



HIPPY Montréal

**(Home Based Instruction for
Parents of Pre-school Youngsters)**

Evaluation of Outcomes

2008-2009

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Preface

This study was commissioned by The Centre for Literacy of Quebec in fulfillment of the terms of HIPPY-Montreal's generous four-year start-up grant from the Fondation Lucie et André Chagnon. The Centre and its partners, the Salvation Army and Elizabeth House, had originally commissioned a primarily qualitative study conducted by Prof. Lynn Butler-Kisber, Prof. Joanne Kingsley, Prof. Sylvia Sklar and their colleagues from The Centre for Educational Leadership (CEL), McGill University, Montreal: *Home Intervention Program for Parents of Pre-School Youngsters (HIPPY): An efficacy study* (2009).

The Centre for Literacy of Quebec subsequently felt that further quantitative analysis would be useful. This report by Dr. Stephanie Garrow evaluating the outcomes of the HIPPY-Montréal program thus complements the Kisber-Kingsley-Sklar efficacy study.

We wish to express our gratitude to the Fondation Lucie et André Chagnon, whose generous grant funded the creation of HIPPY-Montréal and supported these studies of the program; to Dr. Stephanie Garrow, who designed and carried out this study; and to all of the HIPPY workers and families whose commitment is documented in this study.

The Centre for Literacy of Quebec

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Executive Summary

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based education program that teaches parents to be their preschool children's first teacher and prepare their 3-5 year-olds for school. This report summarizes the main outcomes produced through HIPPY-Montréal during the program year, 2008-2009. Over the past four years, HIPPY-Montréal successfully involved over 250 families from “at-risk” and diverse communities in their family literacy program. The HIPPY program model successfully uses education and personal development to help break the social, linguistic and economic poverty and isolation experienced by many immigrant families who take part in the program.

Through regular weekly home visits, parents and children spent approximately 60 minutes per week, for 30 weeks, working with the help of a Home Visitor (a trained parent animator) on pre-literacy activities. Parents and children who participate in the HIPPY program develop a closer relationship and get to know each other better, leading to improved home literacy environment and enhanced social and emotional development of the child. As parents become more involved in their child’s learning, they start to better understand how the formal school system works in Quebec and become more connected to both the school’s activities and those of their own communities. As parent engagement outside the home increases, parents develop new skills (e.g. parenting, linguistic, communication) and start to develop increased confidence and self-esteem. In many cases this has led to reduced social isolation, increased employability and increased participation in different facets of community life (social engagement, skills training, volunteerism).

The HIPPY-Montréal program is perceived by other community and social service agencies as an essential program for providing key integration and education services to immigrant families. The program is currently exploring new linkages and partnerships to ensure its financial sustainability and is optimistic it can further develop and expand these connections in the future.

Summary of Findings and Outcomes of the HIPPY-Montréal Program

Outcome 1: Over the past four years, the HIPPY-Montréal program successfully involved over 250 families from “at-risk” and diverse communities in family literacy and social inclusion programming. This consistently growing enrollment represents a total of over 300 children, given that some families involve more than one child in the program.

Outcome 2: The HIPPY program successfully uses education and personal development to help break the social, linguistic and economic poverty and isolation of the immigrant families involved.

Outcome 3: Parents and children participating in the HIPPY program develop a closer relationship and know each other better. This helps improve the home literacy environment, the child’s pre-academic skills and the child’s social and emotional development.

Outcome 4: HIPPY-Montréal parents assume a more active role as their child enters the formal academic environment, primarily in better understanding and communicating with the school.

Outcome 5: HIPPY parents are interested in, and increasingly connected to, their community. They participate in school-related activities and other professional development courses more actively than before their involvement with HIPPY.

Outcome 6: Parents develop skills (e.g. parenting, language, communication) and begin to see themselves in new roles, and their confidence and self-esteem improve.

Outcome 7: The HIPPY program builds bridges and establishes links between the local community and society and new immigrant families. These links break social isolation of parents and children and allow them to more fully participate in different facets of community life (education, economic, social).

Outcome 8: Children participating in HIPPY acquire skills and values that reflect a predisposition to learning and a readiness to start school with appropriate knowledge and attitude.

Outcome 9: Local community groups, schools and social service agencies are actively aware of the HIPPY program and the essential role it plays in providing key integration and education services to immigrant families. Linkages and partnerships between these agencies and the HIPPY program exist; however, there is strong potential to further develop and expand these partnerships in the future.

Outcome 10: Given the success of the HIPPY-Montréal program after the first four years, as well as the high demand for the program at the community level, The Centre for Literacy continues to develop and strengthen the project through: creating HIPPY-Québec (a host organization for the program), developing a satellite program with the South Shore Reading Council and Premiers Pas-Ville LeMoynes, and continuing to search for new funding and partnerships that will secure the long-term sustainability of the program.

1.0. Introduction to the Report

In 2007, The Centre for Literacy entered into a partnership to launch the inaugural HIPPY (Home Instruction for Parents of Preschool Youngsters) Montreal program. Offered in both French and English, HIPPY-Montréal was the first bilingual HIPPY site in Canada.¹ Serving populations of immigrant families and young, single mothers, HIPPY-Montréal participants represent 36 nationalities and speak 21 languages. In 2008-09, the program served 115 families, with a staff of 11 part-time Home Visitors, a coordinator, program assistant and part-time fundraiser/developer. Start-up funding for HIPPY-Montréal was generously provided by the Lucie and André Chagnon Foundation from 2008-2009. Additional funders include Caisse Populaire Desjardins, Great West Life, the city of Montreal and others.

This report summarizes the major outcomes realized through the HIPPY-Montréal core program during the period September 1, 2008 – May 15, 2009. It also provides an overview of the initial impacts this program has had over the past three years and will continue to have with local Montreal families, schools and communities in an effort to strengthen connections between these core institutions in our society.

2.0. The Context: Children At-Risk -- Poverty is Linked to Low Literacy

One in six Canadians lacks functional literacy skills. The Movement for Canadian Literacy (MCL)² reports that Canada's high rate of literacy problems is symptomatic of deep and widespread social inequality and exclusion resulting, in a large degree, from poverty. In other words, low-literacy, poverty and exclusion can all be considered part of the same problem.

This correlation between low literacy and poverty is most profound in the way that it affects Canadian children and youth – our future generations. The MCL also reports that children from low-income families are at risk of having literacy problems, in part because their parents lack the capacity to advocate for their children in the school system. It is these same children who fall through the cracks, drop out of school and endure compromised long-term health, social and economic possibilities.

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program was developed in Israel in 1969 as an evidence-based, community-driven response specifically designed for the literacy needs of families living on low incomes whose children lacked adequate school-readiness. Broadly speaking, HIPPY believes all

¹ HIPPY is also part of an international network that serves over 22,000 families in Australia, Canada, El Salvador, Germany, Israel, New Zealand and the United States, with possible expansion into China, Portugal, Singapore and Zimbabwe. HIPPY Canada, the national host organization, was founded in 2001 – with a Vancouver site actually in place since 1998 – and is offered in urban and aboriginal communities across the country.

² The Movement for Canadian Literacy (MCL) is the national coalition of organizations and government bodies advancing literacy and essential skills across Canada.

children need and will benefit from effective early childhood development programs. HIPPY recognizes the parent as their child's first and best teacher. It then empowers parents with a fun, flexible and easy-to-follow sequential curriculum that helps them teach their children and prepare them for the demands of primary school.

Research and experience prove that the HIPPY program increases children's readiness to succeed in school by developing a parent's ability to teach with confidence. Focusing on the parents also fosters parental change in regard to their own self-worth, literacy levels, social integration, employment, and community involvement.³ The HIPPY program is both unique and notable in the way it makes links between all of these important social and educational development issues.

A recently completed two-and-a-half-year efficacy study funded by the Fondation Lucie et André Chagnon finds that the HIPPY-Montréal pre-school family literacy program has contributed significantly to the eventual success of disadvantaged and/or immigrant children aged 3 to 5 when they enter the school system. This study, the first to examine a HIPPY program qualitatively and holistically, finds that "HIPPY children made important gains in early literacy and numeracy skills as well as in the socialization skills needed for success in school." The report also identifies significant improvements in parents' confidence.

3.0. Overview of the HIPPY Program

How the HIPPY program works:

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based education program that teaches parents to be their preschool children's first teacher and prepare their 3-5 year-olds for school.

HIPPY parents are supported by easy-to-use activity packets that make learning and play fun, by home visits from other parents from their community (Home Visitors) who have been trained to deliver the HIPPY program modules, and by group meetings, social events and workshops.

1. Families apply to the program and are selected on the basis of need as determined by income and other risk factors (e.g. language barriers, lack of formal education, social isolation).
2. Chosen families must make a one-year commitment to participate in the 30-week program.
3. Parents are provided with carefully developed curriculum, materials and books.

³ Background research on the HIPPY program extracted from the HIPPY Canada website, www.hippycanada.ca.

4. HIPPY Home Visitors, who are generally parents in the program, are employed to work with 10 to 15 families each. The Home Visitors call upon each family every week, bringing a new set of materials - usually a storybook and a packet of instructional materials. The Home Visitor and parent spend about one hour reviewing the materials by role-playing the lesson. If the parent has low literacy and/or language skills, an older child or a friend can take part in the visit. HIPPY-Montréal does its best to match mother tongue languages between Home Visitors and parents. All of the instructional materials intended for parents are prepared at a grade three reading level, and in Canada they are now available in both English and French. However, prior to 2009, all materials had to be translated from English into French by HIPPY-Montréal, resulting in additional time and costs to the program.
5. Parents are expected to spend 15 minutes a day doing activities with their child.
6. Every other week, the HIPPY program offers a group meeting at community centres or schools, with other enrichment activities for parents such as language classes, cultural outings, and workshops on child development or the school system.
7. Home Visitors are given weekly training sessions that better prepare them for their home-visitation work.

The International HIPPY movement – short, medium and long-term change process

Through this HIPPY program, it has been found that children and parents experience certain outcomes and changes over the short, medium and long-term.

In the **short term**, parents establish the habit of working with the child on educational activities and thus increase the frequency of engaging with their child in both the home and community. Using the HIPPY activities, they gain new techniques and communication skills to work with their child, improving both the parent-child relationship and the child's pre-academic skills.

Over the **medium term**, parents increase their connection with their local community and school and show increased comfort and interest in participating in school-related activities. Parents also become comfortable teaching their own children and gain the language, knowledge, experience and confidence to assume a more active role as their child enters a formal academic environment. They advocate for their child and communicate regularly and successfully with their children's teachers. They attend school events, participate in school-based parent activities, and volunteer in their children's classrooms.

The **long term expected outcomes** of the project -- those changes in the child and parent that are expected to occur beyond completion of the HIPPY program -- include the following:

- children achieve long-term academic success
- parent involvement in schools increases
- family involvement in local community activities increases
- families develop strong parent-child relationships

4.0 Methodology and Analysis

Methodology

At the end of the 2008/2009 HIPPY program year, a HIPPY-Montréal Parents Evaluation Survey was distributed to all the parents who participated in the program between September 2008 and May 2009. A total of **95 surveys** were completed and returned. The content and objectives of the questionnaires were reviewed with the Home Visitors by the Program Coordinator, and then the Home Visitors helped the parents read and complete each questionnaire during their last home visit in mid-May, 2009. A short survey at the end of this year-end questionnaire allowed the Home Visitors to evaluate the progress and outcomes of the specific parent and child group with whom they worked. Copies of these two surveys can be found in Appendix A.

Data were also collected from the HIPPY-Montréal general information data base – a data base developed by the Program Coordinator using Access software, to track basic demographic and statistical information about the participating parents, children and home visitors.

Analysis

This document presents a preliminary analysis of the data collected through these two questionnaires as well as information gleaned from informal discussions with both the HIPPY-Montréal Program Coordinator and Development Officer. A preliminary analysis of certain components of the demographic data is also included.

This report also attempts to consider the broad short and intermediate term outcomes as articulated in the HIPPY Canada logic framework which is presented in Appendix B.

This report was prepared by an external evaluation consultant, in collaboration with the Program Coordinator. The external consultant was hired to provide objective analysis and ongoing evaluation coaching to the project. The report was reviewed by The Centre for Literacy management and staff.

Validity

It should be noted the HIPPY program is still in its initial stages of developing informational tracking and data base systems and requires continuous human and financial resources to ensure ongoing monitoring and maintenance of such databases. This is one area of organizational capacity that the program is concentrating on for the future, with help from an external evaluation consultant, to ensure that over the long term, data about the impact of activities and outcomes can be gathered consistently with both rigour and accuracy.

5.0 Outcomes of the Project

The outcomes of the 2008-2009 HIPPY-Montréal project are presented below. They are organized in five main sections that reflect the five main outcome areas of the HIPPY Canada Outcome Measurement framework and the program goals. *Outcomes refer to the changes in children, parents and Home Visitors that occurred during the timeframe of the HIPPY program.* They include the following:

- 1) Parental skills and confidence in supporting their children's learning in schools
- 2) Parental connection to and interest in community and school life
- 3) Parental personal and professional development
- 4) Children achieving and integrating well into school,
- 5) HIPPY program as another model of social inclusion and family literacy.

5.1. Parent skills and confidence in supporting their children at school

Outcome 1: Over the past four years, the HIPPY-Montréal program successfully involved over 240 families from “at-risk” and diverse immigrant communities in family literacy and social inclusion programming. This consistently growing enrollment represents a total of over 300 children, given that some families involve more than one child in the program. Enrollment stopped growing this year when core funding stopped, and decreased from 130 to 60 children.

Enrollment and Program Growth

The HIPPY-Montréal program has generated great interest and demand, and has experienced considerable success over the past three years. The enrollment numbers speak for themselves in terms of demand for, and successful completion of, the program. The following table demonstrates the steady increase in enrollment of the program between 2005-2009:

Program Year	Number of families who complete the program	Number of Home Visitors employed through the program
2005/2006	38	4
2006/2007	64	6
2007/2008	106	11
2008/2009	124	11
2009/2010	54 families enrolled, smaller number because of reduced funding to program	4

During the first four years of programming, when stable start-up funding was supporting the HIPPY-Montréal program, the enrollment numbers steadily increased and the program consistently maintained both a waiting list and steady flow of referrals to the program from other social service and economic development agencies (e.g. CLSC, CDEC) requesting participation in the HIPPY program. Other neighbourhoods also contacted the program staff to inquire about setting up a satellite program in their own areas of the city with similar populations and learning needs. The program also maintained a healthy retention rate given that 85 of the total 240 families taking part in the program between 2005 and 2009 enrolled in more than one year of the program, possibly with more than one child.

Cultural and Linguistic diversity

Outcome 2: The HIPPY program successfully uses education and personal development to help break the social, linguistic and economic poverty and isolation of the immigrant families involved.

The profile of the families participating in the **2008-2009** HIPPY-Montréal program represents significant cultural and linguistic diversity. This reality, however, presents great linguistic, economic and social challenges for the families in terms of their ability to integrate in a healthy and productive way into the Montreal community.

The families enrolled in the HIPPY program represent a total of 36 different countries and 21 languages. Forty-nine percent (49%) of the families participating are new immigrants to Canada who have lived in Canada for five (5) years or less. Approximately 53% of participating parents self-evaluate as having weak or no French language skills. Twelve (12%) of this group self-evaluate as having neither written nor oral functionality in either official language (French or English).

One of the main goals of the HIPPY program is to reach out to those families with children most at-risk of falling through the cracks in the formal education system. This is often the case with parents who have a limited understanding of the role they can play in guiding their child's pre-school instruction at home, as well as hesitancy around appropriate concepts, terminology and language to advocate for their children with teachers and other professionals in the community. Many of these families are new

immigrants to Quebec, and thus have multiple challenges integrating into the social fabric of their local communities and institutions (e.g. education, health, employment). In fact, 41% of these HIPPY families were not involved in or connected to any other program, support service or organization in their community.

Economically speaking, over half of the participating families are living well below the poverty line. Eighty-seven (87%) of families earn less than \$40,000 and 63% of those earn less than \$20,000 annually. If we break their sources of revenue down further, 53% of families access employment insurance, 34% welfare insurance, 5% other loans and bursaries, and 8% of the families live off their personal savings. Also, over half (61%) of the mothers in the HIPPY program were neither working nor studying.

« Je recommande le programme de HIPPY à tous les parents et enfants. Il y a un bon programme pédagogique et c'est très amusant pour parents et enfants, ça fait rapprocher la famille, en apprend et on joue ensemble. J'apprécie beaucoup aussi la participation de ma visiteuse qui, qu'il fasse froid ou chaud, elle est là pour nous appuyé. Ça fait aussi une bonne façon d'intégrer les nouveaux arrivants à la communauté et se faire des nouveaux amis. Merci à toute l'équipe de HIPPY, vous nous aller manquer» - --Mère de deux enfants au programme depuis deux ans

Outcome 3: Parents and children participating in the HIPPY program develop a closer relationship and know each other better. This helps improve the home literacy environment, the child's pre-academic skills and the child's social and emotional development.

Over the course of the 30 weekly or bi-weekly visits, Home Visitors present new curriculum and activity packets to HIPPY parents and their children. During these home visits, they role-play these materials with the parent to ensure comfort with the topics and to share other educational resources and materials with families, as well as to set performance expectations for that week. In 2008-2009, HIPPY delivered 30 weeks of programming, with an average of one module per week, which represents one hour per week of instruction for each family. Almost 80% of parents spent on average between 15-30 minutes a day on the HIPPY activities.

Through this HIPPY coaching process, parents became better equipped to engage their children in pre-literacy activities and to develop healthier ways and new skills for communicating and interacting with their children. For example, when asked if they had adequate resources and skills for working with their child before enrolling in HIPPY, 25% parents reported they had no resources and 40% reported that they had limited resources for working with their children. However, since their participation in HIPPY, almost all parents (85%) reported that they have enhanced their ability to engage their children. For example, over two-thirds (2/3) of parents clearly indicated that they had learned new ways to:

- play with their child
- establish a routine with their child
- help their child become more independent
- find new ways for their child to socialize
- improve ways for their child to express him/herself

Furthermore, almost half of the parents responded that the HIPPY program helped them manage difficult situations with their child.

Through increased involvement in their child's education, parents develop greater confidence in their parenting role: adults learn how to talk to their children, how to read and to learn with them. They are also motivated to initiate greater involvement in their child's education, and in school and community life.

«Toute ma famille est épanouie. Dans ma culture, les hommes ne jouent pas avec les enfants. Depuis que nous avons participé à un atelier sur l'importance du jeu pour les enfants, nous jouons ensemble (même mon mari) et tout le monde aime ça » mère HIPPY

Outcome 4: HIPPY-Montréal parents assume a more active role as their child enters the formal academic environment: specifically, they become better at understanding and communicating with the school system.

With the increased confidence and knowledge that parents acquire through the HIPPY program about their child's development and learning abilities, they also start to develop a more positive perception of their child's formal schooling experience. Negative stereotypes of how their child is "experiencing" school start to disappear. This awareness is bolstered by the HIPPY Group Meetings that are held every two weeks for parents in the program.

These meetings aim to increase levels of comfort for adults to interact with each other, to exchange ideas and resources and to improve their ability to socially engage in their communities. Meeting topics inform parents about parenting skills, community resources and events, and school events, personnel, policies, and procedures, thus reinforcing information distributed by staff during home visits.

This exposure translates over time into an increased connection between the parent and the child's school (once the child begins formal education), and between the parent and the community. With this foundation, parents become active members of the home-school-community partnership, often volunteering within and advocating for schools and other organizations and activities (e.g. classroom volunteering, fieldtrips, special events etc.).

This increased understanding and subsequent engagement are starting to be documented in the HIPPY-Montréal program. Given that approximately eighty (**80%**) of the participants in the program were not born in Canada and therefore have little or no

familiarity with the Canadian or Quebec education system, there is a huge gap in the understanding of how the Quebec education system functions. Furthermore, only 34% of adults participating in the HIPPY program have a high school diploma. Almost half the respondents claimed that the HIPPY program helped them better understand the curriculum, extra curricular programs, expectations and school routine of the Quebec school system. Furthermore, HIPPY participating parents tend to become involved in their children's schools.

Shrivana (not her real name) is a shy, reserved Sri Lankan woman who speaks minimal English and no French at all. She has spent 3 years in the HIPPY program working with dedication with her two children. Her Home Visitor has observed their superior progress over the years. The personal confidence and pre-literacy skills gained by both mother and her children over time. As the relationship between the Home Visitor and Shrivana became more comfortable, the Home Visitor started to encourage her to get more involved in her children's school as a volunteer, or to try attending the Parent Teacher meetings once a year. She even offered to accompany her to these meetings. Nothing happened with these efforts. It was only now, however, at the end of her third year in the program, that the Program Coordinator came to learn that Shrivana had in fact attended, on her own initiation, a school meeting to better understand the progress of her child.

« Avant HIPPY je ne parlais pas français. Après deux ans avec HIPPY, mon fils a commencé l'école. J'ai été à l'aise et je me sentais la bienvenue, je parlais bien français et c'est grâce à HIPPY. »

5.2. Parent connection to and interest in community and school life

Outcome 5: HIPPY parents are interested in, and are increasingly connected to, their community. They participate in school-related activities and other professional development courses more actively than before their involvement with HIPPY.

One of the expected long term outcomes of the HIPPY program is to increase family involvement in both the local community and their child's school experiences. It is expected that the training and experiences parents receive will result in sustained parental involvement in the school system and broader community.

While HIPPY is improving the intellectual and educational possibilities for children, it is also trying to empower and educate parents to better integrate into, and benefit from, their local society. It does this through:

- Informing parents about available community resources and how to access helpful services
- Providing educational seminars and workshops on a variety of subjects that related to Quebecois life and institutional structures
- Organising free French language courses

- Coordinating cultural outings for HIPPY families that help introduce immigrants to the rich cultural life that Montreal has to offer
- explaining the structure of the Quebecois school system
- Accompanying families in different scenarios in their mother tongue, to facilitate comprehension (e.g. visits to CLSC, daycares, schools, etc.)

When surveyed, 85% of the parents who responded to the questionnaire reported that they had a better knowledge of community resources as a result of participating in the program. More specifically, 21% said that their participation in other community activities (e.g. libraries, community centres, religious institutions) had increased significantly and 35% replied that their involvement had increased somewhat.

Furthermore, 56% of the respondents stated that they were **involved in a course, workshop or program of study during the past year**. This involvement includes courses on the following topics: food safety, language learning, computer, CPR Professional Skills, Child Development, Parenting and Employment. 73% of those parents stated that HIPPY had some degree of influence in their making that decision.

In addition, 39% of the respondents stated that they **helped out in their community as a volunteer** (e.g. unpaid work) over the past year. These volunteer activities took place in the following types of institutions: cultural centres, schools, libraries, community centres, HIPPY offices and places of worship.

Finally, thirteen (13%) of respondents had secured a paid job since starting the HIPPY program. 75% of those who found jobs believe that the support they gained through the HIPPY program played a role in their job search success.

5.3. Parent personal and professional development

Outcome 6: Parents develop new skills (e.g. parenting, language, communication) and begin to see themselves in empowering roles where their confidence and self-esteem improve.

Through parents' involvement in HIPPY, both as their child's teacher and as a member of a larger group of HIPPY parents, they start to develop new skills and confidence. These experiences lead them to imagine new roles for themselves and to begin to raise their levels of self-esteem and to open new possibilities for the future.

In terms of their role as a parent, 70% of respondents indicated that they felt significantly supported in this role since their involvement with HIPPY; a further 30% felt somewhat supported. Two thirds of the parents indicated that they are much more able to recognize their strengths as parent-teacher as a result of HIPPY, and one-third of this group feel somewhat more able to recognize their strengths. Only one-third of parents commented that their participation in HIPPY had significantly helped them create links and exchange information with other parents. This may be an area to further explore within the

program, in order to find additional ways to connect parents with similar backgrounds and issues to one another.

The HIPPY program also contributes to parents' *language skill acquisition*. A small percentage (27%) of non-francophone HIPPY parents claimed that the program helped significantly or somewhat significantly in directly improving their language skills, whereas a slightly higher percentage (approx. 54%) of non-anglophone HIPPY English-speaking parents claimed that their English language skills had improved as a result of the program.

« HIPPY m'a aidé parce que je me sens une meilleure maman grâce à HIPPY et mon avenir et celui de ma famille est rose selon moi. J'ai beaucoup d'espoir sur l'avenir. Je me sens bien et prête à affronter de nouveaux défis »

—Maintenant cette maman d'origine africaine francophone est aux études en Petite Enfance

« J'avait peur d'y aller (à l'école de mon fils) mais j'étais agréablement surprise que l'école avait besoin de mon aide. Ma visiteuse m'a encouragé depuis longtemps. »

Outcome 7: The HIPPY program builds bridges and establishes links between the local community and society and new immigrant families. These links break social isolation of parents and children and allow them to more fully participate in different facets of community life (education, economic, social).

Through developing new skills and competences in parents of preschoolers, the HIPPY program is also giving them confidence to break out of patterns of social isolation and the ability to better participate in their local communities and societies. This demonstrates the value-added that HIPPY is providing in opening doors, constructing bridges and making links between society and those families who have newly arrived in Quebec.

For example, in the survey three quarters (75%) of parents claimed that they significantly acquired useful information or help in connecting to community resources, and the remaining one-third indicated that they somewhat acquired useful information. Many respondents gave examples of how Home Visitors personally supported them (e.g. executing a task on their behalf) in a social situation. Also, an overwhelming 94% of respondents indicated that they had received help from their Home Visitor with medical services, translation of documents, homework support for an older child, active listening to parental concerns, etc.

“Mon vocabulaire (s'est amélioré), je sors et je parle à d'autres personnes qui ne sont pas de ma communauté. Je suis fière et heureuse de ce j'ai accompli. Mon fils est bien grâce à moi ».

« HIPPY encourage à s'impliquer à l'école et je l'ai fait, je suis très satisfaite de les échanges ».

« Avant HIPPY, je restais tout le temps à la maison. J'avais peur de sortir ou même de répondre au téléphone parce que je ne pouvais pas parler et je ne comprenais pas la langue. Je me sentais mal et isolée. Depuis HIPPY, je sors, je parle, on me comprend, je comprends et je me sens bien! »

« J'ai trouvé un travail à temps partiel grâce à ma visiteuse de HIPPY. Elle m'a encouragé beaucoup et m'a aidé à avoir confiance en moi. Cela a augmenté beaucoup mon estime de soi, je me sens capable de montrer mes compétences. Merci de tout mon cœur pour avoir eu mon premier travail au Canada. »

5.4. Children's school performance and adaptation

Outcome 8: Children participating in HIPPY acquire skills and values that display a predisposition to learning and a readiness to start school with appropriate knowledge and attitude.

Overall, the HIPPY program provides a very comprehensive pre-literacy learning foundation aimed to build a stronger relationship between parent and child, and to affirm the child's potential in all realms of their personal, emotional, intellectual environments. Emotionally and socially speaking, the benefits of the HIPPY program for children are:

- Improved adaptation to new environments
- increased attention, curiosity and love for learning
- improved ability to follow instructions and engage in independent thought-processes and reflections, including enhanced critical thinking
- Enhanced emotional connections to their parents and other adults

Intellectually and educationally, the outcomes are numerous and significant:

- Children develop print knowledge, pre-literacy readiness, new vocabulary, new strategies for learning math and problem solving
- Children enjoy multiple opportunities for language and learning stimulations, including both formal and non-formal learning (e.g. learning beyond the home on field trips, outings to cultural institutions)
- Children receive increased exposure and access to learning materials (books, puzzles, math games, etc.)
- Children develop a positive attitude about learning, and about learning in partnership with, and with the support of, a parent

The following testimonials from parents and Home Visitors highlight the range of social, intellectual and emotional benefits that the HIPPY families experience. They were written in response to two questions (see below) at the end of the longer survey which asked HIPPY parents to share stories or testimonials of how the program as a whole had affected their child, their family and themselves, as men, women and parents. The testimonials speak for themselves.

How has participating in the HIPPY program changed your children and/or your family?

Before [HIPPY] the mother didn't work with child. So the child doesn't know how to play in the group and how to sing the songs. But after the HIPPY program, the mother is now working with her child. At school, the child is doing well in the group.

He has improved his fine motor control skills. He can read books now by looking at the pictures.

Chaque leçon est attendu avec excitation et une soif de découvrir de nouvelles choses et d'apprendre avec le jeux.

Le moment plus significatif a était le test que Leonora a passé pour entrer à la pré maternelle. La maman a été très étonnée car les activités proposées aux enfants étaient semblables aux activités de HIPPY. La fille a passé le test sans difficulté et la maman était toute fière!

Ma fille m'a dit un jour « maman, je suis une grande fille maintenant, et je connais beaucoup de chose grâce a HIPPY. Merci maman de faire ça avec moi.

Dans ma culture, les hommes ne jouent pas avec les enfants. Depuis que nous avons participer a un atelier sur l'importance de jouer pour les enfants, nous jouons souvent ensembles (même mon mari) et tout le monde aime cela.

Avant ma fille ne parle pas beaucoup, et moi, j'avais pas beaucoup d'idées pour l'aider et la stimuler a parlé d'avantage. Le programme me donne beaucoup des trucs et de jeux.

Mon enfant a développe beaucoup d'habilités en lien avec les apprentissages proposées. Les histoires, et comment classer les séquences de l'histoire. Elle a appris beaucoup de vocabulaire et a développer le raisonnement logique pour classer les séquences de l'histoire.

How has HIPPY changed you as a mother/father, woman/man? (not your child)

I learn a lot of new vocabulary and how to teach my kids.

As a mother, I have improved my French and English. I could understand what my child likes and this helps me teach my child.

J'ai appris à être plus patient et assidu et j'ai développé des méthodologies et d'apprentissages avec mon enfant.

C'est devenu un moment privilégié que partage avec mon enfant, une complicité. C'est un rendez-vous que j'ai avec lui uniquement.

Je pourrais passer plus de temps avec mes enfants, écouter leur avis et leur besoin. Je suis plus patient et attentif à leurs besoins. Je connais mes enfants (forces et faiblesses) et je suis plus disposé à les aider. Je suis fier de mon travail.

J'ai confiance en moi et je regarde l'avenir avec optimisme. Avant, je me voyais toujours comme une maman au foyer. Mais, maintenant, après le bébé, je vais chercher du travail.

HIPPY est la meilleure chose qui me soit arrivée depuis que je suis au Canada. Mon mari me fait de compliments, mes enfants sont heureux et je déborde de joie, de bonheur, de projets...Merci HIPPY.

5.5. HIPPY-Montréal as a key provider of social inclusion and family literacy programming

Outcome 9: Local community groups, schools and social service agencies are actively aware of the HIPPY program and the essential role it plays in providing key integration and education services to immigrant families. Linkages and partnerships between these agencies and the HIPPY program exist; however, there is strong potential to further develop and expand these partnerships in the future.

Due to its innovative nature and multi-faceted approach to working with families, children and communities, the HIPPY program is considered a very effective program at meeting the needs of hard-to-reach immigrant families in Montreal (e.g. those who are new to the community and are socially and economically isolated). The program is unique in the way that it works at many different levels (individual, household, community, institutional) to ensure that a rich pre-literacy environment and social family and community cohesion is formed for at-risk families in Montreal. Many social service agencies covet the model of the HIPPY program because it provides an intimate window on what goes on inside families and houses in terms of family and child development. The program is also lauded for its secondary objective of promoting and supporting collective community action around immigration, women's, education and health issues.

This HIPPY expertise is regularly shared with the wider community through staff participation on local *Tables de Concertation* (e.g. *Table Interculturelle de NDG*), partnerships with local community groups such as *La Face Cachée de NDG*, and institutional linkages with school boards such as le CSDM (*Commission Scolaire de Montréal*). HIPPY has also been asked to share its experience and expertise with other bodies across the country such as *La Fédération d'Alphabétisation Familiale en Français* – a Canadian national group that represents francophone minority interests

across the country. HIPPY was also consulted, through the CLSC, by the *Service Périnatale de la Santé Publique* to advise on other post-natal family literacy and health-related issues.

In addition, The Centre for Literacy has also commissioned research studies on both the qualitative and quantitative benefits of the HIPPY program as a model for both pre-literacy and family literacy learning.

Overall, this wide range of partnerships and linkages suggests that the HIPPY program provides an essential set of services and advocacy support to families and children of immigrant and new arrivals to Montreal. They are a source of important local knowledge and practice and have large potential to grow their influence and impact in the near future.

6.0 Sustainability of HIPPY Program and Future Directions

Outcome 10: Given the success of the HIPPY-Montréal program after the first four years, as well as the high demand for the program at the community level, The Centre for Literacy continues to develop and strengthen the project through: creating HIPPY-Québec (a host organization for the program), developing a satellite program with the South Shore Reading Council and Premiers Pas-Ville LeMoynes, and continuing to search for new funding and partnerships that will secure the long-term sustainability of the program.

Over the past six months (since May 2009) the HIPPY program has experienced a period of transition during which it has reorganized itself, secured some new financing and continued to develop new, appropriate partnerships.

In January 2009, a new organization, HIPPY-Québec, was formed, eventually, if necessary, to take over management of HIPPY-Montréal, to develop other programs in Greater Montreal through a transition process, and to create an organizational model that would help the program to raise future funds and to broaden its scope. To date, HIPPY-Québec has created an independent Board, held its first Annual General Meeting, and applied for non-profit status.

As well, a satellite HIPPY program was started in September 2009, in partnership with the South Shore Reading Council and Premiers Pas-Ville Lemoyne, as a way to start disseminating the program to new communities on the island of Montreal and through new host organizations.

Currently, an evaluation consultant is working with the HIPPY program staff to flesh out a comprehensive planning and evaluation framework that would ensure that outcome and impact data are being tracked and evaluated over the short, medium and long term of the project. This will enhance the ability of the program to better communicate the value-added of its activities and forge new funding and programming partnerships for the future.

HIPPY-MONTRÉAL YEAR 2008/09 IN REVIEW

AN EVALUATION BY THE PARENTS



HIPPY MONTRÉAL

UNE ÉVALUATION PAR LES PARENTS L'ANNÉE 2008/09 EN REVUE

Hello Dear Parents:

What a wonderful year we have had with you and your children!!! Everyone here at HIPPY Montréal has worked very hard because we hold dear to our hearts the success of your family. We are so proud to see the progress of the parents and the children and we have in turned learned a great deal from you: your patience, your courage and your commitment. We have been enriched through by you as we have shared at our weekly meetings and from your overall enthusiasm.

In hopes of being able to serve you even better next year, we would ask you to respond to this little questionnaire which we assure you will be kept in strictest confidence. The goal is to highlight the points that need to be improved, and why not, the things to be celebrated as well.

This questionnaire is done with the sole purpose to help us better understand how HIPPY is helping families and their children.



Bonjour Chers parents!

Quelle belle année nous avons passée avec vos enfants et vous !!!! De notre côté, toute l'équipe a travaillé très fort parce la réussite de votre petite famille nous tient à cœur. Nous sommes fières des progrès que parents et enfants ont réalisés. Votre patience, votre courage et votre engagement ont été des supports sans lesquels nous nos efforts auraient été vains. Nos échanges hebdomadaires et votre enthousiasme ont été enrichissants pour tous.

En espérant améliorer notre service d'années en années, nous aimerions que vous répondiez à ce petit questionnaire pour nous aider à cibler les points à améliorer et (pourquoi pas?) les choses à fêter!

Le questionnaire a le seul propos d'améliorer notre travail quotidien.

Name: _____ **Hippy Program Level 3 – 4 - 5**

Nom: _____ **Niveau du programme HIPPY 3
– 4 - 5**

First year with Hippy / Premier année de HIPPY 2005 - 2006 - 2007 -2008-2009

SECTION 1: GENERAL INFORMATION

1.1. How did you hear about the HIPPY program?

- Friend/neighbour
- Child's school
- Local newspaper
- Word of mouth
- Home visitor or HIPPY presentation
- Community organization
- Another HIPPY participant
- CLSC or social service worker

1.2. Why did you decide to join HIPPY?

1.3. a) At the time of joining HIPPY were you:

- Working
- Studying (if so, in what type of program _____)
- At home

b) Now that HIPPY is finished, are you currently:

- Working
- Studying (if so, in what type of program _____)
- At home

1.4 If eligible, would you consider enrolling another one of your children in HIPPY?

Yes/No

SECTION 2: PROGRAM DELIVERY

HIPPY Routine

2.1. How does HIPPY fit into your daily routine? _____
 Do you have HIPPY times? Y/N
 How often do you work with your child _____ days/week
 For how long each time? _____ minutes each time

2.2 Was there a specific time during the year when you found it hard to follow the program? Y/N
 If yes, when was that time? _____
 Why did you find it difficult?

2.3 What are the main strategies that help you stay on track with the program?

2.4 Tell us about your child’s experiences with HIPPY activities throughout the past year?

	Beginning of program				At week 15 (or so)				At week 30 (or so)			
	Every time	Often	Sometimes	Never	Every time	Often	Sometimes	Never	Every time	Often	Sometimes	Never
Looks forward to doing them												
Sits through all activities												
Finishes activities s/he starts												
Wants to do more												

HIPPY Resources (tools, activities, meetings, ideas)

2.5. Overall, concerning your experience working with HIPPY, would you say that:

	Not at all	A little	Somewhat	A lot
	1	2	3	4
The packets and the books were adequate?				
The strategies/method for teaching your child was effective?				
The role playing was helpful?				
The group meetings were useful?				

2.6 Were there any tools, resources, strategies that you wished you had more of during the HIPPY program? If so, please describe.

2.7 Did you attend any of the Group Meetings? Please check which applies.

	Never	Jamais
	Once only	1 fois
	Between 1-5 times	Entre 1-5 fois
	More than 5 times	Plus de 5 fois
	Always	Toujours

2.8. What would encourage you to attend the Group Meetings more frequently?

2.9. Do you have any other suggestions for group activities within HIPPY ?

SECTION 3: OUTCOMES and CHANGES as a result of HIPPY

Parent/Child Relationship

3.1. Before joining HIPPY, did you know which activities your child liked the most and his/her main interests? (e.g. reading, puzzles, building, counting)

Not at all	Somewhat	Often
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3.2. Since your participation in the HIPPY program, do you have a better understanding of the favourite activities and interests of your child?

Not at all	Occasionally	Often
------------	--------------	-------

3.3. Since your participation in the HIPPY program, do you have a better understanding of the activities your child does not like?

Not at all	Occasionally	Often
------------	--------------	-------

3.4. Since your participation in the HIPPY program, do you have the desire to do new activities with your child?

Not at all	Occasionally	Often
------------	--------------	-------

3.5. Before joining HIPPY, did you feel you had adequate resources and skills for working with your child?

Not at all	Somewhat	Often
------------	----------	-------

3.6. Since your participation in HIPPY, have you learned new ways to:

a) play with your child?

Not at all	Somewhat	Yes
------------	----------	-----

b) establish a routine with your child?

Not at all	Somewhat	Yes
------------	----------	-----

c) manage difficult situations with your child?

Not at all	Somewhat	Yes
------------	----------	-----

d) help your child become more independent?

Not at all	Somewhat	Yes
------------	----------	-----

e) find occasions for your child to socialize

Not at all	Somewhat	Yes
------------	----------	-----

f) allow your child to express him/herself?

Not at all	Somewhat	Yes
------------	----------	-----

Parent/School Relationship

3.7 To what extent did HIPPY help you to better understand the school system in Quebec?

Not at all	A little bit	Somewhat	A lot
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3.8 If your HIPPY child attends school, what has been your involvement with his/her school this year? Please check all that apply:

	Approximately how many times in the last year
Parent teacher conference	
Drop child off at school	
Help in the classroom	
Help with fieldtrips	
Volunteer at the library	
Special Events	
Assembly	
Other	

3.9. What happened with your relationship with your child's school this year? To what extent can you attribute any changes to HIPPY?

3.10. Before starting HIPPY, did you feel comfortable interacting/communicating with your children's school or daycare?

Not very comfortable	Somewhat comfortable	Comfortable	Don't Know
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3.11. Since your involvement with HIPPY, do you feel more comfortable interacting/communicating with your children's school or daycare?

Not very comfortable	Somewhat comfortable	Comfortable	Don't Know
----------------------	----------------------	-------------	------------

3.12.. How would you describe your HIPPY child(s) experience in school/daycare this past year?

Child 1:

Very challenging	Challenging	Adequate	Positive	Very Positive
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Child 2:

Very challenging	Challenging	Adequate	Positive	Very Positive
------------------	-------------	----------	----------	---------------

3.13. Since your participation in HIPPY have you received any feedback from the staff at your HIPPY child's school or daycare?

Not at all	A little bit	Somewhat	A lot
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Could you please give an example of the type of feedback received?

Parent/Home Visitor Relationship

3.14. To what extent did your Home Visitor provide you with useful information or help connect you to your community and its resources?

Not at all	A little bit	Somewhat	Significantly
------------	--------------	----------	---------------

3.15. Did your Home Visitor personally support you in ways that were not directly related to your HIPPY child or to the HIPPY program? Please check all that apply:

- Medical services
- Translation of documents

- After school help for older children
- Accessing other social services
- Transportation
- Job Search
- Education opportunities
- Active listening to your concerns/problems
- Household chores
- Other examples, please describe below:

Parent/Community Relationship

3.16.. Since you started HIPPY, do you have a better knowledge of the resources in your community?

Not at all	A little bit	Somewhat	A lot
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3.17. Since your involvement with HIPPY, to what extent do you participate in other community activities/groups?

Not at all	A little bit	Somewhat	A lot
------------	--------------	----------	-------

Could you please tell us how you found out about these activities?

Activity/Groups	Home visitor told me about them	Another HIPPY parent	A friend/family member told me about them	Other (Please describe)

Parent Personal/Social/Educational Development

3.18.. Since your participation in HIPPY, do you feel better supported in your role as a parent?

Not at all	Somewhat	A lot
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3.19... Since your participation in HIPPY, do you recognize your strengths as a parent-teacher?

Not at all	Somewhat	A lot
------------	----------	-------

3.20. Since your participation in HIPPY, have you created links and exchanged information with other parents?

Not at all	Somewhat	A lot
------------	----------	-------

3.21.. Since your participation in HIPPY, have you developed a feeling of inclusion/belonging with a group of other parents?

Not at all	Somewhat	A lot
------------	----------	-------

3.22 a) As a result of your participation in HIPPY, do you think that your level of French has improved?

Not at all	A little bit	Somewhat	A lot
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3.22 b) As a result of your participation in HIPPY, do you think that your level of English has improved?

Not at all	A little bit	Somewhat	A lot
------------	--------------	----------	-------

3.23. During this past year, have you participated in any course or workshop or program of study? Please fill in where applicable.

Nature of Course/Workshop	Where it took place?	HIPPY-offered (pls. check)
Food Safety		
Language		
Computer		
CPR Professional Skills		
Child Development		
Parenting		
Employment		
Other		

3.24. To what extent do you think your participation in the HIPPY program influenced your decision to enroll in these courses/workshops?

Not at all	A little bit	Somewhat	A lot
------------	--------------	----------	-------

3.25. During the past year, did you help out in your community as a volunteer (e.g. unpaid work)? Please indicate what type of volunteer work you are involved with and when.

	Type of activity	Before starting HIPPY	During HIPPY	Considering for the future
Religious institution				
Cultural Practices				
School				
Library				
Community Centre				
HIPPY				
Other				

3.26. Since participating in HIPPY, have you taken on any paid employment (part-time or full-time)? To what extent did the HIPPY program encourage you to seek employment or make it easier for you to get a job?

SECTION 4: TESTIMONIALS and EXPERIENCES from the HIPPY 2008/09 PROGRAM

4.1 How has participating in the HIPPY program changed your children and/or your family?

Can you share one story, moment or experience that describes any type of change?

4.2. How has the HIPPY program changed you as a mother/father, as a woman/man, as a citizen (not your child)?

Can you share one story, moment or experience that describes any type of change?

4.3. Would you like to add anything else about your experiences with HIPPY?

Thank you so much for your cooperation!!!!

May 2009

Home Visitors' Parent- Reflection Form

Dear Home Visitors,

Congratulations on finishing a year full of teaching and exchanging with your HIPPY parents and children! And thank you very much for taking the time to fill out the attached Parent Survey with your families. The feedback we collect on the overall outcomes, successes and areas for improvement of the HIPPY program are essential to its growth for the future.

We would really appreciate if you could give us another 5 minutes of your time to reflect individually on the specific families with whom you worked this year, to provide your comments on how they progressed through the program and to share some important stories of what transpired over the past 9 months.

Thank you in advance for your cooperation and time.

Name of Home Visitor _____

Name of Parent/Child _____

General Feedback

1. Concerning the participation of the above parent/child HIPPY pair, to what extent did they achieve the full benefits of HIPPY?

Not at all	Somewhat	Enough	A lot
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2. To what extent do you feel this parent's participation in HIPPY has improved their ability to:

	Not at all	A little bit	Somewhat	A lot
	1	2	3	4
- Help their child Succeed in school				
- Integrate/participate in the community				
- Forge strengthened relationships with other parents				
- Enroll in future education or employability courses/workshops				
- Other				

3. Could you take 2 minutes to write down a moment (or two!), experience or story that you remember with the above family that truly demonstrates the power/benefits of HIPPY? What was it about this particular story/moment that was so memorable? Please describe.

HIPPY OUTCOME MEASUREMENT PLAN 2009-2012

Inputs	Activities	Outputs	ST Outcomes	Intermediate Outcomes	LT Outcomes
Coordinator Home Visitors Parents Volunteers	<ul style="list-style-type: none"> ▪ Recruit families ▪ Coordinate and deliver parents' learning curriculum based on their child's developmental age ▪ Coordinate and carry out Home Visits ▪ Deliver curriculum through role play with parent ▪ Organize special events ▪ Link/Bridge to other resources to support/ provide referrals 	# Home Visits # of curriculum packages delivered # of referrals # of families participating # of enrichment sessions	Parents develop skills and begin to see themselves in new roles as their confidence and self-esteem improve	Parents have skills and confidence in supporting their children in schools Adults who have faced multiple barriers to further education and employment are engaged in meaningful and fulfilling experiences and participate in their community organizations	Canadian families have increased opportunities to reach their full potential
Presenters Manuals	<ul style="list-style-type: none"> ▪ Plan, schedule, facilitate and evaluate home visits and group meetings ▪ Role play curriculum ▪ Provide parent enrichment 	# Group meetings # of Home Visits per family	Parents are interested in and increasingly connected to their community and comfortable with participating in school related activities	Children learn from and feel supported by a strong bond with their parent which enables them to fit into the school system and meet school expectations	
Curriculum Office Space Meeting Space Transportation	<ul style="list-style-type: none"> ▪ Parents deliver curriculum to their child 	# of parents who deliver HIPPY curriculum Average time spent by participating parents working on Hippy activities	Parents and children have a closer relationship and know each other better	The HIPPY program is embedded in the community, is sustainable and is a model of social inclusion in family literacy	
	<ul style="list-style-type: none"> ▪ Recruit, train, mentor and support HV 	# of HV recruited # of HV trained # of coaching and mentoring hours	Home Visitors are effectively meeting the needs of participating families and fulfill their administrative commitments		
	<ul style="list-style-type: none"> ▪ Develop and implement transition plans 	# of transition plans	HV are engaged in a process to employment, further education or other personal growth		
	<ul style="list-style-type: none"> ▪ Attend community meetings ▪ Participate in community round tables ▪ Champion the Hippy methodology 	# of roundtables/ network committees	Local community groups and social service agencies are aware of HIPPY		

MONITORING PLAN

SHORT- TERM OUTCOMES	INDICATORS	SOURCE OF INFORMATION	METHODS	WHO COLLECTS	WHEN COLLECTED
Participating parents develop skills and begin to see themselves in new roles and their confidence and self-esteem are improved	<ul style="list-style-type: none"> ▪ % of participating parents who attend educational programs after starting the HIPPY program ▪ Examples of parents who take part in leading roles in HIPPY activities or go beyond the curriculum ▪ % of participating parents who say they have tools to teach their children and feel confident about their role as teachers of their child ▪ % of participating parents who report improved language and communication skills ▪ Examples of parents who ask for more information, tools and resources 	Parent HV Coordinator	Parents Questionnaire	HV Coordinator	June
Parents are interested in and increasingly connected to their community and comfortable with participating in school related activities	<ul style="list-style-type: none"> ▪ % of participating parents who are involved in the community through activities, or volunteer and leaderships roles ▪ % of Participating parents who volunteer in a community organization (church, school, library, community centre) ▪ Examples of participating parents who have meaningful interactions with their child's school ▪ Examples of parents' statements about positive school-home interactions ▪ Examples of teachers' comments of changes in children of HIPPY families 	Parent HV Coordinator (Teacher)	Parents Questionnaire	HV	June
Home Visitors are effectively meeting the needs of participating families and fulfill their administrative commitments	<ul style="list-style-type: none"> ▪ % of HV who have positive performance appraisals including time management, problem solving, oral and written communication, and maturity and understanding of family situations ▪ Examples of HV who have built strong relationships with families 	HV (self and others) Parents Coordinators	HV Performance Assessment	HV Coordinator	June
HV are engaged in a process to employment, further education or other personal growth	<ul style="list-style-type: none"> ▪ % of HV who are engaged in a transition plan ▪ Examples of HV who describe increased self esteem and sense of agency 	HV Coordinator	HV Performance Assessment	HV Coordinator	June
Parents and children have a closer relationship and know each other better	<ul style="list-style-type: none"> ▪ % of participating parents who spend 10-20 minutes/day in the HIPPY activities/ have increased time spent on educational activities such as reading, talking to each other, going to the library or museum ▪ Examples of parents who make the world a learning environment by using everyday experiences as educational opportunities ▪ % of participating parents who report having a closer relationship with their children ▪ 	Parents HVs	MIS Parents Questionnaire	HV Coordinator	June
Local community groups, schools, and social service agencies are aware of HIPPY and refer families	<ul style="list-style-type: none"> ▪ # of referrals from community groups ▪ # of referrals to community groups, services and activities by HIPPY staff to families ▪ Types of organizations where HIPPY participates (presentations, sit on board, events) ▪ # of community events/meetings/interagency networks that HIPPY is invited to attend/participate in planning (food bank, public health 	HV Coordinator	MIS	Coordinator	June

