



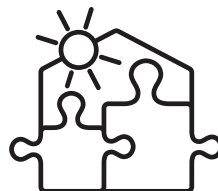
HIPPY Canada

Performance Management Results

Program Year
2014-2015

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.



HIPPY Canada

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Performance Management Results

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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 change – about social impact – about ensuring the lives of the families with whom we work are, in fact, better than before we started working together.

With support from Citizenship and Immigration Canada (CIC), HIPPY Canada designed and implemented a performance management pilot project successfully completed on March 31, 2013. Working with Coordinators at three HIPPY 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 assess their families' progress, challenges and successes. All PMP activities are aligned with the HIPPY Canada Logic Model. (Please see *Appendix 1: HIPPY Canada Logic Model*.)

The HIPPY Canada PMP was rolled out nationally in autumn 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 actual versus intended 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 change measured over the last year. To ensure high-quality data, HIPPY Canada invests 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 PMP. We are increasingly confident in the quality and completeness of the data collected as each site gains experience year to year; however, we continue to scrutinize all data carefully when interpreting the results.

Most data represented here is gathered from Multicultural HIPPY sites. More culturally appropriate tools will be developed in the coming year to enable us to report with greater accuracy on the change results for Aboriginal HIPPY families and Home Visitors.

Currently effort and outcome data is collected only on HIPPY mothers and Home Visitors in the program. While we have ample anecdotal evidence from parents and teachers on the positive results the HIPPY program has on HIPPY children, we have not yet found or developed a culturally appropriate tool to capture child change in the PMP.

Section 1 comprises background information on HIPPY Canada. *Section 2* contains program enrollment information for Home Visitors and HIPPY mothers. *Section 3* addresses demographic data collected regarding participants in the HIPPY Canada programs across the country last year. In *Sections 4* and *5* we report on what we now call effort and outcome data - i.e. how much and what kind of efforts were exerted to support familial change and social impacts on the families and Home Visitors with whom we work. *Section 6* summarizes significant findings from the HIPPY Canada Impact Study 2015.

Section 1

The HIPPY Program

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidence-based program that works with families in the home to support parents, primarily mothers, in their critical role as their child's first and most important teacher. HIPPY strengthens families and communities by empowering mothers to actively prepare their children for success in school.

Over the past 15 years, HIPPY Canada has reached out to provide more than 7,400 low-income newcomer, Aboriginal and other Canadian mothers with structured lessons and practical information that develop their own and their children's personal skills, ensuring both children and families have a better opportunity to succeed in school and society.

In Canada, HIPPY's efforts to measure results, combined with more than 20 years of research in the United States and eight other countries, have proven the benefits of the program for children, mothers, families and communities.

How HIPPY Works

The core of the HIPPY program is a structured home visit that:

- Delivers a curriculum based on the needs of children to become school-ready;
- Recognizes role-play as an important method of teaching the skills needed to implement the child-centred curriculum; and
- Features a peer Home Visitor system that enables mothers, who may be hard to reach due to social isolation, poverty, language, or other cultural issues, to feel comfortable participating in the program.

Well-trained peer Home Visitors deliver books and 30 weeks of high-quality curriculum activities directly to mothers, who then work 15 to 20 minutes a day with their own three-, four-, and five-year-old children.

HIPPY Home Visitors share the language, culture and life experiences of the families they serve and are frequently mothers who previously participated in the HIPPY program with their own children. Working for HIPPY as Home Visitors is often the first job in Canada for many mothers, and a critical step to prepare Home Visitors for their next job in the work force.

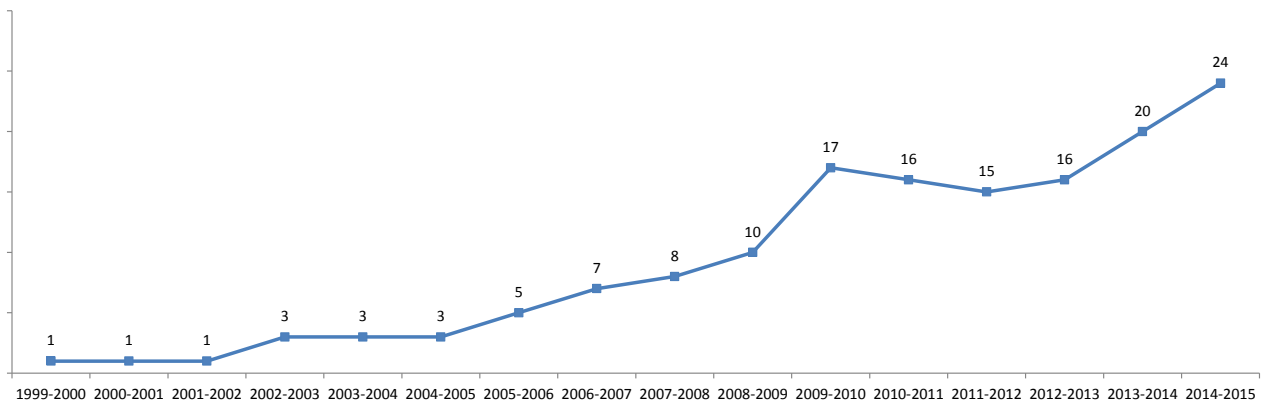
HIPPY empowers mothers as the primary educators of their children in the home and fosters their involvement in school and in the community. This helps to strengthen mother-child relationships and maximize successful early-school experiences.

HIPPY History

HIPPY Sites in Canada (1999-2015)

Since its inception in 1999, the HIPPY program in Canada has experienced a slow, incremental growth. (Please see *Figure 1: Number of HIPPY Sites (1999-2015)*.) Over the past 15 years five sites have closed for financial reasons, yet the total number of sites have increased. Currently there are ten Aboriginal communities and five multicultural organizations that have expressed strong interest in implementing the HIPPY program but funding remains an obstacle.

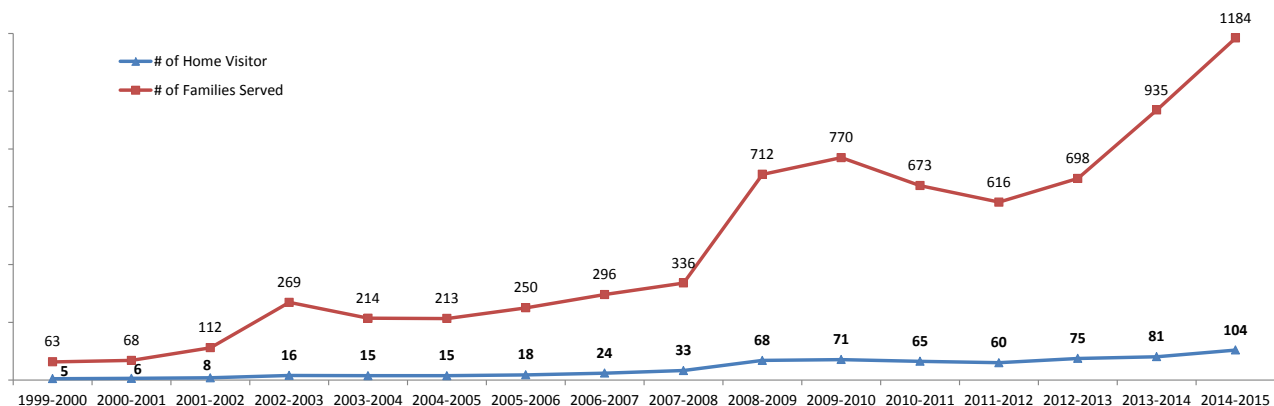
Figure 1: Number of HIPPY Sites (1999-2015)



HIPPY Home Visitor and Families Served (1999-2015)

In 2014-2015, HIPPY Canada served a record number of families and reached the important milestone of over 1,000 families, the majority of which were newcomers. HIPPY sites across Canada employed and trained more than 100 women as Home Visitors, the majority of whom were / are mothers in the program. (Please see *Figure 2: Number of Home Visitors and Families Served (1999-2015)*.)

Figure 2: Number of Home Visitors and Families Served (1999-2015)



HIPPY Family of Programs

Reaching across Canada



HIPPY Sites

Newcomer Sites:

- MOSAIC (3), Vancouver, BC
- Central Vancouver Island Multicultural Society, Nanaimo, BC
- Central Alberta Immigrant Women's Association (CAIWA), Red Deer, AB
- Calgary Immigrant Women's Association (2), Calgary, AB
- SPEC Association for Families and Children, Brooks, AB
- Working Women Community Centre (5), Toronto, ON

- HIPPY Oakville, ON
- Vanier Community Service Centre (2), Ottawa, ON
- HIPPY Montreal, PQ

Aboriginal Sites:

- Nanaimo Aboriginal Centre, Nanaimo, BC
- Vancouver Native Health Society, Vancouver, BC
- Saskatoon Tribal Council (5 First Nations communities), Saskatoon, SK

Section 2 Program Enrollment

HIPPY Canada's performance management system (PMP) paints an accurate picture of those using our resources. This information helps us determine how long Home Visitors and mothers are enrolled in HIPPY, who successfully completed the program year and analyze how HIPPY can better serve them.

Home Visitors

During the 2014-2015 program year the 24 HIPPY sites employed a total of 104 Home Visitors. Nearly half (49) were hired in the current program year, with the remaining half returning from the previous year.

The HIPPY program offers past HIPPY participants (mostly mothers) an opportunity for a three-year work-learn position as Home Visitor with a focus on transitioning them to jobs or higher education after they leave the program. For many immigrant mothers, the Home Visitor position constitutes their first Canadian work experience. In the 2014-2015 program year 62% of Home Visitors were or are mothers in the program. (Please see *Figure 3: Home Visitor is / was a mother in the program*.)

Twenty-three Home Visitors left their HIPPY employment during or at the end of the program year, with more than half (56%) leaving because they found other employment or went to school. (Please see *Figure 4: Home Visitors - Reason for Leaving HIPPY*.)

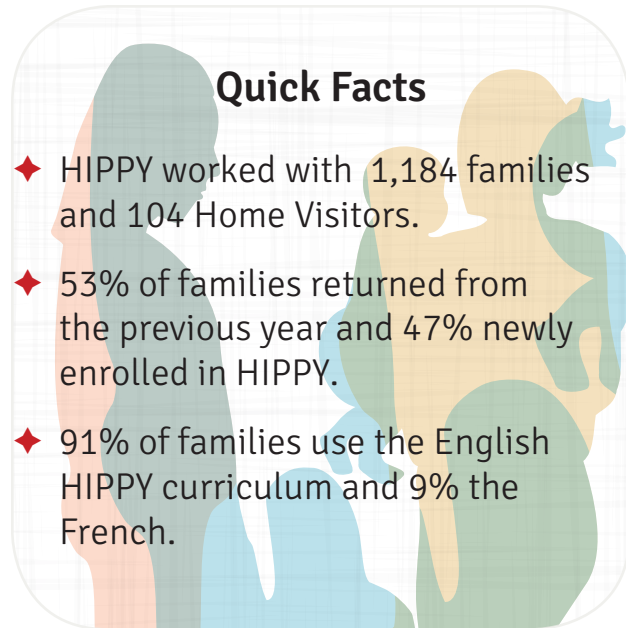


Figure 3: Home Visitor is / was a mother in the program

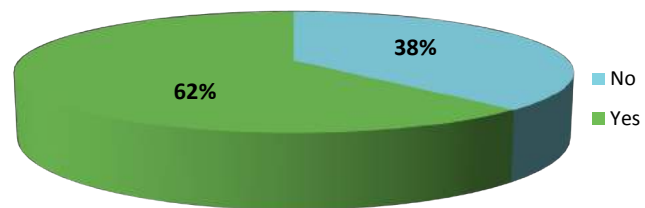
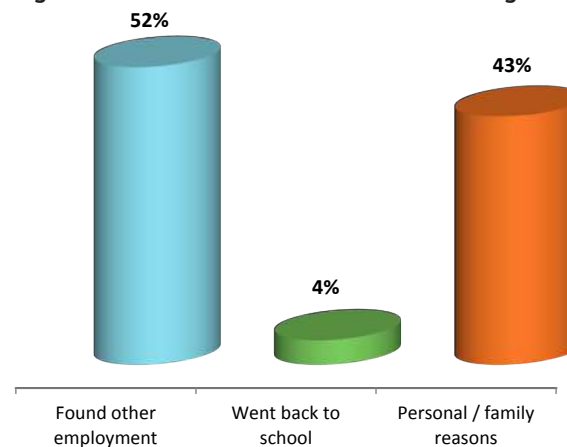


Figure 4: Home Visitors - Reason for Leaving HIPPY



HIPPY Mothers

During the 2014-2015 program year all 24 HIPPY sites worked with 1,184 families (and 1,259 children). More than half (665) of HIPPY mothers were new to the program in the current year, while the rest returned from the previous year. Most mothers (89%) had one child enrolled in HIPPY, 10% of mothers had two and 1% had three children. (Please see *Figure 5: Number of Children in HIPPY*.)

HIPPY families hear about the program from several sources, including the HIPPY host agency, Home Visitors, flyers, presentation and other promotion (43%), through HIPPY parents, friends and neighbours (34%), another community organization (18%), community events and local media (3%) and schools (1%). (Please see *Figure 6: How did you hear about HIPPY?*)

The vast majority of children participating in the program are either age 3 at 555 or age 4 at 460. HIPPY continues to experience a large drop off at age 5. Mothers claim that life becomes too busy once their children enter kindergarten. The HIPPY program is delivered in both official languages but, at this point, the large majority (91%) of HIPPY participants are English-speaking. (Please see *Figure 7: HIPPY Language & Age*.)

Figure 5: Number of Children in HIPPY

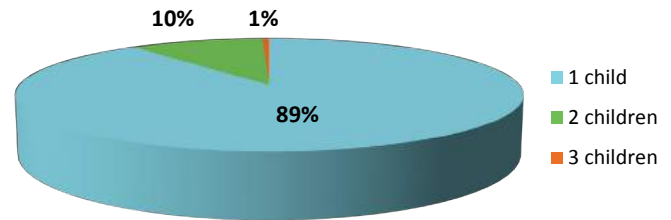


Figure 6: How did you hear about HIPPY?

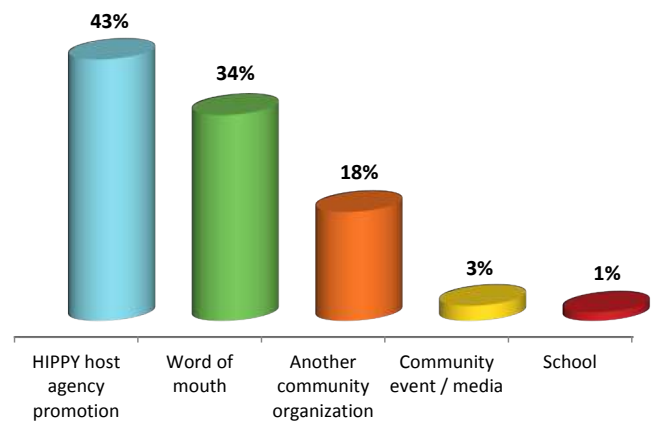


Figure 7: HIPPY Language & Age

| HIPPY Age | HIPPY Curriculum Language (# of children) | | |
|-----------|---|--------|-------|
| | English | French | Total |
| 3 | 513 | 42 | 555 |
| 4 | 416 | 44 | 460 |
| 5 | 215 | 29 | 244 |
| Total | 1,144 | 115 | 1,259 |

Section 3 Demographics

Figure 8: Home Visitors - Marital Status

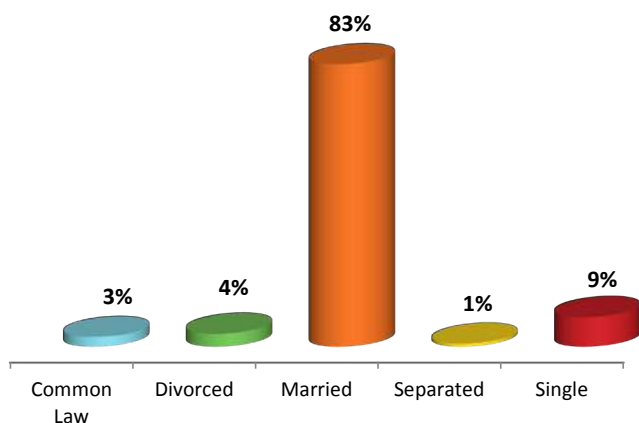


Figure 9: Home Visitors - Years in Canada

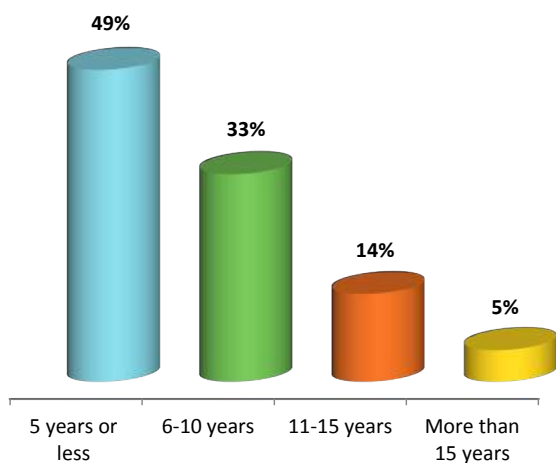
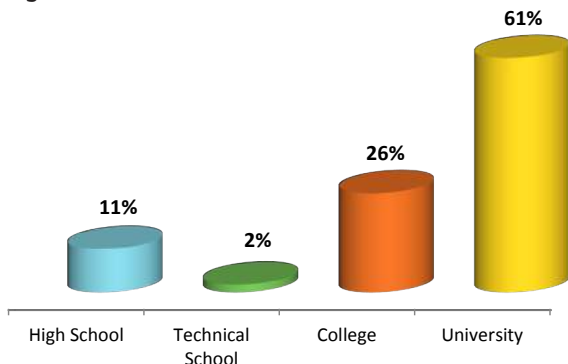


Figure 10: Home Visitors - Education



Quick Facts

- ◆ 86% of HIPPY mothers are newcomers to Canada and 7% are Aboriginal.
- ◆ 90% of Home Visitors are newcomers to Canada and 7% are Aboriginal.
- ◆ 58% of HIPPY mothers do not work or study outside their home.

The demographic summary in this section includes 1,184 mothers and 104 Home Visitors who were enrolled in the HIPPY program year 2014-2015. Demographics data for Home Visitors are entered by Site Coordinators and updated annually. Data for mothers are entered and updated by Home Visitors at the beginning of the program year.

Who are HIPPY Home Visitors?

All Home Visitors currently employed at HIPPY sites across Canada are women of an average age of 37 years. The vast majority of Home Visitors (83%) are married. (Please see *Figure 8: Home Visitors - Marital Status*.)

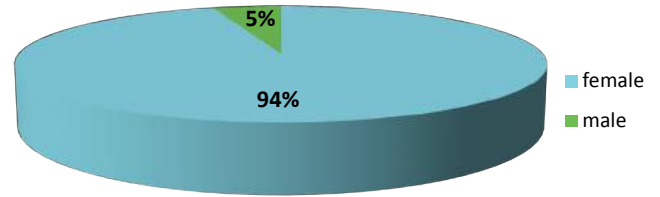
Most (90%) of Home Visitors are newcomers to Canada, come from 37 countries and speak 33 languages. 73% of Home Visitors have lived in Canada for a period of 10 years or less. (Please see *Figure 9: Home Visitors - Years in Canada*.) 7% of Home Visitors are Aboriginal.

Home Visitors are well-educated. 87% of Home Visitors have or are in the process of obtaining a university or college degree. (Please see *Figure 10: Home Visitors - Education*.)

Who are HIPPY Families?

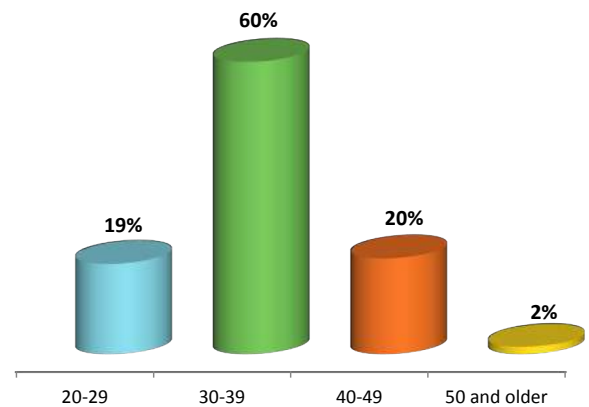
Consistent with our previous findings, in the vast majority (94%) of cases, mothers and other female caregivers such as grandmothers deliver the HIPPY program to their children. (Please see *Figure 11: HIPPY Parents - Gender*.)

Figure 11: HIPPY Parents - Gender



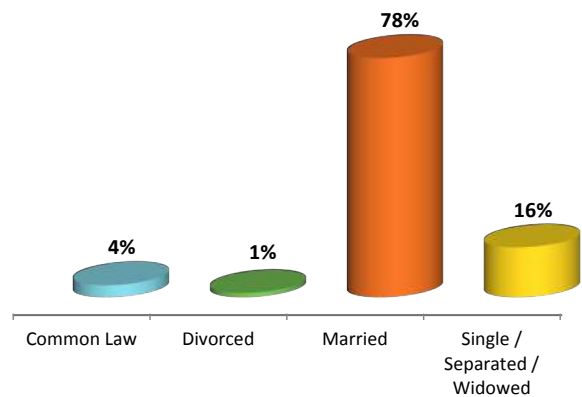
The majority (60%) of HIPPY mothers are between 30 and 39 years of age with the next highest group of participants (20%) between 40 and 49 years. 19% are 20 to 29 years of age, with just 2% between 50 to 79. It is likely that some of these are grandparents. (Please see *Figure 12: HIPPY Parental Age*.)

Figure 12: HIPPY Parental Age



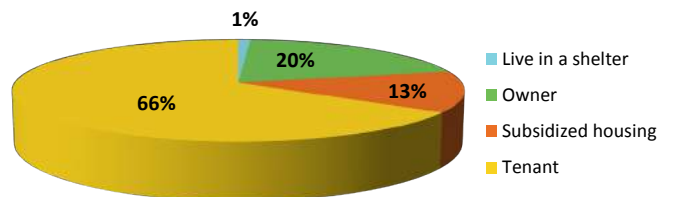
The vast majority (78%) of HIPPY participants are married. (Please see *Figure 13: HIPPY Mothers - Marital Status*.)

Figure 13: HIPPY Mothers - Marital Status



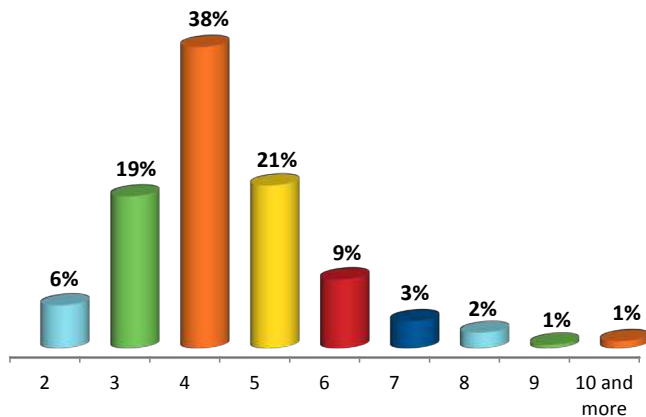
Most (79%) HIPPY families live in rental units or subsidized housing. (Please see *Figure 14: HIPPY Families - Housing*.)

Figure 14: HIPPY Families - Housing



Consistent with the national average 38% of the HIPPY families live in households of four people. 21% of households have five, 19% have three, and 16% have six or more people living in the household. (Please see *Figure 15: HIPPY Families - Household Size.*)

Figure 15: HIPPY Families - Household Size



Origin of HIPPY Families

Newcomer HIPPY mothers are arriving from 87 countries. Our largest demographic (56%) comes from Asia, followed by Africa (18%), the Americas (16%) and Europe (4%).

Aboriginal HIPPY mothers come from two urban Aboriginal communities in Vancouver and Nanaimo, BC and from the rural communities of Saulteaux, Dakota & Cree First Nations near Saskatoon, SK.

(Please see *Figure 16: HIPPY Mothers - Region / Nation of Origin.*)

Figure 16: HIPPY Mothers - Region / Nation of Origin

| NEWCOMER FAMILIES | |
|---|--------|
| Africa - 18% | |
| Eastern Africa | 5.62% |
| Central Africa | 2.26% |
| Northern Africa | 6.52% |
| Western Africa | 3.53% |
| Americas - 16% | |
| Caribbean | 3.89% |
| Central America | 7.70% |
| North America | 0.18% |
| South America | 4.53% |
| Asia - 56% | |
| Eastern Asia | 16.03% |
| South-Central Asia | 22.74% |
| South-Eastern Asia | 11.23% |
| Western Asia | 5.53% |
| Europe - 4% | |
| Eastern Europe | 2.99% |
| Western Europe | 0.27% |
| Southern Europe | 0.36% |
| Northern Europe | 0.09% |
| ABORIGINAL FAMILIES | |
| Aboriginal - 6% | |
| Urban Aboriginal | 3.08% |
| Rural Aboriginal (Saulteaux, Dakota & Cree First Nations) | 3.44% |

Income and Employment

The data confirm that most HIPPY families experience financial hardship in Canada. Low income has been defined by Statistics Canada as gross annual household income for a four-person household from \$37,610 to \$43,942, depending on community size. Accordingly, almost all HIPPY families fall into a low-income category with 65% living with annual household incomes of \$40,000 less. (Please see *Figure 17: HIPPY Families - Gross Annual Household Income.*)

58% of HIPPY mothers do not work outside the home. An alarmingly low number (18%) of mothers work full-time. (Please see *Figure 18: HIPPY Mothers - Occupation.*)

Notwithstanding relatively low employment and income levels, participating mothers have reasonably high levels of education: 87% have completed high school and 58% have college or university education. (Please see *Figure 19: HIPPY Mothers - Education.*) Of those employed m 82% HIPPY mothers are not working in their field of study. (Please see *Figure 20: HIPPY Mothers - Job in Field of Study.*)

Figure 17: HIPPY Families - Gross Annual Household Income

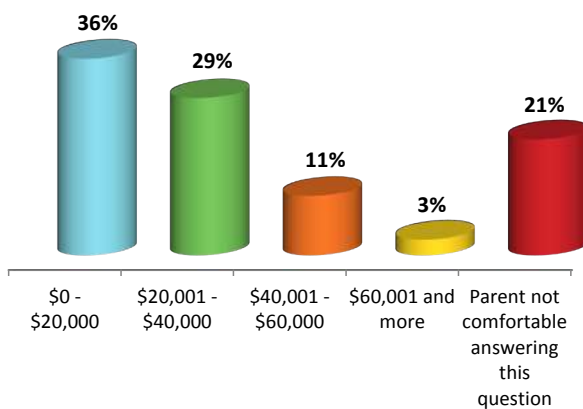


Figure 19: HIPPY Mothers - Education

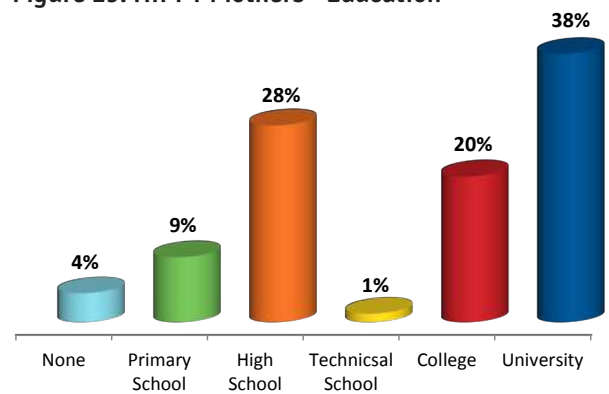


Figure 18: HIPPY Mothers - Occupation

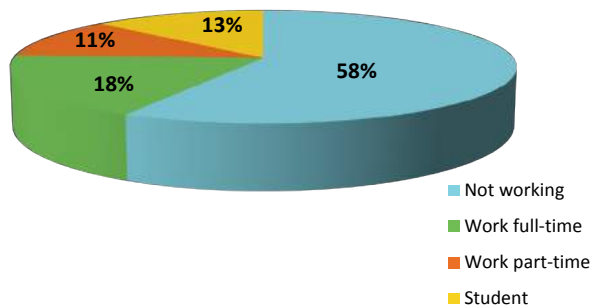
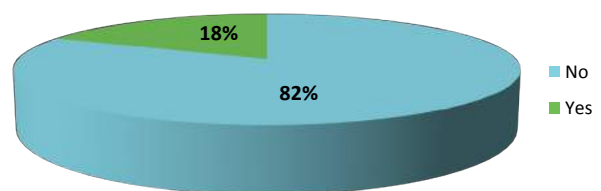


Figure 20: HIPPY Mothers - Job in Field of Study



Limitation

While we continue to monitor the fidelity of the data carefully, there remain some instances of poor quality or incomplete data.

1. For a variety of reasons, some families are hesitant to disclose personal information; this is especially the case for gross annual income (26% of mothers were not comfortable answering this question). Other demographic questions with high non-response rates included job in field of study (13.43%), country of origin (8.79%), parental age (5.5%), occupation (7.18%), education (4.90%) and housing (4.22%). All other questions pertaining to demographics had non-response rates between 0.85% and 3.46%. Demographics reported here reflect data for valid responses only.

I was enrolled in a Social Worker Program at Langara Community College after I got the Carol and Ron Slater scholarship from HIPPY Canada. I completed the program with a diploma, and am planning to take my BSW starting next September.

I actually worked as a mental health worker at Kettle Society after I got my diploma, and I was able to provide my family a better life with stable income. Also, I believe I showed my daughters it's never too late to learn and set new goals for your lives.

Erika
HIPPY Home Visitor



Section 4

Home Visitor Change

The HIPPY program is delivered in the homes by women, many of whom were once mothers in the program. They are employed and trained as Home Visitors using a rigorous work-learn training program. They are the linchpin of the HIPPY program's success. This section describes the progress accomplished by Home Visitors in expanding their ability to support mothers in the program while developing their own employability skills. The information in the Home Visitor Outcomes section is derived from the 'track changes' data, an ongoing monitoring tool used to measure change regularly throughout the program year.

The Track Changes tool uses a rating scale (indicators of success) for each identified outcome in a progression from low to high and is completed four times during the program year by both the Coordinator (her observations) and the Home Visitor (self-assessment). During one-on-one meetings, the Coordinator and Home Visitor discuss and agree on how the Home Visitor is progressing; this provides the basis for 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 against which future progress is measured.

The data suggests that the Home Visitor program is transformational.

HIPPY Canada Objectives for Home Visitors

- To provide employment opportunities (consisting of three-year Home Visitor positions with HIPPY sites) 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.

Employment and Training Efforts for Home Visitors

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

Home Visitors received a total of **10,848 person-hours of training**, including:

- **717 person-hours** of pre-service training for new Home Visitors and refresher sessions for returning Home Visitors.
- **8,329 person-hours** of weekly training with their Coordinator or Senior Home Visitor in HIPPY methodology, curriculum role-play, providing other supports to HIPPY mothers, and preparing for family group meetings.
- **1,099 person-hours** of additional training in topics including:
 - Development of Gross and Fine Motor Skills,
 - Library Reading Initiative,
 - Effective Behavioral Strategies,
 - Family Health,
 - Mental Health First Aid,
 - Child Abuse & Neglect,
 - Trauma & Addiction: A Dual Challenge for Women and their Children,
 - Home safety (Fire Prevention) Program,
 - Financial Literacy,
 - Working with Multicultural Communities,
 - Applying for Canadian Citizenship,
 - Online Teaching and Learning,
 - Dealing with Difficult Conversations,
 - Dealing with Conflict,
 - Communication Styles & Personality Types,
 - Life Skills,
 - Wellness and Self-Care,
 - Life Insights (Interactive Workshop), Mindfulness,
 - Team Building & Collaboration,
 - Networking/ Self marketing & Employment Services,
 - Job Search Skills,
 - Resume Writing and Interview Skills,
 - Professional Business Writing,
 - Canadian Labour Market & Worker's Rights,
 - Taxation, Banking System & Insurance.
- **672 person-hours** of HIPPY professional development training in: Home Visiting, Adult Education & Learning, Newcomer Settlement & Integration, Early Childhood Education & Parenting, Aboriginal History & Culture, Transition Planning & Job Search, Personal Growth & Leadership Development.
- **31 person-hours** of asset mapping where Home Visitors explored community resources available for families.

Coordinator Efforts with Home Visitors

- ◆ 717 hours of pre-service training.
- ◆ 8,329 hours of weekly in-service training.
- ◆ 1.77 hours of professional development and other training.
- ◆ 31 hours of asset mapping.

Home Visitor Outcomes

Key to the HIPPY program's success is ensuring that Home Visitors have the necessary skills to support mothers to develop their children's capacity to succeed in school. This section discusses the data measuring the level of change in Home Visitors' ability to support isolated mothers as a result of their weekly training and working with families. There are seven different measures, all of which showed an increase in Home Visitors' skills. The measures include Home Visitors' capacity to: support mothers to engage their children with HIPPY and other educational activities; support mothers with school interactions; reduce barriers to attend HIPPY group and community events; have information regarding community support systems; and being able to identify family needs (beyond those addressed directly by HIPPY). In addition, we measure the Home Visitor's change in their essential employability skills vital to becoming a successful candidate in the labour market. Data below shows a comparison between measures taken at the beginning (first track-changes) and at the end (last track-changes) of the program year.

HIPPY-Related Skills

Medium-term Outcome

A specialized workforce of women (particularly those who experience multiple barriers to employment) are trained in strategies to equip mothers with the skills and tools that ensure their children are productive, healthy, and engaged citizens of Canadian society.

Home Visitors increased their ability to support mothers to engage with their children with the HIPPY curriculum. At the end of the program year 78% of Home Visitors had advanced or mastered their skills in this area as compared to 33% at the beginning. (Please see *Figure 21: Ability to support mothers' skills to enable them to interact (engage) with their children with the HIPPY curriculum.*)

There was a 52% increase in Home Visitors' ability to engage mothers in working with their child on other learning activities (66% at the end of the program year as compared to 14% at the beginning). (Please see *Figure 22: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.*)

Over the course of the year, 38% of Home Visitors improved their skills to support mothers with school interactions (57% at the end of the program year as compared to 19% at the beginning). (Please see *Figure 23: Home Visitor has the skills to support mothers with school interactions.*)

Figure 21: Ability to support mothers' skills to enable them to interact (engage) with their children with the HIPPY curriculum.

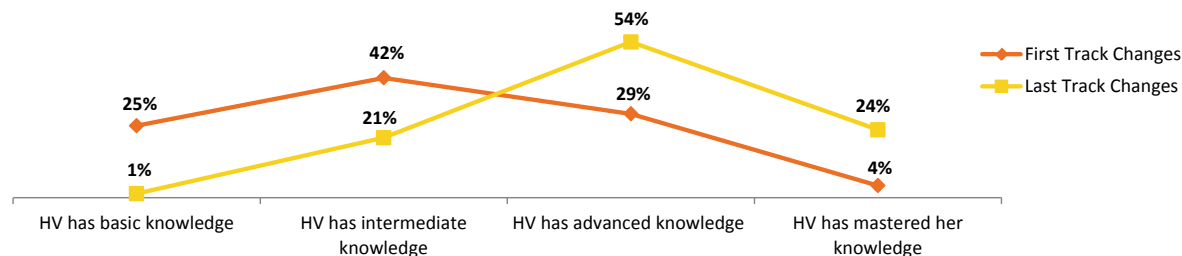


Figure 22: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.

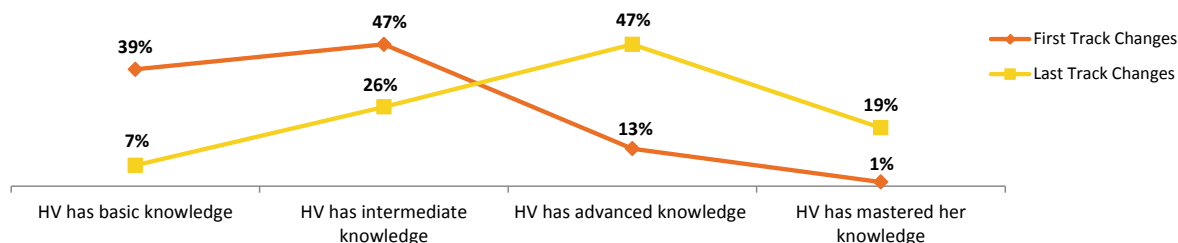
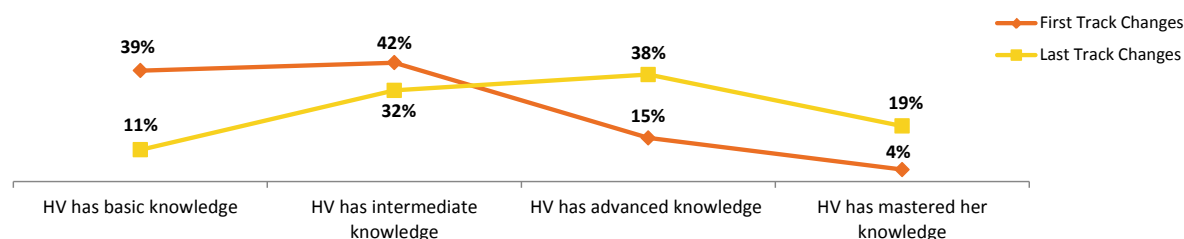


Figure 23: Home Visitor has the skills to support mothers with school interactions.



Medium-term Outcome

A specialized workforce of women (particularly those who experience multiple barriers to employment) are trained in strategies to support the development of community connections and civic engagement of isolated mothers.

An important component of the HIPPY program is to develop Home Visitors' skills to reduce the isolation of mothers in the program. Home Visitors improved their skills to encourage mothers to attend HIPPY group events (58% at the end of the program year as compared to 31% at the beginning), and to attend community events (62% at the end of the program year as compared to 30% at the beginning). (Please see *Figure 24: Ability to reduce barriers and motivate mothers to attend HIPPY group events* and *Figure 25: Ability to reduce barriers and motivate mothers to attend other community events*.)

In addition, Home Visitors improved their knowledge of community support systems (68% at the end of the program year as compared to 28% at the beginning), and ability to identify family needs beyond that of HIPPY (69% at the end of the program year as compared to 43% at the beginning). (Please see *Figure 26: Knowledge of community support systems* and *Figure 27: Ability to identify family needs (beyond that of HIPPY)*.)

Figure 24: Ability to reduce barriers and motivate mothers to attend HIPPY group events.

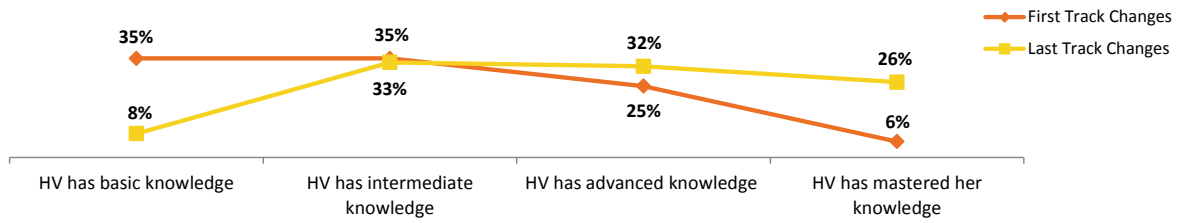


Figure 25: Ability to reduce barriers and motivate mothers to attend other community events.

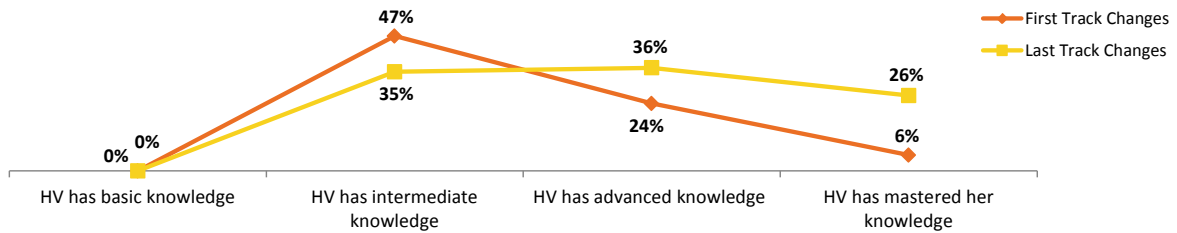


Figure 26: Knowledge of community support systems.

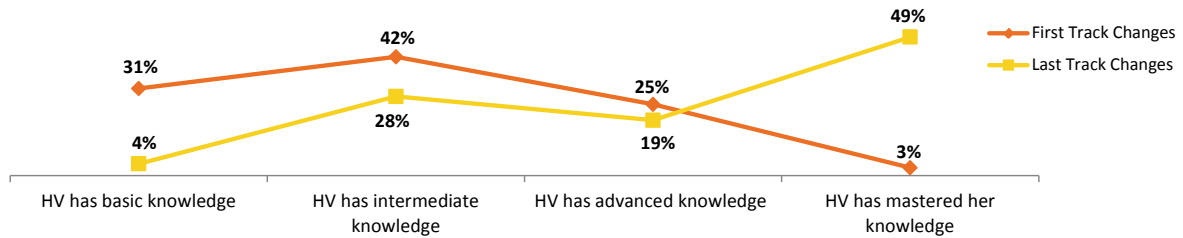
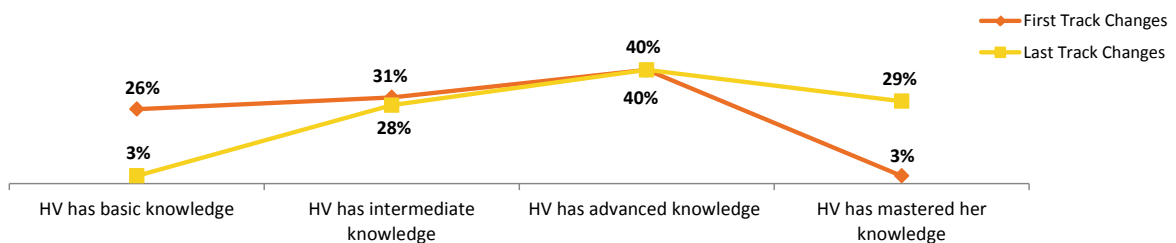


Figure 27: Ability to identify family needs (beyond that of HIPPY).



Employability Skills

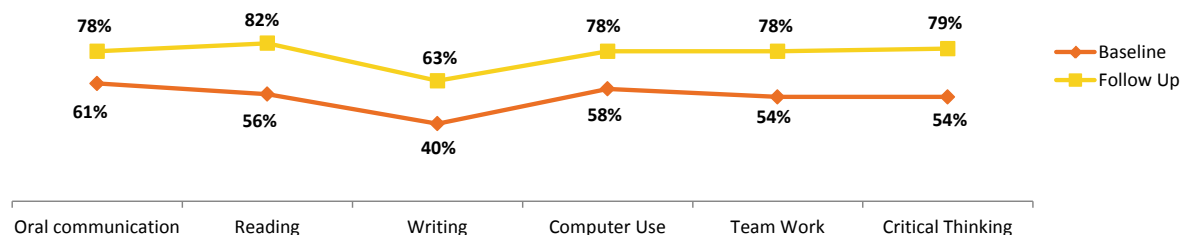
Medium-term Outcome

A specialized workforce of women (particularly those who experience multiple barriers to employment) are trained in strategies to support the skills development and social, economic, and political inclusion of women, which are transferable to a wide variety of contexts and work environments.

Essential Skills Training

HIPPY Canada has made a commitment to ensure all Home Visitors advance their essential skills to prepare them for employment beyond HIPPY. Essential skills (oral communication, reading, writing, computer use, team work, critical thinking & problem solving, document use, numeracy, and continuous learning) are woven into all Home Visitor training sessions. As part of the day-to-day programming, Home Visitors are encouraged to strengthen and apply these skills in their interactions with HIPPY families and the community. We see significant growth in all essential skills, particularly in reading (26%), teamwork (24%) and critical thinking (24%). (Please see *Figure 28: Essential Skills Training*.)

Figure 28: Essential Skills Training



Professional Education Training

This year, some sites offered Home Visitors HIPPY's professional development training. Currently two sites have participated in the HIPPY Canada professional education program as part of the CIC At Home in Canada pilot project. The numbers below represent primarily information from MOSAIC in Vancouver, BC and Vanier Community Services Centre in Ottawa, ON. (Please see *Figure 29: Number of Home Visitors participating in Professional Education Training*.)

Figure 29: Number of Home Visitors participating in Professional Education Training

| | 1st year training | 2nd year training |
|--|-------------------|-------------------|
| Home visiting | 12 | 12 |
| Adult education & learning | 11 | 13 |
| Newcomer settlement & integration | 20 | 9 |
| Early childhood education & parenting | 10 | 13 |
| Aboriginal history & culture | 13 | 12 |
| Transition planning & job search | 7 | 12 |
| Personal growth & leadership development | 18 | 10 |

HIPPY Canada's Carol and Ron Slater Scholarship Fund supported seven Home Visitors each with a \$500 scholarship to pursue a higher education course.

Transition Planning

Long-term Outcome

A skilled and experienced specialized workforce is employed in or available for employment in a wide variety of jobs or is engaged in advanced education to secure employment.

HIPPY Canada provides a three-year employment training position for Home Visitors who were or are mothers in the program. We are committed to supporting Home Visitors through a transition process during their second and third years of employment that ensures a successful switch to work and / or higher education after HIPPY. This year, Site and Training Coordinators supported Home Visitors in structured transition to employment and educational activities.

Transition to other employment:

- 13 Home Visitors updated their resume and / or had a plan to find new employment.
- 9 Home Visitors began searching for employment opportunities.
- 6 Home Visitors applied for another job and / or attended job interviews.
- 8 Home Visitors found new employment.

Transition to education:

- 28 Home Visitors have begun researching education options.
- 7 Home Visitors have applied for an education program.
- 10 Home Visitors have enrolled in an education program.
- 6 Home Visitors have completed an education program.

Home Visitor Mid-Stream Adjustments

As a result of the Performance Management Process, sites were able to monitor each Home Visitor's progress throughout the program year and make appropriate mid-stream adjustments and provide additional support to Home Visitors as needed to ensure each was achieving desired outcomes by the end of their three-year HIPPY employment. Some of the service adjustments made included:

- Connecting Home Visitor with a mentor (19)
- Suggesting professional development programs (e.g. computer workshops, ESL classes, literacy courses, etc.) (48)
- Establishing a schedule for individual meetings on a weekly or biweekly basis (25)
- Assigning Home Visitor to new tasks and / or responsibilities (e.g. promotion in the community, etc.) (32)

Limitation

1. The change results listed above represent data for Home Visitors for whom Coordinators completed the 'track changes' forms at multicultural HIPPY sites. 72 Home Visitors are represented in the baseline (first) and follow up (last) track changes. No track changes were completed for Aboriginal sites.

Section 5

HIPPY Mother Change

Parents in the program, mostly mothers, receive – in their homes – weekly role-play training in a tried-and-true early child education curriculum from HIPPY Home Visitors. HIPPY mothers work with their child 15 minutes each day for 30 weeks a year. Home Visitors not only support mothers to develop their capacity to ensure their preschool children’s success in school and beyond but also to create linkages to the larger community. This section describes the data collected through parental baseline and follow-up surveys and a ‘track changes’ approach similar to that applied to Home Visitor measurement.

HIPPY participant change is captured using the mother assessment form, which is completed by the HIPPY mother as a self-assessment. Baseline data are collected retroactively at the end of the first year and follow-up data at the end of each year.

HIPPY Canada Objectives for HIPPY Mothers

- To provide mothers 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.

[My daughter and I] really made a good connection. And she was expecting that every day I would come bring something for her, like maybe a small sheet of colouring or a drawing or writing some sentences or letters, so she was really happy. Now, since then, she has the habit of every night we read a book to her, same as my other two kids, yeah, they all come and we all, and in one bed, we all read a book, and that is their own choice of book, whatever they want. So, that is amazing, I’ve noticed the connection between kids and parents has developed. And you are doing these activities consistently.

Sumaira
HIPPY Parent



HIPPY Home Visitor and Mother Efforts

Last year Home Visitors spent almost **30,000 hours of home visits** role-playing HIPPY activities with mothers. HIPPY sites offered **138 group meetings**, field trips and special celebrations where mothers were able to connect with other mothers in the HIPPY program. HIPPY mothers spent a total of **36,085 hours** and an average **4.6 days per week** working with their children on the HIPPY curriculum.

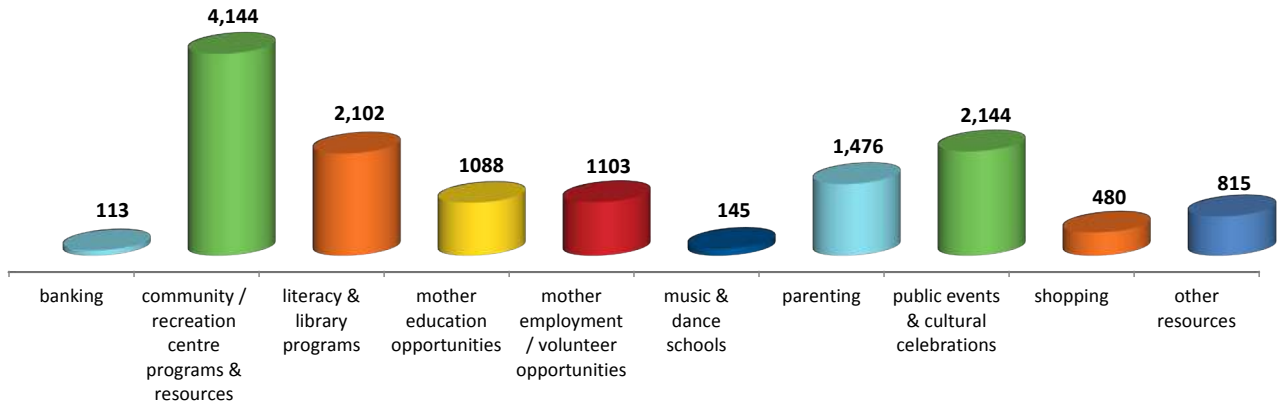
Home visits are also an opportunity for Home Visitors to provide mothers with information to connect them with additional support services in the community.

Home Visitors routinely provide mothers with information in the form of flyers, leaflets or other printed materials regarding a wide variety of community services and events. (Please see *Figure 30: Number of times information given to mothers.*)

Home Visitor Efforts with HIPPY Mothers

- ◆ 30,000 hours of Home Visits.
- ◆ 138 HIPPY group meetings, field trips and celebrations.
- ◆ 2,020 Community connections.
- ◆ 1,436 Referrals to other services.

Figure 30: Number of times information given to mothers (Total of 13,610 times)



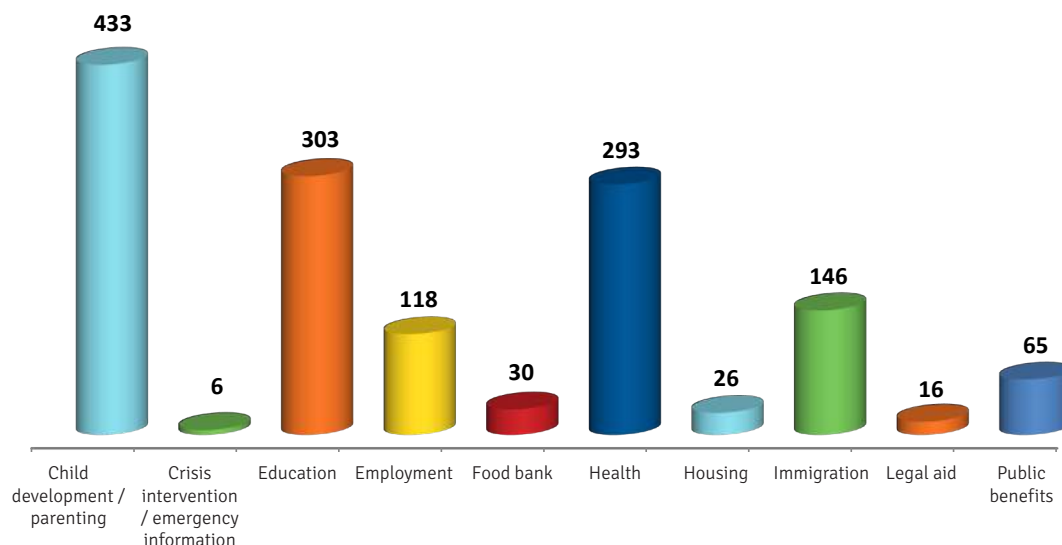
In these three years I've had a lot of training from HIPPY. That gives us credit for college.

I was very excited. I like this job. HIPPY helped me, I want to help others, the newcomers who come here. My favourite part is that I go to the family's house. I teach them, I talk to them, I teach them[through] role-play to use the curriculum. I am very, very happy because I help them. I know it helped my daughter so I want to help them.

Juan
HIPPY Home Visitor

In some instances the Home Visitor determined and discussed with the family that some sort of expert advice was required to meet the mother's or child's needs. Last year more than **1,400 referrals** were made to community services, government support services or social service professionals. (Please see *Figure 31: Number of referrals made.*)

Figure 31: Number of referrals made (Total of 1,436 referrals)



In some cases, however, Home Visitors and Coordinators determined that more support than a referral was required. As a result Home Visitors accompanied mothers to the school and / or community service, help fill out forms and /or make appointments. (Please see *Figure 32: Number of actions taken.*)

Figure 32: Number of actions taken (Total of 288 actions)

| Actions taken | # Supports |
|--|------------|
| Accompanied mother to community resources / activities | 48 |
| Assisted mother with connecting with other HIPYPY families | 45 |
| Helped mother fill out education application form(s) | 19 |
| Helped mother fill out employment application form(s) | 14 |
| Supported mother with appointments (phone call / online) | 45 |
| Accompanied mother to appointment (education opportunity) | 45 |
| Accompanied mother to appointment (employment opportunity) | 2 |
| Accompanied mother to other appointments | 15 |
| Other action(s) taken | 91 |

HIPPY Mother Outcomes

The mother assessments (baseline and follow-up at the end of each program year) revealed that HIPPY mothers learned techniques vital to their children’s success in school and fostered relationships. Mothers also indicated that their involvement and sense of belonging to their community increased as a result of participating in the HIPPY program. Both mothers and children expressed interest in reconnecting with their native roots. The HIPPY program encourages cultural education as it helps alleviate sentiments of diaspora, which may hinder smooth transition into Canadian life.

Medium-term Outcome

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

Increasing parental capacity and confidence to support their child for success in school and society is the core of the HIPPY program. We developed a number of indicators to measure the transformation of HIPPY mothers over the course of the program. In this self-assessment survey mothers reported their change in four areas including,

- parental confidence (Please see *Figure 33: How confident do you feel when you are trying to teach your child new things?*),
- reading routine with their child (Please see *Figure 33: During the past week (7 days) on how many days did you read to your child?*),
- communication with the school (Please see *Figure 35: How comfortable are you when communicating with other people (like teachers or staff) at your child’s school, pre-school, or day care?*), and
- attendance at school events (Please see *Figure 36: Do you attend or go to events at your child’s school, pre-school, or day care?*).

Mothers consistently reported a positive – and, in some instances, significant – increase in behaviours and attitude. Most notably mothers’ responses as ‘very confident’ to confidence as her child’s teacher, increased from 26% at baseline to 74% at third year follow-up. The number of mothers who read to their child five days a week or more increased from 14% at baseline to 43% at year three follow-up.

Figure 33: How confident do you feel when you are trying to teach your child new things?

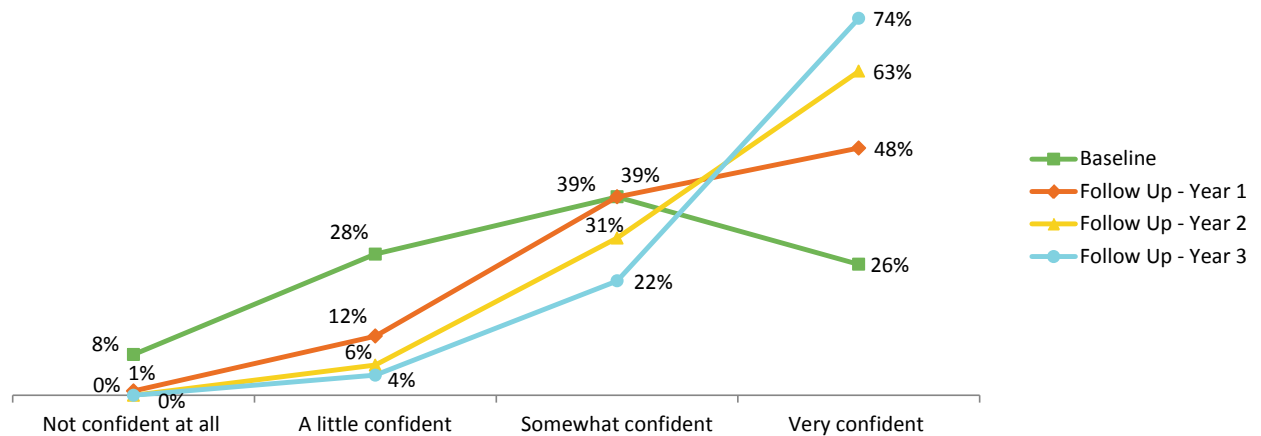


Figure 34: During the past week (7 days) on how many days did you read to your child?

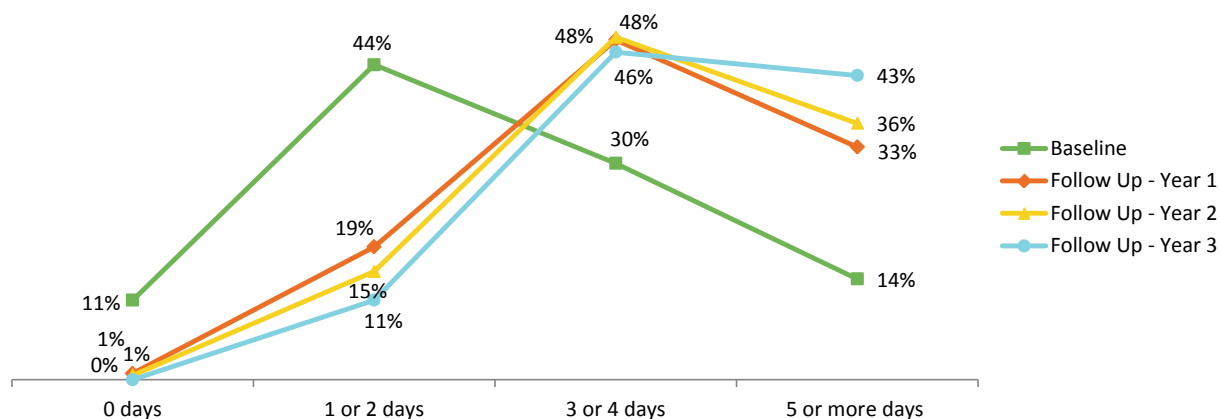


Figure 35: How comfortable are you when communicating with other people (like teachers or staff) at your child's school, preschool, or day care?

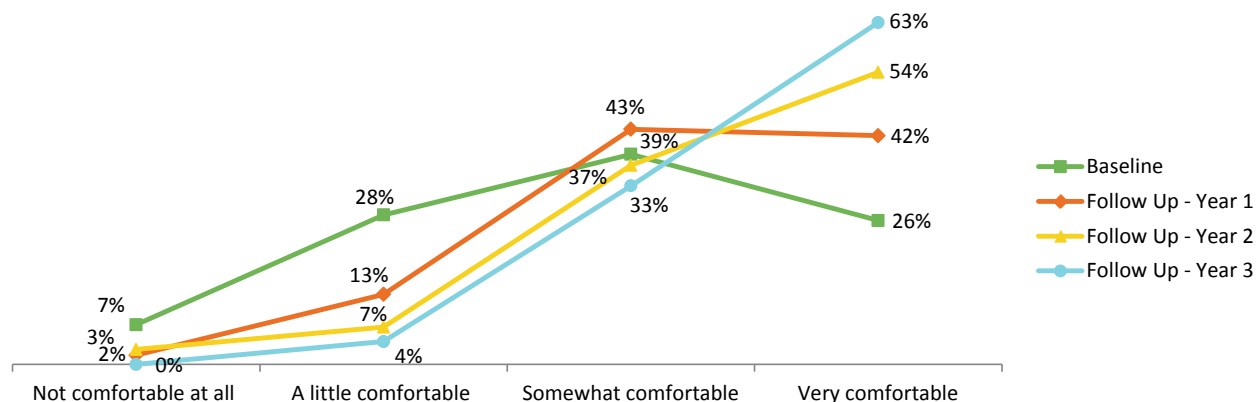
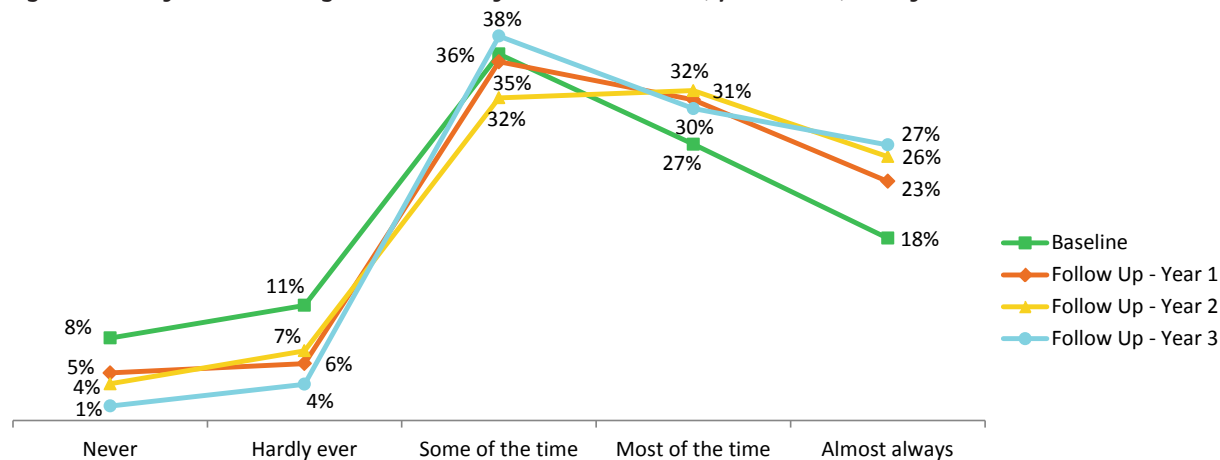


Figure 36: Do you attend or go to events at your child's school, pre-school, or day care?



Medium-term Outcome

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

HIPPY recognizes that when mothers are isolated, they and their children are more vulnerable. The HIPPY program builds in a number of efforts, such as group meetings, sharing of information and accompanying mothers to important meetings, to address issues of social exclusion. Mothers positively rated their increased sense of community inclusion in two areas including: 73% of third year (vs. 39% baseline) mothers reporting a sense of belonging; (Please see *Figure 37: Do you feel like you belong in your neighborhood or community where you live?*) 70% of third year (versus 36% baseline) mothers have four or more friends. (Please see *Figure 38: Do you feel like you have group of friends in your neighbourhood or community where you live?*)

Figure 37: Do you feel like you belong in your neighborhood or community where you live?

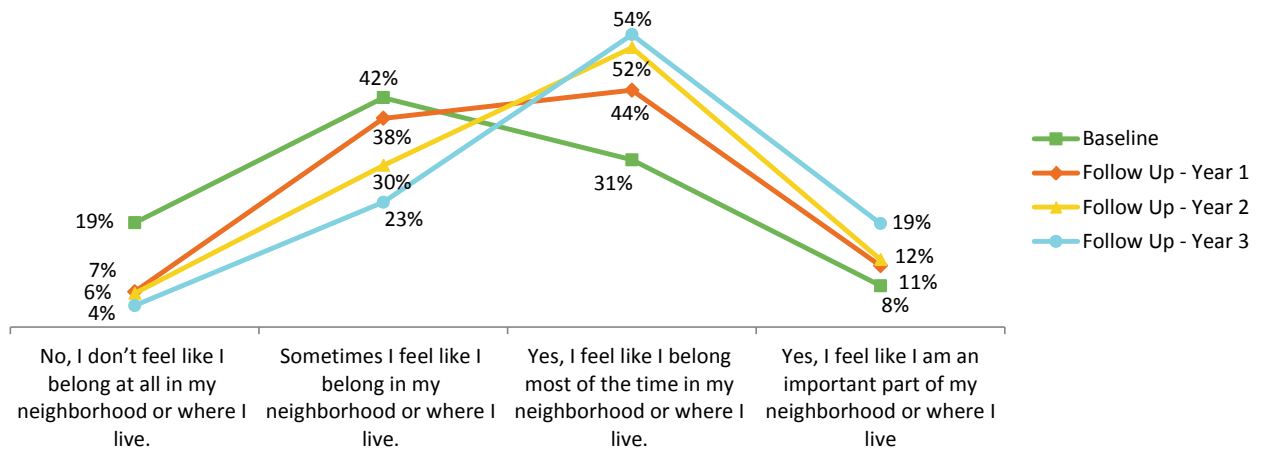
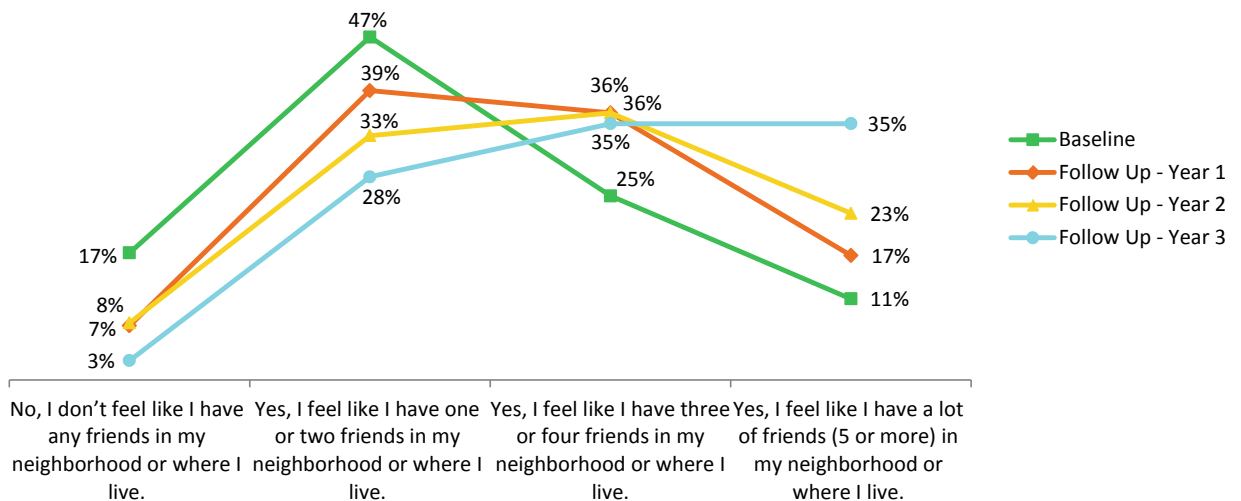


Figure 38: Do you feel like you have group of friends in your neighbourhood or community where you live?



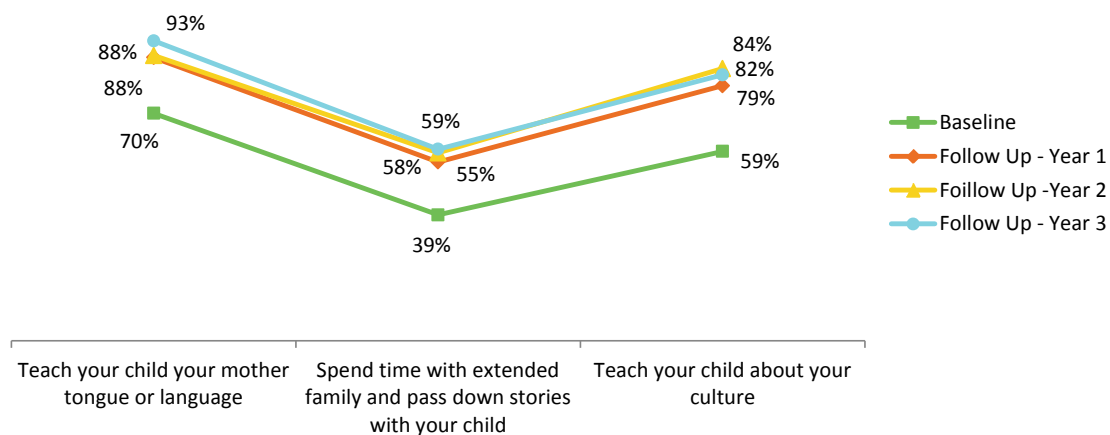
Medium-term Outcome

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.

HIPPY families represent a rich mosaic of cultures from all around the world. Based on our early work with the University of British Columbia on the Care, Identity and Inclusion research project, HIPPY recognizes that an important aspect of children's healthy development includes a strong connection to their cultural roots. Aboriginal HIPPY programs integrate cultural events in their group meetings where they share traditional practices and teachings.

While HIPPY is delivered in the language of the school, we encourage newcomer mothers to speak with their children in their mother tongue and share cultural practices and stories. Mothers indicated significant increase in the amount of time they spend sharing their culture. (Please see *Figure 39: During the past week (7 days), did you do any of the following things with your child?*)

Figure 39: During the past week (7 days), did you do any of the following things with your child?



HIPPY Mother Mid-Stream Adjustments

As a result of the new Performance Management Process, sites were able to monitor mothers' progress throughout the program year and make appropriate mid-stream adjustments to ensure mothers met desired outcomes. Some of the service adjustments included:

- Calling mother to remind her of home visit day / time (1,502)
- Changing time of home visit (335)
- Reducing home visit to every other week (86)
- Changing how curriculum is provided (250)
- Downsizing curriculum (fewer activities) to make it more manageable (128)
- Giving mother a break from HIPPY (still continuing home visit but without role play) (70)
- Allowing for more one-on-one time with HIPPY child (133)
- Assigning volunteer to support mother to work with child (54)
- Creating family time with HIPPY (794)
- Inviting father to be involved (659)
- Suggesting extended family / sibling support (361)
- Supporting mother with finding daycare (134)
- Supporting mother in finding ESL training (696)
- Giving tips on establishing a routine (1,287)
- Providing professional support to resolve issue (177)
- Supporting mother to attend HIPPY group events (1,721)
- Following up with family on educational / work goals (912)

Limitations

1. The mother assessment data may be biased as a result of its self-assessment nature. This is especially true for the baseline assessment because new mothers may not be comfortable answering personal questions, or they 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 were completed retroactively at the end of the program year. At the end of Year 1 mothers were given two identical assessments. In the first one, they were asked to answer questions based on what the answer was before they joined HIPPY and, in the second one, they based their answers on their situation since joining HIPPY.
2. Multicultural HIPPY sites completed retroactive baseline assessments for 671 mothers, follow-up Year 1 for 691 mothers, follow-up Year 2 for 322 and follow-up Year 3 assessments for 152 mothers.

Section 6

HIPPY Canada Impact Study 2015

The HIPPY Canada Impact Study conducted over two years (2013–15) 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 were identified and asked to complete a survey about three points in their HIPPY participant child's life: 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, were also asked to complete the survey. Responses were used to create matched program and comparison groups, and then to compare the changes 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, which may in turn be reflected in the impact assessment results.

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.

Promising Findings

HIPPY Parents Increase Economic Self-Sustainability

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 than 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).

In their child's two-year-old year, HIPPY participants had a lower homeownership rate than non-participants, with just over 1 in 10 HIPPY participants (12%) indicating they owned their home compared to over 3 in 10 non-participants (31%). Interestingly, from their child's two-year-old year to their Grade 1 year, home ownership rates declined for non-participants and increased for HIPPY

participants. 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 of both participants and non-participants owning their home.

HIPPY Parents Interact More with Teachers

Overall, it appears that participating HIPPY parents met with their child's teacher more often: 15% of HIPPY parents saw their child's teacher once a month or more – versus 8% of non-participant parents.

HIPPY parents were more proactive in asking for meetings with teachers, as almost three in 10 (27%) said they requested meetings. In contrast, fewer than one out of 10 (6%) non-participants asked for meetings with teachers.

By far the most common reason parents met with their child's teacher was to discuss his or her progress in school. This was true for both participants (96%) and non-participants (98%). The second-most common reason was to discuss a problem the child was having at school, although more non-participants (14%) than HIPPY participants (4%) cited this as a main reason.

Interaction with the Community

Over the two time periods measured, 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%).

Notably, all 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.

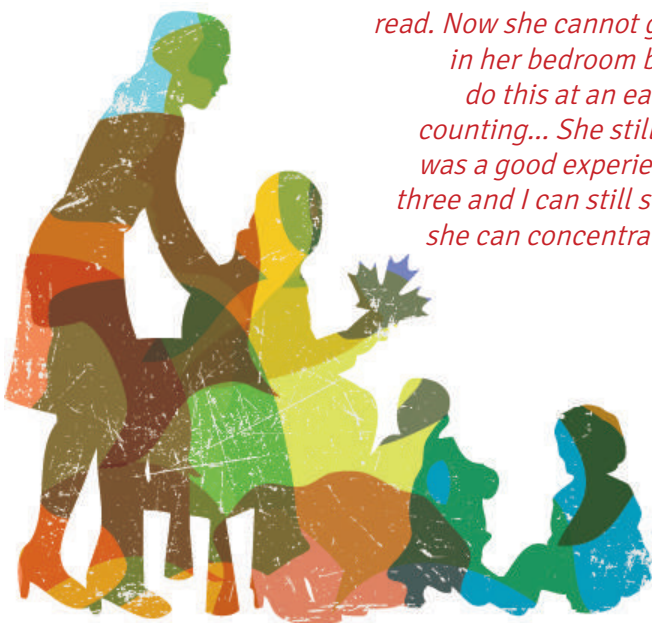
A proportion of both HIPPY participants (44%) and non-participants (35%) felt uncomfortable with speaking English or French during the year when their child was two years old. However, their comfort with the official languages improved substantially by the child's Grade 1 year for both participants (17% uncomfortable) and non-participants (18% uncomfortable).

Appendix 1

HIPPY Canada Logic Model

One of my children, she was enrolled in HIPPY and she's amazing. Even at school she's doing better. Well, I will not say she is doing better but she's different. You know why? Because with HIPPY, when you do these activities with your child everyday, they get into a routine. She's patient. Now she's in grade three... She learned how to sit for a certain time to do work. For two years she was doing work with HIPPY. Even now she still has her HIPPY bag from when she was age five and she still has all the curriculum. ... Even at school, when she was in SK she reads. She doesn't get this from me but this girl she can read. And this was at the beginning of the year, when most of them couldn't read. And she can hold a book and she can sit and read. Now she cannot go to bed without reading. She has a bookshelf in her bedroom because she loves reading. She got the habit to do this at an early age because with HIPPY she was colouring, counting... She still has her ABC book. Yeah, HIPPY, she loves it. It was a good experience for her and I can still see it, she is in grade three and I can still see it. Yeah, because she is patient. She can sit, she can concentrate. Yes, these activities taught her something."

Suzan
HIPPY Parent

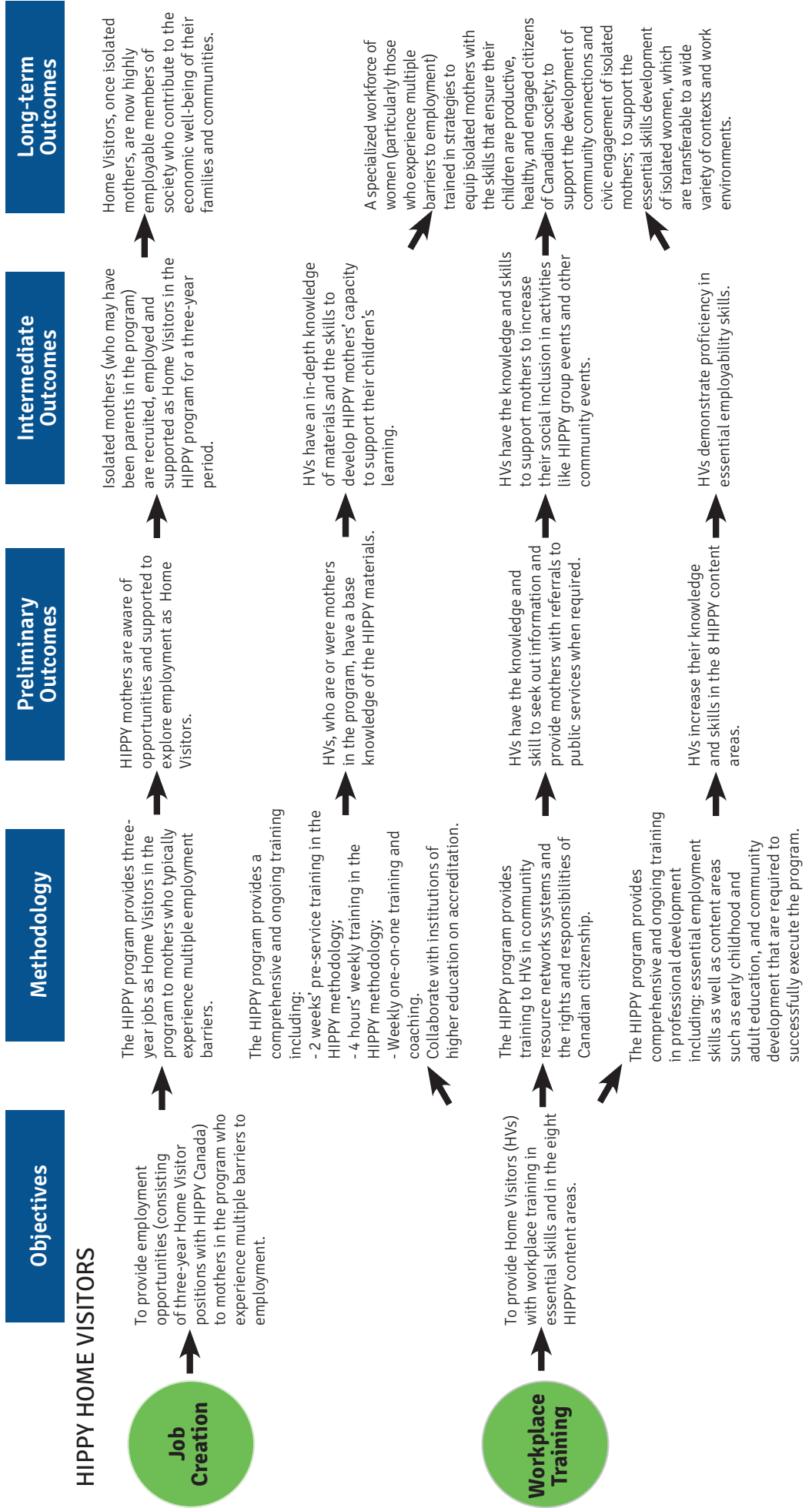


Vision

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.



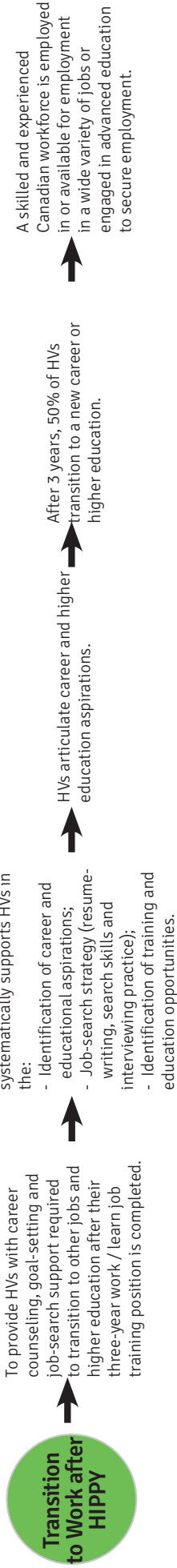
Long-term Outcomes

Intermediate Outcomes

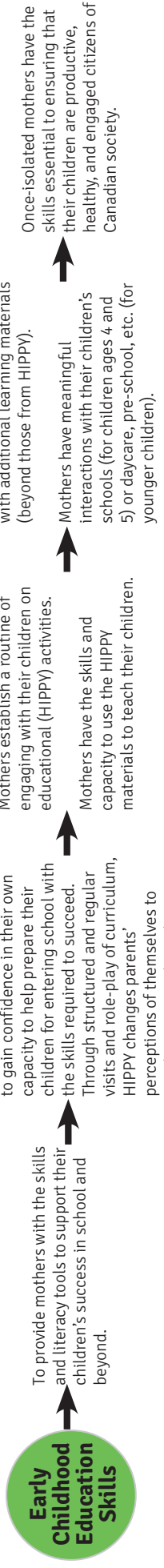
Preliminary Outcomes

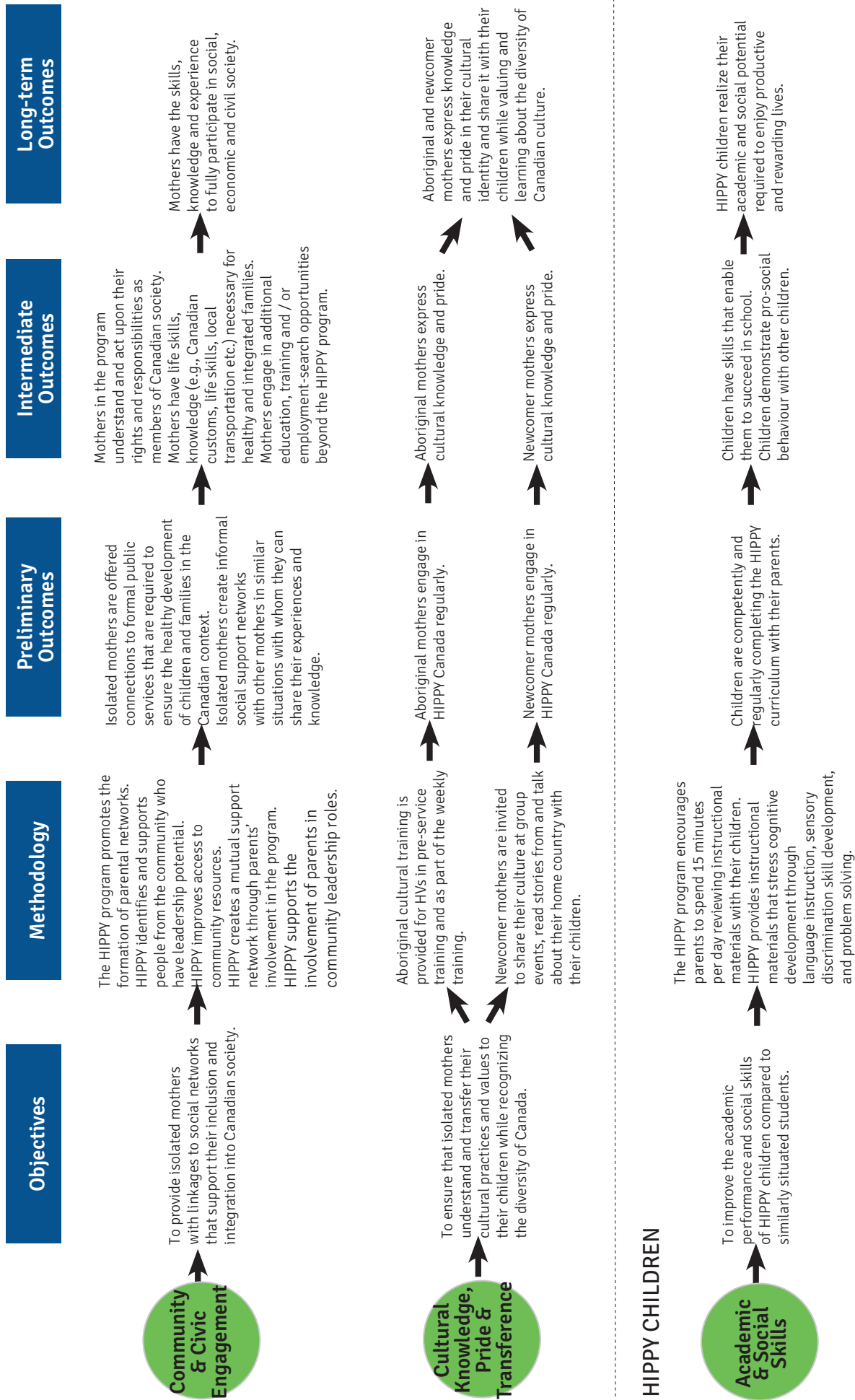
Methodology

Objectives



HIPPY PARENTS







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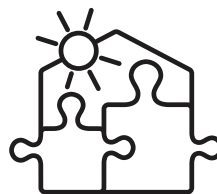
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HIPPY Canada

Home Instruction for Parents of Preschool Youngsters

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

Phone: 604.676.8250 www.hippycanada.ca