# Table of Contents

**Florida HIPPY** ................................................................. 2  
**The Florida HIPPY State Office** ........................................ 3  
**Advisory Committee** .......................................................... 3  
**Greetings From the State Director** ....................................... 4  
**What is HIPPY?** ................................................................. 5  
**Essential Features of the HIPPY Model** ................................. 5  
**HIPPY Philosophy** ............................................................. 6  
**Promoting School Readiness & Literacy** ............................... 6  
**Starting a HIPPY Program** .................................................. 7  
**Florida HIPPY Research** ..................................................... 8  
**Florida HIPPY Funding Sources 2007-2008** .......................... 9  
**Florida HIPPY Demographics 2007-2008** ............................ 11  
**Florida HIPPY Success Stories** ........................................... 12-20
Florida HIPPY
Programs by County

**ARCADIA**
Early Learning Coalition of Florida’s Heartland
Tel: (863) 494-5233

**BRADENTON**
Resource Connection for Kids
Tel: (941) 745-5949, ext. 3100

**CLEARWATER**
Pinellas County Management Services-NFCC
Tel: (727) 531-1980

**GAINESVILLE**
Williams Temple Church of God In Christ
Tel: (352) 371-2517

**MIAMI**
Dade County Public Schools
Tel: (305) 995-1526, -2950

**MONTICELLO**
Jefferson County School Board
Tel: (850) 997-0804

**NORTH LAUDERDALE**
Family Central, Inc.
Tel: (954) 724-4058

**NORTH MIAMI**
Family Central, Inc.
Tel: (305) 981-9897, ext. 310

**OCALA**
Marion County Public Schools
Tel: (352) 620-7652

**PALATKA**
 Communities In Schools of Putnam County, Inc.
Tel: (386) 328-2413

**SARASOTA**
Sarasota Family YMCA
Tel: (941) 365-0056, 351-8093 ext. 1

**STARKE**
Bradford County School District
Tel: (904) 966-6036

**TALLAHASSEE**
Friends of Children, Youth and Families, Inc.
Tel: (850) 894-3700

**TAMPA**
Hillsborough County Center of Excellence, Inc.
Tel: (813) 974-4909

**WEST PALM BEACH**
Center for Family Services
Belle Glade Site
Tel: (561) 996-4400

Boca/Delray Site
Tel: (561) 330-2266

Lake Worth Site
Tel: (561) 540-1024, -1012

Pleasant City Site
Tel: (561) 514-0205

Roosevelt Service Center Site
Tel: (561) 804-0011

**WINTER HAVEN**
LifePath Solutions, Inc.
Tel: (863) 292-3200, ext. 3212

HIPPY USA
Tel: (501) 537-7726
The Florida HIPPY Training and Technical Assistance Center was established in 1995 with funds from a Federal Title IV Parent Involvement Project grant at the Hillsborough County Center of Excellence and is housed at the University of South Florida in Tampa. The role of the state office is to work in collaboration with HIPPY’s national office, HIPPY USA in Arkansas to provide training, technical support, and guidance to all of the HIPPY programs in the state of Florida. Currently, the state HIPPY office is staffed by five employees: a State Director, an Assistant State Director, a HIPPYCorps Coordinator, and two Staff Assistants. There are also two researchers from USF assigned to work with HIPPY. They are conducting national and state-wide HIPPY research projects in collaboration with the state office and HIPPY USA. With support from Florida’s Office of Early Learning, Agency for Workforce Innovation, the University of South Florida and HIPPY USA, the state office functions as the heart of Florida HIPPY Programs.

**State Office Staff**

**State Director**  
Mary Lindsey, Ph.D.

**Assistant State Director**  
Dabaram Rampersad

**HIPPYCorps Coordinator**  
Brenda Brinson

**Staff Assistants**  
Eric Biel  
Julie Franklin

**Researchers**  
Diane Powell, Ph.D.  
Marsha Black, Ph.D.

**Advisory Committee**

**Dr. Barbara Brigety, Chairperson**  
Coordinator, Early Education & Intervention  
Duval County Public Schools  
Jacksonville, Florida

**Dr. Robert Friedman**  
Professor, Dept. Child & Family Studies  
Louis de la Parte Florida Mental Health Institute  
University of South Florida  
Tampa, Florida

**Dr. Henry Green**  
Professor, Dept. of Religious Studies  
University of Miami  
Miami, Florida

**Dr. Mark Gross**  
Vice President, Program Development  
Family Central, Inc.  
North Lauderdale, Florida

**Ms. Dorla Leslie**  
Executive Director  
Center for Family Services  
West Palm Beach, Florida

**Dr. Mary Lindsey**  
Florida State HIPPY Director  
FL HIPPY T&TA Center  
Tampa, Florida

**Ms. Harriet Ludwig**  
Gainesville, Florida

**Ms. Chasity McWilliams**  
HIPPY Home Visitor  
Starke, Florida

**Dr. Diane Powell**  
Asst. Professor, Dept. Child & Family Studies  
Louis de la Parte Florida Mental Health Institute  
University of South Florida  
Tampa, Florida

**Mr. Dabaram Rampersad**  
Asst. Florida State HIPPY Director  
FL HIPPY T&TA Center  
Tampa, Florida

**Mrs. Nan Rich**  
Florida State Senator  
Weston, Florida

**Mrs. Barbara Samuel**  
HIPPY Consultant  
Ocala, Florida

**Ms. Karen Stewart**  
Family Resource Director  
Resource Connection for Kids  
Bradenton, Florida

**HIPPY USA**  
Little Rock, Arkansas
Greetings From the State Director

Dear HIPPY Friends and Advocates,

Welcome to the Florida HIPPY Success Stories! The Florida HIPPY State Office, located at the University of South Florida, has the responsibility of serving over 2,000 children in Florida from a variety of racial, ethnic, and cultural backgrounds. Florida is the second largest HIPPY state in the United States. Over the past ten years, HIPPY programs have formed new collaborative partnerships that have increased the capacity of many programs to serve more children and families.

The Florida HIPPY Training and Technical Assistance Center is committed to seeking new ways of providing training and technical support to Florida HIPPY programs. We have increased our electronic capability through the Florida HIPPY website that includes state newsletters, research briefs, brochure, workshop presentations, and evaluation reports. Annual home visitor orientations, professional development trainings, national or state conferences, coordinator’s meetings, and state advisory meetings are conducted to provide additional learning opportunities for staff.

Two statewide HIPPY research studies are currently being conducted to determine the influence of HIPPY on children and their parents. The first is an evaluation of our Florida HIPPY Health Literacy Pilot which was developed to address the recent findings of national surveys in health literacy which have shown that a considerable number of adults lack the ability to understand basic, health-related materials and do not have the information they need to keep themselves and their family healthy. The second, the Florida HIPPY Longitudinal Study, will follow four cohorts of children from kindergarten through the third grade and will gather information on children’s kindergarten readiness, grades in reading and mathematics, third grade FCAT scores, grade promotion status, school attendance, and disciplinary history.

Finally, I would like to express my appreciation to the Florida HIPPY coordinators, staff, home visitors/parent educators, and parents for their contributions to this booklet. It is a reminder that HIPPY brightens futures in the sunshine state!

Sincerely,

Mary Lindsey, Ph.D.
Director, Florida HIPPY State Office
**What is HIPPY?**

_HIPPY is a strong, home visiting, parent involvement model designed to remove barriers and to reach low income families and parents with limited education._

The model employs trained home visitors from targeted communities and is led by a HIPPY coordinator. The 30-week 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.

Local HIPPY programs are implemented through a community-based agency, school district, or housing department. Funding for HIPPY comes from a variety of federal, state, local, and private sources. The research-based model has been successfully implemented in many different cultures, languages, and settings nationally and internationally. The successful implementation of HIPPY in these different settings has been due to the ability of each local agency to adapt the model to suit the specific needs and resources of the community.

**Essential Features of the HIPPY Model**

1. **3 Year Home-Based Curriculum 30 Weeks per Year**
2. **Professional Coordinator Staff of Home Visitors**
3. **Role Playing Instructional Technique**
4. **Home Visits and Group Meetings**
HIPPY PHILOSOPHY

HIPPY IS BASED ON SEVERAL BELIEFS ABOUT PARENTS, CHILDREN, AND LEARNING:

- All parents want the very best for their children.
- All children can learn.
- Kindergarten classrooms and curricula assume a certain amount of knowledge and skills.
- This knowledge and these skills can be taught.
- People learn by doing (among other ways).
- Parents can and do teach their children.
- Parents can teach and support other parents.

These beliefs assume that all communities of parents and children have strengths that can be built upon. That's why HIPPY is called a “strengths model”.

PROMOTING SCHOOL READINESS & LITERACY

HIPPY:

- brings storybooks into the homes and leaves them in the home.
- offers many experiences with books (reading and story comprehension), language, vocabulary, writing, auditory discrimination, and phonological awareness.
- provides activities that help parents talk about content, illustrations, and characters.
- offers a variety of activities that encompass different development, problem solving, fine and gross motor development, and social and emotional development.
- provides activities that children enjoy and can be successful at completing.
- provides opportunities to experience poetry, rhymes, finger-plays, and games.
- offers children opportunities to use a variety of materials.
- offers activities that are intrinsically interesting to children and that foster ways to promote purposeful learning in the home.
- suggests enrichment activities that foster creativity and imagination and that expand the learning gained through the HIPPY activities.
- provides additional learning experiences through group activities and special events.

HIPPY PROMOTES CHILDREN’S SCHOOL READINESS AND LITERACY THROUGH PARENT INVOLVEMENT BY:

- providing home visits that offer one-on-one instruction in the parent's language.
- giving parents materials that are age appropriate for children as well as information and support for parents.
- having group meetings that provide socialization for children and information and support for parents.
- helping parents understand what their child is learning and how that supports future learning.
- creating an environment that supports the parent in the role as their child's first teacher.
- providing materials that are culturally diverse and are written at a reading level that is comfortable for a variety of parents.
- showing parents how they can expand learning for children in their daily life.
- giving parents information about child development and how to translate that knowledge into successful parenting techniques.
- holding parent workshops at group meetings on topics of interests to parents, such as child development, discipline, nutrition, etc. and providing information on and access to other family resource links.
HIPPY is not a mail-order kit. It is a structured, home-community model focused on parent-child centered learning. It may be operated through existing agencies and organizations that have the space, fiscal, and personnel support to administer the program.

Starting a HIPPY Program

Establishing a HIPPY Program means:

☑ Forming a local group of interested advisors;
☑ Selecting an implementing agency;
☑ Raising funds;
☑ Working with HIPPY USA and the Florida HIPPY Training and Technical Assistance Center;
☑ Preparing and submitting an application;
☑ Training a program coordinator and becoming a part of a growing national network of HIPPY Programs.
HIPPY ACHIEVES RESULTS: Florida and Beyond

HIPPY Children are Acquiring Pre-academic Skills

When compared to children in a national sample, HIPPY children are acquiring greater pre-academic skills. As reported by their parents, more HIPPY children than children in a national sample can recognize all letters of the alphabet, count to 20, write their first name, and read or pretend to read on their own.

- Florida HIPPY Parent Study II, 2004

HIPPY Children Perform Better in FCAT Reading

A comparison of 3rd grade FCAT reading scores for HIPPY children in Sarasota County in 2004-05 showed that 70% were reading at grade level or above compared to only 43% in a demographically similar comparison school.

HIPPY Children Perform Better in FCAT Math

A comparison of 3rd grade FCAT mathematics scores for HIPPY children in Sarasota County in 2004-05 showed that 63% were performing at grade level or above compared to only 41% in a demographically similar comparison school.

HIPPY Children Perform Better in School Through the 6th Grade

Large scale, longitudinal studies in Arkansas show that compared to children who were not in HIPPY, 3rd and 6th grade HIPPY children:

- Receive better grades in reading, math and language arts
- Perform better on reading, math and language arts standardized achievement tests
- Receive fewer suspensions from school
- Display better classroom behavior as rated by teachers

- Bradley, R.H. & Gilkey, B., 2002

For further information on HIPPY research and evaluation studies, please contact the Florida HIPPY Training and Technical Assistance Center.
## Florida HIPPY Funding Sources 2007-2008

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Federal</td>
<td>$1,458,658</td>
<td>22.9%</td>
<td>Mainly Title I</td>
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<tr>
<td>State</td>
<td>$2,541,345</td>
<td>40.0%</td>
<td>Mainly AWI/OEL</td>
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<tr>
<td>Local Government</td>
<td>$1,918,394</td>
<td>30.2%</td>
<td>Children's Boards, Corporate, Others</td>
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<tr>
<td>Other</td>
<td>$441,956</td>
<td>6.9%</td>
<td>Churches, Individuals, Volunteers, Others</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$6,360,353</strong></td>
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### Pie Chart

- **30% Local Gov’t**
- **23% Federal**
- **40% State**
- **7% Other**

### Bar Chart

**Florida HIPPY Funding 2007-08**

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Other</td>
<td>$441,956</td>
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<td>Local Gov’t</td>
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<tr>
<td>State</td>
<td>$2,541,345</td>
</tr>
<tr>
<td>Federal</td>
<td>$1,458,658</td>
</tr>
</tbody>
</table>

Amount of Funding:

- $0 - $500,000
- $500,000 - $1,000,000
- $1,000,000 - $1,500,000
- $1,500,000 - $2,000,000
- $2,000,000 - $2,500,000
- $2,500,000 - $3,000,000
Ethnicity of HIPPY Children Enrolled in Each Curriculum for 2007-2008

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>H3</th>
<th>H4</th>
<th>H5</th>
<th>Totals</th>
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<tr>
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<td>5</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Black (non-Hisp)</td>
<td>482</td>
<td>573</td>
<td>193</td>
<td>1,248</td>
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<tr>
<td>Hispanic (Blk &amp; Wht)</td>
<td>406</td>
<td>372</td>
<td>142</td>
<td>920</td>
</tr>
<tr>
<td>White (non-Hisp)</td>
<td>85</td>
<td>103</td>
<td>26</td>
<td>214</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>35</td>
<td>28</td>
<td>19</td>
<td>82</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>12</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,023</td>
<td>1,093</td>
<td>389</td>
<td>2,505</td>
</tr>
</tbody>
</table>

Percent of HIPPY Children Enrolled in Each Curriculum for 2007-08 (N=2,505)

- HIPPY 3: 41%
- HIPPY 4: 44%
- HIPPY 5: 16%

Ethnicity of Children Enrolled in HIPPY Programs in 2007-08 (N=2505)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1,248</td>
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<tr>
<td>Hispanic</td>
<td>920</td>
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<tr>
<td>White (Non-Hispanic)</td>
<td>214</td>
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<tr>
<td>Multiracial</td>
<td>82</td>
</tr>
<tr>
<td>Other</td>
<td>31</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,505</td>
</tr>
</tbody>
</table>

Primary Language of Children Enrolled in the HIPPY Program 2007-2008 (N=2505)

- English: 60%
- Spanish: 34%
- Hatian-Creole: 5.5%
- Other: 0.5%
Florida HIPPY Children by TANF-Eligibility 2007-2008

<table>
<thead>
<tr>
<th>Status</th>
<th>Quantity</th>
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<tr>
<td>TANF-Eligible Children</td>
<td>1207</td>
</tr>
<tr>
<td>Other Low-Income Children</td>
<td>1298</td>
</tr>
<tr>
<td>Total</td>
<td>2505</td>
</tr>
</tbody>
</table>

Percent of TANF-Eligible Families Enrolled in the HIPPY Program 2007-08

- 52% Other Low-Income Children (N=1298)
- 48% TANF-Eligible (N=1207)

Primary Language of Children Enrolled in the HIPPY Program 2007-2008 (N=2505)

- 5.5% Hatian-Creole
- 0.5% Other
- 34% Spanish
- 60% English

Florida HIPPY Children by Language 2007-2008

<table>
<thead>
<tr>
<th>Language</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1500</td>
</tr>
<tr>
<td>Spanish</td>
<td>850</td>
</tr>
<tr>
<td>Hatian-Creole</td>
<td>140</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>2505</td>
</tr>
</tbody>
</table>
Parent Success Story

Being a part of the HIPPY Family is a wonderful thing for me and my children. I would encourage every parent to get involved with the HIPPY program, it is one of the most rewarding programs a family can participate in. My kids enjoy every minute of it. The activities are very educational. It occupies my children when they are out of school, as it enhances their education. I am grateful to be a part of HIPPY because they are there for my family. The HIPPY program has not only helped me help my children but I have been able to help myself as well. Things got hard and I had to quit college and move back home to take care of my nieces and my nephew. With help from my HIPPY family and my immediate family, I have now returned to college and I am taking some on line courses. I also work a full time job and still make time to do all my HIPPY activities. HIPPY is really a great learning experience for me and my children.

Child Success Story (Excerpt from parent letter)

“My son is now 4 years old. He is always eager to do HIPPY activities. Sometimes I have to tell him “enough for today, leave some work for tomorrow.” He is in Pre-K and according to his teacher, he is one of her best students. By using the HIPPY curriculum, I was able to see my son going through the milestones of learning. From learning how to handle crayons, and scissors, to recognizing and writing letters of the alphabet. I was even more amazed when his teacher stated: “I can tell you are working with your son at home”. I was proud to tell her “my son is a HIPPY child.”

HIPPY Parent

HIPPY Champion: Dr. Mark Gross

Dr. Mark Gross is the Vice President of Program Research and Development. He has been with Family Central since 1992. He has developed a broad range of programs to meet the diverse needs of at-risk families, young children, and early childhood teachers; built collaborations with school systems, community agencies, and institutes of higher education; and has written successful grant and funding proposals that have generated almost a billion dollars in revenue for Family Central.

Dr. Gross received a Bachelor’s Degree in Philosophy from George Washington University, a Masters Degree in Teaching from Howard University, and a Ph.D. from the University of California in the Confluent Education. His has worked as an elementary school teacher for inner-city children, an associate director at a residential summer camp for at-risk children, a director of children’s programs at a Jewish Community Center, and a client advocate at a mental health center.
**CHILD SUCCESS STORY**

“My daughter Emilia loves the HIPPY Program.” It is an educational way for the family to spend time together. We began working with the program when Emilia was three years old. She is now five years old and attending Northboro Elementary School, she is reading at a third grade level and also doing third grade math. Every day Emilia looks forward to engaging in an activity provided by the HIPPY program. Her current teacher recommends that in the years to come, Emilia should be considered for the “Gifted” Program at her current school.

**HIPPY HOME VISITOR: This Is My Story**

My name is Mydwine Joanis; I am a parent of three children, Edwine, Age 14, Geraldine who is 6, and my baby Christine who is almost 2. I have been a Home Visitor with Family Central for almost two years now. My HIPPY story began when I met a lady named Rita Pierre at my daughter’s school. Rita told me all about HIPPY and asked me if I wanted to participate in the program. I had never heard of a program like this but it sounded good and I decided to give it a try with my then 4-year-old daughter, Geraldine.

Soon after, Rita started coming to my home to role-play the curriculum with me. I was amazed at how much my child was learning. HIPPY encouraged me to spend quality time with Geraldine. Geraldine had so much fun doing all the activities and my confidence in teaching her grew as I learned to be her first teacher.

Geraldine completed the age 4 and 5 curriculums and is doing wonderful in school. She is on the honor roll every quarter; her teacher always has positive comments about her skills and her behavior. Now she is in first grade and she is a leader in her class. HIPPY really works; it teaches our children skills that they need to be successful in school and it prepares them for the real world.

Two years ago, I was a single Mom with no job living with my mother and struggling financially to take care of my three children. One day my home visitor stopped by and told me that the HIPPY program was hiring and asked me if I was still looking for a job; I said yes and immediately gave her my resume to pass on to the Coordinator. To make a long story short, I got the position as a part-time Home Visitor and soon after was promoted to full-time. I absolutely love being a Home Visitor; I am helping families, I am learning so much, and I am becoming more professional every day.

My life has significantly changed since I began working for HIPPY; I feel good about the work that I am doing; it has helped me to feel more confident as a Mother and as a woman. Last year I moved out of my mother’s home and now I have my own place with my 3 children. I recently started college and am looking forward to my degree. Let me tell you ladies and gentlemen; HIPPY definitely changes lives and I know that for a fact because it changed mine.

Sincerely,

*Mydwine Joanis*
**Jeremy’s HIPPY Story**

Jeremy Simeus is a 5 year old HIPPY child who has began Kindergarten in Palm Beach County School District. Jeremy attends Barton Elementary School in Boynton Beach. During the home visit, Jeremy told his mom and Ms. Alexis how the story “Dan Goes to Kindergarten” is the story about him. He was the exact same way on his first day of school. He was so excited he could not sleep. Jeremy did everything Dan did on his first day. Jeremy says the only difference is that Jeremy did not want to leave school on his first day he wanted to spend the night at school.

His mother states she never has a problem getting him up in the mornings. He always wants to go to school and he has not missed a day since starting school. Jeremy says that he knows that he is smart and it is all because of HIPPY. He was the only one in his class who knew all of the shapes…

*Thanks to HIPPY.*

**Anita’s Testimony**

My name is Anita Davis, I am the parent of Chasman Ware. Chasman was apart of the HIPPY program in the Pahokee area. Before the HIPPY program, Chasman struggled tremendously with his reading and math skills. I feel that if it were not for the HIPPY program Chasman would not be an A student today. Chasman is in the first grade now and is doing fine thanks to Ms. Malone and the rest of the HIPPY staff. I would recommend the HIPPY program to any and everyone in the whole wide world. Get ready HIPPY; I have Chasman’s sister Alcaylia for next year.

Thanks,

*Anita Davis*

**Home Visitor Success Story**

My name is Elena Trevino and I feel privileged to be apart of the HIPPY program. As a home visitor I am able to work with some wonderful people who understand the importance of education. While working with my HIPPY parents I am able to help them to not only learn new things for their children, but for themselves also.

My HIPPY parents consist of mothers, grandmothers, and an aunt. Teria is a 19 year old aunt who has taken on the responsibility to raise her twin 3 year old niece and nephew and 1 year old nephew. She is dedicated to making life better for her niece and nephews through enhancing their love of learning. When we work together on the HIPPY activities I can see she is eager to learn new ways to help the children learn.

The HIPPY program makes it possible for parents to become their child’s first and most important teacher. Knowledge is empowerment and I feel blessed to be a part of the HIPPY program.
**HIPPY Champion: Deputy Jessie Moreland**

The HIPPY program of Belle Glade recognizes Deputy Jessie Moreland from the Palm Beach County Sheriff’s Office as a HIPPY Champion. Deputy Moreland has been a vital asset to us. He has help place smiles on families in the glades area.

Deputy Moreland has provided through the sheriff’s office turkey baskets, for Thanksgiving, Wal-mart shopping sprees for Christmas, participated on the advisory committee, and included HIPPY in the community event for back to school, giving the families school supplies and backpacks.

Deputy Moreland has been exceptional in helping the HIPPY program and we say thank you for his thoughtfulness and gratefulness to the families of our program.

Belle Glade HIPPY Coordinator

**Veronica’s Story**

Veronica Torres lives in Desoto County, and is the mother of 3 children. In 2004, she heard about the HIPPY program through her aunt who also had children in HIPPY. Veronica signed up her son, Martin for the 4 year old program. The next year, she signed up her 3 year old daughter, Priscila. Veronica was a HIPPY mom for 3 years. Her children Priscila and Martin are both HIPPY graduates and are doing very well in school. Veronica is now an exemplary Home Visitor. She loves her job and is a respected and admired member of her community. She enjoys sharing her success story with families she visits. Veronica is a wonderful example of how the HIPPY program works.

**Maria and Her Daughters**

Maria Lopez is a single mom of two daughters, Ashley and Heidi. She has been a participant in the HIPPY program since 2005. Maria stated that when she moved to Florida, she didn’t have any knowledge about how to teach her daughters until she was introduced to HIPPY by her home visitor, Alicia Flores. “When I started HIPPY, it helped me understand how important it is for me to teach my children. My daughter, Heidi graduated in 2007 and Ashley is learning English through HIPPY.” They are doing very well and Maria is proud that people notice. HIPPY has given me the desire to continue to learn to speak English. I have registered for an English class because I want to communicate with others better”. I love HIPPY and I have referred a lot of people to the program. I always share with others how important HIPPY is for our children and our community.”

**HIPPY Champion: Dr. Barbara Brigety**

Dr. Barbara Brigety has worked for more than thirty years in the area of early childhood education. Her professional duties have included serving as a preschool teacher, speech & language pathologist, school district resource teacher, school district administrator, and university professor. Additionally, Dr. Brigety has shared her knowledge of early childhood education principles and best practices through numerous conference presentations for various organizations including the National Black Child Development Institute, Family Support America, HIPPY USA, the Mississippi Head Start Association, and the Oxford Roundtable at Oxford University, England. Currently, Dr. Brigety serves as the Chair of the State of Florida’s HIPPY Advisory Committee, which supports the implementation of 15 HIPPY programs throughout Florida.
**The Story of Claudia Lopez**

Claudia Lopez and her 4 yr old daughter Lillian are the perfect example of “wanting to progress”. I met Claudia while I was recruiting at the Department Of Health in the City of West Palm Beach. She was pregnant and was waiting to be seen for her routine prenatal care. When I explained to Claudia how the HIPPY program works, she immediately asked to fill out the application.

Lillian was not attending any preschools at the time, so really the only learning experience she was receiving was from HIPPY. Claudia and Lillian began the program in Spanish since they didn’t speak any English. After 6 months of being in the program, Claudia told me that Lillian was recognizing letters, colors, shapes, saying the numbers all the way to 50 and was showing interest in learning how to read in English.

The “being in school” experience she was getting at home was a very positive one for Lillian and for Claudia. HIPPY gave Claudia the confidence to ask questions about the education Lillian would be receiving in her first preschool. HIPPY gave Lillian her very first backpack, which she now takes to her new preschool. Claudia is now volunteering at Lillian’s preschool to learn more about the school system in this country since it is very different than in her native Guatemala.

Christmas of 2006, Claudia and her family were chosen to be the adopted family of one of our board members. The day that HIPPY went to deliver her gifts was one of the happiest for Claudia, Lillian and baby. They were showered with nice gifts and were provided with a Christmas tree since they were not able to buy one. They had never experienced the joy of receiving such nice gifts and HIPPY and our wonderful board member were able to make a positive impact on this family.

Claudia is now going to ESL classes to learn English. She has told me that our program and the social services she has received from this country have given her the push to be a better person and be a positive role model for her daughter Lillian. She plans to go to school to become a teacher.

**Josh’s Success Story**

We started our program in early 2007 and Josh Grantham was one of our first children to be enrolled. Josh has been in Pre-K for 2 years and in HIPPY for just eight months. When the elementary school evaluated Josh in January, he still could not cut or use a pair of scissors. Later, the elementary school did another evaluation in May 2007 and Josh did well in his cutting skills and in many more areas. Thanks to HIPPY, Josh has learned a great deal. Josh loves to do his homework.

*Jill Schmigel*  
Home Visitor
**HIFFY Champion: Dr. Henry Green**

Dr. Henry A. Green was educated in Canada, Europe, and Israel (Ph. D., St. Andrews University, Britain) and has taught at a number of universities. The former Director of Judaic Studies at the University of Miami (Florida), he currently serves as a professor of Religious Studies.

For three decades Dr. Green has worked as a consultant on policy issues regarding early childhood, health, and ethnicity (e.g., Canada, United States, UNESCO). He has conducted a number of studies examining the absorption of immigrants and their ethnic identity; and investing in health literacy and school readiness in at-risk preK populations. His most recent project, is piloting a health initiative to bring healthcare to preK children around the state.

Dr. Green was involved in the early stages of research (late 1970s) concerning a literacy, school readiness, and parent involvement program for children aged 3-5 in Israel (Home Instruction Program for Parents of Preschool Youngsters, HIPPY). Dr. Green helped bring HIPPY to the USA and Florida and served as the national chair of HIPPY USA’s Board of Trustees from 2000 to 2003. Currently he serves as Vice Chair of the Board of Directors of HIPPY Canada and is a member of the HIPPY Florida Advisory Committee.

**Salina’s Journey with HIPPY**

“"I enjoy working as a HIPPY Home Visitor for the Friends of Children HIPPY Program. I am also the proud parent of a HIPPY child. My daughter Kwantianna really enjoys her weekly packets and activities. It has become a very enriching tool in our home. She is developing many skills and a love for reading and learning, which is preparing her for school next year. Before HIPPY came into our lives we were not able to find a parent involvement program that would foster the type of development that we were looking for in our daughter. The HIPPY Program has empowered me as a parent to be my daughter’s first educator. She has shown such a great joy for learning and we expect her to begin reading within the next couple of months. I thank God for giving me the opportunity to experience the HIPPY Program as a parent and a staff member!”

I am also a full-time student working towards my BS degree in Early Childhood Education to become a school teacher. HIPPY is preparing me for a career in teaching.

_Salina Siplin-Barfield_
HIPPY Home Visitor and HIPPY Parent

**Renieka Clark: A Young Leader**

Former HIPPY alumni Renieka Clark. Renieka is in the 7th grade. Based on Renieka’s academic achievement and leadership potential Renicka was nominated to attend the Junior National Young Leaders Conference in Washington D.C. in the spring of 2008. Renieka was personally nominated by her teacher, Ms. Shannon Stiles, who recognized her as a student with the scholastic merit and leadership potential to represent their school. Renieka along with other high achieving students will take part in an event that will shape her future and introduce her to American leadership and history. The purpose of the Junior National Young Leaders Conference is to honor and inspire the most exceptional middle school students in the nation, distinguished by their academic excellence, leadership potential and maturity and to reinforce the virtues of leadership, citizenship and democracy using Washington, D.C. as their classroom. We are very proud of Renieka’s accomplishments.
This is how HIPPY has helped my granddaughter to achieve many goals. We became involved in the HIPPY program in 2006 when she was attending Shower’s of Learning Daycare. She was three years old. The Parent Educator/home visitor was very helpful, nice and comforting. She explained the program thoroughly and each week she and I went though and did the lessons.

As for my granddaughter, Sannalynn Bethea, she loved the HIPPY program. She enjoyed the work and having ‘homework. She made fantastic strives and could not wait each evening to do her work and read her books. Even now when she sees a book that is like one she has, she comments that it is one of her HIPPY books.

She learned so much from HIPPY. She was exposed to letters, small and large motor skills, fine motor skills and language. She especially enjoyed the arts and crafts. She liked to cut, paste and see how thing turn out. We both enjoyed the parent and child movement activities. She liked telling me what to do, but it also gave her the confidence to give good directions and to follow them as well. It enhanced her ability to follow more than one step directions.

She enjoyed the cooking activities and making her own paste. We would do several of the extension activities because she grew and achieved the goals quickly. She wants to do them over and over again. We read the books with the activities and then read them over and over again.

Her writing skills and language skills increased. She and I enjoyed reading the stories and talking about them. She knows all the parts of a book and she can even read some of the words from them and other books she owns. She liked the field trips that were planned and the monthly meeting with the different activities for the children.

I as her grandmother found HIPPY very rewarding. The parenting classes were very informative and useful. The staff was nice and respectful to me, Sannalynn and her older sister, who also liked to help and participate in some of the activities at home with us. I enjoyed the program.

Sannalynn is looking forward to another great year with the HIPPY program. She attends Head Start and her teacher is amazed at the things that she does for her age. She is in their extended curriculum program, which is a pull out program for one hour of advanced work. I attribute her success and love of learning because of the short, but very useful activities in the HIPPY program. It gave her a sense of achievement.

Between HIPPY, Head Start and myself she will definitely be ready for kindergarten. HIPPY is a great program and children do benefit from it.

Thank you

Gwendolyn Williams
Gainesville HIPPY Grandparent
**HIPPY Champion: Senator Nan Rich**

Nan Rich was re-elected without opposition to the Florida State Senate in November 2006. She served in the Florida State House of Representatives from 2000-2004. Senator Nan Rich has established a reputation for being one of the most passionate and dedicated members of the Florida Legislature. She is widely recognized as one of Florida’s leading champions of children’s and social justice issues.

Prior to her election, she served as the National President of the National Council of Jewish Women (NCJW) for the 1996-1999 triennium – the first Floridian elected to that office in the organization’s 114 year history. She has extensive experience in advocacy and community service, and has worked to improve the lives of women, children and families in her community, the U.S. and Israel. In 1999, President Bill Clinton appointed Ms. Rich to serve as a Board Member of the United States Holocaust Memorial Museum in Washington, D.C.

Senator Rich’s community experience includes years of advocacy and activism on behalf of women and children. She currently serves on the Board of Directors of KIDS in Distress; the Children’s Services Board of Broward County; and the American Jewish Congress, Southeast Region. In the Florida Senate, she serves on the following committees: Health and Human Services Appropriations, Vice Chair; Environmental Preservation and Conservation, Vice Chair; Children, Families, and Elder Affairs; Ethics and Elections; Regulated Industries; Rules; and the Legislative Budget Commission.

**HIPPY Champion: Earl Young**

My journey with HIPPY has been a long and diverse set of educational experiences. My first exposure to HIPPY was in 1987 while visiting New York. I was fascinated by the HIPPY concept and was eager to learn more. I attended a HIPPY preservice training in 1991 and then became a consultant with HIPPY USA. After this I served as the National Director of Training Development for two years. After relocating back to Gainesville, Florida, I worked to secure funding to start a HIPPY program in Gainesville. In 2001 that goal was accomplished and the Gainesville HIPPY program was born through support of the 100 Black Men of Greater Gainesville and the Williams Temple Church of God in Christ. The Gainesville HIPPY program is the only program in Florida operating under a Faith-Based Institution. Gainesville HIPPY is highly thought of in our community and is an active player with the school readiness and school support programs (i.e., the Alachua County School District, the East Gainesville Initiative – a coalition of faith-based churches, the Junior League of Gainesville, the United Way “Success by Six” Initiative, the NAACP).

**HIPPY Champions: NCJW South Pointe Section**

Our HIPPY Champions are the members of the NCJW (National Council of Jewish Women) South Pointe Section. These ladies have been outstanding to the HIPPY coordinator, staff and HIPPY families. They continue to stand by us throughout all of our ups and downs. Cy Dreyfoos, Nora Seligman, Judy Aronson, Paula Freedman, Lorraine Nestel and Norma Spector. They are dedicated members of our advisory committee, they volunteer and work with staff at our family meetings. They make phone calls and provide support above and beyond what is asked of them.

We are pleased to announce that the National Council of Jewish Women – South Pointe Section are our HIPPY Champions. And we love them dearly. Thank you so much for all of your dedication and gratefulness.
**Monica Learns English Through HIPPY**

My HIPPY parent, Monica Montera, is completing her second year in the program. She is always prepared when I arrive for her home visits. She is never shy about doing the activities and that makes it’s easy and fun to work with her. Paola, her daughter, is in Kindergarten this year and she is doing great in school. Being a HIPPY parent has motivated Monica to get more involved in her daughter’s education and keep up with her progress in school. Monica speaks very little English so I am helping her learn more words in English. I’ll write down lists of words in Spanish and in English that she wants to know how to say and she’ll practice them. I also translate the letters that her daughter brings home from school for her to read. I feel good about making a difference in the lives of the families that I serve through HIPPY.

*Mariela Villegas*
Home Visitor

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**HIPPY Champion: Barbara Samuel**

Mrs. Barbara Samuel was introduced to the HIPPY program when she became the supervisor for HIPPY in Ocala, Florida. She immediately fell in love and now is an advocate for HIPPY and a member of the state HIPPY advisory committee. She also serves as a training consultant with the Florida HIPPY State Office. She earned her B.S. Degree from Florida A&M University and her M.S. from Nova University. She spent 33 years in the Marion County Public School system in various positions from a school social worker to supervisor of preschool programs.
Florida HIPPY Training & Technical Assistance Center

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