

Year Two HIPPY AmeriCorps Evaluation:
Children's Progress in Developing Reading-Related Skills and
HIPPY Parental Involvement in Literacy Activities
The Honolulu and Kailua-Kona HAWAII HIPPY Programs

January 2007

Prepared By

Marsha M. Black, Ph.D.
University of South Florida
Dept. of Child and Family Studies
Louis de la Parte Florida Mental Health Institute
13301 Bruce B. Downs Blvd.
Tampa, Florida 33612-3807

In collaboration with
Diane Powell, Ph.D., Project Director
University of South Florida
Dept. of Child and Family Studies
Division of Applied Research and Educational Support

Acknowledgements

We would like to thank the following people for their assistance in conducting the second-year evaluation for the HIPPYCorps Initiative:

Elisabet Eklind, former Executive Director of HIPPY USA, who served as consultant and collaborative partner during all phases of the evaluation.

HIPPY USA staff who quickly and efficiently responded to our requests for information and assistance.

The Hawaii HIPPY AmeriCorps State Director and Program Assistant who enthusiastically participated in the planning and implementation of the evaluation.

The HIPPY coordinators and home visitors who generously contributed their time in conducting parent recruitment, collecting child and parent information, administering the child pre- and posttests, and the Retrospective Parent Survey.

The HIPPY parents who provided information about their participation in home literacy and educational activities and their perceptions about the improvements they made in their early childhood knowledge, teaching skills, parent-child interactions, and positive parenting behaviors.

Table of Contents

List of Tables	5
List of Figures	7
I Executive Summary	8
II Introduction.....	11
The HIPPY Program	11
The Honolulu (Oahu) HIPPY program.....	11
The Kailua-Kona Hawaii HIPPY Programs	12
Background of the AmeriCorps Initiative.....	12
III Methodology	13
Study Questions	13
Participants	14
Children Administered the Get Ready to Read! Screening Tool	14
Parents Completing Retrospective Survey I	14
Parents Completing Retrospective Survey II.....	15
Evaluation Instruments	15
The Get Ready to Read! Screening Tool	16
Retrospective Survey I.....	16
Retrospective Survey II.....	16
Procedures	17
Data Analyses	18
Analyses of the Get Ready to Read! Screening Instrument	18
Retrospective Survey I and II	18
IV Findings on Children’s Development of Early Reading Skills	19
Children Completing the Get Ready to Read! Screening Tool	19
V Findings From the Parent Retrospective Surveys	20
Findings from Retrospective Survey I – First-Year HIPPY Parents	20
Parent Involvement in Home Literacy and Community Educational Activities.....	20
Parents’ Perceptions of Gains in Their Knowledge, Skills, Attitudes, and Behaviors	23
Findings from Retrospective Survey II for Second-Year HIPPY Parents	25
Parent Involvement in Home Literacy and Community Educational Activities.....	24

	Parents' Perceptions of Changes in Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment, and Social Support	27
VI	Discussion	29
VII	References	33
VIII	Appendices	
	Appendix A – HIPPY Logic Model.....	34
	Appendix B – Retrospective Survey I for First-time HIPPY Parents.....	35
	Appendix C –Retrospective Survey II for Continuing HIPPY Parents	39
	Appendix D – Tables D1-D11	44-69

List of Tables

Table 1	Scores from the Get Ready to Read! for Fall 2005 and Spring 2006 (N=78).....	19
Table 2	Change in Score Categories for the Get Ready to Read! Screening Instrument from Fall 2005 to Spring 2006 (N=78).....	19
Table 3	Comparing Means of Retrospective Survey I Pre-Post Items for Home Literacy and Community Educational Activities – Total Sample (N=30)	20
Table 4	Comparing Means of Retrospective Survey I Pre-Post Items For Parent Knowledge, Skills, Attitudes, and Behaviors – Total Sample (N=30).....	23
Table 5	Comparing Means of Retrospective Survey II Pre-Post Items for Home Literacy and Community Educational Activities – Total Sample (N=14)	25
Table 6	Comparing Means of Retrospective Survey II Pre-Post Items for Parent Self-Efficacy, Involvement in Interactive Activities, Use of HIPPY Teaching Skills, Home Environment, and Social Support –Full Sample (N=14).....	27
Appendices		
Table D-1	Demographics of Children Administered the Get Ready to Read! Screening Tool (N=78)	44
Table D-2	Demographics of First-Year Parents Completing Retrospective Parent Survey (N=30)	46
Table D-3	Demographics of Second-Year Parents Completing Retrospective Parent Survey (N=14)	48
Table D-4	Frequencies for Response Categories for Parent Survey I Pretest Items- First-Year Parents (N= 30)	49
Table D-5	Frequencies for Response Categories for Parent Survey I Posttest Items- First-Year Parents (N= 30)	51

Table D-6	Gains for Subscale Ratings from First-Year Parent Retrospective Survey for Items Measuring Parent Participation in Home Literacy And Community Educational Activities (N= 30)	53
Table D-7	Item Rating Patterns Across all Items Measuring Parent Participation In Home Literacy and Community Educational Activities (N=30).....	54
Table D-8	Gains for Subscale Ratings for First Year Parent for Parent Knowledge, Attitudes, Skills, and Behaviors (N=30).....	55
Table D-9	Subscale Rating Patterns for All Items Measuring Parent Knowledge, Skills, Attitudes and Behaviors (N=30)	56
Table D-10	Frequencies for Response Categories for Parent Survey II Pretest Items- Second-Year Parents (N=14)	58
Table D-11	Frequencies for Response Categories for Parent Survey II Posttest Items- Second-Year Parents (N=14)	60
Table D-12	Gains for Subscale Ratings for Items Measuring Parent Participation in Home Literacy and Community Educational Activities – Retrospective Survey II (N=14)	62
Table D-13	Item Ratings Patterns Across All Items Measuring Parent Participation in Home Literacy and Community Educational Activities - Retrospective Parent Survey II (N=14)	63
Table D-14	Gains for Subscale Ratings from Second Year Parent Retrospective Survey for Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support (N=14)	64
Table D-15	Gains for Subscale Ratings from Second Year Parent Retrospective Survey for Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support – (N=14)	66
Table D-16	Rating Patterns for All Items Measuring Parent Self-Efficacy, Interactive Activities, Use of HIPPY Teaching Skills, Home Environment and Social Support (N=14)	68

List of Figures

Figure 1	Response Item Distribution for Home Literacy and Community Educational Activities – Retrospective Survey I	21
Figure 2	Change in Pre-Post Ratings for Participation in Home Literacy And Community Educational Activities - Retrospective Survey I	21
Figure 3	Distribution of the Gain=0 Response Pattern in Home Literacy and Community Educational Activities– Retrospective Survey I.....	22
Figure 4	Non-Participation in Home Literacy and Community Educational Activities – Retrospective Survey I	22
Figure 5	Response Item Distribution for Parent Knowledge, Attitudes, Skills, and Behaviors –Retrospective Survey I	23
Figure 6	Change in Pre-Post Ratings for Participation for Parent Knowledge, Skills, Attitudes, and Behaviors –Retrospective Survey I	24
Figure 7	Distribution of the Gain=0 Response Pattern for Parent Knowledge, Attitudes, Skills, and Behaviors - Retrospective Survey I	24
Figure 8	Response Item Distribution for Home Literacy and Community Educational Activities - Retrospective Survey II	25
Figure 9	Change in Pre-Post Ratings for Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support - Retrospective Survey II –	26
Figure 10	Distribution of the Gain=0 Response Pattern in Home Literacy and Community Educational Activities - Retrospective Survey II	26
Figure 11	Response Item Distribution for Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support - Retrospective Survey II	27
Figure 12	Change in Pre-Post Ratings for Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support - Retrospective Survey II	28
Figure 13	Distribution of the Gain=0 Response Pattern for Self-Confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support - Retrospective Survey II	29

EXECUTIVE SUMMARY

This Executive Summary contains the results for children and first-year and second-year HIPYPY parents participating in the AmeriCorps initiative in the Honolulu HIPYPY and the Kailua-Kona HIPYPY programs. The purpose of this evaluation for the second-year HIPYPYCorps Initiative was to document the influence of the HIPYPY program on the development of children's pre-reading skills and first-year parents' perceptions of gains in their involvement in different types of home and community literacy activities. A second interest was in measuring first-year parent gains in their knowledge of early childhood development, teaching skills, quality of parent-child relationship, and participation in positive parenting practices. Outcomes for parents completing their second year in the HIPYPY program were also examined including their perceptions of gains in their self-confidence, the quality of the home literacy environment, their use of HIPYPY teaching skills with other children in the home, and the social support they received from other HIPYPY parents.

Methodology

All HIPYPY children enrolled in the HIPYPY 4 curriculum and served by an AmeriCorps home visitor were administered the Get Ready to Read! screening tool (Whitehurst & Lonigan, 2000) to determine preschool children's progress in acquiring reading-related skills.

Two retrospective parent surveys were developed by researchers at the University of South Florida. One survey was administered to first-year HIPYPY parents and another survey was given to parents who had completed their second year in the HIPYPY program. Both the first year and second-year parents were being served by a HIPYPY AmeriCorps home visitor. Parents were asked to complete each survey 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 HIPYPY program.

Selection and Recruitment of Participants

There were 78 children who were administered the Get Ready to Read! screening tool in Fall 2005 and again in Spring 2006. Fifty-nine children were enrolled in the Honolulu HIPYPY program and 19 were from the Kailua-Kona HIPYPY program. Retrospective Survey I data was collected from 30 first-year HIPYPY parents. Twenty-five parents participated in the Honolulu HIPYPY program and five parents were from the Kailua-Kona HIPYPY program. Eighty-seven percent of the parents completed the English version of the survey and 13% completed the Spanish version. First-year HIPYPY parents were parents who had not participated previously in the HIPYPY program or parents who previously had children enrolled in one of the HIPYPY curricula but did not complete all 30 weeks of a particular HIPYPY curricula. Survey data were also collected from 14 parents who had participated in HIPYPY for a second consecutive year. Seventy-one percent of the parents completed the English version of the Retrospective Survey II

and 29% completed the Spanish version. All of the first and second-year parents were being served by an AmeriCorps home visitor.

Findings on Children's Development of Early Reading Skills Using the Get Ready to Read! Screening Instrument

Hawaiian HIPPY children have developed, or are developing, strong print knowledge, emergent writing, and linguistic awareness skills as assessed in Fall 2005 and Spring 2006 by the Get Ready to Read! screening instrument. Thirty-two percent of the children improved their skill level from time 1 to time 2. It should be noted, however, that 63% of the children were assessed as having very strong skills at the beginning of HIPPY, and this percentage increased to 86% at time 2. 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.

HIPPY Parental Involvement in Their Children's Learning: Findings from Retrospective Survey I for First-Year HIPPY Parents

A paired means sample t-test was used to examine the change in first-year parents' involvement in home literacy and community educational activities. The findings show that first-year HIPPY parents 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. 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.

First-year HIPPY 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.

Additional Benefits of HIPPY: Findings from Retrospective Survey II for Second-Year HIPPY Parents

A paired-means sample t-test was also used to examine the change in continuing HIPPY parents' involvement in home literacy and community educational activities. The results indicated there was no significant difference in the level of participation with their child in home literacy and community educational activities after completing an average of 25 weeks of the second year in the HIPPY program. This finding may be related to the fact that most of the parents were already participating in these activities before they began participating in the HIPPY program. On the other hand, the results of the paired-means sample t-test indicated that second-year HIPPY parents reported they significantly increased their interactive activities with their child that promote learning and development and foster a rich home literacy environment. Parents also indicated they have significantly increased their use of the HIPPY teaching skills with other children in

their home, for example, using guided reading techniques when they read with their other children. In addition, parents reported that their confidence in their ability to advocate for services to meet their child's educational needs significantly increased after completing their second year in the HIPPY program. Lastly, parents reported significant decreases in their feelings of social isolation after completing their second year in the HIPPY program.

Discussion

The findings of this second-year evaluation demonstrate that Honolulu and Kailua-Kona Hawaii HIPPY 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. Participating in the HIPPY program also produces benefits for parents. Both first and second-year HIPPY parents reported gains in their engagement in home and community educational activities and attitudes, knowledge, and/or behaviors that have been shown to be strongly correlated with children's school readiness and success.

Year Two - HIPPY AmeriCorps Evaluation: Children's Receptive Vocabulary Development and HIPPY Parental Involvement in Their Children's Learning

INTRODUCTION

Researchers at the University of South Florida (USF) were contracted by HIPPY USA to conduct a three-year, multi-site evaluation of the HIPPY AmeriCorps Initiative. This report contains the results for children and first-year and second-year HIPPY parents participating in the AmeriCorps initiative in the Honolulu HIPPY and the Kailua-Kona HIPPY programs.

The HIPPY Program

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program 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. 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 which helps them build trusting collaborative relationships with families.

The four essential features of the HIPPY model include a three-year developmentally appropriate home-based curricula, role playing as the instructional technique, professional coordinator and staff of paraprofessionals, and home visits and group meetings. 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 that they are active agents in their children's education. 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.

The Honolulu HIPPY Program

The Honolulu HIPPY program, established on the island of Oahu in 2000, provides services to 240 families and 284 children in 17 communities across the island of Oahu. For the 2005-06 program year, there were 109 children who participated in the HIPPY 3 curriculum; 112 children enrolled in the HIPPY 4 curriculum, and 63 children in the HIPPY 5 curriculum. All children used the English version of the HIPPY curriculum.

Staff for the Honolulu HIPPY program include three full-time coordinators, a .75 FTE office support staff, two .25 data entry assistants and 24 Parent Educator Home Visitors who implement the HIPPY program through community based role plays and/or home visits from the months of August through May. This program receives federal funding from the Department of Education under the Native Hawaiian Education Act.

The Honolulu HIPPY program is implemented through the Keiki O Ka Aina Family Learning Centers (KOKA-FLC), a non profit 501(c)(3) corporation that was established in 1996 to serve the needs of the Native Hawaiian community within the context of culturally appropriate educational programs. The Keiki O Ka Aina Family Learning Centers Honolulu HIPPY program is located at 3030 Kalihi Street, Honolulu, HI, 96819 and can be contacted by phone at (808) 845-3454 or fax at (808)845-3445.

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.

Background of the AmeriCorps Initiative

The HIPPY program is a parent involvement and school readiness program whose goal is to provide parents with the teaching skills necessary to guide their three, four, and five year old children's learning and prepare them for success in school. Programs that focus on developing young children's learning skills are important because children with poor school readiness skills often tend to remain poor students. Consistent research suggests there is a positive relationship between parent involvement and benefits for students, including improved academic achievement and better social skills necessary for adapting to the school environment (Henderson & Mapp, 2002). A recent national study conducted by Bradley and Gilkey (2002) examined what effects the HIPPY program had on students who had completed two full years of HIPPY and were currently enrolled in the third and sixth grades throughout Arkansas. Compared to a matched group of children who had not participated in HIPPY, results showed a modest positive impact for children in both the third and sixth grades. HIPPY students had fewer school

suspensions, higher grades, better classroom behavior, and higher achievement test scores in reading and math.

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 & 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 pre-academic 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) What type of gains in receptive vocabulary or other reading readiness skills do children make after completing the HIPPY 4 curriculum?
- (2) What are first-year and second-year HIPPY parents' perceptions of their gains in their involvement in different types of home and community literacy activities?
- (3) What are first-year HIPPY parents' perceptions of their gains in knowledge of early childhood development, teaching skills, parent-child interactions, and positive parenting behaviors?
- (4) What are second-year HIPPY parents' perceptions of gains in their self-confidence, the quality of their home literacy environment, their use of HIPPY teaching skills with other children in the home, and the social support they received from other HIPPY parents?

To answer these questions, the Hawaii HIPPY programs selected the Get Ready to Read! screening tool (Whitehurst, 2001) to measure children's development of reading-related skills at two points in time. 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-year HIPPY parents who were being served by a HIPPY AmeriCorps home visitor. A second retrospective parent survey with questions on self-confidence, the joy of learning, HIPPY teaching skills, home literacy environment, and social support was developed and administered to second-year HIPPY parents served by an AmeriCorps home visitor.

Participants

Children Administered the Get Ready to Read! Screening Tool

Both of the Hawaiian HIPPY programs administered the Get Ready to Read! Screening Tool during the Fall and Spring, 2006, to all of the children enrolled in the HIPPY 4 curriculum. Only children who were enrolled in the HIPPY 4 curriculum and were being served by an AmeriCorps home visitor are included in this second-year evaluation. Seventy-eight children were administered the Get Ready to Read! screening tool at two points in time during Fall 2005 and again in Spring 2006. Nineteen children were from the Kailua-Kona Hawaii HIPPY program and 59 children participated in the Honolulu HIPPY program. All children were enrolled in the HIPPY 4 curriculum. Sixty-three percent had been enrolled in HIPPY 3, and almost all of these children had completed thirty weeks of this curriculum. 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 approximately the same number of males and females in the sample.

Although 73% of the parents reported their children were of Pacific Islander/Native Hawaiian heritage, other caregivers reported very culturally diverse ethnicities with 9% of the children being Hispanic, 6% White (non-Hispanic), and 10% multiracial and other ethnicities. Few parents whose children spoke a primary language other than English (N=7) indicated their child was proficient in understanding and speaking English. On average, caregivers were 35 years of age, almost all were married, and approximately one-fourth reported they had a college degree. Over three-fourths of the children reside in households with annual incomes over \$25,000. See Table D-1 in the Appendix for further details on the demographics of children who were administered the Get Ready to Read! Screening Tool.

Parents Completing Retrospective Survey I

The Retrospective Survey I was completed by first-year HIPPY 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 curricula. 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.

Thirty first-year HIPPY parents completed the Retrospective Survey I. Eighty-seven percent completed the English version and 13% the Spanish version. Fifty-five percent of the surveys were completed by the child's biological mother, and 35% by the child's biological father. The average age of the parents was 31 years, and 37% of the parents reported they had a college degree. Thirty-seven percent of the parents were Pacific Islander/Native Hawaiian, and 26% reported they were multiracial. Over 60% of parents reported the annual family income in 2005 was at least \$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 of Hawaiian HIPPY parents compared to the national average income of other HIPPY parents may also be due to the higher educational level of the Hawaiian HIPPY parent. Over 60% of Hawaiian HIPPY parents reported they had either some college but no degree or a college degree. More detailed information on the demographics of respondents completing Retrospective Survey I for first-year HIPPY parents is provided in Table D-2 in the Appendix.

Parents Completing Retrospective Survey II

Fourteen HIPPY parents who participated in the Kailua-Kona HIPPY program completed the Retrospective Parent Survey II for second-year HIPPY parents. The 2005-06 was the first year the Honolulu HIPPY program participated in the AmeriCorps evaluation so all of the second-year surveys were completed by parents enrolled in the Kailua-Kona program. Seventy-one percent of the parents completed the English version of the survey, and 29% completed the Spanish version. Almost all of the surveys were completed by the child's biological mother. Parents were, on average, 36 years old, married, and had either some college but no degree or a college degree. Almost three fourths of the parents reported their ethnicity as white (non-Hispanic). Though slightly over one-third of the parents reported an annual household income for 2005 of over \$50,000, another 30% reported annual household incomes of \$30,000 or less. More detailed information on the demographics of respondents completing Retrospective Survey II for second-year HIPPY parents is provided in Table D-3 in the Appendix.

Evaluation Instruments

The Get Ready to Read! Screening Tool

The two Hawaii HIPPY programs selected the Get Ready to Read! screening tool (Whitehurst, 2001) to determine a preschool child's progress in acquiring reading-related skills. The screening tool focuses the "inside-out skills" of reading: print knowledge, emergent writing, and linguistic awareness. 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 (Whitehurst, 2001). 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.

Retrospective Survey I

The Retrospective Survey I for first-year HIPPIY parents 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 from the HIPPIY 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 HIPPIY 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 HIPPIY.

The Retrospective Survey I 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 HIPPIY program and after completing 25 weeks of a 30 week HIPPIY curriculum. Parents were also asked to rate gains on 13 survey items related to knowledge of child development, teaching skills, quality of their parent-child relationship, and positive parenting practices. 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 behaviors, there were five item response categories: 1=Strongly disagree; 2=Disagree, 3=Undecided; 4=Agree, and 5=Strongly agree. The complete survey is included in Appendix B.

Retrospective Survey II

The Retrospective Survey II for second-year HIPPIY parents was designed in same format as Retrospective Survey I for first-year HIPPIY parents. Survey questions were developed from the Stage Two outcomes from the HIPPIY Logic Model (See Appendix B).

The Retrospective Survey II for second-year HIPPIY parents consisted of 29 items measuring parents' perceptions of gains in their involvement in different types of home and community literacy activities both before enrolling in the HIPPIY program and after completing 25 weeks of a second 30 week HIPPIY curriculum. Parents were also asked to rate their gains on 21 survey items related to their self-confidence, the joy of learning, their use of HIPPIY teaching skills, their home literacy environment and social support. 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 21 items measuring gains in parent self-

confidence, the joy of learning, their use of HIPPIY teaching skills, their home literacy environment and social support, there were five item response categories: 1=Not at all; 2=A little; 3=A fair amount; 4=Much; and 5=Very much. The complete survey is included in Appendix C.

Procedures

USF researchers designed the evaluation procedures for the first-year evaluation and revised these procedures for the second year's evaluation to include the administration of a survey to continuing HIPPIY parents. An electronic copy of the revised AmeriCorps Evaluation Procedures Manual was sent to each HIPPIY coordinator participating in the study. USF researchers provided evaluation training to HIPPIY State Directors on August 23, 2005, to the Las Vegas HIPPIY coordinators on September 26 and to the California HIPPIY coordinators on September 27, 2005 before their programs began providing services to children and their parents for the 2005-06 program year. USF researchers also provided technical assistance to HIPPIY coordinators through phone calls and e-mails and participated in evaluation planning conference calls throughout the 2005-06 program year.

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, and training procedures for program staff including ethical guidelines for administering child assessments and obtaining parental consent. The evaluation design called for children to be administered the first developmental screening before they completed week 6 of the 30-week HIPPIY 4 curriculum. The second screening was to be conducted after children completed week 25 of the HIPPIY 4 curriculum. Programs were asked to complete the child and parent demographic information and staple the form to the child's test scoring sheet and forward this information to USF researchers.

USF prepared the protocol for administering the parent surveys and emailed this information to HIPPIY 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 HIPPIY 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 HIPPIY). 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.

First-year HIPPIY parents were to be administered Retrospective Survey I after they completed at least week 25 of the 30 week HIPPIY curriculum. Almost half of the parents completed the survey before their child finished week 25 of the 30-week HIPPIY curriculum including two parents who reported their child had finished week 16 of the curriculum when they completed the survey.

Similar to first-year HIPPY parents, evaluation procedures stated that second-year HIPPY parents were to complete the Retrospective Survey II after they completed at least week 25 of their child's second-year HIPPY curriculum. All of the 14 parents who were in their second year of the HIPPY program reported their child had completed at least week 25 of the curriculum.

Data Analyses

Analyses of Scores From The Get Ready to Read! Screening Instrument

The child data gathered by the Hawaii programs from the Get Ready to Read! screening instrument were analyzed by examining 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".

Retrospective Survey I and Retrospective Survey II

Parent perceptions of gains since participating in HIPPY were analyzed first by conducting two paired sample t-tests. For both Retrospective Survey I and Retrospective Survey II, the first paired sample t-test was conducted for the first eight survey items comprising the measure of home literacy and community educational activities. For Retrospective Survey I, another sample t-test was conducted for the 13 survey items comprising the measure of knowledge, attitudes, skills and behaviors. For Retrospective Survey II, a second sample t-test was conducted for the 21 items measuring self-confidence, the joy of learning, their use of HIPPY teaching skills, their home literacy environment and social support. Since multiple comparisons were made on the same data set, a strict Bonferroni adjustment was applied to control for inflation of Type I error on both the first-year and second-year parent surveys. That is, controlling for the possibility that the pre-post difference in means on a particular item is statistically significant, when in fact, the finding is a spurious result. Therefore, the p value for each survey item was compared to an alpha of .002.

The second part of the analysis of both Retrospective Survey I and Retrospective Survey II was calculating the rating change across each survey item to determine the amount of gain from before HIPPY to now. A comparison was 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 (Not at all) before HIPPY and then select #3 (Three or more times a week) 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.

FINDINGS ON CHILDREN'S DEVELOPMENT OF EARLY READING SKILLS

Seventy-eight children from the two Hawaii programs were administered the Get Ready to Read! screening instrument during Fall 2005 and again in Spring 2006. Children had completed, on average, the fifth week of the HIPPY 4 curriculum at the time of the first administration of the Get Ready to Read! The Get Ready to Read! was administered a second time in Spring 2006 when children had completed an average of 28 weeks in the HIPPY program. As shown in Table 1 below, only two children scored in the "Very weak skills" category in Fall 2005. In fact, 63% of the children were assessed as having "Very strong skills" in Fall 2005, and this percentage increased to 86% in Spring, 2006. 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" (Whitehurst, 2001, Executive Summary, p. 2).

Table 1. Scores for the Get Ready to Read! Screening Instrument for Fall 2005 and Spring 2006 (N=78)

	Fall 2005	Spring 2006
	Number (Percent)	Number (Percent)
0 – 6 Very Weak Skills	2 (2.6)	0
6 - 9 Weak Skills	4 (5.1)	1 (1.3)
9 – 12 Average Skills	4 (5.1)	2 (2.6)
12 – 16 Strong Skills	15 (19.2)	8 (10.3)
16 – 20 Very Strong Skills	53 (62.5)	67 (85.9)

Another way of examining improvements in children's reading-related skills is to compare the change in score categories from Fall 2005 to Spring 2006. As shown in Table 2 below, 95% of the children maintained or improved their skill level from Fall 2005 to Spring 2006. Only four children scored in a higher skill category in Fall 2005 than in Spring 2006. However, even though there was a decrease in the score category from Fall to Spring 2006, the scores of these four children placed them in the "Strong" at the second administration of the instrument.

Table 2. Change in Score Categories for the Get Ready to Read! Screening Instrument from Fall 2005 to Spring 2006 (N=78)

Change in Score Categories from Fall 2004 to Spring 2006	Number (Percent)
From Very Weak to Weak	1 (1.3)
From Very Weak to Very Strong	1 (1.3)
From Weak to Average	2 (2.6)
From Weak to Strong	1 (1.3)
From Weak to Very Strong	1 (1.3)
From Average to Average	1 (1.3)
From Average to Strong	2 (2.6)
From Average to Very Strong	2 (2.6)
From Strong to Strong	1 (1.3)
From Strong to Very Strong	15 (19.2)
From Very Strong to Very Strong	47 (60.3)
From Very Strong to Strong	4 (5.1)

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.

FINDINGS FROM THE PARENT RETROSPECTIVE SURVEYS

The findings from the Retrospective Survey I for first-year HIPPY Parents and Retrospective Survey II for continuing HIPPY parents are reported in this section. First, results are presented for the sample of parents completing Retrospective Survey I for first-year HIPPY parents, with items concerning home and community educational activities considered separately from those items addressing parental perceptions of gains in early childhood knowledge, teaching skills, parent-child interactions, and positive parenting behaviors. Next, findings for the sample of parents completing the Retrospective Survey II for second-year HIPPY parents are reported. Similar to the results reported for Retrospective Survey I for the first-year parents, items concerning home and community educational activities are considered first, followed by results from survey items measuring self-confidence, the joy of learning, their use of HIPPY teaching skills, their home literacy environment and social support.

FINDINGS FROM RETROSPECTIVE SURVEY I

Parent Involvement in Home Literacy and Community Educational Activities

There were 30 parents completing the Retrospective Survey I for first-year HIPPY parents. Eighty-seven percent of the parents completed the English version, and 13%, the Spanish version of the survey. As shown in Table 3 below, after completing an average of 25 weeks of HIPPY, parents reported significant increases in the degree they are helping their children prepare for school by frequently reading to their children, teaching them letters, words, and numbers, and participating with them doing arts and crafts and playing board games. The increased levels of participation in home literacy activities and community educational activities reported by parents completing the survey demonstrate that HIPPY parents are learning to be their child's first teacher.

Table 3 Comparing Means of Retrospective Survey I Pre-Post items for Home Literacy and Community Educational Activities (N=30)

Means/SD		Paired Samples t-test ¹		
Pretest	Posttest	T value	DF	P value
M= 17.133 SD = 4.775	M = 22.600 SD = 5.353	7.333	29	.000

¹Two-tailed t-test; $p < .001$

Another way of analyzing the results of the pre- and posttest responses is by comparing the frequencies of pre- and posttest responses in the four response categories (See Figure 1 below). Across all of the eight items measuring parents' engagement in educational activities, 19% of the pretest category responses (before participating in the HIPPY program) were "Not at all" compared to only 11% of posttest responses (after completing the HIPPY program). There was a 15 percentage point increase of responses

in the “Every day” category, and an 10 percentage point increase of responses in the “Three or more times a week” response category. More detailed information on the frequencies for the pretest and posttest response categories is provided in Tables D-4 and D-5 in the Appendix.

Figure 1. Response Item Distribution for Home Literacy and Community Educational Activities - Retrospective Survey I

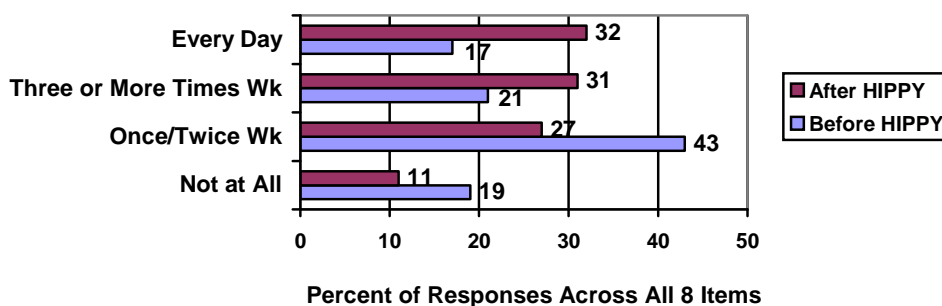
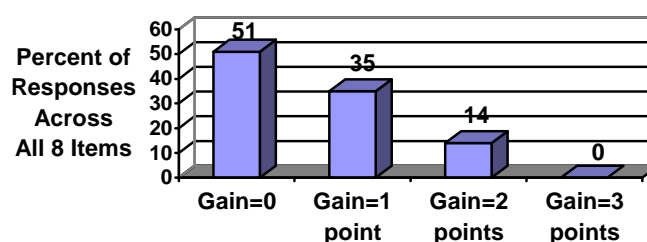


Figure 2 shows the change in pre-post ratings across the eight items measuring frequency of participation in home literacy and community educational activities. In 51% of the responses, parents reported no change in the frequency with which they were participated with their child in home literacy and community educational activities while the other 49% of parents’ responses indicated they were more involved with their child in home literacy and community educational activities after completing one year of HIPPY. These results suggest that parents were almost equally divided regarding whether they viewed HIPPY as influencing their participation in home and community educational activities after completing their first year in the HIPPY program. See Table D-6 in the Appendix for more detailed information on the post rating changes across the eight items.

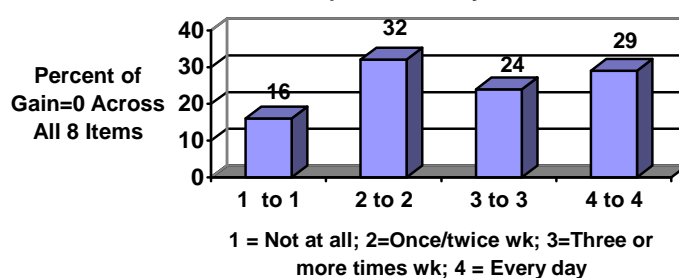
Figure 2. Change in Pre-Post Ratings for Participation in Home Literacy and Community Educational Activities - Retrospective Survey I



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. As shown in Figure 3 below, a considerable number of parents were already participating regularly in these activities

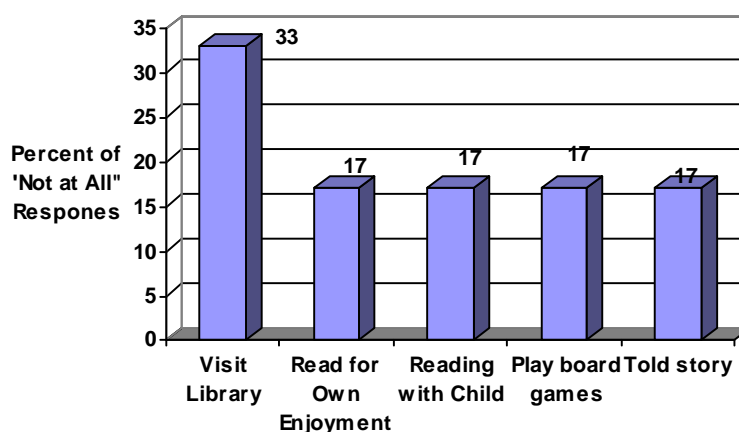
with their child before they enrolled in the HIPPY program. For example, across all of the eight items, 32% of the responses in the Gain=0 response category were “2 to 2” indicating that parents were already participating in home literacy and community activities at least once or twice a week. Another 29% of the Gain=0 responses were “4 to 4” indicating that parents reported participating in these activities with their children every day both before and after completing HIPPY. These findings suggest that most parents who reported no change in their level of participation from pre-post HIPPY were already actively engaged in these activities before HIPPY, and they continued their same level of participation after completing their first year of HIPPY.

Figure 3. Distribution of the Gain=0 Response Pattern in Home Literacy and Community Educational Activities - Retrospective Survey I



Further analysis was conducted to determine if there were specific home literacy and community activities that accounted for responses in the “Not at all” category both before and after completing HIPPY. As shown in Figure 4, the largest percentage was in visiting a library with their child. However, the other 67% of the “Not at all” responses were equally divided among items that asked parents the frequency with which they read for their own enjoyment, read with their child (other than completing the HIPPY activities), played board games with their child, and told their child a story. Thus, a few HIPPY parents reported they do not engage in these activities even after a year of participating in HIPPY.

Figure 4. Non-Participation in Home Literacy and Community Educational Activities - Retrospective Survey I



Parents' Perceptions of Gains in Knowledge, Attitudes, Skills, and Behaviors

The Retrospective Survey I contained 13 items that measured first-year HIPPY 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. As shown in Table 4 below, a comparison of the retrospective pretest and posttest scores indicated that across all 13 items, first-year parents completing the English version of the survey reported increased knowledge of how children grow and develop, greater ability to help their children learn, more positive attitudes toward their interactions with their children, and more frequent engagement in supporting and nurturing parenting behaviors.

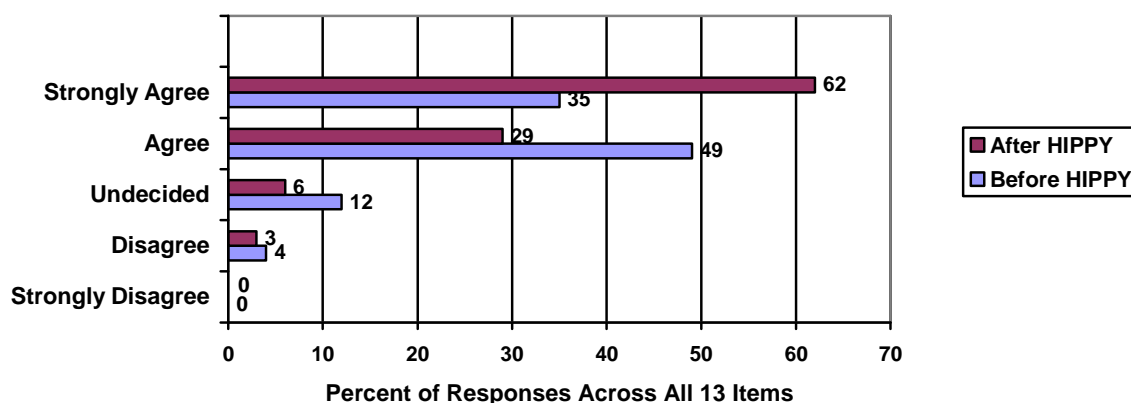
Table 4. Comparing Means of Retrospective Survey I Pre-Post Items for Parent Knowledge, Skills, Attitudes, and Behaviors (N=30)

Means/SD		Paired Samples t-test ¹		
Pretest	Posttest	T value	DF	P value
M= 53.413 SD = 6.694	M = 58.896 SD = 7.047	3.969	29	.000

¹Two-tailed t-test; $p < .001$

Figure 5 below indicates that across all of the 13 items measuring parent knowledge, skill acquisition, parent-child interaction, and engagement in positive parenting behaviors, 62% of the responses at posttest were in the "Strongly agree" category compared to only 35% at pretest. See Tables D-4 and D-5 in the Appendix for more detailed information on the pretest and posttest frequencies for these survey items.

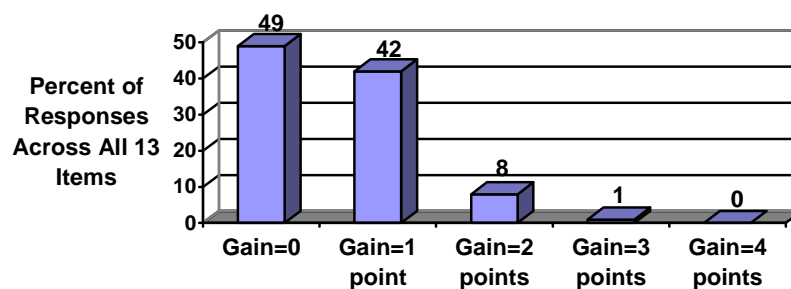
Figure 5. Response Item Distribution
for Parent Knowledge, Attitudes, Skills, and Behaviors
Retrospective Survey I



The results from the analysis of gain scores are presented in Figure 6 shows the change in pre-post ratings across all 13 items measuring parents' perceptions of their

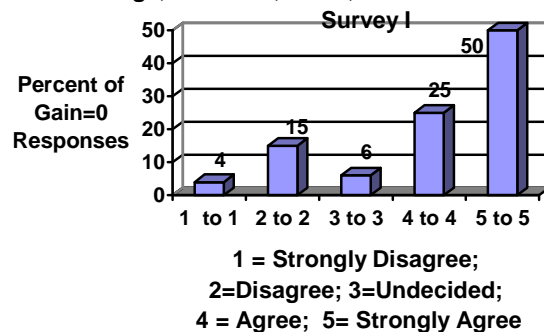
knowledge, skills, attitudes, and behaviors. In 49% of the responses, parents indicated that there was no change in their knowledge, skills, attitudes, or behaviors after completing at least 25 weeks in HIPPY. For example, responses both before and after completing 25 weeks in the HIPPY program were either 1 = “Strongly disagree”; or 2 = “Disagree”; or 3 = “Undecided”; or 4 = “Agree”, or 5 = “Strongly agree”. Table D-8 in the Appendix provides detailed information on gains for all of the 13 survey items.

Figure 6. Change in Pre-Post Ratings for Parent Knowledge, Skills, Attitudes, and Behaviors - Retrospective Survey I



The distribution of the responses in which first-year HIPPY parents reported no change from before to after participating in HIPPY (“Gain=0”) was examined to determine parents’ perception of their knowledge, skills, attitudes, and behaviors both before and after completing their first-year of the HIPPY program. As shown in Figure 7 below, a considerable number of parents felt they were already very knowledgeable about early childhood behavior and were engaging in many of the positive parenting behaviors that are taught in the HIPPY program. For example, across all of the thirteen items, three fourths of the responses in the Gain=0 response category were either “4 to 4” or “5 to 5” indicating that parents agreed or strongly agreed with the statements both before and after completing HIPPY. These findings suggest the no-gain response category consists of parents who were in agreement with the statements before they enrolled their child in the HIPPY program and continued to agree with the statements after completing 25 weeks in the HIPPY program.

Figure 7. Distribution of the Gain=0 Response Pattern for Parent Knowledge, Attitudes, Skills, and Behaviors - Retrospective Survey I



FINDINGS FROM RETROSPECTIVE SURVEY II Second-Year HIPPY Parents

Parent Involvement in Home Literacy and Community Educational Activities

There were 14 parents who completed the Retrospective Survey II for second-year HIPPY Parents. As shown in Table 6, a comparison of the retrospective pretest and posttest scores indicated that across all eight items measuring home literacy and community educational activities, there was no statistically significant difference between the retrospective pretest scores and the posttest scores. That is, after completing, on average, 25 of 30 weeks of their second year in HIPPY program, parents reported they were participating in home literacy activities and community educational activities at about the same frequency both before and after they had completed their second year in the HIPPY program. This result contradicts the findings for other Americorps HIPPY programs in this evaluation and is most likely due to the small sample size.

Table 5. Comparing Means of Retrospective Survey II Pre-Post Items for Home Literacy and Community Educational Activities (N=14)

Means/SD		Paired Samples t-test ¹		
Pretest	Posttest	T value	DF	P value
M= 22.500 SD = 2.653	M = 23.928 SD = 2.921	1.994	13	.068

¹Two-tailed t-test; $p < .001$

The retrospective pretest-posttest response item distribution shown in Figure 8 below indicates that across all of the eight items measuring parents' engagement in educational activities, 9% of the pretest category responses (before participating in the HIPPY program) were "Not at all" compared to only 4% of posttest responses (after completing a second year in the HIPPY program). There was a 9 percentage point increase of responses in the "Every day" category, and an 12 percentage point increase of responses in the "Three or more times a week" response category. More detailed information on the frequencies for the pretest and posttest response categories is provided in Tables D-10 and D-11 in the Appendix.

Figure 8. Response Item Distribution for Home Literacy and Community Educational Activities - Retrospective Survey II

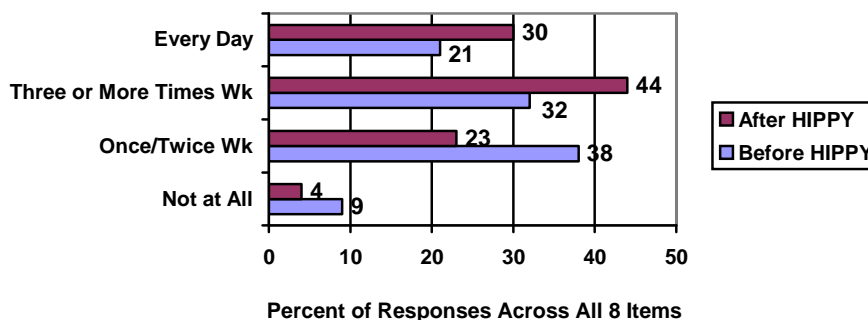
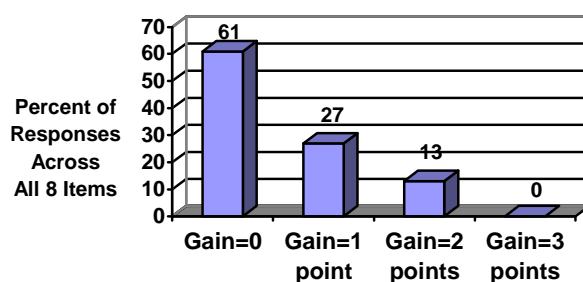


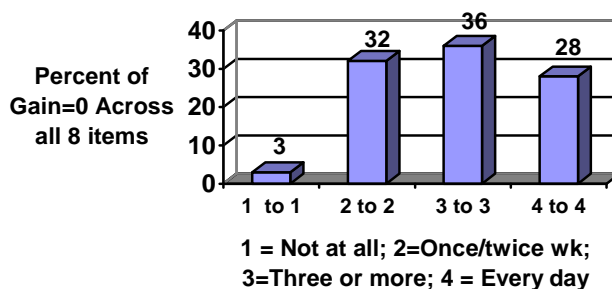
Figure 9 shows the change in pre-post ratings across the eight items measuring frequency of participation in home literacy and community educational activities for parents completing Retrospective Survey II. Over half of the second-year HIPPY parent responses indicated no change in the frequency with which parents were engaged with their child in home literacy and community educational activities. See Table D-12 in the Appendix for more detailed information on the post rating changes across the eight items.

Figure 9. Change in Pre-Post Ratings for Participation in Home Literacy and Community Educational Activities - Retrospective Survey II



The distribution of the responses in which second-year HIPPY 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. As shown in Figure 10 below, a considerable number of parents were already participating regularly in these activities with their child before they enrolled in the HIPPY program. For example, across all of the eight items, 36% of the responses in the Gain=0 response category were “3 to 3” indicating that parents were already participating in home literacy and community activities at least three or more times a week. Another 28% of the Gain=0 responses were in the “4 to 4” indicating that parents reported participating in some of these activities every day both before and after completing HIPPY. These findings suggest that most parents who reported no change in their level of participation from pre-post HIPPY were already actively engaged in these activities before HIPPY, and they continued their same level of participation after completing their second year of HIPPY. Additional information is provided in Table D-13 in the Appendix.

Figure 10. Distribution of the Gain=0 Response Pattern in Home Literacy and Community Educational Activities - Retrospective Survey II



Parents' Perceptions of Gains in Their Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support

The Retrospective Survey II for continuing HIPPY parents contained 21 items that measured second-year HIPPY parents' perceptions of gains in their self-confidence, the joy of learning, use of HIPPY teaching skills, home literacy environment and social support. As shown in Table 6 below, a comparison of the retrospective pretest and posttest scores indicated that across all 21 items, HIPPY parents who participated in the HIPPY program for a second year significantly increased their interactive activities with their child that promote learning and development and foster a rich home literacy environment. Parents also reported increased enjoyment of playing and doing educational activities with their child. Parents indicated they have significantly increased their use of the HIPPY teaching skills with other children in their home. Second-year HIPPY parents also reported increased self-confidence in their ability to advocate for their child's educational needs.

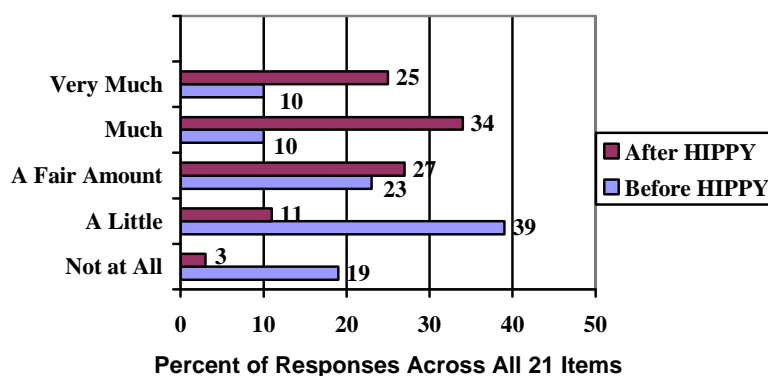
Table 6. Comparing Means of Retrospective Survey II Pre-Post Items for Parent Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment, and Social Support (N=14)

Means/SD		Paired Samples t-test ¹		
Pretest	Posttest	T value	DF	P value
M= 47.714 SD = 17.277	M = 74.071 SD = 17.335	6.027	13	.000

¹Two-tailed t-test; $p < .001$

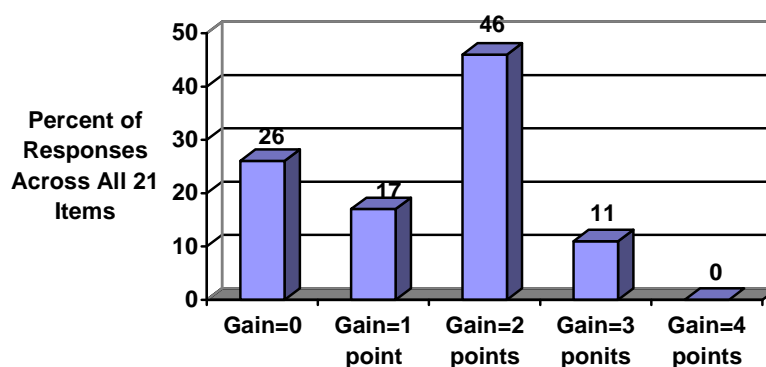
As shown in Figure 11 below, across all of the 21 items, 25% of the responses at posttest were in the "Very much" category compared to only 10% at pretest. See Tables D-10 and D-11 in the Appendix for more detailed information on the pretest and posttest frequencies for these survey items.

Figure 11. Response Item Distribution for Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support - Retrospective Survey II



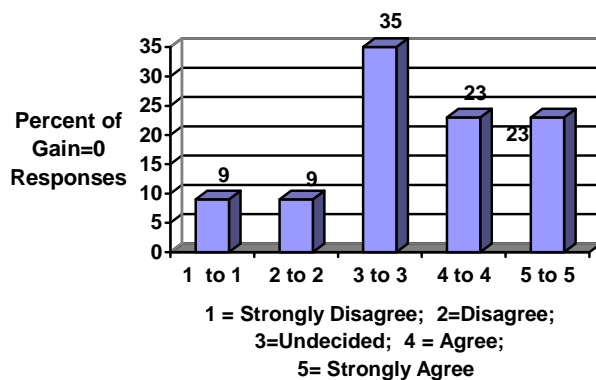
The results from the analysis of gain scores are presented in Figure 12 which shows the change in pre-post ratings across all 21 items measuring parents' perceptions of gains in their self-confidence, the joy of learning, use of HIPPY teaching skills, home literacy environment and social support. Twenty-six percent of the parents indicated that there was no change from before they began participating in the HIPPY program approximately two years ago to after completing at least 25 weeks of their second year in HIPPY. Tables D-15 and D-15 in the Appendix provide detailed information on gains for all of the 21 survey items.

Figure 12. Change in Pre-Post Ratings for Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support - Retrospective Survey II



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’ perception of their self-confidence, their joy of learning with their child, their use of HIPPY teaching skills, the quality of their home literacy environment, and their social support before their first year in the HIPPY program and after completing their second year of the HIPPY program. As shown in Figure 13 below, 46% of the parents either agreed or strongly agreed with the survey items before participating in the HIPPY program. However, 25% of the parent responses were in the “3 to 3” category indicating that parents were undecided on several of the survey items and remained undecided after completing their second year in the HIPPY program. These findings suggest that a considerable number of parents who reported no change from pre-post HIPPY were confident in their ability to advocate for their child’s educational needs and were engaged in many positive parenting practices both before after completing their second year of HIPPY. More detailed information is provided in Tables D-15 and D-16 in the Appendix.

Figure 13. Distribution of the Gain=0 Response Pattern for Self-Confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support - Retrospective Survey II



DISCUSSION

Children's Early Reading 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 Honolulu and Kailua-Kona Hawaii HIPPY 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 HIPPY. 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 HIPPY children's early literacy skills rather than suggest causal links between characteristics of the HIPPY program and children's progress in developing reading-related skills.

One of the HIPPY program's strengths 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.

The demographics of parents participating in the two Hawaiian HIPPY programs show that these programs are serving adults with a wide diversity of educational levels, household composition and income. The HIPPY program has successfully worked with parents and their children from many different cultures the program employs home visitors from the neighborhoods they serve, which is helpful to overcoming language and culture barriers between themselves and the families they serve.

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

The findings of the second year's evaluation replicate the findings from the first year. Most parents 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.

Parent Perception of Gains in their Self-confidence, the Joy of Learning, Use of HIPPY Teaching Skills, Home Literacy Environment and Social Support

Second-year HIPPY parents reported increased participation in home literacy and community educational activities after completing their second year in the HIPPY program. They also indicated they have significantly increased their interactive activities with their child including increasing their use of HIPPY teaching skills with other children in the family. Their enjoyment of doing educational activities with their child significantly increased after participating in the HIPPY program. Parents also reported that their confidence in their ability to advocate for services to meet their child's educational needs significantly increased after completing their second year in the HIPPY program. Lastly, parents reported significant decreases in their feelings of social isolation by making new friends who have become valuable sources of support and information regarding special services available in their communities.

It is clear that parents participating in the HIPPY program feel the program has been tremendously influential in many aspects of their lives including how they interact with their child, what activities they participate in with their child, how they feel about their ability to advocate on behalf of their child, and their ability to engage and establish relationships with other parents of preschool children.

Implementation of Evaluation Procedures

In the second year's evaluation, the quality of the child and parent data received from HIPPY programs improved dramatically. There was considerably less missing and inaccurate information on the Child and Parent Demographic Forms. Children's first and

second score sheets were identified by the same ID number which eliminated the concern that the score sheets were correctly matched. Similar to the first year's evaluation, programs received an electronic version of the 2005-06 evaluation training module that included the random selection process, recruiting families, completing pretest and posttest child and family information, training data collectors, guidelines for administering an individualized child test, and ethical responsibilities of data collectors. Telephone consultation was also provided as needed by the evaluation staff from the University of South Florida.

Program staff remained enthusiastic and committed to implementing the second year's evaluation and are to be commended for undertaking the evaluation activities, and especially the complex task of administering and scoring a child assessment instrument.

Missing Data

In addition to administering two developmental screenings to children, program staff provided child and family information on the participants both at the first and second screening. The Hawaiian HIPPY programs provided the requested demographic information on children and their parents. An analysis of the missing information from the Child and Family Demographic Form indicated that parents answered all of these questions with the exception of their age. It is possible these parents needed further clarification regarding how their personal information would be protected. Home visitors should make sure families are comfortable that the information requested on the demographic form is needed by the program for legitimate reasons and will be used by the program appropriately. The improvement in the amount of missing information can be attributed to the enhanced evaluation training conducted by the Hawaiian HIPPY program assistant and the coordinators.

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.

When collecting evaluation data with surveys, best practice dictates that a pilot test of the survey be performed before the final copy is provided for program use. It is possible that parents may not have understood some of the language in the questionnaires or the questions may be asking the respondent to provide information that he/she does not have. However, though time constraints prevented piloting the surveys, the surveys were reviewed by HIPPY USA and several staff members in the Florida HIPPY state office. Suggestions for rewording of some of the items were incorporated in the final version of the survey.

Year III Evaluation Design

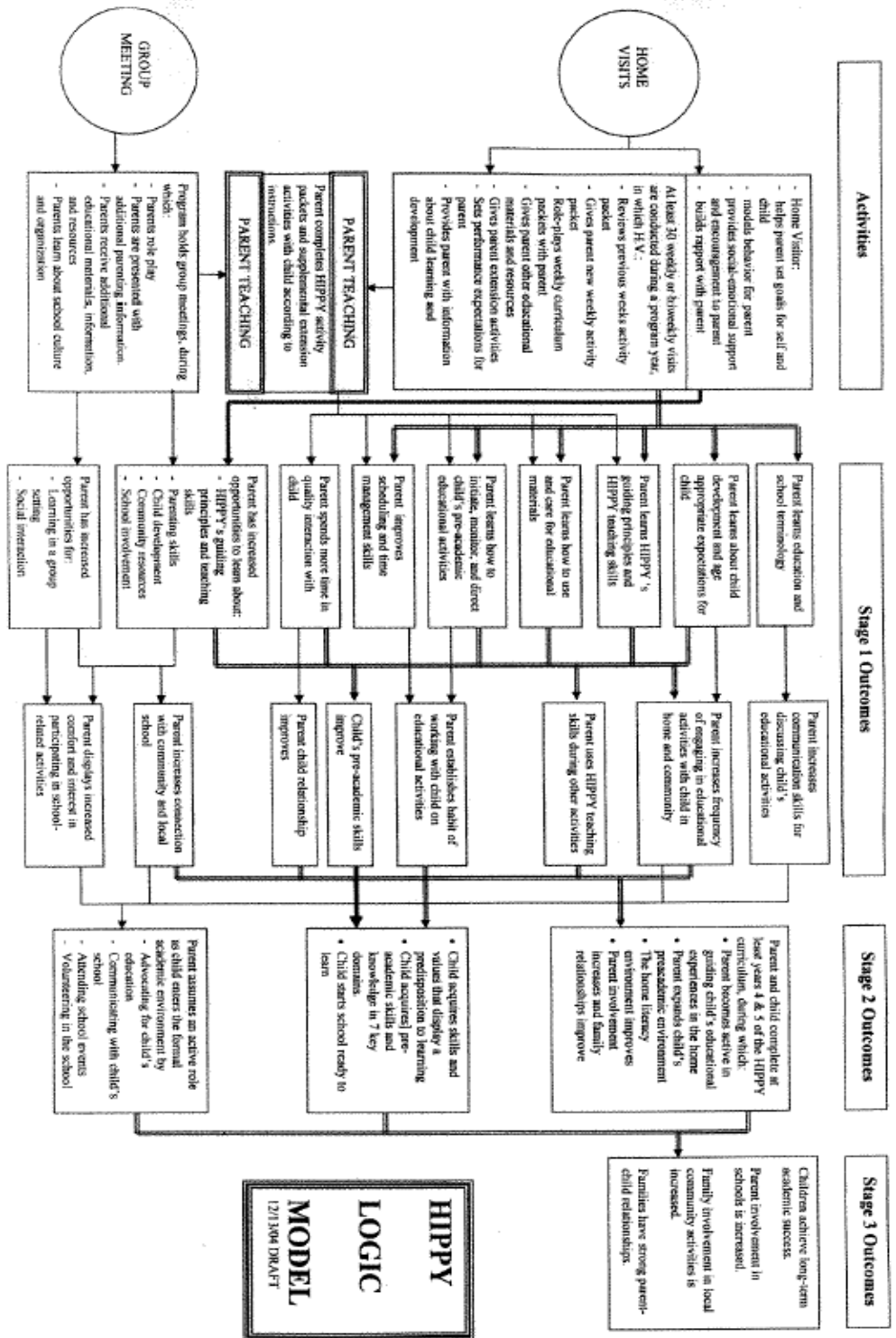
There will be three samples for the third year evaluation:

- (a) 2006-07 sample of HIPPY Children enrolled in the HIPPY 4 curriculum and served by an AmeriCorps home visitor. These children will be administered the Get Ready to Read! screening instrument during the Fall 2006 and again in Spring 2007.
- (b) 2006-07 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 2007.
- (d) Follow-up sample of HIPPY parents who participated in the AmeriCorps evaluation in 2005-06 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 in Spring 2007.

REFERENCES

- Bradley, R.H., & Gilkey, B. (2002). The impact of the home instructional program for preschool youngsters (HIPPO) on school performance in 3rd and 6th grades. *Early Education and Development*, 13(3), 301-311.
- Hargrave, A.C., & Senechal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly*, 15(1), 75-90.
- Henderson, A T. & Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Southwest Educational Development Laboratory: Austin, TX.
- Jordan, G.E., Snow, C.E., & Porche, M. V. (2000) Project EASE: The effect of a family literacy Project on kindergarten students' early literacy skills. *Reading Research Quarterly*, 35(4), 524-546.
- Primavera, J. (2000). Enhancing family competence through literacy activities. *Journal of Prevention and Intervention in the Community*. 20(1-2), 85-101.
- West, J., Denton, K., & Germino Hausken, E. (2000): *America's kindergartners: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-9, Fall 1998*. NCES 2000-070. Washington, DC: National Center for Educational Statistics.
- Whitehurst, G. J. (2001). www.getreadytoread.org: The NCLD Get Ready to Read! Screening Tool Technical Report.
- Whitehurst, G. J. & Lonigan, C.J. (2000). Emergent Literacy: Development from Pre-readers to Readers. In S. Neuman & D. Dickinson (Eds). *Handbbook of Early Literacy Development*: New York: Guilford.

APPENDIX A



APPENDIX B**HIPPYCorps First-Year HIPPIY PARENT SURVEY 2005-06**

April 2006

Dear HIPPIY 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 HIPPIY 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 HIPPIY program and indicate how you would rate yourself in the activity before you started the HIPPIY program.

Your participation is voluntary, and you are not required to complete this survey as part of the HIPPIY 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,

[HIPPIY Coordinator]

HIPPYCorps First-Year HIPPY PARENT SURVEY 2005-06

Demographic and Household Information

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

HIPPY Program Family ID # _____		Date Survey Completed: _____	
Last week of the HIPPY curriculum packet your child has completed: Curriculum Week No. : _____			
Parent/Caregiver's Age: _____		Parent/Caregiver's Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Parent/Caregiver's Highest Level of Education (either in the United States or in another country):			
<input type="checkbox"/> Less than 9 th grade <input type="checkbox"/> 9 th to 12 th grade <input type="checkbox"/> High School diploma/GED <input type="checkbox"/> Some college /No degree <input type="checkbox"/> Completed college degree			
Parent/Caregiver's Relationship to the HIPPY Child			
<input type="checkbox"/> Mother	<input type="checkbox"/> Stepfather	<input type="checkbox"/> Grandmother	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Father	<input type="checkbox"/> Foster mother	<input type="checkbox"/> Grandfather	
<input type="checkbox"/> Stepmother	<input type="checkbox"/> Foster father	<input type="checkbox"/> Aunt/Uncle	
Parent/Caregiver's Marital Status			
<input type="checkbox"/> Married	<input type="checkbox"/> Single	<input type="checkbox"/> Divorced	<input type="checkbox"/> Separated <input type="checkbox"/> Widowed
Parent/Caregiver's Racial/Ethnic Background			
<input type="checkbox"/> Asian	<input type="checkbox"/> Black	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Native American
<input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> White (Non-Hispanic)	<input type="checkbox"/> Multi-racial	<input type="checkbox"/> Other (specify) _____
Parent/Caregiver's Primary Language Spoken in the Home			
<input type="checkbox"/> English	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (specify) _____	
Parent/Caregiver's Household			
How many adults (18 years and older) including yourself currently live in your household? _____			
What was the total income of all persons in your household in 2006?			
Check one response:			
1.....\$5,000 or less	6.....\$25,001 to \$30,000		
2.....\$5,001 to \$10,000	7.....\$30,001 to \$35,000		
3.....\$10,001 to \$15,000	8.....\$35,001 to \$40,000		
4.....\$15,001 to \$20,000	9.....\$40,001 to \$50,000		
5.....\$20,001 to \$25,000	10..... \$50,001 to \$75,000		
	11..... Over \$75,000		

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**.

NOW					BEFORE HIPPY				
9. I understand how children develop at different ages.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10. I know how to help my child learn and develop.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
11. My interactions with my child are mostly warm and positive.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
12. I can identify the specific skills my child is learning.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
13. I sit down regularly with my child to read or do some other one-on-one activity.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
14. I have a regular routine (same time and place) for working on learning activities with my child.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
15. I enjoy doing learning activities with my child.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
16. My child enjoys working on learning activities with me.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
17. I know how to use everyday events and activities to teach my child something new.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
18. I encourage my child to explore his/her world and try new things.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
19. I spend time actively involved in playing with my child.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
20. I encourage my child to practice newly learned skills.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
21. I expect my child will work hard and do well when he/she goes to school.									
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

HIPPYCorps PARENT SURVEY 2005-06
FOR CONTINUING HIPPY PARENTS

April 2006

Dear HIPPY Parent,

Congratulations! You have almost completed your second year in the HIPPY program. Last year we asked you several questions regarding the kinds of activities that you did with your child. This year, we are interested in learning about some other ways that participating in the HIPPY program may have benefited you and your child.

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]

APPENDIX C
PARENT SURVEY 2005-06 FOR CONTINUING HIPPY PARENTS

Demographic and Household Information

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 Survey Completed: _____
What is the last week of the HIPPY curriculum packet your child has completed: Week: _____	
Is your child who you are currently doing HIPPY with enrolled in kindergarten this year? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent/Caregiver Age: _____	Parent/Caregiver Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Parent/Caregiver's 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	
Parent/Caregiver's Relationship to the HIPPY Child	
<input type="checkbox"/> Mother <input type="checkbox"/> Stepfather <input type="checkbox"/> Grandmother <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Father <input type="checkbox"/> Foster mother <input type="checkbox"/> Grandfather <input type="checkbox"/> Stepmother <input type="checkbox"/> Foster father <input type="checkbox"/> Aunt/Uncle	
Parent/Caregiver's Marital Status	
<input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widowed	
Racial/Ethnic Background	
<input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White (Non-Hispanic) <input type="checkbox"/> Multi-racial <input type="checkbox"/> Other (specify) _____	
Primary Language Spoken in Your Home	
<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (specify) _____	
Parent/Caregiver Household	
How many adults (18 years and older) including yourself currently live in your household? _____	

What was the total income of all persons in your household in 2006?

Check one response:

- | | |
|----------------------------|------------------------------|
| 1.....\$5,000 or less | 6.....\$25,001 to \$30,000 |
| 2.....\$5,001 to \$10,000 | 7.....\$30,001 to \$35,000 |
| 3.....\$10,001 to \$15,000 | 8.....\$35,001 to \$40,000 |
| 4.....\$15,001 to \$20,000 | 9.....\$40,001 to \$50,000 |
| 5.....\$20,001 to \$25,000 | 10..... \$50,001 to \$75,000 |
| | 11..... Over \$75,000 |

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			
	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
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 or someone in your family 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	Not at all	Once or twice a	Several times a	Several times a		Not at all	Once or twice a	Several times a	Several times a

your child?		year	year.	month		year	year	month
--------------------	--	------	-------	-------	--	------	------	-------

We would like you to rate how much these statements apply to you **NOW** and how much they applied to you **BEFORE** you began participating in HIPPY.

APPLIES TO ME NOW					APPLIED TO ME BEFORE HIPPY				
9. I am confident in my ability to explain my child's educational needs to others.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
10. I am comfortable asking for help in getting my child's educational needs met.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
11. I feel confident I can speak up for my child's educational needs.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
12. I feel comfortable talking with my family and friends about my child's skills and abilities as well as his/her educational challenges.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
13. I enjoy taking my child places in the community where he/she can learn special things (i.e., zoo, aquarium, or a museum).									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
14. I enjoy playing and doing educational activities with my child.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
15. I like to read and look at books with my child.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
16. I make special plans to participate with my child in learning activities.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
17. I use what I have learned in HIPPY to teach my other children new things.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
18. I use HIPPY teaching skills when I teach my other children new things, for example, repeating "correct" responses and providing praise.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
19. I share what I learned about how to work with children with other parents who are not in HIPPY.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much
20. I talk to my family and friends about the new skills my child is acquiring, like counting numbers and naming letters.									
Not at All	A Little	A Fair Amount	Much	Very Much	Not at All	A Little	A Fair Amount	Much	Very Much

21. I talk with my child about the television shows he/she is watches.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
APPLIES TO ME NOW					APPLIED TO ME BEFORE HIPPY					
22. I display my child's drawings and activity pages on a wall, refrigerator, or bulletin board.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
23. I enforce family rules about what TV programs and/or how much TV my children are allowed to watch.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
24. I talk to my child about how much I love learning new things.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
25. I find ways to make sure my child has books, educational videos, or learning games in my home.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
26. I have developed friendships with others who share common concerns with me.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
27. I have met new friends that are valuable sources of support and information.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
28. I have met new friends who have provided assistance to me so I can continue in the HIPPY program.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much
29. My new friendships with other parents have provided me information about special services available in my community.										
Not at All	A Little	A Fair Amount	Much	Very Much		Not at All	A Little	A Fair Amount	Much	Very Much

Thank you for completing the HIPPYCorps Parent Survey.

Table D-1. Demographics of Children Administered the Get Ready to Read! Screening Tool (N=78)	
	Get Ready to Read! Screening Tool Children N = 78
Program	
Kailua-Kona	19 (24.0)
Honolulu (Oahu)	59 (76.0)
Child Age	
3 yrs.	10 (13.0)
4 yrs.	68 (87.0)
HIPPY Curriculum Year - HIPPY 4	78 (100.0)
Child's Ethnicity	
Asian	1 (1.3)
Pacific Islander/Native Hawaiian	57 (73.1)
White (Non-Hispanic)	5 (6.4)
Hispanic/Latino	7 (9.0)
Multiracial	4 (5.1)
Other (Brayilian, Portuguese (2), Samoan)	4 (5.1)
Child's Gender	M = 38 (48.7) F = 40 (51.3)
Child's Primary Language	
English	71 (91.0)
Spanish	6 (7.7)
Other: (Portuguese)	1 (1.3)
English Language Proficiency (Children Whose Primary Language is other than English)	N=7
Understands English	
Not at all	2 (28.6)
Somewhat	4 (57.1)
Very well	1 (14.3)
Speaks English	
Not at all	4 (57.1)
Somewhat	2 (28.6)
Very well	1 (14.3)
HIPPY Activity Packet Language	
English	70 (89.7)
Spanish	8 (10.3)
Previously Enrolled in HIPPY 3	Yes = 49 (62.8)
Completed 30 Weeks of HIPPY 3	Yes = 45 of 49 (91.8)
Parent/Caregiver Age	Mean = 34.5 years
20 – 24 yrs.	8 (10.3)
25 – 29 yrs.	17 (21.8)
30 – 34 yrs.	15 (19.2)
35 – 39 yrs.	24 (30.8)
40 – 44 yrs.	7 (9.0)
45 – 49 yrs.	0 (0.0)
50 – 54 yrs.	2 (2.6)
Over 55 yrs.	5 (6.4)
Parent/Caregiver Education	
Less than 9 th grade	5 (6.4)
9 th grade to 12 th grade	5 (6.4)
Hs Diploma/GED	20 (25.6)
Some College/No Degree	28 (35.9)
College Degree	20 (25.6)

Table D1 (Continued). Demographics of Children Administered the Get Ready to Read! Screening Tool (N=78)	
	Get Ready to Read! Screening Tool Children N = 78
Parent/Caregiver Gender	M = 1 (1.3) F= 77 (98.7)
Parent/Caregiver Ethnicity	
Asian	9 (11.5)
Pacific Islander/Native Hawaiian	40 (51.3)
White (Non-Hispanic)	10 (12.8)
Hispanic/Latino	10 (12.8)
Multiracial	1 (1.3)
Other (Brayilian, Filipino (3), Samoan (3), Tahitian)	8 (10.3)
Parent/Caregiver Relationship to Child	
Mother	70 (89.7)
Foster Mother	1 (1.3)
Grandmother	4 (5.1)
Grandfather	1 (1.3)
Other: (Friend, Great Grandmother)	2 (2.6)
Parent/Caregiver Marital Status	
Married	60 (76.9)
Single	10 (12.8)
Divorced	4 (5.1)
Separated	2 (2.6)
Widowed	2 (2.6)
Parent/Caregiver Primary Language	
English	68 (87.2)
Spanish	9 (11.5)
Other: (Portuguese)	1 (1.3)
Adults Over the Age of 18 in Household in 2005	Mean: 2.3 adults
One adult	8 (10.3)
Two adults	53 (67.9)
Three adults	6 (7.7)
Four adults	8 (10.3)
Five adults	0
Six adults	2 (2.6)
Seven adults	1 (1.3)
Range of Annual Household Income in 2005	
\$5,000 or less	0
\$5,001 to \$10,000	3 (3.9)
\$10,001 to \$15,000	8 (10.4)
\$15,001 to \$20,000	3 (3.9)
\$20,001 to \$25,000	7 (9.1)
\$25,001 to \$30,000	3 (3.9)
\$30,001 to \$35,000	11 (14.3)
\$35,001 to \$40,000	1 (1.3)
\$40,001 to \$50,000	11 (14.3)
\$50,001 to \$75,000	28 (36.4)
Over \$75,000	2 (2.6)
	Missing: 1

Table D-2. Demographics of First Year Parents Completing Retrospective Survey I (N=30)	
	Full Sample N=30
Language of Survey	
English	26 (86.7)
Spanish	4 (13.3)
Relationship to Child	
Mother	16 (55.2)
Foster mother	1 (3.4)
Father	10 (34.5)
Grandmother	2 (6.9)
	Missing: 1 (3.3)
Age	Mean: 31.1 years
20 – 24 yrs.	2 (13.3)
25 – 29 yrs.	4 (26.7)
30 – 34 yrs.	5 (33.3)
35 – 39 yrs.	3 (20.0)
Over 50 yrs.	1 (6.7)
	Missing: 15 (50.0)
Gender	M = 11 (36.7) F = 19 (63.3)
Ethnicity	
Asian	4 (13.3)
Pacific Islander/Native Hawaiian	11 (36.7)
Hispanic/Latino	4 (13.3)
Multiracial	8 (26.7)
Native American	1 (3.3)
Other: Filipino; Portuguese/Brazilian	2 (6.6)
Primary Language	
English	25 (83.3)
Spanish	4 (13.3)
Bilingual: Portuguese/English	1 (3.3)
Education	
Less than 9 th grade	5 (16.7)
9 th grade to 12 th grade	2 (6.7)
Hs Diploma/GED	5 (16.7)
Some College/No Degree	7 (23.2)
College Degree	11 (36.7)
Marital Status	
Married	19 (63.3)
Single	8 (26.7)
Divorced	1 (3.3)
Separated	1 (3.3)
Widowed	1 (3.3)
Average Number of Adults (Over Age 18) in Household	Mean: 2
One adult	3 (10.3)
Two adults	20 (69.0)
Three adults	4 (13.8)
Four adults	2 (6.9)
	Missing: 1 (3.3)

Range of Household Income in 2005	
\$5,000 or less	1 (3.4)
\$5,001 to \$10,000	2 (6.9)
\$10,001 to \$15,000	2 (6.9)
\$15,001 to \$20,000	4 (13.8)
\$20,001 to \$25,000	1 (3.4)
\$25,001 to \$30,000	2 (6.9)
\$30,001 to \$35,000	3 (10.3)
\$35,001 to \$40,000	2 (6.9)
\$40,001 to \$50,000	1 (3.4)
\$50,001 to \$75,000	9 (31.0)
Over \$75,000	2 (6.9)

Table D3. Demographics of All Second Year Parents Completing Retrospective Parent Survey (N=14)	
	Overall Sample of Parents N=14
Language of Survey	
English	10 (71.4)
Spanish	4 (28.6)
Relationship to Child	
Mother	13 (92.9)
Father	1 (7.1)
Child Enrolled in Kindergarten	Yes = 3 (30.0) Missing: 4 (28.6)
Parent Age	Mean: 35.8 years
25 – 29 yrs.	2 (15.4)
30 – 34 yrs.	1 (7.7)
35 – 39 yrs.	7 (53.5)
40 – 44 yrs.	2 (15.4)
45 – 49 yrs.	1 (7.7)
Parent Gender	M=1 (7.1) F=13 (92.9)
Parent Ethnicity	
White (Non-Hispanic)	10 (71.4)
Hispanic/Latino	4 (28.6)
Parent's Primary Language	
English	11 (78.6)
Spanish	2 (14.3)
Other: Portuguese	1 (7.1)
Parent's Education	
Less than 9 th grade	2 (14.3)
9 th grade to 12 th grade	1 (7.1)
Hs Diploma/GED	1 (7.1)
Some College/No Degree	2 (14.3)
College Degree	8 (57.1)
Parent's Marital Status	
Married	12 (85.7)
Single	1 (7.1)
Divorced	1 (7.1)
Household Composition	Mean: 2.1 adults
One adult	1 (8.3)
Two adults	5 (41.7)
Three adults	2 (16.7)
Four adults	3 (25.0)
Six adults	1 (8.3)
	Missing: 2
Range of Household Income in 2005	
\$10,001 to \$15,000	1 (7.7)
\$25,001 to \$30,000	1 (7.7)
\$30,001 to \$35,000	2 (15.4)
\$35,001 to \$40,000	1 (7.7)
\$40,001 to \$50,000	2 (15.4)
\$50,001 to \$75,000	5 (38.5)
Over \$75,000	1 (7.7)
	Missing: 1 (7.1)

Question	Frequencies For Each Response Category				
	#1 Not at all	#2 Once or twice a wk/ - 1-2 hours a week	#3 Three or more times a week	Every Day #4	
1. How often do you or someone in your family read to your child?	2	12	10	6	
2. How much time do you spend each week reading with your child?	8	14	6	2	
3. How often do you read for your own enjoyment?	7	11	5	7	
4. How often do you tell your child a story?	4	17	3	5	
5. How often do you teach your child letters, words, or numbers?	2	14	6	8	
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	5	13	9	3	
7. How often do you play board games or work puzzles with your child?	9	17	2	2	
8. How often do you visit a library with your child?	9	4	10	7	
Grand Total	46 (19.2)	102 (42.7)	51 (21.3)	40 (16.7)	239
Question	#1 Strongly Disagree	#2 Disagree	#3 Undecided	#4 Agree	#5 Strongly Agree
9. I understand how children develop at different ages.	0	0	7	14	8
10. I know how to help my child learn and develop.	0	1	5	20	3
11. My interactions with my child are mostly warm and positive.	0	1	1	13	12
12. I can identify the specific skills my child is learning.	0	2	7	15	5
13. I sit down regularly with my child to read or do some other one-on-one activity.	0	0	3	19	7
14. I have a regular routine (same time and place) for working on learning activities with my child.	1	5	3	14	6

Table D-4 Continued. Frequencies for Response Categories for Parent Survey Pretest Items- First-Year Parents (N=30)					
Question #	#1 Strongly Disagree	#2 Disagree	#3 Undecided	#4 Agree	#5 Strongly Agree
15. I enjoy doing learning activities with my child.	0	0	5	7	17
16. My child enjoys working on learning activities with me.	0	1	2	11	15
17. I know how to use everyday events and activities to teach my child something new.	0	1	6	14	8
18. I encourage my child to explore his/her world and try new things.	0	2	1	13	13
19. I spend time actively involved in playing with my child.	0	1	1	15	11
20. I encourage my child to practice newly learned skills.	0	0	2	16	11
21. I expect my child will work hard and do well when he/she goes to school.	0	0	2	11	16
Total this page	0	5	19	87	91
Total from first page	1	9	26	95	41
Grand Total #9-21	1(0.3)	14 (3.7)	45 (12.0)	182 (48.7)	132 (35.3)

Table D-5. Frequencies for Response Categories for Parent Survey Posttest Items- First-Year Parents (N=30)					
Question	Frequencies For Each Response Category				
	#1 Not at all	#2 Once or twice a wk/ - 1-2 hours a week	#3 Three or more times a week	Every Day #4	
1. How often do you or someone in your family read to your child?	1	2	8	19	
2. How much time do you spend each week reading with your child?	4	10	8	8	
3. How often do you read for your own enjoyment?	3	13	8	6	
4. How often do you tell your child a story?	5	9	8	7	
5. How often do you teach your child letters, words, or numbers?	1	3	14	12	
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	1	7	15	7	
7. How often do you play board games or work puzzles with your child?	3	19	5	3	
8. How often do you visit a library with your child?	7	2	7	14	
Grand Total	25 (10.5)	65 (27.2)	73 (30.5)	76 (31.8)	239
Question	#1 Strongly Disagree	#2 Disagree	#3 Undecided	#4 Agree	#5 Strongly Agree
9. I understand how children develop at different ages.	0	0	1	11	17
10. I know how to help my child learn and develop.	0	0	2	10	17
11. My interactions with my child are mostly warm and positive.	0	0	0	10	19
12. I can identify the specific skills my child is learning.	0	1	2	8	18
13. I sit down regularly with my child to read or do some other one-on-one activity.	0	2	7	15	5
14. I have a regular routine (same time and place) for working on learning activities with my child.	2	3	0	8	16
	2	6	12	62	92

Question #	#1 Strongly Disagree	#2 Disagree	#3 Undecided	#4 Agree	#5 Strongly Agree
15. I enjoy doing learning activities with my child.	0	0	2	4	23
16. My child enjoys working on learning activities with me.	0	1	1	6	21
17. I know how to use everyday events and activities to teach my child something new.	0	0	4	6	19
18. I encourage my child to explore his/her world and try new things.	0	1	0	8	19
19. I spend time actively involved in playing with my child.	0	1	1	9	18
20. I encourage my child to practice newly learned skills.	0	0	1	6	22
21. I expect my child will work hard and do well when he/she goes to school.	0	1	1	8	19
Total this page	0	4	10	47	141
Total first page	2	6	12	62	92
Grand Total Items 9-21	2 (0.5)	10 (2.7)	22 (5.9)	109 (29.0)	233 (62.0)

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?	8	13	7	0
2. How much time do you spend each week reading with your child?	12	13	4	0
3. How often do you read for your own enjoyment?	23	5	1	0
4. How often do you tell your child a story?	19	6	2	0
5. How often do you teach your child letters, words, or numbers?	9	12	5	0
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	7	12	6	0
7. How often do you play board games or work puzzles with your child?	18	9	2	0
8. How often do you visit a library with your child?	18	8	3	0
Total =	114 (51.4)	78 (35.1)	30 (13.5)	0

Table D-7. Item Ratings Patterns Across All Items Measuring Parent Participation in Home Literacy and Community Educational Activities (N=30)

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	1	1	0	0	5	6	2	7	6
2. How much time do you spend each week reading with your child?	3	5	0	0	5	5	4	3	3	1
3. How often do you read for your own enjoyment?	3	3	1	0	9	2	0	5	0	6
4. How often do you tell your child a story?	3	1	0	0	8	5	2	3	0	5
5. How often do you teach your child letters, words, or numbers?	0	1	1	0	0	9	4	3	2	6
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	0	3	2	0	2	7	4	4	2	1
7. How often do you play board games or work puzzles with your child?	3	6	0	0	12	3	2	2	0	1
8. How often do you visit a library with your child?	6	2	1	0	0	1	2	5	5	7
	18	22	6	0	36	37	24	27	19	33

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

No Gain	
1-1	18 (15.8)
2-2	36 (31.6)
3-3	27 (23.7)
4-4	33 (28.9)
Total	114 (51.4)
1 Point Gain	
1-2	22
2-3	37
3-4	19
Total	78 (35.1)
2 Points Gain	
1-3	6
2-4	24
Total	30 (13.5)
3 Points Gain	
1-4	0
Total	0
Grand Total	222

Table D-8. Gains for Subscale Ratings from First Year Parent Retrospective Survey for Parent Knowledge, Attitudes, Skills, and Behaviors (N=30)					
Survey Item	Gain = 0 (1-1, 2-2, 3-3, 4-4, 5-5)	Gain = 1 pt (1-2, 2-3, 3-4, 4-5)	Gains = 2 pts (1-3, 2-4, 3-5)	Gain = 3 pts (1-4, 2-5)	Gain = 4 pts (1-5)
Parent Knowledge of Child Development and Age Appropriate Expectations for Child					
9. I understand how children develop at different ages.	13	14	1	0	0
12. I can identify the specific skills my child is learning.	10	12	4	1	0
Total =	23	26	5	1	0
Parent Skills in initiating, monitoring, and directing child's preacademic educational activities					
10. I know how to help my child learn and develop.	8	17	2	0	0
17. I know how to use everyday events and activities to teach my child something new.	14	12	2	0	0
Total =	22	29	4	0	0
Parent Perception of Quality of Parent-Child Interactions					
11. My interactions with my child are mostly warm and positive.	20	6	1	0	0
15. I enjoy doing learning activities with my child.	17	6	3	0	0
16. My child enjoys working on learning activities with me.	17	7	2	0	0
Total =	54	19	6	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.	6	16	6	1	1
Total =	6	16	6	1	1
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.	12	12	2	0	0

Table D-8 Continued. Gains for Subscale Ratings from First Year Parent Retrospective Survey for Parent Knowledge, Attitudes, Skills, and Behaviors – English Language Survey (N=30)

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.	7	12	2	1	0
18. I encourage my child to explore his/her world and try new things.	13	10	2	0	0
19. I spend time actively involved in playing with my child.	16	9	0	0	0
20. I encourage my child to practice newly learned skills.	14	12	1	0	0
Total =	62	55	7	1	0
Grand Total =	167 (48.5)	145 (42.2)	28 (8.1)	3 (0.8)	1 (0.2)

Table D-9. Subscale Rating Patterns for All Items Measuring Parent Knowledge, Skills, Attitudes and Behaviors (N=30)															
Knowledge of Child Development and Age Appropriate Expectations for Child															
	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
9. I understand how children develop at different ages.	0	0	0	0	0	0	0	0	0	1	5	1	5	9	7
12. I can identify the specific skills my child is learning.	0	0	0	0	0	0	0	1	1	2	2	3	4	10	4
Total	0	0	0	0	0	0	0	1	1	3	7	4	9	19	11
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	1	0	1	3	1	5	14	2
17. I know how to use everyday events and activities to teach my child something new.	0	0	0	0	0	0	1	0	0	3	1	2	4	10	7
Total	0	0	0	0	0	0	1	1	0	4	4	3	9	24	9
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	1	0	0	1	0	8	5	12
15. I enjoy doing learning activities with my child.	0	0	0	0	0	0	0	0	0	1	1	3	1	5	15
16. My child enjoys working on learning activities with me.	0	0	0	0	0	1	0	0	0	0	0	2	4	7	12
Total	0	0	0	0	0	1	0	1	0	1	2	5	13	17	39
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	1	0	0	0	1	0	0	6	6	16	0
Total	0	0	0	0	1	0	0	0	1	0	0	6	6	16	0
Parent Behaviors that Support Child's Learning															
	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
13. I sit down regularly with my child to read or do some other one-on-one activity.	0	0	0	0	0	1	0	2	0	0	0	0	5	12	6
14. I have a regular routine (same time and place) for working on learning activities with my child.	1	0	0	0	0	2	0	1	1	0	2	1	4	10	0
18. I encourage my child to explore his/her world and try new things.	0	0	0	0	0	0	0	2	0	0	1	0	3	9	10
19. I spend time actively involved in playing with my child.	0	0	0	0	0	1	0	0	0	0	1	0	6	8	9
20. I encourage my child to practice newly learned skills.	0	0	0	0	0	0	0	0	0	0	1	1	4	11	10
Total	1	0	0	0	0	4	0	5	1	0	5	2	22	50	35

Table D-9. Subscale Rating Patterns for All Items Measuring Parent Knowledge, Skills, Attitudes and Behaviors (N=30)	
No Gain	
1-1	1
2-2	5
3-3	8
4-4	59
5-5	94
Total	167 (48.5)
1 Point Gain	
1-2	0
2-3	1
3-4	18
4-5	66
Total	145 (42.2)
2 Points Gain	
1-3	0
2-4	0
3-5	20
Total	28 (8.1)
3 Points Gain	
1-4	0
2-5	3
Total	3 (0.8)
4 Points Gain	
1-5	1
Total	1 (0.2)
Grand Total	344

Question	Frequencies For Each Response Category				
	#1 Not at all	#2 Once or twice a wk/ - 1-2 hours a week	#3 Three or more times a week	Every Day #4	
1. How often do you or someone in your family read to your child?	0	1	7	6	
2. How much time do you spend each week reading with your child?	2	5	5	2	
3. How often do you read for your own enjoyment?	1	6	5	2	
4. How often do you tell your child a story?	1	5	5	2	
5. How often do you teach your child letters, words, or numbers?	1	4	4	5	
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	0	8	3	3	
7. How often do you play board games or work puzzles with your child?	1	9	4	0	
8. How often do you visit a library with your child?	4	4	3	3	
Grand Total Questions #1-8	10 (9.0)	42 (37.8)	36 (32.4)	23 (20.7)	111
Question	#1 Not at All	#2 A Little	#3 A Fair Amount	#4 Much	#5 Very Much
9. I am confident in my ability to explain my child's educational needs to others.	4	6	1	1	1
10. I am comfortable asking for help in getting my child's educational needs met.	3	7	0	1	2
11. I feel confident I can speak up for my child's educational needs.	2	5	0	2	2
12. I feel comfortable talking with my family and friends about my child's skills and abilities as well as his/her educational challenges.	3	6	1	2	1
13. I enjoy taking my child places in the community where he/she can learn special things (i.e., zoo, aquarium, or a museum).	2	6	1	3	1
14. I enjoy playing and doing educational activities with my child.	2	3	3	2	2
15. I like to read and look at books with my child.	1	6	2	1	3
16. I make special plans to participate with my child in learning activities.	1	6	3	1	2
17. I use what I have learned in HIPPA to teach my other children new things.	4	5	3	1	0
18. I use HIPPA teaching skills when I teach my other children new things, for example, repeating "correct" responses and providing praise.	5	3	4	0	1
	27	53	18	14	15

Table D-10 Continued. Frequencies for Response Categories for Parent Survey Pretest Items- Second-Year Parents (N=14)					
	#1 Not at All	#2 A Little	#3 A Fair Amount	#4 Much	#5 Very Much
19. I share what I learned about how to work with children with other parents who are not in HIPPY.	3	3	6	0	1
20. I talk to my family and friends about the new skills my child is acquiring, like counting numbers and naming letters.	2	4	4	1	2
21. I talk with my child about the television shows he/she is watches.	2	4	4	2	1
22. I display my child's drawings and activity pages on a wall, refrigerator, or bulletin board.	3	0	5	4	2
23. I enforce family rules about what TV programs and/or how much TV my children are allowed to watch.	4	2	4	3	1
24. I talk to my child about how much I love learning new things.	3	4	5	1	1
25. I find ways to make sure my child has books, educational videos, or learning games in my home.	0	7	3	2	2
26. I have developed friendships with others who share common concerns with me.	2	7	5	0	0
27. I have met new friends that are valuable sources of support and information.	2	8	4	0	0
28. I have met new friends who have provided assistance to me so I can continue in the HIPPY program.	2	8	3	0	0
29. My new friendships with other parents have provided me information about special services available in my community.	2	8	3	0	1
Total #19-29	25	55	46	13	11
Total #9-18	27	53	18	14	15
Grand Total (277)	52 (18.8)	108 (39.0)	64 (23.1)	27 (9.7)	26 (9.4)

Table D-11. Frequencies for Response Categories for Parent Survey Posttests Items- Second-Year Parents (N=14)					
Question	Frequencies For Each Response Category				
	#1 Not at all	#2 Once or twice a wk/ - 1-2 hours a week	#3 Three or more times a week	Every Day #4	
1. How often do you or someone in your family read to your child?	0	0	5	9	
2. How much time do you spend each week reading with your child?	1	0	9	4	
3. How often do you read for your own enjoyment?	0	5	7	2	
4. How often do you tell your child a story?	1	7	3	3	
5. How often do you teach your child letters, words, or numbers?	0	1	3	10	
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	0	3	9	2	
7. How often do you play board games or work puzzles with your child?	0	9	5	0	
8. How often do you visit a library with your child?	2	1	8	3	
Grand Total Questions #1-8	4 (3.6)	26 (23.2)	49 (43.8)	33 (29.5)	112
Question	#1 Not at All	#2 A Little	#3 A Fair Amount	#4 Much	#5 Very Much
9. I am confident in my ability to explain my child's educational needs to others.	0	1	6	5	1
10. I am comfortable asking for help in getting my child's educational needs met.	0	1	5	5	2
11. I feel confident I can speak up for my child's educational needs.	0	0	6	5	2
12. I feel comfortable talking with my family and friends about my child's skills and abilities as well as his/her educational challenges.	0	1	4	7	1
13. I enjoy taking my child places in the community where he/she can learn special things (i.e., zoo, aquarium, or a museum).	0	0	4	8	1
14. I enjoy playing and doing educational activities with my child.	0	0	4	5	4
15. I like to read and look at books with my child.	0	0	2	6	5
16. I make special plans to participate with my child in learning activities.	0	0	4	4	4
17. I use what I have learned in HIPPY to teach my other children new things.	3	4	0	2	4
	3	7	35	47	24

Table D-11 Continued. Frequencies for Response Categories for Parent Survey Posttest Items- Second-Year Parents (N=14)					
	#1 Not at All	#2 A Little	#3 A Fair Amount	#4 Much	#5 Very Much
18. I use HIPPY teaching skills when I teach my other children new things, for example, repeating “correct” responses and providing praise.	3	5	0	4	1
19. I share what I learned about how to work with children with other parents who are not in HIPPY.	0	5	4	2	2
20. I talk to my family and friends about the new skills my child is acquiring, like counting numbers and naming letters.	1	2	3	3	4
21. I talk with my child about the television shows he/she is watches.	1	2	4	4	2
22. I display my child’s drawings and activity pages on a wall, refrigerator, or bulletin board.	0	1	3	5	5
23. I enforce family rules about what TV programs and/or how much TV my children are allowed to watch.	0	1	4	5	4
24. I talk to my child about how much I love learning new things.	0	1	5	2	6
25. I find ways to make sure my child has books, educational videos, or learning games in my home.	0	0	4	4	6
26. I have developed friendships with others who share common concerns with me.	0	1	4	4	5
27. I have met new friends that are valuable sources of support and information.	0	2	4	4	4
28. I have met new friends who have provided assistance to me so I can continue in the HIPPY program.	0	2	3	5	4
29. My new friendships with other parents have provided me information about special services available in my community.	0	2	3	6	3
Total #18-29 = 164	5	24	41	48	46
Total #9-17 = 116	3	7	35	47	24
Grand Total 280	8 (2.9)	31 (11.1)	76 (27.1)	95 (33.9)	70 (25.0)

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?	8	5	0	0
2. How much time do you spend each week reading with your child?	6	4	3	0
3. How often do you read for your own enjoyment?	10	2	1	0
4. How often do you tell your child a story?	10	2	5	0
5. How often do you teach your child letters, words, or numbers?	7	4	3	0
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	6	6	0	0
7. How often do you play board games or work puzzles with your child?	10	3	0	0
8. How often do you visit a library with your child?	9	3	2	0
	66 (60.6)	29 (26.6)	14 (12.8)	0 (0.0)

Table D-13. Item Ratings Patterns Across All Items Measuring Parent Participation in Home Literacy and Community Educational Activities - Retrospective Parent Survey II (N=14)

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	1	0	3	4	5
2. How much time do you spend each week reading with your child?	0	0	2	0	0	3	1	4	1	2
3. How often do you read for your own enjoyment?	0	0	1	0	5	1	0	4	1	1
4. How often do you tell your child a story?	0	0	1	0	5	1	4	4	1	1
5. How often do you teach your child letters, words, or numbers?	0	0	1	0	1	1	2	1	3	5
6. How often do you do arts and crafts with your child like coloring, painting, pasting, or using clay?	0	0	0	0	2	6	0	2	0	2
7. How often do you play board games or work puzzles with your child?	0	1	0	0	7	2	0	3	0	0
8. How often do you visit a library with your child?	2	0	2	0	1	3	0	3	0	3
	2	1	7	0	21	18	7	24	10	19

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

No Gain	
1-1	2
2-2	21
3-3	24
4-4	19
Total	66 (60.6)
1 Point Gain	
1-2	1
2-3	18
3-4	10
Total	29 (26.6)
2 Points Gain	
1-3	7
2-4	7
Total	14 (12.8)
3 Points Gain	
1-4	0
Total	0
Grand Total	109

Table D-14 Gains for Subscale Ratings from Second Year Parent Retrospective Survey for Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support (N=14)					
Survey Item	Gain = 0 (1-1, 2-2, 3-3, 4-4, 5-5)	Gain = 1 pt (1-2, 2-3, 3-4, 4-5)	Gains = 2 pts (1-3, 2-4, 3-5)	Gain = 3 pts (1-4, 2-5)	Gain = 4 pts (1-5)
Parents' Self-Confidence					
9. I am confident in my ability to explain my child's educational needs to others.	2	3	6	1	0
10. I am comfortable asking for help in getting my child's educational needs met.	2	3	5	2	0
11. I feel confident I can speak up for my child's educational needs.	2	4	4	2	0
12. I feel comfortable talking with my family and friends about my child's skills and abilities as well as his/her educational challenges.	2	3	5	2	0
Total =	8	13	20	7	0
The Joy of Learning					
13. I enjoy taking my child places in the community where he/she can learn special things (i.e., zoo, aquarium, or a museum).	4	1	6	1	0
14. I enjoy playing and doing educational activities with my child.	3	1	7	0	0
15. I like to read and look at books with my child.	3	0	8	1	0
16. I make special plans to participate with my child in learning activities.	3	1	6	1	0
Total =	13	3	27	3	0
Generalizing HIPYPY Teaching Skills					
17. I use what I have learned in HIPYPY to teach my other children new things.	5	2	4	2	0

Table D-14 Gains for Subscale Ratings from Second Year Parent Retrospective Survey for Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support (N=14)					
Survey Item	Gain = 0 (1-1, 2-2, 3-3, 4-4, 5-5)	Gain = 1 pt (1-2, 2-3, 3-4, 4-5)	Gains = 2 pts (1-3, 2-4, 3-5)	Gain = 3 pts (1-4, 2-5)	Gain = 4 pts (1-5)
18. I use HIPPY teaching skills when I teach my other children new things, for example, repeating “correct” responses and providing praise.	5	2	4	1	0
19. I share what I learned about how to work with children with other parents who are not in HIPPY.	2	4	4	0	0
Total =	12	8	123	3	0
Promoting An Educational Milieu that Fosters Literacy					
20. I talk to my family and friends about the new skills my child is acquiring, like counting numbers and naming letters.	2	2	4	2	0
21. I talk with my child about the television shows he/she is watches.	2	2	6	0	0
22. I display my child’s drawings and activity pages on a wall, refrigerator, or bulletin board.	8	3	1	0	0
23. I enforce family rules about what TV programs and/or how much TV my children are allowed to watch.	3	1	0	0	0
24. I talk to my child about how much I love learning new things.	4	2	6	2	0
25. I find ways to make sure my child has books, educational videos, or learning games in my home.	4	2	5	2	0
Total	23	12	22	6	0
Breaking Through the Social Isolation of Parents – Social Support					
26. I have developed friendships with others who share common concerns with me.	2	2	8	2	0

Table D-15 Gains for Subscale Ratings from Second Year Parent Retrospective Survey for Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support – (N=14)

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)
27. I have met new friends who are valuable sources of support and information.	3	2	7	2	0
28. I have met new friends who have provided assistance to me so I can continue in the HIPPY program.	2	0	9	2	0
29. My new friendships with other parents have provided me information about special services available in my community.	2	2	8	1	0
Total =	9	6	32	7	0
Grand Total =	65 (26.3)	42 (17.0)	113 (45.7)	26 (10.5)	1 (0.4)

Table D-16. Rating Patterns for All Items Measuring Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support (N=14)															
	Rating Change from Before HIPPY to Now¹														
	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
9. I am confident in my ability to explain my child's educational needs to others.	0	1	2	1	0	0	2	4	0	1	0	0	0	0	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
10. I am comfortable asking for help in getting my child's educational needs met.	0	0	2	1	0	0	3	3	1	0	0	0	1	0	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
11. I feel confident I can speak up for my child's educational needs.	0	0	2	2	0	0	3	2	0	0	0	0	1	1	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
12. I feel comfortable talking with my family and friends about my child's skills and abilities as well as his/her educational challenges.	0	0	2	1	0	0	2	3	1	0	1	0	2	0	0
	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
13. I enjoy taking my child places in the community where he/she can learn special things (i.e., zoo, aquarium, or a museum).	0	0	1	1	0	0	1	5	0	1	0	0	2	0	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
14. I enjoy playing and doing educational activities with my child.	0	0	2	0	0	0	0	3	0	1	0	2	1	1	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
15. I like to read and look at books with my child.	0	0	1	0	0	0	0	5	1	0	0	2	1	0	2
	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
16. I make special plans to participate with my child in learning activities.	0	0	1	0	0	0	1	3	1	1	0	2	1	0	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
17. I use what I have learned in HIPPY to teach my other children new things.	3	0	1	0	1	0	1	2	2	2	0	1	0	1	0
	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
18. I use HIPPY teaching skills when I teach my other children new things, for example, repeating "correct" responses and providing praise.	3	0	1	1	0	0	1	2	0	2	1	1	0	0	0

Table D-16 Continued. Rating Patterns for All Items Measuring Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support (N=14)															
	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 share what I learned about how to work with children with other parents who are not in HIPPY.	0	2	1	0	0	1	1	1	0	1	1	2	0	0	0
	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
20. I talk to my family and friends about the new skills my child is acquiring, like counting numbers and naming letters.	0	0	1	1	0	1	1	1	1	0	1	2	0	0	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
I talk with my child about the television shows he/she watches.	0	1	1	0	0	0	1	3	0	1	0	2	1	0	0
	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
22. I display my child's drawings and activity pages on a wall, refrigerator, or bulletin board.	0	0	0	0	0	0	1	0	0	2	1	1	3	1	3
	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
23. I enforce family rules about what TV programs and/or how much TV my children are allowed to watch.	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0
	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
24. I talk to my child about how much I love learning new things.	0	0	3	0	0	1	0	1	2	2	1	2	0	1	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
25. I find ways to make sure my child has books, educational videos, or learning games in my home.	0	0	0	0	0	0	2	3	2	1	0	2	1	0	2
	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
26. I have developed friendships with others who share common concerns with me.	0	1	1	0	0	0	1	4	2	2	0	3	0	0	0
	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
27. I have met new friends who are valuable sources of support and information.	0	1	1	0	0	1	1	4	2	2	0	2	0	0	0
	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
28. I have met new friends who have provided assistance to me so I can continue in the HIPPY program.	0	0	2	0	0	1	0	5	2	1	0	2	0	0	0
	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
29. My new friendships with other parents have provided me information about special services available in my community.	0	1	1	0	0	1	1	5	1	1	0	2	0	0	0

Table D-16 Continued. Rating Patterns for All Items Measuring Parent Self-Efficacy, Interactive Activities, Use of Teaching Skills, Home Environment, and Social Support (N=14)															
	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
GRAND TOTAL	6	7	26	8	1	6	23	59	18	23	6	28	15	6	15

No Gain	
1-1	6 (9.2)
2-2	6 (9.2)
3-3	23 (35.4)
4-4	15 (23.1)
5-5	15 (23.1)
Total	65(26.3)
1 Point Gain	
1-2	7
2-3	23
3-4	6
4-5	6
Total	42(17.0)
2 Points Gain	
1-3	26
2-4	59
3-5	28
Total	113 (45.7)
3 Points Gain	
1-4	8
2-5	18
Total	26 (10.0)
4 Points Gain	
1-5	1
Total	1(0.4)
Grand Total	247