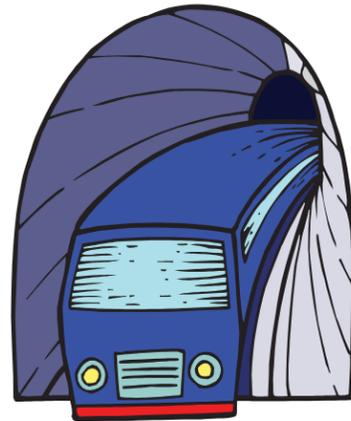


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- I am very thankful for the HIPPY program because it helped by daughter, Rose. It enhanced her skills in story comprehension, problem solving, independent thinking, and language development. It led to my daughter being accepted in the Gifted Program." *Deborah Gaj, parent, Ocala HIPPY program.*
- "Wayde McClanahan is a successful HIPPY child who has just begun kindergarten. Wayde and his mom Pamela completed all ninety weeks of the HIPPY program! Wayde was successful on his state Kindergarten Readiness Test and is now enjoying success with his kindergarten work." *Early Childhood Resources, STAR school, Winter Haven HIPPY program.*

Conclusion

The results of Florida HIPPY research and evaluation studies have consistently shown the value of the HIPPY program to the communities and the State of Florida. Our research activities for 2005 will focus on gathering school readiness data for HIPPY kindergarteners and pilot testing a child pre-literacy measure. We expect the results from these two research endeavors to be positive for HIPPY parents and staff.



Florida HIPPY is on the Right Track!



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Winter 2005

Winter 2005

The Florida HIPPY Research Agenda III

RESEARCH: The Measure of Our Success

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



"There is no single best plan for an evaluation, not even for an inquiry into a particular program at a particular time, with a particular budget." Cronbach (1982). *Designing Evaluations of Educational and Social Programs*: San Francisco: Jossey-Bass

In light of this statement, we are continuing our focus on research to study the impact of HIPPY on parents and children in the state of Florida. The HIPPY research design includes both qualitative and quantitative data to examine process and impact evaluations.

In the past two newsletters, we highlighted parent report data from the Florida HIPPY Parent Survey II that showed how parents viewed HIPPY and how they believed HIPPY had helped them in the education of their children. In this edition, we will illustrate how descriptive and numerical data are used together to demonstrate the impact of HIPPY. The information contained in this newsletter was obtained from one of three studies: (1) the Six Sites Study: A preliminary investigation of the Home Instruction Program for Preschool Youngsters (HIPPY) in Florida, 2000; (2) the Florida HIPPY Parent Survey I, 2002, or (3) the Florida HIPPY Parent Survey II, 2004. The narratives are from the 2004 "HIPPY Success Stories" submitted by parents, home visitors, and coordinators.

The 2000 Six Sites HIPPY Study

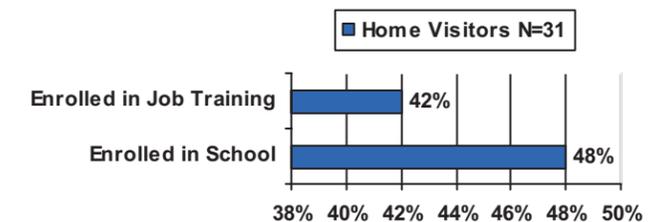
By: Marsha Black, Ph.D.

HIPPY Creates Lasting Changes In People's Lives

In 2000, Researchers at the University of South Florida conducted a Six Sites Study: A Preliminary Investigation of the Home Instruction Program for Preschool Youngsters (HIPPY) in Florida. The study was conceptualized as a pilot project to gather preliminary statewide data on variability in the organization, structure, and delivery systems of HIPPY programs and processes, such as recruiting participants, motivating families, and training home visitors. HIPPY program staff were surveyed, interviewed, and collectively participated in 120 hours of focus groups.

The following chart and comments illustrate some of the ways being a part of HIPPY has impacted the lives of home visitors:

Employability Skills Most Frequently Acquired by Home Visitors



- "HIPPY really helped me not only with my employability skills but with my communication skills. It definitely boosted my self-confidence. I am now employed as a customer service supervisor." *Merrilee Torres-McKnight, former home visitor, Tampa HIPPY Program.*

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The Florida HIPPY 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

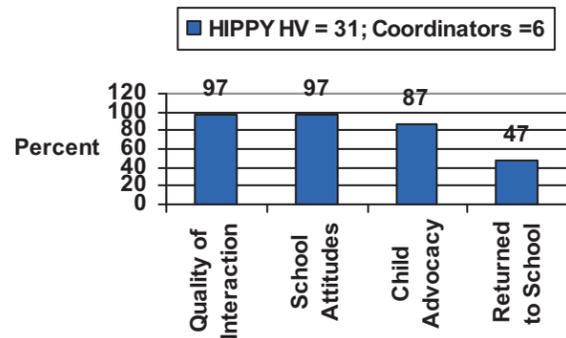
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- “As a home visitor, I learned how important my consistency and my word are. The other skills that I learned, like using a positive tone and knowing you sometimes have to demonstrate something to teach it, help me on my job now. (Housing Authority Trainee). *Elisabeth Wilson, home visitor, Winter Haven HIPPY program.*

Parents Are Forever Changed by HIPPY too!

HIPPY staff reported multiple positive changes that they observed or that parents shared with them. Increase in the quality of parent-child interactions and child advocacy are just a couple of significant changes made by HIPPY families:

Areas of Positive Changes in HIPPY Families Most Often Identified by HIPPY staff



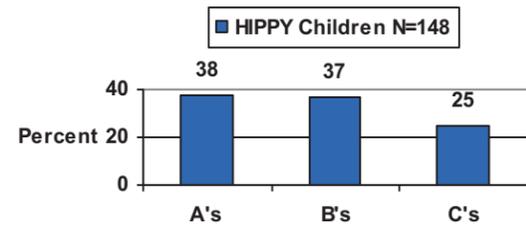
- “As a parent, HIPPY taught me how to teach my children, how to break it down, demonstrate for them, and how to use a positive tone when I talk to them.” *Elizabeth Wilson, parent, Winter Haven HIPPY Program.*
- One parent wrote: “I am writing this letter to express how pleased we are with the HIPPY program. Our relationship has grown stronger, and the time we spend together is priceless.” *Sherein Mays, parent, Bradenton HIPPY program.*

HIPPY Equals Success In School!

The Florida HIPPY Survey I, Spring 2002, was conducted to collect information from current and former HIPPY parents on family demographics, home literacy, academic achievement of HIPPY graduates,

parent involvement in children’s education, and parent education and employment. As illustrated below, the data from this survey on the typical grades of HIPPY graduates and the narratives from children, parents, and HIPPY program staff illustrate how **HIPPY prepares children for success in school.**

Typical Grades of HIPPY Graduates and Dually Enrolled Students

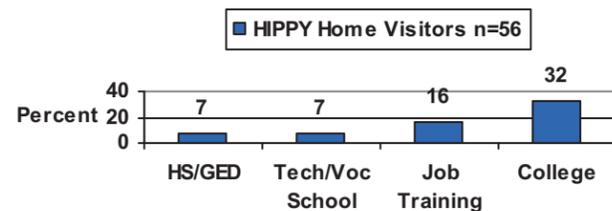


- “HIPPY helped me get ready for school. I remember reading lots of books with my mom and learning all sorts of stuff in HIPPY. I am now in the 9th grade, and I am on the honor roll. I really liked the HIPPY program. It does help kids learn.” *Tiffany Lugo, graduate, Tampa HIPPY program.*
- “Caroline Perez is 9 years old and started in the Lake Worth HIPPY program when she was 4 years old. Since Caroline has been in school, she has written 7 stories in English and Spanish when she was in second grade. She is also in the Dual Language Program and has come up with the idea to have a book club in her 4th grade classroom.” *Mary Rodriguez, Coordinator, Lake Worth HIPPY program.*

HIPPY Staff To Pursue Higher Education

Sixty-eight percent of the home visitors who participated in the Florida HIPPY Survey I, Spring 2002, indicated that while working as home visitors they became interested in furthering their own education. These data and the comments below illustrate that **working in the HIPPY program increases interest in education.**

Home Visitor Career and Educational Interests



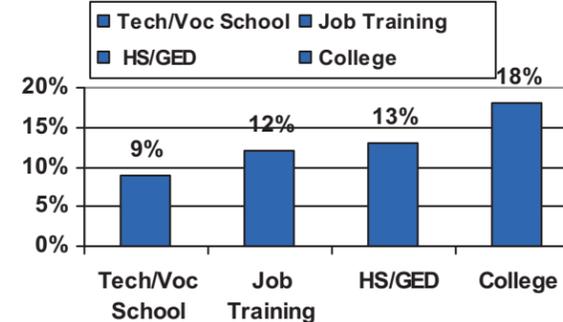
In The Sunshine State

- “Cheri Bell has been a home visitor for over six years. She said she wanted to do something more with her life, and she was thinking of going back to school. Cheri took action and began looking at school catalogs. She has taken it a step further and is now enrolled part-time at Palm Beach Community College.” *Michele Jackson, Coordinator, Roosevelt Services Center HIPPY Program.*
- “Since she has been in the program, Luz Perez has completed and received certificates in computers and early childhood workshops. She has also taken full change to become involved in working for the school district in the front office of South Grade Elementary. She is the eyes and ears of the Lake Worth HIPPY Program.” *Mary Rodriguez, Coordinator, Lake Worth HIPPY.*

HIPPY Parents are Excited About Education!

Fifty-three percent of the HIPPY parents in Florida HIPPY Survey I, Spring 2002, expressed interest in (or had taken steps toward) pursuing further education since participating in the HIPPY program. The data below are supported by the comments from HIPPY parents and shows that **being involved in HIPPY empowers parents to explore educational opportunities.**

Parent Career and Educational Interests



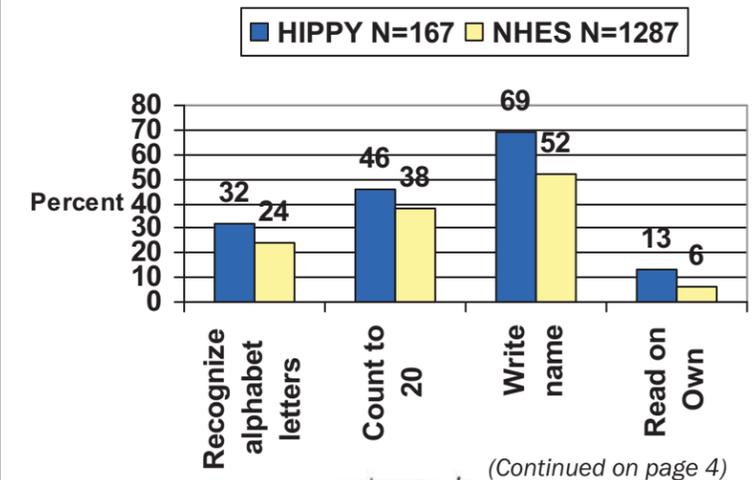
- “My name is Sandra Walker. I graduated from high school in 1969. After 30 years, I decided to pursue a college degree. I have managed to maintain a 2.86 cumulative average. Not bad for a young lady of 53 years old.” *Sandra Walker, parent, Ocala HIPPY program.*

- “Ms. West is a mother of three who has a hearing disability. She completed her two year degree in May from Palm Beach Community College. She is currently enrolled at Palm Beach Atlantic University.” *Cylenchia Mann, Coordinator, Belle Glade HIPPY program.*

HIPPY Kids are Kindergarten Ready!

The Florida HIPPY Parent Survey II, 2004, was conducted to explore the level of involvement of HIPPY parents in home literacy and in community educational activities with their children compared to a national sample of parents with young children. Parents reported 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 results showed that more HIPPY children than NHES children can recognize all of the letters of the alphabet, count to 20, and write their first name even if some of the letters are backwards. These data and the accompanying narratives show that **HIPPY prepares children for success in kindergarten.**

Children's Pre-Academic Skills Alphabet Letters and Counting



(Continued on page 4)

