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NUMBER OF PAGES (INCLUDING COVER): 3COMMENTS: Pls. take a look at this, ...& let me know if you think Meane Heraldpart is true. Thanks

ATT: DAVID NESLIN
 WHITE HOUSE PRESS

FOR RELEASE 13 DECEMBER 1998

FROM "HOPE," ISRAEL TO HOPE, ARKANSAS:

**FIRST LADY HILLARY CLINTON VISITS MODEL EDUCATIONAL
 PROGRAM FOR JEWS AND ARABS IN JERUSALEM**

(JERUSALEM)-First Lady Hillary R. Clinton today took part in an acclaimed educational program for preschoolers, pioneered in Israel and now operating in 26 US states largely as a result of Mrs. Clinton's continuing involvement with the project.

The First Lady's meeting with 40 participating Jewish and Arab parents and young children reflected her long-term interest in the Home Instruction Program for Preschool Youngsters (HIPPY), instituted 30 years ago by Israel Education Prize Laureate Professor Avima Lombard, Director of the Early Childhood Educational Programs at the NCJW Research Institute for Innovation in Education, at the Hebrew University in Jerusalem.

Prof. Lombard developed this unique education program in 1969, pioneering her first outreach effort for underprivileged families in Tel Aviv's "Hatikva," or "The Hope" neighborhood. HIPPY helps parents equip themselves to nurture their children's learning skills and attitudes as well as their social and emotional development. The programs work with Israelis of all backgrounds, without consideration of religion, language or nationality, and are also operating today in eight countries world-wide.

Mrs. Clinton first learned of the program through an article in The Miami Herald, when she and her husband were attending a conference of southern state governors in Florida in 1985. She was interested in HIPPY and sought more information from the National Council of Jewish Women, which sponsors the Institute at Hebrew University headed by Prof. Elie Olshtain.

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The First Lady helped bring the program to Arkansas and has remained an active supporter ever since. Of the program, she said:

"One of the most promising aspects of HIPPY is that preschool children and their parents have the opportunity to work together, to strengthen the bonds between them, and to develop a love and excitement for learning."

Mrs. Clinton witnessed different variations of the program in action at the Matan-Yad Rachel neighborhood center in Katamonim, Jerusalem, on Sunday morning. She took part in a workshop called "100 Rooms," which derives its title from a story book which is based on humanist pluralism and which leads to the recognition of each child's and family's differences as a 'social value' which is bridged by emphasizing similarities and dealing with differences.

"Hillary Clinton was instrumental in founding HIPPY in the United States," said Prof. Lombard, "She has remained a vital guiding force behind the organization as it has grown over the years."

#

The NCJW Research Institute for Innovation in Education was established in 1968 by the National Council of Jewish Women (NCJW), at the School of Education of the Hebrew University of Jerusalem, with the goal of carrying out research and creating innovative educational programs directed at the education of the socially at-risk segments of the Israeli population.

FOR MORE INFORMATION: SUSAN GOPSTEIN, Ruder Finn Israel
Tel. 02-561-2005 Fax. 02-561-9159

17/05 '98 11:50

☎972 2 881286

THE HEBREW UNIV,

001

FAX TO: NICOLE RABNER

FROM: PROF. AVIMA LOMBARD, HEBREW UNIVERSITY OF JERUSALEM

DATE: MAY 17, 1998

FAX NO: 001 202 456 2878

(4 pages, including this cover page)

This fax was sent yesterday, but it is unclear whether it went through.

FAX TO: 00-1-202-456-2878

FOR: NICOLE RABNER

3 PAGES

FROM: PROF. AVIMA LOMBARD, HEBREW UNIVERSITY OF JERUSALEM

May 16, 1998

Dear Nicole,

As per your advice, I am attaching a letter to Hillary in which I have summed up much of our discussion as well as suggesting some things which might be considered to advance HIPPIY International.

I very much enjoyed meeting you, and look forward to future contacts between us - here or there. My grandchildren are eagerly awaiting the photos with Hillary's signature. They literally lit up when I told them about it.

Thanks for your help.



Avima Lombard



Home Instruction Program for Preschool Youngsters

The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem, Jerusalem 91905, Israel
Tel. 02-882233, 882017 Fax 972-2-882174, 322545

May 16 1998

Mrs. Hillary Clinton
The White House
Washington, DC 20502

Dear Hillary,

Thanks ever so much for taking the time to see me and discuss the issues facing HIPPY International.

The central issue is, of course, funding. We are in need of some form of sponsorship which would make it possible to:

- 1) Maintain a small central staff.
- 2) Provide start-up funding in countries where local government or agencies are not able or interested in helping an "untried" educational program. When a pilot program is in place and has proved itself it would be possible for the government to seek funds such as a World Bank loan.
- 3) Prepare and distribute updated instructional and enrichment materials in the different languages being used internationally.
- 4) Maintain an International Advisory Board or Steering Committee which would include funders as well as professional and community representatives.
- 5) Offer periodic international meetings of HIPPY participants to exchange information, analyze and suggest solutions for shared problems, and general enrichment. This would be in addition to the annual HIPPY International training workshop for which there is funding at present.

An annual budget of \$225,000 would make it possible to do all of the above, targeting one or two new programs in third world countries each year. (We estimate \$50-60,000 to run such a program for one year.)

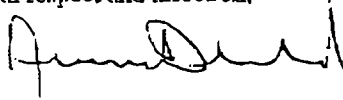
As I mentioned during our discussion, there is keen interest in HIPPY in South America, Africa, and several Asian countries. The stumbling block at present is funding. Over time, should we find appropriate to do so, we should seek ways to finance translations of the program into other commonly spoken languages, such as Chinese and French.

I am taking the liberty of asking you to share your thinking and good sense regarding this issue, because I know you are genuinely interested and have learned that HIPPY can make a real contribution to children and families. Your support of the USA program has been noteworthy and has certainly put HIPPY in thousands of homes around the country. Hopefully we will be able to do this world-wide as well.

I look forward to hearing from you on these issues. Meanwhile, thank you ever so much for your willingness to give your name to and possibly participate in a meeting of directors of HIPPY around the world. Miriam Westheimer will be in contact with you about this as per your request.

Warm greetings from all your HIPPY friends. We will begin our annual HIPPY training workshop at the beginning of June and I will happily tell the participants of your interest in them.

With respect and affection,



Avima D. Lombard

cc. Miriam Westheimer, HIPPY USA

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

c/o Teachers College, Box 113, 525 West 120th Street • New York, NY 10027 • 212 678-3500 • Fax: 212 678-4136

HIPPY FACT SHEET

Goal:	To empower parents as their children's first and most influential teachers.
Program History:	The Program originated in Israel in 1969 and came to the United States in 1984.
Number of Programs:	103 in 26 states and the District of Columbia.
Population Served:	Parents of three to five year old children who have had limited access to formal education.
The Curriculum:	HIPPY activities are written in a structured format comparable to a well-designed lesson plan for a novice teacher. The curriculum is primarily cognitively-based, focusing on language development, problem solving and discrimination skills. It contains 30 weeks of activities including nine story books per year for two or three years. It generally takes parents and children 15-20 minutes a day to complete the activities.
Instruction:	Parents are trained to use the curriculum through weekly visits with paraprofessionals who are also parents in the program. Every other week, the paraprofessionals role play the activities with parents in the home. On alternate weeks, all of the parents and paraprofessionals meet at the HIPPY site to role play the activities as a large group.
Funding Sources:	Varied: Corporate, Foundation and Government Sources.
Training:	(1) A five day Pre-Service Training for new programs. (2) Bi-annual on-site training for new programs and annual on-site training for established ones. (3) Extensive training sessions at the HIPPY Annual Conference.
National Affiliation:	All HIPPY Programs receive training and technical assistance from HIPPY USA, the HIPPY national office and technical assistance center for all programs in the United States.

HIPPY Programs in the United States
April, 1997

Alaska (1)

Goodnews Bay

Alabama (1)

Montgomery

Arkansas (30)

Augusta

Beebe

Blytheville

Branch

Camden/Fairview

Camden/SAU Tech

Des Arc

El Dorado

Gurdon

Harrison

Heber Springs

Helena

Hot Springs

Jonesboro

Lake Village

Little Rock

Little Rock/Pulaski

Lonoke

Madison

Marianna

Monticello

N. Little Rock

Paragould

Pine Bluff

Rogers

Russelville

Texarkana

West Fork (Prairie Grove)

West Memphis

California (4)

Long Beach

Moreno Valley

Pittsburg

San Diego

Colorado (4)

Alamosa

Denver

Edgewater

Grand Junction

Connecticut (1)

Stratford

Washington, DC (1)

Washington

Florida (9)

Belle Glade

Broward County/School Board

Broward County/Junior League

Dade County

North Lauderdale

Sarasota

Tallahassee

Tampa

West Palm Beach

Georgia (2)

Albany

Brunswick

Hawaii (1)

Kealahoukua

Illinois (3)

Chicago/CDPH

Chicago/ChildServ

Park Forest

Indiana (2)

Indianapolis/John H. Bonner

Indianapolis/M.L King

Louisiana (7)

Baton Rouge
Bogalusa
Jefferson Parish
Lafayette
New Orleans
Rayville
Shreveport

Maryland (5)

Baltimore/County Public Schools
Baltimore/Harford Heights
Baltimore/Human Services Program
Baltimore/Early Childhood Initiative
Denton and Fruitland

Massachussets (1)

Worcester

Michigan (3)

Detroit
Grand Rapids
Pontiac

Minnesota (1)

Minneapolis

Nevada (1)

Las Vegas

New Jersey (1)

Englewood

New York (12)

Bronx/Banana Kelley
Bronx/Phipps Community Devp
Bronx/Highbridge Heights
Bronx/Mount Hope
Brooklyn
Geneseo
Manhattan/Greater Harlem
Manhattan/Stanley Isaacs
Queens
Rochester
South Bronx
Yonkers

Ohio (2)

Cincinnati
Cleveland

Oklahoma (1)

Idabel

Oregon (2)

Portland
St. Helens

Pennsylvania (1)

Pittsburgh

Rhode Island (1)

Pawtucket

Tennessee (1)

Memphis

Texas (5)

Austin
Dallas
El Paso
Houson
San Antonio

TOTAL:

103 Programs

26 states and Washington, DC

THE WHITE HOUSE

February 17, 1998

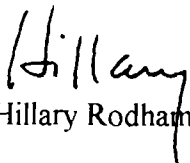
Ms. Avima Lombard
HIPPY
The NCJW Research Institute
for Innovation in Education
School of Education
The Hebrew University of Jerusalem
91905, Israel

Dear Avima:

Thank you for your letter. It was very good to hear from you again and I am thrilled with your progress report on your efforts with HIPPY internationally. I have forwarded a copy of your letter to my scheduling office concerning your April visit to Washington. In the interim, I wish you the best of luck with your new direction and I am grateful for your continuing commitment to HIPPY.

With warm regards, I remain

Sincerely yours,


Hillary Rodham Clinton

cc: Patti Solis Doyle
Director of Scheduling

Needle
FYI

she wants to
attend DC
meeting in April
and meet w/
Lombard



Home Instruction Program for Preschool Youngsters

The NCJW Research Institute for Innovation in Education, School of Education, The Hebrew University of Jerusalem 91905, Israel
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January 14, 1998

Ms. Hillary Clinton
The White House

Dear Hillary,

It's been a long time since we have been in contact, and now I am writing in anticipation of our meeting at the celebrations for the ten-year anniversary of HIPPY USA. I would like to bring you up to date on the program's development around the world and consult with you on future plans.

As you know, HIPPY USA has grown by leaps and bounds. Thanks to both Miriam, who is an excellent director, and the Board, whose members really take their participation seriously and contribute extensively from their experience and knowledge to each issue relating to the growth and expansion of the program. The availability of funding has, of course, made all this possible, and HIPPY appears to be well established and finally accepted by the US Early Childhood establishment.

Our international efforts have produced a variety of results. In South Africa, after a few very lean years during which the programs held on simply through will-power - there certainly were no funds available - they finally have a future-oriented plan and look forward to growth and diversification. They will be part of general early childhood thrust sponsored by the new government.

We opened a model program in New Zealand about seven years ago. It was part of an experimental family service center attached to a school in a difficult suburb of Auckland. Over the years this model was adopted for experimental expansion by the government, while local communities throughout the country opted into HIPPY without the family service umbrella. There are now about 1000 families in the programs in nine different communities working with Maoris and Pacific Islanders. Funding has been from both government and private grants.

In Germany (Nuremberg and Bremen) programs work primarily with immigrant families from Turkey and returning Germans from Poland, Russia and Rumania. On the basis of the success of these programs the city of Fulda this year granted funds for a program with local German families. The Federal government in Germany does not fund local educational programs, so each program has to work hard to stay alive.

Our greatest success story has been The Netherlands, where after a short experimental period we were launched on a national scale. Very successful. So much so that the government decided to fund the writing of their own program, modelled on ours, so as to be "free" of obligations to the Hebrew University. After ten years of working together, they are now fully on their own.

There was a lovely program in Mexico for three years, funded through the department of adult education in the state of Morales, but a change in local government and economic woes have ended that.

Two new programs will start this year - in Melbourne and Singapore. Both have limited funds and will start with small numbers. Being the optimist that I am, I expect both to grow rapidly.

We continue to have annual workshops in Jerusalem in the month of June. These have been attended by interested folks from all over the world (Zimbabwe, Kenya, Sierra Leone, Nigeria, South Africa, Namibia, Korea, Thailand, Philippines, India, Singapore, Australia, New Zealand, Iceland, Germany, The Netherlands, Peru, Argentina, Bolivia, Dominica, Mexico, Canada and of course the United States. Great enthusiasm is generated each year, but so far only those from the wealthy countries have succeeded in getting HIPPY going.

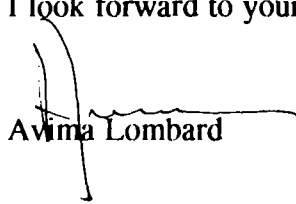
Over the past few years you have travelled around the world, observing families and children in a variety of settings, and I am sure you have a good idea of their diverse needs. It bothers me that so little is available to them physically, nutritionally, and educationally. I admire efforts to increase the women's sense of economic adequacy through encouragement of women's industries and banks, but there is all too little in the way of empowering women to provide their children with good education. I have spoken to folks at the World Bank about this, and while they like HIPPY and have invited me to speak on it in several public forums, their system whereby they only fund large programs requested by governments precludes funding for our system of encouraging the establishment of model programs and local initiatives.

JANUARY 14, 1998

My activities with HIPPY have changed recently. Having retired from teaching, and after finding an excellent younger woman to take over all that concerns the operation and expansion of our Institute Early Childhood programs in Israel, I have freed myself to concentrate on HIPPY International. The issue of finding ways to enable the poorer countries to become involved is one of my prime objectives for the next few years. I am convinced that it is needed, will work, and will have an impact. What I am looking for is ideas as to how to make it all possible.

I will be in Washington throughout the week of April 26th, and would very much like to meet with you to discuss this. Your experience and your special way of approaching social problems are bound to be of help in this matter. If the subject is of interest to you, and if you can find time for us to meet, I would be very happy.

I look forward to your response. Warm wishes to you both.


Avima Lombard

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS HIPPY USA



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To: *Nicole Rabner*

Date: *5/16/97*

Fax #: *(202) 456-2878*

This transmission consists of 6 page(s) including the cover page. Please call or fax if there is a discrepancy in the number of pages or if reception is unclear.

C	Here is a summary of HIPPY
O	research.
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FROM:

Nicki Brandford

Dabaram Rampersad

Elisabet Eklind

Celeste Ricketts

Si Gottlieb

Wanda Roundtree

Merle Greene

Alice Smothers

Nicole Hanrahan

Miriam Westheimer

Christina Hernandez

Patricia Anne Woods

OTHER:

SUMMARY OF HIPPY EVALUATION RESEARCH

(Summer 1997)

Since the HIPPY program model was initiated at the Hebrew University of Jerusalem in Israel, program evaluation has always been an integral component of the program's development. The original longitudinal study followed HIPPY children through the tenth grade (Lombard, 1994). Since then evaluations, with mixed results, have been conducted in the Netherlands (Eldering & Leseman, 1992), Turkey (Kagitcibasi, 1987) and South Africa (Adams, Skuy & Fridjhon, 1992).

Research on Program Effectiveness in Israel

Using a quasi-experimental design with measures designed specifically for the Israeli study, findings showed positive effects on children's academic achievement and adjustment to school, a reduced need for children to repeat grades and an increased rate of school completion.

While the original program was not designed with parental impact in mind, this study also showed some positive outcomes for parents. Based on interviews with parents, the program appears to have improved their overall self-esteem and increased their interest and involvement in the education of their children, in community affairs and in pursuing further education for themselves.

Research on Program Effectiveness in the United States

After initiating the first few pilot HIPPY programs in the United States, it became evident that research findings from abroad along with anecdotal evidence at home, while helpful in launching the original programs, were not sufficient. We needed to see if, how and for whom the HIPPY program works in this country. Interestingly, the absence of domestic research did not limit the growth and expansion of local programs. Still, HIPPY USA has always been committed to supporting research both to make the case for the program and to identify areas in need of improvement.

The following summarizes all the research reports that HIPPY USA has gathered over the years. They vary in their design, the rigor of their methodologies, and the degree to which they support estimations of program impact.

Department of Education Study. The first major U.S. study, funded primarily by the U.S. Department of Education, was conducted by NCJW's Center for the Child (Baker & Piotrkowski, 1996). The two-site, two-cohort longitudinal study of HIPPY examined the effects of HIPPY on children's school performance through the second grade. The design at each of the sites was different -- quasi-experimental in one site with nonrandomized comparison groups and experimental in the other with randomized controls. In one site, the HIPPY children were compared to children who had no preschool services whatsoever; in the other they were

compared to children who, like the HIPPIY children, were participating in a full-day, high quality prekindergarten program.

As they began their elementary school careers in both sites, HIPPIY children in the first cohort outperformed those in the comparison groups on objective measures of school performance and ratings by teachers of their motivation and adaptation to the classroom. HIPPIY children attended school more, scored higher on standardized achievement tests, and were perceived by their teachers as better students (Baker et.al. forthcoming). While these results were not replicated in the second cohort, the study concludes:

... that there were significant findings in both City A and B in Cohort I supports the hypothesis that participation in the HIPPIY program improves children's [school] performance and competence.

Book-reading study. Taking the important parental component of HIPPIY to a micro-level, one study explored the verbal interactions between teenage mothers and their preschool aged children while reading a HIPPIY storybook (Rebello, Griffin, Brooks-Gunn, 1997). The results from this study suggest that a maternal interactive style of book reading, as modeled in the HIPPIY role playing, increases the child's involvement and interest in the book reading activity.

Two-site Case Study. An in-depth case study, funded by the Carnegie Corporation of New York, was designed to capture the daily realities of participating in the HIPPIY program from both the staff's and the parent's perspectives (Baker et al, 1996). Its stated purpose was to inform decision makers and program practitioners about four central issues: (1) How do communities take ownership of HIPPIY? (2) What are the challenges for implementing HIPPIY with families for whom English is a second language? (3) What shapes patterns of parental participation in HIPPIY? and (4) What are the roles and responsibilities of the paraprofessionals?

In addition to the detailed case study findings, the final report also includes three more general chapters -- a discussion of common programmatic issues and concerns (Halpern, 1996), a larger perspective on the extent to which these challenges are shared by other HIPPIY programs nationally and the approaches HIPPIY USA takes in addressing these issues (Westheimer, 1996), and a critical, outside review of the entire report that frames the issues in the context of the larger field of family support and early intervention programs (Powell, 1996).

Halpern's summary chapter states:

The case studies provided anecdotal, but relatively consistent, evidence that participation in HIPPIY has a variety of benefits for at least some parents and families, for most or all paraprofessionals, and less clearly (because it did not come up as much in interviews) for children.

Pine Bluff Study. In Pine Bluff, Arkansas, HIPPY graduates in second grade were matched with non-HIPPY children in the same classrooms who had similar demographic characteristics. Half of the comparison children had no formal preschool experience, while the other half had attended a center-based preschool program prior to entering kindergarten (Bradley & Whiteside, 1995). This evaluation focused exclusively on student outcomes at the end of second grade.

The results from this study indicate that children who participated in HIPPY obtained better grades in school achievement tests, had higher math scores, and were rated by their teachers as displaying more age-appropriate classroom behavior than the comparison children who had no formal preschool experience. The findings did not reveal any difference for the above outcomes between the children who participated in HIPPY and those children who had a formal center-based preschool experience. Subject to the caveats detailed in the final report, the authors, from the University of Arkansas, conclude that *"these findings attest to the long-term efficacy of the program."*

Rogers School Study. Another retrospective study using public school records was conducted in Rogers, Arkansas (Cates, 1995). HIPPY children were originally recruited from a pool of four-year olds who scored below a district-defined threshold on a school-administered test of language development. School personnel tested children from the same pool of HIPPY-eligible children again at kindergarten. Children who had participated in HIPPY obtained significantly higher scores on this test of language and auditory skills than HIPPY-eligible children who did not participate in the program.

Brownswell Case Study. The benefits of HIPPY for paraprofessionals are supported by another, albeit much less rigorous, case study of one inner-city program that describes the program through the eyes of its paraprofessionals (Lovejoy & Westheimer, 1993). The study found that, through their work with HIPPY, the paraprofessionals gained increased understanding of the needs of the community, concrete ideas on how to act on those needs, and improved job skills which prepared them for future employment.

Prairie County Study. For five consecutive years, from 1991 to 1996, Arkansas' Prairie County HIPPY staff used a developmental screening test to identify and select children most in need of the HIPPY program. The same screening was given after completion of the first year of the program showing large gains for the HIPPY children. These gains were larger than school district staff would have expected for the children enrolled in the program.

Montgomery Study. In Montgomery, Alabama, HIPPY was evaluated by assessing children's readiness for kindergarten. Typically, a high proportion of children from the same socio-economic backgrounds as HIPPY children fail to pass the district's readiness test. However, 100% of HIPPY children passed. The district used these findings as justification for expanding the HIPPY program.

New Orleans Study. The New Orleans program evaluated HIPPY by tracking the progress of 375 HIPPY children through school, with the oldest children in seventh grade in 1994-95. In addition to tracking children, the program conducted informal interviews with teachers and surveyed parents each year. Based on child data from public school records, HIPPY children were found to have good attendance, good social skill, low suspension rates, and average to good performance, by comparison with local expectations for children from similar socio-economic background.

Teachers reported that HIPPY participants are more verbal than non-HIPPY participants and parents commented regularly on how well their children were doing in school. A vast majority of HIPPY parents surveyed indicated that they would recommend HIPPY to other parents, that HIPPY improved their communications with their child, that HIPPY helped them to feel more confident in their role as their child's first teachers, and that HIPPY improved their child's social skills.

Conclusion

By placing each individual study in the larger context of studies that have been conducted in the United States, a story begins to unfold. It is a story about a program that has been evaluated in different communities using different methods, yet all of the studies show promising findings. Cumulatively these studies point in a positive direction and demonstrate the potential benefit of the HIPPY program for children, parents and paraprofessionals.

To better understand the degree of impact HIPPY can have, for whom and under what circumstances, more research needs to be conducted. The overall research agenda should address HIPPY's effectiveness, but also focus attention on areas in need of improvement and change. Additionally, local community variation in the implementation of the program needs to be further examined. (See Baker & Piotrkowski, 1995 for a study that focused on administrative and programmatic challenges in implementing HIPPY in three school settings.) Finally, HIPPY USA needs to examine ways to best guide and support local program evaluation.

As we continue to plan and implement our next research agenda, HIPPY USA will look to a newly-formed National Research Advisory Group, chaired by Jeanne Brooks-Gunn, for guidance.

National HIPPY Research Advisory Group

[List to be added.]

[Note: For information on how to receive a copy of the studies included in this summary, please contact HIPPY USA at 212-678-3500.]

Research References

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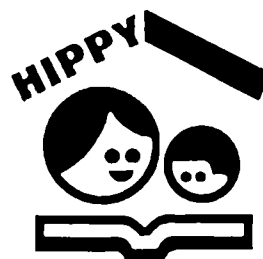
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Home Instruction Program for Preschool Youngsters

The NCJW Research Institute for
Innovation in Education, School of Education,
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HIPPY International Newsletter

The education and care of children in the early years of life has become a serious issue to be addressed by policymakers in designing new educational programs to assist young children at risk. The importance of warm and responsive care in the form of talking, reading and playing was reported in a Carnegie Corporation report on brain development (1994), cited by The New York Times in August, 1997. Growth and development in a nurturing environment enables a child's brain to develop its full potential. The absence of such a nurturing environment can create problems which may compound over a lifetime.

HIPPY is a home-based, educational program designed to provide parents and children access to literacy materials and opportunities for storybook reading at all levels of parental reading proficiency. In HIPPY we have found that all parents will contribute significantly to their young children's language and literacy development when provided with skills to help promote reading. Book reading provides the interactive context for children to acquire verbal and conceptual skills, advancing their capabilities for language development, independent thinking and problem solving. Differences in early access to books can be considered a major factor in future disparities among middle and low income children.

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HIPPY program materials include nine storybooks per year. The curriculum is cognitively-based, focusing on language development, problem solving and discrimination skills. The activities are written in a structured format. Parents generally spend 15-20 minutes a day to complete the weekly activity packet. Over the close to thirty years of its operation it has been repeatedly demonstrated that HIPPY is a cost effective strategy for change and improvement in young children's learning.

HIPPY or HAETGAR, as it is known in Israel, has been a national program since 1975. The Israeli program serves a variety of populations: native born Israelis; new immigrants from Ethiopia, Caucasia and the former USSR; ultra-orthodox Jews; and families from the Arab and Druze sectors. Each population has its own culture and language, requiring small adjustments to the program. Hebrew is the language of instruction except for the Arabs and Druze, for whom it is translated into Arabic. In each program, the paraprofessional is usually of the same background as the families serviced. Currently there are 5,500 families and 120 paraprofessionals throughout the country. HAETGAR is contributing to the education of children to their full potential in this multi-cultural society.

Over the past year an experimental course was offered to a small group of HIPPY mothers of Ethiopian descent at the Center of Educational Technology for Early Childhood in Netanya. In this pilot project mothers overcame their fear of the computer. After they completed the course, they were taught to guide their children in the use of simple computer exercises. The



central idea is that parents learn to teach their own child even in the new territory of computer technology. Additional goals are to give each child the opportunity of reinforcement and amplification of cognitive concepts learned in HAETGAR program. Punctuality and attendance were not a problem, as mothers came before their appointed time, eager not to miss any part of this course. Another unexpected side benefit was that mothers learned to ask questions through the use of this instrument. It is felt that exposure to computer literacy is a part of school readiness.

Mother guides her son through HIPPY activities in Israel

The FIFTEENTH HIPPY INTERNATIONAL WORKSHOP took place at the Hebrew University on May 25- June 5th, 1997. It was attended by representatives from HIPPY USA, HIPPY New Zealand and educators from Nigeria, Korea, and Zimbabwe. This hands-on



Prof. Avima Lombard, Director of HIPPY International, addressing workshop participants at Mothers Meeting in Kiryat Gat

workshop exposed participants to the different aspects of HIPPY in a variety of settings. By visiting a Mother's Meeting first in an Ethiopian community and then in an Arab village, participants were able to observe the way HIPPY can be adapted to diverse cultures. Their observations were enhanced in informal discussion with the professional and paraprofessional staff following a site visit to a paraprofessional training session. Nonetheless, the basic core of HIPPY is so stable, that an experienced HIPPY coordinator from Little Rock indicated that what she was observing was so familiar that she felt that if she knew Hebrew she could step right in and work with the Israeli home visitors.

Each workshop participant described the early childhood educational framework in her country. Since HIPPY provides support for parents to engage in school readiness types of activities, it was felt that HIPPY would be a valuable option for empowering parents in Nigeria and in Zimbabwe today. The end of the workshop was marked with a lively party in the home of Prof. Avima Lombard, Director of HIPPY International, at which there were presentations from each country including a Nigerian skit about children's games in which body language is used as a reflection of

self-image and a demonstration of two techniques for draping an Indian sari.

HIPPY USA currently consists of 103 programs operating in 26 states, serving approximately 13,000 families in urban, suburban and rural areas in the United States. HIPPY has been implemented in the United States since 1984. A recent three-year study of the US program showed that teachers rated children who had been in HIPPY as significantly better adapted to the classroom than those who had not participated in the program.

An earlier study, "Voices from the Field: a Case Study of One Inner-City HIPPY Program" (Lovejoy and Westheimer) found that through their work with HIPPY, the paraprofessionals who perform home visits gained increased understanding of the needs of the community, concrete ideas on how to act on them, and improved job skills that prepared them for future employment. The Ninth Annual National HIPPY USA Conference was held in San Diego, California in March. Over 300 coordinators, paraprofessionals, parents, agency administrators, collaborators in the field, NCJW volunteers, and HIPPY USA board members participated in the event. Among the many interesting presentations was that of Merle Greene, Curriculum

Participants at the HIPPY International Workshop in Jerusalem, June 1997



Development Specialist, who presented the "whole language" approach to learning in the revised 5-year-old HIPPY curriculum. The activities are designed to integrate listening, speaking, reading, writing and creativity. Once feedback from participants is incorporated into the revised curriculum, the materials will be translated for use in Spanish as well as English. The "Instructions for the Paraprofessional" are likewise undergoing revision. The new format is designed to respect and promote the growth of paraprofessionals and parents by providing them with more early childhood education information. These innovations were well received at the Conference.

Other HIPPY USA Highlights:

– A new HIPPY USA Curriculum Enrichment Guide for Ages Three, Four and Five was compiled and shared with all HUSA sites. These extension ideas of HIPPY activities were developed by HUSA coordinators and paraprofessionals, compiled in a binder and distributed to all HUSA sites.

– The HUSA MIS (Management Information System), first mentioned in our 1993 Newsletter, has been gathering data to support the efforts of the local coordinator to manage and evaluate the local program and to provide data to current and potential new funders. A special workshop was held on creative uses of the MIS. Coordinators explored ways to capitalize and exchange ideas on expanding the uses of the MIS data.

– HIPPY USA's collaboration with the Center on Hunger, Poverty and Nutrition Policy at Tufts University to educate adults with limited literacy skills on the role of nutrition in the cognitive development of preschool age children, has resulted in the production of specific learning activities for

parents to do with their children. "Exploring Healthy Eating: Activities for Parents and Children Together", is being distributed throughout the United States to child care centers, schools, Head Start agencies and family support programs and centers.

– HIPPY was selected by the USA Office of Juvenile Justice and Delinquency Prevention as a model program that contributes to the efforts to prevent juvenile crime.

– Dr. Miriam Westheimer, Executive Director of HIPPY USA, was invited to attend the White House Conference on Early Childhood Development and Learning. Hillary Clinton singled out HIPPY in her remarks to the conference.

– President Clinton's America Reads literacy initiative which was sent to Congress in April mentioned HIPPY as "a model program to assist parents in helping their children become successful readers."

HIPPY GERMANY, in Nuremberg and Bremen since 1992, has spread to the city of Fulda this year. There are currently over 100 families including Turkish and Italian, Pakistani, Caucasian and Russian immigrant and repatriate families in HIPPY in Germany. Word of mouth and a radio report have made HIPPY a popular choice among mothers of preschool children. Parents consider school success important and are willing to work at a program that will better the chances for success. Many of

Graduation ceremony of HIPPY children in Nuremberg, Germany



the parents have not had much schooling themselves and have low confidence in their ability to help their children in school. Parents completing their first year of HIPPY in Nuremberg indicated that this cycle is now broken.

Group meetings provide a welcome forum for parents to acquaint themselves with the school system, the norms of childrearing, and the skills that a preschool age child needs for school. These group meetings serve as a valuable source of information for the often isolated immigrants. As fathers see the progress their children are making, they become increasingly more willing to take part in all aspects of the program. Preschool teachers report improved test scores for children who took part in the HIPPY program and a positive change in their parents. The parents take great pride in the teacher's praise regarding their child's kindergarten entrance examination.

The German HIPPY coordinators' summaries at the end of the year showed that drop out rates diminished sharply. Parents have come because they enjoy the activities and understand the value of the program. They rated the gradation of difficulty of the program's activities as just right. Parents feel that the program has strengthened them as parents as it has given them greater self confidence to work with their child. Their positive experience has encouraged them to be more independent and gain experience which they would have avoided in the past. Group meetings have helped to integrate the often isolated immigrant families into a group. Many of the repatriate families have indicated that the German that they learn through the program has made them more

confident and open for new experiences. Some have gained enough confidence to seek employment outside the home. One mother's comment for the end of the year report was, "I could not have done so much for my child by myself, and I have learned so much. My new experiences help me and my child in our daily lives." Another said, "Now I know what my child can do and what is difficult for him. That's a tremendous gain." Many mothers reported that their child is looking forward to school.

HIPPY (OPSTAP) in The Netherlands, began in 1987 under the auspices of Averroes Stichting, a national organization dealing with the problems of immigrants. With the expertise developed over the years of involvement with HIPPY and then later, with other home-based programs, Averroes has become the European Training Center for Early childhood Development and the Family in cooperation with UNESCO.

This Centre will offer courses to disseminate what has been learned from home-based pilot projects in Holland.

In an OPSTAP project in Roermondse, the coordinator found that OPSTAP has helped a group of gypsy mothers, many of whom are illiterate, in that it provided enough exercises which are structured so that the mothers can progress at a comfortable pace.

Clear explanations guide the mother throughout the exercise. Mothers are rewarded by the results that they see in their child. They are pleased that their children know songs, can recite verses and retell stories. Furthermore, they note that their children keep

*Father
prides
himself on
doing
OPSTAP
(HIPPY)
activities
with
enthusiasm*



busy at home-they can play for longer periods. The coordinator found that over a short period of time, OPSTAP teaches mothers how to talk to their children. Teachers see rapid progress in these children. They know more Dutch than those of their peers who had not had OPSTAP and their memory capacity is greater. One mother in OPSTAP put it well when she said, "All mothers want to stimulate their children's development, but many people don't know how to do it. We didn't get it from our own homes, we had to learn how to read to our children in an interesting manner that makes the child want to participate." Having done OPSTAP with one child, the mother feels qualified to stimulate subsequent children.

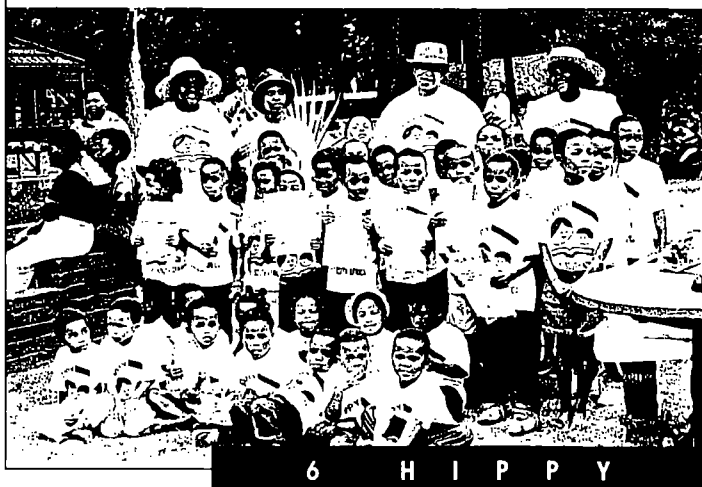
HIPPY SOUTH AFRICA has come to the forefront this year because of its consistent popularity with mothers, its experience and success in implementing home-based programs for preschool children and their families and its ability to adapt these programs to local circumstances. These factors have brought HIPPY to the attention of government organizations responsible for early childhood policies and programs. HIPPY South Africa has been asked to participate in joint programs of home-based early childhood educational programs and government programs aimed at upgrading

preschool services. This came as a welcome change, after the funding difficulties that forced many non government organizations to close in the previous year. In response to these difficulties, HIPPY was forced to consolidate existing programs and to cut the number of families serviced in order to maintain financial viability. Whereas 600 children graduated in Gauteng and 520 in the Free State in 1996, the number of families accepted in 1997 was 293 in Gauteng and 390 in the Free State. These are very much smaller numbers than the demands of the communities. To date, more than 9,000 families have completed the two year HIPPY program. In certain localities parents formed local committees to help raise funds for the promotion and sustenance of their program. Enthusiasm for the program ran high as parents took steps to ensure the autonomy and viability of their local programs.

The national HIPPY South Africa office has maintained administration, training, supervision and support to the programs in the field while undergoing a restructuring process that made regional programs autonomous. The revised and extended role should attract new funders and generate income which will then be injected into local community HIPPY programs. HIPPY programs were on South African radio, television and in the newspaper this year. Requests for new HIPPY sites have inundated the national office reflecting the interest and demand for the program.

Social Surveys, an independent research organization, conducted a research study which found that HIPPY children do better in math, spatial concepts, vocabulary, language and fine motor skills than children who did not have HIPPY. Parents

*HIPPY
graduation
picnic in
Daveyton,
South Africa*



consistently report greater awareness of their children's educational ability, greater involvement in their children's education, improved family relations, and personal interest in acquiring further education themselves.

The HIPPY South Africa Board has been fortunate in the appointment and acceptance of Marion Stewart, former HSAF Director, as Chairperson of the Board. We wish Marion much success in this role, which includes consultation, decision making, management of Board activities and being the public face of HIPPY. With this valuable addition, HIPPY South Africa is well supported and we are confident that the profile of the organization will be further enhanced.

HIPPY NEW ZEALAND has been recognized by government officials as a highly effective educational parenting program which tackles the cycle of disadvantage at the early childhood level. A veteran principal in a relatively new HIPPY area was impressed by the children in her school who have had HIPPY. She found them to be noticeably more ready for school than their older siblings were at the same age. Their experience with written materials at home prepared them to enter the academic program without the

*Lesley Max,
Executive
Director of
HIPPY New
Zealand, at a
HIPPY New
Zealand
coordinators
meeting*

customary six month "transition period". Their parents showed interest in school activities. They expected to be informed and involved in their child's education. This new-found confidence enhances achievement levels. The Home Visitors, for whom HIPPY was the first employer, have likewise undergone change. They have proven to themselves that they have the ability to motivate and teach their neighbors in an educational program. Many of them are considering training for careers related to education as a result of their involvement with HIPPY.

PUBLICATIONS AND PRESENTATIONS ON HIPPY

Avima Lombard presented, "Learning to Learn in the Early Years: Programs aimed at Children from 0 to 6 Years of Age", at the Latin American Symposium on Research and Evaluation of Integral Development Programs for Children 0-6 Years Old, Brasilia, Brazil, November, 1996.

Early Child Development: Investing in the Future, "Two Home Based Programs for Early Child Education" Avima Lombard, The World Bank, Washington D.C. 1996.

"A Head Start for Needy Kids", Reader's Digest (South African Edition), June 1996

"My World Got a Bit Bigger", Aaneen, October 19, 1996

"Trailer Park Residents find OPSTAP Pleasant", Samenwijs, March 1997

"Education Powered by Love", Ha'aretz, May 21, 1997

"OPSTAP Students Go Up a Step", Brabants Dagblad, May 29, 1997

"Home School", Fair Lady, June 11, 1997

"Mothers in Arms", In Jerusalem, November 23, 1997

"The First Diploma at Six", Abendzeitung, December 5, 1997

"HIPPY Makes Parents and Children Fit", Nurnberger Nachrichten, December 5, 1997



**SIXTEENTH HIPPY
INTERNATIONAL WORKSHOP
1 JUNE - 11 JUNE 1998**

Location: The Hebrew University, Israel

Section I: 1 June - 11 June

For newcomers to HIPPY - A comprehensive introduction to HIPPY and its method of operation. The program will include lectures on HIPPY and related subjects, practice in using HIPPY materials and discussions relating to implementation in participants' own settings.

Section II: 4 June - 11 June

For those with experience using HIPPY
For those who attended Section I

The program is designed to view HIPPY from various perspectives. It will include site visits and provide opportunity to discuss specific issues and problems relating to implementation, with Israeli staff.

OPTIONAL TOUR: 6 June

For all workshop participants - Saturday is a free day in the workshop schedule. A full day tour to the Herodian hill-top fortress of Masada, a chance to bathe in the Dead Sea and a visit to see a kibbutz including its facilities for raising children will be arranged for all those wishing to join.

(Cost about \$69 provided that we have a minimum number of people.)

REGISTRATION FEE: \$180 includes light lunch on workshop days, light refreshments, transport to and from site visits and workshop materials.

ACCOMMODATION: Pressure on hotel accommodations in Jerusalem tends to be heavy in summer months. Participants are therefore advised to inform us as soon as possible of their intention to attend, even if plans are not completely finalized, so that reservations can be ensured.

FOR FURTHER DETAILS WRITE TO: Carol Ginsburg, Administration Assistant
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Home Instruction Program for Preschool Youngsters

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HIPPY International Newsletter

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