



HIPPY
CANADA
BIANNUAL
REPORT
2003-2005



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“My child now knows that I believe in him, nothing else will ever matter.”

– Aboriginal HIPPY Home Visitor

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“I have three children. The second one went into the program and he learned. I always wanted to teach my kids something, I always wanted to read with them, to study with them, but I didn’t know the way. HIPPY taught me and showed me the way and the structure to help my children.”

– HIPPY Britannia Home Visitor

Financial Statements

Statement of Financial Position*

	2004/2005	2003/2004
Current Assets		
Cash & Terms	108,241	11,728
Accounts Receivable	19,900	17,000
GST Receivable	610	1,008
Prepaid Expenses	715	422
	129,466	30,158
Current Liabilities		
Accounts Payable	-	2,472
Accrued Liabilities	73,096	7,359
	73,096	9,831
Net Assets		
Net Assets	56,370	20,327
	\$ 129,466	\$ 30,158

Statement of Operations & Assets*

	2004/2005	2003/2004
Revenues		
Government Grants	100,000	50,000
Other Grants	50,000	30,022
Site Fees	22,000	32,500
Other Donations & In-kind	19,000	7,000
Charitable Donations	13,360	10,145
Aboriginal Research Fees	7,000	7,000
Workshop Fees	2,411	750
Interest & Other	1,023	1,334
	214,794	138,751
Expenses		
Contracts	111,265	75,127
Rent	15,000	4,000
Professional Fees	13,148	6,547
Travel Expenses	10,013	14,207
Event & Promotion	8,335	11,794
Printing & Duplicating	7,432	-
Board Expenses	4,199	6,015
Training	3,016	-
Office	2,423	2,664
Membership Fees	1,949	4,134
Phone & Fax	1,198	1,000
Insurance	715	-
Other	58	-
	178,751	125,488
Excess of Revenues over Expenses	36,043	13,263
Net Assets, opening balance	20,327	7,064
Net Assets, closing balance	\$ 56,370	\$ 20,327

*As of March 31, 2005. Unaudited – See page 15

A Canada Fit for Children reaffirms our vision, goals and ongoing efforts to build a Canada where all children have an opportunity to reach their full potential.... Canada is increasing its investments in supports for children and families to address child poverty and increase quality early learning and childcare programs.

—Honourable Liza Frulla, Minister of Canadian Heritage and Minister responsible for the Status of Women, Former Minister of Social Development

The Home Instruction for Parents of Preschool Youngsters (HIPPY) Program is an early childhood education (ECE) program that works by recognizing the power of the parent as a child's first and best teacher. For thirty years this unique and integrated education system has been in development, supporting children and families at risk. Through its home visitors, the HIPPY program works with low-income and socially excluded families, teaching parents to help improve their children's linguistic, social and cognitive skills, and building a framework that enables children to flourish. Not only does HIPPY help parents to help their children succeed early in life, but it also provides an opportunity for parents to build confidence and literacy skills, and leads to increased parental involvement in community.

In Canada this year, the HIPPY program assisted parents in supporting their children's preparation for and success in schools, and provided skills training, education and employment opportunities for parents. In addition, HIPPY helped to ease the transition

of immigrant and refugee families into Canadian society. Perhaps most importantly, HIPPY has created a space in the community where families feel welcomed and supported. In the past two years over 400 families have participated in the HIPPY program at three different sites. HIPPY Canada has also been working in partnership with at least five other communities who have determined that the HIPPY program meets their needs.

Through a multi-faceted fundraising strategy we continue to offer support to sites and promote and build the HIPPY program nationally. We have achieved many of our goals and objectives since 2003, and continue to work towards finding creative solutions to the inevitable challenges that arise. This report provides information on the HIPPY program's contribution to improving the well being of Canadian families over the past two years, and the advances of the HIPPY Canada Secretariat in supporting communities to explore and implement HIPPY programs.



fun box activities

Fun Box Activities focus on play-based learning and interaction within the HIPPY program. Interspersed throughout this report are examples of activities that parents are encouraged to engage in with their children.

Message from the Executive Director

On behalf of the HIPPY Canada staff and Board of Directors, I am delighted to present this biannual report on activities. HIPPY Canada has had a full two years, and we are looking forward to continuing our work, as well as to further developing some exciting new initiatives.

One of our major accomplishments in 2003 was to staff Aboriginal HIPPY. Tammy Harkey was hired in September of that year to manage Aboriginal HIPPY activities, and has been working diligently since then to develop and nurture the program. While the program is part of the HIPPY Canada structure, Harkey is moving Aboriginal HIPPY along a similar but independent trajectory. Her activities are included in this document.

Some other accomplishments of note include developing a recognizable HIPPY Canada brand and promotional materials; collaborating with numerous other ECE organizations to develop national relationships and networks; and providing education and skills training to HIPPY coordinators and home visitors.

4 As we move forward, our challenges are to respond to the ever increasing demand for the HIPPY program in Canada and to build on the program in ways that enhance the experience for families and children. Critical to our success is the generous support of our funders. HIPPY Canada would like to thank the National Literacy Secretariat (administered by the HRSDC) and the Vancouver Foundation for their continued faith in our work.

Moving into a new year, we look forward to continuing our work to make sure that all Canadian children are given the opportunity to reach their greatest potentials, and that their parents have the skills to help them do so.



Debbie Bell, Executive Director, HIPPY Canada

Remarks from the outgoing Chair

As first Chair of the Board of HIPPY Canada, it gives me great pleasure to turn over this position to Richard Stursberg.

The privilege of being part of the development of HIPPY in Canada is one of the great joys of my life! It has been particularly meaningful to not only work with an amazing executive director and board members but at the same time, to work with parents and their children and see the results that HIPPY has made on their lives first hand – this is truly exciting.

We know HIPPY WORKS! We know that the major job we all have to accomplish is raising awareness of HIPPY across the country. We know, too that our work must be concentrated on raising funds for the sustainability of HIPPY sites. This is a difficult task but I feel confident that with the dedication of our board and the knowledge that we must enrich our board with influential board members, our goals will be achieved.

I wish to thank you all for the support you have given me and know that you will each give that same dedication and encouragement to Richard. Our board is now in such a fortunate position to be led by a man of such stature and intelligence. I feel confident that with Richard's guidance, we will achieve our goal to make HIPPY accessible to children and families across the nation.

Thank you from the bottom of my heart!



Carol Slater
Past Chair, HIPPY Canada



Introducing the new Board Chair: Richard Stursberg

We are extremely pleased to announce that Richard Stursberg, Executive Vice-President, CBC English Television, has agreed to take over the role of Chair of the Board for HIPPY Canada. Richard brings with him 25 years of experience in public service, including as Chairman of the Canadian Television fund, and as a member of the Board of Governors of the Banff television fund. Richard has been a member of the HIPPY Canada Board of Directors for the past four years (since its inception) and his dedication and enthusiasm to the program has been inspiring. We look forward to working under his guidance over the coming year.

“I think my most important moment in time would be watching the home visitors after one year in the program recognize strengths in themselves. I saw them come into the program with those strengths, but they did not recognize that they possessed those strengths. Now I see them recognizing themselves as leaders and powerful women.”

– Aboriginal HIPPY Coordinator

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“The HIPPY Program helped me become more than a mother to my child and become a teacher and a friend.”
– HIPPY Britannia Parent



paper tearing

Paper Tearing is a fun exercise that develops coordination and fine motor skills. Using old newspaper tear strips of paper with your child; 5 for the parent and 5 for the child. Ask your child to match up the strips, and then trade places. Vary the exercise by changing the number of strips used.

2003-2005: Years in Review

The HIPPY Canada Secretariat concentrated activities in three areas in the past two years: national coordination and awareness, site development, and site support. Within these, five objectives were pursued. This strategic focus ensures that Canadians are aware of the value of HIPPY as a tool to advance Canada's social policy agenda; that communities interested in starting the program receive the necessary support; and that we continue to offer high-quality programming and services to coordinators, home visitors and families in communities with sites currently operating. The following is an update on work that HIPPY Canada has done in the last two years.

National Coordination

Objective One

Forge connections and partnerships with, and raise awareness among, potential federal, regional, and provincial adult literacy, family literacy, early childhood development, and other community-based organizations and networks.

6 Several approaches have been used to connect with adult and family literacy and early childhood development networks across Canada. We presented at or attended six provincial and federal early childhood development and family literacy conferences. A number of communities asked for presentations on HIPPY. Many of these were inter-agency meetings in which communities explored how HIPPY would integrate into current services.

With the help of public relations firm Mind Blossom, we enhanced our promotional materials and communication tools with the **One Piece of the Puzzle** logo, new brochure, one-page introduction to HIPPY and website. The website has received over 1200 visits since its launch in March of 2004.

We also hosted public events in collaboration with agency partners to raise the HIPPY profile. The event with the highest profile was Dr. Ruth Westheimer's visit to the Britannia HIPPY program in May 2004. Over 200 people attended this event and it received coverage in the Vancouver Sun and Ottawa Citizen. In addition, Tammy Harkey sat on the steering committee for the Vancouver Raise-a-Reader program, which profiled Aboriginal HIPPY at a number of public events. The honourable Chief Edward John, a HIPPY Canada board member, was the keynote speaker at the Raise-a-Reader Breakfast of Champions event.

HIPPY Canada and other agencies coordinated a public education program featuring Dr. Sue Bredekamp in the fall of 2004.

Objective Two

Develop the institutional capacity and secure the resources of HIPPY Canada to carry out national coordination activities.

Staffing

HIPPY Canada employs the equivalent of just over one full-time employee.

- » Executive Director, Debbie Bell, 0.5 FTE
- » Program Assistant, Susanne Nahm, approximately 0.25 FTE
- » Aboriginal HIPPY Manager, Tammy Harkey, 0.4-FTE

Board Development

Sheila Casgrain from Toronto and Margaret Mitchell from Ottawa both accepted an invitation to the HIPPY board this year. The HIPPY board now consists of 10 members from the private and public sectors, representing four provinces from coast-to-coast. Board development remains a high priority for HIPPY Canada.

"My son's kindergarten teacher said that he is ready for Grade 1 because of the work that I did with him at home. I feel really good about helping him."

– HIPPY Britannia Parent

Financing

Simon Fraser University, the current home of HIPPY Canada, provides in-kind benefits such as office space, phones, equipment, technical support and personnel administration. HIPPY Canada has secured considerable funding from the Vancouver Foundation and the National Literacy Secretariat over the past two years, and additional funds come through affiliation fees and board contributions. See Financial Statements on page 2.

Site Development

Objective Three

Support development of 15 new Canadian sites over two years.

We support local sites at two levels – general inquiries and actual start-up support.

The national office follows up all inquiries about HIPPY with a phone call and mail-out of information (brochures, program reports, and research documents). HIPPY Canada mailed 30 different packages to interested communities over the past two years. We also visited a number of sites that expressed preliminary interest such as the Scott Mission (Toronto, ON), the Peel School District (Peel, ON), Saskatoon (SK), Yellowknife (NWT), and Cornerbrook (NFL). In British Columbia there are a number of communities that have expressed interest including the Shuswap Nation, the Bridge River Nation, the Heiltsuk Nation, the Haisla Nation, Vancouver Native Health Society and a community in Powell River.

Once a site decides to proceed the national office provides them with assistance in developing strategies around community mobilization, assessing the appropriate program size and geographic reach, identifying groups in the community that may benefit from the HIPPY program, offering suggestions on partnership arrangements, and identifying and collaborating on fundraising activities. From 2003-2005 a significant amount of HIPPY Canada's effort went into supporting Working Women in Toronto, a coalition of community organizations in Montreal and a number of First Nations

communities in British Columbia. This meant at least two visits to each of these sites. At least four new sites will be started in the fall of 2005. They are: HIPPY Montreal (see below); the Haisla Nation's C'imo'ca Childcare Centre in Kitamaat; the Heiltsuk Nation's Hailika'as Heiltsuk Health Centre in Bella Bella; and the Vancouver Native Health Society in Vancouver.

Site start-up, a snapshot



HIPPY Montreal is proud and excited to be launching a program. Three community-based organizations (The Centre for Literacy, Elizabeth House/Les Maisons Transitionelles 03, and The Salvation Army) have joined together to initiate the first bilingual HIPPY program in Montreal's Notre Dame de Grace and Côte-des-Neiges neighborhoods. HIPPY Montreal will make community contacts and recruit up to eighty families over the summer to prepare for a fall 2005 start-up. HIPPY Montreal has received generous support from the Lucie and André Chagnon Foundation, which is providing a total of \$1.3 million of funding over four years, with gradual reductions as we move toward sustainability.

– Jennifer Symansky, HIPPY Montreal Coordinator

Site Support

Objective Four

Offer services to HIPPY sites across Canada to ensure cost-efficient, high-quality program delivery.

The HIPPY Canada network and support system has evolved over the past two years. Executive Director Debbie Bell visited each site last year. In May 2004 and April 2005 we hosted the first HIPPY Canada conferences, allowing site coordinators, home visitors, board members and others to meet and discuss successes, challenges and strategies, as well as looking at ways to improve programming.

In order to better support HIPPY in Quebec, HIPPY Canada and the Montreal Salvation Army are collaborating to translate the English

age three materials into French in exchange for the age four materials that were translated by HIPPY France. In addition, Tammy Harkey, Aboriginal HIPPY Coordinator, has fostered a mutually beneficial relationship with Raise-a-Reader, and has secured funding for Aboriginal materials and storybooks.

A significant amount of energy over the last eighteen months was directed towards the development of promotional material, including the web site, brochure, one-page HIPPY description, letterhead and business cards. This important work creates a consistently high quality HIPPY brand. The new HIPPY Canada brochure is designed with space on the back panel so local sites can display individual contact information with a stamp or sticker. Each site has received 250 brochures.

“I went to my daughter’s kindergarten class. There are four little girls in our community and they did HIPPY before they went to kindergarten, and their kindergarten teacher said that she was so impressed on how these four little girls came into kindergarten and were prepared to do their best.”

– Aboriginal HIPPY Parent

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HIPPY Canada has purchased and is in the process of installing web-based MIS systems from Third Sector Software. The program is specifically designed for non-profit organizations and can be adapted for individual programs in regard to demographic data collected, program usage statistics, and reporting needs. The program was demonstrated at the 2005 annual conference. Susanne Nahm, SFU Program Assistant, will be available in Fall 2005 to assist with start-up.

Objective Five

Provide education and skill development opportunities to site coordinators, home visitors and parents.

HIPPY Canada has provided ongoing site monitoring and support for home visitors and site coordinators. Two pre-service training seminars and coordinators’ conferences were held, and the coordinators’ manual was revised and updated. We have worked to develop training opportunities for home visitors in the form of three training modules that were completed: Supporting Parents with Low Literacy, Supporting Parents with English as a Second Language, and Team Building Activities. We have also completed a game that introduces home visitors to frequently used terms. The new training modules and the game were introduced at the 2004 coordinators’ conference. We continue to explore ways to accredit home visitor training.



“I was afraid when the HIPPY home visitor started visiting me. I was in three residential schools when I was young and I’m afraid of schools and the government, fear pushes people away. You made me comfortable and I’m glad I stayed in the program for my children so they won’t be afraid of school.”

– Aboriginal HIPPY Parent



musical glasses

Fill three glasses (not plastic) with three different amounts of water. Give your child a metal spoon and ask him or her to gently tap the different glasses. Do they make the same sound? Are the sounds high or low? Change the amounts of water in each glass and try again. Try to make a song with the sounds you hear.

Results

HIPPY is committed to a results based approach that offers Canadians a key piece of the ECE puzzle. HIPPY's experience working with excluded communities shows that children in the program enjoy improved academic performance and that their parents develop the capacity to help them to do so. By recognizing the potency and interconnectedness of adult education, parenting skills, employment, settlement, ECE and community development, the HIPPY program effectively reduces the vulnerabilities of families to pressures they face.

Participation in the HIPPY program improves many aspects of family life. These include:

Strengthening the parent-child bond.

Parents find that once parent-child time becomes part of the regular household routine it is highly valued by the parent and pursued by the child. The result for most is an improved relationship between the two. HIPPY parents and children spent an additional 18,038 hours together in the past two years. See figure one.

Developing a parent's capacity to be her child's teacher.

Supported by easy-to-use activity packets, home visitors and group meetings, HIPPY parents learn how to prepare their children for success in school and beyond. Parents receive a progressive series of 30 weekly packets with daily activities. Through role-playing with home visitors, parents practice these activities. Over the past two years parents were supported through 12,607 hours of education and training. See figure one.

Educating, training, and employing parents in the program. Many HIPPY parents become further involved in the program by training to be home visitors. The Canadian sites hired 15 home visitors and spent 4,329 hours training them over the past two years. Educational opportunities include the standard HIPPY weekly home visitor training, plus additional capacity building. In total, 22,948 hours of employment were created by HIPPY Canada. See figures two and three.

Easing children's transition into and performance in kindergarten.

The HIPPY program provides a systematic structure for parents to prepare and support their children for success in school. Children involved in the HIPPY program experience a smooth transition into school and perform at satisfactory to good academic levels. Over the last two years HIPPY parents saw the results of the 18,038 hours spent teaching their children. See figure one.

Figure One: Parent and Child Education and Training (Hours)

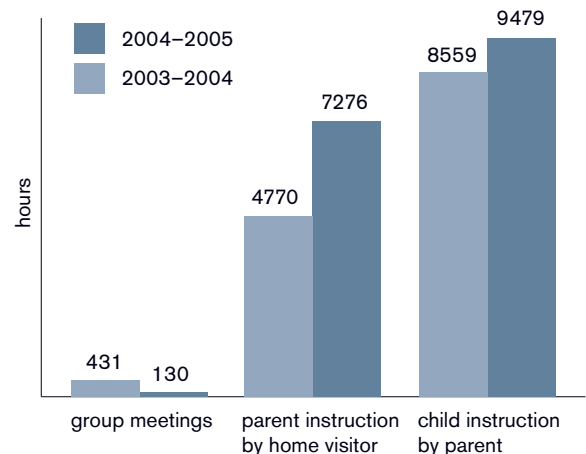


Figure Two: Home Visitor Training (Hours)

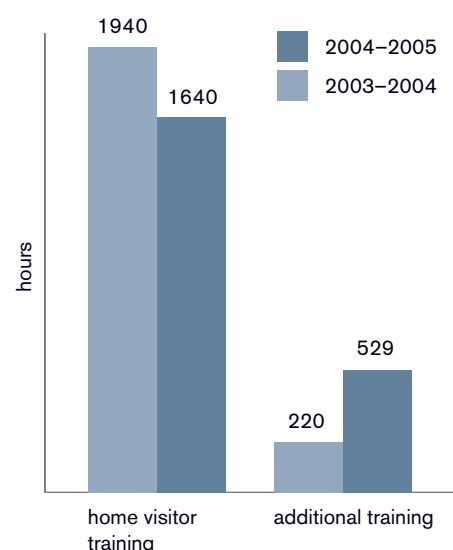


Figure Three: Employment Created (Hours)



Facilitating integration into Canadian society. Parents who immigrate to Canada are often hesitant to attend centre-based programs due to traditions and practices. Issues with culture, language skills, finances, and the practicality of transporting children can present barriers to visiting a centre. HIPPY's home visits mitigate these issues. Home visitors meet otherwise isolated parents in their homes, providing a link to the new school, and community. Once they become confident, families are encouraged to attend centre-based activities. Parents benefited from 12,046 hours of one-on-one time with home visitors over the past two years. See figure one.

“An Aboriginal dad attended a six-week parenting program that we held at an elementary school. His experience of residential schooling left him scared to enter any school. He wore a baseball cap pulled down low over his ears and kept his sunglasses on. He was very quiet. He managed to stay 30 minutes of the first two-hour session, missed the next one, and stayed a little longer at the next. On the sixth evening he took off his sunglasses and shared about his residential school experience. I was in awe of his courage to share with us. HIPPY played an extremely important role in helping him overcome his fear of the school and enhanced his ability to support his three children in their school experience.”

– HIPPY Victoria Coordinator



Looking Ahead

All of us at HIPPY Canada are proud of our accomplishments over the past two years and are eager to moving forward on some exciting new initiatives. HIPPY Canada staff are constantly working to raise awareness and create new partnerships. Some key projects we are currently working on and/or intend to start in the near future are outlined below.

Parents as Teachers

We are looking forward to partnering with **Parents as Teachers (PAT)**, an international early childhood parent education and family support program serving families throughout pregnancy until their child enters kindergarten, usually age five. The program is designed to enhance child development and school achievement through parent education, and is accessible to all families.

Family Literacy Workshops

Tammy Harkey, the coordinator for Aboriginal HIPPY, has developed a series of workshops on Family Literacy that adapts some of the important skills development components that are nurtured in the HIPPY program. These workshops will be offered to communities around BC, developing community capacity and family literacy. They are also intended to serve as an introduction to HIPPY, and it is our hope that through these experiential workshops communities will then see the larger benefits associated with the HIPPY program.

Care, Identity & Inclusion Project

In January 2005 a research proposal was prepared in partnership with University of British Columbia professor Paul Kershaw, and submitted for consideration to the Social Development Directorate (HRSDC). We are very pleased to report that the funding for this project has been granted. **The Care, Identity and Inclusion Project: HIPPY Case Studies** is an action based research study that will investigate links between the private time that a parent or caregiver spends interacting with his or her child in the family home, and the level of social inclusion and cultural identity enjoyed by both children and parents in the public sphere.

Let's Talk Science: Wings of Discovery™

We are exploring a partnership with **Let's Talk Science: Wings of Discovery™** a comprehensive discovery-based program for young children, infant to age five that builds important life skills, increases self-esteem and inspires discovery by engaging a child's innate curiosity about how the world works. **Wings of Discovery™** provides all-new, easy to use educational content and teaching tools for educators in childcare centers, preschools, nursery schools and for home-based childcare. **Wings of Discovery™** has been tested and demonstrated in early years and kindergarten settings by those that matter most—educators and children.

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make a family mobile

- Look through family photo albums with your child and talk about the people. Draw circles on paper, cut them out, and paste or tape pictures in the circles. Attach the circles to a hanger with some string, writing names or descriptions under the pictures. Ask your child for suggestions for decorating the pictures and where to hang your family mobile.

“I was worried about my grandchildren not being ready for school and now I know they will be because I helped them.”

– Aboriginal HIPPY Grandparent

Training and Accreditation

Simon Fraser University has been working on a community education framework that would enable access to education for those in our community that have been or are excluded from mainstream institutions. The model includes both a non-credit and a credit certificate in Community Capacity Building. This means that home visitors could participate in both of these certificates, addressing ongoing efforts at HIPPY Canada to find ways to increase training and accreditation for home visitors.

Integrated Service Delivery

Advocacy groups in Canada have called for an integrated approach to service delivery that would more effectively address the multiple factors contributing to poverty reduction. HIPPY Canada has initiated discussions around an inter-agency approach that would use the HIPPY model as a springboard to integrate services critical to low-income families. The idea is to offer HIPPY in two separate streams—urban aboriginal and multicultural. HIPPY would be augmented with a structured program that would integrate

employment, education and other critical support services to HIPPY families.

Parental Literacy Program

Many home visitors and coordinators have witnessed an increase in parental literacy that is an incidental result of simply using HIPPY materials. Sites not only want to measure this change but also implement strategies of enhancing parental literacy. We propose the development of a literacy program for parents in the HIPPY program using innovative program design and delivery approaches. The program would be designed around a theme pertinent to the parents in the program but with the careful and deliberate infusion of literacy content. The proposed program would build off the existing HIPPY program structure by dedicating some of the time in home visits and groups towards the literacy project.

In addition to pursuing new initiatives all of us at HIPPY Canada look forward to continuing our core work: supporting children and families across Canada to ensure that all have the opportunity to reach their fullest potential.



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visit a market

Visit a local market with your child and make a list of the foods they see. Draw or cut out pictures to go with the words. At home, talk about where the food came from. Encourage the child to ask the grocer about the foods and their origins. Most people enjoy helping children, especially if you can shop when the workers are not too busy.

Sites in Operation

Britannia Community Service Society

Vancouver, BC

Year 5

75 Families

5 Home visitors

Enzo Guerriero

enzo_guerriero@city.vancouver.bc.ca

Hulitan Social Services Society

Victoria, BC

Year 3

85 Families

5 Home visitors

Sue Bourque – victoria@hippycanada.com

Aboriginal HIPPY Consortium

Vancouver & Lower Mainland, BC

Year 2

73 Families

5 Home visitors

Tammy Harkey – aboriginal@hippycanada.com

New Sites (Fall 2005)

Vancouver Native Health Society

Vancouver, BC

Ida Mills – vnhs@shawbiz.ca

Salvation Army, the Centre for Literacy, and Elizabeth House / Les Maisons Transitionnelles 03

Montreal, QC

Jennifer Symansky

jennifer_symansky@can.salvationarmy.org

C'imo'ca Childcare Centre

Kitamaat (Haisla Nation), BC

Mary Nyce – mnyce@uniserve.net

Hailika'as Heiltsuk Health Centre

Bella Bella (Heiltsuk Nation), BC

Louisa J. Willie – louisaw@heiltsukhealth.com

Communities Expressing Interest

Working Women Community Centre

Toronto, ON

Michele Peterson – rapport2000@rogers.com

New Westminster School District

New Westminster, BC

Betina Ali – bali@sd40.bc.ca

NWT Literacy Council

Yellowknife, NWT

Brenda Green – brenda@nwtliteracy.ca

Brooks Secondary, Junior Campus

Powell River, BC

F.M. Thorsell – fthorsell@sd47.bc.ca

Port au Port Community Education Initiative Inc.

Cornerbrook, NL

Bev Kirby – bkirby@nf.sympatico.ca

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wood sculpture

- Get some wood scraps from a lumber yard (these are often free) if you do not have any at home. Let your child sand the wood where ever he or she wants until the surface is smooth. Your child can then make three dimensional designs (sculptures) by gluing smaller pieces of wood, pasta, bottle caps, twigs, etc. to the wood. Ask your child to tell you about his or her sculpture.

NOTICE TO READER

We have compiled the statement of financial position of HIPPY Canada (Home Instruction for Parents of Preschool Youngsters) as at March 31, 2005 and the statement of operations and net assets for the three months then ended from information provided by management. We have not audited, reviewed or otherwise attempted to verify the accuracy or completeness of such information. Readers are cautioned that these statements may not be appropriate for their purposes.

Vancouver, B.C.
June 06, 2005



Dragomir Breckner Liu

SUITE 204-2929 COMMERCIAL DRIVE, VANCOUVER, B.C., CANADA V5N 4C8 TEL. (604) 874-1191 FAX (604) 874-1006

* Incorporated as PACE Accounting Inc.



animal puppet play

- Draw pictures of different animals or cut out pictures from old magazines/newspaper with your child. Cut out the pictures and tape them to popsicle sticks or spoons to make puppets. You and your child can make up a story about the animals and act it out with the puppets.



Contact Information

HIPPY Canada

Debbie Bell, Executive Director
 c/o Simon Fraser University
 Suite 2329, 515 West Hastings Street
 Vancouver, BC V6B 5K3

Tel: 604.291.5145
 Fax: 604.291.5098
 Email: canada@hippycanada.com
 Web: <http://www.hippycanada.com/>

National Aboriginal HIPPY

Tammy Harkey, Manager
 c/o Simon Fraser University
 Suite 2336, 515 West Hastings Street
 Vancouver, BC V6B 5K3

Tel: 604.268.7966
 Fax: 604.291.5098
 Email: aboriginal@hippycanada.com
 Web: <http://www.hippycanada.com/>

Board of Directors

(as of June 2005)

Richard Stursberg, Chair
 Carol Slater, Past Chair
 Enzo Guerriero, Treasurer
 Sue Wolstenholme, Secretary
 Henry Green
 Chief Leonard George
 Edith Kambere
 Sheila Casgrain
 Chief Edward John
 Margaret Mitchell
 Debbie Bell, Executive Director, HIPPY Canada (ex-officio)
 Miriam Westheimer, Director, HIPPY International (ex-officio)

Funders

HIPPY Canada is very grateful to the National Literacy Secretariat (HRSDC), the Vancouver Foundation, and Simon Fraser University for their generous support.



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