

HIPPY Canada



HIPPY Canada
Because Mothers Matter.

Performance Management Results

Program Year 2015-2016



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.

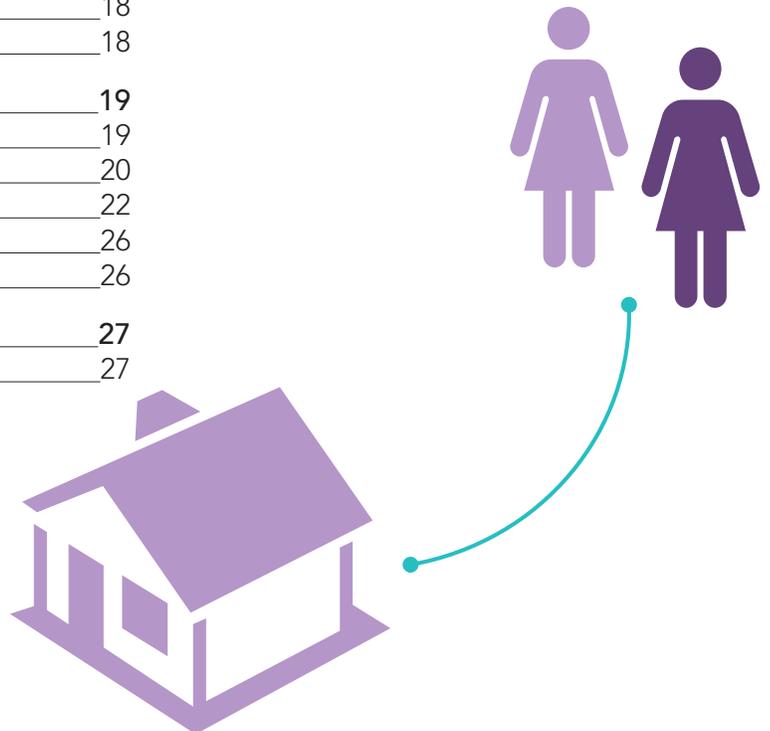
His Excellency, the Right Honourable David Johnston, C.C., C.M.M, C.O.M., C.D., Governor General of Canada, and Her Excellency, Sharon Johnston are Patrons of HIPPY Canada.

HIPPY Canada

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 Immigration, Refugees and Citizenship Canada (IRCC), 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 years 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 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 16 years, HIPPY Canada has reached out to provide more than 8,500 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 our research and more than 24 years of research from programs in nine 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:

- Is designed as a three-year program for parents with three-, four-, and five-year-old children;
- 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 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 newcomer mothers, and a critical step to prepare Home Visitors for their next job in the work force.

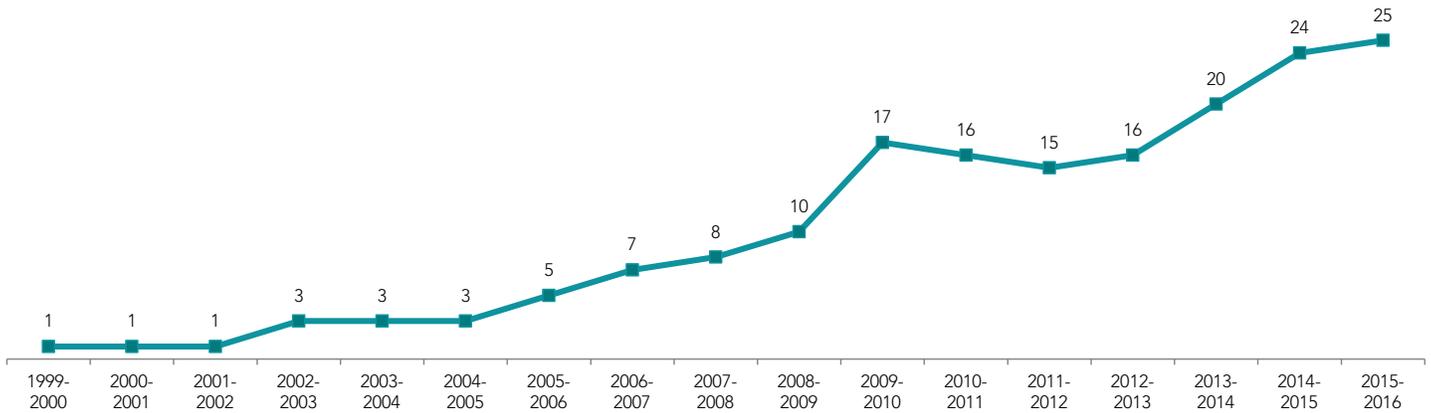
HIPPY empowers mothers as the primary educators of their children in the home and fosters their involvement in school and in the community. This helps to strengthen mother-child relationships and maximize successful early-school experiences.

HIPPY History

HIPPY Sites in Canada (1999-2016)

Since its inception in 1999, the HIPPY program in Canada has experienced a slow, incremental growth. (Please see *Figure 1: Number of HIPPY Sites (1999-2016)*.) Over the past 16 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 (1999-2016)



HIPPY Home Visitor and Families Served (1999-2016)

In 2015-2016, HIPPY Canada served 1,184 families and maintained the important milestone of over 1,100 families, the majority of which were newcomers. HIPPY sites across Canada employed and trained 105 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 (1999-2016)*.)

Figure 2: Number of Home Visitors and Families Served (1999-2016)



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 (CIWA) (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 Montréal, PQ

Aboriginal Sites:

- Nanaimo Aboriginal Centre, Nanaimo, BC
- Vancouver Native Health Society, Vancouver, BC
- Tsleil-Waututh Nation, North 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

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 HIPPY program.

During the 2015-2016 program year the 25 HIPPY sites employed a total of 105 Home Visitors. Thirty-one (31) Home Visitors were hired in the current program year, with the remaining returning from the previous 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.*)

Thirty-three (33) Home Visitors left their HIPPY employment during or at the end of the program year, with more than two-thirds (70%) leaving because they found other employment or went to school. (Please see *Figure 4: Home Visitors - Reason for Leaving HIPPY.*)

Quick Facts

- ◆ HIPPY worked with 1,184 families and 105 Home Visitors.
- ◆ 44% of families returned from the previous year and 56% newly enrolled in HIPPY.
- ◆ 94% of families use the English HIPPY curriculum and 6% the French.

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

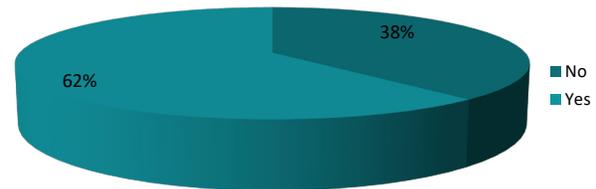
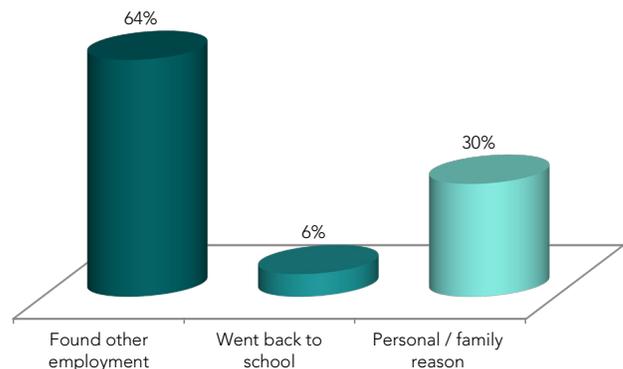


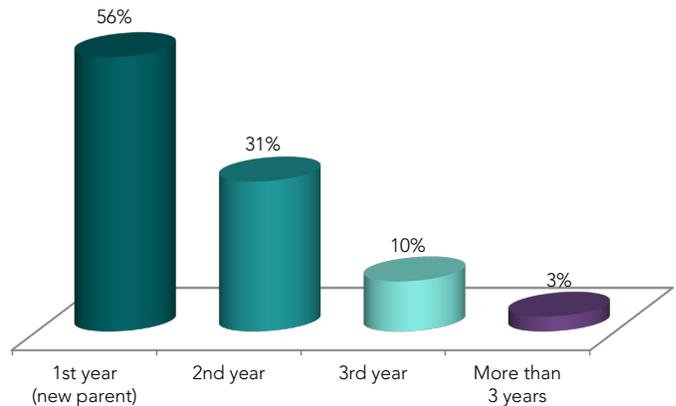
Figure 4: Home Visitors - Reason for Leaving HIPPY



HIPPY Mothers

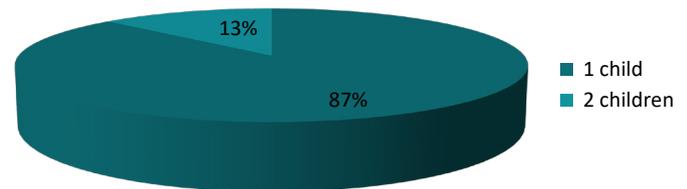
During the 2015-2016 program year all 26 HIPPY sites worked with 1,184 families (and 1,339 children). More than half (56%) of HIPPY mothers were new to the program in the current year, while the rest returned from the previous year. (Please see *Figure 5: How long has parent been in HIPPY?*)

Figure 5: How long has parent been in HIPPY?



Most mothers (87%) had one child enrolled in HIPPY, 13% of mothers had two and 1 parent had three children. (Please see *Figure 6: Number of Children in HIPPY.*)

Figure 6: Number of Children in HIPPY



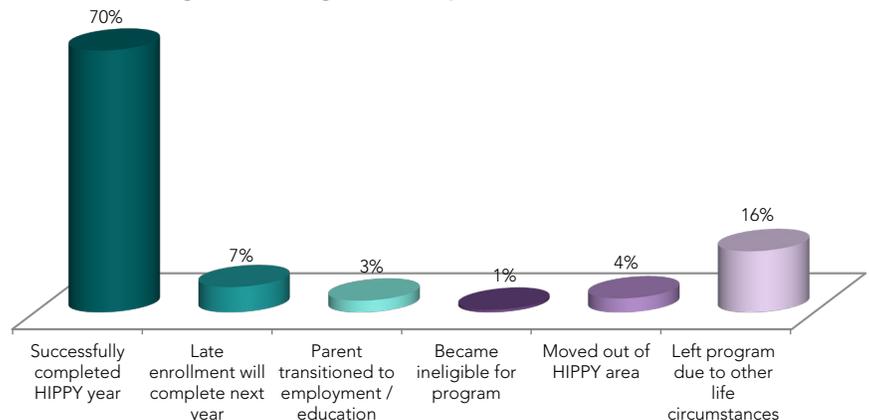
The vast majority of children participating in the program are either age 3 at 498 or age 4 at 503. HIPPY continues to experience a large drop off at age 5. Mothers claim that life becomes too busy once their children enter kindergarten. The HIPPY program is delivered in both official languages but, at this point, the large majority (94%) of HIPPY participants are English-speaking. (Please see *Figure 7: HIPPY Language & Age.*)

Figure 7: HIPPY Language & Age

HIPPY Age	HIPPY Curriculum Language (# of children)		
	English	French	Total
3	479	19	498
4	467	36	503
5	311	27	338
Total	1,257	82	1,339

The vast majority (70%) of HIPPY families successfully completed the program year. Successful program completion means that parents completed at least 25 weeks of the curriculum for age 3 or 4, and at least 12 packets of the bi-weekly age 5 curriculum. (Please see *Figure 8: Program Completion*)

Figure 8: Program Completion



This data does not include Aboriginal sites who mostly to run their programs continuously throughout the year.

Section 3

Demographics

Quick Facts

- ◆ 88% of HIPPY Home Visitors are newcomers to Canada and 7% are Aboriginal.
- ◆ HIPPY Home Visitors come from 33 countries and speak 37 languages.

Figure 9: Home Visitors - Marital Status

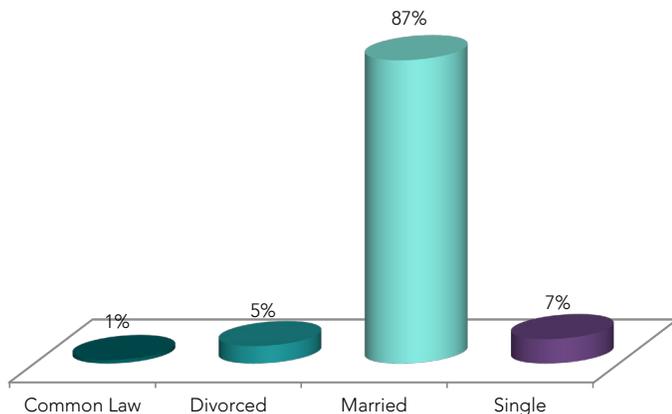


Figure 10: Home Visitors - Years in Canada

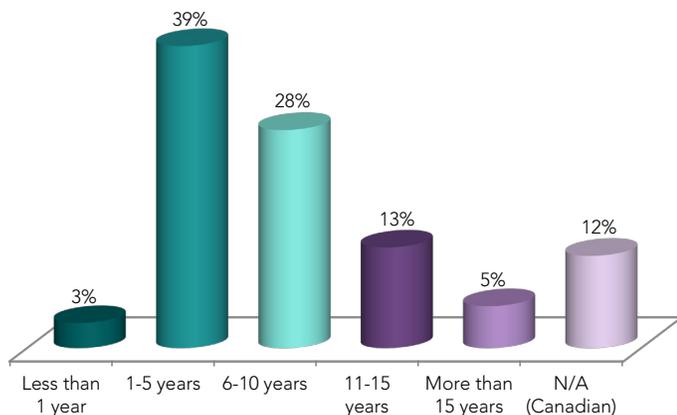
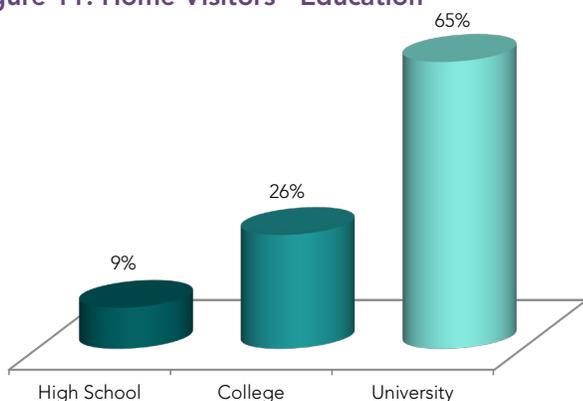


Figure 11: Home Visitors - Education



The demographic summary in this section includes 1,184 mothers and 105 Home Visitors who were enrolled in the HIPPY program year 2015-2016. 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 42 years. The vast majority of Home Visitors (87%) are married. (Please see *Figure 9: Home Visitors - Marital Status.*)

Most (88%) of Home Visitors are newcomers to Canada, come from 33 countries and speak 37 languages. 80% of newcomer Home Visitors have lived in Canada for a period of 10 years or less. (Please see *Figure 10: Home Visitors - Years in Canada.*) 7% of Home Visitors are Aboriginal living in six land-based and two urban communities.

Home Visitors are well-educated. 91% of Home Visitors have or are in the process of obtaining a university or college degree. (Please see *Figure 11: Home Visitors - Education.*)

Who are HIPPY Families?

Consistent with our previous findings, in the vast majority (95%) of cases, mothers and other female caregivers such as grandmothers deliver the HIPPY program to their children. (Please see *Figure 12: HIPPY Parents - Gender*.)

The majority (59%) of HIPPY mothers are between 30 and 39 years of age with the next highest group of participants (22%) between 40 and 49 years. 17% 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 13: HIPPY Parental Age*.)

The vast majority (78%) of HIPPY participants are married. (Please see *Figure 14: HIPPY Mothers - Marital Status*.)

Most (80%) HIPPY families live in rental units or subsidized housing. (Please see *Figure 15: HIPPY Families - Housing*.)

Quick Facts

- ◆ 86% of HIPPY parents are newcomers to Canada and 10% are Aboriginal.
- ◆ HIPPY parent come from 91 countries and 6 land-based communities and speak 66 languages.

Figure 12: HIPPY Parents - Gender

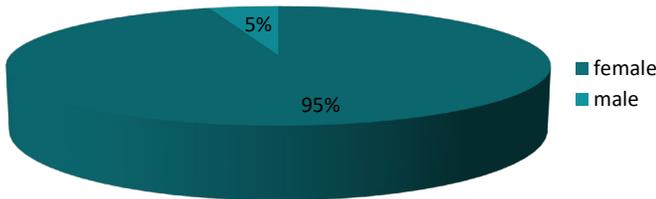


Figure 13: HIPPY Mothers - Age

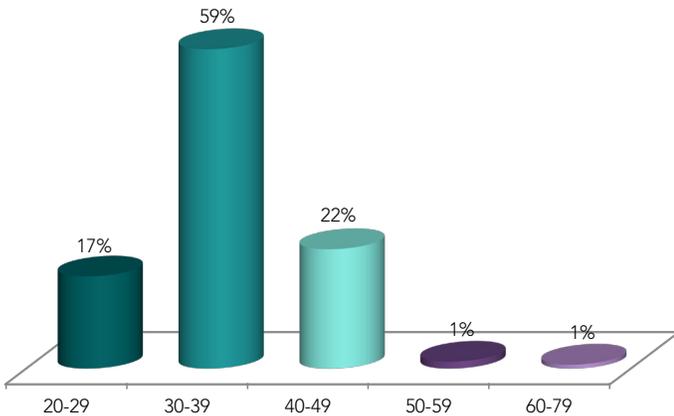


Figure 14: HIPPY Mothers - Marital Status

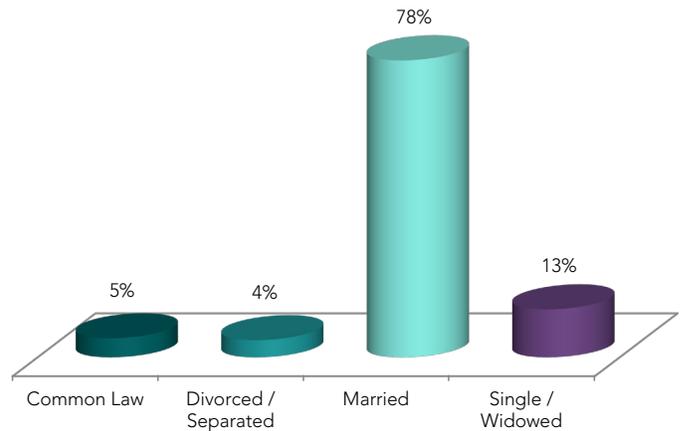
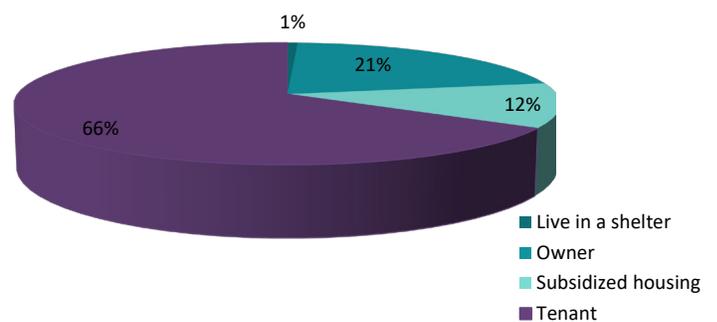
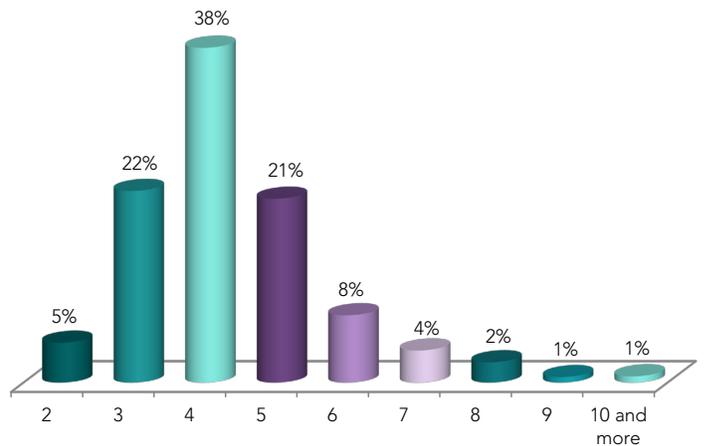


Figure 15: HIPPY Families - Housing



Consistent with the national average 38% of the HIPPY families live in households of four people. 22% of households have three, 21% have five, and 16% have six or more people living in the household. (Please see *Figure 16: HIPPY Families - Household Size*.)

Figure 16: HIPPY Families - Household Size



Origin of HIPPY Families

Newcomer HIPPY mothers are arriving from 90 countries. Our largest demographic (56%) comes from Asia, followed by Africa (16%), the Americas (15%) and Europe (3%).

Aboriginal HIPPY mothers come from two urban Aboriginal communities in Vancouver and Nanaimo, BC and from the land-based communities of Tsleil-Waututh Nation in North Vancouver, BC and Saulteaux, Dakota & Cree First Nations near Saskatoon, SK. (Please see *Figure 17: HIPPY Mothers - Region / Nation of Origin*.)

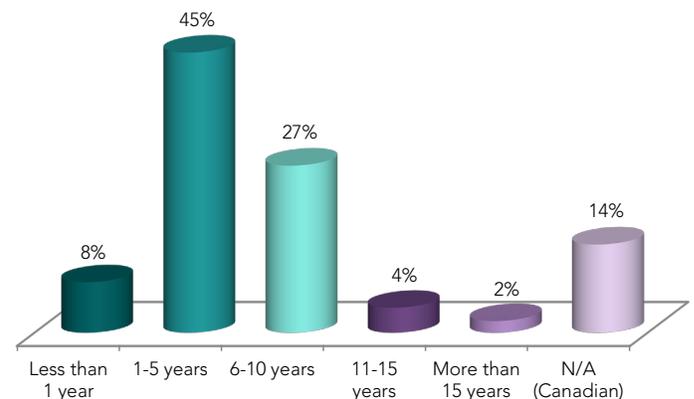
Figure 17: HIPPY Mothers - Region / Nation of Origin

NEWCOMER FAMILIES	
Africa - 16%	
Eastern Africa	7.54%
Central Africa	2.51%
Northern Africa	3.86%
Western Africa	2.51%
Americas - 15%	
Caribbean	3.41%
Central America	6.64%
North America	0.09%
South America	5.03%
Asia - 56%	
Eastern Asia	13.73%
South-Central Asia	23.88%
South-Eastern Asia	12.03%
Western Asia	6.10%
Europe - 3%	
Eastern Europe	2.24%
Western Europe	0.18%
Southern Europe	0.72%

ABORIGINAL FAMILIES	
Aboriginal - 10%	
Urban Aboriginal	4.31%
Land-based Aboriginal (Tsleil-Waututh, Saulteaux, Dakota & Cree First Nations)	5.21%

The majority of newcomer HIPPY parents are recent immigrants to Canada. 53% of HIPPY parents have lived in Canada for a period of five years or less, and 27% between six and ten years. (Please see *Figure 18: HIPPY Mothers - Years in Canada*.)

Figure 18: HIPPY Mothers - Years in Canada



Income and Employment

The data confirm that most HIPPY families experience financial hardship in Canada. Using the most current (2014) low-income cut-offs defined by Statistics Canada, which is based gross annual household income, household size and size of community household resides in, the majority (70%) of HIPPY families fall into the low-income category (Please see *Figure 19: HIPPY Families - Low-income Families by Household and Community Size.*)

53% of HIPPY mothers do not work outside the home. An alarmingly low number (17%) of mothers work full-time. (Please see *Figure 20: HIPPY Mothers - Occupation.*)

Notwithstanding relatively low employment and income levels, participating mothers have reasonably high levels of education: 85% have completed high school and 56% have college or university education. (Please see *Figure 21: HIPPY Mothers - Education.*) Of those employed 81% of HIPPY mothers are not working in their field of study. (Please see *Figure 22: HIPPY Mothers - Job in Field of Study.*)

Figure 19: HIPPY Families - Low-income Families by Household and Community Size

Household Size	Rural areas	Between 30,000 and 99,999 inhabitants	Between 100,000 and 499,999 inhabitants	500,000 inhabitants or more	Total Low Income Families (%)	Total of all Families who reported Household Income & Household Size (%)
Low-Income HIPPY Families (%)						
1 person				0.12%	0.12%	0.12%
2 persons		0.12%	0.24%	4.11%	4.47%	5.17%
3 persons	0.35%	0.71%	0.47%	8.11%	9.64%	20.45%
4 persons	1.06%	2.23%	2.23%	21.39%	26.91%	39.72%
5 persons	0.12%	1.18%	1.29%	14.34%	16.92%	21.39%
6 persons	0.82%	0.24%	0.12%	5.52%	6.70%	7.87%
7 or more persons	0.35%	0.82%	0.24%	3.53%	4.94%	5.29%
Totals	2.70%	5.29%	4.58%	57.11%	69.68%	100.00%

Figure 20: HIPPY Mothers - Occupation

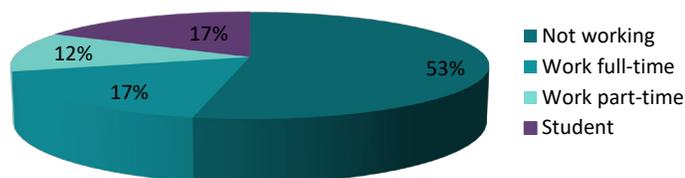


Figure 21: HIPPY Mothers - Education

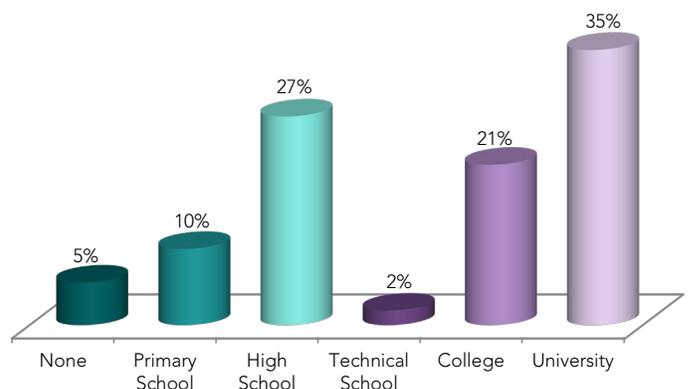
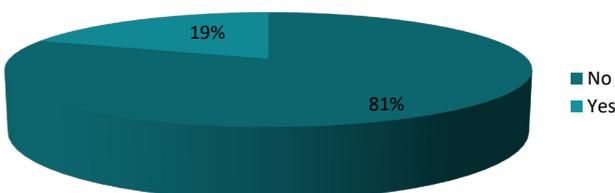


Figure 22: HIPPY Mothers - Job in Field of Study

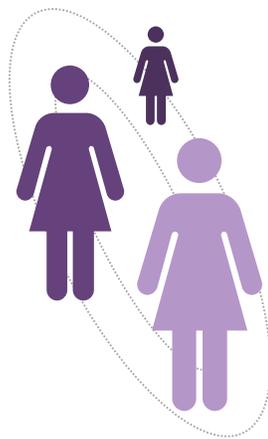


Limitations

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 (28% of mothers were not comfortable answering this question). Other demographic questions with high non-response rates included job in field of study (34%), parental age (7.74%), occupation (6.84%), education (6.57%), years in Canada (5.53%), housing (5.43%), and household size (4.69%). All other questions pertaining to demographics had non-response rates between 1.63% and 3.46%. Demographics reported here reflect data for valid responses only.
2. Actual low-income level of HIPPY families may be higher than reported due to the fact that HIPPY collects annual household incomes using income ranges of \$0 - \$20,000, \$20,001 - \$40,000, \$40,001 - \$60,000 and \$60,001 & more. 2014 low-income levels determined by Statistics Canada are much more specific as shown below.

Household Size	Rural areas	Less than 30,000 inhabitants"	Between 30,000 and 99,999 inhabitants	Between 100,000 and 499,999 inhabitants	500,000 inhabitants or more
1 person	\$16,747	\$19,053	\$20,822	\$20,952	\$24,328
2 persons	\$20,849	\$23,718	\$25,921	\$26,082	\$30,286
3 persons	\$25,630	\$29,158	\$31,866	\$32,065	\$37,234
4 persons	\$31,120	\$35,403	\$38,691	\$38,931	\$45,206
5 persons	\$35,294	\$40,153	\$43,883	\$44,154	\$51,272
6 persons	\$39,808	\$45,287	\$49,493	\$49,800	\$57,826
7 or more persons	\$44,319	\$50,420	\$55,103	\$55,444	\$64,381



Mariana discovered HIPPY on the recommendation of a friend who was a Home Visitor in the program. At first, she worried that her son would not be eligible to participate in the HIPPY program because of his autism. She was relieved to discover that HIPPY also works for special needs children and has enjoyed watching her son thrive:

My son has advanced a lot. Because at the beginning, he couldn't even hold a pencil...his motor skills were not good. He couldn't use scissors. He didn't understand the activities, he really understood very little [...] and now I am very happy because he knows how to write his own name and numbers up to 60 [...] He already knows how to write, he knows colours and shapes. He has changed a lot.

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 of 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 'Home Visitor progress report' data, an ongoing monitoring tool used to measure change regularly throughout the program year.

The Home Visitor progress report 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. The final agreed-upon results are then entered into ETO by the Coordinator. The first Home Visitor progress report 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 **9,018 person-hours of training**, including:

- **815 person-hours** of pre-service training for new Home Visitors and refresher sessions for returning Home Visitors.
- **6,914 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.
- **849 person-hours** of additional training in topics including:
 - Early childhood development
 - Skills for psychological recovery
 - Child health
 - Brain development
 - Toronto Children’s Aid Society
 - Domestic violence
 - Applied suicide intervention skills training (ASIST)
 - Trauma informed care training
 - Child abuse and neglect
 - Women’s sexual health
 - First aid
 - Community mapping
 - Community development and resource awareness
 - Cultural training
 - Immigration and settlement
 - Life coaching strategies
 - Self-esteem
 - Effective communication
 - Setting boundaries
 - Personal financial literacy
 - Business writing
 - How to Network using social media.
- **440 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.



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 HV progress report) and at the end (last HV progress report) of the program year.

HIPPY-Related Skills

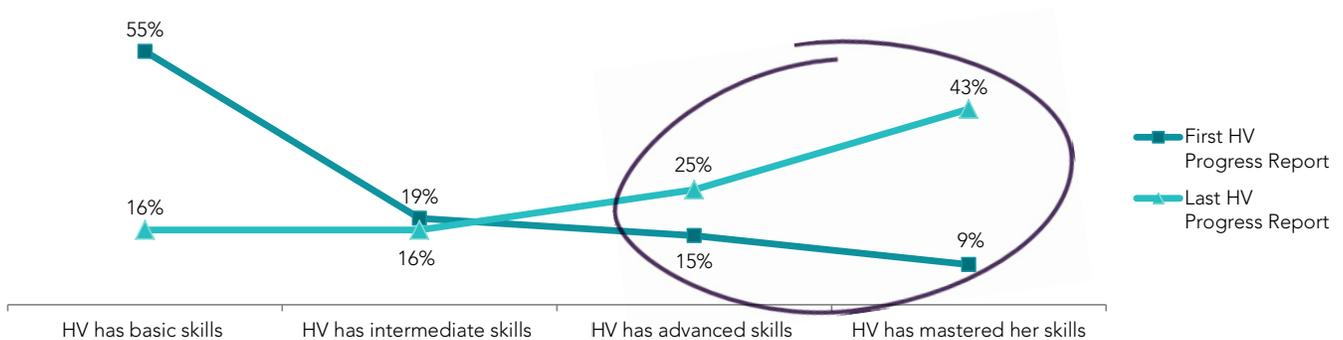


Medium-term Outcome

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.

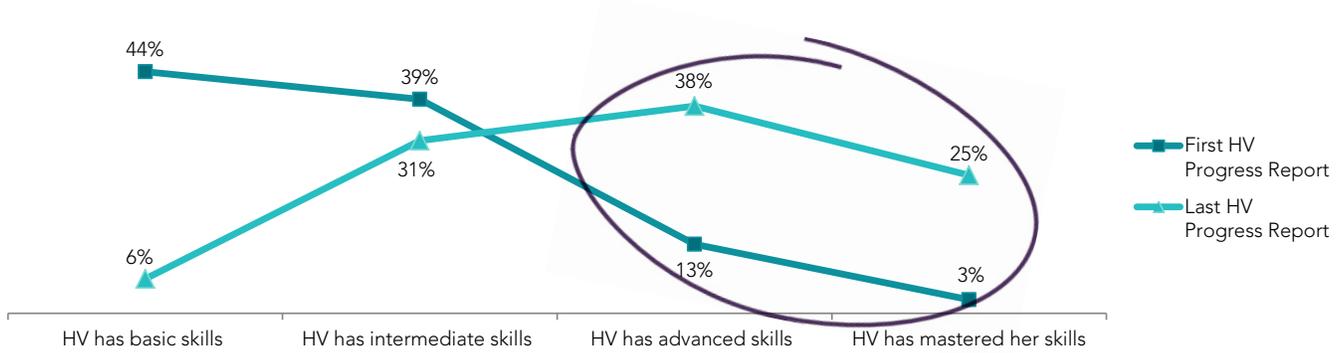
Home Visitors increased their ability to support mothers to engage with their children with the HIPPY curriculum. At the end of the program year 68% of Home Visitors had advanced or mastered their skills in this area as compared to 24% at the beginning. (Please see *Figure 23: Ability to support mothers’ skills to enable them to interact (engage) with their children with the HIPPY curriculum.*)

Figure 23: Ability to support mothers’ skills to enable them to interact (engage) with their children with the HIPPY curriculum.



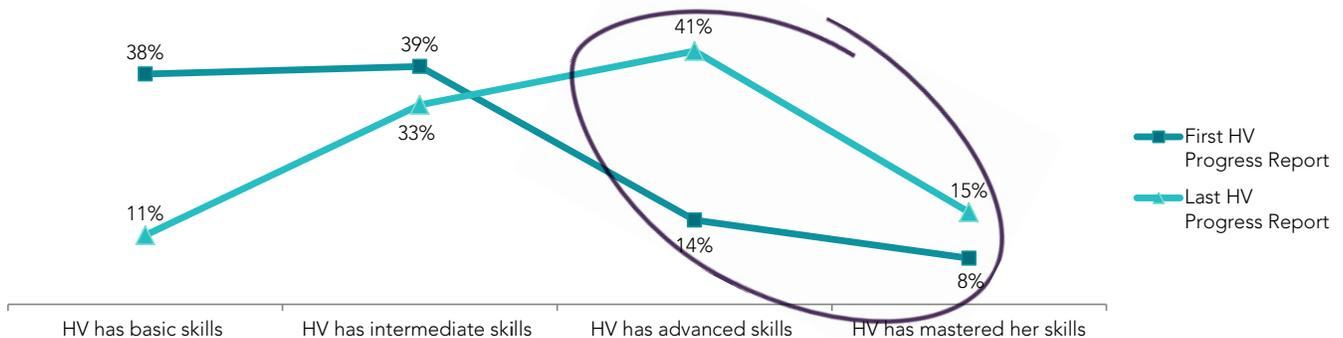
There was a 47% increase in Home Visitors' ability to engage mothers in working with their child on other learning activities (63% at the end of the program year as compared to 16% at the beginning). (Please see *Figure 24: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.*)

Figure 24: Ability to support mothers' engagement in learning activities with their children beyond the HIPPY curriculum.



Over the course of the year, 34% of Home Visitors improved their skills to support mothers with school interactions (56% at the end of the program year as compared to 22% at the beginning). (Please see *Figure 25: Home Visitor has the skills to support mothers with school interactions.*)

Figure 25: 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 (62% at the end of the program year as compared to 36% at the beginning), and to attend community events (65% at the end of the program year as compared to 29% at the beginning). (Please see *Figure 26: Ability to reduce barriers and motivate mothers to attend HIPPY group events* and *Figure 27: Ability to reduce barriers and motivate mothers to attend other community events.*)

Figure 26: Ability to reduce barriers and motivate mothers to attend HIPPY group events.

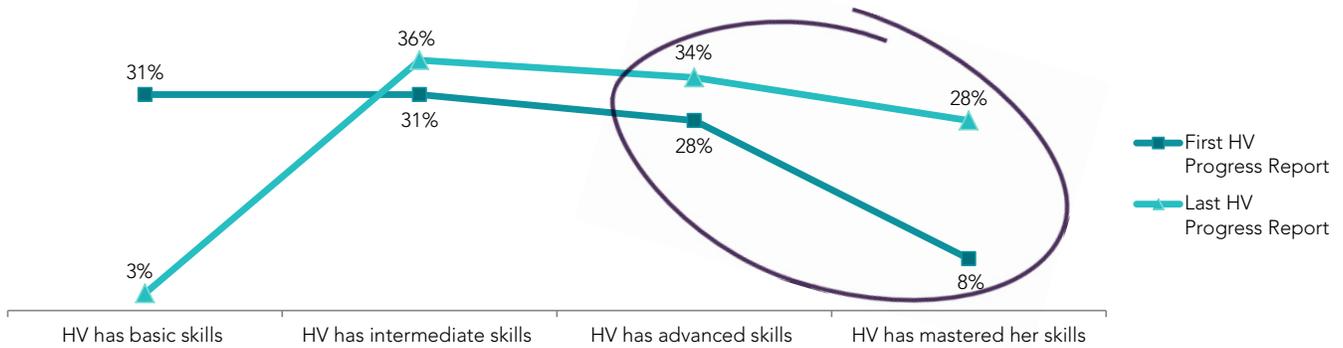
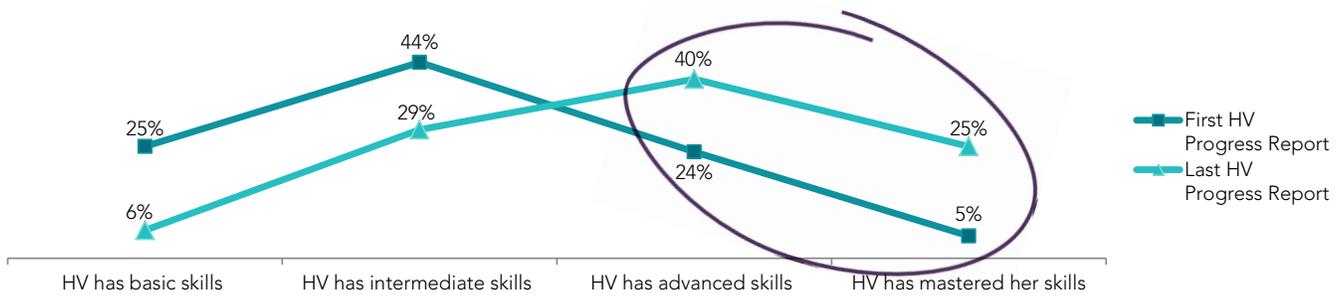


Figure 27: Ability to reduce barriers and motivate mothers to attend other community events.



In addition, Home Visitors improved their knowledge of community support systems (64% at the end of the program year as compared to 25% at the beginning), and ability to identify family needs beyond that of HIPPY (69% at the end of the program year as compared to 36% at the beginning). (Please see *Figure 28: Knowledge of community support systems* and *Figure 29: Ability to identify family needs (beyond that of HIPPY)*.)

Figure 28: Knowledge of community support systems.

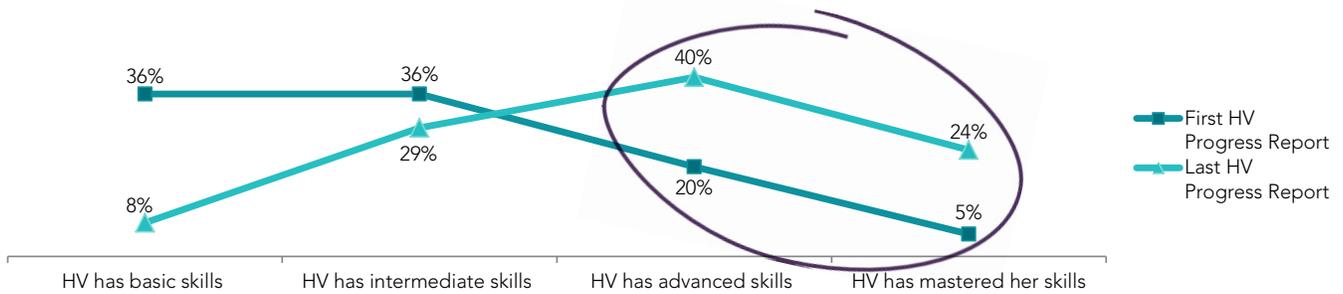
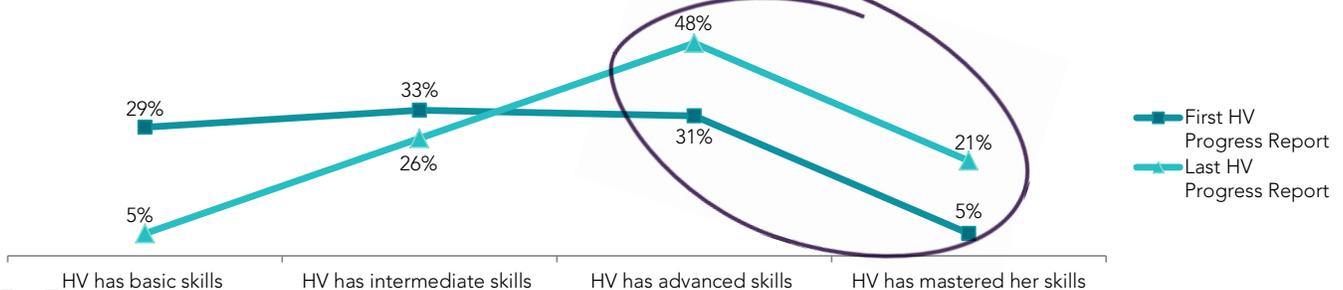


Figure 29: Ability to identify family needs (beyond that of HIPPY).



Employability Skills



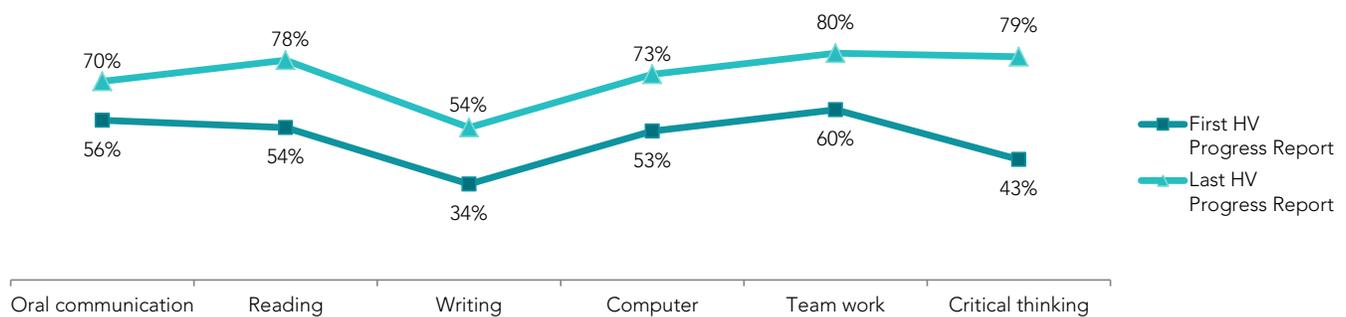
Medium-term Outcome

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 critical thinking (36%), reading (24%), writing, computer and teamwork (20%). (Please see *Figure 30: Essential Skills Training*.)

Figure 30: 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 IRCC 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 31: Number of Home Visitors participating in Professional Education Training*.)

Figure 31: Number of Home Visitors participating in Professional Education Training

	1st year training	2nd year training
Home visiting	4	6
Adult education & learning	3	7
Newcomer settlement & integration	0	7
Early childhood education & parenting	5	6
Aboriginal history & culture	3	6
Transition planning & job search	4	7
Personal growth & leadership development	5	7
Practicum program	12	

HIPPY Canada's Carol and Ron Slater Scholarship Fund awarded twelve Home Visitors with a \$500 scholarship each 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:

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

Transition to education:

- 15 Home Visitors have begun researching education options.
- 2 Home Visitors have applied for an education program.
- 13 Home Visitors have enrolled in an education program.
- 4 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 (45)
- Suggesting professional development programs (e.g. computer workshops, ESL classes, literacy courses, etc.) (138)
- Establishing a schedule for individual meetings on a weekly or biweekly basis (59)
- Assigning Home Visitor to new tasks and / or responsibilities (e.g. promotion in the community, etc.) (100)

Limitation

1. The change results listed above represent data for Home Visitors for whom Coordinators completed the 'Home Visitor progress report' forms at multicultural HIPPY sites. 80 Home Visitors are represented in the baseline (first) and follow up (last) data.

Section 5

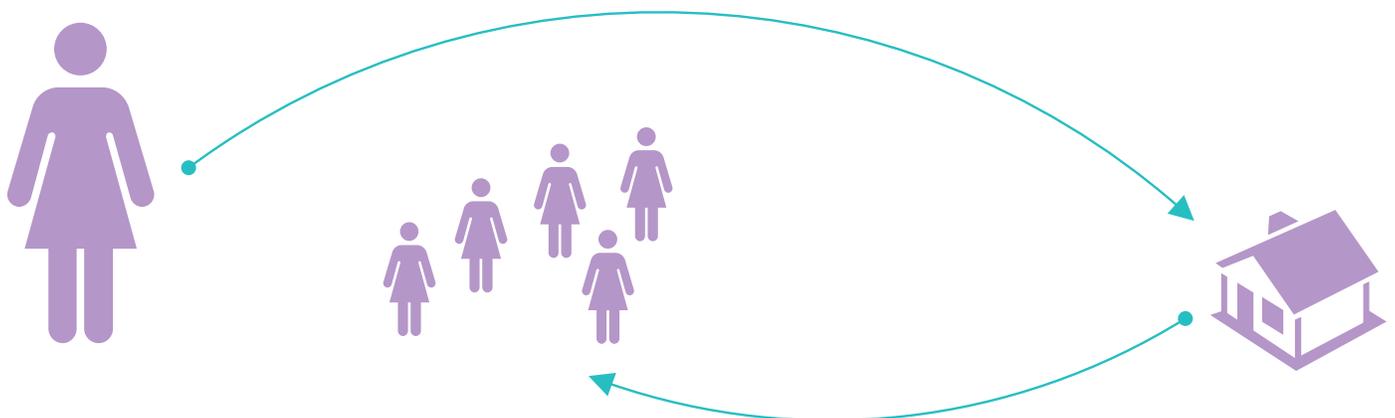
HIPPY Mother Change

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 the ‘Parent Progress Report’ 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.



HIPPY Home Visitor and Mother Efforts

Last year Home Visitors spent more than **45,000 hours of home visits** role-playing HIPPY activities with mothers. HIPPY sites offered **132 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 **41,347 hours** and an average **4.86 days per week** working with their children on the HIPPY curriculum.

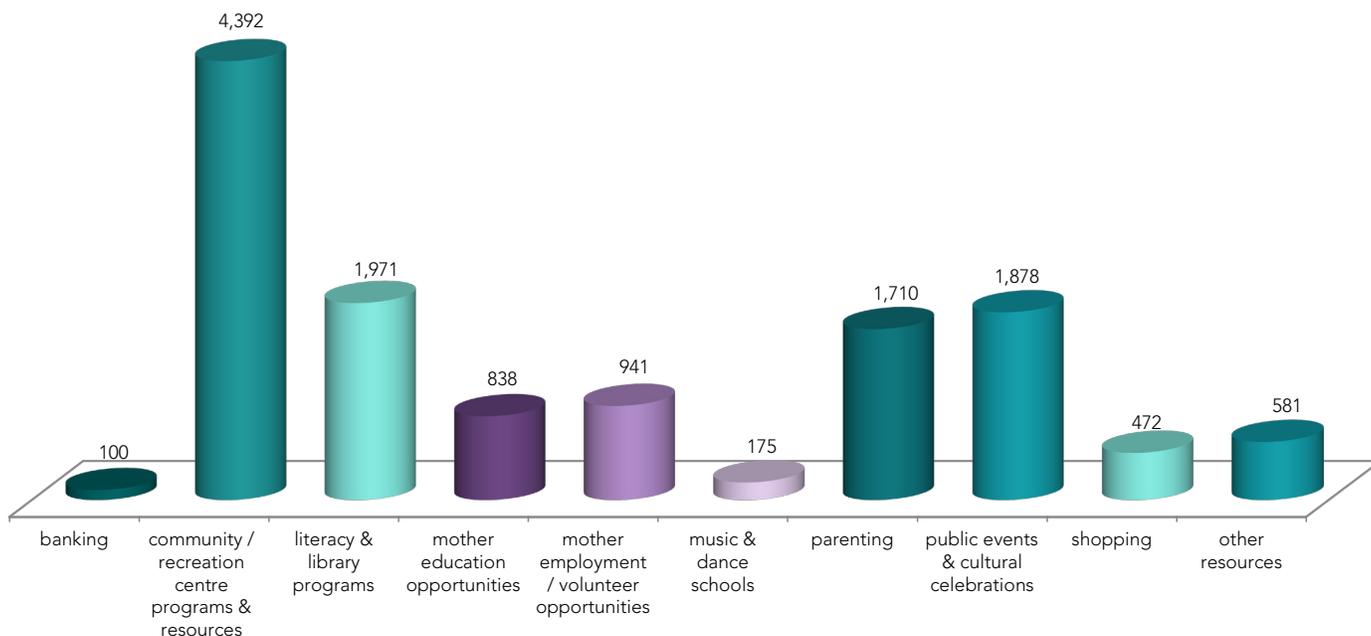
Home visits are also an opportunity for Home Visitors to provide mothers with information to connect them with additional support services in the community.

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 32: Number of times information given to mothers.*)

Home Visitor Efforts with HIPPY Mothers

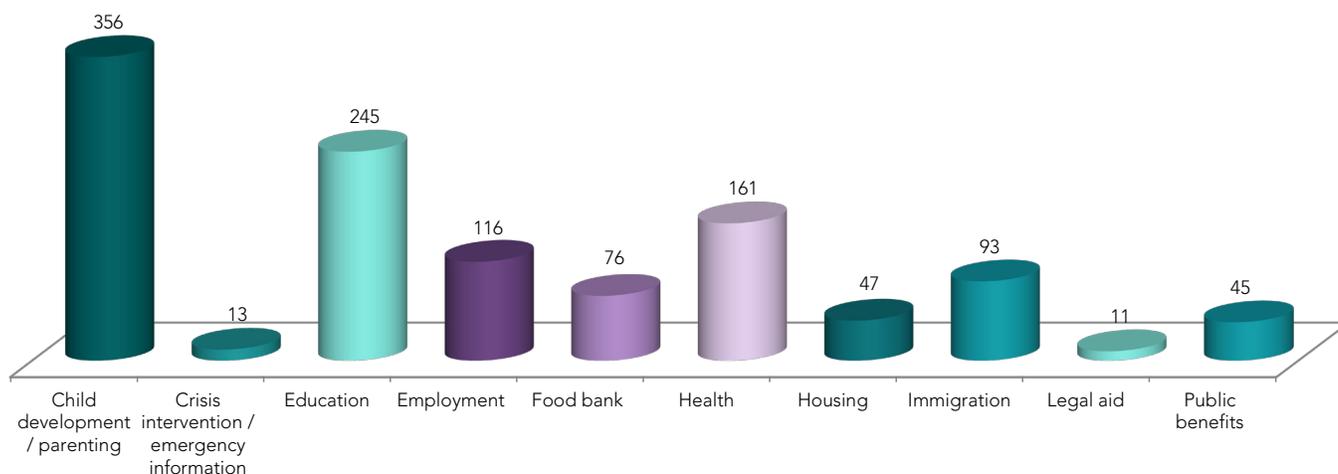
- ◆ 45,578 hours of home visits
- ◆ 132 HIPPY group events
- ◆ 1,693 community connections and 1,164 referrals to other services

Figure 32: Number of times information given to mothers (Total of 13,058 times)



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 **1,000 referrals** were made to community services, government support services or social service professionals. (Please see *Figure 33: Number of referrals made.*)

Figure 33: Number of referrals made (Total of 1,163 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, helped fill out forms and /or make appointments. (Please see *Figure 34: Number of actions taken.*)

Figure 34: Number of actions taken (Total of 315 actions)

Actions taken	# Supports
Accompanied mother to community resources / activities	59
Assisted mother with connecting with other HIPPY families	26
Helped mother fill out education application form(s)	22
Helped mother fill out employment application form(s)	8
Helped mother fill out other form(s)	47
Supported mother with appointments (phone call / online)	53
Accompanied mother to appointment (education opportunity)	4
Accompanied mother to appointment (employment opportunity)	4
Accompanied mother to other appointments	13
Other action(s) taken	79

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 35: How confident do you feel when you are trying to teach your child new things?*);
- Reading routine with their child (Please see *Figure 36: During the past week (7 days) on how many days did you read to your child?*);
- Communication with the school (Please see *Figure 37: 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 38: 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 confident as her child’s teacher, increased from 27% at baseline to 64% 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 32% at year three follow-up.

Figure 35: How confident do you feel when you are trying to teach your child new things?

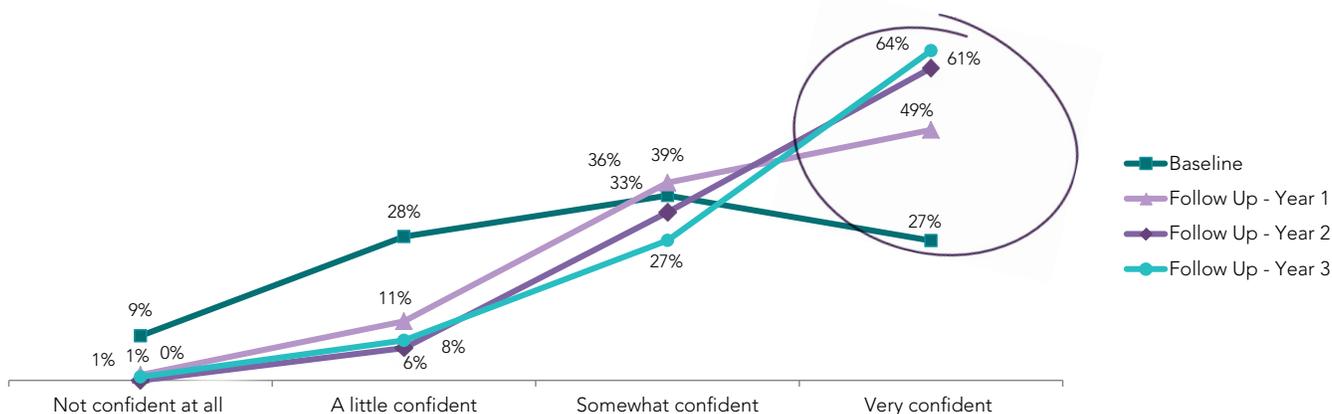


Figure 36: During the past week (7 days) on how many days did you read to your child?

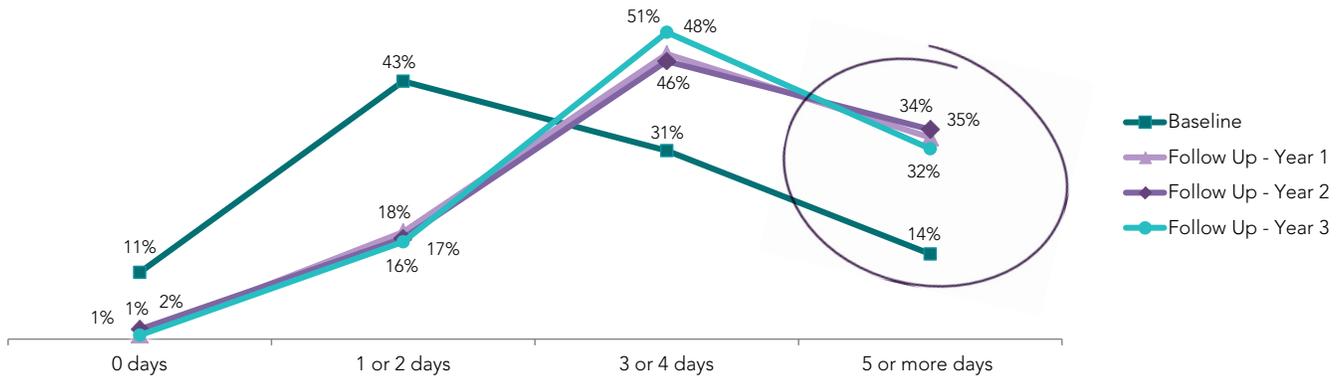


Figure 37: How comfortable are you when communicating with other people (like teachers or staff) at your child's school, preschool, or day care?

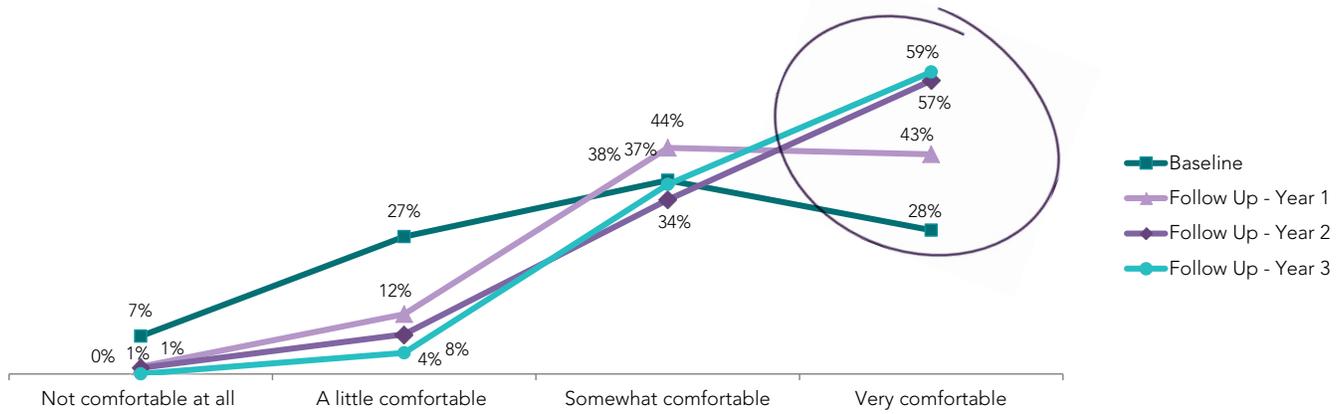
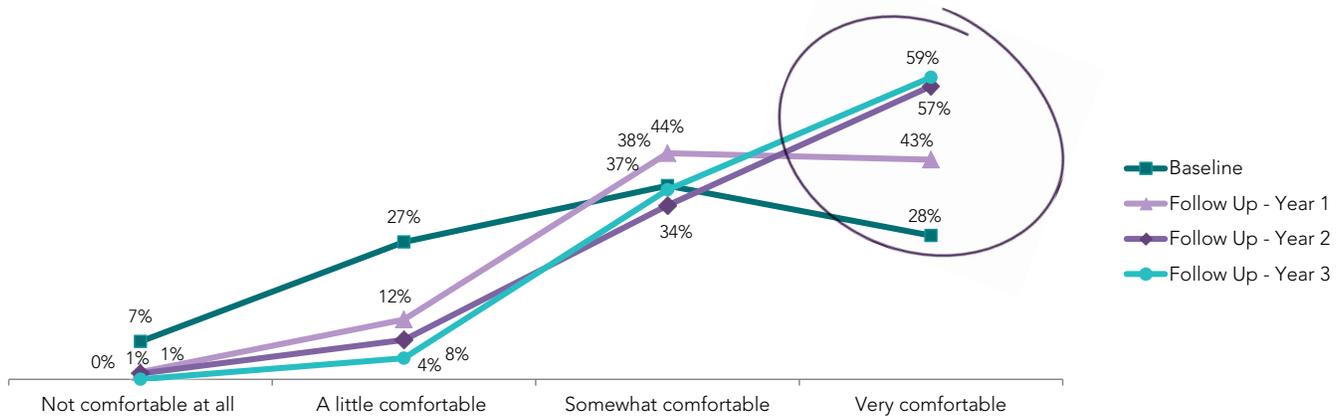


Figure 38: Do you attend or go to events at your child's school, pre-school, or day care?





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:

- 66% of third year (vs. 38% new) mothers reporting a sense of belonging; (Please see *Figure 39: Do you feel like you belong in your neighborhood or community where you live?*)
- 68% of third year (versus 36% baseline) mothers have three or more friends. (Please see *Figure 40: Do you feel like you have group of friends in your neighbourhood or community where you live?*)

Figure 39: Do you feel like you belong in your neighborhood or community where you live?

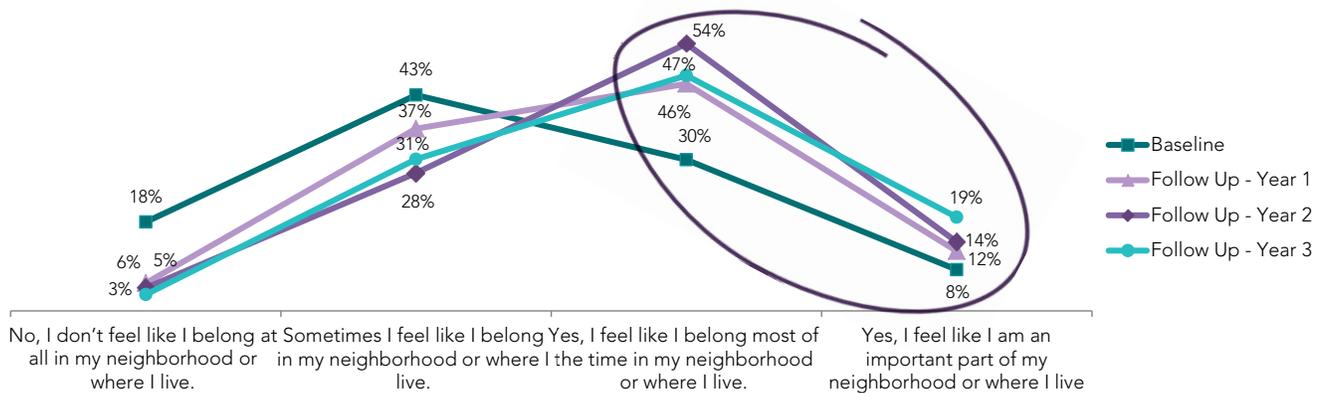
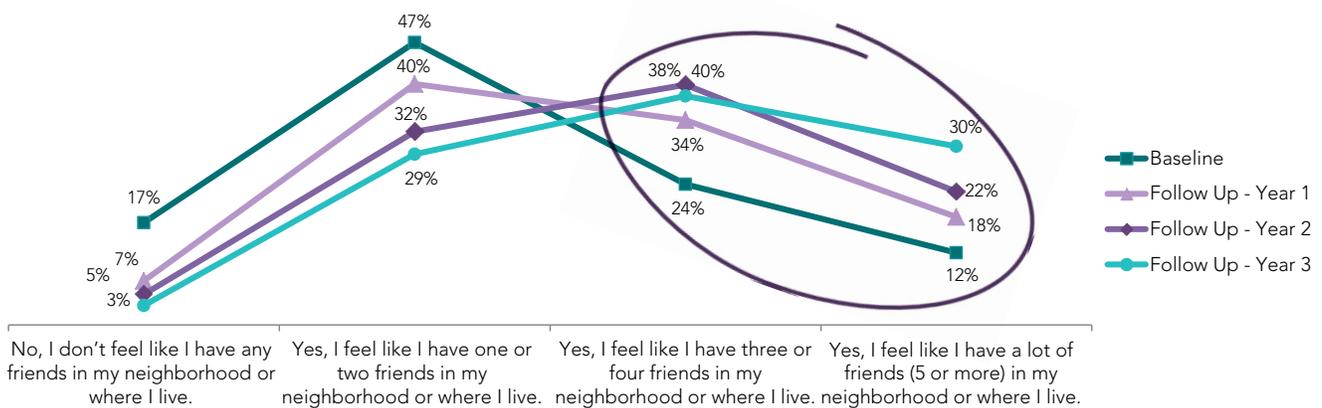


Figure 40: Do you feel like you have group of friends in your neighbourhood or community where you live?





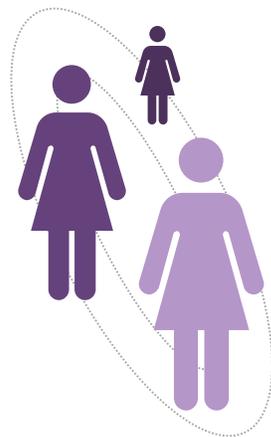
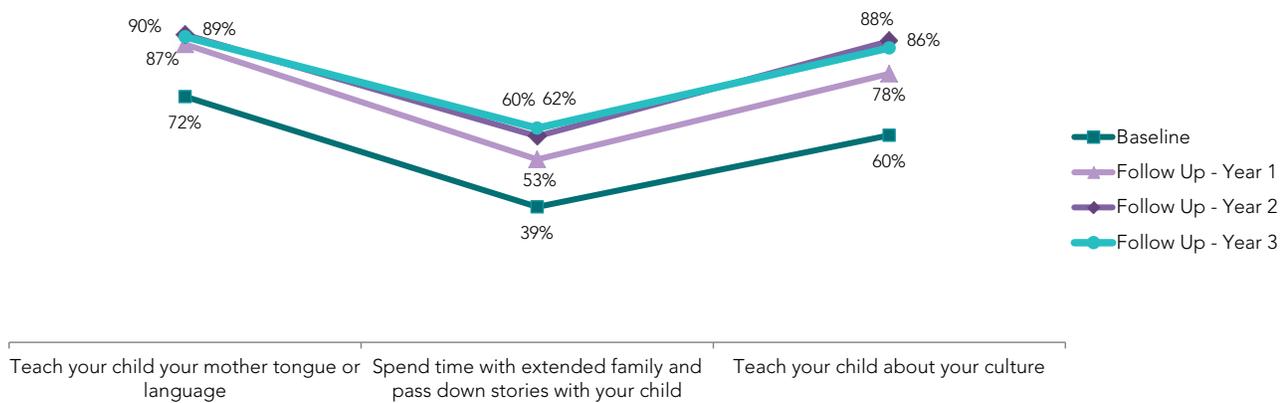
Medium-term Outcome

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

Figure 41: During the past week (7 days), did you do any of the following things with your child?



HIPPY’s group meetings helped Joahna connect with other mothers and break down the feelings of isolation that she was experiencing. As her mood and confidence improved, Joahna began to explore her neighbourhood, connect with more resources, and feel more independent:

I decided to go more to the library, for instance, and I discovered more activities not only for my son, but for myself, because I wanted to be more independent...my Home Visitor encouraged me to go to the library more often, because the library is more than just books and videos. It is more than that.

HIPPY Mother Mid-Stream Adjustments

As a result of the HIPPY Canada 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:

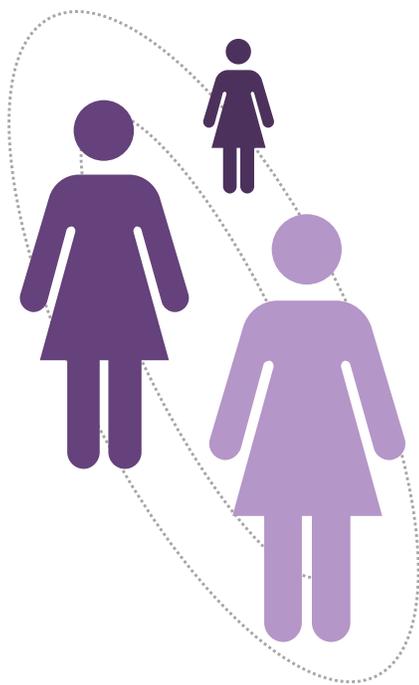
- Calling mother to remind her of home visit day / time (1,994)
- Changing time of home visit (525)
- Reducing home visit to every other week (85)
- Increase home visit to 1 ½ hours /more than once a week (175)
- Changing how curriculum is provided (329)
- Downsizing curriculum (fewer activities) to make it more manageable (259)
- Giving mother a break from HIPPY (still continuing home visit but without role play) (89)
- Allowing for more one-on-one time with HIPPY child (127)
- Assigning volunteer to support mother to work with child (56)
- Creating family time with HIPPY (835)
- Inviting father to be involved (680)
- Suggesting extended family / sibling support (502)
- Supporting mother with finding daycare (198)
- Supporting mother in finding ESL training (826)
- Give tips on establishing a routine (1,562)
- Providing professional support to resolve issue (231)
- Supporting mother to attend HIPPY group events (1,931)
- Following up with family on educational / work goals (976)

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 mothers new to the HIPPY program 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 first program year. At the end of the year 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 current situation since joining HIPPY.
2. Multicultural HIPPY sites completed retroactive baseline assessments for 654 mothers, follow-up Year 1 for 665 mothers, follow-up Year 2 for 368 and follow-up Year 3 assessments for 154 mothers.

Appendix 1

HIPPY Canada Logic Model



Sumaira immigrated to Canada from Saudi Arabia in 2011 through the federal skilled worker program. She and her husband originally landed in Toronto, but moved to Oakville after four months when her husband got a job there. She found out about HIPPY Oakville through a local community centre and signed up with her three-year old daughter straight away. At first, Sumaira and her husband were skeptical of the HIPPY program but they soon began to notice lots of positive changes in their daughter's learning and development:

When we were in the middle of the program, like 15 to 20 weeks, I noticed that my daughter had really done well in the fine motor skills and, you could say, her leadership qualities. Now she is in senior kindergarten and has graduated from HIPPY and I can see a major difference in her learning and writing and reading skills and I can actually be her teacher, too.

Sumaira is very involved in her community. She has been the co-chair of the school council at her children's school for the past three years and has even helped organize a community walk event in her neighbourhood. With such a busy schedule, Sumaira has encouraged her husband to take over teaching their daughter the HIPPY curriculum and has enjoyed bonding with them through HIPPY:

It is amazing. I've noticed the connection between kids and parents has developed.

Sumaira and her family recently passed their Canadian citizenship tests and are looking forward to officially becoming Canadian citizens. In the meantime, she continues to give back to her new community as a HIPPY Home Visitor. When asked about her favourite part of being a Home Visitor, Sumaira responded:

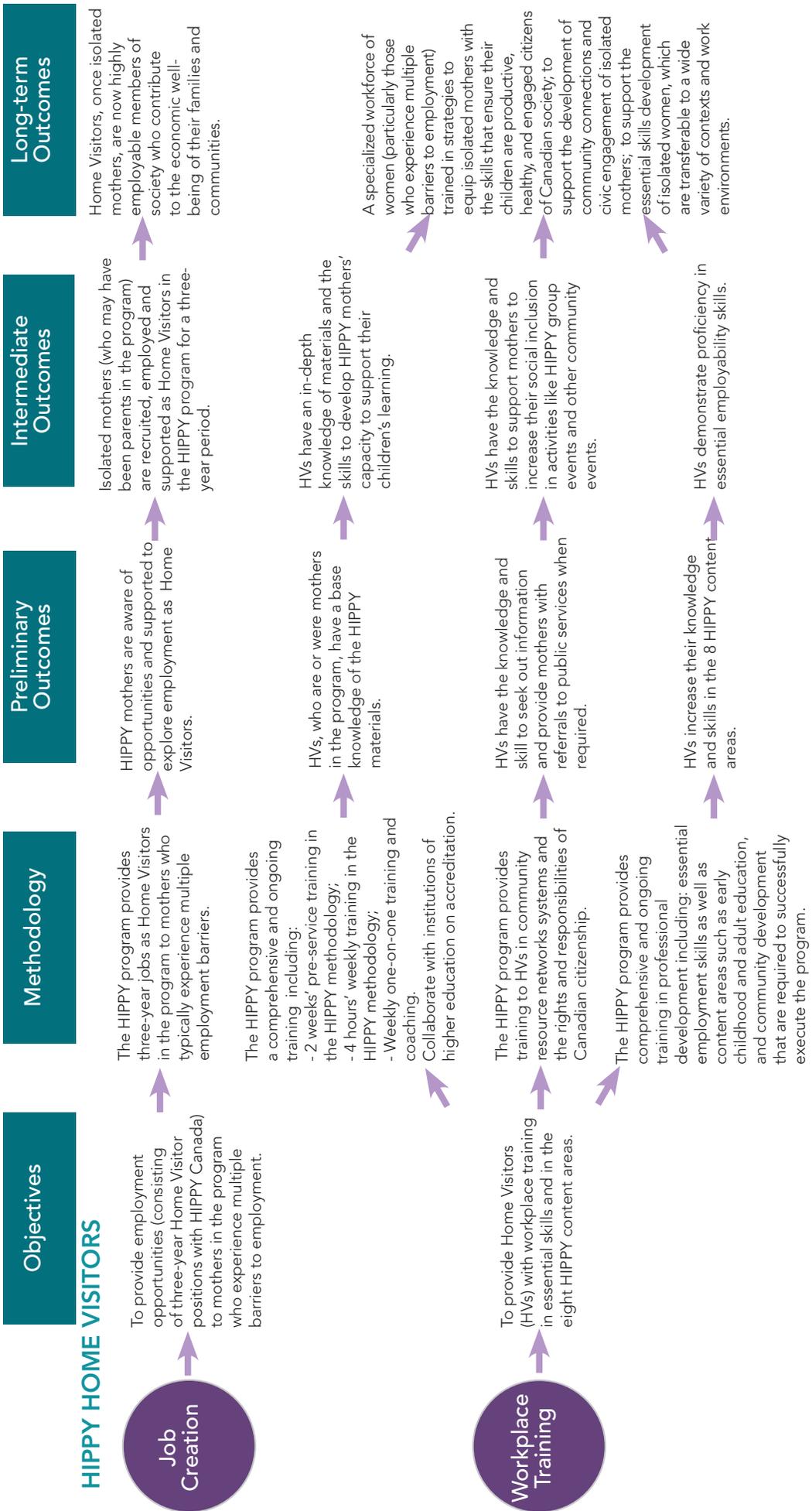
To help the community, especially the people who are having difficulty speaking English or who are new immigrants and don't have anybody to help them. And sometimes when people can't speak English properly they don't know how to approach resources too, to help their child, to help themselves in being a better parent. By doing [HIPPY] I am helping many families [...] so then they feel confident.

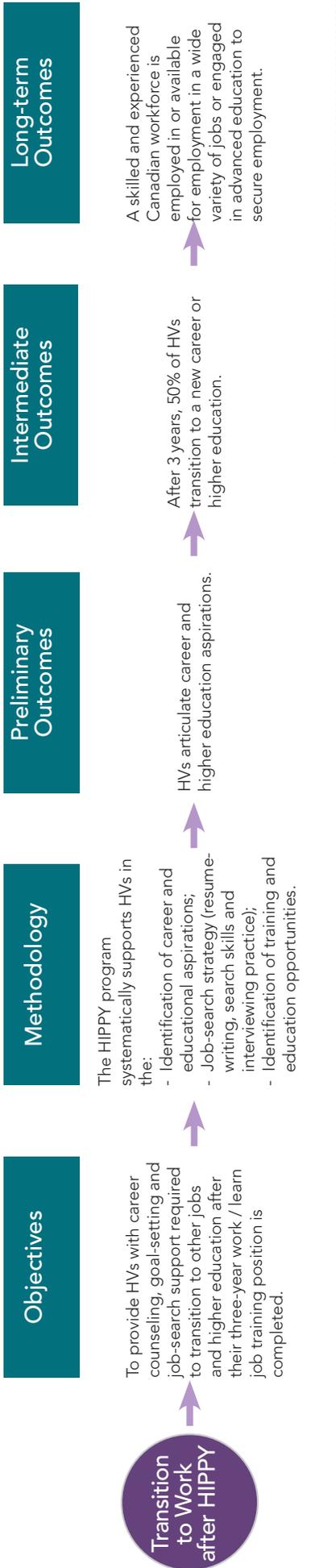
Vision

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

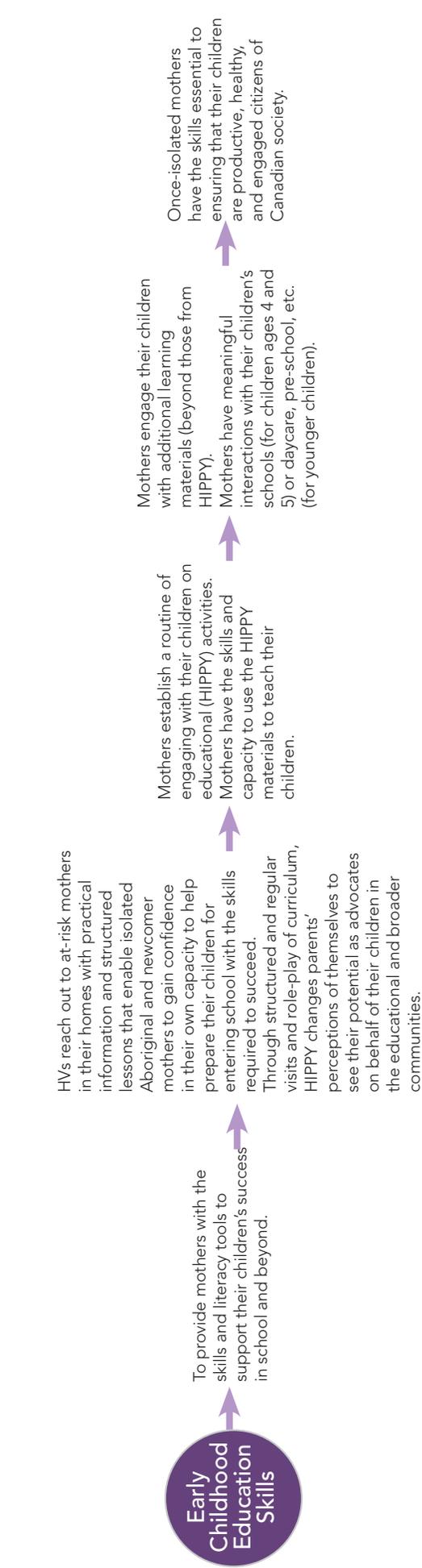
Mission

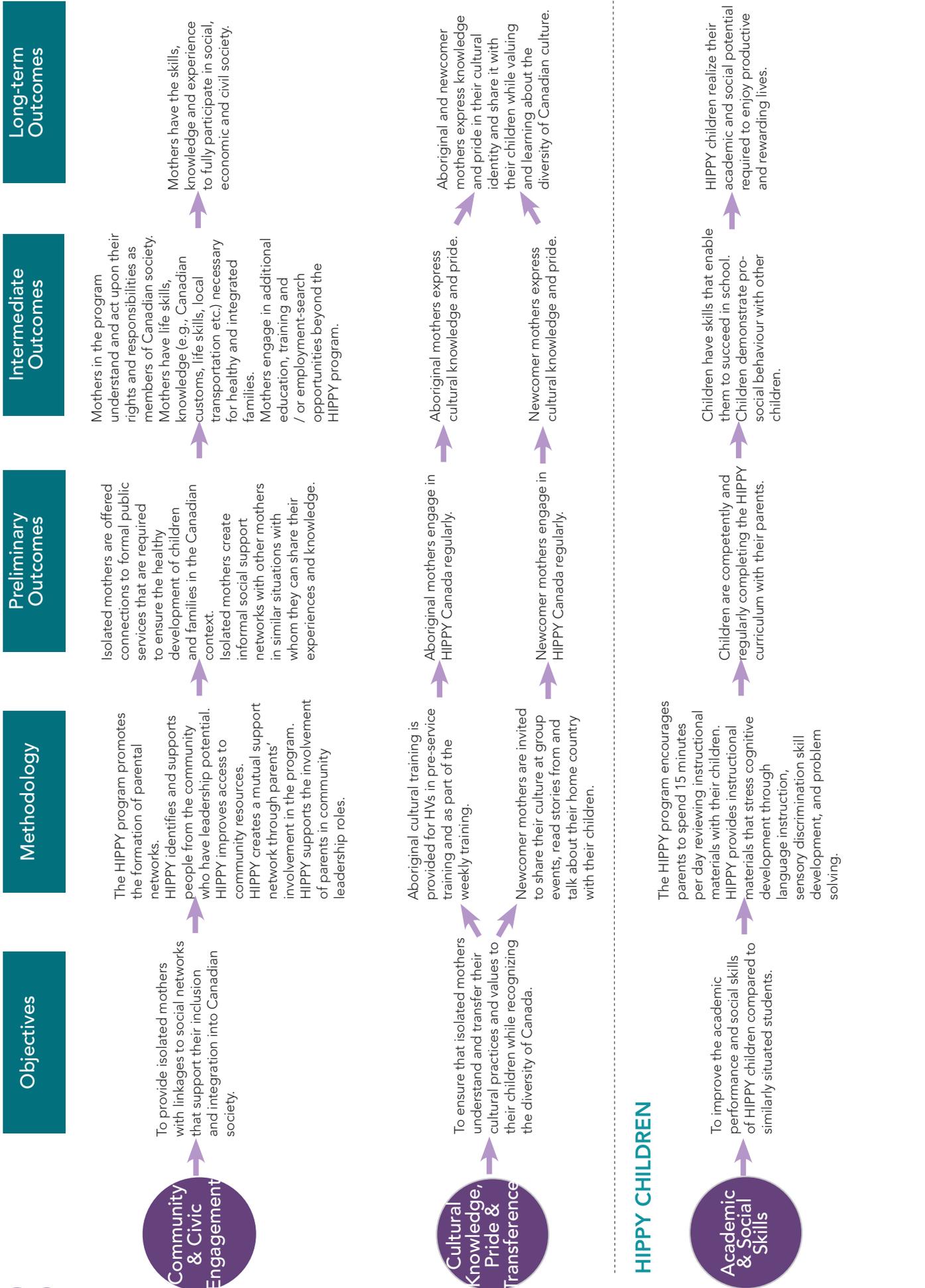
To build a stronger and more competitive Canada by reaching out to isolated (newcomer, Aboriginal and other at-risk) mothers and provide them with three-year work-learn jobs, essential skills training to facilitate their transition to and success in the workforce, develop their capacity to support their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

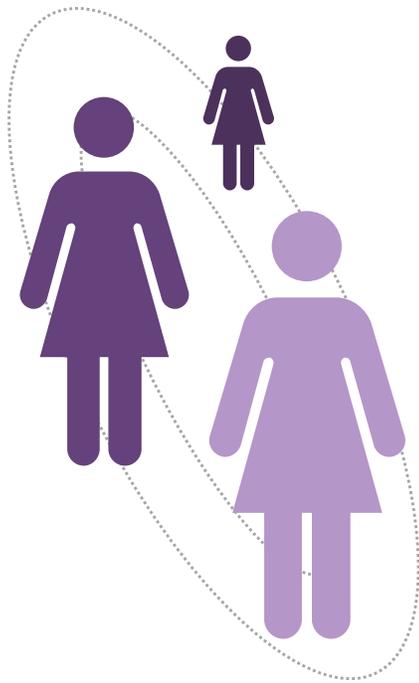




HIPPY PARENTS







Christine is a Senior Home Visitor with HIPPY Ottawa and the mother of two children. Although she holds a Bachelor of Science degree and has significant work and volunteer experience from her home country of the Democratic Republic of the Congo, Christine was dismayed to find that her credentials were not recognized in Canada. She had to take work at a fast food restaurant in order to make ends meet while taking night courses in finance and administration in the hopes of creating a better future for herself and her family.

Christine's husband found out about the HIPPY program while looking for work at Vanier Community Service Centre in Ottawa and he enrolled in HIPPY with their daughter right away. At first, Christine's husband was the HIPPY parent in the family and Christine did not participate. One day, her husband was late getting home to meet their Home Visitor, who encouraged Christine to work through that day's HIPPY activities with her daughter instead. From that moment on, Christine was hooked!

That's how I started [HIPPY]. I said, "I think I'll do HIPPY from now on" and my husband said, "what?!". It was really interesting so I wanted to do it and our Home Visitor also told me that she usually does the program with mothers.

Christine describes how participating in HIPPY with her daughter led to brand new learning experiences for the both of them:

What was different was that I learned the methods and the techniques about how to interact with my child. I read the HIPPY books and learned techniques about how to really read books...tone of voice, having a reading routine, that's something I didn't know before, honestly.

HIPPY has also empowered Christine to fully engage with her child's teachers with an understanding of North American learning concepts:

With HIPPY I learned about child development skills and terms. Skills like spatial sense, creativity, language development, mathematical concepts, logical thinking...so each time I speak with my daughter's teachers, I really know how to discuss with them.

With her new English language skills, Christine is able to work in both English and French. She chose to become a Home Visitor to share her positive experience with other mothers in her community:

I wanted to share with other families the same changes that happened to me. Because HIPPY gave me self-confidence. I felt like a mother...because of this program, I felt like a mother and that I had something concrete to give to my child...HIPPY is important because it connects you with the community. I learned how to use community resources because of HIPPY...today, I feel much more independent.



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