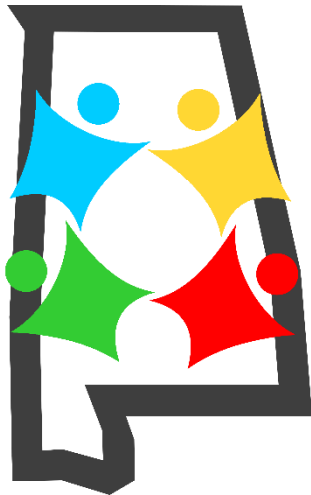


# 2017

## HIPPY Evaluation Data Report



ALABAMA DEPARTMENT OF  
**Early Childhood  
Education**

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# Message from Alabama Department of Early Childhood Education, Office of Early Learning and Family Support

Dear Friends,

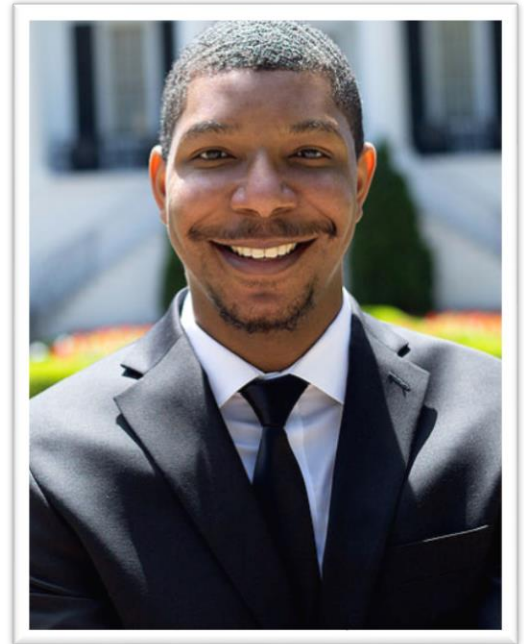
Our mission at the Department of Early Childhood Education is to provide state leadership that identifies, promotes, and coordinates services for children, their families, and the communities. One way we do this is through our (Home Instruction for Parents with Preschool Youngsters) **HIPPY program**.

HIPPY has a long history within our state and we are proud of the work being done for children and their families. We know the importance of early learning experiences and the impact that has on brain development, social/emotional development, and language development. **Parents are their child's first and best teacher** and we strive, with the help of our parent educators, to support this parent and child relationship.

Importantly, providing children with a strong start is the best start to a strong finish. Therefore, we invite you to look at the outcomes we've come across while using HIPPY in our state.

Thank you!

*Lee Johnson III, Director*  
Office of Early Learning and Family Support



# HIPPY Overview

## The HIPPY mission:

Partner with parents to prepare their children for success in school

## The HIPPY program:

Evidence-based **voluntary** home visiting early childhood intervention program focused on parent involved learning for preschool age children

## The HIPPY Model Parent and Family Outcomes:

### Parents

- Learn to initiate, monitor and direct children's education in the home.
- Expand familiarity with early childhood education concepts and methods.
- Increase participation in parent-teacher conferences compared to non-HIPPY parents.
- Continue to engage their children throughout his/her educational journey.

### Families

- Improve home literacy because HIPPY families spend more time reading together.
- Communicate more thereby reducing the 'word gap'.
- Proactively develop educational experiences in the home.

### Children

- Earn significantly higher achievement scores in reading, math and social studies.
- Self-confidence elevates as they learn how to learn in the home with their family.
- Described by their teachers as better behaved, more used to school routines, more engaged, and overall, better prepared for kindergarten compared to non-HIPPY students.

# HIPPY

## Outcomes for Families Living in Alabama 2016-2017

**1,681**

### CHILDREN

Received home instruction from parents or guardians from 24 individual HIPPY programs

**1,555**

### FAMILIES

Committed to increasing literacy and parent-child interactions in the home through HIPPY

**135**

### EMPLOYEES

74% are Home Visitors

53% were HIPPY parents

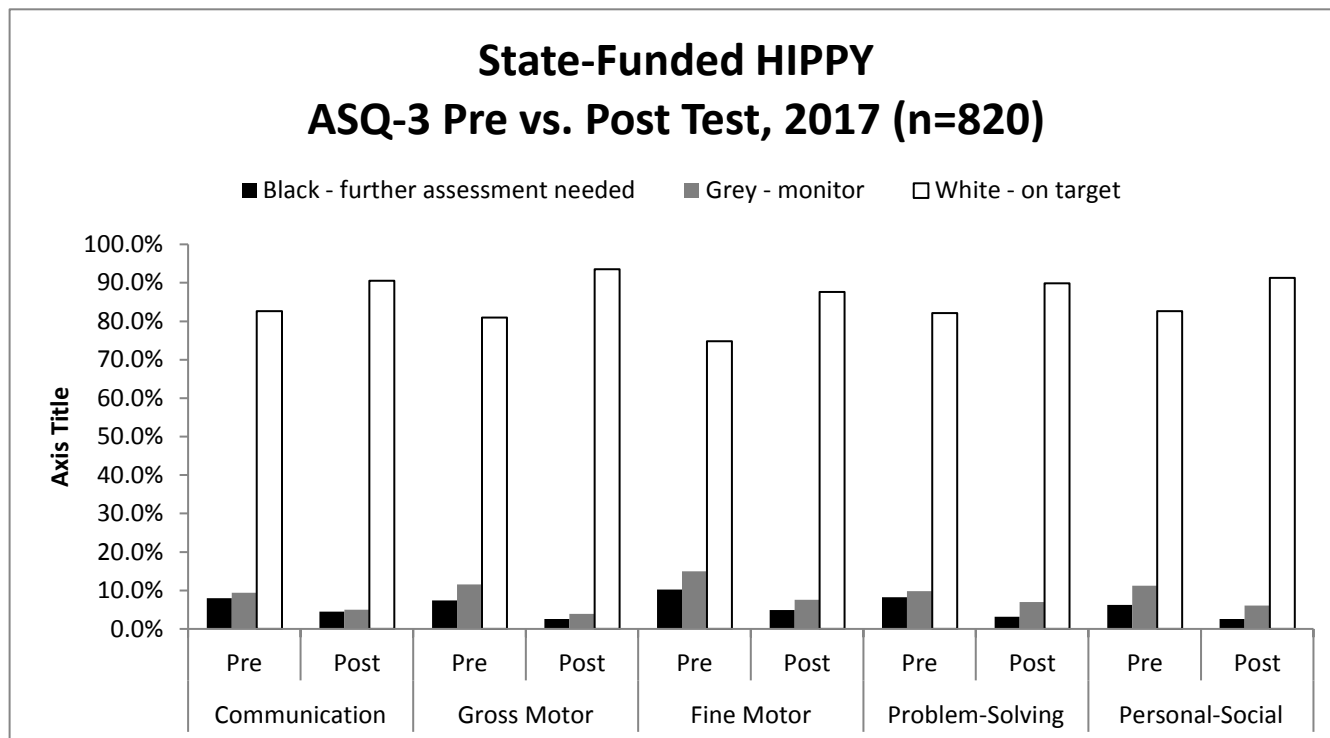
29.7 average hours worked weekly

- Parents engaged by a dedicated HIPPY Home Visitor an average of 630 times each week.
- Parents received almost 22,000 hours of one-on-one training and education.
- Parents and children experienced 13,460 more hours of educational interaction.

*The Department of Early Childhood Education charges no administrative cost in the use of this program.*

# Alabama HIPPY Child Outcomes Figure 1

## State-funded HIPPY Pre/Post ASQ-3 Developmental Screening Fall 2016, Spring 2017

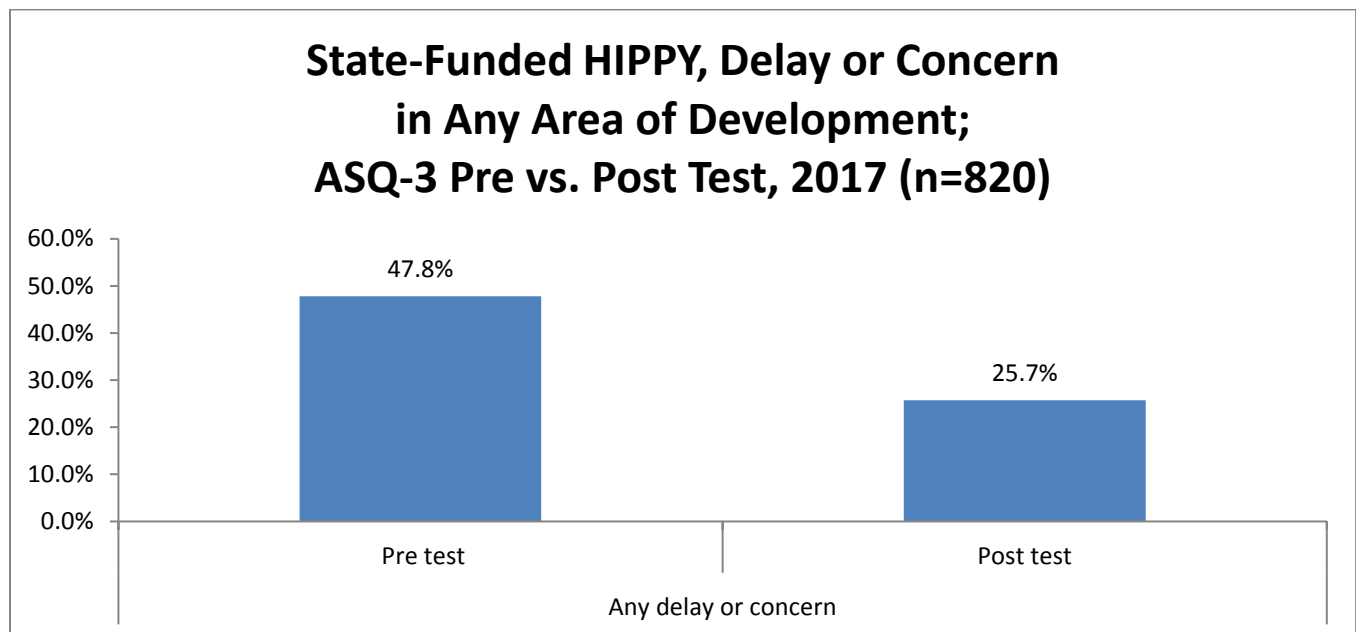


- Across all domains of development included in the ASQ-3 screening tool,
  - More children (larger percentages) screened “on target” after completing the HIPPY program (post time point) compared to when they began the program (pre-time point).
  - Fewer children screened needed specialized learning activities, monitoring, or referrals for further assessment after completing the HIPPY program.

**IMPORTANT TO NOTE:** This is a portion of children enrolled in state-funded HIPPY programs (24 sites). These are children who had a completed developmental screener near enrollment and near completion of the HIPPY program for the year. Across all developmental domains, the green bars are longer for the “post” time point compared to the “pre”, meaning that after completing the HIPPY year more children’s development screened on target for their age. Also, the blue and red bars are shorter at the “post” time point, meaning that after completing the HIPPY year fewer children screened with delays or concerns that needed referral for more services or closer monitoring.

## Alabama HIPPY Child Outcomes Figure 1.1

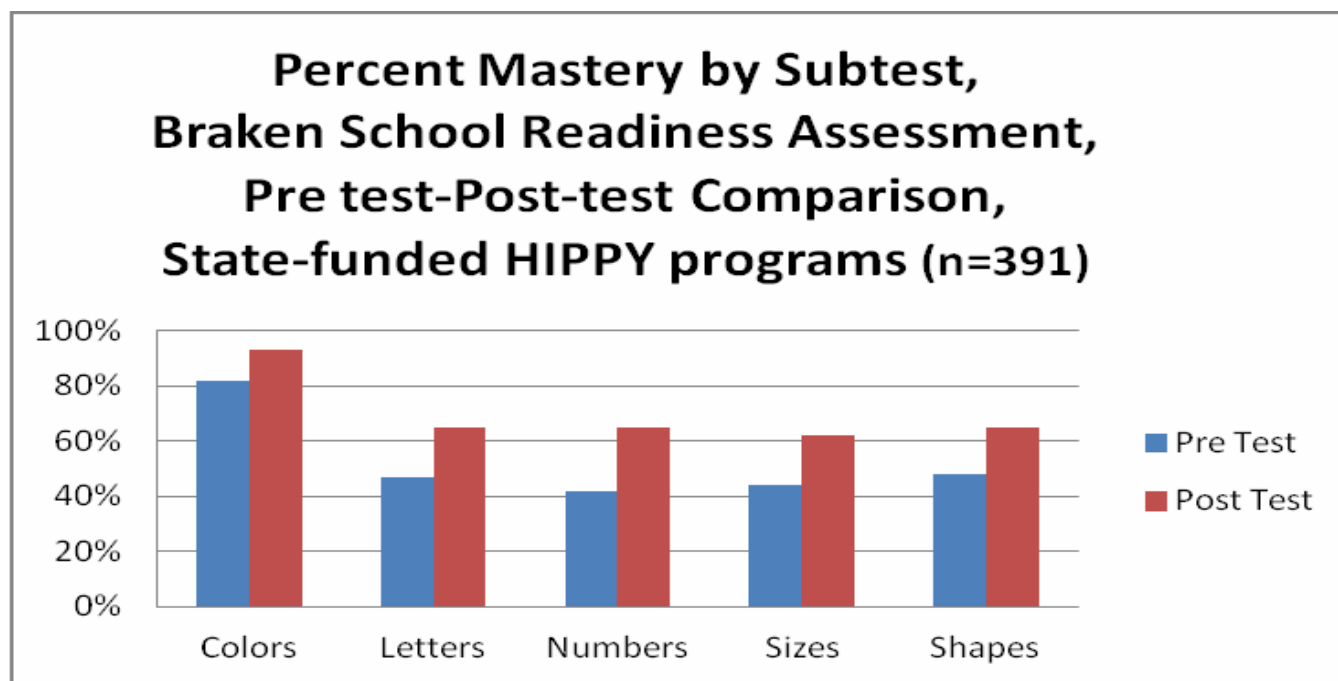
### State-funded HIPPY Pre/Post ASQ-3 | Developmental Screening Fall 2016, Spring 2017



- At enrollment in the state-funded HIPPY program (“pre test”), nearly half of children (47.8%) screened with delays or concerns in at least one of the five developmental areas included in the ASQ-3.
- By the end of the HIPPY year (“post test”), there was a (22.1%) reduction in child delay or concerns.

## Alabama HIPPY Child Outcomes Figure 2

### State-funded HIPPY Pre/Post BSRA-3 | Bracken School Readiness Assessment 3<sup>RD</sup> Edition Fall 2016, Spring 2017

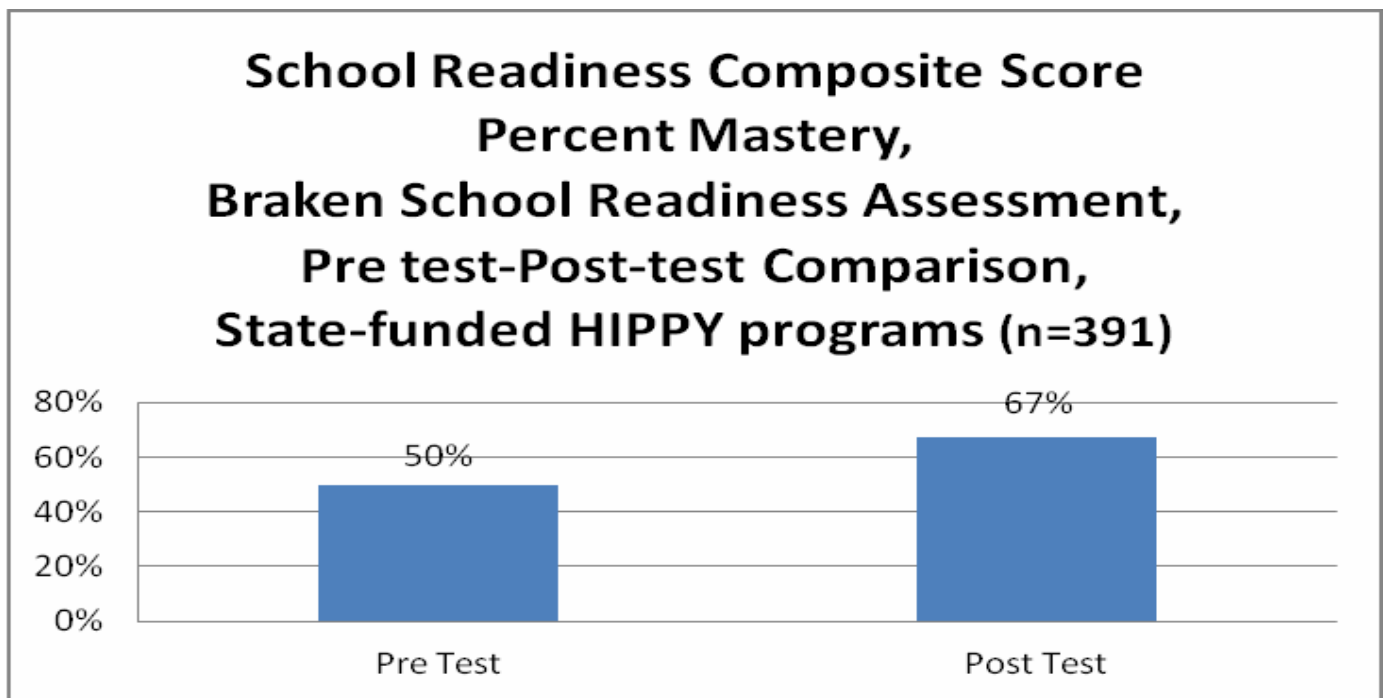


In a pilot study of 7 Alabama HIPPY sites using the Bracken School Readiness Assessment - Third Edition (BSRA-3; Bracken, 2007), children's school readiness skills increased through their participation in HIPPY.



## Alabama HIPPY Child Outcomes Figure 2.1

### State-funded HIPPY Pre/Post BSRA-3 | Bracken School Readiness Assessment 3<sup>RD</sup> Edition Fall 2016, Spring 2017



The pilot study of 7 Alabama HIPPY sites using the Bracken School Readiness Assessment - Third Edition (BSRA-3; Bracken, 2007), children's school readiness skills increased through their participation in HIPPY.

## Impact Story

In 2016, we had the wonderful opportunity of hearing great stories of the impact of HIPPY in our state. One story includes that of an amazing family and HIPPY teacher, Deborah Dunn. One HIPPY parent writes, Deborah Dunn was my daughters' J, 19 and L, 17, HIPPY teacher. She was a God Mother to my girls and a great friend, to me. It was because of her encouragement while working diligently with me that I can credit her for both of my daughter's future success. J graduated with honors from Sidney Lanier High School, in the top 25 of her class. She is currently a sophomore at Alabama State University (ASU) and will be entering the University of Alabama at Birmingham (UAB) on a scholarship next year to become an OB/GYN. My other daughter, L, is currently a junior at Booker T. Washington Magnet High School. She has remained on the honor roll since starting school and already has multiple scholarship offers to many schools across the country. We keep Mrs. Dunn in our prayers and know she is a part of our hearts. WE WILL FOREVER LOVE YOU, MRS DUNN!!! -Angelia W., Montgomery, Alabama



*The illustration (above) shows the process for a participant moving through HIPPY.*