



EVALUATIONS

a summary



COLORADO
PARENT & CHILD
FOUNDATION

COLORADO PARENT & CHILD FOUNDATION

SUMMARY OF RECENT EVALUATIONS

PART 1: HIPPY

HIPPY is an evidence-based parent involvement, school readiness program that helps parents prepare their three, four, and five year old children for success in school and beyond. The program empowers parents as the primary educators of their children in the home and fosters parent involvement in school and community life to maximize the chances of successful early school experiences. HIPPY is a peer-delivered model wherein trained home visitors provide weekly home visits, working one-on-one with parents of preschool aged children (age 3, 4, and 5). The Age 5 curriculum follows the child through the kindergarten year, thus reinforcing learning through a very intentional home-school connection. In addition to weekly home visits, the program provides monthly group meetings.

HIPPY has forty years of research showing positive outcomes for participating families. Studies on the program have been conducted in eight countries as well as across the United States, and has shown HIPPY to be effective in improving child school readiness, parent involvement, academic performance throughout K-12 schooling, school attendance, behavior, and standardized test scores. A summary of national and international evaluations on the HIPPY program model can be found on the HIPPY USA website (www.hippyusa.org) and on the HIPPY International website (www.hippy.org.il/html/).

Colorado's HIPPY programs have been thoroughly studied in recent years, as commissioned by the Colorado Parent & Child Foundation and funded primarily with support from the Temple Hoyne Buell Foundation. A summary of recent Colorado HIPPY evaluation results follows:

2011 Colorado HIPPY Parent Survey

Analyst: Tracey O'Brien, Center for Education Policy Analysis, Buechner Institute for Governance, School of Public Affairs, University of Colorado Denver

Research design, population and focus: A curriculum-based measure aligned with the HIPPY program logic model and curriculum designed to assess parent knowledge and practice for achieving short-, intermediate-, and long-term outcomes as related to developmentally appropriate parent-child activity and reading resources. Data collected on a sampling of families of children enrolled in HIPPY 3 (including both English and Spanish-speaking families) across 5 HIPPY sites, representing both large and small, as well as urban and rural program sites. 278 families completed the pre-test survey and 229 completed the post-test survey.

Findings:

- Parents increased the time they spent on educational activities from pre- to post-survey, and after their first program year, the frequency of parent/child library visits increased.
- Substantive differences were found from pre- to post-survey results of parents engaging in literacy activities beyond reading books. Parents reported using additional strategies such as pointing out street signs to practice reading letters and words, and using educational games such as puzzles, board and computer games, writing practice, watching educational videos and television with their children.
- Parents exhibited higher levels of confidence in their parenting practices in all areas by the end of the program year. While parents were less confident about knowing about typical stages of child development (versus knowledge on supporting children's learning, using the home as a good learning environment, etc.), there was greater change in this area from pre-to-post than in any other category, together with knowing where parents could find parenting resources.
- Use of physical punishment as a means of discipline decreased from 4% at pre-test to 1.3% at post-test. More parents at post-test engaged in removal of toys/objects as a discipline technique. Half or more of parents used techniques such as timeout or taking away an activity or privilege.
- Parents reported statistically significant increases in all areas of child development measured, including social skills, fine motor, gross motor, counting, language/verbal expression, following directions, listening skills, vocabulary, with the greatest gains being in recognizing letters, writing skills, knowing shapes and colors, understanding stories, and creative thinking.

- Parents who had participated in HIPPY with an older child or that had participated in PAT prior to enrolling their child in HIPPY had higher levels of confidence in their parenting practices in all areas, assigned their child a higher rating in all areas of child development, and participated more frequently in parent/child activities in every area, with statistically significant differences in literacy activities.

2011 HIPPY Longitudinal Study: Impacts on the Elementary School Years

Analyst: Tracey O'Brien, Center for Education Policy Analysis, Buechner Institute for Governance, School of Public Affairs, University of Colorado Denver

Research design, population and focus: A longitudinal impact study comparing CSAP (Colorado Student Assessment Program) reading, BEAR (Basic Early Assessment of Reading) scores, Acuity, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and DRA (Developmental Reading Assessment) levels of 184 children in across the early elementary school years (kindergarten through third grade) in the Jefferson County School District, 92 of whom participated in HIPPY (for at least 2 years) and 92 of whom did not participate in HIPPY (matched sample across factors including English Language Learner (ELL) status, gifted/talented, race and ethnicity, grade, gender, and individualized education plan (IEP) status to gauge differences.

Findings:

Overall, this longitudinal study, while suggestive in certain areas (see below), did not have a large enough sample size to gauge statistically significant differences between HIPPY and non-HIPPY children. In aggregate, the sample (184 children: 92 HIPPY and 92 non-HIPPY) appeared valid. But, when cut by grade level, and across multiple assessments (each test being grade-dependent - that is, limited to students in specific grades), the sample size for each measure became too small to observe significant differences or trends. Further compounding this, the school district was unable to match children based on income or free/reduced lunch status, or the educational attainment levels of the parents. Those two factors are the primary characteristics of children recruited to participate in HIPPY. An attempt was made to add more students to the study, but the complexities in finding students across the state's largest school district who participated in HIPPY as preschoolers and hand-matching them to student identifier numbers (which children are not given until matriculation in kindergarten) proved to be extremely difficult. The study did offer a glimpse of the challenges inherent in tracking student growth through various testing and assessment processes.

- HIPPY children had higher 3rd grade reading scores on the CSAP as compared to their non-HIPPY peers, but the sample size was too small for this finding to be deemed statistically significant.
- On Acuity, HIPPY students scored quite a bit higher than non-HIPPY students when Acuity percentage of points are recorded into tiers. HIPPY students also scored higher on the language arts test. However, given the sample size for each group being fewer than 100, the differences may be due to chance.
- HIPPY students scored higher than non-HIPPY students on DIBELS oral reading fluency (measured at second grade and third grade), and kindergarten HIPPY students scored higher than non-HIPPY students on phoneme segmentation fluency, but non-HIPPY students in kindergarten scored higher than HIPPY students on initial sound fluency. Again, given the small sample size, none of these findings are statistically significant.
- There were no overall differences between HIPPY and non-HIPPY children on the BEAR test, but only 13 children in the study had scores to analyze on this measure (7 non-HIPPY and 6 HIPPY), which makes this finding inconsequential.
- DRA, which is used to measure individual student progress and reading level at the start and end of the school year, was not used in the analysis because while the categories are dependent on grade level (like the DIBELS), they are also dependent on reading level. It is impossible to know reading level from the administrative data, so a fifth grader may score well on the DIBELS but their reading level is at first grade, while a second grader may score poorly on the DIBELS but their reading level is at fourth grade. Without knowing the individual child's reading level prior to testing, the score becomes impossible to interpret.

2010 HIPPY Parent Survey - Internal Evaluation

Analyst: Jeffco HIPPY and the Colorado Parent & Child Foundation

Research design, population and focus: Using a pre/post survey design with a sampling of 138 HIPPY families in the 2009-2010 program year, this evaluation examined improvements made in parent-child literacy interaction, parental confidence in school readiness activities, and parental involvement in education.

Findings:

- There was an increase shown in parent responses of reading a book or story with their child from 62% of parents indicating that they read 2 or more times that week on the pre-survey to 89% of parents indicating they read 2 or more times that week in the Age 3 program - the first year of HIPYPY. In the Age 4 program, 83% of parents indicated that response on the pre and 95% indicated it on the post. In the Age 5 92% indicated it on the pre and 100% indicated it on the post.
- Parents indicated their confidence level in preparing their child for school with 3% on Age 3 and 2% on the Age 4 reporting "Not Very Confident" on the pre. At post, all response were "somewhat" to "very confident".
- There was an 11% increase in the Age 4 and Age 5 responses of parents volunteering in their child's schools, which is particularly important as children transition from the home setting into kindergarten.

2010 Creative Curriculum Developmental Continuum- Internal Evaluation

Analyst: HIPYPY/Head Start blended programs and the Colorado Parent & Child Foundation

Research design, population and focus: Using the Creative Curriculum Developmental Continuum, a valid and reliable assessment tool for preschool aged children, with a sampling of 65 children enrolled in HIPYPY/Head Start blended programming in the 2009-2010 program year, this evaluation assessed child progress across four key domains (physical, cognitive, social-emotional, and language).

Findings:

- 98% had gains of one step or more in physical development (gross motor) and 97% in physical development (fine motor) skills
- 98% had gains of one step or more in the cognitive development skills
- 97% had gains of one step or more in social-emotional development skills
- 96% had gains of one step or more in the language development skills

2009 Kindergarten Reading Study - External Research Study

Author(s): Joanna Zorn Heilbrunn and Gretchen Mann, The Partnership for Families and Children

Research design, population and focus: A quasi-experimental study that examined through a series of recorded observations the quality of reading skill and interaction between HIPYPY parents and their kindergarten children who had been in HIPYPY for three years compared to the quality of reading skill and interaction between non-HIPYPY parents and their kindergarten children who had not participated in HIPYPY. Each of the 40 study participants were recorded on four separate occasions, reading and interacting with their child with four different children's books. In addition, each of the 40 study participants completed a reading log for evaluators to track the amount of time spent reading outside of the study.

Findings:

- HIPYPY parents received higher scores than control group parents on the parent reading scale. Child engagement scores were also higher for the HIPYPY children as compared to the control group children.
- HIPYPY families read more in minutes per day than the control group. For both groups however, the dual reader combination was rare and it was much more common for the adult to do all or most of the reading as opposed to the child. (The children are kindergartners. Typically, children are not expected to be independent readers at this age, so this finding is not alarming.)
- Overall differences between the English and Spanish-speaking participants were negligible in all three areas (parent reading scores, child engagement scores, and logged reading time). However, when comparing HIPYPY and control group scores of the English-speakers only, the gap between HIPYPY vs. control group reading scores widen substantially. Also, Spanish-speaking HIPYPY parents read more minutes per day with their children than English-speaking HIPYPY parents.

2008 Study 1: Progression of Learning (Skills Taught at Specific Intervals in the HIPYPY Curriculum)

Author(s): Dr. Marty Tombari, The Partnership for Families and Children

Research design, population and focus: An experimental multiple baseline, single case design study, thrice replicated, that examined the progression of learning of children on four skills taught at specific intervals in the HIPYPY Curriculum (concepts, vocabulary, math readiness and auditory discrimination). Children were assessed

every two weeks for thirty weeks to determine if skill growth correlated to the teaching in HIPPPY, versus maturation or other uncontrolled variable.

Findings:

- The overall pattern of the data provides strong experimental evidence that increases in learning are the direct result of HIPPPY teaching and not factors such as maturation or other interventions.
- Twelve of those 16 occasions where teaching of a skill was introduced after baseline showed a noticeable improvement in the percentage of correctly answered questions. Further, following the teaching of a skill and for the remainder of the program, there was a steady increase in scores in the majority of cases.

2008 Study 2: Progression of Learning (Skills Taught Continuously throughout HIPPPY Curriculum)

Author(s): Dr. Marty Tombari, The Partnership for Families and Children

Research design, population and focus: This study followed the progression of learning for 12 children who were assessed 5 times each over the course of a program year on 4 skills (gross motor, fine motor, sensory discrimination, language) taught continuously throughout the HIPPPY Curriculum. Language assessments including recorded observations which were transcribed and analyzed to determine whether the child's utterances became increasingly complex over the course of the 30 weeks. Both English and Spanish speaking children were included in this study.

Findings:

- Findings of Study 1 were replicated when examining these additional skills. In all cases, the scores improved steadily as a result of the learning that took place through the program. For gross motor, baseline averages were 38% and grew to 80% - more than doubling gross motor performance over 30 weeks. Fine motor scores rose from 67% to 90% (baselines were high). Sensory discrimination scores rose from 35% to 75%.
- Language scores were particularly impressive. Mean length of utterance at baseline averaged 2.9 syllables, and averaged 6.6 after 30 weeks. For some children, the mean length of utterance was nearly three times as high by the end of the program year than at baseline.

2008 Study 3: Parent Knowledge

Author(s): Dr. Marty Tombari, The Partnership for Families and Children

Research design, population and focus: A quasi-experimental study of 12 HIPPPY and 12 non-HIPPPY parents, using a pre- post test interview design (with an inter-observer reliability quotient of 90% or higher), compared home teaching activities to determine if parents of four year old HIPPPY children were able to identify more specific strategies for getting their children ready for kindergarten at the end their involvement with HIPPPY. The study also examined whether these same parents were able to identify more specific strategies than a comparable group of non-HIPPPY parents.

Findings:

- HIPPPY parents had higher post-test scores on the post-interview than non-HIPPPY parents. The gains for beginning reading strategies, beginning math strategies, science activities, vocabulary building, and activities for understanding stories were statistically significant. None of the readiness activities reported by non-HIPPPY parents showed any significant gains from September to May.

2008 Study 4: Kindergarten Readiness and Parent Involvement

Author(s): Dr. Marty Tombari, The Partnership for Families and Children

Research design, population and focus: A qualitative study asked 19 kindergarten teachers across 6 HIPPPY communities to compare readiness for learning of HIPPPY children with the readiness for learning of non-HIPPPY children in their own classrooms as well as the extent of parent involvement for both groups (HIPPPY vs. non-HIPPPY). Data were coded and analyzed for themes.

Findings:

- A large majority of the teachers believe that HIPPPY children are better prepared for kindergarten literacy instruction in comparison to non-HIPPPY children.
- Teachers state that HIPPPY children are generally average to above average in school performance.
- Compared to their non-HIPPPY classmates, HIPPPY children are described as better behaved, more used to school routines, more engaged, and overall, better prepared for kindergarten.

- Almost all of the teachers strongly recommended that parents enroll their children in HIPPY.
- Parents of HIPPY children in comparison to the parents of non-HIPPY children are more involved in classroom activities and more involved in their children's education.

Woodcock-Johnson Tests of Achievement Results Summary (2005-2007)

Analyst(s): Dr. Marty Tombari, The Partnership for Families and Children, with preliminary data from 2005-2006 submitted by Dr. Roger Eldridge, University of Northern Colorado

Research design, population and focus: Six pre/post achievement tests were administered to 216 children before and after participating in HIPPY, beginning at the start of HIPPY 3 (baseline), with post-tests at the end of HIPPY 3 and HIPPY 4.

Findings:

- The children's average score increased on all achievement measures tested (letter-word recognition, story recall, understanding directions, picture vocabulary, oral comprehension, and sound awareness). Twenty-seven out of thirty gains were statistically significant.

Early Childhood Home Observation for the Measurement of the Environment Results Summary (2005-2007)

Analyst(s): Tracey O'Brien, Center for Education Policy Analysis, Buechner Institute for Governance, School of Public Affairs, University of Colorado Denver

Research design, population and focus: Using a pre/post test design with 452 families in the 2005-2006 program year and 687 families in the 2006-2007 program year, this evaluation examined improvements made in parenting practices as they relate to the child's home environment using the Early Childhood Home Observation for the Measurement of the Environment. The HOME inventory contains 55 items clustered into 8 subscales: 1) learning materials; 2) language stimulation; 3) physical environment; 4) parental responsiveness; 5) learning stimulation; 6) modeling of social maturity; 7) variety in experience; and 8) acceptance. The inventory is done through both observation and an interview with the HIPPY parent.

Findings:

- In both years, parenting behaviors on all subscales were higher on the post test. Gains were most pronounced in the areas of Learning Materials and Variety in Experience.

Five-year Longitudinal Study of the Impact of HIPPY in Alamosa, Colorado (1997 through 2002)

Author(s): Tracey O'Brien (Principal Investigator and Author), Donna Garnett (Co-Principal Investigator) and Kaylene Proctor (Evaluator), Center for Human Investment Policy at the University of Colorado Denver

Research design, population and focus: A longitudinal, impact study compared the school grades, teacher ratings, test scores, attendance records and parental involvement data for 318 children (159 in both HIPPY and comparison groups) in kindergarten and 272 of those children (136 in each group) again in fifth grade.

Findings:

- In kindergarten, HIPPY children performed better than the comparison children in the developmental areas of reading, receptive language, expressive language, social, emotional, gross motor, and fine motor. HIPPY kindergartners also had a statistically significant higher rate of school attendance than comparison children.
- Both of the fourth grade CSAP areas (reading and writing) showed higher mean performance levels for HIPPY children compared to non-HIPPY children.
- In 5th grade, HIPPY children continued to show higher mean scores in all areas. Differences were statistically significant in reading, math and social studies.
- Teachers rated HIPPY parents higher in areas of parent involvement at both the kindergarten and fifth grade levels. These results were statistically significant.

PART 2: PARENTS AS TEACHERS (PAT)

PAT is an evidence-based parent education and family support program serving parents throughout pregnancy until their child enters kindergarten. The program increases parent knowledge of early childhood development and improves parenting practices; provides early detection of developmental delays and health issues; prevents child abuse and neglect; and increases children's school readiness and school success. The PAT model includes 4 components: personal visits during which certified parent educators share age-appropriate child development information with parents and engage the family in activities that provide meaningful parent/child interaction;

monthly group meetings designed to relay important information about child development and offer parents opportunities to interact and support one another; health and developmental screening; and a resource network to connect families with resources that meet their specific needs.

PAT has been tested using rigorous research designs, including randomized controlled trials and quasi-experimental methods, with published findings in peer-reviewed journals. Research has proven PAT to have statistically significant impacts and sustained effects ranging from increased parent knowledge of early childhood development, prevention of child abuse and neglect, early detection of developmental delays, and increased school readiness and school success. To summarize:

- A randomized controlled trial showed that adolescent mothers who received PAT and case management had lower repeat pregnancy rates as adolescents.
- A randomized controlled trial showed that two-year olds of PAT families receiving regular home visits were more fully immunized than children in control families.
- A randomized controlled trial showed that children of PAT families receiving regular home visits were less likely to be treated for injury in the previous year (an indicator of child abuse prevention).
- A randomized trial showed that adolescent mothers who received PAT and case management had fewer child abuse investigations. This study was one of twelve studies reviewed by Reynolds, Mathieson, & Topitzes (2009) which found significant effects in lowering substantiated or verified child maltreatment rates. The study is also listed as evidence in the Centers for Disease Control's The Community Guide-What Works to Promote Health, which recommends early childhood home visiting for the prevention of child maltreatment.
- A randomized controlled trial in Cleveland found that PAT children showed higher mastery motivation and social skills. Another randomized controlled trial in California showed that children of primarily Spanish-speaking Latina mothers enrolled in PAT performed significantly better than the control in cognitive, communication, social, and self-help.
- Studies consistently show that PAT parents are more involved in their children's schools; that PAT children have higher enrollment in preschool; that PAT parents were happier taking care of their children; that PAT parents were more knowledgeable about parenting practices and about child development; that PAT parents read more to their children, and encourage other literacy-promoting behaviors; and that PAT children had higher standardized test scores in early elementary school.
- A recent study published in the Journal of Primary Prevention confirms that PAT measurably improves school readiness, virtually eliminating the achievement gap normally observed between poor children and their more affluent peers at the point of kindergarten entry, and that gap continued to be narrowed in the third grade. (See: Zigler, Pfannenstiel, Seitz (2008). *The Parents as Teachers program and school success: A replication and extension. Journal of Primary Prevention, 29, 103-120.*)

Colorado's PAT programs have been studied via sampling of sites across the state in recent years as commissioned by the Colorado Parent & Child Foundation. A summary of recent Colorado PAT evaluation results follows:

2011 Colorado PAT Parent Survey

Analyst: Tracey O'Brien, Center for Education Policy Analysis, Buechner Institute for Governance, School of Public Affairs, University of Colorado Denver

Research design, population and focus: A curriculum-based measure aligned with the PAT program logic model designed to assess parent knowledge and practice for achieving short-, intermediate-, and long-term outcomes as related to developmentally appropriate parent-child activity. Data collected on a sampling of 498 families who had participated in the program for an average of two years (including English and Spanish-speaking families) across 14 PAT sites, representing both large and small, as well as urban, rural, and resort program sites. Over 80% of families surveyed have incomes less than 200% FPL.

Findings:

- Parents report high levels of confidence that they are knowledgeable about and use good parenting practices. For every measure of parenting practice, parents who had participated in PAT for two years or more were more confident than parents who had participated for less than two years. All but one of the differences between the two groups is statistically significant. (The one exception where there was not a difference between the parents based on dosage of two years more or less was recognizing vision, hearing,

or other health problems. Both groups were confident in this ability, with the higher dosage group having higher confidence, but the difference was not statistically significant.)

- Difference in confidence levels were also found between Hispanic and non-Hispanic parents, with Hispanic parents having less confidence in their parenting skills.
- Differences between Hispanic and non-Hispanic parents' engagement in parent-child activity revealed non-Hispanic parents spending more time than Hispanic parents on activities such as singing songs, reading picture books, and talking about books, all of which are statistically significant differences. Although not statistically significant, Hispanic parents play games/puzzles, teach letters/numbers, play active games/sports, and involve children in household chores more frequently than do non-Hispanic parents.
- Non-Hispanic parents rated their children slightly higher on child development scales than non-Hispanic parents, although the differences are minimal other than in early literacy skills (where the difference is statistically significant).
- 87.3% of parents indicated they have a parenting support network. Non-Hispanic parents as well as all parents that have been in the program for two or more years are significantly more likely than Hispanic parents or parents who have been in the program for less than two years to indicate having a parenting support network.
- Hispanic parents are significantly more likely than non-Hispanic parents to regularly attend monthly group meetings (51.4% versus 16.4% attending every month).
- Parents report that they are highly satisfied with the PAT program. 80% of parents indicate they have done something different with their child based on what they learned through PAT, including spending more quality time with their child, expanding the range of activities they do with their child, knowing what their child is ready for developmentally, and knowing how to support their child's development.

2010 Colorado PAT Parent Survey

Analyst(s): Tracey O'Brien, Center for Education Policy Analysis, Buechner Institute for Governance, School of Public Affairs, University of Colorado Denver

Research design, population and focus: A curriculum-based measure aligned with the PAT program logic model designed to assess parent knowledge and practice for achieving short-, intermediate-, and long-term outcomes as related to developmentally appropriate parent-child activity. Data collected on a sampling of 505 PAT families (including both English and Spanish-speaking families) across 16 PAT sites, representing both large and small, as well as urban, rural, and resort program sites.

Findings:

- Evidenced that PAT is successful in increasing parental confidence in supporting child learning, knowledge of developmental milestones, interactions to promote development, knowledge of positive parenting practices, use of positive parenting practices, knowledge of parenting resources, knowledge of positive discipline techniques, use of positive discipline techniques, recognition of developmental delays, recognition of vision/hearing/other health problems, and ability to seek help for vision/hearing/other health problems.
- Statistically significant differences were observed among parents who had participated in the PAT program for one full year or more, versus those who had participated in the program for less than one year (with one exception - the difference among families participating for longer vs. shorter duration were higher among those participating in the program for a longer duration in the area of parental confidence for recognizing vision/hearing/other health delays, but the difference was not statistically significant).
- With regard to parent-child interaction (such as singing songs, telling stories, reading together, puzzles, letter and math activity, arts and crafts, sports, and chores), parents who participated in the PAT program for one full year or longer reported more frequent engagement in such activity than those who had not been in the program as long, and the difference is statistically significant.
- Parents who participated in the PAT program for one full year or longer reported higher ratings on average of their child's development in every area: emotional well being, developing social skills, playing with other children, motor skills, language use and early literacy skills.
- Virtually all parents reported high levels of satisfaction with PAT. 78.3% reporting specific examples of things that they have done differently with their child because of what they learned through PAT, including an

expanded variety in parent-child activity, increased patience, healthier snacks, different discipline techniques, consistency, and decreased yelling.

University of Idaho Survey of Parenting Practice (2006-2007 and 2008-2009)

Analyst(s): Tracey O'Brien, Center for Education Policy Analysis, Buechner Institute for Governance, School of Public Affairs, University of Colorado Denver

Research design, population and focus: A reliable, valid, and sensitive measure of change in parent knowledge, confidence, and practice among families participating in PAT programming for at least one year (retrospective pre-test). Survey conducted in both English and Spanish with a sampling of PAT program sites throughout the state, representing both large and small, as well as urban, rural, and resort program sites.

Findings:

- Statistically significant gains in all areas measured (parent knowledge of how their child is growing and developing; parent knowledge of what behavior is typical at their child's particular age; parent knowledge of how their child's brain is growing and developing; their confidence as a parent; their confidence in setting limits for their child; their confidence in helping their child learn; their ability to identify what their child needs; their ability to respond effectively when their child is upset; their ability to keep their child safe and healthy; the amount of activities they do with their child; the amount they read with their child; their connection with other families and children.

Part 3: Citations and Recognitions

HIPPY and PAT are both evidence-based programs that have been the subject of numerous citations and recognitions, including:

- HIPPY and PAT were both included in the list of only 7 models meeting the highest level requirements for evidence-based programming under the Maternal, Infant and Early Childhood Home Visiting Program under the Affordable Care Act (health care reform). Over 8,200 studies from more than 250 models were systematically analyzed by an independent research firm.
- Cited as one of ten parenting programs strong enough to have an economic impact by the Partnership for America's Economic Success (HIPPY)
- Included as a Program with a Strong Evidence Base (HIPPY) and as a Program with a Promising Evidence Base (PAT) in the Rand Corporation report "Early Childhood Interventions: Proven Results, Future Promise"
- Cited as a promising practice (HIPPY) in the Public Policy Forum report "From Immigration to Participation"
- Listed as "What Works" in Child Trends Guide to Effective Programs for Children and Youth: Lifecourse Interventions to Nurture Kids Successfully: Home Visiting (HIPPY and PAT)
- Listed as a "Model Program" by Strengthening America's Families: Effective Family Programs for Prevention of Delinquency (HIPPY and PAT)
- Listed as a "Promising Practice" by the Rand Corporation's Promising Practices Network on Children, Families and Communities (PAT)
- Included as a Promising Program with a focus on family well-being and self-sufficiency in SECPTAN's "Up and Running: A Compendium of Multi-Site Early Childhood Initiatives" (HIPPY and PAT)
- Featured as an effective model program benefiting parents, children, and communities by the Child Welfare League of America (PAT)
- Listed as an effective prevention program for child abuse and neglect which promotes healthy families by the Child Welfare Information Gateway (PAT)
- Cited as a leader among effective model programs serving low-income families in the Zero to Three journal report on "Replication in Practice: Lessons from Five Lead Agencies" (HIPPY)
- Cited as an effective strategy for school readiness, family literacy, and family involvement by the Colorado School Readiness Indicators Project and by the Denver Public Schools Task Force on Early Education and School Readiness (HIPPY and PAT)
- Highlighted as one of eight main needs in the area of early childhood in the Office of the Lt. Governor/Governor's Commission on Community Service Colorado Needs Assessment Report on Community Service, Volunteerism, and Civic Engagement: Findings and Implications for Action (HIPPY)