

**Year One HIPPY AmeriCorps Evaluation:
Children's Progress in Developing Reading-Related Skills and
HIPPY Parental Involvement in Literacy Activities**

Kailua-Kona HAWAII HIPPY Program

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EXECUTIVE SUMMARY

The purpose of this evaluation was to document the influence of the Kailua-Kona Hawaii HIPPY program on the development of children's progress in acquiring reading-related skills such as print knowledge, emergent writing, and linguistic awareness. A second interest of the evaluation was to assess parents' perceptions of gains in their involvement in different types of home and community literacy activities and gains in their knowledge of early childhood development, teaching skills, quality of parent-child relationship, and participation in positive parenting practices.

Methodology

A sample of HIPPY children who were enrolled in the Kailua-Kona Hawaii HIPPY program and served by an AmeriCorps home visitor was administered the Get Ready to Read! screening tool (Whitehurst and Lonigan, 2000) to determine preschool children's progress in acquiring reading-related skills. A retrospective parent survey was developed by USF and administered to first-time HIPPY parents who were being served by a HIPPY AmeriCorps home visitor. Parents were asked to complete each item based on their current behavior and knowledge and to then rate themselves on the same item based on where they perceived themselves to have been before participating in the HIPPY program.

Selection and Recruitment of Participants

The 16 children who participated in the evaluation were children randomly selected from a pool consisting of all children who were being served by an AmeriCorps home visitor and were enrolled in the HIPPY 4 curriculum.

Retrospective Parent Survey data were collected from 16 first-time HIPPY parents being served by an AmeriCorps home visitor. Fifteen parents completed the English language version of the survey and one parent completed the Spanish language version. First-time HIPPY parents were parents who had not participated previously in the HIPPY program or parents who previously had children enrolled in one of the HIPPY curricula but did not complete all 30 weeks of a particular HIPPY curricula.

Findings on Children’s Progress in Acquiring Reading-Related Skills

The child data gathered by the Kailua-Kona Hawaii program from the Get Ready to Read! screening tool was analyzed by calculating the number and percent of children scoring in each of the following categories at Time 1 and Time 2 of the screenings: 0-6 “Very weak skills”; 6-9 “Weak skills”; 9-12 “Average skills”; 12-16 “Strong skills”; and 16-20 “Very strong skills”. None of the children had very weak skills either at Time 1 or Time 2. In fact, 63% of the children were assessed as having very strong skills at Time 1, and this percentage increased to 81% at Time 2. Generally, scores of 16 and above indicate that a child is ready to begin learning to read and has a “solid grasp of critical pre-reading skills” (Whitehurst, 2001). At Time 2, the average score was 18 with a standard deviation of three suggesting most of the Kailua-Kona Hawaii HIPPY children have developed early preliteracy skills as assessed by the Get Ready to Read!

Findings on Parent Involvement in Home Literacy and Community Educational Activities

An analysis was conducted to compare the level of involvement in home literacy activities before parents began the HIPPY program and after they had completed, on average, 25 weeks of the program. The findings of this study show that first-time HIPPY parents participating in the Kailua-Kona Hawaii HIPPY program reported improvement in their level of involvement with their children in home literacy and community educational activities after completing an average of 25 weeks of the HIPPY program. First-time HIPPY parents indicated they were spending more time reading with their preschool children, having conversations around the shared picture book reading experience and teaching their child the alphabet and letter sound associations and numbers.

Findings on Parents’ Perceptions of Gains in their Knowledge, Skills, Attitudes, and Behaviors

Kailua-Kona Hawaii HIPPY parents reported that after participating in the HIPPY program, they increased their knowledge of early childhood development, improved the quality of their parent-child interactions, became more proficient in their teaching skills, and engaged more frequently in supportive parenting behaviors.

Discussion

While these results are promising, replications of this study in the second year evaluation will provide more information about how HIPPY is helping children develop their receptive vocabulary skills. It is also encouraging that parents participating in HIPPY reported changes in their engagement in home and community educational activities and other behaviors that have been shown to be strongly correlated with children’s school readiness and success.

**Year One HIPPY AmeriCorps Evaluation:
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Kailua-Kona HAWAII HIPPY Program

INTRODUCTION

Researchers at the University of South Florida (USF) were contracted by HIPPY USA to conduct a multi-site evaluation for the first year of the HIPPY AmeriCorps Initiative. In partnership with HIPPY USA and the HIPPY State Directors, USF researchers developed the evaluation protocol and provided training and technical assistance for the implementation of the evaluation activities.

The HIPPY Program

The Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visiting program for caregivers of young children designed to increase school readiness and to foster parent involvement in their children's education and in community life. The curricula are focused on specific school readiness skills including visual discrimination, phonemic awareness, pre-math concepts, self-concept, creativity, problem-solving, and logical thinking, as well as active parental involvement in the learning process. HIPPY programs serve families from a variety of racial, ethnic, and cultural backgrounds, family types, parent-education levels, income strata, and language backgrounds. The HIPPY program is free to parents and is delivered by HIPPY home visitors who live in the same targeted high-need communities as the families they serve. The four essential features of the HIPPY model include role playing, home visits, group meetings and a staff of home visitors. HIPPY's systematic program of role playing during home visits and group meetings is designed to engage parents in learning activities with their children and to promote the view of themselves as active agents in their children's education and schooling.

The Kailua-Kona Hawaii HIPPY Program

The Kailua-Kona Hawaii HIPPY program provides services to 70 families and 82 children in a large, ethnically diverse metropolitan community. Forty percent of the children are enrolled in the HIPPY 3 curriculum, 45% in HIPPY 4, and 15% in HIPPY 5. Seventy-six percent of the children are using the English version of the HIPPY curriculum, and 24% are using the Spanish version. Established in 1996, the Kailua-Kona Hawaii HIPPY program is implemented through a large non-profit agency in West Hawaii, Family Support Services of West Hawaii, founded in 1979 by members of the West Hawaii community who were concerned with the prevention of child abuse and neglect. The Kailua-Kona Hawaii HIPPY program is located at 75-127 Lunapule Road, Suite #11, Kailua-Kona, HI 96740, 326-7778/326-4063 (fax). HIPPY program staff include one full-time coordinator, one-third FTE program director, three-fourths FTE program assistant, and part-time home visitors who implement the HIPPY program from September through May. The program currently receives funding from the U.S. Department of Education, Hawaii Parental Information

Resource Centers (HPIRC) Project, and Americorps. In October, 2005, the program was awarded a \$250,000 Grant-in-aid from the Hawaii Legislature and State of Hawaii Department of Human Services primarily due to the on-going support and lobbying efforts of the Family Support Services of West Hawaii's Board of Directors who are currently serving as the advisory board for the program.

Family Support Services of West Hawaii serves over 300 families with home visiting from Ka'u to Kohala, 250 youth, and thousands of individuals seeking information and referral. There are 60 plus community based staff, 16 members on the Board of Directors, Community Advisory Councils in North Kohala and K'a'u and over 100 volunteers on various committees and in their programs. Staff work in the communities in which they live and advisors live in each district to help staff set program priorities for their area and ensure that programs are accessible to families in their home communities

Background of the AmeriCorps Initiative

Research in emergent literacy has shown that children entering school with age appropriate pre-reading skills are likely to be successful in kindergarten. Pre-reading skills include ability to recognize letters, words, or numbers, recognize whole words by sight and read them aloud, and understand letter-sound relationship at the beginning and ending of words. Pre-reading skills develop during the preschool period through a parent's active involvement in the reading process and a supportive home literacy environment (Whitehurst and Lonigan, 2000). Parents who are actively involved in the reading process read frequently to their preschool child, have conversations around the shared picture book reading experience, and encourage and support their child's learning with appropriate play and learning materials and participation in activities with their child outside the home. In addition, it is important that parents teach their children the alphabet and letter sound associations, and engage in one-on-one interactions around book reading, and in phonological training (i.e., separating individual sounds in words, rhyming).

METHODOLOGY

Study Questions

The HIPPY AmeriCorps evaluation was designed to document the influence of the HIPPY program on the development of children's preacademic skills and parents' perceptions of gains in their involvement in different types of home and community literacy activities. HIPPY USA was also interested in measuring parent gains in their knowledge of child development, teaching skills, quality of the parent-child relationship, and positive parenting practices. Specifically, the evaluation questions were:

- (1) How much progress do children make in developing reading-related skills after completing the HIPPY 4 curriculum?

- (2) What are first-time HIPPY parents' perceptions of their gains in their involvement in different types of home and community literacy activities?
- (3) What are first-time HIPPY parents' perceptions of their gains in early childhood development, teaching skills, parent-child interactions, and positive parenting behaviors?

To answer these questions, children were administered the Get Ready to Read! screening instrument (Whitehurst and Lonigan, 2000). A retrospective parent survey with questions on parental involvement in educational activities, child development, skill acquisition, parent-child relationships, and supportive parenting behaviors was developed and administered to first-time HIPPY parents who were being served by a HIPPY AmeriCorps home visitor.

Participants

Children

Twenty-two children in the Kailua-Kona, Hawaii HIPPY program were administered the Get Ready to Read! Screening Tool during Fall 2004, but only 16 of these children completed the Screening Tool during Spring 2005. All 16 children were enrolled in the HIPPY 4 curriculum, and 81% had completed all thirty weeks of the HIPPY 3 curriculum the previous year. On average, children were four years old when they were administered the first screening, and four and one-half years old when they received the second screening. There were an equal number of males and females in the sample. Caregivers reported very culturally diverse ethnicities with 31% of the children being White, 19% Asian, 19% Hispanic, 19% multiracial, and 6% Pacific Islander.

Though all children were using the English version of the HIPPY 4 curriculum, 31% of the children's caregivers indicated that English was not the child's primary language. Nineteen percent of the children spoke Dutch, Illocano, or Korean, and 13% spoke Spanish as their primary language. Sixty percent of the caregivers with children who spoke a primary language other than English (N=5) indicated their child had limited ability to understand and speak English, and 40% reported their child did not understand English at all. On average, caregivers were 35 years of age, almost all were married, and approximately 70% reported they had a college degree. Eighty-one percent of the children resided in households with annual incomes over \$25,000. See Table C-1 in the Appendix for further details on the demographics of children who were administered the Get Ready to Read! screening tool.

Parents

Retrospective Parent Survey data were collected from first-time HIPPY parents being served by an AmeriCorps home visitor. First-time HIPPY parents were parents who had not participated previously in the HIPPY program with any of their children or parents who previously had children enrolled in one of the HIPPY curricula but did not complete all 30

weeks of a particular HIPPY curriculum. HIPPY parents who were under the age of 18 years were excluded from participating in the survey. HIPPY parents whose primary language was other than English or Spanish were included in the evaluation if they were able to read and understand either the English or Spanish version of the survey.

Sixteen HIPPY parents completed the Retrospective Parent Survey. Ninety-four percent of the parents completed the English Language Survey. Fifteen of the 16 parents completing the survey were the child's biological mother. The average age of the parents was 35 years, all were female, and 69% indicated they had a college degree. The ethnicity of the majority of HIPPY parents was white (non-Hispanic), with approximately 25% being Hispanic, 13% being Asian, and 6% African American. Eighty-one percent of parents reported the annual family income was more than \$25,000. However, a \$40,000 annual household income in Hawaii is equated to approximately \$25,000 in other states (The Salary Calculator: <http://www.homefair.com>). The higher household income may also be due to the higher educational level of over three-fourths of the parents in this study. In order to determine the percentage of parents living at or below poverty status, data will be collected in the second year of the evaluation on the number of household members as well as the annual household income. More detailed information on the demographics of respondents completing the Retrospective Parent Survey is provided in Table C-2 in the Appendix.

Evaluation Instruments

The Get Ready to Read! screening tool was developed to determine a preschool child's progress in acquiring reading-related skills. This instrument focuses on what have been referred to as the "inside-out skills" of reading: print knowledge, emergent writing, and linguistic awareness. At the pre-reader level, "Knowledge about print refers to a developing understanding of the nature and purposes of books, printed words, and letters. Emergent writing refers to a child's first efforts to create and use print in a meaningful way including scribbling, drawing, copying, printing letters, and printing his/her name. Linguistic awareness refers to a child's developing sensitivity to the sound structure of his or her oral language, e.g., that words are made from syllables; that spoken utterances are made from individual words; and that compound words are made from single words" (Whitehurst, 2001).

The Get Ready to Read! is easily and quickly administered, taking approximately 10 minutes to complete. Children are highly engaged and responsive during the test period and early childhood professionals have found the information gained from the Screening Tool very helpful in focusing their attention on the skills and needs of individual children (<http://www.getreadytoread.org/program.overview.php>) Another advantage of Get Ready to Read! is the availability of web-based resources that can be used to help children further develop and strengthen specific pre-reading skills.

The Retrospective Parent Survey was developed by USF researchers and is a self-report measure of program impact where participants serve as their own baseline. Survey questions were developed from the Stage One outcomes of the HIPPY Logic Model (See Appendix A). The retrospective survey methodology was chosen to correct for response shift

bias, or the tendency for participants to overestimate their knowledge or behaviors on a pretest. In the retrospective pretest method, participants are given the survey **only one time**, at the conclusion of the HIPPY year. Respondents complete each item based on their **current** behavior and knowledge **and** then rate themselves on the same item based on where they perceived themselves to have been **before** participating in HIPPY.

The Retrospective Parent Survey consisted of eight items measuring parents' perceptions of gains in their involvement in different types of home and community literacy activities both before enrolling in the HIPPY program and after completing 25 weeks of a 30 week HIPPY curriculum. Parents were also asked to rate gains on 13 survey items related to knowledge of early child development, teaching skills, quality of their parent-child relationship, and positive parenting practices. The complete survey is included in Appendix B.

Procedures

USF researchers designed the evaluation procedures and developed an AmeriCorps Evaluation Procedures Manual which served as a resource for HIPPY State Directors and participating AmeriCorps HIPPY programs. USF researchers provided evaluation training to HIPPY State Directors in August, 2004, before their programs began providing services to children and their parents for the 2004-05 program year. An electronic copy of the AmeriCorps Evaluation Procedures Manual was sent to each HIPPY coordinator participating in this study. USF researchers also provided technical assistance to HIPPY coordinators and participated in evaluation planning conference calls.

The AmeriCorps Evaluation Manual included information on how to conduct random selection of study eligible children proportionally according to home visitor caseload, parent recruitment, the child and parent data collection process including forms to be used in collecting the demographic information, training procedures for program staff including ethical guidelines for administering child assessments and obtaining parental consent (See Appendix D).

Children were to be administered the Get Ready to Read! during Fall 2004 and again in Spring 2005. Ideally, the first screening would be administered before the child had completed week 4 of the HIPPY curriculum. However, it needed to be administered before the parent began working with the child on week 7 of the HIPPY curriculum. The second screening could be administered any time after a child has completed week 25 of the HIPPY curriculum. Kailua-Kona Hawaii HIPPY home visitors collected the child test data, completed the child and parent demographic information form, and forward this information to USF researchers.

First-time parents were administered the retrospective parent survey after they completed at least week 25 of the 30 week HIPPY curriculum. USF prepared the protocol for administering the parent surveys and emailed this information to HIPPY coordinators, who then trained their staff. It was emphasized that parents were not required to complete the survey as part of their participation in the HIPPY program. Evaluation procedures required that home visitors read the parent consent letter to parents and explain the two response

categories on the survey (NOW and BEFORE HIPPY). Parents were to be provided with a blank manila envelope in which to place the completed survey during a regularly scheduled home visit. Home visitors were to return the manila envelopes with the completed surveys inside to the coordinator.

Survey administration procedures called for the parent sample to consist of parents whose primary language was English or Spanish. However, several HIPPY programs reported they had first-time HIPPY parents whose primary language was other than English or Spanish. Some of these parents could read the English survey well enough to complete it on their own, while other parents needed assistance with translation from their home visitor. HIPPY staff felt it was important to retain these parents as part of the survey sample because the survey provided a means for parents to assess their progress in acquiring knowledge about child development and in developing teaching skills to help their children learn.

Data Analyses

Get Ready to Read! Screening Tool

The child data gathered by the Kailua-Kona Hawaii program from the Get Ready to Read! screening tool was analyzed by calculating and comparing the number and percent of children scoring in each of the following categories at Time 1 and also at Time 2 of the screenings: 0-6 “Very weak skills”; 6-9 “Weak skills”; 9-12 “Average skills”; 12-16 “Strong skills”; and 16-20 “Very strong skills”.

Parent Retrospective Survey

There were 16 Parent Retrospective Surveys completed by first-time HIPPY parents. The evaluation protocol called for paired sample t-tests to be used in the analyses of the Parent Retrospective Survey. However, due to the small sample size, parent perceptions of gains since participating in HIPPY were analyzed by examining the percentage of responses to each survey item both before parents participated in the HIPPY program and after they completed at least, on average, 25 weeks of the HIPPY curriculum with their child.

The second part of the analysis of the Retrospective Parent Survey data consisted of examining the rating change across each survey item to determine the amount of gain from before HIPPY to now. A comparison will be made between the number of each item response before parents participated in HIPPY and the number of the response the parent selected after completing almost all of the first year of the HIPPY program. For example, for the first survey item, a parent could select #1 before HIPPY and then select #3 after HIPPY which would be a gain of 2 points. A “Gain=0” is calculated for those respondents who indicated the same level of agreement with the item both before and after participating in the HIPPY program.

For the eight items measuring home literacy and community educational activities, there were four item response categories: 1 = Not at all; 2 = Once or twice a week; 3 = Three or more times a week; or 4 = Every day. For the 13 items measuring parent knowledge,

skills, attitudes and behavior, there were five item response categories: 1=Strongly disagree; 2=Disagree, 3=Undecided; 4=Agree, and 5=Strongly agree.

FINDINGS ON CHILDREN'S DEVELOPMENT OF READING-RELATED SKILLS

Sixteen children were administered the Get Ready to Read! at two points in time. For the first administration of the Get Ready to Read!, six children had completed the third week of the HIPPY curriculum, six completed the fourth week, three the second week, and one child had finished the first week of the HIPPY curriculum. The second administration of the Get Ready to Read! was completed, on average, 27 weeks after the first administration. It should be noted that 25% of scoring sheets from the second administration did not include the date of testing, thus, making it difficult to accurately calculate the test interval in weeks between the first and second administration of the Get Ready to Read!

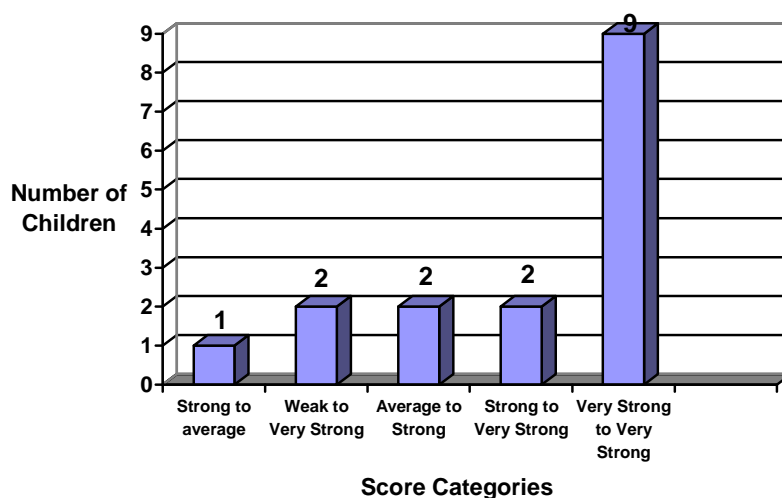
As shown in Table 1 below, none of the children had very weak skills either at Time 1 or Time 2. In fact, 63% of the children were assessed as having very strong skills at Time 1, and this percentage increased to 81% at Time 2. According to the developers of the Get Ready to Read!, the average mean correct score is 9 with a standard deviation of 4. Generally, scores of 16 and above indicate that a child is ready to begin learning to read and has “a solid grasp of critical pre-reading skills” (Executive Summary, p. 2, Whitehurst, 2001).

Table 1. Scores for the Get Ready to Read! for Time 1 and Time 2 (N=16)

	Time 1	Time 2
	Number (Percent)	Number (Percent)
0 – 6 Very Weak Skills	0	0
6 - 9 Weak Skills	2 (12.5)	0
9 – 12 Average Skills	2 (12.5)	1 (6.3)
12 – 16 Strong Skills	2 (12.5)	2 (12.5)
16 – 20 Very Strong Skills	10 (62.5)	13 (81.3)

As shown in Figure 1 below, six children improved their skill level from Time 1 to Time 2. One child scored in a higher skill category at Time 1 than Time 2 (see first entry on the far left side of the chart). More than half of the children (N=9) did not change their score categories from Time 1 to Time 2 because they were assessed as having very strong at the beginning of HIPPY and retained this skill level when assessed at Time 2. The two children who initially scored in the weak skills category were assessed as having very strong skills at Time 2. The two children with average skills at Time 1 improved their skill level to strong skills at Time 2.

Figure 1. Change in Score Categories for the Get Ready To Read! Time 1 to Time 2 (N=16)



Overall, these results suggest that these children have developed, or are developing, strong print knowledge, emergent writing, and linguistic awareness skills as assessed by the Get Ready to Read! screening tool. It should be remembered that the Get Ready to Read! only allows inferences to the child's general level of emergent literacy readiness rather than identifying specific areas of emergent literacy in which a child most needs assistance.

FINDINGS FROM THE PARENT RETROSPECTIVE SURVEY

The findings from the Retrospective Parent Survey are reported in this section. Items concerning home and community educational activities are presented first, followed by parental perceptions of gains in early childhood knowledge, teaching skills, parent-child interactions, and positive parenting behaviors.

Home Literacy and Community Educational Activities

There were 16 parents who completed the Retrospective Parent Survey. Thirty-eight percent of the parents were white (non-Hispanic), and 25% were African American. Seventy percent of the parents reported they had a college degree, while 13% of parents indicated they did not have a high school diploma or GED. Over 80% of the parents reported annual household incomes over \$25,000.

Results from the retrospective pretest-posttest response item distribution are shown in Figure 2 below. Across all of the eight items measuring parents' engagement in educational activities, there was a slight decrease from pretest (Before HIPY) to posttest (After HIPY) in the percent of responses in the "Not at all" response category. However, there were small percentage point increases from before HIPY to after HIPY in the "Every day" and "Three or more times a week" response categories.

**Figure 2. Retrospective Parent Survey
Response Item Distribution for Home Literacy and Community
Educational Activities (N=16)**

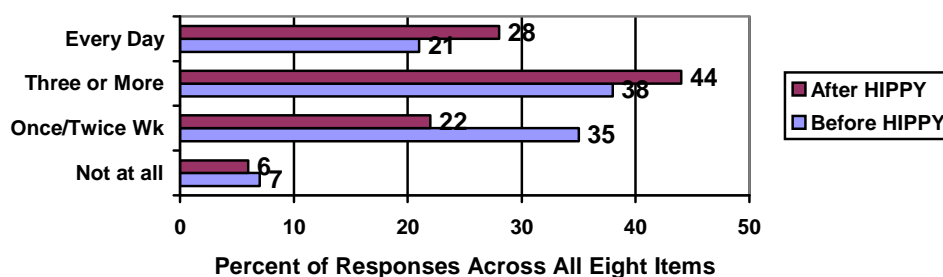
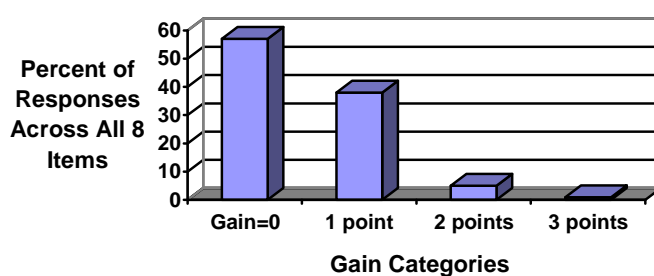


Figure 3 shows the average change in pre-post ratings across the eight items measuring frequency of participation in home literacy and community educational activities. In 43% of their responses, parents indicated they were more involved with their child in home literacy and community educational activities, while in the other 57% of their responses parents reported no change in their frequency of engaging in the activity. The largest increase was in the one-point gain category which consists of parents who indicated their frequency of participation changed, on average, from 1 = “Not at all” to 2 = “Once or twice a week”; or from 2 “Once or twice a week” to 3 “Three or more times a week”; or from 3 = “Three or more times a week” to 4 = “Every day”. See Table C-3 in the Appendix for more detailed information on the average post rating changes across the eight items.

**Figure 3. Change in Pre-Post Ratings for Participation in Home
Literacy and Community Educational Activities (N=16)**

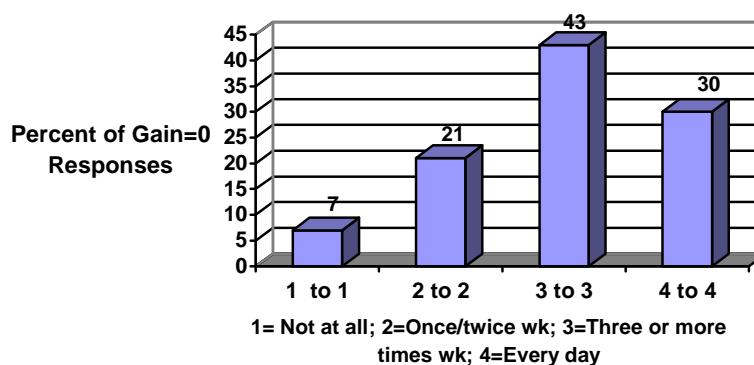


The distribution of the responses in which parents reported no change from before to after participating in HIPPY (“Gain=0”) was examined to determine parents’ level of participation with their child in home literacy and educational activities both before and after completing their first-year of the HIPPY program. Of particular concern would be parents who indicated they did not engage in these activities with their child before participating in the HIPPY program and were still not engaged in educational activities with their child after completing at least 25 weeks of the HIPPY program.

As shown in Figure 4 below, the percentage of the no gain responses in the “3 to 3” and in the “4 to 4” score category indicates that a considerable number of parents reported

they were frequently participating with their child in these home literacy and educational activities before and after completing their first-year of the HIPPY program. This finding suggests that parents continued their same level of participation after completing their first year of HIPPY. Additional information on the point gain from before HIPPY to after HIPPY is presented in Table C-4 in the Appendix.

Figure 4. Distribution of the Gain=0 Response Pattern Home Literacy and Community Educational Activities (N=16)



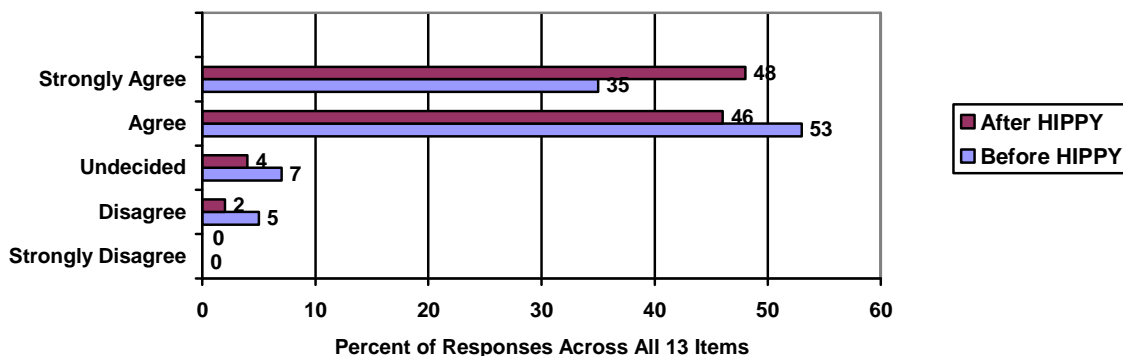
Further analysis was conducted to determine if there were specific home literacy and community activities addressed by the eight items that accounted for parents' reporting their level of participation was "Not at all" both before and after participating in the HIPPY program. The before and after HIPPY "Not at all" responses involved spending time each week reading with his/her child, reading for his/her own enjoyment, telling his/her child stories, and visiting the library with his/her child.

Parents' Perceptions of their Knowledge, Attitudes, Skills, and Behaviors

The Retrospective Parent Survey contained 13 items that measured parents' perceptions of their knowledge of early childhood development, quality of their parent-child interaction, proficiency of their teaching skills, their expectations for their child's academic performance in school, and the degree of their engagement in supportive parenting behaviors.

An analysis of the response category distribution is shown in Figure 5. Across all of the 13 items measuring parent knowledge, skill acquisition, parent-child interaction, and engagement in positive parenting behaviors, 48% of the responses at posttest were in the "Strongly agree" category compared to only 35% at pretest. The percentage of responses in the "Agree" category decreased by 7 percentage points because many parents who agreed with the items before HIPPY strongly agreed with the items at posttest.

Figure 5. Retrospective Parent Survey Response Category Distribution for Parent Knowledge, Attitudes, Skills, and Behaviors (N=16)



The results from the analysis of gain scores are presented in Figure 6 which shows the change in pre-post ratings across all 13 items measuring parents’ perceptions of their knowledge, skills, attitudes, and behaviors. Sixty-one percent of the responses were in the no gain category indicating there was no change reported by parents in their knowledge, skills, attitudes, or behaviors after completing at least 25 weeks in HIPPY. See Table C-5 in the Appendix for more information on the rating change from before HIPPY to after HIPPY.

Figure 6. Change in Pre-Post Ratings in Parent Knowledge, Skills, Attitudes, and Behaviors (N=16)

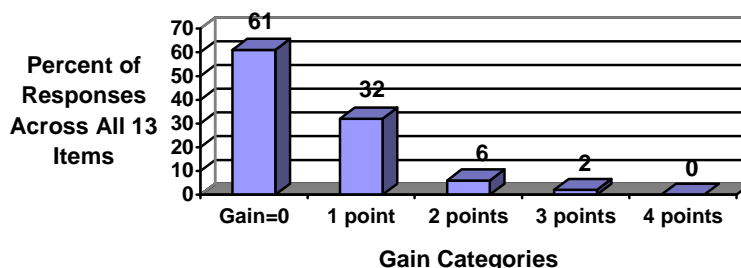
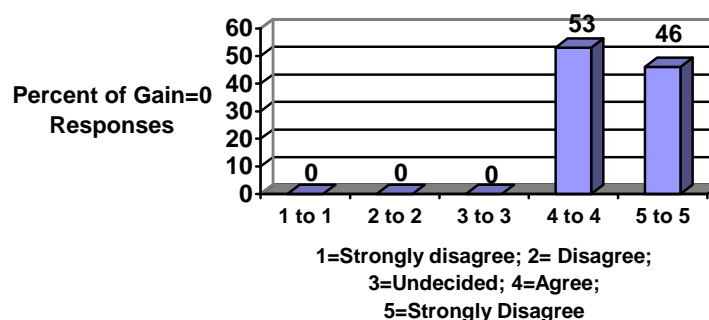


Figure 7 shows the distribution of the Gain=0 response pattern used in determining parents’ level of agreement with each item both before and after completing their first-year in the HIPPY program. The Gain=0 is comprised of parents whose response to a survey item was the same both before and after participating in the HIPPY program. For example, as shown in Figure 9 below, 53% of responses were in the “Agree” category both before and after HIPPY. Another 46% of the responses were in the “Strongly agree” category. These findings suggest that all of the HIPPY parents who selected the same response both before and after HIPPY either agreed with or strongly agreed with each survey item.

**Figure 7. Distribution of the Gain=0 Response Pattern
Parent Knowledge, Skills, Attitudes, and Behaviors (N=16)**



DISCUSSION

Children's Development of Reading Related Skills

The analysis of the child data from the two child screenings with the Get Ready to Read! indicated that none of the children had very weak skills either at Time 1 or Time 2. In fact, more than half of the children were assessed as having very strong skills at the first screening and this percentage increased to over three-fourths at the second screening. These results suggest that the Kailua-Kona Hawaii HIPYPY children have developed, or are developing, strong print knowledge, emergent writing, and linguistic awareness skills as assessed by the Get Ready to Read!

It should be remembered that test items from developmental screening instruments have a restricted range of difficulty, and fail to measure the entire range of achievement on the dimensions being measured. In addition, while the results from the Get Ready to Read! are very positive, without control groups it is difficult to make causal conclusions between gaining new skills and HIPYPY. Scores may have changed from the first and second screenings because of maturation, the effects of repeated testing, or statistical regression to the mean. For these reasons, the Get Ready to Read! data is most appropriately used to describe the status of the HIPYPY children's early literacy skills rather than suggest causal links between characteristics of the HIPYPY program and children's progress in developing reading-related skills.

About a third of the Kailua-Kona HIPYPY families whose children were screened with the Get Ready to Read! indicated their children's primary language was other than English. None of the parents of these children indicated their child was fluent in English. It would be helpful for the limited-English speaking families in this program to be aware of community resources that offer opportunities for their children to learn English before they enter the formal education system where most classes are taught in English.

A strength of the HIPYPY program is its ability to meet children's varying learning needs by giving parents an enrichment activity packet developed to meet the specific learning needs of the child. Each activity is tailored to meet the needs of an individual child and

includes activities to help develop the skill areas identified by a developmental screener to be below chronological age. For example, an enrichment activity for a child determined to have limited fine motor skills may include activities such as cutting, tracing, and picking up small objects.

Home Literacy and Community Educational Activities and Parent Knowledge, Skill, Attitudes, and Behaviors

The findings of this study show that the parents who completed the Retrospective Parent Survey reported significant improvement in their level of involvement with their children in home literacy and community educational activities after completing an average of 25 weeks of the HIPPY program. These parents also reported that after participating in the HIPPY program, they increased their knowledge of early childhood development, improved the quality of their parent-child interactions, became more proficient in their teaching skills, and engaged more frequently in supportive parenting behaviors. The findings of this study show that regardless of family characteristics including primary language, educational level, and annual household income, HIPPY teaches all parents to be more actively involved with their preschool children.

It is an interesting finding that some Kailua-Kona Hawaii families reported no change in their level of participation in home literacy and community educational activities after participating in HIPPY program. This finding would be of concern if parents were not engaged in educational activities with their child after completing at least 25 weeks of the HIPPY program. However, this is not the case with the Kailua-Kona Hawaii families. Overall, parents who reported no change in their level of participation were already participating regularly in these activities with their child before they enrolled in the HIPPY program. These results suggest that these parents recognized the importance of being actively engaged with their child in activities that stimulate a child's interest and imagination before they entered the HIPPY program. These parents may have recognized that participating in the HIPPY program was beneficial for other reasons such as the opportunity to learn in a group setting and engage in social interaction with other parents with preschool children.

Implementation of Evaluation Procedures

The Hawaii HIPPY State Director and program assistant attended the evaluation training provided to the HIPPY state directors by the USF evaluation staff before programs began serving children and families in the 2004-05 program year. The Kailua-Kona Hawaii program had conducted program evaluations in the past where HIPPY staff administered a pre- and posttest to children. HIPPY program staff was enthusiastic and committed to participating in the first year evaluation procedures and are to be commended for undertaking the evaluation activities, and especially the complex task of administering and scoring the developmental screening tool. The experience and knowledge gained by home visitors during this first year of the evaluation should contribute to greater accuracy and fidelity in implementing the testing during subsequent years of the evaluation.

Missing Data

In addition to administering two screenings with the Get Ready to Read! and the Retrospective Parent Survey to first-time HIPPY parents, program staff provided child and family information on the participants at Time 1 and Time 2. Overall, most of the requested information was provided with the exception of whether children were attending preschool at the same time they were participating in HIPPY and which HIPPY curriculum week children had completed at the time of the second screening. Enhanced evaluation training for the second year's evaluation should result in more complete data from the program.

Year II Evaluation Design

There will be two Hawaii programs participating in the second year's AmeriCorps evaluation: The Honolulu and the Kailua-Kona Hawaii program. There will be two samples for the second year evaluation:

- (a) 2005-06 sample of HIPPY children enrolled in the HIPPY 4 curriculum and served by an AmeriCorps home visitor. These children will be administered two screenings with the Get Ready to Read!
- (b) HIPPY children who participated in the AmeriCorps evaluation in 2004-05 and are enrolled in HIPPY 5 for 2005-06. The sample may include both 4 and 5 year old children, and some children may be dually enrolled in HIPPY and kindergarten. The Hawaii programs have the option of administering the Get Ready to Read! a third and fourth time.
- (c) 2005-06 sample of first-time HIPPY parents who are served by an AmeriCorps home visitor. Parents will be asked to complete the Retrospective Parent Survey in Spring 2006.
- (d) Follow-up sample of HIPPY parents who participated in the AmeriCorps evaluation in 2004-05 and who have HIPPY children enrolled in HIPPY 5. Parents will be asked to complete a survey measuring parental involvement in their child's education and in school.

Study Limitations

The AmeriCorps evaluation design includes a pre- and posttest assessment of children's receptive vocabulary skills. The Hawaiian HIPPY programs selected the Get Ready to Read! because staff are familiar with this instrument and find it very easy to administer and score. However, because the Get Ready to Read! is a developmental screening instrument, it is of limited usefulness in measuring child progress over time (a pre-post measure). However, developmental screening instruments have proven to be valuable tools in helping identify children who should be referred for further assessment to determine the need for special services or supports.

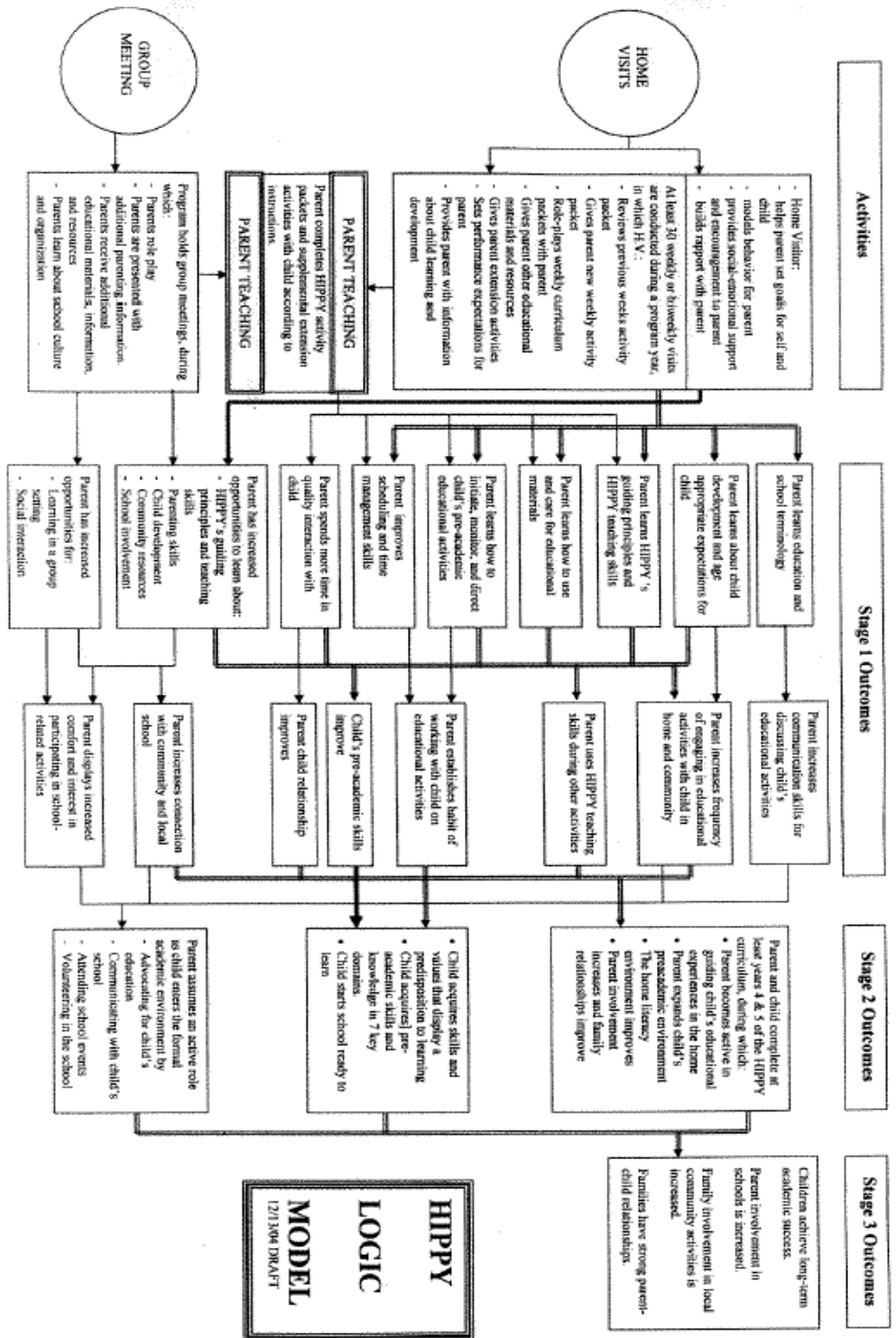
Findings from this study should be considered in the context of certain limitations. These limitations must be taken into consideration when interpreting the significance of the findings for parental involvement in home literacy and community educational activities. When responding to a retrospective pretest questionnaire, respondents may feel a need to justify the effort they have invested in the HIPPY program and thus underrate their pretest and over-rate their posttest response. Similarly, social desirability may also play a role in how parents respond to retrospective pretest measures. However, in the case of this study, many HIPPY parents have expressed to both the coordinators and home visitors how much personal benefit they have derived from their participation in HIPPY, so it may be less likely that they felt the need to do so on the questionnaire.

The limitations on the retrospective pretest-posttest methodology do not undermine the strength of the demonstrated differences. One advantage of the retrospective method is that it offers participants the opportunity to respond with a more accurate understanding of the constructs being measured. The retrospective method also allows respondents to assess their personal growth by giving them a frame of reference.

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APPENDIX A



APPENDIX B

HIPPYCorps PARENT SURVEY 2004-05**April 2005**

Dear HIPPY Parent,

We are interested in learning about your involvement in home literacy activities with your child and the skills and knowledge you have acquired as a result of your participation in the HIPPY program. The attached survey asks you to indicate your responses to several items that describe activities you may do with your child at home and in the community. The response categories are divided into two columns. In the NOW column, please rate your current level of participation. Then for the BEFORE column, think back to before you began the HIPPY program and indicate how you would rate yourself in the activity before you started the HIPPY program.

Your participation is voluntary, and you are not required to complete this survey as part of the HIPPY program. However, if you choose to complete the survey, your responses are confidential. No one else will see your responses except the research staff analyzing the survey information.

The average time required for completing the parent survey is approximately 20 minutes. Completed parent surveys are to be returned to your home visitor/parent educator in the sealed envelope provided to you.

We welcome any comments that you may have concerning any aspect of this survey. Your responses will be held in strictest confidence.

Sincerely,

[HIPPY Coordinator]

HIPPYCorps PARENT SURVEY – Spring 2005

Family Background

We would appreciate your taking the time to provide some information that will help us learn more about you and your family.

Family ID # _____		Date Completed: _____	
Served by a HIPPY Americorps home visitor: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Age: _____			
Gender: Male Female			
Highest Level of Education (either in the United States or in another country): Less than 9 th grade 9 th to 12 th grade High School diploma/GED Some college /No degree Completed college degree			
Relationship to HIPPY Child			
Mother		Father	
Stepmother		Stepfather	
Foster mother		Foster father	
Grandmother		Grandfather	
			Other (<i>specify</i>) _____
Marital Status			
Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widowed <input type="checkbox"/>			
Racial/Ethnic Background			
Asian		Black	
Pacific Islander		White	
		Hispanic	
		Multi-racial	
		Native American	
		Other (<i>specify</i>) _____	
Primary Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (<i>specify</i>) _____			
2004 annual family income: Less than \$25,000 _____ More than \$25,000 _____			

The following are activities that parents may do with his or her child in the home and community. Circle the best response for each item listed below for **NOW** and **before participating in HIPPY**.

	NOW					BEFORE HIPPY			
1. How often do you or someone in your family read to your child?	Not at all	Once or twice a week	Three or more times a week	Every Day		Not at all	Once or twice a week	Three or more times a week	Every Day
2. How much time do you spend each week reading with your child?	Less than 1 hour a wk	1 – 2 hours a week	2 ½ - 4 hours a week	More than 4 hours a week		Less than 1 hour a week	1 – 2 hours a week	2 ½ - 4 hours a week	More than 4 hours a week
3. How often do you read for your own enjoyment?	Not at all	Once or twice a week	Three or more times a week	Every Day		Not at all	Once or twice a week	Three or more times a week	Every Day
4. How often do you tell your child a story?	Not at all	Once or twice a week	Three or more times a week	Every Day		Not at all	Once or twice a week	Three or more times a week	Every Day
5. How often do you teach your child letters, words, or numbers?	Not at all	Once or twice a week	Three or more times a week	Every Day		Not at all	Once or twice a week	Three or more times a week	Every Day
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	Not at all	Once or twice a week	Three or more times a week	Every Day		Not at all	Once or twice a week	Three or more times a week	Every Day
7. How often do you play board games or work puzzles with your child?	Not at all	Once or twice a week	Three or more times a week	Every Day		Not at all	Once or twice a week	Three or more times a week	Every Day
8. How often do you visit a library with your child?	Not at all	Once or twice a year	Several times a year.	Several times a month		Not at all	Once or twice a year	Several times a year	Several times a month

Please respond by circling the best response for each item listed below for **NOW** and **BEFORE participating in HIPPY**.

Table C1. Demographics of Children Administered the Get Ready to Read! Screening Tool (N=16)	
	Get Ready to Read! Screening Tool Children N = 16
Child Age	Mean: 3.98
3 yrs.	1 (6.3)
4 yrs.	15 (93.8)
HIPPY Curriculum Year - HIPPY 4	16 (100.0)
Child's Ethnicity	
Asian	3 (18.8)
Pacific Islander	1 (6.3)
White (Non-Hispanic)	5 (31.3)
Hispanic/Latino	3 (18.8)
Multiracial	3 (18.8)
Other	1 (6.3)
Child's Gender	M = 8 (50.0) F = 8 (50.0)
Child's Primary Language	
English	11 (68.8)
Spanish	2 (12.5)
Other: Dutch, Ilocano, Korean	3 (18.8)
English Language Proficiency (Children Whose Primary Language is other than English)	N= 5
Understands English	
Not at all	2 (40.0)
Somewhat	3 (60.0)
Very well	0
Speaks English	
Not at all	3 (60.0)
Somewhat	2 (40.0)
Very well	0
HIPPY Activity Packet Language	
English	16 (100.0)
Previously Enrolled in HIPPY 3	Yes = 13 (81.3)
Completed 30 Weeks of HIPPY 3	Yes = 13 (81.3)
Caregiver Age	Mean: 34.5 years
20 – 24 yrs.	0
25 – 29 yrs.	2 (16.6)
30 – 34 yrs.	4 (33.3)
35 – 39 yrs.	4 (33.2)
40 – 44 yrs.	2 (16.6)
	Missing: 4
Caregiver Education	
Less than 9 th grade	1 (6.3)
9 th grade to 12 th grade	1 (6.3)
Hs Diploma/GED	2 (12.5)
Some College/No Degree	1 (6.3)
College Degree	11 (68.8)
Caregiver Marital Status	
Married	15 (93.8)
Single	1 (6.3)
Annual Household Income	
Less than \$25,000	3 (18.8)
More than \$25,000	13 (81.3)

Table C2. Demographics of Parents Completing the Retrospective Parent Survey (N=16)	
	First-Time HIPPY Parents (N=16)
Relationship to Child	
Mother	15 (93.8)
Godmother	1 (6.3)
Age	Mean: 34.6 years
25 – 29 yrs.	2 (16.7)
30 – 34 yrs.	4 (33.3)
35 – 39 yrs.	4 (33.3)
40 – 44 yrs.	2 (16.7)
	Missing: 4
Gender	F=16
Ethnicity	
Asian	2 (12.5)
African American	1 (6.3)
White (Non-Hispanic)	6 (37.5)
Hispanic/Latino	4 (25.0)
Pacific Islander	1 (6.3)
Multi-racial	1 (6.3)
Other: Hawaiian/Portuguese	1 (6.3)
Primary Language	
English	11 (68.8)
Spanish	2 (12.5)
Other: Dutch, Ilocano, & Korean	3 (18.8)
Education	
Less than 9 th grade	1 (6.3)
9 th grade to 12 th grade	1 (6.3)
HS Diploma/GED	2 (12.5)
Some College/No Degree	1 (6.3)
College Degree	11 (68.8)
Marital Status	
Married	15 (93.8)
Single	1 (6.3)
Annual Income	
Below \$25,000	3 (18.8)
Above \$25,000	13 (81.3)

Table C-3. Gains for Subscale Ratings from Retrospective Pretest to Posttest for Items Measuring Parents' Participation in Home Literacy and Community Educational Activities (N=16)				
Survey Item	Gain = 0 (1-1, 2-2, 3-3, 4-4)	Gain = 1 points (1-2, 2-3, 3-4)	Gains = 2 points (1-3, 2-4)	Gain = 3 points (1-4)
1. How often do you or someone in your family read to your child?	7	6	1	0
2. How much time do you spend each week reading with your child?	6	6	1	0
3. How often do you read for your own enjoyment?	10	4	0	0
4. How often do you tell your child a story?	9	4	2	0
5. How often do you teach your child letters, words, or numbers?	6	6	1	0
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	5	7	0	0
7. How often do you play board games or work puzzles with your child?	9	4	0	1
8. How often do you visit a library with your child?	9	4	0	0
Total = 108	61 (56.5)	41 (38.0)	5 (4.6)	1 (0.9)

Item	Respondent Rating Change from Before HIPPY to Now									
	1-1	1-2	1-3	1-4	2-2	2-3	2-4	3-3	3-4	4-4
1. How often do you or someone in your family read to your child?	0	0	0	0	0	3	1	4	3	3
2. How much time do you spend each week reading with your child?	1	1	0	0	1	4	1	1	1	3
3. How often do you read for your own enjoyment?	1	1	0	0	2	2	0	3	1	4
4. How often do you tell your child a story?	1	1	0	0	3	1	2	3	2	2
5. How often do you teach your child letters, words, or numbers?	0	0	0	0	0	4	1	2	2	4
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	0	1	0	0	2	5	0	3	1	0
7. How often do you play board games or work puzzles with your child?	0	1	0	1	5	3	0	4	0	0
8. How often do you visit a library with your child?	1	0	0	0	0	1	0	6	3	2

¹ Item scoring: “Not at all” = 1; “Once or twice a week” = 2; “Three or more times a week” = 3; “Every day” = 4

Table C-5. Gains for Subscale Ratings from Retrospective Pretet to Retrospective Posttest for Parent Knowledge, Attitudes, Skills, and Behaviors (N=16)					
Survey Item	Gain = 0 (1-1, 2-2, 3-3, 4-4, 5-5)	Gain = 1 points (1-2, 2-3, 3- 4, 4-5)	Gains = 2 points (1-3, 2-4, 3- 5)	Gain = 3 points (1-4, 2-5)	Gain = 4 points (1-5)
Parent Knowledge of Child Development and Age Appropriate Expectations for Child					
9. I understand how children develop at different ages.	9	5	0	0	0
12. I can identify the specific skills my child is learning.	5	7	1	0	0
Total = 27	14 (51.9)	12 (44.4)	1 (3.7)	0 (0)	0 (0)
Parent Skills in initiating, monitoring, and directing child's preacademic educational activities					
10. I know how to help my child learn and develop.	7	5	1	0	0
17. I know how to use everyday events and activities to teach my child something new.	9	4	1	0	0
Total = 27	16 (59.3)	9 (33.3)	2 (7.4)	0 (0)	0 (0)
Parent Perception of Quality of Parent-Child Interactions					
11. My interactions with my child are mostly warm and positive.	10	2	1	0	0
15. I enjoy doing learning activities with my child.	9	3	1	0	0
16. My child enjoys working on learning activities with me.	9	4	0	0	0
Total = 39	28 (71.8)	9 (23.1)	2 (5.1)	0 (0)	0 (0)
Parent Expectations About Child's Performance in School					
21. I expect my child will work hard and do well when he/she goes to school.	7	5	1	0	0
Total = 13	7 (53.8)	5 (38.5)	1 (7.7)	0 (0)	0 (0)
Parent Behaviors that Support Child's Learning					
13. I sit down regularly with my child to read or do some other one-on-one activity.	8	4	1	1	0

Table C-5. Continued. Gains for Subscale Ratings from Retrospective Prettest to Retrospective Posttest for Parent Knowledge, Attitudes, Skills, and Behaviors (N=16)

Survey Item	Gain = 0 (1-1, 2-2, 3-3, 4-4, 5-5)	Gain = 1 points (1-2, 2-3, 3- 4, 4-5)	Gains = 2 points (1-3, 2-4, 3- 5)	Gain = 3 points (1-4, 2-5)	Gain = 4 points (1-5)
14. I have a regular routine (same time and place) for working on learning activities with my child.	6	5	2	0	0
18. I encourage my child to explore his/her world and try new things.	9	3	0	0	0
19. I spend time actively involved in playing with my child.	8	4	0	1	0
20. I encourage my child to practice newly learned skills.	8	4	1	1	0
Total = 66	39 (59.1)	20 (30.3)	4 (6.1)	3 (4.5)	0 (0)
Grand Total = 172	104 (60.5)	55 (32.0)	10 (5.8)	3 (1.7)	0 (0)

Table C-6. Subscale Rating Patterns for All Items Measuring Parents' Perceptions of their Knowledge, Skills, Attitudes, and Behaviors (N=16)															
	Rating Change from Before HIPPY to Now ¹														
	1-1	1-2	1-3	1-4	1-5	2-2	2-3	2-4	2-5	3-3	3-4	3-5	4-4	4-5	5-5
Knowledge of Child Development and Age Appropriate Expectations for Child															
9. I understand how children develop at different ages.	0	0	0	0	0	0	0	0	0	0	0	0	8	5	1
12. I can identify the specific skills my child is learning.	0	0	0	0	0	1	0	1	0	0	2	0	3	5	1
Skills in initiating, monitoring, and directing child's preacademic educational activities															
10. I know how to help my child learn and develop.	0	0	0	0	0	0	0	0	0	0	1	1	6	4	1
17. I know how to use everyday events and activities to teach my child something new.	0	0	0	0	0	0	0	1	0	0	1	0	6	3	3
Parent Perception of Quality of Parent-Child Interactions															
11. My interactions with my child are mostly warm and positive.	0	0	0	0	0	0	0	0	0	0	0	1	5	2	5
15. I enjoy doing learning activities with my child.	0	0	0	0	0	0	0	0	0	0	1	1	3	2	6
16. My child enjoys working on learning activities with me.	0	0	0	0	0	0	0	0	0	0	0	0	3	4	6
Parent Expectation of Child's Performance in School															
21. I expect my child will work hard and do well when he/she goes to school.	0	0	0	0	0	0	0	0	0	0	1	1	4	4	3
Parent Behaviors that Support Child's Learning															
13. I sit down regularly with my child to read or do some other one-on-one activity.	0	0	0	0	0	0	0	1	1	0	0	0	4	4	4
14. I have a regular routine (same time and place) for working on learning activities with my child.	0	0	0	0	0	0	0	2	0	1	2	0	2	3	3
18. I encourage my child to explore his/her world and try new things.	0	0	0	0	0	0	0	0	0	0	0	0	5	3	4

Table C-6. Continued. Subscale Rating Patterns for All Items Measuring Parents' Perceptions of their Knowledge, Skills, Attitudes, and Behaviors (N=16)															
	1-1	1-2	1-3	1-4	1-5	2-2	2-3	2-4	2-5	3-3	3-4	3-5	4-4	4-5	5-5
19. I spend time actively involved in playing with my child.	0	0	0	0	0	0	0	0	1	0	1	0	3	3	5
20. I encourage my child to practice newly learned skills.	0	0	0	0	0	0	0	1	1	0	0	0	4	4	4

Item scoring: "Strongly Agree" = 1; "Disagree" = 2; "Undecided" = 3; "Agree" = 4; and "Strongly Agree" = 5

**HIPPY USA AmeriCorps Evaluation Procedures
September 23, 2004**

Agenda

- I Introduction

- II Pre-literacy instrument
 - A. Possible Methods for Administering the Test
 - B. Selecting the Person to Administer the Test

- III Determining Sample Size**

- IV Child Pre-Literacy Testing
 - A. Evaluation Process
 - 1. Master Checklist for Programs
 - 2. Coordinator's Checklist

 - B. Selecting Families to Participate in the Evaluation Using Home Visitor Caseload

 - C. Recruiting Families from Selected Sample

 - D. Family and Child Background Information Form

 - E. Guidelines for Completing the Family and Child Background Information Form

 - F. Training Data Collectors
 - 1. Guidelines for Administering an Individualized Child Test
 - 2. Ethical Responsibilities of Data Collectors
 - 3. Parent Consent Form
 - 4. Data Collector's Confidentiality Form

 - G. Transmitting evaluation materials to USF

- V. Retrospective Parent Test

HIPPY USA AmeriCorps Evaluation

Evaluation Procedures and Forms

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Possible Methods for Administering the Test.....	4
Selecting a Test Administrator	5
Master Checklist for Programs	6
Coordinator's Checklist	7-8
Selecting Sample of Families to Participate in the Evaluation Using Home Visitor Caseload.	9-11
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**HIPPY USA AmeriCorps Evaluation
September 2004**

The Pre-literacy Instrument- Peabody Picture Vocabulary Test III

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- **Test Kit Contents:**
Complete test kit for Form A includes: Picture plates, norms booklet, examiner's manual and 1 pkg. 25) performance records
- **Ages:** 2 ½ years to 90 years
- Measures **receptive vocabulary** for standard English and a screening test of verbal ability.
- **Time:** 10 to 12 minutes, **individual administration**
- **Examiner=s Qualifications:**
Does not require specialized or highly technical knowledge to administer and score.
- **Scores:**
Standard scores, Age-equivalent scores, Percentile ranks
Normal-curve equivalent scores, and Stanines
- Has been used extensively as an outcome measure in dialogic reading and emergent literacy research and in national program evaluations such as the Comprehensive Child Development Program, Parents as Teachers, Early Childhood Longitudinal Study-Kindergarten, Head Start Impact Study 2001, and Family and Child Experiences Study (FACES).

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Possible Methods for Administering the Pre-Literacy Test

- Ideally, the pre-test will be administered before the child has completed week 4 of the curriculum. However, it must be administered **before the parent begins working with the child on Week 7 of the HIPPY activity packet.**

§ Programs would use both the English and Spanish version of the Peabody Picture Vocabulary Test (PPVT). Children using the HIPPY curriculum in English would be using the English version and children using the Spanish HIPPY curriculum would use the Spanish version.

Advantage: Would provide for an assessment of both English and Spanish-speaking children.

Limitation: The PPVT measures only one aspect of emergent literacy skills.

Option 1

Arrange for the children to come to one place to do the test. Schedule time blocks for the test sufficient enough for the test administrator to develop rapport and trust with the child prior to administering the test and the time actually needed to administer the test.

Option 2

Home visitors could administer the test during a regularly scheduled home visit.

Options:

- At the beginning or end of the third home visit.
- At the beginning of the fourth home visit.
- At a specific time and location that is convenient for the parent and data collector.

Option 3

Home visitors could administer the test during a non-scheduled home visit.

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Selecting the Test Administrator

Consider the following possibilities:

Test Administrator	Advantage	Disadvantage
Independent contractor	May have experience with young children and/or administering tests to young children. Data will be more credible if they are collected by an independent contractor.	Costs money.
Coordinator or other staff or agency personnel	May already have experience in working with young children and administering tests to young children.	There may be difficulty finding the time to administer the tests.
Home Visitor	This may be more convenient for the program.	Data is less credible when it is collected by a person who also provides program services. Most home visitors are not experienced in administering tests to young children.

Data collection tasks require:

- Ability and discipline to follow instructions consistently.
- Give detailed attention to all aspects of data collection.
- Lack of bias.
- Lack of vested interest in the outcome.

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Master Checklist for Programs

- If necessary, translate confidentiality form and consent form into Spanish.
- Train staff on evaluation process and ethical responsibilities. **See procedure.**
Have staff participating in data collection sign confidentiality form.
Coordinator keeps signed confidentiality forms on file.
- Select sample of families to participate in the study. *See procedure.*
- Recruit sample families.
Parent signs consent form. *See procedure.*
Timeline: At the third home visit.
- Complete the Family and Child Background Information Form. *See procedure.*
- Train data collectors on administering the pre-literacy instrument
Timeline: Begin training as soon as the instrument arrives
See Guidelines for Administering an Individualized Child Test
- Administer Pre-Test
Timeline: Ideally, the pre-test will be administered before the child has completed week 4 of the curriculum. However, it must be administered **before the parent begins working with the child on Week 7 of the HIPPY activity packet.**
Options:
 - At the beginning or end of the third home visit.
 - At the beginning of the fourth home visit.
 - At a specific time and location that is convenient for the parent
- Coordinator collects and reviews Family and Child Background Information Form and pre-literacy test scoring sheets for accuracy and completeness.
See procedure.
- Mail test scoring sheets to USF for data entry and analysis. *See procedure.*

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Coordinator's Checklist

- USF contacts: Marsha Black, (813) 974-2082; FAX (813) 974-6115; EMAIL: mblack@fmhi.usf.edu
or Diane Powell (813) 974-4626; FAX (813) 974-6115; EMAIL: powell@fmhi.usf.edu
- HIPPY USA contact: Wanda Jones (888) 354-4779
- Translate Confidentiality and Parent Informed Consent forms into Spanish if needed.
- Train staff on evaluation process (staff ethical responsibilities, sample selection, and recruitment process). *See training procedure.*
- Have staff participating in data collection sign confidentiality form.
Keep all signed confidentiality forms on file.
- Supervise sample selection process. *See procedure.*
- Supervise family recruitment process and replace parents in the study as needed. *See procedure.*
- Upon receipt of the testing instrument, check to see if all testing materials were included.
Notify testing company to report any missing test items.
- Review the test Examiner's Manual.
This will provide you with a clear rationale and overview of the test (how it was developed, what it is intended to measure, and the limitations of the test) along with eligibility criteria, examiner qualifications, testing time, scoring guidelines, and score interpretation (conversion of raw scores to derived scores such as percentile ranks, age equivalents, grade equivalents, and standard scores). Technical information such as norming procedures and psychometrics (reliability and validity indices) is also included in the test manual.
- Decide who will administer the pre-literacy pre-test.
The test could be administered by an independent contractor hired by the program, coordinator or agency staff, or home visitors.
- Train data collection staff on administering the pre-test.
See guidelines and training procedure.
- Administer the pre-test *before the parent begins working with the child on Week 7 of the HIPPY activity packet.*

- Coordinator should be alert to children whose scores are very low. For those programs that conduct developmental screenings, look at the results and determine if the testing results suggest that a referral for a more in-depth assessment would be advisable.
- Check to see which children on the list of sample children have received the pre-test.
- Finalize the list of sample children (all children who took the pre-test.). In the Spring, the post-test will be administered to all children on this list who are still currently enrolled in the HIPPY 4 curriculum
- Assemble evaluation materials that will be forwarded to USF. Ensure that the child's test score sheet and the Parent and Child Background Information Form are complete, accurate and are stapled together. USF project staff will be responsible for raw score conversion (conversion of raw scores to derived scores such as percentile ranks, age equivalents, grade equivalents, and standard scores). This will be done after receipt of the scoring sheets. Data collectors are responsible for accurately recording the child's responses and the adding the numbers for a total score.
- Forward the set of the test scoring sheets and the Parent and Child Background Information sheets to USF. *See procedure.*

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Procedure to Select Sample of Families to Participate in the Evaluation

Randomly Selected Proportionally According to Home Visitor Caseload

1. Determine the number of children in the **pool** from which the sample will be drawn. The pool consists of all children in your program who are being served by an AmeriCorps home visitor and are working on the HIPPY 4 curriculum.
2. Make a list by home visitor of the names and child I.D. numbers of all children in the pool.
Example:
Suppose a program has 30 children in the pool and there are three AmeriCorps home visitors:

AmeriCorps home visitor A serves 6 children working on HIPPY 4
AmeriCorps home visitor B serves 10 children working on HIPPY 4
AmeriCorps home visitor C serves 14 children working on HIPPY 4

3. USF will provide your program with the percentage of children to be drawn from the pool.
4. Determine the number of children to be selected from each home visitor's caseload by multiplying the percentage to be selected [given to you by USF] by the number of children the home visitor is serving.

Example:

USF notifies your program to sample 40% of the children in the pool.
A program has three AmeriCorps home visitors who together are serving a total of 30 children:

AmeriCorps home visitor A serving 6 children will select 40% or 2 children's names.
AmeriCorps home visitor B serving 10 children will select 40% or 4 children's names.
AmeriCorps home visitor C serving 14 children will select 40% or 6 children's names.

Note: Multiplying the percentage to be selected by the number of children the home visitor is serving may result in a decimal number. Round up if the decimal is 5 or more and down if the number is 4 or less.

5. Home visitors will write the name of each eligible child on their caseload on a slip of paper.
6. Home visitors will place the slips of paper into their own container.

7. Home visitors draw one slip of paper at a time out of their containers until the correct number of children have been selected from their respective caseloads. Do not place the selected child's name back into the container.
8. Compile a **list of sample children** drawn by each home visitor with the name and I.D. number of each child.
9. After drawing the appropriate number of child names (according to the percentage provided by USF) from the container, home visitors will need to draw some additional names that will form the **replacement list**. Home visitors will draw one name at a time from the remaining unselected names in the container until they have selected another **20%** of the eligible children on their caseload.

Example:

AmeriCorps home visitor C serving 14 children in the HIPPIY 4 curriculum has selected 40% of the children on her caseload or 6 children's names to be on the sample list of children. Home visitor C then selects an additional 3 names (20% of 14 = 2.8 rounded up to 3.0) to serve as replacements. That is, home visitor C selects 3 names from 8 remaining unselected names.

10. As each child's name is drawn, make a list of the names that have been drawn them from the containers. The additional names will form the **replacement list** in the event a parent decides not to participate in the evaluation.
11. Update the **list of sample children**.
Once a parent notifies the coordinator or home visitor that he/she does not wish to participate in the evaluation, cross the child's name and ID off the list of sample children.
Select a child from the replacement list, add that child's name and ID number to the list of sample children and begin the family recruitment process.
12. Finalize the **sample list of children** (all children who took the pre-test). In the Spring, the post-test will be administered to all children on this list.

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Procedure to Recruit Families from Selected Sample

- A parent and child are considered to be part of the evaluation study only after the parent has read and signed the Parent Consent Form.
- Spanish-speaking families will be given a Parent Consent form translated into Spanish.
- For each child in the sample, here is what you need to do:
 - Explain the evaluation process to the parent.
 - Have the parent read and sign the Parent Consent Form.
 - Answer any questions they have about the evaluation. If you are unable to answer a parent's questions, provide them with the coordinator's name and phone number for further information.
 - Give the parent a copy of the Parent Consent Form.

Timeline: You will need to have the parent sign the Parent Consent Form before you can administer the pre-test to their child. The parent can be approached during the third week or when the home visitor determines the parent is sufficiently engaged in the HIPPY program and is likely to continue. Ideally, the pre-test will be administered before the child has completed week 4 of the curriculum. However, it must be administered **before the parent begins working with the child on Week 7 of the HIPPY activity packet.**

- The goal is to recruit as many families as possible from the list of families selected to participate. However, remember, participation is voluntary, and parents should not be pressured to participate. If a parent decides not to participate in the evaluation, you should select a replacement family from the **replacement list** that was compiled during the sample selection process. Select the next name on the **replacement list** and continue the recruitment process as outlined above.
- If there are test scores missing from the list of sample children, determine the feasibility of administering the pre-test to these children. That is, if the parent has not started working on Week 7 of the HIPPY 4 curriculum, the child is eligible to participate in the evaluation.

HIPPY AMERICORPS EVALUATION 2004-05
FAMILY AND CHILD BACKGROUND INFORMATION FORM

Family ID # _____		Child ID# _____	
Date pre-literacy pre-test was administered: _____			
Last week of HIPPY activity packet child had completed when pre-test was administered: Week: ____			
ADULT HIPPY PARTICIPANT			
Age: _____		Gender: Male Female	Employed: Y / N
Highest Level of Education: _____			
Currently enrolled in school or job training: Y / N			
Relationship to HIPPY Child			
Mother		Father	Grandmother
Stepmother		Stepfather	Grandfather
Foster mother		Foster father	Aunt/Uncle
Other (<i>specify</i>)			
Marital Status			
Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widowed <input type="checkbox"/>			
Racial/Ethnic Background			
Asian		Black	Hispanic
Pacific Islander		White	Multi-racial
Native American		Other (<i>specify</i>)	
Primary Language		English	Spanish
Other (<i>specify</i>)			
Family Income:		\$ _____	

HIPPY CHILD PARTICIPANT			
Age: _____		Date of birth: _____	Gender: Male Female
HIPPY curriculum for 2004-05		HIPPY 3	HIPPY 4
HIPPY 5			
What is the language of the HIPPY Activity Packets the child uses?			
English <input type="checkbox"/> Spanish <input type="checkbox"/>			
Was child enrolled in the HIPPY 3 curriculum? Y N			
If yes, did child complete all 30 weeks of HIPPY 3 curriculum? Y N			
If no, what was the last week of HIPPY 3 curriculum that child completed? Week: ____			
Child's Racial/Ethnic Background			
Asian		Black	Hispanic
Pacific Islander		White	Multi-racial
Native American		Other (<i>specify</i>)	
Child's Primary Language		English	Spanish
Other (<i>specify</i>)			
If English is the child's second language, how well does the child:			
Understand English	Not at All	Somewhat	Very Well
Speak English	Not at All	Somewhat	Very Well

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Procedure for Completing the Family and Child Information Form

- After parents have signed the Parent Consent Form, the Family and Child Background Information Form can be completed by home visitors or other staff members. With the exception the child's level of English proficiency, the information on this form can be found on the MIS Family Application form.
- **After administering the pre-test to the child**, complete the following information **at the top** of the Family and Child Background Information Form:
 - The date the child's pre-test was administered.
 - The last week of the HIPPY activity packet the child had completed when the pre-test was administered.

Completed means finishing all five parts of the HIPPY Activity Packet for a particular week. If a child completes only part of a week's packet, then go back and give the number of the last fully completed packet.

For example, if a child completed all five parts of week 3, then you would fill in the number 3.

- Attach the completed Family and Child Background Information Form to the child's test scoring sheet.
- Coordinator reviews the Family and Child Background Information Form and test scoring sheet for completeness and accuracy.

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Training Data Collectors

Training data collectors is one of the most important tasks in an evaluation. All of the training topics listed below should be covered and, as closely as possible, in the sequence presented below ***before*** data collection begins. It is advisable to begin training the data collectors as soon as possible.

- Explain the evaluation process.
 - Purpose
Determine whether children who participate in the HPPY 4 curriculum can improve their pre-literacy skills and be better prepared for entering kindergarten.
 - Improvement in pre-literacy skills will be evaluated using a pre-post testing procedure.
Pre-post testing requires collecting and analyzing data across two observations: at the beginning of program and at the end of the program year.
- Discuss ethical responsibilities of program staff. *See Guidelines.*
- Review Confidentiality Form with data collectors and have them sign it.
- Explain the procedure to select sample of families to participate in the evaluation. *See procedure.*
- Explain the procedure to recruit families from selected sample. *See procedure.*
- Review the Parent Informed Consent Form with data collectors.
Emphasize that:
 - Participation in the evaluation is voluntary and parents should not be pressured to participate.
 - The Parent Informed Consent will need to be signed by the parent and the data collector before the pre-test can be administered.
- Data collectors will be completing the Family and Child Background Information Form. Explain and distribute a copy of the Family and Child Background Information Form. After receiving the parent's consent to participate in the evaluation, data collectors can begin completing the form. *See procedure.*
- Administering the pre-literacy pre-test
 - Review with the data collectors the guidelines for administering individualized child tests. *See guidelines.*

- Provide general information about the test (consult Examiner's manual)
 - Purpose (what does it measure?)
 - Time to administer
 - Scoring

May be done by person administering the test or by another staff person.

- You may receive both an English and a Spanish version of the test. The English version should be used with those children in the sample who are using the English HIPPY curriculum. The Spanish version should be used with those children who are using the Spanish HIPPY curriculum. The Spanish version should be administered by someone who is fluent in Spanish.
- Show test training video (if included in test kit)
- Conduct practice runs with the test.
This is one way a test examiner becomes knowledgeable about the instrument and comfortable in the testing situation. The data collectors should know the task well enough so that the test flows almost automatically, leaving them maximally free to observe all aspects of the child's behavior.
- Coordinator observes the data collectors administering the test in the practice test situation.
- Prepare home visitors for special situations that may arise during testing, i.e., child being reluctant or unwilling to continue, parents coaching their child to answer the questions.

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Guidelines for Administering an Individualized Child Test

- Check to make sure you have all testing materials with you.
- Establish and maintain rapport with the parents and enlist their support in the assessment effort. Many parents have limited experience with testing. They may be uninformed about the meaning of test results or anxious about their child's performance and will coach their child during the test.
 - Explain to parents that the results of their child's test will be used for evaluation purposes to see if HIPPY is working as intended and will not be used to evaluate their child's abilities.
 - Ask the parent if there is a quiet area free from distractions that could be used during the test.
 - Express appreciation to the parents for permitting their child to participate in the evaluation.
- Follow the standardized procedures outlined in the test examiner's manual. The usefulness of the test scores depends on the test administrator's skills in testing young children and ability to follow precisely the instructions for administering the test. For example, it is important to use the exact words of the question, the specific test materials, and to adhere to the specified time limits. Do not change the directions because you think the child can do a particular task with the altered directions.
- Be attentive to a child's needs and concerns.
 - Assessments should be non-intrusive and take as little of the child's time as possible.
 - Use words and a tone of voice that will help the child feel confident and reassured.
 - Try to maintain the child's cooperation at all times. Keep the situation friendly, interesting, and rewarding.
 - Consult the test examiner's manual for suggestions on how to introduce the test to the child and maintain the child's interest and motivation.
- Departures from standard procedures during test administration may change the meaning of the test scores. Record any unusual circumstances that occurred during the testing situation on a blank sheet and attach to scoring form.

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Ethical Responsibilities of Program Staff

Data collectors are responsible for ensuring:

- Confidentiality
Confidentiality refers to the protection of information from unauthorized disclosure. It means that information about a person will not be shared or exposed to others without that person's permission.
- Anonymity
Anonymity refers to the condition of not being named or identified. It means that information provided by or about a person cannot be used to identify or recognize that person.
- Why protecting privacy is important.
 - In order to maintain the trust and respect of participants.
It is essential to maintain the trust and respect that you develop with participants in your program.
Families can be comfortable that information requested is needed by the program for legitimate reasons and will be used by the program appropriately.
 - To prevent harm to participants
Failure to protect an individual's private information may cause the person: embarrassment, loss of services, criminal prosecution, or to refuse help or needed services in the future.
 - To comply with ethical and legal guidelines associated with protected private information.

Additional information is available in the HIPPY USA toolkit module: Protection of Participants' Privacy and Informed Consent in Program Data Collection and Evaluation, Kirsten Cuenca, USF.

**HIPPY AmeriCorps Evaluation
September 2004
Sample**

Parent Informed Consent

The following information is being given to you to help you decide whether or not you want to be part of this program evaluation.

Information about the Evaluation:

- This program evaluation is being conducted by the HIPPY program. The purpose of the evaluation is to determine whether children who participate in the HIPPY program can improve their pre-literacy skills and be better prepared for entering kindergarten.
- As a participant in this evaluation, your child will be administered a test of language proficiency at the beginning and end of the program year.

Voluntary Participation

- Your decision to participate in this evaluation is completely voluntary. You are free to participate or to withdraw at any time. You will not receive any compensation for your participation. Whether you participate or not has absolutely no effect on your eligibility for HIPPY services.

Confidentiality of Your Records

- All information you provide will be confidential. Your information will not be seen by other HIPPY home visitors or other HIPPY staff. Your child's scores on the language test will be combined with the information from other HIPPY children in the evaluation. No one will be able to tell which answers are your child's. The results from this evaluation will not include your name or your child's name or any other information that would in any way personally identify you or your child.

Questions and Contacts

- If you have any questions about this evaluation, please contact [*Coordinator's name and phone number*].

Consent to Take Part in this Evaluation:

I have read and understand the information about the evaluation and my rights to participate.

Parent/Guardian's Signature

HIPPY Staff Signature

Printed Name

Printed Name

Date

Date

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Sample**

Confidentiality Form for Data Collectors

I understand that:

- I will be collecting personal and sensitive information from children.
- The parents participating in this study have been guaranteed that their name and their child's name will not be revealed and that all information will be kept confidential.
- The responsibility for keeping this confidentiality begins with me.

In recognition of this responsibility, I hereby agree to:

- Keep confidential the names of all parents and their children, all information collected during the data collection process, and all information learned while collecting the data.
- Avoid discussing or revealing, except privately with my coordinator, information that might identify or be associated with any individual.
- Do my best to protect the privacy of the respondents and the confidentiality of the information I collect.

Signed: _____

Date: _____

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Sending Evaluation Materials to USF

Before sending the testing information,

- Remove any parent or child names that appear on the Parent and Child Background Information form or on the child's test score sheet.
- Ensure that the child I.D. numbers on **the list of sample children** match those child I.D. numbers on the test score sheet and the Parent and Child Background Information form. Discard the test score sheet of any child whose I.D. number is not on **the list of sample children**.
- Ensure that the child's test score sheet and the Parent and Child Background Information form are complete, accurate and are stapled together.
 - Data collectors are responsible for accurately recording the child's responses and adding the numerical scores of each response for a total score.
 - USF project staff will be responsible for raw score conversion (conversion of raw scores to derived scores such as percentile ranks, age equivalents, grade equivalents, and standard scores). This will be done after receipt of the scoring sheets.
- Forward the set of each child's test score sheet that is stapled to his/her Parent and Child Background Information sheet to:

Marsha Black, Research Assistant Professor
University of South Florida
Dept. of Child and Family Studies
FMHI/MHC2119
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