

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) SUMMARY REPORT 2019-2020 STATEWIDE SNAPSHOT REPORT

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. Unlike in previous years, the current pandemic and quick change to virtual visits in the spring of 2020 meant that we were unable to collect any post-assessments of school readiness. As such, no results for change in children's school readiness are included in the following report. For details on the measures used and statistical tests conducted, please reach out to Parent Possible.

Sample sizes shown throughout the report are the maximum; individual items may have smaller sample sizes due to missing data. For detailed aggregate results for all HIPPY sites across Colorado, please see the statewide report.

All families included in this report received services from this program in 2019-2020. The parent demographics include information from these families, though there is missing data on some items. The parent survey results include information from guardians and children who completed both a pre- and post-assessment. Exact n sizes are reported in each respective section.

SUMMARY OF FINDINGS

PARENT SURVEY

After participating in HIPPY, 84% of families report reading 11 or more minutes per day; this represents a 15-point increase from what was reported in the pre-survey. In addition, 94% of guardians reported having 11 or more books in the home at the post-survey, a 16-point increase from the pre-survey.

Parents and guardians are more confident after completing at least one year of HIPPY:

- 99% are confident HIPPY is preparing their child for school
- 95% are confident their home is a good learning environment
- 90% are confident they know where to find resources to support them as a parent
- 82% are confident they know the typical stages of child development
- 85% are confident in supporting their child's learning in 10 of 12 areas, including gross motor skills, fine motor skills, play with other children, use of language, counting, and knowledge of shapes and colors

HIPPY families actively engage in many types of brain-building activities. Parents reported how many times in the past week they or another adult family member did 14 different interactive activities with their child. The activities reported most frequently at the end of the program year are: teaching words and numbers, teaching songs and music, and doing counting activities. The activities with the highest increases in frequency from pre to post are: activities involving making patterns, engaging in science projects or talking about nature, activities for learning shapes, and playing board games or puzzles.

PARENT CHILD INTERACTION

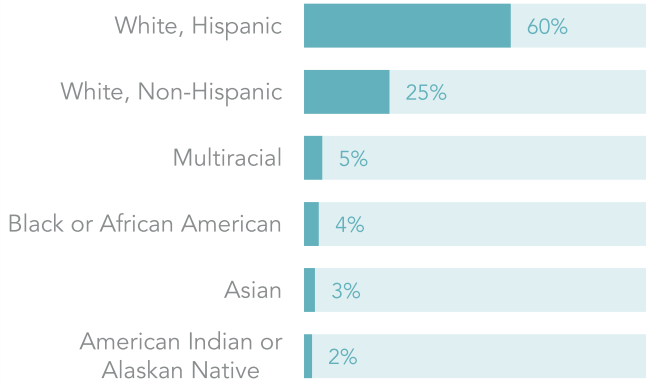
Home visitors observe and review the quality of interaction between HIPPY guardians and children once each program year. These observations occur early in the program so families can build on their strengths throughout the year. Based on observations completed this year, 94 percent of HIPPY guardians displayed average or above-average developmentally-appropriate behavior overall with their children during week 6 of the program.

Number of
Guardians Served: **874**

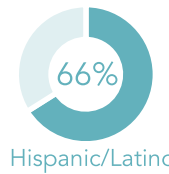
Number of
Children Served: **971**

Number of Home
Visits Completed: **17,012**

GUARDIAN RACE



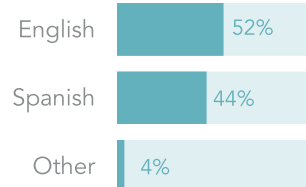
GUARDIAN ETHNICITY



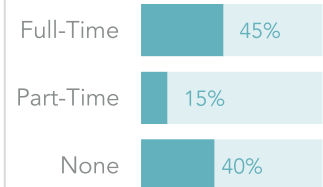
GUARDIAN GENDER



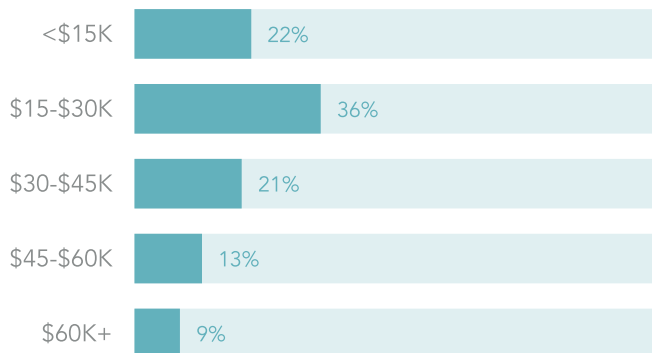
PRIMARY LANGUAGE



EMPLOYMENT STATUS



HOUSEHOLD INCOME



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

\$26,200

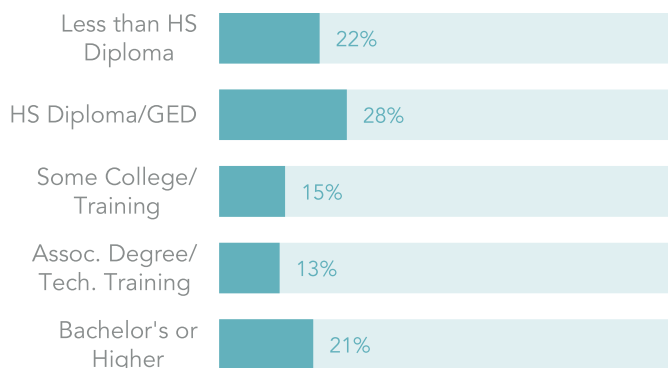
Households served that are at or below 100% of the Federal Poverty Line:

51%

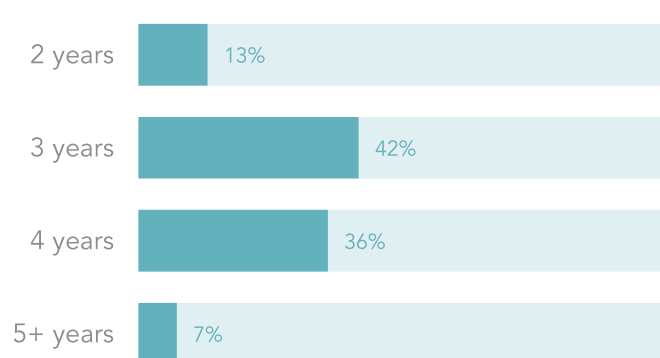
Households served that are at or below 200% of the Federal Poverty Line:

86%

GUARDIAN EDUCATION LEVEL



CHILD AGE

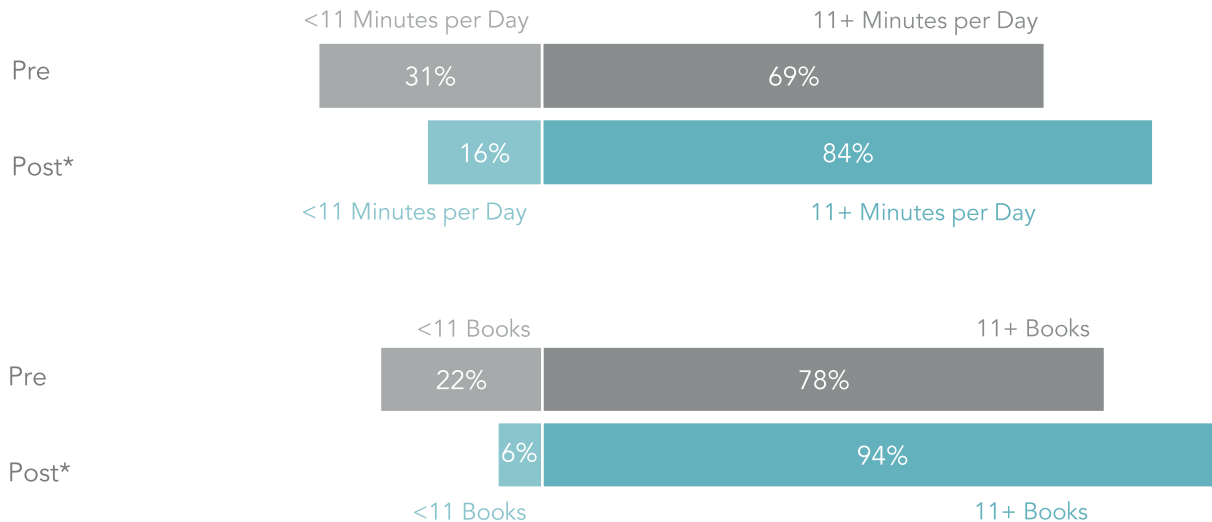


Note: Chart totals may not equal 100% due to missing or unknown data.

PARENT SURVEY

(N=425)

After participating in HIPPY, 84% of families report reading 11 or more minutes per day; this represents a 15-point increase from what was reported in the pre-survey. In addition, 94% of guardians reported having 11 or more books in the home at the post-survey, a 16-point increase from the pre-survey.



95% of HIPPY parents and guardians are confident **their home is a good learning environment.**

80% or more of parents and guardians leave the HIPPY program feeling confident in **supporting their child's learning and growth** in 10 of 12 areas.

90% of HIPPY parents and guardians are confident they know where to **find resources to support them as a parent**—up from 72% at the start of the program.

82% of HIPPY parents and guardians are confident they know the typical **stages of child development**—up from 68% at the start of the program.

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

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 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.

HIPPY Families complete the PICCOLO once each year during their 6th week of curriculum. The following chart represents results from all valid PICCOLOs completed in the 2019-2020 program year.

PARENT AND CHILD INTERACTION (N=616)

