

RESEARCH AND EVALUATION

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PROGRAM EVALUATION – WHY?

A large, light orange speech bubble with a thick orange border, containing the text "Answer in the chat!".

Answer in the chat!

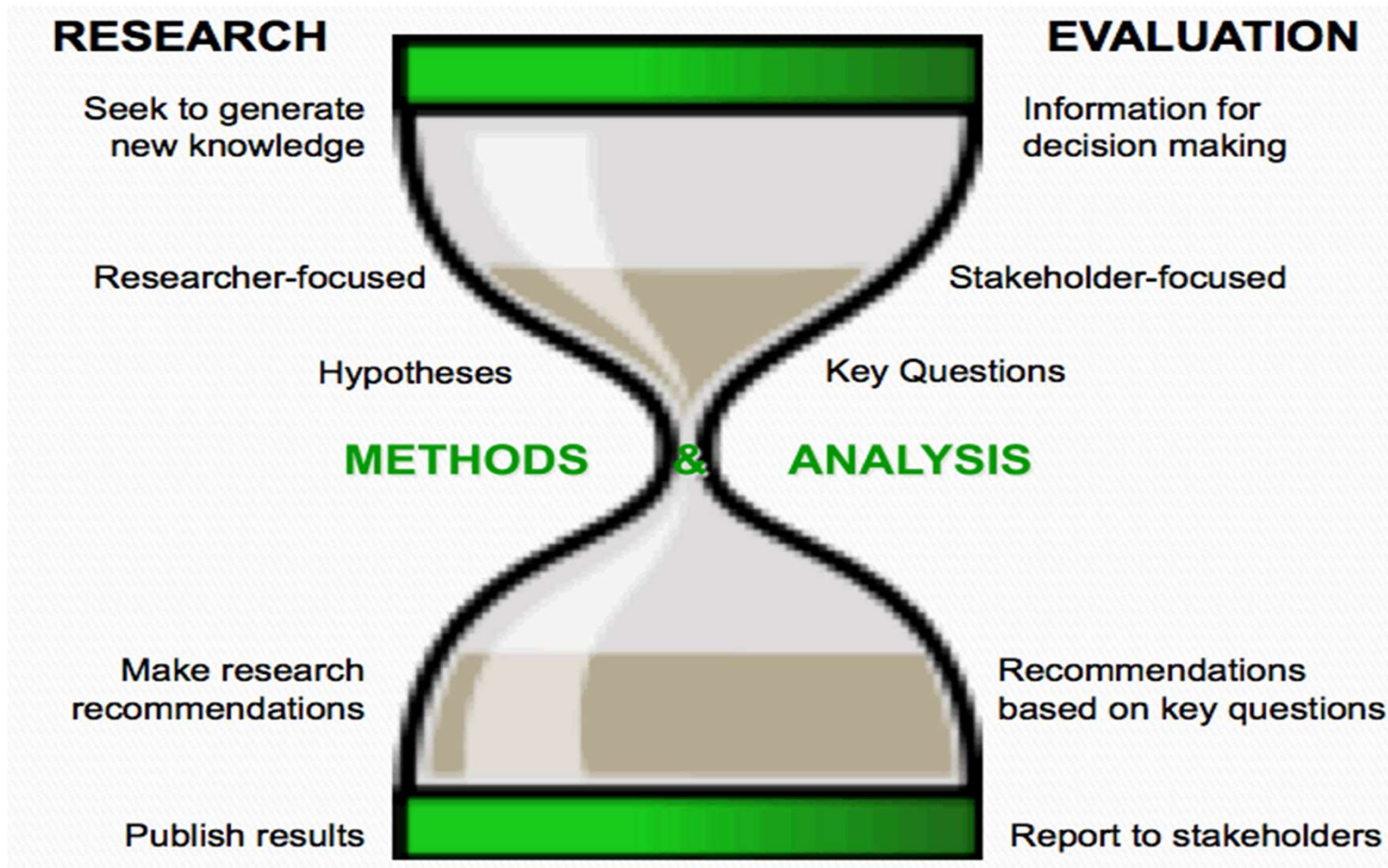
Slide 3

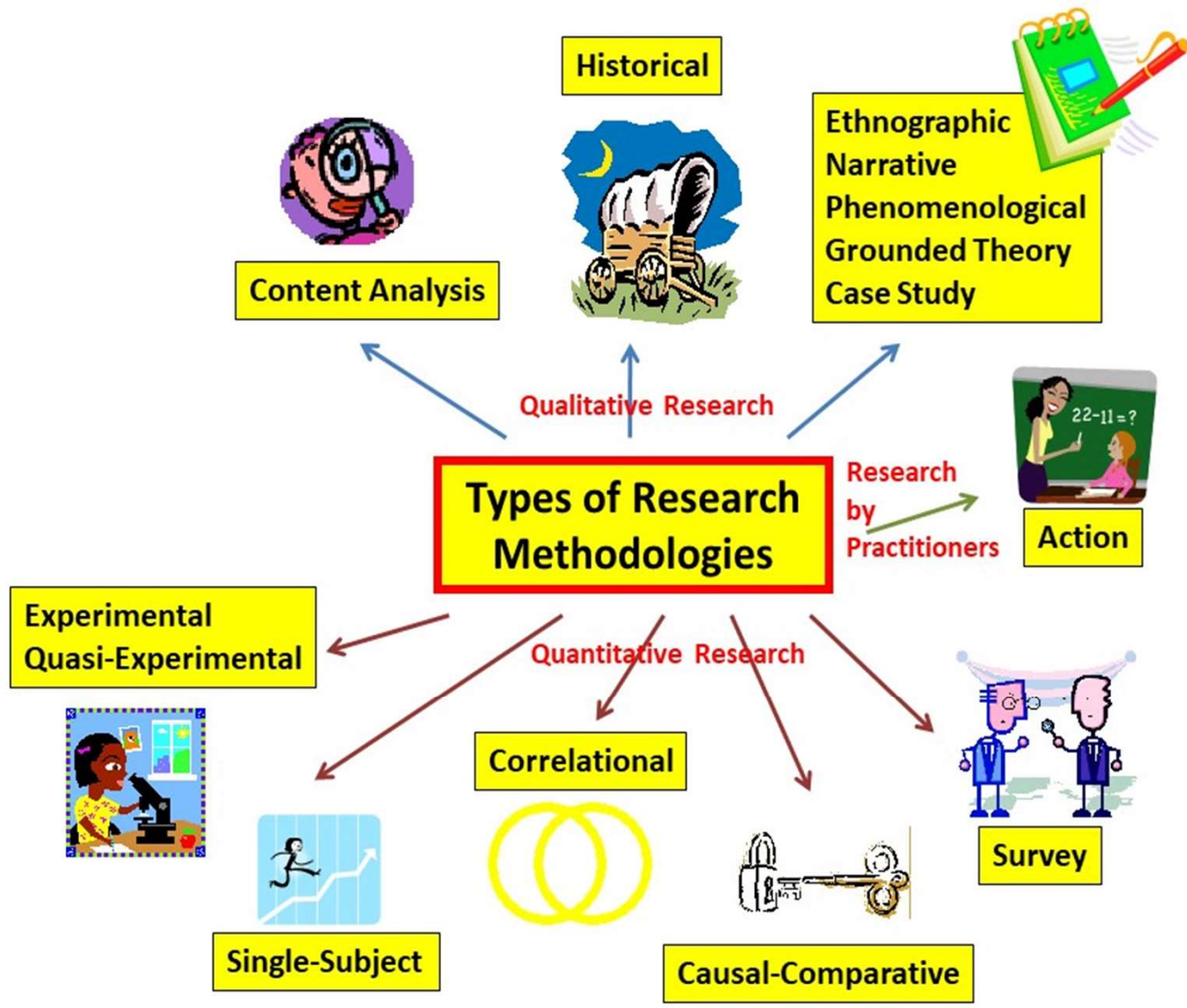
1

I have rearranged the slide deck so that this slide comes first as requested by Miriam.

Terri Meehan, 4/10/2024

From John LaVelle





MODEL FIDELITY

HOME VISITS

Activities

Home Visitor

- Assists parent in setting goals for self and child.
- Models behavior for parent.
- Provides social-emotional support and encouragement to parent.
- Builds rapport with parent.

30 weekly visits are conducted during a program year, in which the Home Visitor:

- Reviews previous week's curriculum packet
- Provides parent with new weekly curriculum packet
- Role-plays weekly curriculum packets with parent
- Provides parent with other educational materials, resources, and extension activities
- Establishes performance expectations for parent
- Provides parent with information about child learning and development.

PARENT TEACHING

Parent completes HIPPY curriculum activities with child according to instructions.

Stage 1 Outcomes

Parent understands education and school terminology.

Parent increases communication skills for discussing child's educational activities.

Parent understands child development and age appropriate expectations for child.

Parent increases frequency of engaging in educational activities with child in home and community.

Parent demonstrates how to use and care for educational materials.

Parent uses HIPPY teaching skills during other activities.

Parent initiates, monitors, and directs child's pre-academic educational activities.

Parent increases time working with child on educational activities.

Parent increases time spent reading with child.

Child's pre-academic skills improve.

Parent spends more time in quality interaction with child.

Parent-child relationship improves.

Parent demonstrates increased knowledge of:

Parent increases connection with community and

Stage 2 Outcomes

Parent and child complete at least two years of the HIPPY curriculum, during which:

- Parent becomes active in guiding child's educational experiences in the home
- Parent expands child's pre-academic environment
- The home literacy environment improves
- Parent involvement increases and family relationships improve

- Child acquires skills and values that display a predisposition to learning
- Child acquires learning skills and knowledge in key domains
- Child starts school ready to learn

Stage 3 Outcomes

Children achieve long-term academic success.

Parent involvement in schools is increased.

Family involvement in local community activities is increased.

Families have strong parent-child relationships.

"Florida HIPPY parents successfully prepare their children for kindergarten"



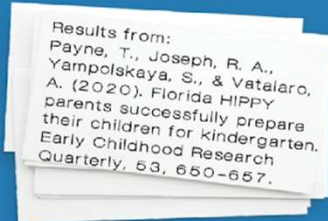
2 to 1

Odds ratio that HIPPY children are more ready for kindergarten based on the ECHOS test of school readiness



5 to 1

Odds ratio that HIPPY children are promoted to the 1st grade



Results are based on multivariate logistic regressions coefficients from the article (tables 2 to 5, p.654-655) that control for the effects of age, race, and gender. Comparison sample was based on propensity score matching to create a similar sample from the Florida Kindergarten Readiness Screener.



A study by Payne and colleagues (2020) examined the success of HIPPY Florida children compared to similar children who took the Florida Kindergarten Readiness Screener. The study utilized controls to account for age, gender, and race. The results showed that HIPPY children have twice the odds to pass kindergarten readiness tests and five times the odds to be promoted to the 1st grade. The study also highlighted the impact of race and gender on school readiness, highlighting how boys, African Americans, and Hispanics are more often not ready for kindergarten. HIPPY participation has a more significant impact on the probability of reading success than age, gender, and race.



HIPPY Participants



Similar students who did not participate in HIPPY

Percent of 5th Grade Graduates

Results from Brown, A. and Lee, J. (2014). "School Performance in Elementary, Middle, and High School: A Comparison of Children Based on HIPPY Participation during the Preschool Years." *School Community Journal*, 24(2), 83-106.

A study by Brown and Lee published in 2014 examined the achievement of HIPPY USA participants in the 3rd, 5th, and 7th grades. Results showed that 85.4% of HIPPY participants graduated (were not held back) from the 5th grade compared to only 40.8% of similar children who did not participate in HIPPY. The study also found 5th graders who were HIPPY participants significantly outscored their peers in the TAKS (Texas Assessment of Knowledge and Skills) and had better attendance records.

2

\$1,837

COSTS

Benefits

\$3,317



\$1.8 for every \$

The cost benefit of HIPPY

Aos, S., Lieb, R., Mayfield, J., Miller, M., & Pennucci, A. (2004).
Benefits and Costs of Prevention and early Intervention Programs
for Youth. misc, Olympia: Washington State Institute for Public
Policy.



A study by Aos and colleagues examined the costs and benefits of numerous early childhood intervention programs. HIPPY was included as one of six pre-kindergarten education programs, and it was found to be one of the most cost effective. While the program costs \$1,837 per child, HIPPY yields \$3,313 in outcome benefits. Many other programs do not generate benefits that outweigh their costs.

Slide 10

2

@miriam@hippy-international.org and @carla.mowell@hippyus.org I'm adding a note as requested by Miriam to replace this slide with outcomes from the Colorado ROI report, which I am happy to say is in the HIPPY Library. Miriam do you think it would be a good idea to also add a resource slide with links to all the studies that are in the information package?

Terri Meehan, 4/10/2024

HIPPY Worldwide

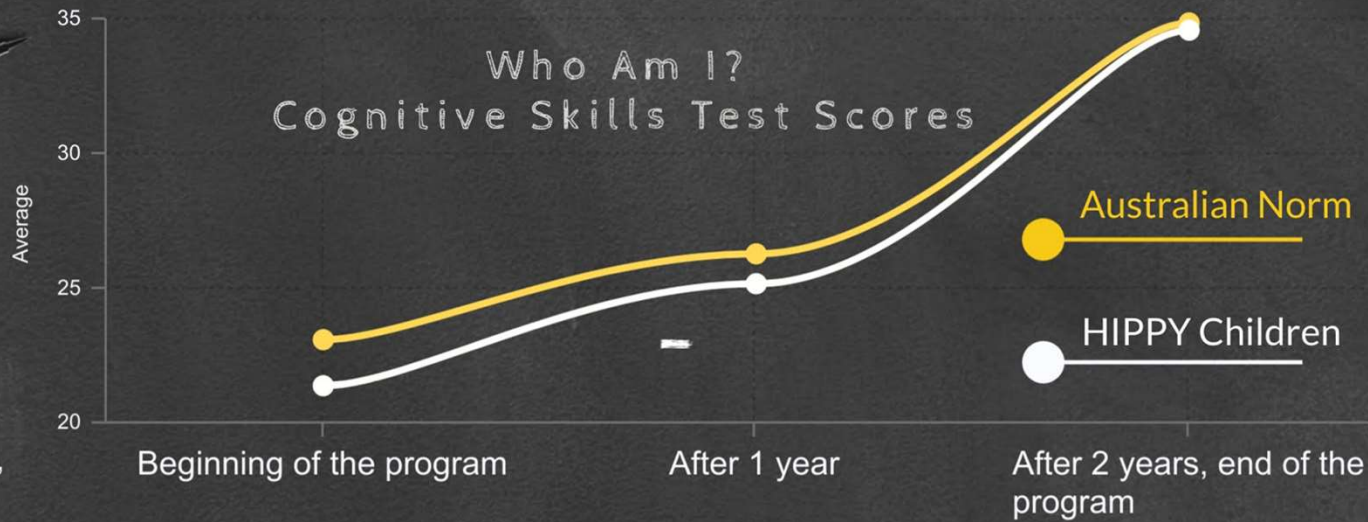


HIPPY closes the achievement gap



HIPPY ELIMINATES COGNITIVE SKILLS GAPS

Who Am I?
Cognitive Skills Test Scores

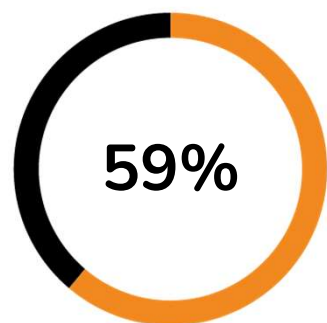


"HIPPY Longitudinal Study" (2020).
Brotherhood of St. Laurence, Melbourne, Australia

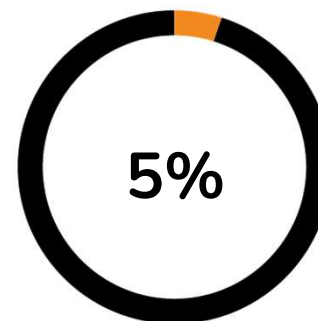
HIPPY Liberia Data



Percent of children very delayed in school readiness skills:



During pretest at enrollment (2017-2019)



At the end of 2019

THINKING AHEAD....



WHY DO YOU NEED TO DO EVALUATION?

WHAT DO YOU WANT TO KNOW?

WHAT RESOURCES DO YOU HAVE?

WHAT SUPPORT WOULD BE MOST HELPFUL?



THANK YOU!

Dr. Miriam Westheimer

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