

Home Instruction for Parents of Preschool Youngsters (HIPPY): 2005-2006

EA06-178-4

At a Glance

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based literacy program for the educational preparation and enrichment of preschool children ages 3, 4 and 5 (the scope of this report is limited to the program for four and five year old children). The program promotes increased parental awareness of their strength and potential as their child's first teacher. HIPPY is based on providing support in the home by trained paraprofessionals, who are also parents of young children and live in the community they serve. Small support group meetings serve as an additional resource for many of the families in the program.

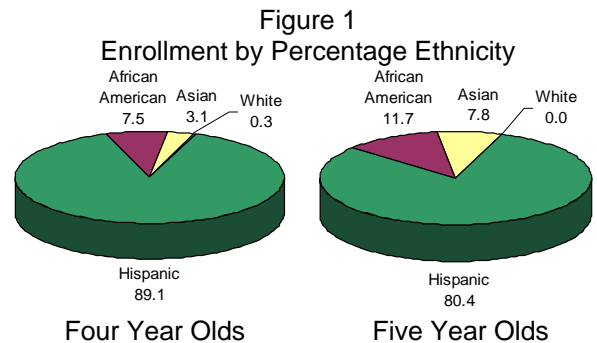
Program Description

HIPPY is an internationally successful early education program whose mission is to empower educationally under-served parents to be the primary educators of their 3, 4, and 5 year old children. HIPPY focuses on parents to break the cycle of educational limitations by increasing the chances of successful early school experience for their children. HIPPY parents receive 30 weeks of home visits and group meetings each year. Parents are provided information and support in their role as their child's first teacher. Parents work with their children, using the HIPPY curriculum, for 15-20 minutes per day. The curriculum introduces skills and concepts to children in a progressive manner, first using the physical body, then concrete objects, and finally representation of objects in pictures. Children have many opportunities for practice and learning by completing activities that focus on language development, sensory and perceptual discrimination, logical thinking and problem solving.

In 2005-06, the program was implemented at 35 sites. Funding for 23 sites came from Title I; seven sites were funded from Title III. Four campuses used Title I funds allocated to the school to fund the program and one campus was funded by an Even Start Grant. The program served 472 children, using 35 home instructors.

Student Characteristics

Enrollment across the four year old and five year old groups was about evenly divided between male and female students. In both groups, students were overwhelmingly Hispanic (more than 80%). African Americans were the next largest ethnicity in the program. Figure 1 shows the percentage enrollment by ethnicity for each group.

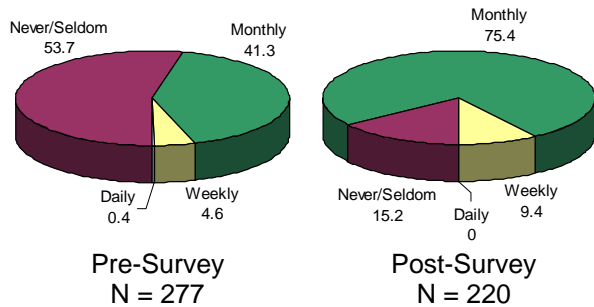


Parental Involvement

In the fall of 2005, HIPPY Home Visitors administered the Parent Involvement Interview to first-year HIPPY parents at the beginning of the 30 weeks of HIPPY instruction. The same assessment was administered again at the completion of the school year. The Parent Involvement Interview grouped questions to assess parents' activities regarding in-home literacy, interactions with school staff, school involvement, and civic involvement. In the first survey, 277 HIPPY first-year parents participated. Of those, 220 parents also participated in the post-survey.

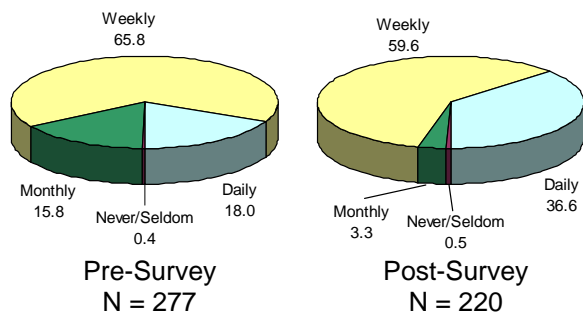
Most notable from the Parent Survey was the results on the question regarding involvement in activities at their child's school, as shown in Figure 2. In the pre-survey, a majority (53.7%) of parents reported they "Never or Seldom" engaged in activities at school. At the end of the 30 week training 85% of parents reported being engaged at least once a month in school activities.

Figure 2
Parent Involvement in School



Following the *HIPPY* training, parents engaged their children in daily literacy activities twice as often as they did prior to the training, as indicated in Figure 3. The surveys revealed small, but positive changes in the frequencies of interactions with school personnel and in civic involvement.

Figure 3
In Home Literacy Activities



Student Outcomes

To determine whether participation in *HIPPY* had an incremental effect on student outcomes, regression analysis was conducted on *Iowa Test of Basic Skills (ITBS)* and *Logramos* assessments for kindergarten, first, second and third grade students. The score on reading comprehension was the dependent variable, with *HIPPY* participation a predictor. Control variables included individual student characteristics. While the model was statistically significant, participation in *HIPPY* was not a significant predictor of assessment outcomes. This is likely due to the the fact that all the *HIPPY* students also attended Dallas ISD prekindergarten, which has had a large effect on student preparation and readiness for school, and on longitudinal results on reading assessments in kindergarten through second grade (Dabbs, 2006. Prekindergarten Expansion Grant EA06-171-4).