

Tracy Payne, Ph. D.

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Academic Background

- Ph.D. Vanderbilt University, Peabody College of Education
Department of Teaching, Learning & Diversity; Graduate Fellow of the
Institute of Education Services (IES) Sponsored Experimental Education
Research Training Program at the Peabody Research Institute (PRI)
- B.S. Interdisciplinary Studies, Tennessee State University

Professional Experience

- 2018 - present Principal Investigator and Project Director
Florida Home Instruction for Parents Preschooler Youngsters (HIPPY)
Training & Technical Assistance Center and Principal Investigator,
Hillsborough HIPPY Parent Involvement Project, Florida Center for
Inclusive Communities, Department of Child & Family Studies, College of
Behavioral and Community Sciences, University South Florida.
- 2018 - present Assistant Research Professor
Department of Child & Family Studies, College of Behavioral and
Community Sciences, University South Florida
- 2015 – 2018 Adjunct Faculty
University of South Florida, College of Education
Hillsborough Community College, College of Social Sciences
Springfield College, College of Human Services
- 2013 – 2015 Assistant Professor
Department of Child, Family and Community Sciences College of Education
University of Central Florida, Orlando, FL.

Externally Funded Projects

Co-Principal Investigator, 02/2023 – 11/30/23. Home Instruction for Parents of Preschool Youngsters CORP (HIPPY Corp) awarded by the Connelly Publishing to the College of Behavioral and Community Sciences, University of South Florida. \$25,000 for 2023-2024.

Principal Investigator, 02/2021 – present. Home Instruction for Parents of Preschool Youngsters in Martin County (HIMCO) awarded by the Connelly Publishing to the College of Behavioral and Community Sciences, University of South Florida. \$275,000 for 2023-2024.

Principal Investigator, 04/2020 – present. Florida Home Instruction for Parents of Preschool Youngsters Training and Technical Assistance Center (HIPPY-DOE) awarded by the Florida Department of Education to the College of Behavioral and Community Sciences, University of South Florida. \$11.7 million per three-year contract, 2021-2024.

Principal Investigator, 04/2020 – present. Home Instruction for Parents of Preschool Youngsters Parent Involvement Project (HHPIP) awarded to the College of Behavioral and Community Sciences, University of South Florida. \$5.725 million, five-year contract, 2019-2024.

Co-Principal Investigator, 10/2019 – 10/2020. HIPPY Impacts Child-Parent Interactions Research Study, University of South Florida, \$10,000

Principal Investigator, 02/2017 – 09/2019. Conscious Awareness Learning Model (CALM), Hillsborough Community College, Program Evaluator, \$50,000.

Co-Principal Investigator, 01/2012 – 05/2012. Head Start Community Assessment Evaluator, Orange County, Florida., \$20,000.

Principal Investigator, 08/2009 – 07/2011. *Talking About Mathematics in preSchool* (TAMS) Office of Planning, Research, and Evaluation; Administration for Children and Families Graduate Student Research award for Head Start Scholars, \$50,000.

2004 – 2010 *Science, Engineering, Mathematics, and Aerospace Academy (SEMAA)* Grant awarded to SECME and Tennessee State University by the National Aeronautics and Space Administration (NASA) – Co-Investigator; National Science Foundation that sponsored the Geo-Robotic Analytical Sampling Project (GRASP) – Co-PI; Metro Nashville Public Schools by the Marshall Space Flight Center for the Engineers of Tomorrow FIRST Robotics Program – Principal Investigator. \$16.2 million over 6 years.

Publications

Journal Articles

Payne, T. & Pages, R. (in preparation). An economic review examining home visiting and parent-focused programs as an alternative to or a partner with center-based preschools. *Child Development*, v(ii), pp. xx-xx.

Payne, T. (under review). The math talk learning environment: Testing an early childhood math intervention. *Early Childhood Research Quarterly*, v(ii), pp. xx-xx.

Payne, T. & Yampolskya, S. (under review). The power of parenting: HIPPY encourages

parent investments that are correlated with impacts on children's cognitive development. *Children and Youth in Review*, v(ii), pp. xx-xx.

Payne, T., Joseph, R. A., Yampolskaya, S., & Vatalaro, A. (2020). Florida HIPPIY parents successfully prepare their children for kindergarten. *Early Childhood Research Quarterly*, 53(4),650-657. <https://doi.org/10.1016/j.ecresq.2020.07.007>.

Hofer, K., Farran, D.C., & Payne-Cummings, T. (2013). Preschool children's math-related behaviors mediate curriculum effects on math achievement gains. *Early Childhood Research Quarterly*, 28(3), 487- 495. <https://doi.org/10.1016/j.ecresq.2013.02.002>

Books and Book Chapters

Payne-Cummings, T., Whitaker, M., Darrow, C. & Milner, H.R. (2009). Identity development. In K. Lomotey (Ed.) *Encyclopedia of African American Education* (pp. 1:351- 353). Thousand Oaks, CA: Sage Publications.

Keynote Addresses, Presentations, & Invited Panels

Payne, T. (2022, January). Preparing Parents for Preschool. Professional Development Workshopmade to Lutheran Services Head Start Teachers.

Payne, T. (2022, January). Preparing Parents for Preschool. Professional Development Workshopmade to Lutheran Services Head Start Teachers.

Payne, T. (2022, March). Community Schools: a Hillsborough County Public Schools initiative to partner with agencies to expand the Community Schools movement in Hillsborough. Invited to participate in a round table discussion with the Superintendent's Chief of Federal Programs, Supervisor of Community Schools, Hillsborough Public School Advocates, and Florida's Collaboration Project.

Payne, T. (2020, January). Preparing Parents for Preschool. Professional Development Workshopmade to Lutheran Services Annual Head Start Teacher Conference, Tampa, FL.

Payne, T. (2019, October). Empowering parents to raise tomorrow's change agents. Presented to the Florida Association for the Education of Young Children's 2019 Annual Conference, BestPractices in Early Learning for Florida's Children. Orlando, FL.

Payne, T. (2019, June). Human interaction: There is no app for that. Presentation made at the National SECME 2019 Summer STEAM Teaching Institute at the University of Florida. Ocala, Florida.

Payne, T. (2019, June). Talking math AT kids vs. talking math investigations WITH kids. Keynote at the National SECME 2019 Summer STEAM Teaching Institute at the University of Florida. Ocala, Florida [Invited Keynote].

Payne, T. (2019, March). Parent engagement works: How findings from Home Instruction for Parents of Preschool Youngsters (HIPPIY), an early education program, impacts family engagement, school readiness and educational outcomes of low-income children in Florida. Symposium Chair at the 32nd Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health. Tampa, FL.

Payne, T. (2018, November). Working with families to develop the whole child for twenty-first century leaders. Keynote at the 22nd Annual Polk Collaborative Partner's Quality Education and Care for Children Fall Conference, Polk State College, Winter Haven, Florida [Invited Keynote].

Payne, T. (2018, November). Using math talk to develop children's capacity for math and reasoning. Presented at the 22nd Annual Polk Collaborative Partner's Quality Education and Care for Children Fall Conference, Polk State College, Winter Haven, Florida.

Payne-Cummings, T., Farran, D., Hofer, K., Bilbrey, C. & Lipsey, M. (2010, June). Examining the effects of children's preschool talk on their kindergarten math achievement. Presented at the Institute for Education Sciences National Research Conference, Washington, D.C.

Payne-Cummings, T., Farran, D., & Lipsey, M. (2010, June). Talking about mathematics in preschool: A project overview. Presented at the Head Start National Research Conference, Washington, D.C.

Payne-Cummings, T., Farran, D., Hofer, K., Bilbrey, C. & Lipsey, M. (2010, June). Starting a chain reaction: Encouraging teachers to support children's talk about mathematics. Presented at the Head Start National Research Conference, Washington, D.C.

Payne-Cummings, T., Farran, D., Lipsey, M., Bilbrey, C. & Vorhaus, E. (2009, June). Classroom practices that promote behaviors found to increase math achievement among low-income preschool children. Presented at the Institute for Education Sciences National Research Conference, Washington, D.C.

Payne-Cummings, T., Hofer, K., Farran, D., Lipsey, M., Bilbrey, C. & Vorhaus, E. (2009, April). Child talk and engagement in prekindergarten predict achievement gain. Presented at the Society for Research in Child Development, Denver, CO.

Payne-Cummings, T., Hofer, K., Farran, D., Lipsey, M., Bilbrey, C. & Vorhaus, E. (2009, March). Preparing prekindergartners with math readiness skills: The effect of children's talk, focus, and engagement on math achievement. Presented at the Society for Research in Educational Effectiveness, Conference, Washington, D.C.

Payne-Cummings, T., Hofer, K., Farran, D., Lipsey, M., Bilbrey, C. & Vorhaus, E. (2008, June). Focus on early math: student engagement in the building blocks scale-up project. Presented at the Institute for Education Sciences National Research Conference, Washington, D.C.

Payne-Cummings, T., Butler, J., Kuner, S., & Lofstrom, M. (March, 2008). A program

evaluation of the Teaching American History professional development on student achievement: Modeling Effects using growth modeling. Presented at the American Educational Research Association Annual Conference, New York, NY.

Arino de la Rubia, L., Butler, J., Payne-Cummings, T., Madison, R., Byrne, B. & Gary, T. (April, 2007). A program evaluation of the N.A.S.A. - S.E.M.A.A Partnership. Presented at the 29th Annual University-Wide Research Symposium, Tennessee State University.

Payne-Cummings, T. (April, 2006). A program evaluation of the Engineers of Tomorrow Project: promoting careers in science, technology, engineering and mathematics. Paper presented at the 28th Annual University-Wide Research Symposium, Tennessee State University.

Honors

- 2012 American Educational Research Association's Early Childhood SIG *Most Outstanding Dissertation Research Award* for 2012
- 2011 *Head Start Scholar*, Department of Health and Human Services
- 2009 Administration of Children and Families, Department of Health & Human Services' Head Start and Early Head Start *Graduate Research Award*
- 2008 NASA Science, Engineering, Mathematics, and Aerospace Academy *Leadership in Innovative and Inclusive STEM Education Award*
- 2006 Fellowship to Vanderbilt University's Doctoral Experimental Education Research Training [ExpERT] Program
- 2006 *Award for Excellence in Research*, 28th Annual University-wide Symposium, Tennessee State University.