

Dallas HIPPY Program Early Childhood Education

The Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based literacy program that academically prepares preschool children ages 3, 4, and 5 and encourages awareness within the parents of their potential to impact the education of their children. The HIPPY Program promotes parental involvement through family literacy activities that provide all children, particularly underprivileged children, a fair and equal opportunity to receive a high quality preschool experience. HIPPY helps equip participating children with the school readiness skills needed for long-term academic success. We provide training, materials and encouragement to parents in their home who in turn educate their child. Home Instructors, parent alumni or members of the community are trained to work with families in their homes and in small supportive group settings. During the weekly home visits, parents learn to teach their children to: recognize shapes and colors, listen to and tell stories, follow directions, solve logical problems and acquire other school readiness skills.

In 1988, the National Council of Jewish Women was instrumental in bringing a pilot HIPPY project to Dallas which served 14 families in West Dallas. Dallas HIPPY is currently serving over 600 families with 270 hours of one on one instruction over the course of the three year program district-wide, and since 1988, has served over 13,000 families in the Dallas ISD. We offer the program to children ages 3, 4 and 5 at the following campuses:

<i>Northeast Learning Community</i>	<i>Northwest Learning Community</i>	<i>Southeast Learning Community</i>	<i>Southwest Learning Community</i>
<i>Bayles</i>	<i>Gabe Allen</i>	<i>Burleson</i>	<i>Bowie</i>
<i>Bonham</i>	<i>Arcadia Park</i>	<i>Bushman</i>	<i>Carpenter</i>
<i>Chavez</i>	<i>Burnet</i>	<i>Dorsey</i>	<i>Lisbon</i>
<i>Dunbar</i>	<i>DeZavala</i>	<i>Ireland</i>	<i>Reagan</i>
<i>Hotchkiss</i>	<i>Houston</i>	<i>MLK</i>	<i>Seguin</i>
<i>Jack Lowe Sr.</i>	<i>Lanier</i>	<i>Titche</i>	<i>Soto</i>
<i>McShan</i>	<i>* Medrano</i>		<i>Martin Weiss</i>
<i>Silberstein</i>	<i>Saldivar</i>		<i>Winnetka</i>
<i>Jill Stone</i>			
<i>Tatum</i>			
<i>* Urban Park</i>			
<i>* 2 programs</i>			

Evaluation results show a positive impact on participating children (school readiness, standardized test scores) as well as their parents (volunteering, involvement in the school). Children improved their skills in following directions, taking initiative, responding to teacher's questions and seeking and using assistance. In reference to partnerships developed between home and schools, outcomes demonstrate that HIPPY parents attend open house or programs three or more times during the school year. HIPPY parents volunteered and were more involved in school activities than non-HIPPY parents; they were frequently engaged in informal talks with teachers and principals. They also attended school programs more than the comparison group of non-HIPPY program participants.

Dallas HIPPY Program Early Childhood Education

Purpose and Activities:

The Dallas HIPPY Program is always seeking opportunities to expand our services to reach more children and families in high poverty areas to support of our overall goal to help parents in becoming their 3, 4 and 5 year-old child's first and most important teacher. Additional funding would support our efforts to improve school readiness skills, through weekly home visitation, and monthly parent meetings. The HIPPY curriculum offers activity lessons per age level in English, Spanish, Cambodian and Vietnamese. Home Instructors are trained weekly to implement the curriculum by using role-play as the primary method of instruction. Role-play in the home, and later in small group settings, provides a non-threatening learning environment and promotes parental empathy for the developmental capabilities of young children. Role-playing is easily supported by Home Instructors; and allows parents with limited reading ability an opportunity to engage in a variety of learning activities with their children. Language skills are developed through activities such as listening, asking and answering questions, and picture reading. Problem solving skills are developed through use of pre-math activities in which children learn spatial relationships, attributes, and quantities, as well as through playing matrix games, sequencing and categorizing. Games that teach and practice visual, auditory and tactile discrimination skills are designed to promote imagination, creativity, problem solving and critical thinking.

The goal of the Dallas HIPPY Program to help parents become their child's first and most important teacher is met by providing parents and children services through:

- High quality preschool services for young children
 - Providing parents and children with early intervention, social services and school readiness skills in a home-based setting to achieve long-term academic success
 - Engaging children in a developmentally appropriate school readiness curriculum through training and support of their parents
- Developmentally appropriate pre-literacy skills for children
 - Engaging the child in a variety of activities that develop pre-reading and basic math concepts that prepare him/ her for success in school and improve English proficiency
 - Equipping the parents with the tools to foster the child's language development through weekly home visits and small group meetings
 - Providing preschool children with the experiences, skills and parental support needed to enter school ready to succeed
- Parent and family involvement for economically disadvantaged participants
 - Empowering the parents to be the primary educators of their preschool children
 - Engaging parents as volunteers and advocates for their child through involvement in school and community activities/organizations
 - Informing parents of the availability of essential resources and opportunities to strengthen parenting skills.

The Program Coordinators meet weekly with Home Instructors to provide training and support, and together plan monthly group meetings featuring enrichment activities and topics of interest. At the monthly meetings and weekly home visitation, the home instructors provide information to parents on a variety of topics that will help them raise a well balanced, healthy and safe child. Parents participate in a needs assessment to select topics of interest and concerns. In these monthly parent meetings, workshops will be presented on topics selected by parents as well as on topics that will educate parents on how to recognize symptoms of unsafe and risky behavior and the available resources to address any issues identified.

Dallas HIPPY Program Early Childhood Education

The families we serve live in poverty, or are considered to be working poor; many of them have limited levels of education and lack the skills needed to prepare their children for successful school entry. Their passion and dedication for their children's future make them an untapped educational resource. The program staff use a variety of recruitment strategies to attract eligible families. We attend kindergarten roundup, back to school fairs, and community events to publicize the availability of HIPPY Programs at the new sites. Prek waiting lists are obtained from the schools and flyers are sent home with school children to identify younger eligible siblings. As we expand and enhance our services, we will place special focus and emphasis on recruiting the preschool age siblings of students that have been referred to DAEP (Disciplinary Alternative Education Program) in an effort to provide appropriate education and skills to those parents.

Collaborations and Partnerships:

- National Council of Jewish Women (NCJW)
 - Food + Fun = Fit Project, Mission: to improve the health and well-being of the target population
 - Educational field trips to enhance the cultural, emotional and social development of our children
 - Backpacks for the 5 year-old children exiting the program
 - Funding for snacks and incentives at parent meetings
- Vickery Meadow Improvement District
- Injury Prevention Center, Parkland Hospital
 - Training and Evaluation
- Dallas Public Library
 - Every Child Ready to Read Initiative
- Texas HIPPY Center, University of North Texas
 - Home Instructors are eligible for AmeriCorps, providing them each with a \$2,636 scholarship
 - Training provided to Home Instructors and Coordinators
- Navidad en el Barrio
- Boys & Girls Clubs of Greater Dallas
- Dallas Parks and Recreations
- Dallas Museum of Art
- Museum of Nature and Science
- African American Museum
- Dallas Arboretum and Botanical Garden
- AVANCE Dallas
 - Even Start collaboration
 - Read with Me, KERA project
 - Dallas Achieves
- Partners providing parent and staff trainings:
 - American Red Cross
 - Child and Family Guidance Center
 - Dallas Concilio
 - Texas Agriculture Center
 - The Family Place
 - Dallas ISD, Parent Engagement Department

Dallas HIPPY Program Early Childhood Education

In reference to partnerships developed between home and schools, outcomes demonstrate that HIPPY parents attend open house or programs three or more times during the school year. HIPPY parents volunteered and were more involved in school activities than non-HIPPY parents; they were frequently engaged in informal talks with teachers and principals. They also attended school programs more than the comparison group of non-program participants. Dallas ISD data shows that children who participated in the HIPPY program have a higher attendance rate than non-HIPPY program participants.

Results and Accomplishments:

The results and accomplishments are measured through the following means:

1. Program evaluation conducted by the Dallas ISD Research and Accountability Department
2. Participating HIPPY children will continue to be flagged to track ongoing progress reflected on assessments such as: TAKS, TPRI, Tejas Lee
3. A pre and post survey of parental involvement in their child’s education both at home and at school, done in collaboration with the Center for Parent Education at the University of North Texas
4. A kindergarten teacher survey to assess the school readiness, skills and classroom behavior of children who completed HIPPY, compared to their “non-HIPPY” peers, done in collaboration with the Center for Parent Education at the University of North Texas.

Evaluations and reports, conducted by the Dallas ISD Research and Accountability Department, demonstrate that HIPPY’s academic outcomes are statistically significant. Key results include:

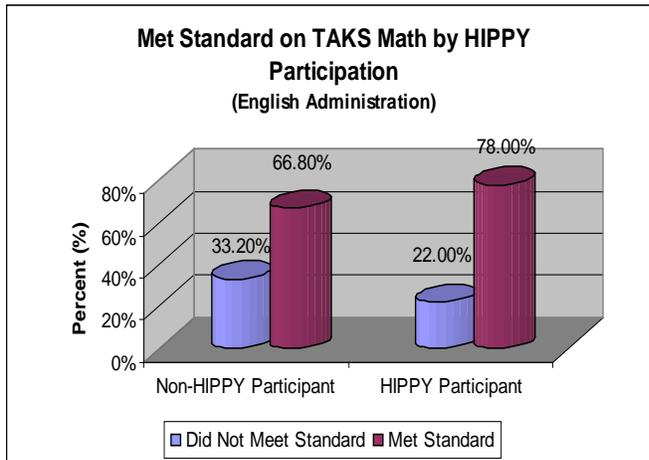
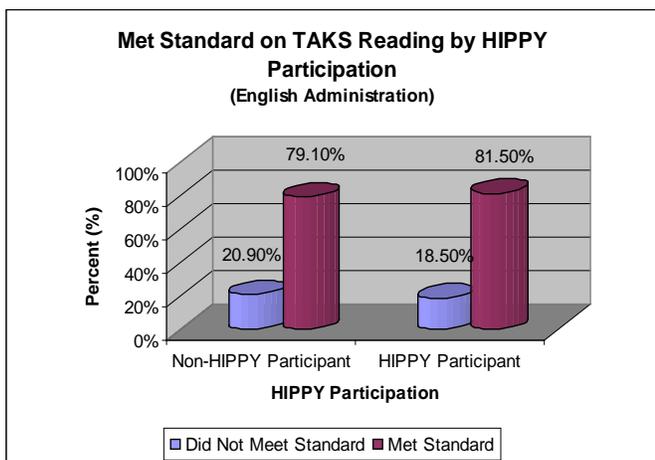
General statistics

	Flagged HIPPY Students
Limited English Proficient (LEP)	57 %
Economically disadvantaged	89 %
Average Attendance rate	96.79 %
Average promotion rate	97.63 %
Average retention rate	2.37 %
Gifted & Talented	29.54 %
Hispanic	84 %
African American	12 %
Asian	3 %
White, American Indian, other	1 %
Home Language: Spanish	81 %
Home Language: English	19 %

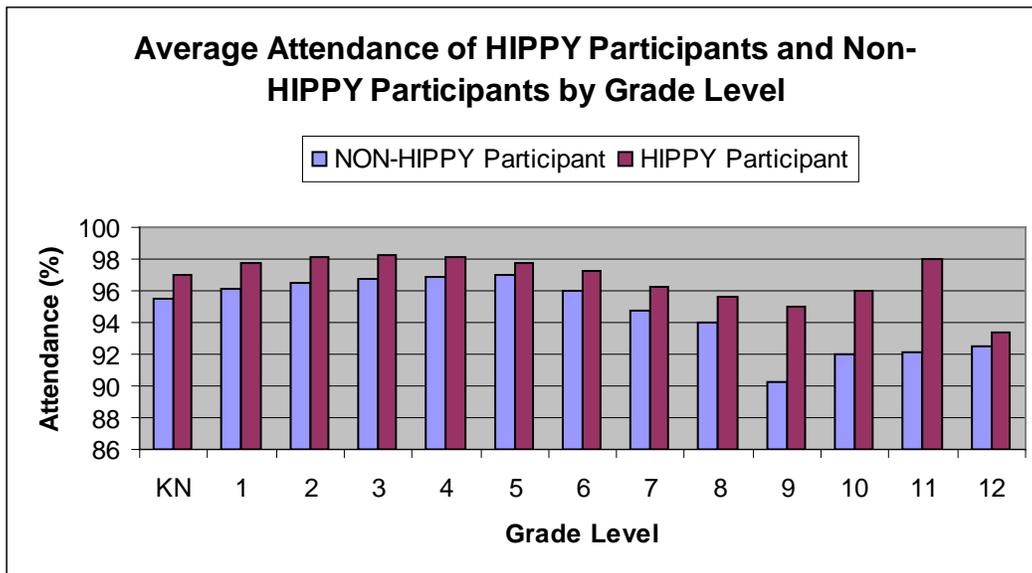
Dallas HIPPY Program Early Childhood Education

Results across grade levels

- 81.5% of flagged HIPPY students passed TAKS Reading and 78% passed Math (Compared to 79.10% and 66.8% of students district wide)

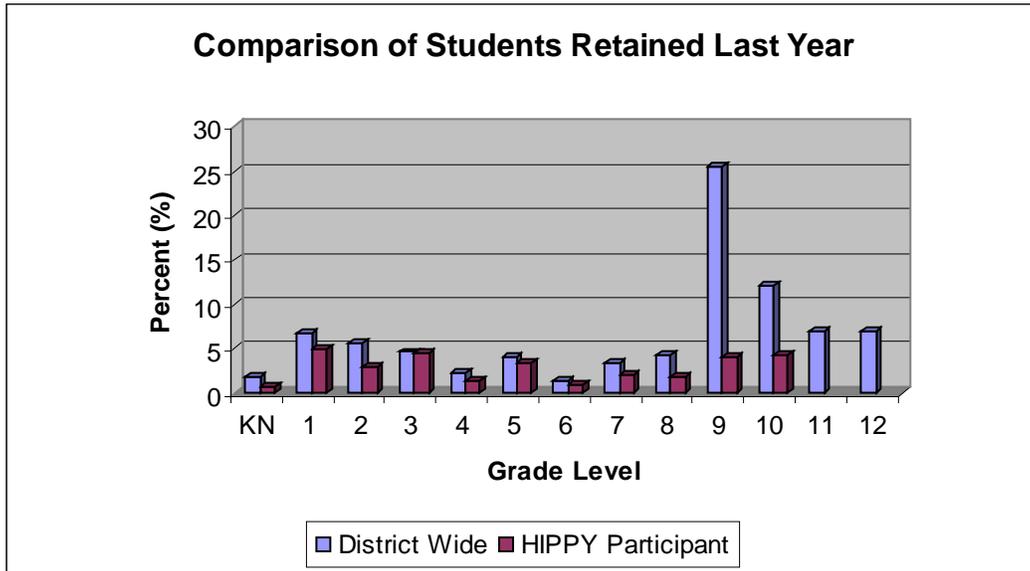


- Flagged HIPPY students have an average attendance of 96.79% across grade levels

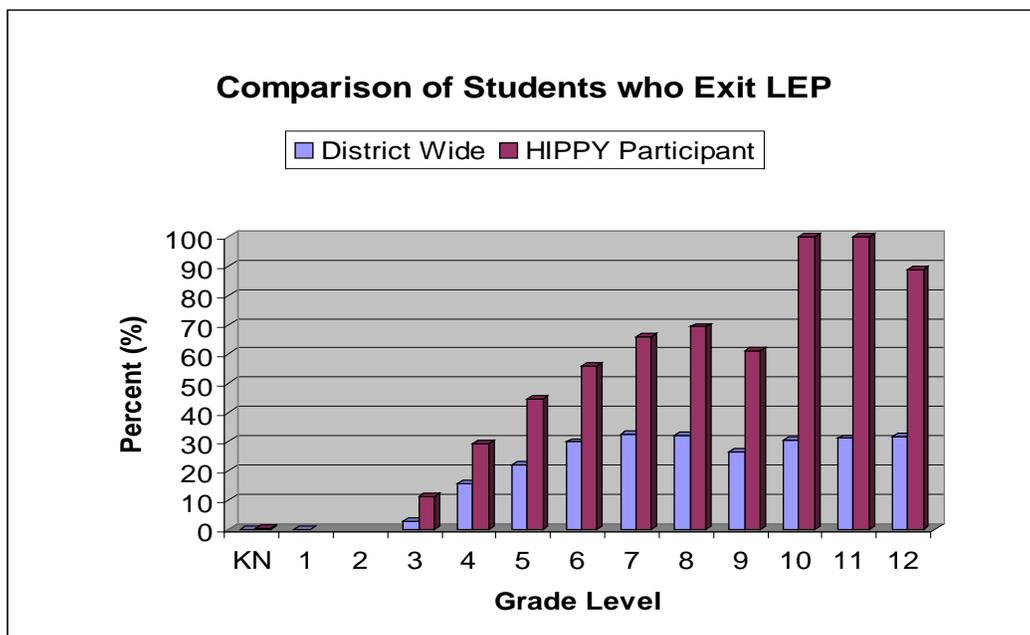


Dallas HIPPY Program Early Childhood Education

- Flagged HIPPY students have an average of 97.63 % promotion rate across grade levels, this is based on an average of 2.37 % retention rate district wide



- A higher percentage of flagged HIPPY students exit the LEP program than non HIPPY students



Dallas HIPPY Program Early Childhood Education

Results of our statewide evaluation, conducted by the University of North Texas, demonstrate that HIPPY's success is statistically significant. Key results include:

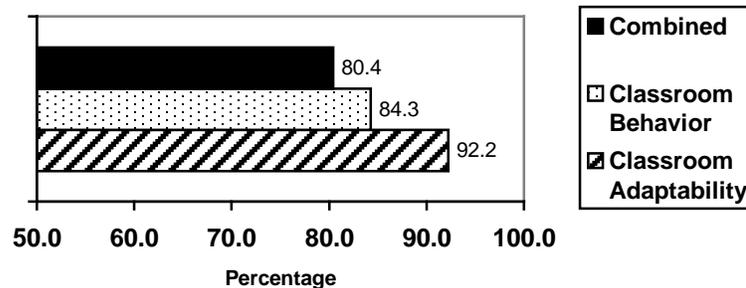
- 92.2% of HIPPY students were rated "ready for school" by their kindergarten teacher

In the survey teachers were asked:

Do HIPPY children enter Kindergarten "ready to learn"?

- 96.1% of HIPPY children were reported as "average" or "above average" in classroom adaptability by their Kindergarten teachers.
- 92.2% of HIPPY children were reported as "average" or "above average" in classroom behavior by their Kindergarten teachers.
- According to Benchmark results, 92.2% of HIPPY children in Dallas were reported as "ready for kindergarten" in the area of classroom adaptability; 84.3% were reported as "ready for school" in the area of classroom behavior; and 80.4% were reported as "ready for school" in both areas combined.
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Percentage of Kindergarteners Rated as
"Ready for School" by Teachers - Dallas



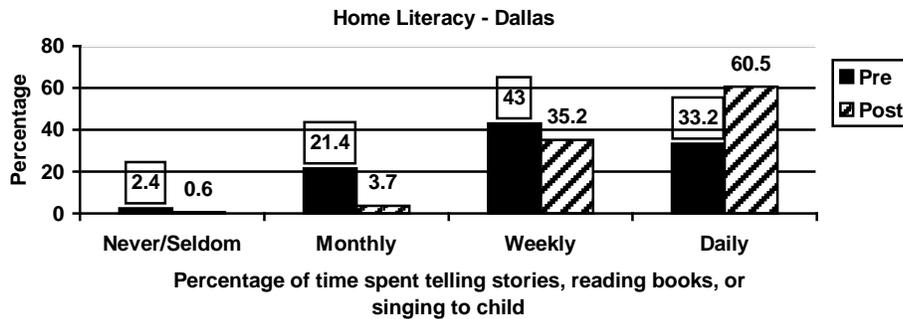
Dallas HIPPY Program Early Childhood Education

- 82% of HIPPY parents are actively involved at their child's school (up from 37% before HIPPY)

In the survey parents were asked:

Did parents engage in home-literacy activities with their preschool children?

- 75.9% of the HIPPY parents increased the amount of time spent engaging their children in literacy activities at home.

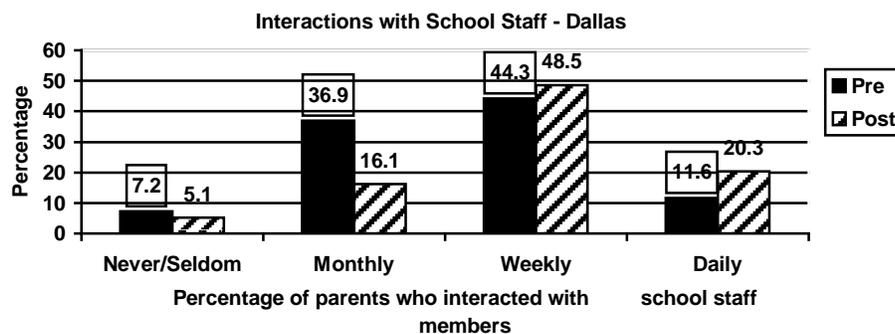


	Pre N=345	Post N=186
"Never/Seldom"	2.4%	0.6%
"Monthly"	21.4%	3.7%
"Weekly"	43.0%	35.2%
"Daily"	33.2%	60.5%

Percentage of parents who increased from pre to post
75.9%

Was there an increase in parental involvement in the education of preschool children?

- 59.6% of HIPPY parents had more frequent contact with personnel at the children's school.

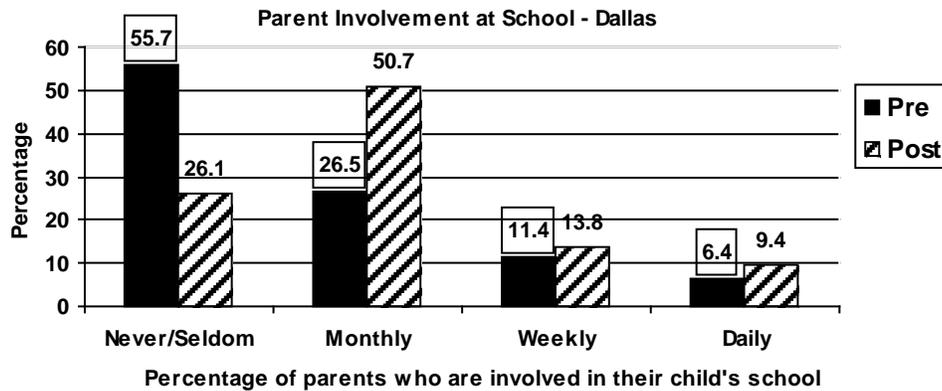


	Pre N=320	Post N=138
"Never/Seldom"	12.5%	2.9%
"Monthly"	41.0%	41.6%
"Weekly"	40.3%	49.5%
"Daily"	6.2%	5.8%

Percentage of parents who increased from pre to post
59.6%

Dallas HIPPY Program Early Childhood Education

- 66.3% of HIPPY parents increased their level of parent involvement with their children’s school.



	Pre N=298	Post N=138
"Never/Seldom"	51.3%	40.1%
"Monthly"	31.1%	53.3%
"Weekly"	13.6%	5.1%
"Daily"	4.0%	1.5%

Percentage of parents who increased from pre to post
66.3%

- 94.1% of HIPPY parents were reported by their child’s Kindergarten teacher as equally or more involved than parents of other children in their class.

These accolades are a reflection of the hard work of our 600 HIPPY parents, their 34 Home Instructors, 4 HIPPY Coordinators, 1 Program Manager and 1 Administrative Assistant across the district. We know we are making a difference when we hear from parents and grandparents, like Ms. Rosa, “My daughter didn’t have the opportunity to attend Prek, and thanks to HIPPY she started kindergarten with the skills she needed to succeed.” Principals and teachers across the state embrace HIPPY and wish all children could go through the program. Jose Muñoz, Principal at Cesar Chavez Elementary, told us, “Students who complete this program are better prepared for school, and the parents receive good training on how to help in the developmental stages of their child.”

We are committed to expanding HIPPY, supporting and preparing children in the Dallas community to enter kindergarten with the school readiness skills necessary for a successful academic career by educating and supporting parents to become their child’s first and most important teacher.

Program survey findings show a positive impact on participating children as well as their parents and families. Children improved their skills in following directions, taking initiative, responding to teacher’s questions and seeking and using assistance. In reference to partnerships developed between home and schools, some of the outcomes show that HIPPY parents attend open house or programs three or more times during the school year. HIPPY parents volunteered and were more involved in school activities than non-HIPPY parents; they were frequently engaged in informal talks with teachers and principals. They also attended school programs more than the comparison group of non-program participants.

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Early Childhood Education**

Fiscal Support:

Funding Sources	Amount	In kind
Title I	730,169.00	
Title III	40,000.00	
General Operating	20,088.00	
National Council of Jewish Woman	1,000.00	Volunteers, field trips,
Vickery Meadows Improvement District	20,000.00	
School budgets	54,000.00	
Total	865,257.00	