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Evaluation of the 2015-16 Home Instruction for Parents of Preschool Youngsters (HIPPY) Program

Department of Evaluation and Assessment

Dr. Michael Hinojosa
Superintendent of Schools

Dallas Independent School District

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Approved Report of the

Department of Evaluation and Assessment

EA16-178-2

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Dianne K. Palladino, Ph.D.

Nora Douglas, Ph.D.

Manager – Program Evaluation

Nancy Kihneman, Ph.D.

Director – Program Evaluation

Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

Dr. Michael Hinojosa
Superintendent of Schools

Dallas Independent School District

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EVALUATION OF THE 2015-16 HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) PROGRAM

Project Evaluator: Dianne K. Palladino, Ph.D.

ABSTRACT

In 2015-16, Home Instruction for Parents of Preschool Youngsters (HIPPY) Dallas ISD, a home visitation program to empower parents of three-, four-, and five-year-olds as their children's first teacher, served 1,237 children, with 985 completing the program (912 parents) as of July 2016. HIPPY participation increased by 294 students, and 221 more children completed the program than in 2014-15.

Coordinator and Home Instructor Perceptions

- Coordinators and home instructors both expressed high satisfaction with their supervisors and overall jobs, but also agreed that the home instructor pay structure was not aligned with job responsibilities.

School Readiness

- Analyses of *Bracken School Readiness Assessment (BSRA-3)* outcomes showed statistically and practically significant improvements in mean raw scores for all HIPPY curriculum levels on all but one subtest and on the School Readiness Composite (SRC). Average *BSRA-3* standard scores for most program levels (both English and Spanish) exceeded the school-ready threshold at post-test.

Long-Term Reading and Mathematics Outcomes

- Despite higher passing rates for HIPPY than Non-HIPPY students on five of nine *Terra Nova/SUPERA* reading and mathematics exams, no differences were statistically significant. The mean scale score for kindergarten *SUPERA* reading, but for no other tests, was significantly higher for HIPPY than Non-HIPPY.
- Despite higher passing rates for HIPPY than Non-HIPPY students on five of seven *State of Texas Assessment of Academic Readiness (STAAR)* reading, and three of seven *STAAR* mathematics exams, none of these differences were statistically significant. Scale scores were not statistically different between the groups for any test at any grade level.

Parent Involvement

- The number of minutes parents spent reading with children increased. Parent engagement increased across the board on several parent-child activities over the course of the year.

Recommendations

- Continue to seek areas for improvements in effectiveness and efficiency.
- Review the home instructor pay structure.
- Include HIPPY in evaluation of other major Dallas ISD early childhood programs.

PROGRAM DESCRIPTION[1]

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visitation program for parents of three-, four-, and five-year-olds that involves training parents to be their children's first teachers. HIPPY partners with parents to prepare their children for success in school. As stated in the HIPPY Theory of Change (Appendix A), "The mission of HIPPY programs is to empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences." The goal of HIPPY in the Dallas Independent School District (ISD) was to serve families within the district according to the HIPPY model, increase the self-efficacy of parents to teach children, and ultimately help children within the district to become better prepared for school.

Originating in Israel in 1969, HIPPY is now active worldwide. Eleven HIPPY sites served families this year in Texas.[2] The HIPPY program in Dallas was part of the Early Childhood and Community Partnerships department in the Dallas ISD.

Guided by the HIPPY model, paid paraprofessional home instructors visited parents weekly over 30 weeks to deliver curriculum packets and books. Home instructors used role-play to teach the curriculum to parents in an effort to build confidence and teaching skills. The goal of home instructors was to equip parents to deliver the curriculum to their children. Practicing this structured curriculum with the home instructor empowered parents to assume the role of their children's first teacher. Parents were expected to work with their children five days a week for 15 minutes a day. When possible, home instructors were recruited from past HIPPY participants. Because these individuals were members of the community they served, this practice cultivated rapport among HIPPY home instructors and families.

Definition of Terms

Throughout this report, HIPPY Year 1's refers to parents and children who used the HIPPY first year curriculum, meant for children approximately age three. These children were approximately three years old at the beginning of the program year, and may have turned four during the program year. Similarly, HIPPY Year 2's started the year at approximately age four and HIPPY Year 3's started the year at approximately age five. Participants in this report were grouped by curriculum year, rather than by age.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to summarize the HIPPY Dallas ISD program's implementation and outcomes for the 2015-16 program year. Data sources included interviews with the HIPPY Dallas ISD program director, surveys of HIPPY Dallas ISD coordinators and home instructors, a review of the program's latest accreditation report, and analyses of demographic and assessment data from both the Texas HIPPY office and the Dallas ISD.

[1] Portions of this report were adapted or extracted from McEnturff (2014) and Palladino (2015).
[2] From www.locations.texasHIPPY.org

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the HIPPY program?

Methodology

The program director provided information about the program's budget and funding sources.

Results

The total budget for HIPPY Dallas ISD was $2,813,589 for the 2015-16 program year. Of this, $1,252,073 was a general operating budget from Dallas ISD and $1,158,446 was Title I funding. HIPPY Dallas ISD also had $403,070 from external funding sources, including $319,000 from United Way via the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program,[3] $32,000 from Vickery Meadow Youth Development Foundation,[4] and $52,070 from an AmeriCorps/University of North Texas (UNT)[5] grant.

What were the characteristics of the HIPPY program?

Methodology

Information about the HIPPY program for the 2015-16 program year was gathered from the February 2016 accreditation report[6] and an interview in September 2015 with the HIPPY Dallas ISD program director. The accreditation report contained information about implementation of the HIPPY model at the HIPPY Dallas ISD program site. The interview with the HIPPY Dallas ISD program director covered topics including staff and participant recruiting, staff professional development, and current program initiatives.

Results

Accreditation

Accreditation is the process by which HIPPY USA measures the fidelity of HIPPY model implementation in program sites nationwide. HIPPY Dallas ISD renewed its site-wide accreditation from HIPPY USA in February 2016. According to the 2015-16 HIPPY accreditation report, "Despite the size of your program and the overwhelming number of coordinators, home visitors, and paperwork, we were in awe of how well this program is run. What you have is a well-oiled machine that runs effectively and

[3] United Way funding came from Texas Health and Human Services Commission as part of the federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) funding. HIPPY qualified for this funding because the HIPPY model is designated as evidence-based by the federal Health and Human Services department. The HIPPY model was one of seven original home visiting models meeting the rigorous criteria to be designated as evidence-based because of its strong research base. There are currently 17 home visiting models meeting this criteria. A list of evidence-based home visiting models is available here: http://mchb.hrsa.gov/programs/homevisiting/models.html.

[4] http://www.vmydf.com

[5] HIPPY Dallas ISD's participation in AmeriCorps allows selected home instructors to earn education stipends for their service.

[6] The accreditation report contained information about program implementation fidelity as reviewed by HIPPY USA in February 2016. Through 2016, the HIPPY USA National Office evaluated HIPPY model implementation for program sites every two years, and will continue to evaluate every three years moving forward. Program sites meeting HIPPY USA model fidelity criteria receive the distinction of accreditation from the national office.

efficiently." This statement alone is evidence of the strong fidelity with which HIPPY Dallas ISD was implemented.

Orientation/Staff Training

In July 2015, the HIPPY Dallas ISD program director and coordinators attended a three-day training sponsored by Texas HIPPY called the Coordinator's Retreat. Home instructors participated in a three-part training series designed to teach necessary skills right before they would be needed on the job. First, they attended a four-day session (September 1 to 4, 2015) that provided general orientation and training on participant recruitment and enrollment, followed by three weeks of recruiting activity. Home instructors then attended a three-day session (September 30 to October 2, 2015) to learn how to execute home visits and role-play. Finally, home instructors attended one day of training (October 22, 2015) on group meetings and parent involvement. In addition, HIPPY home instructors from both Dallas ISD and Irving ISD whose positions were funded by Americorps jointly attended an overnight retreat in November, 2015.

Recruiting Participants

All parents within the Dallas ISD boundaries were eligible to receive HIPPY services. The primary focus was on recruiting HIPPY Year 1's. HIPPY Year 2's and Year 3's were typically not actively recruited into the program unless they graduated from HIPPY Year 1 or were referred by a teacher. Participants often were recruited by word-of-mouth from past and current HIPPY participants and staff. HIPPY Dallas ISD staff also recruited at local events, such as the Mayor's Back to School Fair,[7] the Get Kidz Fit[8] obesity prevention event, job fairs, health fairs, and parent events. Home instructors recruited within their communities by passing out flyers at grocery stores, laundromats, health fairs, and by standing in front of schools. Schools with HIPPY programs referred families in need to the program. HIPPY Dallas ISD recruited from the prekindergarten waiting list after the school year started to provide an opportunity for these children to receive educational services. HIPPY Dallas ISD also used Facebook to expand recruiting efforts.

Program Staff

HIPPY Dallas ISD staff members were led by a program director who handled personnel, budgeting, reporting, grant writing, and coordinator training. The program director supervised eight HIPPY coordinators who administered program activities. The program also employed administrative assistants who assisted with daily operations. In 2015-16, administrative assistants were assigned a greater role in daily data entry of home visit information.[9]

Coordinators' primary responsibilities included preparing home instructors for weekly role-play with parents, hosting monthly group meetings for parents at their assigned schools, coordinating parent-child

[7] http://www.mayorsbacktoschoolfair.com
[8] http://www.getkidzfit.org
[9] This change allowed home instructors to spend more time visiting homes and less time on administrative tasks.

field trips, recruiting home instructors, and assisting with compliance reporting. Coordinators supervised four to seven home instructors each.

Home instructor responsibilities included recruiting families, making home visits, documenting services provided to the families, assessing child learning, and participating in group meetings. As described previously, home instructors often were recruited from former HIPPY participants. Americorps funded 30 home instructor positions in 2015-16. Individuals who filled Americorp positions within HIPPY Dallas ISD earned 900 hours of service by the end of the academic year, as well as $2,500 per year for up to four years of college. Individuals in Americorps-funded slots rotated because they could only be occupied by an individual for a maximum of four years. A total of 47 home instructors were employed by HIPPY Dallas ISD during the 2015-16 academic year.[10]

HIPPY home instructors received several benefits from their employment with the program. These benefits included work experience and professional development in the field of early childhood education. Other professional development for home instructors included opportunities to improve communication skills, interpersonal relations, leadership, and organization. According to the program director, these skills could qualify them for career advancement within the HIPPY organization or for other full-time positions. Some former HIPPY home instructors became teaching assistants, community liaisons, teachers, speech pathologists, and counselors.

The HIPPY Dallas ISD program expanded in 2015-16. As shown in Table 1, HIPPY Dallas ISD served 294 additional children, and 221 more children completed the program in 2015-16 than in 2014-15.

Table 1: Number of Children Served by HIPPY Dallas ISD from 2013-14 through 2015-16

			Change from Previous Year	
Year	Served	Completed	Served	Completed
2013-14	879	661		
2014-15	943	764	+64	+103
2015-16	1,237	985	+294	+221

Source: HIPPY VisitTracker Database; Note: 2013-14 child participant data as reported in McEnturff (2014). 2014-15 data as reported in Palladino (2015); 2015-16 data as of July 20, 2016.

Home Visits

Home instructors visited family homes of HIPPY Year 1's and Year 2's weekly, generally between Monday and Wednesday. Thursdays were reserved for group meetings, and Fridays were reserved for role-play training. The one-on-one relationship between the parent and home instructor was an important factor for HIPPY's success. The main focus of the home visit was to role-play teaching the curriculum with the parent, but home instructors provided support to the family in other ways as well. For example, HIPPY home instructors were knowledgeable about community resources, enabling families to receive referrals as needed for services related to food, utility bills, clothing, domestic violence, or child assessments related to potential developmental delays.

[10] According to a list provided by the HIPPY Dallas ISD office.

HIPPY Year 3 Pilot Program

In 2015-16, HIPPY Dallas ISD conducted a pilot program with its HIPPY Year 3's because of past assessment score ceiling effects in outcomes based on the old curriculum. For this pilot program, HIPPY Year 3's and their parents met in groups once per month instead of participating in home visits. These group gatherings did not follow a set curriculum. Instead, parents and children engaged in read/talk/play activities with books and completed project assignments that were returned to the next meeting to share. Pre/post assessments administered to HIPPY Year 3's did not differ from HIPPY Year 1's and Year 2's.

Group Meetings

Coordinators hosted monthly two-hour group meetings[11] for each participating elementary school campus. While the coordinator was running the parent meeting, that coordinator's home instructors provided child care through leading an instructional activity, a literacy activity, and a physical activity. The last 30 minutes of group meetings were dedicated to a parent-child joint activity, like a craft project. All activities were designed to work on a particular cognitive or physical development skill. Group meeting topics for parents were determined by an annual needs assessment to ensure topic interest and relevance and were related to school involvement, community involvement, child learning, and personal development. Table 2 lists the topics included in the 2015-16 program year group meetings. Attendance rates varied by location, and were sometimes negatively affected by poor weather or transportation issues.

Table 2: 2015-16 HIPPY Dallas ISD Group Meeting Topics

Child Growth and Development	Childbirth and Child Care
Pre-natal and Post-natal Care	Prevention of Abuse/Violence
Family Structure, Function, and Management	Family Relationships
Parenting Skill Development	Language/Literacy Development
Health and Safety	Nutrition
Substance and Other Addiction	Discipline and Anger Management
Other Social and Family Fun Activities	

End-of-Year Activities

HIPPY Dallas ISD hosted graduation ceremonies in June 2016 for families that completed the program year.

Major Initiatives

According to the program director, HIPPY Dallas ISD continued two major initiatives in the 2015-16 program year. First, the program continued to encourage father involvement with supplemental evening meetings in addition to regularly scheduled home visits. They also sponsored several father/child field trips to local venues such as the Perot Museum and the Dallas Arboretum.

[11] Group meetings were scheduled for all participants in addition to, not in place of, the home visit (HIPPY Year 1's and 2's) or group visit (HIPPY Year 3's).

The second continued initiative for this program year was the *Food + Fit = Fun (FFF)*[12] program, a curriculum developed by the National Council of Jewish Women. This program provided nutrition information to children and parents with the goal of encouraging healthy eating habits and preventing childhood obesity.

HIPPY Advisory Board

To comply with the accreditation requirements of the HIPPY program, the program director established a new advisory board in 2015-16. Several years ago, the advisory board for the HIPPY program was dissolved and HIPPY shared the advisory board of the early childhood program at Dallas ISD. When the early childhood advisory board recently ended, a new HIPPY advisory board was established. The goal of the HIPPY advisory board was to assist with recruitment, resources, training, and staff support. Invitees included interested Dallas ISD staff members, representatives from funding sources of the Dallas ISD program, and other community leaders who had a potential interest in the program. The advisory board met approximately five times during the 2015-16 academic year.

Visit Tracker

This year was the second year that HIPPY used its upgraded system for tracking program information, Visit Tracker (VT). The new system promised to be more user friendly, resulting in improved data quality through enhanced ease of use. HIPPY Dallas ISD staff members documented program activities and program information with VT throughout the program year. These data included staff and participant demographics, home visit and group meeting documentation, and child and parent assessment data. In 2015-16, the unique identifier used in VT for children who participated in HIPPY Dallas ISD was added in the central Dallas ISD databases. HIPPY staff members entered this identification number at the same time they flagged HIPPY participation. This will allow future analysts to link Dallas ISD students to HIPPY records, resulting in enhanced ability for in-depth analyses of long-term HIPPY outcomes for those enrolled in the Dallas ISD.

What were the characteristics of HIPPY participants?

Methodology

HIPPY child and parent demographic data were obtained from the Texas HIPPY office, housed at UNT in Denton. Child records with an *active* status were isolated from the data and joined with the parent file to obtain the characteristics of their parents. The evaluator conducted frequency analyses to determine child and parent demographics.

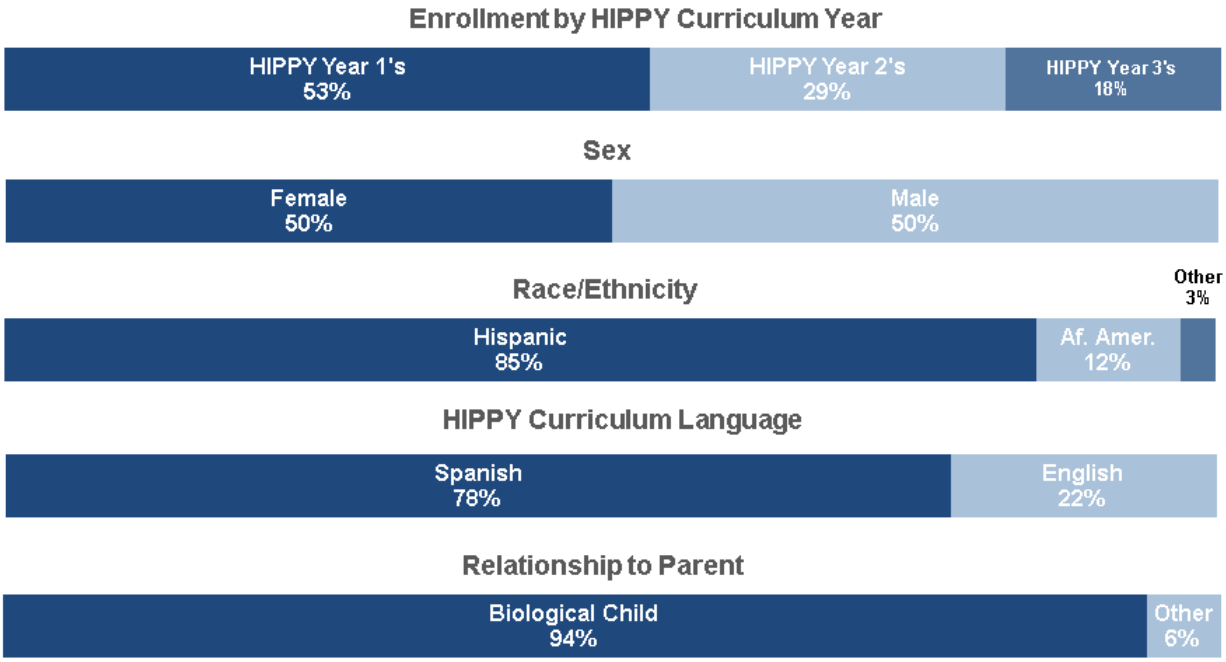
[12] http://www.ncjw.org/content_5472.cfm

Results

Child Characteristics

Of the 1,237 children served by HIPPY Dallas ISD in 2015-16, 985 completed the program.[13] These 985 children formed the basis for the analyses in this evaluation. A demographic summary for HIPPY Dallas ISD child participants is shown in Figure 1. Detailed child demographic information can be found in Appendix B. A higher percentage of children were enrolled in the HIPPY Year 1 curriculum (*n* = 523; 53%) than in Year 2 (*n* = 288; 29%) and Year 3 (*n* = 174; 18%) because of the recruiting emphasis for Year 1's. Half of HIPPY participants were male (*n* = 496; 50%), and a majority were Hispanic (*n* = 839; 85%). Most children completed the Spanish language curriculum (n = 766; 78%) and participated with a biological parent (*n* = 923; 94%). As shown in Table 3, the number of children completing each curriculum level of HIPPY Dallas ISD increased this program year from 2013-14 and 2014-15, with the greatest expansion over the past two years for HIPPY Year 1's.

Figure 1: 2015-16 HIPPY Dallas ISD Child Demographic Summary (*N* = 985)



Source: HIPPY VisitTracker Database as of July 20, 2016. Note: Participants were considered to have completed the program if they had an 'active' status on July 20, 2016.

[13] Children who completed at least one home visit were categorized as served by HIPPY this program year. Completing the program year was defined as maintaining an active status in VT as of July 20, 2016.

Table 3: Number of Children Completing HIPPY Dallas ISD for the Last Three Curriculum Years 2013-14. 2014-15, and 2015-16

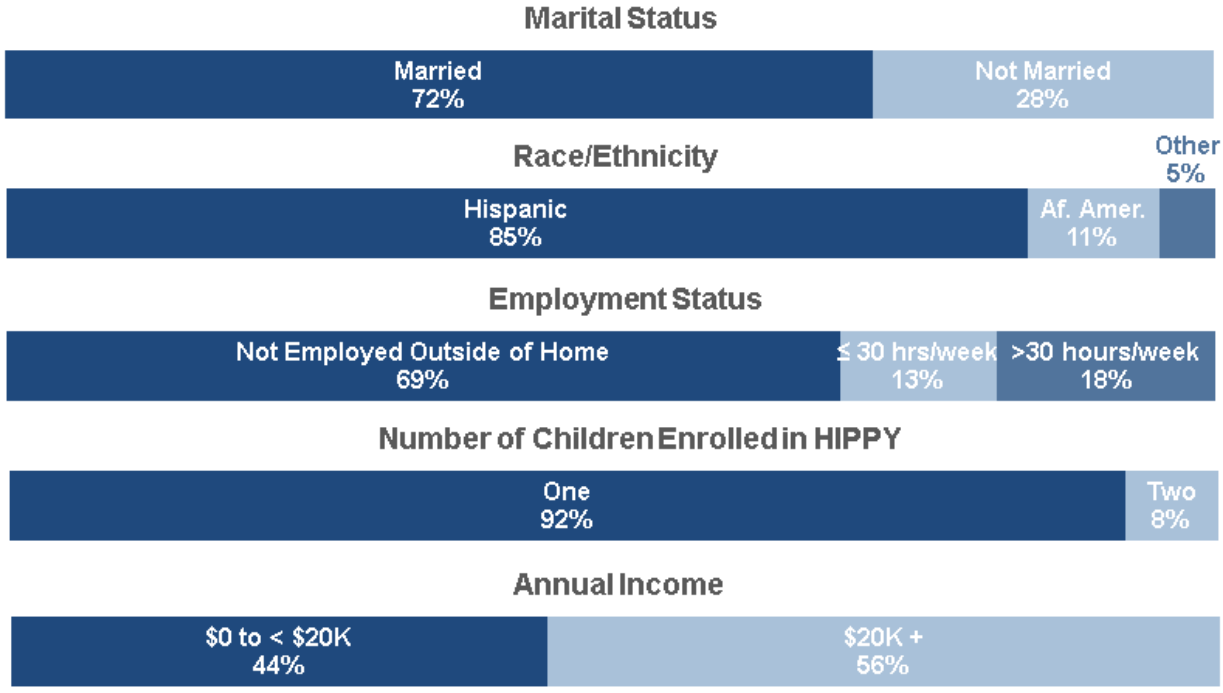
	HIPPY Year 1	HIPPY Year 2	HIPPY Year 3	Unknown	Total
2013-14	359	197	75	30	661
2014-15	446	230	88	-	764
2015-16	523	288	174	-	985
Difference 13-14 to 14-15	+87	+33	+13	-30	+103
Difference 14-15 to 15-16	+77	+58	+86	-	+221

Source: HIPPY VisitTracker Database. Note: 2013-14 child participant data as reported in McEnturff (2014). 2014-15 data as reported in Palladino (2015); 2015-16 data as of July 20, 2016.

Parent Characteristics

Of the 1,130 parents[14] served by HIPPY Dallas ISD in 2015-16, 912 were parents of children who completed the program. A demographic summary for these parents is shown in Figure 2, and detailed demographic information can be found in Appendix C. Most parent participants were married (*n* = 653; 72%), Hispanic (*n* = 771; 85%), and had one child enrolled in HIPPY (*n* = 842; 92%). Most were not employed outside of the home (*n* = 628; 69%) and had a household income of more than $20,000 per year (*n* = 508; 56%).

Figure 2: 2015-16 HIPPY Dallas ISD Parent Demographic Summary (*N* = 912)



Source: HIPPY VisitTracker Database as of July 20, 2016. Note: Participants were considered to have completed the program if they had an 'active' status on July 20, 2016.

[14] Parents enrolled in HIPPY Dallas ISD from September 1, 2015 to July 20, 2016.

What were coordinator and home instructor perceptions of HIPPY?

Methodology

The evaluator administered an online survey in March 2016 to collect coordinator and home instructor perceptions. The evaluator sent an email with a link to the online survey to all coordinators (*N* = 10) and home instructors (*N* = 47) from a list provided by the HIPPY office. Respondents were provided a three-week window in which to respond to the survey, during which they received periodic reminders from both the program director and the evaluator. Descriptive analyses were conducted for survey items answered on a ratings scale.

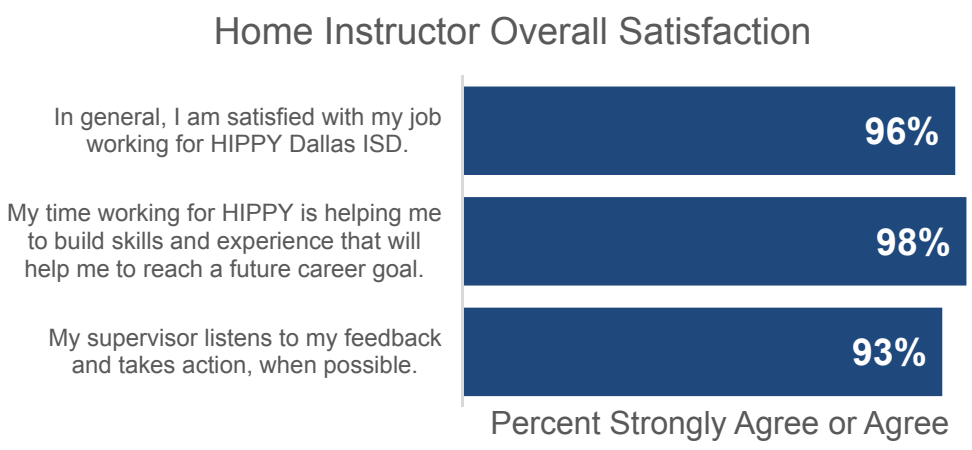
Results

Home Instructor Perceptions

The response rate for the survey sent to home instructors was high (97.9%). Detailed results of the home instructor survey are provided in Appendix D. Brief highlights of the survey are presented in this section. Of the 46 home instructors who responded, 24 percent worked for HIPPY Dallas ISD full time, and 63 percent worked for HIPPY Dallas ISD for two years or less. Twenty-three (50%) home instructor positions were supported by Americorp, and 30 percent of respondents were former HIPPY parents.

Regarding the fairness of home instructor pay and responsibilities, a low percentage (26%) of home instructors indicated that the pay structure provided fair compensation for their time, and 54 percent of home instructors said that the amount of time they spent performing tasks that were not home visits was acceptable. Most home instructors indicated that the number of families in a typical home instructor's workload was just right (85%). Home instructors differed in what month they believed should be the last month to hire new home instructors, but 83 percent indicated the month of December or earlier. A majority of home instructors indicated that December or January should be the last month to enroll families into the program (63%). As shown in Figure 3, most home instructors were satisfied with their supervisors' support (93%), with skills and experiences gained from their positions (98%), and with their positions overall (96%).

Figure 3: 2015-16 HIPPY Dallas ISD Home Instructor Survey Overall Satisfaction (*N* = 46)

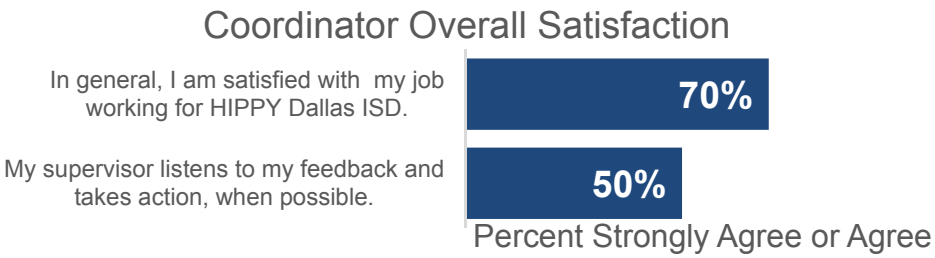


Coordinator Perceptions

The response rate for the coordinator survey was 100 percent. Detailed results of the coordinator survey are provided in Appendix E. Brief highlights of the survey are presented in this section. Of the 10 coordinators, eight (80%) worked for HIPPY Dallas ISD for at least three years, and it was the first year for the remaining two (20%).

Regarding the fairness of home instructor pay and responsibilities, a small percentage (10%) of coordinators believed that the pay structure fairly compensated home instructors, and 60 percent agreed that the amount of time home instructors spent performing tasks that were not home visits was acceptable. Most coordinators indicated seven to ten families typically attended their group meetings (70%), and the most frequent reasons families told coordinators that they did not attend group meetings were lack of transportation (67%) and being too busy (70%).Coordinators agreed with home instructors that November or December should be the last months to hire home instructors for the year (70%), and that December or January should be the last month to enroll families into the program (80%). As shown in Figure 4, the majority of coordinators were satisfied with their supervisor's support (50%) and with their job overall (70%).

Figure 4: 2015-16 HIPPY Dallas ISD Coordinator Survey Overall Satisfaction (*N* = 10)



Were HIPPY participants ready for school?

Methodology

The evaluator analyzed school readiness[15] at all levels of HIPPY using the *Bracken School Readiness Assessment* (*BSRA-3*; Bracken, 2002). *BSRA-3* is a nationally-normed screening instrument that assesses knowledge in five areas that are essential to kindergarten preparation: colors, letters, numbers, sizes/comparisons, and shapes. This instrument was used to assess growth of HIPPY children from the beginning to the end of the HIPPY program year. In most cases, HIPPY participants completed the *BSRA-3* within the first two weeks (pre-test) of beginning the program year and within the last two weeks (post-test) of the program year.

The evaluator used two types of outcomes to analyze *BSRA-3* scores. First, raw score means were calculated for each sub-test and for the composite of all sub-tests at pre-test and post-test. Second, the

[15] School readiness indicates that a child possesses a set of prerequisite knowledge, attitudes, and behaviors that will facilitate the student benefitting at the kindergarten level (and higher).

evaluator reviewed standard scores[16] at pre-test and post-test to ascertain school readiness relative to national norms of students of similar age. Both mean raw score and mean standard score comparisons were conducted using paired-sample *t* tests (statistical significance) and effect sizes were determined by calculating Cohen's *d*[17] for each comparison (practical significance). As appropriate, results were grouped by curriculum year, curriculum language, and/or race/ethnicity. *BSRA-3* and demographic data for these analyses were provided by the Texas HIPPY office.

Results

Analyses included 886 complete pre-post pairs from the 985 children who were active at the end of the current program year. A summary of the number of pre-post pairs by curriculum year and language is shown in Table 4.

Table 4: 2015-16 HIPPY Dallas ISD *BSRA-3* Number of Complete Pre-Test and Post-Test Pairs

	HIPPY Year 1's	HIPPY Year 2's	HIPPY Year 3's	Total
English	89	54	27	170
Spanish	377	211	128	716
Total	466	265	155	886

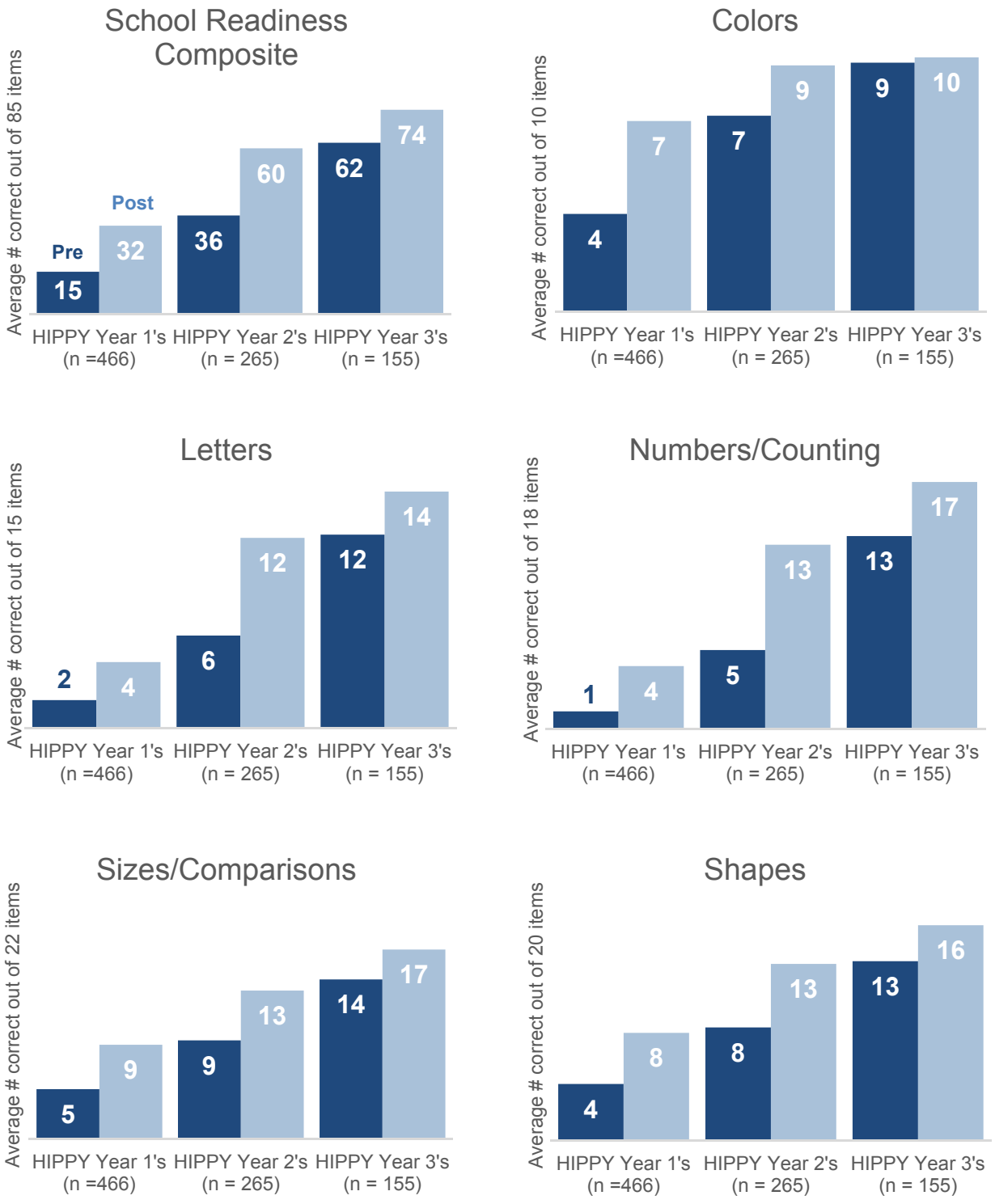
Raw Score Results

Across all HIPPY curriculum years, raw scores increased from pre- to post-test. The sum of items correct across all subtests is called the School Readiness Composite (SRC), while subtest raw scores designate the number of items correct for each individual subtest (colors, letters, numbers/counting, sizes/comparisons, and shapes). Average SRC and subtest raw scores for each curriculum level are shown in Figure 5. Paired-samples *t* tests indicated statistically significant improvements at all curriculum levels for all subtests and overall on the SRC ($p < .001$). Cohen's *d* analyses indicated practically significant improvements at medium and large effect sizes overall on the SRC and at all curriculum levels for all subjects except for HIPPY 3 Colors.[18]

Raw score analyses results grouped by language and race/ethnicity for HIPPY Year 1's, Year 2's, and Year 3's are shown in Appendices F, G, and H, respectively. In general, raw scores on the Spanish version of the *BSRA-3* were lower than for the English version, especially for HIPPY Year 1's and Year 3's. The gap and direction between English and Spanish scores was less consistent for HIPPY Year 2's, especially on the post-tests. Generally, average raw scores for African American students exceeded those for Hispanic students for HIPPY Year 1's and Year 3's, but scores were more comparable between the two groups for HIPPY Year 2's. Sample sizes for White and Asian HIPPY participants were too small to make appropriate comparisons to scores for larger samples of Hispanic and African American participants.

[16] The *BSRA-3* normative sample included 750 English test-takers. There was no normative sample of Spanish version test-takers. An important limitation of this evaluation was that Spanish version test-takers' standard scores show their performance relative to the English version test-takers in the normative sample. Ideally, Spanish version test-takers would be compared to a Spanish-speaking normative sample. In this case, comparing to the English sample was the best way currently available to assess the relative performance of Spanish version test-takers in HIPPY Dallas ISD.
[17] Cohen's *d* values of 0.2, 0.5, and 0.8 are considered small, medium, and large effect sizes (Cohen, 1988).
[18] This result is likely because of high pre-test scores for HIPPY 3's on the colors assessment, leaving little room for improvement.

Figure 5: 2015-16 HIPPY Dallas ISD Average Number of Pre-Test and Post-Test Items Correct on *BSRA-3* School Readiness Composite and Subscales (*N* = 886)

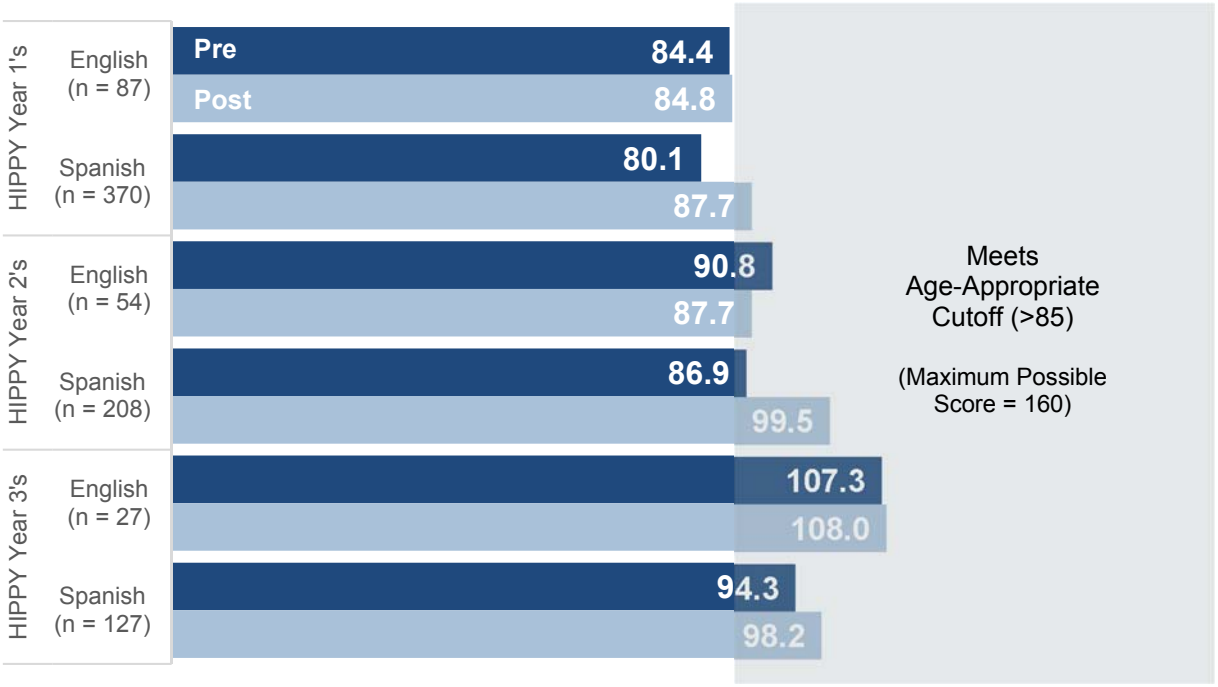


Source: Texas HIPPY program data files as of July 20, 2016. Note: All pre/post improvements were statistically significant ($p < .001$) and practically significant, except for Colors for Year 3's.

Standard Score Results

Participants were assigned standard scores[19] based on their performance compared to same-aged test takers in the publisher's normative database (Bracken, 2002). Some scores (n = 13) could not be converted to standard scores because of incorrect or missing birthdate data. Standard score averages and standard deviations for both pre-test and post-test assessments by curriculum year, curriculum language, and race/ethnicity are shown in Appendix I. Both English and Spanish average standard scores for all curriculum years improved from pre-test to post-test, except for English HIPPY Year 2's. All pre/post improvements were statistically significant ($p < .05$), and were practically significant for Spanish, but not for English, for all three cohorts. The threshold for school readiness[20] is indicated by the gray box in Figure 6. All groups achieved a school-ready average score by the time of the post-test, except for HIPPY Year 1's in the English curriculum, who barely missed the threshold.

Figure 6: 2015-16 HIPPY Dallas ISD Average *BSRA-3* Standard Scores at Pre-Test and Post-Test with School Readiness Classification (*N* = 873)



Source: Texas HIPPY program data files as of July 20, 2016. Note: Standard score categorizations were established by the publisher (Bracken, 2002), and were: Very Delayed (≤ 70), Delayed (71 to 85), Average (86 to 114), Advanced (115 to 129), and Very Advanced (≥ 130). The maximum standard score possible was 160. All pre/post differences were statistically significant ($p < .05$), and were practically significant for Spanish, but not English, for all three years. Some raw scores could not be converted into standardized scores because of incorrect or missing birthdate data.

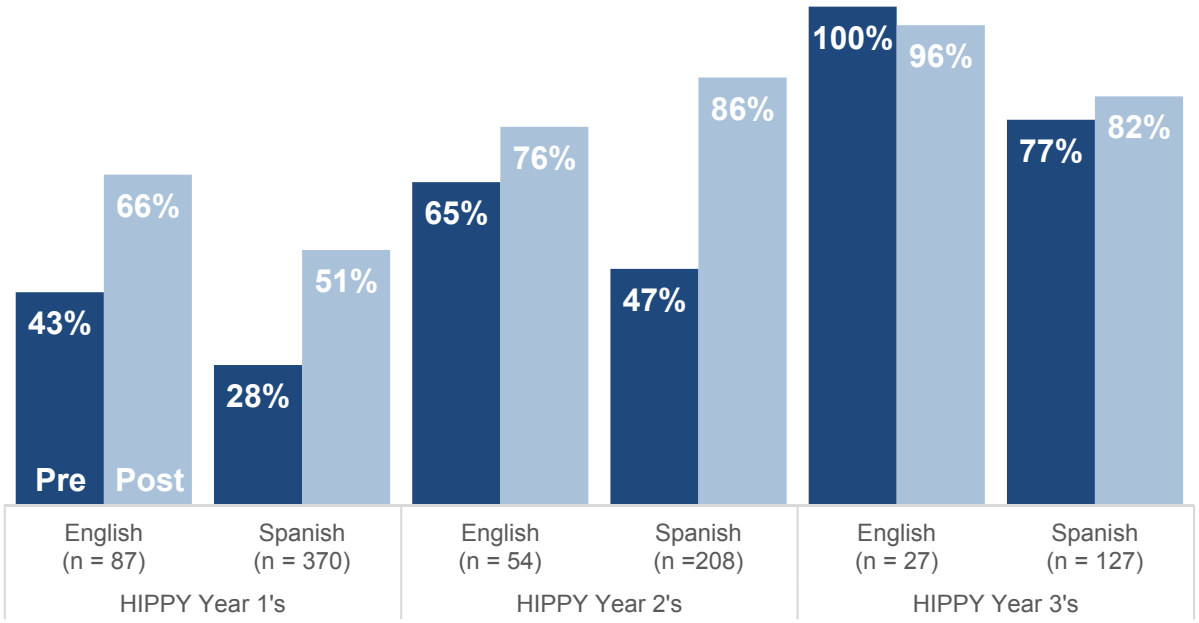
[19] Use of standard scores accounts for improvement in raw scores that is expected based on aging alone. For example, if a child is age three at the pre-test with an SRC of 23, his/her standard score would be 100, an average score for that age group. At the post-test six months later, the same child must earn an SRC of 33 to get a standard score of 100, because an average score for an older child requires more correct items than for a younger child. Demonstrating gains in standard scores requires participants to improve their scores beyond the degree that is naturally expected to occur because of aging. Therefore, improvements in standard scores described in this section can be interpreted as improvements beyond what should have occurred naturally.

[20] Children with standard scores greater than 85 are categorized as Average, Advanced, or Very Advanced and are considered ready for school relative to their same-aged peers.

Percentage of Participants Ready for School

Figure 5 shows the percentage of HIPPY school-ready participants at the time of the pre-test and post-test by curriculum language. The percentage of both English and Spanish test-takers in all curriculum years who were ready for school improved for all but English HIPPY Year 3's, who were all school-ready at pre-test. A greater percentage of English test-takers were school-ready at pre-test and post-test in all groups, but these differences were less pronounced at post-test, particularly for HIPPY Year 2's, whose Spanish rates exceeded English rates at pre-test.

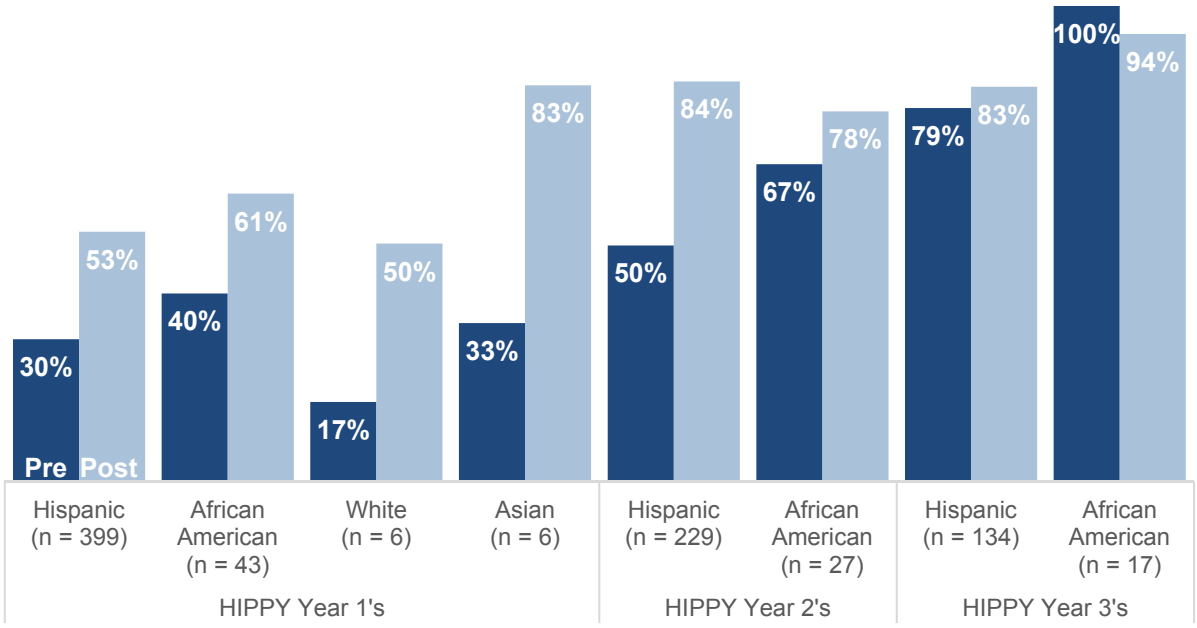
Figure 7: 2015-16 Percentage of HIPPY Dallas ISD Children Ready for School at *BSRA-3* Pre-Test and Post-Test by Curriculum Year and Curriculum Language (*N* = 873)



Source: Texas HIPPY program data files as of July 20, 2016. Note: *Ready for school* was defined as a standard score of greater than 85. Some raw scores could not be converted to standard scores because of incorrect or missing birthdate data.

As shown in Figure 8, a higher percentage of African American than Hispanic participants were ready for school at the start of the program year for every curriculum year. Although sample sizes exceeded five for White and Asian HIPPY Year 1's, they were too small to make appropriate comparisons to scores for larger samples of Hispanic and African American participants. At post-test, Year 1 and Year 3 rates of school-readiness for African American participants also exceeded those for Hispanic participants, but Year 2 African American scores lagged behind those of Hispanic students.

Figure 8: 2015-16 Percentage of HIPPY Dallas ISD Children Ready for School at *BSRA-3* Pre-Test and Post-Test Administration by Curriculum Year and Race/Ethnicity (N = 861)



Note: Ready for school was defined as a standard score of greater than 85. Percentage ready for school was not reported when there were fewer than five children in a race/ethnicity category. Some raw scores could not be converted to standardized scores because of incorrect or missing birthdate data.

What were the long-term reading and mathematics outcomes for former HIPPY participants?

Methodology

The evaluator used crosstab analyses on district demographic files from July 13, 2016 to determine the number of former HIPPY participants in grades kindergarten through grade 12 enrolled in the Dallas ISD in 2015-16.

To evaluate reading and mathematics outcomes for kindergarten through second grade, the evaluator used *Terra Nova* (English language reading and mathematics) and *SUPERA* (Spanish language reading).[21] *Terra Nova* is a nationally-normed standardized test series designed to assess English-language reading and mathematics. *SUPERA* is the Spanish-language version of *Terra Nova*, using test results based on the same norms. The evaluator used district data files for *Terra Nova* and

[21] 2015-16 was the first year *Terra Nova* and *SUPERA* were administered to students in Dallas ISD. These assessments replaced *Iowa Assessments* and *Logramos*, similar assessments previously used by the district.

SUPERA reported as of June 9, 2016[22] merged with demographic files dated April 12, 2016. Scores falling in the 40th percentile or higher were flagged to indicate that a student was performing on grade level.

Spring 2016 *State of Texas Assessment of Academic Readiness* (*STAAR)* reading and mathematics scores for grades three through eight were used to evaluate long-term outcomes of former HIPPY participants. *STAAR* exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the primary and secondary grades. Academic performance standards represent the degree to which students have mastered required content as measured by test scores.[23] *STAAR* assessment scores are categorized into three levels to describe student performance: 1) Level I: Unsatisfactory Academic Performance, 2) Level II: Satisfactory Academic Performance, and 3) Level III: Advanced Academic Performance. Cut scores divide student scores into these three categories. Scores at or above the cut score for Level II are considered passing scores. The evaluator used first and second administration district *STAAR* data files dated July 11, 2016 (grades three to eight) merged with demographic data demographic files dated April 12, 2016.

The evaluator compared test results for *Terra Nova/SUPERA* and *STAAR* tests between those who participated in HIPPY Dallas ISD (HIPPY) to a control group of matched students at the same grade level who did not participate in HIPPY (Non-HIPPY). The matched control groups were created using propensity score matching (see Appendix J for detailed methodology). Non-HIPPY matched controls included students who took these exams at each grade who did not participate in HIPPY, but had the same probability of HIPPY enrollment. This methodology allows for group comparisons with reduced concern about systematic differences that may confound the effects of the treatment (i.e., HIPPY participation).

The evaluator used two methods of comparing *Terra Nova, SUPERA*, and *STAAR* assessment scores between HIPPY and Non-HIPPY students: 1) comparison of passing rates for each exam, and 2) comparison of average scale scores. To compare group passing rates, the evaluator ran crosstab analyses to calculate passing rates on all reading and mathematics assessments for each grade (kindergarten through grade two for *Terra Nova* and *SUPERA*; grades three through five for *STAAR*[24]). *Chi-square* and *Fisher's Exact* statistics were used to test for statistically significant differences in passing rates between the groups. To compare average scale scores, the evaluator used *t* tests to compare average scale scores, and, in the case of statistically significant differences, Cohen's *d* analyses were used to test for practical significance.

Results

Table 5 shows the number of former HIPPY participants enrolled in kindergarten through grade 12 in the Dallas ISD during the 2015-16 academic year.

[22] Updates after June 9, 2016 are not reflected in this report.
[23] For more information on *STAAR* performance standards, see http://tea.texas.gov/student.assessment/staar/performance-standards/
[24] Analyses included all versions of the *STAAR* except for Alternate 2.

Table 5: Number of Former HIPPY Participants Enrolled in Kindergarten through Grade 12 in the Dallas ISD in 2015-16

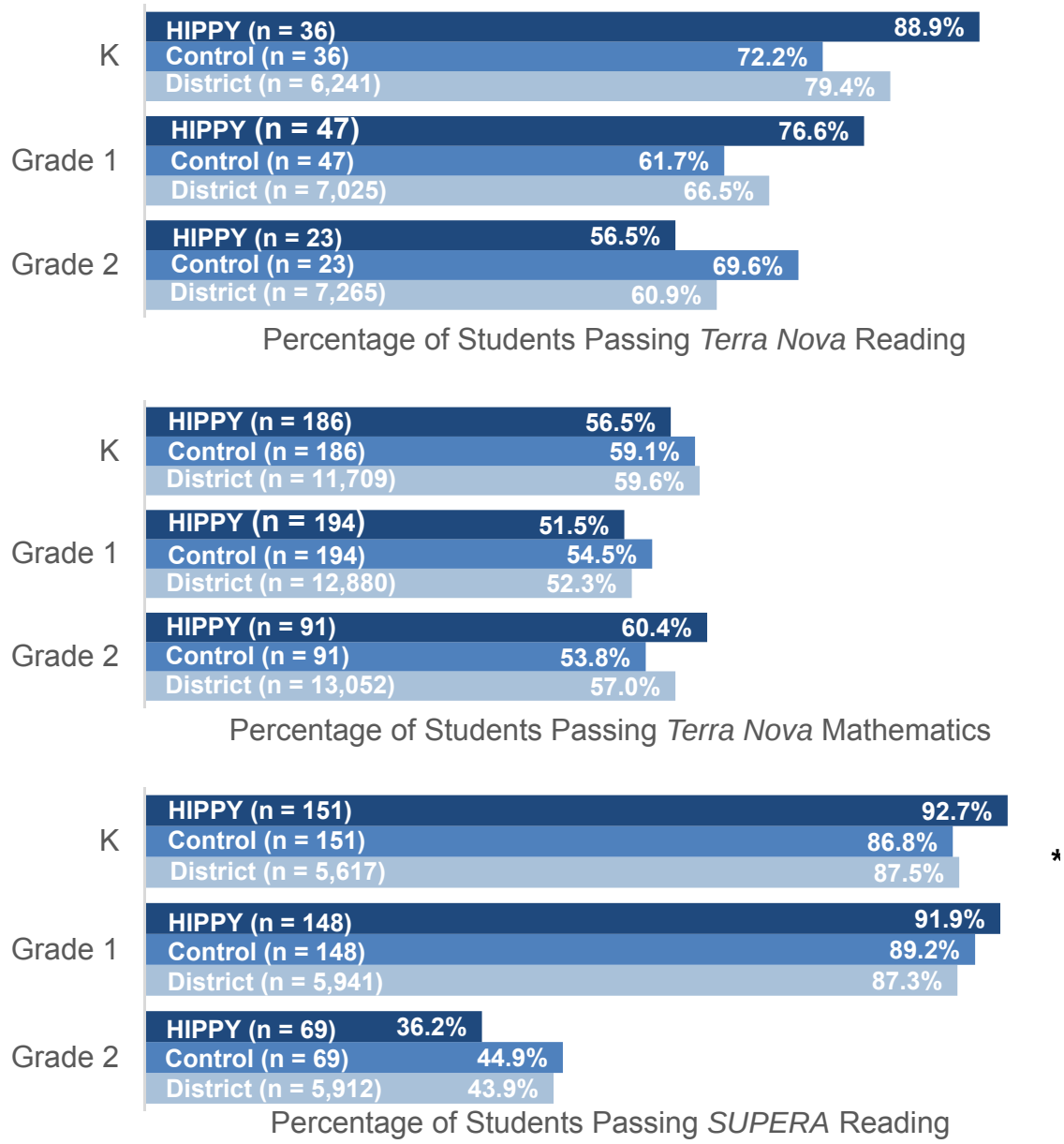
Grade	N	%
Kindergarten	190	10.8
Grade 1	195	11.1
Grade 2	93	5.3
Grade 3	97	5.5
Grade 4	103	5.9
Grade 5	128	7.3
Grade 6	72	4.1
Grade 7	152	8.7
Grade 8	215	12.3
Grade 9	174	9.9
Grade 10	142	8.1
Grade 11	95	5.4
Grade 12	101	5.8
All Grades	1,752	100.0

Source: District demographic files dated July 13, 2016. Note: Percentages may not add to 100% because of rounding.

Terra Nova/SUPERA. Figure 9 shows passing rates for *Terra Nova* and *SUPERA* reading and mathematics exams by grade for HIPPY, Non-HIPPY, and the district. Although the percentage of HIPPY students passing *Terra Nova* Reading (kindergarten and grade one), *Terra Nova* Mathematics (grade two), and *SUPERA* reading (kindergarten and grade one) numerically exceeded those for Non-HIPPY students, none of these differences were statistically significant. Appendix K shows average scale scores for the HIPPY and Non-HIPPY groups by test and grade level. The difference between HIPPY and Non-HIPPY control groups in scale scores on kindergarten *SUPERA* reading was statistically significant ($p = .02$) and practically significant ($d = .26$, small effect size). Although it was not appropriate to statistically compare HIPPY to the district because of differing sample sizes and possible confounding factors, the percentage of students passing outperformed the district on *Terra Nova* Reading (kindergarten and grade 1), *Terra Nova* Mathematics (grade 2), and *SUPERA* reading (kindergarten and grade one).

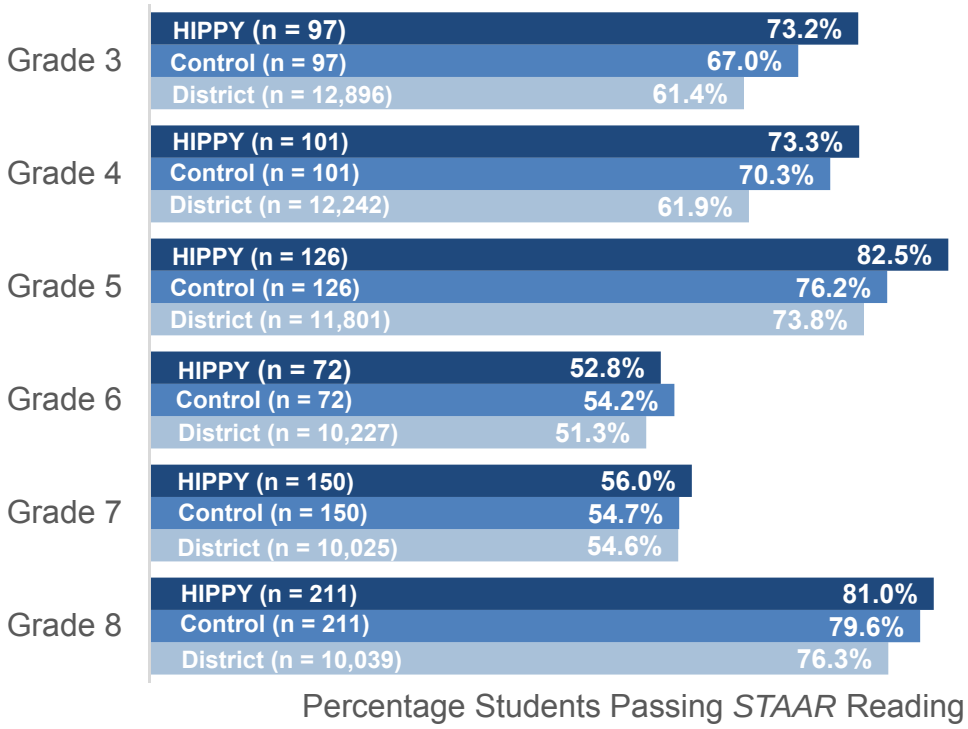
STAAR. Figure 10 shows passing rates for *STAAR* reading and mathematics by grade level for HIPPY, Non-HIPPY, and the district. Although the percentage of HIPPY students passing *STAAR* reading (grades three, four, five, seven, and eight) and mathematics (grades three, four, and six) numerically exceeded those for the Non-HIPPY control group, none of these differences were statistically significant. Appendix K shows average scale scores for the HIPPY and Non-HIPPY groups by test and grade level. No comparisons between HIPPY and Non-HIPPY groups on *STAAR* average scale scores were statistically significant. Although it was not appropriate to statistically compare HIPPY to the district because of differing sample sizes and possible confounding factors, the percentage of students passing outperformed the district on all *STAAR* reading and mathematics exams in grades three through eight.

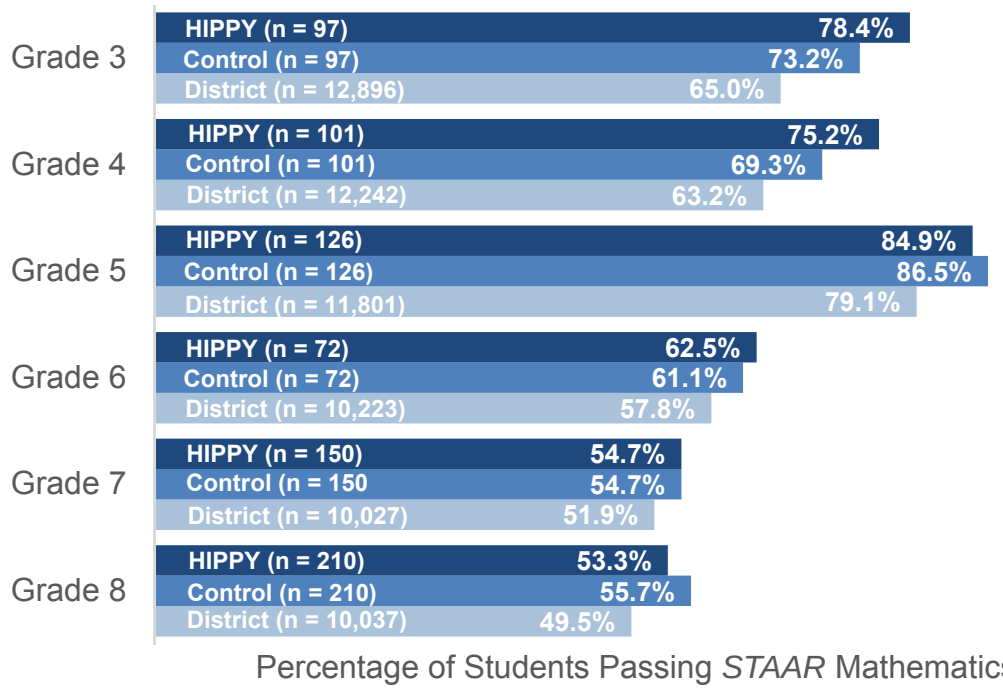
Figure 9: 2015-16 *Terra Nova/SUPERA* Reading and Mathematics Passing Rates for former HIPPY Participants, Matched Control Groups, and the District



Source: Data reported as of June 6, 2016 for students enrolled on April 12, 2016. Updates after June 6, 2016 are not reflected in this report. Note: Students scoring at or above the 40th percentile were considered passing. * = Difference between HIPPY and Non-HIPPY control groups for average scale scores was statistically significant (p = .02) and practically significant (d = 0.26, small effect size) for kindergarten SUPERA reading. No statistically significant differences were found between HIPPY and Non-HIPPY control groups on percentage of students passing any *Terra Nova* or *SUPERA* test.

Figure 10: 2015-16 *STAAR* Reading and Mathematics Passing Rates for Former HIPPY Participants, Matched Control Groups, and the District





Source: District *STAAR* files dated July 11, 2016. Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2. Scores included for students enrolled as of April 12, 2016. No comparisons between HIPPY and control groups on the percentage of students passing or on average scale scores were statistically significant.

What was the level of involvement from HIPPY parents?

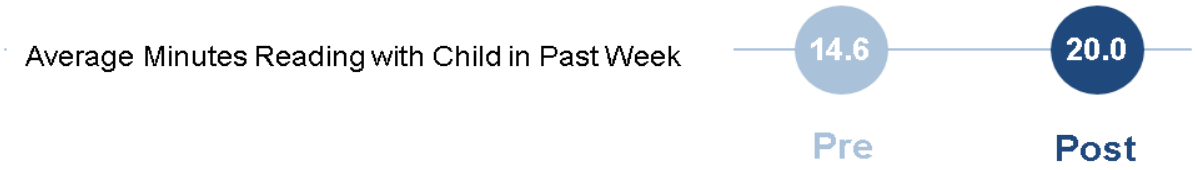
Methodology

All Texas HIPPY sites use the Parent Involvement Interview (PII) derived from the National Household Education Survey (NHES). The PII was administered by the home instructors and included questions about the number of minutes parents read to the child and the frequency of engagement in literacy enrichment activities. New HIPPY Dallas ISD parents completed the pre-test during the first two weeks and the post-test during the last two weeks of the program year. Texas HIPPY provided the PII data for this evaluation. A total of 566 parent participants took both the pre-test and the post-test, and only these data were used for the parent involvement analyses. The evaluator used descriptive analyses to determine changes in these parent involvement activities from pre-test to post-test.

Results

Parents indicated how many minutes they or a family member spent reading with their child each day. As shown in Figure 11, the average time families reported reading with their children increased from 14.6 minutes (pre-test) to 20.0 minutes (post-test) for an average gain of over five minutes. Over time, these additional minutes accumulate and may be associated with important literacy benefits for children.[25]

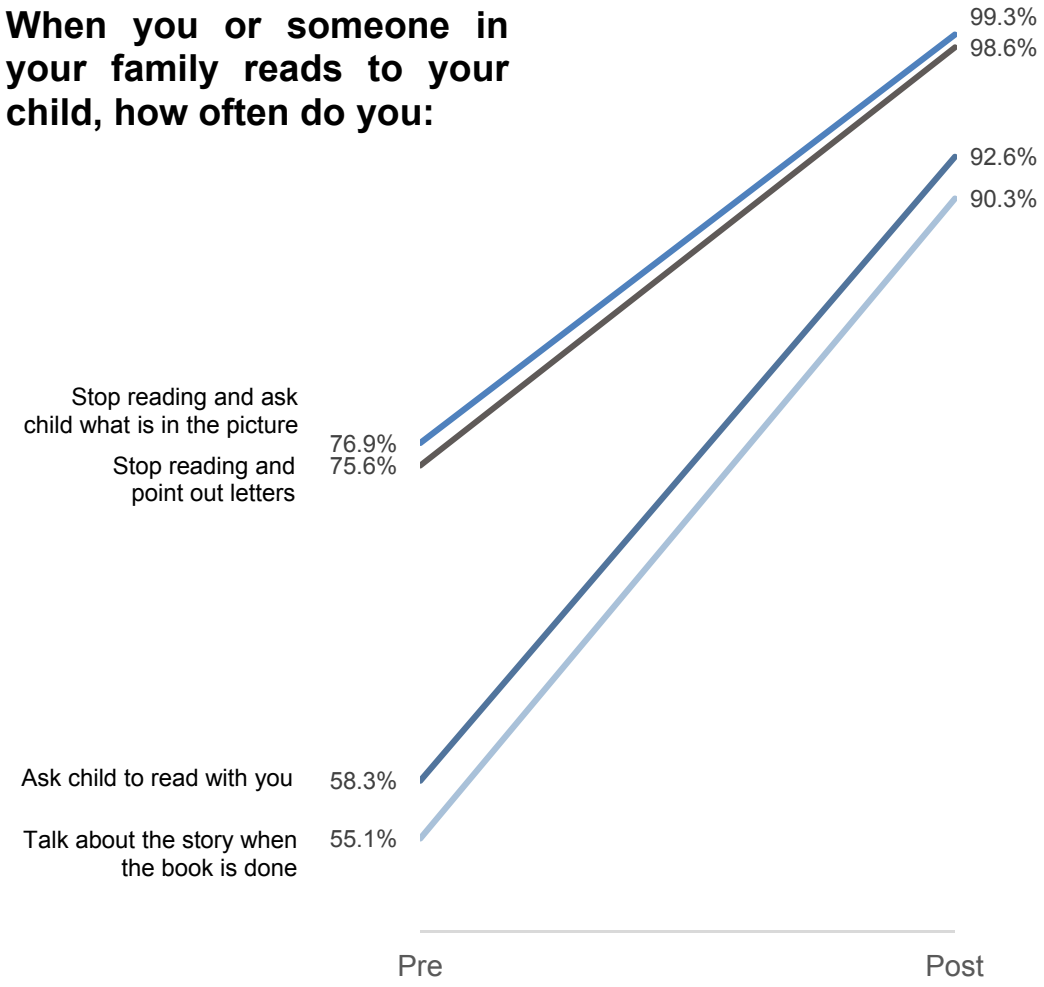
Figure 11: 2015-16 HIPPY Dallas ISD Pre-Test and Post-Test Average Minutes Per Day Reading with Child



The frequency with which participants reported performing literacy enrichment activities also increased for all items.[26] Percentages of parents who reported that they *sometimes* or *usually* performed these activities on both the pre- and post-test are illustrated in Figure 12. All four activities showed increases in parent involvement at post-test, with nearly all parents reporting they stopped to ask what was in the picture (99.3%) and stopped reading to point out letters (93.6%) when they read with their children. The percentage of parents who asked their children to read with them also jumped from pre-test (58.3%) to post-test (92.6%). Finally, the percentage of parents who talked about the story when the book was done rose from 55.1 percent at pre-test to 90.3 percent at year end.

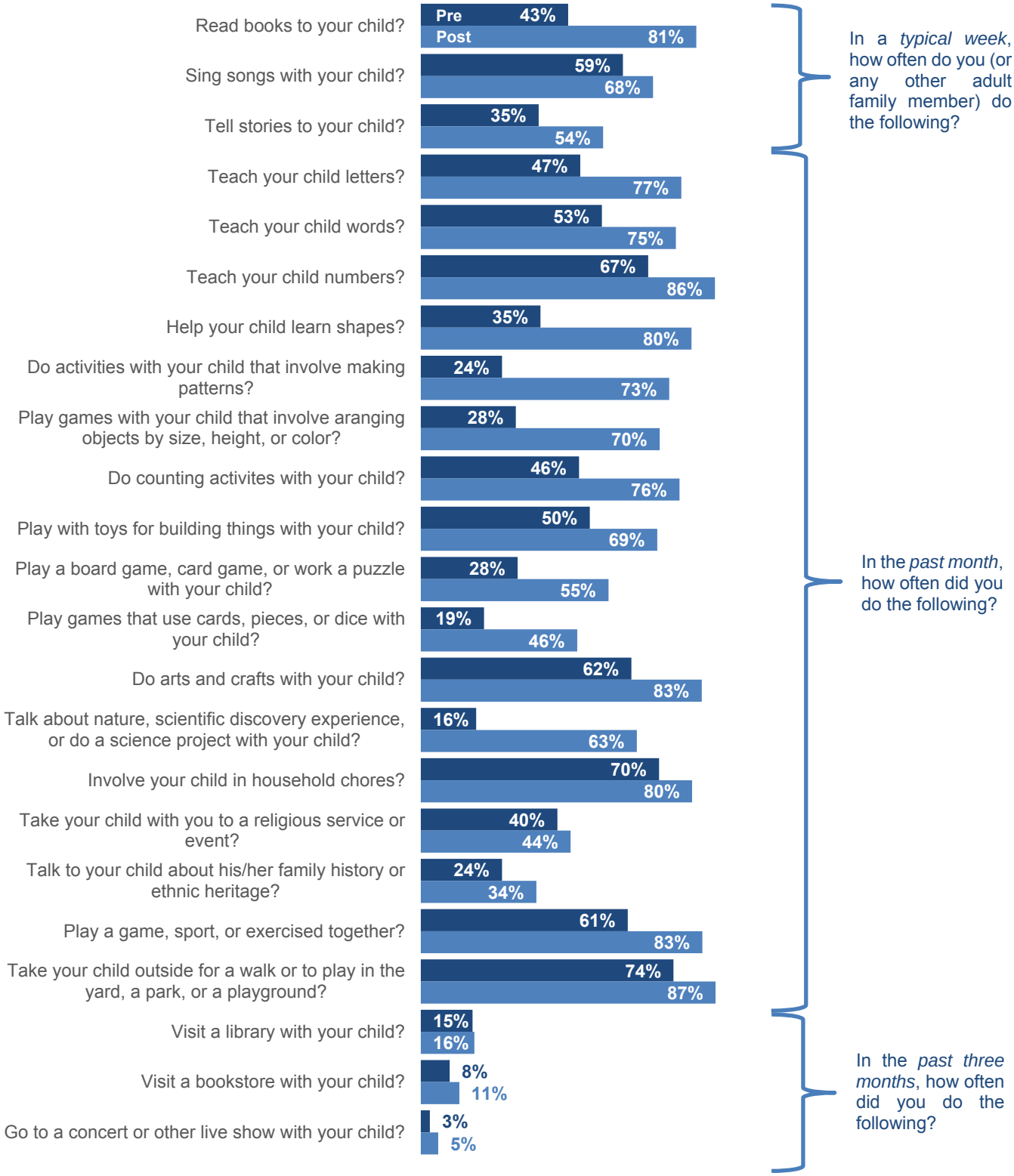
[25] When a parent reads with his/her child, vocabulary development and future motivation to read are enhanced (Hood, Conlon, & Andrews, 2008).
[26] Participants indicated whether they *usually*, *sometimes*, or *never* engaged in four main literacy activities, including 1) stop reading and ask what is in a picture, 2) stop reading and point out letters, 3) ask to read with child, and 4) talk about the story when the book was finished.

Figure 12: 2015-16 Percentage of HIPPY Dallas ISD New Parents at Pre-Test and Post-Test Who Marked "Sometimes" or "Usually" Performing Literacy Enrichment Activities When Reading to Child (*N* = 566)



Participants also reported how often they participated in other parent-child activities during a typical week, in the past month, and in the past three months. As with the four literacy enrichment activities mentioned previously, parent involvement increased from pre- to post-test in all of these activities (see Figure 13). Detailed response information for items included on the PII are displayed in Appendices L and M. The percentage of parents who engaged every day with their children increased for most activities. In addition, the percentage of parents who never engaged decreased for all activities. Together, these results provide evidence of a marked increase in parent involvement since commencing the HIPPY Dallas ISD program year.

Figure 13: 2015-16 HIPPY Dallas ISD Parent Involvement Interview: Percentage of Parents Engaging in Activities at Pre-Test and Post-Test (*N* = 566)



SUMMARY AND RECOMMENDATIONS

Summary

Overall, HIPPY Dallas ISD benefitted participants with respect to school readiness and parent involvement. In addition, HIPPY Dallas ISD staff members were strongly satisfied.

Of the 1,237 children served by HIPPY Dallas ISD in 2015-16, 985 completed the program (912 parents). Enrollment was highest in HIPPY Year 1 (53%), followed by HIPPY Year 2 (29%) and HIPPY Year 3 (18%). Most children and parents who completed the program were Hispanic (both 85%). Most children participated with a biological parent (94%). Most parents were married (72%) and did not work outside of the home (69%). Most families completed the program using the Spanish-language curriculum (78%).

Participation in HIPPY Dallas ISD increased this year. Compared to 2014-15, the number of children served by HIPPY Dallas ISD increased by 294, and 221 additional students completed the 2015-16 program year.

Coordinator and Home Instructor Perceptions

Coordinators (*n* = 10) and home instructors (*n* = 46) completed online surveys about their job- and program-related experiences with HIPPY Dallas ISD. The following themes emerged:

- Low percentages of coordinators and home instructors agreed that home instructor pay was commensurate with their job responsibilities, but more than half of both groups were agreeable to the amount of time home instructors spent on tasks outside of home visits.
- The majority of coordinators and home visitors believed that home instructor case workloads were appropriate.
- Coordinators expressed high overall job satisfaction (70%) and felt their supervisors listened to their feedback and took action, when necessary (50%).
- Home instructors expressed high overall job satisfaction (96%), believed working for HIPPY helped them build career-enhancing skills (98%), felt their supervisors listened to their feedback and took action when necessary (93%).

School Readiness

Bracken School Readiness Assessment BSRA-3. Composite and sub-test raw scores showed statistically significant improvements at all curriculum levels. Most of these differences were also practically significant. Both English and Spanish average standard scores for all curriculum years except for English HIPPY Year 2's improved from pre-test to post-test. All of these gains were statistically significant; improvements for Spanish but not English were practically significant. Average scores in both languages for all curriculum years except English HIPPY Year 1's exceeded the school-ready threshold by the end of the program year. A majority of HIPPY Year 1's (66% English; 51% Spanish), Year 2's (76% English; 86%

Spanish), and Year 3's (98% English; 82% Spanish) were classified as ready for school by the end of the year.

Long-Term Outcomes

Terra Nova/SUPERA. The evaluator compared *Terra Nova* reading and mathematics and *SUPERA* reading passing rates and average scale scores for kindergarten through grade two. Despite greater rates of HIPPY than Non-HIPPY students passing five of the nine *Terra Nova/SUPERA* reading and mathematics exams, none of these differences were statistically significant. Scale score differences in kindergarten *SUPERA* reading were statistically and practically significant, but with a small effect size. Although it was not appropriate to statistically compare HIPPY passing rates to those of the district, HIPPY passing rates exceeded the district for five of the nine *Terra Nova/SUPERA* exams reviewed.

State Assessment of Academic Readiness (STAAR). The evaluator compared *STAAR* reading and mathematics passing rates and average scale scores for grades three through eight. Despite greater rates of HIPPY than Non-HIPPY students passing five of seven reading and three of seven mathematics exams, none of these differences were statistically significant. No comparisons between HIPPY and Non-HIPPY groups on *STAAR* average scale scores were statistically significant. Although it was not appropriate to statistically compare HIPPY passing rates to those of the district, HIPPY passing rates exceeded the district for all *STAAR* reading and mathematics exams in grades three through eight.

Parent Involvement

New HIPPY Dallas ISD participants achieved noted gains in parent involvement over their first year. Parent involvement as reported on the Parent Involvement Interview increased from pre-test to post-test in all activities. First, parents reported spending an average of over five extra minutes per day reading to their children at post-test (20.0 minutes) than they did at pre-test (14.6 minutes). In addition, at least 90 percent of parents reported at post-test that they engaged in four literacy enrichment activities when they read to their children, with two of the activities approaching 100 percent participation. These percentages increased from a pre-test range of 55.1 percent to 76.9. Finally, parent involvement increased for 23 additional parent-child activities from pre-test to post-test.

Recommendations

The following recommendations are based upon the results of this evaluation.

- **Continue to seek areas for improvements in effectiveness and efficiency.** Based on the results of the annual accreditation report, it is clear that HIPPY Dallas ISD is strongly aligned with the goals of the international HIPPY program. The program is under strong leadership, and has enjoyed significant pre/post gains in developmental skills and parent involvement every year it has been evaluated. HIPPY leadership should continue to nurture its staff and review processes to maintain these strong results, and continue to test innovative ideas to improve efficiency and effectiveness, when possible.

- **Review home instructor pay schedule.** While both groups expressed strong job satisfaction, both coordinators and home instructors agreed that home instructor pay is not commensurate with the work conducted. Budget restrictions are difficult to overcome, but, if possible, a review of the home instructor pay schedule may serve to either mitigate the perceived misalignment with staff members and/or result in more acceptable compensation levels.
- **Include HIPPY in evaluation of other major Dallas ISD early childhood programs.** Parents in the Dallas ISD have a wide variety of early childhood options available to their children (e.g., HIPPY, Dallas ISD pre-kindergarten, AVANCE), and many children attend more than one program before enrolling in kindergarten. Therefore, it has become more difficult to evaluate the efficacy of any one early childhood program exclusively, particularly with regard to long-term outcomes. The lack of significant differences between HIPPY and Non-HIPPY students on long-term academic outcomes in this evaluation may be a result of control groups that include students who have had other pre-kindergarten experiences that were not considered in these analyses. Evaluation and program managers should consider dosage of participation in all major programs as a variable in future evaluations of early childhood education. Data structures and systems must be carefully reviewed and enhanced to support this goal.

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APPENDICES

Appendix A

HIPPYUSA®
Home Instruction for Parents of Preschool Youngsters

Home Instruction for Parents of Preschool Youngsters
Theory of Change
Logic Model Description[27]

Introduction

Background and Mission of HIPPY

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visitation program that focuses on parent involvement and school readiness. HIPPY is unique in that the services are offered directly to parents, who then work with their own three, four, and five year old children. HIPPY's mission is to help parents prepare their children for success in school and beyond, and to empower parents as their children's first teacher by giving them the tools, skills and confidence they need to work with their children in the home.

In the United States HIPPY operates as a network of local programs and state offices, coordinated and certified through HIPPY USA, the national head office. There are currently 146 HIPPY sites in 20 states and Washington D.C.

The mission of HIPPY programs is to empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences.

Theoretical Basis of the HIPPY Model

Given the growing awareness of a connection between early educational experiences and adult success in the social and economic spheres, the importance of early childhood education for children in families with fewer resources and advantages became a focal point of research and policy in the latter half of the twentieth century. Considerable research over the past several decades has established a strong link between home environment and school performance (Bertrand, McCain, Mustard, & Willms, 1999; Chao and Willms, 2000; Lillie 1975; Mantzicopoulos, 1997), and several studies have suggested the existence of preconditions that are favorable to school success, such as specific aspects of the home environment (Vernon-Feagans, Hammer, Miccio & Manlove, 2001; Wasik, Dobbins & Herrmann, 2001); the value of education in the home and expectations of parents (Fan & Chen, 1999); and verbal interaction patterns between parents and children (Hart and Risley 1995). Indeed, research on parent involvement has

[27] The HIPPY Theory of Change was downloaded from the HIPPY USA website: http://www.hippyusa.org/memanage/pdf/Theory of Change & Logic Model Narrative 2012.pdf

suggested that the involvement of parents in their children's educational activities in the home is an important predictor of school success (Bennett, Weigel, & Martin, 2002; Fehrmann, Keith, & Reimers, 1987; Ho and Willms, 1996; Parker, Boak, & Griffin, 1999; Snow, Burns, & Griffin, 1998). Despite recognition of the importance of the home as an educational setting, most programs that have been developed to address inequities in educational access and attainment have concentrated their efforts within the school system. HIPPY, however, is designed to target intervention within the family. HIPPY's focus on the parent also follows the growing research base on the importance of the primary caregiver during early childhood in stimulating early development of young children (Wagner, Spiker, Linn, Gerlach-Downie, & Hernandez, 2003).

Recognizing that barriers to early intervention within the homes of vulnerable families may include not only limited access and resources for educational materials but also limited parental awareness of the home as an educational setting and lack of self-efficacy among parents (Lombard, 1994), the HIPPY approach has two points of focus: 1) the strengthening of the parents' self-efficacy through the activities he or she does as "an educator in the family setting", and 2) the educational enrichment of the child through the provision of curriculum activities, books, and other educational materials (Lombard 1994). HIPPY addresses these areas through a structured home visitation model that includes the delivery of instructional materials with a cognitively based curriculum, role-play as a teaching method for the parent, and a staffing plan that encourages community participation and growth.

HIPPY's approach to curricular design is based on programmed instruction principles. Early research in instructional technique has indicated that young children from disadvantaged families can achieve success with highly structured materials (Lombard, 1994). The HIPPY activities, therefore, are structured to "progress in simple, planned stages with the objective of providing children with a series of tasks that they can master easily as they advance to levels of increasing difficulty" (Lombard 1994). The content of the HIPPY curriculum responds to early childhood learning goals in seven domains: literacy, language development, physical and motor development, social/emotional development, mathematics, science, and creativity. Recognizing the range of functioning experienced by young children, learning activities emphasize the development of a series of concepts over a three year period; the curriculum is structured to progress by adding and expanding upon a child's emerging skills (Lombard, 1994; Greene, 2003). Lessons are scripted to facilitate use by novice "teachers," eliminating the need for the parent to make independent decisions about instruction technique or progress. Parents become more sensitive to their role as instructor over time as their children's mastery of the concepts grows.

The use of role-play in the parent training element of the HIPPY program is grounded in experiential learning theory, which emphasizes interaction, doing, and reflection (Fenwick, 2003; Shields, Aaron, & Wall, 2001). According to experiential learning theory, the concrete experience afforded by role-play provides the parent and home visitor the foundation and opportunity for discussion and reflection about the activity and learning process, through which abstract concepts and generalizations about learning and teaching are developed (Lombard 1994; Sala, 1986; Shields, Aaron, & Wall, 2001). In role-play, learning occurs through

modeling and through the dialogic reflection between the parent and home visitor. Role-play promotes self-efficacy and confidence in a way unique among instructional techniques by requiring parents to take an active part in the instructional process, either as the teacher or the learner. Additionally, role-play is a desirable method of instruction because it can be easily mastered by individuals with limited formal education and literacy skills (Willis and Gueldenpfenning, 1981).

HIPPY's Target Population

HIPPY is intended for any parent who wants educational enrichment for his or her preschool aged child. HIPPY, however, was developed to support and foster the active involvement of parents who may lack the confidence and/or skills to "educate" their children due to their own negative educational experiences. These parents are often also low income, but socio-economic level is not always an indicator of the need for HIPPY. The HIPPY model was specifically designed to remove barriers to participation in early childhood programs caused by poverty, lack of education, or social isolation. Additionally, the model's approach to recruitment of home visitors and parents is designed to engage parents with children who are at greater risk of school failure because of poverty, parents' lower levels of education, and other risk factors.

HIPPY's Guiding Principles

HIPPY is built upon these guiding principles:

1) All parents want what is best for their children;
2) All young children can learn, though each child is unique in his/her rate of growth and development;
3) All children mature in the same developmental areas;
4) Early learning and development are multidimensional and the developmental domains are highly interrelated;
5) Parents are the primary and most important educators of their young children; and
6) Knowledge and understanding of child growth and development and age-appropriate materials and techniques are essential to maximize educational experiences for children and to support parents in their roles as their children's teachers.

The HIPPY Method

HIPPY programs are staffed by home visitors drawn from the target population or community, who are supervised by a professional coordinator who has a background in an area such as early childhood or social work. The curriculum is delivered (and role-play occurs) during home visits. In the HIPPY teaching model, the home visitor meets with the parent to role-play a lesson and the parent then completes the activity packets in the lesson with his or her child during daily 15-20 minute sessions. This method both fosters parent-child interaction and provides parents the experience of teaching their child themselves.

The HIPPY model includes the use of a unique and developmentally appropriate curriculum, with role-play as the method of teaching the parent the skills needed to implement the curriculum with their child. The Age 3 and Age 4 curricula each contain 30 weekly activity packets and nine storybooks. The Age 5 curriculum includes 15 activity and Let's Read, Talk, and Play packets along with eight storybooks. All three

curricula include a set of 20 manipulative shapes. The HIPPY curriculum focuses on exposing children to skills, concepts, and experience with books that together constitute school readiness for young children. Skills and concepts are developed and built on sequentially through completion of the weekly activities. In addition to the core HIPPY materials, HIPPY USA has developed enrichment materials to enhance the curriculum and provide additional learning opportunities for children.

Group meetings, interspersed with home visits, are an integral part of the HIPPY model. During group meetings, parents come together to learn as a community with a focus on topics relating to school involvement, community involvement, child learning, and personal development. Group meetings are considered an important element because they are a means for breaking the social isolation frequently experienced by low income and low education populations and an opportunity for parents to develop social networks.

Each HIPPY program is supervised by a professional coordinator whose primary responsibilities are to recruit parents, hire and train home visitors, organize parent group meetings, track family progress, link families to other services, and ensure program sustainability. The coordinator and the home visitors meet weekly to role-play the materials, to discuss the previous week's activities, and to share experiences and problems. Supervision of home visitors by coordinators occurs largely through these weekly meetings.

HIPPY home visitors are members of the participating communities and are also current or former parents in the program. The home visitors' knowledge of their unique communities facilitates the development of rapport and trusting relationships with families, and, by having used the HIPPY materials with their own children, home visitors identify with the challenges parents face. Because home visitors and parents speak the same language both literally and figuratively, they interact as peers.

The HIPPY Logic Model

The HIPPY Logic Model diagram presents a series of activities and outcomes that are expected to occur for parents and children who are enrolled in the program for at least the Age 3 and Age 4 curricula, but preferably including Age 5, also. The model progresses linearly, and presents a chain of events that may be read as a logical progression using "if… then" statements. However, as with most complex systems involving behavior change and skill development, the events and stages in the logic model are iterative and will experience feedback and possibly reversion before moving forward. Below is a narrative description of the stages in the HIPPY Logic Model describing the chain of events that links the activities of the HIPPY program to the final outcomes for children and parents who participate in the program.

HIPPY Activities

Home visits are employed as the primary means of contact with participating families, and are conducted weekly. Home visits last at 45-60 minutes with the bulk of the time devoted to role-play. The parent is the focus of the home visit, and home visitors are required to individualize the home visit to the family's language needs, including parent literacy level. During home visits, parent educators set the stage for parent instruction by helping parents set goals for themselves and their child. Home visitors also model teaching behavior for the parent and provide support and encouragement to the parent throughout the

HIPPY year. Home visitors are trained in strategies for building rapport and begin each visit with a short period of conversation meant to build connection and engage parents.

The structured home visit activities include:

- Review the previous week's completed activity packet with the parent;
- Discuss the educational objectives of the current activities or review the Parent Skill Boxes (new home visitors);
- Share child development activities and concepts;
- Share activity related information discussed during the previous staff meeting;
- Role-play the current activity packet with the parent;
- Provide the parent with other educational materials, extension activities or resources, if appropriate; and
- Inform the parent of program, school or community events.

In addition to home visits, programs are expected to hold a minimum of six group meetings on during the program year. Group meetings must be held at a time and place convenient to parents, and parents select topics for group meetings.

During group meetings the following activities occur:

- Parents are presented with additional parenting information
- Parents receive additional educational materials, information, and resources
- Parents learn about school culture and organization
- Parents are exposed to a variety of topics that support their personal growth

The role-play and instruction parents receive during home visits and group meetings are designed to encourage and support parents to complete the weekly activity packets with their children. Role-play models appropriate instructional and interactive behaviors and also assists parents with creating a learning environment conducive to positive interactive exchanges including establishing a work setting in the home and a routine and schedule for completing the activities. After role-playing activity packets during home visits, parents work with their children to complete the assigned activity packets. Parents are expected to spend approximately 15-20 minutes per day, five days per week working on the activity packets with their child. Parents may also complete the supplemental extension activities with their child if they choose to do so. Activity packets include explicit directions for parents to use in instructing their child. Through these activities, parents provide their children with developmentally appropriate pre-academic instruction.

Stage 1 Outcomes

Stage 1 outcomes are the changes in children and parents that are expected to occur during the time the family is enrolled in HIPPY.

In the course of reviewing and role-playing the weekly activity packets with home visitors, parents:

- Increase their knowledge in child development as well as a better understanding of age appropriate expectations for their child's development
- Learn HIPPY teaching principles and techniques (repetition of words, positive correction, appropriate encouragement)
- Use skills for initiating, monitoring and directing educational activities with their child.
- Find new ways to become involved in their child's pre-academic learning
- Apply skill building techniques learned in HIPPY to daily interactions with their HIPPY child and other children

Through participation in HIPPY it is also expected that parents will progressively improve their time management skills, become more responsive and responsible (as they are coached in the use and care of HIPPY materials) and thereby establish habits, routines and schedules for interacting with their child around educational activities.

At the same time that parents are increasing the time they spend on educational activities with their child, the HIPPY activity packets are increasing in complexity and length, thus providing further learning opportunities for HIPPY children. These educational opportunities and learning activities will foster children's development across domains and the acquisition of pre-academic skills.

HIPPY is designed so that parents develop more empathy for their child and gain a better appreciation of their child's skill level and progress. As parent and child complete the weekly packets, they will naturally spend more time in quality interactions, thereby increasing the bond, on-going communication, and the confidence levels and feelings of achievement for both parent and child.

Parents are instructed using developmental concepts and terminology. Therefore, they acquire knowledge of the professional language used by educators that allows parents to be more effective communicators and advocates for their children with teachers, physicians and other professionals. Through HIPPY parents develop increased understanding of their responsibility in guiding their child's preschool instruction and their academic support role once the child is in school, leading to involvement in school activities.

A goal for parents attending group meetings with other parents from their community is an increased level of comfort participating in social interactions and group learning. As a result, parents often form new social networks and interact in a cooperative manner with other parents (e.g. joint outings, trading child care services etc.). Group meeting topics inform parents about parenting skills; community resources and events; and school events, personnel, policies, and procedures thus reinforcing information distributed by staff during home visits. This exposure translates over time into an increased connection between the parent and the child's school (once the child begins formal education) and between the parent and the community. This provides the foundation for parents to become active members of the home-school-community partnership, often volunteering within and advocating for, the schools and related activities (e.g. parent-teacher organization, classroom volunteer, holiday parties, little league etc.).

Stage 2 Outcomes

Stage 2 outcomes are the changes in children and parents that are expected to have occurred by the time the family has completed the HIPPY Age 3 and Age 4 curricula or the HIPPY Age 3, Age 4 and Age 5 curricula.

After completing a minimum of two years of HIPPY with their children, parents will have acquired skills and habits necessary to teach academic skills to their children and to guide their educational experiences in the home and the community. Through the addition of the HIPPY materials and the new knowledge and skills learned by both parents and children, the general home literacy environment will also have improved, and the level of parent-child interaction will have increased. Through completing HIPPY activities with their parents, children will have acquired the pre-academic skills and knowledge in HIPPY's seven key learning domains that enable them to be successful in kindergarten. This should be reflected in successful performance on standardized tests of school readiness and academic progress.

Through the skills and information conveyed during the home visits and group meeting activities parents will have become comfortable as their children's teachers and will have the language, knowledge, experience and confidence to assume an active role as their child enters a formal academic environment. They establish a routine and conducive environment for homework and use their skills to effectively monitor and assist their child with homework. They advocate for their child and communicate regularly and successfully with their children's teachers. They attend school events, participate in school-based parent activities, and volunteer in their children's classrooms.

Stage 3 Outcomes

Stage 3 outcomes are the changes in the child and parent that are expected to occur after the family has completed HIPPY.

In the long term it is expected that the training and experiences parents receive through HIPPY and the resulting early educational experiences their children receive will result in sustained parent involvement in the school system and in assisting their children with homework, providing learning activities for their children at home and in the community, increased family involvement in local communities, stronger parent-child relationships, and long-term academic success for children.

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Appendix B

Appendix B: 2015-16 Detailed Demographic Characteristics for HIPPY Dallas ISD Child Participants (*N* = 985)

	HIPPY Year 1		HIPPY Year 2		HIPPY Year 3		Total	
Characteristic	***N***	**%**	***N***	**%**	***N***	**%**	***N***	**%**
Total Enrollment								
Total Enrollment	523	53.1	288	29.2	174	17.7	985	100.0
Sex								
Male	267	51.1	138	47.9	91	52.3	496	50.4
Female	256	48.9	150	52.1	83	47.7	489	49.6
Race/Ethnicity								
Hispanic	444	84.9	249	86.5	146	83.9	839	85.2
African American	60	11.5	32	11.1	25	14.4	117	11.9
White	7	1.3	4	1.4	1	0.6	12	1.2
Multi-Racial	5	1.0	2	0.7	-	-	7	0.7
Asian	6	1.1	1	0.3	2	1.1	9	0.9
Native Hawaiian/Pacific Island.	1	0.2	-	-	-	-	1	0.1
Curriculum Language								
Spanish	402	76.9	228	79.2	136	79.2	766	77.8
English	121	23.1	58	20.1	37	21.3	216	21.9
Unknown	-	-	2	0.7	1	0.6	3	0.3
Relationship to Parent								
Biological Child	495	94.6	283	98.3	147	84.5	925	93.9
Grandchild	9	1.7	2	0.7	3	1.7	14	1.4
Foster Child	-	-	-	-	2	1.1	2	0.2
Other Relative	2	0.4	-	-	-	-	2	0.2
Other	5	1.0	-	-	-	-	5	0.5
Unknown	12	2.3	3	1.0	22	12.6	37	3.8

Source: HIPPY VisitTracker database files dated July 20, 2016. Note: Percentages may not equal 100% because of rounding.

Appendix C

Appendix C: 2015-16 Detailed Demographic Characteristics for HIPPY Dallas ISD Parent Participants (*N* = 912)

Characteristic	*N*	%
Race/Ethnicity		
Hispanic	771	84.5
African American	99	10.9
White	30	3.3
Multi-Racial	2	0.2
Asian	10	1.1
Marital Status		
Married	653	71.6
Never Married	199	21.8
Separated	36	3.9
Divorced	15	1.6
Widowed	5	0.5
Unknown	4	0.4
Number of Children Enrolled in HIPPY		
One	842	92.3
Two	70	7.7
Employment Status		
Not employed outside of home	628	68.9
Up to 30 hours per week	119	13.0
30 plus hours per week	165	18.1
Annual Household Income		
$0 to < $20,000	404	44.3
$20,000 to < $40,000	454	49.8
$40,000 and greater	54	5.9

Source: HIPPY VisitTracker database files dated July 20, 2016. Note: Percentages may not equal 100% because of rounding.

Appendix D

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

	n	%
Do you work for HIPPY - Dallas ISD part time or full time?		
Part Time	35	76.1
FullTime	11	23.9
How many years have you been working for HIPPY Dallas ISD?		
This is my first year.	17	37.0
1 to 2 years	12	26.1
3 to 4 years	9	19.6
5 to 6 years	1	2.2
7 to 8 years	5	10.9
9 to 10 years	2	4.3
More than 10 years	0	0.0
Is your position supported by Americorp?		
Yes	23	50.0
No	20	43.5
Don't Know	3	6.5
Are you a former HIPPY parent?		
Yes	14	30.4
No	32	69.6

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

		Extremely Helpful		Very Helpful		Somewhat Helpful		A Little Helpful		Not at all Helpful	
	N	n	%	n	%	n	%	n	%	n	%
Please rate the extent to which the following items help you to succeed at your job.											
Support from my supervisors	46	22	47.8	23	50.0	1	2.2	0	0.0	0	0.0
Support from my coworkers	45	26	57.8	15	33.3	3	6.7	1	2.2	0	0.0
Structure of the program	44	15	34.1	26	59.1	2	4.5	0	0.0	1	2.3
Passion for my work	44	26	59.1	18	40.9	0	0.0	0	0.0	0	0.0
Openness to change	44	20	45.5	23	52.3	1	2.3	0	0.0	0	0.0

		Extremely Challenging		Very Challenging		Somewhat Challenging		A Little Challenging		Not at all Challenging	
	N	n	%	n	%	n	%	n	%	n	%
Please rate the extent to which the following items challenge your ability to succeed at your job.											
Recruitment of home instructors	45	5	11.1	13	28.9	9	20.0	5	11.1	13	28.9
Training of home instructors	44	5	11.4	10	22.7	9	20.5	4	9.1	16	36.4
Retention of home instructors	45	8	17.8	11	24.4	5	11.1	7	15.6	14	31.1
Home instructor turnover	44	2	4.5	14	31.8	7	15.9	8	18.2	13	29.5
Please rate the extent to which the following items challenge the success of home instructors.											
Families not completing assigned work on time for scheduled visit	45	3	6.7	4	8.9	14	31.1	14	31.1	10	22.2
Families not at home at scheduled visit time	45	3	6.7	9	20.0	10	22.2	13	28.9	10	22.2
Families leaving program for other priorities	46	9	19.6	7	15.2	11	23.9	14	30.4	5	10.9

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

		Almost Always		Often		Sometimes		Rarely		Never	
	N	n	%	n	%	n	%	n	%	n	%
So far this year, how often have your assigned families…											
NOT completed the assigned work on time for the next visit?	46	0	0.0	2	4.3	0	0.0	39	84.8	5	10.9
NOT been home at the scheduled visit time?	46	1	2.2	2	4.3	8	17.4	31	67.4	4	8.7

		Almost All		A Lot		Some		Few		None	
	N	n	%	n	%	n	%	n	%	n	%
So far this year, about how many of your assigned families…											
Dropped out of the program for other priorities?	46	0	0.0	1	2.2	8	17.4	29	63.0	8	17.4

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

	n	%
Have you been trained on VisitTracker?		
Yes	42	91.3
No	4	8.7
How often have you used VisitTracker this year?		
Every Day	0	0.0
A Couple of Times a Week	7	16.7
A Couple of Times a Month	18	42.9
A Couple of Times a Semester	11	26.2
Never to Rarely	6	14.3
Not Trained	4	-
Please rate your agreement with the following statement: I feel confident using VisitTracker if I need it to do my job.		
Strongly Agree	14	33.3
Agree	26	61.9
Disagree	2	4.8
Strongly Disagree	0	0.0
Not Trained	4	-
When I have questions about how to do something in VisitTracker, I can find the answer easily.		
Strongly Agree	18	42.9
Agree	23	54.8
Disagree	1	2.4
Strongly Disagree	0	0.0
I have never had a question about how to do something in VisitTracker	0	0.0

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

		Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	N	n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
Formal home instructor orientation and training is spread out enough over time to allow me to digest and apply what I have learned to my job.	46	16	34.8	26	56.5	3	6.5	0	0.0	1	2.2
Home instructors receive all the training they need to perform their jobs successfully.	46	18	39.1	25	54.3	2	4.3	1	2.2	0	0.0
I can find resources to look up the answers I need or to educate myself on procedures.	46	16	34.8	26	56.5	1	2.2	2	4.3	1	2.2
I learned enough in training to complete my work correctly the first time I had to do it by myself.	46	18	39.4	24	52.2	1	2.2	3	6.5	0	0.0
I feel confident completing my required paperwork.	45	16	35.6	28	62.2	0	0.0	0	0.0	1	2.2
My supervisor answers my questions in a way that helps me to complete my work correctly.	46	23	50.0	20	43.5	1	2.2	1	2.2	1	2.2
My fellow home instructors have the knowledge to assist me when I have questions about completing my work.	45	20	43.5	25	54.3	0	0.0	0	0.0	0	0.0
I would feel more comfortable reading training materials in Spanish than in English.	46	10	21.7	15	32.6	9	19.6	3	6.5	9	19.6

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

	n	%
Overall, I feel that the pay structure (i.e., 45 minutes per visit, etc.) fairly compensates home instructors for their time.		
Strongly Agree	1	2.2
Agree	11	23.9
Disagree	19	41.3
Strongly Disagree	13	28.3
Don't Know	2	4.3
How often do you work paid time that is more than you were scheduled?		
Never	18	39.1
Rarely	9	19.6
Sometimes	12	26.1
Often	1	2.2
Every Day	6	13.0
How often do you work hours for which you are not paid?		
Never	10	21.7
Rarely	6	13.0
Sometimes	15	32.6
Often	8	17.4
Every Day	7	15.2
How often do you file paperwork to get reimbursed for mileage?		
I never file to get paid for my mileage.	26	56.5
I rarely file to get paid for my mileage.	4	8.7
I sometimes file to get paid for my mileage.	5	10.9
I often file to get paid for my mileage.	5	10.9
I always file to get paid for my mileage.	6	13.0
When you don't file to get paid for your mileage, why don't you do it? (Please check all that apply.)*		
Not Applicable – I always do it.	6	13.0
Paperwork is too time consuming.	28	60.9
I don't know how to fill in the paperwork.	5	10.9
I didn't know I could claim my mileage.	1	2.2
Other	10	21.7
How frequently are you able to complete your required paperwork within your scheduled work hours?		
Never	10	21.7
Rarely	6	13.0
Sometimes	11	23.9
Often	9	19.6
Always	10	21.7

*Respondents could select multiple reasons. Therefore, percentages do not add up to 100 percent.

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

	n	%
Please rate your agreement with the following statement: Paperwork requirements are the same for all home instructors, no matter who is their supervisor.		
Strongly Agree	19	41.3
Agree	21	45.7
Disagree	0	0.0
Strongly Disagree	1	2.2
Don't Know	5	10.8
During a typical week, about how much of your work time do you spend performing tasks that are NOT home visits (i.e., logs)?		
None (I spend no time doing this.)	1	2.2
A Little (Once in a while, but less than 25% of the time)	18	39.1
A moderate amount (between 25% and 50% of the time)	18	39.1
A lot (between 50% and 75% of the time)	8	17.4
Almost all (Between 75% and 100% of the time)	1	2.2
Please rate your agreement with the following statement: The amount of time I spend performing tasks that are not home visits is acceptable to me.		
Strongly Agree	4	8.7
Agree	21	45.7
Disagree	20	43.5
Strongly Disagree	1	2.2
Please rate your agreement with the following statement: The distances between the homes that I visit allow for efficient travel, thus reducing wasteful travel time.		
Strongly Agree	8	17.4
Agree	30	65.2
Disagree	3	6.5
Strongly Disagree	1	2.2
I don't know	4	8.7
Please rate your agreement with the following statement: Most of the time, parents are aware of group meeting topics in advance.		
Strongly Agree	19	41.3
Agree	15	32.6
Disagree	5	10.9
Strongly Disagree	5	10.9
I don't know	2	4.3
How often do your home visits run over 45 minutes?		
Always	8	17.4
Often	17	7.0
Sometimes	15	32.6
Rarely	6	13.0
Never	0	0.0
How often do your home visits run under 45 minutes?		
Always	0	0.0
Often	1	2.2
Sometimes	5	10.9
Rarely	16	34.8
Never	24	52.2

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

	n	%
In your opinion, what SHOULD be the last month during the school year to hire home instructors?		
August	6	13.0
September	7	15.2
October	7	15.2
November	7	15.2
December	11	23.9
January	4	8.7
February	1	2.2
March	0	0.0
April	0	0.0
May	3	6.5
In your opinion, what SHOULD be the last month during the school year to enroll families into the program?		
August	3	6.5
September	3	6.5
October	6	13.0
November	5	10.9
December	15	32.6
January	14	30.4
February	0	0.0
March	0	0.0
April	0	0.0
May	0	0.0
In general, the number of families in a typical home instructor's case load is:		
Too large	4	8.7
Just right	39	84.8
Too small	3	6.5

Appendix D: 2015-16 HIPPY Home Instructor Survey Results

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
In general, I am satisfied with my job working for HIPPY Dallas ISD.	46	17	37.0	27	58.7	2	4.3	0	0.0	0	0.0
My time working for HIPPY is helping me to build skills and experience that will help me to reach a future career goal.	46	28	60.9	17	37.0	1	2.2	0	0.0	0	0.0
My supervisor listens to my feedback and takes action, when possible.	44	26	59.1	15	34.1	3	6.8	0	0.0	0	0.0

Appendix E

Appendix E: 2015-16 HIPPY Coordinator Survey Results

	n	%
How many years have you been working for HIPPY – Dallas ISD?		
This is my first year.	2	20.0
1 to 2 years	0	0.0
3 to 4 years	7	70.0
5 to 6 years	0	0.0
7 to 8 years	0	0.0
9 to 10 years	1	10.0
More than 10 years	0	0.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

		Extremely Helpful		Very Helpful		Somewhat Helpful		A Little Helpful		Not at all Helpful	
	N	n	%	n	%	n	%	n	%	n	%
Please rate the extent to which the following items help you to succeed at your job.											
Support from my supervisors	9	3	33.3	2	22.2	3	33.3	1	10.0	0	0.0
Support from my coworkers	10	3	30.0	6	60.0	1	10.0	0	0.0	0	0.0
Structure of the program	10	3	30.0	4	40.0	3	30.0	0	0.0	0	0.0
Passion for my work	10	5	50.0	3	30.0	2	20.0	0	0.0	0	0.0
Openness to change	10	6	60.0	3	30.0	1	10.0	0	0.0	0	0.0
		Extremely Challenging		**Very Challenging**		**Somewhat Challenging**		**A Little Challenging**		**Not at all Challenging**	
	N	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Please rate the extent to which the following items challenge your ability to succeed at your job.											
Recruitment of home instructors	10	1	10.0	4	40.0	2	20.0	2	20.0	1	10.0
Training of home instructors	10	0	0.0	2	20.0	5	50.0	2	20.0	1	10.0
Retention of home instructors	10	2	20.0	3	30.0	2	20.0	1	10.0	2	20.0
Home instructor turnover	10	1	10.0	5	50.0	1	10.0	1	10.0	2	20.0
Please rate the extent to which the following items challenge the success of home instructors.											
Families not completing assigned work on time for scheduled visit	10	2	20.0	3	30.0	3	30.0	1	10.0	1	10.0
Families not at home at scheduled visit time	10	4	40.0	4	40.0	1	10.0	0	0.0	1	10.0
Families leaving program for other priorities	10	6	60.0	2	20.0	1	10.0	1	10.0	0	0.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

	n	%
So far this year, about how many of your assigned home instructors' enrolled families dropped out of the program for other priorities?		
Almost All (more than 75% of my home instructors' families)	0	0.0
A lot (between about 50% to 75% of my home instructors' families)	1	10.0
Some (between about 25% to 50% of my home instructors' families)	1	10.0
Few (at least one, but fewer than 25% of my home instructors' families)	8	80.0
None (none of my home instructors' families have dropped out this year)	0	0.0
Have you been trained on VisitTracker?		
Yes	10	100.0
No	0	0.0
How often have you used VisitTracker this year?		
Every Day	7	70.0
A Couple of Times a Week	3	30.0
A Couple of Times a Month	0	0.0
A Couple of Times a Semester	0	0.0
Never to Rarely	0	0.0
Not Trained	0	0.0
Please rate your agreement with the following statement: I feel confident using VisitTracker if I need it to do my job.		
Strongly Agree	8	80.0
Agree	2	20.0
Disagree	0	0.0
Strongly Disagree	0	0.0
Not Trained	0	0.0
When I have questions about how to do something in VisitTracker, I can find the answer easily.		
Strongly Agree	4	40.0
Agree	5	50.0
Disagree	1	10.0
Strongly Disagree	0	0.0
I have never had a question about how to do something in VisitTracker.	0	0.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

		Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
	N	n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
Formal home instructor orientation and training is spread out enough over time to allow home instructors to digest and apply what they have learned to their jobs.	10	2	20.0	3	30.0	4	40.0	1	10.0	0	0.0
Home instructors receive all the training they need to perform their jobs successfully.	10	2	20.0	6	60.0	2	20.0	0	0.0	0	0.0
Home instructors can find resources to look up the answers to any questions they have or to educate themselves on procedures.	10	2	20.0	4	40.0	4	40.0	0	0.0	0	0.0
Home instructors learned enough in training to complete their work correctly the first time they had to do it by themselves.	10	2	20.0	6	60.0	1	10.0	1	10.0	0	0.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

	n	%
Overall, I feel that the pay structure (i.e., 45 minutes per visit, etc.) fairly compensates home instructors for their time.		
Strongly Agree	1	10.0
Agree	0	0.0
Disagree	1	10.0
Strongly Disagree	6	60.0
Don't Know	2	20.0
How often do your assigned home instructors work paid time that is more than they were scheduled?		
Never	1	10.0
Rarely	4	40.0
Sometimes	3	30.0
Often	0	0.0
Every Day	2	20.0
How often do home instructors work hours for which they are not paid?		
Never	1	10.0
Rarely	1	10.0
Sometimes	4	40.0
Often	2	20.0
Every Day	2	20.0
How often do you file paperwork to get reimbursed for mileage?		
I never file to get paid for my mileage.	3	30.0
I rarely file to get paid for my mileage.	1	10.0
I sometimes file to get paid for my mileage.	1	10.0
I often file to get paid for my mileage.	1	10.0
I always file to get paid for my mileage.	4	40.0
When you don't file to get paid for your mileage, why don't you do it? (Please check all that apply.)		
Not Applicable – I always do it.	2	20.0
Paperwork is too time consuming.	5	50.0
I don't know how to fill in the paperwork.	0	0.0
I didn't know I could claim my mileage.	0	0.0
Other	3	30.0
How frequently are your assigned home instructors able to complete their required paperwork within their scheduled work hours?		
Never	1	10.0
Rarely	0	0.0
Sometimes	3	30.0
Often	4	40.0
Always	2	20.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

	n	%
Please rate your agreement with the following statement: Paperwork requirements are the same for all home instructors, no matter who is their supervisor.		
Strongly Agree	8	80.0
Agree	2	20.0
Disagree	0	0.0
Strongly Disagree	0	0.0
Don't Know	0	0.0
During a typical week, about how much of your assigned home instructors' work times do they spend performing tasks that are NOT home visits (i.e., logs)?		
None (They spend no time doing this.)	1	10.0
A Little (Once in a while, but less than 25% of the time)	2	20.0
A moderate amount (between 25% and 50% of the time)	6	60.0
A lot (between 50% and 75% of the time)	0	0.0
Almost all (Between 75% and 100% of the time)	1	10.0
Please rate your agreement with the following statement: The amount of time home instructors spend performing tasks that are not home visits is acceptable.		
Strongly Agree	1	10.0
Agree	5	50.0
Disagree	3	30.0
Strongly Disagree	1	10.0
Please rate your agreement with the following statement: The distances between the homes that my home instructors visit allow for efficient travel, thus reducing wasteful travel time.		
Strongly Agree	3	30.0
Agree	7	70.0
Disagree	0	0.0
Strongly Disagree	0	0.0
I don't know	0	0.0
Please rate your agreement with the following statement: Most of the time, parents are aware of group meeting topics in advance.		
Strongly Agree	4	40.0
Agree	3	30.0
Disagree	2	20.0
Strongly Disagree	1	10.0
I don't know	0	0.0
On average, how many families typically attend your group meetings?		
1-3 families	0	0.0
4-6 families	3	30.0
7-9 families	1	10.0
10 or more families	6	60.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

		Always		Often		Sometimes		Rarely		Never	
	N	n	%	n	%	n	%	n	%	n	%
When they don't show up to group meetings, how often do families give the following reasons for not attending?											
Aren't aware of the topic	9	0	0.0	0	0.0	0	0.0	3	33.3	6	66.7
Topic not interesting to them	9	0	0.0	0	0.0	0	0.0	3	33.3	6	66.7
Meeting too far from home	9	0	0.0	0	0.0	2	22.2	5	55.6	2	22.2
Don't have transportation	9	2	22.2	4	44.4	2	22.2	1	11.1	0	0.0
Inclement weather	10	1	11.1	3	30.0	2	20.0	4	40.0	0	0.0
Too busy (i.e., working, etc.)	10	3	30.0	4	40.0	3	30.0	0	0.0	0	0.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

	n	%
In your opinion, what SHOULD be the last month during the school year to hire home instructors?		
August	0	0.0
September	0	0.0
October	1	10.0
November	2	20.0
December	5	50.0
January	1	10.0
February	1	10.0
March	0	0.0
April	0	0.0
May	0	0.0
In your opinion, what SHOULD be the last month during the school year to enroll families into the program?		
August	0	0.0
September	0	0.0
October	2	20.0
November	0	0.0
December	5	50.0
January	3	30.0
February	0	0.0
March	0	0.0
April	0	0.0
May	0	0.0
In general, the number of families in a typical home instructor's case load is:		
Too large	3	30.0
Just right	6	60.0
Too small	1	10.0

Appendix E: 2015-16 HIPPY Coordinator Survey Results

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
In general, I am satisfied with my job working for HIPPY Dallas ISD.	10	4	40.0	3	30.0	3	30.0	0	0.0	0	0.0
My supervisor listens to my feedback and takes action, when possible.	10	3	30.0	2	20.0	5	50.0	0	0.0	0	0.0

Appendix F

Appendix F: 2015-16 HIPPY Dallas ISD Year 1 Means and Standard Deviations for Number of *BSRA-3* Items Correct by Testing Language and Race/Ethnicity

	Colors (10 Items) Mean (SD)		Letters (15 Items) Mean (SD)		Numbers (18 Items) Mean (SD)		Sizes/ Comparisons (22 Items) Mean (SD)		Shapes (20 Items) Mean (SD)		SRC (85 Items) Mean (SD)	
Subgroup	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
All HIPPY Year 1	3.7	7.2	1.7	4.0	1.2	4.3	4.5	8.5	4.1	7.8	15.2	31.8
(*n* = n)	(3.8)	(3.6)	(2.6)	(4.2)	(2.6)	(4.8)	(3.5)	(5.1)	(3.2)	(4.4)	(11.2)	(16.8)
Testing Language												
English	4.8	7.9	2.7	6.1	2.0	6.2	4.5	8.0	4.9	9.3	18.9	37.5
(*n* = 89)	(3.9)	(3.2)	(3.4)	(4.9)	(3.7)	(5.4)	(3.8)	(4.9)	(4.1)	(4.9)	(14.2)	(19.0)
Spanish	3.5	7.0	1.5	3.5	1.0	3.9	4.5	8.6	3.9	7.5	14.3	30.5
(*n* = 377)	(3.7)	(3.6)	(2.4)	(3.9)	(2.3)	(4.6)	(3.5)	(5.2)	(2.9)	(4.2)	(10.2)	(16.0)
Race/Ethnicity												
Hispanic	3.7	7.1	1.5	3.6	1.1	3.9	4.5	8.5	4.0	7.7	14.8	30.8
(*n* = 408)	(3.8)	(3.6)	(2.4)	(3.9)	(2.4)	(4.6)	(3.5)	(5.1)	(3.1)	(4.3)	(10.5)	(16.2)
Af. Amer.	4.1	7.8	3.3	7.1	2.5	7.6	4.7	8.6	4.8	9.7	19.3	40.8
(*n* = 43)	(3.8)	(3.3)	(3.8)	(5.2)	(4.1)	(5.4)	(4.0)	(5.4)	(4.0)	(5.3)	(15.6)	(20.7)
White	4.0	8.8	1.2	3.5	0.5	3.2	5.0	6.8	4.0	5.2	14.7	27.5
(*n* = 6)	(3.5)	(1.2)	(1.6)	(3.4)	(0.8)	(4.1)	(3.5)	(5.0)	(2.0)	(3.6)	(4.8)	(11.5)
Asian	4.3	9.8	2.3	8.2	0.5	9.2	0.8	8.3	1.8	6.7	9.8	42.2
(n = 6)	(5.0)	(0.4)	(2.7)	(5.6)	(0.8)	(6.1)	(1.2)	(5.9)	(1.9)	(3.4)	(9.9)	(18.6)
Multiracial (*n* = 3)	-	-	-	-	-	-	-	-	-	-	-	-

Source: HIPPY VisitTracker database files dated July 20, 2016. Note: Percentages may not equal 100% because of rounding. Data for groups with fewer than five participants are not shown.

Appendix G

Appendix G: 2015-16 HIPPY Dallas ISD Year 2 Means and Standard Deviations for Number of *BSRA-3* Items Correct by Testing Language and Race/Ethnicity

	Colors (10 Items) Mean (SD)		Letters (15 Items) Mean (SD)		Numbers (18 Items) Mean (SD)		Sizes/ Comparisons (22 Items) Mean (SD)		Shapes (20 Items) Mean (SD)		SRC (85 Items) Mean (SD)	
Subgroup	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
All HIPPY Year 2	7.4	9.3	5.6	11.5	5.4	12.6	8.9	13.4	8.2	12.8	35.5	59.7
(*n* = n)	(3.5)	(1.9)	(5.0)	(4.7)	(5.3)	(5.2)	(5.2)	(5.3)	(4.2)	(4.0)	(17.9)	(16.7)
Testing Language												
English	7.3	9.0	6.6	11.1	6.7	12.3	8.7	12.4	9.9	13.2	39.1	58.1
(*n* = 54)	(3.6)	(2.6)	(4.8)	(5.1)	(5.8)	(5.5)	(4.8)	(5.4)	(4.4)	(4.4)	(19.0)	(19.7)
Spanish	7.5	9.4	5.4	11.6	5.0	12.7	8.9	13.6	7.8	12.8	34.6	60.2
(*n* = 211)	(3.5)	(1.7)	(5.1)	(4.6)	(5.1)	(5.1)	(5.3)	(5.3)	(4.1)	(3.9)	(17.6)	(15.8)
Race/Ethnicity												
Hispanic	7.5	9.3	5.6	11.5	5.3	12.7	8.9	13.5	8.0	12.8	35.3	59.8
(*n* = 232)	(3.5)	(2.0)	(5.1)	(4.8)	(5.3)	(5.3)	(5.3)	(5.4)	(4.3)	(4.1)	(18.0)	(16.7)
Af. Amer.	7.1	9.2	6.1	11.3	6.8	12.2	9.7	12.9	9.8	13.4	39.4	59.1
(*n* = 27)	(3.7)	(2.0)	(4.3)	(4.8)	(5.5)	(5.2)	(4.4)	(4.9)	(4.1)	(3.8)	(17.8)	(18.0)
White (*n* = 4)	-	-	-	-	-	-	-	-	-	-	-	-
Asian (*n* = 1)	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial (*n* = 1)	-	-	-	-	-	-	-	-	-	-	-	-

Source: HIPPY VisitTracker database files dated July 20, 2016. Note: Percentages may not equal 100% because of rounding. Data for groups with fewer than five participants are not shown.

Appendix H

Appendix H: 2015-16 HIPPY Dallas ISD Year 3 Means and Standard Deviations for Number of *BSRA-3* Items Correct by Testing Language and Race/Ethnicity

	Colors (10 Items) Mean (SD)		Letters (15 Items) Mean (SD)		Numbers (18 Items) Mean (SD)		Sizes/ Comparisons (22 Items) Mean (SD)		Shapes (20 Items) Mean (SD)		SRC (85 Items) Mean (SD)	
Subgroup	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
All HIPPY Year 3	9.4	9.6	11.7	14.3	13.2	16.9	14.4	17.1	13.0	15.6	61.7	73.6
(*n* = n)	(1.9)	(1.7)	(4.7)	(1.5)	(5.6)	(2.5)	(5.3)	(3.5)	(4.7)	(3.5)	(18.8)	(9.1)
Testing Language												
English	10.0	10.0	14.0	14.9	16.7	17.7	15.3	18.3	16.4	17.0	72.4	77.9
(*n* = 27)	(0.0)	(0.0)	(2.3)	(0.3)	(1.5)	(0.8)	(5.0)	(2.3)	(2.5)	(2.5)	(9.2)	(4.7)
Spanish	9.3	9.5	11.2	14.2	12.5	16.8	14.2	16.9	12.3	15.3	59.4	72.7
(*n* = 128)	(2.1)	(1.9)	(4.9)	(1.8)	(5.9)	(2.7)	(5.3)	(3.7)	(4.8)	(3.7)	(19.5)	(9.6)
Race/Ethnicity												
Hispanic	9.3	9.6	11.3	14.2	12.7	16.8	14.2	17.1	12.4	15.4	59.8	73.1
(*n* = 135)	(2.1)	(1.8)	(4.8)	(1.7)	(5.8)	(2.6)	(5.3)	(3.7)	(4.7)	(3.7)	(19.2)	(9.5)
Af. Amer.	10.0	10.0	14.5	14.9	17.0	17.7	16.7	18.0	16.9	16.6	75.1	77.3
(*n* = 17)	(0.0)	(0.0)	(1.2)	(0.2)	(1.2)	(0.7)	(4.7)	(2.1)	(2.6)	(2.2)	(8.0)	(4.2)
White (*n* = 1)	-	-	-	-	-	-	-	-	-	-	-	-
Asian (*n* = 2)	-	-	-	-	-	-	-	-	-	-	-	-

Source: HIPPY VisitTracker database files dated July 20, 2016. Note: Percentages may not equal 100% because of rounding. Data for groups with fewer than five participants are not shown.

Appendix I

Appendix I: 2015-16 HIPPY Dallas ISD *BSRA-3* Standard Scores by Curriculum Year, Curriculum Language, and Race/Ethnicity

	HIPPY Year 1's Mean (SD)			HIPPY Year 2's Mean (SD)			HIPPY Year 3's Mean (SD)			Total Mean (SD)		
Subgroup	***N***	**Pre**	**Post**	***N***	**Pre**	**Post**	***N***	**Pre**	**Post**	***N***	**Pre**	**Post**
All	457[a]	80.9 (12.4)	89.1 (15.4)	262[a]	87.7 (14.9)	99.2 (16.9)	154	96.6 (17.9)	99.9 (15.9)	873[a]	85.7 (15.4)	94.0 (16.8)
Curriculum Language												
English	87	84.4 (15.8)	84.8 (16.8)	54	90.8 (16.5)	87.7 (24.6)	27	107.3 (13.6)	108.0 (11.7)	168[a]	90.1 (17.6)	97.9 (19.5)
Spanish	370[a]	80.1 (11.4)	87.7 (14.8)	208[b]	86.9 (14.4)	99.5 (14.3)	127	94.3 (17.9)	98.2 (16.1)	705[b]	84.6 (14.7)	93.1 (15.9)
Race/Ethnicity												
Hispanic	399[a]	80.6 (11.8)	88.1 (14.8)	229[a]	87.2 (14.8)	99.0 (16.7)	134	94.6 (17.6)	98.9 (16.3)	762[a]	85.1 (14.8)	93.3 (16.6)
Af. Amer.	43[a]	84.0 (17.0)	97.0 (19.3)	27	92.9 (15.8)	100.6 (19.8)	17	111.7 (14.5)	105.7 (10.6)	87[a]	92.1 (19.1)	99.8 (18.2)
White	6	81.0 (7.0)	85.0 (10.0)	4			1			11	84.7 (9.5)	92.5 (11.9)
Asian	6[b]	73.7 (16.4)	100.5 (15.3)	1			2			9[b]	80.7 (17.9)	104.2 (14.2)
Multiracial	3	-	-	1	-	-	-	-	-	4	-	-

Source: HIPPY VisitTracker database files dated July 20, 2016. Note. Standard scores reflect the relative performance of participants compared with the publisher's English-speaking normative database. Data for groups with fewer than five participants are not shown. Af. Amer = African American. Percentages may not equal 100% because of rounding. [a]Statistically significant ($p < 0.05$) with a medium effect size. [b]Statistically significant ($p < 0.05$) with a large effect size. Cohen's *d* statistics were calculated to determine effect sizes.

Appendix J[28]

Propensity Score Matching Detailed Methods

True experimental designs with randomly assigned treatment and control groups are the "gold standard" for research and program evaluation. Random assignment means that each member of a population has an equal chance of receiving the treatment. When everyone has an equal chance of receiving the treatment, it is assumed there are no systematic differences between the treatment and control groups. Any post-treatment differences between the groups are then assumed to result from the treatment, not from pre-existing differences between the groups. An experimental design with random assignment was not possible in this evaluation. In this case, parents enrolled their families in HIPPY ("the treatment") based upon a number of factors unrelated to HIPPY, not random assignment. Propensity score matching (PSM) is one alternative when random assignment is not possible (Stuart, 2010; Thoemmes, 2012).

A propensity score is a measure of likelihood to receive treatment based on individual characteristics (Stuart, 2010). The characteristics used to determine an individual's propensity for treatment are called "covariates." PSM resulted in individual propensity scores for kindergarten students who participated in HIPPY and who did not participate in HIPPY. For example, imagine a Hispanic male whose primary language at home is Spanish, does not have a disability, and was a HIPPY participant. In PSM, he will receive a propensity score that indicates the probability that someone with his characteristics would have been a HIPPY participant. This male will be matched with a member of the control group (kindergarten students in Dallas ISD who did not participate in HIPPY) with a similar propensity score. Following this process, each HIPPY participant is matched with a control group member who has the most similar propensity score, thus forming a treatment and control group of equal sample sizes. This process is known as 1:1 nearest neighbor matching because a single treatment group member is matched with a single control group member (Thoemmes, 2012). The result is not a control group that matches the exact demographics of the treatment group. For example, the Hispanic male may not be matched with another Hispanic male; rather, he will be matched with a control group member with the same probability of receiving the treatment. This mimics the effect of random assignment.

To conduct PSM with HIPPY Dallas ISD, the treatment group included HIPPY participants and the control group included all other district students in the same grade who did not participate in HIPPY. The following covariates from the Dallas ISD demographic files formed the basis for matching:

- Sex
- Bilingual Program Participation
- Special Education Status
- Economically Disadvantaged
- Primary Disability
- At Risk
- Talented and Gifted Program
- Age in Days
- English Language Learner
- Primary Language Spoken
- Primary Language Spoken at Home
- Birth Country
- Race/Ethnicity
- Homeless Status

[28] Adapted from Appendix H in McEnturff, 2014 and the Appendix in Palladino, 2015

It is advisable to select as many covariates as possible. Furthermore, covariates should include more than demographic variables whenever possible, and covariates should not directly affect the outcome (Stuart, 2010). For example, some studies of academic achievement have used personality measures as covariates. This type of data was not available for matching in the district data sources, thus for this analysis PSM covariates were limited to demographic variables.

After selecting the covariates, a dichotomous treatment/control variable was created to separate students who participated in HIPPY from the control group. Then, the covariates were used in a logistic regression with enrollment in HIPPY as the treatment indicator. The logistic regression resulted in a "propensity score" for each treatment and control participant, which was used as the basis for matching.[29]

After matching, the balance of covariates was assessed using univariate and multivariate balance measures. The aim of PSM is to improve balance, which refers to the similarity of covariate distributions between the treatment and control groups. When covariates exhibited large univariate imbalance, the propensity score model was respecified to remove these covariates. Typically, large univariate imbalance was a result of having covariates with zero variance (i.e., few Asian students enrolled in HIPPY). Removing covariates with zero variance resulted in better balance in all models where balance was an issue. The multivariate imbalance measures represent balance for the group of covariates as a whole, both before and after matching. These are shown in Appendix J Table. For "relative multivariate imbalance," there is no set criterion for acceptable balance, so these are evaluated by comparing imbalance values before and after PSM. PSM successfully improved the balance of covariates when the "after" value was less than the "before" value. This was the case in the current analysis' PSM sample, indicating improved balancing of the covariate distributions. A successful "overall balance test" occurs when $p > .05$, indicating no significant imbalance among the covariates. The PSM samples in the current analyses met this criterion.

[29] In situations where the pool of control group members is smaller compared to the treatment group, there may not be exact propensity score matches for all treatment group members. In that situation, a caliper width can be imposed to ensure that matches are at least close enough (Theommes, 2012). This was not necessary for these data because the potential pool of control group members was so large that exact propensity score matches were possible for all treatment members.

Appendix J : Sample Size and Balance Statistics from Propensity Score Matching

	Original Sample Size		Relative Multivariate Imbalance		Overall Balance Test		
	Treatment	Control*	Before	After	*Chi-squared*	*df*	*p*
			***Terra Nova* Reading**				
KN	36	6,205	.910	.500	9.574	17	.921
Grade 1	47	6,978	.768	.298	6.233	18	.995
Grade 2	23	7,232	.554	.043	0.652	11	1.000
			***Terra Nova* Mathematics**				
KN	186	11,523	.713	.124	9,514	23	.990
Grade 1	194	12,686	.622	.206	10,200	23	.990
Grade 2	91	12,961	.743	.253	10,481	20	.959
			***SUPERA* Reading**				
KN	151	5,466	.480	.099	6,240	16	.985
Grade 1	148	5,793	.499	.196	5.133	15	.991
Grade 2	69	5,843	.672	.290	3.358	8	.910
			***STAAR* Reading**				
Grade 3	97	12,896	.852	.165	0.699	10	1.000
Grade 4	101	12,242	.880	.287	2.316	12	.999
Grade 5	126	11,801	.852	.349	4.930	9	.840
Grade 6	72	10,227	.899	.542	5.341	9	.721
Grade 7	150	10,025	.755	.247	2.834	8	.944
Grade 8	211	10,039	.766	.469	2.170	8	.975
			***STAAR* Mathematics**				
Grade 3	97	12,896	.852	.165	0.699	10	1.000
Grade 4	101	12,242	.877	.366	4.971	13	.976
Grade 5	126	11,801	.852	.349	4.930	9	.840
Grade 6	72	10,223	.901	.500	2.030	7	.958
Grade 7	150	10,027	.754	.227	1.392	8	.994
Grade 8	210	10,037	.767	.471	1.961	9	.992

Note. *After matching, the control group (non-HIPPY children) had the same sample size as the treatment group (HIPPY children).

Appendix K

Appendix K: 2015-16 HIPPY and Non-HIPPY *Terra Nova*, *SUPERA*, and *STAAR* Scale Score Comparisons

	n	HIPPY Average Scale Score	Non-HIPPY Average Scale Score	*p*
		Terra Nova Reading		
Kindergarten	36	64.9	58.0	.226
Grade 1	47	53.6	49.5	.348
Grade 2	23	45.4	53.4	.176
		Terra Nova Mathematics		
Kindergarten	186	47.6	47.8	.931
Grade 1	194	48.3	45.7	.192
Grade 2	91	47.2	44.5	.362
		SUPERA Reading		
Kindergarten	151	72.9	67.3	**.022**
Grade 1	148	66.6	54.9	.398
Grade 2	69	44.5	46.3	.457
		STAAR Reading		
Grade 3	97	1451.3	1410.8	.097
Grade 4	101	1519.7	1502.6	.476
Grade 5	126	1561.7	1566.8	.763
Grade 6	72	1540.1	1521.2	.361
Grade 7	150	1570.3	1582.7	.420
Grade 8	211	1657.2	1649.7	.518
		STAAR Mathematics		
Grade 3	97	1470.7	1449.4	.274
Grade 4	101	1558.5	1552.5	.781
Grade 5	126	1601.3	1609.3	.605
Grade 6	72	1612.2	1580.8	.166
Grade 7	150	1608.4	1606.9	.920
Grade 8	210	1450.4	1468.7	.527

Source: Terra Nova/SUPERA: Data reported as of June 6, 2016 for students enrolled on April 12, 2016 (Updates after this date are not reflected in this report.); STAAR: Data files dated July 11, 2016 for students enrolled on April 12, 2016. Note: Statistically significant differences as indicated by *p* value are in **blue bold**.

Appendix L

Appendix L: 2015-16 HIPPY Dallas ISD Parent Involvement Interview Pre- and Post-Test Response Detail by Question (N = 566) – Part 1

		Never *n* (%)	Sometimes *n* (%)	Usually *n* (%)	Don't Know/ Missing *n* (%)
When you or someone in your family reads to your child, how often do you:					
Stop reading and ask your child to tell what is in a picture?	Pre	110 (19.4)	229 (40.5)	206 (36.4)	21 (3.7)
	Post	3 (0.5)	271 (47.9)	291 (51.4)	1 (0.2)
Stop reading and point out letters?	Pre	241 (42.6)	185 (32.7)	127 (22.4)	13 (2.3)
	Post	49 (8.7)	281 (49.6)	230 (40.6)	6 (1.0)
Ask your child to read with you?	Pre	225 (39.8)	196 (34.6)	134 (23.7)	11 (1.9)
	Post	39 (6.9)	273 (48.2)	251 (44.3)	3 (0.6)
Talk about the story when the book is done?	Pre	125 (22.1)	181 (32.0)	247 (43.6)	13 (2.3)
	Post	4 (0.7)	150 (26.5)	408 (72.1)	4 (0.7)

Note: Percentages may not add to 100% because of rounding.

Appendix M

Appendix M: 2015-16 HIPPY Dallas ISD Parent Involvement Interview Pre- and Post-Test Response Detail by Question (N = 566)– Part 2

		Not At All *n* (%)	Once or Twice *n* (%)	3 to 6 Times *n* (%)	Every Day *n* (%)	Don't Know/ Missing *n* (%)
In a typical week, how often do you (or any other adult family member) do the following:						
Read books to your child?	Pre	73 (12.9)	234 (41.3)	129 (22.8)	116 (20.5)	14 (2.4)
	Post	2 (0.4)	104 (18.4)	291 (51.4)	167 (29.5)	2 (0.4)
Sing songs with your child?	Pre	61 (10.8)	162 (28.6)	102 (18.0)	234 (41.3)	7 (1.2)
	Post	12 (2.1)	166 (29.3)	158 (27.9)	228 (40.3)	2 (0.4)
Tell stories to your child?	Pre	150 (26.5)	207 (36.6)	120 (21.2)	76 (13.4)	13 (2.3)
	Post	53 (9.4)	205 (36.2)	163 (28.8)	140 (24.7)	5 (0.9)
In the past month, how often did you do the following:						
Teach your child letters?	Pre	132 (23.3)	167 (29.5)	144 (25.4)	121 (21.4)	2 (0.4)
	Post	10 (1.8)	121 (21.4)	252 (44.5)	181 (32.0)	2 (0.4)
Teach your child words?	Pre	123 (21.7)	134 (23.7)	143 (25.3)	158 (27.9)	8 (1.5)
	Post	24 (4.2)	115 (20.3)	236 (41.7)	188 (33.2)	3 (0.5)
Teach your child numbers?	Pre	46 (8.1)	138 (24.4)	191 (33.7)	187 (33.0)	4 (0.7)
	Post	4 (0.7)	72 (12.7)	265 (46.8)	224 (39.6)	1 (0.2)
Help your child learn shapes?	Pre	246 (43.5)	114 (20.1)	124 (21.9)	75 (13.3)	7 (1.3)
	Post	16 (2.8)	130 (23.0)	287 (50.7)	163 (28.8)	2 (0.4)
Do activities with your child that involve making patterns?	Pre	288 (50.9)	138 (24.4)	81 (14.3)	54 (9.5)	5 (0.9)
	Post	16 (2.8)	130 (23.0)	308 (54.4)	105 (18.6)	7 (1.3)
Play games with your child that involve arranging objects by size, height, or color?	Pre	222 (39.2)	183 (32.3)	98 (17.3)	60 (10.6)	3 (0.6)
	Post	13 (2.3)	154 (27.2)	287 (50.7)	110 (19.4)	2 (0.4)
Do counting activities with your child?	Pre	116 (20.5)	184 (32.5)	139 (24.6)	124 (21.9)	3 (0.6)
	Post	12 (2.1)	122 (21.6)	265 (46.8)	165 (29.2)	2 (0.4)
Play with toys for building things with your child?	Pre	147 (26.0)	133 (23.5)	172 (30.4)	109 (19.3)	5 (0.9)
	Post	59 (10.4)	114 (20.1)	237 (41.9)	156 (27.6)	0 (0.0)
Play a board game, card game, or work a puzzle with your child?	Pre	212 (37.5)	187 (33.0)	114 (20.1)	47 (8.3)	6 (1.1)
	Post	83 (14.7)	170 (30.0)	242 (42.8)	70 (12.4)	1 (0.2)
Play games that use cards, pieces or dice with your child?	Pre	341 (60.2)	114 (20.1)	75 (13.3)	30 (5.3)	6 (1.1)
	Post	115 (20.3)	186 (32.9)	210 (37.1)	50 (8.8)	5 (0.9)
Do arts and crafts with your child?	Pre	85 (15.0)	130 (23.0)	210 (37.1)	140 (24.7)	1 (0.2)
	Post	6 (1.1)	90 (15.9)	256 (45.2)	211 (37.3)	3 (0.6)
Talk about nature, scientific discovery experience, or do a science project with your child?	Pre	363 (64.1)	105 (18.6)	48 (8.5)	44 (7.8)	6 (1.0)
	Post	38 (6.7)	165 (29.2)	275 (48.8)	84 (14.8)	3 (0.5)

Appendix M: 2015-16 HIPPY Dallas ISD Parent Involvement Interview Pre- and Post-Test Response Detail by Question (N = 566)– Part 2

		Not At All *n* (%)	Once or Twice *n* (%)	3 to 6 Times *n* (%)	Every Day *n* (%)	Don't Know/ Missing *n* (%)
Involve your child in household chores?	Pre	62 (11.0)	107 (18.9)	129 (22.8)	267 (47.2)	1 (0.2)
	Post	17 (3.0)	97 (17.1)	178 (31.4)	273 (48.2)	1 (0.2)
Take your child with you to a religious service or event?	Pre	207 (36.6)	125 (22.1)	204 (36.0)	23 (4.1)	7 (1.2)
	Post	153 (27.0)	160 (28.3)	219 (38.7)	30 (5.3)	4 (0.7)
Talk to your child about his/her family history or ethnic heritage?	Pre	303 (53.5)	117 (20.7)	84 (14.8)	51 (9.0)	11 (2.0)
	Post	193 (34.1)	174 (30.7)	128 (22.6)	64 (11.3)	7 (1.2)
Played a game, sport, or exercised together?	Pre	75 (13.3)	146 (25.8)	188 (33.2)	156 (27.6)	1 (0.2)
	Post	19 (3.4)	77 (13.6)	261 (46.1)	207 (36.6)	2 (0.4)
Take your child outside for a walk or to play in the yard, a park, or a playground?	Pre	38 (6.7)	104 (18.4)	223 (39.4)	197 (34.8)	4 (0.7)
	Post	6 (1.1)	64 (11.3)	244 (43.1)	246 (43.5)	6 (1.0)
In the past three months, how often did you do the following:						
Visit a library with your child?	Pre	357 (63.1)	99 (17.5)	83 (14.7)	3 (0.5)	24 (4.3)
	Post	305 (53.9)	160 (28.3)	84 (14.8)	5 (0.9)	12 (2.1)
Visit a bookstore with your child?	Pre	424 (74.9)	71 (12.5)	46 (8.1)	2 (0.4)	23 (4.1)
	Post	348 (61.5)	143 (25.3)	60 (10.6)	4 (0.7)	11 (2.0)
Go to a concert or other live show with your child?	Pre	445 (78.6)	83 (14.7)	14 (2.5)	1 (0.2)	23 (4.1)
	Post	417 (73.7)	109 (19.3)	27 (4.8)	2 (0.4)	11 (2.0)

Note: Percentages may not add to 100% because of rounding.