HOME INSTRUCTION FOR PARENTS OF
PRESCHOOL YOUNGSTERS
2009-2010
EA10-178-2

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Approved Report of the Department of Evaluation and Accountability

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ABSTRACT

Home Instruction for Parents of Preschool Youngsters (HIPPY) was a home-based program that fostered the parent-child relationship to increase school readiness. HIPPY was an international program that varied across cultures and communities, but the basic principles set forth in the HIPPY model were consistent in every program. The HIPPY model consisted of weekly or bi-monthly contact with parents by trained peer home instructors to role-play the developmentally appropriate curriculum and teaching techniques. Role-play was a consistent technique of HIPPY that allowed parents to learn the curriculum to teach their child effectively. In 2009-10, 32 Dallas ISD elementary schools provided parents the opportunity to participate in the Dallas HIPPY program. A total of about 550 children were served by the Dallas HIPPY program. About 80 percent of the students served primarily spoke Spanish in their home. Ninety-five percent of students served completed their curriculum with their mother and 2 percent of students served completed their curriculum with their father.
PROGRAM DESCRIPTION

Home Instruction for Parents of Preschool Youngsters (HIPPY) was a home-based program that fostered the parent child relationship to increase school readiness skills. HIPPY began in Israel in 1969 as a research project and has since expanded to twelve countries, including the United States in 1984. The program used the HIPPY model to train and support parents as teachers of their preschool children ages three, four, and five. Some adaptations were made to the implementation of the program to accommodate the cultural environment and needs of the community served, but the HIPPY model remained consistent. The success of the HIPPY program was a result of the basic principle of empowering parents to become their child’s first teacher throughout their child’s educational career. In addition, many HIPPY parents used this experience to enter the workforce.

The Dallas HIPPY program served families with children ages three, four, and five that lived within the boundaries of the Dallas ISD. Children had the opportunity to participate in the two or three year program. Parents were trained by home instructors meeting either weekly over 30 weeks or bi-monthly over 15 weeks. Participation coincided with the Dallas ISD public school academic year. In years past, families were recruited through attendance zones of participating schools. In 2009-10, recruitment was opened district-wide to families. Recruitment involved sending out flyers, posting information in schools, door to door visits, a booth at Women’s Expo, and collaborations with Head Start and the Dallas Public Library.

Dallas ISD held the license with HIPPY USA to run the Dallas HIPPY program within the boundaries of the school district. In 2009-10, a representative of HIPPY USA conducted a site visit to Dallas HIPPY to evaluate and assess the program. Dallas HIPPY was able to maintain its exemplary status and received the Stellar Award for their exemplary program. The success of the HIPPY program has been well received among the research community. The Dallas HIPPY program had the opportunity to participate in several research projects undertaken by the University of North Texas, the University of Texas at Arlington, and others organized through Texas HIPPY.
PURPOSE AND SCOPE OF THE EVALUATION

The goal of the HIPPY program was to increase the level of parental involvement in a child’s education, particularly among parents who were educationally underserved. This evaluation drew comparisons from a variety of grade levels comparing students who participated in the HIPPY program with students who did not. Data that emerged from data requests made to support several research projects over the past two years were analyzed for the present report. Data and information provide context, implementation, and outcomes for the HIPPY program. Results will be used by the Dallas HIPPY program manager and specialists to judge the merit and worth of program components and to undertake adjustments and revisions, as necessary.

MAJOR EVALUATION QUESTIONS

2.1 How was the HIPPY program implemented?

Methodology

Program implementation information was obtained through notes taken from staff meetings, interviews with the Dallas HIPPY administrator, and previous HIPPY reports. Additional documentation was provided from the assessment results conducted by HIPPY USA in February 2010.

Results

The Dallas HIPPY program served families with children ages three, four, and five that lived within the boundaries of the Dallas ISD. Children had the opportunity to participate in the two or three year program. Parents were trained by home instructors meeting either weekly over 30 weeks or bi-monthly over 15 weeks. Participation coincided with the Dallas ISD public school academic year. In years past, families were recruited from attendance zones of participating schools. In 2009-10, recruitment was opened district-wide to families. Recruitment involved sending out flyers, posting information in schools, door to door visits, a booth at the Women’s Expo, and collaborations with Head Start and the Dallas Public Library.
Curriculum. Program implementation of HIPPY may vary across communities to accommodate diverse groups, but the HIPPY curriculum as part of the HIPPY model was consistent in each program. The curriculum was designed to be developmentally appropriate for children ages three, four, and five, with a focus on language development, problem solving, logical thinking, and perceptual skills to increase a child’s exposure to skills, concepts, and experiences, rather than mastery. It contains 30 weekly activity packets, nine storybooks and a set of 20 manipulative shapes for each age group, and was available in either English or Spanish. The packets were written in a clear scripted format to ensure a successful learning experience for the parent and child working together in their own home. All materials were constantly updated to assess needs and reflect current educational research findings.

Role-play was the method of instruction that was consistent across all HIPPY programs. Specialists role-play the activities on a weekly basis with home instructors demonstrating the purpose of the activity and developmental significance for children. Each home instructor was required to try these activities with their own child or a practice child to gain firsthand experience. At the next week’s staff training, the specialists and home instructors reviewed and discussed the previous week’s activities. After this point, home instructors would then role-play the activity with the parents. Parents were then left with their weekly packet containing five days of activities to do with the child approximately 15-20 minutes per day during the week. During a group meeting, parents were able to meet other parents to share and learn from each other’s experiences, and receive additional support. It was recommended that parents generate ideas for group meeting enrichment activities to increase engagement and ownership in the meetings. All families who completed the Dallas HIPPY program were invited to attend the end of year celebration honoring students and parents. Students attended the celebration in their best clothes and with their whole family in attendance. Students who completed the four year old program were prepared for kindergarten and received a backpack with school supplies.

In 2009-10, Dallas HIPPY submitted a request to HIPPY USA for approval to implement some changes to the Dallas HIPPY program to accommodate conflicts with participation. Students five years of age participated in the bi-monthly program to accommodate homework
assigned in kindergarten. Parents of these students started finding it difficult to complete homework brought home from school, and the HIPPY activities. A request was made and approved by HIPPY USA to allow participants five years of age to complete a once a month program. This change allowed parents of five year old participants to continue the HIPPY program; however, the district may seek to eliminate funding for the five year old program because HIPPY students five years of age were being served twice, once by the kindergarten program and once by HIPPY. These conflicts were evident in a variety of HIPPY programs across the country. For example, California HIPPY served only three and four year olds in a two year program. In addition, HIPPY USA has considered revising the HIPPY curriculum of four year olds to accommodate students in prekindergarten coming home with homework and also needing to complete the HIPPY activities.

Other adaptations Dallas HIPPY implemented were a Vietnamese and Burmese project. There were no Vietnamese or Burmese translations of the HIPPY curriculum and therefore the project did not need to be approved through HIPPY USA. Dallas HIPPY served the Vietnamese families with a home instructor who was able to translate and review the English curriculum. Several Burmese families were registered to participate in Dallas HIPPY through the International Rescue Committee. IRC and a partnership with the University of North Texas provided Dallas HIPPY with translators. The program was presented in English to the families. Home instructors developed a pre-HIPPY curriculum to present to families because of the struggle they experienced with the HIPPY three year old curriculum.

Partnerships. Texas HIPPY and Dallas HIPPY held several Board of Friends meetings throughout the year, inviting several partners from around the Dallas area to review activities and areas of collaboration for the year in progress. For instance, Dallas HIPPY collaborated with the Head Start of Greater Dallas to serve students placed on the Head Start waiting list.

The Dallas Public Library provided Dallas HIPPY the opportunity to participate in a variety of programs. For instance, the Dallas Public Library trained every Dallas ISD home instructor in the Every Child Ready to Read @ Dallas program. This training allowed home instructors to provide parents with workshops at group meetings to develop their child’s reading skills, provided
parents with books to take home, and the opportunity to motivate parents to read to their child. Dallas HIPPY sent families to the Library Live event to sign up for library cards. Families also had the opportunity to participate in field trips to the Museum of Nature and Science and the Dallas Museum of Art.

Through a partnership with the National Council of Jewish Women and a grant from General Mills, Dallas HIPPY was provided a nutrition and fitness program at Jack Lowe Elementary School. The program aimed at fighting childhood obesity by providing food demonstrations at group meetings, handed out pedometers, and provided families with toys for physical activities at home. The Meadows Foundation adopted one family at Thanksgiving and one family at Christmas to receive toys, clothes, and gift certificates for food.

Staff. Each HIPPY staff member had an important role to ensure the quality and success of the program. Dallas HIPPY employed 30 staff members to implement the 2009-10 program. Full-time staff consisted of one supervisor, five specialists, and one administrative assistant. The duties of the full-time staff were to maintain management information requirements of HIPPY USA, manage the HIPPY program in accordance with HIPPY USA, recruit and select eligible HIPPY families and home instructors, conduct ongoing supervision and training of home instructors, plan and execute group meetings, participate in local and national HIPPY conferences and meetings, and advocate the program to secure funding.

Part-time staff consisted of 25 home instructors. Home instructors were believed to be crucial to the HIPPY program and were required to be recruited from the area where HIPPY was provided, have a child of appropriate HIPPY age, or have access to a practice child with whom they would engage in the HIPPY curriculum. Home instructors were also required to receive weekly training over curriculum and professional skill development from their specialist. The recommended employment period for HIPPY home instructors was two to three years. The reason for limiting employment duration was to ensure continuous high quality interactions and increase the economic impact to the community by employing many individuals within the community over time. Some Dallas HIPPY home instructors have been employed for four or more years because some school principals would not accept the Dallas HIPPY program if they had to
accept a new home instructor. In addition, there was great difficulty in replacing home instructors who spoke Vietnamese and served the Vietnamese families. Many home instructors used this opportunity to gain job training and qualify for an education award package upon completion of employment with a HIPPY program; this option varied across programs, but illustrates how the HIPPY program could be effective at making a positive impact on the economic future of a community.

In 2009-10, Dallas HIPPY lost several home instructors who received full time job opportunities. The program experienced great difficulty in hiring home instructors before the school year began. Dallas HIPPY worked with administration to have home instructors complete employment paperwork at the time of interview to speed up the hiring process to facilitate placement before the beginning of the school year. All home instructors and coordinators in every Texas HIPPY program were invited to attend the AmeriCorp Retreat in November 2009. Current home instructors and alumni were present. At the retreat, home instructors completed role-play training and did team building activities. AmeriCorp members were eligible to receive a $5,000 educational scholarship upon two year completion of a home instructor position. Members could also complete volunteer opportunities to receive educational scholarships. The retreat provided home instructors and AmeriCorp members the opportunity to connect with mentors in several career fields of possible interest. Home instructors were eligible to participate in the Annual Transition Fair provided by Texas HIPPY. The fair was developed two years ago to provide workshops for home instructors who were interested in attending college. Some workshops included Resume Writing & Review and Mock interviews.

2.2 What were the characteristics of the HIPPY program participants?

Methodology

Enrollment applications were completed by parents at the beginning of the program. Information was collected and stored with Dallas and Texas HIPPY. This report obtained records from Texas HIPPY in April, 2010. Data may not be consistent between Dallas and Texas HIPPY
due to possible database system errors and delay in input of information at time of program, and is reported as estimates for this report. Students whose records were missing information on gender and home language were excluded. School information was obtained from Dallas HIPPY staff in February, 2010 and Dallas HIPPY staff information was collected through district databases in February 2010. Data reflects participant and staff characteristics on the date collected.

Results

**Program Characteristics.** In 2009-10, Dallas HIPPY recruited families district-wide. Each family was provided a home school where group meetings were held, and had the opportunity to meet the principal. Thirty-two elementary schools were selected to serve as home schools, see Table 1 below.

<table>
<thead>
<tr>
<th>Northeast</th>
<th>Northwest</th>
<th>Southeast</th>
<th>Southwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayles</td>
<td>Allen</td>
<td>Burleson</td>
<td>Bethune</td>
</tr>
<tr>
<td>Chavez</td>
<td>Arcadia Park</td>
<td>Bushman</td>
<td>Bowie</td>
</tr>
<tr>
<td>Dunbar</td>
<td>Burnet</td>
<td>Dorsey</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Lowe</td>
<td>DeZavala</td>
<td>Ervin</td>
<td>Lisbon</td>
</tr>
<tr>
<td>McShan</td>
<td>Houston</td>
<td>Ireland</td>
<td>Reagan</td>
</tr>
<tr>
<td>Silberstein</td>
<td>Lanier</td>
<td>MLK</td>
<td>Soto</td>
</tr>
<tr>
<td>Jill Stone</td>
<td>Medrano</td>
<td>Titche</td>
<td>Weiss</td>
</tr>
<tr>
<td>Tatum</td>
<td>Saldivar</td>
<td></td>
<td>Winnetka</td>
</tr>
<tr>
<td>Urban Park</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estimated costs of Dallas HIPPY program per school were $19,000 which included curriculum for families and home instructors. Some schools covered $14,000 for staff positions and Dallas HIPPY used other funding sources to cover costs of curriculum, while other schools covered costs of curriculum and Dallas HIPPY used other funding sources to cover costs of staff positions. A total of 25 home instructors conducted home visits with at least 550 families in 2009-10. About three-fourths of home instructors were Hispanic and about 16 percent were African American. Some home instructors were former HIPPY parents. Seven home instructors
had one or more year’s state or local experience. More than half (68%) of home instructors were AmeriCorps members with intentions to advance their education in college, technical, or vocational career. Thirteen of the AmeriCorps members were in their first year of membership, while four were about to complete their second year and receive a $5,000 educational stipend.

Home instructors met with parents of three and four year olds once a week for thirty weeks role-playing activities and parents of five year olds two times a month for 15 weeks. Parents in turn completed activities with their child. Table 2 shows that about 95 percent of parents were mothers who completed the program with their child, and 2 percent were fathers. Three percent of students completed their curriculum with a relative or guardian.

The Dallas HIPPY enrollment application asked about parent participation in programs like Adult Basic Education, GED preparation, English as a Second Language, Technical or Vocational programs, and College. About 23 percent of participating mothers were enrolled in ESL classes, GED classes, or worked towards a college, technical, or vocational degree. Eighteen percent of fathers and about seven percent of grandmothers were enrolled in ESL classes. A quarter of parents were enrolled in one of the above programs and more than half of those were enrolled in ESL classes.

Table 2

Dallas HIPPY Parent Relationship Characteristics

<table>
<thead>
<tr>
<th>Age</th>
<th>Aunt/Uncle</th>
<th>Father</th>
<th>Grandmother</th>
<th>Mother</th>
<th>Other</th>
<th>Stepmother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Age 3</td>
<td>3</td>
<td>0.9</td>
<td>8</td>
<td>2.5</td>
<td>10</td>
<td>3.2</td>
</tr>
<tr>
<td>Age 4</td>
<td>2</td>
<td>1.1</td>
<td>3</td>
<td>1.7</td>
<td>170</td>
<td>96.6</td>
</tr>
<tr>
<td>Age 5</td>
<td>1</td>
<td>1.8</td>
<td>1</td>
<td>1.8</td>
<td>54</td>
<td>94.7</td>
</tr>
<tr>
<td>Total*</td>
<td>3</td>
<td>0.5</td>
<td>11</td>
<td>2.0</td>
<td>14</td>
<td>2.5</td>
</tr>
</tbody>
</table>

*Does not equal 100%.

In 2009-10, Dallas HIPPY offered families the opportunity to participate in a two (ages 4 and 5) or three (ages 3, 4, and 5) year program. About 550 students were enrolled in April, 2010, and more than half of the students were three years of age. Eighty percent of all students primarily spoke Spanish in the home and about two percent of students spoke a language other than English. Gender was almost equally represented among all students. At each age level, the
The majority of students who participated were predominantly Hispanic. Demographics of home instructors were similar to the demographics of student participants.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Age 3</th>
<th>Age 4</th>
<th>Age 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>317</td>
<td>57.6</td>
<td>176</td>
<td>32.0</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>38</td>
<td>12.0</td>
<td>17</td>
<td>9.7</td>
</tr>
<tr>
<td>Asian American</td>
<td>14</td>
<td>4.4</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>261</td>
<td>82.3</td>
<td>153</td>
<td>86.9</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>1</td>
<td>0.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0.9</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>166</td>
<td>52.4</td>
<td>76</td>
<td>43.2</td>
</tr>
<tr>
<td>Male</td>
<td>151</td>
<td>47.6</td>
<td>100</td>
<td>56.8</td>
</tr>
<tr>
<td>Home Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>63</td>
<td>19.9</td>
<td>31</td>
<td>17.6</td>
</tr>
<tr>
<td>Spanish</td>
<td>245</td>
<td>77.3</td>
<td>143</td>
<td>81.3</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>6</td>
<td>1.9</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dallas HIPPY was only one of several HIPPY programs within the State of Texas, see Figure 1 below. According to April, 2010 enrollment figures, Grand Prairie HIPPY served more students five years of age than other Texas HIPPY programs with 33 percent. A total of about 231 students five years of age were served in a HIPPY program across the Dallas/Fort Worth Metroplex.
Demographics of students five years of age in Texas HIPPY were similar to demographics of students five years of age in Dallas HIPPY. About 93 percent of students were Hispanic and 84 percent of students primarily spoke a language other than English in the home. Nearly 98 percent of parent participants were mothers who completed the program with their child and 0.7 percent of parent participants were fathers who completed the program with their child.

Table 4

Texas HIPPY Student Characteristics for Age 5 Participants (N = 275)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
<td>African American</td>
<td>7</td>
<td>2.5</td>
</tr>
<tr>
<td>Asian American</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>256</td>
<td>93.1</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>1.8</td>
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<table>
<thead>
<tr>
<th>Gender</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>132</td>
<td>48.0</td>
</tr>
<tr>
<td>Male</td>
<td>143</td>
<td>52.0</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Home Language</th>
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<tbody>
<tr>
<td>English</td>
<td>45</td>
<td>16.4</td>
</tr>
<tr>
<td>Korean</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Spanish</td>
<td>228</td>
<td>82.9</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1</td>
<td>0.4</td>
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(Table continues)
Table 4 continued.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>N</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Father</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td>Foster Mother</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Grandmother</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td>Mother</td>
<td>269</td>
<td>97.8</td>
</tr>
<tr>
<td>Stepmother</td>
<td>1</td>
<td>0.4</td>
</tr>
</tbody>
</table>

2.3 What were the outcomes of the HIPPY Program?

Methodology

HIPPY USA did not require programs to conduct research to maintain licensure, but programs may do so to facilitate funding and quality. Dallas HIPPY held a sub-contract with Texas HIPPY to implement and distribute surveys and provide opportunities for research of the Dallas HIPPY program. In 2009-10, Texas HIPPY sponsored three surveys: Parental Involvement Interview, Kindergarten Teacher Survey, and the Protective Factors Survey. Texas HIPPY conducted an evaluation of the Dallas HIPPY program and made several data requests to assist with the application of grants. The Texas HIPPY has also provided additional research contacts from the University of North Texas and the University of Texas at Arlington. Research summaries were provided by Texas HIPPY, UNT, and UTA. Results from the HIPPY USA site visit were also reviewed.

Results

HIPPY USA. In February 2010, a representative of HIPPY USA conducted a site visit and evaluation of the Dallas HIPPY program. The representative observed home visits and group meetings in each learning community. Upon completion, the representative held a debriefing with all HIPPY staff members and the Director of the Dallas ISD HIPPY program. Results described Dallas HIPPY to be a strong and stable program with an enthusiasm among staff and parents. Specialists worked together and coordinated resources to reach all families regardless of group participation. Some strengths of the Dallas HIPPY program were effective community partnerships, an efficient record keeping system, and the role-play done during home visits. Recommendations to correct weaknesses include providing home instructors with their own HIPPY activity packets instead of sharing with parents and to provide enough time at each home
visit to complete activities through role play with parent. One of the four observed home visits was inadequate in that it did not role-play the activity packet with parent and only briefly explained the activities to the parent (HIPPY USA).

**Texas HIPPY.** Dallas HIPPY is one of seven HIPPY programs in the State of Texas. Texas HIPPY facilitated the administration of the Parental Involvement Interview and Kindergarten Teacher Survey in each participating Texas school district program. In Dallas ISD, the Parental Involvement Interview was administered one week before participants began the program and again at the completion of the program. Home instructors conducted the interview after a consent form was completed by the parent. Parents were then asked 14 questions that provided insight to literacy in the home, parents’ interaction with school staff, and parents’ school involvement. According to the Texas HIPPY 2009-10 evaluation report, 843 first year parents completed the interview before they began the program, and 706 of these parents also completed the interview at the completion of the program. Results showed “statistically significant increase in parental involvement for first-year HIPPY parents from the beginning to the end of the HIPPY program, in: home literacy activities, contact with school personnel, and involvement at child’s school”, see Appendix A for Texas HIPPY Evaluation Report. Results were not provided for the Dallas HIPPY program.

The Kindergarten Teacher Survey was administered in the spring of 2010 to 430 kindergarten teachers in the State of Texas who had HIPPY students. There were 356 surveys completed. Seventy-five of the surveys were sent to Dallas Kindergarten teachers and seventy were returned completed. The survey consisted of sections that captured a student’s classroom adaptability, behavior, and parental involvement. According to the Dallas HIPPY 2009-10 report authored by Texas HIPPY, 84.8 percent of kindergarten students who participated in HIPPY were ready for school as defined in areas of classroom adaptability and verbal behavior. Across the State of Texas, the Texas HIPPY Evaluation report found 83.1 percent of kindergarten students who participated in HIPPY were ready for school.

In 2008-09, Dallas HIPPY was the only site of the seven Texas HIPPY programs to participate in a pilot study to help determine if a parent’s participation in HIPPY measured
changes in family protective factors against child abuse and neglect. Inconclusive results were drawn for procedural reasons. The PFS was re-designed for replication during 2009-10. A PFS was distributed to new parents at the beginning of the year and again at the end. The PFS was adapted by the Institute for Educational Research and Public Service at the University of Kansas and the FRIENDS National Resource Center. Some protective factors assessed were: Family Functioning/Resiliency, Social Emotional Support, Concrete Support, Child Development/Knowledge of Parenting, and Nurturing and Attachment. In 2009-10, the PFS was administered like the Parental Involvement Interview in a face to face interview. Results were unavailable at the time of publication of the present report and were slated to be reported at a later date.

Throughout the 2009-10 school year, Texas HIPPY made several data requests in support of Dallas HIPPY grant applications. In March, 2010, Texas HIPPY requested measures of school readiness at the kindergarten level. The use of The Texas Primary Reading Inventory, Iowa Test of Basic Skills, and Logramos were requested. The TPRI was an early reading instrument designed to identify the reading and comprehension development of students in kindergarten and grades one and two. The concepts evaluated in the screening section permit quick and accurate identification of students who exhibit development of key reading concepts. Students who exhibit these concepts are rated on-level and students who were considered still developing may have required more intensive reading intervention. Three administrations were given throughout the year during the fall, winter, and spring. The fall 2009 administration was used by HIPPY and found about 71 percent of kindergarten students who participated in HIPPY were on-level, compared to about 63 percent of kindergarten students who did not participate in HIPPY.

The ITBS was an English language standardized national norm-referenced achievement test administered to students in grades K-2, 8, and 9. Logramos was the Spanish version of that test. Students were tested in reading, language arts, and mathematics. The Texas HIPPY data request looked at kindergarten students who were administered the ITBS or Logramos test in the Spring of 2009, see Table 5 below.
Table 5
2008-09 Kindergarten *ITBS/Logramos* spring National Percentile scores by Dallas HIPPY Participation

<table>
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<td>Math Total</td>
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**UNT.** Several professors and doctoral students from the University of North Texas had research projects in several Texas HIPPY programs. In 2009-10, a project was replicated in the Dallas HIPPY program to study the impact of the HIPPY program on attachment and maternal sensitivity. Results of the project for the Dallas HIPPY program were not available at the time of the present report’s publication date and were slated to be reported at a later date. The original study by Dr. Angela Nievar examined behaviors of parents who participated in the HIPPY program and parents who were on a waiting list for the HIPPY program. Parent behavior was based on the responsibility parents take for their children, appropriate responsiveness of parents, and the type of environment that parents provided for their children. The original study found a positive significant relationship between HIPPY participation and desirable parent behavior, while parents who did not participate in HIPPY reported significantly more attachment-related stress.

The Irving HIPPY program participated in a research project conducted by a doctoral student from the University of North Texas, Maria Garcia. A small sample of Hispanic English language learners were selected from the third grade and divided by HIPPY participation. Results found a statistically significant relationship between HIPPY participation and TAKS Reading gains. There was no statistical difference found between HIPPY participation on TAKS Math gains.

Nievar, Jacobson, and Dier conducted a research project to determine the effect of the HIPPY program on its goal of empowering parents to become their child’s first teacher.
who participated in the HIPPY program and families on a waiting list for the HIPPY program were compared in several areas using a variety of examinations like the Home Observation for Measurement of the Environment Inventory, Marital Conflict Scale, Child Behavior Checklist, and others. Results found a significant effect of the HIPPY intervention on the total home environment consistent with the program goal of empowering parents to become their child’s first teacher. Other significant differences, by HIPPY participation, were found in parental efficacy.

UTA. Dr. Amber Brown, a professor from the University of Texas at Arlington collaborated with the Dallas HIPPY program to conduct a research project that determined the impact of the HIPPY program on school performance for students in grades 3, 5, 7, and 9. The study used students enrolled in the above grades during the 2008-09 school year and placed students in two groups: HIPPY participants and Non-HIPPY participants. Non-HIPPY students were randomly selected to match the HIPPY participants on grade, school, gender, ethnicity, and socioeconomic status. Students who did not have Reading and Math scores in the Texas Assessment of Knowledge and Skills test were excluded, leaving a total of 1,032 students with 516 HIPPY participants and 516 Non-HIPPY participants. Results of school performance were evaluated on school attendance, grade retention, special education placements, and TAKS scores. The research project found positive results in each category. HIPPY participants had a statistically significant higher rate of school attendance, were retained less often, received special education services at a lower rate, and outperformed non-HIPPY participants on the Reading and Math section of the TAKS test (Brown 2009).

SUMMARY AND RECOMMENDATIONS

Home Instruction for Parents of Preschool Youngsters (HIPPY) was a home-based program that fostered the parent child relationship to increase school readiness skills. HIPPY began in Israel in 1969 as a research project and has since expanded to twelve countries, including the United States in 1984. The program used the HIPPY model to train and support parents as teachers of their preschool children ages three, four, and five. Some adaptations were made to the implementation of the program to accommodate the cultural environment and needs
of the community served, but the HIPPY model remained consistent. The success of the HIPPY program was a result of the basic principle of empowering parents to become their child’s first teacher throughout their child’s educational career. In addition, many HIPPY parents used this experience to enter the workforce.

The Dallas HIPPY program served families with children ages three, four, and five that lived within the boundaries of the Dallas ISD. Children had the opportunity to participate in the two or three year program. Parents were trained by home instructors, meeting either weekly over 30 weeks or bi-monthly over 15 weeks. Participation coincided with the Dallas ISD public school academic year. In years past, families were recruited through attendance zones of participating schools. In 2009-10, recruitment was opened district-wide to families. Recruitment involved sending out flyers, posting information in schools, door to door visits, a booth at Women’s Expo, and collaborations with Head Start and the Dallas Public Library.

Dallas ISD held the license with HIPPY USA to run the Dallas HIPPY program within the boundaries of the school district. In 2009-10, a representative of HIPPY USA conducted a site visit to Dallas HIPPY to evaluate and assess the program. Dallas HIPPY was able to maintain its exemplary status and received the Stellar Award for their exemplary program. The success of the HIPPY program has been well received among the research community. The Dallas HIPPY program had the opportunity to participate in several research projects by the University of North Texas, the University of Texas at Arlington, and others organized through Texas HIPPY.

The HIPPY program research showed significant relationships between school performance and HIPPY participation that persisted for several years. Dallas HIPPY competed with a variety of other programs offered by the district and had to adjust the program to accommodate conflicts experienced between parents and homework. Although, HIPPY USA approved changes to the program, it is recommended that prekindergarten and kindergarten programs should reconcile homework requirements in order for parents who participated in HIPPY to continue to do both, because research has shown HIPPY participation to have significant relationships on school performance. The district should look toward expanding the
Dallas HIPPY program into more elementary schools and providing adequate funding to staff enough home instructors to ensure home visits meet the requirements by HIPPY USA.
REFERENCES


“HIPPY Research Summary: A List of Research Reports that have been Produced since the 2003 Publication of Parents Making a Difference, organized by primary focus on children, parents, home visitors or community”. (2009, March).


Appendix A

HIPPY USA Program Report
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March 5, 2010

Adriana Trevino
HIPPY Supervisor
HIPPY Program – Early Childhood Education Department
2909 N. Buckner Blvd., Suite #607
Dallas, TX 75228

Dear Adriana:

Thank you so much for all the hospitality that you extended to me during my visit to Dallas. It was a pleasure to meet not only you but the coordinators, Sylvia Bougacha, Elizabeth Espinoza, Pamela Payton and Yolanda Smith. I appreciated all the work that went into coordinating the logistics that made the visit possible. I know that traveling to and from the airport can be hectic, so please extend a special thanks to Sylvia and Yolanda for providing the airport transportation.

It was wonderful to have had the opportunity to attend one HIPPY group meeting for each of the coordinators. Visiting with home visitors and parents at the four elementary schools afforded me the opportunity to see the enthusiasm that exists for the HIPPY program. Please extend a special thank you to the following home visitors, Aide Vasquez, Ana Sanchez, Berenice Munoz and Queisha Malcom and their HIPPY parents for the opportunity to observe four HIPPY home visits.

The debriefing meeting with you and the coordinators and the exit interview with the Director of the Dallas ISD Early Childhood Department, Ms. Beth Steerman, provided me with an additional opportunity to see the support that you and the HIPPY program receive from your sponsoring agency. I am attaching a HIPPY USA Program Report for each site coordinator. The content is the same as what was discussed during my visit with you, the coordinators and Ms. Steerman. However, please feel free to contact me with any questions or concerns.

All of us with HIPPY USA are interested in the strength and stability of your program. I hope that all the discussions that I had during my visit with not only you, but the coordinators, their staff and the HIPPY parents will assist in this endeavor. In an effort to ensure high quality visits, please remember to have “Local Site Visit Evaluation” completed and sent to the attention of M. Gayle Hart, at HIPPY USA.

Sincerely, Ozella Martinez

Ozella Martinez, HIPPY USA Trainer
Cc: Sylvia Bougacha, Elizabeth Espinoza, Pamela Payton & Yolanda Smith
M.Gayle Hart – National Program Director - HIPPY USA
Carla Weir – Texas HIPPY
HIPPY USA
Program Report

DATE OF REPORT: 3-5-2010
DATE(S) OF VISIT: Feb. 24-26, 2010
TRAINER: Ozella Martinez

PROGRAM NAME:
Early Childhood HIPPY Program

ADDRESS: 2909 N. Buckner Blvd., Suite #607
CITY: Dallas
STATE: TX
ZIP: 75228

TELEPHONE #: (972) 925-6792
FAX #: (972) 794-3519
E-MAIL ADDRESS:
sbougach@dallasisd.org

COORDINATOR'S NAME:
Sylvia Bougacha

ASSISTANT COORDINATOR'S NAME(S):

1. 
2. 
3. 
4.

# OF HOME VISITORS: 7 out of 10
# OF FAMILIES ENROLLED: 183

NAME AND TITLE OF SUPERVISOR:
ADRIANA TREVINO

SITE # 1 of 4

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<td>Native American</td>
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<td>Asian</td>
<td>3</td>
<td>Pacific Islander</td>
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Revised 9/04
HIPPPY is a program of the Dallas ISD Early Childhood Education Department. Sylvia Bougacha is the Coordinator of this program. She has a staff of seven home educators. This program site operates in the following schools: Bayles Elementary, Cesar Chavez, Hotchkiss, Jack Howe Sr., McShan, Silberstein, Urban Park and Vickery Meadows. These schools are referred to as the Northeast Learning Community. I attended a HIPPY group meeting at Jack Howe Sr. The meeting met all the criteria needed for excellence. There was a presentation by several members of NCJW for the Food, Fit equals Fun nutrition program. The Coordinator, Sylvia Bougacha, provided the translation. This is the only Dallas HIPPY school that participates in this pilot nutritional program. It was noted that the take home activity for parents was tied to the HIPPY book Maria’s School. There is a tremendous amount of networking with school principals that takes place on the part of the Coordinators and their staff in order to offer group meetings at so many different schools. It is evident that the Dallas team of coordinators share ideas for group meetings and when it is feasible they host group meetings with similar agendas. The group meetings do not have role part as part of the agenda and an adaptation will be filed. This team recently went on a field trip to the Dallas Museum of Art. This field trip was sponsored by the National Council of Jewish Women (NCJW) and on March 11, 2010 all the Dallas HIPPY participants will go to the Museum of Nature and Science. Two schools, Jack Lowe Sr. & Hotchkiss are participating in a pilot immigrant project funded by the Vickery Meadow Youth Foundation. This HIPPY program serves sixteen participants in H3 with two home educators. A Burmese translator assists the parents with the HIPPY curriculum. Special attention is given to the skills that are most frequently repeated each week and any new vocabulary.

I observed one home visit and this visit followed the HIPPY standard format except for a couple of items. All the “Keys to Role Play” were used except the home educator did not offer “After” role play information to the parent. It was also noted that the home educator shared the parent’s HIPPY packet. She did not have her own sample HIPPY packet and used laminated photocopies of the HIPPY packet cutouts. The staff meeting was an excellent example of all four coordinators working together. It was very well organized and all the coordinators took turns taking the lead in role play activities that included all the home educators. Each home educator has a binder that contains relevant pages from the HIPPY home educator guide & photocopies of the HIPPY weekly packets in both English and Spanish. A deviation from the standard HIPPY format is that the home educators do not use their own original HIPPY sample packet with original cutouts.

Ms. Bougacha responded to the HUSA Pre-Site Visit Survey in a timely manner. Additional time was spent with Ms. Bougacha discussing the remaining sections of the pre-site visit survey.
Program Strengths:
* Supportive supervisor & agency
* Strong, skilled and dependable Coordinator
* Organized and skilled home educators
* Effective community partnerships
* Active Dallas HIPPY Board of Friends (advisory committee)
* Utilizes an efficient record keeping system
* Keys to Role Play followed during staff training

Program Challenges / Issues:
(Clearly state individual issues or challenges)
Coordinator has not attended HIPPY pre-service training.
Home educators are not given their own set of HIPPY packets for staff role play & home visits

Recommendations for Program Improvement:
(Please link all recommendations to challenges and issues previously addressed)
Coordinator needs to attend HIPPY pre-service training.
Program purchase a set of HIPPY activity packets for the age curriculum and in each language they will work with based on assigned families.

Person(s)/Title(s) Responsible for Implementing Program Improvement Plan(s) with Completion Date:
Sylvia Bougacha, Coordinator, August 2010
Adriana Trevino, Supervisor, Start of next program year, 2010.
HIPPY USA
Program Report

DATE OF REPORT: 3-5-2010
DATE(S) OF VISIT: Feb. 24-26, 2010
TRAINER: Ozella Martinez

PROGRAM NAME:
Early Childhood HIPPY Program

ADDRESS: 2909 N. Buckner Blvd., Suite #607
CITY: Dallas
STATE: TX
ZIP: 75228

TELEPHONE #: (972) 925-6792
FAX #: (972) 794-3519
E-MAIL ADDRESS: erodriguezespinoza@dallasisd.org

COORDINATOR'S NAME:
Elizabeth Espinoza

ASSISTANT COORDINATOR'S NAME(S):

1. 
2. 
3. 
4.

# OF HOME VISITORS: 5 out of 10
# OF FAMILIES ENROLLED: 150

NAME AND TITLE OF SUPERVISOR:
ADRIANA TREVINO

SITE # 2 of 4

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Revised 9/04
HIPPIFY USA  
Program Report

Program Summary  
(Briefly describe your overall perceptions about the program, staff, and any concerns you may have, continuing on the back if necessary.)

HIPPIFY is one of the programs of the Dallas ISD Early Childhood Education Department. Elizabeth Espinoza is the Coordinator of this program and supervises a staff of five home educators. This program site operates in the following schools; Bethune, B. Alexander, James Bowie, Carpenter, Lisbon Elementary, John Reagan, Erasmo Seguin, Soto, Martin Weiss and Winnietka. These schools are referred to as the Southwest Learning community. I attended a HIPPIFY group meeting at Martin Weiss. The meeting met all the criteria needed for excellence. There was a bilingual presentation by the Dallas Water Utilities Grease Abatement Program. It was noted that the PACT activities were tied to HIPPIFY books. The principal at Martin Weiss, Ms. Carter, arranged for parents to tour several kindergarten and first grade classes. There is a tremendous amount of networking with school principals that takes place on the part of the Coordinators and their staff. It is evident that the Dallas team of coordinators share ideas for group meeting agendas and when it is feasible they host group meetings with similar agendas. The group meetings do not have role part as part of the agenda and an adaptation will be filed. On March 11, 2010 all the teams will attend the Museum of Nature and Science. This field trip is being sponsored by the National Council of Jewish Women (NCJW).

I observed one Spanish HIPPIFY 4 home visit. The visit with the parent consisted of the home educator explaining the HIPPIFY packet to the parent. The visit did not consist of the home educator and the parent actually role playing the activities as parent and child. As a result, there was no opportunity for the role of the child to be switched periodically between the parent and the home educator. Some parts of the HIPPIFY packet was explained in details and other parts were briefly reviewed. The situation was much improved when the supervising staff in attendance offered suggestions and provided prompts. It was also noted that the home educator shared the parent’s HIPPIFY packet. She did not have her own sample HIPPIFY packet and used laminated photocopies of the HIPPIFY packet cutouts. I presented a general review of role play components at the staff meeting in order to support the Coordinators in reviewing the home visit components of the HIPPIFY model.

The staff meeting was an excellent example of all four coordinators working together. It was organized and all the coordinators took turns taking the lead in role play activities that included all the home educators. Each home educator has a binder that contains relevant pages from the HIPPIFY home educator guide & photocopies of the HIPPIFY weekly packets in both English and Spanish. A deviation from the standard HIPPIFY format is that the home educators do not use their own original HIPPIFY sample packet with original cutouts.

Ms. Espinoza responded to the HUSA Pre-Site Visit Survey in a timely manner. Additional time was spent with Ms. Espinoza discussing the remaining sections of the pre-site visit survey.
Program Strengths:
* Supportive supervisor & agency
* Strong, skilled and dependable Coordinator
* Organized and skilled home educators
* Effective community partnerships
* Active Dallas HIPPY Board of Friends (advisory committee)
* Utilizes an efficient record keeping system
* Keys to Role Play followed in staff meeting

Program Challenges / Issues:
(Clearly state individual issues or challenges)

Home educators are not given their own set of HIPPY packets for staff role play & home visits

Recommendations for Program Improvement:
(Please link all recommendations to challenges and issues previously addressed)

Program purchase a set of HIPPY activity packets for the age curriculum and in each language they will work with based on assigned families.

Person(s)/Title(s) Responsible for Implementing Program Improvement Plan(s) with Completion Date:

Adriana Trevino, Supervisor, Start of next program year, 2010.
HIPPY USA
Program Report

DATE OF REPORT
3-5-2010

DATE(S) OF VISIT
Feb. 24-26, 2010

TRAINER
Ozella Martinez

PROGRAM NAME
Early Childhood HIPPY Program

ADDRESS
2909 N. Buckner Blvd., Suite #607

CITY
Dallas

STATE
TX

ZIP
75228

TELEPHONE #
(972) 925-6792

FAX #
(972) 794-3519

E-MAIL ADDRESS:
ppayton@dallasisd.org

COORDINATOR'S NAME:
Pamela Payton

ASSISTANT COORDINATOR'S NAME(S)

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# OF HOME VISITORS
7

# OF FAMILIES ENROLLED
137

NAME AND TITLE OF SUPERVISOR:
ADRIANA TREVINO

SITE # 3 of 4

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Revised 9/04
The HIPPY program is a program of the Dallas ISD Early Childhood Education Department. Pamela Payton is the Coordinator of this program. She has a staff of seven home educators. This program site operates in the following schools: Gabe P. Allen, Arcadia Park, David G. Burnet, L. DeZavala, Sam Houston, Sidney Lanier, E. Hope Medrano and Julian T. Saldívar. These schools are referred to as the Northwest Learning Community. I attended a HIPPY group meeting at Sidney Lanier. The meeting met all the criteria needed for excellence. There was a presentation by the Dallas Water Utilities Grease Abatement Program with translation provided by one of the home educators. It was noted that some of the PACT activities were tied to HIPPY books. There is a tremendous amount of networking with school principals that takes place on the part of the Coordinators and their staff. It is evident that the Dallas team of coordinators share ideas for group meeting agendas and when it is feasible they host group meetings with similar agendas. The group meetings do not have role part as part of the agenda and an adaptation will be filed. On March 11, 2010 all the teams will attend the Museum of Nature and Science. This field trip is being sponsored by the National Council of Jewish Women (NCJW).

I observed one home visit and it was an excellent HIPPY 5 visit. All the “Keys to Role Play” were used and appropriate discussions took place. This visit followed the HIPPY standard format except for one item and that related to the sample packets. In regard to the sample packets it was noted that the home educator shared the parent’s HIPPY packets. She did not have her own sample HIPPY packets and used laminated photocopies of the HIPPY packet cutouts. This site and the other three Dallas HIPPY sites visit HIPPY 5 families once a month instead of twice a month. An adaptation will be filed.

The staff meeting was an excellent example of all four coordinators working together. It was organized and all the coordinators took turns taking the lead in role play activities that included all the home educators. Each home educator has a binder that contains relevant pages from the HIPPY home educator guide & photocopies of the HIPPY weekly packets in both English and Spanish. A deviation from the standard HIPPY format is that the home educators do not use their own original HIPPY sample packet with original cutouts.

Ms. Payton responded to the HUSA Pre-Site Visit Survey in a timely manner. Additional time was spent with Ms. Payton to discussing the remaining sections of the pre-site visit survey.
Program Strengths:
* Supportive supervisor & agency
* Strong, skilled and dependable Coordinator
* Organized and skilled home educators
* Effective community partnerships
* Active Dallas HIPPY Board of Friends (advisory committee)
* Utilizes an efficient record keeping system
* Keys to Role Play followed during home visit and staff meeting

Program Challenges / Issues:
(Clearly state individual issues or challenges)
Home educators are not given their own set of HIPPY packets for staff role play & home visits

Recommendations for Program Improvement:
(Please link all recommendations to challenges and issues previously addressed)
Program purchase a set of HIPPY activity packets for the age curriculum and in each language they will work with based on assigned families.

Person(s)/Title(s) Responsible for Implementing Program Improvement Plan(s) with Completion Date:
Adriana Trevino, Supervisor, Start of next program year, 2010.
HIPPY USA
Program Report

DATE OF REPORT: 3-5-2010
DATE(S) OF VISIT: Feb. 24-26, 2010
TRAINER: Ozella Martinez

PROGRAM NAME:
Early Childhood HIPPY Program

ADDRESS: 2909 N. Buckner Blvd., Suite #607
CITY: Dallas
STATE: TX
ZIP: 75228
TELEPHONE #: (972) 925-6792
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E-MAIL ADDRESS: yosmith@dallasisd.org

COORDINATOR'S NAME:
Yolanda Smith

ASSISTANT COORDINATOR'S NAME(S):

1. 
2. 
3. 
4. 

# OF HOME VISITORS: 8
# OF FAMILIES ENROLLED: 151

NAME AND TITLE OF SUPERVISOR:
ADRIANA TREVINO

SITE # 4 of 4

<table>
<thead>
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<th>Age 3</th>
<th>Age 4</th>
<th>Age 5</th>
<th>Grand Total</th>
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<tr>
<td>85</td>
<td>59</td>
<td>19</td>
<td>163</td>
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Total number of Children

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<th>Age 4</th>
<th>Age 5</th>
<th>Grand Total</th>
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<tr>
<td>81</td>
<td>53</td>
<td>17</td>
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Total number of Families

Racial / Ethnic Groups (Please enter number in each category)

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<th>White (Non-Hispanic)</th>
<th>Other: (Please specify)</th>
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<tr>
<td>Asian</td>
<td></td>
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Revised 9/04
Program Summary

(Briefly describe your overall perceptions about the program, staff, and any concerns you may have, continuing on the back if necessary.)

HIPPY is a program of the Dallas ISD Early Childhood Education Department. Yolanda Smith is the Coordinator of this program. She has a staff of eight home educators. This program site operates in the following schools: Burleson, W. W. Bushman, Julius Dorsey, Dunbar, J. N. Ervin, John Ireland, Martin L. King, Tatum and Edward Titch. These schools are referred to as the Southeast Learning Community. I attended a HIPPY group meeting at J. N. Ervin. The meeting met all the criteria needed for excellence. There was a presentation on children’s learning styles and community resources by a social worker. It was noted that some of the PACT activities were tied to HIPPY books. The Coordinator, Yolanda Smith, recognized the parents for their participation in a homework project that focused on the theme “My Dream in Life”. Yolanda shared her project with the parents as well. With the large number of schools that are host to group meetings it is evident that the Coordinator and her staff do a tremendous amount of networking with principals. It is also evident that the Dallas team of coordinators share ideas for group meeting and when it is feasible they host group meetings with similar agendas. At this group meeting Yolanda used an ice breaker that Elizabeth Espinoza had used at the group Meeting at Martin Weiss. This is a group way to share resources. The group meetings do not have role part as part of the agenda and an adaptation will be filed. On March 11, 2010 all the teams will attend the Museum of Nature and Science. In addition to this field trip the staff from this team will go to the Dallas Museum of Art. These field trips are sponsored by the National Council of Jewish Women (NCJW).

I observed one home visit and in this home visit all the “Keys to Role Play” were used. This visit followed the HIPPY standard format except for one item and that related to the sample packet. In regard to the sample packet it was also noted that the home educator shared the parent’s HIPPY packets. She did not have her own sample HIPPY packets and used laminated photocopies of the HIPPY packet cutouts.

The staff meeting was an excellent example of all four coordinators working together. It was extremely well organized and all the coordinators took turns taking the lead in role play activities that included all the home educators. Each home educator has a binder that contains relevant pages from the HIPPY home educator guide & photocopies of the HIPPY weekly packets in both English and Spanish. A deviation from the standard HIPPY format is that the home educators do not use their own original HIPPY sample packet with original cutouts.

Ms. Smith responded to the HUSA Pre-Site Visit Survey in a timely manner. Additional time was spent with Ms. Smith discussing the remaining sections of the pre-site visit survey.
Program Strengths:
* Supportive supervisor & agency
* Strong, skilled and dependable Coordinator
* Organized and skilled home educators
* Effective community partnerships
* Active Dallas HIPPY Board of Friends (advisory committee)
* Utilizes an efficient record keeping system
* Keys to Role Play followed in both the home visit and the staff meeting

Program Challenges / Issues:
(Clearly state individual issues or challenges)

Home educators are not given their own set of HIPPY packets for staff role play & home visits

Recommendations for Program Improvement:
(Please link all recommendations to challenges and issues previously addressed)

Program purchase a set of HIPPY activity packets for the age curriculum and in each language they will work with based on assigned families.

Person(s)/Title(s) Responsible for Implementing Program Improvement Plan(s) with Completion Date:

Adriana Trevino, Supervisor, Start of next program year, 2010.
Appendix B

Texas HIPPY 2009-2010 Evaluation Report
Texas HIPPY 2009-2010 Evaluation Report

Overview

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based parent involvement program designed to help parents provide educational enrichment for their preschool children. HIPPY programs served families in 2009-2010 in seven Texas Communities: Dallas, El Paso, Grand Prairie, Houston, Irving, Richardson, and Snyder. This research brief reflects evaluation data submitted by all seven HIPPY sites across the state where HIPPY children are enrolled in the 3, 4, or 5, year old curriculum.

Highlights:

- A statistically significant increase in parental involvement for first-year HIPPY parents from the beginning to the end of the HIPPY program, in:
  - home literacy activities
  - contact with school personnel
  - involvement at child’s school
- A majority of HIPPY kindergartners (83.1%) rated as “ready for school” by their kindergarten teachers in classroom adaptability and verbal behavior domains
- HIPPY Home Visitors improved their communication skills, interpersonal skills, organizational skills, and leadership skills across the program year

For More Information Please Contact:
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Report Prepared By:
Ursula Johnson, Evaluation Coordinator
Center for Parent Education, UNT
Tel 940-369-7246 ✆ Fax 940-369-7955
KINDERGARTEN TEACHER SURVEY 2009-2010

In 2010, the Kindergarten Teacher Survey was mailed to the Kindergarten teachers of HIPPY students. The survey consists of three sections: Classroom Adaptability, Classroom Verbal Behavior, and Parental Involvement. Teachers were asked to rate the student as “below average”, “average”, or “above average” compared to other children in their class. Of the 430 surveys submitted to teachers, 356 were returned completed.

Was there an increase in parental involvement in the education of their preschool children?
- 86.9% of HIPPY parents were reported by their child’s Kindergarten teacher as equally or more involved than parents of other children in their class.

Do HIPPY children enter Kindergarten “ready for school”?
- 91.0% of HIPPY children were reported as “average” or “above average” in classroom adaptability by their Kindergarten teachers.
- 94.9% of HIPPY children were reported as “average” or “above average” in classroom verbal behavior by their Kindergarten teachers.

According to Benchmark results, 87.7% of HIPPY children in Texas were reported as “ready for school” in the area of classroom adaptability; 90.8% were reported as “ready for school” in the area of classroom behavior; and 83.1% were reported as “ready for school” in both areas combined.

PARENT INVOLVEMENT INTERVIEW 2009-2010

In the Fall of 2009, HIPPY Home Instructors administered the Parent Involvement Interview to first-year HIPPY at the beginning and end of the program year. The Parent Involvement Interview divides questions into five sections: a) home literacy, b) quality of the relationship between parent and teacher, c) parent’s home and school involvement, d) parent’s endorsement of child’s school, and e) frequency of parent-teacher contact. 843 HIPPY first-year parents participated in the pretest. Of those, 706 parents also participated in the posttest.

On average, HIPPY parents:
- increased the amount of time spent engaging their children in literacy activities at home from monthly to weekly;
- had more frequent, positive interactions with their child’s teacher from sometimes to almost a lot of the time;
- increased their level of home involvement from a little more than once or twice a year to more than almost every month and school involvement increased from once or twice a year to almost every month;
- stayed highly satisfied with their child’s school throughout the year; and
- increased their contact telephone and written contact with their child’s teacher from seldom to approximately 3 to 4 times per year.

KNOW AND GROW CHECKLIST 2009-2010

Across the state, 51 Home Visitors completed the pre (Fall of 2009) and post (Spring of 2010) administration of the Know and Grow Checklist that measures personal and professional growth along five domains: Communication, Interpersonal, Leadership, Educational Empowerment, and Organization/Flexibility. Although there was an increase from pre to post in all domains, except Educational Empowerment, none of the domains were statistically significant.

Communication Skills
- 49.0% of HIPPY Home Visitors increased their ability in effectively communicating with others

Interpersonal Skills
- 39.2% of HIPPY Home Visitors increased their ability in being a part of a team, getting along well with others, and motivating parents

Leadership Skills
- 41.2% of HIPPY Home Visitors increased their ability in leading and directing parents, being self-sufficient, and embracing personal and professional growth

Educational Knowledge and Empowerment
- 38.8% of HIPPY Home Visitors increased their ability in setting and achieving educational goals

Organization/Flexibility
- 40.0% of HIPPY Home Visitors increased their ability in meeting deadlines, maintaining schedules, and adapting to change
Appendix C

Dallas HIPPY 2009-2010 Evaluation Report
Dallas HIPPY 2009-2010 Evaluation Report

Overview

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based parent involvement program designed to help parents provide educational enrichment for their preschool children. HIPPY programs served families in 2009-2010 in seven Texas Communities: Dallas, El Paso, Grand Prairie, Houston, Irving, Richardson, and Snyder. This research brief reflects evaluation data for the Dallas HIPPY site where HIPPY families were enrolled in the curriculum.

Dallas HIPPY Highlight:

- A majority of HIPPY kindergartners (84.8%) rated as “ready for school” by their kindergarten teachers in classroom adaptability and verbal behavior domains

Texas HIPPY Highlights:

- A statistically significant increase in parental involvement for first-year HIPPY parents from the beginning to the end of the HIPPY program, in:
  - home literacy activities
  - contact with school personnel
  - involvement at child’s school
- HIPPY Home Visitors improved their communication skills, interpersonal skills, organizational skills, and leadership skills across the program year

DALLAS

Home Instruction for Parents of Preschool Youngsters

For More Information Please Contact:
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In 2010, the Kindergarten Teacher Survey was mailed to the Kindergarten teachers of Dallas HIPPY students. The survey consists of three sections: Classroom Adaptability, Classroom Verbal Behavior, and Parental Involvement. Teachers were asked to rate the student as “below average”, “average”, or “above average” compared to other children in their class. Of the 75 surveys submitted to teachers, 70 were returned completed.

Was there an increase in parental involvement in the education of their preschool children?

- 93.6% of HIPPY parents were reported by their child’s Kindergarten teacher as equally or more involved than parents of other children in their class.

Do HIPPY children enter Kindergarten “ready for school”?

- 91.3% of HIPPY children were reported as “average” or “above average” in classroom adaptability by their Kindergarten teachers.
- 94.3% of HIPPY children were reported as “average” or “above average” in classroom verbal behavior by their Kindergarten teachers.

According to Benchmark results, 86.4% of HIPPY children in Texas were reported as “ready for school” in the area of classroom adaptability; 92.9% were reported as “ready for school” in the area of classroom behavior; and 84.8% were reported as “ready for school” in both areas combined.

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*NOTE: Results are for the state of Texas, not the individual

KNOW AND GROW CHECKLIST 2009-2010*

Across the state, 51 Home Visitors completed the pre (Fall of 2009) and post (Spring of 2010) administration of the Know and Grow Checklist that measures personal and professional growth along five domains: Communication, Interpersonal, Leadership, Educational Empowerment, and Organization/Flexibility. Although there was an increase from pre to post in all domains, except Educational Empowerment, none of the domains were statistically significant.

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Organization/Flexibility
- 40.0% of HIPPY Home Visitors increased their ability in meeting deadlines, maintaining schedules, and adapting to change

*NOTE: Results are for the state of Texas, not the individual site.
In 2010, the Protective Factors Survey was administered at the beginning and end of the HIPPY program to Dallas families by home visitors to assess changes in family protective factors in the following five areas: 1) family functioning/resiliency, 2) social support, 3) concrete support, 4) nurturing and attachment, and 5) knowledge of parenting/child development. 224 parents completed the survey, with none of the domains statistically significant, except for Nurturing and Attachment.

**Family Functioning/Resiliency***:
- Pre Mean: 5.80, Post Mean: 5.83
- On average, Dallas HIPPY parents reported that they very frequently shared positive and negative experiences and had the ability to accept, solve, and manage their own problems.

**Social Support***:
- Pre Mean: 5.62, Post Mean: 5.61
- On average, Dallas HIPPY parents agreed that support from family, friends, and neighbors helped provide for their emotional needs.

**Concrete Support***:
- Pre Mean: 4.14, Post Mean: 4.26
- On average, Dallas HIPPY parents were neutral on whether they had access to tangible goods and services that helped families cope with stress, particularly in times of crisis or intensified need.

**Nurturing and Attachment***: The
- Pre Mean: 6.65, Post Mean: 6.52
- On average, Dallas HIPPY parents reported that they very frequently had an emotional tie along with a pattern of positive interaction between them and their child that developed over time.

**Child Development/Knowledge of Parenting**:
- Pre Mean: 6.65, Post Mean: 6.52
- On average, Dallas HIPPY parents mostly agreed that they understood and utilized effective child management techniques and had age-appropriate expectations for their child's abilities.

*NOTE: * the response scale was 1 = Never, 4 = About Half the Time, 7 = Always; ** the response scale was 1 = Strongly Disagree, 4 = Neutral, 7 = Strongly Agree