HIPPY USA Education Advancement Project Evaluation Report:
Curriculum Implementation and Outcomes

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Introduction

The evaluation of HIPPY USA’s Education Advancement Project was conducted by the University of South Florida’s (USF) Department of Child and Family Studies (CFS) during the 18-month period beginning October 2013 and ending March 2015. The purpose of this evaluation was to provide an independent assessment of HIPPY USA’s concurrent work on both the HIPPY LEAP \(^1\) (Leading to Educational Advancement Pathways) and Curriculum Development Initiatives. This report focuses on evaluation of the curriculum revisions to both English and Spanish curricula that were implemented by HIPPY USA and disseminated throughout the United States in 2013-2015. The Curriculum Development Initiative sought to revise an existing early childhood literacy curriculum (available in English and Spanish) to align with current educational standards (i.e., Common Core Standards).

It should be noted in this introduction that the new curriculum was well received by all participants in this study. As part of the evaluation, HIPPY Program Coordinators, Home Visitors, and parents, were asked to provide feedback on the form, format, and content of the new curriculum, curriculum usability, and contributions to school readiness and parent engagement. Evaluation participants indicated that the new curriculum is having a positive impact on school readiness and parent engagement outcomes and that the new curriculum aligns well with the Common Core Standards and updated educational practices in both pre-kindergarten and kindergarten.

In addition, the new Spanish curriculum has been well received and is considered by evaluation participants to offer improved translation and understanding of cultural context.

Evaluation participants clearly value the revised curriculum and consider it to be an invaluable resource to parents and children, particularly for families who have little access to preschool or other early learning resources. As one parent put it, “It’s hard for me to say something I don’t like about it... there’s nothing I can think of that I haven't enjoyed.”

\(^1\) The LEAP Initiative sought to facilitate the attainment of education credentials by Home Visitors, most of whom are parents who formerly participated in HIPPY’s programs. Brief evaluation reports on the development of the LEAP program were submitted to HIPPY USA and are available at [http://hippyresearchcenter.org/index.php/research-briefs](http://hippyresearchcenter.org/index.php/research-briefs).
Report Structure

This evaluation report details evaluation findings across numerous domains that address specific curriculum changes and user experience of those changes. The report begins with a discussion of the theory of change for the HIPPY USA Curriculum Development Initiative, the logic model for this initiative, and the questions that have guided the evaluation. Following a discussion of Evaluation Strategies, the report addresses Curriculum Development Findings that include:

- Substantive curriculum changes identified by the evaluation team
- User experience of curriculum changes
- Responsiveness of the new curriculum to issues raised in the Parent Survey of HIPPY Age 3 and Age 4 Curriculums conducted in 2011.

This is followed by a discussion of Curriculum Impact Findings that includes:

- HIPPY program impact
- Measurement of program outcomes
- Outcome data use
- Measurement challenges

The report concludes with recommendations for continued improvement.

Curriculum Development Theory of Change and Logic Model

As noted in the introduction, the USF team evaluated both components of the HIPPY Education Advancement Project, which included Curriculum Development and LEAP Initiatives. The logic model in Figure 1 includes both the Curriculum Development and LEAP Initiatives. For the purpose of this report, the evaluation team will focus on the parts of the theory of change and logic model that address curriculum development.

Curriculum Development Logic Model

The theory of change for the Curriculum Development Initiative (see bold font in Figure 1) was developed in collaboration with the staff of HIPPY USA in August 2013 as part of the evaluation design activities. The Curriculum Development theory of change was based on the goal of enabling parents to prepare their children for school using a curriculum that was aligned with recent changes in educational standards and practices such as the Common Core Standards. The HIPPY population of focus for curriculum development was young children at risk of failure in school and families with limited education, or living in poverty or social isolation.

Strengths of this initiative included that the HIPPY program is broadly implemented in 20 states, recognized as an evidence-based intervention, and has established processes for program licensing, monitoring, training, and technical assistance.
Outcomes identified for the Curriculum Development Initiative focused on improvements in school readiness for children, improved parent knowledge and engagement in the educational process, and a high level of parent satisfaction with the curriculum.

HIPPY USA strategies for curriculum development are detailed in Figure 1 and include expert review of the existing Age 3 and Age 4 curricula and changes based on this feedback. The resulting evaluation was intended to provide feedback on achievement of outcomes by documenting the implementation processes and evidence of success and describing the impact on vulnerable children and families as well as progress on a number of Kellogg Foundation outcomes including racial equity.
Figure 1. HIPPY Logic Model

**HIPPY Education Advancement Project - Logic Model**

**Purpose:** This dual generation effort is designed to help children enter school better prepared to learn, and to help home visitors, most of whom are HIPPY mothers, increase their educational credentials and employment opportunities.

### Context
- **Populations of Focus**
  - Young children at risk of failure in school
  - Families with limited education, in poverty, and/or socially isolated

- **Resources**
  - 146 HIPPY programs in 20 states
  - Existing curriculum recognized as evidence-based
  - Program licensing & monitoring, training & TA is in place

- **Challenges**
  - Need to update curriculum to cover Common Core Standards
  - Need to support families in obtaining educational credentials & employment

### Strategies
- **Goal 1:** Enable parents to prepare their children for school with a curriculum aligned with current educational standards.
  - Curriculum Development
    - Pilot updated curriculum in 9 states
    - Expert review of curriculum
    - Add new books to curriculum
    - Revise curriculum based on feedback
    - Revise home visitor guides
    - Identify translation needs
    - Translate to Spanish & add cultural enhancements
    - Disseminate & train coordinators on updated curriculum
  - Objectives
    - Make updated curricula available in English and Spanish by September 2013
    - New curricula used by more than 14,000 by May 2015

- **Goal 2:** Increase educational credentials and achievement of HIPPY home visitors.
  - Leading to Educational Advancement Pathway (LEAP) System Development
    - Establish employment & education registry & tracking system
    - Choose training modules for Coordinators & Home Visitors
    - Develop CDA credentialing process
    - Partner with community colleges to give portfolios credit
    - Identify & facilitate access to scholarship opportunities
    - Coordinators oversee career & education plans of home visitors
  - Objectives
    - Develop by Feb 2014
    - Field test by Nov 2014
    - Implement by Feb 2015

### Outcomes
- **Child & Family Outcomes**
  - School readiness (Bracken School Readiness Assessment; BRIGANCE Inventory)
  - Parent knowledge & engagement
  - Parent satisfaction with curriculum

- **Home Visitor Outcomes**
  - Knowledge & progress on educational goals
  - Satisfaction with LEAP system

**Evaluation for Use:** Key Factors/Pathways, Implementation & Changes, Evidence of Success, Impact on Families, Progress in Racial Equity
Curriculum Development Evaluation

Curriculum evaluation questions were developed in collaboration with HIPPY USA staff and are reflective of both the logic model and the Kellogg Foundation evaluation questions for this project. The overall questions guiding the evaluation were:

1. What factors facilitate or impede project planning and implementation at the HIPPY USA, Program, and Home Visitor levels?
2. How has the project improved the lives of vulnerable children in the communities served?
3. To what extent were the Kellogg grant goals achieved through the implementation of the updated curriculum and development of the new LEAP program?

The evaluation of the Curriculum Development Initiative was designed to assess the achievement of Goal 1 in the HIPPY Education Advancement Project Logic Model, “To enable parents to prepare their children for school with a curriculum aligned with current educational standards.”

Evaluation Strategies

Evaluation of the Curriculum Development Initiative used a case study design (See Evaluation Plan in Appendix 1). The data provided through the case study approach were considered appropriate for assessing HIPPY USA curriculum development efforts because they provide a more in-depth and nuanced understanding of project development and implementation outcomes than standard survey techniques typically do. The case study approach also allowed the evaluation team to address challenges related to having inconsistent program-level outcome data because findings were developed within the context of individual HIPPY program sites using data currently collected at these sites. Site selection as well as data collection and analyses strategies are summarized below. It should be noted that outcome data analyses did not include quantitative measures of school readiness and parent engagement (See Revised Evaluation Plan in Appendix 2). This is further discussed in the “Curriculum Outcomes Assessed” and “Measuring Program Outcomes” sections of this report.

Because implementation of the Year 2 curriculum was in progress during the 2014-15 school year, the primary focus of this evaluation was on the Year 1 curriculum. Interview data, however, provided feedback on both curricula, and data about the Year 2 curriculum is included in this report when appropriate.

Site Selection

HIPPY USA staff identified three HIPPY programs to participate in the evaluation of the Curriculum Development Initiative. Participating sites are not identified by name in this evaluation report, although these sites are welcome to self-identify if they choose to do so. Three sites agreed to participate in the evaluation. Of these, two were able to fully participate in the interview and document review processes. One of these sites had implemented the Spanish curriculum (old and new) with approximately 50% of their families. The second site had implemented the English curriculum (old and new) with diverse families from vulnerable populations in both rural and semi-urban settings.
Data Collection and Analysis

Evaluation strategies included the triangulation of qualitative data from multiple sources including document review, interviews, and direct observation of the HIPPY intervention (See Appendix 1). Analyses used a team-based approach that provided a check for both validity and reliability of findings. Data were coded according to the interview questions, which were derived from the evaluation questions. Results were triangulated across types of data as well as across individuals and types of respondents.

Document Review: Used for the purpose of understanding background and context of participating sites, as well as reviewing curriculum resources available through HIPPY USA. Review of documents included curriculum-relevant components of the HIPPY USA website, program-level HIPPY websites for programs participating in the evaluation, HIPPY USA reports and documents relevant to curriculum development, and site-specific reports shared by participating programs. Documents were coded for major themes related to the evaluation questions and validation of the theory of change including context, strategies, and desired outcomes. Documents were typically reviewed in whole or in part by two researchers, and notes were compared for verification of findings.

HIPPY USA documents included curriculum packets and books, data from the 2011 Parent Survey, HIPPY USA program documents and website resources. These documents provided the evaluation team with a portrait of the fundamental components of the HIPPY USA curriculum and insight into the experiences of HIPPY families with the curriculum from previous years.

In addition, learning outcomes and school readiness assessment tools (e.g., The Peabody Picture Vocabulary Test, Bracken School Readiness Assessment) were studied to inform the evaluation team of the structure and measurement qualities of the assessments used in the participating sites. Moreover, participating sites provided access to site-based program evaluation reports.

Finally, national and state Common Core Standards were reviewed by the evaluation team to observe the integration of the state-level educational requirements of the evaluation participants with the new curriculum.

Interviews: Used for the purpose of understanding user experiences of the revised curriculum (See Revised Evaluation Plan in Appendix 2). Semi-structured individual and group interviews were conducted by telephone at the Program Coordinator, Home Visitor, and Parent levels for programs participating in the evaluation as well as multiple less formal discussions with HIPPY USA staff. All interviews included at least two members of the evaluation team with one person in the role of interview lead and the second team member acting as primary note taker. Participant interviews were recorded with permission for the purpose of increasing the reliability of analyses and extraction of direct quotations. Interview notes were typed immediately following the interview, and checked for accuracy against audio recordings. Follow up calls or email communications were used to further clarify when necessary.
Table 1. Interview Participant Characteristics

<table>
<thead>
<tr>
<th>Site</th>
<th>Participant Role</th>
<th>HIPPY Experience</th>
<th>Old Curriculum Experience</th>
<th>New Curriculum Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site 1</td>
<td>Program Coordinator</td>
<td>8 Years</td>
<td>7 Years</td>
<td>Year 1, 2013 English</td>
</tr>
<tr>
<td>Site 1</td>
<td>Home Visitor Group</td>
<td>Range= 2 - 5</td>
<td>Range= 0 - 3</td>
<td>Year 1, 2013 English</td>
</tr>
<tr>
<td></td>
<td>(N= 3)</td>
<td>Mean= 3.33</td>
<td>Mean= 1.33</td>
<td>Year 2, 2014 English</td>
</tr>
<tr>
<td>Site 1</td>
<td>Parent 1 Parent 2</td>
<td>3 Years</td>
<td>2 Years</td>
<td>Year 1, 2013 English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Years</td>
<td>5 Years</td>
<td>Year 2, 2014 English</td>
</tr>
<tr>
<td>Site 2</td>
<td>Program Coordinator</td>
<td>18 Years</td>
<td>17 Years</td>
<td>Year 1 Curriculum Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 1, 2013 Spanish/English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 2, 2014 Spanish/English</td>
</tr>
<tr>
<td>Site 2</td>
<td>Home Visitor Group</td>
<td>Range= 1 - 3</td>
<td>Range 0 - 2</td>
<td>Year 1, 2013 Spanish/English</td>
</tr>
<tr>
<td></td>
<td>Interview (N=4)</td>
<td>Mean= 2.5</td>
<td>Mean= 1.25</td>
<td>Year 2, 2014 Spanish/English</td>
</tr>
<tr>
<td>Site 2</td>
<td>Parent</td>
<td>2 Years</td>
<td>1 Years</td>
<td>Year 2, 2014 English</td>
</tr>
<tr>
<td>Site 3</td>
<td>Program Coordinator</td>
<td>11 Years</td>
<td>10 Years</td>
<td>Year 1, 2013 Spanish/English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 2, 2014 Spanish/English</td>
</tr>
</tbody>
</table>

**Direct Observation:** Used for the purpose of understanding the HIPPY intervention at the child and family level as well as interactions between Program Coordinators and Home Visitors. Evaluation team members accompanied their local HIPPY program staff on home visits for the purpose of direct observation of the HIPPY intervention. This provided evaluators with the opportunity to see HIPPY implementation in action at the child and family level. In addition, an evaluation team member attended a weekly HIPPY team meeting and observed role-play practice, review of family progress for each Home Visitor, and Program Coordinator feedback on Home Visitor reports.

**Curriculum Outcomes Assessed**

The original evaluation plan included analysis of site-based school readiness data using multi-year administrations of either the Brigance, Bracken, or Peabody assessments as well as site-based measures of satisfaction (See Appendix 1). Because the sites participating in the evaluation did not consistently administer pre-post tests of school readiness and parent engagement, assessing the new curriculum using quantitative measures of school readiness and parent engagement was determined to be infeasible. Based on input from HIPPY USA leadership and HIPPY program managers at participating sites regarding the availability of site-specific pre-post data on school readiness and parent engagement, the focus of the curriculum evaluation was revised in September 2014 (See Appendix 2).

The revised evaluation plan focused on three goals:

1) To understand user experience of the new curriculum at the Program Coordinator, Home Visitor, and Parent levels;
2) To understand user satisfaction with the new curriculum; and
3) To understand user perspectives on how/whether the new curriculum is making a difference for children and families.

These goals were developed in response to the outcomes identified in the Curriculum Development Evaluation Goal: Understand user experience of, satisfaction with, and perspectives on the new curriculum.
theory of change. The revised approach was developed to provide HIPPY USA with valuable information about new curriculum use and inform whether the new curriculum is having the intended impact on parents, children, and Home Visitors.

Evaluation questions were revised so that data collected would reflect curriculum user experiences and descriptions of the impact on parents, children, and Home Visitors. Site-based strategies for program outcome measurement as well as the availability and use of outcome data were also queried. Interview protocols focused on the perspectives of program staff and parents in the areas listed below. Interview protocols are provided in Appendix 3.

- Strengths and challenges of using the new curriculum
- Satisfaction with the new curriculum compared to the previous curriculum
- Availability of implementation resources
- If/how the new curriculum is making a difference
- Perspectives on the alignment of the new curriculum with Common Core Standards
- Observations of outcomes and impact on the diverse vulnerable populations served by HIPPY programs
- Strategies for program outcome measurement, and availability and use of data

Curriculum Development Evaluation Findings
The new HIPPY curriculum for Year 1 (Age 3) was implemented in 2013-14; Year 2 (Age 4) is being implemented in 2014-15. The curricula are available in English and Spanish. Evaluation findings are presented below across four domains:

- **Substantive Curriculum Changes** - identified by the evaluation team through review of the revised curriculum and the HIPPY USA website.
- **User Experience of Curriculum Revisions** - identified through interviews with HIPPY Program Coordinators, Home Visitors, and Parents in participating HIPPY programs.
- **Responsiveness of Curriculum Revisions to Parent Concerns** - identified through comparison of interview data with results of the 2011 survey of HIPPY parents (see Appendix 4)
- **Curriculum Impact Findings** - identified through interviews with HIPPY Program Coordinators, Home Visitors, and Parents in participating HIPPY programs. See interview protocols in Appendix 3 for detail of questions around curriculum impact.

**Substantive Curriculum Changes**
The evaluation team conducted a detailed review of the revised Year 1 curriculum as well as a review of curriculum materials on the HIPPY USA website and Common Core Standards. Based on this document review, four areas of substantive change in the revised curriculum were identified. These changes, discussed below, include updates in the book selection, alignment with the Common Core Standards, supplemental curriculum resources, and cultural enhancements.
Updated Book Selection
Review of the updated curriculum conducted as part of the document review indicates that multiple new books were included in the Year 1 and Year 2 curriculum revisions, and several books from the old curriculum were removed. New books in Year 1 include Ten Black Dots, My Five Senses, and Alphabet Parade. Books removed from the Age 3 curriculum are Goodnight Moon, The Happy Day, and The Empty Piñata. New Books used in Year 2 include Alphabet Parade and Stella and the Kittens. Books removed from the Age 4 curriculum are Goodbye Berry, The Cat Who Looked for a House, and The Secret Name. Changes in book selection reflect the feedback preferences indicated by parents in a 2011 Parent Survey conducted by HIPPY USA.

Alignment with Common Core Standards
Revised curriculum content includes areas covered in the Common Core Standards, including:

- Social and Emotional Development (self-concept, positive self-image, self-control, cultural awareness)
- Science (scientific skills and methods, scientific knowledge)
- Physical and Motor Development (gross motor control, fine motor control, self-awareness)
- Literacy (expressive and receptive language, familiarity with writing, love of reading)
- Language and Communication (expressive language, receptive language, written expression, play)
- Mathematics (reasoning, numbers and counting, classification and sequencing, spatial awareness, measurement, patterns)
- Creativity (self-expression, exploring with tools and materials)

A comparison of lesson topics with components of the Common Core Standards indicates alignment for all areas, but especially the targeted areas of Literacy and Language and Mathematics. For example, Common Core Standards covered in the area of Literacy and Language include speaking and listening comprehension, collaboration, foundation skills of organization and basic features of print, phonological awareness, English language grammar and usage, book structure, vocabulary acquisition and use, and writing types and purposes. Common Core Standards for Mathematics covered include components such as processes of problem solving, reasoning and proof, representation, connections, adaptive reasoning, strategic competence, skill in carrying out procedures, and developing a productive disposition toward mathematics.

Supplemental Curriculum Resources
The new curriculum includes an English and Spanish version that is free, children’s books that correlate with the curriculum packet, and assignment of an English speaking or bilingual Spanish-speaking Home Visitor to each family. A Resource Guide is available on the HIPPY USA website for each Program Coordinator. This can be used for training and supporting Home Visitors in their work with families. PowerPoint training is also available for Home Visitors.
Cultural Enhancements

The revised curriculum and books have been adapted for both language and cultural differences. Materials are available in English and Spanish and are used by programs serving Spanish-speaking families. The new curriculum includes tips for parents that encourage the use of their first language with the child (if other than English). The new curriculum also offers assurances that children learn languages easily and will learn the second language from friends and/or school if not learned at home. The new curriculum also emphasizes that research on language development indicates that retaining the first language is important for learning.

Photographs in the curriculum packets depict people from different racial and ethnic backgrounds and both male and female parents or grandparents and children involved in the program. The illustrations used in curriculum books and activities include environments and items (e.g., a pond with a frog, snow, cows, a parade, and ducks) that would be recognizable to diverse families living in the US, either as seen on television or through direct experience.

User Experience of the Revised Curriculum

Interview participants have a combination of experience with old and new curricula for both Year 1 and Year 2. Feedback for the Year 1 and Year 2 curricula was consistent across participants; therefore, this report indicates findings related to experiences with both curricula. Overall, interview participants clearly articulated their strong approval of the changes in the new curriculum, describing it as “modernized” or “updated”, “more attractive”, more “user friendly”, “feels more entertaining”, and more “culturally sensitive”. It should be noted that although participants consistently expressed satisfaction with the content of the old curriculum, the revised curriculum was seen as providing extensive improvements that are more aligned with what children are required to know before they enter school. Interview data across all participants indicated their strong approval of the new curriculum.

In addition to the four categories of curriculum change identified by the evaluation team through document review, evaluation participants identified three other categories of change: Form and Format (use of color, font, and spacing), Content and Organizational Flow (lesson substance and placement of material), and Additional Activities. A summary of user experience across these seven domains is provided below.
User Experience of Updated Book Selection

Evaluation participants consistently expressed their appreciation for the new books that have been included in the new curriculum. The books were described as “more modern and more fun” by one Program Coordinator, who felt that significant value has been added by including more up-to-date books. A parent commented, “They provide great books that aren’t cheap, and you get them for free.” Participants frequently named their favorite new books and books that their children especially like. Overall, the updating of the book selection is considered a significant improvement in the new curriculum.

User Experience of Alignment with Common Core Standards

Evaluation participants consistently indicated that the new curriculum alignment with the Common Core Standards is a positive change. A Program Coordinator commented, “Aligning [the] Common Core with the new curriculum has been huge.” Evaluation participants associated alignment of the curriculum with the Common Core Standards with the inclusion of more rigorous, accelerated, and academically challenging learning materials. Program Coordinators and Home Visitors indicated that the more complex activities and learning objectives as well as the increased level of difficulty were significant and welcome improvements and that these changes have been well received by families. It was also noted that parents have complained in the past that the activities were too easy. Parents indicated that the more advanced material was more appropriate for their child’s level of development and held their interest better. Some participants mentioned that parents did not like the amount of repetition that was used in the old curriculum. Some also emphasized that they liked the inclusion of material in Year 1 (Age 3) that was not introduced until Age 4 in the old curriculum. Examples of more advanced material that was mentioned included writing skills, reading skills, vocabulary development, geometry/math, and science.

Similarly, a Program Coordinator commented that the new curriculum better prepares children for subjects they will encounter in school, especially math and science. Evaluation participants indicated that the new curriculum even includes activities that are used in schools. For example, several participants noted the “book walk” activity as an important addition to the curriculum because it familiarizes both child and parent with something they will encounter when the child enters school. A Home Visitor commented that the new HIPPY curriculum seems to align well with what is currently covered in school, “I’ve had parents show me what they are doing in kindergarten and it is exactly what they are learning in HIPPY.” Parents agreed that the new curriculum would better prepare their children for school, as one parent explained, “Kids are expected to show up knowing a lot. The lessons are teaching [my child] things she needs to know to start kindergarten.” Overall, participants indicated that alignment with the Common Core Standards has resulted in a revised curriculum that better prepares children for school.

It should be noted that Program Coordinators indicated that alignment with the Common Core Standards has been well received by school administrators and teachers in their districts. The
HIPPY program has gained credibility with this change, and Program Coordinators believe this has supported program recruitment and may also support policy changes favorable to HIPPY as well as increased potential for external funding.

**User Experience of Supplemental Curriculum Resources**

HIPPY Program Coordinators reported that they value the curriculum resource guide that is available to coordinators on the HIPPY USA website. The guide is used for training and supporting Home Visitors in their work with families, but access to the guide is limited to Program Coordinators. Program Coordinators and Home Visitors recommend that access to this resource either be opened to Home Visitors or that a resource guide be developed specifically for Home Visitors. Access to this guide was considered an important resource for Home Visitor training and support of HIPPY families.

**User Experience of Cultural Enhancements**

The new Spanish curriculum was described as accurate and understandable as well as more culturally appropriate. A Program Coordinator commented that there were more errors in the older Spanish curriculum; the new curriculum is less confusing because it is a less literal translation, which makes the content more comprehensible. Bilingual Home Visitors were described as “really excited that they’ve tried to make it culturally sensitive.” The improvements were attributed to the new Spanish curriculum having been written and interpreted into Spanish rather than being simply translated from the English.

A participant who was involved in the Spanish curriculum development felt that it had been a collaborative effort, which resulted in a better product. Others described situations that indicated the collaborative process is ongoing; for example, Home Visitors have brainstormed an alternative finger play activity for the Spanish curriculum. This was due to the lack of equivalent rhymes in Spanish that would go with these activities (e.g., “The Itsy Bitsy Spider”). In addition, some videos have been developed by one program to demonstrate the tunes of songs that are included in the Spanish curriculum (although familiar to most people in the US, the tunes are often not familiar to Spanish speaking families).

**User Experience of Form and Format**

Evaluation participants provided numerous enthusiastic examples of positive changes to the new curriculum’s form and format in comparison to the old curriculum. Such changes were regarded as user friendly and included use of color, use of photographs, and changes in font and spacing. Participants especially liked the color pictures that include people doing the activities described. One parent commented, “I’m a big fan of it [the new curriculum]. I think it’s nice. It is a bit more colorful. The fact that they are using real pictures, colored pictures is nice.” A Program Coordinator noted that HIPPY staff also likes having pictures that show real HIPPY families because it "validates their
work”. And a Home Visitor commented that, compared to the black and white format of the previous curriculum, parents and children relate better to the materials because of the use of color.

Home Visitors commented that the use of photographs in the new curriculum is a welcome enhancement. They indicated that working with parents in role play can be challenging, but the new curriculum makes it easier for parents to engage in role play because the pictures show them how the activities are supposed to be carried out. A bilingual Home Visitor pointed out that for Spanish speaking parents, having the activities illustrated in the pictures helps them to understand better how to conduct the activity with their child. “The pictures with real people in the lessons makes a difference; they provide you with a visual and model how to do the activities and this is helpful for Spanish speaking families because if they cannot understand the language, at least they can see the pictures to do the lessons.”

Participants consistently commented on the ease with which they can read the materials in the new curriculum because of the larger font and the spacing on pages within the lessons. Relevant to form and format, evaluation participants also noted that:

• Words are easier to understand and the lessons are shorter.
• The new curriculum presents material in “more bite sized pieces.”
• Lessons are more streamlined and focused, so that they are easy to follow.
• Changes in form and format improve parents’ ability to teach their children.

User Experience of Content and Organizational Flow

Evaluation participants responded very positively to the new content that was included in the Year 1 and Year 2 curricula. The curriculum packet content includes helpful tips for parents, a variety of activities including extension activities, and introduction of vocabulary for both children and parents. Lessons also include a variety of hands-on, fun activities such as singing, walking in a circle to music, coloring, sewing/lacing, kicking a ball, going outside or around the house to identify objects or shapes, making a “book”, making sock puppets, beating a “drum”, and writing a song.

The science, math, and hands-on activities were frequently named as activities that children especially like. Home visitors reported that parents like the science activities because they are “more clear” than the old curriculum. Science activities were also described as more developed and fun, “I like the science aspect. They had a little bit of it in the old packet but they seemed to have developed it a lot more in this one.” Another parent said her child’s favorite activity is working with the HIPPY shapes used in math activities; she even uses these as a reward for her child. This parent observed that shape activities stimulate her child’s creativity and imaginative thinking, including her creating other activities with the shapes. Another parent felt that math is covered very well, including aspects such as shapes, colors, and one-to-one correspondence.

Several participants mentioned the value of including social and emotional skills in the new curriculum. One Program Coordinator related that teachers she had talked to believe that social and

“Most of my parents who have had experience with the old [curriculum] say that this is better for them. They understand it better and they can relate with the child. They can really teach it to their children better.”

HIPPY Home Visitor
emotional development are two important areas in which many children are not ready for school. Parents and Home Visitors described specific changes in these areas that they had observed in children involved in HIPPY, including being able to focus their attention on lessons, having patience, listening to others, and sitting still. A grandmother gave specific examples of such changes, “My granddaughter is very outgoing; the program helped her sit down, sit still, settle down, and focus for a period of time. She’s learning to listen, even when other people are talking.”

Evaluation participants also identified organizational flow or placement of information within the packet as a curriculum improvement, commenting that changes in flow make it easier for parents to navigate a lesson and use the materials. For example, participants consistently commented about how useful it is that tips for parents are included within each lesson. Tips inform parents about what the child will be learning and how to help him/her develop skills. Tips discuss topics such as the best environment for learning (turning off the TV and radio); how to introduce a book and ask questions for discussion; how to respond to a child’s answers in a positive and encouraging way; how to calm a child down after exciting activities; the child’s need for plenty of sleep in order to learn and pay attention; using sunscreen when doing outdoor activities; keeping up-to-date on the child’s immunizations and well-child visits, setting a consistent schedule and routine; and asking questions that can’t be answered in one word.

Consensus among evaluation participants was that the new placement of tips makes it much easier for parents to apply a tip to a particular lesson. Home Visitors and parents both commented that they like having the tips and list of supplies on the front page because it made them more accessible. A Home Visitor also commented that presenting the tips up front allows the parents to have an idea of the lessons before they begin. It was also mentioned that the tips were easily understood by parents and increased their confidence in teaching their children.

Similarly, a Program Coordinator observed that the placement of information made navigation of the curriculum easier for parents, “The new curriculum lessons are better; the ‘things to do’ tips have been relocated to the bottom of the activity page so it is easier to navigate through the activities. And the additional tips, having them with the lessons is really good.” Participants also liked having the extension activities included with the lessons. One Home Visitor explained, “We don’t have to refer back page-to-page; they included all pages as we go along the curriculum.”

Home Visitors also valued the inclusion of “praise” suggestions as part of the lessons because this enables parents to use these praises as they teach their children. Home Visitors indicated that they use this resource frequently in their work with parents, whereas in the past they had to come up with praise suggestions themselves.

Participants using the Year 2 curriculum indicated that they value the inclusion of a glossary of vocabulary terms in the Year 2 curriculum. It was reported by a Program Coordinator that parents like
the inclusion of vocabulary on the front cover, especially since it gives the page number where the vocabulary words are located and gives examples of each word’s use. She felt that this was an important resource for parents who don’t know the words and need to learn them before teaching them to their children. Participants recommend vocabulary be included in the Year 1 curriculum.

User Experience of Additional Activities
The inclusion of extension activities in each lesson was considered to be very useful. Both Home Visitors and parents commented on how these provide more ideas for things to do with the child as part of the lesson and are also a resource for practice later on. Parents report that other family members have also become involved in using these activities to help the child continue to learn and practice throughout the week. A Program Coordinator reported, “They like the extra activities, the ‘Things to Think about and Do.’ Parents are using them throughout the week, and we have good responses about that when [Home Visitors] ask them how that is going.”

Parents especially liked the activities that provided opportunities for the children to move, use their hands, and/or go outside. One Home Visitor explained, “The activities, especially with the focus on math and sciences, are more hands-on for the children and they learn better, which gets the parents excited about that.” A parent commented, “I like the physical aspect of it. You’re going outside, you’re running and jumping. For my son who has a short attention span that’s nice. This [new curriculum] changes it up more, and he enjoys that.”

Responsiveness to Parent Recommendations for Curriculum Revisions
The Parent Survey conducted by HIPPY USA in 2011 provided an opportunity for parents to give input to the development of curriculum revisions (See Appendix 4). The survey was available in English and Spanish. A review of survey results shows the new curriculum has incorporated much of the feedback given by parents. Examples of survey results are provided below along with samples of write-in comments. These are then contrasted with findings of this evaluation related to the new curriculum.

Survey Questions on Curriculum Content
The 2011 survey included a list of activities for the Age 3, Age 4, English and Spanish curricula. Each activity was to be marked according to the following response choices: “Make Easier”, “Make Harder”, “Keep the Same”, “Increase”, and “Decrease.” Respondents could mark as many choices as they wanted for each activity. A summary of the activities with the highest number of marks for each type of response is described below and summarized in Tables 2 and 3.

As shown in Table 2, for the English Age 3 curriculum, there were few responses that included “Make Easier” for any activity. The two with the highest marks were Cutting and Rhymes & Finger Plays. For the Spanish curriculum, this corresponds with interview comments about difficulties with translating from English to Spanish for some rhymes. There were considerably more responses that included “Make Harder” for all activities in the English curriculum, but not in the Spanish curriculum. Every activity received an overwhelming number of marks for “Keep the Same” for both English and Spanish curricula. In both curricula
Cooking received the highest number of marks for “Keep the Same”. Parent interviews indicated that parents appreciated an increase in hands on activities, which included cooking. In one example a parent noted, “It has more hands-on activities, for example making apple sauce and play dough.”

The activity most often marked as “Increase” for both Spanish and English curricula was Counting, the next highest for the Spanish curriculum was Cutting; there were no comments specifically mentioning Counting in the interviews with parents. In the English curriculum Shapes and Colors also received a high number of marks for “Increase”, and this was listed as an activity that Spanish-speaking respondents wanted added to the Age 3 curriculum (Table 3). According to the interviews, parents are satisfied with the new curriculum coverage of Cutting and Shapes and Colors. One parent commented, “[there are] more lessons and skills; cutting has helped extremely, more motor skills in the lessons have helped...” and “math is covered very well in terms of shapes, colors, and one-to-one correspondence.” Some Home Visitors feel that the new curriculum could still benefit from “more cutting, more pasting”, and “more examples of how to use shapes in everyday life”.

Only the English curriculum received a high number of marks for “Decrease”, and these were given to basic activities such as Empty/Full and Small/Big. Parents made no comments about these activities in the interviews.

Table 2. Top Activities in each Category for Age 3 Curriculum, English and Spanish

<table>
<thead>
<tr>
<th>Responses</th>
<th>Make Easier</th>
<th>Make Harder</th>
<th>Keep the Same</th>
<th>Increase</th>
<th>Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Cutting Rhymes &amp; Finger Plays</td>
<td>Shapes &amp; Colors Counting</td>
<td>Cooking Small/Big</td>
<td>Counting Shapes &amp; Colors</td>
<td>Empty/Full Small/Big</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>Rhymes &amp; Finger Plays Forward/Backward</td>
<td>What’s in the Picture? Moving my Body</td>
<td>Cooking Sound Games</td>
<td>Counting Cutting</td>
<td>None</td>
</tr>
</tbody>
</table>

For Age 4, there were also relatively few responses for both English and Spanish curricula that included “Make Easier”; those with the highest number were Matrix and Sorting. Items most often marked as “Make Harder” were different for the English and Spanish curricula, varying from Shapes & Colors to the Same and Different Pictures, and Look and Find activities. Parent comments about the new curriculum indicate they are very satisfied with the more advanced level of activities, which are thought to be more appropriate for the age of the children and better prepare them for kindergarten. In the survey, both curricula received an overwhelming number of marks for “Keep the Same” for each activity, with Paper House among the highest for both English and Spanish curricula. The activities most often marked as “Increase” in both English and Spanish were Letter Games and Rebus Stories. Similarly, parent interviews reported special enjoyment of activities such as “letter lessons and the stories”, and noted that “the vocabulary is more advanced and there are more activities and lessons that use vocabulary”. Both English and Spanish curricula included Matrix among the activities most often marked as “Decrease”. One parent interviewed indicated satisfaction with the matrix activities because they have been fun for her child; no other comments were made regarding matrices. Up/Down was included among the activities often marked as “Add to Age 3” for both English and Spanish curricula; no comments were made about these activities in the interviews. Of the other activities receiving high marks for “Add to Age 3”, only Shapes & Colors
was mentioned in interviews, and parent comments indicated satisfaction with the new curriculum in these areas.

<p>| Table 3. Top Activities in each Category for Age 4 Curriculum, English and Spanish |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Responses</th>
<th>Make Easier</th>
<th>Make Harder</th>
<th>Keep the Same</th>
<th>Increase</th>
<th>Decrease</th>
<th>Add to Age 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Matrix Sorting</td>
<td>Shapes &amp; Colors Same Pictures</td>
<td>Discovery Paper House</td>
<td>Letter Games Rebus Stories</td>
<td>Sorting Between Matrix</td>
<td>The Best Choice Up/Down</td>
</tr>
<tr>
<td>Spanish</td>
<td>Matrix Sorting Sound Games</td>
<td>Look &amp; Find The Different Picture</td>
<td>Sequencing Stories Paper House</td>
<td>Rebus Stories Letter Games</td>
<td>Story Summary Same/Different Matrix</td>
<td>Connect the Dot Up/Down Shapes &amp; Colors</td>
</tr>
</tbody>
</table>

Survey Items Related to Books
The 2011 survey also provided an opportunity for parents to give input on the storybooks included in each curriculum. Possible responses to each item were “I like this book” and “I don’t care for this book”.

For the Age 3 curriculum, both English and Spanish respondents liked The Happy Day the least. Respondents in English also did not like The Empty Piñata and the Snowy Day. The books liked the most by both English and Spanish respondents were Where’s Spot? and Goodnight Moon.

Revisions to the Age 3 curriculum included removing three books: Goodnight Moon, The Happy Day, and The Empty Piñata, two of which were liked the least by parents (The Happy Day and The Empty Piñata). Goodnight Moon was liked by parents but was removed. One new book, The Five Senses was reported as especially liked by one parent but a Home Visitor felt there were too many lessons associated with the book.

For the Age 4 curriculum, the books that were liked the least by both English and Spanish survey respondents were Goodbye, Berry and The Secret Name. The books liked the most by English and Spanish survey respondents were The Cat Who Looked for a House and Maria’s School.

Revisions to the Age 4 curriculum included removing Goodbye Berry, The Cat Who Looked for a House, and The Secret Name. Two of these were among those parents indicated they liked the least. One parent also included an additional comment about one of these books, “Goodbye Berry does not teach good choices. It may lead to the child thinking it is alright to wander away from home.” One book that was liked by parents was removed (The Cat Who Looked for a House).

Responsiveness of New Curriculum to 2011 Parent Satisfaction Survey Comments
The 2011 Parent Survey provided opportunities for parents to add comments about the Age 3 and Age 4 curricula as well as the books used in these curricula. The evaluation team compared written comments made by parents in the 2011 survey to comments by parents and staff derived from 2014 - 2015 interviews data. The topics covered in 2011 comments were, in fact, very similar to the topics identified by parents in 2014. Comment domains include: curriculum format, curriculum flow and arrangement, curriculum content, and books. The table below presents this comparison, which clearly indicates that parents have a high level of satisfaction with the revised curriculum.
<table>
<thead>
<tr>
<th>Domains</th>
<th>2011 Parent Survey Written Comments</th>
<th>New Curriculum User Interview Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Format</strong></td>
<td>Better illustrations Update pictures</td>
<td>“Age 3 of the old curriculum I didn’t really like because it was in black and white, but now they have colored pictures and the parents like that because the children can really relate.” (Home Visitor) “I’m a big fan of it. I think it’s nice. It is a little bit more colorful. The fact that they are using real pictures, colored pictures is nice.” (Parent)</td>
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<td></td>
<td>Look more into casual translation rather than formal because sometimes formal translations are too formal (Spanish Curriculum) The translations should be better (Spanish Curriculum)</td>
<td>“There were more errors in the older Spanish curriculum, less confusion in the new curriculum, less literal translations which makes the content in the new curriculum more comprehensible.” (Program Coordinator) “The pictures with real people in the lessons make a difference; they provide you with a visual and model how to do the activities and this is helpful for Spanish speaking families because if they cannot understand the language, at least they can see the pictures to do the lessons.” (Home Visitor)</td>
</tr>
<tr>
<td></td>
<td>Change the packets</td>
<td>“We don’t have to refer back page to page; they included all pages as we go along the curriculum.” (Home Visitor) “The new curriculum lessons are better; the ‘things to do’ tips have been relocated to the bottom of the activity page so it is easier to navigate through the activities, and the additional tips, having them with the lessons is really good.” (Program Coordinator) “It’s laid out in a way that is clear and easy to do.” (Grandparent) “The tips are just really great. They are right there with the lessons so you know what you’re going to learn and need to know.” (Grandparent)</td>
</tr>
<tr>
<td><strong>Curriculum Flow and Arrangement</strong></td>
<td>Make age 3 lessons shorter to match their attention span Some activities for age 3 are too long</td>
<td>“Most packets were not very hard to follow but the new curriculum seems to put it in more into bite size pieces and is easier to follow and flows a little better.” (Parent) “The new curriculum is shorter.” (Home Visitor) “I’m so impressed with the updates on books, and having only one lesson a day. It was overwhelming for some parents to have two lessons a day in the old curriculum.” (Grandparent)</td>
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<td></td>
<td>Offer supplemental activities for 3 ½ year olds, with Home Visitor approval More activities</td>
<td>“Things to Think about and Do’ makes parents think about how they can do things without having step by step instructions.” (Grandparent) “It’s not as heavy handed with the working packets where they just sit there. It’s a lot more active which is nice because my son has a limited attention span for that kind of stuff. It’s nice to have more hands on activities and things to do.” “The new curriculum has more fun experiences.” (Parent)</td>
</tr>
<tr>
<td></td>
<td>More extension activities Continue the extension activities</td>
<td>“For me, I was excited about the extension activities. We don’t have to refer back page to page. They included all pages as we go along the curriculum. So that was easy for me and my parents.” (Home Visitor)</td>
</tr>
<tr>
<td><strong>Curriculum Content</strong></td>
<td>Have more look and find activities and more math</td>
<td>“The activities, especially with the focus on math and science are more hands on for the children and they learn better which gets the parents excited about that.” (Home Visitor) “It helps with shape recognition, math skills, time, and letter recognition.” (Parent)</td>
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<td></td>
<td>More challenging with more work geared towards Kindergarten</td>
<td>“Vocabulary is different and more advanced, more activities use more vocabulary.” (Parent) “The content is more advanced, not harder, she can understand it, but it’s more advanced.” (Parent)</td>
</tr>
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<td></td>
<td>Add more kindergarten readiness skills</td>
<td>“Kids are expected to show up knowing a lot. Lessons are teaching her things she needs to know just to start kindergarten.” (Grandparent)</td>
</tr>
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<td></td>
<td>New kindergarten verbiage needs to be introduced via HIPPY</td>
<td>“The children are exposed and are familiarized with the same books and dialogue that will be discussed once they start school.” (Home Visitor)</td>
</tr>
<tr>
<td></td>
<td>Learn to spell their name</td>
<td>“The writing is so much more, I’ve enjoyed watching her write her name better and better.” (Parent)</td>
</tr>
<tr>
<td></td>
<td>Cutting pictures in age 3 More cutting earlier in the year Cutting should be taught earlier in the year Add more coloring, cutting, and pasting to better the child for kindergarten</td>
<td>“There are more lessons and skills-- cutting has helped extremely; more motor skills in the lessons have helped.” (Parent) “A teacher told a group of us ‘It’s great that you are teaching kids how to use a glue bottle; kids need to know not to squeeze really hard because it gets the glue all over.’” (Grandparent)</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>The subject matter is good in most of the books. The illustrations could afford to be updated</td>
<td>“I’m so impressed with the updates on books.” (Grandparent) “And they provide great books that aren’t cheap and you get them for free!” (Parent)</td>
</tr>
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</table>
Curriculum Impact Findings

HIPPY Program Impact
Evaluation participants were asked for their experiences and observations related to program impact on parents and children involved in HIPPY. Responses described impacts resulting from participation in the program as a whole and impacts resulting from specific aspects of the curriculum. Many of these impacts highlight strengths of the HIPPY program historically and could also be associated with the old curriculum. However, data indicate that new content in the revised curriculum promises to have an additional impact on children’s development and success in school as well as parents’ ability to teach their children. The revised and updated content, particularly content related to Common Core Standards and STEM, has also had an impact on key HIPPY stakeholders such as educators and funders.

In the tables that follow, program impacts are organized according to the categories of outcomes identified on the HIPPY Logic Model (see Figure 1): School Readiness, Parent Knowledge and Engagement, and Parent Satisfaction. Each table presents Evidence, Examples, and Sample Quotes for an Area of Impact for the identified outcome. The Areas of Impact are shown below.

School Readiness (Table 5)
Areas of Impact
- Kindergarten Skill Attainment
- Social/Emotional and Learning Skills
- Motivation to Read
- Engagement in Learning Activities

Program Impact on Parent Knowledge and Engagement (Table 6)
Areas of Impact
- Parent Attitude about Teaching their Child
- Ability to Establish Learning Routines
- Knowledge of Developmental Stages and Teaching Strategies
- Increased Parent Confidence
- Bonding with the Child
- Parents Become more Independent Teachers
- Parent is Prepared for School
- Other Family Members are Engaged

Parent Satisfaction with New Curriculum (Table 7)
Areas of Impact
- Vocabulary
- Kindergarten Readiness and Preparation for Common Core Standards
- STEM
### Table 5. Program Impact on School Readiness

<table>
<thead>
<tr>
<th>Area of Impact</th>
<th>Evidence</th>
<th>Examples</th>
<th>Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten Skill Attainment</strong></td>
<td>Improvement in academic skills children need to be ready for school.</td>
<td>Home visitors described dramatic progress in children who start out struggling. A child who was struggling was able to identify colors, read, and spell his name after participating in HIPPY.</td>
<td>&quot;Working with me and then working with his parents you could see how he excelled. It was very emotional for me to see how he progressed.&quot; (Home Visitor) &quot;If we did not do HIPPY, I know some of her skills would not be where they are.&quot; (Grandparent)</td>
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<tr>
<td></td>
<td>Positive feedback received from principals and teachers about HIPPY because children excel in school.</td>
<td>School progress reports for HIPPY graduates show that children are performing above average in kindergarten. Coordinators expect children to continue to excel due to covering common core standards in the new curriculum.</td>
<td>&quot;My son is a prime example that HIPPY is a success, because he was really ready for school. I talked to one of the reading coaches and he was above where he needed to be.&quot; (Home Visitor) &quot;We hear from teachers that it’s a valuable program and that helps with recruitment.&quot; (Program Coordinator) &quot;I talk with kindergarten teachers and they always tell me they can identify the children who’ve been in HIPPY.&quot; (Program Coordinator)</td>
</tr>
<tr>
<td></td>
<td>Children learn skills that are being taught in preschool and kindergarten.</td>
<td>Home visitors and parents notice that HIPPY covers material taught in preschool/Head Start and kindergarten. The new curriculum is “modernized and updated” to include what kids need to know, “we aren’t just playing games.” (Program Coordinator)</td>
<td>&quot;I’ve had some parents show me what they are doing in kindergarten and it is exactly what they were learning in HIPPY.” (Home Visitor) “Some activities in the curriculum are also used in schools, for example book walks, and they use the language that is used by the school in teaching children about books.” (Program Coordinator) “The curriculum compliments what they’re teaching them in pre-school.” (Parent) “The curriculum is aligned with what the children are being taught in pre-school, the children are exposed and are familiarized with the same books and dialogue that will be discussed once they start school.” (Home Visitor) &quot;Kids are expected to show up knowing a lot. Lessons are teaching her things she needs to know just to start kindergarten.” (Parent)</td>
</tr>
<tr>
<td><strong>Social-Emotional and Learning Skills</strong></td>
<td>Children exhibit behaviors that are needed to be able to learn in a formal classroom setting.</td>
<td>Indusion of social/emotional content and teaching tips in the new curriculum are expected to have an important impact on children’s success in the classroom. After becoming involved in HIPPY, children who are unruly begin to listen to and mind their parents. Children learn patience and the concept of sitting and allotting time for homework.</td>
<td>&quot;It teaches them listening. And you get them ready for school to sit still, and listen and learn.” (Home Visitor). &quot;It’s helpful with all areas of development, my child is very outgoing but the program has helped her sit down, sit still, settle down, and focus for a period of time; and she is learning to listen when other people are talking.” (Parent)</td>
</tr>
<tr>
<td><strong>Motivation to Read</strong></td>
<td>Children and parents enjoy reading activities and become familiar with books through book walks.</td>
<td>Parents report their children are more excited about reading and enjoy doing book walks. Parents read books with the child and other family members outside of HIPPY activities. One parent carries books around when running errands or going to appointments and reads the books with their children while waiting in line.</td>
<td>“I know he likes the alphabet book and the packet...they are kind of cute and something he can laminate later, and so that’s my favorite thing.” (Parent) “One parent told me when her daughter learned about book walks she was more excited to read and participate in school, and she now wants to do book walks at home when she brings a library book home.” (Program Coordinator) “The lesson on senses, with the book &quot;My Five Senses&quot; uses the sense to become aware. She loved the word ‘aware’, and was using it all the time, she told her mom ‘I’m becoming aware.’ (Grandparent)</td>
</tr>
</tbody>
</table>
### Program Impact on School Readiness (continued)

<table>
<thead>
<tr>
<th>Area of Impact</th>
<th>Evidence</th>
<th>Examples</th>
<th>Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement in Learning Activities</td>
<td>Children enjoy the time spent with their parent doing HIPPY activities.</td>
<td>Parents report that children look forward to “HIPPY time” with them and are excited about what they are learning. Parents see the value of spending time with their child doing HIPPY activities.</td>
<td>“She’s excited about the lessons; she’ll run in to tell her mom what we did that day.” (Grandparent) “The one on one time is amazing...if you spend time with your child, just 15 to 20 minutes a day, you can see how that child progresses and how he is adamant about working with his HIPPY curriculum.” (Home Visitor) “And the children are excited, one of the HIPPY children said, ‘Mommy are we getting ready to do the HIPPY work?’” (Home Visitor)</td>
</tr>
</tbody>
</table>

### Table 6. Program Impact on Parent Knowledge and Engagement

<table>
<thead>
<tr>
<th>Area of Impact</th>
<th>Evidence</th>
<th>Examples</th>
<th>Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s Attitude about Teaching their Child</td>
<td>Parents enjoy the new curriculum and are able to use it easily and with little preparation time.</td>
<td>Parents find the program easy to use to teach their child. Parents consider the materials to be high quality and what they need to teach their child. Parents can easily fit shorter lessons into their schedule.</td>
<td>“It takes no time to participate and my children have learned so much from HIPPY. Anyone can use it; it takes little time out of the week.” (Parent) “Two or three of my parents are excited to get the new curriculum because of the extension boxes and they can do the extra work with their child.” (Home Visitor) “The old curriculum was dated and more complicated, it wasn’t as engaging for me as a parent. The new one is easier for parents to engage with their children.” (Home Visitor) “The new curriculum is brighter, you can break it up easier.” (Home Visitor) “I do a lot of things at home with him and the first thing that I liked about HIPPY was that they offer books and work packets the kids can work on...and it could guide me at home when I’m working on extra things with them like colors and shapes and things like that and I also liked the idea of getting books for him to read.” (Parent) “It is extremely easy to follow; the objectives are updated and are geared towards age appropriate curriculum...It is much easier to follow; the updated objectives are for age appropriate levels.” (Parent) “I think it’s great. I love it. I think everyone should take advantage of it. The curriculum is now more detailed to understand and the parent educators can help you.” (Parent)</td>
</tr>
<tr>
<td>Ability to Establish Learning Routines</td>
<td>Parents set aside time for HIPPY regularly during the week.</td>
<td>Parents fit HIPPY into their regular schedule. Parents develop a routine for learning. Parents are able to get the child to settle down to learn.</td>
<td>“We spend 10 to 15, sometimes 20 minutes on a lesson. Some are shorter. I try to do it three days a week...If I have more time, I will do more than one lesson per night.” (Parent) “We spend 15 to 20 minutes. Sometimes we do something else if she requests it- she likes outdoor activities so we do that again. Sometimes I go back over lessons.” (Parent) “It teaches him patience and the concept of sitting and allotting time for homework.” (Parent) “My experience in HIPPY was the best time of my life as a parent. I established a routine with my child that emulated the routine she would begin once she started kindergarten. It was her ‘HIPPY Time’.” (Home Visitor)</td>
</tr>
<tr>
<td>Area of Impact</td>
<td>Evidence</td>
<td>Examples</td>
<td>Quotes</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Knowledge of Developmental Stages and Teaching Strategies</td>
<td>Parents use the tips and teaching strategies provided.</td>
<td>Parents learn to teach skills that are appropriate for their child’s age. Parents learn how to ask questions and encourage a child while learning.</td>
<td>“The information presented for the Year 1 was very useful for the parents because they are getting what their child should know at those ages . . . It is very age appropriate. Beneficial for the parents.” (Home Visitor) “The addition of the praises in the curriculum is helpful for parent engagement.” (Home Visitor) “It even gives concrete suggestions for asking more questions, and explains that you should accept any answer the child gives.” (Parent)</td>
</tr>
<tr>
<td>Increased Parent Confidence</td>
<td>Parents increase confidence in being their child’s first teacher and in preparing them for school.</td>
<td>Parents learn what they need to know to support their child’s learning. Parents feel more prepared when the child enters school.</td>
<td>“The tips alone bring a higher level of confidence for the parents. And the vocabulary is used in parent conferences in schools so it prepares parents. The vocabulary words are in bold and the parents are able to go over them to become more comfortable with the words. It’s not only getting the child ready, but getting the parents ready [for school].” (Home Visitor) “It prepares parents to get ready for their child to go to school.” (Parent) “One parent I worked with wouldn’t look me in the face for the first several visits. After several visits she looked me in the eyes and said, ’I want to do better for my kid’.” (Home Visitor)</td>
</tr>
<tr>
<td>Bonding with the child</td>
<td>Parents spend quality time with the child.</td>
<td>Parents learn patience while working with the child. Parents like to see the child learning.</td>
<td>“My parents are really excited about that special bonding, one on one time that they get a chance to spend with their child and how crucial that is for their child to be their first teachers for early education. It teaches them patience, to have patience for their child.” (Home Visitor) “It’s bonding; we spend time together, and she’s learning something.” (Parent)</td>
</tr>
<tr>
<td>Parents Become more Independent Teachers</td>
<td>Parents use activities for additional learning and practice.</td>
<td>Parents use the extra activities. Parents grow in their ability to teach their child independently.</td>
<td>“They like the extra activities. ‘Things to Think about and Do’; parents are using them throughout the week...” (Program Coordinator) “Things to Think about and Do’ makes parents think about how they can do things without having step-by-step instructions. Parents grow; they talk about things they did with their child.” (Parent)</td>
</tr>
<tr>
<td>Parent is Prepared for School</td>
<td>Parents learn educational vocabulary and activities.</td>
<td>Parents participate in parent meetings that prepare them for involvement at school. Parents increase their vocabulary, using educational terms.</td>
<td>“Group meetings for parents and things like the annual picnic and Christmas party, parents meet each other, and this makes them more apt to go to school meetings. It prepares parents to participate in child’s school activities, to have more confidence to engage in these activities and have knowledge of school vocabulary.” (Parent) “Some activities in the curriculum are also used in schools, for example, book walks use the language that is used by the school in teaching children about books.” (Program Coordinator) “It also prepares parents to ‘go to school’ with their child. They learn the vocabulary they will hear teachers using, like ‘spatial perception’.” (Parent)</td>
</tr>
<tr>
<td>Other Family Members are Engaged</td>
<td>Family members participate in learning activities.</td>
<td>Family members notice the child is learning. Family members reinforce learning.</td>
<td>“I do send the lessons home with her brothers [age 10 and 12] and they read books to her. Her parents and brothers also reinforce the lessons, for example, asking her ‘what color is this? It’s made my son and daughter-in-law realize that she can learn at age 3.’” (Grandparent) “My older son who is 7, he participates in the board games, math games, and reading books. Both my sons read the books together. I have my older son read a couple of books.” (Parent) “I demonstrate some science activities with my nieces and nephews.” (Parent)</td>
</tr>
<tr>
<td>Area of Impact</td>
<td>Evidence</td>
<td>Examples</td>
<td>Quotes</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>Parents and Home Visitors like being able to do more with vocabulary words</td>
<td>Year 2 age 4 incorporated new vocabulary words on inside and back cover of books.</td>
<td>“Home Visitors are sharing that parents like the vocabulary on the front cover; it gives the page numbers where the vocabulary words are located and gives examples.” (Program Coordinator) “Parents really like to have vocabulary on the inside cover so they can emphasize it with their children, it gives page numbers and examples for sentences. Families can do a word a day, focus on the words, it gives more options.” (Program Coordinator) “Having the books with the inside covers in the Year 2 that have all the stuff for the parents with the vocabulary words and the background information…There’s value that’s been added in the books having that.” (Program Coordinator) “The vocabulary is more advanced and there are more activities and lessons that use vocabulary.” (Parent)</td>
</tr>
<tr>
<td><strong>Kindergarten readiness and preparation for Common Core Standards</strong></td>
<td>Parents and stakeholders like that the new curriculum addresses Common Core Standards and is more advanced so children are ready for kindergarten.</td>
<td>Parents have noticed the new curriculum is updated, and that skills are more advanced. Parents like that the curriculum is based on Common Core Standards. Educators are impressed that the new curriculum is based on Common Core Standards.</td>
<td>“The tasks are more complex, they’re harder, the difficulty level has increased… I think it has a lot to do with [aligning with Common Core Standards], because what they are doing in kindergarten now is what they used to do in first grade, and what they’re doing in preschool is what they used to do in kindergarten, so it’s brought everything up with the current trends and practices. I think a lot of it has to do with linking it to the standards.” (Program Coordinator) “The content is more advanced, not harder, she can understand it, but it’s more advanced.” (Parent) “It’s been huge, … when you say it’s based on the Common Core Standards, even parents understand those little buzz words, but especially with preschool teachers, preschool directors, kindergarten teachers and principals, when I show examples of the curriculum they’re like, ‘Oh, wow, let me see that.’ And they look at it and say, ‘This is a great program’ so they get excited.” (Program Coordinator) “It’s nice to be able to use the language of Common Core Standards. I can say ‘It’s tied to the Common Core Standards’ when talking to school principals.” (Program Coordinator)</td>
</tr>
<tr>
<td><strong>STEM</strong></td>
<td>Parents and stakeholders appreciate that the new curriculum includes more STEM activities.</td>
<td>Parents like the increase in science activities. Funders are interested in the inclusion of STEM.</td>
<td>“They hear things from schools or on the news or meetings, that there is a push for more science and math, and of course engineering and technology. That has been something that has impressed people, they look through it and science always seems to jump out at them.” (Program Coordinator) “We love doing the science experiments.” (Parent) “With funders, it’s even valuable because I write that in our grants, that we’re using a curriculum based on the standards, and the STEM, working with the science and the math.” (Program Coordinator)</td>
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</table>
Measuring Program Outcomes
Information about outcomes of the new curriculum was gathered from interviews and reports provided by HIPPY USA and participating programs. Three outcomes were the focus of the interviews and document review: school readiness, parent knowledge and engagement, and parent satisfaction with the new curriculum.

Data relevant to measuring outcomes was collected during the initial interview with the three participating HIPPY Program Directors/Program Coordinators and follow-up interviews with two of the Program Coordinators. These interviews provided information about the status of outcome reporting at participating sites and the challenges and barriers affecting the collection and tracking of outcomes. They also provided input to the preferred methods of data collection for this evaluation. Specifically, it was recommended that group interviews be conducted by phone with parents and Home Visitors in lieu of conducting a survey. Program Coordinators felt that families are “surveyed out” due to the number of surveys conducted to meet the requirements of various funders.

School Readiness Assessment
Examples of outcomes measured by participating programs are "school readiness", "kindergarten readiness", and "vocabulary". Measures that are currently used, or have been used in the past, include the Bracken School Readiness Assessment at one site and the Kindergarten Readiness Test (KRT) and Peabody Picture Vocabulary Test (PPVT) at another site. Among the three HIPPY programs participating in this evaluation, one program does not measure school readiness, another no longer measures it due to dissolution of the state office that sponsored the survey, and the third has collected data from both old and new curriculum users but these data were not made available for this report.

In terms of how school readiness data are collected, participants reported that Home Visitors, university personnel, or trained data collectors from the community (e.g., retired teachers) participate in this process. All participating sites reported that they send their outcome data to a university or their state office for analysis and report-writing. For example, at one site, the Bracken assessment is administered by Program Coordinators or Home Visitors, and assessment forms are scanned and sent to a university. The university analyzes these data and creates a report for the site.

The site that uses the PPVT no longer receives support in conducting the survey. Instead, the Program Coordinator uses the software that comes with the Peabody test to input the raw scores herself. She then calculates standard scores, average scores (85-90), and percentages. She compiles the scores on a spreadsheet and inputs the information into HIPPY’s ETO database. She is able to use this information for grant applications and reports for funders, and comments that funders seem satisfied with the reports. However, she would like to learn more about collecting data and how to use the data, as well as other methods to collect and report data.
Data indicate that Program Coordinators would like to have HIPPY USA assist with the choice and administration of school readiness measures. One interviewee commented that her site does not collect school readiness information, and she considers this to be “a huge weakness of our program.” Another commented that, even though the Peabody data is useful, “I wish we could move more towards something like the Bracken, which measures more than just vocabulary . . . it measures early literacy skills, math, other things like that. I want to be able to measure those, I think that would be wonderful.”

**Parent Knowledge and Engagement Assessment**

Interview participants identified “parent engagement” and “parent involvement” as important HIPPY outcomes. One site reported conducting a “parent survey” in the past that was administered by Home Visitors at the end of the year. This strategy was used to gather parent feedback on the HIPPY program, and a state university analyzed results. This survey is no longer conducted because the HIPPY state office, which no longer exists, funded this activity. The Program Coordinator currently conducts a Parent Satisfaction Survey at the end of each year, administering it to groups of parents herself in order to avoid bias in responses to the questions pertaining to Home Visitors. She compiles responses internally and uses the results for reports and presentations to sponsors.

Another site conducts a “parent survey” at the beginning and end of the year for new Age 3 participants. The survey includes items such as discipline style, time spent reading with the child, number of Home Visitor visits conducted, and other topics. The survey is administered by Home Visitors and is available in English and Spanish. Home Visitors either interview the parent or let the parent complete the survey independently. The Program Coordinator prefers that parents complete the survey independently because it covers sensitive topics such as how parents discipline their child. A state university analyzes survey responses, and a report is sent back to the site. This year every HIPPY family took the survey, including those who have been in the program previously. However, identifiers were not used in collecting this data that would allow the program to compare individual families from year to year; they hope to start doing that soon. Findings from this survey are consistent with interview data. For example, in 2013-14, parents reported significant improvements in parent understanding and confidence in using parent practices that support child development and literacy, and increased time and variety in the learning activities they engaged in with their children.

The third site conducts a “parent involvement” survey at the beginning and end of the year. The survey assesses books read, number of times the parent reads with child, number of times the parent plays with child, and other involvement activities. It is conducted with new families each year and has been used for 11 years. The interview data are analyzed and reported by a state university. This site is interested in comparing scores for Age 3 (old curriculum) and Year 1 (new curriculum).

Interview data indicate that HIPPY program staff members believe information on parent engagement is very useful. One Program Coordinator commented, “I personally want to send more information on parent engagement, but we don’t have enough information to measure.” Interview data indicate that sites are interested in having HIPPY USA provide an instrument to measure parent engagement, as one Program Coordinator commented, “I thought HIPPY USA would provide
us with an instrument to do that” and explained that she does not have the time to develop such an instrument herself.

**Parent Satisfaction Assessment**

Each site conducts a Parent Satisfaction Survey at the end of the year that asks about the number of group meetings parents have attended and asks parents to rate Home Visitors. These surveys are available in English and Spanish as needed. Program Coordinators noted that families do not have challenges filling out the survey and most surveys are completed, although some parents skip over some questions. In addition, some sites use satisfaction surveys for parent group meetings as a strategy to gather program feedback in real time.

Participating sites also indicated that they sometimes include survey items that are intended to elicit written comments about the most helpful/useful and least helpful/useful part of the program as well as parent opinions about the program.

One site is planning to require parent satisfaction goals next year and would like to be able to track goal attainment.

**Outcome Data Use**

As indicated above, participating sites used a variety of survey methods to collect data about school readiness, parent engagement, and parent satisfaction. Data from surveys are compiled and used primarily for external reporting of HIPPY results to funders such as AmeriCorps, Title I, and private foundations. Such information is also considered very useful in grant applications. Results are also reported at conferences and for developing or strengthening collaborations with schools, teachers, and local agencies.

Evaluation participants also indicated that outcome data are useful within their programs. One site described the use of test results from the Peabody Vocabulary test to inform parents. The Program Coordinator reviews Peabody test results with parents, pointing out whether the children are functioning at their age and what parents can do to help improve their child’s vocabulary.

Program Coordinators also report discussing parent satisfaction survey results with Home Visitors, including how parents evaluated Home Visitors. Such data is considered useful because it “helps us get an idea if our [Home Visitors] are doing their job because parents have to rate them and share what the Home Visitor has done.” Parent satisfaction surveys also provide useful information about the barriers faced by families in completing the program. For example, past surveys have shown that families from rural areas have trouble with transportation, which is a barrier to attend HIPPY group meetings and other activities.

Evaluation findings indicate that HIPPY Program Coordinators strongly value outcome data and have solid understanding of how these data can be used internally for quality improvement as well as externally in communicating the value of HIPPY and advocating for support and sustainability. However, the availability and use of such data at the HIPPY program level is hampered by several factors related to evaluation infrastructure. HIPPY programs lack fiscal resources and staffing expertise to collect, analyze, and report findings relevant to HIPPY outcomes such as school
readiness, parent engagement, and parent satisfaction. This discussion is continued in the section on Measurement Challenges below.

**Measurement Challenges**

Qualitative data from the evaluation indicate that numerous measurement challenges exist at the HIPPY program level. These include limited availability of funding to support evaluation, limited knowledge of how to conduct evaluation, and concerns about how to use HIPPY USA’s ETO database for reporting.

Evaluation participants report that limited funding restricts decisions they make regarding what assessments to use and also affects their ability to sustain the use of such assessments over time. Several instances of assessments being discontinued because of funding issues were reported. Evaluation participants also report that they have limited knowledge of how to collect and analyze data and that, when possible, they partner with university researchers to accomplish these tasks. This, however, requires funding support that may not be consistently available, impacting sustainability of evaluation efforts over time. Evaluation participants consistently expressed an interest in learning more about evaluation, especially about “how to use data, what to do with it.”

Program Coordinators also express concern that evaluation efforts should not place undue burden on HIPPY families. One site reported an experience of evaluation in which parents were asked to come to a location chosen by a university researcher in order to participate in a survey. These locations were very difficult for some parents to reach (e.g. requiring multiple bus transfers). Such experiences suggest programs are cautious of evaluation efforts that are not suited to the population of focus, but are very open to more participatory evaluation efforts that allow for program input and opportunities to learn about how to interpret and use data.

Evaluation participants reported challenges using HIPPY’s ETO database to enter data and generate reports, although they believe some of these challenges are being resolved. One Program Coordinator commented, “I couldn’t get reports produced; I had to manually tabulate”. Program Coordinators also reported hand tabulating results and keeping separate files of their own in addition to entering data into ETO because of difficulty extracting reports from the ETO database. Interview data indicate that although ETO presented a steep learning curve, programs can now run reports for grants and no longer have to manually tabulate data.

In spite of the existing challenges, Program Coordinators feel strongly that there is a need for more formal HIPPY assessment within and across program sites. This priority is somewhat funder-driven, as existing and potential funders often require evidence of HIPPY outcomes. Although such data needs include measurement of school readiness, one Program Coordinator pointed out, “I think we need more ways to measure the parents and their involvement; try to target the parents more; but I don’t know how to do that.” Another evaluation participant commented that she prefers the Florida HIPPY Parent Survey to the survey that they currently use in their program, but that implementing the new instrument would require funding support.

It should be noted that Home Visitors also indicated that the assessments currently conducted do not provide enough information about what children are learning. One participant commented, “I
think that’s a good idea to have something that asks about the curriculum.” She provided an example of evaluation data assessing a child’s pre-post writing skills that she would like to have available. Home visitors reported that pre-post surveys gathering feedback from parents about how things have changed at home from the introduction of literacy, and how much parents have incorporated literacy into the home, should also ask for specific feedback around what skills the child has learned from the curriculum.

**Conclusion and Recommendations**

**Impact Conclusions**

The evaluation team’s conclusions on impact of the Curriculum Development Initiative are framed by the logic model and theory of change for this project (see p.4). As indicated in the logic model, the goal of the Curriculum Development Initiative (Goal 1 on the logic model) was to enable parents of young children who are at risk of school failure to better prepare their children for school using a curriculum aligned with current educational standards. Outcomes articulated on the logic model included improved school readiness, parent knowledge and engagement, and parent satisfaction. In addition, impact conclusions consider evaluation questions posed by the Kellogg Foundation. Along the bottom of the logic model is an arrow labeled Evaluation for Use which includes the areas of emphasis in the Kellogg Foundation evaluation questions. These include key factors and pathways leading to success, implementation of the new curriculum, evidence of success, improvement in the lives of vulnerable children and progress on racial equity goals. The Kellogg Foundation areas of emphasis are discussed below.

**Key Factors and Pathways:** Key factors and pathways leading to success included the process of expert review of the existing curriculum as well as incorporation of feedback into curriculum revision (see Strategies section of logic model). Incorporating teaching tips for parents into the curriculum also appears to be a key factor in ensuring successful teaching and learning for parents and children. Additional work on developing the Spanish translation was a key factor in the success of the Spanish curriculum in engaging Spanish speaking families. Data indicate that these strategies contributed to the project’s success and had a positive impact on the intended outcomes of the Curriculum Development Initiative.

**Implementation:** Implementation strategies included piloting the updated curriculum with dissemination and training broadly available to HIPPY programs nationally by May 2015. Data indicate that these implementation strategies have been effectively carried out.

**Evidence of Success:** Based on available data, the evaluation team concludes that HIPPY USA has achieved the goal described in the logic model and is achieving the intended outcomes of improved school readiness, parent knowledge and engagement, and parent satisfaction. Although outcomes are not currently assessed consistently using standardized measures, interviews with curriculum users indicate that parents are very satisfied with the new curriculum, and it is having a positive impact on parent engagement in their children’s education, as well as children’s success in learning
material that is aligned with current educational standards and prepares them well for entry into kindergarten.

**Improving Lives of Vulnerable Children:** HIPPY’s Population of Focus (see Context section of logic model) specifically identifies young children at risk of school failure and families with limited education, living in poverty, and/or who are socially isolated. Data indicate that the families served by HIPPY fit the population of focus, and that curriculum development efforts were intended to meet the needs of these vulnerable children and families.

**Racial Equity:** Progress in racial equity should also be considered on the basis of the HIPPY Population of Focus. HIPPY families come from diverse racial/ethnic backgrounds and from a variety of vulnerable situations, including high poverty and low education levels, as well as geographic and linguistic isolation. Evaluation findings suggest that both English and Spanish versions of the new curriculum have contributed to increasing equity for these populations as indicated by impacts on children such as improved academic skills, social-emotional skills, and motivation to read. Impacts on families also support racial equity through development of increased confidence and ability of parents to teach their children, as well as engagement of other family members in reading and learning activities.

**Evaluation Recommendations**

Evaluation findings indicate that HIPPY USA has met its articulated goal and is achieving the intended outcomes for the Curriculum Development Initiative. This said, the evaluation team would like to offer a number of recommendations that data suggest would augment the impact of the Curriculum Development Initiative and the HIPPY program overall. These recommendations for HIPPY USA are organized into two categories: Curriculum Enhancements and Measurement Support.

**Curriculum Enhancements**

Further enhancements to the curriculum should consider the following:

- Development of a website for HIPPY parents – Interview data indicate that parents would benefit from access to additional resources organized and provided by HIPPY USA on a webpage. Parents have a variety of means of access to the internet even though not all have a computer at home, and therefore many would be able to take advantage of this resource.

- Development of a curriculum guide and additional curriculum resources specifically for Home Visitors – Home Visitors currently must rely on their Program Coordinators to access the curriculum guide and provide copies to them. They would benefit from having direct access to the guide so that they can refer to it at times that they need it.

- Development of parent resources on the Common Core Curriculum and resources related to the transition to school – Parents especially wanted additional information about how the new HIPPY curriculum incorporates Common Core Standards. This would assist not only with preparing their child for school (e.g., structuring homework space and time), but also with parent preparation for communicating with school personnel.

- Additional vocabulary development – Inclusion of vocabulary development activities as well as provision of a glossary of terms in some books was received very well. Addition of glossaries to all books was recommended, as well as incorporation of more vocabulary development tips and activities.
**Measurement Support**

Evaluation findings related to measurement of program outcomes, outcome data use, and measurement challenges were discussed in the Curriculum Impact Findings section of this report. Overall, interview data from evaluation participants indicates that they are highly motivated to participate in program evaluation activities, particularly those focused on assessment of HIPPY’s school readiness, parent engagement, and parent satisfaction outcomes. However, interview data indicate that individual HIPPY programs do not have pre-post outcome data that are consistent and comparable across years. In addition, there is a need to have outcome data that can be compared across programs annually. Evaluation findings indicate that HIPPY programs need consistent and sustainable program evaluation support. Strategies for accomplishing this include:

- Review HIPPY program evaluation needs and strategies for implementing consistent and sustainable program evaluation across HIPPY programs nationally. This assessment could consider how HIPPY program outcomes will be defined, how outcome data should be analyzed, and how data should be reported.
- Training and support of best practice in program evaluation with a focus on how HIPPY programs can develop their capacity to use outcome data for continuous quality improvement.
- Review HIPPY school readiness assessment needs nationally and consider developing strategies for implementing consistent and sustainable measures of school readiness across HIPPY programs.
- Consider identifying a specific assessment of school readiness such as the Bracken School Readiness Assessment or Brigance Early Childhood Screen and recommend the use of a single measurement across HIPPY programs nationally. Although it is understood that HIPPY USA cannot require the use of a specific tool by individual programs, training and support of a single school readiness assessment would significantly shape how individual HIPPY programs measure this outcome. Ultimately, this would contribute to sustainable cross-year evaluation of school readiness both within and across HIPPY programs. In addition, support of a single measure of school readiness across HIPPY programs might allow HIPPY USA to negotiate a lower cost for the purchase of an assessment tool.
- Review HIPPY assessment of parent engagement and satisfaction assessment nationally and develop strategies for implementing consistent and sustainable measures of parent engagement and satisfaction across HIPPY programs.
- Consider identifying a specific assessment of parent engagement and satisfaction and promote its use across HIPPY programs. Similar to assessment of school readiness, it is understood that HIPPY USA cannot require the use of a specific tool by individual HIPPY programs. However, training and support of a single parent engagement and satisfaction assessment would significantly shape how individual HIPPY programs measure this outcome, and ultimately contribute to sustainable cross-year evaluation of these outcomes both within and across HIPPY programs nationally.
Closing Remarks

The evaluation team would like to thank HIPPY USA and the Kellogg Foundation for their support and the opportunity to take part in this process. We would also like to thank the individuals from each site that participated in the interviews for this evaluation. The conclusions drawn by this report would not have been possible without their valuable contribution of time and thoughtful comments.
Appendix 1: HIPPY Education Advancement Project Evaluation Plan

The Department of Child and Family Studies (CFS) at the University of South Florida (USF) will provide an independent assessment of the HIPPY Education Advancement Project that includes both the Ages 3 and 4 updated curriculum development process and the new Leading to Educational Advancement Pathway (LEAP) professional development program. The goals of the HIPPY Education Advancement Project are: 1) to help children enter school better prepared to learn using newly updated curricula for Age 3 and Age 4, and 2) to help home visitors, most of whom are HIPPY mothers, increase their educational credentials and employment opportunities. These goals and outcomes are summarized in a HIPPY Education Advancement program logic model shown in Figure 1.

USF proposes to use case study design to assess the process and outcome evaluation components of the Age 3 and Age 4 curricula implementation and pilot project activities. Case study is a mixed method approach to evaluation that integrates data from multiple sources and multiple cases. Case studies are particularly useful in explaining programmatic change and outcomes in the context of program theory. Case studies support comprehensive understanding of complex program development initiatives such as the development, piloting, and implementation of the Age 3 and 4 curricula. In addition, the evaluation team will use formative evaluation strategies to inform the development of the new LEAP professional development program. Formative evaluation is useful in understanding the process of program development, establishing program theory, and providing feedback on how well programmatic goals and objectives are being met as a program is developing.

The evaluation of both curriculum development and LEAP will be conducted in collaboration with HIPPY USA staff, HIPPY program staff, and home visitors to ensure ongoing feedback on program implementation processes and outcomes. The process components of the evaluation will provide feedback on how elements of program planning and implementation are being carried out; the outcome components of the evaluation will use existing program data to provide assessment of program success including school readiness, parent engagement, and parent satisfaction; the formative components of the evaluation will support progress toward goals and program evaluability. The evaluation team is committed to evaluation practice that is both theory-driven and utilization-focused in order to support understanding of evaluation findings in the context of program assumptions, strategies, and intent and use of the findings for purposes of project planning and quality improvement. A theory-driven approach is considered essential to improving program planning and implementation efforts as well as building sustainable evaluation strategies that support improvement of the education advancement efforts of HIPPY USA and its affiliated programs. The focus on utilization is grounded in the assumption that evaluation should be planned and carried out in ways that allow program planners and implementers opportunities to be involved and active in the evaluation process.

The evaluation will provide data related to Kellogg Foundation evaluation questions regarding pathways leading to project success, contributions of the project to improvement in the lives of vulnerable children, and racial equity. The iterative learning and application process proposed
through this evaluation will provide a means for documenting not only structures needed for curriculum and LEAP.
HIPPY Education Advancement Project - Logic Model

Purpose: This dual generation effort is designed to help children enter school better prepared to learn, and to help home visitors, most of whom are HIPPY mothers, increase their educational credentials and employment opportunities.

DRAFT #3 08/12/13

**Context**
- **Populations of Focus**
  - Young children at risk of failure in school
  - Families with limited education, in poverty, and/or socially isolated
- **Resources**
  - 146 HIPPY programs in 20 states
  - Existing curriculum recognized as evidence-based
  - Program licensing & monitoring, training, & TA is in place
- **Challenges**
  - Need to update curriculum to cover Common Core Standards
  - Need to support families in obtaining educational credentials & employment

**Strategies**
- **Goal 1:**
  - Enable parents to prepare their children for school with a curriculum aligned with current educational standards.
  - Curriculum Development
    - Pilot updated curriculum in 9 states
    - Expert review of curriculum
    - Add new books to curriculum
    - Revise curriculum based on feedback
    - Revise home visitor guides
    - Identify translation needs
    - Translate to Spanish & add cultural enhancements
    - Disseminate & train coordinators on updated curriculum
- **Goal 2:**
  - Increase educational credentials and achievement of HIPPY home visitors.
  - Leading to Educational Advancement Pathway (LEAP) System Development
    - Establish employment & education registry & tracking system
    - Choose training modules for Coordinators & Home Visitors
    - Develop CDA credentialing process
    - Partner with community colleges to give portfolios credit
    - Identify & facilitate access to scholarship opportunities
    - Coordinators oversee career & education plans of home visitors
- **Objectives**
  - Make updated curricula available in English and Spanish by September 2013
  - New curricula used by more than 14,000 by May 2015
  - Develop by Feb 2014 • Field test by Nov 2014 • Implement by Feb 2015

**Outcomes**
- **Child & Family Outcomes**
  - School readiness (Bracken School Readiness Assessment; BRIGANCE Inventory)
  - Parent knowledge & engagement
  - Parent satisfaction with curriculum
- **Home Visitor Outcomes**
  - Knowledge & progress on educational goals
  - Satisfaction with LEAP system

**Evaluation for Use:** Key Factors/Pathways, Implementation & Changes, Evidence of Success, Impact on Families, Progress in Racial equity
success, but also processes and relationships, including cultural considerations that are essential for success in implementing the HIPPY program in diverse communities (FPG Child Development Institute, 2008; Hodges, S., Ferreira, K., & Israel, N., 2012; Preskill, Jones, Tengue, 2013). In addition, the outputs of this evaluation will address the need for evaluation capacity building that was identified in the HIPPY USA Research and Evaluation Needs Survey (Black, 2002) of participating HIPPY organizations. This survey confirmed the need for capacity building in evaluation measurement and reporting of outcomes. The highest capacity-building need was related to child and parent outcomes such as school readiness and parent engagement in both short- and long-term.

The proposed evaluation will be conducted for a period of 18 months beginning in September 2013 and ending in February of 2015.

**Evaluation Questions**

Based on review of program documents and discussion with program staff, the evaluation team developed a project logic model (Figure 1) for the HIPPY Education Advancement Project that incorporates both the curriculum development and LEAP goals and strategies. The goal of this logic model is to clarify assumptions that underlie program planning and implementation decisions and provide program staff with a guide for decision-making. As indicated in Figure 1, the HIPPY Education Advancement Project is a dual generation effort that encompasses 1) development and implementation of updated curricula and 2) a new professional development program for home visitors. The evaluation questions guiding the HIPPY Education Advancement Project were developed in response to articulated project goals for both curriculum development and LEAP and are inclusive of the Kellogg Foundation evaluation questions for this project. The questions guiding the evaluation are:

1. What factors facilitate or impede project planning and implementation at the HIPPY USA, Program, and Home Visitor levels?
2. How has the project improved the lives of vulnerable children in the communities served?
3. To what extent were the Kellogg grant goals achieved through the implementation of the updated curricula and development of the new LEAP program?

**Evaluation Design**

Based on the project logic model and evaluation questions, the evaluation team developed an evaluation logic model (Figure 2) to summarize evaluation context, strategies, and outputs. The evaluation will address the guiding evaluation questions across both the Ages 3 and 4 curricula and the LEAP program. The evaluation was designed to minimize burden on participants through the use of document review, short telephone interviews, and the use of secondary data to assess outcomes when appropriate. As indicated in Figure 2, the evaluation will yield outputs at each of the three HIPPY program levels: HIPPY USA, local HIPPY Programs, and HIPPY Home Visitors. A description of the evaluation components is provided below.
Curriculum Development Component

The curriculum development component of the evaluation will use a case study design to focus on implementation and/or pilot activities within specific HIPPY project components. This approach will support quality improvement for individual HIPPY program sites as well as the national organization, HIPPY USA. It will also contribute to understanding of how to build sustainable evaluation practice at the program and national levels. The data provided through the case study approach is considered more appropriate to the current needs of HIPPY curriculum development efforts because it can provide a more in-depth understanding of project development than a broad survey of curriculum planning and implementation outcomes would yield. The case study approach also addresses issues related to having consistent and comparable data across all HIPPY programs because understanding will be developed within the context of individual HIPPY program sites and make use of data currently collected in case study sites.

Age 3 Curriculum Implementation. Three local HIPPY programs will be selected as cases for the evaluation of Age 3 curriculum implementation. Potential sites will be identified by HIPPY USA in collaboration with affiliated HIPPY programs across the United States. The Age 3 case studies will include document review and key informant telephone interviews at the HIPPY USA, local program and home visitor levels as well as secondary analysis of local program data on school readiness, parent engagement, and parent satisfaction. Age 3 case study sites must meet all of the following criteria in order to participate:

a. Site did not participate in the Age 3 curriculum pilot;
b. Site has Bracken, Brigance, or Peabody data from the previous Age 3 curriculum;
c. Site has parent satisfaction and parent engagement data from the previous curriculum;
d. Site agrees to continue collecting satisfaction, engagement, and school readiness during the implementation year;
e. Site is willing to participate in interviews and supply documents related to curriculum implementation.

Age 4 Curriculum Pilot. Three local HIPPY programs will be selected as cases for the evaluation of the Age 4 curriculum pilot. Potential sites will be identified by HIPPY USA in collaboration with affiliated HIPPY programs across the United States. The Age 4 case studies will include document review and key informant telephone interviews at the HIPPY USA, local program and home visitor levels. Secondary analysis of local program data on school readiness, parent engagement, and parent satisfaction will be conducted, as data are available. Age 4 case study sites must meet all of the following criteria in order to participate:

a. Site is willing to participate in interviews about and supply documents related to their experience of the curriculum pilot;
b. Site has Bracken, Brigance, or Peabody school readiness data from the previous curriculum;
c. Site has parent satisfaction and parent engagement data from the previous curriculum;
d. Site agrees to continue collecting satisfaction, engagement, and school readiness during the pilot year;

e. Site is willing to participate in any surveys, questionnaires, etc. that are already part of the HIPPY USA’s pilot plan.

**LEAP Development Component**

A formative evaluation approach will be employed to support LEAP development and evaluation planning, including real-time feedback and recommendations. The formative evaluation will support development of LEAP system at the home visitor, program site, and HIPPY USA levels. The evaluation team will work with the LEAP Manager and LEAP Pilot Sites to facilitate development of LEAP theory of change and develop system planning and implementation strategies. The evaluation will also follow and document progress on system development and make recommendations for future evaluation of LEAP implementation.

**Data Collection and Analysis**

Data collection will begin in September 2013 and end in December 2014, with final outputs/deliverables completed by February 2015.

Data collection will be carried out through case studies of curriculum piloting and implementation at selected sites and through formative evaluation of LEAP program development. Table 1 below provides a summary of evaluation questions, data sources, measures, instruments, and frequency of data collection.

Data collection across both the curriculum development and LEAP components of the evaluation will include document review because this will provide important context to understanding other elements of data collection.

Case study data collection will include key informant telephone interviews conducted with individuals who were involved in developing, piloting, or implementing the new curricula and participants in relevant HIPPY USA workgroups. As shown in Table 1, the curriculum development component of the evaluation will include secondary analysis of school readiness, parent engagement, and parent satisfaction outcomes collected by and as available from participating case study sites. Data collection for the formative evaluation of the LEAP program will include evaluation team participation in workgroup calls and ongoing interactions with individuals involved in LEAP program development. Formal interviews will be conducted on an as needed basis.
### Evaluation Logic Model – HIPPY Education Advancement Project

**Evaluation Purpose:** Provide timely and useful feedback about the processes, outcomes, & impact of the HIPPY Education Advancement Project and support sustainable use of evaluation data across all levels of the HIPPY program

<table>
<thead>
<tr>
<th>Evaluation Context</th>
<th>Evaluation Strategies</th>
<th>Evaluation Findings</th>
<th>Evaluation Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIPPY USA Goals</strong></td>
<td><strong>Evaluation Goals</strong></td>
<td><strong>Curriculum Development</strong></td>
<td><strong>Evaluation Findings</strong></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Case study design will be used to assess process and outcomes of curriculum implementation and pilot activities at the home visitor, program, and HIPPY USA levels.</td>
<td><strong>Implementation Case Studies</strong></td>
<td><strong>Evaluation findings will support program planning and implementation</strong></td>
</tr>
<tr>
<td>Enable parents to prepare their children for school with a curriculum aligned with current educational needs</td>
<td><strong>Evaluation Impact</strong></td>
<td><strong>Pilot Case Studies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LEAP Development</strong></td>
<td><strong>LEAP Program</strong></td>
<td>Formative evaluation strategies will be used to support development of LEAP program at the home visitor, program, and HIPPY USA levels.</td>
<td></td>
</tr>
<tr>
<td>Increase educational credentials and achievement of HIPPY home visitors</td>
<td></td>
<td>Work with LEAP Manager and LEAP Pilot Sites to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Facilitate development of LEAP theory of change</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop program planning and implementation strategies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Document process of program development and pilot for replicability</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Make recommendations for ongoing LEAP evaluation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Evaluation process will support sustainable evaluation strategies</strong></td>
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</tbody>
</table>

**Evaluation supports understanding of program implementation, evidence of success, impact on families, and progress in racial equality**

**HIPPY USA**
- Summary of curriculum development efforts for quality improvement
- LEAP theory of change logic model
- Summary of LEAP program development process to support implementation
- Recommendations for sustainable evaluation criteria/strategies for education advancement efforts
- Recommendations for HIPPY program evaluation training
- Ongoing feedback during period of evaluation

**Program Level**
- Evaluation briefs to guide program-level evaluation activities
- Recommendations for LEAP program engagement
- Ongoing feedback during period of evaluation

**Home Visitor Level**
- Recommendations for home visitor engagement in evaluation activities
- Ongoing feedback during period of evaluation
Analytic Plan

Qualitative Data Analysis

The proposed evaluation strategies will use qualitative measures to support understanding of project implementation in real time and within various program sites. In addition, these data are useful in understanding issues related to implementation structures, processes, and relationships as well as supporting ongoing quality improvement and evaluation capacity building. Analyses of qualitative components of document reviews, interviews, meeting notes, and surveys will be conducted using a team-based approach and are expected to measure non-quantifiable aspects of project implementation and outcome variables identified through the evaluation questions. Qualitative data will be used to understand perceptions of home visitors, program managers, and HIPPY USA staff regarding facilitators and barriers for curriculum piloting and implementation and LEAP system development, as well as achievement of project goals, and impact on the lives of vulnerable children. This will provide context and nuance to interpretation of quantitative data. When appropriate, ATLAS.ti qualitative data analysis software (ATLAS.ti, 1993-2010) will be used for theme identification. The triangulation of qualitative and quantitative data will be fundamental to evaluation analyses.

Quantitative Data Analyses

School readiness, parent engagement, and parent satisfaction measures will be obtained, as available, from each case study site. It is anticipated that the type, measures, and methods of data collection may vary by site, including whether pre- and post-administration is conducted. Because sample sizes will be relatively small for each site, differences in scores by gender, race and ethnicity will be examined only through descriptive analysis of demographic characteristics for children receiving each curriculum. Presence or absence of difference will be determined through simple T-tests. For those sites conducting both pre- and post-testing for school readiness, change over time will be measured, although improvement in scores cannot be attributed to the curriculum alone, since maturation and exposure to other interventions will contribute to this change as well.

Evaluation Findings and Reporting

The regularity of data collection and analysis will provide timely dissemination of results. Evaluation team roles will be organized to facilitate interaction with HIPPY USA, and staff at pilot sites. Data will be regularly collected, analyzed, and disseminated across the 18 months of the project to support a data-driven implementation model. The evaluation team has significant experience in utilization-focused evaluation (Patton, 2008) and will ensure the dissemination and utility of evaluation findings to program and national staff as well as more broadly to both academic and applied audiences. Evaluation feedback will be disseminated through regular phone/email contact as well as live meetings in order to support staff use of data to implement and evaluate project activities. In addition to regular meetings, evaluation findings and recommendations will be disseminated using web and print resources.
**Evaluation Team**

The evaluation will be housed in the Department of Child and Family Studies (CFS), College of Behavioral and Community Sciences (CBCS), University of South Florida. The core members of this research team have established a strong history of collaborative work together on a wide variety of research, evaluation, and technical assistance efforts. **Dr. Teresa Nesman**, Research Assistant Professor, will serve as Principal Investigator for this evaluation. Dr. Nesman has extensive experience in community-based participatory evaluation, qualitative methods, cultural competence, and reduction of disparities. **Dr. Sharon Hodges**, Research Associate Professor, will serve as Co-Principal Investigator. Dr. Hodges has extensive experience in case study methodologies, utilization-focused evaluation, and continuous quality improvement strategies. Both Drs. Nesman and Hodges have considerable experience in theory-driven evaluation, theory of change logic models, and logic model facilitation. The evaluation team will also include a graduate research assistant to assist with data analysis as needed. The evaluation will be conducted in collaboration with the HIPPY USA National Research and Evaluation Center in USF’s Department of Child and Family Studies.
<table>
<thead>
<tr>
<th>Table 1: Evaluation Questions, Measure, and Data Collection</th>
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</thead>
<tbody>
<tr>
<td><strong>Evaluation Questions</strong></td>
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<tr>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Age 3 Curriculum</strong></td>
</tr>
<tr>
<td>1. What factors facilitate or impede the Age 3 curriculum implementation?</td>
</tr>
<tr>
<td>2. How has the Age 3 curriculum improved the lives of vulnerable children in the communities served?</td>
</tr>
<tr>
<td>3. To what extent were Kellogg grant goals achieved through the implementation of the Age 3 curriculum?</td>
</tr>
<tr>
<td><strong>Age 4 Curriculum</strong></td>
</tr>
<tr>
<td>1. What factors facilitate or impede the Age 4 curriculum pilot?</td>
</tr>
<tr>
<td>3. To what extent were Kellogg grant goals achieved through the implementation of the Age 4 curriculum?</td>
</tr>
<tr>
<td><strong>LEAP</strong></td>
</tr>
<tr>
<td>3. To what extent were Kellogg grant goals achieved through the development of LEAP?</td>
</tr>
</tbody>
</table>
Evaluation Outputs (Deliverables)

Outputs of the evaluation will include deliverables at each level of focus, including HIPPY USA, program sites, and home visitors. HIPPY USA deliverables will include a summary of the curriculum development effort, a logic model describing the LEAP theory of change, a summary of the LEAP program development process, and recommendations for sustainable evaluation criteria and strategies for ongoing quality improvement. At the program site level, the evaluation team will provide evaluation briefs and recommendations for evaluation of HIPPY curricula and the LEAP system as well as recommendations for engagement of home visitors in the LEAP program. For home visitors, recommendations will be made for sustainable strategies that would support home visitor engagement in evaluation activities to enhance evaluation assessment of impact on vulnerable populations, quality and cultural/racial equity.

References


Hodges, S., Ferreira, K., & Israel, N. (2012). “If we’re going to change things, it has to be systemic:” Systems change in children’s mental health. American Journal of Community Psychology. Advance online publication. doi:10.1007/s10464-012-9491-0.


Appendix 2: Changes made to the HIPPY Education Advancement Project Evaluation Plan

Based on this initial discussion with the sites, we believe that the goal of understanding the experience of new curriculum and whether it has made a difference from program perspective will provide HIPPY USA with valuable information about the new curriculum and will inform whether the new curriculum is having the intended impact on parents, children, and home visitors. Below is a summary:

1. Curriculum user experience: Data collection will include document review and semi-structured interviews approximately 1 hour in length. We appreciate that the sites were open to the idea of group interviews and were willing to organize and schedule these with us. So that we can understand differences in the new and old curricula, the interviews should be with people who have used both. The selected program directors seemed willing to try to recruit participants who have used both -- if they are not able to do this, we will have to base this assessment on experiences of first-time curriculum users. This will generate data from up to 16 interviews as follows:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Site XXX</th>
<th>Site XXX</th>
<th>Site XXX</th>
<th>HIPPY USA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Group</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Use questions from</td>
<td>1 English and/or 1 English and/or</td>
<td>1 English</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2011 parent survey</td>
<td>1 Bilingual</td>
<td>1 Bilingual</td>
<td></td>
<td></td>
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<tr>
<td><strong>HV Group</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 English and/or 1 English and/or</td>
<td>1 English</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Bilingual</td>
<td>1 Bilingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coordinator Group</strong></td>
<td>1 English and/or 1 English and/or</td>
<td>x</td>
<td>x</td>
<td></td>
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<tr>
<td></td>
<td>1 Bilingual</td>
<td>1 Bilingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Director</strong></td>
<td></td>
<td></td>
<td>Name</td>
<td>x</td>
</tr>
<tr>
<td><strong>National Office</strong></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>
2. Quantitative Data on School Readiness and Parent Engagement: Because the sites are not consistently using pre-post tests of school readiness and parent engagement, assessing the new curriculum for changes in school readiness and parent knowledge/engagement using quantitative measures is not feasible. This assessment will have to be based on our review of site-generated outcome reports as well as interviews with each of the program directors regarding changes in school readiness and parent engagement that they have observed. We will also plan to interview the participating sites program coordinators and director in more detail about measures they are using to assess changes in school readiness and parent engagement, strategies for data collection and analysis, and how they use the data.
Appendix 3: Interview Protocols

Program Coordinator Interview Guide

Introduction: This interview is to help us understand better what your experience has been implementing the new curriculum, and how your program, as well as HIPPY USA, can demonstrate that the curriculum is making a difference for children and families.

Experience implementing the curriculum

*First we’d like to get a sense of your experience with the old and new HIPPY curricula.*

1. How long have you been a HIPPY coordinator?
2. How many years did you work with the old curriculum?
3. When did you begin working with the new curriculum?
4. Overall, what differences do you see between the old and new curriculum?
5. What do you think is the best thing about the new curriculum?
6. What do you think is the worst thing about the new curriculum?
7. Overall, to what extent do you think the new curriculum enhances the school readiness of children in your HIPPY program in comparison to the old curriculum? (5- to a very great extent, 4- to a great extent, 3- to a moderate extent, 2- to a small extent, 1- Not at all)
8. In what ways do you think the new curriculum is improving school readiness of the children you’re serving?
9. Are there differences in experiences with the new Spanish curriculum?
10. Overall, to what extent do you think the new curriculum enhances parent engagement in your HIPPY program in comparison to the old curriculum? (5- to a very great extent, 4- to a great extent, 3- to a moderate extent, 2- to a small extent, 1- Not at all)
11. In what ways do you think the new curriculum is improving parent engagement?
12. Are there differences in experiences with the new Spanish curriculum?

Outcome Measures

*Next we’d like to talk in more detail about measures you are using to assess changes in outcomes, such as school readiness and parent engagement.*

1. What kinds of information do you collect about the impact of the curriculum on school readiness and parent engagement (e.g., time with child, benefit of education system, parent satisfaction surveys, pre-post assessments)?
2. If you collect school readiness information, how do you collect it?
   - What is the name of the assessment you use?
   - Who collects the information?
   - How is the assessment adapted for Spanish speaking families? (or other languages)
   - How often do you collect the data?
   - What happens to the data after you collect it?
   - How do you use that information you collect?
   - How useful is it?
   - How could it be more useful?
3. If you collect parent engagement information, how do you collect it?
   - What is the name of the assessment you use?
• Who collects the information?
• How is the assessment adapted for Spanish speaking families? (Or other languages)
• How often do you collect the data?
• What happens to the data after you collect it?
• How do you use that information you collect?
• How useful is it?
• How could it be more useful?

4. What are the main challenges to collecting and using the school readiness and parent engagement information you collect?

5. How are you currently using ETO?
• What kind of data do you enter into it?
• Who enters the data?
• How often is data entered?
• What kind of assistance have you needed to enter data into ETO?

6. Is there a specific person in your HIPPY program we could talk to about all the data your program collects and reports on?
   a.) Please provide the name and contact information: __________________________

7. If you could, what other information would you like to be able to have and report on about HIPPY?

Reactions to the New Curriculum

Next we’d like to talk about the kinds of reactions you’ve seen as you have been implementing the new curriculum.

1. Have you noticed ways parents are better able to work with their children using the new curriculum?
   • Could you please provide examples?

2. Which components of the new curriculum do you think have had the most reaction?
   • What kind of reaction and from whom?
   • Are there differences in the components that Spanish-speaking families have reacted to?

3. Have you observed any challenges using the new curriculum for Home Visitors?
   • Could you please provide examples?
   • Are there differences in challenges with the Spanish curriculum?

4. Have you observed any challenges using the new curriculum for parents?
   • Could you please provide examples?
   • Are there differences in challenges for Spanish speaking families?

5. Have you noticed if there is anything missing in the new curriculum that you think should be there?
   • Is there anything missing in the Spanish curriculum?

6. What assistance did HIPPY USA provide that you think helped the most with facilitating the new curriculum (e.g., trainings, activity packets, curriculum guides, etc.)?
   • Any different kind of support that helped with the Spanish curriculum?
Impact of the New Curriculum

Finally, we’d like to know about the kinds of impact the new curriculum has had.

1. How well do you think the new curriculum is preparing children to meet the Common Core Standards for kindergarten?
   • Is this the same for both English and Spanish curricula?
2. Have you received any feedback from educators about the new curriculum?
3. Tell us what you think has been the best impact of the new curriculum (English and/or Spanish).
4. Is there anything else you’d like to add about your experiences with the new curriculum (both English and Spanish)?

Thank you very much for your time and your willingness to share your thoughts and experiences.
Home Visitors (Parent Educators) Interview Guide

Introduction: This interview is to help us understand better what your experience has been with using the new curriculum, and how the curriculum is making a difference for the children and families you work with. We’d like to record the interview to help fill in gaps in our notes. Is it okay with you to record it?

Experience implementing the curriculum

First we’d like to get a sense of your experience with the old and new HIPPY curriculum.

1. How long have you been a HIPPY home visitor/parent educator?
2. How many years did you work with the old curriculum?
3. When did you begin working with the new curriculum?
4. Overall, what differences do you see between the old and new curriculum?
5. What do you think is the best thing about the new curriculum?
6. What do you think is the worst thing about the new curriculum?
7. In what ways do you think the new curriculum is improving school readiness of the children you’re serving?
   - Are there differences in experiences with the new Spanish curriculum?
8. In what ways do you think the new curriculum is improving parent engagement?
   - Are there differences in experiences with the new Spanish curriculum?

Outcome Measures

Next we’d like to talk in more detail about the information you are collecting, such as school readiness and parent engagement information.

1. What kinds of information do you collect from parents (parent satisfaction surveys, curriculum assessments, school readiness assessments, or registration)?
   - What do you call the assessment or survey you use?
   - How is the information collected for your program?
   - When during the year is the information collected?(beginning, middle, end)
   - How often is the information collected?
   - What happens to the information after it is collected?
   - Do you ever hear about it? (like results, or how you are doing)
   - Do you use any of that information? How?
   - How well is the assessment or survey understood by Spanish speaking families? (or other languages)
2. What are the main challenges to collecting and using the information collected?
3. Are any of you involved in using ETO? (What kind of data do you enter into it? Who enters the data? How often is data entered? What kind of assistance have you needed to enter data into ETO?)
4. What would you like to know from the information collected, about the results of your program?
Reactions to the New Curriculum

*Next we’d like to talk about the kinds of reactions from parents and their children you’ve seen as you have been using the new curriculum.*

1. Have you noticed ways parents are better able to work with their children using the new curriculum?
   - Could you please provide examples?
   - Are there differences in the reactions of Spanish speaking families? (or other languages)
2. Which parts of the new curriculum do you think have had the most reaction?
   - What kind of reaction and from whom?
   - Are there differences in the components that Spanish speaking families have reacted to?
3. Have you seen any challenges using the new curriculum for parents?
   - Could you please provide examples?
   - Are there differences in challenges for Spanish speaking families?
4. Have you noticed if there is anything missing in the new curriculum that you think should be there?
   - Is there anything missing in the Spanish curriculum?
5. What assistance did HIPPY USA provide that you think helped the most with using the new curriculum (e.g., trainings, activity packets, curriculum guides, etc.)?
   - Any different kind of support that helped with the Spanish curriculum?

Impact of the New Curriculum

*Finally, we’d like to know about the kinds of impact the new curriculum has had.*

1. How well do you think the new curriculum is preparing children to meet the Common Core Standards for kindergarten?
   - Is this the same for both English and Spanish curricula?
2. Have you received any feedback from parents about the new curriculum?
3. Tell us what you think has been the best impact of the new curriculum (English and/or Spanish).
4. Is there anything else you’d like to add about your experiences with the new curriculum (both English and Spanish)?

Thank you very much for your time and your willingness to share your thoughts and experiences.
HIPPY Parent Interview Guide

Welcome! And thank you for being a part of this group discussion today. My name is XXX, and I am part of a team that is working with the HIPPY national office to find out how the curriculum is working. My colleagues, XXX and XXX are also on the call, and they will introduce themselves. We have some questions prepared to guide the discussion, but want you to be the ones that tell us what is important for us to know about the HIPPY curriculum you used this past year. We will take notes during the discussion and also record it, with your permission, to make sure we capture all your ideas. We will use our notes and the recording to write a short report. We won’t use anyone’s name or information that would identify you in the report. The report will go to the HIPPY national office to help them make decisions about the program. Do you have any questions about us or the purpose of the discussion? (Pause) Is it okay for us to record the discussion? (Pause) Okay, let’s begin.

First, we’d be interested in hearing about your Experiences with HIPPY.
1. Please tell us your first name and how many years you have participated as a HIPPY parent.
2. How many children have you had participate in HIPPY?
3. What do you like most about HIPPY?
4. What was it like going through the HIPPY curriculum with your child this past year?
5. How did you feel about the curriculum? (e.g., was it exciting, fun, discouraging, frustrating, challenging?)
6. Was the curriculum easy or hard to follow? (e.g., the books, songs, activities)
7. How did the home visitor help you with the curriculum?
8. If you have used the old curriculum, how does it compare with the current curriculum being used?

Next we’d like to talk about how satisfied you are with the curriculum that is currently being used.
1. What do you think about the HIPPY curriculum activities?
2. Overall, how satisfied were you with the curriculum?
3. Did you have any favorite activities? Why?
4. Did your child have any favorite activities? Why?
5. How much time does it take to do the activities with your child each week?
6. Would you say it takes the right amount of time, or too much or too little? (Was the number of activities okay?)
7. How did you like teaching the activities?
8. What was the most challenging thing to teach your child? Why was it challenging?
9. Which activities did you enjoy teaching your child the most? Why? (Including books, songs, and other materials)
10. Which activities did you least enjoy teaching your child? Why? (including books, songs, and other materials)
11. Did any other family member participate in teaching or practicing the activities?
   • Who are they and how did they participate?
   • Was there an activity they really liked? Why?
12. What made you want to keep going with the program?
13. What would make the curriculum even better?
14. Are there any activities you think should be left out? Why?
15. Are there any changes in language (or cultural aspects) you would recommend?
16. Are there any other types of activities you think should be included? Why?
17. Is there some other way the home visitor can help you teach the curriculum?

We'd also like to know about the Effectiveness of the curriculum in helping with your child's development and preparation for school.

1. How do you think the curriculum has helped in the development of your child? (For example, relationships with other people, hygiene-brushing teeth, motor skills, vocabulary & communicating ideas, reading, writing, appreciating nature, etc.)

2. How has the curriculum made an impact on your family?

3. Has it helped you and your family in some way?

4. How has your family used what they have learned?

5. In what ways do you think the curriculum is preparing your child for school?

6. How has your child made progress in his/her learning? (e.g., letter recognition, language development)

7. How has it helped you to teach and prepare your child for school?

8. What have you learned from the curriculum that you didn’t know before?

9. How do you feel about your ability to teach your child now compared to before starting the HIPPY program?

10. Is there anything else you can suggest to improve the HIPPY curriculum so that children are ready for school and parents can teach them?

11. Finally, do you have any other things you'd like to say that we haven't thought to ask you about?

12. Do you have any questions?

Thanks to everyone for your participation in this group discussion! We really appreciate your willingness to spend time with us and for sharing your ideas so that we can keep improving the HIPPY program.
Appendix 4: Parent Survey on HIPPY Age 3 and Age 4 Curriculums

Parent Survey on HIPPY Age 3 and Age 4 Curriculums

Spring 2011

General Information:
1. Name (Optional):

2. Total number of years with HIPPY: _____ Please check all roles you have participated in:
   - Parent
   - Other: ____________________________

3. Program Name: ____________________________

4. City: ______________________ State: _____

5. No. of years as a HIPPY Parent: _______ years Curriculums Used:  
   - Age 3
   - Age 4
   - Age 5

6. Language of curriculum used: 
   - English
   - Spanish
   - Both

Survey completed as a group  
   - Yes
   - No
   - If yes, how many attended? _______

6. The following activities are found in the Age 3 curriculum. Please tell us what you think about each activity. Mark as many in each line as you want.

<table>
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<th>Activity</th>
<th>Make easier</th>
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What would make the **Age 3** curriculum better?

The following series are found in **Age 4** curriculum. Please tell us what you think about each activity. Mark as many in each line as you want.

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What would make the **Age 4** better?
Format:

Do you think the number of weekly activities in the Age 3 curriculum is: □ Just right? □ Too long? □ Too short?

Do you think the number of weekly activities in the Age 4 curriculum is: □ Just right? □ Too long? □ Too short?

Please explain. What would you change?

Story books

Please let us know what you think about these Age 3 books.

Where’s Spot? □ I like this book □ I don’t care for this book
Goodnight Moon □ I like this book □ I don’t care for this book
Jump, Frog, Jump □ I like this book □ I don’t care for this book
The Happy Day □ I like this book □ I don’t care for this book
The Empty Pinata □ I like this book □ I don’t care for this book
The Snowy Day □ I like this book □ I don’t care for this book
Is Your Mama a Lama? □ I like this book □ I don’t care for this book
In the Cow’s Backyard □ I like this book □ I don’t care for this book
Corduroy □ I like this book □ I don’t care for this book

Please let us know what you think about these Age 4 books.

A Surprise for Reggie □ I like this book □ I don’t care for this book
Beware! Ducks Crossing □ I like this book □ I don’t care for this book
Down the Path □ I like this book □ I don’t care for this book
Goodbye, Berry □ I like this book □ I don’t care for this book
Maria’s School □ I like this book □ I don’t care for this book
Sometimes Big, Sometimes Small □ I like this book □ I don’t care for this book
Sounds I Hear □ I like this book □ I don’t care for this book
The Cat Who Looked for a House □ I like this book □ I don’t care for this book
The Secret Name □ I like this book □ I don’t care for this book

Comments: ________________________________________________

12. Would you like read books from other HIPPY programs around the world? □ Yes □ No

Comments: ________________________________________________

13. Would you be comfortable getting all the activities for each storybook in one packet every 3 weeks?

For Age 3: □ Yes □ No For Age 4: □ Yes □ No

HIPPY Curriculum Survey 2011
Comments: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Anything Else?

Is there anything else, not covered in this survey, which you would like to add? ____________________________
_____________________________________________________________________

Spanish Materials: Please respond only if you use the Spanish materials

14. How can we make our Spanish materials and books better?
_____________________________________________________________________
_____________________________________________________________________

_____________________________________________________________________

HIPPY Curriculum Survey 2011