

2019 COLORADO HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) EVALUATION

PARENT POSSIBLE

For more information, please contact:

Rachel Breck, MPA
Data & Evaluation Manager
rachel@parentpossible.org

Kristen Cellini, MA
Data & Reporting Specialist
data@parentpossible.org

Marion Batayte
Deputy Director
marion@parentpossible.org

TABLE OF CONTENTS

- Table Of Contents 2
- Executive Summary..... 3
 - Key Findings 3
- Introduction 5
 - Parent Possible..... 5
 - Home Instruction For Parents Of Preschool Youngsters (HIPPY)..... 5
- HIPPY Parent Survey 6
 - Parent Demographics..... 6
 - Parent Survey Results 7
- Parent-Child Interactions Assessment (PICCOLO)..... 15
 - Family Demographics..... 15
 - PICCOLO Assessment Results..... 16
- Child School Readiness Assessment (Bracken)..... 17
 - Child Demographics 17
 - Bracken Assessment Results..... 18
- Appendix A: Demographics 18
- Appendix B: Tables Of Results 20

EXECUTIVE SUMMARY

Home Instruction for the Parent of Preschool Youngsters (HIPPY) is a program that supports parents of children 3, 4, and 5 years old by providing tools and activities that prepare their children for kindergarten. The results that follow demonstrate that HIPPY works.

Parents enrolled in HIPPY leave the program more confident in their ability to teach and support their child. They engage in more activities that bolster children's learning and development, and they are more likely to interact with their child in ways that further strengthen children's development during those educational experiences. The children themselves also demonstrate significant change over the course of the program with 93 percent of children leaving HIPPY ready for kindergarten.

The growth seen in children and families in 2018-2019 is no surprise. The evaluation of HIPPY in Colorado has shown similar results in the past. HIPPY works and continues to work for Colorado families. The report that follows details how the program empowers parents and children and brings families together to support their child's learning and growth.

KEY FINDINGS

Parents ended the year significantly more confident in their parenting practices and knowledge of child development than when they first began the HIPPY program.

- There were statistically significant increases in all twelve items asking parents how confident they felt supporting their child's learning in areas such as writing, recognizing letters, counting, and following directions.
- At post, parents were most confident in supporting their child's gross motor skills.
- Parents demonstrated the largest boost in confidence around supporting their child's writing skills and recognition of letters.
- Parents reported statistically significant increases in confidence in all four parenting practices assessed.
- HIPPY parents reported having increased access to a social network they could ask for parenting help, advice, or support at the end of the program year.

Parents significantly increased the frequency and quality of activities promoting literacy and school readiness with their children.

- At post, 90 percent of families had at least 10 children's books in the home, 91 percent spent at least 15 minutes each day on educational activities, and 82 percent spent more than 10 minutes each day reading to their child.
- Parents reported significant increases in the use of seven of nine reading and literacy materials such as books, magazines, recipes, or games.
- When reading, parents significantly increased the ways in which they engaged with their child from pre to post in all four areas assessed.
- Families do a lot more than just read together—more than half of parents taught their child words, letters, numbers, and songs or music at least once a day at the end of the program year.
- Parents began engaging in more diverse types of educational activities over the course of the program.

Parents changed the discipline techniques utilized when engaging with their children.

- Parents reported statistically significant decreases when asked how often they use spanking and yelling as discipline techniques with their child.
- Ninety-one percent of parents discussed behavior or expectations with their child as a discipline technique “sometimes” or “often” at the time of the post assessment.

The vast majority of parents exercised developmentally-appropriate behaviors when interacting with their children when first assessed. Even with this strong foundation, parents demonstrated statistically significant increases in the frequency of these behaviors over the course of the program.

- Ninety-four percent of parents exhibited average or above average developmentally-appropriate behaviors at the time of the post assessment.
- The proportion of parents demonstrating above average developmentally-appropriate behaviors on the PICCOLO overall and in each of the four subscales increased significantly from pre to post.

Children showed statistically significant gains in school readiness when controlling for age and in each of the five subtests assessed: colors, letters, numbers and counting, sizes and comparisons, and shapes.

- Ninety-three percent of children demonstrated at least average school readiness at the time of the post assessment, representing a 14-point increase over pre-test results.
- On average, children scored better than 64 percent of their same-aged peers at post after only scoring better than 49 percent at pre.
- Children demonstrated statistically significant growth in percent mastery overall and in each of the five subtests assessed. At post, children scored highest in colors followed by sizes and comparisons and shapes.
- Children more than doubled their percent mastery in numbers and counting and letters.

INTRODUCTION

PARENT POSSIBLE

Parent Possible promotes and supports evidence-based, high-quality programs focused on parents of children aged birth – kindergarten. Each program seeks to engage with parents¹ where they are – inspiring parent involvement, facilitating school readiness, and strengthening opportunities for children to achieve their full potential. This report contains results on an evaluation of one of these programs— Home Instruction For Parents Of Preschool Youngsters.

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY)

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidence-based home visiting program that helps parents prepare their 2, 3, 4 and 5-year old children for success in school and throughout life. Through the use of curriculum, storybooks and other materials, parents strengthen their children’s cognitive, literacy, social/emotional, and physical development. HIPPY strengthens both communities and families by empowering parents to play an active role in preparing their children for school.

HIPPY utilizes a peer-delivered, home visitation model with trained home visitors providing weekly visits to work one-on-one with parents of preschool aged children (those who are 2, 3, 4 and 5). Curriculum for 5-year olds follows the child through kindergarten, reinforcing learning through a very intentional home-and-school connection. The program also provides monthly group meetings.

HIPPY is an evidence-based program model with 40 years of research showing positive outcomes for participating families. Studies on the program have been conducted in eight countries as well as across the United States, and have shown HIPPY to be effective in the following:

- Improving child school readiness
- Improving parent involvement
- Academic performance throughout K-12 schooling
- Improving school attendance
- Improving behavior
- Improving standardized test scores

In 2018-2019, Parent Possible supported 9 HIPPY program sites across the state of Colorado. Part of our role as a state office is to facilitate and support an annual evaluation for each of these program sites. This report includes results from three tools: a self-report parent survey, observations of parent-child interactions (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes), and an assessment of child school readiness (Bracken School Readiness Assessment Third Edition). More information on these tools, administration protocols, and analysis completed is described in the following sections. For more information on HIPPY USA, visit www.hippyusa.org.

¹ This report uses “parent” and “guardian” interchangeably. These terms refer to the primary adult participant in HIPPY, regardless of their relationship with the child(ren) enrolled.

HIPPY PARENT SURVEY

The HIPPY Parent Survey asks guardians about current parenting involvement in reading and literacy activities and confidence in parent practices and child development. Families participating in HIPPY complete a survey during their first or second visit and then again each spring during the 26th week of the program year. The following results include comparisons between the first and last survey completed by a family. Because HIPPY families can enroll over multiple years, this can mean the time between pre- and post-surveys ranges from 6 months to many years.

In the 2018-2019 program year, 541 guardians completed a valid pre- and post-survey and are included in this analysis.²

PARENT DEMOGRAPHICS

The following demographics represent data collected on survey respondents with matched assessments (n=541). Families earning less than \$15,000 per year and primarily English-speaking guardians are underrepresented among those with matched survey results as compared to all guardians served last year. Those with less than a high school diploma and those with a bachelor's degree or higher are over-represented while those with some college or an associate's degree are underrepresented. Other characteristics such as ethnicity, race, employment and gender largely reflect all of those served. A more detailed table of demographics is available in Appendix A. Values reported exclude missing data and may not total 100% due to rounding.

Guardian Race	White, Hispanic	58%
	White, Non-Hispanic	24%
	Multiracial	8%
	Black or African American	3%
	Asian	5%
	American Indian or Alaskan Native	2%
Guardian Primary Language	English	46%
	Spanish	49%
	Other	6%
Gender	Female	97%
	Male	3%

Guardian Education Level	Less than HS Diploma	26%
	HS Diploma/GED	27%
	Some College/ Training	13%
	Assoc. Degree/ Tech. Training	12%
	Bachelor's or Higher	21%
	Household Income	<\$15K
\$15-\$30K		37%
\$30-\$45K		18%
\$45-\$60K		13%
\$60K+		9%

² METHODS: For all survey items, statistical significance was tested using both the Wilcoxon signed rank and paired sample t-test to ensure the accuracy of the results. P-values were similar for all items except for one item asking about literacy material use where the p-value was less than 0.05 using the paired sample t-test but not the Wilcoxon signed rank test. In this case, results included in this report reflect significance found using Wilcoxon signed rank test.

HIPPY PARENTS HAVE INCREASED SUPPORTS

Over the course of the program, HIPPY participants reported having increased access to resources, including more social support, more children’s books in the home, and more frequent trips to the library.

Over half of HIPPY parents reported having as many friends, family, or neighbors they can ask for parenting help, advice or support as they want at the end of the program year. This represents a statistically significant increase over the amount of support they could access when they enrolled in HIPPY.

Access to Parenting Help, Advice, and Support					
	Not at all				As much as I want
Pre	10%	7.5%	15%	25%	43%
Difference (Post %-Pre %)	-7%	-2.7%	-1.5%	2%	9%
Post*	3%	5%	14%	27%	52%

At the time of the post-assessment, 90 percent of families had at least 10 children’s books in the home—a 17 point increase over the 73 percent of families with at least 10 books at pre-test. The largest increase was among families reporting more than 50 children’s books while the largest decrease was in families reporting having five or fewer children’s books.

Number of Books in the Home							
	None	5 or less	6 to 10	11 to 25	26 to 50	50+	11 or more (11-25 + 26-50 + 50+)
Pre	0%	15%	12%	23%	22%	29%	73%
Difference (Post %-Pre %)	0%	-12%	-5%	-3%	4%	16%	17%
Post*	1%	2%	7%	20%	26%	44%	90%

There was a statistically significant increase in the number of times per month parents reported visiting the library with their child(ren). Even with this increase, almost one-third of participating parents reported not visiting the library in the past month at the post-assessment.

Visits to the Library in the Past Month				
	Did not Visit	Once	2-3 Times	4+ Times
Pre	37%	24%	26%	13%
Difference (Post %-Pre %)	-4%	-2%	5%	1%
Post*	33%	22%	32%	13%

* = statistically significant, $p < .05$

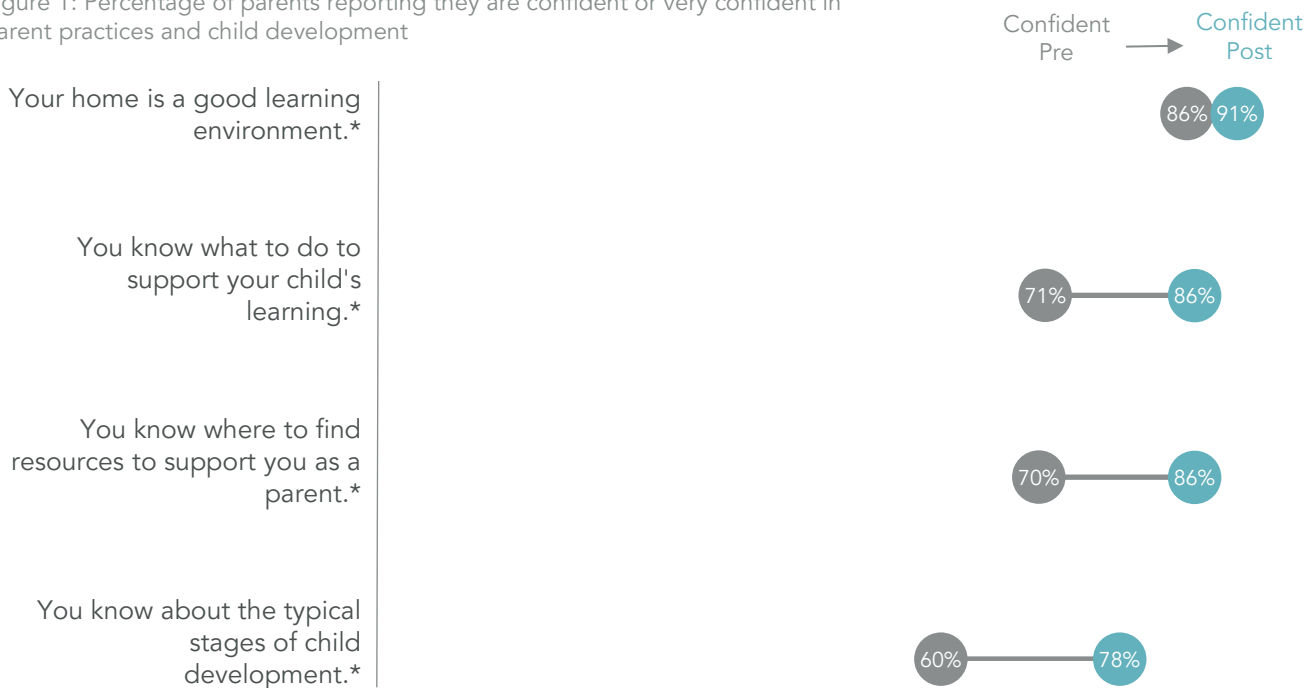
HIPPY PARENTS ARE MORE CONFIDENT PARENTS

Parents ended the year significantly more confident in their parenting practices and knowledge of child development than when they first began the HIPPY program.

While not as confident in all areas of parenting and child development at first, 86 percent of parents reported feeling confident their home was a good learning environment when starting HIPPY. At post, this increased significantly to 91 percent.

Parents reported statistically significant increases in confidence in the other three parenting practices assessed, as well. The largest increase was in confidence around knowing the typical stages of child development—60 percent of parents were confident in this knowledge at pre while 78 percent reported being confident or very confident at post.

Figure 1: Percentage of parents reporting they are confident or very confident in parent practices and child development



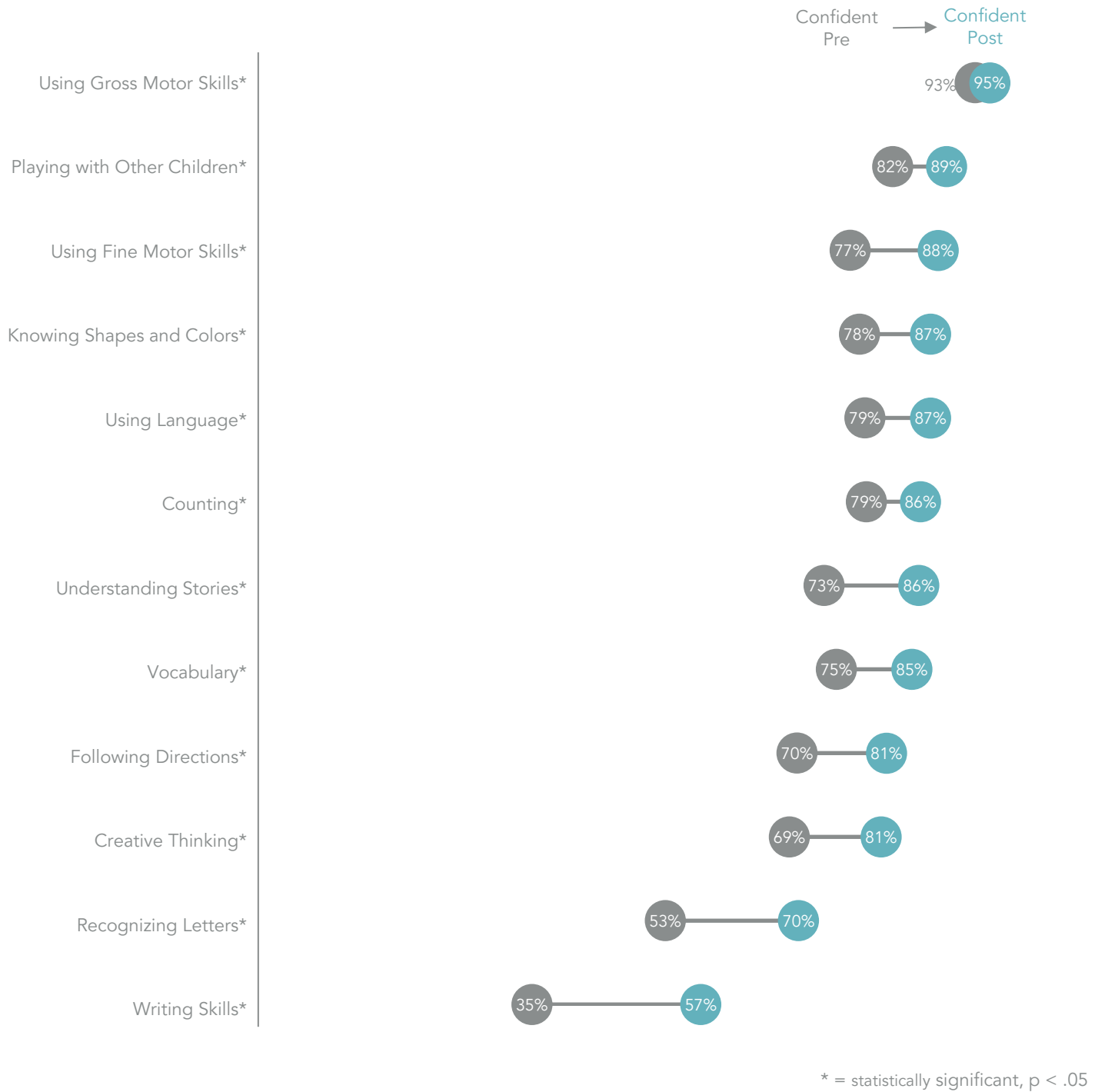
* = statistically significant, $p < .05$

In addition to being asked about their confidence in general statements about parenting and child development (above), parents were also asked to report how confident they were in supporting their child in 12 different areas such as writing, recognizing letters, counting, and following directions. There were statistically significant increases in all 12 items assessed.

Parents demonstrated the largest boost in confidence around supporting their child's writing skills and recognition of letters.

At post, parents were most confident in supporting their child's gross motor skills (e.g. hopping, jumping) with 95 percent of parents saying they were confident or very confident in this area. Figure 2 on the following page includes results on all 12 areas included in the survey.

Figure 2: Percentage of parents reporting they are confident or very confident in supporting their child in:



HIPPY PARENTS DO MORE BRAIN BUILDING ACTIVITIES

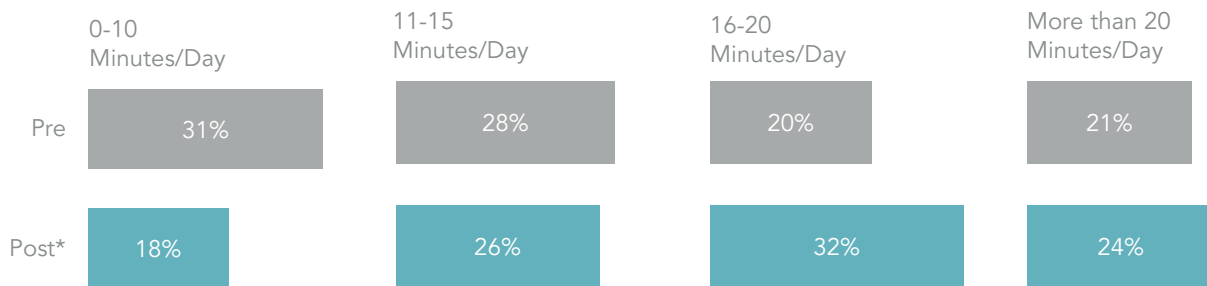
Parents significantly increased the frequency of activities promoting literacy and school readiness in their children.

About 2 out of 5 parents report they or someone in the household read to their child every day in the last week on both the pre- and post-survey. The percentage of parents reporting that children were read to “not at all” or “once or twice,” however, decreased from 27 percent at the beginning of the program to only 18 percent at the end of the program.

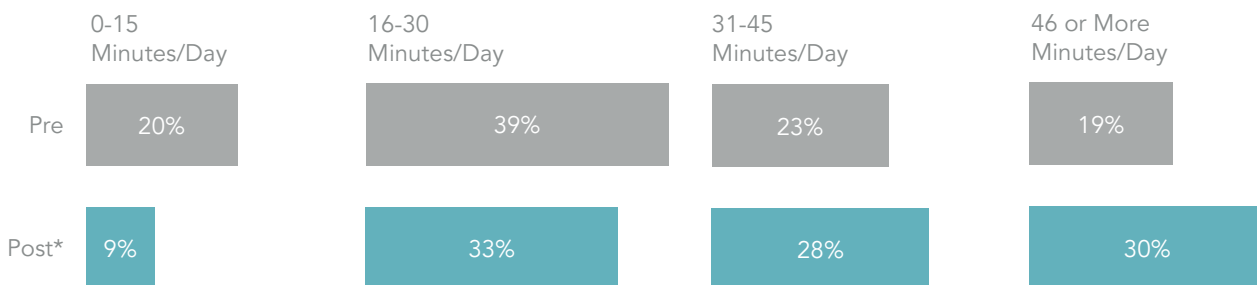
Weekly Reading Frequency			
	0-2 Times/Week	3 or More Times/Week	Every Day
Pre	27%	35%	39%
Difference (Post %-Pre %)	-9%	5%	3.5%
Post*	18%	40%	42%

When asked about a typical day, there was a statistically significant increase in the number of minutes spent both reading and on educational activities.

At post, 82 percent of guardians reported that they or someone in the household spent more than 10 minutes each day reading to their child, with almost one-third of families spending 16-20 minutes reading each day.



By the end of the program year, 91 percent of HIPPY parents spent at least 15 minutes in a typical day on educational activities with their child—and about 1 in 3 spent at least 45 minutes.

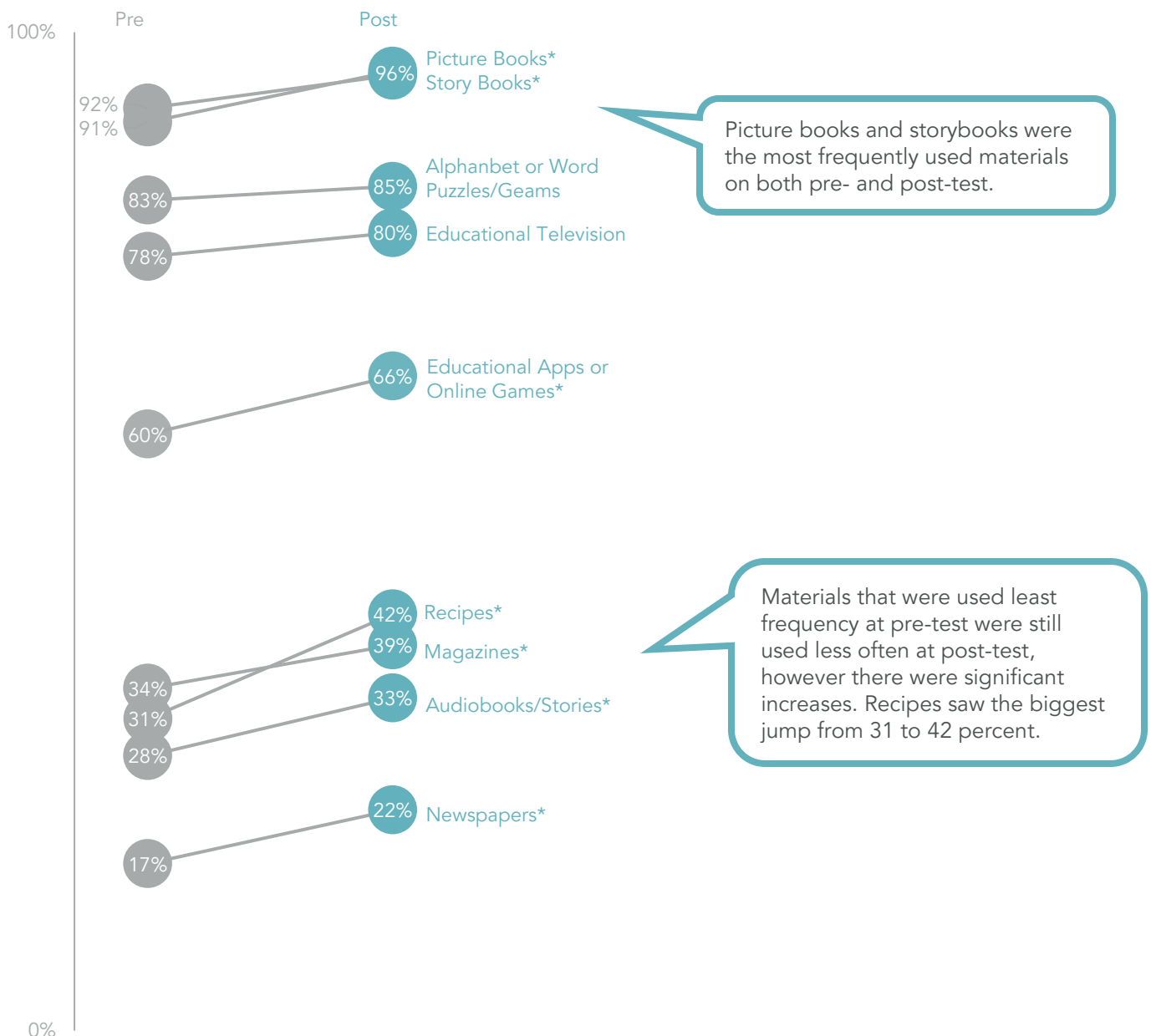


Parents reported significant increases in the use of 7 of 9 reading and literacy materials, including picture and storybooks, magazines, recipes, or games.

The most frequently used materials were picture books and storybooks at both pre- and post-test. The least common materials used with children on both assessments were newspapers and audio books.

The following chart represents the percentage of parents reporting they use certain literacy and reading materials with their child "sometimes" or "often." The grey bubbles on the left are based on results from the pre-survey while the teal bubbles on the right represent results from the post-survey. Items are ordered from the most to least frequently used literacy materials.

Figure 3: Percentage of parents reporting they use certain literacy and reading materials with their child "sometimes" or "often" on the pre- and post-survey



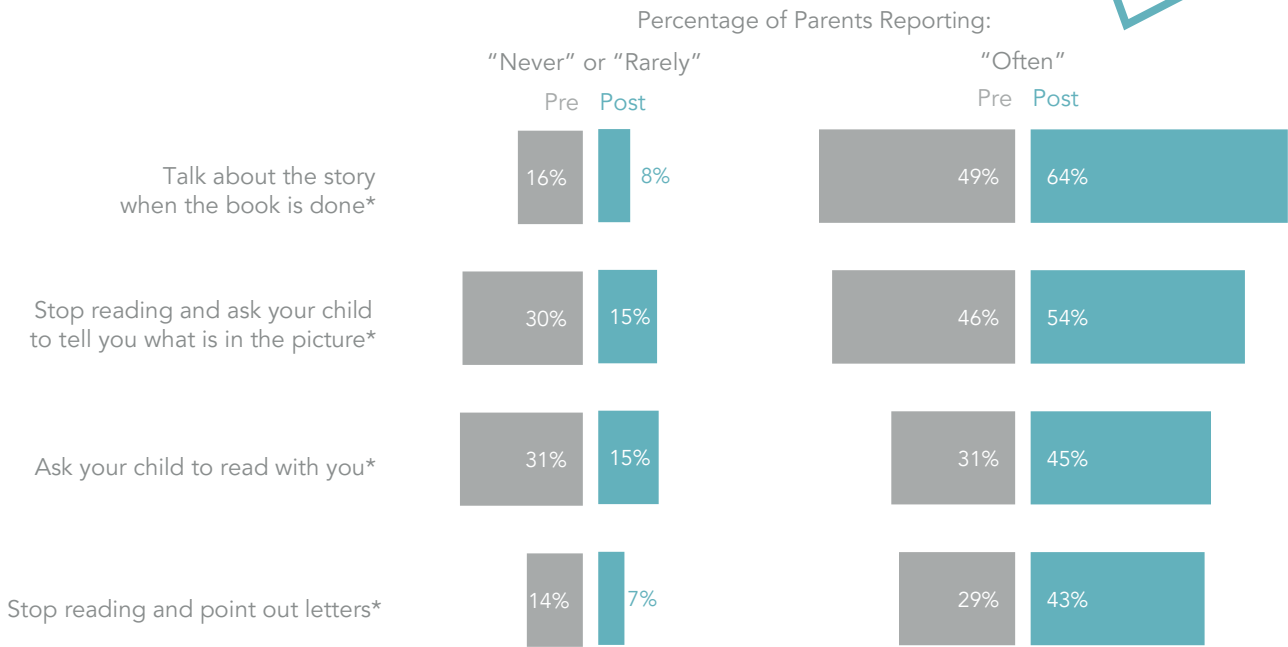
* = statistically significant, p < .05

HIPPY PARENTS HAVE HIGHER QUALITY INTERACTIONS WITH THEIR CHILDREN

In addition to parents and guardians more frequently engaging in literacy and educational activities with their children, those interactions are more likely to include behaviors that encourage child development and learning.

For example, parents significantly increased the ways in which they engaged with their child while reading in all four areas assessed from pre to post. Parents most frequently talk about the story after reading and ask the child to tell them about pictures in the book as they go. The largest increases reported were in how often parents ask their children to read with them and point out letters.

Figure 4: Percentage of parents reporting "Never" or "Rarely" and "Often" involving their child when reading together



After enrolling in HIPPY, almost two-thirds of parents talk about the story with their child when the book is done.

The percentage of parents reporting "Never" or "Rarely" involving their child while reading was cut in half in all areas assessed.

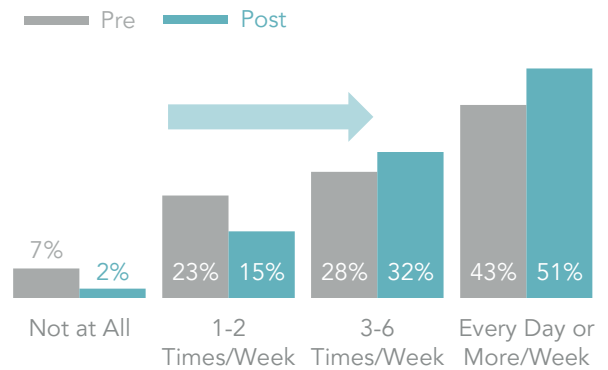
* = statistically significant, $p < .05$

Families are doing more than just reading together. When asked how often families engage in 14 different activities each week, there was a statistically significant increase in 9 of the 14 options and more than half of parents reported teaching their child words, letters, numbers, and songs or music at least once a day at the end of the program year.

Looking at the 14 activities included on the survey, the change in distribution of responses tended to fall into one of three groups: an increase in those reporting doing the activity every day or more than once a day, an increase in those reporting doing the activities 3-6 times per week, or a decrease in those reporting never doing the activity in the last week. The bar charts below demonstrate what this looks like for each category.

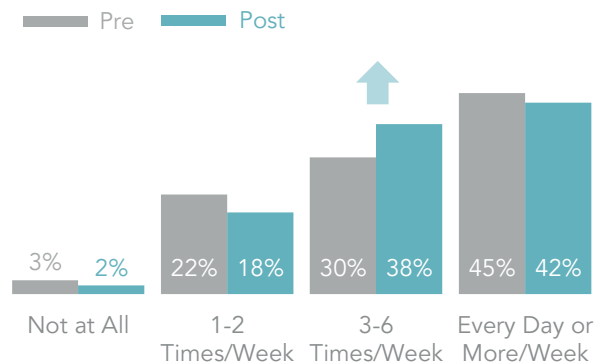
An increase in those reporting doing the activity every day or more than once a day:

Some of the popular activities reported on the pre-test became even more common on the post-test. The figure to the right represents how often parents or a family member taught their child letters in the last week. There is an overall shift to the right from pre (grey/left) to post (teal/right). The other activities with similar results include teaching words, teaching numbers, and telling the child a story.



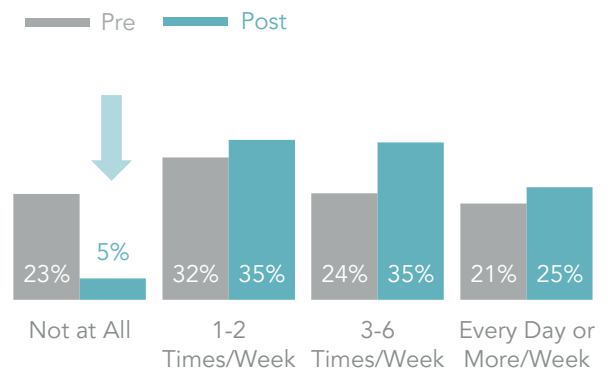
An increase in those reporting doing the activities 3-6 times per week:

Three activities had the largest increase from pre- to post-test among those reporting engaging in an activity 3-6 days in the past week with small decreases in all other categories. The figure to the right represents how often parents play sports, active games, or exercise together. Other activities with similar answers are doing arts and crafts and playing with toys for building things.



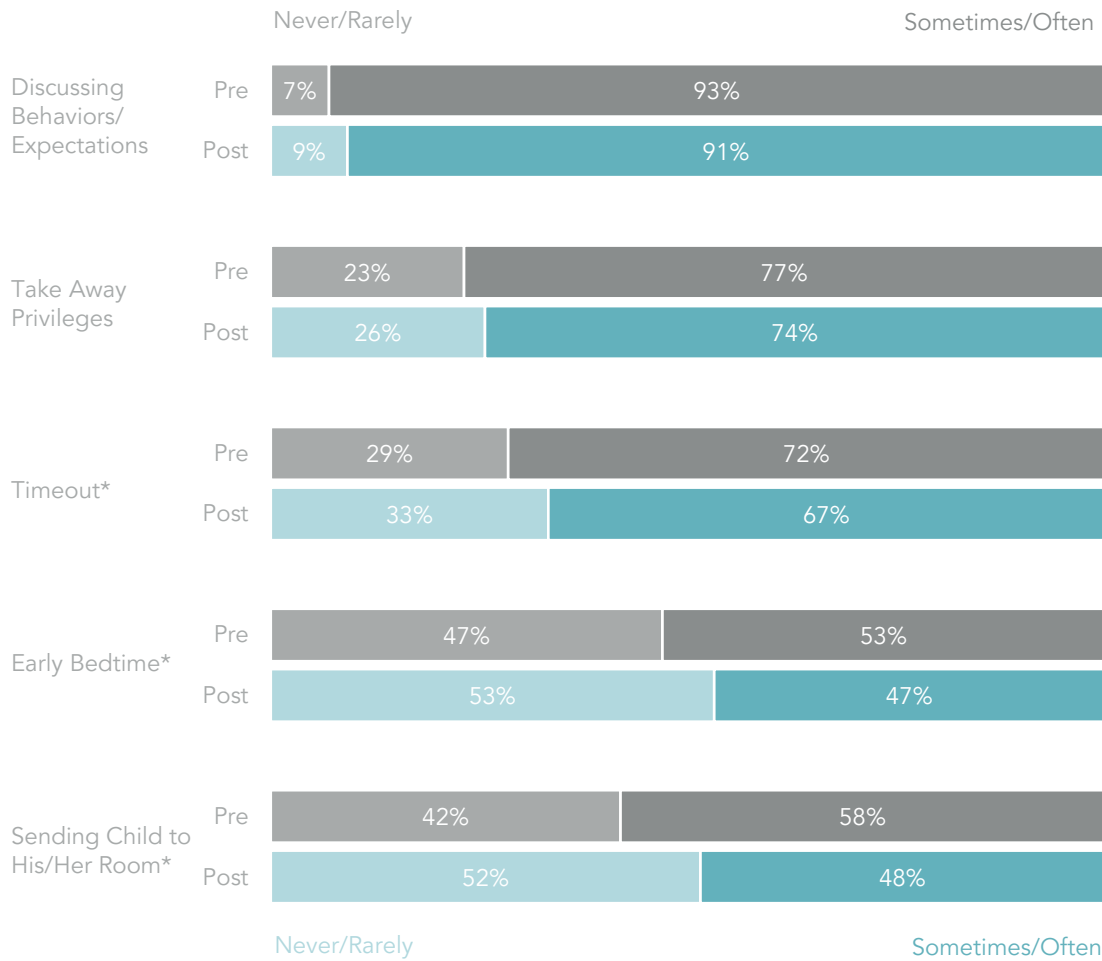
Decrease in those reporting never doing the activity in the last week:

Five of the least common activities on the pre-test saw a large decrease in the number of parents not engaging in these activities at all in the past week. The results to the right demonstrate how often the family reported talking about nature or science. Activities with a similar trend in responses include learning shapes, making patterns, and playing board/card games or working on a puzzle.

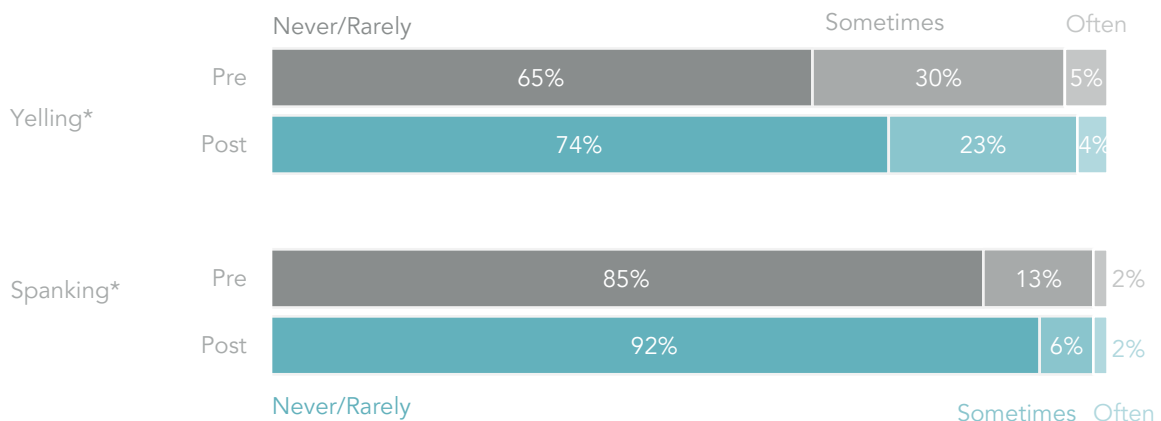


* = statistically significant, $p < .05$

Interestingly, parents reported using all seven discipline techniques less often at post-test with 5 of the 7 showing statistically significant change. The most common disciplinary technique at both pre- and post-test was discussing behaviors and expectations, followed by taking away privileges and using timeouts.



The least common discipline techniques were spanking and yelling on both assessments. At post-test, 74 percent and 92 percent of parents reported never or rarely yelling or spanking, respectively.



PARENT-CHILD INTERACTIONS ASSESSMENT (PICCOLO)

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. 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.

The PICCOLO measures four domains:

- **Affection:** Warmth, physical closeness, and positive expressions toward child
- **Responsiveness:** Responding to child’s cues, emotions, words, interests, and behaviors
- **Encouragement:** Active support of exploration, effort, skills, initiative, curiosity, creativity, play
- **Teaching:** Shared conversation and play, cognitive stimulation, explanations and questions³

To conduct the PICCOLO, home visitors observe a 10-minute interaction between a guardian-child pair and document whether or not the parent engages in 29 different developmentally-supportive behaviors. The tool was originally tested for use with children 10-47 months old, however, the developers confirmed the tool may be used with children up to 73 months old. The following results include comparisons between the first and last valid PICCOLOs completed by 542 families.⁴

FAMILY DEMOGRAPHICS

The following demographics represent observations of guardians with matched assessments (n=542). Families earning less than \$15,000 per year and white, Non-Hispanic, English-speaking guardians are underrepresented when compared to all HIPPO participants. Those with less than a high school diploma and those with a bachelor’s degree or higher are over-represented while those with some college or an associate’s degree are underrepresented. Other characteristics such as employment and gender reflect all of those served. A more detailed table of demographics is available in the Appendices. Values reported below exclude missing data and may not total 100% due to rounding.

Guardian Race	White, Hispanic	59%
	White, Non-Hispanic	23%
	Multiracial	7%
	Black or African American	3%
	Asian	4%
	American Indian or Alaskan Native	2%
Guardian Primary Language	English	44%
	Spanish	51%
	Other	6%
Gender	Female	97%
	Male	3%

Guardian Education Level	Less than HS Diploma	28%
	HS Diploma/GED	26%
	Some College/ Training	13%
	Assoc. Degree/ Tech. Training	11%
	Bachelor's or Higher	21%
Household Income	<\$15K	22%
	\$15-\$30K	39%
	\$30-\$45K	18%
	\$45-\$60K	13%
	\$60K+	8%

³ Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V., Christiansen, K., & Anderson, S. (2013). Parenting interactions with children: Checklist of observations linked to outcomes: PICCOLO User's Guide. Baltimore, Maryland. Paul H. Brookes Publishing Co., Inc.

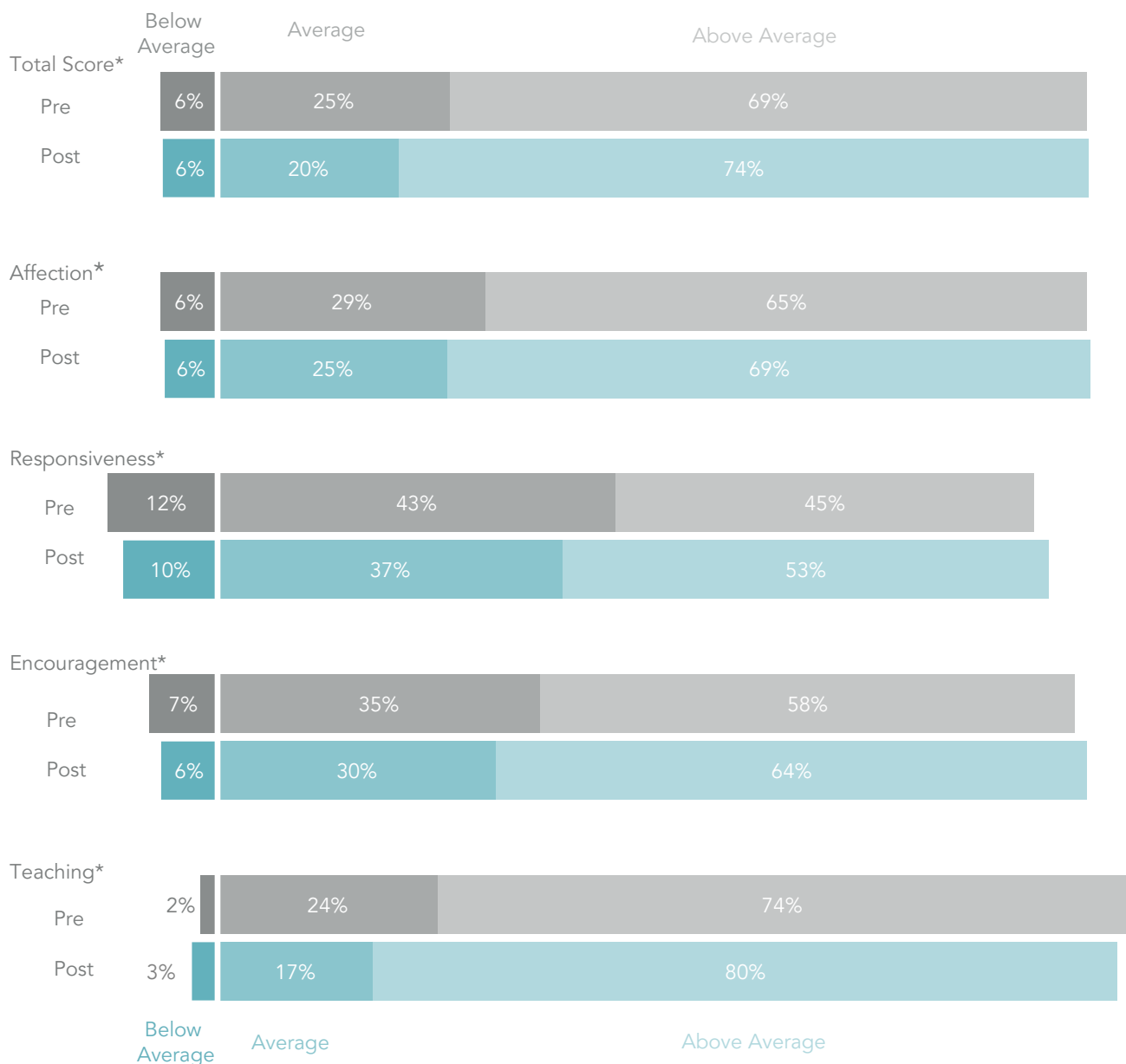
⁴ METHODS: Parents complete a PICCOLO during their 6th week in the program and then again during week 28 of the program year. McNemar’s test was conducted to measure change from pre- to post-test in two ways: to determine if the proportion of guardians displaying below average behaviors changed pre/post and to determine if the proportion of guardians displaying above average behaviors changed pre/post.

PICCOLO ASSESSMENT RESULTS

The vast majority of parents exercised developmentally-appropriate behaviors when interacting with their children when first assessed. Even with this strong foundation, parents demonstrated statistically significant increases in the frequency of these behaviors over the course of the program.

Ninety-four percent of parents exhibited average or above average developmentally-appropriate behavior at the time of the post assessment.

The proportion of parents demonstrating above average developmentally-appropriate behaviors on the PICCOLO overall and in each of the four subscales increased significantly from pre to post.



CHILD SCHOOL READINESS ASSESSMENT (BRACKEN)

The Bracken School Readiness Assessment Third Edition (BRSA-3) 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. Children are assessed during their second week in HIPPY and then again during the 26th week of the program year.

Children who speak English as their primary language and complete the Bracken in English receive three types of results: percentile rank, proficiency level, and percent mastery. Children who do not speak English as their primary language or who complete the Bracken in a language other than English only receive percent mastery scores as the BRSA-3 tool is only normed for English-speaking children.

Percentile Rank allows for comparison of an individual child’s school readiness to those of their same-age peers. The percentile rank controls for age i.e. when a child improves their percentile rank over time, that increase can be attributed to factors beyond the natural growth that occurs over time for the average child. This report includes percentile rank results from the 317 English-speaking children.

Proficiency Level results from a combination of a child’s raw score and age at the time of assessment. Depending on the result, children fall into one of five school readiness categories: very delayed, delayed, average, advanced, or very advanced. Again, this is only calculated for the 317 English-speaking children with matched assessments.

Percent Mastery is the percent of correct responses a child provides. This is calculated for each subtest and for the Bracken overall no matter the language of assessment or a child’s primary language. These results are not controlled for age, so one would expect most children to increase their percent mastery over time as they learn and grow. All 594 children with matched assessments are included in the percent mastery results on the following page.⁵

CHILD DEMOGRAPHICS

The demographics of the children who completed both pre- and post-assessments do not differ meaningfully from the demographics of children served by HIPPY as a whole. The majority of children included in these results are Hispanic and speak English as their primary language.

Child Race	White, Hispanic	58%
	White, Non-Hispanic	23%
	Multiracial	8%
	Black or African American	4%
	Asian	4%
	American Indian or Alaskan Native	3%

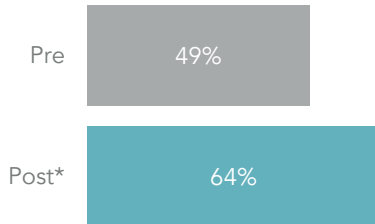
Child Ethnicity	Hispanic/Latino	67%
	Non-Hispanic/Latino	33%
Primary Language	English	57%
	Spanish	40%
	Other	3%
Age at Most Recent Bracken	3	20%
	4	45%
	5 or older	35%

⁵ METHODS: Changes in percentile rank, standard score raw, score, and percent mastery were tested using both Wilcoxon signed rank and paired sample t-tests. P-values showed statistical significance in each area tested. Change in proficiency level from pre to post were tested in two ways: to determine if children scoring as delayed or very delayed decreased and to determine if children scoring advanced or very advanced increased.

BRACKEN ASSESSMENT RESULTS

Children showed statistically significant gains in school readiness when controlling for age and in each of the five subtests assessed: colors, letters, numbers and counting, sizes and comparisons, and shapes.

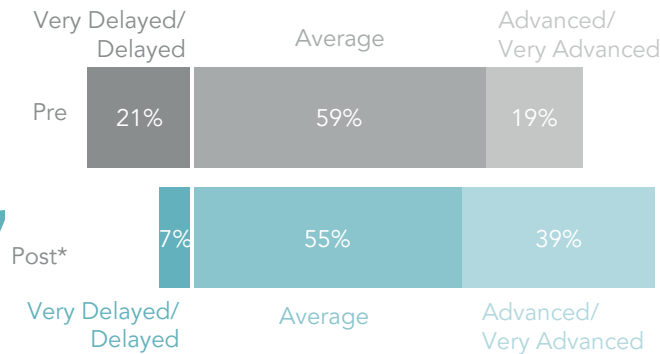
SCHOOL READINESS PERCENTILE RANKS (N=317)



On average, children scored better than 64 percent of their same-aged peers at post after only scoring better than 49 percent at pre.

SCHOOL READINESS PROFICIENCY LEVEL (N=317)

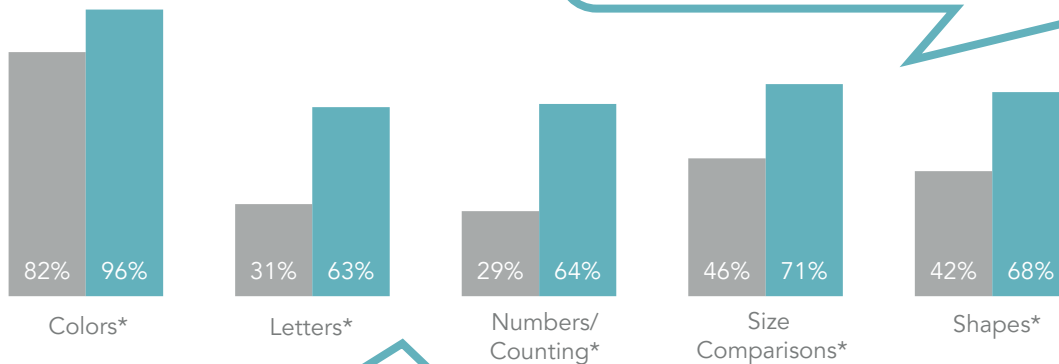
The proportion of children whose school readiness proficiency level was delayed or very delayed decreased significantly from pre to post.



The proportion of children who scored advanced or very advanced increased significantly from pre to post.

SUBTEST MASTERY LEVELS (N=594)

Pre Post



Children demonstrated statistically significant growth in percent mastery overall and in each of the five subtests assessed. At post, children scored highest in colors followed by sizes and comparisons and shapes.

Children more than doubled their percent mastery in numbers and letters.

APPENDIX A: GUARDIAN DEMOGRAPHICS

		TOTAL SERVED	PARENT SURVEY	PICCOLO
Guardian Race	White, Hispanic	57%	58%	59%
	White, Non-Hispanic	25%	24%	23%
	Multiracial	8%	8%	7%
	Black or African American	4%	3%	3%
	Asian	3%	5%	4%
	American Indian or Alaskan Native	2%	2%	2%
Guardian Ethnicity	Hispanic/Latino	67%	67%	68%
	Non-Hispanic/Latino	33%	33%	32%
Guardian Education Level	Less than HS Diploma	24%	26%	28%
	HS Diploma/GED	27%	27%	26%
	Some College/Training	15%	13%	13%
	Assoc. Degree/Tech. Training	13%	12%	11%
	Bachelor's or Higher	18%	21%	21%
	Unknown/Other	3%	2%	2%
Employment Status	Full-Time	38%	40%	40%
	Part-Time	14%	13%	12%
	None	46%	48%	48%
	Unknown	2%	0%	0%
Household Income	<\$15K	26%	23%	22%
	\$15-\$30K	36%	37%	39%
	\$30-\$45K	18%	18%	18%
	\$45-\$60K	12%	13%	13%
	\$60K+	7%	9%	8%
	Unknown	2%	1%	1%
Percentage of Federal Poverty Line	At or Below 100%	56%	53%	54%
	At or Below 200%	84%	93%	95%
Primary Language	English	51%	46%	44%
	Spanish	45%	49%	51%
	Other	5%	6%	6%
Gender	Female	97%	97%	97%
	Male	3%	3%	3%

APPENDIX B: TABLES OF RESULTS

The following table displays the number of valid matched Parent Surveys, PICCOLOs, and Bracken School Readiness assessments completed by each HIPPY program site and the proportion of the total analysis this represents. Findings throughout this report are weighted towards program sites with more matched assessment as a result. Note that the sample sizes for each section of the report vary based on the amount of missing data per item, and the numbers below represent the maximum.

PROGRAM SITE	PARENT SURVEY		PICCOLO		BRACKEN			
	# Matched Surveys	Percent of Analysis	# Matched PICCOLOs	Percent of Analysis	# Matched Brackens	Percent of Analysis	# Matched English Brackens	Percent of Analysis
Low Income Family Empowerment (LIFE)	24	4%	23	4%	29	5%	16	5%
Clayton Early Learning	43	8%	46	8%	31	5%	11	3%
Focus Points Family Resource Center	60	11%	71	13%	62	10%	1	0%
Roots Family Center	23	4%	25	5%	23	4%	3	1%
Jefferson County School District	109	20%	99	18%	136	23%	64	20%
Family Connects	117	22%	130	24%	145	24%	85	27%
Catholic Charities of Central Colorado	7	1%	0	0%	2	0%	2	1%
Catholic Charities Diocese of Pueblo	134	25%	141	26%	146	25%	116	36%
San Luis Valley Area Health Education Center	24	4%	7	1%	20	3%	20	6%
Total	541	100%	542	100%	594	100%	318	100%