



Texas HIPPY 2012-2013 Evaluation Report

Highlights

- Significant improvement in school readiness scores
- A majority of HIPPY kindergartners (79.6%) rated as “ready for school” by their kindergarten teachers in classroom adaptability and verbal behavior domains
- Increased frequency of parent involvement activities, including reading to the child

For More Information

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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 2012-2013 in 10 Texas communities: Dallas, Irving, Richardson, Houston, Corpus Christi, Rio Grande Valley, Amarillo, Odessa, Longview, and Jacksonville. This research brief reflects evaluation data for the **Dallas ISD, Irving ISD, Richardson ISD, and Houston ISD** HIPPY sites where HIPPY families were enrolled in the curriculum.

Improved School Readiness

In the 2012-2013 program year, the Bracken School Readiness Assessment –Third Edition (BSRA-3) was administered to all HIPPY children at the beginning and end of the program year. The BSRA-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. 781 HIPPY children in Texas completed *both* the pretest and the posttest. Of these, there were 362 HIPPY 3’s, 248 HIPPY 4’s, and 171 HIPPY 5’s.

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

- HIPPY 3’s, 4’s, and 5’s have improved school readiness pre to post in each of the 5 categories tested. All of these gains were statistically significant, except for the Colors category for HIPPY 5’s, who had nearly perfect scores in this area at both the beginning and end of the program year.

What percentage of HIPPY children are classified as “ready for school” after one program year?

The percentage of HIPPY 3’s and 4’s classified as “ready for school” almost doubles between the pre and posttest!

A greater percentage of HIPPY 5’s are also “ready for school” after one program year. This increase is smaller for HIPPY 5’s because a greater percentage (78%) start the year as “ready for school”.

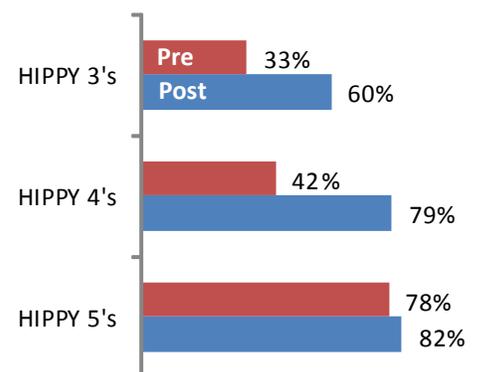


Figure 1. Percentage of HIPPY children “ready for school” before and after one program year.

Strong Classroom-Home Link

Effects of HIPPY carry over into school as rated by kindergarten teachers. In the 2012-2013 school year, the Kindergarten Teacher Survey was delivered to the Kindergarten teachers of HIPPY students. The survey consists of three sections: Classroom Adaptability, Classroom Verbal Behavior, and Parental Involvement. Teachers were asked to rate the student as “below average”, “average”, or “above average” compared to other children in their class. A total of 259 surveys about Texas HIPPY students were returned completed.

HIPPY Parents More Involved in Classroom

- **24.6%** of HIPPY parents were reported by their child’s Kindergarten teacher as ***equally involved*** as parents of other children in their class. **65.5%** of HIPPY parents were reported by their child’s Kindergarten teacher as ***more involved*** than parents of other children in their class.

HIPPY Children Perceived as “Ready for School” by Teachers

- **89.2%** of HIPPY children were reported as “average” or “above average” in classroom adaptability by their Kindergarten teachers. **88.8%** of HIPPY children were reported as “average” or “above average” in classroom verbal behavior by their Kindergarten teachers. **79.6%** were rated as “ready for school” in both areas combined.

Highly Involved Parents

In the 2012-2013 program year, HIPPY Home Instructors administered the Parent Involvement Interview (PII) to first-year HIPPY parents at the beginning and end of the program year. The PII assesses activities and attitudes toward parent involvement in their children’s education. 428 Texas parents completed *both* the pre-test and the posttest.

Increased Home Literacy

- Average number of books available to the HIPPY child **increased from 19 to 31 books**.
- Average number of minutes spent reading to the child per day **increased from 17 to 23 minutes**.
- Percentage of parents reporting reading to their child at least 3 or more times per week **increased from 43% to 82.8%**.
- Percentage of parents incorporating enrichment activities in reading, such as “stop reading and ask child to tell you what is in a picture” **increased from 71% to 95%** from the pre- to post-test.

More Frequent Home-Based Educational Activities

Involvement in Home-Based Activities was calculated as the number of activities a parent or family member did with their child in the home during the last week, such as “told him/her a story”, “taught him/her letters, words, or numbers”, and “taught him/her songs or music”. At the pre-test, 51.5% reported doing at least 5 of the 7 activities in the last week. At the post-test, 86.2% of parents had done at least 5 activities in the last week.

High Value of Parent Involvement

Parents rated the importance of 6 school readiness concepts such as “teach your child the alphabet”, “teach your child about sharing”, and “teach your child to read”. At both the pre and post-test, more 95% of parents agreed that the concept was either “Very Important” or “Essential” for parents to teach their children. Parents understand the importance of their involvement both before and after one program year of HIPPY.