

Colorado HIPPYCorps Evaluation Summary

The following evaluations were commissioned by Colorado Parent and Child Foundation to demonstrate the effects of HIPPY on child outcomes, parent involvement, and school readiness in the state of Colorado. HIPPY (Home Instruction for Parents of Preschool Youngsters) is an evidence-based, peer delivered intervention designed to support parents as their child's first and most important teacher and prepare their 3, 4, and 5 year old children for success in school and beyond.

Five-Year Study of the Impact of Home Instruction for Parents of Preschool Youngsters (HIPPY): School Years 1997-1998 through 2001-2002

Tracey O'Brien: Center for Human Investment Policy, in the Graduate School of Public Affairs at the University of Colorado at Denver

Overview: A longitudinal impact study comparing CSAP (Colorado Student Assessment Program) scores, grades and attendance of former HIPPY participants and a comparison group in both Kindergarten (n=318) and 5th Grade (n=272). In addition, a teacher survey was administered to Kindergarten and Fifth grade teachers, unaware of the students' participation in HIPPY, to rate students in various areas of development as well as their parents' involvement in parent/teacher conferences and other parent events.

Findings – Kindergarten:

- In the *Child Development Teacher Survey*, HIPPY children received higher scores than the comparison group in ALL developmental areas but Cognitive Development
- HIPPY parents were rated higher in areas of parent involvement.
- HIPPY children had significantly higher rates of attendance.

Findings – 5th Grade:

- HIPPY children showed higher mean performance levels in reading and writing.
 - HIPPY children showed higher mean grade scores in ALL areas – reading, spelling, English, arithmetic, social studies and science. Differences in reading, arithmetic, and social studies were statistically significant.
 - HIPPY parents were rated significantly higher in both areas of parent involvement.
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Colorado HIPPY Evaluation – 2008: Studies 1-4

Marty Tombari, Ph.D: Partnership for Families and Children

STUDY 1: Progression of Learning: An experimental multiple baseline study examining the progression of learning in concepts, vocabulary, math readiness, and auditory discrimination (all taught at different intervals in the HIPPY curriculum). HIPPY children (n=4) were assessed every two weeks for 30 weeks to determine if growth in these four skills correlated with HIPPY vs. maturation or other variables (total of 16 assessments).

STUDY 2- Progression of Learning: English and Spanish speaking HIPPY children (n=12) were assessed once every 5 weeks for 30 weeks of the HIPPY program on gross motor, fine motor, sensory discrimination, and language skills (all taught continuously throughout the HIPPY Curriculum) in order to determine progression of learning.

STUDY 3 – Parent Knowledge: A quasi-experimental study of HIPPY (n=12) and non-HIPPY parents (n=12), using a pre- and post-test design comparing home teaching activities to determine if parents of 4 year old HIPPY children were able to identify more specific strategies for preparing their children for kindergarten.

STUDY 4 – Kindergarten Readiness and Parent Involvement: Phone interviews were conducted with 19 kindergarten teachers, with both HIPPY and non-HIPPY students, in 6 communities throughout the state. The interviews were coded and analyzed in order to compare school readiness of HIPPY children vs. that of non-HIPPY children as well as parent involvement for both groups.

Findings:

- **STUDY 1** - Assessments revealed a noticeable improvement in the percent of correctly answered questions following HIPPY intervention. In addition, follow-up assessments show a steady increase in scores in the majority of cases.
- **STUDY 2** - Findings replicated Study 1, in all cases scores improves steadily as a result of the curriculum, with language showing the highest increase.
- **STUDY 3** - HIPPY parents had higher post-test scores than non-HIPPY parents, with statistically significant gains for beginning reading and math readiness strategies, science activities, and vocabulary building.
- **STUDY 4** - A large majority of teachers interviewed reported HIPPY children being better prepared for kindergarten literacy instruction and average to above average in overall school performance. Compared to classmates, HIPPY children were described as better behaved, more engaged, and overall, better prepared.

Kindergarten Reading Study – 2009

Joanna Zorn Heilbrunn and Gretchen Mann: The Partnership for Families and Children

Overview: A quasi-experimental study examining the quality of reading skills and interaction between HIPPY parents and their kindergarten children, enrolled in HIPPY for three years (n=20), compared to that of non-HIPPY parents and their kindergarten children (n=20). Parents were recorded on four separate occasions, reading and interacting with their child with four different children’s books. In addition, each of the 40 participants completed reading logs in order to track the amount of time spent reading outside of the study.

Findings:

- HIPPY parents received higher scores on the parent reading scales and HIPPY children received higher scores on the child engagement scales.
- HIPPY families read more in minutes per day.
- Overall differences between English and Spanish-speaking participants were negligible in all three areas (parent reading scores, child engagement scores, and logged reading time).