Texas HIPPY 2015-2016 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 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 HIPPY sites where families were enrolled in the curriculum.

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

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Participant Characteristics
Texas HIPPY served 2451 children and 2217 parents in 2015-2016. Figure 1 provides a brief overview of HIPPY child and parent demographic characteristics. Of the 2451 child participants, most were enrolled in the HIPPY 3 curriculum (48%), with 34% in HIPPY 4 and 18% in HIPPY 5. Most identified as Hispanic (80%) and more than half of all children were given the HIPPY 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.

Improved School Readiness
In the 2015-2016 program year, the Bracken School Readiness Assessment – Third Edition (BRSA-3) was administered to all HIPPY 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 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 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.

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. Additionally, each subscale produced a moderate-large effect size (d > .50), indicating that the magnitude of the gains held 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](http://friendsnrc.org/protective-factors-survey)

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 in 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 Survey¹ (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.

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¹ The PFS is freely available in English and Spanish here: [http://friendsnrc.org/protective-factors-survey](http://friendsnrc.org/protective-factors-survey)