

Tracy Payne Jordan, Ph. D.

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Department of Child & Family Studies
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Academic Background

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

Professional Experience

2020 – present, University of South Florida, Assistant Research Professor, Principal Investigator, and State Director of the Florida HIPPY Training & Technical Assistance Center (Florida HIPPY), PI Hillsborough HIPPY Parent Involvement Project (HHPIP), PI HIPPY in Martin County (HIMCO), and other related projects.

2018 – 2020, University of South Florida, Co-Director, Florida Home Instruction for Parents of Preschool Youngsters (HIPPY) Training & Technical Assistance Center at the University of South Florida

2015 – 2018, Adjunct Faculty, College of Education, University of South Florida; College of Education, Hillsborough Community College; and College of Social Sciences, Springfield College

2012 – 2015, Self-Employed, Sole Proprietor, Tracy Payne Educational Consulting Services provided professional development to early childhood educators, family childcare centers, and home educators.

2011 – 2012, University of Central Florida, Assistant Professor, College of Education; Department of Child, Family, and Community Sciences

2006 – 2011, Peabody Research Institute, Vanderbilt University, Graduate Research Assistant on multi-state experimental evaluations of early childhood curriculum and intervention studies,

including the Tennessee Preschool Evaluation, Building Blocks for Mathematics, Tools of the Mind, and Opening a World of Learning.

2004 – 2010, Tennessee State University, Project Manager, NASA-sponsored SEMAA Program, College of Science & Engineering. The Science Engineering, Mathematics, Aerospace Academy provided STEM enrichment to more than 13,000 K-12 students, parents, and teachers.

Publications

Yampolskaya, S. & Payne, T. (2024). Assessing parental involvement in children's learning: Initial validation of the Parent Involvement Survey. *Journal of Child and Family Studies* (vv).

<https://doi.org/10.1007/s10826-024-02961-5>.

Pages, R., Payne, T., & Knopf, H. (2024). Is the whole greater than the sum of its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool.

Early Childhood Education Journal. <https://doi.org/10.1007/s10643-024-01720-x>

Payne, T. (2024). The math-talk learning environment: Testing an early childhood math intervention. *Early Childhood Research Quarterly*, 66, 224-233.

<https://doi.org/10.1016/j.ecresq.2023.10.012>

Payne, T., Joseph, R. A., Yampolskaya, S., & Vatalaro, A. (2020). Florida HIPPY 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>.

Payne-Cummings, T. & Milner, R. (2009). Identity development. In Lomotey, K. (Ed.). *Encyclopedia of African American Education, Volume I and II* (pp. 297–298). Sage Publications.

Editorial Work

- Editorial Board, Journal of Early Intervention
- AERA Reviewer, Annual Conference, Early Education & Child Development SIG (2024; 10)
- AERA Reviewer, Annual Conference, Family, Schools, and Community Partnerships SIG (2024, 10)
- Guest Reviewer, Journal of Child and Family Studies (2023; 3) (2024; 2)
- Guest Reviewer, Children & Youth Services (2023; 2) (2024; 1)
- Guest Reviewer, Journal of Educational Psychology (2022; 2) (2023; 1)
- Guest Reviewer, Early Childhood Research Quarterly (2021; 2)

Externally Funded Projects

Principal Investigator, 04/2020 – present. Florida Home for Parents of Preschool Youngsters Training and Technical Assistance Center (HIPPY-DOE) an award from the Florida Department of Education, Division of Early Learning. \$11.7 million 2021-2024 and \$19.5 million for 2025-2030.

Principal Investigator, 04/2020 – present. Home Instruction for Parents of Preschool Youngsters Parent Involvement Project (HHPIP) awarded by the Children's Board of Hillsborough County. \$5.725 million, five-year contract, 2019-2024 and \$9 million for 2025-2030.

Principal Investigator, 02/2021 – present. Home Instruction for Parents of Preschool Youngsters in Martin County (HIMCO) Training & Technical Assistance for installing a new HIPPY program in Martin County, \$275,000 for 2022-2024 and \$50,000 for follow up in 24-2025.

Principal Investigator, 12/2022 – 11/2023. HIPPYcorp Grant Award from Connelly Publishing Company. \$25,000.

Co-Investigator, 05/2021 – 08/2023, Bridging the Word Gap Study, Collective Research Entity. Grant award headed by University of Kansas faculty Judith Carta, Charles Greenwood, and Dale Walker.

Co-PI, 08/2022 – 10/2023. Story Friends eBook Study in Florida Home Instruction for Parents of Preschool Youngsters. \$20,000 CBCS Internal Grant.

Principal Investigator, 12/2021 – 03/2022. Preschool Development Block Grant Office of Early Learning Digital Supports Pilot (DOE-Digital Supports) is an award to pilot early childhood digital curriculum and supports among TANF-eligible children in Florida. \$74,000

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

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 six years.

Conference Presentations

Payne, T. (2024, November). Community building, compassion, and accepting different-ness: Lessons from the field [Research presentation]. National Federation of Families, Orlando, FL.

Payne, T. (2024, October) Building EF skills and habits of mind using math games & math talk with young children. [Teacher workshop] Florida Association for the Education of Young Children, Orlando, FL.

Drobisz, J. & Payne, T. (2024, September). Florida HIPPY REDCap story [Poster presentation]. Research Electronic Data Capture National Conference, Pinellas, FL.

Pages, R., Payne, T., & Knopf, H. (2024, June). Is the whole greater than the sum of Its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool [Poster presentation]. National Research Conference on Early Childhood, Arlington, VA.

Pages, R., Payne, T., & Knopf, H. (2024, April). Is the whole greater than the sum of Its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool [Paper presentation]. American Educational Research Association, Philadelphia, PA.

Drobisz, J., Payne, T. & Goldstein, H. (2024, February). Technology in research today: Automated delivery and data collection to evaluate e-Book reading for preschoolers [Paper presentation]. National Conference on Research Innovations in Early Intervention, San Diego, CA.

Pages, R., Payne, T., & Knopf, H. (2023, November). Is the whole greater than the sum of Its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool [Paper presentation]. Association for Public Policy Analysis & Management, Atlanta, GA.

Payne, T. & Claudia Millar Jimenez (2023, November). What two short child assessments tell us about parents' role in preparing their children for school success: A Florida HIPPY Perspective. [Research presentation] National Association for the Education of Young Children, Nashville, TN.

Payne, T. (2023, November). Cutting-edge practice skills for the family-peer workforce: A panel discussion with model directors [Panel Discussant]. National Federation of Families, Chicago, IL.

Payne, T. (2023, March). Focusing on the other partner in a 2-Gen intervention: Workforce development initiative. [Panel Discussion]. National Association for Family, School, and Community Engagement: Educators preparation symposium. Washington, DC.

Payne, T. (2022, January). Preparing Parents for Preschool. Professional Development Workshop requested by Lutheran Services for 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. (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, Best Practices 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 (HIPPY), 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.

Teaching Experience

2017 Children's Mathematics Development [EEC 4321] at the University of South Florida. LMS: Canvas. The purpose of this course is for pre-service teachers to apply research-based learning theories to plan and teach math effectively in the Early Childhood classroom.

2017 Assessment and Evaluation [EEC 4613] at the University of South Florida. LMS: Canvas. This course focuses on assessment and evaluation procedures when working with young children ages 3-8. It examines appropriate ways of observing and documenting children, and ways of implementing, interpreting, and utilizing multiple assessment data.

2017 Cognitive Experiences for Young Children. [ECED 325] at the University of South Florida. LMS: Moodle. This course explores ethics in early childhood education based on the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.

2016 Ethical and Professional Standards for the Early Childhood Educator. [ECED 325] at Springfield College-Tampa Bay. LMS: Moodle. This course explores ethics in early childhood education based on the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.

2016 Math Inquiry [HUSB 151] at Springfield College-Tampa Bay. LMS: Moodle. Mathematics is crucial to understanding many modern social issues. To understand these issues students must be able to wrestle with quantitative language regarding factors such as the scale of need or the scope of available resources. These tools enable us to make better decisions as citizens, consumers, and human service advocates.

2015 – 2018 Statistics for Human Services. [HUSB 171] at Springfield College-Tampa Bay. LMS: Brightspace. This course provides an overview of research methods and the appropriate use of statistics in the social sciences. Students practice developing research designs and compute descriptive and inferential statistical analyses on their own topics of interest.

2015 – 2018. Introduction to the Teaching Profession [EDF 1005] at Hillsborough Community College, Florida State Schools. LMS: Canvas. This is a survey course including historical, sociological, and philosophical foundations of education, governance, and finance of education, educational policies, legal, moral, and ethical issues, and the professionalism of teaching. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies.

2015 – 2018. Introduction to Teaching Diverse Populations [EDF 2085] at Hillsborough Community College, Florida State Schools. LMS: Canvas. Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, and socioeconomic status, religion, languages of origin, ethnicity, and age upon the education experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies.

2015 – 2019. Issues in Research. [HUSB 305] at Springfield College-Tampa Bay. LMS: Brightspace. This undergraduate course provides a comprehensive introduction to research proposal writing,

research methodologies, and foundational research theories and protocols. Students in the course learn about the cyclical nature of applied research and the iterative process of research writing. The course teaches students how to write a proposal, engage in independent studies, and work collaboratively with a mentor-mentee relationship with a faculty advisor.

2011 – 2012 Assistant Professor, University of Central Florida, Developer of and Lead Instructor in undergraduate mixed-modal course, The Assessment and Evaluation of Young Children. LMS: Blackboard

2011 – 2012 Assistant Professor, University of Central Florida, Developer of and Lead Instructor in undergraduate course, Children's Math Development. LMS: Blackboard

2010 – 2011 Teaching Assistant, Vanderbilt University, undergraduate child development course, Foundations in Learning and Development. LMS: Blackboard

2008 – 2009 Teaching Assistant, Vanderbilt University, undergraduate level course, Infant and Toddler Curriculum and Programming.

2008 – 2009 Teaching Assistant, Vanderbilt University, undergraduate level course, Society, School and Teacher, the introductory course required of all students enrolled in Peabody College of Education.

Professional Affiliations

American Psychological Association
Early Childhood Education Network
National Federation of Families
National Association for Family, School, and Community Engagement
Society for Research & Development