

# HIPPY Canada

## Performance Management Results

### Program Year 2012-2013

HIPPY is based on the principle of mothers helping mothers. It focuses on coaching them to prepare their children for school. In Canada, HIPPY works with low-income immigrant, Aboriginal and other families in need.

His Excellency, the Right Honourable David Johnston, C.C., C.M.M, C.O.M., C.D, Governor General of Canada, and Her Excellency, Sharon Johnston are Patrons of HIPPY Canada.



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# Introduction

## HIPPY Canada Performance Management Results

HIPPY Canada is a high-performance organization committed to a comprehensive performance management process (PMP) that holds itself accountable to its stakeholders, funders and, most important, to the families it serves. HIPPY Canada has moved beyond counting outputs. We are all about the change – social impacts! The lives of the families that we work with are in fact measurably better than before we started working together.

With the support from Citizenship and Immigration Canada (CIC), HIPPY Canada designed and implemented a performance management pilot project that was successfully completed on March 31, 2013. Working with Coordinators at three HIPPY pilot sites (Calgary, Ottawa and Toronto), Social Solutions and two performance management consultants, HIPPY Canada developed a framework of tools, processes and training to help Site Coordinators and Home Visitors better assess their progress, challenges and successes in working with families.

The HIPPY Canada PMP was rolled out nationally in fall 2013. Using the ETO (Efforts to Outcomes) data collection software and the PMP HIPPY Canada and site staff now have access to timely and accurate information for monitoring program progress and evaluating intended versus actual outcomes. This tool gives Coordinators real-time data they need to adjust programming strategies to better serve their clients. Most important, the performance management approach helps HIPPY Canada measure and understand the process of change.

This document captures a description of efforts exerted and the change measured over the last year.

Section 1 is comprised of background information on HIPPY Canada. Section 2 is comprised of the demographic data collected on the people who participated in the HIPPY Canada programs across the country last year. In section 3 and 4 we report on what we now call effort and outcome data. Specifically how much and what kind of efforts were exerted to support familial change and social impacts on the families and Home Visitors we work with.

## Interpreting the Results

The information pulled from the ETO program is only as good as the data entered. HIPPY Canada is investing considerable time and training to ensure that Coordinators and Home Visitors across the country have sufficient expertise to understand how to enter and use the data derived from the performance management system. Last year's data exhibit some inconsistency among sites in how often data was entered and the quality of the data entered. This in turn affects the quality of outcomes reported. We remain confident in the upward or positive change of Home Visitors and parents based on the consistency of results reported among sites.

The HIPPY program is designed to ensure at-risk children have the cognitive and social skills to succeed in school and life. Parents work daily with their children using the HIPPY curriculum and other activities, as well as other supports and referrals provided by the Home Visitor and / or Coordinator. While we have plenty of anecdotal evidence from parents and teachers, we are still working on a mechanism to capture child change in the PMP. Our problem lies with finding a culturally neutral tool that is sufficiently straightforward to be administered by Home Visitors. HIPPY Canada is currently embarking on an external impact evaluation of HIPPY children's performance over the next two years that will contribute to the existing international body of knowledge.

"We are happy we have enjoyed and benefited from the HIPPY program too. The whole program is arranged in play-centered modules suitable for our child's age. It covers a wide range of teaching materials and mediums in developing his various skills thereby building a strong foundation for his learning in school. The process is fun and natural as we all learn and participate in the games together."

HIPPY Parent



# Section 1

## Background on the HIPPY Program

Founded in 1969 by Professor Avima Lombard in Israel at the NCJW Research Institute for Innovation in Education at The Hebrew University of Jerusalem, the Home Instruction for Parents of Preschool Youngsters (HIPPY) program operates in ten countries worldwide and has been in Canada for the past 13 years. HIPPY reaches out to families and communities, grappling daily with wide-ranging socio-economic and educational challenges, and supports them in ensuring that their children have equal access to educational opportunities. HIPPY helps mothers to prepare their children for school, but perhaps more importantly, we build bridges to the larger community that enable mothers who were once isolated to assume their rightful roles as full participants in economic and community life.

Since 2000, HIPPY Canada has assisted more than 7,000 immigrant, Aboriginal and other Canadian mothers with practical information and structured lessons that build their personal confidence and help them and their children reach their full potential. Our program reaches disadvantaged families in the home and gives both mothers and children a better opportunity to succeed in school and to integrate successfully into the labour force.



“Perhaps, for many of the parents, in the beginning you were thinking, or maybe you are still thinking, “but these activities are absurd, my kid can do more than this!”. But what I tell to you Moms like me: it’s not only the activity, and also is not how perfectly they do the task; it’s the way in which you do it, the quality of the time that you put into those activities together.”

HIPPY Parent

# How HIPPY Works

At HIPPY, we believe children's best teachers are their parents and that education is not limited to the classroom. Combined with our specifically tailored curricula, this conviction has contributed to the successful settlement of thousands of new immigrants and Aboriginal families at HIPPY.

Operating in 16 locations from Vancouver to Montreal, sites are run by HIPPY Coordinators who are responsible for training Home Visitors and overseeing the proper implementation and instruction of approved materials. Home Visitors are former clients who have successfully completed (and are now currently employed by) the HIPPY program. They are more qualified than other existing social service providers because they are familiar with the difficulties and obstacles that are faced by new immigrant / Aboriginal families. Home Visitors meet weekly with a child's parent or guardian and provide methods and materials to instruct their children effectively. HIPPY's innovation takes the standardization of a school or centre-based learning program, tailors it, and brings it to a familiar environment where a child can thrive.

The HIPPY program operates under three philosophical principles:

- 1.** First, we believe parents everywhere want the best for their children. Parents from one part of the world, one society, one neighborhood – or even from under one roof – may well differ from one another on what they mean by 'best', but each definition is, nevertheless, an essential, guiding force of parenthood under that roof, in that neighborhood, society or part of the world.
- 2.** Secondly, just as children are innately 'wired' to learn from their parents and the world around them, parents are 'programmed' to teach their children. Notwithstanding their tremendous individual differences in pace and temperament, children are all natural learners, who learn by 'doing' – something we continue to do throughout our lives.
- 3.** Third, with training and support parents can teach and help other parents. Thus HIPPY trains parents to become Home Visitors, bringing HIPPY to new participant families. And this dimension further expands HIPPY's dynamic, grassroots community-building role.

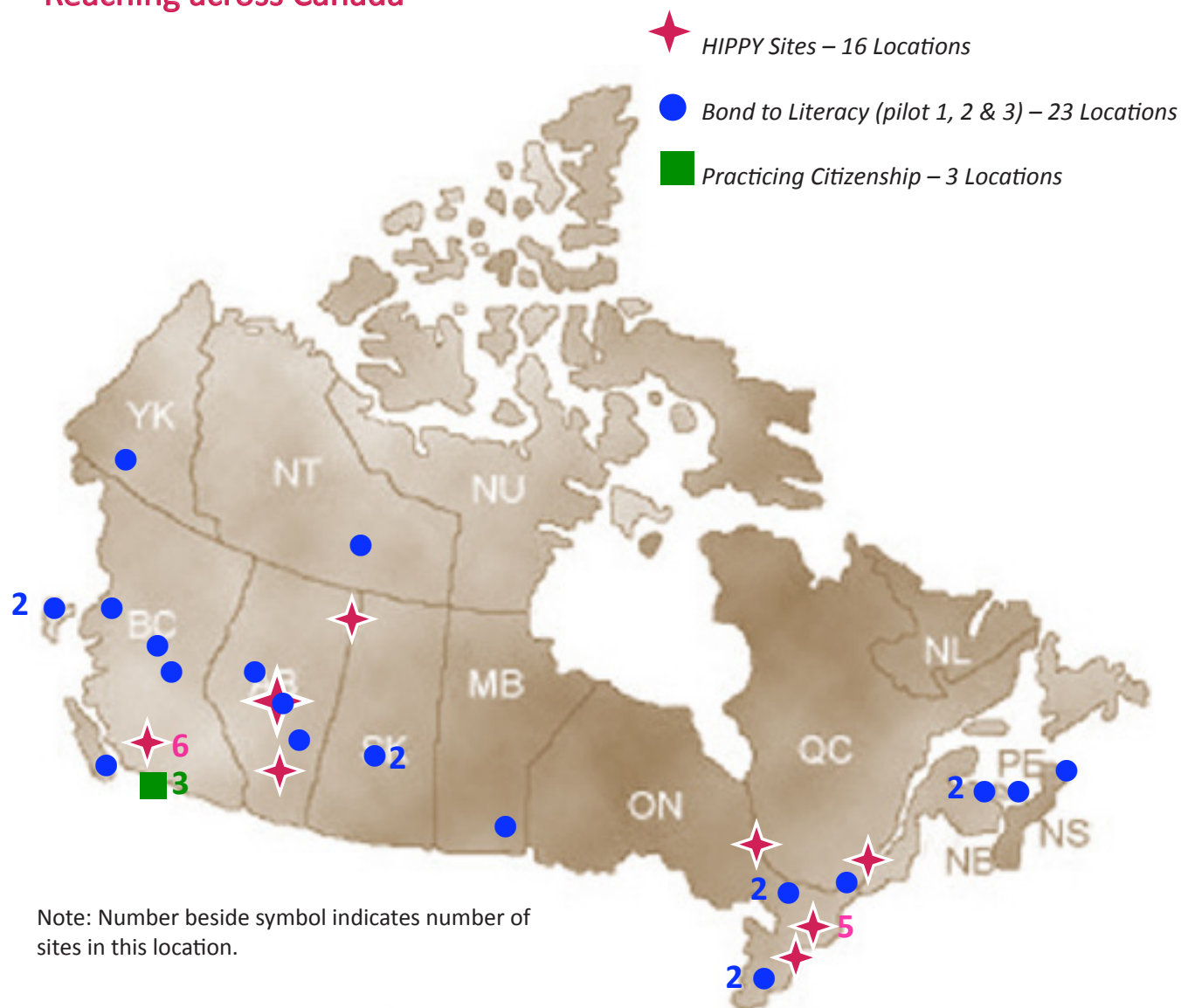
The HIPPY model is sustainable and effective, as successful graduates of the HIPPY program may receive employment from HIPPY as Home Visitors (nearly 50% are former participants). Furthermore, in conjunction with Thompson River University, eligible candidates have the opportunity to complete a Certificate in General Studies, Management Studies and Diploma Management Studies.

In conclusion, HIPPY relates sensitively to all the communities it serves, providing materials in either English or French and encourages participants to use their native language and/or bilingual story-books and CDs. The paraprofessional HIPPY Home Visitor is able to make the most comfortable link between the curriculum materials and the families, because she is from their community.



# HIPPY Family of Programs

## Reaching across Canada



### HIPPY

HIPPY is unique; it works with mothers where they live, at home. It coaches them to support their pre-school child's success in school. It connects them with other mothers in their community who understand the issues and challenges and how to move their families out of isolation and into the community.

### Bond to Literacy

Bond to Literacy is a 12-week early literacy program adapted from the HIPPY program for disadvantaged families in remote and isolated Canadian communities.

### Practicing Citizenship

Practicing Citizenship increases immigrant women's participation in Canadian society through classes in Canadian history and democracy, practical community experience, mentoring and literacy training.

## Section 2 Demographics

The demographic summary in this section includes 689 parents who participated in the HIPPY program in Canada. Demographics data is entered by Home Visitors at the beginning of the program year. For parents who return from the previous year, two demographics (HIPPY curriculum age and number of years in Canada) are updated to reflect the current year's data.

HIPPY Canada's performance management system helps paint an accurate picture of who is utilizing our resources. HIPPY is able to determine where our clients are from, what their current living circumstances are, and how HIPPY can better serve them. In the current program year (October 2012 – June 2013), 689 families participated in HIPPY in 16 sites across Canada, the majority (603) are newcomer and 83 are Aboriginal families. The HIPPY program is delivered in both official languages but, at this point, the majority of our clients are English-speaking (see Figure #1: HIPPY Language and Age).

**Figure 1: HIPPY Curriculum Language & Age**

HIPPY Age	HIPPY Curriculum Language (# of parents)	
	English	French
3	212	28
3 & 4	22	3
3, 4 & 5	2	1
3 & 5	28	5
4	213	31
4 & 5	13	3
5	110	8
Total Parents	600	79



“The Home Visitor and I had a friendship. She gave me the papers and activities, but asked me personal questions like how I was doing, how the boys were, etc. We usually drink tea or coffee and have a relaxed time talking about our lives. It's a part of HIPPY to have that interaction with the people working with you. Socially, it has helped me a lot. I feel like that is part of the mission of HIPPY too”.

Claudia  
HIPPY Mother



## Who are HIPPY Families?

Nearly half of HIPPY families have resided in Canada for five years or less with 31% living in the country for less than three years (see Figure 2: Years in Canada). This means that newcomers to Canada require substantial support from HIPPY Home Visitors with regard to settlement support. The Home Visitors report, however, that even families that have been in the country for periods longer than five years continue to struggle with settlement issues. 72% of participants are designated ‘Permanent Residents’ (see Figure 3: Immigration Status).

Most HIPPY families (82%) live in subsidized housing or rental units (see Figure 4: Housing). Based on information from Home Visitors, the majority of units are subsidized. The mean number of families living in the household is four at 42% (see Figure 5: Household Size). Given that the majority of families have two adults living in the household, this is very consistent with Canadian averages. 18% have three and 19% have five people living in the household. Only 13% have six or more people living in the household (see Figure 5: Household Size).

Figure 2: Years in Canada

# of Years in Canada	% Parents
Less than 1	5%
1	9%
2	8%
3	9%
4	10%
5	9%
6-10	21%
11-15	3%
More than 15	2%
N/A (Canadian Citizen)	13%

Figure 3: Immigration Status

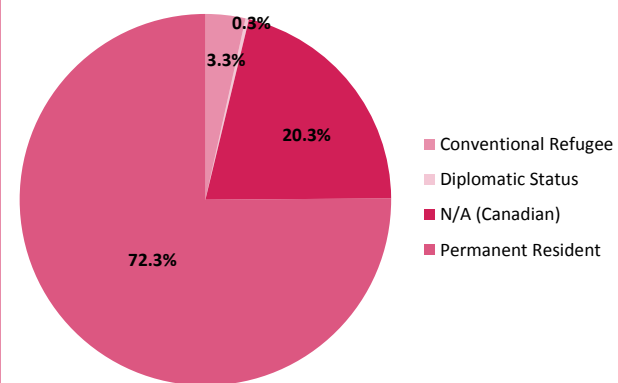


Figure 4: Housing

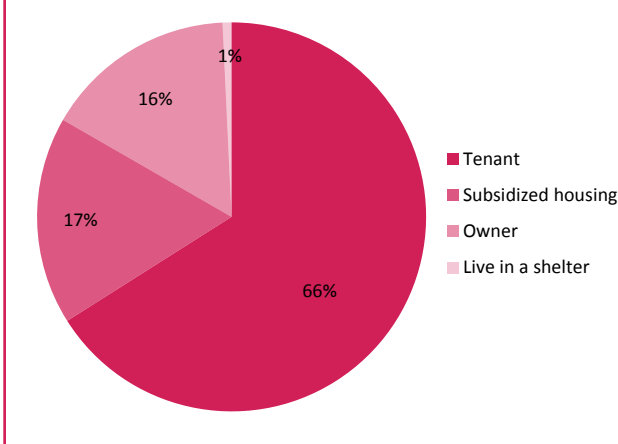
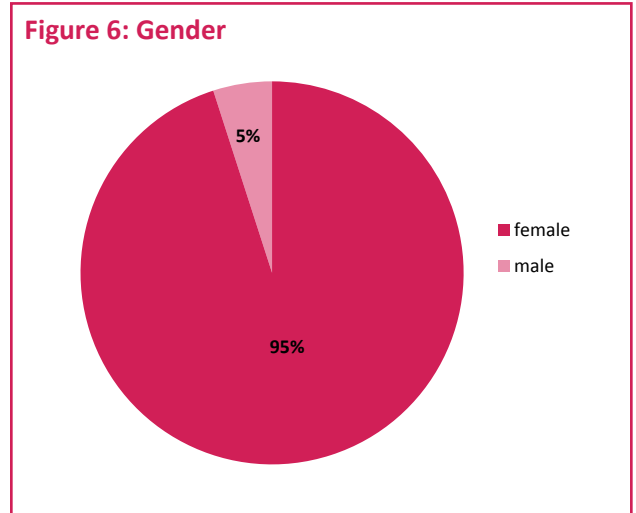


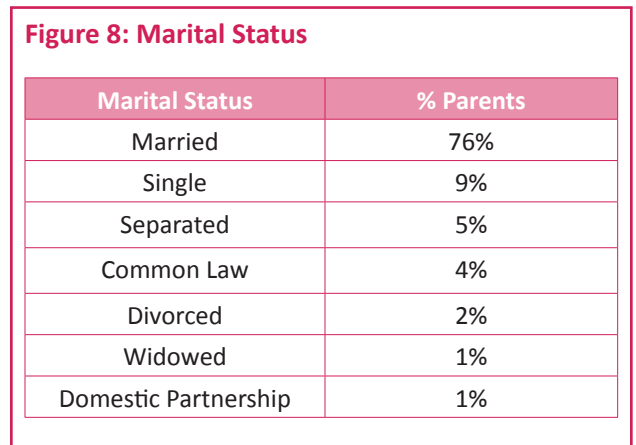
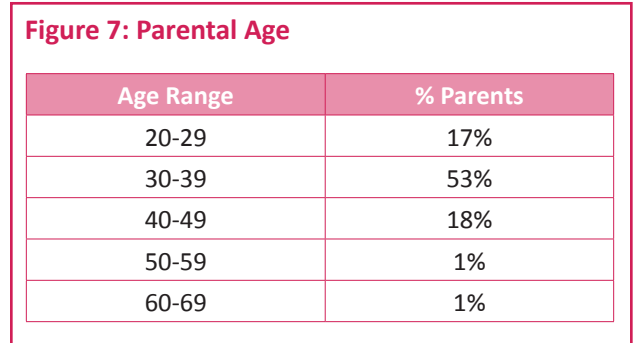
Figure 5: Household Size

Household Size	% Families
2	5.08%
3	18.29%
4	42.09%
5	18.72%
6	7.55%
7	3.19%
8	1.16%
9	0.58%
10	0.29%

Consistent with our previous findings, mothers (94%) and other female caregivers such as grandmothers deliver the HIPPY program (see Figure 6: Gender).



The majority of HIPPY mothers (53%) are between 30 and 39 years of age with the next highest group of participants (18%) falling between 40 and 49 years (see Figure 7: Parental Age). It is highly probable that some of these are grandparents. It is interesting note that only 17% fall between 20 and 29 years of age because it is quite likely that younger mothers may require even more parental support. The vast majority (76%) of HIPPY participants are married (see Figure 8: Marital Status).



## Country of Origin

Newcomer HIPPY families are arriving from 77 countries; Aboriginal HIPPY families come from the five First Nations of Katzie First Nation, Musqueam First Nation, Six Nations, Squamish Nation, and Tsleil-Waututh Nation. The majority of immigrant families are in the 'Global South' (see Figure 9: Country of Origin). China (13%), Sri Lanka (11%) and Pakistan (7%) comprise the largest numbers of immigrant families. Our largest demographic comes from Asia (48%), followed by the Americas (31%), Africa (17%) and Europe (3%).

**Figure 9: Country of Origin**

Region/Country of Origin	% Parents	
<b>Africa - 17%</b>		
Eastern Africa		4.17%
Comoros	0.45%	
Djibouti	0.75%	
Eritrea	0.15%	
Ethiopia	1.79%	
Rwanda	0.15%	
Somalia	0.75%	
Uganda	0.15%	
Middle Africa		2.24%
Cameroun	0.75%	
Chad	0.30%	
Congo	1.19%	
Northern Africa		8.64%
Algeria	1.34%	
Egypt	1.49%	
Libya	0.15%	
Morocco	1.34%	
Sudan	4.02%	
Tunisia	0.30%	
Western Africa		2.38%
Benin	0.30%	
Ghana	0.15%	
Guinea	0.15%	
Liberia	0.30%	
Nigeria	1.04%	
Senegal	0.30%	
Togo	0.15%	
<b>Americas - 32%</b>		
Caribbean		2.24%
Cuba	0.45%	
Dominican Republic	0.75%	
Haiti	0.45%	
Jamaica	0.15%	
St. Vincent & the Grenadines	0.45%	
Central America		3.73%
Belize	0.15%	
El Salvador	2.68%	
Honduras	0.45%	
Nicaragua	0.30%	
Panama	0.15%	
<b>North America</b>		
		17.44%
Canada	12.82%	
Mexico	4.47%	
USA (Hawaii)	0.15%	
<b>South America</b>		
		8.20%
Argentina	0.75%	
Bolivia	0.30%	
Chile	0.15%	
Colombia	3.73%	
Ecuador	0.75%	
Peru	2.09%	
Venezuela	0.45%	
<b>Asia - 48%</b>		
Central Asia		0.30%
Turkmenistan	0.15%	
Uzbekistan	0.15%	
Eastern Asia		14.01%
China	13.11%	
Japan	0.30%	
Korean	0.30%	
Taiwan	0.15%	
Tibet	0.15%	
South-Eastern Asia		6.86%
Cambodia	0.15%	
Malaysia	0.15%	
Myanmar	1.94%	
Philippines	3.58%	
Vietnam	1.04%	
Southern Asia		22.50%
Afghanistan	1.34%	
Bangladesh	0.30%	
India	2.68%	
Iran	0.15%	
Nepal	0.89%	
Pakistan	6.56%	
Sri Lanka	10.58%	

Western Asia		3.87%
Iraq	1.49%	
Jordan	0.45%	
Lebanon	0.89%	
Palestine	0.30%	
Syria	0.45%	
Turkey	0.15%	
Yemen	0.15%	

<b>Europe - 3%</b>		
Eastern Europe		2.83%
Belarus	0.30%	
Bulgaria	0.30%	
Romania	0.75%	
Russia	1.34%	
Ukraine	0.15%	
Central Europe		0.30%
Slovak Republic	0.30%	
Southern Europe		0.30%
Albania	0.15%	
Italy	0.15%	



“The key to our children to be men and women of good will and good citizens is to sow the seed of knowledge from an early age and, with the home-based HIPPIY program, we introduced our children to the world of knowledge, as the program provides the educational material and appropriate advice to be evaluating the child’s general performance. Vancouver and many other first-world cities are highly competitive in the labour and business market and, as part of a multicultural country, we also have to deal with different ways of thinking.

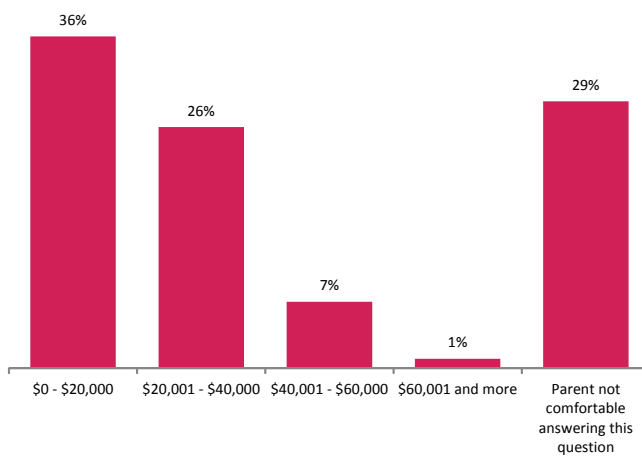
I think the best way to prepare our children for the future is to teach them the love of knowledge and love of what you do, and the HIPPIY program lets us do this, allowing us to be the teachers of our children.”

HIPPIY Parent

## Income and Occupation

Newcomer families participating in the HIPPY program experience significant financial hardship. Almost all fall into a low-income category with 36% living below the poverty line (see Figure 10: Gross Annual Household Income). Over 33% are full-time caregivers and another 15% do not work. An alarmingly low number (11%) of people work full-time (see Figure 11: Occupation). In spite of this rather discouraging information about employment and income levels, participating parents have reasonably high levels of education. Over 52% have college or university education with 88% completing high school (see Figure 12: Education). Low-income status of participating HIPPY parents can be attributed largely to the fact that over 77% of employed HIPPY parents are not working in their field of study (see Figure 13: Jobs in Field of Study). These findings point to the reality that HIPPY families are experiencing a level of financial hardship in Canada that is well documented and has a negative impact on the quality of family life.

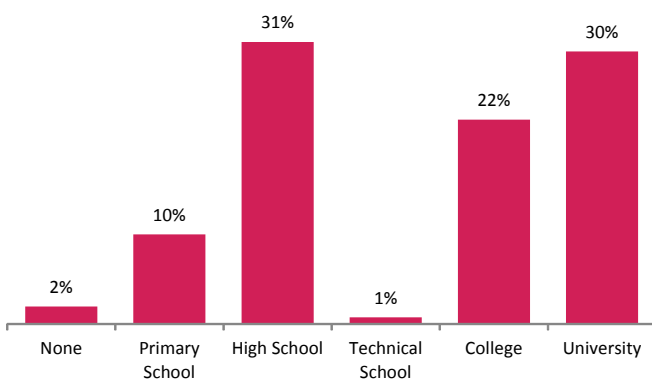
**Figure 10: Gross Annual Household Income**



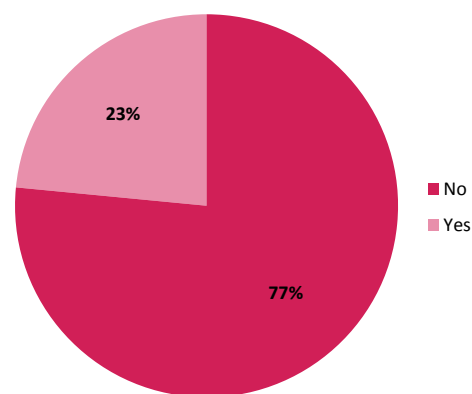
**Figure 11: Occupation**

Occupation	% Parents
Home-maker	33%
Unemployed	15%
Work - Full-time	11%
Work - Part-time	11%
Language Student	10%
College Student	5%
Part-time Student	3%
Casual Work	2%
Maternity Leave	1%
Self-employed	1%
Work and Study	1%
Part-time/ Self Employed	1%
Work - 2 Part-time Jobs	1%

**Figure 12: Education**



**Figure 13: Job in Field of Study**



## Limitation

1. Some families are hesitant for a variety of reasons to disclose personal information; this is especially the case for gross annual income (29% of parents were not comfortable answering this question). Other demographics with fairly high non-response rates included number of years in Canada (11.90%), parent age (9.14%), job in field of study (7.11%), occupation (5.66%), and education (5.22%). All other demographics had a non-response rate between 0.73% and 3.05%. Demographics reported here reflect data for valid responses only.



Five-year-old Sylvia has improved in school and her grades are now above average. Her mother Renée credits HIPPY, saying the program taught her how to be a better teacher to her daughter and it reinforced the importance of spending quality one-on-one time with children.



## Section 3

# Home Visitor Change

The program is delivered in the homes by mothers, many of whom were once participants in the program. They are employed and trained as Home Visitors through a rigorous work-learn training model. They are the linchpin of the HIPPY program's success. This section describes the changes accomplished by Home Visitors in regard to their ability to support mothers in the program while developing their own employability skills. The data is derived from the newly piloted PMP "track change" data, an ongoing monitoring tool used to measure change regularly throughout the program year. The tool is completed five times during the program year by both the Coordinator (her observations) and the Home Visitor (self-assessment) prior to their meeting where both with then discuss the Home Visitor's progress and agree on the appropriate rating scale. All the data suggests that the Home Visitors program is transformational.

Regular use of the newly developed 'track changes' tool ensures that desired outcomes are achieved and, if they are not, that Coordinators can make appropriate mid-stream adjustments. Checking in regularly ensures that the desired outcomes are achieved and if not to enable Coordinators to make appropriate mid-stream adjustments. The tool uses a rating scale (indicators of success) for each identified outcome in a progression from low to high. It is completed individually by both the Coordinator and Home Visitor and is then discussed during one-on-one meetings – this will ensure a more enriching discussion. The final agreed-upon results are then entered into ETO by the Coordinator. The first 'track changes' measurement serves as the baseline from which future progress is tracked.

Since its inception, the HIPPY program has provided employment for 469 Home Visitors. In the 2012 - 2013 fiscal year, HIPPY employed 75 Home Visitors. Home Visitors hail from more than 25 countries and speak more than 23 languages.

### Home Visitor Objectives

- To provide employment opportunities (consisting of three-year Home Visitor positions with HIPPY Canada) to mothers in the program who experience multiple barriers to employment.
- To provide Home Visitors with workplace training in essential skills.
- To provide Home Visitors with career counselling, goal-setting and job-search support required to transition to other jobs and higher education.

## Home Visitor Efforts

Home Visitors participated in the following activities to develop their skills in working effectively with parents.

- Home Visitors received a total of 4,377 hours of training, including:
  - 348 hours of pre-service training for new Home Visitors and refresher sessions for returning Home Visitors.
  - 3,010 hours of weekly training with their Coordinator in HIPPY methodology, providing other supports to HIPPY parents, and preparing for family group meetings.
  - 1,019 of additional training in a number of topics including computer training, parenting, child development, health, relationship building, working with diverse clients, managing professional boundaries, stress management, and time management.

Essential skills (oral communication, reading, writing, computer use, team work and critical thinking) development was interwoven in all training sessions.

## Home Visitor Outcomes

Home Visitors show significant improvement in their ability to support isolated mothers to ensure they and their children are productive, healthy and engaged citizens of Canadian society and to support community connections and civic engagement of mothers in the HIPPY program. Furthermore, they have demonstrated proficiency in essential employability skills vital to becoming a successful candidate in the labour market.

- At the end of the program year:
  - All Home Visitors gained intermediate to advanced ability in supporting HIPPY parents' skills to enable them to engage with their child using HIPPY and other educational activities.
  - All Home Visitors improved their skills (intermediate to advanced) to support HIPPY parents to increase their social inclusion in various activities such as HIPPY group meetings and other community events.
  - All Home Visitors improved their essential skills in all five areas measured.  
(\*Note: this data is based on the PMP pilot sites only.)
  - Seven Home Visitors successfully transitioned to other employment (three Home Visitors) and higher education (four Home Visitors).

## Limitation

1. The change results listed represent data for the three PMP pilot sites only. This tool was the last one developed during the pilot project and underwent several changes during implementation at the site level. As a result only five of the ten Home Visitors completed the full cycle of five track changes, and data for the first three rounds was completed retroactively. While this is a very small group, we are confident, based on past anecdotal data from sites, that the positive results achieved derive from skills acquired by Home Visitors both to support HIPPY families and to improve their own employability after their three-year HIPPY term.

## Section 4

# HIPPY Parent Change

Parents in the program, who are largely mothers receive weekly training from the Home Visitors in a tried-and-true early child education curriculum to work with their child 15 minutes each day for 30 weeks a year. The Home Visitors not only support parents to develop their capacity to ensure their preschool children's success in school and beyond but also create linkages to the larger community. This section describes the data collected through parental baseline and follow up surveys and a similar 'track changes' approach.

HIPPY participant change is captured using two tools. The first is the parent assessment form, which is completed by the HIPPY parent as a self-assessment. Baseline data is collected retroactively for the first year and follow-up data is collected at the end of each year the parent participates in HIPPY. The second tool is the newly developed track changes tool (similar to the one used for Home Visitor change), which is completed five times during the program year, again allowing staff to check in regularly to verify that the desired parent outcomes are achieved and, if not, to enable to Coordinators to make appropriate mid-stream adjustments to service delivery. The tool uses a rating scale (indicators of success) for each identified outcome in a progression from low to high. It is completed by the Coordinator and Home Visitor during one-on-one meetings when they discussed progress of each family. The data is then entered into ETO by the Coordinator. The first 'track changes' measurement serves as the baseline from which future progress is tracked.

### HIPPY Parent Objectives

- To provide 689 parent participants with the skills and literacy tools to support their children's success in school and beyond.
- To provide linkages to social networks that support their inclusion and integration into Canadian society.

### HIPPY Home Visitor and Parent Efforts

Home Visitors spent a total of 17,826 hours of home visits working together with parents, where they role-played HIPPY activities and Home Visitor provided other supports including:

- More than 8,000 'tips' to parents in a number of areas, including banking (227), literature (395), community / recreation centre programs (2,344), literacy & library programs (1,744), music & dance schools (271), public events (2,453), shopping (682).
- More than 3,000 referrals in a number of areas, including child development and / or parenting (632), crisis intervention and / or emergency information (186), education (620), financial assistance (89), food bank (68), health (979), housing (58), immigration (116), legal aid (40), and public benefits (419).

- Connections to community and school, including: supporting parent-school interaction (1,610), supporting meaningful engagement with the community (6,804), employment supports (742), parent education supports (1,229).

HIPPY sites offered 195 group meetings, field trips and special celebrations where parents were able to connect with other parents in the HIPPY program.

HIPPY parents spent an average of 4.6 days and 105 minutes working with their children on the HIPPY curriculum each week.

87% of the parents enrolled in HIPPY completed the program. Parents left the program prematurely for several reasons including A Family Member said No (3), Crisis in Family (9), Moved Out of HIPPY Area (12), Never Started (7), No Parental Interest (19), Unable to Schedule Time (22).

## HIPPY Parent Outcomes

Not only did participants in the HIPPY program learn techniques vital to ensuring their children's prosperity in school, they also fostered relationships that promote community involvement and an overall sense of belonging. Furthermore, both parents and children alike have expressed interest in reconnecting with their native roots. The HIPPY program encourages cultural education as it helps alleviate sentiments of diaspora, which may hinder the smooth transition into Canadian life.

## Evidence of HIPPY's Success

Upon completion of the HIPPY Program:

- 95% of parents read to their children at least 3 times per week.
- 95% of parents reported teaching their children their native language.
- 88% of parents taught their children about their culture.
- 93% of parents felt comfortable teaching their children new things.
- 98% of parents regularly attend events at their children's pre-school or daycare.
- 70% of parents felt very comfortable interacting and communicating with their children's teachers.
- 66% of parents felt a strong sense of belonging in their neighborhood.
- 95% of families attended social events or gatherings in their neighbourhood.
- Nearly 100% of parents established a network of friends in their community.

## Summary of HIPPY Parent Change

Data gathered using the newly developed track changes form revealed that, with each year mothers participate in the HIPPY program, they progressively reach desired outcomes. Comparing the data for each year mothers are in the HIPPY program, the greatest gains were made by second year mothers for most outcomes measured.

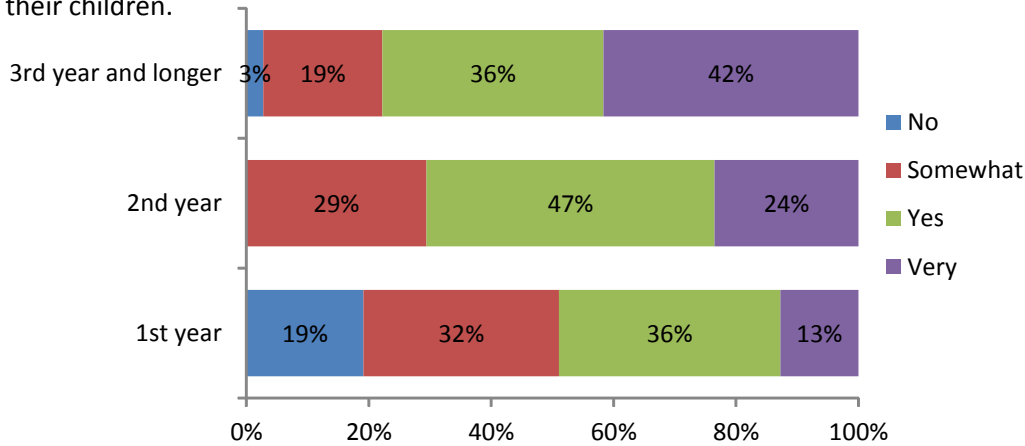
(\*Note: this data is only available for the three pilot sites who were part of the CIC-funded Performance Management Project.)

**Long-Term Outcome**

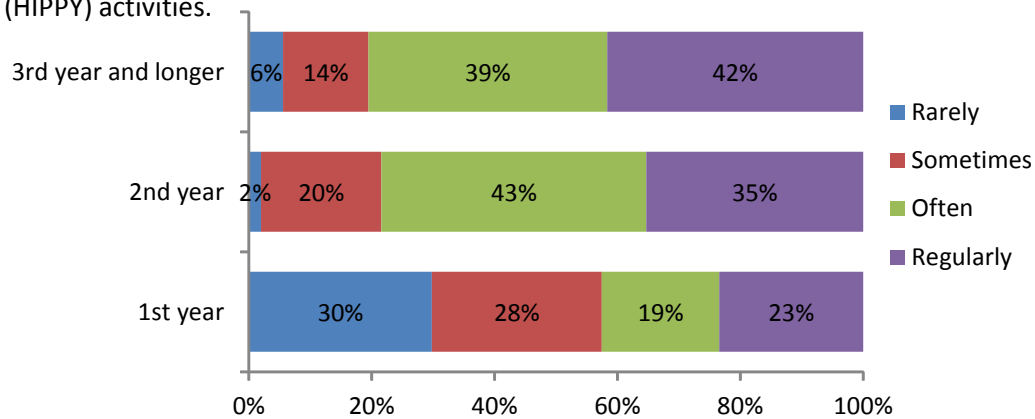
Once-isolated mothers have the skills essential to ensuring that their children are productive, healthy, and engaged citizens of Canadian society.

**Indicators of Success**

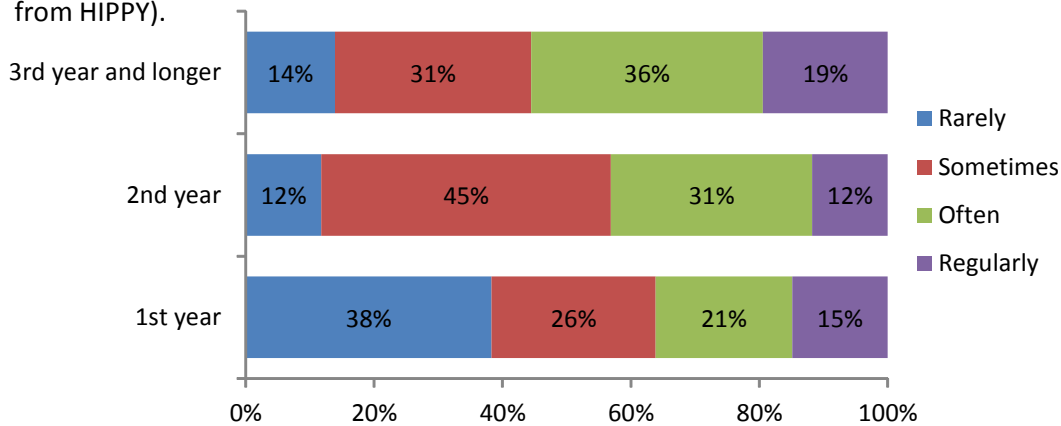
1.1.1 Mothers have the skills and capacity to use the HIPPY materials to teach their children.



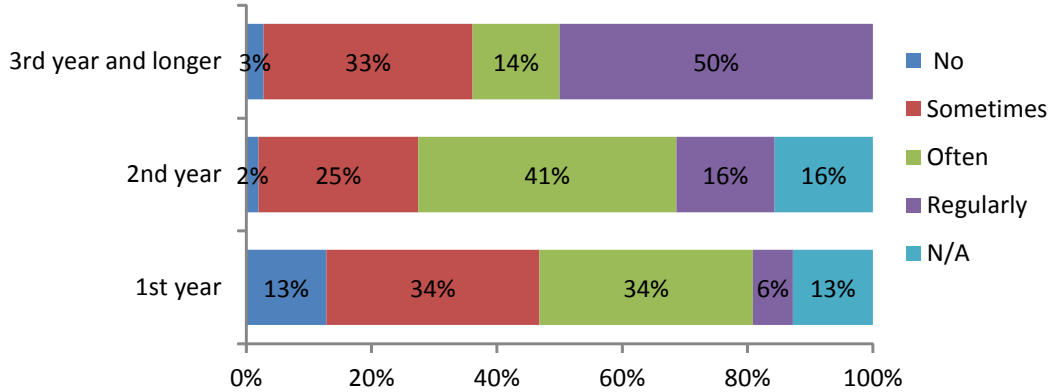
1.1.2 Mothers establish a routine of engaging with their children on educational (HIPPY) activities.



1.1.3 Mothers engage their children with additional learning materials (beyond those from HIPPY).



1.1.4 Mothers have meaningful interactions with their children's school (for age 4 and 5 children) or daycare, pre-school, etc. (for younger children).

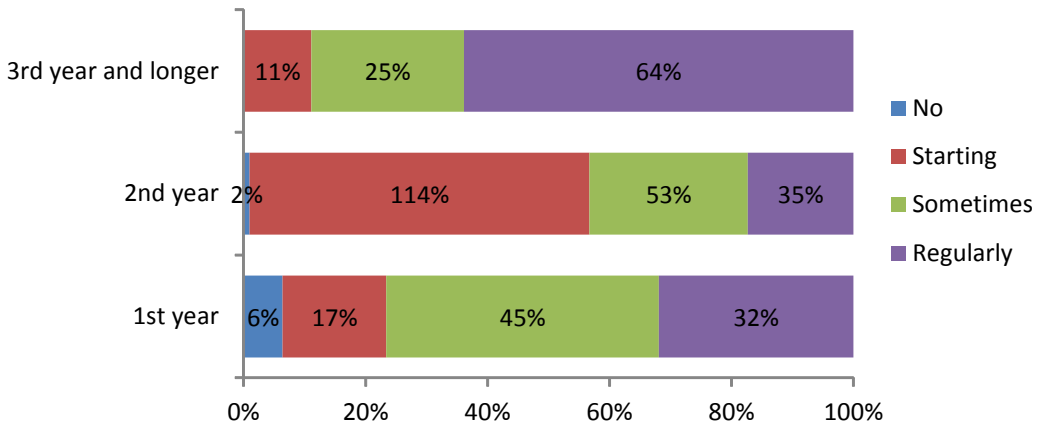


**Long-Term Outcome**

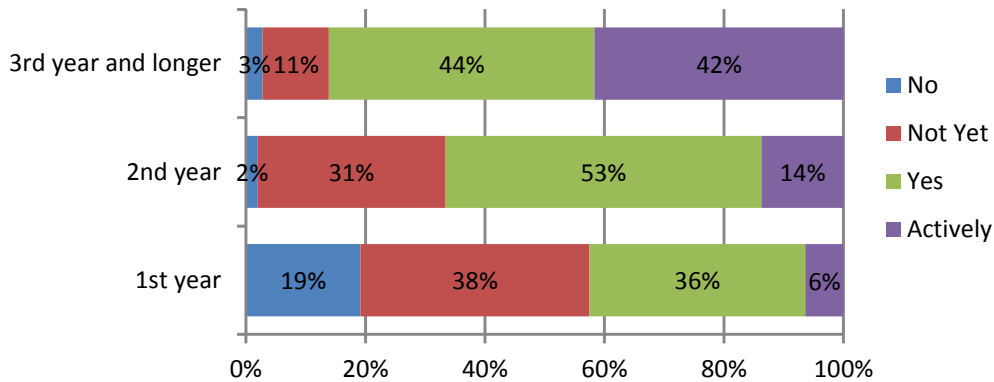
Mothers have the skills, knowledge and experience to fully participate in social, economic and civil society.

**Indicators of Success**

2.1.1 Mothers are connected to formal public services that are required to ensure the healthy development of children and families in the Canadian context.

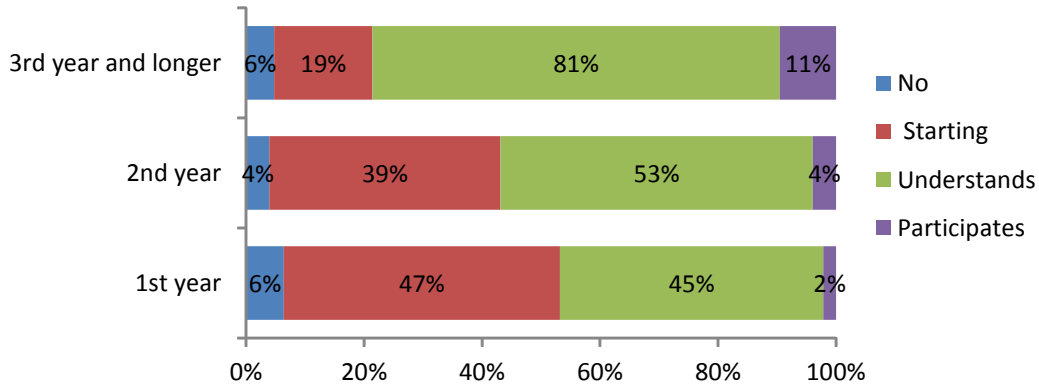


2.1.2 Mothers create informal social support networks with other mothers in similar situations with whom she can share her experiences and knowledge.

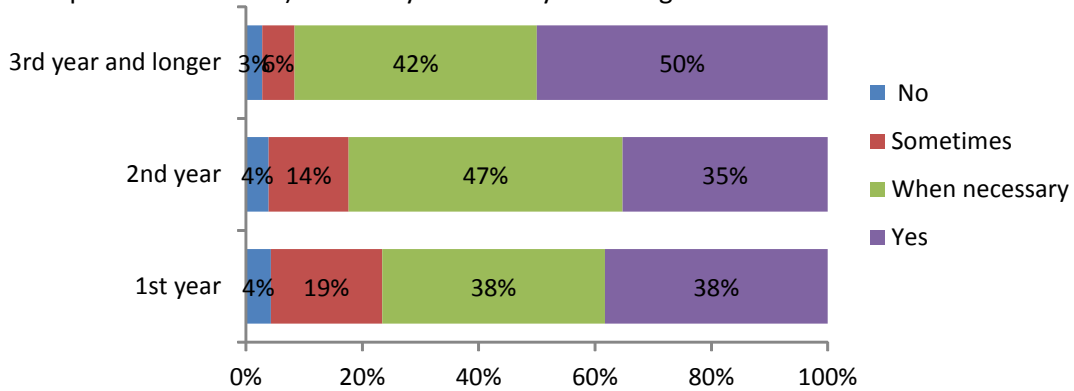




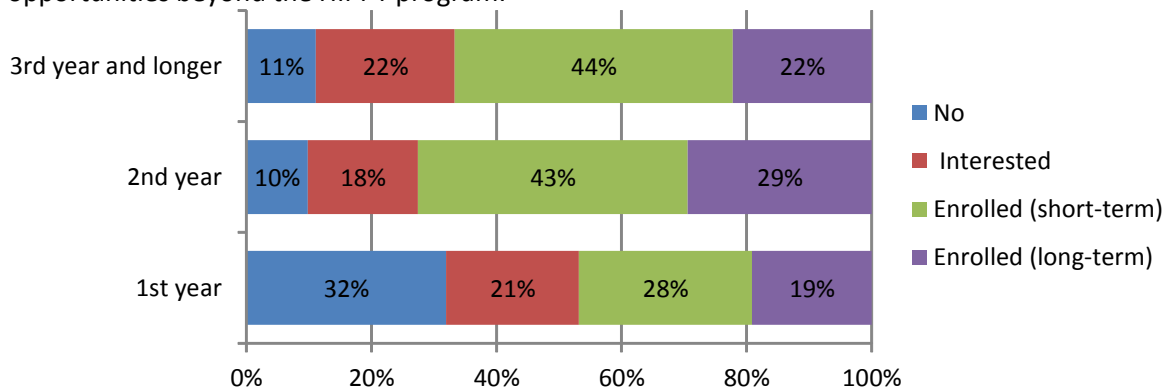
2.1.3 Mothers understand and act upon her rights and responsibilities as a member of her community/Canadian society.



2.1.4 Mothers have life skills, knowledge (e.g., Canadian customs, life skills, local transportation and etc.) necessary for healthy and integrated families.



2.1.5 Mothers engage in additional education, training and/or employment search opportunities beyond the HIPPY program.



**Long-Term Outcome**

Aboriginal and newcomer mothers express knowledge and pride in their cultural identity and share it with their children while valuing and learning about the diversity of Canadian culture.

**Indicator of Success**

**3.2.1 Newcomer mothers express cultural knowledge and pride.**



**Limitations**

1. The parent assessment data may be somewhat biased due to its self-assessment nature. This is especially true for the baseline assessment because new parents may not be comfortable answering personal questions, parents may answer questions based on what they think Home Visitors want to hear, or some “don’t know what they don’t know”. To mitigate this bias as much as possible, baseline assessments are completed retroactively at the end of the program year. Parents will be given two identical assessments. In the first one, they will be asked to answer questions based on what the answer was before they joined HIPYPY and, in the second one, they will base their answers on their situation since joining HIPYPY.
2. Again, the ‘track changes’ form for HIPYPY parents has been only completed by the 130 HIPYPY parents at the three PMP Sites. While this sample number is relatively low, we are confident, based on past data from sites, that the positive results achieved are a reflection of skills acquired by HIPYPY parents.



“This program not only helped me as a parent to educate my children at home but also introduced a good idea about the Canadian Curriculum. I was able to overcome the language obstacles and merge easier with the community with the help of the information provided by my home visitor about the community services and events and also during the HIPPY information sessions on career preparation, volunteer opportunities and many other informative sessions that we attended at HIPPY.

HIPPY Parent

HIPPY Canada gratefully acknowledges our funders and donors for their generous support.



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“The key to our children to be men and women of good will and good citizens is to sow the seed of knowledge from an early age and, with the home-based HIPPY program, we introduced our children to the world of knowledge.”

HIPPY Parent



## Home Instruction for Parents of Preschool Youngsters

Suite 508 - 1190 Melville Street Vancouver, BC V6E 3W1

Phone: 604.676.8250 [www.hippycanada.ca](http://www.hippycanada.ca)