



# Texas HIPPIY 2015-2016 Evaluation Report

## Overview

Home Instruction for Parents of Preschool Youngsters (HIPPIY) is a home-based parent involvement program designed to help parents provide educational enrichment for their preschool children ages 3, 4, and 5. HIPPIY programs served families in 2015-2016 in 11 Texas communities: Amarillo, Corpus Christi, Dallas, Houston, Irving, Longview, Odessa, Richardson, Rio Grande Valley, San Antonio, and Wichita Falls. This research brief reflects evaluation data for all HIPPIY 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

#### Please Contact:

Carla-Marie Mowell, Director  
Texas HIPPIY Center, University of  
North Texas (UNT)  
Tel 940-565-2269  
hippy@unt.edu  
<http://www.unt.edu/hippy>

### Report Prepared By:

Kaylee Seddio, M.S  
Evaluation Coordinator  
Kaylee.Seddio@unt.edu



## Participant Characteristics

Texas HIPPIY served **2451 children** and **2217 parents** in 2015-2016. Figure 1 provides a brief overview of HIPPIY child and parent demographic characteristics. Of the 2451 child participants, most were enrolled in the **HIPPIY 3 curriculum (48%)**, with **34% in HIPPIY 4** and **18% in HIPPIY 5**. Most identified as **Hispanic (80%)** and more than half of all children were given the HIPPIY curriculum in **Spanish (64%)**. Of the 2217 parents, **97% were female** and 72% were married. Parents had an average annual household income of \$22,000, and **46% identified as unemployed**. Approximately one-third (33%) of all parents reported completing less than a high school degree.

Enrollment by HIPPIY Curriculum Year



Child Ethnicity



Adult Participation Relationship to HIPPIY Child by Gender



HIPPIY Curriculum Language



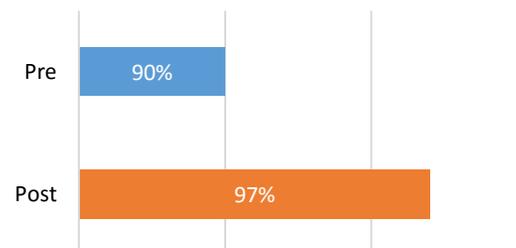
## Improved School Readiness

In the 2015-2016 program year, the Bracken School Readiness Assessment – Third Edition (BRSA-3) was administered to all HIPPIY children at the beginning and end of the program year. 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. **2157 HIPPIY children completed both the pre-test and the post-test.**

### Do HIPPIY 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 **90% to 97%**. 3-year olds entering the program ended the year 97% ready for school. 4- and 5-year olds both increased in terms of School Readiness roughly 7% from pre- to post- test assessments.

Figure 4. Bracken Pre/Post Results



HIPPIY 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. 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 ( $p < .000$ ,  $d = .78$ )**, followed by Numbers/Counting and Sizes/Comparisons ( $p < .000$ ,  $d = .69$ ). 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

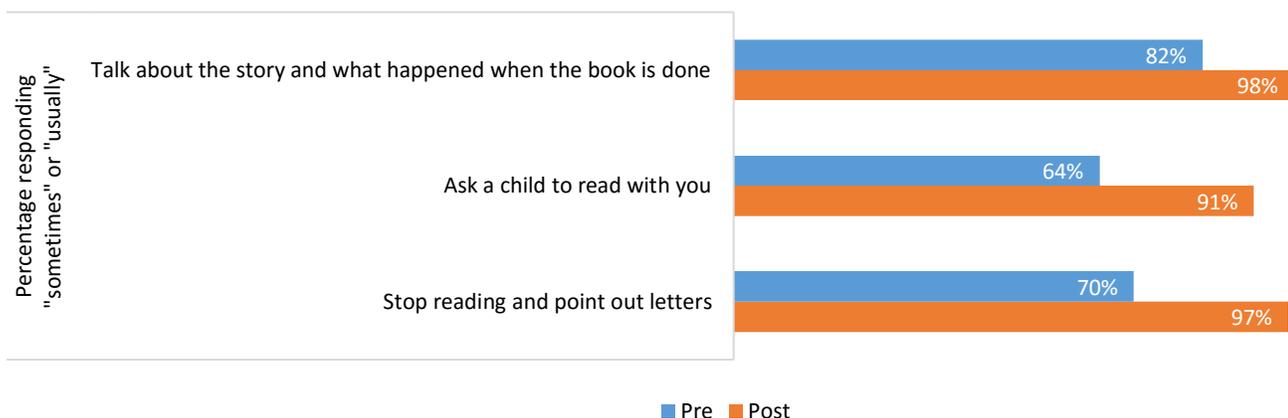
The Ages and Stages Questionnaire is used to monitor and screen for delays in 5 developmental areas (ASQ-3) and delays in social-emotional development (ASQ-SE). This year, **2539** HIPPY children were screened with the ASQ-3. Of those, there were **23%** reported concerns, the majority of which were related to communication or fine motor development. **2419** HIPPY children were screened with the ASQ-SE, with **58 children** (less than 4%) reported as having SE concerns. Combined results with the ASQ-3 and ASQ-SE indicated that HIPPY children score *within range of the national average*, where 77% of all assessed children were rated as average or above average in terms of developmental and social-emotional development.

## Highly Involved Parents

The number of parents who reported reading to their child *3 or more times a week* increased from roughly **49%** to **81.2%** 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 **56%** to **78%** from pre- to post- test. In additional areas relating to literacy, parents who reported teaching their child words or letters increased from **85%** to **98%**.

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 **72%** to **95%** 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 when it is finished.

**Figure 4. Frequency of Family Members Practicing Dialogic Reading**



Spatial and mathematical participation saw an increase of **8%**, with most of the difference being with parents who reported doing more activities with their child relating to *patterns* like using beads or blocks to demonstrate a pattern of red-blue-red-blue. A surprising finding was the number of parents who reported talking to their child about *family history and ethnic heritage* increased from **51%** to **97%**. This is periodically presented in the HIPPY curriculum, and this gain indicated that HIPPY parents were *more* likely to incorporate family engagement and family discussions after completing the curriculum.

## Increased Protective Factors against Child Abuse and Neglect

A total of **1384 first-time HIPPY parents** completed the Protective Factors Survey<sup>1</sup> (PFS) as a pre-test during the first two weeks and as a post-test during the last two weeks of the program year. The PFS measures protective factors in five areas: Family Functioning/Resiliency, Social Support, Concrete Support, Nurturing and Attachment, and Child Development/Knowledge of Parenting. These HIPPY parents reported more family protective factors in the area of *Social Emotional Support* ( $p < .05$ ;  $d = .31$ ), demonstrating that home visiting provides parents with a needed support network.

<sup>1</sup> The PFS is freely available in English and Spanish here: <http://friendsnrc.org/protective-factors-survey>