

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) STATE SNAPSHOT REPORT 2021-2022

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 2021-2022 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 2021-2022
- Highlights from the HIPPY Parent Survey
- Findings from school readiness assessments
- Findings from observations of parent-child interactions

All families included in this report received services in 2021-2022. 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. 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.

SUMMARY OF FINDINGS

PARENT SURVEY

After participating in HIPPY, 77% of families report reading 11 or more minutes per day; this represents a 2-point increase from what was reported in the pre-survey. In addition, 94% of guardians reported having 11 or more books in the home at the post-survey, a 13-point increase from the pre-survey.

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

- 98% are confident HIPPY is preparing their child for school
- 97% are confident their home is a good learning environment
- 92% are confident they know where to find resources to support them as a parent
- 87% are confident they know the typical stages of child development
- 93% are confident they know how to support their child's learning

PARENT-CHILD INTERACTIONS

Home visitors observe and review the quality of interaction between HIPPY guardians and children once each program year. These observations occur early in the program so families can build on their strengths throughout the year. Based on observations completed this year, 95% of HIPPY guardians 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. In addition, subtest mastery increased significantly in all five areas assessed: colors, letters, numbers/counting, size comparisons, and shapes.



**PARENT
POSSIBLE**

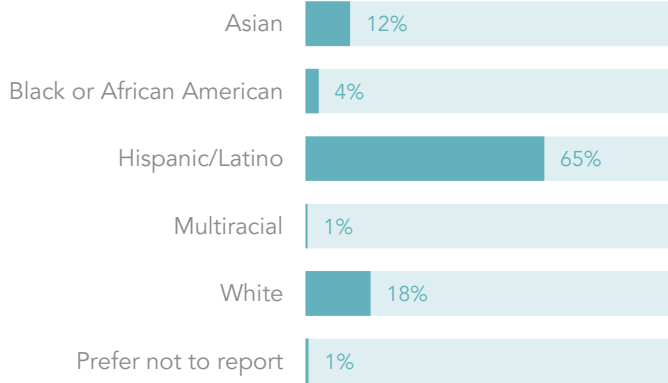
**STRONGER FAMILIES,
TODAY & TOMORROW.**

Number of Guardians Served: **698**

Number of Children Served: **775**

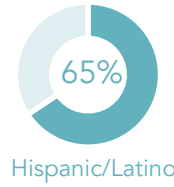
Number of Home Visits Completed: **16,850**

GUARDIAN RACE



Totals for Asian, Black or African American, Multiracial, White, and Prefer not to report exclude Hispanic people.

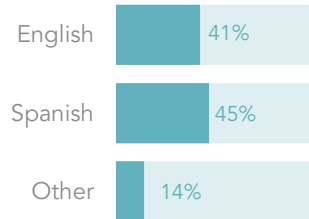
GUARDIAN ETHNICITY



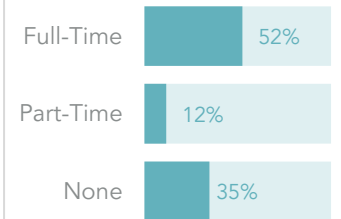
GUARDIAN GENDER



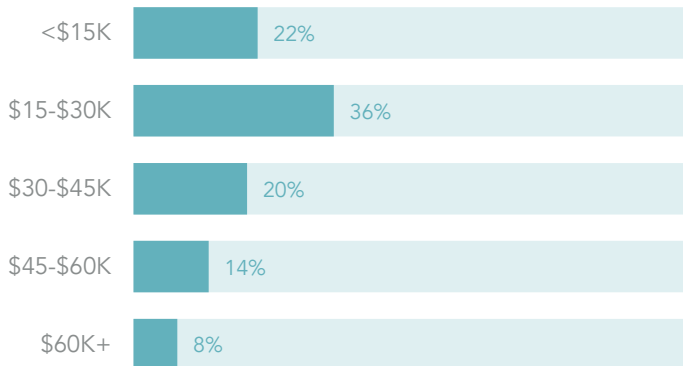
PRIMARY LANGUAGE



EMPLOYMENT STATUS



HOUSEHOLD INCOME



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

\$27,750

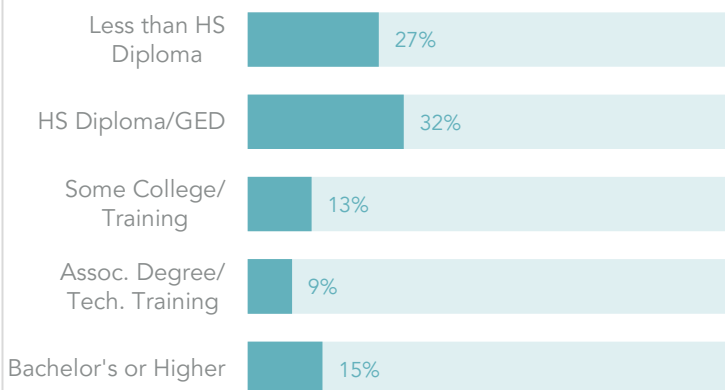
Households served that are at or below 100% of the Federal Poverty Line:

49%

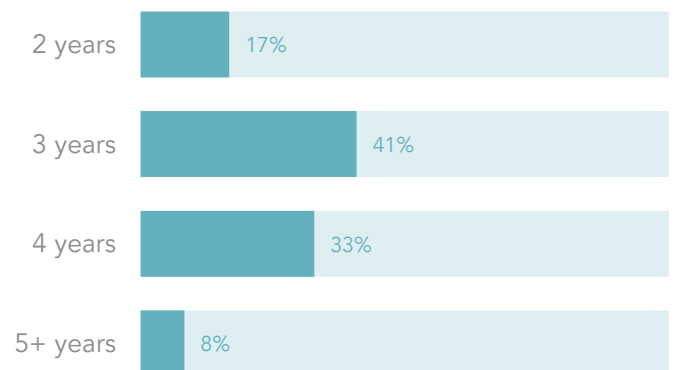
Households served that are at or below 200% of the Federal Poverty Line:

87%

GUARDIAN EDUCATION LEVEL



CHILD AGE

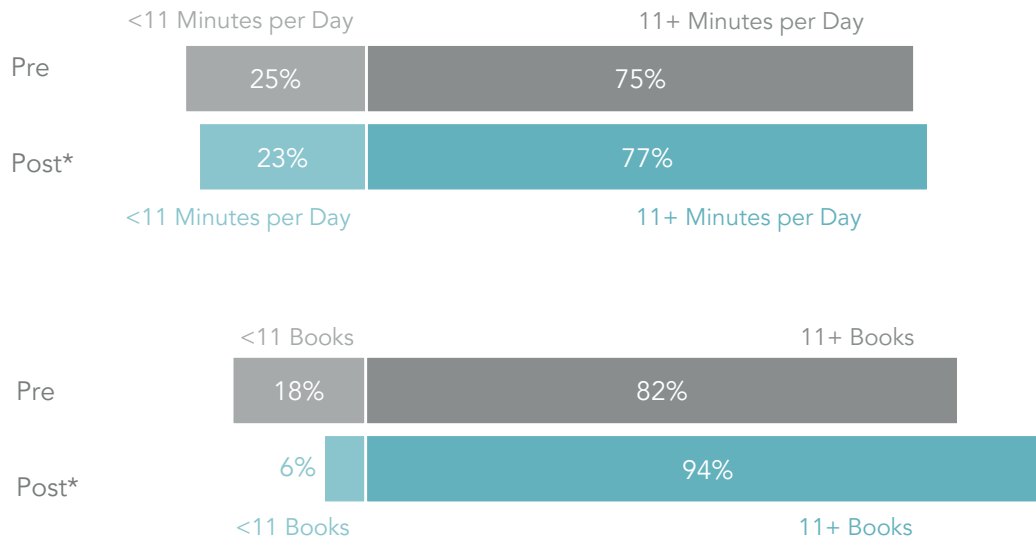


Note: Chart totals may not equal 100% due to missing or unknown data.

PARENT SURVEY

(N=375)

After participating in HIPPY, 77% of families report reading 11 or more minutes per day; this represents a 2-point increase from what was reported in the pre-survey. In addition, 94% of guardians reported having 11 or more books in the home at the post-survey, a 13-point increase from the pre-survey.



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

97% of HIPPY parents and guardians are confident **their home is a good learning environment.**

92% of HIPPY parents and guardians are confident they know where to **find resources to support them as a parent**—up from 84% at the start of the program.

87% of HIPPY parents and guardians are confident they know the typical **stages of child development**—up from 79% at the start of the program.

98% of HIPPY parents and guardians are confident **the program is preparing their child for school.**

PARENT-CHILD INTERACTIONS

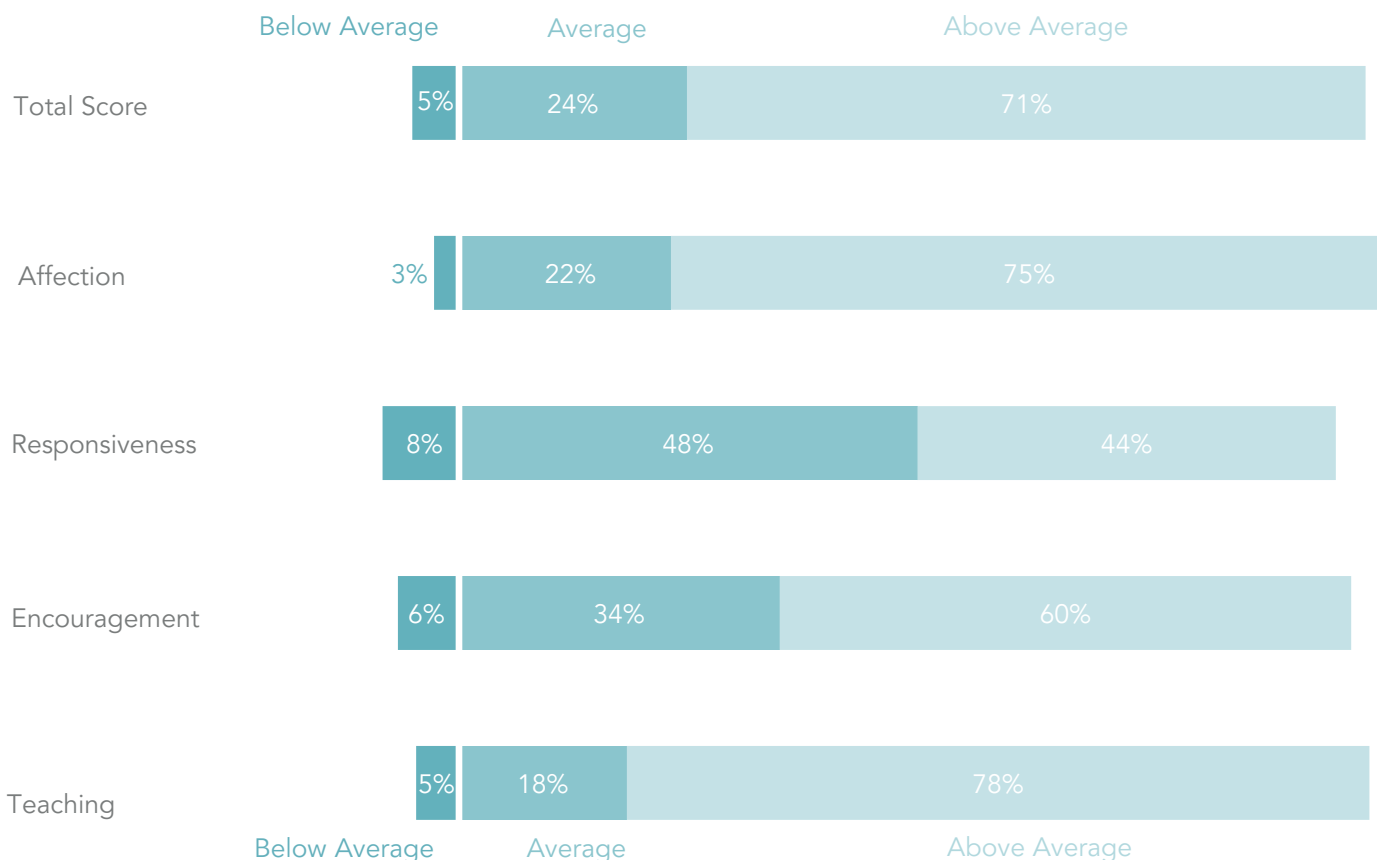
The PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) is a strengths-based measure of parenting interactions that predicts children’s early social, cognitive, and language development.¹ Based on research with diverse, low-income samples, the measure developers identified proficiency cutoffs of below average, average, and above average in four domains, shown below.

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 2021-2022 program year.

PARENT AND CHILD INTERACTION (N=535)



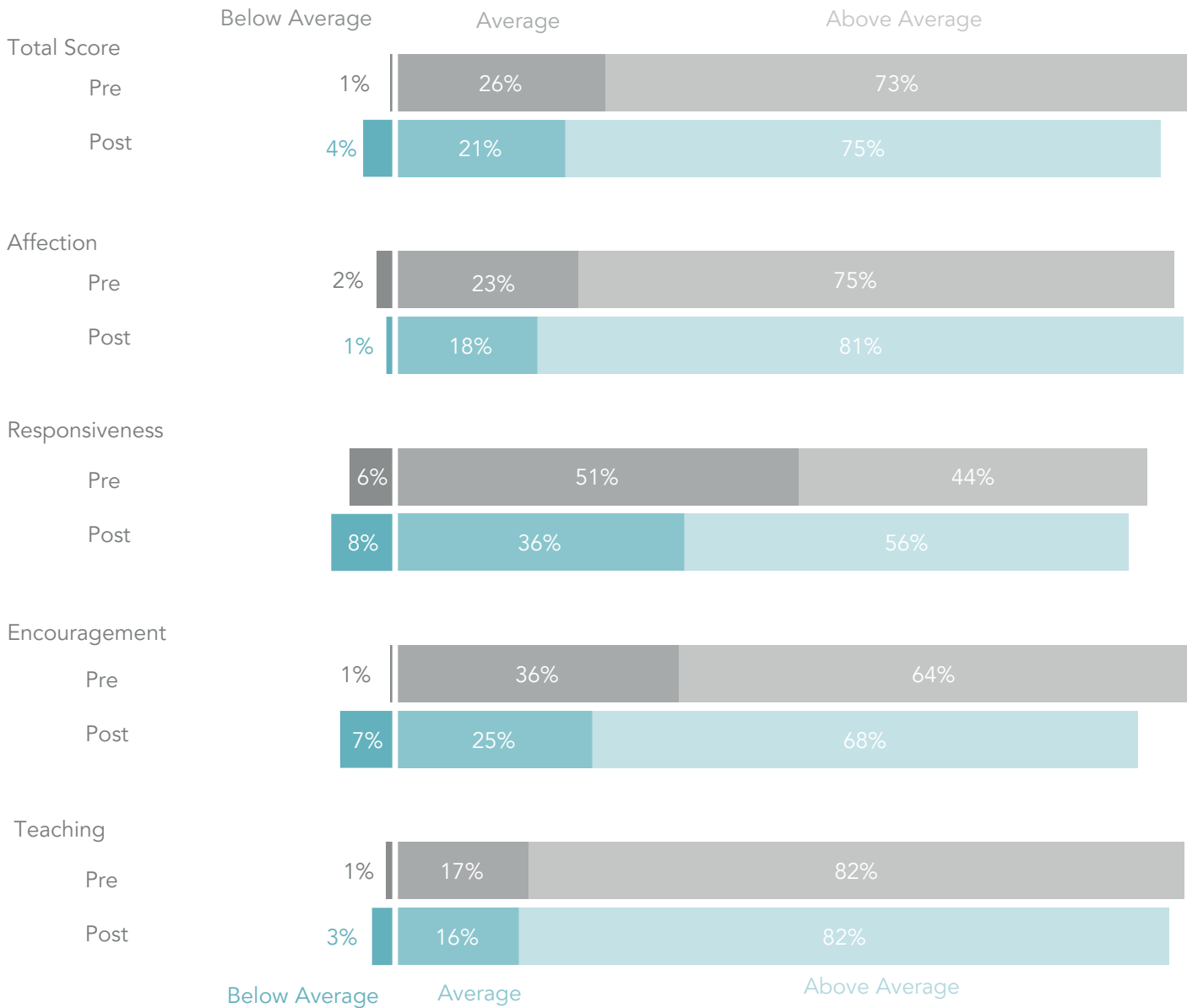
¹ Roggman, L. A., Cook, G. A., Innocenti, M. S., Jump Norman, V., Christiansen, K., & Anderson, S. (2013). Parenting interactions with children: Checklist of observations linked to outcomes: PICCOLO User's Guide. Baltimore, Maryland. Paul H. Brookes Publishing Co., Inc.

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 2021-22 program year in order to be included.

PARENT AND CHILD INFORMATION

N=174



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

SCHOOL READINESS (BRACKEN)

The Bracken School Readiness Assessment-3 (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 far below that of pre-pandemic levels. While some program sites shifted back to in-person activities and completed school readiness assessments for the first time since 2019, other sites remained completely virtual and were unable to collect school readiness data.

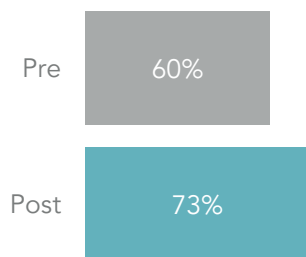
HOW TO INTERPRET RESULTS:

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 HIPPO 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.

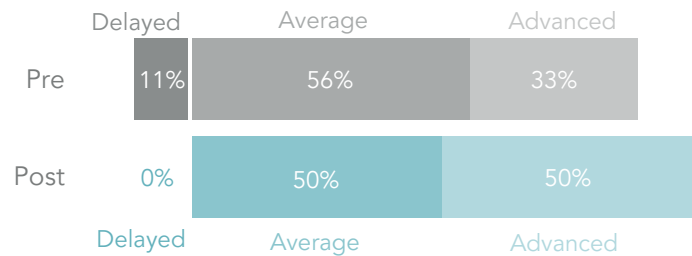
Regardless of a child's preferred language, subtest mastery scores still provide valuable information about school readiness. Each **subtest mastery** score indicates what percentage of questions were answered correctly in that particular subtest. For example, an 80 for 'colors' indicates that, on average,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

A total of 104 children had matched pre- and post-assessments. Of those, 36 completed the assessment in English and could be included in the percentile rank and proficiency level analyses.

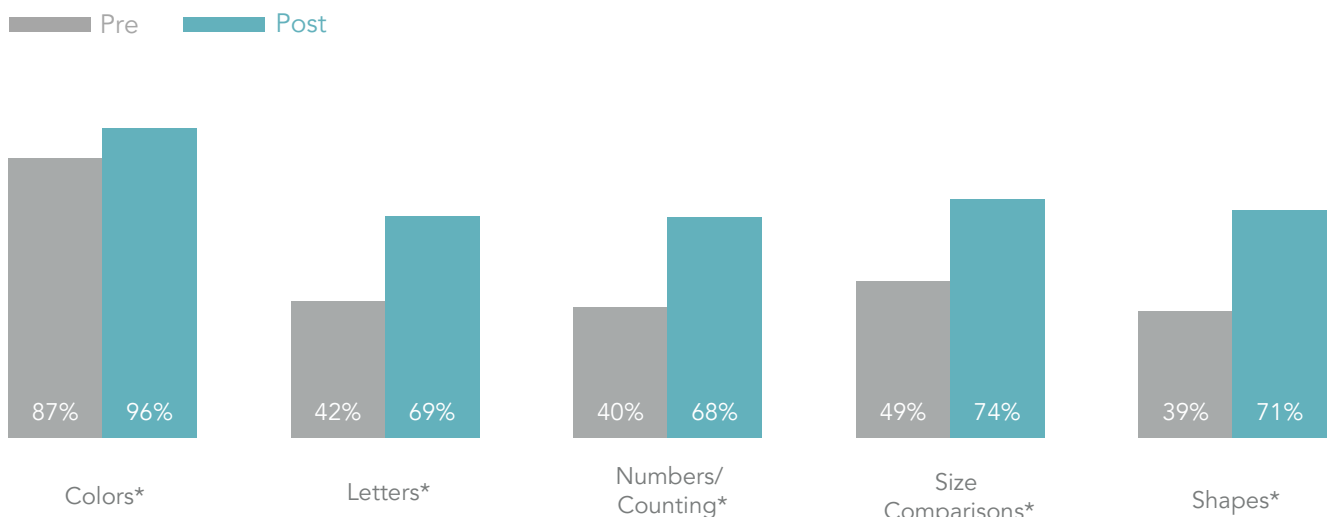
SCHOOL READINESS PERCENTILE RANKS (N=36)



SCHOOL READINESS PROFICIENCY LEVEL (N=36)



SUBTEST MASTERY LEVELS (N=104)



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