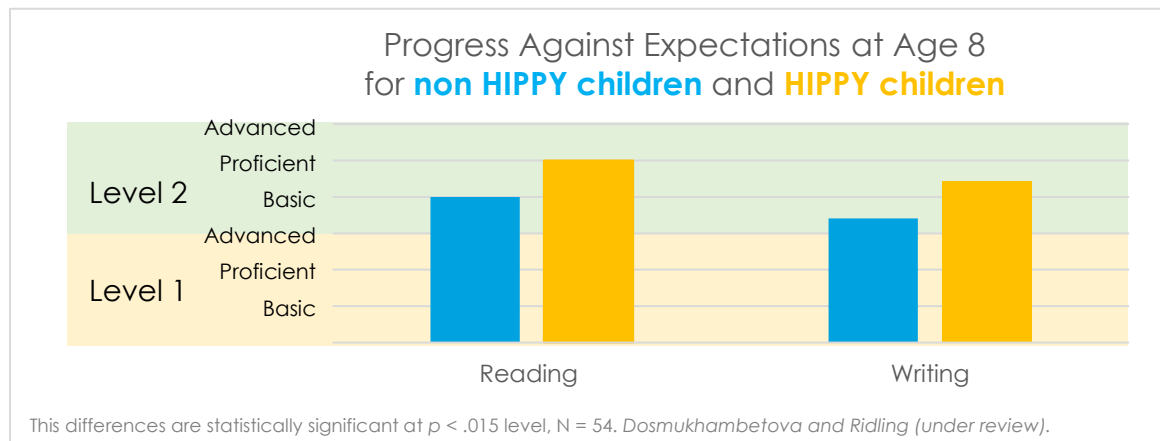
Evidence 2-D: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

In a recent study conducted in New Zealand, Dosmukhambetova and Ridling (2016) found that at age 8 (at the end of Year 3), HIPPY graduates were at a more advanced level of curriculum in reading and writing (as measured by Progress Against Expectations in Reading and Writing). Progress Against Expectations is an assessment tool specific to St Leonards Road School. Modelled on Overall Teacher Judgements (OTJs), it represents a more detailed and more frequent teacher assessment of children's overall progress against the National Curriculum. It takes approximately two years to progress through one level of the curriculum, so after three years, children are expected to be well within Level 2 of the curriculum.



Reference

Dosmukhambetova, D. & Ridling, J. (under review). Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.

Further Notes

This original research is described in an academic manuscript, which was submitted for publication to an international peer-reviewed journal in 2017.

HIPPY improves children's literacy skills

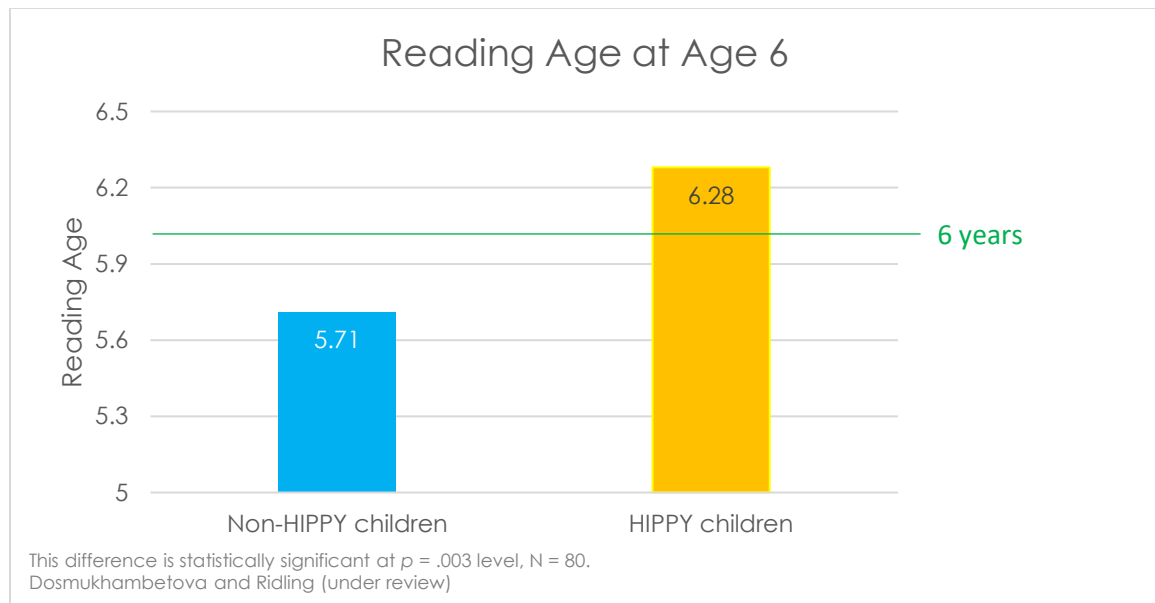
Evidence 2-E: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

In a recent study conducted in New Zealand, Dosmukhambetova and Ridling (2016) found that at age 6 HIPPY children had a higher reading age compared to their peers.



Reference

Dosmukhambetova, D. & Ridling, J. (under review). Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.

Further Notes

This original research is described in an academic manuscript, which was submitted for publication to an international peer-reviewed journal in 2017.

HIPPY improves children's literacy skills

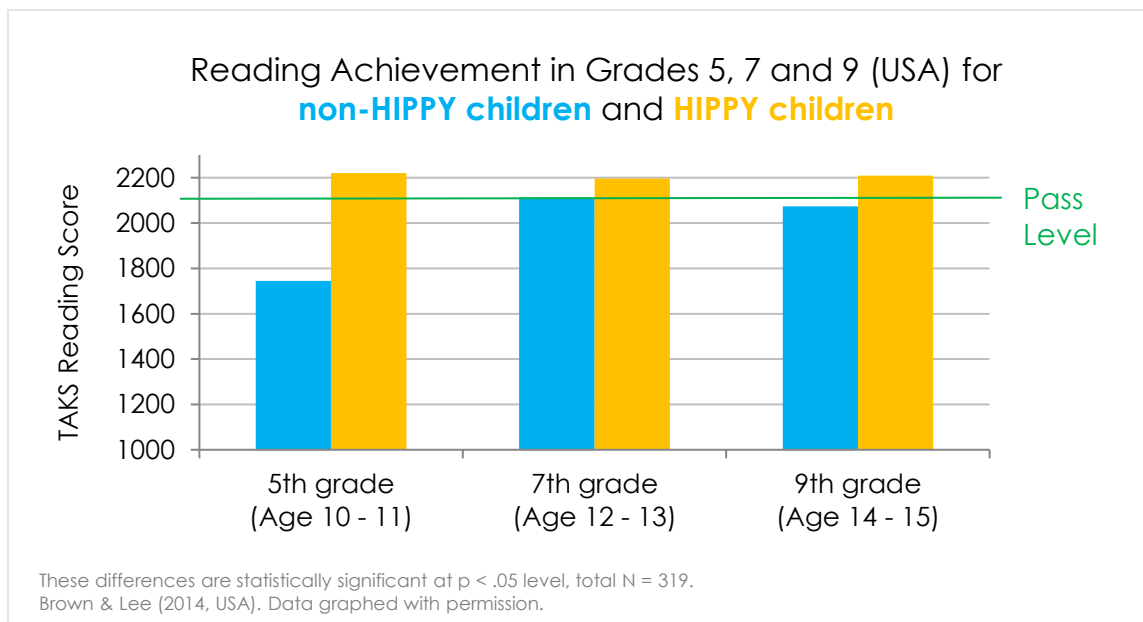
Evidence 2-F: International Evidence (Texas, USA)

Introduction

This evidence comes from a study of the long-term effect of HIPPY conducted in 2014 in Texas (USA). Brown and Lee (2014) looked at the academic achievement of HIPPY children and their demographically similar peers from the same schools in 5th grade (Ages 10 – 11), 7th grade (Ages 12 – 13) and 9th grade (Ages 14 – 15).

Evidence

Brown and Lee (2014) found that at ages 10 to 15, HIPPY children performed significantly better than their peers on standardized measures of reading ability.



Reference

Brown, A., & Lee, J. (2014). School Performance in Elementary, Middle, and High School: A Comparison of Children Based on HIPPY Participation During the Preschool Years. *School Community Journal*, 24(2).

Further Notes

Child Outcome 3 – Numeracy Skills

HIPPY improves children's numeracy skills

HIPPY improves children's numeracy skills

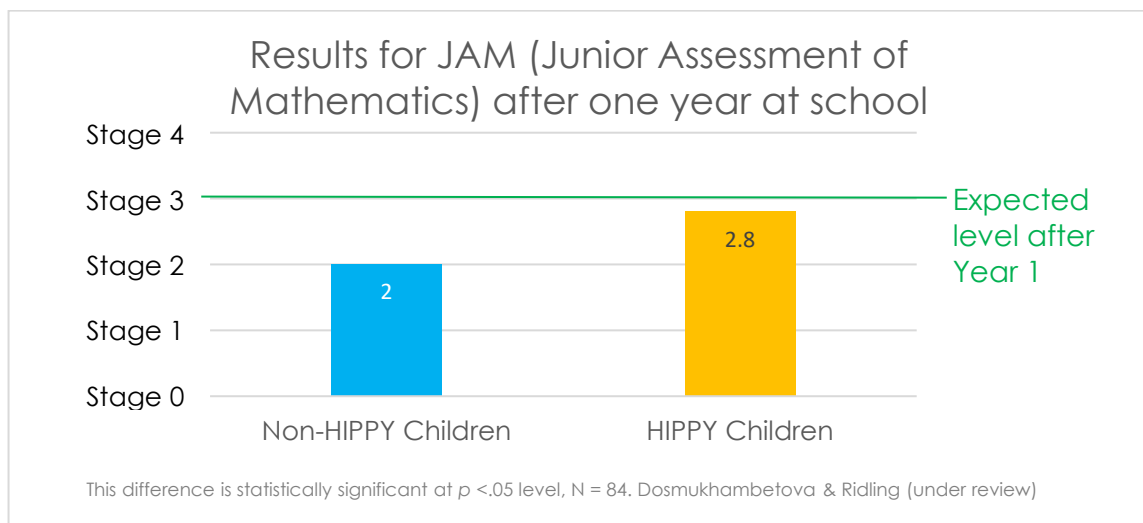
Evidence 3-A: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

In a recent study conducted in New Zealand, Dosmukhambetova and Ridling (2016) found that at Age 6, HIPPY children performed significantly better on a standardized measure of numeracy (Junior Assessment of Mathematics) than their demographically similar peers at the same school.



Reference

Dosmukhambetova, D. & Ridling, J. (under review). Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.

Further Notes

Total JAM score was computed as an average of the following modules: Number Identification, Forward Sequences, Backward Sequences, Fraction Knowledge, Group and Value Placement, and Basic Facts.

JAM is administered early in Term 1 and early in Term 3 to any child working on Level 1 of the Mathematics Curriculum (Stage 1 – Stage 4). The assessment results presented here are the results of the first time the children sat JAM in Term 3.

HIPPY improves children's numeracy skills

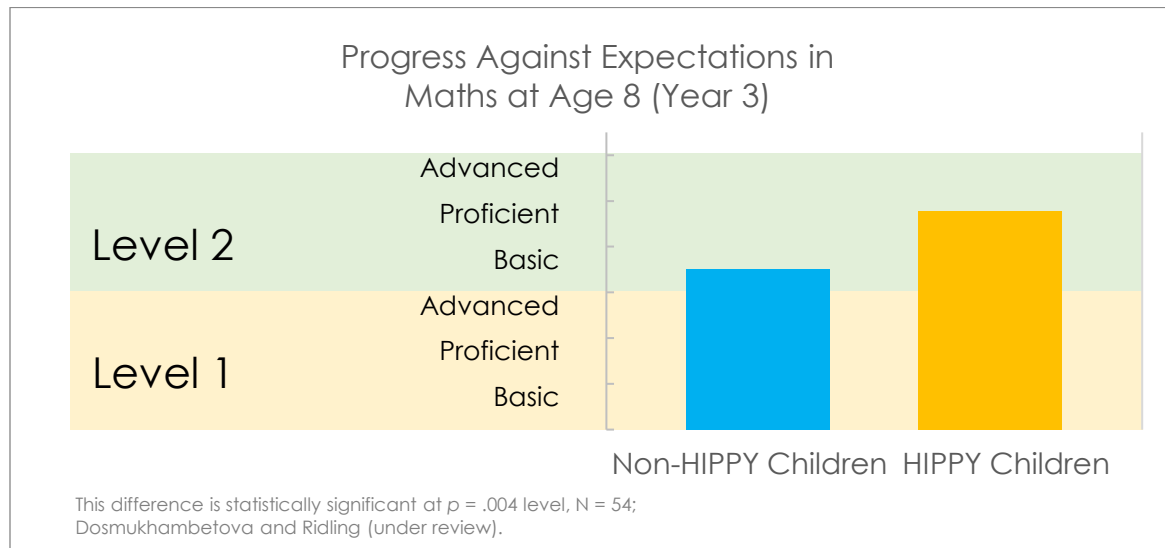
Evidence 3-B: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

In a recent study conducted in New Zealand, Dosmukhambetova and Ridling (2016) found that at age 8 (at the end of Year 3), HIPPY graduates were at a more advanced level of curriculum in math (as measured by Progress Against Expectations in Math). Progress Against Expectations is an assessment tool specific to St Leonards Road School. Modelled on Overall Teacher Judgements (OTJs), it represents a more detailed and more frequent teacher assessment of children's overall progress against the National Curriculum. It takes about two years to progress through one level of the curriculum, so after three years, children are expected to be well within Level 2 of the curriculum.



Reference

Dosmukhambetova, D. & Ridling, J. (under review). Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.

Further Notes

HIPPY improves children's numeracy skills

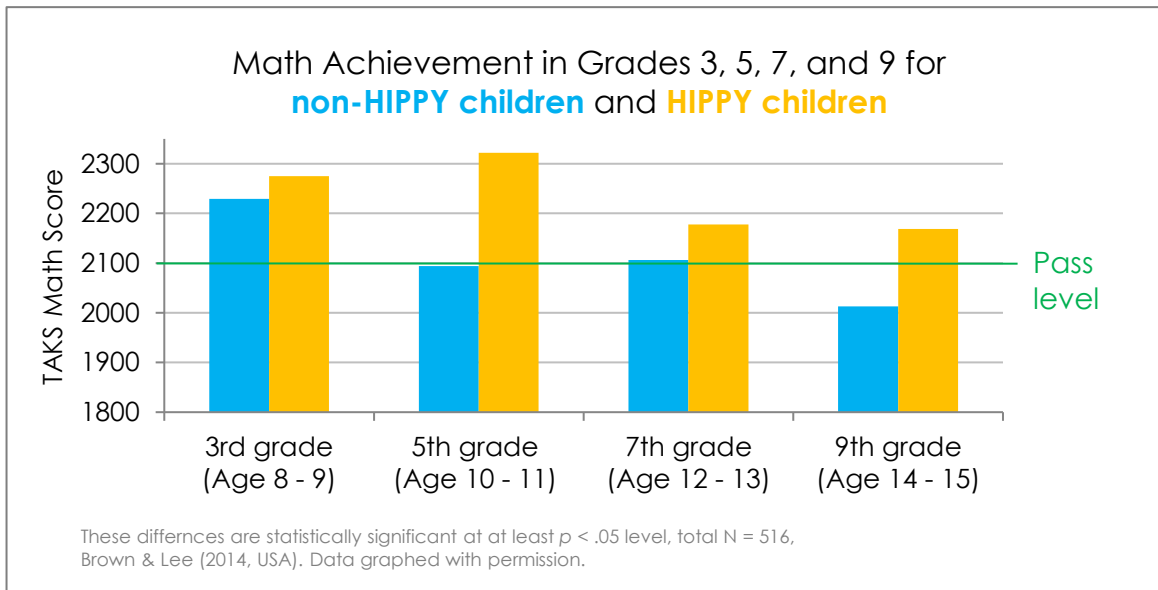
Evidence 3-C: International Evidence (Texas, USA)

Introduction

In 2014, Brown and Lee conducted a study of the long-term effects of HIPPY in Texas (USA). Brown and Lee (2014) looked at the academic achievement of HIPPY children and their demographically similar peers from the same schools in 3rd grade (Ages 8 – 9), 5th grade (Ages 10 – 11), 7th grade (Ages 12 – 13) and 9th grade (Ages 14 – 15).

Evidence

Brown and Lee (2014, USA) found that at ages 8 to 15, HIPPY children performed significantly better than their peers on standardized measures of math achievement.



Reference

Brown, A., & Lee, J. (2014). School Performance in Elementary, Middle, and High School: A Comparison of Children Based on HIPPY Participation During the Preschool Years. *School Community Journal*, 24(2).

Further Notes

The design of the study was post-hoc quasi experimental; they used a t-test to test the differences. The measure they used was Maths TAKS Scale (TAKS stands for Texas Assessment of Knowledge and Skills). Samples size were as follow: 197 for Grade 3, 130 for Grade 5, 75 for Grade 7, and 114 for Grade 9.

Child Outcome 4 – Cognitive Skills

HIPPY improves children’s cognitive skills

Note: We define cognitive skills as any skills that are indicative of a child's ability to use mental processes/constructs to learn and/or problem-solve. Cognitive skills include all numeracy and literacy skills, but this section presents only the evidence that was not included in the numeracy and literacy sections.

HIPPY improves children's cognitive skills

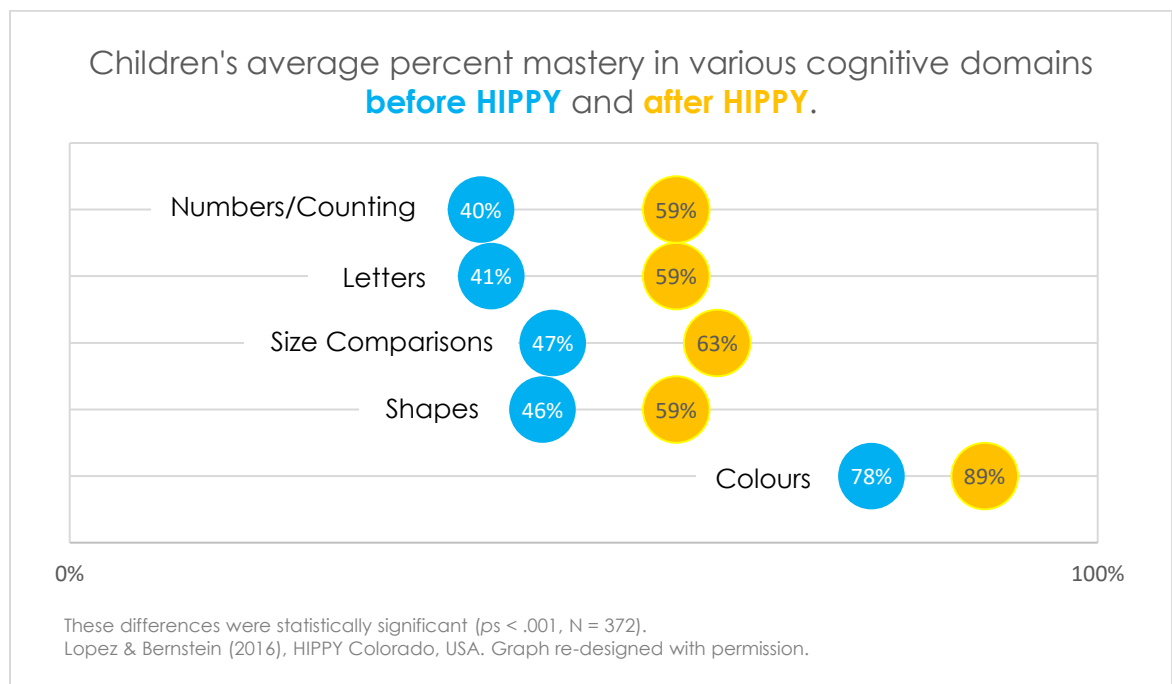
Evidence 4-A: International Evidence (Colorado, USA)

Introduction

[Parent Possible](#) is an organization that operates HIPPY in Colorado (USA). Parent Possible commissions annual evaluations of HIPPY. As part of these evaluations, researchers measure children's cognitive skills at the beginning and at the end of the programme, using [Bracken School Readiness Assessment \(BSRA-3\)](#), a psychometrically sound assessment for children between the ages of 3 and 6 that – among other things – tests children's knowledge of concepts.

Evidence

Lopez and Bernstein (2016, USA) found that HIPPY improved children's mastery in every concept domain that they measured using Bracken School Readiness Assessment (BSRA-3), including counting, knowledge of letters, size comparisons, shapes and colours.



Reference

Lopez, A. & Bernstein, J. (2016). [2016 HIPPY Evaluation](#). Report submitted to Parent Possible, Colorado, USA.

Further Notes

HIPPY improves children's cognitive skills

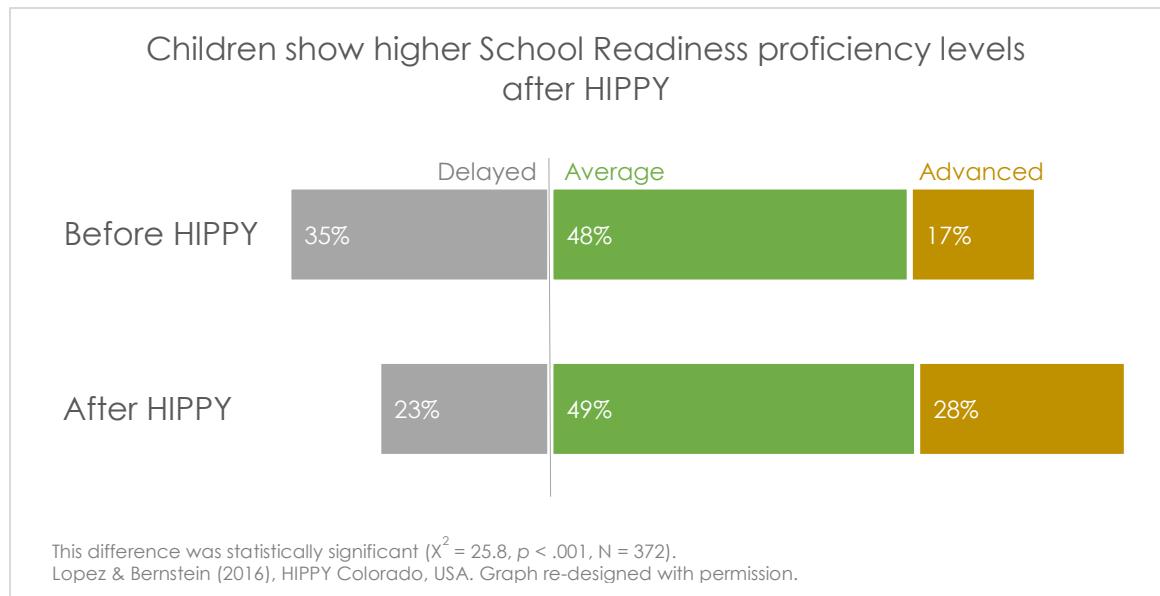
Evidence 4-B: International Evidence (Colorado, USA)

Introduction

[Parent Possible](#) is an organization that operates HIPPY in Colorado (USA). Parent Possible commissions annual evaluations of HIPPY. As part of these evaluations, researchers measure children's cognitive skills at the beginning and at the end of the programme, using [Bracken School Readiness Assessment \(BSRA-3\)](#), a psychometrically sound assessment for children between the ages of 3 and 6 that tests children's knowledge of concepts and identifies children with delayed, average and advanced proficiency levels.

Evidence

Lopez and Bernstein (2016, USA) found that HIPPY improved children's proficiency levels (as measured by Bracken School Readiness Assessment), with more children falling into the 'average' and 'advanced' categories and fewer children falling into the 'delayed' category after HIPPY than before HIPPY.



Reference

Lopez, A. & Bernstein, J. (2016). [2016 HIPPY Evaluation](#). Report submitted to Parent Possible, Colorado, USA.

Further Notes

HIPPY improves children's cognitive skills

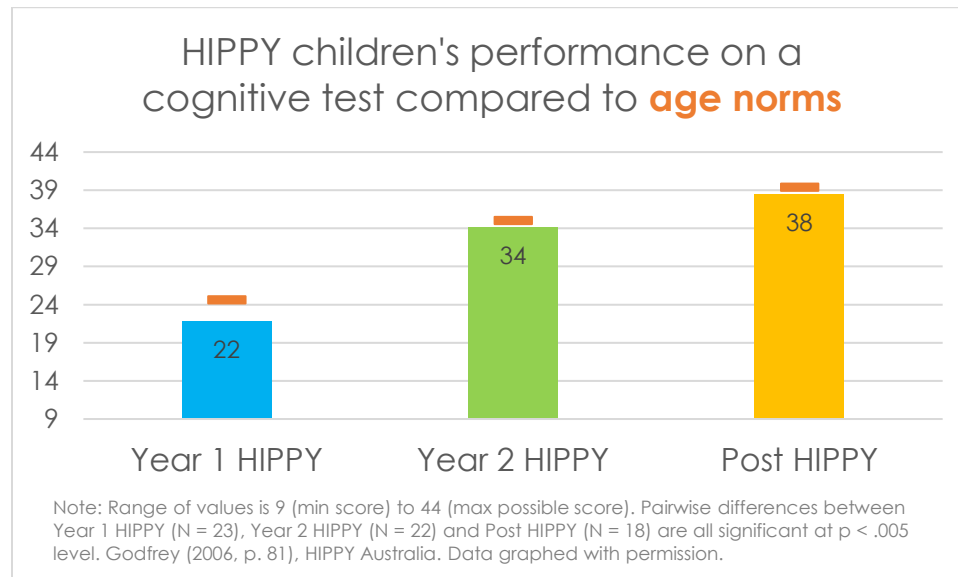
Evidence 4-C: International Evidence (Australia)

Introduction

In 2006, Celia Godfrey completed a doctoral dissertation that focused on the evaluation in HIPPY in Victoria, Australia.

Evidence

As part of her research, Godfrey studied HIPPY children during their first year of participation, during their second year of participation, and the year after they graduated from the programme. Among other tests, she used a measure called *Who Am I?*, an Australian assessment that tests children's cognitive development. Godfrey used Australian age norms as benchmarks for her findings; age norms are the average scores for children in a given age group. She found that during the first year of participation (Year 1 HIPPY), children were below the age norm, while during the second year of participation (Year 2 HIPPY) and after graduation (Post HIPPY) children were much closer to the age norm. These results are particularly impressive given that a large proportion of the HIPPY children in this sample were diagnosed with developmental delays before the programme had started.



Reference

Godfrey, C. (2006). [Responses to an Early Childhood Educational Intervention with Disadvantaged Families: An Exploratory Study](#). Doctoral Dissertation, Victoria University, Australia.

Further Notes

Child Outcome 5 – Social and Emotional Development

HIPPY promotes children's socio-emotional development

HIPPY promotes children's socio-emotional development

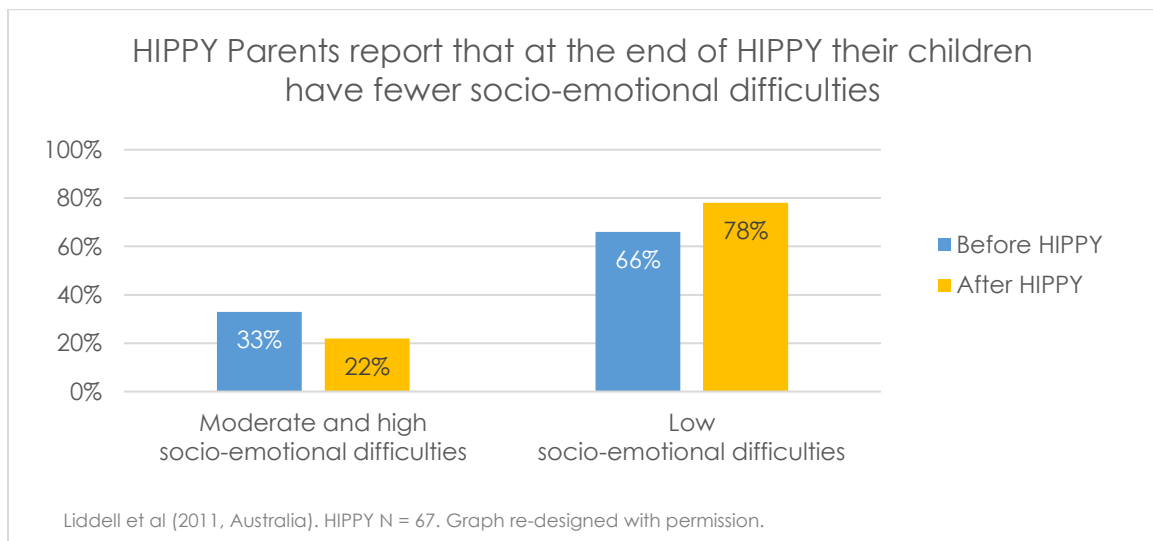
Evidence 5-A: International Evidence (Australia)

Introduction

In 2011, Max Liddell and colleagues conducted an evaluation of the five-year national rollout of HIPPY, undertaken by the Australian Government between 2008 and 2012. As part of this evaluation, the researchers looked at the effectiveness, efficiency, appropriateness, governance, and cultural fitness of the programme at 14 HIPPY sites across Australia.

Evidence

Liddell and colleagues (2011, Australia) asked HIPPY parents to fill out a [Strengths and Difficulties Questionnaire](#) (SDQ) before and after their children participated in HIPPY. The researchers found that parents reported that their children had fewer socio-emotional difficulties at the end of the programme than at the beginning of the programme.



Reference

Liddell, Barnett, Diallo Roost, and McEachran (2011). [Investing in Our Future: An evaluation of the national rollout of the Home Interaction Program for Parents and Youngsters \(HIPPY\)](#). Final report to the Department of Education, Employment and Workplace Relations. Australia.

Further Notes

SDQ is a behaviour screening survey for children between the ages of 3 and 16. It looks at children's emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behaviour.

HIPPY promotes children's socio-emotional development

Evidence 5-B: International Evidence (Australia)

Introduction

In 2011, Max Liddell and colleagues conducted an evaluation of the five-year national rollout of HIPPY, undertaken by the Australian Government between 2008 and 2012. As part of this evaluation, the researchers looked at the effectiveness, efficiency, appropriateness, governance, and cultural fitness of the programme at 14 HIPPY sites across Australia.

Evidence

Liddell and colleagues (2011, Australia) asked HIPPY parents to fill out a [Strengths and Difficulties Questionnaire](#) (SDQ) before and after their children participated in HIPPY. The researchers compared the HIPPY SDQ results with the SDQ results of similar parents from a large national panel study (LSAC: Longitudinal Study of Australian Children). They found that compared to the other parents, HIPPY parents reported that their children had fewer problems with peers, both at the beginning and at the end of the programme. After HIPPY, however, the difference between the groups was bigger than before HIPPY.

A study of Australian HIPPY families showed that

**HIPPY children had
fewer problems with peers**

as reported by their parents at the end of HIPPY (N = 67), compared to the reports of similar parents from a national panel study (Liddell, Barnett, Diallo Roost, and McEachran, 2011)

Reference

Liddell, Barnett, Diallo Roost, and McEachran (2011). [Investing in Our Future: An evaluation of the national rollout of the Home Interaction Program for Parents and Youngsters \(HIPPY\)](#). Final report to the Department of Education, Employment and Workplace Relations. Australia.

Further Notes

SDQ is a behaviour screening survey for children between the ages of 3 and 16. It looks at children's emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behaviour.

Parents from the two groups were 'similar', because the LSAC parents were a subset of the entire LSAC cohort. They were chosen using a statistical method called propensity score matching to match the demographic characteristics of the HIPPY parents (e.g. location, financial hardship, number of people living in the household, etc.). In this way, researchers were able to compare the two groups in a meaningful way and to isolate the effects of HIPPY.

Child Outcome 6 – Manipulative Skills

HIPPY improves children’s manipulative skills

HIPPY improves children's manipulative skills

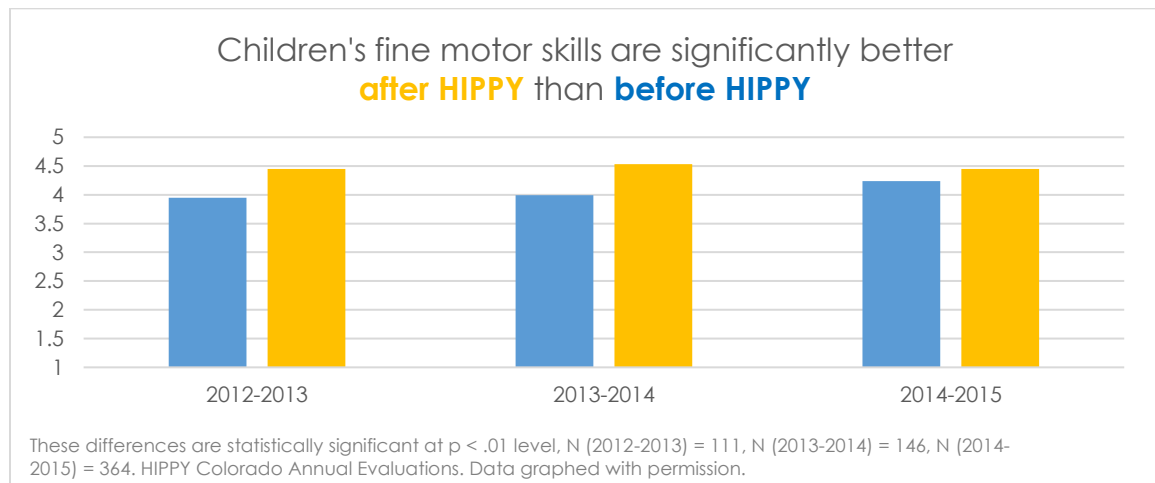
Evidence 6-A: International Evidence (Colorado, USA)

Introduction

[Parent Possible](#) (previously Colorado Parent & Child Foundation) is an organization that operates HIPPY in Colorado (USA). Parent Possible commissions annual evaluations of HIPPY. As part of these evaluations, researchers measure children's fine motor skills (aka manipulative skills, dexterity).

Evidence

Annual evaluations of HIPPY in Colorado (USA) consistently show that HIPPY has a significantly positive effect on children's fine motor skills. As part of the annual evaluations, parents are asked how well they think their children progress in various developmental areas, including using fine motor skills (1 – Very Poorly, 5 – Very Well). Parents report that their children are significantly better at using fine motor skills after HIPPY than before HIPPY.



Reference

Centre for Education Policy Analysis, University of Colorado Denver (2013). *Home Instruction Program for Preschool Youngsters: Evaluation 2012-2013. Parent Survey Report*. Commissioned by the Colorado Parent & Child Foundation.

O'Brien, T. (2014). *Home Instruction Program for Preschool Youngsters: Evaluation 2013-2014. Parent Survey Results*. Commissioned by the Colorado Parent & Child Foundation.

Landgraff, C. (2015). *Home Instruction for Parents and Preschool Youngsters (HIPPY). State of Colorado. Program Outcomes 2014-2015*. The Institute at Clayton Early Learning. Commissioned by the Colorado Parent & Child Foundation.

Further Notes

Child Outcome 7 – Transition to ECE

HIPPY facilitates the transition of families to an ECE service

HIPPY facilitates the transition of families to an ECE service

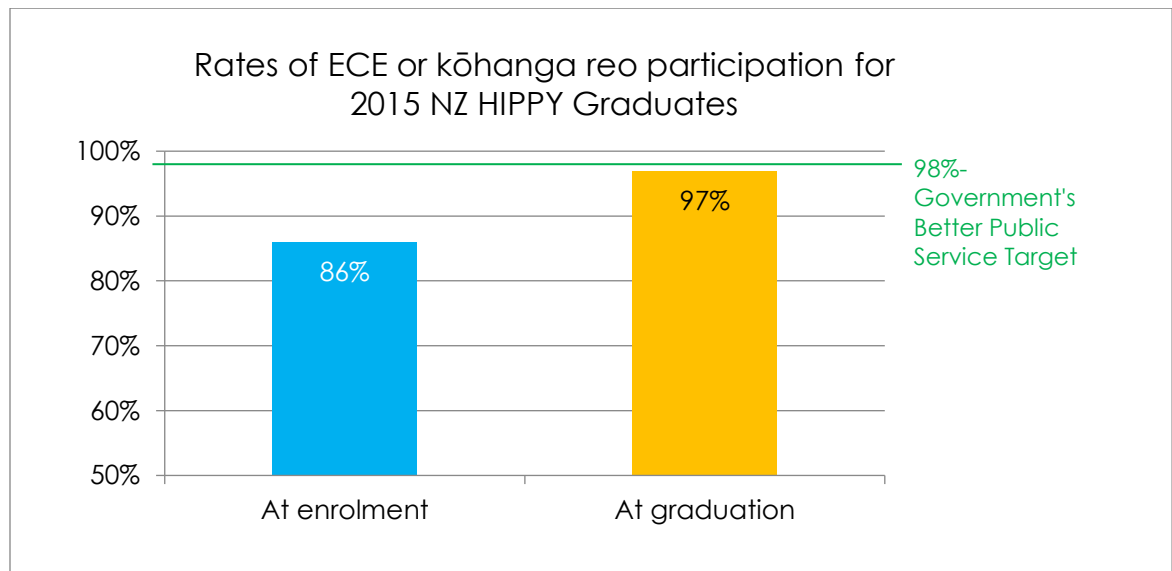
Evidence 7-A: Current New Zealand Evidence

Introduction

Great Potentials Foundation collects data from HIPPY families through Enrolment Forms, which parents complete at the beginning of the programme, and Graduation Surveys, which they complete at the end of the programme.

Evidence

A survey of New Zealand HIPPY families showed that HIPPY children who graduated in 2015 (N = 392) participated in ECE at higher rates after they joined HIPPY.



Reference

N/A

Further Notes

HIPPY facilitates the transition of families to an ECE service

Evidence 7-B: International Evidence (Texas, USA)

Introduction

In 2012, Ursula Johnson and colleagues conducted an evaluation of HIPPY in Texas, USA. Among other things, they looked at children's preschool attendance of early childhood centres.

Evidence

Johnson and colleagues (2012, Texas, USA) found that HIPPY children had attended early childhood education centres at a higher rate than the demographically matched control children.

Percentage of first-year school children who had attended prekindergarten¹ in the previous year

62% 94%

Demographically Matched
Non-HIPPY Children

HIPPY Children

¹ Prekindergarten is the US equivalent of NZ ECE
This difference is statistically significant at $p < .01$ level, $N = 558$, Johnson et al. (2012)

Reference

Johnson, U. Y., Martinez-Cantu, V., Jacobson, A. L., & Weir, C.-M. (2012). The Home Instruction for Parents of Preschool Youngsters Program's Relationship with Mother and School Outcomes. *Early Education and Development*, 23.

Further Notes

In the US, kindergarten is the first year of formal schooling, whereas prekindergarten is preschool or ECE. The children in this study were in kindergarten, an equivalent of Year 0/Year 1 in New Zealand

HIPPY facilitates the transition of families to an ECE service

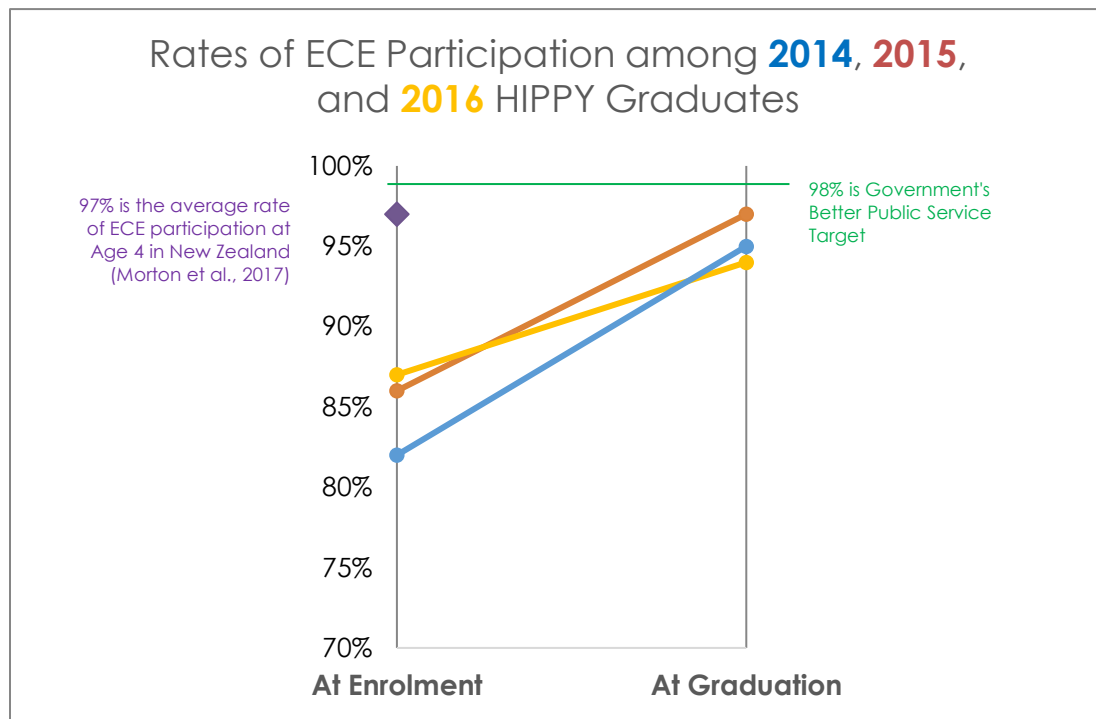
Evidence 7-C: Current New Zealand Evidence

Introduction

Great Potentials Foundation collects data from HIPPY families through Enrolment Forms, which parents complete at the beginning of the programme, and Graduation Surveys, which they complete at the end of the programme.

Evidence

A survey of New Zealand HIPPY families showed that HIPPY children who graduated in 2014 (N = 296), 2015 (N = 392), and 2016 (N = 316) participated in ECE at higher rates after they joined HIPPY.



Reference

Morton, S.M.B, Grant, C.C., Berry, S.D., Walker, C.G., Corkin, M., Ly, K., de Castro, T.G., Atatoa Carr, P.E., Bandara, D.K., Mohal, J., Bird, A., Underwood, L., Fa'alili-Fidow, J. (2017). Growing Up in New Zealand: A longitudinal study of New Zealand children and their families. [Now We Are Four: Describing the preschool years](#). Auckland: Growing Up in New Zealand

Further Notes

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Child Outcome 8 – School Adjustment

HIPPY improves children’s adjustment to school

HIPPY improves children's adjustment to school

Evidence 8-A: Current New Zealand Evidence

Introduction

Great Potentials Foundation collects data from HIPPY families through Enrolment Forms that parents complete at the beginning of the programme and Graduation Surveys that they complete at the end of the programme.

Evidence

Surveys of New Zealand HIPPY families show that parents believe that HIPPY prepares their children for school and that their children are well-settled at school.

Percentage of HIPPY parents who agreed that...

	2013	2014	2015	2016
...HIPPY helped prepare their child for school	99.6% N = 272	100% N = 291	100% N = 373	98.9% N = 282
...their child was well-settled at school	96.3% N = 245	98.2% N = 272	97.2% N = 360	98.5% N = 268

Reference

N/A

Further Notes

HIPPY improves children's adjustment to school

Evidence 8-B: International Evidence (Texas, USA)

Introduction

In 2012, Ursula Johnson and colleagues conducted an evaluation of HIPPY in Texas, USA. Among other things, they looked at children's school readiness and rates of promotion from Grade 0 (Kindergarten) to Grade 1.

Evidence

Johnson and colleagues (2012, Texas, USA) found HIPPY children adjusted to formal schooling better than non-HIPPY children: fewer HIPPY children had to repeat their first year of school (Grade 0, Kindergarten) compared to demographically matched control children.

Percentage of children who had to repeat first year of school

6%

3%

Demographically Matched Non-HIPPY Children

HIPPY Children

This difference is statistically significant at $p < .05$ level, $N = 558$, Johnson et al. (2012)

Reference

Johnson, U. Y., Martinez-Cantu, V., Jacobson, A. L., & Weir, C.-M. (2012). The Home Instruction for Parents of Preschool Youngsters Program's Relationship with Mother and School Outcomes. *Early Education and Development*, 23.

Further Notes

Johnson and colleagues used a quasi-experimental design; the average age of the children in the study was 5.

HIPPY improves children's adjustment to school

Evidence 8-C: International Evidence (Australia)

Introduction

In 2008, Jennifer Green conducted an evaluation of HIPPY in Geelong, Australia. As part of her doctoral work, she compared HIPPY families with demographically similar non-HIPPY families (total N = 55). She used a variety of qualitative and quantitative measures and assessed families in both group three times: (i) halfway through the first year on HIPPY, (ii) halfway through the second year on HIPPY, and (iii) half a year after HIPPY.

Evidence

Green (2008) conducted interviews with HIPPY parents with regard to the cognitive and educational outcomes for the children. Interviews conducted halfway through the second year of HIPPY showed that many parents believed that HIPPY helped their children perform better at school (p. 182, p. 188)

... Yeah, (she's) very confident. Got a lot of self-esteem, and I think HIPPY has really helped that as well, because it's prepared her for what's in store at school. And that's why she's got a lot of confidence already, because she really knows what she's doing at school. Because she's familiar with doing worksheets...

~ HIPPY Parent A21

...I feel that if I hadn't have got him into HIPPY, he wouldn't have as much of a good report, because he wouldn't have known. He would've went into school knowing nothing. Whereas with HIPPY, he went into school knowing everything, more or less...

~ HIPPY Parent A7

Reference

Green, J. (2008). [*Challenging disadvantage: The social outcomes of an early educational intervention within the family*](#). (Doctoral dissertation, Victoria University).

Further Notes

HIPPY improves children's adjustment to school

Evidence 8-D: International Evidence (Canada)

Introduction

In 2015 Prairie Research Associates conducted an evaluation of HIPPY in Canada. Researchers asked past HIPPY parents and similar non-HIPPY parents to complete a survey about three points in their child's life: when they were 2 years old, when they were in Grade 1 and (for older children) for their most recent school year. Non-HIPPY parents were from the same communities and had children of similar ages. The results showed a number of positive effects of HIPPY on the lives of HIPPY families.

Evidence

Prairie Research Associates (2015) asked HIPPY and non-HIPPY parents to think of the meetings they had with their child's teachers when the child was in Grade 1, and answer the question: 'What was the main reason for your meeting with your child's teacher?'. The results showed that both sets of parents had meetings with their child's teacher to discuss the child's progress at school; however, some parents also indicated that the main reason for the meetings was to discuss a problem their child was having at school. Non-HIPPY parents were much more likely to report this than HIPPY parents. Thus, it seems that HIPPY children experience fewer problems at school than their non-HIPPY peers.

Percentage of parents who indicated that the main reason for meetings with teachers in Grade 1 was to **discuss a problem** their child was having at school

14%

Non-HIPPY Parents

4%

HIPPY Parents

The difference at Grade 1 is statistically significant at $p = .05$ level, $N = 104$, Prairie Research Associates (2015, p. 50 & p 52).

Reference

Prairie Research Associates (PRA) Inc. (2015). [Evaluation of the Home Instruction for Parents of Preschool Youngsters \(HIPPY\) Program](#). HIPPY Canada.

Further Notes

Research design was retrospective quasi-experimental.

Child Outcome 9 – Attendance at School

HIPPY improves children’s attendance at school

HIPPY improves children's attendance at school

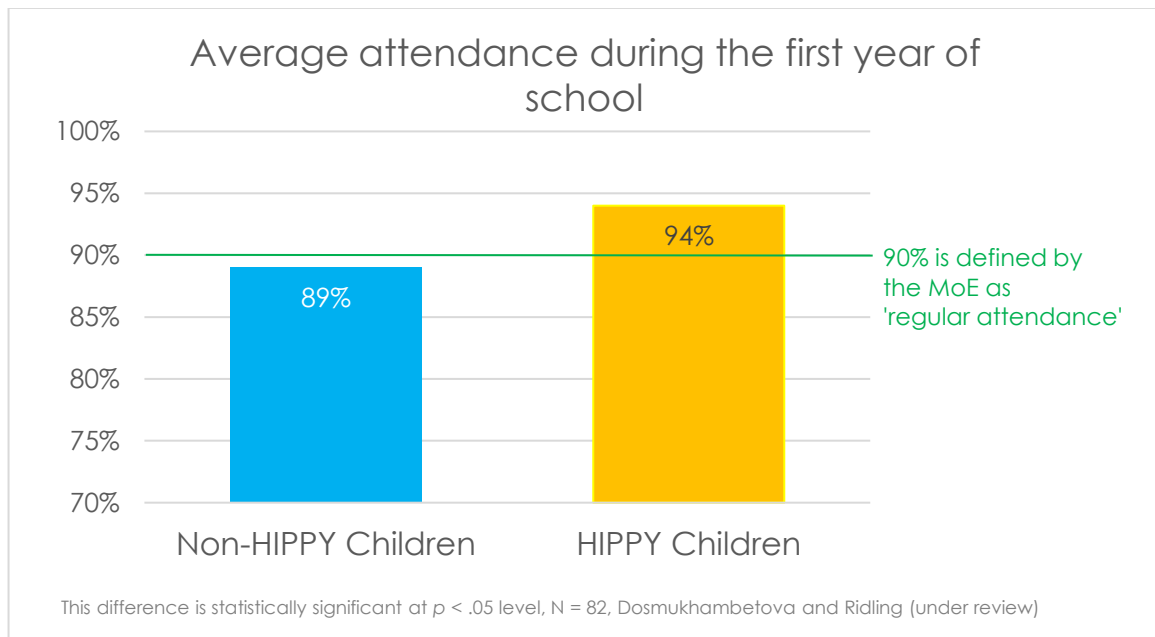
Evidence 9-A: Current New Zealand Evidence

Introduction

In 2016 Great Potentials Foundation and St Leonards Road School collaborated to conduct an evaluation of HIPPY. St Leonards Road School is a primary school located in West Auckland; it is attended by a relatively large number of HIPPY graduates. The evaluation compared children who had graduated from HIPPY between 2010 and 2015 with demographically similar children at the same school (total N = 94).

Evidence

Dosmukhambetova and Ridling found that HIPPY children had higher attendance rates than their peers.



Reference

Dosmukhambetova, D. & Ridling, J. (under review). Home Interaction Programme for Preschool Youngsters (HIPPY): An evaluation of the academic outcomes of an international home-visitation program in New Zealand.

Further Notes

Attendance for each child was measured for the period between the start of school and the end of the academic year.

HIPPY improves children's attendance at school

Evidence 9-B: International Evidence (Texas, USA)

Introduction

In 2014, Brown and Lee conducted an evaluation of HIPPY in Texas (USA). They looked at the long-term effects of HIPPY on a variety of academic skills and behaviours of HIPPY children and their (demographically similar) classmates between the ages of 8 to 15.

Evidence

Brown and Lee (2014, Texas, USA) showed that children who had participated in HIPPY as children had significantly better school attendance than their demographically matched peers in 3rd grade (aged 8 – 9), 5th grade (aged 10 – 11), 7th grade (aged 12 – 13) and 9th grade (aged 14 – 15). The difference was biggest for 9th graders (aged 14 – 15).

Attendance Rates in High School (Ages 14-15)

88% 94%

Non-HIPPY Children

HIPPY Children

This difference is statistically significant at <.05 level, N = 114, Brown and Lee (2014)

Reference

Brown, A., & Lee, J. (2014). School Performance in Elementary, Middle, and High School: A Comparison of Children Based on HIPPY Participation During the Preschool Years. *School Community Journal*, 24(2).

Further Notes

Brown and Lee (2014) used a post-hoc quasi experimental design.

Child Outcome 10 – Approaches to Learning

HIPPY improves children’s approaches to learning

HIPPY improves children's approaches to learning

Evidence 10-A: International Evidence (Israel)

Introduction

In 1999, Thomas Gumpel conducted research on HIPPY in order to develop a measure of school readiness.

Evidence

As part of this research, Gumpel conducted interviews with teachers of first graders in order to determine what, in their view, children should know and do when they first come to school. The resulting measure he used consisted of six items that teachers would score for each child on a 4-point scale, from 'never behaves this way' to 'always behaves this way'. One of the items on this scale was whether the child pays attention during class. Gumpel compared the way teachers rated HIPPY children and non HIPPY children on this item, and found that HIPPY children were significantly more likely to pay attention during class.

*On entry to school, teachers rated **HIPPY children** as much more likely than non-HIPPY children to **pay attention during class**.*

Gumpel (1999), N = 162, difference was significant at $p < .05$

Reference

Gumpel, T. P. (1999). [Use of Item Response Theory to develop a measure of first-grade readiness](#). *Psychology in the Schools*, 36 (4), pp. 285–293.

Further Notes

HIPPY improves children's approaches to learning

Evidence 10-B: International Evidence (Australia)

Introduction

In 2008, Jennifer Green conducted an evaluation of HIPPY in Geelong, Australia. As part of her doctoral work, she compared HIPPY families with demographically similar non-HIPPY families (total N = 55). She used a variety of qualitative and quantitative measures and assessed families in both group three times: (i) halfway through the first year on HIPPY, (ii) halfway through the second year on HIPPY, and (iii) half a year after HIPPY.

Evidence

Green (2008) conducted interviews with HIPPY parents with regard to the socioemotional outcomes for the children. She noted that one of the strong themes in parents' responses was that children developed a habit of learning. Below are quotes from parents from the interviews conducted half a year after HIPPY had finished (p. 187, p. 189).

...The teachers have told me he's so confident [...]. He doesn't care if he gets something wrong - he'll give it a go until he gets it right...

~ HIPPY Parent A12

...It's helped [her] in the fact that homework isn't a problem, whereas with [her older sister] it's a problem... [She] comes home and [says] "I've got homework" and we will sit down and do the whole lot – well, at least over one night, maybe two... Whereas [her sister] takes the whole week to get her homework done ...

~ HIPPY Parent A4

Green notes that 'parents clearly attributed this confidence in school work to their children's participation in HIPPY' (p. 187)

Reference

Green, J. (2008). [*Challenging disadvantage: The social outcomes of an early educational intervention within the family*](#). (Doctoral dissertation, Victoria University).

Further Notes

Parent Outcome 11 – Confidence to support early learning

HIPPY makes parents feel more confident supporting their children's early learning

HIPPY makes parents feel more confident supporting their children's early learning

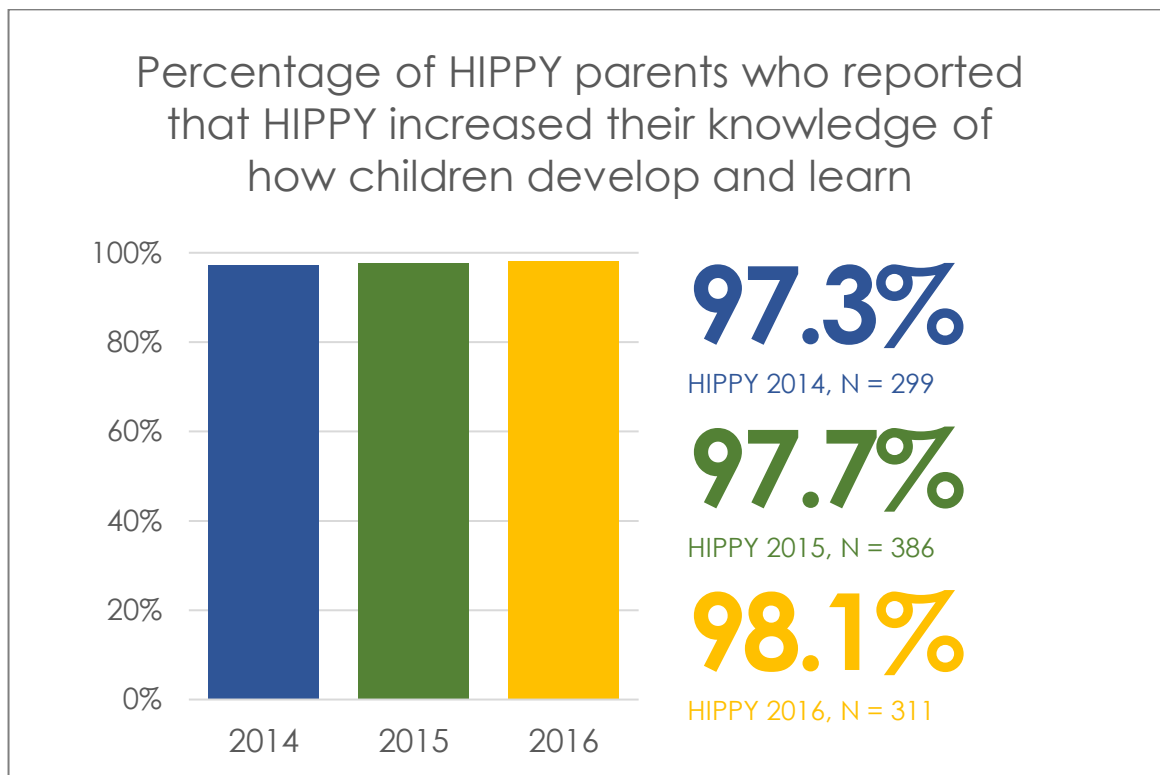
Evidence 11-A: Current New Zealand Evidence

Introduction

Great Potentials Foundation collects data from HIPPY families through Enrolment Forms, which parents complete at the beginning of the programme, and Graduation Surveys, which they complete at the end of the programme.

Evidence

Surveys of New Zealand HIPPY families showed that parents believe that HIPPY increased their knowledge of how children develop and learn.



Reference

N/A

Further Notes

HIPPY makes parents feel more confident supporting their children's early learning

Evidence 11-B: Earlier New Zealand Evidence

Introduction

In 2000, John Cotching conducted a qualitative evaluation of HIPPY in the Far North of New Zealand. As part of the evaluation, he interviewed 12 parents who had started HIPPY a year earlier.

Evidence

Cotching (2000, New Zealand) found that 11 out of 12 HIPPY parents (**92%**) interviewed said that they were **more confident** in their understanding of their child's development and had **improved their knowledge of how to teach** their children.

Reference

Cotching, J. (2000). Stories of Change: Interviews with Mothers of Children Enrolled in the Home Instruction Programme for Preschool and Year One Youngsters (HIPPY) in the Far North of New Zealand. (Master's Thesis). Massey University, New Zealand.

Further Notes

HIPPY makes parents feel more confident supporting their children's early learning

Evidence 11-C: International Evidence (Texas, USA)

Introduction

In 2014, Laura Nathans conducted an evaluation of HIPPY in Texas, USA. She investigated the effect of HIPPY on parents' confidence in their abilities to parent their children effectively.

Evidence

Nathans (2014, USA) found that after the programme HIPPY parents had a significantly **higher self-efficacy for teaching their children** tasks ($p = .016$, $N = 214$) than non-HIPPY parents.

Reference

Nathans, L. L. (2014). [*The Impact of HIPPY on Maternal Self-Efficacy*](#). (Doctoral dissertation), University of Texas, US.

Further Notes

HIPPY makes parents feel more confident supporting their children's early learning

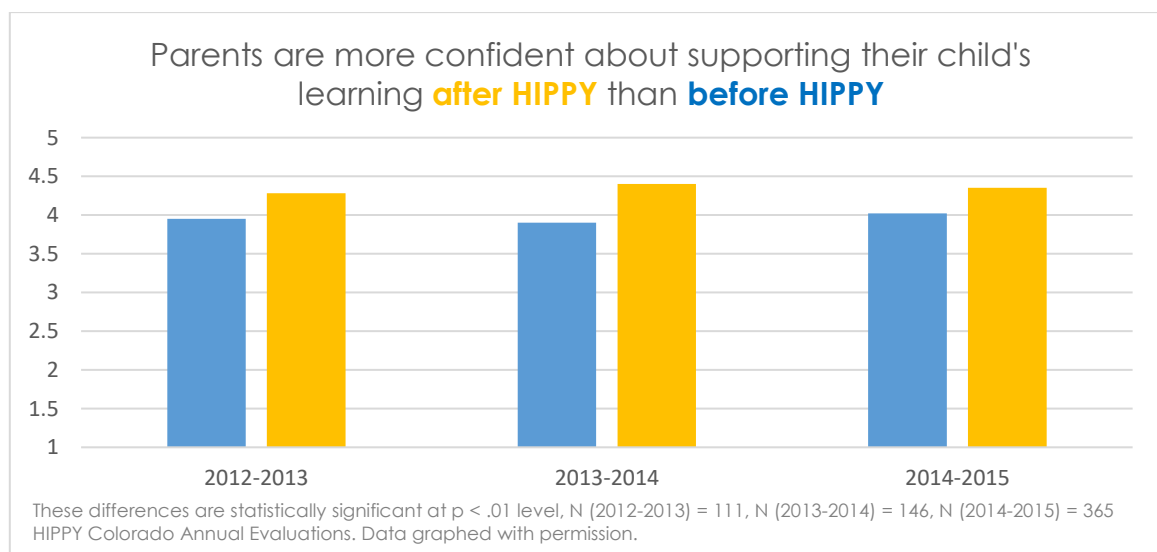
Evidence 11-D: International Evidence (Colorado, USA)

Introduction

[Parent Possible](#) (previously Colorado Parent & Child Foundation) is an organization that operates HIPPY in Colorado (USA). Parent Possible commissions annual evaluations of HIPPY. As part of these evaluations, researchers measure parents' knowledge of and attitudes towards their children's learning.

Evidence

Annual evaluations of HIPPY in Colorado (USA) consistently show that HIPPY has a significantly positive effect on parents' confidence that they know how to support their child's learning (1 – Not confident at all, 5 – Very confident).



Reference

Centre for Education Policy Analysis, University of Colorado Denver (2013). *Home Instruction Program for Preschool Youngsters: Evaluation 2012-2013. Parent Survey Report*. Commissioned by the Colorado Parent & Child Foundation.

O'Brien, T. (2014). *Home Instruction Program for Preschool Youngsters: Evaluation 2013-2014. Parent Survey Results*. Commissioned by the Colorado Parent & Child Foundation.

Landgraaf, C. (2015). *Home Instruction for Parents and Preschool Youngsters (HIPPY). State of Colorado. Program Outcomes 2014-2015*. The Institute at Clayton Early Learning. Commissioned by the Colorado Parent & Child Foundation.

Further Notes

HIPPY makes parents feel more confident supporting their children's early learning

Evidence 11-E: International Evidence (Australia)

Introduction

In 2008, Jennifer Green conducted an evaluation of HIPPY in Geelong, Australia. As part of her doctoral work, she compared HIPPY families with demographically similar non-HIPPY families (total N = 55). She used a variety of qualitative and quantitative measures and assessed families in both group three times: (i) halfway through the first year on HIPPY, (ii) halfway through the second year on HIPPY, and (iii) half a year after HIPPY.

Evidence

Green (2008) conducted interviews with HIPPY parents with regard to the development of their capacity to teach their child. Interviews conducted halfway through the first year of HIPPY showed that many parents believed that HIPPY helped them become better teachers to their children (p. 209).

.... With the HIPPY program, it's given me a ... wider range of ideas ... to help them before they start school ... And most of the things I wouldn't even [have] thought of...

~ HIPPY Parent A14

... I've found it really good... It's given me something to focus on, like when we go out, like that's a rectangle shape ... we can talk about different things ... Like beforehand, you wouldn't even think like that ... whereas now, you're more aware of different ways to help her get to know different things...

~ HIPPY Parent A11

Reference

Green, J. (2008). [Challenging disadvantage: The social outcomes of an early educational intervention within the family.](#) (Doctoral dissertation, Victoria University).

Further Notes

Parent Outcome 12 – Active Role in Early Learning

HIPPY helps parents take a more active role in their children's learning

HIPPY helps parents take a more active role in their children's learning

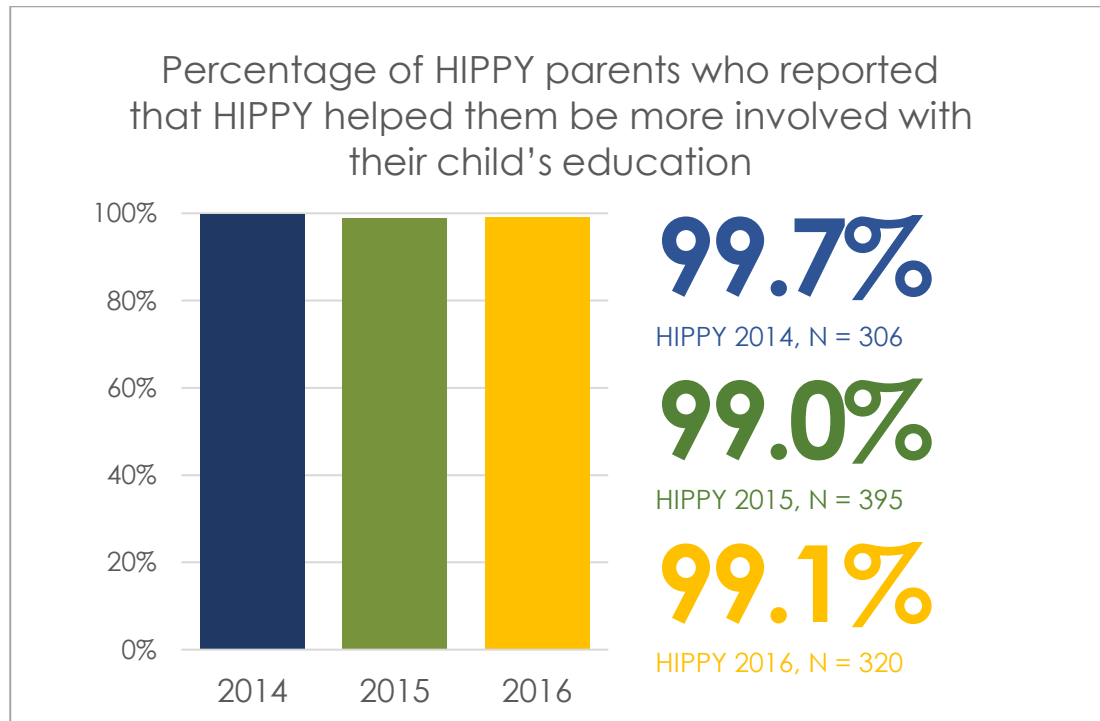
Evidence 12-A: Current New Zealand Evidence

Introduction

Great Potentials Foundation collects data from HIPPY families through Enrolment Forms, which parents complete at the beginning of the programme, and Graduation Surveys, which they complete at the end of the programme.

Evidence

Surveys of New Zealand HIPPY families showed that parents believe that HIPPY helped them to take a more active role in their children's education.



Reference

N/A

Further Notes

HIPPY helps parents take a more active role in their children's learning

Evidence 12-B: International Evidence (Australia)

Introduction

In 2011, Max Liddell and colleagues conducted an evaluation of the five-year national rollout of HIPPY, undertaken by the Australian Government between 2008 and 2012. As part of this evaluation, the researchers looked at the effectiveness, efficiency, appropriateness, governance, and cultural fitness of the programme at 14 HIPPY sites across Australia.

Evidence

Liddell and colleagues (2011, Australia) asked teachers of HIPPY children about their parents' involvement in their children's learning and development. They compared these answers to the answers of teachers who rated a sample of similar parents as part of a large national panel study (LSAC: Longitudinal Study of Australian Children, see Further Notes). The researchers found that teachers in their study thought that HIPPY parents were three times more likely to be more involved in their child's learning and development.

Australian teachers think that
HIPPY parents are

3 times more likely

to be **involved** in their **child's learning & development**

in comparison to similar parents from a large national panel study
(Liddell et al., 2011, Australia, HIPPY N = 67)

Reference

Liddell, Barnett, Diallo Roost, and McEachran (2011). [*Investing in Our Future: An evaluation of the national rollout of the Home Interaction Program for Parents and Youngsters \(HIPPY\)*](#). Final report to the Department of Education, Employment and Workplace Relations. Australia.

Further Notes

Parents from the two groups were 'similar', because the LSAC parents were a subset of the entire LSAC cohort. They were chosen using a statistical method called propensity score matching to match the demographic characteristics of the HIPPY parents (e.g. location, financial hardship, number of people living in the household, etc.). In this way, researchers were able to compare the two groups in a meaningful way and to isolate the effects of HIPPY.

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HIPPY helps parents take a more active role in their children's learning

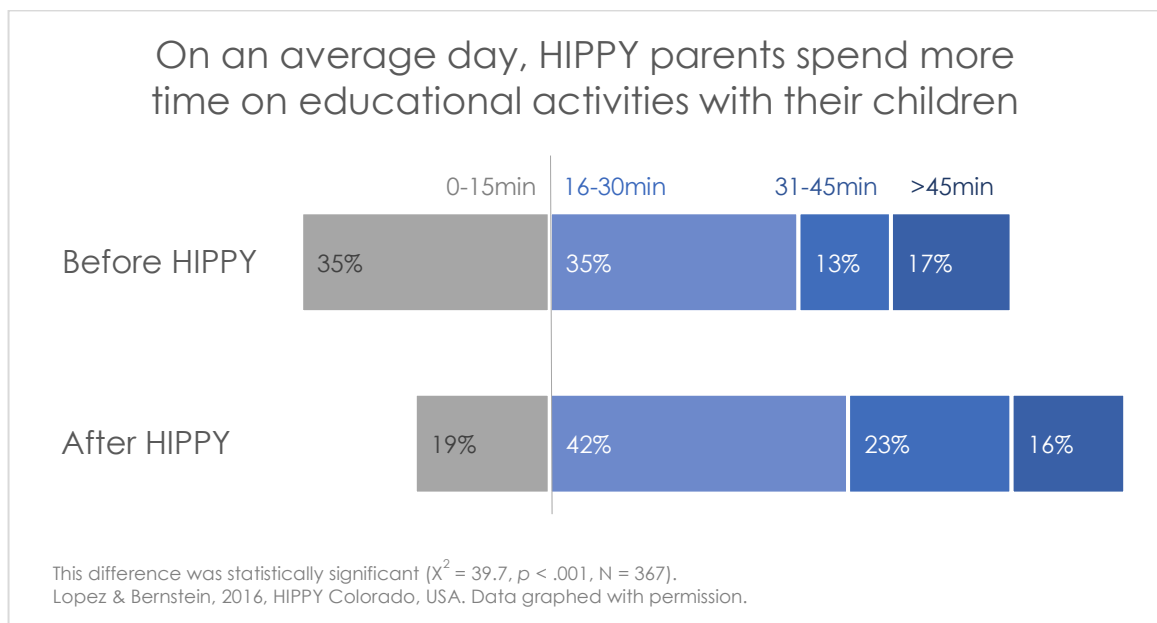
Evidence 12-C: International Evidence (Colorado, USA)

Introduction

[Parent Possible](#) is an organization that operates HIPPY in Colorado (USA). Parent Possible commissions annual evaluations of HIPPY. As part of these evaluations, researchers administer a parent survey, which assesses the amount of literacy activities, parental confidence, and other parent outcomes before and after the programme.

Evidence

Lopez and Bernstein (2016, USA) found that parents reported that they spent more time on educational activities with their children after HIPPY than before HIPPY.



Reference

Lopez, A. & Bernstein, J. (2016). [2016 HIPPY Evaluation](#). Report submitted to Parent Possible, Colorado, USA.

Further Notes

HIPPY helps parents take a more active role in their children's learning

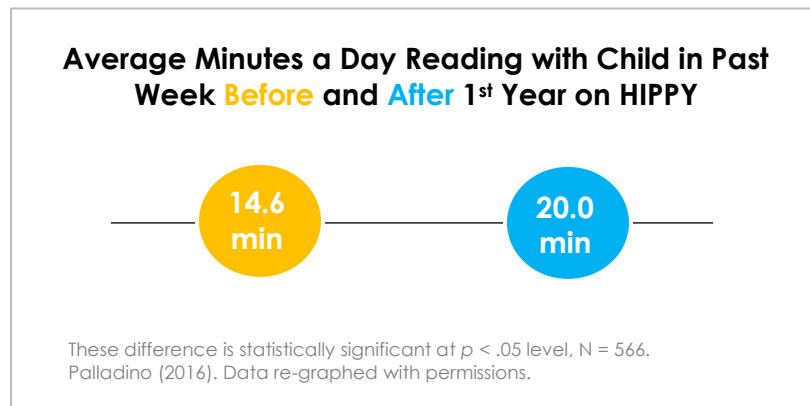
Evidence 12-D: International Evidence (Texas, USA)

Introduction

[The Dallas ISD Evaluation and Assessment Department](#) conducts annual evaluations of HIPPY Dallas in Texas. HIPPY Dallas is a 3-year programme that aims to empower the parents of 3, 4 and 5 year olds to be their children's first teachers. In 2015-2016, HIPPY Dallas worked with 1,237 children.

Evidence

As part of the annual evaluation of the 2015-2016 cohort, Palladino (2016) reported how newly enrolled parents (HIPPY Year 1) responded to questions about their involvement in their children's learning activities (using Parent Involvement Interview) at the beginning and at the end of the year. She found that parents reported spending significantly more minutes each day reading to their children after a year of participating in HIPPY.



Reference

Palladino, D. K. (2016). [Evaluation of the 2015-2016 Home Instruction for Parents of Preschool Youngsters \(HIPPY\) Program](#). Department of Evaluation and Assessment. Dallas Independent School District.

Further Notes

The observed average gain in the amount of time parents spend reading to their child each day was over 5 minutes. The author notes that "over time, these additional minutes accumulate and may be associated with important literacy benefits for children" (p. 21).

HIPPY helps parents take a more active role in their children's learning

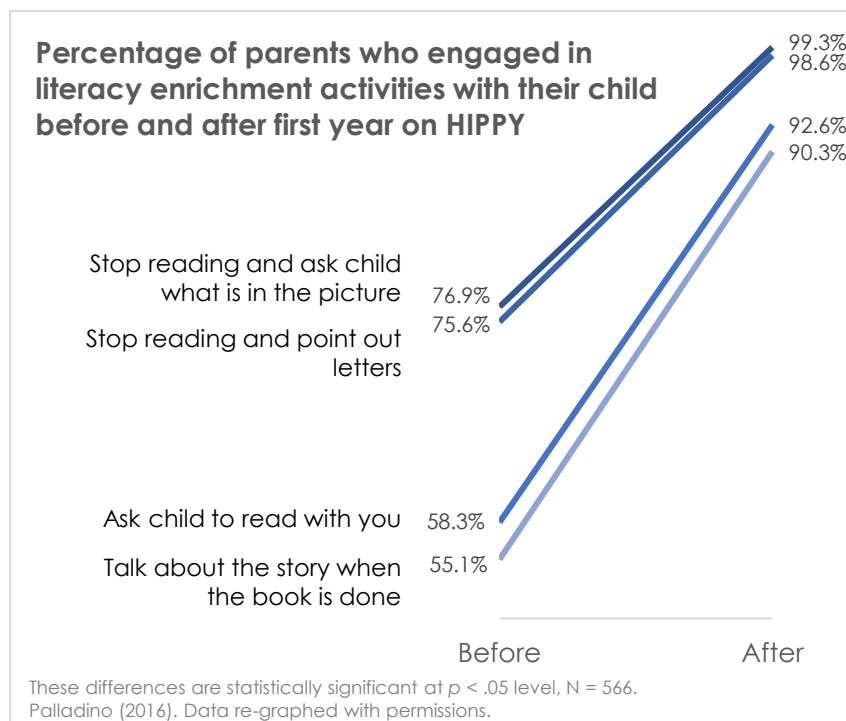
Evidence 12-E: International Evidence (Texas, USA)

Introduction

[The Dallas ISD Evaluation and Assessment Department](#) conducts annual evaluations of HIPPY Dallas in Texas. HIPPY Dallas is a 3-year programme that aims to empower the parents of 3, 4 and 5 year olds to be their children's first teachers. In 2015-2016, HIPPY Dallas worked with 1,237 children.

Evidence

As part of the annual evaluation of the 2015-2016 cohort, Palladino (2016) reported how newly enrolled parents (HIPPY Year 1) responded to questions about their involvement in their children's learning activities (using Parent Involvement Interview) at the beginning and at the end of the year. As part of this survey, parents had to indicate how often they engaged in literacy enrichment activities with their children (e.g. asking the child to read with them, or discussing the story after reading a book). The figure below shows the percentages of new parents before and after their first year on HIPPY who engaged in such activities 'Sometimes' and 'Usually'.



Reference

Palladino, D. K. (2016). [Evaluation of the 2015-2016 Home Instruction for Parents of Preschool Youngsters \(HIPPY\) Program](#). Department of Evaluation and Assessment. Dallas Independent School District.

Family Outcome 13 – More Engaged at School

**HIPPY helps parents become more engaged with
child's school**

HIPPY helps parents become more engaged with child's school

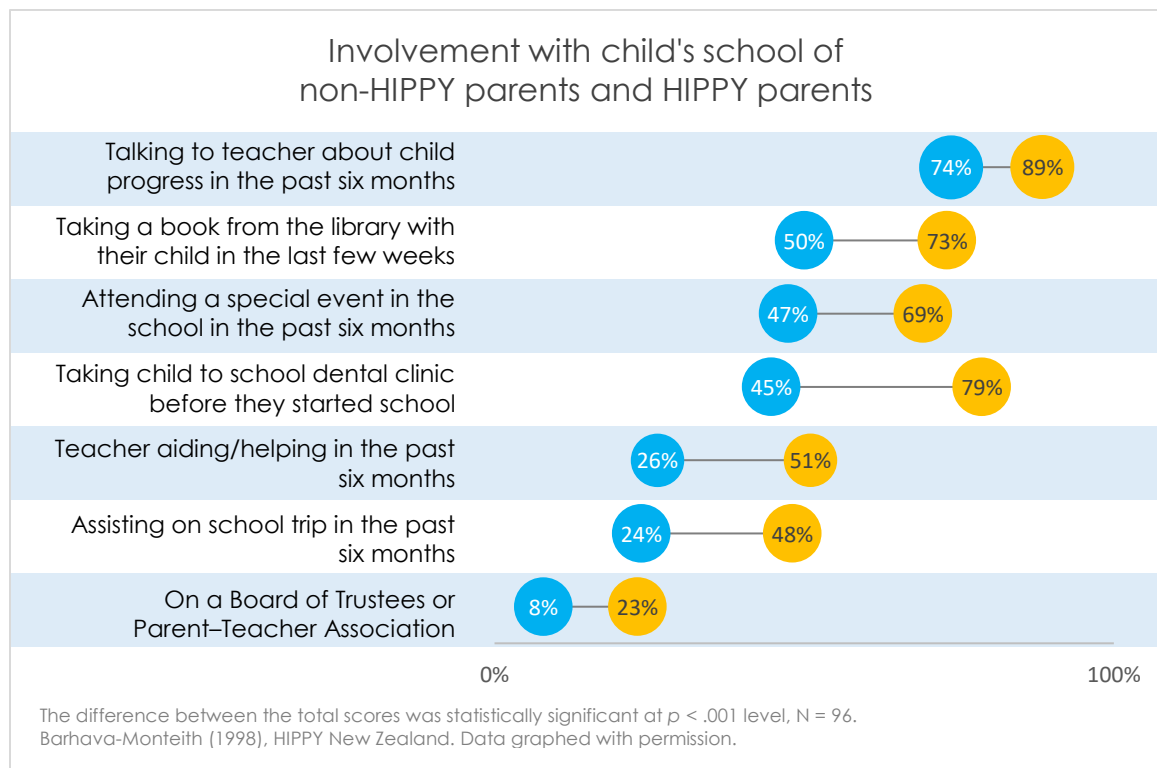
Evidence 13-A: Earlier New Zealand Evidence

Introduction

In 1998, Galia Barhava-Monteith conducted an evaluation of HIPPY New Zealand.

Evidence

Barhava-Monteith (1998) asked HIPPY and non-HIPPY parents seven yes-or-no questions about their involvement with their child's school. She then calculated a total score based on their answers (from 0 to 7) and found that HIPPY parents (N = 52) were significantly more likely to be involved with their child's school than non-HIPPY parents (N = 44, $p < .001$).



Reference

Barhava-Monteith, G (1998). A Promising Start: An Evaluation of the Home Instruction Programme for Preschool and Year One Youngsters (HIPPY) in New Zealand. Master's thesis. *University of Auckland, New Zealand*.

Further Notes

HIPPY helps parents become more engaged with child's school

Evidence 13-B: International Evidence (Australia)

Introduction

In 2011, Max Liddell and colleagues conducted an evaluation of the five-year national rollout of HIPPY, undertaken by the Australian Government between 2008 and 2012. As part of this evaluation, the researchers looked at the effectiveness, efficiency, appropriateness, governance, and cultural fitness of the programme at 14 HIPPY sites across Australia.

Evidence

Liddell and colleagues (2011, Australia) asked teachers of HIPPY children about their parents' contact with the school. They compared these answers to the answers of teachers who rated a sample of similar parents from a national panel study (LSAC: Longitudinal Study of Australian Children). The researchers found that teachers in their study thought that HIPPY parents had more contact with the school than other parents.

Australian teachers report that
HIPPY parents have
more contact with their
child's **school**

in comparison to similar parents from a national panel study
(Liddell et al., 2011, Australia, HIPPY N = 57)

Reference

Liddell, Barnett, Diallo Roost, and McEachran (2011). [*Investing in Our Future: An evaluation of the national rollout of the Home Interaction Program for Parents and Youngsters \(HIPPY\)*](#). Final report to the Department of Education, Employment and Workplace Relations. Australia.

Further Notes

Parents from the two groups were 'similar', because the LSAC parents were a subset of the entire LSAC cohort. They were chosen using a statistical method called propensity score matching to match the demographic characteristics of the HIPPY parents (e.g. location, financial hardship, number of people living in the household, etc.). In this way, researchers were able to compare the two groups in a meaningful way and to isolate the effects of HIPPY.

HIPPY helps parents become more engaged with child's school

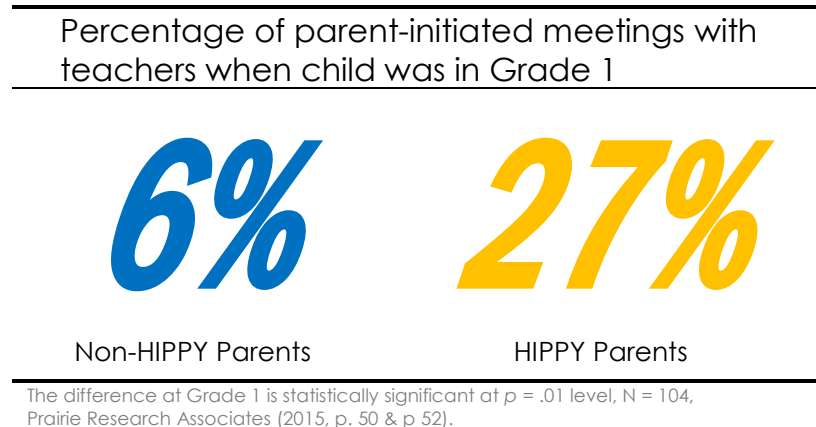
Evidence 13-C: International Evidence (Canada)

Introduction

In 2015 Prairie Research Associates conducted an evaluation of HIPPY in Canada. Researchers asked past HIPPY parents and similar non-HIPPY parents to complete a survey about three points in their child's life: when they were 2 years old, when they were in Grade 1 and (for older children) for their most recent school year. Non-HIPPY parents were from the same communities and had children of similar ages. The results showed a number of positive effects of HIPPY on the lives of HIPPY families.

Evidence

Prairie Research Associates (2015) asked HIPPY and non-HIPPY parents to think of the meetings they had with their child's teachers when the child was in Grade 1, and answer the question: 'In most cases, who asked for these meetings?'. The results show that HIPPY parents were much more likely to initiate meetings with teachers than non-HIPPY parents.



Reference

Prairie Research Associates (PRA) Inc. (2015). [Evaluation of the Home Instruction for Parents of Preschool Youngsters \(HIPPY\) Program](#). HIPPY Canada.

Further Notes

Research design was retrospective quasi-experimental.

Parent Outcome 14 – More Engaged with Community

**HIPPY helps parents become more engaged with
community**

HIPPY helps parents become more engaged with community

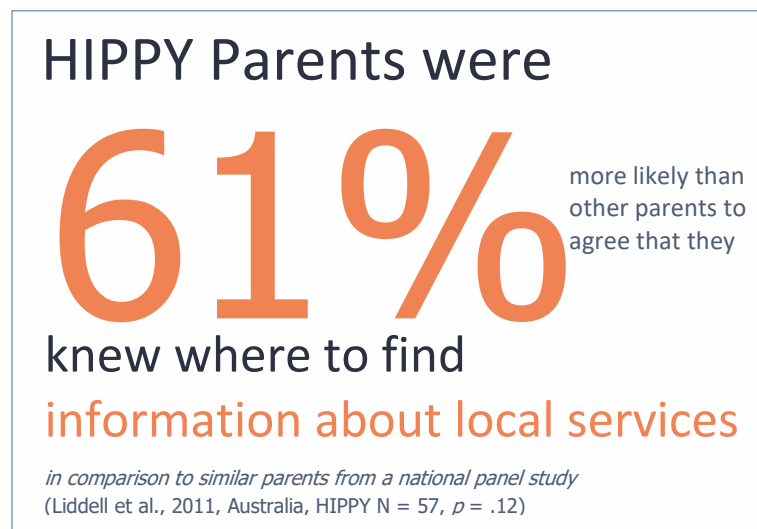
Evidence 14-A: International Evidence (Australia)

Introduction

In 2011, Max Liddell and colleagues conducted an evaluation of the five-year national rollout of HIPPY, undertaken by the Australian Government between 2008 and 2012. As part of this evaluation, the researchers looked at the effectiveness, efficiency, appropriateness, governance, and cultural fitness of the programme at 14 HIPPY sites across Australia.

Evidence

Liddell and colleagues (2011, Australia) asked parents whether they knew where to find information about local services. They compared these answers to the answers of teachers who rated a sample of similar parents as part of a large national panel study (LSAC: Longitudinal Study of Australian Children). The researchers found that HIPPY parents were 61% more likely to agree that they knew where to find information about local services.



Reference

Liddell, Barnett, Diallo Roost, and McEachran (2011). [*Investing in Our Future: An evaluation of the national rollout of the Home Interaction Program for Parents and Youngsters \(HIPPY\)*](#). Final report to the Department of Education, Employment and Workplace Relations. Australia.

Further Notes

Parents from the two groups were 'similar', because the LSAC parents were a subset of the entire LSAC cohort. They were chosen using a statistical method called propensity score matching to match the demographic characteristics of the HIPPY parents (e.g. location, financial hardship, number of people living in the household, etc.). In this way, researchers were able to compare the two groups in a meaningful way and to isolate the effects of HIPPY.

HIPPY helps parents become more engaged with community

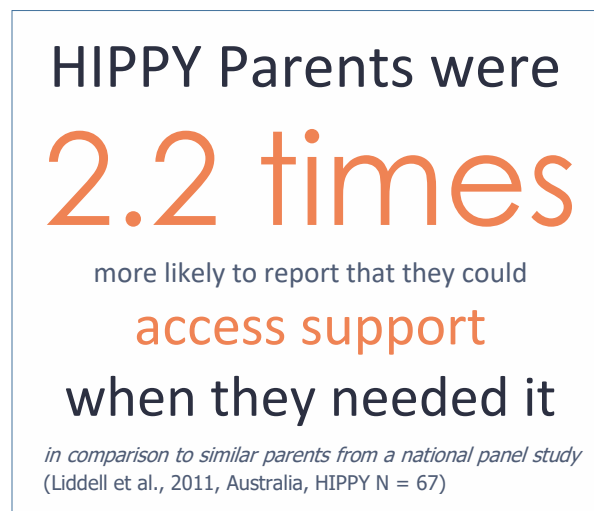
Evidence 14-B: International Evidence (Australia)

Introduction

In 2011, Max Liddell and colleagues conducted an evaluation of the five-year national rollout of HIPPY, undertaken by the Australian Government between 2008 and 2012. As part of this evaluation, the researchers looked at the effectiveness, efficiency, appropriateness, governance, and cultural fitness of the programme at 14 HIPPY sites across Australia.

Evidence

Liddell and colleagues (2011, Australia) asked parents whether they could access support when they needed it. They compared these answers to the answers of teachers who rated a sample of parents from a national panel study (LSAC: Longitudinal Study of Australian Children). The researchers found that HIPPY parents were 2.2 times more likely to report that they could access support when they needed it.



Reference

Liddell, Barnett, Diallo Roost, and McEachran (2011). [*Investing in Our Future: An evaluation of the national rollout of the Home Interaction Program for Parents and Youngsters \(HIPPY\)*](#). Final report to the Department of Education, Employment and Workplace Relations. Australia.

Further Notes

Parents from the two groups were 'similar', because the LSAC parents were a subset of the entire LSAC cohort. They were chosen using a statistical method called propensity score matching to match the demographic characteristics of the HIPPY parents (e.g. location, financial hardship, number of people living in the household, etc.). In this way, researchers were able to compare the two groups in a meaningful way and to isolate the effects of HIPPY.

HIPPY helps parents become more engaged with community

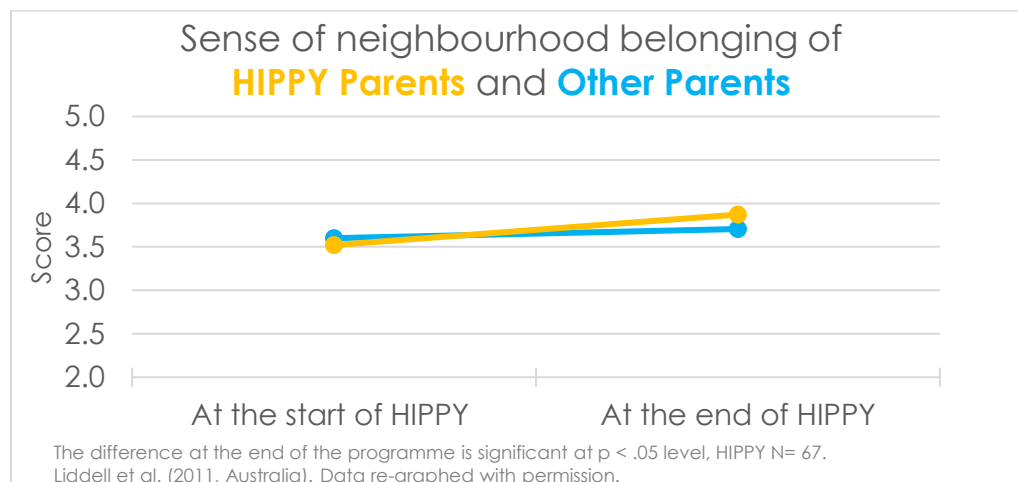
Evidence 14-C: International Evidence (Australia)

Introduction

In 2011, Max Liddell and colleagues conducted an evaluation of the five-year national rollout of HIPPY, undertaken by the Australian Government between 2008 and 2012. As part of this evaluation, the researchers looked at the effectiveness, efficiency, appropriateness, governance, and cultural fitness of the programme at 14 HIPPY sites across Australia.

Evidence

Liddell and colleagues (2011, Australia) asked parents to rate their sense of neighbourhood belonging. They compared these answers to the answers of teachers who rated a sample of similar parents as part of a large national panel study (LSAC: Longitudinal Study of Australian Children). The researchers found that by the end of the programme, HIPPY parents' sense of neighbourhood belonging was significantly higher than that of other parents.



Reference

Liddell, Barnett, Diallo Roost, and McEachran (2011). [Investing in Our Future: An evaluation of the national rollout of the Home Interaction Program for Parents and Youngsters \(HIPPY\)](#). Final report to the Department of Education, Employment and Workplace Relations. Australia.

Further Notes

Parents from the two groups were 'similar', because the LSAC parents were a subset of the entire LSAC cohort. They were chosen using a statistical method called propensity score matching to match the demographic characteristics of the HIPPY parents (e.g. location, financial hardship, number of people living in the household, etc.). In this way, researchers were able to compare the two groups in a meaningful way and to isolate the effects of HIPPY.

Neighbourhood belonging was a composite measure, which included "knowledge of local services, being informed about local affairs, sense of identifying with the neighbourhood and view of whether most people in the neighbourhood can be trusted".

HIPPY helps parents become more engaged with community

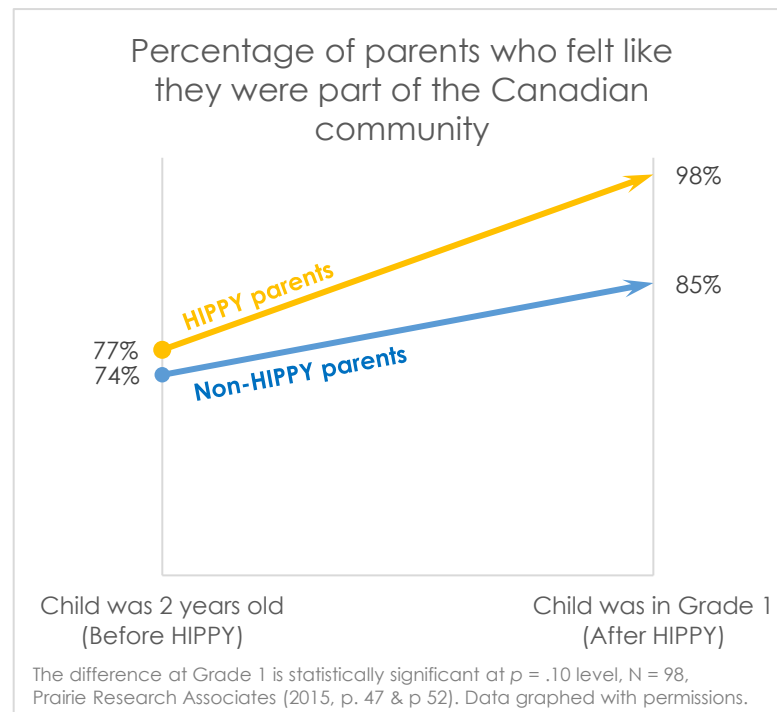
Evidence 14-D: International Evidence (Canada)

Introduction

In 2015 Prairie Research Associates conducted an evaluation of HIPPY in Canada. Researchers asked past HIPPY parents and similar non-HIPPY parents to complete a survey about three points in their child's life: when they were 2 years old, when they were in Grade 1 and (for older children) for their most recent school year. Non-HIPPY parents were from the same communities and had children of similar ages. The results showed a number of positive effects of HIPPY on the lives of HIPPY families.

Evidence

Prairie Research Associates (2015) asked HIPPY and non-HIPPY parents to think of the time their child was 2 years old and in Grade 1, and answer the question: 'During that [time], did you feel like you were part of the larger Canadian community?'. The results show that both HIPPY parents and non-HIPPY parents felt more like they were a part of the community when their child was at Grade 1 (after HIPPY) than when they were 2 years old (before HIPPY). However, the increase was greater for HIPPY parents. The findings show that after the programme, HIPPY parents felt more belongingness to the community than non-HIPPY parents.



Reference

Prairie Research Associates (PRA) Inc. (2015). [Evaluation of the Home Instruction for Parents of Preschool Youngsters \(HIPPY\) Program](#). HIPPY Canada.

Further Notes

Parent Outcome 15 – Self-Confidence

HIPPY helps parents become more self-confident

HIPPY helps parents become more self-confident

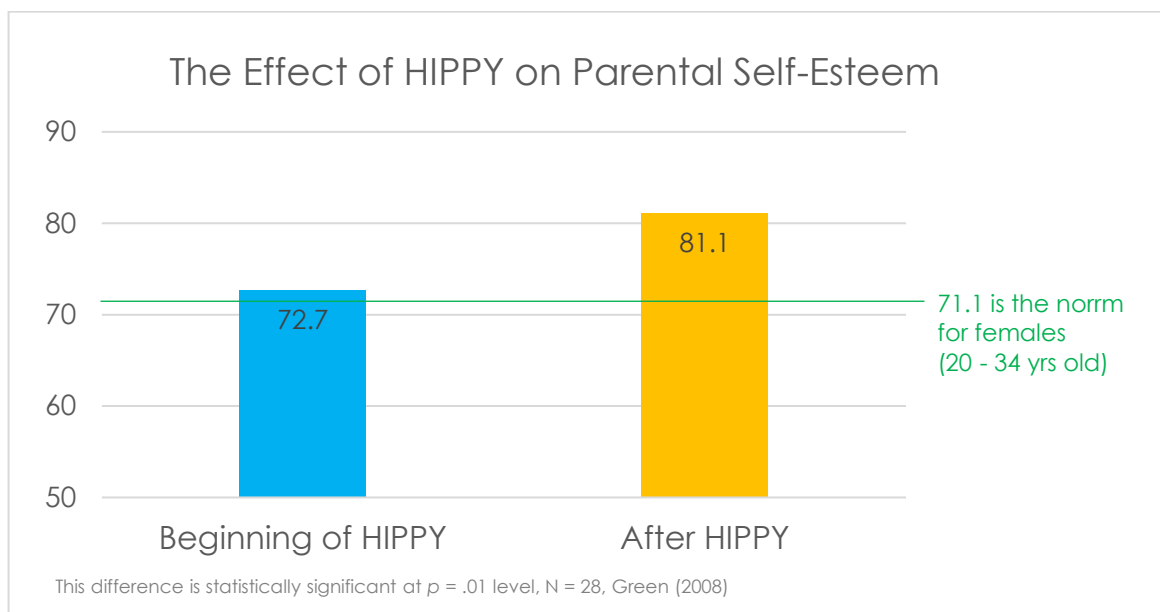
Evidence 15-A: International Evidence (Australia)

Introduction

In 2008, Jennifer Green conducted an evaluation of HIPPY in Geelong, Australia. As part of her doctoral work, she compared HIPPY families with demographically similar non-HIPPY families (total N = 55). She used a variety of qualitative and quantitative measures and assessed families in both group three times: (i) halfway through the first year on HIPPY, (ii) halfway through the second year on HIPPY, and (iii) half a year after HIPPY.

Evidence

HIPPY parents filled out a questionnaire measuring their self-esteem at the beginning of HIPPY (halfway through the first year) and after the programme finished (half a year after graduation). Green (2008) found that parents' self-esteem significantly increased during this time. Notably, at the beginning of HIPPY parents' self-esteem was close to the national average for women between the ages of 20 and 34; and after HIPPY, their self-esteem was significantly higher.



Reference

Green, J. (2008). [*Challenging disadvantage: The social outcomes of an early educational intervention within the family*](#). (Doctoral dissertation, Victoria University).

Coopersmith, S (1989). SEI: Self-Esteem Inventories. Palo Alto, CA: Consulting Psychologists Press.

Further Notes

Green (2008) measured HIPPY parents' self-esteem using The Self-Esteem Inventories (SEI) – Adult Form, originally developed by Coopersmith (1989). It consists of 25 short statements (e.g. "I'm a lot of fun to be with"). The maximum score is 100.

HIPPY helps parents become more self-confident

Evidence 15-B: Earlier New Zealand Evidence

Introduction

In 2003, Sue Younger conducted a qualitative evaluation of HIPPY in New Zealand. As part of the evaluation, she conducted interviews with 12 HIPPY tutors.

Evidence

Younger (2003, New Zealand) found that all 12 HIPPY tutors reported that being on the programme as a HIPPY parent had increased their confidence and self-esteem. One parent said:

*"I failed at school and that gave me very low self-esteem. HIPPY showed me that I have **something to offer**."*

– Helen (p. 33, Younger, 2003)

Reference

Younger, S. (2003). We Talk in Our Family Now... The Stories of Twelve HIPPY Tutors. A report prepared for the Pacific Foundation. October 2003.

Further Notes

Family Outcome 16 – Employment

**HIPPY positively affects parents'
rates of employment**

HIPPY positively affects parents' rates of employment

Evidence 16-A: Earlier New Zealand Evidence

Introduction

In 2009, Sue Younger conducted a qualitative evaluation of HIPPY in New Zealand. As part of the evaluation, she conducted interviews with 18 HIPPY graduates from 1992-1998 and with their parents.

Evidence

Younger (2009, New Zealand) found that of the **14 HIPPY parents** she interviewed, seven **(53.8%) went on to further training or a change of occupation** after being on HIPPY. They reported that these changes happened because of the **confidence they had gained** while doing HIPPY.

Reference

Younger, S. (2009). *Evening Up the Odds: A study of the long-term effects of HIPPY on eighteen young people who completed the programme with their parents between 1992 and 1998*. A report prepared for Great Potentials Foundation, July 2009.

Further Notes

HIPPY positively affects parents' rates of employment

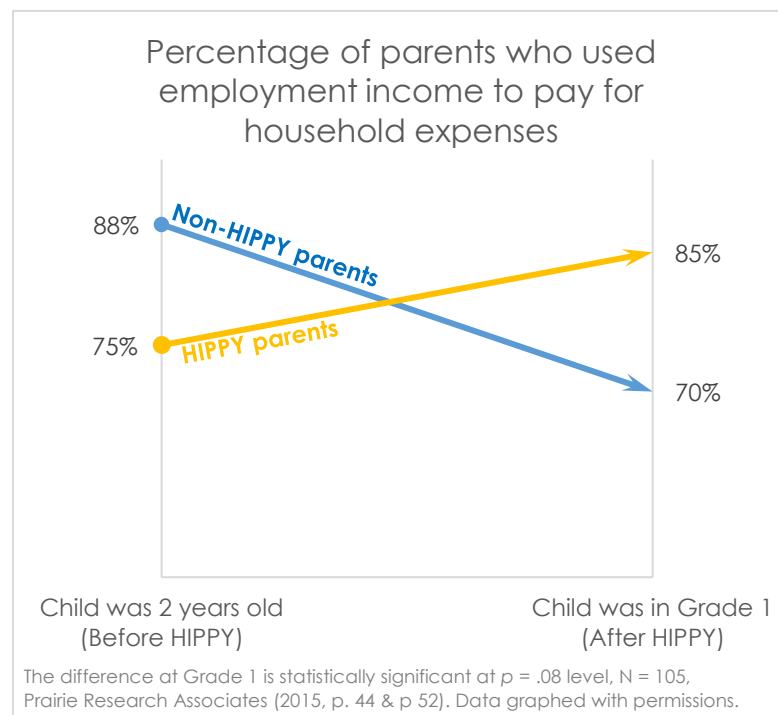
Evidence 16-B: International Evidence (Canada)

Introduction

In 2015 Prairie Research Associates conducted an evaluation of HIPPY in Canada. Researchers asked past HIPPY parents and similar non-HIPPY parents to complete a survey about three points in their child's life: when they were 2 years old, when they were in Grade 1 and (for older children) for their most recent school year. Non-HIPPY parents were from the same communities and had children of similar ages. The results showed a number of positive effects of HIPPY on the lives of HIPPY families.

Evidence

Prairie Research Associates (2015) asked HIPPY and non-HIPPY parents to think of the time their child was 2 years old and in Grade 1, and answer the question: 'How did your household pay for its expenses [at that time]?'. The results show that before HIPPY (when the child was 2 years old), HIPPY parents were less likely to pay for their household expenses using income from employment than non-HIPPY parents; but after HIPPY (when the child was in Grade 1), HIPPY parents were more likely to use income from employment. In other words, compared to non-HIPPY parents, HIPPY parents were less likely to be in gainful employment before HIPPY and more likely to be in gainful employment after HIPPY.



Reference

Prairie Research Associates (PRA) Inc. (2015). [Evaluation of the Home Instruction for Parents of Preschool Youngsters \(HIPPY\) Program](#). HIPPY Canada.

Further Notes

Research design was retrospective quasi-experimental.

General Outcome 17 – Cost-Effectiveness

HIPPY is cost-effective

HIPPY is cost effective

Evidence 17-A: New Zealand Evidence

Introduction

In 2011, Boaz Shulruf and Grace Wang, working out of the University of Auckland, published an article on the cost-effectiveness of HIPPY in New Zealand.

Evidence

Boaz and Wang (2011) performed a cost-benefit analysis of HIPPY in New Zealand. Given the known benefits of the programme for children and families, the authors assumed a modest 10% decrease in crime if the programme is implemented for all children in Decile 1 and 2 areas of New Zealand. They then looked at the average number of prisoners in the country, estimated proportion of prisoners from Decile 1 and 2 areas, annual costs per inmate, and estimated savings of a 10% decrease in the number of prisoners from Decile 1 and 2 areas. They weighted that number against the annual costs of HIPPY per child and the estimated total annual cost of HIPPY for all children from Decile 1 and 2 areas. The authors concluded that for every dollar spent on HIPPY, the programme benefits the society by \$4.28.

Conservative analysis suggests
that HIPPY in New Zealand has a
benefit-cost ratio of

\$4.28 to \$1

i.e. for every dollar spent on HIPPY,
the programme benefits the society by \$4.28

Shulruf & Wang (2011)

Reference

Shulruf, B. & Wang, G. (2011). [Parent Influence on Outcomes for Children: HIPPY as a Cost Effective Option](#). Review of Research and Social Intervention, v. 34, pp. 7-20.

Further Notes

It is worth noting that Shulruf and Wang's estimate of the benefit-cost ratio of HIPPY is based solely on the estimated savings of maintaining a smaller prisoner population. However, as the current document shows HIPPY has positive effects in many domains, including educational achievement, socioemotional development, and family dynamics. These positive life outcomes are likely to translate into increased productivity over a child's lifetime, which means that the true benefit-cost ratio of HIPPY is likely higher than the one reported here.

HIPPY is cost effective

Evidence 17-B: International Evidence (Washington, DC, USA)

Introduction

The Brookings Institution is a not-for-profit organisation based in Washington, DC, USA. They conduct in-depth research that sheds light on issues of public policy.

Evidence

In 2013, the Brookings Institution published an article where they strongly argued that investment in parent-directed interventions are essential for reducing the educational-achievement gap between the richest and poorest communities (Sawhill, Reeves, & Howard, 2013). In this context, they discussed several evidence-based parenting programmes, including HIPPY. Based on a microsimulation model the Brookings Institution had developed, they argued that HIPPY graduates are 3% more likely to finish high school and 6% less likely to become parents during their teenage years. Given that in the US, high-school graduates earn more than a quarter of a million US dollars over their working lives, they conclude that 'for a programme that costs \$3,500 per participant, it [HIPPY] is close to a gold-plated investment'.

The Brookings Institution used a microsimulation model to study the long-term effects of **HIPPY** and concluded that the programme is **'close to a gold-plated investment'**

Sawhill, Reeves, & Howard, 2013

Reference

Sawhill, I. V., Reeves, R. V., & Howard, K. (2013). Parenting, politics, and social mobility. <https://www.brookings.edu/articles/parenting-politics-and-social-mobility/> (accessed 12 December 2017). The Brookings Institution.

Further Notes

Glossary

Demographically similar children

Here: children who share demographic characteristics with HIPPY children (e.g. gender, age, ethnicity, socioeconomic status, etc.)

N

N refers to the number of participants in a study.

p

p refers to the significance level of results. E.g. $p < .01$ means that there is less than 1% chance that the results occurred by pure chance, and – by extension – that the pattern of the results is likely to represent the differences between groups accurately.

Post hoc design

Here: A study design that involves investigating the effects of a programme after the programme has concluded.

Psychometrics

A study of the proper design, administration and interpretation of quantitative tests.

Quasi experimental design

A study design that does not involve random allocation to conditions (here: children were not allocated to receive or not receive HIPPY randomly; instead, HIPPY parents chose to enrol on the programme).

Randomized Control Trial/Study

A study design that involves random assignment to conditions (e.g. HIPPY vs no HIPPY) before the start of the study. This method ensures that there are no differences between the groups other than being on HIPPY (e.g. HIPPY children do not do better just because their parents are more motivated).

Reliable Test

A psychometric test is reliable if it produces similar results when the test is taken the second time by the same person under similar conditions.

Significant difference

A difference between two groups is said to be *significant* if the probability of seeing the observed difference between the groups is equal to or less than 5% ($p < .05$)

Standardized measure/test

A standardized measure is a test that has a pre-determined set of questions that all test takers must answer, and that is scored in a consistent (standard) manner.

Valid Test

A psychometric test is valid if it measures what it claims it measures (e.g. a test of oral language that measures children's ability to speak, rather than, for example, their ability to talk about mathematical concepts).

Feedback

If you have any comments or suggestions for improvement of this material, please email Great Potentials at info@greatpotentials.org.nz.