HIPPY Advisory Board Minutes

Meeting Started 10:00am
Welcome conducted by Jorge Arredondo
Round table introductions
Review agenda
Goals of the Advisory Board slide review
Review of State HIPPY slide review

JA: We served over 600 families. HIPPY is a 30 week program where they do a role play with parents. During the first few weeks we do a Bracken report that measures school readiness. We are still missing data however with the information we have 9 out of 10 were ready for school after the HIPPY program. Prior to the program start 3 out of 10 children weren’t ready for school. We were able to minimize the number of families.

Review of State HIPPY Highlights:

JS: Effect sizes shows the return on investment and what changes you are likely to see in certain outcomes. Effect sizes of the Bracken shown here are 0.8 and above which is high. For a Kindergartener, an effect size of 0.80 is equivalent to a gain of a half-year (or 90 instructional days) of growth in literacy skills. The same effect size of 0.80 means that the average HIPPY program child (50th percentile) would be performing at the same level as the top quintile (that is, the top fifth) of her non-HIPPY peers. It is almost like going to school for half a year. HIPPY makes a difference in child ready for school and these results are due to influence of program and not by chance.

DO: Do we have children enrolled in HIPPY that also attend Pre-Kindergarten?

JS: Yes we do and we use state assessments that results show HIPPY outperform in reading and math based on STARR. We are working towards assigning students a unique number in HISD so we can be able to do similar study in their later years.

JA: Board members were interested in looking for long term benefits. We use common sense, we want to start at home. We want to establish good habits at home. You can’t just say or do that one time. HIPPY has a 30 week program that allows them to sustain habits. Parent realized how meaningful they are and how they can help assist their child. It also allows them to confidence to have conversations with teachers. As a result teachers’ pay close attention to their child and are able to support their child. 90 days of instruction time is saved by doing HIPPY.

Review slide: Change in % of parents reading to their children

JS: Parent survey done the beginning of the program and the end of the program. It looks at the behavior of parents and how many times a week they read to their child. We started the year with 11 out of 20 and ended the year with 17 out of 20. We have found that certain behaviors attributes to literacy skills which contributes to literacy by 3 goal for the district.
DO: How do you help that parent that can’t read?

GH: We have had cases where that happened and at the end of the program they end up learning due to the book. Either we advise Home Instructors to support with extra time and help the parent understand the activities. Or use the siblings as support to help the family in which the sibling does the lesson for the child. We also find support in friends and family members to come and support by doing the lesson.

Review Texas Home Visiting Program Grant

JA: These are other additions.

MG: Tool that measures. It measures 5 areas and is done every 2 years. It is done outside of classroom by teachers. The entire process takes 10 to 15 minutes. Teachers are provided with training. It is ideal for this assessment to be done 3 months into the school year. The data from the assessment is gather and turn it in Community profile map. With this community profile we are able to see who is in need and it shows the service gaps. With the information we are able to provide services.

Starting next month in April we will start the assessments. This is required for us and once we get the information we will share.

Review of Sustainability slide

RP: Each year 1 million for the first 2 years. Then the amount is reduced every year after. The objective is for us to find funding to match the reductions. At this time we have not been told 5th year reductions. We need to find money to build a coalition in which we will find funders.

DO: Is the money divided equally?

AF: 300,000 only for collaborative for children

JA: We should be able to convince people to fund our program. We want to be self-sustaining eventually.

DL: Is HISD matching?

JA: No HISD is not paying for. But HISD could be able to give funds for year 3 and 4. But at the same time we could talk to strategic partnership to see if we can secure some funding. But that is the objective for the coalition and what their job to do.

DO: Is HIPPY state wide combining to lobby or is each one doing their own?

JA: Not sure

DL: Are you trying to start a new coalition?

JA: We thought about starting one but we joined Early Matters. And they are trying to work with apartment and grocery stores to bring literacy to families. They are also looking into Ready Rosie. We joined to get some sources but we have to navigate in order to get more. We will continue to do our research and present our findings.

CQI Slide’
CM: We are required to have a CQI team. We have already selected the team and the issue topic. The issue we have selected to focus on is retention. Our objective is to figure out causes and get results. Currently our retention rate is 89% and we want our goal 100%.

Review of Current Program slide

GH: We currently have 156 schools. Also we have currently closed the open enrollment with permission from the state. However we still recruit all year round.

JA: Currently in compliance

Review of Events slide

GH: Group meetings are held wherever have space on a consistent bases.

JA: We are trying to get accredited and one of the requirements in Group meeting. We have our community meetings and during the first meeting we find out the needs of the families. After that survey is completed we and deliver speakers they are interested in.

JS: We have received 1296 responses from the parent enrichment survey. Some parents may have picked 1 topic but others may have picked more. Out of 1296 the most popular topic was arts and crafts. With this information I received I will revise the CRG and add the topics that were reflected from survey. Next year can use those results.

GH: At the first meeting we did survey. FACE is a good resource with giving us support for the group meetings. Sometimes it’s difficult to find speakers to present during our group meetings. We need help to find resources. Please give us a good source to present to our parents at the group meetings. We were very successful this year with group meeting. Principals are happy due to turn out and we help them out with speakers. Also connecting parents with the school system that don’t feel comfortable yet is a plus.

AF: With these group meeting, what are the jurisdictions?

GH: They are all over

AF: So, you are not targeting any particular areas?

GH: No we are not

AF: What type of topics do you need presented? Is there specific topics that we can help with getting speakers?

GH: The topics are based on community and the needs from the survey.

AF: My suggestion is that you all send an email prior to the group meeting to provide suggestions on what topics you need

DO: When are the meetings?

JA: During day

DO: How long are the meetings?
JA: It varies due to sometimes that are 2 or 3 presenters. It could be 20 minutes to 1 hour. Sometimes there is so much information so they have to break it down.

DO: how many parents attend and how many are bilingual?

GH: Between 15 to 40 parents. It is difficult to have both language.

JA: We have translation devices that we can use. They are a part of the FACE department and at any point they can be used for the group meetings.

AF: communities are dynamic so you will know if you need that before you get there so you won’t be surprised

Review of Events slide

JC: On the phone survey is there certain questions asked?

GH: Yes there certain questions

AF: Do you keep track of who you called and doesn’t want to be called?

GH: yes we do and we use this for appraisals for Home Instructors. We also want to make sure that we keep integrity of the program.

GH: Our events are from 5-8pm and we will have pizza and cookies. All of the family comes and support everyone involved in the HIPPPY program. As soon as I have dates I will let you know.

AF: Do you have a portal that we can go on to get this type of information so we can keep up with events?

JA: At this time we do not but we will work on that.

Accreditation

PC: We had a trainer come and observe our program. She has a lot of experience because she manages Dallas HIPPPY. She provided feedback and made suggestions of thing that we needed to change. She went through folder and documentation and gave us feedback on that. Overall she was pleased with our program and how we prepared for the process. Our goal is to meet standards in order to be accredited last year.

Questions

DO: I want to share that the National Jewish Council has decide to do new project with HIPPPY to have a HIPPPY store. We will set up store for the kindergarten graduates that are leaving HIPPPY. Every child will have a personal shoppers and have $100 worth of product they can spend. The store will be located at a central location to provide transportation. Our goal is to expand the project every year. The only thing we may ask for sizes and information from the HIPPPY team.

AF: I was in conversation and a number of distributors that are open to provide things such as uniforms and school related items.

DO: We will communicate with each other for those distributors.
GH: We are also giving away backpacks with books at our End of the Year Parent Meeting. Our goal is to promote reading during the summer.

DL: City of Houston is willing provide space for the National Jewish Council HIPPY store.

JG: Have you found a link between HIPPY and GT?

JA: we haven't looked at that but willing to look for it within HISD research department to see the link

DL: Do you have information that we can see in order to determine the resource needs of the families?

AF: Information is regards to housing assistance, medical assistance, eye glasses, etc. We need a complete assessment of the household in order to provide the correct resources.

JA: Maybe that is something City of Houston can do which is provide those services

AF: Additionally information is needed to be collected in order to provide needs. Maybe Home Instructors can ask these additional questions.

CM: you can't ask all question but most of the families are at risk. So you have to provide the resources that are available and then follow up.

JS: the best way to get the snapshot is to get the school names and got o the HISD website and look up the demographics and see the needs.

End of meeting