

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) STATEWIDE SNAPSHOT REPORT 2018-2019

INTRODUCTION

Each year, Parent Possible conducts an evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) program in Colorado. 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 parent practices and confidence, the quality of parent-child interactions, and children's school readiness.

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 site in 2018-2019. The parent demographics include information from all 897 guardians and 986 children served by the program in 2018-19. The parent survey results include information from 541 guardians who completed both a pre- and post-survey.

SUMMARY OF FINDINGS

PARENT SURVEY

Overall, from pre to post, guardians 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
- 9 of the 14 parent-child interactive activities
- 11 of the 12 items measuring confidence in supporting child development
- All 4 items measuring confidence in parenting practices

PARENT-CHILD INTERACTIONS

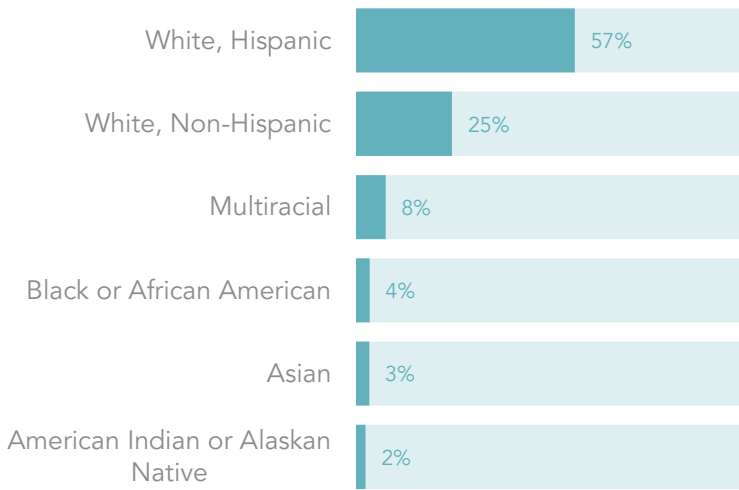
At the post assessment, 94% of guardians were exhibiting average or above-average developmentally-appropriate behavior with their children overall. From pre to post, the proportion of parents demonstrating average or above-average developmentally-appropriate behaviors changed significantly for the total PICCOLO score and all four subscales: affection, responsiveness, encouragement, and teaching.

SCHOOL READINESS

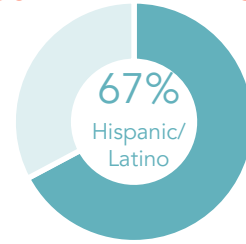
From pre to post, children demonstrated statistically significant increases in percentile rank scores. Subtest mastery increased significantly in all five areas: colors, letters, numbers/counting, size comparisons, and shapes.

GUARDIAN DEMOGRAPHICS (N= 897)

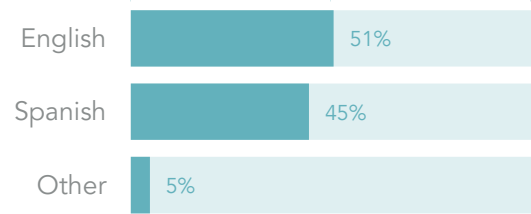
GUARDIAN RACE



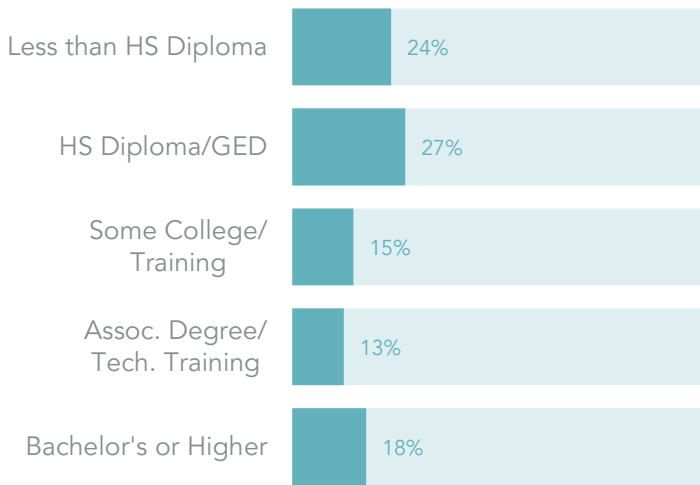
GUARDIAN ETHNICITY



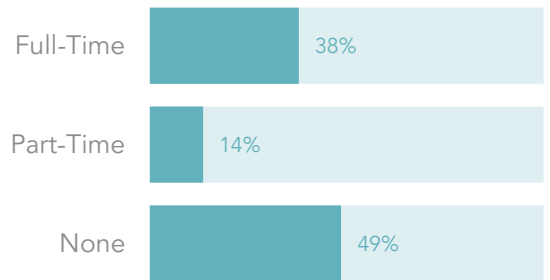
PRIMARY LANGUAGE



GUARDIAN EDUCATION LEVEL



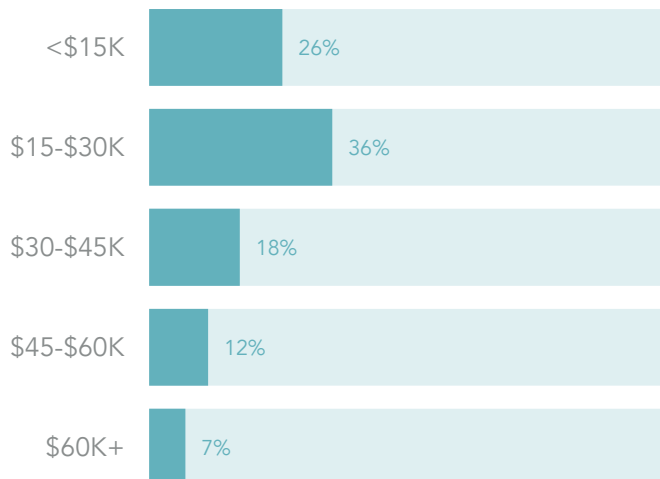
EMPLOYMENT STATUS



GUARDIAN GENDER



HOUSEHOLD INCOME



Federal Poverty Level (FPL) for a family of four:

\$25,750

Households served that are at or below 100 % of the FPL:

56%

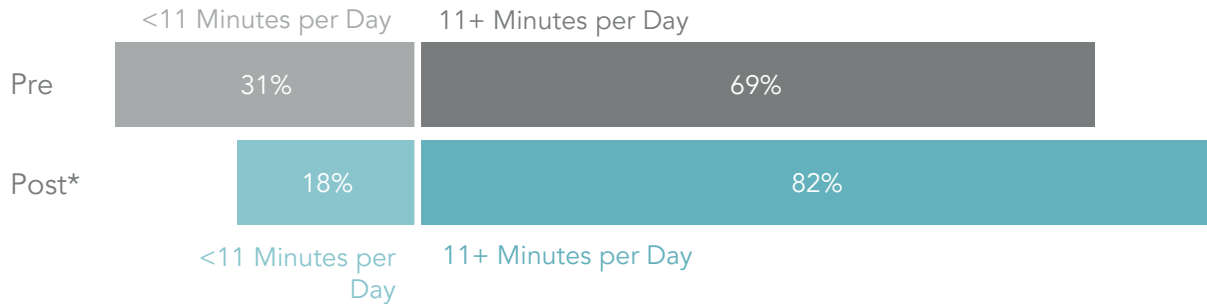
Households served that are at or below 200% of the FPL:

84%

HIPPY FAMILIES:

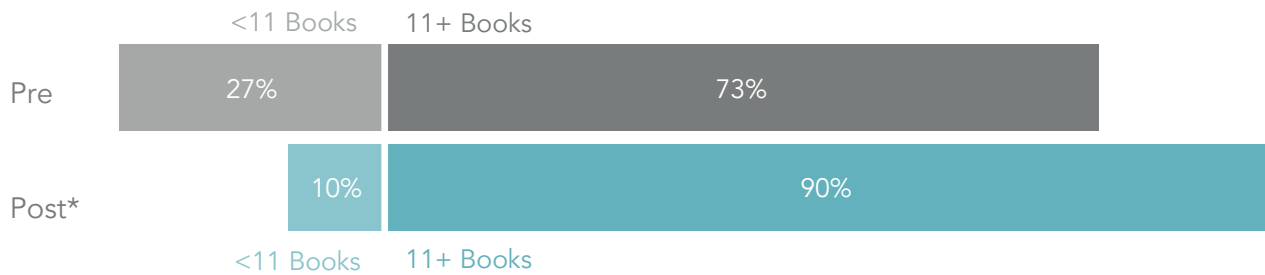
SPEND MORE TIME READING TOGETHER EACH DAY

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



HAVE MORE 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.



**= data statistically significant, p < .05*

INTERACT IN WAYS THAT GET THEIR CHILDREN READY FOR SCHOOL

Parents reported how many times in the past week they or another adult family member did 14 different interactive activities with their child. Here are the highlights:

MOST FREQUENT BRAIN BUILDING ACTIVITIES



Teaching Words



Teaching Numbers



Telling a Story



Teaching Letters

GREATEST INCREASES IN FREQUENCY



Talking about nature & doing a science project



Reading or pointing out street signs, food labels, ads, etc.



Doing activities that involve making patterns



Teaching Letters

HIPPY PARENTS ARE CONFIDENT PARENTS

91%

of HIPPY parents and guardians are confident **their home is a good learning environment.**

85%

or more of parents and guardians leave the HIPPY program feeling confident in **supporting their child's learning and growth** in:



Gross Motor Skills



Counting



Play with Other Children



Use of Language and Verbal Expression



Fine Motor Skills



Understanding Stories



Knowledge of Shapes and Colors



Vocabulary

WITH SOME IMPRESSIVE INCREASES OVER TIME

86%

of HIPPY guardians are confident they know where to **find resources to support them as a parent**—up from 70% at the start of the program.

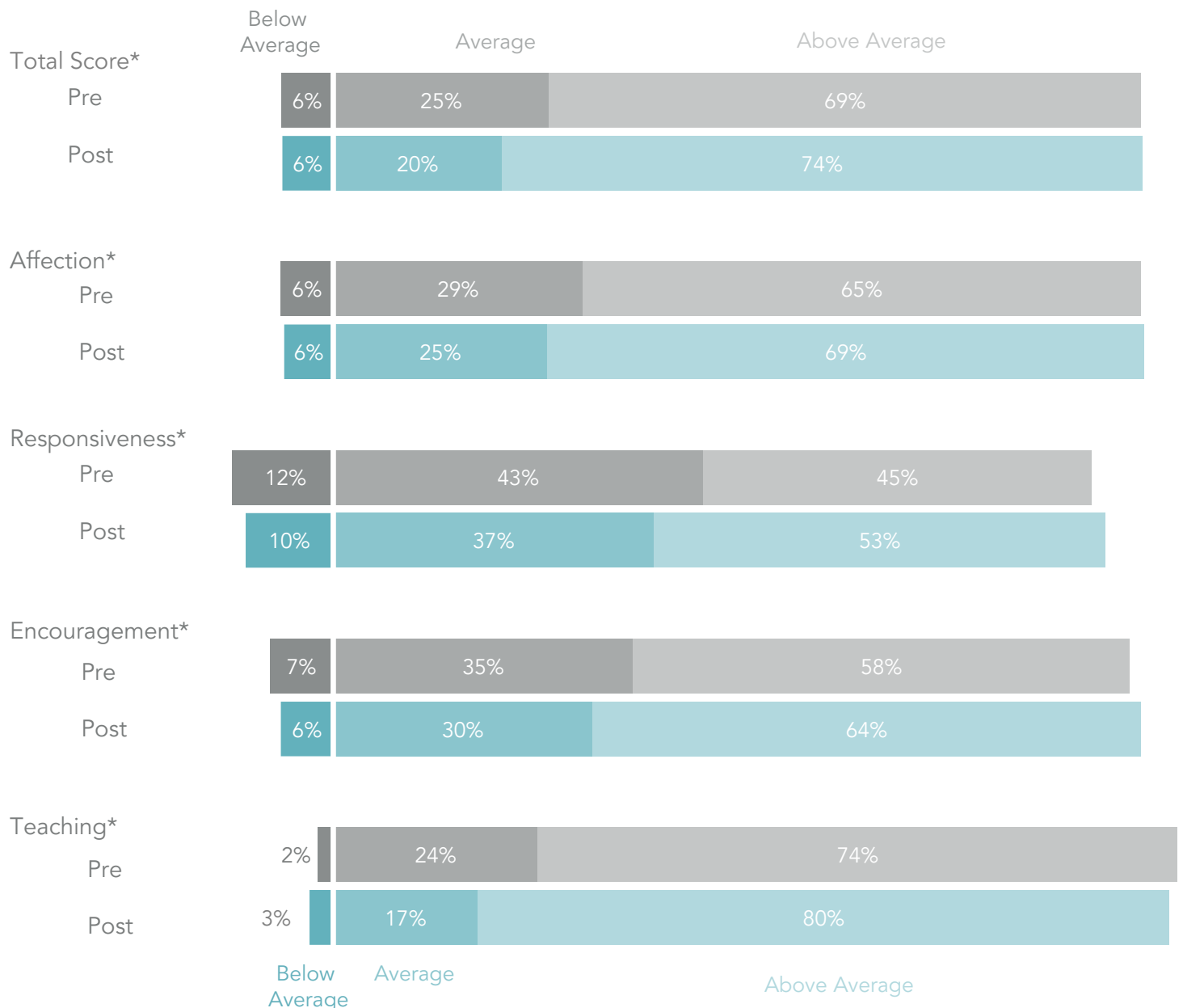
78%

of HIPPY guardians are confident they know the typical **stages of child development**—up from 59% at the start of the program.

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.

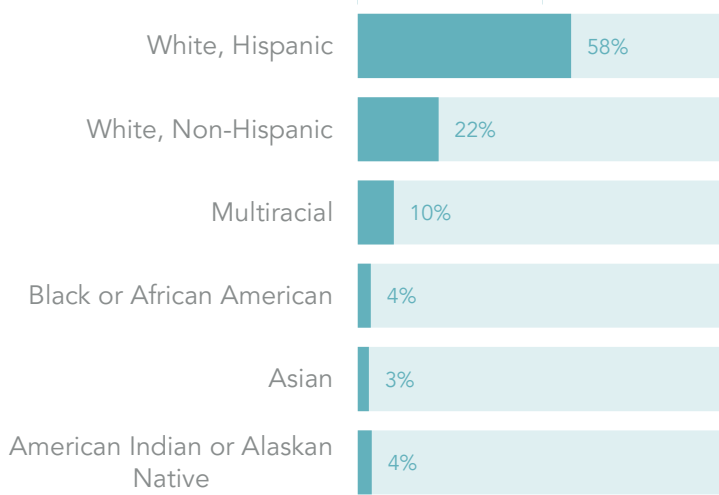
PARENT AND CHILD INFORMATION (N=542 MATCHED)



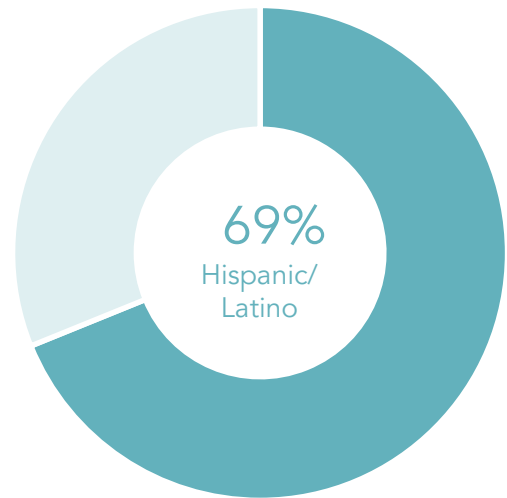
*= data statistically significant, $p < .05$

CHILD DEMOGRAPHICS (N=986)

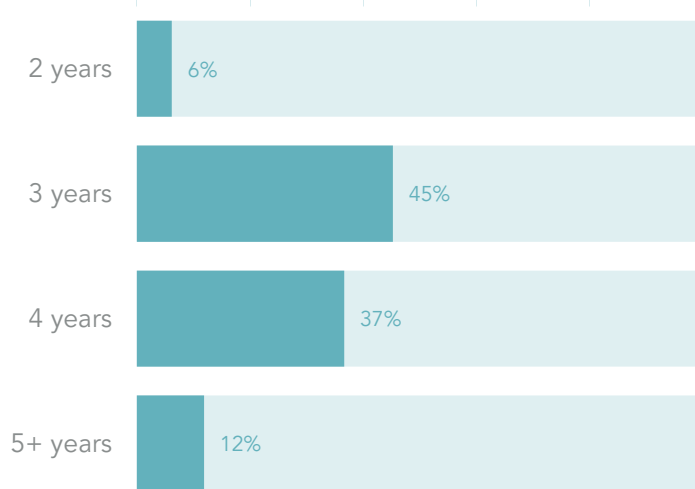
CHILD RACE



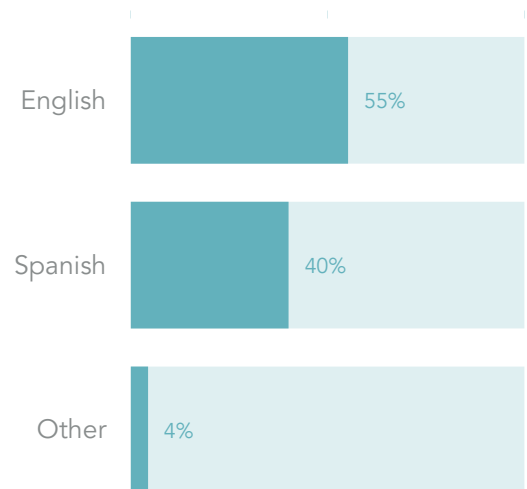
CHILD ETHNICITY



CHILD AGE



CHILD PRIMARY LANGUAGE

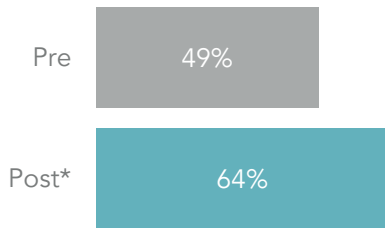


SCHOOL READINESS (BRACKEN)

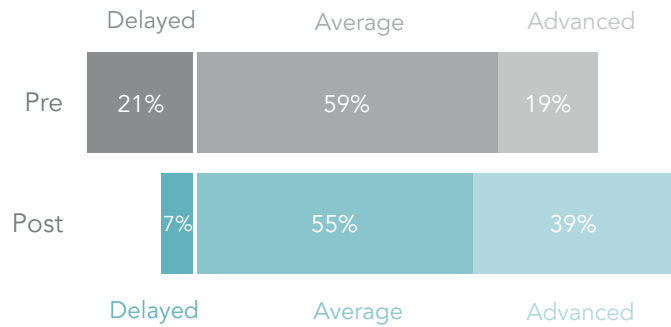
The Bracken (BRSA-3) is a validated school readiness assessment that measures preschool-aged children’s skills in five areas: color recognition, letter recognition, numbers and counting, size comparisons, and shape recognition. The raw scores are calculated into a percentile rank score. For example, if a child scores in the 30th percentile, he or she scored better than 30% of other same-aged children. These percentile scores are used to determine whether a child is very delayed, delayed, average, advanced, or very advanced in school readiness. The subtest scores indicate what percentage of questions in each subcategory were answered correctly. For example, an 80 for ‘colors’ indicates that, on average, children named 80% of the colors correctly.

A total of 594 children had matched pre- and post-assessments. Of those, 340 completed the assessment in English and could be included in the percentile rank and proficiency level analyses.

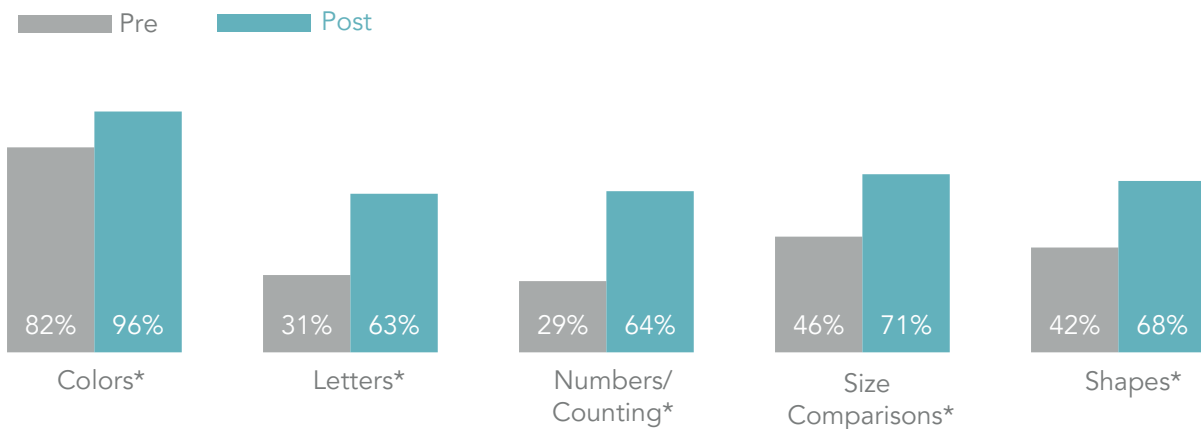
SCHOOL READINESS PERCENTILE RANKS (N=317)



SCHOOL READINESS PROFICIENCY LEVEL (N=317)



SUBTEST MASTERY LEVELS (N=594)



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