This special edition of the newsletter will show the impact HIPPY achieved during the past year. The state office continued to support sites with trainings, technical assistance site visits, and updating the goals of the strategic plan to the year 2020. Regional Coordinator/ Home Visitor Orientations, Professional Development Trainings, conference calls, webinars, online trainings, newsletters, and research activities were all critical to the success and sustainability of HIPPY programs in Florida.

During the 2014-2015 year, the Florida HIPPY Training and Technical Assistance (T&TA) Center and the research team, along with Florida HIPPY site coordinators, assistant coordinators, home visitors, and HIPPY parents and children had another successful year.

The 2014-2015 results and findings support our theory that “HIPPY Works.” The technical assistance, training, hard work and dedication of HIPPY staff, parents and children all lead to positive outcomes. Florida HIPPY programs demonstrated that HIPPY made a positive impact on children and families in Florida.

We Reached Our Target Population
A total of twenty-two Florida HIPPY programs were operating throughout the northwest, north, central and southern regions of Florida and we served 2,062 children from diverse families.

**HIPPY Children’s Primary Language**

- English: 61%
- Spanish: 35%
- Haitian Creole: 3%
- Other: 1%

**HIPPY Children’s Racial Breakdown**

- White: 47%
- Black: 38%
- Other: 6%
- Multiracial: 3%

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Mary Lindsey, PhD, State Director

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Florida HIPPY Training & Technical Assistance Center
College of Behavioral and Community Sciences
University of South Florida
13301 Bruce B Downs Blvd, MHC 2113A
Tampa, Florida 33612
Phone (813) 974-2177
Fax (813) 974-6115

http://floridahippy.fmhi.usf.edu

State Director
Mary Lindsey, PhD
Lindsey@usf.edu

Assistant State Director
Dabaram Rampersad
Rampersad@usf.edu

HIPPY USA
1221 Bishop Street
Little Rock, AR 72202
Tel: (501) 537-7726 Fax: (501) 537-7716

http://www.hippyusa.org

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Florida HIPPY State Office
Florida HIPPY
HIPPY Works through Its Parents

The Parent involvement surveys administered pre and post showed that more parents became involved in their children’s education. More parents spent time with their children outside the home engaging in different community and social activities. Parents are reading with their children, and providing more structure for reading and completing the HIPPY activities.

As parents continued to participate in HIPPY a higher percentage of parents were actively reading with their children.

### HIPPY Activities At Home

<table>
<thead>
<tr>
<th></th>
<th>PRE TEST</th>
<th></th>
<th>POST TEST</th>
<th></th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = Yes</td>
<td>%</td>
<td>N = Yes</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Q11: When reading to child at home, how often do you usually/sometimes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask child to tell what is in the picture</td>
<td>289</td>
<td>91.2%</td>
<td>312</td>
<td>98.4%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Ask child to point out letters</td>
<td>270</td>
<td>85.2%</td>
<td>293</td>
<td>92.4%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Ask child to read with caregiver</td>
<td>252</td>
<td>79.5%</td>
<td>284</td>
<td>89.6%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Talk about story when activity complete</td>
<td>288</td>
<td>90.9%</td>
<td>312</td>
<td>98.4%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

The findings also showed that more parents are providing the structure needed for teaching and are setting a specific place and time to work with their children.

### HIPPY Curriculum Activities

<table>
<thead>
<tr>
<th></th>
<th>PRE TEST</th>
<th></th>
<th>POST TEST</th>
<th></th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = Yes</td>
<td>%</td>
<td>N = Yes</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Set time to work on HIPPY lessons (Q4)</td>
<td>173</td>
<td>54.5%</td>
<td>257</td>
<td>81.0%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Set place to work on HIPPY activities (Q5)</td>
<td>189</td>
<td>59.6%</td>
<td>289</td>
<td>91.1%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Specific time to work on HIPPY lessons (Q6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>25</td>
<td>7.8%</td>
<td>70</td>
<td>22.0%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>57</td>
<td>18.0%</td>
<td>73</td>
<td>23.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Evening</td>
<td>124</td>
<td>39.1%</td>
<td>161</td>
<td>50.7%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>
HIPPY Works through Its Children

Children Are Learning and Becoming Better Prepared for Kindergarten

The Bracken School Readiness Assessment given at pre and post measured children’s progress on five early learning foundational concepts of colors, letters, numbers, sizes and shapes. Data analyses showed that HIPPY children improved on all foundational areas from pre to post. A higher percentage of HIPPY children in all three age groups (i.e. 3, 4, and 5) performed better on the assessments at posttest with the most improvement seen among the 3 year olds.

The percentage of children categorized in the average to advanced categories improved by 22% among the 3 year olds, 17% among the 4 year olds and 5% among the 5 year olds.

**Percentage of Children in Average to Advanced Categories at Pre and Post**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 year old</td>
<td>60</td>
<td>82</td>
</tr>
<tr>
<td>4 year old</td>
<td>66</td>
<td>83</td>
</tr>
<tr>
<td>5 year old</td>
<td>82</td>
<td>87</td>
</tr>
<tr>
<td>6 year old</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

HIPPY Children Showed They Were Ready for Kindergarten in 2013-2014

Data analyses showed that 89% of HIPPY children in the Florida HIPPY longitudinal study were ready for kindergarten. These children passed both the Early Childhood Observation Scale (ECHOS) and Florida Assessments for Instruction in Reading–Kindergarten (FAIR-K) which were the tests Florida used to measure kindergarten readiness. HIPPY children had favorable school outcomes attending school regularly (93% of the time). Data also showed that 93% of HIPPY students were promoted to the first grade. Therefore, parents and children working together will ensure that children are prepared to learn, and are ready for school; “HIPPY Works!”

Florida HIPPY Programs

- **ALACHUA**: School Board of Alachua County
- **BRADFORD**: Bradford County School District
- **BROWARD**: Family Central, Inc.
- **DESOTO**: Sarasota Family YMCA, Inc.
- **ESCAMBIA**: Escambia County School District, McMillian Center
- **FRANKLIN**: Panhandle Area Educational Consortium
- **GAUDEN**: Panhandle Area Educational Consortium
- **GULF**: North Florida Child Development, Inc
- **HAMILTON**: Exceptional Student Education- Greenwood School Campus
- **HARDEE**: Sarasota Family YMCA, Inc.
- **HILLSBOROUGH**: Bible-Based Fellowship Church of Temple Terrace, Inc.
- **MADISON**: Panhandle Area Educational Consortium
- **MANATEE**: Manatee Community Action Agency- Resource Connection for Families
- **MARION**: Marion County Public Schools
- **MIAMI-DADE**: Miami-Dade County Public Schools AND Family Central, Inc.
- **MONROE**: Early Learning Coalition of Miami-Dade/Monroe Counties
- **Palm Beach**: Center for Family Services, Inc.
- **PINELLAS**: R’Club Child Care, Inc.
- **PUTNAM**: Communities in Schools of Northeast Florida
- **SARASOTA**: Sarasota Family YMCA, Inc.
- **WAKULLA**: Panhandle Area Educational Consortium
HIPPY Mission Statement

HIPPY partners with parents to prepare their children for success in school.

HIPPY Works through Its Collaboration

Our Stories, Our Successes
In addition to the traditional HIPPY services, we are also piloting services using the HIPPY curriculum to serve children with Autism and other related disabilities. These pilots and outcome data will be very helpful to promote the inclusion of all children in HIPPY programs, not only in Florida, but throughout the United States.

<table>
<thead>
<tr>
<th>Ashley</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPPY Skills Test (Y1)</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

I am Ashley – Age 4 and I was diagnosed with moderate autism after I began HIPPY one year ago. Because of HIPPY I am now talking and I enjoy story time and answering questions about the story.

<table>
<thead>
<tr>
<th>Deshaun</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPPY Skills Test (Y1)</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Get Ready 2 Read</td>
<td>56</td>
<td>63</td>
</tr>
<tr>
<td>BRACKEN (Y2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Letters</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Numbers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Size</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Shapes</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

A proud 2015 HIPPY graduate!

HIPPY WORKS!!

How Can I Help? Make a Donation Today!

Checks payable to: USF Foundation (Memo Line: Acct # 530004 HIPPY Services Fund)
Please send all donations to: Florida HIPPY Foundation Account, 13301 Bruce B. Downs Blvd., MHC 2113A, Tampa, FL 33612

The USF Foundation is a not-for-profit 501(c)3 organization.

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