

## MEMORANDUM

November 7, 2016

TO: Jorge Arredondo  
Assistant Superintendent of Family and Community Engagement

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) TEXAS HOME VISITING GRANT PROGRAM, 2015–2016**

Home Instruction for Parents of Preschool Youngsters (HIPPY) offers educational enrichment opportunities to parents and children from disadvantaged backgrounds in the Houston Independent School District (HISD). HIPPY utilizes a home-based, family-focused model to help parents prepare their children for academic success prior to enrolling in school. During the 2015–2016 academic year, HISD was awarded a five-year, \$5,880,967 Texas Home Visiting Grant to expand HIPPY to reach children and parents in 36 schools and geographic locations beyond the 21 Title 1-funded HISD schools. The Collaborative for Children partnered with HISD HIPPY to implement the Parents as Teachers component of the grant to support healthy development and school readiness in children.

### Key Findings:

- A total of 637 three to five-year children, along with their parents, participated in the HISD HIPPY program during the 2015–2016 academic year. The number of children who were identified as HISD students rose from 198 to 423 students over the past two years.
- HISD HIPPY kindergarten students attained a higher mean standard score on the Logramos reading and mathematics assessments as well as higher mean standard scores on the Iowa reading and mathematics assessments than district overall averages during the 2015–2016 academic year.
- Bracken results reflected statistically significant increases in children's basic academic skills to prepare them for school from pretest to posttest.
- The Protective Factors Survey provided evidence that HISD HIPPY parents are gaining an increased understanding of child development and parenting strategies that support physical, cognitive, language, social, and emotional development of their child.
- A partnership with the Collaborative for Children expanded the impact of HIPPY through the delivery of the Parents as Teachers curriculum. The curriculum was delivered to parents across 36 zip codes in Houston.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment

cc: Grenita Lathan  
Gloria Cavazos



# RESEARCH

Educational Program Report

HOME INSTRUCTION FOR PARENTS OF  
PRESCHOOL YOUNGSTERS (HIPPI)  
TEXAS HOME VISITING GRANT PROGRAM  
2015-2016

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# HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) TEXAS HOME VISITING GRANT PROGRAM 2015–2016

## Executive Summary

Home Instruction for Parents of Preschool Youngsters (HIPPY) was established more than 40 years ago in over 10 countries globally (Texas HIPPY Center, 2015). HIPPY was initiated in the Houston Independent School District (HISD) during the 1993–1994 school year to offer academic enrichment opportunities to parents and children from economically-disadvantaged backgrounds. The program is considered an effective educational practice that promotes school readiness and removes barriers for poverty-stricken children who are at risk of academic failure (Zuckerman and Halfon, 2003; Texas HIPPY Center, 2015). HIPPY provides an opportunity for early childhood experiences that are “consistent, developmentally sound, and emotionally supportive” for the child and the family (High, 2008, p. 1008). This model of early education is aligned with the governor of Texas’ priority for building a better education system for all children (The State of Texas, 2015). During the 2015–2016 academic year, HISD was awarded a five-year, \$5,880,967 Texas Home Visiting Grant to expand HIPPY to reach children and parents in 36 schools and geographic locations beyond the 21 Title 1-funded HISD schools. The Collaborative for Children partnered with HISD HIPPY to implement the Parents as Teachers component of the grant to support healthy development and school readiness in children.

HIPPY utilized a home-based, family-focused approach to help parents prepare their children for academic success prior to enrolling in school (Texas HIPPY Center, 2015). HIPPY USA provided technical assistance to participating school districts. Targeted parents had preschool children ages three to five years old. HIPPY lessons were delivered by home instructors who were parents within the community. These instructors were trained to cover a highly-structured, 30-week curriculum in English and Spanish for an hour every week in the parents' home. Home instructors engaged in role play to teach parents educational activities which they could practice with their children. Parents were encouraged to help their children recognize shapes and colors, tell stories, follow directions, solve logical problems, and acquire other school readiness skills. Consistent with HIPPY objectives, this evaluation addressed the following areas:

- Longitudinal participation trends,
- Academic enrichment activities,
- 2016 CIRCLE English and Spanish literacy and mathematics assessment results,
- 2016 Logramos and Iowa reading and mathematics performance,
- Bracken school readiness performance,
- Family Protective Factors assessment of HIPPY parents, and
- Participation outcomes from the Parent as Teachers (PAT) program component.

A limitation of this evaluation is that HISD students were identified based on background information, including name and birthdate extracted from HIPPY parent enrollment forms. Only children who could be verified based on these background characteristics through the Public Education Information Management System (PEIMS) were included in academic performance analyses. A mitigation strategy consisted of working directly with HISD HIPPY staff to verify students captured through PEIMS.

## Highlights

- During the 2014–2015 academic year, HIPPY operated in 40 HISD elementary schools, across seven of the nine HISD Board of Trustee districts. Staff resources included three program coordinators, one assistant, and 43 home instructors. The HISD HIPPY budget allocation was \$760,000 at that time. HIPPY was expanded during the 2015–2016 academic year to include 21 Title 1-funded school sites and 36 schools sites funded under the Texas Home Visiting Grant. The grant added 12 home instructors, a program coordinator, and a project director. Funding for the 2015–2016 academic year included \$750,000 from Title 1 and \$1,200,000 from the Texas Home Visiting Grant. The HISD HIPPY budget was supplemented by funds from the National Counsel of Jewish Women, with a donation of 25 gas cards (\$625 value) and \$10,000 in cash.
- A total of 637 three to five-year children, along with their parents, participated in the HISD HIPPY program during the 2015–2016 academic year. While the number of three to five-year old children decreased from the 2014–2015 school year to the current year by 13% (730 vs. 637), the number of children who were identified as HISD students rose from 198 to 423 students over the past two years.
- During the 2015–2016 academic year, a higher percentage of the HISD students whose parents participated in HIPPY were female (51.2 percent) compared to male, and Hispanic (74.6 percent) compared to other ethnic groups. Additionally, 63.4 percent of the students were identified as limited English proficient (LEP), 92.8 percent as at-risk of dropping out of school, and 95.0 percent were economically disadvantaged.
- Over the past seven years, the ethnic composition of HIPPY HISD student cohorts fluctuated. Among the notable trends was a decrease in the proportion of Hispanic students by 13.7 percent from 2012–2013 to 2013–2014, with a 12.8 percent increase in Hispanic students during the 2014–2015 school year. The percentage of African American students nearly tripled from the 2012–2013 (8.1 percent) to the 2013–2014 school year (23.3 percent), but dropped by 5.6 percentage points from the 2013–2014 to the 2014–2015 school year (17.7 percent). The percentage of Asian students increased from zero in 2012–2013 to 2.0 percent of the cohort in 2014–2015. By the 2015–2016 academic year, 74.6 percent of HISD HIPPY students were Hispanic, 21.6 percent African American, 2.7 percent White, and less than 1 percent were Asian and students of two or more races. The 2015–2016 figures reflect a drop in the proportion of Hispanic students (80.3 vs. 74.6 percent), an increase in the proportion of African American students (17.7 vs. 21.6 percent), an increase in the proportion of White students (0.0 vs. 2.7 percent), a decline in the proportion of Asian students (2.0 vs. 0.7 percent), and an increase in the proportion of students of two or more races (0.0 vs. 0.2 percent) over the past two years.
- In addition to home instruction lessons, 1,841 HISD HIPPY parents, students, and families participated in the *End of Year HIPPY Celebrations* enrichment activity during the 2015–2016 school year. The activity supported parental involvement and leadership skill development of parents and their children.
- On the 2016 Logramos reading (ELA Total) assessment, a higher mean standard score was achieved by the 2015–2016 HISD HIPPY cohort compared to HISD students districtwide at kindergarten (180.0 vs. 171.4). In addition, HISD HIPPY kindergarten students attained a higher mean standard score on the Logramos mathematics assessment compared to the HISD overall mean score on the test (Math

Total) (168.5 vs. 163.0). The difference between HISD HIPPY kindergarten students and districtwide kindergarten students was by 8.6 points in reading and 5.5 points in math in favor of HIPPY students.

- The 2015–2016 HISD HIPPY kindergarten student cohort outperformed the district on both the lowa reading (132.0 vs. 130.8) and mathematics (131.8 vs. 131.0) assessments. The difference between HISD HIPPY kindergarten students and districtwide kindergarten students was by 1.2 points in reading and 0.8 points in math in favor of HIPPY students.
- CIRCLE 2016 English literacy assessment findings revealed a higher percentage of non-HIPPY economically-disadvantaged prekindergarten students passed the test at Wave 1 compared to their HIPPY prekindergarten economically-disadvantaged peers (5.8 percent vs. 2.4 percent). This pattern persisted at Wave 3 for the respective groups (31.6 percent vs. 23.1 percent). Likewise, on the CIRCLE English math assessment, non-HIPPY economically-disadvantaged students attained a higher passing rate at Wave 1 (5.4 percent vs. 12.5 percent), but performed lower than their economically disadvantaged HIPPY peers at Wave 3 (51.0 percent vs. 38.5 percent).
- On the 2016 CIRCLE Spanish literacy assessment, HIPPY prekindergarten economically-disadvantaged students outperformed their non-HIPPY economically-disadvantaged peers at Wave 1 (2.2 percent vs 1.5 percent) and Wave 3 (38.2 percent vs. 31.1 percent). CIRCLE Spanish math results revealed a higher percentage of HIPPY economically-disadvantaged students passed the test at Wave 1 compared to non-HIPPY economically-disadvantaged students (5.0 percent vs. 4.1 percent). This pattern persisted at Wave 3 for the respective groups (40.0 percent vs. 37.9 percent).
- On the Bracken assessment, there was a statistically significant increase in the mean number of items correct on the six subscales (colors, letters, numbers/counting, sizes, comparisons; and shapes) as well as on the overall school readiness composite subscale ( $p < .001$ ). Cohen's  $d$  effect sizes ranged from .57 to .72, indicating positive impact of HIPPY on school readiness. The magnitude of the effect was medium.
- On the Protective Factors Survey (PFS), there was an increase in parents' mean ratings, from pre- to posttest, on all items measuring resiliency in managing daily life problems and crises. Parents' ratings on items measuring concrete support remained mostly unchanged. Improvements were noted in items measuring child development/knowledge of parenting. A notable finding was an increase in parents' agreement that they know how to help their child learn and the frequency that parents praised their child when he/she behaves well. The mean ratings, from pre- to posttest, on most items measuring nurturing and attachment increased. A notable finding was an increase in the frequency that parents noted spending time with their child doing what he/she likes to do.
- There were 85 families served through the Parents as Teachers (PAT) program, implemented through a partnership with Collaborative for Children. Among the families served, there were 100 children and 10 pregnant women. There were no program completers, considering that participants had to attend a minimum of 12 months of services to be completers during the 2015–2016 academic year. Parent group meetings and parent and child screenings were conducted with participants.

## Recommendations

1. In this report, positive differences were noted in the academic achievement of HISD HIPPY cohorts compared to students districtwide, particularly on Spanish language assessments. This finding was inconsistent among students on English language assessments. HISD should continue to support the HIPPY program to develop the academic potential of targeted students. Additional strategies designed to build on students' academic performance in English should be considered. Strategies include linking HIPPY parents to Family and Community Engagement (FACE) resources and providing follow-up services to HIPPY parents after exiting the program. Expanding the number of hours worked by part-time HIPPY instructors to work with HIPPY parents after their children exit the program may help to implement these strategies.
2. The HISD HIPPY program facilitates school readiness and literacy development in preschool children. HISD should consider expanding the HIPPY program to additional elementary school sites to address the literacy needs of more economically-disadvantaged students across the district. Recruitment efforts should focus on students of all ethnic backgrounds to augment their educational and academic experiences through parental involvement and support offered by HIPPY.

## Administrative Response

During the 2015–2016 school year, 57 HISD schools participated in the HIPPY program. As a result, parent recruitment and retention, and student cognitive development at these sites was enhanced over the school year. As a result of the five-year, \$5,880,967 Texas Home Visiting Program Grant that expanded services to families in Sunnyside, Third Ward, and South Side, it is expected that HIPPY cohort children will continue to outperform their HISD peers.

The FACE Department worked with the HISD Technology Department to develop a student information system for HIPPY. This system will help to improve documentation and tracking of academic performance of children whose parents participated in HIPPY over time.

Given that academic performance benefits have been found for HIPPY students, the program administration will continue to provide quality program activities and maintain alignment with national HIPPY standards in partnership with Collaborative for Children.

## Introduction

Home Instruction for Parents of Preschool Youngsters (HIPPY) offers educational enrichment opportunities to parents and children from disadvantaged backgrounds in the Houston Independent School District (HISD). HIPPY utilizes a home-based, family-focused model to help parents prepare their children for academic success prior to enrolling in school. HIPPY USA supports HIPPY programs nationwide by offering technical assistance. HIPPY promotes school readiness and early literacy by creating an environment that supports parents in their role as the child's first teacher. By providing a curriculum with activities for preschool children, HIPPY offers practice in skills that research has proven crucial to school readiness so that children entering school are prepared to learn and achieve better academic, social, economic, and health outcomes (Zuckerman and Halfon, 2003; Texas HIPPY Center, 2015). The HIPPY curriculum is designed with the intention that parents from disadvantaged backgrounds (i.e., those with limited or unsuccessful schooling, and/or limited financial resources) can be successful



teachers of their own children. Parents are empowered to understand what their child is learning and to support their child's future learning.

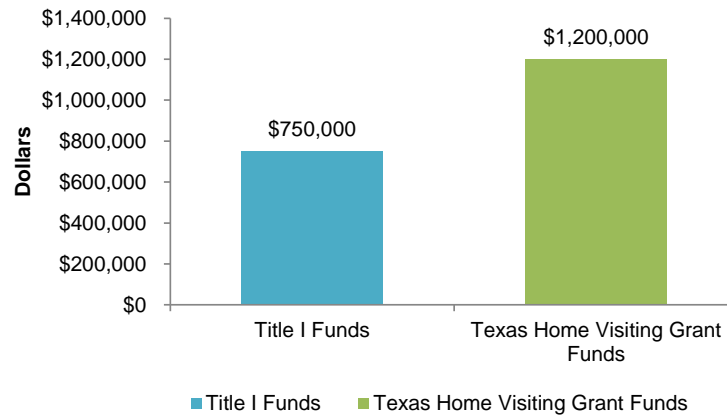
Targeted HIPPY parents have preschool children ages three to five years old and reside within HISD geographical boundaries. For HIPPY children, the model supports the development of basic academic readiness concepts and skills, values and attitudes, concentration, confidence, successful transition from the home to school environment, empathy toward others, and positive relationships with parents (Texas HIPPY Center, 2015). Moreover, program participation is designed to generate the following outcomes:

- Parents with an enhanced sense of their own abilities and the satisfaction of teaching their children.
- Children with an opportunity for both fun and learning with their parents at home.
- Families with the support and guidance of trained peer home visitors and a professional coordinator.
- Schools with children who enter school ready to succeed and parents who are active and supportive.
- Home instructors with a means of assuming leadership in the community and steps toward self-sufficiency and marketable skills (Texas HIPPY Center, 2015).

The HIPPY program, funded through Title I, was first implemented in HISD by the Early Childhood Department as a pilot program during the 1993–1994 academic school year. During the 2013–2014 academic year, HIPPY was funded through the HISD Family and Community Engagement Department (FACE), which oversees parent-related activities. HIPPY has expanded over the years to reach more parents whose children may enroll in HISD schools. The expansion included 36 schools funded through the Texas Home Visiting Grant and 21 Title 1-funded schools. **Figure 1** depicts the distribution of revenue by funding sources, which includes \$750,000 from Title 1 and \$1,200,000 from the Texas Home Visiting Grant. The HISD HIPPY budget was supplemented by funds from the National Counsel of Jewish Women. The program was donated 25 gas cards (\$625 value) and \$10,000 in cash, which is reflected in the Title 1 program. Cash donations are used to purchase HIPPY curriculum materials and supplies as well as books for the summer extension program.

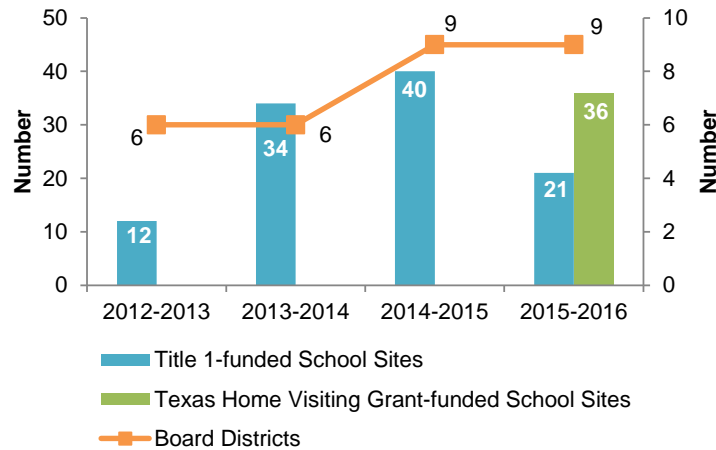
**Figure 2** provides information on the number of Title 1-funded and Texas Home Visiting Grant-funded school sites and HISD Board Districts impacted by the program. During the 2012–2013 academic year, HIPPY operated in 12 HISD elementary schools, covering six Board of Trustee Districts. HIPPY was staffed by one coordinator at that time. During the 2013–2014 academic year, HIPPY operated at 34 elementary schools, covering six of the nine HISD Board Districts, and was staffed by two coordinators and 35 home instructors. In 2014–2015, HIPPY operated in 40 targeted elementary schools, staffed with three coordinators, one assistant, one lead specialist, and 43 home instructors. Finally, during the 2015–2016 academic year, HIPPY was implemented in 21 Title 1-funded school sites and 36 Texas Home Visiting Grant-funded schools sites, across the nine HISD Board Districts (See **Appendix A** for list of schools by funding source.)

**Figure 1. HIPPY Revenue by Funding Source, 2015–2016**



**Appendix A** presents the names of the Title I-funded and the Texas Home Visiting grant-funded school sites.

**Figure 2. Number of HISD HIPPY School Sites and Board Districts, 2012–2013 to 2015–2016**



**The HIPPY Model**

The HIPPY program model uses the following strategies: (1) a developmentally-appropriate 30-week curriculum in English or Spanish; (2) role-play as the method of teaching, (3) part-time home instructors and a coordinator; and (4) home visits combined with group meetings to provide parents with the tools and materials that enable them to work directly and effectively with their child (HIPPY USA, n.d.). A typical HIPPY program site can serve up to 180 children and their families, with one coordinator and 12 to 18 part-time home instructors. HIPPY staff conducts monthly meetings with parents in the community to discuss issues, such as gang awareness and mental health.

**The HIPPY Curriculum**

HIPPY instructional materials are standardized and include story books, weekly activity packets, and manipulatives. There are 30 activity packets for use throughout the school year. A packet for each week

includes approximately 10 activities for parents and children. These activity packets include language development, sensory and perception discrimination skills, and problem solving. The materials are available in both Spanish and English and are designed to enable parents with little or no formal schooling to teach their children successfully.

### Home Instructors and Program Coordinator

A typical home instructor provides services to up to 16 parents with children. The home instructor's main responsibility is to deliver the curriculum to his/her assigned parents. As such, home instructors are required to schedule their own appointments and meet with their assigned parents at the parent's home once a week for a period of 30 weeks. During a home visit, home instructors provide parents with a packet containing the week's activities. The home instructor engages in role-play with the parents, often using his or her own child. However, the home instructor does not work directly with the child participant.

Home instructors are part-time employees of HISD, and work approximately 30 hours a week. The recruitment procedure for home instructors required that they have (1) a child of appropriate age to engage in the HIPPY curriculum, (2) a Graduation Equivalent Diploma (GED), (3) a valid Texas Driver's License, (4) transportation, and (5) a valid permit to work in the United States. The home instructors receive weekly HIPPY training conducted by a full-time HIPPY coordinator. The program coordinator recruits and trains home instructors, organizes group meetings, develops enrichment activities, and helps to recruit parents into the program. All home instructors are parents of preschoolers and/or have young children attending the school to which they are assigned. The HIPPY manager supports the team by conducting home observations, telephone surveys to the family, trainings, and recruiting guest speakers for families.

### Staff and Group Meetings

Staff meetings provided home instructors with practice of the week's activities. These meetings allow home instructors to review and practice role-playing lessons as it will be taught to the parent. Furthermore, home instructors learn from other home instructors and the coordinator about circumstances and situations that may arise while they are training parents. Group meetings are designed to network parents of HIPPY children to discuss information and provide parents a time to ask questions. These meetings often provide valuable information of available services on local resources that may potentially benefit the families of HIPPY children. In addition, group meetings allow parents an opportunity to meet with other program participants, to share and learn from each other's experiences, and to receive additional support and information from the community.

HIPPY has mandatory conferences and retreats including:

- Kickoff Agenda every year for all HIPPY personnel in Texas,
- Coordinators Retreat (every year for administrators and coordinators in Texas),
- HIPPY National Conference every other year (mandatory for administrators and coordinators at the national level), and
- Once in life HIPPY International Pre-Service training (mandatory for all new administrators and coordinators at the international level).

### HIPPY Advisory Board

During the 2015–2016 academic year, HISD HIPPY had a 22-member Advisory Board, which was an expansion from the 13-member Advisory Board during the 2014–2015 year. The Advisory Board consisted of principals, an HISD Board member, community members, and parents. The expansion included more parents of HIPPY students. The Advisory Board was developed to help parents achieve expected outcomes related to teaching and learning for their child and themselves in the areas of literacy, self-concept, and interactions in their families, schools, and the community. Additional responsibilities of

the HIPPY Advisory Board were to promote HIPPY in the community; assist in the procurement of funds; provide advice regarding planning, implementation, and problem solving; assist with program needs (e.g., special events, guest speakers); and foster cooperative working relationships with resource agencies, community and volunteer groups, and other early childhood/family support programs.

## **Texas Home Visiting Grant Framework**

### **Early Childhood Coalition**

For the Texas Home Visiting Grant, HISD built on an existing local early childhood coalition, *Early Matters*. The coalition's purposes were to: (1) identify community-level needs as they relate to school readiness and to maternal/child health outcomes, (2) integrate services to create streamlined access across different business, faith-based, and government sectors throughout Harris County, (3) implement system-level strategies that address broad policy, practice or community infrastructure issues that impact young children and families and benefit the community at-large, and (4) build relationships with key stakeholders to create a foundation for long-term sustainability. Meetings were held with Early Matters at Kelly Court to develop strategies that support school-ready children, as well as health and safety for at-risk, economically-disadvantaged families.

### **Continuous Quality Improvement (CQI)**

Another aspect of the Texas Home Visiting Grant was to form a local Continuous Quality Improvement (CQI) team and to participate in annual CQI activities. Local CQI teams worked to (1) strengthen and improve health and development outcomes for at-risk children, (2) identify and rectify impediments to effective performance, and (3) document changes and improvements in their evidence-based home visiting programs. As part of CQI, HISD HIPPY developed a partnership with Collaborative for Children to implement the Parents as Teachers (PAT) program. PAT targeted parents with 0 to 3-year old children. PAT teams visited homes to conduct screenings with parents and their child. The team met twice a month to discuss how to retain families. The team was required to choose one or two problems that existed in the program goals and to use scientific methods to resolve the issue. The HISD CQI chose retention of families in the program. Specifically, the hypothesis was: if parents were offered incentives, then retention will increase by at least 5% annually. Measurement of the hypothesis will occur in the fall of 2017. State-level program model staff provided local CQI teams to assist HISD HIPPY with subject - matter expertise. The Texas Home Visiting Grant staff provided technical assistance on CQI tools and techniques. Grant staff trained on how to establish teams, assign roles, meet, and formulate hypotheses. Trained workers from the Department of Family and Protective Services, Partners in Early Intervention helped in the CQI efforts.

### **Early Development Instrument (EDI)**

The Early Development Instrument (EDI) measured how young children are developing in local communities. It examined the domains of (1) physical health and well-being, (2) social competence, (3) emotional maturity, (4) language and cognitive skills, and (5) communication and general knowledge. The resulting data support the identification and characterization of specific neighborhoods that are in need of health, educational, and/or social services and the subsequent targeting of community resources to those areas of need. The EDI assessment was developed by UCLA and conducted with kindergarten students in HISD. Children had to be a student with the teacher for at least 3 months. The assessment was completed on the computer. Students' names were uploaded in the computer by HISD staff. Principals and school staff could use the data to determine whether students were developmentally on track and ready for success in school and life. HISD chose three neighborhoods, including a (1) predominately Hispanic community, a (2) predominately African American community, and a (3) predominately diverse community. The three schools according to when the survey was administered were Neff Elementary

(May 11 and 12<sup>th</sup>); Reynolds Elementary (May 13<sup>th</sup>); and Hobby Elementary (May 19<sup>th</sup>).

### Sustainability

A fourth aspect of the Texas Home Visiting Program project is sustainability. During this multiyear funding period, the local early childhood coalition must strategically design and implement a local sustainability plan. The local sustainability plan must enable the local early childhood coalition to effectively leverage state and federal funds in order to ensure continued financial support beyond the initial state and federal investments. HISD is networking with different communities to identify champions to bring to the table that are sensitive to the goals of the program. An Advisory Board will be established to identify champions and other stakeholders to engage in the process, including the National Jewish Women, pharmacists, the Third Ward Fellowship of Churches, and local businesses.

### Coordinated System of Referrals

A fifth aspect of the Texas Home Visiting program project is a coordinated system of referrals. During its multiyear funding period, the local early childhood coalition must implement activities to coordinate cross-sector services and address broader community-level issues. The coalition must work toward integrating services in ways such that young children and families will have easy and coordinated access to an effective continuum of services that impact them (e.g., home visiting, mental health, employment, education). In improving service coordination, local coalitions may develop coordinated referral systems to ensure families can easily access services that best meet their needs, identify community-wide recruitment and retention strategies, and streamline intake processes to ensure easy access to varied services. HISD is working on developing a user-friendly website, where all available resources on housing, domestic violence, and mental health, for example, are stored. Home visitors will communicate these resources to families in their homes.

## Review of Literature

Over the years, continuous efforts have been made by educators to prepare children to be successful in school. The role of parents toward strengthening the academic achievement of their child has long been recognized as key to successful early childhood education programs and building school readiness skills (Hidalgo, Kallemeyn, & Phillips, 2013). The significance of parents in early childhood education is further emphasized in the Family Engagement in Education Act of 2011. The Act notes that “positive benefits for children, youth, families, and schools are maximized through effective family engagement that is continuous across a child’s life from birth through young adulthood” (Family Engagement in Education Act of 2011, Section 3). The research points out that when parents are involved, students have higher grades, test scores, attend school on a regular basis, are more motivated, have higher levels of self-esteem, have lower rates of suspension, and show improved behavior at home and school (Henderson & Mapp, 2002). Hilado, Kallemeyn, and Phillips (2013) highlight research on the positive relationship between parental involvement, children’s brain development, and school readiness. There were strong indicators that the most effective forms of involvement are those that engage parents by working directly with their children on learning activities in the home (Henderson & Mapp, 2002). The research also shows that the earlier in a child’s educational process parent engagement begins; the more powerful the effects (Kagitcibasi, Sunar, & Bekman, 2001). Early childhood programs with strong parental involvement components have demonstrated effectiveness by applying this approach (Jordan, Snow, & Porche, 2000; Mathematica Policy Research, 2001; Starkey & Klein, 2000).

Over the years, numerous studies have been conducted on HIPPOY programs across the United States. Many of these studies involved assessing children’s academic outcomes as they entered school.

A third-grade follow-up study conducted in Texas showed significantly higher mathematics achievement of HIPPY children compared to low-income Latino third graders in the same school district (Nievar, Jacobson, Chen, Johnson, and Dier, 2011, p. 268). In Arkansas, a modest positive impact on school suspensions, grades, classroom behavior, and achievement test scores were noted for third and sixth-grade students enrolled in the same classrooms, controlling for preschool experiences (Bradley and Gilkey, 2002). Another study examined the impact of the HIPPY program in a New York school district (Baker, Piotrkowski, and Brooks-Gunn, 1998). The study followed two cohorts of HIPPY program participants and control-group children over a two-year period, from kindergarten through first grade. In the first cohort, researchers found that HIPPY children outperformed control-group children on measures of cognitive skills at the end of kindergarten, on measures of classroom adaptation at the beginning of the first and second grades, and on a standardized reading test at the end of first grade. However, in the second cohort, the researchers found no significant differences between HIPPY and control-group students.

## Methods

### Data Collection and Analysis

- Student enrollment, demographic characteristics, and academic performance data for the evaluation were obtained using a variety of sources. First, an electronic database of three to five-year old children who participated in HISD HIPPY during the 2015–2016 academic year was acquired from HISD HIPPY administrative staff. Next, HISD student enrollment was verified using the Public Education Information Management System (PEIMS). Data on children who were verified as HISD students based on PEIMS were used in this analysis to form the 2015–2016 HISD HIPPY student cohort. Demographic characteristics of HISD HIPPY student cohorts from 2009–2010 to 2015–2016 are presented in **Appendix B** to show longitudinal trends.
- Academic achievement measures included the Logramos and Iowa assessments for kindergarten students whose parents participated in HIPPY during the 2015–2016 academic year. The student sample consisted of 45 students on the Logramos and 24 students on the Iowa. The results should be viewed with caution due to the small sample sizes. Performance comparisons between the district and HIPPY were made using standard scores. Riverside Publishing (1999) indicates that “the term scale score and standard score are often used interchangeably, even though these scores may be derived at by different methods, their purpose and use can be similar” (p. 31). In this report, the standard score was used as a continuous measure, like the scale score, that permits direct comparisons of different groups.
- CIRCLE is a Texas School Ready, technology-driven, progress monitoring tool that is designed to instantly test a child’s skills in a particular skill area (Children’s Learning Institute, 2016). The system has demonstrated high reliability and validity in multiple research studies (Children’s Learning Institute, 2016). The assessment includes multiple components and is administered three times each year to HISD prekindergarten students. These windows are referred to as “waves,” typically occurring at the Beginning-of-Year (Wave 1), Middle-of-Year (Wave 2), and End-of-Year (Wave 3). Wave 1 was used as a pre-test and Wave 3 was used as a post-test measure of school readiness for prekindergarten students whose parents participated in HIPPY during the 2015–2016 academic year. The percent of students who passed the assessment was presented in the analyses.

- Results from the Bracken School Readiness Assessment (BSRA®) were used to measure the impact of HIPPY toward preparing children for school. The BSRA® is an individual, standardized, cognitive test developed by Pearson Education, Inc. The assessment is designed for children in prekindergarten through second grade. The test was administered as a pre-post-test in the fall 2015 and spring 2016 by the University of North Texas to HISD HIPPY three to five year olds. The assessment measured six basic skills: (1) colors – identification of common colors by name; (2) letters – identification of upper-case and lower-case letters; (3) numbers/counting – identification of single and double-digit numerals, and counting objects; (4) sizes – demonstration of knowledge of words used to depict size (e.g., tall, wide, etc.); (5) comparisons - matching or differentiation of objects based on a specific characteristic; and (6) shapes – identification of basic shapes by name (Think Tonight, 2014). Descriptive statistics were calculated. Paired t-test analysis also was conducted for children with both pre- and post-assessment data based on the number of items that students answered correctly.
- The Protective Factors Survey (PFS) was used as a pre-posttest measure of parenting experiences and general outlook on life of HIPPY parents. The 20-item survey was developed by the FRIENDS Network in collaboration with the University of Kansas, Institute for Educational Research and Public Service (2008). The instrument assessed protective factors and has an estimated internal-consistency measure of reliability in five areas: family functioning/resiliency (Cronbach alpha ( $\alpha$ ) = .89), social emotional support ( $\alpha$  = .89), concrete support ( $\alpha$  = .76), nurturing and attachment ( $\alpha$  =.81), and knowledge of parenting/child development (reliability not estimated). HIPPY home instructors administered the survey before the family received services and after HIPPY services, at the end of the school year.
- Rosenthal (1991) recommended using effect sizes for paired t-test data. Effect size analyses, based on Cohen's, were conducted using Bracken results. Interpretation of Cohen's is: .2 = small effect; .5 = medium effect, and .8 = large effect (Cohen, 1988). According to the What Works Clearinghouse (n.d.), effect sizes of 0.25 standard deviations or larger are considered to be substantively important. Effect sizes at least this large are interpreted as a qualified positive (or negative) effect, even though they may not reach statistical significance in a given study.

## Results

### **What were the participation trends of HISD HIPPY children over the past seven years (2009–2010 through 2015–2016)?**

**Figure 3** reflects the total number of three to five-year old children whose parents participated in HISD HIPPY over the past seven years as well as the number of children of HIPPY parents who were enrolled in HISD elementary schools during the same time period.

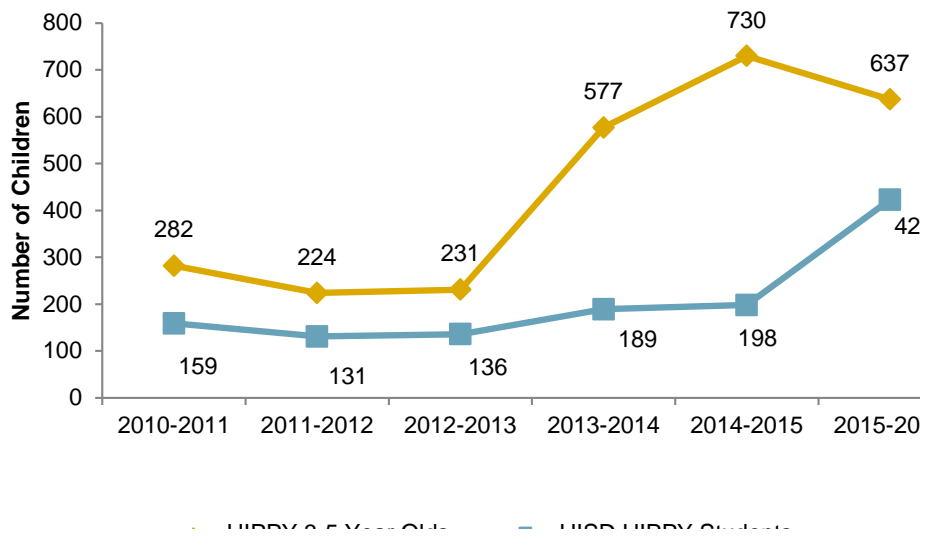
- A total of 637 three to five-year old children, along with their parents, participated in HISD HIPPY during the 2015–2016 academic year. Among the 637 children, 423 of them were identified as HISD students. While the number of three to five-year old students declined over the past two years by 12.7 percent, the number of children who were HISD students more than doubled.
- Appendix B (p. 28) shows that a higher percentage of the HISD HIPPY students were female compared to male (51.2 percent) and Hispanic compared to other ethnic groups (74.6 percent) during the 2015–2016 academic year. Moreover, 63.4 percent of the students were identified as limited



English proficient (LEP), 92.8 percent as at-risk of dropping out of school, and 95.0 percent were economically disadvantaged.

- Trends relative to LEP, economic, and at-risk status have been fairly consistent among the HISD HIPPY cohorts from 2009–2010 to 2015–2016. However, the ethnic composition of the cohorts has fluctuated over the years yielding higher proportions of African American students in 2015–2016 (21.6 percent) and lower proportions of Hispanic students compared to the prior year (74.6 percent) (Appendix B, p. 27).

**Figure 3. HISD HIPPY Participation, 2010–2011 through 2015–2016**



Note: The HISD HIPPY student group are siblings of 3-5 year olds who attended HISD schools during the designated year.

### What enrichment activities were offered to HISD HIPPY participants?

HISD HIPPY students and parents engaged in enrichment activities to complement home instruction lessons throughout the academic year. The activities were designed to encourage parents to be more involved in their child’s learning and to develop leadership skills. During the 2013–2014 school year, the HISD Family and Community Engagement Department sponsored four *End of Year HIPPY Celebrations* for over 1,500 HIPPY students, parents, and their families. The events were hosted at Stevenson Middle School as well as Barbara Jordan, Sam Houston, and DeBakey high schools. During the 2014–2015 school year, *End of Year HIPPY Celebrations* were held at Hartman Middle School along with Austin, Reagan, and Sam Houston high schools. Approximately 1,470 students, parents, and families attended in 2014–2015. Guest speakers were HISD Board Member Manuel Rodriguez and HISD central office and school administrators. During the 2015–2016 school year, approximately 1,841 parents and families attended *End of Year HIPPY Celebrations*. Guest speakers were Claudia Macias and HISD Board member Manuel Rodriguez. The events were held at Fondren Middle School as well as Sam Houston and Chavez high schools. Principals and/or their representatives from HISD HIPPY schools acknowledged the achievements of parents and their children from respective campuses. Each HISD HIPPY child and parent was given a certificate for completing the 30-week curriculum. This annual event



provided parents and their children with a sense of accomplishment for their hard work throughout the school year.

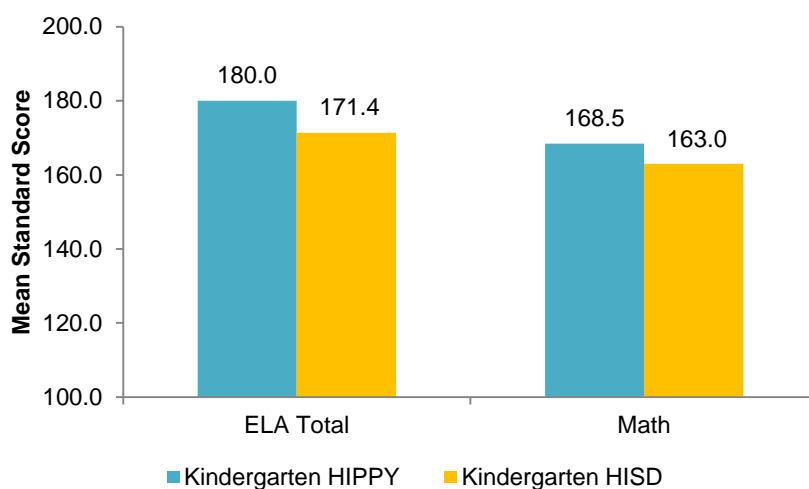
During the summer of 2015, HISD HIPPY conducted the HIPPY Summer Program in children's homes. Families were provided a set of books (6 books) and bilingual material for them to continue reading during the summer. Backpacks were provided with funds donated by the National Council of Jewish Women. Free tickets were distributed to all HIPPY families from the Children's Museum of Houston. Training was held by HIPPYUSA. A flyer on the training can be found in **Appendix C**.

### How did the 2015–2016 HISD HIPPY student cohort perform on the spring 2016 administration of Logramos and Iowa assessments?

**Figure 4** presents the 2016 mean reading (ELA Total) and mathematics standard scores of kindergarten students whose parents participated in HISD HIPPY during the 2015–2016 academic year compared to kindergarten students districtwide on the Logramos assessment. Test results of 45 HIPPY students are reflected in Figure 4.

- Figure 4 shows a higher mean standard score for the 2015–2016 HISD HIPPY cohort compared to HISD students at kindergarten on the 2016 Logramos ELA assessment (180.0 vs. 171.4). The difference between the groups was 8.6 points in favor of HIPPY students.
- The 2015–2016 HISD HIPPY students outperformed the district on the Logramos mathematics assessment (168.5 vs. 163.0). The difference between the groups was 5.5 points (Figure 4).

**Figure 4. 2016 Logramos Reading (ELA Total) and Math Performance, 2015–2016 HISD Kindergarten HIPPY Students Compared to All HISD Kindergarten Students**



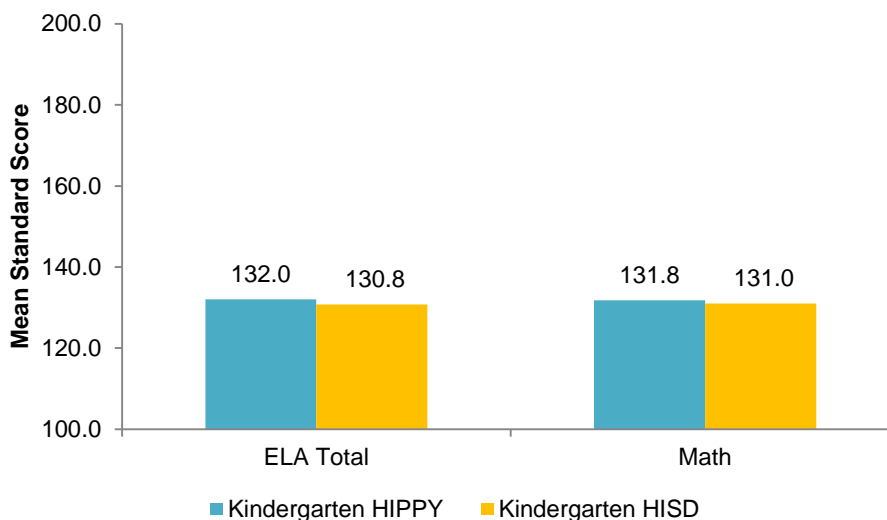
**Note:** HISD kindergarten sample = 45 students.

**Figure 5** depicts Iowa reading (ELA Total) and mathematics results for HISD kindergarten students whose parents participated in HIPPY during the 2015–2016 academic year compared to students districtwide. Results are presented for 24 HIPPY students on the Iowa assessments.

- The HISD HIPPY students outperformed students districtwide by 1.2 points on the reading assessment (132.0 vs. 130.8).

- HISD HIPPY students also outperformed the district on the Iowa mathematics assessment (131.8 vs. 131.0). The difference between the groups was slight, 0.8 points (Figure 5).

**Figure 5. 2016 Iowa Reading (ELA Total) and Math Performance, 2015–2016 HISD Kindergarten HIPPY Students Compared to All HISD Kindergarten Students**



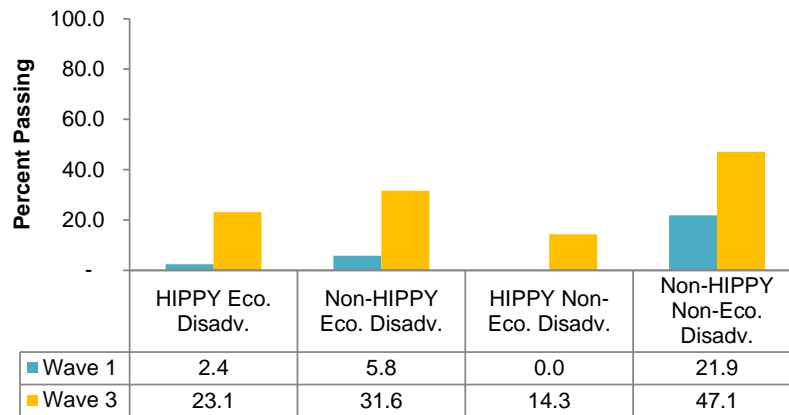
Note: HISD HIPPY kindergarten sample = 24 students.

**How did HISD students whose parents participated in HIPPY during the 2015–2016 academic year perform on the 2016 CIRCLE assessment?**

CIRCLE results were used as a prekindergarten school readiness measure for HISD students whose parents participated in HIPPY during the 2015–2016 academic year. Wave 1 of CIRCLE was used as the pre-test measure and Wave 3 was used as the post-test measure. Both English and Spanish literacy and mathematics CIRCLE assessment data for students who were economically disadvantaged and students who were not economically disadvantaged are presented. Details about the number of students tested are provided in **Appendix D** (p. 29). The number of items required to pass the assessments is also included in Appendix D, p. 29 (Houston Independent School District, 2016).

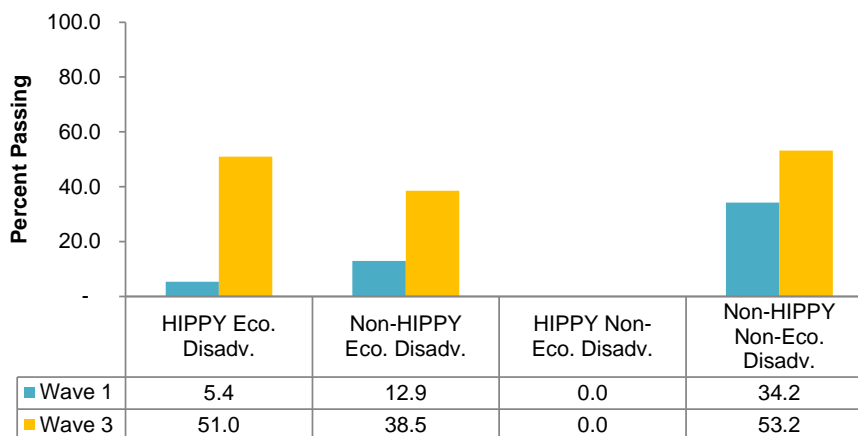
- **Figure 6** reveals that a higher percentage of non-HIPPY economically-disadvantaged prekindergarten students passed the CIRCLE English literacy assessment at Wave 1 compared to HIPPY economically-disadvantaged students (5.8% vs. 2.4%). This pattern persisted at Wave 3 (31.6% vs. 23.1%). However, there was an increase in the passing rate for both groups by 20.7 percentage points for economically-disadvantaged HIPPY students and by 25.8 percentage points for non-HIPPY economically-disadvantaged students.
- Non-HIPPY students who were not economically disadvantaged outperformed HIPPY students who were not economically disadvantaged on the CIRCLE English literacy assessment at Waves 1 and 3. There were gains in the passing rates of both groups by 14.3 percentage points for HIPPY and 25.2 percentage points for non-HIPPY students.

**Figure 6. 2016 Prekindergarten CIRCLE, Total English Literacy Performance**



- **Figure 7** shows that non-HIPPY economically-disadvantaged students attained a higher passing rate on the CIRCLE English math assessment at Wave 1 compared to HIPPY economically-disadvantaged students (12.9 percent vs. 5.4 percent). However, by Wave 3, HIPPY economically-disadvantaged students outperformed their non-HIPPY economically-disadvantaged peers (51.0 percent vs. 38.5 percent).
- Relative to students who were not economically disadvantaged, none of the HIPPY students passed the CIRCLE English math assessment at Wave 1 nor Wave 3; whereas, their non-HIPPY peers who were not economically disadvantaged attained a passing rate of 34.2 percent at Wave 1 and 53.2 percent at Wave 3 (Figure 7).

**Figure 7. 2016 Prekindergarten CIRCLE, Total English Math Performance**

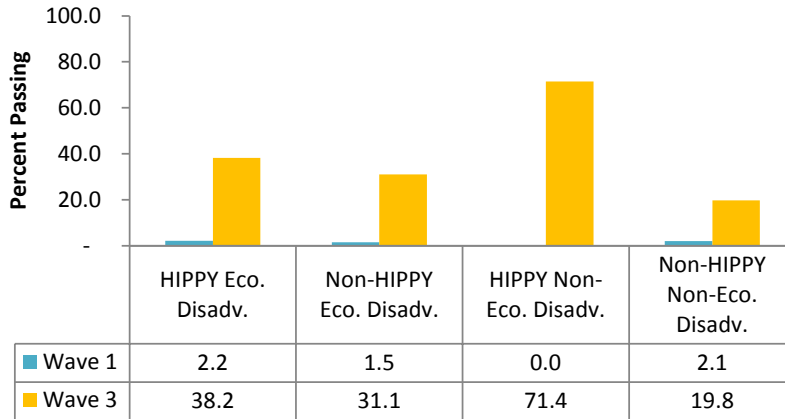


- **Figure 8** presents CIRCLE Spanish literacy results of HIPPY and non-HIPPY students in HISD by economic status. A higher percentage of HIPPY economically-disadvantaged students passed the

CIRCLE Spanish literacy assessment at Wave 1 (2.2 percent vs. 1.5 percent). This pattern persisted at Wave 3 (38.2 percent vs. 31.1 percent).

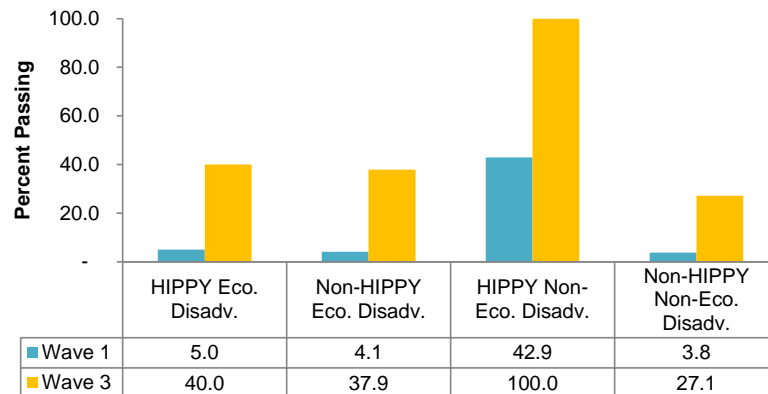
- Relative to students who were not economically disadvantaged, non-HIPPY students outperformed HIPPY students on the CIRCLE Spanish literacy assessment at Wave 1 (2.1 percent vs. 0.0 percent). At Wave 3, 71.4 percent of HIPPY students passed the assessment compared to 19.8 percent of non-HIPPY students (Figure 8).

**Figure 8. 2016 Prekindergarten CIRCLE, Total Spanish Literacy Performance**



- **Figure 9** depicts CIRCLE Spanish math results of HIPPY and non-HIPPY students in HISD by economic status. A higher proportion of HIPPY economically-disadvantaged students passed the assessment at Wave 1 compared to non-HIPPY economically-disadvantaged students (5.0 percent vs. 4.1 percent). This pattern persisted at Wave 3 for the respective groups (40.0 percent vs. 37.9 percent).
- Regarding students who were not economically disadvantaged, HIPPY students outperformed non-HIPPY students at Wave 1 (42.9 percent vs. 3.8 percent) and Wave 3 (100.0 percent vs. 27.1 percent) (Figure 9).

**Figure 9. 2016 Prekindergarten CIRCLE, Total Spanish Math Performance**

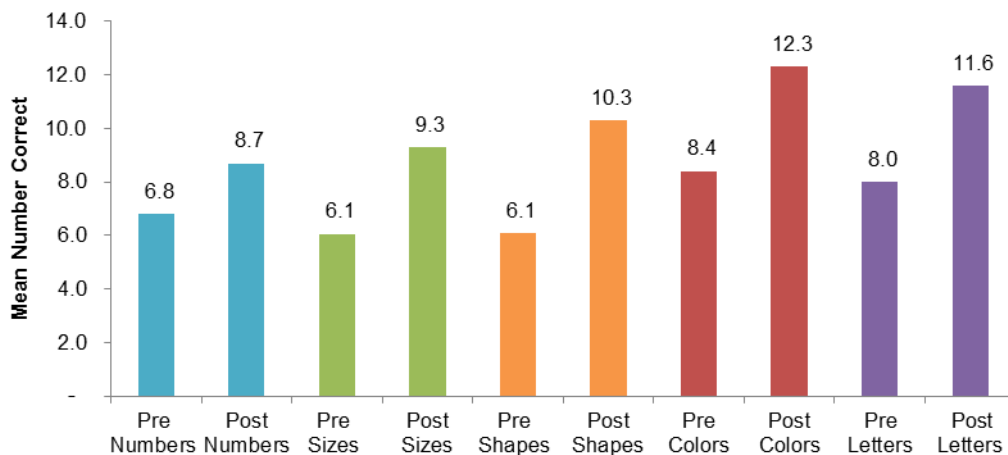


**What was the impact of HISD HIPPY on school readiness of children whose parents participated in the program?**

Bracken (BSRA®) results were used to assess school readiness, considering children’s knowledge of concepts that parents along with preschool and kindergarten teachers traditionally teach to prepare children for formal education. The six basic skills measured on the Bracken are colors, letters, numbers/counting, sizes, comparisons, and shapes. Scoring criteria on the Bracken are presented in **Appendix E** (p. 33) for 577 children whose parents participated in HIPPY during the 2015–2016 academic year.

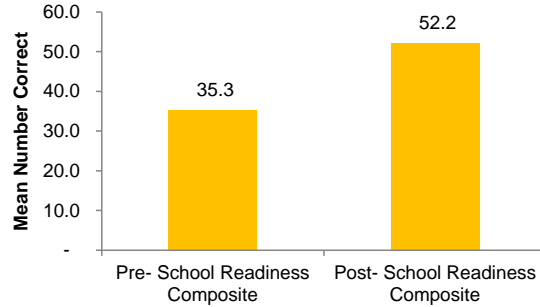
- **Figure 10** shows that there was an increase in the mean number of items correct on all Bracken subscales from pre- to posttest of children whose parents participated in HISD HIPPY. The differences in the scores from pre- to posttest were statistically significant ( $p < .001$ ) (Appendix E, p. 33).
- The most gain on the Bracken was on the subscale that measured children’s knowledge of basic shapes (6.1 at pretest and 10.3 items). Children made the least gain in the subscale that measured their knowledge of numbers (6.8 vs. 8.7). On the numbers subscale, children must identify single- and double-digit numerals, and must count objects.

**Figure 10. Bracken School Readiness results on the six subscales of children whose parents participated in HISD HIPPY, 2015–2016**



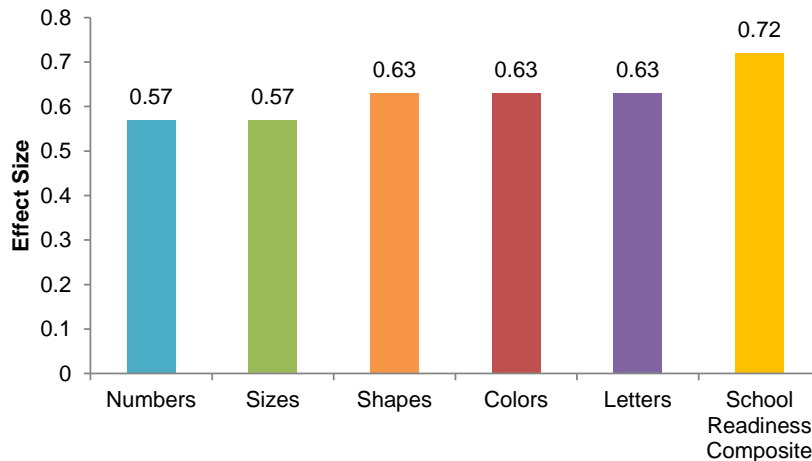
- **Figure 11** reveals that there was a statistically significant increase in the mean pre- to posttest school readiness composite score of children whose parents participated in HISD HIPPY ( $p < .001$ ) (Appendix E). Out of 85 items, the mean number of items correct at pretest was 35.3 compared to 52.2 items correct at posttest.

**Figure 11. Bracken pre- and post-school readiness composite scores of children whose parents participated in HISD HIPPY, 2015–2016**



- Rosenthal (1991) recommended conducting effect size analyses using paired t-test data. Cohen’s d effect sizes for children whose parents participated in HISD HIPPY are presented in **Figure 12** on the Bracken six subscales as well as on the school readiness composite subscale. The effect sizes ranged from .57 to .63 on the numbers, sizes, shapes, colors, and letters subscales. The effect size on the overall school readiness composite was .72. Thus, the effect of HIPPY on school readiness was positive. The magnitude of the effect on each subscale was medium.

**Figure 12. Bracken effect sizes on six subscales and school readiness composite of children whose parents participated in HISD HIPPY, 2015–2016**



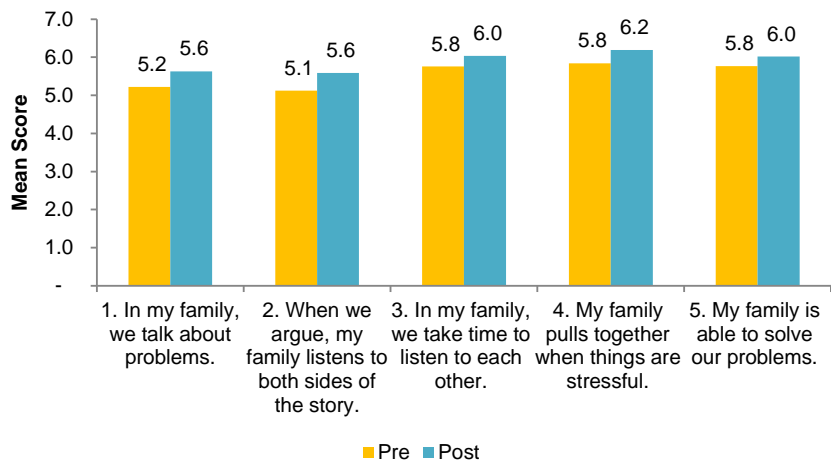
**What was the impact of HIPPY on building protective factors in families who participated in the program?**

The Protective Factors Survey (PFS) was administered to assess how HIPPY has influenced participating families in the following areas: (1) family functioning/resiliency, (2) social emotional support, (3) concrete support, (4) nurturing and attachment, and (4) knowledge of parenting/child development. An explanation of these areas and constructs measured by each survey item are provided in **Table 1**. Results from the PFS are shown by how the survey item is presented to parents and the measurement scale (i.e., agreement or frequency). Additional details are provided in **Appendix F** (pp. 34–35).

Table 1: Protective Factors Measures	
Protective Factors	Definition
Family Functioning/ Resiliency	Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.
Social Emotional Support	Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.
Concrete Support	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.
Child Development/ Knowledge of Parenting	Understanding and utilizing effective child management techniques and having age appropriate expectations for children's abilities.
Nurturing and Attachment	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.
<b>Item Measurement by Construct</b> - Resiliency: Items 1-5; Social Support: Items 6, 7, 10; Concrete Support: Items 8, 9, 11; Child Development/Knowledge of Parenting: Items 12, 13, 14, 15, and 16; Nurturing and Attachment: Items 17, 18, 19, and 20	

- Items 1 through 5 measure resiliency in managing daily life problems and crises. The results are depicted in **Figure 13**. It is evident that there was an increase in parents' mean rating on all items measuring resiliency.
- Among the items measuring resiliency, the most notable finding was an increase in the frequency that parents rated the item "When we argue, my family listens to both sides of the story" (Item 2, Figure 13) (pretest = 5.1, posttest = 5.6).

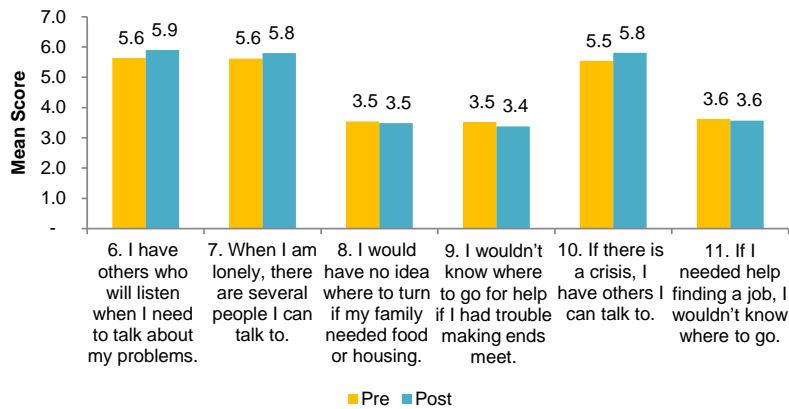
**Figure 13. Protective Factors Survey Results of Family Resiliency, 2015–2016**



Scale: 1 = Never, 2 = Very Rarely, 3 = Rarely, 4 = About Half the Time, 5 = Frequently, 6 = Very Frequently, 7 = Always

- Items 6, 7, and 10, measuring social emotional support, and items 8, 9, and 11, measuring concrete support are shown in **Figure 14**.

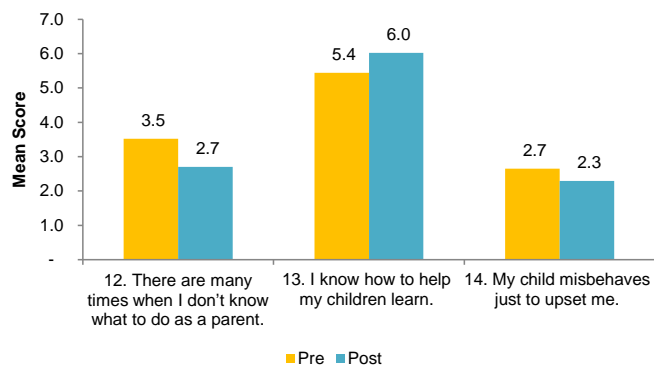
**Figure 14. Protective Factors Survey Results of Social Emotional and Concrete Support based on Agreement, 2015–2016**



Scale: 1 = Strongly Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Neutral, 5 = Slightly Agree, 6 = Mostly Agree, 7 = Strongly Agree

- Items measuring social support ranged from 5.5 at pre-survey to 5.9 at post-survey (Items 6, 7, and 10, Figure 14).
- Notable findings were increases in parents' agreement from pre-survey to post-survey on the items "I have others who listen when I need to talk about my problems (5.6 vs. 5.9) (Item 6, Figure 14) and "If there is a crisis, I have others I can talk to" (5.5 vs. 5.8) (Item 10, Figure 14).
- Items 8, 9, and 11 measured concrete support. Parents' responses ranged from 3.5 to 3.6 at pre-survey and from 3.4 to 3.6 at post-survey. However, from pre-survey to post-survey, items measuring concrete support remained mainly unchanged.
- Items measuring child development and knowledge of parenting can be found in items 12 through 14 shown in **Figure 15** and items 15 and 16 shown in **Figure 16**.

**Figure 15. Protective Factors Survey Results of Child Development/Knowledge of Parenting based on Agreement, 2015–2016**

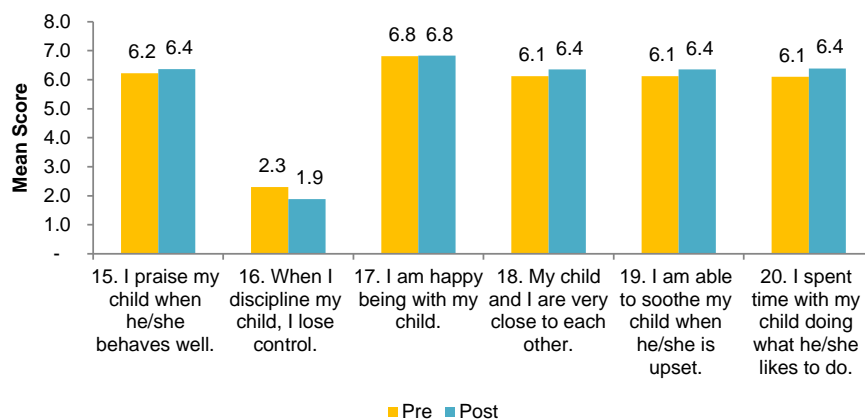


Items 12 – 14 Scale: 1 = Strongly Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Neutral, 5 = Slightly Agree, 6 = Mostly Agree, 7 = Strongly Agree



- Some notable improvements were reflected in the decrease in parents' rating from pre- to posttest on the items "There are many times when I don't know what to do as a parent" (3.5 vs. 2.7) (Item 12, Figure 15) and the frequency that "When I discipline my child, I lose control" (Item 16, Figure 16).
- There was an increase in parents' agreement that they know how to help their child learn (Item 13, Figure 15) and the frequency that "I praise my child when he/she behaves well" (Item 15, Figure 16).

**Figure 16. Protective Factors Survey Results based on Frequency, 2015–2016**



Items 15 – 20 Scale: 1 = Never, 2 = Very Rarely, 3 = Rarely, 4 = About Half the Time, 5 = Frequently, 6 = Very Frequently, 7 = Always

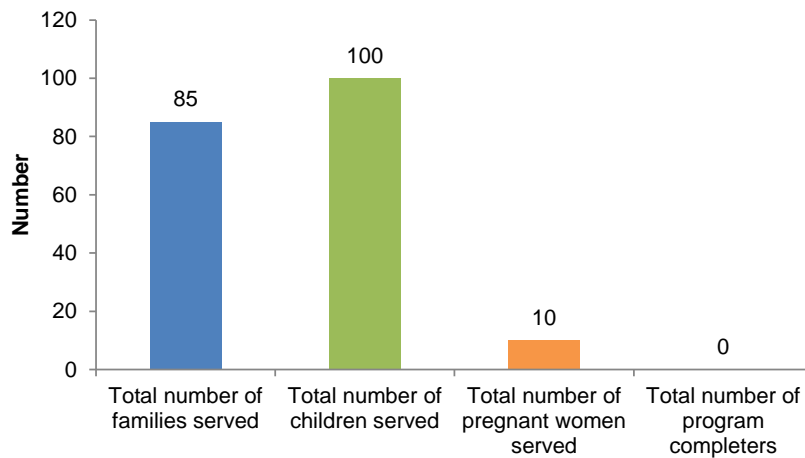
- Items 17, 18, 19, and 20 measuring nurturing and attachment are reflected in Figure 16. The mean ratings, from pre- to posttest, on most items increased. A notable finding was an increase in the frequency that parents noted spending time with their child doing what he/she likes to do (pretest = 6.1, posttest = 6.4).

**What was the contribution of the collaborative toward building the Parents as Teachers component of HIPPY?**

In partnership with HISD and Parenting Help, the Collaborative for Children was funded through the Texas Home Visiting Grant to implement Parent as Teachers (PAT). Collaborative for Children delivered the PAT curriculum to pregnant women and parents of children three years of age or younger in Harris County. Recognizing that parents are a child's first teacher, the national PAT curriculum supported parents in promoting healthy development and school readiness in their children. The evidence-based program includes in-home visits and support from one of Collaborative for Children's parent educators. Other services included educational games and activities, free developmental screenings, and opportunities to connect with other families through group meetings. The data covers the time period from 9/1/2015 to 6/30/2016.

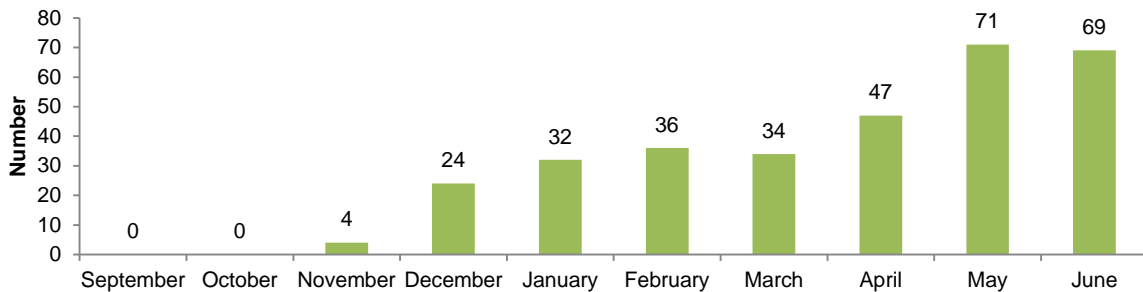
- **Figure 17** shows that there were 85 families served through the PAT program during the 2015-2016 academic year. Among the families served, there were 100 children, and 10 pregnant women. There were no program completers, considering that participants had to attend a minimum of 12 months of services to be completers.

**Figure 17. Parents as Teachers Outcome Data, 2015–2016**



- **Appendix G** reveals that families served in the PAT program spanned across 36 zip codes in Houston. The highest number of families were served in zip codes 77074 (n = 8) and 77020 (n = 8), which are in the southeast regions of Houston.
- **Figure 18** provides the number of parents served in the PAT program by month. The highest number of parents were instructed using the curriculum in May 2016 (n = 71), followed by June 2016 (n = 69). No parents participated in the program in September and October 2015.
- Additional data on parent group meetings and screenings can be found in Appendix G.

**Figure 18. Number of Parents Served in Parents as Teachers, 2015–2016**



## Discussion

HIPPY was designed to assist parents from disadvantaged backgrounds with educational opportunities to prepare their child for school. HIPPY operated in 57 HISD elementary schools during the 2015–2016 academic year, spanning across nine Board of Trustee districts. A five-year, \$5,880,967 Texas Home Visiting Grant contributed to the expansion of the program. The vast majority of students

whose parents participated in HISD HIPPY were Hispanic, and moderate percentages of parents of African American and low percentages of parents of White and Asian students participated in HIPPY over the past six years.

Academic performance of HISD HIPPY kindergarten students was assessed using the 2016 Logramos and Iowa reading (ELA) and mathematics assessments and the CIRCLE assessment. HISD HIPPY kindergarten students attained a higher mean standard score on the Logramos reading and mathematics assessments as well as higher mean standard scores on the Iowa reading and mathematics assessments than district overall averages. The Bracken was used to measure school readiness of children whose parents participated in HISD HIPPY. Bracken results reflected statistically significant increases in children's basic academic skills to prepare them for school from pretest to posttest. Effect size analyses indicated a positive effect of HIPPY on the children's school readiness. The Protective Factors Survey provided evidence that HISD HIPPY parents are gaining an increased understanding of child development and parenting strategies that support physical, cognitive, language, social, and emotional development of their child. Parents noted increased access to supportive services that addressed their needs and helped to minimize stress caused by challenges. Family and child interactions that fostered clear communications to build relationships were also evident in the data. A partnership with the Collaborative for Children expanded the impact of HIPPY through the delivery of the Parents as Teachers curriculum. The curriculum was delivered to parents across 36 zip codes in Houston.

While the data supported the development of school readiness skills, student performance was not consistently reflected on standardized tests assessed in this evaluation. CIRCLE results identified gains in Spanish and English reading and math for HIPPY students; however HIPPY economically-disadvantaged students lagged behind economically-disadvantaged, non-HIPPY students in some areas. Future research may take into consideration the length of time that students' parents participated in HIPPY to account for student performance progress.

Through a partnership with Collaborative for Children, the Parents as Teachers (PAT) program served 85 families comprised of 100 children and 10 pregnant women. There were no program completers, considering that participants had to attend a minimum of 12 months of services to be completers during the 2015–2016 academic year. Parent group meetings and parent and child screenings were conducted with participants.

There were several limitations to the evaluation related to identification of HIPPY students. Specifically, student identification was based on demographic data captured on parent enrollment forms. Verification of this information at enrollment rather than at the end of the year may help to ensure that all students whose parents participated in the program are captured for longitudinal tracking of academic outcomes.

Considering the program model, the HISD HIPPY program facilitates reading and math achievement, school readiness and literacy development in preschool children. Continued longitudinal analyses of the academic performance of HISD HIPPY student cohorts may reveal additional trends in the academic performance of these students and provide information toward strategies to build on the support provided to parents in HISD schools.

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### Appendix A

#### Title 1-funded and Texas Home Visiting Grant-funded HIPPY School Sites, 2015-2016

2015–2016 Title I Schools	2015–2016 Texas Home Visitors Grant Schools
Brookline ES	Anderson ES
Cook ES	Ashford ES
Coop ES	Burnet ES
Crespo ES	Bellfort EC
De Anda ES	Blackshear ES
Durham ES	Bonham ES
Dogan ES	Durkee ES
Elmore ES	Herrera ES
Farias EC	Frost ES
Fonwood EC	Franklin ES
J.R. Harris ES	Foster ES
Helms ES	Foerster ES
Isaacs ES	Grissom ES
Jefferson ES	Hartsfield ES
Lantrip ES	Hinds Caldwell ES
Laurenzo EC	Hobby ES
Law ES	Kelso ES
Raul C Martinez ES	Kandy Stripe
Mistral EC	Garcia ES
Mitchell ES	Highland Heights ES
Park Place ES	McGregor ES
	McGowen ES
	ML King EC
	Montgomery ES
	Neff EC
	Pugh ES
	Petersen ES
	Clemente Martinez ES
	Reynolds ES
	Sutton ES
	Ross ES
	Tinsley ES
	Thompson ES
	Young ES
	Woodson ES
	Wainwright ES

EC= Early Childhood Center; ES = Elementary School

**Appendix B**  
**Student Demographic Characteristics of HIPPY Students Enrolled in HISD During Cohort Year,**  
**2009–2010 through 2015–2016**  
**(based on PEIMS, October 2015 snapshot)**

Academic Year	2009–2010		2010–2011		2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total</b>	<b>159</b>	<b>100.0</b>	<b>159</b>	<b>100.0</b>	<b>131</b>	<b>100.0</b>	<b>136</b>	<b>100.0</b>	<b>189</b>	<b>100.0</b>	<b>198</b>	<b>100.0</b>	<b>402</b>	<b>100.0</b>
<b>Gender</b>														
Male	78	49.0	70	44.0	63	48.1	70	51.5	83	43.9	91	46.0	196	48.8
Female	81	51.0	89	56.0	68	51.9	66	48.5	106	56.1	106	54.0	206	51.2
<b>Ethnicity</b>														
Asian	0	-	1	0.6	2	1.5	0	-	2	1.1	4	2.0	3	0.7
African Amer.	10	6.1	5	3.1	12	9.2	11	8.1	44	23.3	35	17.7	87	21.6
Hispanic	149	93.9	150	94.3	117	89.3	124	91.2	141	74.6	159	80.3	300	74.6
White	0	-	2	1.3	0	-	0	-	2	1.1	0	-	11	2.7
Two or More Races	-	-	1	0.6	0	-	1	0.7	0	-	0	-	1	0.2
<b>Grade</b>														
EE	0		0	-	2	1.5	0	-	0	-	0	-	6	1.5
PK	65	40.8	134	84.3	90	68.7	82	63.2	165	87.3	176	88.9	312	77.6
K	72	44.9	25	15.7	39	29.8	49	36.0	18	9.5	15	7.6	72	17.9
First	22	14.3	0	-	0	-	1	0.7	1	.5	6	3.0	5	1.2
Second	0	-	0	-	0	-	0	-	1	.5	0	-	4	1.0
Third	0	-	0	-	0	-	0	-	1	.5	1	.5	1	0.2
Fourth	0	-	0	-	0	-	0	-	3	1.6	0	-	1	0.2
<b>Limited English Proficient</b>	127	79.6	126	79.3	104	79.4	107	78.7	124	65.6	142	71.7	255	63.4
<b>Economically Disadvantaged</b>	159	100.0	152	95.6	125	95.4	135	99.3	181	95.8	91	95.5	382	95.0
<b>At-Risk</b>	64	81.6	140	88.0	120	91.6	129	94.9	185	97.9	194	98.0	373	92.8



# TEXAS HIPPY KICKOFF 2015

## AGENDA

### Wednesday, November 11, 2015

- 2:00 PM: Check-In at CCC  
2900 Live Oak, Dallas, TX 75204
- 5:30 PM: Dinner @ Sky Ranch
- 7:00 PM: Opening Session

### Thursday, November 12, 2015

- 7:30 AM: Check-In / Breakfast
- 9:00 AM: Session 2
- 12:00 PM: Working Lunch
- 1:00 PM: Session 3
- 5:30 PM: Networking Dinner
- 7:00 PM: Session 4

### Friday, November 13, 2015

- 7:30 AM: Check-In / Breakfast
- 9:00 AM: Session 5
- 11:30 AM: Closing Session/Lunch

## CONTENT SUBJECTS:

Reflective Supervision, Data collection, Reports, Visit Tracker, AmeriCorps, Evaluation, etc

## LOGISTICS

### Sky Ranch at Van, TX

24657 CR 448  
Van, TX 75790

## Shuttle Information:

If you are flying in, please ensure that you arrive in Dallas **before 2pm**. Contact Tracie Crosswhite with your flight information at [tracie.crosswhite@unt.edu](mailto:tracie.crosswhite@unt.edu).

Service to others is the rent you pay for your room here on earth. ~Mohammed Ali





## Appendix D

Wave 1 CIRCLE English Total Literacy	Economic Status	Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fail	636	78.1
		Pass	178	21.9
		Total	814	100.0
	Eco. Disadv.	Fail	11089	94.2
		Pass	681	5.8
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Fail	7	100.0
	Eco. Disadv.	Fail	486	97.6
		Pass	12	2.4
		Total	498	100.0

Wave 3 CIRCLE English Total Literacy	Economic Status	Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fail	431	52.9
		Pass	383	47.1
		Total	814	100.0
	Eco. Disadv.	Fail	8051	68.4
		Pass	3719	31.6
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Fail	6	85.7
		Pass	1	14.3
		Total	7	100.0
	Eco. Disadv.	Fail	383	76.9
		Pass	115	23.1
		Total	498	100.0

**Houston Independent School District, Information Analysis. (2016). CIRCLE Reporting Technical Requirement Document, Version 1.0, March 30, 2016**

Test Category	Language	BOY	MOY	EOY
Literacy	E	90	98	101
	S	76	85	87
Mathematics	E	20	23	23
	S	20	23	23
Total	E	110	121	124
	S	96	108	110

Appendix D (cont'd)

Wave 1 CIRCLE English Total Math	Economic Status	Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fail	536	65.8
		Pass	278	34.2
		Total	814	100.0
	Eco. Disadv.	Fail	10249	87.1
		Pass	1521	12.9
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Fail	7	100.0
	Eco. Disadv.	Fail	471	94.6
		Pass	27	5.4
		Total	498	100.0

Wave 3 CIRCLE English Total Math	Economic Status	Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fail	381	46.8
		Pass	433	53.2
		Total	814	100.0
	Eco. Disadv.	Fail	7242	61.5
		Pass	4528	38.5
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Fail	7	100.0
	Eco. Disadv.	Fail	244	49.0
		Pass	254	51.0
		Total	498	100.0

Appendix D (cont'd)

Wave 1 CIRCLE Spanish Total Literacy	Economic Status	Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fall	797	97.9
		Pass	17	2.1
		Total	814	100.0
	Eco. Disadv.	Fall	11592	98.5
		Pass	178	1.5
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Fall	7	100.0
	Eco. Disadv.	Fail	487	97.8
		Pass	11	2.2
		Total	498	100.0

Wave 3 CIRCLE Spanish Total Literacy	Economic Status	Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fall	653	80.2
		Pass	161	19.8
		Total	814	100.0
	Eco. Disadv.	Fall	8112	68.9
		Pass	3658	31.1
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Fall	2	28.6
		Pass	5	71.4
		Total	7	100.0
	Eco. Disadv.	Fall	308	61.8
		Pass	190	38.2
		Total	498	100.0

Appendix D (cont'd)

Wave 1 CIRCLE Spanish Total Math		Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fail	783	96.2
		Pass	31	3.8
		Total	814	100.0
	Eco. Disadv.	Fail	11292	95.9
		Pass	478	4.1
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Fail	4	57.1
		Pass	3	42.9
		Total	7	100.0
	Eco. Disadv.	Fail	473	95.0
		Pass	25	5.0
		Total	498	100.0

Wave 3 CIRCLE Spanish Total Math	Economic Status	Outcome	n	%
Non-HIPPY	Non-Eco. Disadv.	Fail	593	72.9
		Pass	221	27.1
		Total	814	100.0
	Eco. Disadv.	Fail	7313	62.1
		Pass	4457	37.9
		Total	11770	100.0
HIPPY	Non-Eco. Disadv.	Pass	7	100.0
	Eco. Disadv.	Fail	299	60.0
		Pass	199	40.0
		Total	498	100.0

**Appendix E**  
**Bracken School Readiness Assessment (BSRA®) Results, 2015–2016**

	Mean	Paired Differences				t	df	Sig. (2-tailed)	Cohen's d Effect Size
		Mean Diff.	Std. Deviation	95% Confidence Interval of the Difference					
				Lower	Upper				
<b>Pre Numbers</b>	6.80	1.89	3.32	1.6207	2.1644	13.675	576	.000	.57
<b>Post Numbers</b>	8.70								
<b>Pre Sizes</b>	6.05	3.24	4.61	2.8678	3.6209	16.922	576	.000	.57
<b>Post Sizes</b>	9.30								
<b>Pre Shapes</b>	6.07	4.20	5.18	3.7725	4.6191	19.469	576	.000	.63
<b>Post Shapes</b>	10.26								
<b>Pre Colors</b>	8.44	3.89	5.70	3.4245	4.3572	16.387	576	.000	.63
<b>Post Colors</b>	12.33								
<b>Pre Letters</b>	7.95	3.63	4.90	3.2320	4.0332	17.810	576	.000	.63
<b>Post Letters</b>	11.58								
<b>Pre School Readiness Composite</b>	35.31	16.86	16.41	15.514	18.198	24.675	576	.000	.72
<b>Post School Readiness Composite</b>	52.17								

- Numbers: # of items correct on numbers subscale (out of 18 items)
- Sizes Comp: # of items correct on sizes/comparisons subscale (out of 22 items)
- Shapes: # of items correct on shapes subscale (out of 20 items)
- Colors: # of items correct on colors subscale (out of 10 items)
- Letters: # of items correct on letters subscale (out of 15 items)
- SRC: School Readiness Composite, which is total number of items correct, the sum of all subscale scores (out of 85 items)
- Standard Score: the child's standardized score compared with the publisher's normative database. A standard score of 85 or above is considered "ready for school" for that age.

Relative Size of Cohen's d
negligible effect ( $\geq -0.15$ and $< .15$ )
small effect ( $\geq .15$ and $< .40$ )
medium effect ( $\geq .40$ and $< .75$ )
large effect ( $\geq .75$ and $< 1.10$ )
very large effect ( $\geq 1.10$ and $< 1.45$ )
huge effect $> 1.45$

## Appendix F

### Protective Factors Survey Parts 1 and II

N = 527	Mean	Mean Difference	t	p
<b>Part I: Resiliency - Please circle the number that describes how often the statements are true for you or your family. The numbers represent a scale from 1 to 7 where each of the numbers represents a different amount of time. The number 4 means that the statement is true about half the time.</b>				
1. In my family, we talk about problems.	5.22	.41	5.309	.000
	5.63			
2. When we argue, my family listens to both sides of the story.	5.12	.47	6.012	.000
	5.59			
3. In my family, we take time to listen to each other.	5.76	.28	4.466	.000
	6.04			
4. My family pulls together when things are stressful.	5.84	.35	5.230	.000
	6.19			
5. My family is able to solve our problems.	5.77	.25	3.847	.000
	6.02			
<b>Part II: Please circle the number that best describes how much you agree or disagree with the statement.</b>				
6. I have others who will listen when I need to talk about my problems.	5.63	.27	3.480	.001
	5.90			
7. When I am lonely, there are several people I can talk to.	5.62	.18	2.518	.012
	5.80			
8. I would have no idea where to turn if my family needed food or housing.	3.54	-.05	-.414	.679
	3.49			
9. I wouldn't know where to go for help if I had trouble making ends meet.	3.52	-.14	-1.110	.267
	3.38			
10. If there is a crisis, I have others I can talk to.	5.54	.27	3.115	.002
	5.81			
11. If I needed help finding a job, I wouldn't know where to go.	3.62	-.05	-.335	.738
	3.57			

Note: Part I (Items 1 – 5) Scale: 1 = Never, 2 = Very Rarely, 3 = Rarely, 4 = About Half the Time, 5 = Frequently, 6 = Very Frequently, 7 = Always

Part II (Items 6 – 11) Scale: 1 = Strongly Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Neutral, 5 = Slightly Agree, 6 = Mostly Agree, 7 = Strongly Agree

**Item Measurement by Construct** - Resiliency: Items 1-5; Social Support: Items 6, 7, 10; Concrete Support: Items 8, 9, 11; Nurturing and Attachment: Items 17, 18, 19, and 20

## Appendix F (cont'd)

### Protective Factors Survey cont'd Parts III and IV

Questions 12-20 ask participants to focus on the child that they hope will benefit most from your participation in our services

N = 527	Mean	Mean Difference	t	p
<b>Part III. This part of the survey asks about parenting and their relationship with their child.</b>				
12. There are many times when I don't know what to do as a parent.	3.52	-.82	-6.453	.000
	2.70			
13. I know how to help my children learn.	5.44	.58	7.046	.000
	6.02			
14. My child misbehaves just to upset me.	2.65	-.36	-4.287	.000
	2.29			
<b>Part IV. Please tell us how often each of the following happens in your family.</b>				
15. I praise my child when he/she behaves well.	6.22	.14	2.255	.025
	6.36			
16. When I discipline my child, I lose control.	2.30	-.42	-5.385	.000
	1.88			
17. I am happy being with my child.	6.81	.02	.676	.499
	6.83			
18. My child and I are very close to each other.	6.72	.03	.708	.480
	6.75			
19. I am able to soothe my child when he/she is upset.	6.12	.23	3.726	.000
	6.35			
20. I spent time with my child doing what he/she likes to do.	6.10	.28	4.750	.000
	6.39			

Part III (Items 12– 14) Scale: 1 = Strongly Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Neutral, 5 = Slightly Agree, 6 = Mostly Agree, 7 = Strongly Agree

Part IV (Items 15 – 20) Scale: 1 = Never, 2 = Very Rarely, 3 = Rarely, 4 = About Half the Time, 5 = Frequently, 6 = Very Frequently, 7 = Always

**Item Measurement by Construct** - Resiliency: Items 1-5; Social Support: Items 6, 7, 10; Concrete Support: Items 8, 9, 11; Nurturing and Attachment: Items 17, 18, 19, and 20

## Appendix G

### Parents as Teachers (PAT) Report for 9/1/15-6/30/16 Period Collaborative for Children - Parents as Teachers

#### Families served by location (zip codes served)

77074	8
77020	8
77036	6
77077	4
77045	4
77033	4
77022	4
77093	3
77042	3
77026	3
77023	3
77021	3
77081	2
77076	2
77063	2
77061	2
77054	2
77053	2
77035	2
77015	2
77092	1
77088	1
77082	1
77078	1
77075	1
77057	1
77047	1
77044	1
77034	1
77032	1
77031	1
77011	1
77009	1
77008	1
77004	1
77003	1



## Appendix G (cont'd)

### Parents as Teachers (PAT) Report for 9/1/15-6/30/16 Period Collaborative for Children - Parents as Teachers

Parent group meetings- 8 Parent Connections held during program year

September- 0

October- 0

November- 0

December- 0

January- 0

February- 2: Carnegie Library (77009): 9 attendees; Walter Branch Library (77036): 20 attendees

March- 1: Carnegie Library (77009): 9 attendees

April- 0 (Parent Connections cancelled due to flooding)

May- 2: Carnegie (77009): 5 attendees; Southwest Multiservice Center (77074): 8 attendees

June- 3: Southwest Multiservice Center (77074): 13 attendees; Carnegie Library (77009): 7 attendees;  
Lakeshore Learning Store (77056): 17 attendees

#### Screenings-

37 children received ASQ/ASQ-SE developmental screenings

Children screened by month:

September- 0

October- 0

November- 0

December- 0

January- 2

February- 16

March- 8

April- 7

May- 1

June- 3

69 parents received Protective Factors Surveys

48 parents surveyed for Life Skills Progression

6 mothers received Edinburg Postnatal Depression Screening