



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

The HIPPY Parent Goals

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Introduction

HIPPY Parent Goals

The HIPPY Parent Goals were developed to identify the different ways that parents benefit from participating in the HIPPY program. For example: What are parents learning? How is HIPPY affecting their interactions with their children? Has the learning experience between the parent and child changed due to the parents' involvement in HIPPY? If so, how has it changed? Do parents gain a better understanding of how children learn through their involvement with HIPPY? Do parents understand more about how their children are developing and what they can do to further the development? Are parents more comfortable in their role as their child's first teacher? Do parents interact more in their child's school? How has their involvement in their neighborhood or community-at-large changed? Have parents gained new skills? Have they gone back to school or become involved in a job training program?

The HIPPY Early Childhood Education Learning Goals document developed in 2004 and revised in 2006, addresses the benefits to children of participating in the HIPPY program. This document illustrates the depth and scope of the HIPPY curriculum for children. It demonstrates how the curriculum meets or is aligned with existing state and federal standards established for pre-kindergarten and kindergarten, and how as a home-based program HIPPY enables parents to guide their children's early learning experiences. The HIPPY Early Childhood Education Learning Goals document also provides an educational framework for explaining HIPPY to interested organizations, agencies and funding sources. Taken together, both The HIPPY Early Childhood Education Learning Goals and The HIPPY Parent Goals documents provide a comprehensive picture of what participation in HIPPY can mean for both parents and children.

The HIPPY Program

The HIPPY Model

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based, parent involvement program that brings early learning educational materials into homes. The program provides solutions that strengthen families and help three, four, and five – year-old children realize success by beginning school ready to learn. HIPPY is based on the principles that all children can learn, that all parents want what is best for their children, and that parents play a critical role in their children's education. HIPPY believes that parents and children, with support, can overcome obstacles to learning, as well as strengthen their bond with each other.

The HIPPY model is designed to provide critical, early opportunities for learning. It encompasses a three-year, thirty week home visiting curriculum that includes bi-weekly

group meetings. Through the HIPPY model, which involves working directly with parents to benefit children, HIPPY parents **gain knowledge about themselves and their child**. As a family support program, HIPPY seeks to build on the family's strengths rather than deficits and regards parents as partners and facilitators of their child's education. The HIPPY program seeks to provide opportunities to strengthen the bond between parent and child; to connect parents from the community in a non-threatening environment; and to nurture lasting relationships between parents, home visitors, and coordinator.

The HIPPY home visiting model works to prevent crises and is effective as an “**early prevention**” mechanism for families. Important and appropriate referrals are commonly made through inter-agency and intra-agency community collaborations. This aspect of the model is significant in fostering strong individual and family “well-being” on different levels.

HIPPY seeks to break through the **social isolation of parents**; stimulate educational interactions between parents and children; create an educational milieu in the home that encourages literacy; provide parents with the opportunity to become home visitors in their own community where they develop skills and work experience needed to compete successfully for other jobs in local labor markets.

Benefits to Parents

In sum, the model as described above benefits parents in specific ways. First, parents help their child acquire school readiness skills through their full participation in the HIPPY program. Second, the bond between parent and child is strengthened as they work together on educational activities in the home and also attend community educational activities together. This contributes to the importance of a home literacy environment for both parent and child. Next, the relationship that develops between the home visitor and the parent contributes to the “well-being” of the family and helps to reduce the incidence of family crises through appropriate and timely referrals for family support services when needed. Finally, many parents are offered the opportunity to obtain their first job as a HIPPY home visitor laying a foundation for future work as they gain skills and experience. In addition, some parents go back to school to further their formal education.

HIPPY Research

Research indicates that children's success in school and in life is rooted in the quality of their experiences during the early years. Enriched early childhood experiences help ensure that all children have a strong and educationally sound start in life. Research findings suggest that if parents feel confident in their own skills and abilities and believe that what they are doing has a positive effect on their child's learning parents are more likely to become involved in their child's education (Hoover- Dempsey et al, 1997, p.19). Research also indicates that the earlier parents get involved in their child's educational process, the stronger the impact upon the child's academic achievement; and furthermore, that the most beneficial form of parent involvement is when parents work directly with their child

on learning activities at home (Cotton, K et al., 2002). Additionally, the parents who make the greatest contribution to their child's education are those who are given strategies and home-learning activities to use with them (Barclay & Boone, 1996/97).

Research is of primary importance to HIPPIY. HIPPIY USA utilizes research both to demonstrate the effectiveness of the program and to identify areas in need of improvement. HIPPIY research has focused on impact to children and to parents. This ensures that all aspects of the HIPPIY model – including the curriculum—remain rooted in the most current research and are guided by the current needs of the families being served.

There are several studies that focus on the impact on parents and children who participate in HIPPIY. HIPPIY USA and their research arm at the University of South Florida are currently involved in the second year of a multi-year study funded by AmeriCorps. The purpose of the project is to document the influence of the HIPPIY program on the development of children's receptive vocabulary skills; and, to measure parents' perceptions of gains in their knowledge of early childhood development, teaching skills, quality of parent-child relationships and participation in positive parenting practices at both first year and second year benchmarks. In addition, to previously mentioned objectives, this study investigates parent perceptions of their self-confidence, the quality of the home literacy environment, their use of HIPPIY teaching skills with other children in the home, and the social support they received from other HIPPIY parents. (Year Two HIPPIY AmeriCorps Evaluation: Children's Receptive Vocabulary Development, Parental Involvement in Literacy Activities for First-Year parents, and Additional Benefits for Second-Year HIPPIY parents, November 2006, Executive Summary, p.13).

In addition to these most recent studies, individual state programs have conducted research that utilized parent involvement surveys, including: Calvert County Home Visiting Program Evaluation (2003, 2005), a Texas HIPPIY study (2001- 2002), Ocean State HIPPIY Parent Questionnaire (2003), Portland Public Schools HIPPIY Parent Information Survey (2003), and three studies cited in *Parents Making A Difference*, International Research on The Home Instruction For Parents of Preschool Youngsters (HIPPIY) Program by Miriam Westheimer (2003). Reviewing the questions asked in the different surveys and research studies, as well as studying the responses of parents to those questions, helped to frame this document.

Local Research Evaluation

When local programs begin a local evaluation process as a means of measuring parent participation and growth for reporting results to funding sources and other interested parties, it is suggested that programs consider selecting only some of the goals listed on the chart. Therefore, in designing an evaluation plan, programs can focus on specific (and not all) goals to measure at any given time, adding additional goals to research at another time.

Acknowledgments

The HIPPY Parent Goals was developed with input from an advisory team that included HIPPY USA staff, coordinators, and educational and research consultants (See Attachment A). Several sources were used in developing this document, including the HIPPY Logic Model, the HIPPY AmeriCorps Evaluation Reports, the HIPPY Preservice Training Manual (2006), HIPPY Advocacy/Sustainability document, state evaluation reports, and research text and articles on home visiting and parents (See Attachment B).

HOW TO READ THIS DOCUMENT

The following headings are used in this document:

GOAL:

The overarching purpose that identifies in which areas HIPPY parents' are expected to achieve success due to their participation in the HIPPY program.

OBJECTIVE:

A subcomponent of the goal that lists clearly defined steps in which HIPPY parents' can be successful in reaching the overall goal. Learning may be occurring simultaneously, or in graduated steps.

PERFORMANCE/OUTCOME INDICATOR:

A list of specific markers or indicators that may be measured to determine the parents' development as a result of participating in the HIPPY program. Learning may be occurring simultaneously, or in graduated steps.

POSSIBLE MEASURE(S):

Refers to the tools or techniques that can be used to gauge parents' progress and provides examples of ways of measuring selected indicators.

BENEFIT TO CHILD:

Defines how the parents' success in striving towards reaching the goal can impact on the child's growth and development academically and personally. Learning may be occurring simultaneously, or in graduated steps. Benefits to the child are both theory-based as well as based on anecdotal remarks from coordinators, home visitors and parents.

The HIPPY Parent Goals

The goals listed in this document are the reasonable, anticipated outcomes that will result from the parent's progressive involvement in HIPPY. It is not expected that all parents will achieve success in every goal, nor is it expected that all parents will achieve the same level of success. It is expected that parents will show progress from their own starting point.

GOAL	OBJECTIVE	PERFORMANCE/OUTCOME INDICATOR	POSSIBLE MEASURE (S)	BENEFIT TO CHILD
<p>1. Parent will participate in all aspects of the HIPPY program.</p>	<ul style="list-style-type: none"> • Parent masters HIPPY skills & techniques • Parent develops the habit of working with child on activities • Parent learns what child will be expected to do in school • Parent is aware of child's abilities & skills • Parent provides reading experiences with HIPPY books • Parent understands what materials & activities to use with child • Parent learns how to use and care for educational materials 	<ul style="list-style-type: none"> • Parent sits comfortably with child while reading • Parents repeats child's correct answers • Parent states correct answer and encourages child • Parent sets aside time daily to do HIPPY • Parent reads skill boxes and understands terminology • Parent becomes aware of appropriate expectations at different age levels • Parent reads HIPPY stories over & over • Parent prepares and carries out HIPPY activities • Parent understands age appropriate expectations • Parent understands what child will learn from different activities • Parent reads and uses the Parent Tip Pages (if applicable) • Parent participates in group meetings • Parent gains skills and confidence in ability to promote child's learning 	<ul style="list-style-type: none"> • Administer pre & post survey to parent • Home visitor collects pull pages for a portfolio of child's work • Home visitor talks with parents about prior weeks work and makes notes • Home visitor documents during home visits whether: <ul style="list-style-type: none"> - Parent asks home visitor questions - Parent expands on core HIPPY activities - Parent uses extension/enrichment activities - HIPPY materials are organized and ready for use • Home visitor documents during group meetings: <ul style="list-style-type: none"> - Parent's level of participation - Number of meetings parent attends - Parent/child interactions (when applicable) 	<ul style="list-style-type: none"> • Child enjoys working with parent on educational activities • Child enjoys reading with parent • Child enjoys learning • Child acquires pre-academic skills & knowledge • Child sees parents enthusiasm about learning
<p>2. Parents will learn more about their child from participating in HIPPY.</p>	<ul style="list-style-type: none"> • Parent gains knowledge about their child's skill level • Parent gains knowledge about how their child learns best • Parent gains knowledge about how to stimulate learning 	<ul style="list-style-type: none"> • Parent enjoys working on educational tasks with their child • Parent gains confidence that they are benefiting the child's development • Parent learns the value of working with the child • Parent learns the best approach to teaching the child • Parent gains knowledge about which areas are most challenging for the child • Parent communicates better with the kindergarten teacher about the child's strengths and weaknesses 	<ul style="list-style-type: none"> • Administer pre & post survey to parent • Parent will communicate observations about child's growth and development with home visitor • Parent shares observations and asks questions at group meetings with other parents 	<ul style="list-style-type: none"> • Child learns more about the parents abilities to support their learning • Child gains confidence in their own abilities from working with the parent • Child enjoys working with the parent on learning tasks

GOAL	OBJECTIVE	PERFORMANCE/OUTCOME INDICATOR	POSSIBLE MEASURE (S)	BENEFIT TO CHILD
<p>3. Parents will increase educational activity in the home.</p>	<ul style="list-style-type: none"> • Parent provides reading experiences with non-HIPPY books • Parent applies HIPPY skills & techniques to everyday learning situations • Parent provides educational experiences beyond HIPPY • Parent spends more time in quality interaction with child • Parent takes pride in child's growth & achievements • Parent spends more time reading • Parent has more adult books/magazines in home 	<ul style="list-style-type: none"> • Parent visits local library with child and borrows books (adult & children's) • Parent uses everyday activities (i.e. park, market, doctor's visit) to teach child something new • Parent uses what she/he has learned in HIPPY to teach other children in the household • Parent encourages child & siblings/friends to engage in different learning activities together in the home • Parent encourages child to tell stories, draw pictures and play games • Parent displays child's drawings/activity pages on wall/ bulletin board/refrigerator 	<ul style="list-style-type: none"> • Administer pre & post survey to parent • Parent & child get their own library card • Increase in the number of adult & children's books checked out of library • Parent reports doing non-HIPPY activities with HIPPY and non- HIPPY children • Parent shares successful educational experiences with other parents at group meetings • Parent talks about books / magazine articles enjoyed 	<ul style="list-style-type: none"> • Child selects/reads books on their own • Child selects books to read together • Child is exposed to a variety of materials and activities • Child engages in frequent and open-ended conversations with the parent • Child takes pride in own achievements
<p>4. Parent will increasingly enjoy educational interaction with child.</p>	<ul style="list-style-type: none"> • Parent shows interest in weekly meetings with home visitor • Parent works with child weekly • Parent maintains a portfolio with child's work samples • Parent wants to do additional activities with child • Parent develops own activities to do with child 	<ul style="list-style-type: none"> • Parent meets most scheduled meetings with home visitor • Parent completes weekly packets with child on time • Parent completes the whole HIPPY age curriculum • Parent continues HIPPY the next year (if applicable) • Parent enrolls other children in HIPPY (if applicable) • Parent attends and participates in group meetings 	<ul style="list-style-type: none"> • Parent survey • Home visiting logs • Group meeting logs • Home visitor checks child's portfolio • Parent registers for next year of HIPPY for same child and/ for younger siblings • Parent asks for and completes extension activities with child • Parent plays games with HIPPY child and other children • Parent engages other children in different learning activities 	<ul style="list-style-type: none"> • Child benefits from a continuum of learning throughout the year • Child benefits from a continuum of learning over several years • Child is exposed to a wider variety of learning activities • Child is better prepared for formal school

GOAL	OBJECTIVE	PERFORMANCE/OUTCOME INDICATOR	POSSIBLE MEASURE (S)	BENEFIT TO CHILD
5. Parent will engage in positive and effective parenting behaviors with the child.	<ul style="list-style-type: none"> • Parent communicates effectively with child • Parent shows improved interactions with child • Parent learns about child development and age appropriate expectations for child • Parent has increased expectations for child's academic success in kindergarten and beyond • Parent fosters child's independence and initiative • Parent encourages appropriate health, safety and nutrition practices in the home 	<ul style="list-style-type: none"> • Parent engages child in conversation about story books, everyday activities and planning things to do together • Parent plans age appropriate activities to do with the child • Parent fosters an enthusiasm about learning and going to school • Parent ensures child is ready for school through initiating, monitoring and directing child's pre- academic educational activities • Parent offers age- appropriate choices and responsibilities (child selects own clothes to wear, dresses self, put toys away) • Parent offers healthy snacks/meals, takes child for medical check- ups, teaches child about road safety, etc 	<ul style="list-style-type: none"> • Administer pre & post survey to parent • Home visitor observes parent/child interactions • Parent is proactive in planning activities for child • Parent shares ideas with other parents at group meetings • Coordinator/home visitor observe parent's interactions with child and other parents at group meetings 	<ul style="list-style-type: none"> • Child reads and talks about books easily and frequently • Child enjoys spending time with parent • Child becomes comfortable expressing ideas and concerns • Child develops pre-academic skills and knowledge • Child has positive expectations for self • Child builds independence and self- confidence • Child uses and becomes aware of good health & safety practices
6. Parent will feel more prepared to help child with school work.	<ul style="list-style-type: none"> • Parent gains knowledge of early childhood education and development • Parent understands child's approach to learning • Parent learns how to capitalize on child's strengths and strengthen child's challenging areas 	<ul style="list-style-type: none"> • Parent feels more confident in abilities to be child's first teacher • Parent understands what are appropriate responses at the child's age • Parent knows how to create an appropriate learning situation 	<ul style="list-style-type: none"> • Administer pre & post survey to parent • Home visitor observes parent engaged in additional education activities with child • Increased communication observed between parent and child • Parent has an understanding of own child's development and abilities • Parent feels able to choose appropriate educational activities for child on own 	<ul style="list-style-type: none"> • Child is exposed to a larger variety of activities • Child enjoys new learning situations • Child is eager to have new experiences • Child increases ability to express self verbally

GOAL	OBJECTIVE	PERFORMANCE/OUTCOME INDICATOR	POSSIBLE MEASURE (S)	BENEFIT TO CHILD
7. Parent will enhance skills and knowledge from attending group meetings.	<ul style="list-style-type: none"> Parent gains additional knowledge on child development and life skills from listening to guest speakers Parent engages in conversations with other parents Parent shares information with other parents 	<ul style="list-style-type: none"> Parent attends a majority of group meetings Parent has increased opportunities to learn about child development, school involvement, community involvement, parenting skills and HIPPIY skills. Parent has increased opportunities for learning in a group setting and for social interaction Parent displays increased comfort and interest in participating in school-related activities 	<ul style="list-style-type: none"> Administer pre & post survey to parent Parent shares information and experiences with home visitor and/or other parents Home visitor asks parent to share which aspects of group meeting are most beneficial and how it helped the parent 	<ul style="list-style-type: none"> Child and parent attend group meetings as a family Child and parent gain in socialization skills Child gains knowledge from playing and “working” with other children Child values the importance the parent places on learning
8. Parent will participate in school and community activities.	<ul style="list-style-type: none"> Parent communicates with child’s teacher Parent takes an active role in participating in the school Parent is aware of what child is learning in the classroom Parent uses knowledge learned in HIPPIY when helping child in school Parent gains knowledge about community opportunities 	<ul style="list-style-type: none"> Parents attends parent/teacher conferences, meetings, back - to - school / open house nights Parent volunteers in classroom or school functions Parent attends PTA meetings Parent supports classroom learning with activities at home Parent monitors and/or helps child with homework Parent is familiar and comfortable with educational language and can communicate effectively with the teacher Parent participates in other community activities/events 	<ul style="list-style-type: none"> Administer pre & post survey to parent Coordinator maintains communications with local school Home Visitors talks with parents about their level of participation in relation to the: <ul style="list-style-type: none"> - school - child’s classroom - PTA - contact with teacher - attendance at school events - volunteering in the school Parent becomes (more) involved in neighborhood play groups/special events/ services 	<ul style="list-style-type: none"> Child and parent build close relationship Child understands that the parent values education Child values working hard in school Child demonstrates a love of learning

GOAL	OBJECTIVE	PERFORMANCE/OUTCOME INDICATOR	POSSIBLE MEASURE (S)	BENEFIT TO CHILD
<p>9. Parent will gain skills and confidence to grow personally.</p>	<ul style="list-style-type: none"> • Parent gains knowledge in early childhood development • Parent gains knowledge on how to advocate for the child • Parent improves in own abilities to read, write, speak • Parent gains skills in knowing how to expand learning for the child 	<ul style="list-style-type: none"> • Parent reads more with child • Parent reads more for self • Parent feels more comfortable expressing self in group meetings • Parent is more comfortable in speaking to teacher • English as a second language parents become more comfortable with English • Parent increases own education, personal and professional skills 	<ul style="list-style-type: none"> • Administer pre & post survey to parent • Parent enrolls in ESL classes (if applicable) • Parent takes a more active roll in group meetings • Parent becomes a HIPPI home visitor • Parent maintains contact with school & kindergarten teacher • Parent talks about engaging in new activities for self improvement • Parent enrolls in GED or other educational programs, job trainings, continuing education courses, etc • Parent becomes employed 	<ul style="list-style-type: none"> • Child gains more information and skill through a parent who has more resources • Child engages in new experiences with the parent • Child sees the parent as an educational role model

Attachments

Attachment A: National Review Committee

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Attachment B: Resources

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