

**Findings from the
THE FLORIDA HIPPY PARENT SURVEY II**

Prepared for

The Florida Partnership for School Readiness

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EXECUTIVE SUMMARY

The purpose of this study was to explore the level of involvement of HIPPY parents in home literacy activities and community educational activities with their children and to gather information on the pre-academic skill development of young children compared to a national sample of parents and their young children.

METHODOLOGY

A telephone survey asked parents participating in HIPPY programs in Florida to indicate whether they had engaged in a number of different home literacy activities during the past week and in certain community educational activities with their children during the past month. Parents were also asked to indicate their child's current skills in recognizing letters of the alphabet, counting, writing their first name, and reading story books on their own. The questions on the Florida HIPPY Parent Survey II on parent involvement in educational activities and children's pre-academic skills were drawn from the Parent Interview of the 1999 National Household Education Survey. The NHES was selected as the comparison study because participants in this survey were parents of young children; it measured the same content areas that were of interest in this study and used the same methodology developed for the Florida HIPPY Parent Survey II.

Selection and Recruitment of Participants

Children were randomly selected by program proportionally according to the number enrolled in each curriculum year during 2003-04. Three hundred parents or approximately 20% of the total number of HIPPY parents in Florida were randomly selected for recruitment. Telephone interviews were completed by USF staff with 210 parents or 70% of the target sample.

Data Analysis

Data analyses compared the responses from the Florida HIPPY Parent Survey II to the responses of participants in the 1999 National Household Education Survey. The NHES comparison sample was formed by identifying from the overall NHES sample a subgroup of NHES parents with children ages three through six years of age.

Though participants in both studies were parents of preschool children, there were differences between the NHES and HIPPY samples in size, ethnicity, primary language and annual income. In order to perform more equitable comparisons that would eliminate the differential effects of income and language, subgroups were formed from both the NHES and the HIPPY samples consisting of those participants: (1) with household incomes above and below \$25,000; and (2) whose primary language was either English or Spanish.

FINDINGS ON PARENT INVOLVEMENT

The analysis of home literacy activities for the overall NHES and HIPPY samples found that the two groups were remarkably similar with the only notable differences being that NHES families participate in arts and crafts with their children more than

HIPPY families and HIPPY families spend more time teaching their children about family and ethnic history. However, comparisons of parent responses within income and parent language subgroups revealed that a larger percentage of HIPPY parents were reading with their children, telling their children a story, teaching their children letters, words, or numbers and engaging in conversation with their children about family history or ethnic heritage. Differences between HIPPY and NHES families were greatest for the low income and Spanish-speaking subgroups.

The findings for involvement in community educational activities for the overall NHES and HIPPY samples also showed there were few differences between the two groups, with the only notable differences being that a larger percentage of HIPPY families visited a zoo or aquarium and participated in an event sponsored by a community, ethnic, or religious group with their children. Differences between the two groups were found in the subgroup analyses by parent income and primary language. More lower income and Spanish-speaking HIPPY families were engaged with their child in community educational activities such as visiting a library, going to a play, concert, or other live show, and attending an event sponsored by a community, ethnic, or religious group.

FINDINGS ON CHILDREN'S PRE-ACADEMIC SKILLS

Children's pre-academic skills were analyzed using subgroups of NHES and HIPPY children who were not enrolled in kindergarten. Overall, children in both samples were reported by their parents to be showing signs of emerging literacy skills. When compared to children in the national sample, HIPPY children appear to be acquiring greater pre-academic skills. More HIPPY children than NHES children can recognize all letters of the alphabet, count to 20, write their first name, and read or pretend to read on their own. Additional subgroup analyses by child age, parent income and child's primary language further supported these findings.

The high levels of participation in home literacy activities and community educational activities by HIPPY parents demonstrate that HIPPY parents have a strong commitment to their child's education. The level of skill development of HIPPY children is remarkable considering that the majority of HIPPY children represent ethnicities other than white non-Hispanic and are residing in low income households; both of these factors have been shown by prior research to put children at risk for less positive growth and development.

PROGRAMMATIC IMPLICATIONS

Florida HIPPY programs are reaching the populations this program is intended to serve. HIPPY programs should explore strategies to encourage low income parents to continue participating with their children in home literacy activities and community educational activities. HIPPY programs may want to consider developing HIPPY summer programs that offer parents opportunities to continue working with their children on additional learning activities.

INTRODUCTION

The Home Instruction for Parents of Preschool Children (HIPPY) is a home visiting program for caregivers of young children designed to increase school readiness and to foster parent involvement in their children's education and in community life. The 30-week HIPPY curriculum is an explicit, direct, instructional program focusing on language development, problem solving, perceptual discrimination, and other pre-academic skills as well as active parental involvement in the learning process. HIPPY programs serve families from a variety of racial, ethnic, and cultural backgrounds, family types, parent-education levels, income strata, and language backgrounds. The HIPPY program is free to parents and is delivered by HIPPY home visitors who live in the same targeted high-need communities as the families they serve. HIPPY's systematic program of role playing during home visits and group meetings is designed to engage parents in learning activities with their children and to view themselves as active agents in their children's education and schooling.

Research on Florida HIPPY Programs

Anecdotal evidence provided by community leaders, parents, and program staff has shown that HIPPY is enthusiastically supported in communities across the United States. In order to produce evidence of effectiveness, the Florida HIPPY State Office began a program for statewide HIPPY research designed to:

- Continuously improve delivery of services by focusing on issues of quality monitoring and quality improvement;
- Identify process, impact, and outcome measures for parents and children; and
- Build capacity at HIPPY sites to conduct their own evaluations.

The Six Sites Study: A Preliminary Investigation of the Home Instruction Program for Preschool Youngsters (HIPPY) in Florida gathered data in Spring 2000 on variability in the organization, structure, and delivery systems of HIPPY programs and HIPPY processes such as recruiting families and training paraprofessionals. The findings from this study established the priorities for the statewide plan of research and evaluation activities, particularly school tracking and measuring developmental gains.

The Florida HIPPY State Office was interested in conducting research that would gather information from current and former parents served by the program to document the influence of the program on their children's school performance and school involvement, parents' involvement in their children's education, and parents' education, training and employment. The Florida HIPPY Parent Survey I was administered to HIPPY parents during Spring 2002. Results from this study demonstrated that Florida HIPPY parents were very involved in their children's educational activities, regularly checking schoolwork and discussing school activities and events with their children. Additionally, anecdotal evidence suggested that involvement

with HIPPY had a positive impact on parents' interest in furthering their education and increasing their job skills.

The Florida HIPPY State Office and the University of South Florida HIPPY research team launched the Florida HIPPY Parent Study II in January, 2004. The purpose was to explore the level of involvement of HIPPY parents in home literacy and community educational activities with their children compared to a national sample of parents with young children.

Background of the Florida HIPPY Parent Survey II

The HIPPY goal of fostering school readiness through parent involvement aligns with the mission statement of the Florida Partnership for School Readiness: "...to ensure that all children are emotionally, physically, socially, and intellectually ready to enter school and ready to learn fully recognizing the crucial role of parents as their child's first teacher."

One of the identified strategies to increase school readiness of preschool children is literacy practices in family settings and in early childhood care and education settings (Child Trends, 2000; Hargrave and Senechal 2000; Primavera, 2000). Early childhood researchers have documented that reading skills (knowledge of print, phonological awareness, and writing [being able to print one's name]) provide a critical part of the foundation for children's academic success. Pre-reading skills can be taught through language stimulation activities including conversation, modeling, and direct teaching. These skills include word knowledge (receptive vocabulary); letter recognition; and early writing skills (tracing and copying letter-like shapes and actual letters; writing individual letters on demand).

Research in emergent literacy has also shown that pre-reading skills develop during the preschool period through a parent's active involvement in the reading process and a supportive home literacy environment (Whitehurst and Lonigan, 2000). Parents who are actively involved in the reading process read frequently to their preschool child, have conversations around the shared picture book reading experience, and encourage and support their child's learning with appropriate play and learning materials and participation in activities with their child outside the home. In addition, parents are also teaching children the alphabet and letter sound associations, one-on-one interactions around book reading, and phonological training (i.e., separating individual sounds in words, rhyming) combined with Adialogic® reading.

This study used a telephone survey in order to explore the extent to which families in Florida HIPPY programs engage in activities with their children that foster pre-literacy skills and the extent to which Florida HIPPY children are developing pre-academic skills.

METHODOLOGY

Study Questions

The Florida HIPPY State Office was interested in gathering information from HIPPY parents to document the influence of the program on the development of children's preacademic skills and the degree of involvement in different types of home literacy activities. Specifically, the study questions were:

- a. How actively involved are HIPPY parents in the reading process with their children?
- b. What kinds of home literacy activities do HIPPY parents engage in with their children?
- c. In what ways do HIPPY parents participate in activities with their children outside the home?
- d. What kinds of pre-academic skills are HIPPY children developing, and to what degree?

To address these questions, a telephone survey was developed and administered to sample of HIPPY parents in Florida. Questions on the survey regarding parental involvement in educational activities and children's pre-academic skills were drawn from the Parent Interview of the 1999 National Household Education Survey.

Participants

Study participants were HIPPY parents of children who were enrolled in HIPPY programs in Florida for the 2003-04 program year. HIPPY parents were the parents or caregivers who primarily do the HIPPY activities with the enrolled child. In 2003-04 there were 15 HIPPY programs in 17 counties serving 1,660 children from 1,457 families in Florida. The West Palm Beach HIPPY program had 5 sites, each with its own coordinator, resulting in a total of 20 Florida HIPPY sites. Data were collected from 14 HIPPY programs for a total of 19 sites. One Florida HIPPY program was excluded from the study because of funding issues. HIPPY parents whose primary language was other than English or Spanish, or were under 18 years of age were not included.

Eighty-four percent of the interviews with parents in the HIPPY program were conducted with the child's biological mother. Telephone interviews were also conducted with 8 fathers, 17 grandmothers, 3 aunts and 5 other non-relatives. The ethnicity of the majority of HIPPY children was African American (52%). Twenty-eight percent of the children were of Hispanic heritage, and approximately 34% were Anglo or White. English was the primary language in 73% of the homes, and Spanish was the primary language for over 24%. Just over half (57%) of families reported at least two adults providing childcare. Fifty-seven percent of families reported having an annual household income of <\$25,000.

Based on Florida's Census 2000 data, 78% of Florida's population is white non-Hispanic, 15% are Black/African American, and 17% are Hispanic/Latino. The data from the U.S. Census show that the HIPPY program serves a much larger proportion of minority children in Florida: 52% are Black/African American, 34% are white non-Hispanic, and 28% are Hispanic/Latino.

Research Instrument

The Florida HIPPY Parent Survey II consisted of 30 questions on 8 pages (Survey script is included in Appendix A). The instrument was translated into Spanish to accommodate Spanish-speaking parents. Topics covered by the survey were parent participation in the HIPPY lessons, parent involvement in home literacy activities, parent involvement in educational activities in the community, and children's current skill level. In order to directly compare responses from parents in the HIPPY study to parents in a national sample, questions on parent involvement in educational activities in the home and community, and children's current skills were drawn verbatim from the 1999 National Household Education Survey. These included questions asking whether parents had participated in activities such as telling their child a story, teaching letters, words, or numbers, and visiting a library, art gallery, museum, or historical site. Parents were also asked about their child's current skills such as recognizing alphabet letters, counting, writing their first name, or reading on their own.

Selection and Recruitment of Participants

The Florida HIPPY Training and Technical Assistance Center asked HIPPY programs to submit information on parents and children currently enrolled in the HIPPY program for the 2003-04 program year. Child information included the identification number, name, age, and HIPPY curriculum year. Parent information included name, age, and preferred language. The Florida HIPPY State Office received information for 1,440 children enrolled in Florida HIPPY programs. A database of this information was created that would be used to randomly select participants. Next, the percentage of children enrolled in each curriculum year was calculated by program. The percentage of the total 1,440 children was also calculated by program.

Using the targeted sample size of 300, the number of children to be selected from each program was calculated based on the percent the program represented of the 1,440 children in the database. For example, if the program's total number of children represented 10% of 1,440, then the program's percent for the sample would be 10% of 300. Children were then randomly selected by program proportionally according to number enrolled in each curriculum year.

HIPPY parents of selected children were given a recruitment letter in either Spanish or English by their home visitor. Interested HIPPY parents were asked to supply a telephone number and days and times when a researcher could call them about the study. Parent contact forms were collected by HIPPY staff and forwarded to the University of South Florida HIPPY research staff. HIPPY parents who supplied contact information were telephoned by an interviewer who spoke their primary language (English or Spanish) to inform them about the study, enroll them, and conduct the interview.

Three hundred parents or approximately 20% of the total number of HIPPY parents were randomly selected for recruitment. During the interview process, parents who declined to participate or who had provided incorrect contact information were replaced using a random selection process. Though the study design called for a total sample of 300, interviews were completed with 210 parents or 70% of the target sample. Of the 210 parent interviews conducted, 167 were with originally selected parents and 43 or 20% were randomly selected replacement parents.

Representative Sample

The randomly selected sample of 210 represents approximately 13% of the 1,660 children in the Florida HIPPY programs in 2003-04. The goal of random selection is to be able to generalize to all children in Florida HIPPY programs. One way to evaluate whether a sample is representative is to compare the demographics of sample participants with those of all HIPPY program participants.

As shown in Table 1, there are few differences between the percent of children sampled in each HIPPY curriculum year for the Florida HIPPY Parent Study II and the percent of children enrolled in each HIPPY curriculum year across all of the Florida HIPPY programs. The statewide percent of children enrolled in the Age 5 curriculum shows the largest divergence from the HIPPY sample: 3.4%. There were differences between the statewide population and the Florida HIPPY sample in the proportions of children speaking English and Spanish. A larger percentage of children in the study sample spoke English as their primary language and a smaller percentage of children were Spanish-speaking than in the overall Florida HIPPY population.

Table 1 – Demographics of Parents and Children – 2003-04 Statewide Florida HIPPY Programs and the Florida HIPPY Parent Study (Statewide Florida HIPPY N=1,660 children; Florida HIPPY Parent Sample N=210)

	Florida HIPPY Programs 2003-04 N=1,660 children	Florida HIPPY Parent Survey II N=210 children
HIPPY Curriculum		
HIPPY 3	533 (32.1)	68 (32.4)
HIPPY 4	713 (43.0)	95 (45.2)
HIPPY 5	414 (25.0)	47 (22.4)
Child's ethnicity		
White (Non-Hispanic)	181 (10.9)	27 (12.9)
Black/African American	946 (57.0)	109 (51.9)
Hispanic/Latino	480 (28.9)	58 (27.6)
Multiracial	28 (1.7)	13 (6.2)
Other:	25 (1.5)	3 (1.4)
Child's language		
English	1201 (72.3)	162 (77.1)
Spanish	400 (24.1)	35 (16.7)
English and Spanish Equally	<i>Not Available</i>	12 (5.7)
Haitian-Creole	38 (2.3)	0 (0.0)
Another language	21 (1.3)	1 (0.5)
Income <= \$25,000	<i>Not available</i>	118 (56.7)
Income >= \$25,000	<i>Not available</i>	85 (40.9)

Data Analysis

Data analyses compared the responses from the Florida HIPPY Parent Survey to the responses of participants in the National Household Education Survey 1999. The NHES sample is nationally representative of all civilian, non-institutionalized persons in the 50 states and District of Columbia. The 1999 NHES database (NCES 2000079) was downloaded from the National Center for Educational Statistics website:

<http://nces.ed.gov/pubsearch/search.asp>. The NHES comparison sample was formed by identifying from the overall NHES sample a subgroup of NHES parents with children ages three through six years of age. More detailed information on the 1999 National Household Education Survey can be found in the NHES Technical Report available on the website: <http://nces.ed.gov/pubs2000/2000081/pdf>.

Overall NHES and the Florida HIPPY Participants

The demographics of participants in the two studies were compared to determine if the selection of participants in the National Household Education Survey was an appropriate comparison sample. Though participants in both studies were parents of preschool children, there were differences between the NHES and HIPPY samples in ethnicity, primary language and annual income. Compared with NHES parents, HIPPY parents have a substantially lower annual household income, a larger percentage of minority children, and more than twice the percentage of single-parent households than is found in the national sample. This is not surprising since HIPPY programs typically serve a low income minority population. For additional information on the demographics of participants in two studies, see Table B1 in Appendix B.

In order to perform more equitable comparisons that would eliminate the differential effects of income and parents' primary language, subgroups were formed from both the NHES and HIPPY samples for annual household income and parents' primary language. A second set of subgroups of children who were not enrolled in kindergarten was formed from both the NHES and HIPPY samples for the analyses of children's pre-academic skills: (1) children residing in low or middle income households, and (2) children whose primary language was English or Spanish.

Analyses of Parent Involvement

Income Subgroups for the Analyses of Parent Involvement

Income subgroups were formed consisting of those families with annual household incomes above \$25,000 and those with incomes below \$25,000. Detailed information on the demographics of the parent income subgroups is provided in Table B2 of Appendix B.

For families with incomes below \$25,000, there were few differences between the NHES and HIPPY groups in number of adults in the home. There was a slightly larger percentage of English-speaking families and a lower percentage of Spanish-speaking families in the NHES group than in the HIPPY group. The largest differences between the NHES and HIPPY groups were the percentage of children in each age category.

For families with incomes above \$25,000, there were also discrepancies in the percentage of children in each age category. In addition, the proportion of English- and Spanish-speaking families differed in the two samples, with 98% of the NHES group being English-speaking and 2% were Spanish-speaking. Similarly, 77% of the HIPPY parents spoke English as their primary language with 18% being Spanish-speaking.

Language Subgroups for the Analyses of Parent Involvement

The HIPPY and NHES samples were divided into English-speaking and Spanish-speaking subgroups. Table B3 in Appendix B provides additional information on the demographics of the parent language subgroups.

There were differences in the percentage of children in each age category between NHES and HIPPY English-speaking parents and the NHES and HIPPY Spanish-speaking parents. A larger percentage of English-speaking parents in both studies resided in single parent households than did Spanish-speaking parents. There were fewer single parent households among HIPPY Spanish-speaking parents than NHES Spanish-speaking families. There was a large discrepancy between English-speaking families in the proportion of households with annual household incomes below \$25,000, with 55% of the HIPPY families earning less than \$25,000 annually compared to 25% of the NHES parents.

Analyses of Children's Pre-Academic Skills

Overall NHES and HIPPY Children who are not Enrolled in Kindergarten

In order to compare HIPPY parent data with data from parents in the national sample on children's pre-academic skills, HIPPY and NHES subgroups were formed consisting of children aged three, four, and five who were not enrolled in kindergarten. Information on the demographics of the children in the two samples is presented in Table B4 in Appendix B. Differences were found between children in the NHES and HIPPY subgroups. HIPPY participants are predominantly minority, low-income children compared to NHES children. More HIPPY children reside in single-parent households, and a greater proportion of HIPPY children speak Spanish as their primary language than do children in the national study.

Income Subgroups for the Analyses of Children's Pre-Academic Skills

Income subgroups for the analyses of children's pre-academic skills were formed consisting of children from the NHES and HIPPY samples, who were not enrolled in kindergarten, and were residing with families with annual incomes above \$25,000 or those with annual incomes below \$25,000. Additional information on the demographics of children in the income subgroups is presented in Table B5 in Appendix B.

There were differences in the proportions of children in each age category between NHES and HIPPY parents with household incomes below \$25,000 and also the NHES and HIPPY parents with incomes above \$25,000 annually. NHES and HIPPY children residing in households with an annual income below \$25,000 were more likely to be in a single-parent household than were children in both studies living with parents whose annual income was above \$25,000. Lower income NHES children were likely to be of white non-Hispanic ethnicity than were HIPPY lower-income children who were predominantly black/African American.

Language Subgroups for the Analyses of Children's Pre-Academic Skills

The HIPPY and NHES children who were not enrolled in kindergarten were divided into subgroups consisting of English-speaking and Spanish-speaking children. Additional demographic information for the children's language subgroups can be seen in Table B6 in Appendix B.

As was true for the other subgroups in these analyses, there are noteworthy differences between the two studies in the percentage of children in each age category. English-speaking children in the NHES study were predominantly white non-Hispanic, while English-speaking HIPPY children were predominantly Black/African American. Also, English-speaking HIPPY children reside in households that have a substantially lower annual household income. There were no systematic differences in family type and

household income of Spanish-speaking children in NHES and in HIPPY. However, differences were found among the ethnicity of the Spanish-speaking children, with NHES Spanish-speaking children being of white non-Hispanic ethnicity compared to only 3% of Spanish-speaking HIPPY children.

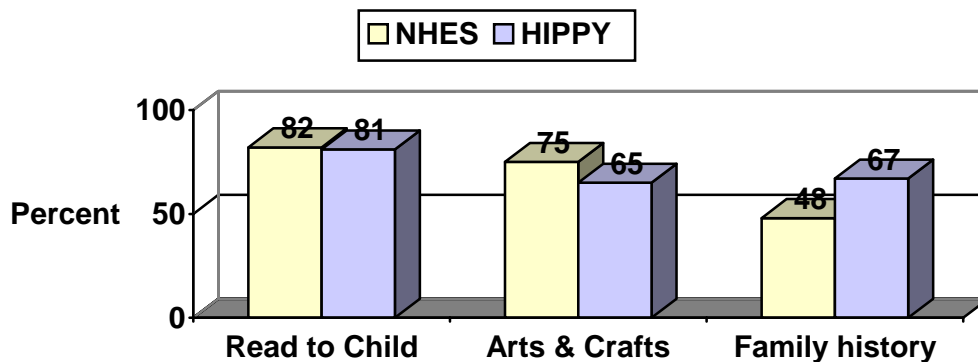
FINDINGS ON PARENT INVOLVEMENT

Home Literacy Activities

Overall NHES and HIPPY Samples

Parents in the NHES and the Florida HIPPY Parent Study are actively involved in helping their young children learn (see Figure 1). The findings for the overall samples of the two groups are remarkably similar with the only notable differences being that NHES families participate in arts and crafts with their children more than HIPPY families and HIPPY families spend more time teaching their children about family and ethnic history. More detailed information on parent involvement in home literacy activities for the overall samples is presented in Table B7 in Appendix B.

**Figure 1. Home Literacy Activities During the Past Week
Overall Samples**

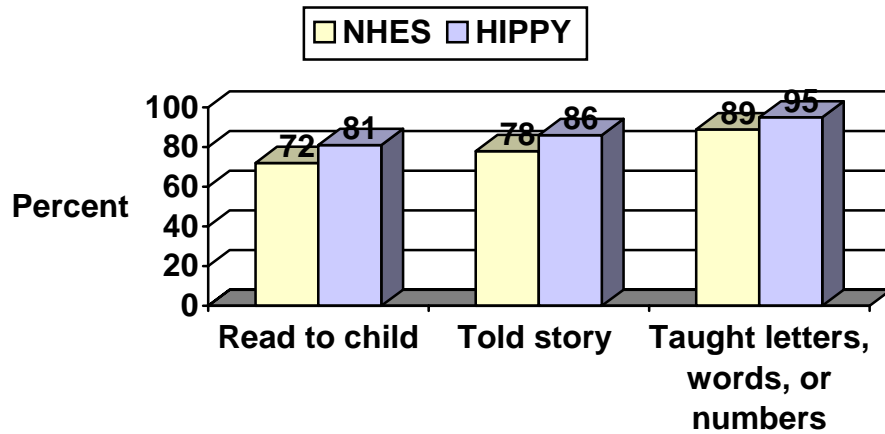


Income Subgroups

Parents With Incomes Below \$25,000

HIPPY programs serve typically a low income, minority population. More than half of the HIPPY families in this study reported an annual household income below \$25,000 compared to 29% of families in the national study. As shown in Figure 2, when compared to NHES parents with an annual household income below \$25,000, a larger percentage of lower-income HIPPY parents reported that they read to their child more than three times during the past week, told their child a story, and taught their child letters, words or numbers. HIPPY parents were also engaged more frequently in other home literacy activities such as talking with their child about family history or their ethnic heritage.

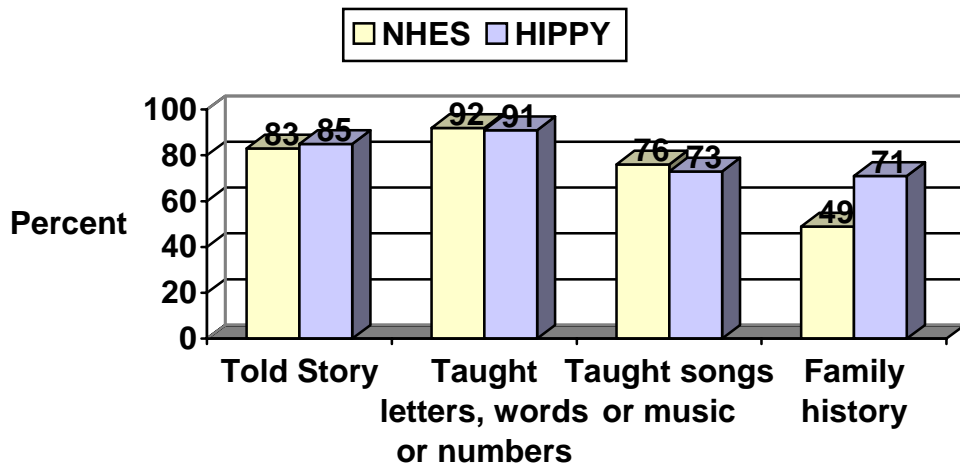
**Figure 2. Home Literacy Activities During Past Week
 Parents with Incomes Below \$25,000**



Parents With Incomes Above \$25,000

As shown in Figure 3, there were few differences between NHES and HIPPY parents whose annual household income was above \$25,000 annually with regard to the frequency of telling their child a story in the past week or teaching their children letters, words or numbers or songs or music. However, a sizeable difference existed between NHES and HIPPY parents in talking with their child about the family history or ethnic heritage with 22% more HIPPY parents talking with their children about family history or ethnic heritage. Additional information on parent involvement in home literacy activities for the income subgroups can be found in Table B8 in Appendix B.

**Figure 3. Home Literacy Activities During the Past Week
 Parents with Incomes Above \$25,000**

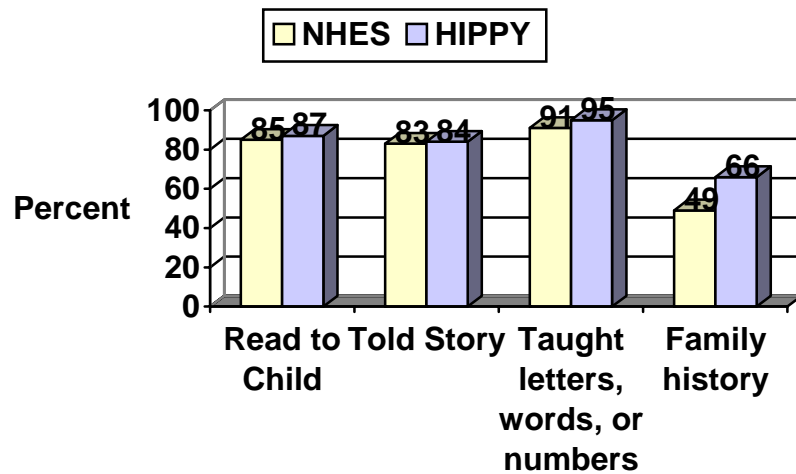


Language Subgroups

English-Speaking Parents

There was little difference between the English-speaking families in the national study and those in HIPPY with regard to the frequency of reading to their child three or more times a week or telling their child a story. English-speaking HIPPY parents are more likely than English-speaking NHES parents to have taught their child letters, words or numbers. A considerable difference exists between the English-speaking parents in the two studies in the frequency that parents talked with their child about family history or ethnic heritage (see Figure 4) with HIPPY parents engaging in this activity more frequently than non-HIPY parents.

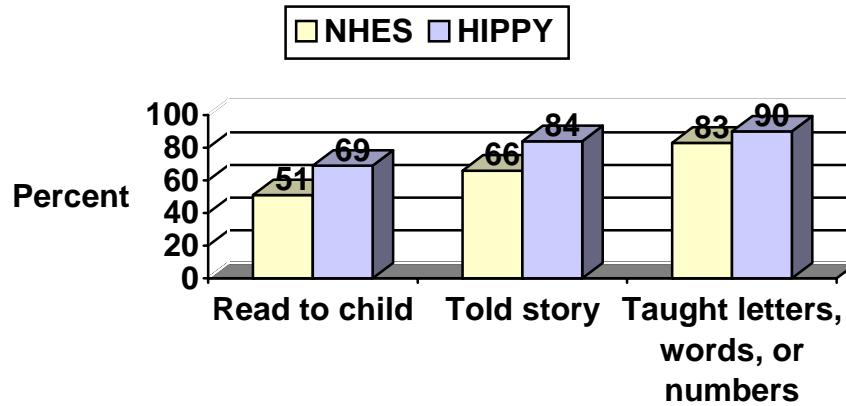
**Figure 4. Home Literacy Activities During the Past Week
English-Speaking Families**



Spanish-Speaking Parents

When compared to Spanish-speaking NHES parents, HIPPY parents whose primary language is Spanish are more likely to have spent time reading to their children three or more times a week, telling their child a story, and teaching their children letters, words, or numbers (see Figure 5). Spanish-speaking HIPPY families spent less time than NHES Spanish-speaking families teaching their children songs or music and working on arts and crafts with their children. Table B9 in Appendix B presents additional information on parent involvement in home literacy activities for the English-speaking and Spanish-speaking subgroups.

**Figure 5. Home Literacy Activities During the Past Week
 Spanish-Speaking Families**

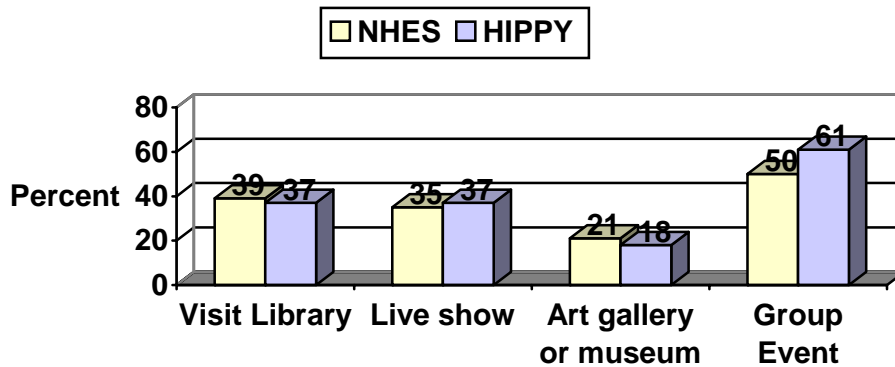


Educational Activities in the Community

Overall NHES and HIPPY Samples

As shown in Figure 6, parents in both studies reported they participated in community educational activities with their children. The findings for the overall samples of the two groups are remarkably similar with the only notable difference being that a larger percentage of HIPPY families participated in an event sponsored by a community, ethnic, or religious group. See Table B10 in Appendix B for more detailed information on parent involvement in educational activities in the community for the overall NHES and HIPPY samples.

**Figure 6. Community Educational Activities During the Past Month
 Overall Samples**

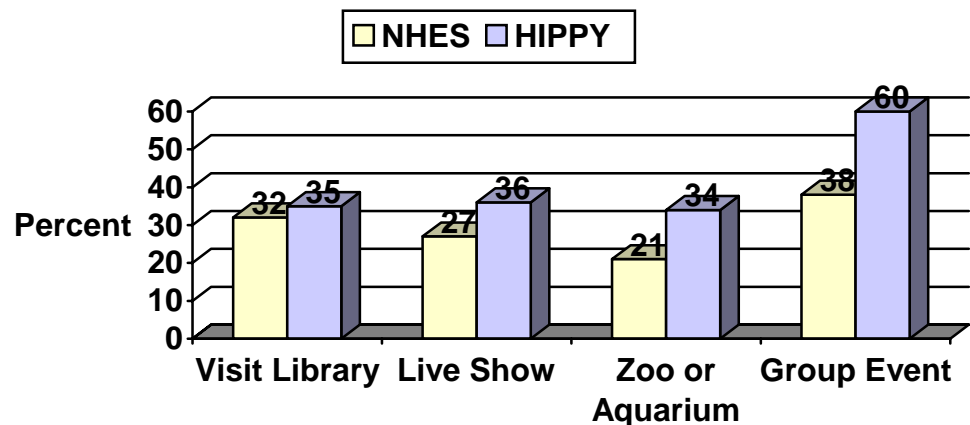


Income Subgroups

Families with incomes below \$25,000

As shown in Figure 7, HIPPY parents with annual household incomes below \$25,000 participated more in educational activities outside the home than families in the national sample. HIPPY families are more likely to have visited a library with their child (35% vs. 32%), gone to a play, concert, or other live show (36% vs. 27%) or visited a zoo or aquarium (34% vs. 21%). The most notable difference between the HIPPY and NHES low income families is that a much larger percentage of HIPPY parents attended an event with their children sponsored by a community, ethnic, or religious group (60% vs. 38%).

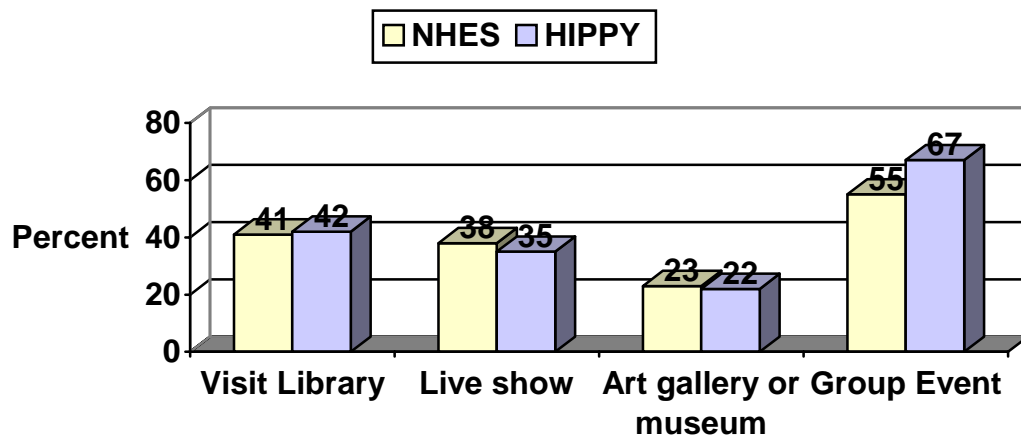
**Figure 7. Community Educational Activities During Past Month
Families with Incomes Below \$25,000**



Families with Incomes above \$25,000

There were only slight differences in the percentages of NHES and HIPPY parents who reported visiting the library with the child, taking their child to a play, concert, or other live show or visiting an art gallery, museum, or historical site with their child (see Figure 8). HIPPY families earning more than \$25,000 annually were more likely than NHES families in the same income category to have attended an event sponsored by a community, ethnic, or religious group. Additional information on parent participation in community educational activities by the parent income subgroups is presented in Table B11 in Appendix B.

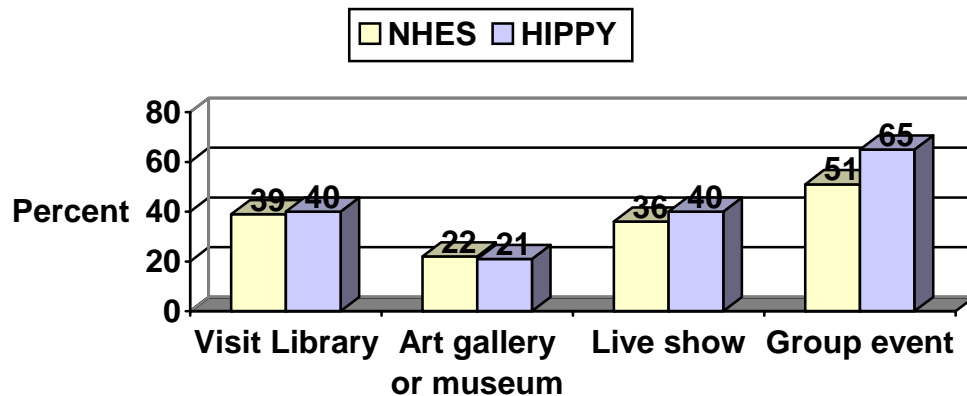
**Figure 8. Community Educational Activities During Past Month
 Families with Incomes Above \$25,000**



English-Speaking Parents

As shown in Figure 9, there was little difference between the English-speaking parents in the national study and those in HIPPY with regard to visiting the library or an art gallery, museum, or historical site during the past month. It is noteworthy that less than half of the parents in both studies had participated in these activities with their child. Compared with English-speaking NHES parents, a larger percentage of English-speaking HIPPY parents were more likely to have gone to a play, concert, or other live show or visited a zoo or aquarium.

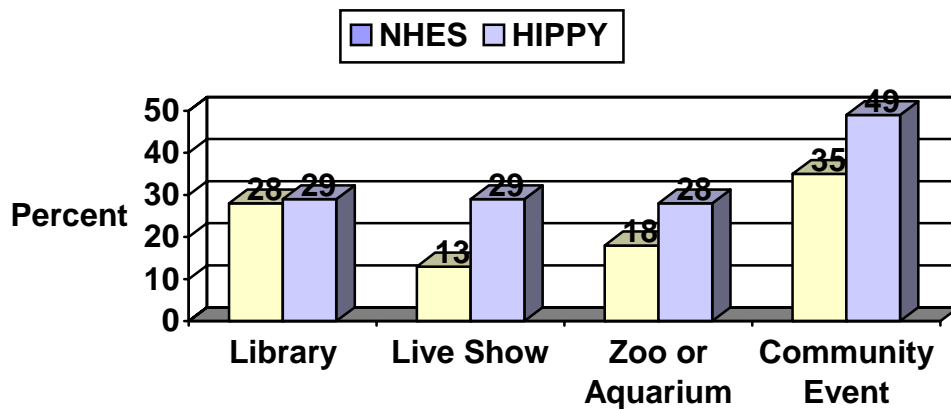
**Figure 9. Community Educational Activities During Past Month
 English-Speaking Families**



Spanish-Speaking Parents

Compared to Spanish-speaking NHES parents, a larger percentage of Spanish-speaking HIPPY parents have taken their child to a play, concert, or other live show visited a zoo or aquarium, and attended an event sponsored by a community, ethnic, or religious group (see Figure 10). Spanish-speaking HIPPY and NHES parents reported similar rates of visiting an art gallery, museum, or historical sites and visiting the library with their child. It is notable that both groups of Spanish-speaking parents reported low rates of library usage compared to other community educational activities. More detailed information on parent involvement in community educational activities by participants in the parent language subgroups is presented in Table B12 in Appendix B.

Figure 10. Community Educational Activities During the Past Month - Spanish-Speaking Parents

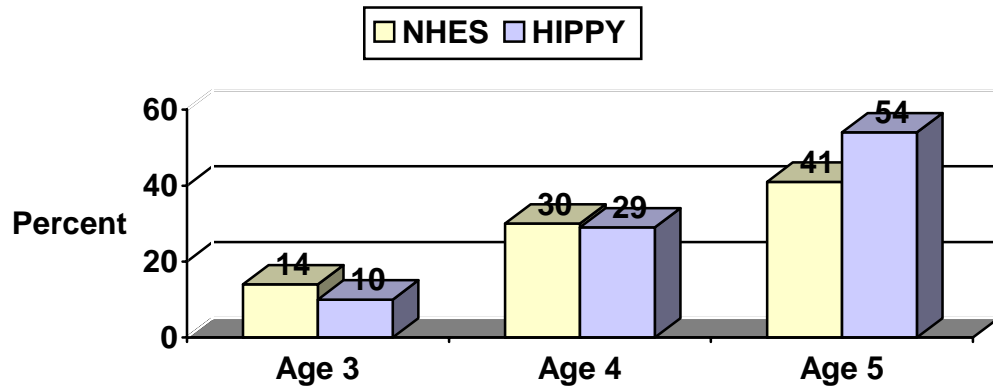


FINDINGS ON CHILDREN'S PRE-ACADEMIC SKILLS

Parents were asked to report on their child's pre-academic skills with regard to recognizing alphabet letters, counting, writing their first name, and reading or pretending to read story books on their own. The responses of parents whose children were enrolled in kindergarten were excluded from these analyses so the HIPPY parent data could be compared with data in the national sample.

The first analysis of children's pre-academic skills examined the progression of skill development across child age. As can be seen in Figure 11, younger children in both studies are less likely than older children to show signs of emerging literacy. This progression of skill development is expected and lends credibility to the findings of this study. Information on children's pre-academic skills by child age in counting, writing first name, and reading on their own can be found in Table B13 in Appendix B.

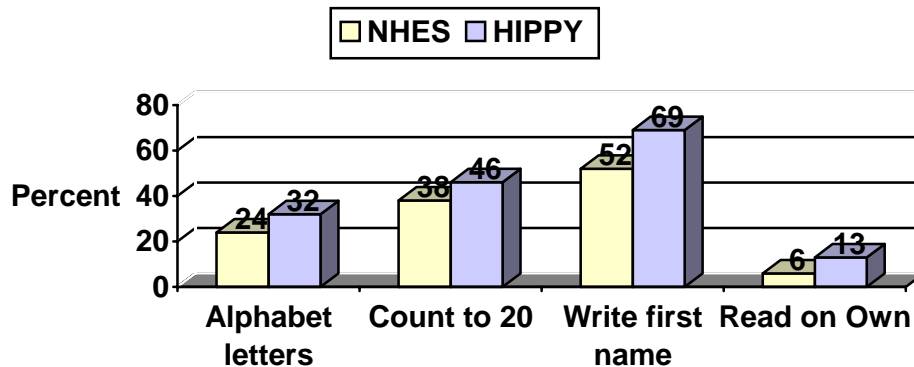
Figure 11. Children's Ability to Recognize All Alphabet Letters



Overall NHES and HIPPY Samples

Overall, children in both samples who were not yet enrolled in kindergarten were reported by their parents to be showing signs of emerging literacy skills. However, as reported by their parents, more HIPPY children than NHES children can recognize all the letters of the alphabet, count to 20, and write their first name even if some of the letters are backwards (see Figure 12). Most preschool children only pretend to read storybooks on their own, rather than actually reading the words. However, compared to children in the national sample, more than twice the proportion of HIPPY children are reading story books on their own. Table B14 in Appendix B presents additional information on the pre-academic skills of children in the NHES and HIPPY samples.

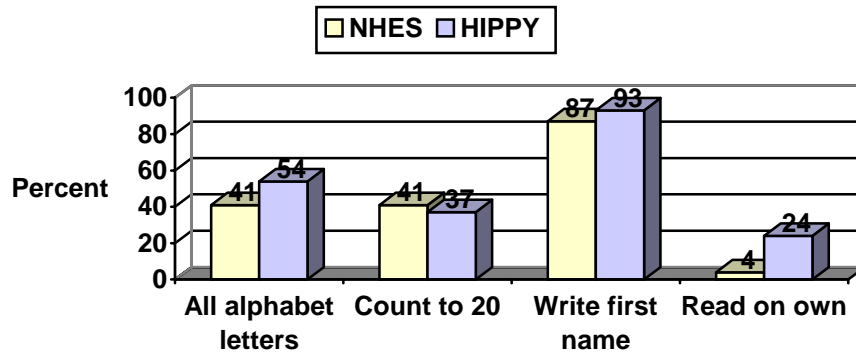
Figure 12. Pre-Academic Skills of Children - Overall Samples



One interest of this study is learning more about the extent to which HIPPY children have developed pre-academic skills by the time they enter kindergarten

compared to children in a national sample. A comparison of the skills of five-year old children in both studies suggests that a larger percentage of five-year old HIPPY children are able to recognize all letters of the alphabet, write their first name, and read or pretend to read storybooks on their own (see Figure 13). For example, according to their parents, 54% of five-year old HIPPY children can recognize all letters of the alphabet compared to 41% of NHES children. Ninety-three percent of HIPPY children can write their first name, even if some of the letters are backwards vs. 87% of NHES children, and a much larger proportion of HIPPY children are able to read story books on their own, either reading the written words or pretending to read (24% vs. 4%). However, only 37% of HIPPY children are able to count to 20 compared to 41% of children in the national sample. See also Table B13 in Appendix B for detailed information on children's pre-academic skills by child age.

Figure 13. Pre-Academic Skills of Children Age 5

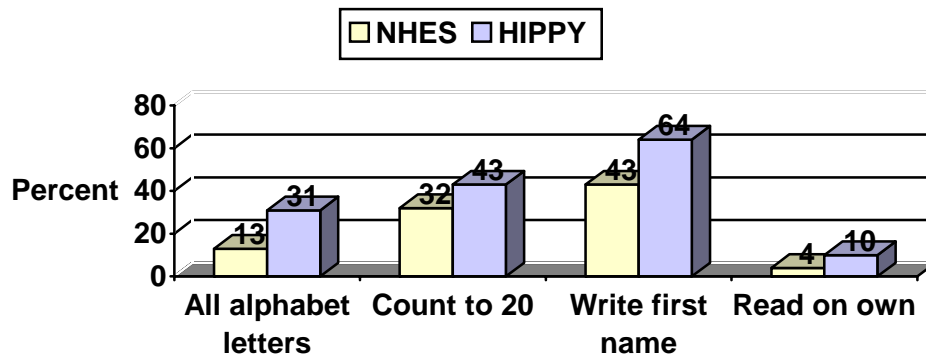


Income Subgroups

Children Residing in Households with Annual Incomes Below \$25,000

Sixty percent of the HIPPY children in this study reside in low income households. In order to explore how these children's pre-academic skills are developing compared to non-HIPPY low income children, the results for HIPPY and NHES children in families earning less than \$25,000 annually were examined. As shown in Figure 14, HIPPY children from low income households are developing pre-academic skills in all child competency areas measured in this survey, as reported by their parents, and are doing so in larger proportions than NHES children.

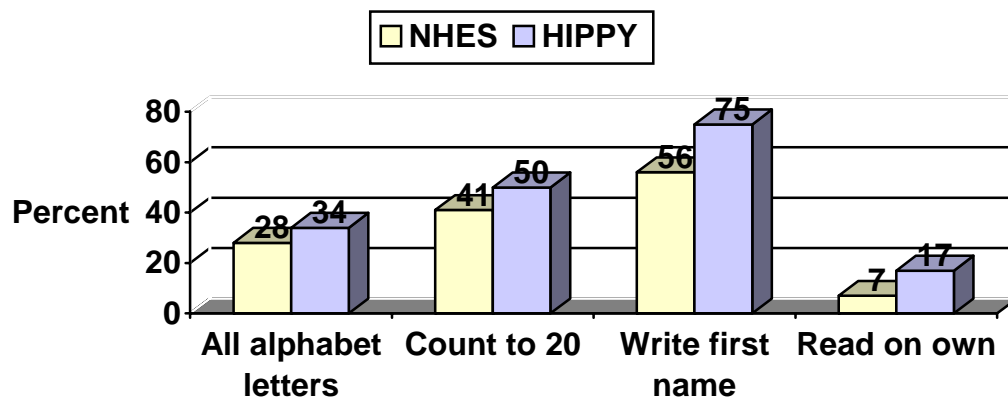
Figure 14. Pre-Academic Skills of Children - Parent Income Below \$25,000



Children Residing in Households with Annual Incomes Above \$25,000

There are also differences in pre-academic skills between children in HIPPY and NHES who reside in households with an average annual income greater than \$25,000. As shown in Figure 15, the greatest differences are seen in children’s ability to write their first name and read or pretend to read on their own. More HIPPY children than NHES children also display emergent counting and letter recognition skills, according to their parents, though the differences between the two groups in these skill areas are not as great. More detailed information on children’s pre-academic skills for the income subgroups can be found in Table B15 in Appendix B.

Figure 15. Pre-Academic Skills of Children - Parent Income Above \$25,000



Child Language Subgroups

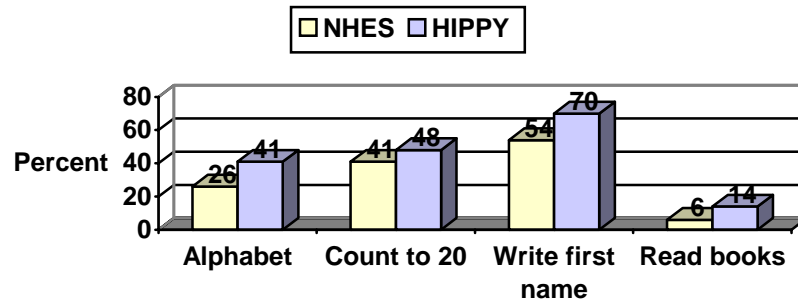
The pre-academic skills of children in the HIPPY and NHES samples were also compared by children’s primary language, English or Spanish. More than 80% of the

children in both studies speak English as their primary language: there are 1,125 English-speaking NHES children and 114 Spanish-speaking children; there are 126 English-speaking HIPPY children and 32 Spanish-speaking HIPPY children.

English-Speaking Children

A comparison of the skills of English-speaking children in HIPPY with their peers in the national study suggests that in several skill areas, a larger percentage of HIPPY children are developing pre-academic skills. As shown in Figure 16, the greatest differences are seen in children's knowledge of alphabet letters and their ability to write their first name. More HIPPY children than NHES children also display emergent counting and reading skills, according to their parents, though the differences between the two groups in these skill areas are not as great.

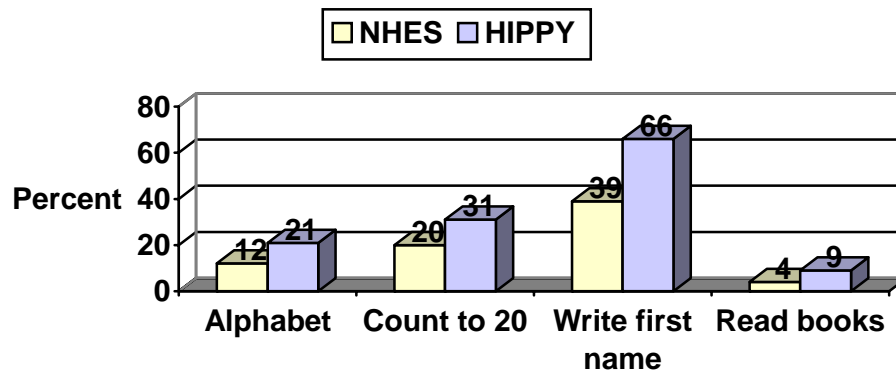
Figure 16. Pre-Academic Skills of Children - English-Speaking Children



Spanish-Speaking Children

In comparing the emerging academic skills of Spanish-speaking children, more HIPPY children than NHES children are developing skills across all skill areas, as reported by their parents (see Figure 17). The skill area in which HIPPY children show the greatest disparity over NHES children is in writing their first name, with substantial though lesser disparities in alphabet knowledge, counting, and emergent reading. More detailed information is presented in on children's pre-academic skills for children's language subgroups is presented in Table B16 in Appendix B.

Figure 17. Pre-Academic Skills of Children - Spanish-Speaking Children



DISCUSSION

The purpose of this study was to obtain information about the level of involvement of HIPPY parents in home literacy and community educational activities and children's pre-academic skill development and compare these levels to those of parents of young children in a national sample. A telephone survey was developed and administered to a sample of HIPPY parents in Florida. Questions on the Florida HIPPY Parent Survey regarding parent involvement in educational activities and children's pre-academic skills were drawn from the 1999 Parent Interview of the National Household Education Survey. Through use of the NHES data, the responses of HIPPY parents could be compared to those of parents of young children in a national study. The NHES study was selected as the comparison study because participants in this survey were parents of young children; this survey measured the same content areas that were of interest in this study and used the same methodology developed for the Florida HIPPY Parent Survey II. In addition, the demographic differences between the NHES and HIPPY samples permitted analyses to be conducted by subgroups that revealed significant differences in participation levels between NHES and HIPPY parents.

Study Limitations

Findings from this study should be considered in the context of certain limitations. These limitations must be taken into consideration when interpreting the significance of the findings.

Though the sampling strategy was designed to randomly select 20% of HIPPY children in proportion to their enrollment in HIPPY three, four, or five, the final sample of 210 HIPPY children represented only 13% of the 1,660 children enrolled in the HIPPY program statewide. The number of program participants varied across HIPPY programs and resulted in an over representation of participants for some programs and an under representation for others.

Parent recruitment was conducted by home visitors who were not trained directly by the USF research staff. They were provided instruction by their coordinators who had received their training through email and telephone correspondence with the USF research staff. Though telephone interviewing is a cost effective strategy to collect study information, several problems were encountered in contacting parents. Many parents had incorrect or discontinued telephone numbers, and some parents were not at home or for other reasons, were unavailable for a telephone interview. The majority of parent interviews were conducted during the time many programs were conducting end-of-the-year activities including planning graduation ceremonies for children and preparing reports to sponsoring agencies. Thus, time and resource constraints limited the amount of time HIPPY program staff could spend following up on non-respondents and recruiting replacement parents.

Both the NHES and HIPPY studies utilized self-report data that were not independently verified. Self-report measures, although widely used, can affect the credibility of the data obtained. For example, parents may overestimate both their involvement in home literacy activities and their children's pre-academic skills because they recognize such activities and skills are socially desirable. However, the likelihood that participants misrepresented themselves was decreased because researchers openly and honestly communicated the purposes and uses of the study.

Though the HIPPY study data were compared with the most recently available NHES data that measured parent participation in educational activities and children's pre-academic skills, there was a five-year difference between the NHES and the HIPPY studies. In a comparison between 1993 and 1999 NHES data on parent participation in family literacy activities and children's pre-academic skills, researchers at the National Center for Education Statistics found that, in general, children in 1999 were more likely than those in 1993 to engage in literacy activities with family members and children were more likely to have developed pre-academic skills prior to entering kindergarten. These researchers expected this pattern of growth to continue beyond 1999. Thus, the results from the 1999 NHES study that were used as comparison data for the 2004 HIPPY study may not accurately represent parents' level of participation nationwide in 2004. This means that the differences found between HIPPY and NHES parents in levels of participation in home literacy and community educational activities and children's pre-academic skills may be smaller if 2004 NHES results were used as comparison data.

Finally, the study design does not permit exploring causal relationships between parent levels of participation in educational activities and pre-academic skill development of young children nor between participation in HIPPY and parent involvement levels in child skill development. With these concerns in mind, this study provided information for Florida HIPPY that may have important implications for program operations and development.

Findings on Parent Involvement

Overall, most parents in the NHES and the Florida HIPPY studies are helping their children prepare for school through their high participation in literacy activities with them in the home. The findings for the two groups are remarkably similar with the only notable differences being that NHES families participate in arts and crafts with their children more than HIPPY families and HIPPY families spend more time teaching their children about family and ethnic history. Though the comparison between the overall NHES and HIPPY samples revealed few differences in levels of participation in home literacy activities, subgroup analyses by parent income and primary language yielded importance differences.

Home Literacy Activities

For low income families, the largest differences were seen in the greater frequencies with which HIPPY parents were reading with their children, telling their children a story, teaching their children letters, words or numbers and engaging in conversation with their children about family history or ethnic heritage. For middle income families, HIPPY parents were more likely than NHES families to have spent time talking with their children about family history or ethnic heritage.

Differences in levels of parent involvement in home literacy activities were also found between English-speaking and Spanish-speaking parents in the two studies. English-speaking HIPPY parents are more likely than English-speaking NHES parents to have worked with their children on letters, words, or numbers and conversing with their children about family history or ethnic heritage. When compared to Spanish-speaking NHES parents, HIPPY Spanish-speaking parents are more likely to have spent time reading to their children three or more times a week, telling their child a story, and teaching their child letters, words or numbers.

Community Educational Activities

The findings for the overall samples of the two groups with regard to participation in community activities are remarkably similar with the only notable difference being that a larger percentage of HIPPY families participated in an event sponsored by an ethnic, community, or religious group. However, differences in levels of participation in community educational activities were revealed from the findings in the subgroup analyses by parent income and primary language.

Compared to NHES parents, HIPPY parents with annual household incomes below \$25,000 are more likely to have visited a library with their child, gone to a play, concert, or other live show, visited a zoo or aquarium, or attended an event sponsored by a community, ethnic, or religious group. However, there was only a slight difference in the levels of participation in these activities between NHES and HIPPY parents whose annual household income was above \$25,000.

There were few differences between the English-speaking parents in the national study and those in HIPPY with regard to visiting the library or an art gallery, museum, or historical site during the last month. The largest difference between English-speaking parents in the two studies was in the frequency with which HIPPY English-speaking parents attended an event with their child that was sponsored by a community, religious, or ethnic organization. Spanish-speaking HIPPY and NHES parents reported similar rates of visiting an art gallery, museum, or historical sites and visiting the library with their child. However, compared to Spanish-speaking NHES parents, a much larger percentage of Spanish-speaking HIPPY parents spent time taking their child to a play, concert, or other live show or visiting a zoo or aquarium. The largest difference between Spanish-speaking parents in the two groups was attending an event sponsored by a community, ethnic, or religious group.

Findings on Children's Pre-Academic Skills

Overall, children in both samples who were not enrolled in kindergarten were reported by their parents to be showing signs of emerging literacy skills. When compared to children in the national sample, HIPPY children appear to be acquiring greater pre-academic skills. Parents report that more HIPPY children than NHES children can recognize all letters of the alphabet, count to 20, write their first name, and read or pretend to read on their own. Additional subgroup analyses by child age, parent income and child's primary language further supported these findings.

Summary

In summary, the findings of this study show that regardless of family characteristics, HIPPY parents are more actively involved with their children in home literacy and community educational activities than are parents in the national study. The high levels of participation in home literacy activities and community educational activities by HIPPY parents demonstrate that HIPPY parents have a strong commitment to their child's education. The level of skill development of HIPPY children is notable considering that the majority of HIPPY children represent ethnicities other than white non-Hispanic and are residing in low income households, both characteristics that can present challenges to positive growth and child development.

A surprising finding was the high level of participation in home literacy and community educational activities by Spanish-speaking HIPPY parents and their children compared to Spanish-speaking NHES parents and children. According to the National Center on Education Statistics, "Hispanic children are significantly less likely than either white, non-Hispanic or black non-Hispanic children to have done these things frequently with their families" (i.e., read to child, teach their child letters, words, or numbers, do arts and crafts with their child, or told their child a story) (NCES 2000-026, p.5).

Programmatic Implications

Florida HIPPY programs are reaching the populations this program is intended to serve. HIPPY programs should continue to look at ways of encouraging lower income parents to continue participating with their children in home literacy activities and community educational activities. For example, providing parents with free arts and crafts supplies and books will eliminate the burden on parents of purchasing these materials. HIPPY programs may also want to consider developing HIPPY summer programs that offer parents opportunities to participate in learning activities with their child such as accompanying their child on field trips. It may be that parents who are engaged in the HIPPY program year-round would be less inclined to drop out of the program over the summer and more likely to reenroll in the fall for next year's curriculum.

Early intervention researchers suggest early childhood programs develop supports to maintain children's positive attitudes toward learning (Ramey & Ramey, 1998). HIPPY programs may want to develop more explicit and concrete steps to better connect parents with schools, such as buddy programs, parent orientations, and directly communicating with school personnel.

HIPPY parents whose annual household income was greater than \$25,000 were less likely than NHES parents in the same income category to spend time teaching their child letters, words, numbers, songs or music. HIPPY programs may want to emphasize to all HIPPY parents the importance of helping their children develop pre-academic skills.

Spanish-speaking HIPPY families are less likely to spend time teaching their children songs or music or working on arts and crafts with them than engaging in other home literacy activities. HIPPY programs may want to provide Spanish-speaking parents with supplemental educational activities they could use with their children. These materials could be the HIPPY extension activities or free educational materials that can be downloaded from the Department of Education website.

Overall, HIPPY parents reported a high level of participation in home literacy and community educational activities. However, they were less likely to have taken their child to the library, a play, concert or other live show, or an art gallery, museum, or historical site than they were to have visited a zoo or aquarium. All of these educational activities offer opportunities for children to learn. It will be important for HIPPY programs to discuss with parents any difficulties they may be having scheduling time with their children and suggest different ways of planning time for family activities. HIPPY programs could also consider planning field trips for parents and children to visit museums, art galleries, and historical sites.

One way for parents to increase both the number and variety of reading materials at home and thereby help their children become proficient readers is to make use of the local public library, even at very early ages. HIPPY families reported low rates of library

usage compared to other community educational activities. HIPPY parents were much more likely to have taken their child to a zoo, aquarium or an event sponsored by a community, ethnic, or religious group than visit the library with their child. This may be because many zoos or aquariums are seeking to increase attendance by offering opportunities for children to participate in “hands on” activities. However, less well known to the general population are the “hands on” activities offered at local libraries, such as the use of computers with internet service. In addition, most libraries offer an array of services designed for young children such as “Story Time”, a program that includes not only stories, but fingerplays, creative dramatics, as well as songs and films.

HIPPY programs may want to explore reasons some parents are not taking their children to the library and help parents identify ways to overcome barriers to library use. HIPPY programs should consider planning field trips to the local library for parents and children. Training in the use of library resources might also be presented at a HIPPY group meeting where a representative from the local library or museum could serve as a guest speaker. HIPPY programs may want to visit local libraries to see whether Spanish-speaking families feel comfortable visiting the facility.

This study measured whether or not parents participated in specific activities rather than how often during the week or month they participated in the activity. Future HIPPY research may want to collect information on the frequency of parents’ participation in these activities. This information would better inform HIPPY whether parents who are active in certain activities are also likely to be as active in others.

The next step for Florida HIPPY research is to collect data on the performance of these HIPPY children on Florida statewide school readiness tests and kindergarten school performance indicators. Further, prior to entering kindergarten, gathering information on children’s pre-academic skills by using a standardized instrument measuring children’s pre-academic would eliminate the bias inherent in self-report data.

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APPENDIX A

Interview Cover Sheet ENGLISH

CHILD ID#

CHILD name:

Parent name:

Child curriculum year:

Language of interview: English Spanish

Interviewer:

INTRO

Hello, this is (INTERVIEWER). I'm calling from the University of South Florida. We are conducting a voluntary and confidential study of Florida HIPPY parents about the influence of HIPPY on educational activities in the home. Is this (PARENT)? Are you the person who completes the HIPPY activity packets with (CHILD)?

[If yes, continue intro]

[If no, request to speak with (PARENT), or obtain call back time.]

INTRO contd.

You may remember your home visitor recently gave you a letter inviting you to participate in a phone interview for a study being conducted by researchers at the University of South Florida. The interview is estimated to take no more than 20 minutes. Would you be interested in being interviewed?

[If yes, continue]

[If no, thank them and hang up]

Is now an okay time to talk?

[If yes, continue with consent]

[If no, try to schedule a time to call back. If participant is unwilling to schedule time, confirm participant's interest in volunteering for this study.]

I am now going to read you some information about this study and your rights as a participant.

READ and explain participant consent. Obtain consent.

Would you like a copy of what I've just read mailed to you?

[If yes, request mailing address, then continue with interview]

[If no, continue with interview]

Section A

I'd like to talk with you now about (CHILD). I'm going to begin by asking you some basic questions about your child and your family history.

First, I'd like to confirm (CHILD)'s age

A1) How old is (CHILD)?

3 4 5 6

A2) In what month and year was (CHILD) born?

___ ___ ___ ___ ___ ___ Month ___ ___ ___ ___ Year

A3) Is (CHILD) in Kindergarten already?

1.....Yes
2.....No

A4) What week of the HIPPY activity packets are you working on with (CHILD)?

Week _____

A5) [If CHILD is 4 years old],
did (CHILD) participate in the HIPPY 3 year old curriculum last year?

1.....Yes
2.....No

[If CHILD is 5 or 6 years old],
How many HIPPY curriculum years has (CHILD) completed?
(Completed means finishing all 30 weeks of the HIPPY activity packets)

_____ 2 years [Child completed Age 3 and Age 4]

_____ 1 year [Child completed Age 4]

Continue to page 2

A6 Have you participated in HIPPY with other children in your family?

- 1.....Yes
- 2.....No

If yes, how many years have you completed in HIPPY with your other children?

(Completed means finishing all 30 weeks of the HIPPY activity packets)

- AGE 3
- 1.....Yes
 - 2.....No

- AGE 4
- 1.....Yes
 - 2.....No

- AGE 5
- 1.....Yes
 - 2.....No

Now I'm going to ask you just a few questions to describe your relationship to (CHILD).

A7) Are you (CHILD)'s primary care giver? That is, are you the person most responsible for caring for (CHILD)?

- 1.....Yes
- 2.....No

A8) What is your relationship to (CHILD)?

[Do not read, circle one answer, give prompt if necessary]

- | | | |
|---------------|-------------------|---------------------------|
| 1.....Mother | 5.....Grandmother | 9.....Cousin |
| 2.....Father | 6.....Grandfather | 10.....Other relative |
| 3.....Brother | 7.....Aunt | 11.....Other non-relative |
| 4.....Sister | 8.....Uncle | |

A9) Including you, how many adults are there in your home *who take care of* (CHILD)?

___ # of adults who have care giving responsibilities for (CHILD)
[Enter 1 if respondent is the only care giver]

Go to section B on the next page

Section B

Now I'm going to ask you some questions about the activities you do with your child in the home.

- B1)** How many times has someone in your family read to (CHILD) in the past week?

[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....Not at all
- 2.....Once or twice
- 3.....Three or more times
- 4.....Every day

- B2)** For about how long does (CHILD) enjoy being read to at a sitting? How many minutes?

___ ___ ___ number of minutes
99.....Don't know

Now I want to ask you a few questions about your HIPPY lessons.

- B3)** How many days each week do you and (CHILD) work together on the HIPPY activity packet, typically?

___ ___ ___ days per week

- B4)** About how long do you and (CHILD) work on the HIPPY activities each day, typically?

___ ___ ___ number of minutes

- B5)** Do you and (CHILD) have consistent times during the week (for example, mornings or after dinner) when you work on HIPPY?

- 1.....Yes
- 2.....No

- B6)** Is there a specific place in your home where you and (CHILD) work on the HIPPY activity packet?

- 1.....Yes
- 2.....No

- B7)** How often do you and (CHILD) have your entire HIPPY activity packet completed before your next meeting with your home visitor? Would you say...

[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....Never or rarely (usually don't)
- 2.....Sometimes (less than ½ the time)

- 3.....Often (more than ½ the time)
- 4.....Usually or every week (almost always)

Continue to page 4

Now, think about things you do with your child that are NOT part of your HIPPY packets.

First, I will ask you some yes or no questions about some of the things you or someone in your family may have done with (CHILD) in the past WEEK.

B8)	In the <u>past week</u> has anyone in your family done the following things with (CHILD)?		
	a. Told (him/her) a story?	YES 1	NO 2
	1	2
	b. Taught (him/her) letters, words, or numbers?	1	2
	1	2
	c. Taught (him/her) songs or music?		
	1	2
	d. Worked on arts and crafts with (him/her)?	1	2
		
	e. Took (him/her) along while doing errands like going to the post office, bank, or the store?	1	2
	f. Involved (him/her) in house chores like cooking, cleaning, setting the table, or caring for pets?		
	g. talked with (him/her) about TV programs or videos they watched?		

B9) Does (CHILD) currently attend daycare, preschool, [or kindergarten]?

1.....Yes (**go to B10**)
 2.....No (**skip to B11**)

B10) In the past week has anyone in your family talked with (CHILD) about what happened in daycare, preschool or Kindergarten?

1.....Yes
 2.....No

B11) Now I want to ask you about some of the things you or someone in your family may have done with (CHILD) in the past MONTH.

In the past month, has anyone in your family done the following things with (CHILD)?

YES NO

a. Visited a library?	1	2
b. Gone to a play, concert, or other live show?	1	2
c. Visited an art gallery, museum, or historical site?	1	2
d. Visited a zoo or aquarium?	1	2
e. Talked with (him/her) about his/her family history or ethnic heritage?	1	2
f. Attended an event sponsored by a community, ethnic, or religious group?	1	2

Go to Section C on the next page

Section C

Now I want to ask you a few questions about your child's current skills.

C1) How many letters of the alphabet can (CHILD) recognize?
[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....All of them
- 2.....Most of them
- 3.....Some of them
- 4.....None of them
- 99.....Don't know

C2) How high can (CHILD) count?
[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....Not at all
- 2.....Up to five
- 3.....Up to ten
- 4.....Up to twenty
- 5.....Up to fifty
- 6.....Up to 100 or more
- 99.....Don't know

C3) Can your child write his/her first name, even if some of the letters are backward?

- 1.....Yes
- 2.....No
- 99.....Don't know

C4) Is (CHILD) able to read story books on (his/her) own now?

- 1.....Yes (*go to C5 on page 6*)
- 2.....NO
- 99.....Don't know

Continue to page 6

C5) Does (CHILD) actually read the words written in the book, or does he/she look at the book and pretend to read?

[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....Reads the written words
- 2.....Pretends to read
- 3.....Does both
- 99.....Don't know

C6) [Although (CHILD) doesn't yet read books on (his/her) own,] Does your child ever look at a book with pictures and pretend to read?

- 1.....Yes
- 2.....No
- 99.....Don't know

Go to section D on the next page

SECTION D

We have a few additional questions we would like to ask you. We are interested in learning about your family and child's ethnic and language background.

D1) Would you describe (CHILD)'s ethnicity as:
[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....White (Non-Hispanic)
- 2.....Black/African American (Non-Hispanic)
- 3.....Hispanic/Latino
- 4.....Multiracial/Biracial
- 5.....Other _____

D2) What language does (CHILD) speak most at home?
[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....English
- 2.....Spanish
- 3.....English and Spanish equally
- 4.....Other (specify) _____
- 5.....English and other language equally
(specify other) _____
- 6.....Child doesn't speak

D3) What language do you speak most at home?
[READ LIST. CIRCLE ONE RESPONSE.]

- 1.....English
- 2.....Spanish
- 3.....English and Spanish equally
- 4.....Other (specify) _____
- 5.....English and other language equally
(specify other) _____

In studies like this, households are also sometimes grouped according to income.

D4) What was the total income of all persons in your household last year?
Was it...

- 1.....\$25,000 or less (**read set 1**)
- or
- 2.....More than \$25,000 (**read set 2**)

Would you say it was ...

[Set 1]

- 1.....\$5,000 or less
- 2.....\$5,001 to \$10,000
- 3.....\$10,001 to \$15,000
- 4.....\$15,001 to \$20,000
- 5.....\$20,001 to \$25,000

[Set 2]

- 6.....\$25,001 to \$30,000
- 7.....\$30,001 to \$35,000
- 8.....\$35,001 to \$40,000
- 9.....\$40,001 to \$50,000
- 10.....\$50,001 to \$75,000

11.....Over \$75,000

Continue to page 8

END

Thank you, those are all the questions I have about (CHILD). Please hold on for just one moment while I make sure I haven't missed anything.

(Review interview for completeness)

Thank you for taking the time to talk with me about HIPPY and your educational activities with your child. Now that we have finished this interview, do you have any questions about this study?

Again, thank you for your time. If you have any questions later on about your participation in this study you may contact Marsha Black, the study supervisor, at 813-974-2082. You may also ask your home visitor or HIPPY program coordinator to contact Marsha for you.

Goodbye.

Table B1 - Characteristics of Parents and Children – Overall NHES and the Florida HIPPY Parent Survey II - (NHES N=2218; Florida HIPPY N=210)

	National Household Education Survey 1999 N= 2218¹	Florida HIPPY Parent Survey II N=210
Child Age		
3 years old	594 (26.7)	41 (19.5)
4 years old	582 (26.2)	73 (34.8)
5 years old	494 (22.2)	77 (36.7)
6 years old	548 (24.7)	18 (8.6)
7 years old	0	1 (.4)
Child's ethnicity		
White (Non-Hispanic)	1325 (59.7)	27 (12.9)
Black/African American	333 (15.0)	109 (51.9)
Hispanic/Latino	448 (20.2)	58 (27.6)
Multiracial	0.0	13 (6.2)
Other	112 (5.0)	3 (1.4)
Child's language		
English	1954 (88.1)	162 (77.1)
Spanish	175 (7.9)	35 (16.7)
English/Spanish Equally	58 (2.6)	12 (5.7)
Another language	16 (.72)	1 (0.5)
Child in Kindergarten	526 (23.7)	Yes = 43 (20.5)
Relationship to Child		
Mother	1726 (77.8)	177 (84.3)
Father	406 (18.3)	8 (3.8)
Grandmother	60 (2.7)	17 (8.1)
Aunt	8 (.36)	3 (1.4)
Other non-relative	18 (0.8)	5 (2.4)
Caregiver language	English: 2058 (92.7) Spanish: 160 (7.2)	English: 153 (72.9) Spanish: 51 (24.3) English/Spanish Equally: 3 (1.4) Other: 3 (1.4) Creole: 1; Mam:1
No. of adults in home	One: 369 (16.6) Two: 1617 (72.9)	One: 72 (34.3) Two: 119 (56.7)
Income <\$25,000	632 (28.5)	118 (56.7)
Income >\$25,000	1586 (71.5)	85 (40.9)

Table B2 – Demographics of NHES and HIPPY Parents by Income <\$25,000 and >\$25,000 (NHES N=2218; HIPPY N=210)¹

	Income < \$25,000		Income >\$25,000	
	National Household Education Survey 1999 N= 632 (28.5)	Florida HIPPY Parent Survey II N=118 (56.7)	National Household Education Survey 1999 N=1586 (71.5)	Florida HIPPY Parent Survey II N=85 (40.5)
Child's Age				
3 years old	173 (27.3)	27 (22.9)	421 (26.5)	13 (15.3)
4 years old	164 (25.9)	41 (34.7)	418 (26.4)	31 (36.5)
5 years old	145 (22.9)	43 (36.4)	349 (22.0)	30 (35.3)
6 years old	150 (23.7)	6 *5.1)	398 (25.1)	11 (12.9)
7 years old	0.0	1 (0.8)	0.0	0.0
No. of adults in home	One = 296 (46.8) Two = 309 (48.9) Other = 27 (1.2)	One = 59 (50.0) Two = 54 (45.8) Three = 4 (3.4) Four = 1 (0.8)	One = 226 (14.2) Two = 1325 (83.5) Other = 35 (1.6)	One = 12 (14.1) Two = 61 (71.8) Three = 8 (9.4) Four = 4 (4.7)
Primary Language				
English	509 (80.5)	84 (71.2)	1549 (97.7)	65 (76.5)
Spanish	123 (19.5)	33 (27.1)	37 (2.3)	15 (17.6)

¹ Seven HIPPY parents did not provide information on the family's annual household income.

**Table B3 - Demographics of NHES and HIPPY Parents by Parent Language –
NHES English =2058 NHES Spanish =160; HIPPY English N=153 Spanish = 51**

	English-Speaking		Spanish-Speaking	
	National Household Education Survey 1999 N=2058 (92.7)	Florida HIPPY Parent Survey II N=153 (75.0)	National Household Education Survey 1999 N=160 (7.2)	Florida HIPPY Parent Survey II N=51 (25.0)
Child's Age				
3 years old	547 (26.6)	31 (20.3)	47 (29.4)	10 (19.6)
4 years old	540 (26.2)	53 (34.6)	42 (26.3)	18 (35.3)
5 years old	458 (22.3)	55 (35.9)	36 (22.5)	19 (37.3)
6 years old	513 (24.9)	13 (8.5)	35 (21.9)	4 (7.8)
7 years old		1 (0.7)		
No. of adults in home	One= 480 (38.9) Two = 1519 (73.8) Other = 59 (2.9)	One = 63 (41.2) Two = 79 (51.6) Three = 9 (5.9) Four = 2 (1.3)	One = 42 (26.3) Two =115 (71.9) Other = 3 (1.9)	One = 9 (17.6) Two = 36 (70.6) Three = 2 (3.9) Four + = 4 (7.9)
Annual household Income				
<\$25,000	509 (24.7)	84 (54.9)	123 (76.9)	33 (64.7)
>\$25,000	1549 (75.3)	65 (42.5)	37 (23.1)	15 (29.4)

Table B4- Demographics of Children Ages 3, 4, or 5 Who Are Not Enrolled in Kindergarten (NHES N=1287; HIPPY N=167)

	National Household Education Survey N = 1287	Florida HIPPY Parent Survey N=167
Age		
3 years old	590 (45.8)	41 (24.6)
4 years old	553 (43.0)	72 (43.1)
5 years old	139 (10.8)	54 (32.3)
6 years old	5 (0.4)	
Child's ethnicity	White (Non-Hispanic): 851 (66.1) Black/African American: 190 (14.8) Hispanic/Latino: Other ethnicity: 246 (19.1)	White(Non-Hispanic): 23(13.8) Black/African American: 83 (49.7) Hispanic/Latino: 47 (28.1) Multiracial: 11 (6.6) Other: 3 (1.8)
Child's language	English: 1125 (87.4) Spanish: 114 (8.9) English/Spanish Equally: 30(2.3) Child Doesn't Speak: 2 (0.2) Other language: 16 (1.2)	English: 126 (75.4) Spanish: 32 (19.2) English/Spanish Equally: 8 (4.8) Other: 1 (0.6)
Household Type	One parent: 276 (21.4) Two parents: 979 (76.1)	One parent: 58 (34.7) Two parents: 95 (56.9) Other: 14 (8.4)
Annual Household Income		
< \$25,000	369 (28.7)	97 (58.8)
>\$25,000	918 (71.3)	64 (38.8)

Table B5 - Demographics of Children by Parents' Income Category¹

	Income < \$25,000		Income >\$25,000	
	National Household Education Survey 1999 N= 369 (28.7)	Florida HIPPY Parent Survey II N= 97 (60.2)	National Household Education Survey 1999 N=918 (71.3)	Florida HIPPY Parent Survey II N=64 (39.8)
Child's Age				
3 years old	172 (46.6)	7 (27.8)	418 (45.5)	13 (20.3)
4 years old	155 (42.0)	41 (42.3)	398 (43.4)	30 (46.9)
5 years old	39 (10.6)	29 (29.9)	100 (10.9)	21 (32.8)
6 years old	3 (0.8)			
No. of adults in home	One = 165 (44.7) Two = 191 (51.8) Other = 13 (3.5)	One = 48 (49.5) Two = 44 (45.4) Three = 4 (4.1) Four = 1 (1.0)	One = 111 (12.1) Two = 788 (85.8) Other = 19 (2.1)	One = 9 (14.1) Two = 47 (73.4) Three = 5 (7.8) Four = 3 (4.7)
Ethnicity				
White (non-Hispanic)	165 (44.7)	11 (11.3)	686 (74.4)	12 (18.8)
Black/African Am.	92 (24.9)	52 (53.6)	98 (10.7)	27 (42.2)
Hispanic/Latino	91 (24.7)	27 (27.8)	128 (13.9)	18 (28.1)
Multiracial/Biracial	Not available	6 (6.2)	Not available	5 (7.8)
Other	21 (5.7)	1 (1.0)	6 (0.6)	2 (3.1)
Primary Language				
English	263 (71.3)	71 (73.2)	862 (93.9)	51 (79.9)
Spanish	83 (2.2)	21 (21.6)	31 (3.4)	9 (14.1)
English-Spanish Equally	18 (4.9)	4 (4.1)	12 (1.3)	4 (6.3)
Other	5 (1.4)	1 (1.0)	13 (1.4)	

¹ Seven HIPPY respondents did not provide income information.

Table B6– Demographics of Children Speaking English or Spanish
NHES English=1125 NHES Spanish=114; HIPPY English=126 HIPPY Spanish=32

	NHES English N= 1125 (90.7)	Florida HIPPY Parent Survey English N=126 (79.7)	NHES Spanish N=114 (9.2)	Florida HIPPY Parent Survey Spanish N=32 (20.3)
Age				
3 years old	509 (45.2)	32 (25.4)	58 (50.9)	7 (21.9)
4 years old	491 (43.6)	52 (41.3)	47 (41.2)	16 (50.0)
5 years old	122 (10.8)	42 (33.3)	9 (7.9)	9 (28.1)
6 years old	3 (0.3)			
Child's ethnicity				
White (non-Hispanic)	802 (71.3)	22 (17.5)	29 (25.4)	1 (3.1)
Black/African American:	188 (16.7)	83 (65.9)	1 (0.8)	0 (0.0)
Hispanic/Latino	124 (11.0)	9 (7.1)	84 (73.7)	29 (90.6)
Other:	11 (0.9)	12 (9.5)		2 (6.3)
Household type				
One Parent:	241 (21.4)	51 (40.5)	26 (22.8)	6 (18.8)
Two Parents:	855 (76.0)	67 (53.2)	87 (76.3)	21 (65.6)
Other:	29 (2.6)	8 (6.4)	1(0.8)	5 (15.7)
Income				
<= \$25,000	263 (23.4)	71 (57.3)	83 (72.8)	21 (65.6)
>= \$25,000	862 (76.6)	51 (41.1)	31 (27.2)	9 (28.1)
				DK = 2 (6.3)

Table B7 - Parent Involvement in Home Literacy Activities (NHES N=2218; Florida HIPPY N=210)

	NHES 1999 N=2218	Florida HIPPY N=210
How many times has someone in your family read to child in the past week?		
Not at all	58 (2.6)	5 (2.4)
Once or twice	338 (15.2)	33 (15.7)
Every day	1210 (54.6)	100 (47.6)
Three or more times (includes every day %)	1822 (82.1)	171 (81.4)
Told (him/her) a story?	1807 (81.5)	175 (83.3)
Taught (him/her) letters, words, or numbers?	N= 1813 ¹ 1643 (90.6)	N=167 ¹ 155 (92.8)
Taught (him/her) songs or music?	N = 1813 ¹ 1344 (74.1)	N=167 ¹ 120 (71.0)
Worked on arts and crafts with (him/her)?	1663 (75.0)	137 (65.2)
Involved in house chores like cooking, cleaning, setting the table, or caring for pets?	2010 (90.6)	195 (92.9)
Talked with about TV programs or videos they watched?	Not measured.	160 (76.2)
Talked about his/her family history or ethnic heritage?	1058 (47.7)	140 (66.7)

¹ N for this variable is less than sample N because some responses from parents with children in kindergarten were not included.

Table B8– Parent Involvement in Home Literacy Activities by Parents’ Annual Household Income -<\$25,000 and >\$25,000 (NHES N=2218; Florida HIPPY N=210)

	Income < \$25,000		Income > \$25,000	
	National Household Education Survey N=632 (28.5%)	Florida HIPPY Parent Survey II N=118 ¹ (58.1%)	National Household Education Survey N=1586 (71.5%)	Florida HIPPY Parent Survey II N= 85 (41.9%) ¹
Number of times someone in family read to child in the past week				
Not at all	31 (4.9) [4.9]	5 (4.2) [4.2]	27 (1.7)	0.0
Once or twice	144 (22.9) [27.8]	18 (15.3) [19.5]	194 (12.2)	14 (16.50)
Every day	281 (44.5) [72.3]	40 (46.6) [66.1]	929 (58.6)	41 (48.2)
Three or more times (includes every day %)	457 (72.3)	95 (80.5)	1365 (86.1)	70 (82.3)
Told child a story	491 (77.7)	102 (86.4)	1316 (82.9)	72 (84.7)
Taught child letters, words, or numbers	N=520 ² 463 (89.0)	N=97 ² 92 (94.8)	N=1293 ² 1180 (91.5)	N=64 ² 77 (90.6)
Taught child songs or music	N=520 ² 366 (70.4)	87 (73.7)	N=1293 ² 1199 (75.6)	62 (72.9)
Worked on arts and crafts with child	414 (65.5)	75 (63.6)	1249 (78.8)	58 (68.2)
Involved child in house chores	542 (85.8)	107 (90.7)	1468 (92.6)	82 (96.5)
Talked about his/her family history or ethnic heritage?	274 (43.4)	77 (65.3)	784 (49.4)	60 (70.6)

¹ Seven respondents did not provide household income. ² N for this variable is less than sample N because responses from parents with children in kindergarten were not included.

Table B9– Parent Involvement in Home Literacy Activities by Parent Language – English or Spanish (NHES N=2218; HIPPY N=204)

	English-Speaking		Spanish-Speaking	
	National Household Education Survey N=2058 (92.7)	Florida HIPPY Parent Survey II N = 153 (75.0)	National Household Education Survey N=160 (7.2)	Florida HIPPY Parent Survey II N=51 (25.0)
Number of times someone in family read to child in the past week				
Not at all	35 (1.7)	0.0	23 (14.4)	5 (9.8)
Once or twice	282 (13.7)	19 (12.4)	56 (35.0)	11 (21.6)
Every day	1165 (56.6)	82 (53.6)	45 (28.1)	16 (31.4)
Three or more times (includes every day %)	1741 (84.6)	133 (86.9)	81 (50.6)	35 (68.6)
Told child a story	1701 (82.7)	129 (84.3)	106 (66.3)	43 (84.3)
Taught child letters, words or numbers	N=1681 ¹ 1533 (91.2)	145 (94.8)	N=132 ¹ 110 (83.3)	46 (90.2)
Taught child songs or music	N=1681 ¹ 1272 (75.7)	125 (81.7)	N=132 ¹ 72 (54.5)	24 (47.1)
Work on arts and crafts	1587 (77.1)	112 (73.3)	76 (47.5)	22 (43.1)
Involved child in house chores	1917 (93.2)	147 (96.1)	93 (58.1)	43 (84.3)
Talked with child about family history or ethnic heritage	997 (48.5)	101 (66.0)	61 (38.1)	35 (68.6)

¹ Parents with children enrolled in kindergarten were deducted from overall N.

**Table B10- Parent Involvement in Educational Activities in the Community -
 Overall Samples (NHES N=2218; Florida HIPPY N=210)**

	National Household Education Survey 1999 N=2218	Florida HIPPY Parent Survey II N=210
Took (him/her) along while doing errands like going to the post office, bank, or the store?	N=1813 ¹ 1712 (94.4)	N=167 ¹ 158 (94.6)
Visited a library?	854 (38.5)	78 (37.1)
Gone to a play, concert, or other live show?	765 (34.5)	77 (36.7)
Visited an art gallery, museum, or historical site?	463 (20.9)	38 (18.1)
Visited a zoo or aquarium?	421 (19.0)	79 (37.6)
Attended an event sponsored by a community, ethnic, or religious group?	1111 (50.1)	128 (61.0)

¹ N for this variable is less than sample N because responses from parents with children in kindergarten were not included.

Table B11 – Parent Involvement in Educational Activities in the Community by Parents’ Annual Household Income <\$25,000 and >\$25,000
(NHES N=2218; Florida HIPPY N=210)

	Income < \$25,000		Income > \$25,000	
	National Household Education Survey N=632 (28.5%)	Florida HIPPY Parent Survey II N=118 (58.1%) ¹	National Household Education Survey N=1586 (71.5%)	Florida HIPPY Parent Survey II N= 85 (41.9%) ¹
Took child along while doing errands	N=520 ² 473 (91.0)	N=97 ² 93 (95.9)	N=1293 ² 1239 (95.8)	N=64 ² 60 (93.8)
Visited a Library	204 (32.3)	41 (34.7)	650 (41.0)	36 (42.4)
Gone to a play, concert, or other live show?	170 (26.9)	43 (36.4)	595 (37.5)	30 (35.3)
Visited an art gallery, museum, or historical site?	93 (14.7)	18 (15.3)	370 (23.3)	19 (22.4)
Visited a zoo or aquarium?	135 (21.4)	40 (33.9)	286 (18.0)	37 (43.5)
Attended an event sponsored by a community, ethnic, or religious group?	239 (37.8)	71 (60.2)	872 (55.0)	57 (67.1)

¹ Seven respondents did not provide household income.

² N for this variable is less than sample N because responses from parents with children in kindergarten were not included.

Table B12 – Parent Involvement in Educational Activities in the Community by Parent Language – English or Spanish (NHES N=2218; HIPPY N=204)

	National Household Education Survey English N=2058	Florida HIPPY Parent Survey II English N = 153	National Household Education Survey Spanish N=160	Florida HIPPY Parent Survey II Spanish N=51
Took child along while doing errands	N=1681 ¹ 1600 (95.1)	147 (96.1)	N=132 ¹ 112 (84.8)	49 (96.1)
Visited a library	810 (39.4)	61 (39.9)	44 (27.5)	15 (29.4)
Gone to a play, concert, or other live show	745 (36.2)	61 (39.9)	20 (12.5)	15 (29.4)
Visited an art gallery, museum, or historical site	445 (21.6)	32 (20.9)	18 (11.3)	5 (9.8)
Visited a zoo or aquarium	392 (19.1)	65 (42.5)	29 (18.1)	14 (27.5)
Attended an event sponsored by a community, ethnic, or religious group	1055 (51.3)	99 (64.7)	56 (35.0)	25 (49.0)

¹ Parents with children enrolled in kindergarten were deducted from overall N.

Table B13 - Child's Pre-Academic Skills by Child Age (Children Not Enrolled in Kindergarten) (NHES N=1287; HIPPY Parent Study N=167)

	National Household Education Survey N=1287			Florida HIPPY Parent Survey N=167		
	Age 3 N=590	Age 4 N=553	Age 5 N=139	Age 3 N=41	Age 4 N=72	Age 5 N=54
Number of alphabet letters child recognizes						
All of them	85 (14.4) [14.4]	163 (29.5) [29.5]	57 (41.0) [41.0]	4 (9.8) [9.8]	21 (29.2) [29.2]	29 (53.7) [53.7]
Most of them	128 (21.7) [36.1]	171 (30.9) [60.4]	44 (31.7) [72.7]	3 (7.3) [17.1]	14 (19.4) [48.6]	8 (14.8) [68.5]
Some of them	274 (46.4) [82.5]	192 (34.7) [95.1]	32 (23.0) [95.7]	26 (63.4) [80.5]	32 (44.4) [93.1]	17 (31.5) [100.0]
None of them	103 (17.5)[100.0]	27 (4.9) 100.0]	6 (4.3) [100.0]	8(19.5)[100.0]	5 (6.9)[100.0]	
Don't know						
How high child counts						
Not at all	15 (2.5)	0.0	1 (.7)	1 (2.4)	0.0	0.0
Up to five	85 (14.4) [14.4]	26 (4.7) [4.7]	1 (.7) [0.7]	7 (17.1) [17.1]	5 (6.9) [6.9]	4 (7.4) [7.4]
Up to ten	251 (42.5) [56.9]	142 (25.6) [30.3]	24 (17.3) [18.0]	15 (36.6) [53.7]	16 (22.2) [29.2]	10 (18.5) [25.9]
Up to twenty	203 (34.4) [91.3]	232 (42.0) [72.3]	57 (41.0) [59.0]	15 (36.6) [90.3]	42 (58.3) [87.5]	20 (37.0) [63.0]
Up to fifty	29 (4.9) [96.2]	84 (15.2) [87.5]	29 (20.9) [79.9]	3 (7.3)[100.0]	5 (6.9) [94.4]	10 (18.5) [81.5]
Up to 100 +	7 (1.2) [97.4]	69 (12.5)[100.0]	27 (19.4)[99.3]	0.0	4 (5.6)[100.0]	10 (18.5) [100.0]
Child can write his/her first name, even if some of the letters are backward	150 (25.4)	393 (71.1)	121 (87.1)	13 (31.7)	52 (72.2)	50 (92.6)
Child can read story books on own	24 (4.7)	46 (8.3)	6 (4.3)	1 (2.4)	8 (11.1)	13 (24.1)
Reads written words	6 (25.0)	22 (47.8)	5 (83.3)	0.0	.0	1 (7.6)
Pretends to read	13 (54.2)	17 (37.0)	1 (16.7)	0.0	4 (5.6)	3 (23.1)
Does both	5 (20.8)	7 (15.2)	0.0	1 (2.4)	4 (5.6)	9 (69.2)
Child looks at book with pictures	N=566 553 (97.7)	N=507 498 (98.2)	N=133 129 (97.0)	40 (97.6)	64 (88.9)	41 (75.9)

Table B14 – Children’s Pre-Academic Skills - (Children Not Enrolled in Kindergarten) - NHES N=1287; HIPPY N=167

	National Household Education Survey N=1287	HIPPY Parent Survey N=167
Number of alphabet letters child recognizes		
None of them	136 (10.6)	13 (7.8)
All of them	308 (23.9)	54 (32.3)
Most of them	344 (26.7)	25 (15.0)
Some of them	499 (38.8)	75 (44.9)
How high child counts		
Not at all	16 (1.2)	1 (.6)
Up to five	112 (8.7)	16 (9.6)
Up to ten	417 (32.4)	41 (9.6)
Up to twenty	494 (38.4)	77 (46.1)
Up to fifty	142 (11.0)	18 (10.8)
Up to 100 +	106 (8.2)	14 (8.4)
Child can write his/her first name, even if some of the letters are backward	669 (52.0)	115 (68.9)
Child can read story books on own	79 (6.1)	22 (13.2)
Reads written words	35 (44.3)	1 (4.5)
Pretends to read	31 (39.2)	7 (31.8)
Does both	13 (16.5)	14 (63.6)
Child looks at book with pictures and pretends to read	1182 (97.8)	144 (86.2)

Table B15 - Children's Pre-Academic Skills by Parent Household Annual Income - <\$25,000 and >\$25,000 (NHES N=1287; HIPPY = 161)

	Income < \$25,000		Income > \$25,000	
	National Household Education Survey N=369 (28.7)	Florida HIPPY Parent Survey II N=97 (60.2)	National Household Education Survey N=918 (71.3)	Florida HIPPY Parent Survey II N=64 (39.8)
How many letters of the alphabet can child recognize?	N=369	N=97	N=918	N=64
All of them	48 (13.1) [13.1]	30 (30.9) [30.9]	260 (28.3) [28.3]	22 (34.4) [34.4]
Most of them	89 (21.7) [34.8]	14 (14.4) [45.4]	264 (28.8) [57.1]	10 (15.6) [50.0]
Some of them	180 (48.8) [83.6]	43 (44.3) [89.7]	319 (34.7) [91.8]	29 (45.3) [95.3]
None of them	61 (16.5) [100.1]	10 (10.3) [100.0]	75 (8.2) [100.0]	3 (4.7) [100.0]
Don't know				
How high can child count?	N=369	N=97	N=918	N=64
Not at all	7 (1.9) [1.9]	1 (1.0) [1.0]	9 (1.0) [1.0]	0.0
Up to five	61 (16.5) [18.4]	11 (11.3) [12.4]	51 (5.6) [6.6]	4 (6.3) [6.3]
Up to ten	147 (39.8) [58.2]	25 (25.8) [38.1]	270 (29.4) [35.0]	14 (21.9) [28.1]
Up to twenty	117 (31.7) [89.9]	42 (43.3) [81.4]	377 (41.1) [76.1]	32 (50.0) [78.1]
Up to fifty	23 (6.2) [96.1]	12 (12.4) [93.8]	119 (13.0) [89.1]	6 (9.4) [87.5]
Up to 100 or more	14 (3.8) [100.0]	6 (6.2) [100.0]	92 (10.0) [100.0]	8 (12.5) [100.0]
Can child write his/her first name, even if some of the letters are backward?	158 (42.8)	62 (63.9)	511 (55.7)	48 (75.0)
Is the child able to read story books on his/her own now?	15 (4.1)	10 (10.3)	64 (6.9)	11 (17.2)
Reads the written words	9 (60.0) [60.0]	0.0	26 (40.6) [40.6]	1 (9.1 of 11)
Pretends to read	5 (33.3) [93.3]	4 (40.0 of 10)	26 (40.6) [81.2]	3 (27.3 of 11)
Does both	1 (6.7) [100.0]	6 (60.0 of 10)	12 (18.8) [100.0]	7 (63.6 of 11)

Table B16 – Pre-Academic Skills by Child Language
NHES N=1239; HIPPY Parent Study N=158

	English-Speaking Children		Spanish-Speaking Children	
	NHES N=1125	Florida HIPPY N=126	NHES N=114	Florida HIPPY N=32
Alphabet letters child can recognize	N=1125	N=126	N=114	N=32
All of them	296 (26.3) [26.3]	51 (40.5) [40.5]	6 (5.3) [5.3]	2 (6.3) [6.3]
Most of them	321 (28.5) [54.8]	16 (12.7) [53.2]	14 (12.3) [17.6]	7 (21.9) [28.1]
Some of them	416 (37.0) [91.8]	53 (42.1) [95.2]	59 (51.8) [69.4]	17 (53.1) [81.3]
None of them	92 (8.2) [100.0]	6 (4.8) [100.0]	35 (30.7) [100.0]	6 (18.8) [100.0]
How high can child count	N=1125	N=126	N=114	N=32
Not at all	11 (.10) [.10]	1 (.8) [.8]	4 (3.5) [3.5]	0.0
Up to five	78 (6.9) [7.0]	7 (5.6) [6.3]	27 (23.7) [27.2]	7 (21.9) [21.9]
Up to ten	344 (30.6) [37.6]	27 (21.4) [27.8]	51 (44.7) [71.9]	13 (40.6) [62.5]
Up to twenty	457 (40.6) [78.2]	61 (48.4) [76.2]	23 (20.2) [92.1]	10 (31.2) [93.8]
Up to fifty	135 (12.0) [90.3]	16 (12.7) [88.9]	6 (5.30) [97.4]	2 (6.3) [100.0]
Up to 100 or more	100 (8.9) [100.0]	14 (11.1) [100.0]	3 (2.6) [100.0]	
Child can write his/her first name, even if some of the letters are backward?	N=1125 607 (54.0)	N=126 88 (69.8)	N=114 44 (38.6)	N=32 21 (65.6)
Child reads story books on his/her own	N=70 (6.2)	N=18 (14.3)	N=5 (4.4)	N=3 (9.3)
Reads the written words	33 (47.1 of 70)	1 (5.6 of 18)	1 (20.0 of 5)	0.0
Pretends to read	24 (34.3 of 70)	4 (22.2 of 18)	4 (80.0 of 5)	2 (66.7)
Does both	13 (18.6 of 70)	13 (72.2 of 18)		1 (3.1)
Child looks at book and pretends to read	N=1125 1041 (92.5)	N=126 107 (84.9)	N=114 (86.0)	N=32 29 (90.6)