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Former HIPPIY Parent



“My son participated in HIPPIY at the ages of four and five. When we began HIPPIY, I had no idea what I needed to teach my child, what I needed to look out for, things he should have known by age four, or how to find out. Thanks to HIPPIY, we have come a long way. Jacob is now in the second grade and is eight years old. Jacob is an A-B honor role student and on a third grade reading level. Any difficulties Jacob had were identified at an early age and are still being worked with. It is amazing what 15 minutes a day, five days a week will do for a child. Not only did HIPPIY prepare Jacob for school, it also helped at home too. HIPPIY taught Jacob how to be able to sit and do homework, how to cut and color and play in a lot of different ways. HIPPIY also taught me how important it is for children to play, color, cut and just be children!! So from us HIPPIYs up in Starke, A BIG THANK YOU!!!!”

Former HIPPIY Parent

Current HIPPIY Grandparent

Mrs. Vicks has a four year old grandson in the program. She is a working grandparent who has custody of her grandchild and still finds time in her busy schedule to have one-on-one time with him doing HIPPIY activities each evening. Mrs. Vicks is very involved in her grandson’s pre-school activities but wanted to enhance what he is learning in school. She says, “ I wish this program was around when my son was growing up.” Her grandson enjoys the HIPPIY books and activities and looks forward to doing his “ HIPPIY Homework.” She has recommended the HIPPIY Program to parents at the daycare her grandson attends and others in the community. She says it makes him feel like a “big boy” and is starting to teach him responsibility and a love of learning at an early age.



Current HIPPIY Grandparent

Florida HIPPIY is on the Right Track!



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Usability of Florida Research and Evaluation

Now That We Have It...How Do We Use It?

By Mary Lindsey, Ph.D., HIPPIY State Director

Florida HIPPIY programs have participated in four major research studies conducted by the Florida HIPPIY State Office in collaboration with the University of South Florida. We have collected a wealth of information and the challenge now is to develop strategies that will narrow the gap between generating evaluation findings and actually using this information. In order to address this challenge, we have titled this edition, The Usability of Florida Research and Evaluation. This information will be useful to programs as they seek to sustain their programs, inform funders, legislators, collaborators, and other early childhood partners on the impact that HIPPIY has had on their programs and families.

We will combine findings from the 2004 Florida HIPPIY Parent Survey with testimonials from the Florida HIPPIY Success Stories booklet as an example of how to use this data for program improvement and advocacy. The discussion will begin with the implications for program improvement that were generated by findings from the 2004 Florida Parent Survey II. The second part will focus on feedback gleaned from the success stories booklet.



NEXT STEPS

How To Use Parent Survey Findings For Program Improvement

By: Marsha Black, Ph.D.

The outcomes from the 2004 Florida HIPPIY Parent Survey II will demonstrate how the results may be used for program improvement. Four findings are highlighted below:

Findings I

Less than half of the HIPPIY parents reported they visited a library with their children

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. HIPPIY families reported low rates of library usage compared to other community educational activities. HIPPIY 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.

HIPPIY 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. Field trips to the local library, museum, art gallery or historical site would be another way families could participate in these educational experiences. In addition, a representative from the local library could be a guest speaker at a group meeting and provide parents with information on using library resources.

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The Florida HIPPIY Training and Technical Assistance Center is supported by funds from the State of Florida in collaboration with the University of South Florida.

▲ ● ■ ★ HIPPY Brightens Futures

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Findings 2

More lower income and Spanish-speaking HIPPY families were engaged with their children in home literacy activities and community educational activities than parents in the national sample.



HIPPY programs should continue to explore 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 alleviate 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.

Findings 3

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.

Early intervention researchers suggest early childhood programs develop supports to maintain children's positive attitudes toward learning. HIPPY programs may want to develop more explicit and concrete steps to connect parents with schools before their children enter kindergarten, such as buddy programs, attending parent orientations, and having direct communication with school personnel.



Findings 4

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.

On behalf of the Florida HIPPY State Office and the University of South Florida's research team, I want to thank each of you for your dedication and commitment to the research and evaluation of the HIPPY program. Though multiple stakeholders have a vested interest in the HIPPY evaluation findings, our Florida HIPPY programs are the primary audience for our evaluation studies. We are already planning for next year's activities and will focus on measuring HIPPY children's progress after they enter kindergarten.

Success Stories Strategies for Advocacy

By Dabaram Rampersad, Assistant State Director



Florida HIPPY coordinators have used the success stories booklet in a number of ways to inform stakeholders about the impact of HIPPY on children and families in their respective communities.

In South Florida, **DeMarchia Gibson**, HIPPY Director at Center for Family Services (CFS) has already shared the booklet with CFS's Executive Director and Chief Operating Officer who will in turn share with the agency's Board of Directors. DeMarchia is also planning to provide a copy to the site monitor of Children's Services Council (funder) during a scheduled site visit. DeMarchia feels that the booklet "will definitely serve as a valuable piece confirming that HIPPY works".

In Central Florida, **Diane Day**, HIPPY Coordinator of the DeSoto County HIPPY program administered by the Sarasota Family YMCA, has already shared the booklet with her local Advisory Committee members who in turn will share it with others. Diane indicated that the booklet also provides information on how to contact other HIPPY programs and State Advisory Committee members. She has also gotten several ideas for collaborations from the descriptions provided by other HIPPY programs. **Toni Bloise**, HIPPY Coordinator in Bradenton (Manatee County) with Resource Connection for Kids,

In The Sunshine State ★ ■ ● ▲

Former HIPPY Parent & Home Visitor



"I was introduced to the HIPPY Program in 1995. I was in a place where I was not proud of myself and had very low self-esteem. My home visitor at that time was very patient and compassionate. She believed in me when I did not believe in myself. After a few visits, I realized I had the potential to teach my own children at home. In teaching my children, I was teaching myself as well. I became more aware that I was somebody. I realized that watching the soaps and drinking all day was a waste of valuable time, that I could make a difference."

"The door opened for me to become part of the HIPPY staff. I have helped many parents realize that they can teach their own children. Through HIPPY I have been clean and sober, my self-esteem has improved, and I have become a better parent. I've attended a community college with an A average. I was approved by Habitat for Humanity to build my own house in October 2000. I am a proud member of the choir, and I can sing with an uplifted voice. I joined HIPPY, I was a nobody, now I am a SOMEBODY!"

Lisa, former HIPPY Parent and home visitor

HIPPY Families Speak



HIPPY Graduate

"My name is Dana S. Palloo, Jr. I started HIPPY when I was four. Ms. Audrey visited our home to bring and explain the work. I had lots of fun coloring, reading, and doing other activities. When I started kindergarten, I was ahead of the class work because of the activities in HIPPY. I've always been an honor roll student, and I received the Sun Sentinel award for the best character in fourth grade.

Presently, I am in the sixth grade, and I am in the 8th grade GEM math program (gifted education math). Now that my mom is the assistant coordinator, I repay my learning by helping at the group meetings when I attend. This is a great program. I salute HIPPY for helping me in school."

HIPPY Graduate

HIPPY Parent



"I am a parent who tends to be very concerned about my child's education. HIPPY has been a great help to my child. My son, Keydron Josey, age 5, has improved in so many areas of learning. His writing, vocabulary, and cognitive skills are being developed and even now he is doing well in school. (He is so very eager to learn). I am excited about taking those few minutes a day to work with my child and to see him just as enthused."

HIPPY Parent