



Texas HIPPY 2014-2015 Evaluation Report



Overview

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based parent involvement program designed to help parents provide educational enrichment for their preschool children ages 3, 4, and 5. HIPPY programs served families in 2014-2015 in 12 Texas communities: Amarillo, Corpus Christi, Dallas, Houston, Irving, Jacksonville, Longview, Odessa, Richardson, Rio Grande Valley, San Antonio, and Wichita Falls. This research brief reflects evaluation data for all HIPPY sites where families were enrolled in the curriculum.

Highlights

- Improved school readiness
- Increased parent involvement
- Increased protective factors against child abuse and neglect

For More Information
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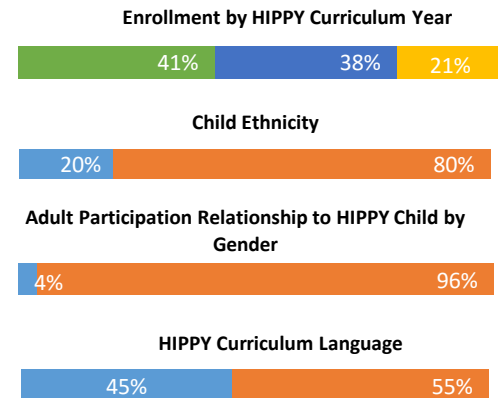
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Participant Characteristics

Texas HIPPY served **2943 children** and **1470 parents** in 2014-2015. Figure 1 provides a brief overview of HIPPY child and parent demographic characteristics. Of the 2943 child participants, most were enrolled in the **HIPPY 3 curriculum (41%)**, with **38% in HIPPY 4** and **21% in HIPPY 5**. Most identified as **Hispanic (80%)** and almost half of all children were given the HIPPY curriculum in **Spanish (45%)**. Of the 1470 parents, **94% were female** and 73% were married. Parents had an average annual household income of less than \$20,000, and **35% identified as unemployed**. Almost half (42%) of all parents reported completing less than a high school degree.

Figure 1. Texas HIPPY Demographic Snapshot



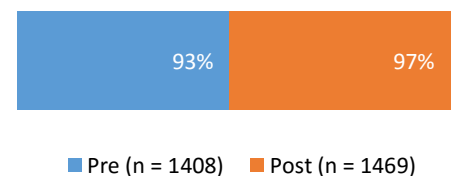
Improved School Readiness

In the 2014-2015 program year, the Bracken School Readiness Assessment – Third Edition (BRSA-3) was administered to all HIPPY children at the beginning and end of their first year in the program. The BRSA-3 is used to assess a child’s “readiness for school,” including 85 foundational academic concepts in the categories of Colors, Letters, Numbers/Counting, Sizes/Comparisons, and Shapes. **1515 HIPPY children completed both the pre-test and the post-test.**

Do HIPPY children have improved school readiness after one program year?

Paired t-tests with Cohen’s *d* effect sizes were conducted to determine whether participants displayed improved school readiness and the strength to which this improvement occurs. From pre-test to post-test, the number of children classified as “**School Ready**” **increased from 93% to 97%** (Figure 2). HIPPY children had improved school readiness in each of the 5 categories tested. All of these gains demonstrated a statistically significant increase ($p < .000$) from pre- to post-test.

Figure 2. Percentage of Texas HIPPY Children Ready for School



Additionally, each subscale produced a moderate-large effect size ($d > .50$), indicating that the magnitude of the gains held high practical significance. **The greatest increase was seen with the Shapes subtest ($p < .000$, $d = .71$)**, followed by Numbers/Counting ($p < .000$, $d = .69$). The overall Standard Score from pre- to post- also produced a statistically significant difference along with a Cohen’s *d* effect of .63 ($p < .001$). Results indicate that not only did participants show increased school readiness, but the **relationships between pre- and post- test improvement were also quite strong.**



Identified Developmental Delays

The Ages and Stages Questionnaire is used to monitor and screen for delays in 5 developmental areas (ASQ-3) and delays in social-emotional development (ASQ-SE). On average, **1998 HIPPY children were screened with the ASQ-3**. Of those, there were 320 (20%) reported concerns, the majority of which were related to communication skills or motor development. **1904 HIPPY children were screened with the ASQ-SE**. Less than 2% of those HIPPY children were referred for social-emotional concerns. 14 out of 31 kids classified as “delayed” were referred for additional support services. Results indicate that HIPPY children score *within range of the national average*, where 68% or more rated as average or above average in terms of developmental and social-emotional development.

Highly Involved Parents

HIPPY parents completed a parent survey as a pre-test during the first two weeks and as a post-test during the last two weeks of the program year. The number of parents who reported reading to their child 3 or more times a week increased from roughly **30% to 45%** from pre- to post- test assessment. *K12 Reader* recommends that children read for at least 20 minutes daily in order to strengthen literacy and academic performance. HIPPY parents reported an increase in the 15-30 minute range, daily, from **57% to 75%** from pre- to post- test. In additional areas relating to literacy, parents who reported teaching their child words or letters increased from **60% to 74%**.

Dialogic reading is defined as interactive communication about a book between two people, usually a parent and child. HIPPY parents reported a substantial average increase from **73% to 91%** in areas of dialogic reading; this included: stopping reading to point out letters, asking the child to read with the parent, and discussing the story with the child when the book was finished.

Figure 3. Average Number of Parents Who Read to Their Child 15-30 Minutes Per Week

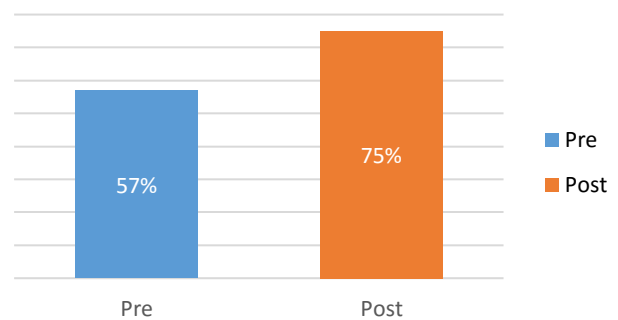
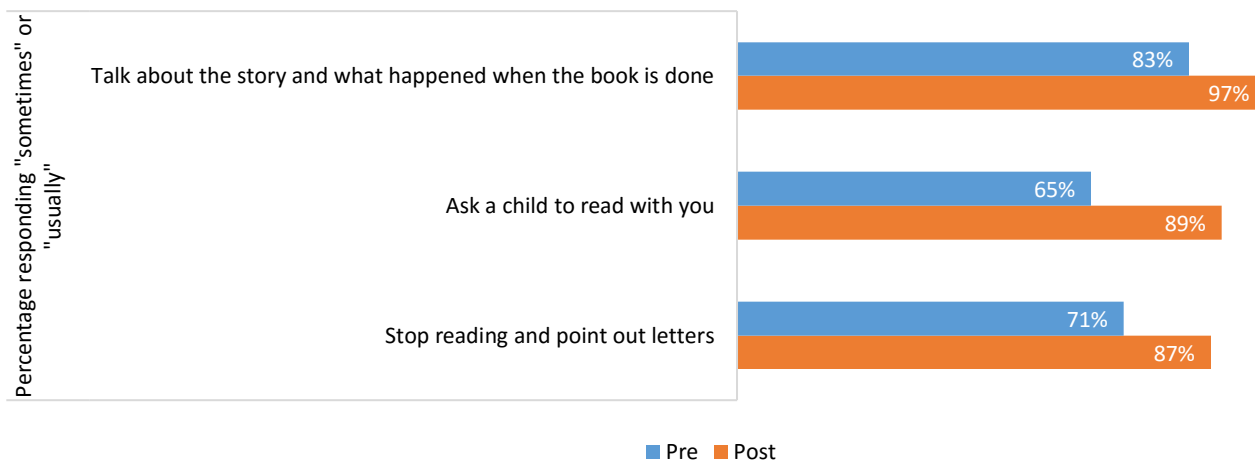


Figure 4. Frequency of Family Members Practicing Dialogic Reading



Increased Protective Factors against Child Abuse and Neglect

A total of 735 first-time HIPPY parents completed both pre-test and post-test. HIPPY parents reported to have more family protective factors from the beginning of the program year to the end of the program year. There were statistically significant gains in three of the five areas including: Family Functioning/Resiliency, Social Emotional Support, and Nurturing and Attachment. **There was a statistically significant increase from pre- to post- test in the area of Child Development/Knowledge of Parenting ($p < .000$; $d = 1.09$)**. Cohen’s d effect sizes indicated that while small, the greatest increase from pre- to post- test occurred within Social Emotional Support ($d = .13$).