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At-a-Glance

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visiting program for parents of three-, four-, and five-year-olds targeting school readiness and parent involvement. HIPPY Dallas ISD had a total budget of $1,682,767 for program year 2013-2014, including a general operating budget from Dallas ISD of $548,419, $518,748 from Title I funding, $100,000 from Title III funding, and $515,600 from external sources. The HIPPY program in Dallas began in 1988 and is the largest of 12 HIPPY programs in the state of Texas, serving 879 children and 874 parents in 2013-2014, with 661 children and 614 parents successfully completing the program year. HIPPY Dallas ISD will expand to serve approximately 1,000 families in 2014-2015. The purpose of this report is to summarize implementation and outcomes for HIPPY participants.

Methodology

Implementation and Participants. Information about HIPPY Dallas ISD program implementation came from an interview with the HIPPY Dallas ISD program manager. To summarize participant characteristics, frequency analyses were conducted using information from the Texas HIPPY Efforts to Outcomes database.

School Readiness. HIPPY participants completed the Bracken School Readiness Assessment (BSRA-3) during the first two weeks (pre-test) and last two weeks (post-test) of the program year. Standard scores were reviewed to determine participants’ levels of school readiness relative to a national sample. Paired sample t-tests and Cohen’s d effect sizes were conducted to show whether changes were statistically and practically significant.1

Parent Involvement. First-year HIPPY parents completed a parent survey as a pre-test during the first two weeks and as a post-test during the last two weeks of the program year. Frequency analyses were conducted comparing HIPPY pre-test and post-test averages to the national average.2 The comparison group from the national database was created by selecting families with income levels less than $40K that lived in zip codes where greater than 40 percent of the population was Hispanic or African American, reflecting the income range and racial composition of the HIPPY Dallas ISD group.

Academic Achievement. Former HIPPY participants in grades kindergarten through eight were tracked in the district database, which allowed for analyses of academic outcomes as measured by the Iowa Test of Basic Skills (ITBS), Logramos, and State of Texas Assessments of Academic Readiness (STAAR). Propensity score matching was used to create control groups from the pool of non-participants in the district database. The percentage of students in each group that met the standard for each assessment was calculated. For ITBS and Logramos, the standard was defined as a score at or above the 40th percentile. For STAAR, the standard was defined as a satisfactory rating. The difference in percentage points between the HIPPY and control groups was computed. Attendance and promotion rates were also compared between HIPPY participants and control groups.

Implementation and Participants

Figure 1 provides a brief overview of HIPPY child and parent demographic characteristics. Of the 661 child participants, most were enrolled in the HIPPY 3 curriculum3 (57%), with 31 percent in HIPPY 4 and 12 percent in HIPPY 5. Most were Hispanic (82%) with a primary language of Spanish (79%). Most parent participants (95%) were mothers, Hispanic (85%), had one child enrolled in the program (92%), were not employed outside of the home (83%), and had an annual household income of less than $20,000 (64%).

2 Comparison data was from the 2007 National Household Education Survey by the Institute for Education Sciences’ National Center for Education Statistics at the U.S. Department of Education. The data can be downloaded here: http://nces.ed.gov/nhes/data/SR07Asc.zip
3 Throughout this report, the term HIPPY 3’s refers to participants using the HIPPY 3 curriculum, meant for children approximately age three. The same applies to HIPPY 4’s and 5’s. Thus, curriculum year roughly coincides with age but is not an exact indicator of age.
School Readiness

HIPPY participants enrolled in curriculum years 3, 4, and 5 made statistically and meaningfully significant improvements in school readiness raw scores from fall 2013 to spring 2014. Figure 2 shows the average school readiness standard scores for English and Spanish test-takers for HIPPY 3’s, 4’s, and 5’s. All subgroups made significant gains in standard scores, except English speaking HIPPY 5’s, who started and ended the program year with an above average standard score. A majority of HIPPY 4’s (82% of English speakers and 68% of Spanish speakers) and HIPPY 5’s (85% of English speakers and 79% of Spanish speakers) were classified as ready for school compared to their same-aged peers.  

Parent Involvement

HIPPY participants increased the average number of minutes spent reading to the child from 13.6 minutes to 20.1 minutes per day (Figure 3). This exceeds the national average of 16.6 minutes per day. The average number of books in the home increased from 17.5 books to 28.3 books, which is slightly lower than the national average of 29.7 books (Figure 4). Participants made substantial gains in frequency of four literacy enrichment activities (such as pointing out letters) after one year of HIPPY participation and exceeded the national averages in all four activities.

Academic Achievement

Table 1 shows the percentage of HIPPY participants and propensity score matched control group participants that met the standard for ITBS, Logramos, and STAAR mathematics and reading. The table also shows the percentage point difference between HIPPY and control groups. HIPPY participants outperformed the control group in 15 of the 21 possible comparisons (green text). The control group outperformed the HIPPY group in three comparisons (red text), and the groups performed about the same in three comparisons (black text). There were no notable differences between the HIPPY and control groups for attendance or promotion rates.

Recommendations

Prepare for increased data collection by improving efficiency of data processes and/or obtaining additional support to assist the program with data collection and case file management. This will be important as the site continues to expand in the coming program year.

Include more detailed information about HIPPY participants in the district database to facilitate further analyses of student outcomes. Information such as length of program participation and successful completion status are not currently collected in the district database.

The full 2013-14 HIPPY final evaluation report can be found at http://www.dallasisd.org/Page/888. For more information, contact Program Evaluation at 972-925-6457.