



Evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program

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Report summary

Home Instruction for Parents of Preschool Youngsters (HIPPY) was first developed in 1969 by Avima Lombard at the National Council of Jewish Women Research Institute for Innovation in Education at Hebrew University. The program was originally created to address the low educational achievement of immigrant youth in Israel, and was inspired by studies finding benefits from early education intervention for children in low-income families (Baker, Piotrkowski, & Brooks-Gunn, 1999).

Since then, HIPPY has increased in popularity and is now implemented in several countries (Butler-Kisber, Kingsley, & Sklar, 2009), including Canada. Implementations in these countries vary to some extent, as the program takes the view that there is no “one size fits all” solution to early childhood education. However, there are many common elements across all iterations of the program.

HIPPY Canada's programming aligns closely with the general HIPPY approach globally. As HIPPY Canada notes:

- ▶ participant families are selected based on economic need;
- ▶ they are required to make a two-year commitment to the program; and
- ▶ they must agree to participate in 30 weeks of programming each year during the regular school year (HIPPY Canada, 2013b).

Once enrolled, parents begin meeting with a home visitor once every two weeks. During these typically one-hour meetings, parents and visitors review program curriculum materials for use during the coming weeks. Between meetings, parents are to spend 15 minutes per day with their child doing activities from the HIPPY curriculum. On a biweekly basis, group meetings are also offered at centres in the community where parents can participate in additional enrichment activities (HIPPY Canada, 2013b).

Visitors who themselves are local community members, and past HIPPY participants, work with approximately 15 families at any given time. They receive training in the delivery of HIPPY programming to parents. Training sessions are offered on a weekly basis and are meant to support the visitors' interactions with parents (HIPPY Canada, 2013b).

Qualitative studies into the effectiveness of HIPPY and the tracking of participants during their time in programming are quite common. However, quantitative studies that attempt to assess the net impact of HIPPY through a controlled comparison of participants to non-participants are less readily available. This limited number of studies provides support for the notion that HIPPY delivers on some, if not all, of its expected outcomes, in a number of different contexts. In most cases, these use social/economic experimental approaches or quasi-experimental methods to come to their conclusions.

However, despite the existence of such studies in other jurisdictions, there appears to be a limited number of similar quantitatively oriented studies of HIPPY as implemented in Canada. This is true for both HIPPY programming focussed on newcomers to the country and programming developed for Canadian Aboriginal parents and children. This lack of quantitative work pointed to the need for an analysis of HIPPY as delivered in Canada, and in particular, motivated HIPPY Canada to undertake its own evaluation work.

The evaluation incorporated two main data collection activities with separate, but linked, analysis activities. The first involved a retrospective quasi-experimental research design, wherein past HIPPY parents living in communities served by one of HIPPY Canada's Toronto delivery sites would be identified and asked to complete a survey about three points in their HIPPY participant child's life. These points would include the year prior to their participation in HIPPY, the year that their child was in grade 1, and — for older children — their most recent school year. Parents from these same communities, with children of a similar age who did not participate in HIPPY, would also be asked to complete this survey. Responses would be used to create matched program and comparison groups, and then compare the change in group outcomes across these three periods.

The second data collection activity planned for the study involved examining administrative data from HIPPY Canada's outcome tracking system, in order to assess program fidelity. This second activity was to provide insight into the degree to which programming is delivered as planned to help interpret the results of the quasi-experimental analysis. This is because, despite the fact that the full implementation of HIPPY may be quite effective in preparing children for school and affecting change among their parents, if many are unable to complete the programming its effectiveness may be undermined and this may be reflected in the impact assessment results.

Despite having developed an extensive plan for data collection, the realities of the field meant that certain changes to the data collection procedures were required throughout the course of the evaluation. Survey data collection took place between October 2014 and February 2015. In total, 102 surveys were completed. 50 parents were past HIPPY participants, while 52 were parents who had not participated in the program. All administrative program data examined during the evaluation were collected following the completion of this survey work. While the years during which these data were collected did not align with those asked about during the survey, they nonetheless did provide a general sense of the degree to which HIPPY programming is delivered as planned.

The current evaluation of HIPPY provides a considerable amount of information on the delivery and effectiveness of the program. The administrative data provided by HIPPY Canada suggest that the planned delivery of the program in Canada aligns quite closely with that of other jurisdictions. Despite this fact, and perhaps as in other contexts, a not insubstantial portion of program participants struggle to complete all weeks of programming. It appears that parents are better able to complete programming as their familiarity with the program grows, and those who have been involved with the program for a number of years are better able to continue with the program through to its completion.

Flexibility also appears to be a hallmark of the program, with a range of extension and support activities offered to parents during their time with HIPPY. These are in addition to the planned 30 weeks of supported interactions between parents and the child. While perhaps not surprising, parents report differing levels of comfort with aspects of the program and their ability to implement the curriculum with their child. All of this points to a program delivery that is reflective of the planned approach to HIPPY, but not fully reflective of it for all parents and children.

The quasi-experimental analysis conducted as part of the evaluation faced a number of challenges, not the least of which included difficulties with enrolling parents in the survey work. Nonetheless, the analysis was able to point to a number of promising results. Momentarily setting aside the statistical significance of the impact estimates, most point estimate results with relevant magnitudes align well with the expectations for the program. For example, participation in the program appears to be associated with improved community interaction, reduced frequency of children missing school, and an improved frequency of parent–teacher interactions.

Among these promising results are a number that are also statistically significant at the .05 or .10 level. These include an increase in parental income levels, improved parental senses of belonging in their neighbourhood and the Canadian community more broadly, an increased likelihood of parents generally initiating meetings with the child’s teacher, and a decreased likelihood of these meeting being to discuss difficulties with a parent’s child in school. Given that, for many parents, completion of the program remains a challenge, it could be the case that efforts to increase program delivery fidelity could further build on the program’s identified success.

1.0 Introduction

Home Instruction for Parents of Preschool Youngsters (HIPPY) was first developed in 1969 by Avima Lombard at the National Council of Jewish Women Research Institute for Innovation in Education at Hebrew University. The program was originally created to address the low educational achievement of immigrant youth in Israel, and was inspired by studies finding benefits from early education intervention for children in low-income families (Baker et al., 1999).

Since then, HIPPY has increased in popularity and is now implemented in several countries (Butler-Kisber et al., 2009). These implementations vary to some extent, as the program takes the view that there is no “one size fits all” solution to early childhood education. However, there are many common elements across all iterations of the program.

1.1 The HIPPY program

The overall objective of HIPPY is “to prepare children for school by enhancing the home literacy environment, the quality of parent–child verbal interaction, and parents’ ability to help their children learn” (Baker et al., 1999). HIPPY Canada has developed its own logic model to adapt the program to the Canadian context, with the vision of “a Canadian society, where once-isolated women and their children are now in the position to live full and productive lives” (HIPPY Canada, n.d.).

HIPPY is designed as a two- or three-year program, with 30 weeks of scheduled activities per year, concurrent with the school year. Children involved in HIPPY are generally in the transition from preschool to formal elementary school, with many children beginning the program at three or four years old and finishing the program in kindergarten (Baker et al., 1999).

The HIPPY Program in Canada places a particular emphasis on serving the needs of Aboriginal and newcomer parents, who are often more likely to face poverty due to a variety of factors, including language and cultural barriers, as well as the residential schools legacy. The program works to provide parents with the capacity to provide their children with the early education necessary to break cross-generational cycles of poverty (NCJW Research Institute for Innovation in Education, n.d.). This aligns with HIPPY Canada’s objective “to improve the academic performance and social skills of HIPPY children compared to similarly situated students” (HIPPY Canada, n.d.).

A key characteristic of HIPPY is its emphasis on the parent’s role in educating their own child (Butler-Kisber et al., 2009). This feature of the program is based on a large body of research suggesting that parents are the earliest and most important teachers of their children, and that a child’s development hinges critically on their family environment (Butler-Kisber et al., 2009). Therefore, HIPPY Canada’s objectives for HIPPY parents are the following:

- ▶ **Early childhood education skills:** HIPPY seeks to provide mothers with the skills and literacy tools to support their child’s success in school and beyond.
- ▶ **Community and civic engagement:** HIPPY seeks to provide isolated mothers with linkages to social networks that support their inclusion and integration into Canadian society.
- ▶ **Cultural knowledge, pride, and transference:** HIPPY seeks to ensure that isolated mothers understand and transfer their cultural practices and values to their children, while recognizing the diversity of Canada (HIPPY Canada, n.d.).

The core activity of the program is the “home visit,” where HIPPY “home visitors” perform training meetings with parents in their home. Home visitors “help families transform their perception of home to a rich environment for learning opportunities” (NCJW Research Institute for Innovation in Education, n.d.). In particular, home visitors perform the following main functions during their home visits:

- ▶ They provide the parent with resources to teach their children. These materials are designed for children three to five years old, and include storybooks, workbooks, and basic supplies (geometric shapes, scissors, and crayons) (NCJW Research Institute for Innovation in Education, n.d.). These materials are meant to build problem solving, logical thinking, language, and other skills to prepare children for the learning they will undertake in early schooling (Butler-Kisber et al., 2009; NCJW Research Institute for Innovation in Education, n.d.).
- ▶ They train the parent on how to use the resources to teach their child. Home visitors use role playing as a key training strategy, often with the parents taking the role of the children and the home visitor taking the role of the parent. This technique is designed for parents to learn how to be teachers of their children in a relaxed and non-threatening atmosphere. Home visitors instruct the parent to teach the same materials to their children for 15 minutes each day (Baker et al., 1999).
- ▶ They further support connections to the larger community, based on parent requests. For example, home visitors may direct individuals to health care, social services, food banks, social housing, employment services, language learning centres, or other similar services.

Parental instruction of the child is meant to serve several purposes. By spending time teaching the child, the parent builds a better understanding of how the child learns and develops a strengthened bond with the child. Furthermore, it helps parents develop a confidence that increases their involvement in their child’s school and their communication with educators. Finally, it develops teaching skills that will allow parents to teach other parents. In turn, some parents can become home visitors who help new families through HIPPY (NCJW Research Institute for Innovation in Education, n.d.).

Home visits generally last 30–60 minutes, occur biweekly, and do not involve the child (Baker et al., 1999; NCJW Research Institute for Innovation in Education, n.d.). The purpose of visiting the families at their home is to reduce participation barriers caused by travel, provide individualization in delivery, and create personal relationships to support the parent (Baker et al., 1999). Home visitors are typically community members who share, or are familiar with, the language and culture of the families they assist. As a result, they may have direct experience with the types of social and economic challenges faced by the family. This helps the home visitor build trust with the parent and allows the home visitor to better convey program materials (Baker et al., 1999; NCJW Research Institute for Innovation in Education, n.d.).

In addition to regular home visits, the second main activity of HIPPY is group meetings of parents and home visitors, led by a “program coordinator”¹ (Baker et al., 1999). These groups are an important component of HIPPY, as they allow parents to come together, share experiences, and create a sense of belonging. This, in turn, provides a stepping stone for parents to become involved in the community (NCJW Research Institute for Innovation in Education, n.d.).

The third main activity of HIPPY is the training of home visitors through a series of regular workshops led by the program coordinator. This workshop facilitates discussion, allowing the coordinators to anticipate and address potential issues the home visitors may face (Butler-Kisber et al., 2009).

Each of the HIPPY activities are meant to collectively contribute to several outcomes relating to parents, their children, and home visitors (Butler-Kisber et al., 2009; NCJW Research Institute for Innovation in Education, n.d.):

- ▶ **Parents:** HIPPY improves parents’ teaching abilities and confidence, and encourages them to take proactive roles when their children enter school. It also helps them take on new challenges, such as finding work, returning to school, or becoming a HIPPY home visitor.
- ▶ **Children:** HIPPY instills skills, values, and attitudes that improve the child’s concentration, confidence, and comfort with home to school transitions. It also improves a child’s empathy and perspective on their relationship with their parents. These factors improve their long-term performance in school.
- ▶ **Home visitors:** By providing home visitors with work experience, HIPPY helps create employment opportunities by developing skills around teaching, administration, and creativity.

HIPPY is also meant to connect to several outcomes benefiting families and communities as a whole, including stronger parent–child relationships, decreased isolation, improved socio-economic opportunities, and increased family involvement in the community. It also creates an environment where education becomes part of the family routine (NCJW Research Institute for Innovation in Education, n.d.). HIPPY Canada’s preliminary and intermediate outcomes align with the outcomes of the overall program (HIPPY Canada, n.d.). Appendix B contains the HIPPY Canada logic model and the listing of HIPPY Canada’s preliminary and intermediate outcomes.

All of the above outcomes are meant to further contribute to the broader, longer-term outcomes of increased high school graduation rates, increased chances of breaking out of the poverty–crime–drugs cycle, and greater social equality. Furthermore, HIPPY is expected to result in increased employment and education opportunities, which, in turn, create a more educated and productive workforce, reduce crime, and lower costs for government social services (NCJW Research Institute for Innovation in Education, n.d.). HIPPY Canada’s longer-term outcomes align with these long-term outcomes for home visitors, parents, and children (HIPPY Canada, n.d.). Appendix B contains a list of HIPPY Canada’s long-term outcomes.

¹ The role of the HIPPY Coordinator is to manage the program’s implementation into a community. They network with local authorities, recruit parents, and hire and train home visitors. Furthermore, coordinators facilitate group meetings, parent-child workshops, and special events (NCJW Research Institute for Innovation in Education, n.d.).

1.2 Past research regarding HIPPY

Qualitative studies into the effectiveness of HIPPY and the tracking of participants during their time in programming appear quite common in the literature and HIPPY documentation. However, quantitative studies that attempt to assess the net impact of HIPPY through a controlled comparison of participants to non-participants are less readily available. With that said, the limited number of studies that does exist provides support for the notion that HIPPY delivers on some, if not all, of its expected outcomes, in a number of different contexts. These studies generally use social/economic experimental approaches or quasi-experimental methods to come to their conclusions.

For example, several studies suggest that HIPPY contributes positively to a child's school readiness, particularly for children at risk of poor educational outcomes. For example, Vazsonyi (2008) found that children made substantial gains in vocabulary and language skills, and made gains in kindergarten readiness tests of color and relationship knowledge, math skills, fine motor skills, and directionality. Furthermore, Liddell et al. (2011) found that the gap between HIPPY children's numeracy and literary skills and the Australian norm had closed by the time they had finished the program. A randomized control trial (RCT) conducted by Necoechea (2007) found positive treatment effects for children's expressive language skills.

Other research suggests that HIPPY children also experience higher success when they ultimately enter school. For example, Barhava-Monteith et al. (1999) found that HIPPY created statistically significant scores on three of the six sub-tests of the Reading Diagnostic Survey and the Behavioural Academic Self Esteem (BASE) scale, which is used to measure school behaviour. Bradley & Gilkey (2002) found that the program led to modest positive improvements in several school performance measures, including suspensions, grades, classroom behaviour, and achievement in test scores at both grade 3 and 6 levels.

Baker & Piotrkowski (1996) replicated similar findings. The authors noted that HIPPY students outperformed peers in objective tests and teacher ratings measuring cognitive skills, attendance, achievement, timely movement through the grades, positive academic self-image, and adaptation to classroom requirements. However, the study could not replicate these results in the second cohort of the research. Nievar et al. (2011) and Johnson et al. (2012) reported a similar improved school performance, particularly in the area of mathematics. These improved school results appear to persist through elementary, junior high, and high school, as Brown (2012) found higher attendance, lower grade retention, lower discipline, and improved test performance for HIPPY children in grades 3, 5, 7, and 9.

HIPPY appears to have a significant positive impact on parents as well, as several studies indicated that HIPPY improves a parent's ability to teach and care for their child. For example, in their RCT, Necoechea (2007) found that HIPPY led to increased parent involvement at home, and parent participation in group meetings increased children's expressive language outcomes. Liddell et al. (2011) found that HIPPY parents tended to take a less angry or hostile parenting style and engage in more activities with their child. They were also more likely to say they knew where to find information about local services and were able to access them, in addition to having greater contact with their child's school. Johnson et al. (2012) reported similar results of HIPPY parents increasing educational activities in their home.

Another commonly-cited positive impact on parents is improvements in self-efficacy. Liddell et al. (2011) found that HIPPY parents were more likely to consider themselves good parents and to feel they were supported by family and friends in their parental role. Furthermore, parents reported a higher sense of neighbourhood belonging. Nievar et al. (2011) reported similar positive findings.

Very few studies analyze the impact of HIPPY on home visitors in great depth. Beatch & Le Mare (2007) placed an emphasis on analyzing the perspective of home visitors. However, the study took a formative approach, analyzing the delivery of the program and possible improvements, rather than studying the impact of the program on home visitors. The little research on the subject that exists suggests a negative impact of HIPPY on home visitors. Specifically, Liddell et al. (2011) found that home visitor self-efficacy and employability measures declined over time. However, the study suggested that these declines likely occurred because those being recruited as home visitors felt very confident at the time of the baseline assessment that they could do the job. Over time, they likely realized the difficulty of the task of teaching parents and gave themselves a lower rating as a result. They suggested confidence and competency would possibly improve as the home visitors gained more experience.

Table 1 provides a description of some impact studies of HIPPY, including the target population, the geographic jurisdiction, the general methodology used, the outcomes measured, and the key results of the studies.

Table 1: Overview of HIPPY impact research					
Study	Target population	Jurisdiction	Methodology	Outcomes measured	Results
A Promising Start: An Evaluation of the HIPPY Program in New Zealand (Barhava-Monteith et al., 1999)	Children	New Zealand	Quasi-experimental	<ul style="list-style-type: none"> • Reading ability • School readiness • School behaviour 	HIPPY children performed better on all of the measures used when compared to both control group children and other school peers. Differences were statistically significant on three of the six subtests of the Reading Diagnostic Survey and the Behavioural Academic Self Esteem (BASE) scale used to measure school behaviour.
The Impact of the Home Instructional Program for Preschool Youngsters (HIPPY) on School Performance in 3rd and 6th Grades (Bradley & Gilkey, 2002)	Children	Arkansas	Quasi-experimental	<ul style="list-style-type: none"> • School attendance • Official actions taken by the school district that affect the student's experience in school • Classroom grades in reading, math, and language arts • Standardized achievement test scores • Student behaviour 	HIPPY showed modest positive impact on school suspensions, grades, classroom behaviour, and achievement test scores at both 3rd and 6th grade levels.
Children at risk for poor school readiness: The effect of an early intervention home visiting program on children and parents (Necoechea, 2007)	Children and parents	United States	Randomized controlled trial	<ul style="list-style-type: none"> • Early language skills • Literacy • Parent involvement at home 	Positive treatment effects for children's expressive language skills and parent involvement at home. No treatment effects for receptive language or emergent literacy performance. Treatment intensity and fidelity of treatment was significantly related to children's performance on receptive language skills. Parent participation in group meetings also increased children's expressive language outcomes.
Parents and Children through the School Years: The Effects of the Home Instruction Program for Preschool Youngsters (Baker & Piotrkowski, 1996)	Children and parents	Arkansas and New York	Randomized controlled trial and quasi-experimental hybrid	<ul style="list-style-type: none"> • Tests whether HIPPY children perform better based on several school success variables, including cognitive skills, attendance, achievement, timely movement through the grades, positive academic self-image, and adaptation to classroom requirements. The study also tests whether HIPPY parents are more likely to have higher educational expectations for their child and engage in child educational activities 	In the first cohort, HIPPY students outperform peers in objective tests and teacher ratings. These results were not replicated for the second cohort, and the attrition analysis does not explain this failure to replicate results.

Table 1: Overview of HIPPY impact research

Study	Target population	Jurisdiction	Methodology	Outcomes measured	Results
HIPPY Alabama - A Program Evaluation (Vazsonyi, 2008)	Children and parents	Alabama	Quasi-experimental	<ul style="list-style-type: none"> • Language/vocabulary skills • Kindergarten readiness • Parent satisfaction with HIPPY 	<p>Children made substantial gains in vocabulary and language skills throughout the program.</p> <p>Pretest and post-test PPVT scores indicate children made significant gains in vocabulary and language skills.</p> <p>Pretest and post-test three- and four-year-old kindergarten readiness tests indicate gains in color and relationship knowledge, math skills, fine motor skills, and directionality.</p> <p>Parents provided positive feedback about HIPPY.</p>
Investing in our Future: An Evaluation of the National Rollout of the Home Interaction Program for Parents and Youngsters (Liddell et al., 2011)	Children, parents, and tutors	Australia	Quasi-experimental	<ul style="list-style-type: none"> • Child school readiness • Parent-child relationship • Parent well-being and social inclusion • Home tutor well-being and social inclusion • Fidelity of HIPPY Implementation 	<p>HIPPY parents were more likely to consider themselves to be good parents and to feel they were supported by family and friends in the parental role.</p> <p>HIPPY parents were more likely to say they knew where to find information about local services and were able to access them.</p> <p>HIPPY parents reported a higher sense of neighbourhood belonging.</p> <p>HIPPY parents took a less angry or hostile parenting style, and did more activities with their child. Parents also reported their child liked being read to for longer periods of time, and teachers reported HIPPY parents were more involved in learning and development and had greater contact with school.</p> <p>HIPPY children's numeracy and literacy gap closed by the end of the program.</p> <p>HIPPY children had fewer problems with peers.</p> <p>HIPPY children displayed more pro-social behaviour.</p> <p>HIPPY tutor self-efficacy and employability measures declined over time.</p>

Table 1: Overview of HIPPY impact research

Study	Target population	Jurisdiction	Methodology	Outcomes measured	Results
Impact of HIPPY on home learning environments of Latino families (Nievar et al., 2011)	Children and parents	United States	Quasi-experimental	<ul style="list-style-type: none"> • Parental self-efficacy beliefs • Improved home environment • Reading and math achievement 	<p>Participants in HIPPY experienced more parenting self-efficacy and more enriched home environments.</p> <p>HIPPY children displayed higher math achievement.</p>
The Home Instruction for Parents of Preschool Youngsters Program's Relationship with Mother and School Outcomes (Johnson et al., 2012)	Children and parents	United States	Quasi-experimental	<ul style="list-style-type: none"> • Mothers' involvement in education at home and school • Student school readiness in kindergarten • Student academic outcomes at 3rd grade 	<p>HIPPY mothers increased educational activities in their home after one year of Home Visits.</p> <p>84.8% of HIPPY kindergarteners were rated as "ready for school" by their teachers.</p> <p>HIPPY kindergarteners had higher attendance, prekindergarten enrolment, and promotion to 1st grade.</p> <p>HIPPY 3rd graders received a significantly higher score on a state-mandated math achievement test.</p>
The Effects of the HIPPY Program on School Performance in 3rd, 5th, 7th, and 9th Grades (Brown, 2012)	Children	Dallas-Fort Worth	Quasi-experimental	<ul style="list-style-type: none"> • Attendance • Retention rate • School discipline referrals • Standardized test scores • Passing rate of standardized tests 	<p>The study found that HIPPY led to higher school attendance rates, lower grade retention rates, lower rates of multiple discipline referrals, higher standardized test scores in reading and math, and higher passing rates on standardized tests in reading and math.</p>
The impact of early intervention on the school readiness of children born to teenage mothers (Brown, 2013)	Children and parents	Texas	Quasi-experimental	<ul style="list-style-type: none"> • Socioemotional development • Approaches to learning • Physical development • Language development • General knowledge 	<p>Results indicate no significant difference in children's results between teenage parents and traditional-age mothers. This suggests HIPPY helps reduce negative effects of being a child of a teenage mother.</p>

1.3 Research in the Canadian context

The only quasi-experimental study of HIPPY that appears to have been undertaken in the Canadian context was a preliminary evaluation undertaken by Le Mare and Audet (2003) of the Vancouver HIPPY Project. Their study focussed on the outcomes of children participating in HIPPY, by comparing 14 HIPPY children who had participated in the program for two years and completed one year of kindergarten to two comparison groups — children who had not participated in HIPPY but had attended another preschool program (13 children) and children who had not participated in HIPPY and had not participated in another preschool program (14 children). The children were individually matched based on kindergarten teacher, gender, ethnicity, and socio-demographic factors.

The evaluation outcomes were based on a number of children and teacher measures that assessed the children's knowledge of concepts acquired during preschool and elementary school years, overall cognitive development, comfort with going to and being in school, positive school adjustment, and forms of play (e.g., disruptive, interactive, rough, social). Teachers were also asked to provide their assessment of the parents' attitudes toward their children's schooling, parents' involvement in their children's education, and rates of absenteeism.

The results showed that, for almost every measure, HIPPY children performed or were rated more favourably than the preschool and no programming groups. However, it is important to note that none of the findings were statistically significant, given the small sample sizes of the groups. The analysis was completed by comparing the means of the three groups, using a one-way analysis of variance for the outcome measures.

Le Mare and Audet (2003) noted a number of future studies that could be undertaken to compensate for the limitations in their own study. These included larger sample sizes for the three groups to be able to distinguish any significant results in the findings; assessing the children prior to entering the public school system and in subsequent years; and assessing the impact of HIPPY on caregivers, families, schools, and communities.

These past studies provide evidence of the effectiveness of HIPPY generally. However, as Table 1 and the description above suggests, there appears to be a limited number of quantitatively oriented studies of HIPPY as implemented in Canada. This is true for both HIPPY programming focussed on newcomers to the country (of which there appears to be only one) and programming developed for Canadian Aboriginal parents and children (of which there appears to be none). The experimental and quasi-experimental approaches used in the past studies of other countries do control for some of the contextual factors that one might expect to differ from region to region and country to country, thereby strengthening the external validity of their findings. However, there is the possibility that characteristics of Canadian HIPPY programming or the Canadian program delivery context could mean that these past findings do not accurately represent the effectiveness of HIPPY in Canada. This, along with the one preliminary quantitative study completed in Canada, points to a need for a fuller analysis of HIPPY as delivered in Canada, and in particular, a need for the current evaluation.

2.0 Research approach

With its ultimate focus on a quantitative, rather than a qualitative, analysis of program impacts, the current evaluation of HIPPY takes the past research discussed above as its methodological point of departure. As noted earlier, these past studies have relied on either an experimental or quasi-experimental comparison of program participants to non-participants. These approaches have methodological and logistical advantages and disadvantages that must be weighed in a given context, in order to come to a final decision about an appropriate research approach.

2.1 Experimental versus quasi-experimental work

Generally speaking, RCTs represent the most widely accepted method for quantitatively assessing program impacts (US Department of Health and Human Services, n.d.). These studies randomly select individuals to participate in programming and compare these participants to a randomly selected control group that does not receive the program, which is variably referred to as the treatment. The control group serves as a baseline for comparison to the group assigned to the program. Differences between the control group and the treatment group are then used to determine program impacts.

The main advantage of RCTs is that randomly selecting individuals to receive the program treatment avoids problems with self-selection or programmatic selection among participants. An individual who self-selects a program will likely have certain characteristics that make them fundamentally different than those who chose not to participate, and these characteristics could affect their success. In addition, program selection criteria can result in individuals with certain characteristics being preferentially selected into an initiative. In the case of HIPPY, a parent who voluntarily participates may perhaps be more concerned about the educational needs of their children than other parents. At the same time, HIPPY's focus on serving specific demographic groups and, at times, hard-to-reach families suggests that their participant population would differ fundamentally from the general Canadian population.

These types of selection issues can lead researchers to underestimate or overestimate the effects of a program, when comparing individuals who naturally participate in programming to those who do not. The characteristics of individuals selected into programming can also mute, accentuate, or independently drive changes in measured program outcomes, making it difficult to assess the influence of programming when tracking participant outcomes alone. Randomly assigning individuals into and out of programming helps ensure that, on average, the characteristics of the treatment and control groups are similar.

Despite the advantage of RCTs, few research studies on HIPPY use this methodology. Random selection, while advantageous from an analytical standpoint, can create ethical issues since it denies services to some families who would like to receive them (Barhava-Monteith, Harré, & Field, 1999). For example, Bradley & Gilkey (2002) argue that random assignment is “neither ethically, politically, or fiscally feasible.”

In addition, the realities of social/economic program delivery are such that maintaining the strict requirements of an experimental study — including randomization — can be difficult if not impossible. For example, the work of Baker and Piotrkoski noted above faced a problem of self-selected attrition, as program participants dropped out of HIPPY on a voluntary basis. To the

extent that this attrition was non-random, it prevented equivalence between control and treatment groups. When observing this phenomena in their work, the authors noted that attrition rates for home visiting programs are often high, because these programs tend to target hard-to-reach families (Baker & Piotrkowski, 1996).

The study noted several ways to manage this attrition problem, in particular suggesting the possibility of including all families in the analysis, regardless of whether they left the program or not. Although this would address the effect of attrition on the characteristics of the treatment group, it would lead to an overly pessimistic measurement of program impact, since many families in the treatment group would not have received the full benefit of programming. The study eventually implemented a relatively moderate solution, only excluding participants whose families left the program within approximately one month — thereby moderating but not eliminating the effects of this attrition on the composition of the treatment group and the nature of the treatment (Baker & Piotrkowski, 1996).

Many other challenges to the implementation of social/economic RCTs also exist, including the time needed to conduct these studies, the difficulty with maintaining complex treatment fidelity, the inability to effectively blind these studies, and ensuring that individuals in the control group do not seek alternative treatment. Because of these implementation difficulties, many quantitative studies evaluating HIPPY have used some form of quasi-experimental analysis. These studies represent an attempt to create similar conditions as RCTs in situations where random assignment is not possible or has not taken place. Although quasi-experimental studies can provide valuable causal information about program impacts, they are generally considered to be less reliable than well conducted RCTs that are able to address the many challenges noted above (US Department of Health and Human Services, n.d.).

Among other techniques, quasi-experimental studies often involve some form of matching — such as propensity score matching — which attempts to create a comparison group of non-participants that is statistically similar to the non-randomly selected participants of a program. This similarity is most regularly assessed based on variables associated with selection into the program and those characteristics likely affect outcomes of interest, such as age, income, single parent status, and ethnicity (Barhava-Monteith et al., 1999). The intuition behind this method is that, by matching participants to non-participants, it is possible to create two groups that differ only in terms of their participation in programming — thereby allowing the analysis to isolate its effects. The objective of such matching is, as one author examining HIPPY puts it, “to obtain two groups that are comparable on all measured and unmeasured characteristics except for the intervention being tested” (Liddell et al., 2011).

A major drawback to this approach is that researchers can rarely be sure they incorporated every relevant variable when undertaking the required matching. Even if all necessary variables are well known, data limitations can make the use of certain critical variables impossible for a particular study. Worse still, the nature of the participant group may be such that no viable non-participant pool exists from which to draw matched non-participants. For example, in the case of HIPPY, one particularly relevant variable that is difficult to incorporate is parental motivation to seek educational programs for their children (Bradley & Gilkey, 2002). All such difficulties can compromise the internal validity of such quasi-experimental studies.

Many of the authors in the previously discussed studies of HIPPY have faced these difficulties. For example, lacking a comparison group, Vazsonyi (2008) used a simple pretest/post-test analysis that tested children on various skills before and after participation in HIPPY. In particular, the study conducted pretests and post-tests of language/vocabulary scores and kindergarten readiness. It is impossible to definitively draw a causal link between the program and these outcomes using this type of methodology, since there is no comparison group to estimate what the outcomes would have been in the absence of the program.

Some other studies used non-random control and treatment groups, but did not perform explicit matching according to demographic characteristics. For example, Barhava-Monteith et al. (1999) estimated the effect of the New Zealand HIPPY program on a child's reading ability, school readiness, and school behaviour. The study consisted of three separate sub-studies for each of these outcomes. To measure children's reading ability, the study compared test scores of HIPPY and non-HIPPY six-year-olds. However, for confidentiality reasons, the study could not observe the demographic characteristics of the two groups, making matching impossible.

When matching or similar data balancing approaches are possible, approaches vary widely. This is, in part, a result of the data available to researchers and the outcomes they intend to measure. For example, Liddell et al. (2011) measured the effectiveness of HIPPY on children, parents, and tutors in Australia, using a two-year, longitudinal, quasi-experimental design. To create a comparison group, the study sampled individuals from the Longitudinal Study of Australian Children (LSAC) who had similar demographic characteristics to HIPPY participants, and performed propensity score matching between HIPPY and non-HIPPY children (Liddell et al., 2011).

Another approach to developing a comparison group involves using families on a waiting list to participate in HIPPY in a subsequent year as a comparison group for current year participants. This helped ensure some similarity between the two groups, since families applying to the same HIPPY program are likely to share certain demographic characteristics. Furthermore, it can mitigate some selection issues around parental motivation, since both treatment and control groups plausibly have similar motivation, as they both wish to participate in HIPPY. However, without explicitly comparing demographic and motivational variables, the exact degree of similarity is unknown.

This is the approach taken by Baker & Piotrkowski (1996). Nievar, Jacobson, Chen, Johnson, & Dier (2011) also took a similar approach as part of their two-cohort study to measure the impact of HIPPY on home learning environments of Latino families. One cohort consisted of randomly selected mothers and preschool children from families participating in HIPPY for at least six months and a comparison group of families on a HIPPY waiting list. The other cohort consisted of former HIPPY children in grade 3 and a comparison group of demographically-similar third graders. The study focussed on Spanish-speaking families, and emphasized program effects on parenting beliefs.

Some studies manage the confounding effects of parental motivation, by including children who have other preschool experience but no involvement with HIPPY in the quasi-experimental comparison group. This was the approach taken by Bradley & Gilkey (2002), who attempted to measure the longer-term outcomes of HIPPY, assessing the impact of the program on school performance in grades 3 and 6. The authors used a matching design, comparing HIPPY children to children in the same classrooms with no preschool experience, as well as children with preschool experiences.

As the discussion above implies, there is no clear choice between RCTs and quasi-experimental analysis, applicable in all situations and to all programs. Both approaches are used to assess the net impact of programming and allow for causal inferences of program impacts. Even when the ethical or logistical barriers to RCTs can be overcome, research must begin before program implementation, in order to allow for the random assignment required for the work. This implies very long timelines for experimental work, and largely eliminates the possibility of leveraging existing data for retrospective analysis. At the same time, effective quasi-experimental analysis rests on a rich set of data on both a group of program participants and a viable group of non-participants, from which to develop a comparison group. Like all of the past studies of HIPPY discussed above, the current evaluation faced a similar choice between experimental and quasi-experimental work.

2.2 Planned data collection approach

Preliminary discussions prior to the start of the evaluation highlighted a number of key requirements for the work. Among these were the following:

1. The work would involve approximately a two-year timeline.
2. The work would attempt to examine outcomes among all affected participant groups, including parents, children, and home visitors.
3. The work would attempt to examine outcomes related to integration into Canadian society and the economy.
4. The work would attempt to incorporate the analysis of both short- and long-term outcomes.

As the earlier discussion notes, parents and children generally participate in HIPPY for two or three years. If the evaluation were to have attempted an experimental analysis of the program, it would have required a minimum of four years to complete. This would have included one year to identify and randomly assign parents and children into and out of the HIPPY program, a minimum of two years of participation in the program, and then at least one year of outcome tracking and comparison. Even on this four-year timeline, the assessment of long-term outcomes would have been impossible.

As a result, a retrospective quasi-experimental research design was adopted for the evaluation. This would involve two main data collection activities. First, past HIPPY parents living in communities served by one of HIPPY Canada's Toronto delivery sites would be identified and asked to complete a survey about three points in their HIPPY participant child's life. These points would include the year prior to their participation in HIPPY, the year that their child was in grade 1, and — for older children — their most recent school year. Parents from these same communities, with children of a similar age who did not participate in HIPPY, would also be asked to complete this survey. Responses would be used to create matched program and comparison groups, as well as compare the change in group outcomes across these three periods.

HIPPY Canada has spent a considerable amount of time identifying how its activities are meant to produce outcomes among home visitors, parents, and children. The following table, developed from HIPPY Canada's Performance Management and Efforts to Outcomes Manual for HIPPY Coordinators, identifies the main expected outcomes for parents, children, and home visitors in Canada. The table also lists the main concepts that each of the outcomes appear to address.

Table 2: HIPPY Canada – Identified outcomes		
Group	Outcomes	Concepts
Home visitors	<ul style="list-style-type: none"> Home visitors, once-isolated mothers, are now highly employable members of society who contribute to the economic well-being of their families and communities. 	<ul style="list-style-type: none"> Improved employability Improved income
	<ul style="list-style-type: none"> A specialized workforce of women (particularly those who experience multiple barriers to employment) are trained in strategies to equip isolated mothers with the skills that ensure their children are productive, healthy, and engaged citizens of Canadian society; to support the development of community connections and civic engagement of isolated mothers; and to support the essential skills development of isolated women, which are transferable to a wide variety of contexts and work environments. 	<ul style="list-style-type: none"> Skill development to support child development Improved social integration Improved employability
	<ul style="list-style-type: none"> A skilled and experienced Canadian workforce is employed in or available for employment in a wide variety of jobs or engaged in advanced education to secure employment. 	<ul style="list-style-type: none"> Improved employability Improved education Improved employment
Parents	<ul style="list-style-type: none"> Once-isolated mothers have the skills essential to ensuring that their children are productive, healthy, and engaged citizens of Canadian society. 	<ul style="list-style-type: none"> Skill development to support child development
	<ul style="list-style-type: none"> Mothers have the skills, knowledge, and experience to fully participate in social, economic, and civil society. 	<ul style="list-style-type: none"> Improved social integration Improved employment
	<ul style="list-style-type: none"> Aboriginal and newcomer mothers expressed knowledge and pride in their cultural identity and shared with their children while valuing and learning about the diversity of Canadian culture. 	<ul style="list-style-type: none"> Increased cultural pride
Children	<ul style="list-style-type: none"> HIPPY children realize their academic and social potential required to enjoy productive and rewarding lives. 	<ul style="list-style-type: none"> Improved academic achievement Improved social integration

Source: Developed from HIPPY Canada’s Performance Management and Efforts to Outcomes Manual (Nahm, 2012, p. 6).

The table above suggests that outcomes among all three groups are important, and that programming is meant to support more than just HIPPY children. While child outcomes are important, and relate principally to the development of skills needed to succeed in an academic environment, outcomes among home visitors and parents are also integral to the program. In particular, social integration, employability, education, and income appear to be particularly important.

This outcome information, along with information from past HIPPY studies on those characteristics that drive self- and programmatic selection, was used to develop the survey instrument for the evaluation. Extensive design work and pretesting was undertaken to develop the in-person instrument. In particular, care was taken to ensure that it balanced gathering sufficient information to support the analysis, with the very real possibility of respondent fatigue from such a long survey.

Generally speaking, the instrument included four parts and required approximately one hour to administer. The first section gathered baseline information on respondent parents and their children. The second gathered information about parents’ economic and social situations in the year prior to when their child would have been eligible for HIPPY participation, and then collected a small amount of data about the parent’s child. The third section gathered the same

parental economic and social information for the year during which the parent's child would have been in grade 1 and also included a number of questions about the child's grade 1 activities and performance. Finally, the fourth section gathered the same information as the third, save for the most recent school year.

It is important to note that, despite the fact that a parent may have more than one child, unless these children are of a very similar age, each is eligible to participate with their parent in HIPPY at a different time. In cases where parents had more than one child with whom they participated in HIPPY, the survey instrument was to be used to collect information on the parent and the oldest participant child. This was done to ensure that the analysis examined the effect of a single HIPPY treatment rather than the effect of multiple rounds of participation. In addition, the survey instrument was to be administered to parents only and children were not asked to directly provide information. A copy of the survey instrument is available in Appendix C.

The second data collection activity planned for the study involved examining administrative data from HIPPY Canada's outcome tracking system, in order to assess program fidelity. As alluded to above, HIPPY Canada's programming aligns closely with the general HIPPY approach globally. As HIPPY Canada notes:

- ▶ participant families are selected based on economic need;
- ▶ they are required to make a two-year commitment to the program; and
- ▶ they must agree to participate in 30 weeks of programming each year during the regular school year (HIPPY Canada, 2013b).

Once enrolled, parents begin meeting with a home visitor once every two weeks or, in some cases, more often. During these typically one-hour meetings, parents and visitors review program curriculum materials for use during the coming weeks. Between meetings, parents are to spend 15 minutes per day with their child doing activities from the HIPPY curriculum. On a biweekly basis, group meetings are also offered at centres in the community where parents can participate in additional enrichment activities (HIPPY Canada, 2013b).

Visitors who themselves are local community members, and past HIPPY participants, work with approximately 15 families at any given time. They receive training in the delivery of HIPPY programming to parents. Training sessions are offered on a weekly basis and are meant to support the visitors' interactions with parents (HIPPY Canada, 2013b).

From this it is clear that HIPPY, as delivered in Canada, involves a long-term intervention that not all parents and children will complete. Although the full implementation of HIPPY may be quite effective in preparing children for school and affecting change among their parents, if many are unable to complete the programming, its effectiveness may be undermined. Knowing the degree to which HIPPY is implemented as planned in Canada is thus critical in interpreting the evaluation's measured net impacts.

2.3 Data collection logistics

HIPPY Canada operates in 23 locations nationally. In Toronto, programming began in 2005 at a single neighbourhood site. In 2008, the program expanded to include five additional sites in different Toronto neighbourhoods. One of these sites provides programming to Thorncliffe and Flemingdon Parks. This was the site selected for the evaluation's first data collection activity (HIPPY Canada, 2013a). Programming is offered at the site by the Working Women Community Centre, in partnership with the Thorncliffe Neighbourhood Office and Flemingdon Neighbourhood Services.

Early on in the project, it was clear that relationship building and communication would be important to ensure effective data collection. It would require buy-in among community organizations — including the site delivering HIPPY programming and those working with parents and children. Some of these organizations (such as schools) were to play an important part in enrolling survey participants, in addition to being an important possible source of information. Others would need to be informed about the research, so that they understood its implications for their own work.

As a first step in this relationship building process, the research team planned to meet with all HIPPY staff at the Thorncliffe and Flemingdon site. This was to include not only program coordinators and managers, but also home visitors who would be interacting with families on an ongoing basis. This meeting was meant to ensure that staff members were able to answer questions about the research or redirect families to other sources of information about the work. It was also necessary that home visitors understand that the research would examine past participants of the program, including themselves. Finally, HIPPY staff would need to understand that they would be called upon to provide information on current and past program participants.

In addition, it was recognized that schools would play a significant role in this study, and that enlisting their support for the research would take time and effort. The most important schools were to include those in the Thorncliffe and Flemingdon neighbourhoods that had past HIPPY participants among their grades 1 through 4 students. However, if possible, the study was to also attempt to enlist the participation of comparable schools that may not have had past HIPPY participants in these grades.

Enlisting the participation of these schools was to begin with a formal communication process. The communication process was meant to introduce the work and determine if the schools were willing to support the research. Written correspondence about the research was to be developed and provided to the schools early in this process. It was to include a discussion of the following aspects of school participation:

- ▶ ***The school's role in the research, if they decide to participate:*** The communication would need to indicate that schools would be asked to facilitate contact with parents of children in grades 1 through 4. Some of these families would have participated in HIPPY, while other would not have. Schools would also be asked to provide student record information, once consent was provided by parents.
- ▶ ***Who the school can contact regarding the work:*** In this case, schools would be provided with contact information for one member of the research team. This information would be provided in order to ensure that any questions or concerns about the research can be addressed in a timely fashion.

- ▶ **How potential research subjects will be enrolled and participate:** The school would be used as the main point of contact for enrolling research subjects in a survey. This survey would be used to collect the data needed for the analysis.
- ▶ **What privacy and data handling procedures will be in place during the research:** As with all research, data handling and privacy was important to the project. The schools would need to know that the research would take place in accordance with an established privacy policy and applicable privacy laws.

The research team was to subsequently contact the schools to discuss each of these aspects and their possible participation, once they had reviewed the material. Once schools had formally agreed to participate in the research study, the process of enrolling parents and children would begin.

At each school, this process would involve a number of steps, including:

- ▶ sending an initial letter to parents explaining the research;
- ▶ meeting with parents to discuss the research and its intent; and
- ▶ following up with the parents to schedule an in-person interview time.

The first step noted above would require a letter from the research team outlining the work in brief. This letter would provide background on the study and explain how parents would be asked to participate if they chose to do so. The letter would also request that parents who are interested in participating attend a meeting at their child's school at a prearranged date. This letter would be sent to parents by the participating school and could be translated into additional languages, as necessary. In order to ensure a sufficient number of meeting participants, follow-up with parents was planned.

Despite this follow-up, it was possible that the invitation would not result in a significant number of parents attending the planned meeting, in which case an alternative recruitment process would be required. This was to involve planning a similar meeting to correspond with an already scheduled school event. The possibility of this alternative was to be discussed with each of the participating schools, if the initial invitation appeared ineffective.

During the meeting mentioned above, a member of the research team would explain the study in greater detail. This would involve explaining how data would be collected on parents and their children. It would also explain how the data would be used and what the analysis would attempt to say about HIPPY. At the end of the meeting, parents would be asked to sign up for participation in the study, providing their names and contact information. All participating parents would be provided with written material explaining the research for their own reference.

During the subsequent weeks, members of the research team were to re-contact the parents who agreed to participate in the study. They were to schedule an interview between the re-contacted parents and a member of the research team. The interview would involve the in-person completion of the survey instrument designed specifically for the research project.

Concurrently, the research team would undertake the second planned data collection activity — namely, the collection of HIPPY participation data from HIPPY Canada's administrative data system. This would principally involve direct interactions between the research team and HIPPY Canada's data manager.

2.4 Data collection and field work

Despite having developed an extensive plan for the data collection, the realities of the field meant that certain changes to the data collection procedures were required throughout the course of the evaluation. To begin with, rather than initiating a communication process with all HIPPY staff at the beginning of the project, two senior site managers were incorporated directly into the research work. The research team regularly consulted with these two site staff, and they provided ongoing support throughout the project.

Once these two site managers were identified, the research team and HIPPY Canada turned their attention to contacting schools according to the planned data collection approach. As a result of their existing relationship with local schools, the site managers approach three schools in the neighbourhood to request a meeting about the work. This initial contact was followed with a letter of introduction from the research team, and then a subsequent meeting including the research team, representatives from the schools' administrations, and the HIPPY site managers. At this meeting, the research team introduced the project, its intent, and requested that the schools consider participation in the work.

These initial meetings took place near the end of the 2013–14 school year. At that time, the response from each of the three schools suggested that they would support the data collection activities planned for the end of September 2014. The schools identified September as an appropriate time to undertake data collection, as most parents and children would have returned from summer holidays and would be available to participate in the planned survey work.

At the same time, the schools suggested that accessing student records as initially planned would likely not be a possibility for the evaluation. They suggested that not only would this be time-consuming for each of the schools, but there was also some concern that this would not be supported by the school board. Nonetheless, this did not preclude schools from agreeing to participate in other aspects of the planned data collection. With this agreement, the research team, HIPPY Canada, and the site managers turned their attention to developing the survey instrument.

As noted above, the survey instrument was developed as a result of a review of existing HIPPY research and instrumentation. Its design also considered the requirements of a quasi-experimental net impact assessment which would compare outcomes between HIPPY participants and non-participants. A number of drafts were presented and reviewed in order to ensure that all relevant subject areas were covered in the instrument. The instrument was finalized in September 2014.

During the final stages of completing the survey instrument, the research team re-contacted each of the schools in order to discuss the details of their participation in the coming school year. Unfortunately, administrative turnover in the three schools meant that follow-up meetings were required to confirm school participation.

During the course of these meetings, the school representatives identified some additional challenges. In particular, they noted that it was unlikely that a meeting with parents would be a possibility, as outlined in the planned data collection approach. As a result, a parent call-back process was incorporated into the letters that were to be sent out through the schools. Under this approach, the letters would introduce the research and then request that parents call the HIPPY site to enroll in the survey process.

Later in the data collection process, this approach was found to have limited success. As a result, the letter to parents was changed to include an application form that could be filled out and placed in the drop box in each school. This meant that parents did not have to call the HIPPY site to enroll. In addition, any parents who participated in the interview were provided with a \$10 honorarium and were given the opportunity to win a larger prize at the end of the project.

In order to facilitate the on-site data collection for the project, the research team hired two research assistants from among former HIPPY home visitors. These research assistants were introduced to the project and were trained in the use of the survey instrument. Part of this training involved participating in the survey instrument pretest process. This process included using two variations of the instrument during interviews with a number of past participants, in order to select which among these two were most functional and to determine if any additional changes were required.

Once the research assistants had completed their training, they initiated the process of scheduling interviews with parents. Scheduling began with past HIPPY participants, who were identified from participant lists held by the Thorncliffe and Flemingdon site offices. Scheduling was then undertaken on an ongoing basis with those parents who had enrolled through the schools. In order to ensure that a sufficient number of parents enrolled in the data collection, the research team, site managers, and research assistants undertook additional outreach with various community organizations throughout project.

Survey data collection took place between October 2014 and February 2015. In total, 102 surveys were completed. Fifty parents were past HIPPY participants, while 52 were parents who have not participated in the program. Survey interviewing took place at Thorncliffe and Flemingdon HIPPY site offices, which were located at the Victoria Park, Working Women Community Centre. Survey interviewing also took place at the three participating schools in the community.

All administrative program data examined during the evaluation were collected following the completion of the survey work. Although the research team undertook earlier attempts at coding and analyzing paper records for past HIPPY participants, this activity proved infeasible. These records lacked uniformity within and across program years, making their use in the assessment of program fidelity impractical. As a result, more recent data from HIPPY Canada's current administrative data tracking system were used. While the years during which these data were collected did not align with those asked about during survey, they nonetheless provide a general sense of the degree to which HIPPY programming is delivered as planned.

3.0 Program delivery fidelity

As stated in the earlier discussion, HIPPY Canada's programming aligns closely with the general HIPPY approach globally. As HIPPY Canada notes:

- ▶ participant families are selected based on economic need;
- ▶ they are required to make a two-year commitment to the program; and
- ▶ they must agree to participate in 30 weeks of programming each year during the regular school year (HIPPY Canada, 2013b).

Examining HIPPY Canada's existing administrative data for school years 2012-13 to 2014-15 provides an indication of how closely participation in programming aligns with this planned approach.

3.1 Program participation

As an example of one delivery year, Table 3 shows the number of participants that reviewed each week of the Age 3 HIPPY curriculum by the number of years parents had participated in HIPPY. Multiple years of participation are possible given that parents could have had more than one child in the program. Figure 1 then shows the trend by years in HIPPY for the same results. Note that the sample size for parents with 3 years of participation or more is very small (n=18).

HIPPY week	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Week 1	883	87.7%	125	69.8%	64	79.0%	15	83.3%	1,059	87.4%
Week 2	847	84.1%	121	67.6%	65	80.2%	14	77.8%	1,020	84.2%
Week 3	824	81.8%	117	65.4%	58	71.6%	14	77.8%	989	81.7%
Week 4	809	80.3%	113	63.1%	59	72.8%	13	72.2%	969	80.0%
Week 5	783	77.8%	120	67.0%	61	75.3%	14	77.8%	944	78.0%
Week 6	759	75.4%	116	64.8%	57	70.4%	14	77.8%	919	75.9%
Week 7	732	72.7%	118	65.9%	58	71.6%	14	77.8%	886	73.2%
Week 8	712	70.7%	115	64.2%	60	74.1%	14	77.8%	866	71.5%
Week 9	698	69.3%	109	60.9%	58	71.6%	14	77.8%	850	70.2%
Week 10	679	67.4%	112	62.6%	60	74.1%	14	77.8%	831	68.6%
Week 11	664	65.9%	110	61.5%	61	75.3%	14	77.8%	812	67.1%
Week 12	657	65.2%	105	58.7%	61	75.3%	14	77.8%	804	66.4%
Week 13	649	64.4%	108	60.3%	60	74.1%	12	66.7%	797	65.8%
Week 14	625	62.1%	109	60.9%	62	76.5%	12	66.7%	793	65.5%
Week 15	627	62.3%	102	57.0%	61	75.3%	12	66.7%	767	63.3%
Week 16	613	60.9%	97	54.2%	60	74.1%	9	50.0%	748	61.8%
Week 17	591	58.7%	102	57.0%	61	75.3%	12	66.7%	736	60.8%
Week 18	584	58.0%	101	56.4%	58	71.6%	12	66.7%	724	59.8%
Week 19	567	56.3%	96	53.6%	55	67.9%	12	66.7%	700	57.8%
Week 20	554	55.0%	99	55.3%	57	70.4%	8	44.4%	686	56.6%
Week 21	536	53.2%	99	55.3%	55	67.9%	10	55.6%	674	55.7%
Week 22	520	51.6%	99	55.3%	57	70.4%	7	38.9%	655	54.1%
Week 23	498	49.5%	101	56.4%	52	64.2%	8	44.4%	631	52.1%
Week 24	487	48.4%	99	55.3%	52	64.2%	8	44.4%	616	50.9%
Week 25	469	46.6%	92	51.4%	52	64.2%	8	44.4%	596	49.2%
Week 26	448	44.5%	86	48.0%	48	59.3%	7	38.9%	564	46.6%
Week 27	424	42.1%	86	48.0%	47	58.0%	7	38.9%	537	44.3%
Week 28	409	40.6%	84	46.9%	47	58.0%	4	22.2%	525	43.4%
Week 29	336	33.4%	73	40.8%	44	54.3%	5	27.8%	444	36.7%
Week 30	154	15.3%	38	21.2%	13	16.0%	2	11.1%	206	17.0%
Total	1,007	100.0%	179	100.0%	81	100.0%	18	100.0%	1,211	100.0%

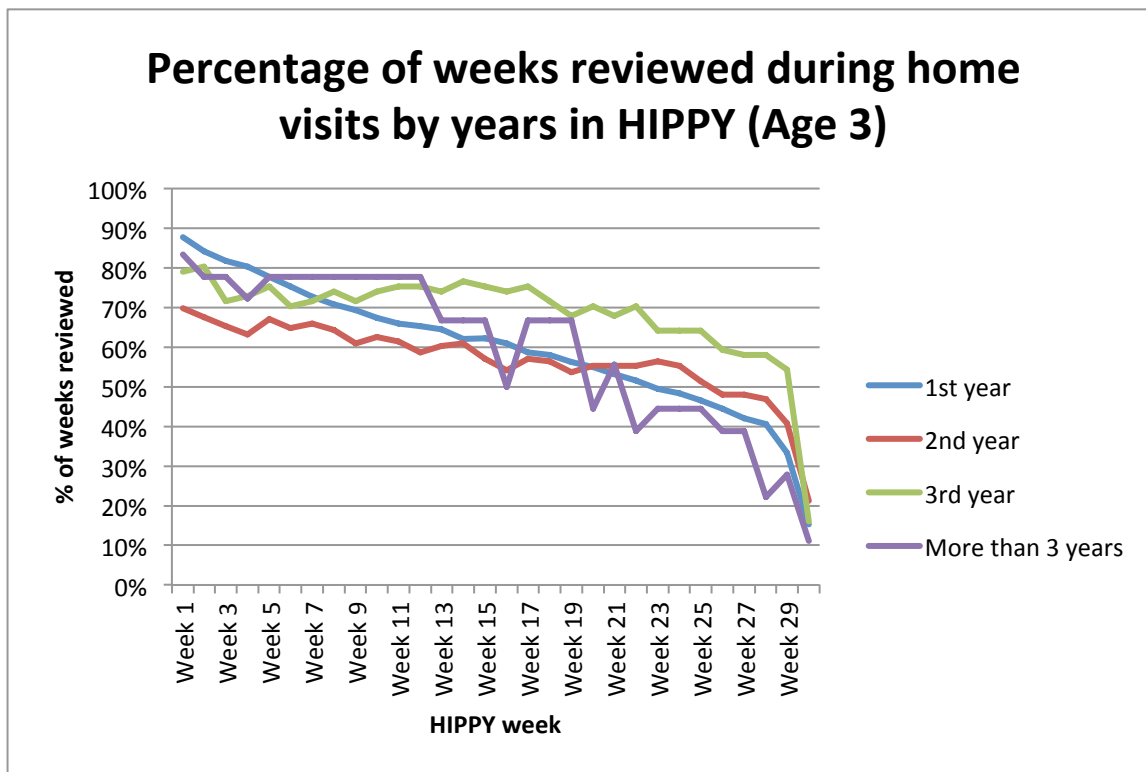


Figure 1

Figure 1 shows that the longer parents participate in HIPPY, the more weeks of the Age 3 curriculum their children are likely to complete.

Table 4 provides the last week that participants completed of the Age 3 curriculum.

Table 4: Number and percentage of weeks reviewed during home visits by years in HIPPY (Age 3)										
HIPPY week	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
No weeks reviewed	32	3.2%	5	2.8%	2	2.5%	2	11.1%	37	3.1%
Week 1	30	3.0%	6	3.4%	0	0.0%	0	0.0%	34	2.8%
Week 2	32	3.2%	4	2.2%	2	2.5%	0	0.0%	40	3.3%
Week 3	32	3.2%	2	1.1%	0	0.0%	0	0.0%	36	3.0%
Week 4	20	2.0%	2	1.1%	2	2.5%	1	5.6%	25	2.1%
Week 5	28	2.8%	3	1.7%	2	2.5%	0	0.0%	29	2.4%
Week 6	16	1.6%	5	2.8%	0	0.0%	0	0.0%	21	1.7%
Week 7	21	2.1%	4	2.2%	0	0.0%	0	0.0%	22	1.8%
Week 8	20	2.0%	4	2.2%	1	1.2%	0	0.0%	25	2.1%
Week 9	12	1.2%	2	1.1%	0	0.0%	0	0.0%	13	1.1%
Week 10	16	1.6%	2	1.1%	1	1.2%	0	0.0%	19	1.6%
Week 11	13	1.3%	0	0.0%	3	3.7%	0	0.0%	11	0.9%
Week 12	18	1.8%	1	0.6%	0	0.0%	2	11.1%	20	1.7%
Week 13	19	1.9%	4	2.2%	0	0.0%	0	0.0%	19	1.6%
Week 14	17	1.7%	8	4.5%	1	1.2%	0	0.0%	20	1.7%
Week 15	21	2.1%	0	0.0%	0	0.0%	0	0.0%	21	1.7%
Week 16	22	2.2%	2	1.1%	0	0.0%	0	0.0%	21	1.7%
Week 17	12	1.2%	2	1.1%	1	1.2%	0	0.0%	17	1.4%
Week 18	18	1.8%	7	3.9%	2	2.5%	0	0.0%	25	2.1%
Week 19	19	1.9%	2	1.1%	0	0.0%	3	16.7%	19	1.6%
Week 20	23	2.3%	3	1.7%	1	1.2%	0	0.0%	22	1.8%
Week 21	18	1.8%	3	1.7%	3	3.7%	2	11.1%	21	1.7%
Week 22	19	1.9%	1	0.6%	4	4.9%	0	0.0%	23	1.9%
Week 23	11	1.1%	5	2.8%	1	1.2%	0	0.0%	17	1.4%
Week 24	27	2.7%	6	3.4%	1	1.2%	0	0.0%	30	2.5%
Week 25	20	2.0%	4	2.2%	4	4.9%	1	5.6%	28	2.3%
Week 26	28	2.8%	3	1.7%	1	1.2%	0	0.0%	31	2.6%
Week 27	22	2.2%	1	0.6%	0	0.0%	1	5.6%	22	1.8%
Week 28	81	8.0%	11	6.1%	5	6.2%	1	5.6%	87	7.2%
Week 29	188	18.7%	39	21.8%	31	38.3%	3	16.7%	250	20.6%
Week 30	154	15.3%	38	21.2%	13	16.0%	2	11.1%	206	17.0%
Total	1,007	100.0%	179	100.0%	81	100.0%	18	100.0%	1,211	100.0%

Overall, just under a fifth of the participants (17.0%) completed the 30-week curriculum, and just over half (51.5%) completed at least up to week 25. A HIPPY Canada representative indicated that HIPPY Canada considers reaching week 25 to be a successful completion of the program, noting that many factors can restrict a participant from reaching 30 weeks (e.g., starting the program later in the school year). The results, again, show that the longer a parent participates in HIPPY, the further their three-year-old child is likely to make it through the curriculum. For example, 49.0% of first-year participants completed at least up to week 25 of the curriculum, while 53.6% of second-year parents and 66.7% of third-year parents reviewed at least up to week 25.

Table 5 shows the average number of days that parents and their three-year-old children participated in the program.

Table 5: Average number of days spent in HIPPY program by years in HIPPY (Age 3)					
Year in HIPPY	n	Mean	Std. Dev.	Min	Max
1 st year	1,007	165.2	106.8	0	969
2 nd year	179	147.2	94.1	0	279
3 rd year	81	177.8	84.0	0	271
More than 3 years	18	149.2	80.3	0	237
Overall	1,211	198.3	170.6	0	1,014

Overall, participants spent an average of just under 200 days reviewing the Age 3 curriculum. While the overall average is higher than the averages for the specific HIPPY years of participation, this is because parents could have had more than one child participate in the Age 3 curriculum. The overall row in Table 5 represents the parents' total time participating in the Age 3 curriculum.

Consistent with participants in their third year of programming being the most likely to review up to week 25 of the Age 3 curriculum, on average, they took the longest to complete the year of programming at 177.8 days. Although second-year participants were more likely than first-year participants to review the Age 3 curriculum up to week 25, first-year participants were, on average, in the program for longer.

Table 6 provides the average number of days parents spent with their children working on the Age 3 curriculum per curriculum week.

Table 6: Average number of days parent spent with child per curriculum week during the delivery of the HIPPY Age 3 curriculum by years in HIPPY					
Year in HIPPY	n	Mean	Std. dev	Min	Max
1 st year	936	4.6	3.6	0.5	100
2 nd year	164	4.5	1.9	1	14.4
3 rd year	76	4.5	1.4	1.7	11.1
More than 3 years	16	4.5	1.1	2.5	5.6
Overall	1,125	4.6	3.3	0.5	100

The average number of days parents worked with their children on the Age 3 curriculum per curriculum week was consistent, regardless of how many years they participated in HIPPY.

Table 7 provides the average number of minutes parents worked with their child during the delivery of the HIPPY Age 3 curriculum.

Table 7: Average number of minutes parent spent with child during the delivery of the HIPPY Age 3 curriculum by years in HIPPY					
Year in HIPPY	n	Mean	Std. Dev.	Min	Max
1 st year	919	1,549.6	1,230.6	5	7,420
2 nd year	164	1,581.7	1,325.3	20	6,054
3 rd year	76	1,841.6	1,360.7	6	5,820
More than 3 years	16	1,677.9	1,268.5	150	3,780
Overall	1,108	1,699.5	1,424.4	6	9,280

On average, third-year participants spent a higher number of minutes working with their children than first- and second-year participants. Second-year participants, on average, worked for a higher number of minutes with their children than first-year parents.

Table 8 provides the average number of minutes parents spent with their children working on the Age 3 curriculum per curriculum week.

Table 8: Average number of minutes parent spent with child per curriculum week during the delivery of the HIPPY Age 3 curriculum by years in HIPPY					
Year in HIPPY	n	Mean	Std. Dev.	Min	Max
1 st year	919	80.5	42.9	5	420
2 nd year	164	91.4	57.2	11.1	316.7
3 rd year	76	85.7	45.4	6	281.3
More than 3 years	16	78.4	54.6	9.4	236.3
Overall	1,108	81.8	44.4	5	420

On average, second-year participants spent the highest number of minutes per curriculum week working with their children on the HIPPY Age 3 curriculum, followed by third- and first-year participants.

Table 9 shows the average number of minutes parents worked with their children each time they worked on the HIPPY Age 3 curriculum.

Table 9: Average number of minutes parent spent with child per working session during the delivery of the HIPPY Age 3 curriculum by years in HIPPY					
Year in HIPPY	n	Mean	Std. Dev.	Min	Max
1 st year	919	18.2	8.7	0.4	89.4
2 nd year	164	20.8	10.2	2.2	60.0
3 rd year	76	19.1	8.5	0.2	45.7
More than 3 years	16	17.0	10.8	3.1	44.5
Overall	1,108	18.4	8.8	0.2	89.4

On average, second-year participants spent the highest number of minutes per session working with their children on the HIPPY Age 3 curriculum, followed by third- and first-year participants.

3.2 Additional supports

As noted above, additional supports through extension activities are an important part of HIPPY. Table 10 shows the extension activities provided to parents by the home visitor during each home visit (i.e., parents can be represented in the table multiple times since each home visit with a parent is treated as a unique entry in Table 10).

Table 10: Support mother with extension activities by years in HIPPY program										
	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Role played/explained HIPPY extension activities and/or gave extra practice sheets	16,192	58.3%	10,291	62.0%	4,202	65.0%	865	68.8%	31,550	60.6%
Gave mother information and/or took her on an educational field trip	3,261	11.7%	1,975	11.9%	834	12.9%	117	9.3%	6,187	11.9%
Gave tips on watching/playing educational programs and educational websites	1,662	6.0%	990	6.0%	458	7.1%	39	3.1%	3,149	6.0%
N/A - no support required/necessary	10,061	36.2%	5,622	33.9%	1,816	28.1%	351	27.9%	17,850	34.3%
Total	27,781	100.0%	16,593	100.0%	6,467	100.0%	1,257	100.0%	52,098	100.0%

During more than half of the home visits (60.6%), the home visitor has *role played/explained HIPPY extension activities and/or gave extra practice sheets* with/to the parents. Just over a third of the visits (34.3%) required no support.

Figure 2 shows that *role playing/explained HIPPY extension activities and/or gave extra practice sheets* is provided to the parents during more than half of the visits regardless of how long the parent has been involved in HIPPY. The figure also shows that the prevalence of this activity increases the higher number of years the parent is in the program. The other extension activities were delivered fairly consistently over the years; however, providing no support actually decreased as the parents were involved longer in the program.

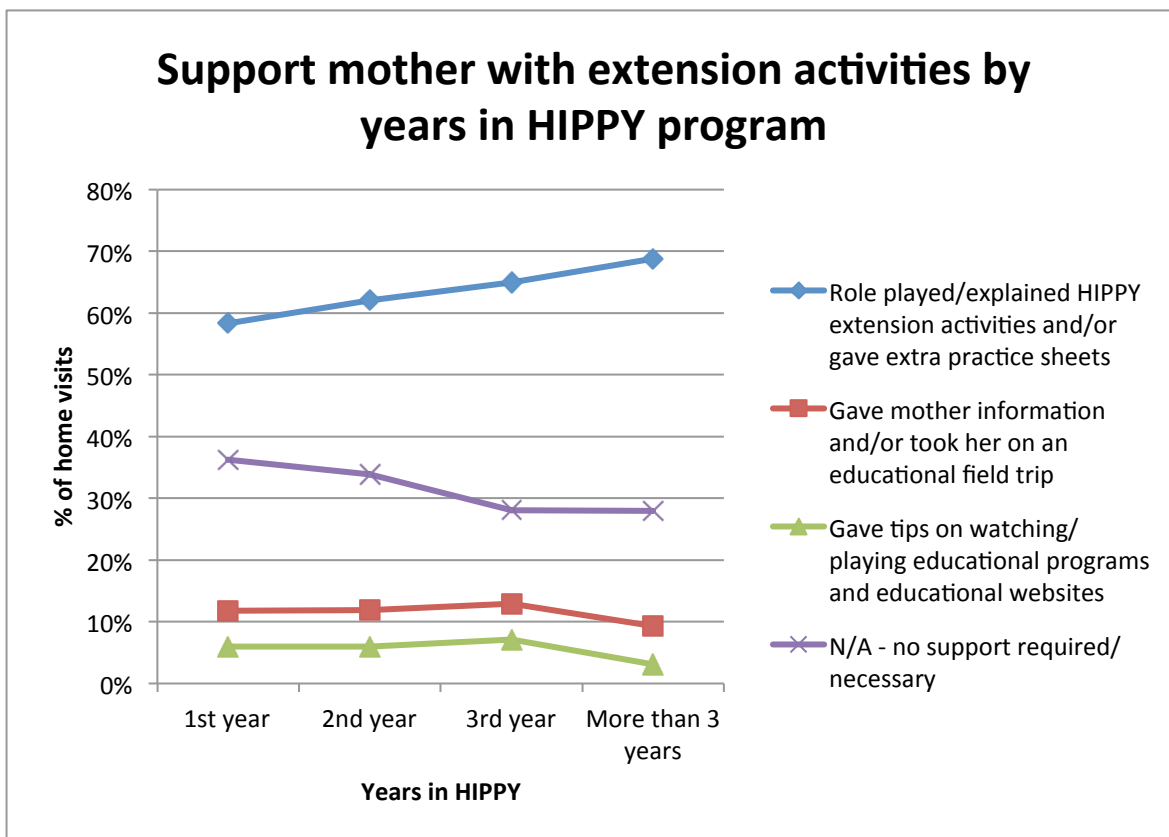


Figure 2

Figure 3 shows the extension activities provided to parents by the home visitor during each home visit for the Thorncliffe/Flemingdon Park and Victoria area. Thorncliffe/Flemingdon Park and Victoria parents appear to have received more support from home visitors than the national sample, mainly through *role played/explained HIPPY extension activities and/or gave extra practice sheets* and *gave mother information and/or took her on an educational field trip*.

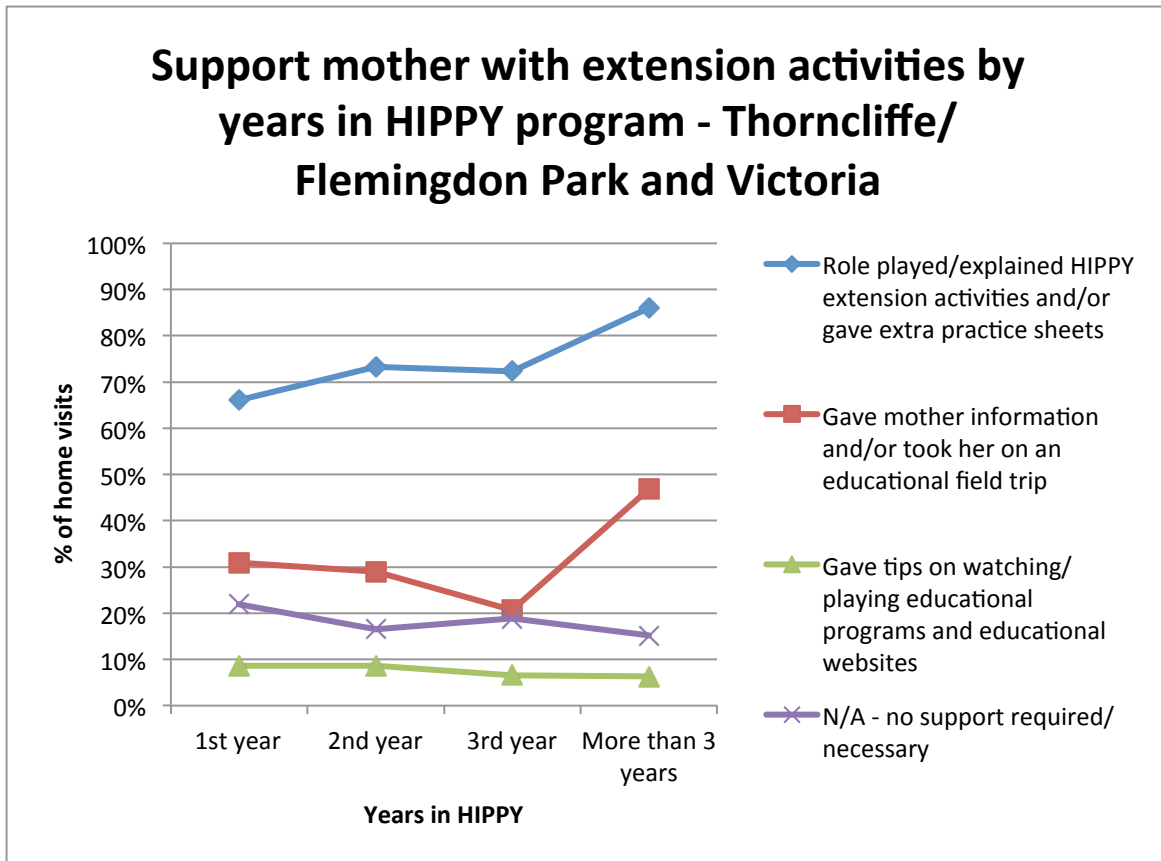


Figure 3

Table 11 shows the support offered by home visitors to parents during home visits to help bridge mother–school interaction.

Table 11: Support bridging mother–school interaction by years in HIPPY program										
	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Supported mother with school involvement	1,481	5.3%	1,223	7.3%	548	8.4%	134	10.6%	3,386	6.5%
Assisted mother with school communication/issues	694	2.5%	560	3.3%	327	5.0%	112	8.8%	1,693	3.2%
Reviewed child's report card / prepare mother for parent–teacher interview	269	1.0%	250	1.5%	158	2.4%	29	2.3%	706	1.3%
N/A - no support required/necessary	25,765	92.3%	14,988	89.5%	5,586	85.6%	1,015	80.1%	47,354	90.3%
Total	27,918	100.0%	16,749	100.0%	6,522	100.0%	1,267	100.0%	52,456	100.0%

About 90% of the home visits did not require any support.

Figure 4 shows that the more support to bridge mother–school interaction is provided to parents the longer they participate in the HIPPY program.

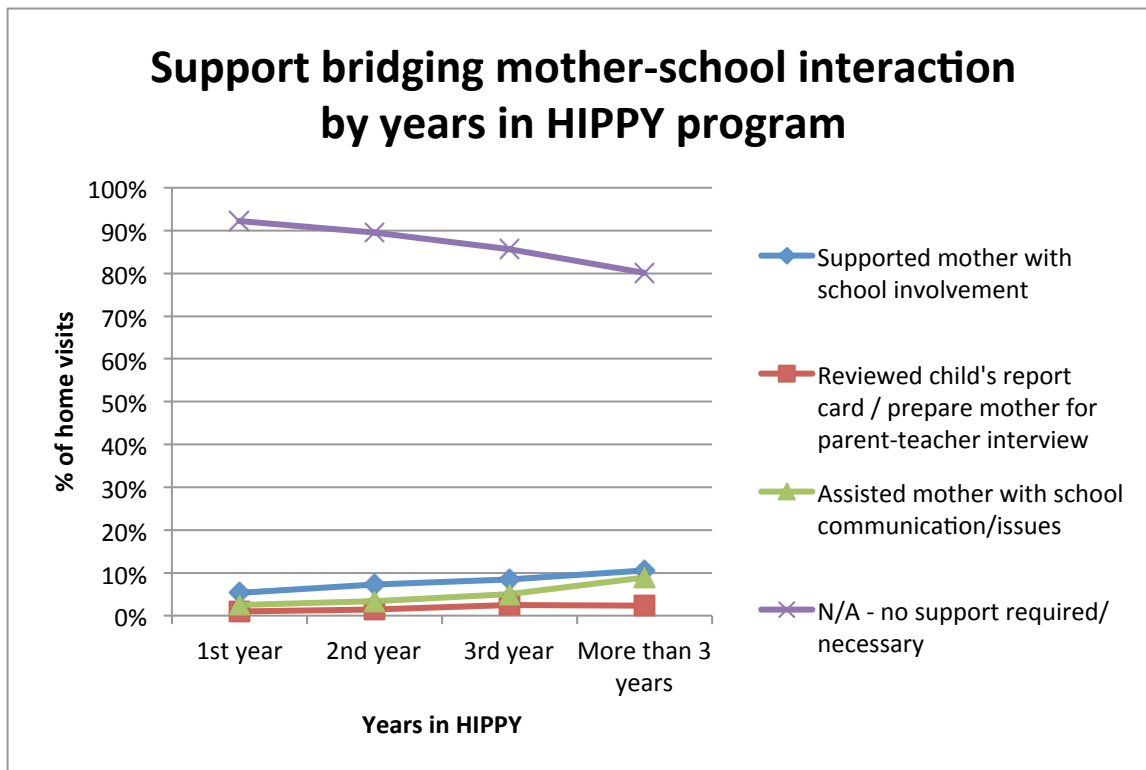


Figure 4

Figure 5 shows the support offered by home visitors to parents during home visits to help bridge mother–school interactions for the Thorncliffe/Flemingdon Park and Victoria area. While about 90% of the national sample did not receive support, only about three-quarters (77.2%) of the Thorncliffe/Flemingdon Park and Victoria home visits did not result in support. The majority of the additional support provided to the Thorncliffe/Flemingdon Park and Victoria parents was through *supporting the parent with school involvement*.

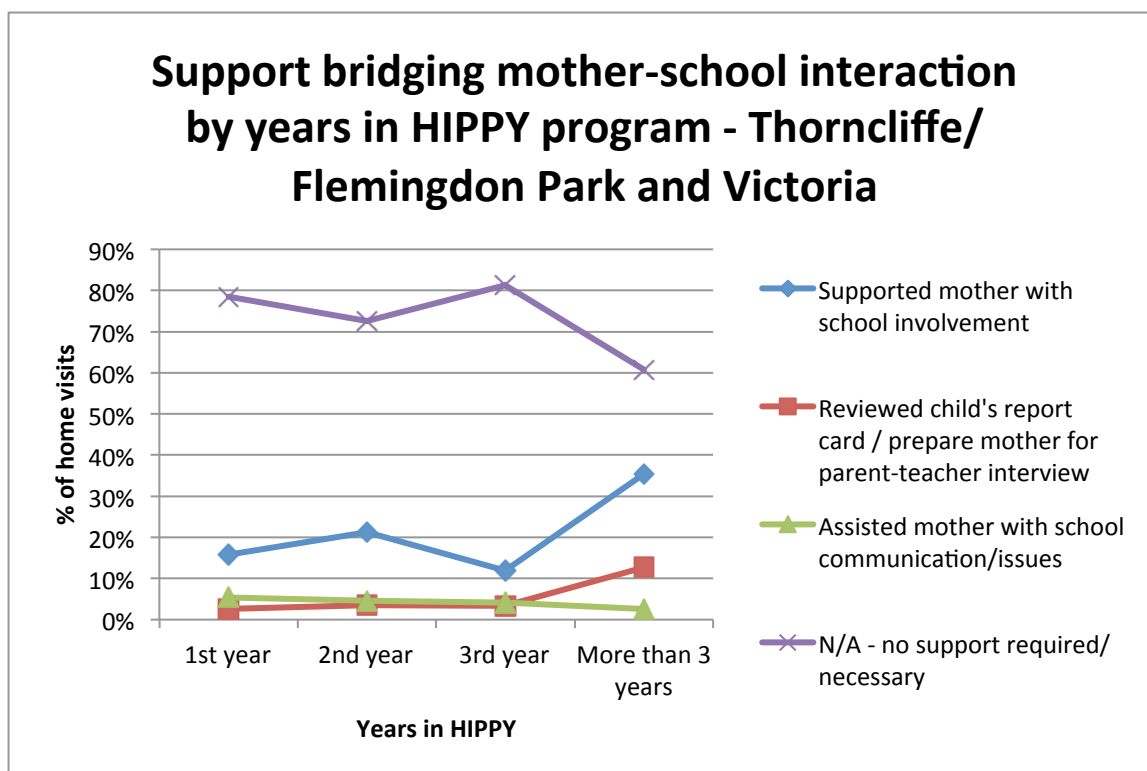


Figure 5

Table 12 shows the support provided to the parents in the form of information given, actions taken, and referrals made by number of years in HIPPY.

	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Information given	11,044	40.6%	6,564	39.9%	2,988	46.3%	612	48.8%	21,208	41.3%
Action(s) taken	5,636	20.7%	3,233	19.7%	1,045	16.2%	87	6.9%	10,001	19.5%
Referral(s) made	2,785	10.2%	1,699	10.3%	739	11.5%	179	14.3%	5,402	10.5%
N/A (no support provided this week)	11,428	42.0%	6,998	42.6%	2,477	38.4%	549	43.8%	21,452	41.8%
Total	27,191	100.0%	16,432	100.0%	6,454	100.0%	1,253	100.0%	51,330	100.0%

Information was provided in over a third (41.3%) of the home visits, while actions taken (19.5%) and referrals made (10.5%) were each provided in less than 20% of the home visits. Over a third of the home visits that recorded whether support was provided or not (41.8%) indicated that no support was provided that week.

Figure 6 shows that more support is provided to parents the longer they are involved in the HIPPY program.

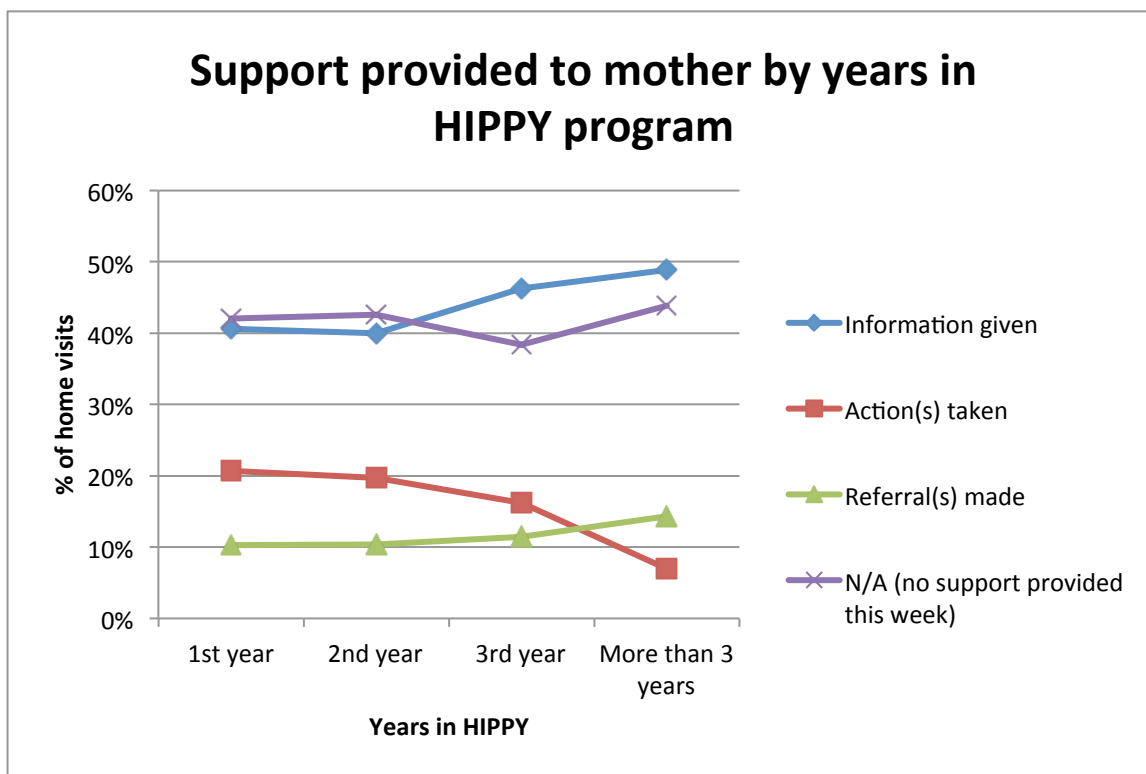


Figure 6

Figure 7 shows the support provided to the parents in the form of information given, actions taken, and referrals made by number of years in HIPPY for the Thorncliffe/Flemingdon Park and Victoria area. Similar to the findings in the figures above, more support was offered in the Thorncliffe/Flemingdon Park and Victoria area than nationally. The additional support was provided through *information given* and *referrals made*. *Actions taken* for the Thorncliffe/Flemingdon Park and Victoria area was actually lower than the national sample.

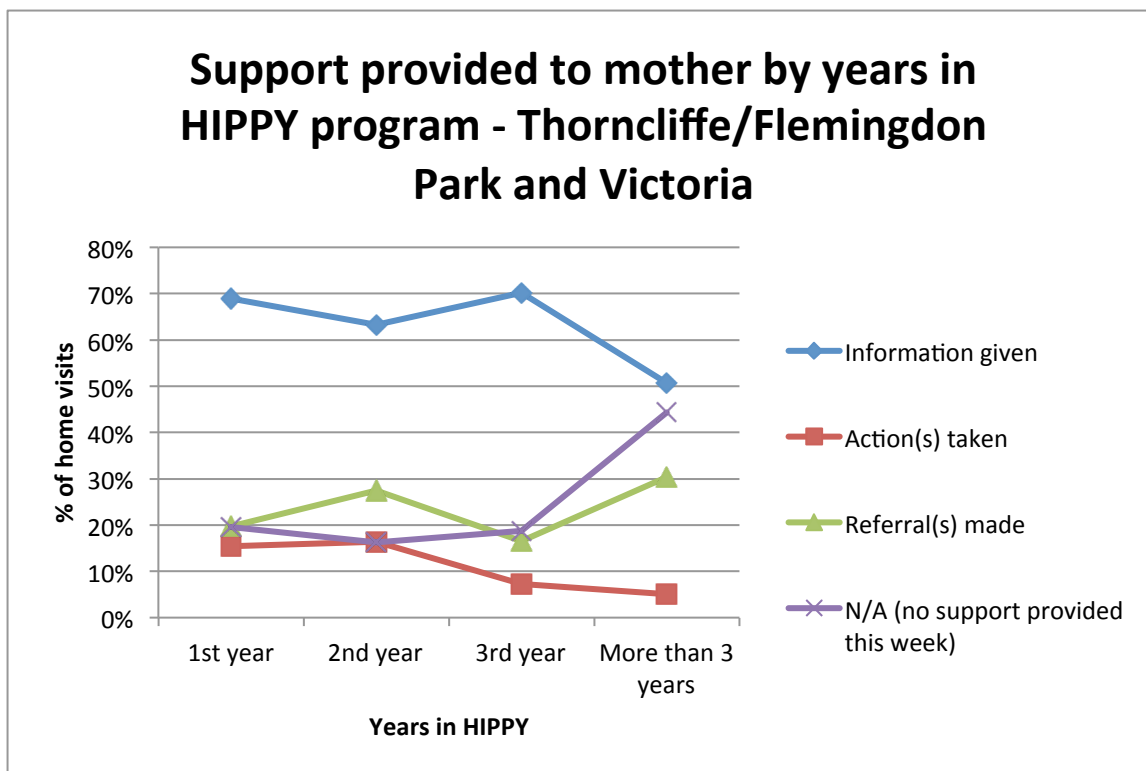


Figure 7

Table 13 provides the type of information given by home visitors to parents when this type of support was provided.

Table 13: Information given by years in HIPPY program										
Types of information	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Community/recreation centre programs	4,068	36.8%	2,151	32.8%	827	27.7%	132	21.6%	7,178	33.8%
Public events	2,555	23.1%	1,548	23.6%	743	24.9%	151	24.7%	4,997	23.6%
Literacy and library program	2,548	23.1%	1,477	22.5%	696	23.3%	101	16.5%	4,822	22.7%
Community resources	2,367	21.4%	1,585	24.1%	453	15.2%	133	21.7%	4,538	21.4%
Parenting	1,192	10.8%	781	11.9%	350	11.7%	109	17.8%	2,432	11.5%
Different cultural celebration & statutory / religious holidays	956	8.7%	613	9.3%	353	11.8%	78	12.7%	2,000	9.4%
Mother education opportunities	1,134	10.3%	439	6.7%	220	7.4%	68	11.1%	1,861	8.8%
Book bank and/or book distribution	750	6.8%	503	7.7%	144	4.8%	42	6.9%	1,439	6.8%
Shopping	690	6.2%	415	6.3%	208	7.0%	52	8.5%	1,365	6.4%
Mother employment opportunities	764	6.9%	275	4.2%	147	4.9%	36	5.9%	1,222	5.8%
Banking	265	2.4%	162	2.5%	57	1.9%	30	4.9%	514	2.4%
Music and dance schools	246	2.2%	172	2.6%	71	2.4%	8	1.3%	497	2.3%
Volunteer opportunities	290	2.6%	132	2.0%	51	1.7%	18	2.9%	491	2.3%
Other	1,025	9.3%	553	8.4%	284	9.5%	73	11.9%	1,935	9.1%
Not indicated	78	0.7%	52	0.8%	19	0.6%	3	0.5%	152	0.7%
Total	11,044	100.0%	6,564	100.0%	2,988	100.0%	612	100.0%	21,208	100.0%

Note: Multiple forms of information could be provided during the same home visit; and therefore, the column percentage totals may sum to more than 100%.

Information on *community/recreation centre programs* was the most common type of information provided by home visitors to parents, with about a third of the parents (33.8%) receiving this type of information. However, this type of information was provided less and less the longer parents participated in HIPPY, with 36.8% of parents receiving information on *community/recreation centre programs* during their first year of participation compared to 21.6% for those that had participated in HIPPY for more than three years.

Information on *public events* (23.6%), *literacy and library programs* (22.7%), and *community resources* (21.4%) was provided to more than 20% of the parents when information was given during the home visit.

The Thorncliffe/Flemingdon Park and Victoria home visits resulted in similar percentages of the types of information given. However, Thorncliffe/Flemingdon Park and Victoria parents were more likely to receive information on mother employment opportunities than the national sample (10.2% compared to 5.8%) while the national sample was more likely to get information on community resources (21.4% compared to 14.9%).

Table 14 shows the types of actions taken by home visitors when this type of support was provided during a home visit.

Table 14: Actions taken by years in HIPPY program										
Activities	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Assisted mother with connecting with other HIPPY families	539	9.6%	302	9.3%	106	10.1%	6	6.9%	953	9.5%
Accompanied mother to community resources/activities	354	6.3%	168	5.2%	60	5.7%	7	8.0%	589	5.9%
Supported mother with appointments	56	1.0%	25	0.8%	10	1.0%	10	11.5%	101	1.0%
Helped mother fill out other form(s)	63	1.1%	27	0.8%	7	0.7%	2	2.3%	99	1.0%
Helped mother fill out education application form(s)	39	0.7%	8	0.2%	0	0.0%	0	0.0%	47	0.5%
Accompanied mother to other appointments	29	0.5%	2	0.1%	2	0.2%	2	2.3%	35	0.3%
Accompanied mother to appointment (education opportunity)	24	0.4%	6	0.2%	2	0.2%	0	0.0%	32	0.3%
Helped mother fill out employment application form(s)	19	0.3%	6	0.2%	1	0.1%	0	0.0%	26	0.3%
Accompanied mother to appointment (employment opportunity)	4	0.1%	3	0.1%	0	0.0%	0	0.0%	7	0.1%
Other action(s) taken	4,634	82.2%	2,720	84.1%	862	82.5%	64	73.6%	8,280	82.8%
Not indicated	33	0.6%	16	0.5%	7	0.7%	1	1.1%	57	0.6%
Total	5,636	100.0%	3,233	100.0%	1,045	100.0%	87	100.0%	10,001	100.0%

Note: Multiple forms of activities could be taken during the same home visit; and therefore, the column percentage totals may sum to more than 100%.

The majority of the actions taken during home visits (82.8%) fall under the *other action(s) taken* option. Outside of other actions taken, the most common actions taken were *assisted mother with connecting with other HIPPY families* (9.5%) and *accompanied mother to community resources/activities* (5.9%).

Only about half as many home visits in the Thorncliffe/Flemingdon Park and Victoria area (40.9%) resulted in *other action(s) taken* compared to the national sample. The majority of the responses that were not classified as *other actions taken* were *assisted mother with connecting with other HIPPY families* (31.6%) and *accompanied mother to community resources/activities* (29.4%). The rest of the action options were each taken in less than 3% of the home visits.

Table 15 indicates who the home visitors referred the parents to during their home visits if this type of support was provided.

Referrals made to	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Another service provider	1,808	64.9%	1,037	61.0%	526	71.2%	117	65.4%	3,488	64.6%
Any department at HIPPY host agency	789	28.3%	494	29.1%	154	20.8%	41	22.9%	1,478	27.4%
Government agency	554	19.9%	353	20.8%	160	21.7%	41	22.9%	1,108	20.5%
Not indicated	442	15.9%	250	14.7%	77	10.4%	34	19.0%	803	14.9%
Total	2,785	100.0%	1,699	100.0%	739	100.0%	179	100.0%	5,402	100.0%

Note: Multiple referrals could be made during the same home visit; and therefore, the column percentage totals may sum to more than 100%.

When home visitors provided support to the parents in the form of referrals, most often it was to *another service provider* (64.6%). In more than a quarter of the visits where referrals were provided (27.4%), parents were referred to *any department at HIPPY host agency* and another 20.5% were referred to a *government agency*.

Referrals to *government agencies* seems to increase slightly the longer the parent has participated in the HIPPY program, while referrals to *any department at HIPPY host agency* seems to decrease the longer the parent has been in the program.

Thorncliffe/Flemingdon Park and Victoria home visits resulted in a higher percentage of *government agency* referrals than the national sample (41.1% compared to 20.5%). The percentage of referrals to *another service provider* and *any department at HIPPY host agency* were similar between the two samples (less Thorncliffe/Flemingdon Park and Victoria referrals were *not indicated*).

Table 16 shows the type of parent referrals that were made by the home visitors to the parents.

Referral type	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Child development and/or parenting	1,472	53.3%	500	42.3%	298	46.3%	71	47.0%	2,341	49.4%
Public benefits	852	30.9%	265	22.4%	154	23.9%	37	24.5%	1,308	27.6%
Health	745	27.0%	302	25.5%	202	31.4%	43	28.5%	1,292	27.3%
Education (parent)	586	21.2%	193	16.3%	106	16.5%	38	25.2%	924	19.5%
Employment	333	12.1%	189	16.0%	81	12.6%	21	13.9%	624	13.2%
Immigration	260	9.4%	135	11.4%	53	8.2%	13	8.6%	461	9.7%
Financial assistance	175	6.3%	82	6.9%	36	5.6%	13	8.6%	306	6.5%
Crisis intervention and/or emergency information	141	5.1%	81	6.8%	74	11.5%	7	4.6%	303	6.4%
Legal aid	92	3.3%	58	4.9%	50	7.8%	8	5.3%	208	4.4%
Housing	112	4.1%	43	3.6%	11	1.7%	11	7.3%	177	3.7%
Food bank	89	3.2%	36	3.0%	15	2.3%	10	6.6%	150	3.2%
Total	2,760	100.0%	1,183	100.0%	644	100.0%	151	100.0%	4,738	100.0%

Note: Multiple parent referrals could be made during the same home visit; and therefore, the column percentage totals may sum to more than 100%.

Note: Out of those that provided a response for parent referral type.

In almost half the home visits (49.4%) where a parent referral was made, the parents received child development and/or parenting referrals. In more than a quarter of the home visits parents also received public benefits (27.6%) and health (27.3%) referrals.

Based on the parents' years of experience in the HIPPY program, first-year parents appear to receive more child development and/or parenting referrals compared to more experienced parents, whereas more experienced parents receive more education referrals than less experienced parents.

Thorncliffe/Flemingdon Park and Victoria home visits were less likely than the national sample to result in parent referrals for child development and/or parenting (34.6% compared to 49.4%), but were more likely to result in public benefits (42.7% compared to 27.6%), employment (31.7% compared to 13.2%), and education (29.3% compared to 19.5%) referrals.

Table 17 shows the type of child referrals that were made by the home visitors to the parents.

Table 17: Child referral type by years in HIPPY program										
Referral type	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Education	1,017	72.7%	322	63.4%	108	46.4%	33	38.4%	1,480	66.5%
Health	735	52.5%	260	51.2%	138	59.2%	53	61.6%	1,186	53.3%
Total	1,399	100.0%	508	100.0%	233	100.0%	86	100.0%	2,226	100.0%

Note: Multiple child referrals could be made during the same home visit; and therefore, the column percentage totals may sum to more than 100%.
 Note: Out of those that provided a response for child referral type.

About two-thirds of the child referrals (66.5%) were concerning education while just over half were concerning health (53.3%). Both child referral types trend in opposing directions based on the parents' years of experience in the program. While the percentage of health referrals increases with the more experience the parent has in the HIPPY program, education referrals decrease.

Home visits in the Thorncliffe/Flemingdon Park and Victoria area were slightly less likely to result in education (57.9%) or health (47.9%) child referrals compared to the national sample.

Table 18 provides details regarding the immigration referrals made by home visitors to parents.

Table 18: Immigration referral details by years in HIPPY program										
	1st year		2nd year		3rd year		More than 3 years		Total	
	#	%	#	%	#	%	#	%	#	%
Important Documents	92	53.2%	48	46.6%	23	60.5%	2	25.0%	165	51.2%
Overview of Canada	25	14.5%	15	14.6%	0	0.0%	3	37.5%	43	13.4%
Improving English or French	26	15.0%	9	8.7%	6	15.8%	0	0.0%	41	12.7%
Becoming a Canadian citizen	8	4.6%	20	19.4%	4	10.5%	1	12.5%	33	10.2%
Canadian Law and Justice	16	9.2%	6	5.8%	3	7.9%	2	25.0%	27	8.4%
Rights and Freedoms	15	8.7%	3	2.9%	4	10.5%	0	0.0%	22	6.8%
Communications and Media	1	0.6%	7	6.8%	0	0.0%	0	0.0%	8	2.5%
Transportation	3	1.7%	3	2.9%	1	2.6%	0	0.0%	7	2.2%
Total	173	100.0%	103	100.0%	38	100.0%	8	100.0%	322	100.0%

Note: Multiple immigration referrals could be made during the same home visit; and therefore, the column percentage totals may sum to more than 100%.

Note: Out of those that provided a response for immigration referral details.

The majority of the immigration referrals (51.2%) were regarding *important documents*. More than 10% of the immigration referrals were also regarding an *overview of Canada* (13.4%), *improving English and French* (12.7%), and *becoming a Canadian citizen* (10.2%).

There appears to be some trends based on the parents experience and the type of immigration referrals they received; however, given the small sample sizes for parents with three years of experience or more, the results should be reviewed with caution.

The Thorncliffe/Flemingdon Park and Victoria area home visits were much less likely than the national sample to result in details regarding important documents (13.6% compared 51.2%). More details shared by the home visitors in the Thorncliffe/Flemingdon Park and Victoria area were in regards to an *overview of Canada* (30.5%), *improving English and French* (26.3%), *rights and freedoms* (17.8%), and *Canadian law and justice* (13.6%).

3.3 Assessment of confidence with materials

The program undertakes a parent assessment which includes a retrospective baseline and follow-up at the end of each program year (up to year 3). Table 19 shows the national results for the parent assessment question *How confident do you feel when you are trying to teach your child new things?* Parents were asked to rate their confidence on a four-point scale ranging from *not confident at all* to *very confident*.

Table 19: Confidence level of parent when teaching child new things by assessment										
Confidence level	Baseline		Follow Up - Year 1		Follow Up - Year 2		Follow Up - Year 3		Total	
	#	%	#	%	#	%	#	%	#	%
Not confident at all	109	9.3%	7	0.8%	2	0.4%	0	0.0%	118	4.2%
A little confident	291	24.8%	115	12.6%	23	4.8%	9	3.8%	438	15.6%
Somewhat confident	399	34.0%	332	36.4%	150	31.1%	48	20.5%	929	33.2%
Very confident	346	29.5%	452	49.6%	306	63.5%	176	75.2%	1,280	45.7%
I don't know	29	2.5%	6	0.7%	1	0.2%	1	0.4%	37	1.3%
Total	1,174	100.0%	912	100.0%	482	100.0%	234	100.0%	2,802	100.0%

Between school years 2012–13 to 2014–15, 2,802 parent assessments were completed. More than three-quarters (79%) of the parents during the assessments, whether they were baseline or the year three follow-up, indicated they were somewhat or very confident when trying to teach their children new things.

Figure 8 shows that the confidence level of parents increases as they spend more time in the HIPPY program.

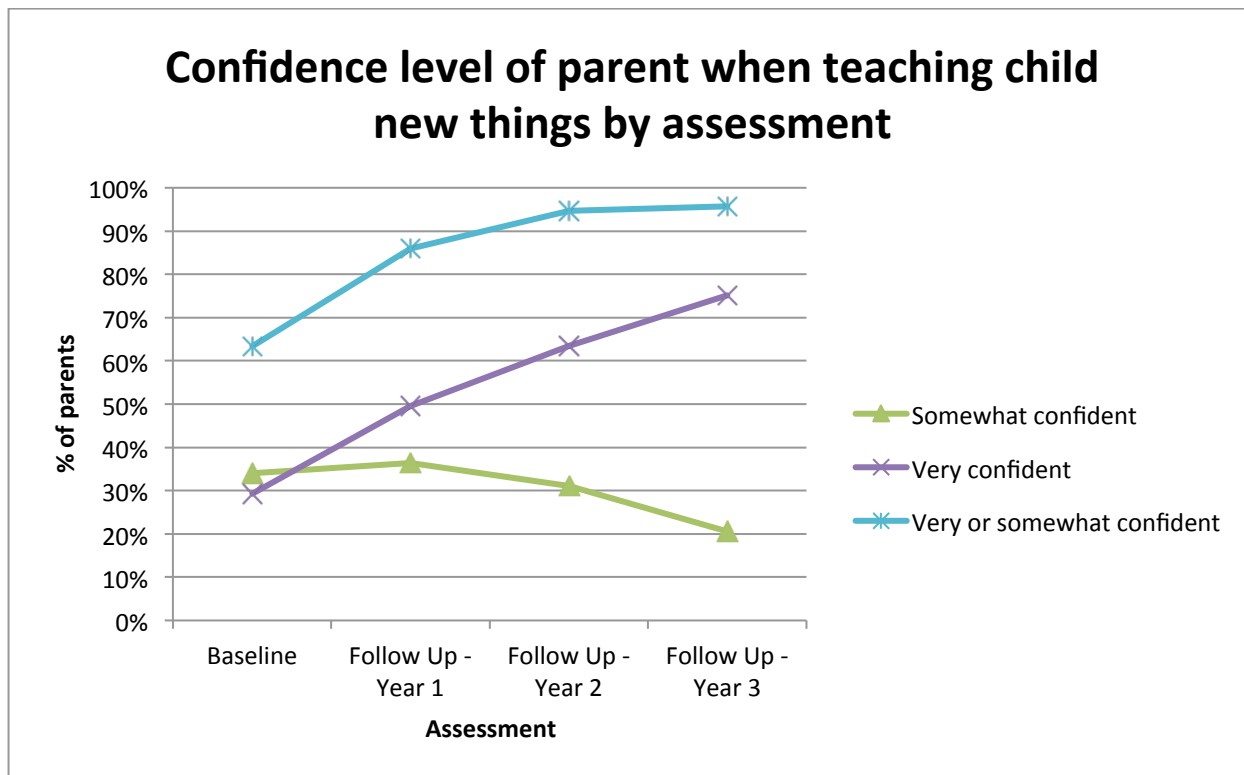


Figure 8

Parents being somewhat or very confident when trying to teach their child new things increased between each assessment, with it increasing from about 64% to 96% between the baseline and year three follow-up assessments for school years 2012-13 to 2014-15.

The Thorncliffe/Flemingdon and Victoria parents showed a similar trend as the national sample, with the parents from the Thorncliffe/Flemingdon and Victoria area showing higher levels of confidence when trying to teach their children new things than national parents. See Figure 9.

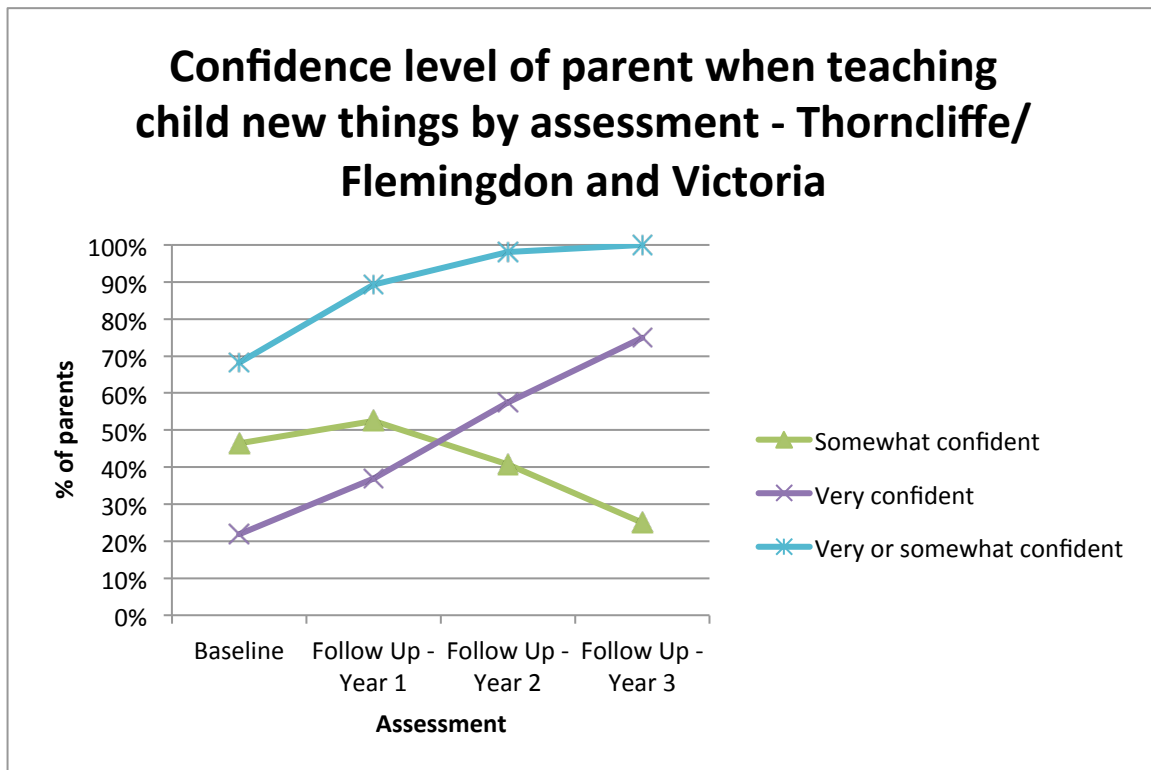


Figure 9

The program also tracks progress made by parents on achieving desired outcomes using indicators of success for each outcome. One of the outcome measures is: *mother has the skills and capacity to use the HIPPY materials to teach her child*. The home visitor rates the mother’s confidence level in using the HIPPY materials on a five-point scale. The options are listed in Table 20, along with the average ratings per number of times tracked for the entire national sample. Note that a parent can appear in the table more than once if, for example, their child was in the program for more than one year and they were tracked for each of those years. Each school year tracked is treated as a separate entry in Table 20.

Table 20: Confidence level of parent with HIPPY material by number of times tracked										
Confidence level	1st track		2nd track		3rd and 4th track		5 or more tracks		Total	
	#	%	#	%	#	%	#	%	#	%
Mother is not confident with the HIPPY material	246	14.7%	71	6.8%	80	3.1%	11	1.1%	408	6.5%
Mother is somewhat confident with the HIPPY material	562	33.6%	398	37.9%	594	23.1%	166	16.4%	1,720	27.3%
Mother is very confident with the HIPPY material	487	29.1%	361	34.3%	984	38.3%	342	33.8%	2,174	34.5%
Mother is somewhat confident using additional material	205	12.3%	130	12.4%	503	19.6%	284	28.0%	1,122	17.8%
Mother is very confident using additional material	171	10.2%	91	8.7%	407	15.8%	210	20.7%	879	13.9%
Total	1,671	100.0%	1,051	100.0%	2,568	100.0%	1,013	100.0%	6,303	100.0%

In total, parents have been tracked 6,303 times. Just under a third (31.7%) of the parent tracks were ranked as being somewhat or very confident in using additional material (i.e., four or five on the five-point scale). Almost two-thirds (61.8%) were rated as somewhat or very confident with the HIPPY material, while the remaining 6.5% were rated as not confident with the HIPPY material.

Figure 10 shows that the parents’ confidence with using additional material to teach their child increases as they proceed through the HIPPY program.

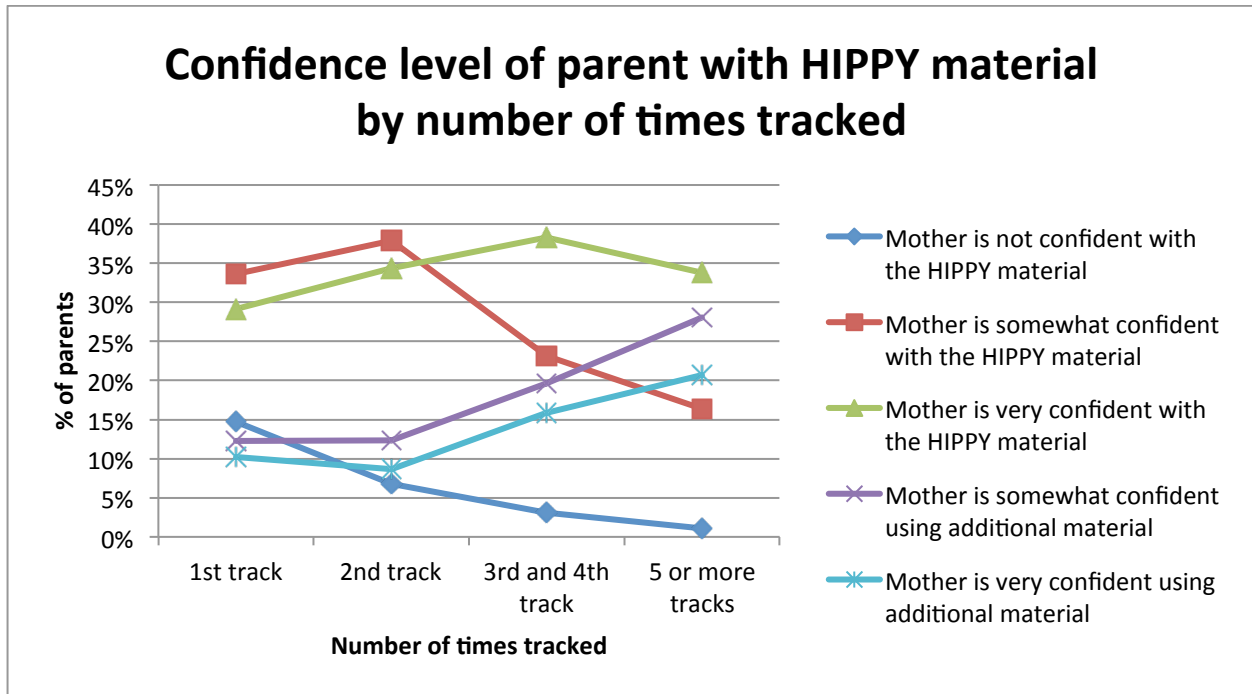


Figure 10

Parents being somewhat and very confident with using additional material to teach their child increases steadily once they are tracked three times or more (i.e., the longer they are in the HIPPY program). The Thorncliffe/Flemingdon and Victoria parents showed a similar trend as the national sample, but show a sharper increase in the parents being somewhat and very confident using additional material to teach their children the more times they are tracked.

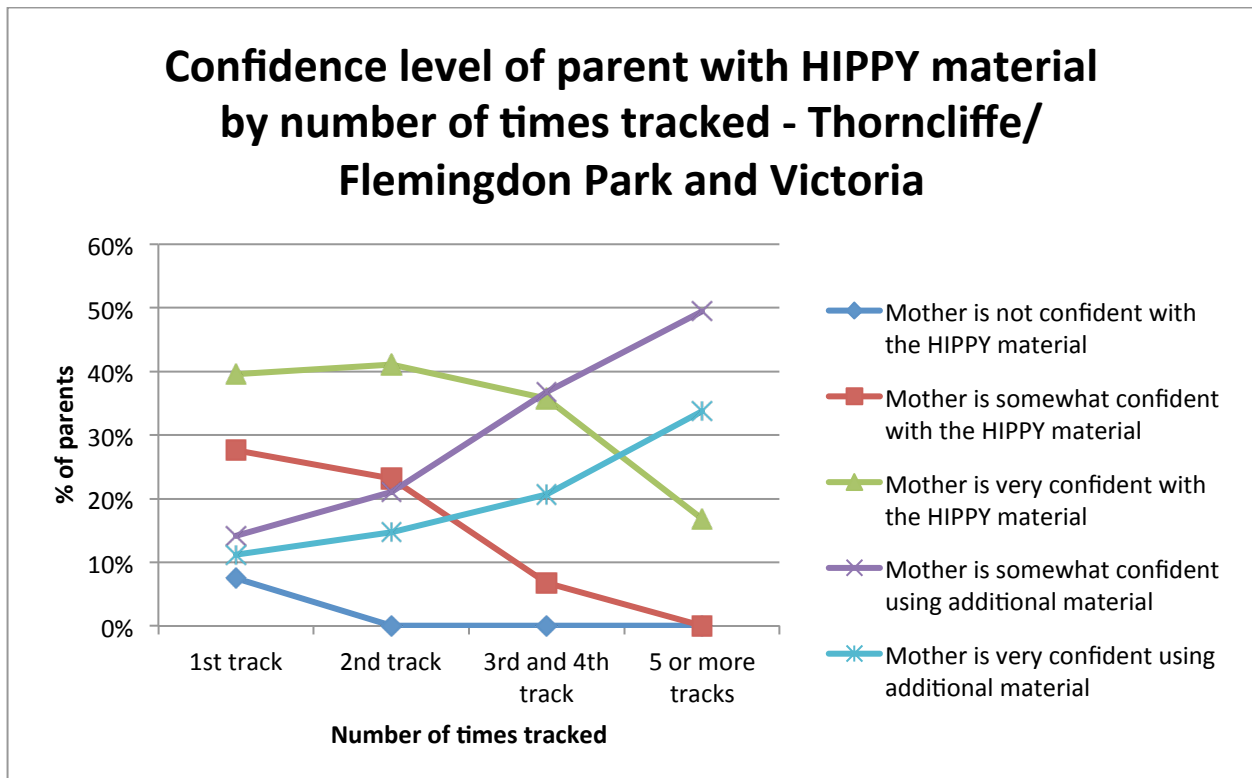


Figure 11

4.0 Program impacts

As implied in the discussions above, the successful implementation of the planned quasi-experimental analysis during the evaluation required a number of features. The survey instrument developed for the evaluation ensured that a broad range of data on both parents and children would be collected. This provided sufficient information to support matching participants to non-participants in an attempt to compensate for the selection biases normally associated with voluntary program participation. This would then allow for the outcome comparison planned for the analysis.

However, the analyses also required that there be a pool of non-participants to draw on to support this match. It was critical that these individuals would have been eligible to participate in program at some time in the past. Given that participant families are selected into the program based on economic need, non-participants would need to be drawn from a population with similar economic characteristics. In addition, parents can only participate in HIPPY prior to their children's entry into elementary school. Thus, non-participant parents would need to have children that met the same general criteria for participation in the survey as participant parents — namely, that their children currently be in grade 1 through grade 4. Fortunately, Thorncliffe and Flemingdon Parks include many families that meet these criteria.

4.1 Profile of Thorncliffe and Flemingdon Parks

Thorncliffe and Flemingdon Parks represent areas of Toronto with a number of unique characteristics. As the table below suggests, a significant percentage of the population in these areas is made up of newcomers to Canada. In addition, the income distribution for these communities is quite different than that of the rest of the Canadian population. As the table suggests, many individuals and households fall within lower income brackets. These factors create barriers to community and economic integration among residents.

Table 21: Thorncliffe and Flemingdon Parks — Demographics						
Characteristic	Thorncliffe Park		Flemingdon Park		Canada	
	Total	Percentage	Total	Percentage	Total	Percentage
Citizenship						
Total population in private households by citizenship	19105	100%	22150	100%	32,852,325.00	100%
Canadian citizens	13790	72%	17540	79%	30,895,310.00	94%
Not Canadian citizens	5305	28%	4625	21%	1,957,015.00	6%
Immigrant status and period of immigration						
Total population in private households by immigrant status and period of immigration	19095	100%	22155	100%	32,852,320.00	100%
Non-immigrants	5730	30%	7155	32%	25,720,175.00	78%
Immigrants	12455	65%	14170	64%	6,775,765.00	21%
Non-permanent residents	925	5%	835	4%	356,385.00	1%
Age at immigration						
Total immigrant population in private households by age at immigration	12445	100%	14175	100%	6,775,765.00	100%
Under 5 years	1370	11%	930	7%	671,795.00	10%
5 to 14 years	1965	16%	1985	14%	1,186,050.00	18%
15 to 24 years	2140	17%	3165	22%	1,540,430.00	23%
25 to 44 years	5820	47%	6320	45%	2,767,110.00	41%
45 years and over	1150	9%	1765	12%	610,385.00	9%
Education						
Total population aged 15 years and over by highest certificate, diploma, or degree	14035	100%	17705	100%	27,259,525.00	100%
No certificate, diploma, or degree	2590	18%	3615	20%	5,485,400.00	20%
High school diploma or equivalent	3550	25%	4570	26%	6,968,935.00	26%
Postsecondary certificate, diploma, or degree	7895	56%	9530	54%	14,805,190.00	54%
Labour force status						
Total population aged 15 years and over by labour force status	50825	100%	17715	100%	27,259,525.00	100%
In the labour force	7985	57%	10370	59%	17,990,080.00	66%
Employed	6735	48%	8790	50%	16,595,035.00	61%
Unemployed	1255	9%	1590	9%	1,395,045.00	5%
Not in the labour force	6055	43%	7330	41%	9,269,445.00	34%
Income of households in 2010						
Household total income in 2010 of private households	6715	100%	8040	100%	13,319,255.00	100%
Under \$5,000	165	2%	295	4%	361,615.00	3%
\$5,000 to \$9,999	145	2%	225	3%	265,090.00	2%
\$10,000 to \$14,999	265	4%	250	3%	447,540.00	3%
\$15,000 to \$19,999	530	8%	495	6%	694,405.00	5%
\$20,000 to \$29,999	975	15%	925	12%	1,193,925.00	9%
\$30,000 to \$39,999	1180	18%	1145	14%	1,271,675.00	10%
\$40,000 to \$49,999	845	13%	1015	13%	1,206,800.00	9%
\$50,000 to \$59,999	620	9%	805	10%	1,102,120.00	8%
\$60,000 to \$79,999	955	14%	1105	14%	1,865,280.00	14%
\$80,000 to \$99,999	395	6%	780	10%	1,458,240.00	11%
\$100,000 to \$124,999	275	4%	475	6%	1,260,770.00	9%
\$125,000 to \$149,999	180	3%	160	2%	802,555.00	6%
\$150,000 and over	165	2%	350	4%	1,389,240.00	10%

Source: Developed from the 2012 national housing survey. Census tracts for Thorncliffe and Flemingdon Parks identified from Don Valley Local Immigrant Partnership, Demographic Profiles (Thorncliffe Neighbourhood Office, 2009, p. 2).

In addition, when compared to the City of Toronto, Thorncliffe and Flemingdon Parks have a disproportionately large number of young children. While the total number of children ages 0 to 14 decreased in Flemingdon Park from 2001 to 2011, the neighbourhood continued to have 30.9% more children ages 0 to 14 per capita than the City of Toronto generally (City of Toronto, 2012a, pp. 1–2). Over the same period, Thorncliffe Park saw a 40.8% increase in the number of children in this age group; in 2011, it had 71.6% more per capita than the general Toronto population (City of Toronto, 2012b, pp. 1–2). Given this number of children, the need for stronger early educational programming is particularly acute in these neighbourhoods.

This community demographic makeup provided for an ample number of potential non-participants who would have been eligible for HIPPY programming in the past. However, evaluation faced significant challenges enrolling both past HIPPY participants and non-participants in the survey process. Despite the fact that all were compensated for completing the survey and had the opportunity to win a significant additional prize, only 102 individuals eventually completed their hour-long in-person interview.

4.2 Profile of survey participants

An examination of the data collected during the survey process suggests that despite both past HIPPY participants and non-participants coming from the same community, many differences existed between the two groups who participated in the survey. These data are presented for the years that respondents’ were approximately two years old (the pre-program year) and the year during which they were in grade 1.

In their child’s two-year-old year, HIPPY participants had lower homeownership rate than non-participants, with just over 1 in 10 HIPPY participants (12%) indicating they own their home compared to over 3 in 10 non-participants (31%). Interestingly, home ownership rates declined for non-participants and increased for HIPPY participants from their child’s two-year-old year to their grade 1 year. As a result, ownership rates for HIPPY participants and non-participants were almost the same in their child’s grade 1 year, with about 2 out of 10 participants and non-participants owning their home. See Table 22 below.

Table 22: Were you renting your home or had you purchased it?

Homeownership	Two-year-old year		Grade 1 year	
	Participants (n=53)	Non-participants (n=52)	Participants (n=53)	Non-participants (n=52)
Rent	89%	69%	80%	79%
Own	12%	31%	20%	21%

Note: Totals may not sum to 100% due to rounding.

Overall, the most common source of income parents used to pay for household expenses was employment income. However, there were differences between participants and non-participants in how much they relied on employment income to pay for expenses. In particular, during the two-year-old year, HIPPY participants were less likely to use employment income (75%) than non-participants (88%), and were more likely to rely on savings (14% for participants versus 4% for non-participants) and government support (18% for participants versus 8% for non-participants). This changed substantially in the grade 1 year, as participants became more likely that non-participants to rely on employment income (85% for participants versus 70% for non-

participants), less likely to rely on savings (2% for participants versus 6% for non-participants), and less likely to rely on government support (15% for participants versus 22% for non-participants). See Table 23 below.

Table 23: How did your household pay for its expenses?				
Source of income	Two-year-old year		Grade 1 year	
	Participants (n=53)	Non-participants (n=52)	Participants (n=53)	Non-participants (n=52)
Employment income	75%	88%	85%	70%
Savings	14%	4%	2%	6%
Government support	18%	8%	15%	22%
Child benefit	0%	4%	2%	6%
Family business	0%	4%	0%	0%
Other	0%	0%	2%	4%

Note: Multiple responses were accepted, so totals may not sum to 100%.

As indicated in Table 24 below, most respondents indicated that they were not employed during their child’s two-year old year and grade 1 year, although there were substantial differences between participants and non-participants between the two periods. In particular, during their child’s two-year-old year, almost all (90%) HIPPY participants indicated they were not employed, compared to under 7 out of 10 (65%) non-participants. However, their employment situation of HIPPY participants improved substantially in the grade 1 year, as only 7 out of 10 (73%) HIPPY participants indicating they were unemployed compared to almost 9 out of 10 (88%) non-participants. As indicated in Table 25, most parents that were working earned less than \$20,000 personally during the two periods.

Table 24: At that time, which of the following best describes your work situation?				
Work situation	Two-year-old year		Grade 1 year	
	Participants (n=53)	Non-participants (n=52)	Participants (n=53)	Non-participants (n=52)
Employed or self-employed	10%	35%	28%	12%
Not employed	90%	65%	73%	88%

Note: Totals may not sum to 100% due to rounding.

Table 25: During that same year, about how much were you, personally, making from working?				
Personal income	Two-year-old year		Grade 1 year	
	Participants (n=53)	Non-participants (n=52)	Participants (n=53)	Non-participants (n=52)
Not employed	88%	77%	79%	96%
Under \$20,000	10%	16%	17%	4%
\$20,001 to \$40,000	2%	5%	0%	0%
\$40,001 to \$60,000	0%	2%	2%	0%
\$60,001 to \$80,000	0%	0%	2%	0%

Note: Totals may not sum to 100% due to rounding.

As indicated in Table 26 below, when asked to evaluate their overall health (including mental health and level of stress), the vast majority of HIPPY participant and non-participant respondents described themselves as healthy. Overall, HIPPY participants were somewhat more likely to rate themselves as healthy during the two-year-old year (91% for participants versus

85% for non-participants) and the grade 1 year (94% for participants versus 87% for non-participants).

Table 26: How would you describe your overall health, including mental health, level of stress?

Health	Two-year-old year		Grade 1 year	
	Participants (n=53)	Non-participants (n=52)	Participants (n=53)	Non-participants (n=52)
Healthy	91%	85%	94%	87%
Unhealthy	9%	15%	6%	14%

Note: Totals may not sum to 100% due to rounding.

Both HIPPY participants and non-participants responses indicate that their interaction with the community outside their home increased between their child’s two-year-old year and the grade 1 year. For example, from the two-year old year to the grade 1 year, the percentage of HIPPY participants indicating they interacted with people in their community once a week or more increased 15 percentage points, from 77% to 92%. Similarly for non-participants, it increased 10 percentage points, from 78% to 88%. See Table 27 below.

Table 27: At that time, how often did you see, talk to, or email people in your community outside of your home?

	Two-year-old year		Grade 1 year	
	Participants (n=52)	Non-participants (n=46)	Participants (n=52)	Non-participants (n=50)
Hardly ever or not at all	8%	7%	4%	0%
Less than once a month	2%	2%	0%	0%
About once per month	4%	7%	2%	0%
A few times a month	10%	7%	2%	12%
About once a week	10%	17%	4%	18%
A few times a week	23%	30%	33%	32%
About once a day	29%	17%	29%	32%
More than once per day	15%	13%	27%	6%

Note: Totals may not sum to 100% due to rounding.

Table 28 below describes the extent to which respondents accessed various community programs or services. Over the two time periods, HIPPY participants notably increased their use of programs related to improving their English or French (from 21% to 32%), health / nutrition / cooking (from 2% to 11%), understanding Canadian law and the justice system (from 13% to 17%) and understanding their rights and freedoms (from 17% to 25%).

Table 28: During that year, did you access community programs or services meant to help with any of the following things?

Programs or services	Two-year-old year		Grade 1 year	
	Participants (n=53)	Non-participants (n=52)	Participants (n=53)	Non-participants (n=52)
Understanding Canada	21%	15%	21%	15%
Understanding your rights and freedoms	17%	15%	25%	15%
Understanding Canadian law and the justice system	13%	10%	17%	15%
Getting important documents	4%	8%	6%	2%
Improving your English or French	21%	19%	32%	23%
Gaining access to transportation	6%	2%	2%	2%
Prenatal	4%	0%	4%	0%
Health / nutrition / cooking	2%	4%	11%	6%
Parenting	0%	2%	0%	4%
School readiness / early years / HIPPY	2%	0%	6%	0%
Networking / communication	2%	0%	6%	4%
Employment / education training	0%	0%	2%	6%
None	4%	0%	0%	2%
Other	6%	0%	6%	4%
Don't know / no response	59%	75%	42%	64%

Note: Multiple responses were accepted, so totals may not sum to 100%.

Most respondents felt included in the Thorncliffe Park/Flemingdon Park communities and were more likely to indicate they felt included during their child's grade 1 year compared to their two-year-old year. Notably, all of the HIPPY participant respondents felt included during their child's grade 1 year. Almost all (98%) of HIPPY participants felt like they were also part of the larger Canadian community during their child's grade 1 year. See Table 29 and Table 30 below.

Table 29: Did you feel like you were part of the Thorncliffe Park or Flemingdon Park communities?

Inclusion level	Two-year-old year		Grade 1 year	
	Participants (n=43)	Non-participants (n=35)	Participants (n=52)	Non-participants (n=47)
Felt included	93%	77%	100%	96%
Felt excluded	7%	23%	0%	4%

Note: Totals may not sum to 100% due to rounding.

Table 30: During that same year, did you feel like you were part of the larger Canadian community?				
Inclusion level	Two-year-old year		Grade 1 year	
	Participants (n=43)	Non-participants (n=34)	Participants (n=52)	Non-participants (n=46)
Felt included	77%	74%	98%	85%
Felt excluded	23%	27%	2%	15%

Note: Totals may not sum to 100% due to rounding.

A proportion of both HIPPY participants (44%) and non-participants (35%) felt uncomfortable with speaking English or French during their child’s two-year-old year. However, their comfort with the official languages improved substantially by the grade 1 year for both participants (17% uncomfortable) and non-participants (18% uncomfortable). See Table 31 below.

Table 31: At the time, how comfortable were you speaking either English or French?				
Comfort level	Two-year-old year		Grade 1 year	
	Participants (n=45)	Non-participants (n=40)	Participants (n=52)	Non-participants (n=49)
Comfortable	56%	65%	83%	82%
Uncomfortable	44%	35%	17%	18%

Note: Totals may not sum to 100% due to rounding.

As indicated in Table 32 below, almost none of the HIPPY participants (4%) were officially Canadian citizens during their child’s two-year old year, compared to over one in five non-participants (23%). Not surprisingly, this proportion increased by the time their child was in their grade 1 year for both HIPPY participants (33%) and non-participants (39%).

Table 32: At that time, were you officially a Canadian citizen?				
Citizenship	Two-year-old year		Grade 1 year	
	Participants (n=45)	Non-participants (n=39)	Participants (n=51)	Non-participants (n=49)
Yes	4%	23%	33%	39%
No	96%	77%	67%	61%

Note: Totals may not sum to 100% due to rounding.

Table 33 describes how often participants and non-participants children in their grade 1 year missed school. For HIPPY participants, a substantial proportion (42%) indicated hardly ever or not at all and almost as many (40%) indicated their child missed school less than once a month. Substantially fewer non-participants indicated they hardly ever or never miss school (17%), although a larger proportion than participants indicated they only miss less than once a month (67%).

Table 33: How often did your child miss school during that time?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
Hardly ever or not at all	42%	17%
Less than once a month	40%	67%
About once per month	6%	6%
A few times a month	4%	6%
About once per week	0%	0%
A few times a week	0%	0%
Extended vacation (Pakistan / India) 1-3 months	8%	4%
Note: Totals may not sum to 100% due to rounding.		

The majority of HIPPY participants (58%) and non-participants (62%) indicated that their child got along with the other students in their school very well. None of the respondents said their child had a lot of difficulty getting along with other students in their grade 1 year, while slightly more non-participants indicated their child had some difficulty (15% compared to participants (10%). See Table 34 below for more detail.

Table 34: During that year, how well did your child get along with the other children in their school?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
They had a lot of difficulty getting along with the other students	0%	0%
They had some difficulty getting along with the other students	10%	15%
They got along with the other students fairly well	33%	23%
They got along with the other students very well	58%	62%
Note: Totals may not sum to 100% due to rounding.		

As indicated by Table 35 below, a strong majority of both participants (89%) and non-participants (87%) in the grade 1 year indicated their child liked going to school a lot.

Table 35: How much did your child enjoy going to school?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
They disliked going to school a lot	2%	0%
They disliked going to school a little	8%	8%
They liked going to school a little	2%	6%
They liked going to school a lot	89%	87%
Note: Totals may not sum to 100% due to rounding.		

When asked how often their child participate in school activities other than going to class, the majority (58%) of HIPPY participants said hardly ever or not at all and almost 2 out of 20 (17%) said less than once a month. One in four (25%) HIPPY participant’s children participated in school activities other than going to class once a month or more. Similarly to HIPPY participants, the majority of non-participants (64%) also said their child hardly ever or never participated in other school activities. Less than 1 in 10 non-participants (6%) said less than once a month, and about 3 in 10 (31%) said their child participated in school activities other than class once a month or more. See Table 36 below for more details.

Table 36: How often did your child participate in school activities other than going to class?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
Hardly ever or not at all	58%	64%
Less than once a month	17%	6%
About once per month	8%	8%
A few times a month	6%	10%
About once per week	6%	8%
A few times a week	6%	6%

Note: Totals may not sum to 100% due to rounding.

Non-participants indicated they helped their children with school work or other study activities slightly more often than HIPPY participants during the grade 1 year, as all of the non-participants indicated they help their child about once a week or more. A substantial, but slightly lower proportion of participants (94%) indicated they helped their child about once a week or more during the grade 1 year. Parents most commonly helped their children about once a day (67% of participants and 73% of non-participants). See Table 37 below for more details.

Table 37: During the year, how often did you help your child with their school work or other extra study activities?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
Hardly ever or not at all	2%	0%
About once per month	2%	0%
A few times a month	2%	0%
About once per week	2%	4%
A few times a week	15%	15%
About once per day	67%	73%
More than once per day	10%	8%

Note: Totals may not sum to 100% due to rounding.

When asked how often they met with their child’s teacher to discuss their child, most HIPPY participants (83%) and non-participants (92%) indicated they do so less than once a month. Overall, it appears that HIPPY participants met with their teacher more often, as 15% of HIPPY parents saw their child’s teacher once a month or more, compared to only 8% of non-participants. See Table 38 below.

Table 38: During the year, how often did you meet with your child’s teachers to discuss your child?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
Hardly ever or not at all	2%	0%
Less than once a month	83%	92%
About once per month	10%	6%
A few times a month	0%	2%
About once per week	2%	0%
A few times a week	4%	0%

Note: Totals may not sum to 100% due to rounding.

HIPPY parents were more proactive in asking for meetings with teachers, as almost 3 in 10 (27%) said they asked for the meetings. In contrast, less than 1 out of 10 (6%) non-participants asked for meetings with teachers. See Table 39 below.

Table 39: In most cases, who asked for these meetings?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
I asked for them	27%	6%
My child's teacher asked for them	73%	94%

Note: Totals may not sum to 100% due to rounding.

By far, the most common reason parents met with their child's teacher was to discuss their progress in school. This was true for both participants (96%) and non-participants (98%). The other main reason was to discuss a problem they were having at school, although more non-participants (14%) cited this as a main reason compared to HIPPY participants (4%). See Table 40 below.

Table 40: What was the main reason for your meeting with your child's teacher?		
Response	Grade 1 year	
	Participants (n=53)	Non-participants (n=52)
To discuss their progress in school	96%	98%
To discuss a problem they were having at school	4%	14%
Don't know/no response	2%	0%

Note: Respondents could provide more than one answer; totals may sum to more than 100%.

Table 41 describes how often respondents volunteered for, or participated in their child's school events. Responses were similar for both participants and non-participants, as the majority of both participants (58%) and non-participants (64%) stated that they rarely or never volunteer/participate in school events. The next most common response was that they participate/volunteer less than once a month (29% of participants and 23% of non-participants).

Table 41: How often did you volunteer for, or participate in, school events?		
Response	Grade 1 year	
	Participants (n=52)	Non-participants (n=52)
Hardly ever or not at all	58%	64%
Less than once a month	29%	23%
About once per month	6%	2%
A few times a month	2%	0%
About once per week	2%	4%
A few times a week	4%	2%
About once per day	0%	6%

Note: Totals may not sum to 100% due to rounding.

Table 42 describes how participants and non-participants rated their child’s school performance in the grade 1 year, using a scale from 1 to 10, where 1 is not very well at all and 10 is very well. All respondents, including participants and non-participants, rated their child’s performance as a four or higher. The most common rating was 8 for both participants (28%) and non-participants (31%). Overall, it appears that both participants and non-participants rated their child’s school performance similarly, although twice as many participants rated their performance as a 5 compared to non-participants (24% versus 12%, respectively).

Table 42: How would you rate your child’s school performance on a scale from 1 to 10, where 1 is not very well at all and 10 is very well?			
Average grade	Grade 1 year		
	Participants (n=51)	Non-participants (n=52)	
4	0%	4%	
5	24%	12%	
6	6%	10%	
7	18%	14%	
8	28%	31%	
9	18%	21%	
10	8%	10%	

Note: Totals may not sum to 100% due to rounding.

4.3 Comparison of HIPPY participants and non-participants

In order to compensate for the differences between the HIPPY participants and non-participants in the year prior to their eligibility for HIPPY, the evaluation matched them to each other based on a number of pre-program characteristics (e.g., parent country of birth, parent age, first child born in Canada) using a propensity score matching technique. A description of the matching process and net impact analysis is provided in Appendix D. The intent was to balance the two groups such that the characteristics associated with their selection into HIPPY and those likely to be associated with program success would be statistically similar across the two groups.

Once the participant and non-participant groups were matched, average outcomes for the groups associated with the school year during which their children would have been in grade 1 were compared in order to assess the impacts of HIPPY. Although the survey collected additional data on parents and children, not all resulting variables could be used in the evaluation. Some variables showed little or no change over the time covered by the analysis. In other cases, high levels of non-response meant that the variables could not be used in the outcome comparison.

Table 43 provides estimates of the impact of HIPPY programming on these economic and social outcomes for both parents and children, as delivered by the Thorncliffe and Flemingdon Parks sites in Toronto. Unfortunately, due to the limited number of past home visitors who completed the evaluation’s survey, an independent analysis of home visitor outcomes was not possible.

Table 43: Evaluation of the HIPPY Program — Outcome variables				
Variable	Coefficient	Std. Err.	Z	Probability
Indicator that the parent's family owned their own home in the year the child was in grade 1.	0.00	0.09	0.01	0.99
Indicator that the parent's household paid a portion of its expenses through employment income during the year the child was in grade 1.	0.16	0.09	1.73	0.08*
Indicator that the parent's household paid a portion of its expenses through savings during the year the child was in grade 1.	-0.04	0.04	-1.00	0.32
Indicator that the parent's household paid a portion of its expenses through government transfers in the year the child was in grade 1.	-0.06	0.08	-0.75	0.45
Indicator that the parent was a non-participant in the labour market during the year the child was in grade 1.	-0.03	0.10	-0.30	0.77
Indicator that the parent was unemployed during the year the child was in grade 1.	-0.09	0.07	-1.36	0.17
Indicator that the parent was employed full-time during the year the child was in grade 1.	0.05	0.05	0.87	0.38
Level of the parent's personal income during the year the child was in grade 1.	0.41	0.23	1.74	0.08*
Parent's frequency of interaction with other community members.	0.36	0.30	1.22	0.22
Number of local services accessed by the parent during the year the child was in grade 1.	0.27	0.33	0.82	0.41
Parent's sense of belonging to their local community during the year the child was in grade 1.	0.26	0.12	2.23	0.03**
Parent's sense of belonging to the broader Canadian community during the year the child was in grade 1.	0.25	0.15	1.65	0.10*
Parent's level of comfort with English or French during the year the child was in grade 1.	-0.02	0.21	-0.10	0.92
Indicator that the parent was a Canadian citizen during the year the child was in grade 1.	-0.02	0.10	-0.24	0.81
Frequency with which the child missed school during the year the child was in grade 1.	-0.27	0.18	-1.50	0.14
Assessment of how well the child got along with other students at the school during the year the child was in grade 1.	-0.04	0.16	-0.23	0.82
Assessment of how the child liked going to school during the year the child was in grade 1.	0.02	0.12	0.16	0.87
Frequency with which the child participated in extra activities outside of school during the year the child was in grade 1.	-0.25	0.34	-0.73	0.47
Frequency with which the parent helped the child with their schoolwork during the year the child was in grade 1.	-0.14	0.19	-0.78	0.44
Frequency with which the parent met with the child's teacher during the year the child was in grade 1.	0.16	0.14	1.15	0.25
Indicator as to whether most meetings with the teacher were requested by the parent during the year the child was in grade 1.	0.22	0.08	2.68	0.01**
Indicator as to whether most meetings with the teacher were to discuss problems with the child in school during the year the child was in grade 1.	-0.11	0.05	-2.08	0.04**
Frequency with which the pair participated in school events during the year the child was in grade 1.	-0.12	0.31	-0.38	0.70
Parental perception of the child's performance in school during the year the child was in grade 1.	-0.22	0.35	-0.62	0.54

Note: Statistically significant results at the .05 (**) and .10 (*) levels noted in bold.

The evaluation also attempted to leverage the additional data collected on parents with children who had recently completed grades 2 through 4. It should be recalled that the third section of the survey instrument gathered additional information from these individuals. Unfortunately, an insufficient number of observations associated with each of these years made it impossible to draw strong conclusions about longer-term outcomes from these years.

5.0 Discussion

The current evaluation of HIPPY provides a considerable amount of information about the delivery and effectiveness of the program. The administrative data provided by HIPPY Canada suggest that the planned delivery of the program in Canada aligns quite closely with that of other jurisdictions. Despite this fact, and perhaps as in other contexts, a not insubstantial portion of program participants struggle to complete all weeks of programming. It appears that parents are better able to complete programming as their familiarity with the program grows, and those who have been involved with the program for a number of years are better able to continue with the program through to its completion.

Flexibility also appears to be a hallmark of the program, with a range of extension and support activities offered to parents during their time with HIPPY. These are in addition to the 30 weeks of supported interactions between parents and the child. While perhaps not surprising, parents report differing levels of comfort with aspects of the program and their ability to implement the curriculum with their child. All of this points to a program delivery that is reflective of the planned approach to HIPPY, but not fully reflective of it for all parents and children.

The quasi-experimental analysis conducted as part of the evaluation faced a number of challenges, not the least of which included difficulties with enrolling parents in the survey work. Nonetheless, the analysis was able to point to a number of promising results. Momentarily setting aside the statistical significance of the impact estimates, most point estimate results with relevant magnitudes align well with the expectations for the program. For example, participation in the program appears to be associated with improved community interaction, reduced frequency of children missing school, and an improved frequency of parent–teacher interactions.

Among these promising results are a number that are also statistically significant to the .05 or .10 level. These include an increase in parental income levels and that income coming from employment, improved parental senses of belonging in their neighbourhood and the Canadian community more broadly, an increased likelihood of parents generally initiating meetings with the child’s teacher, and a decreased likelihood of these meetings being to discuss difficulties with a parent’s child in school. Although not quite significant at the .10 level, the results also showed a decrease in the amount of school missed by the child and the parents’ unemployment level. Given that, for many parents, completion of the program remains a challenge, it could be the case that efforts to increase program delivery fidelity might further build on the program’s identified success.

Appendix A – Reference list

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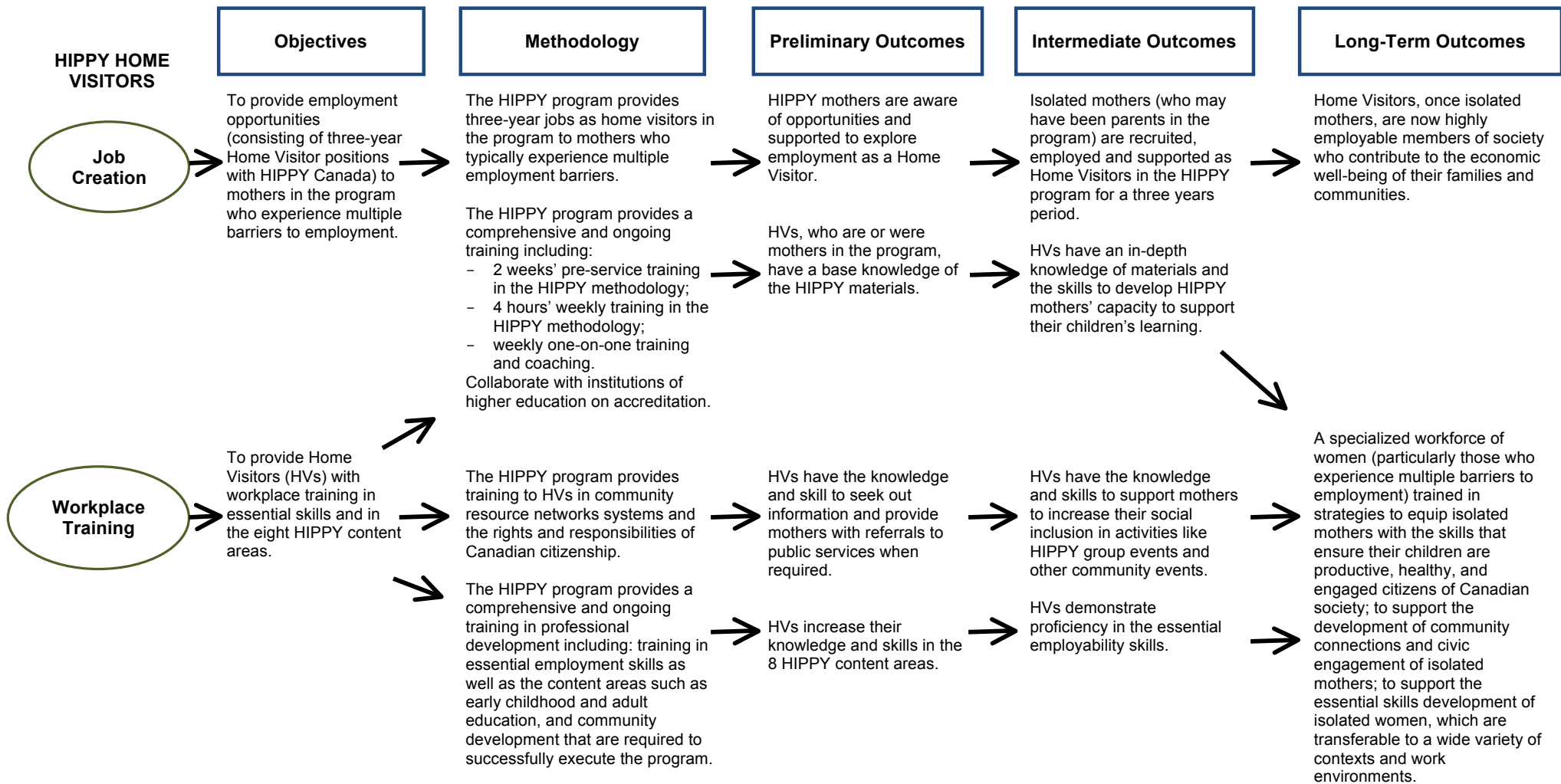
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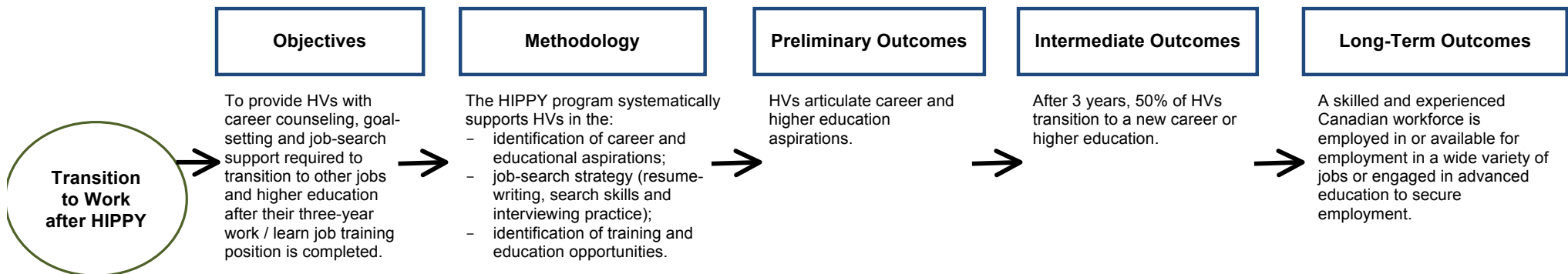
Appendix B – HIPPY Canada Logic Model

HIPPY CANADA LOGIC MODEL

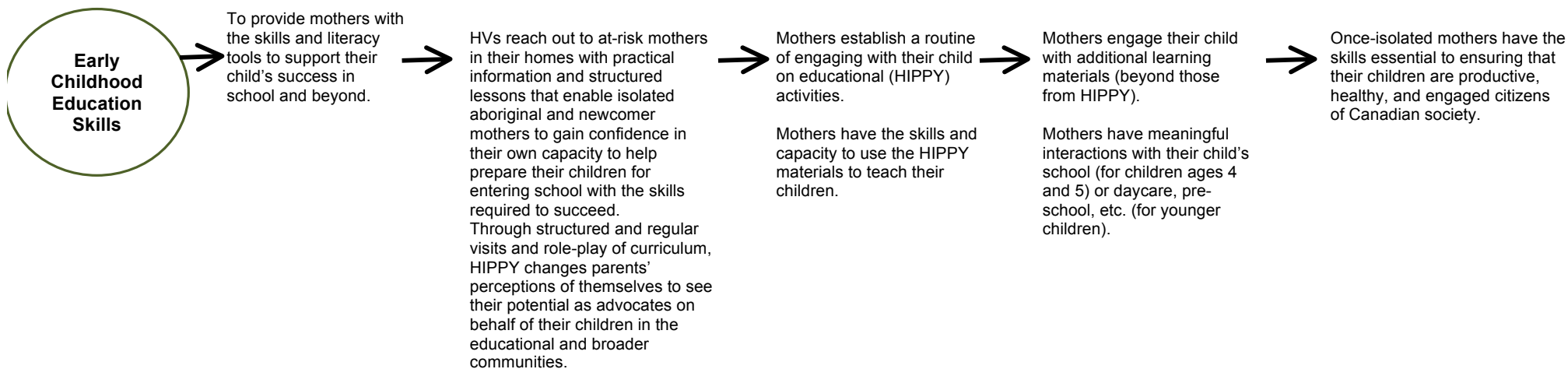
Vision: A Canadian society, where once isolated women and their children, are now in the position to live full and productive lives.

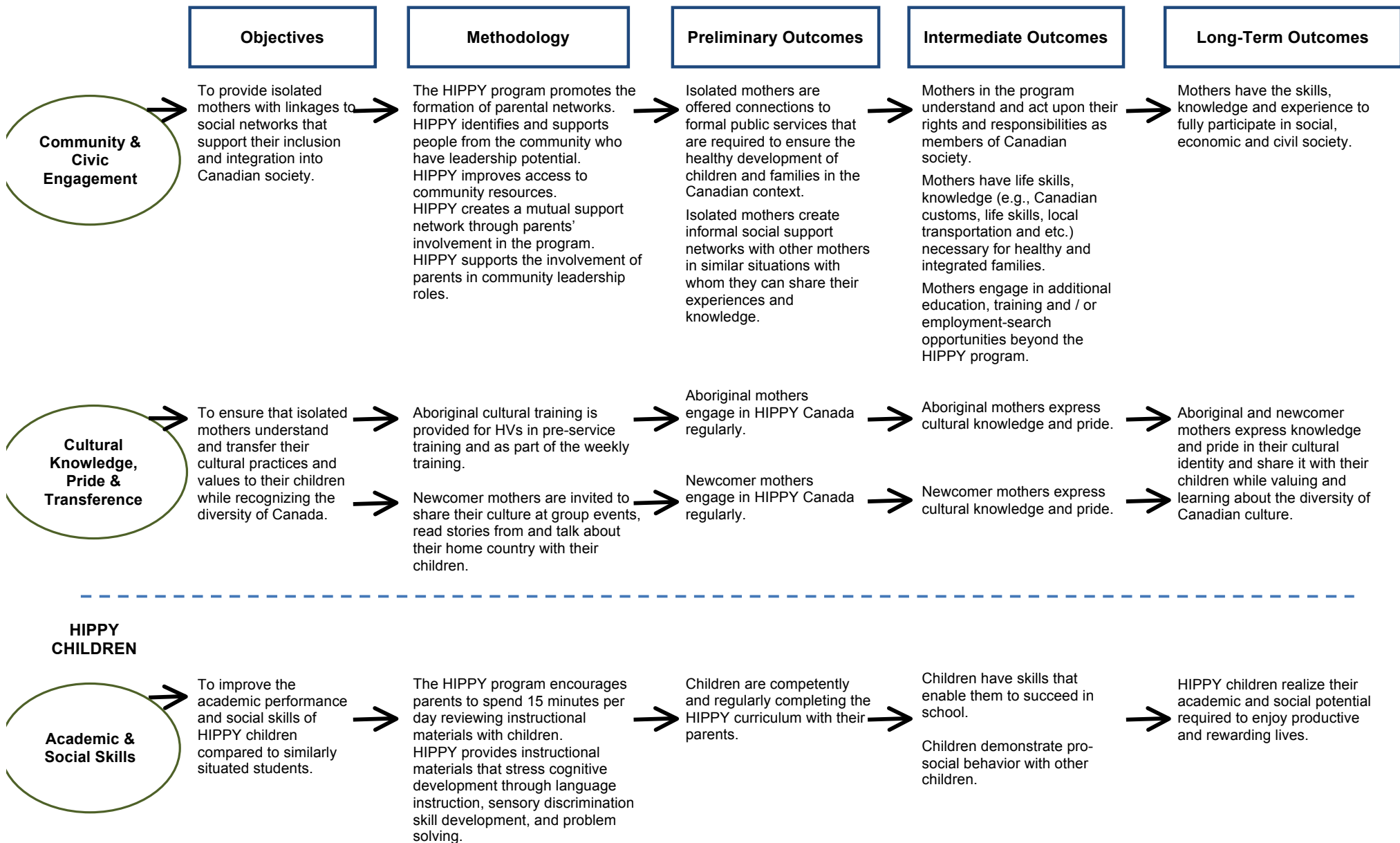
Mission: To build a stronger and more competitive Canada by reaching out to isolated (newcomer, Aboriginal and other at-risk) mothers and provide them with three-year work-learn jobs, essential skills training to facilitate their transition to and success in the workforce, develop their capacity to support their children’s success in school and build bridges to social networks and organizations that facilitate full and active inclusion and engagement in Canadian society.





HIPPY PARENTS





Appendix C – Survey instrument

HIPPY Survey of Parents in the Thorncliffe and Flemingdon Park Neighbourhoods: General Information about the Survey

[This introduction is included for if the respondent needs additional information about the research and the survey. They will probably have all of this information already. However, you can feel free to provide it to them again, if they would like it or if they are unclear about anything. Please feel free to paraphrase the text.]

As you may or may not know, Home Instruction for Parents of Preschool Youngsters (HIPPY) is an early education program that teaches parents to work with their children on a daily basis in order to help prepare them for school. HIPPY Canada is the national organization in charge of HIPPY, which partners with groups throughout Canada to deliver the program. Here in Thorncliffe Park and Flemingdon Park, they work with staff from the Working Women Community Centre.

For the past year, HIPPY Canada and staff from the Working Women Community Centre have been developing a research project to understand how their program has affected families in Thorncliffe Park and Flemingdon Park. Part of this research involves surveying parents of children in grades 2 through 5 in these neighbourhoods about their work, school, and community experiences. As one such parent, we are asking if you would consider participating in the survey.

An independent research firm, PRA Inc., has been hired by HIPPY Canada to deliver the survey. Researchers from PRA, along with staff members from the Working Women Community Centre, will be asking all of the questions, in person, to parents who agree to participate.

It is important that you understand that this is a voluntary survey. Although it is very important to the research that you participate, you do not have to participate in the survey. If you do decide to participate, all of your answers will be confidential. The team from PRA and the Working Women Community Centre will not indicate whether you participated or discuss your answers with either your child's school or HIPPY Canada. Any reporting completed after the survey is completed will not identify you personally and will discuss the survey results in aggregate.

We understand that it takes time to participate in this type of a survey, and we know that your time is important to you. To show our appreciation, we are offering anyone who completes a survey the opportunity to win one of ten gift cards worth \$250. Once the survey is complete, the names of ten participants will be drawn, and they will be contacted about their prize. We are also giving everyone who participates in the research a \$10 gift card.

If, at any time, you have questions about the survey, or the research that we are doing, please do not hesitate to contact either PRA or the Working Women Community Centre. At PRA, you can reach Andrew Buchel, the Senior Research Manager in charge of the survey, toll-free at 1-888-877-6744 or at buchel@pra.ca. At the Working Women Community Centre, you can reach Sylvie Charliekaram, the HIPPY Toronto Program Manager, at 647-847-2554 or at scharliekaram@workingwomenc.org.

Section 1 — Introduction

[This section lays out the information that we will be collecting through the survey. Again, the parents should know all of this information from earlier correspondence. However, you can provide the information again if they are interested. As above, please feel free to paraphrase the text.]

Hello, my name is _____, and I work for _____. I am part of the research team working with HIPPY Canada and the Working Women Community Centre on its study of the Home Instruction for Parents of Preschool Youngsters, or HIPPY, program.

Thank you again for participating in our survey of parents in the Thorncliffe Park and Flemington Park neighbourhoods. During the survey, I will be asking you about a number of different things.

I will begin by asking you some questions about ***your family***. These will include questions about:

- how long you have lived in the area;
- where you live;
- the number of people in your family;
- the number of people living in your home; and
- your family's income.

Next, I will ask you about ***you***. Some of the questions are about:

- whether you work;
- how you interact with your neighbours; and
- how you feel about living in your community.

Finally, I will ask you about the experiences of ***your child***, or one of your children, if you have more than one. We are particularly interested in knowing:

- if your child participated in any preschool or early childhood programming before kindergarten; and
- how they did in school last year.

During the survey, it may seem like I am asking you the same question more than once. This is because certain questions ask how things were for you in different years. For example, I may ask if you were employed in the year before your child entered Grade 1, and then later ask if you were employed this year. Knowing how things may have changed for you is very important to our research.

It is also important for us to hear about good times and difficult times. For example, if you moved to Canada a number of years ago, it is important for us to know if you have started to feel like a member of your community. However, it is just as important for us to know if things were hard for you when you first moved here. In the same way, we are interested in knowing if your child is doing well in school, or if there were times when they need a little extra help to succeed.

It is very important to know that there are no right or wrong answers to any of the questions. We are not looking for specific answers to any of them. We only want you to be as accurate as possible, and provide us with your honest opinions. Remember, no one other than members of our research team will know how you answered, so you can feel comfortable providing any answer that you want. Other people in the community and at your child's school will not know how you responded.

1. Are you comfortable with the survey process, or would you like me to go over any part of the process again?
 - a) Yes, I am comfortable ₁ [Continue](#)
 - b) No, I need more information ₀ [Re-explain as necessary](#)

Great, let's get started.

Section 2 — Establishing time frames

[It is very important that the respondent understand the information that follows. Use Figure 1 to determine the dates associated with their various years. Fill out Figure 2 and use this as a visual to help them know what year you are talking about during the survey. There is less opportunity to paraphrase the text that follows.]

As I mentioned before, some of the questions on the survey will ask about how things were for you in different years. It is important to understand that when I talk about a year, I am not talking about the calendar year that runs from January until December. Instead, I am talking about the school year, including the summer holidays that follow it. This type of school year runs from September until August of the following calendar year. For example, the 2012 school year would run from September 2012 until August 2013.

2. Does it make sense, and do you understand what I mean by a school year?
- c) Yes O₁ Continue
 - d) No O₀ Re-explain any part of the school year explanation that they do not understand

Great, now, during the survey, there are two or maybe three school years that I am most interested in asking you about. The years I will ask about depend on the grade that your child [who participated in HIPPY] is entering right now. If your child is entering Grade 2, then I will only ask you about two years. If your child is entering grades 3, 4, or 5, then I will ask you about three different years.

Let me explain, referring to your child specifically.

3. Our records show that your child (_____) [was in HIPPY when they were younger, and they are] is currently starting Grade (_____). This means that they would have started Grade 1 in September, (_____). Is this correct?
- e) Yes O₁ Continue
 - f) No O₀ Correct any information

If child is entering Grade 2

Okay, since your child is starting Grade 2 right now, I will only ask you about two years.

First, I will ask you about the year four years before ***the school year when your child was in Grade 1***. Your child may have been about two years old at the start of that year. Even though your child would not have been in school at the time, this year would have been from September (_____) until August (_____). During the survey, I will refer to this as ***the school year when your child was about two years old***.

Second, I will ask about the year when your child was in Grade 1. This would have been the last school year, and it would have run from September (_____) until August (_____). Throughout the survey, I will call this ***the school year when your child was in Grade 1***.

This chart may help explain how ***the school year when your child was in Grade 1*** and ***the school year when your child was about two years old*** are related.

[Show the respondent the chart, with the appropriate dates written in.]

So, the two school years that I will be asking about are:

- ***the school year when your child was about two years old; and***
- ***the school year when your child was in Grade 1.***

If child is entering Grade 3, 4, or 5

Okay, since your child is starting Grade (_____) right now, I will ask you about three years.

First, I will ask you about the year four years before ***the school year when your child was in Grade 1***. Your child may have been about two years old at the start of that year. Even though your child would not have been in school at the time, this year would have been from September (_____) until August (_____). During the survey, I will refer to this as ***the school year when your child was about two years old***.

Second, I will ask about the year when your child was in Grade 1. They may have been about six years old at the start of that year, and the year would have run from September (_____) until August (_____). Throughout the survey, I will call this ***the school year when your child was in Grade 1***.

This chart may help explain how ***the school year when your child was in Grade 1*** and ***the school year when your child was about two years old*** are related.

Third, I will ask about your child's most recent school year. This would have been the year from September 2013 until August 2014, when your child was in Grade (_____). I will call this ***the school year that your child just finished***.

So, the three school years that I will be asking about are:

- ***the school year when your child was about two years old;***
- ***the school year when your child was in Grade 1; and***
- ***the school year that your child just finished.***

4. Does this make sense, and do you understand which years I am interested in learning about?

- g) Yes O₁ Continue
- h) No O₀ Re-explain any part of the explanation that they do not understand

Great! Let's try the first set of questions.

Section 3 — Background questions

The first set of questions will help us get some background information about you and your family. The questions ask about things that do not often change, and so we will not be asking about a specific year. At the next set of questions, we will begin to refer to the years we discussed above.

To start...

5. Where were you born?
- a) Country and city (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
6. When were you born?
- a) Day, month, and year (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
7. Where was your *first child* born?
- a) Country and city (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
8. When was your *first child* born?
- a) Day, month, and year (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
9. If you were not born in Canada, when did you finally move to Canada to live permanently?
- a) I was born here and have always lived here O₀
 - b) Day, month, and year (_____) O₆₆
 - c) Don't know O₉₈
 - d) No response O₉₉
10. If you were not born here in this neighbourhood, when did you first move to Thorncliffe Park or Flemingdon Park to live permanently?
- a) I was born here and have always lived here O₀
 - b) Day, month, and year (_____) O₆₆
 - c) Don't know O₉₈
 - d) No response O₉₉

11. What was the first language that you spoke?
- a) English O₁
 - b) French O₂
 - c) Other (_____) O₆₆
 - d) Don't know O₉₈
 - e) No response O₉₉
12. Are you (_____)'s:
- a) Mother O₁
 - b) Father O₂
 - c) Aunt O₃
 - d) Uncle O₄
 - e) Grandmother O₅
 - f) Grandfather O₆
 - g) Other (_____) O₆₆
 - h) Don't know O₉₈
 - i) No response O₉₉
13. Before (_____) started Grade 1, had they been in any early education programs other than junior or senior kindergarten?
- a) HIPPY O₁
 - b) Another program O₂
 - c) No O₀
 - d) Don't know O₉₈
 - e) No response O₉₉

GENDER: _____ is

- a) Female O₁
- b) Male O₂

Great, now I am going to move on to another set of questions.

Section 4 – The two-year-old year

Now I would like you to think specifically about how things were for you in *the school year when your child was about two years old*. For example, if I ask if you were married, please think about whether you were married in *the school year when your child was about two years old*, and not about whether you are married now. We will ask about this later. When you are answering the questions, you can feel free to refer to the chart I showed you earlier to remind yourself about when *the school year when your child was about two years old* occurred.

14. Which of the following best describes your marital status at that time?
- a) Married or common-law O₁
 - b) Single O₂
 - c) Separated or divorced O₃
 - d) Widowed O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
15. How many children did you have at that time?
- a) Number (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
16. Were you renting your home or had you purchased it?
- a) Rent O₁
 - b) Own O₂
 - c) Don't know O₉₈
 - d) No response O₉₉
17. How many bedrooms did your home have?
- a) Number (_____) O₆
 - b) Don't know O₉₈
 - c) No response O₉₉
18. How many members of your immediate family were living in your home with you? When we say your immediate family, we want you to include your spouse, if you were married, and any children you had at that time.
- a) All of them O₁
 - b) Number (_____) O₂
 - c) Don't know O₉₈
 - d) No response O₉₉

19. How many additional adults and children were also living in your home with you? This may include friends, grandparents, or other extended family members. Please do not count the members of your immediate family that you counted in the previous question.
- a) Adults (_____) O₆₆
 - b) Children (_____) O₆₇
 - c) Don't know O₉₈
 - d) No response O₉₉
20. At that time, what was the main language that you spoke in your home?
- a) (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
21. How did your household pay for its expenses? When I say your household, I mean everyone living in your home, including your immediate family members and anyone else living there.
- a) Employment income O₁
 - b) Savings O₂
 - c) Government support, like social assistance or employment insurance O₃
 - d) Other sources (_____) O₆₆
 - e) Don't know O₉₈
 - f) No response O₉₉
22. At that time, about how much income did your household have from all of these sources, before taxes?
- a) 0–\$10,000 O₁
 - b) \$10,001–\$20,000 O₂
 - c) \$20,001–\$30,000 O₃
 - d) \$30,001–\$40,000 O₄
 - e) \$40,001–\$50,000 O₅
 - f) \$50,001–\$60,000 O₆
 - g) \$60,001–\$70,000 O₇
 - h) \$70,001–\$80,000 O₈
 - i) \$80,001–\$90,000 O₉
 - j) \$90,001–\$100,000 O₁₀
 - k) \$100,001 or more O₁₁
 - l) Don't know O₉₈
 - m) No response O₉₉

23. At that time, which of the following best describes your work situation?
- a) Not employed and **not** looking for work O₁
 - b) Not employed and looking for work O₂
 - c) Employed part-time, working 20 hours a week or less O₃
 - d) Employed full-time, working more than 20 hours a week O₄
 - e) Self-employed, running my own business O₅
 - f) Don't know O₉₈
 - g) No response O₉₉
24. During that same year, about how much were you, personally, making from working?
- a) I was not working or getting paid at that time O₀
 - b) \$1–\$10,000 O₁
 - c) \$10,001–\$20,000 O₂
 - d) \$20,001–\$30,000 O₃
 - e) \$30,001–\$40,000 O₄
 - f) \$40,001–\$50,000 O₅
 - g) \$50,001–\$60,000 O₆
 - h) \$60,001–\$70,000 O₇
 - i) \$70,001–\$80,000 O₈
 - j) \$80,001–\$90,000 O₉
 - k) \$90,001–\$100,000 O₁₀
 - l) \$100,001 or more O₁₁
 - m) Don't know O₉₈
 - n) No response O₉₉
25. At that time, what was your highest level of education?
- a) Grade 1–8 O₁
 - b) Grade 9–12 O₂
 - c) A high school diploma O₃
 - d) Some college, university, or similar education O₄
 - e) A college, university, or similar degree or diploma O₅
 - f) More than one college, university, or similar degree or diploma O₆
 - g) Don't know O₉₈
 - h) No response O₉₉
26. How would you describe your overall health? Please consider not only your physical health but also your mental health, including your level of stress.
- a) Very unhealthy O₁
 - b) Unhealthy O₂
 - c) Healthy O₃
 - d) Very healthy O₄
 - e) Don't know O₉₈
 - f) No response O₉₉

27. At that time, how often did you see, talk to, or email people in your community outside of your home?

- a) Hardly ever or not at all O₁
- b) Less than once a month O₂
- c) About once per month O₃
- d) A few times a month O₄
- e) About once per week O₅
- f) A few times a week O₆
- g) About once per day O₇
- h) More than once per day O₈
- i) Don't know O₉₈
- j) No response O₉₉

28. How often did you need information about local services in your community?

- a) Hardly ever or not at all O₁
- b) Less than once a month O₂
- c) About once per month O₃
- d) A few times a month O₄
- e) About once per week O₅
- f) A few times a week O₆
- g) About once per day O₇
- h) More than once per day O₈
- i) Don't know O₉₈
- j) No response O₉₉

29. Generally, how hard was it for you to get this information about the local services in your community?

- a) Impossible or almost impossible O₁
- b) Very difficult O₂
- c) Fairly difficult O₃
- d) Fairly easy O₄
- e) Very easy O₅
- f) Don't know O₉₈
- g) No response O₉₉

30. At that time, how often did you need help or support from someone in your community to do your daily activities?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
31. When you needed this type of support, how difficult was it for you to get it?
- a) Impossible or almost impossible O₁
 - b) Very difficult O₂
 - c) Fairly difficult O₃
 - d) Fairly easy O₄
 - e) Very easy O₅
 - f) Don't know O₉₈
 - g) No response O₉₉
32. During that year, did you access community programs or services meant to help with any of the following things?
- a) Helping you understand Canada O₁
 - b) Helping you understand your rights and freedoms in Canada O₂
 - c) Helping you understand Canadian law and the justice system O₃
 - d) Helping you get important documents O₄
 - e) Helping you improve your English or French O₅
 - f) Helping you gain access to transportation O₆
 - g) Helping you with something else (_____) O₇
 - h) Don't know O₉₈
 - i) No response O₉₉
33. Did you feel like you were part of the Thorncliffe Park or Flemingdon Park communities?
- a) I felt mostly included O₃
 - b) I felt somewhat included O₂
 - c) I felt somewhat excluded O₁
 - d) I felt mostly excluded O₀
 - e) Don't know O₉₈
 - f) No response O₉₉

34. During that same year, did you feel like you were part of the larger Canadian community?

- a) I felt mostly included O₃
- b) I felt somewhat included O₂
- c) I felt somewhat excluded O₁
- d) I felt mostly excluded O₀
- e) Don't know O₉₈
- f) No response O₉₉

35. At that time, how comfortable were you speaking either English or French?

- a) Very comfortable O₃
- b) Somewhat comfortable O₂
- c) Somewhat uncomfortable O₁
- d) Very uncomfortable O₀
- e) Don't know O₉₈
- f) No response O₉₉

36. At that time, were you officially a Canadian citizen?

- a) Yes O₁
- b) No O₀
- c) Don't know O₉₈
- d) No response O₉₉

Now, I would like to ask you a few questions about (_____). Remember, please try to think about how things were then, not how they are for them now.

37. How would you describe your child's overall health? Please consider not only their physical health but also their mental health, including their level of stress.

- a) Very unhealthy O₁
- b) Unhealthy O₂
- c) Healthy O₃
- d) Very healthy O₄
- e) Don't know O₉₈
- f) No response O₉₉

38. At that time, did your child have any disabilities?

- a) Yes O₁
- b) No O₀
- c) Don't know O₉₈
- d) No response O₉₉

39. At that time, how far did you want your child to go in school?
- a) I wanted them to go to high school O₁
 - b) I wanted them to complete high school O₂
 - c) I wanted them to get a college, university, or technical/trades degree, diploma, or certificate O₃
 - d) I wanted them to get more than one degree, diploma, or certificate O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
40. If you wanted them to get one or more college, university, or technical/trades degrees, diplomas, or certificates, how many years did you think it would take?
- a) I did not want them to continue at that time O₆
 - b) Years (_____)
 - c) Don't know O₉₈
 - d) No response O₉₉

Those are all of the questions that I have about *the school year when your child was about two years old*. Now we will move on to talk about *the school year when your child was in Grade 1*.

Section 5 – The Grade 1 year

For the next set of questions, I will be asking you the same set of questions I just asked, except this time I would like you to think specifically about how things were for you in *the school year when your child was in Grade 1*. Like we talked about before, if I ask if you were married, please think about whether you were married in *the school year when your child was in Grade 1* and not about whether you are married now. When you are answering the questions, you can feel free to refer to the chart I showed you earlier to remind yourself about when *the school year when your child was in Grade 1* occurred.

41. Which of the following best describes your marital status at that time?
- a) Married or common-law O₁
 - b) Single O₂
 - c) Separated or divorced O₃
 - d) Widowed O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
42. How many children did you have at that time?
- a) Number (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
43. Were you renting your home or had you purchased it?
- a) Rent O₁
 - b) Own O₂
 - c) Don't know O₉₈
 - d) No response O₉₉
44. How many bedrooms did your home have?
- a) Number (_____) O₆
 - b) Don't know O₉₈
 - c) No response O₉₉
45. How many members of your immediate family were living in your home with you? When we say your immediate family, we want you to include your spouse, if you were married, and any children you had at that time.
- a) All of them O₁
 - b) Number (_____) O₂
 - c) Don't know O₉₈
 - d) No response O₉₉

46. How many additional adults and children were also living in your home with you? This may include friends, grandparents, or other extended family members. Please do not count the members of your immediate family that you counted in the previous question.
- a) Adults (_____) O₆₆
 - b) Children (_____) O₆₇
 - c) Don't know O₉₈
 - d) No response O₉₉
47. At that time, what was the main language that you spoke in your home?
- a) (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
48. How did your household pay for its expenses? When I say your household, I mean everyone living in your home, including your immediate family members and anyone else living there.
- a) Employment income O₁
 - b) Savings O₂
 - c) Government support, like social assistance or employment insurance O₃
 - d) Other sources (_____) O₆₆
 - e) Don't know O₉₈
 - f) No response O₉₉
49. At that time, about how much income did your household have from all of these sources, before taxes?
- a) 0–\$10,000 O₁
 - b) \$10,001–\$20,000 O₂
 - c) \$20,001–\$30,000 O₃
 - d) \$30,001–\$40,000 O₄
 - e) \$40,001–\$50,000 O₅
 - f) \$50,001–\$60,000 O₆
 - g) \$60,001–\$70,000 O₇
 - h) \$70,001–\$80,000 O₈
 - i) \$80,001–\$90,000 O₉
 - j) \$90,001–\$100,000 O₁₀
 - k) \$100,001 or more O₁₁
 - l) Don't know O₉₈
 - m) No response O₉₉

50. At that time, which of the following best describes your work situation?

- a) Not employed and **not** looking for work O₁
- b) Not employed and looking for work O₂
- c) Employed part-time, working 20 hours a week or less O₃
- d) Employed full-time, working more than 20 hours a week O₄
- e) Self-employed, running my own business O₅
- f) Don't know O₉₈
- g) No response O₉₉

51. During that same year, about how much were you, personally, making from working?

- a) I was not working or getting paid at that time O₀
- b) \$1–\$10,000 O₁
- c) \$10,001–\$20,000 O₂
- d) \$20,001–\$30,000 O₃
- e) \$30,001–\$40,000 O₄
- f) \$40,001–\$50,000 O₅
- g) \$50,001–\$60,000 O₆
- h) \$60,001–\$70,000 O₇
- i) \$70,001–\$80,000 O₈
- j) \$80,001–\$90,000 O₉
- k) \$90,001–\$100,000 O₁₀
- l) \$100,001 or more O₁₁
- m) Don't know O₉₈
- n) No response O₉₉

52. At that time, what was your highest level of education?

- a) Grade 1–8 O₁
- b) Grade 9–12 O₂
- c) A high school diploma O₃
- d) Some college, university, or similar education O₄
- e) A college, university, or similar degree or diploma O₅
- f) More than one college, university, or similar degree or diploma O₆
- g) Don't know O₉₈
- h) No response O₉₉

53. How would you describe your overall health? Please consider not only your physical health but also your mental health, including your level of stress.

- a) Very unhealthy O₁
- b) Unhealthy O₂
- c) Healthy O₃
- d) Very healthy O₄
- e) Don't know O₉₈
- f) No response O₉₉

54. At that time, how often did you see, talk to, or email people in your community outside of your home?

- a) Hardly ever or not at all O₁
- b) Less than once a month O₂
- c) About once per month O₃
- d) A few times a month O₄
- e) About once per week O₅
- f) A few times a week O₆
- g) About once per day O₇
- h) More than once per day O₈
- i) Don't know O₉₈
- j) No response O₉₉

55. How often did you need information about local services in your community?

- a) Hardly ever or not at all O₁
- b) Less than once a month O₂
- c) About once per month O₃
- d) A few times a month O₄
- e) About once per week O₅
- f) A few times a week O₆
- g) About once per day O₇
- h) More than once per day O₈
- i) Don't know O₉₈
- j) No response O₉₉

56. Generally, how hard was it for you to get this information about the local services in your community?

- a) Impossible or almost impossible O₁
- b) Very difficult O₂
- c) Fairly difficult O₃
- d) Fairly easy O₄
- e) Very easy O₅
- f) Don't know O₉₈
- g) No response O₉₉

57. At that time, how often did you need help or support from someone in your community to do your daily activities?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
58. When you needed this type of support, how difficult was it for you to get it?
- a) Impossible or almost impossible O₁
 - b) Very difficult O₂
 - c) Fairly difficult O₃
 - d) Fairly easy O₄
 - e) Very easy O₅
 - f) Don't know O₉₈
 - g) No response O₉₉
59. During that year, did you access community programs or services meant to help with any of the following things?
- a) Helping you understand Canada O₁
 - b) Helping you understand your rights and freedoms in Canada O₂
 - c) Helping you understand Canadian law and the justice system O₃
 - d) Helping you get important documents O₄
 - e) Helping you improve your English or French O₅
 - f) Helping you gain access to transportation O₆
 - g) Helping you with something else (_____) O₇
 - h) Don't know O₉₈
 - i) No response O₉₉
60. Did you feel like you were part of the Thorncliffe Park or Flemingdon Park communities?
- a) I felt mostly included O₃
 - b) I felt somewhat included O₂
 - c) I felt somewhat excluded O₁
 - d) I felt mostly excluded O₀
 - e) Don't know O₉₈
 - f) No response O₉₉

61. During that same year, did you feel like you were part of the larger Canadian community?

- a) I felt mostly included O₃
- b) I felt somewhat included O₂
- c) I felt somewhat excluded O₁
- d) I felt mostly excluded O₀
- e) Don't know O₉₈
- f) No response O₉₉

62. At that time, how comfortable were you speaking either English or French?

- a) Very comfortable O₃
- b) Somewhat comfortable O₂
- c) Somewhat uncomfortable O₁
- d) Very uncomfortable O₀
- e) Don't know O₉₈
- f) No response O₉₉

63. At that time, were you officially a Canadian citizen?

- a) Yes O₁
- b) No O₀
- c) Don't know O₉₈
- d) No response O₉₉

Now, I would like to ask you a few questions about (_____). Remember, please try to think about how things were then, not how they are for them now.

64. How would you describe your child's overall health? Please consider not only their physical health but also their mental health, including their level of stress.

- a) Very unhealthy O₁
- b) Unhealthy O₂
- c) Healthy O₃
- d) Very healthy O₄
- e) Don't know O₉₈
- f) No response O₉₉

65. At that time, did your child have any disabilities?

- a) Yes O₁
- b) No O₀
- c) Don't know O₉₈
- d) No response O₉₉

66. At that time, how far did you want your child to go in school?
- a) I wanted them to go to high school O₁
 - b) I wanted them to complete high school O₂
 - c) I wanted them to get a college, university, or technical/trades degree, diploma, or certificate O₃
 - d) I wanted them to get more than one degree, diploma, or certificate O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
67. If you wanted them to get one or more college, university, or technical/trades degrees, diplomas, or certificates, how many years did you think it would take?
- a) I did not want them to continue at that time O₆
 - b) Years (_____)
 - c) Don't know O₉₈
 - d) No response O₉₉
68. How often did your child miss school during that time?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) Non-average response (_____) O₆₆
 - h) Don't know O₉₈
 - i) No response O₉₉
69. During that year, how well did your child get along with the other children in their school?
- a) They had a lot of difficulty getting along with the other students O₁
 - b) They had some difficulty getting along with the other students O₂
 - c) They got along with the other students fairly well O₃
 - d) They got along with the other students very well O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
70. At that time, how much did your child enjoy going to school?
- a) They disliked going to school a lot O₁
 - b) They disliked going to school a little O₂
 - c) They liked going to school a little O₃
 - d) They liked going to school a lot O₄
 - e) Don't know O₉₈
 - f) No response O₉₉

71. How often did your child participate in school activities other than going to class?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
72. During the year, how often did you help your child with their school work or other extra study activities?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
73. During the year, how often did you meet with your child's teachers to discuss your child?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
74. In most cases, who asked for these meetings?
- a) I asked for them O₁
 - b) My child's teacher asked for them O₂
 - c) Don't know O₉₈
 - d) No response O₉₉

75. What was the main reason for your meeting with your child's teacher?
- a) To discuss their progress in school O₁
 - b) To discuss a problem they were having at school O₂
 - c) To plan for school events O₃
 - d) Some other reason (_____) O₆
 - e) Don't know O₉₈
 - f) No response O₉₉
76. Did any of the following things make it difficult for you to discuss your child with their teacher?
- a) Your knowledge of English or French O₁
 - b) Your knowledge of what your child was learning in school O₂
 - c) Personality differences between you and the teacher O₃
 - d) Not being comfortable with the teachers or other staff at the school O₄
 - e) Not being comfortable at your child's school O₅
 - f) Something else (_____) O₆₆
 - g) Nothing made it difficult O₀
 - h) Don't know O₉₈
 - i) No response O₉₉
77. During that school year, how often did you volunteer for, or participate in, school events?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
78. During that same year, how would you rate your child's school performance on a scale from 1 to 10, where 1 is not very well at all and 10 is very well?
- a) (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
79. During that year, what was your child's average grade?
- a) (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉

Those are all of the questions that I have about *the school year when your child was in Grade 1*.
Now we will move on to talk about *the school year that your child has just finished*.

Section 6 — The most recent year

[This section is only applicable to parents of students who are currently in grades 3, 4, or 5.]

For the next set of questions, I will be asking you the same set of questions as I just asked, except this time I would like you to think specifically about how things were for you in ***the school year that your child has just finished***. Like we talked about before, if I ask if you were married, please think about whether you were married in ***the school year that your child has just finished***, and not about whether you are married now. When you are answering the questions, you can feel free to refer to the chart I showed you earlier to remind yourself about when ***the school year that your child has just finished*** occurred.

80. Which of the following best describes your marital status at that time?
- a) Married or common-law O₁
 - b) Single O₂
 - c) Separated or divorced O₃
 - d) Widowed O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
81. How many children did you have at that time?
- a) Number (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
82. Were you renting your home or had you purchased it?
- a) Rent O₁
 - b) Own O₂
 - c) Don't know O₉₈
 - d) No response O₉₉
83. How many bedrooms did your home have?
- a) Number (_____) O₆
 - b) Don't know O₉₈
 - c) No response O₉₉
84. How many members of your immediate family were living in your home with you? When we say your immediate family, we want you to include your spouse, if you were married, and any children you had at that time.
- a) All of them O₁
 - b) Number (_____) O₂
 - c) Don't know O₉₈
 - d) No response O₉₉

85. How many additional adults and children were also living in your home with you? This may include friends, grandparents, or other extended family members. Please do not count the members of your immediate family that you counted in the previous question.
- a) Adults (_____) O₆₆
 - b) Children (_____) O₆₇
 - c) Don't know O₉₈
 - d) No response O₉₉
86. At that time, what was the main language that you spoke in your home?
- a) (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
87. How did your household pay for its expenses? When I say your household, I mean everyone living in your home, including your immediate family members and anyone else living there.
- a) Employment income O₁
 - b) Savings O₂
 - c) Government support, like social assistance or employment insurance O₃
 - d) Other sources (_____) O₆₆
 - e) Don't know O₉₈
 - f) No response O₉₉
88. At that time, about how much income did your household have from all of these sources, before taxes?
- a) 0–\$10,000 O₁
 - b) \$10,001–\$20,000 O₂
 - c) \$20,001–\$30,000 O₃
 - d) \$30,001–\$40,000 O₄
 - e) \$40,001–\$50,000 O₅
 - f) \$50,001–\$60,000 O₆
 - g) \$60,001–\$70,000 O₇
 - h) \$70,001–\$80,000 O₈
 - i) \$80,001–\$90,000 O₉
 - j) \$90,001–\$100,000 O₁₀
 - k) \$100,001 or more O₁₁
 - l) Don't know O₉₈
 - m) No response O₉₉

89. At that time, which of the following best describes your work situation?

- a) Not employed and *not* looking for work O₁
- b) Not employed and looking for work O₂
- c) Employed part-time, working 20 hours a week or less O₃
- d) Employed full-time, working more than 20 hours a week O₄
- e) Self-employed, running my own business O₅
- f) Don't know O₉₈
- g) No response O₉₉

90. During that same year, about how much were you, personally, making from working?

- a) I was not working or getting paid at that time O₀
- b) \$1–\$10,000 O₁
- c) \$10,001–\$20,000 O₂
- d) \$20,001–\$30,000 O₃
- e) \$30,001–\$40,000 O₄
- f) \$40,001–\$50,000 O₅
- g) \$50,001–\$60,000 O₆
- h) \$60,001–\$70,000 O₇
- i) \$70,001–\$80,000 O₈
- j) \$80,001–\$90,000 O₉
- k) \$90,001–\$100,000 O₁₀
- l) \$100,001 or more O₁₁
- m) Don't know O₉₈
- n) No response O₉₉

91. At that time, what was your highest level of education?

- a) Grade 1–8 O₁
- b) Grade 9–12 O₂
- c) A high school diploma O₃
- d) Some college, university, or similar education O₄
- e) A college, university, or similar degree or diploma O₅
- f) More than one college, university, or similar degree or diploma O₆
- g) Don't know O₉₈
- h) No response O₉₉

92. How would you describe your overall health? Please consider not only your physical health but also your mental health, including your level of stress.

- a) Very unhealthy O₁
- b) Unhealthy O₂
- c) Healthy O₃
- d) Very healthy O₄
- e) Don't know O₉₈
- f) No response O₉₉

93. At that time, how often did you see, talk to, or email people in your community outside of your home?

- a) Hardly ever or not at all O₁
- b) Less than once a month O₂
- c) About once per month O₃
- d) A few times a month O₄
- e) About once per week O₅
- f) A few times a week O₆
- g) About once per day O₇
- h) More than once per day O₈
- i) Don't know O₉₈
- j) No response O₉₉

94. How often did you need information about local services in your community?

- a) Hardly ever or not at all O₁
- b) Less than once a month O₂
- c) About once per month O₃
- d) A few times a month O₄
- e) About once per week O₅
- f) A few times a week O₆
- g) About once per day O₇
- h) More than once per day O₈
- i) Don't know O₉₈
- j) No response O₉₉

95. Generally, how hard was it for you to get this information about the local services in your community?

- a) Impossible or almost impossible O₁
- b) Very difficult O₂
- c) Fairly difficult O₃
- d) Fairly easy O₄
- e) Very easy O₅
- f) Don't know O₉₈
- g) No response O₉₉

96. At that time, how often did you need help or support from someone in your community to do your daily activities?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
97. When you needed this type of support, how difficult was it for you to get it?
- a) Impossible or almost impossible O₁
 - b) Very difficult O₂
 - c) Fairly difficult O₃
 - d) Fairly easy O₄
 - e) Very easy O₅
 - f) Don't know O₉₈
 - g) No response O₉₉
98. During that year, did you access community programs or services meant to help with any of the following things?
- a) Helping you understand Canada O₁
 - b) Helping you understand your rights and freedoms in Canada O₂
 - c) Helping you understand Canadian law and the justice system O₃
 - d) Helping you get important documents O₄
 - e) Helping you improve your English or French O₅
 - f) Helping you gain access to transportation O₆
 - g) Helping you with something else (_____) O₇
 - h) Don't know O₉₈
 - i) No response O₉₉
99. Did you feel like you were part of the Thorncliffe Park or Flemingdon Park communities?
- a) I felt mostly included O₃
 - b) I felt somewhat included O₂
 - c) I felt somewhat excluded O₁
 - d) I felt mostly excluded O₀
 - e) Don't know O₉₈
 - f) No response O₉₉

100. During that same year, did you feel like you were part of the larger Canadian community?

- a) I felt mostly included O₃
- b) I felt somewhat included O₂
- c) I felt somewhat excluded O₁
- d) I felt mostly excluded O₀
- e) Don't know O₉₈
- f) No response O₉₉

101. At that time, how comfortable were you speaking either English or French?

- a) Very comfortable O₃
- b) Somewhat comfortable O₂
- c) Somewhat uncomfortable O₁
- d) Very uncomfortable O₀
- e) Don't know O₉₈
- f) No response O₉₉

102. At that time, were you officially a Canadian citizen?

- a) Yes O₁
- b) No O₀
- c) Don't know O₉₈
- d) No response O₉₉

Now, I would like to ask you a few questions about (_____). Remember, please try to think about how things were then, not how they are for them now.

103. How would you describe your child's overall health? Please consider not only their physical health but also their mental health, including their level of stress.

- a) Very unhealthy O₁
- b) Unhealthy O₂
- c) Healthy O₃
- d) Very healthy O₄
- e) Don't know O₉₈
- f) No response O₉₉

104. At that time, did your child have any disabilities?

- a) Yes O₁
- b) No O₀
- c) Don't know O₉₈
- d) No response O₉₉

105. At that time, how far did you want your child to go in school?
- a) I wanted them to go to high school O₁
 - b) I wanted them to complete high school O₂
 - c) I wanted them to get a college, university, or technical/trades degree, diploma, or certificate O₃
 - d) I wanted them to get more than one degree, diploma, or certificate O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
106. If you wanted them to get one or more college, university, or technical/trades degrees, diplomas, or certificates, how many years did you think it would take?
- a) I did not want them to continue at that time O₀
 - b) Years (_____) O₆₆
 - c) Don't know O₉₈
 - d) No response O₉₉
107. How often did your child miss school during that time?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) Non-average response (_____) O₆₆
 - h) Don't know O₉₈
 - i) No response O₉₉
108. During that year, how well did your child get along with the other children in their school?
- a) They had a lot of difficulty getting along with the other students O₁
 - b) They had some difficulty getting along with the other students O₂
 - c) They got along with the other students fairly well O₃
 - d) They got along with the other students very well O₄
 - e) Don't know O₉₈
 - f) No response O₉₉
109. At that time, how much did your child enjoy going to school?
- a) They disliked going to school a lot O₁
 - b) They disliked going to school a little O₂
 - c) They liked going to school a little O₃
 - d) They liked going to school a lot O₄
 - e) Don't know O₉₈
 - f) No response O₉₉

110. How often did your child participate in school activities other than going to class?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
111. During the year, how often did you help your child with their school work or other extra study activities?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
112. During the year, how often did you meet with your child's teachers to discuss your child?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
113. In most cases, who asked for these meetings?
- a) I asked for them O₁
 - b) My child's teacher asked for them O₂
 - c) Don't know O₉₈
 - d) No response O₉₉

114. What was the main reason for your meeting with your child's teacher?
- a) To discuss their progress in school O₁
 - b) To discuss a problem they were having at school O₂
 - c) To plan for school events O₃
 - d) Some other reason (_____) O₆
 - e) Don't know O₉₈
 - f) No response O₉₉
115. Did any of the following things make it difficult for you to discuss your child with their teacher?
- a) Your knowledge of English or French O₁
 - b) Your knowledge of what your child was learning in school O₂
 - c) Personality differences between you and the teacher O₃
 - d) Not being comfortable with the teachers or other staff at the school O₄
 - e) Not being comfortable at your child's school O₅
 - f) Something else (_____) O₆₆
 - g) Nothing made it difficult O₀
 - h) Don't know O₉₈
 - i) No response O₉₉
116. During the school year, how often did you volunteer for, or participate in, school events?
- a) Hardly ever or not at all O₁
 - b) Less than once a month O₂
 - c) About once per month O₃
 - d) A few times a month O₄
 - e) About once per week O₅
 - f) A few times a week O₆
 - g) About once per day O₇
 - h) More than once per day O₈
 - i) Don't know O₉₈
 - j) No response O₉₉
117. During the same year, how would you rate your child's school performance on a scale from 1 to 10, where 1 is not very well at all and 10 is very well?
- a) (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉
118. During that year, what was your child's average grade?
- a) (_____) O₆₆
 - b) Don't know O₉₈
 - c) No response O₉₉

Section 7 — Conclusion

Those are all of the questions that I have. I want to thank you so much for participating in the survey. As I mentioned before, because you participated, you will be entered into a draw for one of five \$500 gift cards. We will conduct the draw after the survey is complete and we will notify you if you win.

Thank you again!

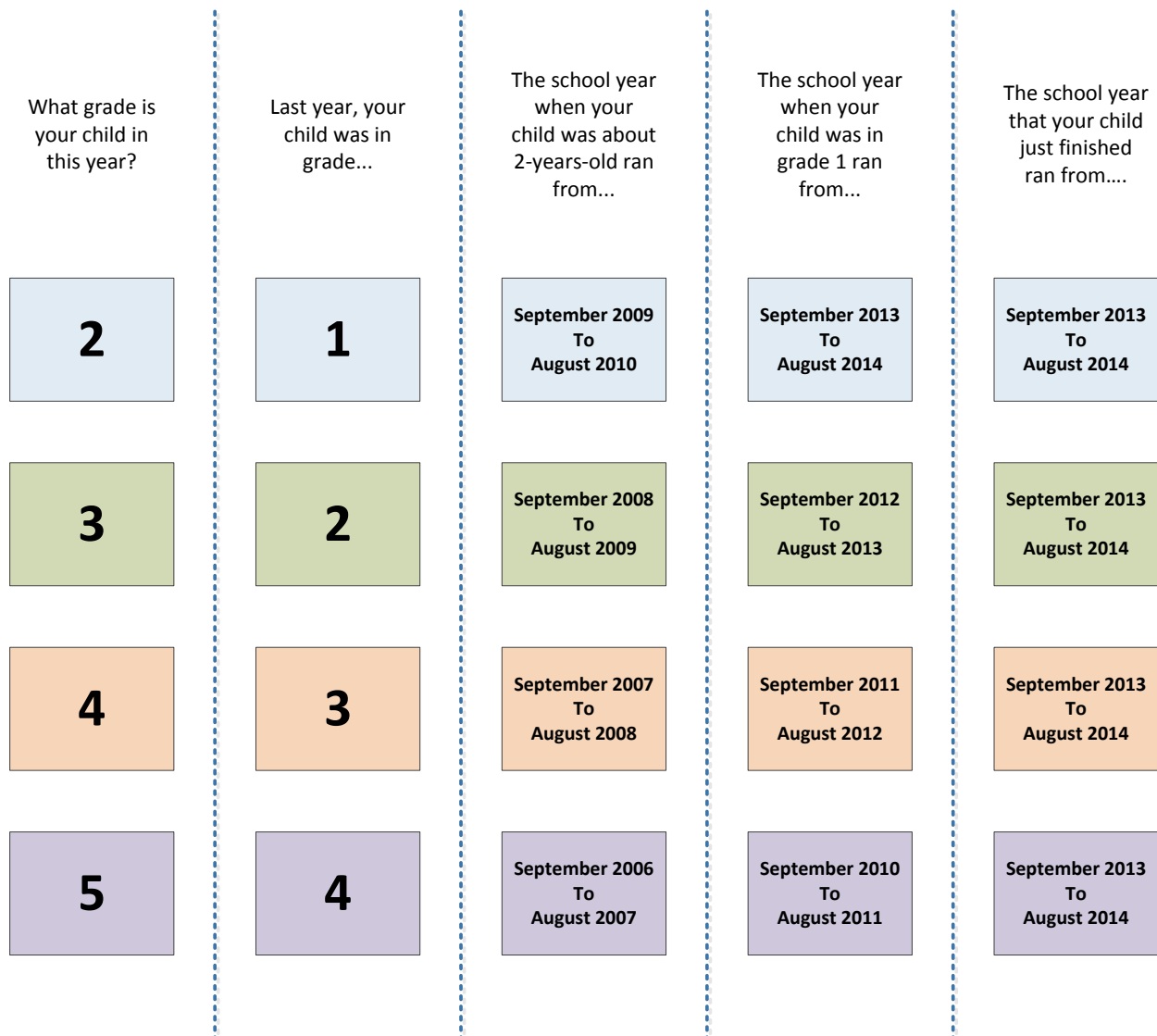


Figure 12: Determining Response Years

The school year when your child was about 2-years-old ran from...

The school year when your child was in grade 1 ran from...

September _____
to
August _____

September _____
to
August _____

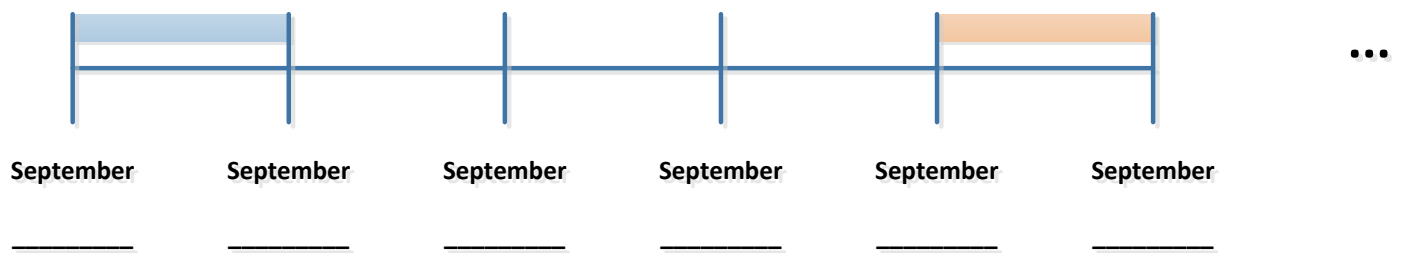


Figure 13: Visual for Survey Respondents

**Appendix D – Full Technical Description of Comparison of HIPPY Participants
and Non-participants**

In order to compensate for the differences between the HIPPY participant and nonparticipants groups who took part in the survey, the evaluation implemented a propensity score matching technique – namely, a kernel matching procedure. Generally speaking, this involved using a probit regression to assess the degree to which a number of pre-program characteristics were associated with participation in HIPPY programming. **Error! Reference source not found.** presents all of the variables related to these characteristics that were used in this regression. Overall, these variables accounted for approximately 67% of the variation in HIPPY participation among the survey participants.

Table 44: Evaluation of the HIPPY Program – Propensity score matching variables		
Variable	Variable Description	Scale
partother	Indicator that parent and child participated in other preschool programming other than junior or senior kindergarten.	Binary
parbornIndia	Indicator that the parent was born in India.	Binary
parbornPakistan	Indicator that the parent was born in Pakistan.	Binary
parbornAfghanist	Indicator that parent was born in Afghanistan.	Binary
parage	Parent's age at the time surveying.	Continuous
parage_sq	Square of the parent's age at time surveying.	Continuous
parfcbornCanada	Indicator that the parent's first child was born in Canada.	
parfcage	Parent's age at the time of the birth of their first child.	Continuous
parfcage_sq	Square of the parent's age at the time of the birth of their first child.	Continuous
parage_parfcage	Interaction between the parent's age at time surveying and the parent's age at the time of the birth of their first child.	Continuous
paryrsincan	Number of years that the parent has been living in Canada at the time surveying.	Continuous
paryrsincan_sq	Square of the number of years that the parent has been living in Canada at the time surveying.	Continuous
paryrsinniighbour	Number of years that the parent has been living in the study neighbourhood.	Continuous
paryrsinniighbour_sq	Square of the number of years that the parent has been living in the study neighbourhood.	Continuous
parmother	Indicator that the parent is the child's mother.	Binary
chmale	Indicator that the child is male.	Binary
parmarried1	Indicator that the parent was married in the pre-program year.	Binary
parnumkids1	Number of children that the parent had in pre-program year.	Continuous
parnumkids1_sq	Square of the number of children that the parent had in pre-program year.	Continuous
parownhome1	Indicator that the parent's family owned their own home in pre-program year.	Binary
parnumrooms1	Number of bedrooms in the parent's home in pre-program year.	Continuous
parnumrooms1_sq	Square of the number of bedrooms in the parent's home in pre-program year.	Continuous
parallinhouse1	Total number of people living in the parent's home in the pre-program year.	Continuous
parallinhouse1_sq	Square of the total number of people living in the parent's home in pre-program year	Continuous
parpperroom1	Number of people living in the parent's home in the pre-program year relative to the number of bedrooms in the home.	Continuous
parpperroom1_sq	Square of the number of people living in the parent's home in pre-program year relative to the number of bedrooms in the home.	Continuous
parhouseincemp1	Indicator that the parent's household paid a portion of its expenses through employment income during the pre-program year.	Binary
parhouseincsav1	Indicator that the parent's household paid a portion of its expenses through savings during the pre-program year.	Binary
parhouseincgov1	Indicator that the parent's household paid a portion of its expenses through government transfers in the pre-program year.	Binary
parhouseinrefuse1	Indicator that the parent refused to provide a household income for the pre-program year during the evaluation survey.	Binary
paremponpart1	Indicated that the parent was a non-participant in the labour market during the pre-program year.	Binary
parempunemp1	Indicated that the parent was unemployed during the pre-program year.	Binary
parempfull1	Indicator that parent was employed full time during the pre-program year.	Binary
parincome1	Level of the parent's personal income during the pre-program year.	Scaled
parincome1_sq	Square of the level of the parent's personal income during the pre-program year.	Scaled
pareducation1	Parent's level of education during the pre-program year.	Scaled
pareducation1_sq	Square of the parent's level of education during the pre-program year.	Scaled
chhealth1	Self-assessed level of health for the parent during the pre-program year.	Scaled
paruseservnum1	Number of local services accessed by the parent during the pre-program year.	Continuous

Based on the estimated coefficients for each of these variables, the theoretical propensity for participation in HIPPY was then calculated for both past HIPPY participants and non-participants. Individuals whose propensity scores fell on a common range of values – a common support – were then assigned weights based on a kernel smoothing function. These weights determined the degree to which each individual would be considered in the calculation of the participant and non-participants group averages.

The intent of this process was to create two weighted groups that have statistically similar average values for all its observable characteristics. This would imply that the only remaining observable differences between the groups would be their participation in the program. Differences in outcomes could then be attributed to this participation. The following table shows the post-matching average values for the variables listed above for both the treated (past participant) and control (non-participant) groups demonstrating that there were no statistically significant differences at the .05 level between these after the match.

Table 45: Evaluation of the HIPPY Program – Propensity score matching variables				
Variable	Treated	Control	t	Probability
partother	0.36	0.34	0.12	0.91
parbornIndia	0.21	0.30	-0.52	0.61
parbornPakistan	0.29	0.14	0.94	0.36
parbornAfganist	0.21	0.06	1.15	0.26
parage	38.29	37.51	0.56	0.58
parage_sq	1479.90	1417.80	0.58	0.57
parfcbornCanada	0.29	0.33	-0.22	0.83
parfcage	25.79	26.26	-0.37	0.71
parfcage_sq	676.64	699.45	-0.33	0.74
parage_parfcage	994.50	992.94	0.02	0.98
paryrsincan	7.93	8.45	-0.32	0.75
paryrsincan_sq	80.36	88.70	-0.25	0.80
paryrsinnieghbour	7.36	7.90	-0.35	0.73
paryrsinnieghbour_sq	68.64	78.45	-0.32	0.75
parmother	0.93	1.00	-1.00	0.33
chmale	0.50	0.64	-0.70	0.49
parmarried1	0.93	0.97	-0.47	0.64
parnumkids1	2.21	1.50	1.93	0.06
parnumkids1_sq	6.07	2.87	1.60	0.12
parownhome1	0.14	0.22	-0.52	0.61
parnumrooms1	2.00	2.08	-0.27	0.79
parnumrooms1_sq	4.71	4.85	-0.09	0.93
parallinhouse1	4.50	3.74	1.54	0.14
parallinhouse1_sq	22.21	15.18	1.48	0.15
parpperroom1	2.53	1.96	1.65	0.11
parpperroom1_sq	7.41	4.39	1.51	0.14
parhouseincemp1	0.71	0.97	-1.93	0.07
parhouseincsav1	0.14	0.03	1.10	0.28
parhouseincgov1	0.14	0.00	1.43	0.16
parhouseinrefuse1	0.43	0.21	1.25	0.22
parempnonpart1	0.79	0.73	0.31	0.76
parempunemp1	0.07	0.01	0.72	0.48
parempfull1	0.07	0.13	-0.49	0.63
parincome1	0.14	0.37	-0.86	0.40
parincome1_sq	0.29	0.81	-0.85	0.40
pareducation1	4.07	5.09	-1.75	0.09
pareducation1_sq	19.07	27.85	-1.91	0.07
chhealth1	3.14	3.54	-1.54	0.14
paruseservnum1	0.79	0.36	0.86	0.40

Once the participant and nonparticipant groups were matched, average outcomes for the groups were compared in order to assess the impacts of HIPPY. The following table presents the full list of variables assessed during the analysis. Although the survey collected additional data on parents and children, not all resulting variables could be used in the evaluation. Some variable showed little or no change over the time covered by the analysis. In other cases, high levels of nonresponse meant that the variables could not be used in the outcome comparison.

Table 46: Evaluation of the HIPPY Program – Outcome variables

Variable	Variable description	Scale
Parownhome2	Indicator that the parent's family owned their own home in the year the child was in grade 1.	Binary
Parhouseincemp2	Indicator that the parent's household paid a portion of its expenses through employment income during the year the child was in grade 1.	Binary
Parhouseincsav2	Indicator that the parent's household paid a portion of its expenses through savings during the year the child was in grade 1.	Binary
Parhouseincgov2	Indicator that the parent's household paid a portion of its expenses through government transfers in the year the child was in grade 1.	Binary
Parempnonpart2	Indicated that the parent was a non-participant in the labour market during the year the child was in grade 1.	Binary
Parempunemp2	Indicator that the parent was unemployed during the year the child was in grade 1.	Binary
Parempfull2	Indicator that the parent was employed full time during the year the child was in grade 1.	Binary
Parincome2	Level of the parent's personal income during the year the child was in grade 1.	Scaled
Parcominteract2	Parent's frequency of interaction with other community members.	Continuous
Paruseservnum2	Number of local services accessed by the parent during the year the child was in grade 1.	Continuous
Parbelongcom2	Parent's sense of belonging to their local community during the year the child was in grade 1.	Scaled
Parbelongcan2	Parent's sense of belonging to the broader Canadian community during the year the child was in grade 1.	Scaled
Parcomfengfre2	Parent's level of comfort with English or French during the year the child was in grade 1.	Scaled
Parcancit2	Indicated that the parent is a Canadian citizen during the year the child was in grade 1.	Binary
Chmiss2	Frequency with which the child missed school during the school year during the year the child was in grade 1.	Scaled
Chgetalong2	Assessment of how well the child gets along with other students at the school during the year the child was in grade 1.	Scaled
Chlikeschool2	Assessment of how the child likes going to school during the year the child was in grade 1.	Scaled
Chextraact2	Frequency with which the child participated in extra activities outside of school during the year the child was in grade 1.	Scaled
Chhelpschool2	Frequency with which the parent helps the child with their schoolwork during school year during the year the child was in grade 1.	Scaled
Chmeetteach2	Frequency with which the parent met with the child's teacher during the year the child was in grade 1.	Scaled
Chmeetprec2	Indicator as to whether most meetings with the teacher were requested by the parent during the year the child was in grade 1.	Binary
Chmeetprob2	Indicator as to whether most meetings with the teacher were to discuss problems with the child in school during the year the child was in grade 1.	Binary
Chevents2	Frequency with which the pair participated in school events during the year the child was in grade 1.	Scaled
Chschoolperf2	Parental perception of the child's performance in school during the year the child was in grade 1.	Scaled

Readers may note that many of the outcome variables associated with parents in Table 46 are the same as those used during the propensity score matching, save that they are associated with the school year during which children would have been in grade 1. If the propensity score matching did not sufficiently compensate for differences in the pre-program averages of these variables, then differences in a direct comparison of these outcomes in grade 1 could arguably be the result of these baseline differences rather than the effects of the program itself. As Table 47 notes however, no such statistically significant pre-program difference existed after matching.

Table 47: Evaluation of the HIPPY Program – Outcome variables				
Variable	Treated	Control	t	Probability
Parownhome1	0.14	0.22	-0.52	0.61
Parhouseincemp1	0.71	0.97	-1.93	0.07
Parhouseincsav1	0.14	0.03	1.10	0.28
Parhouseincgov1	0.14	0.00	1.43	0.16
Parempnonpart1	0.79	0.73	0.31	0.76
Parempunemp1	0.07	0.01	0.72	0.48
Parempfull1	0.07	0.13	-0.49	0.63
Parincome1	0.14	0.37	-0.86	0.40
Parcominteract1	6.29	5.53	1.45	0.16
Paruseservnum1	0.79	0.36	0.86	0.40
Parbelongcom1	3.29	2.85	1.77	0.09
Parbelongcan1	2.86	2.58	1.32	0.20
Parcomfengfre1	2.70	2.72	-0.04	0.97
Parcancit1	0.00	0.12	-1.34	0.19