

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) STATEWIDE SNAPSHOT REPORT 2017–2018

INTRODUCTION

Each year, Parent Possible conducts an evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) programs. Evaluation tools include a parent survey, an assessment of parent-child interactions, and a child assessment of school readiness. Data from these instruments are analyzed to describe families served by HIPPY and to examine changes in parenting practices and confidence in parenting; the quality of parent-child interactions; and children's school readiness. For details on the measures used and statistical tests conducted, please see the full text version of the HIPPY report provided to Parent Possible.

Sample sizes shown throughout the report are the maximum; individual items may have smaller sample sizes due to missing data.

All families included in this report received services from a HIPPY program in 2017–2018. The parent demographics include information from all 801 parents who completed a HIPPY parent pre survey. The parent survey results include information from 517 parents who completed both a pre and post survey.

SUMMARY OF FINDINGS

PARENT SURVEY

Overall, from pre to post, parents reported significant change in these areas:

- Minutes of reading per day
- Number of children's books in the home
- All 4 items measuring child involvement while reading
- All 12 items measuring confidence in supporting child development
- All 4 items measuring confidence in parenting practices

PARENT-CHILD INTERACTIONS

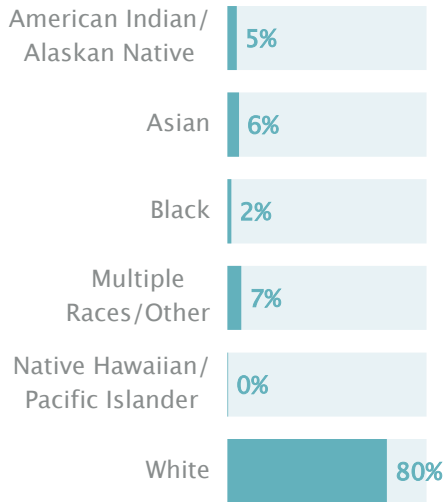
At the post assessment, 95% of parents were exhibiting average or above average developmentally appropriate behavior with their children overall. From pre to post, the proportion of parents demonstrating average or above average developmentally appropriate behaviors changed significantly on the responsiveness subscale.

SCHOOL READINESS

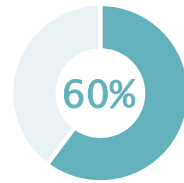
From pre to post, children demonstrated statistically significant increases in percentile ranks and proficiency levels. Subtest mastery increased significantly in all five areas: colors, letters, numbers/counting, size comparisons, and shapes.

PARENT DEMOGRAPHICS (N=801)

RACE

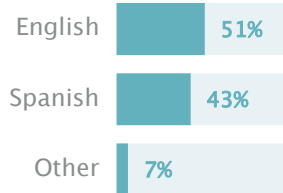


ETHNICITY

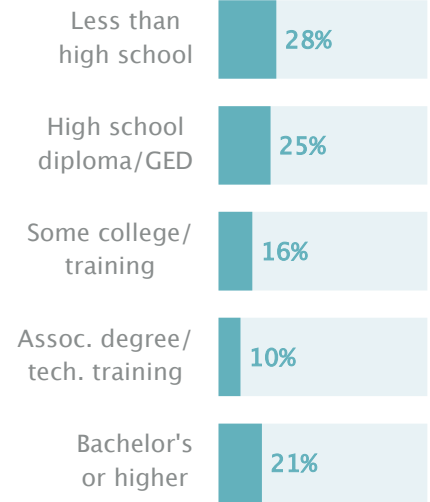


Hispanic/Latino

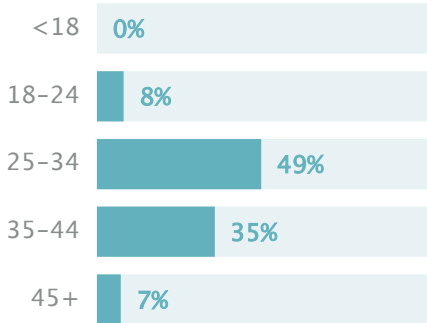
PRIMARY LANGUAGE



EDUCATION LEVEL



AGE



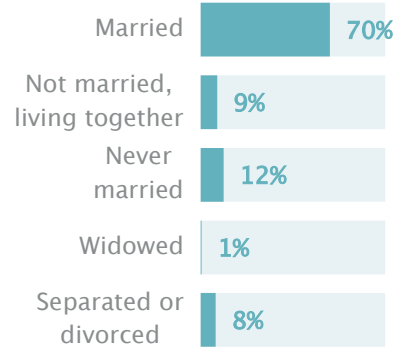
Average age:

34.4 years

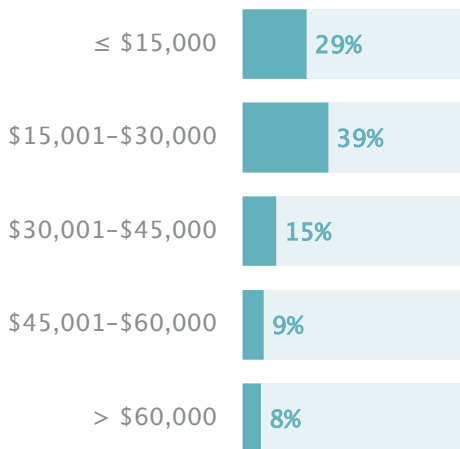
Age range (years):

18-65

MARITAL STATUS



HOUSEHOLD INCOME & SIZE



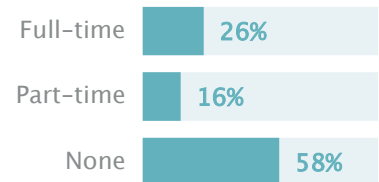
Average number of people in household:

4.46

Households with income at or below Federal Poverty Level:

54%

EMPLOYMENT STATUS



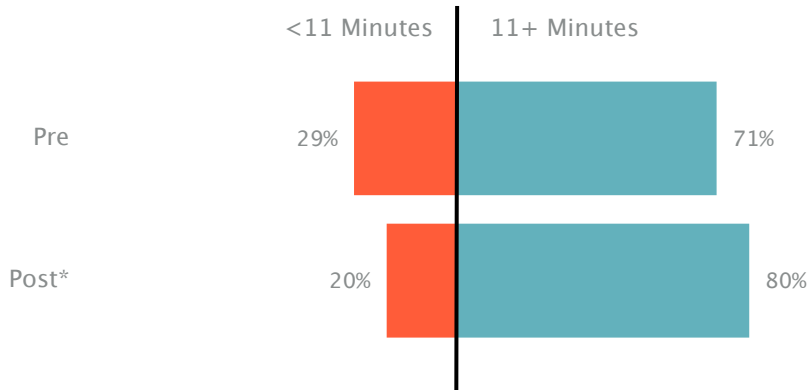
GENDER



PARENT PRACTICES (N=517)

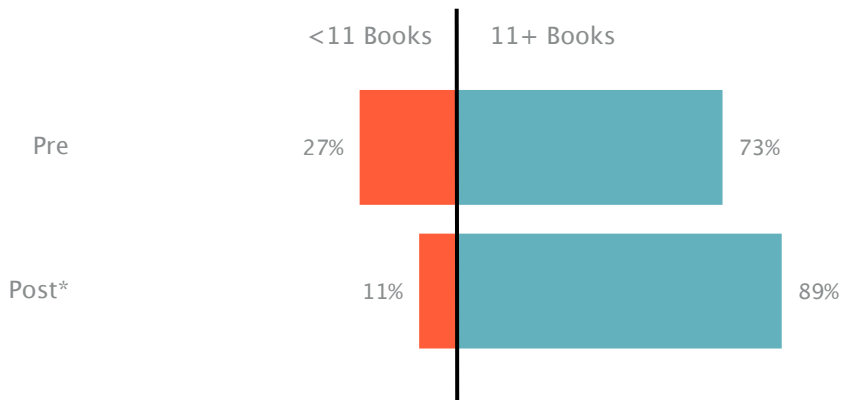
MINUTES OF READING PER DAY

Parents reported how many minutes per day someone in their household reads to their child. Their responses are grouped into those reading fewer than 11 minutes per day and those reading 11 or more minutes per day.



NUMBER OF CHILDREN'S BOOKS IN THE HOME

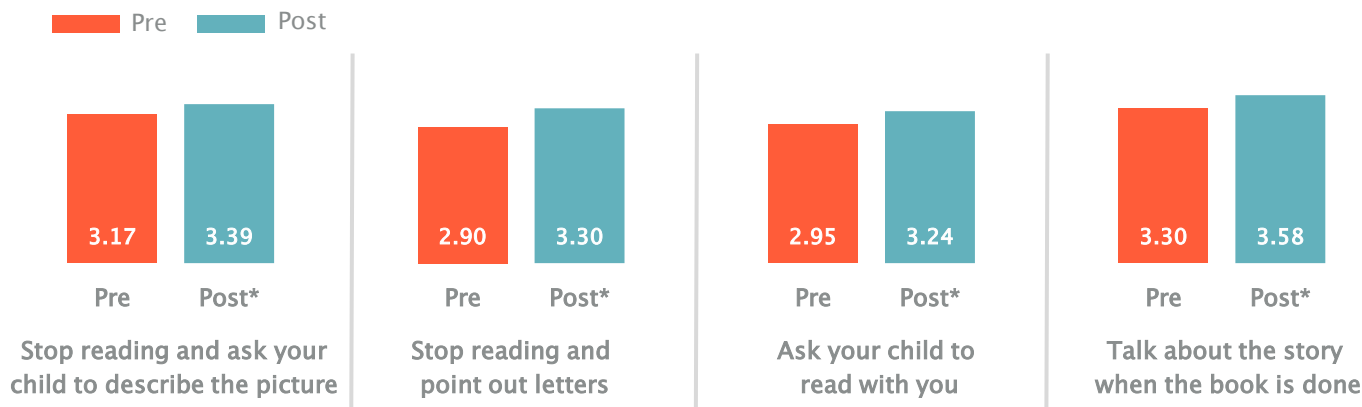
Parents reported how many children's books they have in their home. Their responses are grouped into those with fewer than 11 books in the home and those with 11 or more books in the home.



* = site level data statistically significant, $p < .05$

CHILD INVOLVEMENT IN READING

Parents were asked how frequently they or someone in their family do the following behaviors while reading to their child. Parents used a scale of 1 to 4 with higher scores indicating greater frequency.



PARENT-CHILD INTERACTIVE ACTIVITIES

Parents reported how many times in the past week they or another adult family member did 18 different interactive activities with their child. Parents reported frequency on a scale of 1 to 5 with higher scores indicating greater frequency.

















Most Frequent Activities		Greatest Increases in Frequency	
On the post assessment, parents reported doing these activities most frequently:		From pre to post, parents reported the largest increases in frequency for these activities:	
1	Teach your child words	3.64	
2	Involve your child in household chores	3.62	
3	Name things such as body parts, colors, clothes	3.62	
4	Teach your child numbers	3.58	
1	Do activities that involve making patterns		+0.44
2	Talk about nature, scientific discoveries, or do a science project		+0.43
3	Read or point out street signs, food labels, advertisements, etc.		+0.39
4	Use dialogic reading techniques with your child		+0.34

* = site level data statistically significant, $p < .05$

PARENT CONFIDENCE (N=517)

CONFIDENCE IN SUPPORTING CHILD DEVELOPMENT

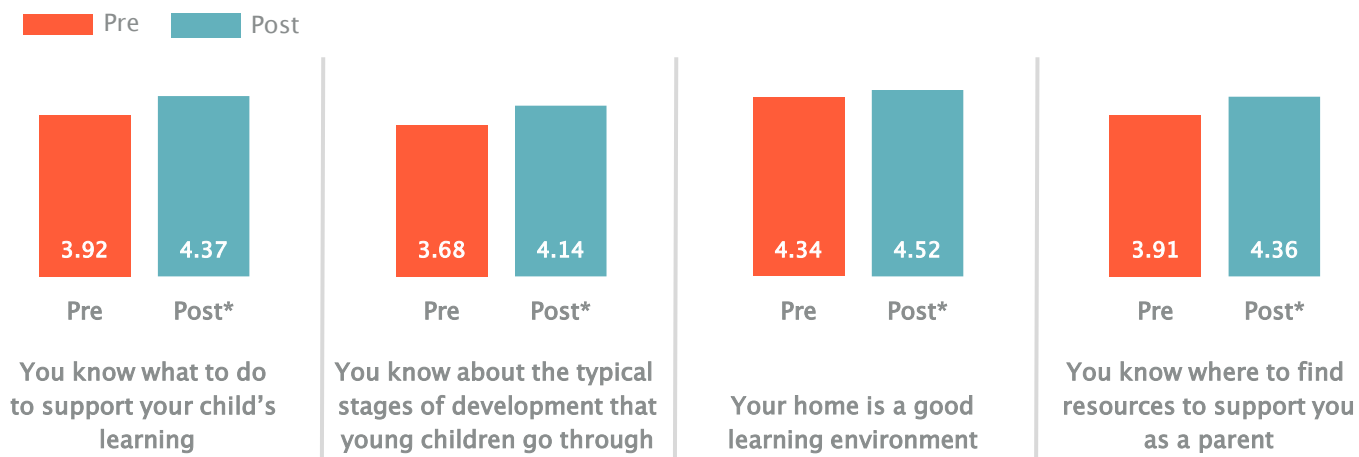
Parents reported their confidence in supporting their child's development in each of the 12 areas below. Confidence was reported on a scale of 1 to 5 with higher scores indicating greater confidence.

			All Sites
Playing with other children	Pre		4.24
	Post*		4.46
Using fine motor skills	Pre		4.11
	Post*		4.44
Using gross motor skills	Pre		4.51
	Post*		4.63
Counting	Pre		4.18
	Post*		4.42
Knowing shapes and colors	Pre		4.21
	Post*		4.50
Following directions	Pre		3.90
	Post*		4.26
Vocabulary	Pre		4.06
	Post*		4.31
Using language/verbal expression	Pre		4.09
	Post*		4.30
Recognizing letters	Pre		3.47
	Post*		4.08
Understanding stories that are read to him/her	Pre		4.00
	Post*		4.33
Writing skills	Pre		3.03
	Post*		3.69
Creative thinking	Pre		3.88
	Post*		4.21

* = site level data statistically significant, $p < .05$

CONFIDENCE IN PARENTING PRACTICES

The four items below were used to measure confidence in parenting practices on a scale of 1 to 5 with higher scores indicating greater confidence.



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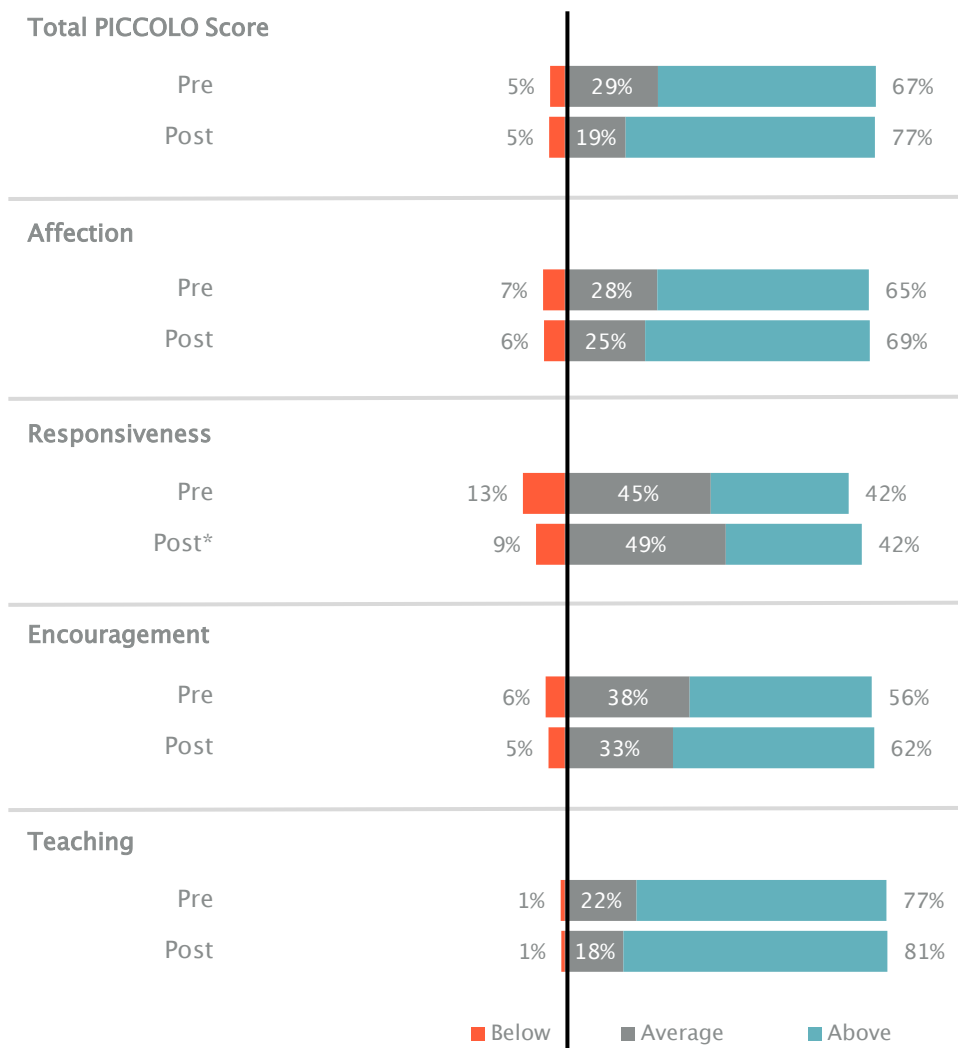
PARENT-CHILD INTERACTIONS

The PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) is a strengths-based measure of parenting interactions that predicts children’s early social, cognitive, and language development. The tool is a checklist of 29 observable, developmentally supportive parenting behaviors for parents or guardians of children ages 10–47 months. The PICCOLO measures four domains: affection, responsiveness, encouragement, and teaching. Based on research with diverse, low-income samples, the measure developers identified proficiency cutoffs of below average, average, and above average, which are shown here.

PARENT AND CHILD INFORMATION

A total of 655 parents were observed for a pre assessment and 374 had a matching post assessment (57% match rate). At the pre assessment, children ranged in age from 2 years to 6 years, with a mean age of 4 years, 2 months.

ALL SITES (N=374)



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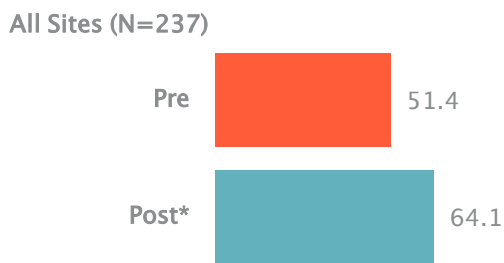
SCHOOL READINESS (BRACKEN)

The Bracken is a validated school readiness assessment that measures preschool-aged children’s skills in five areas: color recognition, letter recognition, numbers and counting, size comparisons, and shape recognition. The raw scores are used to calculate a percentile rank. For example, if a child scores in the 30th percentile, he or she scored better than 30% of other same-aged children. These percentile ranks are used to determine proficiency (whether a child is delayed, average, or advanced in school readiness). The percentile ranks and proficiency levels are only available for children who completed the Bracken in English and met the age requirements. The subtest mastery indicates what percentage of questions in each category were answered correctly, and these data are available for children who completed the Bracken in English or Spanish.

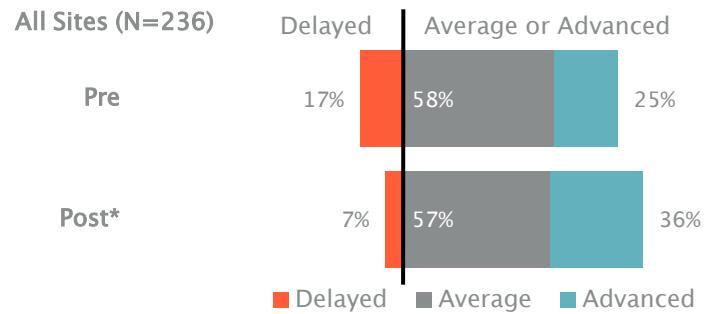
CHILD INFORMATION

A total of 818 children completed a Bracken pre assessment and 508 had a matched post assessment (62% match rate). At the pre assessment, children ranged in age from 2 years to 6 years, with a mean age of 4 years, 1 month. Of the 508 children with matched assessments, 280 completed the assessment in English. 237 children had assessments that could be included in the percentile rank and proficiency level analyses.

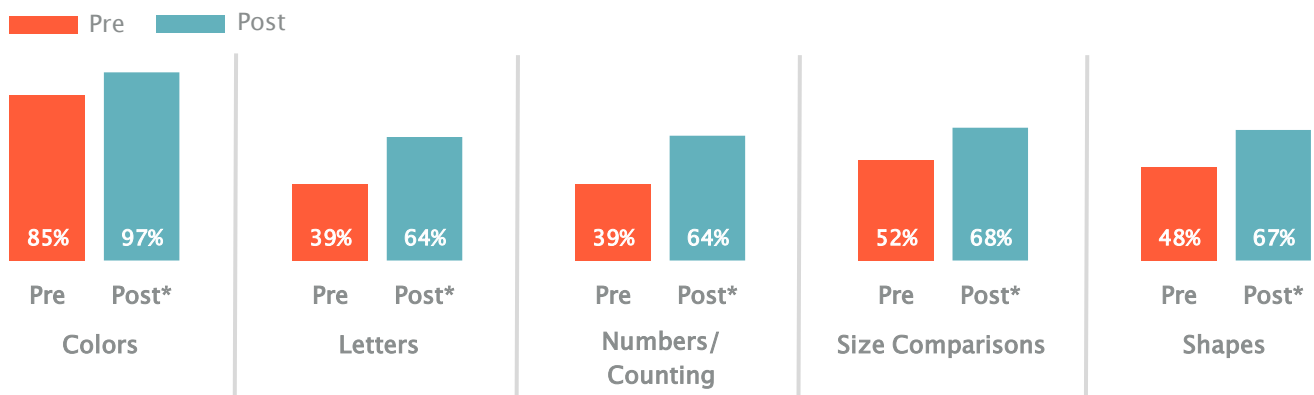
SCHOOL READINESS PERCENTILE RANKS



SCHOOL READINESS PROFICIENCY LEVELS



SUBTEST MASTERY LEVELS (N=508)



* = site level data statistically significant, $p < .05$