

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) 2022-2023 COLORADO STATE 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 for the 2022-2023 program year included a participant survey, an assessment of parent-child interactions, and a child assessment of school-readiness. Data from these instruments were 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. For details on the measures used and statistical tests conducted, please reach out to Parent Possible.

This snapshot includes: demographic information on HIPPY participants served in 2022-2023, highlights from the HIPPY Parent Survey, findings from school readiness assessments, and findings from observations of parent-child interactions. All families included in this report received services in 2022-2023. The demographics section includes information from these families, though there is missing data on some items. The parent survey results include information from guardians who completed both a pre- and post-assessment.

Notes on the report: Exact sample sizes (n) are reported in each respective section of the report and represent the maximum; individual items may have smaller sample sizes due to missing data. In addition, we recognize that there are many different configurations of families. In this report, the term "parent" is used in a general sense and refers to anyone who is central to a child's care and development while a participant of HIPPY.

Throughout the program year, HIPPY sites served 688 families and 753 children across the state. 447 participants completed a pre- and post- survey, 522 parents completed a pre- and post-parent-child observation, and 353 children completed a pre- and post-Bracken School Readiness Assessment.

SUMMARY OF FINDINGS

PARENT SURVEY

Participation in HIPPY enhances the parent/child bond: 96% of parents report that things they learn in the HIPPY program strengthen their relationship with their child(ren).

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

- 95% are confident in their role guiding their child's learning
- 94% are confident their child will be prepared for school
- 92% know how to create a good learning environment at home
- 88% know where to find resources to support them as a parent
- 81% are confident they have friends, family, or neighbors they can ask for parenting help, advice, or support

After participating in HIPPY, 96% of guardians reported having 11 or more books in the home on the post-survey, a 14-point increase from the pre-survey.

HIPPY families engage in many types of activities that build literacy skills with 62% singing songs, 50% reading, and 40% telling stories three or more times each day after participating in HIPPY.

PARENT-CHILD INTERACTIONS

Home visitors observe and review the quality of interaction between HIPPY parents and children once each program year. Based on observations completed this year, 96% of HIPPY parents displayed average or above-average developmentally-appropriate behavior overall with their children during week 6 of the program.

SCHOOL READINESS

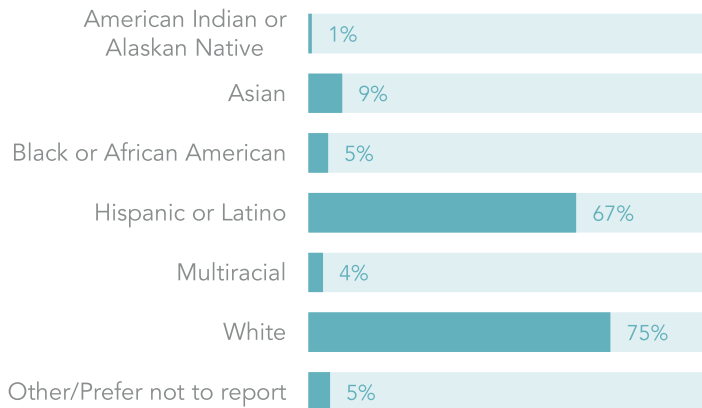
From pre to post, children demonstrated statistically significant increases in percentile rank scores and the overall raw score. Subtest mastery increased significantly in all five areas: colors, letters, numbers/counting, size comparisons, and shapes.

Number of Families Served: **688**

Number of Children Served:

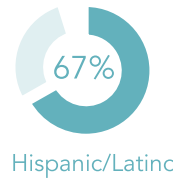
753 Number of Home Visits Completed: **15,858**

PARENT RACE AND ETHNICITY



Note: 64% of guardians selected 2 or more racial/ethnic identities

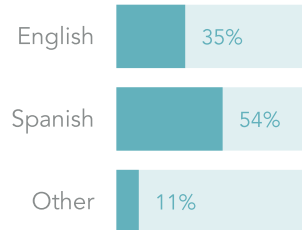
PARENT ETHNICITY



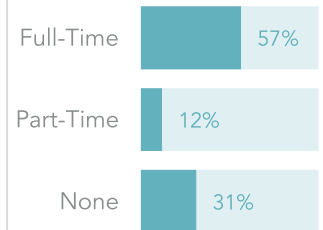
PARENT GENDER

98% **2%**
Female Male

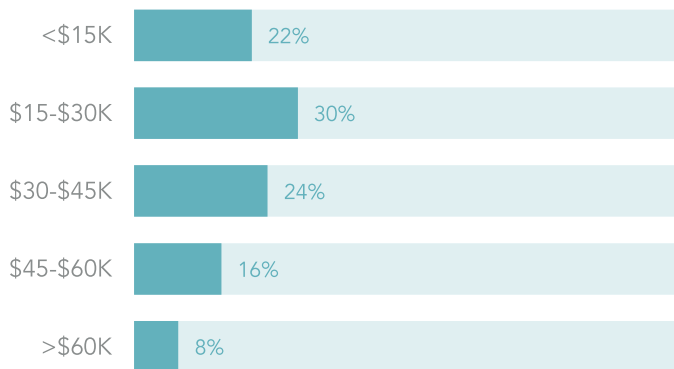
PRIMARY LANGUAGE



EMPLOYMENT STATUS



HOUSEHOLD INCOME



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

\$30,000

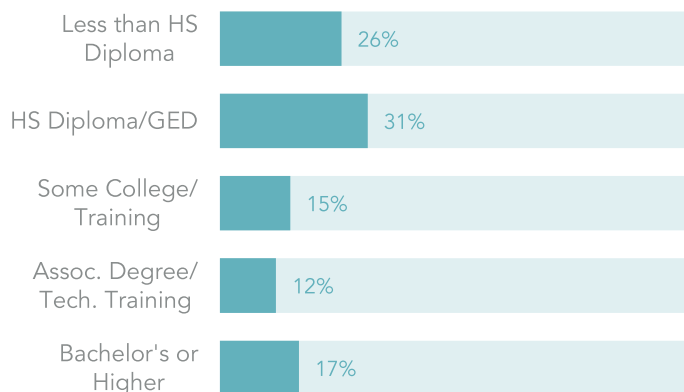
Households served that are at or below 100% of the Federal Poverty Line:

48%

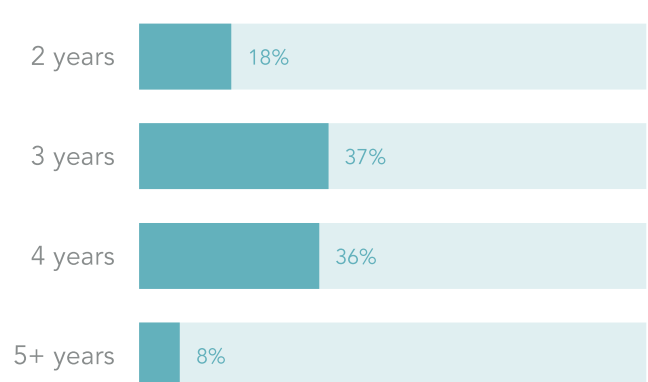
Households served that are at or below 200% of the Federal Poverty Line:

85%

PARENT EDUCATION LEVEL



AGE OF CHILDREN SERVED



Note: Chart totals may not equal 100% due to missing or unknown data. For example, any white space within the donut chart for Parent Ethnicity represents participants who selected the "prefer not to report" category.

PARENT SURVEY

N=447

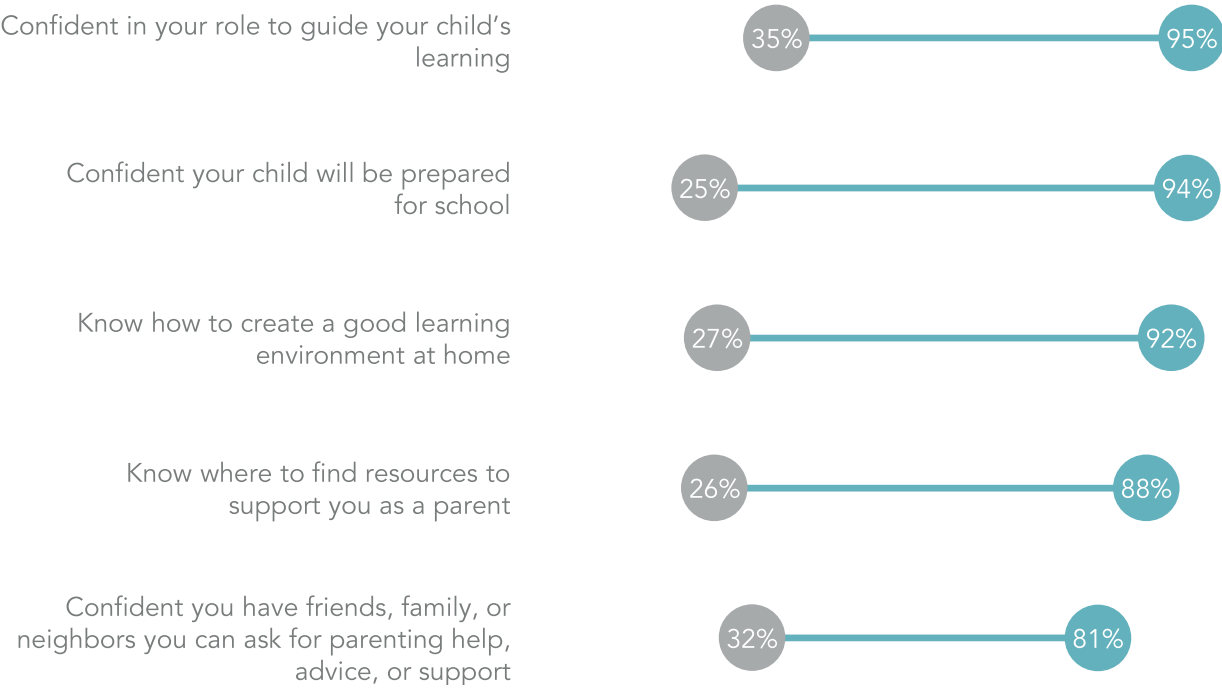
The HIPPY Parent Survey is completed by HIPPY participants during weeks 2 and 26 of the program year. Questions about the families' literacy activities and the number of books in the home are asked in a pre-post format. Results are matched and compared to see change over the course of the year. For questions about the parents' confidence and knowledge, access to resources, and the parent-child relationship, survey respondents reflected on their time in the program and answered questions twice: once according to how they felt before HIPPY and again according to how they felt after participating in HIPPY.

HIPPY parents report being more confident and knowledgeable about how to support their child's learning and development.

Participation in HIPPY increases parents' knowledge of how to create a good learning environment at home and where to find resources to support them as a parent. In addition, parents' confidence increases in many areas, including in their role as a guide to their child's learning, their child's preparedness for school, and that they had friends, family, or neighbors they could ask for parenting help, advice, or support.

The chart below shows the change in the proportion of HIPPY parents reporting they were "very confident" or "extremely confident" for questions about confidence and "very well" or "extremely well" for questions asking how well they knew something at two points in time:

BEFORE HIPPY and NOW (AFTER HIPPY)



HIPPY parents report the activities enhance the parent/child relationship.

96% of HIPPY parents report that HIPPY teaches them new ways to interact with their child(ren) that support their learning and development.

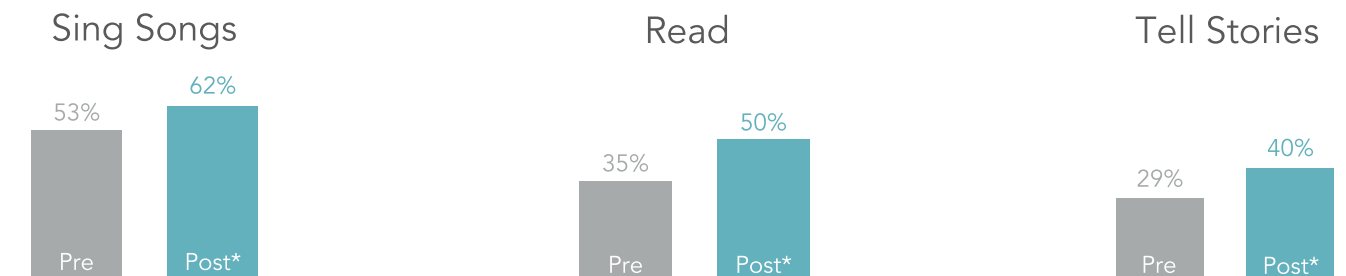
96% of HIPPY parents report that things they learn in the HIPPY program strengthen their relationship with their child(ren).

PARENT SURVEY, cont.

N=447

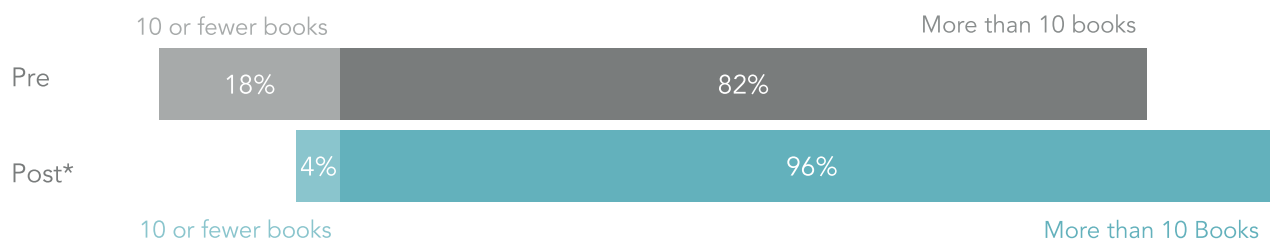
The HIPPY program provides structured activities for parents and children to complete together each week. These activities foster learning, development, and school readiness skills in the areas of language, literacy, motor skills, science, and math. Based on survey results of changes in literacy practices, most families are increasing how often they interact with their child in ways that will improve their literacy over time.

More families report singing songs, reading, and telling stories 3 or more times in a typical day after enrolling in HIPPY.



After participating in HIPPY, parents reported singing songs, reading, and telling stories to their children in a typical day more frequently than they did when they first enrolled. Singing songs was most common, followed by reading and telling stories. The biggest increase was in the frequency of reading, which increased 15 points (from 35% to 50% of parents).

In addition, 94% of guardians reported having more than 10 books in the home at the post-survey, a 12-point increase from the pre-survey.



**= data statistically significant, $p < .05$, meaning there is a less than 5% probability that the change in scores is due to chance alone.*

Families enrolled in HIPPY overwhelmingly love the program, the activities, and the support it provides.

99% of survey respondents are likely or very likely to recommend HIPPY to friends or family.

“Before HIPPY I did not know what he was capable of, with HIPPY I see him grow with me.”

- HIPPY Participant

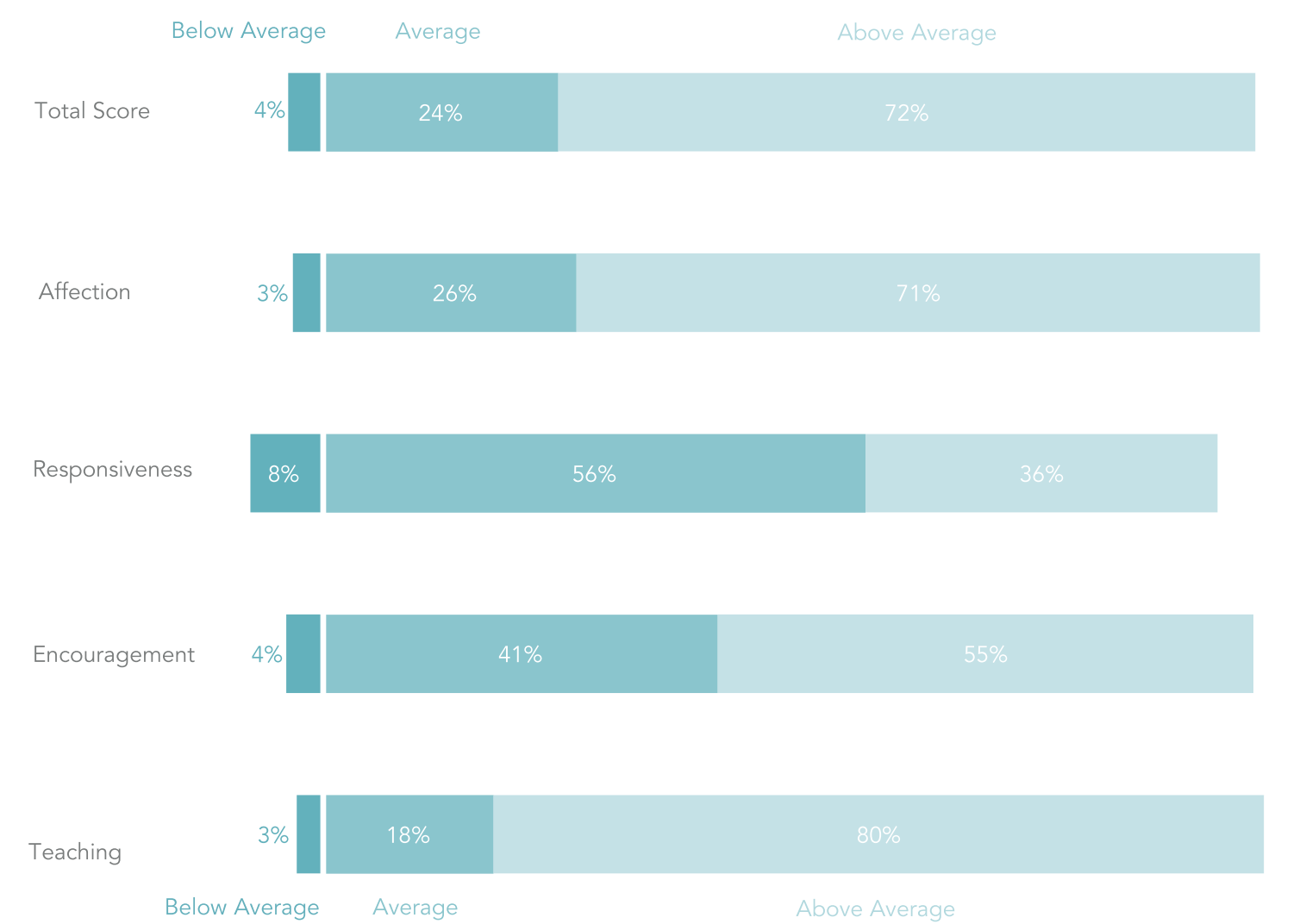
PARENT-CHILD INTERACTIONS

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.¹ 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.

- The PICCOLO measures:
- **Affection:** Warmth, physical closeness, and positive expressions toward child
 - **Responsiveness:** Responding to child’s cues, emotions, words, interests, and behaviors
 - **Encouragement:** Active support of exploration, effort, skills, initiative, curiosity, creativity, play
 - **Teaching:** Shared conversation and play, cognitive stimulation, explanations and questions

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 2022-2023 program year.

PARENT AND CHILD INTERACTION (N=522)



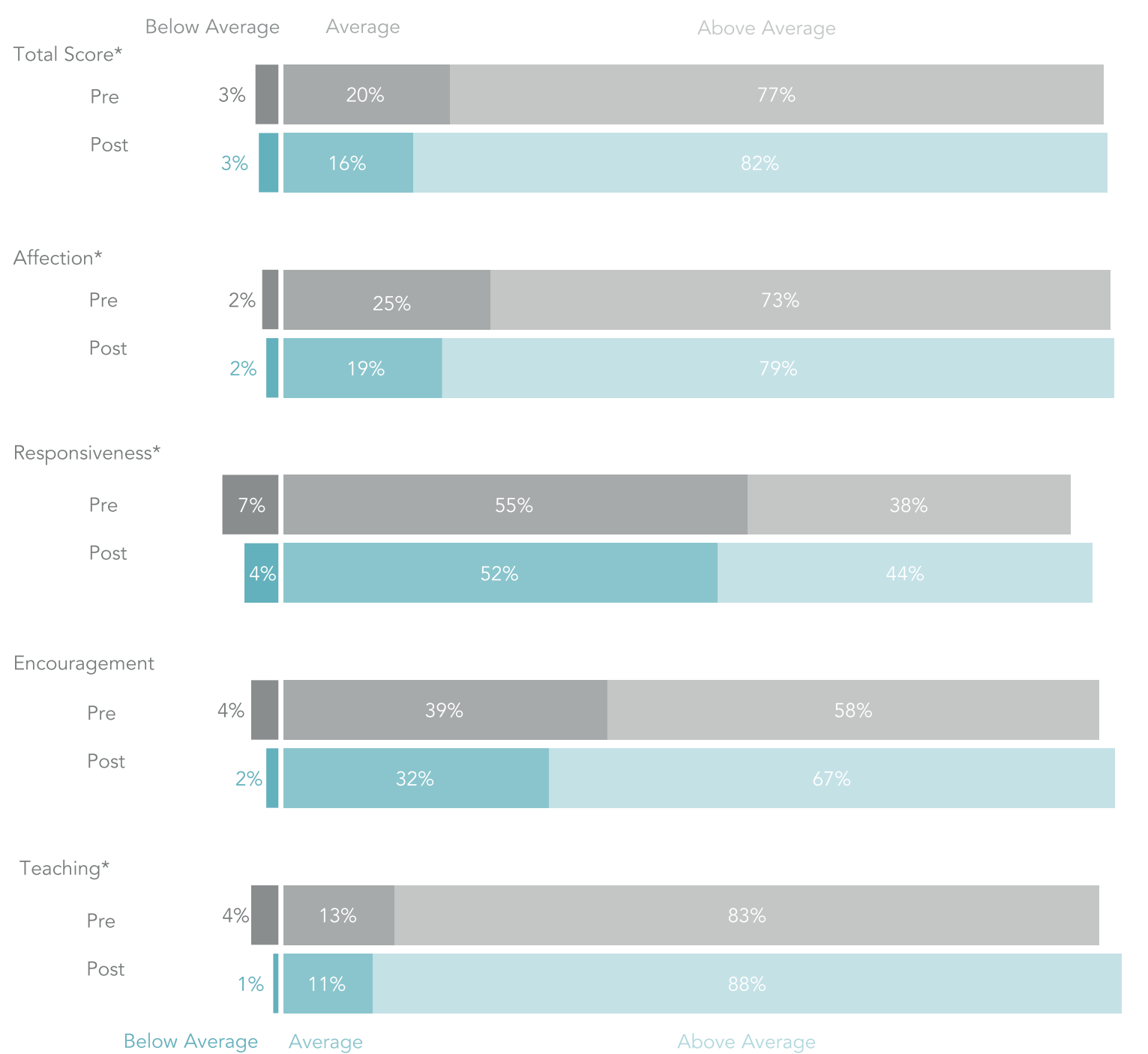
¹ Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V., Christiansen, K., & Anderson, S. (2013). Parenting interactions with children: Checklist of observations linked to outcomes: PICCOLO User's Guide. Baltimore, Maryland. Paul H. Brookes Publishing Co., Inc.

PARENT-CHILD INTERACTIONS

HIPPY families complete the PICCOLO once per year during week 6 of the curriculum, and many families complete multiple years of the program with their child(ren). The results below compare change over time for families that have at least two PICCOLOs recorded while enrolled in the program. The family's most recent PICCOLO must have been completed in the 2022-23 program year in order to be included.

PARENT AND CHILD INFORMATION

N=231



*= data statistically significant, p< .05

SCHOOL READINESS (BRACKEN)

The Bracken School Readiness Assessment (BSRA-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 number of children able to complete the BSRA-3 this year remained below that of pre-pandemic levels. While some program sites shifted back to fully in-person activities, many sites remain at least partially virtual and were unable to collect school readiness data from all eligible children.

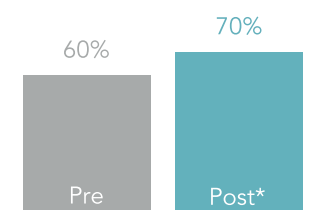
HOW TO INTERPRET RESULTS:

For children whose primary language is English, raw scores are used to calculate a percentile rank. This **percentile rank** allows caregivers to see what their child knows as compared to children of the same age. For example, if a child scores in the 30th percentile, he or she scored better than 30% of other same-aged children. An increase in percentile rank from pre-test to post-test would suggest children enrolled in HIPPY are learning faster than their same-aged peers that are not part of the program. Percentile ranks are also used to determine the child's **proficiency level** i.e. whether they are very delayed, delayed, average, advanced, or very advanced in school readiness.

Regardless of a child's preferred language, subtest mastery scores still provide valuable information about school readiness. Each **subtest mastery** score indicates what percentage of questions were answered correctly in that particular subtest. For example, an 80 for 'colors' indicates that, on average, children named 80% of the colors correctly. Not all of the increase in knowledge can be attributed to participation in HIPPY, however, the gains remain impressive.

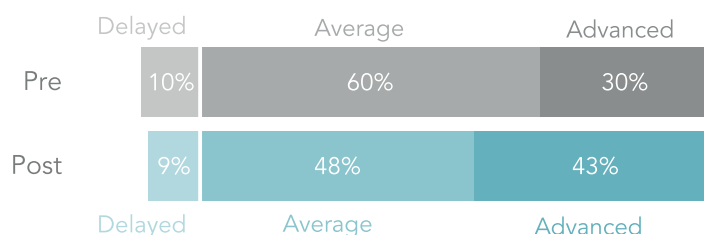
A total of 353 children had matched pre- and post-assessments. Of those, 87 completed the assessment in English and could be included in the percentile rank and proficiency level analyses.

SCHOOL READINESS PERCENTILE RANKS (N=87)

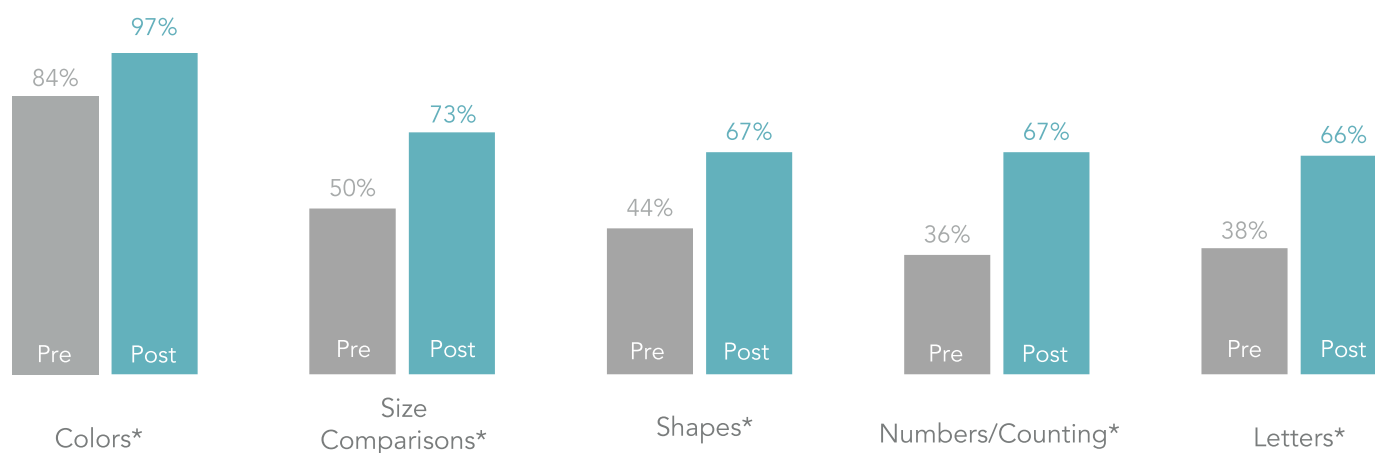


The average child scored better than 70% of other children their age after participating in HIPPY.

SCHOOL READINESS PROFICIENCY LEVEL (N=87)



SUBTEST MASTERY LEVELS (N=353)



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